

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 # P229A140028

Grants.gov Tracking#: GRANT11700104

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:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/09/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

CSU Fullerton Auxiliary Services Corporation

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

* c. Organizational DUNS:

d. Address:

* Street1:

2600 Nutwood Ave, CP-250

Street2:

* City:

Fullerton

County/Parish:

Orange

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

928313137

e. Organizational Unit:

Department Name:

Grants and Contracts

Division Name:

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

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

Title: Senior Grants and Contracts Coordinator

Organizational Affiliation:

CSU Fullerton Auxiliary Services Corporation

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

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:**

National Resource Center for Asian Languages

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="199,978.00"/>
* 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="199,978.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director, Grants and Contracts
APPLICANT ORGANIZATION CSU Fullerton Auxiliary Services Corporation	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

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: CSU Fullerton Auxiliary Services Corporation

* Street 1: 2600 Nutwood Ave * Street 2: _____

* City: Fullerton * State: CA: California * Zip: 92831

Congressional District, if known: _____

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A * State CA: California * Zip 92831

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ * State _____ * Zip _____

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

* Signature: _____

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

Title: Director, Grants and Contracts Telephone No.: _____ 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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

TranGEPASStatement1005196394.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Statement
United States Department of Education's General Education Provisions Act, Section 427

Steps the California State University, Fullerton (CSUF), will take to ensure equitable access to and participation in the Department of Education – Language Resource Center Project. This project will support the development of the National Resource Center for Asian Languages (NRCAL).

CSUF is an equal opportunity employer and a comprehensive, regional university. CSUF aims to become a model of faculty and staff inclusivity, diversity and engagement in order to better serve our diverse student population. CSUF is committed to improving the recruitment and retention of a high-quality and diverse faculty and staff. CSUF will provide the following strategies and activities in an effort to complement existing anti-discrimination policies and procedures with the intent to reduce and eliminate access barriers on gender, race, national origin, color, disability and age to maximize participation in the grant program:

- Fully inform all students of the availability of services that will be offered through this grant funded program. This information will be disseminated in both printed and electronic formats throughout the university, including the CSUF website. Program staff and counselors will also disseminate information related to equal access for all persons.
- Coordinate and offer cultural sensitivity, ADA and related training for program staff, as appropriate. Additionally, CSUF meets the ADA requirements for access to classrooms, restrooms and other areas where the project will take place. Moreover, CSUF will adhere to their normal practices of providing reasonable accommodations to both students and staff with disabilities who are participating in the Department of Education's Language Resource Center Program activities.
- Hire, recruit, and involve individuals from traditionally underserved ethnic minority groups, bilingual individuals, individuals with disabilities to manage, plan, implement, and receive program services.
- Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds
- Arrange for assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations. Hold program-related sessions and activities in Americans with Disabilities Act (ADA) accessible and compliant facilities.

- Post information materials, schedule of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for participants and users. Additionally, make technology accessible to all users.
- Disseminate program updates and results to education and community-based partners so that they may offer insight into continuous program improvement or training related program services.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with students, consultants, participants and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

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**

CSU Fullerton Auxiliary Services Corporation

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title: Director, Grants and Contracts

* 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:

California State University, Fullerton
National Resource Center for Asian Languages (NRCAL)

Background: This proposal seeks funding to support the development of a National Resource Center for Asian Languages (NRCAL), which is designed to improve the nation's capacity for the teaching and learning of Asian languages including Vietnamese, Korean, Chinese, and Japanese. The funds will be used to develop instructional resources and professional development to enhance the teaching, learning, and research of these less commonly taught languages in the United States.

Resources: California State University, Fullerton (CSUF) has made a strong commitment to supporting less commonly taught languages, serving diverse student populations, expanding research on second language acquisition, and enhancing teaching and learning, and geographically located in the heart of the largest Vietnamese heritage language community in the U.S. making it an excellent institution to host the National Resource Center for Asian Languages. This is evidenced by CSUF's Bachelor's degree in Vietnamese language and studies; the first of its kind in the nation. Currently, CSUF offers a Bachelor's degree in Japanese and minors in Vietnamese and Chinese along with courses in Korean. In addition, teaching credential pathways for Vietnamese, Chinese, and Japanese are available and Vietnamese and Korean Bilingual Authorizations have been developed to support the teacher training for dual language immersion programs.

Goals: With focus on less commonly taught languages, NRCAL aspires to: 1) research on dual language immersion, including the integration of technology; 2) develop and disseminate resources and teaching materials to dual immersion and foreign language teachers in K-16 settings; 3) provide professional development opportunities for teachers that focus on effective teaching strategies, assessment, and educational technology; 4) develop, verify, and disseminate assessment tools and practices; and 5) operate intensive summer language institutes for pre-service and in-service teachers and employees and owners of local businesses.

Purpose: NRCAL's main focus is to improve the teaching, learning, and research of Asian languages in the United States by drawing on the expertise of Asian language scholars, educators, and community stakeholders. Training students to be bilingual in Vietnamese, Chinese, Japanese, and Korean not only enhances their cognition, employment opportunities, and cultural competency, but also improves national business development, innovation, and security. Building on the success of the Asian language programs at CSUF, NRCAL's projects focus on developing linguistically and culturally appropriate literature and instructional materials, effective pedagogies, and assessment tools that integrate community resources and technology; providing training and resources for K-12 teachers and post-secondary language instructors; and creating a network that supports teachers and learners through seminars, conferences, and summer institutes. Our goals are achievable through collaboration with K-12 school districts and community-based organizations.

Evaluation Plan: The first component is to evaluate NRCAL's efficiency and effectiveness in implementing its general plan operation and its outcomes on various constituencies. The second component of evaluation uses both formative and summative assessments to examine how the various initiatives are aligned with NRCAL's core goals.

Intended Audiences: NRCAL is committed to understanding and addressing the needs of K-16 students and educators, post-secondary and heritage language speaking communities, policy making bodies, government agencies, businesses and Asian Language scholars.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Language Resource Centers Program

California State University, Fullerton
National Resource Center for Asian Languages

U.S. Department of Education
International and Foreign Language Education
Washington, D.C. 20006

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INTRODUCTION

California State University, Fullerton (CSUF) is seeking funding to support the development of a National Resource Center for Asian Languages (NRCAL). The proposed center is designed to improve the nation's capacity for the teaching and learning of Asian languages, initially focusing on Vietnamese, Korean, Chinese (Mandarin), and Japanese. Funds will be used to develop instructional resources and professional development with the aim of enhancing teaching, learning and research of these less commonly taught languages (LCTL). NRCAL aspires to meet this target through (1) research on dual language immersion, including the integration of technology; (2) the development of resources and teaching materials for dual immersion and foreign language teachers in K-16 settings; (3) the provision of professional development for teachers focusing on effective teaching strategies, assessment, and educational technology; (4) the development and application of assessment tools and practices; (5) collaboration with and engagement of the community; (6) the dissemination of knowledge, materials, and resources.

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

NRCAL will be a 21st century learning center and, as such, will integrate advanced technology throughout its program. Learners will have opportunities to research, create,

collaborate, communicate, and apply critical thinking skills to all learning experiences.

Technology such as wikis, blogs, online communities, movie-making and animation software, video conferencing and creation software will be used by learners and educators in instructional and collaborative settings. NRCAL teacher education courses will model a 21st Century learning environment and apply Universal Design for Learning principles that provide candidates with varied opportunities for accessing, engaging with and demonstrating understanding of content. Faculty professional development will also feature these same principles in an effort to help teachers and language instructors experience the true potential of 21st century teaching and learning.

CSUF is the ideal institution to host the NRCAL. According to *U.S. News & World Report*, CSUF ranked No. 7 in “Top Public Regional Universities” in the West. As a both a Hispanic and Asian Minority Serving Institution (MSI), CSUF has consistently demonstrated its dedication and commitment to supporting LCTL, serving diverse student populations, expanding research on second language acquisition, and enhancing teaching and learning. Orange County, California’s largest and most well-established and largest Vietnamese-American community resides approximately 17 miles south of CSUF’s campus. There is a great demand for Vietnamese language instruction both at the elementary and secondary levels, but most instructors have no formalized training. Trade with Vietnam is growing and the demand and need for curriculum and teacher training devoted to Vietnamese language is on the rise. Responding to these critical needs, CSUF has the esteemed distinction of offering a Bachelor’s degree program in Vietnamese Language and Studies, the first program of its kind developed in the United States. CSUF also offers a minor in Vietnamese, a Bachelor’s degree, minor and International Business concentration in Japanese, a Bachelor’s degree (in development), minor,

and International Business concentration in Chinese, and 100-level language courses in Korean. Additionally, teaching credential pathways for Vietnamese, Chinese, and Japanese are readily accessible, and Vietnamese and Korean Bilingual Authorizations have been developed to support the teacher training for dual language immersion programs. In addition, CSUF prepares more teachers than any other institution in the region and more elementary teachers than any public institution of higher education in the State of California. Each year, approximately 600 new teachers complete their credential program at CSUF. As a sign of the rigor and distinction of our teacher preparation programs, CSUF has the only teacher preparation programs in the region that are accredited by the National Council on Accreditation of Teacher Education (NCATE). This accreditation is the highest professional standard in the field of education.

NRCAL is designed to be a resource to the local community in addition to meeting national educational needs. In order to achieve these goals, NRCAL will be comprised of various partners including the CSUF College of Education, the CSUF College of Humanities and Social Sciences, K-12 school districts including Westminster School District (WSD), Highline Public Schools (HPS), Garden Grove Unified School District (GGUSD), and Anaheim Union High School District (AUHSD), the California Association for Bilingual Education (CABE), and the Vietnamese American Chamber of Commerce of Orange County (VACOC).

1. PLAN OF OPERATION:

a. Center Design

a) Research on dual language immersion, including integration of technology

Dual language immersion programs provide a rich environment for students to acquire a second language, and for heritage learners it provides an opportunity for them to master the academic language of their mother tongue while preserving their heritage. Instruction in dual

immersion programs is typically divided between two languages—English and a second language. There is a growing demand for dual language immersion programs, especially from communities with a large concentration of heritage learners, and the Vietnamese communities are no exception. However, Vietnamese English dual language immersion programs are still in their infancy, and to our knowledge no empirical evidence is available to assess their feasibility and effectiveness in enhancing student learning outcomes. Building on the existing research on dual language immersion, NRCAL will conduct research focusing on Vietnamese-English dual immersion elementary classrooms. According to the Center for Applied Linguistics, the goals of dual immersion language programs are for students to develop high levels of language proficiency and literacy in both English and a partner language, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures. Most of the dual immersion programs in the United States are for Spanish-English students (www.cal.org). The experiences of students, parents, and teachers of LCTL are topics that which NRCAL will research. Objectives in this area will concentrate on dual language immersion and include:

1.1 Identify parents', students', and educators' perceptions of dual language immersion programs

1.2 Investigate strengths and challenges to establishing dual language immersion programs in K-12 settings

1.3 Identify effective strategies for teaching dual language immersion programs

1.4 Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-12 settings

NRCAL recognizes the significance of technology integration and has developed this proposal in collaboration with faculty from the College of Education at CSUF, where state-of-the-art technology is built into the existing curriculum. CSUF's online graduate degree program in education is among the top 25 in the nation, according to *U.S. News & World Report's* latest ranking in 2014. The College of Education at CSUF is now home to four full-time online degree programs, and one online/in-class hybrid degree program. CSUF has the distinction of offering the first fully-online Master of Science program in the California State University System. The Master of Science in Instructional Design and Technology (MSIDT) program provides professionals who are working in the field of technology in pre-kindergarten through higher education the opportunity to further their skills and education in direct applications of technology for teaching, learning and curriculum development. NRCAL will incorporate the beneficial institutional resources that are available and their capacity to provide educational technology.

b) Develop resources and materials

Comprehensive, relevant, and applicable instructional materials and resources and training on pedagogy are essential for effective programs for all languages and at all levels. During a time of transition, such as the adoption of Common Core State Standards, this is especially germane. The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. The Common Core is informed by the highest, most effective standards from states across the United States and countries around the world. The standards are: 1) research- and evidence-based; 2) clear, understandable, and consistent; 3) aligned with college and career expectations; 4) based on rigorous content and

application of knowledge through higher-order thinking skills; 5) built upon the strengths and lessons of current state standards; 6) informed by other top performing countries in order to prepare all students for success in our global economy and society. (www.corestandards.org)

Additionally, NRCAL will incorporate the national content standards for foreign language education as put forth by the American Council on the Teaching of Foreign Languages (ACTFL). These standards include: 1) communicate in languages other than English; 2) gain knowledge and understanding of other cultures; 3) connect with other disciplines and acquire information; 4) develop insight into the nature of language and culture; 5) participate in multilingual communities at home and around the world. (www.actfl.org)

As the nation moves toward consistent learning goals among states, NRCAL will combine resources and knowledge with faculty of Education and Humanities and Social Sciences, CABE, WSD, HPS, GGUSD, and AUHSD, to develop instructional materials that integrate Common Core and ACTFL standards for K-6 Vietnamese English dual language immersion for HPS and WSD as well as Vietnamese, Korean, and Chinese (Madarin) language courses for grades 7-12 at GGUSD and AUHSD. Specifically, language faculty will collaborate with middle and high school teachers at AUHSD to identify non-fiction materials. According to the Young Adult Library Services Association, a division of the American Library Association, students can enhance their understanding and knowledge of the world through reading. Thus, a higher percentage of non-fiction contents should available for middle and high school students. However, relatively few fictions and non-fiction books about Asia are available for K-12 readers.

Instructional materials will be created to support recently approved courses for CSUF's new Vietnamese BA program. These may include: a) modules for Vietnamese Language (advanced level), Vietnamese Reading for Comprehension (intermediate and advanced level),

Vietnamese Writing (intermediate and advanced level), Vietnamese for Business and Vietnamese for International Business; b) creating audio CDs for existing Vietnamese language textbooks to improve students' speaking skills and pronunciation (beginning and intermediate levels); c) collections of songs, games, movies, documentaries, etc. used as supplementary materials for the teaching of the Vietnamese language and culture courses; d) instructional technology to support development of online Vietnamese courses. Finally, instructional modules of upper-division courses for the proposed Chinese BA program (Chinese Language and Communication, Cultural Competency, and Literature and Arts), and introductory level Korean courses are also critical needs.

In year 1, a team comprised of the various partners will meet during two 3-day seminars to review existing curriculum, instructional materials, and assessments for post-secondary Vietnamese, Chinese, Korean, and Japanese courses. Another team will also be formed to create a framework for the development and selection of instructional materials and resources for K-12 Vietnamese, Chinese, Korean, and Japanese language courses. New materials will be reviewed and assessed using the framework developed. In year 2, these teams will develop appropriate curriculum and materials to be implemented in year 3. Pilot testing will be conducted during the summer institute and implementation in K-12 classrooms and university courses. Learning outcomes and program effectiveness will be evaluated in year 4. Student and teacher evaluations and feedback will be compiled for any necessary revisions. NRCAL will work with various partners to develop new materials by successfully completing the following activities:

2.1 Create a framework for the development and selection of instructional materials in collaboration with heritage and K-12 schools

2.2 Develop instructional materials aligned to Common Core State Standards for K-6 dual immersion language instruction

2.3 Develop instructional materials aligned to Common Core State Standards for foreign language 7-12 instruction

2.4 Develop materials and resources for post-secondary language courses

2.5 Implementation of instructional materials in K-12 classroom and college courses

c) Provide professional development for teachers

Professional development opportunities allow teachers to enhance their skills, in turn increasing student achievement. NRCAL will continue to operate intensive summer institutes to provide such opportunities focusing on the language, culture, and history of LCTL. Summer institutes will concentrate on providing evidence-based teaching practices including aligning instruction to Common Core Standards, technology integration, and culturally relevant teaching. Furthermore, summer institutes will offer teachers the opportunity to collaborate and work together. Establishing a language education network will be a critical component for teacher success. NRCAL will work with partners CABE, WSD, HPS, GGUSD, AUHSD, and VACOC in the development of its summer institutes, symposiums, and training sessions. Specifically, 29-39 language teachers from four different school districts will have the opportunity to participate in 5-day summer institutes to enhance their content and pedagogical knowledge. In year 1, the summer institute will focus on teaching Vietnamese English dual language immersion in K-6 settings. NRCAL will host a 5-day Summer Institute that focuses on the following content topics: a) Vietnamese history, culture, language and literatures; b) refugee, immigrant experiences, and oral histories; c) media, film, and music; d) contemporary Vietnamese community; e) and community resources. Additionally, summer institutes will emphasize

language learning, scaffolding, and linguistic structure for K-12 foreign language teachers. Pedagogical topics will include: a) teaching dual language immersion (K-6); b) aligning instructions to Common Core State Standards and National Standards for Foreign Language Education; c) principles of early childhood literacy and second language development; d) issues, mistakes, and errors pertaining to learning heritage language; e) and curriculum development. In year 2, the topics will be broadened to include foreign language instructors (Vietnamese, Chinese, Japanese, and Korean) with an emphasis on teaching heritage language learners in grades 7-12. In addition to the annual summer institutes, two 6-hour seminars will be provided to language instructors with a focus on integrating technology to enhance classroom learning, Lastly, three 2-day seminars will be provided for advanced foreign language students and pre-service language teachers at CSUF along with employees of community-based organizations and local businesses. The seminars will focus on advanced content and technical knowledge.

Professional development activities are as follows:

3.1 Professional development for in-service dual immersion language K-6 teachers connecting to Common Core State Standards during intensive summer institutes

3.2 Professional development for pre-service and in-service foreign language K-12 teachers focusing on language learning, scaffolding, and linguistic structure during intensive summer institutes

3.3 Symposium for post-secondary education language instructors teaching heritage language learners

3.4 Training for advanced foreign language students, pre-service language teachers, employees of community-based organizations and local businesses.

d) Develop and apply assessment tools

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

Assessments allow teachers to evaluate students' understanding and progress, determine whether educational goals are being met, and set appropriate learning goals and standards. NRCAL will assemble a team of highly-qualified and knowledgeable participants from CSUF, CABA, WSD, HPS, GGUSD, and AUHSD to develop assessment strategies. One of the goals is aligning assessment with the recently revised (2012) ACTFL proficiency guidelines for speaking, writing, listening, and reading. Distinguished, Superior, Advanced, Intermediate, and Novice represent the continuum of proficiency to describe one's functional language ability regardless of how, when, and where the language was acquired. While the ACTFL guidelines are available for Chinese, Japanese, and Korean, a framework must be identified for the Vietnamese language. Following the development of a framework, the team will design diagnostic tests, replacement tests, evaluative tests for beginning, intermediate, and advanced levels.

NRCAL will develop applicable assessment tools and strategies in the following activities:

4.1 Create a framework for the development and selection of assessments in collaboration with heritage and K-12 schools

4.2 Develop and apply assessment tools and practices intended for dual language immersion courses

4.3 Develop and apply assessment tools and practices for foreign language courses

e) Collaboration and community engagement

NRCAL aspires to become an integral link in the Asian language educational community, both locally and nationally. To accomplish this, NRCAL will serve as both a teaching and learning center and as well as a community resource. NRCAL will work with collaborative

partners such as K-12 school districts, the California Association for Bilingual Education, and the Vietnamese American Chamber of Commerce of Orange County to increase capacity and impact. NRCAL will partner with CABC in order to conduct a language community needs assessment to identify the existing strengths, challenges and resources. Additionally, NRCAL will work with CABC, VACOC, WSP, HPS, GGUSD, and AUHSD to support educators, students, and those interested in creating literature for LCTL through the development of a Community Literacy Project. Currently, there are limited bilingual books for children. Thus, representatives from the various partnerships will participate in an annual three 3-day seminar dedicated developing bilingual resources for early childhood literacy that reflect the experiences of first, second and third generations of Vietnamese Americans. Finally, linguistic competency cannot stand alone without multicultural competency. The diversification of languages has important implications in changing the landscape of the global economy. Throughout the curriculum development and professional training, NRCAL will be intentional about helping educators and student to cultivate a more inclusive environment that honors differences of various types—language, culture, race, ethnicity, gender, age, (dis)ability, sexual orientation, religious or political beliefs, and status. CSUF Asian American Studies faculty will support these efforts. NRCAL will work with the community in the following ways:

5.1 Establish an online language education network, including an inventory of current resources

5.2 Develop language community needs assessments to enhance advocacy and awareness of foreign language

5.3 Create a Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages

5.4 Develop and offer advanced online modules to enhance cultural competency among students, teachers, faculty, and community stakeholders.

f) Disseminate knowledge, materials and resources

As NRCAL collects research data, develops materials and resources, and creates assessment tools, dissemination of this information is of the greatest importance to the achievement of goals. To this extent NRCAL will take an active role on the Internet and social media in order to involve the community and share resources. For example, a NRCAL Wiki will be developed to include research information, a calendar of events, teaching strategies, resources, and key terms and definitions. Twitter Chats will be held to allow interested members of the public to engage in authentic dialogue about selected topics. Another forum for discussion and the sharing of ideas will be available through Google+ Communities. In addition, a NRCAL blog will be maintained in which guest bloggers will have the opportunity to share their thoughts and experiences. Finally, educational technology faculty will work with teachers and instructors to develop online modules for popular courses upon request.

In order to broadcast findings and share materials and information, multiple methods of dissemination will be employed. The following activities will be used to disseminate information:

6.1 Develop an online language education network

6.2 Distribute a monthly newsletter on the research, teaching and learning of Asian languages

6.3 Create online instructional modules

6.4 Develop webinars

6.5 Present at conferences

6.6 Contribute to social media

6.7 Develop a wiki

6.8 Weekly chat

b. Management Plan

NRCAL will be under the direction of Dr. Natalie Tran. Supporting Dr. Tran will be a full-time assistant director, Dr. Leon Potter, who will oversee the day-to-day management of NRCAL, facilitate activities and projects, and supervise data collection. Four managers will serve under the supervision of the director. Each manager will be responsible for an activity topic including Post-Secondary Curriculum Development and Training, Professional Development, Community Collaboration, and K-12 Curriculum Development. Each activity will be directed by a manager, who will work with a coordinator who serves as a language specialist. Coordinators will meet frequently with the appropriate manager and assistant director to report progress. A project organizational chart is included on page 23.

c. Alignment of Objectives to the Purpose of the Center

NRCAL's primary commitment is to improving the nation's capacity for the teaching and learning of Asian languages. All of the proposed activities have been developed to support this goal.

The development and dissemination of instructional materials and assessment tools relate directly to the improvement of the teaching and learning of less commonly taught Asian languages. Instructional materials will be developed for K-6 Vietnamese English dual immersion language programs, 7-12 foreign language instruction for Vietnamese, Chinese, Korean, and Japanese, and post-secondary courses for Vietnamese, Chinese, Korean, and Japanese. The K-12 materials will align with Common Core State Standards and National Standards for Foreign Language Education and reflect research on innovative teaching approaches. Assessment tools

and practices will be developed for dual language immersion courses, foreign language courses, and post-secondary education language courses. These tools and materials will allow teachers to better evaluate student performance and to provide feedback on instruction.

Professional development and teacher training will allow pre-service and in-service teachers the knowledge and skills they need to teach language instruction effectively. NRCAL will operate intensive summer language institutes and seminars annually for K-12 teachers and community heritage language instructors. CSUF has experience in conducting intensive summer institutes. Supported by the Fund for the Improvement of Postsecondary Education (FIPSE), the 2013 Summer Institute brought together 25 intermediate and high school teachers of Vietnamese language as well as other subjects to expand their knowledge of Vietnamese culture, language, literature, and history (<http://www.2013teachingaboutvietnamese.org/>). NRCAL plans to replicate the success of previous summer institutes. In addition to the summer institutes, two symposiums for post-secondary education language instructors teaching heritage language learners, as well as three seminars for advanced foreign language students, and employees of community-based organizations and local businesses will be offered. Topics will include language and cultural awareness, best practices for teaching heritage language learners, and the developing literacy skills.

Wide dissemination of the knowledge, materials and resources developed by NRCAL will make a direct impact among teachers, students, scholars, and the community. The distribution of information will be accomplished through an online language education network, a monthly newsletter, online instructional modules, webinars conducted twice annually, and conferences such as California Association for Bilingual Education (CABE), where NRCAL will participate in an annual roundtable discussion.

d. Use of Resources and Personnel to Achieve Objectives

NRCAL Director, Dr. Natalie Tran will guide all activities with the support of an Assistant Director, Dr. Leon Potter. Dr. Potter will supervise and evaluate the activities and projects and provide support for the management team and the coordinators.

Activities have been designated to one of four categories, each with a manager who is responsible for facilitation of the projects. Dr. James Hussar will directly oversee Post-Secondary Curriculum and Training activities; Dr. Andrea Guillaume will oversee Professional Development; Dr. Eliza Noh will oversee Community Collaboration; and Drs. Grace Cho and Sharon Chappell will oversee K-12 Curriculum Development. Each individual activity will have a coordinator who will work closely with the manager of the relevant category. Coordinators will be chosen to lead activities based on their areas of expertise, curriculum development, professional development, and language specialization. Leadership team meetings will be held monthly to evaluate progress, discuss strengths and challenges of activities, and monitor data collection. See *Timeline of Project Activities in the Appendix* for assignments of specific activities, timeline, and collaborative partners.

e. Provision of Equal Access and Treatment for Underrepresented Groups

NRCAL will provide equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented. CSUF is committed to maintaining a positive learning, working, and living environment. The University does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission, access to, treatment, or employment in its educational programs and activities. Additionally, CSUF is proud of its designation as a Minority Serving

Institution (MSI) for both Hispanic and Asian American students. CSUF is fourth in the nation for the number of Bachelor's degrees awarded to minority students and first in California for the number of Bachelor's degrees awarded to Hispanics. Reuben Martinez, Owner of Librería Martínez Books and Art Gallery, 2004 MacArthur Foundation Fellow and Latino Book and Family Festival Co-Founder, addressed CSUF's diversity as follows: "Cal State Fullerton is a truly integrated institution of higher learning. It helps lead the nation in recruiting, retaining, and graduating students from historically underrepresented populations, including many who are the first in their family to earn a college degree."

2. QUALITY OF KEY PERSONNEL

a. Qualifications of Director

NRCAL will be under the direction of Dr. Natalie Tran, College of Education, (PhD University of Wisconsin, Educational Leadership and Policy Analysis). Dr. Tran currently serves as CSUF Associate Professor of Educational Leadership and founder of the Vietnamese American Education Advisory Council, which was created to seek input from the community to develop the Vietnamese Bachelor's degree, credential pathway, and bilingual authorization at CSUF. Dr. Tran is also a heritage speaker of Vietnamese. Currently, she serves as a Co-Principal Investigator for an NSF-funded project to develop Spanish-English dual language immersion curriculum and provide teacher training to improve math and science achievement among middle school, low income Latino students. She teaches Research Support Seminars: Linking Research to Problems of Practice and Connecting Research Questions to Scholarship in the doctoral program at CSUF. She will also provide support for NRCAL's research activities. Dr. Tran was honored as a Community Hero Award Recipient on May 29, 2014 for her extraordinary dedication and contribution to the diverse Orange County community. Working at the

intersection of research, area studies, the preservation and devotion to diversity, and public dissemination of knowledge, she understands the multiple roles necessary to be successful as the director of NRCAL, and can lead the center to marked success as an invaluable nationally-reaching resource for educators.

b. Qualifications of Key Personnel

The managers, who will work under the direction of Dr. Tran and Dr. Leon Potter. In 2014, Dr. Potter completed his Ph.D. in Education at the University of Hawai‘i at Mānoa on Vietnamese heritage language learners in higher education. He has eight years of experience working at the Center for Southeast Asian Studies in Hawai‘i where he served as Research and Development Coordinator and proved a successful grant writer. He has two Master’s degrees: Asian Studies and Second Language Studies; and a Bachelor’s degree focused on Viet Nam. He has taught English in Viet Nam, Thailand, and Japan, and has some fluency (high-intermediate level) in both Vietnamese and Thai.

Dr. James Hussar will provide leadership for the development and implementation of materials and resources for post-secondary language courses. He will also work with coordinators to provide training for post-secondary education language instructors. Dr. Hussar, an Associate Professor of Spanish and Portuguese at CSUF, earned his PhD in Literature from the University of Notre Dame in 2008. His research interests include Jewish themes in Spanish, Spanish American and Luso-Brazilian literature, contemporary Lusophone African fiction *vis-à-vis* Latin American fiction, and language pedagogy.

Dr. Grace Cho, Ph.D. is a Professor at the College of Education at CSUF. She is currently the Chair of the Department of Secondary Education and is the Asian Bilingual Authorization program coordinator at CSUF. Cho is trilingual in Korean, Spanish and English.

Dr. Cho's academic work includes conducting research, publishing articles, writing grant proposals, and participating in international research colloquia, national and state level conferences, and helping the Korean community in advocating bilingual education and heritage language development. Dr. Cho has been a recipient of several awards, grants and fellowships. Dr. Cho will oversee the curriculum and material development aspects of the Center. She will work with the coordinators to ensure that the curriculum is aligned with the standards and goals for the various projects.

Dr. Sharon Chappell will serve as the co-manager with Dr. Grace Cho to provide support for curriculum and material development. She is an Assistant Professor of Elementary and Bilingual Education. She is committed to research and community partnerships in diversity, bilingualism and biliteracy, and social justice. She has conducted family history research with graduate students, produced a documentary film and hosted a bilingual family night for CSUF students, faculty and community partners.

Dr. Andrea Guillaume will facilitate professional development for teachers and post-secondary language instructors. She is a Professor in the Department of Elementary and Bilingual Education at California State University, Fullerton. She also serves as the Faculty Coordinator for Effective and Innovative Instruction at CSUF's Faculty Development Center's. Dr. Guillaume's expertise is in pedagogy, particularly active engagement. Her degrees are in curriculum and instruction, and she holds a certificate in Teaching English as a Second Language.

Dr. Eliza Noh will serve as a liaison to NRCAL's community partners to promote advocacy and awareness of world languages along with strengthening the network. Dr. Noh is the Program Coordinator and Associate Professor of Asian American Studies (ASAM) at CSUF.

She currently serves on the Editorial Advisory Board of *Modern Societal Impacts of the Model Minority Stereotype* and the Advisory Board of Healthy Asian Pacific Islander Youth (HAPIY) Program. She serves as advisor to the CSUF Asian Pacific Islander Student Association, Korean American Student Association, and the South Pacific Islander Cultural Association. Dr. Noh is nationally recognized for her research expertise in cultural competency and suicide and depression among Asian American women and cultural competency, through her scholarly publications, presentations, consultation work, and news features in international and national media.

Dr. Sam Behseta will conduct research examining the effectiveness of Vietnamese dual language immersion on student learning outcomes. Dr. Behseta earned his Ph.D. in Statistics at Carnegie Mellon University and is currently a Professor of Mathematics at CSUF. He has published numerous articles in the premier journals of statistics, neuroscience, and computer science on the statistical modeling of neurophysiological data of learning. He has experience in generalized linear modeling with mixed effects, and model-based clustering to study teacher effect on high school mathematics achievement. Moreover, he has organized a premier expert panel on value-added models at the Joint Statistical Meetings. In his role as the executive editor of CHANCE, a publication of the American Statistical Association, he has reviewed and edited a number of articles on a variety of topics, including analytical reports on k12 testing and achievement. As a co-PI of the NSF-funded project, Transforming Academic and Cultural Identidad through Biliteracy (TACIB), Behseta is closely collaborating with Dr. Tran on the development of the research models for the project.

Dr. Adrian Jung is currently a Professor in the Special Education Department at CSUF. His research interests are collaboration and inclusion, pre-service and in-service teacher training,

and multicultural and bilingual issues in special education. For many years he has served as the Coordinator of the International Association of Asian Studies. He was awarded CSUF's outstanding faculty award in teaching and research. Dr. Jung will assist with the development of curriculum and materials for Korean.

Drs. Tim Green and Loretta Donovan are educational technology faculty in the Department of Elementary and Bilingual Education at CSUF. Together, they co-facilitate an online MS in Curriculum and Instruction with a concentration in Educational Technology. Drs. Green and Donovan recently published a book on transforming your learning environments to 21st century standards. Prior to facilitating the MS program, Drs. Green and Donovan co-facilitated the university's first 1 laptop:1 student cohort in the Multiple Subject Credential Program. In addition to planning and teaching online courses in curriculum development, learning theory and effective technology integration, they help other COE faculty to become educators who practice effective technology integration. Drs. Green and Donovan collaborate with the Orange County Department of Education Technology Services Department on identifying and meeting strategic plan goals and working on educational technology grants. They also consult with local school districts on technology planning, professional development, and program evaluation.

Dr. Trang Le will support the curriculum and material development for Vietnamese at post-secondary language courses. Trang Le earned an Ed.D. from Columbia University (New York), a Master's degree in Teaching English to Speakers of Other Languages (TESOL) from Deakin University (Australia), and a Graduate Diploma in TESOL from University of Canberra (Australia). She also received a B.A. in English from Hue University, where she taught English as a Foreign Language for 24 years after graduation. She also taught Vietnamese to English-

speaking faculty and students who came to Vietnam to teach English or to do internships. Before coming to CSUF, she taught Vietnamese at UC, Davis. At CSUF, she developed the curriculum and prepared the proposal for the minor program in Vietnamese and an International Business Concentration in Vietnamese within the Bachelor's degree in International Business from Fall 2009 to Spring 2012. She currently teaches Vietnamese language and culture courses in the Department of Modern Languages and Literatures. She also serves as an advisor to the Vietnamese Student Association and the Vietnamese Catholic Student Association. Her research interests include language teaching, cross-cultural communication and applied linguistics.

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

Dr. Setsue Shibata will support curriculum and material development and teacher training for Japanese. She coordinates the Japanese program and Japanese International Business programs for the Department of Modern Languages and Literatures at CSUF. Dr. Shibata teaches Japanese language, Japanese language education, and Japanese studies. Her research focuses on Japanese pedagogy, Japanese cultural studies, assessment of language learning, and second language acquisition.

Dr. Tu-Uyen Nguyen provides support for community engagement. Dr. Nguyen is an Associate Professor at CSUF in Asian American Studies. She has published numerous papers on Asian American Women and has received various honors and acknowledgements for her stellar contribution to education and the community. She is a board member for the Orange County

Asian and Pacific Islander Community Alliance and a member of the Asian Pacific American Community Research Roundtable.

Ms. Elizabeth Jimenez will provide consultation for heritage language curriculum development and teacher training focusing the Common Core State Standards. She is the CEO of GEMAS Consulting, which focuses on K–12 professional development and the coaching of administrators and teachers of English Learners. A true pioneer in bilingual education, Ms. Jimenez contributed to the What Works portion of the Reparable Harm study on LTELs. She also delivers professional development as the Lead Consultant for CAFE Professional Development Services.

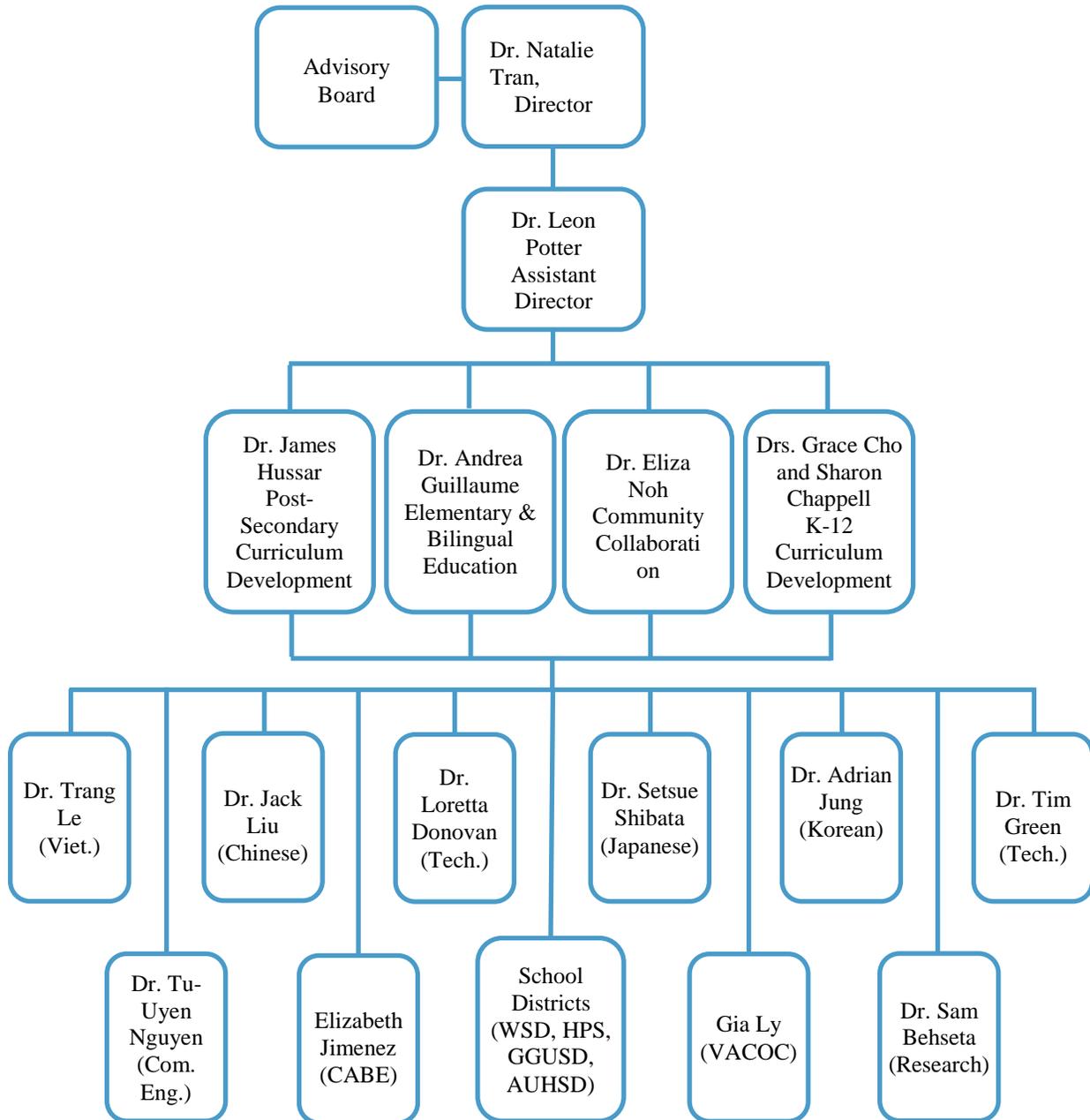
Ms. Gia Ly is the President of the Vietnamese American Chamber of Commerce of Orange County and will provide input for training employees of community-based organizations and local businesses.

Mr. Chuc-Van Bui will assist with the curriculum and material development and teacher training for the Vietnamese in K-12 classrooms. Professor Van-Chuc Bui (penname Quyên Di) teaches Vietnamese language and cultural classes and training programs at UCLA, Cal State Long Beach, Cal State Fullerton, and Cal State Los Angeles. He is also a University Supervisor for pre-service teachers.

In addition, NRCAL will be supported and evaluated by an advisory board, which will consist of members of CSUF faculty and administration, K-12 district administration, and community stakeholders. The Advisory Board members will meet once a semester to provide updates on NRCAL's activities and seek guidance to advance the Center's work. Members of the Advisory Board include: Dr. Claire Cavallaro, Dean of College of Education; Dr. Sheryl Fontaine, Dean of College of Humanities and Social Sciences; Dr. Marian Kim Phelps,

Superintendent of Westminster School District; Ms. Kelly McAmis, Assistant Superintendent of Garden Grove Unified School District; Ms. Cynthia Petitt, Coordinator of Multilingual and English Learner Services; Mr. Bernard Koontz, Language Learning Director of Highline Public Schools; Ms. Jan Gustafson Corea, CEO of California Association for Bilingual Education; and Dr. Tam Nguyen, co-Chair of the Viet Foundation.

Proposed Project Organizational Chart:



c. Time Commitments of Key Personnel

As delineated in the Budget Narrative, the breakdown of expected time commitments are as follows. Dr. Tran will commit at a minimum 25% of her professional time commitments over 4 years to the NRCAL project. Dr. Leon Potter, Assistant Director will be expected to devote 100% over 4 years of his working professional time to the day-to-day operations and provide assistance with the research activities for NRCAL. Managers Drs. Hussar, Noh, and Guillaume will be expected to commit between 5-7% over 4 years of their professional time commitments to the supervision of their respective areas of expertise at NRCAL. As co-managers, Drs. Cho and Chappell will commit between 4-5% each over 4 years of their time to the supervision of their specified areas of expertise at NRCAL. Coordinators are expected to contribute between 4-8% of their professional time commitments to the NRCAL project over 4 years.

d. Non-Discriminatory Employment Practices

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

e. Experience and Training of Key Personnel

Dr. Natalie Tran leads a staff with the vast experiences and extensive training necessary to engineer NRCAL. Dr. Tran has well-established experience and training related to the objectives of NRCAL. As a former high school teacher with background in curriculum

development and faculty in educational leadership, she has devoted her efforts throughout her career to the practical dissemination of knowledge, accessibility of workable tools for educators and functional application of educational research for the improvement of teaching and learning. Having taught multiple courses on educational research, Dr. Tran possesses the skills required to conduct empirical investigations of educational research, with a particular focus on practitioners conducting consumer and evaluation research. Additionally, she has taught many courses on research methods pertaining to, but not limited to, data analysis, statistics, experimental design, interview and questionnaire design related to research planning, policy analysis, and program management.

The managers that have been selected have a wealth of relevant experience and training needed to direct the activities of NRCAL and to accomplish the established objectives of this proposal. The coordinators at NRCAL have illustrated proficient expertise through their wide ranging experience and training.

3. ADEQUACY OF RESOURCES

CSUF is a comprehensive, regional university belonging to the California State University system. As such, the best qualities of teaching and research universities are combined for actively engaged students, and faculty and staff work in close collaboration to expand knowledge. State-of-the-art technology and resources are readily accessible. CSUF has more than 37,000 students and approximately 1,800 full- and part-time faculty members. The University offers 107 degree programs in eight colleges. The College of Education at CSUF is committed to the preparation and professional development of innovative and transformative educators. The College of Education prepares more elementary and bilingual, multiple subject credential teachers than any other public university in California (Commission on Teacher

Credentialing, 2010-2011 Teach Supply in CA Annual Report, ctc.ca.gov/reports/TSR_2010_2011_Full_Report_Final_15March2012.pdf). NRCAL will draw on these considerable resources and expertise of the College of Education to implement our activities and achieve our stated goals.

Additionally, CSUF is located in Orange County and near Los Angeles County, where numerous communities of Vietnamese, Korean, Chinese and Japanese populations thrive. CSUF recognizes this unique advantage and NRCAL will draw on the local expertise and rich, existing resources. As NRCAL anticipates fulfilling a needed role in the community, it also expects to gain knowledge and insight from these established, neighboring communities.

a. Facilities

The offices and workstations of NRCAL will be housed on the campus of CSUF, within the College of Education. CSUF will make accessible the use of all university facilities, including administrative support, library, and language laboratories. The newly-renovated Modern Language Media Center now features 24-station and 16-station Tandberg-300 computer labs with multimedia capabilities that instructors can use to facilitate individual and group learning activities. All computers are connected to both a private server and the Internet so that students can access a wide variety of authentic language materials. Additionally, audio files for Arabic, Chinese, English, French, German, Italian, Japanese, Korean, Persian, Portuguese, Spanish and Vietnamese can be accessed on any computer in either the teaching or student lab.

b. Equipment and Supplies

NRCAL will have access to all of the equipment and supplies needed to complete the proposed activities through CSUF. Copious resources will be available including computers, scanners, fax machines, copiers, inter-college communication systems, telephones, and

additional office equipment. Access to the internet and a variety of software programs will allow for the development and maintenance of web-based activities, marketing materials, and presentation and conference materials.

4. NEED AND POTENTIAL IMPACT

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

Aptitude in a foreign language increases economic development, bolsters national security, promotes cultural understanding, and encourages diversity. Foreign language proficiency is vital in preparing students for the future as globalization continues to increase in this technological age. The National Council of Less Commonly Taught Languages (NCOLCTL) states that, while many of the less commonly taught languages (LCTL) are critically important to our national interest in the 21st century, the low level of current enrollments jeopardizes the very existence of the relatively few existing programs, and significantly restricts access to language learning opportunities for the large majority of students in the United States.¹ LCTL suffer from a variety of challenges and barriers in the United States. The term "less commonly taught" applies only to the educational system in the U.S. In other parts of the world, these languages are much more common. In the U.S., early language programs are not widely available, and study abroad programs can be financially difficult for many students. Many language instructors lack adequate training in language teaching, and some do not possess a high level of proficiency in the language they are teaching. There are some resources available for language instructors, but often these are neither plentiful nor accessible. With a few notable exceptions, published material for LCTL tends to

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

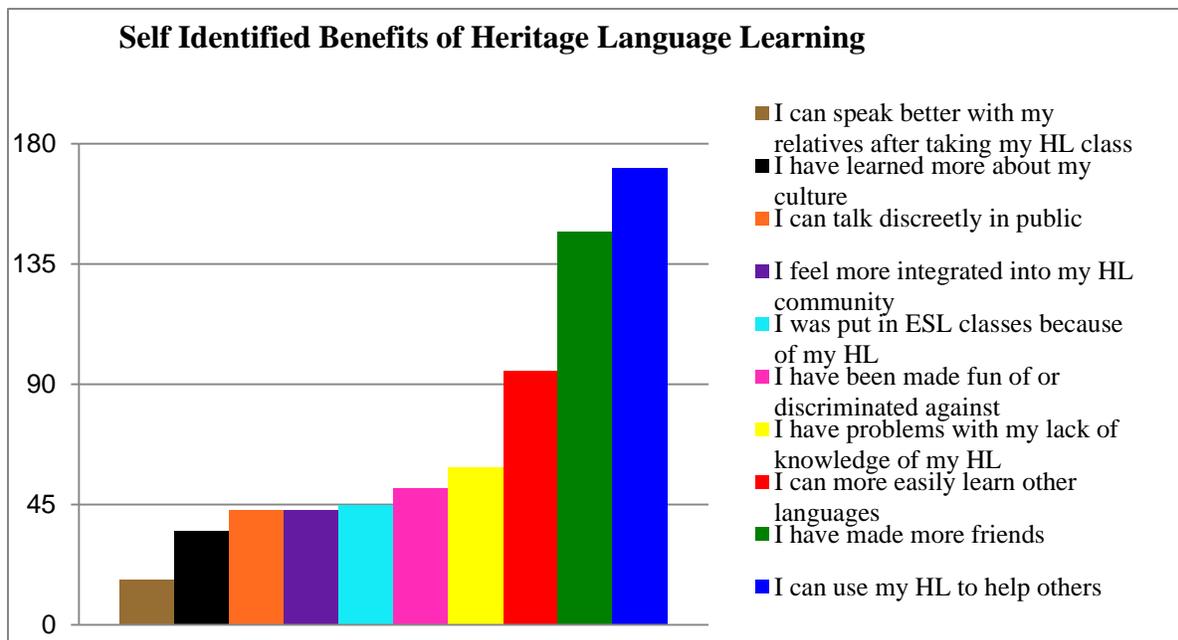
be outdated, dull, and oriented primarily towards grammar, while supplementary materials are usually unavailable. Most LCTL teachers are faced with the need to create their own materials, often without having a background in language pedagogy.² Better technology can improve the efficiency of language learning and can increase the number of listening and reading texts to which students are exposed. Unfortunately, with LCTL, there is little incentive for university faculty to develop costly instructional software to enhance high-level learning. As previously mentioned, adequate resources for full course sequences are still unavailable in many LCTL, and even fewer assessments are available to test high levels of language proficiency in many LCTL in all skill areas. With these barriers to learning, there are few incentives for students to study LCTL or for institutions to offer LCTL.¹

A focus on teaching heritage languages has made its way into higher education and the public K-12 system (primarily through programs like dual language immersion that provide instruction in English and another language). The American Council on the Teaching of Foreign Languages (ACTFL) officially recognized the unique needs of heritage language learners (HLL), and began establishing standards for these students as part of their national standards in the late 1990's (ACTFL, 2006).³ A HLL is a student who takes a K-16 or a community school language class in the home language. Research on HLLs indicates that their linguistic abilities differ enough from those of traditional students of world languages in U.S. classrooms to warrant distinct teaching approaches. Despite the range of heritage languages and the particularity of each language, research has found enough commonalities that heritage

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

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

language knowledge can be considered a system.⁴ Given the highly diverse population in the U.S., many of the LCTL cater to HLL. Further, the reasons that LCTL learners study LCTL can differ significantly from those reasons that HLL study commonly taught languages and consequently the degree of motivation changes. Motivation greatly influences language learning and should be an integral part of the curricula development.



Source: The Heritage Language Learner Survey⁵

Like LCTL, heritage language education, itself, faces many challenges, including a lack of curricula with developmentally (cognitively and linguistically) appropriate approaches specifically designed for HLL, a lack of qualified and experienced teachers with adequate professional training to teach the specified language as a heritage language, inadequate

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

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

instructional time, weak motivation of children to learn LCTL, unrealistic parent expectations (which can hinder approaches to LCTL education), and financial difficulties.⁶

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

Additionally, many Korean heritage language schools have financial difficulties and depend heavily on student tuition and fundraising; most of this income is used for instructors' salaries.

As a result, there is not enough money to invest in teacher training or updating materials. Most schools offer Korean language and culture instruction for only two or three hours a week.

Inadequate facilities and a lack of parental support are also challenges.⁷ The NRCAL at CSUF will help alleviate many of these barriers and challenges faced by these institutions. CSUF has a true commitment to preserving diversity and supporting LCTL that are indigenous to a number of its own diverse student population. This commitment is one that can be amplified for LCTL education across the nation through the founding of the NRCAL at CSUF.

The number of Americans studying Japanese is the highest in history; in 2012, there were over 160,000 students at all levels. Japanese enrollments at the pre-college level have increased 20% in the past six years, and now top 80,000. The number of U.S. junior and senior high schools teaching Japanese jumped from 595 in 2009 to 722 in 2012. Today more students learn Japanese in high school than in college. Japan is the world's third largest economic power, with a

⁶ Chinen, Douglas, & Kataoka (2013). *Japanese Heritage Language Schools in the United States*. California State University, Long Beach publication for the Alliance for the Advancement of Heritage Languages, Center for Applied Linguistics (CAL), Washington DC.

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

GDP bigger than Germany, France, England, Italy, or Spain. Japan's per capita income is six times that of China's, and it is the second largest investor in the United States, after the United Kingdom.⁸ Further, a sizable number, 774,600, of individuals with Japanese ancestry live in the United States (U.S. Census Bureau, 2011). In the Southern California area, where many Japanese heritage language schools are found, there has been an increase in the number of Japanese preschools in the past few years. As of April 2012, in Los Angeles alone, there were 37 preschools and kindergartens, including branch schools, listed in the Japanese telephone guide of greater Los Angeles. These types of institutions are fundamental in replicating the Japanese language and cultural environment found in Japan.

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

In the United States, Vietnamese has more than one million speakers, and is the seventh most-spoken language; it is third in Texas, fourth in Arkansas and Louisiana, and fifth in California. Moreover, there are more than 80 million native speakers speak Vietnamese worldwide.⁹ The largest Vietnamese population in the United States is in Orange County, CA. Along with the abundant Vietnamese speakers worldwide, Vietnam is a developing country posing a real economic opportunity. Much like the issues surrounding the barriers to learning for the Korean and Japanese Heritage Schools, there is a serious lack of instructional materials for Vietnamese language courses. Vietnamese students enroll on community language school

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

⁹ Boston University Arts & Sciences Modern Languages & Comparative Literature

receive on average 2 hours of language instruction per week, and parents have to pay for them, teachers at these schools are not certified, not well trained, there are no criteria for selecting materials. Currently, there is a growing number of Viet-English dual immersion programs across the country (Highline public school, Portland public school, Stafford public school, and a number of school districts in Orange County.¹⁰ There is a true need in the support of these programs and there is no known research on the effectiveness of dual immersion available.

Chinese (Mandarin) has 1.05 billion speakers worldwide. At more than 5,000 years old, China is one of the world's oldest and richest continuous cultures. China is the most populous nation in the world, with 1.28 billion people. One fifth of the planet speaks Chinese. Mandarin is the mother tongue of over 873 million people, making it the most widely spoken first language in the world. In addition to China and Taiwan, Mandarin Chinese is also spoken in the important and influential Chinese communities of Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines, and Mongolia. China is the second largest economy in the world, is one of the largest trading partners of the United States, and many U.S. companies conduct business in China and have long-term investments there.¹¹ China is rapidly growing into a leader in Asia and the aforementioned importance of the Mandarin dialect maybe a genuine demonstration as to the influence language has on national security. Mandarin is a vital dialect of the Chinese language. A survey of Chinese immigrants and international students in the U.S. conducted by Wiley et al. indicates that among the respondents, Mandarin is used often, highly regarded, and seen as a

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

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

resource to be preserved despite high levels of multilingualism and multidialectism.¹² By the mid-1990s, about eight out of ten pupils in community-based heritage Chinese schools in the U.S. were being taught in Mandarin. In 2008 the percentage of schools in the U.S. offering Chinese (Mandarin), although still low, increased at both the elementary and secondary levels. Chinese (Mandarin) was taught at 3% of elementary schools and 4% of secondary schools with language programs.¹³

The motivation for students of LCTL is unique from the commonly taught languages. One study examined the motivation held by 140 elementary- and 451 secondary-level students toward the learning of Chinese, Japanese, or Korean in formal classroom settings in public schools. The findings revealed that elementary students were more motivated overall towards Asian language study than were the older students. Younger students also perceived their parents as more involved in their language study than did high school students. A factor labeled “ethnic heritage-related motivation” emerged as a major contributory influence in students' learning an Asian language. This was especially true at the elementary school level and also in the Korean and Chinese programs. Finally, elementary school parents had more positive attitudes toward foreign language learning, and were more involved in the child's language study than were parents of high school students.¹⁴ The faculty of the NRCAL at

¹² Wiley, T. G., De Klerk, G., Li, M., Liu, N., Teng, Y., & Yang, P. (2008). Attitudes toward Mandarin, heritage languages, and dialect diversity among Chinese immigrants and international students in the United States. In A. W. He & Y. Xiao (Eds.), *Chinese as a heritage language: Fostering rooted world citizenry* (pp. 67-88). Honolulu, HI: University of Hawai'i Press.

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

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

CSUF understands many of these unique aspects to LCTL for all learners and instructors, as well as the distinctive needs of HLL.

NRCAL's partners include Highline Public Schools (HPS), Westminster School District (WSD), Garden Grove Unified School District (GGUSD), Anaheim Union High School District (AUHSD), California Association for Bilingual Education (CABE), and Vietnamese American Chamber of Commerce (VACOC). In 2008, **HPS** began their first Vietnamese English dual language immersion program using a 50-50 model (50% of instruction is conducted in English and 50% in Vietnamese). The program enrolled a balance number of students who are native speakers in these two languages. The program is expected to thrive in the years to come (grades K-1 in 2014-15; grades K-2 in 2015-16; grades K-3 in 2016-17; and grades K-4 in 2017-18). **WSD** in California serves diverse student populations with a large proportion of Vietnamese American students. During the past year, the Board of Trustees voted to develop a Vietnamese American dual language immersion program starting in kindergarten. The first cohort is expected to enroll in the academic year 2016-17. NRCAL will collaborate with HPS and WSD to provide support for their Vietnamese English dual language immersion programs.

Located in Orange County, **GGUSD** serves the largest number of K-12 Vietnamese American students in the U.S. There is a growing demand for Vietnamese language courses in both elementary and secondary schools. In 2013, the district board members conducted a feasibility study and sought community input for the development of the Vietnamese-English and Spanish-English dual language immersion programs. Beginning 2014-15 academic year, the district will offer 3 sections of intermediate school (grades 7 and 8) and 32 sections of high school (grades 9-12) Vietnamese language classes. This creates an excellent opportunity for

NRCAL to provide district-wide curriculum development support and professional training. CSUF has a long-standing partnership with **AUHSD** through various programs and initiatives over the years. Currently, AUHSD offers 11 sections of middle school and high school Korean language courses, 8 sections of high school Japanese language courses, and 2 sections of middle school and high school Chinese (Mandarin) language courses. Due to the limited resources available, professional development for world languages is often overlooked by district leaders, therefore, NRCAL will work with AUHSD's teachers to develop curriculum and provide professional training to those teaching these language courses. Another key player connecting the various partners together is **CABE**. In April 2014, CABE organized a roundtable session at the annual conference in order to create an opportunity for the partners to share best practices, resources, and identify critical needs their content areas. These needs included curriculum development, teacher training, assessments, and support network—all of which NRCAL plans to address. Established in 1985, the **VACOC**'s mission is to promote and support business, education, and community partners in order to advance commerce, education, philanthropy, and economic growth. Being the oldest and largest of its kind in Little Saigon, California, VACOC established the first Vietnamese business directory for the community with nearly 10,000 business listings. VACOC currently has over 1,500 memberships. As the economy in the region booms, the demands for language courses for young professionals are also on the rise. Responding to this critical need, VACOC has been hosting Vietnamese language classes on a weekly basis for young professionals working in the community. However, these classes are taught by volunteers without proper the training and resources,. NRCAL plans to develop online modules to support these language courses, which target employees and business owners.

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

Addressing these challenges and barriers to foster increased proficiency in learning and teaching these specific LCTL requires cooperation among teachers, administrators, and parents. The NRCAL at CSUF will effectively offer the tools necessary to bring measurable success to teaching and learning these languages for K-12 language programs, heritage language programs, and dual immersion programs at all levels. In order to address the previously noted challenges and barriers to teaching and learning LCTL, teachers need to offer interesting and creative classes instead of tedious learning drills and rote memorization, and use innovative teaching technologies. NRCAL at CSUF understands that programs should seek qualified and experienced teachers, and the best way to facilitate this is through more training and professional development opportunities made available, including the intensive summer institutes, part of this proposed project. This type of development opportunity and the proposed resources and tools will also aid in decreasing teacher turnover.¹⁵

To help address heritage language schools' financial challenges, programs like the proposed NRCAL at CSUF may result in more parents volunteering, thereby helping children to think of going to heritage language schools as a family event. Parents and grandparents need information about the benefits of heritage language maintenance and the drawbacks of heritage language loss, which might motivate them to contribute to their children's heritage language development even when they are out of the classroom. The proposed community needs assessment as part of this project will aid in identifying these types of essential resources within the community, and the specific needs of the community that must to be addressed. By

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

offering a community needs assessment specific to these LCTL, community partners and stakeholders can effectively expand upon strengths and needs of their community. The success of this community needs assessment will offer a template for other communities around the nation.

There is little in previous literature on how best to help language learners develop high levels of proficiency. The NRCAL at CSUF recognizes the necessary approaches that should be taken to facilitate these high levels of proficiency, such as building on the language background of heritage language speakers. Starting language learning early builds a strong basis for second, third, and even fourth language learning. Some of these approaches will be offered through intensive summer language institutes (such as the 2013 Summer Institute on Vietnamese Culture at CSUF), developing comprehensive and dynamic materials for upper-level students, and offering comprehensive language programs that are designed specifically to promote high-level proficiency through on-campus and off-campus experiences.

The implementation of existing technologies encourages and supports the development and maintenance of high levels of language proficiency. The Internet brings authentic language and cultural experiences to students and provides opportunities for them to interact with native speakers, to access culturally appropriate and high-level reading and listening texts, and to conduct research in their areas of expertise. The online language education network proposed by the NRCAL at CSUF can facilitate a high level of learning and comprehension through combined text, video, CD-ROM, and synchronous and asynchronous use of the Internet in effective ways. The availability of resources to develop high-level proficiency, especially in the LCTL, remains limited. To measure the success in developing high levels of language proficiency, there must be sufficient assessments to determine when learners have reached

these levels. Although assessments that measure high levels of proficiency exist, most are not widely accessible. For example, a number of U.S. government agencies' tests for listening and reading beyond the superior level of proficiency are not released for reasons of national security, and cannot be administered to university students. A few initiatives are beginning to fill some of these gaps, but many gaps remain.¹⁶

c. Contribution to Strengthening, Expanding or Improving Programs of Foreign Language Study in the United States

According to the STARTALK Language Program's Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons, effective lessons consist of implementing a standards-based and thematically organized curriculum that fosters students developing the ability to engage in a high level of proficiency for real-world application purposes, including cultural objectives. These curricula should research instructional practice to ensure that students can meet the lesson's cultural and language performance objectives. NRCAL at CSUF will achieve this through the development of resources and tools that will facilitate a learner focused classroom. These resources offer varied content to create unique classroom opportunities for students to interpret and express meaning for real-world purposes. The professional development strategies and resources of NRCAL at CSUF will strengthen instructor resources and skill sets by providing clear input for instruction. This approach will provide authentic materials and tasks appropriate to the language proficiency and age level of the learners, a range of authentic print and non-print materials in a variety of technological formats, and a variety of strategies to make language comprehensible, monitor student comprehension,

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

and make adjustments as necessary. To effectively foster growth in the proficient learning of LCTL, NRCAL at CSUF will develop and disseminate informative tools for assessment of student performance, thereby creating an environment where teacher and students use feedback about the quality of performance relative to the lesson's and unit's instructional targets.¹⁷

A key element of the NRCAL at CSUF is deeply and richly integrating culture into the classroom, preserving and honor diversity. This program ensures that teachers and instructors who are teaching HLLs have skills, knowledge, and training on cultural competency (i.e. working with students from diverse backgrounds, understanding the roles of history and culture in language learning and development), and will be able to create a classroom learning environments that supports all learners with varying abilities, linguistic and cultural backgrounds. Key strengths of this proposal are the collaboration with multiple school districts, the support of dual immersion programs, and extensive community engagement.

5. LIKELIHOOD OF ACHIEVING RESULTS

NRCAL has developed clear and achievable objectives to advance its goal of improving the teaching, learning, and research of Asian languages in the United States. Through the development of quality materials and by drawing on the expertise of Asian language scholars, educators, and community stakeholders, NRCAL will provide community and national results.

a. Quality of Methods and Procedures for Preparing Materials

NRCAL will develop new instructional materials in collaboration with heritage and K-12 partners. The basic procedure will be conducting an extensive review and discussion of existing materials to create a framework which will include criteria for developing material. New materials will be written and edited by NRCAL staff. These new materials will be reviewed

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

using the newly developed criteria. Pilot testing will be conducted in the form of student and teacher evaluations, and feedback will be compiled for any necessary revisions.

b. Practicability of Plans and Expectation to Produce Anticipated Results

NRCAL has developed a comprehensive and achievable operating plan with clear and attainable indicators for success. Specifically, the goal to research effective teaching methods integrating technology is likely to succeed based on the previous success CSUF has demonstrated in developing highly technical programs. CSUF combines its many successful years in educator training, educational research, and training bilingual teachers with its support of NRCAL's mission to enhance the teaching, learning and research of LCTL. NRCAL will create effective, engaging materials with the support of its collaborative partners including experts on curriculum development. Regarding professional development, NRCAL will build on the success of its summer institutes and work with community partners to achieve this goal. Assessment tools will be created by NRCAL and a team of highly qualified and knowledgeable partners. To meet NRCAL's goal of engaging and collaborating with the community, NRCAL has a wealth of existing relationships to draw on. NRCAL will be supported and will benefit from the tremendous resources and experience of its collaborative partners. The dissemination of materials and knowledge will be achieved locally and nationally using technology as a medium and will be assisted by the established presence of CSUF. CSUF has demonstrated its progressive position regarding LCTL by offering the United States' first Bachelor's degree program in Vietnamese. NRCAL's additional community partners will provide expertise in heritage language centers, K-12 language programs, and community cultural and language issues. This combination of experience and background will ensure that NRCAL meets its goals and objectives.

6. DESCRIPTION OF FINAL FORM OF RESULTS

a. Appropriateness of Description of Expected Results

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

Materials and resources: Framework for new and existing instructional materials, instructional materials aligned to Common Core State Standards and National Standards for Foreign Language Education for K-6 dual immersion language instruction and for 7-12 foreign language instruction. **Online resources:** Online language education network, advanced online instructional modules for students of community heritage language centers and employees of community-based organizations, webinars. **Publications:** Research findings will be published in educational journals, monthly newsletter on research, teaching and learning of Asian languages. **Presentations:** Intensive summer institutes, two six-hour symposiums annually for post-secondary education language instructors teaching heritage language learners, two-day Community Literacy Projects held three times per year, training for advanced foreign students, instructors of community heritage language centers and employees of community-based organizations, roundtable at CAFE conference. **Collaborations:** NRCAL will collaborate with community partners including CSUF College of Education, CSUF College of Humanities and Social Sciences, K-12 school districts including Westminster School District, Highline Public Schools, Garden Grove Unified School District, and Anaheim Union High School District,

California Association for Bilingual Education, and the Vietnamese American Chamber of Commerce of Orange County.

7. EVALUATION PLAN

a. Quality of Evaluation Plan

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

Evaluation Goals:

- Monitor program progress
- Provide feedback for program improvement
- Impact of program on students, parents, teachers, and community members
- Impact of program strategies on dual language curriculum and resources

Measurable Outcomes:

Students:

- Measure student engagement and knowledge by using focus groups, surveys, student, faculty generated documents, and longitudinal case study

- Assess students' perceptions of program effectiveness through focus groups, surveys, and documents

Parents:

- Measure parent knowledge and perceptions of program effectiveness using surveys and focus groups

Teachers:

- Measure teacher perceptions of support and barriers for implementing Vietnamese dual language immersion program (DLIP) through focus groups and surveys
- Gauge teacher perceptions of increased knowledge and confidence in teaching DLI curriculum, language learning, scaffolding, and linguistic structure through focus groups, surveys, and document analysis
- Assess teacher confidence and ability to communicate in a culturally relevant manner with community members who use less commonly taught languages
- Measure teacher utilization of assessment tools offered through NRCAL in the classroom, both at CSUF LCTL and other LCTL programs
- Gauge long term use of NRCAL materials and resources by LCTL programs, both at CSUF and nationwide

b. Methods: Data Collection Plan

Longitudinal research methods will incorporate qualitative and quantitative data collection. Regarding qualitative data, C-REAL will conduct focus groups and interviews with center leaders and faculty. Teachers and school personnel will also participate in focus groups and interviews pertaining to program evaluation and self-perceptions on teaching ability. This evaluation will also include analysis of qualitative data using Atlas.ti. Atlas.ti will be used to

assess convergent and divergent themes from focus groups, interviews, and document analysis of program materials.

Quantitative methods will focus on implementing a quasi-experimental design to track student progress and to compare students in the same school where certain classrooms will have DLIP implementation while other classrooms will not change their methods of instruction. Existing classrooms will be utilized to implement the program, and students will not be randomly assigned to experimental and control groups. Measures will include surveys for students and parents regarding program attendance and participation (see Figure 1).

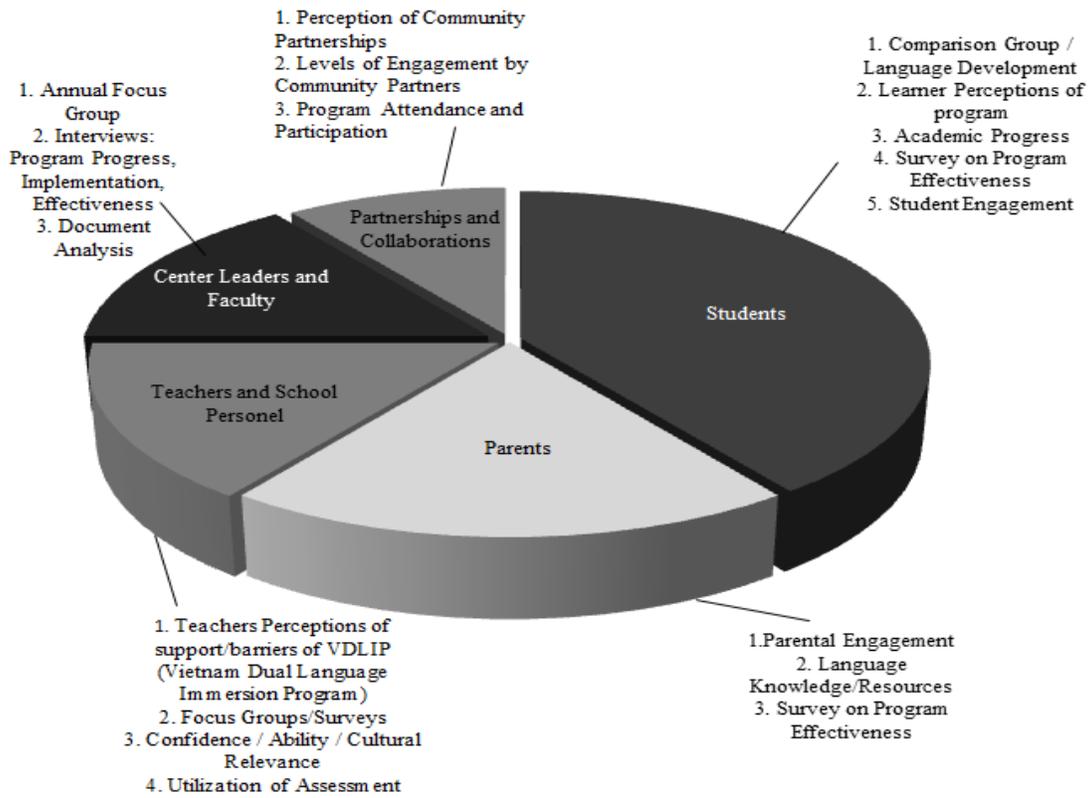


Figure 1. NRCAL evaluation components

The Project Director will provide all relevant school and community records, administer surveys, pre/post workshop surveys, and collect student journals and curriculum evidence specific to this project. The types of data collected are based on the identified needs, anticipated

outcomes, and measurable indicators described above. The following types of data will be collected: **Student Participation** (Formative Assessment- program effectiveness through surveys, focus groups, and document analysis), **Student Feedback** (Student academic performance via language arts grades to demonstrate at level or above in reading and language arts and benchmark data, student self-perceptions of increased academic abilities through surveys and focus groups), **Parent Perception** (perceptions of program effectiveness and program impact on students relative to program outcomes via surveys and focus groups), **Teacher Participation** (Formative Assessment- program effectiveness through surveys, focus groups, and document analysis; self-perception of increased teaching abilities with DLI curriculum and strategies via surveys, focus groups, and document analysis), and **Program Performance** (document analysis of program implementation and efficacy, long-term use of CAL materials and resources through surveys, focus groups, and document analysis).

Method: Data Collection Timeline:

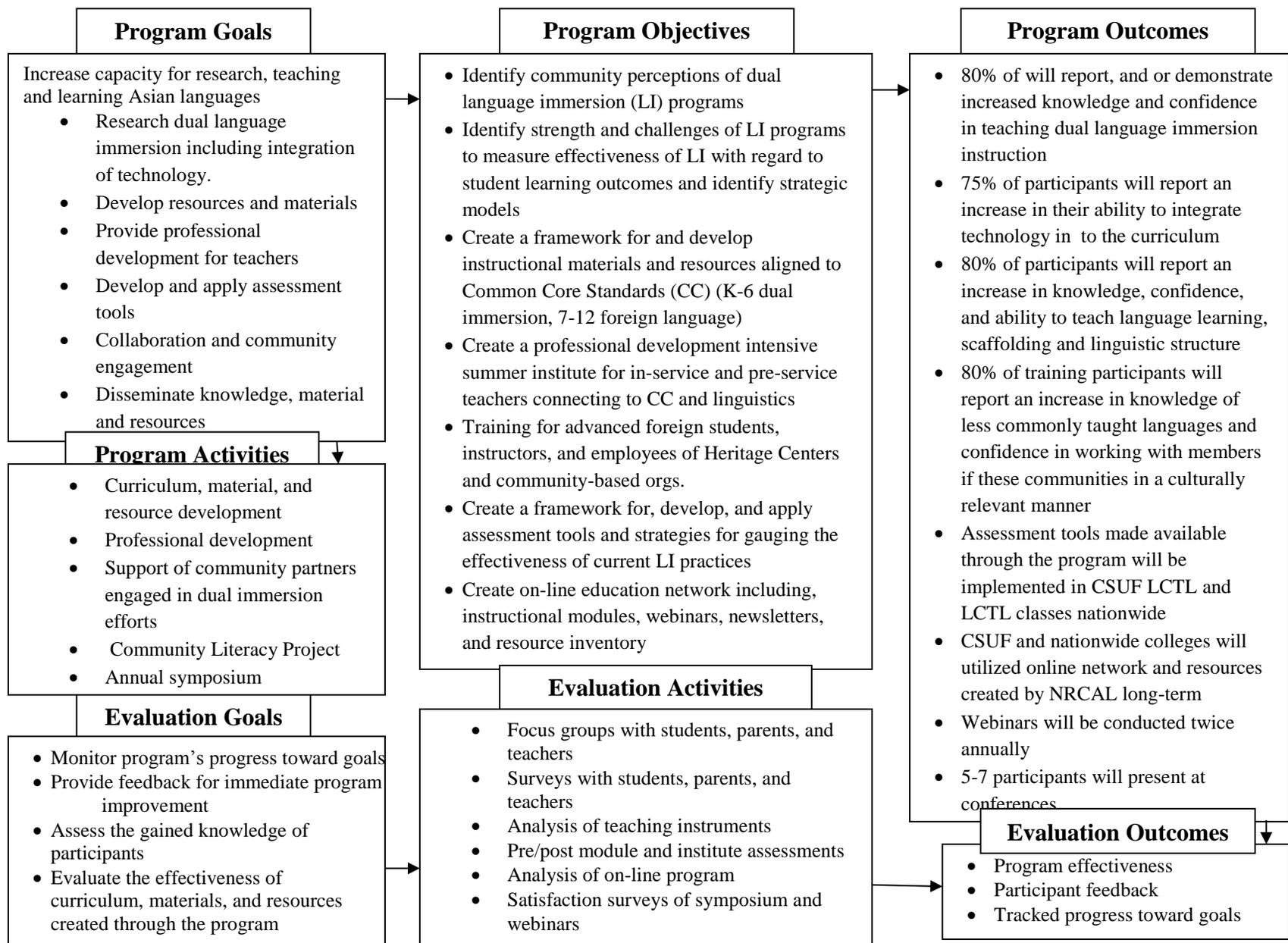
The following five methods will be employed to collect required data: university and community collaboration, surveys, focus groups, interviews, and document analyses. The timeline below outlines the linear structure that will guide data collected during the first part of the evaluation:

Activity	Timeline
Develop Evaluation Plan	Complete
Selection and Orientation of C-REAL Team researchers	Upon Acceptance
Instrument development for evaluation and IRB submission	Year 1-Fall
Pilot evaluation instruments	Year 1-Fall
A review implementation plan and set dates for data collection	Year 1-Fall
Collect consent forms	Year 1-Fall
Collect baseline data for all participants Collect student academic performance data in language arts – grades and other available benchmark data from schools	Year 1

This longitudinal evaluation will continue along four years and aims to measure the efficacy of the NRCAL model and its effects on students, parents, personnel, and project leadership. During the beginning of year one, the evaluation team will identify at least four classrooms, two experimental (dual immersion curriculum) and two comparison (non-dual immersion curriculum) within the same school or the same district that is serviced by this grant, and collect baseline data on students' academic performance and benchmarks. At the end of years two through four, the evaluation team will collect the same data for outcome comparison with students' performance as the unit of analyses. Analyses will include hierarchical multiple regressions with group assignment as a predictor for outcome measures of program success. Furthermore, both paired samples and independent samples t-tests will be utilized to compare students' progress towards program outcomes over time and differences between students within classrooms with ALC implementation and students in non-dual immersion classrooms.

Continuous Feedback and Reporting

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



8. BUDGET AND COST EFFECTIVENESS

a. Adequacy of Budget to Support Activities

The proposed budget is sufficient to complete the activities detailed in the proposal. The budget is developed based on experience and costs of other projects similar in scope. The time allocations proposed for the NRCAL director, key personnel, specialist, and consultants will be adequate to ensure that all activities take place on schedule and complete with high quality. Representing a group of highly skilled individuals, NRCAL staff will ensure that resources are efficiently used. For example, NRCAL's goals of disseminating information electronically will minimize the costs for printing and the use to technology to assist with communication also reduces the costs for travels.

b. Reasonableness of Costs in Relations to Objectives

One of the strengths of NRCAL is the recruitment of highly qualified individuals with multiple skills and diverse range of knowledge, this supports flexibility and allows individuals to serve in multiple roles and complete various tasks. This arrangement is possible since the majority of NRCAL staff are bilingual and have collaborated on other projects in the past. The proposal NRCAL will use the office space and equipments provided by CSUF. In the meantime, NRCAL plans to seek funding from sources to enhance the work proposed by the Center.

9. COMPETITIVE PREFERENCE PRIORITY 1:

The National Resource Center for Asian Languages (NRCAL) at CSUF is designed to improve the nation's capacity for the teaching and learning of Asian languages, specifically Vietnamese, Korean, Chinese (Mandarin), and Japanese. CSUF has a strong commitment to supporting Less Commonly Taught Languages (LCTL), which is exemplified in the multiple course and degree offerings in Vietnamese, Chinese (Mandarin), Korean and Japanese. CSUF

offers a Bachelor's degree in Vietnamese, the first program in the nation to do so. Additionally, CSUF offers a Bachelor's degree in Japanese, minors in Vietnamese, Chinese (Mandarin) and Japanese, and course offerings in Korean. CSUF also has teaching credential pathways for Vietnamese, Chinese, and Japanese available, with Vietnamese and Korean Bilingual Authorizations developed to support the teacher training for dual language immersion programs. The main focus of NRCAL is to improve the teaching, learning, and research of these LCTL Asian languages in the United States by drawing on the expertise of Asian language scholars, educators, and community stakeholders. CSUF recognizes that bilingualism in Vietnamese, Chinese (Mandarin), Japanese, and Korean not only enhances cognition, employment opportunities, cultural competency, but also improves national security.

10. COMPETITIVE PREFERENCE PRIORITY 2

CSUF is a Minority-Serving Institution (MSI), as defined by the FY 2014 List of Eligible Institutions for Title III and Title V Programs. CSUF is a dual-MSI institution, designated as both a Hispanic-Serving Institution and an Asian-American and Pacific Islander-Serving Institution. In Fall 2013, more than 50% of its students were ethnic minorities: 35% Hispanic; 21% Asian/Pacific Islander; 2% Black; 27% White; 6% international students; 4% multiple race; 5% are other or unknown. NRCAL will be committed to serving the needs of this diverse population, as well as multiple community partners, see GEPA attachment. NRCAL is committed to addressing the needs of K-16 students and educators, post-secondary and heritage language-speaking communities, and scholars interested in Asian Languages. The outlined objectives designed to meet the goals of NRCAL are unique and detailed tools that will incorporate significant and sustained collaborative activities that will yield curricula and foreign

language instruction that meets the needs of not only CSUF's diverse student and educator population, but also countless others throughout the nation.

11. INVITATIONAL PRIORITY 1: New Applicants

CSUF is a new applicant; having not received previous LRC grant funds in the appropriated timeframe.

12. INVITATIONAL PRIORITY 2: Heritage Language Programs and Projects.

NRCAL is designed to be a fundamental aspect of the local community in addition to meeting national educational needs. In order to achieve these goals, NRCAL will be comprised of various partners including CSUF College of Education, CSUF College of Humanities and Social Sciences, K-12 school districts including Westminster School District (WSD) and Highline Public Schools (HPS), Garden Grove Unified School District (GGUSD), and Anaheim Union High School District (AUHSD), California Association for Bilingual Education (CABE), and the Vietnamese American Chamber of Commerce of Orange County (VACOC).

Notes:

1. Some of the letters of support refer to the current proposal as Center for Asian Languages (CAL). To avoid overlapping with the Center for Applied Linguistics (CAL), the previously proposed name (CAL) was changed to the Center is National Resource Center for Asian Languages (NRCAL). However, some letters were written before the name change.
2. NRCAL were unable to establish partnerships with UCLA National Heritage Resource Center and the Association of Vietnamese Language and Culture Schools of Southern California at the last minute. However, some letters of support were written before these changes were made.

Other Attachment File(s)

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California State Senate

SENATOR
LOU CORREA

THIRTY-FOURTH SENATE DISTRICT



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& RELATED DISORDERS
SELECT COMMITTEE ON CLIMATE
CHANGE AND AB 32 IMPLEMENTATION
SELECT COMMITTEE ON
MANUFACTURED HOME COMMUNITIES

June 30, 2014

Ms. Tanyelle H. Richardson
International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

Re: Letter of Support for California State University, Fullerton's application for the Language Resource Centers Program

Dear Ms. Richardson:

I write to express my strong support for the development of the Center for Asian Language (CAL) at California State University, Fullerton (CSUF). I believe CAL's mission to improve language instruction will not only enhance students' learning opportunities, but increase long-term employment potential, improve cultural competency and promote global understanding.

The CAL project has broad support from local education stakeholders, as well as from organizations including the California Association for Bilingual Education, the UCLA National Heritage Language Center, the Association of Vietnamese Language and Culture Schools of Southern California, and the Vietnamese American Chamber of Commerce of Orange County.

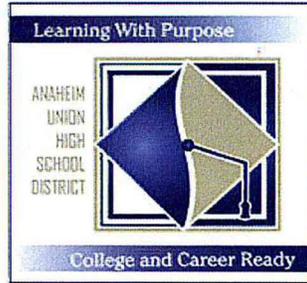
CSUF has long been at the forefront in developing successful language programs that meet the needs of its students and the surrounding community. CSUF offers bachelor's degrees in Vietnamese Language and Vietnamese Studies - the first of their kind in the nation. CSUF also offers degrees in Japanese, minors in Vietnamese and Chinese, and courses in Korean. It's Bilingual Authorization program to address the shortage of bilingual teachers has been critically important to the surrounding community, providing teachers with the language skills necessary to communicate with linguistically and culturally diverse students and their families.

As a 16-year, elected representative of one of the most diverse communities in California, I applaud CSUF for its continued efforts to develop programs aimed at promoting knowledge of diverse cultures and enhancing our collective ability to contribute to those communities. For these reasons, I enthusiastically support the development of the Center for Asian Language at California State University, Fullerton and respectfully ask for your support.

Thank you for your attention to this important matter.

Sincerely,

[REDACTED SIGNATURE]
LOU CORREA
California State Senator, 34th District



July 3, 2014

To whom it may concern:

I am writing in whole hearted support of the proposed formation of the National Resource Center for Asian Languages at Cal State University Fullerton.

As a high school district we have been very focused on college and career readiness and on world languages as a key 21st century skill. We have experienced growing student interest in enrollment in Japanese, Korean, Mandarin and Vietnamese languages. We are always seeking out resources for these courses as well as teacher preparation and in-service professional development in Asian languages and cultures. CSUF has provided leadership in these growing areas and we enthusiastically support this grant application as a way of developing local heritage language communities as well as preparing for our nations future.

Sincerely,


Michael Matsuda
Superintendent

2013-2014

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Business Manager

Marie Younger

Legal Counsel

Mary T. Hernández
Garcia, Hernández,
Sawhney & Bermudez LLP

July 1, 2014

To Whom It May Concern:

As members of the executive team at CABE, the California Association for Bilingual Education, we are pleased to stand with California State University, Fullerton in proposing the National Resource Center for Asian Languages. CABE is nationally recognized for our expertise and advocacy in biliteracy policy, instruction, and research and bring to this partnership our commitment to expand our work to include a greater reach throughout the Asian language communities.

We began our collaboration with CSUF a year ago while conducting a feasibility study for the Garden Grove Unified School District, in Orange County, California to examine the best ways to preserve and promote heritage languages, and examining a variety of options, including a Vietnamese Dual Language Immersion program. Garden Grove has the largest Vietnamese American community in the United States and as we searched for existing Vietnamese Dual Immersion programs, we found that California had not one. Our wider search efforts on a national level yielded outdated and incorrect information, and we had to rely on word of mouth from our network of colleagues to locate the hand full of existing programs. A thriving, current, scholarly clearinghouse of current Asian Language programs and resources, as proposed in this application, would be an excellent contribution on a national level.

CABE is an established organization with many contributions to the education of English Learners. As members of the Californians Together coalition, CABE helped to develop and advocate for the State Seal of Biliteracy* awarded to high school graduates in California who have a strong academic record in both English and a second language and are candidates for graduation. A "Seal" serves as a marker on a graduating high school senior's diploma and academic transcript which certifies a student is fluent and literate in a language other than English. This initiative has now been adopted by the state legislatures in six other states. As a part of this project, we will work with NRCAL to develop such a seal for graduates of California State Universities which can serve as a national model.

CABE experts have contributed to the body of research on Long Term English Learners and extensive work on Bilingual Education and Dual Language Immersion. As CABE celebrates our fortieth year of work as a non-profit advocacy and professional organization supporting the work in the field of Pre-K through 16 biliteracy education, we enthusiastically lend our expertise to this project. CABE has

a lengthy, extensive history and experience collaborating and consulting with Institutions of Higher Education, nationally recognized community and parent education through our i3 Grant Project 2Inspire, successful Dual Language Immersion Programs in California as well as in other states. Wwe look forward to our collaboration with the National Resource Center for Asian Languages in building robust and sustainable Vietnamese and Asian Language Dual Immersion programs, bringing more equitable outcomes for all our children.

Sincerely,



Francisca Sanchez
CABE President



Jan Gustafson Corea
CABE, Chief Executive Officer

*To be eligible for a Seal, a high school senior must have a strong academic record in both English and a second language and must be a candidate for graduation. A “Seal” would be a marker on a graduating high school senior’s diploma and academic transcript, which certifies a student, is fluent and literate in a language other than English. Eligible languages for a “Seal” included non-spoken languages like American Sign and Braille.

June 30, 2014

Tanyelle H. Richardson
International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

Dear Ms. Richardson:

On behalf of the College of Education (COE) at California State University, Fullerton (CSUF), I am pleased to provide this letter in support of developing a National Resource Center for Asian Languages in collaboration various organizations to support the teaching and learning of least commonly taught languages. This proposal specifically addresses the need to improve the nation's capacity for teaching and learning Asian languages and will develop resources and professional development for Vietnamese, Korean, Chinese, Japanese. The goals of the resource center are to:

- Research and disseminate innovative teaching methods including the integration of technology
- Develop and disseminate resources and teaching materials to dual immersion and foreign language teachers in K-16 settings
- Provide professional development for teachers focusing on effective teaching strategies, assessment, and educational technology
- Develop, apply, and disseminate assessment tools and practices
- Operate intensive summer language institutes.

We are committed to continuing to work with and tapping into the expertise of our Asian language faculty in the Department of Modern Languages and Literatures, as well as with other scholars, educators and community experts to achieve our goals.

I know our students, and the region, will benefit greatly from a National Resource Center for Asian Languages and am hopeful that you will find merit in our proposal to initiate this excellent program.

Sincerely,

[REDACTED]

Claire Cavallaro, Ph.D.
Dean, College of Education

RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-0539

FAX: [REDACTED]

[REDACTED]
BREA, CA 92821

[REDACTED]
DIAMOND PLAZA

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ROWLAND HEIGHTS, CA 91748

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Thirty-ninth District—California

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Capital Markets and
Government Sponsored Enterprises
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June 30, 2014

Ms. Tanyelle H. Richardson
International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

Dear Ms. Richardson:

I am pleased to support California State University, Fullerton's application for the U.S. Department of Education's Language Resource Center grant. The proposal recognizes the need to create a Center for Asian Languages (CAL) to improve the nation's capacity for teaching Vietnamese, Korean, Chinese, and Japanese. CAL aims to develop instructional resources and professional development to enhance teaching, learning and research in these less commonly taught but critical languages.

The University has demonstrated outstanding success in developing competence in these languages. Specifically, it took the lead nationwide by developing the first bachelor's degree program in Vietnamese Language and Studies, minor in Chinese and courses in Korean. In addition to offering these languages, Cal State Fullerton is also creating credential pathways and Bilingual Authorizations for Vietnamese and Korean dual-language immersion teachers.

Cal State Fullerton's strong commitment to serving diverse student populations both at the local and national levels makes it an excellent institution to host this proposed language center.

I hope you will give the Center for Asian Languages grant application careful consideration.

Sincerely,

[REDACTED]

EDWARD R. ROYCE

GARDEN GROVE UNIFIED SCHOOL DISTRICT

[REDACTED]
GARDEN GROVE, CALIFORNIA 92840-6353
[REDACTED] Fax: [REDACTED]

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July 1, 2014

Ms. Tanyelle H. Richardson
International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

Re: Letter of Support for California State Fullerton's application for the Language Resource Centers Program

The Garden Grove Unified School District (GGUSD) is pleased to partner California State University, Fullerton (CSUF) to strengthen the Vietnamese language program for students in GGUSD. We are excited with the goals of the National Resource Center for Asian Languages proposal that seeks funding from the Office of International and Foreign Language Education's Language Resource Centers program (CFDA Number: 84.229A).

As a district committed to supporting a diverse student population and serving the largest number of Vietnamese American students in the country, we strongly endorse CSUF's efforts to provide support for the research, teaching and learning of less commonly taught languages that not only includes material development and assessment but also focuses on providing professional development for teachers. Beginning 2014-2015 academic year, our district plans to add 3 sections of intermediate school (grades 7 and 8) and 32 sections of high school (grades 9-12) Vietnamese language classes. We are therefore, every excited about the opportunity for our Vietnamese language teachers to participate in professional development and receive support for curriculum development.

The district is committed to working with CSUF to enhance our teachers' skills and knowledge to deliver effective instruction in Vietnamese language classes. GGUSD will cooperate with CSUF faculty to provide access to data collection as needed for research and evaluation purposes.

We will lend our district's expertise to inform the Center's projects as it moves forward.

Sincerely,

[REDACTED]
Ms. Kelly McAmis
Assistant Superintendent
Office of Secondary Education



International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

July 2, 2014

Ms. Tanyelle H. Richardson,

We enthusiastically support California State University, Fullerton, to apply for the **Language Resource Centers** grant (*Catalog of Federal Domestic Assistance (CFDA) Number: 84.229A*). The work they propose is critical for several reasons, locally and nationally.

Here in Highline Public Schools, we are committed to providing every student a pathway to literacy. In our efforts to do this, we opened a Vietnamese-English Dual Language program in September, 2013. We are the first such program on the west coast, and one of only a few across the country – but, other school systems are joining us. Our ability to successfully deliver such programs will be greatly strengthened through strong university partnerships to support our work through language-specific content and curriculum development.

Our country has a great need to expand our capacity to educate tomorrow's leaders in a competitive international market. While many learn English abroad, our ability to engage global partners in their languages is critical in managing and strengthening the relationships that allow us to remain global leaders. Our educational system does not have capacity to teach in Asian languages, and this grant would support our ability to do that.

Finally, research shows that Dual Language programs are the program of choice for ELL students, and school systems around the country are adopting these programs for Spanish speakers. If we are to remain true out our national values to close the achievement gap for all, we must develop capacity to deliver Dual Language in more languages – this grant can help us do this.

I look forward to California State University, Fullerton engaging in this work, and partnering with them to move the work forward.

[Redacted]
Bernard Koontz
Language Learning Director
Highline Public Schools

[Redacted]
Burien WA 98166
[Redacted]
[Redacted]



CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Humanities and Social Sciences

Office of the Dean

Fullerton, CA 92834-6850 T [REDACTED] / F [REDACTED]

International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

July 7, 2014

Dear Ms. Tanyelle H. Richardson,

I write this letter to express the College of Humanities and Social Sciences' commitment to partner with the College of Education here at California State University, Fullerton (CSUF) on the grant proposal to establish a National Resource Center for Asian Languages.

The Department of Modern Languages and Literatures in the College of Humanities and Social Sciences offers diverse programs of language, cultural studies, linguistics, literature, and teacher education aimed at meeting the needs of today's diverse student populations. The Department offers B.A.s in Japanese, Spanish, and French (final stage of approval for Vietnamese) and minors in those languages as well as Vietnamese, Chinese, German, and Portuguese. Courses are also available in Korean, Arabic, Italian, Latin, and Persian. The Asian American Studies program in our College also draws on a wide variety of courses focusing on Asian American history, art, literature, politics, socio-economics, psychology and relations to other ethnic and sociopolitical groups.

One of the goals of the National Resource Center for Asian Languages as proposed by CSUF is to develop materials and resources for post-secondary languages courses. In addition, the Center will provide opportunities for the faculty to collaborate with K-12 teachers and community-based organizations to strengthen language courses in various settings. These activities are not only important for the region but will have a great impact at the national level by providing resources for less commonly taught languages and bridging the gap between language courses taught in K-12 and university classrooms.

I am pleased about the opportunity for CSUF to take the lead on such an important project.

Sincerely,

Dr. Sheryl I. Fontaine
Dean, College of Humanities and Social Sciences

LORETTA SANCHEZ

46TH DISTRICT, CALIFORNIA

WASHINGTON OFFICE

WASHINGTON, DC 20515-0546

FAX

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GARDEN GROVE, CA 92840-4695

FAX

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House of Representatives
Washington, DC 20515

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Ms. Tanyelle H. Richardson
International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

Re: Congressional Letter of Support for California State Fullerton's application for the Language Resource Centers Program

Dear Ms. Richardson:

I wish to express my support for the Department of Education's Language Resource Center grant application submitted by California State University, Fullerton (CSUF) in collaboration with UCLA National Heritage Language Center, California Association for Bilingual Education, Association of Vietnamese Language and Culture Schools of Southern California, and the Vietnamese American Chamber of Commerce of Orange County. The proposal aims to develop a Center for Asian Languages (CAL) to improve the teaching and learning of less commonly taught Asian languages, such as: Vietnamese, Korean, Chinese, and Japanese, while serving a diverse community of heritage learners. The project recognizes that language instruction not only enhances students' learning and cognition, employment opportunities, cultural competency, but also improves national security.

CAL advances CSUF's investment and collaborative efforts to serving these diverse student populations, expanding research on second language acquisition, and enhancing teaching and learning. Having worked with CSUF to secure funding for various initiatives pertaining to teaching and learning in K-12 classrooms, I recognize that the University is capable of coordinating a well-articulated and complex plan for the benefit of the entire state and country. The project's commitment is evidenced by its support to the development of CAL which is designed to improve the nation's capacity for teaching and learning these languages, serving diverse student populations, developing instructional resources and professional development.

I believe such a synergistic partnership will fulfill the promise and charge of this grant, thus benefitting its target population and subsequently creating a cost-effect and efficient program that focuses on addressing the international language needs of our Asian populations. I look forward to seeing this project come to fruition and recommend an investment by the U.S. Department of Education.

Sincerely,


Loretta Sanchez
Member of Congress

PR/Award # P229A140028

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Page e79



CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the Provost and Vice President for Academic Affairs

Fullerton, CA 92834-6850 T [REDACTED] F [REDACTED]

June 26, 2014

Ms. Tanyelle H. Richardson
International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

Dear Ms. Richardson:

It is my pleasure to write this letter in support of the Language Resource Center grant application submitted by Dr. Natalie Tran from California State University, Fullerton (CSUF). The proposal aims to establish a Resource Center for Asian Languages to improve the nation's capacity for the teaching of less commonly taught languages (Vietnamese, Korean, Chinese, and Japanese). The Center strives to support the teaching and learning of these languages through curriculum development, professional development for teachers and language instructors, assessment tools, community engagement, and dissemination projects.

At CSUF, we promote an environment of academic success for our students, address the needs of our communities, engage our faculty, and serve as an exceptional educational and cultural resource for our communities, all while promoting a global outlook. I am fully prepared to provide the institutional leadership it takes to assure the successful implementation of the Resource Center for Asian Languages.

I am confident that the Resource Center for Asian Languages will be a powerful force for change at CSUF, and our students and institution will benefit exponentially as a result. I fully support the efforts of Dr. Tran as she seeks external funding to support a program designed to have a positive impact on Asian American communities, improves language instruction that will enhance students' learning and cognition, increases employment opportunities, and initiates cultural competency.

I respectfully ask for your favorable consideration of this proposal due to its extremely positive impact in providing valuable resources to our campus and community.

Sincerely,

[REDACTED]

José V. Cruz, Ph.D.
Provost and Vice President for Academic Affairs
California State University, Fullerton

THE CALIFORNIA STATE UNIVERSITY

[REDACTED]
Fountain Valley, CA 92708
Tel [REDACTED] * Fax [REDACTED]
vacoc.com * [REDACTED]
A non-profit organization - TAX ID: [REDACTED]



International and Foreign Language Education
U.S. Department of Education
1990 K Street, N.W., Room 6099
Washington, D.C. 20006-6078

July 7, 2014

Dear Ms. Tanyelle H. Richardson,

The Vietnamese American Chamber of Commerce is very excited to support the efforts underway by California State University, Fullerton (CSUF) to secure funding from the U.S. Department of Education for the **Language Resource Centers** grant (CFDA Number: 84.229A).

If successful, this would be the only Language Resource Center that supports the teaching and learning of Asian languages in Orange County, California. According to the 2010 U.S Census, California has the largest Vietnamese population, with the highest concentration of Vietnamese living in Orange County. The Language Resource Center would allow CSUF, in collaboration with the Vietnamese American Chamber of Commerce, to make Vietnamese language more accessible for not only many Vietnamese Americans conducting business in the regional area, across the state, and throughout the nation but also internationally.

The Survey of Business Owners (SOB) conducted by the Census Bureau in 2007 indicated that Vietnamese small business ownership has grown by 55.8% since 2002 compared to 40.4% among all Asian-owned firms. This robust growth in Vietnamese-owned businesses shows that minority entrepreneurs are at the forefront as engines for economic increase in the United States. The Language Resource Center at CSUF will strengthen language development for minority business owners and employees and bridging the communication gap between our business and business partners, a critical factor in this global economy.

The collaboration with CSUF and with local businesses will also ensure that employees will receive the language support they need through seminars and access to resources to assist business owners in the internationalization of their business, particularly small businesses, entrepreneurs and minority-owned businesses.

Sincerely,

[REDACTED]

Gia Ly, MBA
Chair of the Board
Vietnamese American Chamber of Commerce



WESTMINSTER
SCHOOL
DISTRICT

Our Vision:

"Building tomorrow's leaders today"

June 26, 2014

Natalie A. Tran, Ph.D.
Associate Professor
Department of Educational Leadership
California State University, Fullerton
College Park, Office 520-6
[Redacted]
Fullerton, CA 92834

Dear Dr. Tran,

The Westminster School District is honored to be invited to participate in the proposal to establish a Center for Asian Languages submitted by California State University, Fullerton. We look forward to having our elementary and middle school teachers participate in curriculum development and professional training opportunities.

Our school district is comprised of 3 middle schools and 13 elementary schools. We have a student population of 9,709 children and 537 certificated teachers. Our student demographics include 42% Hispanic, 40% Asian, 41% English Learners, and 76% Socio-Economically Disadvantaged students. Districtwide we have met state achievements targets with an API of 841. Our district has demonstrated a commitment to our English Learners as the state's performance data would show that our students have exceeded the state's annual measurable objectives by more than 10%.

The Westminster School District is planning for the implementation of a Vietnamese English dual immersion program within the next two years, we look forward to collaborating with the Center for Asian Languages to support us in developing materials and providing teacher professional development and trainings in support of the development of our dual language immersion program. In addition, we are excited to work with the Center to provide additional instructional support for our world language courses that are currently being offered in our middle schools.

Thank you for the opportunity for Westminster School District to participate in the Language Resource Center grant.

Respectfully

[Redacted Signature]
Marian Kim Phelps, Ed.D.
Superintendent

[Redacted]
Westminster, CA

92683-4499

Tel: [Redacted]

Fax: [Redacted]

Superintendent

Marian Kim Phelps, Ed.D.

Board of Trustees

Dave Bridgewaters

Penny Loomer

Mary Mangold

Jamison Power

Amy Walsh

Table of Objectives Guiding Project Activities for FY 2014-2017

Goals	Objectives	Outcomes
<p>1. Research on dual language immersion, including the integration of technology</p>	<p>1.1 Identify parents’, students’, and educators’ perceptions of dual language immersion programs 1.2 Investigate strengths and challenges to establishing dual language immersion programs in K-12 settings 1.3 Identify effective strategies for teaching dual language immersion programs 1.4 Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-12 settings</p>	<ul style="list-style-type: none"> • Qualitative data available to assess the feasibility of dual language immersion • Quantitative data available to evaluate the effectiveness of dual language immersion on student learning outcomes.
<p>2. Develop resources and materials</p>	<p>2.1 Create a framework for the development and selection of instructional materials in collaboration with heritage and K-12 schools 2.2 Develop instructional materials aligned to Common Core State Standards for K-6 dual immersion language instruction 2.3 Develop instructional materials aligned to Common Core State Standards for foreign language 7-12 instruction 2.4 Develop materials and resources for post-secondary language courses 2.5 Implementation of instructional materials in K-12 classroom and college courses</p>	<ul style="list-style-type: none"> • 80% of will report, and or demonstrate increased knowledge and confidence in teaching dual language immersion instruction • 75% of participants will report an increase in their ability to integrate technology in to the curriculum

Goals	Objectives	Outcomes
<p>3. Provide professional development for teachers</p>	<p>3.1 Professional development for in-service dual immersion language K-6 teachers connecting to Common Core State Standards during intensive summer institutes</p> <p>3.2 Professional development for pre-service and in-service foreign language K-12 teachers focusing on language learning, scaffolding, and linguistic structure during intensive summer institute</p> <p>3.3 Symposium for post-secondary education language instructors teaching heritage language learners</p> <p>3.4 Training for advanced foreign language students, pre-service language teachers, employees of community-based organizations and local businesses</p>	<ul style="list-style-type: none"> • 80% of participants will report an increase in knowledge, confidence, and ability to teach language learning, scaffolding and linguistic structure • 80% of training participants will report an increase in knowledge of less commonly taught languages and confidence in working with members if these communities in a culturally relevant manner
<p>4. Develop and apply assessment tools</p>	<p>4.1 Create a framework for the development and selection of assessments in collaboration with heritage and K-12 schools</p> <p>4.2 Develop and apply assessment tools and practices intended for dual language immersion courses</p> <p>4.3 Develop and apply assessment tools and practices for foreign language courses</p>	<ul style="list-style-type: none"> • Assessment tools made available through the program will be implemented in CSUF LCTL and LCTL classes nationwide

Goals	Objectives	Outcomes
<p>5. Collaboration and community engagement</p>	<p>5.1 Establish an online language education network, including an inventory of current resources 5.2 Develop language community needs assessments to enhance advocacy and awareness of foreign language 5.3 Create a Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages 5.4 Develop and offer advanced online modules to enhance cultural competency among students, teachers, faculty, and community stakeholders</p>	<ul style="list-style-type: none"> • CSUF and nationwide colleges will utilize online network and resources created by NRCAL long-term
<p>6. Disseminate knowledge, materials and resources</p>	<p>6.1 Develop an online language education network 6.2 Distribute a monthly newsletter on the research, teaching and learning of Asian languages 6.3 Create online instructional modules 6.4 Develop webinars 6.5 Present at conferences 6.6 Contribute to social media 6.7 Develop a wiki 6.8 Weekly chat</p>	<ul style="list-style-type: none"> • Webinars will be conducted twice annually • 5-7 participants will present at conferences

NRCAL Performance Measure Form

1. Project Goal Statement: To increase evidence-based research about heritage language learners.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
1. Research on dual language immersion, including the integration of technology	1.1 Identify parents', students', and educators' perceptions of dual language immersion programs 1.2 Investigate strengths and challenges to establishing dual language immersion programs in K-12 settings 1.3 Identify effective strategies for teaching dual language immersion programs 1.4 Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-12 settings								

NRCAL Performance Measure Form

2. Project Goal Statement: To increase the number of world language course offerings in K-16 settings.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
2. Develop resources and materials	<p>2.1 Create a framework for the development and selection of instructional materials in collaboration with heritage and K-12 schools</p> <p>2.2 Develop instructional materials aligned to Common Core State Standards for K-6 dual immersion language instruction</p> <p>2.3 Develop instructional materials aligned to Common Core State Standards for foreign language 7-12 instruction</p> <p>2.4 Develop materials and resources for post- secondary language courses</p> <p>2.5 Implementation of instructional materials in K-12 classroom and college courses</p>								

NRCAL Performance Measure Form

3. Project Goal Statement: To enhance teachers' ability to teach world languages effectively.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
3. Provide professional development for teachers	<p>3.1 Professional development for in- service dual immersion language K-6 teachers connecting to Common Core State Standards during intensive summer institutes</p> <p>3.2 Professional development for pre-service and in- service foreign language K-12 teachers focusing on language learning, scaffolding, and linguistic structure during intensive summer institute</p> <p>3.3 Symposium for post-secondary education language instructors teaching heritage language learners</p> <p>3.4 Training for advanced foreign language students, pre-service language teachers, employees of community-based organizations and local businesses</p>								

NRCAL Performance Measure Form

2. Project Goal Statement: To increase the number of world language course offerings in K-16 settings.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
4. Develop and apply assessment tools	<p>4.1 Create a framework for the development and selection of assessments in collaboration with heritage and K-12 schools</p> <p>4.2 Develop and apply assessment tools and practices intended for dual language immersion courses</p> <p>4.3 Develop and apply assessment tools and practices for foreign language courses</p>								

NRCAL Performance Measure Form

2. Project Goal Statement: To increase the number of world language course offerings in K-16 settings.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
5. Collaboration and community engagement	<p>5.1 Establish an online language education network, including an inventory of current resources</p> <p>5.2 Develop language community needs assessments to enhance advocacy and awareness of foreign language</p> <p>5.3 Create a Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages</p> <p>5.4 Develop and offer advanced online modules to enhance cultural competency among students, teachers, faculty, and community stakeholders</p>								

NRCAL Performance Measure Form

3. Project Goal Statement: To enhance teachers' ability to teach world languages differently.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
6. Disseminate knowledge, materials and resources	6.1 Develop an online language education network 6.2 Distribute a monthly newsletter on the research, teaching and learning of Asian languages 6.3 Create online instructional modules 6.4 Develop webinars 6.5 Present at conferences 6.6 Contribute to social media 6.7 Develop a wiki 6.8 Weekly chat								

Timeline of Project Activities

Year 1 Activities (October 2014 - July 2015)

Activity	Start Date	End Date	Partners Involved
Leadership Team Meetings	October 2014	On-going, monthly	CSUF
1.1 Research Instrument Identification	October 2014	January 2014	Tran, Potter (CSUF)
1.4 Research Baseline Data Collection	October 2014	December 2014	Tran, Potter, Behseta (CSUF)
2.1 Create a framework for the development and selection of instructional materials	October 2014	February 2015 2 3-day seminars	Cho, Chappell (CSUF) CABE, WSD, HPS, AUHSD, GGUSD
2.2 Develop instructional materials aligned to Common Core State Standards for K-Grade 1 dual immersion language instruction	March 2015	On-going (2 3-day seminars and 5-day summer institute annually)	Cho, Chappell, Donovan, Noh, Hussar (CSUF) CABE, WSD, HPS
2.4 Review, review existing curriculum, instructional materials, and assessments for post-secondary language courses	October 2014	On-going (2 3-day seminars annually)	Hussar (CSUF) Le, Liu, Shibata
3.1 Professional development for in-service dual immersion language K-6 teachers connecting to Common Core State Standards during intensive summer institutes	July 2015	July 2015 (5-day summer institute)	Guillaume, Chappell, Donovan, Noh, Hussar (CSUF), CABE, WSD, HPS
4.1 Create a framework for the development of assessments and selection of assessments in collaboration with heritage and K-12 schools	May 2015	July 2014 On-going (1 3-day seminar annually)	Cho, Chappell (CSUF) CABE, WSD, HPS, AUHSD, GGUSD
5.1 Establish an online language education network, including an inventory of resources currently available	October 2014	January 2015	Donovan, Noh, Nguyen (CSUF), CABE
5.2 Develop language community needs assessments to enhance advocacy and awareness of foreign language	February 2015	May 2015	Noh, Nguyen (CSUF), CABE
6.1 Create and maintain online language education network	On-going		Donovan, Green (CSUF)
6.2 Monthly newsletter on the research, teaching, and learning of Asian languages	On-going, monthly		Donovan (CSUF) Assistant Director
6.5 CABE Conference Round Table	Once annually		CABE
6.6 Contribute to social media	On-going		Donovan, Green (CSUF)
6.7 Develop and maintain a wiki	On-going		Donovan, Green (CSUF)
6.8 Weekly chat	Weekly		Green (CSUF)
Attend LRC Meeting in Washington, DC	June 2015	June 2015	CSUF + 1

Year 2 Activities (August 2015 - July 2016)

Activity	Start Date	End Date	Partners Involved
Leadership Team Meetings	On-going, monthly		All
1.4 Research Data Collection and Analysis (Y2)	On-going		Behseta (CSUF)
1.3 Identify effective strategies for teaching dual language immersion programs	September 2015	December 2015	Potter, Tran (CSUF)
2.5 Implementation of instructional materials (Vietnamese dual language curriculum for Kindergarten – Grade 1)	September 2015	June 2016	WSD, HPS
2.2 Develop instructional materials aligned to Common Core State Standards for Grades 2-3 dual immersion language instruction	September 2015	On-going (2 3-day seminars and 5-day summer institute annually)	Cho, Chappell, Donovan, Hussar (CSUF) CABE, WSD, HPS
2.3 Develop instructional materials aligned to Common Core State Standards for foreign language grades 7-8 courses	August 2015	May 2016 (4 3-day seminars annually)	Cho, Chappell, Donovan, Hussar (CSUF) CABE, WSD, AUHSD, GGUSD
2.5 Implementation of instructional materials for post-secondary language courses	August 2015	On-going	Hussar (CSUF)
3.2 Professional development for pre-service and in-service foreign language K-12 teachers focusing on language learning, scaffolding, and linguistic structure during intensive summer institute	July 2016	July 2016 (5-day summer institute)	Guillaume, Chappell, Donovan, Hussar (CSUF), CABE, WSD, HPS, AUHSD, GGUSD
3.3 Symposium for post-secondary education language instructors teaching heritage language learners	October 2015	2 six-hour seminars annually	Hussar, Noh, Donovan (CSUF),
4.2 Develop and apply assessment tools and practices intended for dual language immersion courses	September 2015	On-going (1 3-day seminar annually)	Cho, Guillaume, Chappell, (CSUF), CABE, WSD, HPS
5.3 Create a Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literatures for less commonly taught languages	August 2015	On-going (3 3-day seminars annually)	Guillaume, Chappell, Donovan, Noh, Nguyen, Hussar (CSUF), CABE, VACOC, WSD, HPS, AUHSD, GGUSD
6.1 Create and maintain online language education network	On-going		Donovan, Green (CSUF)
6.2 Monthly newsletter on the research, teaching, and learning of Asian languages	On-going, monthly		Donovan, Green (CSUF), Potter
6.3 Online instructional modules	August 2015	July 2016	Donovan, Green (CSUF)
6.5 CABE Conference Round Table	Once annually		CABE

Activity	Start Date	End Date	Partners Involved
6.6 Contribute to social media	On-going		Donovan, Green (CSUF)
6.7 Develop and maintain a wiki	On-going		Donovan, Green (CSUF)
6.8 Weekly chat	Weekly		Green (CSUF)
Attend LRC Meeting in Washington, DC	June 2016	June 2016	CSUF + 1

Year 3 Activities (August 2016 - July 2017)

Activity	Start Date	End Date	Partners Involved
Leadership Team Meetings	On-going, monthly		All
1.4 Research Data Collection and Analysis (Y3)	On-going		Behseta (CSUF)
1.2 Investigate factors that serve as affordances and barriers for establishing dual language immersion programs in K-12 settings	August 2016	December 2016	Tran, Potter (CSUF)
2.5 Implementation of instructional materials (Vietnamese dual language curriculum for Grades 2-3)	September 2016	June 2017	School Districts
2.2 Develop instructional materials aligned to Common Core State Standards for Grades 4-5 dual immersion language instruction	September 2016	On-going (2 3-day seminars and 5-day summer institute annually)	Cho, Chappell, Donovan, Noh, Hussar (CSUF) CABE, WSD, HPS
2.3 Develop instructional materials aligned to Common Core State Standards for foreign language grades 9-10 courses	August 2016	May 2017 (2 3-day seminars and 5-day summer institute annually)	Cho, Chappell, Donovan, Noh, Hussar (CSUF) CABE, AUHSD, GGUSD
2.5 Implementation of instructional materials for post-secondary language courses	August 2016	On-going	Hussar (CSUF)
3.4 Training for advanced foreign language students, pre-service language teachers, employees of community-based organizations and local businesses.	September 2016	On-going (3 2-day seminars annually)	Guillaume, Cho, Donovan, Noh, Nguyen, Hussar (CSUF), VACOC
4.3 Develop and apply assessment tools and practices for foreign language courses	August 2016	On-going (1 3-day seminar annually)	Hussar (CSUF), CHLC
5.3 Create a Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literatures for less commonly taught languages	August 2016	On-going (3 3-day seminars annually)	Guillaume, Chappell, Donovan, Noh, Nguyen, Hussar (CSUF), CABE, VACOC, WSD, HPS, AUHSD,

Activity	Start Date	End Date	Partners Involved
			GGUSD
6.1 Create and maintain online language education network	On-going		Donovan (CSUF)
6.2 Monthly newsletter on the research, teaching, and learning of Asian languages	On-going, monthly		Donovan (CSUF), Assistant Director
6.3 Online instructional modules (be specific here)	August 2017	July 2017	Donovan (CSUF)
6.4 Webinars (be specific here)	Twice annually		Donovan (CSUF)
6.5 CAFE Conference Round Table	Once annually		CAFE
6.6 Contribute to social media	On-going		Donovan, Green (CSUF)
6.7 Develop and maintain a wiki	On-going		Donovan, Green (CSUF)
6.8 Weekly chat	Weekly		Green (CSUF)
Attend LRC Meeting in Washington, DC	June 2017	June 2017	CSUF + 1

Year 4 Activities (August 2017 - July 2018)

Activity	Start Date	End Date	Partners Involved
Leadership Team Meetings	On-going, monthly		All
1.4 Research Data Collection and Analysis (Y4)	On-going		Behseta (CSUF)
2.5 Implementation of instructional materials (Vietnamese dual language curriculum for Grades 4-5)	September 2017	June 2018	School Districts
2.2 Develop instructional materials aligned to Common Core State Standards for Grades 6 dual immersion language instruction	September 2017	On-going (2 3-day seminars and 5-day summer institute annually)	Cho, Chappell, Donovan, Noh, Hussar (CSUF), CAFE, WSD, HPS
2.3 Develop instructional materials aligned to Common Core State Standards for foreign language grades 10-12 courses	August 2017	May 2018 (2 3-day seminars and 5-day summer institute annually)	Cho, Chappell, Donovan, Noh, Hussar (CSUF), CAFE, AUHSD, GGUSD
2.5 Implementation of instructional materials for post-secondary language courses	August 2017	On-going	Hussar (CSUF)
5.3 Create a Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literatures for less commonly taught languages	September 2017	On-going (3 3-day seminars annually)	Guillaume, Chappell, Donovan, Noh, Hussar (CSUF), CAFE, VACOC, WSD, HPS, AUHSD, GGUSD
5.4 Develop and offer advanced online modules to enhance cultural competency among students, teachers, faculty, and community stakeholders.	October 2017	May 2018	Donovan, Green (CSUF)

Activity	Start Date	End Date	Partners Involved
6.1 Create and maintain online language education network	On-going		Donovan, Green (CSUF)
6.2 Monthly newsletter on the research, teaching, and learning of Asian languages	On-going, monthly		Donovan, Green (CSUF), Potter
6.3 Online instructional modules	August 2017	July 2018	Donovan, Green (CSUF)
6.4 Webinars	Twice annually		Donovan, Green (CSUF)
6.5 CAFE Conference Round Table	Once annually		CAFE
6.6 Contribute to social media	On-going		Donovan, Green (CSUF)
6.7 Develop and maintain a wiki	On-going		Donovan, Green (CSUF)
6.8 Weekly chat	Weekly		Green (CSUF)
Attend LRC Meeting in Washington, DC	June 2018	June 2018	CSUF + 1

CURRICULUM VITAE

Natalie A. Tran

Contact Information:

College of Education
California State University, Fullerton
College Park, [REDACTED]
[REDACTED]
Fullerton, CA 92834

Phone: [REDACTED] office
[REDACTED] cell
Fax: [REDACTED]
Email: [REDACTED]

Education:

Ph.D. in Educational Leadership and Policy Analysis
University of Wisconsin – Madison, August 2008

Advisor: Dr. Geoffrey D. Borman

Dissertation: The connection between students' out-of-school experiences and science learning in the classroom

Certificate in Single Subject Science: Biology CLAD Emphasis
UCLA-Center X
University of California, Los Angeles, June 2004

M. Ed. in Science Education
University of California, Los Angeles, June 2004

Advisor: Irene Swanson

Thesis: The effects of Bloom's taxonomy on student performance on standardized tests

B.S. in Psychobiology
University of California, Los Angeles, June 2002

Research Experience:

Associate Professor of Educational Leadership, August 2013 – Present

Assistant Professor in Secondary Education, August 2010 – May 2013
Coordinator for Faculty Development Center: Research Design and Analysis,
Spring 2012 – Spring 2013
California State University, Fullerton

Program Evaluation for *Increasing Workforce Diversity: Training Hispanic Students to Address Childhood Obesity and Nutrition*

- Funded by the U.S. Department of Agriculture to develop a curriculum in Childhood Obesity Prevention and Nutrition for the Hispanic Population using

a multidisciplinary approach and applying active learning and social contextual theory.

Program Evaluator for *Childhood Obesity and Nutrition Curriculum for a Changing Population*

- Funded by the US Department of Agriculture to train diverse students and address the obesity epidemic among immigrant children in Orange County, CA, with an emphasis on Hispanic and Pacific Islander children, by creating culturally-sensitive curricula in childhood obesity and nutrition.

Program Evaluator for *Building Informal Science Institutions Capacity to Support Science Teaching through Professional Development*

- Funded by the Boeing Company to provide professional development trainings for science educators working at informal science institutions.

Program Evaluator for *ASAM/CSUF-OCAPICA Civic Engagement Partnership to Serve Community Youth*

- Funded by Southern California Edison - Diversity Initiative to establish a partnership between CSU- Fullerton and Orange County Asian Pacific Islander Community Alliance (OCAPICA) to provide direct-service, after-school mentoring program that serves K-12 community youth in a culturally sensitive manner and to develop a sense of civic responsibility among college students.

Research Fellow for *the Catalyst Center* at CSU - Fullerton

- Funded by the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE), the Center brings together science and math education experts across colleges to advance research in math and science education.

Research Consultant for *Project ALPHA (Algebra Preparedness for Higher Achievement)*

- Funded by the California Math Science Partnership to examine the effectiveness of professional development, using a coaching model, on student achievement in mathematics and teacher knowledge and practices.

Assistant Professor in Teacher Education, September 2008 – July 2010
California State University, Bakersfield

Co-Principal Investigator for *Planning for a Robert Noyce Teacher Fellowship at CSUB*

- Funded by NSF to establish the Master of Arts in Science Teaching (MAST) program that aims at recruiting STEM professionals and other recently STEM graduates interested in teaching science at CSU Bakersfield.

Co-Principal Investigator for *CSU Bakersfield Robert Noyce Scholarship Program*

- NSF funded program that provides scholarships to students who are committed to teaching science or mathematics in high-need school districts.

Senior Personnel for *Central California Partnership-Teacher Quality Program*

- U.S. Department of Education funded program that creates partnerships between institutes of higher education (IHE) and K-12 school districts to improve science, mathematics, and special education.

Program Evaluator for *Research Experience Vitalizing Science – University Program (REVS-UP)*

- This research is funded by Chevron Corporation to promote the interest of qualified high school students in science, technology, engineering, and mathematics (STEM) disciplines and improve quality of K-12 science and math teachers.

Principal Investigator for *Parental Involvement in Students' Out-of-School Science Related Activities*

- Designed and administered survey questionnaire to parents describing their involvement in students' out-of-school science related activities.

Principal Investigator for *Design and Implementation of Teaching Performance Assessment (TPA)*

- Designed and administered survey questionnaire to faculty members and students to evaluate the first year implementation of TPA.
- Analyzed quantitative and qualitative data to examine strengths and weaknesses of the TPA.

Principal Investigator for *Pre-Service Teachers' Perceptions about Professional Ethics*

- Examine the relationship between pre-service teacher characteristics and their perceptions professional conduct.
- Use factor analysis to re-analyze the domains of ethical behavior described in previous research.

Graduate Research Assistant, July 2007 – July, 2008
University of Wisconsin, Madison

Alignment Educational Experiences with Ways of Knowing Engineering: How People Learn Engineering. A three-year project funded by the National Science Foundation to help high school and college students learn about engineering.
Wisconsin Center for Education Research
Principal Investigator: Dr. Sandra Courter

- Coded and analyzed high school pre-engineering (*Project Lead The Way*) and academic mathematics and science curricula
- Designed survey instrument to measure high school teachers' beliefs about what it takes in terms of mathematics and science training to be an effective and successful engineer
- Conducted classroom observations of high school pre-engineering courses (*Project Lead The Way*) to document teacher practice
- Developed survey and interview protocols for teachers and counselors
- Analyzed longitudinal data of course taking patterns and student achievement in math and science
- Prepared documents for conference meetings and report for funding agency.
- Disseminated research findings

Graduate Research Assistant, September 2006 – May, 2008
University of Wisconsin, Madison

System-Wide Change: Teacher Development and Student Achievement in Elementary Science. A two-year project funded by the National Science Foundation to examine the impact of professional development in inquiry-based science on student achievement in grades 4 and 5 science.

Wisconsin Center for Education Research

Principal Investigator: Dr. Adam Gamoran

- Analyzed baseline quantitative data for a randomized study
- Developed teacher and administrator interview protocols
- Conducted literature review of science professional development

Graduate Research Assistant, June 2006 – June, 2007
University of Wisconsin, Madison

System-wide Change for All Learners and Educators (SCALE). A five-year project funded by the National Science Foundation to improve math and science achievement of students K-16.

Wisconsin Center for Education Research

Principal Investigator: Dr. Terry Millar

- Conducted formative and summative evaluation and assessment projects using both qualitative and quantitative approaches (including data analysis, write up and reporting)
- Analyzed data of working partnerships between K-12 organizations and institutes of higher education (IHE)
- Provided written summaries of findings for incorporation into reports
- Collected, analyzed, and presented information gathered during the 6th grade science teacher professional development training
- Prepared documents for conference meetings
- Engaged in meeting of the SCALE Research and Evaluation Team

Undergraduate Research Assistant, November 2000 – May 2001

Hate Crime Study—University of California, Los Angeles

- Examined hate crime reports from the Los Angeles Police Department
- Collected and coded data on hate crimes

Undergraduate Research Assistant, December 1999 – June 2000

Cognitive Psychology Department

University of California, Los Angeles

- Screened participants for research on word processing
- Administered computer based trials to research participants
- Analyzed research data

Teaching Experience:

University of California State University, Fullerton: Associate Professor

EDD 670A: Research Support Seminar: Linking Research to Problems of Practice (Fall 2013 – Present)

EDD 670B: Research Support Seminar: Connecting Research Questions to Scholarship in the Discipline (Spring 2014 – Present)

University of California State University, Fullerton: Assistant Professor

EDD 606: Specialization in Quantitatively-Based Tools (Fall 2011 – Present)

Statistics, exploratory, data analysis, sampling, survey, and experimental design; and interview and questionnaire design in the context of using research in planning, change management, policy analysis and program management.

EDD 601: Methods of Research: Quantitatively-Based Tools (Spring 2011 – Present)

An introduction to the conceptual and methodological bases of quantitative analysis in educational leadership. The course focuses on issues of research design, measurement and statistical analysis.

EDSC 535: Survey of Educational Research (Summer 2011 – Spring 2013)

Provide a working knowledge of the skills required to conduct empirical investigations of educational research, focusing on consumer of research and evaluation information and practitioners conducting these investigative efforts.

EDSC 320: Adolescence Development (Fall 2010 –Spring 2013)

Knowledge of the physical, social, and cultural development of human adolescents and youth. Understand how these factors affect student learning in the classroom.

EDSC 440S/F: General Pedagogy of Secondary School Teaching and Supervised Fieldwork in Secondary Schools (Fall 2010 – Spring 2013)

Interrelationship of pedagogical theory and practice, presented in collaboration with local districts. Classroom management, instructional planning, assessment of student learning, engaging all students, and teacher professionalism.

University of California, Irvine: Lecturer

EDU 173: Cognition and Learning in Educational Settings (Spring 2010 – Fall 2010)
Foundational concepts in cognition and development as applied to student learning. Primary topics include historical behaviorism, basic cognitive structure and processes, complex cognition, cognitive development, and motivation.

ED 307: Student Teaching in Secondary School (Winter 2010 – Spring 2010)
Supervise and provide feedback for student teachers in secondary science classrooms with the goal of assuming full teaching responsibility.

University of California State University, Bakersfield: Assistant Professor

EDSE 501: Foundations of American Education – Online (Fall 2009 – Spring 2010)
This course is a general introduction to American Education and the profession of teaching for students in the Single Subject/Secondary Credential Program. It includes the study of current issues, theories and conditions in education, the requirements of the profession, as well as credentialing in California.

EDSE 505: Special Methods – Science (Fall 2008 – Spring 2010)
The course introduces students to education methods special to the teaching and learning of science and to the assessment of science learning. Students demonstrate capacity to teach the state adopted content standards for students in science (grades 7-12).

EDSE 508: Educational Psychology and Classroom Assessment in Secondary Education (Fall 2008 – Spring 2010)

The course introduces students to the following:

- Different theories of learning and adolescent development;
- Findings from research relevant to the learning of specific school subjects;
- Multiple factors that contribute to the complexity of teaching and learning environments;
- The critical role of different types of assessment strategies used to measure learning outcomes;
- Principles of assessment to classroom teaching;
- Analyze, reflect and expand personal conceptions of learning from course and classroom experiences.

EDSE 599: Field Experience (Fall 2008 – Spring 2010)

This course provides support for teacher candidates who are conducting their student teaching in the classroom.

University of Wisconsin, Madison: Teaching Assistant

Field Experience in Educational Administration (September 2005 – May 2006)

Helped graduate students develop their electronic portfolios for certification as K-12 school administrators in the state of Wisconsin.

Wallace Fellowship Program (September 2005 – May 2006)

Assisted the Wallace Fellows (K-12 principals) who have been identified as exceptional leaders by the State Superintendent to complete their portfolios for certification as mastered administrators in Wisconsin.

The School Superintendency (September 2005 – May 2006)

Provided instructional and technological support for graduate students enrolled in the Educational Leadership and Policy Analysis program to complete their research projects.

Jordan High School, Los Angeles: Science Teacher

Biology, Inter-coordinated Science I, and Chemistry (September 2003 – June 2005)

Member of the high school Science Instructional Design team for Los Angeles Unified School District (2005)

Science Lead Teacher for the science department

Lead teacher in developing Small Learning Communities

Advisor of Peer Mediation on campus

Advisor of the Science Club

Institute for Interactive Studies & Language Studies, Los Angeles: Tutor

Taught English to international exchange students from Japan (September 2002 – June 2003)

Other Professional Experience:

Senior Behavioral Therapist (October 2001 – September 2002)

Center of Autism and Related Disorders, Inc., Los Angeles

- Provided services for autistic children from the ages of 2-10
- Conducted one-on-one behavioral therapy sessions
- Shadowed clients during school and outdoor activities
- Created Individual Education Plans (IEP) for clients
- Trained and supervised junior therapists
- Informed parents on the progress of their children

Higher Education Awareness Coordinator (October 2000 – June 2001)

UCLA-SIOC Higher Opportunity Program for Education, Los Angeles

- Mentored and tutored at-risk high school students at Westminster High School, Westminster, CA

- Coordinated High School conferences to promote higher education awareness

Honors and Awards:

2014 Community Hero Award Recipient (May 29, 2014)

Senator Lou Correa joined with the Orange County Asian and Pacific Islander Community Alliance (OCAPICA) to host a special celebration of Asian Pacific Islander Heritage month where we honor distinguished leaders and organizations that have shown extraordinary dedication and contribution to the diverse Orange County community.

Wisconsin Spencer Doctoral Research Program (2006 – 2008)

The School of Education's (SoE) Wisconsin Spencer Doctoral Research Program (DRP) provides enriched opportunities and support for doctoral students preparing for careers in education research.

Barbara L. Jackson Scholar (2006 – 2008)

A network of graduate students of color who are studying in University Council for Educational Administration (UCEA) members' educational leadership doctoral programs who are planning to enter the professoriate.

Nominated by the department faculty for the David L. Clark Seminar (Oct 2007)

National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA). Nominees are outstanding doctoral students in educational leadership, administration, and/or policy, seeking careers in research.

Grants/Monetary Awards Pending:**Grants/Monetary Awards Received:**

National Science Foundation, for *Transforming Academic and Cultural Identidad through Biliteracy (TACIB)* (Co-PI \$1,491,141).

California State University, Fullerton – Incentive Intramural Research Grant Program, for *Mindful Practice and Teacher Wellness*, 03/21/2012 (\$9,712).

Boeing Company – for *Building Informal Science Institutions Capacity to Support Science Teaching through Professional Development*, 12/06/2011 (Co-PI \$50,000).

California State University, Fullerton – Catalyst Center, for *Evaluation of the CSUF Disciplinary Literacy Institute for Secondary Education (DLISE)*, 06/22/2011 (Program Evaluator \$8,747).

California State University, Fullerton – Incentive Intramural Research Award, for *Parents' Perceptions of Science Learning in Out-of-School Settings*, 02/17/2011 (\$6,109).

Southern California Edison-Diversity Initiative, for *ASAM/CSUF-OCAPICA Civic Engagement Partnership to Serve Community Youth*, 2011 (Program Evaluator \$25,000)

National Science Foundation, for *Planning for a Robert Noyce Teacher Fellowship at CSUB, 2010-2011* (Co-PI \$74,977)

U.S. Department of Education, for *Central California Partnership for Teacher Quality Programs (CCP-TQP)*, 2010 – 2015 (Senior Personnel \$12,611,598)

National Science Foundation, for *California State University Bakersfield Robert Noyce Teacher Scholarship Program - Phase I*, 2009 – 2014 (Co-PI \$899,684)

California State University, Bakersfield Research Council of the University, for *Parental Engagement in Students Out-of-School Science Related Activities*, 2008-2009 (PI \$5,000)

Kegley Institute of Ethics Faculty Research Grants, for *Pre-service Teachers' Perceptions About Teacher Misconduct*, 2008 – 2009 (PI \$3,300)

University of Wisconsin, Madison – Department of Educational Leadership and Policy Analysis Graduate Student Travel Grant, Fall 2006, Spring 2007, Fall 2007 (\$2,000 total)

Wisconsin Spencer Doctoral Research Grant, 2006 – 2008 (\$1,200)

Program Evaluation:

1. McEligot, A. J. & Gonzalez, E. National Institute of Food and Agriculture/USDA, for *Increasing Workforce Diversity: Training Hispanic Students to Address Childhood Obesity and Nutrition* (Program Evaluator \$277,500).
2. McEligot, A. J. & Steinberg, F. U.S. Department of Agriculture, for *Childhood Obesity and Nutrition Curriculum for a Changing Population* (Program Evaluator \$350,428).

Refereed Journal Publications:

1. **Tran, N. A.**, Armendariz, G., Olvera, C., Trevino, S., Yee, J. A., Lacsamana, J., Cheri, A., Milner, L., & Mejia, D. (under review). The effects of a school-based mentoring program on students' perceptions of community engagement and social equality. Special Issue on Setting the Stage: Mentoring and Socialization in P-12 Education Systems. *Mentoring and Tutoring*.
2. **Tran, N. A.** (in press). The role of mentoring in the success of women leaders of color in higher education. Special Issue on Advancing Women of Color in the Academy: Research Perspectives on Mentoring and Strategies for Success. *Mentoring and Tutoring*.
3. Rutherford, T., Burchinal, M., Farkas, G., Graham, J. D., Kibrick, M., Long, J.J., Richland,

- L., **Tran, N.A.**, Schneider, S. H., Duran, L., & Martinez, M. E. (2014). A randomized trial of an elementary school mathematics software intervention: Spatial-Temporal (ST) Math. *Journal of Research on Educational Effectiveness*. doi: 10.1080/19345747.2013.856978
4. Daly, A. J., Liou, Y. H., **Tran, N. A.**, Cornelissen, F., & Park, V. (2014). The rise of neurotics: Social networks, leadership, and efficacy in district reform. *Educational Administration Quarterly*, 50 (2): 233-278.
 5. **Tran, N. A.**, Schneider, S., Duran, L., Conley, A. M., Richland, L., Burchinal, M., Rutherford, T., Kibrick, M., Osborne, K., Coulson, A., Antenore, F., Daniels, A., & Martinez, M. E. (2012). The effects of mathematics instruction using spatial temporal cognition on teacher efficacy and instructional practices. *Computers in Human Behavior*, 28 (2): 340-349.
 6. **Tran, N.A.** (2011). The relationship between students' connections to out-of-school experiences and factors associated with science learning. *International Journal of Science Education*, 33 (12): 1625-1651.
 7. Nathan, M. J., Atwood, A. K., Prevost, A., Phelps, L. A., & **Tran, N. A.** (2011). How professional development in Project Lead the Way changes high school STEM teachers' beliefs about engineering education. *Journal of Pre-College Engineering Education Research*, 1 (1): 15-29.
 8. Nathan, M. J., **Tran, N. A.**, Atwood A., Prevost, A. & Phelps, L. A. (2010). Beliefs and expectations about engineering preparation exhibited by high school STEM teachers. *Journal of Engineering Education*, 99 (4): 409-426.
 9. **Tran N. A.** & Nathan, M. J. (2010) Effects of pre-engineering studies on mathematics and science achievement for high school students. *International Journal of Engineering Education*, (Special Issue on Applications of Engineering Education Research), 26 (5), 1049–1060.
 10. **Tran, N. A.** & Nathan, M. J. (2010). Pre-college engineering studies: An investigation of the relationship between pre-engineering studies and student achievement in science and mathematics. *Journal of Engineering Education*, 99 (2): 143-157.

Refereed Book Chapter Publications:

11. Zavala, M. & **Tran, N.A.** (in press). Negotiating identities, locations, and creating spaces of hope in advocating for students' of color in university settings. In Santamaría, L. & Santamaría, A. (Eds.), *Applied Critical Leadership in Higher Education*. New York: Routledge.
12. Prevost, A. C., Nathan, M. J., Phelps, L. A., Atwood, A. K., **Tran, N. A.**, Oliver, K., &

- Stein, B. (in press). Academic connections in precollege engineering contexts: The intended and enacted curricula of Project Lead the Way™ and beyond. In Strobel, J., Purzer, S. & Cardella, M. (Eds.) *Engineering in Pre-College Settings: Research into Practice*. Sense Publishers, Rotterdam, Netherlands.
13. **Tran, N. A.** (2014). A quiet transformation: Using mindfulness to transform oneself in the academy. In L. J. Santamaría, G. Jean-Marie, & C. Grant (Eds.), *Cross-cultural Women Scholars in Academe: Intergenerational Voices* (pp. 9-21). New York, NY: Routledge Books.
 14. **Tran, N. A.** (2014). Call me by my true names: An emerging scholar's transformation within and outside the academy. In G. Jean-Marie, C. Grant, & B. Irby (Eds.). In G. Jean-Marie, C. Grant & B. Irby (Eds.), *The duality of women scholars of color: Transforming and being transformed in the academy* (pp. 55-73). Research on Women and Education Series. Charlotte, NC: Information Age Publishing.
 15. **Tran, N. A.** & Zavala, M. (2012). Is full-service community school useful in furthering equitable educational opportunity among majority-minority school populations? COUNTERPOINT. In C. J. Russo & A. G. Osborne (Eds.), *Debating Issues in American Education*. Thousand Oaks: SAGE.
 16. Reed, L., **Tran, N. A.**, & Thomas, C. N. (2012). Does incorporating elements from popular culture such as hip-hop on school campuses help public schools serve diverse student populations? POINT. In C. J. Russo & A. G. Osborne (Eds.), *Debating Issues in American Education*. Thousand Oaks: SAGE.
 17. **Tran, N. A.**, Nathan, A. B., & Nathan, M. J. (2010). Hand matching vs. propensity score matching: An empirical comparison of results from a quasi-experiment. Wisconsin Center for Educational Research: Madison, WI. Available at http://www.wcer.wisc.edu/Publications/workingPapers/Working_Paper_No_2010_07.pdf.

Book Review:

18. **Tran, N. A.** (2013). Evaluation in distance education and e-learning: The unfolding model. *Journal of Educational Administration*, 51 (1), 100-102.

Conference Proceedings:

19. Nathan, M. J., Atwood, A. K., Prevost, A. C., & **Tran, N. A.** (2011). Guidance counselors' beliefs and expectations about high school students' precollege engineering preparation. Proceedings of the 118th Annual *American Society of Engineering Education (ASEE)* 2011 (Paper no. AC 2011-316). Vancouver, BC, Canada.
20. Nathan, M. J., **Tran, N.**, Atwood, A., Prevost, A., & Phelps, L. A. (2009). High school teachers' beliefs about engineering preparation. *Proceedings of the American Society for*

Engineering Education (ASEE) 2009. (Paper no. AC 2009-1715, pp. 1-20). Austin, TX: ASEE Publications.

21. Phelps, L. A., Nathan, M. J., Atwood, A., Prevost, A., & **Tran, N.** (2009). Changes in high school teachers' beliefs about engineering preparation: A quasi-experimental study. *Frontiers in Education (FIE) 2009* (Paper no. 1428). San Antonio, TX: ASEE Publications.
22. Prevost, A., Nathan, M. J., **Tran, N.**, & Phelps, L. A. (2009). Integration of mathematics in pre-engineering: The search for explicit connections. *Proceedings of the American Society for Engineering Education (ASEE) 2009*. (Paper no. AC 2009-1790, pp. 1-27). Austin, TX: ASEE Publications.
23. Nathan, M. J., Oliver, K., Prevost, A., **Tran, N.**, & Phelps, L. A. (2009). Classroom learning and instruction in high school pre-engineering settings: A video-based analysis. *Proceedings of the American Society for Engineering Education (ASEE) 2009*. (Paper no. AC 2009-1577, pp. 1-23). Austin, TX: ASEE Publications. Austin, TX: ASEE Publications.
24. Nathan, M. J., **Tran, N.**, Phelps, L. A., & Prevost, A. (2008). The structure of high school academic and pre-engineering curricula: Mathematics. *Proceedings of the American Society of Engineering Education (ASEE) 2008*. (Paper no. AC 2008-2566: pp. 1-19) Pittsburgh, PA: ASEE Publications.

Manuscripts in Preparation:

Tran, N. A., Gebauer, A., Hernandez, P., & Vizcarra, M. (under preparation). Examining the impact of summer research-based program on students' motivation toward science learning and interests in pursuing future studies and careers in STEM disciplines.

Tran, N. A., Ventura, R., Elliott, L., Kleier, K., Thompson, J., & Baron, D. (under preparation). A comparison of perceptions of professional development among first-career and second-career science teachers.

Research Presentations:

1. **Tran, N.A.**, Cruz, L., Urrelo M., Tran, D., Carmona, S., Espahani, F., Shead, L., Borquez, J., & Ramos, G. (2013). *Cultivating Mindfulness in Education through Community-Based Partnership*. Paper presented at the 2013 annual conference of the University Council for Educational Administration. Indianapolis, Indiana.
2. Daly, A. J., Liou, Y. H., **Tran, N. A.**, Cornelissen, F., & Park, V. (2013). *The Rise of Neurotics: Social Networks, Leadership, and Efficacy in District Reform*. Paper presented at the 2013 annual conference of the University Council for Educational Administration. Indianapolis, Indiana.

3. Zavala, M. & **Tran, N. A.** (2013). *Negotiating Identities, Locations, and Creating Spaces of Hope in Advocating for Students of Color in University Settings*. Paper presented for presentation at the 2013 annual conference of the American Education Research Association. San Francisco, California.
4. Symposium: *Mentoring in Postsecondary Education: Strategies for Reducing Poverty and Increasing Success Among Women Leaders, Faculty, and Doctoral Students of Color in Academe* (2013). Cosette Grant, University of Cincinnati, Gaetane Jean-Marie, University of Oklahoma, and Sarah Ghee, University of Cincinnati, Hollie Mackey, University of Oklahoma, Brenda Lloyd-Jones, University of Oklahoma, Lorri J. Santamaría, University of Auckland, Nathalia Jaramillo, University of Auckland, **Natalie A. Tran**, California State University-Fullerton, Vita Jones, California State University-Fullerton, Anne-Marie Nuñez, University of Texas at San Antonio, Elizabeth Murakami-Ramalho, University of Texas at San Antonio. Paper presented at the 2013 annual conference of the American Education Research Association. San Francisco, California.
5. **Tran, N.A.**, McEligot, A., Steinberg, F., Chandler, L., & Pillazar, L. (2012). *Factors Influencing Undergraduate Students' Intentions to Pursue Careers in Health Sciences*. Southern California Public Health Association Conference. Los Angeles, California. December 2012.
6. Symposium: *Barrier Transcendence as Leadership for the Future: Women of Color Enacting Change and Advancement in Academic Careers for Educational Improvement* (2012). Lorri J. Santamaría, University of Auckland, Elizabeth Murakami, University of Texas, San Antonio, **Natalie A. Tran**, California State University- Fullerton, Cosette Grant, University of Cincinnati, Anne-Marie Nunez, University of Texas, San Antonio, Elizabeth Murakami, University of Texas, San Antonio. Paper presented at the 2012 annual conference of the University Council for Educational Administration. Denver, Colorado.
7. Symposium: *Applied Critical Leadership in the Academy: Infusing Critical Race Theory and Pedagogy into Higher Education Organizational Culture* (2012). Lorri J. Santamaría, University of Auckland, Cosette Grant, University of Cincinnati, Natalie A. Tran, California State University- Fullerton, Brenda Lloyd-Jones, University of Oklahoma, Anne-Marie Nunez, University of Texas, San Antonio, Elizabeth Murakami, University of Texas, San Antonio. Paper presented at the 2012 annual conference of the Association for the Study of Higher Education. Las Vegas, Nevada.
8. Bonsangue, M., Yopp-Edwards, R., Ellis, M., & **Tran, N.** (2012). *Cal State Fullerton Noyce MT2 Program*. Poster presented at the 2012 Science and Mathematics Teacher Imperatives (SMTI) National Conference. Alexandria, Virginia.
9. **Tran, N.A.**, Drew, D., Ellis, M., Yopp-Edwards, R., Matsuda, M., & Bonsangue, M. (2012). *Examining Teachers' Efficacy in Mathematics Teaching: A Pilot Study*. Presentation for the National Science Foundation Robert Noyce Teacher Scholarship Program Conference. Washington, D.C.

10. McEligot, A.J., Gonzalez, E., Chandler, L., Tran, N., Pillazar, L. (2012) Comidas y Comunidades Saludables (CCS) - Healthy Foods and Communities (abstract). USDA HSI Project Directors Meeting. Edinburg, TX. May 2012.
11. **Tran, N. A.**, Trevino, S., Galvez, R., Tran, S., Yee, J. A., Chanthaphasouk, L., Lacsamana, J., Milner, L., & Mejia, D. (2012). *Examining the Effects of School-Based Mentoring Program on Social Network Development Among Youth Over Time*. Paper presented at the 2012 American Education Research Association. Vancouver, British Columbia, Canada.
12. **Tran, N. A.**, Trevino, S., Tran, S., Galvez, R., Yee, J. A., Chanthaphasouk, L., Lacsamana, J., Milner, L., & Mejia, D. (2012). *The Effects of School-Based Mentoring Program on Students' Access to Information Regarding College Admission and Tuition and Fees*. Paper presented at the 2012 American Education Research Association. Vancouver, British Columbia, Canada.
13. Rutherford, T., Burchinal, M., Farkas, G., Graham, J. D., Kibrick, M., Long, J.J., Conley, A. M., Richland, L., **Tran, N.A.**, Schneider, S. H., Duran, L., & Martinez., M. E. (2012). *Evaluation of Spatial Temporal Mathematics: Main and Differential Effects on Standardized Test Scores*. Paper presented at the 2012 American Education Research Association. Vancouver, British Columbia, Canada.
14. **Tran, N. A.**, Gebauer, A., Hernandez, P., & Vizcarra, M. (2012). *A Summer Research-Based Program's Impact on Students' Attitudes Toward Science*. Paper presented at the 2012 National Science Teachers Association. Indianapolis, Indiana.
15. **Tran, N. A.**, Gebauer, A., Hernandez, P., & Vizcarra, M. (2012). *The Impact of Summer Research-Based Program on Students' Attitudes and Interests in STEM Related Disciplines*. Paper presented at the 2012 National Association for Research in Science Teaching. Indianapolis, Indiana.
16. McEligot, A.J., Gonzalez, E., Chandler, L., **Tran, N.**, Pillazar, L. (2011) Nutrition, Obesity and Policy in Hispanic Communities. USDA HSI Project Directors Meeting. Washington DC. November 2011.
17. Costa, V., DeCastro-Ambrosetti, D., Shand, K., **Tran, N.** & Cho, G. (2011). *Preparing STEM Digital Teachers and Teacher Educators*. Poster presented at the Association for the Advancement of Computing in Education (AACOE) 2011 World Conference on E-Learning, Honolulu, HI.
18. Duran, L., **Tran, N. A.**, Schneider, S. (2011). *The Effects of Mathematics Instruction Using Spatial Temporal Cognition on Teacher Beliefs and Expectations About Their Practice*. Paper presented at the American Education Research Association. New Orleans, Louisiana.

19. Rutherford, T., Graham, J. D., Kibrick, M., Burchinal, M., Lee, D. S., J. J. Long, Richland, L. E., Conley, A. M., Osborne, K., Schneider, S. H., Duran, L., **Tran, N. A.**, Coulson, A., Antenore, F., Daniels, A., Martinez, M. E. (2011). *Change in Standardized Test Scores in Response to an Individualized Math Intervention*. Paper presented at the American Education Research Association. New Orleans, Louisiana.
20. **Tran, N. A.** & Tran, H. T. (2010). *The Relationship Between Students' Out-of-School Time and Achievement in Science*. Paper presented at the Annual Conference of the University Council Educational Administration. New Orleans, Louisiana.
21. **Tran, N. A.** (2010). *Examining the Relationship Between Students' Connections to Out-of-School Experiences and Learning Outcomes*. Paper presented at the Conference of the National Science Teachers Association. Kansas City, Missouri.
22. **Tran, N. A.**, Nathan, A., & Nathan, M. J. (2010). *An Empirical Comparison of Results Between Hand-Matched and Propensity Score Matched Groups in a Quasi-Experiment*. Paper presented at the American Education Research Association. Denver, Colorado.
23. **Tran, N. A.** (2010). *Teacher Candidates' Perceptions of Ethical Standards*. Paper presented at the American Education Research Association. Denver, Colorado.
24. **Tran, N. A.** (2010). *Examining the Relationship Between Students' Connections to Out-of-School Experiences and Learning Outcomes*. Proceedings of the National Association of Research in Science Teaching (NARST), Philadelphia, PA.
25. **Tran, N.**, Reed, L., Thomas, C. (2008). *Using Hip-Hop to Move toward Social Justice Leadership*. Paper presented at the 2008 Annual Conference of the University Council Educational Administration. Orlando, Florida.
26. **Tran, N.** (2008). *The Connection Between Students' Out-of-School Experiences and Achievement in Science*. Harvard Graduate School of Education 2008 Student Research Conference. Cambridge, Massachusetts.
27. Symposium: *Voice, Positionality and Background in Qualitative Research* (2007). Patricia F First, University of Arizona, **Natalie Tran**, University of Wisconsin-Madison, Dianne Hoff, University of Maine, Shaheen Shariff, McGill University, Patricia A Ehrensall, AIMS (NY). Paper presented at the 2007 annual conference of the University Council for Educational Administration. Alexandria, Virginia.
28. **Tran, N.** & Fischer, J. (2007). *Instructional Practices in Charter Schools: A Lesson Outside the Classroom*. Paper presented at the 2007 Annual Conference of the American Education Research Association. Chicago, Illinois.
29. Clifford, M., Millar, S., Hora, M., & **Tran, N.** (2006) *Magic or Mirror? Questions About Partnership as a Construct Arising from Micro-level Case Analysis*. Paper presented at the 2006 Math and Science Partnership Summit. Minneapolis/St. Paul, Minnesota.

Invited Presentations:

30. **Tran, N. A.** (2012). *Research Design and Data Collection*. Presentation for the Vietnam Institute of Educational Sciences. Hanoi, Vietnam.
31. **Tran, N. A.** (2012). *Logic and Critical Thinking*. Training Program at International Education Institute Vietnam National University - Ho Chi Minh City. Ho Chi Minh City, Vietnam.
32. **Tran, N. A.** (2012). *Using Research to Inform Educational Policies and Practices. Presentation for the California State University China Cultural Tour*. Shanghai Normal University, Nanjing Normal University, and Beijing Normal University. China.
33. **Tran, N. A.** (2012). *Mindfulness in the Classroom*. Presentation for Leadership Conference at Shandin Hills Middle School. San Bernardino, California.
34. **Tran, N. A.**, Trevino, S., & Galvez, R. (2012). *Examining the Effects of School-Based Mentoring Program on Social Network Development Among Youth Overtime*. Presentation for C-REAL Round Table Hot Topic Discussion. Fullerton, California.
35. Bonsangue, M., Ellis, M., Yopp-Edwards, R., **Tran, N.**, & Matsuda, M. (2011). *Establishing and Nurturing Partnerships Between Institutions of Higher Education and the School Districts They Serve*. Presentation for the Quality Education for Minorities (QEM) Network for the Robert Noyce Teacher Scholarship Program Workshop. Albuquerque, New Mexico.

Professional Membership:

American Educational Research Association (November 2007-Present)
Division C, Learning and Instructions
Division H, Research, Evaluation, and Assessment in Schools
Science Teaching and Learning SIG
Out-of-School Time SIG

National Association of Research in Science Teaching (NARST) (February 2010- Present)

Service:***Professional******Editorial Board***

1. Journal of School Leadership, Associate Editor, September 2013 – present
2. International Journal of Urban Educational Leadership, June 2012 – present
3. Journal of Transformative Leadership and Policy Studies, January 2012 – present

Journal Reviewer

3. Science Education, 2011- present
4. Journal of Pre-College Engineering Education Research (J-PEER), 2011- present
5. Computers in Human Behavior, December 2011- present
6. Journal of Math Education, 2010-present

Conference Proposal Reviewer

7. American Educational Research Association: Division C Executive Review Board for Section 1e (Engineering and Computer Science) (Spring 2012 – present)
8. American Educational Research Association, July 2009 – present
9. National Association of Research in Science Teaching, July 2009 – present
10. University Council for Educational Administration, August 2006 – present

Grant Proposal Reviewer

11. National Science Foundation – Robert Noyce Teacher Scholarship Program (April 2012 – present)

*University*Service to California State University, Fullerton, 2010 – present

- x. University Strategic Planning Steering Committee, Co-Chair, 2013
12. Mentoring Graduate Student, 2012 – present
Sangeetha Carmona
13. Involving Graduate Students in Research (Research Assistants), 2010 – present
Sara Trevino
Gina Armendariz
Catalina Olvera
Sangeetha Carmona
Jessica Hernandez
Farzin Espahani
14. Involving Undergraduate Students in Research (Research Assistants), 2010 – present
Reina Galvez
Maija Urrelo
15. Advisory Board for IT-Catalyst ADVANCE program funded the National Science Foundation 2012 – present
16. Instructor for course, *Using Meditation to Enhance Your Personal and Professional Effectiveness*, sponsored by the University Business Institute, September 2012
17. China Seminar Delegation, June 2012

18. Founder of Meditation Group on Campus, 2011 – present
19. Catalyst Center for the Advancement of Research in Teaching and Learning Math and Science Member, 2010 – present
20. Participate in Credential Ceremony and Commencement, 2011 – present
21. Contributor to the Community Engagement Awards Reception at CSU Fullerton, 2011
22. Asian American Studies (ASAM) Program Council Member, 2010 – present
23. RACE Research and Writing Group Member, 2010 – present
24. Secondary Cooperative Teacher Education Program (SECTEP) Committee Member, 2009

Service to the College of Education

- x. College Personnel Committee, 2013-2014
- x. Presenter at the College of Education Retreat, 2013
25. Qualtrics Administrator, 2012 – present
26. Dissertation Committee Member (Doctorate), 2011 – present
 - Debra Silverman* (Second Chair)
 - Alicia Baillie* (Second Chair)
 - Kareem Savoy* (Chair)
 - Sangeetha Carmona* (Chair)
 - Manuel San Miguel* (Chair)
 - Doug Domene* (Second Chair)
 - Michelle Le Patner* (Second Chair)
 - Craig Bertsch* (Second Chair)
 - Resma Kittrell* (Second Chair)
 - Trena Salcedo* (Second Chair)
 - Julie Hatchel* (Second Chair)
 - Jennifer Williams* (Second Chair)

27. Presenter at the Center for Research on Educational Access and Leadership (C-REAL) Research Colloquium Series, February 2013
28. Presenter for the Professional Development Session on SPSS for Educational Access and Leadership (C-REAL) staff, July 2012
29. Instructor for the Vietnam Higher Education Research Institute sponsored by the Center for Research on Educational Access and Leadership (C-REAL), April 2012
30. Presentation at the Center for Research on Educational Access and Leadership (C-REAL): Roundtable Hot Topic Discussion Series, February 2012
31. College of Education Task Force on Technology, 2011
32. College of Education Technology Committee, 2010 – present
33. Presentation at Council of Chairs Meeting, 2010
34. Presenter at CSET Preparation Workshop, 2010

Service to the Department

35. Interview Applicants for the Ed.D. Program
36. Faculty Search Committee
37. Ed.D. Doctoral Tools and Writign Camp, 2013
38. Orientation Meeting for Ed.D. Students, 2013
39. Orientation Meeting for Ed.D. Students, 2012
40. Orientation Meeting for Master's Students, 2012
41. Interview Applicants for the Master's Program, 2011 – present
42. Evaluation of Comprehensive Examinations, 2011 – present
43. Assess the Teaching Performance Assessments, 2010
44. Classroom Observation of Colleague, 2010
45. Provide Letters of Recommendation for Students, 2010 – present
46. Secondary Education Graduate Committee, 2010 – present

47. Secondary Cooperative Teacher Education Program (SECTEP) Committee Member, 2010

Service to the School of Education (California State University, Bakersfield)

Curriculum Development (2009 – 2010)

Revised and developed the following courses for Teacher Education Department:
Foundations of American Education (online)
Educational Psychology
Classroom Assessment

Committee on Academic Requirements and Standards (2009-2011)

Accepted the nomination to serve on the Committee on Academic Requirements and Standards (CARS) for the 2009-2011 academic years.

Teaching Performance Assessment (October 2008 – Present)

Evaluate and provide feedback regarding the design and implementation of Teaching Performance Assessment (TPA) for the Department of Teacher Education.

Service to University of Wisconsin, Madison

Educational Leadership and Policy Analysis Advisory Committee (September 2007 – May 2008)

Member of the Advisory Committee Representatives make up of students faculty, and staff have worked together through this committee to build partnerships, initiate new programs, and refocus program directions as new challenges have confronted the community.

Member of the Association of Asian American Graduate Students (September 2006 – August 2008)

Student representative for the Education Building renovation project (February 2007 – May 2008)

Service to the Community

Speaker at the Leadership Conference at Shandin Hills Middle School (San Bernardino, California), May 2012.

Facilitator of Partnership between University and Community, 2010 – 2011

Los Amigos Education Committee, 2010 – 2011

Speaker at Parent Workshops at La Quinta High School, 2010 – 2011

Served on board of directors of Nuestro Mundo Inc. (September 2006 – August 2007)

A non-profit community organization promoting dual language schools (Spanish and English) and multi-cultural education for students and parents.

- Member of the Program Development Committee: research on curriculum and expansion of middle school
- Conduct research on parental and community involvement

Research Interests:

Out-of-school experiences that affect student learning in the classroom
Science, technology, engineering, mathematics (STEM) education
Urban issues related to teaching and learning
Student transfer of learning across contexts
Teacher practices addressing educational inequality (class, race, gender, ability)
Instructional leadership

Methodological interests include:

Hierarchical linear modeling
Experimental design
Quasi-experimental design
Survey study

CURRICULUM VITAE
Grace Cho, Ph.D.

Contact Information:

College of Education
California State University, Fullerton
[REDACTED]
Fullerton, CA 92831

Phone: [REDACTED] Office
Fax: [REDACTED]
Email: [REDACTED]

EDUCATION:

- 1998 **Ph.D., Education:** Language, Literacy & Learning, University of Southern California
Doctoral Dissertation: *Consequences of Heritage Language Loss and maintenance and Factors that affect Heritage Language Development: Voices from Second Generation Korean American Adults.* (**Advisor:** Dr. Stephen Krashen)
- 1995 **M.S., Curriculum Development and Instruction,** University of Southern California
- 1989 **B.S., Liberal Studies,** University of Southern California

Teaching Experiences:

Professor/Chair, Department of Secondary Education, California State University, Fullerton (2012-present)

Asian Bilingual Authorization Program Coordinator, CSUF (2012-Present)
World Language Subject Area Coordinator, CSUF (2012-2013)

Associate Professor, Department of Secondary Education, California State University, Fullerton (2006 - 2012)

Director of Professional Development District (PDD), Department of Secondary Education, California State University, Fullerton (2007 - 2010)

Coordinator of Cross-cultural Language & Academic Development (CLAD) Program, Department of Secondary Education, California State University, Fullerton (2001-2007)

Assistant Professor, Department of Secondary Education, California State University, Fullerton (2000 – 2006)

COURSES TAUGHT

California State University, Fullerton (2000-present):

EDSC 410: Teaching English Learners

EDSC 440C: Teaching Content Area Courses to Language Minority Students

EDSC 440D: Teaching Strategies for Developing Academic Competence Across the Curriculum

EDSC 440S: General Pedagogy in Secondary School Teaching
EDSC 440F: Supervised Fieldwork Coordination in Secondary Schools
EDSC 540: Advanced Study of Teaching English Learners

SCHOLARLY and CREATIVE ACTIVITY

- Cho, G.** (In press). Perspectives vs. Reality of Heritage Language Development: Second-Generation Korean-American High School Students. *Multicultural education*.
- Jung, W., **Cho, G.**, & DeCastro-Ambrosetti, D. (2011). Preservice teachers' readiness toward teaching students with special needs: Improvement of teacher education program. *Electronic Journal for Inclusive Education*. Retrieved from <http://www.cehs.wright.edu/resources/publications/ejie/WinterSpring2011/>
- DeCastro-Ambrosetti, D., & **Cho, G.**, (2011, Winter). A Look at 'Lookism': A critical analysis of teachers' expectations based on student appearance. *Multicultural Education*, 18 (2), 51-54.
- Cho, G.**, DeCastro-Ambrosetti, D., & Slate, J. R. (2010). Words that wound: Reports of disrespect from the classroom. *International Journal of University Teaching and Faculty Development (IJUT&FD)*, 1 (2), 59-70.
- DeCastro-Ambrosetti, D., **Cho, G.**, & State J. (2009). A grassroots approach: Voicing the students' perspective to create a positive school climate. *International Journal of Education Leadership Preparation*, 4 (4), 1-12.
- Cho, G.** (2008). Bridging the cultural divide: Korean Americans visit their heritage homeland. *International Journal of Foreign Language Teaching*, 4-11. Retrieved from <http://www.tprstories.com/ijflt/index-summer09.htm#2008>
- Cho, G.** & Krashen, S. (2008). Personal theories of language acquisition among heritage language speakers. *International Journal of Foreign Language Teaching*, 12-16. Retrieved from <http://www.tprstories.com/ijflt/index-summer09.htm#2008>
- Cho, G.** & DeCastro-Ambrosetti, D. (2006). Is ignorance bliss?: Pre-service teachers' attitudes toward multicultural education. *High School Journal*, 89 (2), 24-29.
- DeCastro-Ambrosetti, D. & **Cho, G.** (2005). Do parents value education?: Teachers' perceptions of minority parents. *Multicultural Education* 13(2), 44-46.
- Cho, G.**, Choi, H., & Krashen, S. (2005). Hooked on comic book reading: How comic books made an impossible situation less difficult. *Knowledge Quest*, 33 (4): 35-38.
- DeCastro-Ambrosetti, D. & **Cho, G.** (2005). Synergism in learning: A critical reflection of authentic assessment. *High School Journal* 89 (1), 57-62.
- Cho, G.** (2004). Effects of heritage language competence on family relationships among children of immigrants in the United States. *International Journal of Foreign Language Teaching*, 1, 30-38.
- Cho, G.**, Shin, F. & Krashen, S. (2004). What do we know about heritage languages? What do we need to know about them? *Multicultural Education*, 11 (4), 23-26.
- Cho, G.** & DeCastro-Ambrosetti, D. (2003). Why Don't they learn English? Separating fact from fallacy in the U.S. language debate. [Book Review]. *Journal of Latinos and Education*, 2(4), 251-253.

Sharon Verner Chappell

EDUCATION

Degrees

PhD, Arizona State University, Tempe, AZ, 2009

Curriculum and Instruction (emphasis arts education, multicultural language and literacy, curriculum studies)

Master of Arts, 2002

Art Education, School of the Art Institute of Chicago

Bachelor of Arts, 1995

English and Women's Studies, University of California Berkeley

Credentials

Elementary Education (K-8), University of California, San Diego, 1997

CLAD (Cross-cultural, Language and Academic Development) Certification, 1997

Supplementary Authorizations in English as a Second Language (ESL) and Language Arts, 1997

Advanced Language Certificate, Spanish, 1996

Current Position

2009-present *Assistant Professor, Elementary and Bilingual Education*
California State University, Fullerton

EDEL 325	Cultural Pluralism in Elementary Schools
EDEL 434	Methods and Inquiry Teaching English Learners
EDEL 438	Supervision Fieldwork Elementary Teacher Education
EDEL 450	Visual and Performing Arts Methods
EDEL 529	Learning Theories for the Elementary Classroom
EDEL 530	Graduate Seminar: Second Languages
EDEL 534	Graduate Seminar: Social Studies
EDEL 538	Graduate Seminar: Early Childhood
EDEL 541	Culture and Education of Latino Students
EDEL 542	Current Issues in Bilingual Bicultural Education
EDEL 552	School, Community and Professional Partnerships
EDEL 594	Masters Research Seminar
UNIV 100	Freshman First Year Seminar

SCHOLARLY AND CREATIVE ACTIVITY

*Chappell, S. (Approved for 2015-2016). Guest editor. Special Issue: Arts education policy and dual language learners. *Arts Education Policy Review*.

- *Chappell, D. & Chappell, S. (Fall 2014). Stories of resistant play: Narrative construction as a counter-colonial methodology. *Narrative Works: Issues, Investigations and Interventions*, 4.2.
- Chappell, S. (2014). Multiculturalism in the preschool classroom. *Teaching Tolerance*. Retrieved at <http://www.tolerance.org/blog/multiculturalism-preschool-classroom>
- *Nunez, S. & Chappell, S. (2013). Multilingualism and multiculturalism in preschool: Why we teach. *Community Works Journal*. Retrieved at http://communityworksinstitute.org/cwjonline/articles/aarticles-text/chappell_csuf_multilingual.html
- *Chappell, S. (2013). Border inspections in a university art exhibition: Art works, visitor responses and the poetic inquiry of a curator/teacher educator. *UNESCO Observatory Multi-Disciplinary Research in the Arts: Special Issue on A/r/tography and the Arts*, 3(2). Retrieved at http://web.education.unimelb.edu.au/UNESCO/ejournal/ejournal_vol3iss2.html
- *Chappell, S. & Cahnmann-Taylor, M. (2013). No child left with crayons: Arts-based education for language minority and other minoritized students. *Review of Research in Education*, 37.
- *Chappell, S. (2011). Utilizing an aesthetics of destabilization to read the public pedagogy in young people's community-based social justice artworks. *Journal of Curriculum Theorizing*, 27(3).
- *Chappell, S. & Chappell, D. (2011). A museum in a book: Teaching culture through decolonizing, arts-based methodologies. *International Journal of Education and the Arts*, Volume 11 Lived Aesthetic Inquiry 1. Access at <http://www.ijea.org/v12lai1/>
- *Chappell, D., Chappell, S., & Margolis, E. (2011). School as ceremony and ritual: Photography illuminates moments of culture building. *Qualitative Inquiry*, 17(1).
- *Chappell, S. (2009). A rough handshake or an illness: Teaching and learning on the border as felt through art-making. *Journal of Curriculum and Pedagogy*, 1.
- *Chappell, S. (2008). Young people's art works (re)define the ideals of US America. *Youth Theatre Journal*, 22
- *Chappell, S. (2007). Performing utopias in young people's art works: Visions of the future, critiques of the present. *MICA Research and Convening Project*. Maryland Institute College of Art. <http://www.mica.edu/communityartsconvening/article.cfm?entry=306>
- *Chappell, S. & Faltis, C. (2007). Spanglish, bilingualism, culture and identity in Latino children's literature. *Children's Literature in Education*, 38(4).

Andrea M. Guillaume, Ph.D.

Professor, Department of Elementary and Bilingual Education
California State University, Fullerton

Education and Professional Preparation

- 1991 Doctor of Philosophy, Curriculum and Instruction
University of California, Riverside
Dissertation: Teachers' Pedagogy and Their Conceptions of Classroom Complexity
- 1986 Masters of Arts, Curriculum and Instruction
University of California, Riverside
- 1984 Clear Multiple Subject Teaching Credential
California, Ryan Credential
- 1983 Certificate in Applied Linguistics, Teaching English as a Second Language
San Diego State University
- 1983 Bachelors of Arts, Liberal Studies, Mathematics and Science Emphasis
San Diego State University
Summa cum Laude, Distinction in the Major

Selected Professional Experiences

- 1991- Assistant, Associate and then Full Professor
Present Department of Elementary and Bilingual Education
California State University, Fullerton
- 2010- Faculty Coordinator, SchoolsFirst Center for Creativity and Critical Thinking
Present California State University, Fullerton
- 2010- Faculty Coordinator for Effective and Innovative Teaching
Present Faculty Development Center, CSUF
- 1995- Program Associate, North Orange County Beginning Teacher
Present Support and Assessment Program
- 1986- University Supervisor of Teacher Education
1991 University of California, Riverside
- 1984- Classroom Teacher, Acacia Middle School
1986 Hemet California

Publications: Textbooks

- Guillaume, A. M. (in press). K-12 Classroom Teaching: A Primer for New Professionals. 5th edition. (earlier editions in 2008, 2004, 2000). Boston, MA: Pearson.
- Guillaume, A. M., Yopp, R. H., and Yopp, H. K. (2007). *Active Teaching: 50 Strategies for Engaging Learners in the K-12 Classroom*. Columbus, OH: Merrill Prentice Hall.
- Spencer, B. H. & Guillaume, A.M. (2009). *35 Strategies for Content Area Vocabulary*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Williams, L.R, Guillaume, A.M., and Ponder, J. M. (2013). *CalTPA Preparation Guide*. Boston, MA: Pearson.

Selected Chapters and Refereed Articles

- Gautreau, C, Kirtman, L., and Guillaume A. M. (2011). Promoting mathematical competence and confidence in Latina pre-service teachers: Examining home and school experiences. *Multicultural Education*, 18(2), 43-49.
- Guillaume, A. M. (2014). Beyond compliance and control: Creating caring classrooms. Alfie Kohn’s alternative to discipline and management. In *The Handbook of Educational Theories*. Charlotte, NC: Information Age Publishing.
- Spencer, B., and Guillaume, A. M. (2009). Integrating curriculum through the learning cycle: Content-based reading and vocabulary instruction. *The Reading Teacher*, 60, 206-219.
- Guillaume, A. M. (1998). Learning with text in the primary grades. *The Reading Teacher*, 51, 476-488.

Presentations

- More than 60 refereed conference presentations in the areas of content area literacy and learning and in pedagogy
- More than 100 presentations to university faculty, pre-service, and in service teachers
- Ongoing work and more than 30 presentations with visiting teacher scholars from China, Japan, Korea, and Viet Nam. Topics include U.S. teacher preparation, schooling, student-centered learning, active teaching, and faculty development.

Selected Recognitions for Teaching

- | | |
|------|---|
| 2011 | Carol Barnes Award for Excellence in Teaching Award
California State University Fullerton |
| 2011 | Outstanding Faculty Recognition for Teacher Scholars
Office of the Vice Present for Academic Affairs, CSUF |
| 2010 | Honored Educator, Honored by CSUF Credential Candidates
College of Education, Honor an Educator Event |
| 2005 | Innovative and Engaging Educator of the Year
CSUF Freshman Programs |

JAMES A. HUSSAR

Associate Professor, Modern Languages and Literatures
California State University, Fullerton

EDUCATION

University of Notre Dame, Notre Dame, IN

Ph.D., Literature, 2008

Field Exams: Spanish, Spanish American, and Luso-Brazilian Literature (passed with distinction)

Dissertation: *Cycling Through the Pampas: Fictionalized Accounts of Jewish Agricultural Colonization in Argentina and Brazil*

Director: María Rosa Olivera-Williams

Millersville University, Millersville, PA

M.A., Spanish, 2001

K-12 Instructional Certification, Spanish, 1996

University of Pittsburgh, Pittsburgh, PA

B.A., Spanish, 1995, summa cum laude

Certificate in Latin American Studies, 1994

RECENT TEACHING EXPERIENCE

California State University, Fullerton, Fullerton, CA, 2008-present

Associate Professor of Spanish and Portuguese (awarded early tenure and promotion, 2012)

Spanish Courses:

SPAN 202: Spanish for Spanish Speakers

SPAN 204: Intermediate Spanish-B

SPAN 301: Advanced Grammar and Composition

SPAN 316: Spanish American Civilization and Culture

SPAN 375: Introduction to Literary Forms

SPAN 400: Advanced Composition

SPAN 440: Spanish American Literature to Modernism

SPAN 441: Spanish American Literature Since Modernism

SPAN 485T: The Spanish American Boom Novel

SPAN 576T: Graduate Seminar-Modern Spanish American Novel

Portuguese Courses:

PORT 101: Fundamental Portuguese-A

PORT 102: Fundamental Portuguese-B

PORT 310: Portuguese in the Business World

PORT 317: Advanced Conversation and Composition
 PORT 320: Introduction to Luso-Brazilian Culture & Civilization
 PORT 325: Contemporary Brazilian Civilization
 PORT 499: Independent Study-Brazilian Short Story

Secondary Education Courses:

EDSC 442F: Teaching Foreign Languages in the Secondary School
 EDSC 449S: Seminar in Secondary Teaching

RECENT PUBLICATIONS

“Lives Flashing Before Our Eyes: Narrative Speed in Orson Welles’s *Citizen Kane* and Carlos Fuentes’s *La muerte de Artemio Cruz*.” *The Reptant Eagle: Essays on Carlos Fuentes and the Art of the Novel*. Ed. Roberto Cantú. Cambridge Scholars Publishing (forthcoming).

“A Lie for a Lie: MPLA Media Control in Ondjaki’s Luandan Novels.” *ellipsis* 11 (2013): 247-66.

“Biblical Allegory and Antisalazarism in Miguel Torga’s *Contos da Montanha* and *Novos Contos da Montanha*.” *Hispanic Journal* 33.2 (Fall 2012): 75-88.

“La breve agonía de Artemio Cruz: a propósito del tiempo narrativo en *La muerte de Artemio Cruz* de Carlos Fuentes.” *Confluencia* 27.2 (Spring 2012): 75-85.

“*Los gauchos judíos* de Alberto Gerchunoff en su centenario.” *Hispanófila* 163 (September 2011): 39-52.

“I Left My Heart (and Soul) in Carlos Casares: Religious Identity in Rebeca Mactas’s *Los judíos de Las Acacias*.” *Yiddish/Modern Jewish Studies* 17.1-2 (2011): 129-38.

RECENT CONFERENCES

“Two-Faced Centaurs and Scapegoated Women: Hypocrisy, Misogyny, and Farming in Moacyr Scliar’s *O Centauro no Jardim*.” Presented at the XVI International Research Conference of the Latin American Jewish Studies Association (LAJSA), University of Texas at Austin, June 10, 2013.

“A Lie for a Lie: The Unreliable Narrator and MPLA Media Control in Ondjaki’s Novels.” Presented at the American Portuguese Studies Association 8th International Conference, University of Iowa, October 5, 2012.

“La breve agonía de Artemio Cruz: a propósito del tiempo narrativo en *La muerte de Artemio Cruz* de Carlos Fuentes.” Presented at the 2012 Conference on Carlos Fuentes: Ancient Mexico, Modernity, and the Literary Avant-Garde, California State University, Los Angeles, March 4, 2012.

CURRICULUM VITA

ELIZA S. NOH

Fullerton, CA 92834-6868

EDUCATION & APPOINTMENTS

2003-
present **California State University, Fullerton**
Asian American Studies Program
Coordinator 2010-11, 2013-present
Associate Professor, 2010

Ph.D. **University of California, Berkeley**
Department of Ethnic Studies
Cultural Studies Concentration
2002
M.A. 1996

B.A. **Columbia College, Columbia University**
Women's Studies Program, Sociology Concentration
Magna Cum Laude 1993

HONORS & 2013-14

AWARDS Research and

CSUF Asian American Studies Program High-Impact Practices Project,
2013-14
CSUF Humanities and Social Sciences Support for Faculty Summer
Writing 2011, 2009, 2008, 2007, 2014
CSUF Faculty Research Grant 2011
Orange County Asian Pacific Islander Alliance Kokua Award 2010
Certificate of Congressional Recognition, Representative Ed Royce,
Outstanding Service to the Asian Pacific Islander Community of
Orange County 2010
California Legislature Assembly Certificate of Recognition, State
Assemblyman Jose Solorio, Outstanding Service to the Asian Pacific
Islander Community of Orange County 2010
CSUF Intramural Research Grant 2010
CSUF University-wide E-Learning Consortium Grant 2009
CSUF Faculty Development Center, Untenured Faculty Support Grant
2009, 2007
CSUF Humanities and Social Sciences Support for Probationary Faculty
Research
And Publication 2007-08, 2006-07
CSUF State Special Fund for Research, Scholarship, and Creative Activity,
Mini-grant Award 2006-07

Institute of American Cultures/Asian American Studies Center Postdoctoral
Fellowship, University of California, Los Angeles 2002-3

DISSERTATION

“Suicide Among Asian American Women: Influences of Racism and Sexism on Suicide Subjectification”

Research fields: Asian American Studies, Ethnic Studies, Cultural Studies, Colonial and Postcolonial Studies, Transnationalism, Race, Gender, Asian American Psychology

SELECTED PUBLICATIONS

- 2010 “Asian American Female Suicide and Foklore.” *Encyclopedia of Asian American Folklore and Folklife*. Eds. Jonathan H. X. Lee and Kathleen M. Nadeau. Santa Barbara, CA: ABC-CLIO/Greenwood.
- 2009 “Suicide and Asian Americans.” *The Greenwood Encyclopedia of Asian American Issues Today*. Eds. Edith Chen and Grace Yoo. Westport, CT: Greenwood Publishing Group.
- 2009 2nd author with Jim R. Westphal, NH Trinh and I Ahmed. “Suicide and Suicide Prevention in Asian Americans.” *Praeger Handbook of Asian American Health: Taking Notice and Taking Action*. Eds. William B. Bateman, Noilyn F. Abesamis-Mendoza, and Henrietta Ho-Asjoe. Santa Barbara, CA: Praeger.
- 2007 “A Letter to My Sister.” *Contemporary Asian America: A Multidisciplinary Reader*. 2nd edition. Eds. Min Zhou and James V. Gatewood. New York: New York University Press.
- 2007 “Asian American Women and Suicide: Problems of Responsibility and Healing,” *Women and Therapy* 30.3/4: 87-107.
- 2003 “Problematics of Transnational Feminism for Asian American Women,” *CR: The New Centennial Review* 3.3 (Winter): 131-49.
- 1997 "'Amazing Grace, Come Sit on My Face': Or, Christian Ecumenical Representations of the Asian Sex Tour Industry." *positions: East Asia Cultures Critique* 5.2: 427-53.

SELECTED PRESENTATIONS

“‘Casualties’ of the Model Minority Myth: The Role of Racial Ideology in Asian American Female Suicidality.” Panelist. *Association for Asian American Studies Conference, San Francisco. April 19, 2014.*

“The Meanings of Madness: Exploring the Religious and Psychic Life of Asian America.” Roundtable. *Association for Asian American Studies Conference, San Francisco. April 17, 2014.*

Loretta C. Donovan, Ph.D.
Cal State Fullerton

Education

Ph.D., University of Nevada, Las Vegas,
2005
Curriculum and Instruction

Graduate Diploma of Education, 1989
Secondary Science and English
Monash University, Australia

Master of Education, 1999
Curriculum and Instruction
University of Nevada, Las Vegas

Bachelor of Arts, 1987
Botany and English Literature
Monash University, Australia

Credentials

Elementary Teacher (K-8)
TESL specialization
Nevada
1998-2006

Secondary and Technical Teacher
Victoria, Australia
1990-

Technology Teaching (CSUF Dept. of Elementary and Bilingual Education)

- Co-facilitator – Online Educational Technology Masters Degree (recruitment, advisement, mentoring, scheduling, faculty relations)
- Instructor of record:
 - Technology and Problem-solving in Schools
 - Distance Education Issues and Trends
 - Web Design for Instruction in Schools
 - Instructional Design
 - Technology Professional Development in Schools
 - Level Two Technology for Teachers

Recent Technology related service

Technology integration

- College of Education, Technology Mentor, 2014-
 - work with individual faculty to enhance technology integration in courses
- Turtle Rock ES, Irvine, California. Technology Professional Development. *October 2011, November 2011, November 2012, February, 2013*
 - Web 2.0, Technology standards and planning
- Orange County Department of Education, CTAP (California Technology Assistance Project) Grant Reviewer 2011-present
 - Review applications for funding technology integration in schools
- Orange County Department of Education, Student Technology Showcase Reviewer 2011-present
- Visit school sites to evaluate technology integration projects for regional conference student showcases

- Haiku Learning Management Systems, Consultant and presenter (innovation adoption) at annual meeting *December 2012*
- Fullerton School District, California. Contributor and co-writer of District Technology Plan 2007, 2010

Technology leadership

- La Habra City School District, Technology consultant/school technology plans, *monthly 2012 - present*
- College of Education, Technology Committee chair, 2011 – present
- College of Education, United Streaming Liaison 2006 –present
- Orange County Department of Education, CTAP grant revision writer, *February 2012*
- University Technology Committee, 2010- 2014 (planning of initiatives, monthly meetings)
- College of Education, Dean’s Strategic Task Force Plan Chair, 2011-present
- Fullerton School District, California. Independent evaluator for Laptops for Learning program, 2006, 2007, 2011

Scholarly Publications since 2010

- Donovan, L. & Green, T. (2014). Making Change: Creating 21st Century Teaching and Learning Environments. Shell Education: Irvine
- Donovan, L., Green, T., & Mason, C. (2014). Examining the 21st Century classroom: Developing an Innovation Configuration Map. *Journal of Educational Computing Research, 50(2)*
- Cabiness, C. & Donovan, L. (2014). Wikis in the Social Studies. In Russell, W. (Ed.) *Digital Social Studies*
- Quintana, B. & Donovan, L. (2013). Storytime using iPods: Reaching all learners using technology. *Tech Trends*.
- Cabiness, C. & Donovan, L. (2013). Integrating wikis in the support and practice of historical analysis skills. *Tech Trends*
- Green, T., Ponder, J., & Donovan, L. (2013). Educational Technology in Social Studies Education. In Merrill, M.D. (Ed.) *Handbook of Research on Educational Communications and Technology*
- Donovan, L., Hartley, K., & Strudler, N. (2011). Teacher concerns during initial implementation of a one-to-one laptop initiative at the middle school level. In Schrum, L (Ed.) *Considerations on Educational Technology: The Best of JRTE*. ISTE
- Donovan, L., Green, T., & Hansen, L. (2011). One to one laptop teacher education: Does involvement impact candidate technology skills and dispositions? *Journal of Research on Technology in Education, 44(1)*, 121-139.
- Donovan, L., Green, T., & Hartley, K. (2010). An examination of one-to-one computing in the middle school: Does increased access bring about increased student engagement? *Journal of Educational Computing Research, 42(4)*, 423-441.
- Green, T., Donovan, L.C., & Bass, K. (2010). Moving from the classroom to a school-wide one-to-one laptop program: A Professional Learning Community Approach. *Learning and Leading with Technology, 38(1)*, 2-4.
- Donovan, L., & Green, T. (2010). One-to-one computing in teacher education: Faculty concerns and implications for teacher educators. *Journal of Digital Learning in Teacher Education (formerly JCTE), 26(4)*, 101-109.

Tim Green, Ph.D.
California State University, Fullerton
Department of Elementary and Bilingual Education
Educational Technology

Education

Indiana University, Bloomington
Instructional Systems Technology &
Curriculum and Instruction
M.S. 1997
Ph.D. 2000

Andrews University, Michigan
Social Studies and Business
Teaching Credential
BA, 1991

Technology Teaching (CSUF Department of Elementary and Bilingual Education)

- Co-facilitator – Online Educational Technology Masters Degree (recruitment, advisement, mentoring, scheduling, faculty relations)
- Instructor of record:
 - Technology and Problem-solving in Schools
 - Distance Education Issues and Trends
 - Web Design for Instruction in Schools
 - Multimedia Design and Development & Instructional Design in Educational Software Development
 - Technology Professional Development in Schools
 - Level Two Technology for Teachers

Recent Technology related service

Technology integration

- College of Education, Technology Mentor, 2014-
 - work with individual faculty to enhance technology integration in courses
- Turtle Rock ES, Irvine, California. Technology Professional Development. *October 2011, November 2011, November 2012, February, 2013*
 - Web 2.0, Technology standards and planning
- Orange County Department of Education, CTAP (California Technology Assistance Project) Grant Reviewer 2011-present
 - Review applications for funding technology integration in schools
- Haiku Learning Management Systems, Consultant and presenter (innovation adoption) at annual meeting *December 2012*
- Fullerton School District, California. Contributor and co-writer of District Technology Plan 2007, 2010

Technology leadership

- La Habra City School District, Technology consultant/school technology plans, *monthly 2012 - present*
- University Information Technology Committee, 2002-2005
- Fullerton School District, California. Independent evaluator for Laptops for Learning program, 2007, 2011

Scholarly Publications since 2010

- Donovan, L. & Green, T. (2014). Making Change: Creating 21st Century Teaching and Learning Environments. Huntington Beach, CA: Shell Education.
- Donovan, L., Green, T., & Mason, C. (2014). Examining the 21st Century classroom: Developing an Innovation Configuration Map. *Journal of Educational Computing Research*, 50(2)
- Green, J. & Green, T. (2014). Techspotting: Curating the Web. *TechTrends: Linking Research & Practice to Improve Learning*, 58(1), 11-12.
- Brown, A. & Green, T. (2013). Issues and Trends in Instructional Technology: Despite Lean Times, Continued Interest and Opportunity in K-12, Business, and Higher Education. *Educational Media and Technology Yearbook, Volume 37*. New York: Springer.
- Cabiness, C., & Donovan, L., & Green, T. (2013). Integrating wikis in the support and practice of historical analysis skills. *Tech Trends: Linking Research & Practice to Improve Learning*, 57(6), 38-48.
- Union, C. & Green, T. (2013). The use of Web 2.0 technology to help students in high school overcome ethnocentrism during global education projects. *The Georgia Social Studies Journal*, 3(3), 109-124.
- Samaroo, S., Cooper, E., & Green, T. (2013). Pedandragogy: A way forward to self-engaged learning, *New Horizons in Adult Education & Human Resource Development*, 25(3), 76-90.
- Green, T., Ponder, J., & Donovan, L. (2013). Educational Technology in Social Studies Education. In Merrill, M.D. (Ed.) *Handbook of Research on Educational Communications and Technology*
- Robertson, C. & Green, T. (2012). Scanning the potential for using QR codes in the classroom. *TechTrends*, 56(2), 11-12.
- Robinson, L. K., Brown, A., & Green, T. D. (2011). A response to Marc Prensky's review of Security vs. Access. *Educational Technology*, 63.
- Donovan, L., Green, T., & Hansen, L. (2011). One to one laptop teacher education: Does involvement impact candidate technology skills and dispositions? *Journal of Research on Technology in Education*, 44(1), 121-139.
- Engle, G. & Green, T. (2011). Cell phones in the classroom: Are we dialing up disaster? *TechTrends*, 55(2), 39-45.
- Brown, A. & Green, T. (2011). *The essentials of instructional design: Connecting fundamental principles with process and practice, 2nd edition*. Columbus, OH: Merrill Prentice Hall.
- Robinson, L., Brown, A., & Green, T. (2010). *Security vs. access: Balancing safety and productivity in the digital school*. Eugene, Oregon: ISTE Publications.
- Donovan, L., Green, T., & Hartley, K. (2010). An examination of one-to-one computing in the middle school: Does increased access bring about increased student engagement? *Journal of Educational Computing Research*, 42(4), 423-441.
- Brown, A. & Green, T. (2010). Issues and Trends in Instructional Technology: Growth and Maturation of Web-Based Tools in a Challenging Climate; Social Networks Gain Educators' Attention. In Orey, M., McClendon, V.J., & Branch, R.M. (Eds) *Educational Multimedia and Technology Yearbook 2010*, 35. 29-44.

Adrian Jung, Ph.D.
Professor
College of Education
California State University, Fullerton
Fullerton, CA 92834-6868

EDUCATION:

Educational Technology Endorsement., Findlay University, 2004

Ph.D., Oklahoma State University, 2000

Special Education

Doctoral Dissertation: *Behavioral, Emotional, and School Adjustment for Korean, Korean American, and Caucasian American Children.*

M.S., Oklahoma State University, 1997

Special Education

B.S., Oklahoma State University, 1995

Special Education

SCHOLARLY AND CREATIVE ACTIVITY:

Ikezaki, Y., Myck-Wayne, J., & Jung, A. (2014). Perceptions towards special education of Japanese parents of children with special needs in the United States. *The Journal of Special Education Apprenticeship*, 3(1). Retrieved from <http://josea.info/index.php?page=vol3no1>

Han, S.I., & Jung A. (2013). Analysis of Korean university reputation ranking based on Key reputation rank factors of the US best research university. *International Journal of Education and Research*, 1(11), 1-12.

Roderick, E., & Jung, A. (2012). Perceptions of supportive leadership behaviors of school site administrators for secondary special education teachers. *Journal of Special Education Apprenticeship*, 1(2). Retrieved from <http://josea.info/index.php?page=vol1no2>

Jung, A., Stang, Kristin., Ferko, Doreen., & Han, S. (2012). Cultural influences on the ratings of behavioral emotional problems, and school adjustment for Korean and Korean American adolescents. *Korean Journal of Comparative Education*, 22(3), 117-145.

Han, S., Jung, A., Henning, N., & Park, C. (2012). Comparative study of attitudes toward students with special needs for secondary preservice teachers in Korea and the United States. *Korean Journal of Comparative Education*, 22(3). 31-63.

Kim, J., Jung, A., & Kim, Y. (2011). The effects of contextual variables and parental cognition on maternal involvement in Korean children's early education. *International Journal of Human Ecology*, 12(1), 1-14

Jung, W., Stang, K., & Ferko, D. (2011) A commentary on cultural influences impacting the education of Korean American Adolescents, *American Secondary Journal*, 40(1), 31-38.

Jung, W., Cho, G., Ambrosetti, D. (2011). Preservice teachers' readiness toward teaching students with special needs: Improvement of teacher education program. *Electronic Journal for Inclusive Education*, 2(7).

Ferko, D., Jung, W., Kim, S. (2010). Korean Americans' perceptions and Attitudes toward people with disabilities: Determination of inclusion issues. *Journal of International Special Needs Education*, 13, 23-31.

Bowers, E., Fitts, S., Quirk, M., & Jung, W (2010). Effective strategies for developing academic English: Professional development and teacher practices. *Bilingual Research Journal*, 33, 95-110.

Han, S., & Jung, W. (2010). Characteristics of leadership and its practice by high school leaders. *The Journal of Educational Research*, 8(2), 117-139.

Jung, W., & Han, S. (2010). A Comparative study of self esteem among Asian international college students and Caucasian American college students. *Korean Journal of Comparative Education*, 20(5), 23-37.

Jung, W. (2010). IEPs and parents from culturally and linguistically different backgrounds. *Multicultural Education Journal* , 18(3), 21-25.

Jung, W., Cho, G., Ambrosetti, D. Preservice teachers' readiness toward teaching students with special needs: Improvement of teacher education program. *Electronic Journal for Inclusive Education*, 2(7).

Jung, W. (2008). Cultural influences on ratings of behavioral and emotional problems, and school adjustment for Korean, Korean American, and Caucasian American Children: Are there gender differences? *The Journal of Educational Research*, 69 (1), 73-84.

Ferko, D., & Jung, W. (2008). Beliefs about early intervention services for students with disabilities among Taiwanese and Taiwanese Americans. *Journal of International Special Needs Education*, 11, 51-60

Ferko, D., & Jung, W. (2007). A qualitative study of Korean Immigrant parents' participation in the IEP process: Their perceptions and barriers. *The Asia-Pacific Journal of Inclusive Education*, 4, 1-32.

Jung, W.S. (2007). Preservice Teachers' Attitudes toward Inclusion. *Education*, 128(1), 106-113.

Jung, W.S., & Stinnett, T.A. (2005). Comparing judgments of social, behavioral, emotional and School adjustment functioning for Korean, Korean American and Caucasian American Children. *School Psychology International*, 26(3), 317-329.

TRANG T.H. LE

Department of Modern Languages and Literatures

California State University, Fullerton

Phone: [REDACTED] (Work)

[REDACTED] (Cell)

Email: [REDACTED]

Educational background

- 2006: Doctor of Education, Teachers College, Columbia University, USA
- 1997: M. A. in TESOL (Teaching English to Speakers of Other Languages), Deakin University, Australia
- 1993: Graduate Diploma in TESOL, University of Canberra, Australia
- 1974 – 1978: B. A. in English, Hue University, Vietnam

Teaching experience

- Currently: Vietnamese instructor, Department of Modern Languages and Literatures, California State University, Fullerton
- 2008 – 2009: Vietnamese instructor, UC, Davis
- 2008 – 2009: ESL instructor, Cosumnes River College, Los Rios Community College District
- 2008 – 2009: ESL instructor, Modesto Junior College, Yosemite Community College District
- October 2006 – December 2006: EFL instructor, McWong Environmental and Energy Group, Shanghai, China
- 1997: Vietnamese instructor, East West Education Management Services, Australia
- 1996 – 2000: Vietnamese instructor, College of Education, Hue University, Vietnam
- 1995 – 2001: Visiting English lecturer, College of Economics, College of Agriculture and Forestry, College of Arts, College of Science, Ho Chi Minh Teachers College, Nha Trang Teachers College, Danang University; Kon Tum Center for Foreign Languages
- 1978 – 1985: Lecturer, English Department, College of Education, Hue University
- 1985 – 2001: Senior Lecturer, English Department, College of Education, Hue University

Administrative experience

- 2009 – 2012: Vietnamese Coordinator, Department of Modern Languages and Literatures, California State University, Fullerton (in charge of developing the curriculum for a Minor in Vietnamese and an International Business Concentration in Vietnamese)
- 1995 – 2001: Vice Chair, English Department, College of Education, Hue University, Vietnam
- 1996 - 2000: Vice President, Teachers Union, English Department, College of Education, Hue University, Vietnam
- 1993 – 1995: Head, English Language Skills Section, English Department, College of Education, Hue University, Vietnam

Selected Publications

- Le, T. (2012). Một số nhận xét về lỗi viết tiếng Việt của sinh viên Mỹ gốc Việt (Some issues on Vietnamese writing errors made by Vietnamese-American students). www.khoahocnet.wordpress.com.
- Le, T. (2011). Một vài cảm nghĩ về hai tác phẩm của nhạc sĩ Phạm Đình Chương (Some ideas about the two songs by composer Dinh-Chuong Pham). <http://dutule.com>.
- Le, T. (2009). *Teaching communication strategies to Vietnamese learners of English*. Saabrücken: VDM Verlag Dr. Müller & Co.
- Le, T. (2008). Định nghĩa lòng từ bi. *Vietnamese Buddhist Association of Sacramento Magazine*. 30 th Anniversary Issue. (61-64). The Art of Happiness. Defining Compassion, Chapter 7. The Holy Dalai Lama & Cutler, H. (Translation).
- Kleifgen, J. A. & Le, T. H. T. (2007). Vietnamese immigrants' shifting patterns of status display at work. *Journal of Asian Pacific Communication*, 17:2 (259-279).
- Le, T. (2006). Một số suy nghĩ về đêm nhạc thính phòng Tiếng Lòng (Some ideas about the chamber music night Tieng Long). *Làng Magazine*. October Issue.

Selected Presentations

- 2014: “The Vietnamese program in the Department of Modern Languages and Literatures, California State University, Fullerton”, co-presented with Dr. Reyes Fidalgo at Vietnamese Community Event, Garden Grove Community Center
- 2013: “A brief introduction to the Vietnamese language”, presented to high school teachers, Vietnam Summer Institute, Cal State Fullerton
- 2012: “Some remarks on the speaking skills of Vietnamese-American students”, presented to teachers of Vietnamese, Teacher Training Institute, The Association of Vietnamese Language and Culture Schools of Southern California
- 2011: “The importance of learning the Vietnamese language and culture in Southern California”, presented to Vietnamese classes at La Quinta High School.
- 2010: “Why is it important to learn about Vietnamese Studies?”, presented to Cal State Fullerton community

Award

- 1997: Awarded “The Certificate of Recognition” by Hue University for the significant contributions to the academic development of Hue University, Vietnam.

Jinghui “Jack” Liu, Ph.D.
Associate Professor & Coordinator Department of Modern Languages & Literatures
College of Humanities and Social Sciences
California State University, Fullerton

Office: [REDACTED]

University Website:
<http://hss.fullerton.edu/mll/jackli>

Education

Ph.D., Purdue University, Foreign Language Education **M.A.**, Eastern Illinois University, Business Communication **M.Ed.**, Eastern Illinois University, Educational Administration **Certificate**, Purdue University, Krannert School of Management, Management

University Positions

Academic Appointments

2011 ~ present

Associate Professor (Awarded Early Tenure) of Chinese Studies: California State University-Fullerton

2007 ~ 2011

Assistant Professor of Chinese Studies: California State University – Fullerton

2005 ~ 2007

Full-time Lecturer of Chinese Studies: California State University – Fullerton

2006 ~ 2012

Visiting Professor of Strategic Language Initiative (SLI), a CSU joint project at California State University, Long Beach

Administration Position/Experience

2012 ~ 2015

Director, Summer Language Intensive Program with the GO Project Grant/Air Force and Army ROTC California State University – San Bernadine

2005 ~ 2015

Coordinator, Chinese Program, CSU – Fullerton
Supervisor, Chinese Internship
Advisor, International Business with Chinese Concentration

2006 ~ 2012

Coordinator, Strategic Language Initiative (SLI), a CSU joint project at California State University- Long Beach

Honors

Outstanding Faculty Award in Scholarly Creativity. California State University, Fullerton (2010)

Outstanding Faculty Award in External Community Service. California State University, Fullerton (2009)

Outstanding Faculty Award in Collaborative Teaching. California State University, Fullerton (2008) **Outstanding Service-Learning Instructor Award,** California State University, Fullerton (2007)

Scholarly and Creative Activity

2012

11. Liu, Jinghui. (2012). Curriculum Development of International Business with Language Concentration: Results of a Seven-Year Study of an American Business Executive in China. *Journal of Global Business Languages*, 17, 106-121.
10. Liu, Jinghui (2012). Creating Community Service Learning: Using Successful Experiences of College Advanced Heritage Language Learners to help Young Heritage Language Learners of Chinese. *Journal of Chinese Studies*, 1, 9-19.

2011

9. Liu, Jinghui (2011). Placement Test Development for Chinese Heritage Language Learners. *Journal of the National Council of Less Commonly Taught Languages*, 10, 169-192.
8. Liu, Jinghui (2011). Curriculum Design and Teaching Materials Development: Needs Analysis Theory for Chinese Writing. *The Proceedings of the 9th International Conference on Chinese Language Pedagogy*, 41-49. MinZu University Press: Beijing, China,

2010

7. Liu, Jinghui (2010). Chinese Through Film: A Content-Based Instruction for Students at Intermediate and Advanced Levels. *Journal of Teaching Chinese as a Foreign Language*, 2, 146-152. Nanjing University Press.
6. Liu, Jinghui (2010). Assessing Students' Language Proficiency: A New Model of Study Abroad Program in China. *Journal of Studies in International Education*, 14(5), 528-544. Sage Publications.
5. Liu, Jinghui (2010). The View from the Study Abroad Program in China. *Academic Exchange Quarterly*, 14(3), 37-40.
4. Liu, Jinghui (2010). English Writing in Public High Schools in China and America: A Comparison Analysis. *International Journal of Language, Society and Culture*, 30, 54-62.

SETSUE SHIBATA

Department of Modern Languages and Literatures
California State University, Fullerton

E-mail: [REDACTED]

EDUCATION

Ph.D. University of South Carolina, Columbia, SC. (Education)

B.A. Keio University, Tokyo, Japan.

RESEARCH INTEREST

Japanese pedagogical grammar, Japanese language education, and second language acquisition.

ACADEMIC EMPLOYMENT

Spring, 2013 Visiting professor, Graduate School of Humanities, Seijo University, Tokyo

2008-present Professor of Japanese, Dept. of Modern Languages and Literatures, CSUF

2004-2008 Associate professor of Japanese, Dept. of Modern Languages and
Literatures, CSUF

1998-2004 Assistant professor of Japanese, Dept. of Modern Languages and
Literatures, CSUF

PUBLICATIONS (Selected)

Refereed Journal Articles

Shinozuka, Mizusawa & Shibata. (forthcoming). Effectiveness of read-aloud instruction package for low-level English learners of Japanese college students.

Shibata, S. & Yokota, T. (2012). Content-based instruction: Teaching *haiku* and *waka* in Advanced Japanese class. *Journal of CAJLE*.

Shibata, S. & Kataoka, H. (2011). Japanese proficiency of the children of international marriage: A comparative study. *Online Journal of Japanese Heritage Language, Vol. 4*. <http://www.aatj.org/SIG/heritage/ejournal/index.html>

Referred Conference Proceedings:

(2014). Neuro-scientific approach of reading aloud in a foreign language classroom. Proceedings of the Association of Foreign Language Education.

(2010). Nihon bungaku to nihongo gakushuu no yuugoo: Dokkai-ryoku wo sodateru gakushuu shidoo [New insight of instruction of reading comprehension and Japanese culture using Japanese literature]. *Proceedings of the International*

Conference of Japanese Language Education. 45-55.

Invited Lecture:

(April 13, 2014). Keynote Speaker. Teachers of Japanese in Southern California. (Title: Current issue in second language acquisition: New insights from the findings of neuro-scientific research). Sherman Oaks, CA.

(July 21, 2013). Speaker. Seijo University Academic Lecture Series. (Title: Japanese as a heritage language in the U.S.). Seijo University, Tokyo, Japan.

(July 2, 2013). Speaker. Current Issues of bilingualism. Keio University, Tokyo, Japan.

Textbook and Teaching Material

Shibata, S., Yokota, T. & Morioka, A. (2011). Japanese Literature for Japanese Language Learners. Created Publishers Co.

SERVICE:

Professional:

- Journal and conference paper reviewer: CAJLE (2009, 2014), Association of Teachers of Japanese (2010), Journal of Heritage Language (2010, 2012), ACTFL (2011)
- Invited Speaker/Lecturer: Kyodo Japanese School (2012), Keio University (2013), Seijo University (2013), Association of Teachers of Japanese at Southern California (2014).
- AP Exam assessment reviewer (ETS, 2009-2011, 2014)

University

- Student Exchange Agreement with Kansai International University (2010), Okayama University (2011), and Seijo University (2013).

Departmental

- Coordinator of Japanese, 2008-Present
- Personnel Committee, 2010-2011 (Chair), 2011-2012, 2013-2014
- CSUF Foreign Language Council, 2008-2009
- Vietnamese Search Committee, 2008 (Chair)
- Japanese Search Committee, 2013 (Chair)

Community

- Selection Committee of Fullerton Cultural Ambassador to Fukui (Fullerton-Fukui Sister City Program), 2010-2011
- Search Committee for Japanese Instructor at Fullerton College (2010)
- Interviewer/advisor of JET Program for Consulate General of Japan, 2008-Present
- Chief Judge for CSULA Japanese Language Speech Content (sponsored by the Japan Foundation & Consulate General of Japan), 2008-2011
- Organized Japan Culture Expo (2011)

BIOGRAPHICAL SKETCH/ CURRICULUM VITA

NAME: Nguyen, Tu-Uyen Ngoc	POSITION TITLE: Associate Professor
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EDUCATION and TRAINING			
INSTITUTION AND LOCATION	DEGREE	MM/YY	FIELD OF STUDY
University of California, Irvine (UCI)	B.A	1990-1995	Comparative Literature
University of California, Irvine (UCI)	B.S	1990-1995	Biological Sciences
University of California, Los Angeles (UCLA)	M.P.H.	1996-1998	Health Education/ Promotion
University of California, Los Angeles (UCLA)	Ph.D	1998-2004	Public Health, Community Health Sciences, Anthropology minor

Positions and Employment

7/06 – 4/07 Asst. Research Scientist, City of Hope Center of Community Alliance for Research & Education
 8/07 – 8/12 Assistant Professor, California State University, Fullerton (CSUF) Asian American Studies
 8/12 – present Associate Professor, California State University, Fullerton (CSUF) Asian American Studies

Other Experience and Professional Memberships

1997- present American Public Health Association (APHA) – *Member*
 2000 K-12 Vietnamese American Curriculum Project Committee – OCAPICA
 2002 – present Asian American Network for Cancer Awareness, Research, and Training (AANCART)
 2003 – present Society for Public Health Education (SOPHE) – *Member*
 2005 – 2008 Weaving an Islander Network for Cancer Awareness, Research, and Training
 2006 – present Asian Pacific American Community Research Roundtable – *Member*
 2007 – 2010 *Board Member*, Project MotiVATe (Vietnamese American youth mentoring)
 2007 – present *Board Member*, Vietnamese American Arts and Letters Association (VAALA)
 2007 – present *Board Member*, Orange County Asian and Pacific Islander Community Alliance
 2008 – present CSUF Asian American and Pacific Islander Faculty/ Staff Association (AAPIFSA) – *Fundraising Co-Chair (2008-2009) and current member*
 2009 – present CSUF Health Promotion Research Institute - *Faculty Member*

Selected Publications

1. **Nguyen TN**, Tran JH, Kagawa-Singer M, Foo MA. (2011). A qualitative assessment of community-based breast health navigator services for Southeast Asian women in southern California: Recommendations for developing a navigator training curriculum. *American Journal of Public Health*; 101(1): 87-93.
2. Dang J, Lee J, Tran JH, Kagawa-Singer M, Foo MA, **Nguyen TN**, Valdez-Dadia A, Thomson J, Tanjasiri SP. (2010). The role of medical interpretation on breast and cervical cancer screening among Asian American and Pacific Islander. *Journal of Cancer Education*; 25(2): 253-62.
3. Tanjasiri SP, **Nguyen TN**. (2009). *The Health of Women*. Book chapter in Trinh-Shevrin C, Islam N, Rey M. (eds.), *Asian American Communities and Health: Context, Research, Policy, and Action*. John Wiley & Sons, Inc.
4. **Nguyen TN**, Tanjasiri SP, Kagawa-Singer M, Tran JH, Foo MA. (2008). Community health navigators for breast- and cervical-cancer screening among Cambodian and Laotian Women: Intervention strategies and relationship-building processes. *Health Promotion Practice*; 9(4): 356-367.
5. **Nguyen TN**, Kagawa-Singer M. (2008). Overcoming barriers to cancer care through health navigation programs. *Seminars in Oncology Nursing*; 24 (4): 270-278.
6. **Nguyen TN**, Tran JH, Kagawa-Singer M, Foo M. Orange County Asian and Pacific Islander Community Alliance (OCAPICA) (2009). *The Southeast Asian Breast Health Navigation Study Report*; Garden Grove, CA; Orange County Asian and Pacific Islander Community Alliance, Jan. 2009.
7. Counts J, Moreno J, Moreno L, Matsuda M, **Nguyen TN**, Nguyen-Lam KO, Vasquez Petitt C, Wemmer A. (2009). *Mendez vs. Westminster: A Civil Rights Curriculum for Primary and Secondary School Teachers – 11th Grade Lesson Plans*. Center for Language Minority Education and Research (CLMER) at California State University, Long Beach.
8. Counts J, Dong-Matsuda X, Lam J, Lam M, Matsuda M, **Nguyen TN**, Nguyen-Lam KO, Tran H. (2008). *Journey from the Fall Curriculum 7-12*. CSU Long Beach Center for Language Minority Education and Research (CLMER), Anaheim Union High School District (AUHSD), Beginning Teachers SA (BTSA)/Induction, Orange County Asian and Pacific Islander Community Alliance (OCAPICA) and Vietnamese American Arts and Letters Association (VAALA).
9. **Nguyen TN**. (2005). *Silence*. Poem published on www.tolerance.org as part of the Grade 7-12 Vietnamese American Curriculum Project: *Vietnamese Americans – Lessons in American History*.

Sam Behseta
Professor
California State University, Fullerton
Email: [REDACTED], Phone: [REDACTED]

a) Professional Preparation

National University, Tehran, Iran	Statistics	BSc, 1992
San Diego State University, San Diego, California	Statistics	MSc, 1997
Carnegie Mellon University, Pittsburgh.	Statistics	PhD , 2003

b) Professional Appointments

2011	Professor of Mathematics at California State University at Fullerton
2008-2011	Associate Professor of Mathematics at California State University at Fullerton
2007	Associate Professor of Mathematics at California State University at Bakersfield
2003-2007	Assistant Professor of Mathematics at California State University at Bakersfield

c) Products

(i) Sample of Relevant Products:

Kottas T, Behseta S, Moorman D.E, Poynor V, and Olson, C.R. (2012), Bayesian Nonparametric Analysis of Neuronal Intensity Rates, *Journal of Neuroscience Methods*, 203, pp. 241-253

Behseta, S., Chenouri, S. (2011), Comparison of Two Population of Curves with an Application in Neuronal Data Analysis, *Statistics in Medicine*, 30 1441–1454.

Kottas, A., and Behseta, S. (2010), Bayesian Nonparametric Modeling for Comparison of Single- Neuron Firing Intensities, *Biometrics*, 66, 277-286.

Behseta, S., Berdyeva, T., Olson, C., and Kass, R.E. (2009), Bayesian Correction for Attenuation of Correlation in Multi- Trial Spike Count Data, *Journal of Neurophysiology* 101: 2186-2193.

Behseta, S., Kass, R.E., Moorman, D. and Olson, C. (2007), Testing Equality of Several Functions: Analysis of Single-Unit Firing Rate Curves Across Multiple Experimental Conditions, *Statistics in Medicine*, 26: 3958-3975.

(ii) Other Significant Products:

McMillen T., Simen P., and Behseta S. (2011), Hebbian learning in linear-

nonlinear networks with tuning curves leads to near-optimal, multi-alternative decision making *Neural Networks*, *Neural Networks*, 24, issue 5, 417-426.

McMillen T, Behseta S. (2010), On the effects of signal acuity in a multi-alternative model of decision making, *Neural Computation*, 22, No. 2, Pages 539-580.

Behseta, S., Lam C., Sutton, J., and Webb, R.L. (2009), A Time-Series Intra-Video Collusion Attack on Frame-by-Frame Video Watermarking, *Lecture Notes in Computer Sciences*, Volume 5450, Pages 31-44.

Talamantes, J., S. Behseta, and C. S. Zender (2007), Fluctuations in Climate and Incidence of Coccidioidomycosis in Kern County, California: a review, *Ann. N.Y. Acad. Sci.*, 1111, 73-82.

Talamantes, J., Behseta, S., and Zender, C. (2007), Statistical Modeling of Valley Fever Data in Kern County, *International Journal of Biometeorology*, 51:307

d) Synergistic Activities

co-PI on the National Science Foundation grant (2013): Transforming Academic and Cultural Iden-tidad through Biliteracy, Total Amount: \$1,462,069.00

Statistical researcher for the NSF grant (2011-2013): Teachers Assisting Students to Excel in Learning Mathematics (TASEL-M) Phase 2, California State University, Fullerton.

Appointed by the American Statistical Association as a Review Editor of *The American Statistician*, and *Journal of American Statistical Association* in 2014

Appointed by the American Statistical Association as a Member of the Committee on Publications in 2011

Appointed by the American Statistical Association as the Executive Editor of CHANCE, the Association's magazine in 2010

Trained and mentored 26 research activities undergraduates and Master's since 2008

Refereed articles for top ranking journals such as *Science*, *Journal of American Statistical Association*, *Statistics in Medicine*, *Statistics in Medicine*, *The American Naturalist*, *IEEE*, *Signal Processing*, *Statistica Sinica*, *The American statistician*, *Journal of Computational Neuroscience*, *Biostatistics*, *Journal of Applied Statistics*

e) Collaborators

Natalie Tran, Department of Secondary Education, Cal State Fullerton, CA

Mark Ellis, Professor, Department of Secondary Education, Cal State Fullerton, CA

Armando Martinez-Cruz, Department of Mathematics, Math Education, Cal State Fullerton, CA

David Pagni, Department of Mathematics, Math Education, Cal State Fullerton, CA

Robert E. Kass, Professor, Statistics Department, Carnegie Mellon University, Pittsburgh, PA.

Hernando Ombao, Professor, Statistics Department, University of California, Irvine, CA.

Carl R. Olson, Professor, Center for Neural Basis of Cognition, Carnegie Mellon University, Pittsburgh, PA.

David E. Moorman, Assistant Professor, Department of Psychology, University of Massachusetts, MA

QUYEN DI

PERSONAL

Name: Quyen Di
Other names: Bui Van Chuc, Chuc Bui, Quyen Di Chuc Bui
Address: [REDACTED]
Telephone: [REDACTED]
Emails: [REDACTED]
Nationality: US Citizen

PUBLICATION

Books: Tuổi Trẻ Tròn I and II (Self Improvement)
Tuổi Ươm Mơ (Self Improvement)
Thoáng Mây Bay (Novel)
Vết Chân Chim (Novel)
Cánh Phượng Rơi (Short Story Collection)
Thu (Short Story Collection)
Chuông Đêm (Short Story Collection)
Hành Trang Lên Đường (Self Improvement)
Language & Culture - A course in Advanced Vietnamese
1 set of Vietnamese Text Book for Vietnamese High School Students
(with other authors - 6 books)
Vietnamese Textbook for 12th Grade Student (with other authors)
Nhìn Xuống Cuộc Đời (Meditation Article Collection)
Hoa Hồng Nhà Kín (Short Story Collection)
1 set of Vietnamese text book for Vietnamese-American Children
(9 books)
1 set of Vietnamese stories for Vietnamese-English Dual Language
Program (8 books)
Articles: over 1,000 articles

EDUCATION:

Doctor of Philosophy in Theology and Biblical Counseling
Kingsbridge International University
Master Degree in Spiritual Theology
Mount St. Mary's College, Los Angeles, California
Master Degree in Vietnamese Literature
University of Dalat, Vietnam
Bachelor's Degree in Vietnamese Literature, Valedictorian
University of Saigon, Vietnam
Baccalaureate of Literature
Saigon, Vietnam
Certified as Spiritual Director (SDTV)
Jesuit Society, Seattle, Washington

TEACHING & CURRICULUM DEVELOPMENT & EDUCATION ADMINISTRATION EXPERIENCE

Professor of Vietnamese Language – Literature
Professor of Vietnamese Culture
Professor of Topic of Vietnamese Film and Literature
Professor of Bilingual Vietnamese/English Teaching Methodology
Professor of Abroad Study Program
University of California, Los Angeles (UCLA)
California State University, Long Beach
California State University, Los Angeles
California State University, Fullerton
University Supervisor
Teacher Education Department, Cal State Long Beach
Elementary & Bilingual Department, Cal State Fullerton
Chair of Committee
AB-78 Curriculum for Vietnam War, California
Member of Committee
Curriculum Specialist for Vietnamese Language (CSET)
Sacramento, California
Consultant
Textbook Writing Committee – Vietnamese for Vietnamese Speakers,
Eastside School District, San Jose, California

EXPERIENCE IN LITERARY/NEWSMEDIA & COMMUNICATION

Special Guest – Hoa Gam Viet (Quintessence of Vietnam),
A Talk Show of Vietnamese Culture and Literature
Saigon Television, Westminster, CA

President, Board of Directors
Viet Art Center, Garden Grove, CA

Translator
- Pancom, Los Angeles, CA
- ES Advertising, Inc., Los Angeles, CA

Producer
- Hoa Hong Cho Nhan Gian (Roses for Life), a Vietnamese Literature Radio Program, Radio Bolsa, Westminster, CA
- Hon Nhan va Mai Am Gia Dinh (Marriage and Family), a Vietnamese TV Program, Vietnamese Abroad Television, Huntington Beach, CA
- Tin Vui gui Thoi Dai Moi (Good News for New Age), a Spirituality Vietnamese Radio Program, broadcasted weekly on 31 Broadcasting Wave in the United States, Canada and Australia

WORKSHOPS & PRESENTATION

Over 500 workshops and presentations in the United States, Canada, French, Italy, Australia, Vietnam;

To specialize in Vietnamese Literature, Vietnamese Language and Linguistics, Spiritual, Teaching Methodology

AWARD/ACKNOWLEDGEMENT

- Who's Who in Executives and Businesses Listing (1998-2001 Editions)
- 30 to Watch – 2005 (The Orange County Register Newspaper, CA)
- 30 Role Models of Vietnamese Community Overseas – 2005 (Viet Tide Magazine, Westminster, CA)
- Outstanding Volunteer – 2009 (Volunteer Center Orange County & The Orange County Register)
- Favorite Faculty/Staff Award – Class of 2009 (Cal State Long Beach University)
- The Golden Wave – 2009 (Little Saigon Radio, Viet Tide Magazine, Hon Viet TV – California)



Descriptive Bio of Lead Consultant, Elizabeth Jiménez

Elizabeth Jiménez is recognized as a true pioneer in bilingual education. She attended CSU Fullerton on a BIFTE grant, graduated from CSU Fullerton in January of 1977 with a BA in Spanish, earned a multiple subjects credential and a Bilingual Cross-Cultural Specialist credential. She taught bilingual primary grades in the Corona-Norco School District, then was appointed as a bilingual resource teacher.

After several years of teaching, Elizabeth was invited by Assemblyman Peter Chacón to join his staff in Sacramento as legislative aide to direct the effort to pass California's bilingual education legislation. She worked there in a very tough environment for minority language education, but by working with coalitions of organizations and individuals, and grass roots advocacy, the legislation was passed in 1980.

Elizabeth returned to Southern California as a bilingual resource teacher in the Ontario-Montclair School District where she taught ESL, supported classroom teachers and prepared the school to receive refugee families and immigrants who spoke Vietnamese, Laotian, and Cantonese. She studied Cantonese in a summer intensive program at Cal St. University, Sacramento. She began to work training teachers, district-wide on effective techniques for working with English Learners and was tapped by Houghton Mifflin publishing company to become a full-time consultant, then as National Product Manager for Language Minority Instruction. She grew in the education industry as a Marketing Director, then Regional Vice President, before starting her own company, GEMAS Consulting, using the initials of her 5 children (Gabriela, Eduardo, Maria, Alexandra, Salvador).

Elizabeth Jiménez earned her Executive MBA and focused her business on meeting the needs of English Learners. She works with school districts providing professional development, consulting. She takes on editorial assignments for major publishing companies has written numerous EL support guides for Pre-K – 12 textbooks, delivers an online course for CTEL preparation used throughout the country, and has authored several bilingual (Spanish/English) children's books including *LALO, El Corazón Sincero*, and teacher resources such as the *History, Math, and Science Cognate Pattern Books*.

In recent years she has worked with the Department of Education in Puerto Rico training their public school teachers to start bilingual programs in 90 schools. She organized a major EL conference for the Superintendent of LAUSD called the Achieving A+ Summit. Last school year, she was one of three external educators invited to help re-write LAUSD's master plan.

Elizabeth partnered with CAFE in 2013 to start up CAFE Professional Development Services in order to harness the expertise of CAFE members and provide supportive services to school districts looking to start up Dual Language Immersion programs, serve administrators and teachers of EL students, and their parents. She has played a role in legislative advocacy to assure that state adopted textbooks provide access for English Learners and worked on the writing and passage of the Seal of Biliteracy legislation. Elizabeth is also acknowledged by Dr. Laurie Olson in her 2010 research on Long Term English Learners for contributing to the section on what works to prevent the creation of Long Term EL's.

She works across the K-12 spectrum. Elizabeth was the consultant working with the Anaheim Union High School District for three years to provide ongoing training and classroom coaching. She has served the San Francisco Unified School District in a 9-month project working with teachers, district staff, school board, community, students and parents to revise their graduation requirements to include a-g courses. Most recently through CAFE Professional Development Services she conducted a feasibility study on how best to preserve and promote heritage languages in the district, then, in April 2014 she convened a National Roundtable meeting of Districts and organizations seeking to develop Dual Language Immersion Programs in Vietnamese.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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Cal State Fullerton - National Resource Center for Asian Languages

1. PERSONNEL - SALARIES & WAGES

Program Personnel: Federally Funded	2014/15	2015/16	2016/17	2017/18
Principal Investigator – 25% time , 9 months	\$ 20,466	\$ 20,466	\$ 20,466	\$ 20,466
Project Coordinator – full-time, 12 months	\$ 31,000	\$ 31,000	\$ 31,000	\$ 31,000
Academic Manager(s) - 4 to 7% time, 9 months	\$ 22,720	\$ 21,963	\$ 21,304	\$ 15,907
Academic Coordinator(s) - 4 to 8% time, 9 months	\$ 34,017	\$ 34,017	\$ 33,206	\$ 25,302
Total Personnel- Salaries & Wages	\$ 108,203	\$ 107,446	\$ 105,976	\$ 92,675

Program Personnel: Federally Funded

· **Program Staff-** Cal State Fullerton is requesting funding for a Principal Investigator (25% time, 9-Month) who will provide program oversight for the Center for Asian Languages (CAL), serve as a liaison between partners and continue to leverage support from partners; Project Coordinator (full-time, 12-month) to provide day-to-day operations of CAL and ensure the Center's projects are implemented and provide support for the research activities; Academic Managers (4-7%, 9-month) will oversee the curriculum and material development, provide resources for post-secondary language courses, and promote

advocacy and awareness of world languages along with strengthening the network;
 Academic Coordinators (4 to 8%, 9-month) will provide support for educational technology, integrating technology, assist the academic managers with the curriculum and materials for the various languages.

2. FRINGE BENEFITS				
Employee Benefits: Federally Funded	2014/15	2015/16	2016/17	2017/18
Full-time benefits @ 1.45 % (Principal Investigator)	\$ 297	\$ 297	\$ 297	\$ 297
Full-time benefits @ 42.02% (1 full-time)	\$ 13,026	\$ 13,026	\$ 13,026	\$ 13,026
Full-time Faculty benefits - Overload - Academic Managers & Coordinators Faculty (12) @ 1.45%	\$ 753	\$ 742	\$ 720	\$ 526
Part-time Faculty benefits - Overload - Coordinator Faculty (1) @ 25%	\$ 1,221	\$ 1,221	\$ 1,221	\$ 1,221
Total Personnel - Employee Benefits	\$ 15,297	\$ 15,286	\$ 15,264	\$ 15,070

Personnel Benefits: Federally Funded

· **Employee Fringe benefits for faculty and university employees-** (hired through State, not the CSUF Auxiliary Services Corporation (ASC)) are budgeted by CSUF at overload salary rate is 1.45% (medicare only) of their salary. For a Part-time faculty, the rate is 25% of their salary.

· **Employee Fringe benefits for Full-time CSUF Auxiliary Services Corp. (ASC) employees** are budgeted to cover all other full-time project personnel for health insurance, dental insurance, vision insurance, long term disability, and retirement benefits beginning two years from employee's start date, workers compensation, life insurance, FICA, and SUI tax. To ensure sufficient funding for the fringe benefits line item, the program computes benefits by multiplying total salaries by 42.02%.

3. TRAVEL				
Travel: Federally Funded	2014/15	2015/16	2016/17	2017/18
National Conference: 1 person (4 days, 3 nights) Registration \$600/person	\$ 600	\$ 600	\$ 600	\$ 600
Airfare \$500/person	\$ 500	\$ 500	\$ 500	\$ 500
Per diem (lodging & food) \$1,000/person	\$ 1,000	\$ 1,000	\$ 1,000	\$ 500
Summer Institute : 3 (Year 1) 2 People (5 days, 4 nights)				
Airfare \$350/person	\$ 900	\$ 700	\$ 700	\$ 700
Per diem (lodging & food) \$1,000/person	\$ 3,000	\$ 2,000	\$ 2,000	\$ 2,000
Total Travel	\$ 6,000	\$ 4,800	\$ 4,800	\$ 4,300

Travel: Federally Funded

· **Travel expenses** - funds are requested to cover the expenses for program staff and Cal State Fullerton partners to travel to conferences, collect data for research, and Summer Institute. It is important for staff to collaborate with other Programs locally, regionally and nationally to learn about other best practices and seek alternative strategies. The request for conference travel will include combination of staff and target school partners to attend

conferences to extend the quality of services of the program. The cost for travel is based on the most recent national, regional and local conferences.

- The per diem and mileage reimbursement are based on CSUF ASC rates.

5. SUPPLIES				
Supplies: Federally Funded	2014/15	2015/16	2016/17	2017/18
Program Supplies	\$ 575	\$ 400	\$ 475	\$ 200
Total Supplies	\$ 575	\$ 400	\$ 475	\$ 200

Supplies: Federally Funded

- **General office supplies** will be purchased on an annual basis as well as hardware upgrades and maintenance necessary for efficient program operation.

8. OTHER

Other: Federally Funded	2014/15	2015/16	2016/17	2017/18
Program Evaluation – Center for Research on Educational Access and Leadership (CREAL)	\$ 14,000	\$ 14,000	\$ 12,000	\$ 9,000
Chuc-Van Bui @ \$200/daily rate	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000
Gia Ly @ \$200/daily rate	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
California Association for Bilingual Education (CABE) @ \$500/daily rate	\$ 6,000	\$ 5,000	\$ 3,000	\$ 3,000
Consultant (TBD) @ \$200/daily rate	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Technology (computers, laptops, iPods, projectors, and software updates)	\$ 1,000	\$ 1,000	\$ 1,000	
Printing/Duplication Costs	\$ 180	\$ 180	\$ 200	\$ 200
Telephone	\$ 180	\$ 180	\$ 200	\$ 200
Professional Development, Summer Institute Event	\$ 1,200	\$ 1,392	\$ 1,632	\$ 1,872
Professional Development, Substitute Teachers @ \$120-\$140/day	\$ 17,280	\$ 19,440	\$ 22,320	\$ 33,600

Professional Development Conference (Summer Institute) for 25 (Year 1), 29 (Year 2), 34 (Year 3) 40 Teachers @ \$450 per Teacher	\$ 11,250	\$ 13,050	\$ 15,300	\$ 22,050
Total Other	\$ 55,090	\$ 57,242	\$ 58,652	\$ 72,922

Other: Federally Funded

- **Program Evaluation** - Cal State Fullerton evaluation will be coordinated by the Center for Research on Educational Access and Leadership (C-REAL). The evaluation component will serve program staff and other stakeholders to monitor the program’s progress in meeting expected objectives, track student academic progress and participation, provide feedback to make necessary improvements towards achieving expected objectives, and assess systemic change that will maintain a college going culture after program funding ends.

- **Mr. Chuc-Van Bui** will assist with the curriculum and material development and teacher training for the Vietnamese in K-12 classrooms. Professor Van-Chuc Bui (penname Quyên Di) teaches Vietnamese language and cultural classes and training programs at UCLA, Cal State Long Beach, Cal State Fullerton, and Cal State Los Angeles. He is also a University Supervisor for pre-service teachers.

- **Ms. Gia Ly** will serve as a liaison for developing materials and providing training for community-based organizations. She is highly regarded in the community as President of the Vietnamese American Chamber of Commerce of Orange County.

- **Ms. Elizabeth Jimenez** representing the California Association for Bilingual Education (CABE) will provide consultation for heritage language curriculum development and teacher training focusing the Common Core State Standards. The CEO of GEMAS Consulting, which focuses on K–12 professional development and the coaching of administrators and teachers of English Learners. A true pioneer in bilingual education, Ms. Jimenez contributed to the What Works portion of the Reparable Harm study on LTELs.
- **Consultant** (TBD) will assist with curriculum and material development and teacher training.
- **Technology support** will include computers, laptops, iPods, projectors, and/or other software necessary to support program function.
- **Printing and duplicating** of program materials, brochures, and instructional materials are required to meet program objectives.
- **Telephone service** is an integral part of the grant to communicate with partners regarding events, program services and activities.
- **Professional development**, the program is requesting funds to compensate teachers to participate in training and develop materials during the Summer Institutes. This will allow teachers and project staff to learn about best practices employed by their peers in other districts and similar programs.

INDIRECT COST

Cal State Fullerton - National Resource Center for Asian Languages	2014/15	2015/16	2016/17	2017/18
TOTAL DIRECT COST	185,165	185,174	185,167	185,167
INDIRECT COST (8%)	14,813	14,814	14,813	14,813
TOTAL COST	\$ 199,978	\$ 199,988	\$ 199,980	\$ 199,980

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

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

Name of Institution/Organization

CSU Fullerton Auxiliary Services Corporation

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	108,203.00	107,446.00	105,976.00	92,675.00		414,300.00
2. Fringe Benefits	15,297.00	15,286.00	15,264.00	15,070.00		60,917.00
3. Travel	6,000.00	4,800.00	4,800.00	4,300.00		19,900.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	575.00	400.00	475.00	200.00		1,650.00
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	55,090.00	57,242.00	58,652.00	72,922.00		243,906.00
9. Total Direct Costs (lines 1-8)	185,165.00	185,174.00	185,167.00	185,167.00		740,673.00
10. Indirect Costs*	14,813.00	14,814.00	14,813.00	14,813.00		59,253.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	199,978.00	199,988.00	199,980.00	199,980.00		799,926.00

***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: 2012-07-01-07 To: 2015-06-30-07 (mm/dd/yyyy)

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

The Indirect Cost Rate is %.

(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 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Dr.	First Name: Natalie	Middle Name:	Last Name: Tran	Suffix: Ph. D.
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Address:

Street1:	800 N. State College Boulevard
Street2:	
City:	Fullerton
County:	Orange
State:	CA: California
Zip Code:	928319480
Country:	USA: UNITED STATES

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

Email Address:


2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #: 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.

EdSupplement1005196409.pdf	Add Attachment	Delete Attachment	View Attachment
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EXEMPT RESEARCH NARRATIVE

The research activities in which the only involvement of human subjects fall under

Exemption (1): Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management records.

Research activities include:

1. Collection of surveys of students and parents
2. Administration of surveys for evaluation of program activities
3. Review outcomes for students participating in the program compared to non-participants
4. Administration of focus groups of students, school personnel, community partners, and parents
5. Evaluation section covers all program and evaluation activities for the year and will be delivered by the end of the year and at the close of the project