



**APPLICATION FOR GRANTS UNDER THE
FOREIGN LANGUAGE ASSISTANCE PROGRAM LOCAL
EDUCATIONAL AGENCIES WITH INSTITUTIONS OF
HIGHER EDUCATION**

CFDA # 84.293A

PR/Award # T293A100167

OMB No. 1894-0006, Expiration Date: 09/30/2011

Closing Date: APR 14, 2010

PR/Award #T293A100167

U.S. Department of Education

Washington, D.C. 20202-5335



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

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission * 2. Type of Application: * If Revision, select appropriate letter(s): <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Application <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Changed/Corrected Application <input type="checkbox"/> Revision		
* 3. Date Received: 4/12/2010		4. Applicant Identifier:
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: 84.293
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
* a. Legal Name: Oxford Community Schoools		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 386003081		* c. Organizational DUNS: 010859460
d. Address:		
* Street1:		105 Pontiac Street
Street2:		
* City:		Oxford
County:		
State:		MI
Province:		
* Country:		USA
* Zip / Postal Code:		48371
e. Organizational Unit:		
Department Name:		Division Name:
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:		Dr. * First Name: James
Middle Name:		

* Last Name: Schwartz

Suffix: Ph.D

Title: Assistant Superintendent of Curriculum

Organizational Affiliation:

Oxford Community Schools

* Telephone Number: (248)969-5037

Fax Number: (248)969-5016

* Email: JAMES.SCHWARZ@OXFORDSCHOOLS.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

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:

84.293A

CFDA Title:

Foreign Language assistance Program Local Educational Agencies with Institutions of Higher Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031510-001

Title:

Foreign Language Assistance Program-Local Educational Agencies with Institution of Higher Education CFDA 84.293

13. Competition Identification Number:

Title:

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

City: Oxford

Counties: Oakland and Lapeer

State: Michigan

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

Fifth Core

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: 8th District

* b. Program/Project: 8th District

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 8/31/2015

18. Estimated Funding (\$):

a. Federal	\$ 1490622
b. Applicant	\$ 3397093
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 4887715

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

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

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

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

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

☐ Yes ☒ No

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Dr. * First Name: William

Middle Name:

* Last Name: Skilling

Suffix:

Title: Superintendent

* Telephone Number: (248)969-5003 Fax Number: (248)969-5016

* Email: WILLIAM.SKILLING@OXFORD.K12.MI.US

* 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.

N/A



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Oxford Community Schools

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

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 100,400	\$ 103,550	\$ 106,810	\$ 110,185	\$ 113,677	\$ 534,622
2. Fringe Benefits	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 50,000
3. Travel	\$ 25,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 157,000
4. Equipment	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 275,000
5. Supplies	\$ 44,000	\$ 33,000	\$ 29,000	\$ 24,000	\$ 19,000	\$ 149,000
6. Contractual	\$ 65,000	\$ 65,000	\$ 65,000	\$ 65,000	\$ 65,000	\$ 325,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 299,400	\$ 299,550	\$ 298,810	\$ 297,185	\$ 295,677	\$ 1,490,622
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 299,400	\$ 299,550	\$ 298,810	\$ 297,185	\$ 295,677	\$ 1,490,622

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Michigan Department of Education The Indirect Cost Rate is 17.8%

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

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Oxford Community Schools

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

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 287,797	\$ 437,595	\$ 597,526	\$ 768,117	\$ 949,916	\$ 3,040,951
2. Fringe Benefits	\$ 66,414	\$ 68,738	\$ 71,144	\$ 73,634	\$ 76,212	\$ 356,142
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 354,211	\$ 506,333	\$ 668,670	\$ 841,751	\$ 1,026,128	\$ 3,397,093
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 354,211	\$ 506,333	\$ 668,670	\$ 841,751	\$ 1,026,128	\$ 3,397,093

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: William C. Skilling

Title: Superintendent

Date Submitted: 03/18/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <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	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): 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: William C. Skilling, Ph.D. Title: Superintendent Applicant: Oxford Community Schoools Date: 03/18/2010	
Federal Use Only:		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

Oxford Community Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: William Middle Name: C
Last Name: Skilling Suffix: Ph.D.
Title: Superintendent

Signature:

Date:

03/18/2010

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 : OCS GEPA Statement

File : [OCS GEPA.doc](#)

Oxford Community Schools GEPA Statement

In carrying out its educational mission, Oxford Community Schools will ensure to the fullest extent possible the equitable participation of, and appropriate educational opportunities for, those individuals involved. Federally funded activities, programs and services will be accessible to all teachers, students, and other program beneficiaries with special needs to participate fully in the proposed projects. Oxford Community Schools does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, genetic predisposition or sexual orientation in its education programs, services, and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, and other participants.

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	James		Schwarz	Ph.D

Address:

* Street1: 105 Pontiac Street

Street2:

* City: Oxford

County:

* State: MI * Zip / Postal Code: 48371 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(248)969-5037	(248)969-5016

Email Address:

JAMES.SCHWARZ@OXFORDSCHOOLS.ORG

2. Applicant Experience

Novice Applicant	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not applicable
------------------	------------------------------	-----------------------------	--

3. Human Subjects Research

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

☒ Yes ☐ No

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

☒ Yes Provide Exemption(s) #: 1 and 2☐ No Provide Assurance #, if available:**Please attach an explanation Narrative:****Attachment:**

Title : Protection of Human Research: Exempt Narrative

File : PROTECTION OF HUMAN RESEARCH.doc



PROTECTION OF HUMAN RESEARCH

Exemption Narrative

This grant application includes research of human subjects that is exempt in categories (1) and (2). The research will be conducted in elementary, middle and high school settings and will involve teachers, students, parents and administrators. The purpose of this research is to collect and analyze data for programmatic improvements and grant reporting.

Research involving students (minors) will only include the review of educational tests. Scores will be reported in a manner that individual students will not be identified, nor will it cause any risks to the students when reporting results.

Research involving adults will involve review of language instructional strategies, survey, effectiveness of instructional techniques, curriculum review and review of cognitive testing. All reporting will be conducted in such a manner that it will not pose criminal or civil liability or damage subjects' financial standing, employability or reputation.

If at any time, the research expands outside of the defined areas of exemptions, an application, through our Confucius Institute partnership, will be made to the Institutional Review Board at Michigan State University for approval for human research.

Project Narrative

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

Attachment 1:

Title: **Abstract** Pages: **2** Uploaded File: **OCS Abstract2010.pdf**

ABSTRACT

Applicant: Oxford Community Schools

Title of Program: Fifth Core

Type of Program: Sequential Foreign Language Instruction (Middle/High School)
and FLES (Elementary)

Critical Languages: Mandarin Chinese

SCHOOLS: *Elementary Schools:* (1) Oxford Elementary School, (2) Daniel Axford Elementary School, (3) Lakeville Elementary School, (4) Leonard Elementary School and (5) Clear Lake Elementary School. *Middle School:* (1) Oxford Middle School. *High School:* (1) Oxford High School.

GRADE LEVELS: Grades K-12

TOTAL NUMBER OF SERVICE

- Served by end of the project: 11,870 (estimation)
- By year:
 - 2010/2011 1,580
 - 2011/2012 2,290
 - 2011/2013 2,450
 - 2013/2014 2,640
 - 2014/2015 2,910

Institutions of Higher Education Partner(s): Confucius Institute – Michigan State University

Project will support foreign language learning during the traditional school day?
Yes

Waiver of Matching Costs Requested: No

Global fluency requires the adoption of an international perspective that will prepare students to compete in a global world that is changing 24/7. OCS has deliberately chosen the term “fluency” over “literacy” because literacy implies knowledge or familiarity, while fluency suggests mastery and accuracy. OCS desires that its students go beyond superficial knowledge. OCS is creating a model global learning environment in which every student will be fluent in another language, known as Fifth Core™: Foreign Language. Fifth Core’s goal is with the incoming kindergarten class of 2009, all students will be fluent in one world language by 8th grade at the Intermediate-Mid level and the desire of students to continue language learning into high school to develop advanced levels of language proficiency.

OCS' goal is to position all students to be able to compete against the best graduates globally for the best education and jobs available internationally. It is imperative that students not only learn a world language, but also, the acquisition skills to acquire additional fluency in other world languages when needed. Moreover, it is crucial that they have a greater understanding of world cultures so they will know how to work and socialize effectively in other countries. In order to realize the goals described above, all students in grades K-8 are required to learn either Spanish or Mandarin Chinese, though this grant is specifically for Mandarin Chinese.

Goal 1: Implement our Fifth Core Chinese Language Experimental Pilot Program Design that is designed to develop a comprehensive and self-sustaining kindergarten through twelfth grade Chinese language program. Oxford Community Schools is realigning and redesigning language courses to meet the language demands of the future. This program will create a new Mandarin Chinese language program across elementary, middle and high school and add the requirement of a fifth core subject: critical languages resulting in a comprehensive k-12 Chinese language program.

Goal 2: Develop high levels of Chinese language proficiency based on sequential language instruction. Students will increase their ability to communicate through sequential language instruction that increases Chinese language proficiency. Objectives include an increase in reading, writing, listening and speaking Mandarin Chinese and alignment of curriculum and assessments to meet and/or exceed National Language Standards at the appropriate instructional levels.

Goal 3: Curriculum and professional development that facilitates language learning and cross-culture communication. Develop curriculum that makes connections with other disciplines, instructional development that build internal capacity and external dissemination of programmatic information and materials. Objectives include professional development, a fully articulated kindergarten through twelfth grade Chinese language curriculum, Chinese teacher certification and dissemination of the program to individuals and school districts interested in program replication.

Goal 4: Integration of technology into language learning for authentic purposes. Technology is a strong tool for language acquisition as it maximizes the potential for language input and output. Likewise, it is a great motivating factor for students. It is our goal to integrate various technologies (e.g. computer-based instruction, blogs, Twitter) and multimedia software (e.g. Chinese Your Way and Zon) to maximize language learning.

Project Director: James Schwarz

Phone: (248) 969-5003

Email: James.Schwarz@oxfordschools.org

Project Narrative

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

Attachment 1:

Title: **Fifth Core** Pages: **32** Uploaded File: **Oxford Grant Narrative-Fifth Core.pdf**

Fifth Core

Need for Project

Oxford Community Schools (OCS) is in the midst of educational renovation carried out partly in due of our desire for educational change and partly due to our Project ReImagine focus. OCS previously carried out an extensive self-assessment to shape our priorities and future direction. In this, we examined educational data at the state and national levels, including: MEAP, MME, ACT data; drop-out and graduation rates; drop out data from college/universities; *MLPP Early Literacy Profiles*; District assessment information primarily in math/language arts; and *My Voice* Student and Staff Surveys. After analyzing the information above, three core challenges emerge that OCS intends to resolve as a part of our educational focus: 1) Designing and directing curriculum and instruction in order to realize outcomes that ensure the global fluency of all students; 2) Hiring bilingual teachers who are 21st Century Master Teachers in their respective fields; and 3) Meeting goals listed in OCS' Strategic Plan.

Global fluency requires the adoption of an international perspective that will prepare students to compete in a global world that is changing 24/7. OCS has deliberately chosen the term “fluency” over “literacy” because literacy implies knowledge or familiarity, while fluency suggests mastery and accuracy. OCS desires that its students go beyond superficial knowledge. Oxford is creating a model global learning environment in which every student will be fluent in another language, known as Fifth Core™: Foreign Language. Fifth Core's goal is with the incoming kindergarten class in 2009, all students will be fluent in one world language by 8th grade at the Intermediate-Mid level and the desire of students to continue language learning into high school to develop advanced levels of language proficiency.

OCS' goal is to position all students to be able to compete against the best graduates globally for the best education and jobs available internationally. It is imperative that students not only learn a world language, but also, the acquisition skills to acquire additional fluency in other world languages when needed. Moreover, it is crucial that they have a greater understanding of world cultures so they will know how to work and socialize effectively in other countries. In order to realize the goals described above, all students in grades K-8 are required to learn either Spanish or Mandarin Chinese, though this grant is specifically for Mandarin Chinese. OCS seeks to employ bilingual/bicultural educators to afford a more authentic, international educational environment, and over the last two years, the district has hired nine such teachers. Some teach their native language while others reinforce their languages and cultures in core classes, electives, and resource rooms. OCS partners with the Confucius Institute at Michigan State University to foster teacher exchange programs between the U.S. and China.

Absolute and Competitive Priorities. This proposal *directly* addresses: (a) Absolute Priority—Improve and expand Mandarin Chinese across grades k-12 with the goal of developing high levels of student foreign language proficiency through increased instructional time, researched-based instructional practices, and opportunities that enhance classroom instruction; (b) Competitive Preference Priority #1—inclusion of extensive summer professional development; and (c) Competitive Preference Priority #3—implementation of technology to promote foreign language learning.

Quality of the Project Design

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

Global Competency. OCS is fully committed to replacing the older model of teaching/ learning for a new personalized and innovative one which embraces technology, pre-K to adult learning options,

global community partnerships which foster collaboration and teamwork, international workplace settings in the classroom, Fifth Core™ languages, Music and project-based learning. Building cultural awareness and language proficiency through foreign language instruction is one way to address the needs of students entering the 21st century global world (Stewart & Wang, 2005). Typically in schools, foreign language has been seen as an isolated course required for college admittance.

This viewpoint has been changing in light of globalization. The realization that our students need to understand the history and culture of others, while developing an appreciation of the commonalities between all people, needs to be made. This is clearly a benefit in an increasingly global community (Western Canadian Education, 1999).

Recruiting Foreign Language Teachers. Though we try to locate certified teachers already within the U.S., there tends to be a shortage. This deficiency can pose significant implementation challenges to Chinese language programs (Stewart & Wang, 2005). The option of bringing Chinese foreign teacher faculty to the US provides students broader and deeper understanding of the Chinese culture (Met, 1993). Our partner, the Confucius Institute (CI-MSU) has been bringing Chinese teachers to the U.S. for several years and we will utilize their services. OCS has already begun in preparing our teaching staff to deal with the challenges that these teachers will encounter when they enter our system that is different from their own. Through the CI's expertise and conducted research, they have continually revised their recruitment practices, added teacher certification and provides perspective teachers an intensive training program prior to coming to the United States.

The components outlined in this proposal are based upon research and effective language teaching and learning practices as well as research indicated within the stated goals listed above.

All resources, curriculum, technology and methodology and teacher professional development pertaining to Chinese are based upon information obtained through the Confucius Institute (Romig 2009; Zhao, 2009), which has been researching best practices in Chinese language acquisition and education models over the last several years.

(2) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.

<p>Goal 1: Implement our Fifth Core Chinese Language Experimental Pilot Program Design that is designed to develop a comprehensive and self-sustaining kindergarten through twelfth grade Chinese language program.</p> <p><i>Supporting Research:</i> In the global workforce, language and cultural knowledge are crucial for cultural competency (Zhao, 2007).</p>	
<p><i>Objective 1:</i> Elementary students studying Chinese will receive Chinese language and culture instruction at the designated grade level amounts. (See Projected Enrollment and Program Growth Chart.)</p> <p><i>Objective 2:</i> Middle (45 minutes/day) students and enrolled high school students (72 minutes/day) studying Chinese will receive Chinese language instruction daily.</p>	<p><i>Measurement:</i> (1) GPRA--The average number of minutes per week of Chinese language instruction for each language and at each grade level. (2) GPRA--The number of students participating in Chinese language instruction at each grade level.</p>

Goal 2: Develop high levels of Chinese language proficiency based on sequential language instruction.

Supporting Research: Supporting Research: Students need to know how to communicate effectively in languages other than English (Michigan Department of Education, 2008).

Objective 1: Participating students will demonstrate an increase in reading, writing, listening and speaking Mandarin Chinese.

Objective 2: Curriculum and assessments will be aligned to meet and/or exceed National and ACTFL Language Standards at the appropriate instructional levels.

Objective 3: District Chinese language assessments will align with National and ACTFL Language Standards to ensure accurate measurement of students' proficiency levels.

Measurement: (1) The percentage of students that meet and/or exceed proficiency levels. The goal is for at least 85% of students to meet and/or exceed standards. (2) The number of students who meet the projected proficiency levels at each grade as measured through rubric-based and/or graded summative assessments at each grade level with a goal of at least 85% students meeting and/or exceeding expected proficiency levels at the tested grades. (3) The number of students who meet the projected proficiency levels at each grade as measured by a random number of students tested on STAMP test. At least 85% students meeting and/or exceeding expected proficiency levels at the tested grades. (4) Through statistical analysis, district assessments and STAMP will align demonstrating no statistical difference between proficiency levels by the end of the grant cycle. (5) The percentage

	of seniors who pass the AP and/or IB-Diploma Program Chinese examination. Goal: 85% of students pass IB and/or AP exam.
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<p>Goal 3: Curriculum and professional development that facilitates language learning and cross-culture communication.</p> <p>Supporting Research: Professional development activities improve the quality of their teaching (Bubb, 2005).</p>	
<p><i>Objective 1:</i> Language teachers will receive intensive training (IB, teaching strategies, language, culture and technology) to improve their skills and abilities to implement and/or support language instruction.</p> <p><i>Objective 2:</i> Fully developed and explicitly written Chinese curriculum across grades K-12.</p> <p><i>Objective 3:</i> Mandarin teachers will obtain Michigan Teacher certification through MA level coursework.</p> <p><i>Objective 4:</i> Mandarin teachers will have intensive site support/PD by CI-MSU.</p>	<p><i>Measurement:</i> (1) Tracking of participation, dates, times of professional development along with survey information concerning teacher needs, satisfaction and appropriateness of curriculum. (2) Ratio of certified Mandarin teachers to the number of Mandarin teachers working towards certification. (3) By the end of year 5, curriculum document for a high quality, rigorous and standards-based target language program along with aligned assessments to measure Chinese language proficiency will have been developed for grades K-12.</p>

Goal 4: Integration of technology into language learning for authentic purposes.

Supporting Research: Technology creates foreign language learning environments and experiences that satisfy conditions for optimal foreign language learning (Zhao, 2005) expands the language and cultural learning resources for foreign language education (Green & Yongs, 2000; Herron, Dubreil, Cole, & Corrie, 2000), increases opportunities for using the target language for authentic purposes (Belz & Thorne, 2006; Fryer & Carpenter, 2006), and increases the quantity and quality of feedback (Heift, 2004; Nagata, 2002; Ushida, 2007).

Objective 1: Chinese Your Way (eTextbook) and Zon (MMRPG) will be integrated into the Chinese curriculum and teaching.

Objective 2: Technology will be integrated as a communicative tool for language learning and expression.

Measurement: (1) Report of number of courses using Chinese Your Way. (2) Report of number of courses integrating Zon. (3) Student/teacher survey of uses of social media tools in language learning. (4) Number of students and district family members registered on Zon.

Goal 1: Implement our Fifth Core Chinese Language Experimental Pilot Program Design that is designed to develop a comprehensive and self-sustaining kindergarten through twelfth grade Chinese language program.

Core curriculum is usually defined as English Language Arts, Mathematics, Science and Social Studies. Here at OCS, we believe that in order for our students to be educationally prepared for the future, a fifth core subject needs to be added to the curriculum. For OCS, our Fifth Core program is the requirement that students intensively study a world language.

Mandatory language instruction begins at kindergarten. Students will receive sequential language instruction through middle school (8th grade). At the high school level, foreign

language courses will be offered as an elective. Michigan requires that all students graduating in the year 2016 to have a minimum equivalency of at least two years of a high school foreign language. Based upon graduation requirements and the K-8 program, we anticipate a large number of students will continue their language studies into the high school. Additionally, as we are moving towards becoming an authorized International Baccalaureate World School and per IB program requirements, students must study a secondary language yearly.

Sustainability is crucial to the success of this program. The well-established collaborative partnership between the district and the Confucius Institute at Michigan State University (CI-MSU) will continue to support the integration of Chinese language instruction. This will be demonstrated through the continuation of obtaining qualified Chinese language teachers. In addition to recruitment, the CI-MSU will also assist with Chinese teacher certification, curriculum development and support for acculturation. Because of this partnership, we are at a point where we can look at expansion and long-term sustainability of language programs.

Goal 2: Develop high levels of Chinese language proficiency based on sequential language instruction.

Students need to be proficient, at the very least, in a second language. Our goal of the Fifth Core program is with the incoming kindergarten class in 2009, all students will be fluent in one world language by 8th grade at the Intermediate-Mid level. In order to help validate student progress, OCS will carry out a more formal assessment in grades five and eight via a tool such as the web-based STAMP (Standards-based Measurement of Proficiency) test beginning when the current kindergartens complete fifth grade (2015). This test measures language proficiency “according to Benchmark Levels 1-5 which are related to ACTFL Performance Guidelines at the Novice to Intermediate levels”.

As we build towards this overarching goal, we must monitor and evaluate language progress regularly. Due to the cost of the STAMP test, we cannot afford to assess every student yearly at other grades. As we create, modify and build our own assessments to monitor language proficiency, we need to build in safeguards to ensure our assessments truly measure the target proficiency levels. Therefore, a random sample of students will take the STAMP test. Their proficiency scores will have comparative analysis conducted to determine if the district developed proficiency tests truly match levels identified with STAMP or if there is a statistically significant difference. Any difference will indicate our assessments will need refinement.

Goal 3: Curriculum and professional development that facilitates language learning and cross-culture communication.

Professional Development. Competitive Preference Priority #1 focuses on the inclusion of extensive summer professional development. Although we have built in extensive summer professional development, it is OCS's stance that support throughout the summer is insufficient and should be ongoing throughout the school year to ensure our Chinese teachers have the appropriate support so that they may be successful in their classrooms.

Ongoing professional development will be a key feature. Teachers and staff will need to receive training reflecting up-to-date techniques of language teaching as well as how to use and integrate technology within the curriculum in order to maximize learning opportunities. Professional development, therefore, will be a large factor that determines the success of our program in terms of curriculum development, current language teaching methodology and technology integration. There will be multiple avenues of professional development training.

First, our Chinese teachers will receive both Michigan teaching certification (K-12 Chinese Language Endorsement) courses and ongoing professional development support through

Michigan State University's Confucius Institute as part of services included within this grant proposal. The first summer of their arrival is spent on campus developing collegial relationships with other Chinese teachers and academic coursework. During this time period, they take two courses (6 credits) and work in a summer camp so they may become acclimated to American children in an environment that is supported by MSU's Teacher Education professors and CI-MSU's Chinese Teacher Mentors. Additionally, there is a monthly Chinese teacher social held both physically on campus and remotely (Internet-based) that our teachers will participate in. This social is available not only to CI Chinese teachers, but any Chinese teacher who is teaching in the United States and covers current teaching issues in conjunction with networking.

Second, OCS is just one district that employs Chinese language teachers. Though this is a rapidly growing field, programs tend to be isolated. Therefore, networking in a national capacity is crucial, not only to OCS's program, but what OCS can offer in the form of dissemination of information. To provide this type of opportunity to our teachers, we have budgeted financial support to send OCS Chinese teachers to national conferences such as Star Talk or other related learning opportunities. Additionally, as a school district working towards becoming an International Baccalaureate IB school, our Chinese language teachers will be trained in the area of IB World Languages.

Third, our program is expanding at a rapid rate. This is challenging, as we are acquiring teachers from China through the CI-MSU. These teachers will have participated in a training program (6-12 mos.) in China with the purpose of providing these teachers with the necessary skills to be successful in American classrooms. Though this program is good, we are concerned that with the rapid implementation of our program and having an American staff, whom for the most part, are unfamiliar with the teaching training or mentorship that is needed for our Chinese

teachers, that this will not be sufficient support for our Chinese teachers. To overcome this hurdle, we are having our CI-MSU partner provide on-site teacher support, mentorship and training one day a week.

Fourth, in an effort to educate our American staff and providing the UDOE approves the request for foreign travel, we will send 2-3 district teachers and/or administrators to China annual through either the CI-MSU or Hanban to study the Chinese educational system. It is important to build knowledge of the system in which our Chinese teachers were educated in so that they may be better mentored and supported within the OCS community. For this funding approval piece, OCS will submit a proposal outlining the selection process, the study abroad independent research process and dissemination of learned information, a process similar to what the Lansing School District did for their Educational Professional Development Study Abroad program.

Finally, the district has a set number of professional development days throughout the school year and as we move towards becoming an IB schools, our teachers will be trained in IB at the appropriate level and subject (IB-world language) area. We will utilize some of the district days to tailor training to meet the specific needs of language teachers. Besides including components that teachers feel are needed, we will also include pedagogical training, technology training and assessment/curriculum development. In conjunction, teachers will be able to utilize designated contractual days to participate in professional development opportunities offered by outside sources.

We will track and include in the annual report teacher participation, dates, times of professional development, topics taught along with any survey information collected. This data will be analyzed on an ongoing basis and PD revised to guarantee that training is consistently

meeting the needs of the teachers and staff members. Additionally, when language proficiency is reviewed, gaps that may appear will be analyzed to identify professional development needs of teachers so that they may reduce or eliminate the gaps.

Curriculum. Another major component of ensuring students are achieving high proficiency levels is to have a clear, concise and properly aligned curriculum. Curriculum will be written to articulate incorporation of the 5 C's (communication, cultures, connections, comparisons and communities) along three axes: (1) vertical articulation--continuity of a program throughout the length of the program; (2) horizontal articulation--coordination of any curriculum across the classes that are simultaneously attempting to accomplish the same objectives; and (3) inter/multidisciplinary articulation--capability of a second language as a school subject to associate with other disciplines in the curriculum (Lange, 1982) and the integration of the Chinese arts into physical education, music and art. All language curriculum will follow the district's procedures for approval and displayed on the district's website.

Goal 4: Integration of technology into language learning for authentic purposes.

By the time they graduate, today's students will have watched more television programs, movies, and videos, and used more computer and related technology tools than their parents and grandparents combined. Adept at using cell phones, text messaging, interactive Web 2.0, and social networking tools, tech-savvy students excel at communicating and learning via digital means. Today's students have never known life without media, computers, or the Internet. They are accustomed to using keyboards, rather than pencils, prefer to search for and read information from a computer screen, and may have spent more time playing games and on social networking sites than reading books.

For the most part, though, these same students power down when they come to school, because educational institutions are still grounded in 20th century practices, curriculum, and teaching methods. School scheduling/learning options are generally decades old in thinking, with little opportunity for connections to the real world. When technology is used, it is most often a teaching support, rather than a simulated workplace tool for manipulating data, communicating quickly, researching information, or producing artifacts. School and work remain as two separate entities with few connections. School is limited, out of touch, and often boring.

The technology component is designed to link the technology strengths of today's students with their educational experiences. Integrating Chinese Your Way (eTextbook) and Zon (Multi-Media Role Playing Game) into the curriculum are just two examples of linking learning with students' technology strengths. Technology has to become relevant in the learning experience without being limited to the social environment. Likewise, language is social. We will work to bridge the social aspects of language with the social aspects of technology that are used to communicate.

Likewise, technology will not be limited to "language" per se. Technology can revolutionize teaching and learning OCS is preparing major technological innovations and additions to convert each classroom to a *Next Generation High Tech* classroom. Teachers will need professional development workshops to learn how to create new learning experiences for students through the following technology tools that can personalize instruction more effectively: display of paper documents and physical objects; interaction within the district or remotely with live video and computer or physical objects in high definition; amplification of voice within the learning environment and incorporation of surround sound; customization of learning by capturing information from individual students and the lesson itself for digital storage and future

access; acceptance of remote audio and video sources and display of any digital source; integration of tools that permit modification of content and tracking.

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

High language proficiency is a goal. To ensure students are able to acquire the critical languages at the desired rates/levels, exposure must maximize language exposure. Each year, evaluators will work to ensure that reliable and valid assessment instruments are aligned with national and state standards for foreign language proficiency at elementary, middle and secondary levels. Yet, this alone is not sufficient. As we have learned, developing successful language programs is not only dependent upon minutes/days of exposure, it is the strength of curriculum and the ability of the language teachers to implement strong teaching strategies that motivate and propel students' language acquisition. Curriculum in relationship to the three axes of articulation in conjunction with students' assessed proficiency levels will be reviewed and revised annually to ensure goals are being reached. Likewise, technologies are strong tools for acquisition. Use of social media (e.g. Podcasts) and cutting edge multimedia programs, Chinese Your Way and Zon will be integrated into the teaching and learning practices of the language classrooms. All curriculum documents will be available on the district's curriculum website for full disclosure to parents and educators.

Evaluators will review project documentation including project-developed materials, attendance rosters, handouts and agendas for professional development activities; and agendas from other project-related meetings, including minutes from meetings. This annual evaluation

process will include the review of project documentation such as agendas, handouts and attendance rosters for all project-related activities (i.e., internal and external marketing events, recruitment campaigns, language and cultural events), and web pages.

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

Teaching Staff. We are formulating our budget to allow the expansion of our language program. We anticipate that we will need at least 15 new language teachers, in addition to our current teachers, by the end of the grant cycle. Each year, we will use FLAP funds for the salaries/benefits of two teachers. The remainder of the teachers will be carried on the district payroll as “in kind” contributions. Attacking the issue in this manner puts the majority of the staffing costs onto the district. Therefore, we can demonstrate the sustainability of funding for personnel past the grant cycle.

Curriculum. Chinese teachers and staff will work with the Confucius Institute during the summer (2010) to create a comprehensive scope and sequence for k-12 language learning based on instructional time and this will be made publically available through the CI-MSU and OCS. It is our intention to use this document to develop a comprehensive curriculum document that will drive critical language instruction across all grade levels within our district.

Professional Development and Support. With the rapid expansion of our Fifth Core program, it will be crucial that our Chinese language teachers get the appropriate amount of support. With professional development and mentorship in China being very different than in the US, we will have intensive support for our language teachers. As OCS administrative and teaching staff becomes acclimated to the special needs of our language teachers, they will start stepping into the mentorship role.

The professional development plan will facilitate the development and implementation of standards- and research-based instructional practices. Once teachers have been trained and supported through professional development, the district will encourage teachers to disseminate knowledge or become “teachers of teachers” via modeling and coaching of instructional practices, as well as facilitating workshops, conferences and meetings.

Dissemination Activities. OCS Fifth Core planners recognize the importance of marketing the program to both internal (intra-districts) and external (inter-districts) audiences. As pioneers in this endeavor, it is very important that learning process is shared so that other programs grow and develop. Oxford Middle School (OMS) and Oxford High School (OHS) are Members of the Successful Practices Network through which they dialogue with other schools across the nation that are recognized for creating and sustaining quality, cost-effective programs. Members share experiences and ask for assistance on school improvement, data-driven achievement, research and best practices focused on rigor, relevance and relationships. Membership benefits include coach support, school site visit/customized action plan, members-only website, online professional learning, online conferencing, webinars, podcasts, newsletters, professional development publications, Gold Seal Lessons Service and Database, free use of *We Learn* (grades 6-12 survey site), *Learning Leaders Q & A* interactive forum, and state-specific *Curriculum Matrix Data*.

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

This proposal develops a partnership with Confucius Institute – Michigan State University for the purpose of developing a strong language program. The nature of the resources that each organization will be providing to the project is highlighted in the table below.

Project Partner	Scope of Services
Confucius Institute – Michigan State University (CI- MSU)	<ul style="list-style-type: none"> -Facilitate the teacher certification and training of Mandarin Chinese teachers -Provide professional development for Mandarin Chinese teachers -Provide access to educational software that will help facilitate Mandarin Chinese instruction -Yearly professional development -CI-MSU staff will be independently contracted to act as grant evaluators

(6) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.

Today's global economy has become a focal point in today's society. Building cultural awareness and language proficiency through foreign language instruction is one way to address the needs of students (Stewart & Wang, 2005) entering today's global world. Foreign language has been previously seen as an isolated course required for college admittance. This viewpoint has been changing in light of globalization. The realization that students need to understand the history and culture of others, gain an appreciation of the commonalities between all people. This is clearly a benefit in an increasingly global community (Western Canadian Education, 1999).

There tends to be an insufficient number of Chinese teachers in the United States and this deficiency can pose significant implementation challenges to Chinese language programs (Stewart & Wang, 2005). Such faculty brings an understanding of the Chinese culture that

students are intended to gain (Met, 1993). The Confucius Institute (CI-MSU) has been bringing Chinese teachers to the U.S. for several years. Yet, there are challenges that these teachers encounter when entering a new educational system that is different from their own. Through the CI's expertise and conducted research initiatives, they have continually revised their recruitment practices, added teacher certification and perspective teachers enter an intensive training program prior to coming to the United States.

Feedback and continuous improvement requires ongoing reflection of the program design and implementation. Certain data collection (e.g. professional development) will be continuous with the implementation. Data such as language/cultural achievement will be collected at certain points during the school year. We intend to reflect on data gathered at each mid- and end-of-year point to assess what, if any, changes need to be made. We also plan to do an extensive analysis of data after our first year, including analysis of student performance data, interviews with teachers and students, and review of student portfolio materials. We will use this reflective process to explicitly outline the successes and challenges we face in order to reformulate our action plan to ensure continuous improvement of the program.

Quality of Project Personnel

It is the policy of Oxford Community Schools that no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination.

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

Dr. James Schwartz will act as Project Director. He holds a Ph.D. in Educational Leadership. His experience includes classroom teaching, Assistant Principal, and is currently the Assistant Superintendent for Curriculum. Part of his job duties has been handling state and federal grants, facilitating professional development, achievement data analysis, and planning expansion of the orchestra and Chinese language programs within the district.

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

Principals. Elementary, Middle and high school principals are experienced administrators. Qualifications include: Master's Degrees Educational Administration, minimum of five years teaching experience, teacher certification, ability to work cooperatively, strong leadership skills, well-developed expertise in instructional strategies and experience working in a large urban district.

Counselors. Counselors play an integral part of this program. Their positions require them to recruit and place students in courses and creating of schedules. Counselors must meet the following criteria: valid teaching certificate with an NT endorsement of MI School Guidance Counselor License, knowledge, training, and experience in effective instructional strategies and school improvement; research practices, and demonstrated knowledge in counseling techniques and duties.

Teachers. Over the course of this grant, teachers proficient in Simplified Mandarin Chinese will be hired as classroom teachers. These individuals will either meet state certification requirements or, in the case of Chinese teachers recruited from China, will be working on meeting the requirements through the Confucius Institute and Michigan State University's Teacher Education Department. They will be "permitted" by the Michigan Department of Education and will perform all job duties associated with being classroom teachers.

Mentors. Our Chinese teachers are products of an educational system that is quite different from ours. This, in itself, creates challenges for them as they acculturate to American Schools. In our budget, we have provided for on-site CI staff support of our teachers on a regular basis. Additionally, each teacher will be assigned two teachers to act as mentors--one western educated teacher and one Chinese language teacher. This will allow for daily support of each new Chinese teacher.

Quality of the Management Plan

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

Project Director: James Schwartz, Ph.D. will be the project coordinator. He will handle the administrative aspects of the grant and facilitate relationships between the various organizations, provide ongoing monitoring, maintain budget responsibilities in coordination with administrative offices and participate in the evaluation progress. He will devote 10% of his time to this job responsibility as part of his district job and will be paid from the district budget as “in kind” contributions.

Advisory Board. The Advisory Board is a small group of district administrators who meet at least twice per month. The Boards goal is to continue to monitor progress and advise changes as needed to ensure the goals of the district are being met in a timely and appropriate fashion. This board is not limited to just this grant objective, but examines progress of various programs across the district and how they are interconnecting and working together to build a strong educational experience for OCS’s students.

Budgetary Management. As demonstrated in the attached budget, OCS requests a 60-month grant from the U.S. Department of Education to support the proposed Foreign Language Assistance Program initiative. The proposed budget is reasonable in terms of the target population, the program needs and the building of program capacity. As described throughout this proposal, OCS is making significant contributions to the FLAP initiative to ensure that it achieves both its process objectives and desired outcomes. Among the in-kind resources that the district is contributing are primarily personnel (salaries and associated fringe benefits), including classroom teachers and principals and fringe benefits. These pieces are often times the most costly and most difficult to maintain. With putting the primary emphasis of personnel costs on the district, we aim to provide indications of sustainability over the long-term.

As the district moves towards implementing the Fifth Core program, the following tables outline the prospective timeline of implementation and projected enrollment as the program builds capacity.

FLAP Implementation Time Line

Major Project Milestones	Persons Responsible	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
PLANNING / ADMINISTRATION		F = FALL, S = SPRING, SU = SUMMER				
Conduct monthly project status meetings to track implementation progress.	Project Director, Advisory Board	F, S, SU	F, S, SU	F, S, SU	F, S, SU	F, S, SU
Convene quarterly meetings for review of program implementation	Project Director, Advisory Board, Principals	F, S, SU	F, S, SU	F, S, SU	F, S, SU	F, S, SU
Develop Chinese and curricula for language instructional programs	CI-MSU partnership, Curriculum Advisory Board, Chinese Teachers	F, S, SU	F, S, SU	F, S, SU	F, S, SU	F, S, SU
IMPLEMENTATION						
Design/implement Summer and School Year PD plan	Project Director, Advisory Board	F, S, SU	F, S, SU	F, S, SU	F, S, SU	F, S, SU
Implement Program Growth According to the Plan	Project Director, Advisory Board	F, S	F, S	F, S	F, S	F, S
Weekly Professional Development and Teacher	Project Coordinators, Chinese		F, S,	F, S,	F, S,	F, S,

Major Project Milestones	Persons Responsible	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Support	Teachers, CI-MSU staff		SU	SU	SU	SU
EVALUATION						
Conduct quarterly evaluation meetings with project staff and communication with evaluator	Nancy Romig, Ph.D. – Contracted Staff through CI-MSU					
Carry out data collection activities	Project Coordinators, Chinese Teachers, Principals	F, S	F, S	F, S	F, S	F, S
Independent Evaluation	Nancy Romig, Ph.D.	S, SU	S, SU	S, SU	S, SU	S, SU

Projected Enrollment and Program Growth

KEY:	<div> <div></div> <div>Old Program Model</div> </div> <div> <div></div> <div>(x)</div> </div>	<div> <div></div> <div>Proposed Fifth Core™ Program Model Mandarin Chinese Program Growth</div> </div>
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* **Bold numbers** = projected enrollment

GRADE	2009-10	2010-11	2011-12	2012-13	6 th Grade	7 th Grade	8 th Grade	2016-17	2017-18
					2013-14	2014-15	2015-16		
K	278	300	300	300	300	300	300	300	300

1		285	300	300	300	300	300	300	300
2			290	300	300	300	300	300	300
3	X	260	290	290	300	300	300	300	300
4	X	X	280	290	290	300	300	300	300
5		X	X	280	290	290	300	300	300
6		Level 1A 100 Level 1 70	Level 1A 100 Level 1 75	Level 1A 100 Level 1 80	Level 1A 150 Level 1 130	Level 1A 150 Level 1 140	Level 1A 150 Level 1 140	Level 1A 150 Level 1 140	Level 1A 150 Level 1 140
7		Level 1 160	Level 1B 100 Level 1 75	Level 1B 100 Level 1 40 Level 2 40	Level 1B 100 Level 1 40 Level 2 40	Level 1B 150 Level 1 100 Level 2 40	Level 1B 150 Level 1 100 Level 2 40	Level 1B 150 Level 1 100 Level 2 40	Level 1B 150 Level 1 140 Level 2 40
8		Level 1 90	Level 1 100	Level 1 100	Level 1 100	Level 1 150	Level 1 150	Level 1 150	Level 1 150

			Level 2 230	Level 2 20	Level 2 30 Level 3 20	Level 2 100 Level 3 40	Level 2 100 Level 3 40	Level 2 100 Level 3 40	Level 2 100 Level 3 40
HS Level 1	60	80	30	30	30	30	30	30	30
HS Level 2	40	50	50	50	50	50	50	50	50
HS Level 3		25	40	50	70	70	70	70	70
HS Level 4			30	50	70	70	70	70	70
HS AP or IB				30	30	30	30	30	30

Kindergarten = 30 minutes/day

First – Third Grade = 40 minutes/day

Fourth Grade = 30 minutes 2x/week for 2010/2011 and 40 minutes/day starting 2011/2012

Fifth Grade = 30 minutes 2x/week through 2011/2012 and 40 minutes/day starting 2012/2013

Middle School (6-8th Grades) = 45 minutes/day

High School (9th-12th Grade) = 72 minutes/day

Sept. 2010-August 2011: The Fifth Core program officially began the 2009/2010 school year while transitioning out of our former language model. As the program continues to grow in the 2010/2011 school year, students in second, fourth and fifth grades will continue to operate under the old language model with limited exposure restricted to twice per week. All other grade will be conducted under the Fifth Core Language model. Students in kindergarten, first and third grade will receive daily language instruction. Middle (Levels 1A, 1B and 1) and high school (Level 1, 2 and 3) will have language instruction daily.

As this is the beginning of implementing our Fifth Core program, we do not have any sequential Chinese language curriculum in place. We plan to work with the CI-MSU during this up coming summer (June, 2010) on a scope and sequence/curriculum document. The generic curriculum that will be created will have to be specifically tailored to OCS's program and instructional model, which will be ongoing as we build the program throughout the grant cycle. This will entail continuous revising as we continue to build capacity in our program and increasing language instruction at the various grade levels.

We will begin creating middle and high school summative assessments. These assessments will focus on the reading, writing, listening and speaking of Chinese and will be the basis for the comparative analysis between summative assessments and the proficiency levels provided by the random sample of students taking the STAMP test. We anticipate that it may take several years to correlate the two assessments.

Sept. 2011-August 2012: The previous implementation of the Fifth Core Model will be continued. Second grade and fourth grade will now fall under Fifth Core and receive daily language instruction. Fifth grade will be the only grade level still remaining on the previous model. Middle School will consist of Levels 1A, 1B, 1 and 2. High School will add Level 4. At

this point, we fully anticipate receiving authorization to being an International Baccalaureate School.

Curriculum will continue to be addressed in light of increased course offerings and the shifts of student language proficiency across the various grade levels. We will also be monitoring the progress students are making towards language proficiency goals and curriculum will have to be adapted to ensure students are reaching the desired proficiency goals. Likewise, we will continue to work on the correlation of district summative assessments with the STAMP test.

Sept. 2012-August 2013: All grade levels will now be operating under the Fifth Core model with students receiving daily language instruction including the addition of High School AP or International Baccalaureate testing.

Analysis of the curriculum will continue. With this being the last year of shifts in language offerings and instructional minutes, we anticipate that over the next year or two we will be able to develop stability in our curriculum. We will also focus on language proficiency assessments to ensure that our district developed assessments are accurately identifying language proficiency levels as indicated in the STAMP.

Sept. 2013-August 2014: Fifth Core will continue full implementation across all grade levels. Analysis of the curriculum will continue with the emphasis being on the alignment between proficiency assessments and curriculum. With this being the last year of shifts in language offerings and instructional minutes, we anticipate that over the next year or two we will be able to develop stability in our curriculum. We will also focus on language proficiency assessments to ensure that our district developed

Sept. 2014-August 2015: As OCS is in the final year of the grant; the goal of sustainability and dissemination comes out. At this point, our curriculum should be solid and assessment tools should be accurate. We will use this last year of the grant cycle to focus on maintaining program sustainability and dissemination of the information that we have gained by the implementation of this program.

At this time, the capacity of our Chinese language staff should be such that certified mentor teachers may assume the support and professional development role that the Confucius Institute has provided. This will become a transition time where CI support staff has the ability to train and mentor our Chinese teachers who will take over the role of helping new language teachers acclimate to the school culture.

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

This program has been given a remarkable amount of support staff. We are committed to building a strong program. We committed project director who will see to the daily needs of the program, coordinate curriculum and professional development and on-site implementation support, oversee administrative aspects of the grant along with serving to monitor progress and assist with evaluation. District principals and counselors are assigned to the schools on a full-time basis and will be available to support the program as part of the job responsibilities. These are characteristics of programmatic support that were present with the development of the immersion program that led to its success. Therefore, we believe it is critical to include such support services to expand our critical language programs to and/or beyond the expected projection.

Quality of Project Evaluation

(1) *The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*

A multi-method approach will be used to assess the implementation and impact of the project on students and teachers. As previously noted, the formative evaluation will allow for ongoing assessment of progress towards meeting the project's process performance measures. The impact of the project on participating students and teachers will be assessed through the collection of qualitative and quantitative data pertaining to the project's outcome measures and data will be disseminated across this collective partnership. The project director and evaluator will monitor goals and objectives throughout the grant process, report back and make the appropriate program adjustments as needed.

In early Year 1 of the first year, the Advisory Board, the project director, the project evaluator, Chinese language teachers and other key personnel will establish target indicators, assessment measures, and strategic goals. Throughout the grant, these will be continually updated to reflect the needs and progress of the Fifth Core program. The project evaluator will have responsibility for drafting and writing the evaluation plan, developing procedures for data collection, analyzing data collected according to the evaluation objectives, and reporting evaluation findings.

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

Goal 1: Capacity. Program documentation will be collected and reviewed to measure the number of students taking language courses, amount of instructional time as well as the number of visits to program sites by interested educators. Data gathered from the administrator

and teacher interviews will also address these outcome areas. The assessment of the GPRA Measures 2.1 and 2.2 will be addressed utilizing these methods. Additional data will be considered in the evaluation of project measures.

Goal 2: Language Proficiency. To assess students' Chinese language proficiency, data will be gathered from district assessments as well as from the random samples of students' results from the Standards-based Measure of Proficiency (STAMP), to assess students' ability to listen, read, speak and write in Chinese. The GPRA Measure 3 will be addressed utilizing these data forms.

Goal 3--Curriculum and Professional Development. The annual evaluation process will include the review of project documentation such as agendas, handouts and attendance rosters for all project-related activities (i.e., professional development workshops, curriculum meetings) and staff feedback reports. Review of all curricula in relationship to the three axes of articulation in conjunction with students' assessed proficiency levels will be reviewed and revised annually to ensure goals are being reached. Interviews and reflective meetings will be conducted each spring to assess the extent to which the program has enhanced their knowledge, skills and instructional practices. Teachers will be asked about their experiences in the program, the extent to which the program has impacted their understanding of curricular goals and instructional practices, and how they have incorporated assessments into their teaching. Data gathered will also assess teachers' understanding of the five ACTFL standards and abilities to design/implement foreign language.

Goal 4--Technology. Monitoring the integration of technology is necessary to identify the capacity in which it is implemented. This is a challenging component since OCS's stance is to utilize in authentic manners. Simple activities such as integrating iPods as a means for

increasing literacy in early elementary and for collaboration between classes at all levels by will utilize iPods to listen to books and record themselves reading is not conducive for daily documentation. Therefore, survey information will help evaluate the means in which the technology is integrated.

Likewise, Chinese Your Way (eTextbook) and Zon, the Multi Media Role Playing Game, are cutting edge language learning software. As multifaceted software, it allows for the use of technology in a manner that is authentic and motivating to students. Additionally, Zon will be a private district server with access to students and their family members. The uses of these technologies will also include survey of teaching practices with the applications, integration of applications into curriculum and parental/home use of Zon.

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

The district's five-year timeline illustrates key personnel, and evaluation checkpoints to measure success, sustain, and continue reform, and chart progress. Included in the plan is 1) a grant project director who will oversee all aspects of the project, 2) a working Advisory Board who will continue to monitor progress and advise changes, and 3) a grant assessment/evaluator. These three components are essential for planning, sustaining, and continuing district reform and as key leaders, must be receptive to both new technology developments and research on teaching and learning.

Formative and summative evaluation data, both qualitative and quantitative in nature, will be communicated to project staff on a regular and as-needed basis with key project staff and shared with the evaluator. Formative and summative evaluation results will be more formally summarized and presented in annual performance reports and the final evaluation report, on the

time schedule specified by the United States Department of Education.

This grant application cannot be evaluated individually, but performance measures must also be considered in light of our Project ReImagine focus and district goals. Therefore, as we analyze the progress within this grant, we will also reflect on implementation across the district's plan.

(4) *The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.*

Evaluation will provide performance feedback and periodic assessment of progress toward achieving intended outcomes, such as student progress, capacity building and dissemination. The project will assess the degree to which each component is implemented, identify barriers to full implementation, determine appropriateness of proposed activities, and make adjustments to enhance achievement of project objectives. We will evaluate the management of the project through a project management practice profile to assess vision, goal setting, structure, planning, monitoring and feedback, problem- solving, inclusiveness, and decision-making. The evaluation tools are designed to allow for programmatic evaluations that will result in revisions and fine-tuning of the elements within this grant. As we implement a model that offers high language proficiency in conjunction with rigorous academics resulting in students entering college with advanced standings, the potential for replication is great. Our strategies, guidance and materials will be made available for others to learn from our program. Demonstration that OCS's Fifth Core Language Program will serve as a model that can be disseminated and replicated in other school districts, states, regions, and countries.

Project Narrative

OTHER NARRATIVE ATTACHMENT FORM - Table of Contents (SEE COMPLETE INSTRUCTION LISTED TO THE RIGHT UNDER DOCUMENTS AND INSTRUCTIONS)

Attachment 1:

Title: **Table of Contents: Fifth Core Pages: 1** Uploaded File: **OCS TOC.pdf**

Table of Contents

Fifth Core

FORMS

Application for Federal Assistance (SF 424) - *4 pages*
Department of Education Budget Summary Form (ED 524) - *2 pages*
SF 424B – Assurances of Non Construction Programs - *2 pages*
Disclosure of Lobbying Activities – *1 page*
ED-80-0013 Certification – *1 page*
427 GEPA - *3 pages*
Department of Education Supplemental Information for SF-424 - *3 pages*

PROJECT NARRATIVE

Abstract - *2 pages*
Narrative – *32 pages*
Other Narrative Attachment Forms-IHE Letters
Michigan State University Confucius Institute – *1 page*

BUDGET NARRATIVE

Budget Narrative – *11 pages*

Project Narrative

OTHER NARRATIVE ATTACHMENT FORM - IHE Letter(s)

Attachment 1:

Title: **Confucius Institute-MSU Support Letter** Pages: **1** Uploaded File: **Oxford-CI Support-2010.pdf**

MICHIGAN STATE UNIVERSITY

March 18, 2010

Dear United States Department of Education:

It is my pleasure to write this letter in support of Oxford Community School's application to receive the Foreign Language Assistance Program (FLAP – LEA-IHE) Grant, which requires partnering with an institution of higher education. Oxford Community Schools reforming education and with this, the strong focus on language acquisition is commendable.

I am fully committed in my support of their Chinese language program for the duration of the grant period (5 years). This may include support such as finding and training of qualified Chinese language teachers, professional development, curriculum development, integration of technology and grant evaluations.

It is my pleasure to support the efforts of the Oxford Community Schools with the implementation of their Chinese language program.

Sincerely,



Yong Zhao, Ph. D
Executive Director
Michigan State University Confucius Institute
University Distinguished Professor
College of Education



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Project Narrative

OTHER NARRATIVE ATTACHMENT FORM - Waiver Letter (if applicable)

Attachment 1:

Title: Pages: **0** Uploaded File: **Oxford-CI Support-2010.pdf**

MICHIGAN STATE UNIVERSITY

March 18, 2010

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Yong Zhao, Ph. D
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Budget Narrative

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

Attachment 1:

Title: **Fifth Core-Oxford Community Schools** Pages: **11** Uploaded File: **Budget Narrative OCS.pdf**

FIFTH CORE--Oxford Community Schools**Foreign Language Assistance Program****Budget for 5 Year Program (FY2010-FY2015)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel (Assumes 3.5% Increase Annually)						
CI-MSU Contracted Teachers: Teachers will be obtained through Michigan State University to provide classroom instruction to middle and high school students in the targeted language skill sets. 2 FTE teacher annually.	\$90,000	\$93,150	\$96,410	\$99,785	\$103,277	\$482,622
Teacher Additional Hours: \$26/hour@20 hours for 20 teachers	\$10,400	\$10,400	\$10,400	\$10,400	\$10,400	\$52,000
Total Personnel	\$100,400	\$103,550	\$106,810	\$110,185	\$113,677	\$534,622
Fringe Benefits						
Tuition Stipends: Teachers from China enrolled	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	50,000

in MSU's Chinese teacher certification program will receive a one-time tuition stipend of \$2,000 to offset tuition costs for teacher certification.						
<i>Total Fringe Benefits</i>	<i>\$10,000</i>	<i>\$10,000</i>	<i>\$10,000</i>	<i>\$10,000</i>	<i>\$10,000</i>	<i>\$50,000</i>
Travel						
ACTFL Conference: 4 people @ \$2,500/person will attend the national ACTFL conference	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
STAR Talk or other language professional development courses	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
International Chinese Study Abroad (Hanban or CI-MSU sponsored educational trips—must be preapproved by USDOE) – 4 teachers/year	\$0	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000
<i>Total Travel</i>	<i>\$25,000</i>	<i>\$33,000</i>	<i>\$33,000</i>	<i>\$33,000</i>	<i>\$33,000</i>	<i>\$157,000</i>
Contracted Services						
Field Supervision: A CI field supervisor will	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000

come 1 x/week to provide on site support.						
Grant Evaluation	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
<i>Total Contracted Services</i>	<i>\$65,000</i>	<i>\$65,000</i>	<i>\$65,000</i>	<i>\$65,000</i>	<i>\$65,000</i>	<i>\$325,000</i>
Supplies and Materials						
Instructional Supplies: Grant funds will purchase all curriculum supplies, including teaching manuals, supplementary program supplies, and library books.	\$35,000	\$24,000	\$20,000	\$15,000	\$10,000	\$104,000
STAMP Test (\$100 annual fee plus \$17.50/student test – est. of 500 students assessed)	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$45,000
<i>Total Supplies and Materials</i>	<i>\$44,000</i>	<i>\$33,000</i>	<i>\$29,000</i>	<i>\$24,000</i>	<i>\$19,000</i>	<i>\$149,000</i>
Equipment						
Classroom Technology: Chinese language classroom (5 rooms/year) will be outfitted with a	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000

computer, projector, Smartboards, and Elmos						
<i>Total Equipment</i>	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000
Other	\$0	\$0	\$0	\$0	\$0	\$0
Indirect Cost	\$0	\$0	\$0	\$0	\$0	\$0
<i>Total Grant Cost</i>	\$299,400	\$299,550	\$298,810	\$297,185	\$295,677	\$1,490,622

<p style="text-align: center;">Oxford Community Schools</p> <p style="text-align: center;">Foreign Language Assistance Program</p> <p style="text-align: center;">In Kind Contributions Budget for 5 Year Program (FY2010-FY2015)</p>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel (<i>Assumes 3.5% Increase Annually</i>)						
Grant Project Director Salary (1 Director @ 10%)	\$11,644	\$12,052	\$12,473	\$12,910	\$13,362	\$62,441

time allotment)						
High School Principal (1 Principal @ 5% time allotment)	\$2,898	\$2,999	\$3,104	\$3,213	\$3,326	\$15,540
Middle School Principal (1 Principal @ 5% time allotment)	\$2,810	\$2,908	\$3,010	\$3,115	\$3,225	\$15,069
Elementary Principals (5 Principals @ 5% time allotment)	\$12,670	\$13,113	\$13,572	\$14,047	\$14,539	\$67,942
Chinese Language Teacher (Qi, Jessie @ 1 FTE)	\$44,345	\$45,897	\$47,503	\$49,166	\$50,887	\$237,799
Chinese Language Teacher (Huang, Yuan @ 1 FTE)	\$39,215	\$40,588	\$42,008	\$43,478	\$45,000	\$210,289
Chinese Language Teacher (Liu, Min @ 1 FTE)	\$39,215	\$40,588	\$42,008	\$43,478	\$45,000	\$210,289
CI-MSU Contracted Teachers: Teachers will be obtained through Michigan State University to provide classroom instruction to middle and high school students in the targeted language skill sets.	\$135,000	\$279,450	\$433,846	\$598,708	\$774,578	\$2,221,582

Year 1 – 3 teachers @1 FTE						
Year 2 – 6 teachers @1 FTE						
Year 3 – 9 teachers @1 FTE						
Year 4 – 12 teachers @1 FTE						
Year 5 – 15 teachers @1 FTE						
Total Personnel	\$287,797	\$437,595	\$597,526	\$768,117	\$949,916	\$3,040,951
Fringe Benefits (<i>Assumes 3.5% Increase Annually</i>)						
Grant Project Director (1 Director @ 10% time allotment)	\$5,094	\$5,272	\$5,457	\$5,648	\$5,845	\$27,316
High School Principal (1 Principal @ 5% time allotment)	\$1,171	\$1,212	\$1,254	\$1,298	\$1,344	\$6,279
Middle School Principal (1 Principal @ 5% time allotment)	\$1,114	\$1,153	\$1,193	\$1,235	\$1,278	\$5,974
Elementary Principals (5 Principals @ 5% time allotment)	\$5,060	\$5,237	\$5,420	\$5,610	\$5,806	\$27,134

allotment)						
Chinese Language Teacher (Qi, Jessie @ 1 FTE)	\$14,757	\$15,273	\$15,808	\$16,361	\$16,934	\$79,134
Chinese Language Teacher (Huang, Yuan @ 1 FTE)	\$25,723	\$26,623	\$27,555	\$28,520	\$29,518	\$137,939
Chinese Language Teacher (Liu, Min @ 1 FTE)	\$13,495	\$13,967	\$14,456	\$14,962	\$15,486	\$72,366
<i>Total Fringe Benefits</i>	\$66,414	\$68,738	\$71,144	\$73,634	\$76,212	\$356,142
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Indirect Cost	\$0	\$0	\$0	\$0	\$0	\$0
<i>Total In Kind Contributions</i>	\$354,211	\$506,333	\$668,670	\$841,751	\$1,026,128	\$3,397,094

	Amount Year 1		Amount Year 2		Amount Year 3		Amount Year 4		Amount Year 5	
	FLAP	In Kind	FLAP	In Kind	FLAP	In Kind	FLAP	In Kind	FLAP	In Kind
Total Personnel	\$100,400	\$287,797	\$103,550	\$437,595	\$106,810	\$597,526	\$110,185	\$768,117	\$113,677	\$949,916
Total Fringe Benefits	\$10,000	\$66,414	\$10,000	\$68,738	\$10,000	\$71,144	\$10,000	\$73,634	\$10,000	\$76,212
Total Travel	\$25,000	\$0	\$33,000	\$0	\$33,000	\$0	\$33,000	\$0	\$33,000	\$0
Total Equipment	\$65,000	\$0	\$65,000	\$0	\$65,000	\$0	\$65,000	\$0	\$65,000	\$0
Total Supplies/ Materials	\$44,000	\$0	\$33,000	\$0	\$29,000	\$0	\$24,000	\$0	\$19,000	\$0
Total	\$65,000	\$0	\$65,000	\$0	\$65,000	\$0	\$65,000	\$0	\$65,000	\$0

Contractual										
Total Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REQUESTED FUNDING AND LEA MATCH	\$281,900	\$354,211	\$99,550	\$506,333	\$299,810	\$668,670	\$297,185	\$841,751	\$295,677	\$1,026,128

Budget Narrative

The budget developed is to support Oxford Community Schools' Fifth Core Language Program. The line item budget contains specific descriptions of the calculations used to arrive at the annual budget.

Personnel—*Approximately 36% of the budget is allocated for peronnel and salaries.*

The primary expenditures under personnel is for the hiring and support of Chinese language teachers. The Project Director will coordinate the program across the coalition.

Fringe Benefits--*3% of the total budget is utilized for required, state government fringe benefits.* These benefits, calculated according to state and federal requirements in Michigan. They include social security, medicare, and state and federal unemployment insurance. Fringe benefits are also calculated on teacher stipends, per district requirements. Additionally, OCS will provide an additional fringe benefit to their teachers from China to offset tuition costs.

Travel--*11% of the total budget is utilized travel.* Expenses include local and regional travel, professional development seminars, and the required national travel to the annual ACTFL conference and other conferences or educational experiences.

Equipment--*18% of the total budget is utilized for purchase of equipment.* Technology includes computers, mobile laptop carts, laser printers and projectors designed to support whole class and individual learning.

Supplies and Materials--*10% of the total budget is utilized for purchase of supplies and material.* Primary expenditures include student instructional materials, Chinese library books and expenditures associated with the dissemination of curriculum. STAMP

will be used as an assessment to correlate district made assessments with proficiency levels from the standardized assessment.

Contractual--22% of the total budget is utilized for contractual services. Evaluation:

Nancy Romg, Ph.D. will act as an external evaluator. Professional Development:

Professional development to support curriculum articulation and best language practices will be provided by the Confucius Institute and various conferences.

Other--0% of the total budget is utilized for other items.

Indirect Costs—0% We are not asking for any indirect costs.

SUMMARY:

36% Personnel

3% Fringe Benefits

11% Travel

18% Equipment

10% Supplies and Materials

22% Contractual

0% Other

0% Indirect Costs

100% TOTAL BUDGET