



World Language Status Report

2012

Prepared for the Connecticut State Department of Education

by

The Center for World Languages and Cultures



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World Language Instruction in Connecticut Public Schools

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Status Report on World Language Instruction
in
Connecticut Public Schools
2012

Prepared By:
Erin Bailey, Sixth Year. EDL
Danuta Thibodeau, Ph.D.

INTRODUCTION

The Connecticut State Department of Education requested that EDUCATION CONNECTION's Center for World Languages and Cultures collect and analyze data on the study of world languages in Connecticut public, charter and magnet schools.

The Center for World Languages and Cultures at EDUCATION CONNECTION advocates for the acquisition of world languages and expanded study of associated cultures by K-12 student learners in Connecticut's public schools. The Center's mission is to advocate, support, and promote this cause through the following goals:

- Promote world languages and cultural literacy as fundamental 21st Century Skills.
- Enhance the vitality and viability of existing world language programs in the State.
- Develop pathways for students to gain proficiency in, and ultimately earn credit for, the study of world languages outside the traditional public school classroom setting.
- Expand the base of teachers who are certified to teach world languages, particularly in less commonly taught languages.

EDUCATION CONNECTION, through its Center for World Languages and Cultures, designed and disseminated a 15 question World Language Survey to provide a status report on World Language instruction in the State of Connecticut for the school year 2012. The purpose of the survey was to determine which world languages are currently being taught in Connecticut schools, at which grade level instruction is provided, and changes that districts have made in world language offerings over the past three years and planned changes in offerings for the next three years. The survey was developed using Survey Monkey. This survey was emailed to all Connecticut public school superintendents and identified charter and magnet school contacts. Follow-up emails and personal phone calls were made to non-respondents. Data was collected and analyzed, with a focus on World Language instruction in public school districts. The survey was conducted between August and September, 2011. This report contains the results of the survey, as well as disaggregated reports by areas of specific interest.

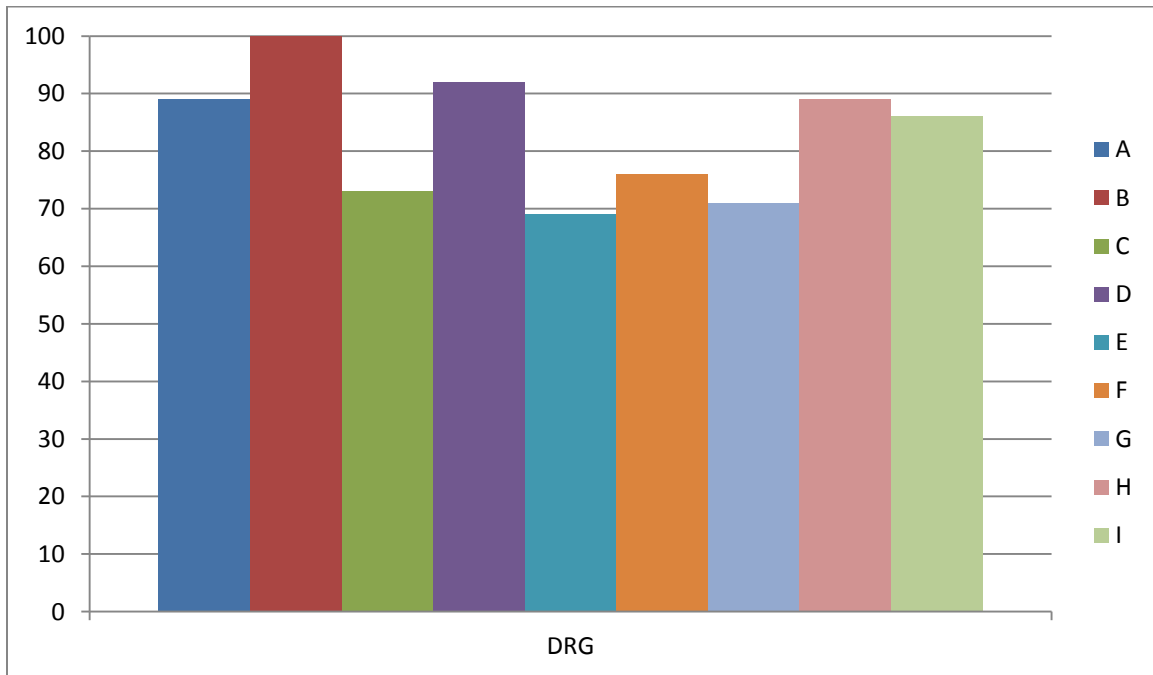
FINDINGS

The instruction of World Language was found to be present in 93% or 137 out of 147 respondents (which included districts, Regional Education Service Centers (RESCs), the Connecticut Technical High School System (CTHSS) and charter and magnet schools). A wide variety of World Languages is also offered at an alternative education school program provided by EDUCATION CONNECTION. In addition, responses were received from the Archdiocese of Hartford, Unified School District #1, and Unified School District #2.

Data gathered from the survey suggest:

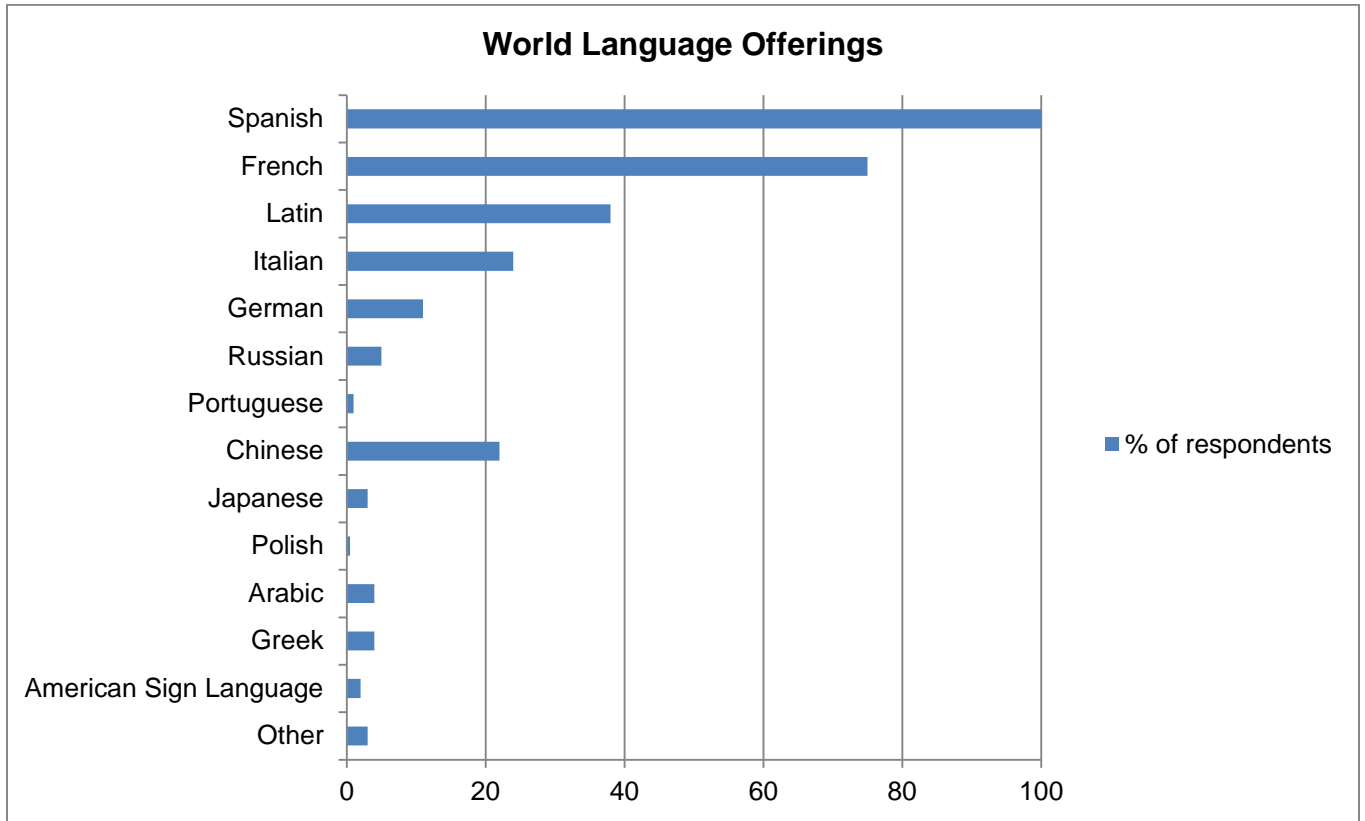
- 93% (137) respondents offer World Language instruction
- 7% (10) respondents do not offer instruction in World Languages
 - Of those, 40% (4) are charter schools
 - 30% (3) are in DRG E
 - 10% (1) in each of DRG F, G, and H
- Responses by District Reference Group (DRG) indicated that approximately 80% (135 of 168 districts) responded

Percentage of Districts Offering World Language by DRG



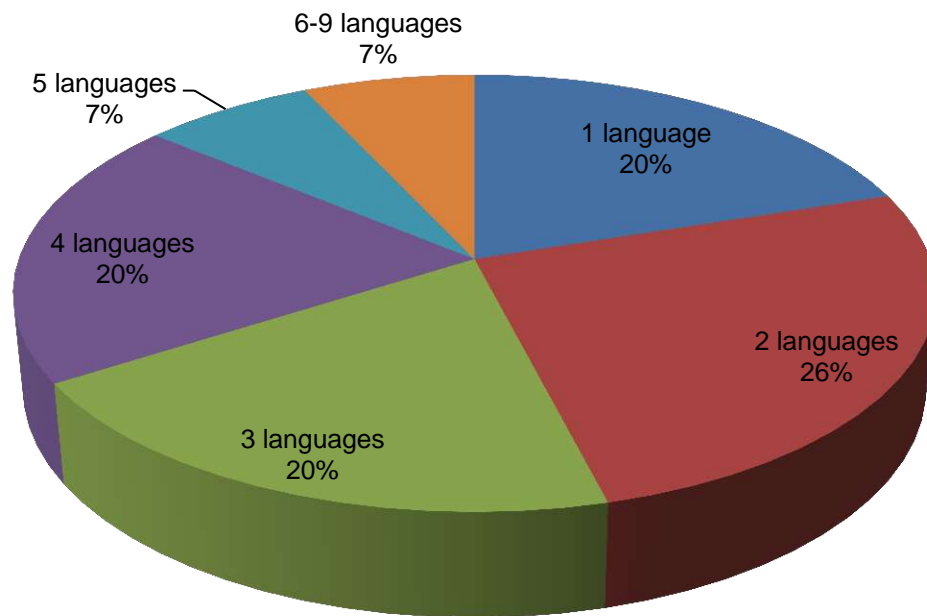
Note: Districts responses may be duplicated as Regional School Districts and individual towns within Regions have submitted responses.

Variability in World Language Offerings



- 100% of those respondents offering a World Language, offer instruction in Spanish

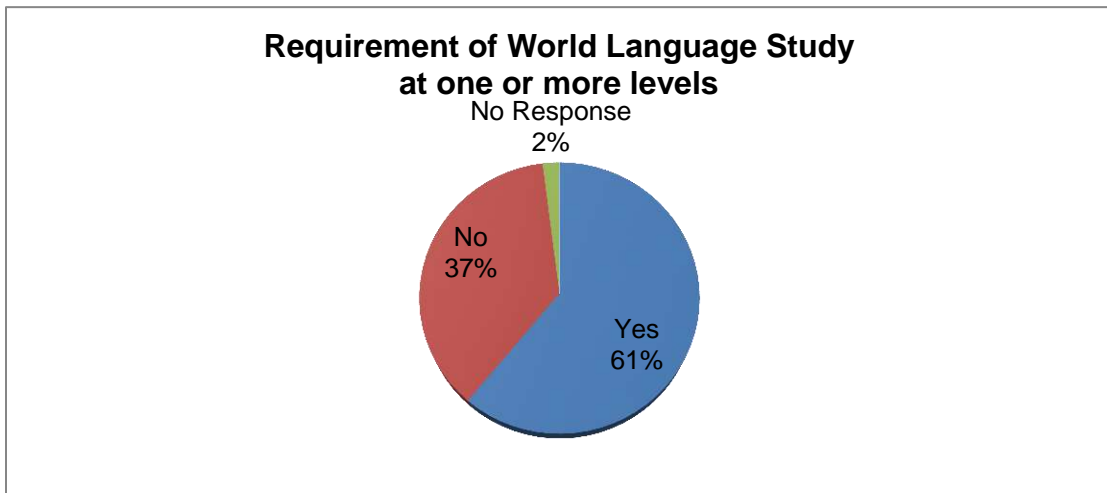
Percent of Districts Offering One or More Language(s)



- Of those respondents offering only 1 language, (20%/ 20 respondents); 100% offer Spanish
- Of those respondents offering 2 languages (26%/ 36 respondents):
 - 86% (31) offer Spanish and French
 - 6% (2) offer Spanish and Italian
 - 3% (1) offer Spanish and Russian
 - 3% (1) offer Spanish and Chinese
 - 3% (1) offer Spanish and Other (not specified)
- Of those respondents offering 3 languages (20%/ 27 respondents):
 - 52% (14) offer Spanish, French and Latin
 - 19% (5) offer Spanish, French and Chinese
 - 11% (3) offer Spanish, French and Italian
 - 7% (2) offer Spanish, French and German
 - 4% (1) offer Spanish, French and Russian
 - 4% (1) offer Spanish, Latin, and Greek
 - 4% (1) offer Spanish, Chinese and Japanese

- Of those respondents offering 4 languages (20%/ 28 respondents):
 - 29% (8) offer Spanish, French, Latin, and Italian
 - 29% (8) offer Spanish, French, Latin, and Chinese
 - 14% (4) offer Spanish, French, Latin, and German
 - 7% (2) offer Spanish, French, Latin, and Greek
 - 4% (1) offer Spanish, French, Italian, and Other
 - 4% (1) offer Spanish, French, Italian and Japanese
 - 4% (1) offer Spanish, French, Italian and Chinese
 - 4% (1) offer Spanish, French, Italian and German
- Of those respondents offering 5 languages (7%/ 9 respondents)
 - 100% (9) offer Spanish and French
 - 78% (7) offer Latin and/ or Italian
 - 67% (6) offer Chinese
 - 22% (2) offer German
 - 11% (1) offer one or more of the following: Japanese, Polish, American Sign Language, Russian and/or Other (not specified)

Variability in World Language Requirements



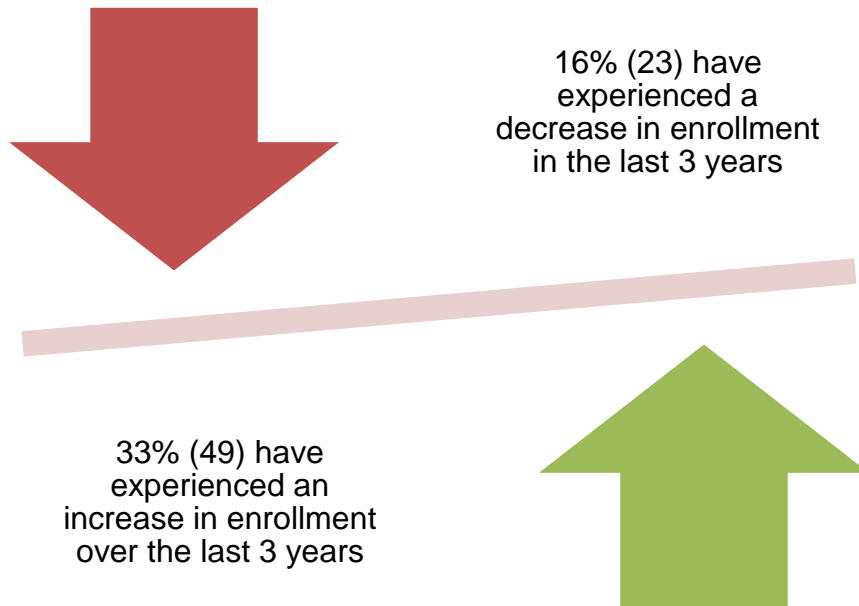
- The study of a World Language as a requirement is variable, due to the variety of grade levels supported by respondents.
- Respondents indicated instruction at elementary (K-2), intermediate (3-5), middle (6-8) and/ or high school levels (9-12). The chart below depicts responses:

Variability in World Language Instruction by Level:

	# of respondents	% of respondents
No response	3	2%
Not required	55	37%
At one level	27	18%
At two levels	38	26%
At three levels	16	11%
At all 4 levels	8	5%

- 61% (89) of respondents require the study of World Language at some level (K-12)

Enrollment Changes in World Languages over the Last Three Years (including all respondents)

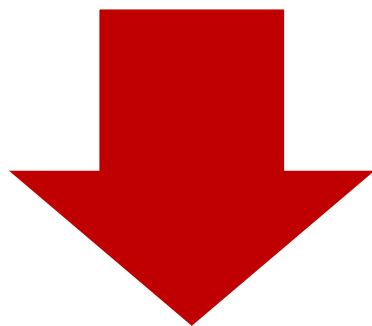


- 51% (75) have had enrollment stay the same over the last 3 years.
 - Of those, 89% (67) currently offer instruction in World Languages
 - 11% (8) do not currently offer instruction in World Languages
- Of those experiencing a decrease in the last 3 years:
 - 91% (21) currently offer instruction in World Languages
 - 9% (2) do not currently offer instruction in World Languages
- Of those experiencing an increase in enrollment:
 - 100% (49) currently offer World Language instruction

Percentage of respondents adding and/ or dropping a language in the last 3 years



22% (33) respondents have added a language in the last 3 years*

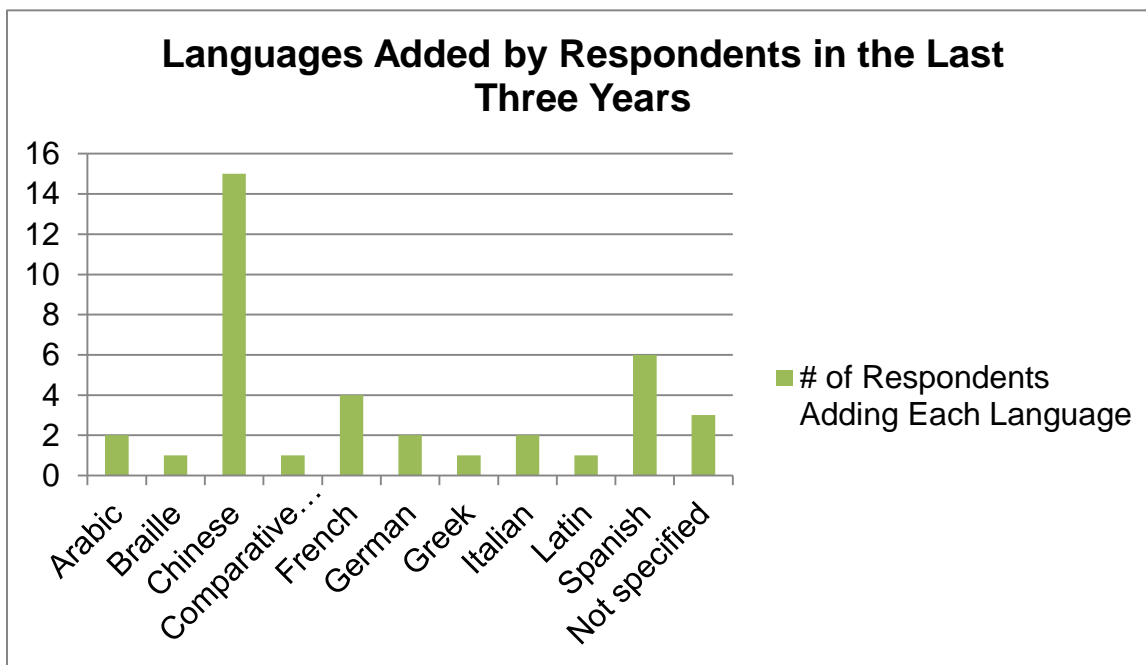


22% (33) respondents have dropped a language in the last 3 years*

- 56% (83) respondents have maintained World Language offerings over the last 3 years
 - Of those, 94% (78) currently offer World Language instruction
 - 6% (5) do not currently offer World Language instruction

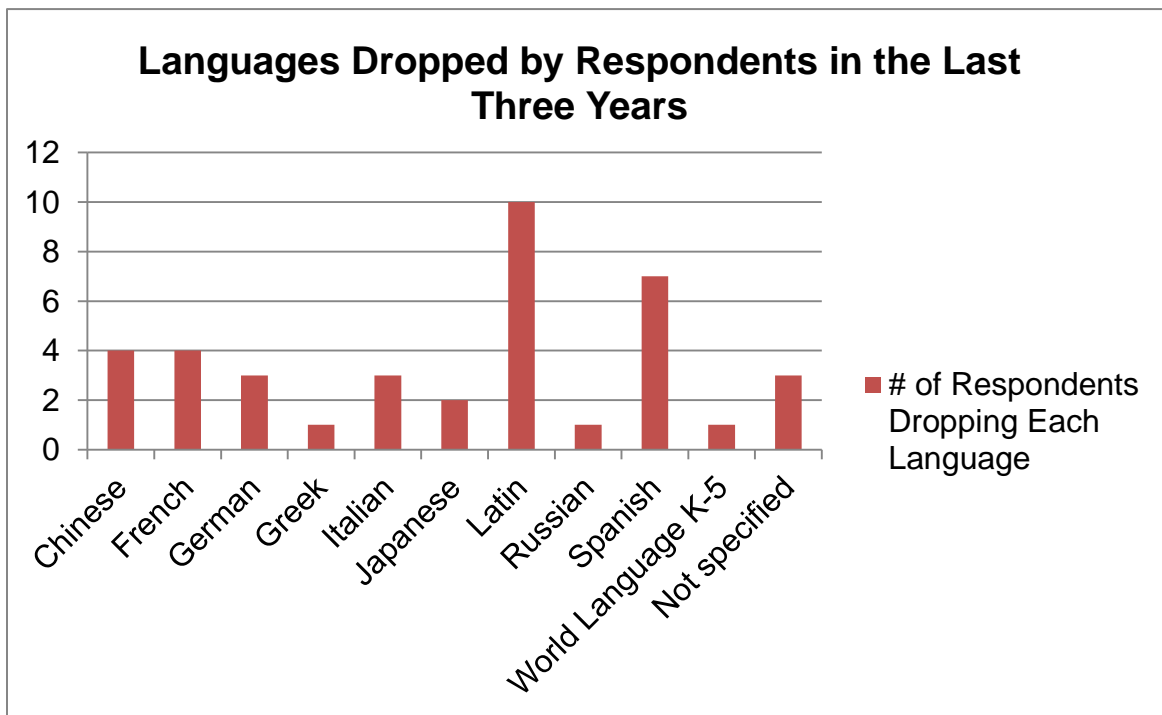
*Adding or dropping of a World Language is defined as one or more of the following: at one school, level, expansion or reduction of courses, addition or deletion of instruction, or in limited case as an afterschool program or through Virtual High School (VHS)

Of the 22% (33) respondents that added a World Language in the last 3 years:



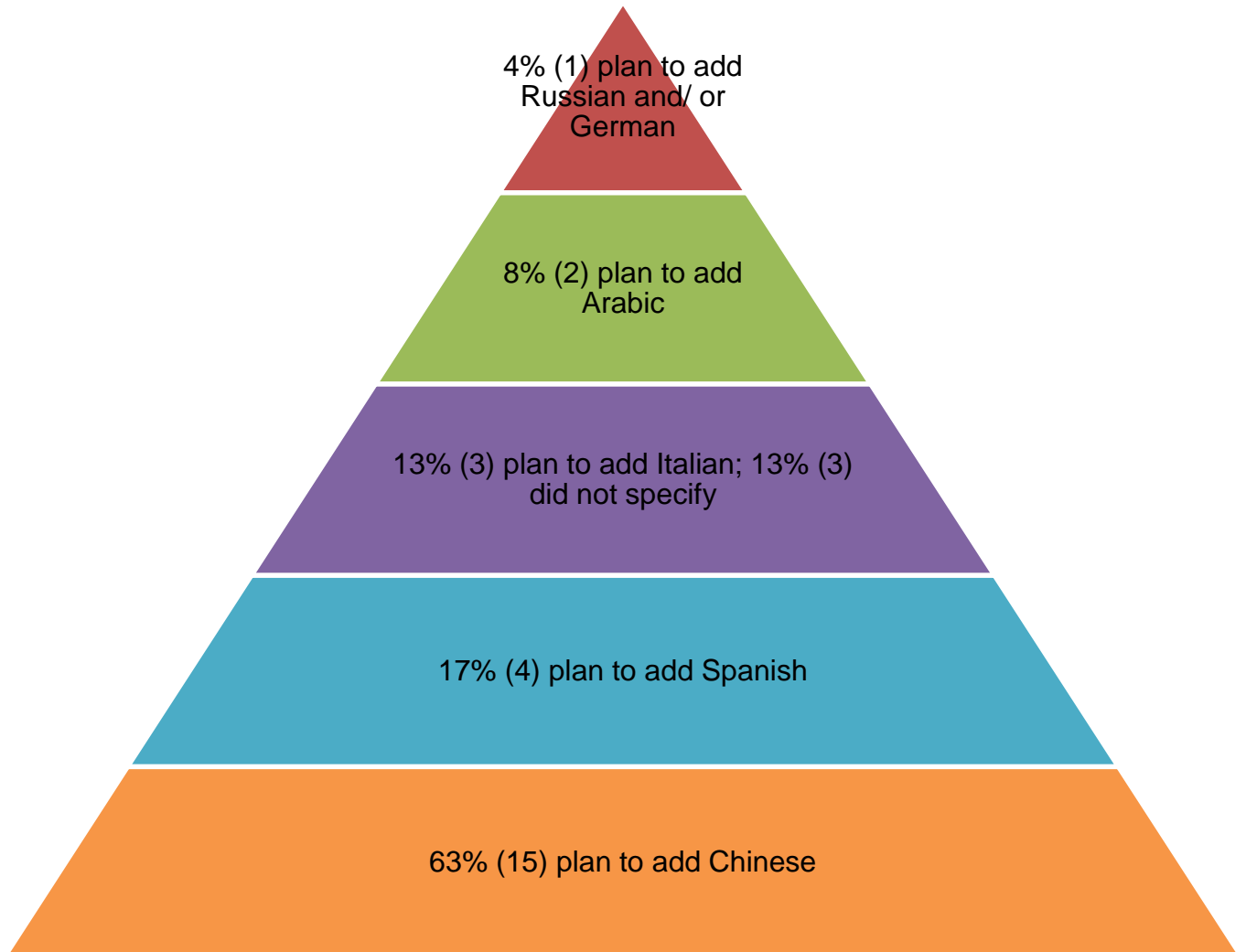
- 45% (15) respondents have added Chinese within the last three years

Of the 22% (33) respondents that dropped a World Language in the last 3 years:



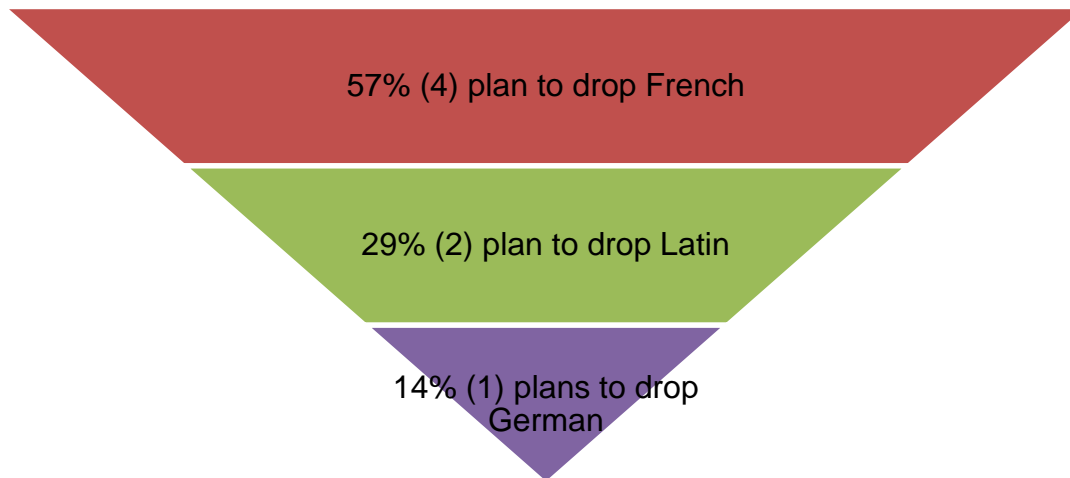
- 30% (10) respondents have dropped Latin within the last three years
- Of those respondents not currently offering a World Language, 80% (4) dropped Spanish within the last three years.

In the next two years, 16% (24) respondents plan to add a World Language.



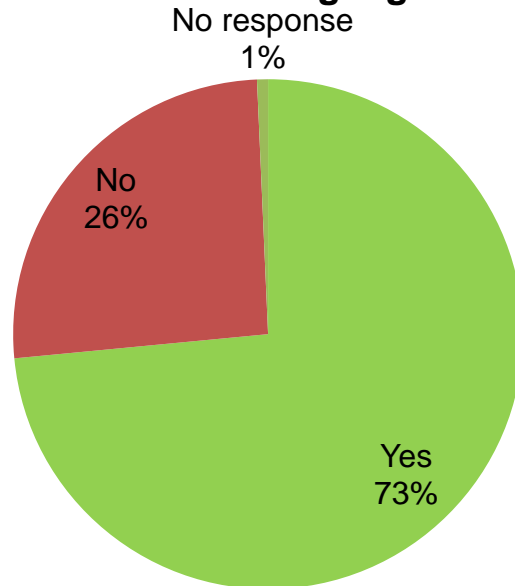
- Of those, 96% (23) currently offer World Language instruction

In the next two years, 5% (7) respondents plan to drop a World Language



- Potential consequence of losing priority school district funding cited by one respondent as reason for drop.
- In the next two years, 79% (116) respondents plan to maintain current World Language offerings
 - Of those, 92% (107) currently offer World Language instruction

If resources were available, would respondents offer more languages?

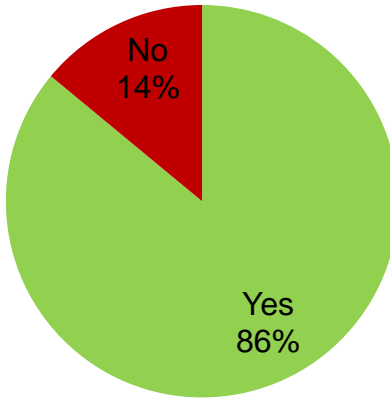


- Of those respondents who would like to offer more languages, (74% /108 respondents), 94% (102) currently offer World Language instruction; 6% (6) do not currently offer World Language instruction.
 - Of those that do not currently offer World Language instruction, 60% (6) would like to offer a language or languages
- Of those respondents who would not like to offer more languages, (26% /38 respondents), 89% (34) currently offer World Language instruction; 11% (4) do not currently offer World Language instruction
- Less than 1% (1) gave no response

Of those respondents who would like to offer more languages:

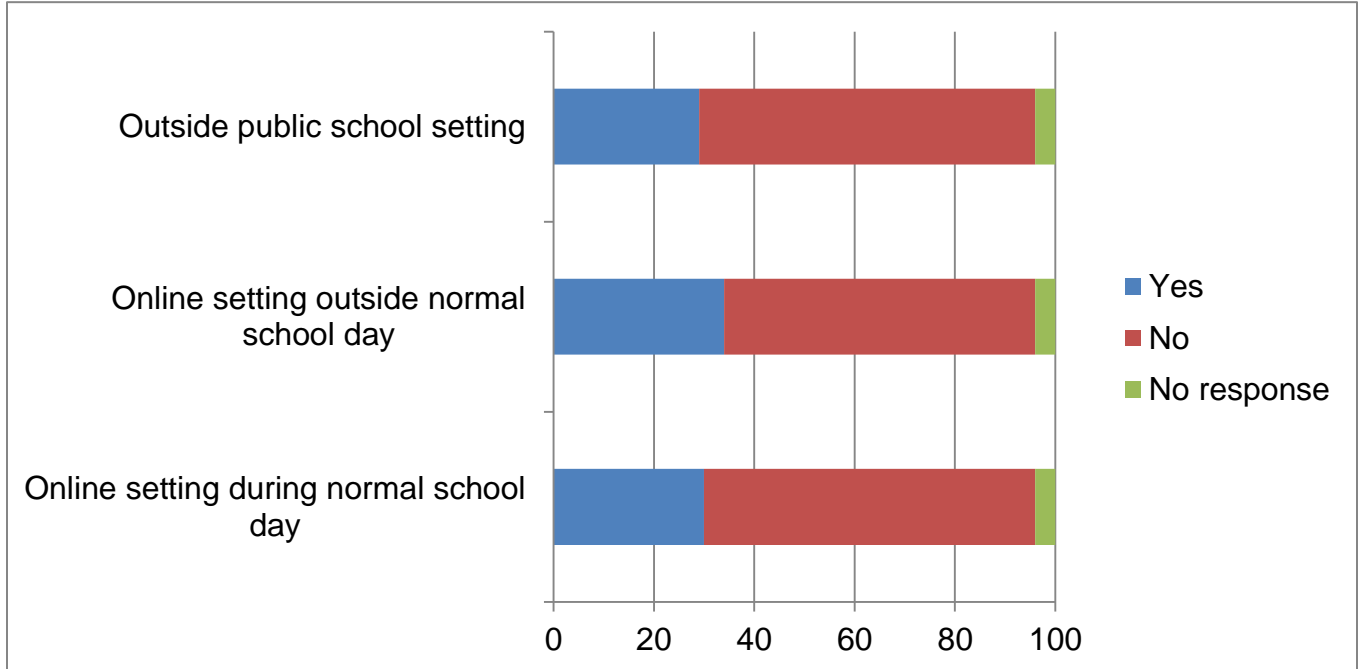
- 63% (68) would like to add Chinese
- 20% (22) would like to add Arabic
- 12% (13) would like to add Latin
- 8% (9) would like to add French
- 6% (7) would like to add Japanese
- Less than 5% would add Italian, German, Russian, Spanish, American Sign Language, Online options, Greek, Turkish, and/or Hindi

If resources were available, would respondents like to increase access to World Languages for students?



- Increased access is defined as more teachers, more offerings, more classes or an earlier start
- Of those respondents who would like to increase access for students, 94% (119) currently offer World Language instruction
 - Of those that do not currently offer World Language instruction, 70% (7) would like to increase access, while 30% (3) would not increase access.
- Of those respondents who would not increase access for students, 86% (18) currently offer World Language instruction

Variability in Delivery Model of World Language Instruction



- 30% (44) of respondents offer online World Language courses during the school day
- Of those respondents reporting students taking a World Language outside the public school setting, 26% (11) offer credit for this experience.
- Reported online learning platforms included:
 - Virtual High School
 - Rosetta Stone
 - My Chinese 360
 - NovaNet
 - CT Online learning
 - Tell Me More
 - BBC/ Web Quest
 - Odysseyware
 - Michigan
 - Aventa Learning
 - Virtual learning lab
 - FVSH
- Reported outside public school settings included:
 - Area colleges
 - PIER at Yale for enrichment
 - My Chinese 360

Additional comments and/ or suggestions from respondents:

22% (32) respondents offered comments/ and/or suggestions

- Cited the acquisition of a World Language as critical for 21st century skills and globalization
- Indicated study of World Language should be supported at elementary school level
 - Voluntary programs exist
 - FLES funding is present for some
 - After school programming in some areas
- Cited importance of requiring students oral and written proficiency in language other than English (rather than requiring Carnegie credits for a high school diploma)
- Cited need for grant funding as necessary to fund World Language instruction
 - FLAP funding is present for some
 - Immersion/ exchange programs
- Cited interest in online learning formats to assist in the offering of multiple languages and/or languages specific and relevant to student choice
- Cited difficulty maintaining certified staff specifically for Latin, Chinese and Arabic instruction
- Urged state to offer additional World Language professional development and technical assistance
- Questioned validity and fidelity of online programming; limited in realia and cultural experiences
- Suggested State appoint a World Language consultant
- Noted:
 - for students to be globally competitive, they must speak a language other than English
 - World Language should be a requirement for graduation nationwide
 - Budget constraints increasing difficulty with World Language instruction and availability
 - Pressure regarding testing, SRBI, and CCSS cited as barriers
- Expressed desire to add Chinese
- Suggested sharing of World Language instructors between districts/ schools

Summary and Conclusions:

- Enrollment variability may be attributed to variance in census
- Efforts were made to collate responses representative of regional school districts and inclusive districts; in limited cases, duplications in response may be present
- Twelve respondents were found to have submitted survey responses multiple times; variance in response was clarified prior to analysis
- The most prevalent World Language offerings include: Spanish, French, Latin, Italian and Chinese
- The requirement of World Language varies greatly; in 61% (89) respondents, World Language is required at some level
- The majority of respondents, 56% (83) have maintained World Language offerings over that last three years
- Of those respondents adding a language in the last three years, 45% (15) have added Chinese as World Language offering
- Of those respondents dropping a language in the last three years, 30% (10) have dropped Latin as a World Language offering
- The preponderance of data indicate the inclusion of Chinese instruction as a priority in courses added over the last three years, and courses planned over the next two years.

Appendix A: Disaggregated Reports

- Districts Offering the Greatest Variety of World Languages in Connecticut Public Schools
- Chinese Language Instruction in Connecticut Public Schools
- World Language Instruction in Connecticut Charter and Regional Education Service Centers (Inter-district Magnet Schools)

Status Report
on
Districts Offering the Greatest Variety of World Languages
in
Connecticut Public Schools
2012

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FINDINGS

The instruction of the greatest variety of World Languages was found to be present in 9 districts of the 147 respondents (which included districts, Regional Education Service Centers (RESCs), and charter and magnet schools). A wide variety of World Languages is also offered at an alternative education school program provided by EDUCATION CONNECTION.

Data gathered through the survey suggests that:

- 6% (9 districts) of respondents include between six and nine World Languages offerings
- An additional 7% (10 districts) include five World Language offerings. The Archdiocese of Hartford also reports five World Language offerings.
- Within the districts offering between six and nine languages, the study of a World Language is required at the high school level in 78% (7 districts)
- None of the districts offering between six and nine languages has experienced decreased enrollment in World Language courses over the past three years
- Two districts offering between six and nine languages have dropped a language in the last three years, dropping their offerings from 7 to 6.

Districts offering the Greatest Variety of World Language Instruction

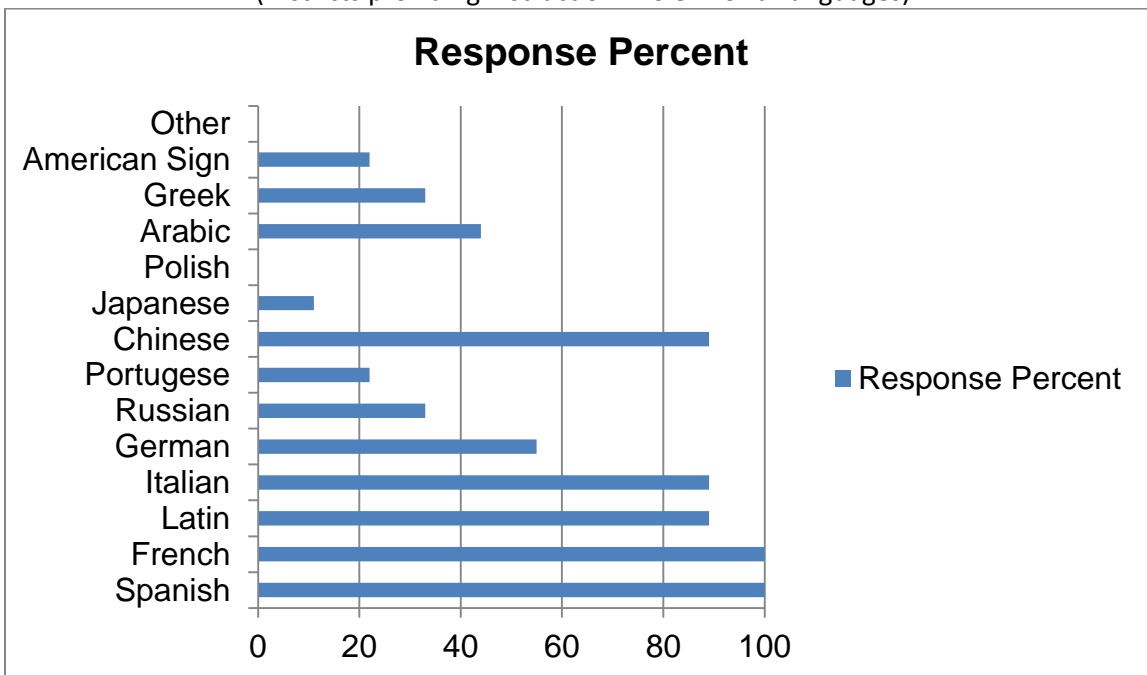
DRG	District	Number of languages offered
A	Ridgefield	6
A	Westport	6
A	Wilton	6
I	Bridgeport	6
I	New Haven	6
B	Greenwich	7
G	Norwich Free Academy	8
H	Norwalk	8
H	Stamford	9

Of note, in addition to the 9 districts offering between six and nine World Languages, 10 other districts offer instruction in 5 World Languages. The chart below depicts this information by DRG. The Archdiocese of Hartford also reports offering five languages.

Districts Offering Five World Languages

DRG	District
I	Consolidated School District of New Britain
H	Danbury
D	East Lyme
B	Fairfield
B	Glastonbury
G	Hamden
B	Newtown
D	Southington
D	Wallingford
E	Woodstock Academy

Variability of World Language Offerings
(Districts providing instruction in 6-9 World Languages)



Spanish, French, Chinese, Latin and Italian are the most common offerings in districts providing instruction in six or more World Languages.

According to *Ethnologue*, An encyclopedic reference work (cataloging all of the world’s 6,909 known living languages), *the ten most spoken languages in the world are:*

Mandarin Chinese, Spanish, English, Hindu-Urdu, Arabic, Bengali, Portuguese, Russian, Japanese, and German

(http://www.ethnologue.com/ethno_docs/distribution.asp?by=size)

Including English, Connecticut Public Schools offer instruction in 80% (8) of these World Languages (refers to data set as a whole)

Variability in Requirement of World Language Study

Levels	District Requirement	% of districts offering 6-9 World Languages
Elementary, Middle and High School	2 districts	22%
Middle and High School	3 districts	33%
High School	2 districts	22%
Not required at any level	2 districts	22%

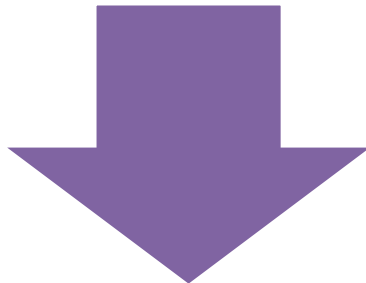
- Within the districts offering six to nine languages, the study of World Language as a requirement varies.
- In 100% of the districts offering between six and nine languages, the overall enrollment in World Language courses has not decreased in the last three years. In 56% (5 districts) enrollment has increased.

World Language changes within those districts offering 6-9 languages:



33% (3 districts)

have added a language in the last three years

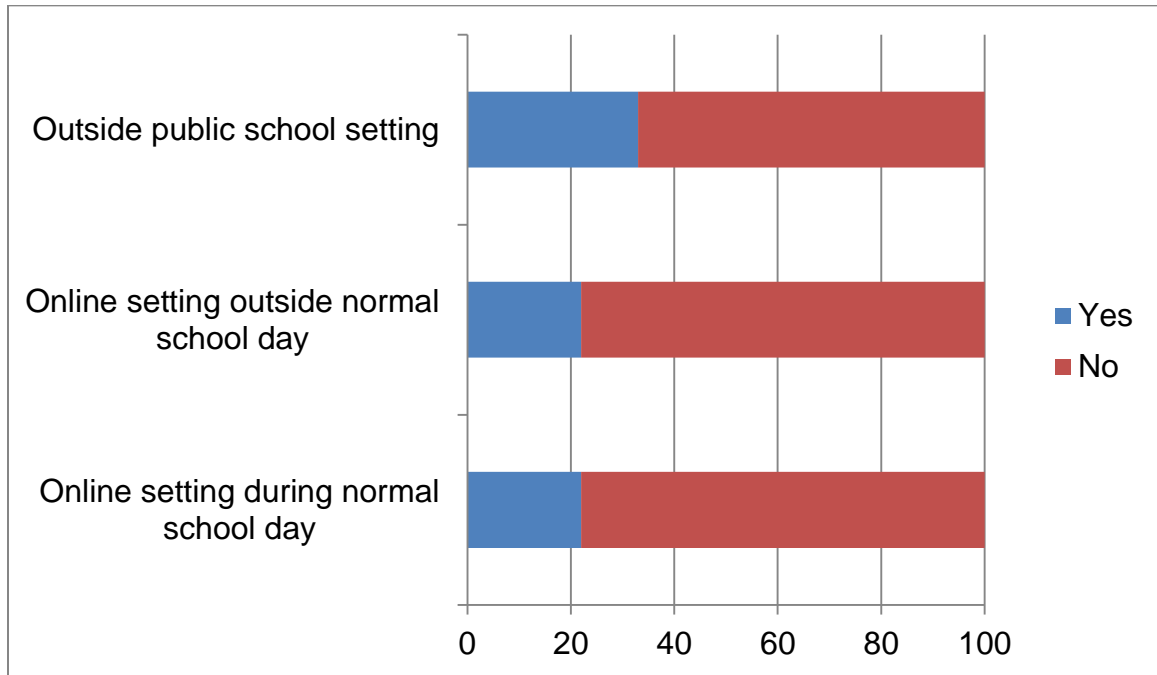


33% (3 districts)

have dropped a language in the last three years

- In the last three years, 44% (4 districts) report that offerings have stayed the same.
- Districts adding two languages in the last three years account for 11% (1 district).
 - Languages added include Mandarin Chinese (2), Arabic and Italian.
- Districts dropping two languages in the last three years account for 11% (1 district).
 - Languages dropped include Japanese, Mandarin Chinese (at the middle school level), Russian and German.
- In the next two years, 78% (7 districts) plan to continue to offer all languages currently offered.
 - 11% (1 district) plans to add Mandarin Chinese
 - 11% (1 district) plans to drop German (at the middle school level)
- If resources were available to offer more languages, 67% (6 districts) would add one or more languages.
 - 50% (3 districts) would add Mandarin and/ or Arabic
 - 17% (1 district) would add Russian, Japanese, Hindi, American Sign Language, and/or Portuguese
- 78% (7 districts) would like to increase access to World Languages for students.
 - Of those, 86% (6 districts) indicated they would like an earlier start for instruction in World Language

Variability in Delivery Model of Instruction in World Language



- Of those districts offering online learning within the normal school day, 22% (2 districts), my Chinese 360 and Rosetta Stone programs are used.
- Of those districts offering online learning outside the normal school day, 22% (2 districts), my Chinese 360 and various (undefined) programs are used.
- Of those districts reporting students taking a World Language outside the public school setting, 33% (3 districts), 67% (2 districts) report awarding official credit for such an experience.

Additional comments from respondents:

- Urged the State to consider World Language requirement for graduation
- Expressed difficulty in showcasing uniqueness of certain programs in survey format
- Requested resources to support Foreign Language in the Elementary Schools (FLES) program
- Foreign Language Assistance Program (FLAP) grant helped support Arabic and Chinese language programs

Summary and Conclusions

- The most prevalent World Language offerings in districts providing instruction in six to nine languages are: Spanish (100%), French (100%), Chinese (89%), Latin(89%), and Italian (89%).
- The delivery model for instruction in World Language is variable, but includes traditional classroom, online learning during the school day, online learning outside the school day, and in limited cases, instruction outside the public school setting.
- Enrollment variability may be attributed to variance in census.
- In 100% of the districts offering between six and nine languages, the overall enrollment in World Language courses has not decreased in the last three years. In 56% (5 districts) enrollment has increased.
- 13% (19 districts) of respondents offer instruction in five or more languages
 - 7% (10 districts) offer instruction in 5 languages
 - 3% (4 districts) offer instruction in 6 languages
 - <1% (1 district) offers instruction in 7 languages
 - 1% (2 districts) offer instruction in 8 languages
 - <1% (1 district) offer instruction in 9 languages
- Including English, Connecticut Public Schools offer instruction in 80% (8) of these World Languages (refers to data set as a whole, all 147 respondents)
- 56% (5 districts) offering instruction in 6-9 languages require the study at multiple levels

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FINDINGS

The inclusion of Chinese as a World Language offering was found to be present in 30 districts of the 147 respondents (which included districts, Regional Education Service Centers (RESCs), and charter and magnet schools). Chinese is also offered at an alternative education school program provided by EDUCATION CONNECTION and, although very unlikely, may be offered in districts that did not respond to this survey.

Data gathered through the survey suggests that:

- 20% (30 districts) of respondents include Chinese among their world language offerings
- 40% (12 districts) of respondents offering Chinese have added it in within the last three years
 - Of these, 25% (3 districts) dropped another world language within the last three years
- 3% (1 district) of respondents dropped Chinese within the last three years
- 12% (18 districts) of all respondents plan to add Chinese/ Mandarin within the next two years
- The terms Chinese and Mandarin Chinese are used interchangeably by districts

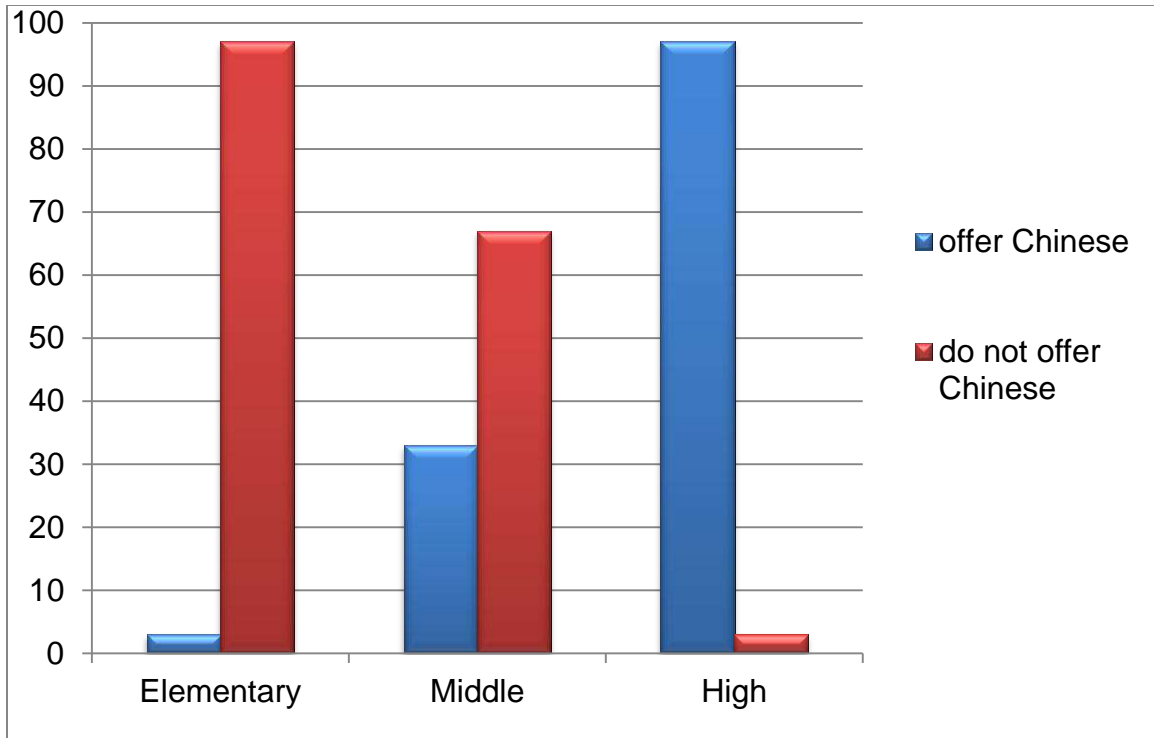
Districts offering Chinese Language Instruction at different grade levels

DRG	District	Elementary	Middle	High
C	Bolton			X
I	Bridgeport			X
	Cooperative Educational Services**		X	
D	Clinton			X
	Capitol Region Education Council**		X	X
H	Danbury			X
H	East Hartford	X	X	X
B	Fairfield			X
B	Glastonbury		X	X
B	Granby			X
B	Greenwich			X
G	Hamden		X	X
B	Madison			X
A	New Canaan			X
I	New Haven		X	X
B	Newtown			X
H	Norwalk			X
G	Norwich Free Academy			X
C	Region 7			X
C	Region 10			X
F	Region 11		X	X
C	Region 18			X
A	Ridgefield			X
B	Simsbury		X	X
H	Stamford*		X	X
B	West Hartford			X
A	Weston			X
A	Westport		X	X
F	Wolcott			X
E	Woodstock Academy			X

*includes one K-8 inter-district magnet school

**indicates magnet school operated by a RESC

Percent of Respondents Offering Chinese Language Instruction by Level



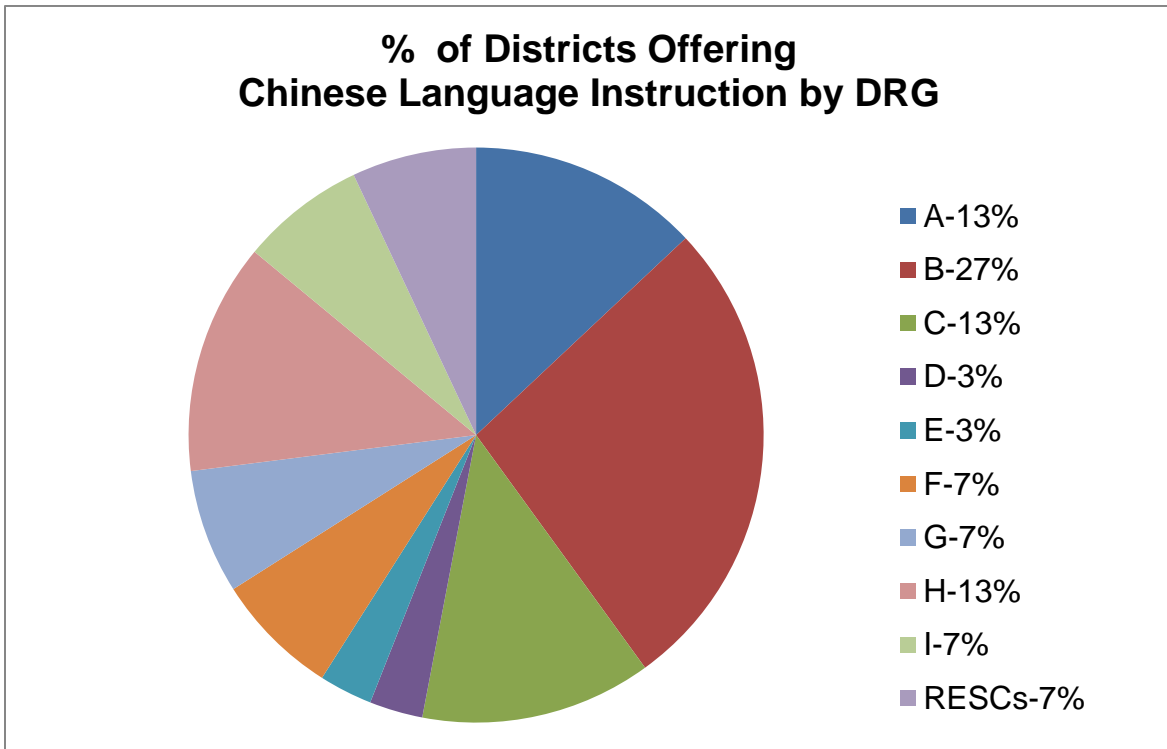
This chart represents a comparison of grade levels at which Chinese instruction is offered among districts that currently offer the Chinese language instruction. While only one elementary school offers the Chinese language instruction, Chinese language instruction increases to 10 districts by Middle School and 29 districts by High School. Although all districts did not report on enrollment of students in Chinese language instruction, approximately 1,650 students were reported as enrolled in Chinese language instruction (in comparison to well exceeding 26,500 students were reported as enrolled in Spanish).

Districts offering Chinese Language Instruction by District Reference Group (DRG)

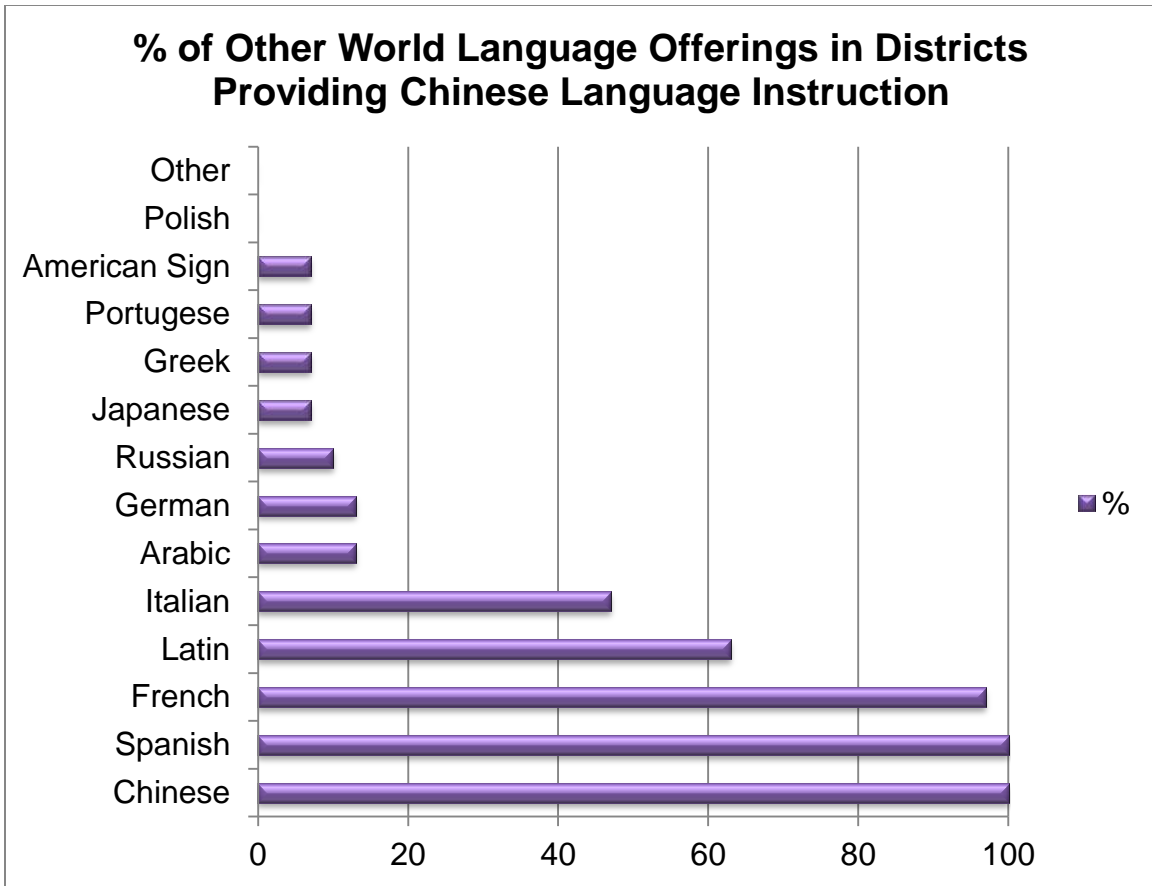
DRG	Districts	Percent of DRGs offering Chinese
A	New Canaan, Ridgefield, Weston, Westport	44%
B	Fairfield, Glastonbury, Granby, Greenwich, Madison, Newtown, Simsbury, West Hartford	40%
C	Bolton, Region 7, Region 10, Region 18	13%
D	Clinton	4%
E	Woodstock Academy	3%
F	Wolcott, Region 11	12%
G	Hamden, Norwich Free Academy	12%
H	Danbury, East Hartford, Norwalk, Stamford	44%
I	Bridgeport, New Haven	29%
Total	28 out of 168 districts offering Chinese Language Instruction	16%
Additionally, CREC and CES		

In comparing Chinese language instruction offered by DRGs, DRGs A, B and H have the highest percentage of districts providing instruction in Chinese. DRGs D and E, have the lowest percentage of schools offering Chinese language instruction, with only one school district in each DRG offering Chinese language instruction.

Percent of Districts Offering Chinese Language Instruction by DRG



Combined, DRGs A, B, and C have 16 districts offering Chinese language instruction, which accounts for 53% of school districts offering Chinese language instruction. Combined, DRGs G, H, I have 8 districts offering Chinese language instruction, which accounts for 27% of school districts offering Chinese language instruction. Combined, DRGs D, E, F have 4 districts offering Chinese language instruction, which account for 20% of school districts offering Chinese language instruction.



While 100% (30) of the schools offering Chinese also offer Spanish, 73% (22) offer between two and five total languages, while 27% (8) offer six to nine languages.

Summary and Conclusions:

- One fourth of districts adding Chinese language instruction in the last three years dropped another world language.
- Chinese language instruction is more prevalent at the high school level than any other level.
- Of the total number of districts offering Chinese language instruction (30), more than half are in DRGs A, B, and C.
- Nearly two-thirds of districts offering Chinese offer between two and five languages.
- Respondents from districts that offer Chinese language instruction noted that if resources were available, 43% (13) would want to expand Chinese language instruction via an earlier start or enhancement of current delivery model.
- Information provided by respondents indicates a great variance in the delivery model for instruction in Chinese language studies.
 - Of note, several districts cited programming is currently online, virtual, or reliant on grant funding.

Status Report
on
World Language Instruction in Connecticut Charter Schools
and
Regional Education Service Centers
(Inter-district Magnet Schools)

Prepared By:
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INTRODUCTION

The Connecticut State Department of Education requested that EDUCATION CONNECTION's Center for World Languages and Cultures collect and analyze data on the study of World Languages in Connecticut public, charter and magnet schools.

The Center for World Languages and Cultures at EDUCATION CONNECTION advocates for the acquisition of World Languages and expanded study of associated cultures by K-12 student learners in Connecticut's public schools. The Center's mission is to advocate, support, and promote this cause through the following goals:

- Promote World Languages and cultural literacy as fundamental 21st Century Skills.
- Enhance the vitality and viability of existing World Language programs in the State.
- Develop pathways for students to gain proficiency in, and ultimately earn credit for, the study of World Languages outside the traditional public school classroom setting.
- Expand the base of teachers who are certified to teach World Languages, particularly in less commonly taught languages.

EDUCATION CONNECTION, through its Center for World Languages and Cultures, designed and disseminated a 15 question World Language Survey to provide a status report on World Language instruction in the State of Connecticut for the school year 2012. The purpose of survey was to determine which World Languages are currently being taught in Connecticut schools, at which grade level instruction is provided, and changes that districts have made in World Language offerings over the past three years and planned changes in offerings for the next three years. The survey was developed using Survey Monkey. This survey was emailed to all Connecticut public school superintendents and identified charter and magnet school contacts. Follow-up emails and personal phone calls were made to non-respondents. Data was collected and analyzed, with a focus on World Language instruction in public school districts. The survey was conducted between August and September, 2011. This report contains the results of the survey specific to those nine charter schools which responded as well as five Regional Education Service Centers (RESCs) offering World Language instruction as a part of their magnet school programming. It should be noted that other districts which operate magnet schools did not report that data separately from the other schools within their respective districts. The magnet schools included here are inter-district magnets.

FINDINGS

The World Languages survey was completed by nine charter schools, as well as five Regional Education Service Centers (RESCs), reporting on inter-district magnet schools. Of the 147 respondents, charter schools account for 6% (9 charters):

Charter School Responses

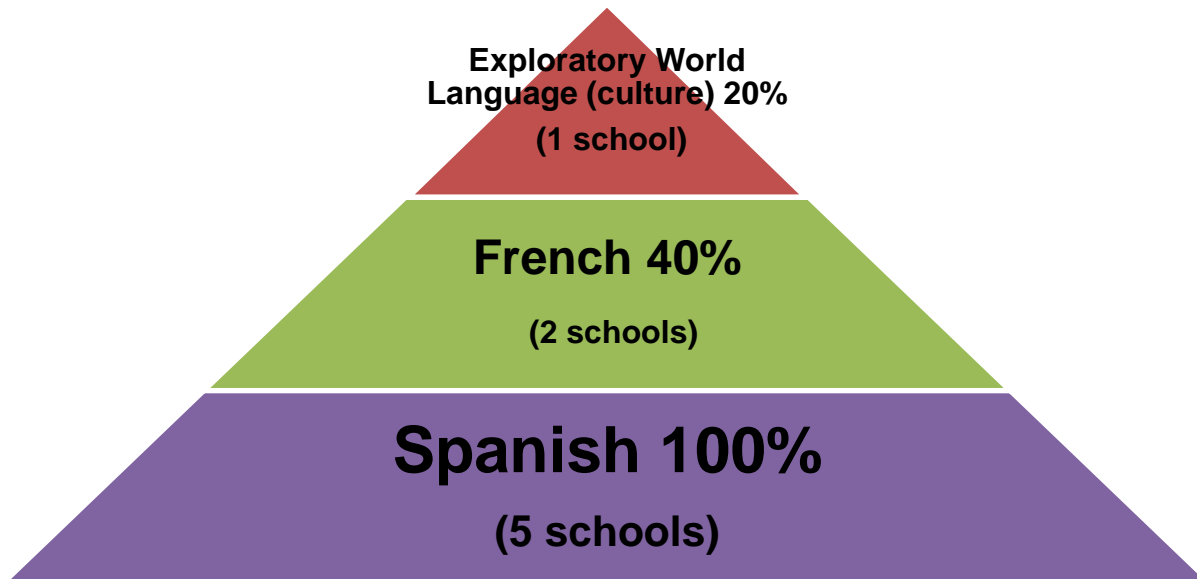
Achievement First-Bridgeport
Amistad Academy-New Haven
The Bridge Academy
Common Ground High School
Elm City Middle School
Explorations Charter School
Highville Charter
Inter-district School for Arts and Communication
Trailblazers Academy

The RESCs account for 3% (5 districts), which reported on all magnet schools within their district:

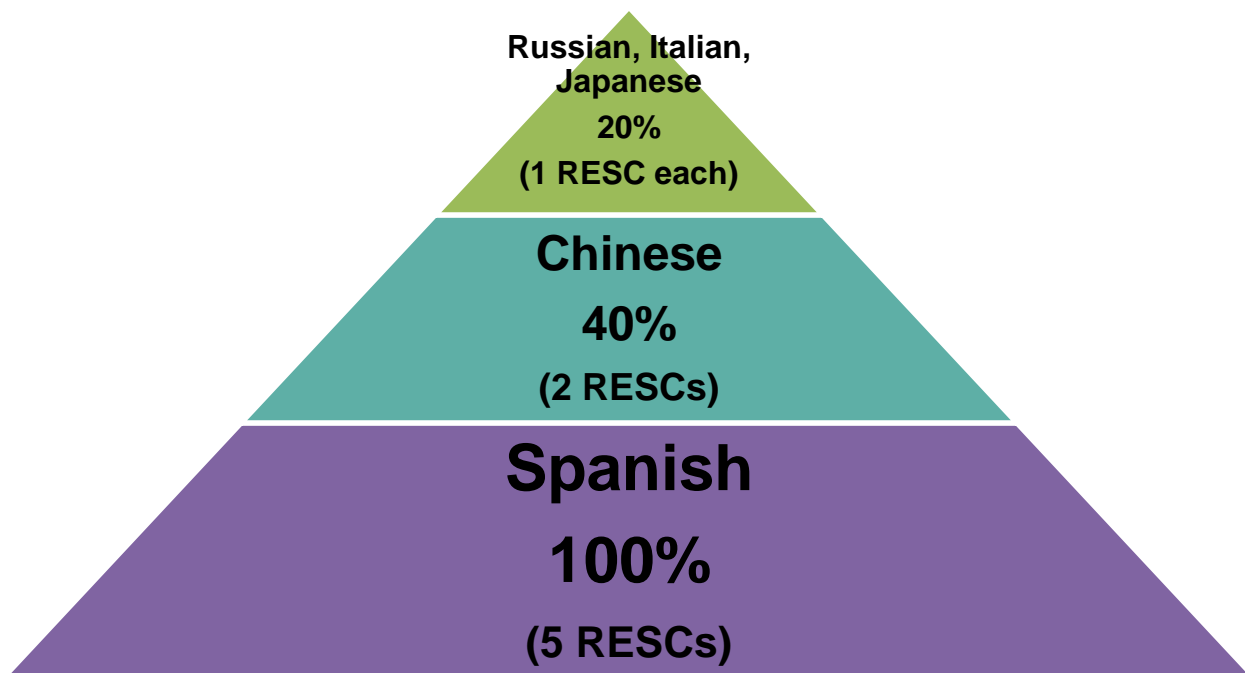
RESC	Number of schools
ACES	3
CES	2
CREC	12
EASTCONN	2
LEARN	3

- Among the 9 charter schools responding, 56% (5 schools) offer instruction in World Language, while 44% (4 schools) do not offer World Language instruction.
- 100% (5 districts) of RESCs offer World Language Instruction

World Language Offerings in Responding Charter Schools



World Language Offerings in RESC Magnet Schools

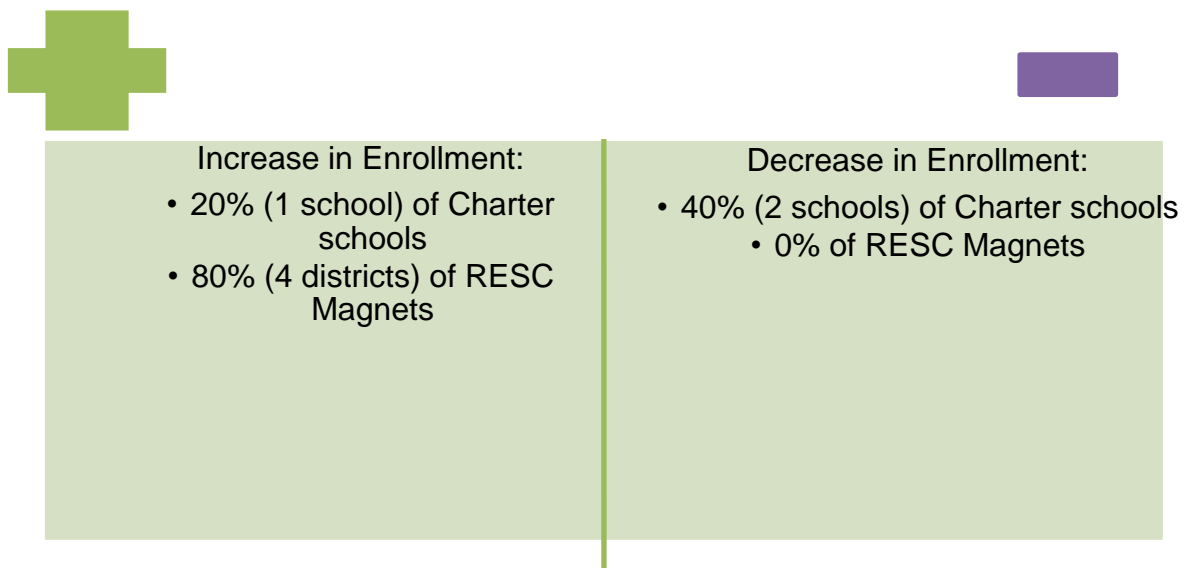


Requirement of World Language Instruction

	Charters	RESC Magnets
Elementary (K-2)	0%	60% (3 districts)
Intermediate (3-5)	20% (1 school)	60% (3 districts)
Middle (6-8)	40% (2 schools)	60% (3 districts)
High (9-12)	60% (3 schools)	80% (4 districts)

- 100% of charter schools offering World Language require the study at some level (elementary, intermediate, middle, and/ or high school)
- 100% of RESC magnet schools require the study of World Language at some level

Enrollment Change over the Last 3 Years



- Enrollment has stayed the same for 40% (2 schools) of Charters offering World Language instruction and 20% (1 district) of RESC Magnets offering World Language instruction.

In the last three years:

- Two charters (40%) have added a language, while the remainder (60%), and have not changed their offerings.

- One charter (20%) added French language instruction; one charter (20%) added comparative language instruction
- One (20%) magnet has added a language, one (20%) has dropped a language, and the remainder (60%) of magnets have maintained offerings
 - One magnet (20%) added Italian language instruction; one magnet (20%) dropped the instruction of Latin

Of the 9 responding charter schools and the 5 responding RESC magnets, 100% plan to keep World Language offerings the same in the next two years.

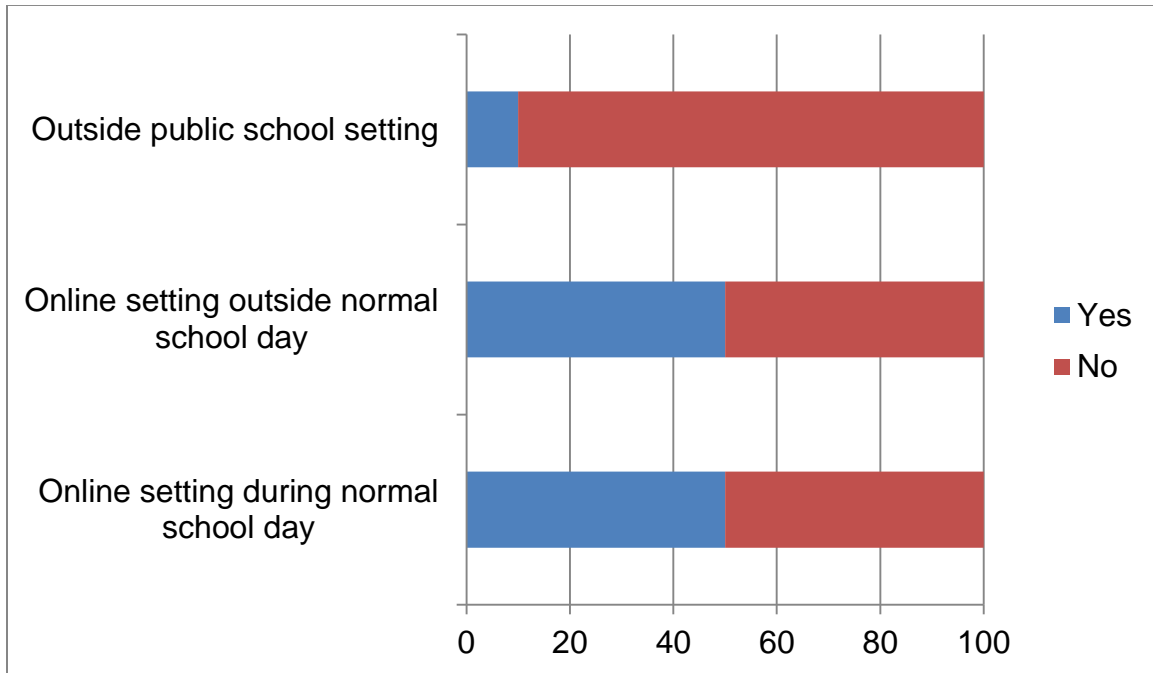
If resources were available to add a World Language:

Those charters currently offering World Language instruction	Those charters not currently offering World Language instruction	Those RESC magnets offering World Language instruction
<ul style="list-style-type: none"> • 100% (5 schools) would add a language if resources were available • 40% (2 schools) would add Arabic • 40% (2 schools) would add French • 20% (1 school each) would add German, Chinese or Latin 	<ul style="list-style-type: none"> • 50% (2 schools) would add a language <ul style="list-style-type: none"> • Spanish or French, unsure • 50% (2 schools) would not add a language 	<ul style="list-style-type: none"> • 80% (4 RESCs) would add a language <ul style="list-style-type: none"> • Latin (2 RESCs), French and/ or Chinese • 20% (1 RESC) would not add a language

If resources were available to increase access to World Language instruction:

Those charters currently offering World Language Instruction	Those charters not currently offering World Language instruction	Those RESC magnets currently offering World Language instruction
<ul style="list-style-type: none">•80% (4 schools) would increase access•access would be increased by:<ul style="list-style-type: none">• earlier start to World Language instruction• more offerings• more teachers•adding Rosetta Stone	<ul style="list-style-type: none">•50% (2 schools) would increase access•access would be increased by:<ul style="list-style-type: none">• more teachers•more offerings	<ul style="list-style-type: none">•100% (5 districts) would increase access•access would increase by:<ul style="list-style-type: none">• more teachers• more offerings,•adding Chinese language instruction•adding World Language instruction at the elementary level

Variability in Delivery Model of Instruction in World Language



- Of the 10 respondents, (5 charters, 5 RESC magnets) offering World Language instruction:
 - 50% offer online learning for World Language instruction during or outside the normal school day, while only 10% allow World Language instruction outside the public school setting.
 - 2 charters and 3 RESCs offer online learning during or outside the normal school day
 - 1 charter allows instruction outside the public school setting
- Online delivery models included: Exploratory Class using BBC and Web Quest, Aventa Learning, Rosetta Stone, Odyssey Ware, and/or Virtual High School (VHS)

Additional Comments from Respondents:

- “Language acquisition is most beneficial starting in primary grades. I’d like to see more districts, ourselves included, offer languages starting in preschool.”
- “Languages are critically important, but finding teachers (especially in Latin) is very difficult. Perhaps the CSDE and higher education could work more closely together to meet the needs of our students in this area”

Summary and Conclusions:

- Districts which operate magnet schools did not report separately from other schools in the district, therefore information gathered on inter-district magnets operated by RESCs is represented in this report.
- According to the *2009-2010 Annual Report on the Operation of Charter Schools in Connecticut*, there are 18 charters currently operating within Connecticut. (http://www.sde.ct.gov/sde/lib/sde/pdf/equity/charter/report_on_the_operation_of_charter_schools.pdf)
 - 50% (9 charters) responded to this survey.
- Enrollment variability may be attributed to variance in census.
- The most prevalent World Language offering among Charters and Magnet schools is Spanish, followed by French and Chinese.
- Given availability of resources among these 14 respondents:
 - 79% (11 respondents) would increase World Language offerings
 - 79% (11 respondents) would increase access to World Language instruction
- The delivery model for instruction in World Language is variable, but includes traditional classroom setting, online learning during and outside the normal school day, and in limited cases, instruction outside the public school setting.
- There are a variety of online delivery models used within Charter and Magnet schools.

Appendix B:

- World Language Instruction in Archdiocese of Hartford
- World Language Instruction in Unified School Districts 1 and 2

Archdiocese of Hartford Summary of World Language Survey

- The Archdiocese of Hartford offers World Language instruction to approximately 14,500 students.
- Instruction is offered in Spanish, French, Latin, Italian and Polish
 - Variability in offerings by school
- The study of World Language is a requirement at all levels
- Enrollment and language offerings have been maintained over the last three years
- The Archdiocese of Hartford plans to add Chinese language instruction within the next two years
- If resources were available, the Archdiocese would like to have more language offerings (Chinese and Arabic), as well as increase access for students
- Current delivery models include online during and outside the normal school day (Rosetta Stone), as well as outside the school setting, although credit is not offered for that experience.
- Additional comments for respondent:

World language is a core component of preparing all students to become productive citizens of the global society in which they live. It is becoming increasingly more important to educate children in World Languages to enable them not only to communicate, but to become literate and accepting of multiple cultures. If we fail to educate children in World Languages, we fail to prepare them for their future.

Unified School Districts 1 and 2 World Language Summary

- Neither district offers World Language instruction
- If resources were available, both districts would like to offer Spanish, one would also like to offer Chinese; both would also increase access for students
- Both districts offer online learning during the normal school day; one offers online learning outside the normal school day; neither allow students to take courses outside of the school setting
- Neither made any additional comments