



**Indiana  
Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

Date: June 23, 2015

To: Administrators of Indiana Public School Corporations and Charter Schools

From: Caterina Blitzer, Global Learning and World Languages Specialist

RE: RFP for Indiana Dual Language Immersion Pilot Program grant applications

Indiana Department of Education staff developed the Indiana Dual Language Immersion Pilot Program in collaboration with world language and dual language educators and program leaders in Indiana and in other states. The IDOE invites interested public school corporation and charter school administrators to submit grant proposals for the establishment of a new dual language immersion pilot program. The Indiana Dual Language Immersion Pilot Program Grant Application is attached.

#### **Indiana Dual Language Immersion Pilot Program**

##### **Code citation: (IC 20-20-41-1)**

The Indiana legislature enacted Senate Enrolled Act No. 267, which provides an appropriation of \$500,000 in FY 2015-2016 and \$500,000 in FY 2016-2017, 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.

The purpose of the Indiana Dual Language Immersion (DLI) Pilot Program is to distribute financial assistance to school corporations or charter schools for either the establishment of *new* DLI programs or introduction of *new* languages in existing DLI programs that begin in either Kindergarten or Grade 1 *and* use an instructional model that provides at least fifty percent (50%) of its instruction in English and fifty percent (50%) of its instruction in a second language.

##### **Application process:**

Interested public school corporation or charter school administrators must submit the Indiana Dual Language Immersion Pilot Program Grant Application in its entirety with all required signatures by the deadline: **4:00 P.M. EST Friday, July 24, 2015**, via email or delivered to the attention of:

Caterina Blitzer, Global Learning and World Languages Specialist

[cblitzer@doe.in.gov](mailto:cblitzer@doe.in.gov)

Indiana Department of Education  
College and Career Readiness Division  
115 West Washington Street  
Suite 600 South Tower  
Indianapolis, IN 46204  
(317) 232-6610

Indiana Dual Language Immersion Pilot Program Grant Amount: up to \$100,000 for Year One and up to \$100,000 for Year Two.

Interested Indiana public school corporation and charter school administrators should submit the following by pdf to Caterina Blitzer ([cbplitzer@doe.in.gov](mailto:cbplitzer@doe.in.gov)) by **4:00 p.m. on Friday, July 24:**

- 1) Application Cover Page including Local Education Agency Code and Federal I.D. number
- 2) Description of school where program will be offered including demographic information and number of students served in either Kindergarten or Grade 1 for Year One of pilot program
- 3) Description of administrative staff commitment to support pilot program in keeping with instructional model that provides at least 50% of instruction in English and 50% of instruction in the target language
- 4) Description of community interest, parental support and potential sources of additional support from businesses or foundations
- 5) Adherence to data submission, assessment and progress monitoring requirements for student progress in English and the target language
- 6) Description of training and professional development plan and staffing with teachers qualified to teach in Dual Language Immersion programs
- 7) Detail on what measures will be used to show effect and impact of pilot program on individual students and the school community
- 8) Description of projected plans for funding of program beyond the two year pilot period
- 9) Description of any other distinguishing aspect of the proposed pilot program
- 10) Detailed budget for Year One
- 11) Signed Statement of Compliance with Statement of Assurances
- 12) Statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination.

Grant proposals will be reviewed by peer reviewers and scored on the above components. The expert team of reviewers will be selected from world language and dual language immersion program experts, 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.**

### **Award Administration**

**A. NOTIFICATION AND AWARD CONDITIONS:** Within 5 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.



# Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

2015-2016 Indiana Dual Language Immersion Program

Deadline for Applications: July 24, 2015

College and Career Readiness Division

Indiana Department of Education

[cblitzer@doe.in.gov](mailto:cblitzer@doe.in.gov)

(317) 232-9175

## **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 provides an appropriation of \$500,000 in FY 2015-2016 and \$500,000 in FY 2016-2017, 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 for either the establishment of *new* DLI programs or introduction of *new* languages in existing DLI programs that begin in either Kindergarten or Grade 1 *and* use an instructional model that provides at least fifty percent (50%) of its instruction in English and fifty percent (50%) of its instruction in a second language.

The focus of dual language/immersion programs is to help students become proficient in a second language, in addition to English. 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 cross-cultural attitudes and behaviors.

The instructional model provides a distinctive 50/50 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. 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 English 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 for the 2015-16 and 2016-17 school years. Funds are to be used for salaries, stipends, training, professional development, dual language teacher recruitment costs, 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. 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 #2014-01, and IDOE guidelines included on pages 13 - 14. 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;
- FTE salary and benefits for properly endorsed teachers delivering instruction in the target language.

The purpose of the Indiana Dual Language Immersion (DLI) Pilot Program is to distribute financial assistance to school corporations or charter schools for either the establishment of *new* DLI programs or introduction of *new* languages in existing DLI programs that begin in either Kindergarten or Grade 1 *and* use an instructional model that provides at least fifty percent (50%) of its instruction in English and fifty percent (50%) of its instruction in a second language.

School corporations or charter schools may receive assistance for either:

- the establishment of a *new* 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.
- introduction of a *new language* in a school corporation or charter school with an existing DLI program to use for up to two eligible grades, for example, Kindergarten in year one and Grade 1 in year 2. An eligible school corporation or charter school awarded an Indiana DLI Pilot Program grant will receive no more than \$100,000 per year, to be applied to either a new 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 corporations or charter schools awarded the Indiana Dual Language Immersion Pilot Program grant for a new dual language immersion pilot program in year one may reapply for grant funding of no more than \$100,000 in year two for continuation of the new pilot program in the subsequent grade level.

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

- Planning or implementation of a DLI pilot program in Kindergarten or in Grade 1 for 2015-16
- Implementation or continuation of the DLI program in Grade 1 or Grade 2 for 2016-17

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). 50/50 instruction 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 elementary schools up to an amount of \$100,000 for one new dual language immersion program in K or Grade 1 beginning in 2015 – 2016. Participating school corporations or charter elementary schools meeting the program requirements for the Indiana Dual Language Immersion Pilot Program will need to re-apply for an amount of up to \$100,000 for their new program in the 2016 – 2017 school year.

### **III. Priorities for Funding**

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

1. School corporations or charter schools new to Dual Language Immersion programs;
2. School corporations or charter schools offering a Dual Language Immersion program in one language and wishing to introduce a new language;
3. School corporations or charter schools that are involving native speakers of the target language in the Dual Language Immersion program.

### **IV. Program Requirements**

Proposals should meet the following criteria:

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. Plan for sustainability beyond year 2.

### **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 **4:00 p.m. on Friday, July 24, 2015.**

Proposals may be submitted by email in PDF format to: [cblitzer@doe.in.gov](mailto:cblitzer@doe.in.gov).  
or mailed or delivered to:

Caterina Blitzer  
Indiana Department of Education  
115 West Washington Street  
Suite 600 South Tower  
Indianapolis, IN 46204  
(317) 232-6610

## Application Cover Page

School Corporation or Charter School:

School Name:

Local Education Agency Code:

Federal I.D. Number:

Target Language:

Target Grade(s):

Primary School Contact Name:

E-mail:

School Principal name:

E-mail:

### Application Checklist

\_\_\_ Please ensure that all signatures have been included.

\_\_\_ Please ensure that all information on the budget pages is correct.

\_\_\_ Please complete all parts of the application.

\_\_\_ Please ensure deliver by email or mail by 4:00 p.m. on Friday, July 24, 2015.

Application: please complete Parts 1 through 8 in the space indicated. Add extra pages if needed.

**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 English and 50% of its instruction in a second language

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 at start of 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 in K or Grade 1, first year, and Grade 1 or Grade 2, second year. 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 dual language 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 future funding in year 3 post pilot period.

7.1

**Part 8: Program differentiation:** what distinguishes this proposal?

8.1

## Part 9: Budget

(Grant requests should not exceed more than \$100,000 per school.)

# Indiana Dual Language Immersion Program Application

**2015-16**

**Due July 24, 2015**

Please provide a detailed list of how funds will be used – for example, curriculum materials, professional development resources, teacher salaries, 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 #2014-01, and meet the requirements of the Indiana Department of Education travel policy as outlined on pages 13 -14. 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: To enter a cost item, double click on the budget on page 9 and it will turn into an Excel Spreadsheet. Enter the cost item and the sheet will compute all the totals automatically. To close back into the Word Document, just click outside the spread sheet. Do not modify the spread sheet in any other way or it will not close properly.**



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 in either Kindergarten or grade 1.
- Use an instructional model that provides at least fifty percent (50%) of its instruction in English and fifty percent (50%) of its instruction in a second language.
- Use an instructional model that provides a distinctive 50/50 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 English 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.
- 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.

## **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 Charter Board President**

\_\_\_\_\_

**Printed**

\_\_\_\_\_

**Signature**

**Typed or Printed Name and signature of School Principal**

\_\_\_\_\_

**Printed**

\_\_\_\_\_

**Signature**

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

<b>Non-discrimination, Americans with Disabilities Act and Other Compliance With Law:</b>
---

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.

**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, 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 English and target language.	20 points	<ul style="list-style-type: none"> <li>• None or few points: lacks detail, clarity and/or specificity, or does not align with Best Practice in Dual Language Immersion Programs or give evidence of grant focus.</li> <li>• 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.</li> <li>• Most or all of points: Gives detail, clarity and/or specificity; clearly aligns with Best Practice in Dual Language Immersion Programs and grant focus.</li> </ul>	
Corporation/charter school parental involvement and community interest in DLI Program.	20 points		
Identification of professional development, training and teacher recruitment resources to be accessed in program planning and instruction for DL I Program.	20 points		
Identification of evaluation plan, 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 pilot period.	20 points		
<b>Total</b>	<b>100 points</b>		

What distinguishes this proposal?	10 points		
-----------------------------------	--------------	--	--

**Award Administration**

**A. NOTIFICATION AND AWARD CONDITIONS:** Within 5 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.

**Guidelines for reimbursement of travel expenses**

**IN-STATE TRAVEL**

**Per Diem Reimbursement for Overnights**

- 7.5-12 hours \$13.00 (Leave before 4:30)
- 12.5-24 hours \$26.00 (Leave before 12:00)
- Overnight and return before Noon \$13.00
- Overnight and return after Noon \$26.00

**Daily Per Diem breakdown**

Breakfast	\$6.50
Lunch	\$6.50
<u>Dinner</u>	<u>\$13.00</u>
Total	\$26.00/day

\* You do not get reimbursed for any meals that are provided to you for any reason, even if you choose not to partake of the provided meal(s). This includes the complimentary hot breakfast provided by many hotels.

**Hotel Room Rates** \$89.00 + Tax = \$102.35 (estimated)

**Mileage Rate** \$.44 a mile

\* We are only to reimburse the shortest distance per MapQuest. Whether the shortest distance is from station or home to the destination, mileage must be calculated from that address, regardless of where the trip actually started.

**OUT-OF-STATE TRAVEL**

**Daily Per Diem breakdown**

Breakfast	\$8.00
Lunch	\$8.00
<u>Dinner</u>	<u>\$16.00</u>
Total	\$32.00/day

\* You do not get reimbursed for any meals that are provided to you for any reason, even if you choose not to partake of the provided meal(s).

**Out of State reimbursements that will be covered and how much they are covered are noted below. Please remember that with all reimbursements you MUST have your receipts.**

- **ALL** flight arrangements (State Employee's, Contract People and Yellow Sheet People) **MUST** go through the state travel agent, Travel Leaders or they may not be fully reimbursed. Please contact Laura Snyder, Travel Manager by e-mail at [travel@doe.in.gov](mailto:travel@doe.in.gov) (**Contract People and/or persons on Yellow Sheet only: They must purchase their own ticket through submitting information to Laura Snyder at [travel@doe.in.gov](mailto:travel@doe.in.gov) and providing business/personal credit card information. IDOE cannot purchase their ticket on the state credit card.**)
- Conference registration fees
- Taxis (including tips)
- Hotel rooms – lowest rate you can get
- Airport Parking up to \$9.00 a day
- Mileage to and from airport (Starting from the DOE for State Employees unless your home is closer than 12 miles to the airport)
- Internet cost if it is work related
- \*\*\* The State does not pay for rental cars unless you can prove that it is absolutely necessary
- \*\*\*If you want to drive instead of fly there has to be a cost analysis done on both ways to see which one would actually be cheaper. If you drive you will have to rent a car through Enterprise.

## **Dual Language and Immersion Programs in Indiana**

Indiana is home to a cluster of high quality world language immersion programs in public and private K-12 schools. Several of the programs were established in the early 1990's. Each of the programs listed is an International Spanish Academy as designated by the Ministry of Education, Culture and Sport of Spain [http://www.mecd.gob.es/eeuu/en\\_US/convocatorias-programas/convocatorias-eeuu/isa](http://www.mecd.gob.es/eeuu/en_US/convocatorias-programas/convocatorias-eeuu/isa).

### **Indianapolis Public Schools Theodore Potter Spanish Immersion Magnet School #74**

1601 East 10<sup>th</sup> Street, Indianapolis, IN 46201

Tim Clevenger, Principal, , [clevengt@myips.org](mailto:clevengt@myips.org) 317-226-4274

<http://74.ips.k12.in.us/>. [www.school74.com](http://www.school74.com)

### **International School of Indiana (ISI), grades PS – 12, International Baccalaureate World School**

4330 North Michigan Road

Indianapolis, IN 46208

David Garner, Head of School, [dgarner@isind.org](mailto:dgarner@isind.org) 317-923-1951

[www.isind.org](http://www.isind.org)

### **Metropolitan School District Lawrence Township (MSDLT) International Spanish Academies**

Forest Glen School of Spanish Immersion (pre-K – 5)

6333 Lee Road,

Indianapolis, IN 46236

Kelly Jackson, Principal, [kellyjackson@msdlt.k12.in.us](mailto:kellyjackson@msdlt.k12.in.us) (317) 964-4900

<http://forestglen.ltschools.org/>.

[http://magnet.ltschools.org/MediaLibraries/magnet.ltschools.org/Documents/LTcatalog\\_2015-16.pdf](http://magnet.ltschools.org/MediaLibraries/magnet.ltschools.org/Documents/LTcatalog_2015-16.pdf).

### **Fall Creek Valley Middle School**

9701 East 63<sup>rd</sup> Street

Indianapolis, IN 46236

Kathy Luessow, Principal, [kathrynluessow@msdlt.k12.in.us](mailto:kathrynluessow@msdlt.k12.in.us) (317) 964-6600

<https://fallcreekvalley.ltschools.org/>.

### **Lawrence North High School**

7802 Hague Road

Indianapolis, IN 46256

Brett Crousore, Principal, [brettcrousore@msdlt.k12.in.us](mailto:brettcrousore@msdlt.k12.in.us) (317) 964-6600

<https://lawrencenorth.ltschools.org/>.

### **Lindley Elementary**

2201 Ardmore Avenue

Fort Wayne, IN 46802-5057

Mary Kinniry, Principal [mary.kinniry@fwcs.k12.in.us](mailto:mary.kinniry@fwcs.k12.in.us) (260) 467-5350

<http://www.lindley.fwcs.k12.in.us/>.

## Glossary of Terms Related to Dual Language/TWI in the United States

<http://www.cal.org/twi/glossary.htm>.

**50/50:** An immersion program model in which English and the partner language are each used for 50% of instruction at all grade levels.

**90/10:** An immersion program model in which students are instructed 90% of the time in the partner language and 10% in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

**Bilingual education:** Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.

**Developmental bilingual:** A dual language program in which students are primarily native speakers of the partner language.

**Dual immersion:** Used synonymously with dual language, particularly in the Southwestern and Western United States.

**Dual language immersion:** Used synonymously with dual language.

**Dual language:** A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12). CAL and [other institutions](#) use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

**Early exit program:** See transitional bilingual education.

**English immersion:** A program for English language learners in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.

**Foreign language experience/exploratory (FLEX):** A program characterized by frequent sessions over a short period of time or short and/or infrequent sessions over an extended period of time in order to expose students in Grades K-8 to one or more languages and cultures. Goals are learning about languages, learning basic words and phrases, and/or developing an interest in foreign language for future study. Some instruction may take place in English.

**Foreign language immersion:** A dual language program in which students are primarily native English speakers learning a foreign language.

**Foreign language in the elementary school (FLES):** A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an

understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content.

**Foreign language:** In the U.S., a language other than English. See also world language.

**Full immersion:** See 90/10. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

**Heritage language immersion:** A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin.

**Heritage language program:** A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion. [Learn More](#)

**Immersion** (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content.

**Immersion** (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level.

**Late exit program:** A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. May differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50%.

**Maintenance bilingual:** Less common term for developmental bilingual.

**Newcomer program:** A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels. [Learn More](#)

**One-way immersion:** Used frequently in the Southwestern United States to refer to developmental bilingual education; also frequently used to refer to foreign language immersion (to contrast it with two-way immersion that enrolls students from two language groups).

**Partial immersion:** See 50/50. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

**Partner language:** Alternative term for the language other than English that is used for instruction in programs in the United States. Preferred term in dual language, in which both English and the foreign language are "targets" for developing proficiency.

**Side-by-side model:** A way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language

teacher. Students move between the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

**Spanish for native speakers program:** A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers. [Learn More](#)

**Target language:** The language other than English that is used for instruction. See partner language.

**Transitional bilingual education:** A program for English language learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

**Two-way bilingual immersion:** Less common term for two-way immersion.

**Two-way immersion (TWI):** A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.

**World language:** Increasingly common term for foreign language

#### Visiting Teacher Programs

A number of Visiting Teacher programs provide school corporations and charter school opportunity to hire a native speaking teacher of the target language to teach in dual language immersion programs. Information on The Exchange Visitor Teacher Program is at <http://j1visa.state.gov/programs/teacher>.

The Exchange Visitor Program fosters global understanding through educational and cultural exchanges. All exchange visitors are expected to return to their home country upon completion of their program in order to share their exchange experiences.

Examples of Exchange Visitor Teacher Programs include:

Visiting Teachers from Spain Program [http://www.mecd.gob.es/eeuu/en\\_US/convocatorias-programas/convocatorias-eeuu/ppvv](http://www.mecd.gob.es/eeuu/en_US/convocatorias-programas/convocatorias-eeuu/ppvv). Contact in Indiana is Carlos Berrozpe, Education Advisor, [carlos.berrozpe@mecd.es](mailto:carlos.berrozpe@mecd.es)

Visiting Teachers from Taiwan Program <http://www.edutw.org/english/recuritingchineseteacher/index.html>.

Visiting Teachers from China programs include:

Chinese Guest Teacher Program <https://professionals.collegeboard.com/k-12/awards/chinese/guest>.

Confucius Classroom Program of Confucius Institute of Indianapolis <http://www.iupui.edu/~china/about/confucius-classroom/>. And [http://english.hanban.org/node\\_7973.htm](http://english.hanban.org/node_7973.htm).

French Teacher Assistant Programs through the Embassy of France and the Academy of Strasbourg <http://frenchlanguage.frencheducation.org/teach/french-assistants>. [Academie de Strasbourg \(France\)](#).

German Teacher Exchange Program of the Checkpoint Charlie Foundation [http://www.cc-stiftung.de/index.php?option=com\\_content&view=category&layout=blog&id=446&Itemid=557](http://www.cc-stiftung.de/index.php?option=com_content&view=category&layout=blog&id=446&Itemid=557).

More information is at <http://www.doe.in.gov/ccr/partners-international-education>.

## References and Resources (Partial listing)

American Council on the Teaching of Foreign Languages <http://www.actfl.org/>.

Center for Advanced Research on Language Acquisition <http://www.carla.umn.edu/>.

Center for Applied Linguistics <http://www.cal.org/>.

Center for Applied Second Language Studies <https://casls.uoregon.edu/index.php>.

Center for Advanced Study of Language <http://www.casl.umd.edu/about>.

Delaware World Language Immersion Programs <http://www.doe.k12.de.us/Page/1090>.

Dual Language Education of New Mexico <http://www.dlenm.org/>.

Indiana Foreign Language Teachers Association <http://www.iflta.org/>.

Joint National Committee for Languages <http://www.languagepolicy.org/>.

National Association for Bilingual Education <http://www.nabe.org/>.

National Capitol Language Resource Center <http://www.nclrc.org/>.

National Council for State Supervisors for Languages <http://www.ncssf.org/>.

National Foreign Language Center <http://www.nflc.umd.edu/>.

National Foreign Language Resource Center <http://www.nflrc.org/>.

National Network of Early Language Learning <http://nnell.org/>.

North Carolina Dual Language/Immersion Programs  
<http://wlnces.ncdpi.wikispaces.net/Dual+Language+%26+Immersion+Program>.

Teachers of English to Speakers of Other Languages <http://www.tesol.org/>.

Utah Dual Language Immersion <http://www.utahdli.org/>.

Washington State Dual Language Immersion <http://duallanguagewa.org/>. and  
<http://www.k12.wa.us/WorldLanguages/DualImmersion.aspx>.