

**VOICE**  
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Westminster Unified School District); Claremont, California

Dr. Dean McHenry, Professor Emeritus; School of Politics and Economics;  
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Claremont, California

Donna Perez, Superintendent; Alhambra Unified School District; Alhambra,  
California

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TEIP's Guiding Vision

Cohort 2009-2010 Demographic Description

(Syllabus) *EDUC Context. An inter-cultural sojourn for K-12 educators: An  
exploration of Vietnam via Project VOICE*

(Syllabus) *EDUC Praxis. Culturally-Relevant Praxis: Exploring and Cultivating  
the Attitudes, Perspectives, Habits, Strategies and Goals of Effective K-12  
Teachers As Part of Project VOICE*

## I. PROGRAM NARRATIVE

### A. Project Design

In the mid-1980s the notion that Asian Americans were sailing over all the obstacles tripping up other populations of color was being heralded in mainstream media.<sup>1</sup> Newsweek Magazine and CBS's 60 Minutes both ran major stories that focused on Asian Americans as shining stars: they outdid all others on SAT scores, median family income, and graduate school enrollment. Research, however, revealed a different story, reporting that it was a gross overgeneralization to say all Asian Americans were thriving. In 1996, Stacy Lee published an ethnographic study of 87 Asian American high school students. Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth explored the often negative experience of a diverse group of individuals from distinct Asian cultures that had one thing in common: they all had to negotiate their identity in relation to the problematic "Model Minority Myth." Lee's research and that of others showed that many Asian Americans were struggling and perhaps the needs of these students were being overlooked because others had inadvertently bought into the erroneous myth.

Despite the fact that data, when disaggregated thoroughly, continues to debunk the Model Minority Myth, the issue continues to largely be ignored. In the past decade, only 1% of the articles published in five of the most widely read peer-reviewed higher education journals address this myth.<sup>2</sup> Needless to say, the Model Minority Myth continues to dominate perceptions in the general public, in higher education, and, consequently, in K-12 schools, leaving many to

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<sup>1</sup> CBS, *60 Minutes*, "The Model Minority," February 1, 1987; "Asian-Americans: Are They making the Grade?" *U.S. News & World Report*, April 2, 1984, pp. 41-47; "The Changing Face of America," Special Immigrants Issue, *Time*, July 8, 1985, pp. 24-101; "Asian-Americans: The Drive to Excel," *Newsweek on Campus*, April 1984, pp. 4-15; "Asian-Americans: A 'Model Minority,'" *Newsweek*, December 6, 1982, pp. 40-51; "America's Super Minority," *Fortune*, November 26, 1986; David A. Bell, "The Triumph of Asian Americans: America's Greatest Success Story," *New Republic*, July 15 and 22, 1985, pp. 24-31.

<sup>2</sup> Museus, S.D. and Kiang, P.N. (Summer 2009). "Deconstructing the model minority myth and how it contributes to the invisible minority reality in higher education research." *New Directions for Institutional Research*, n. 142, p. 5-15.

naively think of Asian Americans as a homogenous group doing well and, hence, are a group that does not need targeted support.

California's Vietnamese American population is severely at risk. In California, 44% of students of Vietnamese descent in the third grade and 43% of those in the eleventh grade failed to meet proficiency on the 2008 CST Exam in English. In Los Angeles (LA) County, where over 11,000 students of Vietnamese descent attend schools, approximately 43% failed to meet proficiency in Algebra 1, and 54% failed to meet proficiency in Algebra 2, a "college gate-keeper" course (data from 2005-2008, California Department of Education, [www.cde.ca.gov](http://www.cde.ca.gov)). Rather than seek to answer the questions of *How can this be? How can an "Asian" student fail math?*, VOICE (Vietnam, an Opportunity for Inter-Cultural Education), for which funding from the Fulbright-Hays Group Projects Abroad Program is being sought, is an in-depth study in Vietnam that prompts participants to examine the questions themselves. The goals of VOICE are to provide specific area and general inter-cultural studies with a focus on Vietnam.

VOICE has three phases: Phase 1) A 25-hour pre-trip orientation; Phase 2) The sojourn funded by Fulbright-Hays; and Phase 3) A post-trip program. (Phase 1 and 3 will be funded by CGU. It is only Phase 2, the 5-week sojourn to Vietnam for which we are seeking funding from Fulbright-Hays.) While on the Vietnam sojourn, VOICE Participants will A) engage in formal academic study of Vietnam via guided excursions; lectures, and seminars; B) participate in formal academic study of culturally relevant praxis to fine-tune their ability to use one's understanding of a country to develop and implement culturally relevant curriculum as well as the pedagogical strategies known to cultivate language fluency in non-native speakers of English; C) conduct a one-week teaching practicum in schools; D) design and conduct a six-day community outreach project; E) receive 18 hours of formal Vietnamese language instruction; F)

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interact with Vietnamese culture and people in Ho Chi Minh City (HCMC) and Ha Noi; and G) complete two different anchor projects (a standards-based curricular unit on Vietnam and an auto-ethnographic multimedia memoir that chronicles their experience, focusing on their changing understanding of Vietnam and their evolving sense of what it means to be a culturally relevant educator and global citizen). The activities associated with this sojourn will contribute to the requirements associated with earning a teaching credential and MA in Education.

*VOICE* will be sponsored by Claremont Graduate University's Teacher Education Internship Program (CGU's TEIP) and hosted by the University of Social Sciences and Humanities (USS&H), one of the five universities that comprise Vietnam National University – HCMC. The co-director of TEIP, Dr. DeLacy Ganley, will direct *VOICE*. Dr. Phan Thi Thu Hien, co-director of the USS&H's Department of Culturology, will provide in-Vietnam support. Ganley and Hien, referred herein as *VOICE*'s Faculty, are collaborative partners. The sojourn will also be supported by Hien's doctoral student, Nguyen Ngoc Tho.

*VOICE* is designed for a cohort of 14 teachers working in or with Southern California elementary and secondary schools: 12 "interns" (teacher candidates enrolled in CGU's TEIP) and 2 "Master Teachers." Selection of the two Master Teacher participants began prior to the writing of this proposal as their input into the scope and structure of the grant was imperative. As such, Michelle Dymerski and Quoc Tran have already been selected as the two Master Teacher participants. They were selected for their curricular expertise, mentoring experience, and involvement in the preparation of TEIP interns. Master Teacher Dymerski is the Director of the Claremont International Studies Education Project (CISEP) at Pitzer College, a state-wide network of educators committed to providing professional development to area social studies teachers and international educators. Master Teacher Tran is the Director of Educational Equity

in Alhambra Unified School District (AUSD). Tran, who is bilingual (Vietnamese/English), was first hired by AUSD to address the failure of their Vietnamese American students. Both CISEP and AUSD have pledged their support as partners of *VOICE* and will play a key role in the dissemination process.

*VOICE* is predicated on four general assumptions: 1) Teachers can (and should) be transformational figures in the lives of their students. Variables like poverty and language fluency are challenges but not barriers that legitimize a student's failure or that justify teachers lowering their expectations. Such variables can and need to be addressed via well-informed, explicit and purposeful instruction. Accordingly, it is a myth that certain children (whether they are poor, non-native speakers, socially marginalized or somehow disadvantaged) "can't do it" and, as such, are predestined to academic failure. 2) Teachers must be aware of achievement gaps before they can effectively support student success in particular target populations. 3) Teachers are better positioned to support marginalized students when they are committed and equipped to building authentic relationships with students, families, and communities, and when they engage in culturally relevant praxis. 4) Study abroad and immersion in a particular culture is an invaluable component of intercultural understanding, communication, and the development of authentic relationships among people from diverse cultures and facilitates inclusivity and the cultivation of a global perspective in K-12 classrooms.

*VOICE* empowers teachers by showing them the hopeful data that marginalized students can succeed at the highest levels when they have teachers motivated and equipped to deal with their needs. It raises the awareness of California's student achievement gaps by looking at test scores and, in doing so, helps the participants think critically about the "Model Minority" and the "pan-Asian" myth. *VOICE* also helps participants understand how to design and implement

culturally relevant curricula; utilize strategies known to cultivate language fluency in non-native speakers of English; build authentic relationships with the students and families of different cultural backgrounds; and bring a global perspective into their K-12 classrooms.

*VOICE* facilitates this by giving participants the opportunity to conduct an in-depth study of one nation: Vietnam. This diverse nation represents regional differences derived from different histories, climates, and political-economic systems. The month-long sojourn to Vietnam is essential because, unfortunately, there is little to no opportunity for teachers in Southern California to undergo intense study of Vietnamese history and culture in a traditional university setting.<sup>3</sup> While it is admittedly possible to raise teachers' awareness of the Vietnamese American's inadequate and declining test scores through traditional education courses, it is not possible to adequately address the complexities of Vietnamese culture in a US-based setting. An in-depth, substantive, and guided overseas experience is needed, one that places teachers in the heart of Vietnam, allowing them to share space with Vietnamese people and interact in Vietnamese culture so that they gain authentic understanding of the culture and its role in the lives of immigrant students, families, and communities.

To better understand the diversity and specific context of Vietnam (and by extension Asia and other regions), *VOICE* Participants will spend three weeks in Ho Chi Minh City/HCMC (with a short jaunt to the Mekong Delta's Can Tho) and one week in Ha Noi (with a short trip to Ha Long Bay). *VOICE* is exploring diverse regions in Vietnam to facilitate the understanding of Vietnam's own diversity and regional distinctions. *VOICE* Faculty will explicitly address the waves of Vietnamese immigration to the US including: 1) the 1975 wave that left at the end of the War. This group was fairly privileged in Vietnam and has, as a group, fared well in the US.

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<sup>3</sup> A search of the courses being offered in LA County's universities reveals that all courses related to Vietnam focus on the Vietnam War (the War.)

2) The 1979-1988 wave of “Boat People,” comprised mostly of ethnic Chinese Vietnamese and Vietnamese coming from Southern Vietnam. A majority of this group settled in Southern California and is still tied to Vietnamese culture; many still have family in Vietnam and, after years of living in refugee camps, are struggling to reconcile what they have left behind in Vietnam with yet-to-be-obtained aspirations in the US. It is this group’s children who are struggling in LA’s schools. (*VOICE* is spending more time in the South’s HCMC than in the North’s Ha Noi because most of the Vietnamese American students in Los Angeles County, the schools in which *VOICE* Participants are being prepared to teach, are descendents of the “Boat People” and, hence, have closer ties to the South than they do the North.) 3) The 1988-1992 wave comprised of Amerasian and political prisoners (and their families). 4) The 1992 wave associated with family reunification; and 5) the 1992 wave mostly comprised of elite families and students from North Vietnam. It is imperative for *VOICE* Participants to understand the nuances of Vietnamese populations and the multiple paths of their immigration so as not to fall into the trap of thinking that all Vietnamese Americans are alike and have had similar experiences and reasons for immigrating. It is important to tacitly recognize this diversity in order not to fall into the type of thinking that leads to the acceptance of mythic stereotypes (i.e., Model Minority, pan-Asian).

The activities associated with the month-long sojourn aim to inspire and equip pre-service teachers 1) to deconstruct the Model Minority Myth; 2) to debunk the notion that Asians are appropriately viewed as one giant generic culture (i.e., (the pan-Asian myth); 3) to design and implement rigorous, standards-based, culturally-relevant curriculum that brings a global perspective to California’s K-12 classroom; 4) to deepen their understanding and use of strategies to facilitate learning among non-native speakers of English; 5) to acquire an

understanding of Vietnam's history, culture, and people so as to better and more appropriately meet the specific needs of Southern California's struggling Vietnamese American population; and 6) to share with their school stakeholders their insights regarding how participating in a project like *VOICE* can shape a teacher's attitudes and practice and prepares one to work better with all types of immigrants, not just those connected to the country of study. In meeting these goals, *VOICE* will profoundly impact the K-12 schools in which *VOICE* Participants work, being especially important to the marginalized students in these schools and even more vital to those of Vietnamese descent.

*VOICE*'s aims can be framed in light of two overarching goals for the 5-week sojourn in Vietnam: 1) Area Studies and 2) Intercultural Studies. These goals are discussed below in relationship to specific objectives.

Goal One. Area Studies. In order to better understand the socio-historical-cultural context related to California's at-risk students of Vietnamese descent, *VOICE* strives to engage K-12 teacher interns in a sojourn in Vietnam that facilitates substantive instruction in a specific area of study and provides a forum for curriculum development that brings together the unique talents of interns, Master Teachers, faculty from Vietnam, and faculty from the US.

Objectives Related to Goal One (Area Studies). In light of Goal One, *VOICE*

Participants will:

1. Take a 6-unit course (*EDUC Context. An inter-cultural sojourn for K-12 educators: An exploration of Vietnam via Project VOICE*) that provides formal academic study of Vietnamese history, culture, and language via guided excursions, lectures, and seminars. (See Form 4 for syllabus.)

2. Receive 18 hours of Vietnamese language instruction focusing on both the language itself (basic conversational Vietnamese and “Teacher Talk”) and the communicative culture of Vietnamese peoples.
3. Complete a one-week teaching practicum in HCMC schools to gain insight into the educational culture and system in Vietnam.
4. Develop, implement and evaluate a one-week community outreach program to gain insight into familial and community norms and youth culture in Vietnam.
5. Develop grade-level appropriate thematic units that acknowledge the diversity and richness of Vietnamese history, geography and culture and that address contemporary issues (e.g., economic interdependence and sustainable development; urban migration and rapid urban growth; socio-cultural diversity and issues of national unity; local ecology and hemispheric relations, etc.). Units will be complete (with lesson plans, assignments, activities, rubrics, etc.) and will be aligned to California’s Content and English Language Development (ELD) Standards.
6. (Upon return to California) Present their units to members of their school districts/communities and to the new cohort of teacher interns at CGU. Additionally CGU and its partnering agencies (Dymerski’s CISEP and Tran’s AHUSD) will support the growth of seminar participants as educational leaders following their return from Vietnam, incorporating them as workshop leaders and curriculum presenters into on-going staff development programs for educators throughout the state of California.

Goal Two. Intercultural Competency. VOICE strives to help teachers develop intercultural competence through a study of Vietnamese culture and to apply lessons learned about the broader issues of intercultural interactions in their local communities by raising

awareness of how to design and implement culturally relevant curriculum, by stressing the importance of culturally authentic interactions for the success of all immigrant students, and by deepening the participants understanding and use of strategies known to develop language fluency in non-native speakers of English.

Objectives Related To Goal Two (Intercultural Competency). In light of Goal Two, VOICE Participants will:

1. Take a 4-unit course (*EDUC Praxis. Culturally-Relevant Praxis: Exploring and Cultivating the Attitudes, Perspectives, Habits, Strategies and Goals of Effective K-12 Teachers As Part of Project VOICE*) that focuses upon how contextual knowledge of a specific culture (in this case, Vietnam) can inform culturally relevant curriculum design and implementation in order to facilitate academic success. (See Form 4 for syllabus.)
2. In collaborative teams, create auto-ethnographic multimedia memoirs that document their changing ideas of Vietnam and their evolving intercultural competency. The memoirs will include whole group dialogue and personal reflections recorded before, during and after their study in Vietnam and thus capture their shifting attitudes and perceptions. Interviews will be based on a series of guided questions aimed at exploring the meaning and value of short-term study abroad for teacher candidates with a special focus on its potential to both inspire and equip teachers to assist marginalized students of Vietnamese descent in LA County schools.
3. (Upon return to California) Present their video memoirs to members of their school districts/communities and to the new cohort of teacher interns at CGU. Additionally, CGU and its partnering agencies (Master Teacher Dymerski's CISEP and Master Teacher Tran's AHUSD) will provide support for the continued growth of seminar participants as international

studies and global education leaders assisting them in locating venues and developing presentations through which they can share their new knowledge, perspectives and skills.

### **B. Phases of the Program**

The Plan of Operation will include the following: Advertising; Selection of Participants; Pre-Trip Preparation; Orientation of Participants; Itinerary in Vietnam; Post-Trip Workshops; and Dissemination. Evaluation (see Evaluation Plan) will be a continuous component of the program, allowing for formative feedback and program adjustment as well as summative project assessment.

Advertising: At CGU talk and excitement is already brewing in regards to a month-long sojourn in Vietnam. Upon notification of funding, advertising for *VOICE* will start in earnest. *VOICE* Director Ganley (who is also TEIP's co-director) will publicize *VOICE* in order to attract 12 pre-service teacher candidate participants and 2 alternatives. Advertising will be restricted to TEIP's 2009-2010 cohort of approximately 100 teacher candidates representing multiple grade levels and disciplines. [See Form 4 for a demographic description of this cohort (i.e., gender, age, race, discipline type, etc.) and for CGU's non-discrimination policy.] Some of these candidates are currently working as first-year interns in local schools; others are working in student-teaching positions. All are involved in coursework at CGU that leads to a California teaching credential and a MA in Education. Ganley will make the initial announcement at the beginning of a class session. Informational/promotional materials will be disseminated at this time as well as be posted on the cohort's Sakai site (an online collaborative learning space routinely used in TEIP). Follow-up discussions and informational meetings will give interested individuals an opportunity to ask questions and share reactions in both large and small group settings. Through this "advertising phase," Ganley will meet with TEIP Faculty Advisors (who mentor the candidates at their school sites) to gauge interest levels and to talk about the qualities

of competitive candidates. From her Faculty Advisors, Ganley will seek informal nominations of specific candidates and, based upon these nominations, will target recruitment to specific individuals. Targeted recruitment will be conducted through email, Sakai invitations, and individual meetings at CGU.

Selection of Participants: Selection of the two Master Teacher participants began prior to the writing of this proposal as their input into the scope and structure of the grant was imperative. At this time, Michelle Dymerski and Quoc Tran have already been selected as the two Master Teacher participants. They were selected for their curricular expertise, mentoring experience, and involvement in the preparation of TEIP interns. Dymerski is the Director of the Claremont International Studies Education Project (CISEP) at Pitzer College, a state-wide network of educators committed to providing professional development to area social studies teachers and international educators. Tran, who is bilingual (Vietnamese/English), is the Director of Educational Equity in Alhambra Unified School District (AUSD), a K-12 district with 19,000 students, 92% of whom are students of color. As noted earlier, Tran was first hired at AUSD to help address the academic failure of their Vietnamese American population. Both CISEP and AUSD have pledged their support as partners of *VOICE* and will play a key role in the post-trip dissemination process.

A total of 12 teacher candidates and 2 alternatives will be selected based upon the following criteria: 1) readiness and need for international experience, with preference given to those who have not had extensive travel experience; 2) commitment to *VOICE*'s objectives; 3) commitment to TEIP's vision (see Form 4); 4) innovative and creative approaches to classroom teaching and curriculum development; 5) commitment to a sustained career in teaching; 6) good standing with CGU's TEIP, including a 3.5 or higher grade point average (with an A or better in

the Technology course); 7) passing of the state-mandated Teacher Performance Assessments (Task 1-4); 8) support of their internship/student teaching school administrator if applicable.

Applicants will be required to submit: 1) a letter of support from their school principal or district administrator (superintendent or assistant superintendent) certifying the need for participation in such a program and committing support for the applicant's participation in follow-up activities during the 2010-2011 school year. The letter should indicate how the school or district intends to utilize the information, materials and expertise the applicant brings back from the trip. 2) a 500-1000 word essay that speaks to his/her readiness and aptitude for intercultural study abroad; 3) a completed nomination form from his/her CGU Faculty Advisor addressing the applicant's readiness for participation in *VOICE* and assessing the applicant's instructional, curricular and leadership potential; and 4) a completed application package that acknowledges the scope, cost, and risks of participating in *VOICE* as well as provides critical contact information.

Applications will be reviewed by a committee consisting of *VOICE* Director Ganley, the two already-selected Master Teachers (Tran and Dymerski), a board member from the Japanese American Museum (Dr. Bruce Matsui), and a tenured faculty member from Pomona College's Chicano Studies Department (Dr. Ray Buriel). *VOICE* Host Hien will review and approve the final selection.

Pre-Trip Preparation: Upon selection for participation in *VOICE*, all participants will meet with *VOICE* Director Ganley to review pre-departure issues (i.e., passport/visa requirements and procedures, medical considerations, course registration, course grading requirements, etc.) In June 2010, just prior to departure, Ganley will host a mandatory four-hour

pre-departure meeting at CGU to verify the final itinerary and confirm that all needed travel documents have been secured.

Orientation of Participants: In Spring 2010, participants will be required to attend a 25-hour, 2-unit course titled *EDUC XXX. Orientation to Culturally Relevant and Cosmopolitan Teaching via Project VOICE*. The orientation will be taught by *VOICE* Director Ganley and assisted by *VOICE* Master Teachers Dymerski and Tran. It is designed specifically for *VOICE* Participants. The objectives of this course are three fold: 1) to prepare for the sojourn via an introduction to Vietnamese history, geography and culture, as well as current economic and politic issues. The group will examine and debunk stereotypical understandings of the country that have been propagated via Hollywood and other mediums. 2) To engage in reflective dialogue about the role of culture in the classroom and the benefits of cosmopolitan sensibilities in the struggle to overcome the achievement gap for students of immigrant and/or non-English speaking families. 3) to promote further buy-in and understanding of *VOICE*'s goals and objectives and to build a strong sense of community, purpose, and norms among *VOICE* Participants.

Drawing upon scholarly works, reflection, case studies, video clips, and lecture series from international and cultural studies faculty from the Claremont University Consortium (see Form 3 for letters of support), this program will set the tone that the trip is not about “exotic travel” or a “vacation” but about the power of cultural exchange for teacher candidates and the impact that such an experience can have on their K-12 classrooms and schools.

Itinerary in Vietnam: Please see Table 1 at the end of this section for *VOICE*'s itinerary. (A more detailed version of this itinerary is found in Form 1.)

Post-Trip Workshops: Upon Return to California, *VOICE* Participants will be required to attend three full Saturday workshops at CGU. (Participation in these post-trip workshops is mandatory and tied to the participant's grade in *EDUC Context. An inter-cultural sojourn for K-12 educators: An exploration of Vietnam via Project VOICE.*) This post-trip program will serve multiple purposes: general debriefing; putting the finishing touches on the courses' anchor projects (a multi-media and a standards-based and culturally relevant unit on Vietnam); and coordinating how and where the projects will be shared among other educators to promote a greater understanding of Vietnam, of what it means to be a culturally relevant teacher, and of the value of cultural exchange.

Dissemination: The work done as part of *VOICE* will be disseminated via six different paths: 1) *VOICE* Participants will conduct a number of seminars at CGU. Although there may be others, we know that there will be at least one for staff members; one for teacher education students; and one for the faculty and community at large. 2) LA County Office of Education has already said that if *VOICE* is funded, time will be reserved on the agenda for *VOICE* at their September 2010 meeting of 80 school district bilingual directors. 3) Master Teacher Tran and AUSD will host six workshops at AUSD, one for the Board and District leadership, two sessions for K-5 teachers, two sessions for Grades 6-8 teachers, and one for Grades 9-12 teachers; 4) Master Teacher Dymerski will work with the California Council for Social Studies (CCSS) to secure presentation time for *VOICE* Participants at their annual conference; 5) Utilizing her CISEP base, Dymerski will also work with *VOICE* Participants to design and implement a 40-hour area studies institute on Vietnam at Pitzer College; and 6) *VOICE* Director Ganley will work with *VOICE* Participants to submit articles for journal publication or to present at local, state, national, and international conferences.

Table 1. VOICE’s Itinerary

The following itinerary is being vetted by several parties, including VOICE’s Vietnamese partners and a number of faculty at the Claremont Colleges who also have lived and worked in Vietnam. We want to utilize our time most purposefully. As such, this itinerary is a working draft.

Evident in this itinerary is the symbiotic relationship between the clinical/practical and the theoretical/academic. The excursions and activities are linked to and in relationship to the focus of our daily seminars. Tying the activities and seminars together are the “day’s guiding questions.” The questions listed are currently in preliminary/draft form, and many days do not yet have questions articulated. The questions will need to be analyzed both individually and as a collective. This will be done immediately upon notification of funding.

<i>Date</i>	<i>Base City</i>	<i>Day’s Focus/Guiding Question(s)</i>	<i>Lang Class</i>	<i>Day’s Main Activity/Excursion</i>	<i>Seminar</i>
TBA		What are your pre-arrival conceptions of Vietnam?		<u>DEPART LAX → HCMC</u>	
<u>#1</u>	HCMC	What’s your first impression?	---	<u>ARRIVE AT HCMC</u> LAX → Tan Son Nhut Airport <u>Upon arrival</u> <ul style="list-style-type: none"> <li>• Get oriented to our neighborhood</li> <li>• Meeting of Vietnam Partners: Dr. Phan Thi Thu Hien and Mr. Nguyen Ngoc Tho</li> </ul>	---
<u>#2</u>	HCMC	What does the Ben Thanh Market reveal about HCMC?	---	<u>Course:</u> EDUC Context <u>Activity</u> Guided tour & independent exploration of: Ben Thanh Market	<u>Course:</u> EDUC Context
<u>#3</u>	HCMC	What do I need to know so that my interactions with Vietnamese are culturally appropriate?	Lang Class	<u>Course:</u> EDUC Context <u>Activity</u> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• Thien Hau Pagoda. Focus: Spirituality and Religion.</li> </ul>	<u>Course:</u> EDUC Context
<u>#4</u>	HCMC	(American) Expatriates in Vietnam: What’s their reason for coming? Staying?	---	--- July 4 <sup>th</sup> US Consular General	---

<i>Date</i>	<i>Base City</i>	<i>Day's Focus/Guiding Question(s)</i>	<i>Lang Class</i>	<i>Day's Main Activity/Excursion</i>	<i>Seminar</i>
#5	HCMC	What is Vietnam's historical relationship to the Chinese, Japanese, French, and Americans?	Lang Class	<i>Course:</i> EDUC Context <i>Activity</i> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• Notre Dame Cathedral</li> <li>• Opera House</li> <li>• National Post Office</li> </ul>	<i>Course:</i> EDUC Context
#6	HCMC	What is the Vietnamese perception of beauty?	Lang Class	<i>Course:</i> EDUC Context <i>Activity</i> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• HCMC Fine Arts Museum</li> <li>• New Town South Saigon</li> </ul>	<i>Course:</i> EDUC Praxis
#7	HCMC	Vietnam & America: A diplomatic overview	Lang Class	<i>Course:</i> EDUC Context <i>Activity</i> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• Cu Chi Tunnel</li> <li>• Reunification Palace</li> </ul>	<i>Course:</i> EDUC Context
#8	HCMC	What is Vietnam's current economic context?	Lang Class	<i>Course:</i> EDUC Praxis <i>Activity</i> Spending the day at Mai Lien Orphanage	<i>Course:</i> EDUC Context
#9	HCMC	What are Vietnam's religious pillars?	Lang Class	<i>Course:</i> EDUC Context <i>Activity</i> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• Ceramic Factory (Thu Dau Mot)</li> <li>• Confucius Temple (Bien Hao)</li> </ul>	<i>Course:</i> EDUC Context
#10	HCMC	How can diversity (cultural, religious, etc) survive the tides of globalization?	Lang Class	<i>Course:</i> EDUC Context <i>Activity</i> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• Caodaiism Temple (Tay Ninh)</li> </ul>	<i>Course:</i> EDUC Praxis
#11	HCMC	---	---	Free Day: Please register your general itinerary with VOICE Faculty	---

<i>Date</i>	<i>Base City</i>	<i>Day's Focus/Guiding Question(s)</i>	<i>Lang Class</i>	<i>Day's Main Activity/Excursion</i>	<i>Seminar</i>
#12	HCMC → HaNoi	How is the pulse of Ha Noi different from HCMC? <i>Who are Vietnam's iconic figures?</i>	---	<u>ARRIVE AT HANOI IN THE AM</u> • Get oriented to our neighborhood <u>Course:</u> EDUC Context <u>Activity</u> Guided tour & independent exploration of • Old Quarter/36 Streets • Hoan Kiem District (including the One-Pillar Pagoda) • Ho Chi Minh Mausoleum	<u>Course:</u> EDUC Context
#13	HaNoi	Why, from a geo-historical standpoint, did this city develop into a hub of cultural and political activity?	Lang Class	<u>Course:</u> EDUC Context <u>Activity</u> Guided tour & independent exploration of • Tran Quoc Pagoda • The Temple of Literature • Thang Long Water Puppet Show	<u>Course:</u> EDUC Praxis
#14	HaNoi → HaLong Bay	TBA	---	<u>TRAVEL TO HA LONG BAY IN THE AM</u> <u>In Transit</u> Guided tour & independent exploration of • Tuc Lam Zen Temple <u>Course:</u> EDUC Context	<u>Course:</u> EDUC Praxis
#15	HaLong Bay → Ha Noi	TBA	---	<u>Course:</u> EDUC Praxis <u>Activity</u> Exploration of Ha Long Bay and its caves (via boat) <u>RETURN TO HANOI IN THE PM</u>	<u>Course:</u> EDUC Praxis
#16	HaNoi	Who are Vietnam's disenfranchised? (Part 2) What is Vietnam's educational system?	Lang Class	<u>Course:</u> EDUC Praxis <u>Activity</u> A day working with the students at Hoa Sua Training Restaurant, a vocational training school for disenfranchised youth.	<u>Course:</u> EDUC Praxis

<i>Date</i>	<i>Base City</i>	<i>Day's Focus/Guiding Question(s)</i>	<i>Lang Class</i>	<i>Day's Main Activity/Excursion</i>	<i>Seminar</i>
#17	HaNoi → HCMC	TBA	Lang Class	<i>Course:</i> EDUC Context <i>Activity</i> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• Maison Central/Hoa Lo Prison</li> </ul> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• Vietnam Museum of Ethnology</li> </ul>	<i>Course:</i> EDUC Context
#18	HCMC	---	---	Free Day: Please register your general itinerary with <i>VOICE</i> Faculty	---
#19	HCMC	TBA	Lang Class	<i>Course:</i> EDUC Praxis <i>Activity</i> <ul style="list-style-type: none"> <li>• Community Outreach Project, Day 1 of 6</li> <li>• Teaching Practicum, Night 1 of 5</li> </ul>	<i>Course:</i> EDUC Praxis
#20	HCMC	TBA	Lang Class	<i>Course:</i> EDUC Praxis <i>Activity</i> <ul style="list-style-type: none"> <li>• Community Outreach Project, Day 2 of 6</li> <li>• Teaching Practicum, Night 2 of 5</li> </ul>	<i>Course:</i> EDUC Praxis
#21	HCMC	TBA	Lang Class	<i>Course:</i> EDUC Praxis <i>Activity</i> <ul style="list-style-type: none"> <li>• Community Outreach Project, Day 3 of 6</li> <li>• Teaching Practicum, Night 3 of 5</li> </ul>	<i>Course:</i> EDUC Praxis
#22	HCMC	TBA	Lang Class	<i>Course:</i> EDUC Praxis <i>Activity</i> <ul style="list-style-type: none"> <li>• Community Outreach Project, Day 4 of 6</li> <li>• Teaching Practicum, Night 4 of 5</li> </ul>	<i>Course:</i> EDUC Praxis
#23	HCMC	TBA	Lang Class	<i>Course:</i> EDUC Praxis <i>Activity</i> <ul style="list-style-type: none"> <li>• Community Outreach Project, Day 5 of 6</li> <li>• Teaching Practicum, Night 5 of 5</li> </ul>	<i>Course:</i> EDUC Praxis
#24	HCMC	TBA	Lang Class	<i>Course:</i> EDUC Praxis <i>Activity</i> Community Outreach Project, Day 6 of 6	<i>Course:</i> EDUC Praxis

<i>Date</i>	<i>Base City</i>	<i>Day's Focus/Guiding Question(s)</i>	<i>Lang Class</i>	<i>Day's Main Activity/Excursion</i>	<i>Seminar</i>
#25	HCMC	What do you want to do on your last free day?	---	Free Day: Please register your general itinerary with <i>VOICE</i> Faculty	---
#26	Mekong Delta	Specific questions TBA. Will relate to regional distinctions and the Mekong Region.	Lang Class	<u>TRAVEL TO MEKONG DELTA IN THE MORNING</u> (overnight in Can Tho) <i>Course:</i> EDUC Context <i>Activity</i> Guided tour & independent exploration of <ul style="list-style-type: none"> <li>• Phung Hiep Floating Market</li> <li>• Mekong Fruit Market</li> <li>• Basa Fish Market</li> </ul>	<i>Course:</i> EDUC Praxis
#27	Mekong Delta	TBA	---	<i>Course:</i> EDUC Context <i>Activity</i> Guided CYCLING tour & independent exploration of the Delta	<i>Course:</i> EDUC Praxis
#28	Mekong Delta	TBA	---	<u>RETURN TO HCMC TO MEKONG DELTA IN THE AM</u> <i>Course:</i> EDUC Context	<i>Course:</i> EDUC Praxis
#29	HCMC	How has your understanding of Vietnam evolved?	Lang Class	Formal <i>VOICE</i> Reception for our V. partners	
#30	HCMC	How do you say thank you and goodbye/stay in contact?	Lang Class	Informal <i>VOICE</i> Reception for our neighbors	
#31	HCMC	How can you best articulate what it is that you've experienced as part of <i>VOICE</i> ?	---	<u>RETURN TO THE USA</u> Tan Son Nhut Airport → LAX	

### **C. Activities in Vietnam:**

Activities in Vietnam are planned to provide participants with a strong academic foundation in the history and contemporary issues of Vietnam while immersing them in Vietnamese culture. In addition to near daily formal classes and excursions (Sunday has no planned classes/activities), structured workshops will assist in the conceptualization, research and development of the program's two keystone projects: 1) interdisciplinary thematic unit that showcases Vietnam as a specific area of study and 2) an auto-ethnographic multimedia memoir that chronicles the trip and their growing intercultural competencies as K-12 teachers.

Looking at the literary provided on the previous pages (as well as the more detailed itinerary found in Form 1) provides a good sense of how *VOICE* Participants will spend their time in Vietnam. In summary, *VOICE* Participants will spend:

- **97 Hours in *EDUC Context***, including
  - 67 hours of excursions and activities designed to enhance the participant's contextual understanding of Vietnam. These excursions are infused with guided tours and lectures provided by our Vietnamese hosts.
  - 30 hours of classroom-based seminars co-taught by *VOICE* Director Ganley and *VOICE* Host Hien
- **73 hours in *EDUC Praxis***, including
  - 31 hours of clinical practicum
  - 42 hours of classroom-based seminars co-taught by *VOICE* Director Ganley and *VOICE* Host Hien
- **18 hours of language instruction** (basic conversational Vietnamese)
- **28 group dinners and evening activities**, including
  - 14 planned by *VOICE* Faculty
  - 12 planned by *VOICE* Participants
  - 2 receptions planned by the *VOICE* Group
- **24 group lunches**
- **5 hours of one-on-one "check in" sessions** with *VOICE* Faculty

Formal course work: Participants will receive 12-units towards their California teacher credential and Master's Degree in Education by successfully completing the *VOICE* coursework. [The pre-trip "orientation" course is worth 2-units. The two courses taken in Vietnam, *EDUC Context* and *EDUC Praxis*, discussed below, are respectively worth 6-units and 4-units.]

Participants will have to pay all associated registration and tuition fees associated with this coursework.

As noted in the chart above, *EDUC Context. An Exploration of Vietnam through Project VOICE* involves 97 hours of instructional time, including 67 hours of excursions and activities designed to enhance the participant's contextual understanding of Vietnam. These excursions are infused with guided tours and lectures provided by our Vietnamese hosts and 30 hours of classroom-based seminars co-taught by *VOICE* Director Ganley and *VOICE* Host Hien. This course aims to help participants: 1) gain a deep and authentic understanding of Vietnamese culture, history and language so they have contextual grounding needed to design culturally relevant and area studies curriculum. 2) Understand Vietnamese social customs and cultural norms so that their interactions with Vietnamese in both Vietnam and California can be culturally appropriate. 3) question their own assumptions regarding the "model minority myth." 4) question their own buy-in of the "pan Asian" myth. 5) Reflect upon how their experience in Vietnam can be applied to various notions of intercultural education.

As noted in the chart above, *EDUC Praxis. Culturally Relevant Praxis: Exploring and cultivating the Attitudes, Perspectives, Habits, Strategies and Goals of Effective K-12 Teachers as Part of Project VOICE*, involves 73 hours of instructional time, including 31 hours of clinical practicum and 42 hours of classroom-based seminars co-taught by *VOICE* Director Ganley and *VOICE* Host Hien. This course aims to help participants: 1) understand what it means to have a cosmopolitan lens (and how it relates to one's role and actions as a K-12 teacher in 21<sup>st</sup> century schools). 2) Learn how to design and utilize culturally relevant curricular materials. 3) Understand how to use one's understanding of culture to guide one's culturally appropriate interactions. 4) Fine tune their instruction for and interaction with non-native speakers via a

guided clinical practicum working in Vietnamese schools. 5) Expand upon their own identity as global citizens who are more inclusive and appreciative of others' perspectives.

Language Instruction: Participants will complete 18 hours of direct language instruction during their time in Vietnam. Nguyen Ngoc Tho, *VOICE* Host Hien's doctoral student, will serve as instructor for these sessions. Through these sessions participants will explore both the Vietnamese language itself and the communicative culture of Vietnamese peoples. These sessions are a vital component of *VOICE* and will be instrumental to the teaching practicum and community service projects. Upon return to California, participants can continue to cultivate their Vietnamese language and communication skills in their school communities via conversations with students, parents, and community organizations. As part of *EDUC Context*, *VOICE* Participants will create a rudimentary "handbook" of Vietnamese phrases that might be helpful for American teachers working with native Vietnamese speakers. This resource will be helpful for *VOICE* Participants while they are doing their teaching practicum in Vietnam and when they return to their Southern California schools. The handbook will be done in a format so that it can also be a resource to the participants' colleagues.

Instructional Materials Development Workshops: Individually or in pairs, participants will work on grade-level appropriate thematic units over the course of their study abroad in Vietnam. Completion of these units is a requirement for credit in *EDUC Praxis*. Participants will receive ongoing support from the Master Teachers during the workshops. These formal meetings will occur twice per week. Informal discussions will also be held as needed. During these sessions, participants will discuss progress in curriculum writing and be guided through the process of interpreting their research and living experiences, and translating these into curricular units appropriate to the students they teach. These twice-weekly meetings will also provide the

opportunity to discuss puzzlements and problems and explore possible solutions to any difficulties that arise. Along with participant journals, they will be an important source of information for on-going, field-based formative evaluation.

Teaching Practicum: Participants will have the opportunity to visit and observe instruction in school classrooms and then conduct an after school English language course for the duration of one week. Given that Vietnamese public schools for youth are not in session during the month of July, special arrangements have been made with an adult school located in HCMC. Participants will be instructed to pay particular attention to Vietnamese educational practices and the role of culture in pedagogical approaches. Participants will begin their practicum after two-three days of observation. It is expected that these “in-school” experiences will provide a wealth of ideas and resource materials for incorporating Vietnamese culture and perspectives into the lessons developed by *VOICE* Participants.

Community Outreach Project: *VOICE* includes a week long community outreach component to allow participants to interact with Vietnamese families and youth in authentic ways. These projects provide a space where participants can connect with Vietnam on a personal level, use their burgeoning Vietnamese communication skills and reflect on their own sense of self efficacy as intercultural communicators. Participants will meet with *VOICE* key personnel to identify the focus, forum and framing of each project. The focus of these projects will evolve from participants’ own interests and hobbies. For example, projects may include art or reading lessons, helping a family with chores or assisting a farmer with rice cultivation, working in a small shop or social services facility. *VOICE* key personnel will assist participants with locating the best forum for their projects and making necessary contacts. Additionally, *VOICE* Director Ganley will help participants frame their projects in a way that complements the social justice

mission of the CGU's TEIP (see Form 4), thus building on the theoretical foundations acquired earlier at CGU. Finally, all participants will meet at the end of each day to process the service experience with each other and reflect on their independent and shared experiences.

Field Trips in Vietnam: Each of the field trips outlined in the *VOICE* itinerary are aligned with guiding questions and substantive foci for the two course syllabi. (See itinerary listed previously or the extended version in Form 1.) This alignment reflects CGU TEIP's commitment to tying together the clinical/practical and the theoretical/academic. As noted above, guiding questions for the day frame and link the day's activities and seminars. The itinerary is still being vetted by a several parties, including *VOICE*'s Vietnamese partners and a number of faculty at the Claremont Colleges who have lived and worked in Vietnam. Our goal is to utilize our time most purposefully.

Please note that the participants have independent time on Sundays and that there are two breaks scheduled Monday-Saturday [a mid-day break from 2:30-3:30pm (which falls between the day's main activity and our seminar) and an early-evening break from 6:30-7:30pm (which falls between our seminars and our Dinner/PM Activity)].

The Dinner/PM Activities are either arranged by *VOICE* Faculty or Dinner Duos, pairs of *VOICE* Participants who have (as part of a class assignment) made all the arrangements for the group's evening activity.

## **II. QUALITY OF KEY PERSONNEL**

### **A. The Project Director**

DeLacy Ganley, Ph.D., is on the faculty of CGU's School of Educational Studies and has been a co-director of its Teacher Education Internship Program (TEIP) since 2003. Ganley has taught throughout the educational pipeline. She started her career teaching English and American Studies in high schools and colleges, both domestically and abroad. After personally

witnessing the need for public K-12 systems to better prepare their graduates for life and post-secondary education, she became involved in educational reform and teacher education. Ganley's teaching and research interests include evaluation systems related to teacher quality; resiliency and the academic achievement of marginalized youth; the attitudes, habits and strategies of teachers effective at interrupting chronic cycles of academic failure; parent, community, school relations and their intersection; cosmopolitanism; and teaching/learning theories. Ganley is deeply committed to the notion that all children can learn at the highest levels when adults teach them at the highest level and, hence, that it is a myth that certain children—whether they are non-native speakers of English or living in poverty or marginalized in some other way—“can't learn.” Ganley has lived/worked in Europe and China and has had extended stays in Vietnam, Malaysia, Thailand, and Europe and less extensively in South Africa and Turkey. She has hosted Danish principals for a two-week symposium; provided professional development to English teachers from Jordan, Azerbaijan, and Tajikistan chaperoning high school students as part of an International Relief (<http://www.ri.org/>) exchange program; directed a high school International Program for girls at a boarding school; and has presented at a number of international conferences in Canada and Japan.

**B. Qualifications of Other Key Personnel**

Phan Thi Thu Hien, Ph.D., (VOICE Host) is the Vice-Dean of Faculty of Culturology (Cultural Studies) at USS&H. Her scholarly expertise involves comparative cultural studies, particularly via the lens of literature, art, and gender. She has also done much work on Vietnamese identity and Buddhism in Vietnam. She has been in charge of organizing and teaching summer courses on Vietnamese language and literature for foreign scholars from Korea and Japan. The participants of these programs have found her insights into Vietnamese customs

and communication invaluable. Hien has published in English and is regularly called upon to give talks to English-speaking dignitaries.

Nguyen Ngoc Tho (VOICE Language Instructor) is a doctoral student at USS&H working under VOICE Host Hien. He has been a visiting scholar at Harvard University twice and speaks Vietnamese, English, and Chinese fluently. When President Clinton and the Dali Lama visited Vietnam (separately), he sat on panels that addressed the history and culture of his country. He will be accompanying the group on all its excursions in order to help provide context, will assist in the two formal courses, and will take the lead on the language instruction for the group. He has been teaching Vietnamese since 2000. Having himself been a former teacher of youth, he also brings with him an understanding of elementary and secondary schools in Vietnam. He has published three books and numerous articles.

Quoc Tran (VOICE Master Teacher), the District Director for Educational Equity programs in the Alhambra Unified School District (AUSD), has been an instructor in CGU's TEIP since 1992. He was recruited by Alhambra USD specifically to help address the severely at-risk Vietnamese population in its schools. His primary work involves helping teachers and administrators develop authentic relationships with students and their families and helping educators understand the skill sets and attitudes needed to promote instructional success. Tran immigrated to California via a refugee camp in Malaysia. A "boat person," he provides a vital perspective for VOICE Participants (as well as wonderful logistical and translation support). Tran's history allows him to simultaneously address Vietnam from the perspective of a child living in Vietnam during the War years, as a disenfranchised and frustrated teenager in a refugee camp, as a new immigrant trying to learn America's school system, as a teacher who works with marginalized youth, and as an administrator trying to promote academic achievement. In 2008

and 2009, Tran was invited by the US Embassy in Ha Noi and the Vietnamese Ministry of Education and Trade to be part of a delegation focused on effective instructional strategies for Vietnamese students. Tran's sister, Ms. Jocelyn Tran, an ex-pat, currently lives in HCMC and is the vice-chair of the American Chamber of Commerce in Vietnam. She, too, has pledged logistical and coordination support. (See letter of support.)

Michelle Dymerski (VOICE Master Teacher) is the Director of the Claremont International Studies Education Project (CISEP) at Pitzer College and has served as the History/Social Studies Faculty Advisor for the CGU TEIP for the past three years. Dymerski taught World History in Southern California high schools for 15 years prior to entering the field of International Studies professional development in California. Dymerski is currently enrolled in CGU's doctoral program in Education. Her research interests are in the role of culture in teaching and learning and the impact of globalization on teacher education programs around the world. As the director of CISEP, Dymerski is in a unique position to foster dissemination of VOICE curriculum through the state-wide network of International Studies projects founded in 1986. This network stretches from San Diego County to Sonoma County and represents a long history of Fulbright-Hays Group Study Abroad recipients. Dymerski has organized and directed teacher short-term study trips in China (2009), Costa Rica (2008), and Russia (2007). She herself taught in Poland for a year at a Teachers Training College and has traveled extensively.

**C. Management Plan:**

Project Director: Upon notification of funding in Spring 2010, VOICE Director Ganley will begin devoting approximately 10% of her time to project planning, selection of participants, and organization of orientation activities. Throughout the spring, Ganley will maintain close communication with all key personnel and will be responsible for negotiating the final contracts for each party. She will devote full time to the project for two months during Summer 2010,

including the 25 hour orientation course, the four week overseas trip and two weeks of follow-up. During the 2010-2011 academic years, approximately 10% FTE will be spent on follow-up activities, including providing support and consultation in the field-testing and revision of lessons and curriculum units; assisting seminar participants in assuming leadership roles to disseminate project results; evaluation and writing of the final report.

USS&H Partners: Both *VOICE* Host Hien and her doctoral student, Tho, have been instrumental in the development of this proposal and have already begun to make arrangements for housing, speakers, and logistical support in Vietnam on behalf of *VOICE*. Upon notification of funding, Hien will finalize housing contracts, schedule guest scholar presentations and reserve necessary university facilities. Hien will commit 100% of FTE during the month of July 2010 when the sojourn takes place. At this time she will be on summer vacation and will not have duties at USS&H. Hien will co-teach *EDUC Context* and *EDUC Praxis*, will accompany the group on excursions, and will help with the group's community outreach projects. Tho will also commit 100% of FTE to the project in July. A graduate student, he too is on vacation at this time. Tho will be responsible for directing the 18 hours of language instruction. He will also serve as a general translator throughout the program.

Master Teachers: Both Tran and Dymerski have participated in the development of this proposal and in doing so have proven their commitment to the successful realization of *VOICE*. Upon notification of award, each of the Master Teachers will assist *VOICE* Director Ganley with the selection and preparation of participants. Dymerski will co-teach the orientation course with Ganley. She will also conduct the evaluation plan in the various phases of the program. Dymerski will devote 15% FTE during Spring 2010 towards these responsibilities. Both Master Teachers will participate in *VOICE*, and thus will commit 100% FTE during the month of July.

While in Vietnam, the Master Teachers will help *VOICE* Director Ganley with formative assessment, logistical support, and serve as mentors to the pre-service teacher participants. The Master Teachers will also be responsible for conducting the Instructional Materials Workshops.

### **III. BUDGET AND COST EFFECTIVENESS**

#### **A. Budget Narrative**

Budget Narrative: Funds requested from Fulbright-Hays. *VOICE* is asking for \$83,775 of funding support from Fulbright-Hays.

Travel. \$67,795 (81%) of the requested funding covers expenses related to travel. Specifically, the \$67,795 reflects the cost of six different travel-related items: **1)** round-trip transportation between California and HCMC (\$19,500 total, which is \$1,300/ticket for the 15 *VOICE* members); **2)** intra-Vietnam travel (\$2,975, which is \$175/plane ticket for 17 *VOICE* members to travel from HCMC to Ha Noi. Our two Vietnamese partners, who reside in HCMC, will come to HaNoi.); **3)** ground transportation in Vietnam (\$6,200 for van shuttle); **4)** housing (\$18,350); **5)** meals (\$18,445, which is \$35/day for 17 people for 31 days. There are 17 people for this calculation because our two Vietnamese hosts will be eating with us.); **and 6)** \$2,325 for personal items, which is \$5/person for 31 days for 15 people. It should be noted that our per diem (covering boarding, meals, and \$5/day for personal items) ranges from \$65-\$85/person. This is considerably lower than the State Department's per diem rate for HCMC of \$306/person. Our figure is lower in large part because the twelve *VOICE* participants will be sharing rooms (two to a room) in modest accommodations, and we have budgeted for sufficient but modest meals.

Contractual. \$4,980 (6%) of the requested funding is earmarked to cover honorariums for our Vietnamese partners. *VOICE* Host Hien's honorarium is \$2,000, while the honorarium for her doctoral student, Tho, is \$1,000. Both of these Vietnamese scholars will be with us at all our

excursions and seminars. Funds have also been set aside for our language lessons (\$380), guest speakers (\$1,000), and host teachers (\$600), in whose classes we will be teaching English.

Supplies. \$1,770 (2%) of the requested funding covers the cost of teaching supplies and materials for the in-Vietnam seminars, teaching practicum, community-based research projects, and work with NGOs/orphanages.

Other. \$9,230 (11%) of the requested funding is earmarked for five other items. **1)** \$1,500 has been earmarked for VOICE Participants to purchase materials that will help them “bring Vietnam” back into their California classrooms (and that supplement and support their unit plans); **2)** \$1,000 has been earmarked for facilities in which to hold our seminars. These facilities will be secured by VOICE Host Hien or Ms. Tran; **3)** \$5,000 has been requested for activity/excursion/entrance fees; **4)** \$730 will help pay for communication expenses that link the group in Vietnam to CGU’s TEIP (i.e., phone fee, internet service/coverage); **and 5)** \$1,000 total has been requested to cover the cost of two different receptions at the end of the sojourn (i.e., a “formal” reception for our Vietnamese partners/colleagues and an informal “neighborhood party” for our Vietnamese friends/neighbors).

Budget Narrative: In-Kind Contributions and Support. Participants will be providing an estimated \$320,025 of in-kind support and contributions.

Personnel. CGU’s TEIP and VOICE Master Teacher Michelle Dymerski will be providing \$46,010 in support related to their salaries. Specifically, CGU will cover the cost of VOICE Director Ganley participating in the project (\$24,598) and provide Master Teacher Tran with an adjunct salary of \$5,550. Master Teacher Dymerski is contributing approximately \$15,862, which is the time associated with her participation in the project and its planning.

Fringe. A fringe rate of .24 is applied to the salaries of Ganley (\$24,598) and Dymerski (\$15,862). Ganley's fringe is \$5,904 and Dymerski's fringe is \$3,807. A fringe rate of .13 is applied to the \$5,550 adjunct salary of Quoc Tran; this comes to \$722. As such, the fringe totals \$10,432. ( $\$5,904 + \$3,806 + \$722 = \$10,432$ )

Travel. The 15 VOICE Members from the US will absorb a collective cost of \$7,686 related to travel shots (\$1,500), passports (\$3,000), visas (\$1,500), travel insurance (\$1,200), and transportation to Los Angeles International Airport (\$486).

Supplies. 4,050 is earmarked to cover the cost of a number of supplies, including \$1,000 worth of duplicating and copying (covered by CGU), \$800 for teaching materials and supplies (covered by CGU), \$1,500 for memory cards (needed to do the video memoir projects, covered by each of the 15 VOICE Members) and \$750 for gifts for yet-to-be-made Vietnamese friends (each of the 15 VOICE Members will purchase approximately \$50 worth of gifts).

Other. \$222,860 will go to three "other" contributions: **1)** The 12 VOICE Participants will each pay for 12 units of credit at CGU (\$221,760) that relate to work and activities done as part of their involvement in VOICE. These credits in part complete the requirements associated with earning a California teacher credential and a MA in Education. **2)** CGU will cover the cost associated with hosting planning and/or pre-departure group meetings in the USA. It is estimated that these costs will come to \$800. **3)** CGU has earmarked \$300 to cover long distance communication between VOICE Director Ganley and VOICE partners.

Indirect Cost. Lastly, CGU is contributing in-kind support of \$28,987 associated with indirect costs. (We have a set rate of 63% for salary costs without the fringe.)

## **B. Budget Worksheets.**

#### **IV. EVALUATION PLAN**

Both formative and summative evaluation will be employed for the evaluation of *VOICE*.

Formative evaluation will be a high priority during the five weeks in residence in Vietnam.

Regularly scheduled one-on-one meetings with the Project Director and Master Teachers will provide feedback on the ways in which participants are making sense of their living and academic experiences, and their progress in translating these into culturally relevant teaching.

Further feedback will be available through their daily journals, which will record their reactions to their daily experiences, field assignments, excursions and school visits. *VOICE* Director

Ganley, Host Hien, Language Instructor Tho, and Master Teachers Dymerski and Tran will meet regularly to discuss issues related to program implementation, effectiveness, individual

participant progress as well as general group mood; they will make program adjustments as

needed. Finally, each day, Ganley, will meet with particular participants on a one-on-one basis.

Each participant is scheduled to meet with Ganley one-on-one at least five times during the in-country sojourn.

Several methods will be used for summative evaluation. First, pre- and post- program formal assessments will be administered to measure each participant's knowledge of Vietnamese

language, geography, history, politics, economics and culture. Assessment questions will be

written by faculty of the Claremont Colleges and *VOICE* with relevant experience and scholarly expertise. Secondly, pre- and post-program surveys will be used to evaluate participants' general

intercultural competence. The Intercultural Development Inventory (IDI) based on the

Developmental Model of Intercultural Sensitivity (Bennett, 1986, 1993, 2004) will be used to

measure participants' subjective experience of cultural differences. Finally, pre- and post-

program assessments will be completed by *VOICE* Key Personnel to provide insight into the

behavioral manifestations of participants' study abroad experience. The Behavioral Assessment

Scale of Intercultural Communication (BASIC) developed by Koester and Olebe (1988) will be used to provide third-party observational data in addition to the self-report data obtained from the IDI. It is hoped that this data will set the stage for a longitudinal study of the impact of *VOICE* to be conducted as part of Master Teacher Dymerski's doctoral program at CGU.

## **V. ADEQUACY OF RESOURCES**

### **A. US-Based Resources**

CGU's TEIP has a wealth of resources to support pre-, during, and post- program needs.

*VOICE* Director Ganley has an administrative assistant and TEIP has a staff of nine. She has access to classroom and meeting spaces (conventional and electronic) and has technology support. The Dean of the School of Educational Studies is highly supportive of the project, having endorsed Ganley's spearheading of *VOICE* (which involves being gone from TEIP at its busiest time of the year).

Also available are CGU's international advisor (who can address questions related to passports, visas, student travel insurance); health center (that can address travel shots and medical issues); and International Place (that has a wealth of experience with international exchanges and can help with the nuts-and-bolts issues involved in living abroad).

Having Master Teacher Tran speak fluently in both English and Vietnamese is an incredible asset when trying to make arrangements, negotiate payments, and secure commitments in Vietnam.

Given the time change between Vietnam and the US, there needs to be a US contact that is available 24 hours a day to help us with any unforeseen emergencies. Dr. Anita Quintanar, Ganley's co-director of TEIP, has volunteered to be this person. She will take *VOICE* calls, regardless of when they come in and will assemble a response team as need be.

VOICE Director Ganley will have with her a cell phone that can be used domestically or internationally. She will also have a laptop with internet access to provide short check in notices to Quintanar. Family members of VOICE Participants will have Quintanar's contact information as well as the number of Ganley's cell phone in Vietnam and Ganley's email address.

Upon funding, we will file our itinerary with the State Department, the US embassy in Vietnam, and the Fulbright-Hays GPA Group.

### **B. Vietnam-Based Resources**

VOICE Host Hien and USS&H have pledged logistical and coordination support.

USS&H is part of the largest and most distinguished university in Vietnam (Vietnam National University – HCMC) and is experienced in meeting the needs of foreign groups. Additionally, Master Teacher Tran's sister, Ms. Jocelyn Tran, currently lives in HCMC and is the vice-chair of the American Chamber of Commerce in Vietnam. She too has pledged her logistical support. (See letter of support.)

Hien and Ms. Tran will help finalize our housing. We have already identified the Agricultural Management School's Guest House, which is a five minute walk away from USS&H and from Ms. Tran's office, as a possible (though not ideal) place. The advantages of this facility: it has experience housing foreign scholars and guests; each room has two beds, a table and chair, a wardrobe, and a small refrigerator; there are adequate bathrooms; there are no kitchens (which is not ideal) but there is an on-site canteen; and, lastly it is in a safe area (District One) that is only minutes from USS&H and Ms. Tran's office. The problem: VOICE would ideally like to be housed in a residential area. Vietnamese often "come outdoors" in the evenings and we'd like to be a party to that as opposed to an area (like District One) that is deserted at night because it mostly accommodates businesses. As such, upon notification of funding, we

will search for another housing facility that is optimal. The Agricultural Guest House, however, is a great back-up.

Upon receiving funding, we will work to secure two vans and drivers to meet the intra-city transportation needs of the group. Ms. Tran has contacts in this area and will be instrumental.

Ms. Tran has also pledged support to help coordinate the intra-country flight arrangements.

For our classroom-based seminars, *VOICE* will either meet in classrooms at USS&H or in conference rooms at Ms. Tran's workplace. These facilities are more than adequate to meet our needs.

## **VI. IMPACT**

### **A. Impact on CGU.**

*VOICE* will act as a pilot project to help TEIP understand the complexities of organizing short-term international programs and thus help in the design of similar (future) projects. Also, *VOICE* has helped to build a community of previously disconnected scholars in that it has convened and galvanized faculties on the Claremont Colleges who typically don't collaborate despite having transdisciplinary foci that relate to Vietnam (i.e., philosophy, religion, history, economics, cultural studies). Just planning the proposal has strengthened CGU's relationship with these faculty and with Pitzer College's CISEP.

### **B. Impact on Project Leaders.**

*VOICE* will help focus Ganley's research and work, thus building her capacity to mentor doctoral students interested in the intersection of culture, teaching, learning, and global society. It is her goal to use *VOICE* to mentor her teacher education faculty so that they can help teacher candidates reflect upon how their thinking of immigrant populations in Southern California

(Asian or otherwise) might be stereotypical (i.e., overgeneralizing to think that all Latino immigrants in LA's schools are from Mexico).

**C. Impact on Master Teachers.**

Master Teacher Tran will be able to use the experience to design teacher and principal development workshops related to cultural diversity and the needs of students of Vietnamese descent. Given his post as the Director of Education Equity, he is in a position to help teachers design culturally relevant materials that connect to their Vietnamese American populations. Post trip, Master Teachers Tran and Dymerski are planning to develop area studies seminars and standards-based curriculum that will help to frame Vietnam as a country (not just a war). Given the preexisting networks and infrastructures that Tran and Dymerski work within, these seminars have the capacity to impact hundreds of classrooms in Southern California. Dymerski will also use the experience as a core component of her doctoral work.

**D. Impact on Teacher Participants.**

The most profound impact is to the pre-service teacher candidates. Early in their professional career, they are being given the opportunity to learn how to interface in culturally appropriate ways. The experience will challenge their stereotypes of Asians and allow them to better facilitate student success of Los Angeles' at-risk Vietnamese American population. Such an opportunity simply is not possible in a different medium. The units *VOICE* Participants earn as part of *VOICE* will go towards their California credential and MA in Education. The curricular materials they acquire on the sojourn and the thematic units they create will be directly applicable for use in their classrooms in Fall 2010. Lastly, by creating and then presenting their multimedia memoirs for public viewing, they are developing as educational leaders.

**E. Impact on the greater Educational Community.**

*VOICE* Faculty and Master Teachers routinely present at a number of regional, state, national and international education conferences and anticipate sharing their insights into the

importance of teachers developing their language skills and understanding of area studies in order to address the needs of marginalized students at such conferences in 2010-2011.

## **VII. RELEVANCE**

Five years ago TEIP's directors identified the need for our teacher candidates to embrace a cosmopolitan perspective so that they could help their students meet the challenges of an increasingly interconnected global society. Recognizing this need, they started to explore models of how other teacher education programs are incorporating an international component. *VOICE* Director Ganley started to do research on the subject and is currently overseeing doctoral work related to international relevancy in teacher education and K-12 curriculum. As noted in the letter of support written by CGU's Dean of the School of Educational Studies and the letter written by Dr. Ray Buriel of Pomona College's Chicano Studies Program, *VOICE* is a natural next step for TEIP's goal to embody its social justice mission in light of cosmopolitan engagement. (TEIP's mission can be found in Form 4.) CGU is fully supportive of this direction. Towards this aim, TEIP has developed an exchange relationship with Landau University in Germany; has hosted Danish principals on a two-week symposium; provided professional development to English teachers from Jordan, Azerbaijan, and Tajikistan chaperoning high school students as part of an International Relief (<http://www.ri.org/>) exchange program; and have presented at international conferences in Canada and Japan.

*VOICE* is also an extension of the work participants have already done at CGU as part of TEIP. An anchor project for all TEIP students is an ethnographic narrative project where teacher candidates reflect upon their own experiences in schools; the experiences of their students; their student's home culture; and the school's community. The project asks that the teacher candidates collect data on student learning (so they can be responsive to and be accountable for their

student's academic success); do home-visits and parent interviews; examine their school communities from a socio-cultural and historical lens; and analyze the degree to which their *espoused theories* are in-line with their *theories of action*. This transformational project provides VOICE Participants with a foundation to advance their action research to the next level. Participating in VOICE will further solidify the belief that being in relationship with diverse communities is the job of effective teachers (and, in turn, helps teachers become more effective at working with diverse populations).

### **VIII. NEED FOR OVERSEAS EXPERIENCE**

As noted earlier in this proposal, residents of Southern California have a strong tendency to equate Vietnamese culture and their experiences with students and families of Vietnamese descent with the Asian Model Minority characterization. They also tend to not recognize Asians as being from varied and separate cultural (i.e., the pan-Asian myth). What is true of the population at large is also, unfortunately, generally true of our teaching population.

Academic study in a U.S. setting is insufficient to meet the goals of this proposal. Very few publications address Vietnam from historical or cultural perspectives. There is not a single course offering at any of the Claremont Colleges devoted to the study of Vietnam. Consequently, our pre-service teachers cannot get the support they need to connect with local Vietnamese communities in ways that build bridges and result in successful school-community partnerships and student achievement. Our teachers need an in-depth, substantive Vietnamese experience, combining both personal and academic learning in a reflective fashion, to broaden their thinking, knowledge, and classroom instruction about Vietnam so that they can meet the challenge implied by the Vietnamese mantra: We are a culture, not a battlefield. We are a country, not a war.

## **IX. PROGRAM PRIORITIES**

*VOICE* meets both the absolute and the competitive program priorities set for this year.

### **A. Absolute priority: Specific Geographic Regions of the World.**

*VOICE* celebrates and explores the South Asia region of the World, specifically Vietnam.

### **B. Competitive Preference Priority 1: Substantive Training & Thematic Focus on a LCTL.**

*VOICE* provides 18 hours of language instruction as well as immersion in the target language. *VOICE* Participants will be creating a rudimentary “handbook” of Vietnamese phrases that might be helpful for American teachers working with native Vietnamese speakers. This resource will be helpful for *VOICE* Participants while they are doing their teaching practicum in Vietnam and when they return to their Southern California schools. The handbook will be done in a format so that it can also be a resource to the participants’ colleagues.

### **C. Competitive Preference Priority 2: Area Studies at elementary and secondary schools.**

*VOICE* is designed as a five-week sojourn for elementary and secondary school teacher interns that integrates a substantive academic program with cultural immersion in Vietnam. While in-country, academic seminars led by faculty of USS&H will complement lectures by faculty of the Claremont Colleges and readings that participants did in their orientation course prior to coming to Vietnam. While in-country all local field trips, school observations/practicum and community outreach projects will deepen participant’s knowledge of Vietnam thus enhancing their capacity to develop culturally relevant curricular materials and specific area studies units for use in their classrooms. Upon return to California, all instructional materials and units developed by participants will be finalized. CGU and its partnering agencies will continue to support the classroom testing and revision of these units as well as the general promotion of Vietnam as an opportunity for intercultural communication and education.

### **D. Invitational Priority: Elementary and secondary school teacher interns.**

*VOICE* is designed for a cohort of 14 teachers working in or with Southern California elementary and secondary schools: 12 “interns” (teacher candidates enrolled in CGU’s TEIP)

and 2 “Master Teachers” selected for their curricular expertise, mentoring experience, and involvement in the preparation of TEIP interns.