



## MIWLA Charles H. Ahnert Instructional Grant Overview

**Purpose:** To encourage and support members in developing innovative world language teaching and learning in the classroom. For example, one could receive funding for an international potluck dinner or for staging a foreign language play for elementary school students. Other ideas include purchasing blank books to be used for students to write children's books and then read them to elementary school students. Similarly one could purchase journals to be used by students for target language writing projects.

**Grant Goal:** Each project should focus on increasing student proficiency in a world language, and should have the potential of being replicated in other educational settings.

**Grant Limit per Application:** \$500

**Eligible Applicants:** MIWLA current members who are classroom teachers, coordinators, administrators, or higher education personnel. MIWLA Charles H. Ahnert Instructional Grant recipients from the last two years are ineligible to apply.

**Requirements for Acceptance of Grant Funds:** If your proposal is accepted, you will receive 75% of the amount after being notified of your acceptance. The remaining 25% will be given to you after you either present your project as a session at the MIWLA Fall Conference or you submit a short article for publication in the MIWLA newsletter in which you describe your project and its impact.

**To apply:** The application package must include all the documents listed in the application description below. The application package must be submitted by email to Sara Blossom at [dramadiva40@aol.com](mailto:dramadiva40@aol.com) by June 15, 2010.

**Disqualification:** A proposal will be disqualified if:

- It mentions a specific teacher, district/school name or geographic reference.
- The applicant is not a current MIWLA member.
- It is not a world language-focused grant.
- The applicant has received MIWLA Charles H. Ahnert Instructional Grant funding within the last two years.
- The applicant fails to indicate plans to share at the conference and/or to submit an article for the MIWLA Newsletter.

## MIWLA Charles H. Ahnert Instructional Grant Program Timeline

June 15, 2010	Applications must be submitted via email by midnight.
June – July 2010	Readers evaluate and score MIWLA Charles H. Ahnert Instructional Grant proposals
August 2010	Board approves MIWLA Charles H. Ahnert Instructional Grant winners
August 2010	MIWLA Charles H. Ahnert Instructional Grant winners are notified
September – June 2011	Grant recipients conduct activities specified in proposals
April 1, 2011 and/or May 15, 2011	MIWLA conference proposal due (online) and/or Newsletter article due (to Sara Blossom)
October 2011	MIWLA Conference Presentation

### Application Description

The following two documents are required. Only PDF documents will be accepted. Incomplete applications will not be considered.

#### Document 1: Application Form

The application form, given below, provides all your information. No identifying information should appear in any of the documents below. This is done to ensure that reviewers will be fair in their evaluation procedure.

#### Document 2: Project description

This document should include the following sections, in the following order:

##### 1. Project Title:

Make sure the title matches the one given on the application form.

##### 2. Budget:

The budget provides cost information (both requested funds and funds that are being provided by the district) related to the project. It should be very detailed, explicit, and precise and should not exceed one page.

##### 3. Project Narrative and Need:

The Project Narrative is simply a brief description or overview of what you plan to do—it is almost a summary or abstract of your proposal. You should make sure that you include an explanation of the need for the project. Its length should not exceed 500 words.

##### 4. Project Plan:

The Project Plan consists of a description of the 1) goal, 2) objectives, 3) activities, 4) equipment and materials, and 5) timeline. Its length should not exceed 750 words.

##### 5. Plan for Sharing:

In addition to presenting the project at the MIWLA Conference or submitting a MIWLA Newsletter article pertaining to the project, the plan for sharing should describe the method for sharing the results of the project with other educators. Its length should not exceed 100 words.

##### 6. Evaluation Plan:

In this part of the plan applicants should describe their plan to evaluate the effectiveness of the project. The plan should include the anticipated impact on targeted group. Its length should not exceed 250 words.

**Before Submitting Your Proposal**

- Check to make sure that the proposal does not mention your name or the name of a specific teacher, school district, school building or geographic reference. Anonymity is required to ensure fair evaluation.
- Check to make sure that you have included your plans to present your project at the conference or your plans to submit a newsletter article.
- Make sure that you are a current MIWLA member.
- Make sure that you have not received a MIWLA Charles H. Ahnert Instructional Grant funding within the last two years. Contact the MIWLA Charles H. Ahnert Instructional Grant Chairperson at [dramadiva40@aol.com](mailto:dramadiva40@aol.com) if you have questions regarding your eligibility.

**MIWLA Charles H. Ahnert Instructional Grant**  
Application Form

Name:

Title of the project:

Address:

Phone number:

Email address:

Language(s) taught:

School district:

Numbers of year teaching:

**MIWLA Charles H. Ahnert Instructional Grant**  
Tips for applying

**General Grant Writing Tips**

When writing a grant, think about the following:

- What do you want the target audience to do, to learn, to experience, to know at the end of the project?
- Who is the target audience?
- Did you include all the information in the appropriate categories?
- Does the reader know exactly what the project is, how the project is to be conducted, what the participants will accomplish, and how you are going to evaluate the project for success?
- Is there an expression of a bias or personal opinion? The readers may not agree with you and deduct points.
- Write a grant that describes a project that you want to do whether you get the grant or not. Have every detail planned out. If you are unsure of how the project will work, the reader will be unsure as well.
- Check your word count to see if your proposal falls within the recommended length.
- Review the evaluation criteria before and after drafting your proposal. This will allow you to make sure that you are aware of what matters to the readers.

**Tips for writing the Project Budget:**

- Equipment and materials you are requesting must be in alignment with the rest of the grant proposal.
- Equipment and materials should support the teaching and learning of world languages.
- Use the best, currently available prices in the budget.
- Include in-kind contributions as well as costs for items being requested in the budget.
- Do not request more than the maximum limit for the grant.
- Add explanations if you feel they are important. Keep them brief and focused.
- Itemize all costs; don't lump things together.
- Remember, the committee may award partial funding of a grant--so be prepared to negotiate.

**Tips for writing the Project Narrative and Need:**

- You may want to write the Project Narrative last so that you are sure that it accurately describes what you plan to do and is clearly aligned with the rest of the proposal.
- Don't forget that your name or any identifying elements should not appear in your narrative so as to ensure anonymity and fairness in the evaluation procedure.
- Give a good explanation of why you feel your request is important.
- Describe the problem and how your project will solve the problem.
- Show that there is a legitimate need for your request.
- Provide evidence/data to support the stated need (questionnaires, surveys, teacher requests, test results)
- Show how your project will help improve the educational process.
- Explain why the school district or school cannot support your program.

## **Tips for writing the Project Plan:**

### 1) Project Goal

The purpose of the goal is to:

- Provide the framework for the project
- Help the MIWLA decide if they want to be a part of the project
- Provide a basis for the recruitment of financial resources for the project

The project goal(s) should:

- Be a general statement(s) of anticipated outcomes
- Reflect the general aim or purpose of the project
- Be aligned with the project need

### 2) Project Objectives

The purpose of objectives is to:

- Provide a basis for meaningful evaluation
- Provide direction for people involved

Objectives:

- Are specific statements of anticipated outcomes
- Are measurable and related directly evaluation
- Should clearly identify the desired results
- Should be concrete/precise/prioritized
- Should be based on identified needs
- Should be realistic

### 3) Project Activities

Activities:

- Relate specifically with stated objectives
- Should be clearly described
- Should have stated reasons for selection
- Must be reasonable in scope so that they can be conducted within the time constraints and resources of the program

### 4) Project Equipment and Materials

Be sure to:

- Indicate the equipment and/or materials to be used in the instructional process
- Include the equipment and/or materials that will be used in the budget
- Mention the equipment and/or materials used in specific activities

### 5) Timeline

Be sure to:

- Outline specific dates and times event(s) will be taking place
- Describe how long it will take to accomplish each activity/event
- Describe the feasibility of accomplishing the timeline
- Note where the evaluation process falls in the timeline
- Include all activities, evaluation, sharing with MIWLA members and other educators

**Tips for writing the Plan for Sharing:**

- Describe how the project will be shared with other educators, the district, the community, the ISD or other appropriate group.
- Be specific about your plan for sharing.
- Don't use words like "could" or "might."
- Be definite about how you will disseminate the information.

**Tips for writing the Project Evaluation Plan:**

- Know what and how you are going to evaluate.
- Have an evaluation form already developed.
- Describe how the success of the project will be evaluated.
- Make sure that the evaluation process is in alignment with the rest of the plan and activities.

## MIWLA Charles H. Ahnert InstrEuctional Grant Evaluation Rubrics

**Budget (10 Points):** Materials requests are in line with proposal and are itemized. Best current prices are listed and stay within the grant limit. Materials listed should be related to the teaching and learning of world languages.

0-1 Points	2-3 Points	4-7 Points	8-10 Points
Materials – confusing and unclear	Materials – in line with proposal and materials are listed but does not itemize to indicate specific brands of materials	Materials – in line with proposal but is lacking somewhat on itemizing some materials	Materials – in line with proposal and does a good job of itemizing why types of materials are to be used
Requested Amount – over grant limit	Requested Amount – within limit but total incorrect or certain price quotes appear unreasonable	Requested Amount – within limit but some individual items are questionable	Requested Amount – well within limit and prices indicated are fair

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**Project Narrative and Need (20 points):** A clear, brief description (summary) of plan. Describe the circumstances that illustrate the need for this project. Good explanation of importance and solution of problem stated with inception of project.

0-2 Points	3-7 Points	8-15 Points	16-20 Points
Plan - unsure of plan; plan not stated	Plan - indicated but raises some confusion as to intent	Plan - indicated but is vague in some places	Plan - clear description of plan; clear idea of purpose
Need - not stated	Need - indicated but not supported; limited data provided	Need - indicated but gaps are present with describing	Need - stated in clear and convincing manner; provides information illustrating need
Brief - more than 100 words; not a summary; lengthy	Brief - within 100 words but fails to summarize project adequately	Brief - within 100 words but includes more information than needed for summary of plan	Brief - within 100 words, clear and concise overview; easy to understand intent of purpose
Solution - none stated	Solution - stated but is not in line with proposed budget	Solution - stated but unclear	Solution - clear information regarding how project will solve stated problem/need

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**Project Plan (50 Points)**

**Goal: (10 points):** General statement telling goal and how project will help get closer to achieving goal. Goal is aligned with proposal.

0-1 Points	2-3 Points	4-7 Points	8-10 Points
Goal - Not stated	Goal - stated but not convincing	Goal - stated but is vague	Goal - clear and concise; goal is stated
Alignment - project not aligned with goal	Alignment - does not explain how project will attain goal	Alignment - shows alignment but contains gaps in explaining	Alignment - provides a clear explanation how inception of project will help attain goal

**Objective (15 Points):** Plan of action and desired results are clearly described on what is to be accomplished with project. Objectives are measurable and in line with need. Describes the impact the project will have on student learning.

0-3 Points	4-7 Points	8-11 Points	12-15 Points
Procedure - not stated	Procedure - stated but confusing or not convincing	Procedure - stated but unclear as to what is to be accomplished	Procedure - clear plan of action stated and good idea of what is intended to be accomplished
Measurable - not measurable; little or no relationship between objectives and need	Measurable - in line with need but only slightly measurable; mainly one through completion of simple tasks; not convincing	Measurable - shows a reasonable connection between objectives and need but not clearly stated	Measurable - very specific examples given and are clearly measurable in a variety of different ways
Student impact - will result in very little impact on student learning	Student impact - proposed technology will have some impact on student learning but unclear how sustainable it will be	Student impact - proposed technology shows potential for having a strong impact on learning	Student impact – clearly shows that project will have a strong sustainable impact on technology integration or in student achievement

**Activities (15 Points):** Specific activities are clearly described and relate specifically to stated objectives. Reasons are included for selecting activities.

0-3 Points	4-7 Points	8-11 Points	12-15 Points
Activities – not clearly described and/or do not relate to objectives; are unrealistic	Activities – listed but are very limited or vague; how activities relate to objectives is questionable	Activities – how they relate to objectives are included and are reasonably appropriate	Activities – Very appropriate and relate to objectives nicely
Reasons for choosing activities are not included	Reasons for choosing activities are included but shows little thought put into selecting them	Reasons for choosing activities are included and shows planning and thought	Reasons for choosing activities are clear, concise and specific; shows a lot of thought put into selecting the activities

**Equipment/Materials (5 Points):** A list of materials/equipment is included along with where it will be used in the instructional process.

0 Points	1-2 Points	3-4 Points	5 Points
Materials – not listed	Materials – listed but in a confusing manner	Materials – listed but not specific	Materials – a very specific list of materials is included
Not stated as to how materials will be used in the instructional process	Some indications as to how materials will be used in the instructional process but some are unrealistic or confusing	Indicates how materials will be used in the instructional process	Very clear and specific on how materials will be used in the instructional process

**Timeline (5 points):** Timeline is included, realistic, relates well to activities proposed, and is realistic with goal.

0 Points	1-2 Points	3-4 Points	5 Points
Timeline - not included	Timeline - included but not clearly defined or not well related to activities	Timeline - included and seems reasonable	Timeline - clearly defined, realistic and relates well to the activities

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**Plan for Sharing (10 Points):** Describe the method for sharing the project with other educators and community members. Explain the method of sharing with the MIWLA (Newsletter article and presentation at conference). Definite statements for sharing (could/should not used).

0-1 Points	2-3 Points	4-7 Points	8-10 Points
Sharing Method – does not indicate sharing with other educators	Sharing Method – indicates some sharing but is not definite and/or sharing is very limited.	Sharing Method – describes a reasonable sharing plan.	Sharing Method – describes a clear method of sharing with other educators.

**Evaluation (10 Points):** Detail a plan for evaluating the effectiveness of the project. Include expected impact on students, impact on school and/or colleagues.

0-1 Points	2-3 Points	4-7 Points	8-10 Points
Little or no evaluation is included	Evaluation mainly measures completion of activities	Addresses measurable results; shows evidence of instructional/learning changes rather than just activities	Clearly relates to project's goals and results; indicates definite changes in instruction and learning and focuses on measurable outcomes
Student Learning – improvement in student learning is not shown	Student Learning – is implied but not stated	Student Learning – has been stated but is somewhat vague	Student Learning – clear indicators for improved student learning

**Adjustments (+ or -):**

+	-
Well Written (+2)	Three or more spelling/grammar errors (-2) Confusing (up to -4) Too much unneeded repetition (wordy) (-2) No clear divisions of parts (up to -4) Exceeds recommended length (up to -5)

TOTAL: