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# Application for Federal Education Assistance



U.S. Department of Education  
Form Approved  
OMB No. 1890-0017  
Exp. 06/30/2008

## Applicant Information

1. Name and Address  
 Legal Name: Plano Independent School District  
 Address: 2700 West 15th Street  
Plano TX  
 City State  
 2. Applicant's D-U-N-S Number: 010491686  
 3. Applicant's T-I-N: 756002252  
 4. Catalog of Federal Domestic Assistance #: 84 293B  
 Title: Foreign Language Assistance Program - Local Educational Agencies  
 5. Project Director: Greta Lundgaard  
 Address: 2700 West 15th Street  
Plano TX 75075 - 7543  
 City State ZIP Code + 4  
 Tel. #: (469) 752-8196 Fax #: (469) 752-8031  
 E-Mail Address: GLUNDGA@PISD.EDU

Organizational Unit  
Secondary Curriculum Languages Other Than English  
T293B 060001  
Collin 75075 - 7543  
 County ZIP Code + 4  
 6. Novice Applicant N/A  
 7. Is the applicant delinquent on any Federal debt? No  
 (if "Yes," attach an explanation.)  
 8. Type of Applicant (Enter appropriate letter in the box.) F  
 A State G Public College or University  
 B Local H Non-Profit College or University  
 C Special District I Non-Profit Organization  
 D Indian Tribe J Private, Profit-Making Organization  
 E Individual K Other (Specify):  
 F Independent School District  
 9. State Application Identifier:  
TX-R-20060526-0002-50

## Application Information

10. Type of Submission:  
--PreApplication  
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): 08/19/2006

13. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 14.)  
 13a. Are all the research activities proposed designated to be exempt from the regulations?  
Yes (Provide Exemption(s)#):  
No (Provide Assurance #, if available):

12. Proposed Project Dates:  

Start Date:	End Date:
<u>10/01/2006</u>	<u>06/30/2009</u>

14. Descriptive Title of Applicant's Project:  
Stablizing and Sustaining an Aligned Chinese Language Program in Grades 9-12

## Estimated Funding

15a. Federal	\$	177,073	.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. Typed Name of Authorized Representative  
Douglas Otto

b. Title  
Superintendent Plano ISD

c. Tel. #: (469) 752-8122 Fax #: (469) 752-8068

d. E-Mail Address: DOTTO@PISD.EDU

e. Signature of Authorized Representative



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Plano Independent School District

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	\$ 16,275	\$ 16,275	\$ 32,550	\$ 0	\$ 0	\$ 65,100
2. Fringe Benefits	\$ 2,565	\$ 2,565	\$ 5,130	\$ 0	\$ 0	\$ 10,260
3. Travel	\$ 15,235	\$ 21,050	\$ 26,820	\$ 0	\$ 0	\$ 63,105
4. Equipment	\$ 132,435	\$ 120,211	\$ 67,850	\$ 0	\$ 0	\$ 320,496
5. Supplies	\$ 3,490	\$ 9,900	\$ 37,650	\$ 0	\$ 0	\$ 51,040
6. Contractual	\$ 5,000	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 15,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 175,000	\$ 175,001	\$ 175,000	\$ 0	\$ 0	\$ 525,001
10. Indirect Costs*	\$ 2,073	\$ 2,073	\$ 2,073	\$ 0	\$ 0	\$ 6,221
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 177,073	\$ 177,074	\$ 177,073	\$ 0	\$ 0	\$ 531,222

\*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: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Texas Education Agency

(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)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Plano Independent School District

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 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)						

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

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 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.

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Tracking Number: GRANT00119157

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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 Melanie Kelley	* TITLE Superintendent Plano ISD
* APPLICANT ORGANIZATION Plano Independent School District	* DATE SUBMITTED 06-20-2006

Standard Form 424B (Rev. 7-97) Back

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid offer application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Plano Independent School District</p> <p>* Address: 2700 West 15th Street</p> <p>Plano</p> <p>TX: Texas</p> <p>75075-7543</p> <p>Congressional District, if known: TX-03</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>Department of Education</p>	<p>7. * Federal Program Name/Description: Foreign Language Assistance</p> <p>CFDA Number, if applicable: 84.293</p>	
<p>8. Federal Action Number, if known:</p> <p>ED-Grants-051906-007</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Not Applicable</p> <p>Not Applicable</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Not Applicable</p> <p>Not Applicable</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 the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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: Melanie Kelley</p> <p>* Name: Dr. Douglas Otto</p> <p>Title: Superintendent Plano ISD</p>

	Telephone No.: 469-752-8122 Date: 06-20-2006
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**Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

## 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 1890-0007. 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: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.**

**Attachment Information**

File Name

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application/msword

## GENERAL EDUCATION PROVISIONS ACT (GEPA)

As recognized in related topics throughout this application, the **Stabilizing and Sustaining an Aligned Chinese Language Program in Grades 9-12** for the Foreign Language Assistance Program: Local Educational Agencies (84.293B) will not discriminate against any person regardless of gender, race, national origin, color, disability or age. The Plano Independent School District Languages Other Than English Coordinator will ensure that no barriers will impede access or participation in conjunction with the **Stabilizing and Sustaining an Aligned Chinese Language Program in Grades 9-12**.

Plano ISD assures in its mission statement that “the Plano Independent School District will provide an excellent education for all students.” Our school district is equipped with a special education department, deaf education department, department for the visually impaired and learning labs. There also exists a district-wide diversity steering committee, a multi-ethnic committee, and equal opportunities for all students.

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## 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Plano Independent School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Douglas Middle Name: * Last Name: Otto Suffix: * Title: Superintendent Plano ISD	
* SIGNATURE: Melanie Kelley	* DATE: 06/20/2006

## **Project Narrative**

### **Abstract Narrative**

#### Attachment 1:

Title: Pages: Uploaded File: 4678-PISD%20FLAP%20Chinese%20Abstract.doc

## Stabilizing and Sustaining an Aligned Chinese Language Program in Grades 9 - 12

The Plano, Texas, Independent School District (PISD) is applying for the FLAP - LEA Discretionary Grant. The Languages Other Than English (LOTE) department of PISD is preparing to begin the 3rd year of a Chinese language program. The introduction of Chinese as a foreign language course offering was initiated in 2004-2005 due to community interest. We began the program with 112 students enrolled in level 1, and for school year 2006-2006 we are projecting an enrollment in levels 1 - 3 of 255 students. We would like to double our Chinese program enrollment by the end of the grant period. Even though present enrollment data shows some growth, there is evidence that the Chinese program is not meeting the needs of enough students to produce a stable and sustainable program.

After studying the program, student enrollment patterns, and student outcomes, we have identified 3 areas of concern that we wish to address in our FLAP grant proposal. The first issue involves student enrollment patterns. For the Chinese program to survive and be sustainable, the curriculum must be accessible to non-Asian students. Current textbooks available are products of China, Taiwan, Australia, or other Asian markets. There is a pre-supposition that the students using these texts have some background knowledge of Asian sound systems or pictographs. Because of the vast differences between Indo-European languages and Asian languages, our non-Asians with no prior experience with Chinese language do not find level 1 basic enough when taught following a traditional level 1 Chinese curriculum. Research shows that it takes much more time to acquire Chinese for non-Asian students than it does to acquire an Indo-European language like Spanish or French. The attrition rate from level 1 to level 2 is higher for non-Asian students than with Asian students. Objective 1: to develop a level 1 (and in a subsequent year level 2) curriculum that targets non-Asian students and presents material with more appropriate pacing and in a form more readily accessed by American students. We also would like this curriculum to use the Backward Design curriculum model presently in place in Plano ISD so that the students will have an instant familiarity with the sequence and arrangement of lessons. Grant funds will provide for professional development training in curriculum writing and second language acquisition for our Chinese teachers as well as for the curriculum development itself.

Placement of heritage Chinese speakers has also become an issue in lower levels. Students with very high speaking proficiency in Chinese are enrolled in a level 1 or 2 class with non-Asian students with very low levels of proficiency. This creates a polarized classroom with the teacher struggling to meet the needs of all students. Objective 2: to develop a Chinese Language Placement Exam that would enable us to appropriately place each student in the correct level for his proficiency. This exam will be developed in collaboration with the PISD Assessment & Accountability Department and will help us determine, based on scale scores, the readiness level of each student. The exam items will be based on the proficiencies spelled out in the National Standards for Foreign Language and the Texas Essential Knowledge and Skills for LOTE. This process will help group students of similar proficiencies in each course level, give non-Asian students time to develop their skills in Chinese, and give heritage Chinese speakers appropriate curriculum and learning experiences, thus strengthening the program as a whole.

Because of the PISD arrangement of secondary students into two types of campuses, high schools and senior high schools, availability of courses on campuses is the third important issue. Currently we offer levels 1 & 2 on the 9-10 campuses, and 2 & 3 on the 11-12 campuses. If we use the proposed placement exam to appropriately place heritage speakers, there will develop a need to offer level 3 at the 9-10 campuses. (Because level 4 will be the AP course for Chinese, that course would only be offered at the senior high campuses.) In order to accommodate this situation, Objective 3: to develop a hybrid computer-assisted curriculum for Chinese 3. This hybrid course will combine a

rotating teacher, present on campus 1-2 days per week, with a computer-assisted curriculum. The creation of a classroom language laboratory will enable the students to participate in learning activities on the days the teacher is not on campus. This 'visiting teacher' arrangement is more commonly found in elementary language programs, but it can be modified to work with the level 3 curriculum. Two additional teachers will rotate weekly between the 8 campuses that would offer level 3. A teacher aide will facilitate the computer-assisted instruction on the days that the Chinese teacher is not present. Communication between students and teacher on non-teacher days will be via e-mail or electronic message boards, and assignments will be submitted through e-mail attachments. Grant funds will be used to develop the computer-assisted component of the level 3 curriculum and for technology required to create classroom language laboratories.

By implementing these 3 objectives, we expect to see the following outcomes: 1) development of an adjusted Level 1 (year 1) and Level 2 (year 2) Chinese curriculum; 2) increase in enrollment and achievement by non-Asian students; 3) development of a Chinese Proficiency Placement Exam; 4) more appropriate placement of heritage Chinese speakers within the Chinese program; 5) development of a computer-assisted Level 3 curriculum; 6) increased enrollment in level 1, 2, 3 and 4 ; and 7) creation of a cadre of Teacher-Leaders, trained in curriculum development, technology applications, and best practices in second language acquisition.

The Project Director is Greta Lundgaard, LOTE Coordinator, Plano Independent School District  
2700 W. 17th St.  
Plano, Texas 75075  
469 752-8196  
glundga@pisd.edu

# Project Narrative

## Project Narrative

### Attachment 1:

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**STABILIZING AND SUSTAINING AN ALIGNED CHINESE  
LANGUAGE PROGRAM IN GRADES 9 – 12**

**A. NEED FOR PROJECT**

Two decades of research on the benefits of second language acquisition provide an impressive rationale for foreign language instruction for all students in relation to cognitive benefits, academic achievement, and development of positive attitudes toward diversity. Plano Independent School District (PISD) embraces the belief that all students should be given the opportunity to acquire another language. The Chinese Language Program in PISD began in 2004 in response to community support and national trends in foreign language education.

District Background: PISD is located in north Texas, approximately twenty miles outside of Dallas. The district serves portions of the cities of Dallas, Richardson, Murphy, and Allen and the majority of the city of Plano in Collin County, with a student population in excess of 53,000. Our community is served by 3 senior high schools (grades 11-12), 5 high schools (grades 9-10), 12 middle schools (grades 6-8), 42 elementary schools (grades K-5) and 3 early childhood schools (PreK). PISD is one of the fastest growing school districts in Texas, yet the district has continually demonstrated excellence in high academic standards. We have more than 80 spoken languages in our culturally diverse district. In less than ten years, our school district has gone from an Asian student population of 10.6% to 17.4%, nearly doubling in that time period. At the high school and senior high school level, American Sign Language, Chinese, French, German, Latin, and Spanish are offered at all 8 campuses. It is the philosophy of the Plano ISD to offer all of its students equal access to all courses. Currently all five PISD high schools offer Chinese 1, with these five high schools plus the three senior high schools offering Chinese 2. School year 2006-2007 will see the addition of Chinese 3 Honors, a pre-AP course,

with Chinese 4 AP coming in 2007-2008. While this equal access policy benefits the students attending Plano secondary schools, it creates challenges in growing a new program, stabilizing course curriculum, and sustaining the program over time. Student enrollment patterns in level 1 show an unequal proportion of non-Asian students to heritage Chinese speakers and other Asian students. Because of the vast differences between Indo-European languages and Asian languages, our non-Asian students with no prior experience with Chinese or other Asian languages do not find level 1 curriculum basic enough when taught following a traditional level 1 Chinese curriculum. The introduction to tones, characters, and the singularities of the Chinese culture require much more time for non-Asians to acquire than the time needed by Asian students. Developing writing proficiency for non-Asians is particularly challenging, since the pictographs used in Chinese characters give few phonetic clues to the word or words they represent (*Washington Post*, August 9, 2005). The current textbooks available in the United States are products of China, Taiwan, Australia, or other Asian markets. They reflect mainly traditional Chinese teaching practice and organization and do not necessarily reflect the Foreign Language National Standards in emphasis and focus. The attrition rate from level 1 to level 2 for non-Asian students, which is much higher than that for Asian students, is due for the most part to the complexity of the foundations of the Chinese language. In order for the Chinese Program in PISD to thrive and be sustainable, non-Asian students must be able to succeed and show progress in lower level courses. The project proposal provides for the development of a *level 1 & 2 curriculum* that responds to non-Asian students and presents materials in a form more familiar to American students. The pacing of this curriculum also makes allowances for the increased time non-Asian students need to acquire the foundations of Chinese language. In conjunction with the development of this curriculum, the project will also develop a *Chinese Proficiency Placement Exam*. The purpose of this exam is to place heritage Chinese speakers into the appropriate

course according to their proficiency level. Under the present practice, heritage Chinese speakers can advance to an upper level course in only two ways: completing the level 1 and 2 course or by taking a credit by exam test (only offered in the summer) to gain credit for level 1 and 2. Most heritage speakers do not take the credit by exam option. As a result, heritage speakers still prevalently populate level 1 and 2 courses. Even with the teacher using flexible grouping and other techniques, the pacing of these courses is too fast for the non-Asian students, and the content of the curriculum is not challenging enough to grow the heritage speakers' proficiency. By developing an exam psychometrically qualified to measure Chinese language proficiency, students will be placed in courses that more accurately reflect their readiness and background knowledge in the Chinese language. The needs of both groups of students, non-Asian and heritage speakers, will be more effectively met. The development of a placement exam will resolve one concern but will cause another. PISD has a unique arrangement in its upper schools. All 9<sup>th</sup> and 10<sup>th</sup> grade students are housed in five high schools, and all 11<sup>th</sup> and 12<sup>th</sup> grade students complete their course work at three senior high schools. The Chinese 4 AP class is limited to the senior high campuses with the other Advanced Placement courses, but the level 3 class will have to be offered at both the high and senior high schools. Due to the high numbers of heritage Chinese speakers in PISD who are concurrently enrolled in weekend Chinese schools, we predict that a significant number of students who take the placement exam will be placed in level 2 or 3, potentially resulting in a Chinese 3 enrollment that is as high as the level 1 enrollment. The resulting additional level 3 courses will cause a problematic staffing issue. The ratio between low student enrollment and high number of teachers required is a factor that threatens the sustainability of the Chinese Program in PISD. The project calls for the development of a *hybrid computer-assisted level 3 curriculum*, integrating computer-assisted instruction with a rotation of teacher-delivered instruction. Because of the unique secondary

school arrangement in PISD, provision must be made to meet the needs of those students who place out of entry-level courses in order for program capacity to build.

## **B. QUALITY OF PROJECT DESIGN**

- Objective 1: Development of an accessible Level 1 & 2 curriculum.

Because of the sequential nature of foreign language courses, enrollment in lower levels is foundation for both achievement and enrollment in upper level courses. According to the Defense Language Institute (DLI), Mandarin Chinese rates a difficulty level of IV for English speakers. In contrast, Spanish is rated by the DLI as a level I difficulty. The DLI recommends 575-600 class hours to achieve general proficiency in Spanish. For a category IV language like Chinese, the DLI recommends more than 1300 class hours to achieve general proficiency. According to a report written by the Asia Society, it would take an educated English speaker about 1,300 hours to achieve the native proficiency of an educated native speaker of Chinese. This degree of difference in time required for language proficiency acquisition in an Indo-European language versus an Asian language requires adjustments to be made at beginning levels of study. The level 1 & 2 curriculum development supported by grant funds will enable the program to become more accessible to non-Asian students, thus increasing enrollment at level 2. By adjusting the level 2 curriculum in a like fashion, non-Asian students will be able to access a two year block of curriculum paced, sequenced, and prioritized in response to the increased time and intensity required for their success. As well, in order for a Chinese curriculum to be more accessible to non-Chinese speakers, the curriculum should offer a practical, cultural context for language so that instruction is not just based on memorization of facts (Lentz, 2006). It is a Texas state graduation requirement that all students complete two years of foreign language study. A higher graduation plan requires three years of foreign language study. Approximately 85% of PISD students complete the state foreign language

requirement. A more accessible level 1 and 2 course in Chinese will attract non-Asian students. By collecting enrollment and student achievement data, we will have measurable outcomes that will lead to conclusions regarding effectiveness of the curricula and give feedback to build capacity in the program. Included in student achievement data are periodic proficiency ratings in Speaking. All teachers in the program will attend the *Oral Proficiency Interview* training, the oral proficiency assessment recommended by the American Council for Language Teaching (ACTFL), in order to determine these ratings. Important characteristics of the level 1 curriculum development would include research-based qualities which will continue and sustain applications after the grant period: 1) development of a level 1 & 2 Chinese curriculum which reflects the National Standards and Texas state standards (TEKS) with pacing and sequencing created with the non-Asian learner in mind; 2) using an initial small scale approach (5 classes) to develop, test, and refine a curriculum that is academically, financially, and physically realistic, not only to PISD, but also to other local education agencies as well; 3) articulating the new learning experience across the curriculum and aligning and integrating technology into the sequence from levels 1 to 3; 4) creating a cadre of teacher leaders to support on-going development of the program. Because of the lack of Chinese programs in our region, professional development for the Chinese teachers is best found at national conferences and at the major conferences in the Northeast. Providing professional development opportunities to the Chinese teachers, all initially trained in China, will enable them to move to a more familiar style of teaching and responding to students. Workshops and sessions conducted by other secondary Chinese teachers will also solidify knowledge of the National Standards, how they connect to the Texas state standards, and how to construct learning experiences that will best bring about proficiency in those standards. It is PISD policy that all academic courses give end-of-course exams. The end-of-course exams in level 1 and 2 will reflect the newly adjusted curriculum. Each year the

district expects data from the end-of-course exams to be used to inform instruction and evaluate curriculum. Item analyses are routinely done by the PISD Assessment Department and distributed to curriculum staff and will be used at the end of each school year to inform instruction, revise expectations, set proficiency benchmarks, and evaluate instructional strategies and activities.

• Objective 2: Development of a *Chinese Proficiency Placement Exam*

The *Chinese Proficiency Placement Exam* will have the biggest impact on the existing PISD Chinese Program. Using funds from the grant period and working over the years in the grant period, the project allows for development, implementation, and revision of a Chinese language placement exam. This measure will be developed with the guidance of assessment experts to insure that psychometrically the exam does what it is supposed to do. All aspects of proficiency will be assessed (listening, speaking, reading, and writing), and items will have a difficulty rating that will give further information about student placement. By administering this placement exam to all students who sign up for Chinese I, the district will be able to place each student in the most appropriate class for his proficiency level, Chinese 1, 2, or 3. Data will be collected in both field testing and actual administration including: student age, student prior instruction or background in Chinese, scale scores, teacher-assessed proficiency level in writing as well as speaking, and student achievement on the Chinese end-of-course exam at each level. By determining student prior proficiency with this degree of accuracy: 1) the students will be grouped by readiness instead of randomly or by age; 2) the teachers will be able to plan instructional activities that will require differentiation across a smaller (instead of a greater) range of readiness; and 3) teacher effectiveness and student efficacy will both increase. By using this exam, the capacity of our program will grow: we expect the enrollments in upper level courses to be close to the same as the enrollments in lower levels. Traditionally, LOTE courses at

level 3 and beyond reflect an approximate 50-60% attrition rate. Once this placement exam is established, maintenance becomes the on-going responsibility of the Project Director, already in place as the Languages Other Than English Coordinator. The Assessment Specialists will psychometrically analyze each year's data from previous administrations and adjustments to the placement exam will be made. After sufficient administrations and revisions, PISD will make this exam available to other local education agencies for use with their own Chinese Programs.

• Objective 3: Development of a *hybrid Chinese 3 curriculum*.

The development of the *hybrid computer-assisted Chinese 3 curriculum* is the result of the effective use of the Chinese Proficiency Placement Exam. Instead of limiting our level 3 courses to the 3 senior high schools, we expect to add a Chinese 3 course to each of our 5 high schools, increasing the number of level 3 courses from 3 to 8. Because the student enrollment in these 8 courses will initially be considered low enrollment (the standard enrollment ratio in PISD is 28 students to 1 teacher), an innovative curriculum and teacher schedule will be necessary. The project will provide funding for the development of a curriculum integrating face-to-face teacher instruction with computer based applications using a classroom language laboratory. The hardware needed to create the classroom language laboratories is an integral tool to make this modified online curriculum effective and to keep classroom usage flexible. Each classroom language laboratory will consist of a ceiling mounted listening lab, a ceiling mounted LCD projector, a laser printer, and individual classroom computer stations with intranet and internet access. Because the equipment is either ceiling mounted or located on the periphery of the room, the classroom is available for other teachers and classes when the Chinese 3 class is not meeting. Using as a model the *visiting teacher* schedule most commonly found in elementary language programs, this course blends a computer-assisted curriculum component with face-to-face teacher instruction. Using a rotating teaching schedule, 2 itinerant teachers serve all of the

campuses, meeting on each campus 5 times in a two-week block (2 – 3 class meetings per week). The days the teacher is not present, the students work under supervision in the classroom language laboratory, allowing each student access to interactive or multi-mode learning activities on computer-assisted assignments, which will be e-mailed to the teacher for feedback and monitoring. Commercial software like STAMP and Rosetta Stone will be evaluated for effectiveness as part of the curriculum, and district-produced programs and activities will also be developed. Self-paced individual electronic lesson plans can be used, or the classroom laboratory can allow the teacher aide, present on non-teacher days, to present to the class audio and video files prepared by the teacher. The teachers will use daily plan time during their schedule to collaborate, respond to student e-mailed assignments, record or film activities, investigate web links, and to differentiate assignments for their particular campuses. As the program builds capacity, the initial schedule has room to include additional classes as needed. These additional classes will create justification and support for the teachers we are adding to the Chinese Program. PISD will be able, with increased enrollment and a computer-assisted curriculum, to support these classes after the grant period ends. The evaluation of this piece of the project will involve enrollment numbers, student performance on commercial software proficiency-based exams (i.e., STAMP), reading levels, number of characters used in writing assessments and student grades on end-of-course exams. The end-of-course exam analyses provided by the PISD Assessment division will be routinely used to evaluate the convergence between computer-assisted curriculum and face-to-face teacher instruction. Figure 1 is a sample level 3 teacher schedule covering schools West, Central, Blue, & Red. Teacher B would have a similar schedule covering schools East, Green, Black, & White. Planning time each day will be in a central office location with appropriate technology to facilitate collaboration. The three

objectives of this project will result in an effective effort to stabilize, sustain, & improve an established Chinese language program in grades 9 – 12.

**Teacher A Week 1**

**Teacher A Week 2**

Period	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1	Travel	West								
2	Blue	Travel								
3	Travel	North								
4	Lunch									
5	Red	Plan								
6	Plan									
7	Plan									

- Project Dissemination and Duplication: All project objectives, resources, curriculum guides and evaluation protocols will be clearly defined and documented in a manner that facilitates continual district expansion and serves as a replicable model for other local education agencies. PISD has an established record of developing replicable projects of this nature and has consistently worked collaboratively with other local education agencies to disseminate the process as a model that is readily duplicated. Several factors exemplify both the commitment and capacity of the district to dissemination and duplication. First, *curriculum development* is recognized as a pivotal point for project success, and time for curriculum development training and writing will be built into the project continuum. The Plano ISD is known nationally for its curriculum design model and its online curriculum delivery system. In all content areas, PISD has developed a district wide curriculum that is available through a curriculum database. This database holds syllabi, calendars, lessons, presentations, assessments, and performance tasks that

each teacher in the district is able to connect to and download from. The district has a proven history of developing standards based curriculum in all content areas, and this curriculum is continually undergoing revision and refinement. Drawing on educators with experience in development of a Chinese language program as consultants for this project will develop a cadre of *teacher/curriculum developers* to integrate and then sustain curricular changes district-wide. The majority of the curriculum development is done in workshop format to demonstrate, train, and reinforce effective application. Curriculum, technology, and assessment will use *cost sharing* to maximize resources in providing training in instructional strands that are pertinent to all areas, such as student-centered strategies, formative assessment, proficiency evaluation, management, and technology. Similarly, the district collaborates with neighboring local education agencies to sponsor research-based staff development programs and highly qualified consultants. Furthermore, in the past and currently PISD has worked with many state and out-of-state local education agencies; for example, PISD has a working relationship with the island of Bermuda and the development of its middle school curriculum. In each case, replication and dissemination are integral components, including procedural documents, curriculum guides, and staff development workshops. The Project Director and the Chinese staff have prior experience giving presentations at local, regional, state and national meetings, and will serve as facilitators and coaches in workshops and sessions at the state, regional, and national levels.

- Continuance Beyond Grant Period: This project is designed to continue beyond the grant period by improving and expanding a Chinese program already in place. In 2004 the district initiated the Chinese program in response to community needs and support. PISD is committed to the development of a quality Chinese program that will prepare students to meet the needs of a changing and progressive educational and business climate and demonstrates that commitment by fully funding the salaries of teaching staff required for this project. The project

is built on collaboration with foreign language directors of successful Chinese language programs in the Northeast and Northwest and with assessment experts knowledgeable in the development of psychometrically built placement exams. Two neighboring local education agencies, Fort Worth and Carrollton-Farmer's Branch Independent School Districts, are initiating Chinese programs in 2006. PISD will collaborate with these two districts, as well as two private schools in the area that are offering Chinese language, in staff development, curriculum and teacher training opportunities, and in the implementation of the products of the project. As the project unfolds, the PISD Chinese teacher cadre and project director will present findings at area and regional meetings and will facilitate opportunities to work with other districts seeking to begin Chinese programs in our state.

#### **C. QUALITY OF PROJECT PERSONNEL**

Project personnel were carefully selected to represent all areas of concern to the project. All key personnel have demonstrated expertise and experience in the area for which they were selected. All project personnel are selected for their expertise relative to project objectives. PISD is an equal opportunity employer and does not discriminate against job candidates on the basis of race, color, national origin, gender, age, or disability. PISD does favor teaching applicants who are fully certified, to the extent possible, by the state of Texas and who have demonstrated an advanced proficiency in the language they are to teach.

Project Director: Greta Lundgaard, MA, PISD Coordinator, Languages Other Than English, will be the contact person and the Project Director. She will form the curriculum writing teams, coordinate curriculum writing workshops, obtain expert consultants to lead curriculum development, oversee transition and integration of the adjusted level 1 and 2 Chinese curriculum and the hybrid computer-assisted Chinese 3 curriculum, direct and monitor the collaborative efforts of the vertical and horizontal alignment of the Chinese program curriculum, levels 1 - 4

AP, approve installation of technology pieces for the creation of the classroom language laboratory, and direct and monitor the placement exam development team. She will dedicate 50% of her FTE to the project. She holds an MA in Language Acquisition and has 20 years of experience in foreign language and science education. Ms. Lundgaard has extensive experience in collaborative efforts and is President of the Texas Association for Language Supervision. She has conducted an array of presentations from the local to State to Regional level on such topics as foreign language teaching for all students, reading strategies, language acquisition, discovery learning, Backward Design curriculum development, curriculum mapping, and differentiation in the foreign language classroom. She is an active member in local, state, regional, and national associations including the Texas Foreign Language Association, Texas Association for Language Supervision, Southwest Conference on Language Teaching, American Council on Teaching Foreign Languages, & National Association of Directors & Supervisors of Foreign Language.

Grant Coordinator: Melanie Kelley, PISD Grant & Special Assignments Specialist will devote 50% of her FTE in Year One to the Project. Mrs. Kelley will set up the Project budgets, accounts, reports, report protocols, district report parameters, federal report parameters, and will monitor and advise the Administrative Assistant in Year One. She will set up the electronic records and files for the placement exam field tests and administrations, and will develop reports for end-of-course exams at each level.

Administrative Assistant: an Administrative Assistant will support The Project Director. She will spend 30% FTE on the project, formatting curriculum and assessment items, monitoring documents, maintaining records, documenting processes, and producing curriculum guides and assessment data analyses. The Administrative Assistant will be also be involved with placement and the duplication & maintenance of the technology integration in the Level 3 curriculum piece.

Online Curriculum Specialist: The Project Director will be supported by an Online Curriculum Specialist who will spend 25% FTE on the project, reviewing and inputting curriculum documents into the online curriculum data base, monitoring and facilitating teacher access, and preserving language laboratory links and platforms.

Placement Exam Developers: James Ashby, Plano ISD Director of Assessment and Accountability, and Dr. Susan Chen, Plano ISD Measurement Specialist in the Assessment and Accountability Department will devote 20% FTE each in Year One on item development, scale development, field testing, and administration of the Chinese Proficiency Placement exam. They will devote 5% FTE in Years Two & Three in review, field testing, and revision of the Placement Exam. The placement test developers are appropriately credentialed with post-graduate coursework and degrees dealing with statistics, educational measurement, multi-linear regression techniques, and scale development & scale measurements. Their job responsibilities include data collection and analysis, test item analysis, test scale development, and statistical analyses. Both developers have published articles in professional journals (the *Journal of Educational and Psychological Measurement* and the *Journal of Educational Research*) and are involved in test administration and analysis in PISD.

Teachers: The project is well supported with a cadre of appropriately credentialed PISD personnel who are knowledgeable in research-based foreign language instruction. All of the secondary Chinese teachers will provide 100% FTE to the project. Since 2004, professional development has been provided for every staff member on language acquisition theory and practice, comprehensible input, and Understanding by Design curriculum development. Assessment guidelines have been developed which reflect more accurately the TEKS for LOTE and the National Foreign Language Standards. These assessment guidelines are also based on the 4 skills in language acquisition: speaking, listening, reading, and writing. All Chinese

program teachers are native Chinese speakers, educated in China. All have degrees relating to Chinese, foreign language teaching, and education. They have attended district workshops on accelerated learning, teaching writing to secondary students, language acquisition, pre-AP strategies, AP institutes, and sessions on non-traditional students in LOTE classes.

#### **D. QUALITY OF THE MANAGEMENT PLAN**

The Project Director will be responsible for coordinating project implementation. Since the Project Director is already in place as the LOTE Coordinator for the district, the additional responsibilities will dovetail with her current job description and duties. The Project Director will have primary responsibility for alignment and linkage of the three objectives of the project. A Grant Coordinator, an Administrative Assistant, a Database Curriculum Specialist, and Assessment specialists will support the Project Director. The Project Director will be responsible for selection of a curriculum consultant, organization of curriculum writing sessions, organization of placement exam writing sessions, arranging for technology training and coaching of instructors, feedback and revision of the placement exam, and on-going revision and refinement of the Chinese program curriculum at all levels. The Assessment Specialists will be responsible for placement exam research, development, field testing, and all data analyses. The Project Director and the Chinese teachers will collaborate to organize horizontal and vertical alignment, curricular goals, end-of-level exams, and performance assessments. The Database Specialist will be responsible for maintaining curriculum documents and linkages. The Grant Coordinator will be responsible for setting up budgets, accounts, electronic reports and files, and reporting protocols. She will monitor, train, and assist the Administrative Assistant in taking over her duties in record keeping and purchasing after Year One of the grant period. The Project Director and Administrative Assistant will document student progress and capacity building and

will oversee dissemination. The project is divided into three annual time lines. The time lines will be re-visited routinely throughout the life of the project, with revisions made as needed.

- The focus of *Year One* is *planning and development*. The major efforts will be development and administration of the placement exam, initial development of the adjusted level 1 and the computer-assisted level 3 curriculums. Teacher training will focus on the *Oral Proficiency Interview* (OPI) training and Chinese language teaching sessions presented at the ACTFL annual conference and at the Northeast Conference on the Teaching of Foreign Languages (NECTFL). The initial technology pieces for the 5 classroom language laboratories, consisting of ceiling mounted listening laboratories and classroom computers, will be installed, and software will be evaluated and purchased. Technology training for teachers will take place.

- *Year Two* is *initial implementation and review*. The first cadre of students will be placed in courses according to their results on the placement exam, and the adjusted level 1 curriculum and the level 3 computer-assisted curriculum will be implemented. Two additional teachers will be hired to teach the level 3 computer-assisted courses. Development of the adjusted level 2 curriculum will begin, and level 1 end-of-course data and student proficiency ratings will be used to gauge student progress and to evaluate curriculum pieces. OPI training for the new teachers will take place along with further training for all teachers at ACTFL and NECTFL. Additional classroom language laboratories will be created at the senior high campuses and additional software will be evaluated and purchased. Data analyses of the placement exam and the end-of-course exams in levels 1, 2, and 3 will lead to curriculum and instruction revisions.

- *Year Three* focuses on *continued implementation, program expansion, final revision, and dissemination*. The adjusted level 1 curriculum will lead to an increase in all students in Level 2, with a higher proportion of non-Asian students continuing their study of Chinese. Revisions to the placement exam will bring about more accurate placement of students in upper levels. The

enrollment in Level 3 and Level 4AP should increase, and adjustments to the schedule for level 3 will be made. Final curriculum development and revision will take place, and any additional hardware and software will be installed. Staff professional development will be provided. The placement exam and curriculum will be proven for dissemination to other school districts.

□ Time line Delineation: Years 1, 2, 3: Each year has been conceptualized into a table format that defines the activities, related objectives, responsible party and anticipated time frame. Time lines, displayed in Tables 1 - 3, will provide implementation checkpoints.

**Table 1: Year One (2006-2007) - Planning and Development**

Action	Obj.	Staff Responsible	TimeFrame
Present Project to School Board, principals & Chinese Staff	1, 2, 3	Director, Admin Assist	October
Orient Chinese Staff, Admin Assist, DB Specialist	1, 2, 3	Director, Admin Assist	October
Attend ACTFL Conference, OPI Training	1, 3	Director, Chinese Staff	November
Develop Chinese Program Alignment Plan	1, 3	Consultant, Director, Staff	Oct-May
Develop Chinese Placement Exam	2	Director, Test Developers	Jan-Feb
Initial Level 1 & 3 Curriculum Planning	1, 3	Consultant, Director, Staff	October
Secondary Level 1 & 3 Curriculum Planning	1, 3	Consultant, Director, Staff	March
Field Test & Revision, Placement Exam	2	Staff, Assessment Specialists	March
Attend NECTFL sessions	1, 3	Director, Staff	April
Administer Chinese Placement Exam	2	Staff, Assessment Specialists	April - May
Install 5 high school classroom language labs	3	Vendor	May
Analyze Placement results, collect Data	2	Director, Assessment Staff	May
Train staff on language lab usage	3	Vendor	May & Aug
Analyze End of Course Exam results, all levels	1, 3	Director, Assessment staff	June
Complete Initial Development of Adjusted Level 1 and Hybrid Level 3 Curriculum	1, 3	Director, Staff, Technology, Database Specialist	June - July

**Table 2: Year Two (2007-2008) - Initial Implementation & Review**

Action	Obj.	Staff Responsible	TimeFrame
Hire additional Chinese teachers for Level 3	3	Director, Principals, HR staff	June
Train new teachers and level 3 classroom aides - curriculum & technology	3	Director, Technology	July - Aug
Implement adjusted Chinese 1 Curriculum	1	Staff, Database Spec	August
Administer Placement exam to new students	2	Director, Admin Assist	August
Implement hybrid Chinese 3 Curriculum including recommended software pieces	3	Staff, Database Specialist, Technology	August
Monitor Program Alignment Plan level 1, 2, 3	1, 2, 3	Consultant, Director, Staff	Sept - May
Install high school computer stations & printers	3	Vendor, Technology	September
Initial Adjusted Level 2 Curriculum Planning	1	Director, Staff, Consultant	October
Attend ACTFL Conference, OPI Training	1, 3	Director, Staff	November
Secondary Development Adjusted Level 2 Curriculum Planning	1	Consultant, Director, Staff	March
Attend NECTFL sessions	1, 3	Director, Staff	April
Install 3 senior high classroom language labs	3	Vendor	April
Administer Chinese Placement Exam	2	Staff, Assessment Specialist	April - May
Analyze exam results, collect student data	2	Director, Assessment Staff	May
Train staff on language lab usage	3	Vendor	May, Aug
Analyze End of Course exams, all levels	1, 3	Director, Assessment staff	June
Complete Initial Development of Adjusted Level 2 and Evaluate Level 1 & Level 3 Curricula	1, 3	Director, Staff, Technology, Database Specialist	June - July

**Table 3: Year Three (2008-2009) – Implementation, Expansion, & Revision**

Action	Obj.	Staff Responsible	TimeFrame
Administer Placement Exam to new students	2	Director, Admin Assist	August
Train new teachers - curriculum & technology	1	Director, Technology	July
Implement adjusted Chinese 2 Curriculum with recommended software pieces	1	Staff, Database Specialist, Technology	August
Monitor alignment Plan including level 4 AP	1, 2, 3	Consultant, Director, Staff	Sept - May
Complete Installation of language lab components – computer stations & printers	3	Vendor	September
Begin Curriculum Revisions & Adjustments, Level 1 & 3; Monitor Level 2 Adjusted Curriculum.	1, 3	Consultant, Staff, Director	October
Attend ACTFL National Conference	1, 3	Director, Staff	November
Complete Curriculum Revisions & Adjustments, Level 1 & 3; Monitor Level 2 Adjusted Curriculum.	1, 3	Consultant, Staff, Director	March
Attend NECLT sessions	1, 3	Director, Staff	April
Administer Chinese Placement Exam	2	Staff, Assessment Specialist	April - May
Analyze exam results, collect student data	2	Director, Assessment Staff	May
Make classroom language lab hardware upgrades as needed	3	Vendor, Technology	June
Analyze End of Course exams, all levels	1, 3	Director, Assessment staff	June
Complete Development of Adjusted Level 1, 2, & Level 3 Curriculum, on-going revision begins	1, 3	Director, Staff, Technology, Database Specialist	June

- Year Four: Continuance beyond Grant Period: Because the foundation for the project is already in place and is an enhancement of an existing Chinese program, the probability of project

continuation is high. The Project Director is in place as LOTE Coordinator, and part of her duties are coordination of curricular goals and assessment tools. The PISD assessment mechanisms will remain and provide continued feedback on the placement exam and the end-of-course exams (a requirement for all curriculum areas in PISD). These end-of-course exams will assure proper alignment in levels 1 - 4. Revisions and adjustments to curricula and assessments will continue to be made based on the state and national standards and the district emphasis on communicative competence and proficiency. Presentations will be submitted for appropriate state and local conferences to provide information to other LEA's and educational groups.

#### **E. QUALITY OF PROJECT EVALUATION**

The project will comply with all evaluation requirements and provide written progress reports and financial reports in the format and time lines requested. Three evaluation questions will direct assessment: 1) to what extent were project strategies thorough, feasible, and appropriate? 2) To what extent are the performance measures related to the outcomes of the project? 3) To what extent will there be performance feedback and periodic assessment of progress toward the intended outcomes?

##### **1. To what extent were the project strategies thorough, feasible, and appropriate?**

*Process evaluation* will determine feasibility of implementation as planned. On-going monitoring and review by project director and staff will ensure that problems are found and quickly corrected and assure completion of goals in accordance with project plans. The Project Director will be responsible for maintaining progress toward projected time lines, focusing teams on objectives, facilitating adequate training, assisting preparation of placement exam field test and administration procedures, overseeing implementation, assessing capacity building, and guiding program evaluation. By using Year One as the initial planning and development phase, sufficient time is allowed for goal setting, reflection and revision of the curricular

pieces and for thorough research and field testing of the placement exam.

**2. To what extent are the performance measures related to the outcomes of the project?**

*Product evaluation* will be based on quantitative and qualitative data design to determine:

1) whether non-Asian students' acquisition of and competence in the Chinese language is improved and if so, what impact that has on enrollment; 2) whether an adequate and accurate placement of students, based on readiness, can be made and if so, what impact that has on enrollment; and 3) whether teachers have increased knowledge and application of effective instructional strategies and viable curricula, especially technologically, to improve both non-Asian students' and heritage speakers' language skills. One of the most critical aspects of effective evaluation is assessment measures that are reliable and valid. Developing a placement measure that can be supported by progress checkpoints and end-of semester exams is integrated throughout the project. Vertical alignment of the levels of instruction as new curricula are added is especially critical. Ongoing data collection will be standard, and data will be analyzed to adjust, revise, and reformulate both curricula and assessments. *Evaluation by goal* will occur, with data analyzed to examine impact on students, on teachers, on the Chinese program. Examples of data per goal include, but are not limited to:

Objective 1: Develop an adjusted Level 1 and 2 Chinese Curriculum:

Formal Measures: A Curriculum Writing Team, made up of the Chinese staff, the Project Director, and a Chinese Language Consultant, will develop a level 1, and subsequently a level 2, curriculum that is paced and sequenced to allow for the increased time necessary for non-Asian students to acquire proficiency in Chinese (DLI). Professional development for the Chinese staff in second language acquisition theories, instructional strategies, and assessing proficiency will impact curriculum content and assessments. Evaluation measures will include level appropriate benchmarks, proficiency progress checkpoints, and assessment tools developed

by the team, with input from consultants and resources from other state LEA's with existing Chinese programs. Assessments will evaluate proficiency, comprehensibility, and comprehension. Formal assessments will incorporate limited reading and writing tasks appropriate to each stage of acquisition and output capability. The state and national standards for LOTE will guide the teachers in development of assessment items. An end-of-course exam will be given at each level, item analyses will be done, and revisions to both curriculum and exams will be made in response to the data. Enrollment data will be kept for each level of instruction throughout the grant period.

□ Informal Measures: They include: teacher observations; student products; portfolio assessments; student and parental feedback; progress checklists; and running records.

□ Impact of Curriculum Training on Teacher Effectiveness: Evaluations include: pre-post surveys; use of flexible grouping; focus on understandings rather than coverage; use of formative assessment; ability to gauge proficiency levels with accuracy; use of self assessment; lesson plans; and performance assessments.

□ Anticipated Outcomes: Students will gain time, access, and practice to acquire Chinese language and culture. Level 1 and 2 Chinese will include a higher proportion of non-Asian students, and those non-Asian students will achieve proficiency at an acceptable rate. Non-Asian students will feel confident that they will be able to be successful in the level 1 and 2 Chinese classes. There will be a commensurate increase in enrollment district wide in levels 1 and 2. The goal is to double the Chinese Program total enrollment by the end of the grant period.

□ Objective 2: Development of a Chinese Proficiency Placement Exam:

□ Formal Measures: The exam will use scale scores to rate student proficiency level in Chinese. Based on scale development and field testing, a range of cut scores will be assigned which correlate with an instructional level. Teacher evaluation, based on OPI training, of student

proficiency during performance assessments will be correlated to score on the placement exam. Ongoing field testing and data analysis will be routine. Student data on scores, placement, and other feedback will be collected over time to inform ongoing refinement and revision.

- Informal Measures: Use of: teacher observations of students placed in higher level classes; student achievement on assessments, both informal and formal, both achievement and proficiency; student and parental feedback; and running records.

- Impact of placement exam on Teacher Effectiveness: Evaluation of: better knowledge of student readiness; ability to differentiate instruction over smaller range of readiness; focused lesson plans; enrichment lesson plans; and awareness of student progress.

- Anticipated Outcomes: Heritage Chinese speakers will populate levels 3 and 4 in a greater proportion than in level 1 and 2. Heritage Chinese speakers will receive appropriate and challenging learning experiences with expectations that will motivate growth in their language proficiency. Non-Asian students will be allowed slower pacing and sequencing of lessons and will be given the time they need to develop an acceptable level of proficiency after two years of Chinese study. Non-Asian students will be better prepared to continue their Chinese language study into level 3 or 4. The capacity of the PISD Chinese Program will increase to a level that will guarantee sustainability over time.

- Objective 3: Development of a Hybrid Computer-Assisted Level 3 Curriculum:

- Formal Measures: A Curriculum Writing Team, made up of the Chinese staff, the Project Director, and a Chinese Language Consultant, will develop a level 3 computer-assisted curriculum. This curriculum will be paced and sequenced to allow for a rotation of face-to-face teacher instruction and language laboratory activities. Development of language laboratory activities consisting of a mixture of listening/speaking activities and computer and online-based assignments. End-of-course exam will have a computer-assisted component. Technology such

as e-mail, message boards, blogs, web-casting, digital voice recording, and Internet activities will be utilized as part of student products and outcomes. Other measures are as for Objective 1.

□ Informal Measures: Same as Objective 1.

□ Impact of Hybrid Curriculum on Teacher Effectiveness: Evaluation of: Increased proficiency teaching collaboratively with online or computer-assisted tasks; utilization of technology in speaking, writing, listening, and reading tasks; technology integrated lesson plans; project director observations.

□ Anticipated Outcomes: More students will be able to enroll in level 3, thus increasing program capacity. Different instructional delivery systems will appeal to different student learning profiles. By using a language laboratory, students will complete tasks using all four skills: reading, writing, speaking, and listening, and receive focused delivery of instruction even on non-teacher days. Student self-assessment will increase. Teachers will receive valuable technology training and experience that will impact their performance and effectiveness in the classroom.

**3. To what extent will there be performance feedback and periodic assessment of progress toward the intended outcomes?**

Performance feedback and periodic assessment of progress are built into the project. Since PISD already requires end-of-course exams, performance data will be available each year. The Assessment Department regularly provides item analyses and support for data based decision-making. The online curriculum delivery platform, already in place in PISD, will ensure that each teacher and each student has access to the designed curriculum for each level. Student performance on end-of-course assessments will indicate deviation or alignment with the intended curriculum. Because staff from the PISD Assessment Department will develop the placement exam, continuity and stability within the placement exam development and refinement process

will be standard. Since the project is designed as an implementation model, an important evaluation component is to review replicability and to disseminate the information. Data collected, curriculum guides, sequence of training, experiences and modifications, and assessment tools will be collated in manual format which can be duplicated and disseminated to other local educational agencies. During the curriculum development process, the writing team and the curriculum database specialist will review and revise the documents to determine completeness of descriptions and procedures as related to interpretation and implementation by others. Dissemination will be accomplished through presentations at local, state, and regional meetings. The Project Director will submit applications to present sessions, as appropriate, and will submit related articles to professional publications. The PISD LOTE web page will promote and publicize results and outcomes of the curricula and district sponsored training opportunities for Chinese teachers in the area.

## Project Narrative

## Other Narrative

### Attachment 1:

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**Texas Review and Comment System**  
**Review Notification**

**Applicant/Origination Agency:** Plano Independent School District  
**Contact Name:** Greta Lundgaard - Coor, LOTE  
**Contact Phone:** 469.752.8198  
**Email:** glundga@pisd.edu

**Project Name:** FOREIGN LANGUAGE ASSISTANCE  
Plano Independent School District - 84.293B

**Funding Agency:** ED

**SAI/EIS#:** TX-R-20060526-0002-50

**Date Received:** 5/26/2006

**Date Comments Due BPO:**

8/19/2006

**Review Participants**

**Agencies**

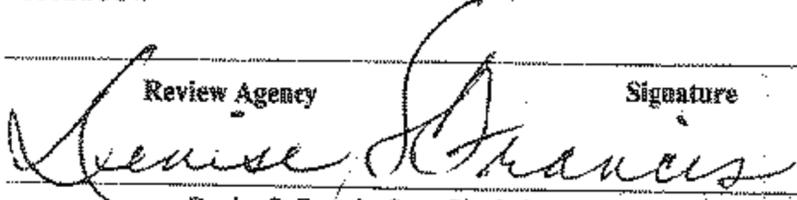
**Cogs**

Texas Education Agency  
Sharon M. Evans 512.463.9063  
Grants Administration, Room 6-108  
1701 North Congress  
Austin, Texas 78701  
Sharon.Evans@tea.state.tx.us

**Special Notes/Comments:**

APPLICANT IS RESPONSIBLE FOR PROVIDING ONE COPY EACH OF THE FINAL PROPOSAL DOCUMENT (424, BUDGET DOCUMENT, PROJECT ABSTRACT, AND PROJECT NARRATIVE) ALONG WITH A COPY OF THE "REVIEW NOTIFICATION" TO OUR OFFICE AND TO EACH REVIEW PARTICIPANT LISTED ON THE NOTIFICATION. 

**Return Comments to:**

Review Agency	Signature
	
Denise S. Francis, State Single Point of Contact Governor's Office of Budget, Planning & Policy P.O. Box 12428 Austin, TX 78711 (512) 463-8465	

Your proposal/notification of intent has been received. You should respond "yes" when asked if this program is subject to E.O. 12372. The above entities have been designated as review participants. Please forward one copy of your proposal (including 424, budget document, abstract and project narrative) with one copy of this review notification to each review participant identified above. Please include the assigned State Application Identifier assigned above on each forwarded proposal. If you submitted a notification of intent please also send one copy of your proposal to the State Single Point of Contact (SPOC) address above. Please refer to the SAI number when communicating with our office regarding your proposal. A copy of any comments received about the application will later be sent to your organization as well as the funding agency. If you have any questions please call (512) 463-8465 for clarification.

# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: 5716-Mandatory\_Plano % 20ISD % 20Chinese % 20Budget % 20Narrative.doc

**FOREIGN LANGUAGE ASSISTANCE PROGRAM: LOCAL EDUCATIONAL AGENCIES  
 STABLIZING AND SUSTAINING AN ALIGNED CHINESE LANGUAGE PROGRAM IN GRADES 9-12  
 For PLANO INDEPENDENT SCHOOL DISTRICT  
 REQUEST FOR FEDERAL FUNDS FOR 3 YEARS  
 2006-2009**

TOTALS FOR FIRST YEAR 2006-07:	
	Total
Personnel	\$16275
Fringe Benefits	\$2565
Travel	\$15235
Equipment	\$132435
Supplies	\$3490
Contractual	\$5000
Other	\$0
<b>Total for first year</b>	<b>\$175000</b>

TOTALS FOR SECOND YEAR 2007-08:	
	Total
Personnel	\$16275
Fringe Benefits	\$2565
Travel	\$21050
Equipment	\$120211
Supplies	\$9900
Contractual	\$5000
Other	\$0
<b>Total for second year</b>	<b>\$175001</b>

TOTALS FOR THIRD YEAR 2008-09:	
	Total
Personnel	\$32550
Fringe Benefits	\$5130
Travel	\$26820
Equipment	\$67850
Supplies	\$37650
Contractual	\$5000
Other	\$0
<b>Total for third year</b>	<b>\$175000</b>

**GRAND TOTAL FOR THREE YEARS** **\$525001**

Indirect Costs are figured at a rate of 1.185% for Plano Independent School District = \$6221  
**Total for Grant** **\$531222**

**STABILIZING AND SUSTAINING AN ALIGNED CHINESE LANGUAGE PROGRAM IN GRADES 9-12**  
**For PLANO INDEPENDENT SCHOOL DISTRICT**  
**REQUEST FOR FEDERAL FUNDS – PLANNING: YEAR 1, 2006-2007**

<b>PERSONNEL</b>				
Substitutes for Teachers		Unit Cost	Teachers	Total
Planning and development of Level 1 and 3 curriculum	October, 2006 and March, 2007	\$85 per day	15 substitutes for 3 teachers	\$1275
Professional Development		Unit Cost	Teachers	Total
Develop Chinese Alignment Plan and Curriculum	Curriculum Writing October, 2006 – May, 2007	\$25 per hr.	3 teachers @ 8 hrs per teacher x 25 days = 600 hours	\$15000
<b>Personnel Total</b>				<b>\$16275</b>

<b>Fringe Benefits on Substitutes @ \$85/day</b>			
Medicare	7.65% of income	= \$6.50	
Workman's Compensation	.53% of income	= \$0.45	
<b>Total = \$7 per substitute</b>	<b>Total 15 substitutes</b>	<b>= \$105</b>	
<b>Fringe Benefits on Professional Development Income 3 teachers @ \$25 per hour x 8 hours x 25 days = \$5000 per teacher</b>			
		<b>Total for 3 teachers = \$15000</b>	
Teacher Retirement System	6.9% of Salary	= \$345.00	
Medicare	1.45% of Salary	= \$72.50	
Workman's Compensation	.53% of Salary	= \$26.50	
Health Insurance	\$259/mo. = \$16.44 per day	= \$411.00	
<b>Total = \$855 per teacher</b>	<b>Total 3 teachers</b>	<b>= \$2565</b>	
<b>Fringe Benefits Total</b>			<b>\$2565</b>

<b>TRAVEL:</b>					
Conference	Registration Fees	Travel	Lodging	Meal per diem	Total
ACTFL Conference – 3 teachers and director in November, 2006	4 @ \$250 = \$1000	4 @ \$450 = \$1800	3 nights x 4 rooms @ \$190 = \$2280	4 people x 4 days @ \$50 per day = \$800	\$5880
OPI Training – 3 teachers in November, 2006	3 @ \$685				\$2055
NECTFL Conference – 3 teachers and director in April, 2007 for 3 days	4 @ \$100 = \$400	4 @ \$450 = \$1800	3 nights x 4 rooms @ \$370 = \$4440	4 people x 3 days @ \$55 per day = \$660	\$7300
<b>Travel Total</b>					<b>\$15235</b>

<b>EQUIPMENT:</b>			
	<b>Unit Cost</b>	<b>Campus</b>	<b>Total</b>
Ceiling Mounted Listening Labs for 5 high schools – May, 2007	\$26,487	5 high school campuses	\$132435
<b>Equipment Total</b>			<b>\$132435</b>

<b>SUPPLIES:</b>				
		<b>Unit Cost</b>	<b>Teachers</b>	<b>Total</b>
Curriculum Development Supplies	Paper, Printing, Office Supplies	\$500 x 3 times a year	3 teachers	\$1500
Placement Exam Development Supplies	Paper, Printing, Office Supplies			\$1990
<b>Supplies Total</b>				<b>\$3490</b>

<b>CONTRACTUAL:</b>				
		<b>Unit Cost</b>	<b>Teachers</b>	<b>Total</b>
Contracted Chinese Curriculum Consultants – October, 2006	Develop Chinese Program Alignment Plan	\$2500	All Chinese Teachers/Staff	\$2500
Contracted Chinese Curriculum Consultants – March, 2007	Secondary Level 1 & 3 Curriculum Planning	\$2500	All Chinese Teachers/Staff	\$2500
<b>Contractual Total</b>				<b>\$5000</b>

**STABLIZING AND SUSTAINING AN ALIGNED CHINESE LANGUAGE PROGRAM IN GRADES 9-12**  
**For PLANO INDEPENDENT SCHOOL DISTRICT**  
**REQUEST FOR FEDERAL FUNDS - IMPLEMENTATION: YEAR 2, 2007-2008**

PERSONNEL				
Substitutes for Teachers		Unit Cost	Teachers	Total
Planning and development of Level 2 curriculum	August, 2007 and March, 2008	\$85 per day	15 substitutes for 3 teachers	\$1275
Professional Development		Unit Cost	Teachers	Total
Revise Alignment Plan and Curriculum Level 2	Curriculum Writing August, 2007 – May, 2008	\$25 per hr.	3 teachers @ 8 hours per teacher x 25 days = 600 hours	\$15000
<b>Personnel Total</b>				<b>\$16275</b>

TRAVEL:					
Conference	Registration Fees	Travel	Lodging	Meal per diem	Total
ACTFL Conference – 5 teachers and director in November, 2007	6 @ \$250 = \$1500	6 @ \$450 = \$2700	3 nights x 6 rms @ \$190 = \$3420	6 people x 4 days @ \$50 per day = \$1200	\$8820
OPI Training – 2 teachers in November, 2007	2 @ \$685				\$1370
NECTFL Conference – 5 teachers and director in April, 2007 for 3 days	6 @ \$100 = \$600	6 @ \$450 = \$2700	3 nights x 6 rms @ \$370 = \$6660	6 people x 3 days @ \$50 per day = \$900	\$10860
<b>Travel Total</b>					<b>\$21050</b>

<b>Fringe Benefits on Substitutes @ \$85/day</b>			
Medicare	7.65% of income		= \$6.50
Workman's Compensation	.53% of income		= \$0.45
<b>Total = \$7 per substitute</b>		<b>Total 15 substitutes</b>	<b>= \$105</b>
<b>Fringe Benefits on Professional Development Income 3 teachers @ \$25 per hour x 8 hours x 25 days = \$5000 per teacher</b>			
		<b>Total for 3 teachers = \$15000</b>	
Teacher Retirement System	6.9% of Salary		= \$345.00
Medicare	1.45% of Salary		= \$72.50
Workman's Compensation	.53% of Salary		= \$26.50
Health Insurance	\$259/mo. = \$16.44 per day		= \$411.00
<b>Total = \$855 per teacher</b>		<b>Total 3 teachers</b>	<b>= \$2565</b>
<b>Fringe Benefits Total</b>			
			<b>\$2565</b>

<b>EQUIPMENT:</b>			
	<b>Unit Cost</b>	<b>Campus</b>	<b>Total</b>
8 station computer labs (6 rooms) -- September, 2007	\$750 each (48 @ \$750)	5 high school labs and 1 senior high school classroom (AP class)	\$36000
Classroom Laser Printers -- September, 2007	\$950 each	5 high schools campuses	\$4750
Ceiling Mounted Listening Labs for 3 senior high schools - April, 2008	\$26,487 each	3 senior high school campuses	\$79461
<b>Equipment Total</b>			<b>\$120211</b>

<b>SUPPLIES:</b>				
		<b>Unit Cost</b>	<b>Teachers</b>	<b>Total</b>
Curriculum Development Supplies	Paper, Printing, Office Supplies	\$500 x 2 times a year	3 teachers	\$1000
Chinese Language Software for Chinese 3 integrated curriculum -- August, 2007	Level 3 curriculum	\$8500		\$8500
Placement Exam Development Supplies	Paper, Printing, Office Supplies			\$400
<b>Supplies Total</b>				<b>\$9900</b>

<b>CONTRACTUAL:</b>				
		<b>Unit Cost</b>	<b>Teachers</b>	<b>Total</b>
Contracted Chinese Curriculum Consultants -- October, 2007	Develop Chinese Program Alignment Plan	\$2500	All Chinese Teachers/Staff	\$2500
Contracted Chinese Curriculum Consultants -- March, 2008	Secondary Level 1 & 3 Curriculum Planning	\$2500	All Chinese Teachers/Staff	\$2500
<b>Contractual Total</b>				<b>\$5000</b>

**STABLIZING AND SUSTAINING AN ALIGNED CHINESE LANGUAGE PROGRAM IN GRADES 9-12**  
**For PLANO INDEPENDENT SCHOOL DISTRICT**  
**REQUEST FOR FEDERAL FUNDS – REVISION AND DISSEMINATION: YEAR 3, 2008-2009**

PERSONNEL				
Substitutes for Teachers		Unit Cost	Teachers	Total
Planning/development of Level 2 curriculum	Aug., 2008 & March, 2009	\$85 per day	30 substitutes for 6 teachers	\$2550
Professional Development		Unit Cost	Teachers	Total
Curriculum Writing Level 1, 2, 3 Revisions	Curriculum Writing Sept., 2008 – May, 2009	\$25 per hr.	6 teachers for 5 weeks @ 8 hrs. per day = 1200 hrs.	\$30000
<b>Personnel Total</b>				<b>\$32550</b>

Fringe Benefits on Substitutes @ \$85/day			
Medicare	7.65% of income	= \$6.50	
Workman's Compensation	.53% of income	= \$0.45	
<b>Total = \$7 per substitute</b>			<b>Total 30 substitutes = \$210</b>
Fringe Benefits on Professional Development Income 6 teachers @ \$25 per hour x 8 hours x 25 days = \$5000 per teacher			
			<b>Total for 6 teachers = \$30000</b>
Teacher Retirement System	6.9% of Salary	= \$345.00	
Medicare	1.45% of Salary	= \$72.50	
Workman's Compensation	.53% of Salary	= \$26.50	
Health Insurance	\$259/mo. = \$16.44 per day	= \$411.00	
<b>Total = \$855 per teacher</b>			<b>Total 6 teachers = \$5130</b>
<b>Fringe Benefits Total</b>			<b>\$5130</b>

TRAVEL:					
Conference	Registration Fees	Travel	Lodging	Meal per diem	Total
ACTFL Conference – 5 teachers and director in November, 2006	6 @ \$250 = \$1500	6 @ \$450 = \$2700	3 nights x 6 rms @ \$190 = \$3420	6 people x 4 days @ \$50 per day = \$1200	\$8820
OPI Refresher Training– 6 teachers in November, 2006	6 @ \$150				\$900
NECTFL Conference – 5 teachers and director in April, 2007 for 3 days	6 @ \$100 = \$600	6 @ \$450 = \$2700	3 nights x 6 rms @ \$370 = \$6660	6 people x 3 days @ \$50 per day = \$900	\$10860
Dissemination – Regional & State conference presentations by director & teachers – TBD (TFLA, SWCOLT, NADSFL)					\$6240
<b>Travel Total</b>					<b>\$26820</b>

<b>EQUIPMENT:</b>			
	<b>Unit Cost</b>	<b>Campus</b>	<b>Total</b>
8 station computer labs (5 rooms) 5 senior high school labs (including AP classes) – September, 2008	\$750 each (40 @ \$750)	5 senior high school labs (including AP classes)	\$30000
Classroom Laser Printers – September, 2008	\$950 each	3 senior high school campuses	\$2850
Hardware upgrades for language labs – June, 2009	\$35000	5 high school and 3 senior high school campuses	\$35000
<b>Equipment Total</b>			<b>\$67850</b>

<b>SUPPLIES:</b>				
		<b>Unit Cost</b>	<b>Teachers</b>	<b>Total</b>
Curriculum Development Supplies	Paper, Printing, Office Supplies	\$500 x 3 times a year	6 teachers	\$1500
Software – August, 2008	Level 1, 2, 3 curriculum	\$35000		\$35000
Placement Exam Development Supplies	Paper, Printing, Office Supplies			\$1150
<b>Supplies Total</b>				<b>\$37650</b>

<b>CONTRACTUAL:</b>				
		<b>Unit Cost</b>	<b>Teachers</b>	<b>Total</b>
Contracted Chinese Curriculum Consultants – October, 2008	Develop Chinese Program Alignment Plan	\$2500	All Chinese Teachers/Staff	\$2500
Contracted Chinese Curriculum Consultants – March, 2009	Secondary Level 1 & 3 Curriculum Planning	\$2500	All Chinese Teachers/Staff	\$2500
<b>Contractual Total</b>				<b>\$5000</b>

**FOREIGN LANGUAGE ASSISTANCE PROGRAM: LOCAL EDUCATIONAL AGENCIES  
 STABLIZING AND SUSTAINING AN ALIGNED CHINESE LANGUAGE PROGRAM IN GRADES 9-12  
 PLANO INDEPENDENT SCHOOL DISTRICT  
 IN KIND (NON-FEDERAL) FUNDS  
 2006-2009**

TOTALS FOR FIRST YEAR 2006-07:	
	Total
Personnel	(b)(4)
Fringe Benefits	(b)(4)
Travel	(b)(4)
Equipment	(b)(4)
Supplies	(b)(4)
Contractual	(b)(4)
Other	(b)(4)
<b>Total for first year</b>	(b)(4)

TOTALS FOR SECOND YEAR 2007-08:	
	Total
Personnel	(b)(4)
Fringe Benefits	(b)(4)
Travel	(b)(4)
Equipment	(b)(4)
Supplies	(b)(4)
Contractual	(b)(4)
Other	(b)(4)
<b>Total for second year</b>	(b)(4)

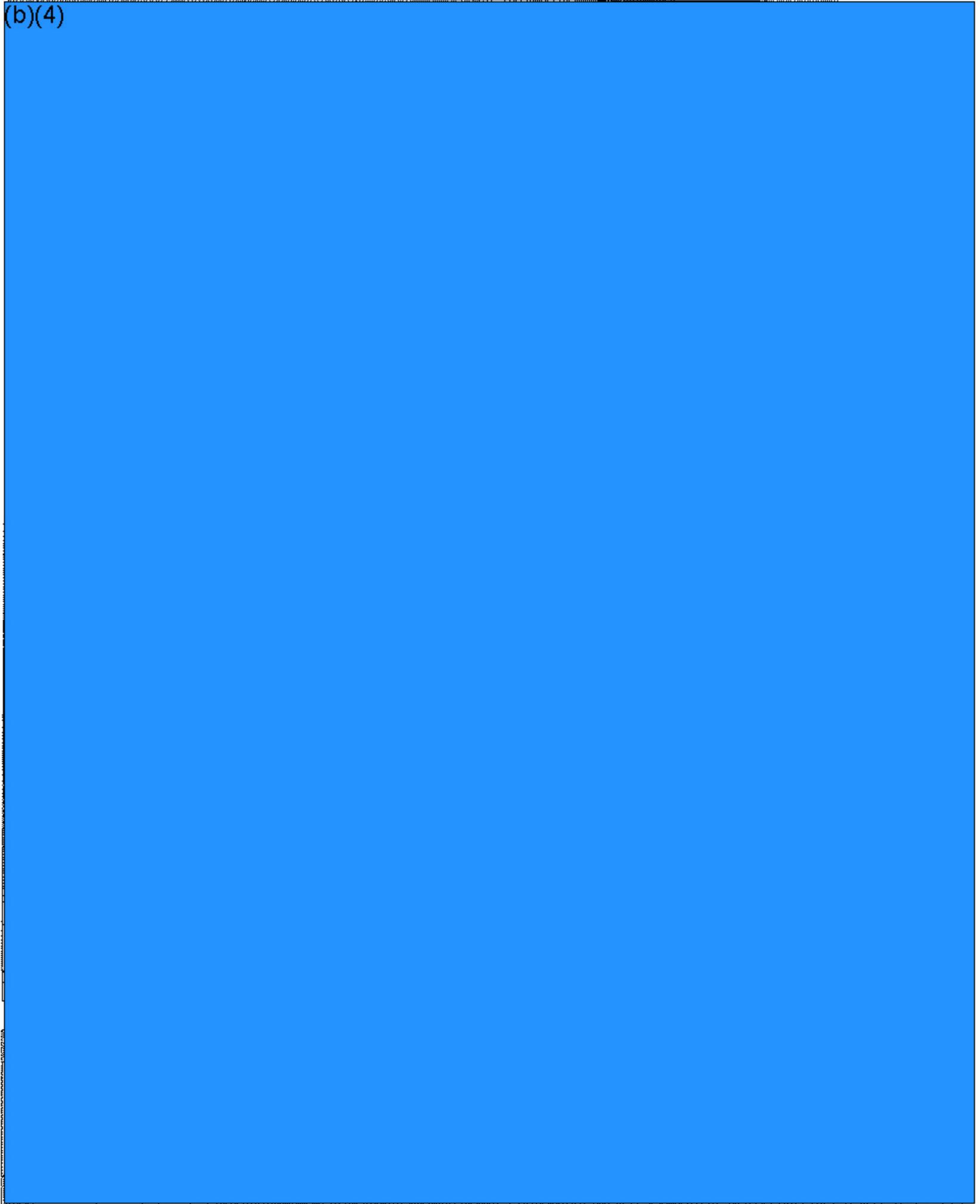
TOTALS FOR THIRD YEAR 2008-09:	
	Total
Personnel	(b)(4)
Fringe Benefits	(b)(4)
Travel	(b)(4)
Equipment	(b)(4)
Supplies	(b)(4)
Contractual	(b)(4)
Other	(b)(4)
<b>Total for third year</b>	(b)(4)

**GRAND TOTAL FOR THREE YEARS** (b)(4)

**STABLIZING AND SUSTAINING AN ALIGNED CHINESE LANGUAGE PROGRAM IN GRADES 9-12  
 PLANO INDEPENDENT SCHOOL DISTRICT  
 IN KIND (NON-FEDERAL) FUNDS - PLANNING: YEAR 1, 2006-2007**

PERSONNEL	(b)(4)
Teacher/Coordinator Salaries	
Project Director/Coordinator Salary	
Administrative Assistant	
Grant Coordinator	
Online Curriculum Specialist	
Placement Exam Developer (director) for PISD Research and Assessment Dept.	
Placement Exam Developer (analyst) for PISD Research and Assessment Dept.	
3 Native Chinese Teachers with 3 years of experience in PISD	
Total	
Professional Development	
Curriculum Writing – extra duty pay outside the instructional day	
Personnel Total	
Fringe Benefits on Personnel	
Teacher Retirement System Medicare Workman's Compensation Health Insurance	
Fringe Benefits on Personnel	
Teacher Retirement System Medicare Workman's Compensation Health Insurance	

(b)(4)

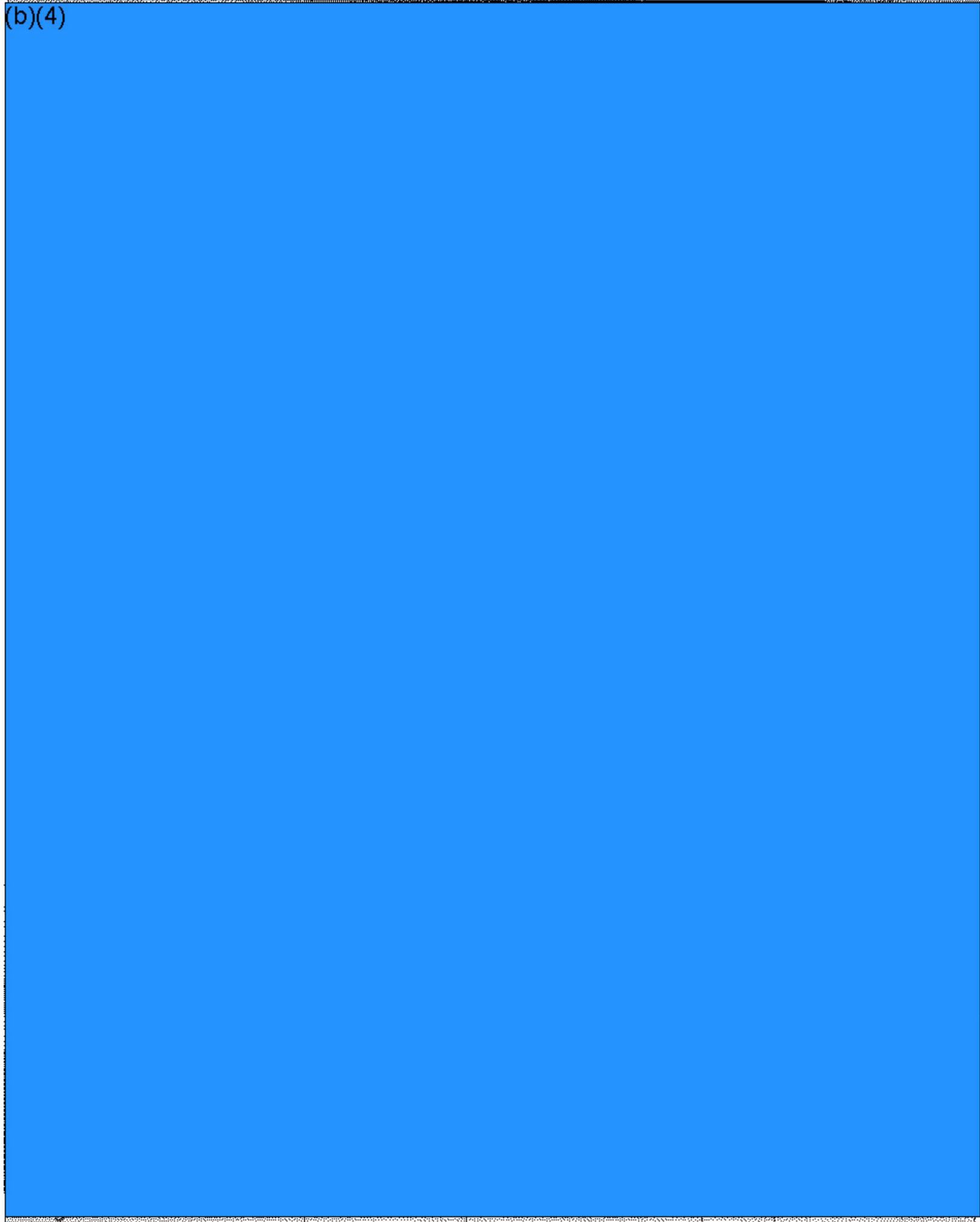


<b>EQUIPMENT:</b>	(b)(4)
Cabling and Wiring for the Ceiling Mounted Listening Labs	
8 mounted ceiling projectors with wiring and installation	
<b>Total:</b>	
<b>Equipment Total</b>	
<b>SUPPLIES:</b>	
Textbooks for Chinese Curriculum	
<b>Supplies Total</b>	
<b>OTHER:</b>	
<b>Maintenance of Equipment</b>	
Routine Maintenance	
<b>Other Total</b>	

**STABLIZING AND SUSTAINING AN ALIGNED CHINESE LANGUAGE PROGRAM IN GRADES 9-12  
PLANO INDEPENDENT SCHOOL DISTRICT  
IN KIND(NON -FEDERAL) FUNDS - IMPLEMENTATION: YEAR 2, 2007-2008**

<b>PERSONNEL</b>	(b)(4)
Teacher/Coordinator Salaries	
Coordinator Salary	
Administrative Assistant	
Online Curriculum Specialist	
Placement Exam Developer (director) for PISD Research and Assessment Dept.	
Placement Exam Developer (analyst) for PISD Research and Assessment Dept.	
3 Native Chinese Teachers with 3 years of experience in PISD	
2 Chinese Teachers New Hire with 3 years of experience	
2 classroom assistants New hire for rotating classroom instruction	
<b>Personnel Total</b>	
<b>Fringe Benefits on Personnel In</b>	
Teacher Retirement System Medicare Workman's Compensation Health Insurance	
<b>Fringe Benefits on Personnel In</b>	
Teacher Retirement System Medicare Workman's Compensation Health Insurance	

(b)(4)



<b>EQUIPMENT:</b>	(b)(4)
Cabling and Wiring for the Ceiling Mounted Listening Labs	
8 station computer labs – tables, cabling and wiring	
Laser Printers – wiring and network data	
<b>Equipment Total</b>	
<b>OTHER:</b>	
<b>Maintenance of Equipment</b>	
Routine Maintenance	
<b>Other Total</b>	

**STABLIZING AND SUSTAINING AN ALIGNED CHINESE LANGUAGE PROGRAM IN GRADES 9-12  
 PLANO INDEPENDENT SCHOOL DISTRICT  
 IN KIND (NON-FEDERAL) FUNDS - REVISION AND DISSEMINATION: YEAR 3, 2008-2009**

<b>PERSONNEL</b>	(b)(4)
<b>Teacher/Coordinator Salaries</b>	
Coordinator Salary	
Administrative Assistant	
Online Curriculum Specialist	
Placement Exam Developer (director) for PISD Research and Assessment Dept.	
Placement Exam Developer (analyst) for PISD Research and Assessment Dept.	
3 Native Chinese Teachers	
2 Chinese Teachers	
2 classroom assistants for rotating classroom instruction	
<b>Personnel Total</b>	
<b>Fringe Benefits on Personnel</b>	
Teacher Retirement System Medicare Workman's Compensation Health Insurance	
<b>Fringe Benefits on Personnel</b>	
Teacher Retirement System Medicare Workman's Compensation Health Insurance	

(b)(4)



**EQUIPMENT:**

8 station computer labs –  
tables, cabling and wiring

Laser Printers – wiring and  
network data

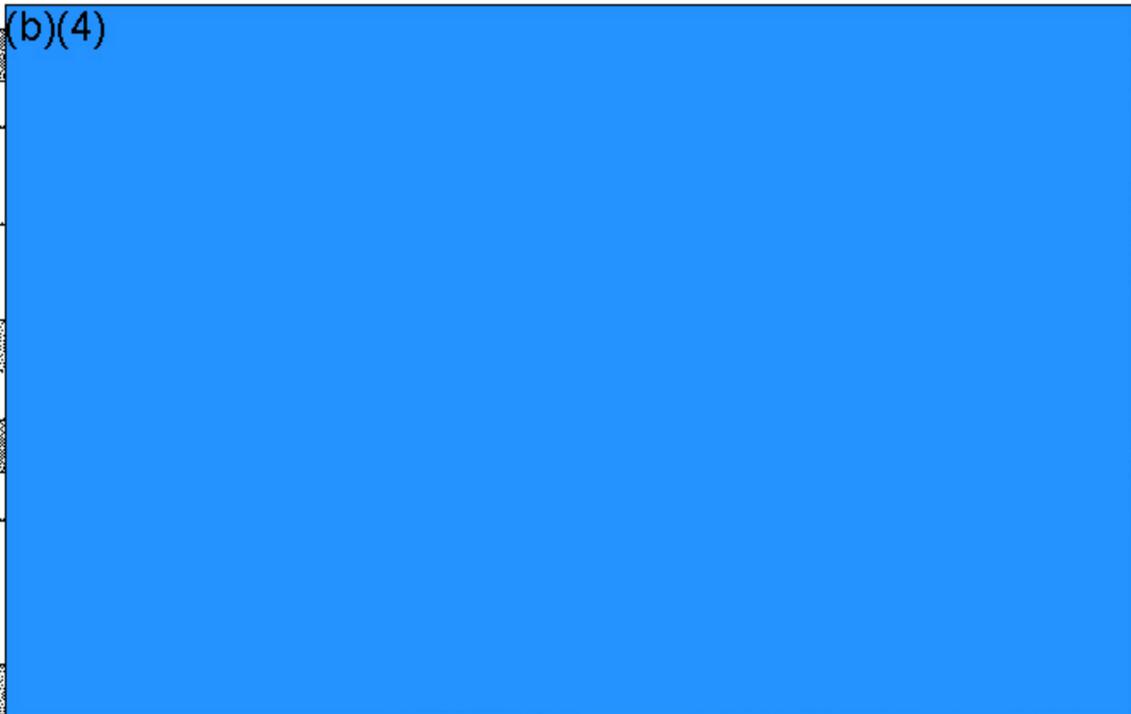
**Equipment Total**

**OTHER:**

**Maintenance of Equipment**

Routine Maintenance

**Other Total**



(b)(4)