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Exploring India's Experience With Selected UN Millennium Development Goals

Plan of Operation: *Project objectives and relation to the purpose of the GPA Program* –

Richland College, the Hurst-Euless-Bedford Independent School District (HEB ISD), and the World Affairs Council of Dallas/Fort Worth (WAC of DFW) are partnering to propose a short-term Group Projects Abroad seminar centered by a trip to India June 30 through July 31, 2011, with extensive pre-departure sessions for participants and post travel workshops for educators and students in north Texas. The project focuses on understanding strategies India has adopted in its 11th Five-Year Plan to achieve five United Nation's Millennium Development Goals by 2015.

Richland College, the largest comprehensive community college in Dallas County, enrolls about 1,500 international students, the majority from Asia, and more than 3,000 Asian-American students each year, many with Indian heritage. The college has engaged in international programs with educational institutions on six continents including student and faculty exchanges, study abroad programs, and joint online classes.

The HEB ISD is a K-12 public school district based in Bedford between Dallas and Fort Worth. The district operates 19 elementary schools, 5 junior high schools, and 2 high schools, both offering the International Baccalaureate curriculum. HEB ISD has been named one of the top four school districts in Texas, recognized for achievements in academics and student performance, music education, public relations practices, operating efficiency, and teacher salaries. Over half of the 20,700 students represent racial/ethnic minorities; 49% are economically disadvantaged. More than 60 native languages are spoken in students' homes. The "International Business Initiative" in middle and high school includes instruction in Hindi, the only school district in Texas to offer this language.

The nonprofit, nonpartisan World Affairs Council promotes international awareness, understanding, and connections with over 100 programs each year focused on the international aspects of business, politics, culture, and foreign policy to enhance the region’s global stature and prepare North Texans to thrive in a complex world. With the goal of connecting North Texas with the world, the Council has been educating DFW Metroplex citizens on global affairs since 1951. Today it serves as a gateway to the world for the region, offering programs and events for more than 4,500 members, students, and the public. The Council takes education directly into North Texas schools through its International Education Initiative program. In 2007 the Council was named the most dynamic large council by the World Affairs Councils of America.

The UN Millennium Development Goals (MDGs), created through the Millennium Declaration of 2000 to be accomplished by 2015, are a milestone in international cooperation inspiring development efforts to improve the lives of millions of people around the world. The MDGs represent human needs and basic rights that every individual around the world should enjoy. As educational institutions Richland College, the HEB ISD, and the World Affairs Council follow missions that address five of the MDGs:

- #1 “Eradicate extreme poverty and hunger,”
- #2 “Achieve universal primary education,”
- #3 “Promote gender equality and empower women,”
- #7 “Ensure environmental sustainability,” and
- #8 “Develop a global partnership for development.”

Project activities will focus on one or more of these goals, allowing participants to learn more about each goal and observe the strategies government agencies and non-government organizations (NGOs) are implementing in India to help achieve them.

This project's goal to integrate cultural understanding of India and a greater awareness of the UN Millennium Development Goals into the curricula of K-12 school systems in the Metroplex through professional development opportunities for teachers encompasses four objectives:

1. To encourage the formation and sustainability of Global Studies and international programs at elementary, secondary and postsecondary educational institutions in north Texas that build respect among students and educators for diverse, multicultural, and international cultures;
2. To strengthen the emphasis on South Asian, non-Western culture and thought within existing Global Studies and international programs at north Texas elementary, secondary and postsecondary educational institutions;
3. To foster collaboration and interdisciplinary cooperation across the north Texas educational structure leading to new and expanded Global Studies and international programs;
4. To develop and disseminate effective learning strategies and curriculum resources for north Texas educators on Indian culture and thought and the UN Millennium Development goals.

Achieving these objectives will strengthen the international expertise of school teachers and college professors while creating a mutual understanding of India and its culture among students.

These objectives address the purpose of the Fulbright-Hays GPA Program “to contribute to the development and improvement of the study of modern foreign languages and area studies in the United States” by bringing together educators “engaged in a common endeavor” in an overseas experience. As noted on the program’s website, “Shifts in the global power balance give rise to demands for expertise pertaining to an expanding number of countries, languages and cultures. Federal government sources indicate that the demand for international experts continues to exceed the supply.” This seminar is designed to promote, support, and facilitate the integration of international studies into the curricula, teaching practices, and academic programs of the

participating institutions – elementary and secondary schools and community colleges - meeting the goal of the GPA program to “help integrate international studies into an institution’s or school system’s general curriculum.” This project is designed first to strengthen the international expertise of 17 educators from north Texas schools, Richland College, and the WAC, then to extend that knowledge to teachers and professors at educational institutions across north Texas and beyond through workshops in the year after the team returns.

This project with the pre-departure phase, in-country seminar, and post travel activities creates a framework to meet these objectives. The table in the “Resources and personnel and timeline” section lists the activities that will occur during the project period to accomplish project objectives, the responsible person(s), and the project timeline.

Project Design – The project covers three phases – (1) Pre-Departure sessions (24 hours) for the educators traveling to India (May 7-June 25, 2011); (2) In-country Seminar for the educators (June 30-July 31, 2011) and follow-up curriculum development projects (August-December 2011); and (3) Post Travel workshops for elementary and secondary school teachers and students and higher education professors in north Texas (October 2011-April 2012).

A total of 17 educators from north Texas will participate in the first two phases – the Project Director (a faculty member at Richland College), the Curriculum Specialist (from HEB ISD), two professors from Richland College, five educators from the HEB ISD, six teachers from other north Texas school districts, and two educators from the World Affairs Council. The Project Director will solicit applications from Richland College professors and the HEB ISD Superintendent and Curriculum Specialist will seek requests from teachers at elementary and secondary schools. The WAC’s Director of Education will use current partnerships with school districts, teacher collaboratives, the Education Service Centers for Dallas and Tarrant Counties,

and the regional Social Studies Supervisor Association to identify and contact K-12 teachers and administrators who could be interested in applying.

Interested educators will submit an application (copies in appendix) outlining a curriculum project for the seminar, curriculum vitae, two-page personal statement, and two support letters to the selection committee consisting of the Project Director, Curriculum Specialist, and WAC Director of Education by April 1, 2011. After interviewing applicants, the committee will select participants using the following criteria:

- Strength and applicability of the proposed curriculum project to the seminar's objectives;
- Capacity to incorporate materials related to India and the MDGs into teaching units;
- Potential long-term impact of the proposed curriculum project to the applicant's institution;
- Commitment to share curriculum and products developed during the project with colleagues through workshops and seminars; and
- Strength of interview, personal statement, support letters, and references.

Selected applicants will be notified by April 22, 2011, with a deadline of April 29 to accept the offer. The committee will use a waiting list to replace any applicants who decline the invitation.

The **pre-departure phase** consists of 24 hours of learning sessions as outlined in the appendix and a reading list to complete before traveling to India. The goal of these sessions is to prepare the participants for an intensive learning experience focusing on India's history and culture and its efforts to address the five MDGs that are the focus of this project.

The pre-departure workshops will occur on four Saturdays (May 7 and June 4, 11, and 25, 2011). The first two will happen at the HEB ISD's professional development center, the third will occur at the DFW Hindu Temple, and the final workshop will take place at the Crow Collection of Asian Art. The Project Director and Curriculum Specialist will lead the workshops

while offering advice about preparing for the trip such as prudent health and security habits, helpful clothing and packing tips, and understanding India's geography. Presenters from Richland College and the HEB ISD will address the UN Millennium Development Goals, the three predominant languages in the regions to be visited, and effective curriculum development practices. Experts from local organizations serving Indians living in north Texas - the Indian Association of North Texas, the DFW Hindu Temple, the Texas Women's University Student Association, the Indian American Friendship Council, the Crow Collection, the Association for India's Development, and the Ellora Center for Performing Arts - will offer lectures and activities designed to increase participants' understanding of Indian history, culture, performing and visual arts, architecture, economy and economic development, foreign policy, and education system. The participants will watch "The Story of India," a comprehensive history of India through the filter of today produced by the BBC in 2007. Finally, they will read and discuss six books exploring diverse aspects of the Indian experience and forecasts for the next decade.

In addition to these learning activities to prepare participants for the trip, each educator will begin work on a curriculum development project focused on a MDG. They will be divided into teams focused on one goal. During the pre-departure period these teams will meet, both in the workshops and at other times as they arrange, to share their projects and determine mutual interests that will strengthen the curriculum development process and their understanding of the MDGs. Team members will review the planned activities in India, researching the NGOs and government agencies to be visited, and create plans to assure each session provides viable information related to each educator's project. These sessions will create a bond among team members before the trip to India, building a stronger framework for successful curriculum development in country and after return.

The **overseas phase** takes place from June 30 through July 31, 2011. The schedule, outlined in detail in the appendix, commits participants to learning activities every morning and afternoon except for travel days. All activities relate directly to one or more MDGs; teams will meet in the evenings to work on curriculum projects. The group will fly into New Delhi, arriving on July 1 for six days. They will then fly to Chennai on July 8, spending five days there. Next will come two days in Kanchipuram and three days in Madurai. After a train trip from Madurai to Hyderabad, the team will stay for four days before returning to New Delhi for a day, then on to Agra. The group ends the trip with three days in New Delhi providing participants free time to visit libraries for research, to meet with NGOs for follow-up information, and to gather as teams to finalize information collection for curriculum development projects before returning.

New Delhi: As the national capital, New Delhi is the natural city for the trip to begin with opportunities to meet with staff members at Indian government agencies, the US Embassy, NGOs, media, and international organizations to start learning how India straddles its diverse cultures and great history to function as the world's largest democracy while it strives to achieve the MDGs, especially the five that are this project's focus:

United Nations Association–USA Indian Chapter – India's success in achieving the MDGs;

Times of India – current affairs in India, especially in relation to the MDGs;

Department of Women and Child Development, Balika Smridhi – a government scheme that deposits money in a savings account on the birth of each eligible female child and during her schooling to pay for her higher education (MDG #3);

Department of Women and Child Development, Girl Child Protection Scheme – a government scheme to change attitudes about female children to value them, to ensure proper education, to advocate better economic security, and protect them from discrimination (MDG #3);

Centre for Women's Development Studies – a NGO leading efforts by women's rights activists to increase women's equality and status (MDG #3);

HOPE Foundation's Asharan Orphanage – an affiliate of HOPE Worldwide providing programs for 12 million orphaned children in India (MDGs #1 and #2);

Centre for Science and Environment – a NGO that researches and advocates environmental sustainability efforts (MDG #7);

Department of Social Welfare, Anti-Dowry Scheme – a government scheme that sponsors extensive publicity and advocacy efforts to eliminate the dowry system (MDGs #1 and #3);

KATHA Lab School – a NGO working with slum children to transform them out of poverty into community leaders (MDGs #1 and #2);

PRAVAH – a NGO that helps people impact social issues through citizenship action (MDG #1);

Alternative Education Resource Organization "Butterflies" Program – a NGO providing shelter and primary education for homeless and working street children (MDGs #1 and #2);

S.E. Investments Ltd. – a micro-financing program supporting small entrepreneurs and producers to demonstrate clients can succeed, manage their businesses, and repay their loans with appropriate guidance and counseling (MDGs #1 and #3).

While in New Delhi the group will attend the 4th of July Celebration at the US Embassy during a day of lectures about relationships between the two nations and how they impact work to achieve the MDGs. They will also attend a lecture by the Fulbright-Nehru Scholar to India who will speak about economic development in India and United States relations (MDG #8).

Chennai: The fourth largest metropolitan area in India, capital of the state of Tamil Nadu, Chennai offers cultural contrasts to north India ranging from a distinctly different dominant language to an urbanized, business orientation. The activities while quartered in Chennai include

a day trip to the Yelagiri Hills to visit the South Central India Network for Development Alternatives (SCINDeA) that brings together 15 NGOs to address MDGs #2, #2, and #7. The group will also spend a day in Mamallapuram, a 7th Century Dravidian settlement now a UNESCO World Heritage Site, to observe how India is preserving and sustaining its history.

Agencies visited in Chennai will include:

Center of HOPE - a NGO that educates slum children, cares for children with AIDS, and trains young men and women in computer technology (MDGs #1, #2, #3, and #8);

S.M.I.L.E. Microfinance Limited – a firm that trains and finances poor women to use microloans to begin and sustain successful enterprises (MDGs #1, #3, and #8);

UNICEF – an agency that works with slum children to eradicate poverty through education (MDGs #1 and #2).

Kanchipuram: The group will visit the Vedanthangal Bird Sanctuary, one of the largest in the country, to observe government efforts working with nearby villagers to protect the nation’s natural history. In Kanchipuram, a center for the silk industry, the group will meet with several women’s schemes and micro businesses supporting weaving enterprises. They will also visit Hand in Hand, a NGO whose “self-help programme” trains and finances poor women to operate micro businesses in the silk industry addressing MDGs #1, #3, and #8.

Madurai: The oldest continuously inhabited city on the Indian peninsula, Madurai is the site of the Meenakshi Temple where participants will hear lectures on the history and efforts to preserve the national treasure. The group will hostel at Lady Doak College, the oldest college for women in south India, where it will hear lectures and interact with faculty members in various disciplines to explore education, women’s issues, and economic development work in India.

Agencies visited in Madurai include:

Development of Humane Action Foundation – a professional development organization that promotes and nurtures innovative development concepts with the potential to improve livelihoods in poor neighborhoods (MDGs #1 and #2);

Covenant Center for Development – a NGO that works with women and street children in 150 villages surrounding Madurai to improve their situations (MDGs #1, #2, and #3);

Tamil Nadu Forest Department – a state agency leading efforts to ensure environmental and ecological stability as the state becomes more industrialized (MDG #7);

Nutritious Noon Meal Scheme for School Children – a government scheme working to protect children from classroom hunger, address malnutrition, increase school enrollment and attendance, and improve socialization among children from different castes (MDGs #1 and #2);

Entrepreneurship Development Program for Women – a government scheme that encourages and trains women to start business ventures (MDGs #1 and #3).

Hyderabad: The group will take the Vaigai Express train to Chennai, then fly to Hyderabad, the capital of Andhra Pradesh. As a center for India’s information technology industry (causing the city to be known as “Cyberabad” among IT folks), the city offers a contrast with southern India cities relying on their historical features to sustain their economies. Group members will visit:

Akshaya Patra Foundation Free Meals Program – a national foundation, the largest free food program in the world feeding more than 1.2 million Indian children daily (MDG #1);

Women in India Society – a lecture and discussion session with Dr. Manjari Katju, a noted expert on Indian women’s issues (MDG #3);

University of Hyderabad – discussions with faculty members from Sociology, Globalization and Tribal Development, and Communications divisions (MDGs #1, #2, #3, and #7);

Adivashi Center for Women's Studies – lectures on the historic and cultural roles of Adivashi women as refugees and members of an indigenous group (MDGs #1 and #3).

Agra: The group will fly to New Delhi, visit S.E. Investments, Ltd., then travel to Agra. There the group will tour the Taj Mahal and observe efforts to preserve and sustain the site (MDG #7).

They will also visit several agencies:

Integrated Program for Street Children - a government scheme that supports and educates street children to protect them from abuse and exploitation (MDGs #1 and #2);

Uttar Pradesh Pollution Control Board – a state agency responsible for monitoring air and water quality and enforcing rules and regulations designed to sustain the environment (MDG #7).

The group will then return to New Delhi for the final days of research, individual visits to agencies and NGOs, and to complete preparations for curriculum development projects.

The **post seminar phase** includes various activities involving the seminar participants as they complete their assignments, then disseminating their experiences, their strengthened awareness and understanding of India and the MDGs, to colleagues across north Texas. The Project Director and Curriculum Specialist will take the lead working with educators from the World Affairs Council to support the participants and organize and lead the events for the wider audiences of elementary, secondary, and postsecondary educators and students.

The initial emphasis will be to complete all the curriculum development projects. Much of this work will occur during the overseas travel, but sustaining that momentum is critical. The group will convene on Saturday, August 20, 2011, at the HEB ISD to review the status of each participant's project. This takes place during the week when teachers and college faculty members have returned for the start of the Fall Semester, giving them an opportunity to recuperate from the travel, but also embedding this responsibility in their Fall Semester plans.

During the Fall Semester the Project Director will maintain communications with each participant with help from the Curriculum Specialist and WAC education staff members via e-mail and telephone. Richland College's Webmaster will also work with the Project Director to create and maintain a web site dedicated to this project, linking educational materials provided by the participants. The entire group will meet monthly at Richland College (September 17, October 22, November 19, and December 10, 2011) to review and help complete each curriculum development project to assure all will be taught to students during the Spring 2012 semester. Throughout this period, the WAC Director of Education will work with the Project Director and HEB ISD personnel to complete a media presentation of the India trip emphasizing the role the MDGs play in the efforts of Indian government agencies and NGOs.

The Project Director, Curriculum Specialist, and WAC Education Director will also develop a workshop for elementary and secondary educators in north Texas school districts (detailed schedule in appendix) to occur October 13-14, 2011, at the Region 10 Education Service Center, the regional professional development and teacher education organization for the Texas Education Agency, for 75 teachers. The purpose of the workshop will be to introduce teachers in elementary and secondary schools to India and the UN Millennium Development Goals as topics to include in classes such as social studies, world history, and art. This workshop will be submitted to the Texas Association of the Gifted and Talented for approval to award professional development credits to the teachers who attend.

In addition to sessions about aspects of Indian history, culture, arts, foods, language, the education system, and economic development activities and their relationship to north Texas and its school children, project participants will present information on each of the five MDGs in this project's focus. This will give the participants an opportunity to preview their curriculum

development projects while educating their colleagues. The Project Director, Curriculum Specialist, and WAC Director of Education will offer their services to attendees who express interest in teaching about India and the MDGs to help them adopt the curriculum modules.

The second Fall 2011 Semester workshop will take place at a HEB ISD high school on November 5, 2011, for 500 students participating in the Junior World Affairs Council of the WAC of DFW across north Texas (see schedule in appendix). This one day overview is designed to introduce these students to Indian culture, history, economy, politics, world affairs, dance and music, education, religion, and language. The Project Director, Curriculum Specialist, and WAC Director of Education will offer assistance for attendees who want to learn more about India and take their learning back to their own schools.

During the Spring 2012 semester each participant will implement the module related to India and the appropriate MDG into classes. The Project Director and Curriculum Specialist will work with these teachers and professors to assess the effectiveness of each module as outlined in the “Project Evaluation” section of this application. The curriculum models and media presentation will also be loaded onto the project website. Their availability will be advertised across Texas through the Region 10 Educational Service Center’s connections to other service centers and the Texas Education Agency.

Richland College will also host a one day conference sponsored by the North Texas Community College Consortium (NTCCC), a professional development organization composed of more than 20 community college districts across north Texas headquartered at the University of North Texas. The NTCCC sponsors an annual international conference focusing on a region and/or country related to a significant segment of the member institutions’ students with an average attendance of over 100 professors and administrators. The Spring 2012 Conference will

occur on April 13. The Project Director and Richland College's International Studies division will work with the NTCCC Director to develop a day of presentations and workshops focused on India and the MDGs incorporating the results of the past year's project activities including the curriculum modules developed by the Richland College professors and those created by high school teachers. This will strengthen the linkages between these two educator groups to improve educational transitions for students from high school to higher education.

The final segment of the post seminar phase takes place in May and June 2012. The Project Director will convene a final work session of the participants to review the entire project on June 9, 2012. Participants will report on their successes and frustrations with their curriculum modules during the first semester in the classroom. They will unveil improvements recommended by the initial evaluations and discuss potential expansions into other curricula. The day will culminate with a celebration for the participants and family members centered around Indian food and entertainment. The Project Director will gather project materials and information to prepare the final report and submit it to officials at Richland College, HEB ISD, the World Affairs Council, and the Fulbright-Hays Group Projects Abroad Program.

Management Plan – The Project Director, Aditi Samarth, a faculty member and program head at Richland College, will manage the project. She will be assisted by the Curriculum Specialist, Bhavani Parpia, International Business Initiative Coordinator for the HEB school district. Jennifer Bowden, the World Affairs Council's Director of Education, will work with the project leaders to link all project phases and assure efficient project operations. The three project staff members will meet monthly to review progress toward planning and implementation of the activities in each project phase, reviewing responsibilities for each aspect and progress toward achieving the milestones for each activity.

Ms. Samarth is responsible for all project activities as outlined in the “Project Design.” She will oversee and approve all project activities and expenditures. Richland College manages several million dollars in grant funds annually as part of the Dallas County Community College District (DCCCD) with strong procedures and controls in place to assure grant management occurs in accordance with all applicable rules and regulations. The college’s performance excellence model incorporates monthly program reviews by supervisors using key performance indicators to assure all projects are operating effectively and within budget, providing opportunities for immediate intervention and improvement when necessary.

A travel expediter will arrange the travel logistics in India working with the in-country hosts. This company will be chosen using DCCCD purchasing procedures to obtain bids, thoroughly assess each bidder’s capabilities to meet program demands, and select the agency that best meets needs. The expediter will work with the Project Director to arrange travel, lodging, facilities, presenters, and logistics as outlined in this application within the approved budget.

Richland College, the HEB ISD, Region 10 Educational Service Center, the D/FW Hindu Temple, and the Crow Collection will provide the facilities indicated in the pre-departure and post seminar phases. Richland College will provide support services for the Project Director including the time to manage and lead project activities. The HEB ISD and WAC will provide support for their personnel involved in the project. The Richland College Office of Planning and Research for Institutional Effectiveness (OPRIE) will coordinate project evaluation and prepare reports using data gathered from participants in project activities. These commitments by the three partners assure efficient project management across the project phases.

Resources and personnel and project timeline – The following chart with a timeline indicates the resources and personnel that will be used to achieve the project objectives:

Resources and Personnel and Project Timeline

Objective 1: To encourage the formation and sustainability of Global Studies and international programs at elementary, secondary and postsecondary educational institutions in north Texas that build respect among students and educators for diverse, multicultural, and international cultures.

Activities:

- Publicize the GPA project, recruit applications from potential participants at elementary, middle, and high schools in HEB ISD and at “high need” school districts in north Texas (March-April 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden (WAC of DFW)
- Publicize the GPA project and recruit applications from potential participants at Richland College (March-April 2011) – *Responsible persons:* Project Director, Richland College International Studies administrators
- Include information about starting and sustaining international studies programs in school systems in recruiting efforts and during pre-departure phase sessions for participants (May-June 2011) – *Responsible persons:* Curriculum Specialist, Jennifer Bowden
- Include workshops to help participants learn about diverse, multicultural, and international cultures during pre-departure phase sessions (May-June 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden
- Seminar in India offering activities providing exposure and learning about various Indian cultures (June-July 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Host Country Coordinator
- Curriculum development of new courses and course modules by participants (August-December 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, Curriculum development professionals at Richland College and school districts
- Region 10 Education Service Center workshop introducing and educating 75 teachers about India’s diverse cultures (October 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, Region 10 ESC staff members
- HEB ISD conference introducing and educating 500 Junior World Affairs Council students about India’s diverse cultures (November 2011) – *Responsible persons:* Project Director, Curriculum Specialist, HEB ISD teachers and staff members, Jennifer Bowden and other WAC DFW educators
- Presentations by GPA project participants and World Affairs Council staff members at workshops and conferences for north Texas educators highlighting courses and modules developed in the project (January-August 2012) – *Responsible persons:* Project Director, Curriculum Specialist, GPA project participants, Jennifer Bowden and other WAC DFW educators
- North Texas Community College Consortium Global Studies/International Program Conference focusing on India for community college professors (Spring 2012) – *Responsible persons:* Project Director, NTCCC Director, Richland College faculty and staff members
- Consulting assistance by GPA project participants and World Affairs Council staff members to support Global Studies and international programs at public schools and community colleges (January-August 2012) – *Responsible persons:* Project Director, Curriculum Specialist, GPA project participants, Jennifer Bowden and other WAC DFW educators

Objective 2: To strengthen the emphasis on South Asian, non-Western culture and thought within existing Global Studies and international programs at north Texas elementary, secondary and postsecondary educational institutions.

Activities:

- Publicize the GPA project, recruit applications from potential participants at elementary, middle, and high schools in HEB ISD and at “high need” school districts in north Texas with curricula related to Global Studies and international programs (March-April 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, HEB ISD administrators, Region 10 ESC staff members
- Publicize the GPA project and recruit applications from potential participants at Richland College (March-April 2011) – *Responsible persons:* Project Director, Richland College International Studies administrators
- Include information about sustaining Global Studies programs in recruiting efforts and during pre-departure phase sessions for participants (May-June 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden
- Seminar in India offering activities providing exposure and learning about South Asian, non-Western cultures (June-July 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Host Country Coordinator
- Curriculum development of new courses and course modules by participants for Global Studies and international programs (August-December 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, Curriculum development professionals at Richland College and school districts
- Region 10 Education Service Center workshop introducing and educating 75 teachers about integrating studies of South Asian, non-Western cultures into Global Studies and international education programs (October 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, Region 10 ESC staff members
- HEB ISD conference introducing and educating 500 Junior World Affairs Council students about South Asian, non-Western cultures (November 2011) – *Responsible persons:* Project Director, Curriculum Specialist, HEB ISD teachers and staff members, Jennifer Bowden and other WAC DFW educators
- Presentations by GPA project participants and World Affairs Council staff members at workshops and conferences for north Texas educators engaged in Global Studies and international programs highlighting courses and modules developed by GPA participants (January-August 2012) – *Responsible persons:* Project Director, Curriculum Specialist, GPA project participants, Jennifer Bowden and other WAC DFW educators
- North Texas Community College Consortium Global Studies/International Program Conference focusing on South Asian, non-Western cultures for community college professors in Global Studies curricula (Spring 2012) – *Responsible persons:* Project Director, NTCCC Director, Richland College faculty and staff members
- Consulting assistance by GPA project and World Affairs Council staff members to support Global Studies and international programs at public schools and community colleges (January-August 2012) – *Responsible persons:* Project Director, Curriculum Specialist, GPA project participants, Jennifer Bowden and other WAC DFW educators

Objective 3: To foster collaboration and interdisciplinary cooperation across the north Texas educational structure leading to new and expanded Global Studies and international programs.

Activities:

- Publicize the GPA project, recruit applications from potential participants at elementary, middle, and high schools in HEB ISD and at “high need” school districts in north Texas that have expressed interest in starting Global Studies and international programs (March-April 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, HEB ISD administrators, Region 10 ESC staff members
- Publicize the GPA project and recruit applications from potential participants at Richland College (March-April 2011) – *Responsible persons:* Project Director, Richland College International Studies administrators
- Include information about developing successful Global Studies programs in recruiting efforts and during pre-departure phase sessions for participants (May-June 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden
- Region 10 Education Service Center workshop introducing and educating 75 teachers about developing Global Studies and international education programs (October 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, Region 10 ESC staff members
- Presentations by GPA project participants and World Affairs Council staff members at workshops and conferences for north Texas educators to encourage development of Global Studies and international programs highlighting courses and modules developed by GPA participants (January-August 2012) – *Responsible persons:* Project Director, Curriculum Specialist, GPA project participants, Jennifer Bowden and other WAC DFW educators
- North Texas Community College Consortium Global Studies/International Program Conference focusing on South Asian, non-Western cultures to help community college professors develop and implement Global Studies curricula (Spring 2012) – *Responsible persons:* Project Director, NTCCC Director, Richland College faculty and staff members
- Consulting assistance by GPA project and World Affairs Council staff members to help begin and sustain Global Studies and international programs at public schools and community colleges (January-August 2012) – *Responsible persons:* Project Director, Curriculum Specialist, GPA project participants, Jennifer Bowden and other WAC DFW educators

Objective 4: To develop and disseminate effective learning strategies and curriculum resources for north Texas educators on Indian culture and thought and the UN Millennium Development goals.**Activities:**

- Publicize the GPA project emphasizing relationship to the MDGs, recruit applications from potential participants at elementary, middle, and high schools in HEB ISD and at “high need” school districts in north Texas (March-April 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, HEB ISD administrators, Region 10 ESC staff members, Richland College staff members knowledgeable about the MDGs
- Publicize the GPA project and recruit applications from potential participants at Richland College (March-April 2011) – *Responsible persons:* Project Director, Richland College International Studies administrators
- Include information about the MDGs in recruiting efforts and during pre-departure phase sessions for participants (May-June 2011) – *Responsible persons:* Project Director, Curriculum Specialist, Jennifer Bowden, Richland College staff members knowledgeable about the MDGs

- Seminar in India offering activities providing information and learning opportunities about the MDGs and how Indian government agencies and NGOs are responding (June-July 2011) – Responsible persons: Project Director, Curriculum Specialist, Host Country Coordinator
- Curriculum development of new courses and course modules by participants including ,learning opportunities related to the MDGs (August-December 2011) – Responsible persons: Project Director, Curriculum Specialist, Jennifer Bowden, Curriculum development professionals at Richland College and school districts
- Region 10 Education Service Center workshop introducing and educating 75 teachers about integrating studies of the MDGs into Global Studies and international education programs (October 2011) – Responsible persons: Project Director, Curriculum Specialist, Jennifer Bowden, Region 10 ESC staff members
- HEB ISD conference introducing and educating 500 Junior World Affairs Council students about the MDGs (November 2011) – Responsible persons: Project Director, Curriculum Specialist, Jennifer Bowden and other WAC DFW educators, Richland College staff members knowledgeable about the MDGs
- Presentations by GPA project participants and World Affairs Council staff members at workshops and conferences for north Texas educators engaged in Global Studies and international programs highlighting courses and modules developed by GPA participants and how the MDGs are integrated into learning opportunities (January-August 2012) – Responsible persons: Project Director, Curriculum Specialist, GPA project participants, Jennifer Bowden and other WAC DFW educators, Richland College staff members knowledgeable about the MDGs
- North Texas Community College Consortium Global Studies/International Program Conference focusing on India and the MDGs for community college professors in Global Studies curricula (Spring 2012) – Responsible persons: Project Director, NTCCC Director, Richland College staff members knowledgeable about the MDGs
- Consulting assistance by GPA project participants and World Affairs Council staff members to support development of course modules related to the MDGs for current and potential Global Studies and international programs at public schools and community colleges (January-August 2012) – Responsible persons: Project Director, Curriculum Specialist, GPA project participants, Jennifer Bowden and other WAC DFW educators, Richland College staff members knowledgeable about the MDGs

This chart demonstrates the extent of the commitments made by Richland College, the HEB ISD, and the World Affairs Council to managing a successful project that will accomplish the project objectives leading to the long-term goals of strengthening and linking Global Studies and international education programs across north Texas at every level of education.

Equal access and treatment for eligible project participants: Potential project participants will be informed and recruited without regard to race, sex, religion, color, national or ethnic origin, sexual orientation, gender identity, age, disability, or veteran status as required by policies of

Richland College, the HEB ISD, and the World Affairs Council. The only qualifying factors for participation are the Group Projects Abroad eligibility criteria and the factors cited in selecting participants based upon their responses during the application process. Once the final participant list is compiled, the Project Director will contact each person to determine any necessary special services or accommodations. Project activities and sites for meetings, workshops, and sessions will be altered if needed to assure all participants enjoy equal access.

Quality of Key Personnel: Project Director – The Project Director will be Aditi Samarth, Chair of Richland College’s Asian-American/Middle Eastern-American Studies program and a faculty member in Humanities (résumé in appendix). Ms. Samarth earned her BFA and MA in Fine Arts/Cultural Anthropology from Texas Tech University. She is completing a Ph.D. in Humanities at The University of Texas at Dallas.

Ms. Samarth has taught humanities, fine arts, cultural studies, and Honors English courses at Richland College for five years. She led development of the Asian Studies program, not only creating the program framework, but also working with faculty members in diverse disciplines to develop courses and curriculum modules addressing the program’s purposes. Prior to coming to Richland College as a faculty member she administered transfer, university relations, advising, and learning center programs in the DCCCD for eight years, giving her a strong background in managing projects to achieve goals and objectives.

Ms. Samarth was born in India and raised in several Middle Eastern nations with frequent trips to India. She is fluent in Hindi and several other dialects spoken in India. As an academician, she has participated in several international experiences. In 2008 she was the Curriculum Specialist for a Fulbright-Hays GPA project in India led by Austin College. She has

also traveled to India, Tunisia, Turkey, Australia, Thailand, and Cambodia through fellowships and faculty exchanges. Finally, Ms. Samarth is certified in mediation and dispute resolution.

All of these factors combine to make her an excellent choice as the Project Director for this important program. Her responsibilities throughout the 18 months of the project have been delineated in the previous section. During the Spring and Fall 2011 and Spring 2012 academic semesters, Ms. Samarth will commit up to 30% of her time to fulfill responsibilities. Richland College will provide support services and staff members to assist her, particularly with grant management and logistics details, to assure her time with the project is spent accomplishing duties directly related to a successful project.

Other key personnel – Bhavani Parpia will be the project’s Curriculum Specialist (résumé in appendix). She is the International Business Initiative Coordinator for the HEB ISD, responsible for designing and implementing the district’s Asian Languages Program over the past three years. In this role she secured Startalk and Foreign Language Assistance Program grants to expand the Hindi, Mandarin Chinese, and Arabic classes for HEB ISD middle and high school students. She has also taught for the World Affairs Council’s World in Transition teacher training program. Prior to the HEB ISD, Ms. Parpia coordinated the International Baccalaureate program at North Hills School (recently rated by *Newsweek* as the 13th best school in the United States) in her role as Curriculum Director.

Mr. Parpia received a M.S. in Sociology from Virginia Tech University and a B.A. in Sociology from Delhi University in India. She holds Program Coordinator credentials and Language certifications in the IB program and evaluates the IB programs at schools across the country. In addition to frequent trips to India for both professional and personal reasons, she traveled to China in 2010 to establish a sister-school partnership with Yichang schools.

Ms. Parpia's responsibilities throughout the project are described in the previous section. She will devote 25% of her time during the project period to fulfilling those duties. The HEB ISD will provide support staff members as needed to assure Ms. Parpia provides outstanding services for participants as they develop their curriculum modules.

Jennifer Bowden, Director of Education for the World Affairs Council, will also provide extensive support for this project as outlined in the previous section (résumé in appendix). For this project Ms. Bowden will commit 20% of her time to direct production of the project's media presentation and help arrange and lead the pre-departure and post travel workshops and the Junior World Affairs Council conference.

Ms. Bowden has held her position with the WAC for three years after ten years as a middle and high school teacher. She develops and leads training for about 1,500 teachers each year in north Texas, working with the Region 10 Education Service Center and numerous school districts to offer forums about world religions, genocide, world water issues, and other topics. She coordinates more than 50 programs for students such as international quiz games, cultural days, visits by diplomats, and essay competitions annually. Ms. Bowden has traveled to Japan through the Fulbright Memorial Fund and led a student ambassador trip to Australia and New Zealand for People to People. She was recognized for her important work in international education with a National Association for Geographic Education award in 2009.

Ms. Bowden received her BFA from the University of North Texas and is completing a M.Ed. studying global studies in educational policy from the University of Illinois. While earning her BFA she spent a semester at the Royal Melbourne Institute of Technology. She has traveled to 20 countries on five continents.

Host country coordinator – Sharada Nayak (résumé in appendix) will be the primary in-country coordinator to help the Project Director arrange and lead the project’s seminar phase. Ms. Nayak has more than 35 years experience arranging travel and seminars in India as Director of the New York State Education Department’s Educational Resource Center and Executive Director of the United States Educational Foundation that administers the Fulbright Exchange Program in India. Currently she is the Director and Managing Trustee of the Educational Resources Centre, a nonprofit trust she founded in Delhi to encourage programs and direct projects promoting diversity at Indian universities.

Thomas Coburn, former President of Naropa University, the first accredited Buddhist higher education institution in the United States, commented that Ms. Nayak “has probably done more good for advancing the scholarly interchange between India and the United States than almost anyone else.”¹ For her contributions to international education Ms. Nayak has received awards from the Council on International Education Exchange, the J. William Fulbright Foreign Scholarship Board, and the Association of South Asian Studies.

Ms. Nayak will be responsible for arranging the visits to agencies and NGOs in northern India and coordinating with local experts in other aspects of the seminar. She will commit 50 hours to supporting the visit.

Dr. Sheila Kamath Benjamin (résumé in appendix) will coordinate the visit with the SCINDeA agencies in the Yelagiri Hills and coordinate with local hosts at other sites in south India. Her profession is dentistry, but she has a long history of involvement with community and refugee programs promoting health efforts for children and adults in poverty. Currently she coordinates program and financial monitoring for the 13 NGOs operating under the SCINDeA.

¹ Coburn, Tom. “St. Lawrence University Commencement Speech.” *Education About Asia*.. Volume 7, Number 2 (Fall 2002). Association for Asian Studies (Ann Arbor, MI).

These professionals in India will work with the project leaders from the beginning of the project in March 2011 to schedule and confirm the visits and lectures outlined in the program itinerary. Combining the contacts and experience of the project staff members in the United States with the expertise of the host country coordinators assures cooperation and mutual understanding of the logistics of the seminar phase to assure the participants learn.

Non-discriminatory employment practices – While no individuals will be employed or paid through this project, Richland College, the HEB ISD, and the World Affairs Council all practice non-discriminatory employment policies that extend beyond federal, state, and local legal requirements to assure that all employment actions and decisions occur without regard to a potential or current employee's race, color, national origin, gender, age, or handicapping condition. The diversity of the employees leading this project exemplifies this commitment.

Budget and Cost Effectiveness: Adequate, allowable, and reasonable costs – The project budget is based on the most efficient travel costs anticipated for the period of June-July 2011. The requested amount of \$91,421 only includes allowable costs including round-trip international travel for 17 participants between Dallas/Fort Worth and New Delhi (\$29,050); travel within India by train, plane, and private coaches and hotel accommodations (\$38,501); a partial stipend for meals and incidental costs in India (\$4,420), purchase of project-related books and teaching materials (\$1,700); contractual support from a tour guide service agency (\$6,000); entrance fees and performances (\$4,250); fees to presenters for lectures and meetings (\$3,000); contracts with the host country coordinators (\$3,000); and rental fees for lecture space (\$500).

Cost Effectiveness - The Project Director and Curriculum Specialist will not receive any additional compensation for their work during the seminar in India nor for their work in the United States. Richland College, the HEB ISD, and the World Affairs Council will contribute a

significant amount of services to support the project through released time for employees for planning and preparation time, pre-departure and post travel activities, creating and maintaining the website, and project evaluation. The partners will also pay for printing and duplicating project materials, developing the media presentation, local staff member travel, fees for conference presentations, and costs related to the pre-departure and post travel sessions. In addition, the partners will provide facilities and pay all indirect costs for project activities throughout the 18-month period.

Relationship between costs and objectives - These requested funds and partner contributions provide adequate resources to assure a successful project. All requested funds are allocated for allowable costs as outlined in the GPA regulations. The expenses are reasonable to achieve the project's objectives in that they provide a continual learning experience for all participants, creating a framework in which the participants immerse themselves in aspects of the Indian experience and connect those facets with the MDGs to create learning modules for students at all levels of the education spectrum. The 32 days encompass hard work, long hours, and overwhelming cultural encounters. The opportunities for the participants to explore as a group throughout and on their own at the end of the seminar justify the requested funds, leading to accomplishment of the project objectives.

Evaluation Plan: Evaluation plan including curricular outcomes – The project evaluation plan will measure the impact of the project's activities on participants and in their classrooms after they return from the seminar. Applications to participate and evaluation instruments to be completed by the 17 participants for the pre-departure, in-country seminar, and post travel phases are provided in the appendix. The Project Director, Curriculum Specialist, and WAC Director of Education will not only review these evaluations after each phase, but will also use formative

strategies during each workshop to ascertain immediate opportunities to improve the session. The daily morning meetings among participants with the Project Director during the in-country seminar allow immediate feedback with opportunities for mid-course correction to assure the best possible learning experiences.

The evaluation plan relies on Daniel Stufflebeam's "CIPP model"² that links evaluation with an analytic, rational basis for programmed decision-making based on a cycle of planning, structuring, implementing, and reviewing and revising decisions, each examined through a different aspect of evaluation - context, input, process, and product evaluation (thus "CIPP"). For evaluation to be useful it must address the key questions the project leaders are asking, addressing those questions in understandable ways and language.

Four aspects of CIPP evaluation assist decision-making: (1) Context evaluations determine needs the program should address; (2) Input evaluation determines available resources, alternative strategies to be considered, and the best program design to address those needs; (3) Process evaluation assesses implementation of the plan to help project leaders carry it out and to later assist the larger group of administrators in judging program performance and interpreting outcomes; and (4) Product evaluation identifies and assesses outcomes (intended and unintended, short-term and long-term) to help the participants focus on achieving their outcomes in developing curriculum modules and strengthening their teaching skills to impart knowledge about India and the MDGs.

This application addresses the first two aspects, outlining the need for this project and proposing the plan with the best potential to improve student knowledge about India and the MDGs. The formative and participant evaluation strategies provide a framework for process and

² Stufflebeam, D.L. (1983). The CIPP Model for Program Evaluation. In G.F. Madaus, M. Scriven, and D.L. Stufflebeam (Eds.), *Evaluation Models: Viewpoints on Educational and Human Services Evaluation*. Boston: Kluwer Nijhof

product evaluation in each project phase to answer the following questions using the indicated data collection methods of participant surveys and evaluations (PS) and participant observations by project leaders (PO):

<u>Pre-Departure Phase</u>
Did participants acquire the competencies needed for a successful trip? (PS, PO)
To what extent did participants learn about the cultural histories, current issues, social norms, and economic development of India? (PS, PO)
To what extent did participants learn about the UN Millennium Development Goals to have the ability to connect them with their increased knowledge about India? (PS, PO)
To what extent did the required readings help the participants increase their knowledge and understanding of India?
Did participants select appropriate curriculum-related teaching units for the knowledge they will acquire in India? (PS, PO)
<u>Seminar Phase</u>
Did project participants perform the tasks required during the project phase? (PO)
Did the academic content and readings help participants identify appropriate course materials and content for their curriculum development units? (PS, PO)
To what extent were the participants satisfied with the content and effectiveness of the Indian presenters and sessions in improving their understanding of the MDGs and India's efforts to achieve them? (PS, PO)
To what extent were the participants satisfied with the excursions and site visits and demonstrate increased knowledge gained in these experiences? (PS)
<u>Post Travel Phase</u>
Is the project website available and widely publicized to attract attention from educators beyond the seminar participants? (PO)
Is the media presentation widely available and used by project leaders and seminar participants? (PO)
Did the seminar participants develop and use curriculum modules by the Spring 2012 Semester? (PS, PO)
Did the project leaders and seminar participants present their findings at district, regional, and statewide teacher trainings? (PS, PO)
Did the conference for teachers in north Texas receive positive evaluations from participants and elicit requests for additional information from attendees? (PS, PO)
Did the workshop for Junior World Affairs Council students receive positive evaluations from participants and elicit requests for additional information from attendees? (PS, PO)
Did the conference for community college professors in north Texas receive positive evaluations from participants and elicit requests for additional information from attendees? (PS, PO)

Evaluation methods – The instruments for participants to assess the pre-departure sessions, the in-country seminar, and the overall project are provided in the appendix along with the forms

educators and professors will use to apply to participate. The formative assessment strategies the Project Director and Curriculum Specialist will use during the pre-departure and overseas seminar phases based upon the cooperative learning methodologies advocated by K. Patricia Cross and other education experts have been described. The Project Director will work with Richland College's OPRIE office to develop approaches to gather quantitative and qualitative evaluation information related to the project website and the conferences for educators and students. The OPRIE will help the Project Director gather evaluation data for all aspects of the project, developing instruments that provide quantitative data and analyzing the results with the Project Director to assure the information accurately conveys outcomes.

The Project Director and Curriculum Specialist will also work with the participants to use institutional evaluation instruments that provide valuable information about the impact of their curriculum modules. They can then work with the participants and curriculum supervisors to revise and strengthen the units as indicated by the evaluation results to improve learning opportunities for students at all levels.

Using evaluation results to shape project development – The participant surveys and in-process, classroom assessment techniques to revise and improve project activities throughout the project have been described in detail in previous sections. The summative evaluation results will be gathered and transmitted by the Project Director to leadership teams at Richland College, the HEB ISD, and the World Affairs Council along with staff members at Fulbright-Hays GPA offices to offer opportunities for improvement within all of the institutions' programs.

Evaluation plan linked to goals and objectives – The following chart links the project objectives to the project evaluation instruments:

Objective	Evaluation Strategies
To encourage the formation and sustainability of Global Studies and international programs at elementary, secondary and postsecondary educational institutions in north Texas that build respect among students and educators for diverse, multicultural, and international cultures	<ul style="list-style-type: none"> • Participant surveys • Project staff member observations/reports • Interviews with teachers and administrators at schools and community colleges • In-class student assessments • End-of-class student evaluations
To strengthen the emphasis on South Asian, non-Western culture and thought within existing Global Studies and international programs at north Texas elementary, secondary and postsecondary educational institutions	<ul style="list-style-type: none"> • Participant surveys • Project staff member observations/reports • Interviews with teachers and administrators at schools and community colleges • In-class student assessments • End-of-class student evaluations
To foster collaboration and interdisciplinary cooperation across the north Texas educational structure leading to new and expanded Global Studies and international program	<ul style="list-style-type: none"> • Participant surveys • Project staff member observations/reports • Interviews with teachers and administrators at schools and community colleges • In-class student assessments • End-of-class student evaluations
To develop and disseminate effective learning strategies and curriculum resources for north Texas educators on Indian culture and thought and the UN Millennium Development goals	<ul style="list-style-type: none"> • Participant surveys • Project staff member observations/reports • Interviews with teachers and administrators at schools and community colleges • In-class student assessments • End-of-class student evaluations

The OPRIE office and the HEB ISD curriculum assessment office will gather and process the evaluation results, then deliver them to the Project Director and the Curriculum Specialist with appropriate analyses. These results will help project staff members and the leaders of the three partner institutions determine how well the project achieved its objectives.

Evaluation tools and timetable – The project evaluation tools – pre-departure, in-country seminar, and end-of-project evaluations by the participants – are provided in the appendix. As described above, these assessments include both quantitative and qualitative information. The curriculum evaluation systems used by Richland College, HEB ISD, and other school districts incorporating observer and student feedback to improve the curriculum modules have been

described previously. In addition, the Project Director and Curriculum Specialist will maintain observation journals noting significant events and outcomes. The daily morning briefings with the Project Director during the overseas seminar provide another evaluation tool.

The following timetable shows when specified evaluation activities will occur:

Evaluation Activity (Responsible Person(s))	Date(s)
Review of applications from teachers and Richland College professors and participant selection (Project Director, Curriculum Specialist, WAC DFW Director of Education)	April 2011
Evaluation of pre-departure sessions (Project Participants, Project Director, Curriculum Specialist, WAC DFW Director of Education)	May, June 2011
Evaluation of overseas seminar (Project Participants, Project Director, Curriculum Specialist, WAC DFW Director of Education)	August 2011
Evaluation during development of curriculum modules (Project Participants, Curriculum Evaluation Specialists at ISDs and Richland College, Project Director, Curriculum Specialist, WAC DFW Director of Education)	September-December 2011
Evaluation of workshop for 75 Educators (Workshop Participants, Region 10 ESC staff members, Project Director, Curriculum Specialist, WAC DFW Director of Education)	October 2011
Evaluation of conference for 500 Junior Worlds Affairs Council students (Attendees, Project Director, Curriculum Specialist, WAC DFW Director of Education, HEB ISD staff members)	November 2011
Evaluation of NTCCC International Conference (Community college attendees, NTCCC Director, Project Director, Curriculum Specialist, WAC DFW Director of Education)	April 2012
Evaluation of curriculum modules (Project Participants, Curriculum Evaluation Specialists at ISDs and Richland College, Project Director, Curriculum Specialist, WAC DFW Director of Education)	June 2012
Final project evaluation, preparation of final reports, submittal of reports to administrators and USDE	August 2012

These scheduled evaluation activities happen in addition to the ongoing formative assessments the Project Director and Curriculum Specialist will lead throughout the project.

Adequacy of Resources: Resources to accomplish objectives – The specific resources available to this project are described in the next section. They are designed to accomplish project objectives by providing a comprehensive support system directed toward increased understanding of India and the MDGs among the region’s teachers in public schools and

community college professors. The resources provided by the partners and community agencies and groups are directed toward building linkages among members of these groups that encourage collaborative efforts leading to expanded and strengthened international education and Global Studies programs at elementary and secondary schools and community colleges.

Facilities, Supplies, and other resources - Richland College, the HEB ISD, and the World Affairs Council have committed significant personnel resources to support this project, not only the three project leaders described in this application, but also international education and Global Studies supervisors, curriculum development and assessment experts, institutional research offices, and support staff members from all three organizations. Equipment, supplies, local travel, communication, and facilities expenses for these employees will be paid by the three partners. In addition, the Region 10 Education Service Center, international and social studies coordinators at north Texas school districts, and the North Texas Community College Consortium have committed staff time to support the project.

In addition to costs associated with employees, the partners will provide facilities for pre-departure and post travel sessions along with community partners and the Region 10 ESC. These facilities include modern meeting spaces with multimedia capabilities accessible to persons with disabilities. Richland College will host the project website and has videoconferencing and Skype capabilities to facilitate real-time discussions with the coordinators and travel arrangers in India.

During the in-country seminar in India the participants will use laptop computers and media recording devices supplied by school districts or their personal equipment to capture the experience to develop the curriculum modules and media presentation. The hotels and many host institutions provide internet access. These host institutions and the libraries and educational facilities in the major cities such as the National Museum and Archives in New Delhi offer

extensive learning resources participants can use. Time is provided in each city for the participants to explore additional learning opportunities and purchase educational materials and resources to help them develop their curriculum modules. The cultural events take place in facilities where participants can interact with performers to learn more about the skills they display. The tour company guide who will escort the participants will also provide links with educational opportunities beyond those outlined in the itinerary.

Health and safety must always be considered on a trip of this magnitude. In addition to the reviews of water use, foods, customs, immunizations, and overseas medical insurance coverage during the pre-departure phase, each participant will purchase travel insurance to cover medical evacuation, medical care in India, and mortality issues. The tour company guide will carry information about medical and hospital care throughout the trip.

Potential Impact of the Project on the Development of the Study of Modern Foreign

Languages and Areas Studies in American Education: *Potential impact on modern foreign*

language and area studies – Students in schools and community colleges in north Texas and across the United States lack basic global knowledge. This project relates directly to the national movement to develop these students’ skills through international education and Global Studies programs to become global citizens. In 1997 the American Association of Community Colleges declared “to ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry.”³

Community colleges in general, and especially Richland College, are uniquely positioned to bridge from elementary, middle, and high schools to universities, businesses, and international organizations. Richland College works closely with school districts across Dallas County to

³ American Association of Community Colleges Board of Directors. “Position Statement on International Education.” Adopted in April 1997 and amended in November 2001.

strengthen international and foreign language education with the view that easing the educational transition for students from high school to any higher education institution is a national imperative. Richland College educates students with roots in more than 130 countries speaking at least 98 native languages. The enrollment is more than 60% non-Anglo evenly dispersed among African-American, Hispanic/Latino, and Asian-American students. More than 1,500 international students attend Richland each semester. This multicultural milieu offers an excellent framework to help students understand the critical value of learning about multiple cultures and groups, of developing understanding that not only leads to tolerance, but also paves the way for expanded career opportunities.

Richland lies in the Telecom Corridor®, a concentration of more than 500 technology companies serving the world with The University of Texas at Dallas, one of the nation's leading universities focused on technology. The college's programs spotlight preparing students for academic and occupational success in this context, a vision that requires strong partnerships with school systems, universities, employers, and business organizations.

These factors played a critical role in Richland's recognition in 2005 as the only community college to ever win the Malcolm Baldrige National Quality Award for performance excellence. The award resulted from more than 30 years of building partnerships, nimbly responding to those partners' educational needs, and quickly adapting to economic and demographic changes. The result is Richland's national reputation as a community college that sets standards for educational improvement.

This project offers the opportunity to have an impact on international education and Global Education programs at community colleges nationwide. The linkages between learning about India and the Millennium Development Goals offer a different perspective that will appeal to

educators and students. The project website will host the curriculum modules the participants develop, modules that can strengthen instruction at elementary and secondary schools and community colleges, first across north Texas, then nationally. The media presentation will be available on the website for download, but will also be part of live and videoconference presentations. The project leaders and participants will disseminate their overseas learning experiences and curriculum outcomes with presentations at teacher workshops in Texas and at regional and national community college conferences.

Possible long-term benefits and multiplier effect for participants, students, colleges, and

communities – Long-term benefits derive from the linkage between increased scholarship about India in 2011 and expanded knowledge about the Millennium Development Goals. The MDGs play a vital role for nations around the world; they represent the brightest hope for many nations to overcome their current status and survive as international players. However, awareness about them in the United States is minimal, especially within education. If American school and community college students understand how and why India, an emerging international economic giant, has embraced the MDGs in plans for economic and human development, the long-term benefits from this project are widespread.

The multiplier effect stems from the partnership among Richland College, the HEB ISD, and the World Affairs Council. As indicated before, all three organizations have powerful reputations beyond north Texas, recognized for their performance as learning organizations that reach students and educators at all levels and the communities they serve. This project grows from those long-term, national perspectives driven by community interests. India is an important nation to these partners, not only due to the number of students and families with roots in South Asia, but also because of the international trade and interaction between the regions. These social

and economic drivers coupled with India's growing role as an international economic power and the vital need to understand and respond to the MDGs create a synergy that will strengthen international education and Global Studies programs at elementary and secondary schools and community colleges, first in north Texas, then across, Texas, and finally the United States. Teachers, professors, students, employers, and the general community will benefit.

Evaluating results for accuracy and effectiveness – As described before, the curriculum modules the participants will develop will be complete by December 2011 for use in classes during the Spring 2012 semester. The modules will be evaluated in three stages:

- During the **in-country seminar** participants will meet in their MDG groups to review their own and team members' work. This allows sharing and assessments from multiple viewpoints. The Curriculum Specialist will work with each group to provide additional perspective as the raw material for the modules is gathered and initially sorted into a learning opportunity.
- During the **Fall 2011 semester** each participant will complete at least one curriculum module. The Project Director and curriculum development personnel at Richland College will work with the professors throughout the semester to review and reflect, again providing multiple perspectives from those who were there and others with expertise in curriculum development. The appropriate Division Dean will also review each module for accuracy and potential effectiveness before approving its inclusion in any classes.

The school teachers will follow a similar process. Those in the HEB ISD will collaborate with the Curriculum Specialist, district curriculum developers, and social studies experts to develop modules suitable for the students in each class that meet state and district learning standards including accuracy and effectiveness. Teachers in other school districts will work with

their own district curriculum developers and social studies experts, plus at least one visit with the Curriculum Specialist, to achieve similar outcomes.

- During the **Spring 2012 semester** the teachers and professors will offer the curriculum modules as a component in one or more classes. Richland College and all school districts evaluate every course offered to assess its value and effectiveness in teaching students. These methods include classroom observations by deans and supervisors plus analysis of student results, both student learning outcomes and grades. At Richland College, students also evaluate each course and its instructor. In addition, faculty members will conduct in-course and end-of-semester evaluations focused on the curriculum modules to ascertain students' understanding of India and the MDGs.

The Project Director and Curriculum Specialist will gather all this evaluation information before August 2012. They will work with Richland's OPRIE office to analyze the data and identify important results. The Curriculum Specialist will convey these findings to the participants at the schools while the Project Director works with the Richland professors.

This three-pronged evaluation strategy will also assure that information provided at the conferences for teachers, students, and community college professors is accurate and effective. The project leaders and participants will provide much of the knowledge at these sessions, knowledge that has been honed and confirmed through their curriculum development process.

Relevance to Institutional Education Goals and Relationship to Program Development:

Addressing institutional development goals – The partners joined to formulate this project because it addresses common institutional development goals of all three organizations. Richland College's vision states, "Richland College will be the best place we can be to learn, teach, and build sustainable local and world community." The final phrase lays the foundation for

institutional development goals that encompass this project. The college has worked to establish a presence on every continent, seeking to connect with countries and regions that are the ancestral homes of groups of students, which includes India. The college has joined in a number of projects related to India including the Project Director's role as the Curriculum Specialist for Austin College's GPA project in India. As businesses in the Telecom Corridor® build stronger linkages with India and the economic concept of "BRIC nations" gains strength, Richland's leadership approved this project to better serve students and the community.

The HEB ISD's commitment to international education becomes apparent through the two high schools that offer the International Baccalaureate curriculum and the International Business Initiative the Curriculum Specialist directs for middle and high schools. As the only school district in Texas offering Hindi at the lower grades, HEB ISD is uniquely suited to join this project as a vehicle addressing its institutional development goals.

The World Affairs Council's International Education Initiative started in 2004 with the mission of educating students and teachers how global issues affect their lives by helping them gain a critical understanding of international topics, empowering them to become informed, independent thinkers about world affairs. This effort brought the WAC into partnerships with Richland College and the HEB ISD to achieve this goal of extending educational offerings to schools across north Texas, reaching a diverse group of educators.

Relationship between project and program development in modern foreign languages and area studies – The project's objectives directly address expanded and strengthened program development in international education and Global Studies at schools and community colleges in north Texas. The curriculum modules the participants will develop focus on achieving this

outcome at schools and community colleges. The project website and conference presentations will expand this program development to Texas and across the United States.

Changes due to the GPA project – As initial results of the GPA project, three or more courses at Richland College will include a curriculum module focused on India and the MDGs by Spring 2012. By the same time, classes at 12 elementary, middle, and high schools - six in the HEB ISD and six at other school districts - will include curriculum modules focused on India and the MDGs suitable for the level at which they are taught. After the teacher, student, and community college conferences sponsored through the project in Fall 2011, additional schools and community colleges in north Texas will be developing and offering similar curriculum modules adapted from the originals. As awareness of the project website grows along with presentations by project participants at conferences and workshops, modified curriculum modules will appear in schools and community colleges elsewhere in Texas and the nation. The Project Director will remain the primary contact for information about the project, allowing her to identify interested schools and community colleges. She can then work with them to adapt the modules, then ask those institutions to also post their modules on the website, expanding the options available to teachers seeking to teach their students about India and the MDGs.

Necessity for Direct Experience Abroad to Achieve Project Objectives and Effective Use of

Host Country Resources: Necessity for first-hand overseas experience to achieve objectives –

Four major reasons that direct, first-hand experience is necessary for this project are:

1. Knowledge rooted in personal experience is powerful;
2. First-hand experience will help participants develop more informed, relevant curriculum modules focused on India and the MDGs;

3. Developing personal connections with educators and experts in India will facilitate collaboration and educational exchanges in the future; and
4. Participants will become strong advocates in their organizations for enlightened world views promoting global citizenship and competency.

Without these experiences, teaching curriculum modules related to India and the MDGs and expanding international education and Global Studies programs across the educational spectrum will not occur – the most well-meaning teacher cannot develop an educationally sound learning program about India and the MDGs without the knowledge gained through this first-hand experience in India.

How needs were identified and addressed by the project – The unique needs that brought the three partners together, that this project addresses, have been identified and described previously in this application. They spring from student and community demands for global education that leads to skilled professionals with the capabilities to flourish in an international environment.

Benefits gained by meeting needs – The benefits gained by meeting these needs have been described in several previous sections. The outcome of this project will be skilled professionals with the capabilities to flourish in an international environment.

Use of host country's resources – The project will integrate participants into India's culture. As a booming economic hub, India offers valuable resources participants will utilize. Through the host country coordinators', Project Director's and Curriculum Specialist's connections with educational institutions and NGOs across India, those resources will be fully available for participants to use. The final days in New Delhi allow participants to make full use of government and private resources as a methodology to bring together 30 days of overwhelming

immersion into a coherent, focused approach to creating powerful curriculum modules addressing India and its response to the MDGs.

Competitive Preference Priorities: *Priority II – Develop and improve area studies at*

elementary and secondary schools: This project will improve area studies at elementary and secondary schools in north Texas. Twelve of the 17 participants will be K-12 teachers or K-12 administrators; six will be selected from the HEB ISD and six will come from other K-12 school systems in Dallas and Tarrant Counties. Of the other five participants, three will be professors at Richland College including the Project Director. The final two participants will be educators at the World Affairs Council who work with K-12 and postsecondary teachers and administrators. The extensive involvement of these K-12 educators including the Curriculum Specialist in all phases of the project has been described. The changes in K-12 classes taught by these participants and the ripple effects have also been described previously.

This partnership among three organizations with different missions and audiences, but with significant mutual interests, needs, and concerns grows from long-term collaboration. The support from the community exemplifies the impact this project can have on international education and Global Studies programs at elementary and secondary schools and community colleges across north Texas, leading to strengthened global citizenship among the region's students, a critical factor in building a strong future and relationships between the United States and India in the 21st Century.