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Language Resource Centers Program

California State University, Fullerton National Resource Center for Asian Languages

U.S. Department of Education International and Foreign Language Education 400 Maryland Avenue, S.W. / Room 2B234

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# INTRODUCTION

The National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton (CSUF) is seeking funding to improve the nation’s capacity for the teaching and learning of Asian languages; specifically, Vietnamese, Korean, Chinese (Mandarin), Japanese, and Khmer (Cambodian). Established in 2014, NRCAL proposes to further develop instructional resources and professional development with the aim of enhancing teaching, learning, and research of these less commonly taught languages (LCTLs). NRCAL aims to meet this target through (1) research on dual language immersion and virtual language programs, including the integration of technology; (2) the development of resources and teaching materials for dual immersion and world (foreign) language teachers in K-16 settings; (3) the provision of professional development for teachers focusing on effective teaching strategies, assessment, and educational technology; (4) the development and application of assessment tools and practices; (5) collaboration with and engagement of the community; (6) the dissemination of knowledge, materials, and resources. Information on NRCAL can be found here: https:/[/www.fullerton.edu/nrc](http://www.fullerton.edu/nrcal/)a[l/](http://www.fullerton.edu/nrcal/) .

The promotion of language and culture is critical to creating a well-balanced, diverse, and ultimately successful community. In California, the vast array of different people, languages, and cultures come together to create an economic and educational powerhouse that continues to improve the region. In order to continue in this upward trajectory, NRCAL, located within the College of Education at CSUF will build on its previous success of working with K-12 school districts, institutes of higher education, and community partners serving thousands of students to develop and implement new strategies designed to improve the quality of education for teaching and learning of Asian Languages. The importance of training students to be bilingual and

biliterate cannot be overstated. Students who are bilingual and biliterate in Vietnamese, Korean, Chinese, Japanese, and Khmer reap a multitude of benefits. Students enhance their cognitive abilities, increase and improve their employment opportunities, develop cultural competency and contribute to national security efforts. Training teachers to develop innovative instructional materials, effective pedagogies, and appropriate assessment tools will heighten students’ interest in learning multiple languages, thus preparing students to become competitive members of a multicultural global economy.

NRCAL is a 21st century learning center and, as such, it integrates advanced technology such as communication platforms, online communities, movie-making and animation software, video conferencing, virtual reality, and creation software throughout its program. Learners and educators in instructional and collaborative settings have opportunities to research, create, collaborate, communicate, and apply critical thinking skills to all learning experiences. NRCAL teacher education courses also model a 21st Century learning environment and apply Universal Design for Learning principles that provide participants with varied opportunities for accessing, engaging with and demonstrating understanding of content.

CSUF, as a both Hispanic (HSI) and Asian Minority-Serving Institution (MSI), has been the ideal institution to host the NRCAL. According to *U.S. News & World Report* (2020), CSUF is among the country’s top “regional universities of the West.” *Money Magazine* (2020) rated CSUF as “best public Colleges in California in 2020.” It is ranked #3 in the nation for bachelor’s degrees awarded to underrepresented student (*Diverse: Issues in Higher Education*, 2021), No. 3 in the nation for bachelor’s degrees awarded to Hispanics (*Diverse: Issues in Higher Education*, 2021), and No. 10 in the nation for bachelor’s degrees awarded to Asian Americans (*Diverse: Issues in Higher Education*, 2021). Finally, CSUF is ranked No. 1 destination for community

college transfer students for 18 of the past 21 years, and No 1. teaching credential awarded by a public institution in California.

CSUF has consistently demonstrated its dedication and commitment to supporting LCTLs, serving diverse student populations, expanding research on second language acquisition and biliteracy, and enhancing teaching and learning. Orange County, California’s largest and most well-established and largest Vietnamese-American community resides approximately 17 miles south of CSUF’s campus. There is a great demand for Vietnamese language instruction both at the elementary and secondary levels, but most instructors have little formalized training. Trade with Vietnam is growing and the demand and need for curriculum and teacher training devoted to Vietnamese language is on the rise. Responding to these critical needs, CSUF has the esteemed distinction of offering a minor in Vietnamese, a bachelor’s degree, minor and International Business concentration in Japanese, minor and International Business concentration in Chinese, and 100-level language courses in Korean. Additionally, teaching credential pathways for Vietnamese, Chinese, and Japanese are readily accessible, and Vietnamese, Korean, and Khmer Bilingual Authorizations have been established to prepare teachers to teach in dual language immersion programs. In addition, CSUF prepares more teachers than any other institution in the region and more elementary teachers than any public institution of higher education in the state of California. Each year, approximately 600 new teachers complete their credential program at CSUF.

NRCAL is designed to be a resource to the local community in addition to meeting national educational needs. In order to achieve these goals, NRCAL is comprised of various partners including the College of Education and College of Humanities and Social Sciences at CSUF, PreK-12 school districts including Franklin McKinley School District (FMSD), Alum

Rock Union Elementary School District (AUESD), Westminster School District (WSD), Highline Public Schools (HPS), Anaheim Union High School District (AUHSD), Klein Independent School District (KISD), Boston Public Schools (BPS), Portland Public Schools (PPS), Garden Grove Unified School District (GGUSD) the Association of the Vietnamese Language & Culture Schools (TAVIET-LCS), and the Khmer Parent Association (KPA), American Council on the Teaching of Foreign Languages (ACTFL), National Foreign Language Resource Center (NFLRC), and Center for Urban Language Teaching and Research (CULTR).

# PLAN OF OPERATION:

## Project Design

* 1. **Research on dual language immersion, including integration of advanced educational technology**

Dual language immersion programs provide a rich environment for students to acquire a second language, and for heritage learners it provides an opportunity for them to master the academic language of their mother tongue while preserving their heritage. Instruction in dual immersion programs is typically divided between two languages—English and a second language. There is a growing demand for dual language immersion programs, especially from communities with a large concentration of heritage learners, and the Vietnamese communities are no exception. However, Vietnamese-English dual language immersion programs are still in their infancy compared to other established programs, and other than the research being conducted by NRCAL, to our knowledge little empirical evidence is available to inform instructional practices and assess effectiveness in enhancing student learning outcomes. In addition, the pandemic has provided the opportunity for NRCAL to explore how to best deliver language programs in the virtual platform, thus not only serving local communities but also

expanding its reach to communities across the nation and globally. Building on the existing research on dual language immersion in other languages and its pilot of the virtual language program, NRCAL will continue its research focusing on Vietnamese-English dual language immersion programs in elementary classrooms and virtual language programs more broadly. According to the Center for Applied Linguistics, the goals of dual language immersion programs are for students to develop high levels of language proficiency and literacy in both English and a target language, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures. While many of the dual immersion programs in the United States are for Spanish-English students (www.cal.org), the experiences of

students, parents, and teachers of LCTL are topics which NRCAL will investigate, specifically Vietnamese-English Dual Language Immersion programs. To accomplish this goal, the following objectives will be implemented:

* 1. *Identify effective strategies for teaching dual language immersion programs.*
  2. *Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.*
  3. *Disseminate findings on the effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.*
  4. *Identify effective strategies for teaching virtual language programs.*
  5. *Investigate effectiveness of virtual language programs as they relate to learning outcomes for children and adult learners.*
  6. *Disseminate findings on effectiveness of virtual language program as they relate to student learning outcomes.*

NRCAL recognizes the significance of technology integration and has provided effective professional development training over the past eight years in collaboration with faculty from the College of Education at CSUF, where state-of-the-art technology is built into the existing teacher preparation programs ( https://bit.ly/2MdV9Yp ). CSUF’s online graduate degree program in

education is ranked No. 4 in the nation, according to *U.S. News and World Report’s Best Online Education Programs* for 2021. The College of Education at CSUF is now home to six full-time online degree programs. NRCAL will continue to incorporate the beneficial institutional resources that are available and their capacity to integrate advanced educational technology to enhance language instruction.

## Develop and refine resources and teaching materials

Comprehensive, relevant, and applicable instructional materials and resources and training on pedagogy are essential for effective programs for all languages and at all levels. Development of resources and teaching materials will be guided by academic standards to support student learning. First, the Common Core State Standards (CCSS) represent a set of high-quality academic standards to guide student learning. The standards were created to ensure that all students have access to the skills and knowledge necessary to succeed in college, career,

and life, regardless of where they live. CCSS is informed by the highest, most effective standards across the United States and countries around the world. The standards are: 1) research- and evidence-based; 2) clear, understandable, and consistent; 3) aligned with college and career expectations; 4) based on rigorous content and application of knowledge through higher-order thinking skills; 5) built upon the strengths and lessons of current state standards; 6) informed by other top performing countries in order to prepare all students for success in our global economy and society. (www.corestandards.org). Currently, 42 out of 50 states in the U.S. adopted CCSS,

thus any instructional materials created that are aligned with this framework will be widely utilized.

Additionally, NRCAL incorporates the World-Readiness Standards for Learning Languages put forth by the American Council on the Teaching of Foreign Languages (ACTFL).

The central goals include the 5Cs: 1) **Communicate** effectively in more than one language; 2) Interact with **Cultural** Competence and understanding; 3) **Connect** with other disciplines and acquire information and diverse perspectives; 4) Develop insight into the nature of language and culture through **Comparisons**; 5) participate in multilingual **Communities** at home and around the world (https:/[/www.a](http://www.actfl.org/sites/default/files/publications/standards/World-)c[tfl.org/sites/default/files/publications/standards/World-](http://www.actfl.org/sites/default/files/publications/standards/World-)

ReadinessStandardsforLearningLanguages.pdf). NRCAL will continue to integrate ACTFL

Proficiency Guidelines to inform the development of resources and instructional materials (https:/[/www.a](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012))c[tfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012).](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012))

Finally, while these standards and guidelines are useful in providing the framework for teaching and learning, it is important that we attend to the unique historical, cultural, and linguistic features of the targeted language in order to develop authentic materials for instruction.

As the nation moves toward consistent learning goals among states, NRCAL will combine resources and knowledge with faculty of Education and Humanities and Social Sciences, school districts (AUESD, AUHSD, BPS, FMSD, GGUSD, HPS, KISD, PPS, WSD), and community heritage language schools (TAVIET-LCS), to develop the scope and sequence for K-12 through undergraduate programs in Vietnamese and instructional materials that integrate CCSS and ACTFL standards for K-2 Vietnamese-English dual language immersion for AUESD, BPS, FMSD, GGUSD, HPS, KISD, PPS, WSD) as well as Vietnamese language courses for grades 7-12 at AUHSD. In Year 1, a team comprised of the K-12 district partners will meet throughout the year to create the initial literacy curriculum for K-2 Vietnamese dual language immersion programs that are aligned with Common Core State Standards. In Year 2, NRCAL will work with community language school experts and K-12 educators to develop the curriculum for Vietnamese virtual language programs for children and adult learners. We will

also create teaching materials for secondary school language program for Khmer (Cambodian). In addition, given NRCAL’s experience in providing support to launch the first Vietnamese dual language immersion program in the state of California and on-going support for similar programs in the nation, we will be developing a *How-to-Guide for the Implementation of Vietnamese Dual Language Immersion Program* in Year 4. This is a project that has been postponed as a result of the pandemic due to limited access to K-12 school districts.

In addition, the demands for online language instruction have changed drastically during the pandemic. As a result, NRCAL has launched its first Vietnamese Virtual Language Program serving over 1,000 children and adults nationally and internationally. The program is offered on Saturdays from 9am – 10am virtually and free of charge to participants (ages 5-adults). The modules were developed by a group of Vietnamese dual immersion teachers. K-12 and community heritage language teachers were recruited and provided training to teach the modules. More information can be found here. The next phase of the program is to review and

revise the existing materials and develop them into a curriculum that can disseminated widely (sample materials here).

Finally, language faculty teaching undergraduate courses will create new instructional resources that are applicable to student learning post-pandemic era. In year 3, faculty teaching undergraduate courses will develop materials for post-secondary education language programs (Chinese, Japanese, Korean, Vietnamese). Over the past four years, the following instructional materials have been developed: a) modules for Vietnamese Language (advanced level), Vietnamese Reading for Comprehension (intermediate and advanced level), Vietnamese Writing (intermediate and advanced level), Vietnamese for Business and Vietnamese for International Business; b) audio CDs for existing Vietnamese language textbooks to improve students’

speaking skills and pronunciation (beginning and intermediate levels); c) collections of songs, games, movies, documentaries, etc. used as supplementary materials for the teaching of the Vietnamese language and culture courses; d) instructional technology to support development of online Vietnamese courses. Finally, instructional modules of upper-division courses for the proposed Chinese program (Chinese Language and Communication, Cultural Competency, and Literature and Arts). The following links provide samples of the instructional materials developed for the undergraduate courses (Chinese materials here; Japanese materials here;

Vietnamese sample here).

Pilot testing of resources and instructional materials will be conducted by teachers throughout Year 3 and 4 in K-12 classrooms and university courses. Learning outcomes and program effectiveness will be evaluated on a continuous basis as we refine and adapt the materials. Student and teacher evaluations and feedback will be compiled and integrated to make necessary revisions. NRCAL will work with various partners to develop new materials and refine existing materials by successfully completing the following activities:

*2.1 Create initial literacy curriculum for K-2 Vietnamese dual language immersion programs that are aligned with Common Core State Standards.*

*2.2. Develop curriculum for Vietnamese virtual language programs for children and adult learners.*

*2.3 Create teaching materials for secondary school language program for Khmer (Cambodian).*

*2.4. Develop instructional materials for post-secondary education language programs (Chinese, Japanese, Korean, Vietnamese).*

*2.5 Create a How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program*

## Provide professional development for teachers

Professional development opportunities allow teachers to enhance their skills, in turn increasing student achievement. NRCAL will continue to operate Intensive Summer Institutes to provide such opportunities focusing on the language, culture, and history of LCTL. Over the past eight years, NRCAL has provided 5-day Intensive Summer Institutes for hundreds of K-12 world language and dual language immersion teachers and community college instructors teaching Vietnamese, Chinese, Korean, and Japanese. Over the years, NRCAL has piloted innovative ways in which it can enrich teachers’ learning experiences by integrating “PD away” where the teachers had the opportunity to spend time in the various communities and visit cultural centers such as *Nguoi Viet Daily News, Korean Cultural Center, The Chinese American Museum*, and *James Irvine Japanese Garden*. Using technology, teachers were asked to collect authentic community artifacts and create a digital ethnography. The knowledge and skills that teachers acquired at the Intensive Summer Institutes can be used with students in the classroom. A sample of teachers’ final product can be found here: https://bit.ly/2ltPGBL. Building on the success of

the “PD away”, a 7-day Intensive Summer Institute in Korea was conducted, where teachers experienced professional development abroad by learning about another country’s youth, educational system, how language is being taught, and pertinent educational issues in the context of globalization *prior* to the visit. *During* the visit, teachers had a culturally and linguistically immersive experience by participating in events, classes, cultural tours, and classroom visits that are focused on language learning. *After* the visit, teachers reflected on their abroad learning experiences, compared and contrasted pedagogy and practices in language teaching, and identified resources and strategies that they can apply in their classroom. Teachers will have the opportunity to experience these “PD abroad” trips during the three years of the grant (Year 1:

Japan, Year 2: Taiwan, Year 3: Cambodian, and Year 4: Cambodian), all languages supported by NRCAL.

In addition to the 7-day Intensive Summer Institute of “PD away”, teachers will have the opportunity to participate in two 2-day professional conferences that will take place annually.

These full-day professional development conferences focus on providing evidence-based teaching practices including aligning instruction to Common Core State Standards, technology integration, and culturally and linguistically relevant teaching. Furthermore, these professional conferences will be offered in multiple languages (Chinese, Japanese, Khmer, Korean, Vietnamese) and provide teachers the opportunity to collaborate and share resources that they have developed as a team. Establishing a language education network will be a critical component for teacher success. NRCAL will work with partners AUESD, BPS, FMSD, HPS, KISD, WSD, and TAVIET-LCS in the development of its summer institutes and full-day conferences. Prior professional development hosted by NRCAL can be found here (sample 1,

sample 2, sample 3, sample 4).

In collaboration with Californians Together through project English Learner Roadmap Implementation for Systemic Excellence (ELRISE!), funded by the California Department of Education, NRCAL will continue to provide professional development for Asian language teachers across the state of California to effectively implement the English Learn Roadmap. The focus of the professional development training will be on the following principles: a) assets- oriented and needs-responsive schools; b) intellectual quality of instruction and meaningful access; c) system conditions that support effectiveness; d) alignment with articulation within and across systems. NRCAL professional development materials for ELRISE! Can be found here

(sample 1, sample 2, sample 3). These webinar series have been very successful with over 500

registrants across the state of California.

The topics for both the Intensive Summer Institute and the full-day conference will vary to address the teachers’ needs. In Year 1, the topic will focus on teaching dual language immersion in K-6 settings. In Year 2, the topics will be broadened to include world (foreign) language instructors (Vietnamese, Chinese, Japanese, Korean, and Khmer) with an emphasis on teaching heritage language learners in grades 7-12. In Year 3, the focus will be on developing both summative and formative authentic assessments to effectively measure student learning outcomes. In Year 4, we will concentrate on developing, engaging, and sustaining multilingual and multicultural communities both in the local and abroad contexts. Specifically, the following topics will be addressed in Intensive Summer Institutes and full-day conferences: a) history, culture, language and literatures; b) refugee, immigrant experiences, and oral histories; c) media, film, and music; d) contemporary Vietnamese, Chinese, Korean, Japanese, and Khmer communities; e) community resources; f) language learning, scaffolding, and linguistic structure. Pedagogical topics will include: a) teaching dual language immersion (K-6); b) bilingualism, biliteracy, and translanguaging; c) integration of technology to facilitate instruction; d) principles of early childhood literacy and second language development; e) issues, mistakes, and errors pertaining to learning heritage language; and, f) curriculum development.

Lastly, the full-day conferences will be provided for pre-service teachers (teacher candidates in world language programs), in-service teachers who are pursuing bilingual authorizations as well as those currently teaching in dual language immersion programs, community heritage language educators, and community college language instructors. To further promote the improvements of Southeast Asian language instruction, NRCAL plans to partner

with Center for Urban Language Teaching and Research (CULTR), another Language Resource Center (LRC) to co-host a webinar supporting language teachers from high schools, community colleges, and other universities in the state in Year 3. This webinar will be aligned with the full- day conferences. Professional development activities are as follows:

* 1. *Professional development for pre-service and in-service dual language immersion PreK-12 teachers annually and during intensive summer institutes abroad.*
  2. *Professional development for pre-service and in-service 7-12 world language teachers annually and during intensive summer institutes abroad.*
  3. *Symposium for community college language instructors teaching heritage language learners.*
  4. *Symposium for Southeast Asian (SEA) languages focusing on integrating technology and community engagement in collaboration with CULTR.*

## Develop and apply assessment tools

Assessments are a tool that will be used to provide feedback on student learning.

Assessments allow teachers to evaluate students’ understanding and progress, determine whether educational goals are being met, and set appropriate learning goals and standards. NRCAL will assemble a team of highly-qualified and knowledgeable educators from CSUF, AUESD, AUHSD, BPS, FMSD, GGUSD, HPS, KISD, PPS, WSD, and TAVIET-LCS to develop

assessment instruments and strategies that are aligned with the Common State Standards and the ACTFL proficiency guidelines for speaking, writing, listening, and reading. Distinguished, Superior, Advanced, Intermediate, and Novice represent the continuum of proficiency to describe one’s functional language ability regardless of how, when, and where the language was acquired. While the ACTFL guidelines are available for Chinese, Japanese, and Korean, a framework must be identified for the Vietnamese language. NRCAL will create benchmark

assessments for Vietnamese dual language programs focusing on initial literacy skills for K-2 grades in Year 2. Following the development of a framework, the team will design diagnostic tests, replacement tests, evaluative tests for K-2 dual language immersion programs. In year 3, teachers will apply assessment tools and practices in K-2 Vietnamese dual language immersion classes in our partner school districts. Feedback will be collected to help refine the instruments as needed. Finally, in year 4, NRCAL will develop assessment tools for Vietnamese virtual language programs. NRCAL will develop applicable assessment tools and strategies in the following activities:

* 1. *Create benchmark assessments for Vietnamese dual language programs focusing on initial literacy skills for K-2 grades.*
  2. *Apply assessment tools and practices in K-2 Vietnamese dual language immersion classes.*
  3. *Develop assessment tools for Vietnamese virtual language programs.*

## Collaboration and community engagement

NRCAL has become an integral link in the Asian language educational community, both locally and nationally. The Center serves as both a teaching and learning center and as well as a community resource, particularly in providing expertise on how to initiate and identify resources to support Vietnamese dual language immersion programs. In 2017, NRCAL collaborated with the Khmer Parent Association (KPA) to develop, administer, and analyze the results of a community survey to assess the interest and feasibility of developing a Khmer-English dual language immersion program in Long Beach, California, home to the largest Cambodian community outside of Cambodia. We received over 1,500 responses from parents, teachers, and community stakeholders expressing a high level of interest in establishing such a program (https://drive.google.com/drive/folders/17pvpqmXndM9fY1ZmQTdOhK3oJHXWe\_lk). Our next step is to work closely with the community to identify and develop resources for the

program. Since then, NRCAL has continued to work with KPA and Long Beach Unified School Districts to increase the district’s capacity to implement the first Khmer-English dual language immersion program through teacher preparation and community engagement.

Currently, there are limited bilingual books for children, especially for less commonly taught languages. To address this challenge, NRCAL launched its first *Community Literacy Project* in 2017 in collaboration with the community heritage language school, K-12 school districts, and universities. Since then, NRCAL has hosted three Vietnamese children’s book writing contest for children ages between 7-18 with over 200 students registered for these events. To date, NRCAL has published 25 Vietnamese children’s books written by children for children ( [http://www.fullerton.edu/nrcal/book\_purchasing\_page/index.php).](http://www.fullerton.edu/nrcal/book_purchasing_page/index.php)) We plan to expand the

*Community Literacy Project* to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Vietnamese (Year 1), Khmer (Year 2), and Korean (Year 3). More information can be found here. Developing bilingual resources for early childhood literacy is critical to the success of

language teaching and learning.

While providing resources and professional development to language teachers plays an important role in student success in language acquisition and mastery, it is equally important that the work we do have a direct impact to the students we serve. With this in mind, NRCAL hosted *World Languages and Careers Day* in 2017 and 2018. Held on the CSUF campus, this one-day event served more than 1,000 local middle and high school students, providing them with a unique opportunity to learn about the benefits of learning a second language and acquiring cultural competency. At the event, presenters from the local business community shared personal experiences that speak to the value of biliteracy and the impact that competency of their heritage language has

had on their professional success. Through engagement with myriad industries, such as business, health, entertainment, education, technology and transportation, students participated in experiences that highlight the benefits of knowing another language and/or culture (https://bit.ly/2yx0gRw ). We plan to offer this event in Year 3 and Year 4 of the project.

In sum, NRCAL will work with the community in the following ways:

* 1. *Continue World Languages and Careers Day to middle school and high school students to explore careers and interests in multiple languages.*
  2. *Continue and expand the Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Vietnamese, Khmer, and Korean.*
  3. *Publish resources that have been developed from the Community Literacy Project to the broader community.*

## Disseminate knowledge, materials and resources

As NRCAL collects research data, develops materials and resources, and creates assessment tools, dissemination of this information is of the greatest importance to the achievement of goals. To this extent NRCAL will continue to take an active role on the Internet and social media in order to involve the community and share resources. In addition, NRCAL will distribute a bi-annual newsletter on the research, teaching, resources, and learning of Asian languages to all of our partners and their broader network (https://bit.ly/2IfS0VX). In order to broadcast findings and share materials and information, multiple methods of dissemination will be employed. The following activities will be used to disseminate information:

* 1. *Update an online database that including an inventory of current resources.*
  2. *Distribute bi-annual newsletter on the research, teaching and learning of Asian languages.*
  3. *Present at conferences*
  4. *Contribute to social media*
  5. *Attend LRC Directors*

*6.6. Meeting at ACTFL*

## Management Plan

NRCAL will remain under the direction of Dr. Natalie Tran. Supporting Dr. Tran will be a part-time Project Coordinator, Ms. Debbie Pham, who will oversee the day-to-day management of NRCAL, facilitate activities and projects, and supervise data collection. Various faculty affiliates will serve under the supervision of the Director. Each faculty will be responsible for an activity topic including Post-Secondary Curriculum Development and Training, Professional Development, Community Collaboration, and K-12 Curriculum Development. Each activity will be coordinated by the Program Coordinator, who will work with faculty affiliates who serve as language specialists or pedagogy specialists. The Director and Program Coordinator will meet frequently with the faculty affiliates to provide to report progress and plan for future events. A project organizational chart is included in the Appendix.

## Relation of Project Objectives to the Purpose of the Center

NRCAL’s primary commitment is to improving the nation’s capacity for the teaching and learning of Asian languages. All of the proposed activities have been developed to support this goal. The development and dissemination of instructional materials and assessment tools relate directly to the improvement of the teaching and learning of less commonly taught Asian languages. Instructional materials will be developed for K-2 Vietnamese-English dual immersion language programs, 7-12 world (foreign) language instruction for Khmer (Cambodian). The K- 12 materials will align with Common Core State Standards and World-Readiness Standards for Learning Languages and reflect research on innovative teaching approaches. In addition, new instructional materials will be developed for post-secondary languages course (Chinese, Japanese, Korean, and Vietnamese). Assessment tools and practices will be developed for dual

language immersion courses, world (foreign) language courses. These tools and materials will allow teachers to better evaluate student performance and to provide feedback on instruction.

Professional development and teacher training will provide pre-service and in-service teachers the knowledge and skills they need to teach language instruction effectively. NRCAL will operate Intensive Summer Institutes and full-day conferences annually for K-12 teachers, community heritage language instructors, and community college instructors. NRCAL has had great success in conducting Intensive Summer Institutes. The feedback provided by participants suggested that the Intensive Summer Institutes were well organized with rich content and extensive expertise ( <http://www.fullerton.edu/nrcal/seminars/spring_2019/index.php> ). NRCAL plans to replicate the success of previous summer institutes and expand to provide professional development abroad in countries such as Japan, Taiwan, Cambodia, and Vietnam. In addition to the summer institutes, an annual full-day professional development will be offered to community college language instructors teaching heritage language learners, pre-service teachers, in-service teachers, and community heritage language educators. Topics will include language and cultural awareness, best practices for teaching heritage language learners, and the developing literacy skills.

Wide dissemination of the knowledge, materials and resources developed by NRCAL will make a direct impact among teachers, students, scholars, and the community. The distribution of information will be accomplished through NRCAL website, bi-annual newsletters, and conferences such as ACFTL Annual Convention and World Language Expo, and National Association for Bilingual Education.

## Use of Resources and Personnel to Achieve Objectives

NRCAL Director, Dr. Natalie Tran will continue to guide all activities with the support of program Coordinator, Ms. Debbie Pham. Ms. Pham will supervise and evaluate the activities and projects and provide support for the faculty affiliates. Activities have been designated to one of four categories, each with a lead-facilitator who is responsible for facilitation of the activities.

Dr. Tran will directly oversee K-12 Resources and Materials Development; Ms. Pham will oversee Professional Development; Ms. Pham will oversee Community Collaboration; and Dr. Dr, Tran will oversee Post-Secondary Curriculum Development. The Project Coordinator will provide administrative support for the various activities facilitated by the Center. Faculty affiliates will lead activities based on their areas of expertise, curriculum development, professional development, and language specialization. The team meetings will be held bi- annually to evaluate progress, discuss strengths and challenges of activities, and monitor data collection. See *Timeline of Project Activities in the Appendix* for assignments of specific activities, timeline, and collaborative partners.

## Provision of Equal Access and Treatment for Underrepresented Groups

NRCAL provides equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented. CSUF is committed to maintaining a positive learning, working, and living environment. The University does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission, access to, treatment, or employment in its educational programs and activities. Additionally, CSUF is proud of its designation as a Minority Serving Institution (MSI) for both Hispanic and Asian American students. CSUF is No. 3 in the nation

among the top colleges and universities awarding bachelor’s degrees to Hispanics *(Diverse: Issues in Higher Education, 2021)*. CSUF’s recognitions is indicative of its great commitment to access and diversity, which is aligned with its university-wide guiding principles for providing an inclusive, transformational, just, equitable educational experiences for all members of the campus (information can be found here: https://hss.fullerton.edu/resolutions/GuidingPrinciples.aspx )

# QUALITY OF KEY PERSONNEL

## Qualifications of Director

NRCAL will remain under the direction of Dr. Natalie Tran, College of Education, (Ph.D. University of Wisconsin, Educational Leadership and Policy Analysis). Dr. Tran currently serves as CSUF Professor of Educational Leadership, Chair of the Department of Secondary Education, and Director of the Ed.D. program. Dr. Tran is also a heritage speaker of Vietnamese. She has extensive experience directing externally-funded projects, including Co-Principal Investigator for an NSF-funded project to develop Spanish-English dual language immersion curriculum and provide teacher training to improve math and science achievement among middle school, low income Latino students. She has a strong background in research methodology and has taught research seminars and advanced research methodology courses in the doctoral program at CSUF. She will also provide support for NRCAL’s research activities. Working at the intersection of research, area studies, the preservation and devotion to diversity, and public dissemination of knowledge, she understands the multiple roles necessary to be successful as the director of NRCAL and can continue to lead the Center to marked success as an invaluable nationally-reaching resource for educators.

## Qualifications of Key Personnel

Ms. Debbie Pham serves as the Project Coordinator for NRCAL during the past year, overseeing the daily operation of NRCAL and working collaborative with faculty, teachers, and community stakeholders. She has over 20 years of experience in K-12 education and was instrumental in launching the first secondary Vietnamese-English dual language immersion program in California.

Dr. Sam Behseta will conduct research examining the effectiveness of Vietnamese dual language immersion on student learning outcomes. Dr. Behseta earned his Ph.D. in Statistics at Carnegie Mellon University and is currently a Professor of Mathematics at CSUF. He has published numerous articles in the premier journals of statistics, neuroscience, and computer science on the statistical modeling of neurophysiological data of learning. He has experience in generalized linear modeling with mixed effects, and model-based clustering to study teacher effect on high school mathematics achievement. In his previous role as the executive editor of CHANCE, a publication of the American Statistical Association, he has reviewed and edited a number of articles on a variety of topics, including analytical reports on K- 12 testing and achievement. As a co-PI of the NSF-funded project, Transforming Academic and Cultural Identidad through Biliteracy (TACIB), Behseta is closely collaborating with Dr. Tran on the development of the research models for the project.

Dr. Fernando Rodriguez-Valls is a Professor at CSUF. He has created partnerships with school districts, local educational agencies and universities to develop and implement community-based biliteracy and literacy programs involving parents and their children in dialogic reading practices that explored the linguistic symmetries between languages. Fernando's work focuses on ensuring equitable instructional practices for second language learners and

migrant students as well as on the socio-cultural factors affecting their academic achievement, educational continuity, and school engagement. He served as a Co-PI for project ELRISE! thus will serve as a presenter for NRCAL’s full-day professional development conferences.

Dr. Linh Nguyen will support the curriculum and material development, application, for Vietnamese post-secondary language courses. Dr. Nguyen is an Assistant Professor in the Department of Modern Languages and Literatures at CSUF. She teaches courses on Vietnamese culture and serves as the Coordinator for the Vietnamese Studies Program. She earned her Ph.D. in Anthropology at Syracuse University.

Dr. Jack Liu will assist with the development of curriculum and materials and teacher training for Chinese language courses. Dr. Liu is the Chinese Program Coordinator for the Department of Modern Languages and Literatures at CSUF. He also directs the Summer Language Intensive Program (SLIP), a California State University consortium program. Dr. Liu earned his Ph.D. in Foreign Language Education from Purdue University.

A faculty with specialization in Japanese and Korean language program (TBD) will support the development of instructional resources and teacher training for Japanese and Korean. These faculty members will have experience teaching Japanese and Korean language, Japanese and Korean language education, and Japanese and Korean studies. Their expertise focuses on Japanese and Korean pedagogy, Japanese and Korean cultural studies, assessment of language learning, and second language acquisition.

Dr. Ding-Jo Currie is a distinguished faculty at CSUF. She is a nationally and internationally recognized leader with over 30 years of experience in higher education. As a former Chancellor of Coast Colleges overseeing multiple community colleges in Orange County,

she brings expertise of community colleges and supports NRCAL in identifying and addressing the instructional needs for Asian languages at community colleges.

## Time Commitments of Key Personnel

As delineated in the Budget Narrative, the breakdown of expected time commitments are as follows. Dr. Tran will commit at a minimum 25% of her academic time and 15% of her non- academic time commitments over 4 years to the NRCAL ~~pr~~oject. Ms. Debbie Pham, Project Coordinator, will be expected to devote 50% over 4 years of her working professional time to oversee the day-to-day operations and provide assistance with the research activities for NRCAL.

## Non-Discriminatory Employment Practices

As a dual Minority-Serving Institution (MSI), CSUF works diligently to encourage the applications of persons who are members of racial or ethnic minority groups. CSUF values diversity and strictly follows nondiscriminatory employment practices. CSUF encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, handicapped persons and the elderly. It is through this diligence and commitment as a dual MSI that CSUF has a strong and diverse personnel.

## Experience and Training of Key Personnel

Dr. Natalie Tran leads a staff with the vast experiences and extensive training necessary to engineer NRCAL. Dr. Tran has well-established experience and training related to the objectives of NRCAL. As a former high school teacher with background in curriculum development, faculty in educational leadership, Chair of the Department of Secondary Education, and Director of the Educational Doctorate program, she has devoted her efforts

throughout her career to the practical dissemination of knowledge, accessibility of workable tools for educators and functional application of educational research for the improvement of teaching and learning. Having taught multiple courses on teaching pedagogy, educational research, Dr. Tran possesses the skills required to conduct empirical investigations of educational research, with a particular focus on practitioners conducting consumer and evaluation research.

Additionally, she has taught many courses on research methods pertaining to, but not limited to, data analysis, statistics, experimental design, interview and questionnaire design related to research planning, policy analysis, and program management.

The faculty affiliates who have been selected have a wealth of relevant experience and training needed to direct the activities of NRCAL and to accomplish the established objectives of this proposal. The NRCAL team as a whole has illustrated proficient expertise through their wide-ranging experience and training.

# BUDGET AND COST EFFECTIVENESS

## Adequacy of Budget to Support Activities

The proposed budget is sufficient to complete the activities detailed in the proposal. The budget is developed based on experience and costs of other projects similar in scope. The time allocations proposed for the NRCAL director, key personnel, specialist, and consultants will be adequate to ensure that all activities take place on schedule and complete with high quality.

Representing a group of highly skilled individuals, NRCAL staff will ensure that resources are efficiently used. For example, NRCAL’s goals of disseminating information electronically will minimize the costs for printing and the use of technology to assist with communication also reduces the costs for travels.

## Reasonableness of Costs in Relations to Objectives

One of the strengths of NRCAL is the recruitment of highly qualified individuals with multiple skills and diverse range of knowledge, this supports flexibility and allows individuals to serve in multiple roles and complete various tasks. This arrangement is possible since the majority of NRCAL staff are bilingual and have collaborated on other projects in the past.

NRCAL will use the office space and equipment provided by CSUF. In the meantime, NRCAL plans to seek funding from sources to further enhance the work supported by the Center.

# EVALUATION PLAN

## Quality of Evaluation Plan

A comprehensive evaluation plan is critical to the continued success of NRCAL. This evaluation plan will provide the foundation for improvement and further development for teaching and learning. With the various facets of this project, the following formative and summative program evaluation plan will be utilized by the Center for Research on Educational Access and leadership (C-REAL). In order to examine NRCAL’s program implementation, outcomes, and provide timely feedback for intervention modification, a holistic mixed methods design is proposed. This plan will focus on students, teachers, and community members who are involved with dual immersion education and instruction. This evaluation will employ interviews, surveys, and document analyses of school partners, teachers, students, as well as community- based organizations (see Figure 1).

Evaluation Goals:

* Monitor program progress
* Provide feedback for program improvement
* Measure program effectiveness specific to program effectiveness for students, teachers, and community members
* Teacher usage and implementation of instructional materials
* Impact of program strategies on dual language curriculum and resources Measurable Outcomes:

Students:

* Measure student engagement and knowledge by using surveys, faculty generated documents, and longitudinal case study of two K-2 and 7-12 dual language schools and control schools.
* Assess students’ perceptions of program effectiveness through surveys and documents.

Teachers:

* Measure teacher perceptions of support and barriers for continuation of Vietnamese dual language immersion program through surveys.
* Gauge teacher perceptions of increased knowledge and usage of instructional materials in teaching dual language immersion curriculum, language learning, scaffolding, and linguistic structure through interviews and document analysis.
* Gauge long term use of NRCAL materials and resources by LCTL programs, both at CSUF and nationwide through website usage and surveys.

## Methods: Data Collection Plan

C-REAL will conduct interviews with center leaders and faculty. Teachers and school personnel will complete a survey pertaining to instructional materials development and usage as well as overall program effectiveness, and self-perceptions of teaching ability. This evaluation will also include analysis of qualitative data using DeDoose. Usage of DeDoose will allow for

discovery of convergent and divergent themes from interviews and document analysis of program materials.

**Center Leaders & Faculty**

1. Program Progress,

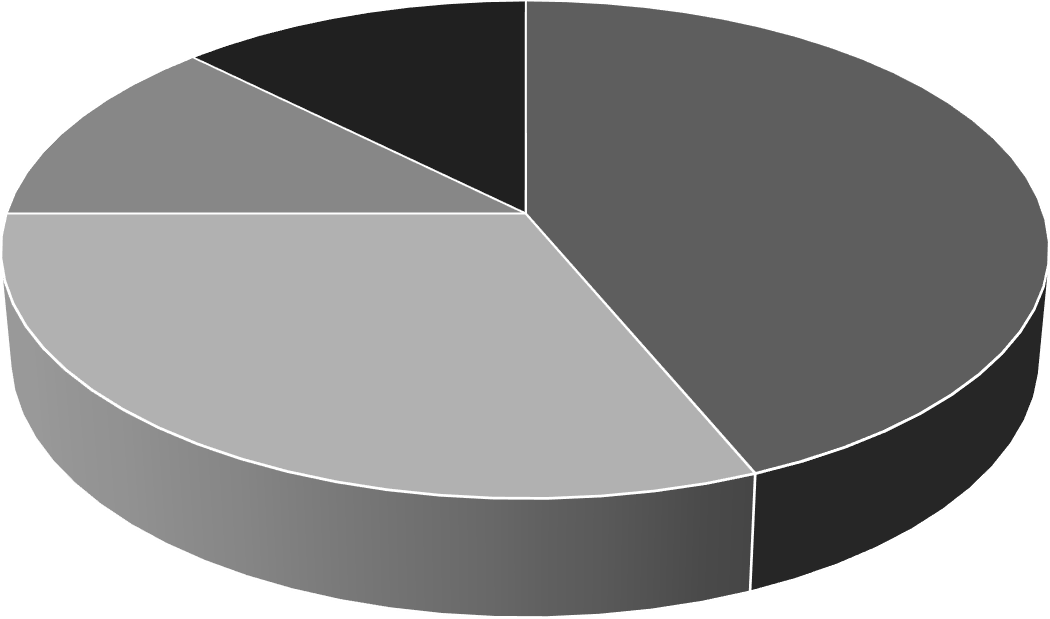
Instructional development and Implementation…

**Partnerships & Collaboration**

1. Perception of Community Partners
2. Engagement
3. Program Attendance &…

**Students**

* 1. Comparison of K-2 & 7-12 (control/experimental)



Group/Language Development

* 1. Learner Perceptions of Program
  2. Academic Progress
  3. Program Effectiveness
  4. Program Engagement

**Teachers & School Personnel**

* + 1. Teacher Perceptions of Support/Barriers of DLI
    2. Instructional Development, Ability, & Cultural Relevance

1. Utilization of Program

Products

*Figure 1*. NRCAL evaluation components

The Project Director will provide all relevant school and community records, administer surveys, pre/post workshop surveys, and collect curriculum evidence specific to this project. The types of data collected are based on the identified needs, anticipated outcomes, and measurable indicators described above. The following types of data will be collected: **Student Participation** (Formative Assessment- program effectiveness through surveys, and document analysis), **Teacher Participation** (Formative Assessment- program effectiveness through surveys, and document analysis; self-perception of increased teaching abilities with DLI

curriculum and strategies via surveys, and document analysis), and **Program Performance** (document analysis of program implementation and efficacy, long-term use of NRCAL materials and resources through surveys, and document analysis).

Method: Data Collection Timeline:

The following five methods will be employed to collect required data: university and community collaboration, surveys and document analyses. The timeline below outlines the linear structure that will guide data collected during the first part of the evaluation:

|  |  |
| --- | --- |
| **Activity** | **Timeline** |
| Develop Evaluation Plan | Complete |
| Selection and Orientation of C-REAL Team researchers | Upon Acceptance |
| Instrument development for evaluation and IRB submission | Year 2-Fall |
| Pilot new evaluation instruments | Year 2-Fall |
| A review implementation plan and set dates for data collection | Year 2-Fall |
| Collect consent forms | Year 2-Fall |
| Collect baseline data for all participants | Year 2 |

Continuous Feedback and Reporting

Data will be collected using evaluation instruments identified or designed by Dr. Person and the evaluation team at C-REAL, along with data supplied by California State University, Fullerton, NRCAL, and participating community-based organizations. Evaluation will be conducted every other year (Year 2 and Year 4 of the project). Evaluation findings will continuously be provided to NRCAL for project improvement. Analyses of data will also be used for project decision making, dissemination and sustainability.

**Program Goals**

**Program Objectives**

**Program Outcomes**

* Research on dual language immersion, including the integration of technology
* Develop of resources and materials
* Provide professional development for teachers
* Develop and apply assessment tools
* Collaboration and community engagement
* Disseminate knowledge, materials and resources

**Program Activities**

* Curriculum, material, and resource development
* Professional development
* Support of community partners engaged in dual immersion efforts
* Webinars and other resources

**Evaluation Goals**

**Evaluation Activities**

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**Evaluation Outcomes**

* Qualitative & quantitative data available to assess effective instructional strategies of dual language immersion student learning outcomes
* 80% of will report, and or demonstrate increased knowledge and confidence in teaching dual language immersion instruction.
* 75% of participants will report an increase in their ability to integrate created instructional materials in their classes.
* 80% of participants will report an increase in knowledge, confidence, and ability to teach language learning, scaffolding and linguistic structure.
* 80% of training participants will report an increase in knowledge of less commonly taught languages and confidence in working with members of these communities in a culturally and linguistically responsive manner.
* Increase the awareness and impact of world languages to both the local and the broader communities
* Assessment tools made available through the program will be implemented in CSUF LCTL and LCTL classes nationwide.
* Increase the awareness and impact of world languages to both the local and the broader communities.
* Webinars will be conducted twice annually.
* 1-2 participants will present at conferences.

1.1. Identify effective strategies for teaching dual language immersion programs.

* 1. Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.
  2. Disseminate findings on the effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.
  3. Identify effective strategies for teaching virtual language programs.
  4. Investigate effectiveness of virtual language programs as they relate to learning outcomes for children and adult learners.
  5. Disseminate findings on effectiveness of virtual language program as they relate to student learning outcomes.
  6. Create initial literacy curriculum for K-2 Vietnamese dual language immersion programs that are aligned with Common Core State Standards.

2.2. Develop curriculum for Vietnamese virtual language programs for children and adult learners.

2.3 Create teaching materials for secondary school language program for Khmer (Cambodian).

2.4. Develop materials for post-secondary education language programs (Chinese, Japanese, Korean, Vietnamese).

2.5 Create a How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program.

* 1. Professional development for pre-service and in-service dual language immersion PreK-12 teachers annually and during intensive summer institutes abroad.
  2. Professional development for pre-service and in-service 7-12 world language teachers annually and during intensive summer institutes abroad.
  3. Symposium for community college language instructors teaching heritage language learners.
  4. Create benchmark assessments for Vietnamese dual language programs focusing on initial literacy skills for K-2 grades.
  5. Apply assessment tools and practices in K-2 Vietnamese dual language immersion classes.
  6. Develop assessment tools for Vietnamese virtual language programs.
  7. Continue World Languages and Careers Day to middle school and high school students to explore careers and interests in multiple languages.
  8. Continue and expand the Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Vietnamese, Khmer, and Korean.
  9. Publish resources that have been developed from the Community Literacy Project to the broader community.
  10. Update an online database that including an inventory of current resources.
  11. Distribute bi-annual newsletter on the research, teaching and learning of Asian languages.
  12. Present at conferences
  13. Contribute to social media
  14. Attend LRC Directors

6.6. Meeting at ACTFL

* Program effectiveness
* Participant feedback
* Tracked progress toward goals
* Surveys with students and teachers
* Analysis of documentation of teaching tools
* Satisfaction surveys of symposium and webinars

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* Monitor program’s progress toward goals
* Provide feedback for immediate program improvement
* Assess the gained knowledge and usage of tools by participants
* Evaluate the effectiveness of curriculum, materials, and resources created through the program
* Monitor community engagement
* Usage of program products

# ADEQUACY OF RESOURCES

CSUF is a comprehensive, regional university belonging to the California State University system. As such, the best qualities of teaching and research universities are combined for actively engaged students, and faculty and staff work in close collaboration to expand knowledge. State-of-the-art technology and resources are readily accessible. CSUF has more than 41,500 students and approximately 1,800 full- and part-time faculty members. The University offers 107 degree programs in eight colleges. The College of Education at CSUF is committed to the preparation and professional development of innovative and transformative educators. NRCAL will continue to draw on these considerable resources and expertise of the College of Education to implement our activities and achieve our stated goals.

Additionally, CSUF is located in Orange County and near Los Angeles County, where numerous communities of Vietnamese, Korean, Chinese, Japanese, and Khmer populations thrive. CSUF recognizes this unique advantage and NRCAL will draw on the local expertise and rich, existing resources.

## Facilities

The offices and workstations of NRCAL will be housed on the campus of CSUF, within the College of Education. CSUF will make accessible the use of all university facilities, including administrative support, library, and language laboratories. The newly-renovated Library will feature multiple computer labs with multimedia capabilities that instructors can use to facilitate individual and group learning activities. All computers are connected to both a private server and the Internet so that students can access a wide variety of authentic language materials. Additionally, audio files for Arabic, Chinese, English, French, German, Italian,

Japanese, Korean, Persian, Portuguese, Spanish and Vietnamese can be accessed on any computer in either the teaching or student lab.

## Equipment and Supplies

NRCAL will continue to have access to all of the equipment and supplies needed to complete the proposed activities through CSUF. Copious resources will be available including computers, software, scanners, fax machines, copiers, inter-college communication systems, telephones, and additional office equipment. Access to the internet and a variety of software programs will allow for the development and maintenance of web-based activities, marketing materials, and presentation and conference materials.

# NEED AND POTENTIAL IMPACT

## a. Extent to Which the Proposed Materials and Activities are Needed

Aptitude in a world (foreign) language increases economic development, bolsters national security, promotes cultural understanding, and encourages diversity. Foreign language proficiency is vital in preparing students for the future as globalization continues to increase in this technological age. The National Council of Less Commonly Taught Languages (NCOLCTL) states that, while many of the less commonly taught languages (LCTL) are critically important to our national interest in the 21st century, the low level of current enrollments jeopardizes the very existence of the relatively few existing programs, and significantly restricts access to language learning opportunities for the large majority of students in the United States.1 LCTL suffer from a variety of challenges and barriers in the

1 Malone, Rifkin, Christian, Johnson, 2005. *Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States.* Center for Applied Linguistics, accessed June 26, 2014 from <http://www.cal.org/resources/digest/attain.html>

United States. The term "less commonly taught" applies only to the educational system in the

U.S. In other parts of the world, these languages are much more common. In the U.S., early language programs are not widely available, and study abroad programs can be financially difficult for many students. Many language instructors lack adequate training in language teaching, and some do not possess a high level of proficiency in the language they are teaching. There are some resources available for language instructors, but often these are neither plentiful nor accessible. With a few notable exceptions, published material for LCTL tends to be outdated, dull, and oriented primarily towards grammar, while supplementary materials are usually unavailable. Most LCTL teachers are faced with the need to create their own materials, often without having a background in language pedagogy.2 Better technology can improve the efficiency of language learning and can increase the number of listening and reading texts to which students are exposed. Unfortunately, with LCTL, there is little incentive for university faculty to develop costly instructional software to enhance high-level learning. As previously mentioned, adequate resources for full course sequences are still unavailable in many LCTL, and even fewer assessments are available to test high levels of language proficiency in many LCTL in all skill areas. With these barriers to learning, there are few incentives for students to study LCTL or for institutions to offer LCTL.1

A focus on teaching heritage languages has made its way into higher education and the public K-12 system (primarily through programs like dual language immersion that provide instruction in English and another language). The American Council on the Teaching of Foreign Languages (ACTFL) officially recognized the unique needs of heritage language learners (HLL) and began establishing standards for these students as part of their national

2 Pennycook, Alastair. "Critical and alternative directions in applied linguistics." *Australian Review of Applied Linguistics* 33.2 (2011).

standards in the late 1990’s (ACTFL, 2006).3 A HLL is a student who takes a K-16 or a community school language class in the home language. Research on HLLs indicates that their linguistic abilities differ enough from those of traditional students of world languages in U.S. classrooms to warrant distinct teaching approaches. Despite the range of heritage languages and the particularity of each language, research has found enough commonalities that heritage language knowledge can be considered a system.4 Given the highly diverse population in the U.S., many of the LCTL cater to HLL. Further, the reasons that LCTL learners study LCTL can differ significantly from those reasons that HLL study commonly taught languages and consequently the degree of motivation changes. Motivation greatly influences language learning and should be an integral part of the curricula development.

**Self Identified Benefits of Heritage Language Learning**

180

135

90

45

I can speak better with my

relatives after taking my HL class I have learned more about my

culture

I can talk discreetly in public

I feel more integrated into my HL community

I was put in ESL classes because

of my HL

I have been made fun of or

discriminated against

I have problems with my lack of

knowledge of my HL

I can more easily learn other

languages

I have made more friends

I can use my HL to help others

0

Source: The Heritage Language Learner Survey5

3 American Council on the Teaching of Foreign Languages. (2006). *Standards for Foreign Language Learning in the 21st Century* (3rd ed*.*)*.* Yonker, NY: ACTFL

4 Carreira, Jensen, & Kagan (2009) The Heritage Language Learner Survey: Report on the Preliminary Results, UCLA.

5 Carreira, Jensen, & Kagan (2009) The Heritage Language Learner Survey: Report on the Preliminary Results, UCLA.

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Like LCTL, heritage language education, itself, faces many challenges, including a lack of curricula with developmentally (cognitively and linguistically) appropriate approaches specifically designed for HLL, a lack of qualified and experienced teachers with adequate professional training to teach the specified language as a heritage language, inadequate instructional time, weak motivation of children to learn LCTL, unrealistic parent expectations (which can hinder approaches to LCTL education), and financial difficulties.6

For example, Korean heritage language schools often face analogous internal challenges; most are small and provide a limited selection of courses. Other challenges include a lack of texts written especially for HLLs of Korean, a shortage of age-appropriate texts for older beginners, lack of adequate professional training for teachers, high teacher turnover, difficulty in hiring qualified and experienced teachers, and lack of creative and interesting lessons.

Additionally, many Korean heritage language schools have limited financial resources and depend heavily on student tuition and fundraising; most of this income is used for instructors’ salaries. As a result, there is not enough money to invest in teacher training or updating materials. Most schools offer Korean language and culture instruction for only two or three hours a week. Inadequate facilities and a lack of parental support are also challenges.7 Over the past four years, NRCAL has alleviated many of these barriers and challenges faced by these institutions. CSUF has a true commitment to preserving diversity and supporting LCTL that are indigenous to a number of its own diverse student population. This commitment is one that can be amplified for LCTL education across the nation through the continued support of the NRCAL at CSUF.

6 Chinen, Douglas, & Kataoka (2013). *Japanese Heritage Language Schools in the United States*. California State

University, Long Beach publication for the Alliance for the Advancement of Heritage Languages, Center for Applied Linguistics (CAL), Washington DC.

7 Shin, S. J. (2005). *Developing in two languages: Korean children in America*. Clevedon, UK: MultilingualMatters.

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The number of Americans studying Japanese is the highest in history; in 2012, there were over 160,000 students at all levels. Japanese enrollments at the pre-college level have increased 20% in the past six years, and now top 80,000. The number of U.S. junior and senior high schools teaching Japanese jumped from 595 in 2009 to 722 in 2012. Today more students learn Japanese in high school than in college. Japan is the world's third largest economic power, with a GDP bigger than Germany, France, England, Italy, or Spain. Japan’s per capita income is six times that of China’s, and it is the second largest investor in the United States, after the United Kingdom.8 Further, a sizable number, 774,600, of individuals with Japanese ancestry live in the United States (U.S. Census Bureau, 2011). In the Southern California area, where many Japanese heritage language schools are found, there has been an increase in the number of Japanese preschools in the past few years. In Los Angeles alone, there were at least 37 preschools and kindergartens, including branch schools, listed in the Japanese telephone guide of greater Los Angeles. These types of institutions are fundamental in replicating the Japanese language and cultural environment found in Japan.

Like Japanese, choosing to learn Korean creates valuable opportunities in both work and study. The Korean economy is the third largest in Asia after Japan and China, and 11th in the world. Korean skills offer a competitive edge in the job market and access to a fascinating country with a 5000-year history and a vibrant bright future. Further, in the continued tensions with North Korea, learning Korean has true applications to national security and geopolitics.

In the United States, Vietnamese has more than 1.4 million speakers, and is the fifth most-spoken language; it is third in Texas, fourth in Arkansas and Louisiana, and fifth in California. Moreover, there are more than 90 million native speakers of Vietnamese worldwide.9

8 Japan Foundation: 2014 The Japan-America Society of Washington, Inc.

9 Boston University Arts & Sciences Modern Languages & Comparative Literature

The largest Vietnamese population in the United States is in Orange County, CA. Along with the abundant Vietnamese speakers worldwide, Vietnam is a developing country posing a real economic opportunity. Much like the issues surrounding the barriers to learning for the Korean and Japanese Heritage Schools, there is a serious lack of instructional materials for Vietnamese language courses. Vietnamese students enroll on community language school receive on average 2 hours of language instruction per week, and parents have to pay for them, teachers at these schools are not certified, not well trained, there are no criteria for selecting materials. Currently, there is a growing number of Viet-English dual immersion programs across the country (Alum Rock Union Elementary School District, Anaheim Union High School District, Boston Public Schools, Franklin McKinley School District, Highline Public schools, Portland Public Schools, Westminster School District, Garden Grove Unified School District, Klein Independent School District.)10 There is a true need in the support of these programs and there is no known research on the effectiveness of dual immersion available.

Chinese (Mandarin) has 1.05 billion speakers worldwide. At more than 5,000 years old, China is one of the world’s oldest and richest continuous cultures. China is the most populous nation in the world, with 1.28 billion people. One fifth of the planet speaks Chinese. Mandarin is the mother tongue of over 873 million people, making it the most widely spoken first language in the world. In addition to China and Taiwan, Mandarin Chinese is also spoken in the important and influential Chinese communities of Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines, and Mongolia. China is the second largest economy in the world, is one of the largest trading partners of the United States, and many U.S. companies conduct business in

10 Phan, A. (2014, July 1). Asian American Immersion Schools Surge in Popularity to Meet Demand. *NBCNEWS*, available at <http://www.nbcnews.com/news/asian-america/asian-immersion-schools-surge-popularity-meet-demand-> n142751. Accessed: July 5, 2014.

China and have long-term investments there.11 China is rapidly growing into a leader in Asia and the aforementioned importance of the Mandarin dialect maybe a genuine demonstration as to the influence language has on national security. Mandarin is a vital dialect of the Chinese language. A survey of Chinese immigrants and international students in the U.S. conducted by Wiley et al. indicates that among the respondents, Mandarin is used often, highly regarded, and seen as a resource to be preserved despite high levels of multilingualism and multidialectism.12 By the mid-1990s, about eight out of ten pupils in community-based heritage Chinese schools in the

U.S. were being taught in Mandarin. In 2008 the percentage of schools in the U.S. offering Chinese (Mandarin), although still low, increased at both the elementary and secondary levels. Chinese (Mandarin) was taught at 3% of elementary schools and 4% of secondary schools with language programs.13

The motivation for students of LCTL is unique from the commonly taught languages. One study examined the motivation held by 140 elementary-level and 451 secondary-level students toward the learning of Chinese, Japanese, or Korean in formal classroom settings in public schools. The findings revealed that elementary students were more motivated overall towards Asian language study than were the older students. Younger students also perceived their parents as more involved in their language study than did high school students. A factor labeled “ethnic heritage-related motivation” emerged as a major contributory influence in

11 Boston University Arts & Sciences Modern Languages & Comparative Literature.

12 Wiley, T. G., De Klerk, G., Li, M., Liu, N., Teng, Y., & Yang, P. (2008). Attitudes toward Mandarin, heritage languages, and dialect diversity among Chinese immigrants and international students in the United States. In A. W. He & Y. Xiao (Eds.), Chinese as a heritage language: Fostering rooted world citizenry (pp. 67-88). Honolulu, HI: University of Hawai‘i Press.

13 Rhodes, N. & Pufahl, I. (2009). Foreign language teaching in U.S. schools: Results of a national survey. Washington, DC: Center for Applied Linguistics

students' learning an Asian language. This was especially true at the elementary school level and also in the Korean and Chinese programs. Finally, elementary school parents had more positive attitudes toward foreign language learning and were more involved in the child's language study than were parents of high school students.14 The faculty of the NRCAL at CSUF understands many of these unique aspects to LCTL for all learners and instructors, as well as the distinctive needs of HLL.

NRCAL’s partners include Alum Rock Union Elementary School District (AUESD), Anaheim Union High School District (AUHSD), Boston Public Schools (BPS), Franklin McKinley School District (FMSD), Garden Grove Unified School District (GGUSD), Highline Public Schools (HPS), Klein Independent School District (KISD), Portland Public Schools (PPS), Westminster School District (WSD), the Association of the Vietnamese Language & Culture Schools (TAVIET-LCS), and the Khmer Parent Association (KPA). In 2008, **HPS** (Seattle, Washington) began their first Vietnamese English dual language immersion program using a 50-50 model (50% of instruction is conducted in English and 50% in Vietnamese). The program enrolled a balanced number of students who are native speakers in these two languages. The program is expected to thrive in the years to come and is currently serving Kindergarten through 8th grade. In 2009, **PPS** (Portland, Oregon) launched its first Vietnamese English dual language immersion program in the state of Oregon. The district also supports other dual language immersion programs including Chinese, Japanese, Spanish, and Russian. **WSD** (Westminster, California) serves diverse student populations with a large proportion of Vietnamese American students. In 2015-2016, WSD, launched the first Vietnamese-English

14 SUNG, H. and PADILLA, A. M. (1998), Student Motivation, Parental Attitudes, and Involvement in the Learning of Asian Languages in Elementary and Secondary Schools. The Modern Language Journal, 82:98), Stud doi:oi Modern Language Journal, 82:98),

dual language immersion program in the state of California, beginning with the kindergarten class. Following the above school districts, **KISD** (Klein, Texas) will be offering the first Vietnamese-English dual language immersion program in the district for Kindergarten beginning 2018-2019. **FMSD** (San Jose, California) offered its first cohort of Vietnamese dual language immersion program in 2019-2020 and are now serving K-2 grades. Finally, in 2021- 2022 **AUESD** (San Jose, California) launched its first Vietnamese dual language immersion program. In all of these instances, NRCAL has been instrumental in the successful implementation of programs across the country by providing professional development and resources to support classroom instruction.

Located in Orange County, **GGUSD** serves the largest number of K-12 Vietnamese American students in the U.S. There is a growing demand for Vietnamese language courses in both elementary and secondary schools. Currently, the district offered 3 sections of intermediate school (grades 7 and 8) and 32 sections of high school (grades 9-12) Vietnamese language classes. NRCAL has been providing professional development for GGUSD world language teachers over the past eight years. CSUF also has a long-standing partnership with **AUHSD** through various programs and initiatives over the years. Currently, AUHSD offers 11 sections of middle school and high school Korean language courses, 8 sections of high school Japanese language courses, and 2 sections of middle school and high school Chinese (Mandarin) language courses. Beginning 2018-2019, AUHSD launch their first Vietnamese world language program in the district. Due to the limited resources available, professional development for world languages is often overlooked by district leaders, therefore, NRCAL will continue to work with AUHSD’s teachers to develop curriculum and provide professional training to those teaching Vietnamese, Chinese, Korean, and Japanese. Another key player

connecting the various partners together is **TAVIET-LCS**, which represents over 90 Vietnamese community heritage language and culture schools serving approximately 18,000 Vietnamese students, with 1,000 volunteer teachers. TAVIET-LCS has developed resources and textbooks for various classes and provided trainings for teachers within their network.

Over the past four years, NRCAL has been partnering with TAVIET-LCS on professional development efforts and community activities. Finally, the **KPA** is a community-based organization aimed at supporting Khmer (Cambodian) youth through higher education by providing tutoring, leadership development, scholarship, and health awareness. Since 2017, NRCAL has partnered with KPA to develop and administered a community survey to assess interests and feasibility of establishing the first Khmer-English Dual Language Immersion program in Long Beach, California. Such programs will not only enhance biliteracy and student learning outcomes for Khmer youth in the community but is also important for instilling ethnic identity and pride, as well as a sense of continuity, in the younger generation.

## b. Extent to Which Proposed Materials May be Used throughout the U.S.

Addressing challenges and barriers to foster increased proficiency in learning and teaching these specific LCTL requires cooperation among teachers, administrators, parents, and community stakeholders. NRCAL will continue to effectively offer the tools necessary to bring measurable success to teaching and learning these languages for PreK-12 language programs, heritage language programs, and dual immersion programs at all levels. In order to address the previously noted challenges and barriers to teaching and learning LCTL, teachers need to offer interesting and creative classes instead of tedious learning drills and rote memorization and use innovative teaching technologies. NRCAL understands that programs should seek qualified and experienced teachers, and the best way to facilitate this is through

more training and professional development opportunities made available, including the intensive summer institutes. This type of development opportunity and the proposed resources and tools will also aid in decreasing teacher turnover.15

To help address heritage language schools’ financial challenges, programs offered through NRCAL such as the *Community Literacy Project* may result in more parental engagement, thereby improving parent-student interactions and deepen the discussions focusing on bilingualism and biliteracy. Parents and grandparents need information about the benefits of heritage language maintenance and the drawbacks of heritage language loss, which might motivate them to contribute to their children’s heritage language development even when they are out of the classroom. Over the past four years, NRCAL has done an excellent job in serving as a bridge builder among the various community partners and stakeholders (school districts, community-based organizations, and universities), identifying community needs and essential resources within the community. The success of NRCAL in addressing community needs can serve as a model for other communities around the nation.

There is little in previous literature on how best to help language learners develop high levels of proficiency, especially in LCTL. NRCAL recognizes the necessary approaches that should be taken to facilitate these high levels of proficiency, such as building on the language background of heritage language speakers. Starting language learning early builds a strong basis for second, third, and even fourth language learning. Some of these approaches will be offered through full-day conferences and intensive summer language institutes, developing comprehensive and dynamic materials for upper-level students, and offering comprehensive

15 *You,B. Southwest Institute for Families and Children* 2011. Korean heritage language education in the United States: The current state, opportunities, and possibilities. Heritage Briefs Collection ©2011 Center for Applied Linguistics.

language programs that are designed specifically to promote high-level proficiency through on- campus and off-campus experiences.

The implementation of existing technologies encourages and supports the development and maintenance of high levels of language proficiency. Educational technology tools bring authentic language and cultural experiences to students and provide opportunities for them to interact with native speakers, to access culturally appropriate and high-level reading and listening texts, and to conduct research in their areas of expertise. The online instructional materials can facilitate a high-level of learning and comprehension through combined text, video, and synchronous and asynchronous use of the online tools in effective ways. The availability of resources to develop high-level proficiency, especially in the LCTL, remains limited. To measure the success in developing high levels of language proficiency, there must be sufficient assessments to determine when learners have reached these levels. Although assessments that measure high levels of proficiency exist, most are not widely accessible. For example, a number of U.S. government agencies' tests for listening and reading beyond the superior level of proficiency are not released for reasons of national security and cannot be administered to university students. A few initiatives are beginning to fill some of these gaps, but many gaps remain.16

Finally, building on the collaborative partnerships with various organizations in the U.S., NRCAL serves as a national resource for school districts interested in developing or expanding their Vietnamese-English Dual Language Immersion programs.

16 Malone, Rifkin, Christian, Johnson, 2005. *Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States.* Center for Applied Linguistics, accessed June 26, 2014 from <http://www.cal.org/resources/digest/attain.html>

## c. Contributions to Strengthening, Expanding or Improving Programs of World (Foreign) Language Study in the U.S.

According to the STARTALK Language Program’s Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons, effective lessons consist of implementing a standards-based and thematically organized curriculum that fosters students developing the ability to engage in a high-level of proficiency for real-world application purposes, including cultural objectives. These curricula should represent these high-impact practices to ensure that students can meet the lesson’s cultural and language performance objectives. NRCAL will achieve this through the development of resources and tools that will facilitate a learner focused classroom. These resources offer varied content to create unique classroom opportunities for students to interpret and express meaning for real-world purposes.

The professional development strategies and resources provided by NRCAL will strengthen instructor resources and skill sets by providing clear input for instruction. This approach will provide authentic materials and tasks appropriate to the language proficiency and age level of the learners, a range of authentic print and non-print materials in a variety of technological formats, and a variety of strategies to make language comprehensible, monitor student comprehension, and make adjustments as necessary. To effectively foster growth in the proficient learning of LCTL, NRCAL will continue to develop and disseminate effective tools for assessment of student performance, thereby creating an environment where teacher and students use feedback about the quality of performance relative to the lesson’s and unit’s instructional targets.17

A key element of the NRCAL’s success has been the deeply and richly integration of culture into the classroom, preserving and honoring diversity. Our practices ensure that

17 Couet, Duncan, Eddy, et al. 2008. *Starting With the End in Mind: Planning and Evaluating Highly Successful World Language Programs*.

teachers and instructors who are teaching HLLs have skills, knowledge, and training on cultural competency (i.e., working with students from diverse backgrounds, understanding the roles of history and culture in language learning and development), and are able to create a classroom learning environments that supports all learners with varying abilities, linguistic and cultural backgrounds. Building on previous success, key strengths of this proposal are the collaboration with multiple school districts, the support of dual immersion programs, and extensive community engagement.

# LIKELIHOOD OF ACHIEVING RESULTS

NRCAL has developed clear and achievable objectives to advance its goal of improving the teaching, learning, and research of Asian languages in the United States. Through the development of quality materials and by drawing on the expertise of Asian language scholars, educators, and community stakeholders, NRCAL will continue to provide community and national results. NRCAL is highly recognized as a Center that supports Asian Languages at the local, state, and national level due to its track record of success. For example, during the last four years, amid the pandemic that has interrupted various institutions and programs nation-wide, NRCAL continued to provide professional development and webinars serving hundred of educators and community stakeholders, published over 10 children’s books, and launched its first Vietnamese Virtual Language Program serving over 1,000 children and adults nationally and internationally.

## Quality of Methods and Procedures

Over the next four years, NRCAL will develop new instructional materials in collaboration with K-12 school districts, universities, and community partners. The basic procedure will be conducting an extensive review and discussion of existing materials to create a

framework with scope and sequence which will be used to guide the development of resources and instructional materials. New materials will be written and edited by NRCAL staff and partners. These new materials will be reviewed using the newly developed criteria. Pilot testing will be conducted in the form of student and teacher evaluations, and feedback will be compiled for any necessary revisions.

## Practicability of Plans and Expectation to Produce Anticipated Results

NRCAL has developed a comprehensive and achievable operating plan with clear and attainable indicators for success. Specifically, the goal to research effective teaching methods integrating technology is likely to succeed based on the previous success CSUF has demonstrated in developing highly technical programs. CSUF combines its many successful years in educator training, educational research, and training bilingual teachers with its support of NRCAL’s mission to enhance the teaching, learning and research of LCTL. NRCAL will continue to create effective, engaging materials with the support of its collaborative partners including experts on curriculum development. Regarding professional development, NRCAL will continue to build on the success of its intensive summer institutes and expand this work to include professional development abroad. Assessment tools will be created by NRCAL and a team of highly qualified and knowledgeable partners. To meet NRCAL’s goal of engaging and collaborating with the community, NRCAL has a wealth of existing relationships to draw on. NRCAL will continued to be supported and benefited from the tremendous resources and experience of its collaborative partners. The dissemination of materials and knowledge will be achieved locally and nationally using technology. CSUF has demonstrated its progressive position regarding LCTL by offering the minor degree programs in Vietnamese and Chinese, a bachelor’s degree in Japanese, and teaching pathways and Bilingual Authorizations in

Vietnamese, Korean, and Khmer. NRCAL’s additional community partners will continue to provide expertise in heritage language centers, K-12 language programs, and community cultural and language issues. This combination of experience and background will ensure that NRCAL meets its goals and objectives.

# DESCRIPTION OF FINAL FORM OF RESULTS

## a. Specificity and Appropriateness of Description of Expected Results

The expected results of NRCAL’s projects will include research findings, materials and resources, assessment tools, increased awareness of world (foreign) languages in the community, increased support for teachers, students and the community of LCTL, and increased teacher effectiveness in K-12 schools, post-secondary courses, and community heritage language centers. The results of the proposed activities will take many forms, including online resources, community partnerships, publications, and presentations:

**Materials and resources**: Create initial literacy curriculum for K-2 Vietnamese dual language immersion programs that are aligned with Common Core State Standards. This will result in the development for new and existing instructional materials, instructional materials aligned to Common Core State Standards and World-Readiness Standards for Learning Languages for K-2 dual immersion language instruction and for grades 7-12 world (foreign) language instruction. **Online resources**: Online database of bilingual resources will be identified and disseminated broadly. In addition, advanced online instructional tools will also be made available for pre- service and in-service teachers, college and university instructors, and community heritage language educators through our professional development trainings. **Publications**: Research findings will be published in educational journals, bi-annual newsletter on research, teaching and learning of Asian languages. In addition, Vietnamese children’s books from the Community

Literacy Project will be published along with the *How-to-Guide for the Implementation of Vietnamese Dual Language Immersion Program*. **Presentations:** Intensive summer institutes, annual full-day conferences for pre-service and in-service teachers, college and university instructors, and community heritage language educators, annual Community Literacy Project, World Languages and Careers Day for middle and high school students. **Collaborations:** NRCAL will collaborate with community partners including CSUF College of Education, CSUF College of Humanities and Social Sciences, K-12 school districts including Alum Rock Union Elementary School District (AUESD), Anaheim Union High School District (AUHSD), Boston Public Schools (BPS), Franklin McKinley School District (FMSD), Highline Public Schools (HPS), Klein Independent School District (KISD), Westminster School District (WSD), the Association of the Vietnamese Language & Culture Schools (TAVIET-LCS), and the Khmer Parent Association (KPA), and Center for Urban Language Teaching and Research (CULTR).

## ABSOLUTE PRIORITY 1 (LCTLs)

The National Resource Center for Asian Languages (NRCAL) at CSUF was established in 2014 to improve the nation’s capacity for the teaching and learning of Asian languages, specifically Vietnamese, Korean, Chinese (Mandarin), Japanese, and Khmer. CSUF has a strong commitment to supporting Less Commonly Taught Languages (LCTL), which is exemplified in the multiple course and degree offerings in Vietnamese, Chinese (Mandarin), Korean and Japanese. Additionally, CSUF offers a bachelor’s degree in Japanese, minors in Vietnamese, Chinese (Mandarin) and Japanese, and course offerings in Korean. CSUF also has teaching credential pathways for Vietnamese, Chinese, and Japanese available, with Vietnamese, Korean, and Khmer Bilingual Authorizations developed to support the teacher training for dual language immersion programs. The main focus of NRCAL is to improve the teaching, learning, and

research of these LCTL Asian languages in the United States by drawing on the expertise of Asian language scholars, educators, and community stakeholders. CSUF recognizes that bilingualism and biliteracy in Vietnamese, Chinese (Mandarin), Japanese, Korean, and Khmer not only enhances cognition, employment opportunities, cultural competency, but also improves national security.

## COMPETIVE PREFERENCE PRIORITY 2 (MSIs)

CSUF is a Minority-Serving Institution (MSI), as defined by the FY 2018 List of Eligible Institutions for Title III and Title V Programs. CSUF is a dual-MSI institution, designated as both a Hispanic-Serving Institution and an Asian-American and Pacific Islander-Serving Institution. In Fall 2021, more than 50% of its students were ethnic minorities: 41% Hispanic; 21% Asian/Pacific Islander; 2% Black; 20% White; 8% international students; 4% multiple race; 4% are other or unknown. NRCAL is committed to serving the needs of this diverse population, as well as multiple community partners, see GEPA attachment. NRCAL is committed to addressing the needs of K-16 students and educators, community colleges, and heritage

language-speaking communities, and scholars interested in Asian Languages. The outlined objectives designed to meet the goals of NRCAL are unique and detailed tools that will incorporate significant and sustained collaborative activities that will yield curricula and world (foreign) language instruction that meets the needs of not only CSUF’s diverse student and educator population, but also countless others throughout the nation.