

Partnership Models

I. ADAPTING DLI TO STARTALK PROGRAMS

The partnership concept promises to expand STARTALK programs across the country by associating them with the thousands of schools and districts that are planning new or have established DLI programs. However, this opportunity brings a new challenge: how to best take advantage of highly successful STARTALK summer programs that integrate with existing or new DLI programs. It is assumed that the DLI aspect of the partnership is funded by state, district, or local funding, and that funding to implement the STARTALK summer component is available through its annual competition. Accordingly, the current document is intended to assist managers in preparing applications to the STARTALK summer programs.

Appendix One below, analyzing the current project's seven pilot SDPs, clearly demonstrates the immense value of STARTALK summer sessions to new and existing DLI programs. However, the STARTALK application process for summer grants, which must be repeated annually, specifies the priorities, structures, and specific objectives for summer programming that DLI administrators must meet in order to be considered successful applicants. Most importantly, STARTALK funding is dependent on meeting the standards of the "STARTALK pathway" by being "activity based, motivating, engaging, developmentally appropriate, and based on age-appropriate attractive themes." In addition, summer programs are obliged to include teachers as well as students, a constant and consistent requirement of STARTALK. These standards, as well as the specific application guidelines, represent the accommodation that DLI programs must make to be eligible for STARTALK funding. The fact that they are *prima facie* improvements to teaching and learning make the accommodations on the part of DLI programs natural and fruitful.

In addition to specifying aspects of the application process that add significant value to DLI programs, STARTALK has established "priority features" for successful applications that strongly favor DLI-based submission in stressing the original rationale for the SDP program:

Under Priority Features, priority will be given to programs that have the following:

6. An opportunity for students to continue to develop language proficiency after the summer by enrolling in programs during the academic year, whether via face-to-face instruction or distance learning (the applicant is not required to be the responsible party for offering follow-up experiences).
7. A plan to ensure that STARTALK language programs will continue in the community or local school system.

These features constitute the primary reasons, from STARTALK's perspective, for partnering with DLI. Accordingly, the fact that DLI ensures connected academic year programs as well as ongoing community support should make the SDP summer applications more competitive. Though STARTALK programs are competed for every year, the ongoing nature of DLI programs in itself is an argument for continued funding of a related STARTALK program—even in the face of annual competitions for funding.

Under "Program Legacy," applicants are asked to:

23. Describe the steps your program will take to ensure that STARTALK language programs will continue to be offered in your community in the absence of STARTALK funding.

24. Describe the connections you will establish in your community as a result of this program.

Without question, #23 presents a significant challenge for all STARTALK applicants that operate independent of existing academic programs. It is logical, however, to assume that the ongoing partnership with DLI and "priority features" #6 and #7 as referred to previously significantly enhance the possibility that a STARTALK program will continue. This is all the more likely because, in the case of SDPs, the connections are with and through DLI programs, which involve standing language programs in schools and districts and, thus, teachers and administrations. More importantly, DLI programs are based on strong involvement of parents and (often) school board members, legislators, and even businesses.

The above “program priorities” and “program legacy” issues clearly point to the way DLI programs can serve as a unique, natural, and valuable partner to STARTALK because they clearly provide an “...opportunity for students to continue to develop language proficiency after the summer by enrolling in programs during the academic year,” while establishing lasting connections in the community that incentivize the continuation of STARTALK programs. Add to this the potential expansion and future persistence of STARTALK programs based on the rapid expansion of DLI across the country. However, this partnership is also of unique and natural value in that STARTALK programming adds to DLI by strengthening programs at their points of vulnerability. This value is made clear in the 2017-18 and 2018-19 summer grant proposals of the current project’s partners, specifically in their citation of goals, rationales, and legacies of the SDPs cited in Appendix 1:

1. Building DLI enrollments, key to initiating and maintaining classes and programs.
 - Attracting students and parents to DLI and STARTALK.
 - Incentivizing students to continue DLI into middle and high school.
2. Preparing students and parents for entry into the new DLI experience.
3. Maintaining and enhancing DLI students’ language proficiency and literacy over the summer.
4. Building and strengthening community support for DLI.

In articulating these goals and rationales, the 2017-18 and 2018-19 partnerships outlined in Site Charts display defining characteristics of successful applications for summer programs that benefit DLI and, at the same time, comply with general STARTALK practice, principles, and standards. This reflexive and mutually beneficial relationship is not entirely new to STARTALK, but it provides a new constituency and requires a unique slant to the application that we assume will be recognized in the evaluation process. Traditional STARTALK issues are addressed like languages (Korean, Mandarin, Portuguese, Russian), modes (classroom, blended, residential, online), enrollments, and varied lengths dependent on modes. On the other hand, the focus on DLI entails unique qualities, among them being:

Programs:

- DLI applicants with previous STARTALK experience.
- DLI applicants without previous STARTALK experience.

Levels:

- “Jumpstart” (PreK-, kindergarten, and grade one students and late entry students with modified Jumpstart)
- “Onward” (Elementary through middle/secondary)

Outcomes: Proficiency levels: novice mid, intermediate mid, advanced low, and advanced

Rationale:

- Goal 1
 - Reduce DLI attrition where it is highest at specific inflection points: particularly entry and elementary—middle, more students will continue their language study in middle and high school, which is necessary for students to reach levels in order to make significant gains via overseas immersion at the university level.
 - Build interest at the entry point to attract students and parents to DLI and STARTALK, as enrollments are key to initiating and maintaining classes and programs.
 - Keep students excited about continuing their study of two languages into middle school and beyond.

- Students and parents learn what to expect with continuing language study in DLI and beyond.
- Attrition is the greatest threat to language programs and is highest at inflection points: particularly elementary—middle in DLI programs.
- Motivate. Several years of study is critical to reaching high levels of language proficiency, which necessitates continuing in middle and high school.

Students:

- Native English and ELs & DLLs
- Entering kindergarten or first grade, or as late entry
- Continuing (DLI) middle school students

Teacher development, both in linked programs and independent programs, that address the special challenges of language competence and bilingual classrooms, among others.

The following provides a description of successful SDPs, noting characteristics of success. This is intended as a guide to successful future STARTALK summer applications on behalf of new and continuing SDPs.

Table 1: Ontology of already existing DLI programs with STARTALK summer sessions

Site	Oregon PPS STARTALK Experience	PPS STARTALK Experience	Utah	Utah
Languages	Chinese & Russian	Chinese & Russian		
Level	Jumpstart	Jump-start		
Mode	Classroom	Classroom		
Length		<ul style="list-style-type: none"> • 4-week intensive, all-day • 6-7 hours a day online; chat rooms 		
Enrollment				
Goal	<ul style="list-style-type: none"> • Head start kids (high-needs/high-risk/low SES), get them ready for schoolyear and increase knowledge retained. • Bridging from schoolyear to schoolyear: Minimize language loss 	<ul style="list-style-type: none"> • Head start kids (high-needs/high-risk/low SES), get them ready for schoolyear and increase knowledge retained. • Bridging from schoolyear to schoolyear: Minimize language loss 		
Outcomes		Advanced level (FM Intermediate high)		
Rationale	<ul style="list-style-type: none"> • Building pipelines for DLI • Maintaining and advancing language proficiency and cultural engagement • Building/strengthening community support for DLI 	<ul style="list-style-type: none"> • Building pipelines for DLI • Maintaining and advancing language proficiency and cultural engagement • Building/strengthening community support for DLI 		
Focus				
Students		<ul style="list-style-type: none"> • Asynchronized: kids not everywhere at the same time • Different sets of learner peers 		
Teachers				

Table 2: Ontology of 2017/2018 STARTALK-DLI Partnerships

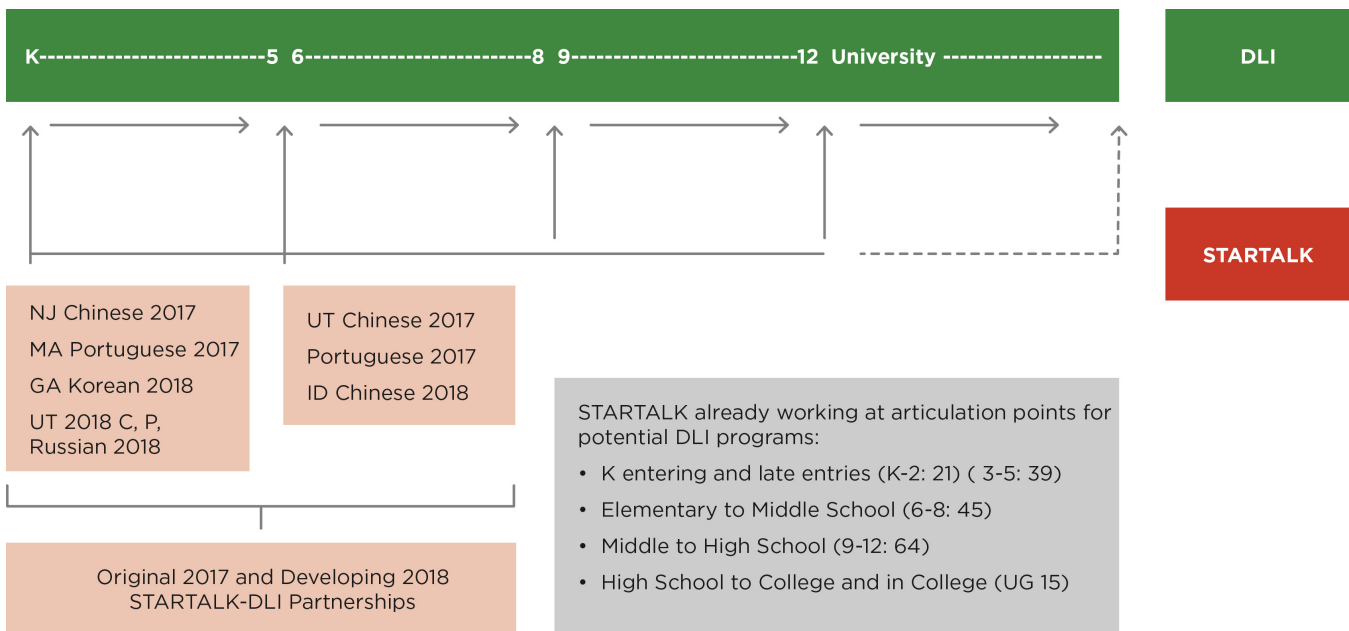
Site	NEW JERSEY: West Windsor-Plainsboro Regional No STARTALK experience	UTAH: Washington County No STARTALK experience	UTAH: UU
Languages	Mandarin	Mandarin	Portuguese
Level	Jumpstart	Onward (Middle/Secondary School)	Onward (Middle/Secondary School)
Mode	Classroom	Blended	Residential
Length	3 weeks: 9:00 am till 12:00 pm for total 42 hours of instructional time	3 weeks of blended learning <ul style="list-style-type: none"> Classroom: 60 hours, 6 hours per day Online: 30 hours 	<ul style="list-style-type: none"> 1 week: 4 days intensive camp (52-60 hrs) Online: 30 hours, during 2 weeks before & 3 weeks after residential program
Enrollment	40 pre-kindergarten	40 rising 6th and 7th graders.	30 rising 7 th graders
Goal	Prepare pre-kindergarten students to enter a Mandarin Chinese Dual Language Immersion Kindergarten in September 2018. Ideally, bridging from year to year.	Bridge students from five WCSD Chinese dual immersion elementary schools and 3 WCSD Intermediate Chinese immersion programs as they move further along into secondary schools.	<ul style="list-style-type: none"> Encourage students to continue into the secondary level, in spite of high level & extended years of Portuguese. To enhance & extend immersion experience focused primarily on classroom language & academic content to new kinds of exciting and engaging digital, cultural and social experiences.
Outcomes	Novice Mid-level	Intermediate Mid	<ul style="list-style-type: none"> Non-heritage: Intermediate-High Heritage & non-heritage: Advanced-Low
Rationale	Encourage participating families to enroll child in STARTALK as preparation (JUMPSTART) for September. If program not filled build interest in Mandarin Kindergarten Immersion program	Provide blossoming, almost teenage 6th & 7th graders with opportunity to gain intrinsic desire to continue Chinese	Provide antidote to student attrition in DLI, which commonly occurs as students move from elementary to secondary school.
Focus	Communication & daily life: family summer vacation to the shore in Qingdao.	“Beijing and Beyond.” Students will explore major cities in China through the sub-themes of social economic diversity, cultural awareness, and environmental protection.	Amazon Rainforest , with sub-themes related to (1) biodiversity, (2) human rights, and (3) environmental protection
Students	<ul style="list-style-type: none"> Registered for the Kindergarten Immersion Program for traditional academic year Not enrolled in immersion program offered opportunity if seats available. 	DLI & non-DLI students: Primarily native English speakers, with a very small percentage of native Chinese speakers (less than 10%).	Primarily native English or Spanish speakers with small percentage (approximately 10%) heritage Portuguese speakers with one or more native Brazilian parents.

Table 3: Ontology of 2018/2019 SDPs

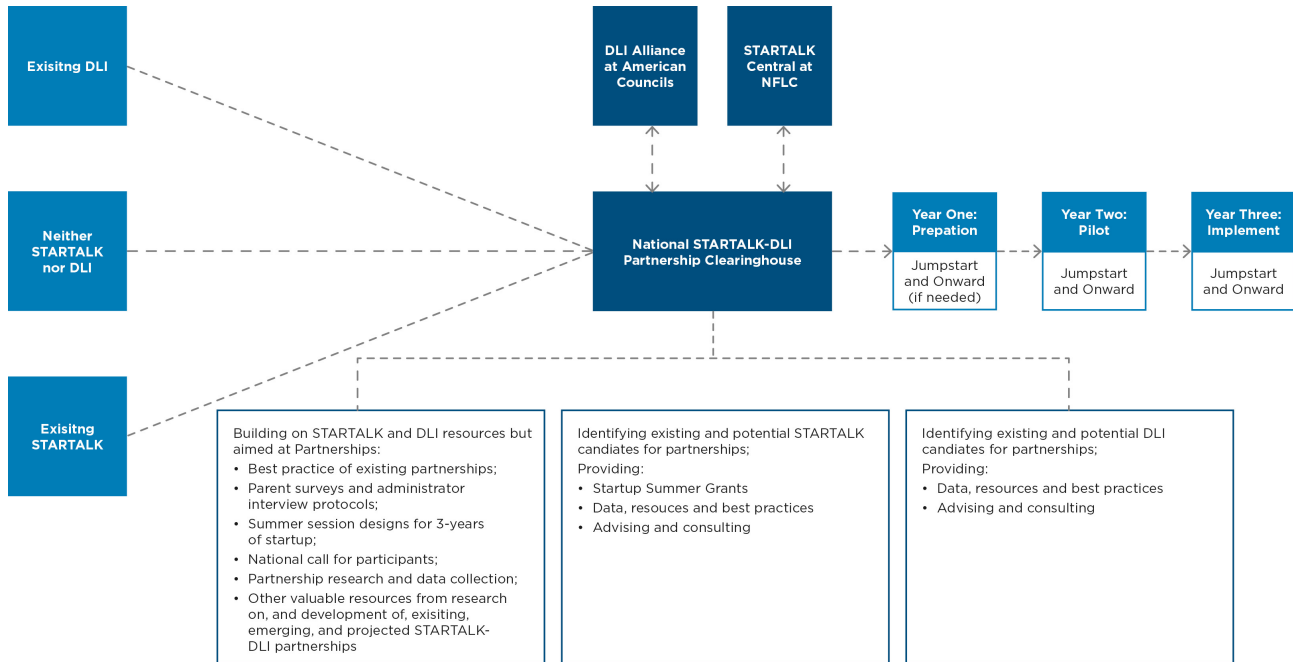
Site	IDAHO: Jefferson County School District	MASS: Brockton Public Schools	GEORGA: Gwinnett County Schools	UTAH: Tooele County School District
Languages	Mandarin	Portuguese	Korean	Mandarin, Portuguese, Russian
Level	Middle School: Onward	Jumpstart	Jumpstart	Jumpstart
Mode	Blended: Classroom & online	Classroom	Classroom	Classroom
Length	Monday through Thursday for five hours per day for three weeks and online for 30 hours for 90 total instruction hours	<ul style="list-style-type: none"> 1-3 students 2 weeks in July K students 2 weeks in August 5-hour per day 1-3 3-hour per day kindergarten 	3 weeks	Age and proficiency level appropriate instruction over the course of five days (40 hours).
Enrollment	42 rising sixth grade students transitioning from elementary school to middle school.	K-3. 105 rising K-3 students	Estimated 40 pre-kindergarten students	400 children ages 5-9
Goal	The goal of the summer program is to move students toward the Intermediate Mid-Level.	<ul style="list-style-type: none"> “Extend the students’ (in Portuguese 50/50 DLI programs) language learning opportunities “Kindergarteners being exposed to organized Portuguese language instruction for the first time” 	Prepare an estimated 40 pre-kindergarten students to enter a Korean Dual Language Immersion Kindergarten in September 2019.	Incoming first grade students for the 2019-2020 school year, who will be new to the immersion language and aged 5-7 years old.
Outcomes	Intermediate Mid	Novice Low to Novice High	All three modes at the Novice Mid proficiency level.	Novice
Rationale	The aim of the Chinese summer program is two-fold: 1) to keep students excited about continuing their study of the Chinese language into middle school; and 2) to extend and enrich their Chinese language literacy.	“Utilizing grade-level Massachusetts science standards through a Lusophone lens.”	<ul style="list-style-type: none"> Open to all students but will be advertised to and will hope to enroll a large number of second- and third-generation elementary-aged students who are heritage speakers of Korean. Preparing to open the first public school dual language immersion (DLI) Korean program in Georgia. In fact, this will be the first public Korean DLI program in history in the Southeast US. 	These children are current and future immersion students in existing immersion programs in the district and will continue their language learning in strong programs during the normal school year.

Focus	<p>“Health and the Human Body” healthy forms of living and eating in the Chinese and American cultures and the organs and functions of various human body systems.</p>	<ul style="list-style-type: none"> • “STEM Where in the Portuguese-speaking world” • Kindergarten: living things, basic needs, environment 1-3: Science Exploration Grade 1: space & motion; Grade 2: plants & animals; Grade 3: matter, land forms, maps 	<p>Because these children are so young and most can be expected to be pre-literate, expectations will focus on communication and daily life. The students will explore Korean language through a family summer vacation to Korea.</p>	<p>Utah Core Standards for science for both 1st and 2nd grades. A major concept in the grade-level standards concerns Living and Non-Living things.</p>
Students	<p>Forty percent of the district’s student body qualify for the Free and Reduced Lunch Program. Participants in the program will enter the program with a rich background in the Chinese language and culture due to their participation in the district’s Chinese dual immersion program for the previous sixty.</p>	<p>Brockton: 58% African American 15% Hispanic 19% white 5% multiracial</p>	<p>30% heritage or native speakers of Korean and the area surrounding the school hosts one of the largest populations of Korean speakers in the US. students will be both pre-literate and have little to no previous knowledge of the language.</p>	<p>Vast majority of students targeted are Caucasian and English-speaking, reflective of the rural community of these schools. We anticipate about 60-70% of the targeted student population qualify for Free- and Reduced Lunch.</p>
Professional Development				

STARTALK-DLI Partnerships 2018/2019: Points of Leverage



STARTALK-DLI Operation Logic Model



STARTALK-DLI Partnership Initiative: Unprecedented Infrastructure for Language Education Learning Logic Model

