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The National K-12 Foreign Language Enrollment Survey Report

A comprehensive study of foreign/world language enrollments across the formal U.S. education system, K-12.

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



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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: American Councils coordinated the effort, conducted an outreach effort to the language education community as well as a census of all U.S. high schools, participated in state level data collection, developed data dissemination tools, drafted the final report and maintains the Enrollment Survey website; engaged its member networks and considerable PR systems to publicize the survey, consulted on questionnaire design, and participated in state level data collection. 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. The Board of National Council of State Supervisors for Languages (NCSSFL) endorsed this data collection effort and encouraged its membership to contribute data as available. 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. 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 NSEP through 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.

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.

Sponsored by the National Security Education Program/The Language Flagship in 2009, American Councils developed the first National Survey of Less Commonly Taught Language Instruction in U.S. High Schools (grades 9-12). The survey identified U.S. high schools offering instruction in Flagship-related languages and collected basic data on language instruction in order to support ongoing efforts to strengthen critical foreign language education. During 2007-08, ACTFL conducted a National Foreign Language Enrollment Survey of U.S. K-12 Public Schools to investigate the status of foreign language enrollment. This was a three-year project, part of a U.S. Department of Education grant, to provide more detailed and accurate information on K-12 foreign language enrollment and to investigate changes in foreign

language enrollment since previous data collection efforts over the 2004-05 academic year. In 2008, with funding from the Department of Education's International Research and Studies Program, CAL conducted a Nationwide Survey of Elementary and Secondary Schools to collect detailed information on foreign language education in the United States. The goal of the survey was to identify current patterns and shifts over time in five key areas: amount of foreign language instruction in schools, languages and types of programs offered, foreign language curriculum, teacher certification and professional development, and effects of education reform on language instruction.

Foreign Language Enrollment¹

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.

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; 16 states do not have foreign language graduation requirements; and 24 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.

¹ These languages include: Arabic, ASL, Chinese, French, German, Latin, Russian, Spanish, Greek, Hindi, Korean, Persian, Portuguese, Swahili, Turkish, Azeri, Kazakh, Kyrgyz, Tajik, Afrikaans, Native American Language, Ancient Greek, Balto-Slavic, Celtic, Cherokee, Chickasaw, Choctaw, Classical Greek, Czech, East Asian Language, Filipino, Germanic Language, Haitian Creole, Hebrew, Indic Lang, Iranian/Persian Lang, Italian, Lakota Language, Hmong and Somali, Maskoke, Maskoke-Seminole, Ojibwe, Osage, Pawnee, Persian, Polish, Romance/Itali,Sauk, Southeast Asian Languages, Turkic/Ural-Altai Language, Vietnamese and other unspecified languages.

Table 1. State Foreign Language Enrollment (2014-15)**

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 enrollments are estimated.

**This table is based on data reported by states and an estimation model for missing state data. These data reflect overall enrollments only and not the summation derived from the language specific enrollments estimation model.

Table 2 below shows enrollments for major languages, based on data submitted by states, and the standard model to develop estimates for missing data.

State	Arabic	ASL	Chinese	French	German	Japanese	Latin	Russian	Spanish
AL	230*	922*	2,600*	22,987*	5,333*	649*	3,653*	134*	115,197*
AK	2*	314*	373*	2,270*	89*	126*	6*	15*	14,767*
AZ	238*	961*	3,921*	15,810*	1,205*	1,407*	984*	69*	108,600*
AR	13*	523*	866	5137	1,943	7	286	5	37,693
CA	404*	16,079	21,157	108,194	9,638	12,054	5,220	546	712,213
CO	1,388*	448*	6,340*	19,889*	1,709*	1,705*	1,443*	103*	75,009*
CT	56*	1,058*	2,256*	23,710*	3,671*	314*	4,028*	187*	82,482*
DE	57	1,649	1,698	5,325	987	247	390	47*	36,368
DC	561	4*	1,888	4,204	16*	42*	891	1,612*	26,728
FL	84	14,793	7,029	61,356	4,887	663	10,267	223	510,097
GA	996	1081	7,419	62,424	12,699	993	13,334	116	307,999
HI	98*	990*	1,023*	4,117*	650*	507*	61*	10*	26,265*
ID	389*	453*	1,388*	6,409*	2,170*	1,392*	298*	14*	27,336*
IL	459	1,730	6,588	39,443	13,293	918	3,948	731	223,513
IN	92	2,185	3,422	25,911	14,687	2,521	6,249	168	136,757
IA	61	1,347*	568	7,072	3,973	531	212	44	67,351
KS	402*	1,988	1,600	9,075	2,427	227	1,182	43	62,919
KY	41*	828*	1,654*	11,684*	1,421*	271*	1,468*	210*	83,012*
LA	94*	867*	761	2,3013	453	149	1,687	8	80,916
ME	21*	170*	571*	5,513*	1,741*	136*	1,900*	50*	21,269*
MD	333	3,395	7770	40,078	4,833	932	5,240	363	174,701
MA	401	2,040	8261	45,175	3,367	377	20,548	286	117,839
MI	2,348*	3,421*	12643*	46,049*	30,024*	4,970*	10,882*	829*	264,068*
MN	1,693	4,999	6,770	19,877	11,091	880	3,115	212	136,314
MS	43*	151*	1,303*	13,610*	1,447*	235*	3,228*	101*	71,605*
MO	182*	857	1,144	24,382	8,430	259	2,686	80	107,238
MT	138*	77*	992*	3,192*	260*	413*	104*	28*	13,202*
NE	47*	751*	381	6,534	3,999	98	493	42	47,285
NV	5*	892*	629*	6,244*	890*	414*	137*	8*	45,926*
NH	33*	294*	744*	7,028*	2,832*	151*	1,665*	44*	24,207*
NJ	391*	3,688	9,491	61,269	10,771	826	11,823	711*	312,642
NM	290*	657*	1,861*	4,554*	227*	559*	266*	33*	43,342*
NY	1,015	7,387	25,751	99,754	7,299	4,328	22,213	3,488	624,742
NC	416	768	11,585	37,921	5,815	1,353	12,897	718	25,7180
ND	53*	534*	481*	2,497*	2,046*	145*	204*	21*	14,655*
OH	254	6,106	1,0971	52,173	18,478	901	9,294	745	236,532
OK	250*	1,032	1,563	7,147	2,207	89	1,885	199	66,190
OR	1,980*	586*	4,713*	13,173*	1,469*	2,195*	714*	78*	591,44*
PA	561	2,923*	3,569	63,202	38,165	2,086	13,880	438	242,998
RI	7*	33	35	5,399	76	76	384	45*	24,872
SC	385*	922*	1,991	21,825	4,406	634*	2,872	151*	135,188
SD	157*	516*	681*	3,202*	3,289*	220*	613*	24*	18,577*
TN	1,192*	2,452*	6,216*	28,611*	11,369*	2,340*	6,073*	386*	170,930*
TX	428	28,753	11,716	79,963	19,551	2,808	14,776	914	781,771
UT	5,223*	1,573*	6,046*	15,849*	10,515*	8,120*	1,179*	45*	69,660*
VT	76*	10	317	7,320	887	71	1,400	52	12,306
VA	505	2598	3,204	38,056	12,030	1,664	364	311	148,834
WA	1,899*	1,829*	7,337*	25,930*	3,888*	3,546*	958*	84*	116,385*
WV	25*	239	321	4,896	640	91	395	79*	29,798
WI	15	2,245	4,970	38,205	27,229	1,631	2,498	6	227,675
WY	14*	293*	508*	2,346*	376*	638*	13*	20*	10,828*
Total	26,045	130,411	227,086	1,289,004	330,898	67,909	21,0306	14,876	7,363,125

*Foreign language enrollments are estimated.

**The language specific enrollments estimation model was developed for the nine languages listed in this table only and not derived from overall enrollment reports/estimates.

High School Foreign Language Programs by State

Table 3. 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 3. Total Number of High School Language Programs Reported in State (as reported in public and private schools)																	
State	#	ARB	ASL	AZE	CHI	FRA	DEU	GRK	HIN	JPN	KOR	LAT	PRS	POR	RUS	SPA	TUR
AL	458	2	6	0	40	88	67	2	0	4	3	73	0	0	1	172	0
AK	79	0	5	0	7	16	8	1	0	1	0	2	0	0	3	36	0
AZ	261	2	14	0	15	51	25	4	0	7	2	23	0	0	5	111	2
AR	306	0	5	0	18	63	37	2	0	1	0	9	0	0	1	170	0
CA	1,120	4	62	4	108	254	46	9	1	49	11	68	1	5	5	492	1
CO	272	2	11	0	14	56	25	1	0	7	0	15	0	0	3	137	1
CT	267	3	6	1	36	70	12	4	0	1	0	46	0	0	2	86	0
DE	45	0	1	0	3	10	2	2	0	0	0	3	0	0	0	24	0
DC	39	2	1	0	5	9	0	1	0	0	1	7	0	0	1	12	0
FL	479	2	26	0	39	109	19	6	0	5	0	50	0	0	2	221	0
GA	479	3	7	2	19	106	36	2	0	12	0	61	0	3	3	225	0
HI	98	0	3	0	9	9	2	0	0	31	1	3	0	0	0	40	0
ID	153	0	4	0	6	34	24	1	0	3	0	2	0	0	0	79	0
IL	708	5	5	2	64	147	88	3	2	13	2	46	0	2	3	325	1
IN	428	5	9	1	27	84	62	3	2	17	1	30	1	2	8	174	2
IA	280	4	3	0	9	41	27	0	0	7	0	2	0	0	2	185	0
KS	323	4	6	0	11	53	28	3	0	7	0	15	0	0	2	194	0
KY	292	1	9	0	12	50	26	5	0	6	0	21	0	0	0	162	0
LA	286	0	4	0	5	87	7	2	0	2	0	28	0	0	0	151	0
ME	185	3	4	0	13	53	10	2	1	2	2	22	1	1	4	66	1
MD	256	7	9	0	16	60	21	4	1	2	2	33	1	2	3	93	2
MA	437	4	8	1	53	107	20	8	2	3	1	77	1	5	7	137	3
MI	660	11	54	2	36	127	74	2	0	34	0	29	0	0	4	287	0
MN	364	4	28	1	22	57	57	3	0	7	0	17	0	0	1	167	0
MS	175	1	0	0	7	34	7	1	0	0	0	14	0	0	1	110	0
MO	471	4	5	0	20	106	45	5	1	5	1	26	1	1	5	245	1
MT	124	0	1	0	4	27	10	0	0	0	0	10	0	0	0	72	0
NE	233	1	0	0	5	28	23	1	1	1	1	9	1	1	2	158	1
NV	66	0	1	0	3	16	5	0	0	4	0	4	0	0	0	33	0
NH	148	1	3	0	8	44	17	1	0	3	0	20	0	0	2	49	0
NJ	381	5	3	2	39	107	28	3	0	7	0	50	0	2	1	134	0
NM	121	4	4	0	8	23	11	0	0	5	0	8	0	0	1	57	0
NY	859	10	42	1	45	223	35	9	0	17	2	71	1	2	8	393	0
NC	590	16	12	0	58	105	53	5	0	32	0	73	0	0	20	216	0
ND	132	0	3	0	2	20	34	0	0	0	0	9	0	0	0	64	0
OH	818	5	30	0	55	190	64	8	1	9	2	68	1	1	5	377	2
OK	272	1	7	0	15	30	16	2	1	0	0	21	0	0	1	178	0
OR	279	3	10	0	12	52	24	4	0	18	0	4	0	0	2	150	0
PA	810	9	9	0	57	205	107	8	1	13	1	78	0	1	9	311	1
RI	63	3	0	0	1	18	2	0	0	3	0	8	0	3	0	25	0
SC	255	1	5	0	15	71	18	0	0	0	0	22	0	0	1	122	0
SD	86	0	3	0	0	7	8	0	0	0	0	1	0	0	1	66	0
TN	373	1	3	0	22	73	33	1	0	4	1	52	0	2	3	178	0
TX	1,259	10	80	7	56	197	80	3	5	21	2	118	1	2	12	656	9

Table 3. (continued)
Total Number of High School Language Programs Reported in State (as reported)

State	#	ARB	ASL	AZE	CHI	FRA	DEU	GRK	HIN	JPN	KOR	LAT	PRS	POR	RUS	SPA	TUR
UT	159	2	18	0	21	35	15	0	0	7	0	4	0	0	1	56	0
VT	121	0	4	0	9	35	13	1	0	1	1	20	0	0	1	36	0
VA	530	12	21	2	30	124	43	5	0	14	2	99	0	1	4	173	0
WA	492	0	43	3	24	104	43	1	0	32	2	10	0	0	3	227	0
WV	140	1	5	0	5	33	8	1	0	6	1	7	0	1	1	71	0
WI	499	3	16	2	34	84	80	0	0	10	1	25	0	0	3	241	0
WY	47	0	3	0	2	6	3	0	0	0	0	0	0	0	0	33	0
	17,778	161	621	31	1,144	3,738	1,548	129	19	433	43	1,513	10	37	147	8,177	27

ARB = Arabic, ASL = American Sign Language, AZE = Azeri, CHI = Chinese, FRA = French, DEU = German, GRK = Greek, HIN = Hindi, JPN = Japanese, KOR = Korean, LAT = Latin, PRS = Persian, POR = Portuguese, RUS = Russian, SPA = Spanish, TUR = Turkish

Distribution of High School Programs by Language

Table 4. 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.

Table 4. Distribution of Foreign Language Programs (as reported)		
Language	Number of HS programs per language	Percent of HS programs per language
Arabic	161	0.91
ASL	621	3.49
Azeri	31	0.17
Chinese	1144	6.43
French	3738	21.03
German	1548	8.71
Greek	129	0.73
Hindi	19	0.11
Japanese	433	2.44
Korean	43	0.24
Latin	1513	8.51
Persian	10	0.06
Portuguese	37	0.21
Russian	147	0.83
Spanish	8177	46.00
Turkish	27	0.15

Distribution of High School Programs

The vast majority of reporting schools offered year-round Less Commonly Taught Languages (LCTLs) 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.

Table 5.*
Type of Class
(Percent of High Schools Reporting)

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	1144	983	85.93%	55	4.81%	38	3.32%	12	1.05%
French	3738	3343	89.43%	161	4.31%	67	1.79%	22	0.59%
German	1548	1280	82.69%	60	3.88%	29	1.87%	11	0.71%
Greek	129	104	80.62%	9	6.98%	7	5.43%	2	1.55%
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	1513	1261	83.34%	70	4.63%	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	147	100	68.03%	8	5.44%	7	4.76%	1	0.68%
Spanish	8177	7357	89.97%	584	7.14%	188	2.30%	41	0.50%
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%
Urdu	3	1	33.33%	1	33.33%	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.

*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%.

Table 6.
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	1144	764	66.78%	53	4.63%	59	5.16%	252	22.03%	70	6.12%
French	3738	2950	78.92%	124	3.32%	190	5.08%	780	20.87%	327	8.75%
German	1548	968	62.53%	55	3.55%	67	4.33%	385	24.87%	93	6.00%
Greek	129	88	68.22%	3	2.32%	13	10.08%	13	10.08%	2	1.55%
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	1513	1085	71.71%	25	1.65%	30	1.98%	266	17.58%	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	147	64	43.54%	3	2.04%	6	4.08%	37	25.17%	2	1.36%
Spanish	8177	6831	83.54%	485	5.93%	484	5.92%	1833	22.42%	1142	13.97%
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%
Urdu	3	0	0.00%	0	0.00%	0	0.00%	1	33.33%	0	0.00%
Other	589	381	64.69%	49	8.32%	57	9.68%	127	21.56%	49	8.32%

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.

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 access resources.

Table 7.*
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	1144	112	9.78%	25	2.19%	69	6.03%	8	0.70%
French	3738	195	5.22%	185	4.95%	216	5.78%	1	0.03%
German	1548	130	8.40%	61	3.94%	96	6.20%	5	0.32%
Greek	129	1	0.78%	0	0.00%	3	2.33%	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	1513	57	3.77%	16	1.06%	49	3.24%	0	0.00%
Portuguese	37	1	2.70%	0	0.00%	3	8.11%	0	0.00%
Russian	147	5	3.40%	1	0.68%	9	6.12%	0	0.00%
Spanish	8177	468	5.72%	698	8.54%	535	6.54%	22	0.27%
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 8.*
Advanced Placement/International Baccalaureate Courses
(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	1144	260	22.72%	59	5.16%
French	3738	1140	30.50%	198	5.30%
German	1548	331	21.38%	66	4.26%
Greek	129	4	3.10%	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	1513	511	33.77%	49	3.24%
Portuguese	37	1	2.70%	1	2.70%
Russian	147	9	6.12%	4	2.72%
Spanish	8177	2165	26.48%	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 9.
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, NEWL
ASL	621	35	5.64%	ASLPI, ASLTA, IPA, STAMP, WIDA
Chinese	1144	197	17.22%	AP, AAPPL, ACTFL, HSK, IB, STAMP, YCT, NEWL
French	3738	739	19.77%	AP, AAPPL, ACTFL, AATF, IB, National French Exam (La Grand-Concours)
German	1548	256	16.54%	AAPPL, AATG, AP, ACTFL, National German Exam, IB
Greek	129	28	21.71%	National Greek Exam
Hindi	19	1	5.26%	AP/IB tests
Japanese	433	49	11.32%	ACTFL, AP, National Japanese Exam, IB
Latin	1513	516	34.10%	ACL, ACTFL, ALIRA, AP, National Latin Exam, IB
Portuguese	37	5	13.51%	AATSP, ACTFL, National Portuguese Exam, Rosetta Stone (online), NEWL
Russian	147	14	9.25%	AP Prototype, Seal of Biliteracy, National Russian Exam, Rosetta Stone (online), Russian Olympiad, NEWL
Spanish	8178	1184	14.48%	AP, AAPPL, AATSP, ACTFL, WIDA, IB, CLEP, National Spanish Exam, STAMP

Anticipated Change in High School Foreign Language Programs

Table 10.
Anticipated Change in Language Courses Offered
(Percent of High Schools Reporting)

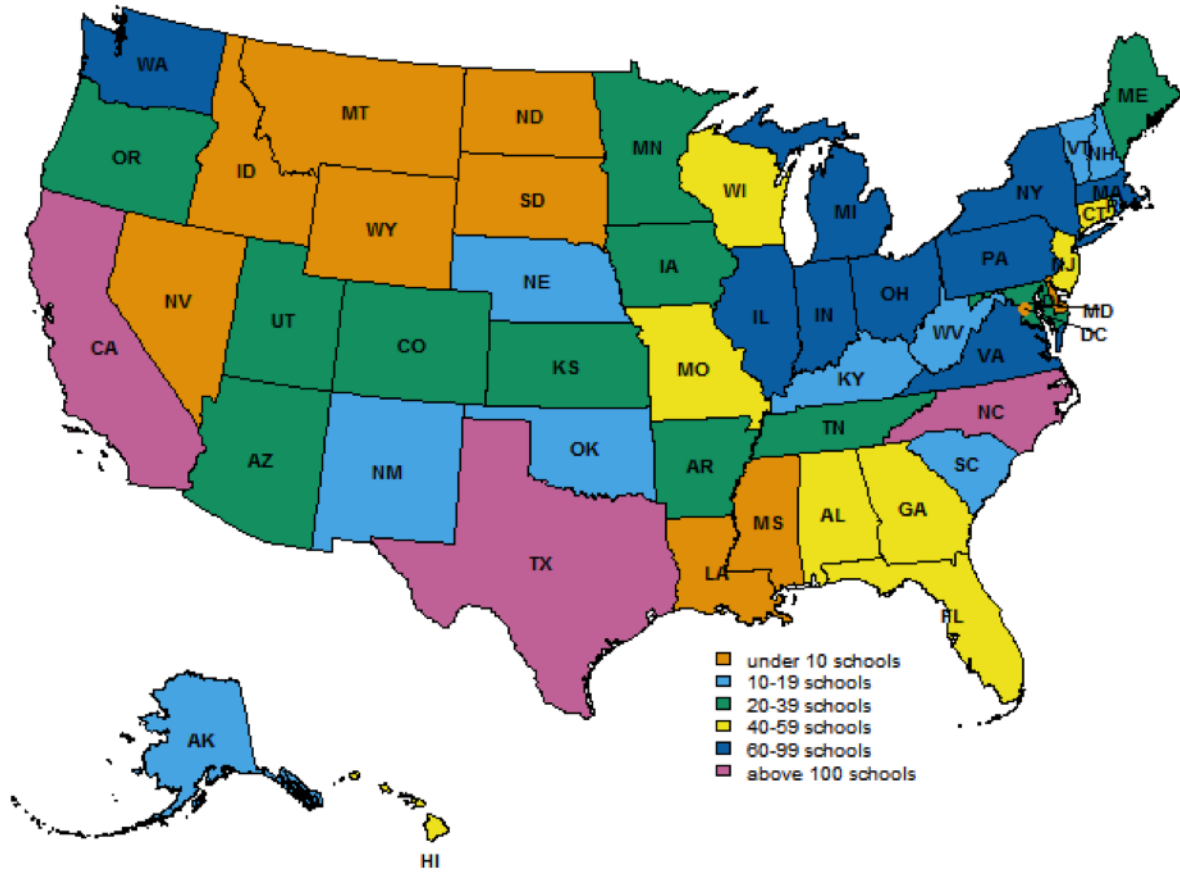
Language	# of high schools reporting	Add	Discontinue	Number Change	% Change
Arabic	161	26	12	14	8.70%
ASL	621	63	30	33	5.31%
Chinese	1144	100	61	39	3.41%
French	3738	115	162	-47	-1.26%
German	1548	76	81	-5	-0.32%
Greek	129	15	11	4	3.10%
Hindi	19	5	3	2	10.53%
Japanese	433	34	37	-3	-0.69%
Korean	43	9	4	5	11.63%
Latin	1513	50	60	-10	-0.66%
Persian	10	3	2	1	10.00%
Portuguese	37	13	3	10	27.03%
Russian	147	18	14	4	2.72%
Spanish	8177	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 High School Programs by State

Through the high school census, of the 10,879 high schools in the U.S. secondary school system that responded, 2,064 offer LCTLs programs around the country, employing 1,460 full- and part-time teachers with reported enrollment of about 76,410 students². The majority of these schools (79.28%) taught these languages through academic courses. Most states had fewer than 100 LCTL programs. Only three states had over 100 high school LCTL programs: California, Texas, and North Carolina (see Figure 1. Distribution of High School LCTL Programs by State).

² These languages include Arabic, Azeri, Chinese, Hindi, Japanese, Korean, Persian, Portuguese, Russian, Swahili, Tajik, Turkish, Turkish, Turkmen, Urdu, and Yoruba.

Figure 1. Distribution of High School LCTL Programs 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 High School LCTL Students by State).

Figure 3. Distribution of High School LCTL Programs by Languages

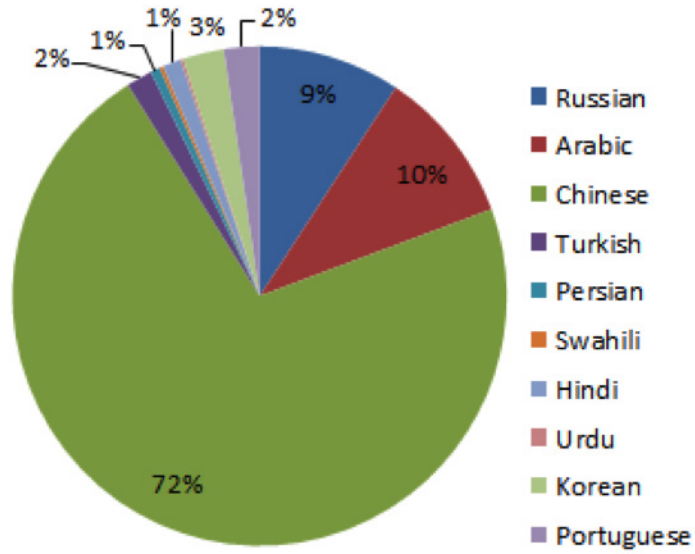
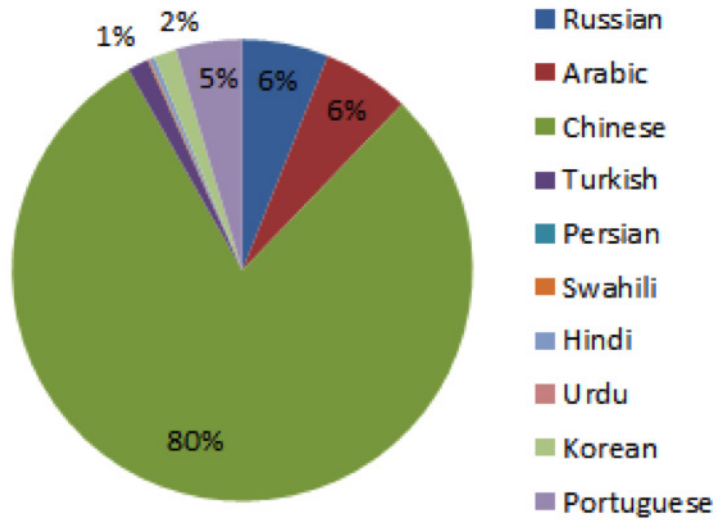


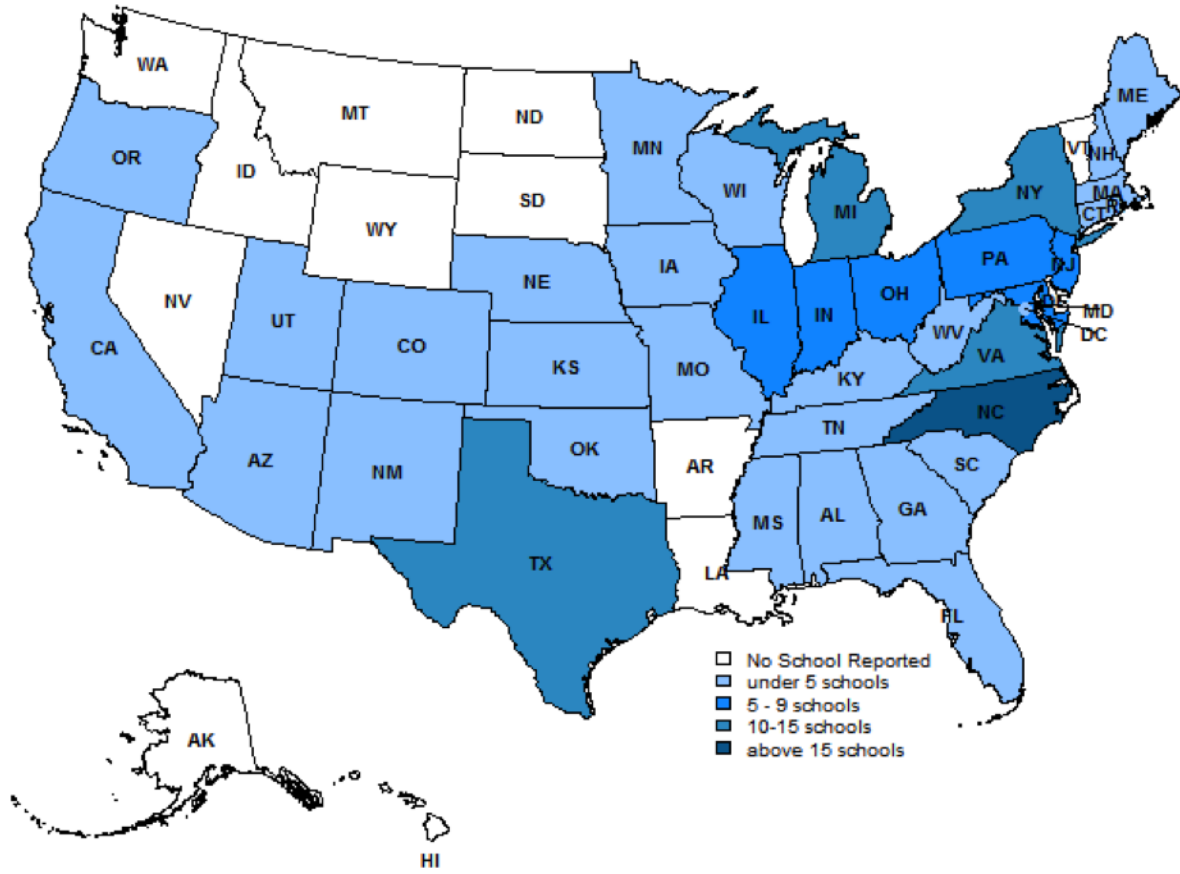
Figure 4. Distribution of Enrollment in High School LCTL Programs by Languages



Arabic:

As many as 3,740 students were reported to be enrolled in Arabic classes in 161 high schools in 38 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

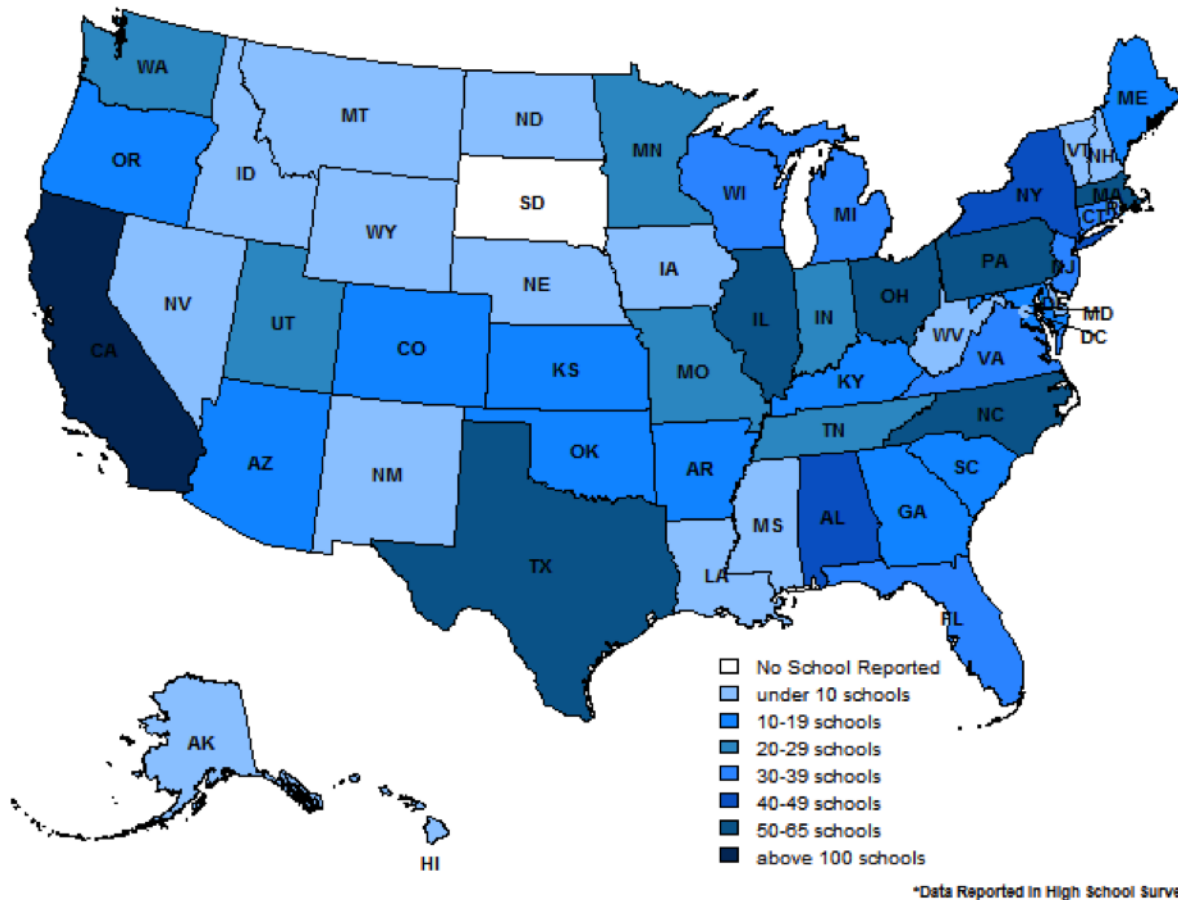


*Data Reported In High School Survey

Chinese:

The results of the survey indicate that Chinese language instruction is widespread within school systems in 50 states, (except for South Dakota) and the District of Columbia. We identified approximately 1,144 schools and school districts offering Chinese classes, with a reported enrollment of over 46,727 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).

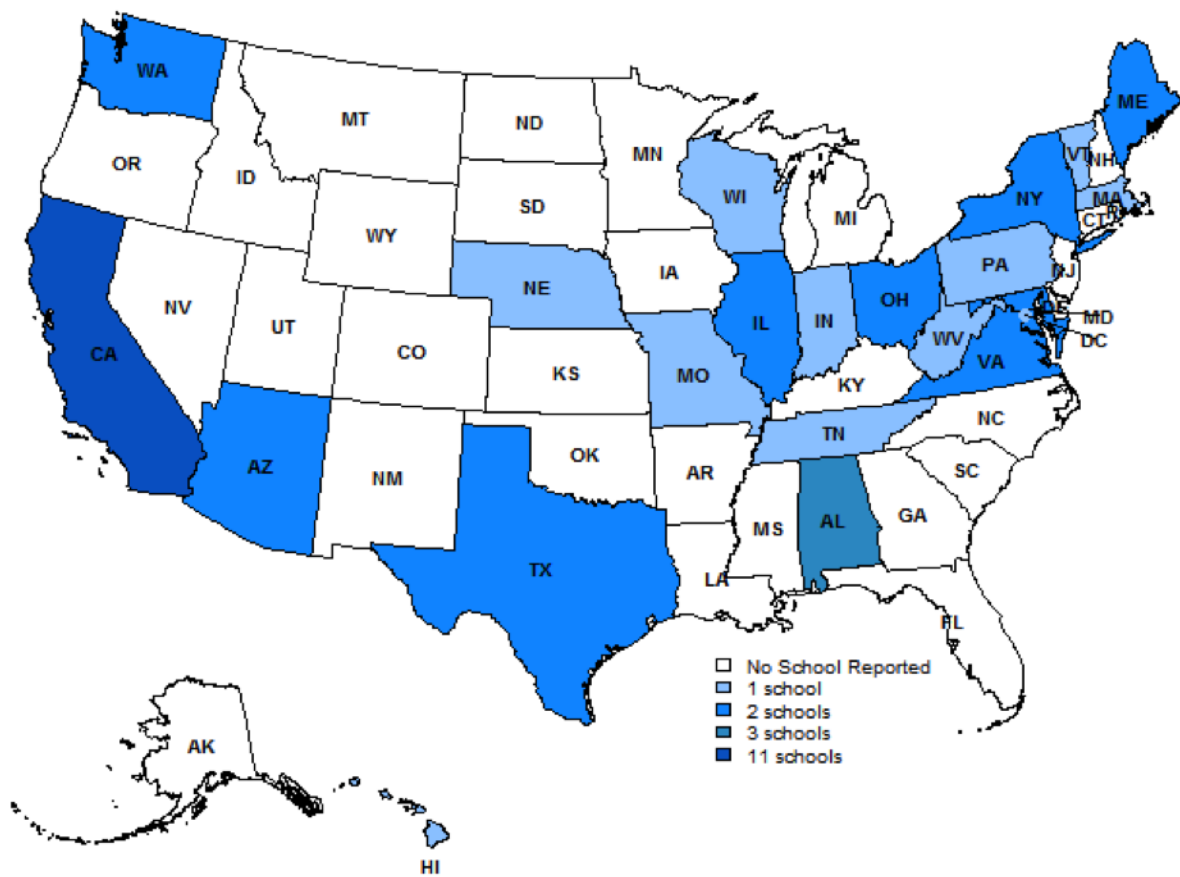
About 67% of reported high schools offered Chinese in traditional classroom settings, and nearly a quarter (22%) offered Chinese online programs. Approximately 9.8% of high schools reported that they offered Chinese in collaboration with another local high school, 21% with a community college, and 6% 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 15.67% of total student enrollments.

Korean:

In 43 schools across 22 states, 936 students are enrolled in Korean language classes. half of these schools (11 schools or 50%) 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 18 full- and part-time teachers. The vast majority of these schools (72.9%) offer year-round classes, and about two-third of the schools offer up to four levels of Korean.

Figure 7. Distribution of Schools Offering Korean by State

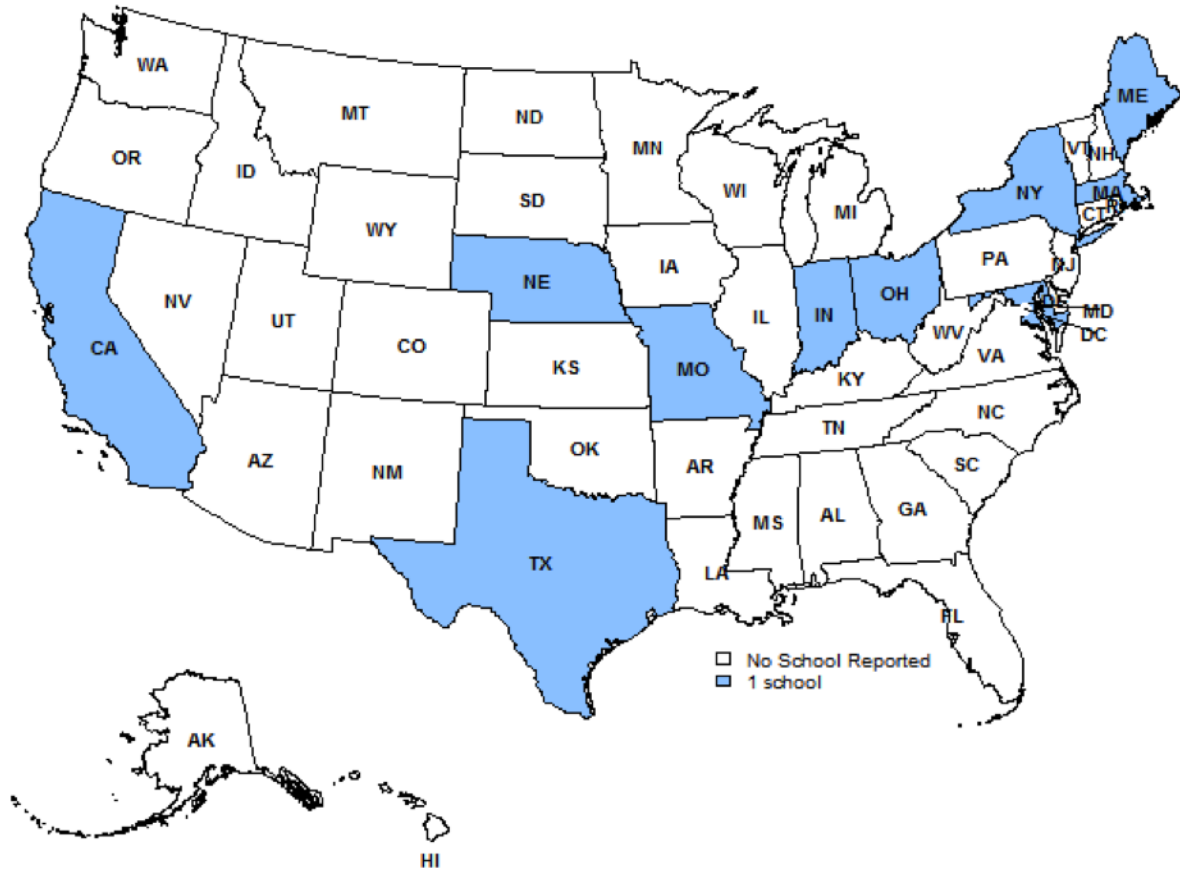


*Data Reported in High School Survey

Persian:

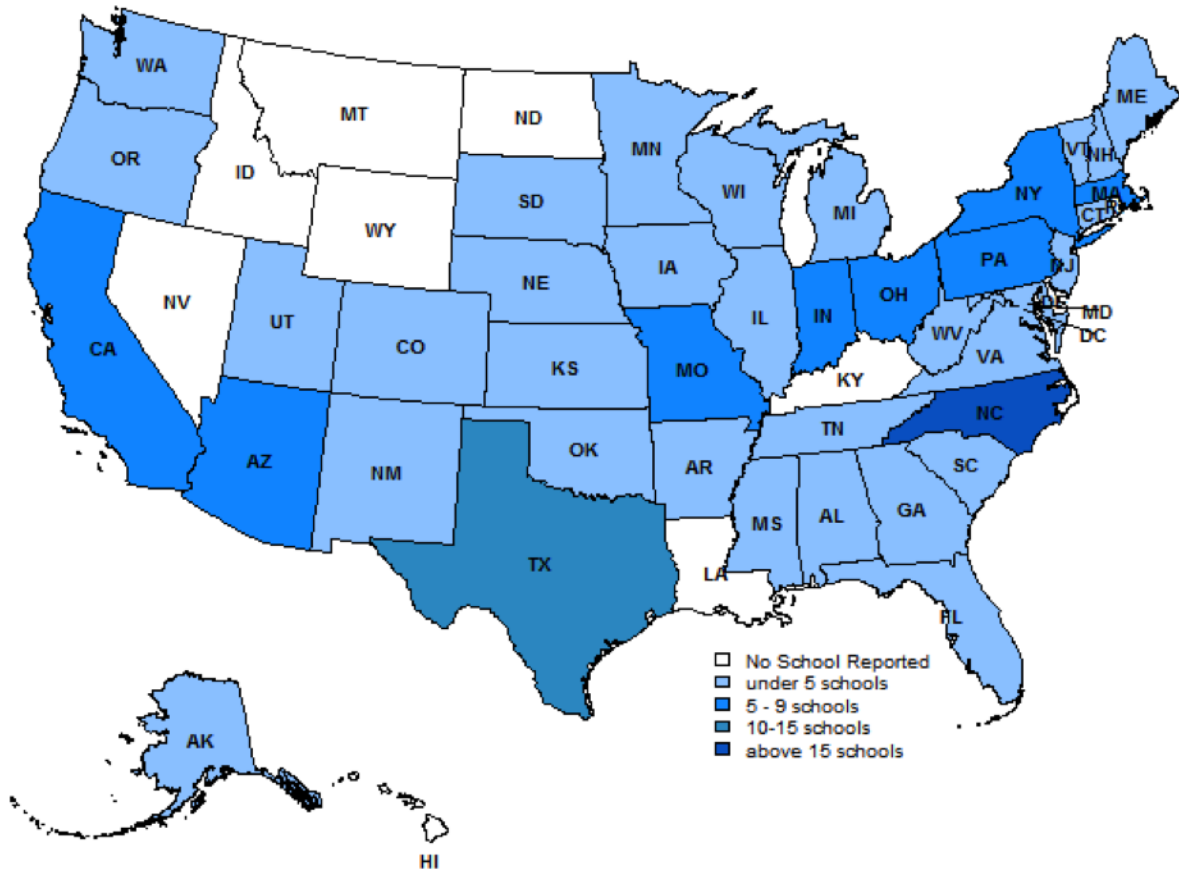
We located 10 students of Persian in 10 states and 10 schools. About one-third of these schools reported that they offer after-school and Saturday classes, while 70% reported that they offered year-round classes.

Figure 8. Distribution of Schools Offering Persian by State



*Data Reported In High School Survey

Figure 11. Distribution of Schools Offering Russian by State

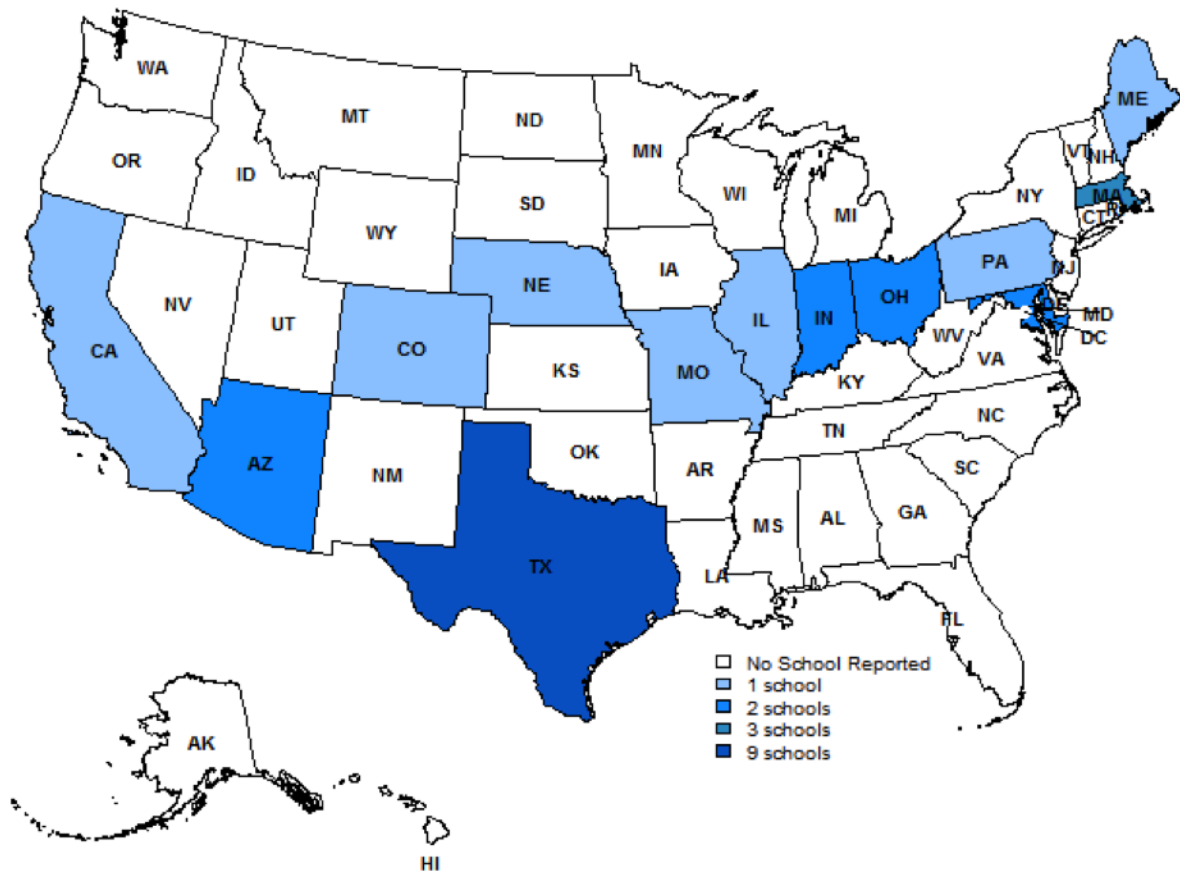


*Data Reported In High School Survey

Turkish:

We identified 27 schools in 13 states that offer Turkish language classes, with 865 total students. Most of these students are located in Texas, with 75.7% of students, and Arizona with 13.3%, and where we have nine and two schools, respectively.

Figure 12. Distribution of Schools Offering Turkish by State



*Data Reported In High School Survey

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 11. 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
AZ	-	-	-	-	-	1	-	-	-	-	1	-	-	1	-	-	3	-
CA	-	-	-	-	4	7	2	1	-	-	2	2	-	2	-	-	15	-
CO	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	2	-
CT	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	1	-
DC	-	-	-	-	1	3	-	-	-	-	-	-	-	3	-	-	3	-
DE	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	1	-
FL	-	-	-	-	2	3	-	-	-	-	-	1	-	1	-	-	3	-
GA	-	-	-	-	1	2	1	-	-	1	-	-	-	1	-	-	4	-
HI	-	-	-	-	1	1	-	-	1	-	-	2	-	-	-	-	4	-
IA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
IL	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	2	-
IN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
KY	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
LA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
MA	-	-	-	-	-	2	1	-	-	-	-	-	-	1	-	-	1	-
MD	-	-	1	-	-	3	2	1	-	1	2	-	1	1	-	-	4	-
ME	1	1	-	-	2	3	1	-	-	-	-	-	-	2	-	-	3	-
MI	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	2	-
MN	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	3	-
MO	-	-	-	-	1	1	1	1	-	-	-	-	-	1	-	1	1	-
MS	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-
NC	-	-	-	-	2	3	-	-	-	-	-	-	-	-	-	-	7	-
NJ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NM	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
NY	-	1	-	1	4	8	1	2	-	-	1	2	-	7	1	1	12	1
OH	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	-
OK	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	4	-
OR	-	1	1	-	3	2	2	-	-	-	-	2	-	-	-	-	7	-
PA	-	-	-	-	1	2	-	-	-	1	-	-	-	2	-	-	2	-
SC	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	2	-
TN	-	-	-	-	-	1	-	1	-	-	-	-	-	2	-	-	2	-
TX	-	-	1	-	2	1	1	-	-	-	-	1	-	2	-	-	8	-
UT	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
VA	-	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	2	-
WI	-	-	-	-	1	5	2	-	-	-	-	-	-	-	-	-	9	-
WY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1	4	3	1	34	57	15	6	1	3	6	11	1	32	1	2	112	1

As Table 11. 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. Sixteen schools (11%), not listed in Table. 10, 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 Table 11., and the total number of language taught, as reported in the following tables.

Table 12. shows the languages offered by grade level. 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.

Language	Pre-K	K	1	2	3	4	5	6	7	8
Ancient Greek	-	-	-	-	-	-	-	-	-	-
Arabic	2	2	2	2	2	2	2	2	2	2
ASL	-	-	-	-	-	-	-	-	-	-
Bengali	-	-	1	1	1	1	1	1	-	-
Chinese	2	7	8	8	7	9	11	14	18	18
Exploratory	-	-	-	-	-	-	-	1	-	-
French	3	9	9	11	11	12	16	24	36	38
German	-	2	2	2	2	3	3	5	7	8
Greek	1	1	1	1	1	1	1	1	1	1
Hebrew	-	2	2	2	2	2	2	2	2	2
Italian	-	-	-	-	-	-	1	2	3	4
Japanese	-	-	1	1	1	1	1	4	5	6
Korean	-	1	1	1	1	1	1	-	1	1
Latin	-	-	-	-	3	5	8	15	22	23
Persian (Farsi)	-	-	1	1	1	1	1	1	1	1
Russian	-	-	-	-	-	-	-	-	-	1
Spanish	15	38	47	50	51	53	57	58	63	70
Turkish	-	-	-	-	-	-	-	-	-	1
Total	23	62	75	80	83	91	105	130	161	176

Consistent with the results shown by state, Spanish remains the most frequently taught language, followed by French, Chinese, and Latin. Table 12. 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 13. shows the number of students enrolled in each language in programs that include Grades K-8.

Table 13.
Number of Students per Language K-8

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

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 in Grades K-8.

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
Arabic	-	-	-	2	-
Bengali	-	-	-	-	-
Chinese	2	1	4	19	6
Exploratory	-	-	-	-	1
French	-	1	7	34	13
German	-	-	1	8	3
Greek	-	-	-	1	-
Hebrew	-	-	2	2	-
Italian	-	-	-	3	1
Japanese	-	1	1	4	1
Korean	-	-	-	1	-
Latin	-	2	1	24	5
Persian (Farsi)	-	-	-	1	-
Russian	-	-	-	-	-
Spanish	3	5	18	74	29
Turkish	-	-	-	1	-
Total	5	10	34	174	59

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.

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 15. and 16. show the responses to this question. No respondents selected “on the weekend,” so it is not included in Tables 15. and 16.

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

As Table 15 shows, 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 16 shows the results by K-8 schools.

Table 16.
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)
Chinese	2	-	-	-	1
French	3	-	-	1	-
German	1	-	-	1	-
Hebrew	-	-	1	-	-
Spanish	6	-	1	3	1
Total	12	0	2	5	2

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 17.
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 17. 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 18. shows the assessments, by language, being used at the schools in the study.

Table 18.
Assessments Used by Language, Grades K-8

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

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 seven K-8 programs indicated that the IB program was offered in a language.

Implications

The results of the current survey can be used to examine and reflect upon the specific languages and program types taught in K-12 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-12 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-12 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-12 foreign language learning.

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 and its partners launched an outreach campaign to reach out to the foreign/world language community to invite participation in The National K-16 Enrollment Survey (referred to herein as the Enrollment Survey). This consisted of the following:

Press Release

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Email Outreach and Social Media Presence

Senior staff 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 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. Each organization received a variation of a 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."

Data Collection

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 offered 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' association, state supervisors, and language specific associations, in preparation for awareness and outreach efforts and data collection. All 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. This organization 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 can see all the questions or data items, which in turn helps state supervisors figure out their requests to their data processing departments. American Councils has also offered the option of sending in a file, which may help 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; these include letters sent on NSEP letterhead, letters and postcards on American Councils letterhead, as well as by Social & Economic Sciences Research Center at Washington State University. Table 1 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%	110	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%	187	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%	10879	100.0%

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 was 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.

Questionnaire Development

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; and number of years offered; number of students; number of full-time teachers; number of part-time teachers; 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 being used. The questions for the survey were:

- How many schools teach the foreign?
 - Which languages are being taught at which grade levels?
 - 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?
 - When are languages offered?
 - Which assessments are being used?

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.

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 were 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 the provision of a toll free number to address any queries by respondents; leaving answering machine messages at high schools; providing contact information (toll free number and a URL) for respondents to call in or complete the survey by phone or online; 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 case tracking and locating strategies.

For high schools without valid contact information, the interviewers initially attempted directory assistance or Internet searches. If a new number was located on the Internet, 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.

Models for Estimated Enrollment

The 2014 five-year estimate of the Census Bureau's American Community Survey provided these state-level demographic data:

Pct.Language	-Percent households in where languages other than English are spoken
Pct.Poverty	-Percent residents below the poverty line
Pct.25wBA	-Percent adults 25 years or older, with an educational degree of Bachelor or higher
Pct.Black	-Percent residents who indicate their race as African-American
Pct.Latino	-Percent residents who indicate their ethnicity as Hispanic or Latino

In addition, the U.S. Census classifies the States into four major regions:

Region -1 - Northeast, 2 – Midwest, 3- South, or 4 – West

Additional Data Sources

As an indicator of state-level support for foreign language instruction, we coded whether the State's high school graduation requirements included foreign language instruction, either as a fixed requirement or as one of several possible credits that had to be accumulated towards high school graduation. The presence or absence of such a foreign language requirement was coded from each State's Education Department website.

Regression Modeling

Because the dependent variable of interest is the proportion of students attending foreign language classes, we contemplated modeling with generalized (fixed, or mixed, effects) linear models with a logistic link function and binomial sampling assumptions. Fixed effects generalized models (glm) were developed by McCullagh and Nelder (1989) and have been implemented in R the stats library (Author, 2016a).

Mixed effects models, containing both fixed and random effects terms, are described by Goldstein (1985) and Gelman & Hill (2007) and are available in R as part of the lme4 package (Author, 2016b). Table 2 summarizes the regression models that were attempted, indicating the fixed and random effects included and the resulting fit statistics. There are three fixed-effects models, one including all fixed effects (and Region as a fixed effect), one random model (with the only effect being Region as a random term), and separate mixed effects models.

The model labeled “Mixed.03a” fits best by the information criteria, featuring all fixed effects except for “Languages Other than English Spoken at Home,” and including Region as a random effect, see Table A.3. This model fits very closely for 23 of the 24 States used for estimation. The sole exception is Wisconsin, which reported many more students enrolled in Foreign Language classes than the demographic analysis predicted. The discrepancy of Wisconsin’s enrollment data is currently being traced.

Model	Information Criteria			Fixed Effects Terms Included							Random Effect
	N(Parms)	AIC	BIC	Pct Language	Poverty	Education Expenses	25wBA	Black	Language Grad Req	Region	Region
Fixed.01	2	567957	567959	-	-	x	-	-	-	-	-
Fixed.02	7	384521	384530	x	x	x	x	x	x	-	-
Fixed.03	10	266806	266817	x	x	x	x	x	x	x	-
Random.01	2	467968	467970	-	-	-	-	-	-	-	x
Mixed.01	3	433407	433410	x	-	-	-	-	-	-	x
Mixed.03a	7	266526	266534	-	x	x	x	x	x	-	x
Mixed.03b	6	305170	305177	-	x	x	-	x	x	-	x
Mixed.03	8	266527	266536	x	x	x	x	x	x	-	x

Model Mixed.03a											
Generalized linear mixed model fit by maximum likelihood (Adaptive Gauss-Hermite Quadrature, nAGQ = 50) [glmerMod]											
Family: binomial (logit)											
Formula: Odds.FLEnrollment ~ Pct.Poverty + Ed.Expenses + Pct.25wBA + Pct.Black + Language.Requirement + (1 Region)											
Data: modeling.data											
AIC	BIC	logLik	deviance	df.resid							
266526.1	266534.3	-133256.0	266512.1	17							
Scaled residuals:											
Min	1Q	Median	3Q	Max							
-198.04	-56.57	-4.50	45.21	344.82							
Random effects:											
Groups Name	Variance	Std.Dev.									
Region (Intercept)	0.2002	0.4474									
Number of obs: 24, groups: Region, 4											
Fixed effects:											
	Estimate	Std. Error	z value	Pr(> z)							
(Intercept)	2.4612438	0.2238866	11.0	<2e-16 ***							
Pct.Poverty	-0.1840881	0.0005364	-343.2	<2e-16 ***							
Ed.Expenses	-0.1072604	0.0006345	-169.0	<2e-16 ***							
Pct.25wBA	-0.0519165	0.0002639	-196.7	<2e-16 ***							
Pct.Black	0.0216229	0.0001107	195.2	<2e-16 ***							
Language.Requirement	0.2813128	0.0014286	196.9	<2e-16 ***							

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 thus 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.

References

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- Gelman, A. & Hill, J. (2007) *Data Analysis Using Regression and Multilevel/Hierarchical Models*. New York, NY: Cambridge University Press
- Goldstein, H. (1995) *Multilevel Statistical Models*. 2nd Ed., London, UK: Edward Arnold
- McCullagh P. and Nelder, J. A. (1989) *Generalized Linear Models*. London: Chapman and Hall.

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.