

**Request for funding and policy support
for a World Language Coordinator
Meeting w/ Governor Chris Gregoire: Sept. 7, 2007**

Supporters of reinstating a world language coordinator

Senator Karen Fraser

Representative Eric Pettigrew

Representative Zach Hudgins

Representative Shay Schual-Berke

Former Governor Gary Locke

This move supports many of Governor Gregoire's key education policies and goals

- Using state resources efficiently, saving local districts dollars and/or helping them attract grant dollars.
- Enhancing the competitiveness of our students for college and the workplace.
- Capitalizing on our trade status with China and promoting good will (Confucius Institute).
- Promoting academic achievement for all students.
- Basing policy on evidence and brain research.
- Promotes equity by delivering programs to all students.

2008 Supplemental Budget: A world language coordinator is a good investment

Money: We can tap into new resources

Without a coordinator, our state has been unable to compete successfully for grants or visiting teacher and world language programs.

Examples:

In 2005, the federal Foreign Language Assistance Program (FLAP) provided grants of up to \$150,000 to state educational agencies to promote world language study for elementary and secondary school students. The state superintendent's office was unable to apply for this funding given the lack of a program supervisor in world languages.

The state superintendent's office has also been unable to coordinate and support local districts' efforts to apply for the \$114 million in federal funding allocated to the National Security Language Initiative, designed to promote the learning of "critical need foreign languages" such as Arabic, Chinese, Russian, Hindi, and Farsi.

This past spring Washington state applied for the Goldman Sachs prize for Excellence in International Education but did not receive the prize. Those deciding the award were aware of our pending legislation to reinstate the World Languages supervisor at OSPI and that the bill was vetoed.

Equity: We can provide more equitable access to higher education

The Higher Education Coordinating Board requires students entering a four-year state university to have taken 2 years of the same foreign language, Native American language, or American Sign language. However, some high schools in the state currently do not offer courses to help students meet this requirement. Statewide support and coordination of world language offerings would enable more students to have access to the courses needed to compete for admission to our most competitive schools.

Efficiency: Maximize resources in school district budgets and for teachers

Many school districts no longer have any administrative support for world language. A 2004 survey of the state's world language teachers and program coordinators found additional professional development opportunities to be the highest need. A state coordinator can provide a centralized source of resources, including access to internet instruction, and deliver instructional services to all. Same supposition as what led to K-20 digital commons.

Student achievement: We can boost student success

High schools need to gear up NOW to provide those students currently enrolled as well as prepare for the upcoming younger students. We are falling behind other states – most states, including nearly all of the “Global Challenge States,” already have full-time world language program coordinators to support the implementation of high-quality world language programs. The Minnesota state legislature recently created this position during their 2007 session.

Brain research most clearly demonstrates enhanced development of cognitive ability in younger children exposed to study of second languages. Multiple studies show that second language study helps close the achievement gap for struggling students and that time spent on foreign language study strongly reinforces the core subject areas of reading, English language literacy, social studies and math.

Example: Washington Middle School in Seattle and the International School in Bellevue have had to discontinue visiting teacher programs with China, France, and Germany because there is not adequate staff at the state superintendent’s office to monitor the federal regulations governing the J-1 visas for visiting teachers.

Trade and economic development: We can secure our place in the world marketplace with a better understanding of our world partners

Foreign language skills greatly increase the value of our students when it comes to the marketplace and to keeping them in home-grown competitive jobs, which further grows our economy. Policy should reflect emphasis on Asian languages.

The work of a world language coordinator

As outlined in **Schual-Berke’s HB 1517**, the world language coordinator shall have the following duties and responsibilities:

- Develop, conduct, and oversee professional development for teachers on grade level expectations, state and national standards, and best practices in instruction for world languages;
- Provide technical assistance to schools in designing elementary and middle school language programs, selecting and designing high quality curriculum, and providing professional development;
- Advise in the development of online world language courses;
- Create a clearinghouse of information and materials to support high quality world language instruction at the elementary and secondary levels;
- Secure and implement grants, including federal grants, to enhance world language programs;
- Encourage and foster an articulated curriculum for world languages through elementary, secondary, and postsecondary grades;
- Establish and maintain a state database for world language course offerings in schools and school districts;
- Implement memoranda of understanding with ministries of education in other countries, including interviewing, selecting, securing visas for, and providing orientation for visiting teachers;
- Serve in an advisory capacity on committees or work groups regarding teacher certification, advanced placement programs, and textbook publishing and selection; and
- Serve as an education liaison with the business, trade, and economic development communities.