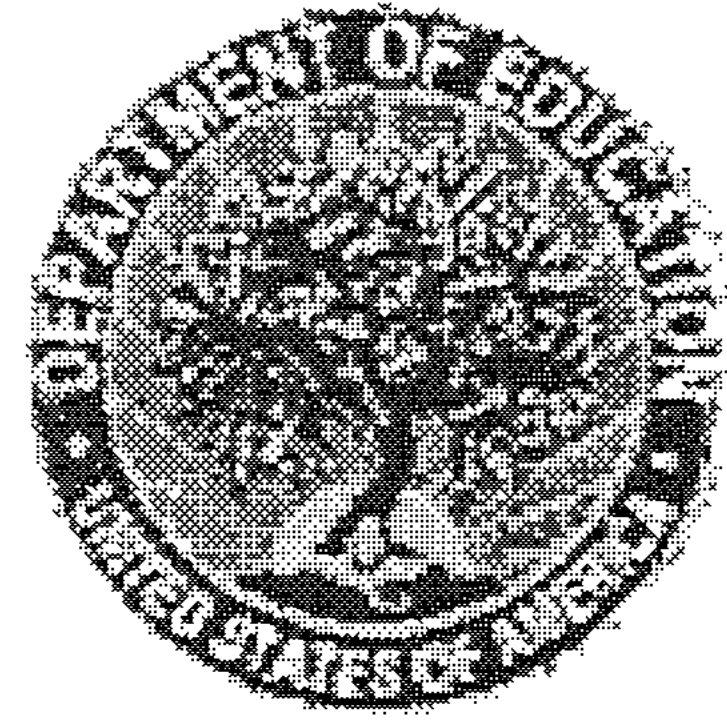


U.S. Department of Education

Washington, D.C. 20202-5335



Rank #2

APPLICATION FOR GRANTS UNDER THE

FOREIGN LANGUAGE ASSISTANCE PROGRAM - LEA
CFDA # 84.293B
PR/Award # T293B090029

Closing Date: MAY 27, 2009

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

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 5/26/2009		4. Applicant Identifier: Charlotte-Mecklenburg Schools	
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: Charlotte-Mecklenburg Schools	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Charlotte-Mecklenburg Schools			
* b. Employer/Taxpayer Identification Number (EIN/TIN): 566001074		* c. Organizational DUNS: 079071155	
d. Address:			
* Street1:		701 E. Martin Luther King, Jr. Blvd.	
Street2:			
* City:		Charlotte	
County:		Mecklenburg	
State:		NC	
Province:			
* Country:		USA	
* Zip / Postal Code:		28202	
e. Organizational Unit:			
Department Name: PreK-12 Curriculum and Instruction		Division Name: Global Studies, World Languages & Study Abroad	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix: Middle Name:		Mr. * First Name: Ronald Glenn	

* Last Name:		Byrum	
Suffix:			
Title:		World Languages Specialist, K-8	
Organizational Affiliation:			
* Telephone Number:		(980)343-2702	Fax Number: (980)343-5011
* Email: RONALD.BYRUM@CMS.K12.NC.US			
Application for Federal Assistance SF-424			Version 02
9. Type of Applicant 1: Select Applicant Type: X: Other (specify) Type of Applicant 2: Select Applicant Type: Type of Applicant 3: Select Applicant Type: * Other (specify): Public school district			
10. Name of Federal Agency: U.S. Department of Education			
11. Catalog of Federal Domestic Assistance Number: 84.293B CFDA Title: FOREIGN LANGUAGE ASSISTANCE PROGRAM - LEA			
* 12. Funding Opportunity Number: ED-GRANTS-042109-002 Title: FOREIGN LANGUAGE ASSISTANCE PROGRAM - LEA			
13. Competition Identification Number: Title:			
14. Areas Affected by Project (Cities, Counties, States, etc.): Charlotte, Mecklenburg			

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

Global Citizenship: Cultivating Alliances through the Arabic Language

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: 8, 9, 12

* b. Program/Project: 8, 9, 12

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 8/17/2009

* b. End Date: 6/30/2012

18. Estimated Funding (\$):

a. Federal \$ 193600

b. Applicant (b)(4)

c. State

d. Local

e. Other

f. Program

Income

g. TOTAL

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

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

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

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

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

☐ Yes ☒ No

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

☒ ** 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:	Peter
Middle Name:	C		
* Last Name:	Gorman		
Suffix:	Ph.D		

Title: Superintendent

* Telephone Number: (980)343-6270 Fax Number: (980)343-7135

* Email: PETER.GORMAN@CMS.K12.NC.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.

2009 Foreign Language Assistance Program

Charlotte-Mecklenburg Schools

Global Citizenship: Cultivating Alliances through the Arabic Language

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- Application for Federal Assistance – (SF 424)
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- GEPA Section 427 Requirement
- Assurances – Non-Construction Programs (SF 424B)
- Grants.gov Lobbying Form (formerly ED Form 80-0013)
- Disclosure of Lobbying Activities (SF-LLL)

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: Peter C. Gorman, Ph.D.
Title: Superintendent
Date Submitted: 05/25/2009

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 checked="" 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 checked="" 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: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Charlotte-Mecklenburg Schools Address: 701 E. Martin Luther King, Jr. Blvd. City: Charlotte State: NC Zip Code + 4: 28202-2825 Congressional District, if known: 12	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: U.S. Department of Education/OELA	7. Federal Program Name/Description: Foreign Language Assistance Program CFDA Number, if applicable: 84.293B	
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): Gerald Peyton Maynard Address: 401 Transylvania Avenue City: Raleigh State: NC Zip Code + 4: 27609-6953	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: Peter C. Gorman Title: Superintendent Applicant: Charlotte-Mecklenburg Schools Date: 05/25/2009	
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 of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Charlotte-Mecklenburg Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Peter

Middle Name: C

Last Name: Gorman

Suffix: Ph.D.

Title: Superintendent

Signature:

Date:

05/25/2009

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : CMS FLAP 2009 GEPA

File : I:\Grants\FLAP Grants ALL\FLAP 2009 Glenn Byrum\Semi-Final Documents\CMS FLAP 2009
GEPA.doc

GEPA 427

Ensuring Access and Participation

In keeping with section 427 of the General Education Provisions Act, Charlotte-Mecklenburg Schools (CMS) ensures that equity of access and participation will be fostered and closely monitored in all grant activities. The following steps will be taken:

- A. The activities and technologies used throughout the grant will be accessible to all students receiving Arabic instruction at the two participating schools. The project will ensure that students of all socioeconomic levels and ethnicities have equitable access to state-of-the-art technology, such as iPod Mobile Laboratories, interactive whiteboards and Maps101.
- B. Winding Springs Elementary, the Military and Global Leadership Academy at Marie G. Davis, Concordia Language Village and the CMS Arabic Summer Camps involved in this project will provide barrier-free access to all participants so that any individuals with disabilities (students, staff, interns, community members, and parents) may participate fully in the project activities.
- C. Attention will be given to ensuring that both females and males are treated equitably throughout the conduct of the project activities.
- D. Individuals of racial, ethnic, and economic groups participating in the project will be expected to reach the same ambitious levels of Arabic proficiency in accordance with Arabic coursework completed.
- E. Participating teachers and other appropriate staff will receive training on appropriate ways to accommodate individual student needs through school-level collaboration, district-level professional development and participation in regional and national conferences.

- F. Teachers will be trained to use innovative program components such as instructional tools (e.g. iPods) and curricular programs (e.g. individual tutoring with university interns) to educate diverse and heterogeneous student populations
- G. Teacher administration of formative and summative student assessments, aligned with the National Standards for Foreign Language Learning and the North Carolina Standard Course of Study, will be used on a regular basis to determine students' skill levels. These diagnostic assessments will be used to design instruction so that each student is challenged.

CMS is committed to non-discriminatory employment and follows an aggressive policy of providing equal opportunity for all employment and advancement of qualified persons. Its policies and practices prohibit discrimination against any person on the basis of sex, race, color, religion, national origin, age, or disability in all of its programs and activities, and promote the full realization of equal opportunity through a positive continuing program of affirmative action.

The official and carefully monitored CMS School Board policy states that:

“It is the policy of the Charlotte-Mecklenburg Board of Education that all applicants for employment and employees will not be discriminated against on the basis of race, color, religion, sex, age, national origin or disability. This policy applies to all personnel actions, including recruiting, hiring, assignments, promotions, evaluations, transfers, compensation, training, discipline, termination and other terms and conditions of employment.”

The Superintendent consistently makes it clear that hiring competent and diverse individuals best serves the interests of all of the students in the school system. To ensure that equitable employment practices are in place, the Human Resources Department and the Equal Employment

Office regularly monitor recruitment, hiring, assignment, promotion, transfers, and training practices. Procedures exist for reviewing all job announcements, ensuring that there is sufficient and appropriate diverse minority representation on job interview teams, and guaranteeing that all employment decisions are made in a bias-free manner. The selection of the Program Director and Program Evaluator has been carefully guided and monitored by all CMS policies that promote equitable employment practices. Diversity of the key personnel assigned to the program will reflect ideal staffing practices that will continue to characterize the entire project effort.

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Ronald Glenn		Byrum	

Address:

* Street1:	700 E. Stonewall Street
Street2:	Suite 506
* City:	Charlotte
County:	Mecklenburg
* State:	NC* Zip / Postal Code: 28202 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(980)343-2702	(980)343-5011

Email Address:

RONALD.BYRUM@CMS.K12.NC.US

2. Applicant Experience

Novice Applicant	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input 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) #:☐ No Provide Assurance #, if available:**Please attach an explanation Narrative:****Attachment:**

Title :

File :

Project Narrative

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

Attachment 1:

Title: **CMS FLAP Abstract Pages: 2** Uploaded File: **I:\Grants\FLAP Grants ALL\FLAP 2009 Glenn Byrum\Semi-Final Documents\CMS FLAP 2009 Abstract.pdf**

FLAP 2009 Abstract

Applicant: Charlotte-Mecklenburg Schools (CMS)

Title of Program: Global Citizenship: Cultivating Alliances through the Arabic Language

Type of Program: K-5 FLES, 6-12 Traditional block schedule

Language: Arabic

Schools:

- Winding Springs Elementary (Grades K-5)
- Military and Global Leadership Academy at Marie G. Davis (Grades 6-12)

Grade levels: K-12

Total number of students served:

- By the end of the grant period, 900 students will be receiving Arabic instruction.
 - School year 2009-2010: 400 students
 - School year 2010-2011: 840 students
 - School year 2011-2012: 900 students

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

 X Yes No

Matching Costs

Waiver of Matching Costs Requested: Yes X No

Project Description

This project will establish a K-12 sequence of Arabic instruction in CMS. Arabic is currently not offered within CMS at any level. In grades K-5, 90 minutes of instruction will be provided to all grade levels via two sessions per week of 45 minutes each. In grade 6, students may enroll in Exploratory Arabic, meeting for 85 minutes on alternating days for one semester. In grades 7-12, Arabic courses meet for 85 minutes on alternating days for the entire school year.

The FLES model will be employed in grades K-5, in which Arabic will be taught as a second language through content-enriched instruction. In grades 6-12, a traditional block schedule will be observed; however, students will have the opportunity to earn high school credit for Arabic I while still in middle school. The proposed project will assist students in developing high levels of cultural and linguistic proficiency through participation in Arabic summer camps and the implementation of a tutoring partnership with local universities.

The two schools at which this program will be placed, Winding Springs Elementary School and the Military and Global Leadership Academy at Marie G. Davis, are mutually supportive, articulated schools within the Center for Leadership and Global Economics/Military and Global Leadership Academy magnet program. Students are provided with opportunities to learn about leadership and to identify and develop personal leadership qualities while gaining a better understanding of global studies, cultural diversity and economics.

Highly qualified Arabic teachers will be employed, will receive appropriate professional development, and will collaboratively develop the Arabic curriculum with the assistance of an outside consultant. An appropriate curriculum framework for Arabic will be designed to guarantee logical sequence and articulation in the content of each grade level K-5 and high school course (levels I, II, III and IV), in accordance with state and national standards. Emphasis will be placed on practical application of the language through thematic units, differentiated instructional strategies and student activities, and the integration of age-appropriate media. The Student Oral Proficiency Assessment (SOPA) and Computerized Oral Proficiency Interview (COPI), will be used to reliably assess students' oral proficiency in Arabic. Training will be provided to instructional staff by the Center for Applied Linguistics to ensure proper administration and consistently accurate student performance rating using this assessment tool.

The key objectives of this program are as follows:

Objective 1: Develop students' Arabic language proficiency at all grade levels from kindergarten through high school in accordance with the five major components of the National Standards for Foreign Language Learning in the 21st Century: Communication, Cultures, Connections, Comparisons and Communities.

Objective 2: Utilize innovative technology to improve listening and speaking skills, to share age-appropriate authentic media from Arabic-speaking sources, to facilitate engaging instructional activities and to conduct proficiency-based student assessment.

Objective 3: Provide students with significant exposure to the Arabic language and culture through curricular and extracurricular resources and activities.

Objective 4: Employ competent teachers of Arabic and provide growth opportunities through both external and internal professional development, ensuring effective instructional design, language usage, classroom management and cross-curricular collaboration across grade levels.

Objective 5: Develop K-12 Arabic language program model to share with in-district schools and external communities in North Carolina and the Southeastern United States, where a significant need exists for Arabic language programs to be developed and expanded.

Enrollment of 900 students in K-12 Arabic instruction is an expected outcome to be reached by the end of this project. The average number of combined hours of actual K-12 Arabic instruction will have expanded to eighty by school year 2011-2012. Outcomes related to ambitious student proficiency levels will include at least 70% of fourth and fifth grade students demonstrating a spoken proficiency level of Junior Novice-Mid according to the SOPA rating scale upon completion of their second year of consistent Arabic study in the FLES program. At least 70% of secondary students will demonstrate:

- A spoken proficiency level of Novice-Mid upon completion of Arabic I
- A spoken proficiency level of Novice-High upon completion of Arabic II
- A spoken proficiency level of Intermediate-Low upon completion of Arabic III

All proficiency ratings utilized in this program are based on the ACTFL Proficiency Guidelines.

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I. Need for Project

Charlotte-Mecklenburg Schools (CMS), the 22nd largest public school system in the United States, is a consolidated city and county system governed by a nine-member Board of Education. The 167 schools in the system include 99 elementary schools, 31 middle schools, 33 high schools, and 4 special programs. For 2008-09, CMS has an enrollment of 134,060 K-12th grade students. The ethnic distribution is 41.8% African-American, 33.7% White, 15.5% Hispanic, 4.7% Asian, and 4.3% Native American or Multi-Racial. In September 2008 the system-wide percentage of students eligible for Free and Reduced Price Lunch was 47%; that percentage has increased to 50.4% in the course of 2008-09.

Students in CMS have the opportunity to learn a variety of world languages. Over 230 world language teachers provide instruction at 13 elementary schools, 31 middle schools, and 33 high schools. Languages taught include Spanish, French, German, Latin, Chinese, Japanese and Modern Greek. In addition, the Spanish for Native Speakers program is offered at several high schools and middle schools for heritage Spanish speaking students. The World Languages magnet program is expanding in fall 2010 to three elementary/middle schools and two high schools, where an increasing number of students will have the opportunity to become fluent in Spanish, French, German, Chinese or Japanese through an articulated K-12 language immersion course of study.

CMS is committed to educating students to compete locally, nationally and internationally. Vision 2010, CMS' Strategic Plan, emphasizes global competitiveness in all content areas and recognizes world languages as an integral component of a 21st century education. While 97% of world language teachers in CMS are licensed in the more traditionally offered languages of Spanish, French, German and Latin, critical language instruction at all

grade levels is gradually increasing. With successful, self-sustaining immersion programs in Chinese and Japanese now well-established, CMS is ready to address the need for a sequential K-12 course of study in Arabic. Culturally and linguistically appropriate instructional resources and highly qualified teaching staff certified in K-12 Arabic will be essential to ensure a high-quality program. Therefore, CMS seeks support to establish an articulated K-12 Arabic program as an integrated component of the Center for Leadership and Global Economics/Military and Global Leadership magnet program. The program will challenge students to grow in linguistic capacity and cultural perspectives, resulting in developing individuals who are able and willing to serve their community, country and world as productive global citizens.

Of the languages defined by the federal government as critical to national security and defense, Arabic is considered one of the most relevant because of the pivotal role that Arabic-speaking countries play in geo-political events. Arabic is also important within the context of our local community and schools. In 2000, Mecklenburg County was home to 2,460 Arabic speakers, and the American Community Survey and Census reported that 10,835 Arabic speakers resided in North Carolina. In 2005, the number of reported Arabic speakers in North Carolina had grown to 15,674, the greatest percentage increase among the eight most commonly spoken languages in the state. This growth is reflected in Mecklenburg County and CMS, with 381 Arabic-speaking students enrolled in CMS during 2008-09, and it has been a key deciding factor in establishing an articulated sequence of Arabic language study.

The following information provides the framework for the proposed project and its alignment with the Foreign Language Assistance Program priorities. **Competitive Preference Priority #1.** The project will establish and expand foreign language learning in less commonly taught critical needs languages via a K-12 Arabic program to be implemented primarily within

the traditional school day. **Competitive Preference Priority #4.** The proposed project will establish the sequential study of Arabic for students beginning in kindergarten. Grade level instruction will be logically articulated, building on the language skills acquired in the previous grade. **Invitational Priority #1.** The project will progressively increase instructional time in Arabic through research-based teaching models. It will help students develop high levels of cultural and linguistic proficiency through classroom instruction, participation in Arabic summer camps and implementation of a tutoring partnership with local universities.

Addressing Gaps. Approximately 400 students in grades K, 2, 4, and 6-9 will participate in the Arabic program in 2009-10, and this number will increase to approximately 900 students in grades K-12 by 2011-12. The average number of combined hours of actual Arabic instruction per week in grades K, 2, 4, and 6-9 will begin with thirty-two in 2009-10, and will expand to eighty combined hours in grades K-12 in 2011-12. Highly qualified Arabic teachers will be employed; receive comprehensive, language-appropriate professional development; and collaboratively develop the Arabic curriculum with the assistance of an outside consultant.

The placement of the Arabic program in county-wide magnet schools will allow all CMS students to have an equal opportunity to participate through the district's Magnet School Student Assignment lottery process. Winding Springs Elementary School (grades K-5) and the Military and Global Leadership Academy at Marie G. Davis (grades 6-12) are mutually supportive, articulated schools within the district's magnet program. In addition to the benefit of district-wide student access, the Center for Leadership and Global Economics/Military and Global Leadership magnet theme at both of these schools is highly conducive to the establishment of an Arabic program.

Winding Springs Elementary School (Winding Springs) is the only elementary school in

the Center for Leadership and Global Economics/Military and Global Leadership magnet theme. The program provides students with opportunities to learn about leadership, identify and develop personal leadership qualities, and gain a better understanding of global studies, cultural diversity and economics. Students have a guaranteed magnet continuation to the Military and Global Leadership Academy at Marie G. Davis (Marie G. Davis) for middle and high school. This rigorous, traditional academic learning environment is designed to develop students' problem-solving, creative and critical thinking skills. Students are instilled with a sense of responsibility through community service. They develop an understanding of geography, politics, and economics to gain global perspectives and be prepared to make informed decisions about post-secondary educational opportunities. Of the 400 Marie G. Davis students and parents surveyed during the enrollment process for fall 2009, 278 selected Arabic as their first choice for world language study over traditional language course offerings in French and Spanish. Clearly, the focus on global leadership provides the ideal context for the establishment of an Arabic program.

The following data detail the ethnic diversity of the 2008-09 student enrollment at the two schools that will offer the Arabic language program:

School Site	African-American	Asian/Pacific Islander	Hispanic	Multiracial	Native American	White	Total
Marie G. Davis	241	7	30	20	5	47	350
	68.9%	2.0%	8.6%	5.7%	1.4%	13.4%	
Winding Springs	328	17	113	53	7	29	547
	60.0%	3.1%	20.7%	9.7%	1.3%	5.3%	

The Arabic program will provide the students with a unique opportunity for educational and personal advancement through proficiency in a critical language and will enhance and expand

their awareness of the cultural diversity within the Arabic-speaking world.

The school staffs at both Winding Springs and Marie G. Davis are highly supportive of the Arabic program. Their leadership teams are responsive and responsible regarding the program implementation and will establish the necessary conditions for program success. The CMS World Languages Department will fund one Arabic teacher position at Winding Springs for all project years. The Marie G. Davis administrative staff has created one part-time Arabic position for 2009-10, increasing to a full-time position as the project expands in 2011-12. Since no staff member at either school currently holds a required North Carolina K-12 Arabic licensure, the process for hiring highly qualified Arabic teachers has already begun with precursory meetings between candidates and the school leadership teams to lay the Arabic language program foundation. Once hired, teachers will have numerous professional development supports through the project, as described in a later section.

The CMS Magnet Programs Office is also supportive of this initiative and will assist in the planning and implementation of the Arabic program. Magnet Office staff will actively promote the program and collaborate with other departments as needed to provide program support. The Magnet Program Director will establish and lead program articulation meetings and define program continuation requirements. The Magnet Marketing Coordinator will promote the program within and outside of the district, informing parents and students about program components, their enrollment eligibility and the magnet program application process.

II. Project Design

The major components to be addressed by the proposed initiative include implementation and articulation of K-12 Arabic instruction; selection and procurement of instructional resources to best facilitate growth in Arabic proficiency; cultural awareness that emphasizes the local,

national and international relevance of Arabic; and development of a framework of professional support for qualified staff teaching within a K-12 Arabic course sequence. Therefore, the key objectives of this program are as follows:

Objective 1: Develop students' Arabic language proficiency at all grade levels from kindergarten through high school in accordance with the five major components of the National Standards for Foreign Language Learning in the 21st Century: Communication, Cultures, Connections, Comparisons and Communities.

Objective 2: Utilize innovative technology to improve listening and speaking skills, to share age-appropriate authentic media from Arabic-speaking sources, to facilitate engaging instructional activities and to conduct proficiency-based student assessment.

Objective 3: Provide students with significant exposure to the Arabic language and culture through curricular and extracurricular resources and activities.

Objective 4: Employ competent teachers of Arabic and provide growth opportunities through both external and internal professional development, ensuring effective instructional design, language usage, classroom management and cross-curricular collaboration across grade levels.

Objective 5: Develop a K-12 Arabic language program model to share with in-district schools and external communities in North Carolina and the Southeastern United States, where a significant need exists for Arabic language programs to be developed and expanded.

These objectives will be organized and addressed individually within this section.

Objective 1: Develop students' Arabic language proficiency at all grade levels from kindergarten through high school in accordance with the five major components of the National Standards for Foreign Language Learning in the 21st Century: Communication,

Cultures, Connections, Comparisons and Communities. This program will begin at the elementary and secondary levels simultaneously. To facilitate this adjustment, the Winding Springs and Marie G. Davis staffs will meet with parents and community members to address adding Arabic to the school curriculum. In fall 2009 Arabic instruction in the sequential FLES (Foreign Language in the Elementary School) model at Winding Springs will begin with one Arabic teacher. Sequential FLES is an established model of elementary world language instruction in which instruction may be content-enriched (involving content from the general education curriculum), but the primary focus is acquisition of linguistic and cultural knowledge and skills in the second language. It is characterized by a total of 75-90 minutes of instruction per week, in more than one instructional period. Gladys Lipton, author of *Practical Handbook to Elementary Foreign Language Programs*, describes this model as “a systematic development of language abilities and culture(s), in consonance with the five goals of National Foreign Language Standards, through themes, topics or interdisciplinary areas.” She adds that good theme-related fluency can be expected once a program has been in place for 4 or more years.

At Winding Springs in 2009-10, each student in grades K, 2, and 4 will receive 90 minutes of instruction per week, divided into two instructional periods of 45 minutes each. In 2010-11 with the addition of a second Arabic teacher, Arabic instruction will be provided to students in all grades K-5. The school will continue to provide 90 minutes of Arabic instruction to each student in two periods. This model for program implementation will allow older students in grades 3-5 to be prepared for more intensive Arabic study in middle school, while also providing introductory language skills to students in grades K-2. All grade levels will continue to receive Arabic instruction through 2011-12 and beyond. In 2009-10, 273 elementary students in grades K, 2, and 4 will be enrolled in Arabic, increasing to approximately 547 students in grades

K-5 in 2010-11. After 2010-11, any changes in the estimated number of participating students will be a direct result of student population increase or decrease.

The implementation of the Arabic program in grades K-5 at Winding Springs will be assessed by achievement of the following milestones and outcomes. In August 2009, Arabic instruction will begin in grades K, 2 and 4, with each student receiving 90 minutes of instruction in Arabic. Beginning in August 2010, Arabic instruction will expand to include grades 1, 3, and 5, with each student receiving 90 minutes of instruction in Arabic. Evidence of outcomes will include school schedules, class rosters, and teacher records.

Arabic instruction will also begin at Marie G. Davis, a grades 6-12 magnet school, in 2009-10. One Arabic teacher will conduct courses for students in grades 6-9. The initial course offerings will include Exploratory Arabic, Arabic I Part 1 and Arabic I; they will progressively expand, to provide courses in an articulated sequence of study for each student to ensure sufficient opportunity to increase proficiency in Arabic. As the number of course offerings expands, the number of students eligible to enroll in these courses will increase dramatically through the first three years of this program: 158 in school year 2009-10, 324 in 2010-11, and 390 in 2011-12. Each of these courses will be scheduled to meet every other day for 80-85 minutes, and all except Exploratory Arabic (a one-semester course) will meet for the entire school year. The following sections will provide further clarification regarding course information, course expansion and consequent increase in potential student participation.

In fall of 2009-10, fifty 6th grade students will be allowed to enroll in two semester-long Exploratory Arabic classes. The Exploratory Arabic course will be an opportunity for students to experience a particular language and culture without being required to commit to a continued sequence; it is successful for many 6th grade students who may not have had prior experience in a

second language. Two additional Exploratory Arabic classes will be offered in spring 2010, with a 50-student total enrollment capacity. Twenty-nine 7th grade students will be able to enroll in Arabic I Part 1, a year-long high school credit-bearing course that meets the content requirements of the first half of level I Arabic for high school. In addition, twenty-nine 8th and 9th grade students will be able to enroll in Arabic I, a year-long course that will meet the content requirements for one full high school course credit.

In 2010-11, a second Arabic teacher will be added to this program, providing the needed staffing to offer six sections of Exploratory Arabic and serving a maximum of 150 6th grade students during the school year. Fifty-eight 7th grade students will be able to enroll in two sections of Arabic I Part 1, and 29 8th grade students who completed Arabic I Part 1 in the 7th grade during 2009-10 to enroll in one section of Arabic I Part 2. After successfully completing Arabic I Part 2, students will earn one high school credit for Arabic I and will be able to enroll in Arabic II in the 9th grade. The course offerings for grades 9-12 will also increase, with space for 58 students in two sections of Arabic I and 29 students in one section of Arabic II. School year 2011-12 will proceed with two teachers, as in 2010-11. Course offerings will continue to adapt and expand to allow for consistent articulation from each grade level to the next. The courses to be offered are four sections of Exploratory Arabic (100 students), three sections of Arabic I Part 1 (87 students), two sections of Arabic I Part 2 (58 students), two sections of Arabic I (58 students), two sections of Arabic II (58 students), and one section of Arabic III (29 students).

The implementation of the Arabic program for the specified courses and student capacity will be assessed by measuring the following milestones and outcomes through a review of class schedules, class rosters, and teacher records. During 2009-10, it is expected that 150 Marie G. Davis students will have participated in the Arabic program by enrollment in Exploratory Arabic,

Arabic I Part 1 and Arabic I. During 2010-11, it is expected that 300 students will have participated in the Arabic program by enrollment in Exploratory Arabic, Arabic I Part 1, Arabic I Part 2, Arabic I and Arabic II. By the end of school year 2011-2012, it is expected that 350 students will have participated in the Arabic program by enrollment in Exploratory Arabic, Arabic I Part 1, Arabic I Part 2, Arabic I, Arabic II and Arabic III.

As a result of the annual Arabic program expansion, students entering kindergarten in the magnet program in 2009-10 and later will have the opportunity to study Arabic at each grade level in their K-12 career. This sequential component of the proposed initiative will result in high levels of proficiency in the students who enroll in this program in kindergarten at Winding Springs, elect to continue with Arabic in the 6th grade at Marie G. Davis, and remain in the program through 12th grade. According to the ACTFL (American Council on the Teaching of Foreign Language) Performance Guidelines for K-12 Learners, students who study a second language from grades K-12 are capable of achieving an ACTFL proficiency level of intermediate high. It should be noted that while the descriptors are appropriate for languages more commonly taught in the United States, a category which excludes Arabic, the report places significant emphasis on the sustained and sequential nature of scaffolding language instruction through grades K-12 as a vital factor in reaching higher levels of proficiency.

While achieving advanced levels of proficiency requires a length of time that cannot be measured longitudinally during the grant funding period, one of the steps to be taken within the first year to address articulation needs is employing a qualified consultant to assist in developing a sequential curriculum and assessment program for Arabic in grades K-12. Preliminary communication with qualified candidates who have expressed interest in this position has already begun. Qualifications considered for this contractual position will be advanced degrees in

curriculum or related fields, familiarity with curriculum development and education as demonstrated in work experience, native or near-native proficiency in Arabic, expertise in assessment methodology, and an understanding of state and national standards for world languages. The curriculum and assessment consultant will work collaboratively with the project director and the Arabic teachers in developing a K-12 curriculum that integrates all available resources, including the aforementioned National Standards, the North Carolina Standard Course of Study, the thematic FLES curriculum in use in the CMS International Baccalaureate schools, appropriate CMS World Languages guidelines, and the print resources to be purchased for this program.

An appropriate curriculum framework for Arabic will be designed to guarantee logical sequence and articulation in the content of each grade level K-5 and high school course (levels I, II, III and IV), in accordance with the state and national standards. Emphasis will be placed on practical application of the language through thematic units, differentiated instructional strategies and student activities, and the integration of age-appropriate media. This emphasis is particularly necessary due to traditional perspectives on Arabic instruction as a second language, which have been more literacy-based than communicative, according to the *Standards for Foreign Language Learning in the 21st Century*. These perspectives are influential in many existing print resources for teaching Arabic; therefore, the curriculum developed for this Arabic program will proactively emphasize the communicative nature of second language acquisition. The result of this emphasis will be high student engagement, which has been shown to produce more positive results in both short-term and long-term learning outcomes.

The curriculum will utilize Modern Standard Arabic (MSA) as the primary version of Arabic taught. According to the 3rd edition of the *Standards for Foreign Language Learning in*

the 21st Century, “there is undisputed agreement by teachers and scholars that a thorough understanding of MSA is important...[It] is the language of newspapers, presentations, speeches, newscasts, and any other medium of expression that can be presented in writing.” In accordance with state and national standards, dialectal variations of Arabic will also be addressed and included as unique qualities within the diverse Arabic-speaking world. However, MSA will be the mode of communication ultimately emphasized in this curriculum.

Also considered in the curriculum development process will be the potential variables ~~that may arise in the K-12 sequence, particularly regarding late-entry students at Winding Springs and Marie G. Davis.~~ As students may enter this magnet program at varying grade levels, student proficiency levels within the same class and grade will inevitably vary, and the curriculum will therefore provide specific suggestions for differentiating instruction to learners at various levels. At the secondary level, for example, some students may have had exposure to Arabic at the elementary level, whereas other students may have received instruction in another language or none at all at the elementary level. A possible solution that will be evaluated is to allow students with sufficient exposure to Arabic at the elementary level to bypass the course in question and be placed at a more appropriate level with necessary accommodations to facilitate this transition. This could also result in achieving additional high school credit by students who complete Arabic II by the end of 8th grade.

The assessment program to be developed will be aligned with the curriculum, state standards and national standards to ensure validity. Both formative and summative assessment methods will be used to determine student growth in receptive skills (listening and reading), and productive skills (speaking and writing). In addition, certain key assessment instruments will be tested for validity and reliability by Praxis Research, Inc., a Charlotte, North Carolina private

corporation that has provided evaluation, research, assessment, and other services for educational agencies for 15 years. The Student Oral Proficiency Assessment (SOPA) and Computerized Oral Proficiency Interview (COPI), both designed and supported by the Center for Applied Linguistics (CAL), will be used to reliably assess students' oral proficiency in Arabic. CAL will provide training to instructional staff to ensure proper administration and consistently accurate ratings of student performance in the use of this assessment tool.

The SOPA will be used as an evaluation instrument in the elementary Arabic program. CAL describes the SOPA interviews as innovative language proficiency assessment instruments designed to allow students to demonstrate their highest levels of performance in oral fluency, grammar, vocabulary, and listening comprehension. They include hands-on activities and are conducted entirely in the foreign language. Students are assessed in pairs by the Arabic teacher, who will have become certified as a CAL-trained test administrator; during the activities or tasks, students are encouraged to interact with each other and with the interviewer. Student performance is rated according to the CAL Oral Proficiency Exam (COPE) and SOPA Rating Scale, which is based on the ACTFL Proficiency Guidelines – Speaking (Revised 1999). Collaboration with CAL will take place via the piloting of Arabic rating samples for the SOPA. CAL has developed draft Arabic rating tools that provide language samples at each level of the COPE/SOPA Rating Scale; these will be provided to CMS Arabic teachers for use in student testing. Feedback will be provided to CAL on the appropriateness of the sample items based on actual student performance, which will support CAL in making these rating samples available to schools and districts on a broad scale.

Implementation of SOPA testing at Winding Springs will take place in 2009-10 in grade four, and will continue through 2010-11 and 2011-12 in grades four and five. Praxis Research

will assist with making appropriate adaptations to facilitate implementation of this tool within the FLES model at Winding Springs; this will include developing a reliable sub-set of SOPA tasks to allow testing of a greater number of students. All participating 4th and 5th graders will be assessed with the SOPA evaluation tool or the adapted sub-set of SOPA tasks to ensure optimal growth in student spoken Arabic proficiency. However, data will be collected and reported only for students who have been present for 48 of the possible 60 hours of Arabic instruction in each of the corresponding school years for an accurate portrayal of Arabic program viability.

Ambitious Project Objectives for Foreign Language Proficiency. The following outcomes have been determined in consultation with Lynn Thompson, CAL Program Associate, as ambitious student goals within the COPE/SOPA Rating Scale in accordance with years of *consistent* Arabic instruction in the FLES model. The ambitious nature of these outcomes is also validated by alignment with the ACTFL Performance Guidelines for K-12 Learners; these express that students who have completed four years of sequential study in an articulated FLES program should reach the level of Novice-Mid to Novice High, whereas the proposed outcomes of this project anticipate the achievement of Novice-Mid in two years of Arabic study. To achieve these outcomes, teachers will consistently scaffold instruction to build on previous knowledge in a logical sequence, monitor student progress regularly, and provide opportunities for students to apply their developing Arabic skills in authentic situations.

Also reflected in these outcomes is the factor that students in grades K, 2 and 4 in 2009-10 will have received one additional year of Arabic instruction as compared to students in grades 1, 3 and 5 in 2009-10, due to the initial commencement of Arabic instruction in 2009-10 in grades K, 2 and 4 only.

- In 2009-10, 70% of 4th graders will demonstrate a Junior Novice Low spoken proficiency

level after completing the first year of consistent Arabic study in FLES by using memorized, high-frequency words or short phrases within specific topic areas in predictable contexts.

- In 2010-11, 70% of fifth graders will demonstrate a Junior Novice-Mid spoken proficiency level after completing their second year of consistent Arabic study in the FLES program by using longer memorized expressions with verbs in a limited number of topic areas.
- In 2011-12, 80% of fourth graders will demonstrate a Junior Novice-Mid spoken proficiency level after completing their third year of consistent Arabic study in the FLES program.

The following outcomes will reflect the progress of students whose Arabic instructional sequence began in 2010-11.

- In 2010-11, 70% of fourth graders will demonstrate a Junior Novice-Mid spoken proficiency level after completing their first year of consistent Arabic study in the FLES program.
- In 2011-12, 70% of fifth graders will demonstrate a Junior Novice-Mid spoken proficiency level after completing their second year of consistent Arabic study in the FLES program.

The COPI is similar to the SOPA in that it elicits spoken student responses in the foreign language. CAL describes the COPI as a computer-based, semi-adaptive test of MSA intended for use with students in high school and college to assess oral language proficiency in Arabic. The COPI's computerized delivery uses up-to-date technology, and its semi-adaptive design allows for efficient testing. Performance on the COPI is rated according to the ACTFL Proficiency Guidelines – Speaking (Revised 1999). Measurement of spoken proficiency with the COPI will take place as a component of the year-end summative assessment for each high school level course (Arabic I, II, III, etc.) for 7th-12th graders at Marie G. Davis. Listening, reading and writing skills will be evaluated within the assessment program to be developed locally with the assistance of a qualified curriculum development consultant according to the National Standards.

The expectations inherent in the following outcomes have been determined in accordance with the ACTFL Performance Guidelines for K-12 Learners and the Second Languages Office of the state Department of Public Instruction. Both entities acknowledge that less commonly taught languages such as Arabic require more instructional time to achieve relative proficiency levels than western languages more frequently offered in American schools. Nonetheless, these proficiency level outcomes maintain pace with the expectation that students enrolled in four years of world language study reach the Novice High/Intermediate Low level, according to the ACTFL Performance Guidelines for K-12 Learners. These outcomes are particularly ambitious in level I, when literacy in the unfamiliar Arabic characters system typically receives the primary focus. To address this, the Arabic teacher will emphasize simultaneous application of interpretive and presentational skills through regular proficiency-based student activities and assessment.

- Upon Arabic I Part 2 or Arabic I completion, 70% of students will demonstrate a Novice-Mid spoken proficiency level according to the ACTFL Proficiency Guidelines, by using very short, memorized phrases in highly familiar topics and categories.
- Upon Arabic II completion, 70% of students will demonstrate a Novice-High spoken proficiency level according to the ACTFL Proficiency Guidelines, by using short expressions in familiar contexts.
- Upon Arabic III completion, 70% of students will demonstrate an Intermediate Low spoken proficiency level according to the ACTFL Proficiency Guidelines, by using sentences and strings of sentences on familiar topics.

It should be noted that, as with the students in the FLES program at Winding Springs, data related to these anticipated outcomes will be reported from students who have been enrolled for 80% of the instructional periods in the corresponding course.

Systematic, formative assessments also will take place via use of LinguaFolio, a reflective self-assessment tool for students. The state Department of Public Instruction states that LinguaFolio is an ongoing formative assessment tool that can motivate and reward learners at the same time it informs instruction. Developed by members of the National Council of State Supervisors for Languages, LinguaFolio is based on the European Language Portfolio (ELP), National Foreign Language Standards, ACTFL Performance Guidelines for K-12 Learners, and ACTFL Proficiency Guidelines. With this instrument, students assess their language learning, set personalized proficiency goals, and collect work samples to show their progress in a portfolio.

Objective 2: Utilize innovative technology to improve listening and speaking skills, to share age-appropriate authentic media from Arabic-speaking sources, to facilitate engaging instructional activities and to conduct proficiency-based student assessment. An iPod Mobile Laboratory at both Winding Springs and Marie G. Davis will be used to constantly monitor student progress in listening and speaking skills. As an integral component of the Arabic program, this tool will provide students with age-appropriate audio and video from authentic sources and from Learn NC's Digital Textbook for Arabic, to be made available for public use in fall 2010. Software applications such as Arabic dictionaries, common Arabic phrase guides, and Arabic vocabulary flashcards will be purchased and installed on each iPod, resulting in sustained financial savings due to the relatively inexpensive cost of these applications compared with providing print resources for simultaneous use by each student.

Students will record individual audio files which will be reviewed by the teacher in the regular monitoring and assessment of students' speaking proficiency. Students will be able to use these files as work samples for their portfolios. Collaborative learning will be emphasized in the use of the iPods, and the use of audio-splitting hardware will allow two students to practice their

Arabic skills by conducting listening exercises cooperatively with the same iPod. Students will use a desktop microphone to perform and record spoken dialogues. Consequently, 15 iPods will be allotted per teacher to allow for consistent, daily use by up to 30 students simultaneously. As the project continues, the Arabic teachers will share their outcomes, experiences and successes with teachers across CMS in teacher workshops and across the state at FLANC (Foreign Language Association of North Carolina) conferences. CMS will also provide a Wiki page for the teachers to collaborate and share resources online.

Students in the Arabic program will also benefit from the use of interactive whiteboards as instructional classroom tools. Unique effects that can be applied to instruction will engage visual, auditory and tactile learners, and learning will be enhanced by the ability to electronically capture completed work on the interactive whiteboard for teacher review or for distribution to students. The whiteboards will benefit the Arabic program by providing a highly visual medium of instruction for the acquisition of an unfamiliar character system by allowing the teacher to clearly highlight specific elements of the written language; they also will be a means of conducting authentic, virtual “field trips” to physical locations within the Arabic-speaking world that would be otherwise unattainable. The devices will expand student presentations in Arabic by involving both spoken and written skills; they also will be a complementary tool for the iPod Mobile Laboratory to enrich whole-class discussion and analysis of authentic media that will guide subsequent individual and pair work with iPods.

Interactive whiteboards will be enhanced by the use of Maps101, a computer-based learning program that provides daily and weekly current events articles with corresponding maps, dynamic interactive mapping features and satellite imagery, and educational games and quizzes. This cross-curricular program is currently available to all CMS staff and students in

grades 6-12 and will be made available at grades K-5 to all staff and students at Winding Springs exclusively in 2009-10. The Maps101 representative will provide training to ensure successful implementation of this instructional resource at all grade levels K-12.

Objective 3: Provide students with significant exposure to the Arabic language and culture through curricular and extracurricular resources and activities. Print resources that have been selected for use in the K-12 Arabic program include *Arabian Sinbad: Arabic Learning Treasure Chest* (EMC), *Your First 100 Words in Arabic* (McGraw-Hill), *The Teaching of Arabic as a Foreign Language* (Georgetown University Press), *Exploring Arabic* (EMC), *Alif Baa* and the *Al-Kitaab* series (Georgetown University Press). *Exploring Arabic* emphasizes practical expressions in Arabic and provides general information about the Arabic-speaking world. It will be used for the 6th grade Exploratory Arabic course and the beginning sessions of Arabic I. Also utilized in Arabic I will be *Alif Baa*, the literacy-based preliminary textbook for the *Al-Kitaab* series, and *Al-Kitaab: Part One*, the first in a series of three *Al-Kitaab* Arabic textbooks based on communicative proficiency via a thorough understanding of linguistic and cultural themes. *Al-Kitaab: Part One* will also be used as the primary textbook for Arabic II, and *Al-Kitaab: Part Two* will be used as the primary textbook for Arabic III. The *Al-Kitaab* series includes culturally authentic audio and video resources that will be significantly enhanced by the use of the iPod Mobile Laboratory and interactive whiteboards. Hard-binding services will be contracted to preserve the quality of the paperback *Alif Baa/Al-Kitaab* textbooks and to allow for sustained use beyond the project period.

Hands-on manipulatives will be purchased for use at all grade levels in accordance with research that indicates increased levels of learning and retention associated with instructional strategies that make use of bodily-kinesthetic stimulation, as described by Eric Jensen in

Teaching with the Brain in Mind. Arabic instruction in grades K-5 specifically will benefit from engaging learning tools such as Arabic language activity books, vocabulary-based interactive games, and items such as plastic groceries that make language learning come to life.

Students will benefit from CMS partnerships with Queens University and the University of North Carolina at Charlotte. Arabic-speaking university students will complete 86 to 120 hour internships in the CMS Arabic program under supervision of the project director and university staff. Interns will be both heritage Arabic speakers and students who have made significant progress in learning Arabic as a second language. They will make presentations on topics such as the culture of the Arab world, their experiences as Arabic learners or native speakers, and the benefits of pursuing Arabic proficiency as an educational goal. They will serve as language tutors and conversation partners, allowing CMS students opportunities to apply their learning. This will enrich the CMS Arabic program curriculum and provide participating undergraduate students with opportunities to grow as speakers of Arabic and to earn additional college credits.

Another vital component of the Arabic program will be supplemental exposure to Arabic language and culture through extracurricular events. Each semester students will participate in a field trip to local events that celebrate the culture of the Arab world. Each fall, the University of North Carolina at Charlotte hosts an International Festival, at which students can visit booths and learn about various cultures, including those of many Arabic-speaking countries. In early spring, Queens University and the Middle East Council of the Carolinas (a local nonprofit) host the Middle East Festival, an event that features music, food, and arts of the Arab world.

In summer 2010, two teachers and 25 students ages 8-14 from Winding Springs and Marie G. Davis will participate in the Concordia Summer Village, Arabic “Al-Wāha” in Sandstone, Minnesota. This culturally authentic Learning Village provides a week-long

experience in cultural and linguistic immersion and is appropriate for students at all language proficiency levels. Interested students will be selected by a review committee using a rubric of specific selection criteria, including results from previous experience in Arabic, overall academic performance, and school behavior. Students in grades 7-8 are expected to express a commitment to continue in the Arabic program as student leaders, a core value of the Center for Leadership and Global Economics/Military and Global Leadership magnet program; they will be expected to participate actively in preparing and implementing a five-day Arabic summer day camp to be

~~held within CMS in the summers of 2011 and 2012. Camp goals will be to:~~

- Expand the global awareness of student participants through exposure to the diversity of Arabic-speaking cultures as reflected by a cumulative week-long student project.
- Advance student proficiency in Arabic via immersion-based activities as measured by pre- and post-assessments.
- Increase student interest in the Arabic language program as measured by student continuation in Arabic study in the following school year.

Students who participate in the Concordia Language Village in summer 2010 will serve as camp counselors, providing assistance to the instructional staff in managing program tasks. Interested camp applicants in the upper elementary grades at Winding Springs and middle grades at Marie G. Davis will be selected in a process similar to the Concordia Language Village selection process. The anticipated enrollment of this summer camp will be 60 students, with 4 CMS teachers involved program planning and implementation. Transportation will be available for students between home and the summer camp site, and snacks and lunch will be provided. These program components will allow students from diverse backgrounds to participate, including many students who will be recipients of free or reduced priced lunch.

Content areas represented by the CMS Arabic summer day camp staff will be Arabic and related subjects, such as social studies and art. The academic progress in Arabic of student participants in the Concordia Language Village trip and/or the CMS Arabic summer day camp(s) will be monitored during the subsequent school year(s) to assess the impact of the summer enrichment experiences on language acquisition. CMS expects that they will outperform their peers who did not participate in the supplemental enrichment opportunities.

Objective 4: Employ competent teachers of Arabic and provide growth

~~opportunities through both external and internal professional development, ensuring~~
effective instructional design, language usage, classroom management and cross-curricular collaboration across grade levels. One Arabic teacher will be employed at each school for 2009-10, and a second teacher will be employed at each school for 2010-11. Adding the second teacher in 2010-11 will allow expansion of grade levels served and courses offered. CMS implements its hiring process with strict adherence to the following: “It is the policy of the Charlotte-Mecklenburg Board of Education that all applicants for employment and employees will not be discriminated against on the basis of race, color, religion, sex, age, national origin or disability.” Administrative teams at Winding Springs and Marie G. Davis will contact eligible candidates who are either highly qualified or have the credentials to become highly qualified during the initial phases of CMS employment. The qualifications considered in selecting Arabic teaching staff are from the state Department of Public Instruction Teaching Standards:

- Teachers demonstrate target language competency commensurate with their role as second language models.
- Teachers demonstrate familiarity with cultures represented by the target language.
- Teachers demonstrate insight into how the target language and cultures compare to the

students' language(s) and culture(s).

- Teachers employ multiple strategies to engage students actively and effectively in learning the target language and cultures.
- Teachers affirm that second language learning is appropriate for all students regardless of ability, language background, race, ethnicity, gender, religion and other cultural factors.

The school administrative staff and Arabic program project director will closely monitor teacher performance. Reviewed by supervisory staff, lesson plans will be expected to correlate with the ~~Second Languages-North Carolina Standard Course of Study~~, a standards-based

document derived from the five National Standards of Language Learning in the 21st Century.

Appropriate individuals will conduct classroom observations (e.g., the school principal, assistant principals, lead teacher, department chair, program evaluator, and project director). Instructional strategies, classroom management, alignment to established standards, and adherence to CMS and school expectations will be assessed. Feedback will be provided to allow discussion between the observer and the classroom teacher, with continuous improvement and growth as the focus.

Collaboration among teachers at each school will be fundamental to the Arabic program. Ten staff members from each school, both teachers of Arabic and other content areas, will attend the annual World View Middle East seminar at the University of North Carolina in 2009-10. This will support initial efforts to establish a common understanding of the relevance of Arabic; it also will aid school staff efforts to increase awareness and appreciation of Arabic-speaking culture at their schools and enhance school-based cultural events.

Arabic teachers at Winding Springs will participate in monthly collaborative grade-level meetings to maintain a current awareness of student progress in the K-5 general curriculum. Content-enriched Arabic language instruction will result, benefiting language acquisition by

intentional correlation with content already mastered in the general education classroom. For example, if 1st graders begin learning to tell time in October, then a logical way to employ “content-enrichment” in the Arabic classroom would be to reinforce the use of numbers through the context of telling time in the month of November. Collaborative practice will also occur at Marie G. Davis. Arabic teachers will collaborate with teachers in related content areas such as JROTC and social studies to benefit from common themes present in diverse curricular departments. The JROTC curriculum, for example, promotes the value of global awareness and community service, which aligns closely with the state and national standards of Culture and Community. Cooperation with social studies teachers will promote sharing of ideas and teaching strategies about current and historical topics related to the Arabic-speaking world. Arabic teachers, social studies teachers, and others will continue collaborating via participation in the spring 2012 World View Middle East seminar. This partnership will ultimately lead to establishing a Middle Eastern Studies course within the social studies department in 2012-13.

Teachers employed in this program will benefit from professional development opportunities to be provided by the World Languages office within the CMS Department of Global Studies, World Languages, and Study Abroad. The World Languages office will host regular, collaborative Alliance meetings throughout each school year for K-12 World Languages teachers, as well as full-day curriculum in-service sessions at the beginning and midpoint of each school year covering topics such as assessment, curriculum development, and student proficiency objectives. CAL will provide specific professional development to Arabic teachers in the administration and rating of the SOPA and COPI spoken language assessments. The World Languages office will deliver training on strategies for using resources to be implemented in the Arabic program, such as interactive whiteboards, iPods, Maps101 and other media. The World

Languages Specialist (6-12) will provide training on developing proficiency assessments, using rubrics, and using the Linguafolio formative assessment tool.

Project staff will also participate in professional development external to CMS. The project director and Arabic teachers will participate in the Southern Conference on Language Teaching (SCOLT) April 15-17, 2010 and the Foreign Language Association of North Carolina (FLANC) conferences in fall 2010 and fall 2011. These events provide collaboration and relevant training in K-16 world languages instruction. Teachers also will have the opportunity to participate in professional development specific to K-12 instruction in less commonly taught languages and Arabic which become available during the project term. Examples from summer 2009 are *Developing Materials for Less Commonly Taught Languages* by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota; and the *Writing and Implementing an Arabic Curriculum K-12* and *Arabic K-12: Hands-On* conferences by Iman Hashem (Occidental College) and Muhammad Eissa (University of Chicago).

Arabic teachers and other instructional staff will benefit from collaboration with Davidson College in Davidson, NC during the initial implementation of the CMS Arabic program. Dr. Christopher Alexander, director of the Dean Rusk International Studies Program at Davidson College, will conduct whole-staff presentations at Winding Springs and Marie G. Davis. His expertise in the Middle East will enhance staff understanding of the perspectives, importance and relevance of Arabic and the Arab world. Effective strategies for transmitting this information to parents and students will be provided through this partnership.

Objective 5: Develop a K-12 Arabic language program model to share with in-district schools and external communities in North Carolina and the Southeastern United States, where a significant need exists for Arabic language programs to be developed and

expanded. The model used in carrying out the K-12 Arabic program will undergo review and refinement throughout project implementation. The evaluation process will accurately and reliably highlight areas of success and opportunities for continued growth, as reflections and feedback from the evaluation team are used to improve overall program quality. Throughout this process, data will be collected, organized and managed so that it can effectively and reliably be shared with CMS schools and other districts seeking to establish similar K-12 Arabic programs.

The project director will provide program updates at the 2010 and 2011 FLANC ~~conferences and the 2011 and 2012 Southern Conference on Language Teaching.~~ These sessions will provide practical information for participants on creating and expanding Arabic programs, curriculum development, employing highly qualified teaching staff, proficiency assessments, and using innovative instructional technology. The project director will stay in contact with participants who want to communicate further about the CMS Arabic program model. This information also will be posted on the CMS World Languages Department web page. This will include reports on innovative program components such as integrating Arabic into the Center for Leadership and Global Economics/Military and Global Leadership Academy magnet program curriculum, the articulated K-12 Arabic sequence, using iPod technology in instruction and assessment, creating Arabic summer camps, and partnering with local universities.

The data collected from this initiative will be shared with the Second Languages Office of the North Carolina Department of Public Instruction. This office fields local, regional and national requests for information on new initiatives taking place within the state, and works with CMS to organize events designed to share program information on initiatives such as the World Languages immersion magnet program. In addition, interested colleagues from outside the district will be invited to visit and experience the CMS K-12 Arabic program.

III. Project Personnel

The personnel involved in project implementation are highly qualified, competent individuals committed to successfully establishing a K-12 Arabic program. Glenn Byrum, World Languages Specialist K-8, will serve in the role of project director. He holds a B.A. and an M.A. in Spanish and has successfully completed the Educational Leadership: Administration and Supervision PRAXIS examination. In addition, he will complete the Graduate Certificate in Curriculum and Supervision program at the University of North Carolina at Charlotte in August 2009. In recent years, Byrum has participated in several projects that provided relevant experience for implementing and managing the K-12 Arabic program. In 2005-06 and 2006-07, he served in a leadership role in the Attendance Recovery Program at Midwood High School, Charlotte, NC. His duties included developing program protocols, maintaining accurate student records, transmitting this data to school staff, and participating in the year-end evaluation and reporting of student performance within the program. In 2007-08, he established a K-5 Spanish program at Albemarle Road Elementary, Charlotte, NC, where no world language program had previously existed. Duties inherent in this task included adaptation of the district FLES curriculum, content alignment to serve the needs of a 40% Spanish-speaking student population, and involvement in parent/community relations.

Byrum has served as World Languages Specialist K-8 since June 2008. For this position, qualifications include: knowledge of and ability to communicate in a modern world language; knowledge of language acquisition research; knowledge of national and state curriculum standards; technology skills for reports, data management, and communication; strong leadership skills; and ability to communicate clearly and concisely, orally and in writing. His duties include working collaboratively with the PreK-12 Curriculum and Instruction Team and supporting all

world language programs and instructional leaders. He cooperatively writes grants, budgets, curricula, and assessments as part of the World Languages team. He also collaborates with local, state, and national organizations to develop and deliver staff development and policy updates to appropriate CMS personnel. He implements district curriculum initiatives and communicates with parents and community about CMS world language programs.

As project director, Byrum will be actively involved in supervising and implementing the Arabic program. This includes the responsibility of acquiring equipment and materials; directing the organization of extracurricular activities (student field trips, Arabic-summer camp); organizing professional development opportunities; assisting in the employment of instructional staff; managing development of the curriculum and assessment program; and regularly monitoring the program through collaboration with the project evaluator, the World Languages office and the Magnet office. As a member of the Global Studies, World Languages and Study Abroad Department, Byrum receives consistent, regular support from the department director, Kelly Price, which will be reflected positively in implementation of the Arabic program.

Mr. Price will serve as the project liaison to CMS executive staff, facilitating clear communication regarding program implementation and expansion. He will assist in monitoring expenditure of grant funding and will provide support in the planning of grant activities. His experience with a successfully sustained, FLAP-initiated Japanese immersion program in CMS will be particularly helpful in regularly assessing program viability and sustainability; he will support the evaluation process by attending evaluation planning meetings and offering counsel on solutions for programmatic challenges that may arise. He will directly assist the project director via annual performance evaluations and regular progress updates.

IV. Management Plan

The project timeline aligns with the activities listed in section II, Project Design. Project personnel will consistently allocate the time needed to successfully implement all activities. Project director Glenn Byrum will manage implementation of activities, allocating 12 hours per week in year one and 10 hours per week in years 2-3 in direct support of the project. Kelly Price, Director of the Department of Global Studies, World Languages and Study Abroad, will allocate 6 hours weekly to provide additional support in a supervisory role. The project evaluator will provide 10.5 to 11.5 days per year to conduct appropriate developmental and evaluative services.

Target Date	Objective	Activity	Person(s) Responsible	Milestone Completed
6/30/2009	Curricular and extra-curricular resources	Place order for necessary print resources for Marie G. Davis (in-kind cost)	Project director (PD)	
7/15/2009, 6/15/2010	Teacher employment and development	Screen, interview and formally offer employment to two Arabic teachers	PD, school-based administrative teams	Increase instructional minutes, student enrollment
8/30/2009	Innovative technology	Purchase iPod Mobile Laboratories, interactive whiteboards and other instructional resources	PD, school administrative teams	

Target Date	Objective	Activity	Person(s) Responsible	Milestone Completed
9/15 annually	Program model development/sharing	Conduct evaluation planning meeting with principal stakeholders	Program evaluator, PD	
9/22/2009	Student proficiency development	Establish final enrollment in and schedule of K-12 Arabic instruction	School administrative teams	Increase instructional minutes, student enrollment
9/30/2009	Student proficiency development	Conduct information sessions for parents/community on Arabic program	Administrative teams, PD	
9/30/2009	Teacher employment and development	Conduct sessions at Winding Springs and Marie G. Davis on Arabic as an expansion of the school's curriculum	PD, Davidson College staff, administrative teams	
9/30/2009	Student proficiency development	Interview and draft contract with Arabic curriculum development consultant	PD	
10/31/2009	Teacher Employment and Development	Conduct New Teacher Orientation, LinguaFolio and instructional technology training	PD, World Languages Office	

Target Date	Objective	Activity	Person(s) Responsible	Milestone Completed
10/31/2009	Student proficiency development	Purchase COPI and training materials. SOPA development and rater training.	PD	
12/30/2009 12/30/2010	Teacher employment and development	Arabic teachers earn SOPA (K-5) & COPI (6-12) rater certification	PD	
3/15/2010	Student proficiency development	Develop assessment program for grades K-12	Curriculum consultant, evaluator, PD	Increase student proficiency
4/30/2010	Teacher employment and development	Teacher and project director participation in regional conference	PD	
5/31 annually	Student proficiency development	Collection of year-end assessment data, including SOPA and COPI results.	Evaluator, PD	Increase student proficiency
6/15/2010	Innovative technology, Curricular/extra-curricular resources	Purchase instructional materials and technology to allow for expanded grade levels/courses offered	PD	Increase number of students served
8/15 annually	Teacher Employment and Development	Teacher participation in external Arabic/Less Commonly Taught	PD	

Target Date	Objective	Activity	Person(s) Responsible	Milestone Completed
		Language professional development		
8/25/2010	Curricular and extra-curricular resources	Plan, form student group, attend Concordia Language Village camp	PD, school administrative staff	Increase student proficiency
9/15/2010	Curricular and extra-curricular resources	Implement internship program with local universities	PD	Increase student proficiency
10/30/2010 and 10/30/2011	Teacher Employment and Development	Arabic teacher sharing of instructional technology and LinguaFolio strategies; Wiki development; FLANC conference attendance (Arabic teachers and PD)	PD	
4/30/2011 & 4/30/12	Program model development/sharing	Project director participation in regional conference	PD	
6/30/2011 & 6/30/12	Curricular and extra-curricular resources	Plan, select participant group, acquire staff & hold CMS Arabic summer camp	PD, school-based administrative teams	

V. Project Evaluation

Bruce Yelton, Ed. D., Chief Operating Officer for Praxis Research, Inc., will conduct the evaluation of the Arabic program. Dr. Yelton has led multiple evaluations of educational initiatives in early-childhood, career-technical, family literacy, Title I and English Language Learner (ELL) education on the national, state, and local levels. He is lead investigator for several local projects, including the Gates Foundation *Achieve Together* evaluation, the Local Educational Agency Improvement Plan of CMS, and evaluation of the implementation and impact of Sheltered Instruction Observation Protocol (SIOP) in CMS.

Project evaluation will be completed in a similar fashion each year of the grant period. If funded, an Evaluation Planning Meeting will first be held with all key stakeholders (e.g., project director, school-based administrative teams, Arabic teaching staff, magnet program specialist) to finalize the evaluation timeline (below), discuss the implementation schedule, and review measurable outcomes and data collection tools. In conducting classroom observations, the evaluator will use a revised SIOP observation tool adapted to the standard observation form for CMS magnet programs. He will conduct classroom observations each semester to verify successful implementation of the Arabic program. Dr. Yelton will use the data collected through these observations and communication with the stakeholders to assess progress of the Arabic program according to the pre-established implementation checklist.

In 2009-10, the evaluator will develop an adapted SOPA to enable testing of a greater number of students than possible with the traditional SOPA. He will conduct a validity/reliability study of this adaptation to ensure accuracy of the results, which will be reflected in end-of-year data collection on student achievement. Student achievement data will be drawn from the K-12 assessment program, specifically student achievement of expected outcomes in Arabic speaking

proficiency on the SOPA (for grades 4 and 5) and the COPI (for high school Arabic I and above). Data will be disaggregated to evaluate student performance within sub-groups by gender, ethnicity, length of time in the Arabic program, and previous achievement in English. This study will indicate whether a particular student sub-group shows less growth relative to other sub-groups, and appropriate program adjustments (e.g., content remediation, realignment of curriculum and assessment, increased student monitoring) will be made to reduce achievement gaps. These adjustments will provide necessary data for successful program replication.

Other data to be collected will measure the receptivity of the school community and families to the addition of Arabic to the school curriculum. A survey will be administered to school faculty to assess their support of the Arabic program; families of students at the schools will be surveyed to assess their satisfaction with the academic program at their child's school. It is expected that, by spring 2010, at least 70% of staff and 70% of families will support the offering of Arabic at their school and the academic program, respectively. By spring 2012, at least 90% of staff and 90% of families will support the Arabic program and express support of the academic program, respectively. Student achievement and programmatic growth will also be addressed in accordance with the Government Performance and Results Act (GPRA) reporting. The evaluator will collect and submit data to demonstrate growth in student enrollment in critical and non-critical world languages, in minutes of instruction in critical and non-critical world languages, and in student proficiency within this program. This report will indicate progress towards the ambitious project objectives. This data will also be used for reflection at the Evaluation Planning Meeting at the beginning of the following school year. The following table displays the timeline of evaluation activities to be conducted.

Evaluation Activity	Implementation Date	Deliverable Product
Evaluation Planning Meeting: convene stakeholders to finalize evaluation timeline, discuss implementation schedule, and review measurable outcomes and data collection tools	Initially, upon receiving notice of grant funding. In years 2 and 3, during first quarter.	Implementation checklist, revised classroom observation tool, revised faculty/administrator survey
Conduct classroom observations	Each semester	Completed classroom observation forms with summary information on student engagement, instructional methodology, and professional development.
Update implementation checklist	Each quarter	Updated/revised checklist
* Study validity/reliability of adapted SOPA instrument	*Winter, 2010 (*year 1 only)	*Locally developed Arabic Language development evaluation tool
Student achievement data analysis and reporting	Each spring	Disaggregated (gender, ethnicity, length of time in program, grade level, former English achievement) report on sample student Arabic language achievement
GPRA reporting		As required