



Summer 2009 Programs

Information on the Eligibility, Criteria, and Priorities for Proposals

Eligibility, Priorities, and Criteria for Selection:

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

STUDENT PROGRAMS

A. Eligibility—Applicants must

1. demonstrate the capability to offer age-appropriate standards-based language learning summer programs in a culturally rich environment for students in K-16 levels;
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 is aligned with student national standards, research, and best practices;
 - a. addresses the needs and multiple learning styles of diverse learners; and
 - b. differentiates for range of age, multiple levels of language proficiency, and diverse populations as needed (e.g., heritage language, Special Education, talented and gifted participants; novice learners; advanced learners);
3. has a clear plan for assessing student learning outcomes;
4. Project staff includes:
 - a. instructors who
 1. are proficient in the target language and cultures;
 2. will conduct classes at least 80% of instructional time in the target language; and
 3. are proficient in US culture, including US students and US schooling
 - b. project directors who:
 1. are on-site during program activities for consultation and oversight;
5. has a program evaluation plan to collect evidence of program effectiveness based on the stated goals and indicators of success/outcomes;
6. is likely to attract a sufficient number of participants;
7. can show evidence of previous program success;
8. 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 continue to develop language proficiency after the summer by enrolling in programs during 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.);
2. Programs serve a diverse population in terms of ethnicity, race, gender, special needs, and/or socio-economic status; and
3. Students have the opportunity to earn academic credit (e.g., Carnegie units, college credit) if appropriate to age of students, program intensity, and duration.

TEACHER TRAINING PROGRAMS

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 national student and teacher 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. has a clear plan for assessing participants' learning outcomes;
5. employs qualified staff who are on-site for oversight;
6. has an evaluation plan to collect evidence of participant growth and program effectiveness based on the objectives and outcome indicators stated;
7. is likely to attract a sufficient number of participants;
8. can show evidence of previous program success; and
9. 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.