Fairfax County PUBLIC SCHOOLS
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World Languages Programming
School Board Work Session

Presentation Goals

- Provide background and current state of FCPS Secondary and Elementary World Language (WL) programs.
- Share opportunities to enhance and expand equitable access to World Language (WL) programs across the division in alignment with FCPS Portrait of a Graduate and the Strategic Plan.
    - *Goal 4: Every student will have access to high-quality academic programming and resources to support their success.*
    - *Measure: Availability of, accessibility to, and student enrollment in coursework in the Arts, STEAM, Career and Technical Education, Trades, Technology, and World Languages.*

Benefits of World Language Instruction

- **Enhanced Cognitive Growth & Executive Functioning**: Early world language instruction enhances brain development, building cognitive flexibility, working memory, and strong executive functioning skills that aid in complex problem-solving (ACTFL, (n.d) *Cognitive Benefits to Students*, Kimata & Arinaitwe, 2026).
- **Increased Academic Achievement Across Core Subjects**: Students enrolled in dual language immersion and K–12 world language programs consistently score higher than monolingual peers on standardized reading, math, and science assessments (Marian, Shook, & Schroeder, 2013; Collier & Thomas, 2012; Steele, Jennifer, et. al., 2017).
- **Economic & Long-Term Career Advantages**: Developing multilingual competency prepares students for the 21st-century global economy, leading to higher college matriculation rates, reduced high school dropout rates, and expanded employment and wage opportunities (Gándara & Escamilla, 2017).
- **Empathy & Intercultural Competence**: World language education fosters cross-cultural understanding, reduces social bias, and strengthens perspective-taking skills required to nurture ethical, global citizens (Chambless, 2005; Gurzynski-Weiss et al., 2022).
- **Increased Graduation Rates & Post-Secondary Readiness**: Long-term participation in sequential K–12 language pathways correlates directly with higher AP/IB exam success rates and widespread attainment of the Seal of Biliteracy (Gándara & Escamilla, 2017).

FCPS World Languages Program Overview

The primary goals of the world languages program in Fairfax County Public Schools are to ensure that students:

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.
- Connect with other disciplines and acquire information.
- Develop insight into the nature of language and culture.
- Participate in multicultural communities at home and around the world.

These goals include a comprehensive focus for instruction prepares students to apply their language skills in authentic contexts beyond the classroom. Through the world languages curriculum, students develop the ability to communicate with native speakers while building the cultural knowledge and understanding needed for meaningful and appropriate interaction.



Secondary World Languages

FCPS Secondary World Languages Program Components

Interactive, Student-Centered Learning Environment: Classrooms are active spaces where students interact with peers to practice the language rather than just passively consuming content. (ACTFL, 2010. *Use of the Target Language in the Classroom*).

Real-World Communication: Daily instruction in the target language uses visuals and context to build real-world skills through reading/listening (Interpretive), speaking with others (Interpersonal), and presenting ideas (Presentational). (ACTFL, 2010. *Use of the Target Language in the Classroom*).

Interculturality & Cultural Competence: Language learning is paired with meaningful cultural study, moving beyond surface-level facts to analyze real-world customs, traditions, and perspectives. (The National Standards Collaborative Board, 2014).

Thematic & Language-Agnostic Program of Studies: Every language follows the same real-world themes, aligned directly with 2021 VDOE standards. (Clementi, D., & Terrill, L., 2017).

FCPS Secondary World Language Program Components

Building Student Ownership of Growth: Teachers use practical "I can" goals—like "I can order a meal"—so students track their real-world speaking ability rather than just a grade. (National Council of State Supervisors for Languages, & American Council on the Teaching of Foreign Languages, 2017).

Purposeful Assessments: Students build proficiency from Novice to Advanced using real-world tasks that measure what they actually *can do* with the language. (ACTFL, 2012, *Performance Descriptors For Language Learners*)

Resources: Adopted basal resources ensure consistent instruction across schools, while real media—like news, podcasts, and music—connect students to culture and everyday life. (American Council on the Teaching of Foreign Languages, n.d.*Use authentic texts*).

FCPS Secondary World Language Program: Student Outcome Data

- 44% of graduating seniors in the class of 2026 completed **4 or more years of a World Language**, which is slightly increased from the previous three years.
- FCPS maintained a high standard of biliteracy excellence across consecutive years, with approximately 30% of graduating seniors achieving the **Seal of Biliteracy** in Classes of 2024, 2025 and 2026. FCPS had over 4,000 students qualify each year. These numbers represent over 50% of all statewide recipients for the same time period.
- Over the last 3 school years, approximately 80% of students taking an **AP World Languages** class passed the exam. During the same time period, approximately 76% of students taking an **IB World Languages** class passed the exam.

FCPS Secondary World Languages: Current Programming

Graduation Requirements:

- Advanced Studies Diplomas require three years of one World Language, or two years of two World Languages.
- Standard Diploma has no World Language requirement.
- Students can earn up to three credits via the World Languages Credit By Exam in 57 languages.

Required (Standard) Base School Language Offerings: Spanish, French

Optional Base School Language Offerings: American Sign Language (6), Arabic (8), Chinese (8), German (15), Japanese (13), Korean (6), Latin (19), Russian (2)

Online Campus Language Offerings*: American Sign Language, Arabic, Chinese, Korean, Spanish

Career Academy Language Offerings: American Sign Language, Arabic, Chinese, Korean, Vietnamese

*Virtual Virginia Online Program is also used to fill specific needs

Strategic Relevance of Current FCPS World Language Offerings

World Languages Available in FCPS Arranged in order of enrollment: highest to lowest	Top Home Languages in FCPS Arranged in order of self-reported home languages: highest to lowest (# students in June 2026) Blue=language is offered in FCPS	Languages of Need in Domestic Workforce (ACTFL Report) Arranged in order of greeted need: highest to lowest Blue=language is offered in FCPS	Shortage of Languages for National Security & Intelligence Sectors (U.S. DoD/State Dept) Arranged in order of critical shortage: highest to lowest Blue=language is offered in FCPS
**Spanish* French ASL **Korean* Arabic (MSA) German Latin Chinese (Mandarin) Japanese Vietnamese Russian	Spanish (39,238) Arabic (5,184) Korean (3,532) Amharic (3,495) Vietnamese (3,262) Chinese (3,231)	Spanish Chinese French German Arabic (MSA) Russian Japanese Italian Korean	Persian (Farsi/Dari) Arabic (MSA) Chinese (Mandarin) Russian Korean

**Additional options for heritage speakers*

Current FCPS Challenge: Equitable Access

Currently high schools offer between 3 and 7 World Languages

School leadership must consider the following when making course offering decisions:

- Sufficient student interest to sustain at least 4 years of language courses
- Language-specific teacher licensure
- Articulation of Dual Language Immersion and FLES programs
- Available access through Online Campus or Academy

Current conditions lead to inconsistent and inequitable opportunities for our students.

The proposed expansion opportunities could provide consistent pathways for students to pursue their language interests regardless of their base school.

- Facilitated Interdependent Language Learning at Base Schools
- Expand Access Through the Online Campus
- Ensure Open Enrollment to Level 1 Language Courses in Grade 7 at Every Middle School

Secondary Expansion Opportunity 1: Implement Facilitated Interdependent Language Learning at Base Schools Recommendation

Establish a Dedicated Facilitated Interdependent Language Learning (FILL) course: A learner-centered framework enabling students to pursue diverse target languages in a single, shared classroom under the guidance of a licensed world language teacher-facilitator.

- **Students** participate in a supervised virtual study period from their base school. During this time, they log into a digital environment with the language of their choice at the appropriate level.
- A **licensed World Languages teacher** serves as an expert in Second Language Acquisition (SLA) learning strategies, monitoring progress, providing scaffolding and resources, and ensuring academic rigor.
- A **native/fluent speaker mentor/partner** (remote) provides authentic interaction and cultural feedback in the target language.

Rationale: Creates consistent, school-based access to a wide variety of languages to meet student interest and experience—including languages studied at home, elementary or middle school continuations, and those identified by the U.S. Government as strategic priorities. The FILL classroom serves as an applied learning environment for all Portrait of a Graduate skills.

Strategic Implementation (SY26-27): Pilot components of FILL with small groups of students to test efficacy.

Secondary Expansion Opportunity 1: Implement Facilitated Interdependent Language Learning at Base Schools Cost

Estimated Cost at Full Implementation

	Staffing (Existing)	Curriculum/Materials (Recurring)	Estimated Recurring Costs Based on 26 High Schools
Cost for 1 Class of 30 Students	.17 FTE (school staffing = no new costs)	Access to Program: $35/student/year 1 section = $1,050 Access to Program + oral language practice with certified coach: • 30 students:$20,000	**Access to Program: $27,300 (one section/school)** **or** **Access to Program + oral language practice with certified coach: $520,000 (one section/school)**

Secondary Expansion Opportunity 2: Expand Access Through the Online Campus Recommendation

- **Recommendation:** Increase the number of languages offered through the Online Campus to include
  - German, Japanese, Latin, Russian, and Vietnamese to achieve universal access to all languages currently taught in FCPS.
  - Consider adding Amharic, Italian, and Persian (Farsi/Dari) to align with strategic relevance.
- **Rationale:** This expansion will support the seamless continuation of elementary and middle school language programs (German, Japanese), and ensure all students have access to optional language studies (Latin, Russian, Vietnamese), promoting universal access and choice. In addition, adding the 3 new languages would support heritage language development and other strategic needs.
- **Data**
  - Over the past five years, more than 200 students fulfilled their graduation requirements by completing levels 1-3 of their chosen language exclusively through the Online Campus.
  - In SY25-26, approximately 90% of students taking AP World Languages in the Online Campus passed the exam.

Secondary Expansion Opportunity 2: Expand Access Through the Online Campus Cost

Estimated Cost at Full Implementation

	Staffing (Recurring)	Curriculum/Materials (One- time)
Cost for 4 Levels of 1 Language	$17,000 per section x 4 levels= $68,000 per language	$8,600/course x 4 levels = $34,400 per language
Cost for 4 Levels of 8 Languages	**$544,000 for 8 Languages**	**$275,200 for 8 Languages**

The **World Language Advancement and Readiness Act (WLARA)**, a federal grant program that funds world language education in K-12 schools with military-connected students, may be a revenue source for this expansion. Collaboration with the FCPS Grants Office would be necessary for final determination of alignment with grant criteria.

Secondary Expansion Opportunity 3: Ensure Open Enrollment to Level 1 Language Courses in Grade 7 at Every Middle School

Over the last five years, the number of students in grade 7 accessing high school credit-bearing courses has increased. In addition, the number of schools with at least 5 students in grade 7 accessing a high school language course has increased.

School Year	Total # (%) of 7th Graders taking a HS Language Credit	Total # of Middle Schools with at least 5 7th Graders taking a HS Language Credit
2022-23	1248 (9.5%)	14
2023-24	1403 (10.3%)	13
2024-25	1580 (12.0%)	15
2025-26	1827 (13.7%)	17
2026-27	2337 (17.7%)	19

SY26-27 enrollment data will be available Sept. 30

Secondary Expansion Opportunity 3: Ensure Open Enrollment to Level 1 Language Courses in Grade 7 at Every Middle School Recommendation

Recommendation: Work with Middle School Principals to ensure clear communication and open enrollment to Level 1 language courses in grade 7. This will allow students to complete 2 years of language prior to starting high school.

Rationale: All seventh and eighth grade students should have equitable access to high school credit WL courses.

Implications: Starting credit-bearing language courses in grade seven provides the opportunity for students to complete 6 years of courses. Currently, not all languages have the necessary number of offerings, but continued growth in AP/IB/DE options, as well as course offerings such as Career Applications, will support these pathways. In addition, students' early engagement may allow time to study an additional language or pursue more extensive study in another choice elective pathway.

Budget: No new funds are needed to implement this opportunity.

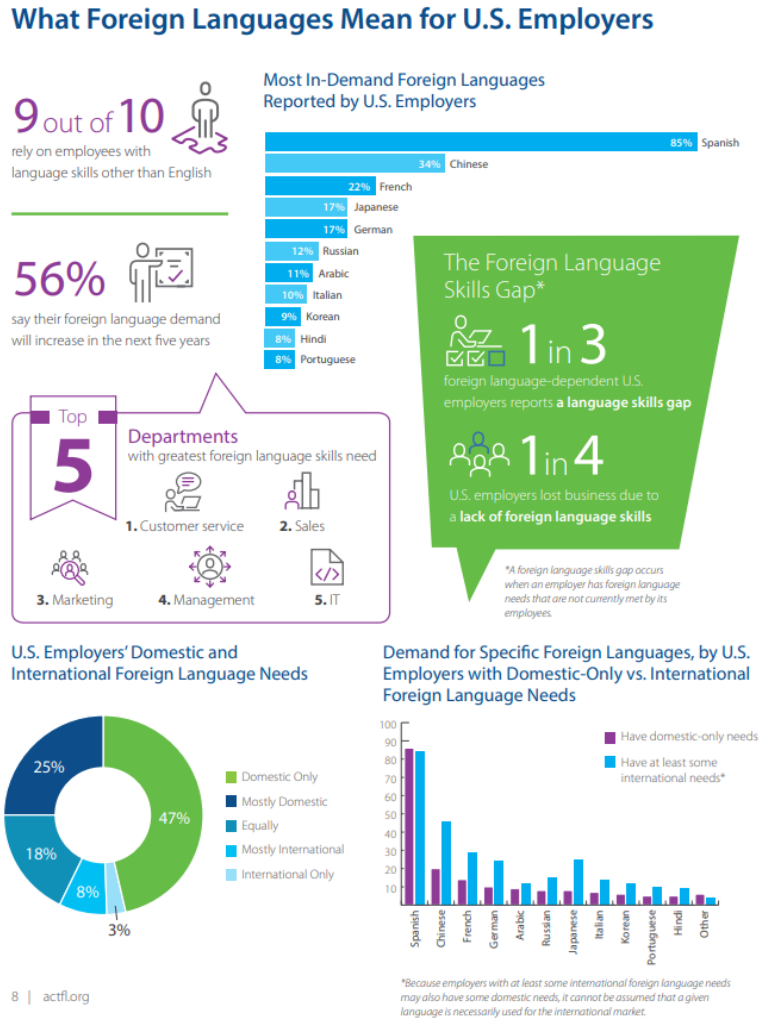
Program Enhancement

SY 26-27 NEW DIVISIONWIDE COURSE FOR ALL Languages! *Language for Career Applications*

A command in multiple languages is a valuable asset for U.S. students and employees—not only in boosting their marketability in the workplace, but in helping them thrive in a global economy.

In this optional course, students will explore how language and culture intersect with the professional world through a variety of industries within workplace capacities, such as:

- how technical language operates in practice
- how community resources must be culturally tailored for diverse populations
- workplace and team dynamics
- how public service organizations manage communication



Secondary Program Enhancement Opportunity: Provide Content Courses in Language Other than English Recommendation

Recommendation: Build off of existing pilots in Algebra I to offer content courses in other languages. Consider Social Studies courses based on current student assessment requirements.

Rationale: Offering content courses in a language other than English would deepen students' language proficiency by using the target language as a real-world tool for mastering academic subjects rather than studying it in isolation. This approach may also multilingual learners master content more efficiently as they work toward proficiency in English.

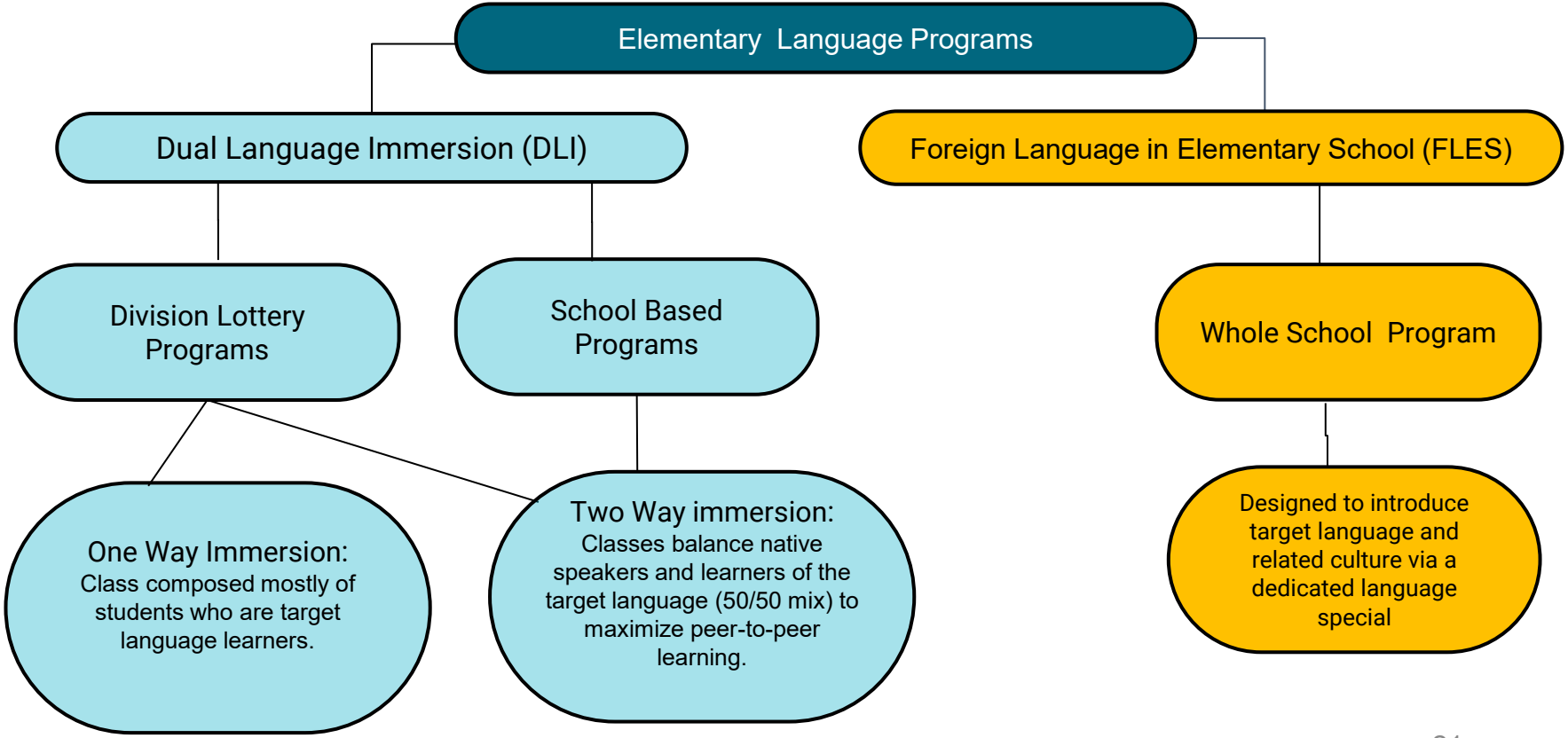
Implications:

- Providing instruction in languages other than Spanish may present operational challenges related to student enrollment levels and the availability of qualified teaching staff.
- Virginia Standards of Learning (SOL) assessments must be administered in English.
- Curricular resources and instructional materials in the target language may be limited or difficult to procure.



Elementary World Languages

Elementary WL: Current Program Overview



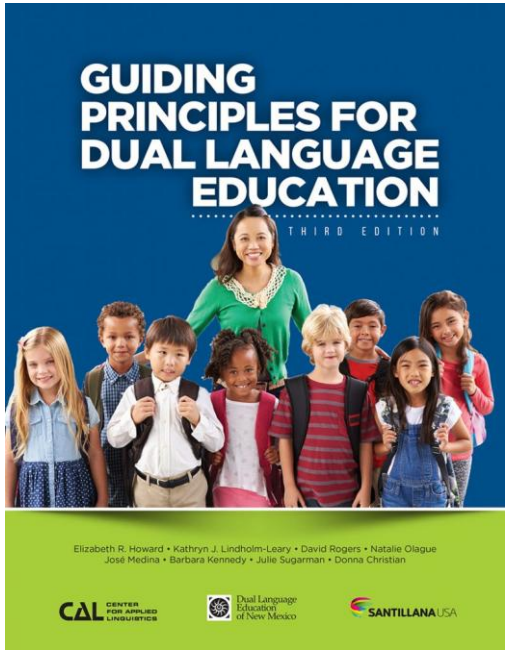
Elementary World Languages: Program Comparison

	DLI	FLES
Program Goals	Builds bilingualism and biliteracy and develops intercultural/global competence	Develops intercultural/global awareness as well as introduction to target language
Number of Programs	**13 Division**: French (1), German (1), Japanese (2), Korean (1), Spanish (8) **4 School-Based**: Spanish (4)	**56 Programs:** Arabic (1), Chinese (7), French (1), German (1), Japanese (1), Korean (1), and Spanish (44)
Student Participation	Students selected via division-wide lottery or school-based process	Whole school as part of specials schedule & staffing allocations
Approximate Number of Hours Per Week	10-12 hours/week. Partner Language and English teachers swap classes of students mid-day	1 hour/week. Part of staffing formula that provides classroom teacher planning time
Content in Target Language	Mathematics, Science, Health, Partner Language Arts	Partner language skills while reinforcing (STEAM) skills



Dual Language Immersion (DLI)

FCPS Elementary DLI Program Components

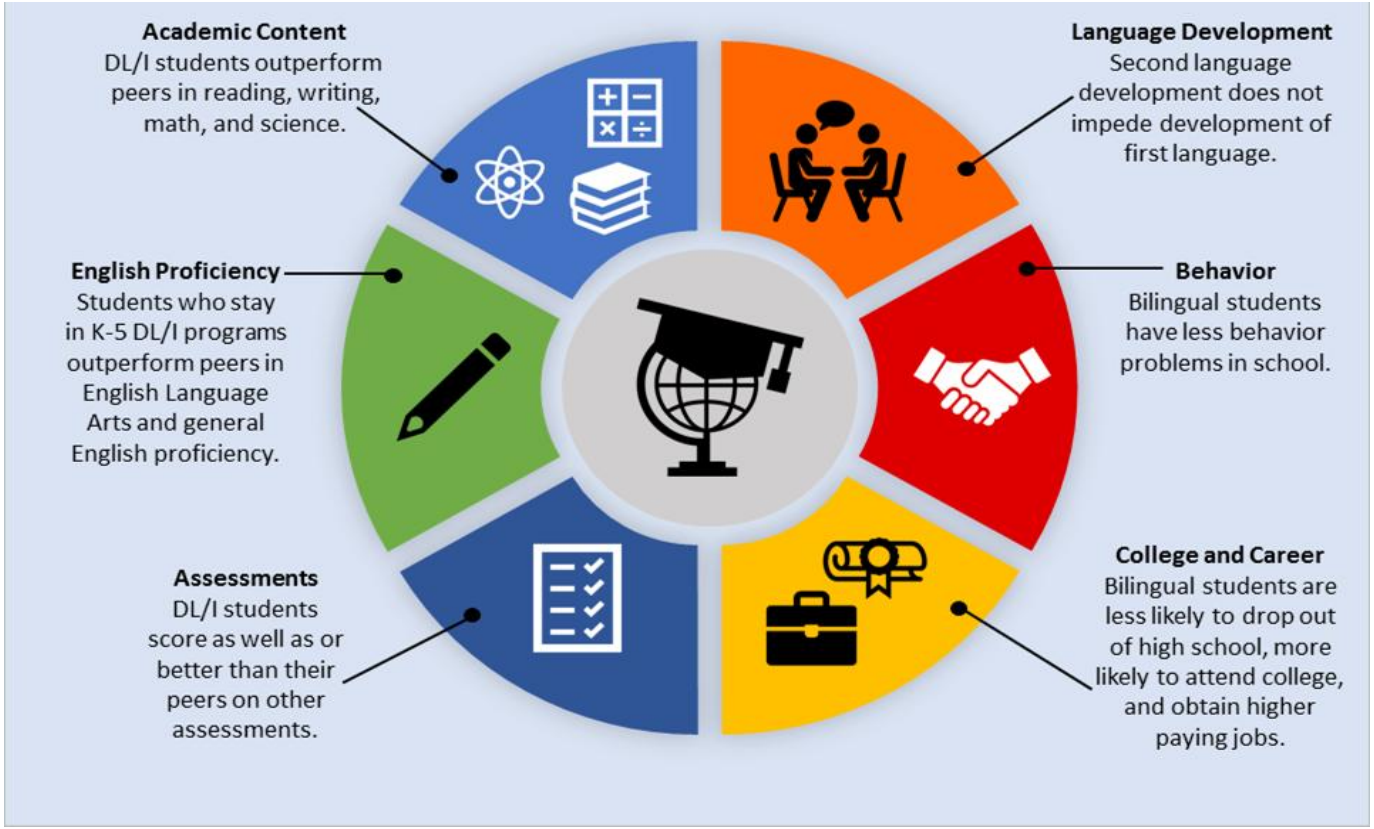


Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D., (2018).

FCPS DLI Programs are aligned to the seven program principles laid out in the *Guiding Principles for Dual Language Education*:

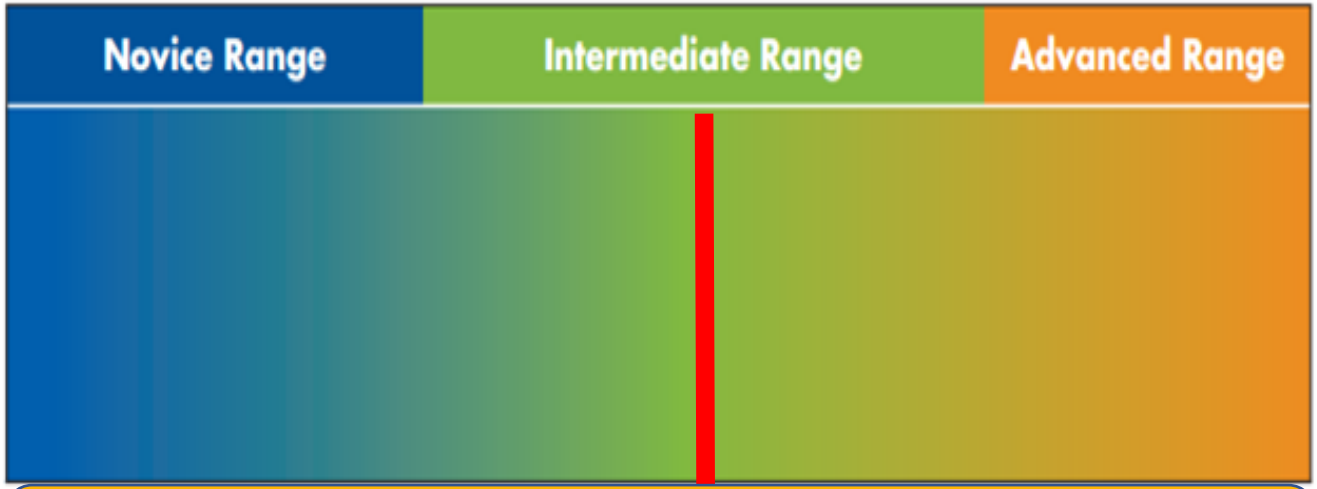
1. **Vision and Goals** are focused on bilingualism, biliteracy, socio-intercultural competence, and high academic achievement
2. **DLI Curriculum** is based on VDOE core content SOLs and WIDA & ACTFL language development and socio-intercultural competency standards
3. **Instructional Practices** balance language arts instruction in each of the partner languages with intentional language and intercultural competence development integration in core content instruction, and demonstrate a clear delineation of language of instruction by content area and environment
4. **Assessment and Accountability Practices** balance formative and summative content and language assessments (internal and external) in both partner languages
5. **Staff Quality and Professional Development** are supported by collaboration between HR, ISD, and school principals utilizing a variety of internal and external professional development opportunities
6. **Family and Community** engagement opportunities unique to DLI schools
7. **Division-Level Support and Resources** specific to DLI programs such as staffing, materials, PD, parent engagement

Impact of DL/I Education on Student Achievement



FCPS Elementary DLI Language Acquisition Outcomes

Based on ACTFL Junior Proficiency Guidelines & VDOE World Languages DLI SOL Proficiency Ranges
(Last Division Level Assessment: Jr. PALS 2019)



91% of DLI students met or exceeded expectations for DLI Speaking & Writing Jr. PALS, which means students exhibited language skills consistent with at least Jr. Intermediate Mid on the ACTFL Proficiency Guidelines

FCPS Elementary DLI Data

FCPS students who participate elementary DLI, are more likely to take four or more years high school credit bearing coursework.

Graduating Class	Percent of Non Immersion Students Completing 4 or more year of WL coursework	Percent of Immersion Students Completing 4 or more year of WL coursework
2023-2024	42%	75%
2024-2025	41%	74%

FCPS Elementary DLI Program History

8 division-wide lottery programs started (Bailey's Primary/Bailey's Upper, Fort Hunt, Floris, Fox Mill, Great Falls, Herndon, Ravensworth, Rose Hill)

SY 1989-90
French, Japanese, Spanish

SY 1994-95
French, German, Spanish

5 division-wide programs started (Kent Gardens, Lake Anne, Laurel Ridge, London Towne, Orange Hunt)

2 school-based programs started (Braddock and Powell). *Note: In SY14/15 Powell became a divisionwide program for a larger pool of heritage speakers.*

SY 2012-13
Korean, Spanish

SY 2013-14
Spanish

2 school-based programs started. (Groveton and Washington Mill) *Note: A divisionwide program was also established at the new Bailey's Upper Elementary. Herndon ES became a Spanish school based program to better align with community need.*

FCPS Elementary DLI Family Survey 2023

- 7,761 participants, representing 9,613 elementary students responded to the survey.
  - 12% of respondents had child enrolled in the FCPS Dual Language Immersion (DLI) Program.
- Participants were asked to rank their interest in enrolling in a DLI program for each language on a scale of 1-4 (1= not interested, 2= somewhat interested, 3= Interested, and 4= very interested).

Top 6 Responses

Spanish	French	American Sign Language	German	Arabic and Japanese
2.95	2.18	2.13	1.83	1.81

- It should be noted that 45% of respondents chose “other” and wrote in their preference. Though many responses were duplicative of the given choices, Chinese, which was not included in the list of options, received 1642 responses with an average of 3.18 on the 4-point scale.
- Staff recommend conducting a new family survey in SY26-27 to ensure FCPS has updated family interest data

Elementary DLI Expansion Opportunity 1: Incrementally Increase the Number of DLI Programs

- **Goal:** Ensure an accessible DLI site is established within every FCPS pyramid.
- The current 17 division-wide and school-based programs are located across 14 pyramids, resulting in inconsistent access and choice for all families across the division.
- Staff recommend establishing one Spanish DLI program per pyramid and at least one less commonly taught language DLI program per Region.
    - According to the 2023 FCPS Parent Survey, Spanish emerged as the language garnering the greatest interest for Dual Language Immersion (DLI) programming.
    - Currently, 10 pyramids have a division-wide or school-based Spanish DLI program. These programs would be converted to pyramid lottery programs and 15 new programs would be established.
- Currently, 3 Regions have at least one less commonly taught language DLI Program. Regions 3, 5 and 6 would be the priority for new division-wide DLI programs. Language selection would be informed by input from school communities and FCPS leadership.

Elementary DLI Expansion Opportunity 1: Implementation Considerations

- New programs typically launch one grade level at a time
- Currently, division-wide lottery programs receive 3.0 FTE per school (1.0 FTE added per year, starting after grade 3) to account for attrition of students and ensure that general education class sizes are not negatively impacted by small immersion classes.
- Starting programs with new languages have additional costs due to translations.
- Teacher licensure process for DLI teachers has recently become more flexible which will help ease long-standing hiring challenges

Estimated Cost for New Elementary DLI Programs

	Staffing (Recurring)	Curriculum (One- time)	Professional Development (One- time)	Full Implementation Costs
Cost for 1 NEW Pyramid Spanish DLI Program (15 schools)	3.0 FTE per school (new programs and converted programs): $400K/year per program	Partner LA Basals ($10,000 per grade level): $70,000 per new program	Biliteracy Training: $10,000/school for a total of	**Staffing: $6M** **Curriculum and PD: $1.2M**
Cost for 1 CONVERSION of a School Based Program to a Pyramid Program (4 schools)	3.0 FTE per school (new programs and converted programs): $400K/year per program			**Staffing: $1.6M**
Cost for 1 NEW DIvision Program (3 schools)	3.0 FTE per school (new programs and converted programs): $400K/year per program for a total of	Partner LA Basals ($10,000 per grade level): $70,000 per new program Translations for New Languages One Grade/Year ($6,000 per year for a total of $42,000 per school)	Biliteracy Training: $10,000/school	**Staffing: $1.2M** **Curriculum and PD: $366K**

Elementary DLI Enhancement Opportunity 1: Establish a PreK Spanish DLI Pilot program in SY27-28

- Establish a pilot of a public Pre-K language-immersion program to provide young learners with an early, high-quality multilingual education with potential to expand to every region in the future.
- The program would offer developmentally appropriate instruction in both English and the target language, supporting children's academic, linguistic, cognitive, and social-emotional development while ensuring strong kindergarten readiness.
- The program would be designed to be cost neutral, combining funds from VPI grant and funds collected from tuition paying families.
- Full proposal/work plan to address considerations for budget, building capacity, enrollment criteria, and curriculum will be shared with Board for consideration.

Elementary DLI Enhancement Opportunity 2: DLI Assessment

SY26-27 Piloting New DLI Assessments

Objectives

- **Establish Standardized Baselines:** Shift from optional observational assessments to consistent, objective data across Reading, Listening, Writing, and Speaking.
- **Create Actionable Data:** Leverage Certified Raters to independently rate skills, giving teachers actionable (summative) data in addition to their observational (internal) data.
- **Integrate Cross-Language Data:** Provide DLI teachers with additional tools for progress monitoring and feedback to students and parents.

Using external raters, provides objective data and has little to no impact on teacher workload.

SY26-27 DLI assessment pilot with select grade levels of students from all five DLI languages and from different FCPS program models (one-way, two-way, division-wide, school-based)

Pilot cost is $13,134, Full implementation would have recurring cost of $35,120.



Foreign Language in Elementary School (FLES)

FCPS FLES Program Overview

The FCPS FLES model was developed in alignment with criteria from *The Center for Applied Linguistics'* FLEX program, which provides approximately 1 hour of instruction per week.

Research on FLEX:

- **Gurzynski-Weiss, Coulter-Kern & Kuntz (2022) "Engagement and Emerging Elementary-Level L2 Spanish: Detailing the Status Quo and Identifying Opportunities."**
  Foreign Language Annals, 55(1), 54–71.
  - The researchers found ***positive gains even with minimal FLEX-based exposure***, including ***increased engagement***, increased ***use of Spanish,*** and improved ***understanding of the relationship between language forms and meaning***.

- **Chambless (2005) "Effects of FLEX Programs on Elementary Students' Attitudes Towards Foreign Languages and Cultures."**
  - The FLEX students demonstrated ***greater cultural awareness***, understanding of the concepts of country and foreignness, and awareness of foreign people in their community supporting FCPS Portrait of a Graduate outcomes.

FCPS FLES Program Components

- **Prioritize Comprehension:** Introduction to foundational language skills and intercultural understanding while supporting cognitive development and global awareness. Virginia Department of Education. (2021).*FLES VDOE Standards, pages 76-77; ACTFL. (n.d.). Proficiency Guidelines Overview.)*
- **Connections:** Students engage with familiar topics (such as core subject areas and STEAM) in the target language, developing basic communication skills (interpersonal, interpretive, and presentational), laying a foundation for future language studies in secondary school.
- **Learner-Centered Routines & Interactive Environments:** Instruction is delivered using visual aids, repetition for comprehension, music, singing, integrating language with STEAM subjects, exploring cultures, promoting student collaboration and inquiry, and creating authentic language use opportunities.*(Nuessel, F., & Marshall, A. D. (2008).;ACTFL,(n.d.) Facilitate Target Language Use)*
- **Foster Cultural Competency:** Introduces students to cultural practices, products, and perspectives while maximizing opportunities for active engagement with the target language and culture(s) in a supportive, language-rich environment. (The National Standards Collaborative Board, 2014).

FCPS FLES Outcome Data

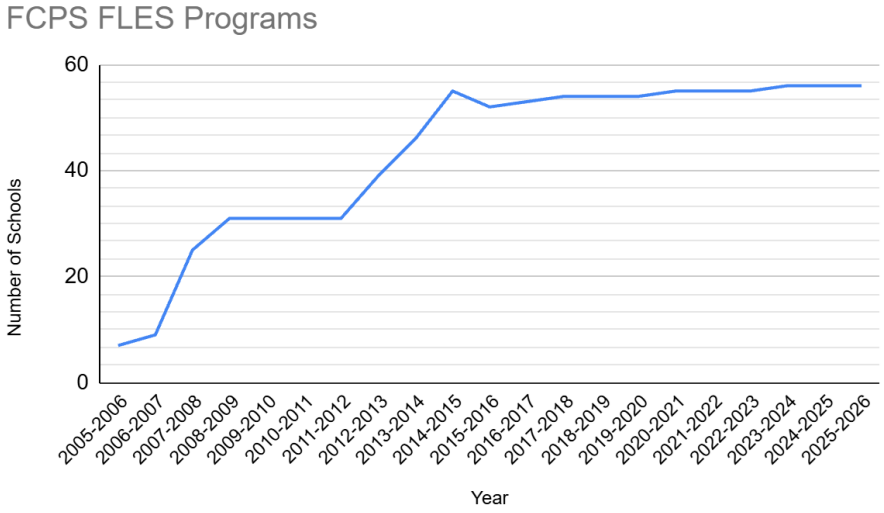
The Jr. PALS assessment was paused in 2020.

During SY25-26 FLES teachers were invited to submit assessment scores in Performance Matters and the following data was collected from 32 schools:

Language	Met or Exceeded Benchmark	Approaching Benchmark
French, Spanish (C1&C2)	64%	36%
Arabic, Chinese (C3&C4)	97%	3%

**Language Categories 1, 2, 3, & 4 follow US Department of State Foreign Service Institute guidelines for language acquisition. Languages are placed into categories based on the level of difference from English, such as pronunciation and/or writing systems.

FCPS FLES Program History



After piloting, the FLES program was established in 2006 with 7 initial schools, followed by incremental expansion in subsequent years.

- Schools were added each year until the FLES staffing was held flat in FY16 when the division transitioned to full-day Mondays in elementary schools, resulting in a revision of the FLES staffing model.
- In SY15-16, the program adopted a "Language Thru Content" model focused on hands-on STEAM lessons.
- Over the past few years, instruction was refocused on dedicated language learning due to limited instructional time and the goal of meeting performance benchmarks aligned with VDOE FLES SOL's.
- With no new FLES staffing being allocated, program expansion is a school-based decision. Schools must utilize TTT (Time to Teach) staffing or other allocated school funds; one school currently funds its program through this alternative structure.

FLES Expansion Opportunity 1: Provide Dedicated FLES Staffing for Grades K–5/6 Divisionwide

Data from 2023 Family Survey showed for respondents who do not currently have a student participating in FLES, 74% expressed interest in FLES instruction even if that meant less time for other specials such as music, physical education, or STEAM.

- Requires 86 schools to add a program and 1 school to move to centrally funded.
- Use separate staffing formulas for TTT and for FLES allocations.
- Non FLES schools would be moved to the current TTT formulas used by FLES Schools, resulting in a reduction for non-FLES Schools and no change for FLES schools. This would result in a reduction of staffing available for art, music and PE.
- Newly created FLES formula would be based on FLES teacher teaching 22 classes per week.
- Beyond staffing there would be costs for professional development and translation costs should any new FLES languages be introduced.
- Programs would be added incrementally, with a suggested number of seventeen schools per year for a 5 year phase-in timeline.
- Language selection would be informed by input from school communities and FCPS leadership.

FLES Expansion Opportunity 1: Staffing Adjustment

Expansion Opportunity 1: Provide Dedicated FLES Staffing for Grades K–5/6 Divisionwide

Estimated Staffing Needed When Fully Implemented (Based on FY26 Enrollment)

	Current TTT	Adjusted TTT	Current FLES	Adjusted FLES	New FTE Needed	Total FTE
Non FLES Schools (87)	504	445 (-59 FTE)	0	+ 130.2 FTE	+71.2	+83.1 FTE Approx $10.8M
FLES Schools (55)	283.4	283.4	70.1	82.0* (+ 11.9 FTE)	+ 11.9	

*Though FLES staffing does not change significantly, the introduction of a formula shifts staffing among schools.

FLES Expansion Opportunity 2: Provide every elementary school with dedicated FLES staffing for Grades 3-5/6 only.

- Requires 83 schools to add a upper grade program and one school to move to central funded model
- Requires 1 school (Bailey's Elementary) to end program, 3 primary schools would not start program.
- Require 55 schools to phase out program at grades K-2 and increase TTT allocation.
- Use current TTT staffing formula for primary grades and apply adjusted TTT and FLES formula to grades 3-6.
- Limiting program to upper grades only results in over 120 schools having less than a 1.0 FLES teacher which may be difficult to staff and schedule.
- Programs would be added incrementally, with a suggested number of 15 schools per year for a 5 year phase-in timeline.
- Language selection at new sites would be informed by input from school communities and FCPS leadership.
- This was considered and not recommended during past community engagements.

FLES Expansion Opportunity 2: Staffing Adjustment

Expansion Opportunity 2: Provide every elementary school with dedicated FLES staffing for grades 3-5/6 only.

Estimated Staffing Needed When Fully Implemented (Based on FY26 Enrollment)

	Current TTT	Adjusted TTT	Current FLES	Adjusted FLES	New FTE Needed	Total FTE
Non FLES Schools (87)	504	469.2 (-34.8 FTE)	0	73.8	+39	28.5 FTE $3.7M
FLES Schools (55)	283.4	297.8 (+14.4 FTE)	70.1	45.2 (-24.9 FTE)	-10.5	

Note: Number of primary and upper classrooms were approximated for this estimate.

Elementary FLES Enhancement 1: FLES Assessment

New Division Assessment Requirement

- All students have been participating in FLES observational assessment for the past several years to evaluate communication skills in the target language,
- During SY 2026-27, FLES teachers will be required to enter the assessment data (beginning and end of year) in Performance Matters (PM) for all 6th graders' (5th graders for Justice and Annandale pyramids) to allow for program efficacy monitoring.
- Workload will be minimally impacted since only 1 grade level will be entered.
- Ratings of Jr. Novice Low-Mid-High against specific FLES rubric indicators are based on national research for elementary language learners provided by the Center for Applied Linguistics and the American Council on the Teaching of Foreign Languages.
- No new funds are needed for this enhancement.

Elementary FLES Enhancement Opportunity 2: FLES Rebranding

Rebranding the program to better represent the scope and intended outcomes could:

- Refocus the community on the benefits of the program
- Reframe the program around 21st-century global readiness, cognitive benefits, and equity
- Reestablish program as an interdisciplinary skill-builder
- Reset the expectations for proficiency outcomes

Potential New Names for Program

- GLOBE (Global Languages Opening Broad Experiences)
- LINC (Language & Intercultural Communication)
- Language Connections
- Language Horizons

Summary Estimated Costs of Expansion Opportunities

Opportunity	One Time Costs	Recurring Costs	Total
HS Facilitated Interdependent Language Learning Lab		$520K	**$520K**
Additional Languages at Online Campus	$275K	$544K	**$819K**
DLI Expansion	$1.6M	$8.8M	**$10.4M**
DLI Assessment		$35K	**$35K**
FLES Opt 1: Every School (K-6)		$10.8M	**$10.8M**
FLES Opt 2: Every School (Grades 3-6 Only)		$3.7M	**$3.7M**

- All cost estimates and future staffing formulas would need to be finalized by Financial Services
- Alternative funding sources would be sought such as state and federal grants
- Implementation would be spread over years; therefore, costs would be distributed.

Estimated NEW Funds Needed for Expansion Opportunities Over 5 Years

Opportunity	FY28	FY29	FY30	FY31	FY32
HS Language Learning Lab	3 Schools $60K	+6 schools $120K	+6 schools $120K	+6 schools $120K	+5 schools $100K
Additional Languages at Online Campus	2 Languages $204.8K*	+2 Languages $136K	+2 Languages $136K	+2 Languages $136K	No new funds
DLI Expansion	$2.08M	$2.08M	$2.08M	$2.08M	$2.08M
DLI Assessment	$35K	No new funds	No new funds	No new funds	No new funds

** FY28 includes the $68.8K needed for curriculum development. This money will be needed for 4 years to complete all 8 languages.*

Opportunity	FY28	FY29	FY30	FY31	FY32
FLES at Every School	17 schools	+17 schools	+18 schools	+18 schools	+18 schools
Opt 1: All grade levels	$2.16M	$2.16M	$2.16M	$2.16M	$2.16M
Opt 2: Grades 3-5/6 Only	$740K	$740K	$740K	$740K	$740K

Next Steps

In SY26-27 Staff will:

- Add three languages to the Credit Exam for the coming year, totaling 57 languages.
- Pilot components of high school Facilitated Interdependent Language Learning
- Implement a pilot of external assessment for DLI program
- Provide work plan for Board consideration of Pilot PreK Immersion program
- Establish baseline data to measure linguistic achievement across all FLES schools

In preparation for FY 28 Budget, School Board will consider proposed expansion opportunities dependent upon available funding.

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