

PACE - PALO ALTO CHINESE EDUCATION



MANDARIN CHINESE IMMERSION

EXPANDING PALO ALTO'S LANGUAGE
IMMERSION ALTERNATIVE PROGRAMS

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PACE

640-493-6360

P.O.Box 893

PACE.FORKIDS@YAHOO.COM

PALO ALTO, CA 94302

WWW.GEOCITIES.COM/PACEFORKIDS

CHINESE IMMERSION THRESHOLD ANALYSIS

Language is power, life, and the instrument of culture, the instrument of domination and liberation. -- Angela Carter

EXECUTIVE SUMMARY

This Threshold Analysis is submitted to the School Board of the Palo Alto Unified School District (PAUSD) to consider the development and implementation of a Mandarin Chinese immersion (CI) program as a new elementary school alternative program for Palo Alto families. As this proposed program is intended to be based upon the existing Spanish immersion (SI) program in PAUSD, many of the SI's best practices and procedures will be leveraged as a means to start CI efficiently and expeditiously.

Three PAUSD reports have been referenced, two from taskforces, which extensively researched and recommended foreign language programs, before SI was started. The third report is the SI pilot program transition to on-going status report which comprehensively demonstrated successful accomplishments, which CI will likewise intend to achieve (see Appendices F, G, H).

- "Preliminary Report on Options for Elementary Foreign Language Programs", To Superintendent James Brown from Helga Marshall, Chair of Elementary Foreign Language Task Force, Board of Education Study Session, 11/15/94.
- "Vision and Recommendations for Foreign Language Instruction in the Palo Alto Unified School District", Task Force of United Supporters of Early Foreign Language (USEFL), October 1994.
- "Spanish Immersion Pilot Program", Memo to Superintendent Donald Phillips from Assistant Superintendent Irvin Rollins, 11/14/00.

THRESHOLD ANALYSIS KEY QUESTIONS

PURPOSE

WHAT IS THE CORE PHILOSOPHY OR UNDERLYING PURPOSE OF THE PROGRAM?

The Mandarin Chinese immersion (CI) program is a new alternative program, which would be educationally sound and consistent with the PAUSD mission of addressing diverse educational needs of children. CI would provide its students with fluency in Mandarin and Asian cultural proficiency, along with fulfilling English language academic outcomes conforming to PAUSD curriculum requirements. The vast

majority of students will be able to build a solid foundation in Mandarin for further enhancement of their skills and cultural understanding in higher education. Fluency in Mandarin includes listening, speaking, reading, and writing skills with near-native proficiency. The student learns sensitivity to the culture underlying the language, and how that culture affects and reflects communication with native speakers. In summary, the goals of CI are the following:

- Students will develop high levels of proficiency in both the English and Mandarin languages.
- Students will perform at or above grade level in academic areas in both languages.
- Students will demonstrate positive cross-cultural attitudes and behaviors, and high levels of self-esteem

A task force of United Supporters of Early Foreign Language (USEFL) commissioned by PAUSD in 1994 outlined a long-term vision for foreign language instruction and recommendations on how to achieve the vision. USEFL (made up of PAUSD staff, Palo Alto parents, and foreign language educators) placed high priority on 1) a realistic opportunity for every student to become proficient in at least one language in addition to his or her native language, and 2) parents' opportunity both to determine the priority which foreign language proficiency will have in their children's education and to enroll their children in an appropriately intensive instructional program (see Appendix G).

ARE THERE OTHER EXISTING WAYS TO MEET THE INTENT OF THIS PROGRAM?

No. PAUSD does not have any existing Mandarin language classes offered during the public school day. Four elementary schools have informal on-site after-school private classes available for children and no classes are offered in middle schools. (This Fall 2006, Chinese 1 will be offered at both Gunn and Paly.) Three private Chinese schools rent PAUSD classroom space over the weekends. One private Chinese school (Champion Youth Enrichment School) is leasing part of the Garland site. Champion has a 5-day program servicing approximately 80 Palo Alto students. ACME is another private after school program at Cubberley with a 5-day program. Neither of these programs have accredited curriculum that a student could use toward foreign language credits prescribed for graduation.

A longer sequence of instruction will promote higher levels of foreign language proficiency. Many researchers and other professionals, including Lee (1988) and Schinke-Llano (1985) note the advantage of an extended, continuous period of time for language learning.

Since the Palo Alto private after-school and weekend programs are so short in teaching time, they do not achieve the fluency objectives that an immersion program would accomplish. These foreign language programs do not build towards an articulated course of study from grade to grade.

The two 1994 taskforce reports discuss alternative methods of delivering foreign language to elementary school, besides immersion. One alternative is FLES (Foreign Language in Elementary School), where all elementary students are taught foreign language on a daily basis.

The objectives of FLES are different from immersion, and the two programs are not mutually exclusive. Curriculum and costs also differ. The following table lists the main differences. The Cost figures are based on Dr. Cook's "Mandarin Dual Immersion Choice Program, K-5; Project Overview Statement," 3/28/06, and the "Preliminary Report on Options for Elementary Foreign Language Programs", page 15.

The FLES extrapolation is based on 15 minutes per day for all grades 1 – 3 students and 20 minutes per day for grades 4 and 5. The coordinator position is not included in the projected cost (minimum 50%).

Comparison of Immersion and FLES

	Immersion	FLES
Outcomes	Fluency	Exposure, cultural awareness
Curriculum	Choice in alternative program	Change to PAUSD curriculum
Teachers	No new teachers, allowing for attrition	Requires new hiring of a traveling team
Cost	\$135K	\$414K (in 1994 dollars)

FLES was piloted in PAUSD at two elementary schools and disbanded due to the curriculum not being fully articulated. Immersion could be a stepping-stone to a comprehensive FLES program. By using the very well articulated SI and projected MI curriculum, a scaled back FLES curriculum could be leveraged relatively quickly.

Mandarin foreign language is growing in delivery and delivery methods. A number of reference schools and programs are listed below:

Chicago Public Schools – “In Chicago public schools, enrollment in Chinese classes has skyrocketed from 500 students in 1999 to nearly 3,500 students this year—and most of these students are Caucasian, African-American or Hispanic.” **“Education: The Future Doesn't Speak French - Aware of the challenges ahead, American students are rushing to learn Chinese,”** *Newsweek*, May 9, 2005

Palo Verdes Peninsula Unified School District – Incorporating Mandarin in their physical education classes

University of Oregon and Portland Public Schools – K16 Flagship Program: 2 elementary schools (Mandarin immersion and Heritage/FLES), 1 middle school, 2 high schools, University of Oregon. Outcome - “Successful US/China-related careers in business, government, academics; or other field of choice and lifelong advocates for better understanding between the people of governments of the US and China.”

COSTS

DESCRIBE THE SHORT AND LONG-TERM FISCAL PLAN TO SUPPORT THE PROGRAM INCLUDING ANTICIPATED START-UP COSTS, ANTICIPATED ONGOING COSTS, RESOURCES NEEDED, BUT NOT LIMITED TO PERSONNEL, TRAINING, EQUIPMENT, AND TECHNOLOGY, TO SUCCESSFULLY IMPLEMENT THE PROGRAM.

The short and long-term fiscal plan to support CI follows those objectives met by SI:

- The program's on-going costs will be cost-neutral to the district, that is, an immersion classroom would cost the same as a regular classroom.
- Parents will take responsibility for excess costs of Chinese-language books, educational materials, and start-up curriculum development. These expenses would be over and beyond district funding for regular non-immersion programs. For example, if math is taught in Chinese and there's a workbook in Chinese that costs \$50 whereas its English counterpart would cost \$30, then CI would pay the excess, $\$50 - 30 = \20 .

The PAUSD Board of Education approved the Spanish Immersion Program in Spring 1995 with the provision that an immersion classroom would cost the district no more than a regular classroom. Palo Alto's Spanish immersion program was reported to cost the district a total of \$2871 (centralized cost) for the first four years of implementation (see Appendix F):

- Testing \$200
- Other district program visitations \$600
- Staff Development \$1500
- AIR Survey (printing) \$426
- Annual Parent Orientation & Notification \$145

Staff time of 4 - 5 full days per school for consultation, secretarial, and administrative work was additional. Nearly all of these costs were incurred in the first two years of the SI program since the SI parent group paid for the later years of staff development, program visitations, and annual orientation. The proposed CI budget includes these expenses. Leveraging existing best practices will save administrative costs.

In order to help build a quality program, the parents of the first kindergarten class founded SIPAPA (Spanish Immersion Parents Association of Palo Alto) to actively provide support and contribute to the success of the immersion program. Cupertino and San Francisco 's parent organizations have likewise been able to take responsibility for all immersion-only materials. Parent fundraising is comparable to PTAs and booster clubs with grants, direct appeals for funds from parents, and a few fundraising events.

The attached draft budget (see Appendix A) has been developed based on SIPAPA budgets, the Cupertino Language Immersion Program (CLIP) Mandarin immersion parents' group budgets, and discussion with San Francisco and Cupertino Chinese immersion staff. The draft budget includes anticipated start-up costs, ongoing costs, and resources needed, but not limited to, personnel, training, equipment, and technology, to successfully implement the program.

Budgetary estimates are based on anticipated enrollment assumptions (see Appendix B). Worst-case costs include estimates for purchase of curriculum and materials outright from other school districts. As Cupertino's program has been in existence for six years, and San Francisco's program for over 20 years, parent fundraising for staff development, materials, and curriculum has been demonstrated to be achievable within manageable budgets.

As our investigations with SI, Cupertino, and San Francisco programs show that all these successful immersion programs are cost-neutral to the school district, we have no reason to believe that a new Palo Alto Chinese immersion program would not also be cost-neutral to the district with parent contributions covering all extra immersion materials and curriculum development.

After discussions with a San Francisco Unified School District program manager in the Multilingual Programs Department, Dr. Amien Lau, an estimate of \$22,800 would be needed for curriculum development and materials and books (see Appendix A1).

GRANTS

A significant amount of funding is being made available for increasing the amount and quality of teaching of Mandarin in the United States. US Department of Education grants, such as the FLAP (Foreign Language Assistance Program), were awarded to 47 school districts in 2004, totaling \$6.4M. (See Appendix A2.) The average award is over \$136K. Notably, Chicago Public Schools received \$340K, Palos Verdes Unified School District received \$174K, San Francisco Unified School District received \$174K, and San Mateo-Foster City School District received \$175K. Cupertino Union School District received \$175K in the 2003 round of FLAP awards.

The FLAP is described at the following URL for the 2003 solicitation:

<http://www.ed.gov/legislation/FedRegister/announcements/2003-2/050903a.html>

Purpose of Program: The Foreign Language Assistance Program (FLAP) provides grants to local educational agencies for innovative model programs providing for the establishment, improvement, or expansion of foreign language study for elementary and secondary school students.

It is PACE's intention to apply for and win this grant for our school district. This year's solicitation comes out on May 31, 2006 and is due on June 30, 2006.

The Department of Defense and the Department of State have set aside sizable funding for increasing the language acquisition of Mandarin and other critical languages (e.g. Arabic, Korean).

Last spring, Senators Joe Lieberman and Lamar Alexander introduced a bill to authorize \$1.3 billion over five years to fund Chinese language instruction in schools with the aim of improving business and cultural relations with China

The government of China has invested significant funding towards the teaching of Mandarin worldwide. A local beneficiary of that funding is the new Confucius Institute established at San Francisco State University, where their mission is to promote Chinese language and culture and support local Chinese teaching.

IF STAFF BELIEVES THE PROGRAM IS VIABLE AND RESOURCES ARE NOT AVAILABLE, ARE OTHER INSTRUCTIONAL DELIVERY SYSTEMS AVAILABLE IN THE COMMUNITY?

Other effective Mandarin programs are not available in the community. Some after school programs exist, but they are not accredited, have inconsistent curriculum, and are private pay-as-you-go programs. Local private schools can cost up to \$20,000 per year. Another possible instructional delivery system may be the start up of a community-based charter school focusing on language immersion education, which would be a public school and will need to comply with California Code of Education requirements.

TEACHERS AND STAFF

WILL THE ADDITIONAL TEACHERS AND/OR STAFF BE NEEDED? IF SO, WHAT ARE THE NEEDED QUALIFICATIONS FOR THESE TEACHERS AND/OR STAFF?

Teachers for the Mandarin immersion program will be hired similarly to those for the Spanish immersion program. California teaching credentials will be required, along with foreign language proficiency. A BCLAD

certification, along with a specialization in Mandarin will be sought. Fluent native speakers who are working towards the BCLAD certification may be provisionally hired as long as they are diligently working towards completing the BCLAD certification.

CURRICULUM, INSTRUCTION & ASSESSMENT

DESCRIBE THE PROGRAM AND PROVIDE AN OVERVIEW OF THE CURRICULUM OBJECTIVES.

In immersion programs, the regular curriculum is taught through the medium of the target language. The SI total immersion model includes: 90% of the instructional day is taught in Spanish in K; 80% in grade 1; 70% in grade 2; 60% in grade 3, and 50% in grades 4 and 5. The Spanish alphabet and phonetics system is taught before the English alphabet and phonics.

The proposed CI immersion model would include 80% of the instructional day taught in Mandarin in K and 1; 70% in grade 2, 60% in grade 3, and 50% in grades 4 and 5. Along with traditional Chinese characters, Mandarin phonetics (zhu yin) would be taught as fundamental building blocks, which can be conceptually transferred to English phonetics. The pin yin (English character) Chinese phonetic system would be taught in grades 4 and 5, as computer input for Chinese characters is through pin yin. Simplified Chinese characters would also be taught in grades 4 and 5.

Two-way immersion integrates native English speakers with native speakers of the target language, so that both groups of students are immersed in the two languages. Two-way immersion students have demonstrated overall superiority in virtually all aspects of second language acquisition to students receiving traditional foreign language instruction.

BRIEFLY OUTLINE THE INSTRUCTIONAL METHODS TO BE USED, INCLUDING ANY DISTINCTIVE INSTRUCTIONAL TECHNIQUES TO BE EMPLOYED. ARE THE INSTRUCTIONAL METHODS CONSISTENT WITH PAUSD TEACHING STANDARDS AND PRACTICES?

This program uses a two-way immersion education model, so children will be fully biliterate in both English and Mandarin. This is very different than being bilingual - speaking two languages. The goal of this program is to produce fully biliterate children - children who can speak and also read, write, and think in both English and Mandarin. The program will also culturally enrich our children's education. Most experts believe that to truly learn a language, you must understand its culture.

The district's standard English curriculum (math, science, social studies, etc.) is taught in English and Mandarin in different percentages of time and within different subjects depending on grade level. The teaching standards and practices of this program will be based on those used in the SI program, but in Mandarin. It is the goal that all students meet or exceed the district's academic performance standards. Children acquire both languages naturally in the classroom setting as they participate in learning experiences directly related to the PAUSD standards.

ARE INSTRUCTIONAL MATERIALS FOR THE PROGRAM AVAILABLE AND DO THEY MEET STATE AND DISTRICT STANDARDS? IF NOT, HOW WILL INSTRUCTIONAL MATERIALS BE DEVELOPED?

Many Chinese educational materials are available commercially through on-line suppliers. Instructional materials have been developed for Cupertino's Mandarin immersion program (eight years of usage) along with San Francisco's Chinese immersion program (over 20 years of development). Both programs' materials meet California Education Code and would be leveraged by Palo Alto's CI program. The curriculum from

San Francisco has most recently been used in starting a new Chinese immersion program in North Carolina, and it is readily available at a reasonable price, approximately \$1000/grade level of curriculum.

Instructional material that does not meet PAUSD standards would be developed by the Palo Alto CI teachers through adapting other program materials and collaboration with other immersion teachers (SI and other Chinese immersion district teachers). As most teachers enjoy the creative development of their own materials, CI teachers would work with other PAUSD English teachers in the same grade level to confirm consistency in subject matter and content. In its beginning years, SI teachers consistently developed curriculum and classroom materials for instruction when existing materials did not meet state and district standards.

WHAT IS THE ESTIMATED COST FOR PURCHASING/DEVELOPING INSTRUCTIONAL MATERIALS FOR THIS PROGRAM?

Estimates for purchasing and developing instructional materials are noted in the draft program budget (see Appendix A). West Portal Elementary School, a pioneer San Francisco Chinese immersion school, has generously collaborated with new schools at an approximate cost of approximately ~\$1000 - \$2000/grade of curriculum. Cupertino's Mandarin immersion program is also open for discussion of curriculum and material collaboration and adaptation. Final negotiated pricing would be determined by PAUSD, but both immersion programs encourage the proliferation of Chinese educational curriculum that meets California Education standards.

STUDENT SELECTION

WHAT IS THE TARGET STUDENT POPULATION TO BE SERVED? WILL THIS PROGRAM PRIMARILY SERVE STUDENTS AT A PARTICULAR SITE OR IS THIS A "CHOICE" PROGRAM THAT WILL DRAW STUDENTS FROM OTHER SCHOOLS?

This is a choice program that will draw students from other PAUSD elementary schools. As the other PAUSD choice programs (Hoover, Ohlone, and Escondido's Spanish immersion) are open to all students within the district, this program will be likewise. As with SI, CI will have enrollment requirements. For most effective language learning in a two-way immersion model, at least one-third to one-half of each class must be a native speaker of either Mandarin or English. The lottery used for student selection would be divided in order to select one-third native Mandarin-speakers, and two-thirds native English-speakers, a balance that is reflected in the SI program.

IF THE PROGRAM WILL BE PHASED IN, WHAT IS THE ANTICIPATED ENROLLMENT PER GRADE LEVEL PER YEAR? HOW MANY PARENTS HAVE AGREED TO ENROLL THEIR STUDENTS IN THE PROGRAM, IF APPROVED?

The attached enrollment and class size scenarios (see Appendix B) show a proposed phased in approach to enrollment. The first year's enrollment (fall 2004) would have one first grade class and two kinder classes. Each successive year would add two kinder classes. An enrollment petition lists parents, who have demonstrated strong interest in enrolling their students in the program, if approved.

Other enrollment scenarios are available with 20, 30, or 40 incoming students starting a program. Any of these class sizes can work, with the higher enrollments facilitating fewer combination classes due to attrition.

IF THE PROGRAM IS A K-5 PROGRAM, WHAT ARE THE IMPLICATIONS FOR THE SECONDARY SCHOOLS?

Similar to SI, CI would be a pilot program, subject to yearly evaluation of academic achievement, sustainability, budget, and general assessment for its formative years. If the program continues to demonstrate high student participation by 4th grade, secondary school expansion would be planned and proposed, just as SI has expanded to Jordan Middle School. The set of criteria for secondary school expansion may be the same guidelines used for the primary program.

LOCATION

DOES THE PROGRAM REQUIRE ITS OWN SEPARATE CLASSROOM SPACE? IF SO, HOW MANY CLASSROOMS ARE NEEDED?

CI would require its own separate classroom space. As proposed, CI could start as a program within a school, needing classrooms according to the draft proposed budget (see Appendix A).

DOES THE PROGRAM REQUIRE DEDICATED SPACE OTHER THAN CLASSROOMS, E.G. LABS, STUDIOS, PERFORMANCE AREAS? IF SO, PLEASE DESCRIBE AND INDICATE POSSIBLE NEEDS FOR RENOVATION OF EXISTING FACILITIES.

The program does not require dedicated space other than classrooms.

EVALUATION

HOW WILL THE PROGRAM BE EVALUATED?

The program will be evaluated by the district as a pilot program, just as SI was evaluated in November 2000 (see Appendix F). Full compliance was met with Board Policy, including:

- Programmatic Impact, including costs, student services and school climate
- Enrollment Summary, with data for native English and Spanish-speakers, and
- Academic performance

RECOMMENDATION

PACE recommends approval of a Chinese immersion program implementation with the same contingencies as those imposed on Spanish immersion:

- The program's on-going costs would be cost-neutral to the school district, that is, an immersion classroom would cost the same as a regular classroom.
- Start-up costs and Chinese materials and curriculum development costs would be paid from non-district funds. Parent fundraising would be for immersion-only costs, conforming to Board policy.
- Enrollment would be sufficient to effectively utilize district resources and capacity.

- Qualified bilingual teachers would be hired to staff the program.
- The program would have positive incorporation with a neighborhood school.

PROPOSED SCHEDULE MILESTONES

TEACHER RECRUITMENT BEGINS	APRIL
LOCATION FOR PROGRAM SELECTED	MAY
PARENT INFORMATION MEETINGS AND REGISTRATION	MAY

APPENDIXES

- A) Draft of proposed CI program budget, copies of Cupertino CI budgets, June 25, 2003 and August 18, 2003.
- A1) "Proposal of Mandarin Two-Way Immersion Program (Palo Alto)", Dr. Amien Lau, San Francisco Unified School District, Multilingual Programs Department
- A2) FLAP grant recipients, 2004
- B) Possible CI enrollment and class size scenarios.
- C) Community petition of 800 Palo Alto residents or members of the PAUSD residential neighborhoods supporting the implementation of a Chinese immersion alternative program.
- D) Enrollment petition of children interested and eligible for Chinese immersion in September 2006, 2007, and 2008, if approved.
- E) Prominent community leaders supporting letters
 - 1) Honorable Joe Simitian, Assemblyman, Twenty-First District
 - 2) Dr. Kathryn Lindholm-Leary, Professor of Child and Adolescent Development, San Jose State University; Palo Alto resident
 - 3) Honorable Wan Yunxiang, Consulate General of the People's Republic of China
 - 4) Richard Konda, Executive Director, Asian Law Alliance, San Jose
 - 5) Francisca Sanchez, CABA President (California Association for Bilingual Education)
 - 6) Barry Chang, Former School Board Trustee, CUSD
 - 7) Dr. Hsing Kung, Board Member, American Leadership Forum Silicon Valley Board Member, Former School Board Trustee, Fremont Union High School District
- F) "Spanish Immersion Pilot Program" Memo to Superintendent Donald Phillips from Assistant Superintendent Irvin Rollins, November 2000.
- G) "Vision and Recommendations for Foreign Language Instruction in the Palo Alto Unified School District" by Task Force of United Supporters of Early Foreign Language (USEFL). October 1994.
- H) "Preliminary Report on Options for Elementary Foreign Language Programs", To Superintendent James Brown from Helga Marshall, Chair of Elementary Foreign Language Task Force Board of Education Study Session, 11/15/94

APPENDIX A1

Proposal of Mandarin Two-Way Immersion Program (Palo Alto)

A. Personnel

Personnel needed	No. of Staff	Responsibilities	Cost
Coordinator	1	Coordinate the whole program, facilitating the committees	As Regular teacher
Teacher	?	Teach Chinese Language Arts plus a content area subject (Social Studies or Math)	?
Chinese Standard Committee	5 (3)	Develop a set of Chinese Standards for K – 12 Chinese Language Arts (4 days x 8 hours)	\$5,600 (\$3360)
Chinese curriculum & Text Book Selection Committee	5 (3)	Develop a set of Chinese curriculum and select materials and text books for K – 12 Chinese Language Arts (4 days x 8 hours)	\$5,600 (\$3360)
Teacher Aide (Paraprofessional)	1	Help the regular Chinese teacher(s) three hours per day (\$90 per day)	\$1,800 monthly
Curriculum writer and material creator	1	Create curriculum, worksheets and materials for Chinese Language Arts and the content area subject	As Regular teacher

B. Materials

	Materials Needed (Per Classroom)	Quantity	Purposes	Cost
1	PC Computer	4	Internet and online learning, Chinese input	\$3,200
2	Chinese Soft-ware programs	4		\$1,200
3	Textbooks	20 sets	Regular text books	\$2,000
4	Reading Materials	2 sets	Classroom library and teaching materials	\$2,000
5	VCD, DVD and audio materials	2 sets		\$2,000
6	Posters, Charts and other teaching aids	1 set	Teaching materials	\$1,200

C. Meetings/Conferences

	Other expenses	No. of staff	Cost
1	Regular meetings	Coordinator, teacher(s), curriculum writer (Once a month)	
2	Committee meetings	Coordinator, teacher(s), curriculum writer, committee members	
3	Conferences: NABE, CABE, TWICABE	Coordinator, teacher(s), curriculum writer (Once a year)	
4	Trainings	Teacher(s) (Local and China)	
5	Observations	Teacher(s) (other school district with similar programs)	

- Half and Half or one-third style in student component?
- Simplified version or traditional version?
- When to introduce Pinyin method?
- Benefit should be included for Teacher(s), Paraprofessional and full time employees
- If budget is tight, you can eliminate the positions of the coordinator, para, and reduce the number of committee members. Retaining a curriculum writer is essential to keep the program in line smoothly. This curriculum writer can be the coordinator at the same time.

APPENDIX A2

FLAP Grant Recipients, 2004

Rank	PR Number	Name	ST	FY 04 Amount
45	T293B040210	Skagway City School District	AK	174,200
22	T293B040033	Capistrano Unified School District	CA	127,850
29	T293B040159	Edwin Markham Elementary	CA	95,618
42	T293B040087	Hacidenda La Puente Unified School District	CA	173,792
8	T293B040103	Lindsay Unified School District	CA	119,053
38	T293B040179	Local District F	CA	175,000
26	T293B040221	Manhattan Beach Unified School District	CA	173,418
37	T293B040072	Montebello Unified School District	CA	112,500
43	T293B040088	Palos Verdes Peninsula Unified School District	CA	174,396
14	T293B040019	San Bernardino County Superintendent of Schools	CA	175,000
17	T293B040224	San Francisco Unified School District	CA	175,000
33	T293B040222	San Mateo-Foster City School District	CA	96,609
41	T293B040012	Torrance Unified School District	CA	175,000
7	T293B040001	Valley Center-Pauma Unified School District	CA	175,000
10	T293B040236	Windsor Unified School District	CA	150,000
6	T293B040158	Chicago Public Schools	IL	175,000
25	T293B040188	Chicago Public Schools	IL	164,316
15	T293B040049	Deerfield High School	IL	37,625
40	T293B040208	Lafayette Parish School System	LA	32,501
3	T293B040110	St. Martin Parish School Board	LA	142,255
16	T293B040058	Brockton Public Schools	MA	154,171
36	T293B040246	Burlington Public Schools	MA	175,000
30	T293B040093	Springfield Public Schools	MA	175,000
32	T293B040005	Maine School Admin District #53	ME	131,500
5	T293B040145	Maine School Administrative District #58	ME	102,154
34	T293B040038	Central Academy	MI	130,600
21	T293B040022	Dansville Schools	MI	18,512
23	T293B040067	Forest Hills Public Schools	MI	158,898
39	T293B040020	Gulfport School District	MS	122,755
2	T293B040156	Hattiesburg Public School District	MS	166,674
35	T293B040181	Educational Service Unit. #5	NE	155,828
20	T293B040104	Point Pleasant School District	NJ	175,000
27	T293B040142	Bridge Academy Charter School	NM	37,057
4	T293B040163	Buffalo City School District #64	NY	89,162
11	T293B040166	Buffalo City School District #68	NY	82,428
24	T293B040226	Manhattan Academy of Technology	NY	175,942
1	T293B040070	Mount Vernon City School District	NY	175,000
12	T293B040214	Aline Cleo Public Schools	OK	155,442
13	T293B040255	North Rock Creek District	OK	174,109
28	T293B040113	Dallas Independent School District	TX	174,490

44 T293B040098	Houston Independent School District	TX	82,982
31 T293B040203	Lewisville Independent School District	TX	175,000
9 T293B040106	Midland Independent School District	TX	174,884
46 T293B040133	Northside Independent School District	TX	174,495
18 T293B040035	Cheney School District #360	WA	175,213
19 T293B040066	Northshore School District	WA	85,424
		Total	6,421,853
		Average Award	136,635.17