Summer 2013 Programs

Eligibility, Criteria, and Priorities for Selection

The National Foreign Language Center solicits proposals from schools, post-secondary institutions, school districts, state and regional educational agencies, language associations, and community-based organizations to participate in the STARTALK project. 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 language, geographic distribution, total number of individuals and populations served, and program types. For returning program applicants, past track records of program performance and budgetary management will influence funding considerations.

All programs must serve participants learning or teaching one or more of the following languages:

Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu.

STUDENT PROGRAMS

1. Eligibility
   a. Applicants must demonstrate the capability to offer age-appropriate Standards- and performance-based language learning summer programs in a safe and culturally rich environment for students in K-16 levels.
   b. Applicants must have prior experience in providing summer foreign language camps, programs, courses or academies for students to gain and improve their linguistic and cultural competence. STARTALK does not fund existing programs that offer the STARTALK languages.
   c. Applicants must provide evidence that student safety, liability, and insurance issues are addressed.
   d. All instruction must occur in the United States (with the potential for U.S. territorial or tribal participation); STARTALK funds cannot be used to fund study abroad programs; The applying organization must not be organized, chartered or incorporated under the laws of any country other than the US or its possessions, or be controlled by an individual who is not a US citizen. STARTALK funds may not be used to support a foreign-owned entity.
   e. The applying organization must maintain an accounting system capable of accurately and adequately tracking the costs associated with the STARTALK grant.
II. 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 backgrounds and learning styles of diverse learners;
      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 in the target language for at least 90% of instructional time, and are proficient in US culture, including knowledge of and experience working with US students and the US education system;
   e. is likely to attract a sufficient number of targeted participants; and
   f. demonstrates a reasonable cost per participant in view of the proposed program type and expected outcomes.

III. Priority will be given to programs that have the following features:
   a. a curriculum based on national foreign language content standards that is thematically organized, integrates language and culture, and outlines clear goals and objectives of student learning;
   b. a clear plan for providing professional development and resources for STARTALK instructors;
   c. a well-defined plan to involve instructors in the development of the curriculum and in performance-based assessment;
   d. key personnel showing evidence of linguistic, cultural and pedagogical expertise relevant to the targeted population;
   e. an opportunity for students to earn academic credit (e.g., Carnegie units, college credit) if appropriate to age of students, program intensity, and duration;
   f. plans to serve a diverse population in terms of ethnicity, race, gender, special needs, and/or socio-economic status;
   g. a plan for using digital or technological tools or distance/virtual learning components, or a link to a virtual classroom/connection; and
   h. an 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.).
TEACHER PROGRAMS

I. Eligibility
   a. Applicants must be able to demonstrate the ability to train teachers of STARTALK languages to implement standards-based curriculum and instruction.
   b. Applicants must have prior experience in offering intensive summer learning experiences for language teachers to gain or improve linguistic or pedagogical skills.
   c. All instruction must occur in the United States (with the potential for U.S. territorial or tribal participation); STARTALK funds cannot be used to fund study abroad programs;
   d. The applying organization must not be organized, chartered or incorporated under the laws of any country other than the US or its possessions, or be controlled by an individual who is not a US citizen. STARTALK funds may not be used to support a foreign-owned entity.
   e. The applying organization must maintain an accounting system capable of accurately and adequately tracking the costs associated with the STARTALK grant.

II. 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 education and development, and best practices;
   c. is designed to serve teachers from one or more of the following profile and sectors: pre-service, in-service, or master teachers; teachers currently teaching or planning to teach in public or private school k-12, in heritage community language programs, or in higher education;
   d. 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 expertise in the targeted language, population and educational setting;
   e. is likely to attract a sufficient number of targeted participants; and
   f. demonstrates a reasonable cost per participant in view of the proposed program type, expected outcomes, and potential impact.

III. Priority will be given to programs that have the following features:
   a) Clearly identifying the categories of teachers/teacher candidates that they can serve effectively, for example:
      • Novice/pre-service/beginning teachers;
      • Intermediate/practicing teachers;
      • Master teachers/teacher leaders; and
b) Clearly identifying the content areas of teacher preparation/development they will address, for example:

- language teaching approach and methodology;
- second language acquisition;
- curriculum design for the teaching of language and culture;
- material and resource selection, development, and adaption;
- classroom management and understanding of the US educational system;
- structure of the target language for pedagogical purposes;
- language testing and assessment; and/or
- the use of technological tools.

c) linking to a state certification or alternative certification route process or to the professional development requirements of a locality, including awarding appropriate course credit or hours;

d) enhancing the quality and availability of language teacher education for STARTALK languages;

e) will be conducted either with linkages to or in combination with a STARTALK student program;

f) providing observation and/or practicum experience for participants;

g) offering opportunities for participants to continue their progress after the summer experience (follow-up activities, on-line meetings); and

h) using virtual and/or distance learning components in conjunction with the face to face portion of the program.