

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Language Resource Centers**

**CFDA # 84.229A**

**PR/Award # P229A180016**

**Grants.gov Tracking#: GRANT12660055**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180016

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="The Regents of the University of California, Los Angeles"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="956006143"/>	* c. Organizational DUNS: <input type="text" value="092530369"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="Office of Contract and Grant Administration"/>	
Street2:	<input type="text" value="10889 Wilshire Boulevard, Suite 700"/>	
* City:	<input type="text" value="Los Angeles"/>	
County/Parish:	<input type="text" value="Los Angeles County"/>	
* State:	<input type="text" value="CA: California"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="90095-1406"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="UCLA International Institute"/>	Division Name: <input type="text" value="UCLA International Institute"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Christopher"/>	
Middle Name: <input type="text" value="L"/>		
* Last Name: <input type="text" value="Erickson"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Senior Associate Vice Provost"/>		
Organizational Affiliation: <input type="text" value="The Regents of the University of California, Los Angeles"/>		
* Telephone Number: <input type="text" value="310-825-3902"/>	Fax Number: <input type="text" value="310-206-3555"/>	
* Email: <input type="text" value="chris.erickson@international.ucla.edu"/>		

**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-052418-001

\* Title:

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

**13. Competition Identification Number:**

84-229A2018-1

Title:

Language Resource Centers 84.229A

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

Add Attachment

Delete Attachment

View Attachment

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

National Heritage Language Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="788,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="788,000.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

The Regents of the University of California, Los Angeles

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	104,355.00	106,688.00	109,090.00	111,565.00		431,698.00
2. Fringe Benefits	39,332.00	40,507.00	41,718.00	42,966.00		164,523.00
3. Travel	4,000.00	4,000.00	4,000.00	6,356.00		18,356.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	12,120.00	8,612.00	2,099.00	2,520.00		25,351.00
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	22,600.00	22,600.00	25,500.00	19,000.00		89,700.00
9. Total Direct Costs (lines 1-8)	182,407.00	182,407.00	182,407.00	182,407.00		729,628.00
10. Indirect Costs*	14,593.00	14,593.00	14,593.00	14,593.00		58,372.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	197,000.00	197,000.00	197,000.00	197,000.00		788,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 38.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # P229A180016

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

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

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

ED 524

## 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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Deeksha Bhat</p>	<p>TITLE</p> <p>Grant Analyst</p>
<p>APPLICANT ORGANIZATION</p> <p>The Regents of the University of California, Los Angeles</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

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  
4040-0013

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

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

**Federal Use Only:** Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

### Estimated Burden Statement for GEPA Requirements

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

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

2018\_22\_NHLRC\_Proposal\_GEPA\_Section\_427\_v1

Add Attachment

Delete Attachment

View Attachment

## GEPA Section 427

In compliance with Section 427 of GEPA, the University of California has a non-discrimination and affirmative action policy: “It is the policy of the University not to engage in discrimination against or harassment of any person employed by or seeking employment with the University of California on the basis of: race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran.”

In accordance with federal and state regulations and with its standards of quality and excellence, UCLA has a policy of non-discrimination on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or veteran status. This policy applies to all employment practices and is supplemented by UCLA’s affirmative action policy for minorities and women, persons with disabilities, and covered veterans. Consistent with its obligations as a Federal contractor, the university is committed to applying every good faith effort to achieve prompt and full employment of minorities and women in all segments of its workforce where deficiencies exist. Special emphasis is placed on outreach recruitment in Los Angeles communities that are underrepresented in UCLA's workforce. The policy is communicated to the campus and the public through various institutional publications, and it is discussed with supervisors and managers at periodic meetings. All employees are required to complete the UC Ethics Briefing and all faculty and staff in supervisory roles complete biennial mandatory training in sexual harassment prevention. The Center’s recruitment and employment practices follow university policy. Additionally, in selecting faculty members to serve on its advisory board and as alliance members, the Center has striven to achieve a balanced representation of women and minorities. Consistent with this policy, we guarantee equal access to all the Heritage Center’s events and materials for our participants regardless of gender, race, national origin, color, disability or age. Moreover, we take positive steps in recruitment to ensure that participants represent all relevant communities; all web-based material is ADA-compliant in both audio and visual formats, and conferences and workshops include sign-language interpreters as needed. We will work closely with UCLA’s Office for Accessible Education to meet all needs.

## 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

The Regents of the University of California, Los Angeles

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

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

\* Last Name: Bhat Suffix:

\* Title: Grant Analyst

\* SIGNATURE: Deeksha Bhat

\* DATE: 06/25/2018

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

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Christopher	L	Erickson	

Address:

Street1:	UCLA International Institute
Street2:	11349 Bunche Hall
City:	Los Angeles
County:	Los Angeles County
State:	CA: California
Zip Code:	90095-1487
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
310-825-3902	310-206-3555

Email Address:

chris.erickson@international.ucla.edu

**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  2  3  4  5  6

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.

	Add Attachment	Delete Attachment	View Attachment
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## 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.]

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## You may now Close the Form

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

\* Attachment:

## ABSTRACT

The National Heritage Language Resource Center is the only LRC focused entirely on heritage language (HL, defined as “a language other than English that is acquired first but learned incompletely due to emigration and/or schooling in English”). HL learners represent an important reservoir of language competency that can be exploited for national defense and economic competitiveness *if they receive appropriate instruction*.

The Center supports this goal in three ways: (1) sponsoring research into the linguistic profiles and pedagogical needs of HL learners; (2) translating this new knowledge into practical professional development for language teachers; and (3) sharing its work widely. Here, we propose a coordinated suite of 14 projects designed to accomplish these objectives.

The projects were chosen to address specific needs reported in the literature, expressed by our partner organizations or front-line teachers and administrators, or uncovered in the course of our research. Presently, the most critical needs are for: (1) pedagogical approaches and materials suitable for HL instruction; (2) professional development opportunities to help teachers incorporate best practices of HL pedagogy into their classrooms, including differentiated teaching; and (3) structural changes that address institutional impediments to the expansion of HL instruction.

Six existing projects will be expanded—these include the International Quadrennial HL Conference and publication of the field’s premier journal. Eight new projects include the development of a repository that will facilitate both HL research and instruction; a workshop to improve HL assessment; a guidebook for implementing project-based learning in the HL classroom; and three working groups which will address policies and structural conditions that have slowed the implementation of HL best practice.

The Center is committed to a rigorous program of evaluation to ensure that its products are of the highest scientific quality *and* useful to practitioners. All project outputs and outcomes are measured; new programs are also subjected to a formative evaluation to ensure that they will be completed on time and on budget. We are also committed to the widespread dissemination of our products through our own website, through partner organizations, and through conference presentations.

The Center is directed by an executive committee comprised of thought leaders and advised by the nation’s leading HL scholars and practitioners. Each of our 14 proposed projects is led by a recognized expert and experienced project manager. The Center is managed by an experienced staff and supported by leveraged resources committed by UCLA and its partner institutions.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

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# I. Plan of Operation

## A. Overview

In 2017, the American Academy of Arts and Sciences set five goals for a national language education strategy. One of these, “to support heritage languages already spoken in the United States and help these languages persist from one generation to the next” is the core mission of the National Heritage Language Resource Center.

The Center was created in 2006 to advance linguistic research, train teachers, create curricula and materials, and nurture the heritage language (**HL**) community. As the only center with such a focus, the Department of Education has renewed our funding twice to expand these activities. In previous funding cycles, our research projects identified linguistic dimensions of HL instruction and provided concrete ideas for pedagogy. Our learning and teaching projects elevated teachers' skills and provided classroom-ready curriculum. And our community building projects enhanced the network of practitioners and established our leadership in HL programming. We filled gaps in the knowledge base; translated that work into practical use; and expanded the reach of HL scholarship and practice.

We define heritage language broadly, as “a language other than English that is acquired first but learned incompletely due to emigration and/or schooling in English” (Polinsky, 2008). An HL *speaker* is someone: (1) raised in a home where a language other than English is spoken; (2) who speaks or understands that language; *and* (3) is to some degree bilingual in English and the home language” (Valdés, 2000). Finally, we define an HL *learner* as an HL speaker who is formally enrolled in a language course.

**In the coming cycle, we plan three important extensions.**

1. **We will introduce a new category of project**, addressing strategic planning and policy. In this, we recognize that there are persistent impediments to widespread adoption of HL best practices—not because of resistance to the ideas, but as artifacts of structural, cultural, and political factors. These *Strategic Planning and Policy Projects* will analyze the theoretical, pedagogical, and institutional challenges and opportunities and suggest avenues to implement HL instruction faster and more broadly. Three multi-year working groups will produce a white paper, publication, conference session or similar work product on selected critical issues.
  
2. **We will connect HL scholarship to emerging themes in *Project-Based Learning (PBL)***. PBL, which is predicated on learning-by-doing, aligns well with the differentiated instruction model that is recommended for HL learners. More importantly, it is especially powerful as a means of preparing HL learners for practical language use in the professions, commerce, and diplomacy. We will develop these links in several publications—including a book contracted for delivery in Year 3—and through our teacher training workshops.
  
3. **We will support the parental choice priority in the Department of Education’s new strategic plan**. This has two elements:
  - Addressing growing demand by parents in public schools for *dual immersion language programs*. These programs have shown remarkable benefits to learning across the curriculum, and much of the recent growth of these programs has been in response to

initiatives by parents. We will therefore focus more attention on HL education in elementary grade levels.

- Examining language education in the expanding network of *charter schools*. Some charter schools have been created with a specific language focus; others have implemented flexible teacher hiring practices that may support or hinder HL instruction. We will begin a careful examination of this phenomenon through a needs analysis.

UCLA's record of leadership in the HL field began under Professor Russ Campbell in the 1990s: we organized the nation's first Heritage Language Research Priorities Conference (2000); wrote the University of California system-wide guidelines for heritage teaching (2002); led an NEH focus group on curricular design (2003); and founded the *Heritage Language Journal* (2003). Our accomplishments since becoming an LRC include convening three quadrennial International Conferences on Heritage/Community Languages and hosting more than 30 research institutes and teacher training workshops. Last year, we published the *Routledge Handbook of Heritage Language Education* (Kagan, Carreira, & Hitchins Chik, 2017). We also provide significant leverage to Department of Education funds with our work for other agencies (*e.g.*, Department of Defense) and our UCLA-funded initiatives.

**The Heritage Center has three broad goals for the 2018-2022 funding cycle:**

1. **To connect research and practice:** Our research focuses on the linguistic, affective, and educational profiles of HL learners, and we have had great success to date in transferring insights from HL research into improved teaching methods. In the next cycle, we will work to increase *reciprocal* information flows, such that issues identified by front-line teachers also

inform scholars' choice of research questions.

2. **To disseminate our work widely:** Our projects will create and expand resources for HL pedagogy, including published materials, podcasts & webinars, and syllabi. We will streamline and expand training and consulting to accelerate adoption by front-line teachers and institutions. In the next cycle, we will augment this by creating certificates and badges that formally recognize HL practitioners.
3. **To expand and strengthen the HL community:** Our projects will engage scholars, practitioners, and professional organizations as both consumers *and* creators of knowledge and mobilize them as advocates. Our conferences and publications will engage a wide range of scholars and field-level organizations in the research, teaching, and learning of HLs.

## **B. Management Plan**

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

### **B1. Executive Committee**

The Executive Committee consists of the PI and two Co-Directors; it meets quarterly to review progress, evaluate outcomes and deliverables, and attend to personnel and financial matters. All

members have extensive experience. *Principal Investigator, Christopher Erickson*, is responsible for all Heritage Center activities. He heads the Executive Committee, certifies financial and program reports, chairs the quarterly meeting and consults with the co-directors on an ongoing basis. He will work together with the outside evaluator (see below) to prepare annual reports and develop the capstone report. *Co-Directors Maria Polinsky and Maria Carreira* advise Project Leaders on matters of substance, monitor project deliverables (Section VI), and support evaluation (see Section IV). The co-directors also serve as project leader, co-leader, or advisor for one or more projects.

## **B2. Project Leaders**

Because of their subject matter expertise, we give Project Leaders substantial autonomy to direct their projects. To ensure that outcomes align with Heritage Center goals and the statutory intent, their work plans are approved in advance by the Executive Committee, and a member of the Board of Advisors serves as an internal evaluator (see Sections IV and VII, below). Project Leaders include faculty from other institutions, Heritage Center directors and staff, leaders of scholarly societies, and representatives or officers of community and professional organizations.

## **B3. Heritage Center Affiliates**

Affiliates support Heritage Center activities and represent us at national and international conferences, state, and local events. We have 22 Affiliates and will recruit new ones based on their expertise in HL education, ability to mobilize partners, and geographic, linguistic, and institutional diversity. They constitute a national network that extends our projects to university campuses, other NRCs and LRCs, school districts, community groups, and NGOs.

<b>Table 2</b>	
<b>Heritage Center Affiliates</b>	
Eastern Region	Sybil Alexandrov, Yale Irina Dubinina, Brandeis University Agnes Weigum He, State University of New York, Stony Brook Gabriela Ilieva, New York University Marie-Michelle Monereau, The Graduate Center, CUNY Sara Shin, University of Maryland, Baltimore County Alla Smyslova, Columbia University
Western Region	Masako Douglas, California State University, Long Beach Linda Godson, Portland State University Kimi Kondo-Brown, University of Hawaii at Manoa Jin Sook Lee, University of California, Santa Barbara Namhee Lee, California State University, Los Angeles Ekaterina Moore, University of Southern California Alegria Ribadeneira, Colorado State University, Pueblo
Southern Region	Sara Beaudrie, University of Arizona Victoria Hasko, University of Georgia, Athens Tanya Ivanova-Sullivan, University of New Mexico Diego Pascual y Cabo, Texas Tech University
Midwest Region	Melissa Bowles, University of Illinois at Urbana-Champaign Kim Potowski, The University of Illinois at Chicago Laura Walls, University of Nebraska, Omaha Wayne Wright, Purdue

**B4. Board of Advisors**

The Heritage Center’s Board of Advisors plays a vital, regular, and active role in our work. Members are leading HL experts who provide perspective, expertise, advice, and advocacy. Besides *ad hoc* consultation with the Executive Committee, each Board member is responsible for oversight and consultation on one or more projects (see Evaluation Plan, Section IV). Members of the Board of Advisors are: Richard Brecht, University of Maryland; Ray Clifford, Brigham Young University Center for Language Studies; Olesya Kisselev, Pennsylvania State University; Judith Kroll, UC Riverside; Jin Sook Lee, UC Santa Barbara; Scott McGinnis, Defense Language Institute; Tommy Lu, Chinese Community Schools (Delaware); Andrew Lynch, University of Miami; Silvina Montrul, University of Illinois; Joy Peyton, Center for Applied Linguistics; Margaret Malone, ACTFL; Julio Torres, University of California, Irvine; Guadalupe Valdés,

Stanford University; Juliana Wijaya, UCLA; and Terrence Wiley, Past President, Center for Applied Linguistics.

### **C. Heritage Center Design**

To accomplish our goals, we designed a coordinated suite of 14 projects in four broad categories:

#### **Research Projects:**

- R1: Research Institutes
- R2: Surveys
- R3: HL Repository

#### **Community Building Projects:**

- CB1: Conferences
- CB2: Publications
- CB3: Community HL Schools Portal

#### **Learning and Teaching Projects:**

- LT1: HL Teachers Summer Workshop
- LT2: Certificates and Badges
- LT3: Podcasts and Webinars
- LT4: Training SE Asian Language Instructors
- LT5: Workshop in HL Assessment

#### **Strategic Planning and Policy Projects**

- SP1: HL in Dual Language, Charter, and Magnet Schools
- SP2: Enhancing Knowledge Exchange between Scholars and Practitioners
- SP3: Impediments to HL Instruction at Community Colleges

Table 1 shows how these programs span the range of activities delineated in the authorizing legislation (34 CFR §669). Full project descriptions are in section VI.C; performance measures are in Appendix 4.

**Table 1  
Supported Activities and Heritage Center Projects**

Activities Funded by Title VI	Project Type			
	Research	Learning/ Teaching	Community Building	Strategy & Planning
(a) research language teaching methods including technology use	R1,2	LT5		SP1,2,3
(b) develop language teaching materials reflecting research on effective strategies	R3	LT1,2,3,4	CB2	
(c) develop testing to measure skill levels		LT5		
(d) train teachers to administer/interpret performance tests, use effective teaching strategies and		LT All	CB1	
(e) assess/determine needs for less commonly taught languages; develop/disseminate instructional materials	R2,3	LT1,2,3,4	CB1,2,3	SP1, 2, 3
(f) develop resource materials for language teachers	R3	LT2,3,4		
(g) hold intensive summer institutes and provide professional development for language teachers	R1	LT1,2,3,4	CB3	

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

In compliance with Section 427 of GEPA, the University of California has a non-discrimination and affirmative action policy: “It is the policy of the University not to engage in discrimination against or harassment of any person employed by or seeking employment with the University of California on the basis of: race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran.”

Consistent with its obligations as a Federal contractor, the university is committed to applying every good faith effort to achieve prompt and full employment of minorities and women in all

segments of its workforce where deficiencies exist. Special emphasis is placed on outreach recruitment in Los Angeles communities that are underrepresented in UCLA's workforce. The policy is communicated to the campus and the public through various institutional publications, and it is discussed with supervisors and managers at periodic meetings. All employees are required to complete the UC Ethics Briefing and all faculty and staff in supervisory roles complete biennial mandatory training in sexual harassment prevention. The Center's recruitment and employment practices follow university policy.

Additionally, in selecting faculty members to serve on its advisory board and as alliance members, the Center has striven to achieve a balanced representation of women and minorities. Consistent with this policy, we guarantee equal access to all the Heritage Center's events and materials for our participants regardless of gender, race, national origin, color, disability or age. Moreover, we take positive steps in recruitment to ensure that participants represent all relevant communities; all web-based material is ADA-compliant in both audio and visual formats, and conferences and workshops include sign-language interpreters as needed. We will work closely with UCLA's Office for Accessible Education to meet all needs.

## II. Quality of Key Personnel

### A. Principal Investigator

The Center's founding director, Olga Kagan, passed away after a brief illness while this proposal was in development. **Christopher Erickson** (PhD, MIT) will replace her as Center PI and preserve Olga's vision and the direction she planned. He is well-suited for this because Dr. Kagan reported to Dr. Erickson in his role as Senior Associate Vice Provost of the International Institute and he has detailed knowledge of the Center's operations. Although not trained as a linguist, he collaborated on many language projects when he directed UCLA's CIBER program. He bears final responsibility for fiscal oversight and administrative management.

### B. Heritage Center Co-Directors

Both co-directors have shared responsibility for thought leadership with Dr. Kagan since the Center's inception; they will continue in that role.

**Maria Carreira** (PhD, University of Illinois) is a professor of Spanish at California State University, Long Beach. Her recent book-length publications include a co-edited Routledge Handbook on heritage language education around the world (2017), four co-authored college-level Spanish textbooks, and *Voces: Latino Students on Life in the United States* (Praeger, 2014). She has also

published numerous articles and book chapters on U.S. Spanish and on HL pedagogy. With her colleagues at UCLA, she has recently created a comprehensive online course for training HL teachers. Dr. Carreira has been a keynote speaker at conferences and has lectured extensively on HL teaching at many venues.

**Maria Polinsky** (PhD, Russian Academy of Sciences) is a professor of Linguistics and Associate Director of the Language Science Center at the University of Maryland. Dr. Polinsky conducts research on multiple heritage languages. She has taught courses at several Summer Institutes of the Linguistic Society of America. She has served on the editorial boards of seventeen journals, including the *Heritage Language Journal*, on the National Science Foundation's Expert Panel on Linguistics, and on advisory boards of several international centers, including the Centre for Literacy and Multilingualism at the University of Reading, the Child Bilingualism Center at the Chinese University of Hong Kong, and the Center for Multilingual and Intercultural Communication at Stony Brook. She is the author of over a hundred scholarly articles and several books, including *Heritage Languages and Their Speakers*.

### **C. Other Project Leaders**

**Claire Hitchins Chik** (PhD, UCLA) is the Heritage Center's associate director of research. Her dissertation used ethnographic methods and focused on heritage language maintenance at a Chinese community school. She organizes and presents at conferences and workshops, and has published on the topic of HL education. With Olga Kagan and Maria Carreira, she co-edited *The Routledge Handbook of Heritage Language Education: From Innovation to Program Building*

(2017), and has recently created a comprehensive online course for training HL teachers.

**Shushan Karapetian** (PhD, UCLA) is Lecturer in Near Eastern Languages and Cultures at UCLA. She received the Society for Armenian Studies Distinguished Dissertation Award and the Russell Campbell Young Scholar Award for research on HL. She has published chapters in the *Routledge Handbook of Heritage Language Education Connecting across Languages and Cultures: A Heritage Language Festschrift in Honor of Olga Kagan*. She is currently serving on multiple committees in the Los Angeles Armenian community aimed at reforming Armenian language instruction and promoting the use of the Armenian language.

**Alejandro Lee** (PhD, UCLA) is Professor of Spanish at Santa Monica Community College. His research and teaching interests include heritage language studies, the Chinese diaspora in Latin America, and Hispanic paremiology. He co-authored “The Process of Adoption, Implementation and Institutionalization of Spanish Heritage Language Programs at Two U.S. Regional Comprehensive Universities” with Alegría Ribadeneira and presented at various conferences on the teaching of foreign languages. Dr. Lee collaborates regularly with the National Heritage Language Resource Center at UCLA.

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

**Joy Kreeft Peyton** (PhD, Georgetown University) is Vice President of the Center for Applied Linguistics, serves on the steering committee of the Alliance for the Advancement of Heritage Languages, and co-edited *Heritage Languages in America: Preserving a National Resource* and the *Handbook of Heritage, Community, and Native American Languages in the United States*. She serves on the editorial boards of *Language Learning and Technology* and the *Heritage Language Journal*.

**Julio Torres** (PhD, Georgetown) is Assistant Professor of Applied Linguistics and Multilingualism in the departments of Spanish and Portuguese and Language Science at UC Irvine and directs the Spanish Language Program and minor in Spanish/English bilingual education. His research interests include heritage and second language acquisition, bilingualism, cognition, and task-based language learning. He is co-editor of *El español como lengua de herencia* with Routledge Press and recipient of the 2014 Russell Campbell's Young Scholar Special Recognition Award.

#### **D. Staff**

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

**Susan Bauckus** (ABD, UCLA), managing editor of the *Heritage Language Journal*, has worked for the journal since its founding. She has co-edited three volumes of scholarly articles, *The Learning and Teaching of Slavic Languages and Cultures* (2000), *Heritage Language Education: A New Field Emerging* (2008), and *Connecting across Languages and Cultures: A Heritage Language Festschrift in Honor of Olga Kagan* (2018). She teaches Russian at Santa Monica College.

**Kaya A. Menteshoglu** (ABD, Bosphorus University) is the senior web developer and information technology manager for the UCLA International Institute. He will provide IT services for four Heritage Center projects: the HL Repository (R3); Certificates and Badges (LT2); Podcasts and Webinars (LT3); and the HL Community School Portal (CB3).

**Arturo Diaz** is the office manager of UCLA's Center for World Languages and a doctoral student in Spanish and Portuguese. He is responsible for the Center's compliance with government and university policy.

## **E. Evaluator**

**Tom Herman** (PhD, San Diego State University) is our external evaluator. He has extensive experience evaluating education, health, and social service programs at the state, federal and local levels, and he developed the evaluation plans for two of SDSU's LRCs and NRCs. Dr. Herman will design our evaluation instruments and data collection plan, consult with members of our Board of

Advisors and Executive Committee, and assist Ms. Paul and Dr. Erickson prepare the annual and capstone reports.

### **III. Budget and Cost Effectiveness**

#### **A. Budget**

We request \$197,000 each year for a total of \$788,000 over four years from the Department of Education. The majority of the money is used for staff and faculty salaries and benefits (including the co-Directors, who are treated as consultants). The second largest category is travel, for Heritage Center personnel to present at conferences, for presenters at the Research Institutes, for HL teachers to attend workshops at UCLA, for specialized presenters at workshops (e.g. assessment), and for travel to diverse venues (e.g. school districts; other universities and state offices) to deliver workshops.

<b>Table 3 Budget Summary (4 year totals)</b>		
<b>Budget Category</b>	<b>Amount (4 years)</b>	<b>Notes</b>
Personnel	\$407,698	Director at 1 month/year; various staff at 15-50%
Fringe Benefits	\$164,523	
Travel	\$70,656	Registration, airfare, lodging for conferences,
Supplies	\$31,753	For institutes, workshops, and general use
Consultants	\$45,000	Co-Directors; evaluator; speakers
Other Direct Costs	10,000	International conference in year four
Indirect costs	58,370	
<b>Total</b>	<b>788,000</b>	

## **B. Cost Effectiveness**

The total budget request is for \$788,000. This excludes approximately \$200,000 in in-kind contributions and revenue from conference registrations that offset the full cost of program delivery.

### **The Heritage Center budget includes significant institutional contributions from UCLA:**

(1) the Center for World Languages provides space and equipment for the Heritage Center and a summer ninth toward Dr. Erickson (above what we request in our budget); (2) UCLA's International Institute commits an additional 15% effort (above the 25% in our budget request) for Kathryn Paul, Heritage Center Associate Director; (3) the International Institute commits IT support of the Online Certificate (LT2), Podcasts and Webinars (LT3), the Network for Community Schools (CB3), and the International Conference (CB1); (4) four UCLA NRCs commit to support up to six teachers to attend each of our workshops (LT1); and (5) UCLA's Center for Digital Humanities and Office of Instructional Development will provide foreign language technology consultants and access to the computer and language labs without fees.

**Partner organizations also contribute:** (1) the Assessment and Evaluation LRC covers the cost of development and delivery of the HL Assessment workshop (LT5); (2) The National Coalition of Community-based Heritage Language Schools supports Joy Peyton (CB3); (3) The National Council of State Supervisors for Foreign Languages and the National Association of District Supervisors of Foreign Languages will help distribute the K-12 survey (R2); (4) The Council of Teachers of Southeast Asian Languages and the Berkeley-UCLA Southeast Asia NRC will provide

travel and support for the Southeast Asian Languages workshop (LT4); (5) Julio Torres and Alejandro Lee are supported by their institutions; and (6) Research Institutes are hosted at universities that provide the meeting space and AV resources. In addition, we work with other NLRCs and NRCs to share advertising and recruiting activities that reduce our costs and broaden participation.

Our budget request is partially offset by revenue from registration fees for the fourth-year conference; the funds requested is maximally cost effective: staff and faculty appointments accurately reflect the effort for Center programs without administrative burden; we monitor and report spending and time commitments. In past cycles, we subcontracted some project leadership positions to faculty at other institutions; to reduce cost and streamline management Dr. Shushan Karapetian, Associate Director of Research in the Center for World Languages, will join the Heritage Center core team. She will assist Dr. Claire Chik in project management, allowing us to monitor costs internally.

#### **IV. Evaluation Plan**

The Heritage Center is committed to rigorous evaluation and reporting. We will perform a *formative evaluation* of all new projects to ensure that our work process leads to on-time and on-budget performance. Annually, we will conduct *output and outcome evaluations* and report results in the IRIS system. Finally, to establish that our projects have met the statutory and Center goals, we will prepare a *summative capstone report*. In this, we are also mindful of the specific GPRA measures approved for this Title VI program: that both stakeholders *and experts* find our projects

to be excellent, useful, relevant and cost effective.

## **A. The CIPP Framework**

Evaluations are set within a **CIPP evaluation framework**. This framework considers four questions for each project: (1) What needs should we address (**C**ontext); (2) How should we intervene (**I**nputs); (3) Is our intervention functioning as expected (**P**rocess); and (4) Is our intervention producing results (**P**roducts)? In what follows, we discuss each of these elements in general terms; more detail is available in Table 4 and Appendix 4, which provide, respectively, some of our output and outcome measures and project-specific objectives.

### **A1. Context**

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

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

## **A2. Inputs**

We will answer the question, “how should we do it” with respect to the GPRA criteria of quality and cost effectiveness. Evaluations of projects that continue from the last cycle (e.g. Research Institutes and HL Teacher Workshops) indicate that they are highly effective. We will continue to measure program quality with qualitative measures of participant satisfaction and engagement. Through surveys and focus groups, we will ask such questions as “Did the conference allow you to learn things or meet people who can help you?” We will supplement this with observations and quantitative measures of participant engagement during program delivery.

To be cost effective, we designed our new projects specifically to leverage cost-sharing and resources. We also revised our continuing programs for cost effectiveness by using strategies of cost-sharing or “train-the-trainers” models. We will measure cost effectiveness quantitatively at the institutional scale using, among other measures, ratio data (e.g., cost per student, or persons trained per trainer hour).

## **A3. Process**

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

record of potential problems and solutions.

#### **A4. Products**

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

The *output* indicators are largely quantitative. For these, we measure volume of activity: number of people trained, number of conference presentations, number of publications, number of people accessing the *Heritage Language Journal* and the Newsletter, *etc.* The *outcome* indicators are both quantitative and qualitative—for these, we measure impacts (i.e., what concepts were learned and internalized, what curriculum improvements ensued, whether competency increased, etc.).

### **B. Evaluation Management**

If the Heritage Center is funded, staff will compile baseline measures from our final IRIS report for the current cycle and the Executive Committee will provide targets for improvement above baseline. Professor Tom Herman is our external evaluator; he has served in that role for numerous federal, state, education programs, and he wrote the evaluation plans for two San Diego State University NRCs. He will consult with Project Leaders and Advisors in the first quarter of operations, design appropriate measures, data formats, and data collection procedures for all objectives, and translate those into the required **Performance Measures Form** rubrics. Heritage Center staff will collect and compile data on an ongoing basis. Table 4 (next page) contains a list

of selected output and outcome measures that we will include in our annual IRIS report.

<b>Table 4</b>		
<b>Selected Metrics for Project Evaluation</b>		
<b>Project</b>	<b>Output Measures</b>	<b>Outcome Measures</b>
R1: Research Institutes	<ul style="list-style-type: none"> <li>• # of institutes organized</li> <li>• # of participants in institutes</li> </ul>	<ul style="list-style-type: none"> <li>• # of research projects initiated</li> <li>• % of participants reporting institute was relevant, useful and high quality</li> </ul>
R2: Surveys	<ul style="list-style-type: none"> <li>• # of surveys implemented</li> <li>• # of valid responses collected</li> </ul>	<ul style="list-style-type: none"> <li>• # of research briefs produced to share survey results</li> </ul>
R3: HL Repository	<ul style="list-style-type: none"> <li>• # of spoken and written HL samples made available through repository</li> <li>• # of unduplicated users</li> </ul>	<ul style="list-style-type: none"> <li>• # of spoken and written HL samples made available through repository</li> <li>• % of repository users reporting repository is relevant, useful and high quality</li> </ul>
LT1: Summer Teacher Workshops	<ul style="list-style-type: none"> <li>• # of workshops held</li> <li>• # of participants in workshops</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers with increased knowledge and skills regarding teaching of HL</li> <li>• % of participants reporting workshop was relevant, useful and high quality</li> </ul>
LT2: HL Certificate and Badges	<ul style="list-style-type: none"> <li>• # of badges offered</li> <li>• # of teachers earning badges and/or certificate</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers with increased knowledge and skills regarding teaching of HL</li> <li>• % of participants reporting instruction was relevant, useful and high quality</li> </ul>
LT3: Podcasts and Webinars	<ul style="list-style-type: none"> <li>• # of podcasts &amp; webinars aired</li> <li>• # of participants in webinars</li> </ul>	<ul style="list-style-type: none"> <li>• % of participants reporting webinar/podcasts were relevant, useful and high quality</li> </ul>
LT4: Workshop: SE Asian Languages	<ul style="list-style-type: none"> <li>• # of workshops held</li> <li>• # of participants in workshop</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers with increased knowledge and skills regarding SE Asian Languages</li> <li>• % of participants reporting workshop was relevant, useful and high quality</li> </ul>
LT5: Workshop: HL Assessment	<ul style="list-style-type: none"> <li>• # of workshops held</li> <li>• # of participants in workshop</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers with increased knowledge and skills regarding HL assessment</li> <li>• % of participants reporting workshop was relevant, useful and high quality</li> </ul>
CB1: Conferences	<ul style="list-style-type: none"> <li>• # of conferences held</li> <li>• # of presenters at conferences</li> <li>• # of participants in conferences</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers who adopt one or more principles of HL instruction</li> <li>• % of participants reporting conference was relevant, useful and high quality</li> </ul>
CB2: Publications	<ul style="list-style-type: none"> <li>• # of new subscribers</li> <li>• # of submissions to <i>Heritage Language Journal</i> and <i>Heritage Center Newsletter</i></li> </ul>	<ul style="list-style-type: none"> <li>• # of citations of articles</li> <li>• # of reposts to social media</li> </ul>
CB3: Web Portal	<ul style="list-style-type: none"> <li>• # of community-based HL schools linked to portal</li> </ul>	<ul style="list-style-type: none"> <li>• # of users accessing portal, total &amp; monthly</li> <li>• % of users reporting portal provides relevant, useful, and high-quality resources</li> </ul>
SP1: DLI, Magnet, and Charter School Working Group	<ul style="list-style-type: none"> <li>• # of working group meetings held</li> <li>• # of schools and other orgs. represented in working group</li> <li>• # of members of working group</li> </ul>	<ul style="list-style-type: none"> <li>• # of actions recommended by working group</li> <li>• # of schools adopting one or more recommendations</li> </ul>
SP2: Knowledge Exchange Working Group	<ul style="list-style-type: none"> <li>• # of working group meetings held</li> <li>• # of organizations participating</li> <li>• # of members of working group</li> </ul>	<ul style="list-style-type: none"> <li>• # of actions recommended by working group</li> <li>• # of recommendations implemented by working group</li> </ul>
SP3:	<ul style="list-style-type: none"> <li>• # of working group meetings held</li> </ul>	<ul style="list-style-type: none"> <li>• # of actions recommended by working group</li> </ul>

Community College Working Group	<ul style="list-style-type: none"> <li>• # of CCs and other orgs. represented in working group</li> <li>• # of members of working group</li> </ul>	<ul style="list-style-type: none"> <li>• # of community colleges adopting one or more working group recommendation for HL</li> </ul>
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The Heritage Center’s Board of Advisors will conduct *expert assessments* of our projects. They will examine the extent to which each has furthered the overarching goals, achieved its specific objectives, and advanced the heritage language education field. We selected the members (Section I.C.) for their scholarship and interest in HL education and assigned each to oversee a project whose subject matter most closely fits his/her expertise. At the start of each project, the Advisor, Project Leader and the outside evaluator will jointly develop an assessment protocol. Advisors will produce written reports at the conclusion of each project.

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

### **C. Reporting**

Each year, we will compile the evaluation findings for all projects into a report that is discussed at the Heritage Center’s annual Advisory Board meeting. The Director will compile evaluations of process and goals alongside expert assessments for all individual projects, and transmit this as an annual report to the Department of Education. That report will be formatted to suit GPRA requirements, and will use the Performance Measures Form designed for Title VI programs. (Several completed sample forms are in Appendix 4).

## V. Adequacy of Resources

### A. Institutional Support

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

In earlier incarnations, the Center for World Languages (CWL) pioneered the field of HL learning, teaching, and research, and it has remained the national leader for more than 30 years. We are able to leverage its resources to support the Heritage Center. Our administrative staff has decades of experience managing language programs for the U. S. Departments of Education, State, and Defense, the National Endowment for the Humanities, and the American Council of Learned Societies. CWL provides the Heritage Center with offices and meeting rooms, computers, printers, copy and fax machines, projectors, cameras, and recorders. CWL will continue to pursue other grants and contracts that support and complement the Heritage Center's activities.

Our administrative home, UCLA's International Institute, provides instructional technology, technical support for three projects that have substantial IT components, and fund management. The Institute also sponsors three NRC Area Studies Centers (the Latin America Institute, Berkeley-UCLA Asia Pacific Center, and UCLA-USC East Asian Studies Center) which will compete in the current cycle along with one new applicant (Near East Studies Center)—all four of their NRC

proposals include support for the Heritage Center’s teacher training workshops in languages relevant to their missions.

The Heritage Center has full access to computer labs, research libraries, and other support from UCLA’s Summer Sessions office, Center for Digital Humanities, and Office of Instructional Development. UCLA provides classrooms for workshops and courses.

## **B. External Collaborations**

The Heritage Center has six collaborative projects that provide significant leverage to our budget request. Our partners are five LRCs, two NRCs, two national professional associations and a consortium of community colleges:

- (1) the University of Arizona’s Center for Educational Resources in Culture, Language and Literacy;
- (2) the University of Hawaii’s National Language Resource Center;
- (3) the University of Indiana’s Center for the Languages of the Central Asia Region;
- (4) Georgetown University’s Assessment and Evaluation LRC;
- (5) the UCLA-Berkeley Asia Pacific Center and USC East Asian Studies Center (both are NRCs);
- (6) the Council of Teachers of Southeast Asian Languages (joined by the UCLA-Berkeley Asia Pacific Center NRC);
- (7) The National Coalition of Community-based Heritage Language Schools;
- (7) Language instructors from 10 community colleges in Los Angeles. These collaborations are described in the project list (see Section VI.C, below).

## **VI. Need and Potential Impact**

Our activities are designed to meet the pedagogical needs of HL speakers and learners and the mismatch between those needs and the nation’s teaching resources and capabilities. In section A, we describe HL learners’ needs based on our survey of ~2000 HL learners in U.S. colleges and universities (Carreira & Kagan, 2009, 2011). In Section B, we examine the state of HL instruction in U.S. classrooms, considering both the type of courses offered and teachers’ preparation for HL instruction. In Section C, we move to the institutional level, examining structural challenges to expanding HL instruction. Section D concludes with a description of the program activities we propose to address these needs on all levels.

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

#### **A1. Numbers of Speakers and Languages Spoken**

Table 5 shows U.S. Census Bureau data on speakers of selected languages other than English in the U.S. From 1990 to 2016, the number of speakers of all languages except German and French increased. Apart from these languages and Spanish, all are less-commonly-taught (as identified in Competitive Preference Priority #1). Indeed, the miscellaneous African languages are what Gambhir (2001) calls “truly less commonly taught” languages, for which *nearly all* students are HL learners.

The most recent data show that **over 21% of U.S. residents speak a language other than English**

**at home.** This includes those who arrived in the U.S. during childhood or as adults, as well as those born in the U.S. to immigrant parents. In some U.S. cities, a substantially higher percentage of the population speaks another language at home: for Los Angeles, 60%; Miami, 77%; New York, 49%; Dallas, 43%; Phoenix, 37%; and Chicago, 36%.

<b>Table 5</b>				
<b>Languages Other than English Spoken in the U.S.</b>				
(million speakers)				
<b>Language</b>	<b>1990</b>	<b>2000</b>	<b>2010</b>	<b>2016</b>
Spanish	17.4	28.0	36.9	39.1
Chinese	1.3	2.0	2.8	3.1
Tagalog	0.8	1.2	1.6	1.7
Vietnamese	0.5	1.0	1.4	1.4
French	1.9	2.0	1.3	1.2
Korean	0.6	0.9	1.1	1.1
German	1.6	1.4	1.0	1.0
Arabic	.4	.6	.8	1.1
African Languages	not listed	.2	.8	1.1
Russian	.2	.7	.9	.9
<b>Totals</b>	<b>24.69</b>	<b>37.75</b>	<b>49.34</b>	<b>52.62</b>

Source: 2012-2016 American Community Survey 5-Year Estimates, Table B16001, <http://www.census.gov>

## **A2. Characteristics of HL Speakers**

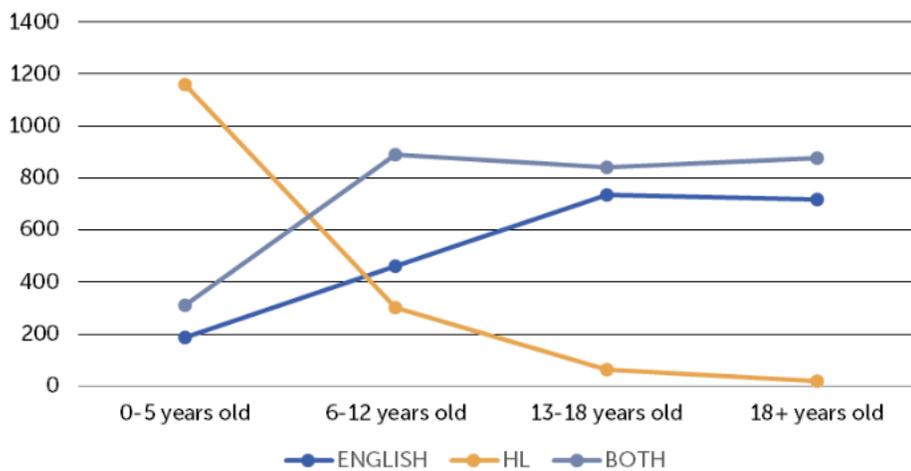
Ten years ago, the Heritage Center surveyed ~2000 college-level HL learners in the US (Carreira & Kagan, 2009, 2011). The information in this section is based on that survey, which remains the most comprehensive data set about HL learners across multiple languages. As such, it informs the

design of our curriculum development and teacher training programs. (Note: The surveys we propose in Project R2 will update and expand the scope of this data.)

HL speakers typically speak their home language until they start school, when they rapidly switch to English (Figure 1). Following this pattern, nearly all survey respondents reported being dominant in their HL until the age of six, at which point they started shifting to English. As adults, most respondents speak English most of the time, but remain proficient in their HL and use it regularly at home and in their communities.

**Figure 1. Language use by heritage speakers**

What language did you use most at the following periods in your life?

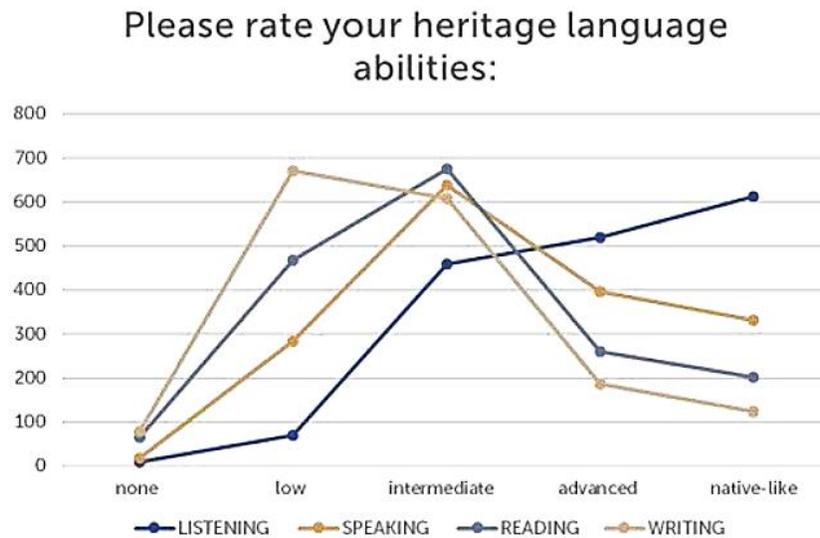


Source: Carreira and Kagan (2009)

This pattern of language use results in specific gaps: e.g., because of the home-based nature of their language knowledge, even HL speakers with high oral/aural proficiency rarely can use their HL in formal academic and professional settings. The survey responses reveal a complex profile of HL speakers’ language abilities: Most respondents rate their proficiency as low in writing and

intermediate in reading and speaking, and rate themselves as native-like only in listening (Figure 2). These gaps need to be addressed with appropriate instruction; i.e., instruction that targets specific gaps rather than covering basic verbs, home-based vocabulary, etc., all of which HL speakers typically control.

**Figure 2. Heritage language proficiency self-assessment**



Source:

Carreira and Kagan (2009)

### **A3. HL Speakers' Potential**

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

higher than L2 learners studying in the same overseas program. Indeed, HL speakers' potential to reach high-level proficiency faster than L2 learners is now widely recognized. A U.S. Department of Defense white paper (2006) advocates a focus on HL education as a means to reduce the average time needed to develop high-level competency in critical languages.

A position statement by ACTFL (2010) supports giving HL speakers the opportunity to “become fully bilingual and biliterate in today’s global environment,” and argues that optimal instruction for these speakers should build on knowledge they bring from their home-based exposure. Providing appropriate instruction to HL speakers will increase the pool of Americans with high-level proficiency needed for jobs in diplomacy, business, science and technology, health, and national security (e.g., Council on Foreign Relations, 2012). Project R1 will investigate and report on the nature of HL speaker’s language and potential.

## **B. Needs in the HL Classroom**

Fee, Rhodes, and Wiley's (2014) comparison of K-12 foreign language enrollment with Census Bureau data showed that the languages taught in K-12 schools do not reflect the languages spoken by school-age HL speakers. On a smaller scale, this pattern is confirmed by Kagan's (2017) survey of schools in Metropolitan Los Angeles: although Spanish and Chinese are widely taught in the region, languages of other large immigrant communities (Tagalog/Filipino, Persian, Russian, Vietnamese among others) are either not taught or taught in few schools and not consistently.

**Most HL speakers in elementary and secondary grades have no opportunity for formal instruction in their HL in either public or charter schools.**

For post-secondary learners, Carreira (2014) found persistent shortages of appropriate materials and teacher training, despite significant growth in the number of dedicated HL classes in the past decade. Moreover (citing Beaudrie, 2011), she notes that pedagogical practices in dedicated HL classes are not always informed by research on HL instruction. In mixed classes, (*i.e.*, classes including both HL and L2 learners), instruction tends to focus solely on the L2 learners; HL speakers' unique pedagogical needs are rarely addressed. Insofar as most HL learners *are* in mixed class settings, the lack of teacher preparation, materials, and attention to their special needs prevents them from reaching their potential. Based on our research on mixed classes (Carreira & Hitchins Chik, in press), we will introduce tools that teachers can use to meet the needs of both HL and L2 students in their classes. Projects LT2 and LT3 will provide support for instructors in this area and project R2 will inform the field. In community colleges, we have practically no information about performance in mixed classes; the working group in project SP3 will begin to address this knowledge gap.

Examining teacher preparation, Schwartz Caballero (2014) found that professional organizations are aware of the need to train HL instructors. However, despite several national initiatives, there is still a dearth of coursework and certification for HL instructors, leaving the majority of teachers feeling only “somewhat prepared” to teach HL learners (p. 363). The need is particularly acute in the less-commonly-taught languages where, according to McGinnis (2014), “the more critical, crosscutting need is for teachers – certified or not, by alternative or traditional means – who are sufficiently qualified and committed to the teaching and learning of their language and cultural heritage” (p. 147). We will address this need through teacher training projects (LT1, LT2, LT4,

CB2), studying how teachers adopt research findings into the classroom (SP2), and by developing a Repository of HL materials (R3).

### **C. Institutional Needs**

Besides the classroom-level challenges to HL learning, there are two important structural impediments at the institutional level. First, besides neglecting the less commonly taught languages, most K-12 language instruction has traditionally occurred in secondary grades. This is changing, in large part because the rapid expansion of dual language instruction (**DLI**) programs has dramatically increased language teaching in primary/elementary grades. As research increasingly shows that language learning improves performance in math, science, and other courses, parents are not only choosing DLI for their children, but pressing for more of it, and seeking language-oriented magnet and charter schools.

Despite this, the challenge of incorporating HL best practice into DLI classrooms has barely been addressed. Instead, the theoretical and practical aspects of language teaching in DLI classrooms are approached from the perspective of *bilingual education*. Accordingly, most research on DLI programs focuses on Spanish programs, or English language learners. For languages which present different linguistic challenges, existing research provides little guidance. Similarly, recruiting teachers credentialed for bilingual education for less-commonly taught languages is practically impossible and appropriate teaching materials are limited. Finally, there is also the problem of continuity: few DLI programs continue beyond the 5<sup>th</sup> grade. Even outside DLI settings—in language-focused magnet or charter schools—these problems remain. These challenges at the K-

12 level are well documented in *Dual Language Education Programs: Current State Policies and Practices* (U.S. Department of Education, 2015). We will begin to address these issues with our K-12 survey project (R2) and working group on HL in Dual Language, Magnet, and Charter Schools (SP1).

At the community college level, the Heritage Center's most recent work has exposed a very different institutional impediment. Indeed, community college teachers identify many of the same problems that have been discussed above (lack of a comprehensive HL curriculum, challenges of finding and adapting materials, etc.). But, ironically, there are challenges even where colleges have created HL tracks and trained instructors.

This is because community college students *as a group* have substantially different needs and skills compared to traditional students at four-year institutions. Most community college students work outside of school—many at full-time jobs. They have to choose classes based on their schedule, rather than their level. This often prevents them from moving to higher levels of proficiency, where fewer classes are scheduled. Based on both informal discussions with participants in our summer workshops and formal surveys at a college we worked with in the 2014/18 grant period, a significant number of community college students are taking the wrong language courses. This issue will be analyzed in our survey (R2) and strategic planning project (SP3)

## D. Heritage Center Projects

Table 6 recapitulates the needs identified above and indicates how each of the 14 projects we propose will serve them. It is followed by a capsule description of each project.

<b>Table 6 Needs and Heritage Center Projects That Address Them</b>				
<b>Needs</b>	<b>Project Type</b>			
	<b>Research</b>	<b>Learning/ Teaching</b>	<b>Community Building</b>	<b>Strategy &amp; Planning</b>
To prepare HL speakers to use their HL in formal academic and professional settings	R1	All LT	CB3	SP3
To target specific gaps in HL learners competencies	R1	All LT		
To reduce time needed to develop high-level competency in critical languages		All LT		SP3
To build on knowledge HL learners bring from their home-based exposure			CB1	
To teach languages in K-12 grades that reflect the languages spoken by school-age HL speakers	R2		CB3	
To incorporate HL instruction into bilingual DLI education	R2			SP1
To provide appropriate HL teaching materials	R3	LT1	CB2	
To adequately train teachers to serve HL learners		All LT		SP2

### **D1. Research Projects**

#### ***R1: Research Institutes (Continuing Project, Years 1-3)***

Project Leader: Maria Polinsky; Project Advisor: Silvina Montrul

The Heritage Center has convened a Research Institute every summer except in years when we hold our quadrennial Heritage/Community Language Conference. Diverse groups of scholars—

from emeriti to graduate students, across the disciplines—meet to share research findings and set new directions. Some Institutes have inspired special issues of the Heritage Language Journal.

Research Institute topics for this funding cycle are:

Year 1: Heritage language development from early years to young adulthood

Year 2: Dynamics of heritage language mastery over the lifespan

Year 3: Language similarity and language distance in bilingual/heritage situations

***R2: Surveys (New Project, Years 1-4)***

Project Leaders: Maria Carreira, Claire Chik, Shushan Karapetian; Project Advisor: Chris Erickson

- Survey of post-secondary HL learners' language use, motivation, and attitudes:

We will update the Heritage Center's 2009 survey, and expand it by including second language (L2) learners who study alongside HL learners in mixed classrooms. These classes are at once the most common, the most challenging, and the most under-researched instructional context in which HL learners study their home language. Building on our previous work developing a pedagogy for mixed classes, this new area of the survey will give us a better understanding of the different configurations of mixed classes and the experiences of the students enrolled in them. The results will be analyzed and published in the Heritage Language Journal.

- Survey of K-12 HL course offerings: The rapid growth of dual language immersion programs and language-specific charter and magnet schools raises questions about how to address HL teaching in the elementary and secondary grades. In partnership with ACTFL, the National Council of State Supervisors for Languages, and the National Association of District Supervisors of Foreign Languages, we will survey school districts, and magnet and charter schools to learn: what language courses are offered; whether HL learners are taught in mixed

or dedicated classes; how teachers are trained for dealing with HL learners; whether school staff are familiar with HL best practices; and what HL curricula and resources they use. Acquiring this basic data is a necessary first step toward extending HL instruction below the secondary level. This survey will complement a survey of higher education HL programs conducted by the Heritage Center in the previous cycle. The results will be analyzed and published in the Heritage Language Journal.

***R3: Heritage Language Repository (New Project Years 1-4)***

Project Leader: Maria Polinsky; Project Advisor: Olesya Kissilev

To help scholars document and study heritage languages, we will create a database of various types and modalities of data collected from second (foreign) language speakers and monolingual speakers of the target languages. Based on notions of ethical data sharing and searchability, we will compile audio and video recordings and written materials that will allow comparative research into HL language acquisition, maintenance, and change. The Repository will be seeded with a number of existing HL databases; we also have in-principle commitments from four research groups to contribute. To implement it, we will promulgate protocols for data collection and management.

The Repository will have immediate value to scholars. It will: (1) facilitate replication and meta-analysis; (2) encourage collaboration among researchers studying different languages; (3) avoid duplication and permit division of labor; (4) provide a mechanism to meet the federal agencies' (NSF, NIH, etc.) data sharing requirements; and (5) facilitate access to materials in less-commonly-taught languages.

In order to help educators to establish new or enhance existing HL courses, a second database of HL class syllabi and sample class projects will be developed. We will seek contributions from educators across different levels of instruction and languages.

## **D.2 Learning & Teaching Projects**

### ***LT1: Summer Teacher Workshops (Continuing Project, Years 1-3)***

Project Leader: Maria Carreira; Project Advisor: Guadalupe Valdés

For ten years, the Center has offered a week-long workshop for K-16 and community school HL instructors to learn best practices and develop innovative curriculum materials. (We select participants based on experience, need, and leadership potential; this year, more than 150 people applied for 30 positions.) In 2017, we introduced pre-workshop online learning (using three modules from the LT2 Certificate and Badge program); this innovation afforded more time for materials development and was very favorably evaluated. In the current cycle, we will incorporate elements of PBL. Each of UCLA's existing NRCs has offered to sponsor teachers of languages relevant to their areas from across the country.

### ***LT2. HL Teaching Certificate and Badges (New Project, 2018-2022; Years 1-4)***

Project Leader: Claire Hitchins Chik; Project Advisor: Guadalupe Valdés

Last cycle, with additional funding from the UCLA International Institute and STARTALK, we developed five e-learning modules on HL teaching: (1) Key Concepts and Pedagogical Approaches in Heritage Language Teaching; (2) Understanding and Meeting the Language

Needs of Heritage Language Learners; (3) Differentiated Instruction: Responding to the Needs of Individual Learners; (4) Strategies for Teaching Mixed Classes; and (5) Principles of Project-Based Learning.

This project combines them into a formal certificate in HL teaching. The self-paced modules introduce a pedagogy for HL learners and classroom best practices and provide content developed in the LT1 Summer Workshops. Teachers earn badges for completing topical modules, and a formal certificate after completing the full suite of programs. Dr. Chik will be the instructor of record, providing feedback and answering student questions. We will advertise the modules in relevant publications, at conferences, and through our listserv.

***LT3: Podcasts and Webinars (New Project, Years 1-4)***

Project Leader: Maria Carreira; Project Advisor: Joy Peyton

We will develop a series of podcasts and webinars to address issues identified in our surveys or raised by participants in workshops and conferences. In addition, on our website there will be a place for instructors to suggest podcast topics based on their needs. *Podcasts* (e.g., an interview with a teacher who solved a particular classroom problem) will be micro-learning events less than 20 minutes long; they will be posted on our website and available free of charge. Hour-long *Webinars* will cover topics such as differentiating instruction, project-based learning, genre-based writing instruction, etc. Our plan is to offer two webinars a year.

***LT4: Professional Development Workshop in SE Asian Languages (New Project, Year 3)***

Project Leader: Maria Carreira, and Shushan Karapetian; Project Advisor: Juliana Wijaya

This two-day workshop will introduce post-secondary SE Asian Language teachers to strategies and best practices for HL Project Based Learning. The project is a collaboration between the Heritage Center, the joint Berkeley-UCLA Asia Pacific Center, and the national Council of Teachers of Southeast Asian Languages (COTSEAL). It will follow a format similar to our LT1 Summer Workshops but focused more narrowly on how to engage students in project development. Participating teachers will develop lesson plans and syllabi for a PBL course for HL only or mixed classes. They will share these products and their experience through the COTSEAL and Heritage Center websites. The Berkeley-UCLA NRC will fund 20 teachers.

***LT5: Workshop in HL Assessment (New Project, Year 3)***

Project Leader: Shushan Karapetian; Project Advisor: Meg Malone

The Heritage Center will offer a training workshop at UCLA in assessment best practices. Participants will be post-secondary HL instructors, who will learn how to use Oral Proficiency Interviews to assess HL speakers' placement and progress. The project is offered in partnership with the Assessment and Evaluation LRC (AELRC) Georgetown University. The Heritage Center will support travel for the trainer during Year 3 (2020-21) of the funding cycle. We also anticipate developing a research project with the AELRC to support meaningful revisions to tailor the workshop to HL speakers.

### **D3. Community Building Projects**

#### ***CBI: Conferences (Years 1-4) (Continuing and New Projects, Years 1-4)***

Project Leader: Kathryn Paul; Project Advisor: Chris Erickson

- Fourth Quadrennial International Conference on Heritage/Community Languages: More than 300 people representing 16 countries attended the 2018 conference; more than 170 papers were presented on topics spanning multiple disciplines and languages. The conference is the world's premier forum for sharing knowledge about HL and community languages.
- Community-Based Heritage Language Schools Conference, hosted annually by the National Coalition of Community-based Heritage Language Schools at the American University: The Heritage Center has provided the keynote speaker each year since the conference began in 2015 and will continue to do so in the next funding cycle.
- Biennial Intercultural Competence Conference, hosted by the Center for Educational Resources in Culture, Language, and Literacy at the University of Arizona: The Heritage Center will provide the keynote speaker for the 2020 conference.
- ACTFL Workshops and Sessions: (1) The Heritage Center presents a pre-conference workshop at the annual ACTFL conference to introduce HL concepts and practices to language teachers. (2) Research developed and presented by HL staff and affiliates is presented in regular and special sessions. (3) In a new collaboration with the University of Hawaii's NLRC, we will present a "TED Talk" lecture at ACTFL conference in year 4.

***CB2: Publications (Years 1-4) (Continuing and New Projects, Years 1-4)***

Project Leaders: Susie Bauckus, Maria Carreira, Claire Chik; Project Advisor: Andrew Lynch

- The *Heritage Language Journal* was established in 2002; management devolved to the Heritage Center on its founding in 2006. This peer-reviewed journal is published online three times a year, at no charge to its 7,400 subscribers. It publishes original HL research by contributors from many fields on a wide range of topics. Articles are widely cited. (As of this writing, co-director Carreira's 2004 article, "Seeking explanatory adequacy: A dual approach to understanding the term heritage language learner" has been cited 277 times.)
- Book Project: *Multilingual La La Land*: Drs. Carrera and Chik have a contract with Routledge to survey and analyze HL transmission and maintenance in Los Angeles ethnic communities speaking Arabic, Armenian, Cambodian, Chinese, French, Hebrew/Yiddish, Japanese, Korean, languages of India, Persian, Russian, Spanish, Tagalog and Vietnamese. They will also document how immigrant languages enrich the cultural, economic, and social landscape of Los Angeles.
- Book Project: *Project-Based Learning in the Heritage Language Context*: Drs. Carrera and Chik have a contract with Georgetown Press for a book that addresses HL teaching in the context of PBL. They will develop a framework for incorporating PBL principles and practices into HL teaching. Using case studies, the authors will illustrate HL teaching challenges and describe solutions that are tailored to the institutional circumstances, students' HL profiles, and grade levels. Other chapters will present a step-by-step process to create projects and address the issue of whether PBL can fit within language curricula that are articulated or tied to unrelated goals (e.g., preparing for the AP test). The book will offer adaptations of PBL for use in traditional language classrooms and, looking beyond the confines of the individual

classroom, will consider how PBL might fit within a coordinated program of language study.

- Online Textbook: We will compile modules from online certificate project (LT2) into an online textbook for HL teacher training. The project will offer a syllabus of class activities, assignments, and assessments suitable for use in schools of education. Maria Carreira piloted this idea with 30 trainee Spanish teachers at California State University, Long Beach, in 2017, with positive results and high evaluations.

### ***CB3: Community-Based HL Schools Web Portal (Continuing Project, Years 1-4)***

Project Leader: Joy Peyton; Project Advisor: Tommy Lu

This project extends a nationwide initiative which began in 2016 to support, guide, and promote the interests of community-based heritage language schools and organizations across the U.S. The project's goals are to facilitate communication among community-based HL programs; increase their visibility and recognition of these programs within the U.S. education system on local, state, and national levels; and document places where HL teaching and learning are taking place in these schools in the U.S. This project is in collaboration with the National Coalition of Community-based Heritage Language Schools. The coalition members will provide content and the Heritage Center will provide the website/portal and technical support.

### **D4. Strategic Planning & Policy Projects**

These three projects examine challenges to diffusion of HL theory and practice. Each Project Leader will recruit stakeholders (including Center Affiliates) to join **working groups** which will delineate the nature of the problem and outline possible solutions. Each group will deliver a white paper, publication, conference session, or similar work product.

***SP1: HL in Dual Language, Charter, and Magnet Schools (New Project, Year 1-4)***

Project Leader: Shushan Karapetian; Project Advisor: Ji Sook Kim

Increasingly, parents are requesting dual language immersion and language-focused charter or magnet programs for their children. Although HL learners comprise a sizeable fraction of students in all three settings, none have assessed how to incorporate HL best practice into K-12 classrooms. This working group will coordinate research, training, and community building activities that inform parental choice, classroom practice, and institutionalization.

The working group will make use of data collected during the K-12 surveys (R2). As a pilot project, we will work with Granada Hills Charter High School and Glendale Unified School District's FLAG program (Foreign Language Academies of Glendale), which offers dual immersion programs in seven languages (Armenian, French, Spanish, Italian, Korean, Japanese, and German). Glendale is seeking collaboration and research partners to help improve and advance their programs, and have approached the project leader to participate. We worked with Granada Hills in the last funding cycle and will build on that work. The results will inform parents and administrators.

***SP2: Knowledge Exchange between Scholars and Practitioners (New Project, Years 1-4)***

Project Leader: Julio Torres; Project Advisor: Judith Kroll

The goal of this project is to strengthen the HL field by bridging the gap between theory-rich researchers and experience-rich teachers. Not all research findings are relevant to teaching practice; important pedagogical questions go unaddressed by researchers, while teachers find it

hard to know *which* research findings can improve their teaching practices and *how* to implement them. Moreover, even when research is presented in professional development workshops, studies show that only a small percentage of teachers actually deploy the strategies they have learned.

The working group will examine how HL teachers/instructors transfer research findings from theoretical and applied linguistics that are presented in professional development settings into their classrooms. The group will follow current and past participants in our summer workshops, using a qualitative grounded theory approach to gather and analyze data. The group will collect data from the following sources: two focus group discussions during the summer teacher workshop and at the end of participating teachers' academic year; electronic journal entries during teachers' academic year; debriefing sessions with teachers regarding their curricula; and course documents.

***SP3: Impediments to HL Instruction at Community Colleges (New Project, Years 1-4)***

Project Leader: Alejandro Lee; Project Advisor: Scott McGinnis

Community college instructors who attend our summer workshops have identified various institutional barriers to expanding HL instruction on their campuses. They cite a lack of suitable curricula and materials and difficulty scheduling distinct HL courses. More importantly, they note that community college students have substantially different needs and skills than students who matriculate from high school to four-year institutions.

This working group will gather data on community college Spanish and Russian HL learners and their environment, using surveys of instructors and students at 10 Los Angeles area colleges. The survey of instructors will elicit information on the types of classes offered in their language

programs, how heritage speakers are enrolled, instructional challenges, the complications of teaching classes with mixed heritage/non-heritage enrollment, levels offered, materials and strategies used, best practices, instructors' experiences of students' academic and socio-affective needs, instructors' educational backgrounds, and the education they have received in HL teaching. The student survey will be adapted from Carreira and Kagan's (2009) survey of heritage language students.

The Spanish and Russian instructors will meet twice a year in separate groups during the grant cycle to discuss instructional issues, the construction of the survey and the later results. Each group will also attend a workshop for teachers of heritage speakers focusing on the language they speak. The capstone work product will be an analysis and white paper for community college administrators

## **VII. Likelihood of Achieving Results**

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

1. **Our experience managing projects and centers:** The Principal Investigator has extensive experience managing Title VI programs: he served as Director of UCLA's CIBER program for 8 years before assuming his position as Senior Associate Vice Provost in the International Institute four years ago. In this current position, the directors of the Heritage Center and three NRCs reported to him.

The Co-Directors of the Heritage Center are leaders in their fields with decades of experience in linguistic research and project management. Their longstanding relationships with K-20 educators inform their vision. They have both served as co-directors of the Center since its founding.

Our Associate Directors and Heritage Center staff have similar experience, with an outstanding record of delivering projects on time and on budget. (Our StarTalk program officers visit the Heritage Center annually; they have cited us for exemplary performance, fiscal transparency, and responsiveness to the program officers.) The project leaders have all made substantial contributions to the field as evidenced by their records of publication, teaching and service. (See biographies in Section II and C.V.s in Appendix.)

2. **Logistic and financial support from UCLA and our Partners:** UCLA's International Institute will provide fund managers and IT support for all web-based programs. Four UCLA NRCs will provide funds so teachers of languages relevant to their missions can participate in our professional development workshops. Project partners will contribute many of the resources necessary for program delivery.
3. **The active participation of our Board of Advisors:** Members of the Board of Advisors consult regularly with the Executive Committee and serve as expert evaluators on individual projects. This system was developed in the first funding cycle and, as it proved to be successful, will be retained.

4. **Guidance from our outside evaluator:** Dr. Herman has substantial experience reviewing Title VI programs. He will communicate with the Heritage Center PI, Co-Directors, and project leaders regularly. We include a formative evaluation in our work process for new projects (see section IV) to ensure that assumptions about project delivery timelines are reasonable.
  
5. **Demonstrated Demand from Partners:** The impetus for many of our new programs comes from the intended consumers: teachers, professional associates, school districts, and community schools.

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

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

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

We will conduct a formative evaluation for all new projects to review recruitment, delivery, and participant satisfaction.

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

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

Our **Research Projects** will produce reports, articles and conference presentations that inform and expand the field. We will disseminate these products at workshops and conferences, through publications, via the Heritage Center and other NLRC's websites, and through the networks we develop in our Community Building projects. Information developed through the Research Institutes (**R1**) and Surveys (**R2**) will be published in peer-reviewed journals. The HL Repository (**R3**) will be maintained by the Center and accessible through the Center's website.

Our **Learning and Teaching Projects** will produce syllabi, teaching guides, curriculum templates, lesson plans, etc., in a variety of languages. Materials developed for and in the Teacher Training workshops (**LT1, LT4, LT5**) will be available through the center website *and* shared through

podcasts and webinars (**LT3**). The Certificate and Badge program (**LT2**) will be advertised through partner organizations and networks.

Our **Community Building Projects** will have a variety of outcomes and products. Summaries of our conferences (**CB1**) will be reported on the Heritage Center Website, which will also house podcasts of conference keynote speakers' presentations. Proceedings will be published for the biennial teacher education conference.

Work products from the three **Strategic Planning and Policy Projects** will be determined by each working group and may take several forms—including white papers, databases of survey responses, and scholarly articles. Insofar as these projects address institutional issues, we anticipate publishing not only in linguistic journals, but also in journals focused on educational policy and management. White papers and policy analyses may also be disseminated through the website and listserv, presented at practitioner and scholarly society conferences, at the Quadrennial HL conference, and via our Affiliates.

## **IX. Competitive Preference Priorities**

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

Most students of less commonly taught languages (at both secondary and post-secondary levels) are HL learners—it is almost impossible to discuss those languages without reference to HL pedagogy. Indeed, the majority of our activities focus *directly* on less commonly taught languages.

The research projects all focus on less commonly taught languages. The Workshop for SE Asian Languages (LT4) focused entirely on LCTLs. The summer teacher workshops (LT1) focuses selection on participants who teach a LCTL to ensure a diverse representation of languages, such that the materials teachers develop will have the broadest possible reach. (In the current cycle, we included teachers of Amharic, Arabic, Armenian, Chinese, Hebrew, Hindi, Hungarian, Japanese, Korean, Persian, Portuguese, Russian, Tagalog, Thai, Turkish, Urdu, Vietnamese and Yoruba.)

Similarly, all the community schools participating in our web portal project (CB3) teach less commonly taught languages.

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

The Heritage Center will work with 10 community colleges to analyze structural impediments to HL instruction and recommend solutions (Project SP3). These are: Santa Monica College, Mt. San Antonio College, El Camino College, West LA College, East LA College, Los Angeles

Community College, Pasadena Community College, Glendale Community College, Long Beach Community College and Los Angeles Mission College. All of these are MSIs/HSIs; between them, they teach Arabic, Armenian, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, Turkish and Vietnamese. The working group will collect data on the students currently enrolled in these language courses across the colleges to analyze student needs.

Besides this, community college faculty attend our workshops (LT1, LT4) and conferences (C1). Alejandro Lee has committed to organizing a panel on community colleges and LCTLs for the Center's quadrennial conference.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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

Christopher L. Erickson

UCLA OFFICE: UCLA Anderson School of Management, Room A417  
UCLA International Institute, Bunche Hall 11347

CAMPUS PHONE: (310) 825-1697  
(310) 825-3902

DEGREES:

B.A. 1986 Yale University, Economics  
Ph.D. 1990 Massachusetts Institute of Technology, Economics

WORK EXPERIENCE:

1990-1991 Cornell University, Assistant Professor

UCLA FACULTY APPOINTMENT:

Assistant Professor, Step II off-scale, 7/1/91 Assistant Professor, Step  
III off-scale, 7/1/93 Assistant Professor, Step IV off-scale, 7/1/95  
Associate Professor, Step I off scale, 7/1/97 Associate Professor, Step  
II off scale, 7/1/99 Associate Professor, Step III off scale, 7/1/00  
Professor, Step I off-scale, 7/1/02  
Professor, Step II off-scale, 7/1/05 Professor, Step III  
off-scale, 7/1/08

TEACHING:

Courses Taught in UCLA Anderson:

Mgt. 409 Managing Human Resources in Organizations, Fall 1991, Fall 1992  
(two sections), Fall 1993, Fall 1994, Fall 1995, Fall 1996  
(two sections), Fall 1998, Fall 1999, Fall 2005 (FEMBA)

Mgt. 255 Comparative Industrial Relations, Spring 1992, Spring 1994

Mgt. 98A Political Economy, Winter 1993, Winter 1995

Mgt. 454 Fieldwork in Organizations, Winter 1992, Spring 1994,  
Spring 1995, Winter 1996

Mgt. 444AB Management Field Study, Fall 1993, Winter 1994, Fall 1995  
Winter 1996, Winter 1999, Winter 2005, Winter 2007, Fall 2008,  
Winter 2009

Mgt. 197A Special Topics in Management, Spring 1994

Mgt. 297A Comparative and International Management, Spring 1995,  
Spring 1996

Mgt. 298D Managerial Negotiations, Spring 1996, Spring 1997

Mgt. 286 Negotiations Behavior, Winter 1999, Fall 1999 (FEMBA),  
Winter 2000 (two sections), Fall 2000, Fall 2000 (FEMBA),  
Fall 2001 (FEMBA), Spring 2002, Spring 2002 (FEMBA),  
Fall 2002, Fall 2002 (FEMBA), Spring 2003, Spring 2003 (FEMBA),  
Fall 2003 (FEMBA), Winter 2004, Winter 2004 (FEMBA), Fall 2004,  
Fall 2004 (FEMBA), Spring 2005, Fall 2005 (FEMBA), Spring 2006,  
Spring 2006 (FEMBA), Fall 2006 (FEMBA), Spring 2007, Spring 2007  
(FEMBA), Fall 2007 (FEMBA), Spring 2008, Spring 2008 (FEMBA),  
Fall 2008 (FEMBA), Winter 2009, Winter 2009 (FEMBA), Fall 2009  
(FEMBA), Winter 2010, Winter 2010 (FEMBA), Winter 2011, Winter  
2011 (FEMBA), Fall 2011 (FEMBA), Fall 2012 (FEMBA), Fall 2013  
(FEMBA), Fall 2014 (FEMBA), Winter 2016 (FEMBA), Winter 2017

	(FEMBA), Winter 2018 (FEMBA)
Mgt. 197	Introduction to Negotiations, Winter 1999, Winter 2000
Mgt. 19	Fiat Lux Freshman Seminar (co-taught), Winter 2004, Fall 2004, Fall 2005, Fall 2006
Mgt. 482	Negotiations Behavior, Spring 2005 (UCLA-NUS EMBA), Spring 2006 (UCLA-NUS EMBA), Spring 2007 (UCLA-NUS EMBA), Spring 2008 (UCLA-NUS EMBA), Winter 2009 (UCLA-NUS EMBA), Spring 2010 (UCLA-NUS EMBA), Spring 2011 (UCLA-NUS EMBA), Spring 2012 (UCLA-NUS EMBA), Spring 2012 (UCLA-UAI EMBA), Spring 2013 (UCLA-NUS EMBA), Spring 2014 (UCLA-NUS EMBA), Spring 2015 (UCLA-NUS EMBA), Spring 2016 (UCLA-NUS EMBA)
Mgt. 478	Selected Topics in Management, Spring 2008 (EMBA), Fall 2009 (EMBA), Fall 2010 (EMBA), Fall 2011 (EMBA), Fall 2012 (EMBA), Fall 2013 (EMBA)
Mgt. 481A	Negotiations Behavior, Fall 2016 (UCLA-NUS EMBA)
Mgt. 481B	Negotiations Behavior, Spring 2017 (UCLA-NUS EMBA)

#### CHAIRMANSHIPS OF DOCTORAL COMMITTEES:

##### Degrees Granted and Current Status:

1. Peter Norlander, Ph.D. Management, 2014. Assistant Professor, Quinlan School of Business, Loyola University Chicago.

#### MEMBERSHIP ON DOCTORAL THESIS COMMITTEES:

##### Doctoral:

1. Seongsu Kim, Management, 1994-95.
2. Janette Lawrence, GSAUP, 1994-95.
3. Michael Wilding, GSE, 1994-95.
4. Lisa Barron, Management, 1995-98.
5. Allan Kessler, Political Science, 1995-99.
6. David Ellison, Political Science, 1995-01.
7. Genaro Matute-Mejía, Management, 1996-98.
8. Bruce C. Brown, Economics, 1996-97.
9. Anastasia Luca, Management, 1996-99.
10. Bernardo Blum, Economics, 2001-02.
11. Sebastian Claro, Economics, 2001-02.
12. Hsinling Hsieh, Economics, 2002-03.
13. Jwa-Hong Min, Economics, 2002-03.
14. Anastasia Luca, Management, 2004-05.
15. Jennifer Sweeney, GSEIS, 2004-05.
16. Hilla Dotan, Management, 2006-07.
17. Rangapriya Kannan-Narasimhan, Management, 2011.
18. Michael Hill Carter, GSEIS, 2016.
19. Matthew Peter Fox, Sociology, 2016-
20. Rustin John Partrow, Economics, 2017-

#### COMMITTEE SERVICE:

- a) Committees of the Academic Senate:

1. Legislative Assembly, 1992-95.
2. Committee on Committees, 2006-2009.
3. Committee on International Education, 2012-2013.
4. Committee on Privilege and Tenure, 2013-2016

b) Other University Committees:

1. Education Abroad Program, Faculty Selection Committee, 1993-00.
2. Lewis Center Executive Committee, 1995-99.
3. Labor and Workplace Studies Steering Committee, 1997-2006  
Chair, 2004-06
4. Institute for Research on Labor and Employment (formerly Institute of Industrial Relations) Faculty Advisory Committee, 1998-01, 2004-
5. Governor's Principal Leadership Institute, Faculty Curriculum Design Committee, 1999-00.
6. UC Institute for Labor and Employment Faculty Transition Team, 2000-01.
7. UC Institute for Labor and Employment Governing Council, 2001-03.
8. Ad Hoc Search Committee for Director of UCLA Institute for Research on Labor and Employment (Chair), 2003, 2007-2008.
9. International Institute Faculty Advisory Committee, 2008-2010
10. International Institute China Committee, 2008-10.
11. International Institute Executive Committee, 2012-

c) UCLA Anderson Committees:

1. UCLA Business Forecasting Project Faculty Advisory Committee, 1993-02.
2. Doctoral Board, 1994-99.
3. Staffing Committee, 1994-95, 2003-05  
Chair 2004-05.
4. Research Paper Committee, 1995-97.
5. Core Course Coordinators' Committee, 1995-97.
6. UCLA-NUS Joint Degree Ad Hoc Committee, 2001.
7. CIBER Faculty Advisory Committee, 2001-02.
8. Board of Visitors Task Force on Global Partnerships, 2007-2008.
9. Faculty Executive Committee, 2008-11.
10. Compensation ad hoc committee, 2011.
11. La Force Award Selection Committee, 2016-2017.

SPECIAL APPOINTMENTS:

1. Research Associate, UCLA Institute of Industrial Relations, 1991-94.
2. Vice Chairman of the Faculty, The Anderson School, 1998-02.
3. Associate Director, UCLA Institute for Research on Labor and Employment (previously UCLA Institute of Industrial Relations), 2001-03, 2007-2008, 2012-2013.
4. Faculty Director, UCLA-National University of Singapore Executive MBA, 2003-12.
5. Faculty Director, Labor and Workplace Studies Minor, 2004-06, 2012-13.
6. Associate Dean, UCLA Anderson School, 2005-07.
7. Faculty Director, CIBER, 2007-12.
8. Senior Associate Dean, UCLA Anderson School, 2007-12.
9. Director, Center for Global Management, 2010-2012.
10. Associate Vice Provost of International Studies, 2013.
11. Senior Associate Vice Provost of International Studies & Director, UCLA International Institute, 2013-

#### AWARDS AND HONORS:

- a) Commendations, Honors, Foreign Decorations, Honorary Degrees:
1. Phi Beta Kappa, 1985.
  2. B.A. with Distinction in Economics, Summa Cum Laude, 1986.
  3. Industrial Relations Research Association Young Scholar Award, 1999.
  4. LaForce Faculty Service Award, Anderson School, 2013.
- b) Contracts, Grants, Fellowships:
1. Paul A. Samuelson Fellowship at MIT, 1986-88.
  2. National Science Foundation Graduate Fellowship, 1986-88, 1989-90.
  3. Harvard Center for European Studies Summer Fellowship, 1989.
  4. Principal Investigator, UCLA Academic Senate, \$4,000, Research on Unions, 1992-93; \$3000, 1993-94; \$3,000, 1994-95.
  5. University of California Education Abroad Program Faculty Reciprocal Exchange, with Bocconi University, Milan, Italy, 1993.
  6. Principal Investigator, Research Group on the Political Economy of European Integration of the Center for German and European Studies, \$2,500, UC, Berkeley, 1993.
  7. Academic Senate, 4-560954-19900-07, Principal Investigator, 100%, \$3,000, 7/1/95-6/30/96.
  8. Academic Senate, 4-560954-88-19900, Principal Investigator, 100%, \$3,000, 7/1/96-6/30/97.
  9. California Policy Seminar, #4-446461-SJ-19900, Co-Principal Investigator (with S. Jacoby), 50%, \$59,000 direct costs, 1996-97.
  10. Alfred P. Sloan Foundation, #96-6-20, Principal Investigator, Roger Waldinger, \$8,809 direct costs, to conduct interviews, 7/1/96-6/30/98.
  11. Academic Senate, 4-560954-88-19914, Principal Investigator, 100%, \$2,500, 7/1/97-6/30/98.
  12. Academic Senate, 4-560954-19914-7, Principal Investigator, 100%, \$2,000, 7/1/99-6/30/00.
  13. Academic Senate, 4-560954-19914, Principal Investigator, 100%, \$3,000, 7/1/00-6/30/01.
  14. Academic Senate, 4-560954-19914, Principal Investigator, 100%, \$3,000, 7/1/01-6/30/02.
  15. Academic Senate, 4-560954-19914, Principal Investigator, 100%, \$3,000, 7/1/02-6/30/03.
  16. Academic Senate, 4-560954-19914, Principle Investigator, 100%, \$3,000, 7/1/03-6/30/04.
  17. UC Institute for Labor and Employment, 4-40954-88-1990, Principal Investigator, 100%, \$17,500, 7/1/03-6/30/05.
  18. Global Ties U.S., 1245-623994-5V, Principal Investigator, 100%, \$25,809, 1/1/15-9/30/16.

#### PROFESSIONAL ACTIVITIES:

- a) Membership in Scholarly and Professional Societies:
1. Labor And Employment Relations Research Association (previously Industrial Relations Research Association), 1990-
- b) Editorial Service: PR/Award # P229A180016
1. Industrial and Labor Relations Review, Referee, 1990-

2. Industrial Relations, Referee, 1990, 1992, 1993, 1995, 1997-99, 2001-
3. Quarterly Journal of Economics, Referee, 1993.
4. Journal of Labor Economics, Referee, 1995-96, 1999.
5. The Economic Journal, Referee, 1998, 2003.
6. Advances in Industrial and Labor Relations, Referee, 1996.
7. Group and Organization Management, Editorial Board, 1998-03.
8. Comparative Labor Law and Policy, Referee, 1998, 2006.
9. California International and Area Studies Digital Publications Program, Referee, 2002.
10. British Journal of Industrial Relations, Referee, 2004, 2006; Associate Editor, 2007-2011.
11. Journal of International Business Studies, Referee, 2006

c) Participation at Public Lectures or on Forums:

1. Lecture on U.S. Wage Inequality
  - California World Trade Commission Los Angeles, October 1991.
  - UCLA Human Resources Round Table, February 1992.
  - Los Angeles County AFL-CIO, January 1995.
  - UCLA Business Forecast, September 1995.
2. "Labor Costs in the European Community"
  - UCLA, February 1992.
  - UC, Berkeley Institute of Industrial Relations, November 1992.
  - Political Economy of European Integration Study Group, April 1993.
3. "Wage Differentials in Italy: Market Forces, Institutions and Inflation" (with A. Ichino)
  - National Bureau of Economic Research, Cambridge, MA, July 1992.
  - University of Rome (La Sapienza), May 1993.
  - E.U.I., Florence, May 1993.
  - UCLA Human Resources Round Table, May 1994.
4. "Collective Bargaining in the Aerospace Industry in the 1980s"
  - IRRA Conference on U.S. Collective Bargaining, Current Experience, Detroit, February 1993.
  - UC, Santa Barbara Department of Economics, April 1993.
  - University of Hawaii Department of Economics, October 1994.
5. "The State of California Aerospace Industry"
  - UCLA Business Forecast, December 1993.
  - Los Angeles County AFL-CIO, February 1994.
6. "Critical Junctures in the Transformation of Industrial Relations Systems: A Comparative Study of Nine Countries" (with S. Kuruvilla)
  - 4th Bargaining Group Conference, Toronto, October 1994.
  - UCLA HR&OB Seminar, November 1995.
  - Michigan State University, February 1996.
  - Aarhus School of Business, Denmark, January 1997.
7. "Another Look at Union Wage Determination"
  - UCLA Applied Economics Seminar, October 1994.
  - Cornell University, February 1996.
8. "The Los Angeles Justice for Janitors Organizing Campaign," UCLA Institute of Industrial Relations, May 1996.
9. "Labor Standards in International Trade Agreements" (with D. Mitchell)
  - Joint East-West Center and Korea Development Institute Conference, August 1996.
  - UCLA, September 1996.
10. "Industrial Relations System Transformation," Seoul National University Department of Industrial Relations, January 1998.
11. "Recent Developments in Industrial Relations in the United States"

- Singapore Human Resources Round Table, March 1998.
  - University of the Philippines School of Labor and Industrial Relations, August 1998.
  - Employers Confederation of the Philippines, August 1998.
12. "Benchmarking the California Workplace," Conference, California Employment Development Department, Palm Springs, March 1998 (with S. Jacob).
13. "Union Representation of Immigrant Janitors in Southern California: Economic and Legal Challenges," UCLA conference on Immigrant, Organizing, May 1998 (with C. Fisk and D. Mitchell).
14. "Industrial Relations in the Philippines," UCLA CIBER Conference, September 1998.
15. "Comparative/International Industrial Relations Research," Workshop on Internationalizing Organizational/Human Resource Management Research, The University of Michigan Business School, January 1999.
16. "Skills Development in Singapore," UCLA CIBER Conference, September 1999.
17. "Recent Developments in Union Organizing in the Low-Wage Service Sector: The Case of the 'Justice for Janitors' Campaign in Los Angeles"
- The Wharton School, University of Pennsylvania, February 2001.
  - Cornell University, March 2001.
  - M.I.T. Sloan School, February 2002.
18. "Comparative Industrial Relations Research," Anderson School Faculty Research Seminar, May 2003.
19. "Implications of Outsourcing of Labor," Orange County Industrial Relations Research Association Labor Law Conference, July 2004.

d) Papers Presented at Professional Societies:

1. "The Role of Strikes in the Formation of Wage Norms," Industrial Relations Research Association, Anaheim, CA, January 1993 (with D. Mitchell). (Also organized and chaired the session on Union Wage Determination.)
2. Collective Bargaining in the Aerospace Industry in the 1980s," Industrial Relations Research Association, Boston, January 1994.
3. "Labor Market Flexibility and Employment," International Industrial Relations Association 4th European Congress, Helsinki, August 1994 (with D. Mitchell).
4. "The Application of Punctuated Equilibrium Theory to Industrial Relations System Transformation," Industrial Relations Research Association, San Francisco, January 1996.
5. "Industrial Relations in Asia," European Association of Labor Economists, September 1997 (with S. Kuruvilla).
6. "Industrial Relations Implications of the Asian Economic Crisis," Industrial Relations Research Association, New York, January 1999.
7. "Industrial Relations and the Asian Economic Crisis: An Analysis of the Short Term Impacts and Long Term Implications for Industrial Relations Systems," International Industrial Relations Association 12th World Congress, Tokyo, June 2000 (Plenary Session).

## PUBLICATIONS:

- a) Chapters in Books:
1. Erickson, C.L., "Collective Bargaining in the Aerospace Industry in the 1980s," pp. 97-133 in the 1994 IRRA Research Volume, Contemporary Collective Bargaining in the Private Sector, Voos, P. (Ed.), IRRA, 1994.
  2. Erickson, C.L., "Wage Differentials: A Comparison of the European Union and the United States," pp. 166-181 in Monetary and Fiscal Policy in an Integrated Europe, Eichengreen, B., Frieden, F. and Von Hagen, J., (Eds.), Springer-Verlag, 1995.
  3. Erickson, C.L. and Ichino, A., "Wage Differentials in Italy: Market Forces, Institutions and Inflation," pp. 265-305 in Differences and Changes in Wage Structures: International Evidence, Freeman, R. and Katz, L. (Eds.), The University of Chicago Press for NBER, 1995.
  4. Erickson, C.L. and Kurvilla, S.C., "European Community Labor Cost Differentials," pp. 35-53 in The Workers of Nations, Jacoby, S.M. (Ed.), Oxford University Press, 1995.
  5. Dasu, S., Erickson, C.L. and Grahovac, J., "Introduction of Quality-Driven Team-Based Systems: Issues at the Boundary of Operations Management and Industrial Relations," pp. 238-262 in The Practice of Quality Management, Lederer, P.J. and Karmarkar, U.S. (Eds.), Kluwer Academic Publishers, 1997.
  6. Erickson, C.L., Kimbell, L.J. and Mitchell, D.J.B., "The Macro Side of Human Resource Management," pp. 259-286 in The Human Resource Management Handbook, Part III, Lewin, D., Mitchell, D.J.B. and Zaidi, M.A. (Eds.), Jai Press Inc., 1997.
  7. Waldinger, R., Erickson, C.L. Milkman, R., Mitchell, D.J.B., Valenzuela, A., Wong, K. and Zeitlin, M., "Helots No More: A Case Study of the Justice for Janitors Campaign in Los Angeles," pp. 102-119 in Organizing to Win, Bronfenbrenner, K., Friedman, S., Hurd, R., Oswald, R. and Seeber, R. (Eds.), Cornell University Press, 1998.
  8. Fisk, C.L., Mitchell, D.J.B. and Erickson, C.L., "Union Representation of Immigrant Janitors in Southern California: Economic and Legal Challenges," pp. 199-224 in Organizing Immigrants, Milkman, R. (Ed.), Cornell University Press, 2000.
  9. Erickson, C.L. and Jacoby, S.M., "Training and Work-Organization Practices of California's Private Employers," pp. 171-200 in The State of California Labor, Ong, P.M. and Lincoln, J.R.(Eds.), Institute of Industrial Relations, University of California, 2001.
  10. Erickson, C.L., Fisk, C., Milkman, R., Mitchell, D.J.B. and Wong, K., "California's Revolt at the Bottom of the Wage Scale: Justice for Janitors in Los Angeles," pp. 111-153 in California Policy Options 2002, Mitchell, D.J.B. (Ed.), UCLA School of Public Policy and Social Research and UCLA Anderson Forecast, 2002.
  11. Erickson, C.L., Fisk, C., Milkman, R., Mitchell, D.J.B. and Wong, K., "Justice for Janitors in Los Angeles and Beyond: A New Form of Unionism in the Twenty-first Century?," pp. 22-58 in The Changing Role of Unions: New Forms of Representation, Wunnava, P.V. (Ed.), M.E. Sharpe, 2004.

b) Edited Volumes:

1. Jacoby, S.M. and Erickson, C.L. (Eds.) From the Global to the Local, UCLA Institute for Research on Labor and Employment, May 2008.  
PR/Award # P229A180016

c) Professional Journal Articles Published

1. Erickson, C.L., "Wage Rule Formation in the Aerospace Industry," Industrial and Labor Relations Review, 45, 3, pp. 507-522, April 1992.
2. Erickson, C.L. and Kuruvilla, S.C., "Labor Costs and the Social Dumping Debate in the European Union," Industrial and Labor Relations Review, 48, 1, pp. 28-47, October 1994.
3. Erickson, C.L. and Ichino, A.C., "Lump-Sum Bonuses in Union Contracts," Advances in Industrial and Labor Relations, 6, pp. 183-218, 1994.
4. Erickson, C.L. and Mitchell, D.J.B., "Pattern Indifference: The Response of Pay Setters to the 1993 GM-UAW Settlement," Journal of Labor Research, 16, 2, pp. 230-234, Spring 1995.
5. Erickson, C.L. and Mitchell, D.J.B., "Labour Market Regulation, Flexibility, and Employment," Labour, 9, 3, pp. 443-462, Autumn 1995.
6. Erickson, C.L. and Mitchell, D.J.B., "Information on Strikes and Union Settlements: Patterns of Coverage in a 'Newspaper of Record'," Industrial and Labor Relations Review, 49, 3, pp. 395-407, April 1996. (lead article)
7. Erickson, C.L., "A Re-Interpretation of Pattern Bargaining," Industrial and Labor Relations Review, 49, 4, pp. 615-634, July 1996.
8. Erickson, C.L. and Mitchell, D.J.B., "Labor Standards in International Trade Agreements: The Current Debate," Labor Law Journal, 47, 12, pp. 763-775, December 1996.
9. Waldinger, R., Erickson, C.L., Milkman, R., Mitchell, D.J.B., Valenzuela, A., Wong, K. and Zeitlin, M., "Justice for Janitors: Organizing in Difficult Times," Dissent, pp. 37-44, Winter 1997.
10. Erickson, C.L. and Mitchell, D.J.B., "Labor Standards and Trade Agreements: U.S. Experience," Comparative Labor Law & Policy Journal, 19, 2, pp. 145-183, Winter 1998.
11. Erickson, C.L. and Kuruvilla, S.C., "Industrial Relations System Transformation," Industrial and Labor Relations Review, 52, 1, pp. 3-21, October 1998. (lead article)
12. Erickson, C.L. and Kuruvilla, S.C., "Industrial Relations Implications of the Asian Economic Crisis," Perspectives on Work, 2, 1, pp. 42-47, December 1998.
13. Erickson, C.L. and Mitchell, D.J.B., "The American Experience with Labor Standards and Trade Agreements," The Journal of Small and Emerging Business Law, 3, 1, pp. 41-92, Summer 1999.
14. Erickson, C.L., "Longitudinal Stability in Union Wage Determination: Evidence from the U.S. Automobile Assembly Industry, 1970-1999," Advances in Industrial and Labor Relations, 10, pp. 31-50, 2001.
15. Kuruvilla, S.C. and Erickson, C.L., "Change and Transformation in Asian Industrial Relations," Industrial Relations, 41, 2, pp. 171-227, April 2002. (lead article)
16. Kuruvilla, S.C., Erickson, C.L. and Hwang, H.A., "An Assessment of the Singapore Skills Development System: Does It Constitute a Viable Model for Other Developing Countries?," World Development, 30, 8, pp. 1461-1476, August 2002.
17. Erickson, C.L., Fisk, C., Milkman, R., Mitchell, D.J.B. and Wong, K., "Justice for Janitors in Los Angeles: Lessons from Three Rounds of Negotiations," British Journal of Industrial Relations, 40, 3, pp. 543-567, September 2002.
18. Mitchell, D.J.B. and Erickson, C.L., "The Individual Employee in the Context of Employer Ascendancy: New-Old Economic Analysis," Journal of Individual Employee Rights, 10, 3, pp. 197-213, 2002-03.

19. Erickson, C.L., and Jacoby, S.M., "The Effect of Employer Networks on Workplace Innovation and Training," Industrial and Labor Relations Review, 56, 2, pp. 203-223, January 2003. (lead article)
20. Erickson, C.L. Kuruvilla, S.C., Ofreneo, R.E. and Ortiz, M.A., "From Core to Periphery? Recent Developments in Employment Relations in the Philippines," Industrial Relations, 42, 3, pp. 368-395, July 2003.
21. Waldinger, R. and Erickson, C.L., "Temporarily Foreign? The Labor Market for Migrant Professionals in High Tech at the Peak of the Boom," Comparative Labor Law & Policy Journal, 24, 3, pp. 463-486, Spring 2003.
22. Mitchell, D.J.B. and Erickson, C.L., "De-Unionization and Macro Performance: What Freeman and Medoff Didn't Do," Journal of Labor Research, 26, 2, pp. 183-208, Spring 2005. (lead article)  
  
Reprinted in What Do Unions Do: A Twenty-Year Perspective, Bennett, J.T. and Kaufman, B.E. (Eds.), Transactions Publishers (2007).
23. Mitchell, D.J.B. and Erickson, C.L., "Not Yet Dead at the Fed: Unions, Bargaining, and Economy-Wide Wage Determination," Industrial Relations, 44, 4, pp. 565-606, October 2005. (lead article)
24. Mitchell, D.J.B. and Erickson, C.L. "Monopsony: Today's New Labor Market Reality," Working USA: The Journal of Labor and Society, 8, pp. 671-682, December 2005.
25. Erickson, C.L. and Mitchell, D.J.B., "Monopsony as a Metaphor for the Emerging Post-Union Labor Market," International Labor Review, 146, 3-4, pp. 163-187, December 2007.
26. Mitchell, D.J.B. and Erickson, C.L., "The Concept of Wage-Push Inflation: Development and Policy," Labor History, 49, 4, pp. 417-438, November 2008.
27. Norlander, P., Erickson, C.L., Kuruvilla, S.C. and Kannan-Narasimhan, R., "India's Outsourcing Industry and the Offshoring of Skilled Services Work: A Review Essay," E-Journal of International and Comparative Labour Studies, 4,1, January 2015.

d) Conference Proceedings Published:

1. Erickson, C.L., Ichino, A.C. and Piore, M., "Premi forfettari e trasformazione del regime salariale negli Stati Uniti," pp. 97-138, Conference organized by Italian Fondazione Regionale Pietro Seveso, 1990.
2. Erickson, C.L. and Mitchell, D.J.B., "The Role of Strikes in the Formation of Wage Norms," pp. 233-240 in Proceedings of Forty-Fifth Annual I.R.R.A. Meetings, Anaheim, CA, January 1993.
3. Erickson, C.L., "The State of the California Aerospace Industry," pp. 4.1-4.6 in The UCLA Business Forecast for the Nation and California, December 1993.
4. Kuruvilla, S.C. and Erickson, C.L., "Industrial Relations System Transformation in Asia and the 'West': The Application of Punctuated Equilibrium Theory," pp. 99-151 in Democratization, Globalization and the Transformation of Industrial Relations in Asian Countries, International Industrial Relations Association Third Asian Regional Congress, Taipei, Taiwan, 1996.
5. Jacoby, S.M. and Erickson, C.L., "Training and Work-Organization Practices of Private Employers in an Advanced Industrial Region: The Case of California," pp. 63-70 in Developing Competitiveness and Social Justice: The Interplay Between Institutions and Social Partners, Vol. 1, International Industrial Relations Association 11th World Congress, Bologna, 1998.

6. Erickson, C.L. and Kuruvilla, S.C., "Industrial Relations and the Asian Economic Crisis: An Analysis of the Short Term Impacts and Long Term Implications for Industrial Relations Systems," pp. 17-29 in Track 5 of Global Integration and Challenges for Industrial Relations and Human Resource Management in the Twenty-First Century, International Industrial Relations Association 12th World Congress, Tokyo, 2000.
  7. Kuruvilla, S.C. and Erickson, C.L., "The Impact of Globalization on Industrial Relations in Asia: A Comparative Review and Analysis," pp. 182-194 in Track 2 of Global Integration and Challenges for Industrial Relations and Human Resource Management in the Twenty-First Century, International Industrial Relations Association 12th World Congress, Tokyo, 2000.
- e) Book Reviews:
1. Review of Pay Determination and Industrial Prosperity, Caruth, A.A., and Oswald, A.J., Industrial and Labor Relations Review, 46, 3, pp. 579-580, April 1993.
  2. Review of The Employment Relationship: Causes and Consequences of Modern Personnel Administration, Bridges, W.P. and Villemez, W.J., Personnel Psychology, 48, 4, pp. 959-961, Winter 1995.
  3. Review of Regional Integration and Industrial Relations in North America, Cook, M.L and Katz, H.C. (Eds.), Industrial and Labor Relations Review, 49, 2, pp. 356-357, January 1996.
- f) Reports:
1. Erickson, C.L. and Jacoby, S.M., Training and Work-Organization Practices of Private Employers in California, California Policy Seminar, University of California, 46 pp., 1998.
  2. Kuruvilla, S.C., Erickson, C.L., Anner, M., Amante, M.V. and Ortiz, I., Globalization and Industrial Relations in the Philippines, Bangkok: International Labour Organization Regional Office for Asia and the Pacific, 92 pp., 2000.

GENERAL INFORMATION

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## CURRENT POSITIONS:

Professor, Department of Linguistics, University of Maryland, 2015—present Associate Director, Language Science Center, University of Maryland, 2015—present Director, Guatemala Field Research Station, University of Maryland, 2015—present Director, Heritage Language Research Institutes, 2007-present

## PREVIOUS PROFESSIONAL POSITIONS:

Professor, Department of Linguistics, Harvard University, 2006—2015  
 Director, Language Science Lab, Harvard University, 2007—2015  
<http://pollab.fas.harvard.edu/>

Professor, Department of Linguistics, University of California at San Diego, 1999-2007 Director, Center for Research in Language, University of California at San Diego, 2003-2007 Chair, Department of Linguistics, University of California at San Diego, 1999-2003

Associate Professor, Department of Linguistics, University of California at San Diego, 1997-1999  
 Associate Professor, Department of Linguistics, University of Southern California, 1995-1997 Assistant Professor, joint appointment at the Department of Linguistics and Department of Slavic Languages, University of Southern California, 1991-1995

Andrew Mellon Fellow, Department of Linguistics, University of Southern California, 1989-1990  
 Research Scientist, Institute for Linguistics, Soviet Academy of Sciences, Moscow, Russia, 1983-1988

## PART-TIME AND TEMPORARY POSITIONS:

Mercator Professor, RUEG, Germany, 2018-2020

Distinguished Guest Professor, Center for Advanced Studies, Oslo, Norway, 2019-2020  
 Distinguished Guest Scientist, Hungarian Academy of Sciences, Budapest, 2017

Founder, Organizer and Faculty, Summer School in Generative Linguistics, Tbilisi State University, Georgia, July and August 2017

Professor, Yerevan Academy of Linguistics and Philosophy, August 2017 Visiting Professor, Higher School of Economics, Moscow, Russia, 2017-2019 Professor, New York Institute Program in St Petersburg, Russia, 2008, 2016, 2017 Visiting Professor, University of Mannheim, March 2016

Professor, LSA Summer Linguistic Institute, Chicago, 2015  
 Visiting Professor, University of Chicago, January 2015  
 Research Professor, University of California San Diego, 2007—2015  
 Visiting Professor, University of Auckland, Auckland, New Zealand, May 2013  
 Visiting Professor, École normale supérieure, Paris, France, Fall 2011  
 Visiting Professor, UCLA, Spring 2011

Visiting Professor, Hamburg University, Fall 2010 Professor, LSA Summer Linguistic Institute, Berkeley, 2009 Professor, LOT Summer School, Utrecht, 2008

Professor, Linguistics Program EALING, École normale supérieure, Paris, Fall 2007  
 Professor, LSA Summer Linguistic Institute, Stanford, 2007  
 Professor, LSA Summer Linguistic Institute, MIT, 2005

Visitor, Max-Planck Institute for Evolutionary Anthropology and University of Leipzig, Fall Semester 2003

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Visiting Professor, University of California at Berkeley, Fall Semester 2001  
Visitor, Max-Planck Institute for Evolutionary Anthropology, Leipzig, July-August 2000

Visitor, Max-Planck Institute for Evolutionary Anthropology, Leipzig, July-August 1999  
Visiting Professor, Amsterdam University (LOT Winter School), Amsterdam, January 1999

#### EDUCATION

Ph.D. (Linguistics) Institute for Linguistics, Russian Academy of Sciences, Moscow, USSR, 1986  
Doctoral dissertation 'Antipassive in Ergative Languages'; advisor Prof. Georgij A. Klimov M.A.  
(Linguistics) Institute for Linguistics, Russian Academy of Sciences, Moscow, USSR, 1983 B.A.  
(Philology) Moscow University, 1979

#### GRANTS AND FELLOWSHIPS

##### GRANTS:

National Science Foundation grant BCS-1563129 "Investigating Endangered Language Contact for Awakateko and K'iche', two Mayan languages", 2016-2018  
National Science Foundation Digging into Data (DiD) grant BCS-1619857 "Cleaning, Organizing, and Uniting Linguistic Databases (the COULD project)", 2014-2018  
Observatorio Cervantes grant "Exploring Heritage Spanish", 2013-2014  
Center for Advanced Study of Language (UMD) grant "Interfaces in dominant and heritage languages", 2012-2013  
National Science Foundation grant BCS-1263754 "Documenting Nama", 2012-2014  
National Science Foundation grants BCS-1144223 and BCS-1318763 "Subject preference and ergativity", 2011-2016  
David Rockefeller Center for Latin American Studies grant "A Corpus of Child Chuj", 2012-2013  
David Rockefeller Center for Latin American Studies grant "Documenting Mayan languages", 2011-2012  
Davis Center for Eastern European Studies grant "Processing Investigation of Dagestanian Languages", 2011-2013  
Department of Education grant "Grammatical Structures in Heritage Languages", 2010-2013  
Max-Planck Institute for Evolutionary Anthropology, Leipzig, grant "Psycholinguistic Research in Daghestanian Languages", 2010-2012  
Institute for Quantitative Social Sciences (Harvard) grant "The Structure of Requests", 2010  
Department of Education grant "Grammar of Heritage Languages", 2006-2010  
UC Research Institute for Humanities, 2006, "Comparative Syntax of Austronesian Languages" (with Sandra Chung)  
National Science Foundation, grant BCS-0131946 "Variation in Control Structures", 2002-2006  
Chancellor's grant "Universal Principles in Heritage Language Learning", 2003-2004  
Max-Planck Society grants, 1998, 1999, 2000, 2003  
UC Research Institute for Humanities grant "Explanations in Linguistics" (with John Moore), 1999  
HRI Council grant "The Nature of Explanation in Linguistic Theory" 1998-1999  
Wenner-Gren Society grant "The Conceptual Structure of Noun Categorization: A Study of an Endangered Language" 1997-1998  
National Science Foundation grant SBR-9220219 "A Descriptive Grammar of Tsez", 1993-1996 (with Bernard Comrie)  
Zumberge Fund grant "Structural Characteristics of First Language Attrition", 1994-1995

##### FELLOWSHIP:

Linguistic Society of America, Fellow, 2016  
Andrew Mellon Fellowship for Social Sciences and Humanities, University of Southern California, 1989-1991

## OTHER PROFESSIONAL ACTIVITIES

### PANELS AND BOARDS:

Centre for Literacy and Multilingualism at the University of Reading, 2013—present  
Center for Multilingual and Intercultural Communication, Stony Brook, 2014—present  
International Multilingualism Project AThEME, Advisory Board, 2014—present  
Child Bilingualism Center, Chinese University of Hong Kong, Advisory Board, 2009-present LSA Executive Committee, 2010-2013  
IGERT, University of Maryland Department of Linguistics, Advisory Board, 2010-2013 Zentrum für allgemeine Sprachwissenschaft, Berlin, Advisory Board, 2007-2013 International Centre for Language Revitalization, National Maori Language Institute, New Zealand, 2011-present  
LSA Program Committee, 2005-2008  
Expert Panel on Linguistics, National Science Foundation, 2002-2005

### EDITORIAL ACTIVITIES:

Associate editor, *Natural Language and Linguistic Theory*, 2007—2013  
Associate Editor, *Language*, 1998-2001

### EDITORIAL BOARDS:

*Empirical Approaches to Linguistic Theory*, Brill Publishers  
*Handbooks in Linguistics*, Brill Publishers  
*Heritage Language Journal*  
*Journal of Slavic Linguistics*  
*Language and Linguistics Compass*  
*Linguistic Approaches to Bilingualism*  
*Linguistic Discovery*  
*Linguistic Inquiry*  
*Linguistic Typology*  
*Linguistics*  
*Oxford Bibliographies Online, Linguistics*  
*Studies in Natural Language and Linguistic Theory* (companion to NLLT)  
*Theoretical Linguistics*  
*Voprosy jazykoznanija* (Russia)

## TEACHING and ADVISING

### GRADUATE STUDENTS SUPERVISED IN THE LAST SEVEN YEARS:

Peter Jenks “DP Structure in East Asian languages” (Ph.D. 2011)  
Lauren Eby Clemens “Prosodic Noun Incorporation and Verb-Initial Syntax” (Ph.D. 2014)  
Jenny Lee “Split intransitivity in Ranmo” (Ph.D. 2016)  
Jelena Borise “Focus in Georgian” (Ph.D. expected 2018)  
Zuzanna Fuchs “Gender in bilingual processing” (Ph.D. expected 2018)  
Paulina Lyskawa “Morphosyntax of Santiago Tzutujil” (expected 2020)  
Rodrigo Ranero “Linearization in Mayan” (expected 2021)

## PUBLICATIONS

### **I. Linguistics**

#### Books:

*Jazyk niue [The Niuean language]*. Moscow: Nauka, 1995 (in Russian).

*The Russian Language in the 20th Century* (with Bernard Comrie and Gerald Stone). Oxford: Oxford University Press, 1996.

*Deconstructing ergativity: Two main types of ergative languages*. Oxford: Oxford University Press, 2016.

*Heritage Languages and Their Speakers*. Cambridge: Cambridge University Press, 2018

Under contract

*A Grammar of Tsez*, with Bernard Comrie (Mouton de Gruyter); the syntax part of the grammar is available on LingBuzz: lingbuzz/002315

Books edited:

*Movement Theory of Control*, edited by Norbert Hornstein and Maria Polinsky. Amsterdam: John Benjamins, 2010.

*Hypothesis A/Hypothesis B*, edited by Donna Gerds, John Moore and Maria Polinsky. Cambridge: MIT Press, 2010.

*Explanation in Linguistic Theory*, edited by John Moore and Maria Polinsky. Stanford: CSLI, 2003.

*Atlas of World's Languages*. London: Facts on File, 1996 (Bernard Comrie, Steven Matthews, Maria Polinsky).

Second revised edition: 2003

Translated into Spanish, German, Dutch, Japanese, Russian, French

*Causatives and Transitivity*, edited by Bernard Comrie and Maria Polinsky. (Studies in Language Companion Series, 23.). Amsterdam: John Benjamins, 1993.

Articles:

1983

"Metod kvantifikacii svjazej meždu elementami jazykovoju struktury". [Quantifying grammatical relations]. *Acta et commentationes* 11: 82-100.

1984

"Kvantifikacija svjazej v predloženi kak instrument tipologii". [Syntactic typology: an attempt at quantification]. *Acta et commentationes* 12: 111-131.

Review of: R. M. W. Dixon and J. Blake. (eds.): *Handbook of Australian languages*. In *Voprosy jazykoznanija* 6: 78-85.

1986

Review of: Dezsö, L. *Studies in Syntactic Typology and Contrastive Grammar*. *Sovetskoe slavjanovedenie* 5: 65-69.

Review of: Dezsö, L. *Typological Studies in Old Serbo-Croatian Syntax*. *Sovetskoe slavjanovedenie* 6: 71-76.

1987

"Word order types: an attempt at a hierarchy". In Thomas Help (ed.): *Symposium on Language Universals*. 88-92. Tallin: Academy of Sciences.

"Contrasting the absolutive in Chukchee: syntax, semantics and pragmatics". *Lingua* 71: 239-269 (with Vladimir Nedjalkov).

Reprinted in R. M. W. Dixon (ed.): *Studies in Ergativity*. Amsterdam: North Holland, 1988.

1988

"Terminologija rodstva krymčakov". [Krymchak kinship terms] *Sovetskaja tjurkologija* 3: 3-12 (with Velvel Chernin).

"Osobnosti upotreblenija passivnoj konstrukcii v jazyke maori". [The use of the passive construction in Maori] In Vera Podlesskaya (ed.): *Sinxronija i diaxronija v lingvisticskix issledovanijax*. [Synchronic and Diachronic Approaches to Linguistics] Part II: 27-46. Moscow: Nauka.

"Resultative, stative, perfect and passive in Tongan". In Vladimir Nedjalkov (ed.): *Typology of Resultative Constructions*. 289-306. Amsterdam: John Benjamins.

"Antipassive in Chukchee: oblique object, object incorporation, zero object." In M. Shibatani (ed.): *Passive and Voice*. 651-706. Amsterdam: John Benjamins (with Isaac Kozinsky, Vladimir Nedjalkov).

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Review of: Ogloblin, A. K. "Madurese." *Indonesia Circle* 45: 66-69.

1989

"Porjadok slov "objekt-subjekt-*glagol*". [Word order type Object-Subject-Verb]. *Voprosy jazykoznanija* 2: 111-136.

"Object initiality: OSV". *Linguistics* 27: 257-303.

"Porjadok slov v jazyke niue". [Word order in Niue]. In Igor F.Vardul (ed.): *Očerki tipologii porjadka slov. [Essays in word order typology]*. 108-123. Moscow: Nauka.

"O porjadke slov 'dopolnenie - podležaščee – skazuemoe' (DPS)". [On the OSV word order]. In Igor F.Vardul (ed.): *Očerki tipologii porjadka slov. [Essays in word order typology]*. 184-208. Moscow: Nauka.

1990

"Subject Incorporation: Evidence from Chukchee." In Katarzyna Dziwirek, Patrick Farrell, and Errapel Mejias-Bikandi (eds.): *Grammatical Relations: A Cross-Theoretical Perspective*. 349-364. Stanford: Stanford Linguistic Association, CSLI.

1991

"The Krymchaks: History and Texts". *Ural-Altäische Jahrbücher/Ural-Altai Yearbook* 63: 123-154.

"Inkorporirovanoe slovo v čukotskom jazyke". [The incorporated word in Chukchee]. In Igor Vardul (ed.): *Morfema i problemy tipologii. [Morpheme in the Typological Perspective]*. 357-386. Moscow: Nauka.

1992

"Maori *he* revisited." *Oceanic Linguistics* 31/2: 229-250.

"OSV: Linguistic evidence and typological explanations". *Linguistic and Oriental Studies from Posnan* 1:1-45.

"Verb agreement and object marking in Selkup: Interaction of Morphology and Syntax". *Papers from the 28th Regional Meeting of the Chicago Linguistic Society*. 412-425. Chicago: CLS.

"Ditransitive constructions in Kinyarwanda: coding conflict or syntactic doubling?" *Papers from the 28th Regional Meeting of the Chicago Linguistic Society* 1. 426-442. Chicago: CLS (with Isaac Kozinsky).

"Locative Inversion and Related Constructions." In Vida Samiian (ed.): *Proceedings of the Fifth West Coast Linguistic Conference*. 161-184. Fresno: California State University Press.

"Beyond the NP: Referential properties of the clause." *Proceedings of the 15th International Congress of Linguists* 15/2: 353-356.

"Imperativ i drugie sposoby vyraženiya pobuždeniya k dejstvu v jazyke maori". [Maori Imperatives and Other Constructions with the Imperative meaning]. In Victor S.Xrakovskij (ed.): *Tipologija imperativnyx konstrukcij. [Typology of Imperative Constructions]*. 219-226.. Sankt-Petersburg: Nauka.

English translation:

"Imperative and other means of expression exhortation in Maori." In Victor Xrakovskij, (ed.): *Typology of imperative constructions*. 404-419. München: Lincom EUROPA, 2001.

"Crimean Tatar and Krymchak: Classification and Description". In Howard I. Aronson (ed.): *Non-Slavic Languages of the USSR. Linguistic Studies. Second Series*. 157-188. Chicago: University of Chicago Press.

"Some observations on clause linkage in Dyrbal and Korean: Syntactic Accusativity and Syntactic Ergativity". In André Clas (ed.): *Le mot, les mots, les bon mots. Word, Words, Witty Words*. 257-271. Montreal: University of Montreal Press.

1993

"Causee and patient in the causative of transitive: Coding conflict or doubling of grammatical relations?" In Bernard Comrie and Maria Polinsky (eds.): *Causatives and Transitivity*. 177-240. Amsterdam: John Benjamins (with Isaac Kozinsky).

"Subject Inversion and Intransitive Subject Incorporation" *Papers from the 29th Regional Meeting of the Chicago Linguistic Society*: 343-361.

1994

- "Ponaexalo tut vas: Russian distributive clauses with the bare genitive". In Steven Franks, Ljiljana Progovac, and Sergey Avrutin (eds.): *Annual Workshop on Formal Approaches to Slavic Linguistics (Michigan Slavic Studies 2)*. 374-399. Ann Arbor: University of Michigan Press.
- "Structural Dimensions of First Language Loss". *Chicago Linguistic Society. Regional Meeting 30. Parasession on Linguistic Variation*. 257-276. Chicago: CLS.
- "Relativization in Chukchee". In Howard I. Aronson (ed.): *Linguistic Studies in the Non-Slavic Languages of the Commonwealth of Independent States and the Baltic Republics*. 241-262. Chicago: Chicago Linguistic Society.
- "Double Objects in causatives: Towards a Study of Coding Conflict". *Studies in Language* 19: 129-221.
- Review of: Haspelmath, M. "A Grammar of Lezgian." *Linguistics* 32: 583-92.

1995

- "Non-terms in complex predicates: From Incorporation to Reanalysis". In Clifford Burgess, Katarzyna Dziwirek, and Donna Gerdt (eds.): *Grammatical Relations: Theoretical Approaches to Empirical Questions*. 359-390. Stanford: CSLI.
- "Cross-Linguistic Parallels in Language Loss". *Southwest Journal of Linguistics* 14/1-2: 87-123.

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- "Chinese scope: An experimental investigation." In U. Etxeberria, A. Falas, A. Irurtzun, and B. Leferman (Eds.) *Proceedings of Sinn und Bedeutung* 18, 396-414 (with Gregory Scontras, C.-Y. Edwin Tsai, and Kenneth Mai)

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- "Between syntax and discourse". *Linguistic Approaches to Bilingualism* 6, 329-363 (with Oksana Laleko)
- "Agreement in Archi from a minimalist perspective". In Oliver Bond, Greville G. Corbett, Marina Chumakina, and Dunstan Brown (eds.) *Archi: Complexities of Agreement in Cross-Theoretical Perspective*, 184-232. Oxford: Oxford University Press.
- "Looking ahead". In Diego Pascual y Cabo (ed.) *Advances in Spanish as a heritage language*, 325-346. Amsterdam: John Benjamins.
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- "Structure vs. use in heritage language". *Linguistic Vanguard* DOI 10.1515/lingvan-2015-0036

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- "Cross-linguistic scope ambiguity: When two systems meet". *Glossa* (with Gregory Scontras and Edwin Tsai)
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- "Silence is difficult: On missing elements in bilingual grammars". *Zeitschrift für Sprachwissenschaft* 36: 135–163 (with Oksana Laleko)
- "When Performance Masquerades as Comprehension: Grammaticality Judgments in Experiments with Non-Native Speakers." In Kopotev, Mikhail, Olga Lyashevskaya, Arto Mustajoki (eds.) *Quantitative Approaches to the Russian Language*. London: Routledge (with Robyn Orfitelli)
- "Verb-initial orders". *SynCom Companion*, 2 edition. New York: Wiley (with Lauren Clemens)
- "Syntactic ergativity". *SynCom Companion*, 2 edition. New York: Wiley.

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“Early detection of conflicting constraints? ERP evidence from Georgian”. Poster presented at  
CUNY-2018, UC Davis (with Ellen Lau, Michaela Socolof, Nancy Clarke)

## II. Folklore and mythology

Books:

*Mify, predanija i skazki Zapadnoj Polinezii: Samoa, Tonga, Niue. [Myths, Legends and Traditions of Western Polynesia: Samoa, Tonga, Niue]*. Translations of original texts, preface, introduction, commentary, motif index, glossaries. Moscow: Nauka, 1986, 352 p.

*Mify, predanija i skazki fidžijcev. [Myths, Legends and Traditions of Fiji]*. Translations of original texts, preface, introduction, commentary, motif index, glossaries. Moscow: Nauka, 1989, 427 p.

Encyclopedia articles:

Articles for the *International Encyclopedia of the Social and Behavioral Sciences*. North-Holland: Elsevier, 2001

Articles for the *Ethnographic Encyclopedia*, Sovetskaja Enciklopedija, 1989. Articles for the *Dictionary of World Mythology*, Sovetskaja Enciklopedija, 1989. Articles on Austronesian mythology for the *Encyclopedia of Mythology* (in Russian,

translated into Modern Greek, Croat and Czech), Sovetskaja Enciklopedija, 1982 (2nd edition 1987, 1988).

Articles for the *Linguistic Encyclopedia*, Sovetskaja Enciklopedija, 1991

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**Education**

University of Illinois at Urbana-Champaign, Ph.D. in Linguistics, 1990  
Dissertation: Spanish Diphthongs: Stress, Syllabification, and Alternations  
Loyola University of Chicago, B.S. 1984  
*Summa Cum Laude*, Major in mathematics and computer science

**Grants: Co-principal investigator**

*Title VI Grant, National Heritage Language Resource Center, UCLA*  
(Funded: 2005-2009, 2009-2014, 2014-2018)  
*Department of Defense, STARTALK grant, Co-PI: Workshops for Heritage Language Instructors* (Funded: 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018)

**Awards**

- Most Valuable Professor, College of Liberal Arts, CSU, Long Beach, 2001;
- Second place, Outstanding Latina Educator for the State of California, 2000;
- Title VII Department of Education Grant to design a Spanish-for-Native-Speakers program for Westminster High School, Westminster, CA, 1999-2002.

**Selected organizational activities**

1. Co-Director, National Heritage Language Resource Center, UCLA (2006-present)
2. Co-organizer and Program Chair, Third International Conference on Heritage and Community Languages, UCLA, Feb. 15-17, 2018.
3. Co-organizer and Program Chair, Language Teacher Education Conference, UCLA, Feb. 2-4, 2017.
4. *Hispania*, Associate Editor, 2010-present;
5. National Federation of Modern Language Teachers Association (NFMLTA), Dissertation Support Award Committee, Chair, 2017-2018.
6. Mellon Grant Reviewer (with Dennis Looney): Shared Course Initiative. *Columbia-Cornell-Yale Consortium. End of Grant External Review*. April, 2017.
7. SAT (Standardized Achievement Test), Spanish Committee, Chair, 2008-2013;
8. Advisor, Alliance for the Advancement of Heritage Languages, 20010-present;
9. Co-Organizer and program chair, Second International Conference on Heritage Languages UCLA, March 7-8, 2014;
10. Co-Organizer and program chair, First International Conference on Heritage Languages UCLA, Feb. 19-21, 2010;
11. Organizer and chair, *El español en los medios de comunicación en los EE.UU y la mercadotecnia en los Estados Unidos*. Miami, February 18, 2009;
12. Organizer and chair, *El español en los medios de comunicación y la mercadotecnia en los EE.UU*. Instituto Cultural de México, Washington DC, March 15, 2007;
13. Co-organizer, *International Society for Language Studies*, Montreal, Canada, April 2005
14. External evaluation with Professor Ana Roca. Heritage Language Teacher Corps, FIPSE Grant between the Chicago Public Schools and University of Illinois, at Chicago, 2001-2003.
15. Co-organizer, *Heritage Languages in America: A National Conference*, Long Beach, California, October, 1999

**Selected student-service activities at CSULB**

1. Faculty sponsor, Graduate Spanish Student Association at CSU Long Beach, 2012-2013
2. Faculty sponsor of the Migrant Student Organization at CSU Long Beach 2008-2012;
3. Faculty sponsor and co-founder of the Luso-Brazilian Student Club at CSU Long Beach

### Journal peer reviewer

*Foreign Language Annals*

*Heritage Language Journal*

*Hispania*

*International Journal of Bilingualism*

*Journal of Spanish Language Teaching*

*The Modern Language Journal*

### Books and book-length publications

1. Kagan, O., Carreira, M., & Hitchins Chik, C. (Eds.). (2017). *The Routledge handbook of heritage language education*. New York, NY: Routledge.
2. Carreira, M., & Beeman, T. (2014). *Voces: Latino students on life in the United States*. Prager, ABC-CLIO.

### Textbooks

1. Carreira, M., Hitchins Chik, C., & Kagan, O. (2017). *Teacher training for the 21<sup>st</sup> century: Teaching heritage languages* [Online textbook for language teachers]. Available from <http://www.nhlrc.ucla.edu>
2. Spaine-Long, S., Carreira, M., Madrigal, S., & Swanson, K. (2015). *Nexos. A First Year Spanish Textbook*. Boston, MA: Heinle Cengage Learning. 4<sup>th</sup> Edition.
3. Spaine-Long, S., Carreira, M., Madrigal, S., & Swanson, K. (2013). *Cuadros*. Boston, MA: Heinle Cengage Learning (Vols. 1-4).
4. Spaine-Long, S., Carreira, M., Madrigal, S., & Swanson, K. (2013). *Alianzas*. Boston, MA: Heinle Cengage Learning
5. Carreira, M., & Geoffrion-Vinci, M. (2008). *Sí se puede: Un curso transicional para hispanohablantes*. Boston, MA: Houghton Mifflin.
6. Spaine-Long, S., Carreira, M., Madrigal, S., & Swanson, K. (2006). *Nexos Media Edition*. Boston, MA: Houghton Mifflin.

### Position paper

Carreira, M. (2013). *The Advanced Speaker: An Overview of the Issues in Heritage Language Teaching*. National Heritage Language Resource Center. Retrieved from <http://international.ucla.edu/media/files/CarreiraPositionPaperFinal.pdf>

### Refereed articles and book chapters

1. Carreira, M., & Hitchins Chik, C. (in press). Differentiated teaching: A model for heritage and mixed classes. In K. Potowski (Ed.), *Routledge handbook of Spanish as a heritage/minority language*. New York, NY: Routledge.
2. Carreira, M., & Kagan, O. (2018). Heritage language education: A proposal for the next 50 years. *Foreign Language Annals*, 51(1):152-168.
3. Carreira, M. (2018). Towards a national strategy for capacity-building in heritage languages and Spanish: A response to America's Languages: Investing in Language Education for the 21<sup>st</sup> Century. *Hispania*, 101(1), 5-9.
4. Carreira, M., & Hitchins Chik, C. (2018). Making the case for heritage language instruction: A guide to meeting the needs of learners in the classroom and beyond. In S. Kresin & S. Bauckus (Eds.), *Connecting across languages and cultures: A heritage language festschrift in honor of Olga E. Kagan* (pp. 3-25). Bloomington, IN: Slavica.
5. Carreira, M., Díaz, A., & Kagan, O. E. (2017). The National Heritage Language Resource Center: A locus of activity in the field of heritage languages in the USA. In P. Trifonas & T. Aravossitas (Eds.), *Handbook of research and practice in heritage language education* (pp. 355 – 374). New York, NY: Routledge.
6. Carreira, M. (2017). Learning for all: Addressing issues of access and participation in mixed classes. *Hispania*, 100(5), 51-52.
7. Carreira, M. (2017). The state of institutionalization of heritage languages in post-secondary language departments in the United States. In Kagan, O., Carreira, M., & Hitchins Chik, C. (Eds.), *The Routledge handbook of heritage language education* (pp. 347 – 362). New York, NY: Routledge.

8. Carreira, M. (2016). Approaches and strategies for teaching heritage language learners: Focus on mixed classes. In D. Pascual y Cabo (Ed.) *Advances in Spanish as a Heritage Language* (pp. 159-176). Amsterdam, Netherlands: John Benjamins [Studies in Bilingualism Series].
9. Carreira, M. (2016). Supporting heritage language learners through macro-based approaches: Foundational principles and implementation strategies for heritage language and mixed classes. In S. Beaudrie & M. Fairclough (Eds.), *Innovative approaches in heritage language teaching: A practical guide for the classroom* (pp. 123 – 142). Washington, DC: Georgetown University Press.
10. Carreira, M. (2015). Teaching heritage language learners: A study of program profiles, practices, and needs. In P. Trifonas & T. Aravossitas (Eds.), *Rethinking heritage language education* (pp. 20-44). Cambridge, UK: Cambridge University Press.
11. Carreira, M. (2014). Professional opportunities for heritage language speakers. In: T. Wiley, J. Kreeft Peyton, D. Christian, S. Moore, & N. Liu (Eds.), *Handbook of heritage, community, and Native American languages in the United States* (pp. 66-76). New York, NY: Routledge and Center for Applied Linguistics.
12. Carreira, M. (2013). The vitality of Spanish in the United States. *Heritage Language Journal*, 10(3), 396- 413. Available from <http://www.heritagelanguages.org>
13. Carreira, M. (2013). Formative assessment: The third leg of the assessment stool. *The Heritage Language Journal*, 10(1), 100-120. Available from <http://www.heritagelanguages.org>
14. Carreira, M. (2012a). Meeting the instructional needs of heritage language learners: Approaches, strategies, and research. In S. Beaudrie & M. Fairclough (Eds.), *Spanish as a heritage language in the US: State of the science* (pp. 223-240). Washington, DC: Georgetown University Press.
15. Carreira, M. (2012b). Spanish as a heritage language: The state of the field. In J. H. Antxon Olarrea & E. O'Rourke (Eds.), *The handbook of Hispanic linguistics* (pp. 765-782). Hoboken, NJ: Wiley-Blackwell Handbooks.
16. Carreira, M. and Rodriguez, R. (2011a). Filling the void: Community Spanish language programs in Los Angeles serving to preserve the language. *The Heritage Language Journal*, 8(2). Available from <http://www.heritagelanguages.org>
17. Carreira, M., & Potowski, K (2011b). *Pedagogical Implications of Experimental SNS Research*. *Heritage Language Journal*, 8(1), 134-155. Available from <http://www.heritagelanguages.org>
18. Carreira, M., & Potowski, K. (2011c). Spanish in the USA: Dispelling common myths and appreciating advantages. In K. Potowski (Ed.), *Language diversity in the USA* (pp. 66-80). Cambridge, UK: Cambridge University Press.
19. Carreira, M. (2011d). The making and breaking of language ideologies. *International Multilingual Research Journal*, 5(3), 60-76.
20. Carreira, M., & Kagan, O. (2011e). The results of the National Heritage Language Survey: Implications for teaching, curriculum design, and professional development. *Foreign Language Annals*, 43(3), 40-64.
21. Carreira, M., & Wijaya, J. (2010). A curriculum for teaching Indonesian in classes with diverse learners. *Journal of the National Council of Less Commonly Taught Languages*, 8, 169-193
22. Peyton, J.K., Carreira, M., Wang, S., & Wiley, T.G. (2008). Heritage language education in the United States: A need to reconceptualize and restructure. In K.A. King, N. Schilling-Estes, L.W. Fogle, J.J. Lou, & B. Soukup (Eds.), *Sustaining linguistic diversity: Endangered and minority languages and language varieties* (pp. 173-186). Washington, DC: Georgetown University Press.
23. Carreira, M. (2007). Español a la venta: La lengua en el mercado global. In M. Lacorte, (Ed.), *Lingüística aplicada del español*. Madrid, Spain: Editorial Arco.
24. Carreira, M. (2007). Spanish for native speakers matters: Narrowing the Latino academic gap through Spanish language instruction. *Heritage Language Journal*, 5(1), 147-171. Available from <http://www.heritagelanguages.org>
25. Carreira, M. (2007). Teaching Spanish to native speakers in mixed ability language classrooms. In K. Potowski & R. Cameron (Eds.), *Spanish in contact. Policy, social and linguistic inquiries* (pp. 61-80). Washington D.C.: Georgetown University Press.
26. Carreira, M. (2005). Sólo lo pobre se comen las ese and other myths of Caribbean literature. *Rio Grande/Rio Bravo: Borderlands culture and tradition*, 12(3), 38-56.
27. Carreira, M. (2004). Seeking explanatory adequacy: A dual approach to understanding the term “heritage language learner.” *Heritage Language Journal*, 2(1), 1-25. Available from <http://www.heritagelanguages.org>
28. Potowski, K., & Carreira, M. (2004). Teacher development and national standards for Spanish as a heritage language. *Foreign Language Annals*, 37(3), 427-437.

29. Carreira, M. (2003). Preserving Spanish in the U.S.: Opportunities and challenges in the new global economy. In M. Lacorte, & T. Cabal Krastel (Eds.), *Romance languages and linguistics communities in the United States* (pp. 243-255). Centro de Estudios Latinoamericanos. Potomac, MD: University of Maryland Press.
30. Carreira, M. (2003). Pedagogical implications of the changing demographics and social status of U.S. Hispanics. In A. Roca & C. Colombi (Eds.), *Mi lengua. Spanish as a heritage language in the United States: Research and practice*. Washington DC: Georgetown University Press. 51-77.
31. Carreira, M. (2002). Los diptongos alternantes del español: Reconsideración de la paradoja, in Juana Gil (Ed.), *Panorama de la Fonología Actual* (pp. 273-319). Madrid, Spain: Arco/Libros, S.L.
32. Carreira, M. (2002). When phonological limitations compromise literacy: A connectionist approach to enhancing the phonological competence of heritage language speakers. In J. Hammandou (Ed.), *Research in second language learning. Vol. 1. Literacy and the second language learner* (pp. 235-256). Greenwich, Ct.: Information Age Publishing.
33. Carreira, M. (2002). Mass media, marketing, critical mass and other mechanisms of linguistic maintenance. *Southwest Journal of Linguistics*, 21(4), 37-53.
34. Carreira, M. (2001). Validating and promoting Spanish in the U.S.: Lessons from linguistic science. *The Bilingual Research Journal*, 24(3), 423-442.
35. Carreira, M., & Armengol, G. (2001). Professional opportunities for heritage language speakers. In J. Peyton, D. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp.109-144). McHenry, IL: Center for Applied Linguistics and Delta Systems.
36. Carreira, M. (1998). A constraint based approach to Spanish spirantization. In J. Lema, (Ed.), *Current issues in linguistic theory*, 89. Philadelphia, PA: John Benjamins Publishing Co.
37. Carreira, M. (1997). The Spanish plural marker: It takes two (Moras). In Kora Singer (Ed.), *Selected proceedings of the Chicago Linguistics Society 33*, 132-145. Chicago, IL: The University of Chicago Press.
38. Elordieta, G., & Carreira, M. (1996). An optimality theoretic analysis to Spanish diminutive formation. In L. M. Dobrin & K. Singer (Eds.), *Selected Proceedings of the Chicago Linguistics Society 32*. Chicago, IL: The University of Chicago Press.
39. Carreira, M. (1995). Spanish clusters: Coronals, /s/, and syllable structure conditions. In C. Parodi & C. Quicoli (Eds.), *Aspects of Romance linguistics* (pp. 123-134). Washington, DC: Georgetown University Press.
40. Carreira, M. (1995) Iberian spirantization as a syllable contact process. *The International Journal of Basque, Anuario del Seminario de Filología Vasca "Julio de Urquijo"*, XIX, 47-65.
41. Carreira, M. (1993). The alternating diphthongs of Spanish: A paradox revisited. In H. Campos & F. Martinez-Gil (Eds.), *Studies in Spanish linguistics* (pp. 405-444). Washington, DC: Georgetown University Press.
42. Carreira, M. (1992). The representation of rising diphthongs in Spanish. In C. Laefer & T. Morgan (Eds.), *Current Issues in Linguistic Theory*, 74, 34-50.
43. Carreira, M. (1991). The acquisition of Spanish syllable structure. In D. Wanner & D. A. Kibbee (Eds.), *Current Issues in Linguistic Theory*, 69, 3-18.
44. Carreira, M. (1991). The structure of palatal consonants in Spanish. In J. Goldsmith (Ed.), *Proceedings of the Chicago Linguistics Society*, 35. Chicago, IL: University of Chicago Press.
45. Carreira, M. (1988). The structure of rising diphthongs. *Studies in the Linguistic Sciences*, 18(1), 17-34.

#### **Editor-refereed publications**

1. Carreira M. (2018). Supporting heritage and Native American language education: Introduction to the special issue on heritage and Native American languages. *Language Educator*, March/April issue.
2. Carreira, M. (forthcoming). Is Spanish taking over the U.S.? In R. Rickerson & B. Hilton (Eds.) *The 5-minute linguist: Bite-sized essays on language and languages* (3<sup>rd</sup> Edition). Sheffield, UK: Equinox Publishing Ltd.
3. Carreira M. (October 2016). Honing heritage learners. *Language Magazine*.
4. Carreira, M. (2013). Advanced proficiency: A practitioner's perspective on this special issue. *Heritage Language Journal*, 10(2), 139-152. Available from <http://www.heritagelanguages.org>
5. Carreira, M. (2012c). Heritage language teaching: Domains and recommendations for incorporating Common Core Standards and STEM. *September Newsletter. National Capital Language Resource Center*.
6. Carreira, M. (2012d). Is Spanish taking over the U.S.? In R. Rickerson & B. Hilton (Eds.), *The 5-Minute linguist: Bite-sized essays on language and languages* (2<sup>nd</sup> Edition) (pp. 162-165). Sheffield, UK: Equinox Publishing Ltd.
7. Carreira, M., & Van Deusen Scholl, N. (2010e). Guest Editor's Foreword. *Heritage Language Journal*, 7(2). Available at <http://www.heritagelanguages.org>
8. Carreira, M. (2007). Is Spanish Taking Over the U.S.? In R. Rickerson & B. Hilton (Eds.) *The 5 Minute Linguist: Bite-Sized Essays on Language and Languages* (1<sup>st</sup> Edition). Sheffield, UK: Equinox Publishing Ltd.

9. Carreira, M (2002). Assessing Spanish-language Proficiency in the U.S. Context. *Language Magazine*. July. Vol 1, No. 11.

#### **Book reviews**

1. Valenzuela, A. (Ed.) (2005). *Leaving children behind: How "Texas-style" accountability fails Latino youth*. New York, NY: State University of New York Press. Review in *Teachers College Record*, 107(11). [www.tcrecord.org/Content.asp?ContentId=11809](http://www.tcrecord.org/Content.asp?ContentId=11809)
2. Dodge, J. (2005). *Differentiation in action: A complete resource with research- supported strategies to help you plan and organize differentiated instruction and achieve success with all learners, Grades 4-12*. New York, NY: Scholastic. Education Review, July, 2006 <http://edrev.asu.edu/brief/index.html>

#### **Selected keynote speeches**

1. *Back to the Future: Taking stock of the first 20 years of Heritage Language Education and previewing the next 20*. 21<sup>st</sup> Annual Conference of the National Council of the Less Commonly Taught Languages (NCLCTLs). Washington D.C. April 20-22, 2018.
2. *A Critical Review of the Field of Heritage Languages on the Occasion of the 20th Anniversary of the Heritage Language Initiative: Successes, Blind Spots, and Shortcomings*. DMV Spanish Heritage Language Symposium 2018. University of Maryland, College Park, April 20-21, 2018.
3. *Back to the Future: Some thoughts on the next 20 years of Heritage Language Studies*. Third International Conference of Heritage and Community Languages. UCLA. Feb. 17, 2018.
4. *Living Bilingualism: Language management strategies that support Spanish-language maintenance among Latino youth*. Bilingualism Matters: University of California at Riverside, Oct. 6, 2017.
5. *Experiences of Latino Youth Speaking Spanish and consequences of Language Maintenance and Shift*. American Association of Teachers of Spanish. April 4, 2017.
6. *Parameters of Variation in Mixed Classes: Focus on reactivity to instruction*. Hispanic and Luso-Brazilian Linguistics Conference. Arizona State University, Mar. 6, 2017.
7. *Twenty Years of Heritage Language Education*. Language Teacher Educator Conference. UCLA. February 3, 2017.
8. *The Multilingual Turn: Users and Learners in Mixed Classes*. STARTALK Conference, University of Washington, Seattle, Feb. 20, 2015.
9. *Empowering Korean Heritage Language Learners: New Challenges in HL Pedagogy & Research*. American Association of Teachers of Korean, Michigan State University. June 28, 2013.
10. *Raising Heritage Language Speakers*. Conference on the Tamil Diaspora. San Jose, CA, June 9, 2012.
11. ACTFL Special Interest Section: *Research-based and practice-tested approaches in Heritage Language Teaching*. ACTFL, Nov. 19, 2011.
12. *The Privileged Place of Spanish Among this Country's Heritage Languages*. XXII National Conference on Spanish in the United States. Florida International University, February 18-21, 2009.
13. *Preserving Spanish in the U.S.: Opportunities and Challenges in the New Global Economy*. Sixth Annual Conference on Spanish-for-Native-Speakers. New Mexico State University at Las Cruces, June 2000.

#### **Selected plenary talks**

1. *Stories of Linguistic and Cultural Resilience: What Heritage Language and ESL Teachers Need to know about the New Mainstream in American Schools*. Language Teacher Education Conference, 2015. Changes and Challenges in Language Teacher Education. University of Minnesota, Minneapolis-St. Paul, May 18, 2015.
2. *The Role of Giftedness in the Maintenance and Development of Spanish as a Heritage Language*. II Symposium on Spanish as a Heritage Language. Texas Tech University. Feb. 12<sup>th</sup>, 2015.
3. *Heritage Language Teaching: Bridging the Gap Between "What is" and "What Should Be"*. Fourth International Conference on the Development and Assessment of Intercultural Competence. University of Arizona, Tucson. Jan. 24, 2014.

#### **Selected invited conference presentations**

1. *Securing the Future: Stories of Linguistic Resilience by Latino Students*. University of Washington, Seattle, May 20, 2016.
2. National webinars on heritage language teaching and learning. The American Council on the Teaching of Foreign Languages (ACTFL): Jan. 28, Feb. 5, and Mar. 11, 2015.
3. *Securing the Future: Stories of Linguistic Resilience by Latino Students*. Harvard University, Nov. 13, 2014.

4. *Lost in Translation: Mapping the Value of Heritage Languages*. University of California at Santa Barbara. Feb. 20, 2014.
5. *When Student Needs Collide with Institutional Practices: Findings from the Database Project by the National Heritage Language Resource Center*. Harvard University, May 11, 2012.
6. *Latino Youth's Brave New World: Stories of linguistic and cultural resilience*. Georgetown University, March 22, 2012.
7. *The Best of Times, the Worst of Times: The state of Spanish in the US*. Florida International University, March 1, 2012.
8. *Heritage Language Students: Challenges and opportunities*. Yale University, May 17, 2011.
9. *Preserving the Less Commonly Taught Languages: One size does not fit all*. Columbia University, April 20, 2011.
10. *Rethinking Second Language Education in the Age of Heritage Learners*. Emory University, Sept. 2011.
11. *El español y sus hablantes en los EEUU*. Middlebury Summer Program. July 3, 2011.
12. *What Future for the Less Commonly Taught Languages?* Columbia University, April 30, 2011.
13. *De la Teoría a la Práctica: Conflict resolution in mixed language classes*. University of Oregon, Eugene, Sept. 16, 2010.
14. *The Results of the National Heritage Language Survey, Columbia University*, May 6, 2009
15. *Placement, Assessment, and Evaluation in the Heritage Speaker Curriculum*. NYU, Sept. 18, 2009.
16. *Community-Based Curriculum Development*. UCLA. May 8, 2008. *America's Immigrant Children: Education, Language, and Workforce Preparation*. New York University, January 23, 2008.
17. *The Abuelos Project: A framework for developing the linguistic, cultural, and academic skills of foreign and heritage language students*. Florida International University. March 2, 2007.
18. *Reconceptualizing Instruction to Meet the Needs of Today's Language Students: A Model of Differentiated Language Teaching and Learning*, Emory University, Atlanta, Georgia, Sept. 18, 2006.

#### **Selected conference presentations**

1. *Key Issues in Designing and Implementing Heritage Language Programs*. American Association of Teachers of Spanish and Portuguese (ACTFL). Oct. 24, 2017.
2. *Heritage Language Teaching: Diversity, Challenges, and Future Directions*. American Association of Teachers of Spanish and Portuguese (ACTFL). Oct. 26, 2013.
3. *When Heritage and Non-heritage Language Learners Come Together*. STARTALK Conference. Portland Oregon, Oct. 19, 2013.
4. *An Online Workshop for Heritage Language Teachers: A project of the National Heritage Language Resource Center and STARTALK*. 6<sup>th</sup> International Conference on Language Teacher Education. The George Washington University, May 31, 2013.
5. *Heritage Languages in Higher Education: Results of a national survey*. American Council on the Teaching of Foreign Languages (ACTFL). Denver Colorado. Nov. 19, 2011.
6. Panelist. *Consortium panel on Heritage Language Database Project*. American Association of Teachers of Spanish and Portuguese ACTFL. Denver, Colorado. Nov. 19, 2011
7. *An Overview of Heritage Language Teaching at the Community College Level*. Modern Languages Association. Los Angeles, CA. January 7, 2011.
8. *Immigrant stories of linguistic resilience*. Modern Languages Association. Los Angeles, CA. January 7, 2011.
9. *The National Heritage Language Learner Survey: Focus on the Commonly Taught Languages*. National Council of the Less Commonly Taught Languages. Madison Wisconsin. April 8, 2011
10. *Filling the Void: Community Language Programs in Los Angeles*. First International Conference on Heritage Languages. UCLA. Feb. 20, 2010.
11. *Identity in HL Language Maintenance*. First International Conference on Heritage Languages. UCLA. Feb. 20, 2010.
12. *Community-Based Curriculum Development*. UCLA. May 8, 2008
13. *Language Education: Reconceptualizing foreign language instruction and learning*. *Georgetown University Roundtable on Languages and Linguistics (GURT)*. Washington D.C. March 2006.
14. *Applying Language Arts Standards to Spanish for Native Speakers Instruction*. *American Council on the Teaching of Foreign Languages (ACTFL)*, Chicago, Ill. November 2004.
15. *The Many Faces of the Beginning Spanish Learner in California*. Foreign Language Association of Northern California Saturday, Berkeley, CA, November 2004.

16. *Teaching Spanish-for-Native-Speakers in the 21<sup>st</sup> Century: A focus on the learner*. California Association for Bilingual Education (CABE), Los Angeles, CA, Feb. 2003.
17. *The Media, Marketing, Critical Mass and other Mechanisms of Linguistic Maintenance*, XIX Congreso del Español en los EEUU y el Español en Contacto con Otras Lenguas en el Mundo Iberoamericano. San Juan, Puerto Rico, April 2002.
18. *¿A quién le corresponde determinar el estándar lingüístico para los hablantes de español como lengua de herencia?: Criterios comunitarios de la proficiencia lingüística*. Linguistic Society of the Southwest, Albuquerque. New Mexico, Sept. 2001.
19. *When Phonological Limitations Compromise Literacy: A Connectionist Approach to Enhancing the Phonological Competence of Heritage Language Speakers*, Sixth Annual Conference on Spanish for Native Speakers. New Mexico State University at Las Cruces. June 2001.
20. *The Roads Less Traveled: Directions for Future Growth in Spanish for Native Speakers*, XVII Annual Conference on Spanish in the U.S., University of California at Davis, April 2000.
21. *Training Students to Gather, Evaluate, and Generate Information on the World Wide Web*. The American Council on the Teaching of Foreign Languages (ACTFL 2000). Boston, MA. November 2000.
22. *The Case for Linguistics in the Spanish-for-Native-Speakers Curriculum*, XVI Annual Conference on Spanish in the US, Florida International University, Miami, April 1999.
23. *International Recipes for Successful Heritage Language Schools, Fifth Annual Conference on Spanish-for-Native-Speakers*. New Mexico State University at Las Cruces, New Mexico. August 1999.
24. *The Sound Patterns of English and Spanish*. Annual Conference of the California Court Interpreters Association. California State University, Long Beach. Oct. 1999.
25. *Five Basic Linguistic Rules for Hispanic Bilinguals to Live By*. Fourth Annual Conference on Teaching Spanish to Native Speakers, Las Cruces, New Mexico, July 1998.
26. *The Stress of Stress: Examining the Phonological Competence of Hispanic Bilinguals*. Fourth Annual Conference on Teaching Spanish to Native Speakers, Las Cruces, New Mexico, July 1998.
27. *Prejuicios Lingüísticos-Genéricos en la Literatura Caribeña: Repercusiones Pedagógicas*. La Mujer en la Literatura del Mundo Hispánico, CSU Northridge, October 1998.
28. *The Spanish Plural Marker: It Takes Two (Moras)*, Chicago Linguistics Society 33, The University of Chicago, April 1997.
29. *How Good is the Writer's Ear? The Representation of Dialectal Diversity in Hispanic Literature*. Hispanics: Cultural Locations, University of San Francisco, CA, October 1997.
30. *Why our students can't do stress*. American Association of Applied Linguistics, Chicago, ILL. March 1996.
31. *A Constraint Based Approach to Spanish Spirantization*. The Linguistic Symposium on Romance Languages, DF, Mexico, March 1996.
32. *An Optimality Theoretic Approach to Spanish Diminutive Formation*, Chicago Linguistics Society, Chicago, April 1996.
33. *Quién', 'Dónde', 'Por qué' and other questions our students can't answer*. Cincinnati Conference on Romance Languages and Literatures, Cincinnati, OH, May 1996.
34. *Linguistics in the Curriculum: A Case of More is Better*. San José State University, San José, CA, May 1996.
35. *The Missing Competence: Linguistics*. The Pennsylvania Foreign Language Conference, Duquesne University, Oct. 1996.
36. *Coronals, /s/, and the coda condition*. The Linguistic Symposium on Romance Languages, Los Angeles, California, March 1994.
37. *Our present misunderstanding of Spanish syllable structure*. GURT (Georgetown University Roundtable), Georgetown, March 1993.
38. *Spanish spirantization as a syllable contact process*. The Linguistic Symposium on Romance Languages, University of Texas at El Paso, March 1992.
39. *La condición de coda en español e inglés*. Universidad Autónoma de México, D.F. México, April, 1994.
40. *The alternating diphthongs of Spanish: a paradox revisited*. The Linguistic Symposium on Romance Languages, Toronto, Canada, April 1990.
41. *The problem with Spanish diphthongs*. The Linguistic Symposium on Romance Languages, Ohio State University, 1989.
42. *The acquisition of Spanish diphthongs*. The Linguistic Symposium on Romance Languages, University of Illinois, 1988.

### **Selected invited workshops on heritage language teaching and learning**

1. Texas Tech University, May 3, 2018
2. Cornell University, Mar. 14, 2018
3. Garden Grove School District, Garden Grove, CA. Mar. 5, 2018
4. University of Washington, Seattle. Feb. 10, 2018
5. American Council of Teachers of Foreign Languages (ACTFL), Nov. 16, 2017
6. Rhode Island Foreign Language Association, October, 13 2017
7. University of Texas, Austin. July 20, 2017
8. University of Wyoming, Laramie, June 5, 2017
9. El Camino Community College, Los Angeles CA. May 12, 2017
10. STARTALK, Chicago. April 20, 2017
11. American Council of Teachers of Foreign Languages, Nov. 17, 2016
12. Santa Barbara City College, Nov. 5, 2016
13. University of Texas, Austin, July 21, 2016
14. University of Wisconsin, Madison. June 3, 2016
15. San Diego State University, April 22, 2016
16. University of Utah, Salt Lake City, Mar. 31, 2016
17. American Council of Teachers of Foreign Languages, Nov. 19, 2015
18. University of Southern California, Nov. 12, 2015
19. Los Angeles Unified School District, June 16 – 17, 2015
20. Harvard University, June 5, 2015
21. University of Southern California, May 2, 2015
22. University of California, Davis. April 30, May 1, 2015
23. American Council of Teachers of Foreign Languages, Nov. 20, 2014
24. Instituto Cervantes, Boston MA, Nov. 14, 2014
25. Aldeen Foundation, Pasadena CA. Nov. 11, 2014
26. Yale University, Mar. 29, 2014
27. Columbia University, Mar. 28, 2014
28. San Diego State University, Aug. 22, 2013
29. Santa Barbara City College, October 2, 2012
30. University of Maryland, College Park, March 7, 2012
31. Georgetown University, March 6, 2012
32. Aldeen Foundation, Pasadena, California, June 29, 2011 and June 26, 2012
33. Yale University, May 17, 2011.
34. University of Texas at Austin, Oct. 12, 2011
35. Syracuse University, Oct. 14, 2011
36. Long Beach City College, Oct. 21, 2011
37. University of Oregon at Eugene, September 16, 2010
38. Columbia University, May 6, 2009

### **Courses Taught at California State University Long Beach**

Spanish 101A-201B	Beginning and intermediate courses for non-native speakers
Spanish 250*	Spanish for Native Speakers (6 units, hybrid)
Spanish 312/313	Spanish Composition I and II
Spanish 314	Spanish Conversation
Spanish 322*	The Bilingual Teacher: Theory and Practice
Spanish 423a*	Spanish Phonology
Spanish 423b*	Introduction to Spanish linguistics
Spanish 424	Second Language Teaching
Spanish 426	Spanish Morphology and Syntax
Spanish 490/590*	Spanish as a World Language (Special Topics)
Spanish 525*	The History of the Spanish Language
Spanish 528*	Romance Linguistics
Spanish 590*	Teaching Spanish as a Heritage Language (Special Topics)
French 599*	Introduction to French Linguistics (Independent Study)

\* Courses I created

**Program coordinator/director positions**

1. Coordinator of lower division courses and the teaching associate program at the Department of Romance, German, and Russian Languages and Literatures, CSULB, 1998-2000
2. Spanish Program Director, Department of Romance Languages and Literatures, CSULB, 2017-present.

**References**

Available upon request

**KATHRYN PAUL**

1619 Crest Drive ▪ Los Angeles, CA 90035 ▪ (310) 691-0441 ▪ kathryn@humnet.ucla.edu

**PROFESSIONAL EXPERIENCE**

**UCLA Center for World Languages**

**Executive Director (2005-), Assistant Director (1995-2005), Business Manager (1989-1995)**

**Chief Operating Officer:** develop responsible for center strategic planning, design program design and development, fundraising and proposal writing, hire, train, and supervise staff, fiscal oversight.

**Key Achievements**

- Lead transition from informal program office to a full Center with applied research
- Collaborated on proposals that raised approximately \$4 million over 3 years.
- Initiated proposal that established of UCLA National Language Resource Center
- Coordinated development of distance learning programs across five UC campuses
- Managed transition of UCLA ESL programs from service courses to revenue centers

**Special Assistant to Senior Associate Vice Provost:** Strategic planning, coaching

**Key Achievements**

- Advised and coached 15 center managing directors on program design and implementation.

**UCLA Center for International Business, Education & Research**

**Acting Associate Director (6 months in 1995 and 3 months in 1997)**

**Key Achievements**

- Managed all Center operations during Associate Director absence

**EDUCATION & TRAINING**

B.A. Sociology, University of California, Los Angeles, 1980  
Professional Development Program (UCLA) 2004-2005  
Certificate in Sponsored Research Administration (UCLA) 1994  
MBA Certificate Anderson Executive Education Program (UCLA) 2011

**UNIVERSITY SERVICE**

Founding President, UCLA Administrative Manager Group (AMG)  
Member, Huron Report Implementation Task Force (Campus Human Resources)  
Director, of UCLA Supervisors Forum (Campus Human Resources)

**AWARDS**

UCLA International Institute Staff Incentive Award (five times)

EDUCATION

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

PROFESSIONAL EXPERIENCE: Teaching

**Lecturer, UCLA, Los Angeles, CA**

**2011 – 2013**

- Fiat Lux Seminar, *Languages of LA: A Linguistic Portrait of a Multilingual City*, Winter 2015
- APPLING C116/216, *English Grammar for Second/Foreign/Heritage Language Instruction*, in Winter 2011, 2012, & Spring 2013.
- APPLING C113/213, *Phonetics for Language Education*, in Spring 2012.

**Teaching Associate, UCLA, Los Angeles, CA**

**2005 – 2006**

- Taught multi-skills ESL classes to graduate and undergraduate students and an advanced ESL writing class to graduate students
- Taught a section of a “W” (writing) class that focused on language learning and teaching, including theoretical and pedagogical content as well as writing strategies

**Teaching Assistant Consultant, UCLA, Los Angeles, CA**

**2004 – 2005**

- Co-taught a teacher training class to first-time TAs having responsibility for ESL classes
- Observed and videotaped TAs teaching their classes; gave feedback based on observation notes and video playback, focusing on pedagogical strategies

**Lecturer, UCLA, Dept. of Applied Linguistics, Los Angeles, CA**

**2000 – 2004**

- Taught a class focusing on the sound system of English to ESL students in both whole-class and tutorial formats, including discussion of segmental and suprasegmental features, analysis of students’ pronunciation problems using audio recordings, and detailed individual feedback and one-on-one conferencing that targeted these problems; wrote examinations and designed materials and activities for a course handbook
- Developed materials and taught lessons targeting oral fluency, presentation strategies, and teaching skills to international TAs
- Taught developmental composition to ESL students; conferenced individually with students to improve their academic writing skills
- Designed and taught a teacher training course that aimed to develop the micro-components of teaching, e.g. use of questioning/elicitation techniques to promote student involvement; how to lead effective discussions; strategies for dealing with student errors or misunderstandings of material; effective use of visual aids
- Co-taught a teaching practicum focusing on theoretical and practical concerns of second/foreign language teaching pedagogy with emphasis on fieldwork experience
- Participated in norming and holistic grading of essays in university-wide ESL placement examination

- Lecturer, Santa Monica College, Santa Monica, CA **1999 – 2000**
- Designed a syllabus and conducted lessons for English 1 (reading and composition) for ESL students; guided students through the process of writing four essays and one research paper, two drafts each
  - Developed materials and syllabi for advanced, intermediate, and beginning ESL courses in the non-credit program and taught classes at each level
- Teaching Assistant, UCLA, Los Angeles, CA 1997 – 1999**
- Taught developmental composition to ESL students
  - Taught advanced ESL to graduate students; multi-skills focus with emphasis on the writing needs of graduate students
- Lecturer, Yunnan University, Kunming, P. R. of China **1984 – 1986**
- Designed materials, syllabi, and examinations for English pronunciation, writing, and literature courses for undergraduate students and taught each of these courses
  - Gave a public lecture once a week on aspects of Western culture
- Lecturer, Kunming Institute of Technology, Kunming, P. R. of China **1983 – 1984**
- Developed syllabi and taught multi-skills EFL courses to undergraduate students
  - Developed syllabi and taught English pronunciation and oral fluency to graduate students
  - Taught English literature class to teachers of the English Department

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

#### **Associate Director, National Heritage Language Resource Center, UCLA, Los Angeles, CA**

**2010 – Present**

- Help organize events (annual research institute; annual workshop for heritage language instructors; four-yearly international heritage language conference) that highlight research on heritage language development and pedagogy and bring together leading national and international scholars in the field of heritage language maintenance.
- Developed a five-module online certificate for language instructors who teach heritage language students.
- Participate in ongoing training of language teachers in partner organizations, e.g., Garden Grove Unified School District, San Antonio Community College.

#### **Campus-wide TA Training Program Coordinator, UCLA, Los Angeles, CA**

**2006 – 2009**

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

### **PUBLICATIONS**

Carreira, M. & Hitchens Chik, C. (2018). Differentiated teaching: A primer for heritage and mixed classes. In K. Potowski (Ed.), *The Routledge handbook of Spanish as a heritage/minority language*. New York, NY: Routledge.

Carreira, M., & Hitchens Chik, C. (2018). Making the case for heritage language instruction: A guide to meeting the needs of learners in the classroom and beyond. In S. Kresin & S. Bauckus (Eds.), *Connecting across languages and cultures: A heritage language festschrift in honor of Olga E. Kagan* (pp. 3-25). Bloomington, IN: Slavica.

Carreira, M., & Hitchens Chik, C. (2018). Supporting heritage learners. *The Language Educator* (March/April, 2018), 26-29.

Hitchens Chik, C., Carreira, M., & Kagan, O. (2017). *Introduction*. In O. Kagan, M. Carreira, & C. Hitchens Chik, (Eds.). *The Routledge handbook of heritage language education: From innovation to program building* (pp. 1-7). New York, NY: Routledge.

Hitchins Chik, C. & Wright, W. (2017). Overcoming the obstacles: Vietnamese and Khmer heritage language programs in California. In O. Kagan, M. Carreira, & C. Hitchins Chik, (Eds.). *The Routledge handbook of heritage language education: From innovation to program building* (pp. 222-236). New York, NY: Routledge.

Kagan, O., Carreira, M., & Hitchins Chik, C. (Eds.). (2017). *The Routledge handbook of heritage language education: From innovation to program building*. New York, NY: Routledge.

### **CONFERENCE PRESENTATIONS**

#### **ACTFL 2017 Convention, November 17-19, Nashville, TN**

- Carreira, M., & Chik, C. Heritage Language Teaching in Action: Essential Tools and Strategies for Meeting the Needs of All Learners
- Chik, C., Carreira, M., & Kagan, O. Key Issues in Designing and Implementing Heritage Language (HL) Programs
- Kagan, O., Carreira, M., & Chik, C. An Online Certificate in Heritage Language (HL) Teaching

#### **Tenth International Conference on Language Teacher Education, February 2-4, 2017, Los Angeles, CA**

- Carreira, M., & Chik, C. Project-based Learning for Heritage Language Instruction

#### **STARTALK Fall Conference, 14-15 October, 2016, Atlanta, GA**

- Kagan, O., Paul, K., Chik, C., & Carreira, M. *Building the Infrastructure: An Online Certificate for Heritage Language Educators*

#### **ACTFL 2016 Convention, November 18-20, Boston, MA**

- Carreira, M., Chik, C., Dubinina, I., Kagan, Parra, M., & Ribadeneira, A. *Project-Based Learning with Heritage Language Learners: Why, What, and How.*

#### **ACTFL 2015 Convention, November 20-22, San Diego, CA**

- Kagan, O., Chik, C., & Carreira, M. *Supporting Heritage Language Learners in All Educational Environments (K-16).*
- Carreira, M., Chik, C., Kagan, O. *Approaches to Heritage Language Teaching: An Overview of an Online Course*

#### **ACTFL 2014 Convention, November 21-23, 2014, San Antonio, TX**

- Chik, C., & Carreira, M. *Resources Available at the NHLRC for Teaching Heritage Languages.*
- Chik, C., & Carreira, M. *Teaching Heritage and Non-Heritage Learners: Focus on "Mixed" FL Classes.*

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

- Chik, C. & Chevalier, J. *Mixed Heritage/Non-Heritage Language Classes: Student Voiced from a High School Korean Class.*

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

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

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

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

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

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

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

- Chik, C, Griner, B., & Brinton, D. *Factors Affecting Secondary Language Offerings in Metropolitan Los Angeles.*

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

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

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

- Chik, C, & Brinton, D. *Teacher Preparation: Spanning the Chasm between Theory and Practice.*

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

- Chik, C., Brinton, D., & Xi, X. *Measuring International Teaching Assistants' Progress through Test/Retest Data.*

### **INVITED PRESENTATION**

**Community-Based Heritage Language Schools Conference: Promoting Collaboration among Educators, Families, and Researchers, October 7, 2017, American University & Center for Applied Linguistics, Washington, DC**

Chik, C. *Sustaining Programs and Making Connections with Others: Advocacy and Collaboration.*

**Community-Based Heritage Language Schools: Promoting Collaboration among Educators, Families, and Researchers, September 26-27, 2014, American University & Center for Applied Linguistics, Washington, DC**

Chik, C. *Parents in Heritage Language Schools: Benefits of Participation and Roles they can Play.*

### **AWARDS**

**Dissertation Year Fellowship**

UCLA, 2009-2010

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

UCLA, Summer 2005

SHUSHAN KARAPETIAN

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Montrose, CA 91020  
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University of California, Los Angeles  
Department of Near Eastern Languages and Cultures  
378 Humanities Building, Box 95151  
Los Angeles, CA 90095

**EDUCATION**

Ph.D.	Armenian Studies Department of Near Eastern Languages and Cultures University of California, Los Angeles	2014
	Graduate Certificate in TESFL Department of Applied Linguistics University of California, Los Angeles	2011
M.A.	Armenian Studies Department of Near Eastern Languages and Cultures University of California, Los Angeles	2009
B.A.	Anthropology, <i>cum laude</i> Minors – French and Armenian Studies University of California, Los Angeles	2004

**PROFESSIONAL EMPLOYMENT**

Lecturer Department of Near Eastern Languages and Cultures University of California, Los Angeles	2014 -Present
Program Director of Heritage Language Program Center for World Languages/National Heritage Language Resource Center University of California, Los Angeles	2014 - Present
Adjunct Faculty Nathan Weiss Graduate College, Hindi and Urdu Language Pedagogy Kean University, New Jersey	2017 - Present
Postdoctoral Fellow Armenian Studies Program Department of Near Eastern Languages and Cultures University of California, Los Angeles	2015 – 2016

**PUBLICATIONS**

Karapetian, S. & Kouloujian, H. (Forthcoming). "Intralinguistic diversity in diasporic Little and Greater Armenia." *Multilingual La La Land*. New York and London: Routledge.

Karapetian, S. (Forthcoming). "Eastern Armenian speakers as potential Western Armenian learners: Reflections on second dialect acquisition" *Journal of the Society for Armenian Studies*.

Karapetian, S. (Forthcoming). "Compartmentalization across multiple domains: Language use patterns of Armenian heritage language speakers." *Heritage Language Journal*.

Karapetian, S. (Forthcoming). "The evolving role of language in the construction of Armenian identity in the diaspora." In H. Berberian & T. Daryaee (Eds.), *Armenian Identity Through the Ages*. Mazda Publishers.

Karapetian, S. (2018). "Defective Armenian: The destructive impact of heritage language anxiety." In S. Kresin & S. Bauckus (Eds.), *Connecting across Languages and Cultures: A Heritage Language Festschrift in Honor of Olga E. Kagan*. Bloomington, IN: Slavica.

Karapetian, S. (2017). "Challenges with institutionalizing a pluricentric diasporic language: The case of Armenian in Los Angeles." In O. Kagan, M. Carreira, & C. Chick (Eds.), *A Handbook on Heritage Language Education: From Innovation to Program Building*. New York and London: Routledge.

Karapetian, S. (2017). "Buzz by Violet Grigoryan." In T. Boyadjian (Ed.). *Anthology of contemporary Armenian literature. Absinthe: Journal of World Literature in Translation*. University of Michigan.

Karapetian, S. (2011). *Armenian for heritage students: A student friendly textbook*. Center for World Languages. UCLA. Los Angeles.

Karapetian, S. (2011). *Curriculum for a high school Armenian heritage course*. National Heritage Language Resource Center, UCLA. Los Angeles.

### **FELLOWSHIPS, AWARDS, AND HONORS**

- 2018 Russ Campbell Young Scholar Award, National Heritage Language Resource Center
- 2015 Distinguished Dissertation Award for 2011-2014, Society for Armenian Studies
- 2014 Armenian Studies Postdoctoral Scholarship Recipient, Calouste Gulbenkian Foundation
- 2013 Dissertation Year Fellow, UCLA Graduate Division
- 2013 Nominated for Distinguished Teaching Assistant Award, UCLA Department of Near Eastern Languages and Cultures
- 2012 Kaspar and Siroon Hovannisian Fellow, UCLA Graduate Division
- 2011 Karekin Der Avedisian Memorial Recipient, UCLA Graduate Division
- 2010 Mangasar M. Mangasarian Scholar, UCLA Graduate Division
- 2009 Karekin Der Avedisian Memorial Recipient, UCLA Graduate Division
- 2007 Foreign Language and Area Studies Fellow for Russian, UCLA Center for European and Russian Studies (CEES)
- 2005 Foreign Language and Area Studies Fellow for Russian, UCLA CEES
- 2004 Karekin Der Avedisian Fellow, UCLA Graduate Division

### **INVITED TALKS**

- 2018 "Promoting and cultivating Armenian in the diaspora." GARS Academy, Glendale, CA, March 6.
- 2017 "Defective Armenian: The destructive impact of shaming heritage language speakers." ARPA Institute Presentation. Merdinian School, Sherman Oaks, CA, June 15.
- 2016 "Out of the box: Challenging approaches to language transmission in the Diaspora." Innovate Armenia. University of Southern California. Los Angeles, CA, April 2.
- 2015 "Shaming heritage speakers into (un)speaking Armenian." Vahe & Armine Meghrouni Lecture Series in Armenian Studies. University of California, Irvine, School of Humanities. Irvine, CA, November 17.
- 2015 "How to preserve and enhance Armenian language, literature, and identity." Educational Committee of the Armenian Apostolic Church of Crescenta Valley. Western Prelacy of the Armenian Apostolic Church of America. La Crescenta, CA, October 25.
- 2015 "The evolving role of language in the construction of Armenian identity in the diaspora." Armenian Identity Through the Ages: An International Conference in Armenian Studies, University of California, Irvine. Irvine, CA, April 6-7.

- 2014 "Introduction to Armenian heritage language learners and the challenges of instruction." Annual Professional Development Day, Board of Regents of Prelacy Armenian Schools, Holy Martyrs Ferrahian Armenian School. Los Angeles, CA, November 8.
- 2013 "Best practices in heritage language instruction." Startalk/National Heritage Language Resource Center, Heritage Language Teacher Workshop, University of California, Los Angeles. Los Angeles, CA, July 24.
- 2012 "'Who are Armenian heritage language learners?': The future of Armenian language in the diaspora." Hamazkayin Armenian Educational and Cultural Society, Pasadena "Shahan Shahnour" Chapter. Los Angeles, CA, June 3.

## CONFERENCES

- 2018 "Defective Armenian: The Destructive Impact of Heritage Language Anxiety." Paper presented at the Third International Conference on Heritage/Community Languages. National Heritage Language Resource Center. UCLA. Los Angeles, CA, February 17.
- 2017 "Eastern Armenian speakers as potential Western Armenian learners: Reflections on second dialect acquisition." Paper presented at Transmitting Western Armenian to the Next Generation. Society for Armenian Studies. Washington D.C., November 18.
- 2015 "The problem with language as moral obligation." Paper presented at Innovation in Education: Challenges in Teaching Western Armenian in the 21<sup>st</sup> Century. Institut National des Langues et Civilisations Orientales. Paris, France, September 21.
- 2015 "Language as victim: The burden of language as a moral obligation." Paper presented at a conference dedicated to the centennial of the Armenian Genocide - The Armenian Genocide: Accounting and Accountability, California State University, Northridge. Los Angeles, CA, January 31.
- 2014 "Access denied: A linguistic identity crisis among Armenian heritage learners." Paper presented at the Second International Conference on Heritage/Community Languages. UCLA. Los Angeles, CA, March 7.
- 2013 "New strategies and methodologies for teaching of modern Armenian language." Roundtable presentation at the Middle East Studies Association 2013 Annual Meeting. New Orleans, LA, October 11.
- 2013 "'Where is the line of retreat?': Challenges facing Armenian schools in Southern California." Paper presented at the NHLRC Conference: Challenges and Achievements in Community Language Schools. Los Angeles, CA, April 13.
- 2012 "Challenges and recommendations for a community heritage language school seeking higher proficiency results: A case study of Chamlian Armenian School in Los Angeles." Paper presented at the 15th Annual NCOLCTL Conference: Promoting Advanced Language Proficiency and Intercultural Competency in LCTLs. Madison, WI, April 28.
- 2012 "'How can I teach my kids my broken Armenian?': The impact of language ideology on language use." Paper presented at the 2012 Graduate Student Colloquium in Armenian Studies. Los Angeles, CA, February 17.
- 2011 "Symbolic role of the Armenian language for heritage learners." Paper presented at the Public Conference: Language and Migration, Department of Applied Linguistics, UCLA. Los Angeles, CA, November 4.
- 2010 "The unique case of Armenian in the National Heritage Language Learner Survey." Paper presented at the "The Real California Gold" Indigenous and Immigrant Heritage Languages of California, Second Language Acquisition Institute, UC Davis. Davis, CA, May 8.

- 2010 “Service learning at the service of Armenian heritage language learners.” Paper presented at the 2010 Western Consortium Middle East Language Workshop: Language Beyond the Classroom: Developing and Maintaining Advanced Proficiency, University of Arizona. Tucson, AZ, April 17.
- 2009 “William Saroyan’s ‘The Hungerers.’” Paper presented at the Third Annual Conference on Armenian Writers, UCLA. Los Angeles, CA, November 7.
- 2009 “The drama and dramatist in Hovhannes Tumanian.” Paper presented at the Graduate Student Workshop in Armenian Studies, University of Michigan. Ann Arbor, MI, April 16.

## **TEACHING EXPERIENCE**

### **Kean University, Nathan Weiss Graduate College, NJ**

#### **Hindi and Urdu Language Pedagogy – Course Developer and Instructor**

Language Acquisition: Theory and Research (Fall 2018)  
 Hindi and Urdu Community and Heritage Language Learners: Theory and Practice (Fall 2017)

### **University of California, Los Angeles, CA**

#### **Armenian Studies - Course Developer and Instructor**

Language in Diaspora: Armenian as Heritage Language (Winter 2016, Spring 2017, 2018)  
 Armenian as an Immigrant/Heritage Language in the US (Fall 2015)  
 Beginning Eastern Armenian (Spring 2009-2018)

#### **Department of Slavic, East European & Eurasian Languages and Cultures – Instructor**

Teaching and Learning of Heritage Languages (Fall 2017, 2018)

#### **Center for World Languages/National Heritage Language Resource Center- Course Developer and Instructor**

Armenian for Armenian Speakers (Summer 2010-2015)

#### **Writing Programs - Instructor**

Conversation & Interaction for Academic Purposes (Summer 2012-2015)  
 Public Speaking for Academic Purposes (Summer 2012-2014)

#### **Department of Near Eastern Languages and Cultures - Teaching Fellow**

Jerusalem: Holy City (Winter 2010-2013, Fall 2011)

#### **Department of History - Teaching Assistant**

Introduction to Oral History (Spring 2007, 2008)

### **Glendale Community College, Glendale, CA - Instructor**

Basic Conversation in Armenian (2005-2007, 2008-2011)  
 Armenian for Native Speakers (2005-2007, 2008-2001)  
 20<sup>th</sup> and 21<sup>st</sup> Century Armenian Literature (2007)

## **COMMUNITY INVOLVEMENT/OUTREACH**

Language Revitalization and Promotion Committees

Armenian General Benevolent Union Education Task Force (2017 - Present)  
Gulbenkian Foundation Western Armenian Education Workshop (2016 - Present)  
Armenian Language Revitalization Committee of the Western Prelacy (2014 – Present)  
Armenian Task Force of the Board of Regents of Prelacy Armenian Schools (2013 - Present)  
Saroyan Project, Chamlian Armenian School (2011 - 2015)

## **LANGUAGES**

Eastern/Western Armenian	Fluent
Classical Armenian	Advanced
French	Advanced
Russian	Advanced
German	Reading knowledge

## **PROFESSIONAL MEMBERSHIPS**

Society for Armenian Studies  
National Association for Armenian Studies and Research  
Graduate Student Colloquium in Armenian Studies  
Friends of UCLA Armenian Language and Culture Studies

## **REFERENCES**

Peter S. Cowe  
Narekatsi Professor of Armenian Studies  
Department of Near Eastern Languages and Cultures  
University of California, Los Angeles  
368 Humanities  
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Kathryn Paul  
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Hagop Kouloujian  
Lecturer of Western Armenian  
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## Appendix II: Position Descriptions

### **PI Chris Erickson, PhD**

Dr. Erickson assumes overall responsibility for all NHLRC projects and staff. He will chair the executive committee, certify financial and program reports, meet quarterly with the co-directors and work with the outside evaluator. He will also be the project advisor on the in addition, Dr. Erickson will work with each co-director on the planning of annual research institute and conferences. He will devote 15% of his time to the center projects. Dr. Erickson is the Associate vice Provost of the International Institute. He has experience managing centers and programs in the International Institute and the Anderson School of Management.

### **Co-Director, Maria Polinsky, PhD**

Dr. Polinsky will be the research content director. She will be the project leader for the research institutes (R1) and for the Heritage Language Repository (R3). She will advise the research leaders of the two surveys (R2). She will consult with the outside evaluator on the evaluation of each research project. She will be responsible for organizing the research agenda for each research institute and recruiting speakers and participants, securing a university host and financial commitments from each university. She will also be responsible for Heritage Language Repository Project. This project requires voluntary input from faculty. She has secured commitments from linguists internationally to contribute to the repository.

### **Co-Director, Maria Carreira, PhD**

Dr. Carreira will be the pedagogy content director. She will advise as needed on all Learning/Teaching projects. She will be the project leader or adviser on all Learning/Teaching projects. In addition, she will be the lead for the two surveys in project R2. Dr. Carreira will consult with the outside evaluator on evaluation of each project. She will be responsible for the project deliverables. Dr. Carreira will be the advisor for and assist in content development for the webinars and podcasts project LT3. She will work with teachers to determine most needed content. She will be assisted by outreach coordinator, Dr. Karapetian.

### **Associate Director, Kathryn Paul, MBA Certificate UCLA Anderson School of Management; Certificate in Grants Management UCLA Office of Contracts and Grants**

Ms. Paul will be responsible for overall project management of the grant. She will work closely with the PI, Co-Directors and Project Leaders to ensure we follow the center timeline for projects and ensure that we produce and present outcomes and deliverables outlined in the grant. Ms. Paul will be the liaison with our partners (i.e. other LRCs, NRCs, COTSEAL, ACTFL) and with offices on campus (i.e. Extramural Fund Management, Contracts and Grants, Travel, Graduate Division, Center for Digital Humanities, Office of Instructional Development and the International Institute). She will work to leverage funds from other offices on campus to support NHLRC activities and be responsible for all reports.

### **Associate Director, Claire Chik, PhD**

Dr. Chik will work as co-leader with Carreira on all learning/teaching projects. In addition, she will be the lead for the online teaching certificate/badges. She has designed the modules and will

be the lead instructor for each online module (i.e. accepting participants, monitoring and evaluating their work and certifying completion). (LT2) She is the project leader for the book projects under publications CB2. She will be the point person with the publishers, select and manage contributors for the Multilingual Lingual LA book.

### **Outreach Coordinator, Shushan Karapetian, PhD**

Dr. Karapetian will work as the outreach coordinator and project lead or co-leader on multiple projects. She is assigned as leader for the LT3 Podcasts & Webinars. She will also take the lead on the strategic planning project for K-12 dual language, charter and magnet schools, project SP1. As outreach coordinator, she will be the point person to connect administrators and teachers in dual language schools, charter schools and language magnet programs. Dr. Karapetian completed her PhD research on language and identity in the heritage language of Armenian speakers. Her advisor was Dr. Olga Kagan. Heritage Language Course.

### **Managing Editor, Susie Bauckus, MA**

As managing editor of the Heritage Language Journal, Ms. Bauckus will be responsible for the production of three volumes per year, part of community building project CB1. This includes recruitment of authors, review of submissions, recruitment of reviewers and all final production.

### **Webmaster, Oliver Chien**

Mr. Chien will work with each director and project manager to design a proper web presence for each project and for the center as a whole. The webmaster has become increasingly more important over time as more and more of our deliverables are posted online and as social media has become an important tool for dissemination. Mr. Chien is the in-house webmaster and videographer for the UCLA International Institute and has extensive experience working with centers.

### **Research Assistant, Arturo Diaz, MA**

Mr. Diaz, will report to Dr. Polinsky and be the primary administrative responsibilities for the Research Institutes in the first three years, the conference in year four and technical support for the Heritage Language Repository. Mr. Diaz is a linguistics graduate student in the UCLA Department of Spanish and Portuguese working on his PhD. His research interests involve heritage language maintenance.

### **Student Assistants**

Undergraduate student assistants will be hired for approximately 4 hours a week to support staff. Assistants will provide general administrative support on projects.

Other Project Leaders listed in the proposal are not receiving compensation from this budget. They have committed time to NHLRC as members of our board or affiliated group. They include: Joy Peyton, Julio Torres



June 19, 2018

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fax: 310-825-4591  
cfan@international.ucla.edu

Professor Christopher L. Erickson  
Senior Associate Vice Provost & Director  
UCLA International Institute  
11343 Bunche Hall  
Campus 148703

Dear Chris,

The International Institute enthusiastically supports your proposal to the Department of Education to renew funding for the National Heritage Language Resource Center. Besides the value the Center adds to the community of language scholarship and education at large, many units at UCLA benefit from its activities. Accordingly, I am pleased to confirm the continued support of NHLRC from the International Institute.

I have also learned that four UCLA National Resource Centers will subsidize teachers who attend your summer workshops. Their commitments are reflected in the budgets of their NRC proposals.

I want to express my gratitude to you for stepping in as PI following Olga Kagan's death. Your experience as Director of UCLA's Title VI CIBER for eight years, your many years of collaboration with Olga, and your understanding of the direction that she outlined in the months before her untimely passing combine to make you the ideal person to preserve her vision.

Sincerely,

A handwritten signature in blue ink, appearing to read "Cindy Fan".

C. Cindy Fan  
Vice-Provost for International Studies &  
Global Engagement



OFFICE OF THE CHANCELLOR  
2147 MURPHY HALL, BOX 951405  
LOS ANGELES, CALIFORNIA 90095-1405

June 7, 2018

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
400 Maryland Avenue SW, Room 3E200  
Washington, DC 20202

To Whom It May Concern:

UCLA is pleased to endorse the work of the Language Resource Center (LRC) program on our campus. Its contributions to teaching and research are invaluable, as are its outreach activities for K-12, the business community, and the general public of greater Los Angeles. In particular, LRC funding provides opportunities for improving the capacity for teaching and learning foreign languages through teacher training, research, materials development, assessment, and dissemination projects.

UCLA also supports the LRC's collaborative response to the forthcoming grant cycle's competitive priority regarding the expansion of access to language instruction at community colleges and minority serving institutions. We look forward to the development and implementation of this important initiative.

I can also attest to the leadership skills and acumen of project director Professor Christopher Erickson, who is the Director of the UCLA International Institute and has taken on this task with the recent and untimely passing of Professor Olga Kagan.

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

Sincerely

A handwritten signature in cursive script that reads "Gene Block".

Gene D. Block  
Chancellor

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

Dr. Kathryn Paul  
National Heritage Language Resource Center (NHLRC)  
University of California, Los Angeles

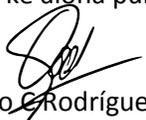
June 7, 2018

Dear Kathryn,

This is to confirm our commitment to partner with NHLRC to sponsor a TED Talk-style event at an upcoming ACTFL conference. As discussed, your LRC will provide funding for travel and a modest honorarium for a featured speaker. Similarly, the NFLRC commits support for logistics (professional videography, sound, slide design, event organization, and common website) as well as an additional featured speaker for the event.

We look forward to collaborating on this exciting opportunity to offer professional development and open materials for language educators.

Me ke aloha pumehana.

  
Julio C. Rodríguez  
NFLRC Director

June 5, 2018

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

Dear Julio:

I am writing to express ACTFL's strong support for the TED Talk-style project which the Hawaii NFLRC proposes in collaboration with several other potential LRCs. This project will not only enhance the convention experience of professional language educators, but will also create valuable open resources in the form of public videos. Such resources can be used as instructional or informational materials that explore intersections between languages and diverse professional contexts. They will also serve as valuable resources to promote the value of the learning and teaching of world languages.

ACTFL is very pleased to provide modest in-kind support for this initiative, including: a) providing space to host the event on Saturday evenings of the ACTFL Annual Convention and World Languages Expo planned for 2019 (Washington, D.C.), 2020 (San Antonio, TX), and 2021 (San Diego, CA); and b) assisting in the promotion of the event in print convention materials and social media. As discussed, ACTFL will not charge for attendance to the event.

We thank you for collaborating with ACTFL and the other LRCs on this project and we look forward to successful results from the competition.

With best regards,

Martha G. Abbott



Executive Director  
Martha G. Abbott



June 5, 2018

Dr. Maria Carreira  
NHLRC  
1333 Rolfe Hall  
Los Angeles, CA 9095

Dear Dr. Carreira:

As Director of the Assessment and Evaluation Language Resource Center (AELRC), I am pleased to write this letter of support for the National Heritage Language Resource Center (NHLRC).

The LRCs provide critical support to foreign language teaching and learning in the US. The NHLRC provides outstanding access to excellent language teaching and learning resources in an increasingly global and changing society for heritage language learners and their instructors.

In our collaborations with NHLRC, we look forward to supporting a professional development workshop for heritage language instructors to be hosted by NHLRC. AELRC will provide training that will help participants understand and apply proficiency-based practices in their learning contexts; NHLRC will support travel for the trainer during Year 3 (2020-21) of the funding cycle. We believe that this workshop will provide a significant professional development opportunity for heritage language instructors and that the follow-on research will support meaningful revisions to the workshop structure and content.

I look forward to our continued collaboration

Sincerely,

A handwritten signature in black ink that reads 'Margaret E. Malone'. The signature is written in a cursive, flowing style.

Margaret E. Malone, Ph.D.  
Director



SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES  
**CENTER FOR LANGUAGES OF  
THE CENTRAL ASIAN REGION**

May 15, 2018

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
1990 K Street, N.W.  
Washington, DC 20006

Dear U.S. Department of Education,

The Center for Languages of the Central Asian Region (CeLCAR), at Indiana University of Bloomington, Indiana, is pleased to offer a letter of support for the National Heritage Language Resource Center (NHLRC)'s 2018-2022 Title VI Language Resource Center grant application.

CeLCAR was established in 2002 as a national Language Resource Center (LRC) dedicated to fostering interest in and knowledge of the critical languages of the Central Asian region. In the 2014-2018 cycle, CeLCAR hopes to continue our dedication to promoting the teaching and learning of the languages and cultures of Central Asia through the development of language learning materials (textbooks, workbooks, mobile learning apps, online courses, etc.) and teacher training programs.

During the 2014-2018 grant cycle, CeLCAR and NHLRC collaborated on the research for and curriculum development of our first language learning materials for both Dari and Pashto heritage language learners, as part of a collaboration with Northern Virginia Community College (NOVA). We were pleased with our collaboration with NHLRC, and the help and guidance they gave to the project, and we look forward to continuing this collaboration in the 2018-2022 cycle as we develop materials for Kurdish heritage language learners, as well as advanced level materials for Dari and Pashto heritage learners.

Sincerely,

Dr. Öner Özçelik  
Director

Indiana University  
School of Global and International Studies  
Center for Languages of the Central Asian Region  
Eigenmann Hall 709  
1900 E. Tenth Street  
Bloomington, IN 47406-7512

# CALIFORNIA COLLEGES FOR INTERNATIONAL EDUCATION



c/o 20630 Romar St., Chatsworth, CA 91311 • (818) 882-9931 fax: (818) 882-9837 • email: rabyrl@aol.com • [www.ccieworld.org](http://www.ccieworld.org)

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U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
400 Maryland Avenue SW, Room 3E200  
Washington, DC 20202

June 8, 2018

To Whom it May Concern,

This letter serves to support the proposed partnership for International Studies between California Community Colleges and the University of California Los Angeles (UCLA) that is being coordinated by Title VI National Resource Centers at UCLA's International Institute.

In their proposal to the Department of Education for Title VI grant funding, the UCLA Asia Pacific Center, USC East Asian Studies Center, UCLA National Heritage Language Resource Center, UCLA Center for Near Eastern Studies and the UCLA Latin America Institute are requesting grant funds to build on the successful partnerships initiated in the last grant cycle. The Centers seeks to increase access and instructional offerings of languages and area studies to students attending California community Colleges. California Colleges for International Education (CCIE), a non-profit consortium representing ninety-four California community colleges collaborated in the last funding cycle with the UCLA centers to facilitate curriculum development funds to support California community college faculty to internationalize their curricula and well as teacher training for language instructors.

Supporting student success is at the heart of these proposal. In particular, proposed activities will help to provide community college administrators, faculty, and most importantly, community college students with the knowledge and tools they need to a) increase the number of and support for underrepresented and non-traditional students in the field of international education; b) provide community college students with social capital and skills to successfully transfer to UCLA; and c) provide community college students with the knowledge that international education can and will be in their future. This support is critical since for many of these students, the only international experiences that they will receive will be as students in the community college. The Heritage Center proposal will collect much needed data on HL students for administrators and well as important language teacher training.

California Colleges for International Education (CCIE) is a consortium dedicated to the ideal of increasing international understanding through education. CCIE helps support the growth of programs affiliated to international education and internationalizing the curriculum in California's Community Colleges. CCIE is the primary voice of

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PRESIDENT  
Dr. Andreea Serban  
(Coast District)

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Dr. Vinicio López (City College of San Francisco)

VICE-PRESIDENTS, SOUTH  
Dr. Dianne Van Hook (Santa Clarita District)  
Dr. Nabil Abu-Ghazaleh (Grossmont College)

TREASURER  
Dr. Timothy Karas  
(College of Alameda)

DIRECTOR: Dr. Rosalind Latiner Raby  
PRESIDENT EMERITUS: Dr. Edward Valeau

PR/Award # P229A180016

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international education in the state's Community College system, serving as a direct link between our members and national organizations, consortia and partners from other higher education institutions involved in international activities. I am confident that if approved, the proposed projects will play an important role in preparing CC/MSI students to transfer to UCLA and other universities and will encourage our students to pursue international/area studies and work and continue language study. On behalf of the CCIE Board and membership, I strongly support and endorse the projects and encourage the Department of Education to approve Title VI funding to allow this partnership to move forward.

On behalf of California Colleges for International Education, a non-profit consortium whose membership includes ninety-four California Community Colleges, I celebrate our long history of working with UCLA to enhance opportunities for community colleges. I fully support funding to administer the UCLA Asia Institute, the Center for European and Eurasian Studies, the Latin America Institute, the Center for Near Eastern Studies proposals and the National Heritage Language Resource Center.

*Rosalind Latiner Raby*

Rosalind Latiner Raby  
Director, California Colleges for International Education  
(818) 882-9931  
rabyrl@aol.com  
www.ccieworld.org

# NHLRC Commitment

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1333 Rolfe Hall  
Box 951411  
Los Angeles, CA 90095-1411  
phone: 310-825-2510  
fax: 310-206-5183  
<http://www.nhlrc.ucla.edu>

June 16, 2018

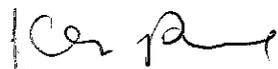
Drs. Chantelle Warner and Beatrice Dupuy  
Center for Educational Resources in Culture, Language and Literacy (CERCLL)  
1103 E. 2nd Street  
The University of Arizona  
Tucson AZ 85721

Dear Dr. Warner and Dr. Dupuy,

The National Heritage Language Resource Center is pleased to collaborate with the Center for Educational Resources in Culture, Language and Literacy (CERCLL) in its application for Title VI funding as a Language Resource Center. Our two centers will be working together on CERCLL's *International Conference on the Development and Assessment of Intercultural Competence*. CERCLL's focus on cultural issues makes it uniquely qualified to host the conference and draw in perspectives from other entities. The National Heritage Language Resource Center, with its focus on heritage language education will contribute by providing funding for a speaker related to these topics in the 2020 conference when the theme will be Internationalizing the Curriculum: The Role of Intercultural Competence.

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

Sincerely,



Kathryn Paul

Associate Director

OLGA KAGAN  
*Director*

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1333 Rolfe Hall  
Box 951411  
Los Angeles, CA 90095-1411  
phone: 310-825-2510  
fax: 310-206-5183  
<http://www.nhlrc.ucla.edu>

To: Director of the UCB Center for Southeast Asia Studies  
and Director of the UCLA Center for Southeast Asian Studies

From: Kathryn Paul, Associate Director, *KP*  
UCLA National Heritage Language Resource Center Directors

Re: Joint Projects for 2018-2022

The UCLA National Heritage Language Resource Center (NHLRC) was first funded as a National Language Resource Center (LRC) in 2005-06 by the U.S. Department of Education. As a national LRC, we are committed to working with NRCs and to support their efforts in supporting less commonly taught languages.

The need for a Heritage Center, and for the programs we offer, is defined by: the unique pedagogical needs of HL speakers and learners; the mismatch between that need and the nation's teaching resources and capabilities; and the need to organize producers and distributors of HL knowledge.

NHLRC is committed to working with the UCB/UCLA Title Six Centers for Southeast Asian Studies to support the professional development of Southeast Asian language instructors. We have committed to three main projects:

1. For the period of 2019 to 2022, NHLRC, with support from Startalk grant, will host a four week teacher training workshop. Three weeks will be online and one week face-to-face at UCLA. Space in this workshop will be reserved for three SEA instructors each year. NHLRC will cover all programmatic expenses while the UCB-UCLA NRC will cover partial travel and lodging for the instructors.
2. In academic year 2020-2021, NHLRC will provide instructors and space for a 2 day COTSEAL workshop on heritage language instruction and project based learning for instructors of Southeast Asian languages. UCB-UCLA NRC will cover the remaining programmatic expenses and provide travel and lodging support for SEA language instructors.
3. In 2021-2022, NHLRC will sponsor the fourth International Conference on Heritage/Community Languages at UCLA. UCB-UCLA NRC will provide travel and lodging support for consortium SEA language instructors who will participate in this Conference as panelists.

# APPENDIX 4

## SAMPLE PROJECT PERFORMANCE MEASURE FORMS SAMPLE Project Performance Measure Form

**Project Goal:** To adequately train teachers to serve HL learners

**□ Performance Measure 1: Award 25 Certificates in HL Teaching**

Activity	Indicator	Frequency	Data Source	Base	YR 1	YR 2	YR 3	YR 4
<b>1a.</b> Create Moodle Website, including registration page, module pages, bulletin boards, etc.	<b>1ai.</b> Number of pages created	Once	Center records	0	1	0	0	0
<b>1b.</b> Advertise Certificate	<b>1bi.</b> Posts to Heritage Center listserv and Emails to Heritage Journal Subscribers	Quarterly	Center records	0	4	4	4	4
	<b>1bii.</b> Advertising through partner organizations (e.g., NRCs, LRCs, Council of Teachers of SE Asian Languages)	Quarterly	Partner Records	0	4	4	4	4

<b>1c.</b> Monitor Student Progress	<b>1ci.</b> Number of students registered	Ongoing	Moodle Reports	0	5	10	12	15
	<b>1cii.</b> Number of modules completed	Ongoing	Moodle Reports	0	15	30	45	60
<b>1d.</b> Award Certificates in Heritage Language Teaching	<b>1di.</b> # of certificates awarded	Annual	Heritage Center records	0	3	5	7	10

## SAMPLE Project Performance Measure Form

**Project Goal:** To provide appropriate HL teaching materials

**Performance Measure 1: Participants in Summer Workshops will develop 25 model lessons**

Activity	Indicator	Frequency	Data Source	Base	YR 1	YR 2	YR 3	YR 4
<b>1a.</b> Recruit & Enroll Workshop Participants	<b>1ai.</b> Number of Participants	Annually	Heritage Center records	25	25	25	28	0
	<b>1aii.</b> Number of Languages	Annually	Heritage Center records	6	6	6	6	0
<b>1b.</b> Convene workshop and form lesson project teams	<b>1bi.</b> Days of Instruction	Annually	Heritage Center records	0	4	4	4	0
	<b>1bii.</b> Number of teams	Annually	Heritage Center records	0	8	8	9	0
<b>1c.</b> Each team develops one model lesson	<b>1ci.</b> Number of Lessons created	Annually	Heritage Center records	0	8	8	9	0
<b>1d.</b> Lessons are archived on the Heritage Center Website for download	<b>1di.</b> Number of Lessons available for download	Annual	Heritage Center records	0	8	8	9	0

# SAMPLE Project Performance Measure Form

**Project Goal: Target specific gaps in HL learners' competencies**

**☐ Performance Measure 1: Create the Repository of HL Materials to Facilitate Research**

Activity	Indicator	Frequency	Data Source	Base	YR 1	YR 2	YR 3	YR 4
<b>1a.</b> Create Repository Website	<b>1ai.</b> Develop site architecture and visual design	Once	Heritage Center records	0	1	0	0	0
<b>1b.</b> Develop Protocols for Data Sharing	<b>1bi.</b> Analyze researchers needs	Once	Heritage Center records	0	1	0	0	0
	<b>1bii.</b> Consult with Data Scientists regarding storage parameters	Once	Heritage Center records	0	1	0	0	0
	<b>1biii.</b> Align protocols to meet requirements of federal agencies	Once	Heritage Center records	0	1	1	1	2
<b>1c.</b> Convince managers of existing data sets to share through the Repository	<b>1ci.</b> Number of data sets incorporated	Annually	Heritage Center records	0	1	1	1	2
<b>1d.</b> Advertise Repository to individual researcher to encourage them to deposit materials	<b>1di.</b> Posts to HL Center listserv, Emails to Journal Subscribers	Quarterly	Heritage Center records	0	4	4	4	4
	<b>1dii.</b> Notices through partner organizations (LRCs, etc.)	Annually	Partner Records	0	4	4	4	4

<b>1e.</b> Incorporate Materials into Repository	<b>1ei.</b> Number of individual researchers participating	Annual	Heritage Center records	0	2	2	4	4
	<b>1eii.</b> Number of languages represented in the database	Annual	Heritage Center records	0	2	3	4	6

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## **UCLA NHLRC Budget Narrative**

### **1. Personnel**

#### **Chris Erickson, P.I.: partial summer ninth @ \$2,602 annually**

Dr. Erickson assumes overall responsibility for all NHLRC projects and staff. He will chair the executive committee, certify financial and program reports, meet quarterly with the co-directors and work with the outside evaluator. He will also be the project advisor on the survey projects. In addition, Dr. Erickson will work with each co-director on the planning of annual research institute and conferences.

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

Dr. Polinsky be the research content director. She will advise the research project leaders each year and consult with the outside evaluator on the evaluation of each research project. She will be responsible for organizing the research agenda for each research institute and recruiting speakers and participants. She will also be responsible for Heritage Language Repository Project (R3). She has secured commitments from linguists internationally to contribute to the repository. She will be paid a flat fee and is fully committed to the projects.

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

Dr. Carreira will be the pedagogy content director. She will advise as needed on all Learning/Teaching projects. She will be the lead project leader or adviser on all Learning/Teaching projects. In addition, she will be the lead for the two survey research projects. Dr. Carreira will consult with the outside evaluator on evaluation of each project. She will be responsible for the project deliverables. She is being paid a flat fee and is fully committed to the projects.

**Kathryn Paul, Associate Director/Manager: Staff 25% @ \$98,068 annually with 3% salary increase**

Ms. Paul will be responsible for overall project management of the grant. She will work closely with the PI, Co-Directors and Project Leaders to ensure we follow the center timeline for projects and ensure that we produce and present outcomes and deliverables outlined in the grant. Ms. Paul will be the liaison with our partners (i.e. other LRCs, NRCs, COTSEAL, ACTFL) and with offices on campus (i.e. Extramural Fund Management, Contracts and Grants, Travel, Graduate Division, Center for Digital Humanities, Office of Instructional Development and the International Institute). She will work to leverage funds from other offices on campus to support NHLRC activities and be responsible for all reports.

**Claire Chik, Associate Director: Staff 25% @ \$50,755 annually with 3% salary increase**

Dr. Chik will work as co-leader with Carreira on all learning/teaching projects. In addition, she will be the lead for the online teaching certificate/badges. She designed the modules and will be the lead instructor for each online module (i.e. accepting participants, monitoring and evaluating their work and certifying completion). She is the project leader for the book projects under publications CB2. She will be the point person with the publishers, select and manage contributors for the Multilingual Lingual LA book.

**Shushan Karapetian, Associate Director: Staff 25% @ \$53,766 annually with 3% salary increase**

Dr. Karapetian will work as the outreach coordinator and project lead or co-leader on multiple projects. She is assigned as leader for the LT3 Podcasts & Webinars. As outreach coordinator, she will be the point person to connect administrators and teachers in dual language schools, charter schools and language magnet programs.

**Susie Bauckus, Managing Editor: Staff at 20% of \$60,551 annually with 3% salary increase**

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

**Oliver Chien, Webmaster: Staff at 10% of \$59,766 annually with 3% salary increase**

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

**Arturo Diaz, Research Assistant: Staff at 10% of \$49,465 annually with 3% salary increase**

Mr. Diaz, will report to Dr. Polinsky and be the primary administrative responsibilities for the Research Institutes in the first three years, the conference in year four and technical support for the Heritage Language Repository.

**Student assistants: 10% of \$27,144 annually with 3% salary increase**

Undergraduate student assistants will be hired for approximately 4 hours a week to support staff.

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

UCLA uses a composite benefit rate methodology to assess employee benefits based on employee categories. Employer paid benefits are pooled and charged at a designated rate and include retirement benefits, taxes, and health and welfare benefits.

<https://www.finance.ucla.edu/composite-benefit-rate-assessment>

**3. Travel: Year one, \$19,100; Year two \$19,100; Year three \$22,100; Year four \$10,324**

Estimates are for travel costs of UCLA personnel and guest faculty (i.e. guest faculty for research institutes YR 1-3, summer workshops YR 1-4 and YR3 assessment workshop) while on project travel status and include airfare, subsistence, reasonable lodging, and vehicle rental or taxi fare. Airfare estimates are based on an average of current coach rates relative to the point of origin/destination when identifiable. Subsistence is based on the University's subsistence allowance following rates; the Meals & Incidental Expenses (M&IE) rate is currently set at \$62/day. All estimates are based on amounts provided by carriers/vendors and/or historical data. Travel breakdown:

- A. U.S. Domestic:** Two conferences per year for Co-directors to present on NHLRC projects. Estimates: airfare \$467; hotel \$195 p/night x 3 nights; taxis \$100; per diem @ \$62 p/day, x 4 days to include travel days. This includes travel to other LRC conferences such as CARLA's Language Teacher Education Conference and CERCLL's Culture, Language and Literacy Conference. Total of \$1500 per person x 2 people. **Total per year: \$3,000**
- B. Advisory Board Travel:** NHLRC Advisory Board will meet at the NHLRC quadrennial conference in year four. Their home institution will cover most board members' travel; however, we have budgeted for two board members who may not be covered. Estimates: airfare \$432, hotel \$180 p/night x 2 nights; taxis \$100; per diem @ \$62 p/day x 3 days to include travel days. Total \$1078 per person x 2 people. **Total for year four only:**
- C. Travel each year to give workshops to school districts, universities and colleges.** In the last cycle, NHLRC had requests from the Portland Unified School District, the Los Angeles Unified School District, Chicago Unified School District, Madison Unified

School District and Rhode Island Governor's office. In addition, we received requests from several NRCs. Usually, travel is covered but NHLRC is often asked to split the cost. This budget items allows for that. Estimate: airfare \$150; hotel for one night \$100; ground transportation @ \$75 p/day x 2 days; per diem @ \$50 per day for two days to allow for travel: Total estimate is \$500 per trip for two trips: **Total per year: \$1000**

**D.** U.S Domestic Travel for Research Institute Faculty in Years 1, 2 and 3. Estimated expense @ \$900 per person (airfare \$500 per person; hotel \$200 per night x 2 nights). No registration fee. Four faculty presenters in each year. **Total per year \$3,600 in Years 1,2 and 3**

**E.** U.S. Domestic Travel for Summer Heritage Language Teacher Workshop in years 1, 2 and 3. This workshop is intended for 35 participants each year. NHLRC will solicit funds from other agencies to cover most of the participants. However, travel for five participants has been included in this budget to ensure a diverse mix of languages. Estimates: airfare @ \$500 ea; hotel @ \$200 p/night x 5 nights. Total per person budgeted: \$1,500. **Total per year \$7,500 for years 1,2 and 3**

**F.** U.S. Domestic Travel for Assessment Training Workshop in year three. Working with the Assessment & Evaluation Language Resource Center (AELRC), NHLRC will host a training workshop in year three. NHLRC agreed to cover travel for two presenters from AELRC and they will cover all programmatic content. Estimate: airfare @ \$500 and hotel @ \$200 p/night 5 nights. Total p/p \$1500. **Total cost: \$3000 in year three only**

**G.** U.S. Travel for Conferences as part of Community Building:

**1.** Travel for one person to be a keynote speaker each year at the National Alliance of Heritage Language Community Schools. This is the only conference in the US

devoted to community language schools and it takes place every fall at American University in Washington, D.C. NHLRC has agreed to have an NHLRC Director or Associate Director speak each year. Estimate: airfare \$500; hotel \$276; taxis @ \$100 and per Diem @ \$62 per day for 2 days to cover travel time as well. **Total each year: \$1000**

2. U.S. Domestic Travel to send two presenters to ACTFL in each year. Conference registration @ \$250; hotel @ \$250 x 3 nights; airfare @ \$500. Per Diem and taxis covered by other agencies. Total per person is \$1,500 x 2. **Total each year is \$3000**

#### **4. Equipment: Not Applicable.**

#### **5. Project Supplies: YR 1 \$12,120; YR 2 \$8,613; YR 3 \$2,099 YR 4 \$2,521**

Core project supplies will cover all project specific supplies for all R, LT and CB projects. We are estimating higher costs in year one for software, books and additional supplies needed to launch the Online Teacher Certificate, the Network for Community Colleges, the two surveys, the webinars and podcasts and finally the Heritage Language Repository.

Core Project Supplies across each year include: binders, paper, subscription to survey monkey: \$250 per year for four years, phones, mail, room rentals for workshops/conferences, food for lunchtime meetings, printing costs for brochures/flyers, subscription to Adobe Cloud and Survey Monkey. In addition, \$1000 in year one and two will be to support the development and maintenance of the joint LRC website and brochure.

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

- Camtasia Pro: software to record what is on screen needed for Teacher Training projects and Online certificate: estimated cost \$200 per license, we will need four.
- Dragon Naturally Speaking: software for voice dictation to text. To add text from video interviews to online certificate lectures \$169 (Premium Academic SRP), we will need four.
- Discussion Board software: \$450 for single license
- Adobe CS6 Production Premium for video editing and animation: \$302
- Final Cut Pro X for video editing: \$150
- Adobe CS6 Design Standard for photograph editing: \$228
- Surface pro tablets – two @ \$1,299 for 256GB; plus two keyboards @ \$129 needed for development of online materials.

In addition non-core supplies needed for Research Institutes and Workshops include room rentals and light food totaling \$2000 in years 1 and 2 and \$2400 in year 3.

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

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

## **8. Other:**

**A. Consultants:** Tom Herman, Outside Evaluator. Dr. Herman will manage the evaluation plan in consultation with the PI and the Co-Directors. NOTE: Maria Polinsky (Harvard) and Maria Carreira (CSULB) are faculty at other institutions. As such, they must be hired as consultants but have been listed under personnel.

**B. Technology Infrastructure Fee: \$671 in each year.** *The Technology Infrastructure Fee (TIF)* - Is a consistently applied direct charge that is assessed to each and every campus activity unit, regardless of funding source, including units identified as individual grant and contract awards. The TIF pays for campus communication services on the basis of a monthly accounting of actual usage data. These costs are charged as direct costs and are not recovered as indirect costs. TIF is currently billed at \$43.02 per FTE, per month.

**C. Conference Support:** \$10,000 in year four (Fourth International conference). Support will cover fees for four keynote speakers, including honoraria and travel.

**D. Guest Speakers:** Teacher Workshops- \$500 in Years 1 and 2 to cover one invited speaker from K-12 program (dual language, charter or magnet) and/or community college.

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

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

**11. Training Stipends: Not Applicable**

**12: Total Costs:** total direct cost plus indirect costs, \$787,503 for all four years.