



MANGO®

Win a World Languages Grant

Apply for DoDEA's World Language Advancement and Readiness Program Grant!

Presented by:

Lauren Ruffolo, Senior Account Executive, Mango Languages

Stephanie Bjork, Senior Proposal & Business Intelligence Manager, Mango Languages



Meet Our Hosts



Lauren Ruffolo

Sr. Account Executive, Mango Languages

Background:

- Worked at Mango for 10 years
- Speaks Spanish, learning Italian with Mango
- Passionate about connecting people through learning languages



Stephanie Bjork, M.ED

Sr. Proposal and Business Intelligence Manager, Mango Languages

Background:

- B.A. - Contract and Proposal Management
- M.Ed. - Distance Education and E-Learning
- K - 12 Education Technology solution focused (18+ years)
- EdTech Enthusiast, Lifelong Learner and Funding Advocate!

Grant Overview

(Q&A Welcome by Email!)

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stephanie.bjork@mangolanguages.com



Grant Purpose

The Department of Defense Education Activity (DoDEA) seeks innovative applications that identify and implement evidence-based practices to meet the academic needs of the highly mobile military-connected students in their community and applications which establish, improve, or expand world language programs targeting elementary and secondary students.

Each individual grant award will be a minimum of **\$500,000.00** and may be up to a maximum of **\$2,000,000**, for a period of up to five (5) years.

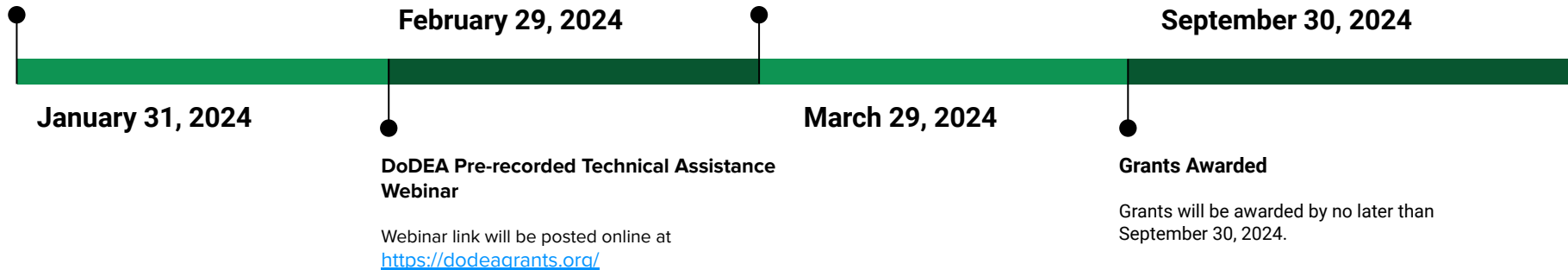
Timeline

Applications Available

Applications are available via
<https://www.grants.gov>

Applications Due by no later than 11:59 PM EST

Deadline for Transmittal of Applications,
No Later than 11:59PM EST



Scope Areas



Applicants seeking funding for WLARP should include in their application a project narrative that **must focus on one or more** of the following scope areas:

- Establish and implement programs that showcase a meaningful **integration of world language(s) across subject areas**. Projects under this scope would include world language immersion or partial world language immersion of any of the languages included on the DoD SLL (Appendix D) and/or ASL.
- Establish and implement an **exploratory pilot program that seeks to create new world language experiences for students**. For example, this type of project may link native speakers of languages other than English within the LEA with the target schools in order to promote two-way language learning. The language used for this scope must be included on the DoD SLL (Appendix D) and/or ASL.
- Improve or **expand content-based instruction in the target school's current world language program** of one or more of the languages included on the DoD SLL (Appendix D) and/or ASL.
- **Effectively use technology**, such as **computer-assisted instruction or distance (virtual) learning**, to **establish or expand course offerings of one or more world languages** included on the DoD SLL (Appendix D) and/or ASL.

All MCASP & WLARP Applications



1. Address the program description.
2. Demonstrate potential to make a substantial impact.
3. Create meaningful content and participant experiences that meet the intent of the **WLARP program**.
4. Collect a set of program-specific measures of performance to include capture of participation rates and measures of effectiveness appropriate to the goals of the project.
5. Provide a clear overview and rationale for how grant funding will be allocated.
6. Contain a strategy for program sustainability once the period of performance of this award ends.

Does your LEA qualify?



- PK-12 Local Education Agency
(including charter schools considered LEAs by state law)
- Current DoDEA grant recipients eligible
- Must meet the following criteria:
 - **All applicants:** Eligible Schools must have **10 percent or greater military-connected student enrollment** for SY 2022-23.
 - **WLARP Applicants ONLY:** LEA must host **a unit of the JROTC Corp** at one of their high schools (or pending application to host).

Funding Amounts



All applicants can request funding **up to the amount prescribed in the funding formula** outlined in Table 5. The funding formula for this opportunity is based *ONLY on the total number of military- connected students at eligible school(s)*.

Table 5. DoDEA FY22 MCASP and WLARP Grant Funding Formula

Number of Military-Connected Students at Eligible School(s)	Award Amount (Total for 54 months)
500 or fewer	\$500,000.00
501 - 750	\$750,000.00
751 – 1,000	\$1,000,000.00
1,001 -1,250	\$1,250,000.00
1,251 – 1,500	\$1,500,000.00
1,501 or greater	\$2,000,000.00

Content and Form of Application



All applications must seek to address unclassified efforts.

All applications must include elements 1 & 2.

Element 3 & 4 are optional and not included in the merit review process or the total page limit.

1. Required Federal Forms
2. Project Narrative (cannot exceed 30 pages)
3. Letter(s) of Support and Supporting Documents
4. References Cited

Content and Form of Application - Forms



Required Federal Forms

- a. SF-424 Application for Federal Assistance
- b. SF-424 - A, Budget Information, Non-Construction Programs
- c. SF-424-B, Assurances for Non-Construction Programs **(NEW)**
- d. Budget Narrative Attachment Form **(NEW)**

Project Narrative

1. Cover Page
2. Abstract
3. Table of Contents
4. Needs Assessment and Rationale for the Project (10 Points)
5. Project Goals (10 Points)
6. Professional Learning Plan (10 Points)
7. Project Planning Year (10 Points)
8. Project Implementation Years (15 Points)
9. Key Personnel Qualifications (5 Points)
10. Project Evaluation Plan (15 Points)
11. Budget Narrative and Detailed Budget Table (15 Points)
12. Sustainability Plan (10 Points)

Project Narrative
cannot exceed 30
pages.

Project Narrative
and Appendices
cannot exceed 60
pages.

Abstract

Project Abstract must be fewer than 250 words. The abstract is placed on the cover page and should be a concise overview of the objectives of the project, project activities, location of the project, expected outcome(s), and the proposed rationale/impact for the work.

<<School District>> proposes to <<Choose applicable scope area for WLARP (pg 6-7)>> with a <<Enter Proposed Program>> at <<List schools where the project will take place>>. The objectives of our project are to <<Enter up to 3 SMART Goals>>. To accomplish our stated goals, <<School District>> will <<list proposed activities here>>. <<School District>> chose this project because <<List research and/or data-based rationale here>>.

Project abstracts of applications that receive funding may be posted on program-related websites and/or included in notices that DoDEA may send to members of Congress.

Reminder - Project Abstract goes BEFORE the Table of Contents, with the Cover Page.

Needs Assessment and Rationale



Needs Assessment and Rationale for the Project (10 Points)

- Present the rationale/needs between the current condition and your desired outcome.
- This should include a strong needs assessment that provides detailed information on the current needs of military-connected students as it relates to the proposed project.
- Also include successes and/or challenges in the focus area.
- Include past and current professional learning efforts for staff in the focus area.

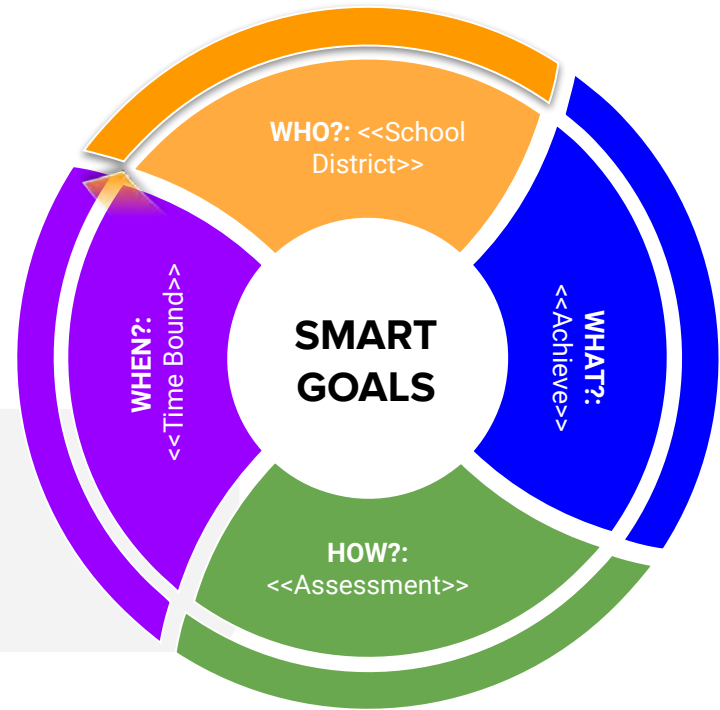
Criteria for Needs Assessment and Rationale
Provide a rationale supported by data directly aligned to project goals (e.g., if project focuses on improving math scores of military-connected students in grades 6-8, data show an achievement need for that student population in math).
Include all populations impacted by project (e.g., military-connected students and any relevant subgroups).
Provide data that support the needs of military-connected students (e.g., data showing military-connected students performing below general student population in grade level, school, LEA, and/or state).
Provide a needs assessment that describes specific successes and/or challenges from previous district efforts (e.g., grants) and lessons learned.
Provide past and current professional learning efforts for staff in the proposed focus area and presents staff challenges and needs to be met to improve student outcomes in the focus area.
Comments:
Final score (out of a possible 10 points):

Project (SMART) Goals - WLARP

The goal of any proposed effort under this announcement **must provide solutions that will establish, improve, or expand world language study** for Pre-K-12 public school students in an LEA that hosts a unit of the JROTC.

For this effort, world language is defined as American Sign Language (ASL) and/or any of the languages included on the DoD Strategic Language List (SLL).

By 2026-2027 SY, there will be at least one One-Way Dual Language Program for each K - 5 at <<school district>>. Goals will be measured by whether there are at least 20 students enrolled at each grade level in the new DLP.



Project Goals - WLARP



Sample Goal #1 - By 2026-2027 SY, there will be at least one One-Way Dual Language Program for each K - 5 grade level at <<school district>>. Goals will be measured by whether there are at least 20 students enrolled at each grade level in the new DLP.

District: (insert district name)			Project Title: (insert project name)		
Assumptions: the beliefs about the program (underlying theories)					
External Factors: the environment in which the program exists					
Implementation Years					
Goal 1: (insert goal 1 verbiage)					
Goal 2: (insert goal 2 verbiage, if applicable)					
Goal 3: (insert goal 3 verbiage, if applicable)					
Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes (Impacts)
<i>Resources for your proposal:</i>	<i>What you do with the resources:</i>	<i>These are direct products of activities:</i>	<i>Changes in learning:</i>	<i>Changes in action:</i>	<i>Changes in conditions:</i>
<ul style="list-style-type: none"> • Personnel • Finances • Evaluation • Supplies/Equipment • Partnerships 	<ul style="list-style-type: none"> • Activities that use resources to create and deliver outputs 	<ul style="list-style-type: none"> • Workshops • Trainings • Documents • Publications • Participants • Policies 	<ul style="list-style-type: none"> • Knowledge • Skills • Abilities • Attitudes • Awareness 	<ul style="list-style-type: none"> • Behaviors • Practices • Social action • Policies • Motivations 	<ul style="list-style-type: none"> • Environmental • Social • Economic • Civic
Your Planned Work			Your Intended Results		

Project Goals - WLARP



Sample Goal #1

By 2026-2027 SY, there will be at least one One-Way Dual Language Program for each K - 5 grade level at <<school district>>. Goals will be measured by whether there are at least 20 students enrolled at each grade level in the new DLP.

Assumptions		<<insert assumptions>>			
External Factors		<<insert external factors>>			
Implementation Years Goal 1 By 2026-2027, there will be at least one One-Way Dual Language Program for each grade K-5 at XYZ school. The goal will be measured by whether there are at least 20 students enrolled at each grade level in the new Dual Language program. Goal 2 (Insert goal 2 verbiage, if applicable) Goal 3 (insert goal 3 verbiage, if applicable)					
Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes (Impacts)
<i>Resources for your proposal:</i>	<i>What you do with the resources:</i>	<i>These are direct products of activities:</i>	<i>Changes in Learning:</i>	<i>Changes in Action:</i>	<i>Changes in Conditions</i>
Personnel Finances Evaluation Supplies/Equipment Partnerships	Activities that use resources to create and deliver outputs.	Workshops Training (PD) Documents Publications Participants Policies	Knowledge Skills Abilities Attitudes Awareness	Behaviors Practices Social action Policies Motivations	Environmental Social Economic Civic

District: <<insert district name>>	Project Title: <<insert project name>>
-------------------------------------------	-----------------------------------------------

Assumptions	<<insert assumptions>>
External Factors	<<insert external factors>>

Implementation Years
Goal 1 By 2026-2027, there will be at least one One-Way Dual Language Program for each grade K-5 at XYZ school. The goal will be measured by whether there are at least 20 students enrolled at each grade level in the new Dual Language program.
Goal 2 (Insert goal 2 verbiage, if applicable)
Goal 3 (insert goal 3 verbiage, if applicable)

Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes (Impacts)
<i>Resources for your proposal:</i>	<i>What you do with the resources:</i>	<i>These are direct products of activities:</i>	<i>Changes in Learning:</i>	<i>Changes in Action:</i>	<i>Changes in Conditions</i>
<p>Hire 2 additional language teachers.</p> <p>Resources for virtual learning platforms and materials.</p> <p>Develop extra-curricular activities for after-school language classes.</p> <p>Establish Teacher training program for language education</p>	<p>Recruit and hire qualified language teachers.</p> <p>Development and implementation of virtual learning modules for language education.</p> <p>Design and execution of extracurricular language activities.</p> <p>Comprehensive training for current and new teachers in language instruction methods.</p>	<p>Number of teachers hired.</p> <p>Virtual Learning Modules developed and implemented.</p> <p>Extracurricular language activities available.</p> <p>Teachers trained in best practices in language acquisition and instruction methods.</p>	<p>Increased language instruction capacity with new hires.</p> <p>Availability of diverse language learning tools (virtual and physical).</p> <p>Enhanced teacher competency in language instruction.</p> <p>Initial implementation of language programs in select grades.</p>	<p>Establishment of a One-Way Dual Language Program in each K-5 grade level.</p> <p>Improved language proficiency among students.</p> <p>Increased cultural and linguistic diversity awareness in the school district.</p> <p>Sustainable dual language programs with trained staff and evolving resources.</p>	<p>Enhanced language education leads to better academic and social outcomes for students.</p> <p>Increased number of students obtaining the Seal of Biliteracy.</p> <p>Long-term benefits to students' future academic and career opportunities due to their bilingual proficiency.</p>



Project (SMART) Goals - WLARP Checklist



Review Criteria Checklist

Checklist # 1

Project has no more than three goals that are focused on improving student outcomes and clearly align with the needs assessment.

Checklist # 2

Goals reference academic achievement of military-connected students (e.g., state assessments, graduation rate, Advanced Placement (AP) exams, college entrance exam scores, etc.).

Checklist # 3

Desired outcomes are reasonable based on past performance and information provided in the needs assessment. Details are included about the extent to which the proposed project will result in information to guide possible replication of project activities or strategies.

Checklist # 4

Baseline data is used (or will be used) to determine outcomes and analyses will inform the effectiveness of the approach or strategies employed by the project.

Checklist # 5

No more than three strategies per goal that align with the goal and the identified needs.

Professional Learning Plan



Professional Learning Plan (10 points) must include a clear description of the professional learning proposed to address the applicants' chosen program area (either MCASP or WLARP). This section of the narrative should address the following:

1. Discuss relevant information on past and current professional learning in project focus area(s) and proposed instructional strategies.
2. Explain the primary area of need in professional learning, including who needs the professional learning and current challenges the district faces in offering professional learning.
3. Describes the plan for professional learning, aligned to the proposed goals. The plan includes opportunities to monitor for effectiveness and impact.

Project Planning Year



Project Planning Year (10 points) presents *how* the project director will use the planning year (Year 1) to complete the following:

- a. Identify the stakeholders and sustainability planning team members, including a point of contact at each target school and leadership.
- b. Include a communication plan for all relevant stakeholders (e.g., frequency, content, milestones, implementation benchmarks, etc.).
- c. Provide, or arrange for, appropriate professional learning opportunities to prepare staff to implement strategies with fidelity.
- d. Collaborate with the evaluator to determine a plan and timeline for appropriate implementation activities, data collection methods, and tools necessary to monitor and revise implementation as needed.
- e. Include a viable plan with the district's business office regarding financial processes related to grant management and processes to track budget expenditures.

Project Implementation Year



Project Implementation Years (15 points) - Discuss *how* the project director will manage the project during Year 2 (the first year of implementation) through Year 4. Year 5 is for project closeout. This portion should include the following:

- a. Updated communication plan to continue information flow and encourage input and involvement from stakeholders (e.g., project implementation progress and student outcomes).
- b. Collaboration with the external evaluator to provide strategy and professional learning data collected from each target school. Use project data to monitor and redirect project activities as needed.
- c. Plan of action for internal controls and monitoring processes (e.g., formal and informal networks implementing problem-solving procedures to overcome any implementation barriers).
- d. Appropriate professional learning opportunities (e.g., job-embedded coaching, demonstration classroom, coach-supported PLCs, and ongoing sessions from experts). State when they should be implemented and include methods to monitor and revise professional learning efforts based on data. NOTE: Determining the effectiveness of different types of professional learning for changing staff practice will be established post-award.
- e. Key implementation activities to support each strategy. State when activities should be implemented. NOTE: Again, determining the effectiveness of these activities will be established post-award.



Applicants are required to complete the Implementation Years logic model at Appendix B of this announcement to demonstrate how the expected activities will achieve the intended result(s).

Key Personnel Qualifications



Key Personnel Qualifications (5 points) - Describe key personnel involved in the grant to include expectations for the project director and external evaluator.

- a. Use background knowledge and experience to direct a project with the chosen focus to include addressing project barriers and challenges (e.g., poor staff buy-in, school leadership turnover, low band width for technology devices) collaboratively with district and/or school staff. **(Project Director)**
- b. Utilize the project plan activities and tools presented in the planning and implementation year templates (Section V) to continually monitor and redirect strategy **and** professional learning implementation. **(Project Director)**
- c. Provide the external evaluator with formative and summative project data to analyze project progress and student outcomes. **(Project Director)**
- d. Use different types of metrics (e.g., quantitative, qualitative), conduct higher-level analyses, and effectively use data visualization to show progress toward goal(s). **(External Evaluator)**
- e. Use collaborative and participatory approaches to work with project staff by providing actionable information to improve strategy and professional learning implementation for ongoing implementation and sustainability. **(External Evaluator)**
- f. List support staff positions including names/roles, if known.

Project Evaluation Plan (15 Points)



Project Evaluation Plan (15 points) – Present the metrics and evaluation plan for this project. This section should ensure the methods of evaluation are thorough, feasible, and aligned and appropriate to the goals, objectives, and outcomes of the proposed project. The plan should address the following:

- a. Summative questions (no more than three), formative questions (no more than three), and appropriate evaluation methods and tools. Anticipated data collection, analyses, and results.
- b. Outcomes, including benchmarks, to determine if project goals are on target, not on target, or if baseline data is being established throughout the life of the grant.
- c. Analyses for success and challenges throughout the life of the grant with opportunities to monitor and adjust, as indicated by data.
- d. Recommendations to improve or maintain outcomes in the next year and sustaining the project AFTER the final year.
- e. Alignment to DoDEA expectations for reporting for annual evaluation reports and the final closeout report.

Applicants are required to complete the Evaluation Plan template at Appendix B of this announcement to detail the Project Evaluation Plan.



Review Criteria



Evaluation Criteria

- Table 6 on page 46 includes a detailed breakdown of sections and points allotted for each.
- Table 7 through Table 15 give a list of review criteria that will be used by reviewers to evaluate your submissions.
- **Tip: Use these as checklists to check your sections!**

Review Process – Extra Points

10 Competitive Priority Points - Applicant has never received a DoDEA Grant.

Table 6. Project Narrative Criteria for Scoring

Project Narrative	Maximum Points	Criteria
Overview Materials (Cover Page, Abstract and Table of Contents)	(not scored)	NA
Needs Assessment and Rationale for the Project	10	Table 7
Project Goals	10	Table 8
Professional Learning Plan	10	Table 9
Project Planning Year	10	Table 10
Project Implementation Years	15	Table 11
Key Personnel Qualifications	5	Table 12
Project Evaluation Plan	15	Table 13
Budget Narrative and Detail Budget Table	15	Table 14
Sustainability Plan	10	Table 15
Total Possible Points (without competitive points)	100	NA
Total Possible Points (with competitive points added)	110	NA (DoDEA determined)

I Want to Apply - Now What?



Registration can take up to 4 weeks. Please begin immediately!

Steps:

1. Obtain a Unique Entity ID (UEI)
2. Register at System of Award Management <https://sam.gov>
3. Create an account with Grants.gov.
4. The EBiz POC (contact listed for SAM) authorizes who is the Authorized Organizational Representative (AOR)

Apply through: <https://www.grants.gov> by **11:59 pm EST on March 29, 2024**.

Full application instructions at:

<https://www.grants.gov/applicants/grant-applications/how-to-apply-for-grants>

Application Overview



- **Required Federal Forms** (complete with Superintendent signature, must be in PDF form)
 - SF-424, Application for Federal Assistance
 - SF-424 A, Budget Information, Non-Construction Programs
 - SF-424-B, Assurances for Non-Construction Programs
 - Budget Narrative Attachment Form
- **Project Narrative**
 - Paper Size - 8.5 x 11 inch
 - Margins: 1 inch
 - Spacing - Single Space
 - Font - Times New Roman
 - Page limit - 30 pages
- **Detail Budget - Cost Analysis** (Budget Table)
- **Letters of Support** (optional)
- **References Cited** (optional)

Application Submitted - Now What?



Authorized Organization Representative (AOR) will receive **two emails**.

Save these emails!

1. **Confirmation Email** with record of the time, date application was submitted, and submission receipt number.
2. **Grant Validation** (Received within two days of the submission. States that all fields have been filled, that there are no viruses, and that the application and DUNS number match.)

Congratulations!



Reports

- Quarterly Invoice (SF 270)
- Performance Progress Reports (1 per semester (Fall & Spring)
Template to be provided)
- Annual Report (*Template to be provided* & SF 425)
- Final (Closeout) Performance Report

Languages



Acholi	American Sign Language	Amharic	Arabic	Arabic-Levantine	Arabic-Yemeni
Azerbaijani	Balochi	Bengali	Burmese	Chinese (Mandarin)	French
German	Hausa	Hebrew	Hindi	Indonesian	Japanese
Kirghiz	Korean	Kurdish	Malay	Persian-Afghan (Dari)	Persian-Iranian (Farsi)
Portuguese	Punjabi	Pushtu-Afghan	Romanian	Russian	Serbo-Croatian
Spanish	Somali	Swahili	Tadjik	Tagalog	Thai
Turkish	Ukrainian	Urdu	Uzbek	Vietnamese	

Handouts

The template handouts provided are from the DoDEA Grant.

1. **DoDEA Template Appendix A:** PDF converted to Word format and left blank so you can customize it with your program information.
2. **Compare Report:** PDF showing the changes from last years grant. This will help if you want to repurpose last years draft, and update it with new information.
3. **Guidance Document:** Appendix A document with instructions and sample narratives to help you create your grant application.

Appendix A: Application Template for Narrative

L. Cover Page

Department of Defense Education Activity (DoDEA) Application for
Announcement: HE1254-23-R-5000

Grant Program Applying for: WLARP

PROJECT TITLE: <<Project Title>>

SCHOOL DISTRICT NAME: <<XYZ Public Schools>>

SCHOOL ADDRESS: <<123 Main Street, Anytown, USA 12233>>

Unique Entity Identifier (provided by SAM): <<1 2 3 4 5 6 7 A B>>

Total Funds Requested: <<\$750,000.00>>

Military Installations Served: <<Fort XYZCCR>>

Competitive Points Applicant? <<No>>

If this is a World Language Program Application: Yes

Does the district host a Unit of Junior Reserve Officers' Training Corps (JROTC) in one of the district's high schools? Yes

High School Name, Address, and Service JROTC Unit: <<XYZ High School, 4545 High Street, Anytown, USA, Army JROTC>>

Stephanie Bjork
Cover Page must include all contact information (including mailing address), names of military installations served, which program LEA is applying for funding (either MCASP or WLARP), project focus (scope) area(s), enrollment data for eligible/target schools, JROTC unit located within school district (if WLARP applicant), and an authorized signature.

Reply

Stephanie Bjork
Add total based on funding table 5 on page 10 of the Grant.

Mango in Brief

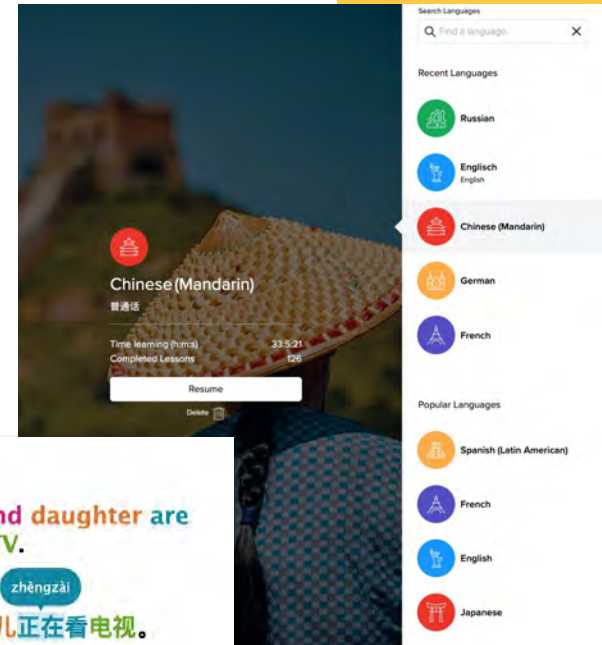


Mango Languages

Mango offers self-paced language learning courses online in over 70 world languages as well as various English courses and specialty units.

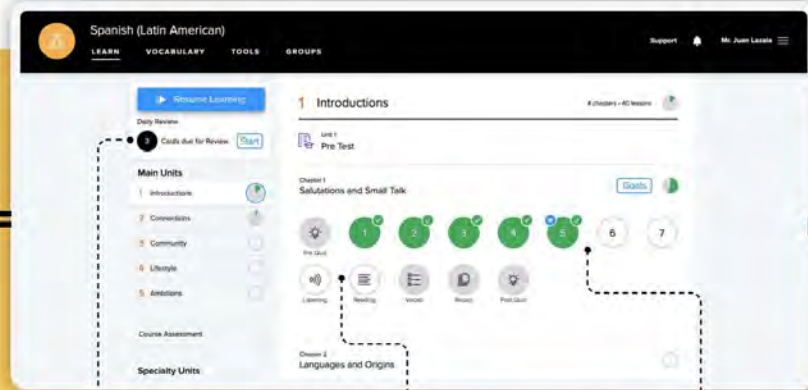
We use a conversation-based methodology that uses critical thinking exercises to help learners grasp new concepts intuitively.

mangolanguages.com



What is Mango Classroom?

- Mango's most popular courses align favorably with internationally recognized levels of proficiency, such as the World-Readiness Standards for Learning Languages and CEFR.
- Mango offers content up to the equivalent of ACTFL's Intermediate High level.
- Mango ranks as a top performer in oral proficiency improvement, with 74% of participants increasing their ACTFL proficiency by at least one sublevel.



The screenshot shows the Mango Classroom interface for Spanish (Latin American). The main navigation bar includes 'LEARN', 'VOCABULARY', 'TOOLS', and 'GROUPS'. The course overview shows 'Introductions' with a 'Pre Test' and 'Solutions and Small Talk' units. The interface is designed to be user-friendly and interactive.

The Mango Review System uses intelligent algorithms to provide learners with a personalized review experience that adapts to their progress and learning behaviors.

Listening & Reading Activities build on vocabulary and learning progress by presenting written passages, audio segments, and comprehension questions that challenge learners with both familiarized and new content.

An accessible, **all-in-one course selection interface** reveals learner progress in real time and enables learners to browse relevant language courses, motivating users to engage in various modes of learning and review.

Effective Communication

- Language classes
- Language labs
- Exploratory classes
 - Introduction to language and culture
- Credit recovery
- Adult literacy
- Community engagement opportunities
- After school clubs
- Lesser-commonly taught languages
- Monthly cultural events & holidays
- Independent study



THE NUMBERS

Mango Works. Here's the proof.

Results are determined based on participants' scores before and after taking an oral proficiency test (TrueNorth Test²) that maps to internationally recognized language proficiency scales like ACTFL³ and CEFR⁴, and a college placement test that assesses reading, vocabulary, and grammar (WebCAPE¹).

Speaking ability

Mango ranks as a top performer in oral proficiency improvement.

These figures are based on the TrueNorth Test ACTFL estimates.²



85%
improved their oral proficiency



7.7 hours
average study time with Mango needed to improve by one ACTFL sublevel



74% of participants increased their ACTFL proficiency by at least one sublevel

39.1% of participants increased their ACTFL proficiency by at least two sublevels

How Did Participants Rate Mango?

98.9%
of participants noted they will continue to use Mango

95%
Easy to use

91%
Enjoyable

College Placement

Adequately preparing students for academic achievement and real-world connections

82%

of participants improved their overall college placement test score¹

15 hours

average study time using Mango to cover the requirements of one college semester

¹ WebCAPE: College placement test that assesses reading, vocabulary, and grammar.

² TrueNorth Test: Oral proficiency test that maps to internationally recognized language proficiency scales like ACTFL³ and CEFR⁴.

³ American Council on the Teaching of Foreign Languages (ACTFL) for comparative and educational purposes only. No association or affiliation with Mango Languages.

⁴ Common European Framework of Reference for Languages (CEFR) for comparative and educational purposes only. No association or affiliation with Mango Languages.

Mango Partnership

- Annual partnership with our dedicated Mango team
- Mango Market
 - Marketing pieces in various languages & swag
 - 2024 Events Calendar
- We help with:
 - Implementation/ roll out strategies
 - Grading/ stats
 - 100+ best practices and activities
 - Internal Mango competition (highlight winners and teachers with swag)
 - Curriculum mapping & PD opportunities



Professional Development

Mango offers live, virtual one-on-one, and group professional development courses on an as-needed basis with our knowledgeable account managers. Our courses are created by certified teachers with multiple years of classroom experience and are centered around relevant and meaningful best teaching practices for your language learning classroom. You also will have access to funding Intelligence to help your school identify funding opportunities for EdTech purchases and related services.

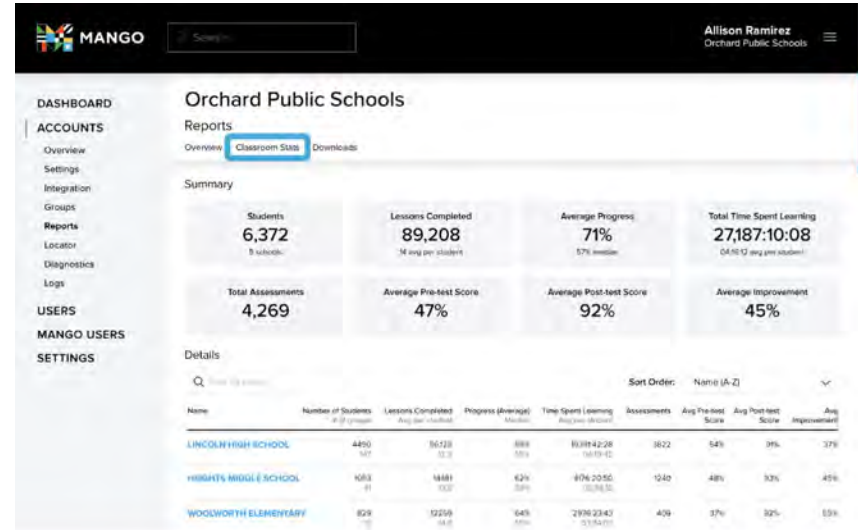


Integrations and Services

We customize services to suit your school's needs with seamless integrations for SSO and rostering via Clever, Classlink, or Canvas. We also support LTI 1.1 and 1.3 for LMS integration. Our consultative approach ensures effective integration methods, providing guidance and support for a smooth implementation process. With 1EdTech Certified LTI Advantage Complete status, we guarantee secure, reliable, and efficient software solutions.

Reporting & Assessments

- Reporting dashboard for teachers
- Mango Administrative Portal (MAP) for administration
- Pre/post chapter quizzes & unit pre/post tests
- Course assessment
- Placement test



Each student license includes up to 5 family profiles.

Mango Classroom Guides

Classroom Guides contain chapter Lesson Plans for teachers and Student Workbooks to complement your current class structure or plan completely new lessons.

Available for the following languages:



English for Spanish
Language Learners



Spanish Latin
American



French



German



Mandarin Chinese



Japanese



Italian



Mango Classroom Guides



OVERVIEW
Spanish (Latin American)
Unit 1 | Chapter 1. Salutations and Small Talk

Overview


The lesson plans for each chapter are developed to supplement the Mango online lessons with useful, targeted vocabulary, grammar, and cultural activities in order to help students reinforce chapter material, build confidence in the language, and develop their fluency. Each workbook contains worksheets with a variety of individual tasks and group activities, from conversation scenarios and writing prompts to quizzes and discussion points. The lesson content is also aligned with internationally recognized standards, thus allowing students to make connections and draw comparisons between languages and cultures. These lessons are an invaluable resource for any teacher looking to reinforce the content of Mango's online lessons and even provide additional material centered around the focus of each chapter.

BONUS: Please note that any worksheet labeled "Extra" provides additional vocabulary that has not been introduced in the software, but supplements the content of the chapter with relevant words and phrases, their translations, and even transcriptions where necessary.

Teaching order

You may choose which worksheets to use and in which order. The files are listed in a logical progression but you may also vary them based on your students' needs.



Student Learning Objectives	Completion Time
Chapter 1. Salutations and Small Talk Mango Chapter Conversational Goals <ul style="list-style-type: none">Express gratitude.Express how someone's feels.Greet peopleIntroduce yourselfMake small talk with strangers Mango Chapter Grammar Goals <ul style="list-style-type: none">Be introduced to subject verb agreementCreate affirmative sentences and questionsLearn two forms of the verb "to be"Recognize gender agreement of adjectivesUse personal pronouns. Progress toward Mango Beginner 1 (Unit 1) 25% 	Mango Conversations Chapter 1: (Total 140-200 minutes) <ul style="list-style-type: none">7 lessons: 105-140 minutes (15-20 min per lesson)Listening: 10-20 minutesReading: 10-20 minutesRecap: 15-20 minutesChapter Quiz: OptionalReview: Optional Mango Lesson Plan for Chapter 1: (Total 100-235 min) <ul style="list-style-type: none">Dialogue practice: 10-20 minutesChapter vocab review: 10-20 minutesExtra vocabulary: 20-40 minutesSpeaking practice: 10-30 minutesVocab practice: 5-15 minutesVocabs practice (extra): 5-15 minutesGrammar practice: 5-15 minutesGrammar practice (extra): 5-15 minutesCulture discussion: 20-45 minutesWriting practice: 10-20 minutes

Overview of learning objectives, proficiency goals, and completion times with each chapter.

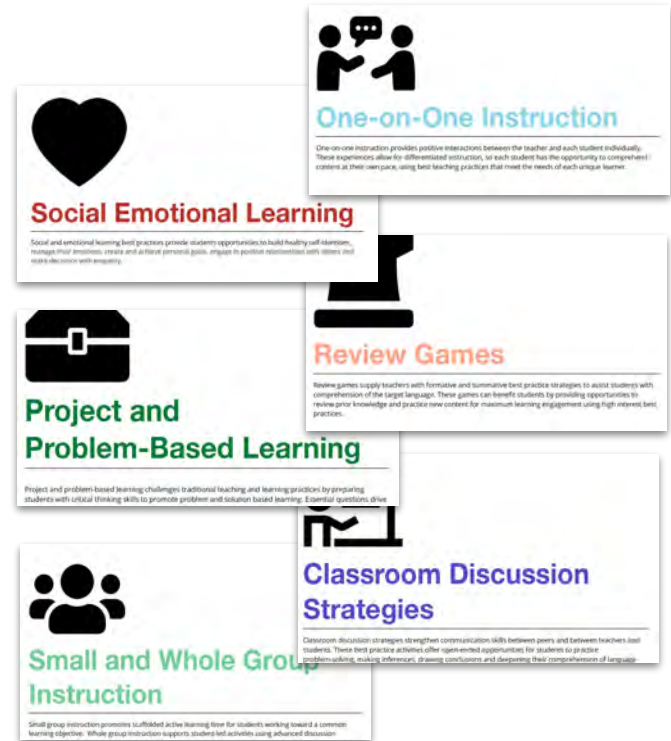
Guide to Best Practices

Mango Languages Guide to Best Practices contains over 100 hands-on lesson plans for teachers to extend language learning outside of the Mango software. Within this guide you will find:

- Lessons categorized by common best practices instructional strategies

Best Practices Categories:

- **One-on-One instruction**
 - **Social Emotional Learning**
 - **Small and Whole Group Instruction**
 - **Classroom Discussion Strategies**
 - **Review Games**
 - **Project and/or problem based learning projects**
- Provided rubrics and materials



Best Practices in Action

Cookbook Recipe

Activity Category:	One-on-One Instruction
Materials:	Cookbooks (one in target language, one in native language), art supplies (markers, construction paper, etc.), pencil, paper, white boards, dry-erase markers
Time:	30 minutes
Bloom's Taxonomy Tier:	Applying
DOK Level:	Level Two
Rubric:	None

Procedure

1. Show examples of cookbooks with a variety of recipes.
2. Review recipe characteristics: ingredients, directions, measurements, illustrations, substitutions, etc.
3. After completing unit 3, chapter 2 in Mango (Food and Drink Culture), students will create their own traditional recipe from the foods learned throughout the chapter.
4. Recipes can be completed on construction paper and include: the name of the food, illustration, ingredient list and simple directions to cook the food.
5. Add completed recipes to a classroom cookbook.

Adaptation for Novice Language Learners:

For novice language learners, students can work with a small group of peers to create their recipe. Their recipe should include the name of the dish, an illustration of the food, the ingredients used to make the dish and 2-3 simple steps to cook the recipe. Vocabulary words from the unit should be included in the recipe, in the target language (phonetic spelling is acceptable). All other supporting words can be in the native language.

Adaptation for Intermediate Language Learners:

For intermediate language learners, students can work with a partner to create their recipe. The recipe should include the name of the dish, an illustration of the food, the ingredients and measurements used to make the dish and 4-5 steps to cook the recipe, in complete sentences, using vocabulary from the target language (phonetic spelling is acceptable), while the remaining words can be in the native language.

Adaptation for Intermediate High/Advanced Low Language Learners:

For intermediate high/advanced low language learners, students can work independently to create their recipe. The recipe should include the name of the dish, an illustration of the food, the ingredients and measurements used to



SIMPLE PAELLA RECIPE

Ingredients

- 6 tbsp. olive oil
- Salt & pepper
- 2 lbs boneless chicken - cut into little pieces
- 3 cloves garlic
- 1 tsp. pepper flakes
- 2 cups rice
- 1 quart chicken stock
- 2 lemons
- 1 onion
- 1 pepper
- 1 sausage (1 lbs)
- 1 lbs shrimp

Directions

- ① Mix: 2 tbsp. olive oil, salt and pepper. stir in chicken pieces. Refrigerate
- ② Heat 2 tbsp. olive oil over medium heat. stir in garlic, pepper flakes and rice. Cook and stir for 3 minutes. stir in chicken stock and lemon. Bring to a boil, reduce heat - cook for 20 mn.
- ③ Heat 2tbsp. olive oil over medium heat. stir in chicken and onion - cook for 5 minutes. Add pepper and sausage - cook for 5 minutes. stir in shrimp - cook until pink
- ④ Spread out rice mixture - top with meat and seafood mixture.

Recognition & Awards

View the entire Mango Classroom PDF [here](#).



AWARDS & TESTIMONIALS

What People Think

Recognitions

Mango is proud to receive multiple awards and honors, including but not limited to Tech & Learning Awards of Excellence 2022 for Secondary Education, SIIA CODiE Award winner for Best World Language Learning in 2022, SIIA CODiE Finalist for Best Solution for English as a Second Language in 2022, EdTech Digest Cool Tool Award Finalist in 2023, and the Tech & Learning Award of Excellence for Best Use of Technology in a Classroom in 2019.

Additionally, with a 4.8 Apple App Store® rating and a 4.8 Google Play Store™ Rating, Mango is the highest-rated language learning app across both app stores.*

*Based on App Store 4.8 star rating and Google Play 4.8 star rating, compared to the leading language learning app brands as of 10/26/2022. The information provided is for general informational purposes only. All information herein is provided in good faith. However, Mango makes no promise or guarantee as to the outcome from the use of its products and services.

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Q&A



Questions about this grant?

Preferred way to communicate with
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Questions about this grant or Mango?

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Thank you for joining us.

