

T293C 060005

Application for Federal Education Assistance



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

Applicant Information

1. Name and Address

Legal Name: Wisconsin Department of Public Instruction
Address: 125 South Webster Street
P.O. Box 7841
Madison WI
City State

2. Applicant's D-U-N-S Number 809611254

3. Applicant's T-I-N 396006487

4. Catalog of Federal Domestic Assistance #: 84 293C

Title: Foreign Language Assistance Program - State Education Agency

5. Project Director: Paul Sandrock

Address: 125 S. Webster Street

Madison WI 53702
City State ZIP Code + 4

Tel. #: (608) 266-3079 Fax #: (608) 266-1965

E-Mail Address: S.PAUL.SANDROCK@DPI.STATE.WI.US

Organizational Unit

Content and Learning Team Div. for Academic Excellence

Dane 53702
County ZIP Code + 4

6. Novice Applicant N/A

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

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

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

9. State Application Identifier:

Application Information

10. Type of Submission:

--PreApplication

Non-Construction

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

No - Program has not been selected by State for review.

12. Proposed Project Dates:

Start Date:	End Date:
<u>09/01/2006</u>	<u>08/31/2009</u>

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

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

Yes (Provide Exemption(s)#):

No (Provide Assurance #, if available):

14. Descriptive Title of Applicant's Project:

Critical Language Fellows: Collaboration for Preparing Teachers, Planning with Districts, and Supporting Students

Estimated Funding

15a. Federal	\$	201,269	.00
b. Applicant	\$	(b)(4)	
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. TOTAL	\$		

Authorized Representative Information

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

a. Typed Name of Authorized Representative

Michael Thompson

b. Title

Executive Assistant

c. Tel. #: (608) 266-3584 Fax #: ()

d. E-Mail Address: MICHAEL.THOMPSON@DPI.STATE.WI.US

e. Signature of Authorized Representative

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

FOREIGN LANGUAGE ASSISTANCE PROGRAM - STATE EDUCATION AGENCY

CFDA # 84.293C

PR/Award # T293C060005

Grants.gov Tracking#: GRANT00123056

Closing Date: JUN 30, 2006

Table of Contents

Forms

1. Standard Face Sheet (ED 424)	e1
2. Standard Budget Sheet (ED 524)	e2
3. SF 424B - Assurances Non-Construction Programs	e4
4. Disclosure of Lobbying Activities	e6
5. 427 GEPA	e8
Attachment - 1	e10
6. ED 80-0013 Certification	e12

Narratives

1. Project Narrative - (Abstract Narrative...)	e13
Attachment - 1	e14
2. Project Narrative - (Project Narrative...)	e16
Attachment - 1	e17
3. Budget Narrative - (Budget Narrative...)	e42
Attachment - 1	e43

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U.S. DEPARTMENT OF EDUCATION

OMB Control Number: 1890-0004

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

Expiration Date: 06/30/2005

Name of Institution/Organization: Wisconsin Department of Public I...

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*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? [X] Yes [] No

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)

Approving Federal agency: [X] ED [] Other (please specify):

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

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



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Wisconsin Department of Public I...

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00123056

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 Michael Thompson	* TITLE Executive Assistant
* APPLICANT ORGANIZATION Wisconsin Department of Public Instruction	* DATE SUBMITTED 06-29-2006

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid offer application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Wisconsin Department of Public Instruction</p> <p>* Address: 125 South Webster Street</p> <p>Madison</p> <p>WI: Wisconsin</p> <p>53702</p> <p>Congressional District, if known: WI-2</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Foreign Language Assistance</p> <p>CFDA Number, if applicable: 84.293</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: n/a</p> <p>n/a</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: n/a</p> <p>n/a</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Michael Thompson</p> <p>* Name: Michael</p> <p>Thompson</p> <p>Title:</p> <p>Telephone No.:</p>

	Date: 06-29-2006
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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.**

Attachment Information

File Name

Mime Type

1359-Part%20V%20-%20GEPA%20Requirement.doc

application/msword

Foreign Language Assistance Program – State Educational Agencies
Wisconsin Department of Public Instruction
Critical Language Fellows

Meeting the Requirement of Section 427 of the General Education Provisions Act:

The policy of the Wisconsin Department of Public Instruction (WDPI) supports the intent of Section 427 of the US Department of Education's General Education Provisions Act.

- All programs of WDPI are equitably accessible regardless of gender, race, national origin, color, disability, or age, as required under Section 427. The complete non-discrimination statement used for all programs of WDPI is:

“The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.”

- WDPI only uses sites for any of its programs that are fully accessible as required under the Americans with Disabilities Act. All university and other workshop sites that might be used would be first checked as to their accessibility.
- The application process for participation in any of the competitive components of this project will ensure that all applicants' forms are coded, not showing their names, so as not to reveal their background.
- Participants will be solicited through multiple sources, to ensure that the information is not withheld from any potential or interested participant.

Application information will be disseminated through WDPI's professional development opportunities listing (available electronically), through various

professional organizations, and through direct mailing to every school district of Wisconsin.

- Information for teachers and schools to participate in any aspect of this project will also be made available to nonpublic schools in Wisconsin.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION
Wisconsin Department of Public Instruction
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mr. * First Name: Michael Middle Name:
* Last Name: Thompson Suffix: * Title: Executive Assistant
* SIGNATURE: Michael Thompson * DATE: 06/29/2006



Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **6135-WI%20FLAP%20Abstract.doc**

**Foreign Language Assistance Program – State Educational Agencies
Wisconsin Department of Public Instruction**

Critical Language Fellows
**Collaboration for Preparing Teachers, Planning with Districts, and
Supporting Students**

Languages: Mandarin Chinese and Arabic

Schools: Elementary Schools, Middle Schools, Senior High Schools, Grades K-12; by the end of the grant period serving approximately 1800 students in 15 new world language programs in Mandarin Chinese and Arabic.

Partners: Wisconsin Department of Public Instruction (WDPI) in collaboration with 40 LEAs, Departments of Education in neighboring Midwest states, University of Wisconsin-Madison, Concordia Language Villages, and community ethnic organizations serving heritage speakers of Mandarin Chinese and Arabic.

Project Description:

This *Critical Language Fellows* project will bring languages of critical need to more public schools in Wisconsin and to neighboring Midwest states through collaboration for preparing teachers, planning with districts, and supporting students. WDPI is committed to correcting the current situation of having only four programs of Chinese and no programs of Arabic in Wisconsin's public schools and to advancing the language proficiency of students who are heritage speakers of Chinese and Arabic.

Preparing Teachers: This project will name Critical Language Fellows through a competitive process available to a widely diverse group of potential candidates and prepare them to be highly-qualified teachers by developing pathways for certification in collaboration with other Midwest states. In years one and two, the Fellows will prepare to teach Mandarin; in year three the Fellows will prepare to teach Arabic. Five components will provide the 40 Fellows with teaching skills and knowledge:

1. Two-week seminar at Concordia Language Villages, linking theory, observation, and practice through team-teaching;
2. Two-week training at University of Wisconsin Madison, expanding background in pedagogy and second language acquisition, plus planning and teaching a one-week unit to K-12 students at a Language Academy;
3. Ongoing learning, reflection, and action research via moderated online discussion and mentoring throughout the first year of teaching;
4. Three weekend workshops during the first year of teaching, located at regional sites connected via technology, immersing the Fellows in teaching strategies and their action research; and
5. A second summer of professional development at both Concordia Language Villages and University of Wisconsin Madison, totaling four weeks.

Planning with Districts: This project will develop new Mandarin Chinese programs by planning with districts, and then apply lessons learned with Mandarin to begin new programs in Arabic. WDPI will offer competitive Critical Language Fellow Grants each year to five districts to begin new programs, with a competitive priority to begin instruction in elementary grades. Districts will commit to matching the grant funds and budgeting to cover specific costs for the professional development of the Fellows teaching in their school(s). WDPI will conduct workshops to help LEAs plan collaboratively the development of their critical language programs.

Supporting Students: This project will address the unique needs of students who are heritage speakers of Mandarin and Arabic in Wisconsin's schools. Members of the heritage speaking community will be trained to coach students to use and improve their language skills by conducting interviews, doing research, or presenting information as part of curriculum-connected projects. The language coaches will evaluate students' language proficiency, collected in a LinguaFolio, and combine this evidence with nationally-validated assessments (Oral Proficiency Interviews, the Standards-Based Measurement of Proficiency, and Writing Proficiency Tests) to award high school language course credit. During the project period, four LEAs will be awarded grants to pilot this process. The goal is to preserve and enhance the valuable language resources these students possess in Mandarin Chinese and Arabic, rather than lose them.

As a result of these efforts, these program objectives will be achieved:

- Objective A: Increase supply of highly qualified teachers of critical languages (tiered approach beginning with Mandarin Chinese, followed by Arabic) to meet the needs of Midwest states.
- Objective B: Increase the number of LEAs providing instruction in Mandarin Chinese and Arabic as a world language.
- Objective C: Model the use of performance assessment of language learners to support the improvement of language proficiency of heritage speaking students in grades K-12, through school-based projects coached and evaluated by members of the native language community. After the pilot period with heritage speakers of Mandarin Chinese, implement for Arabic.
- Objective D: Create a consortium of collaborating partners to implement a competency-based teacher certification model for Mandarin Chinese (and Arabic) language teaching.

Contact Project Director:

Paul Sandrock, World Languages Education
Wisconsin Department of Public Instruction
608-266-3079
s.paul.sandrock@dpi.state.wi.us

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **2360-Mandatory_WI%20FLAP%20Program%20Narrative.doc**

**Foreign Language Assistance Program – State Educational Agencies
Wisconsin Department of Public Instruction**

**Critical Language Fellows
Collaboration for Preparing Teachers, Planning with Districts, and Supporting Students**

(a) Need for Project

Wisconsin currently has programs of Mandarin Chinese language instruction in only four of the state's 425 public school districts and no programs in Arabic. Enrollment statistics from the American Council on the Teaching of Foreign Languages (ACTFL) show world language enrollment in grades 7-12 of only 1.3% in languages other than the seven most popular (Draper, Jamie and June Hicks. 2002. *Foreign Language Enrollments in Public Secondary Schools*). Chinese and Arabic are in this small category of "other" languages. In Wisconsin's public schools, 394 students study Chinese (2003-04, the most recent available statistics) and 0 students study Arabic. This is .15% of all world language enrollment in grades 6-12.

In 2005, Wisconsin explored bringing teachers of Mandarin Chinese from China to begin new programs. Madeline Uranek, International Education Consultant at the Wisconsin Department of Public Instruction (WDPI), met in China with Hanban, the National Office of Teaching Chinese as a Foreign Language. WDPI sent information to gauge district interest in expanding Mandarin Chinese programs in Wisconsin and 21 districts responded with serious interest. Five percent of Wisconsin's school districts are ready to begin a program of instruction in Mandarin Chinese, equaling the Asia Society's goal in *Expanding Chinese Language Capacity in the United States* (2005).

Conversations with these districts revealed their main concern is finding qualified teachers. Administrators and school boards are very hesitant to begin new programs without a steady supply of teachers available.

Since beginning to discuss the possibility of offering Chinese in Wisconsin's schools, more than 20 potential teachers of Mandarin Chinese have contacted WDPI asking how to earn certification. Only two teacher training institutions in the state have WDPI approved certification programs in Mandarin Chinese: the University of Wisconsin-Madison and Lawrence University. In recent years, only 1-2 teachers of Mandarin Chinese have been certified from these programs.

The potential teachers are unique. WDPI has identified several groups all with differing profiles of need. The four target populations for the Critical Language Fellows are:

- University students completing bachelor's degrees, in teaching of Mandarin Chinese or Mandarin Chinese non-teaching majors.
- Native speakers of Mandarin Chinese currently living in the U.S. (with at least a bachelor's degree, but no teacher training).
- Chinese nationals, coming under various programs to teach Mandarin Chinese in the U.S..
- Teachers of other subject areas, with the equivalence of at least a Chinese teaching minor.

Conversations with Wisconsin school administrators interested in beginning programs of Chinese revealed little awareness of what is involved in starting a new program of language instruction, as based on WDPI's experience building Japanese programs from 15 students in 1990 to over 3000 today: long-term support, recruiting and retaining a highly qualified teacher, and evaluating student progress. School districts need help in planning new language programs.

With very few pre-collegiate programs in Mandarin Chinese and Arabic in the Midwest, and even fewer beginning prior to high school, students attending Midwest universities offering these languages are not able to begin at advanced levels, frequently starting over in a first semester

course. By introducing Mandarin Chinese and Arabic into K-12 schools, this project builds the pipeline to develop advanced level proficiency. Both Mandarin Chinese and Arabic are category IV languages, meaning that native speakers of English require a longer sequence of study to reach intermediate levels of proficiency (on average 720 hours vs. 240 hours for Spanish; most school programs of instruction provide 150 hours per year).

Wisconsin's census of Limited English Proficient students (2004) counted 288 whose native language is Mandarin Chinese, 164 other Chinese speakers, and 351 speakers of Arabic. Currently these students, who speak Mandarin Chinese or Arabic in their home and with members of their community, do not have access to study of their native language in Wisconsin's schools. This project will involve community speakers of these languages in a process to award high school language credit through school-based projects using students' native language.

The need and the interest in Wisconsin are both very strong for preparing teachers, planning with districts, and supporting students of Mandarin Chinese and Arabic.

(b) Quality of the Project Design

The Critical Language Fellows project has three essential pillars to develop programs of Mandarin Chinese and Arabic in Wisconsin, serving as a model for and working in collaboration with other Midwest states: (1) Preparing Teachers; (2) Planning with Districts; and (3) Supporting Students

Critical Language Fellows will be solicited for this program from four sources: university students in certification programs, native speakers living in the U.S., nationals coming under various programs to teach in the U.S., and teachers of other subject areas. This project will tailor

the teacher preparation activities and other ongoing support to fit the unique needs of these different target populations.

Critical Language Fellows will be selected competitively based on (1) language proficiency as evaluated by advisory Oral Proficiency Interviews, conducted for Mandarin Chinese by two ACTFL-trained Wisconsin educators, and by Language Testing International for Arabic, (2) prior teaching experiences, formal or informal, and (3) interviews to gauge candidates' readiness, flexibility, and creativity to teach languages to U.S. students in grades K-12.

The Critical Language Fellows will be involved in teacher development through this project for two summers and the school year in between. The training begins with two weeks at Concordia Language Villages in the first summer followed by two weeks at the University of Wisconsin-Madison, both combining theory, observation, and coached practice. During the school year, the Critical Language Fellows participate in online mentoring and networking as well as three professional development seminars held at regional locations. In the second summer, the Critical Language Fellows repeat their training at Concordia Language Villages and the University of Wisconsin-Madison, focusing on advanced methodology, additional team teaching and practice teaching, and modeling teaching for the new group of Critical Language Fellows. In all components of the teacher training, the theory, observation, and practice will focus on teaching students in all grades K-12.

In Years One and Two, the Critical Language Fellows will be future teachers of Mandarin Chinese. In Year Two, a second group of 10 Critical Language Fellows will be selected for Mandarin Chinese, participating in Year Two and Three of this project. In the summer of Year Two, 10 novice teachers and 20 second year teachers of Mandarin Chinese will both be in the program. In Year Three, the program will be revised based on the experiences of these two years

of training teachers of Mandarin Chinese and the new group of Critical Language Fellows will be future teachers of Arabic. In the summer of Year Three, training will be for the second group of Mandarin teachers and the new Arabic group. Funding for the Arabic Fellows will be set for Year Three to include the year of support activities. Funding for the second summer of training for these teachers of Arabic will come from district and state sources.

Simultaneously, this project will lead planning activities with school districts. Specifically, workshops will provide educators with knowledge and skill on how best to develop a new world language program, design curriculum and assessment, involve members of the heritage language community, and identify new funding sources to support the program.

To support districts, WDPI will award Critical Language Fellows Grants to five districts each year to help with a teacher's salary to begin or expand programs teaching Mandarin Chinese (years one and two) and Arabic (year three). The receiving district matches the grant funding 100% (\$7500) in the first year and 200% (\$15,000) in the second year; in the third year, the district takes over the full funding of the teacher to cover the increasing the number of classes and grade levels. Competitive selection for these grants will be based on (1) budget commitment, showing evidence of matching funds; (2) school and community interest, through demonstrated contacts, preliminary meetings, and seeking of input; (3) early start to the language instruction, proving commitment to begin the new language instruction in elementary grades; and (4) assistance for new staff, with concrete provisions for mentoring and professional development, plus housing and transportation as needed.

A critical component in this model is the development of a process for certification of non-traditional candidates to teach Mandarin Chinese and Arabic. A certification consortium composed of representatives of Midwest SEAs, LEAs, community organizations, and national

organizations will identify acceptable evidence for achieving the competencies required for licensure in the participating Midwest states.

Supporting students occurs through the development of a K-16 pipeline by implementing 15 new programs of instruction in Mandarin Chinese and Arabic. These sites will be connected with the teacher training activities, providing professional development to improve the language instruction, and an infusion of additional staff as the sites are used for practica experiences as part of the teacher training of this project and beyond.

Another element supporting students is the development of a performance assessment system to evaluate the language proficiency of heritage speakers of Mandarin Chinese and Arabic through school-based, curriculum-linked projects in which students use their heritage language for research, conducting interviews, and presenting information, coached by trained community speakers of these languages. WDPI will pilot a process to gather evidence in a standardized LinguaFolio of the current level of proficiency of native speaking students of Mandarin Chinese and their growth to higher levels of proficiency. The LinguaFolio will provide the benchmarks to evaluate students' levels of proficiency. Evidence of such language growth will come from school-based, curriculum-linked projects from a variety of subjects, coached by community members who speak Mandarin Chinese and Arabic. Their proficiency will be verified by the nationally-validated Oral Proficiency Interview, Standards-Based Measurement of Proficiency (STAMP), and Writing Proficiency Test, allowing students to earn high school credit for proficiency in their heritage language.

(1) Clearly Specified and Measurable Goals, Objectives, and Outcomes

Objective A: Increase supply of highly qualified teachers of critical languages (tiered approach beginning with Mandarin Chinese, followed by Arabic) to meet the needs of Midwest states.

- **Midwest teacher training center**
 - summer training in immersion language teaching techniques, observation of teaching in action, and team teaching at Concordia Language Villages
 - summer institute on teaching with practicum experience at Language Academy for students in grades K-12 at University of Wisconsin-Madison
 - mentoring and networking focused around action research with ongoing support and monthly instruction via online discussion, video-conferencing and blogging among the language teachers and moderated by the resource/methods instructor
 - school year workshops and immersion weekends, using existing venues such as state and regional language conferences
 - second summer of advanced methods training at Concordia Language Villages and University of Wisconsin-Madison
- **Goal: successful completion of the teacher development sequence by 20 Critical Language Fellows in Mandarin Chinese (Years One and Two); 10 additional Fellows in Mandarin Chinese (Years Two and Three); and 10 Fellows in Arabic (Year Three and completing with other funding in Year Four).**

Objective B: Increase the number of LEAs providing instruction in Mandarin Chinese and Arabic as a world language

- **Competitive start-up grants to LEAs requiring matching funds for hiring teachers (5 grants for Mandarin Chinese in Year One; 5 more grants for Mandarin Chinese in Year Two; 5 grants for Arabic in Year Three).**
- **LEA training through workshops and networking for initiating, sustaining, and building new programs for teaching less-commonly-taught languages.**

- Use of these start-up programs as sites for ongoing teacher training and student teaching.
- Goal: a minimum of 10 new world language programs started in Mandarin Chinese and 5 new programs in Arabic; at least 7 of these new programs to begin in elementary grades.

Objective C: Model the use of performance assessment of language learners to support the improvement of language proficiency of heritage speaking students in grades K-12, through school-based projects coached and evaluated by members of the native language community.

After the pilot period with heritage speakers of Mandarin Chinese, implement for Arabic.

- Identification of heritage language communities for Chinese (later Arabic).
- Establishment of LinguaFolio Task Force to design rubrics, evidence, and support.
- Use of this assessment model for teacher training, integrating this model into the action research of Mandarin teachers (and later Arabic), as teachers evaluate impact on teaching.
- Incorporation of effective involvement of community members into this model to coach and help evaluate high school native speakers of Mandarin Chinese and Arabic:
- Use the Oral Proficiency Interview in Mandarin and Arabic and the Written STAMP in Mandarin and Writing Proficiency Test in Arabic to validate other evidence and award high school credit.
- Goal: 100 heritage speakers of Mandarin Chinese or Arabic receive high school credit for their language proficiency.

Objective D: Create a consortium of collaborating partners to implement a competency-based teacher certification model for Mandarin Chinese (and Arabic) language teaching.

- Involve IHEs, LEAs, SEAs, community organizations, the American Council on the Teaching of Foreign Languages (ACTFL), the National Council of Less Commonly

Taught Languages (NCOLCTL), the National Council of State Supervisors for Languages, state and national organizations of teachers of Chinese and Arabic.

- Develop links to resources for teacher training, including U.S.-China Links Program at the Ohio State University and the Center for East Asian Studies at UW-Madison.
- Work collaboratively to obtain SEA approval for a standardized alternative certification.
- Network to share programs, curriculum approaches, scarce resources, and talent.
- Goal: all 40 Critical Language Fellows achieve licensure in the Midwest state where they are hired to teach Mandarin Chinese or Arabic.

(2) Implementation and Evaluation Resulting in Information to Guide Replication

The Project Director and the Certification Consortium members will evaluate the elements of this project on an ongoing basis in order to implement changes from the lessons learned before the second round of each element begins. Evaluation will cover the selection of each group of Critical Language Fellows, each phase of their professional development, the workshops for districts, the Critical Language Fellows grants to districts, and the LinguaFolio and high school credit process for heritage speakers of Mandarin Chinese and Arabic.

The evaluation plan includes (1) focus group analysis involving the Critical Language Fellows and community members trained to coach high school native speakers of Mandarin and Arabic, (2) surveys of LEAs involved in elements of the project, (3) workshop evaluation forms, and (4) analysis by the Certification Consortium of all components of the teacher training.

Replication will occur during all three project years, with all teacher development elements evaluated and improved for the second group of Mandarin Fellows and again for the Arabic Fellows. Key improvements and lessons learned will be captured in updated templates for offering the grants, district professional development, and heritage language credit. After the

grant period, all elements will be improved and replicated for other critical need languages and other languages of heritage speakers. Replication is an integral component of this project.

(3) Project Design Building Capacity and Yielding Results Beyond Grant Period

The Critical Language Fellows project will establish long-lasting partnerships at the state, regional, national, and international levels, demonstrating proven results and value, and ensuring longevity in the capacity built and systems implemented. State level collaboration began prior to this project but will be strengthened tremendously by it. In March 2006, WPDI convened 25 educators to explore what it would take to prepare more teachers of Mandarin for Wisconsin. Through this project, the same groups will implement their vision: WDPI, LEA administrators, university teacher trainers, university language departments, and current K-12 teachers.

At the regional level, Midwest SEAs will become collaborating partners as they work on designing pathways to certification, worked out for their various states and the unique backgrounds of candidates. The collaboration will expand teacher training options by piloting and implementing alternative routes for certification.

This competency-based alternative certification system will also serve as a national model with the involvement of the identified national organizations. With the successful certification of 40 new teachers of Mandarin Chinese and Arabic, the state and regional partners will involve their national counterparts to implement the training and support model for potential teachers of Japanese, Korean, and other languages.

Internationally, programs of instruction in Mandarin Chinese will be connected through this project to heritage communities, families of adopted children, business, and professionals from Chinese-speaking countries, and businesses and organizations expanding into Chinese-speaking countries. These connections will lay the groundwork for the University of Wisconsin-

Madison, the Chinese consulate in Chicago, Hanban (NCOFL), and WDPI to establish a Confucius Institute in Wisconsin, providing teaching resources.

WDPI and its collaborating partners will continue their commitment to the 15 districts starting new Mandarin and Arabic programs, supporting students, teachers, and administrators.

Finally, a very positive result will be the value added for knowing another language. Wisconsin will have in place a system of using school-based evidence, heritage community members to coach and evaluate students, and outside assessments to verify the LinguaFolio evaluation, providing access to high school credit for heritage speakers of Mandarin Chinese and Arabic. After this grant ends, WDPI will develop the same system for heritage speakers of other languages not taught in our schools.

(4) Project Design Reflecting Research and Effective Practice

The National Council of State Supervisors for Languages (NCSSFL) cites research in its publication *New Directions in the Preparation of Foreign Language Teachers* (2003), to advocate teacher preparation based on:

- “A model of seamless professional preparation and growth: an uninterrupted continuum beginning with preservice teacher development and continuing with ongoing professional development (National Commission on Teaching and America’s Future, 1996),
- Integration of theory and practice: the blending of course content and teaching experiences, initiated from the outset of the teacher preparation program and continuing throughout all subsequent phases (Blair, 2001), and
- Accreditation of teacher preparation institutions: an output model, based on standards of performance, replacing the traditional input model, based on prescribed

coursework leading to teacher licensure (National Council for Accreditation of Teacher Education, 2001).”

Effective teacher development is built on a combination of theory, observation, and application in practice. This project creates a coordinated system for training teachers with five key components based on these research-supported principles.

The first element is an initial summer teacher seminar at Concordia Language Villages (Minnesota) where the Critical Language Fellows learn theory for teaching languages, observe the theory in action at different language villages with students from age 7-18, and team teach in their language’s village, working with expert teachers and counselors, both native speakers and non-native speakers.

The second element is a second round of summer training at the UW-Madison, taking advantage of the resources available, including faculty, Center for East Asian Studies, East Asian Languages and Literature Department, a significant local and school-aged population of heritage speakers of Mandarin Chinese, and the Mandarin Chinese language program at Memorial High School, Madison. During this second phase of training, Critical Language Fellows study methods for teaching languages adding to their repertoire and background knowledge, evaluate assessment techniques and strategies, develop units of instruction with performance assessment targets, and teach a week-long thematic unit to students in elementary, middle school, or senior high grades participating in a Mandarin Chinese Academy (in Year Three, Arabic).

The third element is sustained conversation and reflection on language teaching through monitored support of individual action research and a series of networking activities. The teacher trainer who worked with the Critical Language Fellows at Concordia Language Villages will provide monthly study guides, elicit discussion of online questions and issues posed monthly

through online chat and blogging, and moderate regularly scheduled videoconferences.

Participation is a required component of the Critical Language Fellows' training.

The fourth element is workshops scheduled three times during the school year (Fall, Winter, Spring). To reduce transportation time and expense, these will be located at three regional sites in Wisconsin and at one site in each of the states participating in the consortium. Local facilitators will lead each workshop with the various sites connected via videoconferencing for key portions of each workshop, hearing the same speaker, sharing small group project results, or reporting on discussions held at each of the participating sites.

The fifth and final element is a second summer of professional development: two weeks at Concordia Language Villages and two weeks at University of Wisconsin-Madison. The second summer will engage the teachers in reflection on their year of teaching, revision of units of instruction, design of performance assessments to guide future unit development, and more modeling of teaching, providing examples for the next group of Critical Language Fellows.

A key lesson learned from the Western Initiative on Language Learning (WILL) Project that linked isolated teachers in seven Western states was the importance of spending time together in face-to-face training the first summer. The participants built collegial and supportive relationships during their in-person training that enabled them to work together through means of technology (online conferencing, blogging, and videoconferencing) during the following school year, comfortable in sharing and taking risks. This principle is built into this project.

The heritage language LinguaFolio component of this project builds on the experience of six states that have developed rubrics and processes for collecting evidence of language proficiency: Virginia, Kentucky, Nebraska, Georgia, North Carolina, and South Carolina. The LinguaFolio will document the increasing language proficiency of students who are heritage

speakers of Mandarin Chinese or Arabic. Trained members of the local community of heritage speakers will coach students to improve their heritage language skills by interviewing native speakers, conducting research, and presenting findings all in Mandarin Chinese or Arabic. The language samples will be periodically evaluated on a national rubric to chart progress.

(5) Linkages with Agencies and Organizations Providing Services to Target Populations

This project specifically addresses the lack of licensed teachers of critical need languages in Midwest states by creating a consortium of collaborating partners to train, support, and certify teachers of Mandarin Chinese and Arabic. The collaborating partners in the consortium are Midwest state departments of education. Wisconsin is very fortunate to have in its Department of Public Instruction (SEA) a consultant for world languages education, Paul Sandrock, and a consultant for international education, Madeline Uraneck, sharing knowledge and expertise in teacher training, school program development, linkages with community groups, and connections with institutions of higher education. SEAs in Wisconsin's neighboring states do not have this level of support. This project will work with SEAs in Minnesota, Iowa, Illinois, and Michigan, with additional teacher training offered to Indiana, Ohio, and Kentucky. The SEA partners will develop certification processes that meet their state's specific requirements. The training model addresses the key components of the INTASC standards, especially content knowledge, teaching methods, assessment, working with community members, unit and lesson planning, and adapting and differentiating instruction for different student populations and ages.

This consortium of state partners will also involve institutions of higher education, local school districts developing programs to teach critical need languages, community organizations, ACTFL, and NCOLCTL. The consortium will determinate equivalences, set alternatives for

credits and requirements, and approve the various experiences of this training program for earning certification to teach Mandarin Chinese and Arabic, formalizing this certification path.

In Wisconsin, Madison Metropolitan School District has 54 students in grades 4-12 who are speakers of Mandarin Chinese. In addition, 4 districts in the Milwaukee area have 10 or more students in grades 4-12 who are speakers of Mandarin Chinese. For Arabic, Milwaukee has 68 students in grades 4-12 who are native speakers, Kenosha has 25, Madison has 22, and 2 additional districts have 10 or more students. From this pool, one district in year one of this project, two districts in year two, and one district in year three will be awarded a demonstration grant to pilot the process of using community members to coach students in course-generated projects, help students improve their language skills, and evaluate language proficiency through the rubrics of the *LinguaFolio*. To corroborate these evaluations, Oral Proficiency Interviews and Writing Proficiency Tests will be administered to a total of 150 students during the three years of this project. With this evidence, students may be awarded high school credit for their native language, based on the American Council of Education's (A.C.E.) recommendations for university credit for Category IV languages, which include Arabic and Mandarin Chinese:

Novice-high and Intermediate-low = 3 undergraduate credits

Intermediate-mid = 6 undergraduate credits

Intermediate-high and Advanced-low = 9 undergraduate credits

Advanced-mid through Superior = 12 undergraduate credits

WDPI's recommendation is that every 3 credits of the A.C.E. recommendation equal one high school course credit (equivalent to taking a full year language course).

(6) Performance Feedback and Continuous Improvement Integral to Project Design

The collaborating partners of the Certification Consortium will serve as a de facto outside evaluator for this project. They will analyze the effectiveness of the model, the content of the various components, the impact on the Critical Language Fellows, and the resulting impact on the development of the new district programs. As part of their work to create pathways for certification through this model, the consortium will recommend changes to the various components each year.

To improve the Critical Language Fellows program for each year's new group, the Certification Consortium will examine feedback from participants and staff on the value of each training component. Staff from the LEAs receiving Critical Language Fellows grants will evaluate the performance of the teachers trained, identify areas of strength and weakness in teacher preparation, and describe specific improvements.

The facilitator of the online networking and mentoring will analyze Fellows' responses to and discussion of the question prompts, the types of issues that arise through the online mentoring, and the examples of student performance to identify areas needing attention.

Feedback from the Certification Consortium, the participants, the LEA staff, and the networking facilitator will allow the Project Director to identify specific areas to address in the three professional development events during the school year and the two summer seminars.

The project director along with the Wisconsin LinguaFolio development task force will evaluate the impact of the LinguaFolio project for Mandarin Chinese and Arabic, focusing on the effectiveness of the community members in coaching students' projects using their native language as well as the usefulness of the OPI, STAMP, and WPT in awarding high school credit. This student data will also be a component as the Critical Language Fellows evaluate their own teaching in an action research model and the LEAs evaluate the Fellows' teaching effectiveness.

(c) Quality of Project Personnel

(1) Project Director: Paul Sandrock

Mr. Sandrock is World Languages Consultant at WDPI, and brings 16 years of experience teaching Spanish in grades 7-12 and K-6 students in summer programs. Currently President of ACTFL, he was part of the development team for the Foreign Language National Assessment of Educational Progress, the CPB/Annenberg video and online series *Teaching Foreign Languages*, and the ACTFL Assessment of Performance and Proficiency of Languages grant project. Mr. Sandrock works with teacher trainers at all Wisconsin colleges and universities and led the design team writing Wisconsin's performance-based standards for certification to teach world languages. He provides technical assistance to schools and districts for beginning new language programs and improving existing ones. He is the lead author of the WDPI publication *Planning Curriculum for Learning World Languages* (2002). Mr. Sandrock has experience in all aspects of the Critical Language Fellows project: designing professional development, recruiting districts and teachers to participate, managing competitive application processes, working with districts to build their commitment, setting up mentors, developing workshops, monitoring grant activities, and maintaining collaborative partnerships.

(2) Key Project Personnel: Donna Clementi, Madeline Uranek, and Claire Kottenbeutel

Ms. Clementi will provide the resources and support of Concordia Language Villages (CLV), where she has been a staff member for 30 years, now serving as dean of the Teacher Seminars and Director of Education. In that role, she developed a LinguaFolio for CLV (including Mandarin Chinese and Arabic villages). Ms. Clementi will conduct the training at CLV each summer and facilitate the online discussions, networking, and mentoring. Ms. Clementi served as program leader for world languages for the Appleton (WI) Area School

District overseeing world language curriculum, assessment, and programming in three high schools and four middle schools, plus developing a content-related elementary world language program piloted in four of the district's 16 elementary schools. Ms. Clementi is also a professor of world language teaching methods for two Wisconsin universities.

Ms. Ura-neck will work with LEAs to design programs of Mandarin Chinese and Arabic. Ms. Ura-neck has extensive experience helping districts create international programs in her role as International Education Consultant at WDPI, working directly in support of sister schools, international curriculum projects, working with Japanese, Korean, and Thai teachers through programs conducted with their Ministries of Education. She is the key author of WDPI's publication *Planning Curriculum in International Education* (2002).

Ms. Kote-beutel will work with Critical Language Fellows during the University of Wisconsin-Madison summer training and the three school year workshops. Recently retired as a teacher of Mandarin Chinese at James Madison Memorial High School and several middle schools, Ms. Kote-beutel supervises student teachers in languages at UW-Madison and works on curriculum, faculty development, and assessment projects for national Chinese organizations.

Others Supporting the Critical Language Fellows Project's teacher training and assessment components: *Dr. Yea-Fen Chen* is Assistant Professor of Mandarin Chinese at University of Wisconsin-Milwaukee and trained as an OPI tester. *Natasha Pierce* teaches Mandarin Chinese at James Madison Memorial High School (Madison, WI) and trained as an OPI tester. *Hope Rennie* is Assistant Director of the Center for East Asian Studies at the University of Wisconsin-Madison. *Yongping Zhu* and *Hongming Zhang* are professors of East Asian Languages and Literatures, University of Wisconsin-Madison. *Dr. Muhammad Eissa* an independent consultant, formerly at Northwestern University (Evanston, IL) and past president

of the American Association of Teachers of Arabic, is currently on the Advisory Board for the Arabic Village of Concordia Language Villages.

The WDPI operates under all required state and federal policies that prohibit discrimination in hiring. WDPI has an internal policy requiring that the official non-discrimination statement appear on all documents. The agency has an Affirmative Action Officer, an active Affirmative Action Committee, and several program areas with staff that deal with issues of diversity and non-discrimination in relation to the schools. Equal access to public and private schools throughout Wisconsin and non-discrimination of all eligible participants in this project will be carried out. Information for participation in any aspect of this project will be actively distributed to all public and nonpublic schools and universities in Wisconsin.

(d) Quality of the Management Plan

(1) Adequacy of the Management Plan to Achieve the Project Objectives

This management plan outlines how the project objectives will be achieved. The milestones listed are the accomplishment of the key goals, with the specific activities already described in the Project Design. The Project Director coordinates the components of this project, working with key project personnel identified in this plan to coordinate specific elements.

Milestones for Year One:

Preparing Teachers:

- Project Director creates Certification Consortium, by October 2006.
- Meetings of the Certification Consortium: ACTFL Conference, Nashville, November 2006 (Consortium selects a chair, not the Project Director); Central States Conference, Kansas City, March 2007; Madison, May 2007.

- Project Director uses networks to promote the Critical Language Fellows professional development program for Summer 2007, solicits applicants, by January 2007; selects first 20 Critical Language Fellows (Mandarin Chinese), by April 2007.
- Project Director and local Madison committee plan Mandarin Chinese Academy (August) and promote to area students and heritage speakers of Mandarin, by March 2007.

Planning with Districts:

- Project Director and Madeline Ura-neck promote applications for first round of Critical Language Fellow grants to LEAs in Wisconsin, by November 2006; Project Director oversees selection of five districts to begin Mandarin Chinese programs, by February 2007.
- Project Director, Madeline Ura-neck, and University of Wisconsin partners plan and hold two LEA Program Development workshops, January 2007; March 2007.

Supporting Students:

- Project Director creates the LinguaFolio Task Force, including the LEA supervisors for languages, school administrators, nominations from ethnic organizations representing Wisconsin's Mandarin Chinese and Arabic communities, by November 2006.
- LEA demonstration grant application prepared, sent out, and promoted, by March 2007; Selection of LEA demonstration grant site, by June 2007.
- Project Director arranges Modified Oral Proficiency Interview training for Mandarin Chinese community members to serve as assessors and training of community organization members to serve as language coaches to students, by August 2007.

Milestones for Year Two:

Preparing Teachers: Continuation of the Certification Consortium, Concordia Language Village seminar, and UW-Madison Summer Training.

- Donna Clementi sends out first monthly study guide, begins online chats, and monitored mentoring, by September 2007 (repeated monthly).
- School Year professional development weekend workshops for Critical Language Fellows, at regional sites, November 2007, February 2008, May 2008.
- Second year of Certification Consortium meetings: ACTFL Conference, San Antonio, November 2007; Central States Conference, Dearborn, MI, March 2008; Madison, May 2008.
- Project Director promotes second group of Mandarin Critical Language Fellows by January 2008; selection of the next 10 Mandarin Critical Language Fellows, by April 2008.
- First group of Critical Language Fellows achieve licensure, by August 2008.

Planning with Districts: Continuation of Critical Language Fellow grants, selection of five districts for second round, and additional program development workshops for LEAs.

Supporting Students: Ongoing training of community members and assessors; second round of LEA demonstration grant competitions (Mandarin Chinese).

- Project Director evaluates heritage speaker community members' work with native speaking students in schools and their assessment of students' language proficiency, by January 2008.
- Outside evaluation of students' language proficiency, using Oral Proficiency Interview and STAMP (written) to award high school credit in Mandarin Chinese, by May 2008.

Milestones for Year Three:

Preparing Teachers: Continuation of the Certification Consortium, Concordia Language Village seminar and UW-Madison Summer Training, online discussion and mentoring, and school year professional development workshops.

- Selection of third group of 10 Critical Language Fellows (Arabic), by April 2009.

- Second group of Critical Language Fellows achieve licensure, by August 2009.

Planning with Districts: Continuation of Critical Language Fellow grant applications, selection of five districts for third round, and additional program development workshops for LEAs.

- Project Director verifies 10 new programs of Mandarin Chinese, 5 new programs of Arabic, with at least 7 beginning in elementary grades, by August 2009.

Supporting Students: training of Arabic community members and assessors; third round of LEA demonstration grant competitions (Arabic).

(2) Adequacy of the Time Commitments of Project Director and Key Project Personnel

The Project Director will dedicate (b)(4) of his workload to this project. (b)(4) Mr. Sandrock's salary and fringe benefits can be used as part of the match, the amount funded by state revenue. Mr. Sandrock has professional working relationships with numerous partners in Wisconsin, in neighboring Midwest states, and in national organizations, guaranteeing their assistance with this project and greatly multiplying the impact of his time commitment.

Likewise, the Program Assistant will spend (b)(4) of her workload on this project, (b)(4) (b)(4) her salary and fringe can count as part of the match, as the remainder is either federal funds or already committed to another federal grant.

Donna Clementi will dedicate (b)(4) her workload to the goals of this project. Madeline Ura-neck will dedicate (b)(4) her workload to the goals of this project. Claire Kottenbeutel will provide staffing to plan and carry out the UW Summer Training program. Other collaborating partners have agreed to commit the time necessary as implied in the management plan.

(e) Quality of the Project Evaluation

(1) Appropriateness of Methods of Evaluation, and

(2) Use of Objective Performance Measures Related to the Intended Outcomes

The intended outcomes of the Critical Language Fellows project will be evaluated through the following objective performance measures:

Objective A: Increase supply of highly qualified teachers of critical languages (tiered approach beginning with Mandarin Chinese, followed by Arabic) to meet the needs of Wisconsin and neighboring Midwest states.

- Project Director and Donna Clementi will collect feedback via online journals and focus group discussions with the Critical Language Fellows, to evaluate the impact of the professional development, preparation for their teaching, and ability to plan units based on performance assessment. This will occur after each of the summer training programs and after the second professional development workshop of the school year.
- LEAs receiving Critical Language Fellow grants will evaluate the performance of the Critical Language Fellows working in their schools to identify areas of strength and weakness in their teacher preparation.
- Measure: successful completion of the teacher development sequence by 20 Critical Language Fellows in Mandarin Chinese completing in Year Two; 10 additional Critical Language Fellows in Mandarin Chinese completing in Year Three; and 10 Critical Language Fellows in Arabic completing with other funding in a fourth year.

Objective B: Increase the number of LEAs providing instruction in Mandarin and Arabic.

- Project Director will send out surveys to districts that already contacted WDPI and others doing so during the grant to identify their greatest needs for support in order to inform the content of the program development workshops for LEAs.

- After each workshop, feedback forms will allow staff to evaluate the usefulness of the training, to revise and prepare for the next workshops.
- Measure: a minimum of 10 new world language programs started in Mandarin Chinese and 5 new programs in Arabic; with at least 7 of these new programs beginning in elementary grades.

Objective C: Model the use of performance assessment of language learners to support the improvement of language proficiency of heritage speaking students in grades K-12, through school-based projects coached and evaluated by members of the native language community.

After the pilot period with heritage speakers of Mandarin Chinese, implement for Arabic.

- Donna Clementi will collect evidence through the online mentoring and the action research of teachers of Chinese (and later Arabic) as to the impact of this performance assessment model on the Critical Language Fellows' teaching.
- Project Director will conduct focus group interviews following surveys from the native speaking community members to evaluate the effectiveness of their role working with and helping evaluate high school native speakers of Mandarin Chinese and Arabic.
- Measure: 100 native speakers of Mandarin Chinese or Arabic receive high school credit for their language proficiency.

Objective D: Create a consortium of collaborating partners to implement a competency-based teacher certification model for Mandarin Chinese (and Arabic) language teaching.

- The performance measure is the establishment of a standardized alternative certification program in Mandarin Chinese and Arabic, agreed to and accepted by the SEAs in the Certification Consortium.

- Measure: all 40 Critical Language Fellows achieve licensure in the Midwest state where they are hired to teach Mandarin Chinese or Arabic.

(3) Provision of Performance Feedback and Periodic Assessment of Progress

Collaborating group of partners in the Certification Consortium will serve as a de facto outside evaluator for this project. They will analyze the effectiveness of the model, the content of the various components, the impact on the Critical Language Fellows, and the resulting impact on the development of the new district programs. As part of their work to create pathways for certification through this model, the consortium will recommend changes to the various components each year, in order to implement the changes in the next year and provide the opportunity to analyze those changes and implement further fine tuning for the third year.

Donna Clementi will provide transcripts from online mentoring and discussion for analysis by the collaborating partners of the consortium (SEAs, LEAs, IHEs) to identify areas to be addressed in the three professional development events during the school year and to identify specific areas of need in teacher training for the following summer's two seminars.

The Project Director along with the Wisconsin LinguaFolio development task force will evaluate the impact of the LinguaFolio project included for Mandarin Chinese and Arabic in this FLAP project, focusing on the effectiveness of the community members in coaching students' projects using their native Mandarin Chinese or Arabic as well as the usefulness of the OPI, STAMP, and WPT in awarding high school credit. This student data will also be a component as the Critical Language Fellows evaluate their own teaching in an action research model and the LEAs evaluate the Critical Language Fellows' teaching effectiveness. This evaluation will precede the replication of the model for Arabic, and its application for other languages of heritage speakers in Wisconsin.