



Summer 2010 Programs

Eligibility, Criteria, and Priorities

Eligibility, Criteria, and Priorities for Selection:

The following pages describe the eligibility, criteria, and priorities for selection. Eligibility requirements are mandatory. It is not required that a proposal incorporate all program criteria and priorities, 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 languages and populations served.

STUDENT PROGRAMS

Eligibility—Applicants must

- a. demonstrate the capability to offer age-appropriate standards-based language learning summer programs in a culturally rich environment for students in K-16 levels;
- b. have prior experience with summer foreign language camps, programs, courses or academies for students to gain and improve their linguistic and cultural competence; and
- c. provide evidence that student safety, liability, and insurance issues are addressed.

B. Criteria—The program

- a. has clearly stated goals with measurable outcomes and performance indicators;
- b. provides evidence that it is aligned with student national standards, research, and best practices;
 - i. addresses the needs and multiple learning styles of diverse learners; and
 - ii. 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);
- c. has a clear plan for assessing student learning outcomes, based on stated goals;
- d. will have a qualified staff that includes:
 - i. a project director who is on site during program activities for consultation and oversight;
 - ii. instructors who are proficient in the target language and cultures, will conduct classes at least 80% of instructional time in the target language, and are proficient in US culture, including US students and US schooling.
- e. is likely to attract a sufficient number of participants;
- f. 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:

- a. virtual classroom and/or distance learning components;
- b. collaboration as either a linked or combination program with a STARTALK teacher training program;
- c. opportunities for instructors to collaborate with Program Directors on developing curriculum plans;
- d. K-12 expertise, when relevant, in developing the curriculum plan and lesson plans;
- e. a clear plan for training all STARTALK instructors;

- f. well-defined plan to integrate language and culture;
- g. the opportunity for students 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.);
- h. plans to serve a diverse population in terms of ethnicity, race, gender, special needs, and/or socio-economic status; and
- i. the opportunity for students 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

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

B. Criteria—The program

- a. has clearly stated goals with measurable outcomes and performance indicators;
- b. provides evidence that it is aligned with national student and teacher standards, research on language acquisition and teacher preparation, and best practices;
- c. addresses important components of teacher effectiveness, such as understanding of the needs of adult learners and the capability for differentiation for diverse populations (e.g., pre-service, public, private, heritage language, and master teachers, as well as university faculty and assistants);
- d. has a clear plan for assessing participants' learning outcomes;
- e. will have a qualified staff that includes:
 - i. a project director who is on site during program activities for consultation and oversight;
 - ii. experienced trainers with K-12 expertise
- f. is likely to attract a sufficient number of participants; and
- j. demonstrates a reasonable cost per participant in view of the proposed program type and expected outcomes.

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

- a. virtual classroom and/or distance learning components;
- b. collaboration as either a linked or combination program with a STARTALK student program;
- c. link to a state certification process, including awarding appropriate course credit, and guided by state and/or national standards for teacher knowledge and skills;
- d. observation and/or practicum experience for participants;
- e. opportunities for participants to continue their progress after the summer experience; (follow-up activities, on-line meetings.)
- f. ability to enhance knowledge and skills of participants in at least three of the following areas:
 - i. general and specific language methodology;
 - ii. theories and practice of second language acquisition;
 - iii. designing curriculum for the teaching of language and culture;
 - iv. selecting and developing instructional materials;
 - v. classroom management and understanding of the US educational system;
 - vi. structure of the target language for pedagogical purposes;
 - vii. language testing and assessment; and
 - viii. use target language and culture.