

**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 # P229A140023**

**Grants.gov Tracking#: GRANT11700004**

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

Closing Date: Jul 09, 2014

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/09/2014"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

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

**d. Address:**

* Street1:	<input type="text" value="Office of Contract and Grant Administration"/>
Street2:	<input type="text" value="11000 Kinross Avenue, Suite 211"/>
* City:	<input type="text" value="Los Angeles"/>
County/Parish:	<input type="text" value="Los Angeles County"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="90095-1406"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Center for World Languages"/>	Division Name: <input type="text" value="International Institute"/>
---	--

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

Prefix: <input type="text" value="Prof."/>	* First Name: <input type="text" value="██████████"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="██████████"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Professor/Director"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="██████████"/>	Fax Number: <input type="text" value="██████████"/>
---	---

\* 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:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

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:**

UCLA National Heritage Language Resource Center (NHLRC)

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.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="800,000.00"/>
* 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="800,000.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

**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 	TITLE Assistant Director
APPLICANT ORGANIZATION Regents of the University of California, Los Angeles	DATE SUBMITTED 07/09/2014

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Regents of the University of California

\* Street 1: Office of Contract and Grant Administration    \* Street 2: 11000 Kinross Avenue, Suite 211

\* City: Los Angeles    \* State: CA: California    \* Zip: 90095-1406

Congressional District, if known: CA-033

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

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

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: NA    Middle Name:    \* Last Name: NA    Suffix:    \* Street 1: NA    \* Street 2:    \* City: NA    \* State:    \* Zip:   

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

Prefix:    \* First Name: NA    Middle Name:    \* Last Name: NA    Suffix:    \* Street 1:    \* Street 2:    \* City:    \* State:    \* Zip:   

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

\* Signature: [Redacted]

\* Name: Prefix: Ms.    \* First Name: [Redacted]    Middle Name:    \* Last Name: [Redacted]    Suffix:   

Title: Assistant Director    Telephone No.: [Redacted]    Date: 07/09/2014

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA1029328013.pdf

Add Attachment

Delete Attachment

View Attachment

## INFORMATION TO ADDRESS THE PROVISIONS SPECIFIED IN SECTION 427 OF GEPA

"The UCLA Chancellor's 504 Compliance Office (since 1992 the Chancellor's ADA & 504 Compliance Office) was created in 1986 by Chancellor Charles Young. Its continuing mission is to (1) coordinate and monitor campus compliance with requirements of Section 504 of the Rehabilitation Act of 1973 as amended, the provisions of the Americans with Disabilities Act of 1990; (2) provide guidance and evaluate efforts to improve access to campus facilities and programs; (3) develop procedures to identify and correct access deficiencies; (4) advise the campus community regarding compliance related issues and recommend appropriate remedial actions; (5) coordinate the implementation of the ADA transition plan; and (6) field complaints alleging campus noncompliance with ADA & Section 504."

## 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**

Regents of the University of California, Los Angeles

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Ms. \* First Name: Middle Name:

\* Last Name: Suffix:

\* Title: Assistant Director

\* SIGNATURE: \* DATE: 07/09/2014

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## Abstract

Heritage language speakers constitute a significant fraction of students of world languages in K16; indeed, they are the largest category of language learners for most less-commonly-taught languages. Only in the last few decades have we recognized that heritage speakers have special skills and challenges that standard foreign language classrooms do not address. We have conducted projects to advance research, train teachers, create curriculum and materials, and nurture the community of practitioners and scholars in heritage language education for fifteen years, eight of those as a National Language Resource Center.

The Heritage Center's three goals for the 2014-2018 funding cycle are:

- (1) To conduct research on heritage language use, maintenance, teaching, and learning, and translate that research into classroom improvement;
- (2) To expand and improve heritage language instruction in K16 and community schools;
- (3) To expand and enhance the community of scholars and practitioners in the field.

To accomplish these goals, we propose a suite of coordinated projects that will help the Department of Education realize several goals in its strategic plan. Our work will:

- Improve postsecondary education (Goal 1), by providing pedagogically appropriate language instruction for heritage language speakers.
- Improve secondary instruction (Goal 2) by introducing heritage language curriculum that is aligned with the Common Core in a setting that will serve thousands of students and operate as a pilot for district-wide implementation of heritage language instruction.
- Increase educational opportunities for underserved community college students by facilitating transfer to four-year institutions (Goal 4), with a project based at a Minority Serving Institution.
- Enhance the educational system's capacity for improvement by providing data, research, and evaluation focused on identified needs in the field (Goal 5).

Our key personnel and project leaders are experts in their fields and have substantial experience in grant management. Center Affiliates will support Heritage Center activities across the country. Advisory Board members will oversee and evaluate the projects.

Each Heritage Center project and activity will produce concrete, shareable results and involve the widest possible representation of languages, with an organic focus on less-commonly-taught languages. Our programming touches a variety of educational institutions nationwide, at multiple levels, with special emphasis on community colleges and community schools.

To maximize effectiveness and efficiency, the Heritage Center is committed to rigorous evaluation of program outcomes. We will conduct a formative process evaluation and summative goals evaluations, which includes expert assessments from external evaluators on our Board of Advisors.

Our operational budget is designed to be maximally cost effective to meet all of the proposal's objectives and deliverables.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

TITLE VI

NATIONAL HERITAGE LANGUAGE RESOURCE CENTER

UCLA

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# I. Plan of Operation

## A. Introduction

Heritage language speakers constitute a significant fraction of students of world languages in K-16; indeed, they are the largest category of language learners for most less-commonly taught languages. Recognizing the challenges—and opportunities—of educating heritage language learners, the Department of Education established the National Heritage Language Resource Center (**Heritage Center**) at UCLA’s Center for World Languages in 2006. In our first funding cycle, we initiated projects that advanced basic research, trained teachers, created curriculum and materials, and nurtured the community of practitioners and scholars. By 2010, heritage language teaching was already widely acknowledged as a distinct new field, and the Department funded the Heritage Center to enlarge these activities. Today, heritage language education is entering a third phase, and we offer a new plan for leadership.

This next phase of heritage language development must do three things: **First, it must fill gaps in our fundamental knowledge**; accordingly, we present a research agenda that responds to needs identified by participants in our last funding cycle’s programs. **Second, it must extend that research into concrete improvements** in curriculum, teaching materials, and, above all, practical advice and training for frontline language teachers; accordingly, we will scale up training programs developed in the last cycle and introduce new programs to address clear needs. And **third, it must expand the community of scholars and practitioners** who deploy the new knowledge and join in creating it; accordingly, we will expand our conference participation and publication activity, and also make a focused effort to engage with K-16 and community schools.

Our record of leadership in building the heritage language community prepares us for

this role. Even before establishing the Heritage Center, we organized the nation's first Heritage Language Research Priorities Conference (2000); a Heritage Language Institute, which wrote University of California system-wide guidelines for heritage teaching (2002); an NEH focus group on curricular design (2003); and founded the *Heritage Language Journal* (2003). Since establishing the Heritage Center, we have convened the first two quadrennial International Conferences on Heritage/Community Languages (2010 and 2014) and hosted more than 20 research institutes and teacher training workshops. Most recently, we convened a conference on language education in community schools (2013) and began publishing a newsletter that translates research published in the *Heritage Language Journal* into practical tips for heritage language instructors (2014).

We also provide significant leverage to Department of Education funds through programs we are developing with support from other agencies. (These include our online workshops, funded by StartTalk, and a new teaching certificate in heritage language pedagogy, which has received initial funding from UCLA's International Institute.)

The Heritage Center has three broad goals for the 2014-2018 funding cycle, corresponding to the needs identified above:

- (1) To conduct original research on heritage language use, maintenance, teaching, and learning, and translate that research into classroom improvement;
- (2) To expand and improve heritage language instruction in K-16 and community schools;
- (3) To expand and enhance the community of scholars and practitioners who contribute to heritage language research and teaching.

To accomplish these goals, we present a suite of coordinated programs divided into these

same broad categories. There are two research projects, four teaching/learning projects, and three community-building projects. We summarize each project's objectives in Appendix 4.

Together, they will help the Department of Education realize four of the six goals stated in its current strategic plan. Our work will:

- (1) Improve quality of postsecondary education (Goal 1). We do this by providing pedagogically appropriate language instruction for heritage speakers (see section IV.A (pages 15-19) and all the learning and teaching projects in section IV.C (pages 26-32).
- (2) Improve secondary instruction (Goal 2) by introducing heritage language education that is aligned with the Common Core. We do this with a project that not only will serve thousands of students in California's fourth largest unified school district, but will also operate as a pilot for district-wide implementation of heritage language instruction (see project LT3, pages 29-30).
- (3) Increase educational opportunities for underserved students by facilitating transfer from community college to four-year colleges and universities (Goal 4). We do this with a pilot project that allows heritage speakers to complete language requirements for transfer while also preparing them for advanced language classes at four-year colleges (see project LT4, pages 30-32).
- (4) Enhance the educational system's capacity for improvement by providing data, research, and evaluation (Goal 5). We do this through our research agenda that focuses on *identified research needs* in both theoretical and applied linguistics.

As much as possible, our projects are constituted so as to maximize the *number of new participants* and *new participating organizations*. We accomplish this by mobilizing other organizations as co-producers. Our pre-eminence in heritage language scholarship and training,

combined with our experience as an organizer and convener, uniquely qualify us for this role.

We begin by defining a few terms. First, we refer to *heritage language* by the acronym “HL.” Definitions for this term vary; we follow Polinsky (2008) who defines it as “a language other than English that is acquired first but learned incompletely due to emigration and/or schooling in English.” A *heritage language speaker* (hereafter “HL speaker”) is “a person who is raised in a home where a language other than English is spoken, who speaks or understands that language, and who is to some degree bilingual in English and the home language” (Valdés, 2000, p. 1). We also distinguish between a *heritage language speaker* and a *heritage language learner* (hereafter “HL learner”) – the “learner” is an HL speaker enrolled in a language course.

## **B. Center Design**

**The Heritage Center is project driven. We propose nine projects organized into three categories that correspond to our goals:**

1. Research Projects:

- R1: Research Institutes
- R2: Documenting and Assessing Emerging Best Practices in HL Teaching

2. Learning and Teaching Projects:

- LT1: Online Certificate and Badges in HL Instruction
- LT2: Professional Development Workshops
- LT3: Pilot Project in District-Wide HL Instruction
- LT4: Pilot Project in Community College HL Instruction

3. Community Building Projects:

- CB1: Online Network of Community-based Language Schools

- CB2: Conferences
- CB3: Publications

Complete project descriptions are in section IV.C below. Note that many projects serve multiple goals. (For example, one of our LT2 professional development workshops not only *trains* teachers in materials development, but also will lead to the *creation and dissemination* of those materials.)

### **C. Management Plan**

The Heritage Center has four managing organs: (1) an Executive Committee charged with oversight and management; (2) a team of Project Leaders, responsible for the design and delivery of research, teaching/learning, and community building activities; (3) a Board of Advisors, consisting of HL experts who guide both the Executive Committee and project leaders; and (4) Heritage Center Affiliates, who represent partner organizations that participate in dissemination and broader institutionalization.

#### **Executive Committee**

The Executive Committee consists of the Director and two Co-Directors; it meets quarterly to review progress, evaluate outcomes and deliverables, and attend to personnel and financial matters. All members have extensive experience. ***Director and Principal Investigator, Olga Kagan***, is responsible for all Heritage Center activities. She heads the Executive Committee, certifies financial and program reports, chairs the quarterly meeting and consults with the co-directors on an ongoing basis. She will work together with the outside evaluator (see below) to prepare annual reports and develop the capstone report. ***Co-Directors Maria Polinsky and Maria Carreira*** advise project leaders on matters of substance, monitor project deliverables

(Section IV), and support evaluation (see Section VII). All three also serve as project leader or co-leader for one or more projects.

### **Project Leaders**

Because of their subject matter expertise, we give Project Leaders substantial autonomy to direct their projects. To ensure that outcomes align with Heritage Center goals and the NLRC program's statutory intent, their work plans are approved in advance by the Executive Committee, and a member of the Board of Advisors serves as an internal evaluator (see sections V and VII, below). Most of the Research Project Leaders are faculty from other institutions, while Heritage Center directors and staff lead most of the Learning/Teaching projects; Community Building Project Leaders are a mix of internal and external personnel.

### **Board of Advisors**

The Heritage Center's Board of Advisors plays a vital, regular, and active role in our work. Members are leading experts in linguistics research and language pedagogy for heritage language education. They offer perspective, expertise and advice, and they advocate for the Heritage Center. Board members are responsible for oversight and consultation on one or more projects (see Evaluation Plan, Section VII) and for consultation with the Director as needed.

Members of the Board of Advisors are: Richard Brecht, University of Maryland; Ray Clifford, Brigham Young University Center for Language Studies; Cecilia Colombi, University of California, Davis; Nancy Hornberger, University of Pennsylvania; Catherine Ingold, National Foreign Language Center, University of Maryland; Scott McGinnis, Defense Language Institute; Tommy Lu, Chinese Community Schools (Delaware); Andrew Lynch,

University of Miami; Silvina Montrul, University of Illinois; Joy Kreeft Peyton, Center for Applied Linguistics; Elvira Swender, ACTFL; Guadalupe Valdés, Stanford University; and Terrence Wiley, Center for Applied Linguistics.

**Heritage Center Affiliates**

Affiliates support Heritage Center activities and represent us at national and international conferences, state, and local events. We have 20 Affiliates and will recruit new ones based on their expertise in heritage language education, ability to mobilize partners, and their geographic, linguistic, and institutional diversity. They constitute a national network that extends our projects to university campuses, other NRCs and NLRCs, school districts, community groups and NGOs.

<b>Table 1 Heritage Center Affiliates</b>	
Eastern Region	Irina Dubinina, Brandeis University Agnes Weiyun He, State University of New York, Stony Brook Gabriela Ilieva, New York University Marie-Michelle Monereau, The Graduate Center, CUNY Sara Shin, University of Maryland Baltimore County Alla Smyslova, Columbia University
Western Region	Masako Douglas, California State University, Long Beach Linda Godson, Portland State University Kimi Kondo-Brown, University of Hawaii at Manoa Jin Sook Lee, University of California, Santa Barbara Namhee Lee, California State University, Los Angeles Sung-Ock Sohn, University of California, Los Angeles Hongyin Tao, University of California, Los Angeles
Southern Region	Sara Beaudrie, University of Arizona Victoria Hasko, University of Georgia, Athens Tanya Ivanova-Sullivan, University of New Mexico Ana Roca, Florida International University Wayne Wright, University of Texas, San Antonio
Midwest Region	Melissa Bowles, University of Illinois at Urbana-Champaign Kim Potowski, The University of Illinois at Chicago

### **Administrative Support**

The Director is supported by staff with considerable experience in grant and program administration, development and execution. Kathryn Paul, Executive Director of the UCLA Center for World Languages, will also serve as Associate Director of the Heritage Center. Susan Bauckus edits our publications. Clair Chik provides research support on all projects. Kaya Montesoglu and his staff at the UCLA International Institute support our information technology. Armani Rosiles-Rodriguez is our in-house webmaster.

### **D. Commitment to Diversity and Access**

In compliance with Section 427 of GEPA, the University of California has a non-discrimination and affirmative action policy: “It is the policy of the University not to engage in discrimination against or harassment of any person employed by or seeking employment with the University of California on the basis of: race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran.” Consistent with this policy, we guarantee equal access to all Heritage Center events and materials. All web-based course materials will include audio and visual formats. Conferences and workshops provide sign-language interpreters.

## **II. Quality of Key Personnel**

### **A. Heritage Center Director**

**Olga Kagan**, (PhD, Pushkin Institute, Moscow), Professor and Director of Language Instruction, Department of Slavic Languages and Literatures, Director of the UCLA Center for World

Languages and the Heritage Center, is an internationally known leader in heritage language education. She is the recipient of the Modern Language Association's 2014 Award for Distinguished Service to the Profession in Foreign Language for her contributions to the field of heritage language education, and has received awards from the American Association of Teachers of Slavic and East European Languages for publications (2001, 2004) and for excellence in post-secondary teaching (2003). She is a coauthor of many textbooks, including four for Russian heritage learners; her most recent textbook is *Russian: From Intermediate to Advanced* (Routledge, 2014). Editor of the *Heritage Language Journal*, Dr. Kagan publishes and presents widely on HL issues. She has served as PI on projects for the U.S. Departments of Defense, Education and State and understands the requirements of such projects. Dr. Kagan will be the Heritage Center's point of contact for all fiscal and administrative matters.

## **B. Heritage Center Co-Directors**

**Maria Carreira** (PhD, University of Illinois) is a professor of Spanish at California State University, Long Beach. She is the co-author of five textbooks, including *Sí se puede* for HL (Houghton Mifflin, 2008). She publishes on heritage languages, U.S. Spanish, HL teaching, Spanish as a world language, and Spanish phonology. She co-edited a *Heritage Language Journal* special issue on identity. Her recent work focuses on identity, resilience, and heritage language development and maintenance. She is Chair of the SAT Spanish Committee, and Associate Editor of *Hispania*. Her most recent book is *Voices: Latino Students on Life in the United States* (ABC-CLIO, 2014).

**Maria Polinsky** (PhD, Russian Academy of Sciences) is a professor of Linguistics and the director of the Language Sciences Laboratory at Harvard University, as well as a research

professor at the Center for Research in Language at the University of California, San Diego. Dr. Polinsky conducts research on heritage languages including Armenian, Cantonese, English, Japanese, Korean, Mandarin Chinese, Niuean, Persian, Russian, Spanish, Tahitian, and Tongan. She has taught courses at several Summer Institutes of the Linguistic Society of America. She has served on the editorial boards of seventeen journals, including the *Heritage Language Journal*, on the National Science Foundation's Expert Panel on Linguistics, and on advisory boards of several international centers, including the Centre for Literacy and Multilingualism at the University of Reading, the Child Bilingualism Center at the Chinese University of Hong Kong, and the Center for Multilingual and Intercultural Communication at Stony Brook. She is the author of several books and over a hundred scholarly articles.

### C. Project Leaders

**Ray Clifford** (PhD, University of Minnesota; Doctor of Letters *honoris causa*, Middlebury College) is the associate dean of the College of Humanities and the director of the Center for Language Studies at Brigham Young University. He led the academic programs at the Defense Language Institute from 1981 through 2004, served as president of ACTFL in 1993, and has received national recognition and honors including the Nelson H. Brooks Award for Outstanding Leadership in the Profession. He publishes regularly and served as guest editor of the 2003 special issue of *Foreign Language Annals on Oral Proficiency Testing*.

**Agnes Weiyun He** (PhD, UCLA) is a professor of Applied Linguistics and Asian Studies and founding director of the Center for Multilingual and Intercultural Communication at SUNY-Stony Brook. Much of her research focuses on how language use is motivated by context and how everyday interaction (re)constructs identities, communities and cultures. In the last decade,

she has focused on socialization in Chinese as a heritage language at different times and in different settings. Her work has been supported by Spencer Foundation, the National Academy of Education, the U.S. Department of Education, and the John Simon Guggenheim Foundation.

**Andrew Lynch** (PhD, University of Minnesota) is a sociolinguist, and a professor of Spanish, whose research focuses on language in society, language policy, language-based discrimination, bilingual education, and bilingualism, as well as Spanish and Hispanic immigration in the U.S. He is co-editor of the *Heritage Language Journal*.

**Joy Kreeft Peyton** (PhD, Georgetown University) is Vice President of the Center for Applied Linguistics (CAL) in Washington, DC. She serves on the steering committee of the Alliance for the Advancement of Heritage Languages ([www.cal.org/heritage](http://www.cal.org/heritage)) and was a co-editor of *Heritage Languages in America: Preserving a National Resource* (CAL/Delta Systems, 2001) and the *Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice* (Routledge/CAL, 2014). She serves on the editorial boards of *Language Learning and Technology* and the *Heritage Language Journal*.

**Alegria Ribadeneira** (PhD, University of Florida) is an associate professor and director of the Foreign Languages Program at Colorado State University, Pueblo. Her current research interests are literature and foreign language pedagogy. She actively researches and presents on issues of language instruction, assessment and program development. Her current project focuses in a study of best teaching practices for courses that combine HL learners and second language learners.

**Elaine Tarone** (PhD, University of Washington) is the director of the Center for Advanced Research on Language Acquisition (CARLA) and a professor in the Second Language

Studies Program at the University of Minnesota. Her research publications focus on the impact of social context on learner language and second language acquisition. She has published research on oral second-language processing by low-literacy learners, interlanguage variation, interaction in immersion classrooms, language play, and genre analysis. A member of the Academy of Distinguished Teachers, she is a recipient of the College of Liberal Arts Distinguished Teaching Award, and the Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education.

#### **D. Staff**

**Kathryn Paul** (UCLA Anderson School of Management MBA Certificate) is the Heritage Center's associate director. Ms. Paul has more than 20 years of experience in grant and project management. She manages projects for government and foundation funders and serves as a representative for the UCLA Administrative Managers Group. Ms. Paul has won three UCLA awards for staff excellence.

**Claire Hitchins Chik** (PhD, UCLA) is the Heritage Center's associate director of research. Her dissertation used ethnographic methods and focused on heritage language maintenance at a Chinese community school. She organizes and presents at conferences, workshops, and research institutes, and is also an editor of the *Heritage Language Journal*. She co-authored a Chinese EFL teacher's autobiography (*Mr. China's Son*, 1993).

**Susan Bauckus** (ABD, UCLA), managing editor of the *Heritage Language Journal*, has worked for the journal since its founding. She has co-edited two volumes of scholarly articles, *The Learning and Teaching of Slavic Languages and Cultures* (2000) and *Heritage Language Education: A New Field Emerging* (2008). She teaches Russian at Santa Monica College.

**Kaya A. Menteshoglu** (ABD, Bosphorus University) is the senior web developer and

information technology manager for the UCLA International Institute. He was the IT director for the NHLRC/StartTalk Online Heritage Language Teacher Workshop and will fill the same role for the Heritage Center's Online Certificate (LT1) and the Community School Network (CB1). Mr. Mentosolgu's time will be covered by the International Institute.

**Armani Rosiles-Rodriguez, (BA, UCLA)** is the Heritage Center's webmaster.

### **E. Evaluator**

**Doreen Mattingly** (PhD, Clark University), a professor of Women's Studies at San Diego State University, will serve as our external evaluator. She has evaluated 12 Title VI Centers for three programs (NRC, NLRC and CIBE) at both San Diego State University and UCLA. She also serves as evaluator on several state-funded health and educational programs. Dr. Mattingly will advise on the design of our data collection instruments, supervise the data collection for our operations, and prepare an annual report. In this work, she will be supported by Heritage Center staff and will consult with members of the Heritage Center's Board of Advisors and Executive Committee.

## **III. Adequacy of Resources**

The Heritage Center draws on the talent, management, programmatic experience, and financial support of the UCLA Center for World Languages and UCLA's International Institute.

The Center for World Languages (CWL) has been a national leader in the field of heritage language learning, teaching, and research since the 1990s. Dr. Kagan, who has served as CWL's director since 2001, is able to leverage its resources to support the Heritage Center. Our administrative staff has many years of experience managing language programs for the U. S. Departments of Education, State, and Defense, the National Endowment for the Humanities, and

the American Council of Learned Societies. Our administrative home, UCLA's International Institute, provides us expertise in fund management and instructional technology. The Institute will also provide IT support for LT1 and CB1, both projects with a substantial IT component. The Center for World Languages provides the Heritage Center with offices and meeting rooms, computers, printers, copy and fax machines, projectors, cameras and recorders.

The UCLA International Institute is home to five Title VI Area Studies Centers: The Asia Institute, the Center for European and Eurasian Studies, the Latin American Study Center, The Center for Near Eastern Studies and the Center for South East Asian Studies. The Institute also houses the Japanese Study Center, the Korean Study Center, and the Center for India and South Asian Studies. Another Title VI unit, the Center for International Business, Education and Research (CIBER) is located in the UCLA Anderson School of Management. All these centers support the Heritage Center by promoting heritage language projects: UCLA NRCs also will support heritage language teacher training workshops with additional teacher stipends.

The Heritage Center also has full access to computer labs, research libraries and other support units: UCLA Summer Sessions, the Center for Digital Humanities, libraries, and the Office of Instructional Development. UCLA provides classrooms for workshops and courses.

The Heritage Center will also collaborate with six NLRCs on heritage language initiatives: the Center for Open Education Resources and Language Learning (COERLL); the Language Acquisition Resource Center (LARC); the Center for Educational Resources in Culture, Language and Literacy (CERCLL); the Center for Advanced Research on Language Acquisition (CARLA); the Center for the Languages of the Central Asia Region (CeLCAR), and the National Middle East Language Resource Center (NMELRC).

The Center for Applied Linguistics (CAL) has agreed to support Joy Peyton's time

commitment on the community school project (CB 1). The Center for Language Studies at BYU will fully support the reading assessment project (a research project listed in IV C below). The National Foreign Language Center’s StarTalk funds some of our program development activities, and ACTFL will co-sponsor new HL workshops and webinars.

## **IV. Need and Potential Impact**

The need for a Heritage Center, and for the programs we offer, is defined by: the unique pedagogical needs of HL speakers and learners; the mismatch between that need and the nation’s teaching resources and capabilities; and the need to organize producers and distributors of HL knowledge. In section A, we describe HL learners’ needs; section B reviews the limits of current teacher preparation. In section C, we present a slate of projects that address these needs—our projects are designed in such a way that we activate new knowledge producers whose resources provide leverage to Department of Education funds.

### **A. Needs of HL Speakers and Learners**

#### **Numbers of Speakers and Languages Spoken**

Table 2 shows U.S. Census Bureau data on speakers of selected languages other than English in the United States. From 1990 to 2012, the number of speakers of all languages except German and French increased. All the languages except Spanish are less-commonly-taught languages (as identified in Competitive Preference Priority #1). Indeed, the miscellaneous African and Asian languages are what Gambhir (2001) calls “truly less commonly taught” languages, many of which are studied almost exclusively by heritage speakers.

<b>Table 2</b>				
<b>Languages other than English Spoken in U.S. Homes</b>				
(Million speakers; totals subject to rounding; source: U.S. Census Bureau data)				
<b>Language</b>	<b>1990</b>	<b>2000</b>	<b>2010</b>	<b>2012</b>
Spanish	17.4	28.0	36.9	38.3
Chinese	1.3	2.0	2.8	2.9
Tagalog	0.8	1.2	1.57	1.6
Vietnamese	0.5	1.0	1.38	1.4
French	1.9	2.0	1.3	1.3
Korean	0.6	0.9	1.1	1.1
German	1.6	1.4	1.0	1.0
Arabic	.35	.61	.8	1.0
African Languages (Amharic, Ibo, Twi, Yoruba, Bantu, Swahili, Somali)	not listed	.18	.8	.94
Asian Languages not listed separately (Malayalam, Telugu, Tamil, Turkish)	not listed	.39	.84	.94
Russian	.24	.7	.85	.91
Totals	24.69	37.75	49.34	51.39

The most recent data show that **over 20% of U.S. residents speak a language other than English at home**, up from 17.9% in the last census. This number includes those who arrived in the U.S. during childhood or as adults, as well as those born in the U.S. to immigrant parents.

In some U.S. cities, a substantially higher percentage of the population speaks another language at home, reflected in the number of heritage language speakers in public schools: the California Department of Education reports that more than 60 languages are spoken by children in the Los Angeles United School District. Indeed, more than 60% of all Los Angeles residents speak another language at home; in Miami, the figure is 77%; New York, 49%; Dallas, 42%; Phoenix, 37%; and Chicago, 36%. The Heritage Center’s project to improve HL instruction in a school district (LT 3) has the potential of improving the teaching and learning of HLs in K-12

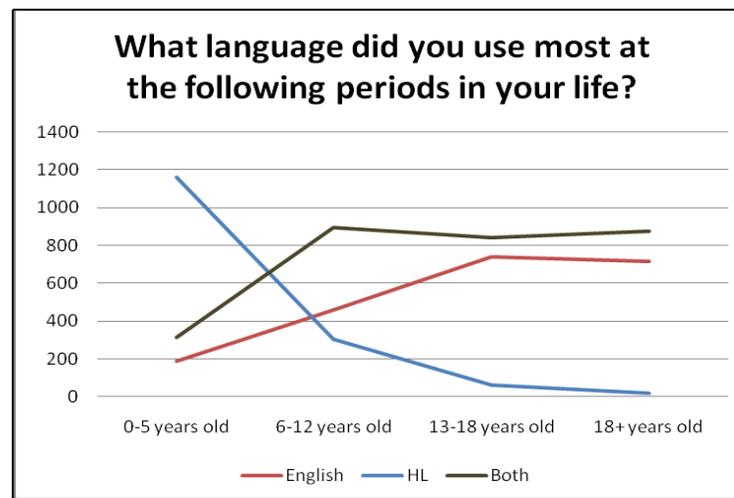
around the country.

### **Characteristics of HL Speakers**

Over the past eight years, the Heritage Center has surveyed almost 2000 college-level HL learners in the U.S. (Carreira and Kagan, 2011). Most survey respondents (60.6%) were born in the U.S.

HL speakers typically speak their home language until they start school, when they rapidly switch to English (Figure 1). Following this pattern, nearly all survey respondents reported being dominant in their HL until the age of six, at which point they started shifting to English. As adults, the majority of respondents report speaking English most of the time but also using their HL at home and in their communities. In other words, these HL learners continue to use their home language to some extent and retain proficiency (sometimes considerable).

**Figure 1. Language Use by Heritage Speakers**

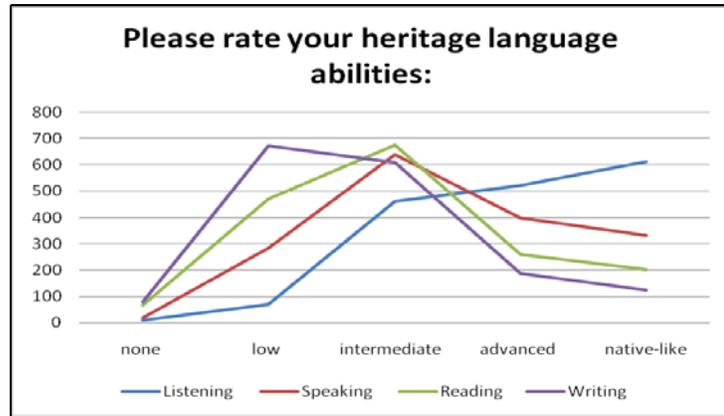


Source: National Heritage Language Resource Center (2009).

This pattern of language use results in specific gaps: e.g., because of the home-based nature of their language knowledge, even HL speakers with high oral/aural proficiency rarely can use their HL language in formal academic and professional settings. The survey responses reveal

a complex profile of HL speakers' language abilities: most respondents rate their proficiency as low in writing and intermediate in reading and speaking, and they rate themselves as native-like only in listening (Figure 2). These gaps need to be addressed with appropriate instruction.

**Figure 2. Self-Assessment of Heritage Language Proficiency**



Source: National Heritage Language Resource Center (2009).

### **HL Speakers' Potential**

While falling short of “native speaker” levels of proficiency (Benmamoun, Polinsky, & Montrul, 2010), HL speakers generally have significant advantages over L2 learners and “usually possess skills that a non-native speaker of the language would require hundreds of hours to acquire” (Kagan & Dillon, 2001, p. 510). Kagan (2005) reports that many Russian HL learners had measurable speaking proficiency even when they possessed no literacy. Davidson and Lekic (2013) found that 70% of Russian HL speakers tested at ILR Level 4 (ACTFL Distinguished) across all modalities after completing a year abroad in a rigorous undergraduate language program, and the remaining 30% tested at ILR Level 3 (ACTFL Superior). All HL learners in their study tested higher than L2 learners studying in the same overseas program. Indeed, HL speakers’ potential to reach high-level proficiency faster than L2 learners is now widely

recognized. A U.S. Department of Defense white paper (2006) advocates a focus on HL education as a means to reduce the average time needed to develop high-level competency in critical languages.

A position statement by ACTFL (2010) supports giving HL speakers the opportunity to “become fully bilingual and biliterate in today’s global environment,” and argues that optimal instruction for these speakers should build on knowledge they bring from their home-based exposure. Providing appropriate instruction to HL speakers will increase the pool of Americans with high-level proficiency needed for jobs in diplomacy, business, science and technology, health, and national security (e.g., Council on Foreign Relations, 2012).

## **B. HL Teaching in the U.S.**

Many HL speakers do not receive instruction of any kind in their home language. Fee, Rhodes, and Wiley's (2014) comparison of K-12 foreign language enrollment and Census Bureau data shows that the languages offered in K-12 schools do not reflect the languages spoken by school-age heritage language speakers in the U.S. On a smaller scale, this pattern is confirmed by Kagan's (2014) survey of schools in the Metropolitan Los Angeles area: while Spanish and Chinese are represented in school language offerings, languages of several large local immigrant communities (Tagalog/Filipino, Persian, Russian, Vietnamese among others) are either not taught or rarely taught. In short, **large numbers of heritage speakers have no opportunity to pursue formal instruction in their heritage languages in K-12 settings.**

For college-level programs, Carreira (in press) found that the number of dedicated HL classes offered on the college level has increased in recent years. Nonetheless, there is an urgent need for HL-specific materials and curriculum in these classrooms, and HL teacher education.

Citing Beaudrie (2011), Carreira notes that pedagogical practices in dedicated HL classes are not always informed by research on HL instruction. Moreover, in mixed classes, (i.e., classes including both HL and L2 learners) attempts are rarely made to address HL speakers' pedagogical needs, and instruction is focused solely on the L2 learners. Given that most HL learners are in mixed class settings, the lack of teacher preparation, materials, and attention to their special needs prevents them from reaching their potential.

Examining teacher preparation, Schwartz Caballero (2014) finds some progress, in that national initiatives and professional organizations are aware of the need to train HL instructors. However, there is still a dearth of coursework and certification for HL instructors, leaving the majority of teachers feeling only "somewhat prepared" to teach HL learners (p. 363). Agreeing with Carreira (2013), Schwartz Caballero argues that, particularly in mixed classes, teachers lack the tools to meet the needs of both HL and L2 students. She calls for classroom-based research to identify how instructional strategies impact HL learners, and also for searchable databases where HL teachers can find resources to improve HL teaching (see project CB1).

### **C. Heritage Center Projects**

After eight years of inquiry in the 2006-10 and 2010-14 cycles, we can confidently identify the most pressing research questions, critical needs for teacher training, and circumstances where network expansion will have the most impact. The projects we propose in this funding cycle respond to those needs. **Heritage Center projects include all seven types of activities supported by Title VI to improve the teaching and learning of foreign languages.** Table 3 below shows the correspondence between projects and statutory activities.

<b>Table 3 Title-VI Supported Activities and Heritage Center Projects</b>			
<b>Activities Funded by Title VI</b>	<b>Research Projects</b>	<b>Learning/ Teaching Projects</b>	<b>Community Building Projects</b>
(a) research on language teaching methods including technology use	R1, R2	LT 1, LT3, LT4	
(b) development of language teaching materials reflecting research on effective strategies	R2	LT2, LT3, LT4	
(c) development of testing to measure skill levels	R1	LT3, LT4	
(d) training teachers to administer/ interpret language performance tests, use effective teaching strategies and technologies	R2	All LT projects	
(e) assess/determine U.S. needs for teaching and learning less commonly taught languages; develop/ disseminate instructional materials	R1, R2	All LT projects	All CB projects
(f) develop resource materials for language teachers	R2	LT2, LT3, LT4	CB3
(g) assess/determine U.S. needs for teaching and learning less commonly taught languages; develop/ disseminate instructional materials	R1, R2	All LT projects	All CB projects
(g) hold intensive summer institutes and provide professional development for language teachers		All LT projects	All CB projects

## **Research Projects**

### **R1: Research Institutes: Years 1-4**

Project Leader: Maria Polinsky; Project Advisor: Nancy Hornberger

Research Theme Leaders: Maria Polinsky, Agnes Weiyun He, Ray Clifford, Andrew Lynch

Advisors: Silvina Montrul, Richard Brecht, Terry Wiley

The Heritage Center has convened a Research Institute every summer since we were founded.

Scholars from the fields of linguistics and education forged links between theory and practice,

and graduate student participation helped create a new cadre of specialists. The 2010 Institute

culminated in a white paper (2010) that set the research agenda for the funding cycle that is now

ending; the 2013 Institute produced an HLJ issue on advanced proficiency of HL learners.

We will continue to hold the research institutes, but each year's institute will be focused on a single theme that will be developed by a theme leader, who will be responsible for conducting theme-related research, planning and presenting at their institute. For each institute the Heritage Center will provide a stipend for a graduate student researcher, who will assist the theme leader in research as well as planning and executing the institute. We also will ask but will not require that our theme leaders host their Research Institute at their own institution's expense.

The four institute themes, and the theme leaders' research projects, are:

Year 1: Slowing the Decline in Language Ability: Heritage Speakers as Peter Pan

Theme Leader: Masha Polinsky; Advisor: Silvina Montrul

Immigrant children, even those with similar linguistic biographies, demonstrate significant **variance** in HL competence. Research shows that HL fluency declines as children progress in school and use the societally dominant language more, and that that this decline could be arrested if children could receive early instruction in their HL. Typically, however, they begin formal instruction in their HL in college, once considerable loss has occurred. We will refer to this as the **intervention problem**. The first institute will explore the **variance problem** and the **intervention problem** in tandem.

Professor Polinsky will study five types of child and adult HL speakers with respect to phenomena she previously found to be critical to fluency. (These vary across the languages she will study: Korean, Mandarin Chinese, Russian, and Spanish.) She will examine three linguistic interfaces (syntax-semantics, syntax-pragmatics, and syntax-morphophonology) to identify the onset of specific problems and explain the sources of variance in adult heritage learners. She will use computational linguistic methods to identify the optimal time for intervention in

(re-)learning, to design and test language learning methods for children and adults.

### Year 2: Multilingual Literacy in the Global Digital World: Practices and Pedagogical

#### Implications for Heritage Speakers

Theme Leader: Agnes Weiyun He; Advisor: Andrew Lynch

Professor He will explore literacy practices in intercultural and transnational social and information networking among college students who are heritage or L2 speakers of Chinese, French, Japanese, Korean, and Spanish. She will investigate young adult bilingual speakers' use of multiple languages in digital media to create, maintain and modify their social networks, and to produce/consume news, entertainment, and scholarly information online. Looking at both their primary U.S. society and their secondary societies where they use non-English languages, the project will examine HL competences not as static attributes of the speaker, but as social and interactional affordances. The nature and patterns of digitally-mediated multilingual, intercultural communication by college-age speakers will help conceptualize and develop resources for HL and L2 literacy in the global digital context.

### Year 3: Documenting the Range of Reading Proficiency Levels in HL Speakers

Theme Leader: Ray Clifford; Advisor: Richard Brecht

In our last cycle of funding, we sponsored an ACTFL investigation of OPI results for Chinese, Russian and Spanish HL. We will complement that work by documenting the reading proficiency of HL speakers of Russian and Spanish, analyzing factors that affect it, and identifying any correlates between speaking and reading proficiency.

Professor Clifford will study ~200 Russian and Spanish HL learners who are enrolled in post-secondary language courses. He will survey their HL background and administer the ACTFL Reading Test, a multi-stage computer adaptive exam that measures reading proficiency

from novice to superior levels. After determining the range of reading proficiency in intermediate to advanced post-secondary language classes, he will analyze the effect of factors such as: age of arrival, formal education in the L1, reading task, and use of heritage language. He will also examine the relationship between reading and oral proficiency, and between reading proficiency in English versus proficiency in HL. A group of students will take the test both pre- and post-instruction to determine whether proficiency gains are made. This research will lead to new strategies for teaching literacy to HL learners.

#### Year 4: Socio-Linguistic Determinants of HL Use and Maintenance

Theme Leader: Andrew Lynch; Advisor: Terry Wiley

Social and societal dimensions of identity affect HL proficiency and use. The 2018 Research Institute will compare several HL populations in a single urban setting to determine the extent to which HL acquisition and maintenance is consistent across languages or language-specific. This Institute will convene at the Third International Heritage Language Conference (CB2).

Professor Andrew Lynch will study speakers of Spanish, Haitian Creole, and Russian in Miami, a metropolitan center where 70% of households speak a language other than English. Each language reflects a different sociolinguistic situation: (1) Spanish, widely spoken for four generations by a majority of the population, enjoys considerable socioeconomic and political prestige; (2) Haitian Creole, widely spoken only since the 1980s, is demographically segregated and socioeconomically stigmatized; (3) Russian, spoken mainly in middle-class and Jewish neighborhoods, is a recent but rapidly growing HL. Using video retell narratives, sociolinguistic interviews, and questionnaires, Dr. Lynch will seek similarities and differences in speakers' expressions of identity through their language and their motives for using and maintaining it.

Dr. Anousha Sedighi, representing the National Middle East Language Resource Center (NMELRC) will conduct a similar research project examining Persian HL maintenance and identity.

## **R2: Assessing Emerging Best Practices in HL Teaching: Years 1-4**

Project Leaders: Maria Carreira, Olga Kagan and Claire Chik; Advisor: Donna Christian

This project will have two phases. In years 1 & 2, the researchers will focus on “mixed” classes (heritage and L2 learners in one classroom) and in years 3 & 4 they will observe classes with only HL speakers.

Because of differences between second language and HL pedagogical needs, there is a consensus that HL speakers learn best if they are taught in separate classes (e.g. Kagan & Dillon, 2001/2003). Despite a substantial increase in the number of dedicated HL classrooms, however, very few U.S. schools and universities have sufficient resources for separate language tracks (Fee, Rhodes, & Wiley, 2014; Carreira, in press), and most HL learners in the U.S. are enrolled in “mixed” classes. There has, however, been almost no research into learning in mixed classrooms. Insofar as this is the modal case, we need to catalog strategies suitable for the needs of both groups of learners. During Phase 1, Professor Carreira and Dr. Chick will identify and categorize best teaching practices and methodologies used by experienced teachers in mixed L2/HL classes. They will interview ~40 teachers and a sample of their students from regional high schools, community colleges, and four-year universities.

Despite the relatively small percentage of dedicated HL classrooms nationally, a few Los Angeles area schools *do* have separate HL classes. One of these, Granada Hills Charter High School, offers Arabic, Korean, and Spanish in heritage tracks. In phase two, Drs. Kagan and Chik will conduct a study of these classrooms. Mr. Brandon Zaslou, Granada Hills’ World

Languages and Cultures Department Coordinator, will facilitate access for class observations and teacher interviews.

The investigators will present the findings of phase one at the ACTFL conference in November 2016 and of phase two at the 2018 ACTFL conference. They will also submit papers to peer-reviewed journals; the Heritage Center will promulgate them through our website and the Newsletter.

### **Learning & Teaching Projects**

#### **LT1: Online Certificate and Badges in HL Instruction: Years 1-4**

Project Leaders: Maria Carreira, Claire Chik; partnered with COERLL and LARC

Advisors: Catherine Ingold, Scott McGinnis

Most U.S. HL learners receive inadequate instruction because their teachers' formal training does not include any discussion of their special needs (Carreira & Potowski, 2011). We have been unable to find any U.S. school of education that offers formal HL certification, or even a class in their catalogues dedicated to HL teaching. Nor is there any textbook in HL teaching for students of education (see CB3, below.) Considering that 61 million Americans speak a language other than English at home (U.S. Census Bureau, 2012), the extent of this deficiency is enormous.

Respondents to our ongoing survey of HL instructors consistently identify teacher training as one of their most pressing areas of concern (Carreira, in press). Accordingly, in 2010, we developed an online workshop for HL teachers; more than 10,000 unique individuals have visited the website since its launch. In their training of Spanish teachers, Stanford University School of Education assigns their students this online workshop (Valdés, personal

communication). We will expand our online workshop into a full certificate program consisting of six courses: (1) Introduction to HL Instruction; (2) Characteristics of the HL Learner; (3) Differentiated Instruction; (4) Materials Development; (5) Curriculum and Program Design; and (6) Assessment. UCLA's International Institute has already allocated funds to develop curriculum for the first course and has assigned IT staff to assist with the technical details of online delivery.

Recognizing that some teachers may not need the full certificate, we will award digital "badges" (i.e., an online representation of an acquired skill) that demonstrate proficiency in one or more areas by completing individual course(s). We will award badges using the Teacher Effectiveness for Language Learning (TELL) framework, which provides standard achievement and evaluation criteria. This framework is widely used by language supervisors in public schools across the country and was recently adopted by StarTalk. This effort will be managed in partnership with the Language Acquisition Resource Center (LARC) at San Diego State University and the Center for Open Educational Resources and Language Learning (COERLL) at University of Texas Austin, as well as with school districts in our respective cities.

## **LT2. Professional Development Workshops: Materials Development Workshops in Yr 1&3; Teacher Training Workshop in Yr 2.**

Project Leaders: Olga Kagan and Maria Carreira; Project Advisor: Cecilia Colombi

For the past six years, we have offered a one-week teacher training workshop on HL curricula and practice. In these workshops we frequently received requests for help in materials development. Therefore we will **develop a new five-day workshop to train teachers in developing instructional materials for HL learners.** Fortunately, we already have significant expertise in this area: the Heritage Center has been developing materials in Arabic, Armenian,

Hindi, Persian, and Russian for high school HL classes since 2007, and UCLA's Center for World Languages currently manages the Department of Education's Language Materials Project. The materials development workshops will be designed to impart the principles and methods of materials development and give hands-on lessons in development, presentation and critique. This workshop will be offered in summer 2015 to allow alumni from the 2014 teacher training workshop to participate, and again in summer 2017 for alumni from the 2016 teacher workshop (see description below) to participate. To promote synergies and support the institutionalization of HL programs at partner institutions, we will invite four alumni of the 2014 teacher training workshop, two K-12 teachers from the Garden Grove Unified School District (LT3); and two teachers from Mt. San Antonio College (LT4). UCLA NRCs have agreed to sponsor up to 6 additional participants. The Center for Languages of the Central Asian Region (CeLCAR) will participate by sending an instructor to develop heritage Turkish materials. We will apply for StarTalk funding to support additional participants who teach less-commonly taught languages.

Another lesson learned from previous workshops is the need to create future HL teacher trainers. Each summer workshop in our previous cycles received almost three times as many applications as available spots. For this reason, we will offer a new workshop in summer 2016 and **we will move toward a “train-the-trainer” approach** by revising our workshop selection criteria to give priority to applicants who commit to re-teaching “lessons learned” at their institution or in their region. Each of UCLA's existing NRCs has offered to sponsor teachers of languages relevant to their areas from across the country. Applicants will be screened and we will select participants who show leadership potential through their past work.

In addition, the Heritage Center has been invited to participate in teacher professional development workshops sponsored by UC Berkeley/UCLA Southeast Asian NRC and the

National Middle East Language Resource Center. We will offer one-day workshops on HL instruction at these events.

Finally, the Heritage Center will offer a **pre-conference teacher training workshop at the annual ACTFL conference starting in 2015**. This workshop will be aimed at the vast majority of language teachers who have HL learners in their classes – it will introduce concepts and sensitize teachers to HL learners’ needs and potential. Professor Kagan will work with Dr. Paul Sandrock from ACTFL to design the workshop with curriculum suited to the ACTFL membership, then offer the workshops in years 2-4. The workshop presenters will include: one presenter from the Center, one from a K-12 district with HL programs, and one from a community-school program; the latter two would be recruited from alumni of our other programs or identified in our Best Practices research project (R2). Also in Year 1, Drs. Kagan and Sandrock will collaborate on designing one or more ACTFL webinars on HL instruction.

### **LT3: Pilot Project in District-wide High School HL Instruction: Years 1-4**

Project Leader: Maria Carreira; Advisor: Guadalupe Valdés

The Garden Grove Unified School District has asked the Heritage Center to help it design and implement district-wide HL programming, starting in its high schools. Parents raised the need for this program in focus groups; the district had planned to address the issue through traditional bilingual education until Garden Grove staff attended our International Heritage Language Conference in 2014.

This project represents an opportunity not only to institutionalize HL practice on a large scale (15,000 students in 8 high schools), but also to develop a model for transfer to other

districts. Accordingly, the program will address both instructional and administrative elements, including connecting HL learning to the Common Core and other educational policy goals.

The pilot will be staggered, beginning in Spanish and adding Vietnamese in year 4. (Approximately 40% of district students speak Spanish in their homes and 27% speak Vietnamese.) In the first two years, we will focus on improving Spanish HL instruction by: (1) new or improved courses designed for HL learners; (2) professional development, both in our workshops alongside other teachers and in workshops customized for district staff; (3) materials development; and (4) community programming (such as tutoring, clubs and parent education). In the third year, we will connect this work to the broader school context through a district-wide conference on language minorities for teachers of all subjects, and through integration of HL practice into extra-curricular clubs. A Vietnamese teacher will participate in all activities alongside the Spanish teachers during the third year, then become project leader in the fourth year to extend the program into Vietnamese with support from an HL Spanish master teacher.

#### **LT4: Pilot Project in Community College HL Instruction: Years 1-4**

Project Leaders: Maria Carreira, Alegria Ribadeneira; Advisor: Elvira Swender

The Heritage Center will work with Mt. San Antonio College (Mt. SAC) to develop teacher competency, course materials, and assessment instruments that will allow community college HL learners to gain higher level spoken proficiency and literacy in two semesters. Currently, very few students take more than one semester of language (required for transfer to University of California and California State University systems). The proposed pilot program will make it possible for them to enroll in upper division language classes when they transfer to four-year colleges.

Mt. SAC is the largest single-campus community college district in California. It is a Minority Serving Institution with 60,000 students of diverse ethnic and generational backgrounds; it currently receives both Title III and Title V funds. The college's Department of Foreign Languages teaches Arabic, Chinese, French, German, Italian, Japanese and Spanish, and has plans to add Korean and Russian.

The pilot program includes teacher training, assessment, and curriculum redesign, leading to the development of new HL courses. It will begin with Spanish: 19 faculty members teach 40 classes each year in that language to more than 1,400 students (two-thirds of whom are HL learners). In the third year, the program will add a Chinese HL track (9 faculty, 14 classes, 400 students, most of them HL speakers).

Mt. SAC College faculty will perform most of the curriculum design and implementation using principles learned during training: in the first year, we will offer three face-to-face professional development workshops on HL instruction, one general HL workshop for all language faculty and two specifically for the Spanish faculty. In Year 1, we also will form teams of Spanish teachers to review existing curriculum, materials, and placement tests. In addition, instructors will complete our current online workshop and participate in additional meetings with the project leaders via Skype. In the second year, we will help them design HL- appropriate curriculum, materials, and assessment instruments, which will be introduced in the classroom in Year 3. During this year Mt. SAC's department chair will begin the process of formally submitting the new curriculum plan for academic review. Learning outcomes and the efficiency of program administration will be evaluated in the fourth year. This process will repeat for the Chinese HL track beginning in the third year. Mt. SAC language instructors will attend our workshops (LT2) every year. Finally, Mt. SAC has agreed to be the pilot site for the testing of

our Online Certificate (LT1).

Besides direct support to Mt. SAC, the Heritage Center's goal is to develop a consulting model that can be deployed in other community colleges. This development will require special attention to the administrative nuances of articulating language programs across institutions. We anticipate producing conference presentations and journal articles explicating this process.

### **Community Building Projects**

#### **CB1: Online Network of Community-Based Language Schools: Year 1**

Project Leaders: Claire Chik, Joy Peyton; Project Advisor: Tommy Lu

In March 2014, during our International Conference, we met with leaders of eleven community schools to discuss opportunities to promote and improve HL instruction. Participants represented Chinese, French, German, Hindi, Japanese, Korean, and Portuguese community schools from across the United States. We learned that one of their greatest problems is isolation from each other, and from the academic community and the public school system. Although some states have a community schools registry and a few umbrella organizations exist (e.g., for Chinese community schools), most languages are unsupported. There is also very little communication or resource sharing *across* languages.

The community school leaders asked us to develop a web portal for *all* language community schools to share information on teacher training, articulation with public schools, and student recruitment. We will collaborate with the Center for Applied Linguistics' Heritage Alliance to build that portal, which will include a discussion forum through which community schools can connect with each other, public schools, and universities to share information and resources. We also will collaborate with the National Council of State Supervisors for

Languages to promote the project, and to encourage more states to create community school registries.

## **CB2: HL Language Conferences: Years 1, 3, and 4**

Project Leaders: Olga Kagan, Elaine Tarone, Joseph Salmon; Project Advisor: Donna Christian  
The Heritage Center will host, sponsor, or otherwise participate in five conferences in the next funding cycle:

### Year 1: 5th Annual Conference on Immigrant Languages.

In October 2014, the Heritage Center will host this **two-day conference focused on the linguistic features of immigrant/heritage languages**. Although not directly focused on language pedagogy, the subject matter informs teaching practice. The organizers—Birna Arnbjörnsdóttir (University of Iceland), Janne Bondi Johannessen, (University of Oslo), Mike Putnam (Penn State University), and Joseph Salmons, (University of Wisconsin, Madison)—will recruit and select participants and most speakers. The Heritage Center will host the meetings at UCLA and provide a keynote speaker.

### Year 1 and Year 3: Biennial Language Teacher Education Conference

We will collaborate with the Center for Advanced Research on Language Acquisition (CARLA) to host the biennial *Language Teacher Education Conference*, at which **language teacher educators share research on teacher development and effective practices**. CARLA will host the conference in Minneapolis in May 2015; we will sponsor a plenary speaker who will address HL issues. With CARLA's support, we will host the 2017 conference, whose theme will be HL teacher education. To increase impact, Professors Kagan and Tarone will edit a refereed proceedings manuscript for publication. CARLA has hosted six of these conferences, the only one of its kind for language teacher educators. Conference attendance typically exceeds 300.

Our partnership not only will expand the reach of the conference, but also will initiate collaboration between foreign language and HL educators.

#### Year 1 and Year 3: Intercultural Conference

The LRC Center for Educational Resources in Culture, Language & Literacy (CERCLL) hosts a biennial **conference on Intercultural Competence**. The Heritage Center will sponsor a HL keynote speaker in each year.

#### Year 4: Third International Heritage Language Conference

Project Leaders: Heritage Center Executive Committee; Project Advisors: Advisory Board

The Center hosted the first and second **International Heritage/Community Languages Conferences**, in 2010 and 2014. Approximately 350 people attended each. Presenters from 20 countries gave papers and poster sessions on 40 heritage languages, including several sign languages. Participants identified themselves as instructors, administrators, researchers, graduate students, and in various combinations of those roles. We will host the third conference in 2018. As before, participants in our research institutes and workshops will present at the conference.

#### **CB3: Publications: Years 1-4**

Project Leaders: Olga Kagan; Project Evaluator: Terry Wiley

Heritage Center publications played a major role in establishing the HL field and continue to be among the most important venues for reporting research and sharing materials and practices. We will produce three publications:

#### *Heritage Language Journal (Ongoing)*

The Heritage Language Journal (HLJ) was established in 2002 by UCLA's Center for World Languages; NHLRC assumed editorial responsibility on its founding in 2006. The peer-reviewed journal publishes original research on the acquisition and pedagogy of heritage and

community languages; contributors come from many fields, but most are from linguistics, applied linguistics, and language pedagogy. The journal is published online three times a year; at present it has 4500 subscribers, all of whom receive it without fee.

*The NHLRC Newsletter (Ongoing)*

In the winter of 2014, we began publishing a quarterly newsletter on issues of HL instruction. Each issue addresses one topic relevant to HL teaching and features a successful HL program. It also publishes short articles and comments of interest to teachers of HL learners. We will continue to publish the Newsletter and work to broaden the subscription base to bring research and best practices of HL teaching to a greater number of teachers.

*Handbook on Heritage Language Education: Years 1 and 2*

In 2008, the Heritage Center developed an edited volume on HL education as a new subfield of Applied Linguistics (Brinton, Kagan, & Bauckus, Eds., Routledge, 2008). The publisher has asked us to develop another volume for their *Handbook* series, focused on the institutionalization of the field. In approximately 25 chapters, contributors will discuss the profiles of HL learners, as well as HL programs in community schools, public schools and institutions of higher education. It will address theoretical and practical issues in the design, implementation, and growth of HL education and initiatives. Contributors will include U.S. and international scholars. The Handbook will also include discussion questions and a suggested research agenda, making it suitable for use as a classroom text for undergraduate or graduate students.

## **V. Likelihood of Achieving Results**

We expect to achieve high quality results in a timely manner on all projects because of:

1. **Our experience managing projects and centers:** First, the Director and Co-Directors of the

Heritage Center are leaders in their fields. Their research, experience directing projects, and relationships with K-16 educators inform their vision. Second, our Associate Director and Heritage Center staff have decades of combined experience, with an outstanding record of delivering projects on time and on budget. (Our StarTalk program officers visit the Heritage Center annually; they have cited us for exemplary performance, fiscal transparency, and responsiveness to the program officers.) The project leaders have all made substantial contributions to the field as evidenced by their records of publication, teaching and service. (See biographies in Section II and C.V.s in Appendix.)

2. **Logistic and financial support from UCLA and our Partners:** UCLA's International Institute will provide fund managers, IT support for all web-based programs, and most significantly, the budget for our outside evaluator. Five UCLA NRCs will provide funds so teachers of languages relevant to their missions can participate in our professional development workshops. Project partners will contribute many of the resources necessary for program delivery. For example, the Garden Grove Unified School District and Mount San Antonio Community College will provide teacher recruitment, teacher release time, classroom space, and AV equipment for their programs (LT3 and LT4); similarly, ACTFL will provide advertising and logistics for their pre-conference workshop (LT2).
3. **The active participation of our Board of Advisors:** The Board of Advisors does not only meet annually—its members consult regularly with the Executive Committee and serve as evaluators on individual projects. This system was developed in the first funding cycle and, as it proved to be successful, will be retained.
4. **Guidance from our outside evaluator:** Professor Mattingly has substantial experience reviewing Title VI programs. She communicates with the Heritage Center directors and the

project leaders regularly. We include a formative evaluation in our work process (see section VII) to ensure that assumptions about project delivery timelines are reasonable.

5. **Demonstrated Demand from Partners:** The impetus for many of our new programs comes from the intended consumers: teachers, professional associates, school districts, and community schools.

### **Methods and Procedures for Ensuring Project Success**

Each project leader will establish a timeline stating the project's procedures, activities, and tasks before the project begins. These will include a list of deliverables by due date, and will serve as work plans. Before each project begins, the leader will deliver a timeline to the Associate Director for review by the Executive Committee and Board of Advisors. All project leaders will make quarterly progress reports to the Executive Committee.

Each project has been assigned to a member of the Board of Advisors for oversight. Communication between project leaders, the Advisory Board, and the Executive Committee is of the utmost importance; accordingly, the Heritage Center Associate Director will track project scope, tasks, and resource use, and ensure timely and appropriate communication.

## **VI. Description of Final Form of Results**

Every Heritage Center activity and project will produce concrete, shareable results and involve the widest possible representation of languages and learning institutions, educational levels, and geography. In addition to our efforts to reach out geographically and across levels of education, our collaborators at other NLRCs have agreed to disseminate Heritage Center results. We will also use our website, the shared LRC website, listservs and the ACTFL Heritage SIG Newsletter.

Our **Research Projects** will produce reports, articles and conference presentations needed to inform and expand the field. We will disseminate these products at workshops and conferences, through publications and on the Heritage Center and common NLRC websites, and through the networks we develop in our Community Building projects. We will encourage investigators who present at the Research Institutes (**R1**) to publish their findings in peer-refereed journals. Short summaries of research relevant to practitioners will be reported in the *NHLRC Newsletter*. We expect to include the results of the research on Assessing Best Practices (**R2**) in the *Handbook on Heritage Language Education* that Routledge intends to publish.

Our **Learning and Teaching Projects** will produce syllabi, teaching guides, curriculum templates, and instructional materials in a variety of languages. The Certificate Program (**LT1**), will be completed and made available on line in four years. For the Teacher Training Workshop (**LT2**), we will also produce a guide to help the trainers develop their own workshops. Participants in the Materials Development Workshop (**LT2**) will make their work products available through a searchable database hosted on our website. For the Garden Grove and Mt. SAC projects (**LT3** and **LT4**), Drs. Carreira and Chik will produce implementation guides discussing successes and challenges we encountered during the process. These will be available for other districts and community colleges seeking to develop similar programs. The guides will be available on the Heritage Center website; their experience will also provide material for one or more chapters in the *Handbook on Heritage Language Education* (**CB3**).

Our **Community Building Projects** will have a variety of outcomes and products. The Online Network of Community Schools (**CB1**) will produce an operating website with a discussion forum. Summaries of our conferences (**CB2**) will be reported in the *NHLRC*

*Newsletter*; podcasts of conference keynote speakers' presentations will be posted on the Heritage Center website. Proceedings will be published for the biennial teacher education conference.

All work products will be disseminated through the Heritage Center and UCLA Title VI center listservs, other National Language Resource Centers, and our network of Affiliates.

## **VII. Evaluation Plan**

The Heritage Center is committed to rigorous evaluation and reporting of project outcomes. To ensure that we perform on time and on budget, we do a *process evaluation* of project delivery. We will use this formative evaluation to revise procedures where needed. To determine whether our projects meet the statutory and Center goals, we do a *summative evaluation* of project outputs and outcomes. We will report both evaluations to the Title VI program annually, and in a final capstone report. In this, we are also mindful of the specific GPRA measures approved for this Title VI program: that both stakeholders *and experts* find our projects to be excellent, useful, relevant and cost effective. .

### **A. The CIPP Framework**

Both evaluations are set within a **CIPP evaluation framework**. This framework considers four questions for each project: (1) What needs should we address (**C**ontext); (2) How should we intervene (**I**nputs); (3) Is our intervention functioning as expected (**P**rocess); and (4) Is our intervention producing results (**P**roducts)? In what follows, we discuss each of these elements in general terms; more detail is available in the **Objectives Table** contained in the Appendix and Table 4, below. Those tables, respectively, translate our broad goals into project-specific

objectives, and identify some of the output and outcome measures we use to evaluate our progress toward those goals.

### **Context**

We presented three **broad needs** in Section I: (1) to fill gaps in fundamental knowledge; (2) to extend knowledge into concrete improvements; and (3) to expand the community of scholars and practitioners. We chose our suite of projects to address **specific objectives** that were mentioned in surveys and evaluations in the last cycle, and to address requests for assistance on projects initiated by stakeholders.

We consider the context of need using surveys and focus groups to elicit information about participants' individual and institutional needs, and evaluate whether we are meeting them. We will report qualitative statements and quantitative measures of satisfaction at nominal (e.g., "were your needs met") or interval scales (e.g., "are you <very/somewhat/not very/not>satisfied"). We will also probe to learn about emerging needs that we might address as the project unfolds. For research projects, we will supplement this with a literature review, emphasizing review articles, white papers, and policy studies, to determine whether our work aligns with needs identified by experts.

### **Inputs**

We will answer the question, "how should we do it" with respect to the GPRA criteria of quality and cost effectiveness. Evaluations of projects that continue from last cycle (e.g. Research Institutes and HL Teacher Workshops) indicate that they are highly effective. We will continue to measure program quality with qualitative measures of participant satisfaction and

engagement. By surveys and focus group, we will ask such questions as “Did the conference allow you to learn things or meet people who can help you?” We will supplement this with observations and quantitative measures of participant engagement during program delivery.

To be cost effective, we designed our new projects specifically to leverage cost-sharing and resources. (For example, the Materials Development Workshop in LT2 will train people to develop materials, work together to produce them at scale, and distribute the work product.) We also revised our continuing programs for cost effectiveness by using strategies of cost-sharing or “train-the-trainers” models. We will measure cost effectiveness quantitatively at the institutional scale using, among other measures, ratio data (e.g., cost per student, or persons trained per trainer hour.).

### **Process**

The third element of the CIPP framework asks, “Are we doing what we actually planned?” Here, we focus on program *implementation*. We will compare actual versus projected work progress as the project comes on line, to identify any deviations from plan. Depending on the type of project, we use surveys, interviews, document reviews, or focus groups to query administrators, teachers, staff, and students. This *formative evaluation* will allow us to reallocate resources, revise procedures, or revisit goals. We will include key findings in our annual report so as to create a record of potential problems and solutions.

### **Products**

Our last question is, “Did the intervention work?” This *goals evaluation* should tell us not only whether change occurred, but also whether it actually led to improvements. As such, we must

examine both *outputs* and *outcomes*.

The *output* indicators are largely quantitative. For these, we measure volume of activity: number of people trained, number of conference presentations, number of publications, number of people accessing the *Heritage Language Journal* and the Newsletter, etc. The *outcome* indicators are both quantitative and qualitative—for these, we measure impacts (i.e., what concepts were learned and internalized, what curriculum improvements ensued, did students' competency increase, etc.). Table 4 (next page) contains a list of selected output and outcome measures that we will report in our goals evaluation.

## **B. Evaluation Management**

Table 4 is not a final (or comprehensive) list of outputs and outcomes we will measure. If the Heritage Center is funded, we will develop the complete plan. Professor Doreen Mattingly serves as our evaluator and will lead that effort. In the past two funding cycles, Dr. Mattingly has evaluated 12 Title VI programs. She has also served as an evaluator or consultant on numerous state and local K-12 educational programs and university review committees. If we are funded, she will consult with Project Leaders and Project Advisors in the first quarter of 2014-15. The Center staff will compile information about baseline measures, and the Executive Committee will provide targets for improvement above baseline. Dr. Mattingly will then select appropriate measures, data formats, and data collection procedures for all objectives, and translate those into the required **Performance Measures Form** rubrics. Heritage Center staff will collect and compile data on an ongoing basis.

**Table 4**  
**Selected Output and Outcome Metrics for Product Evaluation**

Project	Output Measures	Outcome Measures
R1: Research Institutes	<ul style="list-style-type: none"> <li>• # of participants</li> <li>• # of research projects presented</li> </ul>	<ul style="list-style-type: none"> <li>• # of research projects initiated</li> <li>• # of publications and citations</li> </ul>
R2: Best Teaching Practices	<ul style="list-style-type: none"> <li>• # of programs studied</li> <li>• # of class observations</li> <li>• # of interviews/surveys</li> </ul>	<ul style="list-style-type: none"> <li>• best practices/unsuccessful practices</li> <li>• production of a guide to program (re)design</li> </ul>
LT1: Certificate in HL Instruction	<ul style="list-style-type: none"> <li>• # of participants</li> <li>• # of new courses</li> </ul>	<ul style="list-style-type: none"> <li>• classes fulfill teachers' continuing education requirements</li> <li>• certificate in HL instruction</li> </ul>
LT2: Professional Development	<ul style="list-style-type: none"> <li>• # of participants</li> <li>• # of trainers trained</li> <li>• # of new classroom materials</li> </ul>	<ul style="list-style-type: none"> <li>• increased knowledge by participants</li> <li>• downloads and use of classroom materials</li> <li>• satisfaction with workshops</li> <li>• changes to classroom instruction</li> <li>• # of languages addressed</li> </ul>
LT3: Pilot Project in High School HL Instruction	<ul style="list-style-type: none"> <li>• # of teachers trained</li> <li>• # of new classes developed</li> <li>• # of new classroom materials</li> <li>• # of students participating</li> </ul>	<ul style="list-style-type: none"> <li>• improved student satisfaction</li> <li>• increased teacher satisfaction</li> <li>• improved student performance</li> </ul>
LT4: Pilot Project in Community College HL	<ul style="list-style-type: none"> <li>• # of teachers trained</li> <li>• # of new classes developed</li> <li>• # of new classroom materials</li> <li>• # of students participating</li> </ul>	<ul style="list-style-type: none"> <li>• improved student satisfaction</li> <li>• increased teacher satisfaction</li> <li>• improved student performance</li> </ul>
CB1: Network of Community-Based Language Schools	<ul style="list-style-type: none"> <li>• # of participating community schools registering on website</li> <li>• website traffic</li> </ul>	<ul style="list-style-type: none"> <li>• questions posed and answered by participants and moderators</li> <li>• user satisfaction with site</li> <li>• increase in contacts between users</li> <li>• users participation in other Heritage Center activities</li> </ul>
CB2: Conferences	<ul style="list-style-type: none"> <li>• # of participants</li> <li>• # of speakers</li> </ul>	<ul style="list-style-type: none"> <li>• # of first-time speakers and attendees</li> <li>• # of L2 teachers who adopt some principles of HL instruction</li> </ul>
CB3: Publications	<ul style="list-style-type: none"> <li># of new subscribers</li> <li># of submissions to <i>Heritage Language Journal</i> and <i>Heritage Center Newsletter</i></li> </ul>	<ul style="list-style-type: none"> <li>• # of citations of articles</li> <li>• # of posts from our publications to social media</li> </ul>

The Heritage Center's Board of Advisors will conduct *expert assessments* of our projects. They will examine the extent to which each has furthered the overarching goals, achieved its specific objectives, and advanced the heritage language education field. We selected the members of the Board of Advisors (listed in Section I.C.) based on their scholarship and interest in HL education, and assigned each to a project whose subject matter most closely fits his/her expertise. At the start of each project, the Advisor, Project Leader and the outside evaluator will jointly develop an assessment protocol. Advisors will produce written reports at the conclusion of each project.

The Executive Committee will discuss the output and outcome indicators at their quarterly meetings, share them with our Board of Advisors, and report them to Title VI program officers as required. We use the output measures in conjunction with outcome measures to develop an overall picture of program success.

### **C. Annual Reports**

Each year, we will compile the evaluation findings for all projects into a report that is discussed at the Heritage Center's annual Advisory Board meeting. The Director will compile process and goals evaluations alongside expert assessments for all individual projects, and transmit this as an annual report to the Department of Education. That report will be formatted to suit GPRA requirements, and will use the Performance Measures Form designed for Title VI programs. (See the appendix for samples.)

## VIII. Budget and Cost Effectiveness

### A. Budget

We request \$800,000 from the Department of Education (\$200,000 for each year of the project).

The majority of the money is used for staff and faculty salaries and benefits (including the co-Directors, who are treated as consultants). The second largest category is travel, for Heritage Center personnel to present at conferences, and for organizers and presenters of Research Institutes, HL Teacher Workshops to travel to those venues and travel to Garden Grove, Mt. SAC and Granada Hills Charter High School.

<b>Table 5 Budget Summary (4 year totals)</b>		
<b>Budget Category</b>	<b>Amount (4 years)</b>	<b>Notes</b>
Personnel	\$383,523	Director at 1 month/year; various staff at 15-50% effort
Fringe Benefits	\$141,384	
Travel	\$45,321	Registration, airfare, lodging for conferences, institutes and workshops; local mileage reimbursement
Supplies	\$32,501	For institutes, workshops, and general use
Consultants	\$102,000	Co-Directors
Other Direct Costs	\$36,012	Stipends to teachers attending workshops
Indirect costs	\$59,259	
<b>Total</b>	<b>\$800,000</b>	

## **B. Cost Effectiveness**

The total cost of the project will be approximately \$1.1 million: our budget request does not include approximately \$200,000 in in-kind contributions and revenue from conference registrations.

The Heritage Center budget includes significant institutional contributions from UCLA: (1) the Center for World Languages provides space and equipment for the Heritage Center and a summer ninth toward Dr. Kagan's salary (above what we request in our budget); (2) UCLA's International Institute will commit an additional 15% effort (above the 25% in our budget request) on the part of Kathryn Paul, Heritage Center Associate Director; (3) the International Institute will also commit funds for IT support of the Online Certificate (LT1), the Network for Community Schools (CB1) and the International Conference (CB3) and most significantly, \$18,000 for the outside evaluator; (4) NRCs at UCLA have committed to support up to six teachers to attend each of our workshops; and (5) UCLA's Center for Digital Humanities and Office of Instructional Development will provide foreign language technology consultants and access to the computer and language labs without fees.

Partner organizations are also contributing to the effort: (1) CARLA will cover some of the direct expenses of the Teacher Education Conference (CB2); (2) The Center for Applied Linguistics (CAL) will support Joy Peyton's work; (3) the Garden Grove Unified School District will contribute direct expenses and staff time for the High School Pilot project (LT3); (4) Mt. San Antonio College (Mt. SAC) will contribute direct expenses, staff time and release time for the Community College Pilot project (LT4); (5) the home universities of the four Research Institute (R1) theme leaders will provide additional support for their projects. Because heritage language is an invitational priority, numerous NLRCs and NRCs have approached us with offers

to participate in our programs—even where no direct financial contribution is forthcoming, their advertising and recruiting activities will reduce our costs and broaden participation.

Our budget request is also reduced to reflect program income in the form of registration fees at conferences and the ACTFL pre-conference workshops and webinars (LT2, CB2, CB3).

Finally, we have designed the budget to be maximally cost effective. Prospective appointments reflect actual efforts on projects sponsored by the Heritage Center at levels necessary for staff to perform their duties adequately. Personnel and supplies will be shared across projects, allowing the Heritage Center director to monitor spending and time commitments. In past cycles, we subcontracted some project leadership positions to faculty at other institutions. Although we attained all our goals, there were many delays and, sometimes, additional expense. Accordingly, Dr. Claire Chik, Associate Director of Research in the Center for World Languages, will join the Heritage Center core team. She will be responsible for much of the project management, allowing us to monitor costs internally. Where we do have outside project management—i.e., the Research Institute theme leaders and a few other faculty—we have not allocated funds for them directly.

## **IX. Addressing the Priorities**

### **A. Competitive Priority #1: Less Commonly Taught Languages**

The majority of our activities focus directly on less commonly taught languages. Indeed, most students of less-commonly-taught languages (at both secondary and post-secondary levels) are HL learners—it is almost impossible to discuss those languages without reference to HL pedagogy. Instructors who participate in our teacher training and materials development workshops (LT2) teach Amharic, Arabic, Armenian, Chinese, Hebrew, Hindi, Hungarian,

Japanese, Korean, Persian, Portuguese, Russian, Turkish, Vietnamese, and Urdu. Similarly, all the community schools (CB1) are teaching HL speakers of less commonly taught languages. Although the two pilot projects, Garden Grove and Mt. SAC projects (LT3 and LT4) begin in Spanish, both add a less commonly taught language (Vietnamese and Chinese, respectively) after the initial pilot phase.

## **B. Competitive Priority #2: MSI / Community College Programs**

The Heritage Center and Mt. San Antonio College (Mt. SAC) have agreed to a long-term partnership to incorporate heritage language courses into the foreign language curriculum and thus improve foreign language instruction and options for students. The project will develop a model for design and implementation in Spanish, with the aim of adding HL courses for Arabic, Chinese, Korean, Japanese and Russian. Mt. SAC will be the first community college to implement such a change and will be a model for other community colleges with a large number of HL speakers. The College intends this change in curriculum to lead to higher outcomes in student language programs and better articulation to four-year colleges. Mt. SAC is an MSI with Title III and Title V funding.

After developing and evaluating the pilot program, the Heritage Center will develop a guide for administrators who wish to implement similar programs. To diffuse the approach to other community colleges, we will share our experience at conferences and in our publications.

### C. Invitational Priority: Heritage Language

The Heritage Center addresses this priority in everything we do. More importantly, IFLE's making HL an invitational priority has raised awareness of the subject area, and we have received numerous requests to join other applicants' HL projects. Although budget considerations do not allow us to join everyone, we will advise and support any Title VI program on matters of HL instruction to the extent time permits. We expect that this work will produce more research and teaching materials than we have specified in this proposal, and intend to disseminate these in partnership with those other Centers.

### References

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- Brinton, D. M., Kagan, O., Bauckus, S. (Eds.). (2008). *Heritage language education: A new field emerging*. New York, NY: Routledge.
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- Carreira, M., & Potowski, K. (2011). Commentary: Pedagogical Implications of Experimental SNS Research. *Heritage Language Journal*, 8(1), 134-150.
- Carreira, M. (In press). Teaching Heritage Language Learners: A study of program profiles, practices, and needs. In P. Trifonas and T. Aravossitas (Eds.), *Rethinking Heritage Language Education*. Cambridge University Press.
- Council on Foreign Relations. (2012). *U.S. Education Reform and National Security: Independent Task Force Report No. 68*. J. I. Klein & C. Rice (Chairs); J. Levy (Project Director). New York: Council on Foreign Relations. Retrieved from <http://www.cfr.org/united-states/us-education-reform-national-security/p27618>.

- Davidson, D. E., & Lekic, M. D. (2012/2013). The Heritage and Non-Heritage Learner in the Overseas Immersion Context: Comparing Learning Outcomes and Target-Language Utilization in the Russian Flagship. *Russian Language Journal*, 62, 47-78, rpt. in *Heritage Language Journal*, 10(2), 88-114.
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- Gambhir, S. (2001) Truly less commonly taught languages and heritage learners in the United States. In J. K. Peyton, Ranard, D. A., & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 207-228). Washington, DC: CAL, ERIC ; [McHenry, IL] : Delta Systems.
- He, A. W. (2013). The painted word: Translingual practices within turn-constructional-units. In Zhuo Jing-Schmidt (Ed.), *Increased empiricism* (pp. 127-146). John Benjamins.
- Kagan, O. (2005). In support of a Proficiency-Based Definition of Heritage Language Learners: A case of Russian. *International Journal of Bilingual Education and Bilingualism*, 8(2 & 3), 213-221.
- Kagan, O. (April, 2014). Multilingual Los Angeles: The impact of immigrant heritage communities. Paper presented at conference "Internationalization of U.S. Education in the 21st Century: The Future of International and Foreign Language Studies," Williamsburg, Virginia. Retrieved from <http://www.wm.edu/offices/revescenter/internationalization/papers%20and%20presentations/index.php>
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- Schwartz Caballero, A. M. (2014). Preparing teachers to work with heritage language learners. In T.G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice* (pp. 359-369). New York: Routledge.
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**CURRICULUM VITAE**  
**OLGA E. KAGAN**

Department of Slavic Languages and Literatures, UCLA  
[REDACTED], UCLA  
Los Angeles, CA 90095-1502  
[REDACTED]

**EDUCATION:**

*Ph.D.* (Dissertation "Theory and Practice of Writing a Learner- Centered Textbook of Russian as a Foreign Language"), Pushkin Russian Language Institute, Moscow, Russia.

*M.A.* Equivalent. Summa Cum Laude. Major: Teaching English as a Second Language. Moscow Pedagogical Institute, Moscow, Russia.

**WORK EXPERIENCE:**

Present:

Professor, Step 2

Coordinator of the Russian Language Program, Undergraduate Advisor

Department of Slavic Languages and Literatures, UCLA

2009-present Zero appointment, UCLA Department of Applied Linguistics

2006 - present Director, Title VI National Heritage Language Resource Center funded by the U.S. Department of Education;

2005-present – Co-Director and PI, Russian Language Flagship Program (funded by NSEP)

2001- present Director, Center for World languages, UCLA

2008-2010 – Professor, Step 1

1994-2008 – Lecturer SoE and Senior Lecturer SoE

1986- 1994 – Lecturer in Russian, Slavic Department, UCLA

1985-86 – Coordinator Russian Language Program, Slavic Department, USC

1981 – 2008- Lecturer/Lecturer SOE in Russian, Slavic Department, UCLA

1976 - 1981 -- Lecturer in Russian, Department of Literatures and Languages, UC Riverside

**TEACHING:**

All levels of Russian language (beginning to graduate), including content-based, community-based instruction and courses for heritage learners

Slavic 495 – Practicum for Teaching Russian at the College Level

Applied Linguistics 118/218 (2004 and 2010) – Teaching Heritage Language Learners

**OTHER TEACHING ACTIVITIES:**

2006-2013 – Summer Heritage Language Institutes and Workshop (annual)

1992 – 1996 – Lecturer in Methodology, NEH Institute of Russian Language and Culture, Bryn Mawr

Summer 1991 -- Coordinator, 3d year Russian course, Summer Russian School, Middlebury College

**EDITORIAL SERVICE:**

2003-present Editor/co-Editor, Heritage Language Journal

[www.ht://heritagelanguages.org](http://heritagelanguages.org)

2010 – Guest Editor, Special Issue, SEEJ

**Editorial Boards:**

Slavic and East European Journal (SEEJ)

South Asia language Pedagogy and Technology, University of Chicago

**Reviewer (last five years):**

Modern Language Journal, Slavic and East European Journal

Journal of Language, Identity and Education

Reviewer for Cambridge University Press, Yale University Press, Routledge

The Journal of Linguistics

The Journal of applied Psychology

2006 -- Review of the Punjabi textbook, UC Language Consortium

2004-06 – Review of the RAILS (Russian Advanced Interactive Listening Series) project, University of Wisconsin

2000-2002 Center for Applied Linguistics Russian web-based exam project, Advisory Board member

**PROGRAM REVIEWS**

2010: Russian Program, Defense Language Institute, Monterey, CA

2008: CalState Fullerton, Department of Modern Languages, CalState Fullerton

2008: University of Florida, Title VI Russian and European Area Center

2006: Harvard University Slavic Department Overseers Committee

2005: Chair, Review of the UCEAP Program in Moscow, Russia

*In the past ten years:*

UC Santa Cruz, Foreign Language Program

UC Santa Cruz and UC Santa Barbara – merit reviews of lecturers

University of Kentucky, Program in Vladimir, Russia

Middlebury College, The Russian School Indiana

University, Summer Slavic Workshop University

of Washington, Seattle, Uzbek Program

I have also served on tenure and promotion committees (University of Kentucky, University of Oregon, University of Texas at San Antonio; )

**UNIVERSITY AND DEPARTMENTAL SERVICE:**

*Olga Kagan CV*

*Updated Jan 2014*

2012-2015 UCLA Senate Committee on Teaching

2010-2011 – Vice-Chair, UC Systemwide CIE (Committee on International Education)

2009-2010 – Chair, UCLA Senate CIE

2006-2009 – Member, UCLA Senate CIE

2009-2010 – UCLA Department of Applied Linguistics, Chair of the Certificate in Foreign and Heritage Language Teaching

Fall 2006 – Chair, Center for Digital Humanities Selection Committee

2000- present - UC Consortium for Language Teaching and Learning, Steering Committee Member

1998- 2004 - Foreign Language Advisory Committee to the Dean of Humanities, Member

2000-present – Undergraduate Advisor, Slavic Department

Other departmental committees over the years

Dissertation committees:

1996 -- Joan Chevalier, Slavic Department

2010 -- Saeed Atoofi, Applied Linguistics

2012 – Ekaterina Moore, Applied Linguistics

2012 – Netta Avineri, Applied Linguistics

2013 -- Laura Walls, Applied Linguistics

*At present*

Shushan Karapetian, Near Eastern Languages and Cultures (co-chair)

Yoshiko Fukuyasu, Applied Linguistics (co-chair)

Larisa Karkafi, Slavic Dpt (co-chair)

Naya Lekht, Slavic Dpt

Naomi Caffee, Slavic Dpt.

Sasha Razor, Slavic Dpt.

Faculty promotion committees: Slavic Department and Department of Applied Linguistics, other universities

**PROFESSIONAL SERVICE**

2009-present Advisory Board, Summer Workshop in Slavic, East European and central Asian Languages (SWEEL), Indiana University

2009-2011 – Chair, Council on Heritage Language Learning, the National Language Flagship

2008-2010 – Chair, Heritage Special Interest Group, ACTFL

2005-2009 Advisory Board, Arizona State University Critical Languages Institute (CLI)

1998 - 2001 -- Vice-President, the American Association of Teachers of Slavic and Eastern European Languages (AATSEEL)

1991 - 2010 - Board of Directors, American Council of Teachers of Russian (ACTR)

Organized:

October 2012 Dialog on Russia

<http://eureca.ucla.edu/default.aspx?page=conferenceonrussia>

*Olga Kagan CV*  
*Updated Jan 2014*

February 2010 First International Conference on Heritage/Community Languages, UCLA

2007-2013 Summer Heritage Research institutes

2009-2013 Summer Workshops for teachers of heritage languages

INVITED PAPERS and WORKSHOPS (last five years)

October 2013 – National Language Service Corps –keynote

July 2013 – Startalk/NHLRC Workshop for Teachers of heritage languages (2 presentations)

June 2013 – STARTALK Workshop, University of Iowa, Iowa City

June 2013 – University of Illinois, Chicago A presentation at the Workshop for High School Teachers

August 2012 -- STARTALK Workshop, University of Iowa, Iowa City (by skype)

May 2011 – Yale University Title: Heritage Language Learners: Research and Teaching Implications

October 2011 – University of Texas, Austin Title: Developing Materials for HL Learners: A Macro Approach

November 2011 – CalState Northridge Workshop on Near Eastern Languages Curriculum Title: A Program for Heritage Language Learners

April 2010 – STARTALK, Atlanta. Title: Online Workshop for Teachers of Heritage Languages

October 2009 – University of Wisconsin, Madison. Title: The Heritage Language Learner: Identities, Language Loyalties, and Challenges

March 2009 – Arizona State University, Workshop on Chinese Heritage Learners

June 23-28, 2007 Inter-Institutional Summer Immersion Russian Pedagogy Workshop, Middlebury College, Middlebury, VT. Title: *Teaching Heritage Speakers of Russian*

April 2007 Tea Time at the Heritage Language Center. Title: *Preliminary Results of the Heritage Learners Survey*

February 22-23, 2007 Title: *Heritage language Learners: Enrollment and Placement*. Washington, D.C. The U.S. Department of Education's International Education Programs Service (IEPS)

December 12, 2006 Keynote presenter, Digital video conference (DVC) on "Multiculturalism: Russian as a Heritage Language" for Israeli educators. Organized by the U.S. Department of State and the U.S. Embassy in Israel

*Olga Kagan CV*  
*Updated Jan 2014*

Sept 25, 2006 NRC, FLAS and LRC Directors' Meeting, Arlington, VA

Title: Overcoming Obstacles to Building and Sustaining LCTLs on your campus

Aug 30, 2006 Workshop on Teaching Russian, Columbia University Slavic Department

Jan 6, 2005 CalState San Diego (LARC) Keynote address on heritage learners  
proficiencies

May 24, 2005 UCI. Title: *In Search of a Curriculum Design for Vietnamese Heritage  
Speakers*

May 1, 2004 University of Washington, Seattle. Title: *Heritage Learners and Language  
Competency*

April 1, 2005 – Ann Arbor Slavic Department – Workshop on Russian Heritage Speakers

April 15, 2005 – University of Pennsylvania Language Center. Title: Foreign language  
Learners and Heritage Language Learners: A Comparison

**PAPERS PRESENTED AT NATIONAL and INTERNATIONAL CONFERENCES  
(last five years):**

November 2012 ASEEEES Title: Testing High Level Proficiency of Russian Flagship  
Students: Curricular Implications

October 2012 Flagship conference Results 2012, New York Title: HL and L2 Learners

August 2012 19<sup>th</sup> Sociolinguistic Symposium, Berlin, Germany. Title: Multilingual Los  
Angeles: The Impact of Immigrant Languages on the Educational System

January 2011 AATSEEL Title: Integrating Advanced Students of Russian with Heritage  
Language Learners

November 2011 ACTFL Title: STARTALK/NHLRC: ONLINE Heritage Language  
Teacher Workshop

August 2010 Conference of Scandinavian Slavists, Tampere, Finland Title: Russian as  
a heritage language in the United States

December 2009 Annual Conference for the American Association of Teachers of Slavic  
and East European languages (AATSEEL). Title: An undergraduate Flagship Program:  
Can Students get from Novice to Superior in four Years (with Anna Kudyma)

December 2009 Annual Conference of Distinguished Language Centers, Title: Flagship  
Curriculum: Is distinguished proficiency within reach?

November 2009 American Council on the Teaching of Foreign Languages Title: The  
Results of the National Survey of Heritage Language Learners

2009 50<sup>th</sup> Anniversary of Title VI, Washington, D.C. Title: The National Survey of Heritage Language Learners: Importance of Vocabulary Development

2008 Annual Conference of Distinguished Language Centers Title: Developing Sociocultural and Sociolinguistic Competencies: A Review of the Curricular Template

2008 Northeast Language Conference, NY, NY Title: The National Survey of Heritage Language Learners: From survey data to pedagogical implications

May 2007 Fifth International Conference on Language Teacher Education, University of Minnesota, Minneapolis. Title: A Matrix for Training Teachers of Heritage Language Learners

April 2007 Annual Conference of American Association of Applied Linguistics, Costa Mesa, CA. Title: Continua of Identity and Language Competence: A Case Study of Heritage Learners of Russian

December 2005 The 2nd International Conference on Technology, Knowledge and Society, Hyderabad, India. Title: Communicating in a Foreign Language: Speaking as a Web-based Activity.

### **PUBLICATIONS:**

2010 Online Workshop for Heritage Language Teachers <http://startalk.nhlrc.ucla.edu/>

### **Textbooks:**

*Writing in Russian for Russian Heritage Speakers* (with A. Kudyma) Zlatoust Publishers, St. Petersburg, Russia. Expected publication date: Winter 2011

Beginner's Russian (with A. Kudyma and F. Miller), NY, NY: Hypocrene Press, 2010

*Russian without Borders*, Textbook for high school age Russian heritage learners, member of an International team (2009, Tel Aviv)

Rifkin B., O.Kagan with Anna Yatsenko *Advanced Russian Through History*. Yale University Press, 2006.

Kagan O., F.Miller, G. Kudyma: *V PUTI: Russian Grammar in Context (2d edition)*, Upper Saddle River, NJ: Prentice Hall, 2005

Kashper M., O. Kagan, Y. Morozova "Russian Film for Conversation" (two volumes) MA: Focus Publishers, 2005. Nominated for the Best Book Award, AATSEEL, 2006

Kagan O., T. Akishina, R. Robin, *Russian for Russians: A Textbook for Heritage Speakers* Bloomington, IN: Slavica, 2003.

Akishina A.A., O. Kagan: “*Uchimsya Uchit*” (“ We’re Learning to Teach”), Moscow: Russian Language Publishers, 2002 (second edition). Third expanded edition in preparation.

Kagan, O. and M.Kashper “Chukovskaya’ s *Sofia Petrovna: Student edition*” MA: Focus Publishers, 2000

Kagan O., F.Miller: *V PUTI: Russian Grammar in Context (1<sup>st</sup> edition)*, Upper Saddle River, NJ: Prentice Hall, 1996

### **Edited Volumes and Journal Issue:**

Co-editor (with B. Rifkin) Special issue of SEEJ

Brinton D., O. Kagan, S. Bauckus eds. (2008) *Heritage Language Education: A New Field Emerging*, Routledge

Kagan O., B.Rifkin (editors) *The Teaching and Learning of Slavic Languages and Cultures*, Bloomington, IN: Slavica Publishers, 2000. Award for Best Contribution to Pegagogy, AATSEEL, 2001

### **Book chapters:**

Kagan, O. (2014) Russian Heritage Language Learners: From Students’ Profiles to Project-Based Curriculum. Handbook of Heritage, Community, and Native American Languages in the United States Research, Policy, and Educational Practice. Edited by Terrence G. Wiley, Joy Kreeft Peyton, Donna Christian, Sarah Catherine K. Moore, Na Liu. Routledge/CAL. pp. 177-186

Kagan, O. & Dillon, K. (2012) Heritage languages and L2 learning, The Routledge Handbook of Second Language Acquisition. S. Guss and A. Mackey Editors. London: Routledge. pp. 491-505

Kagan, O. and Dillon, K. (2009) Preparation of teachers of heritage languages: A Matrix. Proceedings of the Teacher Preparation Conference, University of Minnesota.

Friedman D., O. Kagan (2008). “Academic Writing Proficiency of Russian Heritage Speakers: A Comparative Study”. In D. Brinton, O. Kagan, S. Bauckus eds. *Heritage Language Education: A New Field Emerging*, Routledge

In B. Leaver, B. Shekman (editors) *Developing Professional-level Language Proficiency* Cambridge University Press, 2002:

- 1) Angelelli C. And O. Kagan, “Foreign Language for Heritage (Home-Background) Speakers: What the Superior Level Foreign-Language Course May Offer”
- 2) Dabars Z., O. Kagan, "Teaching Russian Language Teachers in Eight Summer

*Olga Kagan CV*  
*Updated Jan 2014*  
Institutes in Russian Language and Culture"

Bermel, N., O.Kagan "The Maintenance of Written Russian in Heritage Speakers." In the Teaching and Learning of Slavic Languages and Cultures. O.Kagan, B. Rifkin, editors. Slavica, 2000

### **Encyclopedia Article**

The "Encyclopedia of Language and Education" (in press) [N. Hornberger, General Editor] Springer's Reference Online Library. Title: "Issues in Heritage Language Learning" (with K. Dillon)

### **Selected research articles in refereed journals:**

Kagan, O. & Kudyma, A. (2012) Heritage Language Learners of Russian and L2 Learners in the Flagship Program: A Comparison. Russian Language Journal, Volume 62. pp. 27-46.

Carreira, M. & Kagan, O.(2011) The Results of the National Heritage Language Survey: Implications for teaching, curriculum design, and professional development. Foreign Language Annals, Volume 44, No 1. pp. 40-64.

Kagan, O. (2010) Russian Heritage Language Speakers in the U.S.: A profile. Russian Language Journal, Volume 60. pp. 213-228

Polinsky M., & O. Kagan (2007) "Heritage Languages: In the "wild" and in the classroom", Language and Linguistics Compass, Blackwell Publishers

Kagan, O., & K. Dillon (2006). Russian heritage learners: So what happens now? *Slavic and East European Journal* (50th Anniversary Issue), 50(1), 83-96.

Kagan, O.(2005) "In support of a Proficiency-Based Definition of Heritage Language Learners: a case of Russian". International Journal of Bilingual Education and Bilingualism, Vol.8: 2 & 3

Kagan O., D.Friedman (2004) "Using the OPI to Place Heritage Speakers of Russian." Foreign Language Annals (special OPI issue/guest editor R. Clifford), Volume 36, #4, winter 2004)

Kagan, O., K. Dillon (2004) Heritage Speakers' Potential for High-Level Language Proficiency. In ed. H. Byrnes and H. Maxim, *Advanced Foreign Language Learning: A Challenge to College Programs*, Boston: Heinle/Thomson. pp. 99-112

Kagan, O. and K. Dillon (2001) "A New Perspective on Teaching Russian: Focus on The Heritage Learner. SEEJ, Fall Issue 2001.

**AWARDS:**

Award for Best Contribution to Pedagogy, AATSEEL, 2004

Award for Excellence in Teaching at the Post-secondary Level, American Association of Teachers of Slavic and East European Languages (AATSEEL), 2003.

Award for Best Contribution to Pedagogy, AATSEEL, 2001

**PI: EXTERNAL GRANTS (2010-present) :**

[National Heritage Language Resource Center \(see p.3\)](#)

P.I. and Director Olga Kagan

U.S. Dept. of Education

Award: \$1.3 million (2010-2013)

This is the final year of this grant. Award received a 54% cut for the final year.

[National Flagship Language Program: Russian](#)

P.I. Olga Kagan

National Security Education Program

Award: \$275,371 for 2011-12

Award: \$295,000 for 2012-2013

Award: \$315,000 for 2013-2014

A program funded by the National Security Education Program of Department of Defense to teach Russian to superior level proficiency.

[Startalk Summer High School Language Classes](#)

P.I. Olga Kagan National Foreign Language Center 2011 Award: \$235,020 (four

languages) 2012 Award: \$179,311 (two languages) 2013 Award: \$96,772 (one language)

[Startalk Summer Workshop for Heritage Language Instructors of Less Commonly Taught](#)

[Languages](#)

P.I. Olga Kagan Startalk Grant 2011 Award: \$82,470. 2012 Award: \$99,640 2013 Award:

\$92,292

Earlier grants

*Olga Kagan CV*  
*Updated Jan 2014*  
Summer 2008 - 2010 – STARTALK grants

2006-2010 - PI, National Heritage Language Resource Center, Department of Education.  
\$ 326,000 a year; 2010-2014 – same amount

2005-present - co-PI and Director, Russian Flagship awarded second year -- \$50,000  
(2005-06); \$ 75,000 (2006-07); \$130,000 (2008-09); \$250,000 (2009-2010)

2003-2007 - PI and co- Director , UCLA Korean Flagship Program (NSEP funding) –  
apprx. \$ 700,000 a year

Summers 2005, 2007, 2009, 2010 – PI, ACLS Grants for teaching Romanian and  
Bosnian/Croatian/Serbian

## María M. Carreira

Professor of Spanish

Department of Romance, German, and Russian Languages and Literatures

California State University, Long Beach

Co-Director, National Heritage Language Resource Center, UCLA



### Education

University of Illinois at Urbana-Champaign, Ph.D. in Linguistics, 1990

Dissertation: Spanish Diphthongs: Stress, Syllabification, and Alternations.

Loyola University of Chicago, B.S. 1984

*Summa Cum Laude*, Major in mathematics and computer science.

St. Scholastica High School, Chicago, Illinois, 1980

### Selected organizational activities

1. National Heritage Language Resource Center, UCLA, Co-Director, 2009-present
2. Hispania, Associate Editor, 2010-present;
3. SAT (Standardized Achievement Test), Spanish Committee, Chair, 2008-present;
4. Advisor, Alliance for the Advancement of Heritage Languages, 20010-present;
5. Co-Organizer and program chair, Second International Conference on Heritage Languages UCLA, March 7-8, 2014;
6. Co-Organizer and program chair, First International Conference on Heritage Languages UCLA, Feb. 19-21, 2010;
7. Organizer and chair, *El español en los medios de comunicación en los EE.UU y la mercadotecnia en los Estados Unidos*. Miami, February 18, 2009;
8. Organizer and chair, *El español en los medios de comunicación y la mercadotecnia en los EE.UU*. Instituto Cultural de México, Washington DC, March 15, 2007;
9. Co-organizer, *International Society for Language Studies*, Montreal, Canada, April 2005
10. External evaluation with Professor Ana Roca. Heritage Language Teacher Corps, FIPSE Grant between the Chicago Public Schools and University of Illinois, at Chicago, 2001-2003.
11. Co-organizer, *Heritage Languages in America: A National Conference*, Long Beach, California, October 1999

### Invited workshops:

1. Yale University, Mar. 29, 2014
2. Columbia University, Mar. 28, 2014
3. San Diego State University, Aug. 22, 2013
4. Santa Barbara City College, October 2, 2012

5. University of Maryland, College Park, March 7, 2012
6. Georgetown University, March 6, 2012
7. Aldeen Foundation, Pasadena, California, June 29, 2011 and June 26, 2012
8. Yale University, May 17, 2011.
9. University of Texas at Austin, Oct. 12, 2011
10. Syracuse University, Oct. 14, 2011
11. Long Beach City College, Oct. 21, 2011
12. University of Oregon at Eugene, September 16, 2010
13. Columbia University, May 6, 2009

### **Journal reviewer**

*Bilingual Research Journal*

*Hispania*

*Foreign Language Annals*

*International Journal of Bilingualism*

*Language Culture and Curriculum*

### **Publications**

### **Books**

1. Carreira, M. and Beeman, T. (2014). *Voces: Latino Students on Life in the United States*. ABC-CLIO.
2. Spaine-Long, S., Carreira, M., Madrigal, S. and Swanson, K. (2013) *Cuadros*. Boston, MA: Heinle Cengage Learning (Vols. 1-4).
3. Spaine-Long, S., Carreira, M., Madrigal, S. and Swanson, K. (2013) *Alianzas*. Boston, MA: Heinle Cengage Learning
4. Spaine-Long, S., Carreira, M., Madrigal, S. and Swanson, K. (2011, 2008, 2004) *Nexos: A First Year Spanish Textbook*. Boston, MA: Heinle Cengage Learning
5. Carreira, M. and Geoffrion-Vinci, M. (2008). *Sí se puede: Un curso transicional para hispanohablantes*. Boston, MA: Houghton Mifflin.
6. Spaine-Long, S., Carreira, M., Madrigal, S. and Swanson, K. (2006). *Nexos Media Edition*. Boston, MA: Houghton Mifflin.

Guest editor, with Nelleke Van Desusen Scholl,  
*Heritage Language Journal*, Special Issue on Identity, Fall 2010. Vol. 7, No. 2

### **Position Paper**

Carreira, M. (2013). *The Advanced Speaker: An Overview of the Issues in Heritage Language Teaching*. National Heritage Language Resource Center. Available at:  
<http://www.nhlrc.ucla.edu/>

### **Refereed articles and book chapters**

1. Carreira, M. (In press). Teaching Heritage Language Learners: A study of program profiles, practices, and needs. In P. Trifonas and T. Aravossitas (Eds.), *Rethinking Heritage Language Education*. Cambridge University Press.
2. Carreira, M. (2014). Professional Opportunities for Heritage Language Speakers. In: T. Wiley, J. Kreeft Peyton, D. Christian, S. Moore and N. Liu (Eds.), *Handbook of heritage, community, and Native American languages in the United States* (pp. 66-76). New York: Routledge and Center for Applied Linguistics.
3. Carreira, M. (2013a). Evaluating Spanish-language Vitality in the United States from a Capacity, Opportunity and Desire Framework. *Heritage Language Journal*, Vol 10, No. 3.
4. Carreira, M. (2013b). Formative Assessment: The third leg of the assessment stool. *The Heritage Language Journal*, Vol. 10, No. 1.
5. Carreira, M. (2012a). Meeting the Instructional Needs of Heritage Language Learners: Approaches, Strategies, and Research. In S. Beaudrie and M. Fairclough (Eds.), *Spanish as a Heritage Language in the US: State of the Science* (pp. 223-240). Georgetown University Press.
6. Carreira, M. (2012b). Spanish as a Heritage Language: The State of the Field. In (J. H. Antxon Olarrea, and E. O'Rourke (Eds.). *The Handbook of Hispanic Linguistics* (pp. 765-782). Wiley-Blackwell Handbooks.
7. Carreira, M. and Rodriguez, R. (2011a). Filling the Void: Community Spanish language programs in Los Angeles serving to preserve the language. *The Heritage Language Journal*. Vol 8, No. 2.
8. Carreira, M. and Potowski, K (2011b). *Pedagogical Implications of Experimental SNS Research*. *Heritage Language Journal*, Vol. 8, No. 1.
9. Carreira, M. and Potowski, K. (2011c). Spanish in the United States. In K. Potowski (Ed.), *Language Diversity in the United States: Dispelling Common Myths and Appreciating Advantages*. Clevedon: Multilingual Matters.
10. Carreira, M. (2011d). The Making and Breaking of Language Ideologies. *International Multilingual Research Journal*. Vol. 5, 3 (60-76).
11. Carreira, M. and Kagan, O. (2010a). The Results of the National Heritage Language Survey: Implications for teaching, curriculum design, and professional development. *Foreign Language Annals*. Vol. 43, 3 (40-64).
12. Carreira, M. and Wijaya, J. (2010b). A Curriculum for Teaching Indonesian in Classes with Diverse Learners. *Journal of the National Council of Less Commonly Taught Languages*.
13. Peyton, J.K., Carreira, M., Wang, S., & Wiley, T.G. (2008). Heritage language education in the United States: A need to reconceptualize and restructure. In K.A. King, N. Schilling-Estes, L.W. Fogle, J.J. Lou, & B. Soukup (Eds.), *Sustaining linguistic diversity: Endangered and minority languages and language varieties* (pp. 173-186). Washington, DC: Georgetown University Press.
14. Carreira, M. (2007). Español a la venta: La lengua en el mercado global. In M. Lacorte, (Ed.), *Lingüística aplicada del español*. Madrid: Editorial Arco.

15. Carreira, M. (2007). Spanish for Native Speakers Matters: Narrowing the Latino Academic Gap through Spanish Language Instruction. *Heritage Language Journal*. Vol. 5, No. 1.
16. Carreira, M. (2007). Teaching Spanish to Native Speakers in Mixed Ability Language Classrooms. In K. Potowski and R. Cameron (Eds.), *Spanish in Contact. Policy, Social and Linguistic Inquiries* (pp. 61-80). Washington D.C.: Georgetown University Press.
17. Carreira, M. (2005). Sólo lo pobre se comen las ese and other myths of Caribbean Literature. *Rio Grande/Rio Bravo: Borderlands Culture and Tradition*, 12 (3), 38-56.
18. Carreira, M. (2004) Seeking Explanatory Adequacy: A Dual Approach to Understanding the Term “Heritage Language Learner”. *Heritage Language Journal*, Vol 2., No. 1.
19. Carreira, M. (2004) Teacher development and national standards for Spanish as a heritage language. *Foreign Language Annals*. (co-authored with Kim Potowski).
20. Carreira, M. (2003). Preserving Spanish in the U.S.: Opportunities and challenges in the New Global Economy. In M. Lacorte, M. and T. Cabal Krastel (Eds.) (pp. 243-255). *Romance Languages and Linguistics Communities in the United States*. Centro de Estudios Latinoamericanos. University of Maryland Press.
21. Carreira, M. (2003) Profiles of SNS Students in the 21<sup>st</sup> Century: Pedagogical Implications of the Changing Demographics and Social Status of U.S. Hispanics. In A. Roca and C. Colombi (Eds.), *Mi lengua. Spanish as a Heritage Language in the United States, Research and Practice*. Washington D.C.: Georgetown University Press. 51-77.
22. Carreira, M. (2002) “Los Diptongos Alternantes del Español: Reconsideración de la paradoja”, in Juana Gil (Ed.), *Panorama de la Fonología Actual*, Arco/Libros, S.L. Madrid.
23. Carreira, M. (2002) When Phonological Limitations Compromise Literacy: A Connectionist Approach to Enhancing the Phonological Competence of Heritage Language Speakers. In J. Hammandou (Ed.), *Research in Second Language Learning. Vol. 1. Literacy and the Second Language Learner* (pp. 235-256). Greenwich, Ct.: Information Age Publishing.
24. Carreira, M. (2002). Mass Media, Marketing, Critical Mass and Other Mechanisms of Linguistic Maintenance. *Southwest Journal of Linguistics*. December 2002. Vol. 21, No. 4, 37-53.
25. Carreira, M. (2001). Validating and Promoting Spanish in the U.S.: Lessons from linguistic science. *The Bilingual Research Journal*. Volume 24, Number 3. 2001, 423-442.
26. Carreira, M., Armengol, G.) (2001). Professional Opportunities for Heritage Language Speakers. In J. Peyton, D. Ranard, and S. McGinnis (Eds.) (pp.109-144). *Heritage Languages in America: A Blueprint for the 21<sup>st</sup> Century*. McHenry, IL: Delta Systems.
27. Carreira, M. (1998) A Constraint Based Approach to Spanish Spirantization. In J. Lema, (Ed.), *Current Issues in Linguistic Theory*, 89, Philadelphia: John Benjamins Publishing Co.

28. Carreira, M. (1997) The Spanish Plural Marker: It Takes Two (Moras). In Kora Singer (Ed.), *Selected Proceedings of the Chicago Linguistics Society 33*, 132-145. Chicago: The University of Chicago Press.
29. Carreira, M. (1996) An Optimality Theoretic Approach to Spanish Diminutive Formation in L. M. Dobrin and K. Singer (Eds.), *Selected Proceedings of the Chicago Linguistics Society 32*, Chicago: The University of Chicago Press. (Co-authored with Gorka Elordieta).
30. Carreira, M. (1995) Spanish Clusters: Coronals, /s/, and Syllable Structure Conditions, in C. Parodi and C. Quicoli (Eds.), *Aspects of Romance Linguistics*, Washington, D.C.: Georgetown University Press.
31. Carreira, M. (1995) Iberian Spirantization as a Syllable Contact Process. *The International Journal of Basque, Anuario del Seminario de Filología Vasca "Julio de Urquijo"*, XIX, 47-65.
32. Carreira, M. (1993) The alternating diphthongs of Spanish: a paradox revisited. In H. Campos and F. Martinez-Gil (Eds.), *Studies in Spanish Linguistics* (pp. 405-444). Washington, D.C.: Georgetown University Press.
33. Carreira, M. (1992) The representation of rising diphthongs in Spanish. In C. Laefer and T. Morgan (Eds.), *Current Issues in Linguistic Theory*, 74, 34-50.
34. Carreira, M. (1991) The acquisition of Spanish Syllable Structure. In D. Wanner and D. A. Kibbee (Eds.), *Current Issues in Linguistic Theory*, 69, 3-18.
35. Carreira, M. (1991) The structure of palatal consonants in Spanish," in J. Goldsmith (Ed.), *Proceedings of the Chicago Linguistics Society*, 35. Chicago: The University of Chicago Press.
36. Carreira, M. (1988). The Structure of Rising Diphthongs. *Studies in the Linguistic Sciences*, 18 (1), 17-34.

#### **Non-refereed publications:**

37. Carreira, M. (2013). Advanced Proficiency: A Practitioner's Perspective. *Heritage Language Journal*, Vol. 10, No. 2.
38. Carreira, M. (2012c). Heritage Language Teaching: Domains and recommendations for incorporating Common Core Standards and STEM. *September Newsletter. National Capital Language Resource Center*.
39. Carreira, M. (2012d). Is Spanish Taking Over the U.S.? In R. Rickerson and B. Hilton (Eds.) *The 5-Minute Linguist: Bite-Sized Essays on Language and Languages*. Equinox Publishing Ltd.
40. Carreira, M & Van Deusen Scholl, N. (2010e). Guest Editor's Foreword. *Heritage Language Journal*. Vol. 7, No. 2. <http://www.heritagelanguages.org/Journal.aspx>
41. Carreira, M. (2007). Is Spanish Taking Over the U.S.? In R. Rickerson and B. Hilton (Eds.) *The 5 Minute Linguist: Bite-Sized Essays on Language and Languages*. Equinox Publishing Ltd.
42. Carreira, M (2002). Assessing Spanish-language Proficiency in the U.S. Context. *Language Magazine*. July. Vol 1, No. 11.

#### **Book reviews:**

43. *Leaving Children Behind: How “Texas-style” Accountability Fails Latino Youth*, Angela Valenzuela (Ed.) Teachers College Record Vol. 107 No. 11, 2005, p. - [www.tcrecord.org/Content.asp?ContentId=11809](http://www.tcrecord.org/Content.asp?ContentId=11809)
44. Dodge, Judith (2005). *Differentiation in Action: A Complete Resource with Research- Supported Strategies to Help You Plan and Organize Differentiated Instruction and Achieve Success with All Learners, Grades 4-12*. New York: Scholastic. Education Review, July, 2006 <http://edrev.asu.edu/brief/index.html>

**Selected Invited talks:**

1. *Lost in Translation: Mapping the Value of Heritage Languages*. University of California at Santa Barbara. Feb. 20, 2014.
2. **Plenary talk:** *Heritage Language Teaching: Bridging the Gap Between “What is” and “What Should Be”*. Fourth International Conference on the Development and Assessment of Intercultural Competence. University of Arizona, Tucson. Jan. 24, 2014.
3. **Keynote Speech:** *Empowering Korean Heritage Language Learners: New Challenges in HL Pedagogy & Research*. American Association of Teachers of Korean, Michigan State University. June 28, 2013.
4. **Keynote Speech:** *Raising Heritage Language Speakers*. Conference on the Tamil Diaspora. San Jose, CA, June 9, 2012.
5. *When Student Needs Collide with Institutional Practices: Findings from the Database Project by the National Heritage Language Resource Center*. Harvard University, May 11, 2012.
6. *Latino Youth’s Brave New World: Stories of linguistic and cultural resilience*. Georgetown University, March 22, 2012.
7. *The Best of Times, the Worst of Times: The state of Spanish in the US*. Florida International University, March 1, 2012.
8. *Heritage Language Students: Challenges and opportunities*. Yale University, May 17, 2011.
9. *Preserving the Less Commonly Taught Languages: One size does not fit all*. Columbia University, April 20, 2011.
10. *Rethinking Second Language Education in the Age of Heritage Learners*. Emory University, Sept. 2011.
11. *El español y sus hablantes en los EEUU*. Middlebury Summer Program. July 3, 2011.
12. **Keynote Speech**, ACTFL Special Interest Section: *Research-based and practice-tested approaches in Heritage Language Teaching*. ACTFL, Nov. 19, 2011.
13. *What Future for the Less Commonly Taught Languages?* Columbia University, April 30, 2011.
14. *De la Teoría a la Práctica: Conflict resolution in mixed language classes*. University of Oregon, Eugene, Sept. 16, 2010.
15. *The Results of the National Heritage Language Survey*, Columbia University, May 6,

2009

16. *Placement, Assessment, and Evaluation in the Heritage Speaker Curriculum*. NYU, Sept. 18, 2009.
17. **Keynote speech.** *The Privileged Place of Spanish Among this Country's Heritage Languages*. XXII National Conference on Spanish in the United States. Florida International University, February 18-21, 2009.
18. *Community-Based Curriculum Development*. UCLA. May 8, 2008. *America's Immigrant Children: Education, Language, and Workforce Preparation*. New York University, January 23, 2008.
19. *The Abuelos Project: A framework for developing the linguistic, cultural, and academic skills of foreign and heritage language students*. Florida International University. March 2, 2007.
20. *Reconceptualizing Instruction to Meet the Needs of Today's Language Students: A Model of Differentiated Language Teaching and Learning*, Emory University, Atlanta, Georgia, Sept. 18, 2006.

### **Selected Conference presentations**

1. *Heritage Language Teaching: Diversity, Challenges, and Future Directions*. American Association of Teachers of Spanish and Portuguese (ACTFL). Oct. 26, 2013.
2. *When Heritage and Non-heritage Language Learners Come Together*. STARTALK Conference. Portland Oregon, Oct. 19, 2013.
3. *An Online Workshop for Heritage Language Teachers: A project of the National Heritage Language Resource Center and STARTALK*. 6<sup>th</sup> International Conference on Language Teacher Education. The George Washington University, May 31, 2013.
4. *Heritage Languages in Higher Education: Results of a national survey*. American Council on the Teaching of Foreign Languages (ACTFL). Denver Colorado. Nov. 19, 2011.
5. Panelist. *Consortium panel on Heritage Language Database Project*. American Association of Teachers of Spanish and Portuguese ACTFL. Denver, Colorado. Nov. 19, 2011
6. *An Overview of Heritage Language Teaching at the Community College Level*. Modern Languages Association. Los Angeles, CA. January 7, 2011.
7. *Immigrant stories of linguistic resilience*. Modern Languages Association. Los Angeles, CA. January 7, 2011.
8. *The National Heritage Language Learner Survey: Focus on the Commonly Taught Languages*. National Council of the Less Commonly Taught Languages. Madison Wisconsin. April 8, 2011
9. *Filling the Void: Community Language Programs in Los Angeles*. First International Conference on Heritage Languages. UCLA. Feb. 20, 2010.
10. *Identity in HL Language Maintenance*. First International Conference on Heritage Languages. UCLA. Feb. 20, 2010.
11. *Community-Based Curriculum Development*. UCLA. May 8, 2008

12. Language Education: Reconceptualizing foreign language instruction and learning. *Georgetown University Roundtable on Languages and Linguistics (GURT)*. Washington D.C. March 2006.
13. Applying Language Arts Standards to Spanish for Native Speakers Instruction. *American Council on the Teaching of Foreign Languages (ACTFL)*, Chicago, Ill. November 2004.
14. *The Many Faces of the Beginning Spanish Learner in California*. Foreign Language Association of Northern California Saturday, Berkeley, CA, November 2004.
15. *Teaching Spanish-for-Native-Speakers in the 21<sup>st</sup> Century: A focus on the learner*. California Association for Bilingual Education (CABE), Los Angeles, CA, Feb. 2003.
16. *The Media, Marketing, Critical Mass and other Mechanisms of Linguistic Maintenance*, XIX Congreso del Español en los EEUU y el Español en Contacto con Otras Lenguas en el Mundo Iberoamericano. San Juan, Puerto Rico, April 2002.
17. *¿A quién le corresponde determinar el estándar lingüístico para los hablantes de español como lengua de herencia?: Criterios comunitarios de la proficiencia lingüística*. Linguistic Society of the Southwest, Albuquerque. New Mexico, Sept. 2001.
18. *When Phonological Limitations Compromise Literacy: A Connectionist Approach to Enhancing the Phonological Competence of Heritage Language Speakers*, Sixth Annual Conference on Spanish for Native Speakers. New Mexico State University at Las Cruces. June 2001.
19. *The Roads Less Traveled: Directions for Future Growth in Spanish for Native Speakers*, XVII Annual Conference on Spanish in the U.S., University of California at Davis, April 2000.
20. **Keynote Speech.** *Preserving Spanish in the U.S.: Opportunities and Challenges in the New Global Economy*. Sixth Annual Conference on Spanish-for-Native-Speakers. New Mexico State University at Las Cruces, June 2000.
21. *Training Students to Gather, Evaluate, and Generate Information on the World Wide Web*. The American Council on the Teaching of Foreign Languages (ACTFL 2000). Boston, MA. November 2000.
22. *The Case for Linguistics in the Spanish-for-Native-Speakers Curriculum*, XVI Annual Conference on Spanish in the US, Florida International University, Miami, April 1999.
23. *International Recipes for Successful Heritage Language Schools*, Fifth Annual Conference on Spanish-for-Native-Speakers. New Mexico State University at Las Cruces, New Mexico. August 1999.
24. *The Sound Patterns of English and Spanish*. Annual Conference of the California Court Interpreters Association. California State University, Long Beach. Oct. 1999.
25. *Five Basic Linguistic Rules for Hispanic Bilinguals to Live By*. Fourth Annual Conference on Teaching Spanish to Native Speakers, Las Cruces, New Mexico, July 1998.
26. *The Stress of Stress: Examining the Phonological Competence of Hispanic Bilinguals*. Fourth Annual Conference on Teaching Spanish to Native Speakers, Las Cruces, New Mexico, July 1998.

27. *Prejuicios Lingüísticos-Genéricos en la Literatura Caribeña: Repercusiones Pedagógicas*. La Mujer en la Literatura del Mundo Hispánico, CSU Northridge, October 1998.
28. *The Spanish Plural Marker: It Takes Two (Moras)*, Chicago Linguistics Society 33, The University of Chicago, April 1997.
29. *How Good is the Writer's Ear? The Representation of Dialectal Diversity in Hispanic Literature*. Hispanics: Cultural Locations, University of San Francisco, CA, October 1997.
30. *Why our students can't do stress*. American Association of Applied Linguistics, Chicago, ILL. March 1996.
31. *A Constraint Based Approach to Spanish Spirantization*. The Linguistic Symposium on Romance Languages, DF, Mexico, March 1996.
32. *An Optimality Theoretic Approach to Spanish Diminutive Formation*, Chicago Linguistics Society, Chicago, April 1996.
33. *Quién', 'Dónde', 'Por qué' and other questions our students can't answer*. Cincinnati Conference on Romance Languages and Literatures, Cincinnati, OH, May 1996.
34. *Linguistics in the Curriculum: A Case of More is Better*. San José State University, San José, CA, May 1996.
35. *The Missing Competence: Linguistics*. The Pennsylvania Foreign Language Conference, Duquesne University, Oct. 1996.
36. *Coronals, /s/, and the coda condition*. The Linguistic Symposium on Romance Languages, Los Angeles, California, March 1994.
37. *Our present misunderstanding of Spanish syllable structure*. GURT (Georgetown University Roundtable), Georgetown, March 1993.
38. *Spanish spirantization as a syllable contact process*. The Linguistic Symposium on Romance Languages, University of Texas at El Paso, March 1992.
39. *La condición de coda en español e inglés*. Universidad Autónoma de México, D.F. México, April, 1994.
40. *The alternating diphthongs of Spanish: a paradox revisited*. The Linguistic Symposium on Romance Languages, Toronto, Canada, April 1990.
41. *The problem with Spanish diphthongs*. The Linguistic Symposium on Romance Languages, Ohio State University, 1989.
42. *The acquisition of Spanish diphthongs*. The Linguistic Symposium on Romance Languages, University of Illinois, 1988.

## References

Available upon request

**EDUCATION**

- University of California, Los Angeles, CA**  
Ph.D., Applied Linguistics December 2010  
Dissertation title: *Looking Both Ways: Structure, Agency, and Language Ideology at a Chinese Saturday School*
- University of California, Los Angeles, CA**  
M.A., Applied Linguistics and TESL September 1999  
Thesis title: *The Basic Variety in Interaction*
- University of California, Los Angeles, CA**  
Certificate in TESL March 1999
- Beijing University, Beijing, P. R. of China**  
Exchange Student 1978-1979  
Studied Mandarin and Chinese Literature
- School of Oriental and African Studies, London University, England**  
B.A., History and Mandarin July 1978  
First Class Honors

**PROFESSIONAL EXPERIENCE: Teaching**

- Lecturer, UCLA, Los Angeles, CA** 2011 – Present
- APPLING C116/216, *English Grammar for Second/Foreign/Heritage Language Instruction*, in Winter 2011, 2012, & Spring 2013.
  - APPLING C113/213, *Phonetics for Language Education*, in Spring 2012.
- Teaching Associate, UCLA, Los Angeles, CA** 2005 – 2006
- Taught multi-skills ESL classes to graduate and undergraduate students and an advanced ESL writing class to graduate students
  - Taught a section of a “W” (writing) class that focused on language learning and teaching, including theoretical and pedagogical content as well as writing strategies
- Teaching Assistant Consultant, UCLA, Los Angeles, CA** 2004 – 2005
- Co-taught a teacher training class to first-time TAs having responsibility for ESL classes
  - Observed and videotaped TAs teaching their classes; gave feedback based on observation notes and video playback, focusing on pedagogical strategies
- Lecturer, UCLA, Dept. of Applied Linguistics, Los Angeles, CA** 2000 – 2004
- Taught a class focusing on the sound system of English to ESL students in both whole-class and tutorial formats, including discussion of segmental and suprasegmental features, analysis of students’ pronunciation problems using audio recordings, and detailed individual feedback and one-on-one conferencing that targeted these problems; wrote examinations and designed materials and activities for a course handbook
  - Developed materials and taught lessons targeting oral fluency, presentation strategies, and teaching skills to international TAs
  - Taught developmental composition to ESL students; conferenced individually with students to improve their academic writing skills
  - Designed and taught a teacher training course that aimed to develop the micro-components of teaching, e.g. use of questioning/elicitation techniques to promote student involvement; how to lead effective discussions; strategies for dealing with student errors or misunderstandings of material; effective use of visual aids
  - Co-taught a teaching practicum focusing on theoretical and practical concerns of second/foreign language teaching pedagogy with emphasis on fieldwork experience

- Participated in norming and holistic grading of essays in university-wide ESL placement examination

**Lecturer, Santa Monica College, Santa Monica, CA** **1999 – 2000**

- Designed a syllabus and conducted lessons for English 1 (reading and composition) for ESL students; guided students through the process of writing four essays and one research paper, two drafts each
- Developed materials and syllabi for advanced, intermediate, and beginning ESL courses in the non-credit program and taught classes at each level

**Teaching Assistant, UCLA, Los Angeles, CA** **1997 – 1999**

- Taught developmental composition to ESL students
- Taught advanced ESL to graduate students; multi-skills focus with emphasis on the writing needs of graduate students

**Lecturer, Yunnan University, Kunming, P. R. of China** **1984 – 1986**

- Designed materials, syllabi, and examinations for English pronunciation, writing, and literature courses for undergraduate students and taught each of these courses
- Gave a public lecture once a week on aspects of Western culture

**Lecturer, Kunming Institute of Technology, Kunming, P. R. of China** **1983 – 1984**

- Developed syllabi and taught multi-skills EFL courses to undergraduate students
- Developed syllabi and taught English pronunciation and oral fluency to graduate students
- Taught English literature class to teachers of the English Department

### **PROFESSIONAL EXPERIENCE: Non-Teaching**

**Associate Director, National Heritage Language Resource Center, UCLA, Los Angeles, CA**  
**2010 – Present**

- Help organize an annual one-week research institute that brings together leading national and international scholars in the field of heritage language maintenance; focus is on current linguistic research and its implications for heritage language instruction. Website: <http://www.nhlrc.ucla.edu/events/institute/2013/>
- Edit articles for an online peer-reviewed journal, [The Heritage Language Journal](#).
- Organized a roundtable discussion of representatives from community language schools in the LA area in order to discuss ways of supporting these organizations
- Organized a one-day conference at UCLA, *Challenges and Achievements in Community Language Schools*; brought together teachers, administrators, and parents as well as academics to discuss issues such as creating appropriate textbooks and other materials, teacher training, and the social/political role these schools play in the community

**Campus-wide TA Training Program Coordinator, UCLA, Los Angeles, CA** **2006 – 2009**

- Organized a one-day conference for UCLA TAs every September, including developing suitable workshops and accompanying lesson plans, selecting and training workshop leaders, writing and designing a brochure, as well as logistical arrangements such as booking rooms and ordering food
- Decided funding allocations for over 40 departments wishing to participate in our Teaching Assistant Consultant (TAC) teacher training program
- Developed and taught a Fall Quarter teacher training seminar to TACs from over 40 departments; TACs then returned to their departments to train new TAs using pedagogical approaches learned in this seminar
- Edited and wrote sections for two handbooks published annually, *TA Handbook* and *TAC Handbook*; the former distributed campus-wide for use by all TAs, the latter used in conjunction with the TAC teacher training seminar

### **PUBLICATIONS**

***Mr. China's son: A villager's life***, He Liyi with Claire Anne Chik. Boulder, CO: Westview Press. 1993; Second edition 2003

Guest Editor: *Heritage Language Journal*, Vol 10(2). Special issue on advancing heritage language speakers' skills. 2013.

### **CONFERENCE PRESENTATIONS**

#### **STARTALK/NHLRC Teacher Workshop, June 2014, UCLA Los Angeles, CA.**

Chik, Claire. *Student Opinions of a High School Korean Class: "Sliver Linings" in Mixed Heritage/Non-Heritage Language Classes.*

#### **Second International Heritage Language Conference, March 2014, UCLA Los Angeles, CA.**

Chik, Claire; Chevalier, Joan. *Mixed Heritage/Non-Heritage Language Classes: Student Voiced from a High School Korean Class.*

#### **Heritage Language Research Institute, June 2013, University of Illinois at Chicago, Chicago, IL.**

Chik, Claire. *Beyond Language Classes: Metaphors used by parent organizers to describe the role of a Chinese Saturday school in their community.*

#### **Challenges and Achievements in Community Language Schools, April 2013, UCLA, Los Angeles, CA**

Chik, Claire. *Beyond Language Classes: The Role of a Chinese Saturday School in the Lives of Parent Organizers*

#### **Research on Second and Foreign Language Acquisition and Teaching, September 2006, Sorbonne Nouvelle Université, Paris, France**

Chik, Claire. *Student Perspectives on Mixed Heritage/Non-heritage Classes in the High School Setting*

#### **The 14<sup>th</sup> World Congress of Applied Linguistics (AILA), July 24-29, 2005, Madison, WI**

Chik, Claire; Griner, Barry; Brinton, Donna. *Factors Affecting Secondary Language Offerings in Metropolitan Los Angeles*

#### **Los Angeles Regional CATESOL Conference, October 2005, Los Angeles, CA**

Chik, Claire. *Student Perspectives on Mixed Heritage/Non-heritage Classes in the High School Setting*

#### **CATESOL Annual State Conference, April 2003, Pasadena, CA**

Chik, Claire; Brinton, Donna. *Teacher Preparation: Spanning the Chasm between Theory and Practice*

#### **CATESOL Annual State Conference, March 2002, San Francisco, CA**

Chik, Claire; Brinton, Donna; Xi, Xiaoming. *Measuring International Teaching Assistants' Progress through Test/Retest Data*

### **AWARDS**

#### **Dissertation Year Fellowship**

UCLA, 2009-2010

#### **Graduate Summer Research Mentorship Program in the Humanities & Social Sciences**

UCLA, Summer 2005

### **LANGUAGES**

**Mandarin:** Intermediate

GENERAL INFORMATION

Department of Linguistics

Harvard University

Cambridge, MA 02138

[REDACTED] (office direct)

[REDACTED] (fax)

<http://www.fas.harvard.edu/~herpro/people.htm>

## CURRENT POSITION:

Professor, Department of Linguistics, Harvard University, 2006—present

Director, Language Sciences Lab, Harvard University, 2007—present

## PREVIOUS PROFESSIONAL POSITIONS:

Professor, Department of Linguistics, University of California at San Diego, 1999-2007

Co-Director (with Marta Kutas), Center for Research in Language, University of California at San Diego, 2003-2007

Chair, Department of Linguistics, University of California at San Diego, 1999-2003

Associate Professor, Department of Linguistics, University of California at San Diego, 1997-1999

Associate Professor, Department of Linguistics, University of Southern California, 1995-1997

Assistant Professor, joint appointment at the Department of Linguistics and Department of Slavic Languages, University of Southern California, 1991-1995

Andrew Mellon Fellow, Department of Linguistics, University of Southern California, 1989-1990

Visiting Scholar, Department of Linguistics, University of California, San Diego, 1989

Senior Researcher, Institute for Linguistics, Academy of Sciences, Moscow, Russia, 1983-1988

## EDUCATION:

Moscow University, 1974-1979, BA

Academy of Sciences, Institute for Linguistics, 1901-1986, Ph.D. (Linguistics)

GRADUATE ADVISOR: Prof. Georgy Klimov, Academy of Sciences, Institute for Linguistics

COLLABORATORS: Lauren Eby Clemens, Bernard Comrie, Shinichiro Fukuda, Larry Hyman,

Edward L. Keenan, Robert Kluender, Nayoung Kwon, Eric Potsdam, Omer Preminger, Gregory

Scontras, Edwin Tsai

SYNERGISTIC ACTIVITIES

## PANELS AND BOARDS:

LSA Executive Committee, 2010-2013

Zentrum für allgemeine Sprachwissenschaft, Berlin, Advisory Board, 2007-2013

Center for Bilingual Child Language Acquisition, Chinese University of Hong Kong, Advisory Board, 2008--present

Program Committee, LSA, 2005-2008

Expert Panel on Linguistics, National Science Foundation, 2002-2005

## EDITORIAL ACTIVITIES:

Associate editor, *Natural Language and Linguistic Theory*, 2007—2013

Associate Editor, *Language*, 1998-2001

EDITORIAL BOARDS:

*Empirical Approaches to Linguistic Theory*, Brill Publishers  
*Handbooks in Linguistics*, Brill Publishers  
*Journal of Slavic Linguistics*  
*Linguistic Discovery*  
*Linguistics*  
*Studies in Bilingualism*  
*Theoretical Linguistics*

*Heritage Language Journal*  
*Language and Linguistics Compass*  
*Linguistic Inquiry*  
*Oxford Linguistic Studies*  
*Studies in Language*  
*University of California Publications in Linguistics*

GRADUATE STUDENTS SUPERVISED IN THE LAST SEVEN YEARS:

Ezra van Everbroeck “Word order variation and learnability” (Ph. D. 2007)  
Nayoung Kwon “Empty categories in Korean” (Ph. D. 2008)  
Shinichiro Fukuda “Verb Complex Structure in Japanese” (Ph. D. 2009)  
Alexandra Makarova “L2 perception of phonological contrasts” (Ph.D. 2009)  
Peter Jenks “DP Structure in East Asian languages” (Ph.D. 2011)  
Dennis Ott “The syntax of split topics” (Ph.D. 2012)  
Lauren Clemens “Verb-initial orders at the syntax-prosody interface” (Ph.D. 2014)  
Jenny Lee “Grammatical aspects of Ranmo” (expected 2015, supported by NSF fellowship)

POST-DOCTORAL FELLOWS:

Ming Xiang (2007—2009), currently Assistant Professor at the University of Chicago  
Nayoung Kwon (2007—2008), currently Assistant Professor at the University of Singapore  
Carlos Gomez Gallo (2009—2011), currently a postdoctoral fellow at the University of Miami  
Jessica Coon (2010—2011), currently Assistant Professor at McGill University  
Omer Preminger (2011-2012), currently Assistant Professor at Syracuse University  
Pedro Mateo Pedro (2010—2012), currently Professor at Universidad de Vallia, Guatemala  
Ann Gagliardi (2012—2014), currently a Research Fellow at the University of Edinburgh  
Bradley Larson (2014—present)

RECENT PRODUCTS

- 2009 “Does headedness affect processing? A new look at the VO-OV contrast.” *Journal of Linguistics* 45: 675-710 (with M. Ueno)
- 2010 “Cognitive and linguistic factors affecting subject/object asymmetry: An eye-tracking study of pre-nominal relative clauses in Korean.” *Language* 86 (with N. Kwon, J. Lee, P. Gordon)
- 2011 “Reanalysis in adult heritage language: A case for attrition.” *Studies in Second Language Acquisition* 45, 1-45.
- 2012 “Subject preference and ergativity”. *Lingua* 121, 125-145 (with C. Gallo, P. Graff, and E. Kravtchenko)
- 2013 “Raising and control.” In: *The Cambridge Handbook of Generative Syntax*, ed. by Marcel den Dikken. Cambridge: Cambridge University Press, 989-1015.
- 2014 “When L1 becomes an L3: Assessing grammatical knowledge in heritage speakers/learners.” *Bilingualism: Language and Cognition* DOI:10.1017/S1366728913000667
- 2014 “Left edge topics in Russian and the processing of anaphoric dependences.” *Journal of Linguistics* DOI: 10.1017/S0022226714000188

## Timeline: Heritage Center Projects, 2014-2018

Project titles with light shading continue from 2010-2014 cycle; all others are new.

Projects with cost-sharing are indicated by hatching in the quarter(s) it occurs.

PROJECT / TASK	YEAR (By Quarter)															
	2014-15				2015-16				2016-17				2017-18			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>Administrative / Management</b>																
Set up financial reporting system																
Project leaders submit work plans and timelines																
Project leaders submit work plans and timelines																
Executive Committee charters & review projects, finalize work plans, etc																
Executive Committee meets with Board of Advisors																
<b>Evaluation</b>																
Finalize evaluation rubric in consultation with program officers																
Design instruments and set calendar																
Formative evaluation – interviews, surveys, focus groups for new projects																
Goal evaluation – interviews, surveys, focus groups																
Annual Report																
Capstone report on all projects																
<b>Projects</b>																
• <i>RI Research Institutes (p.21)</i>																
Recruit presenters and participants																
Presenters conduct original research																
Institute Convenes																
Leaders submit report to executive committee																

## Timeline: Heritage Center Projects, 2014-2018

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Projects with cost-sharing are indicated by hatching in the quarter(s) it occurs.

PROJECT / TASK	YEAR (By Quarter)				2014-15				2015-16				2016-17				2017-18			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
• <b><i>R2 Best Practice Research (p.26)</i></b>																				
Prepare IRB application																				
Set up interviews for mixed classes																				
Conduct interviews, surveys for mixed classes																				
Analyze interviews of mixed class teachers																				
Prepare articles, guides, and other reports																				
Present findings on mixed class instruction at ACTFL conference																				
Set up interviews and class observations for HL																				
Conduct interviews, surveys, and class observations for HL classes																				
Analyze interviews and class observations for HL classes																				
Prepare articles, guides, and other reports																				
• <b><i>LT1 Online Certificate Program (p.27)</i></b>																				
IT systems analysis to determine needs for online certificate																				
Program student tracking database																				
Heritage Center, COERLL, LARC and TELL develop criteria for badges																				
LA Unified approves courses for professional development																				
Design, pilot, refine course 1 (Intro to HL Instruction)																				
Design, pilot, refine course 2 (The HL Learner)																				
Design, pilot, refine course 3 (Differentiation)																				
Design, pilot, refine course 4 (Materials Development)																				
Design, pilot, refine course 5 (Curriculum)																				
Design, pilot, refine course 6 (Assessment)																				
Align all courses into an online certificate																				
Completed online certificate is piloted as full program																				

## Timeline: Heritage Center Projects, 2014-2018

Project titles with light shading continue from 2010-2014 cycle; all others are new.

Projects with cost-sharing are indicated by hatching in the quarter(s) it occurs.

PROJECT / TASK	YEAR (By Quarter)															
	2014-15				2015-16				2016-17				2017-18			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
• <b>LT1 Online Certificate Program (continued)</b>																
Revise online certificate program as needed																
Begin advertising online certificate																
Begin certifying teachers																
• <b>LT2 Professional Development (p.28)</b>																
Select participants for Materials Development Workshop																
Materials Development Workshop meets																
Select participants for Teacher Training Workshop																
Teacher Training Workshop Meets																
Meet with ACTFL to plan preconference workshop and webinars																
ACTFL preconference workshop																
Design HL teaching webinars for ACTFL																
Deliver HL teaching webinars for ACTFL																
• <b>LT3 Garden Grove Unified School District Pilot Program (p.30)</b>																
Planning meetings with Administrators																
Workshop(s) for Spanish teachers																
Spanish Curriculum development with teams of instructors																
Pilot new Spanish HL curriculum																
Revise and finalize new Spanish curriculum																
Introduce HL practice into clubs and community activities																
District-Wide conference on HL learners																
Workshop(s) for Vietnamese Teachers																
Develop Guide for program implementation																

## Timeline: Heritage Center Projects, 2014-2018

Project titles with light shading continue from 2010-2014 cycle; all others are new.

Projects with cost-sharing are indicated by hatching in the quarter(s) it occurs.

PROJECT / TASK	YEAR (By Quarter)				2014-15				2015-16				2016-17				2017-18			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
<ul style="list-style-type: none"> <li><b><i>LT4 Mt. San Antonio College Pilot Program (p.31)</i></b></li> </ul>																				
Planning meetings with Administrators																				
Teacher Training Workshop(s) for all teachers																				
Teacher Training Workshop(s) for Spanish teachers																				
Spanish Curriculum development with teams of instructors																				
Pilot new Spanish HL curriculum																				
Interview students and teachers																				
Revise and finalize new Spanish curriculum																				
Teacher Training Workshop(s) for Chinese teachers																				
Chinese Curriculum development with teams of instructors																				
Develop Guide for program implementation																				
<b><i>CB1 Online Community School Network (p.33)</i></b>																				
Develop List of Community Schools																				
Contact State Agencies to create Community School Registries																				
Determine branding and functional requirements for website																				
Purchase software																				
Design web site and write code																				
Launch Website																				
Ongoing support and monitoring																				
<ul style="list-style-type: none"> <li><b><i>CB2 Conferences (p.34)</i></b></li> </ul>																				
5th Annual Conference on Immigrant Languages																				
Biennial teacher trainer conference (at Minnesota, with CARLA)																				
Call for abstracts for 2017 teacher trainer conference (at UCLA)																				

## Timeline: Heritage Center Projects, 2014-2018

Project titles with light shading continue from 2010-2014 cycle; all others are new.

Projects with cost-sharing are indicated by hatching in the quarter(s) it occurs.

PROJECT / TASK	YEAR (By Quarter)				2014-15				2015-16				2016-17				2017-18			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
• <b>CB2 Conferences (continued)</b>																				
Create website for 2017 teacher trainer conference																				
Biennial teacher trainer conference (at UCLA with CARLA)																				
Publish proceedings from 2017 teacher trainer conference																				
Biennial Intercultural Competence Conference (with CERCLL)																				
Plan International Conference on Heritage and Community languages																				
Launch website for International Conference and send call for abstracts																				
Review abstracts and select presenters for International Conference																				
Finalize logistics for 3rd International Conference																				
Host International Conference on Heritage and Community languages																				
• <b>CB3 Publications (p.36)</b>																				
<i>Heritage Language Newsletter published</i>																				
<i>Heritage Language Journal published</i>																				
<i>Handbook on Heritage Language Education</i>																				



OFFICE OF THE CHANCELLOR  
[REDACTED]  
LOS ANGELES, CALIFORNIA 90095-1405

June 11, 2014

Cheryl Gibbs, Senior Program Officer  
U.S. Department of Education  
International and Foreign Language Education  
National Resource Centers  
1990 K Street, N.W., Suite 6083  
Washington, D.C. 20006

Dear Ms. Gibbs:

UCLA is pleased to endorse the work of the National Resource Centers (NRC) and Language Resources Center (LRC) programs on our campus. Their contributions to teaching and research are invaluable, as are their outreach activities for K-12, the business community, and the general public of greater Los Angeles. In particular, NRC, FLAS, and LRC funding enhance UCLA's capacity for offering instruction in less commonly taught languages at advanced levels and provide opportunities for students to attain high levels of proficiency in languages that are essential to our national security and global competitiveness.

UCLA also supports the NRCs' collaborative response to the forthcoming grant cycle's competitive priority for the expansion of access to international and area studies, as well as language instruction at community colleges and minority serving institutions. This federal priority complements a related priority that UC President Janet Napolitano has recently articulated. UCLA's commitment levels to the four-year program outlined in the NRCs' proposals are detailed therein. We look forward to the development and implementation of this important initiative.

Title VI funded programs and activities continue to have a long-term impact on UCLA's capacity to train specialists in areas of national need, from which not only our university benefits but our country does as well. We look forward to continuing the vital work that the Department of Education Title VI programs so importantly facilitate.

Sincerely,



Gene D. Block  
Chancellor

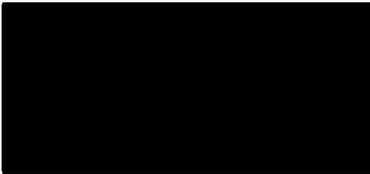
Enclosure

cc: Scott Waugh, Executive Vice Chancellor & Provost  
C. Cindy Fan, Interim Vice Provost for International Studies  
Chris Erickson, Senior Associate Vice Provost & Director, International Institute

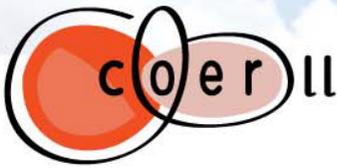


Funding decisions for STARTALK programs are made each year, and further funding of past programs is based on the effectiveness and relevance of past programs and the likelihood of a strong and relevant program in the coming year. UCLA/NHLRC, in addition to filling a unique and important niche in language teacher preparation, has demonstrated consistent quality over a number of years. I believe that UCLA's contribution to the wider language field in the US is similarly consistent and important, and I strongly urge continued funding of the NHLRC.

Sincerely,



Catherine Ingold  
Principal Investigator, STARTALK  
Executive Director, National Foreign Language Center at the University of Maryland



Austin, Texas  
June 24, 2014

Dear Olga,

The Center for Open Educational Resources and Language Learning (COERLL) is pleased to be collaborating with the National Heritage Language Resource Center (NHLRC) at UCLA on our applications for Title VI funding as National Foreign Language Resource Centers. We have agreed to work together on two projects—*SpinCAL* and *Digital Badges for Teacher Effectiveness*.

Last year, COERLL launched SpinTX, an open archive of video interviews of Spanish speakers living in Texas. SpinTX combines a transparent interface with a powerful database that makes it easy for teachers to search and find authentic samples of a wide variety of Spanish dialects spoken in Texas. The goal of our joint project is to turn SpinTX into SpinCAL, or rather, to replicate the Texas interviews with videos of Spanish speakers living in California. COERLL-affiliated faculty will assist NHLRC in training California interviewers to collect the video interviews. Rachael Gilg, COERLL Projects Manager and technical lead of the SpinTX project will assist NHLRC staff with all technical issues (e.g., automated transcription, programming, syntactic tagging, etc.).

For our second collaboration, COERLL will partner with NHLRC to create digital badges based on the well-known framework developed by the Teacher Effectiveness in Language Learning Project (TELL). The TELL badges will form the basis of on-going teacher development sessions given by Austin and Los Angeles schools. The ultimate goal of our joint project will be to ‘badgify’ the TELL framework so that it may be adopted by school districts as a coherent professional development program.

Given the complementary strengths of COERLL and NHLRC, we are excited by the potential of these projects and are looking forward to a fruitful collaboration.

Sincerely yours,



Dr. Carl Blyth  
Director  
Center for Open Educational Resources and Language Learning

June 19, 2014

Dr. Olga Kagan  
Center for World Languages  
UCLA 1333 Rolfe Hall  
Los Angeles, CA 90095-1411

Dear Dr. Kagan:

I am pleased to write a letter of support for the UCLA National Heritage Language Resource Center. The Center's focus on heritage languages represents a critical need in foreign language teaching and learning. At present, few language educators have the knowledge and skills they need or the tools and knowledge to conduct meaningful programs for heritage language speakers. We know from current census data that heritage language speakers represent a great potential for our county to become professional level speakers if they receive proper training. The NHLRC has devoted its efforts to this challenge.

As current Director of the Center for Applied Linguistics, I recognize the need for increased understanding of and resources for heritage language communities is crucial as the nation expands its capacity in and improves the quality of foreign language learning and teaching.

NHLRC, with its proposed activities and leadership, is in an excellent position to successfully implement its proposed projects. Its partnerships among community schools, four-year postsecondary education institutions, and the K-12 educational arena will leverage the expertise and experience of a variety of collaborators and ensure high-quality results.

I wish you all success in your application and look forward to collaborating with you in establishing an agenda for heritage language research and resources. In addition, I look forward to our collaboration with community schools through CAL's Alliance for the Advancement of Heritage Languages and with the proposed Assessment and Evaluation Language Resource Center (AELRC), a collaboration between Georgetown University and the Center for Applied Linguistics.

Sincerely yours,

[REDACTED]  
Terrence G. Wiley, Ph.D.  
President & C.E.O.  
Center for Applied Linguistics

Wednesday, July 2nd, 2014

Executive Director Kathryn Paul  
National Heritage Language Resource Center  
University of California Los Angeles  
1333 Rolfe Hall, Los Angeles, California 90095-1411

Dear Professor Paul,

It was a pleasure talking to both you and Professor Kagan. The topic of our conversation, Heritage Learners, has been a topic of multiple exchanges and concern within my Division. I am writing this letter with full knowledge and concurrence of our Foreign Language Department Co-Chair, Luisa Howell.

After lengthy and thorough discussions regarding the varying levels in our "Spanish for Hispanics" classes, a couple of years ago, the Spanish section of our Department of Foreign Languages concluded and decided that there was a need to review and revise the curriculum for Spanish 11--the lowest level of our Spanish for Hispanics class--and establish Spanish 10, a third class and a level lower than Spanish 11. Along those lines, they also decided that there was a need to develop a placement instrument to facilitate the placement of our HL students in the appropriate level class.

Two Spanish faculty, Lizbeth Sanchez and Aaron Salinger volunteered to work on this project and established a survey that we will pilot in-house in a few of our classes in an attempt to create an educational environment for our students where pedagogy would be more likely to contribute to their success. The recent recession, which led our campus to a period of fiscal frugality, precluded our Spanish faculty's ability to move forward with their plans to revise existing curriculum, create new curriculum, and create the necessary placement test.

Your offer to partner with us for the next four years and provide us support in these areas, as well as in teacher training could not be more timely and propitious. We are excited to join you in this venture which will benefit our students and facilitate Student Success. Our administration, as represented by our Vice President of Instruction, Dr. Irene Malmgren, is in full support of our partnership.

Our Spanish faculty are eager and anxious to work towards the goals they set a couple of years ago to better serve our HL students. Moreover, the fact that this project will eventually engulf and benefit the entire department is a goal that is beyond our expectations and promises to have far reaching effects allowing us to better serve and even larger number of students.

I will be establishing an *ad hoc* committee of both full and adjunct interested faculty for this purpose. This committee will be spearheaded by Aaron Salinger and Lizbet Sanchez, who will coordinate all activities with the department Co-Chair, Luisa Howell. With respect to this project, you may communicate with Luisa, as our point person and include Aaron ([REDACTED]) and Liz ([REDACTED]) by copying them on the correspondence. This will keep them in the loop and facilitate the coordination by all parties involved.

California is a cosmopolitan state that in many ways has led the nation. The varied ethnicity of our inhabitants places California in an especially favorable position to make strides in the area of educating HL. With your help and support, Mt. San Antonio College will diligently and proudly work toward this goal, as it meets and surpasses objectives that will improve the quality of education of our Heritage Learners.

Respectfully,

[REDACTED]  
James Jenkins  
Dean, Humanities and Social Sciences Division

Cc: Vice President Irene Malmgren, Department of Foreign Language Co-Chair Luisa J. Howell

# UNIVERSITY OF MINNESOTA

Twin Cities Campus

Center for Advanced Research on  
Language Acquisition  
Global Programs and Strategy Alliance

Minneapolis, MN 55414 USA

Phone: [REDACTED]

Fax: [REDACTED]

[www.carla.umn.edu](http://www.carla.umn.edu)

June 9, 2014

U.S. Department of Education  
USDE Title VI Language Resource Center Grant Program

Dear LRC Selection Committee:

The Center for Advanced Research on Language Acquisition (CARLA) is very happy to collaborate with the National Heritage Language Resource Center (NHLRC) in its application for Title VI funding as a Language Resource Center. Our centers propose to collaboratively host the *International Language Teacher Education (LTE) Conference*, which was founded by CARLA in 1999 as a unique conference designed specifically for language teacher educators, whose mission is to provide cutting-edge research-based preparation and training to language teachers at all levels. CARLA proposes to host this popular conference in May 2015 in Minnesota, and assist NHLRC in hosting the conference in May 2017 in Los Angeles. As part of our collaborative work, NHLRC will send a plenary speaker to the conference in Minnesota in May 2015, and CARLA will sponsor a plenary speaker at the Los Angeles conference in 2017.

CARLA proposes to host the *International Language Teacher Education Conference* in May 2015, where it will for the first time establish a thematic strand focused on preparing teachers to deal with heritage language learners, as foreign language learners who have very distinct learning needs. NHLRC has agreed to participate in the 2015 conference by sending a plenary speaker to highlight for this language teacher educator audience some of the issues involved in preparing teachers to effectively address the specific needs of heritage language students.

In May 2017, CARLA will provide advice and logistical support to NHLRC as it hosts the LTE conference in Los Angeles – the first time this popular conference has been offered in the Western part of the nation. We all anticipate considerable interest in highlighting at this conference a new nexus of research and best-practices discussion that combines research-based approaches to language teacher education with a focus on the specific learning needs of heritage language students.

We look forward to the collaborative activity that NHLRC and CARLA have proposed in staging these conferences, to the knowledge-sharing that will take place at these events, and to the contributions that they will make to strengthening the nation's capacity for heritage language learning and teaching.

Sincerely,

[REDACTED]  
Elaine Tarone, Director





## National Middle East Language Resource Center

Dr. Olga Kagan  
Director, National Heritage Language Resource Center

Box 951411  
Los Angeles, CA 90095-1411

July 7, 2014

### **RE: NMELRC and NHLRC Collaboration**

The National Middle East Language Resource Center (NMELRC) is pleased to collaborate with the National Heritage Language Resource Center (NHLRC) in its application for Title VI funding for 2014-2018. Our centers are ideally positioned to work together to assist Middle East language programs make significant progress in serving the needs of heritage learners, especially in the areas of program evaluation, student assessment and faculty professional development.

With your extensive research and impressive expertise in supporting heritage language programs, coupled with our large network of Middle East language programs and our online resources from Project Perseverance, we will be able to help Middle East heritage learners become better informed about what it means to learn a language as well as more self aware, which will result in their being better able to handle negative emotions and check their natural tendency to engage in avoidance behavior. These online resources include success stories of learners and online modules that help students set realistic and very specific learning goals. To further facilitate this project, we will be working with the American Association of Teachers of Persian (AATP) and its president, Dr. Anousha Sedighi, who will be working with the Persian students at UCLA and Portland State to document their experience through learner journals and think aloud protocols. Student progress will be measured using NMELRC online Persian proficiency tests and the ACTLF OPic.

We wish you success with your application and look forward to working with you in the coming four years.

Sincerely,

  
R. Kirk Belnap  
Professor of Arabic  
Director, National Middle East Language Resource Center

, Brigham Young University, Provo, UT 84602  
<http://nmelrc.org>,  (fax)



SAN DIEGO STATE  
UNIVERSITY



Language Acquisition  
Resource Center  
A National Language  
Resource Center  
San Diego State University

San Diego CA 92182.8305  
Tel.: [REDACTED]  
Fax: [REDACTED]  
<http://larc.sdsu.edu>

July 3<sup>rd</sup>, 2014

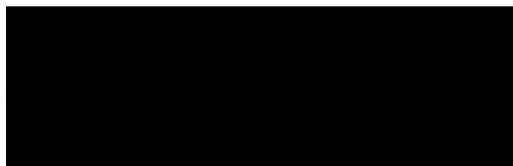
Dear Dr. Kagan,

LARC is please to collaborate with the National Heritage Language Resource Center (NHLRC) at University of California, Los Angeles in its application for Title VI funding as a Language Resource Center during the 2014 grant competition. In particular, LARC looks forward to working with NHLRC, and our joint partners at COERLL, University of Texas at Austin, on the Teacher Effectiveness for Language Learning (TELL) and Digital Badges professional development integration for K-12 world language teachers, which will be done in close collaboration with each center's local school district, LA Unified and San Diego Unified and Lakeside Union. The collaboration will involve NHLRC, LARC, and COERLL working as catalysts and facilitators for the development and implementation of an in-service teacher professional development program based on the TELL Framework and the meaningful, ubiquitous documentation of teachers' continuing education that Digital Badges offer. Workshops will be designed and delivered, and the resulting language teacher education model will be shared and disseminated nationally via the LRC and Title VI networks. Throughout the process, LARC, NHLRC, and COERLL will consult with each other on plans and initial outcomes in order to synchronize best practices and minimize each Center's learning curve on the project.

NHLRC and LARC's proposed collaboration will also involve another joint project with COERLL, entailing an extension of COERLL's existing Spanish in Texas (SpinTX) project. NHLRC and LARC will replicate many SpinTX procedures –namely authentic interviews *by* heritage speakers *with* heritage speakers- and tangible outcomes of COERLL's project- including a significant language classroom resource and an ever-expanding heritage linguistic corpus- in the California context. NHLRC and LARC will partner on this effort to achieve the greatest possible regional coverage and more far-reaching dissemination. Both LARC and NHLRC will receive guidance from COERLL's expert SpinTX project leads on both sociolinguistic and technological components of this important project designed to further inform the support of heritage language learners and the privileging of their language and culture.

LARC is delighted to support NHLRC's application for Title VI LRC funding in the 2014-2018 cycle. LARC and NHLRC each have an established history of fomenting innovation and progress in the field of international education. We look forward to partnering in our effort in the years ahead.

Sincerely,



Mary Ann Lyman-Hager

**From:** Richard Domenick Brecht [REDACTED]  
**Sent:** Saturday, June 28, 2014 11:12 PM  
**To:** Kagan, Olga  
**Subject:** RE: a letter of support for NHLRC

To Whom It May Concern:

The National Heritage Language Resource Center plays an essential role in changing the nature of research and language instruction for heritage speakers in the U.S. I support the Center's leadership, vision, goals, and work wholeheartedly, and so I endorse in as strong a manner as possible, the renewal of USED funding for the National Heritage Language Resource Center (NHLRC). As former Executive Director of the Center for Advanced Study of Language at the University of Maryland and as a member of the NALRC's national advisory board, as well as past Director of the National Council of Organizations of Less Commonly Taught Languages and of the National Foreign Language Center, I have seen numerous efforts to address critical issues in language in the United States. In my view, few if any have enjoyed the direct success that the NHRC has in the years of existence.

My decades of work attempting to strengthen our nation's capacity in language have made clear to me the essential place of heritage communities and their language education efforts in that capacity. I have long recommended developing heritage speakers' potential to reach high levels of proficiency. NHLRC's work to professionalize heritage language education and train new generations of teachers and researchers has yielded solid results already and promises to do much more in the future.

NHLRC's efforts are strengthening the U.S. domestically to the benefit of our security, economic and social well being, bringing in the nation's greatest natural language resource, the heritage communities, in creating a functioning multilingual society.

For example, having attended its last national conference, I was amazed at how this center has convened and nurtured a new generation of young scholars and researchers doing work we of the older generation can only envy. Significant new breakthroughs are coming from this research, and this center can take much credit for this development. Nevertheless, NHLRC projects demonstrate a balance of research and the development of practical approaches and tools that can be replicated and used in the field across languages. In addition, the affiliates network result in speedy dissemination of NHLRC's work to stakeholders in the field and in local communities.

On the whole, NHLRC's work is praiseworthy both for its focus on an issue of cardinal importance to the U.S. and for its effectiveness. I look forward to continuing to work with Professor Kagan to advance the development of heritage language capability in the United States. She is a model leader who has made this effort a remarkable success and a credit to USED funding.

It is critical, though, that USED funding continue to support this work, as it exemplifies just what the LRCs were meant to accomplish.

Sincerely,

Richard D. Brecht  
Director, Language Policy Initiatives, University of Maryland  
Co-Director, American Councils Research Center, American Councils for International Education

**From:** Paul Sandrock [REDACTED]  
**Sent:** Wednesday, June 18, 2014 9:43 AM  
**To:** Paul, Kathryn; Kagan, Olga; Marty Abbott; Elvira Swender  
**Subject:** RE: ACTFL

Thank you, Kathryn and Olga, for contacting ACTFL and for suggesting that UCLA's NHLRC provide a Pre-Convention Workshop in November 2015 (to be held in San Diego). A focus on meeting the needs of heritage learners is an excellent topic for a Pre-Convention Workshop. I will work with you to create a description and to identify the presenters. You might consider having one presenter from the NHLRC as well as someone from a K-12 district with language programming targeting heritage learners and someone from a community-based program for heritage learners.

Also, I would like to begin conversation to arrange for one or more webinars on meeting the needs of heritage learners. We can discuss details later this summer, but I can already envision webinars addressing different aspects of supporting heritage language learners: in language classes where the heritage learners are mixed with non-heritage learners; in language classes designed just for heritage learners; in non-traditional environments.

I look forward to working with you to tap the expertise of the NHLRC and help you disseminate information, advice, and resources through the ACTFL Pre-Convention workshops and through ACTFL webinars.

Best regards,

Paul

EMAIL To Dr. Kagan from Garden Grove Unified School District

-----Original Message-----

From: Kelly McAmis [REDACTED]  
Sent: Thursday, July 03, 2014 6:39 AM  
To: Kagan, Olga  
Cc: Lila Jenkins; [REDACTED] Gabriel Magana Jr.; Armon Akerboom; Kelly McAmis  
Subject: Re: Draft Letter of Support

Please accept this email as acceptance and agreement to partner and apply for the grant to support Spanish Language Instruction.

Let us know if we need to do anything further.

Thank you for your support,

Kelly McAmis  
Assistant Superintendent  
Office of Secondary Education  
Garden Grove Unified SD  
[REDACTED]

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From: PK Diffenbaugh [REDACTED]  
Sent: Friday, May 30, 2014 10:34 AM  
To: Maria Carreira; Armon Akerboom; Gabriel Magana Jr.  
Subject: RE: Some ideas

Hi Maria,

Thank you so much for your 4 year general plan outlined below. This is exactly what we need to go forward on our end and talk with our Assistant Superintendent. We are trying to set up something for next week and will get back to you ASAP.

Please let me know what your timeline is as I know we are under deadline. This will help us communicate a sense of urgency on our end.

Thank you Maria and we will be in touch.

PK

-----Original Message-----

From: Maria Carreira [mailto:[REDACTED]]  
Sent: Tuesday, May 27, 2014 10:13 AM  
To: PK Diffenbaugh; Armon Akerboom; Gabriel Magana Jr.  
Subject: Some ideas

Dear PK, Armon, and Gabriel:

It was great meeting with you on Friday.

Below is a very rough four-year general plan based on our conversation last Friday as well as on my reading of the two documents provided to me (Heritage Spanish Pathway, Levels 1 & 2; and CAFE's Feasibility Study for the Garden Grove Unified School District. This is just my two-cents. Please feel free to add, change, or "delete" as needed. What I would like to do is to get a complete proposal to submit as a piece of our Title VI grant proposal for the National Heritage Language Resource Center. To that end, I would appreciate any additional details, ideas, etc.

In a nutshell, the overall plan is to expand and strengthen Spanish HL instruction at the GGUSD to (a) attend to the needs of HL learners across all levels of proficiency and backgrounds, (b) develop Spanish-language literacy skills, (c) support the development of general academic skills across the curriculum, (d) connect HL learning to Common Core and other educational initiatives (e) create an additive school environment that recognizes and builds on students' funds of knowledge and their home/community culture(s) , (f) increase access to higher ed for Latinos.

We also discussed the possibility of building a Vietnamese HL program. I propose delaying this until year 4 (see below), by which time we should have a great deal of expertise and resources from Spanish, which would greatly facilitate the building of the Vietnamese program. As the document by CAFE explains, there are far fewer resources for Vietnamese, which makes the building of an entire program a more challenging task than it is for Spanish. We could have a Vietnamese teacher participate in the teacher training activities for Spanish during years 1-3. He/she would then become a project leader in the year-4, working perhaps, with a master Spanish HL teacher.

Below is a four-year plan, with specific goals for each year. Each year advances the same three components: (1) professional development, (2) materials/curriculum/program design, and (3) extracurricular initiatives via the Garden Grove District community/after school program.

**YEAR 1 GOALS:** Laying the foundations of HL teaching and building on existing resources

(1) Professional development: Quarterly workshops that cover the core issues in HL teaching. Very preliminarily, the topics could be as follows:

First quarter: An introduction to HL learner profiles, language and affective needs; Second quarter: Authentic materials, Top-down vs. bottom-up teaching, Literacy; Third Quarter: Learner variation, Differentiated teaching, Formative assessment; Fourth quarter: Differentiated teaching (cont.), Teaching mixed classes, Placement

(2) Materials design: As part of each workshop, teachers will revisit their own materials and lesson plans for the purpose of improving on a particular aspect related to the topic of the workshop.

(3) Community Program: I NEED MORE INFORMATION ON THIS PROGRAM TO FORMULATE A PLAN, but the idea is to build on something that is already there, for example, to build tutor capacity for an after-school tutoring program run by students.

**YEAR 2 GOALS:** Framing HL teaching within the larger goals of supporting learning across the curriculum, improving academic outcomes, and enhancing college-readiness.

(1) Professional Development: Quarterly collegial circles with

emphasis on building connections between HL learning and Common Core, literacy, and additive schooling;

(2) Materials and curriculum design: As part of each collegial circle meeting, participants will revisit their materials for the purpose of addressing the topics of the collegial circles. They will also consider how to revise the HL curriculum as per the goals laid out for this year.

(3) Community Program: AGAIN, I NEED MORE INFORMATION, but in keeping with the goals for the year, the idea would be to strengthen after-school options from the perspective of improving general academic outcomes. I imagine, for example, offering a workshop for parents and students on the college application process, college-prep curriculum, and the Spanish SAT and AP. In the area of tutoring, we could offer training for the Spanish SAT and AP.

Year 3: Connecting to the larger school environment

Professional development: A one-day conference open to instructors from all disciplines and staff on the education of language minority students.

Program design: Instructors will revisit the "Heritage Spanish Pathways" (Levels 1 and 2) for the purpose of evaluating programmatic needs and engaging in program revision, articulation with K-5 and post-secondary.

Community Program: NOT SURE...Invited speakers for students, reading club? college-application assistance?

Year 4 goals: Creating a Vietnamese HL Program, drawing on the expertise and resources developed for Spanish

Teacher training: UCLA online certificate. This is not ready now, but should be ready by year 4 of this proposal. It will be a fully online certificate in HL teaching. ( The CAFE document identifies the shortage of bilingual teachers as a problem. While the professional development activities for years 1-2 and the HL certificate by the NHLRC will not result in more teachers with bilingual certification, it will go a long ways toward meeting the needs for teacher training.

Materials design: Quarterly collegial circles to design new materials design and improve on existing ones.

Community connections: Building an after school following the model of Spanish.

---

Maria M. Carreira, Ph.D.

Professor, Department of Romance, German, and Russian Languages and Literatures California State University, Long Beach Co-director, National Heritage Language Resource Center, UCLA

**From:** Kagan, Olga  
**Sent:** Tuesday, July 08, 2014 11:13 AM  
**To:** Paul, Kathryn  
**Subject:** FW: the HLs project

EMAIL of support from Granada Hills Charter High School

**From:** Brandon Zaslow [REDACTED]  
**Sent:** Tuesday, July 08, 2014 11:11 AM  
**To:** Kagan, Olga  
**Subject:** Fwd: the HLs project

Here you go ;)

Sent from my iPhone

Begin forwarded message:

**From:** "Bauer, Brian" [REDACTED]  
**Date:** July 8, 2014 at 10:50:38 AM PDT  
**To:** 'Brandon Zaslow' [REDACTED]  
**Cc:** "Singh, Dilmit" [REDACTED] "Baumwirt, Judie" [REDACTED]  
**Subject:** RE: the HLs project

Thanks, Brandon. Dilmit and I approve. I'm copying Judie so that she is aware and can provide support as needed.

**Brian Bauer**  
Executive Director



<image001.gif>

**From:** Brandon Zaslow [REDACTED]  
**Sent:** Tuesday, July 08, 2014 7:57 AM  
**To:** Bauer, Brian  
**Subject:** Fwd: the HLs project

Here it is.

B

Sent from my iPhone

Begin forwarded message:

**From:** "Kagan, Olga" [REDACTED]  
**Date:** July 7, 2014 at 9:36:39 PM PDT  
**To:** Brandon Zaslow [REDACTED]  
**Subject:** RE: the HLs project

Hi, Brandon  
Here it is:

## **R(research) 2: Assessing Emerging Best Practices**

Despite the relatively small percentage of dedicated HL classrooms nationally, a few Los Angeles area schools *do* have separate HL classes. One of these, Granada Hills Charter High School, offers Arabic, Korean, and Spanish in heritage tracks. Drs. Kagan, and Chik will conduct a study of these classrooms. Mr. Brandon Zaslow, the school's World Languages and Cultures Department chairman (who has an M.Ed. in Foreign Language Education) will facilitate access for class observations and teacher interviews.

If the center gets funded, we can work on the details together. The goal is to capture Best Practices.

Thanks, olga

**From:** Brandon Zaslow [REDACTED]  
**Sent:** Monday, July 07, 2014 9:05 PM  
**To:** Kagan, Olga; [REDACTED]  
**Subject:** Re: the HLs project

Hi Olga,

I spoke with our Executive Director and he sees no reason why he would not allow the project to proceed. He does need a copy of the relevant part of the proposal before he can approve your request.

Best,

Brandon

Sent from my iPhone

On Jul 7, 2014, at 5:21 PM, "Kagan, Olga" [REDACTED] wrote:

Hi, Brandon

Could you please send me an e-mail that you support collaboration with NHLRC and we will have your permission to observe classes and interview teachers and students.

We will of course get an IRB approval form UCLA.

If you could send me this e-mail tonight, I will really appreciate it!

Many thanks,

Olga

Olga Kagan

Professor and Undergraduate Advisor

Director, UCLA Russian Flagship

Director, Center of World Languages and National Heritage Language Resource Center

[REDACTED] Department)  
[REDACTED] (Center)

**From:** [REDACTED]  
**Sent:** Wednesday, June 11, 2014 10:27 AM  
**To:** Kagan, Olga  
**Subject:** Re: the HLs?

Spanish, Arabic, Korean, Mandarin Speakers are in higher level courses.

B

## Objectives of Heritage Center Programs

Project	Objective
R1: Research Institutes	<ul style="list-style-type: none"> <li>• Identify linguistic and sociolinguistic correlates of HL maintenance</li> <li>• Identify linguistic and sociolinguistic correlates of multi-performance literacy</li> <li>• Extend research findings to inform HL pedagogy</li> <li>• Disseminate research broadly through publications, conference presentations, website</li> </ul>
R2: Assess Best Teaching Practices	<ul style="list-style-type: none"> <li>• Identify teaching practices that are suitable (or inappropriate) for both mixed and HL classrooms</li> <li>• Disseminate research broadly through publications, conference presentations, website</li> </ul>
LT1: Certificate in HL Instruction	<ul style="list-style-type: none"> <li>• Create six full courses (30 classroom hours each) in HL education</li> <li>• Certify instructors who complete the full curriculum</li> <li>• Award badges for completion of individual courses</li> </ul>
LT2: Professional Development	<ul style="list-style-type: none"> <li>• Train instructors in principles of HL instruction</li> <li>• Train 10 trainers to deliver workshops on principles of HL instruction</li> <li>• Train instructors to design curriculum and materials</li> <li>• Train 40 people to develop instructional materials for HL learners in less commonly taught languages</li> <li>• Make non-HL foreign language teachers aware of challenges and opportunities of HL education</li> </ul>
LT3: Pilot Project in High School HL Instruction	<ul style="list-style-type: none"> <li>• Develop new high school HL courses for Spanish and Vietnamese</li> <li>• Train instructors in principles of HL instruction</li> <li>• Provide instruction for 5000 HL learners in grades 9-12</li> <li>• Develop and disseminate a guide for schools or school districts seeking to implement HL instruction</li> </ul>
LT4: Pilot Project in Community College HL Instruction	<ul style="list-style-type: none"> <li>• Train instructors in principles of HL instruction</li> <li>• Train instructors to design curriculum and materials</li> <li>• Develop instructional materials for HL learners in Spanish and less commonly taught languages</li> <li>• Develop placement and assessment instruments for post-secondary HL learners</li> <li>• Develop and disseminate a guide for community colleges seeking to implement HL instruction</li> <li>• Facilitate transfer of underserved students to four year colleges and universities</li> <li>• Increase fluency of HL speakers who enter the workforce directly from community colleges</li> </ul>
CB1: Network of Community-Based Language Schools	<ul style="list-style-type: none"> <li>• Create an online network for community schools to share HL pedagogy, school administration, recruitment, etc.</li> <li>• Promote the development of statewide registries of community schools</li> </ul>
CB2: Conferences	<ul style="list-style-type: none"> <li>• Disseminate HL research and pedagogy for all languages (focus on less-commonly-taught languages)</li> <li>• Strengthen interactions between HL scholars and practitioners</li> </ul>
CB3: Publications	<ul style="list-style-type: none"> <li>• Increase visibility and readership of the <i>Heritage Language Journal</i> and <i>Newsletter</i></li> <li>• Disseminate findings from research institutes, Heritage Center programs, and other content providers</li> </ul>

## Objectives of Heritage Center Programs

## Heritage Center Project-Specific Performance Measure Form (PMF)

Research Project #1 Objective: Identify linguistic and sociolinguistic correlates of HL maintenance									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq.	6. Data Source	7. Base	T1	T2	T3	T3
A) Organize four summer research institutes, each two days long: one will examine linguistic correlates of HL maintenance, while the other will examine sociolinguistics correlates	A1: Heritage Center nominates four institute leaders and funds four research projects as seeds for the institutes  A2: Each institute leader recruits at least 3 scholars who agree to undertake and present an original research project on the subject  A3: Heritage Center recruits 20 additional participants/discussants to attend each Institute  A4: Arrange all logistics (travel, lodging, meeting rooms, etc.)								
B) Conduct research into linguistics factors in maintenance of four languages: Korean, Mandarin Chinese, Russian, and Spanish.	B1: Define treatment groups (by age and education in HL), sample selection procedures, syntactical marker experiments  B2: Obtain IRB approvals  B3: Recruit participants and conduct experiments and analyze data to identify onset of specific syntactical problems  B4: Create and validate test to determine optimal age for intervention.  B5: Present results alongside other research for discussion at Institute								

## Heritage Center Project-Specific Performance Measure Form (PMF)

Research Project #1									
Objective: Identify linguistic and sociolinguistic correlates of HL maintenance									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Base	T1	T2	T3	T3
C) Conduct research into sociolinguistic factors in maintenance of three languages in Miami, FL: Spanish, Haitian Creole, and Russian	<p>C1: Design video-retell narratives, and interview protocols and survey questions, focused on issues of identify expression and motivation to preserve language</p> <p>C2: Obtain IRB approvals</p> <p>C3: Conduct interviews and film; analyze data to identify similarities and differences between language communities</p> <p>C4: Present results alongside other research for discussion at Institute</p>								
D) Compile and disseminate findings	<p>D1: Present findings at conferences</p> <p>D2: Publish research in <i>Heritage Language Journal</i> or other relevant journals</p> <p>D3: Report on research institutes in Heritage Center newsletter</p>								

## Heritage Center Project-Specific Performance Measure Form (PMF)

Learning and Teaching Project #1									
Objective: Create six full courses (i.e., 30 classroom hours) in HL education									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Base	T1	T2	T3	T3
<p>A) Assess HL instructors' needs for each of six courses:</p> <ol style="list-style-type: none"> <li>1. Overview of HL Instruction</li> <li>2. HL Learners</li> <li>3. Differentiation</li> <li>4. Materials Development</li> <li>5. Program and Curriculum Design</li> <li>6. Assessment</li> </ol>	<p>A1: Survey 200 K-16 instructors regarding their content knowledge to determine where gaps exist</p> <p>A2: Research state-by-state requirements for teachers to receive continuing education credit</p> <p>A3: Set course development schedule</p> <p>A4: Define rationale for each course and for the suite of courses as a whole as comprising a certificate program</p> <p>A5: Design badges</p>								
<p>B) Select delivery partners</p>	<p>B1: Explore partnerships with UCLA Extension and Summer Sessions and with private for-profit and non-profit providers regarding delivery mechanisms</p> <p>B3: Choose a delivery mechanism &amp; partner based on dimensions of quality, flexibility, cost, oversight, and control</p>								

## Heritage Center Project-Specific Performance Measure Form (PMF)

Learning and Teaching Project #1									
Objective: Objective: Create six full courses (i.e., 30 classroom hours) in HL education									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Base	T1	T2	T3	T3
C) Design curriculum for each course	C1: Identify curriculum designers  C2: Review current HL theory and best practices  C3: Specify course goals, teaching strategy and assessment methods; then write syllabus, draft lesson plans, design course materials								
D) Pilot/test curriculum for each course	D1: Request reviews from HL experts  D2: Recruit 15 language instructors for pilot cohort and teach the course  D3: Survey participants about their experience, revise curriculum and materials as warranted								

## Heritage Center Project-Specific Performance Measure Form (PMF)

Community Building Project #1									
Objective: Create an online network for community schools to share HL resources									
2. Performance Measures	Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Base	T1	T2	T3	T3
<p>A) Create a portal website with a data base of resources:</p> <ul style="list-style-type: none"> <li>• lesson plans</li> <li>• calendar</li> <li>• blog, chat, messaging</li> <li>• research reports</li> </ul>	<p>A.1: Use state licensing or registration data (where available), professional association memberships, referrals, and web searches to compile a comprehensive list of U.S. community schools</p> <p>A.2: Select a group of community school leaders that is diverse with respect to language, location, and school size/format to define required and desirable parameters for website functionality and visual branding.</p> <p>A.3: Design and build website architecture, graphic elements, and back-end data bases that allow users to upload or download information, chat, blog, and perform other functions identified in Activity A2.</p> <p>A.4: Seed the website with sufficient information to make it attractive to users</p> <p>A5: Establish procedures and protocols for users to add materials.</p>								

Community Building Project #1
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## Heritage Center Project-Specific Performance Measure Form (PMF)

Objective: Create an online network for community schools to share HL resources									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Freq.	6. Data Source	7. Base	T1	T2	T3	T3
B) Recruit and register initial cohort of 100 users	B.1: Create online registration forms  B2. Send emails from the Heritage Center to HL listserv and CAL listserv to invite membership  B3. Promote the portal at conferences and meetings								
C) Users post questions and share information	C.1: Appoint moderators to seed discussions by posing questions, requesting advice, summarizing recent research, conduct polls, etc.  C2: Report on requests for information and topics discussed to guide resource development								

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

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**Budget Detail**  
**The Regents of the University of California, Los Angeles**  
**UCLA NHLRC**  
**Period of Performance September 15, 2014 through September 14, 2018**

1.	Personnel	Title	Qty.	Months	Percent	Annual	Year 1	Year 2	Year 3	Year 4	Cumulative
					Effort	Salary					
	Kagan, O.	P.I. Acad.		1.00	#####	109,593	12,177	12,542	12,919	13,306	50,944
	Chik, C.	Admin. Acad.		12.00	50.00%	49,277	24,639	25,378	26,139	26,923	103,078
	Paul, K.	Admin. Acad.		12.00	25.00%	87,133	21,783	22,437	23,110	23,803	91,133
	Bauckus, S.	Admin. Pub.		12.00	25.00%	53,799	13,450	13,853	14,269	14,697	56,269
	Rodriguez, A.	Admin. Project		12.00	25.00%	40,549	10,137	10,441	10,755	11,077	42,410
	To Be Determined	Assistant Research		12.00	15.00%	25,000	3,750	3,863	3,978	4,098	15,689
	To Be Determined	Assistants	2				12,000	10,000	0	2,000	24,000
<b>Total Personnel</b>							97,936	98,514	91,169	95,904	383,523

2.	Fringe Benefits	Rate	Year 1	Year 2	Year 3	Year 4	Cumulative				
								Kagan, O.	12.70%	1,546	1,593
Chik, C.	32.00%	7,884	8,628	9,410	10,231	36,154					
Paul, K.	52.00%	11,327	12,116	12,942	13,806	50,190					
Bauckus, S.	47.00%	4,765	6,788	7,277	7,789	26,619					
Rodriguez, A.	47.00%	4,765	5,116	5,485	5,871	21,237					
To Be Determined	1.80%	68	70	72	74	282					
To Be Determined	1.80%	216	180	0	36	432					
<b>Total Fringe Benefits</b>							30,571	34,491	36,826	39,497	141,384

3.	Travel	# of travelers	# of Days	Daily Rate	Amount	Year 1	Year 2	Year 3	Year 4	Cumulative
	RT Air fare:				450					
	Conference Registration				300					
	Lodging	2		200	400					
	M & IE		3	71	213					
	Ground transp.		2	50	100					
	Subtotal per Trip				1,463	2,926	2,926	2,926	2,926	11,704
	B. US Domestic Research	4								
	RT Air fare:				450					

Lodging		2	180	360						
M & IE		3	71	213						
Ground transp.		2	50	100						
Subtotal per Trip					1,123	4,492	4,492	4,492	0	13,476
<i>C. US Domestic Present</i>		3								
RT Air fare:				450						
Lodging		1	200	200						
M & IE		2	71	142						
Ground transp.		2	50	100						
Subtotal per Trip					892	2,676	2,676	2,676	0	8,028
<i>D. US Domestic ACTFL</i>		2								
RT Air fare:				450						
Lodging		2	200	400						
M & IE		3	71	213						
Ground transp.		2	50	100						
Subtotal per Trip					1,163	0	2,326	2,326	2,326	6,978
<i>E. US Domestic CARLA</i>		1								
RT Air fare:				450						
Lodging		2	170	340						
M & IE		3	71	213						
Ground transp.		2	50	100						
Subtotal per Trip					1,103	1,103	0	0	0	1,103
Mileage reimbursement	(Mt. SAC & GGUSD)	1800	0.560			1,008	1,008	1,008	1,008	4,032
<b>Total Travel</b>						12,205	13,428	13,428	6,260	45,321
4.	<b>Equipment</b>	<i>Not Applicable</i>				0	0	0	0	0
5.	<b>Supplies</b>					11,973	7,022	6,132	7,374	32,501
6.	<b>Contractual</b>	<i>Not Applicable</i>				0	0	0	0	0
7.	<b>Construction</b>	<i>Not Applicable</i>				0	0	0	0	0
8.	<b>Other Direct Costs</b>									
	Consultants									
	Co-Director, Dr.					12,000	12,000	12,000	12,000	48,000

Maria Polinsky					
Co-Director, Dr.					
Maria Carreira	13,500	13,500	13,500	13,500	54,000
Communication Costs	750	730	630	650	2,762
Conference Support	0	0	6,000	10,000	16,000
Speaker					
Fees	1,250	500	500	0	2,250
Stipends for Teacher Workshops ( \$250/day x 5 days @ 4 participants)	5,000	5,000	5,000	0	15,000
<b>Total Other Direct Costs</b>	<b>32,500</b>	<b>31,730</b>	<b>37,630</b>	<b>36,150</b>	<b>138,012</b>
<b>9. Total Direct Costs</b>	<b>185,185</b>	<b>185,185</b>	<b>185,185</b>	<b>185,185</b>	<b>740,741</b>
<b>10. Indirect Costs</b>					
	8.0%				
	14,815	14,815	14,815	14,815	59,259
<b>11. Training Stipends</b>					
	<i>Not Applicable</i>				
	0	0	0	0	0
<b>12. TOTALS</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	<b>200,000</b>	<b>800,000</b>

## UCLA NHLRC Budget Narrative

### 1. Personnel

#### Olga Kagan, P.I.: one summer ninth annually

Dr. Kagan assumes overall responsibility for all NHLRC projects and staff. She will chair the executive committee, certify financial and program reports, meet quarterly with the co-directors and work with the outside evaluator. She will also be the project leader or co-leader on three projects: The materials development workshop in Years 1 and 2; The Language Teacher Education conference in Year 3; and, the ongoing publication projects listed in project CB4. In addition, Dr. Kagan will work with each co-director on the planning of annual research institutes. Dr. Kagan is the editor of the HLJ. She will devote 25% of her time to the center projects.

#### Claire Chik, Associate Director: Staff 50% @ \$49,277 annual

Dr. Chik will work as the outreach coordinator and project leader or co-leader on multiple projects. She is assigned as the leader or co-leader on the R2 research project, LT1 project and Community Building Project CB1. In addition, Dr. Chik will assist Dr. Kagan and/or Dr. Carreira on the following projects LT2, LT3, LT4 and LT5. Dr. Chik will be responsible for the IRB protocol on the research projects and recruiting subjects. She will work on the research design and implementation with Dr. Carreira. For the learning and teaching projects, she will review applications and be a part of the teaching/training team. She will be the project leader for CB1, the network for community schools. Finally, she will be responsible for producing the quarterly teacher newsletter.

#### Kathryn Paul, Associate Director/Manager: Staff 25% @ \$87,113 annual

Ms. Paul will be responsible for overall project management of the grant. She will work closely with the PI, Co-Directors and Project Leaders to ensure we follow the center timeline for projects and ensure that we produce and present outcomes and deliverables presented in the grant.. Ms. Paul will be the liaison with our partners (i.e. other LRCs, NRCs, Garden Grove Unified School District and Mt. San Antonio College) and with offices on campus (i.e. Extramural Fund Management, Contracts and Grants, Travel, Graduate Division, Center for Digital Humanities, Office of Instructional Development and the International Institute). She will work to leverage funds from other offices on campus to support NHLRC activities and be responsible for all reports. She will be primary administrative coordinator for the Research Institutes and two conferences.

**Susie Bauckus, Managing Editor: Staff at 25% of \$53,799 annual**

As managing editor of the Heritage Language Journal, Ms. Bauckus will be responsible for the production of three volumes per year. This includes recruitment of authors, review of submissions, recruitment of reviewers and all final production.

**Armani Rosiles-Rodriguez, Webmaster: Staff at 25% of \$40,549 annual**

Mr. Rosiles-Rodriguez will work with each director and project manager to design a proper web presence for each project and for the center as a whole. The webmaster has become increasingly more important over time as more and more of our deliverables are posted online and as social media has become an important tool for dissemination.

**Student assistants: 15% of \$25,000 annual**

Undergraduate student assistants will be hired for approximately 6.5 hours a week to support staff.

**Graduate Students Researchers (GSR): \$24,000 total for 4 GSRs for the research projects**

GSRs will be selected by each research project leader. Compensation will be \$20 per hour for 300 hours totaling \$6,000 per GSR. Two will be hired in Year 1, one for the Polinsky project and one for the Hu project. In Year 2, one GSR will be hired at \$6000 for the Lynch project and a second at \$4,000 (200 hours) for the Clifford project. Dr. Clifford will hire this student again in year four for an additional \$2,000 (100 hours) to complete data report on four years of tests.

**2. Benefits: Calculated at UCLA Rates**

Employees benefit rates are charged based on actual rates of named staff personnel. Rates are calculated as a percentage of salary based on actual benefit rates of named project members.

UCLA staff benefit rates vary based on the benefit provider, benefit type, coverage and number of dependents on the employee's plan. For staff positions not filled at time of submission, rates are based on a composite of estimates as listed at UCLA's OCGA website [www.research.ucla.edu/ocga/sr2/ben\\_rate.htm](http://www.research.ucla.edu/ocga/sr2/ben_rate.htm)

**3. Travel: Year one, \$12,205; Year two \$13,428; Year three \$13,428; Year four \$6,260**

Estimates are for travel costs of UCLA personnel and guest faculty (i.e. guest faculty for research institutes and workshops) while on project travel status and include airfare, subsistence, reasonable lodging, and vehicle rental or taxi fare. Airfare estimates are based on an average of current coach rates relative to the point of origin/destination when identifiable. Subsistence is based on the University's subsistence allowance following rates set by the State of California and accepted by federal granting agencies, the Meals & Incidental Expenses (M&IE) rate is currently set at \$71/day. For foreign travel federal per diem rates apply, though less funding

may be requested. All estimates are based on amounts provided by carriers/vendors and/or historical data. Travel breakdown:

- A. U.S. Domestic: Two conferences per year for PI or Co-directors to present on NHLRC projects. Estimates: conference registration \$300; air fare \$450; hotel; \$200 p/night x 2 nights; taxis \$100; per diem @ \$71 p/day, x 3 days to include travel days.  
**Total per year: \$2,926**
- B. U.S Domestic Travel for Research Institute Faculty in Years 1, 2 and 3: 4 faculty @ \$1,123 each (air fare \$450 per person; hotel \$180 per night x 2 nights p/p; per diem meals \$71 p/day x 3 day to include travel days). No registration fee.  
**Total per year \$4,492**
- C. Travel to present at on National LRC or NRC teacher workshop or conference year in Years 1, 2 and 3 (scheduled to present at joint South East Asian NRC teacher professional development workshop, National Middle East Language Resource Center, Center for Languages of the Central Asian Region (CeLCAR) and Center for Educational Resources in Culture, Language and Literacy (CERCLL). (Three trips per year; estimated cost per trip \$450 air fare; one night hotel @ \$200; ground transportation @ \$100 and \$71 per diem meals for 2 days to include travel day). **Total per year: \$2,676.**
- D. Travel to send two presenters to ACTFL Workshop in Years 2, 3 and 4: \$2,326 per year (air fare @ \$450 each; hotel \$200 p/night x 2 nights; ground transportation \$100; per diem meals \$71 p/day x 3 days to cover travel day.) We are asking ACTFL to cover registration. **Total per year: \$1,163**
- E. Travel in Year 1 for one faculty person to only to attend CARLA conference for educators (air fare \$450; hotel \$170 per night x 2; ground transportation \$100; per diem meals \$71 p/day x 3 days to cover travel time as well) **Total: \$1,103**
- F. Travel to Mt San Antonio College and Garden Grove Unified School District: estimating 10 trips to each at 90 miles round trip for each (total of 1800 miles combined) per year x .560 cents. **Total: \$1,008 per year.**

#### **4. Equipment: Not Applicable. No equipment expenses**

#### **5. Project Supplies: YR 1 \$11,973; YR 2 \$7,022; YR 3 \$6,132 YR 4 \$7,374**

Core project supplies will cover all project specific supplies for all R, LT and CB projects. We are estimating higher costs in year one for software, books and additional supplies needed to launch the Online Teacher Certificate, the Network for Community Colleges and the Programs at Mt. SAC and Garden Grove Unified School District.

Core Project Supplies across each year include: binders, paper, subscription to survey monkey: \$250 per year for four years, phones, mail, room rentals for workshops/conferences, food for lunch time meetings, printing costs for brochures/flyers, subscription to Adobe Cloud: \$240 per year for four years, and \$1000 each year to support the joint LRC website at UT Austin.

Extra expenses in Year 1: software for projects LT1, LT2, LT3, LT4 and CB1

Camtasia Pro: software to record what is on screen needed for Teacher Training projects and Online certificate: estimated cost \$200 per license, we will need 4.

Dragon Naturally Speaking: software for voice dictation to text. To add text from video interviews to online certificate lectures \$169 (Premium Academic SRP), we will need 4.

Discussion Board software: \$450 for single license

Adobe CS6 Production Premium for video editing and animation: \$302

Final Cut Pro X for video editing: \$150

Adobe CS6 Design Standard for photograph editing: \$228

Surface pro tablets – 2 @ \$1,299 for 256GB; plus 2 keyboards @ \$129 needed for development of online materials.

## **6. Contractual: Not Applicable**

## **7. Construction: Not Applicable**

## **8. Other:**

**A. Consultants:** Maria Polinsky (Harvard) and Maria Carreira (CSULB) are faculty at other institutions. As such, they must be hired as consultants.

### **Co-Director, Dr. Maria Polinsky: consultant contract @ \$12,000 annually**

Dr. Polinsky will advise the research project leaders each year and consult with the outside evaluator on the evaluation of each research project. She will be responsible for organizing the research agenda for each research institute and recruiting speakers and participants. She will also be the project manager on the theme set for the first year of the Research Institute: Decline of Near-Native Ability of HL Speakers.

### **Co-Director, Dr. Maria Carreira: consultant contract @ \$13,500 annually**

Dr. Carreira will be project leader and/or co-leader for all the Teaching/Learning projects. She will be the project leader for R2, Assessing Emerging Best Practices. Dr. Chik will assist her on project R1. Dr. Kagan or Dr. Chik will be her co-leader on projects LT 1, 2, 3 and 4. Dr. Carreira will consult with the outside evaluator on evaluation of each project. She will be responsible for the project deliverables.

**B. Technology Infrastructure Fee: \$2,762 total** *The Technology Infrastructure Fee (TIF)* - Is a consistently-applied direct charge that is assessed to each and every campus activity unit, regardless of funding source, including units identified as individual grant and contract awards. The TIF pays for campus communication services on the basis of a monthly accounting of actual usage data. These costs are charged as direct costs and are not recovered as indirect costs. TIF is currently billed at \$35.42 per FTE, per month and estimated at \$750 in Year 1, \$730 in Year 2, \$630 in Year 3, and \$650 in Year 4.

**C. Conference Support:** \$6,000 in year three and \$10,000 in year four (Conference for Language Teacher Educators with CARLA in year three and Third International conference on Heritage Languages/Communities in year four). CARLA will contribute to the Year 3 conference. Conference support includes speaker honoraria, website development and registration.

**D. Guest Speakers:** Teacher Workshops- \$1,250 in Year 1: \$750 to cover one speaker fee for CARLA conference and \$500 for one speaker for the NHLRC Teacher workshop; \$500 per year in Years 2 and 3 for workshop guest speaker.

**E. Stipends:** for Teacher Workshop participants: \$5,000 in first three years (\$250 per day x 5 days for four participants). We will fund 4 participants from our center grant. Garden Grove School Unified School

District and Mt San Antonio College will each fund two more participants. UCLA NRCs will fund up to an additional 6 participants. Finally, we will apply for Startalk funding for additional participants.

**9. Total Direct Cost:** total programmatic costs \$185,185 per year for a total of \$740,741 for all 4 years.

**10. Indirect Cost:** calculated at 8% of total direct costs as stipulated in the RFP \$14,815 per year for a total of \$59,259 for all 4 years.

**11. Training Stipends: Not Applicable**

**12: Total Costs:** total direct cost plus indirect costs. Total cost per year \$200,000 for a grand total of \$800,000 for all four years.

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

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

Name of Institution/Organization

Regents of the University of California, Los Angeles

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	97,936.00	98,514.00	91,169.00	95,904.00		383,523.00
2. Fringe Benefits	30,571.00	34,491.00	36,826.00	39,497.00		141,385.00
3. Travel	12,205.00	13,428.00	13,428.00	6,260.00		45,321.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	11,973.00	7,022.00	6,132.00	7,374.00		32,501.00
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	32,500.00	31,730.00	37,630.00	36,150.00		138,010.00
9. Total Direct Costs (lines 1-8)	185,185.00	185,185.00	185,185.00	185,185.00		740,740.00
10. Indirect Costs*	14,815.00	14,815.00	14,815.00	14,815.00		59,260.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	200,000.00	200,000.00	200,000.00	200,000.00		800,000.00

**\*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: 2010-07-01-07 To: 2016-06-30-07 (mm/dd/yyyy)

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

The Indirect Cost Rate is 0.00 %.

(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 Regents of the University of California, Los Angeles	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

**1. Project Director:**

Prefix: Prof.	First Name: Olga	Middle Name:	Last Name: Kagan	Suffix:
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Address:

Street1:	UCLA Center for World Languages
Street2:	Box 951411, 1333 Rolfe Hall
City:	Los Angeles
County:	Los Angeles County
State:	CA: California
Zip Code:	90095-1406
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) #: 1

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.

Exempt_Research_Narrative1029328124.pdf	Add Attachment	Delete Attachment	View Attachment
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### Exempt Research Narrative:

The Heritage Center plans to apply for IRB approval for Research Project R2. The research for this project will be conducted in established educational centers involving normal educational practices. The settings will be language classrooms in local high schools, community colleges and universities. Researchers will be in the classroom for observation purposes only and may request surveys and/or interviews of instructors and/or students. No one under 18 years of age will be interviewed or surveyed without parental permission. Interviews and surveys questions will focus on classroom instruction, materials, tests, etc. and not on any private subjects. We will work through the UCLA Office of the Human Research Protection Program to receive IRB Exempt status.

### **Human Subject Involvement Characteristics:** Subjects will be:

1. Language instructors:
  - a. Anticipated number 40; age range 25-65; all expected to be in good health
  - b. Selection criteria: instructors who teach heritage or mixed heritage and L2 classes.
2. Students in language classes:
  - a. Anticipated number 20; age range 18-25; all expected to be in good health
  - b. Selection criteria: students enrolled in heritage or mixed heritage and L2 classes.

**Sources of Material:** Material collected will be observation notes, interviews and/or surveys. Data collected will be used as research on instructional techniques, curricula and classroom management.

### **Recruitment and Informed Consent:**

- We will work through the UCLA Office of the Human Research Protection Program to prepare proper recruitment and consent forms. This office has designed government approved Minimal Risk Research Informed Consent Templates. Forms will be approved by this office prior to the start of the research project. UCLA Assurances #: 00004642

Forms include:

- Study Information Sheet (no signature)
- Consent Form (includes signature)
- Parent Permission Form (parents provide permission for child to participate)
- Parent Consent Form (parents complete research procedures themselves)
- Oral Consent Script Outline
- Sample Debriefing Script

**Study Information Sheet includes information on any potential risks and protection against risks: (See Study Information Sheet on next page)**

**UNIVERSITY OF CALIFORNIA LOS ANGELES**  
**STUDY INFORMATION SHEET**

*[Insert title of the study]*

*[insert names and degrees of Principal Investigator—Faculty Sponsor as appropriate]*, from the *[insert department affiliation]* at the University of California, Los Angeles (UCLA) are conducting a research study.

You were selected as a possible participant in this study because *[explain why the potential participant is eligible to participate]*. Your participation in this research study is voluntary.

**Why is this study being done?**

*[Describe in a few sentences what the study is designed to assess or establish. Use language that will be easily understood by the participants. Avoid jargon and technical terms.]*

**What will happen if I take part in this research study?**

If you volunteer to participate in this study, the researcher will ask you to do the following:

- *[List and describe the procedures/tests/activities and their frequency chronologically using simple language, short sentences and short paragraphs.]*
- *[Use bullets or number the paragraphs as appropriate.]*
- *[Describe types of questions in questionnaires/surveys or interviews.]*
- *[Specify the location of study activities.]*
- *[If the study will include experimental or non-experimental procedures, please specify which procedures are experimental.]*

**How long will I be in the research study?**

Participation will take a total of about *[specify time and duration]*.

*[When appropriate, state that the study will involve long-term follow-up and specify time frames.]*

**Are there any potential risks or discomforts that I can expect from this study?**

- *[List and describe any reasonable foreseeable risks, discomforts, inconveniences, and how these will be managed.]*
- *[If there are significant psychological risks that might cause the researcher to end the participant's participation in the study, please describe them.]*
- *[If there are no anticipated risks or discomforts, please state, "There are no anticipated risks or discomforts."]*

**Are there any potential benefits if I participate?**

You may benefit from the study ...*[Describe benefits to participants expected from the research. If the participants will not directly benefit from participation, please state, "You will not directly benefit from your participation in the research."]*

The results of the research may ...*[Describe the potential benefits to science or society expected from the research.]*

**What other choices do I have if I choose not to participate?**

**IMPORTANT NOTE:** *This section is required ONLY for research that:*

- *includes treatment (e.g., behavioral therapy) and/or*
- *recruits participants from student subject pools.*

*IF RESEARCH INCLUDES TREATMENT: Please describe any appropriate alternative therapeutic, diagnostic, or preventive procedures that should be considered before the subjects decide whether or not to participate in the study. If applicable, explain why these procedures are being withheld. If there are no efficacious alternatives, state that an alternative is not to participate in the study.*

*IF RESEARCH RECRUITS PARTICIPANTS FROM STUDENT SUBJECT POOLS: Describe the alternatives to participating in the research study (e.g., to write a paper or participate in another research study to receive course credit). This section should reflect the alternatives that were approved by the UCLA IRB as part of the IRB protocol for the subject pool(s). Please contact the persons responsible for administration of the subject pool(s) if you have any questions about the approved alternatives.*

**Will I be paid for participating? (optional section)**

- You will receive ... *[describe amount of payment and how and when payment will be received.]*
- *[If research recruits participants from student subject pools, specify the course credit.]*

**Will information about me and my participation be kept confidential?**

Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of ... *[describe coding procedures and plans to safeguard data, including where data will be kept, who will have access to it, etc.]*

## What are my rights if I take part in this study?

- You can choose whether or not you want to be in this study, and you may withdraw your consent and discontinue participation at any time.
- Whatever decision you make, there will be no penalty to you, and no loss of benefits to which you were otherwise entitled.
- You may refuse to answer any questions that you do not want to answer and still remain in the study.

## Who can I contact if I have questions about this study?

- **The research team:**  
If you have any questions, comments or concerns about the research, you can talk to the one of the researchers. Please contact:

*[add the name of the PI and faculty sponsor as appropriate] at [phone number(s)]—add postal and/or email address if appropriate].*

- **UCLA Office of the Human Research Protection Program (OHRPP):**  
If you have questions about your rights while taking part in this study, or you have concerns or suggestions and you want to talk to someone other than the researchers about the study, please call the OHRPP at (310) 825-7122 or write to:

UCLA Office of the Human Research Protection Program

11000 Kinross Avenue, Suite 211, Box 951694

Los Angeles, CA 90095-1694

