GRANT WRITING

FOR

INDIGENOUS LANGUAGES

On behalf of

The University of Arizona

Created by:

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…**You come with pollen resting on your shoulders**
And the smoke from cleansing blessings
still lingering in your clothes.
Your family blessed you before you traveled.
They had prayers for your safety.
They held out gifts for you
gifts of words, of stories.
You come to us from people with
words on their tongue.

Ofelia Zepeda (Tohono O'odham)
From "Words on Your Tongue" in
The Place Where Clouds are Formed
Unpublished manuscript, 2007.

Introduction

This manual aims to assist Indigenous community members with the construction and submission of grants for Documenting Endangered Languages (DEL), a program offered jointly by the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH).

The task of preparing a competitive proposal for these high-level federal sources of funding can be daunting. Our purpose in writing this manual is to help clarify the process, provide clear steps for the construction of a DEL grant, thereby helping Indigenous

FROM NORTHERN CHEYENNE…
MARIE SANCHEZ AND ADELAIDE SPOTTED ELK

community members secure funding to document their heritage language(s).

The preparation of DEL proposals was the subject of an intensive four-week course offered by the American Indian Language Development Institute (AILDI) in the summer of 2006. This course in grant writing was paired with a language documentation course and was offered to twenty fellows from ten of the most

From Yakama….
Virginia Beavert and Roger Jacob

endangered Native American language communities. This course of study and the fellowships entailed were funded by the National Science Foundation in an effort to help Indigenous community members learn to prepare more competitive proposals for the DEL grants.

This manual is also an outcome of the AILDI-NSF collaboration and begins by reviewing general grant-writing principles which might apply to almost any grant. The second part focuses specifically on DEL grants and begins with a checklist for preparing DEL grants. This is followed by exercises to help guide potential grant-writers through the process. The fourth section offers a list of resources from websites and readings to support the grant-writing process. The appendices include sources for sample proposals, a work plan template and a budget template.

From Arizona…(left to right)

Tohono O'odham: Danny Lopez / Philip Miguel
Instructor: Dr. Susan Penfield
Akimel O'odham: Gwen Paul / Mary Pablo

FROM COUSHATTA….
BERTNEY LANGLEY SHARING THE KOASATI LANGUAGE POSTER AT AILDI 2006

AILDI participants sharing in the Tohono O'odham traditional saguaro fruit (bahidaj) harvest.

CONTENTS

PART I:
GENERAL GRANT WRITING PRINCIPLES

GETTING READY !

Roll up your sleeves! Grant writing takes focused, hard work – but the rewards can be AMAZING! Most grant writers start small and build their skills over time. Each grant you apply for will be slightly different in its requirements. In this section, we present some very general principles.

Getting ready to submit a grant means *starting early* – months-- not weeks--before a grant is due. The complexity of the application is usually related to the amount of money granted: the shorter the application process, the smaller the amount of money. If you are new to grant writing, the place to start is with a small grant. Try for a small amount and practice on a short application. The process is basically the same as for larger grants, just with much more detail. Some general steps are as follows:

IDENTIFY YOUR NEEDS

Deciding what you need is the first step. Ask yourself:

> What are the language needs for the community?
> Where would money best be spent in support of the language?
> How much money would it take to do what we want to do?

Typically, answering these questions takes some language planning. Again, ask yourself:

> Is the community interested in revitalizing the language?
> Is the community interested in documenting the language?
> Who in the community can carry out the activities?
> Do we need a 'language committee' in the community?
> Are there short and long range plans for the language?
> Where should the activities take place?
> Who would be responsible for the grant follow-through?

These questions all need to be addressed—or at least considered-- before you apply for funding. However, don't think that you need to find one grant to do it all – that rarely happens. Think in terms of funding stages or parts of the overall language plan.

Currently, funding for Indigenous languages is somewhat divided along the lines of grants which support documentation and grants which support revitalization. Some grants allow you to do both, but the larger funding sources tend to see these as somewhat separate activities. In truth, these are not separate, but interrelated activities: documentation can be used to support revitalization and revitalization activities can extend language documentation. Getting funding will depend on how you decide to *prioritize* these activities within the grant you choose to apply for.

> **A Language Committee**
> Some communities gather a group together and designate it as the "Language Committee." This could be made up of elders, community educators, council members or others who are both invested in the language and who are also well-connected in the community. Each community needs to think about this in their own way. Consider: who can best promote the use of the language? Who can or is a strong local advocate for the language? Who cares about planning activities to maintain the language? Who can commit time and energy to language issues?
> It is advantageous to get the council to officially recognize the language committee once it is formed. Then "The Language Committee" can also be a source of establishing a stronger base to attract a large federal grant.

FINDING A GRANT

There are two generally recognized types of funding:

    1) Public (Federal)
    2) Private Foundations.

You can check the AILDI/ NSF website for growing list of funding sources at http://www.u.arizona.edu/~aildi/GatheringTalk/fundsources.html.

The AILDI / NSF website will continue to grow as new funding comes available. For a basic list of the sources available at the time of this writing see Part IV of this manual.

UNDERSTANDING AN RFP

An '**RFP**' is a *Request For Proposals*. This is a 'call' that funding agencies put out to announce what they are willing to fund and what specific information is needed to make a timely application. Sometimes an RFP is also called a '**Solicitation**'.

Some RFPs are just a page long – others can be many pages long. A long RFP usually means a longer application and larger funding. Each of the grant funding sites listed on the AILDI page (or in the Part IV) will contain an RFP.

Learning to read an RFP is the first critical step in grant writing. The RFP will provide all of the critical information: contact person(s), due date, length of proposal narrative, required format, total amount funded and specific information as to what activities the particular source will support.

Example

Log on to http://www.endangeredlanguagefund.org/resources.html
Find the **RFP**
Read the **RFP** and identify the following:

a) Contact Person(s) or office
b) Final due date
c) Activities which are specifically encouraged
d) Who can receive money (Individuals? Communities? Both?)

> **RFP** = **R**equest **F**or **P**roposal
> "Solicitation" = **RFP**

CONTACTING THE SOURCE

Once you have decided on a grant you would like to apply for and have thoroughly read the RFP, then do not hesitate to contact the funding source directly if you have any further questions. You may even want to just let them know that you are planning to apply. Why do this if all the information is in the RFP? Because it just does not hurt to have someone to talk with directly. As you move forward with the application, you may have questions which are not clearly answered in the solicitation (RFP) or questions that particularly relate to your community. Making a person-to-person contact can be very helpful. We are not suggesting that you call often, just make sure that you know who to call and that they know you.

TIMING!

It is almost never too early to start – but often too late! Large grants that support community efforts need to be started months – maybe even a year or more in advance. Why? Because there are many people involved, many activities and/or meetings to organize, and budget issues (salaries, materials, travel) which take time to pin down and coordinate. Smaller grants, with a specific focus, clearly take less time to prepare.

Another consideration is that all federal grants today require electronic submission. This means that it is important to prepare all the grant documents early so that there is plenty of time to upload them to the electronic formats. Most agencies use www.grants.gov. The National Science Foundation (NSF) also uses www.fastlane.nsf.gov.

THE STRUCTURE OF A PROPOSAL

There is standard information that every funding source wants to know: Therefore, while the details of grant proposals may vary, most have a similar underlying structure.

A. BASIC ELEMENTS / FRAMEWORK

Since grant styles vary, you must always check to see what the required elements are. However, there tends to be a basic structure which is as follows (generally, but not always in this order):

Basic Grant Elements:

1) Letter of Intent (optional—not needed for DEL grants)
2) Proposal:

    i. Title (significant for DEL grants, which require the Ethnologue code)

    ii. Project Summary

    iii. Project Narrative or Description

        1. Overview (background or history)
          a. Purpose statement
          b. Literature Review
        2. Goals and Objectives
        3. Significance of project
        4. Work Plan
          a. Methodology (Activities)
          b. Timeline
          c. Personnel
        5. Products / Deliverables /Outcomes

    iv. Budget and Budget Narrative

3) Supportive Documents: Letters of reference, résumés, permissions, letters of support / collaboration.

B. TIGHT WRITING: HOW TO MAKE IT FLOW!

There are three things to remember about the actual <u>writing of a grant narrative</u>:

1) Study the 'art of persuasion' (rhetoric)
2) Clarity is critical; do not be wordy.
3) Cohesion is important – it has to hold together; be logically ordered.

1) Persuasive writing is used to convince an audience. There are three very basic ways to do that: a) <u>use of logic</u> – facts and statistics specifically b) <u>use of credibility</u>, that is, being believable and c) <u>use of emotion</u>. For most major grants, the first two are critical – and the last, the use of emotion, can get you into trouble and make you seem less credible. When you read the sample proposals, look specifically for examples of logic and credibility.

2) Clarity is achieved by making good use of the academic strategy of presenting your argument in a clear, linear (step-by-step) fashion and by supporting your claims with evidence. Do not add any extra words just to make your writing fancier---it does not work in grant writing. Remember, that the people who read your grant will be reading *lots* of them – each possibly with similar requests. You want yours to stand out because it is very clear, easy to read, makes sense and is carefully thought through. The budget must be reasonable in relation to the work plan, and you must be believable. By being believable, you establish the fact that you can achieve what you propose in the grant.

3) To be coherent, learn some little tricks of academic writing. First, plan your argument in terms of the main points you want to make. Structure the whole narrative around the order of these arguments (you can look at sample proposals and identify how they build each point of their argument.

> **PIE = <u>P</u>oint, <u>I</u>llustrate, <u>E</u>xplain**
>
> **Give your readers a "slice of PIE"** ☺

    a) Use the **P-I-E** approach in paragraphs: make each <u>point </u>the topic (first) sentence in the paragraph, <u>illustrate</u> what you mean in the second sentence, and then add a little more <u>explanation</u>.

      Sample paragraph:

      (POINT>>>>   In our community, there are no examples of recorded and archived conversation or even short dialogs between speakers. (ILLUSTRATION>>>>We need to document conversations of everyday occurrences like short exchanges about going to the market, what to eat, how to talk to an elder, how to bake bread, or stew. (EXPLAIN>>> We know that these things have rarely been recorded for Indigenous languages and by gathering this information we will not only be contributing to the documentation of important scientific insights that they might provide but we will also be gathering information which will help the community further its efforts at revitalization.

However you structure a paragraph, remember to support whatever you **claim** is true with **evidence**!   For instance, if you say, "We have just seven fluent speakers and about 30 semi-speakers left [that is your *claim*] according to Ethnologue (source / date) [and that is your *evidence*]. You can use either book or online sources to support your claims, but also significant people (an elder or someone with recognized expertise).

      b) There are two things to note in the following example about coherence in writing. First, note how to maintain a bridge between sentences by using old information and adding new information (see highlights) Second, note that the last sentence in the paragraph sets up the first sentence in the following paragraph. These conventions help the reader follow your line of thinking.

We propose to extend the existing documentation of our language to include everyday conversation. We will collect audio and video recordings from the remaining speakers engaged in simple **conversation** which can later be incorporated into revitalization materials. To collect recordings of **conversations** appropriately we proposed **to train tribal members** in language documentation.

The **training of tribal members** will be accomplished by 1) hiring a consultant for technical assistance and 2) establishing a small pool of younger semi-speakers to do the recording.

NOTE: YELLOW =OLD INFORMATION / DARK GRAY = NEW INFORMATION

C. ESTABLISHING CREDIBILITY

To receive an award for a grant, you must be believable! Hard as it may be, you have to play the game to some extent – you need to convince the readers that you can do the job you are proposing. Therefore, think about the following:

1) *Know your audience*! Who are they and what do _they_ want to hear? If you are writing to a large federal agency, think about who they assign to reading grants. Sometimes you can find this out, roughly, by carefully reading the website. Typically, there is a panel chosen to read grants. Panel members are usually academics who are familiar with the field of study. Think about it – if the audience is made up of scientists, they will want facts – and, they will want to know that you are the person who understands the facts.

2) *Know yourself!* What are _your_ strengths? This could be in relation to the language (Are you a speaker or semi-speaker?), or to the community (Are you part of the language committee, the schools, the council or other administrative group?). Have you had experience with teaching, technology, linguistics or other professional work which could

be helpful? Can you demonstrate an interest in saving the language, working with the language, working with speakers or working with community organizations? In short, you must be willing to convince the audience that you are the person who can do what the grant is proposing.

In many ways, this runs counter to the traditional value of not calling attention to one's self. It might help to realize that you are representing a team---those who want to save the language. Whatever you are proposing, whether it is documenting or revitalizing, you are doing it for the good of the whole community in the long run.

3) What evidence can you provide that will show your commitment to building cooperation or collaboration either within the community or with outside supportive institutions or groups? (See exercise on 'Credibility" in the workbook section, Part 3).

DOCUMENTING VS. REVITALIZING

DOCUMENTATION:

The aim of **language documentation** is to provide a comprehensive record of the linguistic practices characteristic of a given speech community...

This... differs fundamentally from... **language description** [which] aims at the record of a language... as a system of abstract elements, constructions, and rules.

["Documentary and descriptive linguistics", Nikolaus P. Himmelmann (1998). Linguistics 36. pp. 161-195. Berlin: de Gruyter. p.166]

REVITALIZATION:

"Language revitalization is the process moving towards renewed vitality for a threatened language."

Language revitalization is part of a societal-level shift in language use. Related occurrences include **language maintenance and language loss**

[King, Kendall A. 2001. *Language Revitalization :Processes and Prospects.* Multilingual Matters. P.23].

At this particular point in time, most *large* grant funding is supporting language underline documentation but not specifically language revitalization. The exception is the Administration for Native Americans (ANA) grants (see www.grants.gov for specific information); this agency supports both activities.

Some recent *smaller* grants are specifically focusing on revitalization activities. We think this is encouraging news. Please see the RFP for the Foundation for Endangered Languages (http://www.ogmios.org/grant.htm), for example:

Under the Documenting Endangered Languages (**DEL**) program, **documentation** must be central to the proposal. However, they will expect you to specify 'broader impacts' – and welcome those 'impacts' which promise to use the newly gathered or digitized documentation in the preparation of revitalization materials or activities.

Therefore, it is clear that most agencies understand that there is an important link between documentation and revitalization.

For most communities, the ultimate goal is to revitalize their language – to bring it back for daily use. Documentation can be seen as PART of this process – and a very necessary part. The DEL grants clearly focus on documentation and you must focus on just that – but consider how that plays a part in the larger goals of revitalization for your community. Therefore, how do you **move from documentation to revitalization?**
Remember, the 'Three M's of Indigenous Language Education" are:

Methods deal with what teaching techniques will be used at what age levels and stages of language loss.

Materials deal with what things will be available for teachers and learners to use, including audiotapes, videotapes, storybooks, dictionaries, grammars, textbooks, and computer software.
[Good DOCUMENTATION is needed for the development of good materials!!]

Motivation deals with increasing the prestige (including giving recognition and awards to individuals and groups who make special efforts) and usefulness of the indigenous language in the community and using teaching methods that learners enjoy so they will come back for more indigenous language instruction.

[Rehyner, Jon. et.al. 1999. *Revitalizing Indigenous Languages.* Northern Arizona University].

You can make a case for documenting your language in order to build the resources you need to develop materials for teaching the language.

It is also the case that *revitalization efforts can add to the documentation* of a language. For instance, if in the process of teaching classes, an elder or language teacher brings in a new story, engages in everyday conversation, introduces new vocabulary—*and a clear record (ideally, audio or video recording) of this use of the language is made and archived*– then it adds to the documentation of that language.

D. DO I NEED A LINGUIST?

The answer is: maybe; maybe not. The issue of whether or not an outside linguist needs to be involved should hinge on the scope of the language work you are proposing to do. If there are community people who have higher education experience in linguistics, you can make a good case for not needing a 'professional' linguist. However, since DEL grants are specifically about language documentation (which

Characteristics of a good linguist:

Listens to what the community wants
Is considerate of community members
Never interrupts
Goes to town when asked
Uses documentation to support revitalization
Is patient
Stays calm in a crisis
Tries really hard …Even brings their own coffee to meetings ☺

involves some linguistic analysis as well as the knowledge of language data collection and electronic archiving), it is common to have a linguist on board.

If you decide you want to work with a linguist, find a *good* one. Try to find one who has worked with other communities or on related languages and get several references. Take time to interview this person and make it clear to them just what their involvement in the project will be. Realize that, if you are the grant writer, you are empowered to involve the people you need to involve, to the extent that it is needed, to get the job you have proposed done, and done well. Also be aware that the community should feel empowered to control what the linguist does for the community and with the collected materials. Showing that you can work with a linguist, and that the linguist will work with you, improves your credibility and chances for success.

Also be aware that there is more than one type of linguist. These days, linguists are very specialized. There are documentary linguists (These people know how to collect data, record it well and archive it electronically). There are descriptive linguists, who can help you develop a writing system and can provide a basic description or grammar of the language. There are applied linguists who work with developing educational materials for language teaching, among other things. There are theoretical linguists who do not frequently get involved with data collection but who like to work with the analysis of data. The grant writer needs to be aware of what type of linguist is needed to accomplish the goals of the grant.

AILDI is a good place to contact if you think you want a linguist, but don't know where to start looking. You could also check The Linguist List - http://www.ling.ed.ac.uk/linguist/.

Funding sources, like NSF, will look favorably on having a linguist as a collaborator (someone you are working with). If the grant is based in the community of speakers, then that community should be in charge of the activities of the linguist they choose to hire. That is, the linguist is then in service to the community. *It is important that there is a clear contract and a clear outline of expectations for both the work of data collection and data archiving-- in writing and in advance of all activities*. It is also important that there be community-based protocols for all research activities (if possible). An awareness of *intellectual property* issues is also important. Check with your community's legal office to see

> **DOCUMENTING A LANGUAGE INVOLVES:**
>
> **1) Data collection:** Audio and video recording of speakers. Collected data might be a story, a conversation, basic vocabulary words or more from one or more speakers.
> **2) Data analysis and annotation:** Today, there are many technological tools which help linguists annotate (make notes) about the language. You can find these on some of the websites mentioned in the Appendix.
> **3) Data archiving:** Saving the data is very important for future generations especially. Electronic archiving and the creation of electronic databases are favored ways to do this. [see suggested websites in the appendix]

if there are established protocols for the collection and use of research materials. There are various ways that these agreements can be crafted – the most important thing is that they be clear, specific, comprehensive and <u>in writing,</u> before the project starts

> **Intellectual Property:**
> Intellectual property refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce…..and LANGUAGE. **http://www.wipo.int/about-ip/en/**
>
> **For information on language rights, see James Crawford's website:**
> **http://ourworld.compuserve.com/homepages/JWCRAWFORD/brj.htm**

E. CREATING COLLABORATIONS

Granting agencies like to see evidence that people can work together on bigger projects. If you are interested in working alone, then consider applying for a fellowship. For most larger grants, however, do think about who you can work with both inside and outside the community. As the architect of the grant, you can determine who should be involved and for how much time and money. It is good to be very clear about the people or institutions you plan to involve.

Collaborations within the community: Consider the community partnerships you might want to create. Most often, documentation projects will involve tribal elders, perhaps someone with technological experience too. There may be community schools at various levels where you could garner support (HeadStart? A community college? After-school programs?).   For documentation projects, it is good to identify a community resource where language files can be archived (a tribal library or museum, for instance). You will have to demonstrate that you have good community support in terms of managing the financial accounts for the grant as well. If you decide to 'house' the grant in the community, be sure that your financial department has had experience with grant accounting. Some communities (Coushatta for example) have chosen to do the work in the community, but to let the local state college handle the accounting. Other places, like the work done with Mohave and Chemehuevi placed the grant at the university to pay out salaries, but sub-contracted some of the funds to the tribal community to pay elders. There are many

> GRANT = Monetary awards to a group, organization or institution.
>
> FELLOWSHIP = Monetary award to an individual. The DEL program offers both grants and fellowships.
>
> The DEL program offers both grants and fellowships (those are through NEH specifically). If you have a language project you would like to work on by yourself (and under some conditions, with one other person), consider a fellowship application. More details are available in the 'Solicitation' for DEL grants at www.neh.gov or www.nsf.gov

possible approaches and solutions to handling grant money –just be sure that you understand all of the options *before* you write the grant!

Collaborations with outside people or institutions: Collaborations with outside people or institutions can be helpful. You may want to hire a linguist, or other consultants (An archivist? A specialist in database construction?). You might want to partner with a local university and have them administer the grant finances. You may want to collaborate with another tribe/community who uses a related language. Outside collaborations can strengthen your grant so they are good to consider ---they show a willingness to be cooperative, but they are not required.

E. METHODOLOGY CONCERNS

Whether you choose to engage in language documentation or revitalization, you will need to be very well educated about the appropriate methodologies. The methodology explains to the funding agency exactly how you plan to get the job done. One way to approach this is to look carefully at the methods used by other communities to see what will or will not work for you and your community. Take a look at the sample proposals on line at www.neh.gov (under DEL grants) specifically on 'methodology'.

> **Methodology:**
>
> A 'methodology' is a particular procedure or set of procedures. The term refers to the way in which you intend to proceed with your project. It should include the *what, why*, and *how* aspect of the activities you need to do.
>
> The <u>timeline</u> or <u>work plan</u> answers the *who*, *when* and *where* questions.
>
> **http://en.wikipedia.org/wiki/Methodology**

We have provided a list of recommended readings in the appendices. There are a number of websites to become familiar with as well (a larger list is in the appendices). Just to point out a few, be sure to understand what counts as 'best practices' for any type of language work.

There is one outstanding resource dealing with language revitalization specifically of Native American languages and that is the site developed by Dr. Jon Rehyner at Northern Arizona University:

HTTP://JAN.UCC.NAU.EDU/~JAR/TIL.HTML

This site has a focus devoted to language teaching and language revitalization. It also has announcements about the most recent conferences and resources available to support language revitalization.

The 'best practices' relating to language documentation are discussed at length on two websites which are primary resources for linguists and community members working in

this area; these are not specific to Native American languages, but are designed to address all endangered languages. These are:

> **"Best Practices"**
>
> The expression 'best practices' is used to reflect the ways, methods or approaches that an overall number of people find to be the most successful – not just the most popular practices, but the BEST practices.

1) E-MELD (Electronic Meta-structure for Endangered Language Data) **HTTP://EMELD.ORG/INDEX.CFM** This is a five year project aimed at defining and supporting documentary linguistics and archiving of language data. On this site, there is also a place to find a 'field' linguist and there is also a 'school' of best practices which can be found at **HTTP://EMELD.ORG/SCHOOL/**

2) The Hans Rausing Endangered Language Program out of the University of London, England. The website for this organization can be found at **HTTP://WWW.HRELP.ORG/GRANTS/**. They also have strong online resources for language documentation, complete with a review of required and state-of-the –art equipment at **HTTP://WWW.HRELP.ORG/ARCHIVE/RESOURCES/** Each of these sites offer a wealth of resources – but there are others as well (see Part IV).

F. ARCHIVING

Because of the severity of language endangerment, NSF places a lot of importance on the appropriate archiving of collected language data. For communities, this is sometimes an area of concern. Please check with the Program Officer about the specifics of this issue before preparing your grant.

There are a number of online sources which will help you understand what the electronic archiving of language data entails. Check out the following websites for an introduction (This is just a sample; there are more and also lots of support):

1) for a tutorial
http://www.language-archives.org/events/olac05/

2) Archive for the Alaska Native Language Center (an example)
http://www.language-archives.org/archive/snowy.arsc.alaska.edu

3) For short papers and an overview of the world-wide issues
http://www.mpi.nl/lat

4) For some language archiving tools
http://www.lat-mpi.eu/tools/

5) Coushatta (Koasati) Language Site
 http://www.wm.edu/linguistics/coushatta2/

It is also smart to archive materials both inside and outside of the community for safety. You can always put restrictions on who accesses them, but you want them to be safe for a long, long time.

G. WORK PLAN POINTERS

A good work plan should cover how you envision carrying out the project in terms of:

- ***time***
  Consider each activity you think you need and how much time it will take.

- ***personnel***
  Consider each activity in terms of the number / skills of the people needed.

- ***data collected, analyzed and archived***
  Consider how much time and personnel will be devoted to each of these activities.

- ***materials developed***
  Under DEL grants, developing materials can be included as 'broader impacts' [see Exercise 16 in Part III] –Also see the 'talking dictionaries' for Yurok and others listed in Part IV.

- ***classes or workshops offered***.
  Training is valued under DEL grants: You can hire linguists to assist in training community members to document their own languages. Or, you can offer community workshops to raise awareness and provide training as well.

Any proposed work needs to be explained in terms of all of these things (see Appendix for a 'work plan' template—thanks to the NSF fellows from the Oneida community).

The most important thing is that it makes sense. That is, it must be *reasonable* and *doable*. If it is overly ambitious – that is, if too much work is proposed given the time and money specified--it is not likely to be funded. Likewise, if it is not ambitious enough—it is not likely to be funded. You must find a good balance so that the work plan matches what is requested in terms of funding.

For example, if you work with elders, you must consider how much time you can expect them to work (depending on their availability, health, interest, etc). Proposing a 40 hour week for elder participation would be seen as unreasonable. Maybe suggesting a few hours a day x 3 days a week – that is more realistic. You will also need to consider what other sources of income your elder consultants might have – will getting extra income impact them in a negative way.

The budget must also reflect what you expect to pay (going rates vary in different communities – so this aspect must be carefully calculated). Tribal communities and universities both have guidelines for paying personnel. In either case, be sure that there is no conflict of interest for anyone connected with the grant.

Conflicts of Interest: Question whether work on the language will be interfere in any way with the regular employment responsibilities for anyone hired through the grant. Sometimes, this means grant activities will have to take place after regular work hours or on weekends. For this reason, when planning your budget, be sure to work with the tribal accountant or tribal employment office in order to make sure there is clarification on this issue..

Remember, you do not have to try to do everything that needs to be done in one grant. It may be more reasonable to choose a part of your language plan, make a very efficient work plan which matches the budget and be better positioned to carry out the next stage of your language plan later. Just because an agency says it offers up to $100,000, for example, does not mean that you need to apply for the full amount. It will all depend on how balanced, reasonable and doable your work plan is within the budget of your request.

On the other hand, if you have a very organized group behind you – go for the whole amount! A lot is learned in just trying for larger funding – and you will get good feedback even if you do not get the grant which will be helpful if you decide to reapply.

H. BUDGET ISSUES

This is the key point: The budget must match the work plan. If these two things are not balanced, almost nothing else matters. Therefore, make sure that the work you do is clearly reflected in the budget in a fair and reasonable way.

Most grants require a clear budget sheet (usually done in an Excel format). As well, they also require a 'budget narrative (or justification).' The narrative explains, in text format, what the numbers on the budget sheet are intended to cover but in more detail. This additional information is used to further explain the relationship between the budget and the work plan. (See the budget template in the appendix online.)

According to Peter Austin, editor of the series *Language Documentation and Description*, (personal communication, 2008 and forthcoming in Vol. 7 of the series), the following items are budget issues which require specific attention:[1]

---

[1] For projects that are not U.S. based, expenses related to Visas and required medicine for foreign travel may also be included.

- Travel: international and local transport to the field site. Do not underestimate distances and roads! Consider distances, frequency, type of vehicle (fuel costs), available public transportation, private vehicle in the field site, for example.

- Accommodations – Where will you stay if you live outside of the community? There are several options when doing fieldwork in the U.S.: motels, camping, renting a house, or renting a room, and for each of these there are several considerations that need to be weighted, such as the possibility of exposure to the language, requirements of safety, privacy, and access to power/equipment and strain on or danger for the host and the host community (renting a room may give rise to expectations to feed the researcher as a guest which will place a strain on local resources).

- Equipment – the equipment to be purchased depends on the goals of the project, the duration and intensity of fieldwork, the intention and time/space to process data in the field, the safety of equipment (whether it will be subject to theft, accidental damage, dust and dirt, humidity, need to be transported, etc.), the availability of power, and spare parts, and other local factors. Equipment for documentation projects normally includes[2]:

  o one or more digital audio devices (+ sufficient media + backup, e.g. external hard drives)
  o other audio devices for simultaneous recording, backup and copies for distribution (could be analog cassette tapes)
  o microphones: depending on the project this could be a combination of good stereo microphones, shotgun microphones, lavalier microphones.
  o digital video camera (+ tripod + connection cable(s) for microphone(s) + reflectors + lights) if justified
  o portable computer – a netbook or laptop for data processing
  o carrying cases (Pelikan cases are recommended)
  o solar panels or generator – for electricity generation if required and appropriate
  o cables, connectors, multimeters, manuals, spare batteries, and basic tools
  o pens and paper

- Compensation for language speakers (consultants).

- Salaries or partial compensation for the Principal Investigator (PI) or Co-PI.

- Archiving – there may be costs involved in preparing the collected materials for archiving. These can be calculated and included in the application

Make sure that the budget issues are clearly allowed by the funding agency. At NSF, the 'Grant Proposal Guide' contains detailed descriptions of what may be included in any budget.

---

[2] Remember to learn how to use the equipment and test everything before doing fieldwork For further information about needed equipment see. http://www.hrelp.org/ .

I. SUBMISSION FORMATS

Most granting agencies today require 'electronic submission.' This is done entirely online. The one thing to remember – it takes time and familiarity with the submission sites in order to get all the information submitted.
Start early ! Start early !! – one more time ….START EARLY! Most sites have clear directions and even demo pages for you to practice with. The two standard sites for federal grants are:

- **WWW.FASTLANE.NSF.GOV** (FOR **NSF** GRANTS ONLY)
- **WWW.GRANTS.GOV**

HARD COPIES: You should certainly print out and keep a hard copy for yourself and/or your community. You will need to make sure that it is filed in more than one place for safety.

REMEMBER
,
In sum, there are six key ingredients to a meritorious proposal:

- an interesting research question
- good contextualization in relevant literature
- appropriate research design
- a clear analysis plan
- a qualified researcher
- a potential contribution beyond the research community
        (NSFs 'broader impacts')

Deborah Winslow (NSF Cultural Anthropology Program Officer)
Anthropology News. October, 2007 (Vol. 48, No.7). p. 31

ALSO REMEMBER,

1) It never hurts to try for a grant because much is learned in the process and,

2) Never get discouraged! A reality of grant writing is that there are more rejections than successes – Most successful grant writers have learned that the hard way. They understand the truth in the old saying, "If at first you don't succeed, try, try again."

PART II:
NSF / NEH Documenting Endangered Languages

THE DEL GRANT CHECK LIST

☐ *Go to either www.nsf.gov or www.neh.gov and look up **DEL** grants*

☐ *Find the 'Program Solicitation' and print it out!*

☐ *Get on FastLane or Grants.gov — Look at 'demos'*

☐ *Get registered! Find your DUNS number!*

☐ *Look up "Grant Guidelines" in the online grant proposal guide at:(*

   http://www.nsf.gov/pubs/gpg/nsf04_23/nsf04_23.pdf

   This is very important! Make sure you comply with the guidelines for margins, page numbers, for the summary, bio-sketches, budgets, and more. All of this is detailed in the grant proposal guide.

☐ *Identify collaborators and begin getting appropriate support and permissions—*

☐ *Write the project description including:*

   o Title: *Followed by SIL three-letter code (www.ethnologue.com)*

   o Background *(Overview or Introduction): Include language facts per UNESCO criteria for language endangerment and/or community survey information.*

   o Literature review*: Show that you know what has been done on the language, by whom and when – and that you will add to that or do something different.*

   o *Detailed goals and objectives*

   o Expected outcomes: *Project significance stated in terms of intellectual merit and broader impacts).*

☐ *Write the work plan (A timeline plus the methodology)*

   o *Key personnel (build your credibility!)*

   o *Methodology: How, what, when – and where will the data go to be archived?*

☐ *Establish a budget*

☐ *Make sure the budget matches your work plan – it must all make sense!*

☐ *Write a detailed budget justification (also called 'budget narrative')*

☐ *Enter supporting documents into FastLane (Letters of Commitment and/or support)*

☐ *Enter BIO-Sketches (as per the grant guidelines) into FastLane.*

☐ *Write project summary noting intellectual merit and broader impacts*

☐ *DOUBLE CHECK for compliance with all technical issues.*

☐ *Submit electronically through FastLane **PRIOR** to due date! (Do not wait until the last minute to get things loaded and ready for submission!)*

DEL GRANTS: Getting Started

In this section, we will cover just the initial basics of how to get started with your DEL grant application. In Part III of this manual, there is a workbook to help with the details of actually writing for these grants. These grants support the DOCUMENTATION of the language only which covers activities like recording (audio and video) various types of language practices, creating a dictionary or grammar, transcribing materials and the electronic archiving of these materials. This is important work to do in the face of language endangerment. Documentation can be seen as a crucial part of revitalizing the language. Revitalization usually takes a long time and languages change. Documenting the forms of the language that exist in older speakers is a good 'first step' in being sure there is a solid source to build materials from later (oral or written).

Ten Steps to Get You Started!

1. Access the website—Look for either the National Science Foundation- www.nsf.gov or the National Endowment for the Humanities www.neh.gov (NEH has sample proposals to view). Search for the 'Documenting Endangered Languages' (DEL) program.

2. Study the RFP for submission information (due dates, name of program officer, amount of funding, how to submit and in what form, other details). See the workbook for more details on this. See below: **RFP = SOLICITATION** (click on 06-577)

http://nsf.gov/funding/pgm_summ.jsp?pims_id=12816 - directorate#directorate   To print out the 'Solicitation' choose the PDF Format from this page:
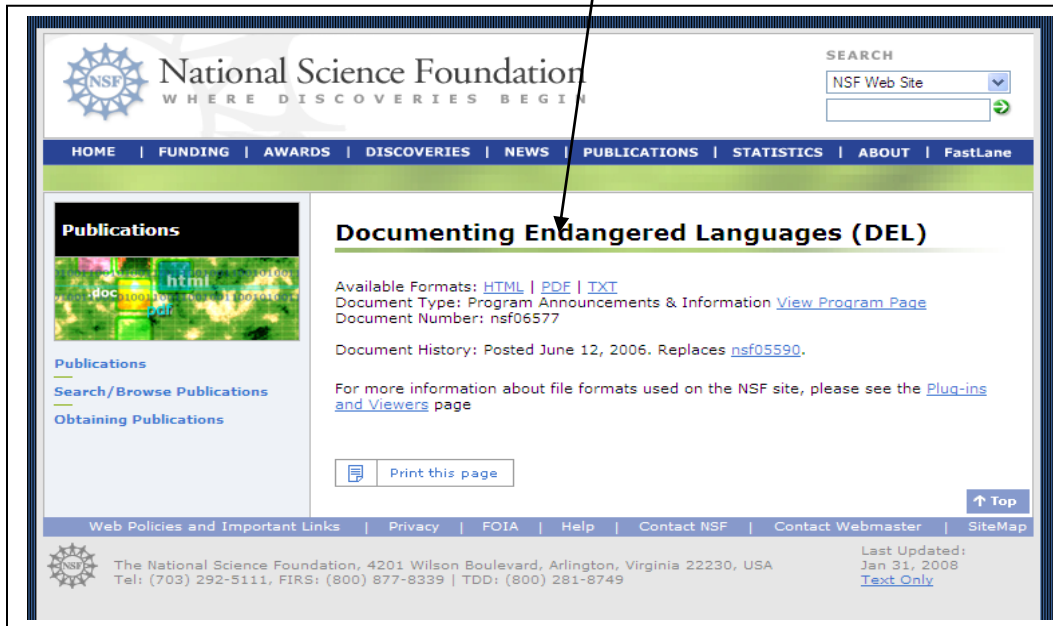
3. Check for DUE Date and Contact information: In 2007, the DEL grant program became a permanent part of NSF. The due date is now set yearly on **September 15.** Still, you should identify where this information is on the website.

4.The 'Program Solicitation' (RFP for NSF/ NEH Grant) looks like this: **PRINT IT ALL!**
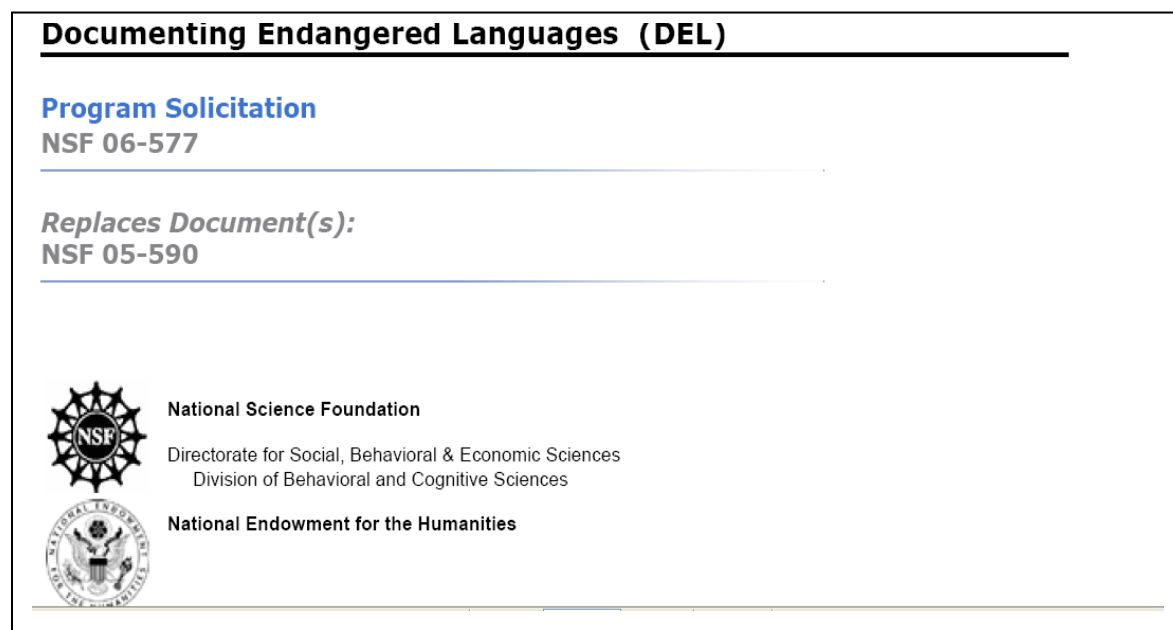
The Program Solicitation is essential to understand and read thoroughly. It contains what is called the 'Authorizing Language' – the languages that tells you exactly what will be funded and how to prepare the proposal. Once you have read it through carefully – yes, the entire program solicitation--and you are sure that what you want to apply for is a grant to DOCUMENT (not revitalize yet) your language, then the immediate work shifts toward gathering community support.

   a) In the Program Solicitation, look specifically at the section titled "Program Description"
   b) Highlight all the KEY WORDS related to what types of things can be funded
   c) Do these things match the work that your community wants to do for the language? If so, then applying for a DEL grant may be exactly what you need to do – if not, either look for other funding – OR see if maybe some part of the work you want to do can be covered under a DEL grant.

5. Get the **DUNS** number and GET REGISTERED! To do this, contact the tribal administration office. Most tribes have already registered with the federal government at some point in time. Check Fastlane to see if your tribe is already registered.

6. Begin to get the appropriate permissions: If you think a DEL grant is for you then start early to get community support. Each community is different, but all have some mechanism for gathering permissions. You may need to get on the tribal council's agenda to ask permission to go forward with this proposal, or maybe the tribe's education or culture committee. Sometimes there are elders or other language teachers to consider in terms of getting their permissions and / or blessings on this type of work. You may need to get permission from the speakers you want to work with. Only you know the sources and resources in your community which you need to consult with. *The main point is that getting permissions is a process that takes time so start early!*

While you don't need official letters of support or permissions BEFORE you write the proposal, you do need to make contact with the relevant parties to alert them to, and involve them in, the proposal preparation. Getting permissions takes a lot of time-- we recommend that you start early by establishing contacts and gaining support in every way possible. Keep these interested parties in the loop of information as the proposal progresses.

Just keep in mind that communities vary so do some research by talking to others who have gone through this process either in your community or elsewhere and – start early!

7. Contact the program officer to notify them of your intent to submit. Do this only when you are sure that you have the time and support you need to go forward with a proposal and then contact the program officer for the DEL grants directly. Do not be afraid to do this – that person can give you helpful feedback throughout the process. They will not, of course, read your proposal before it is submitted, but they can tell you if the general plan

you intend to propose is consistent with the types of things which have been funded. They can also direct you to other resources if needed.

8. Get on www.fastlane.nsf.gov or www.grants.gov —study the pieces required and practice how to load information---both are online submission sites for federal grants. 'FastLane' Is the primary vehicle for NSF grants (although submitting through Grants.gov is also accepted). Check both of these out. **Important!** *Do not wait until the due date to begin loading information*. Practice and get help early on if you need it. Before even writing the proposals, begin to study these sites for the required information. If you find the online submission process difficult, you might be able to consult a tribal grants writer or contact the program officer for advice. These submission systems take a little practice, so start early!

9. *GRANT GUIDELINES* can be found on the NSF site at:

http://www.nsf.gov/pubs/gpg/nsf04_23/nsf04_23.pdf

For help with the proposal preparation specifically, look up the "Grant Guidelines" provided by NSF and NEH – It is helpful to print this out (It is a **big** file, but contains a lot of very useful information). The grant must comply with details in the "Grant Proposal Guide" , or it will not be considered for funding.

10. The SIL three-letter code **MUST** follow the title to your proposal in the project narrative…so let's start there. DEL grants require that the three-letter code for your language, listed on the Ethnologue website at **www.ethnologue.com**, follow the title of your proposal. On this site, do a 'Site Search' or "Browse the Web Version" for your language and look for the SIL code. For example, a search for Oneida looks like this and the designated three-letter code is ONE:
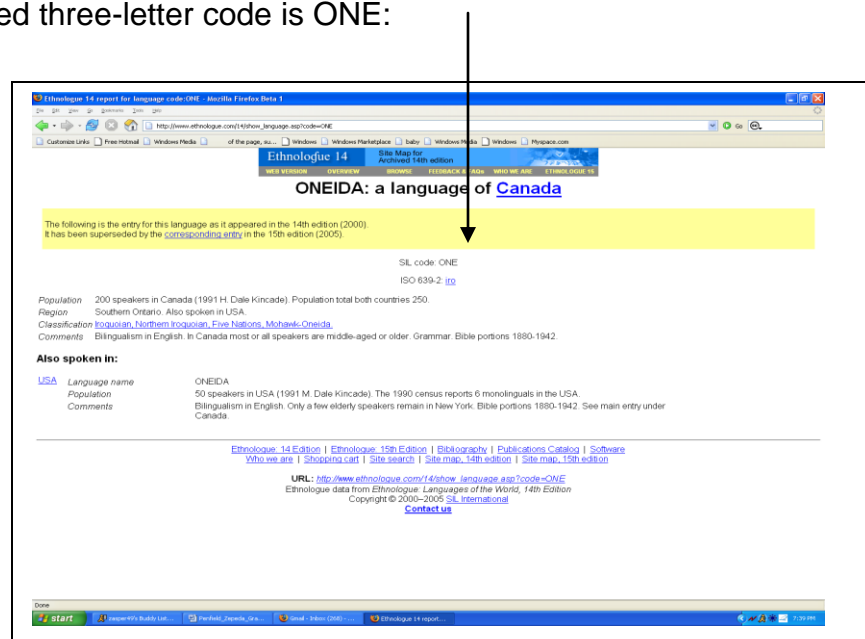
The title would then look like the following:　　　(SIL Code)

THE ONEIDA LANGUAGE DOCUMENTATION PROJECT (ONE)

_____

PART III:
WORKBOOK: GRANT WRITING EXERCISES

Exercise 1: Make a Wish List!

Grant writing always begins with a dream and it does not hurt to dream BIG! Things will usually get reduced in scope, sequence, amount, etc. as the real work of grant writing takes shape. In the Indigenous language world, dreams are realized through careful language planning. In your community, whether there is just one person or an official committee working on the language, good planning is essential. It is rare to get one grant that will support everything in the overall language plan – but everything starts somewhere! Typically, a community will need several –even many—grants to accomplish all the goals associated with revitalizing a language and probably plenty of other sources of support as well. Still, grants provide one way to both get started and to maintain Indigenous language work.

Making a 'wish list' is a good place to start because it helps you and those you are working with to put their ideas on the table, so to speak. It helps clarify what people want and need and gives you a place to start choosing priorities. There are two parts to making the 'wish list' in the exercise below. First, list all the things you would do to save and revitalize your language if you had all the time, money and other resources in the world –that is – DREAM BIG! Second, think about each of the things you put in your wish list a little more practically – and ask yourself, What would it take to make –X- happen? For instance, suppose you wish that the children would start speaking the language as a first language. Part two of the 'wish list' exercise asks you to think about what it would really take to make that happen – An immersion school?, Classes in language teaching and learning for the parent generation? Pay to support speakers who want to teach? Training for helping grandparents work their grandchildren. For you 'Wish List', start with, Column A below. Then use Column B to help you think about a practical way to make your goals happen. In working on both columns below, imagine that there are NO LIMITS in terms of either time or money! Try, however, to be specific – what is REALLY needed?

The Wish List: Column A	How to make it happen: Column B
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9
10.	10.

Exercise 2:

A. Consider the 'Wish List' for your language and divide the activities into those that relate to *documentation* and those that relate to *revitalization:*

Documentation	Revitalization

B. Think of three ways that documentation supports revitalization (or vice-versa):

1._____
_____
2._____
_____
3._____
_____

Exercise 3: Know yourself and know about your language!

Before you start writing a grant, you need to get your 'ducks in a row'!
You will have to give a lot of thought to how the agency giving the grant will view you and your community. You will have to begin to build your credibility (believability). To do that, you can start by getting facts in order. Ask yourself, "What do I know about my language and my community? How can we make a strong case for getting support for our language? These days, there is a lot of talk about endangered languages and so agencies are well aware that there is an extreme need for various kinds of support in Indigenous communities. *However, just stating that your language is endangered because you have very few speakers will not get much attention – it is a given fact.* Although you need to provide that information, you will need a lot more facts to help you with your grant. So, what else can you do?

Exercise 3 is designed to get you thinking about your language and to start building the kinds of factual information you will need in your grant. Start thinking in terms of stating <u>claims</u> and supporting them with <u>evidence</u> (this is the basis of scientific and academic writing). For example: "(<u>claim ></u>There are just five remaining fully fluent speakers of X language, (<u>evidence</u> > according to a survey done by our language program in 2002 (See Part 1-B on 'Tight Writing…)

Consider below: Who are we and what do we want? (What would you like the readers of your grant to know about your community and your language?   Make a case for why an agency might want to support you. Start with estimating the number of fluent speakers (as in the above example for 'claims and evidence'). For instance, maybe you have a committee organized to work on the language; maybe you have tribal members with experience in linguistics; maybe related languages have been worked on by linguists, but not yours. Start writing just basic facts (for example, number of speakers, size of community, support/interest in language documentation, lack of existing documentation …) that you think might give an agency reasons to support you and your community.

Note: The first part of the 'Project Description' is usually sub-titled as the 'background', 'overview', 'introduction' or 'history'. No matter what subtitle you use, this part of the proposal should provide the general context for the project you are planning. There are several things which can be included in this section to give it strength.
   - Include language facts per UNESCO criteria for language endangerment and/or community survey information, those found in Ethnologue,
   - Where your language fits on the scale of language endangerment provided by Joshua Fishman and others (for more information check out: http://www2.nau.edu/jar/TIL.html

Exercise 4:

Part of most grant proposal requires you to review the previously written literature on your language. Start making an _annotated_ bibliography which reflects the following language facts:

> Who has worked on the language?
> What did they do?
> When did they do it?
> Where is it now? And, in what form (there might be audio collections in existence, not just books, and these are important to mention).

An annotated bibliography means that for each reference you find, you make some notes about it. This will help you a great deal when you start writing a literature review for your grant. An example entry for an annotated bibliography might look like the following: NOTE: Take the time to write the references in correct academic format (the granting agency will have that information in their guidelines---if you do this right from the beginning, it will make compiling the grant references much easier later on---check http://www.liunet.edu/cwis/cwp/library/workshop/citation.htm for format examples).

Crystal, David 2000 *Language Death.* Cambridge University Press

> Crystal suggests six themes in language revitalization: increasing the prestige, wealth, and power of language speakers; giving the language a strong presence in the education system; giving the language a written form and encouraging literacy; and access to electronic technology (the latter being more of a "possibility" than a reality in most cases). He encourages building "revitalization teams" of activists and linguists.

Grenoble, Lenore A and Lindsay Whaley (eds) 1998 *Endangered Languages:*
    Language Loss and Community Response. London: Cambridge   University Press

> This book explains some of the strategies applied by native communities and professional linguists in the face of language endangerment. Several authors address the understudied issue of what (beyond a linguistic system) is lost when a language becomes obsolescent.

Hinton, Leanne and Ken Hale (eds.), *The Green Book of Language Revitalization in Practice.* San Diego,
     Academic Press, 2001.

> This is a classic in language revitalization but has much more including information on language Policy, language planning, maintenance and revitalization, immersion, literacy, media and technology, training, and lastly and most intriguingly, Sleeping Languages.

:

Exercise 5: Building support

Work needed for Indigenous languages can be complicated and extensive. Building a support team is very important, especially if you plan to submit a large grant. Consider that you might want to build support both in the community and outside the community. You can write in money for this support in your grant. For example, if you want to hire consultants like linguists, or someone who specializes in curriculum development, or language teaching, you need to identify these people early in the process. You may want to specify the need to work with a tribal elders group and therefore need to identify who are the specific people there that you want to involve.

For this exercise, consider the following:

Who else might be interested in helping with the language?

In the community: (Education committee? Tribal council?.....etc.)
_____
_____
_____
_____
_____
_____

Outside the community: (local schools, universities…etc)
_____
_____
_____
_____
_____
_____
_____
_____
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_____
_____
_____

Exercise 6a and 6b: Federal Grants: Understanding the basics through a DEL Grant lens

Major grants have online sites where information is stored for applying, writing, reporting and following the progress of the grant process. The first thing to understand is where to find the information and then how to evaluate the grant in terms of your communities needs.

DEL GRANTS: www.nsf.gov

Exercise 6a

Get Registered !!!   Find your DUNS number !

_____

Exercise 6b

On the website for the DEL program, identify the following:

    a) The program officers' contact information

    b) The program solicitation link

    c) The due date

    d) Available sample materials and related programs

Program Officer:

_____

__

Contact Information

_____

DUE DATE:

_____

How many sample proposals are available to view?

_____

Can you also find 'Abstracts' of other proposals through this page? Anything else of

interest?_____

_____

_____

Exercise 7:

From the NSF page, www.nsf.gov , access the NEH link for sample proposals (or go to the DEL grant information at www.neh.gov). Study these samples carefully, but do not be intimidated by them. Remember, most came forward from academic institutions by people experienced in this type of writing. Still, they were funded because they were clear in expressing a need and in providing the information which the agency must have in order to feel confident in making an award. Right now, the important thing is that you recognize the sections which must be included and understand how to present your case and build your own credibility.

- What are the major parts of the proposal?

_____

_____

_____

_____

_____

- Is there a statement, right at the beginning, which explains the purpose of the particular project? Copy it and underline the project goals it entails.

_____

_____

_____

Can you find the 'literature review'? Why do you think it is important? What message does including a literature review send to the funding agency?

_____

_____

_____

_____

Exercise 8:

Look up the <u>Program Solicitation</u>: Study the RFP (Request for Proposals) and pay attention to the authorizing language.

http://www.nsf.gov/pubs/gpg/nsf04_23/nsf04_23.pdf
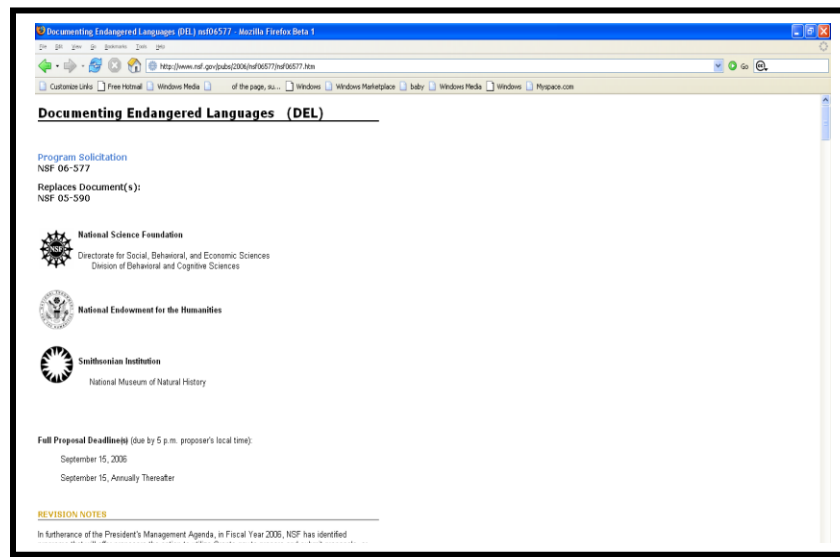
d) In the Program Solicitation, look specifically at the section titled "Program Description"

e) Highlight all the KEY WORDS related to what types of things can be funded

f) List the type of things that clearly qualify for funding in this program.

g) Do these things match the work that your community wants to do for the language?

h) Can you adjust your goals to fit with the funded activity?

Exercise 9:

Federal grants require online submissions. For NSF, 'FastLane' is used; for many other grants, 'grants.gov' is used. Becoming familiar with these systems is essential and not so bad once you play with them for awhile!

Explore FastLane: Go to www.fastlane.nsf.gov . Try the 'Demonstration site' and read about how to register for FastLane:

Question: How does a community register for FastLane?

_____

_____

_____

_____

Who, in your community, normally applies for federal grants? This is important to know since your community may already be registered with a DUNS number…..

_____

_____

Also check out www.grants.gov: Most federal grants now use this system and you can search for other funding at this source (including Administration for Native Americans (ANA) grants).

Exercise 10:

Now that you have read the DEL grant guidelines, and some sample proposals, write down your basic goals and objectives for your DEL grant:

a) Goals:

_____
_____
_____
_____
_____
_____

b) Objectives:

_____
_____
_____
_____
_____
_____
_____

Are 'goals' and 'objectives' the same thing? How do they differ?

_____
_____
_____
_____

c) Begin to list the activities needed to help you achieve the goals and objectives

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Exercise 11:

Outlining your project – Getting the big picture!

1	Describe your project	Try writing this in one sentence that answers: What, when, where, with whom, and how… *We propose to ………………………*
2	Needs your project addresses	*The current situation in our community is _____and we need…..*
3	What will the outcomes be?	*We will achieve…(be specific and reasonable)*
4	What steps will be needed to achieve these outcomes?	
5	What resources (people , equipment, materials) will you need	
6	Estimated Total Cost: _____	

Exercise 14:

To get a grant, a funding agency must be convinced that you are the right person, or group of people, to do the work. One way to do that is to convince them that you are credible (believable). Being a speaker of the language certainly makes you credible in many ways. This exercise points to some other things that will help you build your credibility in the eyes of the funding agencies. *(Thanks to Dr. Leisy Wyman for this worksheet)*

BUILDING CREDIBILITY AND FEASABILITY OF THE PROJECT

1. List the kinds of language data you hope to gather. Be sure to identify what has NOT been gathered before. *For example:* "The research approaches proposed here are derived from project members' xxxxx years of experience with the community of xxxxxx."
_____
_____
_____

2. List things you are already doing or have already done to accomplish this. *For example: "*The greatest benefit of this experience for the study's feasibility is that the researchers will be entering the life of the village as a known and trusted entities. To conduct this in-depth study gathering data on [ANSWER TO WHAT YOU HOPE TO GATHER], project members will draw upon solid relationships with [ANSWER TO QUESTION 2 ABOUT RELEVANT INSTITUTIONS]. …."
_____
_____
_____

3. List any existing language programs or language activities already within the community.
For example: Researchers will also draw on longstanding relationships WITH [ANSWER TO QUESTION 3 ABOUT LOCAL CONNECTIONS TO SPEAKERS, COMMUNITY MEMBERS, FAMILIES IN THE COMMUNITY].
_____
_____
_____

4. List the connections to relevant local institutions
        a. Schools and/or universities?
        b. Local connections to speakers or others you plan to work with. What is your relationship with them –Why will they want to work with you?

For example: "Another crucial benefit of researchers' previous experience is that the researchers have the language skills in [NAME OF LANGUAGE] and local patterns of English to conduct the data collection and collaborate on a detailed analysis of the data. [USE ANSWER TO QUESTIONS 4 AND 5 TO MAKE A STATEMENT ABOUT PROJECT MEMBERS' EXPERTISE IN LANGUAGE AND ACADEMIC TRAINING IN LINGUISTICS].

_____
_____
_____

5. List the project participants and consider:
　　　　a. What is their formal training in the language? Linguistics? Research Methods?
　　　　Training institutes? Workshops?
　　　　b. What is the project members' assessment of their own language skills in the
　　　　language to be documented?

_____
_____
_____

6. List any previous work done on the language (Actually, preparing an annotated
bibliography would be useful). Make sure to keep full citations of all references in the required
format for the grant (see grant guidelines for all formatting issues). *For example:* "Researchers will
draw upon previous publishing experience [Consider QUESTION 6, BRIEFLY DESCRIBE PREVIOUS
PUBLICATIONS, IF YOU HAVE THEM]

_____
_____
_____

7. Identify any academic institutional ties: Who might you consult regarding on-going linguistic
choices or issues related to archiving? *For example:* "Through the ongoing project of publishing books
of elders' data through the Alaska Native Language Center, I have additionally gained a working
relationship with expert linguists in Central Alaskan Yup'ik. This will provide the researchers with an
experienced academic community with whom they can discuss their ongoing collection of data and
analysis.

_____
_____
_____

8. The knowledge of local community discourse norms (ways of using the language) might affect
someone's ability to gather data. Cite researchers, if possible, who have written about these
norms. Use this to make a case for training community members to do this work.
*For example: "*There are many instances in which abrupt, direct questions might be perceived as rude, or in
which individuals use a very indirect style of speech to make what are often crucial points in testimonies or
conversations (Hensel, 1996; Mather, 1995; Morrow, 1990). Project members have extensive experience
interacting with members of various groups in the village, and therefore will be able to address these
challenges in data collection and analysis.

_____
_____
_____
_____
_____
_____
_____
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_____
_____
_____
_____
_____

Exercise 15

The project narrative:

Begin writing the proposal narrative by stating, in one clear sentence, your major goals:

Some examples might start—practice several different styles:

We propose……..
_____
_____

This project will ……
_____
_____

Your practice sentences here:

1)
_____
_____
_____

2)
_____
_____
_____

3)
_____
_____
_____

Note: Academic writing is based on the assumption that if you make a <u>claim</u>, you must support it with <u>evidence</u> – don't forget that! This is why citations are sprinkled throughout academic work – they provide evidence for a claim. Example: "The Mohave language uses a 'k-' prefix as an imperative marker (Munro, 1976). If you make a statement (claim), it needs to be supported by evidence from a recognized resource.

Do not promise to do something for your grant, or in your grant narrative, unless you can show that you have the knowledge and resources to do it!

Exercise 16:

Two terms are critical to NSF / DEL proposals: 'Intellectual Merit' and 'Broader Impacts.' These terms will need to be specifically used in the abstract, project summary and proposal itself.

Intellectual merit refers to the scholarly value of the data collected. You may want to consult an academic / linguist as to the theoretical sources you need to be aware of to address this. You do not have to provide a great deal of detail. However, the larger agencies would like to know that you have a good idea about how your project contributes to the scholarly picture of your language. Here are a couple of examples:

1) Stacey Oberly
   NSF Fellow / 2006
   Southern Ute

This data will be used to develop an electronic database of Southern Ute texts and lexical items which will be accessible both electronically and in print to the tribal and larger linguistic community in accordance with official tribal approval. The data will be annotated and archived according to the best-practices as suggested by E-MELD.] This project will train two teams of community members to become language technicians through workshops open to the community in language documentation techniques and basic linguistic skills necessary to accurately record Southern Ute. These teams, in turn, will be expected to train other tribal members. This will not be a small task as Southern Ute is phonologically, morphologically and syntactically complex (Givon 1979, 1989, 1985, 2001a, 2001b, & Charney 1996). According to Sapir (1930), a Southern Paiute verb, which is closely related to Southern Ute, may consist of up to fifteen morphemes. Our language represents one of the polysynthetic languages.

2) Susan Penfield
   AILDI Instructor
   Mohave / Chemehuevi DEL Proposal Summary

The proposed project will produce video and audio documentation of two highly endangered indigenous languages, Mohave and Chemehuevi. Both languages are still in use on the Colorado River Indian Tribes Reservation (CRIT) where a formal survey, conducted by the PI (2002), revealed just 42 speakers of Mohave and 8-10 speakers of Chemehuevi, all over the age of 60. Work on the syntax of both languages was conducted in the 1970s; some work with phonology and electronic documentation of lexical items was begun in 2003. No documentation has actively focused on language use in conversational contexts and earlier audio recordings are technically inadequate for high fidelity archiving.
"

Intellectual merit:
_____
_____
_____
_____
_____
_____

Broader impacts: This category refers to everything not covered under intellectual merit. Specifically, you need to address who will benefit from the project, what will you do with the materials (dissemination –how much and to whom?). For example,
there are some sample literature reviews on the next page. These can be quite different in structure and form but always serve the same purpose. Study the sample literature reviews provided and answer the following questions

Examples of 'Broader Impacts'

Linda and Bertney Langley
NSF Fellows
Koasati

The intellectual merit and broader impact of this project will be felt through the creation of an electronic archives and multimedia database for the highly endangered Koasati language. This database will contribute to the breadth of knowledge on Koasati, further Koasati pedagogical efforts, provide new data for comparison with other Muskogean languages, and at the discretion of the Tribal Council, be made available for efforts to build a linguistic ontology. A second major impact of the project will be the training of tribal members in data collection and dissemination, thereby involving the tribal community in documentation and instruction of their own language and contributing to tribal self-determination in the use of electronically archived linguistic materials.

Maxine Baptiste
NSF Fellow
Okanagan

Broader Impacts
The project will advance the sociolinguistic knowledge of conversation, discourse patterns and language registers of the language. The data obtained from this project will greatly enhance already existing documentation of the language and will aid in developing phrase books and CD-Roms for use in community schools as well as providing a web-based database for data search and direct accessibility for communities and language teachers and learners.

Write your 'broader impacts' here:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Exercise 17: The Literature Review

1) Why do you think a literature review important?

_____
_____

2) How much literature needs to be reviewed?

_____
_____

3) Where should it occur in the narrative? Look at the sample proposals in the back of this manual.

_____
_____
_____
_____

4) Begin your bibliography (These sources will form the basis of the literature review):
:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5) Study the sample literature reviews below and try writing a beginning sentence for your literature review:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Exercise 17 (continued) -- SAMPLE LITERATURE REVIEWS:

Maxine Baptiste
NSF Fellow / 2006
Okanagan

The Okanagan language has been well documented in the literature. Much of what has been written on Okanagan are linguistic papers (Mattina, 1978, 1979, 1980, 1981, 1982, 1993, 1994, 2000), Hebert (1978, 1979, 1982, 1983), Doak (1981, 1983), Mattina, N. (1995), and Vogt (1940). The works also include PhD. Dissertations Mattina, N. (1996), Somday (1980), Watkins (1971), and MA Theses Arrowsmith (1968), Pattison (1978), and Young (1971). A grammar was written in the form of a PhD dissertation by Mattina (1973). A dictionary was compiled also by Mattina (1987). Mattina also produced textual documents in book form of Okanagan/Colville narratives based on Okanagan/Colville legends and oral stories (1985, 2001). Turner, Bouchard and Kennedy (1980) produced a published work on the Ethnobotany of the Okanagan –Colville of British Columbia and Washington. There has not been a work dedicated specifically to basic conversation patterns or discourse of the Okanagan language.

Roger Jacob
NSF Fellow / 2006
Yakama

The most recently published Yakama Sahaptin writing involved two journal articles by Hargus and Beavert (2002 and 2002a). Both of the 2002 Hargus and Beavert articles focus on specific aspects of linguistics. The July 2002 article is concerned with a form of vocalism, while the fall 2002 article explores the absence or presence of a particular phoneme in the Yakama Sahaptin language. .A non-Indian university anthropologist, Eugene Hunn wrote the book Nch'I Wana. A respected and knowledgeable Yakama man, James Selam, and Mr. Selam's extended family provided source material and primary information.. I believe Dr. Hunn's book will be of use in spurring interviewees to elaborate on overall topics as well as specific natural and cultural resources throughout the duration of this language documentation project. The most widely used orthography by writers of Yakama Sahaptin on the Yakama Reservation is the same orthography used in the Yakima Language Practical Dictionary by Virginia Beavert (1975). Ms. Beavert and her dictionary will be valuable resources throughout the duration of this project in the formation of questions to interviewees and in the interpretation of key Yakama Sahaptin words and phrases.

Linda and Bertney Langley
NSF Fellows / 2006
Koasati (Coushatta)

Koasati is part of the Muskogean family of languages. The earliest recorded linguistic attention to Koasati can be found in the form of a word list documented by Gatschet in 1881, though many of these words were thought to be variant forms of other Muskogean languages by later linguists. Word lists and transcriptions of oral narratives utilizing the Roman orthography were also created by the noted ethnographer John Swanton from 1910-1930. Later Koasati word lists were created by tribal member Douglas John (1930), linguists Mary Haas and Lydia Paz in the 1940's, and sociolinguistic Willie Kyzer (1952) as part of a study of language loss and assimilation. A collection of bible stories in Koasati were later begun by Eugene Burnham (1979, 1981a, 1981b), and continued by David Rising (1992). Most recently, NSF support resulted in the creation of a Koasati grammar, dictionary, and analysis of language use patterns (Kimball, 1986, 1987, 1991, 1994).

Exercise 18:

Pinning down methods and materials:

a) Write down three major objectives for your grant

_____
_____
_____
_____
_____
_____
_____

b) List the methods used to achieve them

_____
_____
_____
_____
_____
_____
_____
_____
_____

c) Suggest the time involved in each activity

_____
_____
_____
_____
_____

d) List the personnel required to complete each activity.

_____
_____
_____
_____
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_____

Exercise 19:

Write four to six reasons why your project is significant:

1._____
_____

2._____
_____

3._____
_____

4._____
_____

5._____
_____

6._____
_____

Think about the audience for this grant – Who is reading it and will your reasons clear enough, strong enough and specific enough to DEL grants to convince them to give you funding? Now REVISE these to be more targeted to the grant reviewers….

1._____
_____

2._____
_____

3._____
_____

4._____
_____

5._____
_____

6._____
_____

Exercise 20: Budget Planning

1. Imagine that you have a project lasting just one year. You want to document some examples of everyday conversation. You realize that these will have to be transcribed, analyzed, and archived. Take some wild guesses:

    A. How many people will be involved?

    _____
    _____
    _____

    B. How much time each week?

    _____
    _____
    _____
    _____
    _____

    C. How long to collect data vs. transcribing it?

    _____
    _____
    _____
    _____
    _____

    D. How much time will each person be involved?

    _____
    _____
    _____
    _____
    _____
    _____

    E. How much would you pay elders / speakers ? Other project participants?

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

Exercise 21:

The Budget
(This section compliments of Peter Austin)

It is really important that your budget **matches the work plan** and is reasonable and credible (don't ask for gold plated taps if you don't really need them!). You might need advice on the right prices from your research office, friends and colleagues who have applied for a grant before, and people who know how much things cost in the country where you plan to work. You can apply for:

- Visa costs, research permits, other necessary setup expenses
- Costs for vaccinations and medication
- Transport: international and local
  - Do not underestimate distances/roads!
  - Public local transport -- How frequent? How safe?
  - Private transport: Will having your own transport facilitate contacts, or turn you into a taxi driver?
  - Is it worth/possible/affordable to buy/hire a car/boat?
  - Is there a possibility to use or get a ride in a contact person's vehicle?
- Accommodation
  - Depends on local situation (obviously!) and may not be determinable in advance
  - Hotel, hostel, rent a house, rent a room?
  - Several considerations – need to be weighted
  - Possibility of participant observation / exposure to language
  - Requirements of safety, privacy, access to power/equipment …
  - Strain on or danger for host / host community
- Equipment – depends on:
  - Duration and intensity of stay,
  - Intention and time/space to process data "in the field"
  - Safety of equipment (theft, accidental damage, dust & dirt, climate, …)
  - Availability of power, spare parts, etc.
  - Normally includes:
  - Digital audio device (+ sufficient media + backup)
  - Second, battery-run audio device for simultaneous recording, backup and copies for distribution (could be analogue cassette tape)
  - Microphones: depending on the project a combination of good stereo microphones, shotgun microphones, lavalier microphones
  - Paper & Pen!
  - Digital video camera (+ tripod + extension cable for mike + …) if justified
  - Portable computer – netbook, laptop
  - Carrying cases (Peli case is recommended)
  - Solar panels
  - Cables, connectors, multimeters, basic tools

(Learn how to use the equipments and test everything before you go!!!)

- Payment of speakers (consultants)
- Archiving

Budget Narrative

Write up a short narrative for the personnel you plan to hire. Example:

Principle Investigator (this is the term for the lead person on a grant)

Principle Investigator, John Doe : 6 hrs / day x 5 days a week x $15.00 / hour =$450.00/ week: The PI will be in charge of overseeing all grant activities. The will also be responsible for filling out annual reports and final reports related to the grant…

(By the way, do not quote this example …check the appropriate pay in your area)

_____
_____
_____
_____
_____
_____
_____
_____
_____

EXERCISE 22:

List the supportive documents you can provide for your proposal:

_____
_____
_____
_____
_____
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_____
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_____
_____
_____
_____
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_____
_____
_____

PART IV
ADDITIONAL RESOURCES

A. FUNDING OPPORTUNITIES

PUBLIC

- ANA= ADMINISTRATION FOR NATIVE AMERICANS
  HTTP://WWW.ACF.HHS.GOV/GRANTS/GRANTS_ANA.HTML

- DEL
  HTTP://WWW.NSF.GOV

- OTHER NSF / NEH
  CULTURAL ANTHROPOLOGY: [WWW.NSF.GOV](WWW.NSF.GOV)
  PRESERVATION AND ACCESS: [WWW.NEH.GOV](WWW.NEH.GOV)
  (THERE ARE MANY MORE AT BOTH OF THESE SITES WHICH MIGHT
      SUPPORT A COMBINATION OF LANGUAGE DOCUMENTATION
      WITH OTHER FIELDS)

PRIVATE

- ENDANGERED LANGUAGE FUND
  - HTTP://WWW.ENDANGEREDLANGUAGEFUND.ORG/

- FOUNDATION FOR ENDANGERED LANGUAGES
  - HTTP://WWW.OGMIOS.ORG/HOME.HTM

- THE HANS RAUSING ENDANGERED LANGUAGE PROJECT (HRELP)
  - HTTP://WWW.HRELP.ORG/GRANTS/

- LEWIS AND CLARK FUND
  - HTTP://WWW.AMPHILSOC.ORG/GRANTS/LEWISANDCLARK.HTM

- NATIVE VOICES ENDOWMENT
  - HTTP://WWW.ENDANGEREDLANGUAGEFUND.ORG/NATIVE_VOICES_RFP.HTML

- AMERICAN PHILOSOPHICAL SOCIETY
  - HTTP://WWW.AMPHILSOC.ORG/GRANTS/

- o **PHILIPS' FUND (FOR NATIVE AMERICAN RESEARCH)**
  - ▪ HTTP://WWW.AMPHILSOC.ORG/GRANTS/PHILLIPS.HTM

- o **LANNAN FOUNDATION**
  - ▪ HTTP://WWW.LANNAN.ORG/

- o **CHRISTENSEN FOUNDATION**
  - HTTP://WWW.CHRISTENSENFUND.ORG/

- o **SEVENTH GENERATION FUNDS**
  - ▪ HTTP://WWW.7GENFUND.ORG/

- o **INDIGENOUS PEOPLE'S ASSISTANCE: IFAD (BUT SUPPORTS SOME LANGUAGE)**
  - ▪ HTTP://WWW.IFAD.ORG/ENGLISH/INDIGENOUS/GRANTS/CALL.HTM

- o **WENNER-GREN FOUNDATION**
  - ▪ HTTP://WWW.WENNERGREN.ORG/PROGRAMS/

- o **TRAFFORD**
  - ▪ HTTP://WWW.TRAFFORD.COM/4DCGI/ENDANGERED.HTML

- o **SOCIOLOGICAL INITIATIVES FOUNDATION**
  - ▪ HTTP://COMM-ORG.WISC.EDU/SIF/INDEX.PHP

CANADIAN APPLICANTS

- o **FIRST PEOPLES' HERITAGE LANGUAGE AND CULTURE COUNCIL**
  - ▪ HTTP://WWW.FPHLCC.CA/

- o **SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA (SSHRCC)**
  - ▪ HTTP://WWW.SSHRC.CA/WEB/HOME_E.ASP

B. TRAINING OPPORTUNITIES

AILDI: THE AMERICAN INDIAN LANGUAGE DEVELOPMENT INSTITUTE
WWW.U.ARIZONA.EDU/~AILDI

CILLDI: THE CANADIAN INDIGENOUS LANGUAGE AND LITERACY DEVELOPMENT INSTITUTE
HTTP://WWW.UOFAWEB.UALBERTA.CA/ELEMENTARYED/CILLDI.CFM

NILI: NORTHWEST INDIAN LANGUAGE INSTITUTE
HTTP://BABEL.UOREGON.EDU/NILI/

INFIELD: INSTITUTE ON FIELD LINGUISTICS AND LANGUAGE DOCUMENTATION
HTTP://WWW.LINGUISTICS.UCSB.EDU/FACULTY/INFIELD/

HRELP: HANS RAUSING ENDANGERED LANGUAGE PROGRAM (ENGLAND)
HTTP://WWW.HRELP.ORG/EVENTS/WORKSHOPS/

NAMA: MASTER'S DEGREE IN NATIVE AMERICAN LINGUISTICS (UNIVERSITY OF ARIZONA)
HTTP://LINGUISTICS.ARIZONA.EDU/PROGRAMS/GRADUATE/NATIVE.PHP

LANGUAGE DOCUMENTATION AND DESCRIPTION M.A.: UNIVERSITY OF LONDON (SOAS)
HTTP://WWW.SOAS.AC.UK/PROGRAMMES/PROG14043.PHP

C. RESOURCE WEBSITES

- **ON LANGUAGE FACTS:**
  - HTTP://OURWORLD.COMPUSERVE.COM/HOMEPAGES/JWCRAWFORD/BRJ.HTM

  - **NATIVE AMERICAN LANGUAGES ACT:**
    HTTP://OURWORLD.COMPUSERVE.COM/HOMEPAGES/JWCRAWFORD/NALA.HTM

  - **ETHNOLOGUE**
    WWW.ETHNOLOGUE.COM

  - **TERRA LINGUA**
    HTTP://WWW.TERRALINGUA.ORG/HTML/HOME.HTML

- **ON GRANT WRITING**
  - **THE FOUNDATION CENTER:**
    HTTP://FOUNDATIONCENTER.ORG/GETSTARTED/TUTORIALS/SHORTCOURSE/INDEX.HTML

  - **CATALOGUE OF FEDERAL DOMESTIC ASSISTANCE (GOOD GENERAL GUIDE).**
    HTTP://12.46.245.173/PLS/PORTAL30/CATALOG.GRANT_PROPOSAL_DYN.SHOW

- o ON LANGUAGE DOCUMENTATION

    - LANGUAGE DOCUMENTATON AND CONSERVATION (ONLINE JOURNAL)
      HTTP://NFLRC.HAWAII.EDU/LDC/

    - HRELP: LANGUAGE DOCUMENTATION PAGE
      HTTP://EMELD.ORG/INDEX.CFM

    - E-MELD: ELECTRONIC META-STRUCTURES FOR ENDANGERED
      LANGUAGE DATA: HTTP://WWW.HRELP.ORG/DOCUMENTATION/

    - MAX PLANK INSTITUTE:
      HTTP://WWW.EVA.MPG.DE/LINGUA/RESEARCH/DOCUMENTATION.PHP

    - FIRST VOICES (CANADA)
      HTTP://WWW.FIRSTVOICES.COM/
      (TRAINING AND INDIGENOUS LANGUAGE ARCHIVING RESOURCES)

- o ON LANGUAGE REVITALIZATION

    - INDIGENOUS LANGUAGE AND TECHNOLOGY
      HTTP://WWW.U.ARIZONA.EDU/~CASHCASH/ILAT.HTML

    - NATIVE LANGUAGES OF THE AMERICAS
      HTTP://WWW.NATIVE-LANGUAGES.ORG/REVIVE.HTM

    - LANGUAGE REVITALIZATION (ESSAYS)
      HTTP://JAN.UCC.NAU.EDU/~JAR/RIL_CONTENTS.HTML

    - TECHNOLOGY-ENHANCED LANGUAGE REVITALIZATION:
      HTTP://PROJECTS.LTC.ARIZONA.EDU/GATES/TELR.HTML

    - HOTSPOTS: (GOOD GENERAL SOURCE ON ENDANGERED
      LANGUAGES)
      HTTP://WWW.SWARTHMORE.EDU/SOCSCI/LANGHOTSPOTS/REVITALIZAT
      ION.HTML

- o ON LINGUISTIC FIELDWORK:

    - STANFORD'S RESOURCE PAGE

      HTTP://WWW.STANFORD.EDU/DEPT/LINGUISTICS/FIELDWORK/LINKS.HTML

    - SIL (SUMMER INSTITUTE OF LINGUISTICS)

HTTP://WWW.SIL.ORG/LINGUISTICS/FIELDWORK.HTML

- **UNIVERSITY OF TORONTO: FIELDWORK PREPARATION**
  HTTP://WWW.CHASS.UTORONTO.CA/LINGFIELDWORK/

- **ON ACADEMIC WRITING STYLE**

  HTTP://WWW.CCC.COMMNET.EDU/MLA/INDEX.SHTML

- **SOME SOFTWARE FOR LANGUAGE DOCUMENTATION:**

  - **TUTORIALS FROM THE MAX PLANK INSTITUTE:**
    http://www.lat-mpi.eu/tools/

  - **OPEN LANGUAGE ARCHIVES COMMUNITY:**
    HTTP://WWW.LANGUAGE-ARCHIVES.ORG/EVENTS/OLAC05/

- **SOME SOFTWARE TO CONSIDER FOR LANGUAGE TEACHING:**

  - **ACORNS:** HTTP://CS.SOU.EDU/~HARVEYD/ACORNS/

  - **MAX AUTHOR:** HTTP://WWW.CALI.ARIZONA.EDU/

  - **ROSETTA STONE FOR ENDANGERED LANGUAGES**
    HTTP://WWW.ROSETTASTONE.COM/GLOBAL/ENDANGERED

- **TRIBAL LANGUAGES / TALKING DICTIONARIES**

  - **LEXIQUE PRO [SOFTWARE FOR MAKING DICTIONARIES]**
    HTTP://WWW.LEXIQUEPRO.COM/

  - **YUROK:**
    HTTP://CORPUS.LINGUISTICS.BERKELEY.EDU/~YUROK/WEB/LEXICON.HTML

  - **LENAPE**
    HTTP://WWW.TALK-LENAPE.ORG/ (RESULT OF A DEL GRANT)

  - **KOASATI**
    HTTP://WWW.WM.EDU/LINGUISTICS/COUSHATTA2/ (RESULT OF A DEL GRANT)

  - **SEALASKA:**
    HTTP://WWW.SEALASKAHERITAGE.ORG/PROGRAMS/LANGUAGE_RESOURCES.HT

D. RECOMMENDED READING

Austin, Peter (ed.).2004-. *Language Documentation and Description* (7 volumes) University of
    London, School of Oriental and African Studies). Order from:
    http://www.hrelp.org/publications/papers/

Bowern, Claire. 2008. *Linguistic Fieldwork*. New York: Palgrave / MacMillian.

Cantoni, Gina (ed.). 1996 . *Stabilizing Indigenous Languages.* Northern Arizona University

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    scientists seeking funding.* Cambridge University Press.

Gippert, Jost, Nikolaus P. Himmelmann, and Urike Mosel. 2006. *Essentials of Language
    Documentation* ((Trends in Linguistics. Studies and Monographs)**.** Germany: Walter de
    Gruyter.

Hinton, Leanne. Matt Vera and Nancy Steele. 2002. *How to keep your language alive.*
    Berkeley, California: Heyday Books.

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    Practice.* Academic Press.

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    Proposal Preparation.* Linguistic Society of Armerica.

Tsunoda, Tasaku. 2002. *Bibliography of Language Endangerment.* (online in PDF form).
    http://www.win-hec.org/docs/imgs/Bib_languageendangerment.pdf

APPENDICES

I. SAMPLE PROPOSALS

> PLEASE SEE [WWW.NEH.GOV](WWW.NEH.GOV) UNDER DEL GRANTS: THERE ARE FOUR SAMPLE PROPOSALS ON THIS SITE TO VIEW.

II. SAMPLE WORK PLAN

OUR THANKS TO THE ONEIDA NSF FELLOWS FOR THE FOLLOWING WORK WORK PLAN EXAMPLE: Oneida

Note: This is an early plan – for the first year of a three-year plan. This is provided just to give a general idea of the categories addressed, the type of work proposed (each project will vary as each community needs to envision its own scale of work and needed participants, etc). A chart such as this may actually be included in the proposal.

Objective	Methods	Time Frame	Responsible Party	Evaluation
Document natural flowing speech & story telling	Digital camera apple computer software	09/30/06 - 10/01/07		Begin Video/audio documentation, begin data capture, begin data analysis, begin archiving process
Document Ceremonial Speeches	Digital camera,	09/30/06 - 10/01/07		Begin Video/audio documentation, begin data capture, begin data analysis, began archiving process
Develop an electronic archival system	Insert computer info	10/01/06 - 9/30/07		3 meetings Scheduled w/University of Madison, On-going Training/consultation with U.W. Madison to Continue digitalization of material, continue depositing info.
Establish consultant contracts	Contractual	9/01/06- 10/01/06		Research and complete contracts for linguist _____.

Our thanks to all who made the Summer of 2006 at AILDI very, very special:

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    Ad elaide Spotted Elk

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    Mary Cloud
    Stacey Oberly

Ho-Chunk
    Helene Lincoln
    Caroline Frenchman

Oneida
    Laura Cornelius
    Inez Thomas

Akimel O'odham
    Gwen Paul
    Mary Pablo

Tohono O'odham
    Danny Lopez
    Philip Miguel

Yakama:
    Virginia Beavert
    Roger Jacob

Coushatta (Koasati)
    Bertney Langley
    Linda Langley

Okanagan
    Maxine Baptiste

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**To Philip Cash Cash (Cayuse/ Nez Perce) who taught the course
in Language Documentation.**

And, to the AILDI staff (Regina Siqueros, Lupe Romero, Candace Galla) for their hard work and constant support.

Please see the AILDI website for continual updates on funding for Indigenous languages:
www.u.arizona.edu/~aildi

Words on Your Tongue

You come here on silver wings
You gather on a fruit-ripening month.
You come from the river people
You come from the people of the foothills of
the Sierra Nevada.
You come from the people of the tall pine.
You come from the people of the round earth place.
From the four corners of the earth.
You come with the glint of turquoise in your eyes
and salt on your tongue.

        You come here and see a lost sand hill crane
        sitting on top of a telephone pole in the desert.
        You watch him survey the land for moisture
        Moisture still a long time in coming.
        You watch as his attention is momentarily
        distracted by empty washes and the memory of wetness.
        You hear him cry the word for water.

You come here on silver wings.
You come from the people of the towering clans,
from people of desert lands,
from ones where rivers cross.
You come from people who are water bearers.

You come with pollen resting on your shoulders
And the smoke from cleansing blessings
still lingering in your clothes.
Your family blessed you before you traveled.
They had prayers for your safety.
They held out gifts for you
gifts of words, of stories.
You come to us from people with
words on their tongue.