

Archived Information

FOREIGN LANGUAGE ASSISTANCE PROGRAM

Goal: Help students reach the national education objective of mastering one or more foreign languages.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
Legislation: Title VII, Part B, of the Elementary and Secondary Education Act (ESEA) of 1965, as amended (20 U.S.C. 7511).	1985	\$0	2000	\$8
	1990	\$0	2001	\$14
	1995	\$11	2002 (Requested)	\$0

Program Description

The Foreign Language Assistance Program (FLAP) provides grants, on a competitive basis, to state education agencies (SEAs) or local education agencies (LEAs) to support innovative model programs that establish, improve, or expand foreign language study for elementary and secondary school students. The FY2000 FLAP competition gave preference to applications in which projects proposed to carry out one or more of the following activities:

- intensive summer foreign language programs for professional development;
- linking non-native English speakers in the community with the schools in order to promote two-way language learning; or
- promoting the sequential study of a foreign language, beginning in elementary schools.

FLAP projects promote systemic approaches to improving foreign language learning; show promise of being continued beyond their project period; and demonstrate approaches that can be disseminated and duplicated in other districts. Seventy-five of the funds are used at the elementary level. The federal share is 50 percent, but the Secretary may waive this requirement if the school district does not have adequate resources to pay the nonfederal share, as determined by the Secretary.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OBEMLA/>

Program Performance

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	
1999:		Continuing increase	<p>Status: Positive movement toward target.</p> <p>Explanation: Students achieved annual progress toward foreign language proficiency. Students evidenced growing abilities to understand, pronounce, speak, read and write the language under study appropriate to the time engaged in language learning and their own developmental levels. Research of the various grant reports and evaluations revealed overt attention by a substantial number of projects to the issue of teaching students to function in real-life, communicative contexts.</p> <p>Source: According to a 2000 draft analysis of annual performance reports and biennial evaluation reports from a sample of grantees first funded in FY 1995 and 1996. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: ED attestation process.</p> <p>Limitations of Data and Planned Improvements: <i>Limitations:</i> There are no statutory reporting requirements. Grant reports indicate a multitude of various assessment measurements used to determine and plot student growth in language ability and cultural knowledge.</p>
2000:	<p>Data recorded for students in a Japanese language project affirmed that their speaking and listening gains exceeded the one level or more criteria specified. Furthermore, 88% demonstrated full gains of one or more skill levels on the project's rubric designed to measure writing ability.</p> <p>According to data provided by a Spanish language project, the average score of the students who were examined over the three-year period was 28, exceeding the targeted goal by 8.</p> <p>In another project, students at every grade level made progress within any given school year. Pronunciation ratings always measured higher than comprehension, fluency, vocabulary and grammar.</p>	Continuing increase	
2001:		Continuing increase	
2002:			

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	
1999:		Continuing increase	<p>Status: Positive movement toward target.</p> <p>Explanation: It is important to note that several of the grants went beyond a cursory inclusion of the national foreign language standards. National standards were employed as an organizing principle to some extent by participating projects.</p> <p>Source: According to a 2000 draft analysis of annual performance reports and biennial evaluation reports from a sample of grantees first funded in FY 1995 and 1996. <i>Frequency:</i> Annually <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: ED attestation process.</p> <p>Limitations of Data and Planned Improvements: <i>Limitations:</i> The <i>Standards for Foreign Language Learning</i> carries a copyright date of 1996. Given that the grants were awarded in FY 1995 and 1996 it is not surprising that the majority of the grants do not incorporate specific references to, or inspiration from, the national standards.</p>
2000:	No Data Available	Continuing increase	
2001:		Continuing increase	
2002:			