

National Security Education Program (NSEP) Senate File 2274 -- 2010 Legislation

The Working Group

The working group for this project drew on staff from the Division of Community Colleges and Workforce Preparation and the Division of PK-12 Education within the Iowa Department of Education; the West Des Moines Community School District, the Iowa Board of Educational Examiners, the Iowa Board of Regents Office, Iowa State University, and the University of Iowa.

Senate File 2274 specified in section 9: NATIONAL SECURITY EDUCATION PROGRAM WORKING GROUP. *The department of education, in collaboration with the state board of regents, shall convene a working group that includes but is not limited to representatives of the business community of this state, to explore the possibility of securing the cooperation and assistance of the United States department of defense, the national defense university, and the national security education board to participate in the federal national security education program and establish a foreign language road map, flagship program, and timeline in this state for K=16 and graduate-level students. The working group also shall study the feasibility, including but not limited to the costs, of establishing the road map, program, and timeline, and shall submit a report of its findings and recommendations.*

To better understand the task at hand, the working group discussed what other states were doing utilizing a language road map.

Language Road Map Background (by Colin B. Crocker)

In early 2007, the National Security Education Program (NSEP) funded state-level foreign language needs assessment and policy creation projects in Ohio, Oregon, and Texas. Three (3) flagship institutions, the University of Oregon, Ohio State University, and the University of Texas at Austin, concurrently led *Roadmaps to Language Excellence* in each state. The overall goal of these projects was two-fold. Firstly, language roadmap efforts sought to identify regional, state, and local drivers supportive of K-16 foreign language education policy change. Secondly, roadmaps pursued the creation of stakeholder-driven, locally appropriate policy solutions designed to strengthen local and national foreign language capacity. The end product of roadmap processes in Ohio, Oregon, and Texas were three distinctive, articulated policy plans known as *Roadmaps to Language Excellence*.

Roadmap Outcomes

Language roadmaps in Ohio, Oregon, and Texas have produced stakeholder-designed initiatives enhancing K-16 language capacity and demonstrate promising potential to make education more effective and accessible for all populations, particularly in low-income and heritage communities.

- Roadmap outcomes aim to provide a linguistically and culturally proficient workforce.
- Roadmap outcomes create new pathways to higher education and economic opportunity, especially for minorities through scholarships, credits for proficiency, and school-to-work internships.
- Roadmap outcomes promote proficiency over seat-time. This focus on proficiency requires data-driven instructional strategies strengthened by powerful and attractive incentives.
- Roadmaps promote K-16 pipelines for language learning. Language Flagships in Oregon and Ohio serve as excellent examples of this model. These pipelines promote college readiness and prepare graduates for productive and meaningful careers by incorporating foreign language skills and cultural competency.
- Roadmap outcomes promote quality foreign language teacher training and professional development programs at local levels.
- Roadmap outcomes are aimed at reducing high school dropout rates among Hispanics, the most vulnerable demographic.
- Roadmap outcomes promote the successful integration of immigrant populations into the mainstream of American society by placing a premium on heritage language skills.

Process

The Roadmap Process is divided into six phases from initial research before the formal summit process begins through actual adoption of recommendations:

- I. Demand assessment activities and research report writing.
- II. Initial roadmap summit event.
- III. Working group policy/initiative formation activity.
- IV. Final report writing.
- V. Roadmap report dissemination event.
- VI. Roadmap adoption activity.

Phase I: Demand Assessment Activities and Research Report Writing

Phase I involves research and assessment of state and local demands for language skills. Researchers (often graduate students) can be employed to help undertake this phase. Associated expenses include travel within the state to conduct interviews, report writing, and the development of an initial roadmap website. The primary output of this phase is a report highlighting state and local demand for language skills in the public and private sectors.

Phase II: Language Roadmap Summit Event

Phase II involves organizing and executing the local language roadmap summit. This all-day event provides stakeholders an opportunity to discuss language needs and demand assessment findings. The goal of the summit is to galvanize support for an overall language learning strategy designed to meet demand and to recruit working group participants for Phase III.

Phase III: Working Groups/Policy Formation

Phase III involves developing the specific strategic plan (language roadmap) based on discussions from the summit and research from Phase I. Working groups, composed of representatives from the summit, as well as other constituencies, ensure all appropriate supply and demand sectors are represented. Although Language Flagship experts help guide working group process, this is locally controlled and executed. The major personnel requirement is for an overall project manager and researchers who will record and help guide the process.

Phase IV: Final Roadmap Report Writing

Phase IV is the drafting and completion of the final strategic plan (language roadmap). The Language Flagship team will work closely with the project manager and researchers to guide the development of the report and plan.

Phase V: Report Dissemination Event

Phase V is the formal release of the strategic plan. This can be accomplished a number of ways, from a press release, to an actual hosted event. The main idea is to bring key policymakers and participants together as the adoption phase of the effort is launched. Initial commitments to adopt and implement the plan (or portions thereof) should be sought at this event.

Phase VI: Adoption and Implementation Activities

Phase VI represents the execution of short-, mid-, and long-term activities to achieve the goals of the roadmap. Critical personnel include a full-time project manager responsible for guiding and executing the process over a minimum twelve month period (recommended).

(This background information was supplied by Colin B. Crocker, Program Coordinator Language Roadmaps Centers of Influence Initiative, Arabic Flagship Program, the University of Texas at Austin.)

Costs and Implementation for Iowa

A variety of modes of instruction were considered in looking at this project, which included a pilot study as well as on-line instruction. However, to give an idea of the full impact of costs involved, there were the following assumptions.

- Few districts currently offer foreign language in grades 1-6. Districts may not have adequate staff to teach foreign language and may need to add teachers.
- A work group would be convened to identify the essential concepts and skills students need to learn in a foreign language all grades.
- Students in grades 1-6 would receive instruction in a foreign language twice a week for 30 minutes for a total of 60 minutes a week.
- Teacher salaries for foreign language teachers were based on the average salary from the *2010 Iowa Condition of Education Report*--\$49,473. Average contract length is 193 days. Average daily rate is \$256.34.
- Public school enrollment for grades 1-6 was 210,056 and accredited nonpublic school enrollment in grades 1-6 was 17,880. (See *2010 Condition of Education Report*).
- A teacher's week was divided into 30, one hour slots.
- The average class size in grades 1-6 is 25. This equals 8,402 classrooms for grades 1-6 in public schools and 715 classrooms for grades 1-6 in accredited nonpublic schools.
- Assumes there are enough foreign language teachers to employ.
- Foreign language is not being taught in grades 1-6 in Iowa's schools.

Current foreign language programs do not exist in higher education to prepare the number of foreign language teachers Iowa would need for grades 1-6. While foreign language is offered in middle schools and high schools, the language offered most often specified in the National Security Education Program (NSEP) is Chinese. To expand the required language to the middle and high school levels would greatly increase the cost. While there are graduate students who are native speakers in some of the required languages of the National Security Languages at Iowa's public universities, an alternative licensure from the Iowa Board of Educational Examiners (BOEE) would be required to certify these students. This option is being explored by the BOEE.

Calculation of Estimates

FY 2013

\$60,000 to pay foreign language teachers to develop essential concepts and skills for foreign language in grades 1-12.

FY 2014

- Average teacher salary \$9,473; average teacher contract: 193 days; average per diem rate: \$256; and average hourly rate: \$43.
- 8402 classrooms receiving one hour of foreign language a week for 36 weeks. $8402 \times \$43 \times 36 = \$13,006,296$.
- 8402 classrooms receiving one-hour of foreign language a week for 36 weeks. $8402 \times \$43 \times 36 = \$13,006,296$. Ongoing: \$13,006,296 a year increased annually for collective bargaining settlements – Public Schools.

Note and Recommendation

The Iowa Department of Education is currently surveying the state on the languages being offered across the state and the enrollment in these courses. It is recommended that a more detailed discussion should take place on the world languages offered in the state and the comprehensive Road Map needed for all of these languages.