REQUESTING PARTY: DC LANGUAGE IMMERSION PROJECT and NATIONAL FOREIGN LANGUAGE CENTER (NFLC), UNIVERSITY OF MARYLAND

MISSION OR PRIMARY PURPOSE OF YOUR ORGANIZATION

DC Language Immersion Project (DC Immersion) is a not-for-profit whose mission is to improve opportunity for DC and its residents by researching and supporting the implementation in the schools of all eight wards of the District of programming which increases achievement and prepares a 21st century ready, desirable workforce. One of the programs that hold great promise in increasing achievement and preparing a linguistically and culturally competent workforce suited to meet the needs of the global economy is dual language immersion (DLI).

DC Immersion works in three areas:

1. **Research and Policy**: In collaboration with District agencies, national and local not-for-profits, research institutes and universities, DC Immersion gathers and analyses data with a view to informing the education, economic and workforce development policies of the District.

2. **Knowledge Dissemination**: DC Immersion raises awareness about general and specific issues related to achievement, 21st century skills and programming. DC Immersion also increases access to available expertise and information.

3. **Support Services and Networks**: By creating a connective tissue between existing and future programs across traditional and charter sectors, and by providing coordinated access to professional development, teacher sourcing, materials and funding, DC Immersion supports administrators and teachers. **Ensuring equity of access for students is a key driver.**

The mission of the National Foreign Language Center (NFLC) at the University of Maryland is to improve the capacity of the U.S. to communicate in languages other than English. We implement that mission through intensive and innovative strategic planning and development with globalized institutions, organizations, and enterprises throughout the U.S. and around the world.

The NFLC has a long tradition of conducting sophisticated research on language learners, world language education, and linguistic and cultural competency in the workforce. The research staff also conducts research on the impact and outcomes of STARTALK, a national language education initiative administered by NFLC since 2006. STARTALK implements programs in eleven languages and has had programs in all 50 states and DC. Between 2006 and 2015, over 55,000 participants completed STARTALK programs.

DATA SET REQUESTED

Please refer to Section 2c below.

DATE OF THE REQUEST


MY SCHOOL DC STAFF/COMMON BOARD SPONSOR TBD
Data request

ABSTRACT

Summary of the hypothesis to be tested, the data set involved, relevant variables, the empirical methods to be used, and the data outputs that will result from the project. (Not longer than 250 words)

The following application details a research study aimed at better understanding the supply of and demand for dual language immersion (DLI) programs in public and public charter schools in Washington, DC, and families’ preferences for schools. Specifically, we will examine four datasets – one related to families’ application information, a second about schools’ availability, a third (publicly available) showing schools’ proficiency rates on standardized tests, and a fourth (requested from OSSE) providing demographic information about the applicants – in order to determine (1) gaps between the supply and demand and (2) differences in families’ preference for DLI programs based upon distance to nearest DLI program, publicly available achievement data, and student characteristics.

Section 1

A brief discussion of how the proposed research contributes to the existing body of research and specifically adds value to My School DC through the potential improvement of the common lottery processes including the ease and equity in access to schools.

Research indicates that there are substantial academic, linguistic, and social benefits associated with being bilingual. Most recently, preliminary conclusions from a four-year, randomized trial out of Portland, Oregon indicate that DLI students outperformed their peers in English-reading skills by a full school year’s worth of learning by the end of middle school. Researchers compared students who were randomly assigned to the DLI programs to those who had applied unsuccessfully for the lottery. Those who participated in the DLI programs scored significantly higher on the Oregon Assessment of Knowledge and Skills in reading: by the equivalent of seven months of learning by the end of 5th grade and by nine months of learning by the end of 8th grade. Students who were native English speakers got the same boost as ELLs. In an education research world where a few weeks’ learning is often considered a significant intervention, this is a finding worthy of attention.

The number of dual language programs in DC has slowly been increasing over the past 40 years; however, little is known about whether the current supply of DLI programs is adequately meeting the demand. Through an analysis of application data, the proposed study aims to better understand some factors that might influence families’ preference for language programs during the application process. The outcomes of this study will not only provide information about application patterns, but also uncover potential disparities with regard to access to DLI programs. Moreover, this study contributes to a limited body of research examining school application data. Further, in the context of programs that are strongly correlated with increased achievement, research on demand for these programs is particularly important because of the issue of self-selection bias.

Section 2a

The hypothesis that will be tested.

We hypothesize that the demand for dual language immersion (DLI) programs both exceeds the supply and is not uniform across the city. We speculate (1) that demand exceeds current supply and (2) that differences in demand exist based upon distance from nearest DLI program and families’ home
languages, as well as other applicant characteristics such as gender, race/ethnicity, socioeconomic status, SPED status, and ELL status. The proposed analyses of the My School DC data (in combination with data requested from OSSE) will allow us to test this notion and discern whether or not these differences are in fact present. The proposed study aims to understand what the demand is really for—DLI, high test scores, and/or proximity—and how these preferences are weighed by lottery applicants.

Specifically, we aim to answer the following research questions. Please see Section 3 below for more information about planned methods of analysis.

**RQ1.** Do number of seats available in DLI programs match the number of applicants for DLI programs?

**RQ2.** How are families’ rankings of DLI programs related to school proficiency test results, distance from nearest DLI program, guardian’s preferred language as selected on the My School DC application, student’s ELL status, SPED status, gender, race/ethnicity, and socioeconomic status?

Section 2b

*The data set and variables that will be used in the complete analysis.*

We are requesting two datasets from My School DC and one from OSSE. The datasets requested from My School DC include one for variables related to application information (“number of applicants and ranking of DLI programs”) and one for variables related to school information (“number of seats available in DLI programs”). We have also requested a dataset from OSSE: gender, race/ethnicity, socioeconomic status, ELL status, and SPED status for the same applicants listed in the first dataset requested from My School DC. We are requesting all datasets for the school years 2014-2015, 2015-2016, and 2016-2017. We will also be using a publicly available dataset, proficiency rates in Math and ELA on standardized tests (DC CAS for SY 2013-2014 and PARCC for SY2014-2015), from Learn DC Report Cards.

Section 2c

*The data set and variables specifically requested from My School DC.*

**DATASET 1, NUMBER OF APPLICANTS AND RANKING OF DLI PROGRAMS (for School Years 2014-2015, 2015-2016, and 2016-2017):**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>DESCRIPTION</th>
<th>TYPE</th>
<th>CODING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique student identifier</td>
<td>To link dataset with demographic data requested from OSSE</td>
<td>Categorical</td>
<td>DCLIP/NFLC will relabel</td>
</tr>
<tr>
<td>Preferred language</td>
<td>Guardian’s preferred language as selected on the My School DC application</td>
<td>Categorical</td>
<td>1 = English, 2 = Spanish, 3 = French, 4 = Chinese, 5 = Vietnamese, 6 = Amharic...</td>
</tr>
<tr>
<td>Address</td>
<td>Address of applicant</td>
<td>Address</td>
<td>DCLIP/NFLC will recode to distance from nearest DLI school</td>
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<tr>
<td>In-boundary school</td>
<td>Name of school</td>
<td>Nominal</td>
<td>DCLIP/NFLC will recode</td>
</tr>
<tr>
<td>In-boundary DLI program</td>
<td>Family’s in-boundary school has a DLI program</td>
<td>Dichotomous</td>
<td>1 = yes, 0 = no</td>
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<table>
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<th>DESCRIPTION</th>
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<tr>
<td>School</td>
<td>Name of DCPS or DC PCSB school</td>
<td>Nominal</td>
<td>DCLIP/NFLC will recode</td>
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<tr>
<td>DLI program</td>
<td>School has DLI program</td>
<td>Dichotomous</td>
<td>1 = yes, 0 = no</td>
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<tr>
<td>Round 1 PK3</td>
<td>Number of DLI PK3 seats available in Round 1</td>
<td>Continuous</td>
<td>0-1000</td>
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<tr>
<td>(please provide data for all grade levels)</td>
<td>...</td>
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<td>...</td>
</tr>
<tr>
<td>Round 2 PK3</td>
<td>Number of DLI PK3 seats available in Round 2</td>
<td>Continuous</td>
<td>0-1000</td>
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<tr>
<td>(please provide data for all grade levels)</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Sibling seats (please provide data for all grade levels)</td>
<td>Number of seats allocated to siblings</td>
<td>Continuous</td>
<td>0-1000</td>
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</table>

#### Section 2d

**An explanation of why the research requires use of non-public data.**

The research questions require access to data that is not publicly available to determine whether there are more applicants for DLI than there are seats and, if so, where, both geographically and demographically, these differences are the widest. Answering questions about factors associated with families’ school preferences also requires non-public data. DC Immersion believes that data on geographic location of applicants allows a picture as multifaceted as the District. A uniform picture of the Districts would negate the differences that exist and that need to be better understood.

#### Section 3

**The empirical methods that will be used to show technical merit of the project.**

For Research Question 1, we will compare seats available for each grade in each year with number of applicants for each grade in each year, counting only applicants who ranked a DLI program as their top lottery choice, and counting each applicant only once.

For Research Question 2, we will use logistic regression. We will treat school ranking as a (categorical) dependent variable, testing the influence on school ranking of the continuous independent variables.
distance in miles from nearest DLI program, percentage of students classified as proficient in math and ELA in the latest available test results at the time of lottery application; and the categorical independent variables preferred language, ELL status, SPED status, gender, race/ethnicity, economically disadvantaged, and direct certified. These last six variables have been requested from OSSE.

Section 4

The specific data outputs that will result from the project, including a description of whether the research results will be presented as descriptive statistics or frequencies, or via multivariate analysis such as regression coefficients.

The final product of our study will be a publicly available report that will detail the findings of our analyses. While some of our analyses will involve complex statistics, which we will report, the report will also present findings in a manner that can be easily understood by a variety of stakeholders through the use of graphics, tables, and visuals. The research project is currently under review by the Institutional Review Board at the University of Maryland; we anticipate a decision before the CLB’s August meeting, and will send an update when we have received a decision.

Section 5a

An assurance that no school to school comparison will be included in any presentation of the research.

No individual school-to-school comparisons will be included in any presentation of the research. We will only make collective statements about DLI versus non-DLI programs and families’ preferences for them. Please note that DC Immersion is agnostic as to the languages of DLI programs.

Section 5b

An assurance that no sector to sector comparison will be included in any presentation of the research.

No sector-to-sector comparisons will be included in any presentation of the research. Our research looks to better understand the supply and demand for DLI programs in DC, regardless of whether these programs are offered by traditional public schools or charter schools. Please note that DC Immersion strives to be cross-sector, and supports programs in the schools of both sectors.

Section 6

A description of how the research will be presented and disseminated, such as in a doctoral dissertation, journal article, or book.

We plan to publish the results of the study as a research report or journal article, subject to peer review. We will also disseminate the results through DC Immersion’s communication channels (website, monthly newsletters, etc.), and through NFLC’s channels (website, blog, email blasts, etc.). Credit will be given to My School DC and the Common Lottery Board for their assistance in the acquisition of these data, and we will submit any proposed presentations or publications for review by My School DC.

Section 7a

If applicable, case for exception to The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) under which release of data or permission to collect data without consent is requested. Please include the specific exception under which you are applying and make a clear case for it (e.g., how and why this work will ultimately improve instruction).
Exception under 99.31 (a) (6) (i) (c) will be sought. This work aims to understand the demand for DLI programs, which have been shown by past research to improve instruction across all student demographics. We therefore request that My School DC, or the appropriate educational agency or institution, enter into an agreement with the DC Language Immersion Project and National Foreign Language Center to designate this study as being conducted on behalf of the appropriate educational agencies or institutions with the goal of informing District education policies regarding DLI programs and therefore improving instruction. If the Common Lottery Board is not willing to recommend this type of agreement, the Unique Student Identifier could be omitted from this request for the My School DC data, and the data will be anonymized without the connection to OSSE data.

Section 7b

Protection of data and privacy: Plan for the protection and maintenance of the privacy of students and participants in the research, as well as the protection of data. Provide a clear articulation of who will have direct access to confidential data, including individual-level data, and how the data will be stored and protected; include a clear statement that raw data will not be re-disclosed or repurposed, regardless of whether student identifiers are included.

Data will be transferred using a Secure Sockets Layer virtual private network (SSL VPN). All individual-level data will be stored in a password-protected database on a secure server, hosted by NFLC and subject to NFLC’s standard security practices for sensitive data. NFLC’s IT department will be responsible for assuring secure storage of the data. Only NFLC research staff and DC Language Immersion Project staff will have access to the raw data. Only Rebecca Rubin Damari and Vanessa Bertelli will have access to Unique Student Identifiers for the purpose linking the My School DC data with OSSE data; USIs will then be removed from the data and replaced with a different coding system. No raw data will be re-disclosed, repurposed, or included in the final report. All raw data will be securely deleted upon completion of the study.

Section 8

The source of funding for the project (if any).

The National Foreign Language Center is providing labor hours from its Director of Research and research staff, funded by internal funds. DC Immersion will likewise contribute labor hours without external funding.

Section 9

A statement as to whether the work will be conducted in collaboration with researchers from other organizations.

For purposes of this project, DC Immersion has partnered with the National Foreign Language Center (NFLC) at the University of Maryland. The research staff at the NFLC, led by Dr. Rebecca Rubin Damari, will perform the data analysis and work with DC Immersion to write the final report.

Section 10

A timeline detailing the total length of time needed to complete the project.

Upon receipt of the data, we anticipate that we will need approximately six months to complete analyses and write the final report.

http://www.dcimmersion.org/ | @dcimmersion | http://www.nflc.umd.edu/ | @NFLC_UMD
Appendices

Appendix A: Rebecca Rubin Damari, Director of Research, National Foreign Language Center at the University of Maryland

Appendix B: Vanessa Bertelli, Executive Director, DC Language Immersion Project

Appendix C: Responses to questions from Rich Pohlman regarding this request

Appendix D: Memorandum of Understanding between DC Immersion and NFLC
Appendix A

Rebecca Rubin Damari  
Curriculum Vitae  
rdamari@nflc.umd.edu

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<tr>
<td>2016–Present</td>
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<tr>
<td>Director of Research</td>
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<tr>
<td>National Foreign Language Center, University of Maryland</td>
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<tr>
<td>2011–2015</td>
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<tr>
<td>Post-doctoral fellow and Co-director, Social Interaction Research Group (SIRG)</td>
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<tr>
<td>Department of Linguistics, Georgetown University</td>
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<tr>
<td>2009–2010</td>
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<tr>
<td>Teaching Associate</td>
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<td>Department of Linguistics, Georgetown University</td>
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<tr>
<td>2005–2012</td>
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<tr>
<td>Ph.D.</td>
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<tr>
<td>Department of Linguistics, Georgetown University</td>
</tr>
<tr>
<td>Areas of focus: Language and identity in second-language speakers of English, cultural norms and language acquisition; quantitative and qualitative analysis of discourse; phonetic analysis.</td>
</tr>
<tr>
<td>Dissertation: Stancetaking as identity work: The case of mixed American/Israeli couples</td>
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<tr>
<td>Committee: Robert Podesva (chair), Deborah Schiffrin, Sarah Bunin Benor</td>
</tr>
<tr>
<td>2005–2007</td>
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<tr>
<td>Master of Science (Magna Cum Laude)</td>
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<tr>
<td>Department of Linguistics, Georgetown University</td>
</tr>
<tr>
<td>First Qualifying Paper: Unity through language? The language policies of Seeds of Peace</td>
</tr>
<tr>
<td>Second Qualifying Paper: A bicultural portrait: Language choice and parental control acts in an Israeli-American family</td>
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<tr>
<td>1998–2001</td>
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<tr>
<td>Bachelor of Arts (Summa Cum Laude)</td>
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<td>Interdisciplinary Studies, University of Maryland, Baltimore County (UMBC)</td>
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GRANTS AND AWARDS (SELECTED)

Fall 2011–Spring 2015  Strategic Social Interaction Modules project, Defense Advanced Research Projects Agency (DARPA) ($1,345,000)

Summer 2007  Foreign Language and Area Studies (FLAS) fellowship for Hebrew language study in Israel (tuition and fees plus $2,500 stipend)

Fall 2005–Spring 2010  Tuition Scholarship and Assistantship Stipend, Georgetown University Graduate School of Arts and Sciences

May 2001  Inducted, Phi Beta Kappa, Eta of Maryland

Summer 2000  UMBC Honors College Special Sessions Scholarship for archaeological excavation

Spring 2000  Baltimore Hebrew University Ulpan Prize for Excellence in the Hebrew Language

PUBLICATIONS


MANUSCRIPTS IN PREPARATION


RESEARCH PRESENTATIONS

Refereed


2010 Damari, R.R. “‘You’re part of us but you’re a little bit different too’: Binational American/Israeli couples and their communities.” Poster presented at the Association for Jewish Studies (AJS) annual meeting, Boston, MA. December 19–21.


Invited


2012  Logan-Terry, A. and Damari, R.R. “‘Why are you cuffing me? I’m the victim!’ Authority-based institutional discourse.” Presentation at Georgetown University Department of Linguistics, September 28.


2011  Logan-Terry, A. and Damari, R.R. “Getting punked in Afghanistan: An introduction to Georgetown’s involvement in DARPA’s military cross-cultural communication research project.” Presentation at Georgetown University Department of Linguistics, September 23.

2011  Damari, R.R. “Patterns of epistemic stance strategies in binational couples.” Poster presented at Prospective Student Weekend, Georgetown University Department of Linguistics, February 25.

2010  Damari, R.R. “Stance taking as identity work: Attributed, accreted, and adjusted stances taken by an intercultural couple.” Poster presented at Prospective Student Weekend, Georgetown University Department of Linguistics, February 19.

CONFERENCE PANELS


TEACHING EXPERIENCE

Primary Instructor

Spring 2010  Cross-Cultural Communication (undergraduate course)  
Georgetown University  

Fall 2009   Cross-Cultural Communication (undergraduate)  
Georgetown University  

Teaching Assistant

Spring 2009  Introduction to Language* (undergraduate)  
Prof. Sue Lorenson  
Georgetown University  

Fall 2008   Cross-Cultural Communication* (undergraduate)  
Prof. Deborah Tannen  
Georgetown University  

Spring 2008  Introduction to Language* (undergraduate)  
Prof. Jeff Connor-Linton  
Georgetown University  

Fall 2007   Phonology (undergraduate)  
Prof. Elizabeth Zsiga  
Georgetown University  

Spring 2007  Phonetics and Phonology I* (graduate course)  
Prof. Robert Podesva  
Georgetown University  

Fall 2006   Cross-Cultural Communication* (undergraduate)  
Prof. Deborah Tannen  
Georgetown University  

*Asterisks indicate classes for which I taught a weekly recitation section.

TEACHER TRAINING

Spring 2010–Fall 2011  Apprenticeship in Teaching Program, Center for New Designs in Learning & Scholarship, Georgetown University  

Fall 2005–Spring 2006  Linguistics Teaching Practicum, Georgetown University
SERVICE

2016–Present  Board member, Sela Public Charter School, Washington, DC
2016–Present  Reviewer, Armed Forces and Society
2015–Present  Reviewer, Journal of Sociolinguistics

2014  External reviewer, Army Research Office (research proposals)
2012  Reviewer, Multilingua (special issue)
2007  Co-chair, Georgetown Linguistics Society (GLS) Biennial Meeting
2005–2006  Brownbag Lunch Series Coordinator, Georgetown University Department of Linguistics

LANGUAGES

English (native)
Modern Hebrew (advanced oral and written proficiency)
Modern Standard Arabic (basic oral and written proficiency)

PROFESSIONAL AFFILIATIONS

Linguistic Society of America (LSA)
American Association of Applied Linguistics (AAAL)
American Anthropological Association (AAA)
National Communication Association (NCA)
Appendix B

Vanessa Bertelli
vanessa@dcimmersion.org

Experience

Executive Director at DC Language Immersion Project - US
2014 - Present
• Co-founded grassroots organization of parents, educators and community working to engage, support and advocate for the systemic expansion of dual language immersion programs in PK-12 classrooms across the nation’s capital.
• Engaged a growing network of over 1000 education stakeholders, including local and national education and economic policy organizations
• Led visioning of the organization’s mission for the next five years and its 2035 vision
• Oversaw organization of multiple events, panel discussions, forums to educate and inform around dual language immersion
• Oversaw all initial aspects of external communications (website, social media, press, mailings)
• Managed key volunteers

Director of Development at 1225 Ltd – Italy, South Africa, China and US
2006 - 2014
Everything, 24/7. Most demanding and fun colleagues I have ever had the pleasure of working with.

Economic Development Specialist at TechnoServe - South Africa
2007
Led team of country directors in development of proposal to Gates Foundation for $40M 4-year grant targeting dairy farmers in East Africa.

Independent External Evaluation Specialist at FAO - Italy
2006
• Analysed the administration of FAO, including decision-making processes, HR data, regular and extra budgetary funding, yearly operational budget across HQ and field
• Assisted AMO core team members in interviewing FAO staff, member states representatives, and comparable organizations for benchmarking purposes
• Drafted report on FAO’s organisational culture

Corporate Social Responsibility Specialist at World Bank Group - Italy
2005
• Drafted reports on private sector perception of CSR in Central European countries, and impact on companies’ profitability of social and environmental projects, codes of conduct, and financial, social and environmental reporting
• Researched impact of participatory processes on implementation of CSR practices

http://www.dcimmersion.org/ | @dcimmersion http://www.nflc.umd.edu/ | @NFLC_UMD
Fundraising Consultant at Aragorn - Italy
2004

Organisational Management
• Improved utilisation of resources, accountability and fundraising capabilities of NGOs by advising on organisational structures, decisional processes, and staff management

Partnership Negotiation
• Conceived and negotiated nationwide marketing operation involving ActionAid International and a leading Italian food retailer, which lead to substantial sponsorship, communications support, and mutually beneficial relationship
• Negotiated memorandum of understanding on issue of co-branded charity cards with major bank groups (Société Générale and Unicredit) on behalf of NGOs; ensured consistency with NGOs' mandates and policies

Media Corporate Lawyer at Ashurst – United Kingdom
1998 - 2002

Project Management/Joint Ventures
• Managed sale and leaseback of films worth £100m, creating UK’s first and largest film investment scheme; mediated between producers, film financiers, banks, and regulators over a period of eight months
• Coordinated and led multi-disciplinary teams of lawyers, accountants, venture capitalists and managers of joint venture company and its parents during complex negotiations on disposal of US$60m group of Iberian television channels
• Monitored and evaluated managerial and financial aspects of joint ventures channels ensuring compliance with legal terms of joint venture agreements

In-house counsel to UPC Holding B.V. CEO, COO and VP of Business Development
• Designing and implementing communication system between legal units in subsidiaries to strengthen corporate governance procedures
• Setting up and managing licence processing system (after negotiating standard terms with major studios including Universal, Disney, Paramount and BBC) which improved speed and facilitated tracking of status and compliance with licence terms
• Proposing and implementing legal department’s restructuring

Assistant to Legal Department at Tate – United Kingdom
1997

Drafted first Tate policy on acquisition of works of art; educated curators on copyright issues through weekly seminars and Q&A sessions

Education

INSEAD Master of Business Administration (M.B.A.), Strategic Communications, 2003
Université de Lausanne Licence en jurisprudence, Swiss and comparative law, 1992 - 1996

Languages

Italian Native proficiency English Bilingual proficiency French Professional working proficiency Spanish
Elementary proficiency German Elementary proficiency Mandarin Elementary proficiency
Appendix C

Responses to questions raised by Rich Pohlman on an earlier version of this request

Section 1

Q: Is there a research organization supervising this work?

A: DC Immersion has partnered with the research staff of the National Foreign Language Center (NFLC) at the University of Maryland for the purpose of this project. The project is subject to review and oversight by the Institutional Review Board (IRB) of the University of Maryland.

Section 2a

Q: This hypothesis [“that the demand for dual language immersion (DLI) both exceeds the supply and is not uniform across the city”] speaks to an advocacy position. Is this for research or advocacy?

A: This is a research project designed to determine (1) gaps between supply of and demand for DLI programs and (2) what factors influence families’ preferences for DLI programs. The outcomes of this research will be of use to families, educators, researchers, and policymakers interested in understanding the popularity of and need for DLI programs, in equitable access to DLI programs, and in school choice more generally.

Q: [Re: research question “Do number of seats available in DLI programs match the number of applicants for DLI programs?”] Are you considering all applicants or unique applicants? E.g. if I have my student on a WL for three DLI schools how will that be used in your “demand” calculation?

A: We will consider unique applicants, since each applicant can only occupy one seat in a DLI program. If a student is on multiple waitlists, that student will still only be counted once.

Q: [Re: research question “Are there differences in families’ ranking of DLI programs based upon distance from nearest DLI programs?”] Do you propose to use previously established clusters, zip code, distance to the school, Ward? Each of these decisions will matter.

A: We propose to use distance to the nearest DLI school, in miles.

Q: [Re: research question “Is there a stronger ranking of Spanish versus non-Spanish DLI programs?”] I am concerned about conclusions being drawn from such a small amount of data. There just are not many spots at non-Spanish DLI schools. What is your minimum threshold for drawing conclusions from the data? This is the type of detail that needs to be addressed at Section 3, below.

A: We no longer plan to address this research question, since there is such a small number of non-Spanish DLI schools.
Section 3

Q: There is not sufficient information in this response to verify the technical merit of the project. Please expand on the level for each value necessary to draw conclusions from the analysis.

A: We have added more detail to this section.

Section 4

Q: At what levels do you intend to publish? How will the validity of the findings be reviewed prior to publication? Again, an independent research entity sponsoring the study would go a long way to eliminate my concerns.

A: We plan to publish the results of this study as a research report or journal article subject to peer review, and to distribute it via DC Immersion’s and NFLC’s communication channels. (See Section 6 above.)

Section 5a

Q: I may be wrong, but I believe there are only two non-Spanish programs. At these small levels, I don’t see how identity can be protected.

A: We no longer plan to compare Spanish and non-Spanish DLI programs.

Section 6

Q: Who is the research partner? I don’t see a letter of support included in the appendix.

A: Appendix B contains a MOU between DC Immersion and NFLC.

Section 7a

Q: This justification is incorrect- you are not providing research on or behalf of the agency. I don’t necessarily think this section should apply because I don't see a request for data protected under FERPA. If any such data is provided, you need to articulate a different exception or exemption.

A: By requesting the Unique Student Identifiers in order to link data from My School DC with data from OSSE, we are requesting Personally Identifiable Information (PII), which is protected under FERPA. We are requesting exception under 99.31 (a) (6) (i) (c): “disclosure to organizations conducting studies for, or on behalf of, educational agencies or institutions to... improve instruction.” We are requesting to enter into an agreement with My School DC or the appropriate educational agency or institution, designating this study as being conducted on behalf of the appropriate educational agencies or institutions.
**Section 7b**

Q: Please provide specifics for the transfer and storage of the data. For example, will you be using an FTP site? Will data be stored on a computer with access to the internet? The entity should provide policies to show it has adequate protections in place to handle sensitive data if, in fact, we are releasing covered data. Again, not sure this needs to apply if no FERPA protected or identifiable information is included in the request. However, we should honor the address and directory information with a certain level of controls as well.

A: We have addressed this in the revised Section 7b.

**Section 9**

Q: Is AIR sponsoring this research or is it simply an individual employee? Will AIR be devoting any other resources or supervision?

A: AIR and Dr. Ashley Simpson Baird are no longer involved in the research. Instead, DC Immersion has partnered with NFLC.
Appendix D

Memorandum of Understanding between DC Immersion and NFLC
MEMORANDUM OF UNDERSTANDING
Between
University of Maryland College Park
and
DC Language Immersion Project

This Memorandum of Understanding ("MOU"), effective on the last date of signature below ("Effective Date"), is hereby entered into by and between the University of Maryland College Park ("UMD"), a public agency and instrumentality of the State of Maryland, located in College Park, Maryland, National Foreign Language Center (NFLC) and DC Language Immersion Project (DC Immersion), a not-for-profit organization located in Washington, DC, collectively the "Parties."

Purpose. The parties share interests in data sharing and analysis. Based on these premises and for good and valuable consideration, the Parties hereby agree as follows:

1. Scope of Project: DC Language Immersion Project (DC Immersion) is a not-for-profit whose mission is to improve opportunity for DC and its residents by preparing a 21st century ready, linguistically and culturally competent workforce—through the systemic, equitable and socioeconomically integrated implementation of programs like Dual Language Immersion (DLI) throughout the nation’s capital. DC Immersion has proposed several research projects relating to demand for DLI programs in DC and enrollment in DLI programs and change over time. These projects will consist of analysis of publicly available and non-publicly available data and reporting of the results of analysis.

2. Responsibilities of Parties.
   a. UMD shall be responsible for: NFLC seeks to support DC Immersion’s analysis of the need for and outcomes of Dual Language Immersion (DLI) programs by providing labor hours from our Director of Research and research staff, who will work closely with staff at DC Immersion. NFLC will, jointly with DC Immersion, request the relevant data from the DC government.

   b. DC Immersion shall be responsible for: providing NFLC with information about the background of the collaborative work, facilitating contacts with the relevant offices in DC government, providing guidance on the goals and objectives of the research, and providing feedback on the research and reporting as they develop. DC Immersion will, jointly with NFLC, request the relevant data from the DC government.

3. Financial Arrangements: This is an unfunded MOU.

4. Export Control.

   a. "Export Controlled Information" means confidential technical information that is required for the design, development, production, manufacture, assembly, operation, repair, testing maintenance or modification of commodities controlled under the Commerce Control List of the Export Administration
Regulations or the U.S. Munitions List of the International Traffic in Arms Regulations. Export Controlled Information does not include information in the public domain, as that term is defined in the applicable regulations (EAR Part 772 or ITAR 120.11); information concerning general scientific, mathematical or engineering principles commonly taught in universities; basic marketing information on function or purpose or general system descriptions, or information resulting from the performance of fundamental research.

b. UMD has many students and faculty that are non-U.S. persons and UMD utilizes some information systems (i.e. cloud services) that are not certified for receiving Export Controlled Information. The transfer of Export Controlled Information is prohibited under this MOU unless the Export Compliance Officer of the party receiving the Export Controlled Information (the "Receiving Party") has provided written permission. Should one Party believe it is necessary to disclose Export Controlled Information, that Party (the "Disclosing Party") shall notify the Receiving Party's Export Compliance Officer and provide a description of the information including the applicable export jurisdiction and classification for the associated commodity. The Disclosing Party will abide by any instructions provided by the Receiving Party for the transmittal of Export Controlled Information. Neither Party is obligated to accept Export Controlled Information and will incur no contractual liability for refusal to accept Export Controlled Information.

c. UMD is unable to ship any equipment abroad without the express prior approval of the University's Export Compliance Officer.

5. Term and Termination.
   a. This MOU shall remain in force for a period of one year after the Effective Date and may be renewed or extended by mutual written consent of the Parties.
   b. The Parties may terminate this MOU at any time by mutual agreement.
   c. Either Party may terminate this MOU for convenience at any time provided that the terminating Party provides thirty days written notice prior to termination.

6. Contacts and Notices. Any notice required to be given under this MOU shall be given in writing and delivered (1) in person with documentation of receipt; (2) by facsimile or via email of scanned document (a PDF is sufficient) with documentation of delivery; or (3) by first class mail, postage prepaid and addressed to each party's designated contact, identified below, or such other person a party may subsequently designate in writing. A notice shall be deemed effective when received. Notices shall be delivered to:

For UMD: Wendy Montgomery
Director, Office of Research Administration
3112 Lee Building
7. General Terms and Conditions.
   a. Modifications. Any modification of this MOU shall be effective only upon the
      mutual written agreement of authorized representatives of both Parties.

   b. No Third Party Beneficiaries. This MOU is for the benefit of the Parties; there
      are no third party beneficiaries.

   c. Relationship. Nothing is this MOU shall be construed to create a partnership,
      agency, or joint venture between or among the Parties. Neither Party has
      authority to make any statements, representations, or commitments of any
      kind on behalf of the other Party except as the Parties may agree in writing.

   d. Assignment. This MOU and any rights and obligations hereunder shall not be
      assigned without the prior written consent of the non-assigning Party.

   e. Liability. Each Party assumes full responsibility for the acts or omissions of its
      respective employees, agents, and representatives. IN NO EVENT WILL
      EITHER PARTY OR THEIR OFFICERS, AGENTS OR EMPLOYEES BE
      LIABLE FOR ANY INCIDENTAL, SPECIAL, EXEMPLARY OR
      CONSEQUENTIAL DAMAGES OF ANY KIND, INCLUDING BUSINESS
      EXPENSE, LOSS OF PROFITS, DAMAGE OR INJURY TO PROPERTY
      FOR ANY CLAIMS, DEMANDS OR DAMAGES ARISING OUT OF THE
      EXISTENCE AND/OR USE OF THIS MOU EVEN IF THE PARTY HAS BEEN
      ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.
f. Disclaimer of Warranties. UMD shall use reasonable efforts to carry out the scope of this MOU, but results are provided as is. THE STATE OF MARYLAND, UNIVERSITY AND THEIR RESPECTIVE OFFICERS, AGENTS AND EMPLOYEES JOINTLY AND SEVERALLY DISCLAIM ANY AND ALL REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, WRITTEN OR ORAL, IN FACT OR ARISING BY OPERATION OF LAW, REGARDING RESEARCH RESULTS THAT MAY BE CONTEMPLATED, ANTICIPATED OR DEVELOPED BY EITHER OR BOTH PARTIES; THE MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, COMMERCIAL VALUE, AND/OR FREEDOM OF RESEARCH RESULTS FROM INFRINGEMENT OF ANY PATENT, COPYRIGHT, OTHER INTELLECTUAL PROPERTY OR PROPRIETARY RIGHTS OF ANY THIRD PARTY.

g. Governing Law. This MOU shall be governed by the laws of the State of Maryland without references to its conflicts of laws principles.

h. Entire Agreement. This MOU constitutes the entire agreement and understanding by and among the Parties on the subject matter presented herein and supersedes any and all prior agreements, understandings, or commitments, written or oral, between the Parties. There are no representations, warranties, agreements or understandings, express or implied, written or oral between the Parties relating to this subject matter that are not fully expressed herein. This MOU may be executed in duplicate and each original shall be equally effective. The Parties accept electronic delivery of the executed MOU.

SIGNATURE PAGE FOLLOWS
AGREED TO:

DC IMMERSION

Authorized Signature

VANESSA BERTIELLI
Printed Name

EXECUTIVE DIRECTOR
Title

7/21/2016
Date

UNIVERSITY OF MARYLAND

Adam Grant
Authorized Signature

Printed Name

Export Compliance Officer
Title

30 June 2016
Date

UNDERSTOOD AND AGREED TO BY DAVID ELLIS, Principal Investigator, University of Maryland:

Signature

DAVID P. ELLIS
Printed Name

6/30/16
Date

MOU Rev. 5/1/2016