Federally-funded Opportunities for Chinese Language Learning

Sam Eisen, The Flagship Program
Cheryl Gibbs, Department of Education
Betsy Hart – STARTALK, NFLC, University of Maryland
Carol Radomski, Department of State
Purpose of the Session

- Increase awareness of opportunities in critical language education
  - Scholarships
  - Summer programs
  - Study abroad
  - Teacher development

- Increase participation in these programs
Session agenda

• Introduction to Federally-funded language learning and teaching grants
  – STARTALK
  – NSLI-Y
  – The Language Flagship
  – Department of Education Title VI and Fulbright-Hayes

• Questions
STARTALK
What is STARTALK?

• Language learning for more students
  – Early start: K-12
  – Geographically diverse
  – Opportunities for long-term articulation

• Professional development for teachers
  – Language-specific training
  – Blend of theory & practice
Goals

• To increase the quality and supply of teachers of critical languages throughout the nation
• To stimulate significant increases in the number of students enrolled in the study of critical languages
• To improve the quality and effectiveness of critical language curriculum

Source: ODNI, 2009
STARTALK Languages

2007 – Arabic & Chinese
2008 – Hindi, Persian, & Urdu
2009 – Swahili & Turkish
2010 – Dari & Russian
2011 – Portuguese
2012 – all ten
STARTALK: Managing for Quality

- Quality = ACTFL Standards + STARTALK-endorsed principles for effective teaching and learning
  - Integrating quality checks into all steps
  - Reflecting on what worked and what needed improvement
  - Incorporating feedback into the process and to stakeholders
2012 Projected STARTALK Programs

• 159 Programs
  – 87 Student Programs
  – 48 Teacher Programs
  – 24 Combination Student & Teacher Programs

• 30 New Programs
  – 18 Student Programs
  – 9 Teacher Programs
  – 3 Combination Student & Teacher Programs
### Growth in Chinese: Students

<table>
<thead>
<tr>
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<th>2007</th>
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<th>2010</th>
<th>2011</th>
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<td># of Chinese Language Offerings</td>
<td>18</td>
<td>37</td>
<td>45</td>
<td>54</td>
<td>63</td>
</tr>
<tr>
<td># of Students</td>
<td>681</td>
<td>2079</td>
<td>3143</td>
<td>4242</td>
<td>5782</td>
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Growth in Chinese: Teacher Trainees

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<th>2010</th>
<th>2011</th>
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<tr>
<td># of Chinese Language Offerings</td>
<td>17</td>
<td>27</td>
<td>33</td>
<td>44</td>
<td>49</td>
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<tr>
<td># of Teacher Trainees</td>
<td>292</td>
<td>702</td>
<td>776</td>
<td>991</td>
<td>998</td>
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</tbody>
</table>
Who Can Get STARTALK Funding?

Eligibility

• Capacity to offer a STARTALK program
• Languages, states, ages, levels of instruction
• Prior experience
• Evidence of participant safety and insurance
Who Can Get STARTALK Funding?

- Post secondary institutions
- State and regional educational agencies
- School districts
- Public and private schools
- Community organizations
- Language associations
- Corporations
STARTALK Websites

www.startalk.umd.edu
National Security Language Initiative for Youth (NSLI-Y)

• Goals:
  – Promote critical language learning among American youth
  – Enhance cross-cultural understanding
  – Spark a lifetime of interest in foreign language and culture
  – Develop skills to advance international dialogue, compete effectively in the global marketplace, promote mutual understanding, and contribute to a more peaceful world
NSLI-Y

Scholarships for American youth to study 7 critical languages in overseas programs:

- Arabic, Chinese (Mandarin), Hindi, Korean, Persian, Russian, and Turkish
- Chinese is the largest program of the NSLI-Y programs
NSLI-Y 2012-13 Programs

- Summer (6 week) and Academic Year Programs
- 650 scholarships available for 2012-13
  - Chinese – 250 Summer; 25 Academic Year
- 10 Countries and Locations
  - China – Summer and Academic Year programs
  - Taiwan – Academic Year program
- Implemented by American Councils for International Education and partners
• Eligibility for NSLI-Y programs:
  – American citizen
  – 15-18 years old at program start; gap year welcome
  – All levels of proficiency; beginners welcome
• Recruitment: September to November 2012
• Full merit-based scholarships: travel & all program costs

www.NSLIforYouth.org
• Overseas immersion experience
• Intensive language study
  Summer programs – 120 hours
  Academic year programs – minimum 10 hours/week
• Cultural enrichment
• Home-stays
• Typical Day – language am; cultural enrichment pm
NSLI-Y OPI Results - Chinese:

Spring Semester 2011 & Academic Year 2010-11:
- Pre-Program: Approx 25% little or no experience with the language
- Post-Program: 100% scored Intermediate-Mid or Advanced
  65% scored in the Advanced levels

Summer 2011 participants: (6 weeks)
- Pre-Program: 28% No knowledge or Novice Low
- Post-Program: 60% scored Intermediate or Advanced
Summer 2011 OPI Results – CHINESE

- Pre-Program OPI
- Post-Program OPI

Language Levels:
- No language
- Novice
- Intermediate
- Advanced
Summer 2011 OPI Results – CHINESE
(N = 270)
• “It has greatly prepared me for my AP course in the fall. It has also given me the passion to continue studying Chinese in college.”

• “I learned so much about the Chinese language. I went from butchering a couple common words when I arrived to being understood in conversation with strangers when I left. Through language learning and through cross-cultural exchange, we can begin the conversation that makes cooperation between strangers on opposite sides of the globe possible.”

• “In only six weeks, I experienced things that changed my life in ways I never thought possible. I came to realize that as people, our uniting similarities matter far more than our distinguishing differences. The same thing that can make a child laugh or bring a smile to someone’s face in the United States will do the same in China...”
U.S. Department of State Critical Language Programs

• Critical Language Scholarships (CLS)
  – Undergraduate and graduate students
  – 13 languages, including Chinese;
  – 8-10 week summer overseas programs

• Teachers of Critical Languages (TCLP)
  – Teachers from China & Middle East are hosted in U.S. K-12 schools for AY

• Intensive Summer Language Institutes (ISLI)
  – U.S. teachers of Mandarin and Arabic; Six week programs at int. & adv. Levels

• Fulbright Foreign Language Teaching Assistant (U.S. campuses)
• Fulbright Critical Language Enhancement Award (Fulbright recipients)
• Gilman Scholarships for Study Abroad (Pell grant)

www.exchanges.state.gov
www.NSLIforYouth.org
www.exchanges.state.gov
US Department of Education

Foreign Language and Area Studies (FLAS) Fellowships Program

Cheryl E. Gibbs
Senior Program Officer
International and Foreign Language Education
Purpose

- The Foreign Language and Area Studies (FLAS) Fellowship program provides fellowships through institutions of higher education to students who are enrolled for undergraduate or graduate training in a Center or Program approved by the U.S. Department of Education.

- In a performance-based modern foreign language training or in a training program for which performance-based modern foreign language instruction is being developed, in conjunction with area studies, international studies, or the international aspects of professional studies.
Who can apply?

- **Institutions of higher education**
  Institutions submit grants to ED every 4 years

  Offer a program of performance-based training (developing a program) for modern languages, in conjunction with training and research in area studies/int’l studies; int’l aspects of professional study

  Provide instruction in disciplines needed for a full understanding of the area, region, or countries in which the foreign languages are commonly used

- **Undergraduate or Graduate students**
  Enrolled at the institution that has FLAS fellowships. Students submit applications to the institution (not to ED)
Student eligibility requirements

- Is a citizen or national of the United States or is a permanent resident of the United States

- Is enrolled full-time (as defined by the institution) in a program defined above, i.e., language training in conjunction with area studies/int’l studies training

- **Undergraduate** student must be at the intermediate or advanced study of a less commonly taught language

- **Graduate** student must be at the intermediate or advanced study of a less commonly taught language; but, may be approved for the beginning level of study for a second language in their world area/thematic area of specialization
Types of Fellowships

- **Academic Year Fellowship**: area studies/int’l studies courses **and** language courses during an academic year

- **Summer Fellowship**: intensive language training that provides the equivalent of one academic year of modern foreign language study
Fellowship Amounts

• Academic Year: Graduate Fellowship
  Institutional Payment $18,000
  Subsistence Allowance $15,000
  Total AY/G FLAS $33,000

• Academic Year: Undergraduate Fellowship
  Institutional Payment $10,000
  Subsistence Allowance $5,000
  Total AY/UG FLAS $15,000
Fellowship Amounts (cont.)

- **Summer Fellowship**: Graduate and Undergraduate Institutional Payment $5,000
  - Subsistence Allowance $2,500
  - Total S/Fellowship $7,500

AY and S FLAS fellowships may be used to study overseas with prior ED approval; AY study must include area studies and language courses; S study is intensive language training only
FY 2012 FLAS Institutions

- FLAS Institutions 126
- East Asia FLAS Institutions 21
- Allocation of AY Graduate Fellowships 792
- Allocation of AY Undergraduate Fellowships 271
- Allocation of Summer Fellowships 693
- FY 2012 FLAS Funds $35,398,500

**Note:** This information reflects Year 3 of the FY 2010-2013 grant cycle. FY 2014 is the next “new awards” competition.
148 FLAS fellows used their fellowships to attend *intensive summer language programs overseas last summer

- China 64
- Japan 48
- South Korea 23
- Taiwan 13

* Summer program contact hours and duration must offer instruction equal to a full academic year of classroom instruction
Testimonial

“The skills that I have gained and the concrete knowledge I have learned this year are invaluable to my academic career. The reading skills I have gained will certainly pave the way for even more engagement with the Chinese language in the future... I am immensely grateful for the language experience I gained through the FLAS and know it will accompany me in a life-long dedication to Chinese Studies.”

Charlotte D’Evelyn, Ph.D. student (U Hawaii at Manoa)
Fulbright-Hays Seminars Abroad

- Annual program to China for secondary or postsecondary level educators/administrators (this usually takes place in the summer); 16 participants each year
- Twice a year (spring and fall), a 12-member delegation comes to the US from China for a two-week visit
- These programs are supported by a contract with the National Committee on US-China Relations (NCUSCR) to administer this program
Websites:

- Foreign Language and Area Studies Fellowships
  http://www2.ed.gov/programs/iegpsflas/index.html

- International and Foreign Language Education:
  http://www2.ed.gov/about/offices/list/ope/iegps/index.html
NATIONAL SECURITY EDUCATION PROGRAM: OBJECTIVES

- Provide necessary resources, accountability, and flexibility to meet U.S. national security education needs;

- Increase quantity, diversity, and quality of teaching and learning in foreign language and other international fields critical to the nation’s interests;

- Produce an increased pool of applicants for work in departments and agencies of the U.S. government with national security responsibilities;

- Expand, in conjunction with other federal programs, the international experience, knowledge base, and perspectives on which the U.S. citizenry, government employees, and leaders rely; and

- Permit the federal government to advocate the cause of international education
Applicants are outstanding undergraduate and graduate students motivated by opportunity to serve the nation

- 18 Years of Awards: 1994-2011 (4500 awards)

- Awards to study languages and areas critical to U.S. national security through long-term overseas language and culture immersive learning experiences

- Awardees are obligated to seek federal employment in a national security related position

- Competition announcement to come August, 2012 for 2013 Award Cycle

[www.borenawards.org](http://www.borenawards.org)
2006-2010 Boren Scholars: Chinese Oral Proficiency

- Novice: 8
- Intermediate: 34
- Advanced: 103

2006-2010 Boren Fellows: Chinese Oral Proficiency

- Novice: 5
- Intermediate: 2
- Advanced: 47
Boren Scholars and Fellows with Chinese Language: Reported Job Placements

- Department of Defense: 93
- Department of State: 42
- Department of Homeland Security: 21
- Intelligence: 11
- Higher Education: 81
Goal: To create a pool of college graduates from all majors with professional proficiency (ILR 3, ACTFL Superior) in critical languages to create the next generation of global professionals, and to change the expectations for foreign language learning.

- Focus on reconfiguring undergraduate programs
- Pathways for all students, no prior language experience necessary
- Academic year overseas capstone experience includes:
  - Intensive Language Instruction
  - Direct Enrollment in courses at foreign partner institutions
  - Internship experiences utilizing target language
  - Minimum of ACTFL Advanced (ILR 2) skill in 2 modalities for admission
THE LANGUAGE FLAGSHIP DIFFERENCE

- Expectation of Success
- Coordinated domestic coursework and interventions beyond the classroom
- Group tutoring and individual tutoring, and guided co-curricular activities
- Content learning in target language and integration across disciplines
- Articulation from domestic programs to overseas programs
- Rigorous assessment tied to anticipated learner outcomes
- Common goal of professional-level proficiency and “Flagship Certification”
<table>
<thead>
<tr>
<th>Language</th>
<th>Universities</th>
</tr>
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<tbody>
<tr>
<td>Arabic</td>
<td>Michigan State University, University of Maryland, University of Michigan,</td>
</tr>
<tr>
<td></td>
<td>University of Oklahoma, University of Texas, Austin, Alexandria University,</td>
</tr>
<tr>
<td></td>
<td>Egypt</td>
</tr>
<tr>
<td>Persian</td>
<td>University of Maryland, Tajik State National University, Tajikistan*</td>
</tr>
<tr>
<td>Portuguese</td>
<td>University of Georgia, Athens, Sao Paulo State University, Brazil</td>
</tr>
<tr>
<td>Chinese</td>
<td>Arizona State University, Brigham Young University, Hunter College, Indiana</td>
</tr>
<tr>
<td></td>
<td>University, San Francisco State University, University of Mississippi,</td>
</tr>
<tr>
<td></td>
<td>University of Oregon, University of Rhode Island, Western Kentucky University</td>
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<tr>
<td></td>
<td>Pilot Program, Nanjing University, China*</td>
</tr>
<tr>
<td>Russian</td>
<td>Bryn Mawr College, Portland State University, University of California, Los</td>
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<tr>
<td></td>
<td>Angeles, University of Wisconsin, Madison, St. Petersburg State University,</td>
</tr>
<tr>
<td></td>
<td>Russia*</td>
</tr>
<tr>
<td>Swahili</td>
<td>Indiana University, State University of Zanzibar, Tanzania*</td>
</tr>
<tr>
<td>Turkish</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Hindi Urdu</td>
<td>University of Texas, Austin, Jaipur Hindi Flagship Center, India*, Lucknow</td>
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<tr>
<td></td>
<td>Urdu Flagship Center, India*</td>
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<tr>
<td>Korean</td>
<td>University of Hawaii, Manoa, Korea University, South Korea*</td>
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<tr>
<td>Pilot Flagship/ROTC Centers (Chinese)</td>
<td>Arizona State University, Georgia Institute of Technology, North Georgia State College and University</td>
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## The Language Flagship

<table>
<thead>
<tr>
<th>Flagship Language</th>
<th>2010 UG Enrollment</th>
<th>2011 UG Enrollment</th>
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<tbody>
<tr>
<td>Arabic</td>
<td>256</td>
<td>315</td>
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<tr>
<td>Chinese</td>
<td>403</td>
<td>372</td>
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<tr>
<td>Hindi Urdu</td>
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<tr>
<td>Korean</td>
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<td>Persian</td>
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<td>Portuguese</td>
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<tr>
<td>Russian</td>
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<td>Swahili</td>
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<tr>
<td>Turkish</td>
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<td><strong>Total</strong></td>
<td><strong>932</strong></td>
<td><strong>1013</strong></td>
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* The Portuguese Flagship Program was created as a 2011 initiative to expand the Language Flagship Program’s critical target languages.
† The Turkish Flagship Program was created as a 2011 initiative to expand the Language Flagship Program’s critical target languages and the U.S. the program does not have any enrollees for 2011.
2011 Flagship Undergraduate Capstone Students
ACTFL Final Speaking Proficiency

- Arabic
- Chinese
- Hindi
- Korean
- Persian
- Russian
- Urdu
FALL 2012 OVERSEAS CAPSTONE STUDENTS
by Language (114 Students Total)

- Arabic: 33
- Chinese: 38
- Hindi Urdu: 4
- Korean: 9
- Persian: 8
- Russian: 18
- Swahili: 4
PILOT FLAGSHIP/ROTC INITIATIVE:

Combine strengths of The Language Flagship and Project Global Officer programs through Pilot Programs in Chinese Language

- North Georgia College and State University
- Georgia Tech
- Arizona State University

- Work with ROTC (Army, Air Force, Navy) to extend instruction for high level language proficiency with overseas immersion experience to ROTC cadets

- Change culture in universities, and gain flexibility and support within ROTC
PROJECT GLOBAL OFFICER (PROJECT GO)

Defense Language and National Security Office (DLNSEO) program to enhance foreign language learning for Reserve Officer Training Corps (ROTC) students enrolled at institutions of higher education.

Project GO aims to provide training for intermediate proficiency or higher in a critical language and provide cultural training and overseas experience that complements the ROTC program.

Project GO works with the Army, Air Force, Navy ROTC programs.

There are currently 18 Project GO institutions that provides programming and funding for 13 critical languages, including: Arabic, Chinese, Hausa, Hindi, Urdu, Korean, Pashto, Persian (Dari, Farsi, Tajik), Russian, Swahili, Tatar, Turkish, Uzbek, and Wolof.
THANK YOU

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