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The National K-16 Foreign Language Enrollment Survey Report



A comprehensive study
of foreign/world language
enrollments across the formal
U.S. education system, K-16.

This report is sponsored by The Language Flagship at the Defense Language and National Security Education Office (DLNSEO) and conducted by American Councils for International Education in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL), the Center for Applied Linguistics (CAL), and the Modern Language Association (MLA).

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Description

The current study is the result of a partnership among the following organizations: American Councils for International Education (AC); American Council on the Teaching of Foreign Languages (ACTFL); Center for Applied Linguistics (CAL); Modern Language Association (MLA); and in collaboration with the National Councils for State Supervisors for Foreign Languages (NCSSFL).

Each organization had a specific role to play: AC coordinated the effort and drafted the final report; ACTFL promulgated the study among its thousands of member language teachers and administrators; CAL conducted the K-8 portion of the study; MLA made their data on language enrollments in higher education available for incorporation into the study; and NCSSFL assisted in the compilation of the 9-12 data. Accordingly, this effort constitutes the first comprehensive study of foreign/world language enrollments across the formal U.S. education system, K-16.

The study was commissioned by the DLNSEO through its agent the Institute of International Education (IIE). One of its purposes was to provide insight into strategic planning for the Flagship Language Program of the National Security Education Program named for former Senator David Boren.

Background

Education in foreign languages in the U.S., particularly at the K-12 level, continues to experience dynamic changes in terms of numbers and locations of programs and program designs. A number of states are involved in major efforts to support offerings of K-12 language education while locally, decisions are being taken to eliminate or consolidate programs in specific languages.

Recent evidence points to a renewed interest in language immersion, particularly dual language immersion, as a way to more effectively incorporate second language learning into the curriculum for native and non-native speakers of English. It is therefore important to map and document such developments at the K-12 level on a timely basis in order to ensure that stakeholders, managers, and policy makers at all levels of the educational system remain well informed about the need for second language learning and are fully empowered to address issues that may arise.

History

The absence of comprehensive enrollment data on foreign language education in the U.S. seriously impedes systematic assessment of U.S. national capacity in languages and the development of effective policies and essential planning for the internationalization of U.S. education more generally. Periodic enrollment studies, particularly those undertaken since the 1960s by the Modern Language Association (MLA), provide a representative view of language enrollments in higher education. But the lack of consistent parallel efforts at the K-12 level seriously complicates the analysis of local or national trends, particularly at a time of significant demographic shifts in the U.S. population and a resurgence of interest in foreign language instruction in many school districts around the country.

Current Setting

The release of the findings of the present study coincides with the work of the American Academy of Arts and Sciences' (AAAS) Commission on Languages in the United States, which was established in 2015 at the request of a bipartisan Congressional mandate to investigate the state of foreign language study in the U.S.

The Commission is developing a set of high-level public recommendations in response to that charge, which are will be available for broad public discussion in early 2017. Therefore, the timing of the American Councils/DLNSEO National K-16 Foreign Language Enrollment Survey will have an impact on the Commission's report, as well as across the educational and government communities concerned with language and cultural education.

Given the change in administrations, American Councils, together with our several partner organizations in the implementation of this project, will make the findings of this study available to the new administration, and, more broadly,

take steps to disseminate its findings at the federal, state, and professional association levels to ensure that educational policy makers within and beyond Washington are aware of its findings.

Stipulations

The current study is limited to an analysis of foreign/world language enrollments in the formal education system (K-16). Limits of time and resources have made it impossible to survey existing networks of heritage, community-based, after-school and weekend-and summer school programs, which provide significant amounts of training and cultural education for languages such as Arabic, Chinese (Mandarin and Cantonese), Korean, and Russian. Well-established summer intensive language programs and language camps, such as Concordia Summer Language Camp, National Security Language Initiative for Youth (NSLI-Y), STARTALK, and teacher-led school programs and exchanges have also not been included in the present study, although the aggregate numbers of U.S. school-level participants in the above studies is most certainly relevant to any assessment of overall U.S. language training activity.

Foreign Language Enrollment

As reported by states, foreign language enrollments account for approximately 20% of the total school age population. A total of 11 states have foreign language graduation requirements; 20 states do not have foreign language graduation requirements; and 19 states have graduation requirements that may be fulfilled by a number of subjects—one of which is foreign languages.

In addition to graduation requirements, other aspects of state level education policy—as well as a portion of English language learners and dual language immersion program enrollments—impact the overall number of language learners at the state level.

State	K-12 population	K-12 Foreign Language Enrollment	Percent of K-12 Population Enrolled in Foreign Language Classes
Alabama**	821,691	143,069	17.41%
Alaska**	134,315	22,187	16.52%
Arizona**	1,180,836	107,167	9.08%
Arkansas	507,060	46,095	9.09%
California	6,806,050	946,779	13.91%
Colorado**	896,918	110,995	12.38%
Connecticut**	614,313	173,580	28.26%
Delaware	149,108	48,218	32.34%
District of Columbia	72,937	34,408	47.17%
Florida	2,981,349	622,451	20.88%
Georgia	1,832,631	407,323	22.23%
Hawaii**	216,044	40,198	18.61%
Idaho**	308,290	37,584	12.19%
Illinois	2,258,315	294,686	13.05%
Indiana	1,165,262	228,059	19.57%
Iowa	524,775	79,944	15.23%
Kansas	520,583	79,477	15.27%
Kentucky**	741,776	83,098	11.20%
Louisiana	806,125	106,987	13.27%
Maine**	201,408	38,280	19.01%
Maryland	976,670	344,072	35.23%
Massachusetts	1,048,398	277,048	26.43%
Michigan**	1,708,384	384,442	22.50%
Minnesota	928,080	188,018	20.26%
Mississippi**	544,498	72,527	13.32%

Missouri	1,021,563	158,111	15.48%
Montana**	160,423	16,221	10.11%
Nebraska	331,732	58,832	17.73%
Nevada**	483,466	59,003	12.20%
New Hampshire**	210,631	57,855	27.47%
New Jersey	1,508,220	771,832	51.18%
New Mexico**	373,149	31,732	8.50%
New York	3,153,513	857,958	27.21%
North Carolina	1,668,877	328,918	19.71%
North Dakota**	108,163	23,668	21.88%
Ohio	1,973,655	357,474	18.11%
Oklahoma	675,116	82,096	12.16%
Oregon**	624,386	67,640	10.83%
Pennsylvania	2,014,442	401,693	19.94%
Rhode Island	160,466	36,023	22.45%
South Carolina	801,798	166,282	20.74%
South Dakota**	145,878	27,172	18.63%
Tennessee**	1,087,679	240,109	22.08%
Texas	5,080,783	960,911	18.91%
Utah**	622,449	131,118	21.06%
Vermont	94,632	33,153	35.03%
Virginia	1,358,037	272,041	20.03%
Washington**	1,144,380	168,316	14.71%
West Virginia	279,204	36,380	13.03%
Wisconsin	985,362	357,575	36.29%
Wyoming**	97,150	19,477	20.05%
Total	54,110,970	10,638,282	19.66%

** Foreign Language Enrollment are estimated

The table below shows enrollments for major languages. Based on data submitted by states, and the state in which high schools reported offering a foreign language, we can conclude that almost all states offer Chinese, French, German, Latin, and Spanish (n=48).

State	Arabic	ASL	Chinese	French	German	Japanese	Latin	Russian	Spanish
Alabama	230*	922*	2600*	22987*	5333*	649*	3653*	134*	115197*
Alaska	2*	314*	373*	2270*	89*	126*	6*	15*	14767*
Arizona	238*	961*	3921*	15810*	1205*	1407*	984*	69*	108600*
Arkansas	13*	523*	866	5137	1943	7	286	5	37693
California	404*	16079	21157	108194	9638	12054	5220	546	712213
Colorado	1388*	448*	6340*	19889*	1709*	1705*	1443*	103*	75009*
Connecticut	56*	1058*	2256*	23710*	3671*	314*	4028*	187*	82482*
Delaware	57	1649	1698	5325	987	247	390	47*	36368
District of Columbia	561	4*	1888	4204	16*	42*	891	1612*	26728
Florida	84	14793	7029	61356	4887	663	10267	223	510097
Georgia	996	1081	7419	62424	12699	993	13334	116	307999
Hawaii	98*	990*	1023*	4117*	650*	507*	61*	10*	26265*
Idaho	389*	453*	1388*	6409*	2170*	1392*	298*	14*	27336*
Illinois	459	1730	6588	39443	13293	918	3948	731	223513
Indiana	92	2185	3422	25911	14687	2521	6249	168	136757
Iowa	61	1347*	568	7072	3973	531	212	44	67351
Kansas	402*	1988	1600	9075	2427	227	1182	43	62919
Kentucky	41*	828*	1654*	11684*	1421*	271*	1468*	210*	83012*
Louisiana	94*	867*	761	23013	453	149	1687	8	80916
Maine	21*	170*	571*	5513*	1741*	136*	1900*	50*	21269*
Maryland	333	3395	7770	40078	4833	932	5240	363	174701

Massachusetts	401	2040	8261	45175	3367	377	20548	286	117839
Michigan	2348*	3421*	12643*	46049*	30024*	4970*	10882*	829*	264068*
Minnesota	1693	4999	6770	19877	11091	880	3115	212	136314
Mississippi	43*	151*	1303*	13610*	1447*	235*	3228*	101*	71605*
Missouri	182*	857	1144	24382	8430	259	2686	80	107238
Montana	138*	77*	992*	3192*	260*	413*	104*	28*	13202*
Nebraska	47*	751*	381	6534	3999	98	493	42	47285
Nevada	5*	892*	629*	6244*	890*	414*	137*	8*	45926*
New Hampshire	33*	294*	744*	7028*	2832*	151*	1665*	44*	24207*
New Jersey	391*	3688	9491	61269	10771	826	11823	711*	312642
New Mexico	290*	657*	1861*	4554*	227*	559*	266*	33*	43342*
New York	1015	7387	25751	99754	7299	4328	22213	3488	624742
North Carolina	416	768	11585	37921	5815	1353	12897	718	257180
North Dakota	53*	534*	481*	2497*	2046*	145*	204*	21*	14655*
Ohio	254	6106	10971	52173	18478	901	9294	745	236532
Oklahoma	250*	1032	1563	7147	2207	89	1885	199	66190
Oregon	1980*	586*	4713*	13173*	1469*	2195*	714*	78*	59144*
Pennsylvania	561	2923*	3569	63202	38165	2086	13880	438	242998
Rhode Island	7*	33	35	5399	76	76	384	45*	24872
South Carolina	385*	922*	1991	21825	4406	634*	2872	151*	135188
South Dakota	157*	516*	681*	3202*	3289*	220*	613*	24*	18577*
Tennessee	1192*	2452*	6216*	28611*	11369*	2340*	6073*	386*	170930*
Texas	428	28753	11716	79963	19551	2808	14776	914	781771
Utah	5223*	1573*	6046*	15849*	10515*	8120*	1179*	45*	69660*
Vermont	76*	10	317	7320	887	71	1400	52	12306
Virginia	505	2598	3204	38056	12030	1664	364	311	148834
Washington	1899*	1829*	7337*	25930*	3888*	3546*	958*	84*	116385*
West Virginia	25*	239	321	4896	640	91	395	79*	29798
Wisconsin	15	2245	4970	38205	27229	1631	2498	6	227675
Wyoming	14*	293*	508*	2346*	376*	638*	13*	20*	10828*

** Foreign language enrollments are estimated

K- 12 Foreign Languages Offered by States

Table 1. below shows the languages offered in each state and the District of Columbia. Spanish is by far the most widely taught language; in all 50 states and Washington, D.C.

State	Arabic	ASL	Chinese	French	German	Greek	Japanese	Korean	Latin	Persian	Portuguese	Russian	Spanish
Alabama	1	1	1	1	1	1	1		1			1	1
Alaska			1	1	1		1		1			1	1
Arizona	1	1	1	1	1	1			1			1	1
Arkansas			1	1	1		1		1			1	1
California	1	1	1	1	1		1	1	1		1	1	1
Colorado				1	1								1
Connecticut	1	1	1	1	1	1	1		1	1		1	1
DC	1	1	1	1				1	1				1
Delaware	1	1	1	1	1	1	1		1				1
Florida	1	1	1	1	1	1	1		1		1	1	1
Georgia	1	1	1	1	1	1	1		1		1	1	1
Hawaii		1	1	1	1		1		1				1
Idaho	1	1	1	1	1		1		1			1	1
Illinois	1	1	1	1	2		1		1			1	1

Indiana	1	1	1	1	1	1	1	1	1	1	1	1	1
Iowa	1		1	1	1		1		1		1	1	1
Kansas	1	1	1	1	1		1		1		1	1	1
Kentucky		1	1	1		1	1		1				1
Louisiana		1	1	1	1		1		1		1	1	1
Maine	1	1	1	1	1		1	1	1		1	1	1
Maryland	1	1	1	1	1	1	1		1		1	1	1
Massachusetts	1	1	1	1	1	1	1		1		1	1	1
Michigan			1	1			1						1
Minnesota	1	1	1	1	1	1	1		2		1	1	1
Mississippi			1	1	1				1		1	1	1
Missouri		1	1	1	1		1		1		1	1	1
Montana		1	1	1	1				1				1
Nebraska			1	1	1		1		1		1	1	1
Nevada			1	1	1		1						1
New Hampshire	1	1	1	1	1		1		1				1
New Jersey	1	1	1	1	1		1		1		1	1	1
New Mexico		1	1	1	1		1		1				1
New York	1		1	1		1	1	1	1				1
North Carolina	1	1	1	1	1	1	1		1		1	1	1
North Dakota			1	1	1	1	1		1				1
Ohio	1	1	1	1	1	1	1		1		1	1	1
Oklahoma	1	1	1	1	1		1		1		1	1	1
Oregon	1	1	1	1	1	1	1		1		1	1	1
Pennsylvania	1	1	1	1	1		1	1	1		1	1	1
Rhode Island		1	1	1	1		1		1		1		1
South Carolina		1	1	1	1				1				1
South Dakota		1		1	1				1				1
Tennessee			1	1					1				1
Texas	1	1	1	1	1		1	1	1	1	1	1	1
Utah	1	1	1	1	1		1		1			1	1
Vermont		1	1	1	1	1	1		1		1	1	1
Virginia	1	1	1	1	1	1	1	1	1		1	1	1
West Virginia		1	1	1	1		1		1				1
Washington		1	1	1	1	1	1	1	1			1	1
Wisconsin	1	1	1	1	1	1	1	1	1		1	1	1
Wyoming		1	1	1	1	1							1
Total	29	40	48	51	48	21	42	10	48	2	11	33	51

High School Foreign Language Programs by State

Table 2. below shows the number of high schools that offered foreign languages in each state and the District of Columbia. Spanish is by far the most widely taught language in all 50 states and Washington, D.C.

Table 2. Total Number of High School Language Program Reported in State (as reported)																	
State	#	Arabic	ASL	Azeri	Chi- nese	French	Ger- man	Greek	Hindi	Japa- nese	Kore- an	Latin	Per- sian	Portu- guese	Rus- sian	Span- ish	Turk- ish
Alaska	80	0	5	0	7	16	8	1	0	1	0	2	0	0	3	37	0
Ala- bama	458	2	6	0	40	88	67	2	0	4	3	73	0	0	1	172	0
Arkan- sas	305	0	5	0	18	63	37	2	0	1	0	9	0	0	1	169	0
Arizona	261	2	14	0	15	51	25	4	0	7	2	23	0	0	5	111	2
Califor- nia	1120	4	62	4	108	253	46	9	1	49	11	68	1	5	5	492	1
Colora- do	272	2	11	0	14	56	25	1	0	7	0	15	0	0	3	137	1
Con- necti- cut	270	3	6	1	36	71	13	4	0	1	0	46	0	0	2	87	0
District of Co- lumbia	39	2	1	0	5	9	0	1	0	0	1	7	0	0	1	12	0
Delaw- are	45	0	1	0	3	10	2	2	0	0	0	3	0	0	0	24	0
Florida	479	2	26	0	39	109	19	6	0	5	0	50	0	0	2	221	0
Geor- gia	479	3	7	2	19	106	36	2	0	12	0	61	0	3	3	225	0
Hawaii	99	0	3	0	9	10	2	0	0	31	1	3	0	0	0	40	0
Iowa	280	4	3	0	9	41	27	0	0	7	0	2	0	0	2	185	0
Idaho	153	0	4	0	6	34	24	1	0	3	0	2	0	0	0	79	0
Illinois	710	5	5	2	64	147	88	3	2	13	2	46	0	2	3	326	1
Indiana	428	5	9	1	27	84	62	3	2	17	1	30	1	2	8	174	2
Kansas	323	4	6	0	11	53	28	3	0	7	0	15	0	0	2	194	0
Ken- tucky	290	1	9	0	12	50	26	4	0	6	0	20	0	0	0	162	0
Louisiana	287	0	4	0	5	87	7	3	0	2	0	29	0	0	0	150	0
Mas- sachu- setts	442	4	8	1	54	108	20	9	2	3	1	78	1	5	8	137	3
Mary- land	256	7	9	0	16	60	21	4	1	2	2	33	1	2	3	93	2
Maine	185	3	4	0	13	53	10	2	1	2	2	22	1	1	4	66	1
Michi- gan	660	11	54	2	36	127	74	2	0	34	0	29	0	0	4	287	0
Minne- sota	365	4	28	1	22	57	57	3	0	7	0	17	0	0	1	167	0
Mis- souri	474	4	5	0	20	106	45	5	1	5	1	26	1	1	5	245	1
Missis- sippi	175	1	0	0	7	34	7	1	0	0	0	14	0	0	1	110	0
Montana	124	0	1	0	4	27	10	0	0	0	0	10	0	0	0	72	0
North Caro- lina	590	16	12	0	58	105	53	5	0	32	0	73	0	0	20	216	0

North Dakota	132	0	3	0	2	20	34	0	0	0	0	9	0	0	0	64	0
Nebraska	233	1	0	0	5	28	23	1	1	1	1	9	1	1	2	158	1
New Hampshire	148	1	3	0	8	44	17	1	0	3	0	20	0	0	2	49	0
New Jersey	381	5	3	2	39	107	28	3	0	7	0	50	0	2	1	134	0
New Mexico	121	4	4	0	8	23	11	0	0	5	0	8	0	0	1	57	0
Nevada	66	0	1	0	3	16	5	0	0	4	0	4	0	0	0	33	0
New York	859	10	42	1	45	223	35	9	0	17	2	71	1	2	8	393	0
Ohio	822	5	30	0	55	190	64	8	1	9	2	68	1	1	5	377	2
Oklahoma	272	1	7	0	15	30	16	2	1	0	0	21	0	0	1	178	0
Oregon	279	3	10	0	12	52	24	4	0	18	0	4	0	0	2	150	0
Pennsylvania	810	9	9	0	57	205	107	8	1	13	1	78	0	1	9	311	1
Rhode Island	63	3	0	0	1	18	2	0	0	3	0	8	0	3	0	25	0
South Carolina	256	1	5	0	15	71	18	0	0	0	0	22	0	0	1	122	0
South Dakota	86	0	3	0	0	7	8	0	0	0	0	1	0	0	1	66	0
Tennessee	373	1	3	0	22	73	33	1	0	4	1	52	0	2	3	178	0
Texas	1259	10	80	7	56	197	80	3	5	21	2	118	1	2	12	656	9
Utah	159	2	18	0	21	35	15	0	0	7	0	4	0	0	1	56	0
Virginia	531	12	21	2	30	124	43	5	0	14	2	99	0	1	4	173	0
Vermont	121	0	4	0	9	35	13	1	0	1	1	20	0	0	1	36	0
Washington	492	0	43	3	24	104	43	1	0	32	2	10	0	0	3	227	0
Wisconsin	499	3	16	2	34	84	80	0	0	10	1	25	0	0	3	241	0
West Virginia	140	1	5	0	5	33	8	1	0	6	1	7	0	1	1	71	0
Wyoming	47	0	3	0	2	6	3	0	0	0	0	0	0	0	0	33	0
TOTAL		161	621	31	1145	3740	1549	130	19	433	43	1514	10	37	148	8178	27

Distribution of High School Programs by Language

Table 3. below shows the distribution of languages offered by high schools in each state and the District of Columbia as reported in the high school survey.

Language	Number of HS programs per language	Percent of HS programs per language
Arabic	161	0.9
ASL	621	3.5
Azeri	31	0.2
Chinese	1145	6.4
French	3740	21.0
German	1549	8.7
Greek	130	0.7
Hindi	19	0.1
Japanese	433	2.4
Korean	43	0.2
Latin	1514	8.5
Persian	10	0.1
Portuguese	37	0.2
Russian	148	0.8
Spanish	8178	45.9
Turkish	27	0.2

Distribution of High School Programs

The vast majority of reporting schools offered year-round Less Commonly Taught Languages (LCTL) courses across a range of languages. Most of the secondary school language programs reported having an established language curricula offered during the course of the school year.

Among the LCTLs, academic year course offerings decline for languages with lower enrollments such as Hindi and Turkish (47% and 63% respectively), while the reliance on after school and Saturday classes rises to up to 10% of classes.

Year-long programs are also lower for Portuguese (59%) compared to other romance languages. Lower and fluctuation enrollments in these languages inform the capabilities of schools to open and maintain classes that would meet the minimum number of students for their respective institutions. In such cases, schools tend to adopt methods other than academic year formats such as online formats or as an extracurricular activity.

Language	# of high schools reporting	Academic year courses	%	Summer courses	%	After-school classes	%	Saturday classes	%
Arabic	161	138	85.71%	16	9.94%	13	8.07%	2	1.24%
ASL	621	544	87.60%	32	5.15%	28	4.51%	2	0.32%
Chinese	1145	984	85.94%	55	4.80%	38	3.32%	12	1.05%
French	3740	3345	89.44%	161	4.30%	67	1.79%	22	0.59%
German	1549	1281	82.70%	60	3.87%	29	1.87%	11	0.71%
Greek	130	105	80.77%	9	6.92%	7	5.38%	2	1.54%
Hindi	19	9	47.37%	2	10.53%	1	5.26%	1	5.26%
Japanese	433	328	75.75%	19	4.39%	16	3.70%	4	0.92%

Korean	43	31	72.09%	5	11.63%	0	0.00%	1	2.33%
Latin	1514	1262	83.36%	70	4.62%	27	1.78%	10	0.66%
Persian	10	7	70.00%	2	20.00%	0	0.00%	1	10.00%
Portuguese	37	22	59.46%	3	8.11%	3	8.11%	1	2.70%
Russian	148	100	67.57%	8	5.41%	7	4.73%	1	0.68%
Spanish	8178	7358	89.97%	584	7.14%	188	2.30%	41	0.50%
Swahili	4	0	NA	0	NA	0	NA	0	0.00%
Tajik	2	1	50.00%	0	0.00%	0	0.00%	0	0.00%
Turkish	27	17	62.96%	3	11.11%	1	3.70%	0	0.00%
Turkmen	1	0	0						
Urdu	3	1	33.33%	1	33.33%	0	0.00%	0	0.00%
Yoruba	2	0	0	0	0.00%	0	0.00%	0	0.00%
Other	589	454	77.08%	47	8.14%	44	7.47%	12	2.03%

*Some high schools may offer more than one type of class, thus the total percentage will not add to 100%.

**Other include: Irish, Hawaiian, Italian, Polish, Apache, Choctaw, Vietnamese, Hebrew, Yiddish, Inupiaq, Paiute, Pilipino, Ojibwe, Cherokee, Dakota Language, Hmong, Somali, Salish, Coast Salish, Northern Cheyenne, Tolowa, Yurok, Armenian, Native American, Keltic, Ancient Greek, Luiseno, Hidatsa, Tewa, Navajo, Keres, Navaho, Yupik Eskimo, Nunivak Cup'ig, Ho-Chunk, Arikara, Finish, Comanche Indian, Dutch, Tlingit, Ancient Hebrew, Old Aramaic, Dine, Athabaskan, Seneca, Gwich'in, Gaelic, Romanian, Koine Greek, Meskwaki, Zuni, Meskwaki, Punjabi, Tagalog, Bengali, Crow, Seminole, Passamaquoddy, Norwegian, Grosventre, Michif, Kickapoo, Braille, Lushootseed, Acoma Pueblo

Schools are increasingly adopting and using technology in their language classes. These applications included the use of web-based programs as well as the use of computer-assisted instructional materials. Schools with limited resources and limited staff reported use of alternate formats for providing LCTL instruction to their students. Traditional classes often include the use of technology.

Table 5.
Type of Programs
(Percent of High Schools Reporting)

Language	# of high schools reporting	Traditional classroom	%	Dual language (two-way) immersion	%	Immersion	%	Online	%	Both online and Face-to-face	%
Arabic	161	76	47.20%	5	3.11%	7	4.35%	62	38.51%	8	4.97%
ASL	621	459	73.91%	36	5.80%	44	7.09%	105	16.91%	60	9.66%
Chinese	1145	765	66.81%	53	4.63%	59	5.15%	252	22.01%	70	6.11%
French	3740	2952	78.93%	125	3.34%	190	5.08%	780	20.86%	327	8.74%
German	1549	969	62.56%	56	3.62%	67	4.33%	385	24.85%	93	6.00%
Greek	130	89	68.46%	3	2.31%	13	10.00%	13	10.00%	2	1.54%
Hindi	19	2	10.53%	2	10.53%	1	5.26%	7	36.84%	1	5.26%
Japanese	433	239	55.20%	11	2.54%	18	4.16%	105	24.25%	8	1.85%
Korean	43	17	39.53%	1	2.33%	2	4.65%	11	25.58%	1	2.33%
Latin	1514	1086	71.73%	25	1.65%	30	1.98%	266	17.57%	58	3.83%
Persian	10	1	10.00%	0	0.00%	1	10.00%	6	60.00%	0	0.00%
Portuguese	37	17	45.95%	1	2.70%	1	2.70%	11	29.73%	0	0.00%
Russian	148	64	43.24%	3	2.03%	6	4.05%	37	25.00%	2	1.35%
Spanish	8178	6832	83.54%	485	5.93%	484	5.92%	1833	22.41%	1143	13.98%
Swahili	4	0	0.00%	0	0.00%	0	0.00%	1	25.00%	0	0.00%
Tajik	2	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Turkish	27	12	44.44%	2	7.41%	2	7.41%	6	22.22%	0	0.00%
Turkmen	1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Urdu	3	0	0.00%	0	0.00%	0	0.00%	1	33.33%	0	0.00%
Yoruba	2	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other	589	381	64.69%	49	8.32%	57	9.68%	127	21.56%	49	8.32%

*Some high schools may offer more than one type of program and others did not provide any data, thus the total percentage will not add to 100%.

A growing trend is the increased reliance on courses and facilities of neighboring institutions, such as other high schools, community colleges, or university campuses. For example, at schools where French or Chinese is not offered, provisions are made to permit qualified students to take their preferred language off-campus at a nearby community college or university for credit, or to undertake an online course. Some schools report offering courses through the use of online resources such as Rosetta Stone and “Access.”

A number of factors inform the decision to provide language instruction through collaboration with other educational institutions; primarily limited resources, limited and often fluctuating demand, lack of teachers, and limited classrooms. By adopting such collaborative agreements, schools can offer students instruction in any number of languages (without having a minimum number of students to warrant a class or hiring the requisite teaching staff). Data from the commonly taught languages (French, German, and Spanish) suggest that the collaborative mode is not restricted to low enrollment languages but is a general strategy presumably to control costs and husband resources.

Table 6.*
Type of Collaboration With Other Institutions
(Percent of High Schools Reporting)

Language	# of high schools reporting	Another local high school	%	Community college	%	University campus	%	Heritage community school	%
Arabic	161	9	5.59%	5	3.11%	13	8.07%	0	0.00%
ASL	621	71	11.43%	84	13.53%	28	4.51%	2	0.32%
Chinese	1145	112	9.78%	25	2.18%	69	6.03%	8	0.70%
French	3740	195	5.21%	185	4.95%	216	5.78%	1	0.03%
German	1549	130	8.39%	61	3.94%	96	6.20%	5	0.32%
Greek	130	1	0.77%	0	0.00%	3	2.31%	0	0.00%
Hindi	19	1	5.26%	0	0.00%	0	0.00%	2	10.53%
Japanese	433	40	9.24%	9	2.08%	19	4.39%	3	0.69%
Korean	43	1	2.33%	0	0.00%	0	0.00%	2	4.65%
Latin	1514	57	3.76%	16	1.06%	49	3.24%	0	0.00%
Persian	10	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Portuguese	37	1	2.70%	0	0.00%	3	8.11%	0	0.00%
Russian	148	5	3.38%	1	0.68%	9	6.08%	0	0.00%
Spanish	8178	468	5.72%	698	8.54%	535	6.54%	22	0.27%
Swahili	4	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Tajik	2	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Turkish	27	2	7.41%	0	0.00%	0	0.00%	0	0.00%
Turkmen	1	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Urdu	3	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Yoruba	2	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other	589	31	5.26%	38	6.45%	47	7.98%	5	0.85%

Apart from Latin, most high schools offer Spanish and French AP courses. Among the LCTLs, Chinese AP® courses are the most offered (23%), reflecting the growth of Chinese language learning across high schools in the U.S. Japanese AP® courses rank second among LCTLs (21%), while the remaining LCTLs range from 2% to 10%: Arabic stands at approximately 2.5%, Russian at 6% and Hindi at 10%.

Table 7.*
Advanced Placement/International Baccalaureate
(Percent of High Schools Reporting)

Language	# of high schools reporting	Advanced Placement	%	International Baccalaureate	%
Arabic	161	4	2.48%	6	3.73%
ASL	621	14	2.25%	3	0.48%
Chinese	1145	260	22.71%	59	5.15%
French	3740	1141	30.51%	198	5.29%
German	1549	332	21.43%	66	4.26%
Greek	130	4	3.08%	0	0.00%
Hindi	19	2	10.53%	2	10.53%
Japanese	433	86	19.86%	24	5.54%
Korean	43	2	4.65%	2	4.65%
Latin	1514	511	33.75%	49	3.24%
Portuguese	37	1	2.70%	1	2.70%
Russian	148	9	6.08%	4	2.70%
Spanish	8178	2166	26.49%	246	3.01%
Turkish	27	1	3.70%	0	0.00%
Other	589	94	15.96%	10	1.70%

The growing interest in gaining Chinese proficiency is reflected in the number of schools that conduct assessment of students' proficiency (17% of reported Chinese offering schools); higher than Spanish (15%), which has the highest enrollments of all foreign languages taught in the U.S.

Apart from Latin and among languages with higher enrollments, only French proficiency tests are conducted in more schools than Chinese.

Table 8.
Instruments Used to Assess Student Proficiency
(Percent of High Schools Reporting)

Language	# of high schools reporting	Assess Student Proficiency	%	Name of Instruments Used to Assess Student Proficiency
Arabic	161	16	9.94%	IB
ASL	621	35	5.64%	ASLPI, ASLTA, IPA, STAMP, WIDA
Chinese	1145	197	17.21%	AP, AAPPL, ACTFL, HSK, IB, STAMP, YCT
French	3740	739	19.76%	AP, AAPPL, ACTFL, AATF, IB, National French Exam (La Grand-Concours)
German	1549	256	16.53%	AAPPL, AATG, AP, ACTFL, National German Exam, IB
Greek	130	29	22.31%	National Greek Exam
Hindi	19	1	5.26%	AP/IB tests
Japanese	433	49	11.32%	ACTFL, AP, National Japanese Exam, IB
Latin	1514	516	34.08%	ACL, ACTFL, ALIRA, AP, National Latin Exam, IB
Portuguese	37	5	13.51%	AATSP, ACTFL, National Portuguese Exam, Rosetta Stone (online)
Russian	148	14	9.46%	AP Prototype, Seal of Biliteracy, National Russian Exam, Rosetta Stone (online), Russian Olympiad
Spanish	8178	1184	14.48%	AP, AAPPL, AATSP, ACTFL, WIDA, IB, CLEP, National Spanish Exam, STAMP

Data over the last four decades indicate that language enrollments as a percentage of overall student enrollments have been constant, with little expansion outside of the increase in overall enrollments. Our data show that there is program growth, but we do not have overall program expansion statistics to state whether this expansion is extraordinary. Our data indicated in a unique manner the net growth in high school programs across almost all languages. High schools offering foreign languages indicated their anticipated program offerings over two subsequent school years, explaining whether they intend to add or discontinue a language program. Portuguese emerged as one of the languages where schools expected the most growth with a new change of 27%, followed by Korean and Persian (12% and 10%, respectively).

Anticipated Change in High School Foreign Language Programs

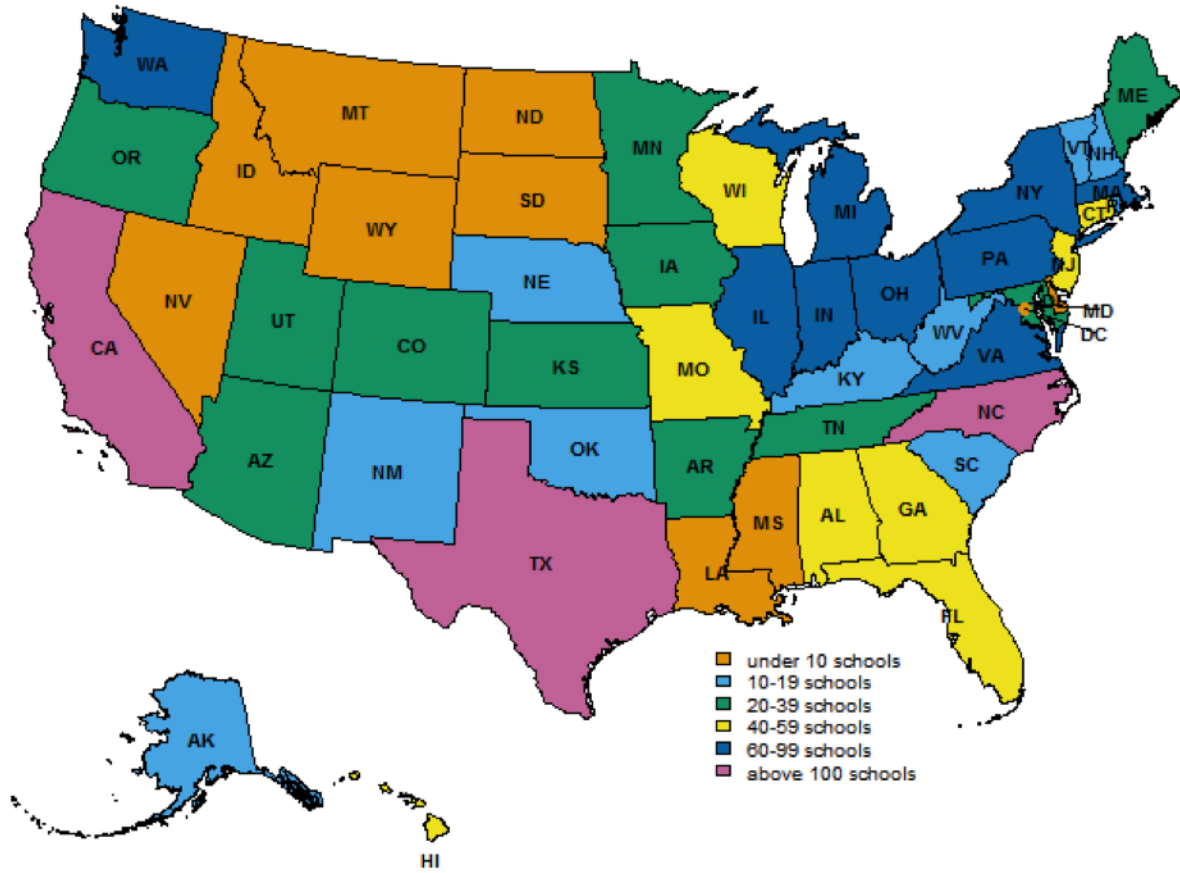
Table 9.
Anticipated Change in Language Courses Offered
(Percent of High Schools Reporting)

Language	# of high schools reporting	Add	Discontinue	Number Change	% Change
Arabic	161	26	12	14	8.70%
ASL	621	63	30	33	5.31%
Chinese	1145	101	62	39	3.41%
French	3740	115	162	-47	-1.26%
German	1549	76	81	-5	-0.32%
Greek	130	15	11	4	3.08%
Hindi	19	5	3	2	10.53%
Japanese	433	34	37	-3	-0.69%
Korean	43	9	4	5	11.63%
Latin	1514	50	60	-10	-0.66%
Persian	10	3	2	1	10.00%
Portuguese	37	13	3	10	27.03%
Russian	148	18	14	4	2.70%
Spanish	8178	65	70	-5	-0.06%
Swahili	4	2	2	0	0.00%
Tajik	2	2	2	0	0.00%
Turkish	27	3	3	0	0.00%
Turkmen	1	2	1	1	100.00%
Urdu	3	1	1	0	0.00%
Yoruba	2	1	0	1	50.00%
Other	589	70	19	51	8.66%

Distribution of LCTL Schools by State

Through the high school census, of the 10,881 schools in the U.S. secondary school system that responded, 2,066 schools (19%) reported offering LCTLs around the country, employing 1,102 full- and part-time teachers with reported enrollment of about 76,418 students. The majority of these schools (79.28%) taught these languages through academic courses. Most states had fewer than 100 schools offering less commonly taught languages. Only three states had over 100 schools offering LCTLs: California, Texas, and North Carolina (see Figure 1. Distribution of LCTL Schools by State).

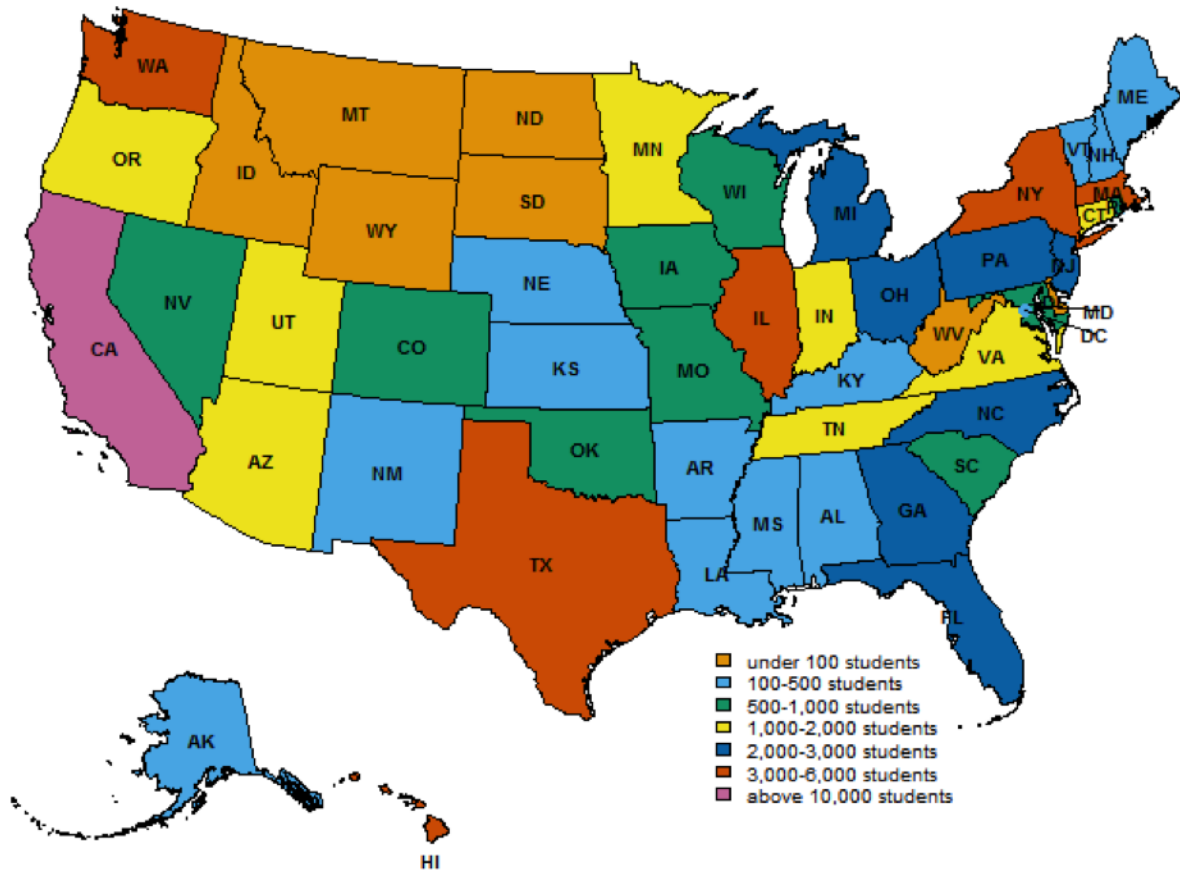
Figure 1. Distribution of LCTL Schools by State



*Data Reported In High School Survey

Students of LCTLs were concentrated on the West Coast, where California is reported to have the most at over 10,000 students. States with 3,000-6,000 students of LCTLs are Washington State, New York, Illinois, Texas, and Massachusetts (see Figure 2. Distribution of LCTL Students by State).

Figure 2. Distribution of LCTL Students by State



*Data Reported In High School Survey

The explosion of Chinese enrollment and in the number of high schools offering Chinese is a dominant feature in the landscape of LCTL education in the U.S. Enrollment in Chinese classes has grown to the largest proportion of all students enrolled in Flagship languages (Arabic, Chinese, Hindi/Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish), accounting for 80% of total number of high school students enrolled in these languages in the U.S.

Up to 72% of high schools reported offering courses or online instruction in Chinese. Arabic and Russian are the second and third most offered Flagship languages by high schools (10% and 9%) and also have the second largest enrollments (6% each).

Figure 3. Distribution of Schools Offering LCTLs

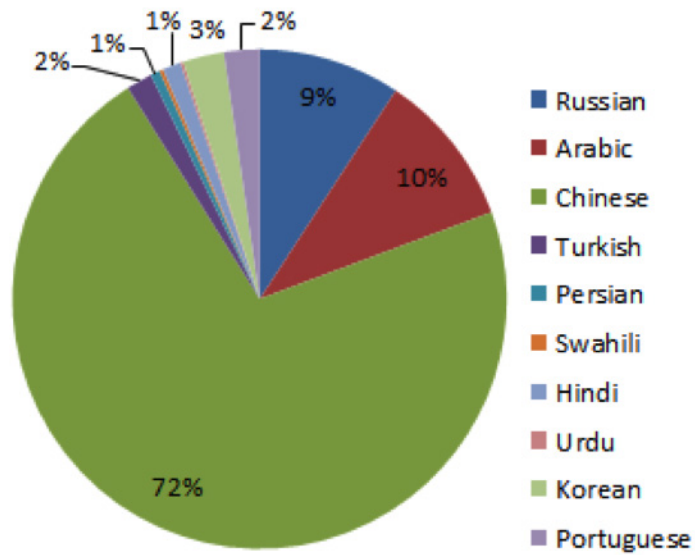
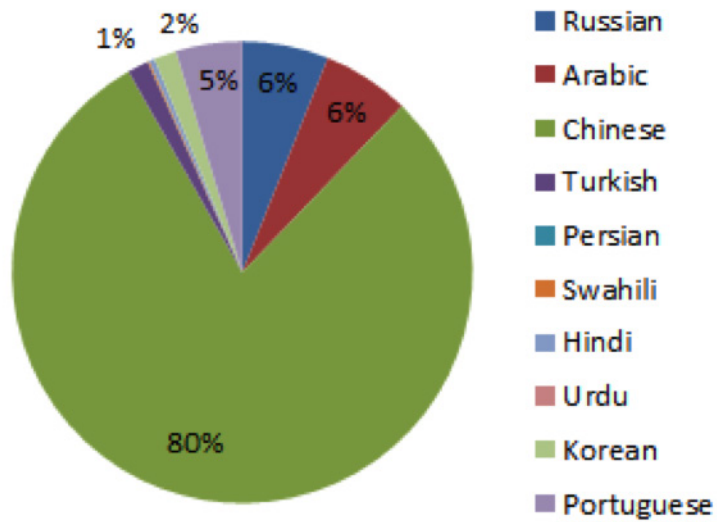


Figure 4. Distribution of Enrollment in LCTLs



Arabic:

As many as 3,740 students were reported to be enrolled in Arabic classes in 161 high schools in 31 states with up to 108 full- and part-time teachers of Arabic. Only five states were identified as having more than ten schools offering Arabic classes. The highest concentration of U.S. schools offering Arabic classes are in North Carolina (16 schools), followed by Virginia, New York, Minnesota, and Texas. The majority of schools reported that they offered Arabic through academic classes (85%).

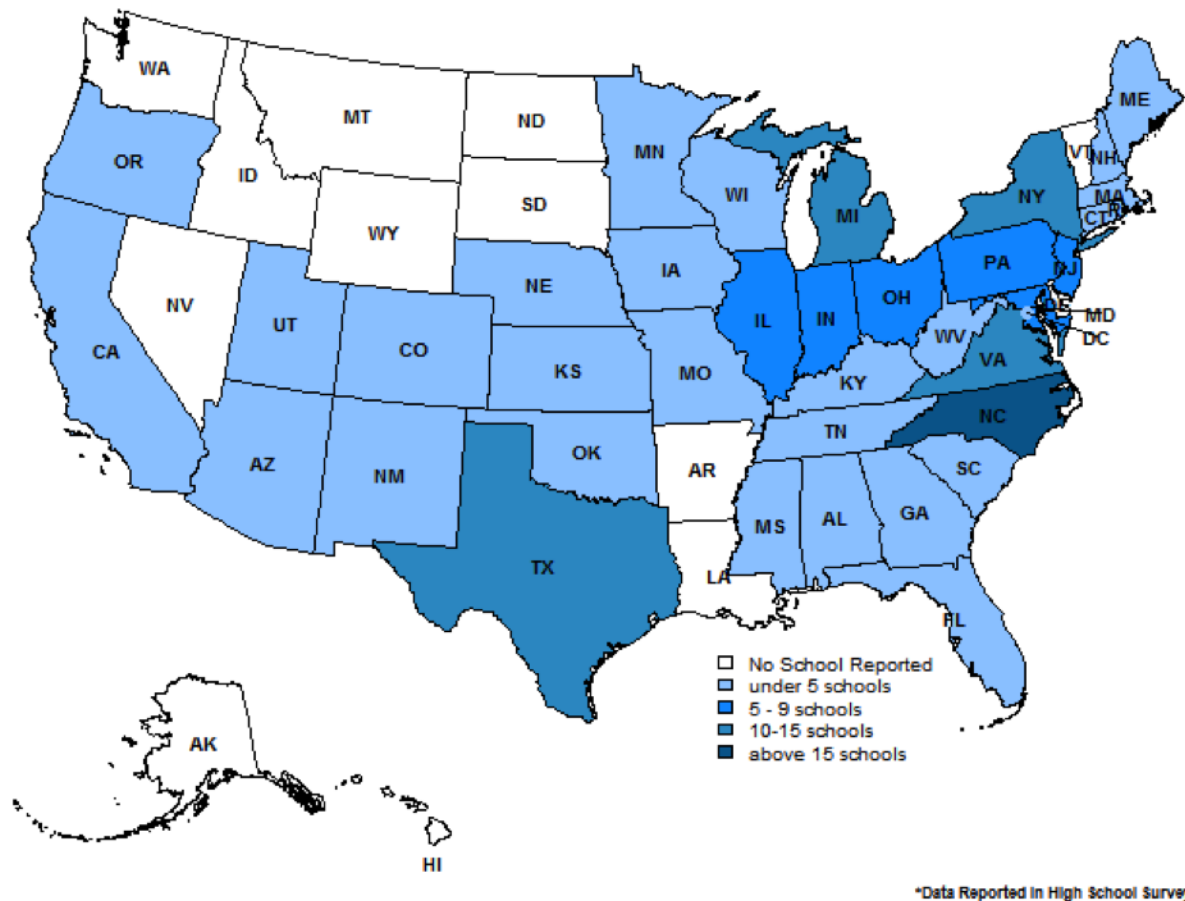
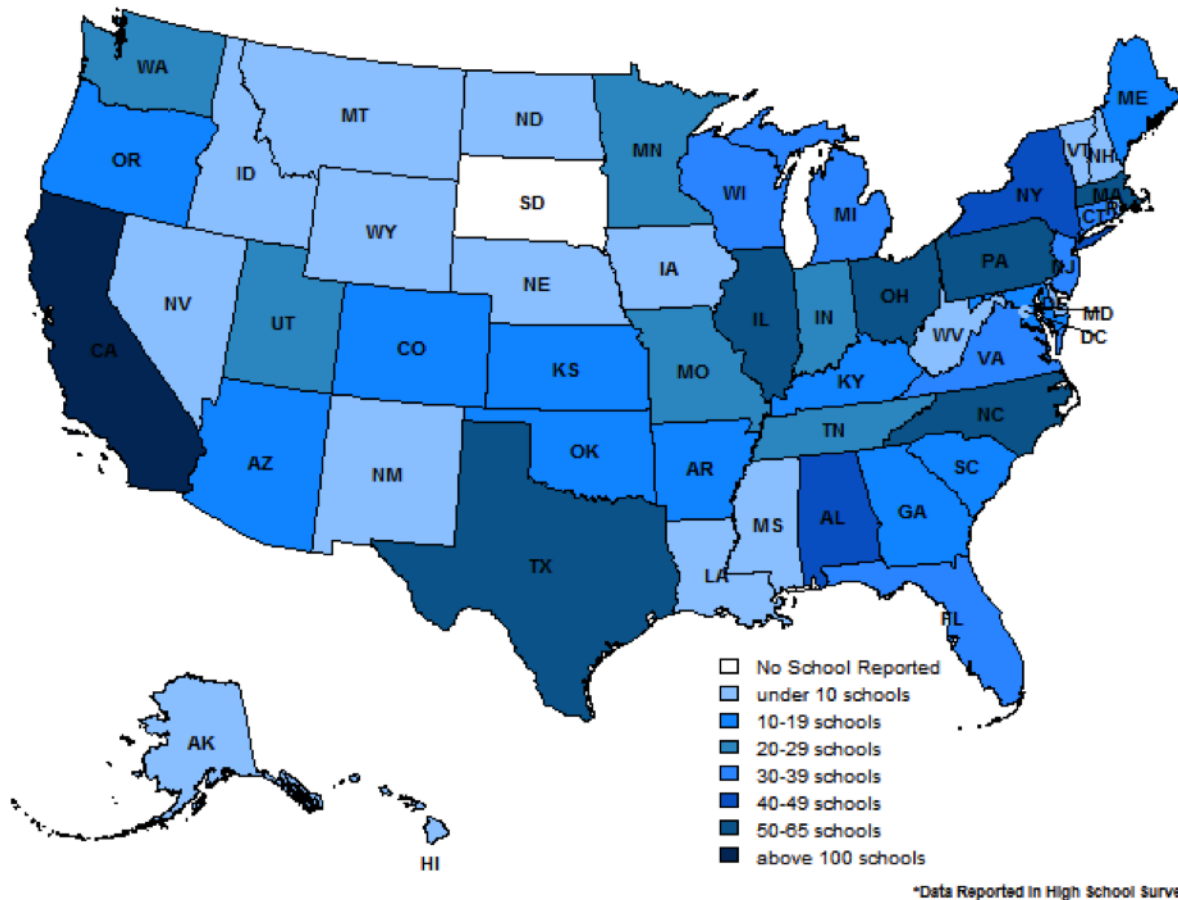


Figure 5. Distribution of Schools Offering Arabic by State

Chinese:

The results of the survey indicate that Chinese language instruction is widespread within school systems in 49 states, (except for South Dakota) and the District of Columbia. We identified approximately 1,145 schools and school districts offering Chinese classes, with a reported enrollment of over 46,735 students.

Figure 6. Distribution of Schools Offering Chinese by State



Approximately 22% of high schools surveyed reported that they offer Advanced Placement (AP) Chinese Language and Culture classes and 5% of high schools surveyed report that they offer International Baccalaureate (IB) courses. According to the survey result, 935 full- and part-time teachers of Chinese—of whom 70% are full-time and 30% are part-time—are currently engaged in high school systems across the country. The majority of schools reporting (76%) offer between one to four levels of Chinese, and another 24% offer level four or above (893 schools responded to this question).

About 86 percent of surveyed high schools taught Chinese through academic courses, and 8% of them claimed the Chinese was also taught through summer classes, after-school classes, or Saturday classes (please note that schools might teach languages through different type of classes at the same time).

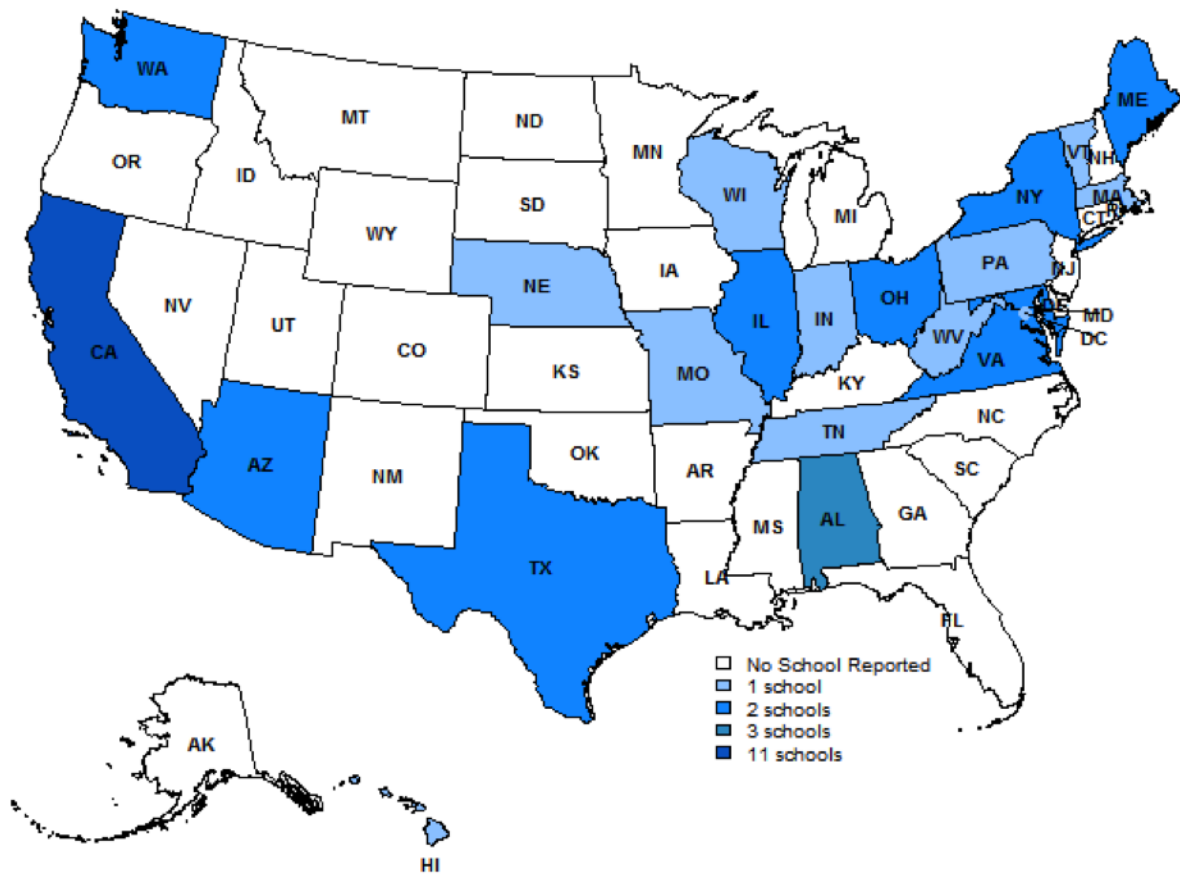
About 67% of reported high schools offered Chinese in traditional classroom settings, and nearly a quarter (22%) offered Chinese online programs. Approximately 98% of high schools reported that they offered Chinese in collaboration with another local high school, 21% with a community college, and 6% with a university campus.

The West Coast held the highest concentration of schools and students, primarily in California, where we were able to identify 108 (9.4%) schools offering Chinese instruction and 16.8% of total student enrollments.

Korean:

In 48 schools across 17 states, 3,700 students are enrolled in Korean language classes. Slightly less than half of these schools (23 schools or 48%) are located in California. With the exception of New York, where we identified four programs, all other states have one or two schools. There are a reported total of 39 full- and part-time teachers. The vast majority of these schools (76%) offer year-round classes, and about one-third of the schools offer up to four levels of Korean.

Figure 7. Distribution of Schools Offering Korean by State

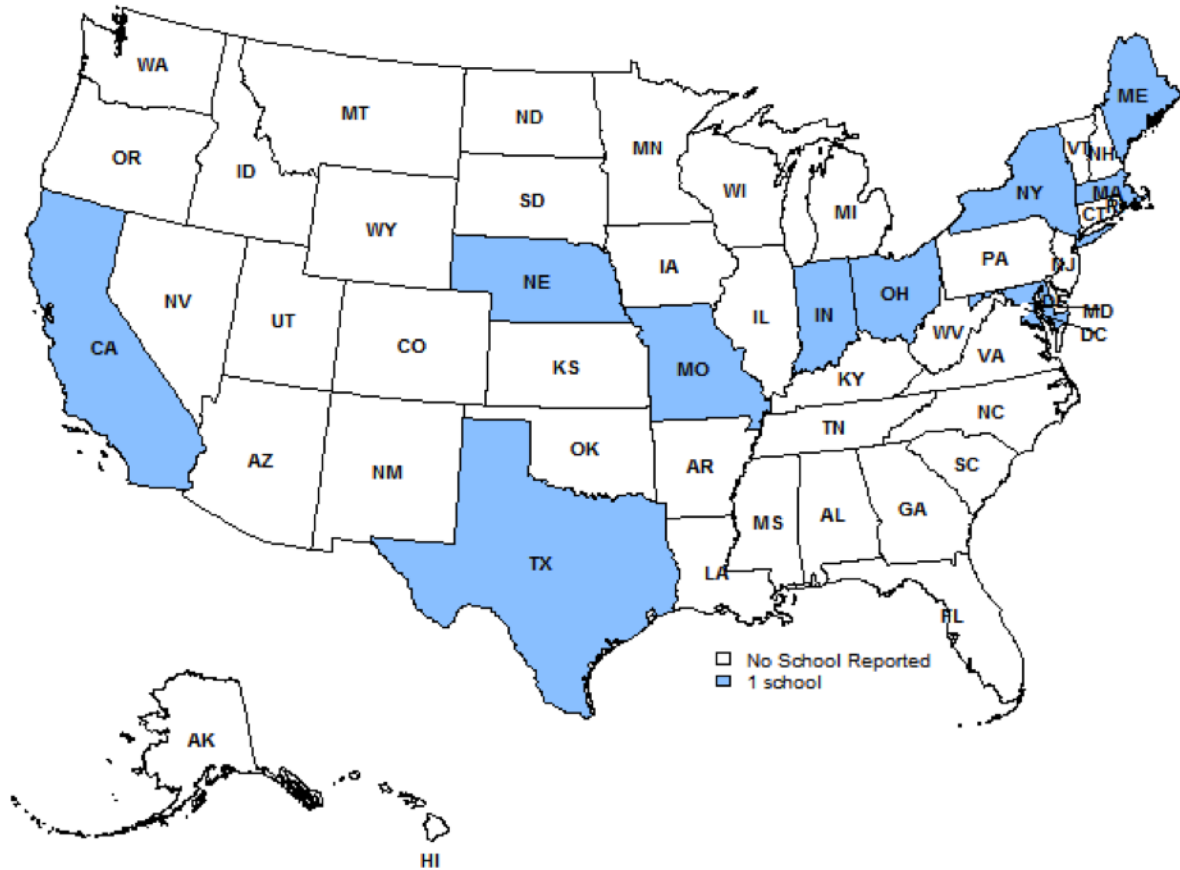


*Data Reported In High School Survey

Persian:

We located 118 students of Persian in eight states and 13 schools. New York and California had three schools each; the remaining states reported only one program. About two-thirds of these schools reported that they offer after-school and Saturday classes, while approximately 30% reported that they offered year-round classes. Most of these schools offered two years and two levels of Persian.

Figure 8. Distribution of Schools Offering Persian by State

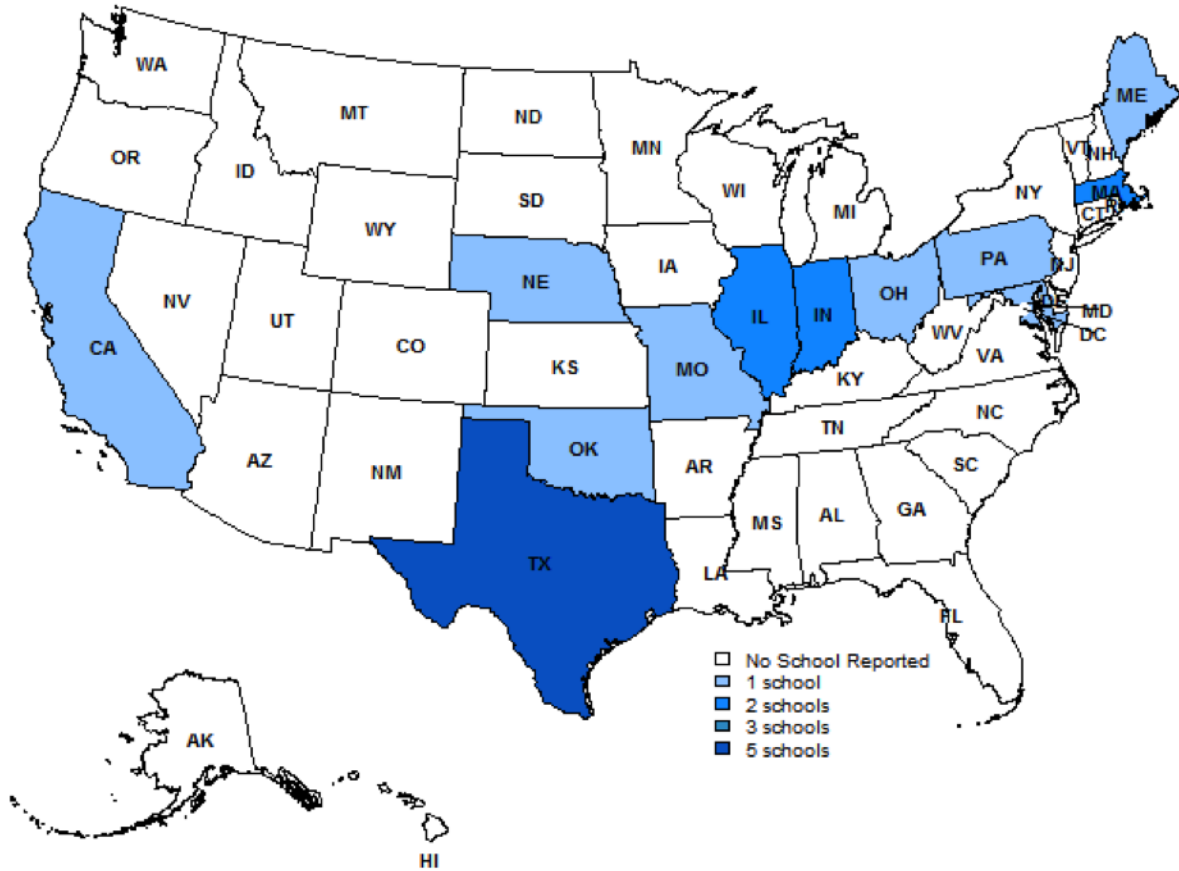


*Data Reported In High School Survey

Hindi:

Nineteen high schools reported offering Hindi, with a total enrollment of 219, located in Texas, Massachusetts and Illinois. About half of these schools reported that they offer online and online/face-to-face classes, and only about 50% offered year-round classes.

Figure 9. Distribution of Schools Offering Hindi by State

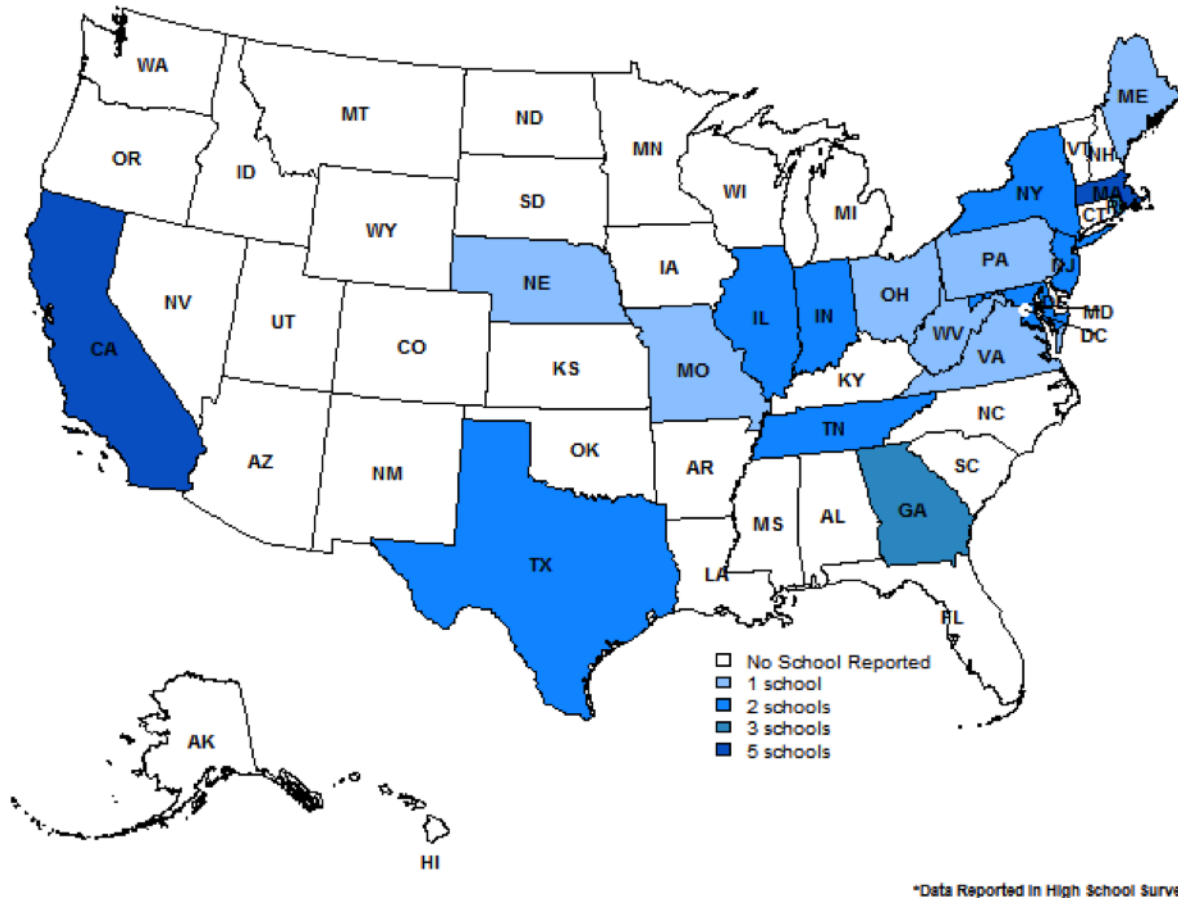


*Data Reported in High School Survey

Portuguese:

Thirty-seven high schools reported offering Portuguese with a total enrollment of 2,727, located in California, Massachusetts, Rhode Island, New Jersey, Georgia, and Maryland. About 56% these schools reported that they offer year-round classes, half of which are through traditional classroom instruction and 30% through online courses.

Figure 10. Distribution of Schools Offering Portuguese by State

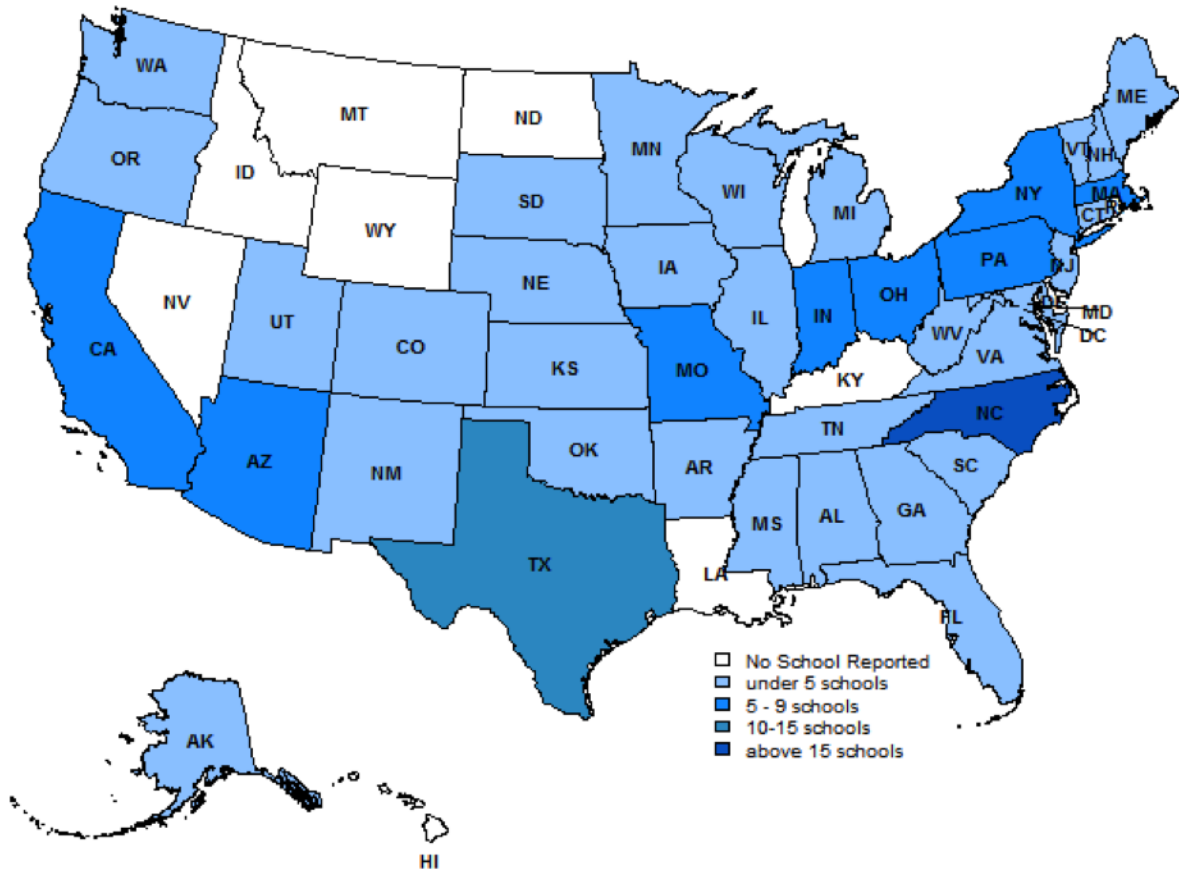


Russian:

The survey result shows that 3,526 students are enrolled in Russian classes throughout the reporting high schools, with up to 41 full- and 33 part-time Russian teachers. We identified about 148 schools offering Russian in 41 states. Only a small number of these schools offer Advanced Placement courses (9), or IB courses (4).

Of these, 94 high schools offering Russian reported levels, which tended to offer up to four levels of Russian. A majority (67%) of high schools taught Russian through academic courses. Nearly half (43%) offered through traditional classrooms, while a quarter also reported they offered an online Russian program. The highest number of Russian students is reported to be in New York (1,108 students). North Carolina has the highest number of schools teaching Russian.

Figure 11. Distribution of Schools Offering Russian by State

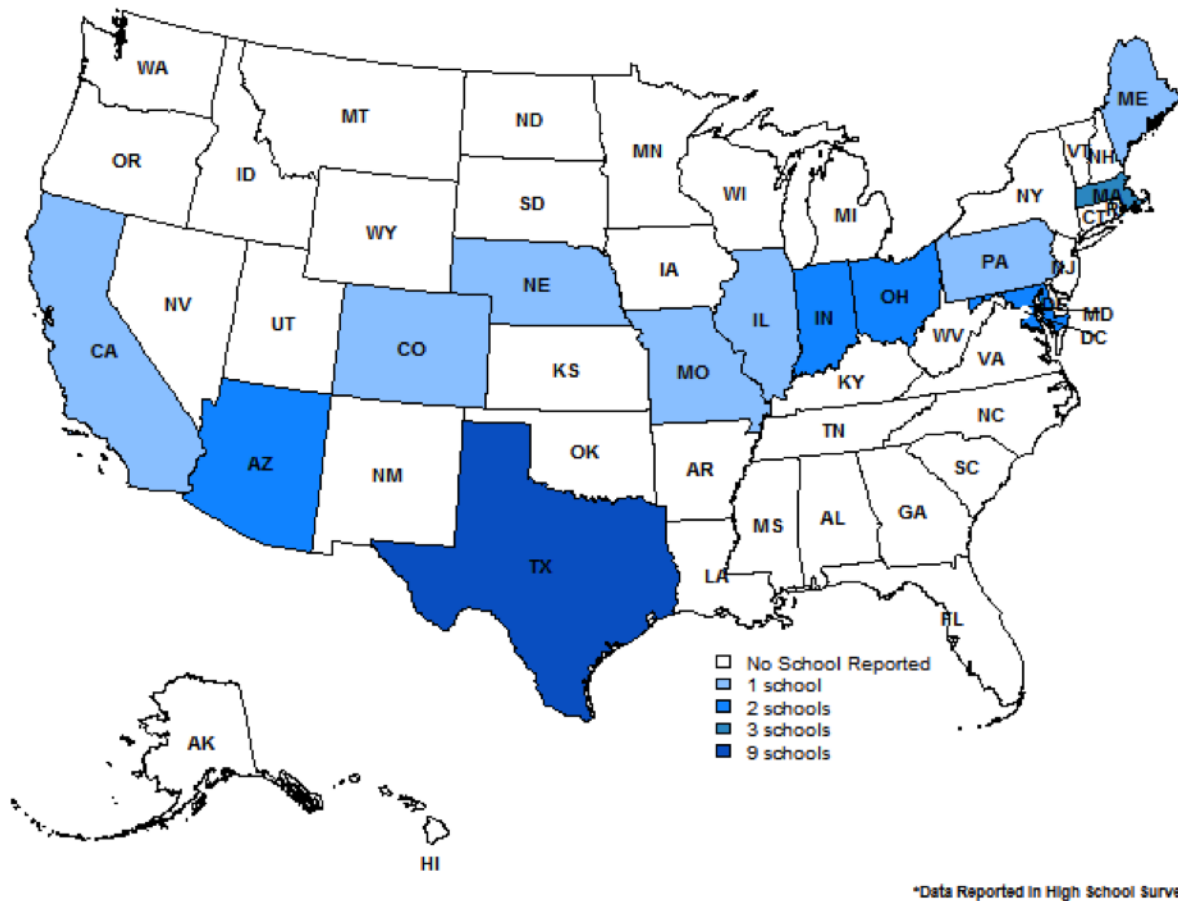


*Data Reported In High School Survey

Turkish:

We identified 16 schools in 11 states that offer Turkish language classes, with 600 total students. Most of these students are located in Ohio, with 47% of students, and California with 25%, and where we have two and three schools, respectively.

Figure 12. Distribution of Schools Offering Turkish by State



What Informs U.S. High Schools' Decisions on Offering Foreign Languages?

A number of issues inform schools' decisions about offering foreign languages and the choice of which languages to offer. Feedback from administrators of high schools around the U.S. centered on the following issues:

Different Enrollment From One Year to Next:

Administrators struggle to open and maintain the requirements for classes in world or foreign languages due to the fluctuating enrollments in the short term. Different levels of enrollment from one year to the next make it increasingly difficult for administrators to ensure that each class has the minimum number of students, which adversely impacts their ability to hire and retain teachers. In such cases, schools tend to use web-based programs, which allow them to offer these languages without the higher investment of resources for classes and teachers. These programs would have otherwise been cancelled.

A high school administrator explained that “student enrollment is much greater in years one and two and diminishes with three while dropping significantly in the fourth year,” which in turn influences planning and allocation of resources to address this pattern of enrollment. Often, schools with varying enrollment from one year to the next offer languages only when they have an appropriate number of students that request the language, assuming they have teachers.

Resources/Funding:

One of the recurrent issues among all schools is the availability of funding for foreign language classes. This is particularly problematic when they have competing priorities for the use of their resources. More often than not, resources are primarily allocated to meet federal and state requirements (such as historically No Child Left Behind and currently Common Core requirements). Meeting these standards in the associated subjects takes precedence over foreign language learning as one administrator adds, “understanding the benefits of language acquisition seems to be lost in the fervor of teaching to the test.”

Smaller private or parochial schools also cite limited resources. Current budget limitations are also forcing administrators to make choices about which languages they can continue, if any. Retrenchment occurs when schools cannot provide enough teaching units to provide the desired instruction. Schools across the country are struggling with pressures of budget constraints and limited resources. An administrator expressed that having “a very small school and budget plays a role.”

School Size:

Administrators at smaller schools indicate that the small number of students render it too costly to offer any foreign language classes, as they more often than not fail to meet the required minimum number of students to open classes.

Administrators explain that, even when they are interested in offering one or more foreign languages, the size of their schools imposes limits on their capacity to build or sustain such programs.

In recognition of the limited resources they have at their school, yet keen to offer foreign language, many schools are using online courses to allow their students to access foreign language learning. This is more evident in the rural/urban divide as expressed by school administrator in a rural area: “We are a small rural school and can’t get/keep a foreign language teacher, especially since we only need one [teacher] part-time. We do offer online dual-credit foreign language classes for those who want to pay, but it isn’t a graduation requirement.”

In another case, a small parochial school addressed its ability to offer foreign languages by teaching “five languages K-12. We have just begun a rotating program of a different language every nine weeks in third through eighth grade.”

Difficulty in Finding Teachers and Teacher Retention:

The ability to find and retain foreign language teachers, especially those qualified to teach less commonly taught languages, is difficult for high schools, particularly those in smaller towns and rural areas.

Schools report that they just offer French and Spanish but are open to others—if they had teachers. Another administrator adds that, “it is difficult finding certified teachers to teach the course.”

Often teachers are called out of retirement. “We have difficulty finding a teacher. Right now, we have a part time retired teacher teaching Spanish because we could not find someone who is dual certified,” another administrator reported.

In other cases, teachers have multiple assignments where “part-time [language] teachers are full time-teachers but teach a foreign language part-time and another subject the other time.” Lack of funding further exacerbates the problem as in some cases; schools cannot hire language teachers even when they can identify them. “We lost 1.5 teachers in our department due to budget cuts in the past two years,” adds a foreign language coordinator.

Limited or Lack of Demand/Interest by Students:

Limited demand leads to cancellation of classes. As students' interest moves to other subjects and languages, schools restructure their foreign language programs. As students have to meet requirements and then choose electives, often there is not time in the schedule for language courses, particularly when languages are not a priority or a primary interest for students.

Perceptions of Utility of Language:

Schools explained that, for less commonly taught languages, enrollments are informed by the perceived contribution of this language skill in helping students become more competitive to potential employers. Thus, many students opt for Spanish and French, and increasingly Chinese, as their perception of the potential value of these languages is high. This makes it more challenging for schools to enroll students and maintain a sustained level of interest and demand over time. An administrator adds that, "it also makes it difficult for them [students] to see the value in learning another language."

The Emergence and Growth of the Virtual High School

As high schools have to work in a more resource scarce environment, with a shortage of certified teachers and having to meet competing demands for resources while meeting state and federal requirements, they have to resort to non-traditional methods to meet students' needs and interest in foreign language education.

The emergence of the "virtual high school" in a number of states has been adopted as a solution to "do more with less." These virtual high schools are a venue that allows schools to afford any of its students to enroll in courses that may not necessarily be offered in a traditional classroom. More and more subjects are now offered through the virtual high schools such as core curricula, electives, and advanced placement courses. Foreign languages have become another in a long list of subjects that students can register for in virtual high schools. A number of states have been developing such virtual high schools over the last decade; these are growing in importance and coming to the forefront of high school teaching in many subjects. States that have developed such systems include Virtual Virginia, Florida Virtual School, Georgia Virtual School, Virtual Arkansas, Texas Virtual High School, State of Alabama Access Learning Center, Michigan Virtual High School, South Dakota Virtual High School, Montana Digital Academy, and North Dakota Center for Distance Education.

Students can enroll in a wide variety of language classes through virtual high schools, often giving them access to resources otherwise not available through their own schools. Adopting advances in technology in the field of education has enabled school systems (districts and state) to reach out to students across physical boundaries through these online courses. This approach allows students in large schools to register for what might have been a low enrollment course in their schools. It also allows school systems to reach out to underserved and rural areas. Such use of resources also addresses the lack of qualified or certified teachers in local areas by allowing students across districts to participate in these virtual classes, where instruction is led by a teacher, compared to online learning only. Courses are often a hybrid of teacher-led courses, online courses, and—in some cases—also paper courses.

In addition, private enterprises and nonprofit organizations offer comparable systems such as "The Virtual High School," run by a nonprofit organization that offers a wide range of web-based blended courses in mathematics, science, and arts to students around the country to supplement traditional classrooms.

Other examples include the Indiana Online Academy, Vermont High School Collaborative, and Vermont Virtual Learning Cooperative—also a nonprofit effort in K-12 online education. Such systems allow students across the state to register (through their schools), choosing from a larger menu of courses. The students may be located anywhere in the state and, provided they have Internet access, they can participate in the course at any time. This option provides flexibility in scheduling and wider course choices taught by qualified teachers that would otherwise not have been available through the public schools.

Other fee-for-service options used by high schools to provide foreign language courses to their high school students are vendors such as ODYSSEYWARE® that provide online curricula and e-learning platforms for public, virtual, charter, and alternative schools. These vendors offer courses in core curricula and also foreign languages. Another example is Apex Learning. This option has been used by high schools to enroll their students in language classes for the cost of the registration only, without having to invest in the physical infrastructure at school or costs associated with recruiting and retaining qualified and certified teachers.

Primary Language Education (K-8)

The data collected primarily include information from schools with K-8 language programs. However, some schools included in the study currently offer language only at the 9-12 level.

K-8 Language Programs Offered by State:

Responses were analyzed by state and languages offered. Table 10. shows the number of responding programs by state that offer language in grades K-8.

State	Ancient Greek	Arabic	ASL	Bengali	Chinese	French	German	Greek	Hawaiian	Hebrew	Italian	Japanese	Korean	Latin	Persian	Russian	Spanish	Turkish	Total
AZ	-	-	-	-	-	1	-	-	-	-	1	-	-	1	-	-	3	-	3
CA	-	-	-	-	4	7	2	1	-	-	2	2	-	2	-	-	15	-	17
CO	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	2	-	2
CT	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	1	-	1
DC	-	-	-	-	1	3	-	-	-	-	-	-	-	3	-	-	3	-	3
DE	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	1	-	1
FL	-	-	-	-	2	3	-	-	-	-	-	1	-	1	-	-	3	-	3
GA	-	-	-	-	1	2	1	-	-	1	-	-	-	1	-	-	4	-	5
HI	-	-	-	-	1	1	-	-	1	-	-	2	-	-	-	-	4	-	4
IA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
IL	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	2	-	2
IN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
KY	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
LA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
MA	-	-	-	-	-	2	1	-	-	-	-	-	-	1	-	-	1	-	3
MD	-	-	1	-	-	3	2	1	-	1	2	-	1	1	-	-	4	-	6
ME	1	1	-	-	2	3	1	-	-	-	-	-	-	2	-	-	3	-	3
MI	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	2	-	2
MN	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	3	-	3
MO	-	-	-	-	1	1	1	1	-	-	-	-	-	1	-	1	1	-	1
MS	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	2
NC	-	-	-	-	2	3	-	-	-	-	-	-	-	-	-	-	7	-	7
NJ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
NM	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
NY	-	1	-	1	4	8	1	2	-	-	1	2	-	7	1	1	12	1	13
OH	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	-	1
OK	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	4	-	5
OR	-	1	1	-	3	2	2	-	-	-	-	2	-	-	-	-	7	-	8
PA	-	-	-	-	1	2	-	-	-	1	-	-	-	2	-	-	2	-	2
SC	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	2	-	2
TN	-	-	-	-	-	1	-	1	-	-	-	-	-	2	-	-	2	-	3
TX	-	-	1	-	2	1	1	-	-	-	-	1	-	2	-	-	8	-	9

UT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
VA	-	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	2	-	2
WI	-	-	-	-	1	5	2	-	-	-	-	-	-	-	-	-	-	9	-	9
WY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Total	1	4	3	1	34	57	15	6	1	3	6	11	1	32	1	2	112	1	130	

As Table 10. indicates, responding schools from 35 states and the District of Columbia that offer instruction at the K-8 level provided information on language offerings at the K-8 level.

Consistent with information from previous surveys, the most commonly taught language in schools responding to this survey is Spanish (N=112), trailed by French (N=57). Chinese (N=34) and Latin (N=32) were the next most common, which is consistent with K-8 results from CAL's 2008 survey entitled, Foreign Language Teaching in U.S. Schools: Results of a National Survey. There was a large difference between the number of programs offering Chinese and Latin and the next most commonly taught languages, German (N=15) and Japanese (N=11). Sixteen schools (11%), not listed in Table. 2, responded and indicated that they do not currently teach a foreign language.

Languages Offered by Grade Level:

After asking about the schools overall, the survey asked for information pertaining to each language. Some schools indicated that they taught a language, but then did not provide any additional information about that specific language program, hence a discrepancy in the total number of languages taught as reported in Tables 2. and 3., and the total number of language taught, as reported in the following tables.

Table 11. shows the languages offered by grade level. Note that this table includes languages taught at all grade levels, including K-8 schools, K-12 schools, and 9-12 schools. Some responding schools, while offering instruction to a range of grades including K-8, did not list specific languages to those grade bands. For example, a school included the note "Exploratory" as the language, meaning that they provide an introduction to a variety of languages through the Foreign Language Exploratory/Experience approach.

Table 11. Languages Offered by Grade Level

Table 11. Languages Offered by Grade Level																
Language	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	N	
Ancient Greek	-	-	-	-	-	-	-	-	-	-	1	2	2	2	2	
Arabic	2	2	2	2	2	2	2	2	2	2	3	3	3	3	4	
ASL	-	-	-	-	-	-	-	-	-	-	1	1	1	1	1	
Bengali	-	-	1	1	1	1	1	1	-	-	-	-	-	-	1	
Chinese	2	7	8	8	7	9	11	14	18	18	15	14	14	14	26	
Exploratory	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	
French	3	9	9	11	11	12	16	24	36	38	27	26	28	26	48	
German	-	2	2	2	2	3	3	5	7	8	5	4	6	7	13	
Greek	1	1	1	1	1	1	1	1	1	1	3	4	5	5	5	
Hebrew	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Italian	-	-	-	-	-	-	1	2	3	4	5	5	5	5	7	
Japanese	-	-	1	1	1	1	1	4	5	6	5	4	4	4	9	
Korean	-	1	1	1	1	1	1	-	1	1	1	1	1	1	1	
Latin	-	-	-	-	3	5	8	15	22	23	20	17	17	16	26	
Persian (Farsi)	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	

Russian	-	-	-	-	-	-	-	-	-	-	1	1	2	2	2	2
Spanish	15	38	47	50	51	53	57	58	63	70	40	40	42	39	103	
Turkish	-	-	-	-	-	-	-	-	-	-	1	1	1	1	1	
Total	23	62	75	80	83	91	105	130	161	176	131	127	134	129	253	

Note: N indicates the total number of schools that offer the language and provided grade level data; N does not match the raw total because schools frequently offer the same language across grade levels.

Consistent with the results shown by state, Spanish remains the most frequently taught language, followed by French, Chinese, and Latin. Table 11. also provides information on which languages are taught each grade level, which is important information for the Flagship program. For example, although only one school in the sample offers Persian, it is offered at this school beginning in first grade. Similarly, Korean is only taught at one school, but beginning in kindergarten with a break in sixth grade.

This table and the specific information from schools will help the Flagship program identify schools that teach specific Flagship languages, and at which grade levels instruction begins. The data is also useful for viewing which schools begin instruction in any language early in order to maximize students' language-learning potential.

Student Enrollment:

Determining enrollment is a challenging task, and is even more challenging when the respondent may not know the exact numbers of students enrolled on a given day, as described in the methodology section. This question was open-ended, and some respondents provided a range, rather than an exact figure. In those cases, the middle of the range was used to facilitate analysis. Responses were then coded into ranges. Table 12. shows the number of students enrolled in each language in programs that include Grades K-8.

Tables 12. and 13. provide more enrollment detail by grade levels. Because the focus of this survey was intended to be Grades K-8, enrollment is also reported based on whether the language is offered to a range of grades that includes K-8, or only to Grades 9-12.

Language	1-20	21-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-500	501-600	601-700	701-800	1000	1100	Total
Programs																
Arabic	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	2
Bengali	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Chinese	2	4	5	4	1	-	-	2	-	1	-	-	-	-	-	19
Exploratory	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
French	4	6	9	4	5	-	3	2	-	1	-	-	-	-	-	34
German	1	3	2	1	1	-	-	-	-	-	-	-	-	-	-	8
Greek	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Hebrew	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	2
Italian	1	1	-	2	-	-	-	-	-	-	-	-	-	-	-	4
Japanese	2	2	1	-	-	-	1	-	-	-	-	-	-	-	-	6
Korean	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Latin	2	6	8	2	3	-	1	-	-	-	-	-	-	-	-	22
Persian (Farsi)	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1
Spanish	2	4	15	12	16	1	10	8	2	8	2	1	3	1	1	86
Turkish	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Total	15	29	42	27	26	1	15	12	3	11	2	1	3	1	1	189

As Table 13. shows, the majority (60%) of language programs offered at the K-8 level include 150 or fewer students, with 15 of these offered to 20 or fewer students. The eight largest programs, with 500 or more students, all taught Spanish. The two responding Hebrew programs also had very high enrollment; these were both private religious schools.

Language	1-20	21-50	51-100	101-150	151-200	301-350	351-400	Total
Ancient Greek	1	1	-	-	-	-	-	2
Arabic	1	-	-	-	-	-	-	1
ASL	-	1	-	-	-	-	-	1
Chinese	2	-	1	-	-	-	-	3
French	3	3	3	-	-	-	-	9
German	3	-	-	-	-	-	-	3
Greek	4	-	-	-	-	-	-	4
Italian	3	-	-	-	-	-	-	3
Japanese	1	-	-	-	-	-	-	1
Latin	1	-	-	-	-	-	-	1
Russian	1	-	-	-	-	-	-	1
Spanish	3	3	2	1	1	-	1	11
Total	23	8	6	1	1	0	1	40

Table 13. shows that the number of students studying languages in Grade 9-12 schools is not as large as those in the lower grades, and that a much greater proportion of languages are offered to 20 or fewer students; 8% of the K-8 schools offer language classes to 20 or fewer students, while 58% of the Grade 9-12 schools do.

Language Teaching Approaches:

The next part of the survey asked about how languages were taught. Respondents selected from among five choices: hybrid, online, immersion, standard foreign language, and exploratory. The survey described each approach as follows:

- Hybrid (online and face-to-face)
- Online
- Immersion (foreign language, heritage, or two-way immersion; foreign language is used for at least 50% of instruction)
- Standard foreign language (acquire listening, speaking, reading, and writing skills and understanding of other cultures)
- Exploratory (gain general exposure to language and culture)
- Other (please describe)

Table 14. shows the teaching approaches for programs including Grades K-8 responding to the survey.

Table 14.
Type of Instruction Offered by Language Programs Offered at K-8 Level

Language	Hybrid (online and face-to-face)	Online	Immersion	Standard foreign language	Exploratory	N
Arabic	-	-	-	2	-	2
Bengali	-	-	-	-	-	-
Chinese	2	1	4	19	6	21
Exploratory	-	-	-	-	1	1
French	-	1	7	34	13	38
German	-	-	1	8	3	9
Greek	-	-	-	1	-	1
Hebrew	-	-	2	2	-	2
Italian	-	-	-	3	1	4
Japanese	-	1	1	4	1	6
Korean	-	-	-	1	-	1
Latin	-	2	1	24	5	25
Persian (Farsi)	-	-	-	1	-	1
Russian	-	-	-	-	-	-
Spanish	3	5	18	74	29	90
Turkish	-	-	-	1	-	1
Total	5	10	34	174	59	202

As Table 14. shows, a standard approach to foreign language teaching was the most common method across languages taught at the K-8 levels. The second-most common was exploratory, an approach that emphasizes general exposure to the language and culture which, in the 2008 CAL survey data, was also reported by elementary schools as the second most commonly-used approach. In this current survey, immersion programs were the third-most common, followed by online and hybrid models.

The 2008 CAL data showed the same trend: Standard foreign language was also first, used by 50% of elementary schools (referred to as “language focus” in 2008), followed by foreign language exploratory (used at 44% of schools), and the immersion model, used at 6% of elementary schools. (Options for hybrid or online were not given in the 2008 survey.) Table 15. shows the type of instruction offered by the Grade 9-12 language programs.

Table 15.
Type of Instruction Offered by Language - Programs Offered at 9-12 Only

	Hybrid (online and face-to-face)	Online	Immersion	Standard foreign language	Exploratory	N
Ancient Greek	-	-	-	1	1	2
Arabic	-	1	-	1	-	2
ASL	-	-	1	1	-	1
Chinese	-	1	2	3	1	5
French	-	1	2	9	-	10
German	-	2	-	3	-	4
Greek	-	-	-	4	-	4
Italian	-	1	-	2	1	3
Japanese	-	1	1	2	-	3
Latin	-	-	-	1	-	1
Russian	-	-	-	-	1	1
Spanish	-	4	1	12	2	13
Total	0	11	7	39	6	49

As Table 15. demonstrates, none of the Grade 9-12 language programs included hybrid approaches, and the most common teaching method was a standard foreign language approach in a language classroom with face-to-face instruction. The second most common approach was online (22%), then immersion (where students study academic subjects taught in a foreign language at 14%), and exploratory programs (12%) at this level.

It is not relevant to compare the results of Tables 14. and 15., because the Grade 9-12 programs are not the focus of this study. CAL's 2008 secondary school data, in contrast, showed 95% of schools offering standard language classes; 22% offering exploratory; 21% offering Advanced Placement (AP); 15% offering honors; 10% offering language for native speakers; 5% offering literature-only classes; 4% offering "distance learning" (referred to in the current survey as "online"); 3% offering International Baccalaureate; 3% offering conversation classes; and 1% offering subject matter classes in the language. The two data sets, however, cannot be compared because of the different sampling and methodology procedures.

Scheduling of Programs:

The survey also asked schools to indicate when languages are taught. Schools could respond in three ways:

- During the school day
- Summer school
- Before or after school
- On the weekend

Tables 16. and 17. show the responses to this question. No respondents selected "on the weekend," so it is not included in Tables 16. and 17.

Table 16.
When Classes Are Offered by Language - Programs Offering Grades K-8 Only

Language	During the regular school day	Summer school	Before or after school	N
Arabic	2	-	-	2
Bengali	1	-	-	1
Chinese	20	-	2	21
Exploratory	1	-	-	1
French	37	1	3	37
German	8	-	1	9
Greek	1	-	-	1
Hebrew	2	-	-	2
Italian	4	-	-	4
Japanese	4	1	1	6
Korean	1	-	-	1
Latin	23	1	-	24
Persian (Farsi)	1	-	-	1
Russian	1	-	-	1
Spanish	89	9	5	90
Turkish	1	-	-	1
Total	196	12	12	202

Table 17.
When Classes Are Offered by Language - Programs Offering Grades 9-12 Only

Language	During the regular school day	Summer school	Before or after school	N
Ancient Greek	2	-	-	2
Arabic	2	-	-	2
Chinese	5	-	-	5
French	9	-	-	9
German	3	-	-	3
Greek	4	-	-	4
Italian	2	-	1	3
Japanese	3	-	-	3
Latin	1	-	-	1
Russian	1	-	-	1
Spanish	13	1	-	13
ASL	1	-	-	1
Total	46	1	1	47

As Tables 16. and 17. show, the majority of respondents indicated that languages are taught during the regular school day, and that languages are taught in equal proportions during summer school and before and after school. Some programs selected more than one time during which languages were offered.

Collaborations:

The survey asked schools to indicate any collaboration in which their language program participated. Choices included another local school (elementary, middle, or secondary), a private language school, a heritage or religious school, a community college, a four-year university, or any other type of collaboration. Table 18. shows the results by K-8 schools.

Table 18.
Collaborations by Language, Grades K-8

Language	Another local elementary, middle, or high school	Private language school	Heritage or religious school	Community college or university	Other (please describe)	N
Chinese	2	-	-	-	1	3
French	3	-	-	1	-	4
German	1	-	-	1	-	2
Hebrew	-	-	1	-	-	1
Spanish	6	-	1	3	1	11
Total	12	0	2	5	2	21

Note: "Other" included trips abroad (Spanish program) and international exchange students (Chinese program) hosted at the school.

Additions or Expansions to Programs:

Responding schools were also asked if they planned to stop offering languages or add new languages to their offerings.

Table 19.
Projected Program Changes by Language

	Chinese	French	German	Japanese	Latin	Italian	Hebrew	Persian	Total
Add	-	-	-	-	1	1	1	1	4
Expand	1	1	1	1	-	-	-	-	4
Discontinue	-	2	1	-	-	-	-	-	3

Note: "Expand" was not an option for respondents; rather programs that indicated that they were going to "add" a language they already taught were recoded as "expand" rather than "add" to indicate the language itself would not be new.

Table 19. shows that a few schools intend to add languages to their programs, including one Flagship language, Persian. Interestingly, there was no overlap between languages being added—that is, new languages being added to a school—and those being expanded—that is, offering languages already being taught to additional grade levels. The languages being discontinued included only French and German.

The survey asked respondents to indicate what assessments were used, and provided a selection of commonly available ones to choose from. Table 20. shows the assessments, by language, being used at the schools in the study.

Language	ACTFL Oral Proficiency Interview	LAS Links	LinguaFolio	STAMP	No nationally-available instruments used	Other	N
Arabic	1	-	-	-	1	-	2
Bengali	-	-	-	-	1	-	1
Chinese	1	-	-	-	11	1	13
French	4	-	1	1	14	8	26
German	-	-	-	-	4	2	6
Greek	-	-	-	-	-	1	1
Hebrew	-	-	-	-	1	1	2
Italian	-	-	-	-	-	2	2
Japanese	-	-	-	-	3	1	4
Korean	-	-	-	-	1	-	1
Latin	1	-	-	-	7	5	13
Persian (Farsi)	-	-	-	-	1	-	1
Russian	-	-	-	-	1	-	1
Spanish	5	2	1	-	48	10	65
Turkish	-	-	-	-	1	-	1
Total	12	2	2	1	94	31	139

As Table 18. shows, the most common response was “none,” followed by “other,” which included instruments such as those developed by the American Associations of Teachers of French (AATF), German (AATG), and Spanish and Portuguese (AATSP); Avant; locally created assessments; Texas English Language Proficiency Assessment System (TELPAS); DELF (French proficiency tests); Woodcock-Muñoz; Advanced Placement (AP); and National Language exams. In addition, 12 schools reported using the ACTFL OPI.

Language	Yes	No	Total
Ancient Greek	-	2	2
Arabic	-	4	4
ASL	-	1	1
Bengali	-	1	1
Chinese	2	24	26
Exploratory	-	1	1
French	3	43	46
German	1	12	13
Greek	-	5	5
Hebrew	-	2	2
Italian	1	6	7
Japanese	-	9	9
Korean	-	1	1
Latin	-	26	26
Persian (Farsi)	-	1	1
Russian	-	2	2
Spanish	5	98	103
Turkish	-	1	1
Total	12	239	251

Only 12 programs indicated that the IB program was offered in a language; five of these programs were offered at the Grade 9-12 level only and seven were offered in programs including Grades K-8. These programs were offered in Spanish, French, Chinese, German, and Italian.

Implications

The results of the current survey can be used to examine and reflect upon the specific languages and program types taught in a pre-selected sample of K-8 schools. The data can help school districts, state departments of education, researchers, and government agencies do the following:

- (1) identify schools that teach specific languages in order to encourage well-articulated language sequences from elementary through middle and high school and continuing through college;
- (2) select schools for collaboration, in an effort to promote professional development activities, teacher training, and curriculum development;
- (3) identify schools that may be interested in a relationship with a teacher training institution (sponsoring student teachers, mentoring undergraduates, or collaborating in other ways);
- (4) identify schools that could serve as national model programs for their language taught and/or program design;
- (5) identify schools near Flagship universities whose students could be possible candidates for language study at the universities (whether they already study a specific Flagship language or not);
- (6) investigate types of collaboration between K-8 schools and other entities to highlight successful efforts and ways of replicating them at other schools; and
- (7) explore student participation in government-sponsored extracurricular foreign language opportunities and investigate ways of promoting participation.

The survey results show that, despite the increasing availability of online and hybrid teaching approaches, even in these less commonly taught languages (LCTLs), standard face-to-face language teaching approaches are still the norm. Understanding that language teaching is likely to be conducted face-to-face provides important contextualization for future conversations about collaboration as well as for considerations in articulation.

The data on the nationally available assessments being used show that little is being done to document language outcomes at the K-8 level among respondents to this survey. The overwhelming majority of respondents indicated that they do not use any nationally available standardized test to measure outcomes. Of almost equal concern is the number of K-8 programs (N=12) that indicated that they use the ACTFL OPI to measure student outcomes. The ACTFL OPI is not an appropriate instrument for students at these grade levels, and it is difficult to imagine the usefulness of the data gathered from such an instrument. This result shows that language educators still have limited knowledge of appropriate ways to assess what students know and are able to do with language after different K-8 language learning sequences.

Finally, the sheer difficulty of collecting data is noteworthy. With repeated efforts via email and telephone, we were able to obtain a 38% return for K-8 schools and 44.3% for high schools. However, the lack of knowledge about foreign language teaching and learning at the school level was striking, and it suggests that any future studies will require more funding and time to obtain more data and deeper insights about the current status of K-8 foreign language learning.

Discussion

Geographic and Demographic Influence:

The results of this study indicate a significant geographic and demographic influence on language programming in this country, with localities housing heritage and migrant populations being the most active in this regard. These areas include the coasts, the Mexican border, and the Rust Belt with its long history of immigrant settlement.

Enrollment Trends:

There is no clear indication of significant change in numbers of foreign language enrollments and programs at the secondary and tertiary levels. The most recent MLA data indicate a small downward trend: a drop of approximately 6% in

the commonly taught languages. The LCTLs seem to counter this trend, but the numbers are small, relatively speaking, with the exception of Chinese.

The performance of the LCTLs at the senior secondary level is more heartening. Arabic and Chinese enrollments have increased in comparison to the baseline numbers provided for these languages in the 2009 American Councils/NSEP enrollment study of these languages. With fewer programs reporting in 2016 than in 2009, it is more difficult to assess the Hindi, Persian, Russian, Turkish, Swahili, and Urdu enrollment numbers, which appear generally stable, if somewhat fluid in comparison to the high school census for these languages conducted by AC in 2009. In terms of absolute numbers, there is no question that Chinese is up, but from a base of an estimated 120,000 students in 2009.

The picture, however, at the K-8 level is considerably more uncertain, given that there is only a relatively small sample of representative data that in all likelihood does not fully capture current trends, including the proliferation of K-5/6 or K-8 Dual Language Immersion Programs, the Seal of Biliteracy, and Credit for Competencies now introduced in more than half of the states, and parental and school counselor perceptions of the benefits of early learning of a foreign language that can open the door to participation in STARTALK, NSLI-Y, and other exchange programs, as well as an expanded program (NEWL) of Advanced Placement (AP) or IB program at the senior secondary level.

Recommendations

Current data available on language education in the United States, as exemplified by the present study, reveals several major gaps that deserve attention going forward.

- No comprehensive, comparable, and systematic data collection takes place at the state and local level that accurately reflects the overall state of language education at the K-12 level.
- There is little motivation for state and local agencies to comply with requests for data, as no national mandate exists for language education data collection.
- Language learning outside of the education system has an impact on enrollments in schools and colleges and is neither documented nor understood.

Accordingly, we recommend the following:

- An effort should be undertaken to study the feasibility of comprehensive and consistent data collection across the pre-K-12 system.
- A U.S. Department of Education (USED) mandate, parallel to those for STEM, to mandate compliance with language education data collection.
- Documentation of language learning efforts outside the formal education system:
 - in private and public sectors, particularly focused on technology-enabled instruction and practice, and;
 - in heritage communities across the country.

Rationale

The institutionalization of a sustainable effort to support the continued and systematic administration of foreign language enrollment surveys within and outside of the formal education system is critical to policy and planning now and in the future. Without such data, it is impossible for education policymakers to determine where support for foreign language education may be lacking or excessive in the short to medium term. This is particularly relevant for the Language Flagship Program, which is charged with providing high-level language skills in languages critical to the nation's security. Clear information about what the K-12 system is generating in terms of numbers and ability levels can greatly improve and empower forecasting for future Flagship cohorts and contingent planning and programming at the university level and beyond.

In addition, a carefully planned data collection and dissemination system can better align foreign language education throughout the K-16 system. Given the great disparities within the U.S. education system, as well as the nation's clear failure in the past to establish collaboration among decision-makers across the full range of K-16 academic levels of U.S. education, a data-sharing effort would represent a major first step forward in establishing this essential collaboration.

The goal is to mount a comprehensive and longitudinal data collection process that is ongoing and covers all levels of education. Managers and leaders in primary, secondary, and tertiary education would be able to access available data in order to know what programs are in place (which languages, levels, curricular designs, etc.) below and/or above their offerings, as well as the skills and proficiencies that the graduates of these programs attain at each level. Such information would guide evidence-based decisions regarding the need and design of specific programs that respond to beginning as well as continuing language students in each level. In effect, the articulation from elementary through the tertiary level would be controlled by managers at each level on the basis of accurate knowledge of who the students are who enter their system and the expectations of their skills and proficiencies upon departure.

This concept requires a data collection design that mandates the collection of data that are comparable across systems, ensures that each collection point complies, and that the data are made available to educational leadership and administrators and to relevant researchers. Such a system would take time and a strong system of incentives to implement, starting from a first effort at determining what data are currently collected and what comparability exists. Vehicles for establishing such a data collection and dissemination system exist within USED's IES program, although this would not exclude privately funded pilot efforts demonstrating feasibility.

Feasibility

Ultimately, the success of any data collection effort depends on incentivizing resources and enforced mandates. At the state level, as of this writing, 35 states require foreign language for graduation and 4 more permit foreign language as a graduation requirement. Presumably, each of these states is in need of data against which to benchmark progress on policy and plans.

At the federal level, it is puzzling that there is no central source for data on language education in the United States. While the states can mandate data reporting and collection, only the U.S. Department of Education (USED) can do the same across the country. As noted, the success of any data collection effort depends on incentivizing resources and enforced mandates. Given the STEM priorities, a USED mandate for language data would require a new administration or a major tasking from Congress, which perhaps the AAAS Commission on Language Education could request.

American Councils and each of its collaborator organizations are ready to discuss these recommendations and a plan for going forward in order to demonstrate how the survey efforts of all partners can produce standardized and streamlined data comparable across academic levels and over time.

Given the great disparity among and within levels of education in the U.S., as well as the failure in the past to find dialogue and collaboration venues and mechanisms, it is difficult to conceive of a new approach that can be effective now. However, while the AAAS Commission may be helpful in suggesting ways to proceed in creating dialogue, another approach is to rely on the critical theme of data collection.

The goal would be to mount a comprehensive and longitudinal data collection process that covers all levels of education and is ongoing. Managers and leaders in primary, secondary, and tertiary education can access available data and know what programs are in place (which languages, levels, curricular designs, etc.) below and/or above their offerings as well as, ideally, the skills and proficiencies that the graduates attain at each level. Presumably, this information then can guide evidence-based decisions as to the need as well as the design of specific programs that respond to beginning, as well as continuing language students in each level. In effect, the articulation from elementary through the tertiary level would be controlled at each level on the basis of accurate knowledge of who the students are who enter their system and the expectations of their skills and proficiencies upon departure.

To be sure, this concept depends on a data collection design that mandates the collection of data that are comparable across systems, ensures that each collection point complies, and that the data are made available to educational leadership and administrators and to relevant researchers. Such a system would take time to implement, starting from a first attempt at determining what data are currently collected and what comparability exists.

Relevance to Flagship Recruitment and Programming

The K-8 survey results provide a few data points on specific states in which Flagship languages are being taught. Although these programs are limited, information on locations in which Flagship languages are taught may provide important information to inform future Flagship programs in these languages, specifically in Flagship programs with intentions of articulating language learning along the K-16 continuum. Because Flagship programs focus on less commonly taught languages critical to U.S. national security, the existence of even a few programs in specific Flagship languages may be viewed as a boon rather than a shortage.

Appendix 1: Outreach Campaign

American Councils and its partners launched an outreach campaign to reach out to the foreign/world language community to invite participation in the Enrollment Survey. This consisted of the following:

Press Release:

American Councils released an official press release through its newswire distribution service, PRWeb. The release is also featured on the American Councils website here. The press release received 29,384 headline impressions and was delivered to 1,305 media outlets for distribution. The potential audience that viewed the release, after distribution to the media outlets, is 136,021,300.

Website Presence:

American Councils created a landing page for the Comprehensive Survey of Foreign Language Enrollments on its website in order to direct traffic toward the survey and provide detail about the effort. As of March 25, 2015, the page has received 2,918 views (2,614 unique views), with visitors spending an average of 3:36 minutes on the page. Of the total number of views, 81.73% are direct referrals, meaning the website URL was entered directly into the user's browser.

Email Outreach and Social Media Presence:

Dr. Dan E. Davidson, President of American Councils, reached out directly via email to senior-level leadership at language-related organizations in which he has relationships in order to request their collaboration in encouraging participation in the Foreign Language Enrollment Survey.

American Councils also issued a follow-up email to invite the members of foreign language education organizations to participate in the survey and to again encourage participation.

Of the list of 95 language-related organizations invited to participate in the Comprehensive Survey of Foreign Language Enrollments, 31 of these organizations have Twitter accounts. Each organization received a variation of the below tweet as a reminder to take the Enrollment Survey and/or share it with their constituents. Several organizations retweeted or noted it as a "favorite" tweet, while the American Association of French Teachers offered to share a link to the survey on their respective Facebook page. Listed below is a list of organizations contacted, including those that have Twitter accounts:

1. African Language Teachers Association (ALTA)
2. American Association for Applied Linguistics
3. American Association for Teachers of Slavic and East European Languages (AATSEEL)
4. American Association for the Advancement of Slavic Studies (AAASS)
5. American Association of Teachers of Arabic (AATA)
6. American Association of Teachers of French
7. American Association of Teachers of German
8. American Association of Teachers of Italian
9. American Association of Teachers of Japanese
10. American Association of Teachers of Korean
11. American Association of Teachers of Persian
12. American Association of Teachers of Slavic and East European Languages (AATSEEL)
13. American Association of Teachers of Spanish and Portuguese, Inc. (AATSP)
14. American Association of Teachers of Turkic Languages (AATT)
15. American Council of Teachers of Russian/American Councils for International Education
16. American Council on the Teaching of Foreign Languages
17. American Foundation for Translation and Interpretation
18. American Hungarian Educators' Association

19. American Portuguese Studies Association (APSA)
20. American Sign Language Teachers Association
21. Arkansas Foreign Language Teachers Association
22. Association for Asian Studies (AAS)
23. Association for the Advancement of Baltic Studies
24. Association of Teachers of Japanese
25. Brigham Young University Center for Language Studies
26. California Language Teachers Association
27. Center for Advanced Research on Language Acquisition
28. Center for Applied Linguistics
29. Center for the Advanced Study of Language
30. Central States Conference on the Teaching of Foreign Languages
31. Certified Languages International
32. CETRA Language Solutions
33. Chinese Language Association for Secondary/Elementary Schools (CLASS)
34. Chinese Language Teachers Association (CLTA)
35. Colorado Congress of Foreign Language Teachers
36. Computer Assisted Language Instruction Consortium
37. Concordia Language Villages
38. Connecticut Council of Language Teachers
39. Consortium for the Teaching of Indonesian
40. Council of Teachers of Southeast Asian Languages (COTSEAL)
41. Defense Language Institute Foundation
42. Florida Foreign Language Association
43. Foreign Language Association of Georgia
44. Foreign Language Association of Missouri
45. Foreign Language Association of North Carolina
46. Foreign Language Association of North Dakota
47. Foreign Language Association of Virginia
48. Foreign Language Educators of New Jersey
49. Group of Universities for the Advancement of Vietnamese Abroad (GUAVA)
50. Illinois Council on the Teaching of Foreign Languages
51. Indiana Foreign Language Teachers Association
52. Institute for Applied Linguistics, Kent State University
53. International Association for Language Learning Technology
54. International Association of Teachers of Czech
55. International Language and Culture Foundation
56. Iowa World Language Association
57. Japan Foundation, Los Angeles
58. Kansas World Language Association
59. Kentucky World Language Association
60. Latvian Association of Language Teachers (LALT)
61. Less Commonly Taught Languages Project (LCTL), The University of Minnesota
62. Linguistic Society of America
63. Louisiana Foreign Language Teaching Association
64. Massachusetts Foreign Language Association
65. Michigan World Language Association
66. Middlebury Language Schools
67. Minnesota Council on the Teaching of Languages and Cultures
68. Modern Greek Language Teacher Association (MGLTA)
69. Monterey Institute of International Studies
70. National Association of District Supervisors for Foreign Languages
71. National Association of Self-Instructional Language Programs
72. National Committee for Latin and Greek

73. National Council of Less Commonly Taught Languages (NCOLCTL)
74. National Council of State Supervisors of Foreign Languages
75. National Foreign Language Center at the U of Maryland
76. National Network for Early Language Learning
77. Nebraska International Languages Association
78. Network of Businesses Language Educators
79. New York State Association of Foreign Language Teachers
80. Northeast Conference on the Teaching of Foreign Languages
81. Ohio Foreign Language Association
82. Pacific Northwest Council for Languages
83. Partners for Language in the US
84. Pennsylvania State Modern Language Association
85. SCOLA
86. South Asian Language Teachers Association (SALTA)
87. Southern Conference on Language Teaching
88. Southwest Conference on Language Teaching
89. Tennessee Foreign Language Institute
90. Tennessee Foreign Language Teaching Association
91. Texas Foreign Language Association
92. UCLA Language Materials Project
93. University of Utah, Second Language Teaching and Research Center
94. Wisconsin Association for Language Teachers
95. American Association of School Administrators
96. National Association for College Admission Counseling (NACAC)

Appendix 2: Methodology

American Councils launched its targeted data collection for states and high schools, which included providing links to the online questionnaires hosted on its website to all organizations contacted during the outreach effort. In preparation for data collection, American Councils created a website page for the Enrollment Survey to provide information to school principals, district administrators, and state foreign language supervisors, as well as other interested parties on the purpose, sponsors, and partners in the foreign language enrollment survey.

This website page also provided links to the online questions for data collection and as well offer a mechanism for respondents from these agencies to upload data files in their preferred format. American Councils staff compiled lists of associations and organizations that work on foreign language education in the U.S. These include teachers' associations, state supervisors, and language specific associations, in preparation for awareness and outreach efforts and data collection. All of these organizations were contacted when the data collection instruments for schools and states were launched in January 2015.

States:

The state-by-state data collection was launched in collaboration with ACTFL. ACTFL reached out directly to its membership, inviting all members to promote the enrollment survey within their respective organizations and to submit relevant data on foreign/world language education. In addition, ACTFL and American Councils have and continue to work collaboratively with NCSSFL to invite and urge state supervisors to submit enrollment data for their states. To support the data collection effort, American Councils addressed 60 queries from individuals at the state, district, and school levels; responding to questions, requests for assistance, or questions on timelines.

In response to requests from states, and to facilitate the process of identifying data elements needed, American Councils also shared, as did ACTFL, a paper version of the questionnaire so that states could see all the questions or data items, which in turn helps state supervisors figure out their requests to their data processing departments. American Councils also offered the option of sending in a file, which may have helped to facilitate data submissions.

High Schools Census:

The high school census was launched and continued over the Fall 2015 and Spring 2016 semesters. American Councils reached out to over 26,000 high schools across the U.S. American Councils sent out 56,000 mailings to schools: letters sent on NSEP letterhead, letters and postcards on American Councils letterhead, as well as letters from the Social & Economic Sciences Research Center at Washington State University. The table below represents a sample list used for the High School Census.

Table A.1
Frequency of High Schools by State Based on High School Data File: Sample List Used for HS Census 2015

State	State Name	Division	Region	Sample		Respondents	
				Frequency	Percent	HS Frequency	Percent
AK	Alaska	Pacific	WEST	276	1.0%	166	1.5%
AL	Alabama	East South Central	SOUTH	626	2.3%	227	2.1%
AR	Arkansas	West South Central	SOUTH	420	1.6%	195	1.8%
AZ	Arizona	Mountain	WEST	390	1.5%	159	1.5%
CA	California	Pacific	WEST	2105	7.8%	776	7.1%
CO	Colorado	Mountain	WEST	502	1.9%	195	1.8%
CT	Connecticut	New England	NORTHEAST	276	1.0%	111	1.0%
DC	District of Columbia	South Atlantic	SOUTH	54	0.2%	14	0.1%
DE	Delaware	South Atlantic	SOUTH	73	0.3%	27	0.2%
FL	Florida	South Atlantic	SOUTH	972	3.6%	342	3.1%
GA	Georgia	South Atlantic	SOUTH	695	2.6%	275	2.5%
HI	Hawaii	Pacific	WEST	94	0.3%	56	0.5%
IA	Iowa	West North Central	MIDWEST	436	1.6%	208	1.9%
ID	Idaho	Mountain	WEST	213	0.8%	112	1.0%
IL	Illinois	East North Central	MIDWEST	933	3.5%	409	3.8%
IN	Indiana	East North Central	MIDWEST	543	2.0%	207	1.9%
KS	Kansas	West North Central	MIDWEST	424	1.6%	232	2.1%
KY	Kentucky	East South Central	SOUTH	465	1.7%	207	1.9%
LA	Louisiana	West South Central	SOUTH	480	1.8%	187	1.7%
MA	Massachusetts	New England	NORTHEAST	524	1.9%	188	1.7%
MD	Maryland	South Atlantic	SOUTH	398	1.5%	129	1.2%
ME	Maine	New England	NORTHEAST	204	0.8%	98	0.9%
MI	Michigan	East North Central	MIDWEST	980	3.6%	361	3.3%
MN	Minnesota	West North Central	MIDWEST	556	2.1%	231	2.1%
MO	Missouri	West North Central	MIDWEST	737	2.7%	341	3.1%
MS	Mississippi	East South Central	SOUTH	433	1.6%	162	1.5%
MT	Montana	Mountain	WEST	211	0.8%	106	1.0%
NC	North Carolina	South Atlantic	SOUTH	684	2.5%	295	2.7%
ND	North Dakota	West North Central	MIDWEST	195	0.7%	97	0.9%
NE	Nebraska	West North Central	MIDWEST	316	1.2%	170	1.6%
NH	New Hampshire	New England	NORTHEAST	140	0.5%	57	0.5%
NJ	New Jersey	Middle Atlantic	NORTHEAST	569	2.1%	161	1.5%
NM	New Mexico	Mountain	WEST	238	0.9%	88	0.8%
NV	Nevada	Mountain	WEST	127	0.5%	54	0.5%
NY	New York	Middle Atlantic	NORTHEAST	1675	6.2%	509	4.7%
OH	Ohio	East North Central	MIDWEST	1051	3.9%	457	4.2%
OK	Oklahoma	West South Central	SOUTH	619	2.3%	271	2.5%
OR	Oregon	Pacific	WEST	360	1.3%	182	1.7%
PA	Pennsylvania	Middle Atlantic	NORTHEAST	1153	4.3%	432	4.0%
RI	Rhode Island	New England	NORTHEAST	74	0.3%	31	0.3%
SC	South Carolina	South Atlantic	SOUTH	446	1.7%	170	1.6%
SD	South Dakota	West North Central	MIDWEST	208	0.8%	88	0.8%
TN	Tennessee	East South Central	SOUTH	558	2.1%	226	2.1%
TX	Texas	West South Central	SOUTH	2017	7.5%	786	7.2%
UT	Utah	Mountain	WEST	238	0.9%	93	0.9%
VA	Virginia	South Atlantic	SOUTH	599	2.2%	245	2.3%
VT	Vermont	New England	NORTHEAST	101	0.4%	51	0.5%
WA	Washington	Pacific	WEST	574	2.1%	291	2.7%
WI	Wisconsin	East North Central	MIDWEST	605	2.3%	282	2.6%
WV	West Virginia	South Atlantic	SOUTH	204	0.8%	87	0.8%
WY	Wyoming	Mountain	WEST	101	0.4%	37	0.3%
Total				26872	100.0%	10881	100.0%

K-8 Schools Sample Survey:

American Councils and CAL finalized the K-8 schools questionnaire to collect data comparable to the high schools and adapted to the K-8 context.

Data Collection:

American Councils and its partners conducted data collection for states, K-8, and high schools through the spring and fall semesters. American Councils provided links to the online questionnaires hosted on its website to all organizations contacted during our outreach effort. The state data collection was conducted through ACTFL direct membership, NCSSFL direct membership, and ACTFL outreach to states' specific foreign language associations and the Council of Chief State School Officers (CCSSO). The high school census online and telephone data collection as well as K-8 data collection scheduled were adjusted to follow the academic calendars during the Spring and Fall semesters 2015.

Data collection for high schools used a mixed-mode approach (telephone and Internet) of 10,155 U.S. high schools in 50 states. The schools were initially contacted by mail and were asked to complete the survey online. The non-respondents were then contacted by telephone and given an option to complete the survey either by telephone or on the Internet. Up to 10 attempts were made to contact the non-respondents.

The survey instrument was developed to elicit information on the following aspects of foreign language instruction in U.S. high schools: format of classes offered, number of levels offered, number of years offered, number of students, number of full-time teachers, number of part-time teachers, and number of AP courses and proficiency exams.

The questionnaire was designed so that it could be administered either through an Internet-based option or telephone survey. The survey included questions on school-level data for the grades taught at the school, the languages being taught (or not), plans for the school to add or discontinue instruction of any languages, and information about student participation in federally-funded foreign language efforts.

For each language taught at the school, respondents were asked to provide information about the number of full- and part-time teachers in the school, the number of students enrolled in the language, the grade levels at which the language was taught, the nature of the language program, whether or not an Advanced Placement or International Baccalaureate Program was offered, whether programs collaborated with other educational institutions, and the kinds of assessments used. The questions for the survey included:

- How many schools teach the foreign language?
 - o Which languages are being taught at which grade levels?
 - o Which languages will be added or deleted and at which grade levels?
- How many students are enrolled in these language programs?
- What is the program model for the school?
 - o When are languages offered?
 - o Which assessments are being used?

All interviewers received project-specific training, which included background information, the purpose of the study, definitions, and a review of the questions and content of the survey. All interviewers participated in practice sessions and started calling only when considered knowledgeable of the study and data collection instrument. During data collection, interviewers asked to speak either with the principal, an assistant principal, associate principal or another administrator with knowledge of the foreign languages taught at the high school, such as a foreign language coordinator, if available. Call attempts were made on different days of the week and times of the day to increase the probability of finding the appropriate respondent. If an interviewer called at an inconvenient time for the respondent, the interviewer attempted to schedule a specific time to re-contact the school for an interview.

Initially, American Councils mailed 29,900 prior notification letters to high school principals in the U.S. via First Class mail, asking them to complete the Internet survey. Letters were mailed from NSEP, American Councils for International

Education, and Washington State University Survey Research Center. The letter explained the purpose of the survey and included the web survey link and a unique access code.

For schools where email addresses were available, a personalized email message was sent with the same invitation to complete the questionnaire. This second contact thanked respondents if they had already completed the questionnaire and asked them to do so if they had not yet completed it.

The third contact was a postcard sent to non-respondents from the first two contacts to ask for their participation. The postcard included a brief statement of purpose, the web link, and contact information.

Lastly, telephone interviews were conducted with a total of 16,040 non-responders.

To facilitate cooperation and increase response rate, a number of procedures were also implemented during the data collection period. These included: a) the provision of a toll free number to address any queries by respondents; b) leaving answering machine messages at high schools, providing contact information (toll free number and a weblink) for respondents to call in or complete the survey by phone or online; c) email notification and fax paper questionnaire option. We also provided a paper response option for those who preferred not to use phone or Internet to complete the survey; and d) case tracking and locating strategies.

For high schools without valid contact information, the interviewers initially attempted directory assistance or Internet searches. Initially, the number was called to confirm that the high school could be reached at that number. To facilitate online administration, the online survey instrument allowed survey respondents to exit the survey at any time and return to complete it. The respondent could re-enter their unique access code and pick up where they had left off.

The response rate is the ratio of completed interviews over the total number of cases for completed interviews, refusals and no response. The response rate for this study is 43.3%. The cooperation rate is the ratio of the number of completed and partially completed interviews to the number of completed, partially completed, and refusal cases, which for this survey is 40.4%.

Two separate data validation steps were conducted for the telephone survey. The first step occurred via the computer software used for conducting telephone interviews. Data validation during the interview was handled by the computer-assisted telephone interview system where the system accepted only valid responses and promoted the interviewer for such responses when out-of-range answers were detected. The second validation step took place at the data management phase, which consisted of ensuring that all completed cases in the survey had data records.

Challenges

Contacting schools posed many challenges, and the appropriate personnel were reached through a variety of strategies, some of which proved more successful than others. For example, in some cases, the designated contacts were school principals with busy schedules; this often required multiple calls at strategic times of day as recommended by office staff. Even when staff could recommend a better time to call back, there was often no guarantee that the principal would be available then, as their responsibilities often involve being pulled away from their desks without much warning. In other cases, the appropriate person to contact was a classroom teacher with limited time, either because they spent most of the day teaching, did not have a classroom with a phone at which they could reliably be reached, or did not work full time at that school. Often school staff suggested a better time to call, but in fact no one was available and responsive at the time proposed.

An additional challenge was posed by differences in contact availability versus information a contact could provide. For example, while principals were often easier to reach than classroom teachers, only some principals could provide accurate answers to the survey's questions, while others admitted that they had to offer estimates, especially regarding student enrollment numbers. This issue was probably due to the broad nature of a principal's responsibilities—while some are very involved in their school's foreign language program and can accurately speak about it in detail, others delegate responsibility for these programs to other staff members, and can only make generalizations.

Conversely, language teachers who served as the contact typically knew much more about their school's language program, and could answer the survey's questions accurately and with confidence, especially if they were the head of their school's language department. However, as mentioned above, classroom teachers were often very difficult to reach over the telephone because of their busy teaching schedules.

Finally, often the contact person and information at a given school was at times out-of-date, usually because the staff member in question no longer worked at that school, or no longer held a position that allowed them to answer the survey questions. In these cases, the school's office staff would sometimes direct the call to the appropriate staff or faculty member, but other times office staff did not know who could best describe the school's language program, or would transfer the call to someone who was also unable to answer the survey questions.

Limitations of the K-8 Survey

This study aimed to collect information on language teaching at 400 K-8 schools that had previously been identified as schools where foreign languages were taught and a census of high schools. Because the K-8 schools in the sample were not selected at random or via a stratified random sample, the results cannot be generalized to any other programs or schools (e.g., schools that teach a language but were not in the pre-selected sample). Likewise, because of this pre-selection process, the results cannot be used to extrapolate conclusions about schools where languages are not taught, or schools where no data about foreign language teaching is available. Lastly, the results cannot be used to estimate student enrollment by language or by state because the schools were not selected randomly.

Foreign Languages High School Questionnaire

Please provide the following information on your school:

- School name
- School district
- County
- State
- Zip Code

Q1 In 2014-2015, did your school offer instruction in any of the foreign languages listed below? Classes may be offered in your school only or jointly with other schools. MARK ONLY FOR LANGUAGES OFFERED.

	Yes
1. Arabic	
2. ASL	
3. Azeri	
4. Chinese	
5. French	
6. German	
7. Greek	
8. Hindi	
9. Japanese	
10. Kazakh	
11. Korean	
12. Kyrgyz	
13. Latin	
14. Persian	
15. Portuguese	
16. Russian	
17. Spanish	
18. Swahili	
19. Tajik	
20. Turkish	
21. Turkmen	
22. Urdu	
23. Uzbek	
24. Yoruba	
25. Other	

Please specify other languages: _____

If available, please provide a link or upload a document that includes information on foreign languages offered, students, teachers, courses offered, course formats, levels offered and email address of key point of contact for foreign language instruction.

[For every language not currently taught, ask Q2]

Q2 Does your school plan to add or discontinue(including not offering level 1)any of the languages listed below for the 2015-16 school year? MARK ONLY THOSE LANGUAGES THAT APPLY.

	Add	Discontinue
1. Arabic		
2. ASL		
3. Azeri		
4. Chinese		
5. French		
6. German		
7. Greek		
8. Hindi		
9. Japanese		
10. Kazakh		
11. Korean		
12. Kyrgyz		
13. Latin		
14. Persian		
15. Portuguese		
16. Russian		
17. Spanish		
18. Swahili		
19. Tajik		
20. Turkish		
21. Turkmen		
22. Urdu		
23. Uzbek		
24. Yoruba		
25. Other		

Please specify other languages: _____

FOR EACH LANGUAGE CURRENTLY TAUGHT, PLEASE ANSWER THE FOLLOWING QUESTIONS.

[If you follow a 4x4 schedule, i.e. a full year of content covered in one semester, please use the enrollment figures for the Fall Semester.]

1) Is [LANGUAGE] taught through:

Mark all that apply.

1. Academic year courses
2. Summer courses
3. After-school classes
4. Saturday classes

2) What type of program do you offer in [LANGUAGE]? Mark all that apply.

1. Traditional classroom
2. Dual language (two-way) immersion
3. Immersion
4. Online
5. Hybrid (online and face to face)
6. Other_____

3) Do you offer language in collaboration with any of the following? Mark all that apply.

1. Another local high school
2. Community college
3. University campus
4. Heritage community school
5. Other_____

4) How many levels of [LANGUAGE] are offered at your school?

1. Level one
2. Level two
3. Level three
4. Level four
5. More than four levels

5) How many students are enrolled in all the classes that offer [LANGUAGE] at your school?

_____ #STUDENTS

6) How many full-time and part-time teachers of [LANGUAGE] do you have at your school?

	FULL TIME	PART TIME
None		
One		
Two		
Three		
Four		
Five		
Six or More		

7) Does your school offer

	Yes	No
Advanced Placement (AP) courses in [LANGUAGE]		
International Baccalaureate (IB) courses in [LANGUAGE]		

8) Do you use any national instrument to assess student proficiency in LANGUAGE?

1. No
2. Yes. Please list the instruments used.

9) Do your students participate in any government sponsored foreign language program such as those listed below. Mark all that apply.

STARTALK

Future Leaders Exchange

National Security Language Initiative for Youth (NSLI-Y)

List other programs: _____

10) Do you have any comments about foreign language instruction at your school?

Thank You!

Foreign Languages State Questionnaire

Q1 In 2014-2015, did your state offer instruction in any of the foreign languages listed below? Mark all that apply.

	Yes
1. Arabic	
2. ASL	
3. Azeri	
4. Chinese	
5. French	
6. German	
7. Greek	
8. Hindi	
9. Japanese	
10. Kazakh	
11. Korean	
12. Kyrgyz	
13. Latin	
14. Persian	
15. Portuguese	
16. Russian	
17. Spanish	
18. Swahili	
19. Tajik	
20. Turkish	
21. Turkmen	
22. Urdu	
23. Uzbek	
24. Yoruba	
25. Other	

Please specify any other languages taught: _____

If available, please provide a link or upload a document that includes any of the following information:

- Counties/school districts that offer any foreign languages
- List of schools that offer any foreign languages
- Contact information for each school: its address, name and email address of key point of contact for foreign language instruction

FOR EACH LANGUAGE CURRENTLY TAUGHT, PLEASE COMPLETE THE FOLLOWING:

Total number of schools offering [LANGUAGE]:

#of schools

K-6th Grade:

7-8th Grades:

9-12th Grades:

Total number of students enrolled in [LANGUAGE] classes by grade level:

#of students

K-6th Grade:

7-8th Grades:

9-12th Grades:

Levels offered:

K-6th Grade:

7-8th Grades:

9-12th Grades:

Number of full time teachers of [LANGUAGE]:

Number of part time teachers of [LANGUAGE]:

Advanced Placement (AP) courses offered: Yes No

International Baccalaureate (IB) courses offered: Yes No

Does your state have a process for students to earn high school credit by demonstrating their language competence such as Seal of Biliteracy or other methods?

No

Yes. Please list methods used or provide a link to your state's policy.