The participants at our Fall 2005 Colloquium on National Language Educational Policy held on the Berkeley campus (see pages 8-9) grappled with the issue of whether or not having a national language policy is a good thing. Feelings were mixed, and attitudes depended upon where the money was going to come from—with many of our constituents not happy about the Department of Defense’s dominant role in determining the priorities for language study. Nevertheless, we all agreed that the correct slogan for our nation should be “no language left behind” in contrast to the NCLB policy that frames our current educational policies.

I would also like to suggest that we stop for a moment to contemplate that the current broad array of language departments we now enjoy owes its existence to SPUTNIK I and the massive funding that was invested in foreign languages with the goal of “catching up” to the Russians. Coincidence has nothing to do with the fact that many of our prominent figures in international fields today began as Russian language experts.

Despite the typical Washington hype, President Bush’s announcement of a new National Security Language Initiative (NSLI) for 2007 represents the beginnings of a real SPUTNIK II moment, a new investment in languages. Just a few highlights are in order. Over 90 million dollars of this new initiative’s 142+ million projected budget will be spent on enhancing AP and International Baccalaureate training for teachers, especially those in high-poverty high schools. Another 24 million is earmarked for K-16 pipeline grants managed through the Department of Education, with money transferred from the previous National Security Education Program Pipeline program (an offshoot of NSEP’s Flagship Program).

Without any doubt, the context for federal support continues to be security and the promotion of those languages that have “strategic” or military importance: Arabic, Chinese, Japanese, Korean, Russian, and languages from the Indic, Iranian and Turkic families.

Putting aside for the moment the normal dose of cynicism when it comes to governmental bureaucracies, NSLI is the first concrete investment in languages since the creation of area studies programs by the National Defense Language Act (1958). The focus on teaching language in the schools is particularly welcome. Clearly, political strategists and military thinkers alike have realized that achieving a new level of international sophistication, which encompasses a revitalized national linguistic capacity, is something that they, alone, cannot accomplish. The UC system needs to make the most of this opportunity to promote the foreign language curriculum without abandoning its commitment to academic principles. Academia did it before and can do it again, for the benefit of its programs and students.
Congratulations to Consortium 2006 Grant Recipients

The Consortium Grants Committee has announced the recipients of its 2006 grants to support multi-campus collaborative language instruction projects:

- Content-oriented Materials in the German Classroom (PI: Elizabeth Bredeck, San Diego)
- Materials for WIMBA: web-based oral instructional and testing materials in Russian (PI: Ganna Kudyma, Los Angeles)
- Shona-on-the-Go: language and cultural materials for Shona at UCLA and UC Berkeley (PI: Kathrina Daly Thompson, Los Angeles)
- A Web-based Infrastructure for Learning/Teaching Natural Spoken (Quechua) Discourse (PI: Roger Andersen, Los Angeles)

Consortium funding will support these projects from July 1, 2006 until June 30, 2007. The next call for proposals will post to the Consortium Website in fall 2006 with a February 2007 deadline for submission of applications.
Consortium Bids Farewell to UCOP Pillars

Julius Zelmanowitz has served almost eight years as Vice-Provost for Academic Initiatives at the UC Office of the President. The Department of Academic Initiatives was established to develop innovative academic programs across the University and collaborations with K-12 and the other California college and university systems.

Juli began his UC career as a professor of Mathematics at Santa Barbara, where he eventually served as Assistant Vice-Chancellor for Academic Personnel. During his tenure at UCOP, Juli was responsible for the creation of numerous units in addition to the Consortium: The UC Teaching, Learning and technology Center, The UC Washington DC Academic Center, The UC Center in Sacramento, and The UC Television Channel. Juli provided staunch support for each of the projects under his wing.

Juli decided that it is time to return full-time to his research in mathematics and associative law and on March 1 headed to the Berkeley campus to assume a post as Visiting Professor of Mathematics.

Having played a key role in the establishment of the Consortium in 2000, Juli continued to provide wise oversight for the Consortium’s activities and unflagging belief in its mission. We are very pleased and grateful to report that, upon the urging of his fellow members of the Board of Governors, Juli has agreed to remain on the board.

Julie Gordon, Director, Intercampus Program Coordination in the UC Office of the President, has been a prime mover and supporter of the Consortium from the drawing board stage through its establishment and renewal after the first five years. She has guided the evolution of our agenda and efforts, encouraging and fostering our good ideas, respectfully cautioning against the less feasible ones, and rejoicing in our successes. Julie has worked closely with us and rarely missed a meeting of the Steering Committee or the Board of Governors. To our great sorrow, she has decided to retire, effective July 1, 2006. We thought you would like to know something about her history before her departure.

Julie hales from Chicago. She received her BA in English from the University of Michigan and a Masters in the Science of Teaching from the University of Chicago. She came to UC from the University of Kansas where she was Assistant Dean of Women. At Warren College of UC San Diego she was Assistant Dean and Dean of Students. She married and became the mother of two children before moving to UCOP where she has served for 22 years, shepherding undergraduate education projects, extension, summer session, and intercampus collaborations of all sorts including the Consortium, The UC Washington DC Academic Center, The UC Center in Sacramento, and The Teaching, Learning and technology Center. A lifelong lover of world adventures, Julie has plans for travel with her husband Richard Eisner to exotic places, beginning with Kyoto, Japan.

UC and Consortium Fund Summer Intensive Language Institute

Language Intensives in L.A., is a new intensive summer language program that combines classroom work and community activities. The program will take advantage of Los Angeles’ status as a multilingual, multicultural capital. A rigorous classroom program will include visits to local ethnic communities, giving students an opportunity to use their language in authentic settings. Less Commonly Taught Languages for summer 2006 are: Amharic, Arabic, Catalan, Russian, Swahili and Yoruba.

A limited number of full and partial scholarships are available. For more information: http://www.summer.ucla.edu/institutes/GeneralInfo/language.htm
The National Security Language Initiative (NSLI)

The U.S. Department of Education ■ The U.S. Department of State ■ The U.S. Department of Defense ■ The Office of the Director of National Intelligence

This document was provided by Consortium Board of Governors member, Dan Davidson, President, American Council for International Education who spoke on this topic at the Consortium's National Colloquium on U.S. Language Educational Policy and recently attended the public announcement of the new program in Washington DC.

The National Security Language Initiative is designed to dramatically increase the number of Americans learning critical need foreign languages such as Arabic, Chinese, Russian, Hindi, Farsi, and others through new and expanded programs from kindergarten through university and into the workforce. An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about America and its citizens. To do this, Americans must be able to communicate in other languages, a challenge for which most citizens are totally unprepared.

To address these needs, under the direction of the President of the United States, the Secretaries of State, Education and Defense, and the Director of National Intelligence (DNI) have developed a comprehensive national plan to expand U.S. foreign language education beginning in early childhood (kindergarten) and continuing throughout formal schooling and into the workforce with new programs and resources.

DEPARTMENT OF EDUCATION PROGRAMS

The Department of Education and its partners will focus resources toward educating students, teachers and government workers in critical need foreign languages, such as Arabic, Chinese, Japanese, and Korean, and increasing the number of advanced-level speakers in those and other languages. The Department of Education’s FY 2007 budget proposal will include $57 million for this initiative, a $35 million increase over FY 2006.

The Foreign Language Assistance Program

The Department of Education is proposing $24 million to create incentives to teach and study critical need languages in K-12 by refocusing the Foreign Language Assistance Program (FLAP) grants. The program will be redesigned to target critical needs languages and replicate the spread of innovative foreign language programs in critical needs languages, especially those that use technology.

Contact: Cynthia Ryan, OELA, (202) 245-7140, cynthia.ryan@ed.gov
Visit: http://www.ed.gov/about/offices/list/oela/index.html

Advancing America Through Foreign Language Partnerships

Twenty-four school districts in partnership with colleges and universities will create programs in critical need languages in 2007 through a proposed $24 million Department of Education program. The program will likely expand to additional schools in future years to ultimately build continuous programs of study from kindergarten through university.

Contact: Anne Campbell, OPE, (202) 219-7000, anne.campbell@ed.gov
Visit: http://www.ed.gov/about/offices/list/ope/index.html?src=oc

Language Teacher Corps

The Department of Education is proposing $5 million to create a Language Teacher Corps with the goal of having 1,000 new foreign language teachers in our schools before the end of the decade. The program would offer Americans with proficiencies in critical languages opportunities to serve the nation by teaching languages in our nation’s elementary and secondary schools.

Contact: Holly Kuzmich, OPEPD, (202) 401-4903, holly.kuzmich@ed.gov
Visit: http://www.ed.gov/about/offices/list/opepd/index.html?src=oc

E-Learning Language Clearinghouse

A proposed $1 million nationwide Department of Education E-Learning Language Clearinghouse would deliver foreign language education resources to teachers and students across the country. This Clearinghouse would provide a central repository for schools, teachers, and the public to find materials and web-based programs in critical needs languages developed by national resource centers, K-12 instructional programs, institutions of higher education and agencies of the federal government.

Contact: Anne Campbell, OPE, (202) 219-7000, anne.campbell@ed.gov
Visit: http://www.ed.gov/about/offices/list/ope/index.html?src=oc

Teacher-to-Teacher Initiative

The Department of Education would expand Teacher-to-Teacher seminars through a proposed $3 million effort to reach thousands
of foreign language teachers. The program will seek to improve the quality of foreign language instruction in middle and high schools by featuring accomplished classroom teachers and language specialists who will provide instruction in research-based strategies and promising practices.

**Contact:** Carolyn Snowburger, OESE, (202) 260-2598
carolyn.snowburger@ed.gov
**Visit:** http://www.ed.gov/about/offices/list/ope/index.html?src=oc

---

**DEPARTMENT OF STATE PROGRAMS**

State Department programs will provide new opportunities for American high school students, undergraduates and graduate students to study critical need languages abroad, and will strengthening foreign language teaching in the U.S. through exchanges and professional development. President Bush has requested $115 million in FY 2007 for the NSLI, of which $26.7 million will support programs managed by the Department of State.

**U.S. Fulbright Student Program:** Will provide up to six months of intensive language training in Turkic, Indic, and Arabic language countries as an add-on before the normal Fulbright grant period begins. Open to Americans applying for the Fulbright student program in selected countries where critical need languages are spoken.

**Contact:** Heidi Manley, (202) 453-8534, ManleyHL@state.gov
**Visit:** http://us.fulbrightonline.org or www.iie.org

**Intensive Summer Language Institutes:** Will award scholarships for intensive overseas summer language institutes for beginning, intermediate, and advanced study in Arabic, Indic, and Turkic languages in 2006. Institutes in Chinese, Russian and Persian will be added in 2007. Open to American undergraduate and graduate students.

**Contact:** Heidi Manley, (202) 453-8534, ManleyHL@state.gov
**Visit:** http://www.caorc.org/language

**Gilman Scholarships:** Will provide financial support to pursue overseas study in critical need languages in semester or one-year programs for college credit. Open to American undergraduates who are Pell grant recipients (financially-needy).

**Contact:** Coleen Gatehouse, (202) 453-8887, GatehouseCN@state.gov
**Visit:** www.iie.org/programs/gilman

**Fulbright Foreign Language Teaching Assistants:** Will provide teaching assistants in critical need languages to U.S. universities, colleges, and high schools by bringing native speaking teachers to the United States for one academic year at the beginning of their careers.

**Contact:** Fayette Hermann, (202) 453-8531, HermannFL@state.gov
**Visit:** http://www.exchanges.state.gov or www.iie.org

**Teacher Exchange:** Will provide critical need language teachers to U.S. secondary schools by bringing native speaking teachers to the United States for one academic year. Will provide American teachers in critical need languages opportunities for intensive summer study abroad. Teachers of Chinese and Arabic will participate in 2006, and Russian, Turklc, and Indic language teachers will be added in 2007.

**Contact:** Catharine Cashner, (202) 453-8880, cashnerce@state.gov
**Visit:** http://www.exchanges.state.gov

**Youth Exchanges:**

(1) **Summer Language Institutes:** Will provide U.S. high school students the opportunity to study Arabic or Chinese language abroad. In 2007, the program will expand to include Turkish, Hindi, and Russian languages.

(2) **Academic Semester or Year Abroad:** Will provide U.S. high school students taking formal critical need language classes the opportunity to spend an academic semester or year studying the language abroad.

(3) **School Partnerships:** Will provide U.S. schools linkages to foreign counterparts in critical need language countries (Russia, China, Turkey, India, and the Arab world) for interactive language programs and exchanges of groups of students and teachers.

**Contact:** Carolyn Lantz, (202) 203-7505, LantzCS@state.gov
**Visit:** http://exchanges.state.gov/education/citizens/students

---

**DEPARTMENT OF DEFENSE PROGRAMS**

**National Security Language Initiative (NSLI) Fact Sheet**

Expanding the National Flagship Language Initiative

National Flagship Programs, administered by the National Security Education Program (NSEP) are strategic partnerships between the federal government and U.S. Institutions of Higher Education to implement programs of advanced instruction in critical languages.

Flagship Programs represent a national model for developing a workforce of professionals with superior level proficiencies in critical languages.

- NSLI calls for increase to 2000 students in 2009-2010.
- Nine Flagship Programs already operational:
  - Arabic: Georgetown University; University of Maryland, College Park
  - Chinese: Brigham Young University, Ohio State University, University of Oregon
  - Korean: University of California, Los Angeles; University of Hawaii, Manoa
  - Persian: University of Maryland, College Park
  - Russian: Byrn Mawr College/American Councils of Teachers of Russian

- Flagship programs already graduating student at ILR Level 3 (Superior)

---

—continued on page 10
IRVINE

UCI has successfully added several “less commonly taught” languages to course offerings this year, 2006-2007. In the fall the School of Humanities began offering first-year instruction in Arabic, Hebrew, and Persian.

Judi Franz, Director of UCI’s Humanities Instructional Resource Center, and Glenn Levine, associate professor of German and a Consortium Steering Committee member, received one of just two SANAKO Premier Partners awards. This two-year award provides $50,000 in state-of-the-art teaching software, training and support to update UCI’s language lab. The PC-based technology is designed to facilitate interaction among classmates and instructors to enhance oral competency in language studies, including a feature that allows students to record and compare their speech to native speakers. The award also includes three $500 scholarships for deserving UCI Humanities students.

Natalie Eppelsheimer, Franz Kuzay, Glenn Levine, Simona Moti, and Jason Wilby of UCI’s German Department were awarded the Best Article of 2004 by the journal Die Unterrichtspraxis/Teaching of German. The article, “Global Simulation at the Intersection of Theory and Practice in the Intermediate Level German Classroom,” details a model of foreign language instruction based on ecological and constructivist theories of language learning.

DAVIS

The Second Language Acquisition Institute Speaker Series

4/6/06

Rex Sprouse
Indiana University
Associate Professor of Germanic Studies
Adjunct Associate Professor of Linguistics
Adjunct Associate Professor of Applied Linguistics and TESOL

Lecture: “Full Transfer as Reflexification”

4/14/06

Kazue Masuyama
Cal State Sacramento
Assistant Professor of Japanese

Workshop: “Integration of technology into my daily teaching: how I started, what I discovered, and where I want to go from here.”

4/26/06

Steven L. Thorne
Assistant Professor
Department of Linguistics and Applied Language Studies
The Pennsylvania State University

Scott Payne
Assistant Director for Technology and Research Center for Language Acquisition
The Pennsylvania State University

Lecture: “Corpus Linguistics and Language Development: Research, Assessment, and Pedagogical Innovation”

Workshop: “Data-driven Approaches to Second Language Assessment, Pedagogy, and Research”

For more information:
http://slai.ucdavis.edu
LOS ANGELES

The UCLA Language Resource Center, has been renamed the Center for World Languages (CWL) and its mission has been expanded. As before the Center is responsible for conducting research into various aspects of language acquisition and learning, creating language programs in collaboration with UCLA language departments, and providing teacher training. The new functions are Teaching English as a Second Language and collaborating with the UCLA Summer Sessions on teaching intensive language classes that will include community-related activities. CWL’s web site can be found at www.international.ucla.edu/languages.

On February 23, as part of the UCLA Center for World Languages Workshops, Kathy O’Byrne, Director of the UCLA Center for Community Learning, discussed Connecting Foreign Language Instruction with Community Partnerships: An Introduction to Service Learning. The speaker offered a framework of service learning and community involvement in foreign language courses and gave examples of best practices from across the country.

The UCLA Center for World Languages, with funding from the UCLA Asia Institute and the Department of Asian Languages and Culture, hosted an ACTFL Oral Proficiency Interview (OPI) Workshop in Korean on December 14-17, 2005. CWL will host an OPI Workshop for Spanish on March 22-25, to be funded by the Latin American Center and the Department of Spanish and Portuguese. Additionally, Anna Kudyma, Slavic Department, has received her certification as an OPI tester in Russian.

A collection of Russian-language podcasts for speakers on the intermediate level or higher is available on the Center for World Languages web site. The podcasts include readings from Russian literature and modules in Business Russian. They can be found at: http://www.international.ucla.edu/languages/technology/podcasts/.

UCLAs Center for Digital Humanities is collaborating on the delivery of four language classes connected by videoconferencing between UCLA and other UC campuses: Elementary Danish (at Berkeley, with UCLA student cohort); Elementary Filipino (at UC Irvine, with UCLA cohort); Advanced Czech (at UCLA, with UC Santa Barbara cohort) Business Russian (at UCLA, with UCSB cohort). Future distance learning classes are in the works for Swahili and Quechua, to be taught at UCLA, and Zapotec, to be taught at UCSD.

Under the auspices of the Consortium, the UCLA Center for World Languages, and the UCLA Center for Digital Humanities, language instructors at UCLA are successfully integrating the use of Wimba, an online communication tool, in courses including Filipino/Tagalog, Bosnian/Croatian/Serbian, Swahili, Turkish, Vietnamese, Italian, French, Spanish, Korean, and ESL. Wimba can be used to create oral exams, practice exercises, homework assignments, and to facilitate discussion. For information on how to get started with Wimba, please see http://www.international.ucla.edu/languages/technology/.

RIVERSIDE

The Department of Hispanic Studies is planning some minor revisions to the lower-division Spanish curriculum, previously divided into first-year (Spanish 1-Spanish 3) and second-year (Spanish 4-Spanish 6) programs. The new coordination and curriculum will subsume the breadth-requirement sequence, Spanish 1 through Spanish 4, with an eye toward improving the articulation from Spanish 3 to Spanish 4 and encouraging students to continue with Spanish 5 and beyond.

SANTA BARBARA

We are pleased and proud to announce that the first two UCSB students to have successfully finished the Optional Emphasis in Applied Linguistics have received their Ph.D. degrees. Evelyn Reder Wade received her Ph.D. in Education in Summer 2005 and is currently teaching German at UCSB and ESL at Santa Barbara City College. Elena Skapoulli received her Ph.D. in Education in Fall 2005 and is currently teaching Modern Greek in the Classics Department at UCSB.

Dorothy Chun will be delivering a plenary address at the joint conference of the American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL) in Montreal in June, 2006.
On October 20-21, 2005, the Consortium held a national event aimed at rethinking the goals of foreign language education in all its humanistic, political, economic, and professional dimensions. Eminent representatives of 61 institutions attended, including the University of California and the California State University systems, leading U.S. colleges and universities, several overseas universities, the U.S. Department of Education, the Interagency Language Roundtable, the Defense Language Institute, and the Joint National Council on Languages. The colloquium was organized by the Consortium director, Robert J. Blake, and the Berkeley Language Center director, Claire Kramsch, whose design of the colloquium ensured its success.

The format consisted of all plenary sessions with ample time following each presentation for open discussion. Selected papers will be published in an upcoming edition of the Modern Language Journal. A sampling of the presentations is provided on this and the following pages. More details can be found at http://uccllt.ucdavis.edu/agenda.html.
Robert J. Blake, UC Language Consortium

As a linguist and language educator, I often remind myself that the word education comes from e\(x\)ducare — to draw out, to bring out from, to lead out. For a country steeped in isolationism, language education—the leading out of our people to the world—is the most practical path in both the short run and the long run process of policy formation.

Claire Kramsch, UC Berkeley

American supremacy is being questioned around the world, its values have become problematic, its foreign policies are being rejected, and yet we continue to place minimal demands on [foreign language] educators to open our students’ eyes on how the world out there thinks and envisages the future. That future includes us.

Mahmoud Al-Batal, Emory University

Curricular issues need to be at the heart of any national strategy for Arabic. Immediate needs include … changing the perception of language teachers and their role in the academy. This is a long range goal but should be an integral part of [a] proposed national strategy.

Richard Donato, University of Pittsburgh

The Question is… What is the likelihood that students in American schools (primary, secondary, or tertiary) will graduate with bilingual proficiency and cross-cultural competence as a matter of course in the foreseeable future?

Terrence G. Wiley, Arizona State University

Given the extent of regional interdependence in the Americas and the need for global cooperation, there is a need for leadership in helping the majority of Americans who speak only English to understand better that monolingualism is the real linguistic deficiency in this country.

Kees de Bot, University of Groningen

It is obvious that language policy that aims at fostering foreign language learning on the basis of cultural interest and intercultural understanding is doomed to fail. In order to motivate people to learn languages, they need to know that they do this for a purpose. Foreign language learning in many parts of Europe is effective because learners know there is a future for their skills.

Donna Christian, Center for Applied Linguistics

Articulation of language development across educational levels … requires collaboration between secondary schools and universities. Such articulation can make a major contribution to increasing the likelihood that students will achieve a high level of proficiency by making their language learning more efficiently cumulative and by making the pathway to proficiency more visible.

Janis Jensen, New Jersey Department of Education/ National Network for Early Language Learning

The “New Jersey story” provides evidence that three critical elements are needed to enable the systemic implementation of world languages programs: policy, accountability and professional development. This [state’s] saga clearly illustrates how policy without accountability is ignored and accountability without a reliable and valid assessment is doomed for failure.

June K. Philips, Weber State University

The segment of the public most interested in language education often does so for reasons that include the global economy, foreign and military affairs and not for the humanistic, cultural, or literary purposes espoused by academic faculty. Policy and funded support focus more narrowly on the language of the immediate enemy with lesser concern on learning the languages of our friends—for if they are true friends, they’ll speak English!

Mary Louise Pratt, New York University

Our apparent inability to understand and negotiate with the Arab world and the faith of Islam in all their linguistic, cultural, and theological diversity and complexity presents us with the best possible illustration of the need for the study of the proverbial “other”—linguistically and culturally—through an engagement with their value-systems and sense of identity within their own frameworks rather than through the distorting lenses of our own.

Richard D. Brecht, University of Maryland/ Center for the Advanced Study of Language

A national language education policy for the United States should target the development of three distinct constituents: an educated citizenry aware of the role of language and culture in the world and in human cognition; a broad base of school graduates with some functional language skills; and, a cadre of advanced language specialists capable of the highest level of linguistic performance.

Sally Sieloff Magnan, University of Wisconsin, Madison

We need to change the national rhetoric and image of foreign language education from quick fix language programs, technological gimmicks and enhancements, cultural curiosities, and economic advantages to a true focus on community recognition, valorization, and membership.

Tim McNamara, The University of Melbourne

Language tests are procedures for drawing conclusions or inferences about people based on a limited amount of evidence — the evidence that it is possible to gain in the two or three hours available for the test. Sadly, we are in principle not in a position to observe all the relevant future behaviour in which we are interested — it is in the future, after all! — and so we have to infer that behaviour on the basis of the sample of behaviour that we have in the test.

Jayne Abrate, INCL/NCLIS

Just as we strive to understand speakers of another language and where they are coming from in order to communicate meaningfully, we as a profession need to ‘speak the language’ of those who hold power, especially purse strings, over language programs.
FY07 NSLI Expansion Plans
- Additional Flagship Programs in Arabic and Chinese
- New Flagship Programs in Hindi/Urdu and Central Asian Languages
- Expansion of Flagship Model to include additional Flagship Universities throughout U.S.
- Expansion of K-16 Pipeline model to two additional national model programs; initiate first national K-16 model for Arabic
- Expanded strategic and business plan to leverage federal funding with private funding in support of Flagship programs

Contact: Ms. Stacia Falat, NSEP, 703-696-1991, falats@ndu.edu
Visit: http://www.casl.umd.edu/nfli

Civilian Linguist Reserve Corps (CLRC)
NSLI establishes a three-year pilot program for the development and implementation of a Civilian Linguist Reserve Corps (CLRC).

The CLRC will become an integral component of a broader National Language Service Corps.
Mission of CLRC: To provide and maintain a readily available civilian corps of certified expertise in languages determined to be important to the security of the nation.
Department of Defense/National Security Education Program (NSEP) has completed:
1. Feasibility Study
2. Operational Plan
3. Implementation Plan

Three-year CLRC Pilot Program will conduct proof of principle, identify and recruit no fewer than 1,000 Members in a National and Dedicated organization across at least 9 critical languages by no later than 2010.

CLRC will:
- Match federal language requirements with CLRC member skills
- Ensure CLRC responsiveness to sponsor operational requirements
- Certify language proficiencies of all CLRC members
- Establish and maintain skill certification
- Provide CLRC members will appropriate incentives and compensation

Contact: Robert Slater, NSEP, 703-696-1991, slaterr@ndu.edu
Office Of The Director of National Intelligence Programs
STARTALK – A New National Initiative in Summer Language Education

- The principal DNI Initiative under NSLI consists of establishing summer language study “feeder” programs, grants and initiatives with K-16 educational institutions. The program is called STARTALK.
- The emphasis of the program is on less commonly taught languages, such as Arabic, Chinese, Russian, Hindi, and Farsi.
- STARTALK will provide summer student and teacher immersion experiences, academic courses, curricula, and other resources for foreign language education in less commonly taught languages.
- STARTALK will begin with summer camp programs for 400 high school students and 400 high school and college teachers in 5 states in 2007.
- STARTALK will evolve to encompass all grades, with the goal of reaching 3,000 students and 3,000 teachers in all 50 states by 2011.
- As the program grows, it will add grants for instructional materials and student scholarships.
- At all phases, the STARTALK Summer Language Camp Program will leverage heritage community and Intelligence Community staff expertise, including retirees.
- The National Security Agency will serve as the Executive Agent for the Intelligence Community. The bulk of funding and direction will be provided by the DNI.
- Once implemented, funding for the program is projected to grow from $5 million in FY 2007 to $20 million per year in 2010.

Summary of Plans for Fiscal Years 2006 and 2007 efforts:
- In FY 2006, formalize planning and preparation ($2.3M); and
- In FY 2007, implement STARTALK Summer Language Camps for 400 high school learners and 400 high school/college teachers in 5 states ($5M).
## UC Education Abroad Program 2004-05 Participation

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>UCB</th>
<th>UCD</th>
<th>UCI</th>
<th>UCLA</th>
<th>UCR</th>
<th>UCSB</th>
<th>UCSC</th>
<th>UCSD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
<td>21</td>
<td>14</td>
<td>8</td>
<td>12</td>
<td>3</td>
<td>35</td>
<td>29</td>
<td>34</td>
<td>156</td>
</tr>
<tr>
<td>BARBADOS</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>18</td>
<td>5</td>
<td>7</td>
<td>17</td>
<td>5</td>
<td>9</td>
<td>17</td>
<td>11</td>
<td>89</td>
</tr>
<tr>
<td>CANADA</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>CHILE</td>
<td>34</td>
<td>19</td>
<td>9</td>
<td>16</td>
<td>2</td>
<td>36</td>
<td>30</td>
<td>8</td>
<td>154</td>
</tr>
<tr>
<td>CHINA</td>
<td>28</td>
<td>20</td>
<td>25</td>
<td>21</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>27</td>
<td>135</td>
</tr>
<tr>
<td>COSTA RICA</td>
<td>17</td>
<td>14</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>19</td>
<td>5</td>
<td>13</td>
<td>75</td>
</tr>
<tr>
<td>CZECH REPUBLIC</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>DENMARK</td>
<td>19</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>14</td>
<td>6</td>
<td>7</td>
<td>55</td>
</tr>
<tr>
<td>EGYPT</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>FRANCE</td>
<td>104</td>
<td>29</td>
<td>38</td>
<td>55</td>
<td>3</td>
<td>62</td>
<td>32</td>
<td>54</td>
<td>377</td>
</tr>
<tr>
<td>GERMANY</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>15</td>
<td>2</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>81</td>
</tr>
<tr>
<td>GHANA</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>9</td>
<td>9</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>HONG KONG</td>
<td>32</td>
<td>9</td>
<td>19</td>
<td>19</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>17</td>
<td>120</td>
</tr>
<tr>
<td>HUNGARY</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>INDIA</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>ITALY</td>
<td>86</td>
<td>61</td>
<td>88</td>
<td>87</td>
<td>48</td>
<td>104</td>
<td>104</td>
<td>81</td>
<td>622</td>
</tr>
<tr>
<td>JAPAN</td>
<td>36</td>
<td>12</td>
<td>28</td>
<td>20</td>
<td>7</td>
<td>20</td>
<td>7</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>KOREA, SOUTH</td>
<td>32</td>
<td>10</td>
<td>35</td>
<td>35</td>
<td>18</td>
<td>9</td>
<td>3</td>
<td>30</td>
<td>172</td>
</tr>
<tr>
<td>MEXICO</td>
<td>26</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>12</td>
<td>22</td>
<td>13</td>
<td>13</td>
<td>124</td>
</tr>
<tr>
<td>NETHERLANDS</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>14</td>
<td>22</td>
<td>10</td>
<td>92</td>
</tr>
<tr>
<td>NEW ZEALAND</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>PHILIPPINES</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>15</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>RUSSIA</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>SINGAPORE</td>
<td>15</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>SOUTH AFRICA</td>
<td>16</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>13</td>
<td>13</td>
<td>6</td>
<td>61</td>
</tr>
<tr>
<td>SPAIN</td>
<td>71</td>
<td>77</td>
<td>45</td>
<td>54</td>
<td>20</td>
<td>124</td>
<td>57</td>
<td>60</td>
<td>508</td>
</tr>
<tr>
<td>SWEDEN</td>
<td>18</td>
<td>15</td>
<td>23</td>
<td>14</td>
<td>9</td>
<td>20</td>
<td>7</td>
<td>14</td>
<td>120</td>
</tr>
<tr>
<td>TAIWAN</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>THAILAND</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>TURKEY</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>UK/IRELAND</td>
<td>68</td>
<td>70</td>
<td>100</td>
<td>91</td>
<td>31</td>
<td>116</td>
<td>90</td>
<td>95</td>
<td>661</td>
</tr>
<tr>
<td>VIETNAM</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>TOTAL</td>
<td>748</td>
<td>435</td>
<td>507</td>
<td>559</td>
<td>185</td>
<td>704</td>
<td>511</td>
<td>559</td>
<td>4208</td>
</tr>
</tbody>
</table>

Under the direction of Professor Robert Blake (UC Davis), The UC Consortium for Language Learning & Teaching is a system-wide initiative designed to make the most effective use of UC’s vast linguistic resources and expertise at a time when foreign language enrollments are increasing dramatically. The consortium fosters collaboration among and across the language programs at the UC campuses with an eye to increasing student access to language study through a combination of the best classroom practices, technological enhancements, and EAP programs.