

# U.S. Department of Education

Washington, D.C. 20202-5335



Rank #3

## APPLICATION FOR GRANTS UNDER THE

**FOREIGN LANGUAGE ASSISTANCE PROGRAM - LEA**  
**CFDA # 84.293B**  
**PR/Award # T293B090047**

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.).

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 5/26/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: 84.293B	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Yinghua Academy		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 201523055	* c. Organizational DUNS: 793701827	
<b>d. Address:</b>		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:	1355 Pierce Butler Rte  St. Paul Ramsey MN  USA 55104	
<b>e. Organizational Unit:</b>		
Department Name:	Division Name:	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Middle Name:	* First Name:	Betsy

\* Last Name: Lueth

Suffix:

Title: Director

Organizational Affiliation:

\* Telephone Number: (651)379-4112 Fax Number:

\* Email: BETSY@YINGHUAACADEMY.ORG

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

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:**

84.293B

CFDA Title:

FOREIGN LANGUAGE ASSISTANCE PROGRAM - LEA

**\* 12. Funding Opportunity Number:**

042109-002B

Title:

Foreign Language Assistance Program (FLAP) - LEA

**13. Competition Identification Number:**

84.293B

Title:

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

State of Minnesota, Greater Twin Cities area and for national replication

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

Yinghua Academy Chinese Middle School Bridge

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: MN-all

\* b. Program/Project: Middle School Bridge

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 9/1/2009

\* b. End Date: 8/31/2012

**18. Estimated Funding (\$):**

a. Federal	\$ 811265
b. Applicant	(b)(4)
c. State	
d. Local	
e. Other	
f. Program Income	
g. TOTAL	

**\* 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)

IXI \*\* 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: \* First Name: Betsy

Middle Name:

\* Last Name: Lueth

Suffix:

Title: Director

\* Telephone Number: (651)379-4112 Fax Number: (651)379-4115

\* Email: BETSY@YINGHUAACADEMY.ORG

\* 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 (03-48-0040), 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.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Betsy Lueth
<b>Title:</b> Director
<b>Date Submitted:</b> 05/26/2009

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant (if individual, last name, first name, MI):</b> Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</b> Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Betsy Lueth Title: Director Applicant: Yinghua Academy Date: 05/26/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## 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**

Yinghua Academy

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:                      First Name: Betsy    Middle Name:

Last Name: Lueth    Suffix:

Title: Director

Signature: \_\_\_\_\_

Date:

05/26/2009

ED 80-0013

03/04

## 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 : 2009 FLAP GEPA Yinghua Academy

File : C:\Documents and Settings\Betsy Lueth\My Documents\2009 FLAP GEPA.pdf

# Yinghua Academy Chinese Middle School Bridget

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## General Education Provisions Act (GEPA)

### Section 427

Yinghua Academy does not discriminate based on gender, race, national origin, color disability or age in its enrollment or employment policies, or in any other way. Yinghua Academy's Board of Directors has instituted many policies relating to equal opportunity practices (see attachments of Board Policies 102, 401, 402, 521 and 522). Yinghua Academy is a public charter school in Minnesota and adheres to all state and federal laws required of a public school.

Yinghua Academy does not ask on the school application any questions related to gender, race, national origin or disability. We do ask for date of birth in order to verify that the student is applying for an appropriate grade level. Enrollment is open to all, in accordance with Minnesota and Federal law.

Yinghua Academy has built a strong Special Education program, with a Mandarin and English bilingual Speech pathologist serving many students. In addition Yinghua Academy serves students in English for other Special Education needs. Yinghua Academy has a full time trained Physical Education teacher in Adaptive Physical Education. Approximately 10% of Yinghua Academy students receive some type of Special Education services.

Yinghua Academy participates in the National Food and Lunch program and offers free and reduced lunches to 12% of the student population.

Yinghua Academy serves a student population of approximately 55% Asian, 37% Caucasian, 4% African American, 2% Hispanic and 2% American Indian.

Yinghua Academy has been located in the Midway Area of Saint Paul and is considered an urban school. This summer, the school is moving to Northeast Minneapolis – one of the most diverse neighborhoods in the Twin Cities.

Yinghua Academy is a Mandarin Chinese elementary immersion school with a mission supporting the development of global citizens. Throughout the year, the school sponsors activities to promote tolerance such as:

- Following a Curriculum Inclusion and Character Education plan
- Celebrating and learning about tolerance during the month of January (activities such as Tolerance Minnesota's Color Project)
- Learning about African American heroes in the WITNESS program.
- Adhering to Board Policies regarding equal opportunity practices

## **YINGHUA ACADEMY**

### **INCLUSIVE EDUCATION PROGRAM**

**Approved by the school board on 11/12/2007**

#### **SUBPART 1:**

The School Board of Yinghua Academy, a public charter elementary school currently enrolling K-4 with plans to expand K-5, hereby adopts the following plan to assure that curriculum developed for our school establishes and maintains an inclusive educational program that is developed and delivered so that students and staff gain an understanding and appreciation of:

- A) the cultural diversity of the United States, with special emphasis on American Indians/Alaskan natives, Asian Americans/Pacific Islanders, African Americans, and Hispanic and Latino Americans, and reflecting the wide range of contributions by and roles open to Americans of all races and cultures.
- B) the historical and contemporary contributions of women and men to society, and the roles open to Americans of all genders, with special emphasis on the contributions of women.
- C) the historical and contemporary contributions to society by differently abled persons, and the roles open to Americans of all ability levels.

#### **SUBPART 2:**

- A) **MANNER IN WHICH MULTICULTURAL AND GENDER FAIR CONCEPTS ARE INCORPORATED** at Yinghua Academy:

- 1. **CURRICULUM GOALS** in the area of Social Studies and Science will contain explicit focus on cultural diversity, and on the historical and contemporary contributions of both genders and of differently abled persons, in Chinese speaking countries, the United States, and throughout the world, as required by the global focus of Yinghua Academy.
- 2. **LEARNER OUTCOMES** will reflect this required understanding and acceptance of difference among individuals in the historical and present-day society of the United States, Chinese-speaking countries, and the entire world.
- 3. **EVALUATION PROCESSES** will require that students demonstrate understanding and acceptance of multicultural, gender-diverse and differently-abled members of society in Chinese-speaking countries, in the United States, and throughout the world.

- B) THE CURRICULUM ADVISORY COMMITTEE will be actively involved in assisting the Curriculum Coordinator and school Director as needed during the planning, implementation and evaluation of the multicultural, gender-fair, differently abled inclusive curriculum. As Yinghua Academy creates a Mandarin Chinese immersion curriculum in conjunction with the Core Knowledge sequence, the curriculum team will create opportunities to include issues of diversity and will include individuals and concepts which support a multicultural, gender-fair, and differently abled respect.
- C) SUBSTANTIVE INVOLVEMENT BY WOMEN, PERSONS OF COLOR, AND HANDICAPPED PERSONS will be encouraged as much as possible; however, given the small size of Yinghua Academy local organizations such as "Tolerance Minnesota" and governmental agencies such as the Minnesota Human Rights department will be consulted during the development, review and revision of the inclusive educational plan.
- D) SPECIFIC GOALS, OBJECTIVES, AND IMPLEMENTATION TIMELINES FOR CURRICULUM PROCESSES, CONTENT, AND MATERIALS NEEDED FOR EACH OF THE AREAS IN SUBPART 1:
- At present, we are creating the curriculum based on the Core Knowledge sequence. We have prepared curricula for K-4 at present and are continuing to prepare curriculum as we add grade levels. All of our curricula for K-2 is prepared in Mandarin Chinese and the 3-4 curricula is prepared in English in accordance with our mission as a Mandarin Chinese immersion program.

Multicultural/Gender-Fair/Differently-Abled GOALS for Tolerance and Acceptance  
LEARNING OBJECTIVES FOR Kindergarten to Fourth Grade:

The primary goals for our K-4 students are twofold: (A) The first goal is to discover self and others (including both similarities and differences) so that students will respect and appreciate different genders, ethnicities and cultures; (B) the second goal is to learn to interact with our global community, recognizing and understanding different cultures and learning how to coexist and harmoniously with people of all cultures.

In order to accomplish these two goals, the following sub-objects will be carried out through the school year:

(A) Discover self and others:

1. Students will learn about diversity of skin color; students will come to understand that the color of their skin is determined by pigmentation, sun exposure, and ancestry and is not means for discrimination.
2. Through exploration of their individual ethnic heritage and identification of the continent(s) of their ancestry, students will come to realize that America is made up of people from all over the world.
3. By mixing paint to match their individual skin color, students will realize that no one is really black or white, but different shades of brown.
4. By painting their own self-portrait and comparing it to others, students will realize that we all have many similarities and differences.
5. Through age-appropriate literary selections dealing with differences, exclusion and acceptance, students will understand tolerance and be able to apply it in their own lives.

(B) Learn to interact with the global community

6. By learning about various international festivals, recreating artifacts, playing games, singing songs and eating foods from a variety of cultures, students will understand that although different cultures have a wide variety of celebrations and traditions, similarities can be found within all cultures.
7. The theme of one month of a monthly activity calendar will be interaction between cultures. During this month, families will be given ideas and activities that will encourage conversations in the family about tolerance and acceptance.
8. Through our year long character education plan students will be taught to respect and tolerate differences in each other.
9. Students will have the opportunity to read stories from different countries (including both inside and outside the United States) about how each of the countries experience diversity, living and mixing different cultures harmoniously. The stories and examples will guide students to think deeper about how we learn and work together to create a better environment and become better global citizens.
10. The whole school will celebrate Martin Luther King Jr. day through activities celebrating civil rights and equality.

Kg. 11. Through the Core Knowledge curriculum students at this level begin to understand the contributions of Native Americans.

Kg. 12. During the study of Animals and their needs, students will study the contributions of Jane Goodall.

Kg. 13. During the study of plant growth students will study the contributions of George Washington Carver.

Kg. 14. In Chinese class, the students will begin their study by learning sentences that introduce themselves including their family, picture showing and story sharing. These practices will help the students to understand themselves and see different people in class and school.

1<sup>st</sup> 15. Through the Core Knowledge curriculum students at this level focus more on local Minnesota Native American contributions.

1<sup>st</sup> 16. During the study of Early People and Civilizations, students study Aztec and Mayan contributions through the creation of artifacts.

1<sup>st</sup> 17. During World History students study the history of ancient African civilizations and will understand the significance of the African continent to the civilizations of today.

1<sup>st</sup> 18. During an earth science unit the contributions of Sally Ride to the U.S. space program are recognized and students will understand that people of either gender can contribute to the sciences.

2<sup>nd</sup> 19. Through the Core Knowledge curriculum students at this level focus largely on immigration and civil rights, and will study the biographies of Susan B. Anthony, Eleanor Roosevelt, Mary McCleod Bethune, Rosa Parks, Jackie Robinson, Cesar Chavez and even more deeply, the all school event celebrating Martin Luther King Jr.

3<sup>rd</sup> 20. Through the Core Knowledge curriculum students at this level focus more in depth on Native American history, through the true stories of the Powhatans, Wampanoags, and the influence of Puritans including the study of Anne Hutchinson.

4<sup>th</sup> 21. Through the Core Knowledge curriculum students at this level will focus on the study of women scientists such as Marie Curie, Elizabeth Blackwell, and Dorothea Dix's work in helping the mentally-ill.

4<sup>th</sup> 22. Students at this level will study Marco Polo's travels and cultural influences as one of the first explorers to significantly bring multiculturalism throughout the European, African and Asian continents.

3<sup>rd</sup> and 4<sup>th</sup> 23. In our upper grades, we are providing an artistic partnership studying the contributions of African American classical musicians through the WITNESS program offered through Vocal Essence. Students will study several African American musicians and African American art with a local artist of African descent, and a trip to the Ordway to hear music performed from African American composers.

3<sup>rd</sup> and 4<sup>th</sup> 24: In Chinese class, the students will continue their study by learning sentences that introduce themselves including their family, picture showing and story sharing. The students will continue this learning and will get to discover the community through their language acquisition.

**TIMELINE:** In addition to being thoroughly integrated into each grade-level curriculum many of the all school learning objectives will take place during a week long discussion and celebration of tolerance and acceptance in conjunction with the national celebration of Martin Luther King Jr. day. During this week our art class will focus on the painting of self-portraits, classrooms will discuss many different cultural contributions from Asian, African, European, and Native American cultures. During our daily all school morning meeting various literature selections will be read to reinforce the ideas of tolerance and acceptance of multiple cultures, gender fairness, and the contributions of people with varying abilities.

Kg-4<sup>th</sup> Grade: Obj. 1-5: Tolerance and Acceptance Week in January/ Obj. 6: one week / Obj. 7: one month/ Obj. 8: yearlong/ Obj. 9: yearlong/ Obj. 10: one week January

Kg Obj. 11: Social Studies Unit 3/Kg. Obj. 12: Science Unit 7/Kg. Obj. 13: Science Unit 8 / Kg. Obj. 14: Chinese Unit 1-4

1<sup>st</sup> Obj. 15: Social Studies Unit 2, Unit 3, Unit 7 and Unit 8/Obj. 16: Social Studies Unit 2 and Unit 3/Obj. 17: Social Studies Unit 4 and Unit 5/Obj. 18: Science Unit 9

2<sup>nd</sup> Obj. 19: Social Studies Unit 6

3<sup>rd</sup> Obj. 20: Social Studies Unit 4, Unit 5, and Unit 6

4<sup>th</sup> Obj. 21: Science Unit 8

4<sup>th</sup> Obj 22: Social Studies Unit 5

3<sup>rd</sup> and 4<sup>th</sup> Obj. 23: 3 weeks in January and 1 performance in February / 3<sup>rd</sup> and 4<sup>th</sup> Obj. 24: Chinese Unit 6-8

Future curricula will be approved by our school board in March of the year prior to its implementation. Multicultural/gender-fair/differently abled goals for tolerance and acceptance will be developed for each subsequent grade level well in advance of their approval date.

E) PROCEDURES FOR SPECIFIC MONITORING AND EVALUATION OF THE INCLUSIVE EDUCATION PLAN are already in place. Teachers have completed all curriculum maps

prior to the school year. The curriculum maps are reviewed and discussed with the Curriculum Coordinator. Weekly lesson plans are turned in for review by the Curriculum Coordinator, and monthly monitoring and evaluating of the effectiveness of the lessons is done during a whole educational staff curriculum meeting. As we refine this process teachers, parents, and the students themselves will have opportunities for input during this process, which will be led and overseen by the Curriculum Coordinator.

F) DESCRIPTION OF THE PROGRAM PLANNED TO PROVIDE IN-SERVICE TRAINING FOR ALL STAFF IN SUBPART 1-A, B, C, AND SUBPART 2-D,E.

Inclusive Education and Diversity Training will be included in the yearly professional development plan at Yinghua Academy. Resources such as the Minnesota Department of Human Rights, Tolerance Minnesota, and Cirlutions (a consulting organization for diversity training) are available to give workshops, program specific trainings and advice on issues related to multiculturalism and diversity. We will provide training during our pre-service training in August, and during the month of January. In addition, we will avail ourselves of local resources to meet the specific goals of contributions by and roles open to AMERICANS of all races, cultures, genders and abilities.

SUBPART 3:

- A) Pending approval of our board, the Inclusive Education Plan of Yinghua Academy will be submitted to the commissioner of education.
- B) Yinghua Academy will submit status reports on implementation of the plan as requested by the commissioner of education.
- C) The current plan will be revised every year as we develop curriculum for a new grade level, until we complete our expansion, and thereafter at least every six years.

Adopted: 7/10/06  
Revised: \_\_\_\_\_

## 102 EQUAL EDUCATIONAL OPPORTUNITY

*[Note: School districts are required by statute to have a policy addressing these issues.]*

### I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

### II. GENERAL STATEMENT OF POLICY

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the chair of the board.

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Adopted: 7/10/06  
Revised: \_\_\_\_\_

## 401 EQUAL EMPLOYMENT OPPORTUNITY

*[Note: School districts are required by statute to have a policy addressing these issues.]*

### I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

### II. GENERAL STATEMENT OF POLICY

- A. It is the school district's policy to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.
- D. It is the responsibility of every school district employee to follow this policy.
- E. Any person having any questions regarding this policy should discuss it with the Director or the Chair of the Board.

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 2615 (Family and Medical Leave Act)  
38 U.S.C. § 4301 *et seq.* (Vietnam Era Veterans' Readjustment Assistance Act)  
38 U.S.C. § 4211 *et seq.* (Veterans' Reemployment Rights Act)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 405 (Veteran's Preference)  
MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: 7/24/06  
Revised: \_\_\_\_\_

## 402 DISABILITY NONDISCRIMINATION POLICY

*[Note: School districts are required by statute to have a policy addressing these issues.]*

### I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

### II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the Director of Yinghua Academy. This individual is the school district's appointed ADA/Section 504 coordinator.

**Legal References:** 29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
42 U.S.C., Ch. 126 § 12112 (Americans with Disabilities Act)  
29 C.F.R. Part 32  
34 C.F.R. Part 104

**Cross References:** MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: \_\_\_\_\_  
Revised: \_\_\_\_\_

## 521 STUDENT DISABILITY NONDISCRIMINATION

*[Note: School districts are required by statute to have a policy addressing these issues.]*

### I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

### II. GENERAL STATEMENT OF POLICY

- A. Disabled students are protected from discrimination on the basis of a disability.
- B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
  - 1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
  - 2. has a record of such impairment; or
  - 3. is regarded as having such impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

### III. COORDINATOR

Persons who have questions, comments, or complaints should contact Betsy Lueth, the director, regarding grievances or hearing requests regarding disability issues. This person is the school district's ADA/504 Coordinator.

**Legal References:** 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. Part 104 (Implementing Regulations)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: 8/7/06  
Revised: \_\_\_\_\_

Yinghua Academy Policy 522

## **522 STUDENT SEX NONDISCRIMINATION**

*[Note: School districts are required by statute to have a policy addressing these issues.]*

### **I. PURPOSE**

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates Betsy Lueth, Director, Yinghua Academy, 1355 Pierce Butler Route, St. Paul, MN 55116, phone: 651.379.4112, as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

### **III. REPORTING GRIEVANCE PROCEDURES**

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from

the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates its Title IX coordinator as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the chair of the board of Yinghua Academy.
- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

#### IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a

student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

## V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

## VI. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists

or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

## **VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

## **VIII. DISSEMINATION OF POLICY AND EVALUATION**

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

**Cross References:** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

INDEPENDENT SCHOOL DISTRICT NO. 4140-07

UNLAWFUL SEX DISCRIMINATION TOWARD A STUDENT

General Statement of Policy Prohibiting Unlawful Sex Discrimination Toward a Student

Independent School District No. 4140-07 maintains a firm policy prohibiting all forms of unlawful sex discrimination. All students are to be treated with respect and dignity. Unlawful sex discrimination by any teacher, administrator or other school personnel will not be tolerated under any circumstances.

Complainant: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Work Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of person you believe unlawfully discriminated toward you or a student on the basis of sex: \_\_\_\_\_

If the alleged unlawful sex discrimination was toward another person, identify that person: \_\_\_\_\_  
\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where and when did the incident(s) occur: \_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_  
\_\_\_\_\_

This complaint is filed based on my honest belief that \_\_\_\_\_ has unlawfully discriminated against me or a student on the basis of sex. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
(Complainant Signature)

\_\_\_\_\_  
(Date)

Received by: \_\_\_\_\_

\_\_\_\_\_





**Supplemental Information**  
**Required for**  
**Department of Education**  
**SF-424 Supplemental Narrative**

**Project Name:** Yinghua Academy Chinese Middle School Bridge

**Narrative:**

The Yinghua Academy Chinese Middle School Bridge project proposal for the Foreign Language Assistance Project (FLAP) grant will conduct normal assessments for oral and literacy development in Mandarin Chinese. Assessments will be done for each year of the three year grant. The subjects are children and the children will be involved in educational tests and observations of public behavior, but the investigator will NOT participate in the activities being observed. The research will be conducted in established or commonly accepted educational settings, involving normal educational practices on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Abstract

**Applicant:** Yinghua Academy Chinese Immersion public charter school

**Title of Program:** Yinghua Academy Chinese Middle School Bridge

**Type of Program:** Dual-track Immersion and Intensive Language Approach programs

**Language(s):** Mandarin Chinese

**School(s):** Yinghua Academy

**Grade Level(s):** Sixth, Seventh, and Eighth (6-8) – continuation path for K-5

**Total Number of Students:** 25 in year 1, 75 in year 2, 125 in year 3 with capacity to expand further and replicable model for other MN and national programs.

**Project will support foreign language learning primarily during the traditional school day?**  Yes  No

**MATCHING COSTS**

**Waiver of Matching Costs Requested:**  Yes  No

**PROJECT DESCRIPTION**

Through this project, Yinghua Academy will establish a new middle school which will improve language study for FLES and immersion students from the elementary grades and prepare them for secondary study of Chinese. The project will expand the study of Chinese by both continuing immersion education into the middle grades and acquiring new students by accepting late-entry and FLES students in the 6<sup>th</sup> grade, so that students will have either 600 minutes (Intensive Language Approach for former FLES and late-entry students) or 900 minutes (Immersion) weekly of Chinese language. Both tracks will increase the amount of minutes of study in Chinese, as existing middle school programs only provide up to 300 minutes, and both programs will include Chinese language courses and Chinese language content-based courses in math, science and other subjects. Such content-based courses are currently unavailable at the middle school level, and research shows content-based instruction is most effective in developing Chinese language and cognitive skills.

Since its founding in 2006, Yinghua has operated both immersion (K-3) and FLES (2-5) program models, working toward a total Chinese early immersion K-5 by the year 2010. This project will establish a new middle school at the pace of adding one grade per year. The middle school will serve FLES, late-entry and immersion students in a two-track program for immersion or intensive language approach. Both models will increase and continue study of Chinese augmented by content-based instruction in the middle school. The model will also incorporate two-way language learning by pairing students with

peers in a Chinese middle school who will communicate in Chinese via distance technology. Oral proficiency (as measured by the SOPA standardized assessment test), Chinese literacy (as measured by the YCT assessment test), and performance-based assessments will monitor student progress, and all students will make gains in improving their Chinese proficiency.

The program will also promote the development of high quality middle school Chinese content-based teachers, and support their ongoing research and contribution to the field of language education by critical science action research projects, the results of which will be professionally evaluated and shared with the broader academic and education community.

Goals and objectives for the project include: building a content-based middle school for FLES and immersion students; developing a new curriculum framework with thematic units, multimedia approach, and language- and content-based curriculum improving Chinese literacy skills through math, science and technology content; increasing Chinese instructional time, intensity and relevance both with content-based curriculum and social language development with Chinese sister school peer communication through use of technology and eighth grade study abroad experience; improving students Chinese proficiency; using action research to improve student learning and develop high quality teachers of Chinese; and summer workshops and other collaborative opportunities to share and disseminate a replicable curriculum for intensive Chinese language approach and immersion models in the middle school level.

Specific program outcomes include: replicable new curriculum framework, rubrics, tools, lesson plans, performance assessments and student e-portfolios of work samples and achievement for middle school Chinese immersion/intensive language approach models; increased minutes of instruction; content-based middle school Chinese courses; replicable process supporting middle school study abroad experience; increased student language proficiency as assessed by standardized tests; 6 critical action research projects; 3 teacher summer professional development workshops; and expanding collaborative partnerships with elementary, middle, secondary and higher education institutions, including a strong new technology-supported partnership with a Chinese middle school for the benefits of students' social language development and international teacher collaboration on content, themes, and resources.

#### **Partners**

Confucius Institute of the University of Minnesota (UMN), Dept. of Curriculum and Instruction (UMN), National K-12 Foreign Language Resource Center-Iowa State University, Asia Society, Dr. Myriam Met, Dr. Helena Curtain

#### **CONTACT INFORMATION**

Betsy Lueth, Project Director, (651) 379-4112 [betsy@yinghuaacademy.org](mailto:betsy@yinghuaacademy.org)

# Project Narrative

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

Attachment 1:

Title: **Project Narrative Yinghua Academy Pages: 35 Uploaded File: C:\Documents and Settings\Betsy Lueth\My Documents\2009 FLAP Project Narrative.pdf**

## NEED FOR PROJECT

Chinese language learning requires a long term articulation from K-16 in order to give non-native speakers a chance at Superior level proficiency. Many successful immersion and early language learning programs have concerns with the middle school models, and this discussion is especially important with newly forming Chinese programs nationwide. Even established immersion programs have sometimes fallen short in completely bridging the gap between elementary language education and secondary language models. Yinghua Academy has a comprehensive plan to address the long-term needs for advanced proficiency in a replicable program focused on Mandarin Chinese language development and content-based learning. The program will address the needs of a rapidly growing student base, in Chinese, as they move from full immersion elementary through middle school and beyond.

Yinghua Academy, a public charter school located in St. Paul, Minnesota, serves youth from over 25 school districts in the Twin Cities Greater Metropolitan area. The school opened for kindergarten to third grade students in 2006, and currently has over 250 students from kindergarten through fifth grade. Yinghua is a leader in both Minnesota and the U.S. in Chinese immersion curriculum and approach. Since inception, several Minnesota and national school districts have visited Yinghua to learn more about innovative Chinese immersion programming. Yinghua continues to provide these districts with support, professional development, and curriculum. In Minnesota, four additional Chinese immersion schools have opened in the Twin Cities area since Yinghua began serving students. As enrollment at Yinghua Academy has increased 300% from the first year, the other programs have also seen tremendous growth. Currently nearly 600 students are enrolled in early total Chinese immersion programs in the state of Minnesota, at a total of five elementary Chinese immersion programs. That number is

projected to reach almost 1300 students by 2012. There are now another 900 students in content-based Foreign Language in the Elementary School (FLES) programs. Despite such strong demonstrated interest in Chinese, Minnesota currently lacks middle school articulated programs for students from Chinese language immersion or intensive FLES models. In this project Yinghua plans to build the appropriate bridges for long-term success by creating a middle school immersion and content-based language program that expands through the eighth grade, and prepares students for secondary language study.

### **Middle School Service Gap**

According to the most recent Minnesota Department of Education data, Minnesota has nine elementary Chinese programs (5 immersion, 4 FLES), only six middle school programs (all averaging 250-300 minutes of language instruction weekly), and sixteen secondary programs consisting of traditional textbook-driven language courses or Advanced Placement (AP). These middle school and secondary programs support the current students; however, with the projected growth the need is eminent to focus on sound long-term programs. The lessened availability of middle school Chinese is heightened by the fact that none of the existing programs are content-based. Yinghua Academy's program will address this need and actively recruit and enroll new entry sixth-graders and students from other elementary immersion districts, and provide language instruction at a rate of 600-900 minutes per week. As Yinghua moves to a new, centrally-located building in Minneapolis for the 2009-10 school year, Yinghua is uniquely positioned to address the needs of this growing student body, and recruit new Chinese language learners from less traditionally served urban populations.

Many high schools across the nation have Chinese language programs, including some well-established programs in Minnesota which meet Advanced Placement standards. Today a

service gap exists in the bridge from immersion or intensive FLES elementary models to the more traditional language programs of the secondary schools. Middle schools must capitalize on the oral language and literacy skills of students in early Mandarin Chinese language programs, but also prepare those same students for the more language-focused model of AP Chinese secondary models. In the article "Planning for Success: Common Pitfalls in the Planning of Early Foreign Language Programs" (Curtain & Dahlberg, 2000), the authors concluded that not having a clearly articulated middle school program is a pitfall for failure.

Immersion programs and intensive FLES programs provide Chinese skills such as literacy and oral proficiency through content-based language instruction, but may lack the focus on explicitly taught grammar, mechanics, and conventions of rigorous foreign language study demanded at the secondary level. In order to reach the American Council on the Teaching of Foreign Languages (ACTFL) Superior level of proficiency in Chinese by grade 16, students need well-articulated elementary, middle, secondary and university level models. Based on research, total early immersion students alone are meeting the time and intensity demands to reach the Superior level of Mandarin Chinese by grade 16 (Met, 1993).

The Yinghua Academy Chinese Middle School Bridge project plans to develop, implement, and revise an articulated, replicable and sustainable program for middle schools which bridges the gap between content-based and language-based instruction in Chinese – helping students in the Twin Cities, and for other Chinese elementary programs nationally, transition between existing elementary models to existing secondary models. Yinghua Academy currently offers both an early total immersion program and intensive FLES program at the elementary level, and is uniquely positioned to design curriculum for both immersion and intensive language approach content-based middle school models. Building on a successful

elementary model by expanding to middle school (adding grades 6-8 at the pace of one grade level per year), Yinghua Academy will give both models of students appropriate continuation paths, and prepare students for a rigorous and rewarding academic career.

### **Opportunities for Relevant Social Language Development and Student Motivation**

The Midwest lacks many resources common to other parts of the country for authentic Chinese language learning community experiences. Technology and relevance are important enticements to learning among middle school students. Students benefit from social language experience in order to use newly acquired language skills. Technology can give students broader access to more authentic peer interactions in Chinese, and practical experience may improve oral proficiency and language literacy. The ability to access information and communication technologies is a critical skill set to develop in middle school. Combining technology with language learning can give students regular contact with authentic foreign language resources (Marklin and Wood, 2007). Yinghua Academy will increase Chinese language time and intensity while also addressing this critical challenge of motivating middle school students with relevant, practical peer relationships. Native Chinese speakers in China will link with student peers in the Yinghua Academy middle school program through technology and study abroad experiences. Yinghua plans to create an environment that not only extends and maintains motivation for Chinese language development, but also builds better cultural understanding and relationships among young leaders.

### **Need for Critical Research and High Quality Teachers**

Currently native Chinese-speaking teachers for content area teaching are less often professionally certified in the U.S. Additionally, there is a dearth of research related to Chinese content-based instruction in the U.S. for any level student. To meet the expanding needs for

qualified teaching staff of growing immersion programs and other content-based language programs, Chinese foreign teachers are actively recruited, and benefit from additional professional development to support high quality teaching for Minnesota Department of Education standards. In addressing this challenge and the lack of research overall in this field, Yinghua Academy will actively train, through action research projects, summer workshops, and ongoing professional development, high quality middle school content and Chinese licensed teachers in math, science, and literacy. Critical science action research is a proven method which allows teachers to immediately reflect, problem-solve and implement new strategies for practical application in the classroom. Projects may include strategies to increase language proficiency, cultural understanding, classroom management, or student/teacher attitudinal research.

### **PROJECT DESIGN**

Through this project Yinghua Academy will bridge the Chinese language articulation gap between elementary and secondary programs, increase the number of Chinese learners, and improve students' motivation and learning by developing and implementing curriculum. The curriculum framework focuses on rigorous academics, technology and enriching community-based student experiences to prepare students for Advanced Placement Chinese at the secondary level, while capitalizing on the high levels of oral proficiency and literacy started in elementary school. The program will also generate valuable action research and professional development, which will assist the sustainability and replication of the program.

#### **Goals, Objectives and Outcomes**

**Goal 1: Build a content-based Chinese middle school program based on foreign language standards (ACTFL) for continuing early immersion students, FLES students and new-entry sixth graders**

*Comp. Pref. Priorities #1, #5*

**Objective 1.1: Middle school teachers develop language-based thematic curriculum framework using multimedia and field trips, to enhance Chinese literacy skills and expand content knowledge in math, language arts, sciences, and global events**

Outcome 1.1.1: Design thematic curriculum framework for Chinese FLES and new middle grade students including a Chinese language course and a Chinese content course

Outcome 1.1.2: Design thematic curriculum framework for middle school Chinese immersion students at the middle school level which incorporates one Chinese language and literature course, and two content courses in Chinese

Outcome: 1.1.3: Curriculum framework follows a standards-based sequence of language and content study, as evaluated by external reviewers

Outcome: 1.1.4: Curriculum framework will explicitly incorporate technology, math, science and global events

**Objective 1.2: Increase Chinese language instructional time in the middle school level through content-based and language-based instruction**

Outcome 1.2.1: FLES and new-entry sixth grade students will have at least 300 minutes weekly of Chinese language instruction, and an additional 300 minutes of content-based instruction in Chinese (600 total minutes/week, 33% of the day)

Outcome 1.2.2: Continuing immersion students will have at least 300 minutes weekly of Chinese language instruction, and an additional 600 minutes of content-based instruction in Chinese (900 total minutes/week, 50% of the day)

**Goal 2: Increase Chinese language time, intensity and relevance by linking native Chinese speakers with native English speakers in the global community to promote two-way language learning and activities which enhance social language development**

*GPRA #2; Comp. Pref. Priorities #5, #6; and Invitational Priority #1*

**Objective 2.1: Establish sister-school partnership with a middle school in China so students develop authentic social language use of Chinese in a relevant way**

Outcome 2.1.1: 90% of students will communicate at least 300 minutes monthly with a peer in China as tracked through student logs

Outcome 2.1.2: 50% of FLES/new students and 90% of immersion students will use Chinese to communicate with native Chinese-speaking peers 90% of the time

**Objective 2.2: Eighth grade students study abroad in year three and meet Chinese sister middle school peers**

Outcome: 2.2.1: 80% of all eighth grade students in year three will travel to China and participate in a 1-2 week home-stay and school experience.

**Goal 3: Improve proficiency in Chinese language, with the ability to reach Superior levels by grade 16 (4 years university)**

*GPRA #3; Comp. Priority #1*

**Objective 3.1: SOPA (Student Oral Proficiency Assessment), developed by the Center for Applied Linguistics (CAL), results show increasing levels of proficiency in listening and speaking**

Outcome: 3.1.1: 75% of immersion sixth graders will score advanced-mid by the end of the school year

Outcome: 3.1.2: 75% of FLES or new sixth graders will score novice-high, and by eighth grade intermediate-high

**Objective 3.2: Internal assessments and the YCT (Youth Chinese Test, standardized test developed by the Chinese Hanban) show increasing levels of Chinese literacy**

Outcome: 3.2.1: 75% of immersion sixth graders will pass YCT level 3

Outcome: 3.2.2: By the end of 6<sup>th</sup> grade, 50% of FLES or new sixth graders will pass YCT level 1, and by the end of eighth grade 75% will pass YCT level 2

**Objective 3.3: Performance-based assessments measure, inform and improve student learning**

Outcome: 3.3.1 All students will have an e-portfolio with oral, written, and academic project samples

Outcome 3.3.2: The curriculum will include rubrics based on ACTFL standards for performance-based assessments

**Goal 4: Establish action research influenced professional development model in collaboration with external experts and IHE partners**

*Comp. Priority #2; Invitational Priority #2*

**Objective 4.1: Use action research to measure, improve student learning**

Outcome 4.1.1: Six experienced Chinese immersion teachers will develop and report on action research projects

**Objective 4.2: Provide summer workshops to present action research results**

Outcome 4.2.1: Three two-day summer professional development workshops will be offered to share research results (one held each summer of grant period)

**Objective 4.3: Create collaborative opportunities to share and disseminate a replicable curriculum for Chinese language in the middle school**

Outcome 4.3.1: The project will build cooperative relationships with no fewer than two elementary programs, two secondary programs and two university programs in the US and at least one middle school in China

Outcome 4.3.2: Products such as the curriculum framework, rubrics, tools, action research reports, and a protocol on how to establish a middle school dual track program will be published online

Outcome 4.3.3 Action research results will be presented at professional conferences, and submitted to professional journals

**Capacity Building**

Over the past three years Yinghua Academy has experienced profound growth and begun to play a larger role nationally in developing capacity and contributing to research and practice in operating a Chinese immersion elementary school. Yinghua Academy has leveraged several grants, including the Minnesota World Language Pilot Program Grant to build capacity for total immersion by developing elementary Chinese language arts curriculum map, instructional materials, and professional teacher development. Since its founding, Yinghua Academy has offered a dual-track early total Chinese immersion program and a FLES model, and currently has waiting lists for entry into grades K-3. Through support of grants and enrichment programming fees, Yinghua Academy has broadened its programming to bring Chinese to more people, developed afterschool and summer school Chinese language and culture programs for children and adults, and provided summer professional development opportunities for new Chinese immersion teachers in Minnesota and the surrounding states.

This year Yinghua Academy is relocating to a permanent school facility in the city of Minneapolis. The demographics of the surrounding neighborhood are almost 50% people of color including recent refugee and immigrant populations. Yinghua will conduct outreach specifically targeting these urban students often less served by language programs. Yinghua Academy has board and state approved policies for equal access and inclusion for both students and faculty. Yinghua Academy is expanding to add a middle school program which will both build capacity from the existing elementary school immersion program and expand program offerings to new late-entry sixth grade world language students. A parallel immersion and intensive language-approach model at the middle school level offers students from either model program an opportunity to conduct their Chinese language study through technology, math, science and relevant social and academic peer communication.

Yinghua Academy intends to build the following capacities over the grant period: 1) establish a Mandarin Chinese technology-based middle school program that will continue beyond the funding period, 2) create a sustainable two-way language learning opportunity between Yinghua non-native speaking students and native Chinese-speaking students in China, including start-up support for a continuing study abroad experience for 8<sup>th</sup> grade students, 3) provide a continuation path for immersion and FLES students which prepares them to reach Superior Chinese language proficiency at the secondary and university levels 4) develop highly qualified teachers through professional development and training on action research projects for middle school level Chinese content-based instruction, and 5) encourage dissemination and replication by providing web-based access to all products of the grant and sharing project information, action research findings and results at professional conferences and in submissions to professional journals for research publication.

### Research-Based Design

Research specific to early Chinese literacy has been embedded in all activities at Yinghua Academy. Yinghua focuses on students not only reaching high levels of proficiency in speaking and listening Chinese, but also in reading and writing Chinese. Much of the curriculum framework at Yinghua has been developed on theories discussed in *Chinese Children's Reading Acquisition, Theoretical and Pedagogical Issues* edited by Wenling Li, Janet S. Gaffney, and Jerome L. Packard (2002). The morphological approach to teaching Chinese literacy is present throughout the design of the immersion and FLES content-based Chinese language arts curriculum. Based on this concept Dr. Luyi Lien, academic director, has written numerous guided reading books for each level of the program. The books are theme-based and provide both language and academic content knowledge, and this will continue into the middle school.

Yinghua Academy prepares students to be global citizens. Through intensive critical language instruction combined with rigorous academics, Yinghua elementary level students have thrived. The middle school model will continue to articulate Chinese language study and critical thinking through the use of technology and theme-based instruction with an emphasis on Chinese, math, science and global events. Guidance from the article “What makes interdisciplinary teams effective?” by Flowers, Mertens, & Mulhall (2000) will inform middle school teachers and administration collaborative efforts to build a solid curriculum framework.

As a Minnesota public charter school, all of Yinghua’s curriculum is aligned with Minnesota state standards. The project is also in line with ACTFL and National Standards for Foreign Language Learning – 5 C’s, below are the examples of curriculum from this project:

Communication	<ul style="list-style-type: none"><li>• Content-based instruction leads to real-life application</li></ul>
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Culture	<ul style="list-style-type: none"> <li>• Experiential opportunities with two-way language learning</li> </ul>
Connections	<ul style="list-style-type: none"> <li>• Thematic curriculum connects language with content learning</li> </ul>
Comparisons	<ul style="list-style-type: none"> <li>• Students compare American &amp; Chinese culture and language</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Extending the language learning classroom through tech.</li> </ul>

In addition Yinghua Academy relies on the Core Knowledge sequence for curriculum design. The Core Knowledge sequence developed by E.D. Hirsch, which has been proven to increase standardized test scores on state exams, provides guidance on theme-based, performance-based teaching focused on specific content knowledge. (Stringfield, Datnow, Borman, & Rachoba, 2000). Science, Social Studies, Art, Music and English language arts are guided by this sequence. The Core Knowledge sequence will continue to provide the backbone for thematic curriculum development for the middle school project. A high-performing research-based math program, Singapore Primary Mathematics, provides the basis for the math curriculum in the elementary level program. (Garelick, 2006) The Singapore Math sequence will continue to be used in a thematic way in the middle school.

Our middle school Chinese models will continue to be based upon the effective practices and research standards already currently in use in our total early Chinese immersion middle school as elucidated in *Languages and Children - Making the Match: New Languages for Young Learners, Grades K-8* by Curtain, H and Dalberg, C.A., (2004) and *Pathways to Bilingualism and Beyond* by Fortune, T. and Tedick, D. (2008). Research also informs how we will sustain the middle school Intensive Language Approach model to be able to accept new-entry sixth grade students. According to research, newcomers to the program need proper supports for language proficiency (Curtain & Dahlberg, 2000). Currently Yinghua accepts newcomers in the

elementary program in all grades, and supports them with intensive pull-out programming and offers new-entry students the opportunity to participate in summer programming prior to beginning the school year. Supplementary materials created by Dr. Luyi Lien further provide support. All of these are effective practices to raise the level of language proficiency of new-entry students, and will continue in the new middle school project.

As content at the middle school level becomes increasingly more complex, the challenges of content-based instruction in Chinese are compounded. Based on articles related to middle school and literacy “What video games have to teach us about literacy and learning” (Gee, 2003) and “Mindings collage: Building comprehension through technology” (Heafner & Marklin, 2006), technology instruction at the middle school level combined with the use of graphic organizers is a purposeful way to continue complex content conversations and build language skills at the same time. Additionally, both curriculum frameworks will integrate all content areas including Chinese language instruction. Both models will use a multimedia approach based in the extensive possibilities provided through technology, as students will have 21<sup>st</sup> century equipped classrooms and use technology to create academic projects and communicate with peers in China.

Through this program design Yinghua Academy will develop, implement and revise a research-based curriculum framework for content-based Chinese language learning at the middle school level. The project is also committed to the ongoing development of new research on best practices. Specifically, teachers will contribute to the field via action research, which provides knowledge that is more explicit, more objective, and therefore replicable and able to be implemented by others (Dobson-Lewis, 2008). Yinghua will share teacher action research, assessments, and external review of the middle school curriculum to help bridge the gap between

immersion pedagogy and language-approach textbook-based secondary pedagogy found in most Advanced Placement Chinese programs.

### **Linkages and Collaborations**

Yinghua Academy has fostered relationships with institutions of higher education such as the University of Minnesota (the Confucius Institute, China Center, Center for Advanced Research on Language Acquisition (CARLA), Dept. of Curriculum and Instruction), and the Center for Applied Linguistics, Concordia University, and Iowa State University (National K-12 Foreign Language Resource Center) to build its program. Yinghua Academy works with professional organizations like MN Advocates for Immersion Network (MAIN) and MN Council on the Teaching of Languages and Cultures (MCTLC). Additionally Yinghua Academy has developed partnerships with the Asia Society and with the local Chinese community to provide cultural activities for students during the school day, after school, and in summer programs.

In order to continue to build a relevant and research-based middle school program model for immersion and newly entering students in the sixth grade, Yinghua Academy will continue to partner with institutes of higher education, community organizations, and globally with Chinese universities and middle schools. Yinghua Academy will form relationships with Chinese experts at Capitol Normal University in Beijing, China to discuss teacher preparation and assessments.

A key aim of this project is to develop relevant and motivating two-way language experiences for middle school students. Through collaboration with the Confucius Institute UMN, Yinghua Academy will establish a sister-school relationship with a middle school in China. Students will use technology to effectively communicate in Chinese. Teachers at both Yinghua and the sister school will discuss and share content, themes, and resources. By the third year of the grant, classroom instruction will be enhanced by a study abroad experience of at least

one week in China for eighth grade students. Yinghua Academy participants in this study abroad experience will present an academic project in Chinese using multimedia. The presentation will be given to native Chinese students and adults in China. Students will also have a home-stay experience and participate in community-based activities.

Another significant goal of this project is to evaluate curricular design and instructional challenges and investigate questions through teacher-focused critical action research. Yinghua Academy has established relationships with four external experts to evaluate the program and specifically the action research projects conducted by Yinghua Academy Chinese teachers. Dr. Myriam Met and Margaret Wong (external experts) will review the overall program design and implementation. Dr. Helena Curtain (external expert) will provide guidance, review progress and evaluate the action research projects in collaboration with Yinghua Academy's academic director Dr. Luyi Lien. Dr. Jane Plihal will conduct staff training in action research and monitor action research projects quarterly. Additionally, perspective shared from those in China, Chinese middle school teachers and education professors, on the action research projects and proposals would allow for global collaboration.

### **Methodology, Assessment, and Implementation**

Yinghua Academy is committed to developing a model for Chinese language instruction that prepares students to be successful in all academic areas and reach ACTFL Superior levels of Mandarin Chinese proficiency by grade 16. Yinghua Academy begins teaching students using a total immersion program model in Mandarin Chinese, and will build an articulated middle school program that will bridge students into secondary Advanced Placement programs offered throughout the Twin Cities area and nationally. Early total immersion is the most effective way for students to reach high levels of foreign language proficiency. Currently Yinghua Academy

immersion students are tested using the ELLOPA /SOPA test developed by the Center for Applied Linguistics, and results show after two years of immersion instruction, students move from ELLOPA/SOPA 99% beginning to 75% intermediate-mid. Based on testing data, predicted SOPA scores for this group of advanced-mid by the end of 6<sup>th</sup> grade and advanced-high by the end of 8<sup>th</sup> grade are realistic and achievable. Immersion students who continue to study Chinese can reasonably be expected to reach Superior working professional oral proficiency in the language.

Content-based language instruction which combines rigorous academic study with language learning has proven to be a successful mode of instruction. Research shows that this type of instructional method provides for more cognitive growth in students. (Gormley and Gayer, 2004) Students at Yinghua Academy also perform significantly better on English standardized tests in math, although all math instruction is delivered in Chinese. Results from the Minnesota State tests show 89% of Yinghua Academy meet or exceed standards in math, and 83% in English reading.

The early total Mandarin immersion field lacks age-appropriate standards-based assessment tools. The curriculum developed at Yinghua Academy is based on the 3000 most commonly used Chinese characters. Grade level benchmarks and character counts have been defined for both reading and writing. Yinghua Academy focuses primarily on character recognition, and introduction of pinyin (the Romanized Chinese script) is delayed until grade 3. Yinghua Academy has developed internal assessment tools for elementary early immersion Chinese literacy, and is prepared to use the YCT (Youth Chinese Test) developed by the Hanban, the People's Republic of China governmental office responsible for promoting Chinese as a foreign language.

Yinghua Academy bases all curriculum and instruction on research. In considering the design of the middle school program the article "Middle Schools and Foreign Languages: A View for the Future" (Met 1996) provided much insight and research to support this program model. Thematic and interdisciplinary models are described as common for middle schools, but often foreign language is left out of this thematic approach. Met also indicates that performance-based instruction and evaluation combined with the "learner's active construction of knowledge and the interplay between new knowledge and prior knowledge" will be the most effective way to continue language learning at the middle school level.

Through the use of technology and the thematic approach to teaching both content and Chinese language, students will construct projects which connect knowledge from math, science, Chinese literature and culture, and current affairs. Students will create academic projects that are performance-based and relevant. And middle school curriculum will be developed around themes in the same manner as the elementary level curriculum.

In "Motivations and attitudes affecting high school students' choice of foreign language" (Stewart-Strobelt and Chen, 2003) the researchers suggest that based on student survey the most influential factor for adolescent students to choose to learn a foreign language is "interest in the language/culture", with "career advantages" second. A relevant and attractive curriculum for new middle school students and continuing immersion students must provide experiences that are engaging. The middle school will incorporate multimedia learning labs and collaborative academic projects which allow students to have regular online communication with peers in China via email, Skype, and internet resources such as blog sites and Facebook.

The project curriculum design will require teacher professional development and research-based design. Currently, in Yinghua Academy's elementary level program, experienced

Chinese immersion teachers and FLES teachers are meeting regularly to discuss curriculum and assessment. Our teachers and academic director have participated in training through the Center for Applied Linguistics, the Center for Advanced Research on Language Acquisition, the American Council for Teachers of Foreign Languages, the Chinese American International School Institutes, and the National Chinese Language Conference workshops. Through this project experienced immersion teachers will collaborate with middle school content teachers and administrators to design questions that attend to the needs of both Chinese literacy and content-based instruction which motivate and prepare middle level students for Advanced Placement programming in the secondary level.

Teachers will work together to collect, organize, interpret data, take action based on the interpretation of the data, and evaluate and reflect on the action taken to consider new questions or solutions that meet the needs for both immersion and language-based approaches. Prior to beginning the process of action research, Yinghua will invite Dr. Jane Plihal to conduct a 3-day training session for critical action research. The workshop will provide the framework to conduct action research projects.

Through this project we expect to contribute to research in Chinese immersion education and the effects of immersion at the middle school level. By the end of year two Yinghua Academy expects to publish summary reports of the action research projects' progress via the Yinghua Academy website. Yinghua Academy action research teachers and administrators also plan to present findings during conferences such as the ACTFL and National Chinese Language Conferences. At least two action research project results will be submitted to peer-reviewed professional journals for publication, such as the American Council on Immersion Education, and the Educational Action Research Journal.

## PROJECT PERSONNEL

Yinghua Academy is an equal opportunity employer and encourages applications and employment from traditionally underrepresented groups in compliance with all laws and statutes.

Yinghua Academy has a strong team of internal experienced staff and external experts in the field of Chinese language pedagogy to meet the goals, objectives, and outcomes of this project:

***Project Director (PD) Ms. Betsy Lueth***, founding and current Yinghua Academy school Director, is a graduate of the University of Minnesota and graduate level Elementary Education license from the University of St. Thomas. She has over 10 years of financial management and international business experience. She is a licensed elementary teacher with seven years of elementary and ELL teaching experience; her most recent prior employment in a two-way language middle school. Ms. Lueth has spent the past 4 years developing elementary and immersion programs. She traveled to China with the Minnesota Education Commissioner, and regularly shares her expertise on immersion techniques and curriculum around the state and nation. She recently was invited to speak on establishing an immersion school and developing strong teachers focused on content-based literacy activities in Chinese at the National Chinese Language Conference. She currently manages and implements programs representing several million dollars from multiple state and federal grants and private sources. She also supervises an effective program where students have consistently passed the Minnesota state standardized exams in all content areas.

***Academic Director (AD) Dr. Luyi Lien***, will lead all curricular design, implementation, action research and evaluation activities for this project. Dr. Lien received her Ph.D. in Education from the University of Minnesota. Dr. Lien has written textbooks in Taiwan on Chinese compositional writing, has taught Chinese language to multiple grade levels, and has presented many times in

Chinese literacy instruction. At Yinghua Academy Dr. Lien has taught and developed curriculum since the school was chartered in 2006. She oversees the academic implementation, achievement and development of the kindergarten to fifth grade program and is prepared to grow the program to eighth grade. She reviews and selects all assessment tools, has been trained in critical research and evaluation strategies, and is in process of being certified by CAL to evaluate SOPA. She has developed Yinghua's comprehensive Chinese content- and language-based curriculum framework, which includes Chinese guided reading books for kindergarten to third grade, and implemented a computer-based learning Chinese FLES program for grades 2-5.

**Lead Teacher Keri Norell**, has taught at Yinghua Academy since 2006. She is a licensed elementary education teacher with native fluency in Mandarin Chinese born and raised in Taiwan. Ms. Norell is additionally licensed as a language arts and communication middle school teacher. She will be the lead teacher developing the middle school program.

**Technology Support Chemin Chu**, as a current volunteer Chinese technology coordinator, has managed the Yinghua Academy network, provided troubleshooting for PCs and during computer-based standardized testing, and supported faculty and staff with multimedia productions for lesson plans. He holds an M.A. in software engineering and is currently a doctoral candidate at the University of Minnesota. Mr. Chu will be responsible to develop the technology required to support two-way language learning projects and support all project publications online.

**Additional staff to be hired:** *Grant Administrator* (with background in grant administration and reporting and responsibilities for tracking benchmarks and organizing processes), *Curriculum Support* (to collect, translate, and organize instructional materials and provide administrative support to curriculum developers), *Assessment Support* (will assist SOPA testing and organize

and prepare results), and *Chinese-speaking middle school and Math and Science content teachers*.

*Teacher Educator Dr. Jane Plihal*, associate professor of the department of Curriculum and Instruction at the University of Minnesota, will provide training on action research, ongoing consultant support and quarterly review of action research projects through all three years of the grant.

**Evaluation/Advisory Team:**

*Dr. Myriam Met*, former supervisor of foreign language instruction for school districts, consultant, Mandarin program planner, and world languages coordinator for Montgomery County Public Schools, has extensive experience with immersion language programs and was the keynote speaker for the National Immersion Education Conference in October 2006, and a workshop speaker at the 2009 National Chinese Language Conference. Her contributions to the field include many articles including "Middle Schools and Foreign Languages: A View for the Future" (1996) which still provides insight into the current state of foreign language in our middle schools. Dr. Met will provide annual feedback and evaluation of the curriculum design work of this project.

*Dr. Helena Curtain*, Associate Professor Emerita from the University of Wisconsin-Milwaukee, has taught ESL and foreign language at all levels and directed K-12 second language programs. She is the author of *Languages and Children: Making the Match*, and has also authored numerous articles dealing with second language instruction. She has broad experience working with schools and school districts, teaching and conducting workshops throughout the United States and internationally. Dr. Curtain will provide annual feedback and evaluation of the curriculum design, and evaluate the effectiveness of the action research projects.

**Dr. Marcia Rosenbush** is the director of the National K-12 Foreign Resource Center at Iowa State. Currently she is leading attitudinal research regarding foreign language learning. She will provide support for action research projects.

**Margaret Wong**, 35-year veteran Chinese language teacher for Minneapolis public schools and the Breck School in Minnesota, is a former founding board member of Yinghua Academy. She has developed both middle school and secondary Chinese language programs throughout Minnesota, and supported many others nationally. Ms. Wong will provide curricular feedback and evaluation during the course of the project.

**Joan Brzezinski**, interim director of the Confucius Institute at the University of Minnesota, has experience as assistant director for the China Center at the University of Minnesota for 12 years. In her capacity she has led delegations from the Minnesota Department of Education to China and has established relationships with the Hanban and the Capitol Normal University in Beijing. Ms. Brzezinski will provide support and guidance in developing a sister-school relationship. The Confucius Institute and the Hanban will also conduct the YCT.

**Dr. Yu Wang** has 10 years experience in teaching Chinese at Capitol Normal University in Beijing. She is currently Assistant Director at the Confucius Institute at the University of Minnesota. She will provide advice and expertise on teacher training and assessment collaborations.

**Dr. Shuhan Wang**, Executive Director of Chinese Language Initiatives at the Asia Society, has experience with both writing Chinese language curriculum with her current textbook series *Flying With Chinese* (2008) and with capacity-building with her research on *Expanding Chinese Language Capacity in the US* (2005). Dr. Wang will provide advice and support in the

dissemination and replication of the grant project as the liaison for Minnesota Chinese immersion programs to the Asia Society.

### MANAGEMENT PLAN

Yinghua Academy will be the fiscal agent for this project. There are two individuals responsible for leading the project development and staff implementation, as well as a team of outside experts to provide evaluation and ongoing review. Yinghua Academy School Director, Betsy Lueth will serve as the Project Director (PD)-(b) (6) FTE. She will oversee all financial management, evaluation, and reporting requirements for the grant project. She will evaluate the work of the curriculum design team on a monthly basis, and lead the activities of the external evaluation advisory group. Yinghua Academy's Academic Director (AD) Luyi Lien, Ph.D. (b) (6) FTE), will serve as lead for the curriculum design team, and will develop the curriculum design by convening regular curriculum meetings, directing unit and lesson plan designs, evaluating student assessments and action research results. Together the PD and AD will develop the sister-school relationships with collaborative partners.

A Curriculum Support (CS) staff (.8 FTE), Assessment Support (AS) staff (.5 FTE), Tech Support (.5 FTE) Grant Administrator (GA) (.5 FTE), and full-time Teachers (2.5 FTE in YR1, 3.0 FTE in YR2, and 4.0 FTE in YR3) will provide support to both the Academic Director and Project Director in accomplishing design and implementation tasks.

An outside evaluation advisory team of Helena Curtain, Ph.D., Myriam Met, Ed.D., Margaret Wong (MN veteran Chinese language teacher), the Iowa State National K-12 Foreign Language Resource Center, the Asia Society, and the Confucius Institute at the University of Minnesota, the Center for Applied Linguistics, the Hanban of China, and Capitol Normal

University of Beijing will provide advice and evaluation during the program design, implementation and revision, for all three years of the project.

The chart below outlines the activity timelines and milestones for completing project tasks:

### Project Workplan

Milestones/Activities	Person/s Responsible	Budget Period Timeline
<p><i>A. Development of Curriculum Framework:</i></p> <p><i>Objectives 1.1/1.2</i></p> <ol style="list-style-type: none"> <li>1. Convene curriculum meetings 2x/month</li> <li>2. Convene technology meeting 1x/month</li> <li>3. Observe secondary AP programs</li> <li>4. Professional development</li> <li>5. Develop thematic units and lesson plans</li> <li>6. Develop instructional materials and resource list</li> <li>7. Develop course schedule and recruit staff</li> </ol>	<p>AD-Lead</p> <p>PD,</p> <p>Teachers,</p> <p>Tech, CS -</p> <p>Support</p> <p>Curtain -Eval</p> <p>Wong - Eval</p> <p>Met - Eval</p>	<p>YR 1: Convene meetings, develop and implement theme-based curriculum map, units and lesson plans for framework, observe other programs, create coursework</p> <p>YR 2: Continue YR1 track, recruit and train staff</p> <p>YR 3: Revise and Final Rpt</p>
<p><i>B. Create and Sustain Two-way Language</i></p> <p><i>Learning Experiences: Objectives 2.1/2.2/2.3</i></p> <ol style="list-style-type: none"> <li>1. Explore and develop sister-school relationship</li> <li>2. Establish technology for student</li> </ol>	<p>AD - Lead</p> <p>PD - Monitor</p> <p>Teachers,</p> <p>Tech, CS,</p>	<p>YR 1: Establish sister-school relationships, develop technology in the classrooms and language lab, review</p>

<p>communication.</p> <p>3. Create rubrics and assessments to track student communication.</p> <p>4. Develop attitudinal survey</p> <p>5. Fundraise, plan and implement study abroad</p>	<p>AS - Support</p> <p>Confucius</p> <p>Ins. - Support</p>	<p>rubrics and performance assessments, begin study abroad plan.</p> <p>YR 2: All activities in YR 1</p> <p>YR3: Continue prior activities, and study-abroad</p>
<p><i>C. Collect and Evaluate Student Assessment</i></p> <p><i>Data: Objectives 3.1/3.2/3.3</i></p> <p>1. Administer oral language proficiency exams</p> <p>2. Administer literacy proficiency exams</p> <p>3. Create and assess performance-based assessment rubrics and student projects</p>	<p>AD - Lead</p> <p>PD – Eval</p> <p>GA,AS-Support</p> <p>CAL– Advise</p> <p>Hanban-Eval</p>	<p>YR 1-3 on-going: Assess all students in oral language proficiency, Chinese literacy, performance-based content and language projects</p> <p>YR1-3: collect and revise curriculum based on data</p>
<p><i>D. Develop and Review Action Research:</i></p> <p><i>Objectives 4.1/4.2</i></p> <p>1. Experienced immersion teachers and all middle school teachers will train in critical science research.</p> <p>2. Develop evaluation program for action research projects.</p> <p>3. Develop a stipend incentive program for teachers to develop and implement action</p>	<p>AD - Lead</p> <p>Teachers-Research</p> <p>Plihal- Train and Support,</p> <p>Review and Eval</p> <p>PD – Review and Eval</p>	<p>YR1: Teachers complete training in action research, develop research questions</p> <p>YR 2: At least three action research projects are conducted. At least two action research projects produce reports and are presented in workshops.</p>

<p>research projects.</p> <p>4. Prepare monthly action research progress reports and summary documents.</p> <p>5. Further develop existing summer professional development workshop to include action research results.</p>	<p>GA-Support</p> <p>Rosenbush-Support</p>	<p>YR 3: All activities continued from YR2, with 3 new action research projects beginning, and all projects evaluated.</p>
<p><i>E. Develop partnerships and collaborations</i></p> <p><i>Objective 4.3</i></p> <p>1. Meet with program directors and teachers at local k-12 Chinese programs</p> <p>2. Develop national and international university partnerships.</p>	<p>PD-Lead</p> <p>AD-Co-lead</p> <p>Teachers, Tech, CS, AS, GA-Support</p>	<p>YR1: Observe and meet with colleagues in at least one elementary, secondary, and university program.</p> <p>YR2 &amp; 3: All activities of YR1, and add new partners.</p>
<p><i>F. Disseminate replicable program products</i></p> <p><i>Objective 4.3</i></p> <p>1. Develop website links for data access</p> <p>2. Upload pdf documents to website</p> <p>3. Provide program product information at summer workshops, conferences, and in research publication submissions.</p>	<p>PD-Lead</p> <p>AD, Tech, Teachers, GA-Support</p> <p>Wang, S - Advise</p>	<p>YR1: Develop website links</p> <p>YR2&amp;3: Upload Data, Present action research at workshops, conferences, and to journals.</p>

**PROJECT EVALUATION**

<b>Measurable Outcomes</b>	<b>Data and Methods</b>	<b>Evaluation Benchmarks</b>	<b>Replication Strategies</b>	<b>Persons Responsible</b>
<p>1.1.1. Curriculum framework for middle school FLES and late-entry sixth graders</p>	<p>1. Curriculum map for content-based middle school Chinese coursework to allow for both immersion and FLES continuation paths or late-entry students</p>	<p>1. End of YR 1 6th grade evaluated by external consultants</p> <p>2. End of YR 2 7th grade evaluated by external consultants</p>	<p>1. Curriculum framework revised and reviewed by external evaluators for replicable guidance</p>	<p>AD - Lead</p> <p>CS, Teachers - Support</p>
<p>1.1.2. Curriculum framework for middle school immersion students</p>	<p>2. Classroom observations of instructional strategies</p> <p>3. Collect samples of instructional materials used in the classroom</p>	<p>3. End of YR3 8th grade evaluated by external consultants</p> <p>4. Classroom observations by PD, AD, external eval 3x/year</p> <p>5. Instructional materials</p>	<p>2. Collaboration and feedback requested from other elementary and secondary programs</p>	<p>PD – Classroom Observation</p> <p>Met, Wong, Curtain - External Support</p>

			evaluated 1x/month by AD, annually by external evaluators		
1.1.3 Standards-based curriculum	1. Curriculum framework with links to the standards	1. External curriculum evaluations 2x/year	1. Curriculum framework revised and reviewed by external evaluators for replicable guidance	AD - Lead	
1.1.4 Chinese, technology, math, science and global events thematic curriculum	2. Student assessment rubrics with links to the standards	2. Monthly curriculum meetings review with AD	2. Collaboration and feedback invited from other elementary and secondary programs	CS, Teachers - Support	
	3. Samples of student performance assessments and student work	3. Instructional materials evaluated 1x/month by academic director, annually by external evaluators		Met, M, Curtain, H. – External Support, eval	
	4. Samples of units and lesson plans				
1.2.1 FLES and new	1. School Schedule reflects	1. YRI School schedule	1. School schedule	PD - Lead	

sixth grade time in Chinese: 600 minutes/wk for 6-8 grades	specific Chinese language content classes and required minutes	for 6th grade non-immersion program designed and evaluated	reflects required minutes of instruction for each content-area as per Minnesota state standards	AD, GA - Support
1.2.2: Immersion students time in Chinese: 900 minutes/wk for 6-8 grades		2. YR2 School schedule 6th grade immersion, 7th grade non-immersion 3. YR3 School schedule 7 <sup>th</sup> , 8th grade immersion, and 8th grade non-immersion		
2.1.1 90% of students communicate 300 minutes/month with peer in China	1. Email communication logs 2. Samples of communication: blogs, Facebook, academic projects, written communication 3. Rubrics used to assess student communication	1. End of YR1 an established middle school partnership evaluated by school and academic directors.	1. Document process, provide protocol for creating sister-school relationship.	AD - Lead PD – Support GA, Teachers, Tech Staff – Support Confucius Institute - Support
2.1.2. Time in Chinese online communication:		2. End of YR1 6th grade		

50% for non-immersion and 90% for immersion	4. Classroom observations	students communicating with peers in China. 3. End of YR2 6th and 7th graders 4. End of YR3 6th, 7th and 8th graders	2. Define technology requirements for replication	Sister-School (China) - Support
2.3.1. Study Abroad – one to two week experience	1. Collect participation data for eighth grade students 2. Satisfaction surveys for both U.S. and Chinese families	1. End of YR1 sister-school relationship established 2. End of YR3 80% of 8th grade students participate in study abroad	1. Document process. provide protocol for establishing sister-school relationship, and study abroad planning	PD - Lead AD, Teachers, GA - Support Parent – Chaperone and Financial Support Community – Financial Support Confucius Institute
3.1.1/3.1.2 Oral Proficiency	1. Conduct SOPA tests annually for all middle school students	1. By end of YR1, 2, 3 75% of 6th grade non-	1. Use available standardized test	AD - Lead AS, Tech, Teachers –

		immersion students test novice-high 2. End of YR2, YR3 75% of 7th grade non-imm students test intermediate-mid 3. End of YR3 75% of 8th grade non-imm students test intermediate-high, 75% of 6th grade immersion students score advance- high		Support CAL - advise
3.2.1/3.2.2 Chinese Literacy	1. Conduct internal literacy assessments 3x/year for all students	1. By end of YRS1-3 50% of 6th grade non- immersion students pass	1. Use available standardized tests	AD - Lead AS, Teachers - Support

	2. Conduct YCT 1x/year for all students	level 1 on the YCT 2. End of YRS2-3 60% of 7th grade non-immersion students pass level 2 3. End of YR3 75% of 8th non-immersion pass level 2, 75% of 6th grade immersion pass level 3		Han Ban - evaluate
3.3.1. Create e-portfolios for all middle school students	1. Collect samples of e-portfolios	1. 100% of students in middle school program have online e-portfolio	1. sample e-portfolio in replication plan 2. Eval of e-portfolios	AD - Lead Teachers, Tech, AS, CS – Support Curtain, H –Eval Wong, M - Eval
3.3.2 Performance-based assessments	1. Collect rubrics for performance-based assessments	1. End of YRI no fewer than three rubrics drafted	1. Rubrics and activities available	AD- Lead AS, Teacher – Support

		for grade six 2. YR2 for grade seven 3. YR3 for grade eight	online for replication 2. Eval of performance-based assessment	Met, M. – Eval Wang, Y. - Eval
4.1.1. Action Research	1. Samples of action research questions 2. Samples of action research data 3. Samples of action research summary results	1. End of YR1 all middle school staff trained in critical action research 2. End of YR 2, 3 action research projects conducted, presented, externally evaluated 3. End of YR3 6 total grant-funded action research projects conducted, evaluated,	1. Explicit, objective action research questions 2. Share/publish results	AD - Lead CS, Teachers, Tech Staff, GA - Support Philal – Train and Evaluate Curtain - External Evaluation Rosenbush – Support and Consult

		published online		
4.2.1. Summer Professional Development	1. Evaluate participation 2. Survey participants	1. YRS1-3 conduct two-day summer workshops 2. Review participant evaluations	1. Training 2. Review evals to inform future workshops	PD - Lead AD, GA, CS, AS, Teachers, Tech - Support
4.3.1. Partnerships and Collaborations	1. Track outreach efforts to other schools and universities 2. Collect examples of collaboration on curriculum design	1. End of YR1 a collaboration w/at least 1 university, 1 secondary, 1 elementary school 2. By end of YR 3 collaboration w/ 2 elem, 2 secondary, two univ, and 1 Chinese institution	1. Evaluate outreach efforts, share learnings with broader audience of partners	PD - Lead AD, GA, CS, AS, Teachers, Tech Staff – Support Rosenbush – Support Brzezinski – Support Wang, Y - Support Wang, S – Eval
4.3.2 Dissemination	1. Curriculum framework 2. Samples of units, lesson plans, instructional materials	1. YR1-3 all evaluated material from the project posted online	1. Share information publicly for	PD- Lead AD – Co-Lead GA, AS, CS,

	<p>3. Assessment tools and results</p> <p>4. Summary reports from action research projects</p> <p>5. Submissions to ACIE and EAR</p>	<p>2. YR 2, 3 present at no fewer than 2 conferences</p> <p>3. YR3 submit no fewer than 2 publication to professional journals</p>	<p>replication</p>	<p>Teachers, Tech Staff—</p> <p>Support</p> <p>Wang, S- Eval</p>
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