Making the Legislative Process Work FOR Immersion Learning

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Goals of this Session

You will learn:

- about 9 Louisiana laws or policies that have had a direct impact on immersion learning
- about how these laws were developed
- about how the laws affected stakeholders' perceptions of immersion
- You will review strategies for partnering with decision makers to create environments favorable to strong immersion pathways.

First legislative actions:

promoting English only 1916: Mandatory schooling (Legislative Act 27) 1921: All schooling must be conducted in English only (Louisiana Constitution, Article XII, section 12)

1968/2010 CODOFIL Council for the Development of French in Louisiana

- Creation and first mission (1968)
- Int'l accords
- Reorganization and new mission (2010)
 - It's the economy, stupide!
 - 12% cocodrie
 - New mission = immersion



2013/14 Immersion Choice Act

Obligation for districts to open immersion pathways upon reception of 25 kindergarten or first grade parents' signatures.



2002/2013 Funding

The Minimum Foundation Program (MFP)

\$20,000 per foreign / Escadrille teacher for his/her LEA



2008 License Plate

Assists in funding French immersion pathways.

Funds transferred to the Louisiana Consortium of Immersion Schools.



"Would you buy this license plate for the benefit of French Immersion in Louisiana?"

> Let us know what you think by filling out the forms on the table.

2011 Renaissance Louisiane

Increases the number of immersion pathways and/or improves existing pathways.

The LDOE offers grant opportunities to districts or individual schools.

2013-14 Application Information



Louisiana Renaissance Language Immersion Program 2011 State-Certified Language Status

2 schools in Baton Rouge Baton Rouge FLAIM Westdale Middle School

3 schools in New Orleans
Int'l School of Louisiana (3 campuses)



2012 Escadrille Louisiane

Partnership between:

- CODOFIL
- Académie de Rennes (France)
- Centenary
 College
 (Shreveport,
 LA)



Seal of Biliteracy (2014)

Eligible students receive a Biliteracy Seal on their High School Diploma.









-How can we partner with decision makers in creating environments favorable to strong immersion programs?

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