

1. The Associated Colleges in China program pledged \$1,000.
2. The authors of *Integrated Chinese* will donate \$6,000, paid to CLTA by Cheng & Tsui Company, the publisher of *Integrated Chinese*, in three installments of \$2,000³/₄ in April of 2007, 2008 and 2009. The donation will be named “The *Integrated Chinese* Professional Development Fund.”
3. ChinaSprout donated \$3,000 to CLTA to help broaden CLTA’s outreach to K-12 Chinese teachers. Specifically, it will sponsor K-12 teachers with less than two years of experience to participate in the 2007 ACTFL annual conference, to participate in regional teaching workshops, and to join CLTA.
4. Wenlin Institute will donate ten copies of Wenlin software.
5. The authors of *Crossing Paths* and *Shifting Tides*, Hong Gang Jin, De Bao Xu, Songren Cui, Derlin Chao, Yeafen Chen, Min Chen, and Yin Zhang, gave CLTA a check of \$1,005 coming from textbook royalties. They are hoping to continue donating for the next 5 years.

The CLTA Board will decide how to use the funds, with approval from the donors. Call for applications to various grants made possible by the donations will be announced later through email and the CLTA website.

Thanks to all the donors!!

2nd CLTA and CLASS

Joint Forum Minutes

Saturday, November 18, 2006

Renaissance Music City Ballroom

Chairs: Jennifer Liu (CLTA) and Carol Chen-Lin (CLASS).

Jennifer opened with Introduction (paragraph on hand-out). Carol introduced 4 sessions.

1st session. Opportunities and barriers for K-16 articulation

Hong Gang Jin and Yulan Lin

Lin Yulan:

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Last year I spoke about K-16 flagship, a significant event in the field, a FLAP grant for OR public schools. Now there are many more, but one current example. Gov’t gives FLAP grant, huge numbers of schools for 8 districts in California, 1 in Colorado, 2 in Illinois, 2 in Florida, 1 in Kansas, 1 in Kentucky, 2 in Massachusetts, 1 in Michigan, 3 in Minnesota, 1 in N. Carolina, 3 in New Jersey, 8 in New York, 2 in Ohio, 2 in Oregon, 3 in Pennsylvania, 3 in Texas, 1 in Wisconsin, 1 in Washington, etc., over 50 altogether.

Need teachers K through 16 and beyond to be successful. Need in-service training, support, and good programs – how do we do smooth articulation?

Jin Honggang:

We are experiencing many opportunities in this field, and are at a critical juncture, to move forward. Enrollment has gone up incredibly, 30-50-70 percent. Pres. Bush has approved a \$ 114m grant for critical languages (Scott McGinnis: proposed, most of it not *approved*, much is in other departments, etc.). Important time to share our resources, knowledge and experiences, to come up with some common projects for the benefit of the field.

Q: About certification by ACIS teachers. How do teachers get certification, we’re working on elementary but not secondary certification. No Child Left Behind causing big trouble, Chinese teachers are not “highly qualified.”

Lin: next segment can address that.

Q: How to start Chinese program (Hanban’s). How to get teachers?

Jin: CLTA is working on workshops and College Board has workshops.

Wang Shuhan: Freeman foundation offered monies to strengthen existing teacher education programs. Can’t say yet which schools (10), \$100,000 per year per school.

Contact STARTALK@nflc.org for further info on this.

Q: AT Cal State East Bay, we have Certificate program, Credential program, and Master’s (M.Ed) program. If you want to start a public school program, start by finding a Univ. that’s willing to host a foreign language, and a home K-12 school, and supervisor at that school must be credentialed.

Q: With K-16 articulation, one problem/challenge is if they don’t match up, can lead to program issues.

A: Jin: Thus pre-AP and AP is very helpful in this articulation progression.