

U.S. Department of Education

Washington, D.C. 20202-5335



Rank # 3

APPLICATION FOR GRANTS UNDER THE

FOREIGN LANGUAGE ASSISTANCE PROGRAM SEA
CFDA # 84.293C
PR/Award # T293C090002

Closing Date: MAY 27, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
5/26/2009		Completed by Grants.gov upon submission	
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		84.293C	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Virginia Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
546001771		809740129	
d. Address:			
* Street1:		James Monroe Building	
Street2:		101 N. 14th Street	
* City:		Richmond	
County:			
State:		VA	
Province:			
* Country:		USA	
* Zip / Postal Code:		23219	
e. Organizational Unit:			
Department Name:		Division Name:	
Technology and Career Education		Teleproductions	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		* First Name:	
Ms.		Cathy	
Middle Name:			

* Last Name: Cheely

Suffix:

Title: Director of Teleproduction/Virtual Virginia

Organizational Affiliation:

Virginia Department of Education

* Telephone
Number:

(804)225-2972

Fax Number:

(804)225-4514

* Email: CATHY.CHEELY@DOE.VIRGINIA.GOV

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9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.293C

CFDA Title:

Foreign Language Assistance Program SEA

*** 12. Funding Opportunity Number:**

042209001

Title:

Foreign Language Assistance Program SEA

13. Competition Identification Number:

N/A

Title:

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

132 school divisions in the Commonwealth of Virginia

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

Arabic and Chinese Teacher/Student Program Development; Online, Blended and Face-to-face Curriculum Implementation

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: VA-all

* b. Program/Project: VA-all

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2009

* b. End Date: 6/30/2012

18. Estimated Funding (\$):

a. Federal	\$ 0
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 0

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

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

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Patricia
Middle Name: I
* Last Name: Wright
Suffix:

Title: Superintendent of Public Instruction

* Telephone Number: (804)225-2023 Fax Number: (804)371-2099

* Email: PATRICIA.WRIGHT@DOE.VIRGINIA.GOV

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev. 7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (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
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Marie G. Williams
Title: Director
Date Submitted: 05/25/2009

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Virginia Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Patricia Middle Name: I

Last Name: Wright Suffix:

Title: Superintendent of Public Instruction

Signature: _____ Date: 05/25/2009

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : General Education Provisions Act Statement as Required under Section 427

File : VDOE_09flapSEA_GEPA.doc

General Education Provisions Act Statement as Required under Section 427

The Virginia Department of Education (VDOE) will take appropriate steps to ensure equitable access to and participation in this Federally-assisted program for students, teachers, and other program beneficiaries with special needs. All curriculum materials created through this project will be developed to make it accessible to individuals with disabilities, including closed caption videos, scripts for video and audio files, alt tags, etc. The VDOE will work with counselors at LEA's to identify students with IEP's and 504 plans. The VDOE will then coordinate with course instructors to see that required accommodations are provided. The VDOE will also monitor enrollment specific to the six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. If enrollment in the project courses indicates under-representation in any of these six groups, the VDOE will create an outreach program to assist the counselors at LEA's to encourage participation by these identified groups. In hiring individuals for this project, the VDOE will post job announcements to encourage applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Cathy Cheely

Address:

* Street1: James Monroe Building
Street2: 101 N. 14th Street
* City: Richmond
County:
* State: VA * Zip / Postal Code: 23219 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(804)225-2972 (804)225-4514

Email Address:

CATHY.CHEELY@DOE.VIRGINIA.GOV

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

ABSTRACT NARRATIVE ATTACHMENT FORM (SEE COMPLETE INSTRUCTION LISTED TO THE RIGHT UNDER DOCUMENTS AND INSTRUCTIONS)

Attachment 1:

Title: Project Abstract Pages: 2 Uploaded File: VDOE_09flapSEAabstract.pdf

Project Abstract

The National Security Language Initiative has identified Arabic and Chinese as critical need languages for United States' students. However, the opportunities for Virginia students to become proficient in these languages are limited. Fewer than five percent of the school divisions in Virginia offer Arabic in their course catalogs. Chinese is offered by only a few more school divisions. Given these numbers, opportunities for most of Virginia's students to study and become proficient in these two languages are nonexistent.

The Virginia Department of Education (VDOE) is seeking federal funding through a FLAP-SEA grant to develop and deliver instruction in the critical foreign language subjects of Arabic and Chinese. This project will be conducted in partnership with school divisions throughout the Commonwealth and will provide every student in the Commonwealth the opportunity to study and become proficient in one of the target languages.

The VDOE will utilize the curriculum expertise and resources of Virtual Virginia, the VDOE's online instructional program, to assemble teams of subject matter experts to develop comprehensive course materials for Arabic I, Arabic II, Arabic III, and AP[®] Chinese Language and Culture. These courses will be developed in stages with Arabic I and AP[®] Chinese Language and Culture being developed during the first year of the grant, Arabic II during the second year of the grant, and Arabic III during the third year of the grant. These course materials will be developed for online instruction; however, they will be designed in such a way as to make them adaptable for face-to-face instruction.

The VDOE will also utilize the resources of Virtual Virginia to deliver instruction in each of the developed courses. Working in partnership with each school division in the Commonwealth, every high school student will have the opportunity to study and become proficient in the Arabic sequence of courses (Arabic I-III) or the Chinese Sequence (Chinese I-IV and AP[®] Chinese Language and Culture). Instruction will begin during the year immediately following completion of each course. (For example, Arabic I will be developed in year one of the grant and then will be offered throughout the Commonwealth in year two of the grant.) Because the materials will be adaptable for face-to-face instruction, local school divisions will be able to use them for local instruction as an alternative to Virtual Virginia's online delivery. The online delivery of instruction by Virtual Virginia will provide opportunity to many students who otherwise would not be able to study these two critical languages.

Through Virtual Virginia, the VDOE will establish a consortium of Arabic language teachers and a consortium of Chinese language teachers throughout the Commonwealth. These two consortia will be developed to promote instruction in the specific languages and to provide training in best practices regarding language instruction.

The program success will be measured by a significant increase in the number of students who enter and successfully complete Arabic I-III and AP[®] Chinese Language and Culture.

The Virginia Department of Education looks forward to the opportunity of making the study of Arabic and Chinese available to every high school student in the Commonwealth, providing access to essential skills for competition in the global market, and strengthening our nation's position as a global leader and safeguarding national security.

Project Narrative

PROJECT NARRATIVE ATTACHMENT FORM (SEE COMPLETE INSTRUCTION LISTED TO THE RIGHT UNDER DOCUMENTS AND INSTRUCTIONS)

Attachment 1:

Title: Project Narrative Pages: 32 Uploaded File: VDOE_09flapSEA_narrative.pdf

Project Narrative

Background

Virginia is a leader in the development and delivery of foreign language education. The Virginia Board of Education supports foreign language study through the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), which require that students seeking an Advanced Studies Diploma from high school successfully complete three years of one foreign language or two years each of two languages, among other requirements. Students seeking a Commonwealth Scholars Certificate must complete at least two levels of a foreign language, among other requirements. Middle schools are required to offer foreign language courses for high school credit beginning in the eighth grade and increasingly elementary schools are encouraged to provide instruction in foreign languages.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* support and extend the national goals of the *No Child Left Behind Act of 2001* through statewide testing in English and mathematics, as well as in science, and history/social science based on rigorous *Standards of Learning* (SOL). To meet graduation requirements, students must earn standard credits as well as a number of verified credits by passing end-of-course SOL tests or approved alternate assessments such as Advanced Placement tests. Virginia established the first SOL, including foreign language standards in the early 1980s, well before similar national initiatives. The Foreign Language SOL are intended to provide curricular guidance for courses taken for high school credit.

Virtual Virginia is the online program of the Virginia Department of Education (VDOE). Virtual Virginia offers courses in Advanced Placement (AP[®]), foreign language and other electives in an online format using highly qualified full-time teachers for instruction. The

Virtual Virginia program evolved from the Virginia Satellite Education Network, became fully online in 2006 and has 3,000 students enrolled in full credit courses. Languages offered include Latin (I, II, III, IV, AP[®]), Spanish (I, IV and AP[®]), French (I and AP[®]) and Chinese (I, II and III). A Survey of World Language and Culture course is offered to middle schools along with the first year of each foreign language. Students receive high school credit for either course. Enrollment in online foreign language courses for 2008-2009 includes 877 students from 156 schools in eighty divisions across the Commonwealth of Virginia.

Foreign language courses offered by Virtual Virginia are aligned to both the Virginia SOL and meet the standards of the *Southern Regional Educational Board (SREB) Standards for Quality Online Courses* and the *International Association for K-12 Online Learning (iNACOL) National Standards for Quality for Online Courses*. These standards address content, instructional design, student assessment, technology, course evaluation and management, and 21st century skills. Course instruction and teacher evaluation follow the *SREB Standards for Quality Online Teaching*. Online learning can be described by many terms that do not have commonly understood definitions. This narrative describes online learning as education in which the instructor and students are geographically separate and communicate and share content primarily via the Internet. Virtual Virginia's successful online learning program requires teachers to be highly involved in communicating with students, developing assignments, providing feedback, and determining grades.

Need for Project

All citizens and workers in the 21st century must be able to think analytically and solve problems if they are to be successful. **The Partnership for 21st Century Skills states that a**

goal must be to “understand other nations and cultures, including the use of non-English languages.” As President-elect, Barack Obama’s education agenda stated, “President Obama and Vice President Biden believe that our kids and our country can’t afford four more years of neglect and indifference. At this defining moment in our history, America faces few more urgent challenges than preparing our children to compete in a global economy” (http://change.gov/agenda/education_agenda/). **The National Security Language Initiative has identified Arabic and Chinese as critical need languages for United States students.**

Fluency in a foreign language is an essential skill for all citizens, and students must be given additional opportunities to study foreign languages in every classroom regardless of geographical location. Online education provides a venue where students are given access to highly qualified instructors and quality curriculum. In online education opportunities are not limited by time and distance. Virtual learning environments can encourage students to enroll in foreign language courses that are designed to teach in direct and measurable ways.

Out of the 155,919 individuals with active teaching licenses in Virginia, few are endorsed to teach either Chinese (40) or Arabic (21) in Virginia. Figure 1.0 and 1.1 illustrates the number of Virginia High Schools offering AP[®] Chinese Language and Culture and Arabic in their course catalogs.

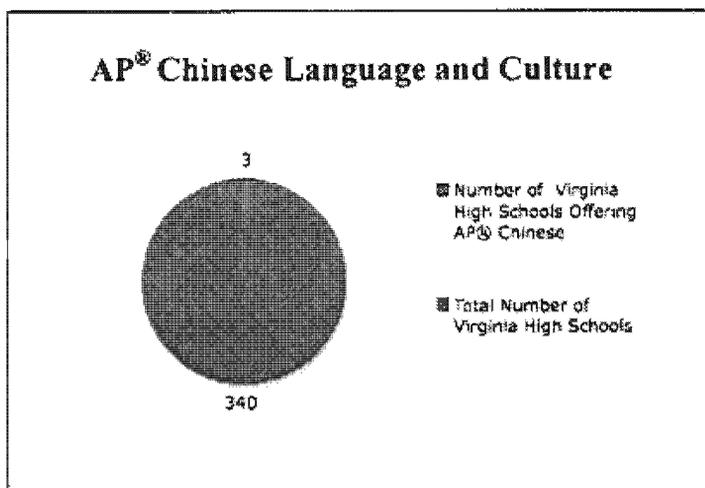


Figure 1.0

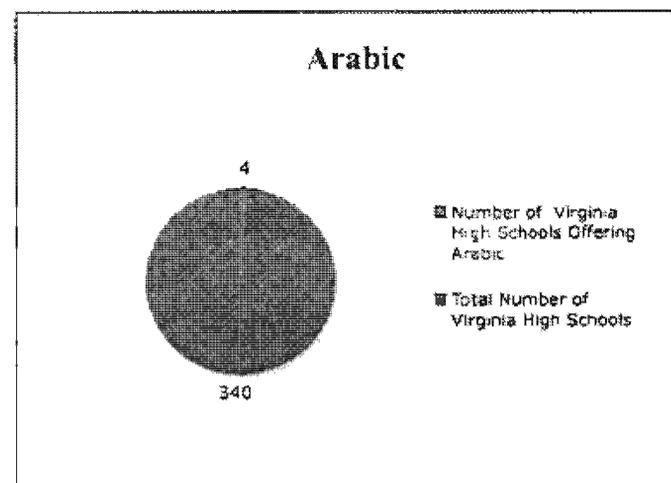


Figure 1.1

Compounding the problem is the fact that, of the 40 teachers endorsed to teach Chinese in Virginia, only one resides outside of Virginia's three major metropolitan areas. A similar problem exists with the 21 individuals endorsed to teach Arabic with only two living outside of Virginia's three major metropolitan areas. These figures indicate that students in the vast majority of Virginia's school divisions have no opportunity to study Chinese or Arabic as part of their high school program.

Virtual Virginia has been successful in implementing Chinese, French, Latin, and Spanish in the online environment. Currently 877 students from 156 schools in 80 divisions are enrolled in foreign language in Virtual Virginia. Chinese has been especially well received with a growth in enrollment from 17 students in Chinese I in 2006-2007 to 158 students enrolled in Chinese I - III in 2008-2009.

Numerous requests have been made by parents, teachers and education leaders throughout the Commonwealth for additional foreign language offerings. **By far, the largest request has been for Arabic. In addition, there is a strong demand for the culmination of the Chinese program with Virtual Virginia which will expand to Chinese IV in 2009-2010 to continue to grow to the AP[®] level.** By adding Arabic and AP[®] Chinese courses, students throughout middle and high schools of Virginia will have access to online instruction and highly qualified instructors in a media-rich environment. **In addition, the curriculum that is developed will be available to all school divisions in Virginia to use in face-to-face instruction as well as a blended course delivery method of face-to-face instruction and online instruction.** This will result in an increase in the capacity for schools to offer Arabic and AP[®] Chinese.

This project will also focus on the professional development of instructors by creating an online learning community with training modules that can be used by school

divisions in professional development of their current and future instructors in Arabic and AP[®] Chinese. Providing a learning community with appropriate professional development and ongoing support for those instructors currently licensed in Chinese and Arabic as well as those seeking endorsement will extend opportunities to instructional personnel in all school divisions throughout Virginia.

This project will address a number of gaps in Chinese and Arabic language learning in the Commonwealth of Virginia. The following chart outlines the identified gaps and the solutions proposed through this project:

<i>Identified Gaps</i>	<i>Proposed Solutions</i>
<ul style="list-style-type: none"> • Opportunities for students to study Arabic and AP[®] Chinese because of geographic location and lack of qualified educators 	<ul style="list-style-type: none"> • Virtual Virginia can provide every student in the Commonwealth access to Arabic and AP[®] Chinese courses and teachers through online courses.
<ul style="list-style-type: none"> • Quality curriculum available to middle and high school students of Virginia 	<ul style="list-style-type: none"> • Content development teams will create quality courses that can be utilized online or through face-to-face delivery.
<ul style="list-style-type: none"> • Need for professional development and collaboration for Arabic and Chinese language instructors 	<ul style="list-style-type: none"> • Instructors can become part of a well-designed professional development community in which training is readily available in a format and time, which facilitates the greatest participation by the largest number of instructors.

Project Design

Data indicates that Virtual Virginia is a viable option for overcoming the limitations that geography often imposes on student curricular options. Forty-two percent of respondents in Virtual Virginia's 2007-2008 end-of-course survey indicated that they were taking a course through Virtual Virginia because the course was not offered at their high school. Indeed, Virginia's distance learning program was established over twenty years ago to accomplish this very goal. If Virtual Virginia has the capacity to offer courses to students throughout Virginia, the next question is, "Can Arabic and AP[®] Chinese be delivered effectively as online courses?"

In October of 2004, Cathy Cavanaugh published *The Effects of Distance Education on K-12 Student Outcomes: A Meta-Analysis* (Cavanaugh, Gillan, Kromrey, Hess, & Blomeyer, 2004). Her study conducted a statistical review of fourteen online K-12 programs studied between 1999 and 2004. The finding of this meta-analysis was that there are not significant differences in online student achievement levels when compared with the achievement levels of students receiving face-to-face instruction. This finding mirrored findings of similar previous studies.

In November of 2005, the North Central Education Research Laboratory (NCREL) published *A Synthesis of New Research on K-12 Online Learning* (Smith, Clark & Blomeyer, 2005). Among the eight studies summarized in this document were two that compared student achievement in the online setting and the face-to-face setting.

In the first study, *Teaching and Learning in Collaborative Virtual High Schools* (Ferdig, Papanastasiou, DiPietro, Radtke, Steiner & Smith, 2005), the achievement of 410 students was compared in Algebra I, Algebra II, Geometry, Health-Life Management Skills, and Personal Finance. The study found no significant difference between the achievement of the online students and the students taking the courses in a face-to-face setting.

In the second study, *A Study of the Effectiveness of the Louisiana Algebra I Online Project* (Kleiman, Carey, Bonifaz, Haistead, O'Dwyer, 2005), achievement of online students was compared to face-to-face students in Algebra I. The study group consisted of students taking online Algebra I from 31 schools. The control group consisted of students taking face-to-face Algebra I from 15 schools. Student performance on a standard posttest was compared for the two groups. The results of the study found that the online group had higher scores at a borderline statistically significant level.

A study more relevant to the problem of this grant request is one that was funded by the US Department of Education and submitted to the West Virginia Department of Education. This study compared the achievement of online Spanish students to their face-to-face counterparts (Rockman, Sloan, Akey, Farr, Pereira-Leon, Shapiro, & Clark, 2007). The research results suggest that there is no significant difference between the achievement of the online students and the face-to-face students.

These studies are a sample of current online learning research that indicates that online students perform at levels comparable to their face-to-face counterparts. The last of the studies cited indicates that this holds true for foreign language as well as other subjects. This research would indicate that Virtual Virginia can successfully deliver Chinese and Arabic online with student competency equaling that of face-to-face courses.

Virtual Virginia utilizes several resources and software tools to enhance the online instruction and meet the needs of the students. All instructors are provided with online courses in a course management system that are aligned with state and national standards, filled with engaging content, interactivities, multimedia, discussions, projects, assessments, and gradebooks. In addition, instructors are provided with a phone, a toll-free number, online Web conferencing

software and equipment, online audio software, pen tablets, laptops, and printers. An online instructor spends many hours working with students individually and in small groups. They use Web conferencing software for presentations, demonstrations, Web tours, sharing documents, remediation, review, and office hours. The online audio software allows instructors to create threaded voice discussion boards, voice-enabled e-mail, embedded voice files, online voice-guided presentations and live group discussions. Instructors are required to communicate with students regularly through the Virtual Virginia e-mail system, instant messenger system, Voice over Internet Protocol (VoIP) and phone conversations to check for understanding of the subject matter. Virtual Virginia instructors and administrators work tirelessly to provide excellence in education. The success of the program has been highlighted by organizations such as National Public Radio (<http://www.npr.org/templates/story/story.php?storyId=89070946>) who showcased Virtual Virginia's Chinese program. More recently Virginia's Governor Timothy M. Kaine, addressed Virginia's State Board of Education about Virtual Virginia (http://streaming.virtualvirginia.org/vdoed21/VirtualVa_Gov.wmv) and stated that the program is a "great educational tool" and it "keeps kids engaged."

The goals and objectives of this proposed project are as follows:

Goal 1: This project will create an online curriculum for a three-year sequential study of the Arabic language and for an Advanced Placement Chinese Language and Culture course.

<i>Objectives:</i>	
1.1	An E-Learning Curriculum Facilitator (ECF) and the content development teams consisting of content developers (CD), instructional designers (ID) and reviewers (R) will be created to develop Arabic I and AP [®] Chinese Language and Culture during the 2009-2010 school year for implementation the following year.

1.2	An E-Learning Curriculum Facilitator (ECF) and the content development teams consisting of content developers (CD), instructional designers (ID) and reviewers (R) will be created to develop Arabic II during the 2010-2011 school year for implementation the following year.
1.3	An E-Learning Curriculum Facilitator (ECF) and the content development teams consisting of content developers (CD), instructional designers (ID) and reviewers (R) will be created to develop Arabic III during the 2011-2012 school year for implementation the following year.
1.4	Content development teams will develop Arabic I and AP [®] Chinese Language and Culture during the 2009-2010 school year for implementation the following year.
1.5	Content development teams will develop Arabic II during the 2010-11 school year for implementation the following year.
1.6	Content development teams will develop Arabic III during the 2011-12 school year for implementation the following year.
1.7	Each developed course will be reviewed by an independent team to determine alignment with state and national standards and alignment with the <i>Standards for Quality Online Courses</i> developed by SREB and adopted by the International Association for K-12 Online Learning.
1.8	The Virginia Department of Education will create an informational package with pertinent course content and material for distribution to Virginia school divisions and state education agencies.

Outcomes:

- Online curricula with detailed lessons, activities, and assessments will be available for use by all school divisions in the Commonwealth of Virginia and will be adaptable for face-to-face and for blended (combined face-to-face and online) delivery by the conclusion of the project. Videos, support materials, etc., will also be available.

Goal 2: Provide instruction to students in various school divisions across the Commonwealth of Virginia in Arabic and Chinese through Virtual Virginia, the Virginia Department of Education’s online program.

<i>Objectives:</i>	
2.1	Virtual Virginia will implement policies and procedures for instructional partnerships with Virginia school divisions.
2.2	Virtual Virginia will initiate a pilot for Arabic I and AP [®] Chinese Language and Culture instruction for twenty school divisions in 2010-2011.
2.3	Virtual Virginia will enroll students from forty school divisions during the 2011-2012 school year in Arabic I, II and AP [®] Chinese Language and Culture.

Outcomes:

- Students across Virginia will have access to a three year program in Arabic and Chinese through the AP[®] Chinese level with at least 100 students enrolled in Arabic by the third year of the grant and two hundred enrolled in Chinese I, II, III, IV, and AP[®] Chinese.

Goal 3: Recruit and train online educators to instruct in a blended (online and face-to-face) environment for Arabic or Chinese languages.

<i>Objectives:</i>	
3.1	Content development teams will create training modules for an online learning community.
3.2	Instructors from school divisions will be enrolled in an online professional development course for training Arabic and Chinese teachers in effective online pedagogy during the summer of 2010.
3.3	A professional development learning community will be formed by Virtual Virginia for all Arabic and Chinese instructors in the Commonwealth in 2010.
3.4	A presentation on Arabic and Chinese content will be disseminated via Foreign Language Association of Virginia (FLAVA) in 2011 with the goal of recruiting instructors for the program.

Outcomes:

- Instructors for the online Virtual Virginia program in Arabic and Chinese will have been recruited and trained. Instructors for school divisions throughout the Commonwealth of Virginia will have been provided training and enrolled in the professional development community by 2010.

Virtual Virginia has been developing online courses for three years using the current model. Sixteen online AP[®] courses and nine other online courses have been developed. Ten of these have been foreign language courses. Our model of development uses content developers/subject-matter experts and instructional designers working collaboratively in teams to

create high quality, engaging, media-rich content under the supervision of the E-Learning Curriculum Supervisor. After a course has been written, electronically developed and aligned with state and national standards, outside reviewers are hired to examine all aspects of the online courses. The feedback provided from this evaluation process is utilized to improve or enhance the online course. The success of this course development process is being shared in a presentation at the National Educational Computing Conference in Washington, D.C., June 2009.

For this project the VDOE will advertise nationally for subject matter experts to serve on curriculum development teams for AP[®] Chinese Language and Culture and Arabic I, II, and III as content developers (CD). Once the application deadline has passed, individuals will be interviewed to assess their past experience in teaching and writing curriculum in the target language. A team of three individuals will be hired to develop the syllabus, scope and sequence, alignments, pacing, instructional materials, activities, multimedia files, course assessments and an instructor's guide. Additionally, an instructional designer (ID) will be hired to work with the CD team in planning, designing, and developing interactive Web applications and technologies. These teams will use exemplary language instruction programs from around the country as a model for the course and will develop the course materials to comply with the *Standards for Quality Online Courses* developed by the SREB and adopted by the International Association for K-12 Online Learning. During and after the curriculum writing stage, teams of subject matter experts will be hired to review the developed materials to assure the accuracy of content and alignment with state and national standards.

As each course is completed and independently reviewed, the VDOE will provide instruction to any high school student in the Commonwealth through Virtual Virginia, the VDOE's online instructional program. Virtual Virginia will hire teachers in the target languages

and will utilize the developed course material to deliver instruction throughout the Commonwealth. The VDOE will also make the course material available to any school division in the Commonwealth with the intent that it could easily be adapted for local face-to-face instruction. **These courses will be available for many years following the federal funding of this project. The courses will continue to be updated by adding new and appropriate resources and technologies for foreign language studies and any needed re-alignments to new national and state standards.**

The VDOE will establish a statewide consortium of Arabic teachers and a statewide consortium of Chinese teachers to promote instruction in their respective languages and to study best practices in language instruction. The VDOE will develop training modules that can be used by school divisions for professional development with future Arabic and Chinese instructors.

Project Personnel

Oversight of the grant administration will be the responsibility of Cathy Cheely, Director of Teleproductions and Virtual Virginia, Virginia Department of Education who will serve as the project manager. She has an M.Ed. in Secondary Education from Virginia Commonwealth University and an MSLS from Catholic University. Ms. Cheely has 31 years in public education serving as a classroom instructor, Director of Secondary Education, and Technology Director. She has served as Virtual Virginia's Director for the past four years and has successfully completed training provided by EdTech Leaders Online (ETLO) in effective online pedagogy. Additionally, she has taught for several universities in the areas of curriculum and instruction.

This project has been developed with the assistance of the Virginia Department of Education's Specialist for Foreign Language, Helen Small. She has served as a consultant for this project and will continue to work closely with Virtual Virginia's administration in an advisory role to ensure that the Virginia SOL and foreign language criteria are met and to promote best instructional practices for foreign languages.

Virtual Virginia's E-Learning Curriculum Supervisor will direct the curriculum development goals of the grant proposal. This individual has 16 years of experience in public education. She has spent the past six years in online instruction and supervision of online course development. She has an M.Ed. in Curriculum and Instructional Design/Instructional Technology from Virginia Polytechnic Institute and State University. She successfully completed training provided by PBS TeacherLine and is certified as an online facilitator.

Virtual Virginia's Instructional Supervisor and Assistant Instructional Supervisor will oversee the instructional goals of the grant. The Instructional Supervisor has 37 years of experience in public education. The past 26 years were spent in school administration, 14 as a building principal. He has served as a virtual school administrator for the past three years. He has an M.Ed. from the College of William and Mary in School Administration and Supervision. He has successfully completed training provided by EdTech Leaders Online (ETLO) in effective online pedagogy. The Assistant Instructional Supervisor has eight years of experience in public education. He has an M.Ed. from the University of Virginia in School Administration and Supervision. He has served as a virtual school administrator for the past three years. Virtual Virginia's instructional supervisors utilize teacher observation and feedback procedures based on SREB's *Standards for Quality Online Teaching*.

Virtual Virginia's E-Learning Counseling and Research Supervisor will assist with data collection and evaluation of this project. She received her Ph.D. in Counselor Education from the University of Virginia. She has served as a virtual school administrator for the past three years.

Members of the curriculum development teams will consist of content writers/developers, course reviewers and instructional designers. The content developers will be required to have a bachelor's degree in the subject area to be developed, a valid teaching license with an endorsement in the area being developed, and prior teaching experience. Members of the curriculum review teams will be required to have a bachelor's degree in the subject area to be developed, a valid teaching license with an endorsement in the area being developed, and prior teaching experience. The instructional designers (ID) must have the necessary qualifications and skills in order to develop interactive Web applications and technologies for the online courses, provide advanced support using Web authoring tools to design online content, and increase the level of usability and prescriptive learning in online courses, monitoring adherence to 508 and SCORM compliance. Each team member will be required to attend 12 hours of training in the use of online tools, online pedagogy, and SREB's *Standards for Quality Online Courses*.

Instructors hired to teach the courses developed by this grant will be required to have a bachelor's degree in the subject area to be taught and a valid Virginia teaching license with endorsement in the area to be taught. These teachers will be required to successfully complete training on effective online pedagogy provided by ETLO. They will also be required to attend five days of training provided by Virtual Virginia in the effective use of online tools, monthly professional development sessions, participation in an online community, and adherence to SREB's *Standards for Quality Online Teaching*. Additionally, the Instructional Supervisors

observe each Virtual Virginia teacher a minimum of three times per school year and conduct a performance evaluation.

The Virginia Department of Education has a strong commitment to the principles of diversity, inclusion, and to maintaining a work environment that is free of all forms of discrimination. As a result, the project job announcements will encourage applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Native Arabic and Chinese speakers specifically will be encouraged to apply.

Management Plan

The following section of the document gives a brief description of the process for accomplishing each of the project goals and their related objectives. Each goal will be addressed separately with a chart outlining the timeline of events for the goal's objectives.

Goal 1: This project will create an online curriculum for a three-year sequential study of the Arabic language and for an Advanced Placement Chinese Language and Culture course.

Objective 1.1: An E-Learning Curriculum Facilitator (ECF) and the content development teams consisting of content developers (CD) and instructional designers (ID) and reviewers (R) will be created to develop Arabic I and AP[®] Chinese Language and Culture during the 2009-2010 school year for implementation the following year.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Post job announcements, interview candidates and select individuals for the ECF position and for Arabic I and AP [®] Chinese Language and Culture content development teams members	E-Learning Curriculum Supervisor	September 1, 2009

Objective 1.2: An E-Learning Curriculum Facilitator (ECF) and the content development teams consisting of content developers (CD) and instructional designers (ID) and reviewers (R) will be created to develop Arabic II during the 2010-2011 school year for implementation the following year.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Post job announcements, interview candidates, and select individuals for the ECF position and members of the Arabic II content development team	E-Learning Curriculum Supervisor	August 15, 2010

Objective 1.3: An E-Learning Curriculum Facilitator (ECF) and the content development teams consisting of content developers (CD) and instructional designers (ID) and reviewers (R) will be created to develop Arabic III during the 2011-2012 school year for implementation the following year.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Post job announcements, interview candidates, and select individuals for the ECF position and members of the Arabic III content development team	E-Learning Curriculum Supervisor	August 15, 2011

Objective 1.4: Content development teams will develop Arabic I and AP[®] Chinese Language and Culture during the 2009-10 school year for implementation the following year. The course will include a syllabus, scope and sequence, lessons, practice activities, multimedia files and assessments designed to assure student mastery of the specific language.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Provide content development team members face-to-face training in the use of online instructional tools	E-Learning Curriculum Supervisor and Facilitator	September 30, 2009
Train content development team members in effective online pedagogy	ETLO	October 31, 2009
Submit the first module of course content for review	Content Development Team Members	December 1, 2009
The first module will be reviewed for alignment with Virtual Virginia content development guidelines.	E-Learning Curriculum Supervisor and E-Learning Curriculum Facilitator	December 15, 2009

Submit course content for review at the assigned 25%, 50%, 75% and 100% completion mark	Content Development Team Members	January 8, 2010 March 5, 2010 April 30, 2010 May 28, 2010
Review content submissions for alignment with Virtual Virginia content development guidelines, <i>the American Council on the Teaching of Foreign Languages (ACTFL) Standards, the Virginia Standards of Learning, and College Board Standards</i>	E-Learning Curriculum Facilitator	January 15, 2010 March 12, 2010 May 14, 2010 June 11, 2010
Convert approved course content to online format	Instructional Designer	June 30, 2010

Objective 1.5: Content development teams will develop Arabic II during the 2010-11 school year for implementation the following year. The course will include a syllabus, scope and sequence, lessons, practice activities, multimedia files and assessments designed to assure student mastery of the specific language.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Provide content development team members face-to-face training in the use of online instructional tools	E-Learning Curriculum Supervisor and E-Learning Curriculum Facilitator	August 30, 2010

Train content development team members in effective online pedagogy	ETLO	September 30, 2010
Submit the first module of course content for review	Content Development Team Members	November 1, 2010
Submit the first module of course content for review	E-Learning Curriculum Supervisor and E-Learning Curriculum Facilitator	November 15, 2010
Submit course content for review at the assigned 25%, 50%, 75% and 100% completion mark	Content Development Team Members	December 15, 2010 February 28, 2011 April 29, 2011 May 31, 2011
Review content submissions for alignment with Virtual Virginia content development guidelines, <i>the ACTFL Standards, and the Virginia SOL</i>	E-Learning Curriculum Facilitator	January 14, 2011 March 15, 2011 May 16, 2011 June 15, 2011
Convert approved course content to online format	Instructional Designer	June 30, 2011

Objective 1.6: Content development teams will develop Arabic III during the 2011-12 school year for implementation the following year. The course will include a syllabus, scope and sequence, lessons, practice activities, multimedia files and assessments designed to assure student mastery of the specific language.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Provide content development team members face-to-face training in the use of online instructional tools	E-Learning Curriculum Supervisor	August 30, 2011
Train content development team members in effective online pedagogy	ETLO	September 30, 2011
Submit the first module of course content for review	Content Development Team Members	November 1, 2011
Review the first module for alignment with Virtual Virginia content development guidelines	E-Learning Curriculum Supervisor and E-Learning Curriculum Facilitator	November 15, 2011
Submit course content for review at the assigned 25%, 50%, 75% and 100% completion mark	Content Development Team Members	December 15, 2011 February 28, 2012 April 30, 2012 May 31, 2012
Review content submissions for alignment with Virtual Virginia content development guidelines, <i>the ACTFL Standards and the Virginia SOL</i>	E-learning Curriculum Facilitator	January 16, 2012 March 15, 2012 May 15, 2012 June 15, 2012
Convert approved course content to online format	Instructional Designer	June 30, 2012

Objective 1.7: Each developed course will be reviewed by an independent team to determine alignment with state and national standards and alignment with the *Standards for Quality Online Courses* developed by SREB and adopted by iNACOL.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Review the content of Arabic I and AP [®] Chinese Language and Culture and make necessary corrections	Team Reviewers	July 31, 2009
Review the content of Arabic II and make necessary corrections	Team Reviewers	July 30, 2010
Review the content of Arabic III and make necessary corrections	Team Reviewers	July 29, 2011

Objective 1.8: The Virginia Department of Education will create an informational package with pertinent course content and material for distribution to Virginia school divisions and state Department of Education.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Compile a digital portfolio of pertinent course content and material enabling project replication	E-Learning Curriculum Supervisor	June 29, 2012
Distribute portfolio to interested Virginia school divisions and state education agencies	Director of Virtual Virginia	June 29, 2012

Goal 2: Provide Instruction to students in various school divisions across the Commonwealth of Virginia in Arabic and Chinese through Virtual Virginia, the VDOE's online program.

Objective 2.1: Implement policies and procedures for instructional partnerships with Virginia school divisions.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Apply policies and procedures already established with school divisions throughout the Commonwealth for cooperatively offering Arabic I, II, III and AP [®] Chinese Language and Culture	Director of Virtual Virginia	August 3, 2009
Provide online training to local school division mentors in how to provide face-to-face support for Arabic and AP [®] Chinese online students	E-Curriculum Supervisor	August 3, 2009

Objective 2.2: Initiate a pilot for Arabic I and AP[®] Chinese Language and Culture instruction for twenty school divisions in 2010-11.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Distribute information and raise awareness regarding the new Arabic and Chinese offerings and the pilot program to all divisions in the Commonwealth via print and school visits	Director of Virtual Virginia and Supervisors	November 2, 2009 – May 2, 2011
Visit school divisions to highlight and promote participation in the new Arabic and Chinese offerings	Director of Virtual Virginia and Supervisors	November 2, 2009 – May 3, 2010

Based on interest, select twenty school divisions in the Commonwealth to participate in the pilot program	Director of Virtual Virginia and Supervisors	January 1, 2010
Select a teacher from the current Virtual Virginia Chinese language teaching staff to teach AP [®] Chinese Language and Culture	Virtual Virginia Instructional Supervisors	January 1, 2010
Post job vacancy announcements, review applications, interview candidates and select a teacher for Arabic I, II, and III	Virtual Virginia Instructional Supervisors	March 1, 2010
Enroll the AP [®] Chinese teacher in a College Board sponsored 30 hour institute for training specific to teaching AP [®] Chinese Language and Culture.	Virtual Virginia Instructional Supervisors	June 1, 2010
Train new Arabic and Chinese language teachers in effective online pedagogy	ETLO	August 2, 2010
Using Virtual Virginia's established mentoring protocol, assign a current foreign language online teacher to serve as a mentor for the new language teachers	Virtual Virginia Instructional Supervisors	August 3, 2009
Provide 20 hours of face-to-face training regarding the use of hardware and software issued to the Arabic and Chinese teachers	E-Learning Support Supervisor	August 6, 2010

Provide twenty hours of face-to-face training regarding SREB's <i>Standards for Quality Online Instruction</i> and application of those standards in Virtual Virginia's online setting	Virtual Virginia Instructional Supervisors	August 7, 2010
Provide instructional feedback to the Arabic and AP [®] Chinese Language and Culture teachers a minimum of three times during the school year	Virtual Virginia Instructional Supervisors	October 15, 2010 December 15, 2010 February 15, 2011

Objective 2.3: Enroll students from 40 school divisions during the 2011-12 school year for participation in Arabic I, AP[®] Chinese Language and Culture, and a pilot of Arabic II.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Distribute information and raise awareness regarding the new Arabic and Chinese offerings and the pilot program to all divisions in the Commonwealth via print and school visits.	Director of Virtual Virginia and Supervisors	November 1, 2010 – May 1, 2012
Visit school divisions to highlight and promote participation in the new Arabic and Chinese offerings	Director of Virtual Virginia and Supervisors	November 1, 2010 – May 1, 2012
Based on interest, select 40 school divisions in the Commonwealth to participate in the second year of the program	Director of Virtual Virginia	January 3, 2011

Provide 20 hours of face-to-face training regarding SREB's <i>Standards for Quality Online Instruction</i> and application of those standards in Virtual Virginia's online setting	Virtual Virginia Instructional Supervisors	August 5, 2011
Provide instructional feedback to the Arabic and AP [®] Chinese Language and Culture teachers a minimum of three times during the school year	Virtual Virginia Instructional Supervisors	October 14, 2011 December 15, 2011 February 15, 2012

Goal 3: Recruit and train online educators to instruct in a blended (online and face-to-face instruction) environment for Arabic or Chinese languages.

Objective 3.1: Content development teams will create training modules for an online learning community.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Create training modules designed to instruct teachers on how to use Arabic I and AP [®] Chinese Language and Culture online materials in a face-to-face or blended setting	Content Development Team	June 30, 2009
Create training modules designed to instruct teachers on how to use Arabic II online materials in a face-to-face or blended setting	Content Development Team	June 30, 2010
Create training modules designed to instruct teachers on how to use Arabic III online materials in a face-to-face or blended setting	Content Development Team	June 30, 2011

Objective 3.2: Instructors from school divisions will be enrolled in an online professional development course for training Arabic and Chinese teachers in effective online pedagogy during the summer of 2010.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Select current Virtual Virginia foreign language teachers to work on a content development team to create a professional development training module	E-Learning Curriculum Supervisor	January 1, 2010
Develop an online professional development module designed for effective delivery of online foreign language instruction	Content Development Team	June 30, 2009
Advertise to Virginia school divisions about the online professional development course available and invite Arabic and Chinese instructors to participate in this online course	Director of Virtual Virginia	August 16, 2010

Objective 3.3: A professional development learning community will be formed by Virtual Virginia for all Arabic and Chinese instructors in the Commonwealth in 2010.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Create a forum within Virtual Virginia's course management system for teachers of Arabic and Chinese throughout the Commonwealth to share instructional best practices	E-Learning Curriculum Supervisor	January 1, 2010

In conjunction with the VDOE Specialist for Foreign Languages, host introductory Web-conference meetings for the online professional development learning community to discuss issues and best practices in Arabic and Chinese language instruction	Director of Virtual Virginia	January 1, 2010
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Objective 3.4: A presentation on Arabic and Chinese content will be disseminated via Foreign Language Association of Virginia (FLAVA) in 2011 with the goal of recruiting instructors for the program.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Create and deliver a presentation highlighting the grant, the completed courses, and the professional development community	E-Learning Curriculum Supervisor and Virtual Virginia Chinese and Arabic Instructors	October 2011

Project Evaluation

This project will have several methods of evaluation built into it. The evaluation methods are listed following each identified goal and outcome. The timeline follows the project's three-year development plan.

Goal 1: This project will create an online curriculum for a three-year sequential study of the Arabic language and for an Advanced Placement Chinese Language and Culture course.

Outcome: Online curricula with detailed lessons, activities, and assessments will be available for the use of all school divisions in the Commonwealth of Virginia and will be adaptable for face-to-face and for blended (combined face-to-face and online) delivery by the conclusion of the project. Videos, support materials, etc., will also be available.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Evaluate the courses, as developed, according to nationally recognized assessment instruments; for example, SREB's <i>Standards for Quality Online Courses</i>	E-Learning Curriculum	June 2011
	Supervisor, E-Learning Curriculum Facilitator and Course Reviewers	June 2012
Collect data based on <i>The Sloan Consortium Five Pillars</i> via survey of stakeholders, regarding the quality of the content designed	E-Learning Curriculum	June 2011
	Supervisor and E-Learning Counseling & Research Supervisor	June 2012

Goal 2: Provide instruction to students in various school divisions across the Commonwealth of Virginia in Arabic and Chinese through Virtual Virginia, the Virginia Department of Education's online program.

Outcome: Students across Virginia will have access to a three year program in Arabic and Chinese through the AP[®] Chinese level with at least one hundred students enrolled in Arabic by

the third year of the grant and two hundred students enrolled in Chinese I, II, III, IV and AP[®] Chinese.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
Collect data to determine the number of students who enroll in Arabic or AP [®] Chinese course during the academic year	E-Learning Counseling & Research Supervisor	September 30, 2011 September 28, 2012
Collect data to determine the number of students who successfully complete a course in Arabic or AP [®] Chinese during the academic year	E-Learning Counseling & Research Supervisor	June 30, 2011 June 29, 2012
Collect data to determine number of schools offering Arabic and Chinese courses during the academic year	E-Learning Counseling & Research Supervisor	June 30, 2010 June 30, 2011 June 30, 2012
Collect data for a year-to-year comparison of student scores on the College Board's AP [®] Chinese Language and Culture exam	E-Learning Counseling & Research Supervisor	August 1, 2011 August 1, 2012
Collect data for a year-to-year comparison of student scores on the Arabic Language Proficiency Test (http://www.arabacademy.com/en/alpt) or equivalent national exam for students enrolled in Arabic I, II, or III	E-Learning Counseling & Research Supervisor	August 1, 2011 August 1, 2012

<p>Collect data for a year-to-year comparison of student scores on the Chinese Simplified Standards-Based Measurement of Proficiency (STAMP) test http://www.stamptest.net/stamp0708/stamptest) for students enrolled in Chinese I, II, III, IV, and AP[®] Chinese Language and Culture exam</p>	<p>E-Learning Counseling & Research Supervisor</p>	<p>August 2, 2010 August 1, 2011 August 1, 2012</p>
<p>End-of-Course Surveys of each student enrolled in Arabic I-III and AP[®] Chinese Language and Culture</p>	<p>E-Learning Counseling & Research Supervisor</p>	<p>May 1, 2011 May 1, 2012 May 1, 2013</p>

**The study of AP[®] student scores will depend on enrollment numbers in the course.*

Goal 3: Recruit and train online educators to instruct in blended instruction for Arabic or Chinese languages.

Outcome: Instructors for the online Virtual Virginia program in Arabic and Chinese will have been recruited and trained. Instructors for school divisions through the Commonwealth of Virginia will have been provided training and enrolled in the professional development community by 2010.

<i>Action</i>	<i>Person Responsible</i>	<i>Timeline</i>
<p>Collect data via focus group qualitative work to evaluate the learning effectiveness and faculty satisfaction of professional development community</p>	<p>E-Learning Counseling & Research Supervisor</p>	<p>June 30, 2011 June 30, 2012</p>

Collect data via focus group (qualitative work to evaluate the learning effectiveness and faculty satisfaction of professional development community	E-Learning Counseling & Research Supervisor	June 30, 2011 June 29, 2012
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Evaluations will be coordinated, developed, and conducted by the E-Learning Curriculum Supervisor and the E-Learning Counseling & Research Supervisor. The supervisors will present the results of the data collected to the Director of Virtual Virginia at the Virginia Department of Education. The E-Learning Curriculum Supervisor will submit monthly reports to the Director of Virtual Virginia documenting project progress and expenditures. The data collected will be used to improve the courses, modify online pedagogy practices, and increase professional development activities for the instructors. The data will be reviewed annually to monitor the progress of the project, to compare the benchmarks established in the management plan of the narrative, and to assure compliance with the budget guidelines. This project has been designed to optimize success through increased enrollments and availability of instruction in critical need languages and to stimulate the professional growth and training of Arabic and Chinese instructors.