

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #92 (2009-2010)

October 12, 2009

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: ACCEPTANCE OF GRANT AWARD: FOREIGN LANGUAGE ASSISTANCE PROGRAM - PROJECT MIR (MISSION IS RUSSIAN) EXPANSION: PIPELINE TO SUPERIOR PROFICIENCY

ASD Goal: Increase student academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind makes adequate yearly progress.

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to accept a grant from the U. S. Department of Education's Foreign Language Assistance Program, in the amount of \$257,106 for the first year of a five-year award to expand the District's Russian language partial immersion program.

PERTINENT FACTS:

The ASD World Languages Program has been awarded a grant from the U.S. Department of Education's Foreign Language Assistance Program (FLAP). This competition supports foreign language study for less commonly taught languages of major economic and political importance to the United States. The project will expand the District's Russian language partial immersion program through middle school and into high school, with links to the University of Alaska's Russian language and International Studies programs. This pioneering effort is the nation's first K-12 Russian language immersion program.

Project MIR (Mission is Russian) Expansion: Pipeline to Superior Proficiency is designed to produce a seamless, sustainable Russian language program. The model is implemented and delivered according to an approach successfully used

in the District's K-12 Spanish and Japanese partial language immersion programs. The District's language immersion development model adds one grade level per year, intentionally building on the previous year's curriculum and language objectives. This provides second language study in an uninterrupted, articulated sequence that significantly increases the numbers of fluent second language speakers. In elementary language immersion classrooms, students receive content instruction in English for half of each day, and in the target language for half of each day.

Project MIR Expansion builds on the foundational work of *Project MIR* at Turnagain Elementary School. Through previous FLAP funding, Russian language study was established at Turnagain in FY 2003-2005, beginning with kindergarten. The partial immersion program has grown systematically, adding fifth grade in FY 2008-2009. Russian instruction is delivered by teachers who are native or near-native Russian speakers. *Project MIR* also provides more traditional language instruction through a supplemental Foreign Language in the Elementary School (FLES) model in every non-immersion classroom, K-6. Thus, all students at Turnagain learn Russian and will benefit from an early start.

Project MIR Expansion adds sixth grade Russian partial language immersion in FY 2009-2010. In subsequent years of the grant, the project will implement grades 7 and 8 at feeder Romig Middle School and grades 9 and 10 at feeder West High School. The model bridges the transition between the elementary, middle, and high school programs through curriculum articulation, age-appropriate content and pedagogy, a developmental language framework, and comprehensive professional development.

On the secondary level, language immersion classes adhere to the school-day class schedule. These classes depart from traditional world language classes both in depth of language learning and in content: Immersion delivers content-area curriculum through the target language—typically these are literature-based language arts and social studies classes. Thus, middle and high school Russian immersion students will access as many as two content classes delivered entirely in Russian. *MIR* also will develop Russian immersion content curriculum for advanced study in grades 11 and 12, focusing on Russian literature and contemporary arts and on Russian culture, geographical studies, and Russian-Alaskan history.

In the project schools, the Russian immersion strand parallels a traditional Russian language sequence. This provides K-12 Russian through K-6 FLES and through an expansion of established Russian I-IV and AP Russian in grades 7 to twelve. At these levels, AP Russian and Russian immersion will converge, articulating to intermediate Russian at UAA. The project will produce a

nationally-needed K-12 Russian language framework, in collaboration with UAA. The project will create sequential curriculum that can be adapted nationally, will provide authentic materials, and will connect with Anchorage’s extensive Russian arts, cultural, business, and academic communities. The program extends classroom learning to artists-in-residence, after-school events, and summer camps.

The budget supports a certificated project coordinator/resource teacher in the school, professional development for teachers over the five years, materials and supplies, curriculum development, whole-school enrichment, and program recruitment. The grant program does not require a cash match. A required 1:1 in-kind match is met primarily by regularly allocated FTEs for classroom teachers, regular school budget items, and administrators’ staff time.

Budget Summary FY 2009-2010:

Coordinator	\$ 59,908
Teacher	20,222
Added Duty Certificated	35,494
Substitute Teachers	4,690
Extra Help	500
Employee Benefits	40,121
Staff Travel	12,448
Office Supplies	300
Teaching Supplies	16,800
New Equipment	11,970
Contractual Services	37,914
Student Travel	<u>500</u>
Total Direct Costs	\$240,867
Indirect Costs	9,201
Training Stipends	<u>7,038</u>
TOTAL	\$257,106

CC/EG/ES/LC/JG/BT

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