



TEACHERS OF CRITICAL LANGUAGES PROGRAM

This program is sponsored by the Bureau of Educational & Cultural Affairs (ECA) of the U.S. Department of State and administered by American Councils for International Education

Critical Language Projects ***APPLICATION MATERIALS***

On behalf of the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State, American Councils for International Education is pleased to announce an open competition for the Critical Language Projects for exchange teachers and current or former mentor teachers, administrative representatives, schools, and districts. This program supports special projects that increase the number of Americans teaching and learning critical languages, and/or those that support mutual understanding among the participating countries.

Critical Language Project funds will be awarded on a rolling basis.

Teachers of Critical Languages Program

Critical Language Projects

ABOUT THE CRITICAL LANGUAGE PROJECTS

As part of Teachers of Critical Languages Program (TCLP), exchange teachers and current or former mentor teachers, administrative representatives, and U.S. schools and districts are eligible and encouraged to apply for Critical Language Projects. These projects may range from \$500 to \$5,000 and are designed to complement the TCLP experience by contributing to the development of critical language programs in U.S. schools and by increasing the number of Americans who teach and learn critical languages. In addition, the Critical Language Projects promote mutual understanding and lasting relationships between program alumni and their U.S. colleagues.

TCLP will issue Critical Language Projects grants in three different categories. Examples and suggestions for each category are below:

School Project: *Provides funding for collaborative or independent projects that benefit the U.S. host schools or district.*

- Joint-classroom projects, including speech competitions, videoconferences, service learning projects, inquiry-based learning, or domestic school partnerships;
- Projects that share innovative teaching methods, best practices and/or comparative lessons;
- Collaborative projects that develop curricula and support the use of authentic materials;
- Cross-training projects among participating alumni schools and/or alumni;
- Professional development workshops on critical language teaching/learning methodology conducted by a TCLP host school representative and TCLP fellow/alum;
- Creation of critical language clubs and student-driven outreach to other district schools;
- Development of teaching materials in critical languages;
- Establishment of resource centers or school newsletters for critical language teaching/learning.

Professional Development Project: *Provides funding for attending conferences or professional development opportunities that enhance curriculum development or the teaching of critical languages.*

- Presentations at national and/or regional conferences about critical language teaching in K-12 schools.

Community Involvement Project: *Provides funding for projects that benefit the greater community. The project should include students and volunteers conducting activities that promote the study of critical languages.*

- Organize a trip to a location in the U.S. where the critical language is spoken;
- Organize a series of leadership and team-building activities for students;
- Organize a community fair, camp, crafts workshop or other activity that shows the importance of studying a critical language.

PROJECT PROVISIONS

- Projects must be implemented in the United States;
- Projects must focus on the teaching and/or learning of critical languages;
- Project requests must be between \$500 and \$5,000;
- Projects may cover travel costs including: domestic airline tickets, ground transportation, per diem and hotel costs;
- Project funds may not be used for international student exchanges or office equipment;
- Applicants may not receive salaries or honoraria;
- Project funds may not be used to support costs associated with substitute teachers;
- Demonstrated in-kind donations or cost-sharing (financial or other contributions such as books/materials) by the U.S. school and/or the program alumni are encouraged;

- Project applicants may be asked to make changes to their proposed budget prior to final approval of the award; and
- Project and financial reports are due within one month of completion of the project.

APPLICATION ELIGIBILITY

- Applications may be submitted by: TCLP exchange teachers and current or former mentor teachers, administrative representatives, U.S. schools and districts. Grants will be awarded to one recipient as designated by the proposal.
- Proposed projects must be implemented in U.S. schools and communities that have hosted an exchange teacher through TCLP.
- Applicants must submit a complete application packet (typed or printed in 12 point font), including a completed application form, project proposal, budget and budget narrative, timeline, CVs for project staff, and, as necessary, support letters from participating schools and proposed partners.

Applications not meeting these technical eligibility requirements will not be forwarded to the selection committee for review.

FINANCIAL PROVISIONS:

- Project funds will be disbursed to the grantees two months after project proposal submission
- Grant recipients will receive 80% of the award amount when the grant is approved, and the remaining 20% will be transferred following the completion of the project and the final financial report.

REPORTS AND PUBLICATIONS:

Within one month upon completion of the project, award recipients must submit financial and activity reports. Financial reports should include clear and itemized receipts for all expenses. Activity reports should contain complete program descriptions, a lessons learned section, and results based on qualitative and/or quantitative measures. Any materials published with funds from the Critical Language Projects must be included in the final report and should carry the following acknowledgment:

Support for this project was provided by the Teachers of Critical Languages Program's Critical Language Projects. The program is sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State (ECA) and is administered by American Councils for International Education: ACTR/ACCELS. ECA and American Councils are not responsible for the views expressed herein.

APPLICATION SUBMITTAL

Please submit the original and two copies of the application and supporting materials to:

American Councils for International Education
 Attn: Teachers of Critical Languages Program
 1776 Massachusetts Avenue, NW
 Suite 700
 Washington, DC 20036

For Further Information: Please write to American Councils staff at tclp@americancouncils.org or call [them at +1 \(202\) 833-7522](tel:+12028337522); fax: +1 (202) 833-7523.

STATE ALUMNI

All ECA alumni are encouraged to register and use the State Alumni Web site, at <https://alumni.state.gov>. State Alumni is the U.S. Department of State's Bureau of Educational and Cultural Affairs official website for the more than 1,000,000 alumni of U.S. government-sponsored exchange programs. Interactive, dynamic, and password-protected, alumni.state.gov offers alumni a place to network, share ideas and stories;

participate in *Q&A Live* discussions; and access valuable resources such as grants, jobs, and research databases.

EXCHANGESCONNECT

ExchangesConnect (www.exchangesconnect.gov) is a growing global community of people interested in cross-cultural dialogue and international exchange. It is administered by the [Bureau of Educational and Cultural Affairs](#), U.S. Department of State. Alumni of programs sponsored by ECA are strongly encouraged to register and use this site.

APPLICATION DEADLINE: ROLLING

Application Checklist

Please include this page on the front of your application

I have:

- Read the eligibility requirements, program rules, and application instructions (p. I-V);
- Completed the application form including Part I and Part II;
- Completed the budget table or attached a separate page addressing the same budgetary issues;
- Provided a separate budget narrative that explains use of funds and how the amounts requested were determined;
- Provided information on projected cost-sharing in the project narrative;
- Attached resumes of key individuals, e.g. staff, trainers;
- Signed the certification (Part III, p. 5) that states I am in agreement with the terms and conditions stated herein.

Applicants must also provide the following supporting materials:

- Support letters from organizations or individuals that are providing cost-shared funds as well as letters from institutions or organizations (such as schools, non-profit organizations, government ministries) supportive of the project;
- Detailed agendas for any proposed workshops, conferences, or other events (if applicable);
- Signed original and two copies of this application.

Please submit your completed application to:
American Councils for International Education
Attn: Teachers of Critical Languages Program
1776 Massachusetts Avenue, NW
Suite 700
Washington, DC 20036
tclp@americancouncils.org

Critical Language Projects Application Form

This program is sponsored by the Bureau of Educational & Cultural Affairs (ECA) of the U.S. Department of State and is administered by American Councils for International Education

PART I: Applicant Information:

1. Primary applicant: _____

2. I participated in the Teachers of Critical Languages Program in _____ (year)

3. Permanent address: _____

4. Project Title: _____

5. Project Start Date: _____ Project End Date: _____

6. Total Amount Requested from project funds: \$ _____

7. Total Cost Share: \$ _____ 8. Grant Total (Amount Requested + Cost Share): \$ _____

9. Collaborative Applicant One: Name _____
(if applicable) Year participated _____

10. Collaborative Applicant Two: Name _____
(if applicable) Year participated _____

11. Please list the names of teachers, administrators, or community members from the U.S. host school or community that will have key role in the proposed project

Name (Last, First): _____

Name (Last, First): _____

Name (Last, First): _____

12. Type of Grant Applying for (check one)

- School Grant - Collaborative
 School Grant - Independent

- Professional Development Grant
 Community Involvement Grant

13. Project Abstract: Please provide a one paragraph description of your proposed project.

PART II: PROJECT PROPOSAL

The project proposal is the most important part of your application for the Critical Language Projects and will be read closely by members of the selection committee, and gives the selection committee an opportunity to better understand your proposed project. On a separate piece of paper please type or print in 12 point font answers to the following:

1. Statement of Need:

Describe the needs or challenges facing the school/ community that your project will address. Describe the importance of your project in benefiting your school, community, and/or you. Discuss projects similar to your own that are being conducted in your region and detail the different prospective that your project will bring. (Maximum 500 words)

2. Project Goals and Objectives:

Discuss the immediate and long-term goals of the proposed project. This section must highlight what will be achieved or accomplished as a result of your project. Describe the skills that the participants will learn, the anticipated results and how the project will impact the study and teaching of critical languages. (Maximum 200 words)

3. Targeted Beneficiaries:

Please provide information about the direct and indirect beneficiaries of your project. (Who, how many, and where are they located). Please address if this project is an extension of your exchange experience. (Maximum 200 words)

4. Project Activities:

Please outline how the project will be implemented and the different activities that will take place. Please describe in detail any trainings, materials, services, etc., you will complete as a result of this project. Please attach a detailed agenda for proposed workshops. (Maximum 700 words)

5. Project Collaborator(s) Roles:

Please describe the roles for the primary applicant and collaborator(s) during project implementation. (Maximum 500 words)

6. Monitoring and Evaluation:

Please describe how you plan to measure the project's impact. Discuss the evaluation methods and techniques (such as pre- and post-project surveys, and observation activities) that will be used to gauge the success of the proposed project activities. (Maximum 500 words)

7. Project Sustainability:

If applicable, please describe how you envision the continuation of the project following the proposed activities. (Maximum 500 words)

8. Project Timeline:

The project timeline should specify the period over which you plan to implement the project and how long it will take you to complete proposed project activities. Please specify responsible parties, vendors, venues and be sure to include dates for specific activities, such as conferences, trainings, workshops, monitoring and evaluation, and report writing.

9. Project Budget and Budget Narrative:

Please include a project budget, separating any administrative costs (such as salary, room rental, equipment rental, communications charges, etc.) from direct program costs and note if any of the trainers will receive honoraria from award funds. Please note that while cost-sharing is not required, it is highly recommended. Cost share includes any other organization or individuals contributing to the project, donations of supplies, work space, etc. Include a separate budget narrative explaining the total amount requested for each item in detail and describe the nature of any cost-sharing.

Sample Budget

A	B	C	D	E	F	G	H
Item no.	Item Description (categories in bold)	Unit Type	Unit Cost	Units Needed	Amount requested from Critical Language Projects	Total cost-sharing on item (Please include letters of support from cost-share contributors)	Total Cost
1	Administration: Substitute teachers (Must be cost-shared)	Substitutes needed for chaperones during field-trip	\$70 / day	4	0	\$280	\$280
2	Activity Costs: Cooking Activities	Food costs	\$375	1	\$375	\$0	\$375
3	Kitchen	Space to prepare food	\$100	3 cooking classes	\$0	\$300	\$300
4	Resources	Varies (proposals should append an itemized list)	\$600	1	\$600	\$0	\$600
5	Traditional Clothes	Clothes for student performances and presentations	\$400	1	\$400	\$0	\$400
6	Library	Club Meeting space	\$100	1	\$0	\$100	\$100
7	Student-driven Workshops	Materials and transportation	\$50	4 workshops	\$0	\$200	\$200
8	Field-Trip to Chinatown / Little Egypt						
8a)	Transportation	Bus travel	\$1.60 per mile x 200 miles	1	\$320	\$0	\$0
8b)	Lunch	Authentic restaurant	\$10 per person	24 participants	\$240	\$0	\$240
9	Field Trip to local university						
9a)	Transportation	Bus travel	\$1.60 per mile X 300 miles	1	\$480	\$0	\$480
9b)	Lunch	Authentic Restaurant	\$12 person	30 participants	\$360	\$0	\$360
Grand Totals:					\$2775	\$880	\$3655

Sample Budget Narrative

Administration:	
1) Substitute Teachers	Two substitute teachers will be needed on each of the two field trips to chaperone students. 4 total substitutes X \$70 per day = \$280 The substitute teachers related costs will be covered by the school as part of the cost-share.
Activity Costs:	
2) Cooking activities	Cooking materials and food items will be purchased for club members, parents and middle school to prepare on three separate occasions. 3 cooking classes X \$125 each.
3) Kitchen	Space and resources to conduct cooking lessons provided by the school; \$100 per class X 3 classes. The kitchen costs will be covered by the school as part of the cost-share.
4) Resources	Resources (proposals should append an itemized list) to support linguistic enrichment in club and outreach activities, \$600
5) Traditional Clothes	Traditional clothes will be purchased and used in club activities and fashion shows during outreach, \$400
6) Library	Library space and materials will be used for club activities: \$100. The school will provide the library space as an in-kind donation.
7) Student-driven workshops	Transportation and materials needed for student-driven workshops to peers and in both elementary and middle school outreach: 4 workshops (2 presentations each to a middle and elementary school) X \$50 each = \$200. The school will raise the funds and provide the transportation and materials as cost-share.
8) Field-trip to culturally relevant neighborhood	A field-trip is planned that includes a scavenger hunt in Little Egypt / Chinatown
8a) Transportation	Transportation via bus at \$1.60 per mile X 200 miles = \$320
8b) Lunch	Lunch at authentic restaurant. \$10 per person X 24 participants (20 students and 4 chaperones) = \$240
9) Field-trip to local university	A field-trip to a nearby university to participate in linguistic and leadership development activities.
9a) Transportation	Transportation via bus at \$1.60 per mile X 300 miles = \$480
9b) Lunch	Lunch at authentic restaurant: \$10 per person X 30 participants (20 students, 3 chaperones, and 7 university students and guests) = \$300
	<p>Total Grant Funds Requested: \$2775 Total Cost-Sharing: \$880 Total Project Cost: \$3655</p>

PART III: Certification

I understand that I must contact American Councils office immediately if there are any amendments to this information subsequent to submission. I also understand that ECA and American Councils must approve all changes to this application once it has been submitted. If selected, I will comply with the program rules, reporting procedures, and deadlines for documentation contained herein; I understand that failure to do so may disqualify me from participating in U.S. Government-sponsored award and scholarship programs in the future.

By signing this document I certify that all of the information contained herein is true and accurate and that I am in agreement with the preceding statements.

Signature of Project Leader: _____

Date: _____