

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

2014 Language Resource Centers (LRC) Program Application for New Awards CFDA 84.229A

CFDA # 84.229A

PR/Award # P229A140003

Grants.gov Tracking#: GRANT11697010

OMB No. 1840-0808, Expiration Date: 05/31/2017

Closing Date: Jul 09, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/07/2014"/>	4. Applicant Identifier: <input type="text" value="NA"/>
--	---

5a. Federal Entity Identifier: <input type="text" value="NA"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="SEELRC"/>	Division Name: <input type="text"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-060614-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

ED-229A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Slavic & Eurasian Language Resource Center--LRC

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="183,425.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="183,425.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL [Redacted Signature]	TITLE Assistant Director for International Projects
APPLICANT ORGANIZATION Duke University	DATE SUBMITTED 07/07/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: * Street 2:

* City: * State: * Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 * Street 2

* City * State * Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 * Street 2

* City * State * Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Information re GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

INFORMATION TO ADDRESS REQUIREMENTS OF SECTION 427 OF GEPA

SEELRC responds to GEPA requirements under Section II (Quality of Key Personnel), Section I(F) (Accessibility of SEELRC Programs, products, and Activities), and elsewhere throughout the Application Narrative in response to related questions.

Duke pursues equal opportunity policies, which are set forth in Section II of the Application Narrative. These equal opportunity policies apply equally to the recruitment of students and faculty. In addition to pursuing these policies, Duke offers fellowships and other programs to recruit applicants from social groups who are underrepresented in university enrollments.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Duke University"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="██████████"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 350px;" type="text" value="██████████"/>		Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 300px;" type="text" value="Assistant Director for International Projects"/>		
* SIGNATURE: <input style="width: 300px;" type="text" value="██████████"/>	* DATE: <input style="width: 150px;" type="text" value="07/07/2014"/>	

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

SEELRC combines the resources and capabilities of one of the United States' preeminent research universities, Duke University, with outstanding research teams drawn from universities and government agencies across the U.S. SEELRC focuses on Slavic and Eurasian languages—all of which are less commonly taught languages (LCTLs) and 21 of which are listed as competitive preference priority 1 (CPP1) languages by the U.S. Department of Education. The languages covered by SEELRC are spoken in 34 countries with a combined population approaching 2 billion people.

Formerly the Slavic and East European Language Resource Center, the name of SEELRC has been changed to the Slavic and Eurasian Language Resource Center to reflect a broader regional and linguistic focus. The acronym has been retained to preserve Internet addresses and domains. **The cardinal purpose of SEELRC is to improve our national capacity to meet strategic U.S. needs in teaching and learning the LCTLs of Eurasia (including Eastern Europe, the former Soviet Union, India, Pakistan, and Afghanistan)** by nurturing the network of academic and government institutions involved with languages and by producing deliverables. These include (1) proficiency training, testing, and certification; (2) teacher training; (3) research with direct outcomes in improving language teaching and evaluation; (4) the development of authentic language instructional materials in multi-platform technological formats focused on the **advanced levels** and accessible at no cost to the K-12 and university communities.

A strength of SEELRC is that its work is carried out through extensive collaboration with specialists at Duke and at leading national research universities and institutions, including Indiana University, University of Chicago, University of Arizona, University of Maryland, and the U.S. Department of Defense. SEELRC also partners with a group of North Carolina-based minority-serving institutions, including Bennett College and K-12 schools, to support the introduction and maintenance of languages of our region into the curriculum. Certified proficiency testers representing ACTFL, ILR, CEFR, and Dept. of Defense are directly involved in SEELRC management and programming. The projects and activities of SEELRC emphasize the application of new technologies to the development and dissemination of language instructional materials. SEELRC has developed a wide range of innovative interactive, computer- and Internet-based instructional materials, including the development and dissemination of interactive reference grammars in multiple languages; web-based grammatical dictionaries; a unique webliography of 31 LCTLs; a series of multi-level, interactive, computer-based materials for language and culture instruction with diagnostics; online course modules; streaming video with multilingual texts/subtitling; and computer-readable databases of language texts for use in advanced and superior instruction and testing. These materials are currently in use by U.S. government agencies, U.S. federally funded programs, and a large number of universities both in the U.S. and abroad.

All of the research products and pedagogical and testing materials developed by SEELRC are disseminated nationally through workshops and institutes, web sites (www.seelrc.org), CD-ROM, as well as in *Glossos*, an electronic, peer-reviewed journal. SEELRC's post-doctoral fellowship program supports innovative, valuable research projects conducted by recent PhDs. All products are offered free of charge.

The programs and activities conducted by **SEELRC have improved and will continue to improve the national capacity to teach and learn the LCTLs of our region by having a significant impact on the teaching and learning of the Slavic and Eurasian and other languages.**

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

I. PLAN OF OPERATION

A. An Overview

SEELRC represents a **unique vision** for a Language Resource Center (LRC). When SEELRC was first funded as a Title VI LRC in 1999, it was the first LRC to focus its efforts on meeting the needs of foreign languages instructors and learners of the languages of a specific world region—and a region of the world that is critical to U.S. national security, political, and economic interests. It was also the first LRC to focus its efforts on a group of languages that are all LCTLs and most of which are priority languages listed by the Department of Education. Since it was established, the organization and activities of SEELRC have always been characterized by several bedrock features:

- I. Extensive collaboration with leading academic specialists, relevant government organizations & professional associations.** These collaborations are summarized in Table 1.

Table 1: Collaborations

<i>Collaborations with university centers, institutes, minority-serving K-16 institutions & programs:</i>	<ul style="list-style-type: none"> • U. of Chicago Ctr. for E. Eur. & Russian/Eurasian Studies • Indiana U. Russian & E. Eur. Institute, Duke/UNC CSEES • Program in Second Lang. Acq. & Application, U. of Maryland • U. of Arizona Slavic department and Program in Second Lang. Acq. & Teaching (SLAT) • Bennett College (MSI) • Jordan Public High School (MSI) • Duke and UNC CIBERs • Title VI NRC Web Portal • FLAS program (testing and evaluation of outcomes)
<i>Collaborations with U.S. government agencies & contractors:</i>	<ul style="list-style-type: none"> • Dept. of Defense (including first program for Defense in Russia, inaugural LEARN conference, comparative testing research) • Interagency Language Roundtable • NASA (TechTrans)
<i>Collaborations with professional associations:</i>	<ul style="list-style-type: none"> • NFLC (Nat'l Foreign Lang. Ctr) • ACTFL (Amer. Council of Teaching of Foreign Langs) • ACTR (Amer. Council of Teachers of Russian)

	<ul style="list-style-type: none"> • AATSEEL (Amer. Assoc. of Teachers of Slavic & EE Langs) • ASEES (Assoc for Slavic, East European, & Eurasian Studies) • NASLIP (Nat’l Assoc. of Self-Instructional Lang. Programs) • NCOLCTL (Nat’l Council of Less Commonly Taught Langs) • LSA (Ling. Society of America) • SLS (Slavic Linguistics Society) • SCLA (Slavic Cognitive Ling. Society) • CARTA (Central Assoc. for Russian Teachers of America) • MAPRIAL (Int’l Assoc. of Teachers of Russian Lang. and Lit.)
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The group of researchers and practitioners that make up the **SEELRC National Language Policy Committee** are *language specialists* from the Department of Defense (**Beth Mackey**, language testing expert and chief program manager for language testing, specialist in second language acquisition; **Dr. Bogdan Sagatov**, head of LCTL training, Ph.D. in Slavic Linguistics; **Susan Callahan**, transcription specialist, **Dr. Troy Williams**, Ph.D. in Slavic Linguistics, language specialist), University of Maryland (**Professor Kira Gor**, specialist in second language acquisition, heritage learning, and active ACTFL OPI tester), University of Chicago (**Professor Victor Friedman**, Slavic department and director of NRC), Indiana University (**Professor Ronald Feldstein**, Slavic Department and REEI), and the University of Arizona (**Professor Grace Fielder**, Slavic Department and SLAT), and Duke University (**Professor Edna Andrews**, SES, Linguistics). Beginning in 2014, SEELRC has also included the chair of the Duke Program in Education (DPE), **Professor Jan Riggsbee**, to participate in our K-16 outreach and DPE has already included SEELRC as a presenter on multilingualism and LCTLs in their most recent Regional Institution of Higher Education Conference (April 25, 2014), where over 70 MSI faculty attended. These nine specialists in applied and theoretical linguistics are involved in decision-making for SEELRC at all levels, including project selection, management, evaluation, post-doc selection and evaluation, teacher training workshops, conferences, and publications. Professors Andrews, Feldstein, Fielder, and Friedman have all served as departmental chairs, and Professor Fielder has served as the chair of the Provost’s

committee on promotion and tenure for the University of Arizona. Professor Andrews has also served for the past 5 years on the Arts & Sciences Faculty Assessment Committee at Duke University.

II. Utilizing modern technology for the development of accessible interactive and multimedia (multi-platform and multi-perceptual) instructional and testing materials for language learners at all proficiency levels with a focus on the advanced and superior proficiency levels. SEELRC’s existing and future projects are summarized in Table 2 (A&B).

TABLE 2: SEELRC Projects	
<i>A. Projects undertaken to date:</i>	
Project	Activities
Online Grammatical Dictionary	contemporary standard Russian with audio of all forms by native speakers; recently updated & expanded to use modern web practices.
Online Reference Grammars	Albanian, Bosnian/Croatian/Serbian, Bulgarian, Czech, Georgian, Macedonian, Polish, Romani, Romanian, Russian and Slovene.
Webliography	31 Slavic and Eurasian languages.
Grammatical Exercises	(advanced level) for Czech, Polish, Russian with diagnostics, plus non-diagnostic Romanian exercise
Web-Based Interactive Language Materials	including online course modules in Slavic linguistics and <i>Russian Culture and Language through Film</i> , including instructional materials, assessment tools & diagnostics (24 separate films, second series completed in 2013).
Online Dictionary	Albanian-English (complete) & English-Albanian (initiated).
Searchable Databases of Authentic Cultural Texts	(including Zamyatin and Bulgakov computer-based concordances and primary culture materials).
SEELRC Award for Distinction in SEE Languages & Cultures	This award recognizes majors and minors across US universities in the disciplines related to the languages and cultures of SEE.
FLAS Pre- and Post-Testing	Conducting and evaluation of outcomes based on placement and/or proficiency testing for all LCTLs covered by CSEES FLAS program.
Introduction of Language Instruction in K-12	SEELRC provided all instructional materials, proficiency testing and enhancement activities for the introduction of Russian into Jordan High School (Durham, NC) in 2013. The inaugural year has an enrollment of 70 students. Jordan High School is a minority-serving institution.
Mock Language Olympics	Practice and preparation hosted by SEELRC for JHS.
Deepening Global Perspectives in Language Learning	Beginning in 2014, SEELRC in conjunction with CSEES, Bennett College, the Duke Program in Education, and the Durham Public Schools is hosting a series of workshops in multilingualism, minority language communities, and global education curricula for faculty and administrators at MSIs in North Carolina. SEELRC has also funded the Global Perspectives Inventory (GPI) for Bennett College during the 2010-14 grant cycle.
Proficiency Testing Initiatives	<ul style="list-style-type: none"> • Conducting & evaluation of proficiency testing at Jordan High School (NC). • Comparative proficiency testing data collection (ACTFL, ILR, CEFR/TRKI)

	in conjunction with IU in 2005-6 & Univ. of Maryland initiated in 2013-14.
Online Course Materials in Slavic Linguistics	A series of online lectures and materials have been developed in Slavic languages and Slavic linguistics.
Multilingualism and fMRI: Longitudinal Study of Second Language Acquisition	Research publication in <i>Brain Sciences (2013)</i> , a unique longitudinal study devoted to the analysis of bi- and multilingual subjects who are (1) already proficient in at least 2 languages or (2) are acquiring Russian as a second/third language. This is the only study to date that includes (1) longitudinal fMRI data with subject-based proficiency and behavioral data acquired in the same time frame and (2) statistical modeling that demonstrates the importance of covariate language proficiency data for understanding imaging results of language acquisition.
Deepening Assessment Across Languages & Cultures: Case Study of Cognate & Non-Cognate Languages At Duke (DALC)	DALC is designed to serve as a model for future efforts in language assessment at Duke University. This study will identify the assessment tools that have been successful in measuring language acquisition and linguistic performance and contribute new results to the existing research on best assessment practices in measuring language acquisition. This unique project, which is currently underway, involves data collection and subsequent analysis that will (1) provide important results for evaluating the college-level general education language requirement, (2) impact assessment methods in applied linguistics, (3) provide comparative data and error analysis across languages and (4) improve outcomes for learners of second and third languages in general. Languages in first cycle of project are Russian and Spanish.
MSI Outreach Through The Regional Institution of Higher Education Conference (Duke University, April 25, 2014)	SEELRC participated with an invited presentation on speech communities and bi/multilingualism to over 70 faculty in the region, all from MSIs in NC.
Heritage Learners Research Project	Joint project with Univ. of Maryland of heritage language learners at the intermediate and advanced levels and comparative testing results of heritage and non-heritage learners (late second language learners). Three parts: <ul style="list-style-type: none"> • Linguistic Barriers to Proficiency at the Intermediate to Advanced Levels (ILR 1, 1+, 2); • A Comparison of Heritage & Late L2 Learners at the Intermediate to Advanced Levels.; • A Comparison of Heritage & Late L2 Learners at the Advanced & Superior Levels (ILR 2, 2+, 3).

TABLE 2: SEELRC Projects

B. New Projects (continuations and completely new initiatives)

Project	Activities
Online Grammatical Dictionary	Continued development of the Russian, including the introduction of additional words and interface updates to accommodate advancements in web technology.
Webliography	<i>Addition</i> of new languages and <i>deepening</i> existing listings, including Finnish, Dari, Pashto, Urdu, Hindi, and Chechen.
Online Reference Grammars	Expanded to include Ukrainian, Belarusian, and Uzbek
Grammatical Exercises (Advanced Level)	New exercises for Ukrainian, Georgian, Hindi, Dari, and Uzbek
Web-Based Interactive Language Materials	Course-length new modules for Language and Culture Through Film (Georgian and Polish). Our goal is to finalize the development of administrative tools that allow instructors to produce their own CTF Packages by providing video, transcript, exercises and diagnostics through a user-friendly interface for any language.
Online Course Materials & Evaluation Tools	Online course materials developed include several modules and lectures in Slavic linguistics in stage one. Stage two includes the development of more modules, as

	well as testing and evaluation materials to enhance each existing module and all new modules
Online Dictionaries	Grammatical dictionary of Polish with an emphasis on derivational morphology
RESEARCH PROJECTS	
Removing Barriers to Minority Enrollments in SES LCTLs	In an effort to increase the number of minority students enrolled in SES LCTLs at the K-16 level, SEELRC & the Duke Linguistics Program in conjunction with Indiana University (REEI) and the University of Maryland (Program in 2 nd Language Acquisition) will conduct a series of workshops, seminars and conferences resulting in publication of results with specific recommendations for deepening diversity in the populations learning SES LCTLs
FLAS Pre- and Post-Testing	Evaluation of outcomes based on placement and/or proficiency testing for all LCTLs covered by CSEEEES FLAS program
New NC-Based Language Olympics for Russian	Beginning 2015, in collaboration with IU REEI (Mark Trotter) and Duke/UNC CSEEEES. First site in southeastern region
Proficiency Testing Initiatives (Ongoing and New)	<ul style="list-style-type: none"> • Comparative proficiency testing data collection (ACTFL, ILR, CEFR/TRKI) (in conjunction with Indiana University, and certified testers from ACTFL, ILR, CEFR/TRKI and U.S. Dept. of Defense) • The development of proficiency testing standards and actual tests for LCTLs for which no such standards or tests currently exist. In conjunction with the Indiana University's REEI & CELCAR and SEELRC, the languages targeted for this effort include Central Asian & South Slavic languages (including Turkmen, Kazakh, Kyrgyz and Macedonian). Priority given to languages funded by the FLAS program. • Pre- and post-testing of FLAS students SEELRC will continue partner with Title VI NRCs to improve testing and evaluation (pre- and post-) for FLAS fellowship recipients • Research project to compare proficiency testing scales across tests with factor analysis. Stage 2 of the project. Joint project with Dr. Kira Gor, Univ. of Maryland Dept. of Second Language Acquisition, on proficiency scale comparisons (from Level 1-3), including ACTFL, ILR and CEFR.
Language & Culture Through Film	New course-length modules for Georgian & Polish. Expansion of administrative tools to allow instructors to produce their own packages through a user-friendly interface with video, transcripts, exercises & diagnostics
Online Course Materials in Slavic Linguistics	Expansion of the existing modules in Slavic linguistics, as well as the inclusion of evaluation and testing materials with diagnostics for all online modules
Deepening Assessment Across Languages & Cultures: Case Study Of Cognate & Non-Cognate Languages at Duke (DALC)	Workshop for discussion of results and future directions targeted for 2015
Heritage Learners Research Project	Continuation of joint project with Univ. of Maryland of heritage language learners at the intermediate and advanced levels. We will continue this initiative: <ul style="list-style-type: none"> • Linguistic Barriers to Proficiency at the Intermediate to Advanced Levels (ILR 1, 1+, 2). • A Comparison of Heritage & Late L2 Learners at the Intermediate to Advanced Levels. • A Comparison of Heritage & Late L2 Learners at the Advanced & Superior Levels (ILR 2, 2+, 3).

III. Developing instructional and testing materials that are readily available and accessible

at no charge to all interested audiences: K-12 teachers and learners, college and

university instructors and students, MSIs, government agencies, etc. All SEELRC materials, as described in Table 2, are web-accessible and are available to the U.S. educational community at no cost. These materials are disseminated through the extensive network of professional collaborative relationships established by SEELRC. The collaborations with universities, governmental organizations, and professional associations are listed in Table 1; SEELRC’s collaborations with K-12 educational organizations, assisted by CSEEEES, are described in Table 3. SEELRC continues to be

TABLE 3: K-12 Collaborations
<ul style="list-style-type: none"> • Duke-Durham Neighborhood Partnership (8 neighborhood schools) • 47 Triangle area public schools • 7 schools (public, comprehensive, charter) where Russian is taught [NC, MD, TX, IN, IL] • North Carolina School of Science & Math • 117 North Carolina public school districts • 28 North Carolina charter and independent schools • North Carolina in the World • South and Eastern Seaboard public schools (from North Carolina to Texas, Virginia to Florida) • Talent Identification Program (TIP) • Carolina Online Training • Exploris Museum, Raleigh • Carrboro Arts Center • World View

intimately

TABLE 4: Computer Technologies, Facilities, Capabilities
<ul style="list-style-type: none"> • All applications are web-based and universally accessible • Unlimited access to high-bandwidth network capabilities • 5 web & data base servers used by SEELRC • 1 streaming video server • Advanced teleconferencing facilities • Access to advanced technological equipment and staff, laboratories and technology-enhanced classrooms • Computer scientist 100% devoted to SEELRC projects • JAVA and C# software on LINUX and Windows platforms

engaged in

meeting accessibility standards for disabled individuals as required by Section 508 of the Rehabilitation Act in all of its language and culture-based technological materials.

7. Utilizing the latest computer technologies, facilities, and capabilities, see Table 4.

Examples of the SEELRC unique and significant impact on the national community, directed specifically at Slavic and Eurasian language instructors and learners, as well as the larger national community as evidenced through the

acceptance, success, and usage of its central projects:

(1) **Grammatical dictionary** of Contemporary Standard Russian—21,000 head words

Russian Grammatical Dictionary

Search: Words starting with

А Б В Г Д Е Ё Ж З И Й К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Э Ю Я

хватить ->		<i>verb, perfective</i>	
1) have enough (кого/чего, кому/у кого); grab; take; snatch; experience something difficult; hit; overstate; exaggerate			
imperfective: хватать			
Future			
я	хвачу ->	мы	хватим ->
ты	хватишь ->	вы	хватите ->
он/она/оно	хватит ->	они	хватят ->
past tense			
он	хватил ->		
она	хватила ->		
оно	хватило ->		
они	хватили ->		
imperative			
ты	хвати ->		
вы	хватите ->		
verbal adverb			
verbal adverb	хватив ->		
participle			
past active	хвативший ->		
past passive	хваченный ->		хвачен ->

Notes:

The ppp *хвачен(ный)* is rarely used.

Ех. У меня не хватило десяти рублей. У него не хватит сил на это дело. Ну ты хватил! Игорь вбежал в тёмную комнату и хватил стулом об пол.

Related Words [43]

- хватать
- хват
- хватательный
- хваткий
- хваткость
- прихватка
- хватка
- схватка
- захват
- охват
- хватиться
- хвататься
- перехватывать
- захватить
- захватывать
- ухватываться
- ухватиться
- охватывать
- прихватывать
- схватывать
- схватываться
- отхватывать
- отхватить
- схватить
- схватиться
- прихватить
- охватить
- перехват
- нарасхват
- наперехват
- спохватываться
- спохватиться
- подхватывать
- подхватить
- подхват
- подхватиться
- подхватываться
- захватчик
- захватать
- расхватывать
- расхватать
- выхватить
- выхватывать

with full paradigms, verbal government, verbal aspect, word-formative derivatives, full auditory complement to all forms, expressions and full sentence examples, English glossing, fully searchable by letter or word forms; 1,500 page views per month, and over 1,800 users registered to the Russian grammatical dictionary (a typical page from the Russian Grammatical Dictionary below);

(2) **Online reference**

grammars of Albanian, Bosnian/Croatian/Serbian, Bulgarian (grammar & verb supplement), Czech,

Georgian, Macedonian, Polish, Romani, Romanian (grammar & verb handbook), Russian, and Slovene;

(3) **Webliographies** of 31 Slavic and Eurasian languages with live links and commentary; over 1,000 hits per month to this feature of seelrc.org. The languages included at present are Albanian, Armenian, Azeri/Azerbaijani, Belarusian, Bosnian/Croatian/Serbian, Bulgarian, Chechen, Czech, Estonian, Georgian, (Modern) Greek, Hindi, Hungarian, Kazakh, Kyrgyz, Latvian, Lithuanian, Macedonian, Persian/Farsi, Polish, Romanian, Russian, Slovak, Slovenian, Tajik, Turkish, Turkmen, Ukrainian, Uzbek.

(4) **Advanced level grammatical exercises** for Czech, Polish, Russian with diagnostics, and Romanian exercises without diagnostics.

(5) ***Russian Culture and Language through Film*** instructional materials and assessment tools: Currently, the CTF project utilizes clips from 24 Russian films and contains enough modules for 2 semester-long 3/3 credit college courses at the advanced level. Along with the film clips themselves, the project includes a Russian transcript, a built-in Russian-English glossary, and a series of assessment questions with diagnostic assessment tools. Users may simultaneously view the film clip, manipulate it and view the transcribed dialogues, and use the bilingual dictionary interface. A special computer interface is available for instructors to monitor student progress, as well as provide immediate and confidential access to student performance and errors. The entire interface was redone in 2013 to enhance usability and quality.

(6) **Online Albanian-English Dictionary:** With the permission of the copyright owner, we have produced an online, full text edition of the Oxford Albanian-English dictionary (which is out of print). Conversion of the English-Albanian dictionary is currently underway and will continue into the new grant cycle.

(7) **Zamyatin & Bulgakov Concordances:** A full searchable web concordance of the complete works of Yevgeny Zamyatin was produced. A comparable concordance for the works of Mikhail Bulgakov is also available.

(8) **Summer institutes on language technologies and proficiency:** From 1999-2006 and 2011-2013, SEELRC hosted an annual series of summer institutes for 150 specialists from over 70 institutions, including K-12 programs (from the Virginia, Maryland, Oklahoma, Ohio, Texas, North Carolina public school systems), research universities (including Yale, U. of Chicago, Stanford, U. of Pennsylvania, Auburn University, Indiana University, U. of Arizona, Northwestern, U. of Utah, Brigham Young University, UCLA, Connecticut College, Tulane, U. of Texas at Austin, Denver University, John Carroll University, North Virginia Community College), the U.S. Department of Defense, Fort Bragg, NC, National Cryptologic School, NASA/TechTrans, and the U.S. Department of State. In addition, SEELRC has in recent years hosted a series of proficiency certification workshops for instructors of Russian to become certified by the Russian Federation (CEFR - the Common European Framework with European Union recognition) in language proficiency testing and evaluation at all levels in the areas of speaking, reading, writing, grammar, and listening comprehension. This certification represents the European standard in proficiency testing for Russian. Faculty from Indiana University, University of Arizona, University of North Carolina, Brigham Young University, Duke University, the University of Wisconsin, and elsewhere have completed the certification process. As a result of these training seminars, SEELRC has produced the first American-based testers to be certified in ACTFL and CEFR/TRKI.

SEELRC is unique in its management by and collaboration with internationally known language specialists from leading universities and research organizations across the U.S.,

interested government agencies, as well as major foreign universities. This team of researchers is extensively involved in **all levels** of SEELRC's programs and activities, participating as members of SEELRC's **National Language Policy Committee** and in all of its working groups. The collaboration among these scholars is further enhanced by the existing strengths and resources available at their home institutions. Their affiliations with complementary Title VI centers and knowledge of federal programs ensure compliance with the "Americans With Disabilities Act" criteria, yielding immediate and unrestricted access to all SEELRC materials. The result is a national language resource center that has already achieved an extremely high level of quality, effectiveness, impact, and relevance to the instructors and learners it serves. The relationship between SEELRC and Bennett College is an important example of how SEELRC can contribute to the curriculum in Global Studies at Bennett through workshops and seminars devoted to deepening cultural and linguistic competencies with a focus on multilingualism, minority language communities, language technologies, measuring proficiency and global education. Bennett College is a 100% MSI with 766 students and 56 full-time faculty in Greensboro, NC.

Table 5 illustrates the impact that SEELRC projects have had for the period 2010-2014 (for the period of federal funding by the U.S. Department of Education). Impact numbers are based on participants in SEELRC institutes, faculty surveys, students and faculty using SEELRC materials in CD-Rom format or internet-based, including Culture and Language Through Film, webliographies, grammatical dictionaries, reference grammars and the online journal, *Glossos*.

Duke University has a long-standing, demonstrated strength in teaching and research in Slavic and Eurasian languages and is well qualified to spearhead a broad-based effort to improve

national resources and enhance the national capacity for teaching and learning Slavic and Eurasian languages.

TABLE 5: Impact of SEELRC Projects on Students & Instructors of SES LCTLs 2010-2014			
I. Materials impact: annual figures for 2010-2014¹	K-12	Undergrad/grad	2-yr colleges¹
Number of students impacted annually	22,118 ¹	23,596/596	4,158
Number of faculty impacted annually	~200 ¹	~1,500	~1,000
II. Workshops, summer institutes, and post-doctoral program: annual figures for 2010-2014¹			
Number of students impacted annually	~100	~10,000	~2,500
Number of faculty impacted annually	~50	~1,000	~500
III. SEELRC Faculty development (200 faculty surveyed in collaboration with CSEEEES)	Faculty at all levels		
Number of new language courses produced	38		
Number of scholarly publications	605		
Conference presentations	568		
Teacher training and programming for K-16	47		

Examples of the performance of Duke’s NRC, CSEEEES, during the 2010-14 grant cycle are illustrated by the following:

- 100% of languages supported by Title VI funds were LCTLs and 87% priority languages.
- 100% of these languages are offered at the intermediate or advanced level.
- 100% of language proficiency scores of FLAS recipients at the end of their year of Russian language instruction are at the ILR 2 level (minimum).
- 100% of FLAS recipients studied priority LCTLs.
- 77% of FLAS fellows who had graduated reported in a 2014 CSEEEES survey that they use language skills in their jobs; 40% work in K-16 institutions and 20% work in the governmental agencies or the military.

In 2010-14 cycle, SEELRC and CSEEEES collaborated with specialists at the University of Maryland's Program in Second Language Acquisition, the University of Chicago NRC and Slavic Languages and Literatures Department, Indiana University NRC and Slavic Department, University of Arizona Slavic department and SLAT, and the U.S. Department of Defense to (1) provide teachers, learners, curriculum planners, and materials developers with an empirically based list of features that the learners control at each proficiency level as defined by ACTFL and ILR, and (2) explore the explicit and implicit knowledge of discrete linguistic features in late L2 learners and heritage speakers of Slavic and Eurasian languages. For more details, see pp. 24-6.

V. SEELRC is unique in its contributions to governmental agencies engaged in the teaching of languages of our region. In 2004, SEELRC initiated, participated in curricular design and supervised the first intensive language immersion program in the Russian Federation for the ACLP (Accelerated Cryptologic Language Program) at the U.S. Department of Defense. The program was such a success that it was repeated in 2005, and extended from three to four weeks. In July, 2009, SEELRC and CSEEEES co-sponsored a joint conference with the U.S. Office of the Director of National Intelligence and the U.S. Department of Defense devoted to providing U.S. government language instructors an opportunity to exchange methodologies, technologies, and best practices in Russian language and culture teaching. The official conference title was **LEARN: Revolutionizing Learning Russian: Language, Culture and Technologies at the Intermediate and Advanced Levels.** Fifty-five language specialists from the State Department, Department of Defense and several American universities presented at the conference. Topics at the LEARN conference included curriculum development, grammar and discourse, blended and distance learning, disciplinary and area-based approaches to the acquisition of language and culture, in-country immersion: curriculum and programming, copyright and authentic materials,

technology-assisted learning, the theory and practice of translation, evaluation and assessment (placement, proficiency and performance testing), grammar and discourse. In 2013, SEELRC played a central role in the introduction of Russian into Jordan High School, a public MSI of 1791 students with 63% minority enrollment and 32% economically disadvantaged students, with an enrollment of 70 students in the first year. Minority enrollments in 2013-14 in Russian at JHS totaled 19%. In 2014, SEELRC in conjunction with CSEEEES, began a series of workshops with Bennett College faculty and administrators, *Intercultural Competencies and Development of Global Perspectives* (ICDGP), where SEELRC affiliated faculty presented on deconstructing essentialism, multilingualism as a cultural and neurological phenomenon, understanding minority language communities, language learning in county, and meeting the needs of heritage learners in the curriculum.

B. Goals and Objectives of SEELRC

SEELRC engages in a wide range of research, training, and materials development activities designed for maximum national impact in meeting the needs of Slavic and Eurasian language instructors and learners. In order to serve as a national resource and enhance the national capacity to teach and learn the languages of Eastern and Central Europe and the former Soviet Union, SEELRC has undertaken and will continue to provide extensive teacher training, instructional technology development, development of authentic language and culture materials, and dissemination projects and activities. All SEELRC project teams and training and research initiatives meet the following objectives:

- **Assessing strategic needs of U.S. for S&E language instruction;**
- **Research projects in second language acquisition, proficiency testing, heritage learners**

- **Improving availability & quality of S&E language & testing materials at advanced levels;**
- **Creating instructional materials for classroom & self-instruction;**
- **Improving quality of foreign language instruction & pedagogy;**
- **Creating proficiency-based acquisition & testing instruments for S&E languages & other LCTLs;**
- **Improving technologies for use in foreign language classroom;**
- **Improving access to high quality professional development opportunities for S&E language instructors;**
- **Creating and maintaining a nationwide network for dialogue among S&E language instructors and learners;**
- **Removing barriers to minority populations in studying SES LCTLs;**
- **Creating effective mechanisms for disseminating results of research and development projects to foreign language community, with emphasis on the NRC Web Portal and other Internet-based mechanisms.**

C. Management Plan

The programs, activities, and operations of SEELRC are supervised by a director, assisted by a National Language Policy Committee drawn from nationally and internationally prominent specialists, including representation from government agencies and leading universities, who formulate policy and plan and carry out research and training programs for the Center. All members of the National Language Policy Committee also play leadership or active roles on the project teams established to carry out the discrete projects undertaken by the Center.

The individual specialists who serve as director and members of the National Language Policy Committee are discussed below.

Director

- **Edna Andrews (Duke)**

Edna Andrews, Professor of Linguistics and Cultural Anthropology, and the Nancy & Jeffrey Marcus Professor of Slavic & Eurasian Studies, has a national and international reputation in the fields of theoretical and applied linguistics with published works that include East, West and South Slavic and Southeast European languages, cognitive neuroscience, longitudinal study of second language acquisition and fMRI, correlating proficiency testing and imaging data, and Russian language and culture. Her monographs include theoretical works as well as advanced-level Russian language textbooks, and her most recent book, *Neuroscience and Multilingualism*, is appearing in print this fall (Cambridge University Press). Dr. Andrews is certified by the Russian Federation Ministry of Education in Russian proficiency testing at all levels (CEFR has 6 levels). Dr. Andrews has demonstrated her administrative abilities as both Title VI NRC director, as chair of the Duke University Curriculum Committee, as a member of the Arts & Sciences Faculty Assessment Committee, and as a departmental chair in Slavic and Eurasian Studies and Linguistics. In 2013, Professor Andrews was awarded the Duke University Scholar/Teacher award.

National Language Policy Committee

- **Susan Callahan**(U.S. Dept. of Defense)
- **Ronald Feldstein** (Indiana U.)
- **Grace Fielder** (U. of Arizona)
- **Victor Friedman** (U. of Chicago)
- **Kira Gor** (U. of Maryland)
- **Beth Mackey** (U.S. Dept. of Defense)
- **Jan Riggsbee** (Duke Univ)
- **Bogdan Sagatov** (U.S. Dept. of Defense)
- **Troy Williams** (U.S. Dept. of Defense)

Duties of the National Language Policy Committee include participating in biannual meetings with accompanying workshops or conferences on site at SEELRC, participating in at least one, usually 2-3 project teams, overseeing and regularly evaluating the effectiveness and success of the project teams. NLPC members also facilitate dissemination of materials nationwide; provide additional test fields for the new materials, tests, and technologies that are developed; oversee peer review of materials; approve curriculum and personnel for workshops and institutes; determine SEELRC dissemination priorities; and select participants in the SEELRC Fellowship Program.

Project Teams

All project teams include a subset of the Director, National Language Policy Committee (NLPC), and other associated faculty (local, national, and international) and technology staff (computer scientist (full-time), web designer, and project manager). The project teams will carry out the various projects and activities undertaken by SEELRC. SEELRC has brought together one of the most vibrant and talented group of scholars, who are also applied linguists and language specialists, in the United States. The NLPC includes specialists in over 15 LCTLs, as well as proficiency-testing specialists representing the major proficiency testing organizations.

Administrative Support

Through cooperation and sharing of resources with the Center for Slavic, Eurasian, and East European Studies, a Title VI NRC at Duke (CSEEEES), and the Duke Department of Slavic and Eurasian Studies, SEELRC has been able to achieve significant economies and efficiencies in the creation of its administrative staff. The university administrations have also made a significant commitment of funds to support the administration and operation of the Center. The administrative coordination of the Center's operations is performed by two staff members where

only one of whom is partially supported by SEELRC. All other salaries are paid by CSEEEES or Duke.

Collaboration With Other University Units

In planning and implementing its various programs and activities, SEELRC frequently collaborates with a wide variety of units within Duke. SEELRC's most important strategic partnership is with the CSEEEES. As mentioned previously, CSEEEES is a Title VI-funded National Resource Center and has frequently collaborated with SEELRC in planning programs and activities and has shared facilities, staff, and administrative resources with SEELRC. SEELRC also works closely with other Title VI centers at Duke and UNC (e.g., CIBER, Center for South Asian Studies, Center for International Studies, Duke Islamic Studies Center). One example of the kind of cooperation and collaboration undertaken by SEELRC with such organizations is SEELRC's collaboration with the Duke CIBER to develop international role-play negotiation simulations on CD-ROMs for use in international business and culture courses for the LCTLs of SEELRC. SEELRC has also collaborated with the Duke CIBER to develop a series of teaching modules on Slavic and Eurasian cultural proficiency and training for use in business education as part of the Global Business Project that has been organized by a consortium of CIBERs. The Duke CIBER has also involved in SEELRC sponsored proficiency training and testing workshops. In the 2014-2018 cycle, SEELRC will also reach out to the UNC CIBER. Duke's Program in Education and the UNC School of Education are important collaborators in all K-16 activities sponsored by SEELRC.

In applying computer- and Internet-based technologies to the development and dissemination of language instructional and testing materials, SEELRC works closely with other university offices including the network of Title VI NRCs at Duke and UNC, the Center for

Instructional Technology, the Office for Information Technology and Technological Support, as well as the Office of Assessment and the Arts & Sciences Faculty Assessment Committee.

Collaborations with Other Universities, Government Agencies, and Organizations

SEELRC also works closely with leading U.S. and foreign universities, especially those that are represented by members of the National Language Policy Committee. These institutions include the University of Chicago (Slavic Dept., CEERES), Indiana University (Slavic Dept., REEI, CELCAR), the University of Arizona (Slavic Dept., SLAT), the University of Maryland (Program in Second Language Acquisition), U.S. Department of Defense (National Cryptologic School), St. Petersburg State University (Russia), and the University of Bucharest (Romania). In addition to the participation of faculty members from these universities on SEELRC's committees and project teams, these universities have also served as testing grounds for materials developed by SEELRC.

SEELRC has established strategic partnerships with other organizations and institutions to assist in the development and dissemination of its instructional and testing materials. These organizations include the National Foreign Language Center and LangNet. Dr. Richard Brecht, the former president of NFLC, was formerly a member of the SEELRC National Language Policy Committee and played a major role in establishing policy and initiating projects at SEELRC during its first grant cycle. SEELRC's collaborations with ILR, NCOLCTL, ACTFL, ACTR, AAASS, AATSEEL, MAPRIAL, CARTA are of central importance. These organizations are able to assist SEELRC in identifying and reaching out to K-12 and university language instructors who may be interested in participating in the Center's programs and activities. SEELRC has also used conferences held by these organizations to publicize SEELRC and its programs and to disseminate the instructional and testing materials we have developed.

SEELRC, in collaboration with CSEEEES and other NRCs, developed and maintains the NRC Web Portal, a collaborative web site for all 125 Title VI NRCs. Important information about the programs and activities of the NRCs is made available to the public through the Web Portal.

D. Programs and Activities for 2014-2018

As Table 6 indicates, SEELRC has already made great progress in a variety of projects and activities relating to the languages of its regions. All of these materials are non-duplicative of existing materials and target the advanced and superior proficiency levels for language learners in less commonly taught languages.

TABLE 6: SEELRC Languages (all LCTLs)				
	Data base & webliography	Testing & interactive materials	Technical development & dissemination	Web reference grammar
ALBANIAN	1	2	2	1
ARMENIAN	1	2	2	2
BELORUSSIAN	1	2	2	2
BULGARIAN	1	2	2	1
CROATIAN	1	2	2	1
CZECH	1	1	1	1
GEORGIAN	1	1	1	1
MODERN GREEK	1	2	2	2
HINDI	1	2	2	2
MACEDONIAN	1	2	2	1
POLISH	1	1	1	1
ROMANI	2	2	2	1
ROMANIAN	1	1	2	1
RUSSIAN	1	1	1	1
SERBIAN	1	2	2	1
SLOVAK	1	2	2	2
SLOVENE	1	2	2	2
TURKISH	1	1	2	2
UKRAINIAN	1	2	2	2
URDU	2	2	2	2
UZBEK	1	2	2	2

During the 2014-18 quadrennium, SEELRC plans to work on a diverse array of projects—continuing current projects and undertaking new projects:

1. On-going projects in 2014-2018

Proficiency standards and testing will be a focal point of SEELRC projects during the next quadrennium. In order to provide clearer measurements of impact in language proficiency,

SEELRC has designed the following program to implement a comparative proficiency methods and testing initiative. As part of this initiative, SEELRC will:

(A) Conduct empirically valid comparisons of the results of language proficiency testing across different systems used by the university community and U.S. Department of Defense (including ACTFL, ILR, CEFR/TRKI). These comparisons must include not only an analysis of the specific standards of various proficiency methods, different grading scales, role of cultural competence, achievement at highest proficiency levels, but also analysis of actual testing results. We propose to accomplish these two goals in the following manner:

(1) Workshops and seminars with proficiency specialists who represent ACTFL, ILR, FSI OPI, DLPT5, and CEFR (A1-C2). Proficiency testing designers and specialists representing ACTFL, CEFR, and the U.S. Departments of State and Defense will play a central role in these seminars in order to better understand the different goals and styles of academic and government language proficiency testing. The end result of these seminars will include publications that evaluate each of these proficiency scales, how they differ, and the reliability of the results of the testing. (*Refer to evaluation section for more details.*) The University of Maryland, as well as REEI at Indiana University and Duke/UNC CSEES have included this activity in their teacher training activities and faculty enhancement.

(2) Testing of K-12 and university students (including MSIs K-16, 2-yr/4-yr colleges and graduate programs). Comparative testing has been conducted by certified testers in CEFR and ACTFL for Russian at the IU SWSEEL summer language institute as well as Duke University and the University of Maryland. Data collection began in 2005-06 and has continued in 2013-14.

(3) *Duke/IU collaboration will train new testers in CEFR/ TRKI* at both campuses during the summer and conduct testing of K-12 and university students in both the academic year and summer terms. SEELRC has already trained over 20 American-based linguists in CEFR/TRKI testing and will continue to train faculty from across the country over the next four-year grant cycle. Tester training will include training specialists who are already certified in the ACTLF and ILR formats.

(B) The development of proficiency testing standards and actual tests for LCTLs for which no such standards or tests currently exist. In conjunction with the Indiana University's REEI and SEELRC, the languages targeted for this effort include Central Asian & South Slavic languages (including Turkmen, Kazakh, Kyrgyz and Macedonian).

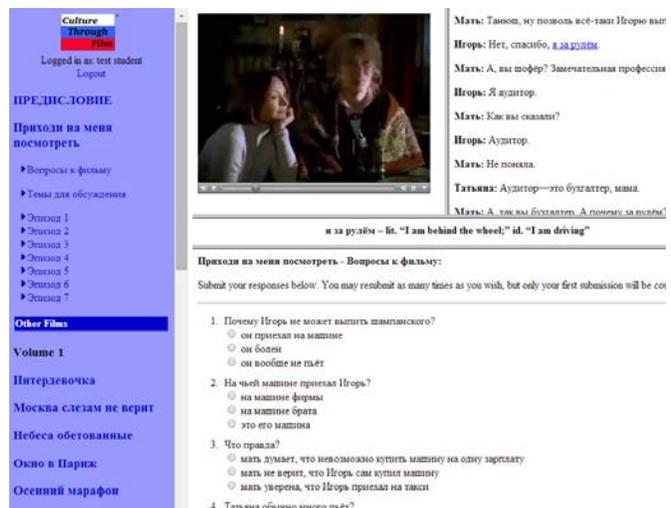
- *Glossos*, SEELRC's peer-reviewed electronic journal is a major vehicle for the dissemination of developments in language acquisition theory and practice. SEELRC has pioneered the electronic publication of scholarly work through its online journal *Glossos* (ISSN 1544-404X). *Glossos* is the first e-publication for our field and is available without subscription through our website. This freely-distributed resource is available to our entire field, thus bolstering U.S. expertise to the international community. Since SEELRC was established, *Glossos* has been regularly published as an annual volume reflecting current research in the field of Slavic and applied linguistics. To date we have published 12 issues containing 79 articles that have been vetted through a rigorous peer-review and edited by our board. *Glossos* represents the work of leading scholars from the United States, Canada, Russia and the former Soviet Union, as well as Eastern and Western Europe, addressing the linguistic description of the languages of our world region in comparison with other world languages, language acquisition and pedagogy, gender studies, and linguistic analysis of metaphor. Both the contributors and readership of *Glossos* constitute an

international professional network of coordinated support for SEELRC projects. New issues will appear twice a year during the 2014-18 cycle. *Glossos* receives on average 400 hits a month.

- **Webliography of Slavic, and Eurasian language** with live links and commentary was expanded in 2010-14 to include: Estonian, Latvian, Lithuanian, Finnish, Persian, Dari, Pashto, Urdu, Hindi, Kazakh, Uzbek, Chechen, Turkmen, and Kyrgyz.
- **Grammatical dictionaries** to be continued in Russian, and development of new grammatical dictionaries for Polish.
- **New online reference grammars** of Ukrainian, Belarusian, and Uzbek.
- **Advanced level grammatical exercises** for Ukrainian, Georgian, Uzbek, Hindi, Dari with diagnostics.

▪ **Russian Language and Culture Through Film (CTF)** was expanded and extended in several ways. The image below is a screen-shot from CTF, which has been selected for use by a range of American universities and government organizations, including the U.S. FLI/State Dept, US AF Academy, NASA/TechTrans, West

Point, US Naval Academy, NFLC Flagship program, Middlebury College, and the eLCTL project through Mich. State University. CTF provides on a single screen film clips, film text, exercises, bilingual dictionary, and instantaneous diagnostics to exercises in the on-line version. The Culture and



Language Through Film application has evolved a great deal since its creation. Initially designed

as a CD-based web application that could submit user responses to to our web server, CTF is now fully housed on the seelrc.org server and does not require the user to have physical media. The next phase of CTF, the custom content tool, will allow professors anywhere to utilize our interface to create their own CTF application. The interface will allow them to either upload their own videos, or link to videos on popular sites like YouTube. It will then require them to provide a transcript, any glossary terms they feel are needed, and then produce the examination portion. Through our user-friendly interface, it should take very little time to produce the final result, which will utilize our already robust assessment system to store the answers and scores of the students taking the test. In addition, during the next quadrennium, we will develop content for new CTF packages, comprising 12 new films, for Georgian and Polish. Each CTF package is sufficient for a semester-long course.

2. New Projects

- **Advanced language learning materials for Dari, Tajik and Hindi** will be developed. These materials will be web-based, accessible to all, and will include the following types of “learning objects”: texts from literature and non-fiction, “realia”, film clips, interviews with contemporary literary and cultural figures in India and Pakistan, multi-media exercises, and platforms for synchronous learner interactions (on-line video chatting, Second Life). All learning objects will be “interactive” meaning that they will be accompanied by user-driven glossaries and interpretive aids (text and audio), scripts, cultural notes, links, exercises, assessment tools, and teachers’ manuals. This online project targets improving general proficiency in Hindi from the intermediate to the advanced levels with an emphasis on oral proficiency and consists of explication of ACTFL criteria for advanced speakers, video and audio files addressing topical, discourse type, grammatical, syntactic, cultural and pragmatic elements that characterize the

transition from intermediate to advanced proficiency, and exercises (reading, listening comprehension and vocal shadowing) focusing on each of these elements. Materials for Persian target all levels, and Dari focuses on the novice level.

- **Linguistic Barriers to Proficiency at the Intermediate to Advanced Levels** (ILR 1, 1+, and 2)

The initial LCP project was geared towards the higher proficiency range, with the intermediate level and the threshold to the advanced level, which are of great importance for academic curricula, not being addressed. The project uses the ACTFL scale relevant for academic learners and will target the Intermediate Low, Mid, High, and Advanced Low levels and sub-levels. A new test battery targeting the lower proficiency range was developed and implemented in the 2010-14 cycle. This project is led by Professor Kira Gor (University of Maryland; Professor Gor is an ACTFL-certified OPI tester in both the ACTFL and ILR formats.) and includes cooperation with Flagship programs and LRC programs, including SEELRC.

- **A Comparison of Heritage and Late L2 Learners at the Intermediate to Advanced Levels.**

A separate project has been collecting data from heritage speakers of Russian closely matched in proficiency with late L2 learners. Previous research during the pilot phase of the LCP project has identified areas of differences between those two groups of learners, and a rigorous follow-up study is planned to demystify the similarities and differences between heritage and non- heritage learner profiles and developmental curves. The results to date show that there are interesting differences in performance of heritage speakers, second language learners and native speakers on the linguistic correlates of proficiency testing conducted, including significant differences in the strategy of (1) decomposing inflected word forms to access their lexical meaning, and (2) recomposing of word forms to process grammatical information. While decomposition is detected across all three groups, the recomposition to process grammatical information is a trait

of higher proficiency levels. A version of these results will be published in *Glossos* during the 2014-15 academic year.

- **A Comparison of Heritage and Late L2 Learners at the Advanced and Superior Levels (ILR 2, 2+, and 3).** The current LCP project will utilize data collected on late L2 learners and move to data collection on heritage speakers. The final test battery used for data collection in the LCP project will be administered to heritage speakers to compare the profiles of late L2 and heritage learners at the higher proficiency range, Advanced to Superior. The linguistic correlates of proficiency results described above were tested for in all levels of 2nd language learners.
- **Development of Georgian video materials** consisting of video clips of Georgian cultural events in the Georgian language and culture with English summaries and English subtitles and/or narration. No such materials currently exist for use by learners of the Georgian language. Video clips will range from 30 seconds to 15 minutes and will include information on Georgian polyphonic music, church chant, folk music and instruments, history, geography, architecture, cooking and cuisine, banquet traditions (include traditional toasts and food), traditional rug weaving, agriculture—mainly wine production and possibly tea and sunflower seed processing, daily life in the city (Tbilisi) and in the countryside. The Georgian language level for the clips will range from elementary level (with slower and simpler dialogues introducing key terms) to advanced (with regular conversational speaking rates and use of complex grammatical structures). English summaries and subtitles will also be provided for use in general classes. These video clips will be useful for learners of the Georgian language as well as researchers and instructors in other fields such as ethnomusicology, anthropology, ethnography, and linguistics, with possible additional uses in K-12 classes with units on social studies and world cultures and

for travel preparation for those wishing to travel to Georgia. There are currently no such materials available for learning about Georgia and the Georgian language, history, and culture.

- **Development of Polish video materials:** The Polish project will be directed by Professor Ronald Feldstein (IU) and will follow the development of the Culture and Language through Film modules (CTF).

In addition to the ongoing and new (1) materials development and dissemination projects and (2) research projects described above, SEELRC administers a number of training, research and dissemination activities designed to improve the nation's capacity to teach and learn Slavic, Eurasian and East European languages.

3. Training and Research Activities

a) Workshops and Institutes

The central elements in SEELRC's training program include a **summer institute in language technologies and methodology to train novice and professional teachers (K-12 and university faculty), language program coordinators, and linguists** in Slavic and Eurasian languages and language technologies. In 2005, SEELRC also hosted parallel to the summer institute its first of six proficiency **certification seminars in CEFR Russian proficiency testing** in reading, speaking, listening comprehension, grammar and writing. As a result of the seminar, experienced instructors of advanced Russian received certification by the Russian Federation to conduct proficiency testing at all levels. In 2009, as described above, SEELRC co-sponsored the inaugural LEARN workshop for U.S. government Russian language instructors.

Since SEELRC was established, six summer institutes have been held. **The 200 participants in the summer institutes have included language instructors from the U.S. Department of Defense, the State Department, undergraduate and graduate faculty of language and culture from more than 70 colleges and universities nationwide, as well as K-**

12 teachers from local school districts throughout the South and the Eastern Seaboard, representing 12 of the languages covered by SEELRC. The impact of these workshops and institutes is enormous, reaching over 40,000 students (K-12 and university) nationwide.

The summer institute experience has empowered our alumni to integrate technology into their classrooms, resulting in new courses, websites, and interactive multimedia tools now available to the instructional community of the entire US (e.g. Dr. Ariann Stern-Gottschalk is now the director of the SWSWEEL at Indiana University). Furthermore, many alumni attribute new jobs, grants, publications and scholarly presentations to the increased expertise and networking opportunities afforded them by the Summer Institute.

In the 2014-2018 grant cycle, while SEELRC will deepen its connections with leading summer language training institutes, including SWSEEL at IU, our own biannual summer institute will advance our pedagogical expertise in the use of video streaming and media conferencing technologies, lectures and round tables devoted to the topics of proficiency and placement testing for advanced and superior levels, comparative proficiency tool analysis (ACTFL, ILR, OPI, CEFR/TRKI, DLPT5), provide training leading to proficiency certification for teachers, evaluation of pedagogical efficacy, and teaching methods that are responsive to learner styles. While maintaining a high theoretical profile, the summer institute will continue to offer unparalleled opportunities for hands-on experimentation with the creation of multimedia pedagogical tools. Below are some quotes from participants in past SEELRC summer institutes:

“I met an extraordinary compound of highly professional and passionate academics and came home with a bag full of new books, CD-ROMs, notes, phone numbers, email addresses, and of course, lots of new ideas.” **(Marilena Ruscica, Stanford)**

“The networking base provides me with people outside of my institution to contact for feedback or help or direction when we need input on various decisions.” (**A. Chapman, UCLA**)

“Perhaps most importantly, I overcame discomfort with technology and currently use technology in all my courses.” (**N.Eyl, Tulane**)

“The Institute was very inspirational & extremely helpful for my teaching. I started teaching Russian from scratch at my high school & now have an enrollment of 20 students (in a school with less than 200 students total) in my Russian 1 & 2 classes.” (**M. Klymov, Chelsea High School, Maine**)

“Since I attended the Institute I have found a teaching job, this time a permanent position at a high school in Portland, ME. To a great extent, my potential employers were very impressed to know that I had attended the Summer Institute.” (**O. Slasten-LaPlante, Bath Public School System, Maine**)

“I was recently promoted to Language Training Specialist and am now at the Slavic Department. So I think in many ways the SEELRC seminar helped me to crystallize my future direction in terms of Slavic languages.” (**R. Sohoney, FSI [U.S. State Dept.]**)

Each participant is expected to complete a concrete project while at the summer institute and to present that project to the other participants. Some of these projects may then be developed further for publication and dissemination either on SEELRC web sites or in the SEELRC online journal, *Glossos*.

The SEELRC Director, as well as the National Language Policy Committee, participate in each of the workshops and institutes hosted by the SEELRC, including invited specialists from all over the United States and abroad.

b) Post-Doctoral Fellowship Program

SEELRC has established a post-doctoral fellowship program to promote the professional development of recent PhDs in language and linguistics. Fellows are selected according to criteria established by the National Language Policy Committee. Review of applications and selection is conducted by a subset of the National Language Policy Committee. The duration of a fellowship is one or two semesters, depending on the applicant's proposal. The fellows visit classes at Duke and/or UNC, work with SEELRC and local university language and technology specialists, and are required to develop a language-based research project during their fellowship periods. Project proposals are one of the principal criteria for selection of the fellows; they must include a technological realization and be a unique contribution to the field. All projects developed using SEELRC funds are made available to the national language community at no cost. Fellows are also allowed to conduct in-country research for short periods and visit relevant U.S. institutions as outreach sites or test fields when central to their projects (e.g. Dr. Christina Kramer's Macedonian instructional site [www.utoronto.ca/slavic/macedonian/]). Another example of research undertaken as part of this program involved what was then a new Ph.D. at Ohio State working on a set of materials on Modern Greek phonology and comparative Balkan phonology (cf. “The Balkan Comparative Phonetics Project” at www.ling.ohio-state.edu/~gdanelis/BCPP).

Since SEELRC was first funded, SEELRC fellows have been actively involved in the work and training of the Center. They have worked on the development and completion of electronic text data bases of East Slavic and Southeast and Central European language materials and interactive, multimedia instructional materials for Romanian language and culture. The Fellows program was not implemented in 2010-14 due to budget cuts, but we look forward to including it in a reduced form in the future cycle.

E. Technology Commentary

SEELRC's software applications are all web-based cross-browser accessible programs. We have traditionally utilized Java/JSP with a PostgreSQL database, but have made recent efforts to move into better performing next-generation C#.NET/ASP/MySQL implementations. All of our applications are handicapped-accessible and designed for ease-of-use by the most popular screen reader applications. Previous applications have utilized only minimal client-side functionality, to ensure cross-browser compatibility. It is our hope that, going forward, we can begin using more modern browser technologies while also maintaining backwards compatibility to older browsers.

F. Accessibility of SEELRC Programs, Products, and Activities

SEELRC is an information and service center for all language instructors and learners regardless of race, ethnicity, gender, ability, and age. Many of our services are available online to all who have access to the Internet in such a way as to make equal access a reality. In particular, we target K-16 and Minority-Serving Institutions with information regarding our fellowship program, workshops, summer institutes, instructional and testing materials, and other programs and activities. **SEELRC is committed to aggressively ensuring that information and data developed by SEELRC will be fully accessible and useable by individuals with disabilities as required by Section 508 of the Rehabilitation Act.** In this connection, SEELRC currently employs or will employ several online tools, including EvalAccess and WAVE, to ensure that we meet Section 508 accessibility standards. SEELRC is also developing its materials so that they will be compatible with JAWS and other similar screen reading software so that our computer-based materials will be accessible to visually impaired and learning disabled users.

G. Schedule of Implementation

Information about the schedule of implementation for SEELRC programs and activities is contained in each of the Project Team descriptions and in the Plan of Operations.

II. QUALITY OF KEY PERSONNEL

Biographical information for the key personnel (Director, National Language Policy Committee members, key staff) is included in Appendix A. As this biographical information clearly illustrates, the individuals who participate in SEELRC's activities are uniformly highly-accomplished specialists in a variety of relevant disciplines from leading universities across the United States. The Director and members of the National Language Policy Committee, who represent a majority of the individuals involved in implementing SEELRC's programs and activities, draw upon nationally-recognized leaders in languages and linguistics, and in the implementation of technology in language pedagogy.

A. Center Director

The Director of SEELRC, Professor Edna Andrews, is an outstanding researcher in the field of Slavic and general linguistics, neurolinguistics and multilingualism, and has a proven track record of success in directing the Duke-UNC National Resource Center for Slavic, Eurasian, and East European Studies (CSEEEES), a member of the Duke University Arts & Sciences Faculty Assessment Committee, and serving on the policy committee of the Duke CIBER. Professor Andrews is highly visible nationally and internationally through her publications, public lectures and service on departmental and program reviews at Ph.D.-granting institutions. Refer to Appendix A for specific details.

One hundred percent of the Director's time is devoted to research, teaching, and administration in Slavic and Eurasian languages and linguistics. Given the symbiotic relationship

of teaching and research, at least 50% of each Director's time will be devoted to issues relating to the administration, research development, and operation of SEELRC.

B. Technology Staff

Mark Garbrick, an experienced computer scientist, is the computer programmer for SEELRC. Mr. Garbrick has been responsible for designing and programming all SEELRC and CSEEEES computer-related projects since 2004. In 2009, he was the sole programmer responsible for the design and implementation of the NRC Web Portal, a Title VI-funded project that established a common web portal through which all 125 NRCs disseminate information about their programs and activities to the public. We also plan to hire a project manager to establish timetables and coordinate part-time technology assistance with project team members in order to successfully complete the various projects in a timely and cost-efficient manner. Title VI funds are also used to hire students and consultants to assist in the technical aspects of the Center's work.

C. National Language Policy Committee

The National Language Policy Committee consists of the Director and 7 internationally-respected linguists from leading U.S. universities (University of Chicago, Indiana University, University of Arizona, University of Maryland) and the U.S. Department of Defense. Members of the National Language Policy Committee include scholars and experts from a broad range of linguistic paradigms and language groups that include and transcend the Slavic and Eurasian field. The NLPC has also included the chair of the Duke Program in Education as a consultant in outreach work with K-12 schools.

SEELRC's National Language Policy Committee was the first of its kind for an LRC in that the National Language Policy Committee, in conjunction with the center director, participates in all decision-making at all levels. This style of management guarantees a level of

quality of output and peer review that is unattainable in other models. Involving leading linguists from these other universities insures that the results of research carried out by SEELRC's Project Teams and the materials developed and published are immediately disseminated to the relevant departments and programs in their home universities and government agencies. Each of the National Language Policy Committee members will devote 25% of their time to SEELRC projects and administration.

D. Equal Opportunity

The equal opportunity policy of Duke is as follows: *“Duke University prohibits discrimination and harassment, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation or preference, sex or age. We also make special efforts to recruit, employ and promote qualified minorities, women, individuals with disabilities and veterans.”* All positions related to SEELRC will follow these equal opportunity policies with special attempts made to recruit applicants from minority-serving institutions (K-16, including 2 and 4 yr. colleges and community colleges). According to *The Journal of Blacks in Higher Education* (2009, 65: 14-5), Duke is a leader in institutional racial integration and is ranked 3rd among the 30 highest-ranked US universities for the percentage of African-American faculty.

III. ADEQUACY OF RESOURCES

Duke possesses an extensive array of materials, resources, and capabilities essential to the objectives of SEELRC. CSEEEES offers support and collaboration to SEELRC, in all relevant areas relating to Slavic and Eurasian studies. The fact that CSEEEES and SEELRC are in proximity to each other physically and involve key personnel involved in both operations further deepens the national impact of SEELRC. Cooperation and collaboration between the two centers

dramatically enhances the network for dissemination of information and materials produced at SEELRC. It also maximizes the cost-effectiveness of each dollar spent for materials development, technologies, teacher training, equipment, space, and administrative support at SEELRC.

The Duke administration has committed adequate space and facilities for SEELRC's activities and computer equipment for new staff hires involved in SEELRC's work. Existing computer equipment that will be used for SEELRC's activities include computers, scanners, and software. The on-going text scanning project at Duke has demonstrated an existing capability and experience to utilize computer technology involving non-standard alphabets (both software and hardware). Other material resources available at Duke for use in SEELRC's work include a

cluster of computers dedicated to projects, 5 servers dedicated to SEELRC, additional access to the Duke streaming video server, new teleconferencing facilities and instructional technologies, extensive audio and video technology in the on-site language laboratories, one of the most extensive collection of films

TABLE 7: Slavic, East European, and Eurasian Language Instruction	
Language	Highest Level of Instruction Available
Czech	3 years, academic year study abroad
Georgian	1 year (intensive only)
Hungarian	3 years
Macedonian	on demand
Old Church Slavonic	1 semester on demand
Persian	2 years
Polish	3 years
Romanian	1-3 years, intensive
Russian	5 years plus specialized advanced instruction including intensive and accelerated, advanced level courses in Legal & Business Russian, Scientific & Scholarly Russian, at least 2 courses per year in literature or linguistics in Russian, and summer and semester intensive programs abroad
Bosnian/Croatian/Serbian	3 years
Slovak	on demand
Slovene	on demand
Turkish	3 years, intensive, summer intensive program abroad
Ukrainian	on demand
Uzbek	2 years, intensive

from Eastern Europe and the former Soviet Union in existence in the US, rapid access to the Internet through university maintained connections, extensive on-site library resources, and digitizing support for all media.

Duke has an abundance of human and academic resources that are central to SEELRC's activities and will provide test fields for all materials developed under the LRC grant. Duke is an established leader in promoting the teaching of SEE languages and engaging in a wide range of related training, research, materials development and dissemination activities. Duke's College of Arts & Sciences offers many a technology grants per year to their faculty and staff for course enhancement, "flipping" of courses and online module development.

A. Language Instructional Program

Each year students at Duke can choose from among approximately 80 language courses relating to the Slavic, Eurasian and East European languages.¹ As shown in Table 7, instruction is offered in 15 S&E languages, all of which are less commonly taught languages, most of which are least commonly taught languages, and most of which are designated as priority languages by the Department of Education.

There are intensive and enhanced tracks offered for beginning Russian, BCS, Romanian, Czech, Polish, and Hungarian. Duke/UNC, collectively, have 24 (full and part-time) faculty teaching Slavic and Eurasian language classes, and total enrollments per year for Slavic and Eurasian language classes at the two schools exceed 450 (with over 900 enrollees per year in all Slavic department courses at Duke/UNC). In first year language courses, there are 5-6 contact hours per week; in 2nd-5th year language courses, there are 3-4 contact hours per week. Additional exposure is available for credit or in other academic settings. The Duke summer

¹ Under an inter-institutional agreement, Duke students may also take classes for Duke credit at the University of North Carolina—Chapel Hill.

program at St. Petersburg State University requires a minimum of 120 contact hours in addition to no fewer than 20 hours of cultural events and excursions required beyond the classroom. Students participating on the academic year program often study with Russian studies “in discipline” (including chemistry, physics, mathematics, history, philology, languages)

Duke requires policy statements for each instructional level to ensure that language instruction at each school is comparable, measurable by national standards, and includes appropriate technologies and media. Proficiency and performance goals are formulated in terms of the following categories: declensional grammar, verbal grammar, vocabulary, oral proficiency, reading comprehension, cultural competency, composition, and translation skills. Table 8 summarizes these goals. There are currently 3 Duke/UNC faculty who have been

TABLE 8: Language Study Expectations and Proficiency Level Attainments	
Student Year	Expectations and Proficiency Levels
First	1) acquire firm control of case usage and mastery of nominal and adjectival inflection; 2) master verbal inflection; 3) acquire an active vocabulary of 500-700 words; 4) acquire proficiency necessary for non-specialized conversation; 5) be able to read short prose texts with a dictionary; 6) be able to write short letters and essays; 7) translate simple texts. <i>ACTFL Oral Proficiency Level Intermediate Low to Low-Mid/ ILR 1 (Foreign Service Scale)/ CEFR/TRKI 1</i>
Second	1) acquire advanced knowledge of case usage, and verbal and prepositional government; 2) deepen their knowledge of the verbal system and acquire use of participles and gerunds; 3) acquire an active vocabulary of at least 1,000-1,400 words; 4) master basic conversation on a range of topics; 5) read prose texts with a dictionary; 6) polish their composition and stylistics; 7) master translation of texts on a par with overall proficiency. <i>ACTFL Oral Proficiency Level Intermediate Mid/ILR 1+/CEFR/TRKI 1+</i>
Third	1) acquire overall mastery of grammar; 2) acquire a general knowledge of word formation; 3) acquire an active vocabulary of at least 2,000 words; 4) be able to converse freely on a wide range of topics; 5) read substantial texts with minimal resort to the dictionary; 6) write substantial compositions with high grammatical accuracy; 7) acquire translation skills on a par with overall proficiency. <i>ACTFL Oral Proficiency Level Intermediate High/ILR 2/CEFR/TRKI 2</i>
Fourth and Fifth	1) further honing grammar, vocabulary, and fluency in speaking, reading, and writing; 2) study of stylistics, word formation, and composition; 3) some language courses at this level may include significant writing and research components. <i>ACTFL Oral Proficiency Level Advanced/ ILR 2-3/CEFR/TRKI 2+/3</i>

certified in Russian Federation proficiency testing (based on CEFR standards) in 5 aspects (grammar, reading, listening comprehension, speaking, writing) at all 4 levels. Duke University has been the official testing and faculty certification site for the Russian Ministry of Education's

Proficiency Testing Certification (CEFR/TRKI) in partnership with St. Petersburg State University since 2006.

Courses have been designed to incorporate audiovisual and interactive computer assisted instruction in a state-of-the-art program to provide students with the richest possible learning environment. Duke University uses new proficiency-based texts and modules in third, fourth and fifth year Russian and is developing proficiency-based materials for all levels of Polish and Turkish and advanced Hindi. All of the advanced language courses have been enhanced to incorporate audiovisual and interactive computer assisted instruction to provide students with a rich learning environment, while maintaining rigorous presentation of grammar, semantics, and syntax.

IV. NEED AND POTENTIAL IMPACT

A. The Need for SEELRC

The languages that serve as the focal point of SEELRC's activities represent languages spoken in 34 countries by approximately 2 million people. As one study concluded, Russian remains the fourth most influential language in the world.² Turkish is a gateway language to the languages and cultures of the important Central Asia region. These languages are spoken in four geopolitically important regions of the world: Europe, Russia, the Middle East, and Central Asia. Many of the languages and cultures of the former USSR, Eastern Europe, & Eurasia are rarely, sometimes never, taught at many U.S. colleges and universities. While enrollments in Russian language classes at U.S. universities have grown in recent years,³ data published in 2010 by the

² George Weber, "The World's 10 Most Influential Languages," *American Association of Teachers of French Bulletin*, vol. 24, no. 3 (January 1999), pp. 22-28.

³ Scott Jaschik, "Russia(n) Is Back," *Inside Higher Ed*, December 15, 2009, available online at <http://www.insidehighered.com/layout/set/print/news/2009/12/15/Russian>.

Center for Applied Linguistics indicates, for example, that less than half of one percent of the secondary schools in America offer Russian language instruction.⁴

The competing forces of globalization and multiculturalism expose the need for a deep and nuanced understanding of how languages and cultures interact. Given the current international pressures that result from increased economic and political interdependence across national boundaries on a backdrop of ethnic conflicts and independence movements, it is clear that questions of national identity and multilingualism will be defining issues in the 21st century; this seems to be especially true for the regions and languages under the purview of SEELRC. For example, the greatest linguistic diversity in the world today is found in those regions extending across Eurasia, including the Balkans and the Caucasus. SEELRC consistently implements scholarly discoveries in linguistic areal phenomena to strategically design templates in order to produce more precise descriptions of languages, and enhance the development and efficacy of pedagogical tools. In this way, SEELRC maximizes the efficiency of its efforts, achieving a multiplier effect because every project creates structures that can be extended to the teaching and learning of many languages simultaneously.

SEELRC answered the "Call to Action for National Foreign Language Capabilities," issued by the U.S. Dept. of Defense in Feb, 2005, by addressing a series of **action items** articulated in the document, which are still relevant today:

(1) **Develop critical language skills**—SEELRC targets languages in a critical world region, developing specifically those language skills that are of national need now or in the future. SEELRC languages are rarely or never taught at most U.S. institutions of higher learning.

⁴ Nancy C. Rhodes & Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools* (Washington, DC: Center for Applied Linguistics, 2010), at 35.

Without SEELRC, the U.S. capacity in these languages will be endangered. SEELRC acknowledges and builds upon the talents of heritage speakers.

(2) Strengthen teaching capabilities in foreign languages and cultures—Through its summer institutes, SEELRC trains a cadre of language teaching professionals, providing the most comprehensive and advanced career development venue available for the languages of our world region. Participants report that the training received from SEELRC has helped them get jobs, launch new courses, and increase enrollments. SEELRC-trained instructors are projected to have impacted over 80,000 students and faculty at the K-12 and college levels. Dr. Catherine O'Neil of the University of Denver notes "The SEELRC program is a unique resource that taps into the most vital needs of universities in the U.S. now. It is the only one that helps Slavic instructors keep up to date with their colleagues in other language areas in technology issues. It is essential support for scholarly research and pedagogy alike."

(3) Develop and provide instructional materials and technological tools—The development and dissemination of technologically-advanced instructional materials constitutes the core of SEELRC's mission. SEELRC equips both teachers and learners with the finest combination of advanced interactivity and scholarly accuracy in its online grammatical dictionaries, reference grammars, grammatical exercises, and teaching materials at the advanced level.

(4) Engage federal, state and local government in solutions—SEELRC has consistently engaged faculty and students from MSIs at the K-16 level. Our National Language Policy Committee and project teams include representatives of federal government and security agencies. SEELRC is at the vanguard of nurturing and expanding U.S. expertise in languages of a critical world area, engaging scholars, teachers, and public officials in advancing its mission.

SEELRC is organized to address some of the most pressing needs for the study of Slavic and Eurasian languages with its research programs. In order to achieve our objectives of developing authentic, language-based materials in SEE languages, as well as to maximize technological advancements for dissemination, distance learning, it is imperative to explore questions of language acquisition, bilingualism, language policy, language typologies, language structure, language change, and identifying current needs of both instructors and learners.

The need for proficiency-based testing materials for these languages is critical. Any close evaluation of the currently available materials in Slavic and Eurasian languages demonstrates a lack of appropriate testing materials, particularly at the advanced level. Thus, we have carefully examined the national situation, developing a data base of all materials currently available (cf. SEELRC webliographies) and continue to develop new kinds of testing instruments and improve existing measurements. SEELRC works closely with specialist in testing within the U.S. Department of Defense and ACTFL and also sponsors certification workshops for Russian proficiency testing training of faculty.

One of the accompanying goals of this project group is to use technologies that produce interactive, authentic materials from a variety of media that are fully accessible to all users (in compliance with Section 508 standards for accessibility by disabled users). One of the sources for such interactive materials will be sound bites and film excerpts that will not only be used for viewing and comprehension, but will serve as the basis for a battery of questions and discussion in the target language. The proficiency standards and testing project team will initially focus on developing testing and language materials for Hungarian, Romanian, Czech, Russian, Turkish, and Polish.

Sustained focus on a single broadly-defined region can produce an appreciable effect, allowing for greater accountability in the production of needed technologies and materials and the use of funds. The achievement of results, the description of these results, and their evaluation are enhanced given the organization structure and foci of the project teams in Slavic and Eurasian languages.

Ours is a coherent, concrete plan to pull together the combined strengths of Slavic and Eurasian university language teaching, both public and private, across the entire U.S. Our aims are to support the professional development of university and K-12 language teachers, provide better teaching and testing materials, strengthen proficiency-based performance and measurement, develop new technologies and deepen existing ones in order to effectively disseminate these materials and data bases nationwide.

B. National Impact of SEELRC Projects

By virtue of its organization, SEELRC will have an immediate and substantial impact on the teaching and learning of Slavic and Eurasian languages throughout the entire United States. The members of SEELRC's committees and teams, consisting of the most prominent scholars in the United States today, are directly involved in the research and other activities undertaken by SEELRC, while their universities will serve as testing grounds and dissemination points for the research and materials developed by the Center. The sites for the workshops and outreach programs are selected based on distribution of enrollments in Slavic and Eurasian languages. Additionally, consistent with its role as a *national* language resource center, SEELRC remains open to the added involvement of interested K-12 and post-secondary faculty working in related fields.

Duke University is host to a total of six Title VI centers for foreign language, area, international, and international business studies, many of which are consortia with UNC-Chapel Hill. These centers form an on-site network with far-reaching contacts in the broader national foreign language community—a network that will assist SEELRC in reaching non-Slavic language specialists. Through the K-12 foreign language teacher training programs sponsored by CSEEEES, SEELRC will also be able to reach a large number of the instructors who offer elementary and secondary level Russian and Polish.

All of SEELRC’s committee and team members are active in the leading professional organizations for Slavic and Eurasian language, linguistics, area studies and government agencies, including AATSEEL, AAASS, ACTR, LSA, eLCTL, ILR. These contacts and networks will insure that the work done by SEELRC will reach virtually all of the instructors and learners of SEELRC languages in the United States.

SEELRC also plans to utilize the dissemination opportunities offered by more broadly defined language organizations and government agencies (especially ILR, ACTFL, Title VI NRC Web Portal) to insure that the results of SEELRC research and development projects can be used to further the status of resources and research for other foreign languages. Through their involvement in a variety of national language organizations, the SEELRC project participants will extend the impact of SEELRC projects and services throughout the broader language community.

V. LIKELIHOOD OF ACHIEVING RESULTS

A. Methods and Procedures for Preparing Language Materials

As explained in SEELRC's Plan of Operation, SEELRC is organized to insure maximum interaction between committees and Project Teams, and direct involvement of key administrators

in all SEELRC activities. The National Language Policy Committee meets biannually to review and evaluate the work of the various project teams. As stated in the Evaluation Plan, SEELRC operations emphasize mechanisms for obtaining and using ongoing feedback from the language community, as well as from individual project participants and colleagues at their universities. As described in the Plan of Operation of the individual project teams, all materials developed are consistent with current understandings of proficiency and technology, but are also moving forward in creating more efficient approaches to the teaching and learning of foreign languages.

B. Previous Accomplishments in Research, Training, & Material Development

SEELRC has a stellar track record in production and implementation of new materials at the advanced level in its regional LCTLs. These materials are made available in web or CD formats at no cost to the users. All materials undergo rigorous peer review at the developmental and final stages of production. Measurements of success are monitored through impact at national K-12, colleges and universities, and proficiency testing results of users of these materials.

VI. DESCRIPTION OF FINAL FORM OF RESULTS

Table 9 summarizes the specific SEELRC research, materials, programs, and other activities that are covered by this application and **the broad national impact this work has had and will continue to have.**

TABLE 9: Impact of SEELRC Products		
Website Products		
Product	Services Provided	Impact
slaviccenters.duke.edu	Central hub for all SEELRC products and services. Guides users to the products they need.	12,000 page views per month (SEELRC websites combined).
GLOSSOS E-Journal	12 issues completed, with 79 articles. New issue summer 2014.	400 views per month.
Webliographies	Curated list of links to free internal	1,400 page views per month. Most

	and external resources for 31 languages.	visited languages include Russian, BCS, Albanian, and Polish.
Russian Grammatical Dictionary	21,000 headwords with audio files of native speakers for all forms.	1,500 page views per month.
Albanian-English Online Dictionary	Free online version of out-of-print Oxford dictionary.	3,000 page views per month.
Comparative Reference Grammars	Original grammars for 11 languages, plus supplements and exercises.	5,000 page views per month.
Language and Culture through Film	24 Russian films with multiple-choice and discussion questions.	Used by over 25 institutions in K-12, colleges, and government agencies.
Workshops & Teacher Training		
Product	Services Provided	Impact
Summer Institute in language technologies	Teacher training in language technologies, methods, theory & practice involving NLPC and others	See Table 5
CEFR Proficiency testing certification	Teacher training in proficiency testing during intensive seminar	Over 20 faculty certified in CEFR
Post-doctoral Fellowship Program	Duke hosts visiting post-doc for academic year	See Table 5
Deepening global perspectives in language learning/GPI	Workshop for faculty and admins from Bennett College (MSI), Durham Public schools (MSIs)	In 2014, direct impact of 13 MSI faculty & 70 students/700 students taking GPI at Bennett
Research Initiatives		
Topic	Impact	
First and Second Language Acquisition	Publication: Multilingualism and fMRI: Longitudinal Study of Second Language Acquisition (<i>Brain Sciences</i> , 3(2): 849-876, 2013)	
Development of advanced-level materials in LCTLs	See Table 2	
Barriers to Minority communities studying LCTLs	New project beginning summer, 2014. Initial impact includes 70 MSI K-16 faculty in NC. Future impact expanded to include 47 K-12 public schools (all MSIs).	
Web Accessibility	All measures were taken to make our online content fully accessible to individuals with disabilities.	

VII. EVALUATION PLAN

SEELRC engages in a comprehensive program of continuous objective qualitative and quantifiable evaluation of the Center and each of its programs and activities. Any and all projects undertaken by SEELRC begin with a clear articulation of the Slavic and Eurasian community's needs in the teaching and learning of Slavic and Eurasian languages. Continuous feedback is

solicited and obtained by the Director, National Language Policy Committee, and affiliated faculty from their personal networks within the language communities, including, but not limited to, other Title VI Language Resource Centers, National Resource Centers for Foreign Language and Area Studies, Centers for International Business Education and Research, and relevant professional organizations. All materials are subjected to rigorous peer-review before being made available to the community at large.

A. Evaluation Plan & Current Evaluation Activities

SEELRC has demonstrated commitment to systematic, empirical evaluation and direct measurements of outcomes resulting from our activities. These activities have included:

Quantifiable participant evaluations. SEELRC collects post-seminar evaluations from participants on five parameters of the event, including content, presentation of materials, facilities, participant support, and overall learning experience. Table 10 shows the responses of participants in the 2013 summer proficiency testing certification workshop.

External evaluations: Lengthy and detailed external evaluations of SEELRC and related programs have been carried out at all levels at Duke/UNC during the past five years. During this period, several departments and CSEEEES/SEELRC have all been the subject of external reviews. The evaluations and analyses of these external

Table 10				
Participants responses, 2013 summer workshop				
<i>Evaluation scale = 0-5</i>				
	<i>Workshop participants</i>			
	1	2	3	4
<i>Content of the workshop</i>	5	4	5	5
<i>Presentation of materials</i>	5	4	5	5
<i>Facilities for the workshop</i>	5	5+	4	5
<i>Support to you as a participant</i>	5	5+	5	5
<i>Overall learning experience</i>	5	5	5	5

reviewers have been relied on in formulating current and future plans and activities. SEELRC has engaged in a process of biennial external evaluation.

Proficiency assessment. SEELRC is in a unique position for providing support to CSEEEES/FLAS programs by participating in proficiency assessment of all of the FLAS-eligible languages. Specifically, Professor Andrews has been very active in developing and implementing direct measurements of learning outcomes for undergraduate and graduate students. As a result, SEELRC, in conjunction with CSEEEES, has successfully implemented mandatory CEFR/TRKI proficiency testing in five areas (grammar/lexicon, speaking, listening comprehension, reading, writing) for all Russian majors in SES, students participating in the Duke in Russia program, and all FLAS students. During the 2011-12 and 2012-13 academic years, 39 students were CEFR/TRKI tested, including 32 FLAS students and 7 undergraduates participating in the DIG program. The DIG students were tested five times during one calendar year to carefully track their progress during this extraordinarily intense learning experience. All students successfully passed the CEFR/TRKI battery at the B1 level by June 2012 (10 months from the beginning of the program). Duke undergraduates have successfully received certification at the B1 (which is the minimum for all majors), B2 and C1 levels (TRKI I, II, and III). Duke graduate students have been certified at the B1 and B2 levels. Using ACTFL categories, B1 spans from Intermediate High to Advanced low and B2 spans from Advanced Mid to Advanced High. In both cases, almost all of these students are non-heritage learners. The bulk of heritage learner testing is conducted in conjunction with SEELRC's partners at the University of Maryland (see Table 2 and pp. 24-6).

Romanian and Polish instructors have begun proficiency assessment using "C-testing" or an assessment checklist/questionnaire as a first step. The C-test is a "fill-in-the-blanks" test,

while the assessment checklist is a shorter “can do” list of tasks based on CEFR criteria that allows the instructor to rate student proficiency without doing the full battery of testing. SEELRC is clearly committed to furthering assessment goals and measurement of learning outcomes in Slavic and Eurasian languages.

B. Evaluation plan for 2014-18

During the 2014-18 quadrennium, SEELRC will continue the assessment and evaluation activities previously initiated and will implement a routine system for evaluating all of its activities that are consistent with the requirements and spirit of GPRA. This evaluation system will incorporate annual and long-term measures that are quantifiable, specific, and that have concrete baselines and achievable targets. In addition to our long-term measures, we will implement a range of project measures that are specific to each individual project in order to evaluate the success of each project. These project measures will enable SEELRC to make informed decisions about the modification and continuation of each of our projects. The evaluative instruments and processes of the evaluation plan are designed in close consultation with an independent project evaluator. In implementing evaluation plans, SEELRC will work collaboratively with other national NRCs devoted to SEE regions.

The primary goals of SEELRC are to enhance knowledge and understanding of Slavic Eurasian languages, as well as to make a significant and substantial contribution to the production of experts and resources in the less commonly taught languages and area studies of Eastern Europe and the former Soviet Union who are capable of contributing to the needs of U.S. government, academic, and business institutions. The goals and an overview of evaluating them are detailed in Table 11. Specific Performance Measure Forms (PMF1) associated with these goals are included in Appendix 3.

To achieve these goals, SEELRC is working with Duke professionals to develop systematic evaluation plans. At Duke, SEELRC will implement its evaluation program in collaboration with an independent project evaluator, Dr. Matt Serra, Director of the Office of Assessment at Duke. Professor David Malone, faculty chair of the Arts & Sciences Faculty Assessment Committee for the past 5 years, will also be a non-paid, independent consultant for evaluation and assessment. Their personnel profiles are in Appendix 2. The function of the Office of Assessment is to assist university programs and departments with assessment of student learning outcomes and grant related assessment. Dr. Serra will be involved from the beginning of the grant cycle assisting SEELRC in defining and refining its grant objectives, developing appropriate measures and benchmarks to determine progress, and advising on the collection and analysis of evaluation data. Dr. Serra and the Office of Assessment will also provide technical support and advice in the design of measuring instruments (such as on-line surveys and focus groups) to be used in the assessment of our programs and activities. Dr. Serra and the Office of Assessment are wholly independent from SEELRC and its project team. Their function at Duke is to provide independent, impartial, and professional assessment advice to the various programs and departments.

C. Quantitative Evaluations of Programs and Activities

All workshops and other similar programs sponsored by SEELRC are evaluated by the participants using a standardized survey questionnaire. The evaluative instruments used for this purpose produce quantifiable data evaluating the scope, content, and success of these programs (see Table 11). We also send follow-up survey questionnaires to a sample of the participants in our workshops and other similar programs to evaluate the long-term impact of these programs.

In addition to utilizing survey questionnaires from all program participants, SEELRC sends evaluation survey questionnaires to a sample of the individuals who use the teaching and testing materials produced by the Center. These questionnaires are designed to evaluate the scope, effectiveness, and design of the various materials produced by SEELRC. As with the evaluations of all SEELRC programs, we send follow-up survey questionnaires to a sample of the users of our materials to evaluate their long-term attitudes toward these materials. Statistical analyses of these data are included in SEELRC's performance reports to the U.S. Department of Education. All research supported by SEELRC is vetted in peer-review journals for publication.

VIII. PRIORITIES

SEELRC meets the priorities of the current LRC/Title VI grant competition:

Competitive preference priority 1 (CPP1) —Activities that focus on any of the 78 priority languages. The list of priority languages issued by the U.S. Department of Education includes the following 24 languages from the Slavic and Eurasian region: Albanian, Armenian, Azeri, Belarusian, Bosnian, Bulgarian, Chechen, Croatian, Dari, Georgian, Hindi, Kazakh, Kirghiz, Persian, Polish, Romanian, Russian, Serbian, Tajik, Turkish, Turkmen, Ukrainian, Urdu, and Uzbek. As discussed in the narrative, many of these languages are central to current SEELRC projects, and others are included in the upcoming quadrennium.

Competitive preference priority 2 (CPP2) – Incorporation of significant and sustained collaboration with minority-serving institutions. SEELRC is already involved in a series of collaborations with MSIs at the K-12 and university levels, especially with Bennett College (see Table 2 & page 10 for a full description) and Jordan Public High School in Durham,

NC. In the 2014-18 cycle, we will continue these collaborations and deepen ties across K-16 MSIs as described in the narrative.

Invitational priority 2 (IP2) —Collaborative activities with heritage language centers or schools to support the maintenance and development of heritage language speakers. Again, as described fully in the narrative and in Table 2, SEELRC is deeply involved in collaborative activities with the University of Maryland in research of heritage learners at the intermediate, advanced and superior proficiency levels.

ACRONYMS GUIDE

ASFAC	Duke University Arts and Sciences Faculty Assessment Committee
B-C-S	Bosnian-Croatian-Serbian
CEERES	The Center for East European and Russian/Eurasian Studies at the University of Chicago, a Title VI funded NRC
CEFR	Common European Framework of Reference for Languages: Learning, Teaching, Assessment, a guideline used to describe achievements of learners of foreign languages in Europe
CIBER	Center for International Business Education and Research
CPP	Competitive Preference Priority (NRC & FLAS)
CSEEEES	Center for Slavic, Eurasian, and East European Studies
DIG	Duke INTense Global (DIG) is a year-long program, combining intensive language study with multiple in-country experiences. Students take 4 courses together in the fall and spend part of the semester at St. Petersburg University. In the spring, students take Russian 203 in addition to 3 other courses of their choosing. The program wraps up during the following summer with the Duke in Russia study abroad program.
DPE	Duke Program in Education
fMRI	functional magnetic resonance imaging
GPRA	Government Performance and Results Act of 1993 and the GPRA Modernization Act of 2010
ICDGP	Intercultural Competencies & Development of Global Perspectives initiatives of CSEEEES & MSIs
ILR	Interagency Language Roundtable
IPE	independent project evaluator
JHS	Jordan High School
NLPC	National Language Policy Committee
MSI	Minority-Serving Institution

REEI	Russian & East European Institute, Indiana University at Bloomington
REEES	Russian, East European, & Eurasian Studies concentration in the M.A. in Global Studies at UNC
SEEE	Slavic, Eurasian, and East European
SEELRC	Slavic and Eurasian Language Resource Center (formerly, Slavic & East European Language Resource Center)
SES	Department of Slavic & Eurasian Studies, Duke University
TRKI	Тест по русскому языку как иностранному or TPКИ, a standardized test supervised by the Russian Ministry of Education and Science. The test has six levels, conforming to schema of the Association of Language Testers in Europe, and the Common European Framework of Reference for Languages
UNC	The University of North Carolina at Chapel Hill

EDNA ANDREWS

Director, Slavic and Eurasian Language Resource Center, Duke University

Employment:

Sept. 1, 2011Nancy and Jeffrey Marcus Humanities Professor
of Slavic and Eurasian Studies, Duke University

1999-present.....Director, Slavic and Eurasian Language
Resource Center, Duke University

1991-present.....Director, Center for Slavic, Eurasian and East
European Studies, Duke University

1997-present.....Professor of Slavic Linguistics and Cultural
Anthropology, Duke University

1990-1997Associate Professor of Slavic Linguistics and
Cultural Anthropology (tenured), Duke
University

1984-1990Assistant Professor of Slavic Linguistics, Duke
University

Education:

March 1984Ph.D. in Slavic Linguistics Indiana University
(Bloomington) Defended with distinction

December 1980M.A. in Slavic Linguistics Indiana University
(Bloomington)

May 1979B.S. in Mathematics, minor in Russian
University of Alabama (Tuscaloosa), teaching
certificate. *Graduated summa cum laude*

Distinctions:

2013.....Recipient of the University Scholar/Teacher
Award, Duke University

Certification:

June 2005TRKI certified by the Russian Federation the
Russian Ministry of Education at St. Petersburg
University (Russia) (ТРКИ—тестирование
русского как иностранного). Certified at all 4
levels (I-IV) in 5 areas of specialization—

reading, writing, speaking, listening
comprehension, grammar/lexicon

Honorary Degree:

Confirmed August 1990

Awarded June 1991.....Honorary Doctorate Degree Leningrad (now
St.Petersburg) State University Saint
Petersburg, Russia

Representative Recent Publications:

Monographs

- *Neuroscience and Multilingualism*. Cambridge University Press. 2014
- *Markedness Theory: The Union of Asymmetry and Semiosis in Language*. The Roman Jakobson Series in Linguistics and Poetics, Duke Press, 1990. [2008: reprinted as an electronic book for Duke University Press.]
- *The Semantics of Suffixation in Russian*. Series in Slavic Linguistics, Lincom Europa, Munchen, 1996. [Nominated for prize in linguistics by AATSEEL.]
- *About Sintetizm, Mathematics and Other Things....* 1994: St. Petersburg (in Russian) Publisher: Astra Lyuks (*О синтетизме, математике и прочем.....: Роман «Мы» > Е.И. Замятина*) [published review of book in *Vesnik SPBU*, vyp.1, № 2, January, 1995]
- *Russian: A Grammar of Contemporary Russian*. Lincom Europa, Munchen, 2001. [Web version published on seelrc.org with internal links by topic with series of web grammars of Slavic and East European languages.]
- *Conversations with Lotman: Cultural Semiotics in Language, Literature and Cognition*. The University of Toronto Press, 2003. [Translated into Japanese in 2006, being reprinted as an electronic book for University of Toronto Press in 2007. Note—Very few books from the University of Toronto Press list were selected for reprinting in electronic format. Book reviewed in the Fall 2005 volume of *Slavic Review* (vol 64, № 3, pp. 690-691) by Professor Ann Shukman, Oxford College, UK.]
- *Русские приставочные глаголы*. Moscow: РЯ/Russkij jazyk; 2009. [This work is a new approach to prefixation and targets advanced proficiency levels (TRKI 3). РЯ is the leading publisher of Russian language textbooks in the world.]
- *Russian Translation: Theory and Practice*. Co-authored with E.A. Maksimova. Routledge Press. 2010. Two volumes.

Edited in print

- *A Calculus of Meaning: Studies in Markedness, Distinctive Features and Deixis*. John Benjamins, 1996. Edited by E. Andrews and Y. Tobin. 432 pp.
- *Contemporary Russian Studies: Language, Culture, Text. Glossos* 2003.
- *Slavic Linguistics 2K: A Retrospective Volume*. Slavica Publishers. Edited by E.

Andrews, S. Franks, R. Feldstein, and G. Fowler, *Glossos* 2008.

Articles

- *Multilingualism and fMRI: A Longitudinal Study of Second Language Acquisition.* With C. Casabo-Voyvodic, J. Voyvodic and J. Wright. *Brain Sciences*, 3(2), 849-876. 2013
- *Якобсон и Пирс: знаковые системы, семиотические принципы и язык. Роман Якобсон: Истории русской философии первой половины 20 века. Москва: Институт философии РАН, 2013.*
- *New approaches to understanding markedness and verbal aspect.* To appear in: *Studies in Slavic Linguistics: In Honor of Ronald Feldstein.* Slavica Publishers: Bloomington, IN. 2014.
- “Language and Brain: Neurolinguistics Revisited,” *Semiotica* 2011, 184-1/4, 11-32 (*Mouton de Gruyter: Berlin*)
- “Semiospheric Transitions: A Key to Modelling Translation” (2009) In *Sign Systems Studies (Труды по знаковым системам).* Tartu: University of Tartu Press. (co-authored with E. Maksimova), 36.3, pp. 259-269.
- “The Semiotics of Jurij Lotman.” In *The Literary Encyclopedia.* United Kingdom: London, 2008.
- “Redefining Discontinuity in Cultural Space: Principles of Semiospheric Explosion.” Introductory article to Ju. M. Lotman’s *Culture and Explosion*, a new translation by W. Clark, ed. by M. Grishakova. 2010. Berlin: Mouton de Gruyter.
- “Lotman and the Cognitive Sciences: The Role of Autocommunication in the Language of Memory.” *Integration und Explosion. 2012. Perspektiven auf die Kuturesemiotik Jurij Lotmans.* (Konstanz, Germany)
- “Markedness Theory: Tense and Aspect in the Russian Verb.” Oxford University Press. **Verbs and Aspect.** Ed. Robert Binnick. 2012.
- “Revisiting spoken and musical phonemic production and perception”. Co-authored with C.Bae, N. Davis, T. Hausburg, P. Kang, N. Mehta. *Glossos* 9, 2011.
- “Neurolinguistic perspectives on Second Language Acquisition.” Review article in *LANGUAGE* (journal of the Linguistic Society of America), 2007.
- “Cross-cultural linguistic realizations of conceptualizations of anger: Revisiting cognitive and pragmatic paradigms.” In *Contemporary issues in Slavic and Eastern European studies*, with Tina Krennmayr. September, 2007, *Glossos* 9.
- “H.M/s Language Skills: Clues about Language and the Medial Temporal Lobe.” co-authored with B. Skotko and G. Einstein. *Journal of Memory and Language* 2005

Languages:

- Russian, Serbian, Croatian, Polish, Modern Greek
- Reading knowledge: German, French, Czech, Slovak, Ukrainian, Belorussian, Bulgarian, Macedonian, Slovene, Old Church Slavonic

- Other languages studied: Yiddish, Chinese, Spanish, Georgia

Administrative Experience:

- Chair, Linguistics Program, 1996-1999, 2011-2015
- Member, Arts & Sciences Faculty Assessment Committee, 2009-2014
- Chair, Department of Slavic Languages & Literatures, 1999- 2006, 2009
- Director, FOCUS Program, 2010-2015
- Chair, Duke/Kunshan University Hiring Committee, 2013-2015
- Chair, Curriculum Committee for Arts and Sciences, 1999-2002
- Chair, Provost’s Committee on the University Schedule, 2002-03
- PI & Director, Title VI Language Resource Center research grant [SEELRC] (1999-2014)
- PI & Director, Center for Slavic, Eurasian and East European Studies (Title VI Department of Education Resource Center - CSEEEES), Duke University, 1990-present.

SUSAN E. CALLAHAN

Employment:

Present.....Methodologist, Instructional Technologist, Senior Russian Instructor
Center for Language and Area Studies, Department of Defense, Ft. George G. Meade, MD

Education:

- Certificate in Advanced Russian, Ukrainian, U.S. Army Russian Institute, Garmisch, Germany
- Certificate in Basic & Intermediate Russian, Defense Language Institute, Monterey, CA
- B.A., Miami University (Zoology)

Recent Representative Professional Activities:

- Inventor of ScribeZone—Language Courseware Development and Training Tool (currently patent-pending)
- Recent ScribeZone Instructional Technology Workshops:
 - *Inaugural Russian LEARN Symposium for USG and Military Instructors, at Duke University, July 2009
 - *Defense Language Institute Foreign Language Center, January 2010, April 2010
 - *Numerous Language Training Facilities within the USG, 2009-2010

Recent Presentations:

- October 2009, “Cryptologic Transcription: Methodology and Technology,” Plenary of Interagency Language Roundtable, Center for Advanced Study of Language, University of Maryland, College Park, MD;

- June 2009 ODNI Blended Learning in Action Conference, Mitre Corporation, McLean, VA.

GRACE E. FIELDER

Employment:

1995-present.....	Professor, Department of Russian and Slavic Languages and SLAT (Second Language Acquisition and Teaching) Program, University of Arizona
2005-2006	Visiting Scholar, University of California at Berkeley (REES)
2003.....	Visiting Scholar, Duke University (Duke/UNC SEELRC)
1992-1995	Associate Professor with tenure, Department of Russian and Slavic Languages, University of Arizona
1989-1992	Associate Professor with tenure, Department of Slavic Languages and Literatures, University of Virginia
1983-1989	Assistant Professor, Department of Slavic Languages and Literatures, University of Virginia

Education:

1976.....	M.A., Slavic Languages and Literatures, University of California, Los Angeles
1983.....	Ph.D. Slavic Languages and Literatures, University of California, Los Angeles

Certification:

2005.....	TKKI certified by the Russian Federation & the Russian Ministry of Education at St. Petersburg University (Russia) (ТРКИ—тестирование русского как иностранного) at all four levels and in five areas (reading, writing, speaking, listening comprehension, grammar/lexicon).
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Representative Recent Publications:

Books

- *Bulgarian* 2012 [in press]. (Co-authored with John Leafgren, 50% effort). A

Bulgarian reference grammar published on-line at www.seelrc.org (reprint of Fielder 1993)

- The Semantics and Pragmatics of Verbal Categories. (1993) Lewiston: The Edwin Mellen Press

Articles

- “Translating the Untranslatable: The Language of *Bai Ganyo*.” (in press) *Proceedings of the Third International Congress of Bulgarian Studies*. Sofia University, Bulgaria. May 23-26, 2013.
- “Triangulations: Navigating Distance in Interaction” (forthcoming). *Distance in language, language in distance*: Proceedings of International Linguistics Conference. John Benjamins.
- “Partition, Linguistic Identity and Language Standardization.” (forthcoming) *Proceedings of International Scholarly Conference on the Partition of Macedonia and the Balkan Wars of 1912-13*.
- “Discourse Markers and Second Language Acquisition.” (forthcoming) Proceedings of Applied Linguistics Conference 2013: *Practice in Language, Language in Practice*.
- *Discourse Markers as Balkanisms* (forthcoming). 8th Annual Kenneth P. Naylor Lecture Series. Beech Stave Press.
- Lost in Translation: Heteroglossic Discourse Markers in *Bai Ganyo*. 2012. *Balkanistica* 25:1, pp. 177-198.
- Authenticity and the Sociolinguistics of Macedonian. 2012. In Friedman, V. (ed.) *Proceedings of the 7th Macedonian-North American Conference on Macedonian Studies*. *Balkanistica* 25:2, pp. 75-94.
- Ama: A Bulgarian Adversative Connective. [to appear] in M. Dedaić and M. Misković-Luković (eds.), *South Slavic Discourse Particles. Pragmatics and Beyond*, John Benjamins

Languages:

- Russian (near-native), Bulgarian (near-native), Macedonian (fluent), Bosnian/Croatian/Serbian (good), Modern Greek (good), Czech (reading), Latin (reading), French (reading), German (reading)

Honors and Awards:

- William Fulbright Grant, Bulgaria, Feb. 1-July 1, 2013.
- *The Bulgarian Studies Association's 2010 John D. Bell Book Prize for Bai Ganyo: Incredible Tales of a Modern Bulgarian*. 2010. V. Friedman (ed.) Translated by V. Friedman, C. Kramer, G. Fielder and C. Rudin. University of Wisconsin Press.
- Graduate Woman of the Year, Association of Academic Women, University of California, Los Angeles Chapter, 1983
- Pauline Sokol Fellowship in Slavic Languages and Literatures, 1978-1979
- NDEA Title VI Fellowship, 1977-1978

- NDEA Title VI Fellowship, 1976
- Mabel Wilson Richards Fellowship, 1974-1975
- UC Regents Fellowship, 1974-1975

VICTOR A. FRIEDMAN

Employment:

2000-present.	Andrew W. Mellon Professor in the Humanities, University of Chicago
1997-2000; 2001-04; 2013-14.....	Professor, Department of Slavic Languages and Literatures (Chair), University of Chicago
1993-present	Department of Linguistics, Department of Anthropology (associate appointment), and the College, University of Chicago
2005-2015.....	Director, Center for East European, Russian, and Eurasian Studies (CEERES), University of Chicago
1984-93.....	Professor Department of Slavic Languages (Chair, 1987-93), University of North Carolina, Chapel Hill
1979-84.....	Associate Professor Department of Slavic Language, University of North Carolina, Chapel Hill
1975-79.....	Assistant Professor Department of Slavic Language, University of North Carolina, Chapel Hill

Education:

1975	Ph.D., University of Chicago. Department of Slavic Languages and Literatures and Department of Linguistics (The first dual Ph.D. in the Divisions).
1971	M.A., University of Chicago. Slavic Languages and Literatures
1970	B.A., Reed College, Portland, OR. Russian Language and Literature.

Certification:

Summer 1971 & 1972.....	Certificate, University of Skopje, Yugoslavia. Fourth and Fifth Annual Seminars for Macedonian Language, Literature and Culture.
Summer 1970.....	Audit, Portland State University, Portland, OR. Intensive Serbo-Croatian.
Summer 1969.....	Certificate, Leningrad State University, USSR. CIEE Russian Language Program..

Representative Recent Publications

- *Speaking the Language: Modes of Culture and Identity in Southeast Europe and Southeast Asia.* Kuala Lumpur: KITA, UKM. c. 30 pp. forthcoming

- *The Balkan Languages*. (with Brian Joseph). Cambridge: Cambridge. c. 800 pp. 20125
- *Makedonistički Studii II* [Macedonian: Macedonian Studies II]. Skopje: Macedonian Academy of Arts and Sciences. 2014.
- *Makedonistički Studii* [Macedonian: Macedonian Studies]. Skopje: Macedonian Academy of Arts and Sciences. 236 pp. 2011
- *Očerki laskogo jazyka* [Russian: Studies on the Lak language]. Maxachkala: Russian Academy of Arts and Sciences. 168 pp. 2011.
- *Deloto na akademik Viktor Fridman* [Macedonian: The work of academician Victor Friedman]. An updated Macedonian translation of *The Grammatical Categories of the Macedonian Indicative* plus additional material. Skopje, Macedonia: Abakus. 2009. 233 pp.
- *Studies on Albanian and Other Balkan Languages*. Peja: Dukagjini. 546 pp. 2004. (nominated for the Prize in Albanology, Center for Albanology, Tirana, Albania, 2008).
- *Turkish in Macedonia and Beyond: Studies in Contact, Typology, and Other Phenomena in the Balkans and the Caucasus*. Wiesbaden: Harrassowitz. xvi+191 pp. 2003.
- *Macedonian*. (Languages of the World/Materials 117). Munich: LinCom Europa. 60 pp. 2002.
- *Linguistic Emblems and Emblematic Languages: On Language as Flag in the Balkans*, (Kenneth E. Naylor Memorial Lecture Series in South Slavic Linguistics, No. 1). Columbus, OH: Department of Slavic and East European Languages and Literatures, The Ohio State University. 1999. 34 pp.
- *Teaching Materials for Elementary Russian* (with Eleonora Magomedova, 500 pp. Photocopied ms used for teaching Elementary Russian at UNC, Chapel Hill 1982-1994, University of Chicago 1997-2000).
- *The Grammatical Categories of the Macedonian Indicative*. Columbus. Slavica. 1977. 210 pp.

Forthcoming/In Press

- Shqipja dhe Sllavishtja - Perspektive krahasuese nga pikëpamja Ballkanistike [Albanian version of 268]. *Studime filologjike*. To appear.
- The Balkans in Turkey and Turkey in the Balkans: Sociolinguistic Perspectives. Turkic speaking minorities in the Middle East and linguistic minorities in Turkey. ed. by Chritiane Bulat. Nicosia: University of Cyprus.
- Musical Terminology and the Balkan Linguistic League, *Proceedings of the Third Meeting, International Council Traditional Music, Study Group on Music and Dance in Southeastern Europe*, ed. by Elsie I. Dunin. Skopje.
- Imperativot na raskažuvanje vo makedonskiot i drugite balkanski i slovenski jazici. Zbornik referati VIII Makedonsko-Severno-amerikanska Konferencija za makedonistika. Ed. Maksim Karanfilovski. Skopje: University of Skopje

- Romani Groups in Skopje, Republic of Macedonia: Indexicalities of Belonging. Festschrift for Ian Hancock, ed. by Thomas Acton. Hatfield, UK: University of Hertfordshire Press.
- On the History of Standard Albanian in the United States. *Albanian-American Relations*, ed. by Bernd Fischer. Tirana.
- Kongresi i Manastirit dhe Linguistika Ballkanike [Albanian: The Congress of Manastir and Balkan Linguistics]. Conference for the 100th Anniversary of the Congress of Manastir. Skopje, Macedonia. To appear.
- A Note on Balkan Expressions of Weather. *Rocznik Slawistyczny*. To appear.
- (with Briah Joseph) Non-Nominative and Depersonalized Subjects in the Balkans: Areality vs. Genealogy. *Non-Canonically Case-Marked Subjects within and across Languages and Language Families: Stability, Variation and Change*, ed. by Jóhanna Barðdal, Stephen Mark Carey, Thórhallur Eythórsson and Na'ama Pat-El. Amsterdam: Benjamins.
- The Importance of Aromanian for the Study of Balkan Language Contact. Proceedings, 5th Annual Conference “Books. Romania. Europe.
- The Effects of the 1913 Treaty of Bucharest on the Languages Spoken in Macedonia. *The Partition of Macedonia and the Balkan Wars of 1912-13*, ed. by Victor A. Friedman, James Hlavač, and George Vlahov. Munich: Kubon & Sagner.
- The Macedonian Narrative Imperative as a Balkanism. *Gedenkschrift for Horace Lunt*, ed. by Cynthia Vakareliyska. Bloomington, IN: Slavica
- E mos shikjoni kish e xhamija (And look not to church and mosque): How Albania and Macedonia Illuminate Bosnia and Bulgaria. *Beyond Mosque, Church, and State: Negotiating Religious and Ethno-National Identities in the Balkans*, ed. by Yana Hashamova and Theodora Dragostinova.
- Languages are Wealth: The Sprachbund as Linguistic Capital. *Proceedings: 38th Annual Meeting, Berkeley Linguistics Society*. ed. by Florian Lionnet, Kayla Carpenter, Oana David, Tammy Stark, Vivian Wauters, and Christine Sheil, Berkeley, CA: BLS, University of California, Berkeley. 2014.
- <<http://elanguage.net/journals/index.php/bls/index>>
- (with Brian Joseph) Reassessing Sprachbunds: A View from the Balkans. *Cambridge Handbook of Areal Linguistics*, ed. by Raymond Hickey. 2015.
- Shumësi turk *-IV₂r (-lar, -ler)* në shqip dhe ne kontekstin ballkanik [Albanian: The Turkish plural *-IV₂r (-lar, -ler)* in Albanian and in its Balkan context.] *Studime* 20.

MARK GARBRICK

Employment:

2003-present.....Computer Programmer and Software Developer,
SEELRC, Duke University
2001-2003Web Developer, Trebax Consulting
2000-2001Web Developer, Merant

1999.....Junior Software Developer, Questra

Education:

1999.....BA in Computer Science, Duke University

Recent Representative Professional Activities:

- Developer and computer programmer for NRC Web Portal
- Developer and computer programmer of the departmental schedule validator for Trinity College of Arts and Science, Duke University

KIRA GOR

Employment:

2001-present.....Associate Professor of Russian and Second Language Acquisition, School of Languages, Literatures, and Cultures, University of Maryland

2000-2001Associate Professor of Russian, Department of Asian and East European, Languages and Cultures, University of Maryland

1994-2000Assistant Professor of Russian, Department of Germanic and Slavic Languages and Literatures, and Department of Asian and East European, Languages and Cultures, University of Maryland, College Park

Education:

1977.....M.A. in French Language and Literature (With Honors), St. Petersburg State University, Russia

1983.....Ph.D. in Phonetics and Linguistics, St. Petersburg State University, Russia

1993.....Ph.D. in Russian Language and Second Language Acquisition, Department of Russian, Bryn Mawr College

Representative Recent Publications:

Books

- Interlanguage Phonology and Second Language Orthography: Vowel Reduction in the Interlanguage of American Learners of Russian. St. Petersburg, Russia: St. Petersburg University Press, (1998).

Articles

- Gor, K., & Jackson, S. (2013). Morphological decomposition and lexical access in a native and second language: A nesting doll effect. *Language and Cognitive Processes*, 28.7, 1065-1091 (2013).
- Long, M. H., Gor, K., & Jackson, S., Linguistic correlates of second language proficiency: Proof of concept with ILR 2-3 in Russian. *Studies in Second Language Acquisition*, 34.1, 99-126 (2012).
- Gor, K. & Vdovina, T. Frequency, regularity, and input in second language processing of Russian verbal inflection. Special issue of *Slavic and East European Journal*, Guest editors B. Rifkin and O. Kagan (2010)
- Gor, K. Beyond the obvious: Do second language learners process inflectional morphology? *Language Learning*, 60.1, 1-20. Introduction to the thematic issue. Guest editor K. Gor (2010).
- Gor, K., & Cook, S. Non-native processing of verbal morphology: In search of regularity. *Language Learning*. Thematic Issue: Acquisition and Processing of L2 Inflectional Morphology (2010).
- Gor, K., Cook, S., V., Malyushenkova, V., & Vdovina, T., Verbs of Motion in Highly Proficient Learners and Heritage Speakers of Russian. *Slavic and East European Journal*, 53, 386-408. Special Issue on Verbs of Motion in Slavic, Guest editors V. Driagina-Hasko and R. Perlmutter (2009)
- Chernigovskaya, T. V., Gor, K., Svistunova, T. I., Petrova, T. E., Xrakovskaya, M. G. (2009). The mental lexicon and disintegration of the linguistic system in aphatic patients: An experimental study of inflectional morphology. *Voprosy Jazykoznanija*, 5, 3-17.(2009)
- Gor, K., & Vatz, K. (2009). Less Commonly Taught Languages: Issues in Learning and Teaching, to appear in M. H. Long & C. Doughty (Eds.), *The Handbook of Language Teaching*, pp. 234-249. Wiley-Blackwell
- Gor, K., & Long, M. H. (2009). Input and second language processing. In: Ritchie, W. C., Bhatia, T. J. (eds.). *Handbook of Second Language Acquisition*, pp. 445-472. New York: Academic Press
- Lekic, M. D., Davidson, D. E., & Gor, K. S. (2009). Russian: Stage One: Live from Russia! Textbook, vol. 2. Kendall/Hunt Publishing Company: Dubuque, Iowa
- Gor, K. S., & Hardman, I. (2008). Russian: Stage One: Live from Russia!
-

Oral Proficiency Testing:

- Active ACTFL OPI tester in the ACTFL format since 1993, Clients include the NASA Space Center
- Active ACTFL OPI tester in the ILR format since 2003, Clients include DLI, DIA, Border Patrol, U.S. Customs
- Participated in several refresher and recalibration workshops, the most recent ones: Summer 2006, Middlebury College; Spring 2008, ACTFL, White Plains, NY; February 2009, Monterey, CA: OPIc Training

Development of Reading Materials for Defense Language Institute

- Participated in a workshop on rating reading passages, Summer, 2004 (ACTFL) Developed web-based reading materials for pushing ILR 2+ readers to ILR 3 for DLI, Summer, 2004 (Organized by ACTFL, University of Hawai'i)

BETH A. MACKEY

Employment

2009-present.....Language testing expert, National Security Agency
 1999-2009Language Testing Program Manager, National Cryptologic School, National Security Agency, Fort Meade, MD
 1997-1999Program Evaluator, National Security Agency
 1994-1997Education and Training Officer, European Command HQ, Stuttgart, Germany
 1983-1994Russian Language Analyst, National Security Agency

Education

2004.....MA, ISD, English as a Second Language, University of Maryland, Baltimore County
 1991.....MA, Russian and East European Studies, George Washington University

DAVID MALONE

Employment:

1984-presentAssociate Professor of the Practice, Program in Education, Duke University

Education:

1994.....Ph.D., Department of Education, Duke University
 1975.....B.A., University of North Carolina, Chapel Hill

Licensure and Certifications

- Practicing Psychologist, North Carolina State Board of Examiners of Practicing Psychologist
- North Carolina School Psychologist, Level II
- North Carolina Counseling Certificate, Doctoral Level
- North Carolina Teaching Certificate, Level G
- North Carolina Department of Public Instruction, Program Approval Examiner

Representative Recent Publications

- 2012 with Jones, Brett D.; Bryant, Lauren H.; Snyder, J., “Preservice and Inservice Teachers' Implicit Theories of Intelligence.” *Teacher Education Quarterly*, Vol. 39 Issue 2, p87-101
- 2012 with Riggsbee. J. and Straus, M. “The Role of Liberal Education in Preparing Tomorrow's Teachers.” Association of American Colleges and Universities Peer Review Shelley Johnson Carey (Eds.), 14(2), 12 - 15. 1818 R. Street, NW, Washington, DC 20009: AACU.
- 2004 with Jones, B., & Stallings, T. “ Prospective Teachers as Tutors: Measuring the Impact of a Service Learning Program on Upper Elementary Students.” *Teacher Education Quarterly* (Volume 31, Number 3).

Administrative Experience:

- Associate Professor of the Practice, Program in Education, Duke University 1984-
- Director of Undergraduate Studies, Program in Education, Duke University, 1994-
- Faculty Director, Duke University Service Learning Program, 2006-
- Director of Program in Education, Duke University, 1999-2003
- Director Partners for Success Tutoring Program, Duke University, 1998-
- Faculty Co-Director of the International Center for Service Learning in Teacher Education, 2009-
- School Psychologist, K-12, Durham County Schools, North Carolina, 1980-1984
- Middle School Teacher, Durham Academy, Durham, North Carolina, 1975-1978
-

Honors/Awards:

- Dean’s Recognition of Quality of Teaching, 2013
- Distinguished Service Award for Arts and Sciences, Duke University, 2011
- Lars Lyon Faculty Service Award, Duke University, 1994

JAN J. RIGGSBEE

Employment:

2008-present.....Director and Chair, Program in Education, Duke University

2007-presentAssociate Professor of the Practice, Program in Education, Duke University

1998-2007Assistant Professor of the Practice, Program in Education, Duke University

Education:

1995.....Ed.D., Curriculum and Instruction North Carolina State University
 1982.....M.A., School Administration, Appalachian State University
 1975.....B.A., Education, Queens College

Licensure and Certifications

- Curriculum and Instruction Specialist
- Reading, K-12
- Principal, K-12
- Early Childhood Education, K-4
- Elementary Education, K-6

Representative Recent Publications:

2013 with Wynn, S. R., Transforming teacher preparation: A developmental model. *Proceedings of the 6th Annual Mentoring Conference*, University of New Mexico, Albuquerque, NM, [CD]
 2013 with Wynn, S. R., Re-conceptualizing reflection: Helping students move from reaction to action. *Proceedings of the 6th Annual Mentoring Conference*, University of New Mexico, Albuquerque, NM, [CD]
 2012 with Malone, D. and Straus, M. "The Role of Liberal Education in Preparing Tomorrow's Teachers." Association of American Colleges and Universities Peer Review Shelley Johnson Carey (Eds.), 14(2), 12 - 15. 1818 R. Street, NW, Washington, DC 20009: AACU.
 2007 with Carboni, L. "We needed support and it was out there:" Building an online community with cooperating teachers." *Electronic Journal for the Integration of Technology in Education*, 6, 109 - 122.

Honors and Awards:

- David L. Paletz Innovative Teaching Fund Award, Trinity College of Arts and Sciences, Duke University, 2011-2012, 2012-2013
- Dean's Recognition of Teaching Excellence, 2010, 2012
- Robert B. Cox Distinguished Teaching Award, 2006-2007

Administrative Experience:

- Graduate Teaching/Research Assistant, Department of Curriculum and Instruction, North Carolina State University, Raleigh, North Carolina, 1987-89
- Director, Special Services Grant Project, Durham Technical Community College, Durham, North Carolina, 1985-87
- Admissions/Recruitment, Instructor, Early Childhood Program, Durham Technical Community College, Durham, North Carolina, 1983-85

- Assistant Principal, West Oxford Elementary School, Oxford, North Carolina, 1982-83
- Department of Administration, Supervision & Higher Education, Appalachian State University, Boone, North Carolina, 1981-1982
- Teacher, Central Elementary School, Orange County Schools, Hillsborough, North Carolina, 1976-81
- Teacher, Paul Braxton Elementary School, Chatham Count Schools, Siler City, North Carolina, 1975-76

BOGDAN SAGATOV

Employment:

Technical Director, Language Center for Language and Area Studies, Department of Defense, Ft. George G. Meade, MD

Education:

1983.....PhD, Slavic Languages and Literatures, Univ. of North Carolina, Chapel Hill,
 1975.....MA, Slavic Linguistics, Univ. of North Carolina, Chapel Hill

Recent conference presentations and web-based publications:

- Co-organizer (with Edna Andrews) – Inaugural Russian LEARN
- Symposium for USG and Military Instructors, at Duke University, July 2009.
- “A Tour of Russian Cyber Space with the Russian Language Mentor,” Russian LEARN Symposium, Duke, 2009
- “Cryptologic Transcription: Methodology and Technology,” October 2009
- Plenary of Interagency Language Roundtable, Center for Advanced Study of Language, University of Maryland, College Park, MD
- “A Tour of Government Sponsored and Open Source Internet Resources,” 2009 SCOLA Conference, Omaha, NE
- Founder/Webmaster, Interagency Language Roundtable (ILR) Homepage (<http://govtilr.org/>)
- Webliographer, ILR Webliography of Less Commonly Taught Languages (http://govtilr.org/Web_LCTL/ILR%20WLCTL.htm)
- Webliographer, Slavic and East European Language Resource Center
- Webliographies (<http://seelrc.org/webliography/>)
- Author/Developer, “Russian Language Mentor” (<http://russianmentor.net>)
- Peer reviews of site: Language Learning and Technology, Vol. 9, No. 3, September 2005, pp. 28-34 - (<http://ilt.msu.edu/vol9num3/review3/default.html>); Multimedia Educational
- Resource for Learning and Online Teaching (MERLOT)

MATT SERRA

Employment:

1993.....Director, Office of Assessment, Trinity College,
Duke University and Independent Evaluation
Consultant for UNC-Duke Consortium in Latin
American and Caribbean Studies and

Education:

1993.....PhD, Purdue University

Representative Recent Publications:

- 2013 “Assessing the Assessment Tool: New Thinking About e-Portfolios.” With J. Hill. Presented at the AAC&U regional assessment meeting in Boston, Massachusetts.
- 2012 “Reconnecting with students as essential stakeholders: Early engagement and communication strategies.” With J. Hill. A workshop presented at the AAC&U regional assessment meeting in New Orleans, Louisiana.
- 2012 “Developing an Institution-wide Program for Undergraduates in the Gateway STEM course sequence.” With D. Canelas and D. Hall. Presented at the AAC&U STEM Learning Conference.
- 2011 “Using the Global Perspectives Inventory for Planning and Assessing Curricular and Co curricular Experiences to Facilitate Global Learning.” With L. Braskamp, M. Zoll, C. Glass and M. Engberg. Workshop given at the AAC&U’s Annual Conference.
- 2011 “Assessment at Duke: Strategies for Faculty Engagement.” Presentation at the Third Annual Teagle/Spencer Project Meeting, Duke University, Durham, NC..

Administrative Experience:

- Director of Assessment, Trinity College, Duke, 2000-present;
- Adjunct Assistant Professor of Psychology and Neuroscience, Duke, 2000-present;
- Assistant Professor of Psychology, Duke, 1993-2001

DWIGHT STEPHENS

Employment:

2012-present.....Director, Integrated Learning Research Initiative,

Department of Foreign Languages and Literatures,
North Carolina State University.

2012-present.....Director, NC State Language Training Center

2009-2012.....Director, Project GO (Global Officer) (ROTC) and
Critical Languages Program, NCSU

2006-2009.....Director, Critical Languages Program, Center for
South Asia Studies, John Hope Franklin Center for
Interdisciplinary and International Studies, Duke
University

1999-2006.....Assistant Director, NC Center for South Asia Studies
and Director, Critical Languages Program, NC State
University

Education:

Ph.D.Indo-European Linguistics, University of North Carolina,
Chapel Hill

B.A.....French and Russian, University of North Carolina,
Chapel Hill

C.A., M.A.Slavic Linguistics, University of California, Berkeley

Honors and Awards:

- Fulbright Fellowship for Ph.D. dissertation in Paris with Georges Dumezil, College de France, Membre de l'Academic Francaise, 1981-82
- Summer Grant for study of Polish poetry with Czeslaw Milosz from Center for Slavic and East European Studies, Berkeley, 1968
- National Defense Foreign Language Fellowship, Berkeley, 1967-68, 1968-69.
- Summer Grant in Slavic Linguistics and Literatures, University of Colorado, 1967
- Valpe Prize in Latin Composition, 1960. Andover

Languages:

French, Chinese, Classical Greek, Hittite, Italian, Latin, Lithuanian, Persian, Polish, Russian, Sanskrit, Serbo-Croatian.

MARK TROTTER

Employment:

2007-present.....Associate Director and Outreach Coordinator,
Russian and East European Institute, Indiana
University

1998-2014.....Russian Language Instructor SWSEEL

Education:

1979.....B.A., McGill University
1983.....M.A., University of Michigan
1986.....A.B.D., University of Michigan

Distinctions:

- American Council of Teachers of Russian, Board of Directors (2012-2014)

Representative Recent Publications:

- “Post-secondary Support for Pre-College Russian: Challenges and Opportunities.” In *ASEEES NewsNet* (October 2010); Co-authored articles in “Outreach Notes” section of *REEFication*, quarterly newsletter of the Russian and East European Institute (2008-2014)

Administrative experience:

- Resident Director/Academic Coordinator for Flagship Russian Language Program in Saint Petersburg, Russia 2004-2007
- National Co-Chair, ACTR Olympiada of Spoken Russian, 2011-2014

Languages:

Russian 3 (ACTFL “Superior”), Hungarian 3 (Interagency Language Roundtable 3+), Polish 1, Serbo-Croatian 1, Czech 1, French 1, German 1

TROY B.WILLIAMS

Employment:

2001-presentPost-doc researcher, Slavic and Eastern European Languages Resource Center (SEELRC), Duke University
2008-2013.....Faculty, Academy of Art University, San Francisco, CA
2007-2008.....Faculty, Academy of Art University, San Francisco, CA
Summer, 2005.....Resident Director, American Councils for Teachers of Russian, Moscow, Russia
1998-2001.....Adjunct Professor of Russian, Davidson College, Davidson, NC
1999, 2002, 2003, 2004.....Assistant to the Director, Duke in St. Petersburg Program, Duke University, Durham, NC

Education:

2000..... Ph.D. in Slavic Linguistics and Cultural Anthropology, Duke University, Durham, NC

2007..... M.A. in English with a concentration in TESOL San Francisco State University, San Francisco, CA

1998..... M.A. in Russian Literature, Duke University, Durham, NC

1998..... Certificate in Women's Studies, Duke University, Durham, NC

1998..... Certificate in Slavic Studies, Duke University, Durham, NC

1993..... B.A. in Russian language (with honors); minor in German language, University of California at Davis, Davis, CA

1988..... Munich Russian Review Language Course in Russian, US Army Foreign Language Training Center Europe

1986..... Intensive Russian (graduated with Commandant's Award) Defense Language Institute, Lackland AFB San Antonio, TX

Honors and Awards:

- Charter member NLSC (National Language Service Corps)
- *Commandant's Award* for highest academic achievement in DLI class
- University of California *Regents Scholar*, 1991-1993
- *Air Force Commendation Medal*
- Medals for: *Army of Occupation, Marksmanship, Good Conduct, Longevity Service, Overseas Long Tour, Outstanding Unit*
- *Squadron Airman of the Month, March 1987*
- Membership in *Phi Beta Kappa, Phi Kappa Phi, Golden Key* honor societies, *Phi Beta Delta* international society, American Association of Teachers of Slavic and Eastern European Languages (*AATSEEL*)

TIMELINE

Key: ✓ —already completed and/or continuing ★ — completed					
Activity	Prior to Year 1	Year 1	Year 2	Year 3	Year 4
EXISTING/CONTINUING PROGRAMS & ACTIVITIES					
<i>Online Grammatical Dictionary of Contemporary Standard Russian</i>	✓	✓	✓	✓	✓
<i>Online Reference Grammars of Albanian, Bosnian/Croatian/Serbian, Bulgarian, Czech, Georgian, Macedonian, Polish, Romani, Romanian, and Slovene</i>	★				
<i>Webliography of Slavic & Eurasian Languages (24 languages included to date)</i>	✓	✓	✓	✓	✓
<i>Grammatical Exercises (Advanced Level) for Czech, Polish, Russian, BCS with Diagnostics, Plus Non-Diagnostic Romanian Exercises</i>	★				
<i>Web-Based Interactive Language Materials, including Russian Language & Culture Through Film instructional materials, assessment tools and diagnostics</i>	★				
<i>Online Dictionary of Albanian-English</i>	✓	✓	★		
<i>Searchable Data Bases of Authentic Cultural Texts</i>	✓	✓	✓	✓	✓
<i>Glossos</i>	✓	✓	✓	✓	✓
<i>Workshops and Institutes</i>	✓		✓		✓
NEW PROGRAMS & ACTIVITIES					
<i>Online Reference Grammars of additional languages (Ukrainian, Belarusian, Uzbek)</i>		✓	✓	✓	★
<i>Webliography of Slavic & Eurasian languages (addition of new languages to 31 current listings with deepening of citations)</i>		✓	✓	✓	✓
<i>Grammatical Exercises (Advanced Level): Conversion of Romanian Exercises to a web-based diagnostic interface; new exercises for Ukrainian, Georgian, Hindi, Dari and Uzbek</i>		✓	✓	✓	★
<i>Web-Based Interactive Language Materials (New modules for Language & Culture Through Film—Georgian and Polish)</i>		✓	★ (Georgian)	✓	★ (Polish)
<i>FLAS Pre- and Post- Proficiency Testing (CEFR)</i>		✓	✓	✓	✓
<i>Research on multilingualism and use of proficiency with brain imaging technologies</i>		✓	✓	✓	✓
<i>Heritage Learners Research Projects</i>		✓	✓	✓	✓

<i>Proficiency Testing Initiatives:</i>					
<i>a) Comparative data collection and analysis</i>	✓	✓	✓	✓	✓
<i>b) Comparison of proficiency testing scales</i>		✓	✓	✓	
<i>c) Development of proficiency testing standards & actual tests for LCTLs</i>	✓	✓	✓	✓	✓
<i>Dari/Hindi learning materials</i>			✓	✓	✓
Online course modules in Slavic and Eurasian linguistics	✓	✓	✓	✓	✓
<i>Research: Removing barriers to minority enrollments in SES LCTLs</i>		✓	✓	✓	✓

LETTERS OF SUPPORT

Name	Partner institution
Dr. Joyce Blackwell Provost	Bennett College
Dr. Kira Gor	Program in Second Language Acquisition School of Languages, Literatures, and Cultures University of Maryland
Dr. Jan Riggsbee	Program in Education Duke University

June 19, 2014

Edna Andrews, Ph.D.
Director
Center for Slavic, Eurasian, and East European Studies
Slavic and Eurasian Language Resource Center
Duke University
[REDACTED]
Durham, NC 27708

RE: Title VI proposals of CSEEEES and SEELRC

Dear Dr. Andrews:

On behalf of Bennett College, I am delighted to confirm our desire to collaborate with the Center for Slavic, Eurasian, and East European Studies (CSEEEES) and the Slavic and Eurasian Language Resource Center (SEELRC), which you direct, on the very important projects described at length in the proposals to be submitted by CSEEEES and SEELRC to the Department of Education.

Specifically, we are pleased to collaborate with CSEEEES and SEELRC on a series of new initiatives including:

- CSEEEES and SEELRC will support administering the Global Perspective Inventory (GPI) to Bennett College students in 2014. The results from the GPI will be a valuable tool in evaluating curricular and co-curricular programs at Bennett in order to raise students' (and faculty's) understanding and awareness of diverse cultures and their impact on our global society.
- CSEEEES and SEELRC will provide study abroad and globalization support for faculty, staff, administrators, and students in the form of seminars and workshops each year. The first workshop is scheduled for July 10, 2014 at Duke, entitled: "Deepening Global Perspectives." Topics for the workshop series will include (but are not restricted to)
 1. strategic planning,
 2. language technologies and measuring proficiency,
 3. global education,
 4. undoing cultural essentialism,
 5. multilingualism, speech communities and communities of practice (i.e. language, brain and culture),
 6. minority language communities and domestic/international human rights.

These initiatives and our new partnership with CSEEEES and SEELRC are extremely important in developing a broader, more thoroughly globalized educational experience at Bennett College. We support these projects and your proposals most strongly and we look forward to working with you in the future.

Sincerely,

[REDACTED]
Joyce Blackwell, Ph.D.
Provost and Vice President for Academic Affairs



Educate.
Celebrate.
Oasis.
Since 1873

[REDACTED]
Greensboro, NC 27401
P: [REDACTED] www.bennett.edu

PR/Award # P229A140003
Page e89

BENNETT COLLEGE
FOR
WOMEN



Bennett College is a United Methodist Church-related institution.



**School of Languages, Literatures, and Cultures
Ph.D. Program in Second Language Acquisition**

University of Maryland
College Park, MD 20742-4831

Kira Gor

*Associate Professor of
Second Language Acquisition and Russian*

Tel. [REDACTED]

Fax [REDACTED]

<http://www.languages.umd.edu/SLAA/>
<http://www.russian.umd.edu/>

May 20, 2014

TO: Edna Andrews, Ph.D., Director
Center for Slavic, Eurasian, and
East European Studies Slavic and
Eurasian Language Resource Center
Duke University
[REDACTED]
Durham, NC 27708

RE: Title VI proposal of SEELRC

Dear Edna,

This letter is to confirm that the University of Maryland Program in Second Language Acquisition looks forward to collaborating with the Slavic and Eurasian Language Resource Center (SEELRC), which you direct. Specifically, we are delighted to collaborate with SEELRC on the Project on Linguistic Correlates of Proficiency at the Intermediate and Advanced Levels: Russian, which is described in detail in the proposal to be submitted by SEELRC to the Department of Education.

We support your proposal in the strongest possible terms and look forward to working with you and SEELRC in the future.

Kind regards,

[REDACTED]

Kira Gor, Ph.D.

Duke University

DURHAM
NORTH CAROLINA
27708

PROGRAM IN EDUCATION

TELEPHONE: ()
FAX: ()

May 16, 2014

Edna Andrews, Ph.D.
Director
Center for Slavic, Eurasian, and East European Studies
Slavic and Eurasian Language Resource Center
Duke University
Durham, NC 27708

RE: Title VI proposals of CSEEEES and SEELRC

Dear Edna,

This letter is to confirm that the Duke University Program in Education looks forward to collaborating with the Center for Slavic, Eurasian, and East European Studies (CSEEEES) and the Slavic and Eurasian Language Resource Center (SEELRC), which you direct. Specifically, we are delighted to collaborate with CSEEEES and SEELRC on a series of new and ongoing initiatives that focus on deepening intercultural competencies among K-16 teachers, with special emphasis on faculty and students at minority serving institutions at the K-12 and university levels. These initiatives are described in detail in the proposals to be submitted by CSEEEES and SEELRC to the Department of Education.

These initiatives are extremely valuable. We support your proposal in the strongest possible terms and look forward to working with you, CSEEEES, and SEELRC in the future.

Jan Riggsbee, Ed.D.

Director and Chair
Program in Education
Durham, NC 27708

Table of Objectives for Proposed LRC Projects

PROJECT ACTIVITY	OBJECTIVES & OUTCOMES
<i>Online Grammatical Dictionary of Contemporary Standard Russian</i>	<ul style="list-style-type: none"> ▪ Add more head words to existing dictionary (21,000 head words at present) ▪ Expand number of online users (1,500 views per month currently)
<i>Online Grammatical dictionaries</i>	<ul style="list-style-type: none"> ▪ Develop and publish new grammatical dictionaries for Polish
<i>Online Reference Grammars</i>	<ul style="list-style-type: none"> ▪ Add online reference grammars for additional languages— Ukrainian, Belarusian, Uzbek
<i>Webliography of Slavic & Eurasian Languages</i>	<ul style="list-style-type: none"> ▪ Add new languages (31 languages at present) ▪ Conduct ongoing review that existing links on webliographies remain active and up-to-date
<i>Web-Based Interactive Language Materials</i>	<ul style="list-style-type: none"> ▪ Develop new module for Georgian Language & Culture Through Film ▪ Develop new module for Polish Language & Culture Through Film
<i>Grammatical Exercises (Advanced Level)</i>	<ul style="list-style-type: none"> ▪ Conversion of existing Romanian exercises from PDF format to a web-based diagnostic interface ▪ Develop new exercises for Ukrainian, Georgian, Hindi, Dari and Uzbek
<i>Summer Institute in SEE languages and technologies</i>	<ul style="list-style-type: none"> ▪ Continue technology training summer institute for faculty from K-12, 2/4yr colleges & universities (including MSIs)
<i>Glossos</i>	<ul style="list-style-type: none"> ▪ Publish peer-reviewed scholarly works on language acquisition and related topics ▪ Publish results of research conducted by SEELRC ▪ 1-2 new issues per year
<i>Workshops and Institutes</i>	<ul style="list-style-type: none"> ▪ Disseminate results of research and projects conducted by SEELRC to K-12, university, government language instructors, MSIs ▪ Increase number of teachers certified in CEFR proficiency testing
<i>FLAS Pre- and Post- Testing</i>	<ul style="list-style-type: none"> ▪ Measure increase in language proficiency scores during term of FLAS as measured by combinations of proficiency, placement, achievement, aptitude testing
<i>Subtitling Project</i>	<ul style="list-style-type: none"> ▪ Develop technology and expertise to subtitle existing SEE language films to be used in courses
<i>Heritage Learners Research Project</i>	<ul style="list-style-type: none"> ▪ Collect and compare data regarding heritage and late L2 learners at Intermediate to Advanced Levels ▪ Collect and compare data regarding heritage and late L2 learners at Advanced and Superior Levels ▪ Linguistic barriers to proficiency in heritage learners
<i>Proficiency Testing Initiatives:</i>	<ul style="list-style-type: none"> ▪ Collaborate with U.S. Department of Defense testing specialists

	<ul style="list-style-type: none"> ▪ Collaborate with testing specialists certified in leading proficiency testing formats (ACTFL, ILR, CEFR/TRKI, etc.) ▪ Nat'l language policy committee meetings to advance cooperation and common proficiency standards between universities and government agencies (Committee includes U.S. Dept. of Defense, ACTFL, ILR and TRKI proficiency testers and raters, NRCs) ▪ Published results of research ▪ Expand number of tests developed, modified and implemented ▪ Expand number of teachers certified in proficiency testing ▪ Number of students tested by newly certified testers ▪ Expand number of faculty who are certified in one or more proficiency scales ▪ Involve certified testers in direct assessment of FLAS students (ACTFL, ILR, CEFR) ▪ Development of new tests and proficiency standards in LCTLs where they do not currently exist ▪ Deepening assessment across languages ▪ Measureable increase in language proficiency scores by students enrolled in advanced/intermediate levels of priority LCTLs classes
<i>Dari & Hindi learning materials</i>	<ul style="list-style-type: none"> ▪ Development of web-based, universally accessible materials for learning Dari and Hindi ▪ Production of textbook for advanced Hindi and Dari materials
<i>Barriers to minority enrollments in SES LCTLs</i>	<ul style="list-style-type: none"> ▪ Develop seminars/workshops and conduct analysis of current issues to culminate in publication of recommendations for deepening diversity of SES LCTL learners
<i>Online course modules in Slavic and Eurasian Linguistics</i>	<ul style="list-style-type: none"> ▪ Course modules with evaluation materials for topics in SEE linguistics
<i>NRC Web Portal</i>	<ul style="list-style-type: none"> ▪ Utilize existing NRC Web Portal to publish and disseminate results of research and projects conducted by SEELRC, e.g., FLAS pre- and post-award proficiency testing

1. Project Goal: Increase knowledge and understanding of Slavic & Eurasian languages among diverse outreach constituencies during grant cycle.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase number of K-12 and MSI faculty involved in SEELRC activities and use of SEELRC materials [CPP 2]	<p>A1. Identify and contact potential school partners, including initiatives in cooperation with SEELRC NLPC</p> <p>A2. Hold meetings with school faculty to gauge interest on needs in materials and testing</p> <p>A3. Facilitate meetings of NLPC with SEE faculty</p>								
B. Increase number of 2/4yr colleges, university faculty (including MSIs) in SEELRC activities and use of SEELRC materials [CPP 1]	<p>B1. Work with Bennett college in series of workshops on multilingualism, minority language communities & global education curricula</p> <p>B2. Hold meetings with faculty and students to gauge interest in SEE languages</p> <p>B3. Organize presentations & dialogue with experts</p> <p>B4. Disseminate program results via web.</p>								
C. Increase online course modules in SEE linguistics & SEE LCTL web-based materials	C1. Create new modules and appropriate evaluation materials								

1. Project Goal: Increase knowledge and understanding of Slavic & Eurasian languages among diverse outreach constituencies during grant cycle.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
D. Increase participation in summer institutes in SEE languages: acquisition, techniques & technologies	D1. Continue to involve NLPC as speakers and to attract a wide range of participants D2. Design and offer programming that targets MSIs								

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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SLAVIC & EURASIAN LANGUAGE RESOURCE CENTER

	Budget			
	2014-15	2015-16	2016-17	2017-18
<u>1. Personnel</u>				
1. Computer programmer [Garbrick] (50% of salary; 24.3% fringe benefits)	47,825	49,260	50,738	52,203
2. Project manager [Hayes] (50% of salary; 24.3% fringe benefits)	31,625	32,574	33,551	34,529
3. Web specialist [Williams] (100% of part-time salary; 24.3% fringe benefits)	24,000	24,000	24,000	24,000
<i>Subtotal Personnel</i>	<i>103,450</i>	<i>105,834</i>	<i>108,289</i>	<i>110,732</i>
<u>2. Fringe Benefits</u>				
Duke monthly employees (24.3%)	25,138	25,718	26,314	26,904
<i>Subtotal Fringe Benefits</i>	<i>25,138</i>	<i>25,718</i>	<i>26,314</i>	<i>26,904</i>
<u>3. Travel</u>				
	0	0	0	0
<u>4. Equipment</u>				
	0	0	0	0
<u>5. Supplies</u>				
	0	0	0	0
<u>6. Contractual</u>				
	0	0	0	0
<u>7. Construction</u>				
	0	0	0	0
<u>8. Other</u>				
1. Tutorials and teaching materials for language instruction (Ukrainian in Yr. 1; Uzbek, Dari, Farsi in subsequent years)	2,000	2,000	2,000	2,000
2. Linguistic correlates of proficiency at the intermediate to advanced proficiency levels: Russian (consultant--Dr. Kira Gor, UMD)	15,000	15,000	15,000	15,000
3. Increasing diversity of Slavic and Eurasian language learners	3,500	3,500	3,500	3,500
4. Development of proficiency testing standards and tests	1,500	1,500	1,500	1,500
5. Proficiency scale comparisons	1,500	1,500	1,500	1,500
6. Longitudinal fMRI proficiency study of second/third language acquisition and multilingualism	5,000	5,000	5,000	5,000
7. Hindi online course and instructional materials	1,000	1,000	1,000	1,000
8. Analysis of proficiency testing outcomes	1,000	1,000	1,000	1,000
9. Grammatical dictionary of contemporary standard Russian	2,000	2,000	2,000	2,000

	2014-15	2015-16	2016-17	2017-18
10. Online reference grammars	1,000	1,000	1,000	1,000
11. Webliography	500	500	500	500
12. Language exercises with diagnostics	500	500	500	500
13. Culture and language through film	1,000	1,000	1,000	1,000
14. Online collaborative annotation project	500	500	500	500
15. Summer institutes & workshops	5,000	5,000	5,000	5,000
15. Contribution to LRC Web Portal	250	250	250	250
<i>Subtotal Other</i>	<i>41,250</i>	<i>41,250</i>	<i>41,250</i>	<i>41,250</i>
Total Direct Costs	169,838	172,801	175,853	178,813
Indirect Costs (8%)	13,587	13,824	14,068	14,306
Total Costs	183,425	186,625	189,921	193,119



**SLAVIC AND EURASIAN
LANGUAGE RESOURCE CENTER**
(formerly Slavic & East European Language Resource Center)

**Proposal to the U.S. Department of Education
Title VI Language Resource Centers Program
July 9, 2014**



www.seelrc.org

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

SECTION C–BUDGET NARRATIVE

1. Personnel

A. Administrative

- i. **Computer Programmer:** SEELRC will use LRC funds for 50% of the salary and fringe benefits for this position. The Computer Programmer is a highly-skilled, experienced programmer who is responsible for maintaining and expanding SEELRC's web site, developing computer and web-based instructional materials for SEELRC, implementing the streaming video, subtitling, database, and other computer-based projects. Salary is increased by 3% per year in years 2-4.
- ii. **Project Manager:** SEELRC will use LRC funds for 50% of the salary and fringe benefits for this position. The Project Manager is principally responsible for the administrative and logistical aspects of conducting the various projects. Salary is increased by 3% per year in years 2-4.
- iii. **Web Specialist:** SEELRC will use LRC funds to pay 100% of the part-time salary for this position. The Web Specialist is principally responsible for editing and publishing the online journal *GLOSSOS*, but is occasionally involved in other web-based projects such as the Russian Grammatical Dictionary. The salary for this position remains the same throughout the period of the grant.

2. Fringe Benefits

- i. **Duke monthly:** All Duke employees paid with LRC funds are monthly employees, for whom the applicable fringe benefits rate is 24.3%.

8. Other

- i. **Tutorials and teaching materials for language instruction:** New exercises for Ukrainian, Macedonian, Georgian, Dari, Urdu, Farsi, and Uzbek; Ukrainian in Yr. 1; Uzbek, Dari, Farsi, and other languages in subsequent years [\$2,000 p.a. in each year of the grant]
- ii. **Linguistic correlates of proficiency at the intermediate to advanced proficiency levels:** Joint project with University of Maryland of heritage language learners at the intermediate and advanced levels and comparative testing results of heritage and non-heritage learners (late second language learners). Three parts: (1) Linguistic Barriers to Proficiency at the Intermediate to Advanced Levels (ILR 1, 1+, 2); (2) A Comparison of Heritage & Late L2 Learners at the Intermediate to Advanced Levels; and (3) A Comparison of Heritage & Late L2 Learners at the Advanced & Superior Levels (ILR 2, 2+, 3). [\$15,000 p.a. in each year of the grant]
- iii. **Increasing diversity of Slavic and Eurasian language learners:** In addition, in an effort to increase the number of minority students enrolled in SES LCTLs at the K-16 level, SEELRC and the Duke Linguistics Program, in conjunction with Indiana University (REEI) and the University of Maryland (Program in 2nd Language Acquisition), will conduct a series of workshops, seminars and conferences resulting in publication of results with specific recommendations for deepening diversity in the populations learning SES LCTLs. [\$3,500 p.a. in each year of the grant]
- iv. **Development of proficiency testing standards and tests:** The development of proficiency testing standards and actual tests for LCTLs for which no such standards or tests currently exist. In conjunction with the Indiana University's REEI & CELCAR and SEELRC, the languages targeted for this effort include Central Asian & South Slavic languages (including Uyghur,

- Turkmen, Kazakh, Kyrgyz and Macedonian). Priority given to languages funded by the FLAS program. [\$1,500 p.a. in each year of the grant]
- v. **Proficiency scale comparisons:** Joint project with Dr. Kira Gor, Univ. of Maryland Dept. of Second Language Acquisition, on proficiency scale comparisons (from Level 1-3), including ACTFL, ILR and CEFR. [\$1,500 p.a. in each year of the grant]
 - vi. **Longitudinal fMRI proficiency study of second/third language acquisition and multilingualism:** a unique longitudinal study devoted to the analysis of bi- and multilingual subjects who are (1) already proficient in at least 2 languages or (2) are acquiring Russian as a second/third language. This is the only study to date that includes (1) longitudinal fMRI data with subject-based proficiency and behavioral data acquired in the same time frame and (2) statistical modeling that demonstrates the importance of covariate language proficiency data for understanding imaging results of language acquisition. [\$5,000 p.a. in each year of the grant]
 - vii. **Hindi online course and instructional materials** [\$1,000 p.a. in each year of the grant]
 - viii. **Analysis of proficiency testing outcomes:** Comparative proficiency testing data collection (ACTFL, ILR, CEFR/TRKI) (in conjunction with Indiana University, and certified testers from ACTFL, ILR, CEFR/TRKI and U.S. Dept. of Defense). SEELRC will continue collaboration with NRCs to improve testing and evaluation (pre- and post-) for FLAS fellowship recipients. [\$1,000 p.a. in each year of the grant]
 - ix. **Grammatical dictionary of contemporary standard Russian** [\$2,000 p.a. in each year of the grant]
 - x. **Online reference grammars:** Ongoing project that will be expanded to include several new languages (Modern Greek, Ukrainian, Belarusian, and Uzbek) [\$1,000 p.a. in each year of the grant]
 - xi. **Webliography:** Ongoing project that will be expanded to include several new languages (Finnish, Dari, Pashto, Urdu, Hindi, and Chechen) [\$500 p.a. in each year of the grant]
 - xii. **Language exercises with diagnostics:** Expansion of the existing modules in Slavic linguistics, as well as the inclusion of evaluation and testing materials with diagnostics for all online modules. [\$500 p.a. in each year of the grant]
 - xiii. **Culture and language through film:** Ongoing project that will be expanded to include course-length new modules for Language and Culture Through Film (Georgian and Polish); finalization of administrative tools that allow instructors to produce their own LCTF Packages by providing video, transcript, exercises and diagnostics through a user-friendly interface for any language. [\$1,000 p.a. in each year of the grant]
 - xiv. **Online collaborative annotation project:** We will establish the technologies and skills necessary to begin a program of subtitling (both in native language and English translation) a collection of Slavic language films. [\$500 p.a. in each year of the grant]
 - xv. **Summer institutes & workshops:** SEELRC sponsors an annual summer institute/workshop. Offered in alternating years, SEELRC hosts a summer institute on “Slavic and Eurasian Languages: Acquisition, Techniques, and Technologies” as well as a “Russian Language Proficiency Testing & Certification Workshop.” The summer institute also addresses issues related to expanding diversity of Slavic language learners. [\$5,000 p.a. in each year of the grant]
 - xvi. **Contribution to LRC Web Portal** [\$250 p.a. in each year of the grant]

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Duke University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	103,450.00	105,834.00	108,289.00	110,817.00		428,390.00
2. Fringe Benefits	25,138.00	25,718.00	26,314.00	26,929.00		104,099.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	41,250.00	41,250.00	41,250.00	41,250.00		165,000.00
9. Total Direct Costs (lines 1-8)	169,838.00	172,802.00	175,853.00	178,996.00		697,489.00
10. Indirect Costs*	13,587.00	13,824.00	14,068.00	14,320.00		55,799.00
11. Training Stipends						
12. Total Costs (lines 9-11)	183,425.00	186,626.00	189,921.00	193,316.00		753,288.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 57.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization Duke University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr .	First Name: Edna	Middle Name:	Last Name: Andrews	Suffix:
-----------------	---------------------	--------------	-----------------------	---------

Address:

Street1:	Box 90259
Street2:	
City:	Durham
County:	Durham
State:	NC: North Carolina
Zip Code:	27708-0259
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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