

2019-2020 Indiana Dual Language Immersion Program

Deadline for Applications: **June 14, 2019**

Division of Title Grants and Support

Indiana Department of Education

Instructions for Indiana School Corporations and Charter Schools Seeking Funding to Establish a Dual Language Immersion Pilot Program Code citation: IC 20-20-41

I. Introduction/Background

The Indiana legislature enacted Senate Enrolled Act No. 267, which provided an appropriation for the Department of Education, with the approval of the State Board, to establish and maintain a Dual Language Immersion (DLI) Pilot Program to provide grants to school corporations and charter schools that establish dual language immersion programs in Chinese, Spanish, French, or any other language approved by the department. (IC 20-20-41-1).

The purpose of the Indiana Dual Language Immersion (DLI) Pilot Program is to distribute financial assistance to school corporations or charter schools to establish DLI programs. Eligible entities must have a DLI program that begins in either Kindergarten or Grade 1 *and* uses an instructional model that provides at least fifty percent (50%) of its instruction in a second language and the remaining percentage of instructional time in English.

One focus of dual language immersion programs is to help students become proficient in a second language. In two-way programs, an additional focus is on English Language Development (ELD) for English Learners whose home language matches the language of the target language of the program. These students master subject content from other disciplines, using the second language or both languages.

Research shows:

- All students develop high levels of proficiency in the second language and English.
- Academic performance of students is at or above grade level.
- Students demonstrate positive sociocultural competence.

The instructional model provides a distinctive curriculum in English and a second language that integrates academic content and is aligned to the Indiana Academic Standards in English/Language Arts, mathematics, and all other content areas. A dual language immersion model calls for a student to spend 50% or more of the day learning in the second language and the rest of the day learning in English.

Dual language Immersion program models:

One-way immersion: a program in which a student population consists primarily of language speakers with limited to no proficiency in the immersion language (e.g. Chinese, French, German, Spanish). One-way immersion programs have less than one-third of students from the minority language group. If the ratio of majority to minority language students rises above 2:1, it becomes a two-way immersion program.

Two-way immersion: a program in which a student population consists of both majority English language speakers and minority language speakers (e.g. Spanish) with dominance in their first language and home language support for this language. A 1:1 ratio is ideally maintained for these two language groups, but a minimum of one-third of each language group (such as 2:1 ratio) is required.

II. Program Description

The program shall provide funding for programs to begin the subsequent two school years. Funds are to be used for stipends, training, professional development, dual language teacher recruitment costs (see below), and acquisition of instructional materials necessary to initiate a Dual Language Immersion program. Funds are NOT to be used for any other purpose outside of support for Dual Language Immersion and are NOT expected to fund employee salaries for the time and effort to implement the program. The funds may be used for a planning period prior to implementation not to exceed one year. DLI program costs funded by this grant may include but are not limited to:

- Support for planning and includes travel to observe DLI programs and professional conferences focused on dual language immersion programs;
Note: No food will be funded and travel expenses must be consistent with regulations in the [Indiana Department of Administration Financial Management Circular #2017-02](#). If stipends are needed, the grant will fund up to amounts that are reasonable, necessary and consistent per person/per day.
- Instructional materials, including shipping and handling of materials for DLI curriculum;
- Support for instruction (professional development and training);
- Special costs: if it is necessary to hire a Visiting Teacher, the visa application costs to obtain the J1 Exchange Visitor Teacher visa, and transcript translation costs, may be funded by the grant; if it is necessary, the costs may be funded by the grant to add licensure coursework for a current staff member.

School corporations or charter schools may receive assistance for either:

- the establishment of a dual language immersion pilot program in a school to use for up to two eligible grades, for example, Kindergarten in year one and Grade 1 in year 2.
- The expansion of a dual language immersion pilot program, such as through additional languages or capacity
- An eligible school corporation or charter school awarded an Indiana DLI Pilot Program grant will receive no more than \$50,000 per year, to be applied to either a dual language immersion pilot program that starts in Kindergarten or in Grade 1 or to the introduction of

a new language in a school corporation or charter school with an existing dual language program.

- School or charter schools awarded the Indiana Dual Language Immersion Pilot Program grant may reapply for grant funding of \$50,000 in year two for continuation of the new pilot program in the subsequent grade level.
- School corporations or charter schools may reapply in subsequent years if further expansion of the DLI program is demonstrated

The grant funding includes the following for a school corporation or charter school:

- Planning or implementation of a DLI pilot program for Year 1
- Implementation or continuation of the DLI program or Year 2

The IDOE strongly recommends that schools also commit to using a two-teacher model (i.e., a team consisting of a teacher who teaches in English and a teacher who teaches in the target language). Instruction following the minimum instructional model is required and rotations that lead to less than 50% of instruction in the target language are not permitted.

AMOUNT OF GRANT PROGRAM SUPPORT: Based on grant committee review, year one Indiana Dual Language Immersion Pilot Program grants will be awarded to school corporations or charter schools up to an amount of \$50,000 for one new dual language immersion program beginning in Year 1. Participating school corporations or charter schools meeting the program requirements for the Indiana Dual Language Immersion Pilot Program will need to re-apply for an amount of up to \$50,000 for their new program in Year 2.

III. Priorities for Funding

Based on committee review, priority in awarding grant funding shall be given to:

1. School corporations or charter schools on their second year of the Dual Language Immersion Pilot Program grant;
2. School corporations or charter schools new to Dual Language Immersion programs;
3. School corporations or charter schools seeking to introduce a high-need language to the students enrolled in their Dual Language Immersion program
4. School corporations or charter schools offering a Dual Language Immersion program in one language and wishing to introduce a new language;
5. School corporations or charter schools that are involving native speakers of the target language in the Dual Language Immersion program.

IV. Program Requirements

Proposals must meet the following criteria:

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1. Strong parental and community support;
2. Positive consensus around the Dual Language Immersion program and instructional model from staff and stakeholders;
3. Viable enrollment numbers;
4. Adequate available resources including budget and staffing and professional development
5. Strong plan for sustainability beyond the second year of the program.

V. Proposal Submission and Review

Submit all parts of the Indiana Dual Language Immersion Pilot Program proposal.

Applicants must submit a signed copy of the full proposal to the IDOE.

The copy must include signatures of the authorized officials on the certification page.

To be considered for funding, completed proposals must be received at the IDOE by **[Date, Time]**

Proposals may be submitted by email in PDF format to [insert instructions]:

Review Process:

All applications will be evaluated using a peer review system. The expert team of reviewers will be selected from world language and dual language immersion program experts, IDOE specialists, professional organizations, and university staff. Their backgrounds and expertise in training, identification, curriculum, instruction, research, and teacher preparation for dual language immersion programs will directly relate to the basis of the Indiana Dual Language Immersion (DLI) Pilot Program Grant process. The award selections will be based on merit and quality, as determined by points awarded for the criteria section and all relevant information. **This is a competitive grant program and grant funds will only be awarded to schools with proposals that show promise for successful, effective and sustainable implementation consistent with the dual language instructional model.**

Area/ Content	Points Possible	Criteria	Points Awarded
Corporation/charter school interest in DLI Program and commitment to DLI program model including meeting 50% student-teacher contact time in target language.	20 points	<ul style="list-style-type: none"> • None or few points: lacks detail, clarity and/or specificity, or does not align with Best Practice in Dual Language 	

Corporation/charter school parental involvement and community interest in DLI Program.	20 points	Immersion Programs or give evidence of grant focus. <ul style="list-style-type: none"> Partial number of points: Gives detail, clarity and/or specificity; aligns somewhat with Best Practice in Dual Language Immersion Programs and grant focus, but does not give strong evidence. Most or all of points: Gives detail, clarity and/or specificity with strong evidence; clearly aligns with Best Practice in Dual Language Immersion Programs and grant focus. 	
Identification of professional development, training and teacher recruitment resources to be accessed in program planning and instruction for DLI Program.	20 points		
Identification of evaluation plan, descriptions of assessments to assess student proficiencies and identification of progress monitoring instruments used to determine student progress in English and the target language.	20 points		
Identification of plan for sustainability post grant period.	20 points		
Total	100 points		
What distinguishes this proposal?	5 points		
Demonstrations of success from prior year grantees.	10 points		

Award Administration

A. TENTATIVE NOTIFICATION AND AWARD CONDITIONS: Within 10 days of completion of the review process, the superintendent and/or principal will be notified of the status of the proposal.

B. REPORTING REQUIREMENTS:

Each eligible school corporation or charter school receiving a grant will be required to report annually to the IDOE regarding progress in meeting the objectives and annual targets described in the proposal. Further information regarding reporting requirements and forms will be made available by the IDOE. School corporations or charter schools will be notified of required training and site visits, both on site or desktop monitoring.

Application Cover Page

School Corporation or Charter School:

School Name:

Local Education Agency Code:

Federal I.D. Number:

State of Indiana Bidder Number:

Target Language:

Target Grade(s):

Primary Dual Language Immersion Program Contact Name:

E-mail:

Phone Number:

School Principal name:

E-mail:

Phone Number:

Superintendent Name:

Application Checklist

Please ensure that all signatures have been included.

Please ensure that all information and calculations on the budget are correct.

Please complete all parts of the application (Executive Summary, Application, Budget).

Please ensure delivery by email (preferred) or mail by [Insert Date/Time]

Application: Please complete Parts 1 through 11 in the space indicated. Add extra pages if needed with a maximum of 20 pages starting with the Application Cover Page, but excluding the two required attachments (excluding Budget & Executive Summary). Please submit the budget document as an Excel document and not a PDF.

Part 1: Interests of the School in Starting a Dual Language Immersion Program. 1.1

Provide a brief description of the school where the program will be offered. 1.2 Include appropriate data and demographics of student demographics and projected number of students served.

1.1

1.2

Part 2: Commitment: 2.1 Describe the administrative and staff commitment at both the district and school level in supporting a Dual Language Immersion Program and name the language targeted. If applicable, identify current or proposed language immersion programs in the School Corporation. 2.2 Describe plans for fidelity to the instructional model that provides at least 50% of its instruction in a second language and the remaining instructional time in English.

2.1

2.2

Part 3: Parental and Community Involvement: 3.1 Describe the community interest and the parental interest and willingness to support dual language immersion at the school. 3.2 Describe the strategies for increasing parental and community involvement in students' language learning. 3.3 Describe potential sources of additional support for the program from businesses or foundations.

3.1

3.2

3.3

Part 4: Student Assessment and Progress Monitoring: Grantees are required to submit data both pre-pilot and post-pilot for year one and year two, as applicable. 4.1 Identify assessments and testing schedule used for the purpose of assessing student proficiencies in subjects taught. 4.2 Identify progress monitoring instruments used to determine student progress in target language and in English.

4.1

4.2

Part 5: Professional Development /Training /Staffing: 5.1 Describe and identify the training plan and staffing requirements for all administrators and teachers involved in the Dual Language Immersion Pilot Program. Include state and national training venues and state, national and international partners for teacher recruitment. If applicable, include information on teacher orientation for any visiting teachers. 5.2 Include site visits to established Dual Language Immersion programs in Indiana and neighboring states.

5.1

5.2

Part 6: Evaluation: 6.1 Detail how multiple measures will be used to show the effect and impact of the dual language immersion program on individual students and on the school community.

6.1

Part 7: Program Continuation: Address plans for sustainability of the program and projected plans for funding beyond the grant period. 7.2 Address any areas that the school corporation or charter school will be supporting financially during the pilot period and describe how the program will be sustained financially beyond the pilot period. 7.3 Address areas that have been considered related to program maintenance such as instructional assistants, substitute teachers, meeting ALL students' needs (HA, SpEd), etc...

7.1

7.2

7.3

Part 8: Program Differentiation: What distinguishes this proposal?

8.1

Part 9: Year One Program Participation: 9.1 Indicate successes from the first year of planning/implementation and include any data to support them. 9.2 Describe challenges that have been encountered throughout the first year, if and how they have been overcome

as well as what supports would be needed to assist future schools who may encounter similar issues.

9.1

9.2

Part 10: Budget

(Grant requests must not exceed more than \$50,000 per school.)

This is a separate document that must be submitted as an individual attachment. Do NOT include any items for which the school corporation or charter school intends to pay to support the program and do NOT include any salaries for any employees. Please ensure that this document is approved by both the Superintendent and the fiscal officer for the corporation/charter school.

Part 11: Executive Summary

This must also be a separate document that must be submitted as an individual attachment and must not exceed two pages beyond a cover page that includes the same information as the application cover page. This should be an overall program summary that includes amount sought in the grant, program goals, items that distinguish this program from others and the sustainability efforts proposed by the school corporation or charter school.

Indiana Dual Language Immersion Program Application

Due: [Insert Date]

Please provide a detailed list of how funds will be used – for example, curriculum materials, professional development resources, stipends, etc. – and the amount for each. All materials and supplies, tuitions, contracted services, etc. must be listed on the itemized budget with costs for each line item broken down. No food will be funded and travel expenses must be consistent with regulations in the [Indiana Department of Administration Financial Management Circular #2017-02](#). If stipends are needed, the grant will fund up to amounts that are reasonable, necessary and consistent per person/per day.

Indiana Dual Language Immersion Pilot Program Grant Application Budget: Please see the budget document separate from this one and do not change the format of the document other than adding addition rows for additional line items in any budget category. The budget must NOT include any items for which the school corporation or charter school will be paying to support the program and must only include items requested through grant funding up to the maximum amount allowed in the grant of \$50,000.

ASSURANCES ON FILE: By signing the original assurances and certification statement, the applicant certified that he/she agreed to perform all actions and support all intentions stated herein and will comply with all state and federal regulations and requirements and all subsequent legislation pertaining to this program. The applicant certified further that the information submitted on this application is true and correct.

Required Form

Statement of Assurances to the Indiana Department of Education

(Submit with the Indiana Dual Language Immersion Pilot Program Grant proposal)

The School Corporation or Charter School assures the Indiana Department of Education of compliance with the following requirements as they relate to the acceptance and use of the Indiana Dual Language Immersion Pilot Program Grant Program funds pursuant to the Indiana Dual Language Immersion Pilot Program. The School Corporation or Charter School assures that its Dual Language Immersion Pilot funds shall be used to support the establishment of a dual language immersion program in Chinese, Spanish, French, or any other language approved by the department per IC 20-20-41.

The School Corporation or Charter School assures the Indiana Department of Education that the school will:

- Begin the dual language immersion program supported by this grant either within first year of the grant or after one planning year.
- Use an instructional model that provides at least fifty percent (50%) of its instruction in a second language and the remaining instructional time in English.
- Use an instructional model that provides a distinctive curriculum in English and a second language that integrates academic content and is aligned to the Indiana Academic Standards in English/Language Arts and mathematics and all other content areas.
- Use an instructional model that calls for a student to spend 50% or more of the day learning in the second language and the rest of the day learning in English.
- Use an instructional model that aligns with dual language immersion program models:
 - **One-way immersion:** a program in which a student population consists primarily of language speakers with limited to no proficiency in the immersion language (e.g. Chinese, French, German, Spanish, English for English Learners). One-way immersion programs have less than one-third of students from the minority language group. If the

- ratio of majority to minority language students rises above 2:1, it becomes a two-way immersion program.
- **Two-way immersion:** a program in which a student population consists of both majority English language speakers and minority language speakers (e.g. Spanish) with dominance in their first language and home language support for this language. A 1:1 ratio is ideally maintained for these two language groups, but a minimum of one-third of each language group (such as 2:1 ratio) is required.
 - Undertake a comprehensive plan for training and professional development to ensure the successful pilot program.
 - Utilize appropriate and clearly defined assessments to gauge student achievement in the target language and in English.
 - Utilize monitoring and evaluative reports. Including baseline and end of year student-level literacy achievement or skill data as requested.
 - Recruit properly endorsed teachers with demonstrated ability to teach all content areas in the target language.
 - Establish benchmark program goals for student achievement in the content areas being taught in the non-native language and measure progress in the content areas being taught in the native language. Show comparison of data for these content areas to comparable non-immersion students.
 - The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.

Certification by Authorized or Institutional Officials

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the governing body of this organization or institution duly authorizes the filing of this application, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name and signature of Superintendent or Executive Director

Printed

Signature

Typed or Printed Name and signature of School Principal



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Printed

Signature

These signatures indicate approval of school corporation or charter school governance.

Non-discrimination, Americans with Disabilities Act and Other Compliance With Law:

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination.

The Indiana Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in the grant program are invited to contact the Department for assistance.