



CHIP Updates



June 2022



ACPS CHIP Program

Grades K through 10 as of Fall of 22

Inception in ACPS- 2011

Impacts of the Pandemic

18-19 January- In-Person CHIP Meeting (middle school transition)

19-20- May- In-Person CHIP Meeting

19-20- Schools closed in March 2020 through the end of the year- No meeting scheduled

20-21- Schools transitioned to virtual learning throughout most of the school year- Restrictions for distancing and masking, as well as most school activities-

March 2021 Virtual Meeting

21-22- In person with distancing, masking, and field trip restrictions for much of the year. Focus on reducing the learning gap in Reading/ELA and mathematics

June 2022- Virtual Meeting

CHIP Enrollment

21-22

K - 11

1 - 12

2 - 16

3 - 15

4 - 18

5 - 18

6 - 16

7 - 13

8 - 20

9 - 14

22-23

K - 9

9 (Chinese IV)-18

10 (AP)-2 and (Chinese V) - 11

CHIP Curriculum Changes

*Beginning with the 22-23 school year and Grade 6

- Grade 6- Chinese (non HS credit)
- Grade 7- Chinese I
- Grade 8- Chinese II
- Grade 9- Chinese III
- Grade 10- Chinese IV
- Grade 11- Chinese V or AP Chinese Language and Literature

CHIP Curriculum Changes

Elementary- K Change-

- Beginning 23-24 school year- Screening process for incoming K students to ensure they have the basic readiness skills for K.

CHIP HS Credit Grade Distributions

2021-2022

6 - A (11), B (5)

7 - A (5), B (6), C (2)

8 - A (5), B (8), C (4), D/F (3)

9 - A (11), B (3)

AAPPL Proficiency and Performance-Based Assessment

The scores are based on the ACTFL Proficiency Guidelines using the following:

- Novice Range (N1-N4)
- Intermediate Range (I1-I5)
- Advanced Low Range (A1)

Students are assessed on four individual tests—*Speaking, Listening, Reading, and Writing.*

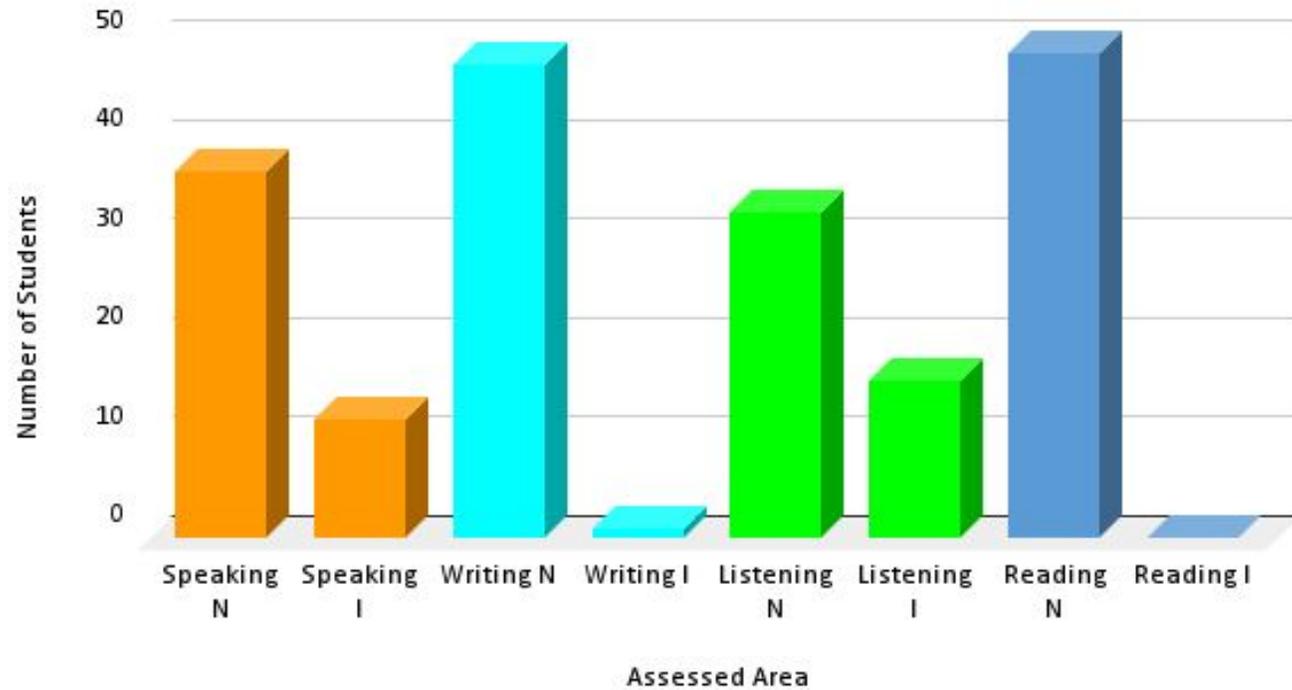
AAPPL Proficiency and Performance-Based Assessment

ACTFL PROFICIENCY GUIDELINES	ACTFL PERFORMANCE SCALE	AAPPL PERFORMANCE SCORE	FORM	
Advanced Low	Advanced	A-1		B
Intermediate High		I-5		
Intermediate Mid	Intermediate	I-4	A and E	
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Low		I-1		
Novice High		Novice		
Novice Mid	N-3			
Novice Mid	N-2			
Novice Low	N-1			

CHIP Assessment Results-Braddock Middle

AAPPL
Assessment
Administered
May 2022

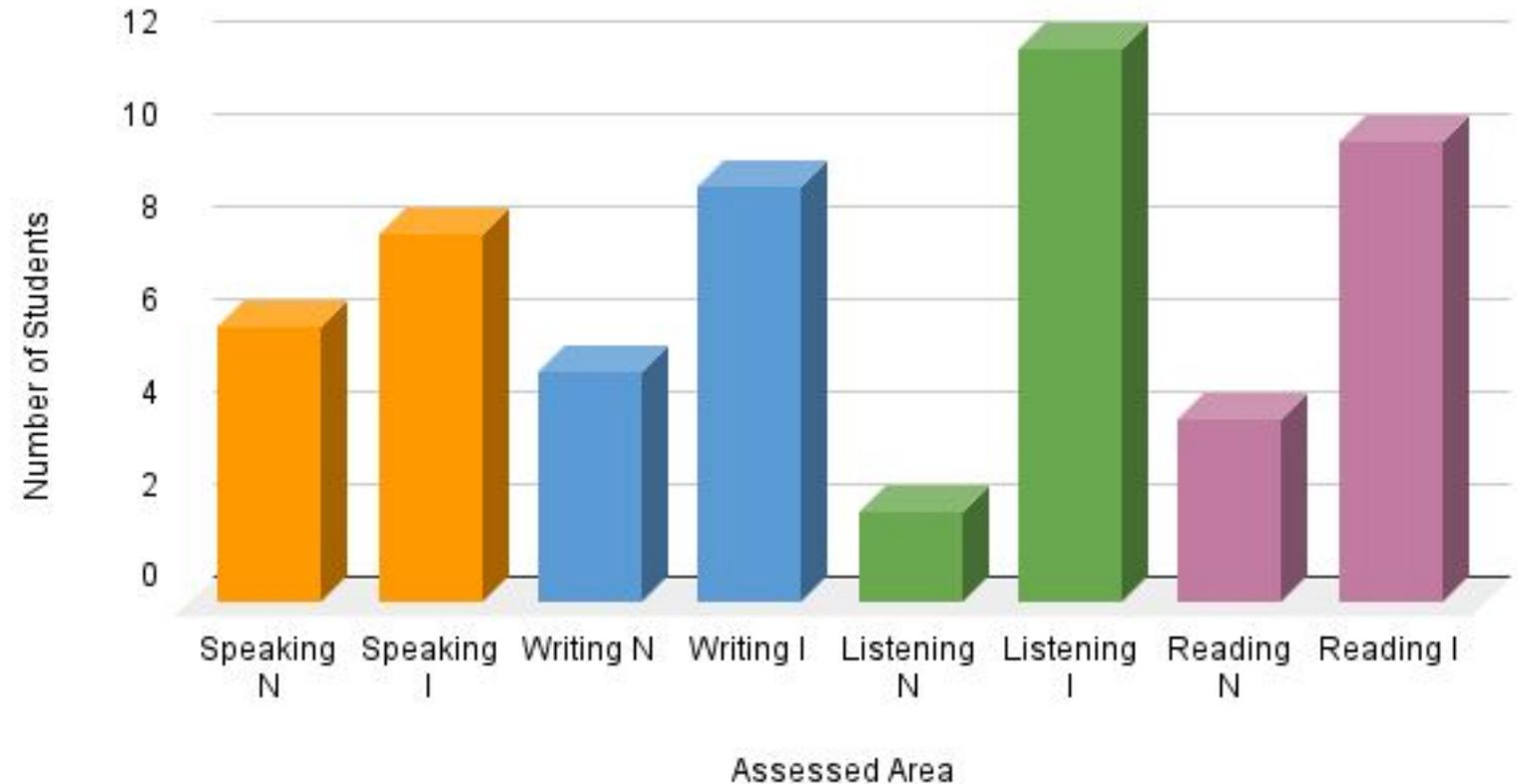
Number of Students vs. Assessed Area



CHIP Assessment Results-Allegany HS

AAPPL
Assessment
Administered
May 2022

Number of Students vs. Assessed Area



Maryland Seal of Biliteracy

- An award made by MSDE and the local district to recognize a student who has attained proficiency in English and in listening, speaking, reading, and writing in one or more other world languages by high school graduation.
- The recognition of attaining biliteracy becomes part of the high school transcript and diploma.
- The Seal serves to certify attainment of biliteracy for students, employers, and universities.
- The Seal is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college and for engagement as a global citizen.

Maryland Seal of Biliteracy

- Students must pass ELA MCAP 10 and complete all other graduation requirements.
- Students must demonstrate *Intermediate High/15* proficiency in listening, speaking, reading, and writing in a language other than English, as measured by assessments that are aligned to ACTFL (The American Council on the Teaching of Foreign Languages) proficiency guidelines on the AAPPL exam **OR**
- Achieve a minimum score of 4 on the Chinese AP Exam
- Students' AAPPL scores may be recognized for the world language component beginning in Grade 8.
- Seals of Biliteracy are not awarded until graduation.

AP Chinese Language and Culture Overview

AP Chinese prepares students to demonstrate their level of proficiency in using the Chinese language and understanding culture using real-life materials such as newspapers articles, film, music, and books.

AP Chinese Language and Culture Overview

Equivalency:

According to College Board AP, a fourth-semester (or the equivalent) intermediate-level college course in Mandarin Chinese language.

Course Content:

Unit 1: Families in Different Societies

Unit 2: The Influence of Language and Culture on Identity

Unit 3: Influences of Beauty and Art

Unit 4: How Science and Technology Affect Our Lives

Unit 5: Factors That Impact the Quality of Life

Unit 6: Environmental, Political, and Societal Challenges

***** The course content outlined above is organized into commonly taught units of study that provide one possible sequence for the course. The teacher may choose to organize the course content differently based on local priorities and preferences. (www.apcentral.collegeboard.org)***

CHIP Finance

- Funds accumulated through donations or fundraisers for the CHIP program are required to be used for CHIP purposes, such as field trips, cultural experiences, or other planned school CHIP activities.
- Funds in a specific student's account will move with the student when he/she advances to middle school or high school.
- If funds are in a family CHIP fundraising account and there are multiple CHIP students in that family, the money will be evenly distributed to the students and will remain at the students' specific school level until the student advances to middle school or high school. The funds will then be transferred to the next school level for that student.
- If funds are not exhausted by the time a student graduates, the funds will be moved to a general CHIP account at the high school level.
- If a student withdraws from CHIP, the funds will be moved to a general CHIP account at that school level.
- Funds will not be transferred to the different schools until July 1 per Finance.
- Beginning with the 22-23 school year, the schools will not maintain individual/family fundraising accounts for CHIP field trips. Parents will need to maintain funds for their own child (ren) to pay for activities and field trips that may occur. The funds currently accrued in the students' accounts will be applied toward future CHIP activities/field trips. (See the first bullet)

Field Trips/Cultural Experiences

- The Board of Education recognizes the field trip as an integral part of the instructional program. The primary purpose of field trips is to enhance the instructional program.
- When participating in field trips, students have the opportunity to develop and foster skills in real world settings, as well as to apply information learned in an academic classroom. As an outgrowth of participation in field trips, students shall engage in reflection and meaningful follow-up.
- For a field trip during the school day to be considered for approval, it must support, enhance, and extend classroom instruction or promote cultural experiences such as visits to museums, nature centers, and the like.
- Field trips clearly aligned to and a logical outgrowth of the curriculum shall be available to Allegany County Public School students as part of a carefully planned experience. The safety and security of students, the appropriate use of instructional time, and the utilization of school personnel are important and will be considered.

High School CHIP Proposal Beyond AP

Background

- Transition of CHIP to middle school
- Transition of CHIP to high school
- Evaluation of Program- Based on enrollment and student outcomes
- Former Superintendent's Vision- To offer coursework through a Grade K-12 CHIP Program, with the goal of college level work.
 - Students can take AP Chinese Language and Literature- Cohort 1 during the 22-23 school year
 - Score of 5 can earn a range of credits 3 or more, depending on IHE
- Challenges of this vision- Competing programs, student interest in course work beyond AP, and logistical/staffing

2021-2022 Steps

- Communicated with various IHE in the state about the programmatic vision- To offer college/advanced coursework in Mandarin Chinese who have successfully completed AP Chinese Language and Literature (Build Reading, Writing, Speaking, Listening Skills)
- Program Requirements-
 - Teacher instructs in Mandarin Chinese
 - Online or In-Person
 - Affordability/Logistics/Staffing feasible for the School District
 - Enough students to implement/sustain

Gather input from students and gather input from CHIP stakeholders by the end of the 21-22 school year

Option 1

- Introduction to World Language I- 3 credits- FSU

Literary masterpieces in translation, illustrating spiritual, social, and esthetic life from ancient times through the Renaissance. Lectures in various literatures(Course would have to be designed and approved by the college).

Taught in Mandarin Chinese

Option 1- Challenges

- CHIP teacher has to be vetted by the college, willing to create the course, and have availability in the teacher's schedule to teach
- Course has to be approved by the college as a general education elective
- Enrollment has to be a minimum number of students to offer the course- minimum of 10 students
- Rigorous coursework dictates that advanced skills are needed to be successful
- Survey Results- Potential Lack of interest for long-range implementation/sustainability
 - Grade 9- 50%
 - Grade 8- 46%
 - Grade 7- 28%
 - Grade 6- 50%

Option 2

Proposal- Chinese Studies I (Semester) Honors Level* Grades 11 (23-24 Year)

- Students complete an independent study using their Mandarin Chinese skills. Students use their skills to read, write, speak, and complete hands-on projects, presentations, etc. A cultural/field trip experience (s) will be offered as long as health and safety factors make it feasible. (Teacher acts primarily as a facilitator of the independent learning experience.)

Proposal- Advanced Chinese Studies II (Semester) Honors Level* Grade 12 (24-25 Year)

- Students complete an independent study using their Mandarin Chinese skills. Students use their skills to read, write, speak, and complete hands-on projects, presentations, etc. A cultural/field trip experience (s) will be offered as long as health and safety factors make it feasible. (Teacher acts primarily as a facilitator of the independent learning experience.)

* Collaborating with ACM to determine if this can be an early college class (Special Topics or Independent Study/Readings.) Presently, each will be a HS Honors Level Course.

Option 2- Challenges

- The first course has to be designed and approved by the end of the 2023 year. The advanced course has to be designed and approved by the end of the 2024 school year.
- There has to be a minimum number of students in the course—a minimum of 10 students
- Survey Results- Slightly higher interest for long-range implementation/sustainability
 - Grade 9- 50%
 - Grade 8- 44%
 - Grade 7- 62%
 - Grade 6- 43%

Option 3

- **Proposal-** University of Maryland Global Campus- Online Program - Chinese III, IV

*Student must have appropriate score on a placement test for Chinese I and Chinese II to be eligible for the Chinese III and IV courses. Student must meet all UMGC admission requirements, including, but not limited to, GPA, transcript requirements, letter of recommendation, etc. to be eligible to take a course (s).

Elementary Chinese III (CHIN 114, 3 Credits) Online- Asynchronous/Synchronous

- Student must have appropriate score on a placement test for Chinese II.
- Prerequisite: CHIN 112 or appropriate score on a placement test. Further development of skills in elementary spoken and written Mandarin Chinese. The aim is to communicate in Chinese in a variety of real-life situations using culturally appropriate language, recognize and distinguish more commonly used Chinese characters, and read in context. Practice is provided in improving pronunciation and developing the oral and written skills used in everyday communication.

Elementary Chinese IV (CHIN 115, 3 Credits)

- Prerequisite: CHIN 114 or appropriate score on a placement test. Further development of skills in elementary spoken and written Mandarin Chinese. The aim is to interact effectively with native speakers of Chinese in a variety of real-life situations using culturally appropriate language and to recognize and distinguish more commonly used Chinese characters in context. Practice in fine-tuning pronunciation and applying language skills to a range of contexts is provided.

Option 3 Challenges

- Requires admission standards/letter of recommendation- Grade 12 only
- Requires a high level of independence and self-motivation
- Online (Asynchronous/Synchronous)
- Tuition Costs
- **Advantages-**
 - Doesn't require a certain level of enrollment
 - Course is already established
 - No impact on district staffing

Tuition Costs for College Courses

- **There are tuition costs and fees for college courses*.**
 - The ACPS pays for the tuition of ACPS dual enrollment/early college courses for economically disadvantaged students, as designated by free or reduced meals status, per Senate Bill 740. Otherwise, parents assume a portion of the responsibility of tuition costs which are provided at reduced rates for ACPS dual enrollment/early college courses per Senate Bill 740. Typically, parents assume all of the costs of fees that a college/university may require.
 - Allegany College of Maryland (ACM) currently charges the lowest tuition. ACM provides a 50% discounted rate to an ACPS students. For a three credit course, the tuition and fees will be \$281.50 for the 22-23 year. ACPS also assumes a portion of that discounted rate. For the 22-23 school year, the tuition costs for parents will be \$141.75 per three credit course. (Keep in mind that this is only for designated dual enrollment/EC courses.)
 - Currently, Frostburg State University (FSU) provides a 25% discount on tuition to ACPS students. For a three credit course, the tuition is \$632.25 for the 22-23 year. The ACPS also assumes a portion of that discounted rate. The parent responsibility is \$316.13 per three credit course for the 22-23 year. (Keep in mind that this is only for designated dual enrollment/EC courses.)
 - The UMCG charges a higher tuition rate. Currently, it is almost \$1,000 per course. There is not a discounted rate by the UMCG and it is not considered part of the dual enrollment/EC program at ACPS. The ACPS will assume a portion of the tuition, but parents will assume the remaining costs. The parent responsibility could exceed \$500.00 per course.

**** Please note that tuition and fees are always subject to change and increase. Tuition/fees typically increase each year.**

Recommended Characteristics (Independent Study or College Course)

- High Academic Performance in the CHIP Program
- Academic Independence
- Self-Motivation
- Strong Work Ethic
- Ability to Meet Deadlines
- Attention to Detail and Precision
- Perseverance and Persistence
- Growth Mindset (Positive and Hard Working)

Student Choices and Scheduling Conflicts

- 1- Career and Technical Education- multiple programs (with plans to possibly add more in the upcoming years per Maryland Blueprint Legislation and MSDE)
- 2-Specialized programs- Biomedical Sciences, Engineering Design and Processes, P-TECH/Cybersecurity; Teacher Education through ACM (New for the 23 year- grant)
- 3- Dual Enrollment/Early College with plans to add more due to Blueprint and MSDE
- 4- Proposal for a Bobcat Early College STEM Program through FSU (reviewing this proposal in the fall)

Parents/Students will have to make decisions. There will be scheduling conflicts. We cannot guarantee that a student can be in multiple programs. Scheduling is a complex function and conflicts do occur.

Next Steps

- Send out an electronic survey to parents to gather input on the HS options (beyond AP) and to gather comments/feedback about the CHIP program as part of the evaluation process.
- The Curriculum Committee will review the options and feedback. Recommendations will be made during the October meeting. This ensures enough time for spring scheduling and course development, if applicable, as well as programmatic revisions for the 2023-2024 school year, if needed.

