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The Effect of the Lack of Resources in Spanish for Students in Dual Language Bilingual Education Programs

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The Effect of the Lack of Resources in Spanish for Students in Dual Language Bilingual

Education Programs

by

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Abstract

The goal of this study is to demonstrate the effect that a lack of adequate and appropriate Spanish learning resources has on the consistently widening achievement gap between Spanish-speaking students and English-speaking students in two Dual Language programs. Data collected come from surveys given to 16 teachers in two Dual Language programs in two elementary schools in Rochester, NY. The data in the study confirms that Spanish-speaking students in both programs are at a disadvantage over their English-speaking peers when it comes to Spanish resources. Additionally, this lack of adequate and appropriate materials impairs English-speaking students' ability to learn Spanish as a second language. Without these materials, it is difficult for these students to advance in their second language skills. Further analysis of the data shows that the consistently growing achievement gap between these two groups of students has affected students' test preparation and performance, in addition to their in-class and out-of-class practice. In order to assist these students in becoming academically successful in both English and Spanish, it is critical that these Spanish-speaking students, in particular, have materials readily available in their native language. In order to do this the researcher filled out a grant application that will serve as her means for purchasing the necessary Spanish materials to close the achievement gap within her own classroom.

Chapter One

Introduction

"English Language Learners (ELLs) are one of the fastest-growing-sub-groups among the school-aged population in the United States" (Brooke, 2013). Bilingual education programs have emerged all over the United States in order to provide these ELLs an equal opportunity at an efficacious education. There are two different types of Bilingual Education. There is one-way or Transitional Bilingual Education, which includes early-exit and late-exit programs. The end goal of these programs is that the children become proficient in English while using their native language (Spanish) to help them achieve this goal. Then there is two-way Bilingual Education. The most common program in two-way Bilingual Education is a dual language program. The end goal of this program is that the child becomes proficient in both English and his or her native language (Spanish). Both types of programs require specific features that will determine success in the ability to accomplish these end goals. One crucial feature of success is that adequate and comparable educational resources are provided in both languages for students in bilingual programs.

Problem Statement

Learning a second language can be a tremendously challenging task. For many years, students across the globe have come to the United States to begin their education in a country that does not fully support nor understand bilingualism. Bilingualism is an asset to those who possess it. Successful Bilingual Education programs focus on the "development of bilingualism among both English-dominant and Spanish-dominant students" (Anstrom & Silcox, 1997, p. 6). It has been known that developing literacy in a first language can serve as a foundation for developing literacy in the second language (Lambson, 2010). Therefore, it is imperative that

satisfactory materials are provided so that students are able to effectively cultivate literacy in both languages.

Unfortunately, in the researcher's experience, adequate materials seem to exist only in English. Spanish materials that are used in bilingual programs and/or to teach Spanish to heritage language learners are not comparable to the quality of existing English materials. Furthermore, Spanish materials are rare in terms of availability. Schools across the United States place a major emphasis on English Language Arts (ELA) instruction and fail to recognize the importance of developing first language literacy. Spanish speaking students in bilingual programs are at a greater disadvantage over their English-speaking peers in terms of academic success due to the lack of and inadequacies of Spanish materials.

"The use of the native language does not preclude the learning of English; on the contrary, research shows that it enhances such learning" (Cárdenas, 1986, p. 361). Dual language programs in the United States attempt to strategically use the native language (Spanish) of students in order to assist in the development of the second language (English). However, often times such programs are unable to effectively do so due to the lack of available and adequate Spanish materials. English materials are customarily bountiful in availability and satisfactory in terms of value. Additionally, it is intended that English-speaking students in Dual Language programs are to learn Spanish as their second language. Yet, without adequate and appropriate resources, this goal has become unfeasible.   This inconsistency allows for an achievement gap among English-dominant and Spanish-dominant students within bilingual programs.

Significance of the Problem

The researcher surveyed 16 teachers of two Dual Language Bilingual Education Programs (Appendix A) in order to confirm the significance of this problem in the district within which she teaches, Rochester. Rochester is a small city in the county of Monroe in Western New York State. The population is about 210, 500 according to 2012 US Census Bureau.

The researcher surveyed 11 teachers at Public School # 33 (John James Audubon) where she currently teaches second grade in the Dual Language Program, and Public School #12 (James P. B. Duffy), where she taught fourth grade in the Dual Language Program in 2012. Both schools are located in the center of the city of Rochester. According to data recorded by the New York State Education Department in the 2011-2012 school years (NYSED), there were 1,005 students enrolled in School #33; 62% of these students were African American, 34% were Hispanic or Latino, and 4% were White. The Dual Language Program in this school consists of 170 students in eight classrooms from Grades Pre-K to Sixth, and there are 11 teachers. School #12's demographics are similar to School #33. There were 763 students enrolled in the 2011-2012 school year; 56% of students were African American, 28% Hispanic or Latino, 14% White, and 1% Asian or Native Hawaiian. The Dual Language Program there consists of 96 students in 11 classrooms from Kindergarten to Grade Six, and there are also 11 teachers.

Based on the survey data from both of the schools, it became clearer to the researcher that the lack of Spanish resources in Bilingual Education is a severe problem. According to the 16 teachers that were surveyed, 12 agreed that the Bilingual Education programs at School #33 and School #12 are not provided with "adequate/appropriate resources in Spanish for students to meet the current common core standards" (Appendix A-2). When asked what effect this lack of resources has on the learning of Spanish dominant students, the 12 teachers chose their top three choices from a list of four choices. Ten teachers felt that it affected students' in class practice.

Ten teachers also felt that it affected students' test performance. Six teachers stated that it affected students' out of class practice, and nine felt that it affected their test preparation. Additionally, in reaction to the statement that the lack of resources contributes to lower achievement for Spanish dominant students on both standardized and classroom assessments, four teachers strongly agreed, eight agreed, two, disagreed, and one strongly disagreed. When the researcher surveyed the teachers at both bilingual programs to find out whether or not teachers had appropriate and adequate resources in English for students to meet the current Common Core Standards, 12 teachers said that they did, two said no, one said both yes and no, and one was not sure. Finally, the researcher asked what the best way for bilingual programs to acquire adequate resources in both Spanish and English was. When given four options, eight teachers stated that grant money would help; five said professional development opportunities would be helpful to find ways to acquire resources, and three came up with their own other idea. Based on the combined data from these schools, 12 teachers agreed that there is a lack of Spanish resources and four did not agree.

The researcher also disaggregated this data, to look at the teachers' responses from her own school, School #33. Eight of the 11 teachers there stated that the Bilingual Education program is not provided with adequate nor appropriate Spanish resources for students to meet the current Common Core standards. Teachers then were given four choices and told to choose the top three effects that the lack of resources has on the learning of the Spanish dominant students. Six teachers stated it affects students' test preparation, six also stated that it affects their test performance; five said that it affects their in-class practice, and three said that it affects their out-of-class practice. Additionally, in reaction to the statement that the lack of resources contributes to lower achievement for Spanish dominant students on standardized and classroom assessments,

three strongly agreed, five agreed, two disagreed, and one strongly disagreed. Furthermore, at School #33, ten of the 11 teachers agreed that the Dual Language Program had adequate and appropriate resources in English for students to meet the current Common Core Standards. Lastly, six of the 11 teachers felt that using grant money would be the best way to acquire Spanish resources. Two felt that professional development on how to acquire these resources would be helpful, and three teachers came up with their own ideas.

In the researcher's own classroom, there is a wide achievement gap between the 13 Spanish dominant and 14 English dominant students. This gap is contributed to the lack of adequate and appropriate Spanish resources. In terms of reading, the Spanish speaking students in the researcher's second grade bilingual classroom are reading at a Kindergarten level in Spanish. The English speaking students are all reading on grade level or above in English. Additionally in Mathematics, only one of the 13 Spanish dominant students is performing on grade level, while all 14 of the English dominant students are on grade level. The researcher is currently using the Common Core Curriculum to meet Common Core Standards. Unfortunately, this curriculum is only partially provided in Spanish. The company producing the materials is releasing the curriculum in Spanish very slowly, causing the Spanish dominant students within the Dual Language program to fall further and further behind as the year moves on. In years past, the Rochester City School District, the district in which the researcher works, has used several different curricula. All of these curricula have lacked adequate Spanish materials, while there has been an abundance of English materials.

Rationale

"Although the No Child Left Behind Act mandates grade-level proficiency for 100% of all student subgroups by the year 2014, some argue that this is not attainable without resources,

capacity, and will. This goal is especially challenging for Hispanic students who are also

English language learners (ELLs). Nationwide, their academic performance consistently falls far

below that of other students. " (Good, Masewicz, & Vogel, 2010, p. 322)

The goal of Dual Language Bilingual Education Programs is that the students become

proficient in both Spanish and English. However, over the last several years, with the push for

students to pass English exams in the United States, Spanish instruction in such programs is

taking a backseat to English instruction. This failure to adequately educate the Spanish speaking

students has been causing a major achievement gap between the English and Spanish speaking

students. The No Child Left Behind Act (NCLB) states that all students must meet grade level

proficiency, yet without the proper materials this is an unattainable goal. Therefore, the

achievement gap between English speaking and Spanish speaking students will continue to

widen. The researcher is devoted to closing this achievement gap within her own classroom so

that all students are able to succeed and meet grade level proficiency.

Purpose

The purpose of this research to confirm the idea that the lack of Spanish resources in

Bilingual Education programs has contributed to the achievement gap between Spanish speaking

students and English speaking students. Additionally, the researcher wanted to close the

achievement gap in her own classroom. Therefore, she decided to apply for a grant that will

allow her to purchase appropriate and adequate Spanish materials for her students.

Definition of Terms

English Language Learner (ELL): An individual that is learning English as his/her second

language.

Transitional or Early-exit One-Way Bilingual Education: A two to three year program that provides instruction in the student's native language that then transitions to English-only instruction.

Transitional or Late-exit Transitional Bilingual Education: A program that provides instruction in the student's native language that then transitions to English-only instruction, only after students have mastered their native languages.

Dual Language Two-Way Bilingual Education: ELLs and native English speakers learn academic content together through two languages simultaneously.

Bilingualism: Being able to use two languages with equal fluency.

Spanish-dominant: An individual that speaks Spanish as his or her native language.

English dominant: An individual that speaks English as his or her native language.

Common Core: "A state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt" (Frequently asked questions).

No Child Left Behind Act (NCLB): An educational reform policy mandated by George W. Bush in 2001.

Summary

If educators and policy makers do not stand up for the educational rights of today's children, the achievement gap between Spanish speaking and English speaking students in Bilingual Education programs across the nation will continue to grow. Without adequate and appropriate resources, Spanish speaking students are expected to attain impossible goals. The researcher wanted to find a way to solve this serious problem within her own classroom. In order to do this, the researcher surveyed teachers at two Dual Language Programs at schools in

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the city of Rochester, NY. Finally, when her research was completed, she decided to apply for a grant that would allow her to attain these Spanish materials.

Chapter Two

Bilingualism in today's society is an asset, and many types of Bilingual Education have existed for over "5000 years or more" (Baker, 2011, p. 183). The core of Bilingual Education is much more profound than just language. Bilingual Education incorporates a multicultural curriculum that promotes diversity awareness and appreciation. This type of instruction allows language minority students to preserve their home or native language while also learning the majority language. In the United States Bilingual Education "is the use of English and another language for instructional purposes" (Castro Feinberg, 2002, p. 1).

Unfortunately, over the years, Bilingual Education has been a controversial topic under constant debate. Politicians have fought to dismantle Bilingual Education programs in favor of English-Only instruction. In 1998, Proposition 227 in California outlawed Bilingual Education, stating that all children "shall be taught in English" (Baker, 2011, p. 190). The nation's fear of foreigners has masked the truth behind Bilingual Education's genuine objectives. Bilingual Education advocates strive to remind people that the purpose of such programs is not only to preserve home languages, but also to acquire English. In 2001, the No Child Left Behind Act was passed by President George W. Bush. This federal legislation had radical requirements for ELLs. All ELLs were required to make Adequate Yearly Progress (AYP) in terms of their progress in learning English and were subjected to many high-stakes assessments. Bilingualism was not fully supported by politicians as they favored English-Only instruction over Bilingual Education programs.   Unfortunately, bilingualism was seen as a threat to the strength, success and integrity of education in the United States, rather than an advantage that has the possibility to transform society and allow there to be communal acceptance of various cultural identities.

Additionally, the feeling of acceptance and the learning of one language through another is naturally linked to success.

Despite the political drama, schools across the United States continue to implement several versions of the two different types of Bilingual education programs. In each program, the manner in which the two languages are used differs slightly; however, the goal always remains the same, to learn English while maintaining their native language. Educators who work in Dual Language One-Way or Transitional Bilingual Education programs strive to assist children in becoming proficient in English while maintaining their native language and as using it as a resource.

Two-way Bilingual Education programs, such as Dual Language Two-Way programs, differ slightly in that the educators work to assist children in becoming proficient in both English and in their native language. "The promise of dual language education has spurred a movement in the field of bilingual education to shift from remedial programs to enrichment forms of bilingual education," (Alanís & Rodríguez, 2008, p. 305). Dual language programs are enriching in that they are additive. They allow students to preserve more than just their native language. They allow students to feel accepted and to be able to hold on to their cultural identities.

There are many features that allow dual language programs to exist successfully. Dual language programs demand highly effective bilingual teachers who speak the students' native language. These teachers need to be well-versed in second language acquisition strategies, hands-on learning, and higher-order thinking skills. Higher education institutions can assist bilingual teachers in attaining these important skills and strategies to support their students in being successful. Parent participation in dual language programs is also essential. Parents can

provide a wonderful avenue of support for these programs. Committed parents understand the "bilingual and bicultural benefits afforded to their children" (Alanís & Rodríguez, 2008, p. 314).

Administrative support and leadership is another major feature of success. Without supportive and understanding leaders, a dual language program is destined for a certain amount of failure. Collaboration among administrators, teachers, and parents is a key element of success in the education of ELLs. Just as in sports, if a key player is removed from a game, attaining the end goal of winning becomes much more difficult; someone must lose, and in this case, it will be the students. Therefore, collaborative administrators who are committed to providing ELLs with quality education can assist in creating successful dual language programs. "Recent research has determined that the principal's level of commitment to a program is essential to implementing and maintaining enriched education programs such as dual-language education" (Alanís & Rodríguez, 2008, p. 315). Without such programs, ELLs will continue to be denied opportunities to excel.

Another important feature of success of dual language programs is the way in which dual language programs choose to separate the primary and second language. This separation often varies from state to state, district to district, and by school to school. However, the one aspect that remains consistent is that the languages are clearly separated. Some programs choose to distribute the languages by subject area, some by time of the day, and others by day of the week. It is important that the languages be separated so that each can be developed accordingly and so that then students are able to "transfer the knowledge and skills gained to the other language" (Gomez, Freeman, & Freeman, 2005, p. 154).

The achievement gap among English-speaking and Spanish-speaking students in Dual Language Programs is continuing to grow. An effective Dual Language program actively draws

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on students' native language skills in order to develop skills in their second language. Allowing students to use their native language also allows them to work at their "own cognitive level[s]" (Brisk, 1999, p. 137). Dual Language programs that give students the opportunity to acquire another language and culture, without having to sacrifice their own individual identities, are the programs that are rightly efficacious. Dual Language two-way bilingual programs must represent a "pluralistic view of language," in recognizing that "bilingualism is cognitively, socially, and affectively beneficial both for students learning English and for those who are English dominant" (Alanís & Rodríguez, 2008, pp. 306-307). Bilingualism is a key component of college and career success in the 21st century. Therefore, it is important that Dual Language programs exercise the importance of supporting students' home or native languages starting in the early years. "Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is promoted" (Closing the achievement gap for dual language learners).

Programs that do not value the importance of both languages equally are a disservice to students. It is imperative that children in Dual Language programs are given ample opportunities and resources to be able to build upon their home languages. Educators furthermore, must set high linguistic and academic demands for their students and must develop and acquire adequate and appropriate resources to do so. However, more often than not Dual Language programs have a plethora of English resources and a shortage of Spanish resources. This has an adverse effect on both the native Spanish-speaking students and the English-speaking students who are learning to speak Spanish as their second language in these programs.

Ultimately, in order for a dual language program to succeed, it must be provided with adequate and appropriate instructional resources or curriculum in both languages. Unfortunately,

not all programs have such resources. Without these, students are not given a fair opportunity at academic success. "Common sense suggests that most students will fall behind if they start school unable to understand the language their teacher is speaking" (Lopez, p. 2) and without the ability to use their first language to build upon the second, the achievement gap between English-speaking students and English Language Learners will continue to grow. Researchers in California found that "children who do not receive home language support and development showed large decreases in reading and math achievement by fifth grade and represented the largest number of high school dropouts" (p. 4). Other studies have confirmed that "greater resource inputs are related to higher achievement" (Greenwald, Hedges, & Laine, 1996, p. 369).

Often Dual Language programs are given a substantial amount of English resources and a fluctuating amount of Spanish resources. Without an adequate amount of Spanish resources, there may be a lack of rigor in the academic demands of the programs influencing students to have a trifling sense of motivation to succeed. If the opportunities for students to use their home language are limited in the classroom, it may cause a hindrance in their development in that language, as well as in their second language, English. Without the necessary resources to succeed, native Spanish-speaking students are destined for failure. Studies have shown that "even as Hispanic high school graduation rates and college enrollment rates improve, they [Hispanic students] are falling further behind Whites" (Tienda, 2009, p. 21). High-quality Dual-Language programs that start in early years can assist in decreasing the achievement gap among Spanish-speaking and English-speaking students.

High-quality Dual Language programs have high-quality resources. Educators must carefully choose the curriculum and resources they will use for their Dual-Language programs. Searching for resources can be a tiring, but extremely important task. It requires a great deal of

research, dedication, and time. The "selection of instructional materials is part of sound program planning" (Guidelines for selction of materials in English language arts programs, 1996) and therefore extremely important.

Choosing resources for an educational program should be a democratic process involving students, teachers, administrators, district language arts coordinators, librarians, and leaders in professional organizations. The resources chosen for a Dual Language program can include picture books, novels, textbooks, workbooks, computer software, DVDs, magazines, and much more. It is crucial that resources are chosen wisely, while keeping in mind the program's educational objectives and the needs of the students for whom they are intended. In choosing materials, it is critical that all involved recognize that the learners are more important than the curriculum itself.

It is important to develop a list of criteria in advance so that the selection process is efficient. Each resource needs to be evaluated individually based on the educational objectives and student needs in order to decide whether or not to include it in the program. The process for selecting the materials is tremendously imperative and consequently all materials should be considered with full deliberation.

Instructional materials that clearly adhere to the linguistic objectives of Dual Language programs are crucial. The materials must allow students to "interact with words, images, and ideas in ways that develop their abilities in reading, listening, viewing, thinking, speaking, writing, and using media and technology" in both Spanish and English (Guidelines for selction of materials in English language arts programs, 1996). Furthermore, it is necessary that these materials not only meet the linguistic objectives, but do so while presenting "various points of view, situations, and styles; addressing diverse ability levels; and representing the contributions

of people of diverse religions, ages, races, ethnicity, abilities, and cultures" (1996).

Furthermore, in order to meet the needs of the students of these programs the materials should

draw upon students' backgrounds. The language and content of the texts and materials should be

relatable and comprehensible for students. For example, if the target population for these

materials is students from Puerto Rico then the materials should be written in "Puerto Rican"

Spanish versus Spanish from Spain. Using multicultural, applicable resources is a great way to

motivate and involve students by allowing them to connect their "personal experiences with

vicarious [educational] experiences" (1996). Resources must also be age and grade level

appropriate for students. When looking at materials for Dual Language programs, resources

must be adequately appropriate in both English and Spanish. The quality and quantity of the

Spanish resources must correlate with that of the English resources.

There are varieties of Spanish resources that are currently available for Dual Language

Bilingual Education programs. These resources can range from websites, to downloadable

pages, to textbooks and workbooks, leveled texts, written curriculum, magazines, and to online

programs and applications. Unfortunately, not all Bilingual programs have ready access to these

resources. There are many resources, which are free online, and others, which must be

purchased using sufficient funds. Due to a lack of administrative and district support and

leadership, many of these Bilingual programs have an abundance of English resources and a

shortage of resources in Spanish.

There are multiple different curricula in Spanish that have been developed for Bilingual

Education Dual Language programs. The McGraw Hill educational company has developed

several different Spanish language academic programs. There is a K-6 Spanish Reading program

that they have created called ¡Imagínalo!. The program focuses on teaching phonemic

awareness, phonics, reading comprehension and fluency, higher-order thinking skills, grammar, spelling, writing, speaking, listening, and vocabulary instruction. The physical components of the program include leveled and cross-curricular non-fiction and fiction student readers, student workbooks, take-home decodable stories, big social studies and science books, a phonics kit, and a reading intervention kit, along with teacher guides. Additionally the program includes activities to "ensure English Learner success," (Program overview: What is SRA ¡Imagínalo!, 2007).

The K-6 McGraw Hill Science curriculum in Spanish is called Ciencias: Un Vistazo Mas A Fondo. This program is based upon a 5 step inquiry model; engage, explore, explain, evaluate, and extend, (Program overview: Macmillan/McGraw Hill Science A Closer Look, 2011). This program challenges students' conceptions of science using a variety of different methods and activities including hands-on activities. The program also strives to connect the curriculum to other academic areas such as math and writing.

McGraw Hill has also developed Curriculum in Spanish for Math and Health called Mis Matemáticas and Salud y Bienestar. The Math program was written to meet the current Common Core State Standards. The program not only includes many physical components such as content readers, workbooks, manipulatives, teacher manuals, and textbooks; it also has online games and downloadable apps to "move students from learning abstract concepts to concepts they can apply" (McGraw-Hill My Math , 2013). The Health program also includes content readers, along with life skills workbooks and big books. All of McGraw Hill's Spanish academic programs are rigorous, engaging, and align to Common Core State Standards. They are high quality programs that structure learning in a way that is fun for students.   The materials however

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are quite expensive, and, therefore, many bilingual dual language programs have unfortunately chosen not to adopt such physical academic programs.

Another Spanish Language program that has been developed for Bilingual Education programs is called Estrellita. Estrellita is a Pre-K-1 accelerated beginning Spanish reading program. This program focuses on phonemic awareness, phonics and fluency. Estrellita is a program that focuses on differentiated instruction striving to meet the needs of all individual learners and their diverse levels of literacy. Estrellita also teaches vowel sounds before consonants and letter sounds before letter names. Additionally, Estrellita "maps beginning sounds to pictures to assist children in making the connection from the known (picture) to the unknown (symbol representing the beginning sound)" for visual learners (Myer, 2010, p. 11). In addition, the Estrellita program uses a syllabic approach throughout the reading process.

In addition to all of the bilingual resources that educators can purchase for a fee there are several resources that are available online. There are several websites, such as BrainPop Español, which are a great resource for bilingual programs. BrainPop Español is a website that has videos, lesson plans, online activities, quizzes, and much more in Spanish. Additionally, the site features videos and activities for many different subject areas such as science, social studies, math, health, technology, art and music, and the Spanish language itself. You can purchase a year subscription for sites such as these. There are also websites that have worksheets available in Spanish for free, but these sites are few and far between.

Bilingual programs often fail to receive the sufficient amount of materials they need, especially in Spanish. Acquiring Spanish resources for a Dual Language program can be difficult, but there are ways to obtain them. There is a variety of different ways to secure these Spanish resources. Yet, many of these ways can be complicated. For example, educators and

school district professionals can appeal to the community and parents for donations, whether it is a fundraiser for money to purchase resources, or the donation of actual resources. However, this can be problematic especially if the community is poverty stricken and lacks adequate resources itself. Another example may be that teachers and other educators work to translate materials that they already have into Spanish to be used in these programs. However, this can be a time consuming process that not all are willing or able to commit to. Additionally, there is the option of using free, or subscription based online resources, but those are often limited and not always culturally appropriate.

Educational budgets have been tightened nationwide making it extremely difficult for educational institutions to secure the resources they most desperately need. Since government funding is limited many teachers "look for new sources of money" and one way to do this is to "consider applying for a grant" (Anastasi & Hughes, 2003, p. 174). A grant is a sum of money given by an organization for a specific purpose. A grant is given as an award and does not need to be repaid. Educational grants are often given to educators to fund the purchase of academic resources.

There is a variety of ways to search for and find appropriate grants for any purpose. There are several government websites such as www.grants.gov where educators can browse through several categories of grants in order to find a few that may fit their appropriate needs. If that does not suffice, starting with a Google search may be the way to go. Numerous educational organizations and companies have grants available for educators. Millions of dollars are given in grants each year. Securing a grant can ultimately "enhance the quality of education in the classroom" (Bartlett II, Mupinga, & Higgins, 2004, p. 122). Grants can be used to "improve instruction, upgrade equipment, and implement innovative programs" and they are "available

from local, state, and federal agencies, nonprofit foundations, and private corporations" (2004, p. 122).

Once the right grant is found, the writing process begins. There are websites, articles and even books that can assist in the grant writing process such as the website the "Grant Writer's toolkit" and the book "The Grant Writer's Cookbook for Writing Winning Grant Proposals." In writing a grant, it is important to thoroughly describe the problem that the educator, students, or school is facing. Specific information and data should be given in order to stress the significance of this problem and why it should be funded. Additionally, it is important that in the grant application the person applying states the objectives or "expected outcomes" and that they "emphasize how the project [resources] will enhance the learning of students" (Bartlett II, Mupinga, & Higgins, 2004, p. 123). Furthermore, the methods in which these objectives will be met must be identified. The grant application should also clarify the individuals who will work with students in order to help achieve these expected objectives, and their qualifications. The grant writing process can take from minutes to months depending on the grant. Either way, it is important that the grant writer pay great attention to detail and be as persuasive as possible by providing significant evidence.

In conclusion, the most realistic method for procuring educational resources is through a grant. The process of grant writing can be time consuming, and the selection of recipients is often extremely competitive. However, the potential money that may be received is usually a greater amount than what educators are able to gather from fundraisers or donations. The researcher understood the necessity of acquiring Spanish resources for her own classroom, so that her students would have ample opportunities to improve their Spanish language skills. Therefore, she chose to apply for a grant as her method of hopefully attaining these resources.

Chapter Three

The National Education Association (NEA) is a national union that represents public

school teachers and support professionals, faculty at public colleges and universities, retired

educators, and college students who are in the process of becoming teachers. The NEA has been

supporting educational professionals since 1857. They have provided educators with many tools

to help students achieve. Over the years, the NEA has partnered with funders to provide

educators with financial resources so that students have better opportunities to attain academic

success. The NEA states on their online website, www.neafoundation.org, "The way we see it,

together with our partners, our funders, the educators, and the communities and students we

serve, we're investing in a brighter future," (About the NEA Foundation, 2012).

The NEA believes in educators, and over the past 10 years they have funded 4,500 grants

to public school educators, awarding over $7.1 million. The Foundation reviews grant

applications three times a year, giving educators several opportunities to apply. "Any practicing

U.S. teacher, counselor, or education support professional employed by a public school,

including public higher education institutions, is eligible to apply for a grant from the

Foundation" (About the NEA Foundation, 2012).

The NEA has an application for two different types of grants on their website. Educators

can apply for either a "Student Achievement Grant" or "Learning and Leadership" grant for

either $2000 or $5000. The requirement for these grants is that the desired materials or project

allow students to participate in deep critical thinking and problem solving in order to address

state standards in an engaging manner. Herewith, students are to become more independent and

self-directed in their learning.

The researcher applied for a Student Achievement Grant of $5,000 for her classroom. In order to apply for this grant, the researcher had to have a partner applicant. Therefore, she chose to use her co-teacher, as they share both a classroom and students. The NEA also suggests there be a fiscal agent, or a designated organization, to handle the funds, if the grant is awarded. If a fiscal agent is not appointed, the lead applicant can serve as the authorized representative, handling all monies. The researcher decided to serve as this authorized representative. Moreover, the researcher had to inform her supervising administrator of her intent to submit the grant proposal as the application required a signature from a school principal.

The application for this grant required the researcher to answer several questions regarding exactly how the money, if obtained, would be put to use. The researcher had to first provide a brief summary that stated the academic goals students would meet, and the methods in which they would do so using the materials purchased. Following this summary there were four other, more specific, questions that the researcher had to answer as part of the grant application.

The first question asked the researcher to fully describe her project, the goals for student learning and how each outcome would be measured. The researcher, therefore, set four learning objectives based on the content of the materials she wished to acquire. She wanted her students to develop their reading comprehension skills, read texts fluently in Spanish, use their knowledge of phonics in Spanish accurately, and implement Spanish grammar correctly using both oral and written language. It was also important that the researcher clearly choose materials that met current academic standards for learning for the specific group of students in her classroom. Therefore, she chose a couple of current New and Home Language Common Core State Standards that would accurately reflect her goals for students. Overall, the researcher wanted her students, both English and Spanish dominant, to have the opportunity to become better readers,

writers, thinkers, listeners, and speakers in Spanish. In order to measure these goals for student

learning the researcher chose two Spanish language assessments that she has at her disposal, the

EDL or "Evaluación del desarrollo de la lectura," and the Aprenda exam. These two

assessments will allow the researcher to assess students' academic progress and ensure that the

materials are successful in helping students reach high levels of academic success.

The second question on the grant application asked the researcher and applicant to

describe the student need for this work, or the materials, based on academic need first, followed

by sociological, economic, emotional, and cultural need. Over time research has concluded that

learning two languages simultaneously can be quite advantageous for young children, as the

learning of the child's native language can assist in the development of the second language. In

order for this to become possible, adequate resources must be available in both languages,

especially in dual language programs and classrooms. However, this is not the case in the

researcher's classroom. Additionally, this lack of materials in Spanish indirectly suggests that

English is more important that Spanish. With equally appropriate materials in both languages,

students are less likely to have feelings of unworthiness and social rejection because of their

home culture and language.

Part of this grant application, required the researcher to, in detail, explain the activities in

which the applicant would engage her students in critical thinking and problem solving in order

to meet her earlier stated goals. In order to do this, she had to explain how each specific material

that would be purchased would be used. The researcher, chose the McGraw Hill Education

Spanish Reading Program, ¡Imagínalo!. She chose this program because it effusively

incorporates the current Common Core state standards with a variety of engaging activities for

students. She chose specific materials from the second grade program that she believed would

assist her students in attaining academic success in the Spanish language. She described how the program focused on teaching phonemic awareness, phonics, reading comprehension and fluency, higher-order thinking skills, grammar, spelling, writing, speaking, listening, and vocabulary instruction using several different physical components.

The components of ¡Imagínalo! that the researcher wished to acquire were leveled and cross-curricular non-fiction and fiction student readers, along with social studies and science read-aloud books. Furthermore, she sought after the supplementary student workbooks, language arts handbook, take-home decodable stories, and phonics kit. In the researcher's second grade classroom, each day, students engage in an hour of Spanish Reader's Workshop. During this hour the students participate in a variety of activities including guided reading groups, independent reading and response, where the focus involves comprehension and fluency, and word work that includes vocabulary, spelling, and phonics development.

The materials purchased would be of significant usage throughout this hour of Spanish Reader's Workshop. Currently there is no Spanish curriculum for the Dual Language program at the researcher's school. The students do not experience consistency in their Spanish learning, and, therefore, the researcher wanted to acquire materials from McGraw Hill's ¡Imagínalo! to provide some type of academic learning stability for these children. Of the materials from this second grade program, the student readers will assist students in developing their reading fluency. The language arts handbook will be helpful in developing Spanish grammar skills, and the phonics kits will assist students in cultivating their knowledge of letters and syllables, which will help to improve their reading fluency. Reading comprehension, phonics skills, and grammar will also be addressed using the student workbooks. Furthermore, the Read-Aloud books will be used in group learning to help students with their comprehension and listening skills. It was also

essential that students use these materials in higher-order thinking activities in order to describe, explain, interpret, synthesize, analyze, and evaluate texts.

The final question on the grant application asked the applicant to explain how this "project" will be sustained beyond the twelve month grant period, and how it provides a model that can be used by other educators.   The researcher submitted a budget proposal for the first year of use that detailed the quantity needed of each material along with the individual cost, and total cost for the entire quantity purchased for each item. The final subtotal was $4, 965, not including tax and shipping. The ¡Imagínalo! materials will initially support the researcher's Dual Language students for the 2014-2015 school year. However, they will also support the researcher's students in the years following. The ¡Imagínalo! program is rather costly, which is the reason the researcher applied for this grant. Many of the materials will be able to be re-used, and the disposable materials will be purchased again through Parent-Teacher Association (PTA) fundraisers, community donations, and Title IV grants awarded to the PTA yearly to purchase school materials. Additionally, if the researcher happens to leave her classroom, professional development training will be provided for incoming staff.

Moreover, this ¡Imagínalo! program will provide a model for the Dual-Language program at the researcher's school, as there is no specific Spanish curriculum being used now in time. The materials will assist students in becoming biliterate in our ever-growing multilingual society.

Overall, the process of completing the application was not rather challenging, but required an extraordinary level of specificity. In order to clarify the necessity of the materials the researcher/applicant had to provide comprehensive familiarity of the theory behind Dual-Language programs and the triumph that they bring to children, both presently and in the future.

She also had to clearly support her learning objectives by describing exactly how the materials

would benefit students, and furthermore, how these objectives would be measured.

Chapter Four

Conclusions

The purpose of this research project was to inform educators of the necessity for adequate and appropriate academic Spanish resources in Dual Language programs. The researcher surveyed Dual Language teachers at two public schools in Rochester, New York and found that many other educators like herself felt that there were not enough Spanish resources in their own classrooms. Many agreed that this lack of resources was negatively impacting students academically. Moreover, she learned that the majority of these educators thought that the best method of acquiring Spanish language resources was through the submittal of a grant proposal. Hence, a grant application was submitted to the NEA asking for such resources for the researcher's own second grade Dual Language classroom at a public school in Rochester, New York.

Dual Language programs cannot exist successfully without equally appropriate resources in both languages. It is crucial for educators to recognize that a shortage of Spanish language resources will not affect Spanish dominant students negatively, but English dominant students as well. Furthermore, the academic achievement gap among these two groups of students will continue to grow substantially. High school drop-out rates will continue to grow for Spanish-speaking students, and with that the graduation rate will continue to decrease. With the number of Spanish-speakers in the United States increasing each year, it is critical that educators ensure that no child is left behind, and that all children are provided with the resources they need to thrive academically.

As an educator of students in a Dual Language program the researcher understood the challenges her students were facing, and the steps she needed to take to resolve this issue. The second grade Spanish language arts resources that the researcher hopes to acquire will, therefore,

be put to good use in her classroom. The resources, when used appropriately, will allow the researcher's students the opportunity to meet grade level standards and become better readers, writers, thinkers, listeners and speakers in Spanish.

Limitations

In doing this research project, the researcher came across several limitations that impeded her ability to have a world-wide view of how a lack of Spanish resources affects students. Her survey sample size consisted of only 16 Dual Language teachers from two schools within the same urban school district in New York. The researcher was, therefore, able to see how this issue affects other educators and their population of students. However, she was unable to discover if other Dual Language educators across the nation are facing this same problem. A larger sample size of teachers from several states and from different types of communities, urban, suburban and rural, could have provided more information and data to support the statement that a lack of Spanish resources negatively impacts students in Dual Language programs.

Another limitation found was that there is not enough research focusing on how to close the achievement gap among Spanish-speaking students and English-speaking students. There was research that profusely stated the fact that there was a gap, but it did not state pertinent ways to reduce the extent of this gap. More research should be done to ensure that acquiring adequate resources in Spanish is a suitable way to assist in closing this ever-growing gap. This research must apply to students of all age groups, Grade Pre-K through 12, and to students at all levels of proficiency in the Spanish language.

Recommendations

Several recommendations have arisen through the construction of this thesis project. The grant application written by the researcher can serve as a model for other Dual Language educators who would like to acquire Spanish materials for their classrooms. Additionally, the thesis itself provides much research in terms of the issues regarding Dual Language education, such as the achievement gap between Spanish-speaking and English-speaking students. The researcher recommends that more research be done on how to truly resolve this issue, instead of solely stating the significance of the issue itself. Furthermore, the researcher recommends that certain Spanish language materials be evaluated in research projects, so that educators know where to start when attempting to close the gap within their own classrooms. Finally, once it is determined which materials will best support students in their education and in decreasing this gap, manuals should be created on how to correctly implement the materials in a Dual Language program at any grade level.

Overall, although much was investigated in regards to the significance of the achievement gap, more research is needed in order to ensure that Spanish-speaking students' future academic outcomes are more desirable and equal to those of their English-speaking peers.

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Appendix A

Bilingual Education Materials Survey

Directions: Please answer the following questions from your own professional experiences as a Bilingual Educator.

1. Is the bilingual education program at your school provided with adequate/appropriate resources in Spanish for students to meet the current common core standards?

    a. If you answered no, what effect does this have on the learning of your Spanish dominant students? Choose your top 3 answers.

        i. Test preparation
        ii. Test performance
        iii. Out of class practice
        iv. In class practice

2. On a scale of 1 to 5 react to the following statements:

    The lack of resources contributes to lower achievement for Spanish dominant students on standardized assessments.

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

    The lack of resources contributes to lower achievement for Spanish dominant students on classroom assessments.

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

3. Is the bilingual education program at your school provided with adequate/appropriate resources in English for students to meet the current common core standards

    a. If you answered no, what effect does this have on the learning of your English dominant students? Choose your top 3 answers.

        i. Test preparation
        ii. Test performance
        iii. Out of class practice
        iv. In class practice

4. On a scale of 1 to 5 react to the following statements:

The lack of resources contributes to lower achievement for English dominant students on standardized assessments.

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

The lack of resources contributes to lower achievement for English dominant students on classroom assessments.

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

5. What do you feel is the best way for bilingual programs to acquire adequate resources in both Spanish and English? Please select your top choice.

    a. Grant money

    b. Professional Development opportunities regarding where to access appropriate materials

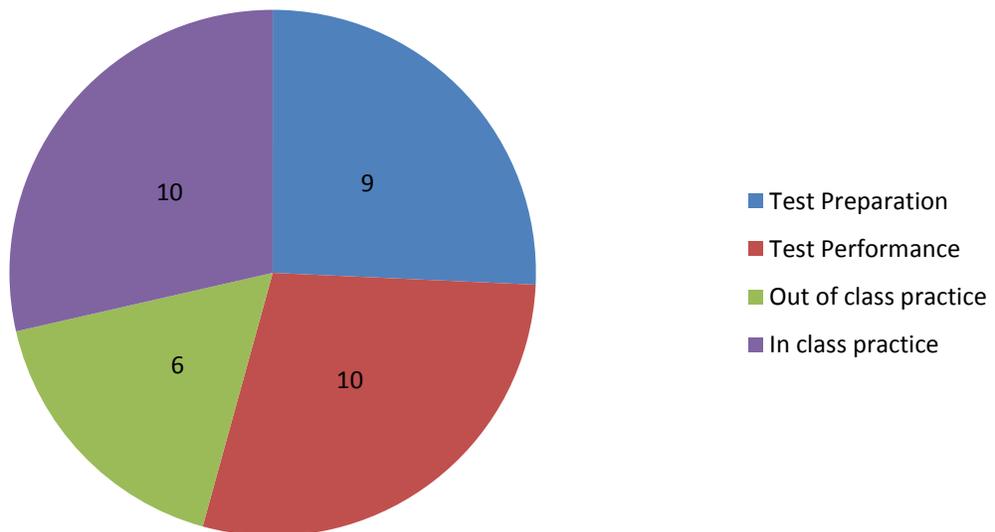   c. Parent/Community contributions

    d. Other (Please explain)

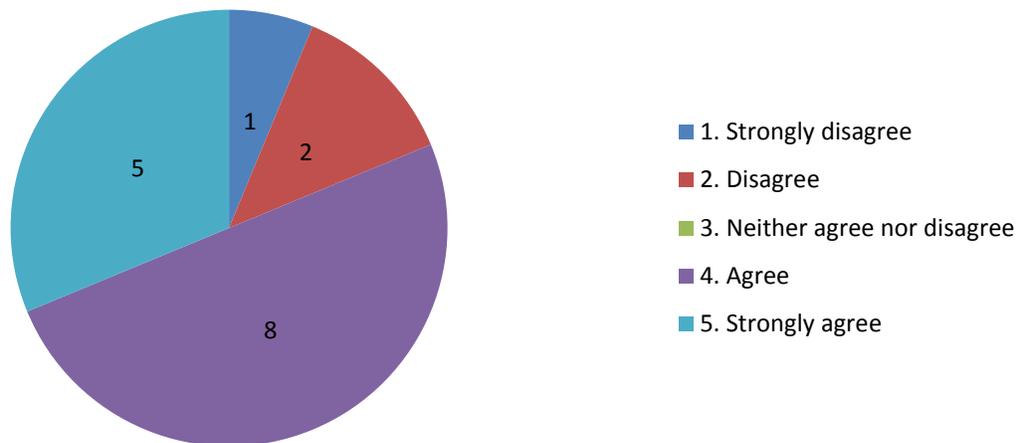# Appendix A-1

Data from School # 33 and School #12

1. Is the bilingual education program at your school provided with adequate/appropriate resources in Spanish for students to meet the current common core Standards?
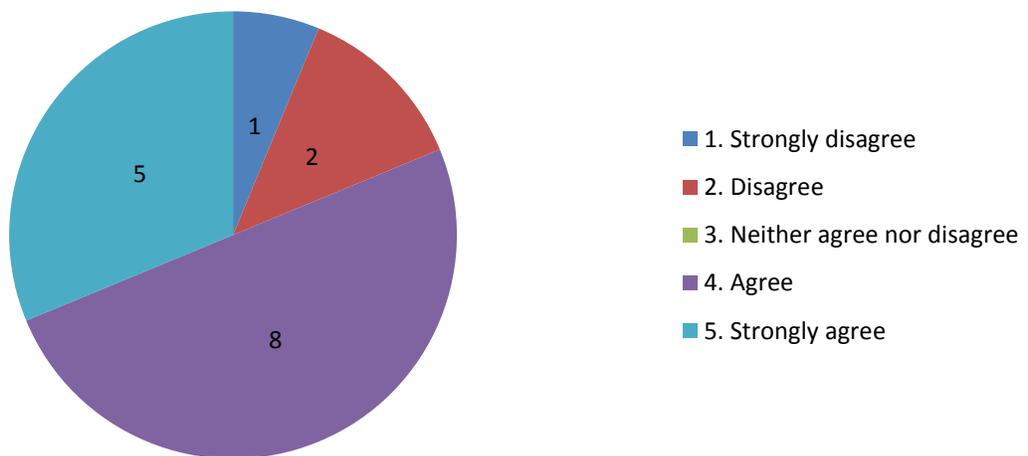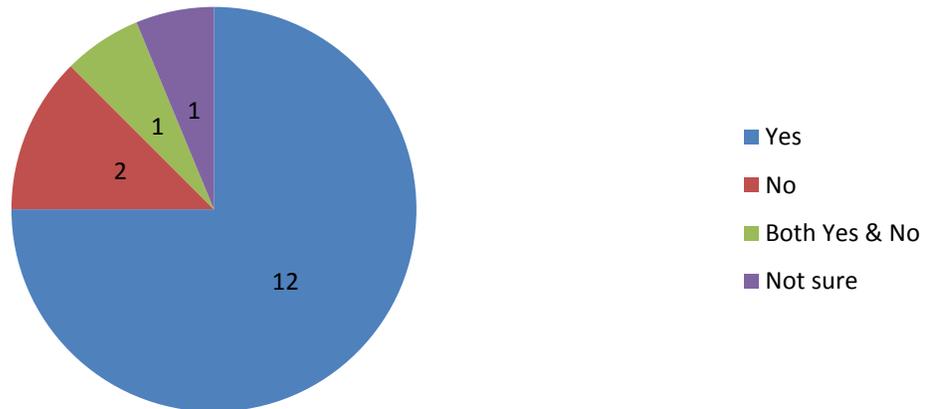
Yes: 3
No: 12
Both Yes & No: 1

1a. If you answered no, what effect does this have on the learning of your Spanish dominant students? Choose your top 3 answers.

Test Preparation: 9
Test Performance: 10
Out of class practice: 6
In class practice: 10

2. On a scale of 1 to 5 react to the following statement: *"The lack of resources contributes to lower achievement for Spanish dominant students on standardized assessments."*
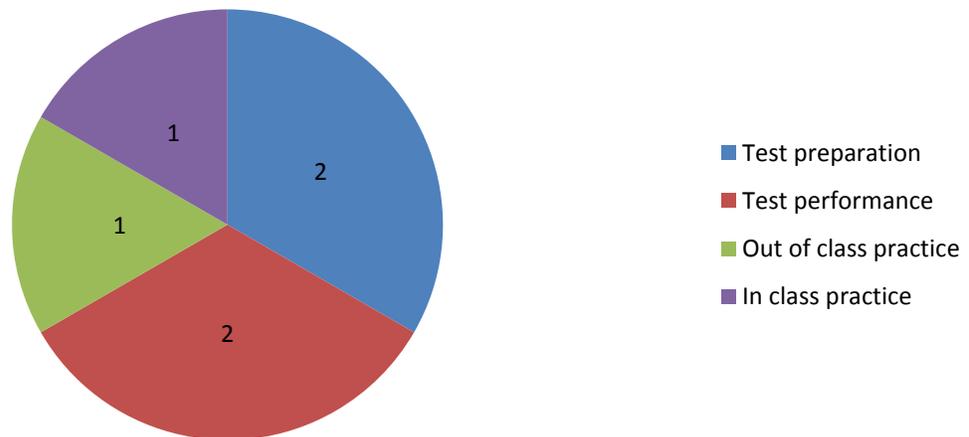

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree

2. On a scale of 1 to 5 react to the following statement: *"The lack of resources contributes to lower achievement for Spanish dominant students on classroom assessments."*

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
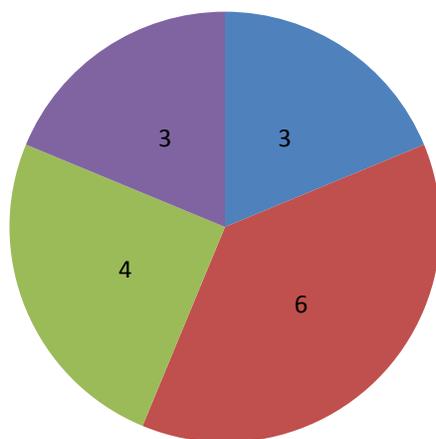- 4. Agree
- 5. Strongly agree

3. Is the bilingual education program at your school provided with adequate/appropriate resources in English for students to meet the current common core standards?

- ■ Yes
- ■ No
- ■ Both Yes & No
- ■ Not sure

3a. If you answered no, what effect does this have on the learning of your English dominant students? Choose your top 3 answers.

- ■ Test preparation
- ■ Test performance
- ■ Out of class practice
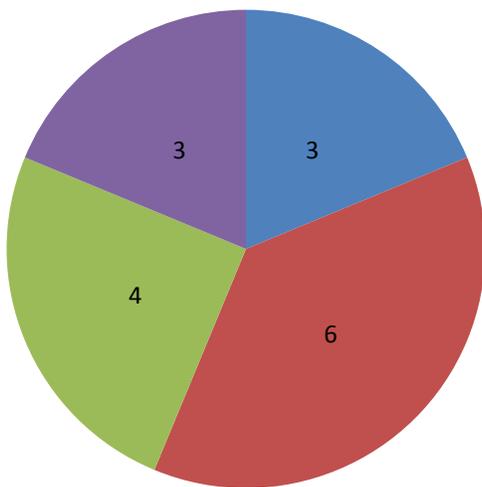- ■ In class practice

4. On a scale of 1 to 5 react to the following statement: *"The lack of resources contributes to lower achievement for English dominant students on standardized assessments."*
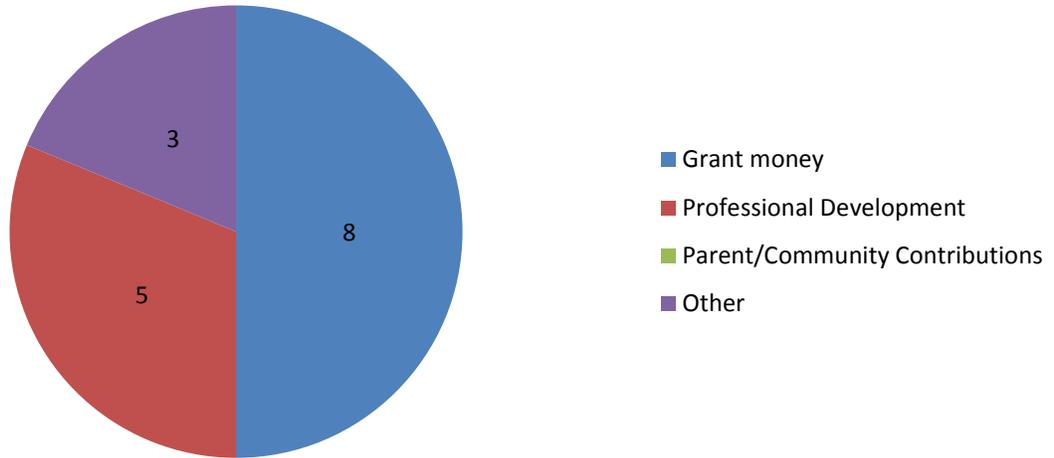
- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree

4. On a scale of 1 to 5 react to the following statement: *"The lack of resources contributes to lower achievement for English dominant students on standardized assessments."*
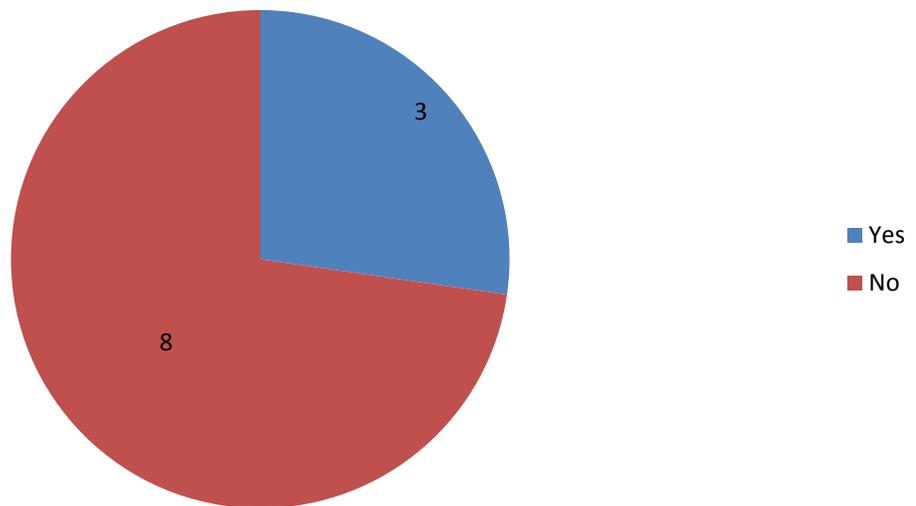
- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree

5. What do you feel is the best way for bilingual programs to acquire adequate resources in both Spanish and English? Please select your top choice.
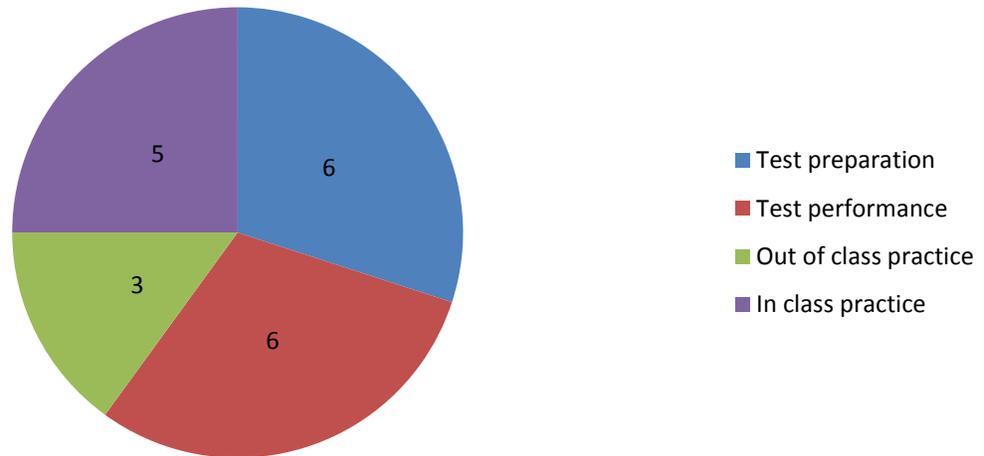

- Grant money
- Professional Development
- Parent/Community Contributions
- Other

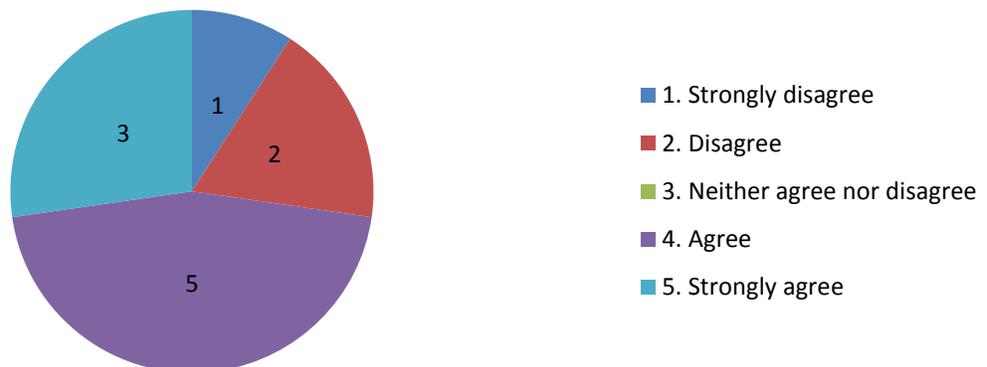---

Data from solely School #33

1. Is the bilingual education program at your school provided with adequate/appropriate resources in Spanish for students to meet the current common core Standards?

- Yes
- No

1a. If you answered no, what effect does this have on the learning of your Spanish dominant students? Choose your top 3 answers.

- Test preparation
- Test performance
- Out of class practice
- In class practice

2. On a scale of 1 to 5 react to the following statement: *"The lack of resources contributes to lower achievement for Spanish dominant students on standardized assessments."*

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree

2. On a scale of 1 to 5 react to the following statement:
"The lack of resources contributes to lower achievement for Spanish dominant students on classroom assessments."

- ■ 1. Strongly disagree
- ■ 2. Disagree
- ■ 3. Neither agree nor disagree
- ■ 4. Agree
- ■ 5. Strongly agree

3. Is the bilingual education program at your school provided with adequate/appropriate resources in English for students to meet the current common core standards?
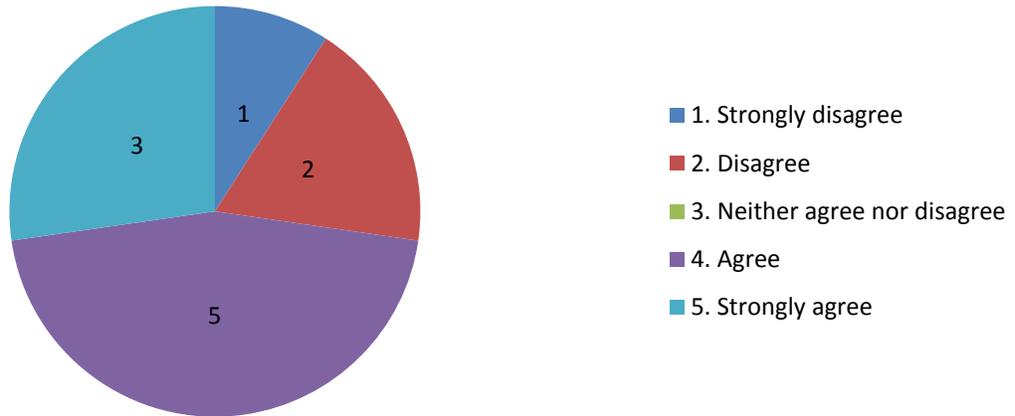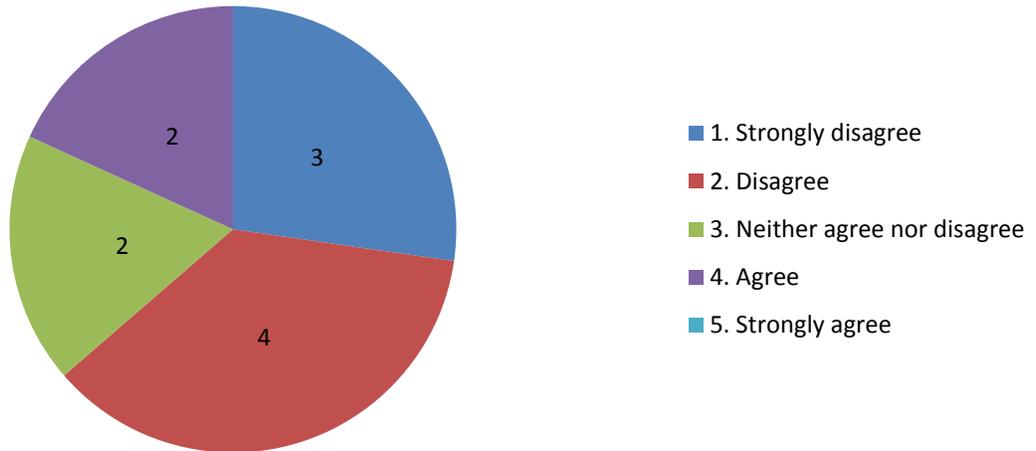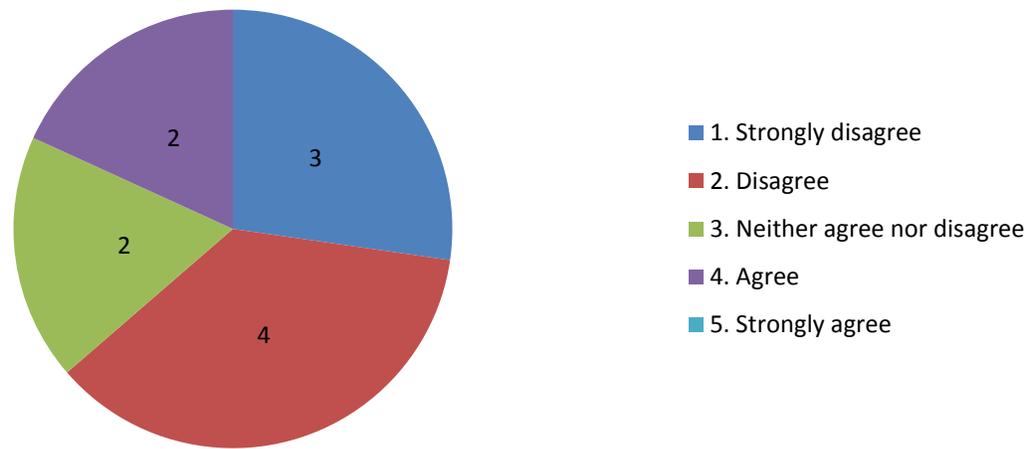

- ■ Yes
- ■ No
- ■ Not Sure

3a. No data: There were zero answers of "No"

4. On a scale of 1 to 5 react to the following statement:
"The lack of resources contributes to lower achievement for English dominant students on standardized assessments."

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree

4. On a scale of 1 to 5 react to the following statement:
"The lack of resources contributes to lower achievement for English dominant students on classroom assessments."

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree

45

5. What do you feel is the best way for bilingual programs to acquire adequate resources in both Spanish and English? Please select your top choice.

Grant Money
Professional Development
Parent/Community Contributions
Other

46
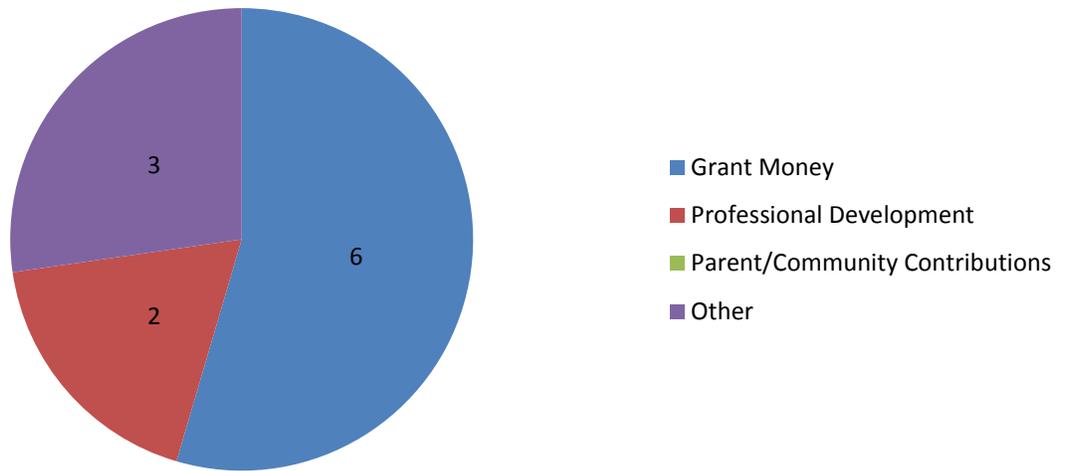
Appendix A-2

The application you previously submitted appears below. No further changes may be made to this application.

Proposal Information

*Project Title   Spanish Language Arts Resources for a Dual Language Program

*Requested Amount $5,000

*Proposal Budget
- Budget Proposal.pdf (88.62 K), uploaded by Megan Cooley on 03/16/2014

*Students Benefited   26

*Educators Benefited   2

Additional Support
No additional support will be provided by other sources.

*Summary
To assist students in a Dual Language program become better readers, writers, thinkers, listeners, and speakers in Spanish. Ms. Cooley, and Miss Plandowski, will use the McGraw Hill Education Common Core Spanish Reading Curriculum, ¡Imagínalo!, daily during Spanish Reader's Workshop. Students, both English and Spanish dominant, will work both individually and in collaborative groups. They will be given the opportunity to discuss texts aloud with classmates and teachers. Students will use critical thinking skills to evaluate and comprehend texts. Additionally, students will participate in creative writing and Spanish skills activities.

*Describe your project, including goals for student learning and how you will measure each outcome. Be sure to include the standards with which you will be linking your work.

The money from this grant will be used to purchase Spanish Language Arts resources from McGraw Hill Education. Daily, in the applicant's classroom, both Spanish & English dominant students participate in an hour of Spanish Reader's Workshop. Each day, during this hour, students participate in one of the five following activities: guided reading, word work (vocabulary, spelling, & phonics development), independent reading comprehension & response, Spanish language arts games, & technology-based activities. The materials currently used in the applicant's classroom are not part of a curriculum. Instead, they are materials found from a variety of sources, & do not provide students with consistency. These new materials will make these activities more engaging & exciting for students. With these new materials students will reach the following academic goals:

1. Students will be able to develop their reading comprehension skills using grade level appropriate texts. This will in turn help them to improve their critical & abstract thinking skills, identify key story elements, & recognize and interpret reading concepts such as fact & opinion, & cause & effect with 75% accuracy.
2. Students will be able to read texts fluently in Spanish with 75% accuracy.
3. Students will be able to use their knowledge of phonics in Spanish to blend sounds for more complex words (ex. digraphs, blends, vowels, word families, consonants) with 75% accuracy.
4. Students will be able to correctly implement Spanish grammar using both written & oral communication with 75% accuracy.

In order to ensure that the students have reached these goals, the applicant will regularly assess students. The applicant will use the formal Spanish reading assessment "Evaluación del desarrollo de la lectura" (EDL), (the evaluation of the development of reading) to measure all four goals. The EDL comes with leveled texts & with each text there is a packet to evaluate students reading comprehension, fluency, &

grammar. There are questions in each packet to assess reading comprehension. The responses to these questions must be both verbal & written, & must be grammatically correct. Additionally, there is a section where students must read aloud to assess fluency. Furthermore, the EDL kit also includes a component called "Análisis de palabras" (the analysis of words), used to assess students' phonics skills. The applicant has this assessment kit available to her already.

The applicant will also use the "Aprenda" exam in her classroom to ensure the students have reached goals one & the writing part of goal four. This exam is provided to the applicant by her school district. The Aprenda is a standardized exam administered to students in grades K-12 to assess students' reading & writing skills, vocabulary, & knowledge of certain academic subjects in Spanish.

The purchase of these materials will also help students meet New York State's Home & New Language Common Core Progressions. Students will be able to meet the Home & New Language Arts Common Core Anchor Standard SL.4: present information, findings, & supporting evidence such that listeners can follow the line of reasoning & the organization, development, & style are appropriate to task, purpose & audience. They will also meet Common Core Anchor Standard RI.4: Interpret words & phrases as they are used in a text, including technical, connotative, & figurative meanings, & analyze how specific word choices shape meaning or tone.

*Describe the student need for this work. In addressing student need, focus first on academic need and then describe sociological, economic, emotional, and/or cultural issues.

"The use of the native language does not preclude the learning of English; on the contrary, research shows that it enhances such learning" (Cárdenas, 1986, p. 361). Many people worry that learning two languages at once can confuse a child and delay a child's acquisition of the English language. However, the opposite is true and the learning of more than one language during childhood can actually expand a child's brain capacity. Dual-language bilingual education programs, therefore, are "additive" and stress acceleration over remediation. Enrichment programs for ELL students such as these are "extremely effective when they are intellectually challenging and use students' linguistic and cultural experiences as a resource for interdisciplinary, discovery learning," (Thomas & Collier, 1998, p. 24).

In fact, numerous studies have verified that native language skills, if developed appropriately, transfer to the second language, English. Therefore, dual language programs in the United States attempt to strategically use the native language (Spanish) of students in order to assist in the development of the second language (English). However, often times such programs are unable to effectively do so due to the lack of available and adequate Spanish materials. English materials are customarily bountiful in availability and satisfactory in terms of value. Additionally, it is intended that English-speaking students in Dual Language programs are to learn Spanish as their second language. Yet, without adequate and appropriate Spanish resources, this goal has become unfeasible. This happens to be the case in the applicant's classroom. Both the English dominant and Spanish dominant students are at a disadvantage in their development of the Spanish language due to a lack of materials. They have little access to culturally, and grade level appropriate texts in Spanish, hence they lack the ability to adequately develop their skills in reading, writing, speaking, and listening at the same levels they can in English. This severely affects the Spanish dominant students because the development of their native language is essential in assisting them to develop their second language, English.

Dual language programs are supposed to be enriching in that they are additive. They allow students to preserve more than just their native language. They allow students to feel accepted and to be able to hold on to their cultural identities. The lack of materials affects the Spanish dominant students emotionally and sociologically in this program, as it indirectly suggests that English is more important than Spanish. This suggestion that English is more important than Spanish leads to feelings of unworthiness and social rejection. With culturally and grade level appropriate texts in Spanish, all students, both English and Spanish dominant, will profit.

Cárdenas, J. A. (1986). The role of native-language instruction in bilingual education. The Phi Delta

Kappan, 359-363.

Thomas, W. P., & Collier, V. P. (1998). Two languages are better than one. *Educational Leadership* , 23-26.

*Describe the activities in which you and your students will engage to reach your stated goals. In this description, address how the activities will engage students in critical thinking and problem solving.

¡Imagínalo!, the McGraw Hill Education Spanish Reading Program, focuses on teaching phonemic awareness, phonics, reading comprehension and fluency, higher-order thinking skills, grammar, spelling, writing, speaking, listening, and vocabulary instruction. The physical components of the program include leveled and cross-curricular non-fiction and fiction student readers, student workbooks, a language arts handbook, take-home decodable stories, social studies and science read-aloud books, and a phonics kit. Therefore, all of these materials will help to engage the applicant's students in reaching the earlier stated goals. The student readers will assist students in meeting goal two, to develop their reading fluency both independently and during guided reading. The language arts handbook will be used to develop grammar skills in Spanish, supporting goal four. The phonics kit will allow students to reach goals two and three as they cultivate their knowledge of letters and syllables, in turn improving their reading fluency. The student skills workbooks will address goals one, three and four, as students will partake in written tasks addressing reading comprehension, phonics skills, and grammar. Finally the Read-Aloud books will be used in group learning and will assist students in meeting goal one, as the teacher will ask the students several comprehension questions before, during and after reading.

The applicant will continue to engage students in an hour of daily Spanish Reader's workshop, but with new and improved materials. These materials will allow students to deeply investigate grade level texts in order to meet New York State's Common Core Standards. With the materials, during this hour, students will be able to work both collaboratively and individually to further develop their Spanish language skills including reading, writing, speaking, and listening. The activities in which they will participate will remain the same, but the change of materials will make the learning much more engaging. Students will participate in literature circles, independent activities, and guided reading groups and work to describe, explain, interpret, synthesize, analyze, and evaluate texts by means of both oral and written communication. Students will be encouraged to ask questions and look for answers, apply what they learn to solve problems, and listen to each other and debate ideas. These materials will challenge students to deeply think about what they learn.

*Describe how this project will be sustained beyond the grant period and/or how it provides a model that can be used by other educators.

The materials from this grant will not just be used in the 2014-2015 school year, but for many years to come. Much of the materials from ¡Imagínalo! are reusable. The student readers, read-aloud texts, phonics kit, and language arts handbooks will be used in future years. In order to replace the disposable materials, including the skills workbooks, and take-home decodable stories, the applicant will partner with PTA at her school to arrange a fundraising event so that monies can be collected to re-purchase these materials. Also, the PTA is awarded yearly with money from a Title IV grant that is used to purchase materials. The applicant will work with the PTA in order to ensure that some of the grant money be put towards the purchase of these Spanish materials.

These materials will provide the students with a curriculum to learn Spanish and to become truly biliterate. The materials will also provide a model for the dual-language program at the applicant's school, as there is currently no specific Spanish curriculum being used. After the first year of implementation of ¡Imagínalo! in the applicant's classroom, she will share her students' success in their development of Spanish with administrators and district professionals. Ideally, this academic success will encourage district professionals to fund the implementation of this curriculum in each dual language classroom within the applicant's school. If the applicant leaves her classroom, she will have already developed a comprehensive manual for educators describing how to properly utilize the materials. Additionally, she will conduct professional

development training to teach educators how to properly implement the materials.

This curriculum will help students meet New York State's Common Core Language Standards. Furthermore, there will be long-term benefits. Students, in the applicant's classroom, will be able to cultivate their Spanish language skills that will ultimately impact the foreseeable future. "Over 68 percent of students in public schools are classified as non-white, and over 1.5 million are classified as non-English speaking," therefore, the "need to effectively educate ethnically and linguistically diverse students is apparent" (Olivos & Sarmiento, 2006, p. 69). The suggestion that education is a universal model and "one-size-fits-all" is a myth (Kerper Mora, 2009, p. 18). As the nation's population becomes more culturally and linguistically diverse, it is essential to provide all students with pluralistic academic programs and materials that guarantee their future success in a multilingual society. Dual language programs that utilize appropriate materials are the best way to close the achievement gap between English-dominant students and ELLs. Effective dual language programs provide students with a "culture of intellectualism" that allows them to reach "advanced levels of academic achievement" (Ray, 2009, p. 111) that will benefit them as future adults within a multicultural society. The materials purchased will make this possible.

Kerper Mora, J. (2009, April 1). From the ballot box to the classroom. Educational Leadership , pp. 14-19.

Olivos, E. M., & Sarmiento, L. E. (2006). Is there room for biliteracy?: Credentialing California's future bilingual teachers. Issues in Teacher Education , 69-78.

Ray, J. M. (2009). A template analysis of teacher agency at an academically successful dual language school. Journal of Advanced Academics , 110-141.

Required Signatures	
*Lead Applicant Signature	Megan Cooley
*Lead Applicant Signature Date	03/24/2014
*Principal or Dean Signature	Laurel Avery-DeToy
*Principal or Dean Signature Date	03/24/2014

Appendix A-3

Spanish Language Arts Resources
Budget Proposal

Items	Price	Quantity	Total
¡Imagínalo! Language Arts Handbook - Grade 2	$19.14	26	$497.64
¡Imagínalo! Decodable Stories Takehomes (Package of 25) - Grade 2	$242.97	1	$242.97
¡Imagínalo! Skills Practice Workbook 2 - Grade 2	$16.98	26	$441.48
¡Imagínalo! Skills Practice Workbook 1 - Grade 2	$16.98	26	$441.48
¡Imagínalo! Phonics Kit - Grade 2	$563.04	1	$563.04
¡Imagínalo! Student Reader, Book 2 - Grade 2	$45.48	26	$1,182.48
¡Imagínalo! Student Reader, Book 1 - Grade 2	$45.48	26	$1,182.48
¡Imagínalo! Getting Started Reader - Grade 2	$10.77	26	$280.02
¡Imagínalo! Read Aloud Collection (6 books) - Grade 2	$133.41	1	$133.41
			Total: $4,965.00 + cost of tax & shipping = $5,000.00