

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 1890-0017
Exp. 4/30/2008

Applicant Information

1. Name and Address

Legal Name: The School District of Philadelphia

Address: 440 North Broad Street
Education Center, Suite 232

Philadelphia

City

Organizational Unit

Office of Curriculum & Instruction - World Languages [& Office of Language, Culture & the Arts]

T2 93B 060173

PA

State

Philadelphia

County

19130 - 4015

ZIP Code + 4

2. Applicant's D-U-N-S Number

0 4 8 8 2 5 9 6 2

6. Novice Applicant Yes No

3. Applicant's T-I-N

2 3 - 6 0 0 4 1 0 2

7. Is the applicant delinquent on any Federal debt? Yes No (If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #:

8 4 2 9 3 B

8. Type of Applicant (Enter appropriate letter in the box.)

F

Title: Foreign Language Assistance Program -- Local Educational Agencies

- A State
- B Local
- C Special District
- D Indian Tribe
- E Individual
- F Independent School District
- G Public College or University
- H Private, Non-Profit College or University
- I Non-Profit Organization
- J Private, Profit-Making Organization
- K Other (Specify):

5. Project Director: Thomasina I. White [& Ana Sainz de la Peña]

Address: 440 North Board Street, Suite 232

Philadelphia

City

PA

State

19130 - 4015

ZIP Code + 4

Tel. #: (215) 400-4150-5604 Fax #: (215) 400-4151

9. State Application Identifier: Not applicable

E-Mail Address: grants@phila.k12.pa.us

Application Information

10. Type of Submission:

5904 EXTENSION

—PreApplication

—Application

Construction

Construction

Non-Construction

Non-Construction

11. Is application subject to review by Executive Order 12372 process?

Yes (Date made available to the Executive Order 12372 process for review):

No (If "No," check appropriate box below.)

Program is not covered by E.O. 12372.

Program has not been selected by State for review.

12. Proposed Project Dates:

Start Date: 9/1/2006

End Date: 9/30/2009

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

Yes (Go to 13a.) No (Go to item 14.)

13a. Are all the research activities proposed designated to be exempt from the regulations?

Yes (Provide Exemption(s) #: #1; #2)

No (Provide Assurance #):

14. Descriptive Title of Applicant's Project:

Arabic at Benjamin Franklin & Motivation High Schools: Establishing Instruction in Modern Standard Arabic as a Foreign Language in Two Philadelphia Secondary Schools

Estimated Funding

15a. Federal	\$	116,162	.00
b. Applicant	\$	(b)(4)	
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. TOTAL	\$		

Authorized Representative Information

16. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Paul G. Vallas

b. Title

Chief Executive Officer

c. Tel. #: (215) 400-4150

Fax #: (215) 400-4151

d. E-Mail Address: grants@phila.k12.pa.us

e. Signature of Authorized Representative

Date: 9/28/2006

PROJECT DESCRIPTION:

A course of instruction in the Arabic language (Modern Standard Arabic) will be established in two Philadelphia high schools. This is identified as a critical need language.

Students will be taught the phonology, grammar, vocabulary, cultural connections, and history of the Arabic language. Designed as a sequential foreign language program, by the third program year the District will be offering Arabic Level I, Arabic Level II & Arabic Level III.

The curriculum will be developed according to the District guidelines as set forth in the *World Language Planning and Scheduling Timeline*. The course will emphasize functional communication and conversation skills, and will emphasize cultural dimensions of the Arabic-speaking peoples of the world.

Particular interest is anticipated in Arabic as a language spoken in at least 14 nations of Africa. Audio and contemporary software for technology will lend further support to the high priority accorded to the acquisition of native phonology or some approximation thereof. Website visits by students will also strengthen learning. Emphasis will be placed upon development of conversational ability, as well as reading and writing. Professional development will be provided for teachers. Annual travel to national meetings will further dissemination goals.

Total Physical Response Storytelling strategies inform program design. Field trips to museums and cultural institutions are incorporated. Two centers at the University of Pennsylvania provide support for the program development. There will be a Native Speakers Conversation Initiative, and linkages with community members (including undergraduate and graduate students at area institutions of higher education). Service learning dimensions will bring students into contact with other speakers of Arabic, as will an initiative for e-mail pen pals." Students will attend career fairs, and be encouraged to learn of employment and travel opportunities in Arabic-speaking lands.

- Goal 1: To establish an Arabic course in 2 comprehensive high schools
- Objective 1.1: By the end of the school year, students will have demonstrated their communicative competencies in Arabic.
- Objective 1.2: By the end of the school year, students will be able to use the target language to communicate in and beyond the classroom setting.
- Objective 1.3: By the end of the school year, students will have increased their knowledge of the customs and traditions of the Arabic speaking population.
- Objective 1.4: By the end of the school year, students will be able to use the target language to make connections and reinforce knowledge and skills across content areas.

Outcomes – Students will improve their literacy skills, a curriculum will be developed including Year 1, 2 and 3 of Arabic language study, a variety of assessments will be developed using technology, the program will have expanded to serve other grade levels. Professional development will be ongoing and will include academic, professional and community partnerships.

Rigorous evaluation of outcomes will be conducted by the District's Office of Research & Evaluation.

CONTACT INFORMATION:

Thomasina I. White Telephone: (215) 400-5704 E-mail: TWhite@phila.k12.pa.us
Ana Sainz de la Peña Telephone: (215) 400-4240 E-Mail: ASainzdeLaPena@phila.k12.pa.us

ATTACHMENT TO
STANDARD FORM ED-424
APPLICATION FOR FEDERAL EDUCATION ASSISTANCE

RE: ITEM 13
RESEARCH ACTIVITIES INVOLVING HUMAN SUBJECTS

THE SCHOOL DISTRICT OF PHILADELPHIA
APPLICATION FOR GRANT SUPPORT FROM THE
UNITED STATES DEPARTMENT OF EDUCATION
FOREIGN LANGUAGE ASSISTANCE PROGRAM FOR LOCAL EDUCATIONAL AGENCIES
(CFDA 84.293B)

PROTECTION OF HUMAN SUBJECTS ATTACHMENT

The research activities involving human subjects currently being proposed by the School District of Philadelphia in conjunction with its application for federal education assistance under the aforementioned priority are all exempt from applicable federal regulations under two of the six standard **exemption categories**:

CATEGORY 1

The research/evaluation component of the proposed program will be conducted entirely within a commonly accepted educational setting. Data will be collected and analyzed to determine the positive impact of foreign language instruction upon student achievement.

CATEGORY 2

The proposed research will employ educational assessments, survey/interview processes, and/or direct observation of student-oriented activities to determine the overall effectiveness of the proposed educational programming. The solicitation and documentation of evaluative data will be conducted in strict compliance with the School District of Philadelphia's guidelines regarding confidentiality of student information, thereby safeguarding the anonymity of individual project participants.

*Arabic at Benjamin Franklin & Motivation High Schools:
Establishing Instruction in Modern Standard Arabic
as a Foreign Language in Two Philadelphia Secondary Schools*

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Part I

Project Abstract

ABSTRACT

The School District of Philadelphia
Philadelphia, Pennsylvania

FLAP-LEA:
Foreign Language Assistance Program
in Local Educational Agencies

LANGUAGE: – **Arabic** (*Modern Standard Arabic*) This innovative pilot initiative does not duplicate or maintain any existing foreign language program.

SCHOOLS: Benjamin Franklin High School
Motivation High School

GRADES: – Grade 9 – Grade 12

TOTAL NUMBER OF STUDENTS SERVED:

- SERVED BY THE END OF THE PROJECT: 450
- SERVED IN YEAR 1: 90
- SERVED IN YEAR 2: 240
- SERVED IN YEAR 3: 450

450
240

210

PARTNERSHIPS:

African Language Program, African Studies Center, at the University of Pennsylvania (Dr. Audrey N. Mbeje). *Prior Workshop* topics reflect expertise in: effective strategies for teaching African languages as additional languages; issues in communication-based language teaching, in the context of methods and materials development, syllabus design and learning activities.

Outreach Program, Middle East Center, at the University of Pennsylvania (Kathy Spillman, Associate Director). Uniquely situated to offer K –12 educators access to a multitude of resources at the University. Teacher Workshops conducted conjointly with World Affairs Council, Museum of Archaeology & Anthropology; Speakers Bureau; Video Lending Library (feature films from 19 countries); Consulting Services for Professional Development of Elementary & Secondary Teachers.

International House; Franklin Institute Science Museum; other regional colleges and universities; other regional museums and cultural institutions.

The School District of Philadelphia

Part II

Budget Forms & Information

*Form ED 524—Section A: USDE Funds--Project Years One, Two and Three
and Indirect Cost Information*

Form ED 524—Section B: Non-Federal Funds--Project Years One, Two and Three

Section C: Budget Itemization / Narrative



**BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization
**SCHOOL DISTRICT OF PHILADELPHIA
ARABIC IN TWO SECONDARY SCHOOLS**

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	60,264	62,072	95,901			218,237
2. Fringe Benefits	22,342	23,012	35,553			80,907
3. Travel	1,500	1,500	1,500			4,500
4. Equipment						
5. Supplies	14,000	14,000	12,000			40,000
6. Contractual	10,000	10,000	10,000			30,000
7. Construction						
8. Other	5,400	5,300	7,700			18,400
9. Total Direct Costs (lines 1-8)	113,506	115,884	162,654			392,044
10. Indirect Costs*	2,656	2,712	3,806			9,174
11. Training Stipends						
12. Total Costs (lines 9-11)	116,162	118,596	166,460			401,218

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07 / 1 / 2006 To: 06 / 30 / 2007 (mm/dd/yy)
 Approving Federal agency: ED Other (please specify): X Comptroller's Office-PA
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)

Name of Institution/Organization SCHOOL DISTRICT OF PHILADELPHIA	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C – BUDGET NARRATIVE (see instructions)

FLAP Budget Part C
 Detail/Narrative Budget

School District of Philadelphia
 Arabic at Benjamin Franklin & Motivation High Schools:
 Establishing Instruction in Modern Standard Arabic as a
 Foreign Language in Two Philadelphia Secondary Schools
 Year 1 Budget Detail

	USDE Grant Funds \$	SDP Match Funds	<u>TOTAL</u>
1 Personnel		(b)(4)	
<u>Full Time</u>			
Teacher 1/school x 2 @ \$58,000	58,000		
<u>Hourly</u>			
Professional Development			
45 hrs x 2 teachers @ \$25.16	<u>2,264</u>		
subtotal Personnel	60,264		
2 Fringe Benefits			
Full Time @ 38%	22,040		
Hourly @ 13.32%	<u>302</u>		
subtotal	22,342		
3 Travel Conferences	1,500		
5 Supplies			
Textbooks \$10,000/school x 2	10,000		
Software \$ 8,000/school x 2	<u>4,000</u>		
subtotal	14,000		
6 Contractual	10,000		
University & Organizational Partners			
8 Other			
Evaluation	<u>5,400</u>		
9 Total Direct Costs	113,506		
10 Indirect Costs @ 2.34%	<u>2,656</u>		
12 Total Costs	<u><u>116,162</u></u>		

FLAP Budget Part C
 Detail/Narrative Budget

School District of Philadelphia
 Arabic at Benjamin Franklin & Motivation High Schools:
 Establishing Instruction in Modern Standard Arabic as a
 Foreign Language in Two Philadelphia Secondary Schools
 Year 2 Budget Detail

	USDE Grant Funds \$	SDP Match Funds \$	<u>TOTAL</u> \$	
1 Personnel				
<u>Full Time</u>				
Teacher 1/school x 2 @ \$59,740	59,740	(b)(4)		
<u>Hourly</u>				
Professional Development				
45 hrs x 2 teachers @ \$25.91	<u>2,332</u>			
subtotal Personnel	62,072			
2 Fringe Benefits				
Full Time @ 38%	22,701			
Hourly @ 13.32%	<u>311</u>			
subtotal	23,012			
3 Travel Conferences	1,500			
5 Supplies				
Textbooks \$10,000/school x 2	10,000			
Software \$ 8,000/school x 2	<u>4,000</u>			
subtotal	14,000			
6 Contractual	10,000			
University & Organizational Partners				
8 Other				
Evaluation	<u>5,300</u>			
9 Total Direct Costs	115,884			
10 Indirect Costs @ 2.34%	<u>2,712</u>			
12 Total Costs	<u><u>118,596</u></u>			

FLAP Budget Part C
 Detail/Narrative Budget

School District of Philadelphia
 Arabic at Benjamin Franklin & Motivation High Schools:
 Establishing Instruction in Modern Standard Arabic as a
 Foreign Language in Two Philadelphia Secondary Schools
 Year 3 Budget Detail

	<u>USDE Grant Funds</u> \$	<u>SDP Match Funds</u> \$	<u>TOTAL</u> \$	
1 Personnel				
<u>Full Time</u>				
Teacher 1.5/school @ \$61,532	92,298	(b)(4)		
<u>Hourly</u>				
Professional Development				
45 hrs x 3 teachers @ \$26.69	<u>3,603</u>			
subtotal Personnel	95,901			
2 Fringe Benefits				
Full Time @ 38%	35,073			
Hourly @ 13.32%	<u>480</u>			
subtotal	35,553			
3 Travel Conferences	1,500			
5 Supplies				
Textbooks \$10,000/school x 2	10,000			
Software \$ 8,000/school x 2	<u>2,000</u>			
subtotal	12,000			
6 Contractual	10,000			
University & Organizational Partners				
8 Other				
Evaluation	<u>7,700</u>			
9 Total Direct Costs	162,654			
10 Indirect Costs @ 2.34%	<u>3,806</u>			
12 Total Costs	<u><u>166,460</u></u>			

Part III

Program Narrative

Arabic at Benjamin Franklin & Motivation High Schools: Establishing Instruction in Modern Standard Arabic as a Foreign Language in Two Philadelphia Secondary Schools

(A) NEED

Urgency of Providing Instruction in Critical Need Languages

Arabic has been declared a “critical need language” by the United States Department of Education. Eager to add more “non-European” language-learning opportunities to the range of current offerings, the School District of Philadelphia now proposes to establish foreign language learning for public school students in Grades Nine through Twelve, during the traditional school day, by initiating a program exclusively teaching Arabic. The innovative model program is an entirely novel initiative, and will *not* serve to duplicate or to maintain an existing foreign language program.

The *mission* of The School District of Philadelphia (SDP) is to provide a high-quality education that prepares, ensures, and empowers all students to achieve their full intellectual and social potential in order to become life-long learners and productive members of society. The School District of Philadelphia promotes standards-based core curricula, supports continuing professional development of educators, and encourages stronger partnerships with families, community agencies, and regional colleges and universities. Within the context of the District’s *mission*, more opportunities for student learning are needed than are currently provided; expanded offerings in foreign language instruction will play a vital role in empowering today’s youth for tomorrow’s world.

A Profile: Challenges and Opportunities

As eighth-largest *local educational agency* in the nation, the SDP is also among the most socio-economically, financially and academically troubled. Some 185,000 students (K-12) in over 260 schools represent only 10% of the state's total public school enrollment, yet constitute well over 25% of Pennsylvania's low-income students; over 70% of SDP students qualify for free/reduced-price lunch. Students come largely from historically-under-served racial and ethnic minorities: 64.4% African-American; 15.8% Latino; 13.3% Caucasian; 5.6% Asian; 0.2% Native-American; and 0.7% other heritages. Over 75 different primary languages/dialects are spoken in the homes of the students.

Educators face challenges from beyond the classroom: widespread poverty, substance abuse, and pervasive threats of crime and violence. This constellation of circumstances also serves to intensify the District's commitment to seeking success and achievement for *all* students. The opportunity to promote such success and achievement must be attained while fostering respect for diversity among students, and for the fellow human beings with whom we share the globe. Only enhanced communication skills can bridge the gaps, and only functional communication can empower successful interaction with other speakers of *world languages*.

Range & Scope of Current Offerings: Weakness in Infrastructure

School District of Philadelphia leaders are mindful that action must now be focused on *an identified national need for programs in critical foreign languages of major economic and political importance: such a language is Arabic*. At present, culturally-sensitive curricula honor certain heritage languages; instruction is offered in: Spanish, French, Italian, Russian, Hebrew, Khmer, Vietnamese, Japanese, and Chinese. While reflecting (to some degree) community

cultural diversity, only Russian and Chinese are amongst those languages now listed by the U.S. Department of Education as "critical need languages." **There are, at present, no courses in Arabic offered anywhere within the School District; the need remains unmet.**

Academic Advancement, Heritage, & World Citizenship

The School Reform Commission (SDP's governing body) made a *Declaration of Education* recently setting a goal that by 2008 "eighty percent of graduating seniors will enroll in post-secondary educational institutions." Colleges and universities scrutinize student transcripts, favoring admission for those applicants who have acquired foreign language proficiency in secondary school; thus, addition of instruction in Arabic addresses a key District need.

Seventh-most-common "first language" in the world, and spoken by over 221 million people, Arabic is the chief language of twenty-four countries. Ethnologue reports that various dialects of the Arabic language are spoken on the African continent in at least fourteen nations (Algeria, Cameroon, Chad, Djibouti, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Nigeria, Sudan, Tanzania and Tunisia). Since 1969, the SDP has experienced from the community a mounting number of requests for instruction in the Arabic language. Many students of diverse heritages are highly motivated to study Arabic, given the ever-increasing economic and political significance of its speakers. Furthermore, over 64% of all District students are of African descent; African-American History has been added to the Core Curriculum as a mandatory secondary subject, and new prominence is given to Arabic as one of the languages spoken in Africa. "*The limits of my language are the limits of my world.*" wrote philosopher Ludwig Wittgenstein (1889-1951). It is expected that many District students of *all* heritages will

evidence interest in learning Arabic, and that (when a three-year **sequence** is offered) most beginning students will continue to advance their Arabic Language skills over the longer term.

(B) PROJECT DESIGN

The Pilot Sites

The goal of this pilot project is to establish a sequential, three-year course of study in the Arabic language for students at **Benjamin Franklin High School** (located in the School District's *Center City Region*) and at **Motivation High School** (in the *Southwest Region*). Our desire is to develop student communicative competencies while strengthening their sensitivities to the customs and traditions representative of the target culture.

Benjamin Franklin High School (Grades 9 – 12), is a “neighborhood high school” located at North Broad & Green Streets, and is home to the *International Studies Academy*. The school also features programs in *Health, Hospitality, Information Technology*, and *U.S. Navy Junior ROTC*. Student enrollment was 919 for the 2005-2006 school year with a student population 82.2% of whom are from low-income families. Demographics are as follows: 91.2% African American, 5.4% Latino, 2.4% Asian, 0.7% Caucasian, and 0.3% “Other.”

Motivation High School (Grades 9 – 12) is a “city-wide admissions high school” located at 78th Street & Buist Avenue. Noted for its program in *Information Technology*, the school offers a college preparatory curriculum for students planning to enter Liberal Arts programs upon graduation. The school has an enrolment of 210 students, 61.9% of whom come from low-income families. Demographics are as follows: 82.9% African-American, 13.8% Asian, 1.4% Caucasian, 1% Latino, 1% “Other.”

Research Bases for Innovative Instructional Strategies

The work of Chris Zurawsky and Robert Dekeyser shape aspects of the approach being taken. These authors assert (*ex* “Foreign Language Instruction: Implementing the Best Teaching Methods” in *Research Points*, Spring 2006 {Vol. 4, #1, p. 1-4}) that: “For older students effective foreign language instruction includes direct teaching, systematic practice involving rules and grammar, and plenty of opportunities for conversation. [Foreign Language Instruction] should be aimed at having students express and understand fully formed ideas and phrases, as well as learn the language’s structure.” Zurawsky and Dekeyser make four other noteworthy points:

- “...a more **explicit approach to structure and vocabulary** works best for adolescents and adults” ,
- “Recognize that for almost everyone, **high proficiency** in a foreign language will develop outside the classroom, through **conversation with native speakers** made possible by the skills acquired in the classroom.”
- Teachers [of Arabic] should be encouraged to use activities that engage ALL learners to achieve at high performance levels.
- **Professional development workshops** should be established with local universities and community organizations to better offer supports to the teacher.

Model Curricular & Instructional Strategies: Language & Cultural Aspects

The project will offer an Arabic program that focuses specifically on learning the language and the cultures associated with it. **Modern Standard Arabic will be taught.** This form is particularly useful in learning to read the language, and is widely used in books, newspapers, radio and television news programs, political speeches, and other contexts. Students

will develop communicative competencies in the target language while becoming proficient in the four identified skills of listening, speaking, reading and writing. The designed curriculum is outcomes-based and aligned to the national standards as designated by the American Council on the Teaching of Foreign Languages (ACTFL).

The School District's *Planning and Scheduling Timeline for World Languages* will be the foundation of this course. The *Planning and Scheduling Timeline* was developed for all World Languages courses (Level 1) and designed to support instruction in all world languages. The document identifies standards for content and performance descriptors, establishes a common curriculum base for all teachers, and includes a collection of references to aligned resources that facilitate lesson planning.

While students learn the phonology of the Arabic language, they will also learn about associated customs, arts, literature, history and geography. By definition, the learning of a foreign language goes hand-in-hand with developing an understanding and appreciation of the culture. Through the teaching of the Arabic, language students will also learn of the many scientific, mathematical and literary accomplishments made by Arabic-speaking scholars, and (for example) the contributions of Arabic civilizations to the Renaissance. Connections will be made with the students' culture and that of the target culture, identifying similarities as well as differences. Interdisciplinary connections will be made with the history and the mathematics classrooms, to discuss contributions and accomplishments of Arabic speaking people. Students will gradually begin to communicate in Arabic with other students, expanding outwardly from their classmates, to local college students who may be native speakers of Arabic, to national and international links via *e-pals*, virtual classrooms, or Internet communications.

Innovative Dimensions: *Total Physical Response Storytelling*

The approach to teaching Arabic will also be guided by the innovative work in the area of **Total Physical Response Storytelling**. Dr. Roy Day (*ex The Language Educator*, January 2006, Volume 1, Issue 1) writes: “From the beginning, TPRS (Total Physical Response Storytelling) made some radical assumptions about language learning, drawing not only from James Asher’s original TPR, but from Stephen Krashen’s acquisition theory of language. In Ray’s adaptation of Krashen’s work, students go straight for acquiring the foreign language – they don’t learn *about* the language through the study of grammar. The stories provide “comprehensible input,” Krashen’s term for the essential ingredient in any language acquisition process. Ray also used Krashen’s work on reading as the basis for including printed stories in his program.” The SDP’s proposed Arabic language program in the two secondary schools will incorporate **Total Physical Response Storytelling** as a central feature of the approach.

Dr. Day comments significantly on how using this technique affected his teaching. “What I found early on using TPRS, particularly with adults, is that Ray’s approach to storytelling – pre-teaching vocabulary and proceeding on to a bizarre story using that vocabulary – is most successful with beginners. The dynamic at work at this level is, to my mind, the charm of understanding a new and strange language. Students do get very engaged as the sounds of the language take on meaning, and the more unexpected the events of the story are, the more they want to know what happens next. This is very powerful, and it takes something powerful to get many students to participate in a foreign language class.”

Sequential Studies: *Implementation Mechanics*

In **Year 1** of program implementation there will be one teacher in Benjamin Franklin High School and one teacher in Motivation High School. *Arabic Level I* will be taught for three

class periods and the two other periods will be devoted to curriculum planning and development for the *Arabic Level II* class. In **Year 2** each teacher will teach five (5) class periods of Arabic; three (3) classes of *Arabic Level II*, and two (2) classes of *Arabic I*. In **Year 3**, a half-time (0.5 FTE) teacher will be added to teach *Arabic Level III*, while the other teachers will continue to teach *Arabic Level I* and *Arabic Level II*. This will begin the promotion of sequential study.

In **Year 1** of the project, a total of 90 students will be served in the two schools. In **Year 2**, the total number of students served will have risen to 240. By **Year 3**, a cumulative total of 450 students will have been served, while the District will have piloted a model initiative which will serve as a replicable model. Annual travel to a national meeting by the teachers and project directors will also facilitate dissemination of the model.

University & Organizational Partners

The **Middle East Center at the University of Pennsylvania** (founded in 1965) strives to strengthen Middle East studies, and to reflect the diverse nature of the region. The Middle East Center *Outreach Program* covers the region's various ethnic groups, religions, languages, civilizations, and countries in addressing the different needs of academics, educators, journalists, and the general public, also organizing activities for faculty and students offering "hands-on experiences" such as field trips. The University's libraries have over 50,000 holdings on the Middle East. For art and artifacts reflecting the heritages of Arabic-speaking peoples of the world, the University of Pennsylvania's world-famous Museum of Archaeology & Anthropology holds the largest such collection on any campus in the United States. The Middle East Center staff members will partner with the School District of Philadelphia, offering professional development and resources for our public school teachers to help increase knowledge and

understanding of the Middle East in the classroom. Resources the Center can make available may include speakers, films, and on-line and print materials for learning about the Middle East.

African Language Program of the **African Studies Center at the University of Pennsylvania** is another resource for professional development and curriculum development and refinement to the School District's Arabic Language initiative. The *African Language Program* provides courses in African languages and cultures to undergraduate and graduate students at the University of Pennsylvania, and the "consortium colleges" of Bryn Mawr, Haverford, and Swarthmore, as well as for other neighboring colleges and universities. SDP staff will look to them for counsel and support in curriculum development and foreign language program development, and for delivery of professional development to SDP staff in the form of *workshops* in foreign language pedagogy.

Textbook/Program Materials Adoption

The Office of Curriculum and Instruction has the following process in place for textbook/program materials adoption: A committee is formed including all stakeholders (Community, University, Teachers, Principal, Regional Superintendent, Director of Instruction, Department Head/Chair, Curriculum Specialist). The Lead of any particular content from the Curriculum Office heads up the Committee; the Committee is (or becomes familiar with) the curriculum (including *Planning and Scheduling Timeline*) and then reviews various textbooks/program materials, bearing in mind such factors as alignment to SDP curriculum based on Pennsylvania State Standards, cultural proficiency/relevance, content, and cost. Four or five of the strongest program/textbook publishers are invited to present to the Committee; the Committee then uses a four-point rubric to determine the best match for adoption.

The Committee often asks the program/textbook publishers to make some changes to best suit our needs, as textbook publishers must now provide digital content as well as print content. The Committee next debriefs, discusses all possibilities under consideration, and then decides on a final product to be adopted as part of the “core materials -- approved list.” Supplemental or Intervention materials may be added to the approved list, distributed by the Office of Curriculum and Instruction. Customarily, various vendors present on the third Thursday of each month to a committee of appropriate people to determine alignment, content, cost, benefits, practicality, research-bases, use of a data-driven approach, technology need, etc.. Vendors are either adopted or not adopted for the *approved list*, based on a rubric and discussion. The *Approved Materials List* is updated twice yearly, and includes Specialized Services and ESOL.

Further Partnership Opportunities

Communication will also be encouraged with state and federal organizations that have a major role in the teaching of this critically needed language. The two Arabic teachers will also be invited to join our local world languages organizations in order to establish opportunities to dialogue with world language peers and share and compare teaching strategies.

Professional Development Opportunities for Teachers

A professional development workshop on TPRS is an option for the teacher of Arabic as well as other world languages colleagues. It is imperative that teachers take advantage of as many motivational techniques as possible.

Web technology is another viable option for professional development opportunities. There are a number of Internet sites that enhance world languages instruction while focusing on

culture, history and the arts. Some of these sites are interactive which also appeals to many of our students of the “video generation”.

Service Learning for Students

Students will be involved in *service learning projects* which will encourage links between the classroom and selected community-based organizations in which Arabic is important. Students will develop critical thinking skills while learning to converse about issues that affect the lives of young people in our world today.

Technology Dimensions

Technology components will be identified that focus on interactive language learning activities that are designed to support instruction, and to enhance speaking and listening skills. Computer software, textbooks, workbooks, audio and video programs as well as Internet programs will be identified.

Native Speakers' Conversation Initiative

We will link foreign language speakers in the community with the schools. A list of guest speakers will be created. They will be invited to share their experiences and expertise with the students in the class. Partnerships can be established with the **International House** on the campus of the University of Pennsylvania. International House is home to a number of foreign-born students from many different countries that have come to our city to further their education.

Field Trips: Museums & Career Fairs

Trips will be scheduled to visit cultural centers in our community, as well as neighboring communities, to enhance student interest and motivate them to continue with language study.

The Philadelphia Museum of Art, through its *Educational Center*, develops lessons that relate Art to a variety of content areas. The **Franklin Institute Science Museum** establishes tours with a focus on the scientific accomplishments of individuals and cultures, and could readily create a lesson with the Arabic language as its focus. The **University of Pennsylvania Museum of Archaeology & Anthropology**'s holdings of the art and artifacts of Arabic-speaking peoples are said to be the most extensive on any college campus in the United States. All these resources will be made available to our students.

Students will also have the opportunity to visit career fairs and other career-centered venues to identify the importance and the value of learning Arabic in future job opportunities.

Program Goals, Objectives & Outcomes

The Overall Goal: To establish an Arabic language course in two Philadelphia public high schools. Students will be taught the phonology, grammar, vocabulary, cultural connections, and history of the Arabic language. It will be a sequential foreign language program design, with the curriculum developed according to the District guidelines as set forth in the *World Language*

Planning and Scheduling Timeline.

- Objective 1.1: By the end of the school year, students will have demonstrated their communicative competencies in Arabic.
- Objective 1.2: By the end of the school year, students will be able to use the target language to communicate in and beyond the classroom setting.

- Objective 1.3: By the end of the school year, students will have increased their knowledge of the customs and traditions of the Arabic speaking population.
- Objective 1.4: By the end of the school year, students will be able to use the target language to make connections and reinforce knowledge and skills across content areas.

In accordance with the stated Government Performance & Results Act (GPRA)

indicator: Annually, 75% of student participants will improve their overall language proficiency in Modern Standard Arabic.

Students will improve their literacy skills, a curriculum will be developed including Year 1, Year 2 and Year 3 of World Language study, a variety of assessments will be developed using technology, and the program will be ready to expand to other grade levels. Professional development will be ongoing, and will include academic, professional and community partnerships.

Assessments

Building communicative competencies in a second language is a cyclical activity. Language learning is more than simply learning new words; it encompasses the acquisition of new concepts associated with the words. There will be an alignment of standards-based instruction and assessment. In the foreign language classroom, assessment is ongoing. Every effort that a student makes in communicating through the target language should be considered when identifying his/her progress. To evaluate performance and comprehension levels, students will be taking *benchmark* exams throughout the school year. These exams help teachers to identify the strengths and weaknesses in skill development amongst the students, and to determine which concepts need to be reinforced by the teacher. All assessment scores will help

to drive instruction while providing the necessary data to assure continued program improvement. A student interview process will be developed to address student concerns. Continuous dialogue with the teacher and community organizations will establish an open policy of continuous feedback and sharing of ideas.

Sustainability: Fiscal & Human Resources

In our effort to continue offering opportunities for the study of Arabic beyond the three-year period, we will seek additional funding from a wide range of corporate, foundation, and governmental sources. Partnerships and links with our colleges and universities will help us to identify future teachers of Arabic who may join our school district and thus enable us to expand our program. Our planned partnership with the Middle East Center will afford our students additional opportunities. They are presently working on a plan to develop a website for teaching Arabic for K-12 schools.

Our students could benefit from this academic support as well as offer their services to help younger students learn Arabic. Similar opportunities may be available at universities in which Arabic is taught, as well: University of Pennsylvania, Temple University, Swarthmore/Bryn Mawr College, Immaculata University, Arcadia University and Philadelphia Community College. In addition, Philadelphia is rich in cultural centers. Enhanced inter-institutional networking will have strengthened the SDP's prospects for sustainability of the initiative.

(C) PROJECT PERSONNEL

Project Leadership

Thomasina I. White and **Ana Sainz de la Peña** will act as program co-directors, with key responsibilities for program implementation and for professional development, respectively.

Ms. White earned both a Bachelor of Arts and a Master's Degree from Temple University (Philadelphia). In addition to achieving Pennsylvania instructional certification both in Spanish and in French, she holds a *Supervisory Administration Certificate in Foreign Languages*. With extensive experience as a classroom teacher, and as a guide and mentor to other teachers, Thomasina I. White has been a presenter at numerous workshops and conferences. Ms. White is also a published author. As the SDP's Lead Academic Coach for World Languages in the Office of Curriculum and Instruction, she writes curriculum, evaluates and reviews textbooks, and offers varying types of supports to teachers on techniques and strategies for enhancing student achievement. Ms. White plans meetings for the *World Languages Leadership Corps*, and also organizes the annual *World Languages Honors Convocation*, in which students are recognized for their high levels of achievement in the study of World Languages.

Ana Sainz de la Peña is Director of the Office of Language, Culture and the Arts. Responsible for designing the professional training for District-wide Regional Superintendents, Principals and teachers on language program instruction, she will serve as a co-director of the project. Ms. Sainz de la Peña currently serves as Director of ESOL and Bilingual Programs for the District's Office of Language, Culture and the Arts (OLCA). Supervising the implementation of language programs for both *English language learners* and for students who are acquiring and/or developing a second language, she also oversees other language programs, including

English for Speakers of Other Languages (ESOL), Transitional Bilingual Programs, Heritage Language Programs, Dual Two-Way Immersion Programs, and Language Immersion programs. She ensures that all language programs are in compliance with Local, State and Federal policies. Prior to assuming her current role with the District, Ms. Sainz served as the Pennsylvania Department of Education Lead ESL and Bilingual Programs Advisor and Title III Director. She has also worked in the Allentown School District as the Director of ESOL Programs and World Language Coordinator, taught in the Southern Lehigh School District and started the first Total Spanish Immersion Program in the state of Pennsylvania for Grades 1 -- 5 (one of the most successful language programs in Pennsylvania for the last 15 years).

Key external partners will include Dr. Audrey N. Mbeje of the *African Language Program*, African Studies Center, at the University of Pennsylvania. Her prior *Workshop* topics reflect expertise in: effective strategies for teaching African languages as additional languages; issues in communicative - based language teaching, and in the context of methods and materials development, syllabus design, and learning activities. Another key partner will be Kathy Spillman, Associate Director of the Middle East Center at the University of Pennsylvania. She will serve as a resource to the program, and make available her personal expertise, as well as that of her colleagues and the Middle East Center's programs specially formulated for K—12 educators.

Teachers: Skills & Qualifications

In accordance with the Pennsylvania Department of Education, each teacher will hold a certificate in Arabic attesting to their academic and pedagogical expertise. Each of the two teachers will have a minimum of three years teaching experience, having worked with

adolescents in an urban environment. Each Arabic teacher will be expected to have extensive knowledge of the history, art, music, traditions and customs of Arabic-speaking people. Each Arabic teacher will be expected to demonstrate knowledge of differentiated instruction.

A candidate for the position of Arabic teacher will be expected to prepare and demonstrate a mini-lesson, using diverse techniques, with one of the topics from the *Planning and Scheduling Timeline*. Once engaged, an Arabic teacher will be expected to attend workshops and conference that are recommended, to enhance instructional strategies and content knowledge. Extensive travel to Arabic speaking countries is also important and will be taken into consideration when reviewing the application. Experience in the use of technology is encouraged. The School District of Philadelphia will encourage applications for employment from persons that have traditionally been underrepresented based on race, color, national origin, gender, age or disability.

(D) MANAGEMENT PLAN

School District of Philadelphia staff members expect that the proposed project will be implemented on time and within budget. Project Co-Directors Ms. Thomasina I. White and Ms. Ana Sainz de la Peña have allotted time in their schedules to support collaboration. The Office of Curriculum and Instruction, and the Office of Language, Culture & the Arts will support and strengthen this collaboration.

Timeline	Milestone	Responsibility
Sept. '06	Review applications for Arabic instructor positions	Office of Human Resources
Sept. '07	Research & identification of resources	Thomasina I. White
Sept. '08	Detailed writing of the Arabic curriculum, using the <i>Planning and Scheduling Timeline</i> as the foundation.	Thomasina I. White
Oct. 2006 On-going	Professional development for Instructors of Arabic, delivered by University of Pennsylvania (Middle East Center)	Thomasina I. White A. Sainz de la Peña
'06-'09 On-going	Meet with partners to plan activities: University of Pennsylvania, (<i>African Language Program</i>) African Studies Center, Middle East Center, Museum of Archaeology & Anthropology; Franklin Institute Science Museum	T. I. White A. Sainz de la Peña
'06-'09 On-going	Class visits, teacher conferences	T. I. White
June '06 June '07 June '08	End-of-year review, data collection Development of future plans and strategies	T. I. White A. Sainz de la Peña

With constant communication between all constituents involved in implementation of the Arabic language initiative, collaboration will assure program success.

(E) EVALUATION

The evaluation will assure appropriate and timely measurement of the stated Government Performance & Results Act (GPRA) *indicator: Annually, 75% of student participants will improve their overall language proficiency in Modern Standard Arabic.*

An internal program evaluator from the School District of Philadelphia's Office of Research and Evaluation (ORE) will evaluate the *FLAP Arabic Program* to measure the value of the program in increasing student achievement. The ORE has conducted program evaluations for over 30 years, and has extensive experience in both quantitative and qualitative data collection and research strategies. In addition, the ORE has evaluated several different programs that specifically focus upon foreign language acquisition, bilingual education, and English as a Second Language.

Evaluation activities were created for each objective to ensure that the program is implemented with fidelity, as well as to analyze student mastery of the Arabic language. Student proficiency and communicative competencies will be assessed through a standardized *Benchmark* test. In addition to looking at *Benchmark* test data, a number of additional quantitative and qualitative techniques will be applied. Quantitative and qualitative data collection and techniques will be utilized to provide the program with formative and summative feedback, such as classroom and field trip observations, interviews with Native Speakers from the community, teacher survey data, service learning projects, as well as pre- and post-test content knowledge data. The evaluation matrix below provides a description of the evaluation activities and timeline.

Evaluation Matrix

Goal	Objective	Performance Indicator	Evaluation Activities	Timeline
1: To establish an Arabic language course in a neighborhood high school and a city-wide admission high school.	1.1: By the end of the school year, students will have demonstrated their communicative competencies in Arabic.	75% of students from each program cohort will demonstrate proficiency in Arabic while communicating in the classroom.	<ul style="list-style-type: none"> Evaluation of <i>Benchmark</i> tests. Conduct classroom observations 	<ul style="list-style-type: none"> June 2007, 2008, and 2009 Random observations during each school year
	1.2: By the end of the school year, students will be able to use the target language to communicate in and beyond the classroom setting.	75% of students from each program cohort will demonstrate proficiency in Arabic when communicating outside of the classroom setting.	<ul style="list-style-type: none"> Native Speaker Interview Data 	<ul style="list-style-type: none"> Interviews with Native Speakers from community will be conducted during May 2007, 2008, and 2009

	<p>1.3: By the end of the school year, students will have increased their knowledge of the customs, traditions, and geography of the Arabic-speaking population.</p>	<p>75% of students from each program cohort will demonstrate an increase in their knowledge of the customs, traditions, and geography of the Arabic-speaking population.</p>	<ul style="list-style-type: none"> • Pre and post content knowledge test • Service learning projects graded via rubric 	<ul style="list-style-type: none"> • Pre test to be administered in September 2007, 2008, and 2009; • Post test to be administered in June 2007, 2008, and 2009 • Service learning projects will be due and graded in May 2007, 2008, and 2009
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	<p>1.4: By the end of the school year, students will be able to use the Arabic language to make connections and reinforce knowledge and skills across content areas.</p>	<p>75% of students from each program cohort will demonstrate proficiency in using the Arabic language to make connections and reinforce knowledge and skills across content areas.</p>	<ul style="list-style-type: none"> • Pre and post content knowledge test • Field trip observation • Teacher Survey Data 	<ul style="list-style-type: none"> • Pre test to be administered in September 2007, 2008, and 2009; Post test to be administered in June 2007, 2008, and 2009 • Field trips dates to be determined for each program year • Teacher surveys to be administered during in May 2007, 2008, and 2009
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Part IV

Assurances & Certifications

Form ED—80—0013: Certifications Regarding Lobbying, Debarment, Suspension, Etc.

Standard Form 424-B: Assurances on Non-Construction Programs

Standard Form LLL: Disclosure of Lobbying Activities

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

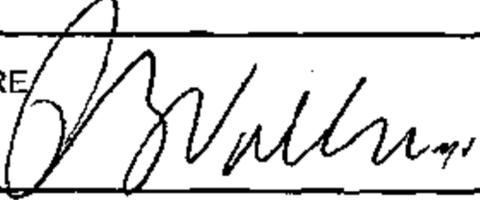
As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT The School District of Philadelphia	PR/AWARD NUMBER AND / OR PROJECT NAME Arabic at Benjamin Franklin & Motivation High Schools: Establishing Instruction in Modern Standard Arabic as a Foreign Language in Two Philadelphia Secondary Schools
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Paul G. Vallas, Chief Executive Officer	
SIGNATURE 	DATE 6/30/06

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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.

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 subagreements.
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 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 OFFICIAL 	TITLE Chief Executive Officer
APPLICANT ORGANIZATION School District of Philadelphia	DATE SUBMITTED 6/30/06

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<p>1. Type of Federal Action: a. contract <u>b</u> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action: a. bid/offer/application <u>a</u> b. initial award c. post-award</p>	<p>3. Report Type: a. initial filing <u>a</u> b. material change</p> <p>For material change only: Year _____ quarter _____ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity: <u>x</u> Prime _____ Subawardee Tier _____, if Known:</p> <p>The School District of Philadelphia 440 North Broad Street, Suite 232 Philadelphia, PA 19130-4015</p> <p>Congressional District, if known: 1, 2, 8, 13</p>	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p>Congressional District, if known:</p>	
<p>6. Federal Department/Agency: U.S. Department of Education: Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students</p>	<p>7. Federal Program Name/Description: Foreign Language Assistance Program - LEA</p> <p>CFDA Number, if applicable: 84.293B</p>	
<p>7. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p> <p>\$</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</p> <p>N/A</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</p> <p>N/A</p>	
<p>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.</p>	<p>Signature: </p> <p>Print Name: Paul G. Vallas</p> <p>Title: Chief Executive Officer</p> <p>Telephone No.: 215-400-4150 Date: June 30, 2006</p>	
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

Part V

GEPA Requirement

A Response to
Section 427
of the
General Education Provisions Act

RESPONSE TO
SECTION 427 – GENERAL EDUCATION PROVISIONS ACT (GEPA)
Ensuring Equitable Access & Participation
for Students, Teachers & Other Program Beneficiaries with Special Needs

The School District of Philadelphia has a longstanding policy of providing standards, equity and student services which ensure that there is active removal of all barriers to educational opportunities for students from populations that have been formerly marginalized and underserved. The District's policy on non-discrimination has been approved by the Board of Education, in compliance with federal and state regulations:

The School District of Philadelphia, an equal opportunity employer, will not discriminate in employment or educational program or activities, based on race, color, religion, age, national origin, ancestry, handicap, sex, sexual orientation, union membership or limited English proficiency.

The proposed project is fully aligned with this policy in that its specific purpose is to provide Arabic language courses for students in two schools where the overwhelming majority of students are from traditionally underserved backgrounds. The courses will be offered to all students in the pilot schools, and students from any background will be encouraged to enroll. Students with disabilities and/or limited English proficiency will be provided with any additional support necessary to ensure their full participation in the class. The instructional approaches to be used in the courses (as described in the Project Design section in the proposal narrative) are grounded in current research, and proven to be effective with traditionally underserved students. All participating students, regardless of background or disability, will be expected to achieve according to the same standard, and all will be administered the same standards-based assessments. As delineated in the Program Evaluation section of the proposal narrative, the ultimate success or failure of the project will be judged by the performance of all students according to these standards. If the proposed pilot is as successful with the target populations as

Foreign Language Assistance Program
CFDA # 84.293B

expected, the long-term goal of the District is to institutionalize and expand the project to bring Arabic language instruction to an even larger and more diverse student population.