

APPLICATION NARRATIVE

A. SIGNIFICANCE

A.1 The extent to which the project shows the promise of continuation beyond the grant period.

The Chula Vista Elementary School District (CVESD) is located in San Diego County in the southwestern corner of the United States – five miles north of the Mexican border. This international border is the largest in the world with an estimated 5-6 million legal crossings each month. The most common spoken language in the region, other than English, is **Spanish**.

CVESD is the largest K-6 elementary school district in California with 39 schools and a student population of 25,100 that includes 63% Hispanic, 20% White, 4% Asian, 5% African American, and 8% other. Approximately 50% of the population of the City of Chula Vista is Hispanic, and in some areas of the region, the Hispanic population is as high as 83%. The large Hispanic community and the geographical setting of the region make the study of Spanish, as a foreign language, not only educationally advantageous but also economically beneficial to our students' futures. The **proposed project** involves Heritage Elementary School and is aimed at improving and expanding an existing **One-Way Spanish Foreign Language Immersion Program**.

Additionally, the project will further the district's and school's shared vision: *to provide a successful, safe, challenging, and nurturing educational experience for multiliterate, self-reliant, and confident learners.*

CVESD and Heritage Elementary School are committed to improving and expanding the project beyond the grant period. This is evidenced by three key factors: 1) widespread community and parental support, 2) increasing student enrollment in the Immersion Program, and 3) the district Superintendent's vision of disseminating Heritage's immersion program as a model for other

schools in the district. Before Heritage opened two years ago, a community survey was conducted asking area parents what programs they wanted as part of the new school. Overwhelmingly, the community expressed immense interest in having an immersion program. Also, parent forums were conducted to receive direct input from interested parents. When the principal came on board in 2001, she immediately put the community and CVESD's vision and commitment into place: **to build a multicultural and language enriched learning community, to develop students who can learn from one another in two languages, and who can work toward being productive contributors in a multicultural and multiliterate global society.** After two years of successful implementation of the immersion program, the district Superintendent stated that the program should be disseminated to all newly built schools in the district; and recently he encouraged the newly hired principal of CVESD's 40th school to investigate the process of replication. This expressed interest by the Superintendent is evidence of commitment to not only continue the program beyond the grant period but to expand the program to other CVESD schools. An increasing student enrollment in the Immersion Program also evidences promise of continuation. Currently, the Immersion Program at Heritage is offered from K-3. We will add a new grade in the Immersion strand each year as our students promote to the next grade level. By the end of the grant period in school year 2005-06, the entire grade span, from K-6, will have an Immersion strand. Currently, the project involves 155 students and 8 teachers. In Year One of the project, 2003-04, enrollment is estimated at 191 students and 12 teachers. It is our goal to enroll 271 students with 16 teachers in grades K-6 by the year 2005-2006. In years 2006-07, enrollment is estimated 280. The following tables display our current and future Immersion enrollment for the grant-funded years.

Current enrollment for 2002-2003

K	Gr.1	Gr.2	Gr.3	Gr. 4	Gr. 5	Gr. 6	Total Students
35	40	40	40	Not currently available			155

Projected enrollment for 2003-2004 Year One

K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total YR 1 Students
40	40	40	40	31	Not available		191

Projected enrollment for 2004-2005 Year Two

K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total YR 2 Students
40	40	40	40	40	31	Not available	231

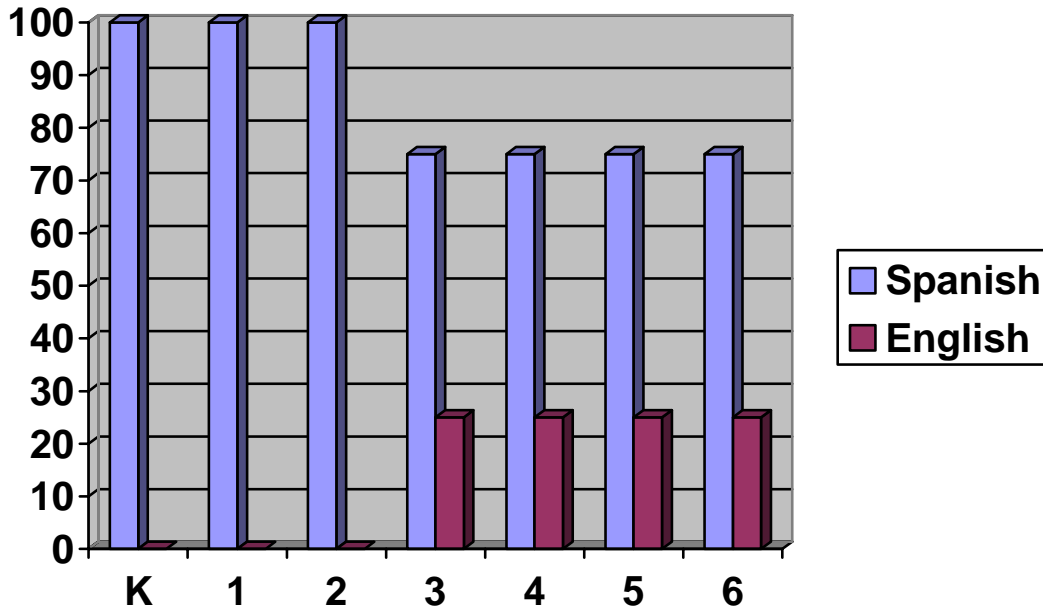
Projected enrollment for 2005-2006 Year Three

K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total YR 3 Students
40	40	40	40	40	40	31	271

A.2 The extent to which the project demonstrates approaches that can be disseminated and duplicated in other LEAs.

The proposed program is based on the **Quebec Total Immersion Model** established in 1965 (Genesee, 1976). This model has been replicated throughout the United States. It was first replicated in Culver City, CA in 1971. The Spanish Immersion program was so successful there that the school expanded their foreign language program to include a Japanese Immersion program in 1992. The Center for Applied Linguistics reported that by 1995, 78 schools across the US had established Total Immersion programs in the following languages: Japanese, Spanish, French, German, Russian, and Arabic. Immersion education is based on the belief that children are able to learn a second language in the same way as they learned their first language. Mainly, children learn by being exposed to authentic input in the second language and by needing to use the second language for real, communicative purposes. Our project incorporates all approaches necessary for a Total Immersion Model while being housed within a school with regular English instruction. Four key features enable children in our Immersion program to readily acquire Spanish. The first feature is that the second language is used for the delivery of **content-based instruction**. Children are exposed to authentic input in the second language and use the second language for real, communicative purposes. The second premise of immersion education is that second language learner's benefit from being separated from native speakers of the second language. All second language learners receive instruction especially prepared and designed for their developing levels of proficiency in the second language. The third premise is that immersion education promotes additive bilingualism and biculturalism (Lambert, 1980) since immersion students are adding to their linguistic repertoire and sense of identity through the experience of being educated in a foreign language. The fourth key feature concerns the

sequence and intensity of first and second language instruction. Our program immerses the child in Spanish from K-2 for the entire school day Monday - Friday. Beginning in 3rd grade, students receive 90 minutes of English Language Arts instruction that continues through 6th. Percentage of instructional minutes in the immersion program is shown in the chart below.



A3. The extent to which the project will result in an effective effort to establish, improve or expand foreign language teaching & learning.

The proposed project will improve and expand foreign language teaching and learning by developing a model Spanish foreign language immersion program that can be disseminated and duplicated to other LEAs. The proposed three-year four-point plan will enable us to accomplish this overarching goal. The plan consists of 1) expanding the immersion program to all Heritage students in all grade levels, K-6; 2) implementing a professional development component to enhance all immersion teachers' capacity to deliver excellent instruction in the Spanish immersion methodology; 3) advocating for the immersion program by enabling parents and community members to have a significant influence on children's academic and social

performance at school, and, 4) developing a model program or blueprint that can be disseminated and duplicated to other CVESD schools and LEAs.

B. QUALITY OF PROJECT DESIGN

B1. The extent to which the project design represents a comprehensive plan that effectively links identified needs, goals, objectives, activities and outcomes

The comprehensive plan of the project design is based on the regional and school/community needs. The needs of the community establish the foundation for the goals and objectives.

Located on the San Diego/Tijuana international border, this region is heavily impacted by **trans-border issues**. The socioeconomic atmosphere and political environment of both San Diego and Tijuana are inextricably intertwined. As stated in the San Diego Millennium Project (a research and assessment of major opportunities and hurdles facing the region), *“The first years of the 21st century present a historic opportunity to develop a transforming new relationship—one built on collaboration and mutual respect between American and Mexican neighbors in a global economy.”* Moreover, there is a unique **transborder working arrangement** that affects many of our students. Many of our parents are employed in the “maquiladora” industry (US corporations located in Tijuana), work in Tijuana, and live in Chula Vista. The Millennium Report discusses that in order for this border region to flourish in the new global economy, individuals must be able to function effectively in a biliterate and bicultural environment. Language is the foundation of society. Thus, the project design focuses on establishing, improving and expanding a Spanish Foreign Language Immersion Program that meets the needs of the English-speaking population to function successfully in a biliterate, bicultural environment. The Spanish Foreign Language Millennium Project will incorporate Heritage’s existing immersion program and extend it to effectively provide the ideal context to support the

acquisition of a second language for all current and future students. The project design targets the student with struggling primary language skills and the student in need of academic challenges. The project design meets the national need for the development of model elementary foreign language programs, thus complying with the authorizing statute of ESEA, as amended by the *No Child Left Behind Act of 2001* (Public Law 107-110). In addition the program is designed in accordance with the California Foreign Language Framework and the National Foreign Language Standards. The **proposed design is comprehensive** in that it addresses all major stakeholders—the students, the teachers, the parents, the community, and the entire region in that it provides a foreign language model that addresses the needs of a biliterate, bicultural society. The plan will instill Spanish language proficiency, multicultural awareness, and increased literacy skills in participating **students**. The plan will increase staff’s **professional development** in planned, sequenced, experiential, and managed implementation that corresponds directly to academic content application. All teachers will develop effective skills in language acquisition, integral to their progressive participation in the program. **Community and parent involvement** will focus on valuing language development through positive home-school partnerships. This component seeks to foster widespread community support that will advocate for immersion programs beyond the scope of the grant. Finally, the plan will serve as a blueprint for **disseminating and duplicating** an effective Spanish foreign language immersion program.

B.2 The extent to which the goals, objectives and outcomes are clearly specified and measurable

The overarching goal is to establish, improve and expand Heritage’s existing Spanish Foreign Language Immersion Program so that the English-speaking student population from throughout the region will be able to function successfully in a biliterate, bicultural global society. Several outcomes are projected: 1) a high-quality, research-based immersion program will be available

to all Heritage students in all grade levels, K-6. 2) All immersion teachers will have the capacity to deliver instruction in the Spanish immersion methodology. 3) Parents and community members will be strong advocates for the advancement of immersion programs throughout the district and beyond. 4) At the end of the grant period, Heritage will serve as the blueprint for organizing similar programs at other interested schools. The structure of the project at Heritage can be duplicated to other locations within and outside the district, state and nationally. Four project goals and related objectives and activities have been developed.

GOAL 1: All Heritage K-6 students participating in the Immersion Program will possess Spanish language proficiency, multicultural awareness, and increased literacy skills.

Objective 1.0 To improve students' academic achievement in comparative performance with non-immersion students and to perform as bi-literate persons with multicultural awareness.

Eighty-five percent (85%) of students in the immersion program will maintain or exceed achievement levels in comparison with non-immersion students. Students' academic achievement will be measured by the following criteria: Each project year Spanish Immersion students shall show growth in reading fluency on the EDL (Evaluación del Desarrollo de la Lectura) K-6 and DRA (Developmental Reading Assessment) 3rd - 6th. Each project year Spanish Immersion students taking the California Standards Test shall demonstrate growth in reading comprehension and mathematics. Each project year Spanish Immersion students shall demonstrate significant gains on writing portfolios that will be measured on a site-developed four-point rubric for the writing process. Each project year, Spanish Immersion students will interact with students from Mexico sharing their writing samples with a sister school (Escuela Cuauhtemoc) on a quarterly basis. In Year One, the program will be expanded to 4th Grade as third graders are promoted from the prior year. Our current second grade immersion teacher will

be moved to the fourth grade to facilitate the expansion of the program – she has extensive experience in immersion methodology. At this point, we will have three English-only Language Arts (ELA) teachers who will need to collaborate with each other and the Spanish Immersion teachers in order to deliver effective instruction in both languages. In Year Two, the program will be expanded to 5th grade. At this point in the development of the program, the need to establish a strong ELA component is essential. In Year Three, the program will be expanded to 6th grade. Inter- grade level communication and collaboration between the ELA and the Spanish teachers is essential. To facilitate this, teachers will be allowed release time to develop best practices and to build their capacity to effectively teach both the Spanish and the ELA component. Immersion student’s academic achievement will be improved by enhancing the academic core curriculum with supplemental materials. Spanish immersion classrooms will be offered supplemental materials paid for with grant funds. Materials will include Spanish books of different genres for the classroom libraries, guided reading books, translated writing program materials, leveled reading books, books on tape, and poetry, rhyme and song discs.

GOAL 2: All Immersion Teachers will have the capacity to implement to deliver effective instructional and language acquisition strategies.

Objective 2.0 The professional development component targets all immersion staff in effective “Best Practice” training that enables students to achieve all academic goals as measured by the standardized test scores and teacher administered assessments. **In Year One**, a collaborative training program will be established with the California Foreign Language Project and Project SAILN through the San Diego County Office of Education. An intensive professional development program will be provided for all immersion teachers at Heritage. Year One professional development will focus on immersion philosophy and pedagogy, and the

development of immersion-based instructional strategies to be utilized in the classroom by teachers. Content-based methodologies will be used as the bases for professional development training, and class content will be designed to meet teacher and grade-level needs. Workshop sessions will be provided for teachers in second language strategies, communication-based instruction, portfolio assessment, and the implementation of a well-articulated, sequential foreign language program at the elementary level. **In Year Two**, professional development training session with immersion staff will continue with the further development of the foreign language model. They will participate in intensive study of the immersion philosophy based on research on learning a second language, and team teaching experiences for staff. The workshops will address content and curriculum, support strategies including the incorporation of drama and fine arts into the foreign language program. Assessment strategies for the model will also be included in the professional development. Also in Years One, Two, and Three, immersion teachers will attend state conferences and local workshops that will empower them to be experts in the Spanish immersion methodology. Through the use of grant funds, these conferences include the California Association of Bilingual Educators (CABE), and the Annual California Immersion Conference to further their understanding and knowledge of instructional strategies to promote student acquisition of the foreign language. **In Year Three**, teachers will participate in professional development designed to review existing curriculum materials and further adapt them to meet the foreign language program needs. Training will also focus on students who have progressed to advanced levels of proficiency in reading and writing and how to accommodate their needs. Professional development will also focus on becoming expert trainers so that they can be trainers of trainers at other potential school sites. Each member of the school staff has made a commitment to support the Spanish Foreign Language Millennium Project by

participating in a quality literacy program in the Spanish and English components of the program as well as by implementing rigorous academic standards for students. Staff will contribute to the success of the program as they will be knowledgeable and become experts in the incorporation of grade level standards, National Foreign Language Standards and with the Spanish immersion methodology.

GOAL 3: Parents and community members will have a significant influence on children's academic and social performance, and will serve as advocates for the Immersion Program.

Objective 3.0 By the end of year one and every year thereafter we will have an active parent and community involvement by providing training that will facilitate a well grounded link between parent, student and teacher. The result will be a significant impact on children's academic and social performance at school. The parent workshops will promote language acquisition strategies and techniques that will strengthen their child's language skills in both Spanish and English. Parents will learn to encourage the child's interest in the Spanish language and in other cultures thus placing importance on the learning of Spanish (as well as English), which adds to a positive self-esteem. The training will include read aloud and word study strategies, modeled writing and shared writing using informational text, speaking and listening using poetry, "make it take it" sessions where parents will take literacy games and activities to take home. We will increase parent involvement in our Parent Literacy Workshops by 50% after the first year and it will double by the end of three years. Parents will become additional instructors and active advocates of the immersion program for other parents and will be spokespeople for the expansion of the immersion program. Parents will serve as advocates through trainings designed to provide them with research on the program and data analysis on the program's effectiveness.

GOAL 4 The project design will serve as the blueprint for organizing similar foreign language programs at other schools whose communities have an interest and need. A blueprint of the immersion model will be compiled to be replicated locally, statewide and nationally.

Objective 4.0 The Immersion Binder will be created as the blueprint for the program and to serve as the tool used for dissemination. It will be a master plan describing from A-Z how to establish an Immersion Program. All of the professional development materials and resources will be included in the Binder. It will include up-to-date research, data on program effectiveness, immersion teaching from theory to practice, specific content area “Best Practice” strategies, culture, assessment, research, parent information on other total immersion programs, Immersion teacher handbooks with a philosophy manual, and language acquisition tools. Also in Year One, staff will also commence creation of a “Dissemination Immersion Binder” to begin the process of documenting the immersion model for the purposes of dissemination. In Year Two, staff members will engage in developing material crucial in the pedagogical strategies of a second language to be included in the Dissemination Immersion Binder. The Dissemination Binder will be completed in Year Three and it will contain all relevant materials needed to duplicate the Spanish Foreign Language Immersion Program. All project staff will be responsible for developing and organizing the binder.

B.3 The extent to which the design of the project incorporates the National Foreign Language Standards and up to date knowledge from scientifically based research and effective practice

In addition to the rigorous academic standards implemented by the Heritage Spanish Immersion Program, the design of the proposed project incorporates the National Foreign Language Standards. Our staff is aware of the components of the National Foreign Language Standards, which include the following: 1) Students will communicate in languages other than English, 2)

students will gain knowledge and understanding of other cultures, 3) students will connect with other disciplines and acquire information, 4) students will develop insight into the nature of language and culture, and, 5) students will participate in multilingual communities at home and around the world. Language, cognition and social awareness develop concurrently in young children. The project design, aligned with the Foreign Language Standards, will introduce children to alternative ways of expressing themselves while interacting with people from different cultures, an experience that generally will broaden their outlook and give them opportunities for positive interactions. Integrated second language is an integral part of social and cognitive development in our school setting. In addition to incorporating the National Foreign Language Standards, the project design incorporates up-to-date knowledge from scientifically based research and effective practice. Research indicates that children enrolled in a foreign language score statistically higher on standardized test conducted in English. SAT scores demonstrate that children in immersion programs outperform their peers especially on the verbal section of the test. A number of reports have demonstrated that children who have learned a second language in a One-Way immersion setting earn comparable test scores or outperform members of English taught comparison groups (Swain and Lapkin, 1982). Studies have shown that by the fifth year of an immersion program, students outperform all comparison groups and remain high academic achievers throughout their schooling (Lambert and Tucker, 1972). This research will be compiled and expanded by the project design and included in the Immersion Dissemination Binder to lay a strong foundation for the support of the One-Way immersion program. In addition, the project design will collect data during a three-year period and beyond from the standardized tests. The cadre of teachers will analyze the school data and include it in

the Dissemination Immersion Binder. The research will be utilized as a measure of the effectiveness of the project design.

B.4 The extent to which the project design provides performance feedback and periodic assessment of progress toward achieving outcomes

Performance feedback and periodic assessment will be conducted for students, teachers and parents. The following tools will be used to assess level progress toward stated outcomes:

- Assessment tools for students:
 - The EDL (Evaluacion del Desarrollo de la Lectura) twice a year, in Sept and May.
 - The DRA (Development Reading Assessment) twice a year, in Sept. and May in grades 3-6.
 - The Writing Portfolios: There will be an analysis of writing samples on a quarterly basis.
 - Standardized Tests: SABE, CAT 6
- Assessment tools for Teachers
 - Assessment portfolios per student
 - Walk-throughs
 - Quarterly student monitoring and intervention
- Assessment Tools for Parents:
 - Attendance Logs
 - Parent Evaluation Surveys/Needs Assessment
- Assessment tools for Dissemination Plan
 - Curriculum development in Spanish
 - Analysis of student achievement to show effectiveness

- Teacher handbooks
- County-wide immersion conference

B.5 The extent to which the project design will provide guidance about effective strategies suitable for disseminating and duplicating the project in other settings

The school's district is committed to the successful implementation of the project with significant support services. The Conceptual Framework for Language Acquisition approved by the Board of Trustees in 1995 serves as the master plan for the District's bilingual and second language programs. The District is strongly supporting the immersion program model at Heritage. Expertise will be acquired through intense training but most of all real classroom experiences. Our project director/principal has over 20 years experience in immersion. This expertise needs to be disseminated to our less experienced staff members. By the end of the project design year, our on-site experts will create curriculum that will be used in the immersion classes. This will consist of translations and modifications of existing materials for tools used in all academic content areas. The project design will empower on site experts to train others on the immersion philosophy and effective strategies on second language acquisition. Our staff will also disseminate their expertise to other school sites implementing second language acquisition programs. Specific strategies which can enable our teachers to successfully instruct students in the immersion model include content-based instruction (no language mixing), use of sheltered language, use of extra linguistic aids (such as realia, visuals, manipulatives), indirect error correction techniques which mimic the correction cues parents give toddlers when learning the first language, extensive use of body language (TPR), predictability in instruction, accessing on background knowledge, explicit teacher modeling, use of clarification and comprehension checks, and extensive use of repetition, paraphrase, restatement, and synonymy giving students

many chances to understand the language. The project is successfully carried out by a conversant group of staff equipped with extensive pedagogical knowledge of Immersion education. The Immersion staff is currently comprised of 9 Spanish immersion teachers and one English component teacher. The Spanish Immersion teachers use the Foreign Language Standards and the California Content standards to maximize student learning. The English component teacher provides 90 minutes of English Language Arts standards based instruction.

B.6 The extent to which the project design will provide quantifiable data reflecting:

(i) Student proficiency in reading, writing, comprehending & communicating in Spanish.

The evaluation plan is designed to measure the effectiveness of methods and degree of completion of the objectives of the project. In addition, gains in achievement of project students will include data on attainment of state student performance standards. Data from the SABE 2, which measures Reading, Reading Comprehension and Writing, will be collected and used as a measure for the effectiveness of the project design. The DRA and EDL (Developmental Reading Assessment, Evaluación del Desarrollo de la Lectura) will be used by the project design as a longitudinal assessment of reading fluency and reading comprehension. The writing component assessment will be individual student portfolios. The writing portfolios will have writing samples of immersion students responding to prompts that are based on the main strands of the Foreign Language Standards. The writing samples will be evaluated on site developed four-point rubric. The writing samples will be shared orally in the foreign language and evaluated with a qualitative teacher observation annotation on the four-point rubric. The SAT 9 Reading test is used to determine attainment of the State Reading standard. CVESD conducts an extensive annual study of student achievement and develops a report that is presented to the Board of Trustees. Included in the Report are pre-post data comparisons on district wide and individual

school student achievement. All data is disaggregated by student ethnicity, English language proficiency and native language proficiency. Student achievement measures will also indicate achievement gains in relation to student retention and attendance. The project evaluation plan will incorporate all the above to reflect pre-post data comparisons for project participants at Heritage, and in addition, will provide sufficient information to determine the impact of the project on the project designs' participants.

(ii) Usage of National Foreign Language Standards

The Foreign Language Standards will be embedded in the project designs' curriculum. The project design will incorporate the California State Standards and the Foreign Language Standards on site-developed rubrics. Quantifiable data reflecting the usage of the Foreign Language Standards will be the teacher's annotation on a site-developed four-point rubric, as they will evaluate the oral report on a writing sample. Each year English dominant students shall demonstrate statistically significant gains in oral Spanish language proficiency as measured by a site-developed Language Program assessment in Spanish based on the Foreign Language Standards. Quantifiable data will also include the number of the design students' participation in the end of the year Multicultural Dance Festival where each grade level celebrates a culture with a dance after an extensive study on that particular culture. Quantifiable data will also be reflected by the number of students participating with a sister school in Mexico. Each project year, Spanish immersion students will interact with students from Mexico sharing their writing samples with a sister school (Escuela Cuauhtémoc) on a quarterly basis.

(iii) Building local capacity to continue program beyond the grant period.

The Spanish Foreign Language Millennium Program is an immersion program that is only successful for a child if the parent commits to having their child continue in the program, K-6.

Community members who have their children in the program understand the importance of continuation K-6. Quantifiable data reflecting the building of local capacity to continue the program component beyond the grant period will be the retention rate at each grade level.

Enrollment numbers for each year will measure the retention rate.

(iv) Disseminating and duplicating program approaches in other LEAs.

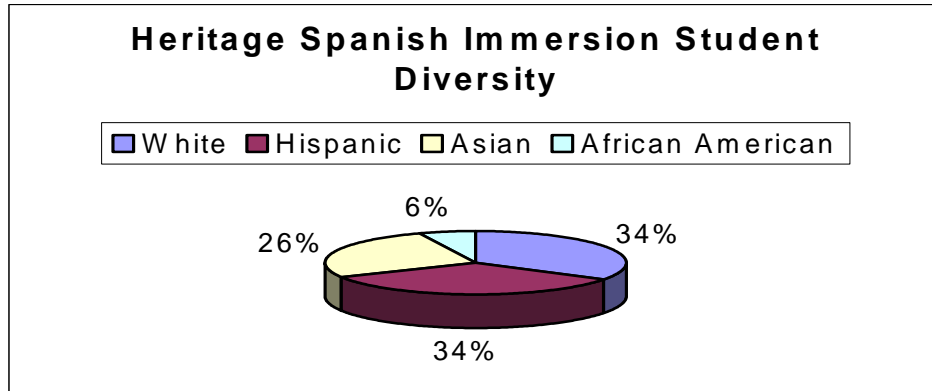
Quantifiable data reflecting local capacity will be seen when new CVESD schools that will be built, implement the immersion model.

C. QUALITY OF PROJECT SERVICES

C.1 The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability.

Heritage’s One–Way Spanish Immersion Program provides equal access to our diverse school/community. Currently, the immersion population reflects the diversity of our school/community. Heritage’s student population consists 904 students of which 36% are Hispanic, 34% Asian, 24% White, 5% African American and 1% American Indian. This is the most diverse school in CVESD. The majority of the school is of an underrepresented ethnic group, not one is predominant in the school. Moreover, our Spanish Immersion teachers are equally as diverse in terms of teacher credentials. They are all credentialed with a Bilingual, Cross-cultural, Language and Academic Language Certificate (BCLAD) or Cross-cultural, Language and Academic Development Certificate (CLAD), the majority has a master’s degree, and all are native Spanish speakers. These credentials state that the educators have the qualifications to work with a diverse group of students. It is with this ethnically diverse staff that

our Spanish Foreign Language Millennium Project is flourishing. The following chart depicts the ethnicity of those students in the immersion program.



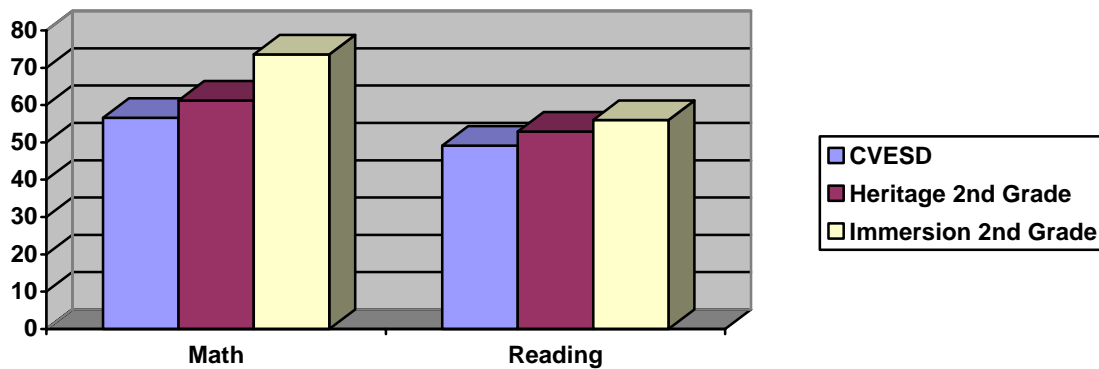
C.2 The extent to which the services provided by the project are appropriate to the needs of the intended recipients or beneficiaries.

Extensive community input was secured to determine the type of services needed for the intended recipients. The community was surveyed before the school was opened, and there was a high interest in having the children become bilingual and biliterate. This program is a client-based program, seldom seen in public schools. It is for this reason that the commitment from the community is very high since it was through local interest that it got started. The primary beneficiaries are the children receiving the immersion program. The program serves children at both ends of the spectrum. This rigorous academic program is a wonderful opportunity for gifted students since it provides a challenge and allows them to gain a skill they can use for the rest of their lives. Furthermore, it provides capacity for children who come from limited socially economic levels since it develops their vocabulary and communications early in life. The secondary beneficiaries are the parents. The plan includes parent workshops to help them understand the language acquisition process within the immersion program. Finally, the third

group of beneficiaries is the teachers. A Peer Professional Support school culture will be created where staff members assist each other as part of the program. All teachers know that peer support is vital to becoming experts who are capable of training others in the model.

C.3 The likelihood that the services to be provided will lead to improvements in the achievement of students as measured against rigorous academic standards.

It is a trend of Spanish Immersion Programs for the last 30+ years that students outperform their English-speaking peers in standardized test scores. Research from our own school site shows that by the 3rd grade students in the immersion program follow this pattern, as well. Overall, Heritage has higher standardized scores than the District’s average. Our immersion students scored higher than the district average and our own non-immersion third graders in both language and math. The charts below demonstrate that the services provided will lead to improvements in the achievement of students as measured against rigorous academic standards.



D. QUALITY OF PROJECT PERSONNEL

D1. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented

CVESD is the largest K-6th grade district in California serving a diverse population of children.

CVESD is committed to providing equal education, contracting and employment opportunities to

all, in strict compliance with all applicable state and federal laws and regulations. We are committed to the recruitment, hiring, and utilization of the most qualified personnel. Indeed, one of our Shared Values is **Diversity**: *“We seek, encourage, and respect each individual's contributions and value a multi-cultural perspective.”* The District and School take pride in hiring qualified BCLAD (bilingually certified) and CLAD (cross cultural certified) teachers. Traditionally, the Hispanic, Asian, and African American populations have tended to be underrepresented in California; however, at Heritage our Spanish Immersion team is currently comprised of an array of underrepresented ethnic groups. Currently we have BCLAD and CLAD certified teachers whose ethnic backgrounds include Hispanic, African American, Korean, Native American, and Japanese.

D.2 The qualifications of key project personnel as required by position descriptions

Key personnel to implement the project include the School Principal, the Assistant Principal, the Immersion Teacher Team Leader, and the External Evaluator.

Project Director

Patricia Ludi

The Project Director of our Immersion Education will devote 30% of the 225-day position to the Immersion Education Program as in-kind services paid for by the Chula Vista Elementary School District. **Duties and responsibilities of the Project Director will include:** 1) responsible for internal administration of project; 2) responsible for monitoring program planning, implementation, and evaluation; 3) provide technical assistance for project; 4) prepare and submit all required reports; 5) supervise record keeping maintenance and student data monitoring for program evaluation; 6) supervise Project Coordinator.

Previous experience and Qualifications: Immersion Elementary School Principal for 7 years, Vice Principal at Two-Way Immersion School for 3 years, Resource Teacher for 5 years

maintaining Second Language Program, Two-Way Immersion Teacher for 7 years at a Title VII School, SDUSD Mentor Teacher Program, Teacher Expectations and Student Achievement, Two-Way and Total Spanish Immersion Training, Yale University/SDSU Comer Model Training. B.A. in Liberal Studies graduated honors and distinction, M.A. in Curriculum and Supervision, Point Loma Nazarene College.

Assistant Director

Gustavo Vazquez

The Assistant Director of our Immersion Education will devote 25% of the 225-day position to the Immersion Education Program as in-kind services paid for by the Chula Vista Elementary School District. **Duties and responsibilities of the Assistant Director will include:**

Responsible for overseeing the establishment, development, and expansion of the program model at Heritage School; utilizes effective leadership skills in the implementation of project goals, objectives and activities, oversees staff development for Immersion Methodology and Pedagogy for teachers and staff, oversees parent education training for parents and community based activities designed and implemented by Community Liaison; provides technical assistance, lesson demonstrations, and coaching to teachers; assists and supports teachers and principal in monitoring student progress; assists in gathering and collecting data for program evaluation .

Experience and Qualification: Vice Principal at Immersion School 1 year, Immersion Educator for 6 years, ESL Instructor and Bilingual Educator for 4 years, special training in Cognitive Coaching, Brain Based Learning, Total Spanish Language Immersion, Mentor Teacher Program, SDUSD Gifted and Talented Education (GATE) certification.

Immersion Teacher Team Leader

Gabriela Vasquez

The Immersion Team Leader will devote 10% of the 225-day position to the Immersion Education Program as in-kind services paid for by the Chula Vista Elementary School District.

Duties and responsibilities of the Immersion Team Leader will include: Work under the general supervision of the principal and the Associate Principal to plan, conduct, and coordinate community activities, works to generate binational partnerships with local, state, and Tijuana, Mexican community organizations, works with all age groups within the community and interprets existing and planned programs to the school staff and community; establishes rapport with local community and binational agencies and leaders. **Qualifications and Experience:**

Immersion Liaison for Heritage Elementary for 2 years, Immersion Educator for 6 years, Foreign Language Certification from Salamanca, Spain, BCLAD Certificate, Immersion Liaison for two years, experience in Court translations and interpretation, Certified in Laubach Literacy, Immersion Methodology training, Immersion Conference Presenter, SDAIE Training, TESA/GESA, Immersion Language Acquisition, Six Traits of Writing, Wilda Storm, Reader's and Writer's Workshop, GLAD, B.A. Liberal Studies with Emphasis in Bilingual Education, ELD, TESA/GESA, DRA/EDL Assessment training.

External Evaluator

Dr. Ruben Espinoza

The External Evaluator is responsible for writing and drafting the evaluation plan, developing procedures for data collection, collecting and analyzing data according to the evaluation objectives, reporting evaluation findings to project staff. **Current Position:** Full professor at

San Diego State University, College of Education, Department of Policy Studies and Cross-Cultural Education- 16 years. **Previous Experience:** Post Doctoral work in School Finance,

Columbia University; PhD., Sociology, Stanford University; M.A., Sociology, Stanford

University; B.A., Sociology, Stanford University; **Qualifications:** 22 years experience as an

independent contractor; knowledge of Title VII evaluation and reporting requirements; evaluator

of the California Foreign Language Project – 3 years; experience working with Migrant Education Program research and evaluation – 3 years.

D.3 The qualifications, including relevant training and experience of project teachers.

Currently our Immersion program is composed of 9 Spanish Immersion Teachers and 3 English component Teachers. Their salaries are district funded, and they are employed on a full time (100%) basis working 185 days. Duties of the Immersion Project Teachers include: working with the project director to successfully implement the project by maintaining a data collection and monitoring student progress and achievement. All teachers are employed by CVESD and have met all of the District qualifications for employment as certificated employees, which include assessments of oral and written English language communication skills. Teachers must also pass the CBEST, RICA as well as MSAT in order to qualify for any teaching credential in the state. Of the 12 teachers, there are 10 bilingual teachers included in the project, and all are fully bilingual/biliterate in English and Spanish. 10 have a BCLAD certificate, 2 have a CLAD certificate, 6 have a Master's Degree in Education, 2 have Administrative Credential, 1 has a Foreign Language Certificate and 1 has CELDT Testing Certificate. Our Spanish Immersion Teachers have training and several years of experience that qualifies them for teaching Immersion Education in the classroom. They currently possess the following training: Immersion, Language Acquisition, Six Traits of Writing, Wilda Storm, Reader's and Writer's Workshop, GLAD, SDAIE, B.A. Liberal Studies with Emphasis in Bilingual Education, ELD, DRA/EDL Assessment training. We have built capacity with our school for future grade level expansion by hiring an additional five BCLAD teachers who currently work with in the regular English program. The FLAP grant will allow us to train these teachers in the Immersion pedagogy and methodology.

E. ADEQUACY OF RESOURCES

E.1 The extent to which the budget is adequate to support the proposed project

The federal resources along with the non-federal match are sufficient to accomplish the goals and objectives of the proposed program. District matching funds will enable us to add a new grade in the immersion strand each year until we reach sixth grade and grant funds will be used to provide the resources needed to build capacity among teachers so that the program can serve as a model. The district will continue to provide for highest cost line item, which is personnel and the grant resources will allow us to build capacity among the personnel by providing high quality professional development. Training will enable them to not only become experts in the immersion model and serve as peer consultants to other schools where the model will be replicated but to conduct powerful teaching to demonstrate that students in the immersion program can meet and exceed rigorous academic standards. In Year Three of the grant, 2005-2006, our K-6th immersion program will have become a reality. The project will have accomplished the district and school's vision of bilingualism and biliteracy for all students who have participated in the project. Moreover, grant funds will enable us to accomplish the goal of duplicating & disseminating the program as a model Spanish foreign language program.

E.2 The extent to which the costs are reasonable in relation to the objectives, design and potential significance of the project.

While the highest cost, personnel, will be paid for by the District, costs outlined in the budget will pay for resources needed to build capacity and the development the dissemination immersion binder. Costs are reasonable and will enable us to achieve the goals of the program.

F. QUALITY OF MANAGEMENT PLAN

F.1 The effectiveness of the management plan in demonstrating how the objectives and activities of the project will be achieved on time, and within budget, including clearly defined responsibilities of staff, timelines, benchmarks, continuous improvement strategies and milestones for accomplishing project tasks.

The Quality of Management Plan is a stringent one to ensure that proper and efficient administration of the project takes place and that project objectives are achieved on time and within budget. The following model represents the management plan. Responsibilities and monthly timelines are clearly defined.

YEAR ONE 2003-04

Act #	Task	Responsible Party	Jul 03	Aug 03	Sep 03	Oct 03	Nov 03	Dec 03	Ja 04	Fe 04	M 04	Apr 04	May 04	June 04
1	Contract signed and accounts established	CVESD Ludi, Vazquez	X											
2	Project Grant Management	Ludi, Vazquez	X	X	X	X	X	X	X	X	X	X	X	X
3	Grade Span Implementation 1) Expand to grade 4	Trinidad, Gay	X	X	X	X	X	X	X	X	X	X	X	X
4	Professional Development 1) Review immersion pedagogy, philosophy, research based model 2) Review effective literacy/Language Arts strategies	Ludi, Vazquez, Diaz, Trinidad, Vasquez Curiel, Ludi, Trinidad, Vasquez	X											
					X		X			X			X	

	3) Attend assessment workshops: DRA/EDL, writing rubrics	Curiel, Ludi, Trinidad, Vasquez		X			X			X		X	
5	Empowering Parents 1) Model read-aloud strategies 2) Teach effective language acquisition strategies 3) Demonstrate modeled writing and shared writing 4) Demonstrate speaking and listening strategies using poetry 5) Informational meeting to present data on program effectiveness and research	All 12 Immersion Staff, plus Ludi, Vazquez					X					X	
				X									X
6	Building the Blueprint 1) Develop and organize dissemination immersion binder	All Immersion staff including Ludi and Vazquez		X		X		X		X		X	X
7	Student Assessment 1) Administer DRA/EDL	All Immersion Staff, including				X						X	

	2) Analyze student writing quarterly (portfolios) 3) Administer standardized tests: CAT6/CST and SABE2 4) Administer site-developed Oral Proficiency Spanish Test aligned to Foreign Language Standards 5) Analyze data for 2004-2005	Ludi, and Vazquez			X		X			X			X					X
8	Project Evaluator--Report to Project Director	Evaluator, Ludi, Vazquez			X			X			X							X

YEAR TWO 2004-05

Act #	Task	Responsible Party	Jul 04	Aug 04	Se 04	Oc 04	No 04	De 04	Jan 05	Fe 05	M 05	Ap 05	M 05	Jun 05	2006
1	Project Grant Management	Ludi, Vazquez	X	X	X	X	X	X	X	X	X	X	X	X	XX
2	Grade Span Implementation 1) Expand to grade 5	TBD	X	X	X	X	X	X	X	X	X	X	X	X	X
3	Professional Development 1) Revisit immersion pedagogy, philosophy, research based	Ludi, Vazquez, Diaz, Trinidad, Vasquez	X												

	model														
	2) Review effective literacy/Language Arts strategies	Curiel, Ludi, Trinidad, Vasquez			X		X			X			X		
	3) Attend Assessment Workshops: DRA/EDL, writing rubrics	Curiel, Ludi, Trinidad, Vasquez			X		X			X			X		
	4) Attend workshops and Immersion Conference	All immersion staff plus Ludi, Vazquez, Curiel	X												
4	Empowering Parents	All 14													
	1) Model read aloud strategies	Immersion					X								
	2) Teach effective language acquisition strategies	Staff, plus Ludi, Vazquez								X					
	3) Demonstrate modeled writing and shared writing														
	4) Demonstrate speaking and listening using poetry												X		
	5) Informational meeting to present data on program effectiveness and research				X										
5	Building the Blueprint	All Immersion													
	1) Continue developing and	staff including			X		X		X		X		X		X

	organizing dissemination immersion binder	Ludi and Vazquez														
6	Student Assessment 1) Administer DRA 2) Analyze Student Writing quarterly (portfolios) 3) Standardized Test— CAT6/CST and SABE2 4) Administer site-developed Oral Proficiency Spanish Test aligned to Foreign Language Standards 5) Analyze data for 2005-2006	All Immersion Staff, including Ludi, and Vazquez				X		X			X		X		X	
7	Project Evaluator--Report to Project Director	Evaluator, Ludi, Vazquez			X			X			X				X	

YEAR THREE 2005-06

Act #	Task	Responsible Party	Jul 05	Aug 05	Se 05	Oc 05	No 05	De 05	Jan 06	Fe 06	M 06	Ap 06	M 06	June 06	2007
1	Project Grant Management	Ludi, Vazquez	X	X	X	X	X	X	X	X	X	X	X	X	XX
2	Grade Span Implementation 1) Expand to grade 6	TBD	X	X	X	X	X	X	X	X	X	X	X	X	
3	Professional Development 1) Review immersion	Ludi, Vazquez,	X												

	pedagogy, philosophy, research based model	Diaz, Trinidad, Vasquez																
	2) Review effective literacy/Language Arts strategies	Curiel, Ludi, Trinidad, Vasquez			X		X			X					X			
	3) Attend assessment workshops: DRA/EDL, writing rubrics	Curiel, Ludi, Trinidad, Vasquez		X			X			X					X			
	4) Attend workshops and Immersion Conference	2 new immersion staff plus Ludi, Vazquez, Curiel	X															
4	Empowering Parents	All 16 immersion staff, plus Ludi, Vazquez																
	1) Model read aloud strategies	staff, plus Ludi, Vazquez					X											
	2) Teach effective language acquisition strategies	Vazquez								X								
	3) Demonstrate modeled writing and shared writing														X			
	4) Demonstrate speaking and listening using poetry																	
	5) Informational meeting to present data on program effectiveness and research		X															
5	Building the Blueprint	All Immersion																

	1) Complete dissemination immersion binder	staff including Ludi, Vazquez	X		X		X		X		X		X		X
6	Student Assessment 1) Administer DRA/EDL 2) Analyze student writing quarterly (portfolios) 3) Administer standardized tests: CAT6/CST and SABE2 4) Administer site-developed Oral Proficiency Spanish Test aligned to Foreign Language Standards 5) Analyze data for 2005-2006	All Immersion Staff, including Ludi, Vazquez				X					X				X
7	Project Evaluator--Report to Project Director	Evaluator, Ludi, Vazquez			X			X			X				X

F.2 The extent to which the time commitments of the project director and other key personnel are appropriate and adequate to meet the objectives of the project

The Project Director will devote 30% of the 225-day position to administer the project. She will oversee the implementation, development, and expansion of the project design. This is part of out in-kind match to the project.

The Assistant Project Director will devote 25% of the 225-day position to assist and support the Project Director in the administration of the project design. This is part of out in-kind match.

The Second Language Specialist is a full-time employee of the District. She will support the Project Director and Assistant Project Director. This is part of out in-kind match to the project.

The External Evaluator is an independent contractor and will be responsible for collecting and analyzing data according to the project design objectives and reporting findings to project staff.

12 Project Teachers are employed by the District on a full-time basis working 185 days. They will work with the Project Director to implement the project design. This is part of out in-kind match to the project. Project teachers will participate in professional development activities, conduct parent workshops, develop curriculum, and assist in the evaluation of the project through data analysis and monitoring student progress and achievement. This team of personnel is deemed appropriate and adequate to meet the objectives of the project.

G. QUALITY OF PROJECT EVALUATION

G.1 The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives and outcomes of the project;

During project start-up, an evaluator will be hired to implement all facets of the project evaluation. EXPAND The methods of evaluation are feasible since we are using test data from standardized tests. These standardized tests are administered as a regular part of instruction and assessment. They include the CAT 6 (California Achievement Test) and the SABE 2 (a Spanish standardized test). Due to the universal nature of standardized test, we are using them as a tool for comparison. Another tool that will be used are teacher created rubrics elaborated by grade level teams at Heritage Elementary. These 4-point rubrics are aligned with the California State Standards and are made to assess student writing. Teachers will collect bi-quarterly writing samples of each student to observe growth throughout the year. In addition, the DRA (Developmental Reading Assessment) will be used as a tool to measure reading comprehension

and fluency. Finally, a portfolio of student work will also be compiled to include any other type of student product that will give a holistic view of the child.

G.2 The extent to which the evaluation plan will produce quantitative and qualitative data

The evaluation will produce both quantitative and qualitative data to measure student growth and achievement. We will implement quantitative assessments in the following: reading comprehension and oral fluency, writing, and the achievement of the California Standards as measured by standardized tests. Portfolios will be our qualitative assessment to analyze student growth over a period of time. This means the student is competing with himself / herself.

G.3 The extent to which the evaluation plan will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes, such as student progress, capacity building and dissemination;

Each evaluation will be implemented differently throughout the year. The standardized tests will be annually to measure growth. The DRA will be used bi-annually. The writing will be ongoing throughout the school year, but teachers will be required at least two a quarter for analysis. The portfolio will monitor growth from the beginning of the year to the end. All these benchmark will allow us to measure success of our program from one year to the next.

G.4 The extent to which the evaluation plan will provide guidance about effective strategies suitable for disseminating and duplication the project in other settings

The creation of an immersion binder will provide the guidance needed for other schools to replicate the model. We are updating strategies of instruction so that “best practices” in methodology are incorporated into the model and capacity within a school’s staff is created. The student assessments used measure the most important aspects of a child’s education such as reading comprehension, fluency, writing and their academic performance as measured by

standardized tests. These methods are widely used in education, even though not always together. The parent workshops will be made as part of the binder so any school willing to replicate them can do it.

G.5 The extent to which the evaluation plan design will provide quantifiable data

Student proficiency of reading comprehension and fluency will be measured by the EDL and DRA. Student success in writing assessment will be done by the four point created teacher rubric aligned to the California Teaching Standards and the National Foreign Language Standards. As stated earlier, the grant will give Heritage Elementary capacity by successfully creating a Kinder thru 6th Grade continuum of education. Once this is established, the program will continue to exist and maintain that level, or even increase if zone transfers from other parts of the District are allowed. At the end of the grant period there will be teacher experts in our Spanish Immersion Program (including the English component) Kinder thru 6th Grade. This will be quantifiable by the number of years that students stay within that program and by the number of in-services in which teachers participate. The One Way Immersion model teaches the curriculum by using the foreign language. The language is not in isolation from real world experiences. Students will use the five goals of the National Foreign Language Standards (Communication, Cultures, Connections, Comparisons and Communities) as part of their daily routine. The immersion will be fully established at the end of the grant period at which point it will continue to exist. The success of the children in the program will make others be interested to participate. The creation of an immersion binder will allow guidance for other school to replicate the model. In this binder we are updating strategies of instruction so that “best practices” in methodology are incorporated into the model. We explain how to obtain capacity within a school’s staff by first creating a cadre of trainers. Our trainers are willing to train at other sites in CVESD.