



DATA COLLECTION

What information and data can I gather from my state to show the importance of language education?

I can organize research campaigns in my state or local area to aid in gathering critical data which will help showcase the advantages of world language education as well as identify areas of weaknesses.

When organizing a research campaign for data on World Languages, one can think of three areas of approach:

1. State Department of Education
2. State World Language professional organization
3. Community partners outside of education

1. State Department of Education

Does your state have a dedicated position dedicated to World Languages? If so, here are some possible data points they could help you collect:

- Does your state track information about the Seal of Biliteracy that could help provide insight into language programs throughout the state and their efficacy?
- Does your state collect data about the students enrolled in World Language programs and their academic achievements, including:
 - What languages are offered and what enrollment looks like for each
 - What WL graduation requirements exist in districts across the state
 - When students begin a language program (Elementary? Middle School? High School?)
 - What proficiency levels students attain as they exit their programs
 - What advanced level courses are offered (How many students are studying at Level 3 and above? Which languages are they taking? Where are these programs located in the state?)
 - SES status, ethnicity, and home language(s) of students (What percentage of students choose to study their home language? Are minority groups enrolling in and staying in language programs at comparable rates to their peers? Are minority populations studying languages outside of their home languages? How does economic status affect enrollment?)
 - Advanced Placement scores (How many students are enrolled in courses? How many opt to take the exam/opt out of the exam? How many students are earning a score of 3 or higher?)
 - International Baccalaureate results
 - Heritage courses and immersion programs (Which courses are being offered to which populations? What are the proficiency results from these courses?)



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2. State World Language professional organization

Does your state have a dedicated position dedicated to World Languages? If so, here are some possible data points they could help you collect:

- If your state does not have a World Language presence at the Department of Education, how can you leverage your state WL professional organization to assist in gathering data?
 - Does your organization have information about which districts have a World Language content specialist or supervisor? Can you reach out to them to collect any of the data points listed above for their districts?
 - Does your organization create a contact list of all WL teachers in your state or have a mailing list of members? Can you leverage this by creating a survey asking for easily gatherable information that teachers could compile on their own from their schools and districts?

An example from Kentucky:

- As Kentucky currently has no World Language representation at the Department of Education, they have created the Kentucky World Language Advisory Council to the Kentucky Department of Education that coordinates with the Chief Academic Officer in supporting World Language efforts at the state level.

3. Community partners outside of education

What data could be collected outside of the realm of education that can further showcase the advantages of World Language education and identify areas of language need in your community?

- Are there international chambers of commerce in your area (for example the German American Chamber of Commerce)? From these, you could gather information about:
 - Companies in your area that have roots in the target countries
 - The amount of money generated in your region from these companies
- Language needs for the workforce in your area along with possible job/internship opportunities for graduates



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 - Language needs for the workforce in your area along with possible job/internship opportunities for graduates
- Are there community groups that aid with relocating people newly arriving from other countries? Refugee ministries? Sister City programs? From these, you could gain information about:
 - What languages are spoken in your community
 - What are the language needs of people employed in these organizations or in other civic occupations?