

Archived Information

FOREIGN LANGUAGE ASSISTANCE PROGRAM

Goal: Help students reach the national education objective of mastering one or more foreign languages.

Relationship of Program to Volume 1, Department-wide Objectives: The Foreign Language Assistance Program supports Objective 1.1 (challenging standards and assessments in core academic subject areas) by providing discretionary grants to districts and states to improve foreign language instruction.

FY 2000—\$8,000,000

FY 2001—\$14,000,000 (Requested budget)

OBJECTIVE 1: IMPROVE FOREIGN LANGUAGE PROFICIENCY OF STUDENTS SERVED BY THE FOREIGN LANGUAGE ASSISTANCE PROGRAM (FLAP).

Indicator 1.1 Increased student achievement: The percentage of students participating in Foreign Language Assistance Program (FLAP)-supported instruction who demonstrate educationally significant progress toward achieving communicative language proficiency will increase annually.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge. Explanation: Draft data analysis report due late 2000.	Source: Review of grantee annual reports, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> Late 2000. Validation Procedure: ED attestation process. Limitations of Data and Planned Improvements: <i>Limitations:</i> There are no statutory reporting requirements. <i>Planned Improvements:</i> The reauthorization proposal institutes a yearly evaluation requirement with specific data. Additional planned improvements include disseminating information about foreign language standards and assessment, and providing guidance and technical assistance to grantees on reporting data.
1999:	No data available	No target set		
2000:		No target set		
2001:		No target set		

OBJECTIVE 2: BUILD CAPACITY OF SCHOOLS IN FLAP TO TEACH FOREIGN LANGUAGES.

Indicator 2.1 The percentage of grantees that use national standards for determining student performance gains will increase annually.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge. Explanation: This is a new indicator. Analysis of data is in progress.	Source: Monitoring by program office staff, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> Late 2000. Validation Procedure: ED attestation process. Limitations of Data and Planned Improvements: None.
1999:	No data available	No target set		
2000:		No target set		
2001:		No target set		

KEY STRATEGIES

Strategies Continued from 1999

- ❖ Coordinate with Federal, state, and local programs, professional associations, and other entities to promote effective foreign language instruction to high standards.
- ❖ Support dissemination of information on effective foreign language education and related career opportunities.
- ❖ Encourage development of effective pre-service and inservice professional development for teachers of foreign languages.
- ❖ Emphasize program features that will allow grantees to carry on activities after their grants expire.

New or Strengthened Strategies

- ❖ Work with professional organizations to promote the Secretary's priority for every child learning two languages.
- ❖ Expand technical assistance to establish a network linking bilingual/ESL and foreign language educators.
- ❖ Proposed an annual evaluation requirement through the reauthorization proposal.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ Coordinating with Title VII, Part A, to promote two-way bilingual programs.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ States vary in the extent to which they have established foreign language standards.
- ❖ No evaluation requirement during program implementation.
- ❖ Moving the field toward building strong programs that lead to communicative language proficiency.
- ❖ States and districts generally lack certification standards for elementary foreign language teachers.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

- ❖ Indicator 1.1 Increased student achievement. The percentage of students participating in Foreign Language Assistance Program (FLAP)-supported instruction who meet or exceed high standards for foreign language education will increase annually.
Explanation: This indicator has been reworded to align it with the statutory language of improving communicative language proficiency.

Dropped

- ❖ Indicator 2.1 Increased school capacity for effective instruction. At least 90 percent of grantees will maintain program activities for at least 3 school years after expiration of FLAP funding for the program.
Explanation: This indicator provided information 3 years after programs expired, severely limiting its timeliness and usefulness.

From FY 2000 Annual Plan (last year's)

Adjusted—None.

Dropped—None.

New—None.