LILT / FLACS LOTE SURVEY OF LI DISTRICTS FOR THE 2009-10 SCHOOL YEAR

In a cooperative venture, LILT and FLACS surveyed LOTE Departments across Nassau and Suffolk Counties to ascertain the state of LOTE on Long Island for this current school year and to:

- Discover the impact, if any, of the current economic downturn on LOTE on LI.
- Despite the fact that most budgets passed last May, to ascertain the extent of job cuts in current LOTE staffing and the availability of newly created jobs for those just entering the field.
- Find trends in the demise of certain languages and the rise of others on LI.

Below are the results of this survey. We hope you find this information informative, interesting and hopeful. NB: **N = Nassau, S= Suffolk, NR = No response**

Total # of districts reporting: 28 (14 - N, 14 - S)

1. In your opinion, as a leader of your department, is LOTE treated on par with other core subjects in your school district? **Yes: 10 - 35.7% No : 16 - 57% , Yes & No: 2**

Please comment on the differences you see in your district between LOTE and other core subject areas:

* Sometimes there is no LOTE Dept. Head.
* LOTE Supervisors "battle" with administration for things they want to implement.
* LOTE is sometimes "forgotten", for ex.: increased enrollment and not allowed to hire while, books, supplies.
* Cuts made first in LOTE before other core subject areas.
* LOTE is last to be input during Master Schedule construction
* Singleton classes become multi-level, singleton classes
* No Honors classes - - open enrollment to AP/College courses allowed
* No Middle School Teaming
* Not included in district-wide training
* Non-sequential scheduling (skipping a year)
* Not taught K-12
* FLES/FLEX considered an interruption to elementary school day
* Leaders supervise more buildings than other administrators
* Delay in adoption of technology, e.g. Smartboards
* Some parents, counselors, teachers, parents and students do not see it as on par with Math, English, Social Studies and Science.
* Some LOTE Inclusion Classes do not have any TAs to help

2. Did your department experience a reduction in staff this year?

Yes: 24 – 85.7 %(13: N, 11: S) No: 4 (1: N, 3: S) - >1% If yes, how many? **2 replies: .4, .6**

(a) Did your department *lose sections* of any particular language offered?
Yes: 15 – 53.6% (N: 8, S: 7) No: 13 - 46.4% (6: N, 7: S)

(b) Were sections lost due to an *increase in class size*?
Yes: 6 – 21.4% (N: 4 S: 2) No: 17 – 60% (N: 6, S: 11), 5: NR

(c) Were sections lost due to a *decrease in enrollment*?
Yes: **5 - 17.9% S only No**: **17 - 60% (N: 9, S: 8), 5: NR**

(d) Please indicate the number of sections lost by language:

LANGUAGE	**NUMBER OF SECTIONS LOST**
Spanish	8 (4ea. : N&S)

French	6	(4: N, 2: S)
Italian	5	(3: N, 2: S)
Latin, ASL	1 ea.	N
German, FLEX	1 ea.	S
	Total lost: 28 sections	

3 Did our department g*ain any sections* of any particular language presently offered?
Yes: 16 – 57% **No: 11**- 39.3% **1: NR**
Please indicate the number of increased sections, by language:

LANGUAGE	**NUMBER OF SECTIONS GAINED**
Italian	8
Spanish	8-9
Latin	7
ASL	6
French	3
Chinese	2
Hebrew, Comp. Eur.Lang., FLES	1 each **Total +: 37 sections**

4. Did your department *increase staff for* this school year?
Yes: 9 – 32% (5: N, 4: S) No: 19 – 82% (9: N, 10: S)
If so, please indicate the number of new positions and the language:

LANGUAGE	NUMBER **POSITIONS**
Spanish	7.6 (7: N, .6: S)
FLES	3.4 (2: N, 1.4: S)
French	3 (2: N, 1: S)
Italian	1.4 (1: N, .4: S)
German, Latin	.6 (.6: N, .6: S)
Chinese	.4 (N) **Total + positions: 16.4**

5. Has any language been phased out of your department's offerings?
Yes: 3 – 11.7% (1: N, 2: S) No: 25 – 89% (13: N, 12: S)
If yes, which language(s)? **N: French S: German & Latin**

4. Has a new language been started for the 2009-10 school year?
Yes: **8 – 28.6% (6: N, 2: S)** No: **23 – 82% (10: N, 13: S)**
If yes, which language(s)? **Chinese (3: N) Latin (2: S)**

7. Please describe the status of the FLES or FLEX program in your district? (*I.e*. language(s) taught, grades, # of yrs.)
16 of 28 possible participants in this survey responded that there was no FLES or FLEX in elementary school grades K – 5. 12 districts reported a FLES or FLEX program.

	Langs.		How Often per wk	Grades	# yrs.
FLES					
N # 5	Latin		3X in a 6 day cycle 30 min.	4,5	2
N # 6	Spanish NB: new in flux-Chin?		2X per wk 40 min.	K-4	5
N # 7	Spanish		2X per wk. 20-30 min.	K-5	6
S # 2	Spanish		?	2 & 3	2 expanding to gr. 4 Next yr.
FLEX					
N # 1	Russian Chinese French Spanish Italian Latin	one lang. studied for 1 yr. each	?	K-5	6
N # 2	ASL	all yr.	1 day of 6 day cycle	K	1
	Chinese	all yr.	1 day of 6 day cycle	1,2,3,4	4
	French Spanish	one quart. of ea.	1X wk. 40 min.	5	1
N# 6	Spanish French Latin Chinese?? New prog. in flux	10 wks. ea	1X wk. 40 min.	5	1
S # 5	French	1/2 yr.	?	5	1

	Italian Spanish	for all				
S # 6	?				K, 1	2 expanding next yr. to 2 and so on
<u>MS Programs District</u>						
N # 2	Sts. Pick Sp or Fr.	all yr.	?	continues	6 it in 7, 8	3
N # 3	French Spanish Italian others?	all yr.	?		6	3
N # 4	Italian French Spanish Culture	1 per quarter	?		7 NB: Then sts.choose lang. to be studied in Grade 8	1
N # 5	Sts. pick a lang. Sts. stay with lang.	all yr.	every other day every day		6 7	3
N # 7	Spanish French	10 wks each = 1/2 yr.	?		6	1
S #1	French Spanish	10 wks per lang. Explorat.	?		6	1
S #2	Spanish French	one lang. all yr.	?		6	1
S # 3	French Italian Spanish ASL	10 wks. per lang.	?		6	1

S # 4	Spanish French Italian	14 wks. each	6-20 min. per day	6	1
S# 5	Spanish French * Italian	1 sec. cap	every other day	6	1