



World Languages Elementary Programs February 2024



This is FCPS

One of the largest school divisions in the U.S.

Over 179,000 students

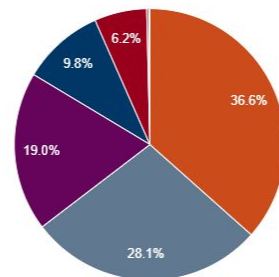
Over 92% of students go on to post-secondary education

199 schools and centers

Over 200 languages

Fall Membership by Subgroups

2022 Fall Membership By Subgroup: Racial and Ethnic Groups



■ Black ■ Hispanic ■ White ■ Asian ■ Multiple Races ■ American Indian ■ Native Hawaiian

VDOE. (11/28/2023). *Virginia School Quality Profile*.
<https://schoolquality.virginia.gov/divisions/fairfax-county-public-schools#desktopTabs-3>

Program Overview

Learning another language at an early age...

- Has a positive effect on intellectual growth.
- Enriches and enhances a child's mental development.
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- Improves a child's understanding of his/her native language.
- Gives a child the ability to communicate with people s/he would otherwise not have the chance to know.
- Opens the door to other cultures and helps the child understand and appreciate people from other countries.
- Provides a foundation for further language study
- Increases job opportunities/careers.

Based on Center for Applied Linguistics

https://www.languageconnectsfoundation.org/MakingLanguagesOurBusiness_FullReport.pdf, 2018 survey

What Foreign Languages Mean for U.S. Employers

9 out of 10 rely on employees with language skills other than English

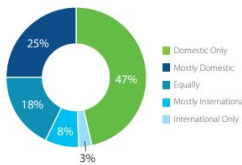
Most In-Demand Foreign Languages Reported by U.S. Employers



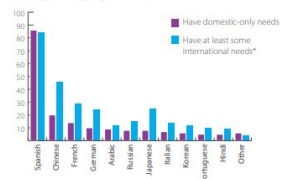
56% say their foreign language demand will increase in the next five years



U.S. Employers' Domestic and International Foreign Language Needs



Demand for Specific Foreign Languages, by U.S. Employers with Domestic-Only vs. International Foreign Language Needs



*Because employers with at least some international foreign language needs may also have some domestic needs, it cannot be assumed that a given language is necessarily used for the international market.

Elementary World Language Programs

Dual Language Immersion (DLI) est. 1989	Foreign Language in Elementary Schools (FLES) est. 2000
Identified Students	Whole School
Mathematics, science, and health in target language	Basic communicative skills in a target language
Approximately 2 hrs. per day	Approximately 1 hour per week
17 schools	56 schools

Dual Language Immersion Websites

General Information



Site contains DLI information
including research studies
<http://bit.ly/FCPSDLIInfo>

Registration Information



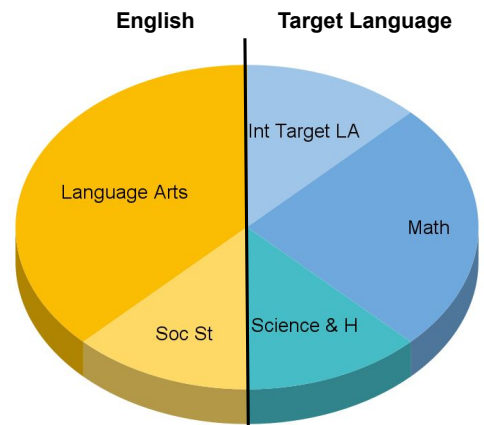
Site contains all DLI registration
online links and timelines
<https://bit.ly/FCPSDLIRegistration>

Enrollment in DLI Programs



- **School-based lottery schools** are only open to residents who live within the boundaries of these schools. If this is your base school and you are interested in applying, please contact the school directly.
(Braddock, Groveton, Herndon, Washington Mill)
- **County-wide lottery schools** are open to all Fairfax County residents through a lottery process.
(Bailey's ES & Upper, Fox Mill, Fort Hunt, Great Falls, Kent Gardens, Lake Anne, Laurel Ridge, London Towne, Orange Hunt, Powell, Ravensworth, Rose Hill) Note: Families are responsible for transportation

Current Recommended Model

Language	Content	Time Allocation
Target Language	Integrated Target Language Arts	30 min
	Math	60 min
	Science & Health	30 min
English	Social Studies	30 min
	Language Arts	120 or 90 min



DLI Program Design

All DLI Programs	<ul style="list-style-type: none"> FCPS DLI programs are a program within a school Families opt in through a lottery system in Kindergarten and/or 1st grade Build around simultaneous literacy development in both languages Target language development is integrated into the content areas of math, science, and health 	
Program	One-Way	Two-Way
Number of Schools	7	10
Speaker Distribution in the classroom	Primarily made up of target language learners 	50/50 balance of speakers and learners of the target language 
Speaker Requirements	At least 10% fluent speakers	At least 33% fluent speakers of their language group
Languages	French, German, Japanese, Spanish	Korean, Spanish
Schools	Fort Hunt, Fox Mill, Great Falls, Kent Gardens, Laurel Ridge, Orange Hunt, Ravensworth	Bailey's ES & Upper, Braddock, Groveton, Herndon, Lake Anne, London Towne, Powell, Rose Hill, Washington Mill

K-12 Vertical Articulation

Elementary DLI

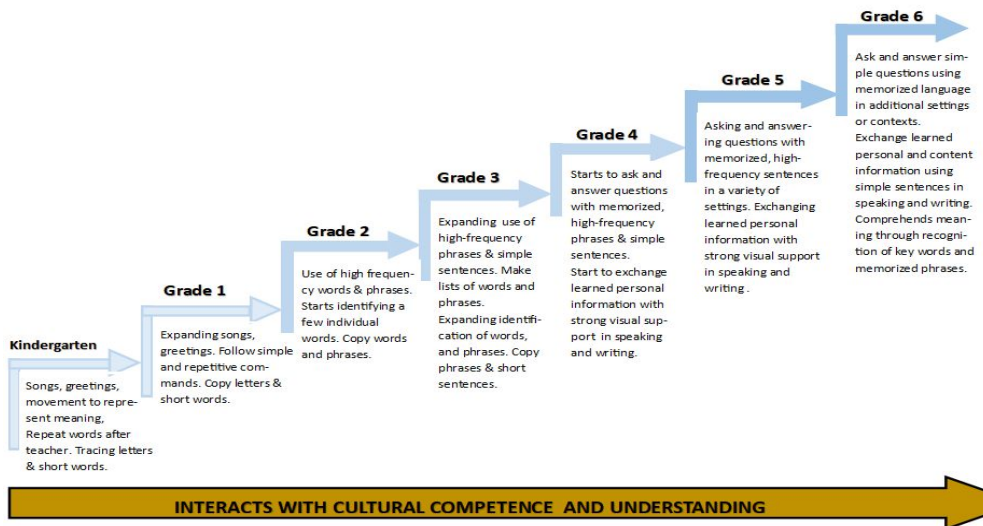
Grade	Content in target language
Kindergarten	Math, Science, Health
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	
6th Grade	

Middle School, High School, Academy, Online Campus

Grade	Course in target language
7th	Immersion 1
8th	Immersion 2
9th	Level 3
10th	Level 4 HN
11th	Level 5 HN, AP, DE, IB SL/HL I
12th	AP, DE, IB SL/HL II

Junior Language Development

JUNIOR NOVICE RANGE		
JUNIOR NOVICE LOW	JUNIOR NOVICE MID	JUNIOR NOVICE HIGH



General Information



Site contains FLES information

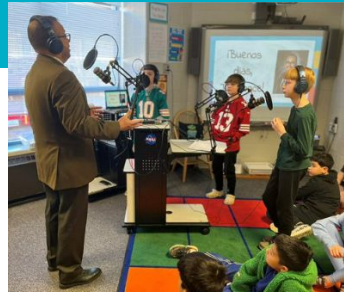
<https://bit.ly/FCPSFLESInfo>

FLES Model

- Grades K through 6, 60 minutes of language instruction per week
- Target language use by both teacher and students
- Focused on:
 - Meaningful and purposeful communication rather than grammatical mastery
 - Comprehension first (input), then language production (output)
 - Opportunities to explore cultural aspects of the target language so that students grow in their ability to interact with other cultures



**Arabic, Chinese, French,
German, Japanese, Korean,
Spanish**



Thank you!