



## Governor's World Language Expansion Initiative 2014 Fact Sheet

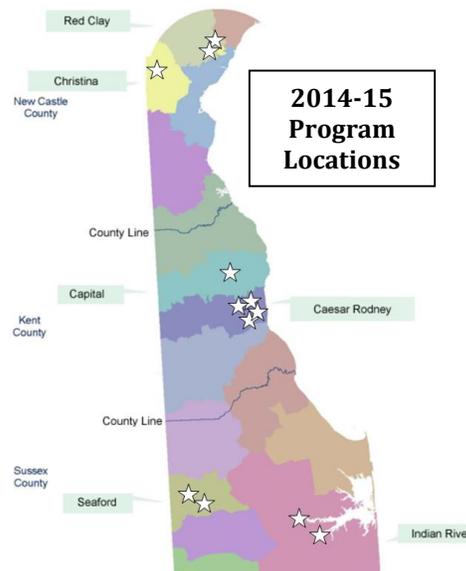
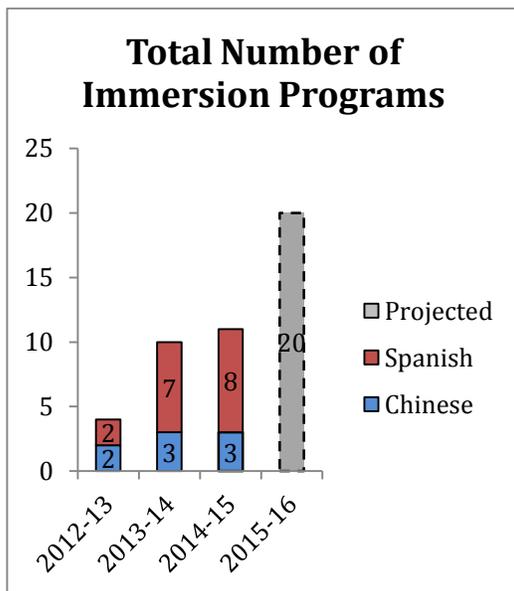
### Overview

The Governor's World Language Expansion Initiative aims to establish 20 immersion programs across the state by 2015, reaching more than 10,000 students over the next ten years. Starting in kindergarten, immersion students spend half of each school day learning in Mandarin Chinese or Spanish. By 4<sup>th</sup> grade, students will be proficient enough to travel with their families in China or a Spanish-speaking country. During 9<sup>th</sup> grade, they'll be able to take the Advanced Placement language and culture class, after which they can continue their language study in dual-credit college courses and/or begin a new language.

The goal of this work is to graduate students with advanced-level proficiency in languages, giving them an economic advantage in an increasingly multilingual and multicultural workforce.

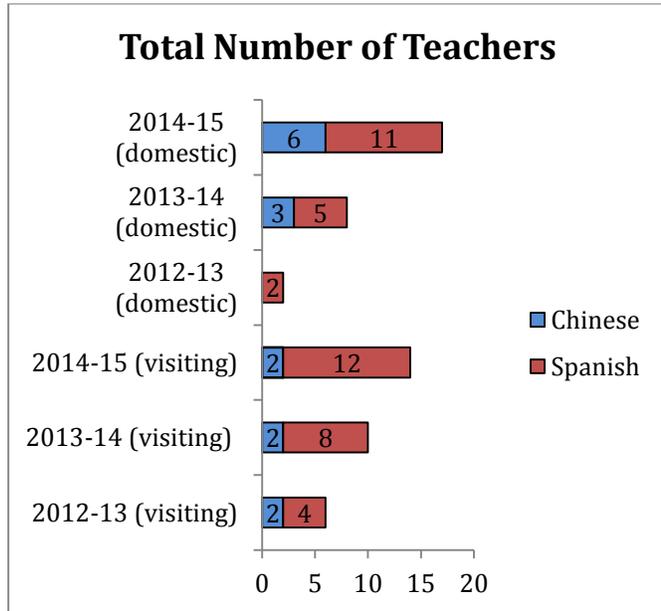
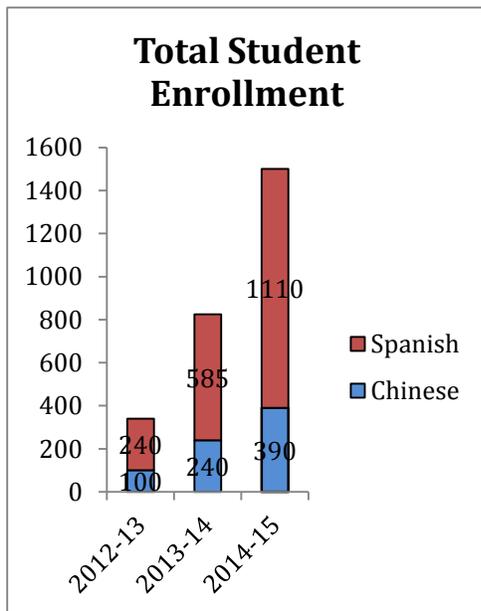
### Year 2 Progress

**The initiative continues on-track to expand to 20 programs by 2015.** Over 800 students were enrolled across ten immersion programs in 2013-14, and nearly 1,500 Delaware students will benefit from immersion in 11 different programs in 2014-15. Immersion programs are currently located in six districts: Caesar Rodney, Capital, Christina, Indian River, Red Clay, and Seaford.



**In addition, more than 325 middle school students participated in a Chinese, Spanish, or French course at district-identified schools (80 at five schools offering Mandarin, 164 at six schools offering Spanish, 81 at two schools offering French).** Middle school courses were delivered online by Middlebury Interactive Languages, with weekly visits from conversation teachers. An additional 450 students will have an opportunity to enroll in these courses beginning in the fall.

**Visiting teachers from Spain and China continue to help foster authentic language-learning environments.** Fourteen teachers will be teaching in Delaware immersion programs this coming school year as a result of partnerships with Spain and China. These educators have extensive experience in language instruction, participate in frequent professional development with each other, and plan regularly with their English-speaking counterparts.



**An evaluation of the World Language Expansion Initiative continues to include high praise for the program.** The Department of Education continues to contract with an external evaluator to assess the initiative’s progress, through observations, interviews, surveys and data analysis. Highlights of the mid-year evaluation include:

- **Parent surveys continue to show overwhelming satisfaction with the program.** “There continues to be great and widespread satisfaction with this initiative and the opportunities it is offering to the families and children of Delaware.”
- **Immersion teachers and administrators feel strongly supported to deliver curriculum in a second language.** “[Instructional specialists] who visit the schools on an on-going basis have provided solid, timely, and highly appreciated support to the teachers and principals in the immersion schools.”
- **Implementation is on-track, with student retention from one grade to the next at high levels.** “When one considers that many families move at the end of any school year, this high retention rate [almost 98%] is undeniable evidence that children are happy in the program and parents are highly satisfied with the educational progress their children are making.”

**Elementary Program Survey Data (mid-year):**

- 97% of parents responding said their child enjoys learning the language.
- 95% of parents responding agreed that the program has enriched their child’s education with 85% of them saying that their child talks about what they are learning at home.

**Looking Ahead**

**In the coming months, the Department of Education will focus on:**

- Selecting the 2015-16 cohort of schools (applications due by the end of October)
- Developing support materials for parents as students move into higher grades
- Collaborating with the state mentoring program to increase capacity for teacher support
- Continuing collaboration with teacher preparation programs to recruit and place world language teachers