



## Community-Based Program

### Background Information

**Institution:** Cleveland Contemporary Chinese School

**Program address:** Chinese Culture Association: 28950 Naylor Dr. Solon, OH 44139  
Solon High School, where the school is located: 33600 Inwood Drive

**Web address:** [www.cccca.org](http://www.cccca.org)

### Contact person:

**Name:** Liming Wang

**Title:** Principal

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**Levels:** Pre-K/K to adults

**Languages/dialects taught:** Standard Mandarin Chinese

### Program Description

**Purposes and goals of the program:** Teaching Chinese language and culture in order to promote cultural exchange between American and Chinese people

**Type of program:** Bilingual; Foreign language; Saturday academy (Meets every Saturday from 2-5 p.m.)

**Program origin:** The program was founded in March 1995 by a group of concerned parents who were new immigrants from China.

### Parents

**Parents' expectations for the program:** That students will maintain and learn the language and culture, and the program will be a good place to participate in local Chinese community activities.

## Staff

**Instructors' and administration's expectations for the program:** Students will maintain the language and culture. The program will be a good place for local Chinese community activities.

## Students

- First-generation immigrants, 20%
- Second-generation immigrants, 60%
- Third-generation immigrants, less than 5%
- Children of interethnic marriages, 5-10%
- Children of interethnic adoption, 5%
- Non-ethnic background, 5%

**Countries of origin:** Varies

**Total student enrollment:** Approximately 400

**How the program identifies heritage speakers:** Teachers and administrators determine who is a heritage speaker by talking with the students enrolled in the program and their parents.

**How the program determines the language background and language proficiency of students:** Ask every new student who enrolls using a home language survey and oral interview

**Possible reasons for student withdrawal:** The combination of Chinese school and mainstream school is too much for them to keep up with their high school studies.

## Instructors

**Number of instructors in the program:** Over 60

**Languages in which instructors are proficient:** Chinese, English

**Proficiency level:** Varies

### Credentials:

- Teacher certification in foreign language for Ohio
- B.A. – Many different areas
- M.A. – Many different areas
- Doctorate – Many different areas
- Medical school

**Professional development opportunities instructors need:** Teaching certificate or license in Ohio

## **Instruction**

**Total contact hours per week:** 3 hours (more than 100 hours per year)

**Times per week:** Once

**Student grouping:** Age and Chinese level

**Hours devoted to language teaching:** Two hours

**Hours devoted to culture teaching:** One hour

## **Language skills**

### **Heritage language skills:**

- Speaking
- Reading
- Writing
- Listening

### **English skills:**

- Speaking
- Listening

## **Culture**

### **Aspects of culture taught:**

- Geography
- History
- Festivals
- Customs
- Traditions/Beliefs
- Folktales
- Arts and crafts
- Dances
- Social and cultural norms
- Cultural appropriateness
- Literature

**Kind of student identity program fosters:** Multicultural; Leadership building

**Additional comments:** The school also organizes culture and art shows from China's visiting troupes.

## **Materials**

**Textbooks:** Zhong-Wen (Chinese) volumes 1 to 12, using Pin-yin system and standard Chinese

## **Assessment**

**Assessments used to evaluate students' progress:**

- Weekly quizzes
- Chapter tests
- Mid-term tests
- Final exams
- Standardized test: AP Chinese
- Student self-assessment
- Teacher's observations
- Performance-based tasks or assessment
- Portfolios

## **Articulation**

**Connections with other institutions:** None

**Credit or recognition students receive:** High school credit

**How the program develops home/school connections or promotes parent involvement:** Parent Teacher Association

**Opportunities for using the heritage language and developing cultural knowledge outside the program:** Visit China; Talk to both U.S. and Chinese business personnel

## **What the program has in place**

**Financial support the program receives:**

- Parents
- Others

**Other support the program receives:** Donations from local donors, businesses, and individuals

**Assistance or funding the program would like to receive:** Community and local government support

**Program research or evaluation:** Planned by doctoral candidate for education study

## **Special challenges**

**Challenges the program has experienced:** Funding