

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 1890-0017
Exp. 04/30/2008

Applicant Information

1. Name and Address
Legal Name: Mid-Prairie Community Schools
Address: P.O. Box 150

Organizational Unit

MF2 93B 060170

Wellman
City

IA
State

Washington
County

52356 - 0150
ZIP Code + 4

2. Applicant's D-U-N-S Number | 0 | 1 | 1 | 7 | 5 | 3 | 9 | 2 | 8 |

6. Novice Applicant Yes No

3. Applicant's T-I-N | 4 | 2 | - | 6 | 0 | 2 | 5 | 6 | 8 | 5 |

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

4. Catalog of Federal Domestic Assistance #: 84. 2 | 9 | 3 | B |

Title: Foreign Language Assistance Program

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

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

5. Project Director: Bill Marks

Address: 702 Sixth Street

Kalona IA 52247
City State Zip code + 4
Tel. #: (319) 656-2243 Fax #: (319) 656-2238

K - Other (Specify): _____

E-Mail Address: bmarks@mid-prairie.k12.ia.us

9. State Application Identifier NA

Application Information

10. Type of Submission:
-PreApplication -Application
 Construction Construction
 Non-Construction Non-Construction

13. Are any research activities involving human subjects planned at any time during the proposed project period?
 Yes (Go to 13a.) No (Go to item 14.)

11. Is application subject to review by Executive Order 12372 process?
 Yes (Date made available to the Executive Order 12372 process for review): ___/___/___
 No (If "No," check appropriate box below.)
 Program is not covered by E.O. 12372.
 Program has not been selected by State for review.

13a. Are all the research activities proposed designated to be exempt from the regulations?
 Yes (Provide Exemption(s) #): _____
 No (Provide Assurance #): _____

12. Proposed Project Dates: 09 / 01 / 2006 08 / 31 / 2009
Start Date: End Date:

14. Descriptive Title of Applicant's Project:

Project FLIPS (Foreign Language Instruction for Primary Students)

Estimated Funding

15a. Federal \$ 602,433.00
b. Applicant \$ (b)(4)
c. State \$ _____
d. Local \$ _____
e. Other \$ _____
f. Program Income \$ _____
g. TOTAL \$ _____

Authorized Representative Information

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

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

Mark Schneider

b. Title: Superintendent

c. Tel. #: (319) 646-6093 Fax #: (319) 646-2093

d. E-Mail Address: mschneider@mid-prairie.k12.ia.us

e. Signature of Authorized Representative

Mark E. Schneider

Date: 6/27/06

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Abstract

The purpose of Project FLIPS (Foreign Language Instruction for Primary Students) is to increase Arabic language proficiency and cross cultural competence for K-5th grade students, as well as provide professional development training in foreign language methodology and language acquisition strategies for all teachers serving the K-5th grade students. Professional development activities implemented throughout the school year and during the intensive summer institute will be aligned with the National Standards for Foreign Language Learning; Communication, Cultures, Connections, Comparisons, and Communities. This project will result in an increased number of elementary teachers at Kalona Elementary School that have the appropriate instructional and assessment skills and the cross-cultural understandings to make a significant impact on the lives and the academic achievement of the students in their Kindergarten through fifth grade classrooms. The program will include the strategies that best meet the identified needs for improved teaching that will maximize student achievement in the core academic subjects and increase language proficiency in Arabic. Project FLIPS will build the district's capacity to prepare content area social studies teachers with research based foreign language and language acquisition strategies and methodology, and relevant cross-cultural understanding, so that they can provide effective instruction that will propel students to be bilingual, bicultural and productive citizens in today's global society. Kalona Elementary is located in south-eastern Iowa and is one of the three elementary schools in the Mid-Prairie Community School District. Total enrollment at Kalona Elementary is 258 kindergarten through fifth grade students.

Due to the rural location of the communities served by the Mid-Prairie Community

School District, the student body is very homogeneous and comprised of 97.3% white, non-Hispanic students. The district Hispanic, American Indian, and those identified as two or more races, immigrant students represent only 2.1% of the student body of the Mid-Prairie Community School District. The lack of diversity in Mid-Prairie Public Schools presents unique challenges not experienced by many other states. District teachers and students are at a disadvantage in an increasingly diverse and economically global society. Mid-Prairie graduates do not possess the language proficiency or the cross-cultural communication skills to compete in the 21st century. Project FLIPS will implement Arabic instruction in Kindergarten through fifth grade, in accordance with research-based best practice for optimal language acquisition. The district has 13 teachers with minimal attrition and very few new teachers hired each school year. The number of teachers that will become highly trained over the 36 month Project period is maximized by the low attrition rate. The Mid-Prairie Community School District is composed of 3 elementary schools, 1 middle school, and 1 High School. Project FLIPS will serve only Kalona Elementary students and teachers. Project FLIPS meets all six competitive priorities and both of the invitational priorities through the collaboration with William Penn University to provide distance education professional development and Blackboard E-Learning course-sites for Kalona Elementary students to collaborate with native Arabic speaking elementary students on projects and activities. The goal of the innovative distance education partnership is to provide cross-cultural experiences and language exchanges for Project FLIPS students and their Arabic language peers.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

**Kalona Elementary School
Mid-Prairie Community 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	35,000	35,000	35,000			105,000
2. Fringe Benefits	10,850	10,850	10,850			32,550
3. Travel	10,900	10,900	10,900			32,700
4. Equipment	4,200	4,200	4,200			12,600
5. Supplies	29,200	29,200	29,200			87,600
6. Contractual	0	0	0			0
7. Construction	0	0	0			0
8. Other	88,858	88,858	88,858			266,574
9. Total Direct Costs (lines 1-8)	179,008	179,008	179,008			537,024
10. Indirect Costs*	17,901	17,901	17,901			53,709
11. Training Stipends	3,900	3,900	3,900			11,700
12. Total Costs (lines 9-11)	200,811	200,811	200,811			602,433

***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: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ___ ED ___ Other (please specify): ___

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

N/A Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)?

Name of Institution/Organization
Kalona Elementary School
Mid-Prairie Community 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)						

SECTION C - BUDGET NARRATIVE (see instructions)

1. Personnel

The staff positions specified in the budget are necessary for the effectiveness of this project. The number of personnel selected are essential to the successful implementation of this program's objectives. It is standard practice for the School Board of Mid-Prairie Community School District to pay salaries commensurate with the experience and expertise required. The following chart depicts the breakdown of the federal and non-federal contributions to the personnel that are necessary to ensure an effective foreign language program. In as much as the district has demonstrated a high level of commitment to the inclusion of a foreign language program at Mid-Prairie Community Schools, a number of quality personnel already employed by the Mid-Prairie District are being assigned to the support of the newly proposed Arabic Foreign Language program.

The personnel proposed for this project are:

	Year 1	Year 2	Year 3
Project Director (b)(4)			
Project Coordinator (b)(4)	15,000	15,000	15,000
(b)(4)			
Project Clerk (b)(4)			
Foreign Language Director (b)(4)			
(b)(4)			
Foreign Language Resource Associate (100% Grant Funded)	20,000	20,000	20,000
Social Studies Content Teachers			
(b)(4)			
Total	35,000	35,000	35,000

2. Fringe Benefits

A fringe benefit package is an employment incentive to attract and retain highly qualified staff members. This includes such benefits as: health insurance, dental insurance, retirement, etc. The costs associated with the package reflect the actual rates of The School Board of Mid-Prairie Community School District in figuring the cost of such services. (31% fixed) Only the fringe benefits of the federally funded personnel are illustrated in the chart below.

Fringe Benefits	Year 1	Year 2	Year 3
Project Director (b)(4)			
(b)(4)			
Project Coordinator (b)(4)	4,650	4,650	4,650
(b)(4)			
Project Clerk (b)(4)			
(b)(4)			
Foreign Language Director			
(b)(4)			
Foreign Language Resource Associate (100% Grant Funded)	6,200	6,200	6,200
Social Studies Content Teachers (b)(4)			
Total	\$10,850	\$10,850	\$10,850

3. Travel

Out-of-state funds have been delineated for the Director and/or FOREIGN LANGUAGE Project Coordinator to attend the OELA Training Institute/ACTFL Conference, the National and State FOREIGN Conferences which includes registration.

It is important that project staff attend regional/ state/and national conferences to (a) infuse local efforts to serve Foreign Language Learners FLL students with innovative ideas, latest research findings, and effective programs/materials; (b) expand vision for the local program by incorporating state/national/global challenges; (c) report local grant efforts to allow other schools/communities in the United States to reap the benefits of federal tax dollars provided to fund the project; and (d) network with leaders in the field and with schools doing an excellent job serving students and parents. In-state travel is also included in the federal portion of the budget to provide travel from district offices to the school site that houses the newly proposed Arabic Foreign Language program as well as travel to visit other schools with successful foreign language program models.

Travel	Year 1	Year 2	Year 3
OELATraining			
Institute/ACTFL	\$4,000	\$4,000	\$4,000
(Project Director			
and/or Project			
Coordinator)			
Foreign Language	\$3,000	\$3,000	\$3,000
Symposium (2 Staff			
Members)			
State Language and	\$1,500	\$1,500	\$1,500
Culture Conference			
In-State Travel	\$2,400	\$2,400	\$2,400
Total	\$ 10,900	\$ 10,900	\$ 10,900

4. Equipment

The hiring of new faculty and staff members to serve the Project students requires the purchase of computer equipment that will allow for instructional effectiveness. The equipment costs for the newly proposed program that are requested from the federal funds are outlined below:

Equipment	Year 1	Year 2	Year 3
Laptops for Foreign Language Teaching Staff (2 per year)	\$ 3,600	\$ 3,600	\$ 3,600
Printers for Foreign Language Teaching Staff (1 per year to be shared by two staff members)	\$ 600	\$ 600	\$ 600
Total	\$ 4,200	\$ 4,200	\$ 4,200

5. Supplies

Delivering a distance education component requires the purchase of new technology as well as the updating of existing hardware and software owned by the district. Student access to native Arabic speaking peers is only possible with the inclusion of a distance education partnership. The equipment requested in this proposal is

necessary to maximize the success of the innovative activities and propel the Kalona elementary students into the 21st century.

The cost factor indicated represents an average of costs incurred by a similar, fully-operational project serving 260 students and parents in one elementary school. These budgeted items will be used for supplemental and instructional materials, computer software to be used with parents and students in the Language labs available at every schools, and additional resources as needed. Project FLIPS has taken a different focus when developing the budget. Software and supplemental materials impact the regular classroom setting and second language development areas

Supplies	Year 1	Year 2	Year 3
I-Pods	\$7,200	\$7,200	\$7,200
Computer Software	\$2,000	\$2,000	\$2,000
Supplemental Materials	\$8,000	\$8,000	\$8,000
Instructional Materials	\$10,000	\$10,000	\$10,000
Office Supplies	\$2,000	\$2,000	\$2,000
Total	\$29,200	\$29,200	\$29,200

6. Contracted Services

No allocation.

7. Construction

No allocation.

8. Other Operating Expenses

The allocation in this area includes external evaluator fees, printing expenses to be incurred for curriculum development, parent/community education, funds to pay hourly rate for curriculum developers, and/or substitute teachers, staff development workshops, intensive summer institutes, and funding for Blackboard course-sites. The primary allocation in this area is to underwrite the cost of consultants for Project FLIPS as well as the intensive staff development necessary to institutionalize the foreign language program beyond federal funding. In order to provide parents and teachers with the best training we have identified consultants whose expertise lie in parent education for FLL students. The consultants will provide parents and teachers with training in teaching these students using models that have been successful with this population, developing curriculum, staff development, parent training, on-site visits to monitor implementation, coordination with evaluator for gathering of data; the cost of an external evaluator to help determine the extent to which project goals were realized; the costs of developing and preparing forms, manuals, and curriculum materials for distribution. It also provides for an external evaluator.

Other Operating Expenses	Year 1	Year 2	Year 3
Blackboard course-site access	\$3,000	\$3,000	\$3,000
Consultants	\$30,122	\$30,122	\$30,122
Curriculum	\$21,000	\$21,000	\$21,000

Development/ Substitute Teachers			
External Evaluator	\$10,000	\$10,000	\$10,000
Staff			
Development/Summer Institute	\$16,736	\$16,736	\$16,736
Parent/Community Education	\$2,000	\$2,000	\$2,000
Tuition for Resource Associate to pursue full teaching credentials	\$6,000	\$6,000	\$6,000
Total	\$88,858	\$88,858	\$88,858

9. Direct Costs

	Year 1	Year 2	Year 3
Total Direct Costs (Lines 1-8)	179,008	179,008	179,008

10. Indirect Costs

Indirect charges incurred at the anticipated rate of 10% for non-capital expenditures.

Indirect Cost	Year 1	Year 2	Year 3
Total Indirect Costs	17,901	17,901	17,901

11. Training Stipends

Training is an integral part of this project. Much consideration was given to deciding the topics that would provide parents, teachers, guidance counselors and social workers with effective strategies for maximizing the students' potential. These sessions are an effort on the part of the school, home and community to develop a coherent and cohesive group that will be able to address the needs of the learners and their parents and experience success while doing so. Quality training will be provided by experts, in the field of Foreign Language and Second Language Acquisition, parent involvement, cultural sensitivity, and assessment and student achievement.

Training Stipends

Training Stipends	Year 1	Year 2	Year 3
13 Teachers @ 300 each	\$3,900	\$3,900	\$3,900
Total	\$3,900	\$3,900	\$3,900

12. Grand Total

	Year 1	Year 2	Year 3
Total Costs (Lines 9-11)	200,811	200,811	200,811

(a) Need for Project (5 Points)

Due to the rural location of the communities served by the Mid-Prairie Community School District, the student body is very homogeneous and comprised of 97.3% white, non-Hispanic students. The district Hispanic, American Indian, and those identified as two or more races, immigrant students represent only 2.1% of the student body of the Mid-Prairie Community School District. The lack of diversity in Mid-Prairie Public Schools presents unique challenges not experienced by many other states. District teachers and students are at a disadvantage in an increasingly diverse and economically global society. Mid-Prairie graduates do not possess the language proficiency or the cross-cultural communication skills to compete in the 21st century. While Spanish language instruction in the district has been institutionalized and offered at the middle and high school level, Arabic is a World Language and new to the district. Foreign language instruction at the elementary level has been offered in Spanish at the 4th and 5th grade level, but Arabic lacks the support and training needed to produce highly qualify teachers who in turn promote the academic achievement of students and secure that these students are prepared to compete in today's global economy. The lack of appropriate certification required by No Child Left Behind NCLB can be offset by securing research based training in methodology, culture and grammar, observations, focus groups and active coaching to produce highly qualify teachers. Curriculum mapping and standardized instruction will provide a road map for teachers to ensure high quality instruction for students learning Arabic at the elementary level. Research supports the implementation of Arabic instruction as early as kindergarten and Project FLIPS is

written in accordance with the research findings with the implementation of Arabic instruction beginning in kindergarten.

The purpose of this proposal is to establish a model Arabic language program which is two fold: (a) to improve the quality of teaching for teachers at Kalona Elementary School (b) to develop K-5 Arabic Curriculum Maps aligned to National and State standards to provide standardized Arabic instruction throughout grades K-5 in the content area of social studies. This project will result in more elementary teachers who have the appropriate instructional and assessment skills and the cross-cultural understandings to make a significant impact on the lives and the academic achievement of the students in their social studies classrooms. The program will include the strategies that best meet their particular needs for improved teaching that will help them raise student achievement in the core academic subjects as well as increase proficiency in Arabic. The school district is matching 50% of the cost of the project with in-kind services for each fiscal year, as required in this program. Foreign language offerings in Spanish at the elementary, middle and high school levels have continued to grow. The funding of this project will allow the Mid-Prairie Public School System to implement and expand a well thought out and sequential foreign language program from the elementary to the secondary level. The addition of Arabic language instruction at the elementary level will better prepare students for other foreign language offerings in middle school and high school. Project FLIPS will also provide for professional development, which will ensure high quality instruction. Staff development will be correlated with Project goals and objectives throughout the academic year and during intensive summer language institutes. The overarching goal is that schools in the nation can replicate Project FLIPS

and that our students are better prepared to celebrate and engage in an increasingly multicultural society.

(b) Quality of the project design (60 points)

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

The goals and objectives of the project have been designed in concert with those set forth by the American Council on the Teaching of Foreign Languages (ACTFL) National Standards and the Mid-Prairie Community School District, taking into consideration the areas of teacher training required by the State of Iowa to comply with certification requirements and or compliance with Public Law 107-220. Consistent with the primary purpose of the project; to promote functional linguistic proficiency in Arabic by K-5 students, the goals, objectives and outcomes have been conceptualized for the three years of project implementation.

All objectives have been written in terms of performance to measure their outcomes. Therefore, objectives are clear, specific, measurable, and attainable within the proposed time frame. The following chart outlines the Goals, Objectives, Outcomes and alignment with the **National Standards for Foreign Language Instruction:**

Goals	Objectives	Outcomes
1.0 Promote the sequential study of Arabic for grades K-5. (Standards 1.1, 1.2, 1.3)	1. 1 To develop and implement Arabic language instructional units in the Social Studies Content area utilizing research based best practice for language acquisition.	<ul style="list-style-type: none"> • By the end of the second year 75% of the teachers will achieved competency in methodology, culture and grammar as documented by the Teacher Portfolios and pre and post workshop/course assessments.

<p>2.0 Establish standardized instruction for Arabic through Social Studies Content in grades K-5. (Standards 4.1, 4.2, 5.1, 5.2)</p>	<p>2.1 Developed an Arabic Curriculum Maps Manual for Social Studies based on the National, State and District Standards</p>	<ul style="list-style-type: none"> • By May 2008 Curriculum Map Manual for Arabic Social Studies units will be distributed to teachers and available for parents and students in the Mid-Prairie Community School District
<p>3.0. Increase students' proficiency in Arabic (Standards 1.1, 1.2, 1.3, 3.1, 3.2)</p>	<p>3.1 Develop pre and post assessments to measure students' progress in language acquisition.</p>	<ul style="list-style-type: none"> • 100% of the K-5 students participating in the project will be pre and post tested yearly with a project- developed assessment to monitor student's language acquisition. • 75% of the students will demonstrate 1 level of improvement in the use of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency CALP
<p>4.0. Provide students with access to native Arabic speaking grade level peers to enhance cross cultural and language exchanges (Standards 2.1, 2.2, 3.1, 3.2)</p>	<p>4.1. Implement distance education "pen pals" in collaboration with William Penn University and a partnership with an elementary school with native Arabic speakers.</p>	<ul style="list-style-type: none"> • By the end of the first year the elementary school partnership will be formed and students will be partnered with a native Arabic speaker to begin the on-line communication. • By the end of the first semester of the Project, the partnership with William Penn University will be formed and Blackboard E-Learning course-sites will be

		<p>created to facilitate the cross cultural language exchange and collaboration between the native Arabic speakers and Project FLIPS students.</p>
<p>5.0. Provide professional development training on Language Acquisition methodology and Distance Education technology</p>	<p>5.1. implement year-round and Intensive Summer training for teachers to enhance foreign language Arabic education, cross-cultural studies and integration of technology in the K-5 Social Studies classrooms.</p> <p>5.2. Partner with an institution of higher education to provide teachers with high quality professional development courses.</p> <p>5.3 Provide training on the Blackboard E- Learning platform for education.</p>	<ul style="list-style-type: none"> • By the end of the third year 100% of the participants will successfully complete all training as measured by the District Staff Development Plan, which includes pre-post test, content evaluation, follow-up assignment and feedback. • By the end of the first year the partnership with an institution of higher education will be secured and courses will be developed for a distance education delivery format. • By the end of the third year 100% of the participants have successfully complete the on-line courses. • By the end of the third year all participating teachers will be able to demonstrate their ability to utilize Blackboard E-Portal to submit lesson plans electronically, as well as browse the Social Studies Curriculum

		Map Manual and to use the discussion boards to communicate educational foreign language issues throughout the District.
6.0 Develop a strong parent/community network to maximize the success of the Project and ensure the institutionalization of the foreign language beyond the funding period (Standards 5.1, 5.2)	6.1 Select parent and community members to serve on the Project FLIPS Advisory committee to be active members in the decision making process and guide the implementation of the Project over the 36 month award period.	<ul style="list-style-type: none"> • By the end of the first semester the parent and community member representatives will be nominated and selected for participation in the Project Advisory Committee. • Meeting minutes will be kept for all Advisory Committee functions, and these will be available to view by request.

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

Project FLIPS takes several approaches in the implementation of the proposed exotic language program: (1) the development of the K-5 Arabic Curriculum Maps Manual; designed to align K-5 Social Studies curriculum with the new Arabic language instruction, will include research-based strategies and methodology for Foreign Language Learners (FLL), (2) the in-service training and summer institutes will provide teachers with the latest research based instructional strategies to ensure successful instruction and students' academic achievement, (3) the special training of new foreign language teachers based on State requirements for obtaining the "highly qualified" status for languages in

accordance with the No Child Left Behind Act, complying with the Public Law 107-110

(4) distance education courses to include instruction in: Language and Culture, Methodology, Language Acquisition Theory, and Sheltered Observation Instruction Protocol (SIOP). Project FLIPS will also fulfill the aforementioned requirement of demonstrating that the approaches can be duplicated and disseminated by other educational agencies.

The program model, as well as the staff-development component and project-developed manual will be disseminated through the State of Iowa Department of Education and the school district website. Evaluation reports documenting the effectiveness of the program and the main components that can be easily replicated by other school districts will be sent electronically and in hard copies to national clearinghouses, such as the National Clearinghouse for English Language Acquisition (NCELA) for dissemination at the national level. Project results will also be presented at state conferences, such as the Iowa Language and Culture Conference, and at national conferences, such as the (ACTFL), and/or any other language teacher association conference that may accept a proposal for presentation. The materials developed by this project will be available to other LEA's in Iowa and throughout the country.

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

A combination of local, state, and federal resources will contribute to the achievement of the project goals and objectives while building a capacity to maintain the program after the federal funding period ends. The district will provide an in-kind director (25% of his time) to coordinate this project. The district Foreign Language

Education program has a yearly budget that supports a curriculum specialist, a foreign language teacher and a secretary. The Kalona elementary school is technically equipped and has the necessary hardware and software to support the initial Project Implementation. Through Project FLIPS, additional hardware and software will be purchased and add to the existing computer technology lab. The new technology will support the addition of Blackboard E-Learning course-sites to be utilized for teacher training and the cross-cultural language exchange program between Project students and native Arabic speakers.

As noted in the budget, the district will match federal funds with district/school personnel that will be directly involved in this project. Project FLIPS will utilize district purchased state-of-the-art equipment in the development and alignment of the Arabic language curriculum with the existing social studies curriculum. The Mid-Prairie Community School District's office, classroom, and training facilities are provided to facilitate the proposed foreign language program. Office space is available to this project in the Kalona elementary building and will be adequate to support the new Project staff who will be also conveniently housed in this facility. In relationship to the school, the facilities involved are equally as impressive. The population of Kalona has increased over 17 percent in the past 10 years and the need for additional classroom space has been adequately addressed in the community with continuous support for updating existing facilities. In addition, schools are equipped with video cameras, VCR's, computers and portable language labs.

All resources provided by this grant and the Mid-Prairie Public Schools will be used to achieve the goals, objectives, and outcomes outlined in this proposal. The School

Board of Mid-Prairie has committed the following services: facilities, equipment, and supplies to the proposed project, space for central office staff, office equipment, utilization of district computers and repair services, utilization of district testing and evaluation services, and library and information research facilities. Training facilities located at the district office buildings or schools will provide sufficient space for in-service needs.

The multi-faceted approach to assessment of Project FLIP will ensure the overall success of the new Arabic foreign language program and maximize the institutionalization of the program beyond the funding period. Project assessment of progress toward achieving intended outcomes will be provided through the following assessment components:

- 1 Establishing a quarterly reporting system of objectives and activities implemented and outcomes obtained
- 2 Posting results on the School website
- 3 Presenting findings at meetings throughout the state
- 4 Disseminating yearly outcomes as presented in the Annual Performance Report
- 5 Presenting findings at national and state conferences
- 6 Submitting results for publication in journals and newsletters

The proposed model shows promise of being continued through the following activities: Project FLIPS will develop a Social Studies Curriculum Maps Manual which will be based on the sequential study of Arabic (K-12), this Manual will be published and distributed to all teachers and schools wishing to implement an Arabic program while helping teachers standardize instruction throughout the district. The Manual will contain

the alignment of instructional social studies materials to facilitate the content based Arabic instruction in order to facilitate implementation and usage of materials. In 1993, the (ACTFL), in collaboration with the American Association of Teachers of Spanish, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese, received federal Goals 2000 funding to develop standards for Foreign Language education from kindergarten through grade 12. The National Standards establish a new context that defines the central role of Foreign Language in the learning career of every student. Change will continue to be incremental, but it will accelerate if we succeed in addressing the central issue that sets the stage for the future: the preparation of new teachers of all languages at all levels within our schools. Professional development for practicing teachers is crucial, and the message of standards must permeate those learning experiences as well. Standards have defined the agenda for the next decade--and beyond. Project FLIPS incorporates the National Foreign Language Standards as part of the K-5 Foreign Language Curriculum Maps Manual. In Iowa, Foreign Language Frameworks are aligned to the national standards and the Foreign Language Curriculum reflects each one of the five strands: Communication, Cultures, Connections, Comparisons, and Communities. The proposed Manual will reflect these standards as organized into the five goal areas, and the content standards describe the knowledge and skills students should acquire by the end of their high school education. In addition, Project FLIPS will partner with William Penn University to develop distance education courses to support curriculum instruction and facilitate the training of teachers under this project. At the close of the grant period, a cadre of certified foreign language teachers and trained content area teachers will pave the way for the District to continue

its commitment to the expansion of Arabic instruction.

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

Effective teaching and implementation of best educational practice involves the application of the findings of research. The teacher's role is to apply the findings from research in the classroom setting with the goal of maximizing achievement for all students. Alternatively, teaching may be viewed as accumulated craft knowledge, and the study of the practices of expert practitioners of their craft may be seen as the primary data for a theory of teaching (Freeman and Richards, 1993). In order to utilize up-to-date knowledge from scientifically based research and effective practice, the publication *Bringing the Standards into the Classroom: A Teacher's Guide* developed by National K-12 Foreign Language Resource Center will be used as a tool to develop the Arabic Curriculum Maps Manual. The guide was written at a four-day workshop, led by Dr. Myriam Met, held in March 1997 in Rockville, Maryland. In addition, books such as *Approaches and Methods in Language Teaching* (written by Jack C. Richards and Theodore S. Rodgers), *Language and Learning* (written by Terry Piper), and *Between Worlds* (written by Yvonne Freeman and David Freeman) will be used as a reference in integrating strategies that promote the study of Foreign Language and Culture. At the heart of these textbooks is the notion that best practice for language learners is best practice for all students, and that the strategies that assist in the attainment of a new language will also assist students in the acquisition of cognitive academic language proficiency (Krashen, 1988).

Students who are exposed to Foreign Language at an early age have a better

chance to learn and be more successful in the acquisition of a second language. Strozer, 1994 presents a study that supports the precept that the human brain is more open to linguistic development during the years between birth and pre-adolescence and that children who learn a language before the onset of adolescence are much likely to develop native-like pronunciation. In addition to developing a lifelong ability to communicate with people from other countries and backgrounds, children may derive other benefits from early language instruction, including improved overall school performance and superior problem-solving skills (Bamford & Mizokawa, 1991). Knowledge of a second language is supported in the research as statistically significantly correlated with high academic achievement. A study by Horn and Kojaku (2001) shows that students who were in "rigorous" programs in high school, which included 3 years of Foreign Language study, were likely to earn better grades in college and were less likely to drop out. Results for the 2003 SAT documented that U.S. students who had studied a Foreign Language for 4 or more years outscored all other students on the verbal and math portions of the test (College Board, 2003). These studies support the belief that Foreign Language learning enhances cognitive development and basic skills performance in elementary school children.

The benefit of foreign language instruction for students is clearly supported in the research, but the inclusion of foreign language for all K-12 students becomes a critical factor in the area of national security and global economics. The Committee for Economic Development (CED) published a comprehensive report in 2006 that documents the importance of international studies and foreign language education for U.S. economic and national security. According to the CED, "today's students will soon be finding their

place in a world that is interconnected as never before”, and in order to be successful they will need to “learn more about other regions, cultures, and languages (Former Secretary of State Colin Powell, as cited in CED, 2006). The report suggests that not only are American students studying foreign languages too seldom they are also studying them with insufficient intensity. The need to ramp up the intensity can be met with integration of foreign language and content area instruction. The research base supports the design of Project FLIPS and predicts the success of the proposed program.

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

Project FLIPS has identified the needs of the teachers and students who are the beneficiaries of the proposed services. The goals and objectives of Project FLIPS will ensure services which are adequate and appropriate to the identified needs. Partnerships with parents and community members will form the Project FLIPS Advisory Committee, which will guide the implementation and oversee the on-going success of the proposed foreign language program. Partnering with William Penn University will assist the Project in providing the high quality professional development opportunities necessary to ensure highly qualified teachers and associates who will assist in the service delivery component of the Project. The partnership with William Penn University will also assist in the development of the Blackboard E-Learning course-sites to facilitate the implementation of the cross cultural language exchange and collaboration between the native Arabic speakers and Project FLIPS students.

(6) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

At the end of each Project year, the external evaluator will work with the Project Director and Project Coordinator to collect data and develop a written report to determine the effectiveness of Project FLIPS. A Progress Report will be provided to the Program officer of the United States Department of Education to inform project staff of the evaluation results to be sent to the funding agency. The final evaluation will include recommendations for future utilization of the Project FLIPS model in other school districts. Effective strategies will be highlighted and weaknesses will be identified through the evaluation process that will be addressed in the following year of project implementation. The external evaluator will provide guidance and expertise to ensure the success of the Project in the Mid-Prairie Community School District, as well as optimize the replication of Project FLIPS in other settings

(c) Quality of project personnel. (10 points) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

Mid-Prairie Community Schools has written policies that prohibit discriminating against persons on the basis of race, color, religion, national origin, gender, or handicapping condition. The School Board of Kalona Elementary is an equal employment opportunity institution. The project will follow guidelines of the General Education Provisions Act. The Project Director will ensure that all policies are adhered to. In addition, meetings, workshops, or training will be held in facilities that are in compliance with IDEA. More

information is provided in the GEPA Section –Part I.

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

Position: Project Director (b)(4)

Qualifications:

1. Ph.D, and a minimum of 5 years administrative experience
2. Successful experience as a district administrator.
3. Demonstrated ability to work with diverse groups and individuals.
4. Expertise in curriculum development, assessment and teacher training.

Bill Marks is the principal of Kalona Elementary. He has a Bachelor's degree in English, a master's degree in Special Education, an Ed.S. in Special Education Consultation, and a PhD in Educational Administration. He has been with the Mid-Prairie Community School District for 20 years. He will be responsible for ensuring that the program objectives are implemented. He will carry out fiscal management and administrative reporting. (b)(4)

(b)(4)

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

Position: Project Coordinator (b)(4)

Qualifications required for the position:

1. Demonstrated ability to work with diverse groups and individuals.
2. Expertise in curriculum development, assessment and teacher training.
3. Demonstrated computer literacy.
4. Demonstrated ability in organizational and management skills.

5. Demonstrated ability to provide concise oral and written reports.

6. Demonstrated ability to develop/conduct staff development.

Susie Swartzendruber has been a Title I Reading and Math Teacher for the Mid-Prairie Community School District for over 13 years is fully endorsed in Elementary Education, Reading, Early Childhood Education, and will complete her English as a Second Language K-12 endorsement in the summer of 2006. Susie has a B.S. in Elementary Education and is working towards her M.A. degree. She has been actively involved in the development and implementation of curriculum at the elementary level and serves on a variety of district wide committees.

Position: Foreign Language Curriculum Specialist (b)(4)

Qualifications required for the position:

1. Foreign Language K-12 certification.
2. Demonstrated ability in organizational and management skills.
3. Demonstrated ability to provide foreign language curriculum development expertise.
4. Demonstrated ability to develop/conduct staff development.

Duties and responsibilities of Position:

1. Collaborates with content area social studies teachers to develop the Arabic language curriculum.
2. Participates in staff development and training.
3. Oversees Arabic Resource associate in delivering language instruction.
4. Assists in the development and adaptation of project curriculum and materials.

Position: Resource Associate (Funded by Grant -100% of the time).

Qualifications required for the position:

1. Arabic proficient
2. Demonstrated computer literacy.
3. Demonstrated ability in organizational and management skills.
4. Demonstrated ability to provide concise oral and written reports.
5. Demonstrated ability to develop/conduct staff development.

Duties and responsibilities of Position:

1. Collaborates with content area social studies teachers to implement the Arabic language curriculum.
2. Participates in staff development and training.
3. Assists Project Coordinator in monitoring project progress to assist in the evaluation process.
4. Assists in the development and adaptation of project curriculum and materials.

External Evaluator (Funded by Grant -100% of the time).

Qualifications:

1. Graduate studies in Education.
2. 25 to 30 years of successful experience as an evaluation assessment consultant.
3. Experience evaluating Foreign Language Programs (FLAP) education programs.

The External Evaluator, Nilda Aguirre, consultant for International Educational Consultants (IEC), will determine the quality of the project, the appropriateness of project methodology, interpret data from the project to determine, to the extent possible, that data collected are quantifiable, and report to all authorizing agents the results of the evaluation and recommendations thereof and report to all authorizing agents the results of the

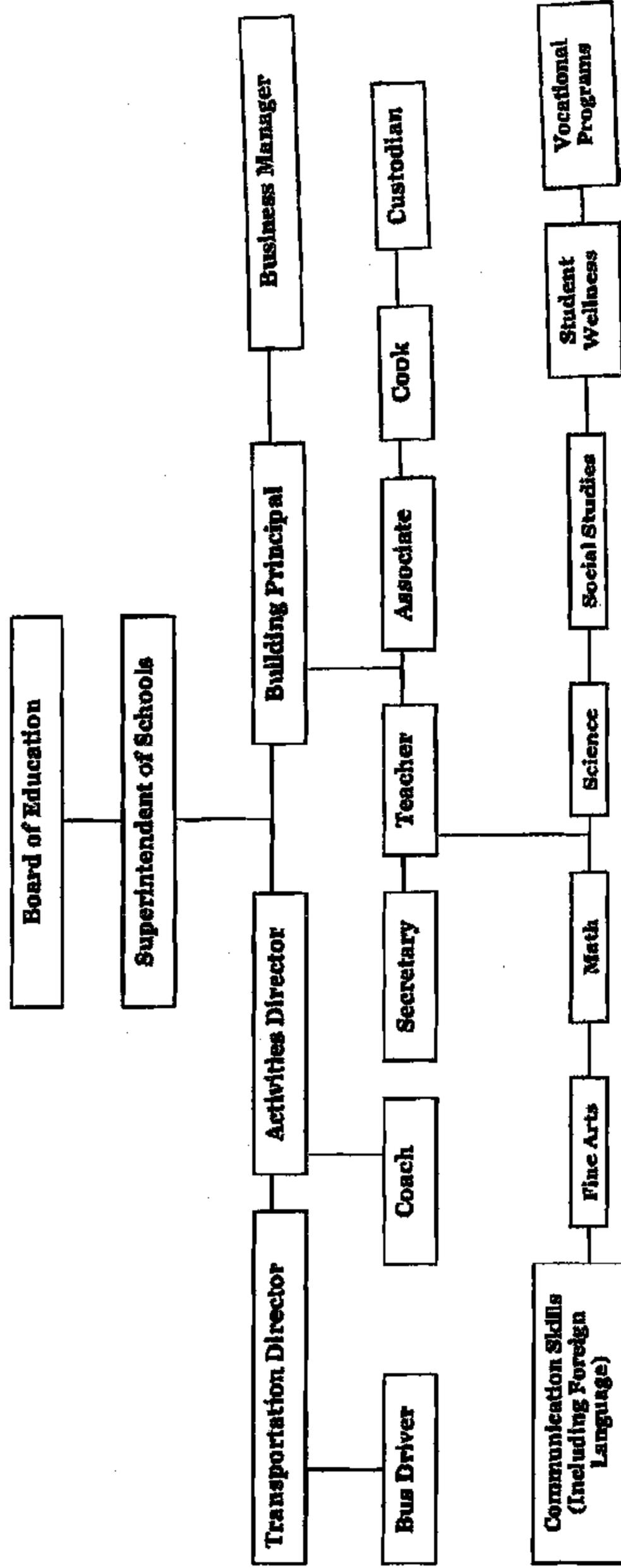
evaluation and recommendations thereof. The External Evaluator will suggest program improvements, assist the project staff to further define the program's goals and objectives, and determine the effectiveness of the proposed program.

Accountability: The Evaluator is directly accountable to the Project Director.

(d) Quality of the management plan. (10 points) The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

A diagram of the Project management plan, a project timeline that clearly delineates persons responsible for carrying out the objectives and activities of Project FLIPS, and a chart depicting the level of commitment of each key personnel provide evidence of the quality of the management plan. The diagram of the management plan depicts the hierarchy of responsibility and accountability of Project FLIPS

**Mid-Prairie School District
Organizational Chart**



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

The goals, objectives, activities, timelines and persons responsible for the project tasks are outlined in the following **Management Matrix**:

Goals	Activity	Timeline	Person Responsible
1.0 Promote the sequential study of Arabic for grades K-5.	a) Develop Curriculum Team b) Determine social studies units for Curriculum Development c) Acquire books and materials for Project and schools d) Monitor participant progress e) Collect and analyze student achievement data f) Evaluate activities	Sept. 2006 Oct. 2006 Sept. 2006- Ongoing Ongoing Ongoing Ongoing	a. Project Director b. & c. Curriculum Team d., e. & f. Project Director, Project Coordinator, & External Evaluator
2.0 Establish standardized instruction for Arabic through Social Studies Content in grades K-5.	a) Develop Arabic curriculum map to integrate with social studies curriculum b) Disseminate curriculum map to stakeholders	Fall 2006- Ongoing Dec. 2006- Ongoing	a. Curriculum Team b. Project Director
3.0 Increase students' proficiency in Arabic	a) Pre-test students Arabic proficiency b) Implement Arabic units in social studies c) Develop performance assessment d) Monitor student progress e) Collect and analyze student achievement data f) Post-test students Arabic Proficiency	Fall Annually Spring 2007 Spring 2007 Ongoing Ongoing Spring Annually	a. & f. Project Coordinator & Resource Teacher b. Resource Teacher & Social Studies Content Teacher c. Curriculum Team d. & e. Project Director and External Evaluator
4.0 Provide students with access to native Arabic speaking grade level peers to enhance cross cultural and language exchanges	a) Secure partner school with native Arabic speakers b) Develop partnership with WPU to design distance communication component c) Begin peer collaboration via Blackboard E-Learning course d) Develop Pod-casts e) Monitor student interaction f) Survey student satisfaction with partnership	Fall 2006 Fall 2006 Spring 2007 Ongoing Spring Annually	a. & b.. Project Coordinator & Advisory Committee c. & d. Resource Teacher e. & f. Project Coordinator and External Evaluator
5.0 Provide professional development training on Language Acquisition	a) Secure presenters for training sessions b) Collaborate with WPU to deliver	Fall 2006- Ongoing Fall 2006-	a., b. & c. Project Director & Project Coordinator

methodology and Distance Education technology	ICN courses and career ladder program c) Conduct staff development and summer institute	Ongoing Ongoing	
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Project FLIPS will be administered by the Project Director in collaboration with the Project Coordinator. The Project Director will coordinate with the Board of Education and the Superintendent of Schools to ensure that district resources are made available to Project Staff as appropriate in meeting the goals and objectives of Project FLIPS. The Superintendent, Mr. Schneider, will ensure that his office provide assistance in the fiscal management and reporting of Project FLIPS. The daily administration of project tasks in goal attainment will be the responsibility of the Project Director, who will be assisted by the Project Coordinator and a clerical assistant.

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

The time commitments of the Project Director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project and are funded at levels consistent with positions of similar qualifications in the Mid-Prairie Community School District. The Mid-Prairie Community School District will fund the Project Director at one-quarter time, the Foreign Language Curriculum Specialist at one-quarter time, and a Project Clerk at fifteen percent of her time. Federal funds are being requested to support the hiring of a full time Arabic Resource associate, a Project Coordinator at one-quarter time salary, and the External Project Evaluator. The following chart documents the time commitment and funding levels of the Project Director and other key project personnel:

Project Director (1) (b)(4)	Foreign Language Curriculum Specialist (1) (b)(4)	Project Clerk (1) (b)(4)	Arabic Resource Teacher (1) 100% (Project Funded)	Project Coordinator (1) (b)(4)	Project Evaluator (Consultant) 100% (Project Funded)
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(e) Quality of the project evaluation. (15 points) The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

This section describes the evaluation plan for Project FLIPS. It includes methodological approaches, shows how the plan will yield evidence of the Project's success in meeting the intended objectives, and utilizes objective methods to produce quantifiable data. It includes formative and summative results that will contribute to the understanding of the program's overall effectiveness in assisting all students to meet State Standards and National Education Goals. In response to the Government Performance Reporting Act (GPRA), the Department of Education developed one measure for evaluating the overall effectiveness of the FLAP. The measure assesses the percentage of FLAP projects that report annual improvements in foreign language proficiency for ¾ of school participants. Project FLIPS recognizes the need to meet this goal and will provide student achievement data to document the increase in proficiency in Arabic for 75% of the students served by the Project.

(1) The extent to which the methods of evaluation are thorough, feasible, and

appropriate to the goals, objectives, and outcomes of the proposed project.

A modified Procus Discrepancy model, as described by Yavorsky (1976), will be utilized to assess the extent of project implementation and the accomplishment of stated goals and objectives. This model provides information on project implementation status throughout the funding period, allowing for appropriate modification and continuous refinement. It periodically summarizes the accomplishment of each objective, providing staff with data on the extent of final and actual program implementation. This model specifically identifies any gaps existing between what was proposed and what is actually accomplished and identifies the reasons for any discrepancy. The model provides feedback on the appropriateness of the overall project and consists of four distinct features: *Program Design, Installation/Input, Process, and Product Output*. The evaluation team, consisting of project staff, the external evaluator, and the advisory committee, will collaborate to facilitate the evaluation process. The Project Director holds primary responsibility for monitoring program activities and evaluation measures. The external evaluator will analyze the data collected, develop survey instruments, and provide a written report which will meet the requirements of the funding agency, as well as contribute to program improvement efforts.

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

The evaluation plan calls for the collection of both quantitative and qualitative data and it will be collected and submitted to the external evaluator for the Performance Report.

Qualitative Data: Surveys, Training Evaluation Forms, Evaluation of the Arabic

Manual, Evaluation of the Summer Institute

Quantitative Data: (a) Iowa Tests of Basic Skills (ITBS) Achievement Scores of Kalona Elementary students, (b) teachers participating in staff development and summer institutes, (c) teachers obtaining target language certification and/ or “highly qualified” status, (d) Results of the pre-post tests

Data will be collected in accordance with the Government Performance Reporting Act and included in the annual performance report as required by the U.S. Department of Education. The following GPRA chart format will also be used to describe and analyze the quantitative data collected by Project FLIPS external evaluator.

Measure proficiency in reading, writing, comprehending and communicating in the Arabic Language.

Objective 1 of 2: IMPROVE Arabic Proficiency of 75% of the students served by the Foreign Language Assistance Program (FLAP)

Indicator 9.1.1 of 1: Increased student achievement: The percentage of students participating in the Kalona Foreign Language Assistance Program (FLAP)-supported instruction who demonstrate educationally significant progress toward achieving communicative language proficiency will increase annually.		
Targets and Performance Data	Assessment of Progress	Sources and Data Quality

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

Several of the approaches used in the evaluation of program context will include appropriate steps for collecting evidence to assess the quality and effectiveness of the program. These include: focus groups, records and reports, observation, survey and interviews, student progress and achievement, and other documents. Likert-scale reporting method will be utilized in the survey process.

Each stage of the training process is evaluated in multiple ways so that the feedback will enhance on-going and continuous improvement. The multiple perspectives on performance and learning will be assessed and modifications made as needed. This information will be collected and reported to the appropriate agencies.

- **Student proficiency in reading, writing, comprehending and communicating in Arabic**

In order to determine the impact of teacher training on student language proficiency levels, a pre and post test that measures reading, writing, listening and oral communication will be administered. A standardized assessment will be selected to determine initial placement proficiency and measure annual student proficiency in Arabic.

- **Usage of the National Foreign Language Standards (Communication, Culture, Connections, Comparisons and Communities),**

According to an ERIC Report on the National **Foreign Language** Standards published in 2001, the Standards have resulted in improvements in professional development, curricula, and program design. Publications and other resources have also given teachers, administrators, and policymakers new tools to work with as they seek to provide a quality education for all children. The latest version of the standards, **Standards for Foreign Language Learning in the 21st Century**, was published in 1999 and incorporates information about applying the standards to specific languages. These resources, available through the ERIC web site will be utilized in Project FLIPS to institutionalize the teaching of **Foreign Language** through the sequential study (K-5) as reflected in the Curriculum and instructional practices developed by the grant.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits 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 <i>Mark E. Schreiner</i>	TITLE <i>Superintendent</i>
APPLICANT ORGANIZATION <i>Mid - Prairie Community Schools</i>	DATE SUBMITTED <i>6-30-06</i>

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion - Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
<i>Mid-Prairie Community Schools</i>	<i>Project FLIPS</i>
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
<i>Mark Schneider, Superintendent</i>	
SIGNATURE	DATE
<i>Mark F. Schneider</i>	<i>6-27-06</i>

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

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

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Mid-Prairie Community Schools	Project FLIPS
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Mark Schneider, Superintendent	
SIGNATURE	DATE
<i>Mark Schneider</i>	6-27-06

GENERAL EDUCATION PROVISIONS ACT (GEPA) Requirement

Members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability will receive equal access to the foreign language program proposed in this application package. All Kalona Elementary students grades K-5 will participate in the Arabic foreign language program as part of the regular social studies content instruction. Barriers that could impede equal access will be identified and addressed so that they can be overcome. Taking into account the policies of equal access and treatment for all students, the Mid-Prairie School System is vigilant in ensuring that classroom activities are racially, ethnically, and gender bias free.

Project FLIPS will implement the following actions to further ensure equitable access to, and participation in this federally assisted program for students, parents and teachers with special needs:

- The district will recruit, hire and train certified bilingual personnel to ensure that limited English proficient (LEP) students have equitable access to the curriculum.
- Notices of meetings with parents, and/LEP students will be translated into the languages spoken by the majority of participants and advertised in church and temple newsletters.
- Parents will be trained and encouraged to be active participants in their child's educational process.
- The district and its schools have made physical adjustments to accommodate students and staff with disabilities. Teachers have received and will continue to receive training in meeting the needs of disable students.
- Audio tapes and video tapes of training instructional materials will be available for participants in need of these services.