

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 # P229A140014

Grants.gov Tracking#: GRANT11699682

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.).

There were problems converting one or more of the attachments. These are: [1240-1CVsforNFLRCSM.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/08/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Hawai??i

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

2440 Campus Road, Box 368

Street2:

* City:

Honolulu

County/Parish:

* State:

HI: Hawaii

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

96822-2234

e. Organizational Unit:

Department Name:

College of Lang., Ling. & Lit.

Division Name:

Ctr. for Language & Technology

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

Prefix:

Mr.

* First Name:

Middle Name:

* Last Name:

Suffix:

Title:

Contracts and Grants Specialist

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

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:**

PROPOSAL TO FUND THE UNIVERSITY OF HAWAII???I NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC), 2014-2018, UNDER THE LANGUAGE RESOURCE CENTERS PROGRAM

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="823,067.00"/>
* 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="823,067.00"/>

*** 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]	TITLE Contracts and Grants Specialist
APPLICANT ORGANIZATION University of Hawai???i	DATE SUBMITTED 07/08/2014

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 checked="" type="checkbox"/> a. bid/offer/application <input 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: University of Hawai??i

* Street 1: 2440 Campus Rd., Box 368 * Street 2: _____

* City: Honolulu * State: HI: Hawaii * Zip: 96822-2234

Congressional District, if known: HI-001

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Language Resource Centers
	CFDA Number, if applicable: 84.229

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A 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 Mr. _____ * First Name _____ Middle Name _____
* Last Name _____ Suffix _____

Title: Contracts and Grants Specialist Telephone No.: _____ Date: 07/08/2014

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.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Attachment concerning Section 427 of GEPA

The University of Hawai'i National Foreign Language Resource Center (NFLRC) will make provisions for equal access to all of the programs proposed in this application by members of groups that have been traditionally underrepresented, including members of racial and ethnic minorities, women, persons with disabilities, and the elderly. In addition to complying with all University rules in this regard (see below), the NFLRC will proactively seek to identify (as it has in the past) those who may have special needs. For example, applications and invitations to all our conferences and summer institutes regularly solicit from participants their needs related to mobility, sign interpretation, dietary restrictions, and other special needs, and housing arrangements for those participants are made with facilities that are wheelchair accessible.

Two additional considerations specific to Center operations concern the language of publications and website accessibility. The majority of the Center's programs and most research publications are in English, which is appropriate since the target audience is language professionals for whom English is usually their dominant professional language (although it is often not their first language). There are, however, exceptions to this. For example, the NFLRC published a volume of studies on Korean language learning by children in Korean community schools. Since virtually all of the teachers in such schools (the intended target audience for the publication) are native speakers of Korean, research results were published in Korean rather than English. Announcements, program brochures, and other materials focusing on the teaching and learning of Samoan are regularly produced in Samoan rather than (or in addition to) English, since that is the preferred professional language for members of that group.

With respect to website accessibility for persons with disabilities, an important issue given the fact that many NFLRC publications are distributed in electronic form, the University of

Hawai'i is committed to ensuring compliance with Section 508 of the Rehabilitation Act (§1194.22) and the standards of World Wide Web Consortium (W3C) - Web Content Accessibility Guidelines (WCAG) 1.0 to provide equal access to information technology and online content and resources for all users regardless of mode of access. All NFLRC websites were reviewed in 2006 to make sure that they complied with current standards, and all websites developed and maintained by the NFLRC thereafter have followed WCAG guidelines. The UH Center on Disability Studies (<http://www.cds.hawaii.edu/>), in particular, serves as a vital University resource, providing guidance on accessibility issues and conducting a wide range of activities focused on education, interdisciplinary training, and technical assistance; community and university service; and research, dissemination, and evaluation. Dr. Chuang (Assistant Specialist Faculty at the Center for Language & Technology) is knowledgeable in this area and will provide guidance.

UNIVERSITY OF HAWAI'I EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY STATEMENT

The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, or status as a covered veteran. This policy covers academic considerations such as admission and access to, and participation and treatment in, the University's programs, activities, and services. With regard to employment, the University is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Sexual harassment is expressly prohibited under University policy.

The University strives to promote full realization of equal opportunity through a positive, continuing affirmative action program in compliance with federal Executive Order 11246. The program includes measuring performance against specific annual hiring goals, monitoring progress, and reporting on good faith efforts and results in annual affirmative action plan reports. As a government contractor, the University is committed to an affirmative policy of hiring and advancing in employment qualified persons with disabilities and covered veterans. For information on policies or complaint procedures for the UH Manoa campus, contact:

Students: Lori Ideta, Assistant Vice Chancellor for Students, Dean of Students, and Title IX & ADA Coordinator, Queen Lili'uokalani Center for Student Services, [REDACTED], phone: [REDACTED]. Email: [REDACTED]. Fax: [REDACTED]. Website: <http://studentaffairs.manoa.hawaii.edu/>

Students with Disabilities: Ann Ito, Director, KOKUA Program, Queen Lili'uokalani Center for Student Services, [REDACTED], phone: [REDACTED] or [REDACTED]. Email: [REDACTED]. Fax: [REDACTED]. Website: <http://www.hawaii.edu/kokua/>

Employees (& Affirmative Action Plan): Mie Watanabe, EEO/AA Director and Title IX & ADA Coordinator, Administrative Services Building #1, [REDACTED] phone: [REDACTED]. Email: [REDACTED]. Fax: [REDACTED]. Website: <http://www.hawaii.edu/offices/eo/>

Sexual Harassment & Gender Equity: Jennifer Rose, Gender Equity Specialist, Queen Lili'uokalani Center for Student Services, [REDACTED] phone: [REDACTED]. Email: [REDACTED]. Fax: [REDACTED]. Website: <http://manoa.hawaii.edu/genderequity/>

Civil Rights: Jill Nunokawa, Counselor, Queen Lili'uokalani Center for Student Services, [REDACTED] phone: [REDACTED]. Email: [REDACTED]. Fax: [REDACTED]. Website: <http://www.catalog.hawaii.edu/student-life/counseling.htm>

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="University of Hawai??i"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="██████████"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="██████████"/>		Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Contracts and Grants Specialist"/>		
* SIGNATURE: <input style="width: 250px;" type="text" value="██████████"/>		* DATE: <input style="width: 150px;" type="text" value="07/08/2014"/>

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:

PROPOSAL TO FUND THE UNIVERSITY OF HAWAI'I
NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC), 2014-2018,
UNDER THE LANGUAGE RESOURCE CENTERS PROGRAM

ABSTRACT

The University of Hawai'i at Mānoa, a Carnegie I research institution, is the only U.S. public research institution in the Pacific and the flagship campus of the University of Hawai'i system, with a land, sea, and space grant mission and outstanding faculty resources in instructional technology, second language acquisition, and the languages of Asia and the Pacific, requests four years of funding to continue the National Foreign Language Resource Center (NFLRC) as a Title VI Language Resource Center for the period 2014- 18. The university seeks this funding in consideration of its status as a minority-serving institution (MSI) and a resource for ten other MSIs in Hawai'i, the scope of language programs at the University of Hawai'i, the university's rich experience in language teaching and second language studies research and its capacity in instructional technology, the quality of the faculty and graduate programs on which the projects proposed in this application depend; and the successful record of the NFLRC during its nearly 25 years of operation. The goal of NFLRC is to respond to the need to expand the nation's capacity for teaching and learning foreign languages effectively through research and materials development projects that focus primarily on the less commonly taught languages of Asia and the Pacific. The primary intended audience for most NFLRC endeavors is language instructors and applied linguists directly concerned with these languages. However, the projects proposed are intended to have implications for the teaching and learning of all languages, and the results of these projects will be disseminated through publications, intensive summer institutes, and other mechanisms to the larger educational community. NFLRC will also conduct outreach to governmental agencies, language and area studies centers, and others concerned with strengthening the nation's capacity in this field.

All of the major projects proposed in this application are collaborative activities to be undertaken with other Title VI recipients, including NRCs, LRCs, and CIBERs. Projects are grouped under four general themes: (1) the incorporation of foreign languages in MSIs, including the development of new curriculum in Vietnamese and Indonesian and the enhancement of courses in Chinese, Hindi, Japanese, Persian and Portuguese through the inclusion of substantial project-based language learning (PBL) components and the use of a design-based research approach; (2) the creation and offering of professional development for a) instructors of Asia-Pacific LCTLs to develop skills for the successful infusion of PBL to enhance or expand their language curriculum; b) online foreign language instructors to strengthen their use of best practices in online language instruction; (3) the development and maintenance of open educational resources for professional development (OERs), including a repository of research-informed project prototypes that enables the adaptation and republishing of those resources for new instructional contexts; (4) the dissemination of materials and research results through conferences, workshops, symposia and a vigorous publications division, including a scholarly monograph series, OERs, and sponsorship of 3 high quality online refereed scholarly journals: Language Learning & Technology, Reading in a Foreign Language, and Language Documentation & Conservation.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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PROPOSAL TO FUND THE UNIVERSITY OF HAWAI'I
NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC), 2014-2018,
UNDER THE LANGUAGE RESOURCE CENTERS PROGRAM

CFDA No. 84.229A

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1. PLAN OF OPERATION

The University of Hawai‘i at Mānoa (UHM), the flagship campus of the University of Hawai‘i System, with a land, sea, and space grant mission and outstanding faculty resources in instructional technology, second language studies and the languages of Asia and the Pacific, requests four years of funding to continue the National Foreign Language Resource Center (NFLRC) as a Title VI Language Resource Center for the period 2014-18. The University (UH—please note the Table of Acronyms at the end of this narrative) seeks this funding in consideration of its status as a minority-serving institution (MSI) and a resource for ten other MSIs in Hawai‘i, the scope of its language programs, its rich experience in language teaching and SLS research, the quality of the faculty and graduate programs on which the projects proposed in this application depend, and the successful record of the NFLRC during its nearly 25 years of operation. The goal of NFLRC is to expand the nation’s capacity to teach and learn foreign languages effectively through research and materials development projects that focus primarily on the less commonly taught languages (LCTLs) of Asia and the Pacific. The primary audience for most NFLRC endeavors is language instructors and applied linguists involved in these languages. However, the projects proposed are intended to have implications for the teaching and learning of all languages, with results being disseminated through publications, intensive summer institutes (ISI), and other means to the larger educational community. NFLRC will also conduct outreach to governmental agencies, language and area studies centers, and others concerned with strengthening the nation’s capacity in this field.

1.1. Organization of the Center

NFLRC will continue to be housed in the UH College of Languages, Linguistics, and Literature (LLL), taking advantage of the existing administrative structure and personnel. The Director is the overall administrative head of NFLRC and is ex-officio a member of the Advisory Board and

the Steering Committee. Dr. Julio C Rodríguez, Director of the Center for Language & Technology (CLT), is the Director of the National Foreign Language Resource Center.

The Associate Director aids the director in the design and implementation of NFLRC projects, has primary responsibilities with respect to professional development (PD) for online language instructors, and serves as Director while the Director is absent or on leave. Dr. Song Jiang, Assistant Professor of Chinese, is the NFLRC Associate Director.

The Assistant Director for Technology has primary responsibility for the development and implementation of technology tools that support NFLRC projects. Dr. Richard Medina, Information Technology (IT) Specialist of the CLT, is the Assistant Director for Technology.

The Program Coordinator is responsible for the organization and running of NFLRC professional development events (intensive summer institutes, conferences, symposia), the day-to-day management of the NFLRC office, and support services for all NFLRC projects. Mr. Jim K. Yoshioka, Events Coordinator for the College of LLL, is the NFLRC Program Coordinator.

The Publications and Graphic Design Specialist is responsible for coordinating NFLRC publications projects (including monograph series, online journals, and instructional materials for language teaching and professional development), the preparation of manuscripts and materials for publication, and the dissemination of NFLRC products in all formats. The NFLRC Publications and Graphic Design Specialist is Dr. Deborah Masterson.

CLT Specialist Faculty, Mr. Stephen L. Tschudi, Dr. Ruslan Suvorov, and Dr. Wei-Ya Chuang, play key roles in all NFLRC projects that involve instructional design and technology for language education contexts and design-based research (DBR).

An Assessment Expert fulfills two main roles: 1) guest lecturer on assessment in intensive summer institutes (ISIs); and 2) assessment advisor in the creation of project prototypes. In this

latter role, this individual will provide consistent assessment guidance to the faculty developing projects and assistance in the construction of sound assessment for 15 model project prototypes. The Assessment Expert is Dr. Yao Hill, Assessment Specialist for the UHM Assessment Office. A National Advisory Board and an International Advisor work in conjunction with an independent evaluator (see 2.3) to provide objective formative and summative evaluations of the Center and its programs. The following individuals have confirmed their participation in the Advisory Board for the period 2014-18: Dr. Carl S. Blyth (University of Texas at Austin); Ms. Janis Jensen (STARTALK Language Initiatives at Kean University); Mr. Paul Sandrock (ACTFL), and Dr. Julie Sykes (University of Oregon). An International Advisor provides a global perspective on all online learning initiatives. The NFLRC International Advisor is Dr. Niki Davis (Professor of e-Learning and Director of the College of Education e-Learning Lab at the University of Canterbury, New Zealand).

A local Steering Committee —made up of all NFLRC staff and project heads— assists the Director in implementing projects, gathering information to ensure that each project is on schedule and determining dissemination priorities. The Steering Committee also ensures that provisions are made for equal access to NFLRC programs by members of traditionally underrepresented groups, including members of racial or ethnic minorities, women, the handicapped, and the elderly (see GEPA attachment for more details).

1.2. Description of Research and Materials Development Projects

In deciding which of many deserving projects to undertake during the period 2014-18, NFLRC staff have considered the following criteria: a) Projects should address the overall mandate of improving the learning and teaching of foreign languages in the U.S., especially languages designated as “priority languages” by the U.S. Dept. of Education and should include the types

of activities specified in the Language Resource Centers Program authorizing language; b) while focusing primarily on Asia-Pacific languages, all projects should result in resources that have broader implications for the teaching and learning of all languages and that improve foreign language education nationally; c) Curriculum and faculty development projects should incorporate or target the incorporation of foreign languages in minority serving institutions (MSIs) and community colleges and, whenever possible, should be integrated with design-based research (DBR) and include plans for dissemination of research findings and resources to the broadest possible audience; d) whenever possible, projects should include linkages with other Title VI programs, in order to ensure maximum cost-effectiveness and leverage.

The projects proposed in this application are grouped under four general initiatives: (1) Curriculum development initiatives, including efforts to create new curriculum or redesign courses for Chinese, Hindi, Indonesian, Japanese, Persian, Portuguese and Vietnamese; (2) Professional development initiatives, an array of concerted efforts including online PD courses and ISIs aimed to incorporate or enhance foreign language instruction through project-based language learning (PBLL), as well as endeavors targeted exclusively to online language teachers; (3) Open Educational Resources (OERs) for professional development, encompassing the development of materials and tools to support the learning and teaching of LCTLs; and (4) Dissemination of materials and research results through conferences, workshops, and a vigorous publications division, including scholarly monographs, OERs for LCTLs, and sponsorship of three high-quality online refereed scholarly journals.

The first three initiatives have two common sub-themes: Project-based Language Learning (PBLL) and Design-based Research (DBR). PBLL is here understood as an articulated series of activities that are informed by appropriate standards and that lead to the language learner's

construction of real-world products through critique and revision and through the use of skills such as critical thinking, collaboration, creativity, and intercultural communication (also described as 21st Century Skills, www.p21.org). The second subtheme is design-based research (DBR), an approach to research that is particularly suitable to improve processes (e.g., a particular combination of technologies and methods in professional development interventions) and products (e.g., the construction of an instructional resource) through iterative cycles of redesign and evaluation. DBR aims at identifying a) design principles that can inform directions for further research or development; b) affordances and emergent properties of an innovation; or c) the conditions under which such innovation could reach its potential to improve practice.

1.2.1. Curriculum Development Initiatives

To address the LRC mandate for “the conduct and dissemination of research on new and improved methods for teaching foreign languages, including the use of advanced educational technology,” NFLRC will build on extensive previous work in education, instructional technology, and global PBL funded by the STARTALK program to instantiate and research PBL in foreign language curricula. Existing PBL frameworks, such as the one developed by the Buck Institute for Education (BIE), have enormous potential to support the design of highly engaging language learning experiences and provide a solid foundation to build a workable model that is sensitive to the needs in foreign language teaching and learning. Intersections with already existing frameworks familiar to language teachers provide natural scaffolds to infuse PBL in the curriculum (e.g., intercultural telecollaboration, content-based instruction, language for specific purposes, etc.). NFLRC will take advantage of these intersections and, through a combination of research and practice, it will consolidate best practices for PBL through two processes: (1) the creation of new curricula in Indonesian and Vietnamese; and (2) the infusion

of substantial PBL components in undergraduate language courses in Chinese, Hindi, Japanese, Persian, and Portuguese. All of these are priority languages.

1.2.1.1. Creation of new curricula in Indonesian and Vietnamese. In partnership with the UH Center for Southeast Asian Studies (CSEAS, a Title VI NRC) and the Department of Indo-Pacific Languages & Literatures (IPLL), the NFLRC will develop new, PBL-enhanced curricula for Vietnamese and Indonesian, which will be made available to the profession as an OER, and will conduct design-based research activities which will be documented in a 40-50 page report to be published in 2018. In 2015-16, NFLRC will offer professional development on PBL online and two ISIs, which will focus on language for specific purposes (2015) and intercultural telecollaboration (2016). Curriculum developers and collaborating faculty will participate in those events. As part of the collaboration between IPLL and CSEAS, the NFLRC will closely work with the course developers while the collaborators will provide the resources to teach the courses. Following a DBR cycle of design and redesign, courses will be taught and revised (see Table 1). A 40-50 page design-based research report on the curricular development will be published in Summer 2018.

Table 1. Indonesian and Vietnamese curriculum development

	Design and Dev.	Teach (CSEAS)	Revise (NFLRC)	Teach (CSEAS)
Spr/Sum 2015	101			
Fall 2015	102	101		
Spr 2016	201	102	101	
Fall 2016	202	201	102	101*
Spring 2017		202	201	102*
Fall 2017			202	101* 201*
Spr/Sum 2018	Dissemination			102* 202*

* indicates revised course - NFLRC main responsibilities **in bold**.

1.2.1.2. Infusing PBL in Chinese, Hindi, Japanese, Persian, and Portuguese. The NFLRC will realize the impetus and motivation of the UHM and KCC foreign language faculty to create highly engaging language learning experiences for their students by providing professional development on PBL and instructional development support services. An initial cohort of seven faculty members from UHM and KCC have committed to participating in NFLRC-sponsored professional development activities that will support the design and implementation of substantial PBL components (minimum of one 3-week project). These faculty have also agreed to cooperate with NFLRC staff to perform design-based research activities on the PBL components they design. NFLRC will provide guidance on instructional design, technology integration, assessment expertise, and, through the CTL, access to expertise in professional sound, graphic design, and videography and related equipment. The products of this endeavor will consist of detailed project prototypes in Chinese, Hindi, Japanese, Persian, and Portuguese, which will become part of an interactive online repository (described below).

Description of the Project Prototypes. PBL Prototypes are 40-50 page, standards-based instructional blueprints for instructors with clear instructions to guide the implementation of a project. Prototypes contain rich descriptions of the core elements of the projects, including a) a project summary, b) expected outcomes, c) task descriptions, sequences, and timelines; d) necessary scaffolding for content and technology; e) detailed assessment information and rubrics; f) materials needed for implementation (e.g., student handouts, audiovisual or print materials). ISI leaders will select the strongest project designs created by ISI participants in consultation with NFLRC staff. These project designs will be carefully edited and published as prototypes. Published prototypes will contain professionally designed materials and media and rigorous assessment created in consultation with the NFLRC Assessment Expert.

Description of the Project Repository. Project Prototypes will become part of a curated collection housed in an electronic repository. Drawing from DBR principles, the repository contains carefully constructed project prototypes that instructors can implement and continue to refine in a system that allows for principled, systematic improvement, through redesign and evaluation. The repository contains an initial collection of 15 prototypes created by curriculum developers and ISI participants at various times throughout the length of the grant cycle. The purpose of this repository is twofold: it houses a searchable collection of prototypes; and it allows instructors to adapt (“flip”) prototypes. For example, an original project prototype which results in the creation of a particular product, such as a Vietnamese version of a guided audio tour of Pearl Harbor’s submarine USS Bowfin implemented with heritage learners of Vietnamese, could be “flipped” by an instructor of Indonesian to result in the same product, but in a different target language, i.e., Indonesian, for implementation in a non-heritage, intermediate level context. In such a case, the Indonesian instructor might be able to supplement the project with additional ancillary materials, edit the original process to include the necessary scaffolds, and edit the project timeline. The Indonesian instructor would then re-upload the adapted project template to the site, whereupon a Hindi language teacher might borrow the project structure (which now comprises a Vietnamese variant and an Indonesian variant) and adapt it to heritage learners of Hindi in a context that is relevant to that learner population and their community. The project process and final product would be similar (an audio tour) and would take advantage of the same technology, but would be embedded in a context relevant to the learners (e.g., the audio tour might be of a local ethnic heritage neighborhood rather than a historic submarine).

Timeline for implementation. Projects run in 2 partially overlapping cycles (see Table 2, overlaps in bold) in order to accommodate for sufficient time for participants to implement,

revise and publish products, while at the same time allow participants to be part of two cohorts.

Table 2. Course redesign timeline.

Cohort		Year	Spring	Summer	Fall
Cohort One (C1)		2015	C1 participates in 2015 professional development online	C1 participates in 2015 summer institute at UHM	C1 develops project(s)
		C1 implements project(s)			
	Cohort Two (C2)	2016	C2 participates in 2016 professional development online	C2 participates in 2016 summer institute at UHM	C2 develops project(s)
		2017	C1 revises and publishes project(s) <i>Badge is issued</i>		
			C2 implements project(s)		
	2018	C2 revises and publishes project(s) <i>Badge is issued</i>	Publish DBR report		

1.2.2. Professional Development Initiatives

The professional development initiatives detailed below are aimed at providing foreign language instructors with skills and knowledge that will improve language education nationwide, targeting both online and classroom-based teaching. One strand of initiatives (1.2.2.1) addresses the infusion of PBLL into the language education context and is applicable to all language teaching contexts. Another strand (1.2.2.2) addresses instructor preparation and best practices for online instruction of world languages. Participants who successfully complete the tasks specified in a training series are eligible to earn open electronic badges.

Electronic Badges. Open badges provide an excellent platform for evidence-based practice.

Badges not only accurately describe the nature and goals of the professional development experiences, but also provide concrete evidence of what badge earners have achieved. Applied to

professional development, badges provide an efficient means in determining whether professional development credits in a given institution (a school district, for example) may be granted. The open standards governing the creation and issuance of open electronic badges require the maintenance of electronic certifications that describe the mastered skills set and that track badge issuance. In every instance, the NFLRC will rigorously conform to these standards. In order to sustain project efforts beyond the grant period, the CLT will undertake issuance of NFLRC badges as a part of regular operations

1.2.2.1 Realizing the potential of PBL

In concert with the curriculum development initiatives detailed in Section 1.2.1, the NFLRC will offer resources and events that facilitate the implementation of PBL: a) through a 10-hour online module on PBL and b) through a series of intensive summer institutes (ISIs) that provide diverse perspectives and contexts for PBL implementation.

Professional Development Module on PBL. The purpose of this research-informed module is twofold: a) to ensure that ISI participants acquire a basic understanding of PBL in order to optimize the use of time during the ISIs; and b) to provide language professionals nationwide the opportunity to learn about PBL. Constructed by NFLRC staff in consultation with ISI 2015 co-leaders, this module is required as part of the application for all ISIs (faculty participating in the Curriculum Development Initiatives and collaborating faculty (1.2.1) have committed to take this module). A self-paced version and associated badges will be created based on the facilitated version and will continue to be available for completion online by independent learners and ISI participants in subsequent years. Both the module materials and badge structure will be offered as OERs (see 1.2.3), to facilitate implementation by other institutions in their context.

Intensive Summer Institutes (ISI). For the period 2014-2018, each ISI will include participants from the Southeast Asian, Pacific Islands, and East Asian language teaching communities and are partly funded by three UH Title VI Centers: CSEAS, NRCEA and CIBER.

Summer 2015: Language for Specific Purposes & PBL. This theme addresses the connection between language learning and the exploration of L2 content in specific domains of knowledge. Participants will design LSP-informed PBL components for LSP or regular language courses.

Summer 2016: Intercultural Telecollaboration & PBL. This theme centers around best practices for intercultural telecollaboration modeled on the Massachusetts Institute of Technology's (MIT) Cultura project as a means for establishing the connection with the community of language use beyond the classroom, an essential feature of PBL.

Summer 2017: Performance Assessment & PBL. This theme addresses both (1) the use of PBL as a mechanism for student assessment, and (2) standards and rubrics useful for assessing the design and implementation of PBL.

Summer 2018: Preparing Teachers and Faculty to Implement PBL. This ISI builds on the resources and products created in the previous 3 ISIs to offer pre- and inservice teacher and faculty developers the necessary tools to prepare instructors to implement PBL.

1.2.2.2 Best practices in online foreign language instruction

To meet the needs of a growing contingent of world language educators developing language instruction online, NFLRC will offer three targeted online modules on Online Language Pedagogy (OLP). Each of the three modules will be developed in accordance with DBR principles (see Timeline Appendix). Following up on a preliminary questionnaire administered in Spring 2014, NFLRC will create and conduct a nationwide survey of online language instructors to determine training priorities. Based on survey results, the NFLRC will develop a series of

online modules on a unified topic (e.g., “Designing Interaction for Online Language Learning.”). As in 1.2.2.1., the facilitated versions of these modules provide the foundation for the creation of self-paced equivalents, which will be made available after the completion of the facilitated cohorts in the Spring 2015, 2016, and 2017. The self-paced versions and corresponding badges will continue to be available for completion online by independent learners; the CLT will undertake assessment of learners’ work and issuance of badges as a part of regular operations. The modules and badge structure will be offered as OERs (see 1.2.3), so that other institutions can implement them in their context.

1.2.3. OERs for Professional Development

Open Educational Resources (OERs) include a range of materials (e.g., full courses or course materials, textbooks, lesson plans, etc.) and tools (e.g., open-source software, free online tools, etc.) that support free access to knowledge. In recent years, licensing models have emerged to facilitate access to and distribution of OERs, most notably, the Creative Commons (CC) Licensing initiative and the open-source movement. The NFLRC was an early adopter of both. Building on this tradition of knowledge sharing and openness, NFLRC is committed to producing two categories of OERs, both of which respond to the need for open PD in LCTLs: 1) materials to inform practice; and 2) technology tools to support practice.

1.2.3.1. Materials to inform practice will be created through 2 multi-year projects: a) the creation of 4 practical instructional guides to facilitate the implementation of PBL; and b) a curated collection of 15 project prototypes. The guides are 40-50 page documents drafted in consultation with experts and based on the literature, and make up part of the content of each ISI. The first guide draws connections between PBL and best practices in language teaching and learning (e.g., addressing standards through PBL) and also provides the content foundation for

the Professional Development Module on PBL (1.2.2.1). The second guide expands the first one by focusing on connections between PBL and interculturality. The third guide focuses on PBL assessment and will include practical information for instructors, including guidance to construct PBL rubrics and rubric samples created by experts and previous ISI participants. The fourth guide draws connections between PBL and instructional contexts and practices likely to be familiar to FL instructors (e.g., LSP, content-based instruction, etc.). The curated collection of prototypes consists of 15 carefully crafted projects (see p. 8) drawn from approximately 90 projects (8 projects created for Vietnamese and Indonesian (1.2.1), 7 created by UH and KCC faculty (1.2.1) and approximately 75 projects by ISI participants in 2015, 2016 and 2017 (1.2.2.1)). Whenever possible, descriptive metadata will include implementation and revision information. Curation activities will be carried out by NFLRC staff in consultation with ISI leaders. The NFLRC assumes responsibility for editing and publishing the final product.

1.2.3.2. Tools to support practice constitute the second category of OER. Two types of tools will be created within this category: a) an open-source web application that functions as an interactive repository of project prototypes; and b) open PD badges that define language instructor development in the competences addressed by NFLRC professional development activities. The open web application allows instructors to perform two basic functions: 1) to associate a project with specific metadata (e.g., implementation data); and 2) to remix, republish, and share a resulting project with a community of practice. To promote the emergence of a community of practice around the prototypes, NFLRC will actively recruit instructors to remix, republish and implement projects. The development of the repository will be carried out using an open-source web framework (Django), and the new code itself will be open-sourced for other institutions to install in their servers and develop further. A second type of OER to support

practice is the badge structures created for the several PD initiatives (badges for the 3 OLP Modules, the PD module for PBL, and 4 ISIs). A badge has 3 main components: 1) program description, goals and expected outcomes, 2) criteria to grant the badge; and 3) evidence. The first two components and associated materials will be made available as OERs for other institutions to implement the badges or to build upon the NFLRC original implementation.

1.2.4. Dissemination of Research Results and Materials

The primary NFLRC vehicles for dissemination are its publications division and NFLRC-hosted conferences, symposia, workshops, and ISIs. During the period 2014-18, NFLRC expects to organize, and co-sponsor 16 conferences and symposia at UHM (see Table 3).

Table 3. Conferences and Symposia

Time	Title	Co-Funders
Fall 2014	Hawai'i Association of Language Teachers (HALT) Fall Symposium	HALT
Spring 2015	4th International Conference on Language Documentation & Conservation (ICLDC 4)	UH Department of Linguistics; National Science Foundation
	HALT Annual Conference	HALT
Fall 2015	Hawai'i Association of Language Teachers (HALT) Fall Symposium	HALT
Spring 2016	2016 Southwest Conference on Language Teaching (SWCOLT) and HALT Annual Conference	SWCOLT; HALT
	Southeast Asian Linguistics Society (SEALS) Conference	UH IPL, Linguistics, and EALL
	Online Symposium on Project-Based Language Learning (PBL)	College of LLL
Fall 2016	Hawai'i Association of Language Teachers (HALT) Fall Symposium	HALT
Spring 2017	5th International Conference on Language Documentation & Conservation (ICLDC 5)	UH Department of Linguistics
	HALT Annual Conference	HALT
Summer 2017	2017 International Society for Language Studies (ISLS) Conference	UH Department of Second Language Studies (SLS)
Fall 2017	Hawai'i Association of Language Teachers (HALT) Fall Symposium	HALT
Spring 2018	2018 Business Chinese Workshop (Theme:	UH NRC for East Asia

	Language for Professionals)	(NRCEA) and CIBER
	HALT Annual Conference	HALT
	Online Conference on Project-Based Language Learning (PBL)	College of LLL
Summer 2018	4th International Conference for Interactivity, Language, & Cognition (CILC) – Themes: Project-Based Language Learning and Design-Based Research	UH SLS Department; International Society for the Study of Interactivity, Language, and Cognition

NFLRC will also regularly disseminate project products, outcomes and OERs annually at major professional conferences such as ACTFL and CALICO.

Publications. Addressing the LRC authorizing language that program activities “must include effective dissemination efforts, whenever appropriate,” NFLRC supports a vigorous publications program, which publishes widely a full range of academic products, including scholarly books and academic journals in addition to language teaching materials. Research results are disseminated through three monograph series. NFLRC Monographs (Julio C Rodríguez, Series Editor) publishes both single authored and edited collections of research on NFLRC themes. Most of these books (35 published to date) report results from NFLRC projects. We propose two books for this series: an edited monograph on PBL and an update of the classic NFLRC monograph *Second Language Development in Writing: Measures of Fluency, Accuracy, & Complexity*, to be edited by Dr. Charlene Polio (Michigan State University). The *Pragmatics & Language Learning* series (Gabriele Kasper, Series Editor) publishes selected papers from the biannual international Pragmatics & Language Learning Conference, and the *Pragmatics & Interaction* series (Gabriele Kasper, Series Editor) publishes research on topics in pragmatics and discourse as social interaction from a wide variety of theoretical and methodological perspectives, focusing especially on Asian and Pacific languages. NFLRC also publishes language teaching materials in a wide variety of formats, ranging from small-scale manuals produced in-house (for materials with a small or highly specialized potential audience) to high-quality

textbooks. Increasingly, the NFLRC emphasizes electronic publication, and almost all of our language teaching materials are now available as OERs via the NFLRC website. To help publicize publications and events, NFLRC maintains an active social media presence (over 2,000 fans in Facebook, the largest number of any LRC), Twitter, and YouTube.

Electronic Journals. If funded, the NFLRC will continue its sponsorship of its three refereed online journals. Language Learning & Technology (LLT) launched by NFLRC in 1997 as a collaborative project with the Michigan State LRC (CLEAR), has become one of the most respected journals in foreign language education. It has been in the top 10 linguistics journals and the top 15 education journals over the past three-year European Reference Index for the Humanities (ERIH) rating period. NFLRC and CLEAR have agreed to continue their sponsorship for the next four years. Reading in a Foreign Language (RFL), founded in 1983 at the University of Aston, England, as a print journal and transferred to Hawai‘i in 2002 as an online refereed journal, has since established itself as an excellent source for the latest developments in the field, including improving standards for FL. Language Documentation & Conservation (LDC), initiated in 2007, focuses on topics such as assessing ethnolinguistic vitality, problems of data collection, orthography design, reference grammar design, lexicography, literacy, archiving, & ethical issues, related to endangered languages.

2. QUALITY OF KEY PERSONNEL

Resumes for all staff and project personnel are presented in the Appendix (in the same order as below), and our brief remarks here describe their qualifications and wide range of expertise.

2.1. NFLRC Staff

JULIO C RODRÍGUEZ (NFLRC Director) is director of the Center for Language & Technology (CLT). He has a graduate degree in translation and interpretation and a doctorate in education

(specializing in instructional technology for language teacher education). He has over 25 years of experience in instructional design and technology integration and almost 15 years of experience directing successful programs, including the direction of a curriculum development team responsible for over 100 distance learning courses, some of them on world languages and language teacher development. His current focus is on faculty development, project-based learning, online course and materials design, and design-based research. He has led and participated in over 20 grant-funded research and materials development projects, including a state award-winning online course. He is currently leading the implementation of professional development program improvement initiatives for faculty at the CLT, such as the creation of materials for student and faculty orientation to online instruction, the implementation of quality improvement activities for online courses, and the incorporation of electronic tools that enable project-based learning into online learning and faculty development contexts. He has published and presented extensively on instructional technology and design-based research, including a co-edited first major publication on design-based research in computer-assisted language learning.

SONG JIANG (Associate NFLRC Director) is assistant professor of Chinese and Chinese section head in the Department of East Asian Languages & Literatures (EALL). He has published on Chinese linguistics, pedagogy, curriculum design, and technology use in the classroom. He recently led a successful proposal to establish a Chinese Language Flagship at UHM. He also played a leading role in establishing the business Chinese language program at UHM and has actively engaged in program and curriculum development for training Chinese linguists from the military and government. He has been recipient of the Excellence in Teaching Award by the College of LLL and is currently the president of the Chinese Language Education

Association of Hawaii (CLEAH) and serves on the Board of Executive Directors for the national Chinese Language Teachers Association (CLTA).

RICHARD MEDINA (Assistant NFLRC Director for Technology) is the College of LLL Information Technology (IT) Specialist at the Center for Language & Technology. His energies are primarily directed at co-developing online learning environments for language instruction and research and supervising software development projects and information technology systems for the CLT and the College. He has published extensively on the topic of technology-mediated representational practices in computer supported collaborative learning settings.

JIM YOSHIOKA (NFLRC Program Coordinator) has helped successfully organize 50 conferences and symposia and 24 NFLRC summer institutes in his 14 years at UH. He facilitates two PD series geared toward graduate teaching assistants: the Teacher Portfolio & Preparation Series and the Teaching Assistant Survival Society. He recently served as co-editor of the monograph *Noticing and Second Language Acquisition: Studies in Honor of Richard Schmidt*.

DEBORAH MASTERSON (NFLRC Publications and Graphic Design Specialist) has been with the NFLRC since its inception in 1989. She has a Ph.D. in Linguistics from UHM, experience as a computational linguist on a bi-directional translation program for English and Korean, and her own published work in language teaching and linguistics, she brings to the position extensive training in graphic design, technical writing, editing, and traditional and digital publishing.

STEPHEN L. TSCHUDI (NFLRC Specialist in Technology for Language Education) is CLT Assistant Specialist Faculty. He studied and worked in Beijing for four years. Following earlier work on effective foreign language pedagogy in interactive television, he has turned to research on online language teaching and learning, including patterns of cohesion and community in online courses. He also develops Web-based language courses, mentors faculty in course

development, teaches intensive Chinese for Business Professionals and designs and delivers professional development for language educators, especially Chinese teachers. Mr. Tschudi has received national and international recognition for his workshops and presentations and was awarded the Hawai'i Association of Language Teachers (HALT) Excellence in Teaching Award. HUI-YA CHUANG (NFLRC Language Technology Specialist) is CLT Assistant Specialist Faculty. In 2010, she completed her Ph.D. in Educational Technology at the Univ. of Northern Colorado with a Dean's Award of Excellence. Her dissertation explored the effectiveness of Chinese Language instruction and multimedia learning. Her research interests learner motivation in online learning environments through the use of multimedia elements and the use of OERs in online course design. She regularly presents papers in the field of second language education, accessibility and multimedia learning theory.

RUSLAN SUVOROV (NFLRC Language Technology Specialist) is a CLT Assistant Specialist. He holds a Ph.D. in Applied Linguistics and Technology with a minor in Curriculum and Instructional Technology from Iowa State University. His research interests include computer-assisted language learning, computer-assisted language testing, instructional technology, instructional design, materials development, and second language listening. He has presented at regional, national, and international conferences, and published in numerous journals, including the CALICO Journal, Canadian Journal of Applied Linguistics, University of Cambridge ESOL Examinations Research Notes, and TESL-EJ.

YAO ZHANG HILL (Assessment Expert) is an Assessment Specialist for the UHM Assessment Office, which collaborates with faculty, staff, students, and administrators to establish meaningful, manageable, and sustainable assessment for its programs. Dr. Hill has presented and published widely, offering numerous engaging workshops on various assessment topics.

RICHARD SCHMIDT (NFLRC Senior Consultant) is professor emeritus in the Department of Second Language Studies (SLS) and served as NFLRC Director from 1995 to 2011. His primary research areas concern cognitive and affective factors in adult second and foreign language learning as well as the problems of learning and teaching difficult LCTLs.

DAVID HIPLE (NFLRC Senior Consultant) is emeritus faculty, former director of the CLT and NFLRC associate director. He has over 40 years of experience in language teaching, testing, and teacher development and has secured and managed many federal and private foundation grants and contracts to conduct materials and teacher development projects in a variety of LCTLs.

2.2. Project Teams

Curriculum Development: Creating new curriculum (Vietnamese & Indonesian)

HANH THI NGUYEN (Vietnamese Curriculum Project Director) is associate professor of TESOL Programs at Hawai'i Pacific University. Her academic interests include Vietnamese applied linguistics, the development of interactional competence in second and professional language acquisition, conversation analysis, ethnography, classroom discourse, and CALL. She has taught workshops on PBL and is the curriculum designer for Vietnamese.

Note: The curriculum developer for Indonesian is funded through a collaboration with CSEAS.

Curriculum Development: Enhancing curriculum through PBL (Chinese, Japanese, Hindi,

Persian, & Portuguese). JULIO C RODRÍGUEZ (Project Director), YAO ZHANG HILL

(Assessment Expert), STEPHEN TSCHUDI, WEI-YA CHUANG, RUSLAN SUVOROV

(Instructional Support and Research, see NFLRC Staff)

Collaborating UH and KCC Faculty

CARL POLLEY is a lecturer of Chinese language and literature at Kapi'olani Community College (KCC). His areas of expertise include Chinese language teaching, cognitive linguistics,

and syntax. He will redesign a Chinese language course at KCC. LISA KOBUE is an assistant professor of Japanese language and literature at KCC. Her areas of expertise include content-based instruction, teaching Japanese for specific purposes, project-based learning. She will redesign a Japanese language course at KCC. EMI MURAYAMA is an instructor of Japanese in the UHM Department of East Asian Languages & Literatures (EALL). Her expertise includes language and social interaction, business discourse, and FL pedagogy. She will redesign a business Japanese course at UHM. YUMIKO TATEYAMA is an assistant professor of Japanese, also in EALL. Her areas of expertise include pragmatics, Japanese language pedagogy, classroom discourse, conversation analysis, and translation and interpretation. She will redesign a Japanese translation course. SAI BHATAWADEKAR is an assistant professor of Hindi and Urdu in the UHM Department of Indo-Pacific Languages & Literatures (IPLL). She brings her acting, singing, and dancing skills into the classroom to create a highly inspiring and engaging learning experiences. Her teaching has earned her the Board of Regents' Medal for Excellence in Teaching at UH. She will redesign a Hindi language course at UHM. LADAN HAMEDANI is a Roshan Institute instructor in Persian Language and Culture, also in IPLL. Her areas of expertise are Persian language, Persian syntax, testing, translation, literature, and culture as well as pedagogy and second language acquisition. She will redesign an intermediate level Persian course at UHM. RACHEL MAMIYA HERNANDEZ is an instructor of Portuguese and Spanish in the UHM Department of Languages & Literatures of Europe & The Americas (LLEA). Her areas of interest are second language pedagogy, L2 acquisition (Spanish and Portuguese), and materials design and development. She will redesign a Portuguese conversation course at UHM.

Professional Development Module on PBL. HUI-YA CHUANG (Project Co-Director), RUSLAN SUVOROV (Project Co-Director), STEPHEN L. TSCHUDI, DEBORAH MASTERSON (Graphic Design), YAO ZHANG HILL (Assessment Expert), see NFLRC staff **Intensive Summer Institutes.** YAO ZHANG HILL (Assessment Expert and Guest Lecturer in all ISIs), JIM YOSHIOKA (Program Coordinator for all ISIs), see NFLRC staff above.

2015: LSP & PBL. CHERICE MONTGOMERY (Co-Leader) is an assistant professor of Spanish at Brigham Young University and has expertise on project-based learning. She has been honored with several awards for excellence in teaching, including the Kansas Foreign Language Teacher of the Year Award. Her research interests include creativity, design-based pedagogies, and experiential learning; mentoring, leadership, and change; pedagogy of professional development; transliteracy, 21st Century learning, and social technologies as pedagogical tools.

LILIANA LOPEZ (Co-Leader) is on the National Faculty of the Buck Institute for Education (BIE), which primarily focuses on project-based learning. She has facilitated professional development workshops in English and Spanish throughout the U.S. and internationally and has taken a leadership position in her New Jersey school district combining PBL with best practices.

LAUREN SCHELLER (Co-Leader) is Partnership Manager at BIE, where she works alongside school and district leaders to create and implement a system wide vision for PBL. She specializes in World Languages for BIE, successfully integrating best practices and PBL in the classroom.

2016: Intercultural Telecollaboration & PBL. SABINE LEVET (Co-Leader) is Senior Lecturer in French at the Massachusetts Institute of Technology and has written numerous chapters and articles on the development of tools for cross-cultural understanding. Prime among them is Cultura, the web-based intercultural environment she designed with Gilberte Furstenberg and Shoggy Waryn to help French and American students collaboratively construct - within a

language class - an understanding of the values and attitudes embedded in each others' cultures.

She served as facilitator of the 2011 NFLRC Summer Institute on Online Learning Communities.

STEPHEN L. TSCHUDI (Co-Leader), see above under NFLRC staff.

2017: Performance Assessment & PBL. THOM HUDSON (Leader) is professor in the Department of Second Language Studies (SLS) at UHM and co-editor of the NFLRC journal Reading in a Foreign Language. His research focuses on second language reading, curriculum and program development, LSP, and second language testing. His research has appeared in major applied linguistics and language testing journals. He is author of Reading in a Second Language and has co-authored or edited four volumes on FL assessment in the NFLRC Monograph series.

2018: Preparing Faculty and Teachers to Implement PBL. MARTA GONZALEZ-LLORET (Co-Leader) is an associate professor of Spanish in the UHM LLEA Department. Her main areas of expertise are the intersections of technology and Task-based Language Teaching (TBLT) and technology and L2 pragmatics; teacher development; and assessment. She teaches courses on Spanish language, linguistics, second language acquisition, teacher development, language teaching methodology, and CALL, several of them fully online or hybrids. She has been honored with both a College of LLL and Hawai'i Association of Language Teachers (HALT) Excellence in Teaching Award. CHERICE MONTGOMERY (Co-Leader), see above under ISI 2015. JULIO C RODRÍGUEZ (Co-Leader), see above under NFLRC staff.

Best practices in online foreign language instruction. SONG JIANG (Project Director), HUI-YA CHUANG, RUSLAN SUVOROV, STEPHEN L. TSCHUDI, DEBORAH MASTERSON (Graphic Design), YAO ZHANG HILL (Assessment Expert), see above under NFLRC staff.

ELLEN HART (Project Advisor) is the Curriculum and Instruction Division Director for the North Carolina Virtual Public School (NCVPS). She is responsible for teacher retention and recruitment and for managing World Language course development.

OERs FOR PD: Models to inform practice. JULIO C RODRÍGUEZ (Project Co-Director), SONG JIANG (Project Co-Director), HUI-YA CHUANG (Accessibility), RUSLAN SUVOROV, STEPHEN L. TSCHUDI, JIM YOSHIOKA, (Instructional Support and Research) YAO ZHANG HILL (Assessment), DEBORAH MASTERSON (Graphic Design), see above under NFLRC staff. All ISI leaders provide input in the selection of prototypes.

OERs FOR PD: Tools for effective adaptation. RICHARD MEDINA (Project Director), HUI-YA CHUANG (Accessibility), RUSLAN SUVOROV, STEPHEN L. TSCHUDI, (Inst. Support and Research) DEBORAH MASTERSON (Graphic Design), see above under NFLRC staff.

Dissemination: Project Publication Editors. CHARLENE POLIO, the editor of the Annual Review of Applied Linguistics, is professor in the Department of Linguistics & Germanic, Slavic, Asian, & African Languages at Michigan State Univ. Her main area of research is second language writing. She is the editor of the Second Language Development in Writing monograph.

GABRIELE KASPER is professor in the UHM SLS Department. She has a well-established research and publication record in the areas of foreign and second language discourse and pragmatics. She is Series Editor of the Pragmatics & Interaction monograph series.

JULIO C RODRÍGUEZ, RUSLAN SUVOROV, and HUI-YA CHUANG (see above under NFLRC staff) are co-editors of a scholarly monograph on Project-Based Language Learning.

Dissemination: Refereed Journal Editors

NICHOLAS THIEBERGER (Editor, Language Documentation & Conservation) is an ARC QEII Senior Research Fellow at the University of Melbourne and works with South Efate, a

language from central Vanuatu, for which he developed a method for citing archival recordings created during fieldwork. He helped establish the Pacific and Regional Archive for Digital

Sources in Endangered Cultures (paradisec.org.au) the Kaipuleohone UH linguistics archive.

DOROTHY CHUN (Co-Editor, Language Learning & Technology) is a professor of applied linguistics and German in the Department of Education at the University of California, Santa Barbara. Her areas of research involve second language acquisition, intonation, computer-mediated communication for language and culture learning, and educational technology.

TRUDE HEIFT (Co-Editor, Language Learning & Technology) is a professor of linguistics at Simon Fraser University. Her research interests include CALL, applied linguistics, and computational linguistics. She has published and presented extensively and was awarded the Dean's Medal for Academic Excellence in Research, Teaching, and Service from her university.

RICHARD DAY (Co-Editor, Reading in a Foreign Language) is professor of SLS at UHM. He is the author and editor of numerous articles and books on second language reading, teacher development, second language listening and speaking, and materials development. He is chairman and co-founder of the Extensive Reading Foundation.

THOM HUDSON (Co-Editor, Reading in a Foreign Language), see above under ISI 2017.

Dissemination: Conference and Symposia Teams

JIM YOSHIOKA (Conference Coordinator for all conferences listed below, Local Chair for 2016 Southwest Conference on Language Teaching (SWCOLT); see above under NFLRC staff.

SONG JIANG, JULIO C RODRÍGUEZ, (Co-Chairs, PBL 2016 Online Symposium and 2018 PBL Online Conference), see above under NFLRC staff

DONGPING ZHENG (Chair, 4th Intl. Conf. on Interactivity, Language, and Cognition (CILC)) is associate professor in the UHM SLS Department. Her research considers distributed language

perspectives in three lines of inquiry: language development in game-based virtual environments, second language acquisition and learning from ecological, dialogical, and distributed perspectives, and developing new methodology for embodied and non-local events of languaging.

H Aidan Wang (Chair, 2018 Business Chinese Workshop) is an assistant professor of Chinese and the Chinese Language Coordinator in the UHM EALL Dept. She has been involved in various Title VI projects for Chinese language teaching materials development and instruction. Her research & teaching interests focus on cognitive linguistics & Chinese language pedagogy, curriculum development, and Chinese language testing for professionals.

Andrea Berez (Co-Chair, 4th International Conference on Language Documentation and Conservation (ICLDC)) is an assistant professor in the UHM Department of Linguistics. She is primarily a documentary linguist specializing in Athabascan (Alaska) and Chimbu-Wahgi (Papua New Guinea) languages. She is dedicated to supporting a technological infrastructure for field linguistics that promotes long-term data sustainability and interoperability.

Victoria Anderson (Co-Chair, 4th ICLDC) is Associate Professor in Linguistics at UH and conducts phonetic research on languages of Asia and the Pacific, especially Australian languages. Before joining UH, she was a consultant to Apple Computer, where she worked on text-to-speech synthesis systems. At UH, she founded the College of LLL's Language Analysis and Experimentation (LAE) Labs, which support more than 140 faculty and student researchers.

Yuphaphann Hoonchamlong (Co-chair, 2016 Southeast Asian Linguistics Society (SEALS) Conference) is an associate professor of Thai who coordinates the Thai program in IPLL, drawing upon her 20-year experience teaching Thai.

Patricia Donegan (Co-chair, 2016 SEALS Conference) is associate professor and chair of the UHM Department of Linguistics. Her research interests include natural phonology, phonetics,

variation and change, dialectology, first- and second-language acquisition; rhythm and holistic typology and drift; and Munda and Austroasiatic documentation and prehistory.

SHOICHI IWASAKI (Co-chair, 2016 SEALS Conference) is professor of Japanese Language in the UHM EALL Department. His research interests include Japanese and Thai linguistics, discourse analysis, functional linguistics, language change, sociolinguistics, intonation, and minority language description (Ryukyu). He has organized numerous conferences, including the 2013 SEALS Conference at UCLA.

2.3 Independent Evaluator

STEVEN THORNE is associate professor of second language acquisition (SLA) at Portland State University. He has experience as independent LRC evaluator (2010-14). His teaching & research interests include SLA, new media & online gaming environments, and theoretical & empirical investigations of language, interactivity, & development. He is frequently invited to present on topics including Internet communication and information technologies, intercultural communication, cultural-historical activity theory, corpus linguistics, second language development and pedagogy, and ancestral/indigenous language revitalization (specifically the Yup'ik in Alaska). His book length works include a co-edited book on Internet-mediated Intercultural Foreign Language Education and the co-authored volume Sociocultural Theory and the Genesis of Second Language Development.

2.4. NFLRC Advisory Board (2014-2018)

CARL BLYTHE is an associate professor of French and director of the Title VI Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin. COERLL's mission is to produce and disseminate OERs for the Internet public and to also help reframe foreign language education in terms of multilingualism. His research interests lie at the

intersection of language, culture, and interaction, particularly online. He is also interested in the use of digital tools and social media to facilitate collaborative social action. He has published and presented extensively in applied linguistics, French sociolinguistics, and discourse studies.

JANIS JENSEN is Program Director of STARTALK Language Initiatives at Kean University. She served as the Director of the School for Global Education & Innovation at Kean University, where she designed professional learning experiences for teachers that integrate the use of a wide range of technologies and use global content as the context for learning across content areas, with the goal of creating globally-connected classrooms. When she was Director of the Office of Academic Standards for the NJ Dep. of Education, she was responsible for the development and implementation of 2009 Core Curriculum Content Standards and educational technology.

PAUL SANDROCK is Director of Education for the American Council on the Teaching of Foreign Languages (ACTFL) and author of the ACTFL book *The Keys to Assessing Language Performance*. He was formerly Assistant Director for the Content and Learning Team at the Wisconsin Department of Public Instruction (DPI), working directly with the state consultants in all subject areas. Prior to this position, he served as the DPI consultant for world languages education and taught Spanish for 16 years, grades 7-12. He received the Prentice Hall/NCSSFL State Supervisor of the Year Award.

JULIE SYKES is the Director of the Title VI Center for Applied Second Language Studies (CASLS) at the University of Oregon. Her research focuses on the use of digital technologies for language acquisition with a specific focus on interlanguage pragmatic development and intercultural competence. Her experience includes the design, implementation, and evaluation of online immersive spaces and the creation of place-based, augmented reality mobile games to

engage language learners in a variety of non-institutional contexts. She has published various articles on CALL-related topics, including computer-mediated communication and gaming.

2.5. International Advisor

NIKI DAVIS, Professor of e-Learning and Director of the College of Education e-Learning Lab at the University of Canterbury, New Zealand, is recognized internationally as a leading expert in information and communication technologies in teacher education. Sought by UNESCO, European Commission, and national agencies for her expertise, she has over 200 publications including books and scholarly papers. She was President of the Distance Education Association of New Zealand and in 2010 she was recognized as the first Outstanding Global Educator by the International Society of Information Technology and Teacher Education.

3. ADEQUACY OF RESOURCES

The Language Center of the Pacific: Founded in 1907, the University of Hawai‘i at Mānoa (UHM) is classified as a Carnegie Doctoral (Research University/Very High Research Activity) institution. UH is WASC-accredited and consistently ranked among the nation's top research universities. Hawai‘i is the language center of the Pacific, not only because of its strategic location but, more importantly, its people, 25.7% of whom speak a language other than English at home (<http://quickfacts.census.gov/qfd/states/15000.html>). There are other centers of Asian and Pacific learning, but no other can offer the knowledge, competencies, and the cross-cultural sensitivities born of a completely multicultural society. Almost 80% of the students at UH are non-Caucasian, with Filipino, Japanese, Chinese, and other Asian Americans accounting for 40%, Hawaiians and Pacific Islanders for 17% (Mānoa Quick Facts 2014).

One sign of Hawai‘i’s international scope is UH’s foreign language program. UHM has one of the most extensive foreign language curriculums in the United States. The University regularly

teaches over 25 languages, mostly Asian and Indo-Pacific, and has the capacity to teach 50 more according to demand. The total number of enrollments in undergraduate courses offered by second language programs at UHM in 2012-13 AY was 10,514. It has the largest enrollments in East Asian languages in the US as well as the nation's largest enrollments and number of course offerings in Southeast Asian and Pacific languages.

The College of Languages, Linguistics, and Literature

The emphasis on foreign language teaching within the University is reflected in its structure, which has a college specifically devoted to the study of languages. The organization of the College of LLL facilitates interchange among centers and the language departments, so that the pedagogical innovations, research findings and resources in one unit are shared with the others. The College of LLL houses the **Center for Language & Technology (CLT)**, home of the NFLRC. The mission of the CLT is to support the informed use and integration of technology into instruction and research in LLL. To fulfill its mission, the CLT offers high quality technical, instructional and research support services, which, combined with its facilities, resources, and the expertise of its faculty and staff, results in a unique combination of assets that are very rarely found in other institutions. The CLT personnel includes 4 full-time specialist faculty, 6 professional staff, including a videographer, sound editor, and highly qualified IT staff. Four graduate students and several undergraduates are also part of this dynamic and diverse group. The CLT has had an active role in the profession, which has resulted in multiple contracts and collaborations with entities outside the College, such as the U.S. Department of Education, NSEP, and ACTFL. Through its collaboration with the NFLRC, the CLT has enabled and engaged in a variety of projects that have had national impact. The CLT facilities include fully equipped studios for the production of educational A/V materials, 2 recently updated class labs

(42 Mac and PC computers with scanners, web cameras, headsets with microphones, and common printer), a recently remodeled project-development space for faculty (15 iMacs, projection, movable furniture and whiteboard), a seminar room, a smart classroom, and a 7.1 sound, high-definition film projection classroom. NFLRC holds its ISIs in these technology-rich spaces. Additionally, the CLT closely works with the **Language Analysis and Experimentation (LAE) Labs**, which facilitate research on the articulation, acoustics, and perception of speech and the processing of sentences and discourse. Resources include audio and video recording hardware, acoustic analysis software, articulatory measurement devices, eye-tracking equipment, large language corpora, tools for computational models of linguistic and cognitive behavior, and experiment design and analysis software.

The College of LLL also houses the following academic units:

The Department of East Asian Languages and Literatures (EALL) is the largest department of its kind in the country and offers a curriculum unparalleled in its breadth, depth, and variety of courses in Chinese, Japanese, and Korean. Undergraduate language courses aim at developing a high level of proficiency in all skills areas. The graduate program is primarily designed to provide students with advanced professional training in language history, structure, pedagogy, and sociolinguistics, as well as literary history and criticism.

The Department of Indo-Pacific Languages and Literatures (IPLL) provides an opportunity without parallel elsewhere in the country for students to acquire an in-depth knowledge of the languages and cultures of the Indo-Pacific region, which houses more than 25% of the Earth's population and a rich diversity of peoples. This is the only department in the US to offer a BA degree in Philippine Language and Literature and to offer every national language of Southeast Asia, as well as classical and modern Indian languages.

The Department of Languages and Literatures of Europe and the Americas (LLEA)

provides comprehensive 4-year undergraduate programs in French, German, Spanish, Russian, and Classics (Greek, Latin). Undergraduate certificates (minors) and MA programs are also available in these languages. Two-year sequences are offered in Italian and Portuguese.

The Department of Linguistics was founded in 1963 is now one of the few universities in the world that offers a concentration in language documentation at both the MA and Ph.D. levels.

Two special departmental strengths include its focus on language diversity in the Pacific and Asia and its commitment to the study of language through the tools of contemporary cognitive science along with more traditional analytic techniques.

The Department of Second Language Studies (SLS) is internationally known for its research in second language acquisition. Its highly selective master's program is recognized worldwide for its excellence and offers specializations in Critical Second Language Studies; Language Assessment; Language and Social Interaction; Language Education; and Second Language Acquisition at the MA level. The Ph.D. program is considered by many to be the leading such program in the U.S. The study of second language pragmatics, linked to the NFLRC series Pragmatics & Interaction, is another area in which the department is internationally recognized.

Title VI Centers. UH is also home to three National Resource Centers (NRCs) and a Center for International Business Education & Research (CIBER), all of which work closely with NFLRC. The **East Asia NRC** (NRCEA – Mary McDonald, Director) coordinates the activities of 141 faculty members and 353 East Asian (EA) courses across 22 academic units and 7 professional programs/schools. Of these 147 are language courses that enroll about 4,200 students each year. Organizational units within NRCEA include the Centers for Chinese, Japanese, Korean, and Okinawan Studies.

The **Center for Southeast Asian Studies** (CSEAS - Kirstin Pauka, Director), with more than 50 affiliated faculty members, represents the largest concentration of Southeast Asia specialists in the U.S. More than 100 language and area studies courses are regularly offered. CSEAS maintains connections with university programs in Thailand, Viet Nam, the Philippines, East Timor, Cambodia, Malaysia, Singapore, and Indonesia. CSEAS is also responsible for administering and awarding the Foreign Language and Area Study (FLAS) fellowships.

The **Center for Pacific Island Studies** (CPIS – Terence Wesley-Smith, Director) represents the largest aggregation of Pacific scholars in the world and is the only NRC that focuses on the 21 nations and territories of the Pacific.

The **Center for International Business Education and Research** (CIBER – Shirley Daniel, Director) is located within the Shidler College of Business, Pacific Asian Management Institute (PAMI) and supports language programs, research initiatives, curriculum development programs, industry outreach initiatives, and faculty development projects that provide a strong foundation to enhance U.S. economic competitiveness in the Asia-Pacific region.

The **East-West Center's** (EWC) Hawai'i Imin International Conference Center offers the perfect venue for conferences. Located on the UH Mānoa campus, its facilities include a large auditorium, ten presentation rooms, large areas for dining, receptions, and registration, and A/V services. The EWC also has affordable lodging facilities for visiting scholars (Lincoln Hall) and students (Hale Mānoa / Hale Kuahine).

4. NEED AND POTENTIAL IMPACT

This proposal responds to a national need to improve the nation's capacity to produce professionals able to compete globally, i.e., professionals who have achieved high proficiency levels in world languages and acquired a sophisticated understanding of the cultures that use

them. Traditional postsecondary foreign language programs are in serious need of program and curricular renewal if they are to fulfill the goal of educating foreign language learners to become “global professionals” who have achieved and are able to maintain high levels of language proficiency beyond school years.

In the context of LCTLs in high schools and at the undergraduate level in postsecondary institutions, curriculum renewal is particularly needed because these tend to be the programs that have the most traditional approaches to language instruction. Within this context, the most pressing needs are for (1) professional development for LCTL instructors to design engaging curriculum and instruction that can meet the needs of global professionals (e.g., integration of 21st Century Skills, performance assessment, etc.) and to enhance their capacity to teach online; and (2) availability of open resources for LCTL instructor professional development that are aligned with the need to integrate those skills into the teaching of LCTLs. Embedded within these two contexts (1 & 2), there is in turn the pressing need to (3) use adequate, research-informed processes to guide the design, development and improvement of both professional development opportunities and associated resources.

The goal to produce global professionals requires language programs to explore further pedagogical frameworks that enable not only the achievement and maintenance of language proficiency, but also the acquisition of competences that are relevant in a globalized world. The need to develop these competences has been made explicit by the U.S. Department of Education, which describes the acquisition of 21st Century Skills as an imperative for success in a globalized economy (<http://www.ed.gov/blog/2012/03/21st-century-skills-a-global-imperative/>). Following suit, in collaboration with the Partnership for 21st Century Skills (www.p21.org), ACTFL mapped these skills to the ACTFL Standards in an effort to guide implementation. It is

now essential to provide LCTL language instructors with working, research-based models that help them envision and implement articulated sequences of language learning activities that enable the integration of standards, 21st Century skills, language skills, and engaging content and that provide evidence of achievement through performance assessment. A framework that operates around prolonged activity sequences or projects, such as PBL, is best suited to achieve this goal because, if properly designed and implemented, projects demand that students (a) think creatively and critically, (b) collaborate with team members and cross-culturally (focus of ISI 2016), (c) develop communication and information literacy, and (d) develop career and life skills (e.g., self-directed learning). PBL is an ideal conduit to nurture and foster those skills since they are embedded at the core of this pedagogical framework.

The national need to enhance language instructors' capacity to teach online is at an all-time high. In recent years, Title VI Centers and national organizations, such as the National Council of Less Commonly Taught Languages (NCOLCTL), have created valuable resources for teaching LCTLs. However, the specific needs of online instructors of LCTLs have been largely neglected, even though (1) already in 2011, 91% of two-year colleges offered online courses (<http://www.pewinternet.org/2011/08/28/main-report-17/>); (2) in Fall 2012, the Department of Education's Integrated Postsecondary Education Data System (IPEDS, Digest of Education Statistics–2012, National Center for Education Statistics, U.S. Department of Education) reported that 1,898,980 community college students (26.5 %) and 2,678,995 undergrads at four-year institutions (25.3%) enrolled in at least one distance education course; and (3) “the proportion of higher education students taking at least one online course is at an all-time high of 33.5 percent” (Allen & Seaman, 2014, Babson Survey Research Group Report, <http://goo.gl/uj9oDy>). Despite this growth, professional development for online language

instructors remains limited to the general pedagogy of teaching online or generic courses on teaching foreign languages online. The need to provide professional development that is anchored to the specific needs of online language instructors remains unmet. Not surprisingly, responses to a preliminary NFLRC questionnaire administered in the Spring 2014 indicated that even educators who had taught world languages for more than 10 years felt they lacked training in skills and knowledge specific to online world language instruction.

The need for OERs for professional development is also evident. Although many resources exist for PBL in other subject areas, there is a notable paucity of open resources to support the implementation of PBL in the foreign language curriculum. This is unfortunate since there is already a wealth of open resources for LCTL teaching, many of them created by Title VI programs, which could be used to leverage the implementation of PBL. In an effort to begin to address this need, NFLRC has planned activities that will result in the production of highly needed resources for professional development. Additionally, the NFLRC has and will continue to support the free and open access to the knowledge it contributes to the profession by providing cutting-edge research articles and materials as OERs. Hundreds of students, educators and researchers of LCTLs already benefit from the wealth of products the NFLRC has contributed. Add to this fact that many educators of other commonly taught languages regularly and enthusiastically use those same resources applied to their own languages, and the impact is huge. Finally, the need to strengthen the development of instructional processes and products through research has been recognized by national agencies such as the National Science Foundation (NSF), whose Cyberlearning program expressly requests the application of a design-based research (DBR) approach. In the context of foreign language instruction, although DBR has been used in the development of instructional materials, to the best of our knowledge, it has not been

applied to the creation of processes or materials for professional development. NFLRC will begin to address this need by embedding DBR in curriculum, professional and materials development initiatives, thus laying a foundation for other DBR efforts to emerge in the profession. The impact of this proposal will be multiplied by similar DBR efforts in other learning areas sponsored by the NSF Cyberlearning program. A Cyberlearning proposal currently under consideration, which proposes a collaboration between the CLT and the UH Laboratory for Interactive Learning Technologies in the Department of Computer Science, will further our understanding of the acquisition of interculturality through technology-mediated PBL experiences, which is relevant to the acquisition of communicative competence and, by extension, to the design of quality projects for language learning.

5. LIKELIHOOD OF ACHIEVING RESULTS

The University of Hawai'i is a major research university, with outstanding faculty resources in instructional technology, second language acquisition and the languages of Asia and the Pacific. NFLRC has a proven record of achieving significant results. This application builds upon projects completed in previous funding cycles. For each of the projects outlined in this application, goals and objectives have been identified that are specific, detailed, and ambitious but achievable. In addition, the groundwork has been laid for each project.

NFLRC has an outstanding record of achievement in over two decades of work on technology-enhanced language teaching, learning, and professional development including online and hybrid LCTL course creation, delivery, and provision of online support for instructors. In preparation for all online professional development activities (online PD for PBL, online conference, and OLP modules), in the last two years, the CLT has piloted and established the necessary technology infrastructure; all the main tools and technology supports have been piloted and

successfully deployed. For example, in 2013 the CLT piloted and implemented the Mozilla Open Badges infrastructure to grant professional development credentials (badges) to UHM faculty who successfully completed a professional development series on online teaching and learning. Faculty feedback was very positive and encouraging. Similarly, within the last year, the NFLRC online presence was reevaluated and ported to a sophisticated, dynamic content management system (Django) which allows our expert IT Specialists to build highly interactive tools and user interfaces and track usage. The NFLRC website, for example, was rebuilt on this new platform, which is highly expandable and provides the necessary tools to create rich user experiences. One factor especially worthy of note is that UH is perhaps unique in having a specialized Center for Language & Technology staffed with faculty with ample expertise in instructional design and technology for foreign language education (Rodríguez, Tschudi, Chuang, and Suvorov) and computer science (Medina).

All of the initiatives for professional development and the creation of OERs have been carefully planned, building on previous efforts and assembling a network of collaborators to ensure successful outcomes. The NFLRC has a long track record of producing and distributing OERs, including open instructional materials housed in a university repository (ScholarSpace) and open journals (LLT, RFL, and LDC). The necessary mechanisms for licensing and distributing OERs are already in place.

Dissemination is another NFLRC strong point, with an excellent reputation for hosting well-organized conferences. ICLDC, initiated by the NFLRC, has become the premiere conference of its kind worldwide now receiving not just NFLRC but also NSF support. NFLRC publications have also been very successful. After only four years in existence, Language Documentation & Conservation was ranked as an “A” research journal in 2010 by the Australian Research Council.

The European Science Foundation included Language Learning & Technology, NFLRC's first online refereed journal, in its 2007 list of exemplary journals, and a 2009 report in ScienceWatch (http://sciencewatch.com/dr/sci/09/mar15-09_1D/) ranked LLT among the top 20 education journals worldwide, based on impact factors of journals indexed by Thomson Reuters in its Journal Citations Report for the Social Sciences. In the same year, a review of 19 educational technology-related journals concluded that "There was wide consensus among CALL experts that Language Learning & Technology stands out as our field's top journal." (Smith, B., & Lafford, B.A., 2009, The evaluation of scholarly activity in computer-assisted language learning, *The Modern Language Journal*, 93, s1, 868-883). The European Reference Index for the Humanities (ERIH) classifies the NFLRC-sponsored journal Language Learning & Technology (LLT) as INT2 in the field of Pedagogical and Educational research, an international publication "with significant visibility and influence in the various research domains in different countries." It has been in the top 10 linguistics journals and the top 15 education journals over the past three-year ERIH rating period.

6. FINAL FORM OF RESULTS

Detailed information on all project outcomes related to objectives (including monitoring indicators, outcomes indicators, and evaluation methods) are included in Appendix 4 (Table of Objectives & Indicators) and are summarized here in two categories: people and resources.

People. Approximately 1,000 foreign language educators will be directly trained through participation in the annual ISIs for professional development and other workshops, symposia, and conferences, including: a) a cadre of FL educators representing Asia-Pacific languages with experience in designing and implementing PBLT experiences and whose shared PBLT prototypes will motivate others create and share their own, resulting in the establishment of a

strong community of expertise around a wide variety of instructional resources representing a broad spectrum of language teaching and learning; b) a broadly representative and substantial cadre of online FL professionals trained on the specific pedagogy of online language teaching.

Resources. NFLRC has a robust professional publications division and support staff devoted to the publication and dissemination of research results and language teaching materials to the foreign language profession. These products (in various media formats) represent the minimum that will be produced (only items specifically promised under each project area are included):

- Three 10-hour online language pedagogy (OLP) modules for online language teachers in both facilitated and self-guided formats including all materials and assessments
- One 10-hour module on project-based language learning (facilitated and self-guided formats)
- A national survey of professional development needs of online foreign language instructors
- Four instructional guides and protocols on project-based language learning
- An open repository of 15 curated project prototypes including solid assessment protocols and instruments for all projects and functionality to remix, republish and share
- Four volumes (12 issues) of the online journal *Language Learning & Technology*, including a special issue on “Teacher Education in CALL”
- Four volumes (8 issues) of the online journal *Reading in a Foreign Language*
- Four volumes (4 issues) of the online journal *Language Documentation & Conservation*
- A minimum of three scholarly books published in NFLRC’s monograph series
- Regular additions to NFLRC’s open digital repository (ScholarSpace) of language teaching materials (collection as of 2014 = 359 items) and addition of digital download format for current print-on-demand publications

7. EVALUATION PLAN

Evaluation of the NFLRC and its projects will respond to the needs of diverse intended users (federal funders, FL programs, universities and community colleges, project directors, and others) through the adoption of formative and summative evaluation models, each of which will involve the gathering and analysis of qualitative and quantitative data that will be guided by an objective external review process. Two expert independent evaluators (Dr. Yao Hill and Dr. Steven Thorne) have worked with NFLRC staff to provide input and guidance in all aspects of assessment during the construction of this proposal. At the start of the next grant cycle (2014), Dr. Hill will continue to provide assessment expertise by working closely with NFLRC staff to create sound and rigorous internal assessment measures for the project prototypes. Dr. Hill will also serve as a guest lecturer in ISIs. Dr. Thorne, from outside the Hawai'i context and not affiliated with any NFLRC projects, will be contracted to continue to serve over the four grant years as coordinator and facilitator of the NFLRC external evaluation. The evaluator will advise on (a) the specific and high priority questions to be asked and answered about each project, (b) indicators that will shed appropriate, accurate light on both delivery and impact of each project, and (c) the manner of reporting evaluation findings so they will be maximally useful and lead to ongoing improvement. The evaluator will also coordinate the activities of a panel of experts (Advisory Board and International Advisor), all recognized scholars, each of whom will conduct annual reviews of the implementation and outcomes for the project(s) in their area of expertise. Although each of the NFLRC projects have already stipulated key outcomes as targets for evaluation data collection (see Appendix 4: Objectives and Indicators and Appendix 5: Performance Measure Forms), the team of expert external reviewers will work collaboratively

and iteratively to focus and refine the evaluation instruments in order to provide objective feedback leading to the ongoing improvement of all NFLRC projects.

The evaluator will meet with project directors and LRC staff on three occasions. An initial meeting will be held in January 2015, during which the evaluator will meet with project directors and LRC staff to (a) specify evaluation questions, (b) identify interpretable indicators, (c) develop data collection methods, and (d) establish a timeline of evaluation activities for the rest of the grant cycle. During this period, the evaluator will also engage Advisory Board members for specialized feedback on a, b, c and d, described above. The deliverable for this initial stage of the evaluation process is an in-depth review of project activities being conducted, including recommendations for immediate improvement. A second meeting will be held in January 2016 to review evaluation data collected to date, to contribute to the improvement of projects underway, and to summarize outcomes for projects completed. A third meeting will be held in January 2018 to summarize data collected throughout the grant cycle. The evaluator will maintain contact with the project directors and LRC staff throughout, to receive and review documents, data, and plans and to offer feedback on implementation as individual projects progress, and will call on Advisory Board members and the International Advisor when information is needed on their specific areas of expertise.

Key deliverables from this evaluation will include: (a) an initial report with input from each reviewer on recommendations for maximizing the value of NFLRC projects and (b) a specific plan for the data collection in response to high priority questions about each project (both March 2015); (c) an interim report on successes and needed improvements to date (March 2016); and (d) a final summation of evaluation activities, findings, and recommendations for applying findings to the ongoing delivery of high quality FL projects (Aug 2018). The substance of these

reports and primary indicators of project implementation and impact will be synthesized by the evaluator and transmitted as part of the IRIS reporting system for LRCs. All data will be collected anonymously and interpreted and reported by the evaluator and project area experts (i.e., not internally by NFLRC staff).

- All workshops and ISIs will be examined for participation and demographic statistics, participant satisfaction, perceived value, and suggestions for improvement, and achievement of stipulated outcomes (using questionnaire and interview methods).
- Where appropriate, participation impact will be monitored through subsequent dissemination and related activities (e.g., publications, presentations, workshops, training initiatives completed by NFLRC project participants).
- Access and usage statistics will be monitored for all NFLRC web sites, and regular user reviews of web-based resources will be conducted.
- All major publications (monographs and edited volumes) will be externally reviewed by well-established scholars before publication (as has been the case since 2002) and upon publication will be submitted for scholarly review in major journals.
- All manuscripts submitted to any NFLRC-sponsored journal (Language Learning & Technology, Reading in a Foreign Language, Language Documentation & Conservation) are subject to blind peer review. The review process and editorial policies are the responsibility of the journal editors, but full data on all aspects of the journals are transmitted to both the NFLRC Advisory Board and the appropriate editorial board. Impact indicators for each journal will be regularly monitored.
- All manuscripts and language teaching materials submitted from external sources to the NFLRC for possible publication will be externally reviewed prior to publication.

- All project directors and other affiliated faculty will be expected to submit the findings, results, and products from NFLRC projects to refereed journals and other publication outlets that include peer review. Additionally, publication and conference presentation rates will be monitored and reported.

As two examples of the attention to evaluation typical of the NFLRC, readers of this proposal are invited to view two reports. First, the most recent report to the editorial board of Language Learning & Technology (<http://nflrc.hawaii.edu/PDFs/2013lltreport.pdf>) indicates the collection and use of such data as publication schedules, subscriptions (numbers by year and by languages taught), readership (hits and downloads by dates and articles), submissions (by type, dates, countries, and ratios of submissions to acceptances and eventual publication), and full reviewer statistics. Second, the mid-term external evaluation (2007) of the Foreign Language Program Evaluation Project shows how expert objective review can play an important formative and summative role in NFLRC projects (<http://goo.gl/rPxkMR>). Further details for the evaluation of each NFLRC project can be accessed in Appendix 4: Objectives and Indicators.

8. BUDGET AND COST-EFFECTIVENESS

Strong institutional support, experience gained through years NFLRC operation, long-term commitments on the part of faculty who make NFLRC projects the focus of their research and professional activities, coordinated planning and leveraging of resources with other Title VI-funded units, and professional collaborations have made it possible to devise an NFLRC budget that is very cost-effective and intended to yield maximum national impact (see “Budget Narrative” for the itemized year-by-year budgets).

Strong institutional support: The commitment of the University of Hawai‘i, specifically the College of Languages, Linguistics, and Literature – whose current Dean was NFLRC Director

from 1989-94 – is very strong. The Center Director (Julio C Rodriguez), Associate Director (Jiang Song), Assistant Director for Technology (Richard Medina) and CLT Specialist Faculty (Stephen Tschudi, Ruslan Suvorov and Wei-Ya Chuang) are all key members of the NFLRC team and are fully on University salary. The fact that NFLRC, the College and the CLT share resources, personnel, and knowledge to implement NFLRC research & development and professional development projects represents a major in-kind contribution by the University. For example, a significant contribution includes sharing costs with departments (RA for Reading in a Foreign Language Journal, is shared at 50% with SLS; the Linguistics Department provides a full-time RA for Language Conservation and Documentation and the CLT provides a 9-month RA for Language Learning & Technology). The University also provides tuition scholarship awards for all graduate assistants on NFLRC projects.

Efficiencies gained through experience: A good example of this is the NFLRC publications division, which is partly self-supporting. Very modest charges for publications help support additional dissemination efforts, especially with respect to the least commonly taught languages, for which there is essentially no commercial market. In recent years, NFLRC has taken advantage of print-on-demand, e-books, and other technologies to reduce costs. For example, the price of NFLRC scholarly monographs has been reduced by 40% in the past seven years, while distribution has risen steadily. In addition, almost all of our language teaching materials (which we used to provide for modest charges to cover duplication, binding, and DVD production) are now available as open educational resources. Another example is the organization of professional events, which almost completely pay for themselves, primarily from registration fees and co-sponsor contributions for plenary speakers (see co-sponsors in Timeline attachment).

We make use of online forms, online payments, websites, social media, and listservs to easily contact and provide services and information for our conference attendees.

Coordinated planning and leveraging of resources: Every effort has been made to collaborate with Title VI Centers (in Hawai'i and elsewhere) to coordinate our budget requests to maximize impact through leveraging, while avoiding duplication. For example, we are requesting funds to support a curriculum development project which is in part possible through a collaboration with CSEAS, which provides funding for the instructors to teach the language courses and thus gather the necessary feedback to inform revisions carried out by the NFLRC. Similarly, two other Title VI UH Centers (CIBER & NRCEA) are requesting support in their respective proposals to supplement funding of an assessment expert to provide guidance and support in this area.

Leveraging of resources has also been a major consideration for all professional conferences. For example, a major international conference in Language Documentation and Conservation (ICLDC) is co-sponsored by NFLRC and a NSF award and the Business Chinese Workshop in 2018 is co-sponsored by NFLRC, NRCEA and CIBER.

In support of the Curriculum Development and Professional development Initiatives, four Title VI centers have committed funding (CSEAS, NRCEA and CIBER at UH and CERCLL in Arizona) and one non-profit organization, The Buck Institute for Education (BIE) has committed in-kind support in the form of textbooks for ISI 2015 and 2016 participants. CSEAS will provide funding for the development of 5 of the 8 proposed courses and for the instructors to teach the entire 4-course series (101-202) for Vietnamese and Indonesian. NRCEA and CIBER have each committed to providing four years of support for an assessment expert to work with faculty giving guidance and feedback in the assessment portion of the projects they develop and to be a guest lecturer in all four ISIs.

CERCLL has committed to sponsor a ISI participant from Southern Arizona in 2016. Kapiolani Community College (KCC), the North Carolina Virtual Public School system (NCVPS) and IPLL have all committed valuable in-kind support. KCC is committed to the curriculum development project through its support to the NFLRC-CSEAS collaboration. NCVPS has committed to providing access to their network of online language teachers (109 language teachers and 47 coaches, some of whom also teach online for community colleges) and IPLL has aligned its college mandate to address curricular improvement with the NFLRC initiative to provide professional development to do so. The details of all of these commitments, some of which are contingent on approval of currently pending grant proposals, are spelled out in the letters of support from each of our partners included in Appendix 3.

Professional Collaborations: Great interest in the topic of this proposal (PBL) has created synergies that have resulted in maximum cost-effectiveness. For example, BIE faculty have leveraged their professional development with NFLRC activities thus reducing NFLRC cost; the Advisory Board members, International Advisor and Project Advisor (Hart) provide their valuable involvement as uncompensated service to the profession. The budget and budget justification (see Appendix 6) are presented in a form that makes their relationship to the body of the proposal evident.

9. PRIORITIES

9.1. Competitive Preference Priority 1: Applications that propose activities that focus on any of the 78 priority languages listed in the RFP. The goal of the NFLRC is to pursue projects that have implications for the teaching and learning of all languages while focusing specifically on areas where UH has its greatest strengths, the languages of Asia and the Pacific Rim. Specific projects described in this application directly addresses the following 7 languages from the

priority language list: Chinese, Hindi, Indonesian, Japanese, Persian, Portuguese & Vietnamese through the Curriculum Development Initiatives. Additionally, priority languages are addressed in many sponsored professional activities, such as the 2016 Southwest Conference on Language Teaching (SWCOLT); the 2018 Business Chinese Workshop, and the publication of a Japanese Pragmatics monograph (Pragmatics & Interaction series). The 2016 Southeast Asian Linguistics Society (SEALS) Conference directly addresses Burmese, Cebuano, Khmer, Malay, Tagalog, & Thai. In addition to these priority languages, some projects target other LCTLs, while the language documentation dissemination projects (LD&C journal and ICLDC conference) address scores of endangered languages for which few if any materials or basic documentation exists.

9.2. Competitive Preference Priority 2: Applications that propose significant and sustained collaborative activities with one or more minority-serving institutions (MSIs) or with one or more community colleges (as defined in the RFP). The NFLRC is itself housed within an MSI, the University of Hawai‘i at Mānoa. For its main project (Curriculum Development Initiatives) during the 2014-18 LRC grant cycle, it will both a) design and incorporate priority languages into the curriculum at Kapi‘olani Community College (also an MSI) and b) improve existing foreign language curriculum and instruction through PBLL, with both KCC language faculty and intradepartmentally with language faculty at UHM. For (a), the NFLRC will work in collaboration with KCC and the UH Center for Southeast Asian Studies (CSEAS) to develop first and second year curriculum and courses for brand new priority language courses in Vietnamese and Indonesian, with a significant PBLL component. For (b), the NFLRC will work with Chinese and Japanese faculty at KCC and Hindi, Japanese, Persian, and Portuguese faculty at UHM to improve and infuse their existing courses with PBLL components.

10. TABLE OF ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
BIE	Buck Institute for Education
CALICO	The Computer Assisted Language Instruction Consortium
CALL	Computer Assisted Language Learning
CC	Creative Commons
CERCLL	Center for Educational Resources in Culture, Language, & Literacy
CIBER	Center for International Business Education and Research
CLEAR	Center for Language Education And Research, Michigan State University
CLT	Center for Language & Technology, UH Mānoa
CLTA	Chinese Language Teachers Association
CSEAS	Center for Southeast Asian Studies (a Title VI NRC at UH)
DBR	Design-based Research
EALL	Department of East Asian Languages & Literatures, UH Mānoa
FL	Foreign Language
HALT	Hawai'i Association of Language Teachers
ICLDC	International Conference on Language Documentation & Conservation
IPLL	Department of Indo-Pacific Languages & Literatures, UH Mānoa
ISI	Intensive Summer Institute
KCC	Kapi'olani Community College
LAE	Language Analysis and Experimentation (Labs)
LCTL	Less Commonly-Taught Language
LDC	Language Documentation & Conservation
LLL	College of Languages, Linguistics & Literature
LLEA	Languages & Literatures of Europe & The Americas
LLT	Language Learning & Technology
LSP	Language for Specific Purposes
MSI	Minority Serving Institution
NFLRC	National Foreign Language Resource Center
NRCEA	National Resource Center for East Asia (a Title VI program)
OER	Open Educational Resources
OLP	Online Language Pedagogy (modules)
PBL	Project-Based Learning
PBLL	Project-Based Language Learning
PD	Professional Development
RFL	Reading in a Foreign Language
SEALS	Southeast Asian Linguistics Society conference
SLS	Second Language Studies
SWCOLT	Southwest Conference on Language Teaching
TCLT	Technology and Chinese Language Teaching in the 21 st Century conference
UH	University of Hawai'i
UHM	University of Hawai'i at Mānoa

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1. Project Goal Statement: Strengthen undergraduate foreign language education in community colleges and minority serving institutions by incorporating priority less-commonly taught language courses

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>A) Develop first and second year Indonesian and Vietnamese language curriculum with a substantial project-based language learning (PBL) component</p>	<ol style="list-style-type: none"> 1. Define outcomes for two series of courses (101, 102, 201 and 202) for Indonesian and Vietnamese language (backward-design strategy) 2. Design performance measures and learning outcome evaluation criteria 3. Map course series content and activities (learning and assessment) 4. Design PBL components and create sets of ancillary materials and rubrics 5. Pilot course with student cohort 6. Revise course content and ancillary materials based on feedback and assessment results 7. Make curriculum available as OER 8. Publish projects to online project repository as OER 								

1. Project Goal Statement: Strengthen undergraduate foreign language education in community colleges and minority serving institutions by incorporating priority less-commonly taught language courses

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>B) Redesign 6 courses (Chinese, Hindi, Japanese, Persian, Portuguese) with substantial PBLL components</p>	<ol style="list-style-type: none"> 1. Define outcomes for selected MSI courses (backward-design strategy) 2. Design performance measures and learning outcome evaluation criteria 3. Map course content and activities (learning and assessment) 4. Design PBLL components and create sets of ancillary materials and rubrics 5. Pilot course with student cohort 6. Perform formative assessment (C.1) 7. Revise course content and ancillary materials based on feedback and assessment results 8. Publish projects to online project repository as OER 								

1. Project Goal Statement: Strengthen undergraduate foreign language education in community colleges and minority serving institutions by incorporating priority less-commonly taught language courses

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
C) Formulate and disseminate best practices in the incorporation of project-based learning in LCTL curricula	<p>1. Formative assessment: gather and analyze data from ongoing PBL development projects (A and B) and provide feedback to improve projects on an iterative basis in accordance with design-based research principles</p> <p>2. Formulate best practices in PBL curriculum development at the end of the project development and deployment cycle, synthesize longitudinal results of formative assessments (C.1) and develop OER summarizing best practices in the incorporation of PBL in LCTL curricula</p> <p>3. Disseminate all the curriculum developed with recommendations for best practices</p>								

1. Project Goal Statement: Improve professional development opportunities for Asia-Pacific language instructors in minority serving institutions, first in the State of Hawai'i and subsequently throughout the nation

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>A) Design and offer a professional development (PD) series (facilitated and self-guided) consisting of a 10-hour online module for undergraduate foreign language faculty which will encourage the design or redesign of courses in the less-commonly taught foreign languages in MSIs to include PBLL components</p> <p><i>NOTE: These are the online experiences before the intensive summer institutes</i></p>	<ol style="list-style-type: none"> 1. Define criteria and create rubrics for digital badges awarded for successful completion of a 10-hour professional development module on basic concepts of project-based language learning in consultation with PBLL content experts 2. Design and develop a 10-hour, dual mode (self-guided and facilitated versions) PD course based on badge criteria and rubrics (A.1) in consultation with PBLL content experts on basic concepts of project-based language learning 3. Identify and invite a cohort of undergraduate foreign language faculty in MSIs to participate in the facilitated version of the online PD (A.2) 4. Collect and analyze participant feedback to improve the facilitated version of the PD (A.2) 								

1. Project Goal Statement: Improve professional development opportunities for Asia-Pacific language instructors in minority serving institutions, first in the State of Hawai'i and subsequently throughout the nation

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	5. Revise the PD module using a design-based research approach. 6. Construct a self-guided version of the PD module using a design-based research approach. 7. Make self-guided version available as an open-educational resource (OER) and continue to gather Web metrics and user feedback.								

1. Project Goal Statement: Improve professional development opportunities for Asia-Pacific language instructors in minority serving institutions, first in the State of Hawai'i and subsequently throughout the nation

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>B) Design and offer four 40-hour face-to-face, intensive summer institutes to foreign language faculty in MSIs, which will encourage the creation of new foreign language courses in priority, less-commonly taught foreign language offerings in MSI's</p> <p><i>NOTE: This refers to the summer institutes:</i></p> <p><i>Year 1: Languages for Specific Purposes and PBL; Year 2: Intercultural Telecollaboration and PBL (Cultura PBL); Year 3: Performance Assessment and PBL; Year 4: Preparing Faculty and Teachers to implement PBL</i></p>	<ol style="list-style-type: none"> 1. Define the criteria for a badge representing an intensive 40-hour professional development summer institute [Year 1: LSP; Year 2: Intercultural Telecollaboration; Year 3: Performance Assessment; Year 4: PBL in Faculty and Teacher Development Contexts] and create corresponding rubrics 2. Create a working group to develop content for summer institute [Year 1: LSP; Year 2: Intercultural Telecollaboration; Year 3: Performance Assessment; Year 4: Preparing Faculty and Teachers to Implement PBL] 3. Recruit foreign language faculty from community colleges and MSIs 								

1. Project Goal Statement: Improve professional development opportunities for Asia-Pacific language instructors in minority serving institutions, first in the State of Hawai'i and subsequently throughout the nation

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	<ul style="list-style-type: none"> 4. Document the faculty who completed the intensive summer institute including their experience and attainment in the institute and their success in creating new courses and incorporating PBL in their curriculum 5. Conduct design-based research to improve intensive summer institute 6. Publish selected faculty-designed projects to project repository online as OER 7. Make self-guided version available as an open-educational resource (OER) and continue to gather Web metrics and user feedback. <ul style="list-style-type: none"> a. adoption in foreign language methods b. adoption in PD for high schools 								

1. Project Goal Statement: Improve professional development opportunities for Asia-Pacific language instructors in minority serving institutions, first in the State of Hawai'i and subsequently throughout the nation

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>C) Expand content-specific professional development opportunities for online foreign language teachers in virtual high schools and online teaching faculty of LCTLs in MSIs by developing and offering three 10-hour professional development modules on Online Language Pedagogy (OLP Modules)</p>	<ol style="list-style-type: none"> 1. Construct and administer a national survey to online foreign language teachers based on NFLRC Summer 2014 questionnaire results 2. Select topics based on survey results, create criteria for a badge for completion of three 10-hour OLP modules on topics of need, and develop the materials 3. Offer a facilitated version of the OLP modules and carry out design-based research activities to improve content and delivery 4. Revise the facilitated modules and create a self-guided version 5. Make self-guided version available as an open-educational resource (OER) and continue to gather Web metrics and user feedback. <ol style="list-style-type: none"> a. adoption in foreign language methods b. adoption in PD for high schools 								

1. Project Goal Statement: Increase the availability of technology-based open educational resources to enrich and support the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>A) Develop four sets of online PD materials for foreign language faculty in MSIs</p> <p><i>NOTE: These are products of the Fall lit reviews. Activity #3 is a combination of the lit review and sample rubrics that will be created in Y3.</i></p>	<ol style="list-style-type: none"> 1. Create a set of instructor guides for project-based language learning in consultation with experts and literature on best practices for using PBL in language instruction [Year 1] 2. Create a set of reference guides that identify and document links between PBL and intercultural collaborations [Year 2] 3. Create a set of instructor guides on PBL assessment, including rubrics [Year 3] 4. Create a set of instructional guides drawing connections between PBL and instructional contexts and practices familiar to foreign language teachers, such as content-based instruction, service learning, study abroad experiences, etc. [Year 4] 								

1. Project Goal Statement: Increase the availability of technology-based open educational resources to enrich and support the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>B) Develop a curated collection of 15 project-based language learning project prototypes and materials as open educational resources (OER) which can serve as a model for project-based language learning instruction in the nation</p> <p><i>NOTE: This is the repository of projects that will house the curated projects for adaptations.</i></p>	<ol style="list-style-type: none"> Curate a collection of 15 language project designs created by participants in summer institutes that target a variety of LCTLs and contexts, including heritage learner projects and projects in translation Create a common core of metadata for designed projects to effectively model design patterns and to allow for meaningful and consistently structured project designs 								

1. Project Goal Statement: Increase the availability of technology-based open educational resources to enrich and support the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>C) Create a web-based, social media-enabled platform to house an expandable core collection of 15 PBLT prototypes and republished versions adapted from them</p>	<ol style="list-style-type: none"> 1. Expand the functionality of the current NFLRC web page by a tool for users to author, revise, and publish project prototypes within the online repository under a creative commons license. 2. Add functionality to allow users to adapt (“flip”) published prototypes for their local contexts and subsequently republish their adaptations back to the repository. 3. Add functionality to the repository to facilitate the emergence of a community of practice around the project prototypes through the use of social technical commenting affordances. 4. Conduct two usability tests of the repository with a pool of 5 potential users and revise as needed. 								

1. Project Goal Statement: Increase the availability of technology-based open educational resources to enrich and support the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	5. Recruit 10 LCTL teachers to adapt (“flip”) or contextualize selected project prototypes to match their instructional contexts and curriculum								

1. Project Goal Statement: Broadly disseminate resources and support events intended to enrich the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Publish 3 peer-reviewed monographs with special emphasis on LCTLs	<ol style="list-style-type: none"> 1. Publish a major update of Wolfe-Quintero, Inagaki, & Kim (Eds.) classic monograph <i>Second Language Development in Writing: Measures of Fluency, Accuracy, & Complexity</i> (Charlene Polio, CLEAR) 2. Publish a new monograph on Japanese Pragmatics for the <i>Pragmatics & Interaction</i> series (Yumiko Tateyama, Midori Ishida, & Tim Greer) 3. Publish a collection of peer-edited case studies that illustrate current PBLL practice (e.g., community-based projects, service learning projects, translation projects, etc.) (Julio Rodriguez) 								

1. Project Goal Statement: Broadly disseminate resources and support events intended to enrich the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
B) Publish 100 articles in 3 online refereed journals	<ol style="list-style-type: none"> 1. Publication of 3 issues per year of the online refereed journal <i>Language Learning & Technology</i> (LL&T) for a total of 12 issues, with at least 4 articles per issue. 2. Publication of 2 issues per year of the online refereed journal <i>Reading in a Foreign Language</i> (RFL) for a total of 8 issues, with at least 3 articles per issue. 3. Publication of 4 issues (one per year) of the online refereed journal <i>Language Documentation & Conservation</i> (LD&C), with at least 7 articles per issue. 								

1. Project Goal Statement: Broadly disseminate resources and support events intended to enrich the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
C) Support and organize 16 professional conferences and symposia for language educators and researchers	<ol style="list-style-type: none"> 1. Organize the 4th and 5th International Conference on Language Documentation & Conservation (ICLDC) in 2015 and 2017, respectively, in conjunction with the UH Mānoa Department of Linguistics (Jim Yoshioka will serve as conference coordinator) 2. Organize and sponsor a Project-Based Language Learning Online Symposium in 2016 and 2018 (Julio Rodriguez, Hui-Ya Chuang, Ruslan Suvorov, Stephen Tschudi, and Jim Yoshioka) 3. Co-organize and host the 2016 national Southwest Conference on Language Teaching (SWCOLT) for K-16 language educators representing 9 states (Jim Yoshioka will serve as local chair on behalf of NFLRC and HALT) 								

1. Project Goal Statement: Broadly disseminate resources and support events intended to enrich the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	<p>4. Organize and host the 2016 international Southeast Asian Linguistics Society (SEALS) Conference (Jim Yoshioka will serve as conference coordinator, in conjunction with faculty in the College of Languages, Linguistics, & Literature (LLL))</p> <p>5. Co-organize and host the 2017 International Society for Language Studies (ISLS) Conference (Jim Yoshioka will serve as local coordinator, in conjunction with the UH Mānoa Department of Second Language Studies and ISLS)</p> <p>6. Organize, sponsor, and host the national Business Chinese Workshop 2018 (Theme: Chinese for Professionals) (Jim Yoshioka will serve as workshop coordinator, and NFLRC and other UH Mānoa Title VI Centers will serve as co-sponsors)</p>								

1. Project Goal Statement: Broadly disseminate resources and support events intended to enrich the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	<p>7. Organize, sponsor, and host the 2018 international Conference for Interactivity, Language and Cognition (CILC) (Theme: PBL) (Jim Yoshioka will serve as conference coordinator, in conjunction with the UH Mānoa CLT and the UH Mānoa Department of SLS)</p> <p>8. Co-organize and host 4 annual Hawai'i Association of Language Teachers (HALT) Fall Symposia for K-16 language educators (2014, 2015, 2016, 2017) (Jim Yoshioka will assist with symposium organization)</p> <p>9. Co-organize 3 annual Hawai'i Association of Language Teachers (HALT) Spring Conferences for K-16 language educators (2015, 2017, and 2018) (Jim Yoshioka will assist with conference organization)</p>								

1. Project Goal Statement: Broadly disseminate resources and support events intended to enrich the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
D) Widely publish and disseminate project research, models, and materials	<ol style="list-style-type: none"> 1. Present project developments and outcomes at major national conferences a) Presentations on PBLT at the annual American Council on the Teaching of Foreign Languages (ACTFL) Conference b) Annual presentations on PBLT, DBR or project repository tool at the Computer-Assisted Language Instruction Consortium (CALICO) c) Teach a PBLT workshop at CERCLL's 2018 Intercultural Competence Conference (provided they are funded): Stephen Tschudi & Sabine Levet will serve as workshop presenters with travel funded by the NFLRC 								

1. Project Goal Statement: Broadly disseminate resources and support events intended to enrich the teaching of LCTLs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
	2. Disseminate a curated selection of model projects that can be adapted (flipped) to address the needs of a different instructional contexts than they represent								

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Appendix 2: Timeline of Project Activities

YEAR ONE (2014-2015)

1.2.1. Curriculum Development Initiatives

- Vietnamese and Indonesian instructors take online professional development on PBL and 2015 Intensive Summer Institute (ISI) [shared with CSEAS] [NEW]
- Design and develop Vietnamese and Indonesian 101 (Spring 2015) [CONTINUING]

1.2.2. Professional Development Initiatives

- Conduct literature review and expert consultation for Project-based learning and draft summary and instructional guides for world language instructors [NEW];
- Develop and offer a 10-hour facilitated online professional development module on foundations of project-based language learning, including criteria and rubrics for a badge awarded for successful completion [NEW]; Develop and offer a self-guided version [NEW]
- Define badge criteria for and offer ISI 2015 on LSP and project-based language learning (participants finalize design of PBL components for selected courses and create sets of ancillary materials and rubrics with assistance from assessment expert and NFLRC staff) [assessment expert shared with CIBER] [CONTINUING]
- Administer a national survey to online foreign language instructors to define professional development needs [CONTINUING, started Spring 2014], analyze survey data during Summer 2014, and develop Online Language Pedagogy (OLP) Module 1 (Fall 2014) that addresses those needs [NEW]; Offer Module 1 (Spring 2015) [CONTINUING]; Revise Module 1 and publish as an OER (Summer 2015) [CONTINUING]

1.2.3. OERs for Professional Development

- Create OER repository, including specifications of a common core of metadata for project prototypes and user interface to author, revise and publish projects; Conduct usability testing [NEW]
- Make self-guided version of online module on PBL foundations available as OER [CONTINUING]
- Publish and disseminate a 40-50 page review of the literature on PBL including practical instructional guides [CONTINUING]

1.2.4. Dissemination

- Present project developments and outcomes at major national conferences (ACTFL 2014 and CALICO 2015) and at local conference (HALT 2015) [CONTINUING]
- Co-organize and host Hawai'i Association of Language Teachers (HALT) Fall Symposium 2014 and Spring Conference 2015 [CONTINUING]

- Co-organize and host 4th International Conference on Language Documentation and Conservation (ICLDC 2015) in Honolulu [CONTINUING]
- Publish Pragmatics & Language Learning series vol. 14 (ed. Kasper) [CONTINUING]
- Publish 3 issues of Language Learning & Technology (ca. 12 articles per issue) [CONTINUING]
- Publish 2 issues of Reading in a Foreign Language (ca. 7 articles per issue) [CONTINUING]

YEAR TWO (2015-2016)

1.2.1. Curriculum Development Initiatives

- Design and develop Vietnamese and Indonesian 102 (Fall 2015) and 201 (Spring 2016) [shared with CSEAS]; Vietnamese and Indonesian instructors participate in 2016 ISI [CONTINUING]; Revise Vietnamese and Indonesian 101 (Spring 2016) [CONTINUING]
- ISI 2015 projects are finalized and piloted with student cohort; conduct formative assessment for design-based research [CONTINUING]

1.2.2. Professional Development Initiatives

- Conduct literature review for Project-based learning and create reference guides documenting links between PBL and instructional practices familiar to foreign language instructors (e.g., service learning, study abroad experiences, etc.) [CONTINUING]
- Develop OLP Module 2 (Fall 2015) [NEW]; offer OLP Module 2 (Spring 2016) [CONTINUING]; revise and publish OLP Module 2 as an OER (Summer 2016) [CONTINUING]
- Revise and offer facilitated online professional development module on foundations of PBL with additional materials on intercultural communication [CONTINUING]; Revise self-guided version [COMPLETION]
- Define badge criteria for and offer ISI 2016 on intercultural telecollaboration and project-based language learning (participants finalize design of PBL components for selected courses and create sets of ancillary materials and rubrics with assistance from assessment expert and NFLRC staff) [assessment expert shared with CIBER] [CONTINUING]; Issue badges to ISI 2015 participants [COMPLETION]

1.2.3. OERs for Professional Development

- Add functionality to OER repository to allow users to adapt (“flip”) published project prototypes and conduct usability testing [CONTINUING]
- ISI 2015 projects and ancillary materials are revised based on formative assessment results with assistance from assessment expert and NFLRC staff; selected ISI 2015 projects are professionally edited and published to project repository as OER

[CONTINUING]

- Make OLP Modules 1 and 2 available as OER's [CONTINUING]
- Publish and disseminate a 40-50 page document, including reference guides, drawing documented connections between PBL and foreign language education contexts (e.g., service learning, study abroad experiences, etc.) [CONTINUING]

1.2.4. Dissemination

- Present project developments and outcomes at major national conferences (ACTFL 2015, CALICO 2016) and at local conference (HALT 2016) [CONTINUING]
- Co-organize and host Hawai'i Association of Language Teachers (HALT) Fall Symposium 2015 and Spring Conference 2016 [CONTINUING]
- Co-organize and host Southwest Conference on Language Teaching (SWCOLT 2016) in Honolulu [NEW]
- Organize and host international Southeast Asian Linguistics Society (SEALS 2016) conference [NEW]
- Organize and host first Project-Based Language Learning Online Symposium 2016 [NEW]
- Publish Pragmatics & Interaction series vol. 4 (ed. TBD) [CONTINUING]
- Publish 3 issues of Language Learning & Technology (ca. 12 articles per issue) [CONTINUING]
- Publish 2 issues of Reading in a Foreign Language (ca. 7 articles per issue) [CONTINUING]

YEAR THREE (2016-2017)

1.2.1. Curriculum Development Initiatives

- Design and develop Vietnamese and Indonesian 202 (Fall 2016) [shared with CSEAS] [CONTINUING]
- Revise Vietnamese and Indonesian 102 (Fall 2016) and 201 (Spring 2017) [CONTINUING]
- Start draft of design-based research report for Vietnamese and Indonesian curriculum development [CONTINUING]

1.2.2. Professional Development Initiatives

- Develop OLP Module 3 (Fall 2016) [NEW]; offer OLP Module 3 (Spring 2017) [CONTINUING]; revise and publish OLP Module 3 as an OER (Summer 2017) [CONTINUING] ISI 2016 projects are finalized and piloted with student cohort; conduct formative assessment for design-based research [CONTINUING]
- Revise online professional development module on foundations of PBL and add

materials on assessment [CONTINUING]

- Define badge criteria for and offer ISI 2017 on performance assessment and project-based language learning (participants finalize design of PBL components for selected courses and create sets of ancillary materials and rubrics with assistance from assessment expert and NFLRC staff) [assessment expert shared with CIBER] [CONTINUING]; Issue badges to ISI 2016 participants [COMPLETION]

1.2.3. OERs for Professional Development

- Add functionality to OER repository to facilitate emergence of a community of practice around the project prototypes and derivatives (“flipped” projects) and conduct usability testing; Promote tool through recruitment [CONTINUING]
- Make OLP Module 3 available as OER [PROJECT COMPLETION]
- Edit and publish Vietnamese and Indonesian 101 and 102 projects to repository [CONTINUING]
- ISI 2016 projects and ancillary materials are revised based on formative assessment results with assistance from assessment expert and NFLRC staff; selected projects are professionally edited and published to project repository as OER [CONTINUING]

1.2.4. Dissemination

- Publish revised and updated Pragmatics in second language learning: Measures of fluency, accuracy, and complexity (Quintero et al.) [CONTINUING]
- Present project developments and outcomes at major national conferences (ACTFL 2016, CALICO 2017) and at local conference (HALT 2017) [CONTINUING]
- Co-organize and host Hawai‘i Association of Language Teachers (HALT) Fall Symposium 2016 and Spring Conference 2017 [CONTINUING]
- Co-organize and host 5th International Conference on Language Documentation and Conservation (ICLDC 2017) in Honolulu [CONTINUING]
- Host Conference of the International Society for Language Studies (ISLS 2017) in Honolulu [NEW]
- Publish 3 issues of Language Learning & Technology (ca. 12 articles per issue) [CONTINUING]
- Publish 2 issues of Reading in a Foreign Language (ca. 7 articles per issue) [CONTINUING]

YEAR FOUR (2017-2018)

1.2.1. Curriculum Development Initiatives

- Revise Vietnamese and Indonesian 202 (Fall 2017) [PROJECT COMPLETION]
- Finish and publish 40-50 page design-based research report on Vietnamese and

Indonesian curriculum development project [CONTINUING]

1.2.2. Professional Development Initiatives

- ISI 2017 projects are finalized and piloted with student cohort; conduct formative assessment for design-based research [CONTINUING]
- Revise and offer online professional development module on foundations of PBL and add materials on teacher/faculty development [COMPLETION]
- Define badge criteria for and offer ISI 2018 on preparing faculty and teachers to implement PBL (foreign language methods instructors and foreign language faculty developers); participants finalize design of PBL components for teacher/faculty development curricula and create sets of ancillary materials and rubrics with assistance from assessment expert and NFLRC staff) [assessment expert shared with CIBER] [CONTINUING]; Issue badges to ISI 2017 and ISI 2018 participants [COMPLETION]

1.2.3. OERs for Professional Development

- ISI 2017 projects and ancillary materials are revised based on formative assessment results with assistance from assessment expert and NFLRC staff; selected projects are professionally edited and published to project repository; Instructor guides to create PBL rubrics containing ISI 2017 products are published [CONTINUING]
- ISI 2018 projects and ancillary materials are revised with assistance from assessment expert and NFLRC staff; selected projects are published to project repository [PROJECT COMPLETION]
- Edit and publish Vietnamese and Indonesian 201 and 202 projects to repository; publish report on best practices in the incorporation of PBL in LCTL curricula [PROJECT COMPLETION]

1.2.4. Dissemination

- Publish edited volume on PBL (eds. Rodriguez, Suvorov & Chuang) [PROJECT COMPLETION]
- Present project developments and outcomes at major national conferences (ACTFL 2017, CALICO 2018) and at local conference (HALT 2018) [CONTINUING]
- Co-organize and host Hawai'i Association of Language Teachers (HALT) Fall Symposium 2017 and Spring Conference 2018 [CONTINUING]
- Deliver pre-conference workshop on intercultural telecollaboration at CERCLL's 2018 conference "Conceptualizing Intercultural Competence: Transitions and Traditions" [COMPLETION]
- Organize and host second Project-Based Language Learning Online Symposium 2018 [PROJECT COMPLETION]
- Organize, sponsor, and host the national Business Chinese Workshop 2018, "Chinese for Professionals" [NEW]

- Organize, sponsor, and host the International Conference for Interactivity, Language and Cognition (CILC 2018) [NEW]
- Publish 3 issues of Language Learning & Technology (ca. 12 articles per issue) [PROJECT COMPLETION]
- Publish 2 issues of Reading in a Foreign Language (ca. 7 articles per issue) [PROJECT COMPLETION]



UNIVERSITY
of HAWAII®
MĀNOA

Colleges of Arts and Sciences
College of Languages, Linguistics, and Literature
Office of the Dean

July 7, 2014

Dr. Julio Rodríguez, Director
National Foreign Language Research Center
University of Hawai'i at Mānoa
[REDACTED]
Honolulu, HI 96822

Dear Julio:

I am grateful for your continuing service as Director of the National Foreign Language Resource Center (NFLRC), and I wish to express my enthusiastic support for the proposal you have laid out for the upcoming cycle of this important grant, which continues to be a priority for the College of Languages, Linguistics, and Literature (LLL). Years ago, as a faculty member in Second Language Studies, I myself led the preparation of the grant application that first established the Center. I served as director for the first five years of its operation. I am personally well informed about the NFLRC, and now, in my position as Dean of the College, I am fully committed to strengthening the Center and supporting its activities, not only by providing funds, but also by making sure that the expertise of College faculty is brought to bear, and by seeing that NFLRC efforts are coordinated with the work of others throughout the University. Having observed your performance as NFLRC Director this year, I am very pleased with your accomplishments and with the direction you have established in your new proposal.

The University of Hawai'i at Mānoa is unusual in having an independent unit at the college level, dedicated to language, and reporting directly to the University administration rather than through some other dean. This organization is a sign of the centrality of language to the University's educational mission. The College strives to be a leader in improving the quality of language instruction in the United States. We think of ourselves as the "language center of the Pacific." Despite the financial difficulties that beset the University, support for our College remains a priority for the University. The correctness of this policy has been borne out once again this year, as LLL successfully

[REDACTED]
Honolulu, Hawai'i 96822
Telephone: [REDACTED]
Fax: [REDACTED]

An Equal Opportunity/Affirmative Action Institution

Dr. Julio Rodríguez, Director

July 7, 2014

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competed to be designated one of only twelve Chinese Language Flagships nationwide, funded by the National Security Education Program (NSEP). I am gratified that the careful cultivation of our potential to improve our nation's capacity in language education has been recognized, and I am also pleased that the resources we attract will serve to build this capacity even further.

Within the College, the NFLRC serves as a focal point for faculty research and interdepartmental collaboration and cooperation. The grant application contains several important initiatives that cut across departmental and institutional boundaries. The provisions of the current proposal include establishing beginning curricula in Indonesian and Vietnamese at Kapi'olani Community College (KCC), a campus of the University of Hawai'i system, and redesigning Hindi, Japanese, Persian, and Portuguese curricula in departments in our College. The grant will also provide for formulating and disseminating best practices for the use of project-based language learning (PBLL) in language education, especially in the less commonly taught languages. Such best practices will encompass the intersections between PBL and language for specific purposes, language assessment (including capstone assessment), intercultural telecollaboration, and teacher and faculty development—all topics of high interest to language educators. In addition, the proposal provides for the development and publication of a wide array of open educational resources (OERs), provided at no cost to the consumer, that will help language educators at levels K-16 learn in their own language curricula throughout the nation, as well as a number of professional development opportunities focusing on various aspects of the application of PBLL principles in language education.

As with past NFLRC initiatives, the dissemination of knowledge developed in this project will heighten the profile of the College nationwide. With able coordination from the NFLRC, these development projects will increase professional interactions between the several departments of our College, and will connect us with other projects and centers as well. These will include the Center for Southeast Asian Studies, the National Resource Center—East Asia, UH-CIBER, and the North Carolina Virtual Public School.

Dr. Julio Rodríguez, Director

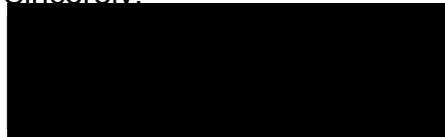
July 7, 2014

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The College continues to provide direct and indirect institutional financial support for the Center. We will continue to fund the NFLRC director's salary, as well as that of the associate director. We consider their work in these capacities integral to their work for the University. The College also fully funds four other people who have a major role in grant projects, three specialist faculty and the IT specialist at the Center for Language and Technology. The College also provides tuition waivers for the graduate students who work as research assistants on NFLRC projects. We do not rely on grant money for any of these.

I am enthusiastic about the proposal for the next funding cycle. It promises to make an important contribution to improving foreign language learning nationwide, and it is fully integrated with, and takes advantage of, the strengths and resources of our College.

Sincerely,

A large black rectangular redaction box covering the signature of Robert Bley-Vroman.

Robert Bley-Vroman
Dean, College of Language, Linguistics, and Literature
University of Hawai'i at Mānoa



STATE OF HAWAII
DEPARTMENT OF EDUCATION

HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

July 14, 2014

Dr. Julio Rodríguez
Director, National Foreign Language Research Center
University of Hawaii at Manoa, Moore Hall 256
Honolulu, HI 96822

Dear Dr. Rodríguez,

The Hawaii Department of Education (HIDOE) strongly supports the University of Hawaii at Manoa's National Foreign Language Research Center (NFLRC) grant proposal and encourages US Department of Education International and Foreign Language Education Language Resource Centers to fund this project for 2014-2018.

This project will create professional development opportunities for online foreign language instructors which will increase our ability to provide foreign language instruction to neighbor island students who might not otherwise be able to access a qualified instructor. This opportunity will not only help HIDOE teachers to improve their online teaching skills but also allow them to network with colleagues in the North Carolina Virtual Public School system and the nation. Also, this collaboration between our public school system and institutions of higher education will have a positive impact on the entire K-16 spectrum by allowing for better articulation and alignment of programs.

Should the grant be awarded for this project, NFLRC must submit a copy of the approved proposal, in its entirety, to the HIDOE for formal review. A determination about the HIDOE's ability to fully support the project will be made at that time.

If you have any questions, please contact Ms. Gina Nakahara, Educational Specialist for Fine Arts and World Languages, at [REDACTED] or via email at [REDACTED]

Thank you for your continued support of foreign language education in our schools and community.

Very truly yours,

Kathryn S. Matayoshi
Superintendent

KSM:lh

c: Office of Curriculum, Instruction and Student Support



July 4, 2014

Dr. Julio Rodríguez
Director, National Foreign Language Resource Center
University of Hawaii at Manoa
[REDACTED]
Honolulu, HI 96822

Dear Julio:

I am writing in strong support of the curriculum and professional development programs you have proposed to improve foreign language programs in higher education through the infusion of project-based learning in foreign language curricula building on the foundational work that the Buck Institute for Education (BIE) has provided.

BIE is very pleased to provide modest in-kind support for the professional development initiatives sponsored by the NFLRC, namely the intensive summer institutes in 2015 and 2016, in the form of textbooks for institute participants.

We wish NFLRC success in this competition and look forward to sharing our materials with the foreign language profession.

Best regards,

[REDACTED]

David Ross

Senior Director

June 24, 2014

Julio Rodriguez
National Foreign Language Resource Center
Center for Language & Technology
University of Hawaii at Manoa
[REDACTED]
Honolulu, HI 96822

Dear Dr. Rodriguez,

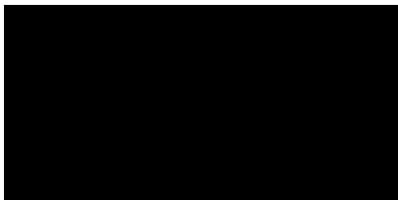
The Center for Educational Resources in Culture, Language and Literacy (CERCLL) is delighted to be working with the NFLRC in its application for Title VI funding as a Language Resource Center. Both of our centers put a particular emphasis on the professional development and capacity building of qualified, innovative foreign language teachers. Thus, we will be working together on two professional development projects, one led by each center.

CERCLL will help support the NFLRC's summer institute on Intercultural Telecollaborative Exchanges for Project-based Language Learning by sponsoring a workshop participant coming from Southern Arizona. In conjunction with our Community Outreach Initiatives, we will give preference to an educator from a regional MSI or tribal institution.

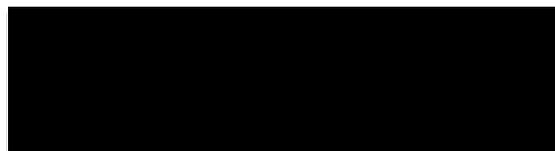
The NFLRC will participate in CERCLL's *International Conference on the Development and Assessment of Intercultural Competence*, which has become a hub for discussions of interculturality and language learning over the past 8 years. For the 2018 conference, the NFLRC will contribute by sending two of their project coordinators to lead a one-day pre-conference workshop. This is a wonderful opportunity for outreach, but also for the exchange of ideas between our two centers.

We look forward to our partnership with the NFLRC and with the several other Language Resource Centers contributing to the Intercultural Competence conferences, and to the exchange of ideas that will take place at these events.

Sincerely,



Beatrice Dupuy
Co-Director, CERCLL



Chantelle Warner
Co-Director, CERCLL

Dr. Julio Rodriguez
Director, National Foreign Language Research Center
University of Hawaii at Manoa
[REDACTED]
Honolulu, HI 96822

Dear Julio,

As Director of the Center for International Business Education and Research (CIBER) at the University of Hawaii, I am honored to write this letter in strong support of continued grant funding for the University of Hawaii National Foreign Language Research Center (NFLRC).

Your NFLRC program has been a valued and capable partner of our Center over several grant funding cycles. The NFLRC boasts a solid track record of contributions in the area of business languages, particularly in Less Commonly Taught Languages (LCTLs). Highlights have included online instructional modules for international business language (East Asian and Southeast Asian languages), cooperation and collaboration on curriculum for the Global MBA Chinese program, and leading edge research and instructional materials, as evidenced by many award-winning papers contributed by NFLRC-associated scholars in the annual CIBER Business Language Conference.

Our UH CIBER is firmly committed to building on our continued partnership. As before, we are in strong support of your proposal, which will produce project models for foreign language instructors in MSIs, some of which will focus on business language contexts. We are pleased to collaborate by allocating \$2,000 for each year of the cycle toward the support of assessment expertise for the creation of those models. Our contribution will ensure that the instructors who develop the projects incorporate exemplary assessment practice so that these models can serve as a reference for foreign language instructors across the nation.

I look forward to working with the NFLRC and I eagerly anticipate news of your successful application, so that we can continue to develop impactful business language programs for our mutual stakeholders.

Aloha,

[REDACTED]

Shirley Daniel, PhD, CPA
Director, Center for International Business Education and Research (CIBER)
Director, Pacific Asian Management Institute (PAMI)

MICHIGAN STATE
UNIVERSITY

Julio C. Rodríguez, Director
National Foreign Language Resource Center
University of Hawai'i at Manoa
[REDACTED]
Honolulu, HI 96822

June 18, 2014

Dear Julio,

We are pleased to write in support of your application to the Title VI Language Resource Center program competition in 2014-18. In our valuable and longstanding collaboration, NFLRC and CLEAR have achieved much to be proud of, and we look forward to achieving even more to strengthen our nation's capacity in critical languages.

The cooperation between our centers in support of the open journal *Language Learning & Technology (LL&T)* has been a very fruitful and exemplary collaboration. The impact that this successful open publication has had in the field has amply exceeded expectations and has been documented in the 2008 review by Smith & Lafford, which ranked *LL&T* highest for overall quality among nineteen educational technology-related journals. Likewise, the Thomson Reuters Journal Citation Reports has consistently ranked *LL&T* in the top twenty Linguistics journals and in the top twenty Education journals since 2007.

We would like to confirm our mutual commitment to supporting the journal and the publication of an NFLRC monograph with grant funds. Specifically:

- CLEAR will provide technical support on web editing (through Carol Wilson-Duffy) and hosting on an MSU server;
- NFLRC and the Center for Language & Technology at the University of Hawai'i will jointly fund a research assistantship for a doctoral student at the University of Hawai'i to act as Managing Editor of the journal;
- NFLRC and CLEAR will provide a modest stipend to the two editors;



**CENTER FOR
LANGUAGE
EDUCATION AND
RESEARCH**

Michigan State University
[REDACTED]

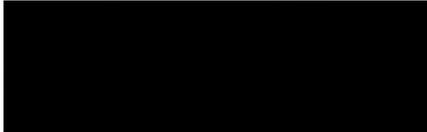
East Lansing, MI 48824
[REDACTED]
[REDACTED]

<http://clear.msu.edu>

- NFLRC and CLEAR will share evenly in the annual cost of ScholarOne, the manuscript management system now being used by the journal, and will alternate in supporting travel by one of the editors to the annual meeting of the *LLT* editorial board;
- NFLRC will commit to supporting the revision of the 1998 NFLRC technical report entitled *Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity* by Wolfe-Quintero, Inagaki, and Kim by publishing it as an NFLRC Monograph after external review.

We wish you success in your endeavor to secure funding for another productive LRC cycle, and look forward to further collaboration.

Best regards,



Susan Gass
Co-Director



Charlene Polio
Co-Director



UNIVERSITY
of HAWAI'I
MĀNOA

Tuesday, July 1, 2014

Dr. Julio Rodríguez
Director, National Foreign Language Research Center
University of Hawai'i at Mānoa
[REDACTED]
Honolulu, HI 96822

Dear Dr. Rodríguez,

As Director of the Center for Southeast Asian Studies (CSEAS), I am writing in strong support of the programs you have proposed in cooperation with CSEAS's NRC-Southeast Asia in the application you are submitting to continue as a Title VI Language Resource Center. CSEAS values its history of collaboration with the NFLRC at the University of Hawai'i, and collaborative projects will be a major focus of our activities during the grant cycle 2014-2018. Specifically, we look forward to collaborating with you in expanding offerings of Southeast Asian languages.

Our Centers will work in concert to enable the addition of two less commonly taught languages (LCTLs) of Southeast Asia, Indonesian and Vietnamese, at Kapi'olani Community College (KCC), a minority-serving institution (MSI) in Honolulu, applying principles of Project-Based Learning (PBL). Both of these languages are of critical interest to our nation and are in great need of support. Establishing Vietnamese and Indonesian language programs at KCC will increase the flow of students into the programs at UH Mānoa and raise the profile of Southeast Asian languages locally. Project activities will include a needs analysis, the development of performance measures and learning outcome evaluation criteria as well as a plan for content and activities (learning and assessment) for the full course series covering four semesters (101-202); the design of PBL components and ancillary materials and rubrics; the conducting of design-based research for improvement to the curriculum, and the publication of the above materials to an online project repository as an open educational resource (OER).

For this project, the NFLRC will provide a course developer with expertise in PBL and Vietnamese for 3 courses, and professional development for both course developers, including participation in a 10-hour online professional development experience and two intensive summer institutes in 2015 and 2016. CSEAS will provide a funding for the development of 5 courses and for the instructors to teach the entire series.

[REDACTED]
Dr. Kirstin Pauka, Director
Center for Southeast Asian Studies

[REDACTED]
Honolulu, Hawai'i 96822
Telephone: [REDACTED] Fax: [REDACTED]
[REDACTED] / www.cseashawaii.org



UNIVERSITY
of HAWAII^o
MĀNOA

June 30, 2014

Dr. Julio Rodriguez
Director, National Foreign Language Research Center
University of Hawaii at Manoa
[REDACTED]
Honolulu, HI 96822

Dear Prof. Rodriguez:

As Chair of the Department of Indo-Pacific Languages and Literatures, I am delighted to express my strong support for the application you are submitting to operate a National Foreign Language Resource Center in academic years 2014-2018. The initiatives outlined by the NFLRC for this grant cycle will provide useful resources for my department as we fulfill several mandates for curriculum development in languages that we have recently added to our offerings, thereby strengthening Hawaii and US capacity to train learners in languages critical to our nation's security and interests. These languages include Hindi, Urdu, Bengali, and Persian (Farsi). We have also added Sanskrit, a foundational language essential for scholarship in a number of fields related to historical India, and Ilokano and Samoan, heritages language that play vital roles in our island culture.

The NFLRC's timely proposal to collaborate is particularly opportune in the case of our Persian program, which was established this year in partnership with Roshan Cultural Heritage Institute. As the program moves to develop its four-year curriculum, the expert guidance and support from the NFLRC will be most welcome, especially given the NFLRC's track record in innovation in the application of technology in language education.

Faced with the mandate to develop comprehensive curricula in all of the above languages, we feel the NFLRC's work on Project-Based Learning (PBL) as a model for curricular development holds great promise for us as we endeavor to create curricula that are relevant to students and that create strong connections with target cultures. PBL has gained a great deal of attention in

[REDACTED]
Honolulu, Hawai'i 96822

Telephone: [REDACTED]

Fax: [REDACTED]

other disciplines and despite its enormous potential, it has not been sufficiently promoted or researched in our field. The NFLRC is proposing much needed foundational work to establish models for project-based language learning that will help realize the potential of this framework in world language instruction. We are pleased to be able to serve as a proving ground in this exciting enterprise.



John Mayer, Chair
Dept. of Indo-Pacific Languages & Literatures
University of Hawaii at Manoa



UNIVERSITY of HAWAII
KAPI'OLANI
COMMUNITY COLLEGE

June 23, 2014

Dr. Kirstin Pauka, Director
Center for Southeast Asian Studies
University of Hawaii



Honolulu, Hawaii 96822

Dear Dr. Pauka:

It is with great pleasure that I write this letter of support for the UHM Center for Southeast Asian Studies (CSEAS) application for renewal of its Title VI grant to continue as a National Resource Center.

Kapi'olani Community College (KCC) is designated as a Minority Serving Institution (MSI) by the U.S. Department of Education. KCC is the largest of the seven community colleges and the second largest in the UH system with almost 9,000 students. The college is nationally known for its emphasis on international education and offers both International Studies and Asian Studies Certificates. We have a long history of international students coming to KCC for study. At the present time we have almost 700 international students in degree programs.

One of KCC's emphases has been on teaching foreign languages. We plan to use innovative approaches to encourage minority students to study the Less Commonly Taught Languages (LCTL) of Southeast Asia while adding value to KCC's strength in international programs.

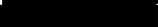
We have worked closely with CSEAS in the past. In fact Dr. Joseph Overton, Professor of Political Science and Director of the Office for International Affairs, sits on the Executive Board of CSEAS representing all the community colleges in the UH system. In addition, faculty at KCC have worked closely with colleagues at CSEAS for assistance in developing programs related to Southeast Asia.

The Title VI grant proposal would allow KCC to introduce students to the languages at an early stage in their college education, which in turn will allow them to acquire greater competency in the languages before earning their undergraduate degrees.

The grant addresses the development of language skill sets related to the U.S. government pivot to Asia in general and to Indonesia and Vietnam in particular as noted by President Obama's focus on those two countries as being important to U.S. business and security issues in the future.


Honolulu, Hawai'i 96816-4221

Telephone: 

Facsimile: 

Website: www.kcc.hawaii.edu

This is an important collaborative effort between UHM-UH National Foreign Language Resource Center (UHNFLRC)-KCC as it builds on the strength of each organization-UHM's strong Southeast Asia programs, KCC's strong international programs, and the UHMNFLRC language program curriculum and pedagogy development expertise.

Currently KCC is the only community college in Hawaii with language programs in Japanese, Chinese and Korean. In addition Kapi'olani has reached out to both Indonesia and Vietnam on numerous occasions. We received two grants from the U.S. Department of State to conduct semester-long workshops for Indonesian academic administrators to teach them how to develop a community college system in Indonesia (CSEAS played an important role in the workshops). We are continuing these efforts which will benefit both Indonesia and the U.S. by establishing closer educational and cultural as well as security links between these two nations.

Kapi'olani has also helped Vietnam develop its education system in a number of fields including hospitality, culinary, and ESL which are critical for Vietnam as it develops its tourism industry.

CSEAS's proposal to introduce both Indonesian and Vietnamese languages into the KCC curriculum will enhance our students' ability to become more engaged in these countries in terms of their future career endeavors. Their knowledge of these languages will be a major benefit to the U.S. by providing more language resources in these LCTL.

Finally, as the lead community college campus in the U.H. system, the grant will permit students at the other six UHCC community colleges to take advantage of these language programs.

Kapiolani Community College looks forward to its continued close relationship with UHM CSEAS.

Sincerely,



Leon Richards
Chancellor

c: Dr. Julio C. Rodriguez, Director, UH National Foreign Language Resource Center



██████████
NCSU Centennial Campus
Partners I Building - ██████████
Raleigh, NC 27606
██████████
www.ncvps.org

Dr. Julio Rodríguez
Director, National Foreign Language Research Center
University of Hawaii at Manoa
██████████
Honolulu, HI 96822

Dear Dr. Rodríguez,

It is my pleasure to write to you and offer you the opportunity to collaborate with NC Virtual Public School (NCVPS) and specifically Ellen Hart, our Instructional Director for World Languages, as you build high quality online learning opportunities for teachers. In just a few short years, NCVPS has grown to become the second-largest virtual school in the country, surpassing a number of schools that have been around longer. This growth can be attributed to the ever-expanding set of educational options we make available, including hard-to-staff subjects such as Arabic, Mandarin Chinese, Japanese and Russian. Key is a workforce that is well trained and continues to learn best practices for teaching students online.

The professional development opportunity for online world language instructors proposed by the NFLRC represents a significant innovation with regard to the needs of online world language teachers in two respects: a) it will address the nuances of the particular context of world language instruction; and b) it will provide an opportunity for world language instructors to experience Project-based Learning (PBL) firsthand in an online environment, which will allow them to envision the potential of this framework in their own instructional context.

NCVPS prides itself on setting high standards for the professional development of instructors. Our teachers are expected to keep abreast of best practices in distance education and to actively apply these practices in their online instructional practice. We applaud the NFLRC for recognizing the specialized needs described above and are confident that our 109 world language teachers and 47 coaches, some of whom also teach online for community colleges, will benefit greatly from the professional development opportunity proposed by the NFLRC. Ellen is looking forward to this collaboration and serving as your advisor on this project. Thank you for this opportunity.

Eliz Colbert, Ed.D
Executive Director
North Carolina Virtual Public School



UNIVERSITY
of HAWAII®
MĀNOA

July 7, 2014

Dr. Julio Rodriguez
Director, National Foreign Language Resource Center
[REDACTED]
University of Hawai'i at Manoa
Honolulu, HI 96822

Dear Dr. Rodriguez:

On behalf of the National Resource Center - East Asia (NRCEA) at the University of Hawai'i, I am pleased to express my strong support for your 2014 application a new slate of activities for the University of Hawai'i National Foreign Language Resource Center (NFLRC).

The NRCEA and the NFLRC have been close partners in many valuable projects that have helped strengthen language instruction, especially in East Asian languages. As a National Resource Center, we are highly vested in improving curriculum and instruction in Chinese, Japanese, and Korean, and the NFLRC has been a very effective working partner in making progress on this front. Our joint initiatives have ranged from language documentation and conservation through curriculum and materials development to telecollaborative exchanges, and have resulted in the creation of curricula and materials that have been used by many cohorts of learners as well as professional development opportunities and publications benefiting many language educators over the years.

The NRCEA is firmly committed to continuing its partnership with the NFLRC. We will allot \$2,000 for each year of the cycle to help the NFLRC engage assessment expertise for teacher training, to evaluate teacher-participants' proposed project-based language learning models for priority languages. Follow-through is of vital importance in the area of assessment, to ensure that model PBLL projects are ultimately effective in raising student language competencies.

I look forward to favorable results from your NFLRC application, so that the NRCEA can again cooperate in the vital projects of the NFLRC over the next four years.

Sincerely,

[REDACTED]

Mary McDonald, Ph.D.
Director, National Resource Center - East Asia (NRCEA)
Director, Center for Japanese Studies (CJS)

Appendix 4. Table of Objectives & Indicators

Project 1.2.1: Curriculum Development Initiatives

Objectives	Monitoring Indicators	Outcome Indicators	Evaluation Method
<p>Create and disseminate new curriculum in 8 LCTL courses by developing a standards-based first and second year Indonesian and Vietnamese language curriculum that addresses 21st century skills (learning and innovation skills, digital literacy skills and life and career) (See 21st Century Skills Table below).</p>	<ul style="list-style-type: none"> • Create curriculum for 4 sequential beginning to intermediate level courses for Indonesian • Create curriculum for 4 sequential beginning to intermediate level courses for Vietnamese • Disseminate the curriculum material as OER and conduct dissemination activities targeting instructors in community colleges and MSI. 	<ul style="list-style-type: none"> • Number of sets of curriculum material developed • Number of instructors who accessed material • Number of instructors who used the PBL components in the developed curriculum • Instructors' perception of the effectiveness of the curriculum 	<ul style="list-style-type: none"> • Curriculum development tracking by NFLRC staff • Material access tracking by unique number of instructors (tracked by NFLRC staff) • Instructor adoption of materials (tracked by NFLRC staff) • Tracking of number of new courses or added sections in Indonesian and Vietnamese courses in UHCC utilizing new curriculum components (NFLRC in collaboration with the UHM Institutional Research Office) • Instructor survey on perceived curriculum effectiveness administered by NFLRC staff two semesters after the curriculum components were implemented

<p>Enhance curriculum in LCTLs by redesigning and disseminating 7 courses in 5 DOE priority languages (Chinese, Hindi, Japanese, Persian and Portuguese) to include substantial (3-5 week) PBLL components</p>	<ul style="list-style-type: none"> • Redesign 2 courses at KCC (community college) (Japanese and Chinese) • Redesign 5 courses at UHM, 2 in Japanese, 1 in Hindi, 1 in Persian, and 1 in Portuguese • Disseminate the curriculum material as OER and conduct dissemination activities targeting instructors in community colleges and MSI. 	<ul style="list-style-type: none"> • Number of PBLL components developed • Number of instructors who accessed the components • Number of instructors who used the PBLL components • Instructors' perception of the effectiveness of the curriculum 	<ul style="list-style-type: none"> • Curriculum development tracking by NFLRC staff • Material access tracking by unique number of instructors (tracked by NFLRC staff) • Instructor adoption of materials (tracked by NFLRC staff) • Instructor survey on perceived curriculum effectiveness administered by NFLRC staff two semesters after the PBLL components were implemented
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Project 1.2.2: Professional Development Initiatives

Objectives	Monitoring Indicators	Outcome Indicators	Evaluation Method
<p>Increase the capacity of instructors and institutions nationwide to infuse 21st Century Skills in the foreign language curriculum by organizing and hosting 4 intensive summer language institutes that provide professional development for at least 80 K-16 language educators to improve instructional practices in areas of national need (Community Colleges, MSIs and LCTLs) (see 21st Century Professional Development Guidelines below)</p>	<p>Host one major summer institute each year:</p> <ul style="list-style-type: none"> • 2015: LSP and PBLL • 2016: Intercultural Telecollaborations and PBLL • 2017: Assessment and PBLL • 2018: Preparing Faculty and Teachers to Implement PBLL 	<ul style="list-style-type: none"> • Number of online PD on PBLL participant who earn completion badges (facilitated and self-guided) • Number of summer institute applicants • Number of accepted participants • Percentage of participants addressing DOE priority languages and other LCTLs, advanced learners, and heritage learners • Proportion of participants representing MSIs, Community Colleges, K-12 & universities and other domains of language learning and teaching • Number of summer institute participant who earn summer institute completion badges 	<ul style="list-style-type: none"> • Participant statistics collected by NFLRC staff • Participant surveys of satisfaction and learning immediately following training

<p>Enhance national capacity in online foreign language teaching by surveying online language teaching PD needs, developing and providing 3 online language pedagogy (OLP) modules targeted to meet the specific needs of online language instructors</p>	<ul style="list-style-type: none"> • Carry out a national survey to identify the specific PD needs of online language instructors • Develop three 10-hour OLP modules on topics identified through the survey • Offer each OLP module once and revise it 	<ul style="list-style-type: none"> • Number of survey participants • Proportion of participants representing K-12, colleges & universities and other domains of language learning and teaching • Number of participants who sign up for OLP modules • Number of participants who obtain a completion badge 	<ul style="list-style-type: none"> • Participant statistics collected by NFLRC staff • Participant surveys of satisfaction and learning immediately following training
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Project 1.2.3: OERs for Professional Development

Objectives	Monitoring Indicators	Outcome Indicators	Evaluation Method
<p>Enhance national capacity in the infusion of 21st Century Skills into foreign language instruction by providing free, easy-to-use resources in the form of 4 guides for FL educators focusing on PBL (LSP projects, study abroad projects)</p>	<ul style="list-style-type: none"> • Development and publishing of at least 4 guides (40-50 pages) to PBL implementation in distinct FL settings as self-access resources on the NFLRC web site • User opinions about ease of access and clarity of all guides and protocols posted • Develop and publish 15 high quality project prototypes • Develop a web application to enable project creation, review, sharing, remix and republication 	<ul style="list-style-type: none"> • Yearly increases in numbers of access and downloads for all self-access resources • “High” level of effectiveness and utility of resources, as rated by representative FL educator reviewers • Self-reported examples of resource use by FL educators • Number of free accounts created to use the web application • Number of project prototypes reviewed, remixed, republished, and shared. • Number of new projects created, completed, reviewed, remixed, republished, and shared. 	<ul style="list-style-type: none"> • Tracking of resource development and posting by NFLRC staff • Contracted reviews of resources for utility and effectiveness criteria by representative FL educators • Web site automated tallies of access and download statistics • Self-report mechanism installed on NFLRC web site and web application

<p>Collaborate with FL educators and programs to disseminate examples, models, and research findings in the form of 1 monograph, 2 peer-reviewed articles, and 4 conference presentations, in order to build a scholarship of PBL and design-based research (DBR) in foreign language education</p>	<ul style="list-style-type: none"> • Number and type of publications, presentations, workshops, materials, and related dissemination activities produced by NFLRC and participants in NFLRC projects 	<ul style="list-style-type: none"> • At least 1 published scholarly monograph on PBL • At least 2 articles in FL journals on PBL or DBR • At least 4 presentations at FL conferences or workshops on PBL/DBR 	<ul style="list-style-type: none"> • Follow-up surveys of participants' dissemination activities • Survey of FL journals and conferences for outcomes assessment and program evaluation entries • Expert review of quality of discourse about assessment and evaluation (potentially in the form of a published review of related work)
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Project 1.2.4: Dissemination

Objectives	Monitoring Indicators	Outcome Indicators	Evaluation Method
<p>Provide at least 3 quality scholarly monographs on current applied linguistics research of relevance to language teaching and learning, with a focus on LCTLs of Asia and the Pacific and DOE priority languages</p>	<ul style="list-style-type: none"> • Number of books published annually (minimum of three monographs in 4 years) 	<ul style="list-style-type: none"> • Number of sales through commercial channels (e.g. Amazon, B&N) • Yearly increases in book visits/page views (e.g. Google Books) • At least 75% of published books address DOE priority languages • Number and percentage of publications addressing other LCTLs, heritage learners, and advanced proficiency learners • Number and proportion of books reviewed in scholarly journals 	<ul style="list-style-type: none"> • Sales report statistics • Published reviews of publications • Online access reports

<p>Provide 3 high quality, refereed, open-access online journals disseminating research on issues related to technology and language education, language documentation and conservation, and foreign language reading and literacy</p>	<p>Number of online journal issues published annually:</p> <ul style="list-style-type: none"> • Language Learning & Technology (three times a year: February, June, and October) • Language Documentation & Conservation (once yearly) • Reading in a Foreign Language (twice yearly, April & October) • Number of articles addressing priority themes including priority languages, advanced learners and 21st Century Skills 	<ul style="list-style-type: none"> • Number of downloads/views • Number and proportion of journal articles addressing DOE priority languages and other less commonly-taught languages • Ranking among online journals 	<p>Annual reports from editors to editorial boards including statistics on:</p> <ul style="list-style-type: none"> • Readership • Subscriptions • Submissions and acceptances • Citations and impact factor
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21st Century Skills Table

Learning and Innovation Skills	Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills	Information Literacy Media Literacy ICT Literacy
Life and Career Skills	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-cultural Skills Productivity and Accountability

(Partnership for 21st Century Skills)

21st Century Professional Development

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scalable and sustainable model of professional development

(Partnership for 21st Century Skills)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

ITEMIZED BUDGET BREAKDOWN, YEAR ONE (2014-2015)

UNIVERSITY OF HAWAII, NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)

Fringe
Cat.

a. PERSONNEL

Overall Administration

Director (CLT Director, Rodriguez) (1 month overload @ .25 FTE)	\$2,251	iii
Program Coordinator (Education Specialist, Yoshioka) (.60 FTE)	\$42,300	i

Programs

1.2.1 - 1.2.2 - 1.2.3 Assessment Support (shared with CIBER & NRCEA)	\$1,000	iii
1.2.2 - 1.2.3 - 1.2.4 Publications & Graphic Design Specialist (Masterson) (.30 FTE)	\$21,150	i
1.2.4 RA7 for Language Learning & Technology (.50 FTE, 12 mo. - shared with CLT)	\$3,084	ii
1.2.4 RA7 for Reading in a Foreign Language (.50 FTE, 12 mo., shared with SLS)	\$10,644	ii
1.2.1 - 1.2.2 - 1.2.3 - RA7 for instructional design and dev. support (.50 FTE, 12 mo.)	\$21,288	ii

TOTAL PERSONNEL **\$101,717**

b. FRINGE BENEFITS (Medical, Dental, Drug, Vision, Life Insurance, Retirement, Expense Fund, FICA, Medicare, Retiree Health Insurance, Worker's Compensation Unemployment)

(i) Regular salaries			
	Fed.	45.73%	x
			63452
			\$29,017
(ii) Graduate assistants			
	Fed.	16.00%	x
			35016
			\$5,603
(iii) Summer salary and clerical assistance			
	Fed.	2.28%	x
			3251
			\$74

TOTAL FRINGE BENEFITS **\$34,694**

c. TRAVEL EXPENSES

airfare + ((lodging + M&IE) x days)

Director & Coordinator travel to ACTFL, annual LRC meeting (San Antonio)			
	2	@ 1780	
			\$900 airfare + (\$110 + \$66) X 5
			\$3,560
Associate director travel to ACTFL			
	1	@ 1780	
			\$900 airfare + (\$110 + \$66) X 5
			\$1,780
Director & Staff travel to CALICO (language & technology conference)			
	2	@	1660
			\$800 airfare + (\$61 + \$111) x 5
			\$3,320
1.2.2 Travel support for off-island participants			
from Mainland	9	@	1000
Neighbor Islands	3	@	350
			\$9,000
			\$1,050

TOTAL TRAVEL **\$18,710**

d. EQUIPMENT

TOTAL EQUIPMENT **\$0**

e. SUPPLIES

Support for LRC common joint brochure and dissemination	\$1,000
General office supplies (for all 3 journals)	\$1,000
Publicity and information brochure, newsletter	\$800
1.2.2 Summer Institute supplies	\$1,000
1.2.4 Project software, ScholarOne for LLT (shared with MSU-CLEAR)	\$2,500

TOTAL SUPPLIES **\$6,300**

f. CONTRACTUAL

(not applicable)

TOTAL CONTRACTUAL **\$0**

g. CONSTRUCTION

(not applicable)

h. OTHER

Mail, shipping-language materials	\$500
1.2.4 Compensation for one LLT Editor (shared with MSU LRC - CLEAR)	\$4,000
External Evaluator (Thorn)	\$2,500
External Evaluator travel to Honolulu \$750 airfare + \$111 M&IE + \$80 X 5	\$1,705
1.2.2 Compensation for Summer Institute co-leader (Montgomery)	\$5,000
Summer Institute Leader travel (Utah to HI) (Montgomery)	\$2,092
\$1000 airfare + \$111 M&IE X 7 days	\$2,092
1.2.2 Compensation for Summer Institute co-leader (Scheller)	\$2,500
Compensation for Summer Institute co-leader (Lopez)	\$2,500
Summer Institute Co-Leader travel (NJ to HI) (Lopez)	\$2,289
\$1200 airfare + 111 M&IE X 7 days	\$2,289
1.2.2 Instructor for Prof Dev for Online Teachers (10 hrs; 1cr equivalent)	\$2,000
1.2.1 Curr Developer for Viet & Ind 101 & 102 (Nguyen)(partial with CSEAS)	\$5,500

TOTAL OTHER **\$30,586**

i. TOTAL DIRECT CHARGES **\$192,007**

j. INDIRECT CHARGES **\$15,361**

k. TOTAL **\$207,368**

Detail on indirect charges

Federal LRC grant rate:	8%
Direct basis:	192007
Total Federal indirect:	15361

ITEMIZED BUDGET BREAKDOWN, YEAR TWO (2015-2016)

UNIVERSITY OF HAWAII, NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)

Fringe
Cat.

a. PERSONNEL

Overall Administration

Director (CLT Director, Rodriguez) (1 month overload @ .25 FTE)	\$2,251	iii
Program Coordinator (Education Specialist, Yoshioka) (.60 FTE)	\$42,300	i

Programs

1.2.1 - 1.2.2 - 1.2.3 Assessment Support (Hill) (shared with CIBER & NRCEA)	\$1,000	iii
1.2.2 Summer Institute (Tschudi) (1 month overload @ .80 FTE)	\$4,882	iii
1.2.2 - 1.2.3 - 1.2.4 Publications & Graphic Design Specialist (Masterson) (.30 FTE)	\$21,150	i
1.2.4 RA7 for Language Learning & Technology (.50 FTE, 12 mo. - shared with CLT)	\$3,084	ii
1.2.4 RA7 for Reading in a Foreign Language (.50 FTE, 12 mo., shared with SLS)	\$10,644	ii
1.2.1 - 1.2.2 - 1.2.3 - RA7 for instructional design and dev. support (.50 FTE, 12 mo.)	\$21,288	ii

iii

TOTAL PERSONNEL **\$106,599**

b. FRINGE BENEFITS (Medical, Dental, Drug, Vision, Life Insurance, Retirement, Expense Fund, FICA, Medicare, Retiree Health Insurance, Worker's Compensation Unemployment)

(i) Regular salaries			
Fed.	45.73%	x	63452
			\$29,017
(ii) Graduate assistants			
Fed.	16.00%	x	35016
			\$5,603
(iii) Summer salary and clerical assistance			
Fed.	2.28%	x	8133
			\$185

TOTAL FRINGE BENEFITS **\$34,805**

c. TRAVEL EXPENSES

airfare + ((lodging + M&IE) x days)

Director & Coordinator travel to ACTFL, annual LRC meeting (San Diego)			
2	@	1650	\$600 airfare + ((\$139 + \$71) x 5)
			\$3,300
Staff travel to present at ACTFL			
1650			\$600 airfare + ((\$139 + \$71) x 5)
			\$1,650
Staff travel to present at CALICO (East Lansing, MI)			
2	@	1535	\$850 airfare + ((\$86 + \$51) x 5)
			\$3,070
1.2.2 Travel support for off-island participants			
from Mainland	9	@	1000
			\$9,000
Neighbor Islands:	3	@	350
			\$1,050

TOTAL TRAVEL **\$18,070**

d. EQUIPMENT

TOTAL EQUIPMENT **\$0**

e. SUPPLIES

Support for LRC common joint brochure and dissemination	\$1,000
General office supplies (for all 3 journals)	\$1,000
Publicity and information brochure, newsletter	\$800
1.2.2 Summer Institute supplies	\$1,000
1.2.4 Project software, ScholarOne for LLT (shared with MSU-CLEAR)	\$2,500
1.2.4 Support for PBL online conference	\$400
TOTAL SUPPLIES	\$6,700

f. CONTRACTUAL

(not applicable)

TOTAL CONTRACTUAL	\$0
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g. CONSTRUCTION

(not applicable)

h. OTHER

Mail, shipping-language materials	\$500
1.2.4 Compensation for one LLT Editor (shared with MSU LRC - CLEAR)	\$4,000
External Evaluator (Thorn)	\$2,500
External Evaluator travel to Honolulu \$750 airfare + ((\$111 + \$80) X 5)	\$1,705
1.2.2 Compensation for Summer Institute co-leader (Levet)	\$5,000
Summer Institute co-leader travel (Boston to HI) (Levet)	\$2,341
\$1200 airfare + ((\$111 + \$52) X 7)	\$2,000
1.2.2 Instructor for Prof Dev for Online Teachers (10 hrs; 1cr equivalent)	\$5,500
1.2.1 Curr Developer for Viet & Ind 101 & 102 (Nguyen)(partial with CSEAS)	\$1,600
1.2.4 Language Learning & Technology Editor travel to board mtg (shared with MSU)	
1 @ 1600 airfare & M&IE	
TOTAL OTHER	\$25,146

i. TOTAL DIRECT CHARGES	\$191,320
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j. INDIRECT CHARGES	\$15,306
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k. TOTAL	\$206,626
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Detail on indirect charges

Federal LRC grant rate:	8%
Direct basis:	191320
Total Federal indirect:	15306

ITEMIZED BUDGET BREAKDOWN, YEAR THREE (2016-2017)

UNIVERSITY OF HAWAII, NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)

Fringe
Cat.

a. PERSONNEL

Overall Administration

Director (CLT Director, Rodriguez) (1 month overload @ .25 FTE)	\$2,251	iii
Program Coordinator (Education Specialist, Yoshioka) (.60 FTE)	\$42,300	i

Programs

1.2.1 - 1.2.2 - 1.2.3 Assessment Support (Hill) (shared with CIBER & NRCEA)	\$1,000	iii
1.2.2 Summer Institute Leader (Hudson) (1 month overload @ .80 FTE)	\$9,761	iii
1.2.2 - 1.2.3 - 1.2.4 Publications & Graphic Design Specialist (Masterson) (.30 FTE)	\$21,150	i
1.2.4 RA7 for Language Learning & Technology (.50 FTE, 12 mo. - shared with CLT)	\$3,084	ii
1.2.4 RA7 for Reading in a Foreign Language (.50 FTE, 12 mo., shared with SLS)	\$10,644	ii
1.2.1 - 1.2.2 - 1.2.3 - RA7 for instructional design and dev. support (.50 FTE, 12 mo.)	\$21,288	ii

TOTAL PERSONNEL **\$111,478**

b. FRINGE BENEFITS (Medical, Dental, Drug, Vision, Life Insurance, Retirement, Expense Fund, FICA, Medicare, Retiree Health Insurance, Worker's Compensation Unemployment)

(i) Regular salaries			
	Fed.	45.73%	x
			63452
			\$29,017
(ii) Graduate assistants			
	Fed.	16.00%	x
			35016
			\$5,603
(iii) Summer salary and clerical assistance			
	Fed.	2.28%	x
			13012
			\$297

TOTAL FRINGE BENEFITS **\$34,917**

c. TRAVEL EXPENSES

airfare + ((lodging + M&IE) x days)

Director & Coordinator travel to ACTFL, annual LRC meeting (Boston)			
	2	@ 2105	\$900 airfare + ((\$170 + \$71) x 5)
			\$4,210
Staff travel to present at ACTFL (Boston)			
		2105	\$900 airfare + ((\$170 + \$71) x 5)
			\$2,105
Staff travel to present at CALICO (Midwest)			
	2	@ 1710	\$850 airfare + ((\$111 + \$61) x 5)
			\$3,420
1.2.2 Travel support for off-island participants			
from Mainland	9	@	1000
			\$9,000
Neighbor Islands	3	@	350
			\$1,050

TOTAL TRAVEL **\$19,785**

d. EQUIPMENT

TOTAL EQUIPMENT **\$0**

e. SUPPLIES

Support for LRC common joint brochure and dissemination	\$1,000
General office supplies (for all 3 journals)	\$1,000
Publicity and information brochure, newsletter	\$800
1.2.2 Summer Institute supplies	\$1,000
1.2.4 Project software, ScholarOne for LLT (shared with MSU-CLEAR)	\$2,500

TOTAL SUPPLIES **\$6,300**

f. CONTRACTUAL

(not applicable)

TOTAL CONTRACTUAL **\$0**

g. CONSTRUCTION

(not applicable)

h. OTHER

Mail, shipping-language materials	\$500
1.2.4 Compensation for one LLT Editor (shared with MSU LRC - CLEAR)	\$4,000
External Evaluator (Thorn)	\$2,500
1.2.2 Instructor for Prof Dev for Online Teachers (10 hrs; 1cr equivalent)	\$2,000
1.2.1 Curr Developer for Viet & Ind 101 & 102 (Nguyen)(partial with CSEAS)	\$5,500

TOTAL OTHER **\$14,500**

i. TOTAL DIRECT CHARGES **\$186,980**

j. INDIRECT CHARGES **\$14,958**

k. TOTAL **\$201,938**

Detail on indirect charges

Federal LRC grant rate:	8%
Direct basis:	186980
Total Federal indirect:	14958

ITEMIZED BUDGET BREAKDOWN, YEAR FOUR (2017-2018)

UNIVERSITY OF HAWAII, NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)

Fringe
Cat.

a. PERSONNEL

Overall Administration

Director (CLT Director, Rodriguez) (1 month overload @ .25 FTE)	\$2,251	iii
Program Coordinator (Education Specialist, Yoshioka) (.60 FTE)	\$42,300	i

Programs

1.2.1 - 1.2.2 - 1.2.3 Assessment Support (Hill) (shared with CIBER & NRCEA)	\$1,000	iii
1.2.2 Summer Institute (Gonzalez-Lloret) (1 month @ .80 FTE)	\$6,410	iii
1.2.2 - 1.2.3 - 1.2.4 Publications & Graphic Design Specialist (Masterson) (.30 FTE)	\$21,150	i
1.2.4 RA7 for Language Learning & Technology (.50 FTE, 12 mo. - shared with CLT)	\$3,084	ii
1.2.4 RA7 for Reading in a Foreign Language (.50 FTE, 12 mo., shared with SLS)	\$10,644	ii
1.2.1 - 1.2.2 - 1.2.3 - RA7 for instructional design and dev. support (.50 FTE, 12 mo.)	\$21,288	ii

TOTAL PERSONNEL **\$108,127**

b. FRINGE BENEFITS (Medical, Dental, Drug, Vision, Life Insurance, Retirement, Expense Fund, FICA, Medicare, Retiree Health Insurance, Worker's Compensation Unemployment)

(i) Regular salaries			
	Fed.	45.73% x	63452
			\$29,017
(ii) Graduate assistants			
	Fed.	16.00% x	35016
			\$5,603
(iii) Summer salary and clerical assistance			
	Fed.	2.28% x	9661
			\$220

TOTAL FRINGE BENEFITS **\$34,840**

c. TRAVEL EXPENSES

airfare + ((lodging + M&IE) x days)

Director & Coordinator travel to ACTFL, annual LRC meeting (Nashville)			
	2	@ 1880	\$940 airfare + ((\$122 + \$66) x 5)
			\$3,760
Staff travel to present at ACTFL (Nashville)			
		1880	\$940 airfare + ((\$122 + \$66) x 5)
			\$1,880
Staff travel to present at CALICO (Midwest)			
	2	@ 1710	\$850 airfare + ((\$111 + \$61) x 5)
			\$3,420
1.2.2 Staff travel to present at CERCLL (Tschudi - Texas)			
		1288	\$720 airfare + ((\$86 + \$56) x 4)
			\$1,288
1.2.2 Travel support for off-island participants			
from Mainland	9	@	1000
			\$9,000
Neighbor Islands	3	@	350
			\$1,050

TOTAL TRAVEL **\$20,398**

d. EQUIPMENT

TOTAL EQUIPMENT **\$0**

e. SUPPLIES

Support for LRC common joint brochure and dissemination	\$1,000
General office supplies (for all 3 journals)	\$1,000
Publicity and information brochure, newsletter	\$800
1.2.2 Summer Institute supplies	\$1,000
1.2.4 Project software, ScholarOne for LLT (shared with MSU-CLEAR)	\$2,500
1.2.4 Support for PBL online conference	\$400
1.2.4 Support for CILC conference	\$2,000
TOTAL SUPPLIES	\$8,700

f. CONTRACTUAL
(not applicable)

TOTAL CONTRACTUAL	\$0
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g. CONSTRUCTION
(not applicable)

h. OTHER

Mail, shipping-language materials	\$500
1.2.4 Compensation for one LLT Editor (shared with MSU LRC - CLEAR)	\$4,000
External Evaluator (Thorn)	\$2,500
External Evaluator travel to Honolulu \$750 airfare + ((\$111 + \$80) X 5)	\$1,705
1.2.2 Compensation for Summer Institute co-leader (Montgomery)	\$5,450
Summer Institute co-leader travel (Utah to HI) (Montgomery)	\$2,337
1.2.4 Language Learning & Technology Editor travel to board mtg (shared with MSU)	\$1,600
1 @ 1600 airfare & M&IE	
1.2.2 Summer Institute 2016 co-leader (Levet) travel to present at CERCLL	\$1,142
\$574 airfare + ((\$56 + \$86) x 4)	
TOTAL OTHER	\$19,234

i. TOTAL DIRECT CHARGES \$191,299

j. INDIRECT CHARGES \$15,304

k. TOTAL \$206,603

Detail on indirect charges

Federal LRC grant rate:	8%
Direct basis:	191299
Total Federal indirect:	15304

BUDGET JUSTIFICATION

For Years 1, 2, 3 and 4, funds are requested to provide partial support for staff salaries (.80 support for the Program Coordinator, .30 for the Publications Specialist and 25% of a one-month salary for the director), as well as partial support for graduate research assistants (Ph.D. students or advanced MA students) who serve as editorial assistants for the two on-line journals (RFL and LLT). We request funding for a 0.50 instructional design and development research assistant to support key project activities (1.2.1, 1.2.2 and 1.2.3 in narrative) such as (a) design-based research activities, such as the development of data collection tools and preliminary analysis of results; (b) the creation of PBL prototypes (e.g., maintaining frequent interaction with faculty engaged in the creation of the prototypes, creating and monitoring of a social network around the prototypes, etc.); (c) the monitoring of self-paced professional development opportunities; (d) organization and promotion of summer institutes; and (e) dissemination of projects. All research assistants are also to be assigned to major projects when needed.

For all years, modest funding is requested for an assessment specialist (shared with CIBER and NRCEA) to provide expert feedback on the assessment portion of project prototypes and to participate as guest lecturer at all summer institutes.

Funding is requested for summer institutes (1.2.2), in the form of overload for ISI facilitators in Years 2, 3, and 4 (Tschudi, Hudson and Gonzalez-Lloret respectively). For Year 1, we request an honorarium and travel expenses for one of the co-leaders (Dr. Montgomery) and very modest compensation for the other two ISI 2015 co-leaders (Scheller and Lopez) (1.2.2). For Year 2, we request an honorarium and travel expenses for one of the co-leaders of ISI 2016 (Dr. Levet). For Year 4, we request an honorarium and travel expenses for one of the co-leaders of ISI 2018 (Dr. Montgomery) (1.2.2).

Travel. Director, Associate Director and Coordinator travel to attend ACTFL and staff travel to present at CALICO is budgeted for all years of the cycle. Modest travel allowances are budgeted for a few mainland and neighbor island participants to assist with the cost of travel to Honolulu. In Year 4, we request travel funds for a NFLRC 2016 ISI co-leaders (Tschudi & Levet) to conduct a workshop on PBL and intercultural telecollaborations sponsored by CERCLL at the University of Arizona (1.2.2).

Supplies. A modest supplies budget is requested, in which the major expenditures are office supplies for the NFLRC and the three online journals and costs for producing monographs and language teaching materials. A modest contribution is included in the budget to support a common dissemination efforts, a brochure and other publications for all LRCs, as agreed at the 2013 meeting of the Council of Directors of the LRCs. NFLRC and the Michigan State LRC (CLEAR) share the costs of the journal content management system *ScholarOne*, used by the journal *Language Learning & Technology*. Support for summer institute expenses is also included.

A modest honorarium is provided to the independent evaluator every year and travel for Years 1, 2 and 4. We request compensation for a Vietnamese curriculum developer with expertise in PBL to design and develop curriculum in Years 1, 2 and 3 (collaboration with CSEAS) (1.2.1), and for an online instructor to teach the three Online Learning Pedagogy (OLP) Modules in Years 1, 2 and 3 (1.2.2).

Through a collaboration with MSU's LRC (CLEAR), a small honorarium is also provided to one of the editors of the *Journal of Language & Technology* (CLEAR contributes the honorarium for the other editor) (1.2.4). NFLRC and CLEAR also support travel for one of the editors to the

board meeting in alternate years, so we request funding for one LL&T editor travel in Years 2 and 4 (1.2.4).

Modest funds are also included in the itemized budget to support conferences: an online PBL conference in Years 2 and 4 (1.2.4) and a face-to-face conference in Honolulu in Year 4 (International Conference for Interactivity, Language and Cognition - CILC), which will have project-based learning and design-based research as its main themes (1.2.4).

Fringe Benefits were estimated using the composite rates in the University of Hawai'i Fringe Benefits table (<http://www.ors.hawaii.edu/index.php/rates/102-quick-links/rates/98-fringe-benefit-rates>). Graduate assistant benefits were calculated at 16%, which is a more accurate estimate for graduate students who enroll in individual health plans (e.g. medical and dental) than the one listed on this table (10.52%). Some graduate students purchase non-EUTF health insurance, which lowers the composite rate.

General note regarding budget: The University of Hawai'i is committed to the projects proposed in this grant but will not be doing any cost sharing or matching.

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

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

Name of Institution/Organization

University of Hawaii

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	101,717.00	106,599.00	111,478.00	108,127.00		427,921.00
2. Fringe Benefits	34,694.00	34,805.00	34,917.00	34,840.00		139,256.00
3. Travel	18,710.00	18,070.00	19,785.00	20,398.00		76,963.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	6,300.00	6,700.00	6,300.00	8,700.00		28,000.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	31,079.00	25,146.00	14,500.00	19,234.00		89,959.00
9. Total Direct Costs (lines 1-8)	192,500.00	191,320.00	186,980.00	191,299.00		762,099.00
10. Indirect Costs*	15,400.00	15,306.00	14,958.00	15,304.00		60,968.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	207,900.00	206,626.00	201,938.00	206,603.00		823,067.00

***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: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 8.00 %.

(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 University of Hawai'i	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	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Dr.	First Name: Julio	Middle Name: C	Last Name: Rodriguez	Suffix:
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Address:

Street1:	1890 East-West Rd. Moore Hall 256
Street2:	
City:	Honolulu
County:	U.S.A.
State:	HI: Hawaii
Zip Code:	96822
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	[REDACTED]

Email Address:
[REDACTED]

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) #: CHS #22291 - NFLRC has secured an umbrella approval (attached).

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.

NFLRCHumSubj .pdf	Add Attachment	Delete Attachment	View Attachment
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REGARDING RESEARCH ON HUMAN SUBJECTS

Most of the research-related activities proposed in this application constitute dissemination of research results. Such dissemination activities include the publication of books and journals and the hosting of conferences, workshops, and symposia. Since the NFLRC acts as the locus for a variety of individual projects, most of which do not meet the definition of research on human subjects but some of which may, we have applied to the University of Hawaii IRB for an umbrella approval (see next page) which means that each project that may involve such research will be submitted separately to the I.R.B. Two projects in this cycle (2014-2018) may constitute research with human subjects as defined by IRB rules since they will entail the creation of instructional materials, which is likely to involve a pilot test of those materials in an instructional context. Also, the project to improve professional development opportunities for Asia-Pacific language instructors is likely to involve research with human subjects intended to improve the content and methodology used in the professional development modules. Typically, surveys, interviews and focus groups are used to gather data to improve these instructional experiences. For all projects that may constitute research with human subjects, the directors of those projects will submit independent exempt research proposals to the UH Human Studies Program for approval, as we have done for all similar projects in the past.



UNIVERSITY
of HAWAII[®]
MĀNOA

July 3, 2014

Julio C. Rodriguez, Ph.D.
Director, National Foreign Language Resource Center
Center for Language & Technology

Re: CHS #22291 (Umbrella), Hawaii National Foreign Language Resource Center

Dear Dr. Rodriguez,

The University of Hawaii's Human Studies Program (HSP) has received your application for the proposed project entitled, "Hawaii National Foreign Language Resource Center," and has administratively approved the protocol as an *umbrella project*. It is our understanding that, under this project, you will not be conducting a systematic investigation designed to develop or contribute to generalizable knowledge.

The HSP has determined this project is seeking approval for the overall project and will have no direct interaction with human subjects, or collection of identifiable information from subjects. As such, under federal regulation and UH policy, this project is exempt from Institutional Review Board (IRB) review and approval because it does not meet the definition of human subjects research.

If this project is modified in such a way that it meets the definition of human subjects research, you must submit a completed new study application to the Human Studies Program, which includes a detailed description of your proposed study. No involvement of human subjects or their identifiable private information is permitted until the IRB has approved the research and you have received documentation of such approval from the HSP.

If you plan to conduct one or more separate research studies under this umbrella project, you are required to submit separate new study applications to the Human Studies Program for each proposed study before any contact with human subjects or their identifiable private information can be initiated. For all sub-studies that will be submitted on behalf of this umbrella project, please reference this study's CHS# in the IRB application prior to submission.

Please also submit an annual report to HSP for all subsequent years this project remains active, in which you will report all sub-studies that have received IRB approval (or exemption) and granted funding under this project of that previous year.

[REDACTED]
Honolulu, Hawai'i 96822-2303

Telephone [REDACTED] [REDACTED]
www.hawaii.edu/irb

Should you have any questions or concerns, please do not hesitate to contact the Human Studies Program staff at [REDACTED] or via email to [REDACTED]. Thank you for your cooperation.

Sincerely,

A large black rectangular redaction box covering the signature of Denise Lin-DeShetler.

Denise Lin-DeShetler, M.P.H., M.A.
Director