



STARTALK Sessions Agenda  
ACTFL Conference, Orlando, Florida  
Sunday, November 23, 2008

Applying for a STARTALK Grant: Designing a Winning Program

9AM-12:00PM, Swan Hotel, Swan 8

Catherine Ingold, Betsy Hart, Myriam Met, Shuhan Wang, Hong Yang and Duarte Silva

What is STARTALK? (Catherine Ingold)

Programs and Data

Video

STARTALK Process & Cycle (Betsy Hart)

Getting Funded (Myriam Met)

How Can I Get STARTALK Funding?

Planning & Writing

Submitting a Competitive Proposal (Shuhan Wang)

Alignment of Assessment, Curriculum & Instruction

Curriculum & Instruction

Administrative & Budget

Lessons Learned (Hong Yang & Duarte Silva)

Questions and Answers (Betsy Hart)



## **STARTALK Invitation for Proposals for Summer 2008 Programs for Teachers and Middle and High School Students of Arabic, Chinese, Hindi, Persian, and Urdu**

### **Proposal Submission Instructions**

The submission consists of the following documents:

1. STARTALK Preliminary Proposal Cover Sheet (attached);
2. Five-page proposal addressing the following points;
  - ✓ brief summary of proposal (one paragraph)
  - ✓ major goals/expected outcomes/indicators of success
  - ✓ rationale for providing program
  - ✓ description of program
  - ✓ how STARTALK funding will expand access to and/or enhance quality of the language learning and teaching
  - ✓ target population
  - ✓ main activities and timeline
  - ✓ previous program experience
  - ✓ key personnel
  - ✓ plans for collaboration
3. Budget Worksheet (attached); and
4. Evidence of prior success as described in the program selection guidelines (submit as an attachment).

The application package may be submitted via e-mail to [startalk@nflc.org](mailto:startalk@nflc.org) or mailed (4 copies) to  
National Foreign Language Center  
Patapsco Building, Suite 2132  
University of Maryland  
5201 Paint Branch Parkway  
College Park, MD 20740

**All submissions must be postmarked by December 21, 2007.** Applicants will be notified by early February 2008.

Please note that STARTALK programs will be required to send at least 2 representatives to the Washington, DC area for pre- and post-program meetings. The prime contractor will cover the cost for these meetings.

#### **Priorities and Criteria for Selection:**

The following pages describe the priorities and criteria for selection. It is not required that a proposal incorporate each factor in every case, but these components are highly desirable. Additional considerations will be given to geographic distribution of funding recipients, total number of individuals served, total funding available for awards, diversity of program types, and populations served.

## STUDENT PROGRAMS: Arabic, Chinese, Hindi, Persian, Urdu

### A. Eligibility—Applicants must

1. demonstrate the capability to offer standards-based language learning summer programs for middle school and high school students (grades 6 – 12) in a culturally rich environment;
2. have prior experience with summer foreign language camps, programs, courses or academies for students to gain and improve their linguistic and cultural competence; and
3. provide evidence that student safety, liability, and insurance issues are addressed.

### B. Criteria—The program

1. has clearly stated goals with measurable outcomes and performance indicators;
2. provides evidence that it will implement an age-appropriate, standards-based curriculum that
  - a. implements instructional strategies and activities in all three modes of communication;
  - b. provides cultural content and learning experiences that include cultural products, practices, and perspectives;
  - c. connects to other disciplines;
  - d. encourages students to compare their own language and culture with the target language and culture;
  - e. provides opportunities for real-life language use and cultural experiences in the local and/or virtual community;
  - f. addresses the needs and multiple learning styles of diverse learners; and
  - g. differentiates for multiple levels of language proficiency and diverse populations as needed (e.g., heritage language, Special Education, talented and gifted participants);
3. employs qualified staff who
  - a. are proficient in the target language and cultures;
  - b. will present at least 80% of instructional time in the target language; and
  - c. are proficient in US culture, including US students and US schooling; and
  - d. are on-site during program activities for consultation and oversight;
4. has an evaluation plan to collect evidence of participant growth and program effectiveness based on the objectives and outcome indicators stated;
5. is likely to attract a sufficient number of participants;
6. provides evidence of success in previous programs through such documents as informational materials, syllabi, student evaluations, name of contact and budget from most recent program; and
7. demonstrates a reasonable cost per participant in view of the proposed program type and expected outcomes.

### C. Priority will be given to programs that have the following features:

1. Students have the opportunity to earn academic credit (e.g., Carnegie units, college credit) if appropriate to program intensity and duration;
2. Students have the opportunity to continue to develop language proficiency after the summer by enrolling in courses in the academic year, whether via face-to-face instruction or distance learning; (The applicant is not required to be the responsible party for offering follow-up experiences.) and
3. Programs serve a diverse population in terms of ethnicity, race, gender, special needs, and/or socio-economic status.

## TEACHER TRAINING PROGRAMS: Arabic, Chinese, Hindi, Persian, Urdu

### A. Eligibility—Applicants must

1. demonstrate the ability to train teachers who are able to implement standards-based curriculum and instructions; and
2. have prior experience in offering summer institutes or courses for language teachers to gain or improve linguistic or pedagogical skills.

### B. Criteria—The program

1. has clearly stated goals with measurable outcomes and performance indicators;
2. provides evidence that it is aligned with student national standards, research, and best practices;
3. demonstrate additional features, such as
  - a. understanding of the needs of adult learners; and
  - b. capability for differentiation for diverse populations (e.g., pre-service, public, private, heritage language, and master teachers, as well as university faculty and assistants);
4. employs qualified staff who are on-site for oversight;
5. has an evaluation plan to collect evidence of participant growth and program effectiveness based on the objectives and outcome indicators stated;
6. is likely to attract a sufficient number of participants;
7. provides evidence of success in previous programs through such documents as informational materials, syllabi, participant evaluations, name of contact and budget from most recent program; and
8. demonstrates a reasonable cost per participant.

### C. Priority will be given to programs that have the following features:

1. The program is linked to a state certification process, including awarding appropriate course credit, and guided by state and/or national standards for teacher knowledge and skills;
2. Participants will
  - i. have the opportunity to continue their progress after the summer experience; (The applicant is not required to be the responsible party for offering follow-up experiences.)
  - ii. enhance their knowledge and skills in at least three of the following areas:
    - a. general and specific language methodology;
    - b. theories and practice of second language acquisition;
    - c. designing curriculum for the teaching of language and culture;
    - d. selecting and developing instructional materials;
    - e. classroom management and understanding of the US educational system;
    - f. structure of the target language for pedagogical purposes;
    - g. language testing and assessment; and
    - h. target language and culture; and
3. Programs that provide for observation and/or practicum experience.

## 1. STARTALK Proposal Cover Sheet

Category:  Teacher Professional Development  Student Activity

Language:  Arabic  Chinese  Hindi  Urdu  Persian

### **Organization Information**

Name of Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City / State / Zip code: \_\_\_\_\_

Website: \_\_\_\_\_

### **Proposal Information**

Project Title: \_\_\_\_\_

Project Duration: # of Weeks \_\_\_\_\_ # of Instructional Days \_\_\_\_\_ # of Instructional hours/day \_\_\_\_\_

Requested Amount: \$ \_\_\_\_\_

Projected Number of Participants: # students \_\_\_\_\_ # teachers \_\_\_\_\_

Residential Program  Non-residential Program

Major Goals/Expected Outcomes: \_\_\_\_\_

### **Project Director Information**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City / State / Zip code: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Primary email: \_\_\_\_\_

Website: \_\_\_\_\_

**Submission Instructions:** The application may be submitted via e-mail to [startalk@nflc.org](mailto:startalk@nflc.org) or postmarked (four copies) by Friday, December 21, 2007 to:

STARTALK  
National Foreign Language Center  
Patapsco Building, Suite 2132  
University of Maryland  
5201 Paint Branch Parkway  
College Park, MD 20740

## **2. Five-page Proposal**

Please address the following points:

- I. Brief summary of proposal (one paragraph)
- II. Major goals/expected outcomes/indicators of success
- III. Rationale for providing program
- IV. Description of program
- V. How STARTALK funding will expand access to and/or enhance quality of language learning and teaching
- VI. Target population
- VII. Main activities and timeline
- VIII. Previous program experience
- IX. Key personnel
- X. Plans for collaboration

SAMPLE

### 3. STARTALK Budget Template

This template is intended to serve as a guide when developing your STARTALK budget. Please feel free to use MS Excel or Word, but be sure to provide cost, how you arrived at the cost (calculation), an explanation of the cost, and back-up documentation. The budget must be signed by an authorizing official from your institution.

Category	Cost	Calculation	Explanation
<i>Example</i>			
<b>Personnel</b>			
<i>Instructors (2)</i>	<i>\$10,400.00</i>	<i>\$650/week/ 4 hours/day</i>	<i>Average cost for summer program instructor</i>
<i>Administrative Staff</i>			
<b>Consultants/Guest Speakers</b>			
<b>Scholarship/Stipend</b>			
<b>Supplies</b>			
<i>Textbooks</i>			
<i>Software</i>			
<i>Classroom Materials</i>			
<b>Travel</b>			
<i>Field Trips</i>			
<b>Miscellaneous</b>			
<i>Facility Rental</i>			
<i>Marketing and recruitment</i>			
<b>Total Direct Costs</b>			
<b>Indirect Costs</b>			
<b>TOTAL</b>			

Signature of Authorized Financial Officer: \_\_\_\_\_  
 Printed Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

**4. Evidence of Prior Success**

SAMPLE



## Student Program Observation Checklist

Program: \_\_\_\_\_ Language: \_\_\_\_\_  
 Instructor: \_\_\_\_\_ Evaluator: \_\_\_\_\_

### PROGRAM IMPLEMENTATION

#### CONTENT

<u>LANGUAGE</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
Language focus is on communication.				
Course content is meaningful and related to subject matter.				
Content is appropriate and relevant to students.				
Comments:				

<u>CULTURE</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
Culture is integrated with learning the target language.				
Culture is learned through the examination of cultural practices, products and perspectives.				
Students have opportunities to examine their own language and culture through the study of other languages and cultures.				
Comments:				

## INSTRUCTION

<u>LANGUAGE USE &amp; MEDIUM OF INSTRUCTION</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
The teacher uses the target language almost exclusively.				
The teacher uses a variety of strategies to make the target language comprehensible.				
Students are challenged to use the use the target language.				
Comments:				

<u>CLASSROOM INTERACTION</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
All students are engaged and participate in classroom activities.				
Classroom interactions are meaningful and purposeful.				
There are a variety of classroom interaction types, e.g. student-to-student and student-to-teacher.				
Teachers use a variety of feedback and questioning strategies.				
Comments:				

<u>ACTIVITIES</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
Learning experiences address different communicative modes and language skills, e.g. listening, speaking, reading and writing.				
Activities are aligned with unit and lesson objectives.				
Grammar and vocabulary are learned through interesting and engaging activities.				
There are pair, group and whole class activities that promote meaningful interaction in the target language.				
Activities are appropriate, relevant, and cognitively and linguistically challenging.				
Comments:				

## MATERIALS & TECHNOLOGY

<u>MATERIALS</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
A variety of materials are available and used to support language learning.				
The teacher incorporates authentic materials that facilitate language and cultural learning.				
Comments:				

<u>TECHNOLOGY</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
Technology is available and used as a tool for instruction.				
Students have opportunities to use technology to learn the target language and culture.				
Students have opportunities to use technology to demonstrate learning outcomes.				
Comments:				

## ASSESSMENT

	Clearly Evident	Somewhat Evident	Not Evident	N/A
Students are assessed in a variety of ways throughout the program.				
The teacher collects evidence of student learning beyond using pencil and paper tasks.				
Comments:				

## **LEARNING ENVIRONMENT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The classrooms/facility is conducive to learning.				
The classroom/facility accommodates a variety of learning and cultural activities.				
The classrooms and/or facility are adequately furnished with necessary equipment and materials.				
The program gives a sense of a friendly and cohesive learning community.				
Comments:				

## **COURSE MANAGEMENT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Time is managed effectively.				
Activities flow smoothly and in a logical sequence.				
Comments:				

## **PROGRAM ADMINISTRATION**

### **ADMINISTRATION**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The program director is on-site and actively involved in the program.				
There is adequate support staff to ensure the success of the program.				
Comments:				

**CURRICULUM ALIGNMENT WITH STARTALK STANDARDS**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The documents provided to site visitors illustrate that the curriculum is Standards-, theory- and research-based.				
The program is aligned with the template/matrix.				
Comments:				

**PROGRAM FACILITY AND INSTITUTIONAL SUPPORT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The facilities are clean, safe, comfortable and conducive to learning.				
Institutional support is evident to address the needs of administrators, instructors, participants, and staff.				
Comments:				

**SITE VISIT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Site visitors were provided with the necessary program materials.				
Comments:				

**Summative Comments:**



## Teacher Training Program Observation Checklist

**Program:** \_\_\_\_\_  
**Course:** \_\_\_\_\_ **Language:** \_\_\_\_\_  
**Instructor:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

### PROGRAM IMPLEMENTATION

#### CONTENT

	Clearly Evident	Somewhat Evident	Not Evident	N/A
Content taught matches proposed content.				
Course content matches expressed objectives.				
There is a appropriate balance of theory and practice.				
Comments:				

#### INSTRUCTION

<u>DELIVERY AND CLASSROOM INTERACTION</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
The language of instruction used is appropriate for the course and the participants.				
Instructional strategies are appropriate for- and meet the needs of the participants.				
The instructor uses a variety means of instruction, not just lecture.				
Instructional practice (e.g. techniques and strategies) are modeled or demonstrated.				
There are periodic checks for understanding.				
Comments:				

<b><u>ACTIVITIES</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Activities foster understanding of course content and pedagogical skill development.				
Participants experience learning activities they are expected to provide their students.				
A variety of activities address participants' learning needs, styles, and cultural ways of learning.				
Activities incorporate a range of learning and interaction configurations: individual, and pair and small group collaboration.				
Participants have opportunities to collaborate in learning and applying course content.				
Comments:				

<b><u>COMMUNICATION</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Communication in the classroom is effective, clear and comprehensible.				
Participants' input is elicited, valued and seriously considered.				
Interactions are varied: among participants and between the instructor and participants				
Comments:				

## **MATERIALS & TECHNOLOGY**

<b><u>MATERIALS</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Materials are current, appropriate and relevant.				
Materials are aligned to objectives and content of the proposal.				
Materials are well-organized.				
Comments:				

<b><u>TECHNOLOGY</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Technology is readily available and accessible to instructors and participants.				
Technology used facilitates instruction and learning.				
Comments:				

## ASSESSMENT

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
There is clear and consistent alignment of assessment with program and course goals and objectives as stated in program template.				
Participants have opportunities to demonstrate their newly gained knowledge and skills through a variety of assessment tools.				
Participants are encouraged to assess their own progress.				
Comments:				

## LEARNING ENVIRONMENT

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The classrooms/facility is conducive to learning for adult learners				
The classroom/facility accommodates the variety of learning activities.				
The classrooms and/or facility are adequately furnished with necessary equipment and materials.				
The program gives a sense of a friendly and cohesive learning community.				
Comments:				

**COURSE MANAGEMENT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Time is managed effectively.				
Activities flow smoothly and in a logical sequence.				
Comments:				

**PROGRAM ADMINISTRATION**

**ADMINISTRATION**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The program director is on-site and actively involved in the program.				
There is adequate support staff to ensure the success of the program.				
Comments:				

**CURRICULUM ALIGNMENT WITH STARTALK STANDARDS**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The documents provided to site visitors illustrate that the curriculum is Standards-, theory- and research-based.				
The program is aligned with the template/matrix.				
Comments:				

**PROGRAM FACILITY AND INSTITUTIONAL SUPPORT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The facilities are clean, safe, comfortable and conducive to learning.				
Institutional support is evident to address the needs of administrators, instructors, participants, and staff.				
Comments:				

**SITE VISIT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Site visitors were provided with the necessary program materials.				
Comments:				

**Summative Comments:**



## Characteristics of Successful STARTALK Programs

- Implementing standards-based and thematically organized curriculum
- Facilitating a student-centered classroom
- Using target language for instruction
- Integrating culture into language instruction
- Adopting and using authentic materials
- Conducting performance-based assessment



## Planning to Write

5-page proposal

- Brief summary
- Major goals/expected outcomes
- Rationale for providing the program
- Description of the program
- Typical daily schedule
- Target population
- Timeline for implementation
- Previous experience
- Key personnel
- Plans for collaboration



## Applying for a Grant

### Submitting a Competitive Proposal

#### Substance

- Realistic outcomes
- Developmentally appropriate
- Standards-based curriculum

#### Administrative

- Adequately staffed
- Advertised to target audience
- Clear roles
- Appropriate location

#### Process

- Proposal package available on website
- 4 weeks to submit 5-page narrative plus budget and supporting documents
- Evaluated by external reviewers
- Recommendations to Government
- Notification



## List of Resources

- Read Chinese: <http://readchinese.nflc.org>
- STARTALK Materials: [www.startalk.umd.edu](http://www.startalk.umd.edu)
- Curriculum templates
- STARTALK leadership
- LinguaFolio



# READ CHINESE! 閱讀中文!



*Newly  
Expanded  
and  
Enhanced!*

More than **70** Reading Lessons for  
Beginning and Intermediate Readers

**No Cost. No registration. No sign-in.**

***Just go to the website and START!***

<http://readchinese.nflc.org/>

Each lesson includes all of the following:

- Reading passage in both Traditional and Simplified Characters with pinyin transcription
- Audio recording and English translation of the passage
- Glossary with English translations
- Cultural and Linguistic Explanatory Notes
- Three or more innovative exercises and comprehension activities with feedback on each activity

Topics of interest to High School and Undergraduate students:

- sports
- family
- heroes of China
- customs and traditions
- computer technology
- movies and movie stars
- shopping signs
- everyday life



### STARTALK Process & Cycle

- Invitation
- Award
- Orientation
- Template approval
- Programs
- Site visits
- Post-program debriefing

### Getting Funded

### How Can I Get STARTALK Funding?

- Eligibility
  - Languages, states, ages, levels of instruction
  - Capacity to offer STARTALK program
  - Prior experience
  - Evidence of student safety, liability, and insurance

### Planning

- What do you want to do?
- Target audience?
- Program duration & intensity?
- What format?
  - Residential/non-residential
  - Combination student/teacher program

### Writing

- 5-page proposal
- Brief summary
  - Major goals/expected outcomes
  - Rationale for providing the program
  - Description of the program
    - Typical daily schedule
  - Target population
  - Timeline for implementation
  - Previous experience
  - Key personnel
  - Plans for collaboration

### Submitting a Competitive Proposal

### Alignment of Assessment, curriculum, and instruction

- Realistic and measurable outcomes
- Performance-based assessment
- Evaluation plan for participant growth & program effectiveness

### Curriculum & Instruction

- Standards-based and thematically organized curriculum
- Student-centered classrooms
- Developmentally appropriate
- Use of target language for instruction
- Integration of culture into language instruction
- Use of authentic materials

### Administrative

- Adequately staffed
- Clear roles
- Appropriate location
- Attract sufficient enrollment

### Budget

- Cost effectiveness
- Number of participants served
- Duration and intensity of program
- Quality of instructors

### Lessons Learned

- Duarte Silva, Stanford University
- Hong Yang and Kun Xie, Bryant University

### Questions and Answers?