

# Estacada School District Foreign Language Education Plan 2008-2011

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Report to the Estacada School District  
Board of Directors  
December 12, 2007

Prepared by:  
The Foreign Language Task Force

*"A man who does not know foreign  
Language is ignorant of his own."  
-- Johann Wolfgang von Goethe*

## **Executive Summary**

In February of 2007, a task force was convened to study and evaluate the current foreign language offerings and how they are taught in the Estacada School District and to explore additional languages and teaching strategies the District might offer, to meet the needs of students and to prepare them for working in the global economy. This Plan is a result of this study. It has an anticipated beginning implementation timeframe of the fall of 2008, and will become fully implemented by the spring of 2011, at which time it should be reviewed and extended, if necessary.

## 2007-8 Foreign Language Task Force Members

### School Board

Mark Greene  
Mary Ann Bugni

### Representing

Director and Foreign Language Plan Co-Facilitator  
Director and Foreign Language Plan Co-Facilitator

### Administrators

Dr. Howard Fetz  
Dan Draper  
Cheryl Renton

Superintendent  
Eagle Creek Elementary Principal  
YTP Coordinator

### Licensed Staff

Elena Kavanaugh  
Laura Pedraza-Gooing  
JP Richards  
Nichole Smith

High School, Spanish & French Teacher  
High School, ELL & Spanish Teacher  
High School, Spanish Teacher  
Junior High School, ELL & Spanish Teacher

### Classified Staff

Jeanine Lino

ELL Educational Assistant

### Community Member

Isabelle Jauron

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## The Foreign Language Education Plan Process

In the planning process for implementing a successful foreign language program, the District must first have a clear understanding of its foreign language education goals. The District believes these goals to be multi-faceted, and the components are described within this report.

The names of members of the District's Foreign Language Task Force are listed in the front of this report. The Task Force included representation from the School District Board of Directors, administration, licensed and classified staff, and the community.

The Foreign Language Task Force drew from printed material and presentations by people with direct knowledge and experience with various aspects of planning for and teaching Foreign Language education. Additionally, various members visited other schools to observe their foreign language offerings and spoke with administrators, staff, and parents regarding their programs. One member went to China to explore a Chinese teacher exchange opportunity

Meetings of the Foreign Language Task Force were held on the following dates at the School District's central office:

February 2, 2007  
February 22, 2007  
March 6, 2007  
April 9, 2007  
April 30, 2007  
June 5, 2007  
July 17, 2007  
August 1, 2007  
September 7, 2007

All meetings of the Foreign Language Task Force were open to the public.

The findings and recommendations presented in this report reflect the views of the entire Foreign Language Task Force. Task Force members were invited to add any qualifying comments if they wished to do so.

## **District Philosophy Regarding Foreign Language Education**

Currently, the District offers Spanish Language at the Junior High and both Spanish Language, French Language, and American Sign Language at the High School. The District also provides support for a sizable student population of English Language Learners (ELL), students whose first language is not English, in the Kindergarten through 12<sup>th</sup> grades.

In addition to developing a lifelong ability to communicate with people from other countries and backgrounds, other benefits to fluency in a second language include improved overall school performance and superior problem-solving skills. (See Appendix A) The Oregon Department of Education (ODE) "Oregon Standards" for 2007-2008 states, "Students who are proficient in a second language are able to communicate through listening, speaking, signing, reading, writing, and can apply culturally appropriate practices in real-life situations in a second language." ([www.ode.state.or.us/go/newspaper](http://www.ode.state.or.us/go/newspaper))

The 2007-2008 Oregon Standards direct a "CIM Subject Area Endorsement Implementation Timeline" for a Second Language to be based on "State Performance Requirements" by May 1, 2008. These Oregon Standards are correlated from the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. The content of this District's foreign language education is based, to some degree, on these Oregon Standards.

Most four-year colleges require a minimum of two years of secondary foreign language as a prerequisite for admittance, and more prestigious four-year colleges require three years of secondary foreign language.

Given our society's increasing multi-cultural diversity, the District believes acquiring fluency in a second language will afford more opportunities for post-secondary employment. Foreign language acquisition should be encouraged in the languages most commonly utilized in our local community, in our country, and in the global economy.

The District believes that appropriately qualified personnel must instruct students in foreign languages. Furthermore, the District believes every student deserves the opportunity to learn a second language.

Adequate resources and materials must be provided to support the efforts of any successful foreign language program.

## **A. Spanish Foreign Language Education Program**

### **Philosophy Regarding Spanish Foreign Language Program Design, Administration, and Management**

In order to teach Spanish to students whose first language is not Spanish, as well as, provide increased literacy to the District's English Language Learner (ELL) student population, Spanish foreign language should be integrated into the general education program via a Two-Way Immersion (TWI) model. A Two-Way Immersion program brings together native speakers of a minority "target" language, in this case Spanish, with native speakers of the majority language, in this case English, in the same classroom. Both groups of students develop fluency and literacy in both languages. Typically, both Spanish and English speakers achieve native or near-native fluency in their new language. On standardized academic tests, both groups outperform their counterparts who have been educated in monolingual classrooms. (Appendix E) This model supports literacy and fluency in the Spanish and English languages. Native Spanish speaking students facilitate Spanish language acquisition among students whose first language is not Spanish. Additionally, literacy in one's first language influences literacy in one's second language; therefore, if an ELL student is strong in his/her first language, he/she will acquire a second language more readily. (See Appendix B)

### **Philosophy Regarding Spanish Foreign Language Program Curriculum and Instruction**

Currently, Spanish classes are offered at the Junior High and High School as electives. In addition, ELL programs available to students from Kindergarten through 12<sup>th</sup> grade.

The goal of this Plan is to strengthen and enrich the existing Spanish curriculum by offering a Two-Way Immersion program in at least one classroom of each grade, from Kindergarten through 6<sup>th</sup> grade. The implementation process will take place over several years, rolling in two classes a year until fully implemented.

In the following context, the word "looping" means a bilingual Spanish teacher will teach one half of the day in Spanish in the classroom of one grade and the other half of the day in the classroom of another grade. For example, a Kindergarten and 1<sup>st</sup> grade looping teacher will teach Spanish in a Kindergarten classroom in the morning and in a 1<sup>st</sup> grade classroom in the afternoon.

1. 2008-2009 School Year:
  - i. Move four classes to a TWI model: Kindergarten and 1<sup>st</sup> grade looping and 2<sup>nd</sup> and 3<sup>rd</sup> grade looping.
  - ii. One Kindergarten and one 1<sup>st</sup> grade classroom to be taught ½ day in Spanish and ½ day in English, sharing one English speaking teacher and one Spanish speaking teacher.

- iii. One 2<sup>nd</sup> and one 3<sup>rd</sup> grade classroom to be taught ½ day in Spanish and ½ day in English, sharing one English speaking teacher and one Spanish speaking teacher.
2. 2009-2010 School Year:
    - i. Move two additional classes to a TWI model: 4<sup>th</sup> and 5<sup>th</sup> grade looping.
    - ii. One 4<sup>th</sup> and one 5<sup>th</sup> grade classroom to be taught ½ day in Spanish and ½ day in English, sharing one English speaking teacher and one Spanish speaking teacher.
  3. 2010-2011 School Year:
    - i. Move one 6<sup>th</sup> grade class to a TWI model.
    - ii. This class will require one bilingual teacher to teach ½ day in Spanish and ½ day in English.
    - iii. Potentially add additional classes to TWI model, depending on demand.
  4. 2011 -2012 School Year
    - i. Potential increase in demand for Spanish Language classes at the Junior High.
    - ii. This has the potential to be the first year with General Fund implications, again depending upon demand.
    - iii. This Plan would be re-evaluated and re-adopted by the Board for the 2011-2012 school year, at which time these potential funding implications should be considered.

Assistance from the building ELL team may be needed at the TWI program host elementary school.

### **Philosophy Regarding Spanish Foreign Language Program Professional Development**

The District believes that professional development in all subjects is very important. This professional development should be ongoing and include both in-district and out-of-district experiences, as available. Outside consultants should be retained to introduce and assist the District in developing best practices, as needed.

The English and Spanish speaking teachers in a Two-Way Immersion language program would be considered a team. Teaming, in this case a Spanish teacher and an English teacher, is the main professional development strategy utilized in Two- Way Immersion, assuming separate teachers instruct students in the Spanish and English sections of class.

The Spanish and English elementary teacher teams will participate in all district-wide professional development activities and will participate in Professional Learning Community activities, to fulfill the goal of continuous improvement indicated in the District's Consolidated Improvement Plan (CIP).

Related organizations for potential professional development:

- Center for Applied Linguistics (CAL)
- Center for Advanced Research on Language Acquisition (CARLA)
- University of Oregon Center For Applied Second Language Studies (CASLS)
- Oregon Teachers of English Speakers of Other Languages (ORETESOL)
- Confederation In Oregon For Language Teaching (COFLT)
- Oregon Department of Education
- Pacific Northwest Council for Languages (PNCFL)
- North West Association of Learning Laboratories (NWALL)

### **Philosophy Regarding Spanish Foreign Language Program Funding Allocation**

It is believed the Spanish portion of this Plan proposal can be cost neutral to the District's 2008-2011 school year budgets, based upon the following assumptions:

1. It is expected that grants will cover the cost for Spanish classroom teaching materials and bussing of students to the TWI host school.
2. This Plan requires at least one teacher at every loop, Kindergarten-1<sup>st</sup>, 2<sup>nd</sup>-3<sup>rd</sup>, 4<sup>th</sup>-5<sup>th</sup>, and 6<sup>th</sup>, to be a bilingual educator who is fluent in Spanish. Availability of qualified bilingual teachers is not known. This Plan assumes these bilingual teachers will be hired to fill teacher openings made available due to attrition.
3. It may be necessary to write grants for funds to hire additional teachers (bilingual) if teacher position openings are not available due to attrition.
4. After the first year, classes should balance themselves out, based upon demand.
5. It is hard to predict how much support the ELL team will need to provide during implementation of this Plan.
6. The Two-Way Immersion program could be housed at any one of the three District elementary schools.

The District believes that its current annual level of funding from the State is inadequate, due to governmental funding limitations. Therefore, funding should be expanded through other means at the earliest practicable opportunity. Refer to the "Funding Opportunities Outside of Annual General Fund Allocation" section of this Plan for alternative revenue sources.

## **B. Chinese Foreign Language Education Program**

### **Philosophy Regarding Chinese Language Program Design, Administration, and Management**

Chinese is arguably the most widely spoken language in the world today, and is becoming increasingly important as a language in which to transact business. Given our community's close proximity to the Portland Metropolitan area and given the many job opportunities located there and around the world in our increasingly global economy which require fluency in a second language, the district recognizes this aspect of our students' education should become an important focus. Americans who possess fluency in other languages improve our global communication, enhance our economic

competitiveness abroad, and maintain our political and security interests. (See Appendix A)

**Philosophy Regarding Chinese Foreign Language Program Curriculum and Instruction**

In the Kindergarten through 12<sup>th</sup> grades, there is no current offering of Chinese Foreign Language. Three full years of Chinese Foreign Language will be phased in at the High School during the timeline of this Plan to fulfill the State of Oregon Foreign Language content standards. Starting with the class of 2012, a high school diploma in the State of Oregon will require three years of a second language, arts, or career and technical education class. (Currently one year is required.)

To stimulate students’ interest in Chinese Foreign Language, a Chinese guest teacher from China will begin teaching Chinese Culture enrichment classes at the Junior High and High Schools during the Fall, Winter, Spring, and Fall 2008/09 trimesters, to boost the interest level among students to take Chinese as a foreign language in the High School. Chinese Culture classes will continue to be offered at the Junior High during the Winter and Spring 2010 trimesters.

The Chinese guest teacher from China will begin teaching Chinese Foreign Language at the High School during the Fall 2008 trimester, and subsequent levels of Chinese Foreign Language courses will be added. Refer to the following Table 1 for class offerings:

<b>Table 1 Proposed Chinese Class Schedule</b>		
<b>Trimester</b>	<b>Junior High</b>	<b>High School</b>
Fall 2008	Chinese Culture I	Chinese Culture I Chinese Language IA
Winter 2009	Chinese Culture I	Chinese Culture I Chinese Language IA Chinese Language IB
Spring 2009	Chinese Culture I	Chinese Culture I Chinese Language IA Chinese Language IB Chinese Language IIA
Fall 2009	Chinese Culture I	Chinese Culture I Chinese Language IA Chinese Language IB Chinese Language IIA/IIB
Winter 2010	Chinese Culture I	Chinese Language IA Chinese Language IB Chinese Language IIA/IIB Chinese Language IIIA
Spring 2010	Chinese Culture I	Chinese Language IA Chinese Language IB Chinese Language IIA/IIB Chinese Language IIIA/IIIB

During the summer of 2009, the District should evaluate the success of the Chinese Language Program recommended in this Plan to determine if an optional third year should be applied for, to extend the Chinese guest teacher's stay beyond the Spring of 2010, to the Spring of 2011.

### **Philosophy Regarding Chinese Foreign Language Program Professional Development**

The district believes that professional development in all subjects is very important. This professional development should be ongoing and include both in-district and out-of-district experiences, as available. Outside consultants should be retained to introduce and assist the district in developing best practices, as needed.

The Chinese guest teacher will be guided through this Foreign Language Education Plan to familiarize him or her with District expectations. Additionally, the Chinese guest teacher will be paired with experienced, licensed teachers in the District, functioning during some time of each school day as an educational assistant during the fall and winter 2008/09 trimesters.

The Chinese guest teacher will participate in all district-wide professional development activities and will participate in Professional Learning Community activities, to fulfill the goal of continuous improvement indicated in the District's Consolidated Improvement Plan (CIP).

Related organizations for potential professional development:

- Center for Applied Linguistics (CAL)
- Center for Advanced Research on Language Acquisition (CARLA)
- University of Oregon Center For Applied Second Language Studies (CASLS)
- University of Oregon Yamada Language Center
- Oregon Teachers of English Speakers of Other Languages (ORETESOL)
- Confederation In Oregon For Language Teaching (COFLT)
- Oregon Department of Education
- Pacific Northwest Council for Languages (PNCFL)
- North West Association of Learning Laboratories (NWALL)
- Confucius Institute at Portland State University
- College Board – Chinese Language and Culture Initiatives

### **Philosophy Regarding Chinese Foreign Language Program Funding Allocation**

The Estacada Junior High applied for and received a partial grant for a Chinese guest teacher from China in April 2007 for a 2-year period, beginning Fall 2007. The grant required a budget commitment from the School District. This Foreign Language Plan had not yet been written, nor adopted by the School Board. Therefore, this grant was not accepted. This grant will become available again in the Spring of 2008 for a Chinese guest teacher for a 2-year period, beginning Fall 2008. This Foreign Language Education Plan depends upon the District's commitment to applying for and being awarded this

grant, where in the sponsor of the Chinese guest teacher program will pay the Chinese guest teacher's salary. The District is responsible for the Chinese guest teacher's benefits, housing, utilities, and transportation for a two-year period.

At the end of this two-year period, the District may apply to extend the Chinese guest teacher's stay for a third year.

At the conclusion of this Chinese guest teacher program, the District should hire a permanent Chinese teacher to continue the Chinese language program in this District.

The District believes that its current annual level of funding from the State is inadequate, due to governmental funding limitations. Therefore, funding should be expanded through other means at the earliest practicable opportunity. Refer to the "Funding Opportunities Outside of Annual General Fund Allocation" section of this Plan for alternative revenue sources.

## **Findings Regarding Current Foreign Language Offerings**

### **A. District-Wide**

The District currently lacks a comprehensive plan (scope and sequence) for foreign language education spanning from Kindergarten through the 12<sup>th</sup> grade.

### **B. High School**

Existing foreign language offerings taught at the High School are limited to Spanish, French, and American Sign Language only. The following foreign language courses are taught annually:

- Spanish I (2 trimesters)
- Spanish II (2 trimesters)
- Spanish III (2 trimesters)
- Spanish IV (2 trimesters)
- French I (2 trimesters)
- French II (2 trimesters)
- French III (2 trimesters)
- American Sign Language (offered at the high school through Clackamas Community College)

Some course levels of each language are combined into one class and taught concurrently.

The High School Student Handbook indicates a "Culture Club" exists for "Students interested in Spanish or French and promoting greater understanding between students in these countries and Spanish and French speaking people throughout the world are encouraged to become involved in this club."

## C. Junior High

Existing foreign language offerings taught annually at the Junior High are as follows:

- Spanish Explorations (1 trimester)
- Spanish I (3 trimesters)
- Chinese Culture (1 trimester)

## D. Elementary Schools

No foreign language classes are taught at the elementary level.

# Recommendations Regarding Planning Requirements

## A. Spanish Foreign Language

### 1.1 District-wide

1.1.1. Offer a Two-Way Immersion program for students in Kindergarten up to the 6<sup>th</sup> grade.

1.1.2. Students who enroll in Two-Way Immersion in Kindergarten would be encouraged to continue in Two-Way Immersion through all elementary grades.

1.1.3. ELL students would be given the option to learn Spanish and English in the Two-Way Immersion program. Each class will consist of approximately a 50/50 split between Spanish language learners and English language learners.

1.1.4. At the end of 6<sup>th</sup> grade students would be proficient in both English and Spanish and be prepared for more advanced classes in either or both.

### 1.2 High School

1.2.1. As students who have been instructed in Two-Way Spanish Immersion enter the High School in the Fall of 2013, the High School Spanish program may need to be modified to accommodate the bilingual students arriving for further education.

1.2.2. Further study should be done to understand what other High School classes can be taught proficiently in Spanish including science and math.

### 1.3 Junior High

1.3.1. As students who have been instructed in Two-Way Spanish Immersion enter the Junior High School in the Fall of 2011, the Junior High School Spanish program may need to be modified to accommodate the bilingual students arriving for further education.

1.3.2. More study needs to be done to determine if a full year of advanced Spanish language for students who have become bilingual should be available.

### 1.4 Elementary Schools

1.4.1. Implementation for the 2008-09 school year:

- 1.4.1.1. Move four classes to a Two-Way Immersion model.
- 1.4.1.2. One Kindergarten classroom and one 1<sup>st</sup> grade classroom would share one English and one Spanish speaking teacher.
- 1.4.1.3. One 2<sup>nd</sup> grade classroom and one 3<sup>rd</sup> grade classroom would share one English and one Spanish speaking teacher.
- 1.4.1.4. The Kindergarten classroom and the 1<sup>st</sup> grade classroom would be taught ½ day in Spanish and ½ day in English.
- 1.4.1.5. The 2<sup>nd</sup> grade classroom and the 3<sup>rd</sup> grade classroom would be taught ½ day in Spanish and ½ day in English.
- 1.4.1.6. Four classes to be taught by two Spanish speaking teachers and two English speaking teachers. No additional teachers need to be hired.
- 1.4.2. Implementation for the 2009-10 school year:
  - 1.4.2.1. Add one 4<sup>th</sup> grade classroom and one 5<sup>th</sup> grade classroom to the Two-Way Immersion model.
  - 1.4.2.2. The 4<sup>th</sup> grade classroom and the 5<sup>th</sup> grade classroom would be taught ½ day in Spanish and ½ day in English.
  - 1.4.2.3. Two classes to be taught by one Spanish speaking teacher and one English speaking teacher. No additional teachers need to be hired.
- 1.4.3. Implementation for the 2010-11 school year:
  - 1.4.3.1. Add one 6<sup>th</sup> grade classroom to the Two-Way Immersion model.
  - 1.4.3.2. A bilingual Spanish/English teacher will need to be hired for this 6<sup>th</sup> grade classroom. No additional teachers need to be hired.
- 1.4.4. Review adding additional teachers to the program as demand increases.

## **B. Chinese Foreign Language**

### **1.1 District-wide**

- 1.1.1. Chinese Culture enrichment and Chinese Foreign Language classes will be offered in the District by a Chinese guest teacher from China.
- 1.1.2. A commitment by the District will be made to hire a permanent Chinese foreign language teacher after the Chinese guest teacher program concludes, to enable this program to continue through the end of this Plan's time period.
- 1.1.3. This Plan will be reevaluated at the end of the 2010 school year to determine whether the interest exists to continue teaching Chinese Foreign Language.

### **1.2 High School**

- 1.2.1. Chinese Foreign Language classes will be offered at the High School, beginning Fall 2008, in accordance with Table 1.
- 1.2.2. Chinese Culture enrichment classes will be offered at the High School, beginning Fall 2008, in accordance with Table 1, to generate enthusiasm and excitement for students to take Chinese Foreign Language courses.
- 1.2.3. An application will be made for a Chinese guest teacher from China to teach for a two year period, beginning in the Fall of 2008 and ending in the Spring of 2010.

**1.2.4.** An opportunity to extend the Chinese guest teacher program is available for one additional year. This program should be evaluated in the spring of 2009 to determine if a one year extension is desirable.

**1.2.5.** Add the Chinese language to the currently existing “Culture Club”.

**1.2.6.** As the State of Oregon expands the high school diploma requirement to three years of a foreign language by the year 2012, the District offering of Chinese as a third foreign language option will give students additional variety from which to choose.

**1.2.7.** Offering Chinese Foreign Language will enable students to become fluent in a dominant world language.

### **1.3 Junior High**

**1.3.1.** Chinese Culture enrichment classes will be offered at the Junior High, beginning Fall 2008, in accordance with Table 1, to generate enthusiasm and excitement for students to take Chinese Foreign Language courses when they attend the High School.

**1.3.2.** The Junior High will share the Chinese guest teacher with the High School, indicated in item 1.2.3. above.

### **1.4 Elementary Schools**

**1.4.1.** Chinese Culture enrichment and Chinese Foreign Language classes will not be offered at the elementary level at this time.

## Anticipated Timeline to Achieve the Recommendations

It is anticipated that all recommendations contained within this Plan can be met by the beginning of the 2010-2011 school year.

## Anticipated Costs to Achieve the Recommendations

Very minimal costs will be incurred during the 2008-2009 and 2009-2010 school years to implement both the Spanish and Chinese language portions of this Plan. During the 2010-2011 school year, again very minimal costs will be incurred for the Spanish language portion of this Plan. However, during the 2010-2011 school year, a new Chinese language teacher will need to be hired for the Junior High and High School, to meet the requirements as outlined in this Plan. The following items have been identified:

### A. Spanish Foreign Language:

Funds will be needed to acquire Spanish textbooks in two or three subjects as needed annually per grade taught in the Spanish Two-Way Immersion program. Costs would be approximately \$4000 during the first year and an additional \$2000 annually for each two grades added.

If a Spanish speaking teacher cannot be hired to fill a teaching position made available through attrition of an existing teacher, and instead a separate Spanish teacher must be hired for every two Two-Way Immersion classrooms, the cost to the district would be approximately \$48,000 per additional teacher.

### B. Chinese Foreign Language:

Chinese guest teacher approximate costs for two years (2008-2010) include the following:

Administrative Costs	\$4000
Health Insurance Premium	\$2300
Visa Processing Fee	\$2000
Mailing Costs	\$50
<b>TOTAL</b>	<b>\$8350</b>

A Chinese teacher will need to be hired for the Junior High and High School for 2010-2011 school year to meet the requirements as outlined in this Plan.

Chinese culture and language curriculum guides, textbooks, and support materials will need to be purchased to support this Plan.

## Funding Opportunities Outside of Annual General Fund Allocation

Adequate funds must be budgeted annually to implement the goals as stated in this Estacada School District Foreign Language Education Plan. It is recognized that occasionally the general fund allocation will not completely cover all costs as outlined in this Plan. To that end, the Foreign Language Task Force has identified the following additional funding sources:

- Encourage parent organizations to support Foreign Language Education through fundraisers and donations. A foreign language club or the current PTA/PTSA/Parents' Club network could serve this purpose.
- Seek grants to be used for Foreign Language Education-related programs. Enlist the assistance of parents interested in foreign language to participate with the teacher in writing these potential Foreign Language Education-related grants:
  - Foreign Language Assistance Program (FLAP) and the associated Foreign Language Incentive Program (FLIP)  
[http://www.ncela.gwu.edu/oela/OELAprograms/4\\_FLAP.htm](http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm)
  - Goldman Sachs Foundation Prizes for Excellence in International Education <http://www2.goldmansachs.com/foundation/>
  - Ford Family Foundation <http://www.tfff.org/>
  - Braemer Charitable Trust (See "Oregon Foundation Data Book")
  - Meyer Memorial Trust – Teacher Initiatives Program  
[http://www.mmt.org/grants\\_programs/sti/](http://www.mmt.org/grants_programs/sti/)
  - James F. and Marion L. Miller Foundation <http://www.millerfnd.org/>
  - Fred Meyer Foundation  
[http://www.thekrogerco.com/corpnews/corpnewsinfo\\_charitablegiving\\_fre\\_dmeyer.htm](http://www.thekrogerco.com/corpnews/corpnewsinfo_charitablegiving_fre_dmeyer.htm)
  - NEA Foundation Student Achievement Grants  
[http://www.neafoundation.org/programs/StudentAchievement\\_Guidelines.htm](http://www.neafoundation.org/programs/StudentAchievement_Guidelines.htm)
  - Barnes and Noble Grants  
[http://www.barnesandnobleinc.com/our\\_company/sponsorship/sponsorship\\_local/donations\\_local.html](http://www.barnesandnobleinc.com/our_company/sponsorship/sponsorship_local/donations_local.html)
  - Barnes and Noble Corporate Contributions Program  
[http://www.barnesandnobleinc.com/our\\_company/sponsorship/sponsorships\\_national/donations\\_national.html](http://www.barnesandnobleinc.com/our_company/sponsorship/sponsorships_national/donations_national.html)
  - Estacada Community Foundation  
<http://www.estacadacommunityfoundation.org>
  - Many more potential grants may be located in resources such as the "Oregon Foundation Data Book".

The District must provide incentives to personnel choosing to write grants, in order to increase the frequency of grant production.

## **Periodic Evaluations of the Plan by the School District**

The purpose of evaluating the Foreign Language Education Plan on a periodic basis is to monitor implementation, adjust to changing educational strategies and fiscal appropriations, and identify future needs.

The Superintendent will report to the School Board annually during a summer Board meeting, beginning in 2009, after completing the assessment of the Plan, to inform the Board about the “State of Foreign Language Education” within the school district.

The Chinese program should be evaluated in the spring of 2009 to determine if a one year extension for the Chinese guest teacher is desirable.

It is the recommendation of this Task Force to have this Plan reviewed by the School Board annually.

## **Appendices:**

### **Appendix A:**

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