**2023-2024 Indiana Dual Language Program Grant Application**

**Established Programs (Implementation in Grade 3 and On)**

Deadline for Applications: **May 19, 2023**

Indiana Department of Education

**Instructions for Indiana School Corporations and Charter Schools**

**Seeking Funding to Establish a Dual Language Pilot Program**

**Code citation: IC 20-20-41**

# **I. Introduction/Background**

Indiana Code 20-20-41 details an appropriation for the Indiana Department of Education (IDOE), with the approval of the State Board, to establish and maintain a Dual Language Pilot Program to provide grants to school corporations and charter schools that establish dual language programs in Chinese, Spanish, French, or any other language approved by IDOE.

The purpose of the Dual Language Pilot Program is to distribute financial assistance to school corporations or charter schools to establish dual language programs. Eligible entities must have a dual language 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 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 target language of the program. These students master subject content from other disciplines, using the second language or both languages.

Research from Thomas and Collier[[1]](#footnote-1),[[2]](#footnote-2) shows the following regarding dual language programs:

* Dual language programs are the most effective way to close the achievement gap between English learners and native English speaking students.
* 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.

## Dual Language Program Models

**One-way immersion:** a program in which a student population consists primarily of English language speakers with limited to no proficiency in the immersion language (e.g., Chinese, French, Spanish). One-way immersion programs must not surpass a 2:1 ratio of majority English language speakers to immersion language speakers. If the number of native immersion language speakers exceeds that ratio, or one-third of the program population, it becomes a two-way program.

**Two-way immersion:** a program in which a student population consists of both majority English language speakers and immersion language speakers (e.g., Spanish) with dominance in their first language and home language support for this language. A 1:1 ratio of native English speakers to native immersion language speakers is ideally maintained for these two language groups. If either language group’s population falls below one-third of the program population, it becomes a one-way program.

# **II. Program Description**

The grant shall provide funding for programs that are implementing or will implement within 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 program. Funds are NOT to be used for any other purpose outside of support for dual language and are NOT expected to fund employee salaries for the time and effort to implement the program. The funds may also be used for a planning period prior to implementation not to exceed one year. Dual language program costs funded by this grant may include but are not limited to:

* Support for planning which includes travel to observe dual language programs and professional conferences focused on dual language 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](https://secure.in.gov/sba/files/fmc_2017-2.pdf). 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 dual language 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 Pilot Program in a school to use for up to two eligible grades, for example, kindergarten in year one and grade 1 in year two, or;
* The expansion of a Dual Language Pilot Program, such as through additional languages or program capacity. An eligible school corporation or charter school awarded a Dual Language Pilot Program grant will receive no more than $50,000 per year, to be applied to either:
  + A new Dual Language Pilot Program strand that starts in kindergarten or in grade 1 in addition to an existing dual language program; or
  + The introduction of a new language in a school corporation or charter school with an existing dual language program.

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

* + Planning or implementation of a Dual Language Pilot Program for year one
  + Implementation or continuation of the Dual Language program for year two

School or charter schools awarded the Dual Language Pilot Program grant may re-apply for grant funding of $50,000 in year two for the continuation of the new Pilot Program in the subsequent grade level. School corporations or charter schools may then re-apply in subsequent years if continuation of the dual language program is demonstrated.

# **III. Program Funding Tiers and Priorities**

## Funding for New Programs

Based on grant committee review, year one Dual Language Pilot Program grants will be awarded to a school corporation or charter school up to an amount of $50,000 for one new dual language program beginning in year 1. Participating school corporations or charter schools meeting the program requirements for the Dual Language Pilot Program will need to re-apply for an amount of up to $50,000 for their program in year 2.

## Additional Funding Tiers for Existing Programs

The Dual Language Pilot Program grant has expanded to provide tiered funding to local educational agencies and charters to support existing dual language programs. There are four possible tiers when applying for the Dual Language Pilot Program grant. The highest priority and funding amount will be given to Pilot Programs in year one or two. Existing programs may apply for funding in tiers two through four, as detailed in the table below. Applicants requesting funding for projects in Tiers 2-4 must provide a strong justification and rationale explaining their program needs. Districts with dual language programs in multiple buildings may apply for tiered funding for each strand or program in the district. If multiple programs are represented in an application, the total amount requested must not exceed $50,000 per year, per district.

|  |  |  |
| --- | --- | --- |
| **Tier** | **Authorized Activities** | **Funding  Amount** |
| **1** | * Planning or implementation of a Dual Language Pilot Program in kindergarten or in grade 1 * The addition of a new program language to the dual language program * Support for planning and instruction, which includes travel to observe dual language programs and professional conferences focused on dual language programs * Special costs, such as the visa application costs to obtain the J1 Exchange Visitor Teacher visa, and transcript translation costs, may be funded by the grant | $50,000 |
| **2** | * The addition of a new grade level for an existing dual language program * Expanding an existing dual language program to a new building (e.g., transition from elementary to middle or middle to high school) | $20,000 |
| **3** | * The addition of a new program strand in an existing dual language school due to increased demand for the dual language program | $20,000 |
| **4** | * Coursework for additional related licensure areas if a teacher can demonstrate proficiency and already holds a teaching license (e.g., ENL license coursework for a teacher in a two-way dual language program) * Support for planning and instruction, which includes travel to observe dual language programs and professional conferences focused on dual language programs * Coursework for staff proficient in the target language working to attain an initial educator license * Special costs, such as the visa application costs to obtain the J1 Exchange Visitor Teacher visa, and transcript translation costs, may be funded by the grant * Purchase of materials and assessments to support program growth and expansion * Professional development for new teachers and administrators who are new to the dual language program | $15,000 |

## Priorities for Funding

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

1. School corporations or charter schools in their second year of the Dual Language Pilot Program grant;
2. School corporations or charter schools new to dual language programs;
3. School corporations or charter schools seeking to introduce a high-need language to the students enrolled in their dual language program;
4. School corporations or charter schools offering a dual language 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 program;
6. School corporations or charter schools adding the addition of a new grade level for an existing dual language program;
7. School corporations or charter schools expanding an existing dual language program to a new building (e.g., transition from elementary to middle or middle to high school);
8. School corporations or charter schools adding a new program strand in an existing dual language school due to increased demand for the dual language program.

# **IV. Program Requirements**

Proposals must meet the following criteria:

1. Strong parental and community support;
2. Positive consensus around the dual language 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.

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.

# **V. Proposal Submission - Review Process - Awards**

Applicants **must** **submit all parts of the Dual Language Pilot Program proposal,** including:

* Program Narratives
* Program Budget
* Executive Summary
* Signed Assurance Form

The assurance form must include non-digital signatures of the authorized officials on the certification page.

Application documents may be uploaded and submitted by JotForm [here](https://form.jotform.com/230934301625146).

To be considered for funding, completed proposals must be received by IDOE by **Friday, May 19, 2023.**

All applications will be evaluated using a peer review system. The award selections will be based on the quality of application components in the key areas within the rubric below, as well as the aforementioned priorities. **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. Reviewers will be looking for detail, clarity, alignment with best practices, and focus in the following areas:**

|  |  |
| --- | --- |
| Scoring Guide for Established\* Dual Language Programs **\****Programs seeking funding with dual language implementation in Grade 3 and on* | |
| **Area/Content** | **Points Possible** |
| Corporation/charter school interest in Dual Language programming with viable and equitable enrollment numbers to support the program. | 10 points |
| Continued administrative and staff commitment to providing a Dual Language instructional model that includes meeting a minimum of 50% student-teacher instructional time in an IDOE-approved target language. | 10 points |
| Corporation/charter school family involvement and community interest in Dual Language programming, as well as outreach to families to increase parent understanding of dual language education. | 10 points |
| Analysis of student outcomes for students enrolled in the dual language program in comparison to their grade-level peers in traditional programming, and description of how students’ target language acquisition is monitored. | 20 points |
| Description of professional development, training, and teacher recruitment resources to be accessed for all educators and administrators involved in the Dual Language program. | 20 points |
| Description of multiple measures to evaluate Dual Language program efficacy and show student and community impact, as well as an explanation of program goals for the upcoming school year based on prior successes and challenges. | 15 points |
| Explanation of projected plans for program sustainability and maintenance beyond the grant period, including a description of the school/district level plans for continuation of the dual language programming into secondary education (middle school, high school). | 15 points |
| **Total Points** | **100 points** |

## 

## 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.

## Reporting Requirements

Each eligible school corporation or charter school receiving a grant will be required to report annually to 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 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(s):

Local Education Agency Code:

Federal I.D. Number:

State of Indiana Bidder Number:

Legal Vendor Address:

Target Language:

Target Grade(s):

Primary Dual Language 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 [JotForm](https://form.jotform.com/230934301625146) by **Friday, May 19, 2023**.

**Application Formatting Requirements**: Complete Parts 1 through 9 in the space provided. Add additional pages as needed, with a maximum of 20 pages starting with the Application Cover Page. The Budget Table and Executive Summary are excluded from the 20-page count. Please submit the budget table as an Excel document.

# **Part 1: Interests of the School or District in Starting a Dual Language Program**

**1.1** Include **relevant student data and demographics** (i.e., race/ethnicity, ELs, heritage speakers, SPED/504/High Ability) and current enrollment numbers for 2022-2023 school year for all grade levels offering dual language. Provide a description of how the demographics of students enrolled in dual language programming compare to school and district-wide populations.

**1.2** Describe the **program enrollment trends** (growth, attrition, transferring into the program, etc.) since its inception, and how enrollment is projected to continue.

1.1

1.2

# **Part 2: School or District Commitment and Program Structure**

**2.1** Describe the **continued administrative and staff commitment** at both the district and school level in supporting a Dual Language Program and name the language targeted. Identify current or proposed language immersion programs in the LEA.

**2.2** Describe the **content/language allocation plans** (including instructional time, content areas, and language of instruction) for all grade levels taught in the dual language program for the 2023-2024 SY, ensuring **fidelity to the instructional model**.

2.1

2.2

# **Part 3: Family and Community Involvement**

**3.1** Describe **dual language-specific events** and outreach to **increase parent understanding** of dual language education and outcomes.

**3.2** Describe the **strategies for increasing parental and community involvement** in students’ language learning.

**3.3** Describe strategies and methods to **increase student sociocultural competency**. Include efforts to promote sociocultural competency building-wide (i.e., school community, staff, administration).

3.1

3.2

3.3

# **Part 4: Student Assessment and Progress Monitoring** Grantees are required to submit student assessment and achievement data throughout and following the grant period.

**4.1** Describe the **academic outcomes** for students enrolled in the dual language program in comparison to those of their grade-level peers in traditional programming. This should include standardized assessments for applicable grade levels (IREAD-3, ILEARN) as well as other local data points. Submit any relevant assessment data that supports this narrative.

**4.2** Describe how students’ target language acquisition and English language acquisition are being monitored. Submit any **target language assessment data** that supports the narrative.

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 Pilot Program. If applicable, include information on teacher orientation for any visiting teachers.

**5.2** Describe past and future **dual language professional development opportunities** and/or on-site visits, and explain how that information is shared with all dual language staff and leveraged to enhance current programming.

**5.3** Provide **qualifications of English learner Teachers of Record and Teachers of Service**, and how they will operate within the dual language program.

5.1

5.2

5.3

# **Part 6: Program Evaluation**

**6.1** Detail how multiple measures have been used to show the **effect and impact** of the Dual Language Pilot Program on individual students and on the school community. Describe how you have **evaluated your program**, and what **goals** you have set for your program for the 2023-2024 SY.

**6.2** Highlight **successes** from the previous years of planning/implementation and include any relevant and supportive data within your narrative.

**6.3** Describe **challenges** that have been encountered, if and how they have been overcome, as well as what supports would be needed to assist future schools who may encounter similar issues.

6.1

6.2

6.3

# **Part 7: Program Continuation**

**7.1** Address **plans for sustainability** of the program and projected plans for funding beyond the grant period. Address the **areas that the school corporation or charter school will support financially** during the grant period and afterward.

**7.2** Describe the district and school level plans for **continuation of the dual language programming into secondary** (middle school, high school). Include what courses will be taught in the target language and course codes.

**7.3** Address areas that have been considered related to **program maintenance,** such as instructional assistants, substitute teachers, and meeting ALL students’ needs; including but not limited to, those identified as High Ability or needing Special Education services.

7.1

7.2

7.3

# **Part 8: Budget**

The Budget represents how the school corporation or charter school will spend the requested funds. Grant requests must not exceed more than $50,000 per school.

This is a separate document to be submitted as an [Excel sheet](https://docs.google.com/spreadsheets/d/1uoJYVRG6KIX9ZABH6dJbGgxsEJqRmyH_/copy). Do NOT include any items outside of the requested funds; for example, those which the school corporation or charter school intends to pay to support the program; and the budget must NOT include any salaries for any employees. Please ensure this document is approved by both the superintendent and the fiscal officer for the school corporation or charter school.

# **Part 9: Executive Summary**

The executive summary is a summative program description by the school corporation or charter school that includes: a) relevant context and history of the established dual language program(s), b) proposed monetary request, c) program goals, d) distinguishing characteristics of the program, and d) sustainability efforts. This summary should provide reviewers with a high-level overview of the program prior to the detailed narratives.

The summary will:

* Include a duplicate of the application cover page.
* Be no more than two pages.
* Be saved in .pdf format.
* Be submitted as a separate attachment.

**Indiana Dual Language Program Application**

**Due: May 19, 2023**

Please provide a detailed list and description of how funds will be used (i.e., curriculum materials, professional development resources, stipends, etc.) and the cost for each item. No food will be funded through this grant. Stipends should reflect amounts that are reasonable, necessary, and consistent per person/per day. Travel expenses must be consistent with regulations in the [Indiana Department of Administration Financial Management Circular #2017-02](https://secure.in.gov/sba/files/fmc_2017-2.pdf).

**Indiana Dual Language Pilot Program Grant Application Budget: Please see the linked** [**budget document**](https://docs.google.com/spreadsheets/d/1uoJYVRG6KIX9ZABH6dJbGgxsEJqRmyH_/copy) **template. Do not change the format of the document other than adding additional rows for additional line items in any budget category. The budget must NOT include any items outside of the requested/proposed amount, not exceeding $50,000.**

ASSURANCES ON FILE: By signing the original assurances and certification statement, the applicant certifies that he/she agrees 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 certifies further that the information submitted on this application is true and correct.

**Required Form**

**Statement of Assurances to the Indiana Department of Education**

(To be submitted with the Indiana Dual Language 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 Pilot Program Grant Program funds pursuant to the Indiana Dual Language Pilot Program. The School Corporation or Charter School assures that its Dual Language Pilot funds shall be used to support the establishment of a dual language 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 program supported by this grant either within the 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 the target language and the remaining instructional time in English.
* Use an instructional model that provides a specific 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.
* Use an instructional model that calls for a student to spend 50% or more of the day learning in the target language and the rest of the day learning in English.
* Use an instructional model that aligns with dual language 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.
* Develop a comprehensive plan for training and professional development to ensure the success of the pilot program.
* Implement appropriate and clearly defined assessments to gauge student proficiency in the target language and in English.
* Utilize monitoring and evaluation 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 target language and measure progress in the content areas being taught in English. Show comparison of data for these content areas to comparable non-immersion students.
* Provide an English learner Teacher of Record (ToR) for all English learner students in the program, and implement Individual Learning Plans (ILPs), services, accommodations, and other required components of English learner programming.
* 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**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Signature**

**These signatures indicate approval of the 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.

1. Collier, V.P., & Thomas, W.P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice, 2* (1), 1-20. [PDF](https://www.thomasandcollier.com/s/2004-winter_njrp_astounding-effectiveness-of-dl.pdf) [↑](#footnote-ref-1)
2. Thomas, W.P. & Collier, V.P. (2017). Why Dual Language Schooling. Albuquerque, NM: Dual Language Education of New Mexico – Fuente Press. [↑](#footnote-ref-2)