

Teachers of Critical Languages Program

Critical Language Project Grants



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

About the Critical Languages Projects

- What type of project:
 - Contribute to the development of English, Arabic or Chinese as a foreign language programs in U.S., Chinese or Egyptian schools and communities
 - Between \$500 and \$3,000
 - Promoting mutual understanding and lasting relationships between program alumni and their U.S. colleagues
- Who is eligible:
 - Current or former TCLP exchange teachers, mentor teachers, administrative representatives, and U.S. schools and districts

Project Categories

□ School Projects

- *Projects that benefit U.S. host schools or districts, and/or participant's home schools, and may be collaborative between two or more TCLP participants.*

□ Professional Development Project

- *Funding for attending conferences or professional development opportunities that enhance curriculum development or the teaching of critical languages.*

Project Category: School Projects

- Projects that benefit the U.S. host schools or districts, or participant's home schools.
 - Joint-classroom projects, speech competitions, videoconferences, service learning projects, inquiry-based learning, or school partnerships
 - Share innovative teaching methods, best practices and/or comparative lessons among participating alumni schools and/or alumni;
 - Collaborative projects that develop curricula and support the use of authentic materials;

Project Category: School Projects (continued)

- ❑ Creation of critical language clubs and student-driven outreach to other district schools;
- ❑ Development of teaching materials in critical languages;
- ❑ Establishment of school newsletters for critical language teaching/learning.



"Chinese New Year Festival" (Round 8)



"Welcome, Friends!" (Round 9)

School Project

Joint-classroom
We had Chinese and ESL joint-classroom lessons. Students had three major projects.

- 1** Folk Tales Project. Students shared their stories. They took pictures and made videos to share with their peers.
- 2** One Day in the Life Project. Students took pictures, made videos, and posters to describe their days in their lives.
- 3** My Identity, Your Identity Project. Students explored and researched the elements that form their identities.
- 4** Students in Concord High School participated in dragon boat race to learn more about Chinese cultures.

Field Trip to Dazu Rock Carvings
We visited Dazu Rock Carvings. Students made a brief introduction video to the Stone Carvings, and each group completed the introduction of one group of statues, including their stories, their religious and social values. At the same time, they also interviewed their family to get more about the influence the Stone Carvings cultures have in their daily life. In the end, they made presentations and posters to show what they have learned.

Building a
Sister
School
relationship
between the
US and
China

Project Category: Professional Development Project

- ❑ Presentations at national and/or regional conferences about critical language teaching or EFL teaching in K-12 schools.
- ❑ Training events organized by the international alumni for teachers in the alumni's home school or larger education community.
- ❑ Workshops at international alumni's home schools facilitated by U.S. host school alumni and vice versa.

Professional Development Project



NECTFL Conference
Workshop for K-12 Arabic
Teachers

TESL Teachers
Professional Development
Program



- CLP goals and objectives
- Improve our English teachers' teaching skills
 - Compare Massachusetts core standards and our school curriculum and make adaptations
 - Participate in workshops to learn
 - lesson planning
 - develop rubrics
 - assessments and evaluation
 - create a safe learning environment
 - meet diverse needs
 - classroom management

Project Provisions (1)

- ❑ Project can be implemented in the United States, China or Egypt;
- ❑ Must focus on the teaching and/or learning of critical languages and/or English as a Foreign Language;
- ❑ Must be between \$500 and \$3,000;
- ❑ Travel costs may be covered (domestic and international airline tickets, ground transportation, per diem and hotel costs);

Project Provisions (2)

- ❑ Funds may not be used for:
 - Office equipment
 - Devices that can be used for commercial entertainment
 - Building/construction materials
- ❑ Applicants may not receive salaries or honoraria;
- ❑ Funds may not be used to support costs associated with substitute teachers;

Project Provisions (3)

- ❑ Demonstrated in-kind donations or cost-sharing by the school and/or the applicant are encouraged;
- ❑ 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 (projects may take place over a max. of 8 months).

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 Activity Report.
- ❑ Applicants must maintain complete records of all costs charged to the award for a period of 3 years after the close of the grant and make such records available to American Councils or its representatives for review at any time

Publications

- 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.

Final Reports

- Final Reports Due:
 - Within one month upon completion of the project, award recipients must submit Final Activity Reports.

Example Timeline

- ❑ **November 30, 2015:** Proposal Submission
- ❑ **December 30, 2015** Project Approval
- ❑ **January 7, 2016:** 80% of Project Funds dispersed
- ❑ **February 7 - May 1, 2016:** Project takes place
- ❑ **June 1, 2016:** Due date for final project report
- ❑ **June 15, 2016:** Final 20% of funds dispersed

How do I apply to get a CLP Grant?



How do I apply to get a CLP Grant?

**Critical Language Projects
Application Checklist**

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

Please include this page on the front of your application

I have:

- Read the eligibility requirements, program rules, and application instructions (p. 1-7).
- Completed the application form including Part I and Part II.
- Completed the budget table on page 5 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 II, p. 6) 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 of this application.

Please submit your completed application to:
<http://iqa.state.gov/ceia/eclp>

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Your application should include...

- Completed application form;
- Budget table;
- Budget narrative
- Resumes of key individuals, e.g. staff, trainers;
- Signed certification that states “I am in agreement with the terms and conditions stated herein”;
- Supporting materials:
 - Support letters for cost sharing funds or from institutions
 - Detailed agenda

CLP Application

- Part I: Information about the applicant, school and collaborators
- Part II: Project Proposal (the most important part of the application)
- Part III: Certification that you and your collaborators (if applicable) need to sign and date

CLP Application Part I

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 implemented by American Councils for International Education.

PART I: Applicant Information:

1. Primary applicant: _____ Email Address: _____
Phone Number: _____
2. My Home Country is: _____
3. I participated in the Teachers of Critical Languages Program in _____ (year)
4. Permanent address: _____
5. My Host School in the U.S. was (if applicable): _____
6. My Home School is: _____
7. Project Title: _____
8. Project Start Date: _____ Project End Date: _____
9. Total Amount Requested from project funds: \$ _____
10. Total Cost Share: \$ _____ 11. Grant Total (Amount Requested + Cost Share): \$ _____
12. If awarded, the check should be made out to: _____
13. Collaborative Applicant One Name: _____ (if applicable)
Year participated: _____
14. Collaborative Applicant Two Name: _____ (if applicable)
Year participated: _____
15. Please list the names of teachers, administrators, or members from your school or community who will have a key role in the proposed project:
Name (Last, First): _____
Name (Last, First): _____
Name (Last, First): _____
16. Type of Grant Applying for (check one)
 School Grant Professional Development Grant
17. Project Abstract: Please provide a one paragraph description of your proposed project.

- Part I: Information about the applicant, school and collaborators

CLP Application- Part II

PART II: PROJECT PROPOSAL AND BUDGET

The project proposal is the most important part of your application for the Critical Language Projects grants. It gives the selection committee an opportunity to better understand your proposed project. On a separate piece of paper please type or print answers to the following using 12 point font. Please note that your application will not be considered if all the questions are not answered.

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 yourself. Discuss projects similar to your own that are being conducted in your region, and detail the different perspective 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 EFL and/or 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 identify 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, and 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 fill in the project budget on page 5, or include a separate budget in Excel separating any administrative costs (such as salary, room rental, equipment rental, communications charges, etc.) from direct program costs and note the source of the expenses that will receive monies from grant 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.

1. Statement of Need

The statement of need explains:

- The issue/ problem/need that you will address with the implementation of your project.
- How the project will impact, benefit your school/community and/or you?
- Describes projects similar to your own that are being conducted in your region and details the different perspective that your project will bring.

Project Proposal Includes:

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2. Project Goals and Objectives

- **The Goal** of a project is the overall purpose toward which program activities are directed. Goals are generally intangible, meaning they cannot be measured.
 - **Example Goal:** The goal of the Project Based Learning Workshop is to establish a strong pedagogical base for EFL teachers at my home school in China.
- **Objectives** are the intended target outcome(s) of a project. Objectives are tangible (concrete) and measurable.
 - **Example Objective:** Five teachers from my school and 20 more teachers from area schools will participate in the workshop and apply these theories in their classrooms, culminating in a final Project Showcase event attended by 200 school members.

CIP Application- Part II

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3. Targeted Beneficiaries (both direct and indirect)

Example: 20 teachers will directly benefit and 300 students will indirectly benefit from the teacher training project in Egypt.

4. Project Activities

- What will you do?
- When will you do it?
- How long will the activity take to implement (days, months, etc.)?
- How will you plan to implement the activity?
- If implementing a workshop, an illustrative workshop agenda should be included as supporting material.

5. Collaborator Roles

6. Monitoring and Evaluation

7. Sustainability

8. Timeline

CLP Application- Part II

Sample Timeline:

Start and End Dates	Activity	Responsible Parties	Vendors Venues
January 10-30	Event publicizing	Jane Smith	School, PTA newsletters, blogs ads on University TV
January 10	Securing the buses and tickets needed for a field trip	Julia Miller	Local museum
January 10-30	Purchasing of the materials	Jane Smith	Target, Wall-mart
January 10-March 30	Working with the students to review the language skills	Yan Sheeh Chung	Classroom
April 1 – April 15	<u>Field Trip and follow-up showcase of projects</u>	All students and chaperones, community members	Local Museum and Classroom, and School Gym

CLP Application- Part II

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9. Budget and Budget Narrative

- The budget is the reflection of your project in numbers; therefore, it should include all the necessary costs to carry out every step and activity in your project.
- Budget notes should articulate how you arrived at your cost estimates (e.g. \$20 per-diem for 10 teachers x 2 days = \$400).

Sample Budget

A Item no.	B Item Description (categories in bold)	C Unit Type	D Unit Cost	E Units Needed	F Amount requested from Critical Language Projects	G Total cost-sharing on item (Please include letters of support from cost-share contributors)	H Total Cost
	Administration:						
1	Substitute teachers <i>(Must be cost-shared)</i>	Substitutes needed for chaperones during field-trip	\$70 / day	4	0	\$280	\$280
	Activity Costs:						
2	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
	Total Grant Funds Requested: \$2775 Total Cost-Sharing: \$880 Total Project Cost: \$3655

CLP Application- Part III

PART III: Certification

I understand that I must contact the American Councils office immediately if there are any amendments to the 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: _____

- Part III: Certification
- Don't forget...
 - Resumes
 - Support letters
 - Agendas for trainings

Application Submittal

- Please submit the original, signed application and supporting materials to tclp@americancouncils.org
- **For Further Information:**
 - Email TCLP Staff or call them at 202-833-7522; fax: +1 (202) 833-7523.
- The application can be downloaded at: <http://tclpprogram.org/alumni-resources>