Application for Federal Education Assistance (ED 424)

U.S. Department of Education
Form Approved
OMB No. 1890-0017
Exp. 4/30/2008

Applicant Information

1. Name and Address
Legal Name: San Francisco Unified School District
Address: 555 Franklin St.
San Francisco — City
CA — State
San Francisco — County
94102 - 4456 — ZIP Code + 4

Organizational Unit
Multilingual Programs

T293B 060165

2. Applicant's D-U-N-S Number: 1 0 0 0 7 0 7 1 5

3. Applicant's T-I-N: 9 4 - 6 0 0 4 1 6

4. Catalog of Federal Domestic Assistance #: 8 4 2 9 3 B
Title: Foreign Language Assistance Program-Local Education Agencies

5. Project Director: ~~Mary Ellen Gallegos~~ Anita Lau
Address: 1098 Harrison St.
San Francisco — City
CA — State
94103 - 5421 — ZIP Code + 4
Tel. #: 415/355-~~7771~~ 7989
Fax #: 415/355-7355
E-Mail Address: ~~gallegosm@sfusd.edu~~

6. Novice Applicant ☐ Yes ☑ No

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

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

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

9. State Application Identifier: NA

Application Information

10. Type of Submission:

—PreApplication
☐ Construction
☐ Non-Construction

—Application
☐ Construction
☑ Non-Construction

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

12. Proposed Project Dates: Start Date: 9/1/2006 — End Date: 6/30/2009

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

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

14. Descriptive Title of Applicant's Project:
Making the Most of Language Resources in San Francisco (MMLR-SF)

Estimated Funding

	(b)(4)
15a. Federal	
b. Applicant	
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.)*
Gwen Chan

b. Title
Superintendent

c. Tel. #: 415/241-6121 Fax #: 415/241-6021

d. E-Mail Address: gallegosm@sfusd.edu

e. Signature of Authorized Representative: Gwen Chan
Date: 6/27/06

SFUSD.Edu
Alan 1 ~~MUSE~~,

Instructions for ED 424

1. **Legal Name and Address.** Enter the legal name of applicant and the name of the primary organizational unit which will undertake the assistance activity.

2. **D-U-N-S Number.** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: **http://www.dnb.com.**

3. **Tax Identification Number.** Enter the taxpayer's identification number as assigned by the Internal Revenue Service.

4. **Catalog of Federal Domestic Assistance (CFDA) Number.** Enter the CFDA number and title of the program under which assistance is requested. The CFDA number can be found in the federal register notice and the application package.

5. **Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

6. **Novice Applicant.** Check **"Yes"** or "No" only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank.**

   Check **"Yes"** if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for Form ED 424." By checking "Yes" the applicant certifies that it meets these novice applicant requirements. Check **"No"** if you do not meet the requirements for novice applicants.

7. **Federal Debt Delinquency.** Check **"Yes"** if the applicant's organization is delinquent on any Federal debt. (This question refers to the applicant's organization and not to the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.) Otherwise, check **"No."**

8. **Type of Applicant.** Enter the appropriate letter in the box provided.

9. **State Application Identifier.** State use only (if applicable).

10. **Type of Submission.** See "Definitions for Form ED 424" attached.

11. **Executive Order 12372.** See "Definitions for Form ED 424" attached. Check **"Yes"** if the application is subject to review by E.O. 12372. Also, please enter the month, day, and four (4) digit year (mm/dd/yyyy). Otherwise, check **"No."**

12. **Proposed Project Dates.** Please enter the month, day, and four (4) digit year (mm/dd/yyyy).

13. **Human Subjects Research.** (See I.A. "Definitions" in attached page entitled "Definitions for Form ED 424.")

    If Not Human Subjects Research. Check **"No"** if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 13 are then not applicable.

    If Human Subjects Research. Check **"Yes"** if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check **"Yes"** even if the research is exempt from the regulations for the protection of human subjects. (See I.B. "Exemptions" in attached page entitled "Definitions for Form ED 424.")

13a. **If Human Subjects Research is Exempt from the Human Subjects Regulations.** Check **"Yes"** if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I.B. "Exemptions." In addition, follow the instructions in II.A. "Exempt Research Narrative" in the attached page entitled "Definitions for Form ED 424." Insert this narrative immediately following the ED 424 face page.

13a. **If Human Subjects Research is Not Exempt from Human Subjects Regulations.** Check "No" if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II.B. "Nonexempt Research Narrative" in the page entitled "Definitions for Form ED 424." Insert this narrative immediately following the ED 424 face page.

13a. **Human Subjects Assurance Number.** If the applicant has an approved Federal Wide (FWA) or Multiple Project Assurance (MPA) with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the face page, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

14. **Project Title. Enter a brief descriptive title of the project.** If more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property projects), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of this project.

15. **Estimated Funding.** Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amounts are included, show breakdown on an attached sheet. For multiple program funding, use totals and show breakdown using same categories as item 15.

16. **Certification.** To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office. Be sure to enter the telephone and fax number and e-mail address of the authorized representative. Also, in item 16e, please enter the month, day, and four (4) digit year (mm/dd/yyyy) in the date signed field.

Paperwork Burden Statement. 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 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes 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 estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Joyce I. Mays, Application Control Center, U.S. Department of Education, Potomac Center Plaza, 550 12th Street SW, Room 7076, Washington, DC 20202-4260.

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

Type of Submission. "Construction" includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and initial equipment of any such buildings, or any combination of such activities (including architects' fees and the cost of acquisition of land). "Construction" also includes remodeling to meet standards, remodeling designed to conserve energy, renovation or remodeling to accommodate new technologies, and the purchase of existing historic buildings for conversion to public libraries. For the purposes of this paragraph, the term "equipment" includes machinery, utilities, and built-in equipment and any necessary enclosures or structures to house them; and such term includes all other items necessary for the functioning of a particular facility as a facility for the provision of library services.

Executive Order 12372. The purpose of Executive Order 12372 is to foster an intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The application notice, as published in the Federal Register, informs the applicant as to whether the program is subject to the requirements of E.O. 12372. In addition, the application package contains information on the State Single Point of Contact. An applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact. For additional information on E.O. 12372 go to http://12.46.245.173/pls/portal30/catalog.REQ_FOR_12372.show.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge, it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." *(1) If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of ***exemptions*** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing,

employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 13 on the ED 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative and insert it immediately following the ED 424 face page.

A. Exempt Research Narrative.

If you marked "Yes" for item 13a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 13a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics**: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.

(2) **Sources of Materials**: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent**: Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks**: Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk**: Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained**: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s)**: If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, D.C. 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site at http://www.ed.gov/about/offices/list/ocfo/humansub.html.

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Part I: Project Abstract

Applicant: •San Francisco Unified School District, San Francisco, CA
Type of Program: •FLAP-LEA
Title of Program: •"Making the Most of Language Resources-San Francisco" (MMLR-SF)
Language(s): •Korean, Mandarin, Russian
School(s): •Claire Lilienthal K-8 (Korean); Starr King Elementary (Mandarin); Russian site to be determined in planning year
Grade Levels: •Korean, 6-8; Mandarin, K-5; Russian, K-5.
Total Number of Students...
•**Served by the End of the Project**: 270
•**Served each year**: 90
Partners: •San Francisco State University; UC Berkeley; Chinese, Korean, Russian Consulates; Sputnik Project Parents; SF Parents for Public Schools; Confucius Institute; SF Ed Fund.

Project Description:

Currently, the District conducts Two-Way Immersion Programs during the regular school day in Chinese Cantonese at five sites, Korean (K-5) at one site, and Spanish at 10 sites. The proposed project will extend Korean to the middle grades (6-8) and will fund new programs in Chinese Mandarin and Russian (K-5).

The project proposes to develop standards, assessments and curriculum, which do not currently exist for these lesser-taught languages to the breadth and depth required in a Two-Way model. To meet this goal, the project will establish Curriculum and Assessment Committees that will produce standards, assessments, curricula, and curriculum maps.

Using both test and non-test measures, we will assess students' target language fluency to determine if at least 75% of the project students are demonstrating increased proficiency annually. The project will also measure students' cross-cultural knowledge and general academic performance each year.

The project will also establish an accountability process for all Two-Way Immersion programs in order to improve TWI program effectiveness throughout the District. The accountability process will be organized around the seven strands described in the Center for Applied Linguistics' *Guiding Principles for Dual Language Education* (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, in press). These strands are:

- assessment and accountability;
- curriculum;
- instruction;
- staffing and professional development;
- program structure;
- family and community and
- support/resources.

Finally, the project will seek to improve system-wide articulation from Kindergarten to the first year of post-secondary language study. In order to achieve this

goal, the project will establish a district-wide Articulation Committee that will produce an annual action plan and articulation agreements with local universities.

Our ultimate goal is to build effective, well-articulated, K-12, Two-Way Immersion programs in Korean, Mandarin and Russian. These programs will serve as models to be replicated in other areas of the nation. In this way, we will enhance our nation's capacity to produce competent, bi-literate, and well-educated speakers of "critical needs" languages.

How the Project Will Address Priorities Established by the Federal Government
Competitive Preference Priority #1: Critical Need Languages (15 points) -Project will establish Mandarin, Russian programs and expand Korean program.
Competitive Preference Priority #2. Projects that include intensive summer foreign language programs for professional development. -Mandarin strand will send teachers to China for exchange per standing agreement.
Competitive Preference Priority #3. Projects that link non-native English speakers in the community with the schools in order to promote two-way language learning. -TWI design addresses this priority by integrating both language groups in classroom.
Competitive Preference Priority #4. Projects that promote the sequential study of a foreign language for students, beginning in elementary schools. -Articulation goals anticipate K-12 programs for all District TWI programs.
Competitive Preference Priority #5. Projects that make effective use of technology, such as computer-assisted instruction, language laboratories, or distance learning, to promote foreign language study. -Language laboratories will be established for use in project classrooms.
Competitive Preference Priority #6. Projects that promote innovative activities, such as foreign language immersion, partial foreign language immersion, or content-based instruction -Project design is based on Two-Way Immersion which includes foreign language immersion and content-based instruction.
Invitational Priority #1. Projects that propose innovative approaches to build the capacity to use technology to provide foreign language instruction. -See Competitive Preference Priority #5, above.
Invitational Priority #2. Projects that propose to collaborate with institutions of higher education to improve the quality and skills of foreign language teachers. -Project Coordinator will work with SF State University and UC Berkeley to develop 3-year professional development plan and to put articulation agreements into place for students.

Project Director: Mary Ellen Gallegos
Telephone: (415) 355-7771
Email: gallegosm@sfusd.edu

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. Please consult with your Business Office prior to submitting this form.

Section A - Budget Summary
U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information:
If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. (2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check "Other," specify the name of the Federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary
Non-Federal Funds

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)]
Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

3. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

   When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: http://www.ed.gov/fund/grant/apply/appforms/appforms.html.

   You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

4. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

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 **1890-0004**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

BUDGET NARRATIVE
San Francisco Unified School District

For each year of the project, the expenses are approximately the same. Any changes from year to year are noted below. Should there be any carryover from year-to-year, the project will request permission to shift monies to professional development activities or for the purchase of target language materials.

Personnel
Federal funds will pay for the Project Coordinator and a Russian-fluent Content Specialist. Salaries are based on averages for experienced teacher leaders. The SFUSD will provide funding for the Project Director's time to manage the project (.2FTE) and for the full-time Content Specialists assigned to the Korean and Mandarin programs. The SFUSD will also provide .2 FTE funding for a Technology Specialist to support the project schools in implementing the technological aspects of the proposed project.

Fringe Benefits
Benefits are charged at 12.5% for teachers and administrators per the union contracts. In addition, medical is charged at $7,500 annually per employee.

Professional Development/Training Stipends
The extended hour rate for teachers is $25.16 per hour plus benefits at 12.5%. We budgeted for approximately 10 teachers to work 20 hours per month over 10 months. The summer rate for teachers is $33.00 per hour plus benefits. We budgeted for a one-week summer institute for 15 teachers/administrators.

Travel
This money will pay for teachers or administrators at the project sites to attend local and national conferences for professional development and, as the project progresses, to disseminate information about the proposed project.

Contracted Services
Money for contracted services includes the cost of an outside evaluator, and honoraria for guest presenters who are experts in TWI or the target languages and cultures. The SFUSD will pay for other contracted services such as the cost of providing/maintaining photocopying.

Equipment
Each project classroom will be outfitted with a mini-computer lab of 5 computers. In addition, a server will be purchased in order to set up a list serve to facilitate communication among project teachers, administrators, content specialists, faculty at local universities and other organizations involved in the project.

Supplies
The District will pay for ELD materials while the project will provide money for target language materials, including software.

Indirect Cost
The district uses the rate required by the state of California, which has been negotiated with the Federal Government. It is 6.31%.

Making the Most of Language Resources in San Francisco

6/29/2006

Year 1-2006-07

Item	Federal	SFUSD
Personnel		
Project Director (.2 FTE)		(b)(4)
Project Coordinator 1 FTE	70,000.00	
Content Specialist Russian (1 FTE)	70,000.00	
Content Specialist Mandarin (1 FTE)		
Content Specialist Korean (1 FTE)		
Technology Specialist (.2 FTE)		
Benefits @ 12.5%	17,500.00	
medical	15,000.00	
Professional Development		
Extended Hours for Teachers	5,230.00	
Hours for Summer Institutes	17,325.00	
Benefits @ 12.5%	2,819.38	
Travel	3,695.62	
Contracted Services	20,000.00	
Materials		
ELD materials		
Target Language Materials	35,000.00	
Technology		
server for listserve	2,500.00	
language lab stations5 pc's x 3	19,500.00	
software x3 languages	2,500.00	
Indirect cost @6.31%	18,930.00	
TOTAL	**$ 300,000.00**	**$**

No match

Year 2-2007-08

Item	Federal	SFUSD
Personnel		
Project Director (.2 FTE)		(b)(4)
Proectj Coordinator 1 FTE	70,000.00	
Content Specialist Russian (1 FTE)	70,000.00	
Content Specialist Mandarin (1 FTE)		
Content Specialist Korean (1 FTE)		
Technology Specialist (.2 FTE)		
Benefits @ 12.5%	17,500.00	
Medical	15,000.00	
Professional Development		
Extended Hours for Teachers	5,230.00	
Hours for Summer Institutes	17,325.00	
Benefits @ 12.5%	2,819.38	
Travel	3,695.62	
Contracted Services	20,000.00	
Materials		
ELD materials		
Target Language Materials	35,000.00	
Technology		
language lab stations5 pc's x 3	19,500.00	
software x3 languages	5,000.00	
Indirect cost @6.31%	18,930.00	
TOTAL	**$ 300,000.00**	**$**

Making the Most of Language Resources in San Francisco

Year 3-2008-09

Item	Federal	SFUSD
Personnel		
Project Director (.2 FTE)		(b)(4)
Proectj Coordinator 1 FTE	70,000.00	
Content Specialist Russian (1 FTE)	70,000.00	
Content Specialist Mandarin (1 FTE)		
Content Specialist Korean (1 FTE)		
Technology Specialist (.2 FTE)		
Benefits @ 12.5%	17,500.00	
Medical	15,000.00	
Professional Development		
Extended Hours for Teachers	5,230.00	
Hours for Summer Institutes	17,325.00	
Benefits @ 12.5%	2,819.38	
Travel	3,695.62	
Contracted Services	20,000.00	
Materials		
ELD materials		
Target Language Materials	35,000.00	
Technology		
language lab stations5 pc's x 3	19,500.00	
software x3 languages	5,000.00	
Indirect cost @6.31%	18,930.00	
TOTAL	##########	##########

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

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

Name of Institution/Organization
San Francisco Unified 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	140,000	140,000	140,000			420,000
2. Fringe Benefits	35,313	35,313	35,313			105,940
3. Travel	3,696	3,696	3,696			11,087
4. Equipment	22,000	22,000	22,000			66,000
5. Supplies	37,500	37,500	37,500			112,500
6. Contractual	20,000	20,000	20,000			60,000
7. Construction						0
8. Other						0
9. Total Direct Costs (lines 1-8)	258,509	258,509	258,509	0	0	775,527
10. Indirect Costs*	18,930	18,930	18,930			56,790
11. Training Stipends	22,561	22,561	22,561			67,683
12. Total Costs (lines 9-11)	300,000	300,000	300,000	0	0	900,000

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [✓] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2004 To: 06/30/09 (mm/dd/yyyy)

Approving Federal agency: [✓] ED [ ] Other (please specify): California Department of Education

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

[ ] Is included in your approved Indirect Cost Rate Agreement? or [ ] Complies with 34 CFR 76.564(c)(2)?

Name of Institution/Organization	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.
San Francisco Unified School District	

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						
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)

Introduction. The San Francisco Unified School District (SFUSD) hereby submits a proposal to improve and expand SFUSD Two-Way immersion (TWI) programs. The project we envision will improve/expand foreign language learning programs in the "critical need languages" of Chinese Mandarin, Korean, and Russian. Currently, the SFUSD conducts TWI programs during the regular school day in Chinese Cantonese at 5 sites, Korean at 1 site and Spanish at 10 sites. The proposed project will extend Korean to the middle grades; and will inaugurate a new program in Chinese Mandarin, the official language of China. Because of our broad experience and successful track record with TWI programs, and in response to our Russian-speaking community's efforts to support the TWI model, we also propose to establish a Russian TWI program to provide opportunities for students to acquire this critical language. Finally, the project will establish an accountability process for all TWI programs to improve K-12 articulation, paving a smooth path to post-secondary language study.

Language	**2006**	**2007**	**2008**
Mandarin	Begin K program	Begin 1st grade	Begin 2nd grade
Korean	Planning/Extend to 6th grade	Extend to 7th	Extend to 8th grade
Russian	Planning	Begin K program	Begin 1st grade
ALL	Improve TWI articulation K-12 through district-wide accountability process		

(a) Need for project. Since 2000, the dire economic situation in California has caused a steep decline in available resources for public schools, particularly evident in San Francisco, with one of the highest costs of living nationally. Like many urban districts, SFUSD faces myriad challenges in meeting the needs of all students, including fulfilling the obligations of NCLB. In the current environment, efforts focus on ensuring that all students master "the basics," to the detriment of enrichment study such as fine arts and foreign language. Given the success of our

TWI programs in Cantonese and Spanish, we propose to utilize the assets of our diverse community and respond to the aspirations of other major SFUSD language groups. We need to provide a means of teaching "critical needs" languages that are spoken by the global players in today's world. One only needs to read the major headlines ("N. Korea Asserts Right to Test Missiles[1]," "U.S. Counts on China as Mediator with Iran[2]," and "Washington, Moscow to Discuss Security[3]") to see that we need to support the development of competent, well-educated citizens who are fluent in Korean, Mandarin, and Russian. In San Francisco, with a total student population of 58,810 students, we have a highly diverse population including large communities of Korean, Mandarin and Russian-speaking people.

HOME LANGUAGE	K-5	6-8	9-12	TOTAL
Korean	104	52	94	**250**
Mandarin	274	131	320	**725**
Russian	230	97	218	**545**
(5/22/06) TOTAL	**608**	**280**	**632**	**1520**

TWI programs are highly appropriate to the fulfillment of the SFUSD mission which is *to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.* District goals relevant to TWI are: 1. *Improve teaching and learning to enhance the academic achievement of all students; 2. Improve staff, parent and community participation in the educational process; and 3. Build a school environment that is fully integrated in all its programs and activities, and provides equal opportunity for all students.*

Research on TWI indicates it supports longitudinal academic success, among many benefits. TWI enables English Learner parents to participate more fully and creates systems for collaboration across language communities. Designed with the explicit purpose of providing equal opportunity to all, it provides a basis for integrating programs and activities. In order to offer new programs in secondary Korean and elementary Mandarin and Russian, the district has to fill many needs. We must recruit staff and students. We must then decide about the particulars of the model for each program, such as language distribution and the content areas to be taught in the target language. We must ensure the use of standards-based materials/assessments in the classrooms and that all teachers teach to the standards. For Korean, Mandarin and Russian, this means developing the Language Arts standards and selecting and/or developing materials and assessments that correspond to them. For the content areas, teachers will select and adapt existing materials to the content area standards and then develop materials and assessments where gaps exist. The project will purchase mini computer labs and software for each project classroom so students and teachers can take advantage of access to linguistic resources that might not otherwise be available. Families need to be provided ample opportunities for learning about the TWI model so they feel confident committing to the program. Teachers and administrators need ongoing professional development in effective practice for TWI as well as specific instruction in the target language to ensure fluency in academic/content area language. Administrators in particular need training in effective ways of bringing the target language families into the processes of the school and soliciting their meaningful contributions to the program. The project needs to seek out and build relationships with universities in order to take advantage of pedagogical, teacher certification, technological, linguistic, cultural and community resources for the program. There is also an overarching need for program articulation, K-12,

which indicates the need for some type of ongoing communication among the programs–meetings, a list serve, and other means of information sharing.

(b) Quality of the project design. Our project addresses 5 capacity-building organizational goals and 3 goals for students. Organizational goals and objectives reflect standards established by the *Guiding Principles for Dual Language Education*[4], which provides a framework for planning, implementing, and evaluating TWI programs.

CAPACITY-BUILDING ORGANIZATIONAL GOALS

GOAL 1: We will establish or extend TWI programs at targeted sites in Mandarin, Russian, and Korean.
Objective 1.1: To establish a TWI program at each target site.
Performance indicator 1.1a: To adopt a model for each program.
Performance indicator 1.1b: To develop three-year site plans for implementation.

TWI is the model most recommended by researchers to enhance longitudinal student achievement for all students.[5] TWI is a type of dual language education using both English and a target language for instruction. Though structure varies, all TWI programs provide instruction in the non-English language for a significant portion of the day and integrate language majority/language minority students for all/most of instruction. In TWI, all students have the opportunity to be both first language models and second language learners. TWI creates an additive bilingual environment for all students; TWI programs strive to promote bilingualism and bi-literacy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.[6] SFUSD school communities must apply to the Program Placement Committee for new program approval. The committee makes its decisions based on community support for the programs, available resources, and equitable access to the program for all district students.

The SFUSD Multilingual Programs Department (MP) works closely with schools that have programs in the development phase to ensure that these programs have the resources that they need to be successful. Prior to the implementation of each program, the entire school community enters into a planning year process with MP, during which the specifics of program structure, language distribution, assessment, curriculum, staffing, professional development, family involvement, and resources development are addressed. Bilingual teachers are identified and recruited; target language arts standards are established; materials are identified and purchased; and students are recruited. MP provides professional development to the staff to ensure that everyone understands the two-way model, its benefits, requirements, and ramifications for assessment and instruction. The planning year requires regular meeting time and ongoing professional development for teachers who must commit to the extended time this requires. Additionally, the implementation of "critical needs languages" programs requires the identification and/or development of curricula, including assessment instruments, because these simply do not exist commercially for the lesser-taught languages. During the planning year (2006) we will start Mandarin instruction in Kindergarten, because we have already begun some pre-planning development for that program, and because we already have parallel standards, curricula and assessments for Cantonese TWI that will help us get up and running quickly. The site chosen for the program is Starr King Elementary School. We have a pool of families eager to

Language	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Korean	K-6	K-7	K-8	K-9	K-10	K-11	K-12	K-12	K-12	K-12
Mandarin	K	K-1	K-2	K-3	K-4	K-5	K-6	K-7	K-8	K-9
Russian	plan	K	K-1	K-2	K-3	K-4	K-5	K-6	K-7	K-8

begin a Mandarin program and we will be able to fill the class immediately. Therefore, we plan to commence instruction in grade 1 in 2007 and grade 2 in 2008. For Korean, we have a K-5 program up and running at Claire Lilienthal, a K-8 school, so we will use Fall 2006 to plan, open grade 6 in spring 2006, grade 7 in 2007, and grade 8 in 2008. For Russian, we will plan in 2006 to commence grade K in 2007 and 1 in 2008. We plan to add a grade annually until each program is fully established, K-12.

Objective 1.2: To recruit and enroll students in each program.
Performance indicator 1.2a: To establish linkages with parents and community at each site.
Performance indicator 1.2b: To provide informational workshops for parents.
Performance indicator 1.2c: To coordinate project efforts with the district Educational Placement Center.

To meet this objective, MP will sponsor informational meetings at various locations/times in both English and the target languages to educate the community about the new programs and to recruit students from a variety of backgrounds. MP will also support the program schools in holding follow-up meetings at the selected sites so parents can meet the staff and get acquainted with the school/community. MP will work with the sites to identify key community members (Parents for Public Schools, English Learner Advisory Committee, School Site Councils) to help in publicizing and building support for the programs. MP meets regularly with the SFUSD Educational Placement Center (EPC) to share information and provide professional development on new programs so staff can make informed recommendations to incoming families. MP will also work with EPC at the annual Enrollment Fair, where we provide information to families of incoming Kindergartners and students transitioning to secondary schools.

Objective 1.3: To develop leadership at each project site to promote and support

implementation of the TWI model.
Performance indicator 1.3a: Provide opportunities for school leaders to participate in professional development.
Performance indicator 1.3b: Establish systems for articulation among site leaders and Multilingual Program staff.

To meet the leadership objectives, MP will develop specific training for school leaders in the area of TWI. Training will focus on developing instructional leadership and promoting home-school relations in the community. Training on effective TWI practice will be tailored to administrators, who are particularly concerned with what good practice looks like when they conduct classroom observations. Administrators are also concerned with time so MP will seek to make use of established principal meetings, as well as new ways of information delivery, e.g., the list serve. MP will provide regular opportunities for TWI site teams to discuss the articulation needs of programs and to ensure a system of accountability and high standards.

GOAL 2: We will develop and implement a consistent, systemic, comprehensive instructional management system for our TWI programs.

Objective 2.1: To develop and implement an assessment and accountability system.
Performance indicator 2.1a: Identify language arts standards in each target language.
Performance indicator 2.1b: Develop assessment tools and reporting systems.
Performance indicator 2.1c: Implement assessments.
Performance indicator 2.1d: Establish and implement systems for examining student performance data.
Objective 2.2: To develop and implement a standards-based curriculum that develops bilingual, biliterate, multicultural competencies.

Performance indicator 2.2a: Identify and select instructional materials for each target language.
Performance indicator 2.2b: Develop curriculum products and resources for each target language.
Performance indicator 2.2c: Develop grade-level curriculum maps.

A bilingual content specialist will coordinate project activities. MP will establish and participate in curriculum and assessment development committees comprised of the Project Coordinator and lead teachers, in consultation with the SFUSD Assessment Office, IHE faculty, and other entities that may inform the committees' activities. Each committee will identify the language arts standards for the respective target languages, develop and implement standards-based curricula, select instructional materials, and produce curricula for each target language. Teachers at each grade level of the programs will design grade-level curriculum maps, in concert with the articulation committee's recommendations (see objective 4.1). The committee will also select and adapt the assessment tools and reporting systems, informed by assessments already in use in established TWI programs. The District developed the Language and Literacy Assessment Rubric (LALAR), aligned to the California English Language Development Standards. The LALAR can be adapted for TWI programs in any target language. By year 3, the district will pilot assessments for use in the project programs, the reporting systems, and the means of examining student performance data.

GOAL 3: We will ensure that all project students receive instruction from highly qualified teachers.

Objective 3.1: To recruit and support the authorization of TWI teachers who are fully proficient in the target language.

Performance indicator 3.1a: Develop local authorization policies/procedures for less-taught foreign languages.
Performance indicator 3.1b: Develop and implement a recruiting plan with regional IHEs.
Performance indicator 3.1c: Meet annual hiring targets at each project site.
Objective 3.2: To provide professional development to all project teachers.
Performance indicator 3.2a: Design a comprehensive three-year professional development plan.
Performance indicator 3.2b: Provide summer institutes for TWI teachers.
Performance indicator 3.2c: Implement site-based professional development.

Because no factor is more indicative of student success than teacher quality, the project will emphasize the recruitment, development, and retention of highly qualified teachers. The Project Director will work closely with the Human Resources Department to develop a recruitment plan for teachers proficient in the target languages. This plan will propose including incentives, i.e., incremental pay and support for purchasing housing in the super-inflated San Francisco real estate market. In partnership with regional IHE's, the plan will also implement strategies for alternative certification of teachers where necessary, including the certification of experienced paraprofessionals who chose to climb the educational career ladder. Because the programs are small in scale, we do not anticipate difficulty in identifying qualified bilingual professionals and meeting annual hiring targets through recruitment activities (recruitment through advertising, EdJoin, linkages with IHE's, and participation in local/national conferences). In order to provide professional development to all project teachers, the Project Coordinator will design a comprehensive three-year professional development plan for project personnel. This plan will include annual summer institutes for project staff as well as ongoing, site-based professional

development throughout the academic year. The content will include effective practices for TWI; language training in the target languages; consistent use of the LALAR; planning time for developing curriculum maps/grade level benchmarks; TWI leadership skills including language policy, facilitating multilingual community involvement and what effective TWI programs look like in the classroom for evaluation purposes. We will assign experienced TWI principals to mentor new TWI principals and facilitate school visits so staff can observe effective programs. We will also provide a regular networking meeting for TWI principals to share information. The Project Coordinator will be responsible for conducting training and identifying additional qualified trainers. Project monies will be used to pay teachers for their participation in the professional development activities as well as any honorariums for presenters. The Project Coordinator will also work with the Outside Evaluator to conduct formative assessment to determine the effectiveness of professional development and identify ways of refining it.

GOAL 4: We will develop an infrastructure to ensure that parents, the community, and local institutions of higher education are involved in developing, monitoring, and evaluating our TWI programs.

Objective 4.1: To establish a district TWI Articulation Team.
Performance indicator 4.1a: To establish advisory groups at each project site.
Performance indicator 4.1b: To elect members to a district Articulation Team.
Performance indicator 4.1c: To produce an annual action plan for the Articulation Team.
Objective 4.2: To establish linkages with IHEs and community organizations for each target language.
Performance indicator 4.2a: To develop an articulation agreement for each program with a local/regional IHE.

Performance indicator 3.2b: To coordinate teacher certification/professional development efforts with local organizations and IHEs.

We will establish a district-wide TWI Articulation Team modeled on a smaller group that operates for Spanish TWI. Funded by an SF Ed Fund grant, this group is in its second year of implementation. The Project Director/Project Coordinator will work with each site to establish advisory groups at each project site and to elect members to a district Articulation Team. The Articulation Team, as one of its first activities, will produce an annual action plan to guide its activities. The Articulation Team will approve the benchmarks for linguistic attainment for each grade level and design a process for establishing common expectations at each grade level across programs and languages. Other activities of the Articulation Team will be the development of an articulation agreement for each program with a local/regional IHE. The Project Coordinator, informed by the work of the Articulation Team, and in cooperation with the Human Resources Department, will facilitate teacher certification/professional development efforts with local organizations and IHEs.

STUDENT LEARNING GOALS AND OBJECTIVES

Student outcomes address proficiency in the **target language, cross-cultural knowledge and understanding, and general academic performance.** Below are explained the student goals and objectives with the corresponding evidence checks (i.e., performance measures) that students will demonstrate.

GOAL 1. Project students will develop academic language proficiency and literacy in the target language of instruction. Objectives for Goal 1 address GPRA Indicator 1, which calls for 75% of the students in the program to annually demonstrate increased proficiency in reading, writing, comprehending, and communicating in the foreign language.

Objective 1.1: Project students will master content and performance standards for listening/speaking in the target language.
Performance Measure 1.1: 75% will demonstrate growth of one or more levels on the *SFUSD TWI Language and Literacy Assessment Rubric (LALAR) for Listening/Speaking.*
Objective 1.2: Project students will master content and performance standards for reading in the target language.
Performance Measure 1.2: 75% will demonstrate growth of one or more levels on the *SFUSD TWI Language and Literacy Assessment Rubric (LALAR) for Reading.*
Objective 1.3: Project students will master content and performance standards for writing in the target language.
Performance Measure 1.3: 75% will demonstrate growth of one or more levels on the *SFUSD TWI Language and Literacy Assessment Rubric (LALAR) for Writing.*

2. Project students will develop knowledge and understanding of two cultures.

Objective 2.1: Project students will master district cross-cultural competency standards.
Performance Measure 2.1: 80% will demonstrate mastery of local grade-level standards.
Objective 2.2: All project students at grade 3 and above will complete a project that relates to San Francisco's multilingual, multicultural community.
Performance Measure 2.1: 80% will score "proficient" on their projects.

3. Project students will demonstrate high levels of academic achievement.

Objective 1.1: Project students will master grade-level content standards.
Performance Measure 1.1: 80% of students at grades 2 and above will score at or above "basic" on the California Standards Tests of English Language Arts and Mathematics.

(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. We recently celebrated the 30th anniversary of our first Spanish TWI program and the 20th anniversary of our first Cantonese TWI program, upon which all District TWI programs have been successfully modeled. We have replicated the model more effectively as our collective experience, knowledge, and wisdom have grown, as evidenced by our parents' demand that we provide more enrichment opportunities for their children by expanding this model throughout the city. Our programs frequently play host to districts wishing to replicate TWI, evidence that we will continue to provide guidance to other districts as the new programs develop. Importantly, our project will implement a systematic accountability system for TWI across the district that is both formative and summative in nature so that we can provide organizational and capacity building advice as well as hard data to prospective programs. We plan to participate in regional and national conferences, and to share our project's lessons through presentations and publication in educational journals.

(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. Our project is intended to build a highly functional system of accountability to ensure that our stakeholders have a common understanding of TWI education in San Francisco. To guide our work, we will use the performance indicators described in the Center for Applied Linguistics' *Guiding Principles for Dual Language Education*. This extensive assessment rubric will help bolster standards of excellence among our programs. The SFUSD community has demonstrated strong political and

financial support for TWI and other language enrichment programs for over 30 years, as evidenced by our willingness to expand TWI programs K-12 and for various language groups.

(4) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. The design is built upon a research base detailed in the Center for Applied Linguistics' *Guiding Principles for Dual Language Education.*[7] Based on the most current research and effective practice, this document addresses the following seven strands: Assessment and Accountability; Curriculum; Instruction; Staff Quality and Professional Development; Program Structure; Family and Community; and Support and Resources. Each strand contains principles supportive of program success, measured using rubrics, which provide a continuum from "minimal" to "exemplary" attainment (see evaluation section for more info). During 30 years of TWI implementation, the district has kept abreast of the latest research through conferences, publications, NCELA, etc. Esteemed TWI researcher Kathryn Lindholm-Leary has been a frequent professional development consultant to the district. Program implementation is monitored by central administration by means of school walk-throughs and classroom observations. These are conducted frequently in conjunction with general program monitoring and the annual academic planning process. We have found this process effective for ascertaining the degree of faithful program implementation and for partnering with schools to refine and improve their programs.

(5) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. A major strand of the *Guiding Principals*[8] (which provides an outline for project organizational performance indicators) is *Family and Community.* As such, the project will involve and seek advice and support from a wide variety of organizations. We have established many linkages in relation to

our current programs that will serve as resources. In terms of garnering community support and publicizing our programs, we work with SF Parents for Public Schools (PPS), who have their own TWI interest group that collaborates with MP in educating parents about the benefits of/experiences with TWI. PPS regularly provides recommendations to the SFUSD that helps inform program improvement. In addition to PPS, there are parent groups representing grass-roots efforts to initiate the proposed programs. For example, the "Sputnik Program" group wrote their own proposal for a Russian-language school that the district has welcomed as a good-faith effort to get a Russian program "off the ground." Parents at the Korean TWI at have long been seeking a means of expanding the program to the middle grades. And parents have been vocal about their desire for a Mandarin program to reflect the growing influence of China in the world's economy and politics. All of these parents will be important partners for the proposed project. The project will also reinforce our partnerships with San Francisco State University (SFSU), which trains many teachers hired by the SFUSD. The Chinese Program at SFSU offers a joint emphasis on oral/aural competence in Mandarin Chinese and an appreciation and understanding of Chinese literature, culture, and linguistics. Among the many resources available is the Confucius Institute, which is sponsored by the Chinese government. In addition, the Russian Program offers courses in language acquisition, culture and literature. There is also a Russian club, which sponsors Russian films and social events in the Russian Community. The Center for Korean Studies (CKS), UC Berkeley is one of the nation's most active academic centers for the study of Korean humanities and social sciences. Each year, the Center sponsors film festivals, colloquia, regional seminars, international conferences, and visiting lecturers. MP has established a working relationship with the Chinese Consulate in San Francisco, which sponsors annual competitions for Bay Area students in Chinese language and arts. The Chinese

government has also hosted SFUSD teachers visiting China to improve their language skills and update their knowledge about modern-day life in China. We will seek to institutionalize this summer exchange program through the project. We will also engage with the Russian and Korean Consulates to explore possible cultural exchange initiatives.

(6) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project As mentioned above, the district-wide accountability system that is the basis for the project includes an *Assessment and Accountability* strand that under-girds the design of the project. Below is an exemplar from the document for *Assessment and Accountability, Principle 2.*

Principle 2	**The program engages in ongoing evaluation.**
Minimal	The program does not engage in ongoing evaluation — neither self-evaluation nor external evaluation.
Partial	The program does initial self-evaluation or external evaluation using standards appropriate for dual language and writes an action plan.
Full	The program conducts annual reviews and self-evaluations or external evaluations using standards appropriate for dual language, and the evaluation findings inform program
Exemplary	The program conducts regular self-evaluations standards appropriate for dual language as well as annual reviews to refine and improve goals and outcomes.

The example shows a rubric for attainment of the principal ranging from "minimal" to "exemplary." The project design is such that we strive to reach at least "full", if not "exemplary" attainment of this principal by project's end, using a variety of strategies focusing on ongoing and **recursive student data analysis.** Baseline student data analysis is followed by

implementation of project components, ongoing data analysis to determine if the implementation is effective; a check-in with the organizational performance indicators to identify areas for improvement; decision making involving retooling or refining the implementation; and then back to analysis of student data to see if the changes have led to academic improvement.

(c) Quality of project personnel. The SFUSD will adhere to our equal opportunity policy in regards to all employment arising from the project. In a city famous for its diversity of perspectives, we pledge to honor that diversity by all means at our disposal. All recruitment and training activities/products will be provided in our stakeholders' languages in accessible accommodations. The design of the project ensures that a diversity of perspectives is brought to bear in the operation of the project, including those of parents, educators, and community based organizations. The project has built-in mechanisms for assuring equal access to the project services and structures for the educational community—the program model naturally integrates the classroom across race, language, culture, and socioeconomic status. The project design also takes into account the Individuals with Disabilities Education Act (IDEA) and has provided for ways and means of meeting the requirements of that Act, and the District is also in the process of implementing a plan to comply with the Americans with Disabilities Act (ADA).

(1) The qualifications, including relevant training and experience, of the project director. The Project Director is a former TWI educator and school administrator with over 30 years experience in bilingual education, and a Ph.D. candidate at the George Washington University (ABD). As a member of the Superintendent's Cabinet, she will oversee administration of the project in the context of all other programs and activities carried out by the district, ensuring that the district participates fully in the accountability system proposed in the project. The PD will also be responsible for ensuring that the project is coordinated with other district and state

initiatives and objectives; and in step with all district policies, assessments, standards, and curricular adoptions. As Executive Director of the SFUSD Multilingual Programs, the PD will oversee project budget expenditures, personnel, and compliance issues.

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

The Project Coordinator is an experienced bilingual Content Specialist who will have extensive teaching/implementation experience in a TWI program. **A bilingual Content Specialist** will be proficient in Russian and English. This experienced teacher will provide leadership in implementing the Russian program and will liaise with the Project Coordinator to ensure adherence to the project goals and objectives. All participating **principals** and **teachers** will be fully credentialed. Principals will be chosen based on their instructional leadership experience in terms of implementing language initiatives/programs. Project teachers will be bilingual certified and fluent in the target language and English. Part of this certification entails language proficiency testing in the target language. Teachers will have taught successfully in TWI, i.e., delivering content through two languages to diverse students. Dr. Thomas Bye will serve as the external evaluator for the project. Dr. Bye enjoys extensive experience evaluating Title III (formerly Title VII) projects and currently evaluates three Chinese bilingual education projects for the district.

(d) Quality of the management plan.

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Below is a schedule of major activities with their timeline and person(s) responsible (PD=Project Director; PC=Project Coordinator; AD=Site Administrator; T=Teachers; CS=Content Specialist; TS=Technology Specialist; OE=Outside Evaluator).

Ongoing Activities, 2006-2009

- Monthly Articulation Committee meetings (PC, AD, T)
- Monthly (Saturday) Standards, Assessments & Curriculum Development (T, PC, CS)
- Monthly (After school) Professional Development for Project Site Staff (PC, AD)
- Biweekly planning time (PC, T)
- Annual Professional Development for Educational Placement Center (PC, CS)

Summer 2006

- Select site for Russian TWI program (PD)
- Select Mandarin TWI K teacher at Starr King (Human Resources Dept., AD)
- Establish Planning & Implementation Committees for Mandarin and Korean TWI (PC)
- Establish Korean TWI strand for middle school master schedule/course deck (AD)
- Recruit families for programs (PC, CS, AD, Educational Placement Center)
- Hold planning meetings for Mandarin TWI strand with Starr King ES staff (PD, PC, CS)
- Purchase materials; set up language labs (PC, CS, TS)

Fall 2006

- Present site recommendation for Russian TWI to Program Placement Committee
- Implement Mandarin K program at Starr King (PC, T, AD, CS)
- Develop standards, assessments and curricula for Mandarin TWI (T, CS)
- Develop standards, assessments, curricula for Korean TWI (T, CS)
- Establish relationships with university and community partners (PD, PC, CS)
- Recruit families for Korean and Russian TWI (PC, EPC, CS, AD)
- Develop Recruitment (PD, Human Resources) and Professional Development Plans (PC)

Spring 2007

- Annual Project Performance Report (OE)
- CA Standards Tests administered at sites (T, AD)
- LALAR Portfolio Review Mandarin Language Arts (T)
- Recruit teachers for Russian and new grades (Human Resources, AD, PC)

Summer 2007

- Summer Institutes for TWI professional development (T, AD, PC)
- Russian TWI standards, assessment and curriculum development (T, CS)
- Purchase materials; set up language labs (PC, CS, TS)
- Professional Development for Educational Placement Center (PC, CS)
- Purchase materials; set up language labs (PC, CS, TS)

Fall 2007

- Implement Mandarin 1st grade, Russian K and Korean 6th grade (PC, T, AD, CS)
- Pilot standards, assessments, curricula for Mandarin and Korean, Russian (PC, T, AD)
- Recruit families for new grades (EPC, AD, PC)

Spring 2008

- Annual Project Performance Report and Biennial Report (OE)
- CA Standards Tests administered at sites (T, AD)
- LALAR Portfolio Review Mandarin, Korean, Russian Language Arts (T)
- Recruit teachers for new grades (Human Resources, AD, PC)

Summer 2008

- Summer Institutes for TWI professional development (T, AD, PC)
- Development/refinement all standards, assessment and curriculum (T, CS)
- Purchase materials; set up language labs (PC, CS, TS)

- Professional Development for Educational Placement Center (PC, CS)
- Purchase materials; set up language labs (PC, CS, TS)

Fall 2008

- Implement Mandarin 2nd grade, Russian 1st and Korean 7th/8th grade (PC, T, AD, CS)
- Implement refined standards, assessments, curricula for Korean/Mandarin/Russian (PC, T)
- Recruit families for new grades (EPC, AD, PC)

Spring 2009

- Annual Project Performance Report (OE)
- CA Standards Tests administered at sites (TWI T, AD)
- LALAR Portfolio Review Mandarin, Korean, Russian Language Arts (TWI Teachers)
- Recruit teachers for new grades (HR, AD, PC, UN)

Summer 2009

- Transition to all district funding for project (PD)
- Final Evaluation & closeout of grant (PD, OE)

(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 Project Director will dedicate .2 FTE (about 8 hours per week) to the project to insure that the management plan, including milestones, is implemented on time and resources are distributed to meet project goals. The Project Coordinator and Bilingual Content Specialists are slated to work full-time to implement the project. Overtime and summer pay for teachers will provide a strong incentive for teacher participation and commitment to the goals of the project.

(e) Quality of the project evaluation. A formative and summative evaluation will be conducted to determine the impact of instructional services on both the student and organizational goals of

the project. The purposes of the evaluation will be (1) to determine the impact of instructional services on student outcomes, primarily the development of proficiency in the target language; (2) to describe and document the accomplishment of organizational goals and objectives; and (3) to identify implementation features and context factors that impact implementation for purposes of planning and decision making.

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The evaluation will be organized around the goals, objectives and performance indicators identified in Section b, "Project Design." The evaluation of student outcomes will include the use of both test and non-test measures. In preparing this application, we have determined that existing tests of proficiency for Mandarin, Russian, and Korean are either not yet available or are not appropriate for use in the K-12 setting. We will therefore rely on the use of locally-developed assessments to place students, to evaluate mastery of grade-level language arts standards for each language, and to assess year-to-year growth in listening, speaking, reading, and writing. Accordingly, we will develop a Language and Literacy Assessment Rubric (LALAR) in each target language for oral language, reading, and writing. The LALAR protocol utilized by the district provides a system for evaluating English Learners' mastery of state English language development standards and for assessing the language proficiency gains, over time, of students who are enrolled in either Spanish or Chinese TWI programs. The LALAR is language-specific. The tool identifies key language arts standards in oral language, reading, and writing in the target language that are to be assessed by the teacher. The standards are organized into 5 developmental levels by grade span (K-2, 3-5, 6-8, and 9-12). Teachers utilize both student work products and assessments that are part of district-adopted instructional materials to assess key standards. Teachers complete a

LALAR for each student on an ongoing basis, submitting it to the district annually in March. These data provide a partial basis for program evaluations conducted by MP. Annual level scores for oral language, reading, and writing are maintained in the District online database, which can be accessed by each site to monitor student growth. We will replicate these procedures in the Mandarin, Russian, and Korean programs. We will identify language arts standards in each language and will then develop a LALAR to track mastery of key standards. The classroom teacher will submit a completed LALAR to MP by March 1st annually, which will enable our evaluator to analyze level gains in oral language, reading, and writing (Objectives 1.1 – 1.3) and to address the annual reporting requirement embedded in the GPRA performance measure. Project teachers will be trained annually in the use of the LALAR to maximize reliability. The district has adopted local cross-cultural competency standards, which are part of the elementary report card. The report cards for each student will be examined annually, in June, to evaluate mastery of these standards (Objective 2.1). In addition, students in grade 1 or above will complete a project that relates to the target community (Objective 2.2). Specific grade-level projects and scoring protocols will be developed during the first year of the project. Finally, we will also evaluate the academic achievement of students, using the California Standards Tests of English Language Arts and Mathematics to determine academic achievement. The CSTs, which are administered to all students in grades 2-11, place the student at one of five performance levels (ranging from "far below basic" to "advanced"). The CSTs are administered in April, and scores are available for analysis in late August.

The evaluation of organizational outcomes will be guided by the "Guiding Principles for Dual Language Education." This document, which was developed by the Center for Applied Linguistics (2005), provides detailed descriptors (or rubrics) that will enable us to identify degree

of implementation (from "minimal" to "exemplary") in each of seven strands (assessment and accountability; curriculum; instruction; staffing and professional development; program structure; family and community; and support/resources). The organizational goals and objectives for the project, which are stated in Section b, are derived from these strands. Our evaluator will design a customized self-reflection tool that addresses indicators that are relevant to our programs, which will be administered annually in June to school leaders, teachers, and members of the TWI Articulation Team. Interviews will also be conducted to allow stakeholders to elaborate on specific areas of implementation. We will also develop and administer parent questionnaires, in the languages of parents and families that address key indicators. Findings will be prepared annually and will be presented to the TWI Articulation Team in September for discussion.

(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. Evaluation procedures will produce both quantitative and qualitative data and will include the use of both test and non-test measures to evaluate student and organizational outcomes. Nationally, there is a current lack of validated proficiency tests in Mandarin, Russian, and Korean, and we must therefore rely on the use of locally-developed measures. The LALAR protocol involves the use of objective tests to assess many standards. Teacher judgment, which involves some measure of subjectivity, also plays an important role, however. To maximize reliability, we will provide training each year to teachers in the use of the LALAR. We will also develop scoring rubrics for all written products that students produce. The California Standards Tests, which will assess academic achievement, are standardized and provide an objective measure of student performance. With respect to the

evaluation of organizational outcomes, we will utilize survey methods, which will yield quantifiable data, and interview techniques, which will provide us with the sort of rich qualitative data that can be utilized by our TWI Articulation Team to shape decision making.

(3) The extent to which the evaluation plan will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. All stakeholders will be involved in project evaluation activities. During the start-up phase of the project, the TWI Articulation Team will review project goals and activities to frame specific evaluation questions related to each goal and to provide input on evaluation procedures and tactics. The Team will meet 4 times yearly and will examine student achievement data, discuss and monitor implementation, and frame recommendations intended to ensure continuous improvement. All parents will participate in teacher/parent conferences in the fall and spring. Student data will provide an important basis for conferencing.

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[1] Tabuchi, H. (6/20/06). *Associated Press*. Online: http://sfgate.com.

[2] Wu, A. (6/5/06). *San Francisco Chronicle*. Online: http://sfgate.com.

[3] Ingram, J. (6/15/06). *Associated Press*. Online: http://sfgate.com.

[4] Howard, E.R., Sugarman, J. Christian, D., Lindholm-Leary, K. & Rogers, D. (in press). *Guiding Principles for Dual Language Education* [DRAFT]. Washington, DC: Center for Applied Linguistics.

[5] Center for Applied Linguistics (2006). On line: http://www.cal.org.

[6] Ibid.

[7] See note 4.

[8] Ibid.

OMB Approval No. 0348-0040

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 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 (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	TITLE
[illegible]	Superintendent
APPLICANT ORGANIZATION	**DATE SUBMITTED**
San Francisco Unified School District	6/27/06

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
San Francisco Unified School District	84-293B/Making the Most of Language Resources in San Francisco
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Gwen Chan, Superintendent	
SIGNATURE Gwen Chan	DATE 6/27/06

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 "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
San Francisco Unified School District	CFDA#84.293B/Making the Most of Language Resources in San Francisco
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Gwen Chan, Superintendent	
SIGNATURE Gwen Chan	DATE 6/27/06

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB
0348-0046

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

1. Type of Federal Action:
[b] a. contract
b. grant
c. cooperative agreement
d. loan
e. loan guarantee
f. loan insurance

2. Status of Federal Action:
[a] a. bid/offer/application
b. initial award
c. post-award

3. Report Type:
[a] a. initial filing
b. material change
For Material Change Only:
year _____ quarter _____
date of last report _____

4. Name and Address of Reporting Entity:
[✓] Prime [ ] Subawardee
Tier _____, *if known*:
San Francisco Unified School District
555 Franklin St., San Francisco, CA 94102
Congressional District, *if known*: CA-8th

5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:
Congressional District, *if known*:

6. Federal Department/Agency:
U.S. Department of Education

7. Federal Program Name/Description:
CFDA Number, *if applicable*: 84.293B

8. Federal Action Number, *if known*:

9. Award Amount, *if known*:
$

10. a. Name and Address of Lobbying Registrant (*if individual, last name, first name, MI*):

b. Individuals Performing Services (*including address if different from No. 10a*) (*last name, first name, MI*):

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less that $10,000 and not more than $100,000 for each such failure.

Signature: Gwen Chan
Print Name: Gwen Chan
Title: Superintendent
Telephone No.: (415) 241-6160 Date: 6/27/06

Federal Use Only:

Authorized for Local Reproduction
Standard Form LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

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.

General Education Provisions Act (GEPA) Requirements – Section 427

The District will insure that a diversity of perspectives is brought to bear in the use of the funds, including those of students and their families, educators, and community-based organizations. The District uses site-based management including School Site Councils (SSCs) comprised of parents, teachers, and site administrators to design site plans and budgets for each school. Schools are required to have representation on the SSC from the school's English Learner Advisory Committees, which are comprised of language minority parents. Schools are required to conduct special outreach to minority parents for attendance at SSC meetings and nomination of the committee members. Public notices are required and they must be published in all the major languages of District students.

The San Francisco Unified School District has conducted a self-evaluation and prepared an implementation plan to comply with the Americans with Disabilities Act (ADA), which provides comprehensive civil rights protections to individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications. It is in the process of implementing that plan, led by Yonko Radanov, the person in charge of the implementation of the district-wide ADA Plan. Below is an excerpt of the SFUSD Board of Education Policy on Individuals with Disabilities, which covers students, personnel and community members.

> *The San Francisco Unified School District's prohibition against discrimination against individuals with disabilities extends to discrimination against disabled members of the community seeking access to District programs, services, and activities. The San Francisco Unified School District acknowledges that the Americans with Disabilities Act of 1990 (ADA) prohibits state and local governments, including public school districts, from discriminating against qualified individuals with disabilities. The District further acknowledges that California State law prohibits discrimination on the basis of disabilities. It is the policy of the San Francisco Unified School District to comply with all applicable State and Federal laws.* [1]

Programs funded by this grant will benefit students from all sectors of our community, as SFUSD has an open enrollment policy and any student may apply for entry into any school in the district. Schools included in this application and students and personnel who will benefit from services are inclusive in terms of gender, race, national origin, color, disability, or age.

For the purposes of this application, all recruitment and training activities and products will be provided in the languages of our stakeholders in accessible accommodations.

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[1] (For specific policy statements, see "ADA Access/Board Policy" on the SFUSD web site at http://www.sfusd.edu).

The district and project will adhere to our equal opportunity policy in regards to all employment opportunities arising from the proposed project.

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, Washington, DC 20202-4250.

From: State.Clearinghouse@opr.ca.gov
Sent: Wednesday, June 14, 2006 4:46 PM
To: (b)(6)
Subject: RE: CFDA #84.293B/FLAP fy06
This grant is not selected by the state for review and no documents are required by this office.

Regards,
SCH

-----Original Message-----
From: Veronica Fern [(b)(6)
Sent: Wednesday, June 14, 2006 3:09 PM
To: state.clearinghouse@opr.ca.gov
Cc: (b)(6)
Subject: CFDA #84.293B/FLAP fy06

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, California 95812-3044
Telephone: (916) 445-0613
Fax: (916) 323-3018
state.clearinghouse@opr.ca.gov

Dear Sir or Madam:

This is to announce our intention to apply for the above-noted grant. Please let us know if you wish to review our application.

Thank you for your attention in this matter.

Sincerely,
Veronica Fern-McElarney
Coordinator, Special Projects for English Learners and Migrant Education Program
Chief Academic Office
San Francisco Unified School District
1098 Harrison Street
San Francisco, CA 94123
vfern@sfusd.edu

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No virus found in this outgoing message.
Checked by AVG Free Edition.
Version: 7.1.394 / Virus Database: 268.8.4/364 - Release Date: 6/14/2006