

ENLACE ONLINE

The Official Newsletter of the American Association of Teachers of Spanish and Portuguese

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Winter, 2008

Editor: Mary-Anne Vetterling

Editor's Message:

The 2008 AATSP meeting will be held in San José, Costa Rica, July 8-11, 2008, at the **Hotel Ramada Plaza Herradura** and you can find details on conference registration, hotel reservations and travel at <http://www.aatsp.org> There are many pre- and post- conference workshops and travel opportunities but you should pre-register for them soon as spaces will fill up. The last day for Early Bird registration discount is March 31.

This past winter with has been a tough one with all kinds of wild weather all over the country. I hope that you and your students have been able to meet all the challenges and make good progress this year. Good weather should be here soon along with a lot of important deadlines:

- 1) **March 31:** Early Bird Registration for AATSP in Costa Rica
- 2) **April 1:** Poster Contest
- 3) **April 15:** Nominations for the Executive Council of the AATSP
- 4) **May 9:** Toyota Scholarship
- 5) **May 19:** AATSP Awards

For details on these five items, scroll down to the appropriate section and read about them in this newsletter.

Please send me your news for possible publication in future editions of ENLACE.
Send to : MAV@regiscollege.edu *Muchas gracias / Muito obrigada.*

Best wishes,
Mary-Anne Vetterling, Ph.D.
Professor of Spanish, Regis College, Weston, MA

A MESSAGE FROM YOUR PREISDENT, JAMES A. PARR
(from "the President's corner" <http://www.aatsp.org>)

Jim is a professor in the Hispanic Studies Department at the University of California, Riverside. Two unique seminars that he offers there are "Spain and the

Western Tradition” and “The Satiric Tradition in Hispanic Literature.” He sometimes teaches linguistics and literary theory also. For 26 years, he edited the *Bulletin of the Comediantes*, while serving 9 years as an associate editor of *Hispania*. He has been a Fulbright lecturer in Argentina and Uruguay, president of the Cervantes Society of America, a reader/test developer for AP and Praxis exams, and has directed 20 dissertations. He was recently honored with a homage volume edited by former students. Current projects include co-editing the 2nd edition of the MLA’s *Approaches to Teaching Cervantes’s Don Quixote* and also an updated version of Cejador’s *La Lengua de Cervantes*. He and Patricia direct UCR’s summer session in Madrid.

Some concerns about our profession to be commented on in this space, every month or so, are that perennial issue, articulation; our several constituencies; orthography; presentism; the classics; periodization; and Iberia vis-à-vis the Western tradition. Preferred address for AATSP correspondence: Quijotista@aol.com

As our first president, Lawrence A. Wilkins, stated in 1917, our watchwords are *Todos a una* and *A Dios rogando y con el mazo dando*. The founders saw clearly that solidarity and persistence are basic to our success as an organization.

On “Teaching Literature”

The great Canadian critic, Northrop Frye, cautioned a half-century ago that we do not teach literature, even though we may think we do. What we teach instead are ways of approaching literary texts, or strategies for reading. In the process, two things we can realistically hope to convey to those bright-eyed supplicants for enlightenment who fill our classes are: 1) an increased understanding of the text; and 2) an enhanced appreciation of its form and content, and perhaps how form complements content. Understanding and appreciation. Form and content. Sounds simple, doesn’t it?

The approach I have found most appealing to students centers on playfulness. Art as play. The artist as artificer. First we have to get their attention and pique their interest. What I find most likely to attract students is the way a writer plays with language and, often in the process, concepts and ideas, even characters and characterization.

Take the theme of *Carpe diem*, as seen in Garcilaso’s “En tanto que de rosa y azucena” and Góngora’s “Mientras por competir...” Are these serious attempts at seduction? Hardly. They are exercises designed to impress contemporary poets, not some supposed object of desire. Threats are a dubious strategy if the attempt is to seduce the lady. And Góngora is clearly trying to surpass his model, showing what Harold Bloom has called “anxiety of influence,” by doubling the number of temporal conjunctions and increasing the threat exponentially. Take Lorca and his symbolic use of vowels in the double assonance of “La casada infiel” (i-o) and in the “Romance de la luna, luna,” with its high-pitched close vowels (i-u) and more soothing open vowels (a-o). Take Cervantes and his playful self-consciousness or Lope’s in “Un soneto me manda hacer Violante,” both in relation to Velázquez’s *Las Meninas*. Or Quevedo’s wonderful description of Dómine Cabra in *El buscón*, a model of *conceptista* virtuosity. Or Azorín’s toying with time and space in “Las Nubes,” “El pez y el reloj,” and “Una lucecita roja,” or his rehabilitation of the hidalgo from the *Lazarillo*.

My final word is IRONY. Hispanic literature is replete with irony, and irony is something to which students can definitely relate. Irony and playfulness go hand in glove, of course. Think only of Lázaro de Tormes’s highly ironic “cumbre de toda buena

fortuna” or Cervantes’s equally mischievous 1605 title, *El ingenioso hidalgo don Quijote de la Mancha* or Galdós’s *Doña Perfecta* or Unamuno’s *Abel Sánchez* (whose agonista is Joaquín Monegro). I submit that one way of reaching today’s students is through an understanding and appreciation of playfulness, especially through what is perhaps the supreme manifestation of playfulness in Hispanic literature, irony.

CALL FOR NOMINATIONS FOR AATSP EXECUTIVE COUNCIL ELECTIONS

Dear AATSP Members:

It is again time to call for nominations for the 2008 Elections of the AATSP. Following this brief message is the “Call for Nominations” which outlines the open positions and provides information on how to complete a nomination.

1. The Executive Council has recently voted to hold the 2008 elections on line; we will NOT be sending out paper ballots for the 2008 elections.
2. Since the entire election process including nominations and voting will be conducted on-line, we no longer need to begin the process so far in advance.
3. Please note that all nomination materials are due to the Chair of the Nominating Committee by **April 15, 2008**.
4. The information below is also posted on the AATSP website at www.aatsp.org

The Vice President/President-Elect and the representatives to the Executive Council are very important positions. Please take the time to nominate outstanding AATSP members.

Emily Spinelli

Executive Director, AATSP

Pursuant to Section 6.7(a) of the AATSP Bylaws, nominations are submitted each year for the office of **Vice President and three seats on the Executive Council**. The election to be held in 2008 will be for Executive Council seats for 2009-2011. The open seats on the Council are for a representative from the following three areas: 9-12, Portuguese, and College/University.

Nominations may be submitted by either a chapter or by an individual national member. All nominating materials must be submitted in writing and sent as an e-mail attachment or as a diskette through regular mail. Each chapter may submit no more than two names of candidates for each elective office. These candidates do not need to be members of the nominating chapter. Regular members not holding chapter membership may also submit names for nomination provided that such candidates are sponsored in writing by a written petition that includes the signatures of at least ten (10) members of the Association in good standing. It is imperative that members and chapters submit names of well-qualified

candidates at all levels of instruction in order to maintain highly competent leadership in the Association.

Chapters are urged to discuss possible nominations at their chapter meeting well in advance of the deadline for nominations. Chapters should send a letter of nomination of the candidate(s) for the office of Vice President and/or Executive Council along with a complete curriculum vitae (CV) to the Chair of the Nominating Committee (address below). All documents should be formatted in Microsoft Word and sent as an e-mail attachment or on a diskette.

Members are reminded that the Bylaws require the following:

- A Vice President / President Elect must be elected each year. That person will serve for three years as Vice President / President Elect in year one, President in year two, and Immediate Past President in year three.
- At least one Executive Council member who is a college/university faculty member must be elected annually. College/university candidates must be paired on the ballot in order to ensure the election of one college/university candidate each year.
- At least one Executive Council member who is a secondary teacher (9-12) must be elected annually. 9-12 candidates must be paired on the ballot in order to ensure the election of one 9-12 candidate each year.
- One Executive Council seat will rotate among a representative from a community college, from K-8, and from Portuguese. **In 2008, the position is earmarked for a representative from Portuguese.** Candidates for those rotating positions must be paired on the ballot to ensure that a community college, K-8 or Portuguese representative will be elected every three years.

The Nominating Committee consists of the out-going members of the Executive Council plus at least two other members who do not sit on the Council. John Wilcox was appointed Chair of the Nominating Committee by the Executive Council at its August 2007 meeting.

The 2008 Nominating Committee consists of:

Nancy Doedens (Pike High School, Indianapolis, IN)
Sharon Ahern Fechter (Montgomery College, Rockville, MD)
Liliana Soto-Fernández (John Jay College, C. U. N. Y.)
Ken Stewart (Chapel Hill High School, Chapel Hill NC)
Richard V. Teschner (University of Texas at El Paso)
John C. Wilcox (University of Illinois, Urbana-Champaign) (Chair)

The Nominating Committee will conduct its work electronically (via e-mail). The Chair of the Nominating Committee will forward all nomination papers to the 2008 Nominating

Committee shortly after the deadline. Each Nominating Committee member will then write a brief evaluation of each nominee's qualifications as outlined on the CV and letters of recommendation. These evaluations are then sent to all members of the Committee for their consideration. Each Committee member then lists all the candidates for each position in rank order. Taking into consideration the rich diversity of our membership and a balanced geographic representation, the two nominees with the highest number of points in each of the slots become the candidates. The Chair of the Nominating Committee then sends the names of each of the candidates to the Executive Director of the Association who will prepare the ballot for distribution to the membership.

DEADLINE FOR NOMINATIONS: April 15, 2008.

REMINDER: All documents should be sent as an **e-mail attachment** or on a diskette. (See above description).

SEND NOMINATIONS TO:

Professor John C. Wilcox, Chair, AATSP Nominating Committee
Department of Spanish, Italian & Portuguese
University of Illinois
707 S. Mathews, 4080 FLB, MC-176
Urbana, IL 61801
Office: (217) 333-8277; 333-3390
Fax: (217) 244-8430
Email: jwilcox@uiuc.edu

AATSP FLES Elementary/Middle School POSTER CONTEST

THEME: FLES - Una ventana al mundo / FLES - A Window to the World
(May be represented in a variety of artistic approaches by students)

Application deadline is April 1, 2008.

The National FLES Committee of AATSP is pleased to announce its **2008 POSTER CONTEST** for elementary and middle school students of Spanish and Portuguese in grades Kindergarten through eighth. Students enrolled in both public and private schools are eligible. AATSP Chapters will organize and publicize the contest, and submit the best posters in each of the three grade-specified categories to the AATSP FLES Poster Contest Committee. **The contest is Chaired by: Georgia teachers Crystal Vicente cvicente@athensacademy.org and Vicky Alvis alvis@fultonschools.org.**

Posters must be received by: April 1, 2008. Posters should be mailed first class, flat (not rolled) and protected by cardboard.

Requirements:

1. The three grade categories are: K-3, 4-5, and 6-8.
2. Entries must be 12 X 18 inches and may be drawn in colored pencil, crayon, pen, ink, or markers. They may include entries written in Spanish, Portuguese, or English.
3. This year's theme must be written on the poster.
4. Sponsoring teachers of students entering the contest must be current AATSP members.
5. Each poster should be accompanied by the AATSP student information form which may be duplicated. Please print clearly or type and attach to the back of the entry with tape-do not staple.
6. Entries are limited to THREE PER AATSP Chapter. We encourage local contests at the chapter level to select the three best posters.
7. Posters will be judged on their applicability to the theme, creativity, and uniqueness.
8. Posters are to be sent to: Crystal Vicente, 1281 Spartan Lane, Athens, GA 30601. Phone: 706-433-2510. Email: cvicente@athensacademy.org
9. Posters must be received by April 1, 2008. Winners will be notified as soon as possible by May 20.
10. Awards: Prizes will be awarded for the first, second, and third place winners in each of the grade categories. Each entry will also receive a poster contest certificate suitable for framing and a small gift for participating in the contest.

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STUDENT INFORMATION FORM

Please type or print clearly and attach to the back of the poster entry.

Name of student: _____

Grade _____ Name of School: _____

School Address: _____

School Telephone: _____

Principal's Name: _____

Sponsoring Teacher's Name: _____

Signatures:

Student: _____

Sponsoring Teacher: _____

Parent/Guardian: _____
.....

Send entries to:

Crystal Vicente
1281 Spartan Lane
PO Box 6548
Athens, GA 30601
Phone: (706) 433-2510
E-Mail: cvicente@athensacademy.org

AATSP AWARDS

1. [AATSP Outstanding Teacher of the Year Awards](#)

The AATSP Outstanding Teacher of the Year Awards are given to teachers of Spanish or Portuguese representing the following four categories:

- A. Elementary Level: Grades K-8
- B. Secondary Level 9-12
- C. Two-year college level
- D. College or university level

Teachers who wish to be candidates for these awards must following the procedures outlined below.

Nominations:

- 1. Nominations may be submitted in writing by any member of the national AATSP, including self- nominations.
- 2. Each nomination must be endorsed by the candidate's local chapter, which is restricted to one nominee per category.
- 3. The letter of nomination or recommendation should include the following information:
 - a. In what capacity the nominator has known the person nominated.
 - b. How the excellence of the nominee has been assessed.
 - c. The rationale for proposing the candidate as a most deserving person for the award.

Eligibility:

To be considered, the nominee must meet the following requirements:

1. Membership in the national AATSP for at least five consecutive years.
 2. Provide evidence of teaching Spanish or Portuguese for at least five consecutive years at any level of instruction.
 3. Submit your application materials to corporate@aatsp.org
 4. Your application materials should include:
 - a. a current curriculum vitae
 - b. no more than five letters of recommendation which may include letters from administrators, colleagues, or other significant references
 - c. evidence of professional excellence in teaching Spanish or Portuguese in a two-or three-page statement which presents the candidate's teaching philosophy and involvement in related activities and professional organizations. In this position statement the candidate may comment on any of the following topics:
 1. How are students inspired to want to speak Spanish or Portuguese and to develop proficiency in the other language skills?
 2. How are creativity and ingenuity used in planning classroom activities that help to challenge students?
 3. What types of activities are used to develop critical thinking and higher order thinking skills?
 4. How is a sense of global understanding developed in the students?
 5. To what extent has the candidate demonstrated leadership and participation?
 6. In what way has the candidate shared knowledge or information with colleagues?
- The scholarship will be presented at the Awards Luncheon during the Annual Meeting of the AATSP to be held in San José, Costa Rica on July 10, 2008. The winner is expected to be in attendance at the luncheon to accept the award.
 - Individuals who have received this award previously are not eligible to receive the award again and should not apply for consideration.

Send all nomination materials via email to:

corporate@aatsp.org

Indicate the name of the nominee and the award in the Subject Line.

Deadline: Monday, May 19, 2008

2. [Robert G. Mead, Jr. Distinguished Leadership Award](#)

The Robert G. Mead, Jr. Distinguished Leadership Award is given to a member of the Association who has shown leadership within in the profession as a whole and who has made scholarly contributions to the profession.

Selection criteria include holding leadership positions in foreign language organizations in addition to the AATSP, making scholarly presentations at conferences, writing

scholarly articles, books and textbooks dealing with the teaching of Spanish.

- The award will be presented at the Awards Luncheon during the Annual Meeting of the AATSP to be held in San José, Costa Rica on July 10, 2008. The winner is expected to be in attendance at the luncheon to accept the award.
- Individuals who have received this award previously are not eligible to receive the award again and should not apply for consideration.

Send all nomination materials via email to:

corporate@aatsp.org

Indicate the name of the nominee and the award in the Subject Line.

Deadline: Monday, May, 19, 2008

3. [AATSP Outstanding Service Award](#)

The AATSP Outstanding Service Award is given to a member of the Association who has made outstanding service contributions to the Association.

Selection criteria include holding leadership positions within the Association and/or one of its chapters, serving as a chair or member of important Association committees, writing for or editing Association publications, and/or representing the AATSP in a national or international capacity.

- The award will be presented at the Awards Luncheon during the Annual Meeting of the AATSP to be held in San José, Costa Rica on July 10, 2008. The winner is expected to be in attendance at the luncheon to accept the award.
- Individuals who have received this award previously are not eligible to receive the award again and should not apply for consideration.

Send all nomination materials via email to:

corporate@aatsp.org

Indicate the name of the nominee and the award in the Subject Line.

Deadline: Monday, May, 19, 2008

4. [ISE Language Matters Award](#)



The 2008 Intercultural Student Experiences (ISE) Language Matters Award will be given to a high school teacher who has achieved exceptional success in increasing student oral proficiency by using creative methods, exemplary motivation techniques, and authentic immersion experiences outside the classroom. A \$500 honorarium and a framed certificate accompany this award.

Nominations:

1. Nominations may be submitted in writing by any member of the national AATSP, including self-nominations.
2. The letter of nomination or recommendation should include the following information.
 - a. In what capacity the nominator has known the person nominated.
 - b. How the excellence of the nominee has been assessed.
 - c. The rationale for proposing the candidate as a person deserving this award.
3. The candidate must provide the following materials:
 - a. A copy of a recent curriculum vitae or resume which includes complete contact information.
 - b. No more than five letters of recommendation which may include letters from administrators, colleagues, or other significant references. These letters should be submitted directly to AATSP by email to corporate@aatsp.org by the writer, not by the nominee. Indicate the name of the nominee and the award in the subject line.
 - c. Evidence of professional excellence in the use of creative methods and exemplary motivation techniques for increasing student oral proficiency.
 - d. Evidence of the use of authentic immersion experiences outside the classroom during which students apply their speaking skills.

Eligibility:

To be considered, the nominee must meet the following requirements:

1. Member in good standing of the AATSP for at least three years.
2. Three or more years of experience teaching Spanish in a high school (grades 9-12).
3. Demonstrated success in increasing student oral proficiency by using creative methods and exemplary motivation techniques.
4. Demonstrated use of authentic immersion experiences outside the classroom during which students apply their speaking skills.

The award will be presented at the Awards Luncheon during the Annual Meeting of the AATSP to be held in San José, Costa Rica on July 10, 2008. The winner is expected to be in attendance at the luncheon to accept the award.

Send all nomination materials via email to:

corporate@aatsp.org

Indicate the name of the nominee and the award in the Subject Line.

Deadline: Monday, May 19, 2008

5. AATSP Chapter Incentive Award

The AATSP Chapter Incentive Award will be presented to the chapter that demonstrates outstanding chapter activities along with membership participation. A \$500 honorarium for the winning chapter accompanies this award.

Nomination materials must include the following:

1. Name of chapter, state, list of officers and contact person with mailing address and street address.
2. Information from the Chapter Treasurer including the number of chapter members, the number of Executive Board meetings per year and the number of meetings for members each year.
3. List of chapter activities completed and/or planned for the year.
4. Nomination materials should also include evidence of chapter activities and programs. The following list is provided as a guide. Actual selection criteria may vary according to the types of activities submitted.
 - Evidence of chapter workshop or speaker for teachers' professional growth. Evidence should include a copy of the publicity flyer or program.
 - Evidence of a social gathering for teachers (such as a luncheon, outing to a theater production, museum). Evidence should include a copy of the publicity flyer or program.
 - Evidence that chapter members give sessions or workshops at the AATSP national or regional conferences and/or at other foreign language conferences. Evidence can include copies of conference programs.
 - Evidence that the chapter promotes participation in the National Spanish Exam (NSE). Include information on the prizes and/or awards distributed at the chapter level. Evidence submitted can include such items as a program from an awards ceremony or other documents that demonstrate the types of prizes or awards distributed.
 - Evidence that the chapter promotes participation in the Sociedad Honoraria Hispana (SHH). Include information on the prizes and/or awards distributed at the chapter level. Evidence can include such items as a program from an awards ceremony or publicity documents for students who win travel awards or scholarships.
 - Evidence of a chapter Newsletter; provide a copy.
 - Evidence of a chapter website: provide a URL.

NOTE:

- The Chapter Incentive Award will be presented at the Awards Luncheon during the Annual Meeting of the AATSP to be held in San José, Costa Rica on July 10, 2008. A representative from the winning Chapter (preferably the Chapter President) is expected to be in attendance at the luncheon to accept the award.

Send all nomination materials via email to:

corporate@aatsp.org

Indicate the name of the nominee and the award in the Subject Line.

Deadline: Monday, May 19, 2008

6. [Maria Isabel Abreu Award](#)

The Maria Isabel Abreu Award is given for the best research article on the teaching of Portuguese as a foreign language. A \$500 honorarium accompanies this award.

Eligibility:

1. All articles published after 2004 written in Portuguese, Spanish or English, on the subject of teaching Portuguese as a foreign language are eligible for consideration for the award. Special consideration will be given for articles published in the journal *Hispania*.
2. All nominated authors must be AATSP members in good standing at the time of publication of their article and nomination for the award.

Nominations:

1. Nominations, including self-nominations may be submitted by any member of the AATSP.
2. All nominations must be submitted in writing.
3. Nominations must include
 - a. a letter of nomination explaining why the article should receive the award as the best research article on the teaching of Portuguese for the time period in question
 - b. name(s) of the author(s) of the article along with complete contact information for the author(s)
 - c. five copies of the nominated article with complete bibliographic citation for the article.

The prize will be awarded at the Awards Luncheon during the Annual Meeting of the AATSP to be held in San José, Costa Rica on July 10, 2008. The winner is expected to be in attendance at the luncheon to accept the award.

The Executive Director of the AATSP will forward the complete applications for the Maria Isabel Abreu Prize to the Selection Committee.

Send all nomination materials via email to:

corporate@aatsp.org

Indicate the name of the nominee and the award in the Subject Line.

Deadline: Monday, May 19, 2008

For further updates on awards, go to:

http://www.aatsp.org/scriptcontent/custom/members/02_resources/awards/Awards_Scholarship_Stipend.cfm

PODCASTING

Here is a link to information from a 2006 AATSP presentation on Podcasting

<http://ctl.nsuok.edu/drupal/?q=blog/10>

by Professor Donna Shelton.

YOUTUBE

YouTube video clips provide a wealth of information for our Spanish and Portuguese classrooms. You can do word searches on the site to find your favorite topics or clips from your favorite films. But before you show any of those clips to your classes, be sure to view the film and the comments about it on the site. As with anything on the Internet you will find the good with the bad. YouTube has sites in English and Spanish. Go to <http://www.youtube.com> and, for the site in Spanish, <http://es.youtube.com>

A few YouTube sites are:

Caetano Veloso singing “Paloma” in *Hable con ella*:

<http://www.youtube.com/watch?v=lUop4Xj0D2s>

The First Semester of Spanish Love Song:

<http://www.youtube.com/watch?v=ngRq82c8Baw>

Happy Feet in Spanish:

<http://es.youtube.com/watch?v=voNq8UO57QM>

The Lion King in Spanish:

<http://es.youtube.com/watch?v=W9AbEMj06Cs>

If you find these interesting, please submit your own favorite YouTube links for possible inclusion in an upcoming ENLACE. Send to MAV@regiscollege.edu.

SPANISH EMBASSY: MINISTERIO DE EDUCACIÓN

For a lot of useful and interesting information about Spain go to:

<http://www.mec.es/sgci/usa/es/home/index.shtml>

STUDY IN MEXICO

For a lot of useful and interesting information about Mexico go to:

<http://www.cemanahuac.com/>

Website of Interest: National Capital Language Resource Center

Go to: <http://www.nclrc.org/>

CONCORDIA LANGUAGE PROGRAMS

World language teachers are invited to participate in a four-credit graduate course: Second Language and Immersion Methodologies. The seminar provides a venue where world language educators can learn about and discuss current practices and issues related to the teaching of world languages. It will take place at Concordia Language Villages, Bemidji, Minnesota. The course is offered June 22 – July 2. For more information:

http://clvweb.cord.edu/prweb/educators/teacher_seminar.asp

For more opportunities, go to <http://clvweb.cord.edu/prweb/>

TOYOTA SCHOLARSHIPS FOR STUDY IN THE GALAPAGOS

I am writing from the Institute of International Education in hope of spreading the word about a professional development program for teachers from around country.

The Toyota International Teacher Programs are **fully-funded**, short-term international professional development opportunities for teachers. Educators of different disciplines,



grades and backgrounds are selected to travel together, study program themes, and bring these experiences home to their classrooms. Comments from past participants highlight the educational benefits: “International opportunities such as these completely expand our worldviews and shift our priorities. My approach to teaching has changed - I have become more passionate about making my students global citizens with knowledge of and sensitivity to international issues.”

Toyota Motor Sales, U.S.A., Inc. sponsors this program to honor secondary school teachers’ commitment to education. In 2008, study visits to the Galapagos will be open to librarians and classroom teachers (grades 6-12, all subjects) from all fifty states and the District of Columbia.

Galapagos Program:

The Galapagos Program is a 12-day study program from November 22 – December 6, 2008, geared toward international and environmental study. Participants work together to create an interdisciplinary environmental lesson that is shared with teachers on the Galapagos Islands.

Applications for the 2008 program are available now and due no later than May 9, 2008.

If you have any questions or would like more information, visit our website at www.iie.org/toyota or contact Kaitlyn Jones by email at toyotateach@iie.org or by phone at (toll-free) 877-832-2457.

NEWS FROM WASHINGTON, D. C.

The JNCL (<http://www.languagepolicy.org>) has been at work advocating for support for foreign language. Below are a few more reports of interest to teachers of Spanish and / or Portuguese.

Grant Opportunity

We expect to announce a competition to fund a small number of new Foreign Language Assistance Program (FLAP) grants in fiscal year 2008. At this time we are unable to provide specific details about the competition. **We anticipate publishing the FLAP application notice in the Federal Register and at www.grants.gov by the end of March.** Please register at www.grants.gov. The reference number for the FLAP LEA program is 84.293. If you have registered in the past, your registration needs to be updated annually.

While we are not able to disclose Departmental plans, or the terms and conditions of the Fiscal Year 2008 FLAP grant competition, we would like to note the 2008 Appropriations Act language for the FLAP program below:

"That \$3,000,000 of the funds available for the Foreign Language Assistance Program shall be available for 5-year grants to local educational agencies that would work in partnership with one or more institutions of higher education to establish or expand articulated programs of study in languages critical to United States national security that will enable successful students to advance from elementary school through college to achieve a superior level of proficiency in those languages."

Reviewing the FLAP resource page (link below) will give you general information that will be helpful in writing a proposal. Please note that the 2008 application will not be identical to the 2006.

[<http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm>](http://www.ncela.gwu.edu/oela/OELAprograms/4_FLAP.htm)

Other sites that will provide you with helpful information:

Grants and Contracts Overview <http://www.ed.gov/fund/landing.jhtml?src=rt>

Forecast of Funding Opportunities-The Department of Education Discretionary Grant Programs <http://www.ed.gov/fund/grant/find/edlite-forecast.html> Click on Chart 1

FIND and APPLY for Federal government grants www.grants.gov

No Child Left Behind Revisited

The House Education and Labor Committee has released a discussion draft reauthorization of the Elementary and Secondary Education Act of 1965, also known as the No Child Left Behind Act. The five and a half year old federal law that drastically changed U.S. public education since 2001 is now being reworked in hopes to improve the law, as well as the goals it attempts to accomplish. Currently, the reauthorization is undergoing much debate and scrutiny as Representatives George Miller (D-CA) and Howard P. "Buck" McKeon (R-CA) work with other members of Congress to present a bipartisan education law that improves upon its existing counterpart.

Of particular interest is that the draft includes a Part B of the Foreign Language Assistance Program, which would create a Foreign Language Education Partnership Program (same text as H.R.2111 introduced in May by Rep. Rush Holt).

A Senate draft for reauthorization has also been released. This would make changes to the Foreign Language Assistance Program and the Foreign Language Incentive Program. The draft does not address some key issues, such as accountability and teacher pay.

For more details go to <http://www.languagepolicy.org/legislation/eseareauth.html>

Below are selected items from the report on the 110th Congress of possible interest to teachers of Spanish and Portuguese. For the entire report go to <http://www.languagepolicy.org/documents/legislation/Legislative%20Summary%20110th.doc>

First Session:

H.R.176 Shirley A. Chisholm United States Caribbean Educational Exchange Act of 2007 Introduced: 1/4/2007 Sponsor: Rep. Barbara Lee (D-CA) Latest Action: 8/3/2007 Referred to House Committee on Foreign Affairs Cosponsor(s): 58	Purpose (CRS Summary): To authorize assistance to the countries of the Caribbean to fund educational development and exchange programs. Authorizes the Secretary of State to establish the Shirley Chisholm United States-Caribbean Educational Exchange Program under which scholars and secondary, undergraduate, and graduate students from the Caribbean would attend U.S. schools, participate in activities designed to promote a greater understanding of U.S. values and culture, and have the option to live with a U.S. host family. Directs the United States Agency for International Development (USAID) to develop a comprehensive program that extends and expands existing primary and secondary school initiatives in the Caribbean to provide: (1) teacher training methods; and (2) increased community involvement in school activities.
H.R.678 National Security Language Act Introduced: 1/24/2007 Sponsor: Rep. Rush Holt (D-NJ)	Purpose: To strengthen national security through the expansion and improvement of foreign language study. This legislation contains provisions that address numerous aspects of language education in the U.S. Section 2 discusses early foreign language instruction through partnership programs between local educational agencies and institutions of higher education. The bill would appropriate \$48,000,000 for FY 2008 to fund grants for this program. The following section proposes to financially support programs in colleges

Latest Action: Referred to the Committee on Education and Labor and in addition to the Committees on Intelligence and Armed Services
Cosponsor(s): 49

and universities that emphasize pairing an understanding of science and technology with foreign language proficiency. It authorizes \$15,000,000 in funding for grants for FY 2008 for such programs.
Section 4 of the legislation calls for a marketing campaign to encourage high school and college students to study a foreign language, with emphasis on less-commonly taught languages.
Section 5 of this bill requires that a study be conducted to identify heritage communities of speakers of foreign languages that should be actively recruited for federal employment within one year of the enactment of the Act.
The next section requires the establishment of an international flagship language initiative within the National Security Education Program. It would expand grant program authority by awarding grants to colleges and universities to carry out activities of the International Flagship Language Initiative.
As stated in the legislation, all of these grant programs would give preference to programs that teach the less commonly taught languages or critical foreign languages (Arabic, Korean, Japanese, Chinese, Pashto, Persian-Farsi, Serbian-Croatian, Russian, Portuguese, and "any other language identified by the Secretary of Education, in consultation with the Defense Language Institute, the Foreign Service Institute, and the National Security Education Program, as a critical foreign language need"). Also, the last section of the bill proposes to grant loan forgiveness to students who have obtained an undergraduate degree in a critical foreign language and who go on to teach a critical language in an elementary or secondary school.

S.451
National Foreign Language Coordination Act of 2007
Introduced: 1/31/2007
Sponsor: Sen. Daniel Akaka (D-HI)
Latest Action: Read twice and referred to the Committee on Health, Education, Labor and Pensions
Cosponsor(s): 4

Purpose:
To establish a National Foreign Language Coordination Council that would consist of the National Language Director, the Secretary of Education, the Secretary of Defense, the Secretary of State, the Secretary of Homeland Security, the Attorney General, the Director of National Intelligence, the Secretary of Labor, the Director of the Office of Management and Budget, the Secretary of Commerce, the Secretary of Health and Human Services, the Secretary of the Treasury, the Secretary of Housing and Urban Development, the Secretary of Agriculture, the Chairman and President of the Export-Import Bank of the U.S., and heads of such other Federal agencies as the Council considers appropriate. The Council would be responsible for overseeing, coordinating, and implementing NSLI, developing a national foreign language strategy, conducting a survey of the status of the Federal agency foreign language and area expertise and needs for such expertise, and monitoring the implementation of this strategy. The legislation requires that the strategy be submitted to the President and Congress no later than 18 months from the date of enactment. The Council may hold meetings and shall formally meet at least twice per year. A public meeting shall be held at least once per year. The Council would be authorized to arrange conferences for the purpose of developing and coordinating effective programs that would promote foreign language education, may establish a newsletter, and shall create and maintain a website containing information relevant to language education. This bill would also create the position of National Language Director to be appointed by the President.

S.732
Peace Corp Empowerment Act
Introduced: 3/1/2007

Purpose (CRS Summary):
Authorizes appropriations for seed funding for Peace Corps volunteers to carry out approved demonstration projects.
Authorizes charitable fundraising by Peace Corps volunteers.
Requires the Director of the Peace Corps to: (1) award grants to private

Sponsor: Sen. Chris Dodd (D-CT)

Latest Action: Referred to the Senate Committee on Foreign Relations

Cosponsor(s): 1

nonprofit corporations and returned Peace Corps volunteers to enable such volunteers to develop programs and projects in the United States to promote Peace Corps goals; (2) increase the number of Peace Corps volunteers with at least five years of relevant work experience, and establish FY2008-FY2010 experienced volunteer demonstration programs in at least 20 countries; (3) establish an electronic system for promoting improved communication among Peace Corps volunteers and staff; (4) provide for volunteer input in senior staff and program reviews; (5) review the Peace Corps medical screening process; (6) seek to secure the right of volunteers to suspend enrollment in retiree health plans and to resume such enrollment upon service completion; and (7) provide whistleblower and administrative separation protection.

Provides for a Volunteer Advisory Committee for each country in which volunteers serve.

Requires the Secretary of the Treasury to provide tax deduction guidance for volunteers or volunteer leaders enrolled under the Peace Corps Act.

Requires the Peace Corps to publish a financial guide for applicants and volunteers.

H.R.1469

Senator Paul Simon Study Abroad Foundation Act of 2007

Introduced: 3/12/2007

Sponsor: Rep. Tom Lantos (D-CA)

Latest Action: 2/13/2008 Senate

committee/subcommittee actions; Committee on Foreign Relations

Cosponsor(s): 45

Purpose:

To establish the Senator Paul Simon Study Abroad Foundation under the authorities of the Mutual Educational and Cultural Exchange Act of 1961. This act would require the Foundation to award grants to U.S. students and nongovernmental institutions that provide and promote study abroad opportunities in consortium with institutions of higher education. These grants would be awarded increasingly to students studying in nontraditional locations.

The legislation implements the recommendations from the Abraham Lincoln Commission's report *Global Competence and National Needs: One Million Americans Studying Abroad*.

H.R.1718

Foreign Language Education Expansion Act

Introduced: 3/27/2007

Sponsor: Rep. Dennis Moore (D-KS) and Rep. Christopher Shays (R-CT)

Latest Action: Referred to House Committee on Education and Labor

Cosponsor(s): 16

Purpose::

To provide teachers of foreign languages the same loan forgiveness opportunities as teachers of math and science. This would make teachers of foreign languages eligible for loan forgiveness up to \$17,500 if they teach in eligible Title I elementary and secondary schools for five years. This bill addresses the teacher shortages in foreign languages and is designed to expand the number of teachers entering the field.

H.R.1765

Access to Language Education Act

Introduced: 3/29/2007

Sponsor: Rep. Brain Baird

Purpose::

To establish two nationally distributed video programming channels providing language instruction. One such channel would provide English language instruction for speakers of other languages and the other would provide instruction in languages that are not widely taught in U.S. educational institutions and have significant value for U.S. global interactions. The programs shall be distributed nationally via internet delivery.

(D-WA)

Latest Action: Referred to House committee on Energy and Commerce

Cosponsor(s): 3

H.R.2082

Intelligence Authorization Act for Fiscal Year 2008

Introduced: 5/1/2007

Sponsor: Rep. Silvestre Reyes (D-TX)

Latest Action: 12/13/2007 Conference report agreed to in House by 222-199 vote

Purpose:

To authorize appropriations for fiscal year 2008 for intelligence and intelligence-related activities of the United States Government, the Community Management Account, and the Central Intelligence Agency Retirement and Disability System, and for other purposes.

Section 406 of the legislation states that the Director of National Intelligence shall establish a multi-level security clearance system that utilizes the skills of persons with foreign language, cultural, linguistic, or other subject matter expertise that is critical to national security.

The bill would amend Title V of the National Security Act of 1947 by requiring a "Report on Foreign Language Proficiency in the Intelligence Community" to be submitted each year to the Director of National Intelligence which would include: 1) the number of persons authorized for such element that require foreign language proficiency and the level required; 2) the number of persons authorized for such element that are filled by military personnel and civilians; 3) the number of applicants for such positions in the previous fiscal year; 4) the number of persons hired; 5) the number of such personnel currently attending foreign language training and the provider; 6) a description of efforts to recruit, hire, train, and retain personnel of such element that are proficient in a foreign language; 7) an assessment of methods and models for basic, advanced, and intensive foreign language training.

This legislation would also amend Title I of the National Security Act of 1947 to require a similar report as described above detailing the numbers of personnel whose primary duty requires proficiency in a foreign language, and those that do not, and the number if personnel rated at each level of proficiency according to the Interagency Language Roundtable scale. DNI would report to Congress with an assessment of the foreign language capacity and capabilities of the intelligence community and make recommendations for eliminating foreign language related reports that are no longer relevant.

H.R.2111

Foreign Language Education Partnership Program

Introduced: 5/2/2007

Sponsor: Rep. Rush Holt (D-NJ)

Latest Action: 7/17/2007 Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education

Cosponsor(s): 30

Purpose:

To amend the Elementary and Secondary Education Act of 1965 to establish a partnership program in foreign languages. The Secretary of Education would be given the authority to make incentive payments to eligible partnerships to "develop and maintain model programs that support articulated language learning in kindergarten through grade 12". The funds may be used for program design and teaching strategies according to best practices and available research, curriculum and materials development, national assessment development and enhancement, teacher in-service and pre-service program development, and recruitment incentives for new teachers and students. The funds can also be used to provide opportunities for maximum language exposure for students, dual-language immersion programs, scholarships for study abroad opportunities, activities that encourage whole-school and community involvement, effective and innovative use of technology, and certification and alternative certification programs. Further, a model program is exempt from receiving funding under this

program unless it contains a research and evaluation component that would collect data regarding the effectiveness of each activity of the language program and the effect of each activity on the language proficiency of the students. This data would be analyzed and made public under standardization guidelines determined by the Secretary.

A partnership that is awarded incentive funding under this program for one fiscal year would have the opportunity to continue funding for the three succeeding fiscal years if proven effective. This requirement may be waived by the Secretary if the program relates to critical languages or if the year is used primarily for planning rather than program implementation.

Incentive payments for this bill would be appropriated in the amount of \$50,000,000 for fiscal year 2008.

S.1294

Homeland Security Education Act

Introduced: 5/3/2007

Sponsor: Sen. Richard Durbin (D-IL)

Latest Action: 5/3/2007

Referred to Senate Committee on Health, Education, Labor, and Pensions

Cosponsor(s): 2

Purpose (CRS Summary):

A bill to strengthen national security by encouraging and assisting in the expansion and improvement of educational programs in order to meet critical needs at the elementary, secondary, and higher education levels, and for other purposes. This legislation would amend the Higher Education Act of 1965 to require the Secretary of Education to award scholarships for the pursuit of bachelor degrees in science, technology, engineering, mathematics, and critical foreign languages.

Amends the Elementary and Secondary Education Act of 1965 to direct the Secretary to award grants to: (1) school districts which upgrade their mathematics and science programs and work with private or state or local government entities willing to donate equipment, mentoring personnel, and higher education scholarships for students participating in the programs; (2) scientists and engineers who return to school to become teachers in their fields in needy schools; (3) partnerships between school districts and institutions of higher education working to enhance the recruitment and professional development of foreign language teachers; and (4) institutions of higher education which develop programs to immerse students in a foreign language while they study science, technology, or engineering here or abroad. Amends the David L. Boren National Security Education Act of 1991 to alter the terms of the work agreements required of recipients of scholarships and graduate fellowships in studies or languages critical to national security. Includes the Department of Homeland Security and Department of State among the agencies where service may be rendered. Sets federal employment and teaching alternatives when priority positions are unavailable.

Directs the Secretary to award grants enabling institutions of higher education, in collaboration with elementary and secondary schools, to establish language learning pathways training students from elementary through graduate education to be proficient in critical foreign languages.

Requires the Secretary to award scholarships to individuals proficient in critical foreign languages who return to school to become foreign language teachers in needy elementary or secondary schools.

Amends federal law to create a student loan repayment pilot program for federal employees with critical science, technology, engineering, mathematics, and foreign language skills.

S.1464

Global Service Fellowship Program Act of 2007

Introduced: 5/23/2007

Sponsor: Sen. Russ Feingold

Purpose:

To establish a Global Service Fellowship Program that would promote international volunteering opportunities as a means of building bridges across cultures, addressing critical human needs, and promoting mutual understanding. Fellowships funded under this program would be coordinated and supervised by participating volunteer organizations

(D-WI)

Latest Action: 5/23/2007

Referred to the Senate
Committee on Foreign
Relations

Cosponsor(s): 8

registered with the Secretary of State in collaboration with host country organizations in developing, building, and cross-cultural service organizations. Funds awarded under this program could be used for: 1) airfare, accommodations, and transportation within the host country; 2) fees assessed by sponsoring organizations to defray the international service program and administrative costs; 3) subsistence allowance in accordance with local market conditions; 4) program materials and tools used for service-related projects; 5) seed funding for local service projects; 6) language and cultural training and other costs associated with pre-service project orientation.

S.1642

Higher Education

Amendments of 2007

Introduced: 6/18/2007

Sponsor: Sen. Edward
Kennedy (D-MA)

Latest Action: 7/24/2007

Passed Senate with an
amendment by Yea-Nay
Vote 95-0

Cosponsor(s): 10

Purpose:

To renew the Higher Education Act. This includes provisions for institutional aid, student assistance, teacher training, and funding for Title VI programs such as the National Resource Centers and National Language Resource Centers and Fulbright-Hays programs. Suggested changes to Title VI include a requirement that the Secretary of Education consult with Federal agencies regarding their needs in foreign languages prior to requesting applications and that he or she will assist grantees in developing a survey to administer to students in programs as regards their postgraduate placement. The bill includes more support for instructors of critical languages and graduate students conducting research and dissertations abroad or about foreign languages and area studies subjects. Applications for funds must "include an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs." The applications must also include how the institution will encourage graduates to go into government service. This emphasis on diversity and encouraging graduates into government service applies to other sections of the bill as well, including Research Studies (Sec. 604), Centers for International Business Education (Sec. 609), and Education and Training programs (Sec. 610).

Additionally, Title I, General Provisions, in Section 101 has a definition of Critical Foreign Languages that is very broad and flexible including a listing of over 150 languages and language groups. Title II, Teacher Quality Enhancement, Section 402 includes critical foreign languages in the Academic Competitiveness Grant Program. Title VII, Graduate and Postsecondary Improvement Grants, Section 711, Special Projects also includes Foreign Languages and International Cooperation and Student Exchanges as Areas of National Need.

Finally, in Title VI, International Education and Foreign Language Programs, outreach was heightened; undergraduates are again eligible for FLAS Fellowships and now have opportunities to study overseas; cooperation between minority institutions and other Title VI IHEs is encouraged; support for minority students is strengthened, and authorization levels are changed to "such sums as necessary."

H.R.3842

**Providing Resources to
Improve Dual Language
Education Act of 2007
(PRIDE Act)**

Introduced: 10/16/2007

Sponsor: Rep. Hilda Solis
(D-CA)

Latest Action: 10/16/2007

Purpose:

To establish dual-language programs in low-income communities with high populations of English language learners. This legislation purposes to establish five dual language flagship grants which would be awarded by the Secretary to enhance biliteracy, bilingualism, and multicultural skills for children in low-income communities, including English language learners and minority children. The grant would fund partnerships of local education agencies, early childhood education programs, and technical assistance providers to implement high-quality dual language programs that: 1) serve cohorts of economically disadvantaged minority and English language learners from

Referred to House
Committee on Education
and Labor

Cosponsor(s): 9

preschool through fifth grade; 2) establish a rigorous assessment system; 3) implement and align a curriculum that promotes the development of biliteracy, bilingualism, and multicultural competencies for students through at least fifth grade; 4) utilize student-centered instruction; 5) align professional development and training for early childhood education instructors and elementary school teachers and staff; 6) recruit, train, and continuously develop staff in dual language program implementation; 7) establish a responsive infrastructure involving students' families and the community. Each grant would be awarded for up to five years and applications would be subjected to a peer review process. \$250,000 of the \$15,000,000 requested for this grant program would be reserved to contract with an entity that has a proven record for successful implementation and execution of such a dual language program in order to provide technical assistance and support to the local education agencies receiving grants. This bill would also require the Secretary to disseminate information on best practices and model programs.

H.R.4137

**College Opportunity and
Affordability Act of 2007**

Introduced: 11/9/2007

Sponsor: Rep. George
Miller (D-CA)

Latest Action: 2/7/2008

Passed in House; 2/25/2008

Referred to Senate
Committee on Health,
Education, Labor, and
Pensions

Cosponsor(s): 29

Purpose:

To amend and reauthorize the Higher Education Act of 1965 (HEA). Major highlights of the Committee's reauthorization bill include:

- Using a broad definition of "critical foreign language" in Title I
- Including foreign languages in 3 grant programs in Title II: Teacher Quality Partnership Grants, Recruiting Teachers with Math, Science, or Language Majors, Community Colleges as Partners in Teacher Education Grants
- Integrating Foreign Language Specialists in areas of National Need in Title IV
- Creating a new office/position in the Department of Education for an Assistant Secretary for International and Foreign Language Education
- Creating two new programs introduced by Rep. Rush Holt: Preparing for Early Foreign Language Instruction and Science and Technology Advanced Foreign Language Education Grant Program

Within Title VI:

- Authorizing new activities for grant funds of National Resource Centers: instructors of less commonly taught languages and projects that promote use of science and technology in coordination with foreign language proficiency, strengthening outreach to SEAs and LEAs
- Reinstating the eligibility of undergraduates for FLAS fellowships
- Undergraduate International Studies and Foreign Language program is amended to allow up to 10% of grant fund to be used toward programs which promote language proficiency and cultural knowledge in study abroad
- Adding provisions to include systematic data collection, analysis, and dissemination
- An amendment to create an International Higher Education Advisory Board was defeated.

Second Session:

H.R.5179

**International Education
Leadership Act of 2008**

Introduced: 1/29/2008

Sponsor: Rep. Rush Holt (D-

Purpose:

To establish an Assistant Secretary for International and Foreign Language Education and an Office of International and Foreign Language Education within the Department of Education. The responsibilities of this office and the Assistant Secretary would include 1) encouraging and promoting foreign language and culture study at the elementary, secondary, and postsecondary

NJ)
Latest Action: 1/29/2008
Referred to House
Committee on Education and
Labor
Cosponsor(s):8

levels in the U.S.; 2) administering all Department programs dealing with international and foreign language education and research; 3) coordinating with other international and foreign language programs in other Federal agencies, and; 4) administering and coordinating the Department of Education's activities in international affairs.

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Chapter News

Here are some homepages of AATSP Chapters that you might wish to look at as you look for good ideas for your own chapters.

- ◆ Alabama Chapter
<http://www.aatasp-al.org/>
- ◆ Arizona Chapter:
<http://w3.coh.arizona.edu/pal/aatasp/>
- ◆ Arkansas Chapter:
<http://www.aatasp-ar.com/>
- ◆ Chicago Chapter:
<http://www.chicagoaatasp.org/>
- ◆ Georgia Chapter:
<http://www.aatasp-ga.org/>
<http://aatasp-ga.org/index.html>
- ◆ Kansas Chapter (Girasol)
<http://www.389ks.org/Jr-SrHighSchool/clubs/ForeignLanguage/aatasp/becas.html>
- ◆ Mass Bay Chapter
<http://aatasp-massbay.tripod.com/>
- ◆ Minnesota Chapter
<http://www.mn-aatasp.org/index.html>
- ◆ Nebraska Chapter
<http://www.nde.state.ne.us/FORLG/NATSP/NATSP.html>
- ◆ New Jersey Chapter:
<http://www.njaatasp.org/>
- ◆ New York: Long Island Chapter
<http://www.aatasp.longisland.20m.com/Main.htm>
- ◆ New York: Metropolitan New York Chapter:
<http://www.aataspny.homestead.com/>
- ◆ North Carolina Chapter:
<http://www.aatasp-nc.org/portal/>
- ◆ North Dakota Chapter

<http://bis.midco.net/jmcrow/ndaatsp/index.htm>

◆ Virginia Chapter:

http://www.longwood.edu/aatsp_va/MembInfo.html

◆ Washington State Chapter:

<http://www.juandefucaaatp.org/Board-A.html>

◆ Wisconsin Chapter:

<http://www.aatpwi.org/>

Links to Important Affiliated Services of the AATSP

Chapters <https://www.aatp.org/scriptcontent/custom/chapters/chapterlookup.cfm>

NSE <http://www.nationalspanishexam.org/>

SHH www.sociedadhonorariahispanica.org

SHA <http://www.sociedadhonorariahispanica.org/sociedad-honoraria-de-amistad/>

HISPANIA <http://www.hispaniajournal.org/>

For your calendar

- SCOLT Conference April 3-5, 2008, Myrtle Beach, SC. <http://www.valdosta.edu/scolt>
- AATSP, July 8-11, 2008, San José, Costa Rica. <http://www.aatp.org>
- TFLA October 16-19, 2008, Houston, TX. <http://www.tfla.info>
- ACTFL, November 20 - 23, 2008, Orlando, FL. <http://www.actfl.org>
- MLA, December 27-30, 2008, San Francisco, CA. <http://www.mla.org>
- Central States: March 19-21, 2009, Chicago, IL. <http://www.csctfl.org/>
- SWCOLT, Apr 2-4, 2009, Norman, OK. <http://www.swcolt.org/>
- Northeast Conference April 16-18, 2009, New York Marriott Marquis, New York City. <http://www.dickinson.edu/nectfl>

Jobs

If you are looking for a new job, be sure to check out the AATSP website either via the scroll down menu at top or at

https://www.aatp.org/scriptcontent/custom/members/04_jobs/joblistings.cfm

and also go to <http://www.LatPro.com>

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