2.1.1 CUNY Task Force on Languages Other Than English (LOTE)

Why study language and culture today?

First of all, the traditional arguments for language study, by which I mean the case for language study apart from the acquisition of direct and practical communicative skills, are as strong as ever. Language learning is a valuable intellectual exercise in and of itself; it teaches us about our own language, about the nature and structure of language, and enhances our own communicative skills; it gives us access to the written word, and thus to the richness of other cultures. As such, it broadens our perspectives; it gives us the breadth of vision characteristic of the educated person worldwide.

In addition to these arguments, however, which are as valid as ever, but have unfortunately not led to an effective action agenda over the last few decades, many newly articulated and pragmatically compelling reasons for language study are now being heard. Increasing numbers of voices both inside and outside of academia now associate language and culture study with our nation’s survival in a global society.

Arguments such as the following suggest urgency with regard to foreign language programs throughout the entire American educational system:

1. The national security argument

Of the more pragmatic arguments for language and culture study, the need to train our diplomats, our military personnel, and our political analysts are the one we have heard the longest, and perhaps the one, which has resulted in the most reports. President Carter’s foreign language commission, which released the Strength Through Wisdom report in 1979, condemned the ineptitude of American diplomats who lack the cross-cultural awareness to comprehend the state of events in their realms of responsibility. In more recent years, other organizations such as the American Council on Education and the National Governors Association have also drawn attention to this problem.

2. The cross-cultural competence argument

A 1994 study by the Rand Corporation and the College Placement Council (Developing the Global Work Force: Insights for Colleges and Corporations) points to cross-cultural competence as the critical component of American education, which has been historically almost totally neglected by schools and universities. Though this skill could be circumvented in the era of clearer American dominance, the necessity of dealing with international partners in all spheres of activity across the globe now mandates the ability to understand and collaborate interculturally.

It is important to note that access to other nations and cultures is now much more than an option for those who can or wish to travel; it is sooner an inescapability for persons in almost all forms of human endeavor. Anyone using the Internet today, for example, finds it difficult not to be in regular contact with persons throughout the globe. Ironically, Americans are leading the way in the development of much of the newest communications technology, but remain the least prepared to understand the context out of which the persons at the other end of the line are writing or speaking. We continue to vault ourselves into the global arena; even though we are scarcely prepared for the resulting conversations.

3. The economic competitiveness argument

All of us are familiar with the global nature of business today. Companies are unlikely to survive if they manufacture exclusively for a regional or even a U.S. market. Indeed, many larger companies can scarcely identify themselves to be geographically committed to any single nation or location. Whether it may be Siemens, TRW, Ford, Mercedes-Benz, Nissan or Price Waterhouse, the locus of the company is global rather than Japanese, German or American, as are its products and services. This awareness has been intensified in the political arena over
the past few years as we have become aware that protected markets are at a disadvantage and that the formation of huge transnational blocks are inevitable. Consider the European Union (EU), the North American Free Trade Agreement (NAFTA), the Asian Pacific Economic Community (APEC), the General Agreement on Tariffs and Trade (GATT), MERCOSUR (the South American Common Market), and the potential Pacific Rim Free Trade Area.

4. The multicultural argument

This is an argument that can be made far more successfully in New York City than in Kingston, Rhode Island. Yet, even in Providence, the number of foreign-born, non-native speakers of English in the city public school system is close to 40%.

The situation is clear throughout the nation. Enormous ethnic populations and national groups whose native language is not English are struggling and competing for survival in an increasingly complex and strained society. We thus must make the argument that language and culture study is not only a necessity for dealing with other peoples beyond our national borders, but for creating a mood of understanding and tolerance at home. Language programs must be designed to help our citizenry appreciate the richness of our many cultures. The flap a few years ago over (then) Senator Alfonse D’Amato’s (R-NY) remarks on “Imus In The Morning” reflects the raw nerves in the nation regarding multicultural issues. While struggling for their place in the great boiling pot, many groups feel misrepresented, misunderstood, and vulnerable to the whims of those in power.

5. The argument that all knowledge, goods and services are global

Accountants could once view their field within a strictly American context; computer scientists, chemists, social workers, health workers, automotive engineers, coastal researchers, geologists, investors, lawyers, and bakers could all work in their own realms with little attention paid to their counterparts abroad. Very few persons will argue today that this is still the case. There will be many who will argue the degree to which this forces English to become the world’s language, but those with genuine global experience realize that the advantage for us of the widespread use of English is a boon, not a handicap. It reinforces our intellectual laziness and puts the bilingual partner at the advantage of knowing us better than we know him or her.

6. The comparative education argument

Recent comparative studies of American students and their European and Asian peers have caused alarm among American educators and political leaders. American twelfth graders, for example, compare best with the Korean seventh graders when tested on mathematical skills. Geographical knowledge and awareness of other cultures has also been compared with devastating results. With regard to language study, there are many comparisons, which unfortunately do not always measure our students against standards set by other countries. For example, more teachers of English in Russia than there are students of Russian in the United States, and we are well aware that the United States is the only nation in the developed world (other than perhaps England) in which students can complete a university education without exposure to a foreign language.

Source: Grandin, J. (1995) manuscript, CUNY Task Force on Languages other than English
### Why Should German be Taught in Schools?

German, with the exception of Russian, is the most widely spoken European language — by 90 million people in five European countries:
- Federal Republic of Germany
- Austria
- Switzerland
- Liechtenstein
- Luxembourg

<table>
<thead>
<tr>
<th>Germany is a prime mover in European integration.</th>
<th>Germany is located in the center of Europe, with windows to East and West.</th>
<th>Germany is an industrial giant in Europe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany is one of the three leading export nations in the world.</td>
<td>Germany has provided a rich literary and political legacy for the evolution of Western Civilization.</td>
<td>One in four Americans is of German descent.</td>
</tr>
<tr>
<td>Germany and the United States have common problems; comparative analysis can help both nations.</td>
<td>Germany offers a case study in contrast and contradiction: artistic and scientific genius, disturbing political and human rights history.</td>
<td>German is an official language at many international conferences.</td>
</tr>
<tr>
<td>German is the second most frequently used business language.</td>
<td>For most scientists, at least a reading knowledge of German is essential.</td>
<td>One out of every ten books published in the world is in the German language.</td>
</tr>
<tr>
<td>More than 1,100 companies in German-speaking countries have subsidiaries in the United States.</td>
<td>More than 750 American companies do business in German-speaking countries.</td>
<td>Many people in Eastern Europe know German.</td>
</tr>
<tr>
<td>German-language specialists serve as consultants in the U.S. and worldwide.</td>
<td>The German government gives generous support to the teaching of German worldwide.</td>
<td>For German there are a lot of teaching materials and teacher training events.</td>
</tr>
</tbody>
</table>

5.3.1 General Letter

Dear ______________,

It has come to my attention today that you are considering eliminating the German language program from the ______________.

I trust that some of the points made in this letter will convince you to reconsider this action.

It is unfortunate, given the excellent reputation of your school district and its German program for many years, that you plan to phase out German, a subject that is immediately recognized by many as a cornerstone for this excellence. There are, no doubt, students who wish to begin and/or continue with German in the future, an indication that there are young people who wish to be challenged and achieve excellence.

Students today realize that the study of German is essential in several fields. Consider the competitive environments of international business, where the language of trade is often the language of the client. A businessperson's ability to communicate in the language of the customer and to behave appropriately in the accompanying social situations is essential. Understanding foreign business practices is crucial to success in the international marketplace. German is considered by some in international business to be one of the two "most important languages for the year 2000 and beyond."

Some facts about Germany's status as a world trade partner:
- Germany is the world's third largest economy and the world's third most technologically powerful economy after the U.S. and Japan.
- Germany continues to be the largest European trading partner of the U.S., and its fifth largest global partner.
- The United States imports more from Germany than from any other European country.
- Over 1,800 American companies conduct business in German-speaking countries, and more than 1,000 companies based in German-speaking countries have subsidiaries in the U.S.
- U.S. subsidiaries of German companies employ some 730,000 Americans, according to recent figures from the Center for Transatlantic Relations.
- The volume of German investment in the United States in 2000 was 144 billion dollars.
- The Institute for Management Development recently named the most competitive nations in the world, and Germany remains eight among the top ten.
- Germany was recently named Europe's most favorable manufacturing location for the foreseeable future by the firm of Healy & Baker.
From 1990 to 2001, Germany's trade in goods and services with the U.S. has increased significantly.

- Germany's exports and imports with the U.S. grew stronger than with all other countries.
- German business quintupled its investments in the U.S. during the 1990's.
- America's investments in Germany doubled in the 1990's.

For travelers: German is spoken by 98 million people as a mother tongue in five European countries: The Federal Republic of Germany, Austria, Switzerland (German is the mother tongue of 64 percent of its citizens), Liechtenstein, and Luxembourg. Over 25 million people all over the world learn German as a second language. Developments in Central Europe have presented strong evidence that German remains the bridge language between East and West in all aspects. There are over nine million students of German in the republics of the former Soviet Union alone! Many international conferences held in those countries use German as the lingua franca. The EU Magazine in January 2001 reported that 29% of Europeans speak German as a mother tongue or have learned it as a second language, followed by French with 19% and behind English with 37%.

Another aspect to consider is the ethnic background of your students. If they are of German descent, they usually appreciate the opportunity to study the language of their parents or grandparents. According to the most recent U.S. census, German is the fourth leading language most frequently spoken in American homes besides English, with 1,382,613 people five or older who speak it.

I trust that the points made in this letter will clarify your perceptions and lead you to support the retention of the study of German as an integral part of the academic program at the .........................

Sincerely,

Name
Position / School

Note: Teachers can use arguments from Section III to write their own letter
5.3.2 Letter to the School Board to Maintain German

Committee to Keep German in our Schools
269 Summit
BUFFALO, NEW YORK 14214

William R. Brand, School Board President Hamburg Schools
5305 Abbot Road
Hamburg, New York 14075

Dear Mr. Brand,

This committee is concerned about the decline of German language instruction in our schools and would like to bring to your attention that there is a constituency of students interested in studying German. In the past, German was offered in the middle school and high school, and we would like to ask that it be reintroduced.

There are many important reasons for including German in a language program. One is our global economy, because over 1,000 German firms have subsidiaries in the U.S., and there are many job opportunities for employees proficient in German. Germany is America’s most important trading partner and the German language is a key to the Eastern European markets. Other fields which require German language proficiency are the scientific, medical and pharmaceutical fields, tourism, the arts, and education. There are many exchange programs for high school students to Germany.

We are aware of the fact that German language courses are offered through the BOCES "Project Connect" to all schools which have installed a long-distance learning classroom. If your school has such a classroom, German could be offered to those students who wish to take it. If your school does not have such a long-distance classroom, we would encourage you to install one.

The committee feels strongly that the students and the academic program could benefit greatly by having an additional choice of German as a foreign language. At a recent poll of college students at Fredonia State College many said that they would have studied German in high school had it been offered.

We would appreciate if you were to put this issue on the agenda at the April school board meeting. A representative from our committee will be present to speak. Thank you very much for giving us your consideration.

Sincerely,

Dr. James McGoldrick, Chairman
cc: Edwin J. Osborne, Superintendent
5.3.3 Letter to the Superintendent and School Board

Superintendent .......
Board of .................... School

Date / Year

Dear Commissioner .............,

As President of the .................... Foreign Language Teaching Association (FLTA), I and the other officers of the FLTA are troubled by the move to discontinue the teaching of foreign languages on the elementary level in the ....... City Schools.

Your program has been a fine model for the state of ....... and has done much to enhance the education of elementary students. What a tragedy to now excise it!

It is common knowledge that starting another language at the primary level is superior to waiting till middle or high school. Indeed, many studies have shown this. At a time when global skills are increasingly necessary it is important that foreign language skills receive priority. Many countries are looking to the USA for leadership which at least in part means the ability to speak their language. In the past it has been shown that the USA has suffered when our diplomats, business persons, etc. were unable to communicate with their hosts. It is arrogant to suppose that others should communicate with us only in our language.

Language classes also stress other cultures. Children need this type of training from the very beginning of their studies. A long sequence of foreign language study will serve our children well as future world leaders in many fields.

At the end of 2002, the President of the University of Georgia wrote an article stating the importance of foreign language learning prior to college. He emphasized the academic, cultural, scientific and economic value of second-language learning.

I hope you will bear this in mind and retain the elementary foreign language program, which has been a star in your curriculum.

Sincerely,
Dear Parents,

Mein Name ist ...............
I am the new German teacher at HRA. Learning a second language is a valuable tool for any child's future. Did you know that foreign language learners not only show gains in their basic skills (reading, writing, listening skills) but that they also score higher on standardized tests? Foreign language learning is whole-brain education that improves divergent thinking and figural creativity. It not only broadens the learner's perspective but it is art, history, music and science. Above all it is about exploration.

We often hear today that we need to get back to the basics. But what are these basics? Dr. Raymond J. Gerson, superintendent of Dobbs Ferry (NY) public schools stated,

The Basics are what a human being needs in order to live a full, productive life. Among the most important elements are:
- the ability to communicate, reason, think, compute; the ability to get along with other people; and the ability to respect both him/herself and others.

Foreign languages are all about these basics. They not only broaden our perspectives, but are increasingly important to our nation's survival in a global society.

All foreign languages are difficult to the extent that they all require a commitment to daily study and to the learning of new vocabulary and language concepts.

While many consider German the "hard" language, I believe that each language has certain elements which are more difficult and others which are easier. German, for example, has a highly logical grammatical form. It often appeals to logical, mathematical thinkers because it is highly structured. Due to the fact that English is a sister language of German, students find a vocabulary rich with cognates or closely related words.

My German students begin the first day of class reading a German text. They understand the text because of visual context and related vocabulary. In fact, while the pronunciation of Spanish is easier, it has far fewer related vocabulary words due to Arabic influences. While the grammar in French is less difficult, particularly with past and subjunctive forms, pronunciation of French is much more difficult than German because of sounds which don't exist in English and many exceptions to the rules.

I myself began with a study of French, because at that time it was the only foreign language offered in the 8th grade. I never really grasped French and could hardly wait to begin German.

I found that German appealed to my way of thinking. I became fascinated with German literature, culture and history. After my junior year in college, which was spent at the University of Munich, there was no turning back for me. I was hooked. I was excited that I could communicate with so many people from so many different countries. That communication and interaction with other cultures and other points of view has changed my life and my Weltanschauung, or world view.
I began to learn German because of my family heritage. From the beginning of my language study it was my interest that made the biggest impact on my success in German class and later my success as a German teacher.

Student interest, career plans and cultural heritage have all been cited as reasons for choosing a language. Obviously I would like you and your child to consider German as a foreign language choice. To help you in making a good choice I would like to share some information about why German is an important language to study, no matter which country one lives in.

- German is fun! We sing, do poetry, give speeches, act out scenes, make connections and look for relationships. We cover geography, famous people, 20th century history of Germany, politics, the Holocaust and the reunified Germany.
- During high school, when students study Western Civilization, Modern History, and American History, it becomes apparent that the history of the Germans is tied closely with our own. We cannot study any of these topics without recognizing the roles that the German culture, history and people have had on Western Civilization and American history. Students find many convergent points between their studies in other classes and their German class.
- We will have our first German exchange next year, and students will host a German student for three weeks, and we will be hosted in turn by a partner school for three weeks in Germany.
- We are members of the Virginia Organization of German Students and will attend two-to-three events a year with the organization. The largest of these events is a two-day conference for German students.
- Many colleges recommend the study of German for students interested in: Anatomy, Astronomy, Astrophysics, Art History, Biochemistry, Biology, Botany, chemistry, Dramatic Art, Comparative Literature, Film Studies, Genetics, Linguistics, Logic & Methodology of Science, Mathematics, Music, Near Eastern Studies, Philosophy, Physical Science, Physics, Physiology, Religious Studies, Zoology - to name a few.
- With the unification of Germany in October 1990, German has gained even greater prestige as an international language of commerce and trade. For companies seeking to establish ties with Eastern Europe, German has long been, and remains, the dominant business language.
- Germany is not only a major trading partner with the U.S., it has also invested in America. There are more than 1,100 companies in German-speaking countries that have subsidiaries in the United States and more than 750 American companies do business in German-speaking countries.
- The New Europe, consisting of the European Union, the European Free Trade Association and Eastern Europe, will be one of the strongest and most vibrant marketplaces in the world. And German is more often the common language. Germany, often referred to as the country in the middle, plays a key political role in the EU as well as a key financial role in the evolving New Europe.
- Politics, Economics, Science, Art, Music, Philosophy, Religion - it is all there!

I hope you and your child will consider the exciting possibility of learning German. As an experienced teacher and long-time student of German, I know that learning German can be fun and that learning a foreign language can make a big difference in a child's life. If you would like more information about German or about the HRA German program, feel free to call me at...

Vielen Dank!
Written Contact:

To contact President Obama, see http://www.whitehouse.gov/contact.

To contact Secretary Duncan, send a message to arne.duncan@ed.gov.

To contact your representative in the House, see http://www.house.gov.

To contact your senators, see http://www.senate.gov.

To find the names of your State Senator and representative, go to:

http://www.legis.state.pa.us/cfdocs/legis/home/findyourlegislator/index.cfm?CFID=40923322&CFTOKEN=15574253

Goethe Institut – Pro-Deutsch:  http://www.goethe.de/ins/us/lp/prj/pdt/enindex.htm
5.3.5 Letter to Legislators

Dear Colleagues, Legislators and School Board Members,

We, the undersigned, enthusiastically support world language programs in the elementary and middle schools. Most currently accepted research overwhelmingly supports the claim that learning a language early benefits students in all subjects, especially crucial areas like Mathematics and Science.

Offering elementary and middle school students a variety in world language programs supports the growing trend and urgency in multicultural education and diversity literacy. If a school district were to decide to choose just one language other than English for new programs in elementary and middle schools, this would strongly contradict the emphasis on multiculturalism. Most business leaders agree that successful new employees are those who can function in teams and who have had experiences in education which allow them to be flexible in new situations or with colleagues of diverse backgrounds. Success in the global market is achieved by those who understand something about other places in the world. Diverse offerings in world language curricula and programs is a low-cost way to achieve this goal. Statistics show that students who learn second languages (especially choices among European languages) are successful in the fields of business, politics and medicine.

The New Jersey state guidelines for world languages are not specific. The lack of well-articulated state guidelines and standards leaves school districts without the good information necessary to make important decisions about the programs they offer. Due to financial constraints, school districts will be forced to choose one language other than English for elementary and middle schools, in the effort to meet the mandate. This decision will eliminate valuable, successful programs already in existence, such as French, German, Italian, Latin and Japanese.

Schools which offer only one world language other than English severely limit students’ ability to compete in tomorrow’s market with Europeans and Asians. Programs need to be globally focused and meet the needs of students who will participate in the global economy, all students.

If the essential goal of the state of New Jersey is to produce bilingual students, by testing their proficiency at grade eight, the mandate can be met without damaging the current world language programs in the schools. There is no need to choose to eliminate current programs to meet the mandate. If school districts were given more planning time before the implementation, each could work to orchestrate the financial resources necessary to extend current, successful world language programs into the elementary and middle schools. This would improve the overall quality of the programs offered by the schools, and benefit the students by better preparing them to be responsible, successful citizens. A rush to implement the mandate, which is not funded, will force
many districts to damage the quality of education by eliminating valuable programs, which are currently beneficial to students.

Additionally, if the current mandate is implemented as designed, with uncertified, untrained staff, there is a real danger that students will be taught in a manner which will demand considerable and costly remediation in high school. Teaching a language requires certain skills and expertise and even excellent elementary and middle school teachers, with the best of intentions, cannot provide students with lessons which will lead to success on a proficiency test at grade four and grade eight. American education is often criticized for glossing over subjects, and there is a perception that American students do not learn subjects in depth. Asking a general education teacher to teach a language which he or she does not speak fluently, is unfair, and would add to the perception that we do not teach well and that our curricula are overly superficial. A foundation in another world language, taught by a world-language-certificated staff member in elementary school would provide students with deeply meaningful experiences, encouraging their overall success in school and life.

We request that serious consideration be given to implementing the state mandate, by initially testing grade eight students in world languages reflecting the current program configuration in the high schools. For example, if a high school offers French, German, Latin and Spanish - then tests should be developed for French, German, Latin and Spanish in eighth grade. The mandate should not be implemented until school districts can meet the need to offer students programs in world languages which are solid, taught by certificated staff, and reflect the level of excellence and success of the current high school programs, or programs which currently exist in the district. After implementing, testing and reviewing this pilot effort, consideration could be given to a long-term goal of extending language offerings into the lower grades. We are dedicated, professional educators who care about the success of our students.

Respectfully yours,
Proactive Advocacy Action Plan Steps: A Few Suggestions
Helene Zimmer-Loew, AATG Executive Director

Don’t wait until the administration cuts your program...

Develop a proactive public relations program: bulletin boards, FL movie festivals, student written articles in newspapers, etc.

Keep up contact with past students with careers using German; get them to talk before your students or the Trustees/board of education

Keep the parents/taxpayers in your community involved in as many activities as possible, as chaperones, supporters

Develop contact with local industry or wherever you can get your students internships here and abroad (CDS Intl)

Encourage students to apply for Fulbright Teaching Assistantships, Congress Bundestag Young Professionals, Bosch Fellowships, DAAD stipends-huge variety and then help them with the applications!

Sponsor campus events for high school students in nearby areas especially for those of you in public universities (reciprocal class visit studying same work, Sprachfest, declamation contests, Theaterfest)

Maintain membership in and attendance at your local, state, regional, and national language association(s) to keep up on the latest professional news, build networks, etc.

Use brochures and videos, commercial or self-/student-made (AATG and GI have many at very low cost)

Visit the “Tool Kit for German Advocacy” at: http://www.aatg.org/resources/tool-kit-for-german-advocacy.html

Have your supporters write letters to key leaders and gatekeepers, e.g. administrators, boards of trustees, local and state legislators

Keep up with what institutional/district priorities are; know where languages fit into the institution’s or district’s mission statement

Build coalitions with other faculty members and campus/school organizations at all levels to maintain and expand your program

Consider becoming an administrator or an AAUP or other union official at least short term so you get to know about budgeting/financial analysis, strategies for organizing resistance; knowledge about collective bargaining where it exists.

Visit policy makers at all levels of government personally

Offer to testify before state legislative committees (and Congress!) on policy issues (this means that you have to keep well informed!)

And above all, contact AATG!
Grant Announcement: Advocate/Maintain Your K-12 German Program

There is little doubt that educators at all levels of instruction and in all disciplines face challenges that many of us have never witnessed. However, there are still many German programs that are still thriving and growing. We must be proactive and consistently showcase our German programs.

Through the generosity of the German government’s Netzwerk Deutsch funding, AATG has established a project that offers modest grants to K-12 teachers of German. The purpose of these grants is to support you in advocating for and maintaining your German language program.

Grants (up to $750) may be used for (but are not limited to): publicizing your German program; sponsoring students’ participation in the National German Examination or Delta Epsilon Phi (honors society for middle and high school students of German); attending local, state, or regional German-focused events, such as Sprachfeste, German Days, Christkindlmärkte, usw.: materials for students or teachers. Use your imagination!

Requests (two pages maximum) should include:

1. Names of applicant, title, school; contact information including street address, city, state, zip, phone, and email (include contact information for summer 2011)
2. Goals and objectives of the grant, including a detailed description of proposed activities, materials, and target date for implementation.
3. Budget and the rationale for each item.
4. Describe how you will evaluate the success of the grant.

An interim report to AATG must be completed by December 31, 2011 and a final report is due by June 30, 2012.

Applications should be sent as a PDF file to: headquarters@aattg.org. In the subject line, indicate “Advocacy Grant” followed by your family name. Applications must be received by the deadline of June 1, 2011. Notification of the awards will be sent in early July.

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Grant Writing Guidelines: Suggestions for Submitting a Successful Grant

Developed by Sara Hoeffler, Kinder lernen Deutsch Steering Committee Member

1. Prepare
   • Define project goals that grant monies should support.
   • Identify other sources of funding/expertise that will contribute to reaching the goals.
   • Check out existing programs that exemplify the goal you are working towards. This can be done with on-site visits, email contact, or by checking out websites or making phone calls.

2. Write the Grant
   • Make sure contact information is accurate
   • Provide information for each required section.
   • Define terms and acronyms.
   • Avoid generalizations in your descriptions. Be able to substantiate statements such as “the majority of parents support the program” or “many students are interested” with qualitative or quantitative data.
   • Describe the current status of your program along with the rationale for your proposal.
   • Present a detailed budget.
   • Describe evaluation procedures in detail and be prepared to furnish the results of those evaluations.
   • Be sure that those who will teach the program are current AATG members and mention that in your application.

3. After Receiving the Grant
   • Write an acceptance letter to AATG immediately.
   • Give specifics when reporting. Describe what you’ve done and its impact.
   • Supply documentation of expenditure of grant monies once in December of the year granted and then at the end of the next academic year.