



A PROPOSAL SEEKING \$10,645.03 FROM THE HERITAGE SCHOOL TO FUND AN AFTERSCHOOL SPANISH LANGUAGE AND CULTURE PROGRAM



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December 19, 2019

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December 19, 2017

Mrs. Lisa Simmons
Program Manager
Massachusetts Cultural Council
10 St. James Avenue, 3rd Floor
Boston, MA, 02116-3803

Dear Mrs. Lisa Simmons

Enclosed please find a grant proposal seeking funding for \$10,645.03 to create an afterschool Spanish language and culture educational program at the Heritage School located in Charlton, Massachusetts. I have prepared this proposal on the behalf of the Administration at the Heritage School for the Local Cultural Council application. The afterschool program will educate students in grades 2-4 about the Spanish language and culture, in order to help them become well-rounded and critically aware students. They will also be able to further engage with their community members and have the foundations for further development of a second language.

Studies reveal that although Hispanics are the second highest populated race in Massachusetts, few residents in the state speak Spanish. Community of upmost importance to the Heritage School, and we vow to help our students interact and thrive in theirs. Young students also have a stronger ability to learn and speak a language without significant difficulty or detection of an accent. As kids mature, their ideal period of language acquisition decreases and it becomes much more challenging to learn a second language. The Heritage School would like to offer its students the opportunity to take advantage of their developing minds and learn a new language to help them become more diverse and connective in their communities. The schedule will include a curriculum that will meet the needs of multiple students' learning styles to maximize their potential to learn. The classes will incorporate instruction, physical activities, technology, and media to educate and engage students.

The proposed program will span over an entire school year and will teach students to understand a culture that may be different from their own. The Heritage School strives to offer our students opportunities to gain new skills and learn new ways to succeed within their community. As children mature, their ability to understand other cultures will help to bring different people together and promote cooperation, communication, and awareness. This program will work to ensure that students have the necessary tools to learn a second language and receive the benefits of doing so.

If there are any questions, do not hesitate to contact the number above. Thank you for your consideration.

Lianna Churchill
Administrative Assistant

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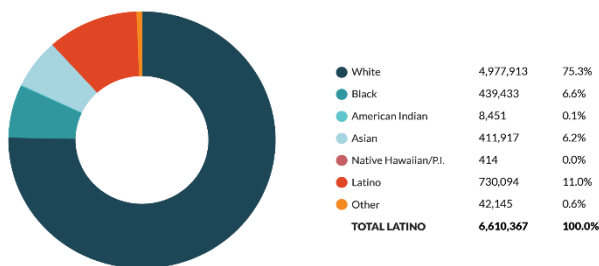
1.STATEMENT OF THE PROBLEM

1.1 DEMOGRAPHICS

With the United States not having an official language, the prevalence of languages other than English has been increasing within the recent years. In 2014, the Center for Immigration Studies reported that one out of every five United States residents speaks a foreign language at home. This translates to 61.8 million people out of the 323.1 million population, a record increase from previous years (Camarota et al.). Massachusetts ranks among the top ten states in terms of language diversity, with 23 percent of residents speaking foreign languages including Spanish, Haitian Creole, Chinese, Portuguese, Vietnamese and French ("Language Diversity"). With Spanish being the second most frequently spoken language in Massachusetts, if students had access to learn the language, it would increase the diversity of the state and the

Massachusetts

State Population by Race and Latino Origin, 2014



Sources: U.S. Census Bureau, 2014 American Community Survey, 3 Year Estimates, Race (B00001) and Hispanic or Latino Origin by Race (B00002)

Figure 1: Latinos make up the second largest race population in Massachusetts

racess in Massachusetts, creating an evident prominence of the language and culture throughout communities.

In 2010 the town Charlton, Massachusetts was reported having a 96.2% White population and only a 2.9% Hispanic population ("2010 Census Summary - 01507). Although Charlton has one of the largest land areas in Massachusetts, their population remains predominantly white.

ability of the population to communicate with each other more effectively.

Worcester County lies between the other two cities in Massachusetts: Boston and Springfield, of which both reside in counties with the highest Hispanic populations. As shown is the image left,

the Latino population makes up 11% of

Despite this, the census bureau reported in 2016 that 6.3% of the population ages 5 and older speak a language other than English in their home, with 1.8% speaking Spanish ("Language Spoken at Home"). Despite the large population of Hispanics in Massachusetts, Charlton's language demographics do not reflect a strong ability to communicate with this population. With these hindrances in communication, one can wonder what can be done to help future generations gain a stronger diversity in their community, one that reflects the diversity of the state.

1.2 COMMUNITY

Communication is an important role in any thriving community. Lack of exposure to other people and their customs remains a major interference in engagement and understanding from different sides of cultures. Children are not immediately born with these acknowledgements of differences, rather kids learn them as they grow up and they understand the divide. This divide only becomes more prominent when different cultures cannot to understand one another.

Language learning is commonly done in two periods of one's life: when children are young and their parents teach them a language that is spoken at home and later in life when one might try to learn another language. However, as one grows up it becomes more difficult to understand and grasp the concept of a language. This is because the brain has matured and is not as flexible as it once was. Thus, It becomes more difficult to understand different cultures within a community. With language being the main form of communication between people, given the high population of Hispanics in Massachusetts and Spanish being the second most common language, there can be a lack of communication in the community. If more students had exposure to the Spanish language and culture, it would open opportunities for greater understanding between a community.

2. STATEMENT OF REQUEST

The Heritage School will actively respond to this concern by implementing an afterschool foreign language program that will teach students Spanish language and culture, starting at a beginner level and gradually advancing in curriculum. The school is seeking \$10,645.03 in funding from the Massachusetts Cultural Council for the Local Cultural Council grant to develop and support the program and the materials necessary for its success. The goal of the program is to help students learn Spanish as a second language so that they can be more well-rounded, engaged, and communicative students as they grow older.

The Heritage School is an elementary school housing grades 2, 3, and 4 in Charlton, Massachusetts. The school is one of seven in the Dudley-Charlton Regional School District. Charlton is in southern Worcester County and is twenty minutes from Worcester, the second largest city in New England. Many schools would be a good fit for this program, however as previously demonstrated through the demographics of the population, Charlton is an especially ideal contender. Charlton has a predominantly white population, but the current curriculum does not reflect the diversity of the county in which it resides in. By teaching elementary students elements of Spanish language and culture, they will be able to explore diversity hands-on and interact with a different culture from their own.

Elementary kids are at an ideal age to learn a language, because their brains have not fully developed yet and it is therefore easier for them to grasp. The Max Planck Institute for Psycholinguists determined that the ideal age range for a child to learn a language is between 6 and 9, because those are the ages where one is most likely to be able to learn a language without an obvious accent (Dimitrova and Hulten). The graph on the next page demonstrates the “critical period” of learning a second language, in correlation to age. This is the exact age range of the students at the Heritage School, which will give the program the ideal base point for introducing a second language to the students.

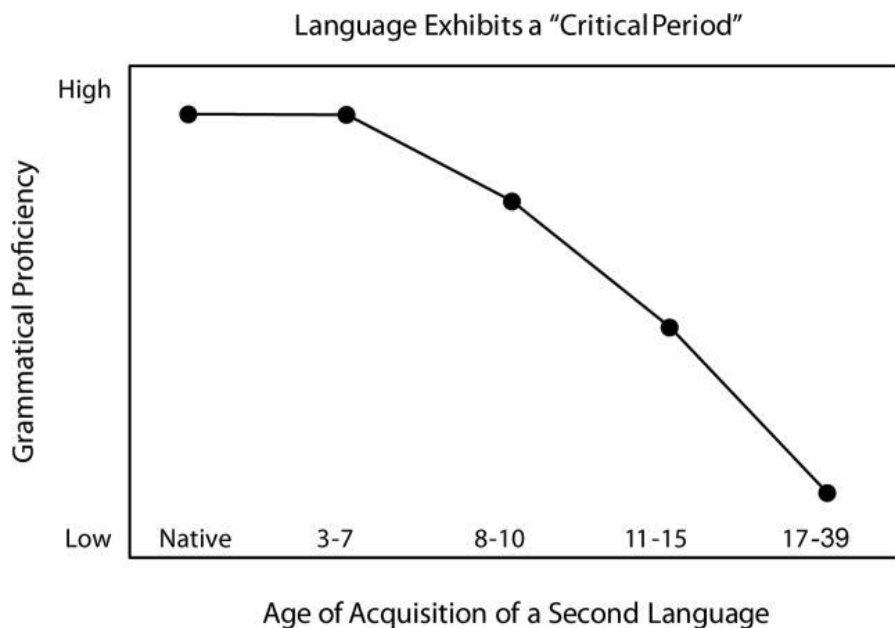


Figure 2: Graph depicting the correlation between proficiency and the age one learns a second language

The Heritage School is a good fit for this program because it is situated in the middle of Massachusetts and it seeks to diversify our students. Our primary commitments are to our students and the community that they reside and engage within. We plan to offer this program first-come first-serve to 25 students whose parents are aware of the time commitment and are excited for their child to engage in a second language and culture. The school will firstly handout a survey to students for completion by their parents, asking if their child knows Spanish and if they would like to have their child participate in the afterschool program. After gathering this information, the school will determine the language-knowledge of students who are joining the program. Once the information is gathered, the school will release the advertisement for the position of a teacher and an assistant to lead the program classes. These positions will be filled before the summer break and come the beginning of the school year in the fall, the school will open the enrollment for students. The program will run for two days a week that school is in session (the program will not run during vacation breaks) and by the end of the program students will have a greater knowledge of Spanish culture and the foundations to progress their Spanish language abilities, should they choose to do so.

3. PROJECT SPECIFICS

3.1 OBJECTIVES

The primary objective of offering an afterschool Spanish language program is to give students the basis of learning the language so that they can progress afterwards. We hope to offer children an experience that they may not have access to otherwise. Learning a language can be time-consuming and not everyone has the capability of teaching their children a second language, due to multiple circumstances that can get in the way. By providing the means for students to learn, we hope to give them an opportunity that may have not been available to them otherwise.

We hope that students will grasp the foundations of the language to be able to further expand their knowledge and implement it in their lives. When the program ends, students will be able to understand the basics of the language, hold conversations with others, and have the necessary tools to learn further concepts. This will allow them to connect with a larger portion of the population in Massachusetts and give them skills that they hone.

As a long-term goal, we hope to inspire interest in languages and cultures. By exposing students to the language and culture at their age, they will be able to consider and recognize other cultures that they might have not previously been accustomed to. This will help them become more open-minded and diverse individuals. Having the foundations of Spanish language and culture at a young age will give them tools to blossom their interests and abilities in communicating with others and learning new ways of life.

3.2 PLANNING

The curriculum of the course will be planned meticulously and will incorporate a multitude of learning styles that the students may preference. There are many different types of learners: oral, visual, auditory, kinetic, and more. Acknowledging these differences, the curriculum will be built to compensate each type of learning style, so that every student can be catered to. There will be multiple sections throughout the program that will reinforce what is learned through different activities and exercises. This will ensure that the students are making the most out of their experience and will be able to grasp the language in a fun and educational setting.

After being in school for six hours, we want the students to move around and experience learning in a different way from the traditional classroom set up. To avoid the students being tired, there will be break periods in between when school ends and when the program begins. There will also be exercises to keep the students moving and engaged with the material in front of them. This will avoid the students becoming too tired or restless to learn. We want to ensure that the students' needs will be accommodated and they will be able to engage fully with the program material.

Teachers will work with their assistants to design an educational and interactive schedule that will ensure the students are never simply listening and copying. The classes will have a combination of teaching the entire class, auditory repetition, oral practice with other students, active exercises to show what they've learned, and using an interactive computer program. The activities will vary each class; some days will include certain activities but not others. Due to the allotted time of the program, the students will consistently be learning to maximize the efficiency and educational potential.

We will be able to plan for numbers once obtaining the complete roster for the course. We will then determine how many students we must tailor the course to, assuming the maximum capacity is met. We will have twenty-five spaces open to grades 2-4, which we hope to have a full enrollment. Spots will be filled based on a first-come-first-serve basis, so that those who complete the necessary registration information will secure their spot first. Registration paperwork will be handed out to students the second week of school and is expected to be returned as soon as possible. Admissions into the program will be rolling until every spot has filled; this ensures a fair nonbiased way for eager students and parents to take advantage of this opportunity.

3.3 SCHEDULE

10/2	Week 1	Instruction and Oral Practice	2/5	Week 16	Instruction and Oral Practice
10/4	Week 1	Instruction and an Exercise	2/7	Week 16	Computer Class
10/9	Week 2	Instruction and Oral Practice	2/12	Week 17	Instruction and Oral Practice
10/11	Week 2	Computer Class	2/14	Week 17	Instruction and an Exercise
10/16	Week 3	Instruction and Oral Practice	2/26	Week 18	Culture Class
10/18	Week 3	Culture Class	2/28	Week 18	Computer Class
10/23	Week 4	Instruction and Oral Practice	3/5	Week 19	Instruction and Oral Practice
10/25	Week 4	Computer Class	3/7	Week 19	Instruction and an Exercise
10/30	Week 5	Instruction and Oral Practice	3/12	Week 20	Instruction and Oral Practice
11/1	Week 5	Instruction and an Exercise	3/14	Week 20	Computer Class
11/6	Week 6	Culture Class	3/19	Week 21	Instruction and Oral Practice
11/8	Week 6	Computer Class	3/21	Week 21	Culture Class
11/13	Week 7	Instruction, Oral Practice	3/26	Week 22	Instruction and Oral Practice
11/15	Week 7	Instruction and an Exercise	3/28	Week 22	Computer Class
11/27	Week 8	Instruction and Oral Practice	4/2	Week 23	Instruction and Oral Practice
11/29	Week 8	Computer Class	4/4	Week 23	Instruction and an Exercise
12/4	Week 9	Instruction and Oral Practice	4/9	Week 24	Culture Class
12/6	Week 9	Culture Class	4/11	Week 24	Computer Class
12/11	Week 10	Instruction and Oral Practice	4/23	Week 25	Instruction and Oral Practice
12/13	Week 10	Computer Class	4/25	Week 25	Instruction and an Exercise
12/18	Week 11	Instruction and Oral Practice	4/30	Week 26	Instruction and Oral Practice
12/20	Week 11	Instruction and an Exercise	5/2	Week 26	Computer Class
1/8	Week 12	Culture Class	5/7	Week 27	Instruction and Oral Practice
1/10	Week 12	Computer Class	5/9	Week 27	Culture Class
1/15	Week 13	Instruction and Oral Practice	5/14	Week 28	Instruction and Oral Practice
1/17	Week 13	Instruction and an Exercise	5/16	Week 28	Computer Class
1/22	Week 14	Instruction and Oral Practice	5/21	Week 29	Instruction and Oral Practice
1/24	Week 14	Computer Class	5/23	Week 29	Instruction and an Exercise
1/29	Week 15	Instruction and Oral Practice	5/28	Week 30	Final Instruction and Oral Practice
1/31	Week 15	Culture Class	5/30	Week 30	Culture Class

The schedule on the previous page is a preliminary outline of what will be done during the classes that day. The teacher and assistant will fill in the material that will be covered each class in the curriculum, designed at a later date. The schedule is composed so that the classes are not the same every week, but that the students have a multitude of learning styles that will be incorporated. As previously stated, the Heritage School acknowledges that not every child learns the same and therefore the curriculum cannot simply include instruction and oral practice. This allows us to build a creative and unique curriculum so that students will never be bored or feel fatigued in the classroom. It also ensures that classes are not the same consecutive learning style, allowing every student to learn at their fullest capacity.

Instruction and oral practice classes will contain teacher instruction of the Spanish language. The instruction will gradually become more advanced and the oral practice will allow students to practice the pronunciation. Oral practice will also include conversations with fellow students, where they will be given scripts to practice with one another to learn the general flow of conversation in Spanish. These classes will benefit those who are visual, auditory, and oral learners, because the classes will be tailored to those learning styles. The students will also be required to write, which will benefit kinesthetic learners because they will be able to mimic motions of words as they write phrases on the handouts.

Classes that include instruction and an exercise will have the typical instruction style class, however rather than oral practice, the students will engage in a physical activity. The activities will range from matching vocabulary words to competing in physical races that reinforce the language learned. These exercises will make students get out of their seats and move around, engaging them in a fun activity and helping kinesthetic learners further grasp the instruction material. These exercises will be further planned once the teacher and assistant have completed the curriculum plans for each day in the program.

Every other Thursday will be a computer class, where the students will spend the class in the first-floor computer lab. The students will use the online language-learning platform Duolingo to interact with. This program (further described under Section 3.4) will give students the opportunity to immerse themselves into the process of learning the language. The students will

do modules to repeat and reinforce the material learned in the instruction of the previous instruction class. Students are not required to complete modules and if they need assistance, the teacher and assistant will be supervising the students. The computer classes will incorporate technology and give the students a direct hands-on opportunity to apply what they've learned in a goal-oriented program.

Culture classes will take place every three weeks, in which the teacher will not teach Spanish language, but rather the culture that surrounds it. These classes will complement the previous learning material and educate the students on the culture of the language they are learning. The culture classes will be comprised of many different methods, such as instruction, activities, and visual learning through shows and movies. These culture courses will be designed so that students learn in an interactive, interesting, and educational method.

3.4 RESOURCES

The program curriculum will encompass a wide variety of materials and references to ensure the success of each student's grasp of the Spanish language and culture. A large amount of work will be done through the use of worksheets, which will be handed out to students during every instruction class. These worksheets will have written exercises to help the student practice the specific technique learned that day. The worksheets will have both English and Spanish instructions to familiarize the students with the language and its way of translation. English to Spanish flashcards will also be used during class to help the students familiarize themselves with vocabulary terms. They will be used during instruction classes to go over what was learned during the class period.

Students will also be given take-home activity sheets that will contain practice exercises and information pertaining to what was learned in class that day. It is important to note that these activity sheets are not homework; they are designed to help students remember what they learned and take the material from the classroom home with them. These activity sheets will

be designed to expand upon the curriculum and use exercises done in class to repeat what they've learned. Repetition is one of the most effective methods for learning a language, therefore giving students a tool to help them reengage with the material is a contributing factor for them to fully learn and utilize the Spanish language.

The curriculum will also include a few technological resources. In culture classes, where the students will learn about Spanish culture, there will be a number of classes where films or shows will be viewed. The shows include *Dora the Explorer*, *Handy Manny*, and *Maya & Miguel*, three shows centered around Hispanic characters who incorporate Spanish into the English-spoken show. These shows will teach them vocabulary as well as teach the students about Spanish customs. The films will include *The Book of Life* and *Coco*, two animated PG-rated films about the celebration of the Mexican holiday, the Day of the Dead. The films will allow the students to learn the customs of this holiday and its significance in the culture. The television shows and movies will be purchased and are a part of the total cost within the proposal budget. They will allow to students to connect with Spanish culture and understand their customs through the storyline and the characters.

Finally, the computer classes will utilize the online language-learning website Duolingo, to allow students to learn and practice the Spanish language in an interactive and amusing method. Duolingo is one of the most popular language-learning platforms currently, with over 200 million users and 23 different languages to choose from. Duolingo is entirely interactive and is available as an app, as well as the website which is what will be used during the program. Students will complete modules that correspond with the most recent lesson and will gain critical thinking skills to help transition them into thinking in Spanish as they learn the language. Duolingo ranges from beginner level to advanced level and every level in between, teaching sentence phrasing, vocabulary, and pronunciation. The modules gradually become more advanced and incorporate previous material to help the students remember the previous lessons.

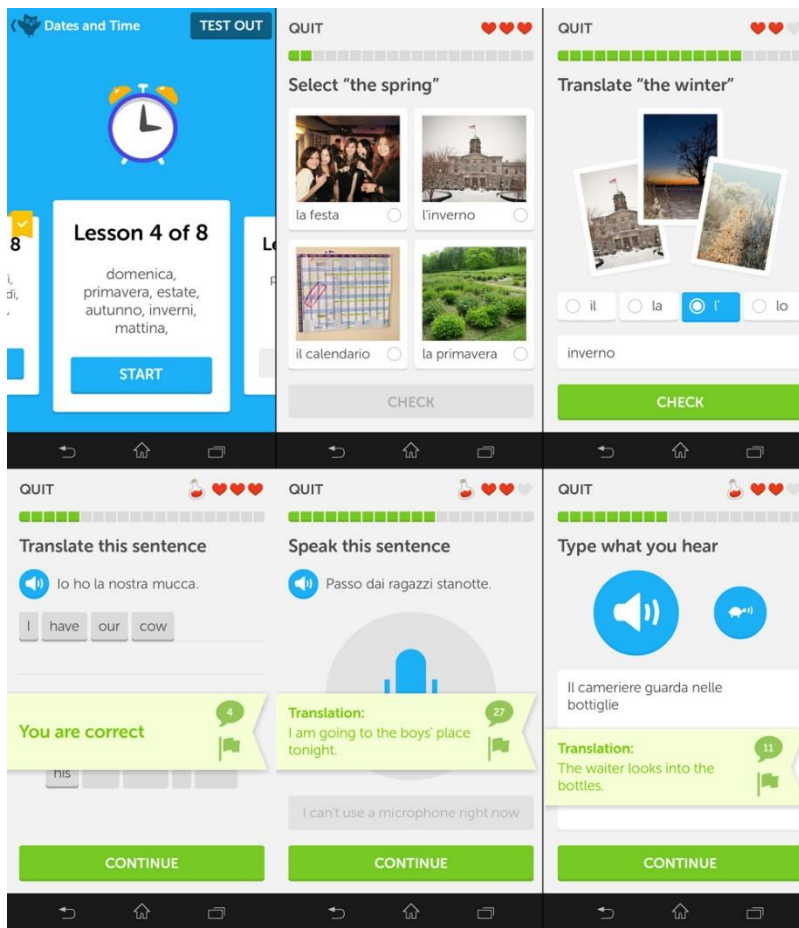


Figure 3: Examples of Duolingo modules

will be able to use Duolingo outside of the classroom if they please. Because Duolingo is also an app, it is a perfect platform to utilize should the students want to continue the modules on their own, however this will not be required.

The students will use Duolingo every designated computer class and will complete exercises to reinforce what they learned the previous instruction. Although not all the material will be covered from the Duolingo module, the teacher and assistant will be able to help students should they need. Students are not required to successfully complete a module at any given time, but rather the modules are intended to expose students to an interactive learning style through technology. This allows them to think critically and repeat the modules, not strive for perfection. Even after the program has ended, the students will still have their Duolingo accounts to be able to continue learning on their own and practice what they've already learned.

Duolingo is free for all to use, making it so that this proposal will not need to cover any associated fees with the program. In the first computer class, students will create an account using their parent's provided email address. The teacher will log each account information so that the student will not forget it and they will also receive handouts and an email to parents with their information. By having a personal account, the students

4. FACILITY



Figure 4: Heritage School, which will be the facility for the program to take place

The Heritage School will be the facility in where the program classes will be held. They will take place after school ends, at 3:05 PM, every Tuesday and Thursday. Students will report directly to the cafeteria where they will be allowed to have a short snack and a bathroom break before the start of classes at approximately 3:20. The

students will then be escorted by the assistant from the cafeteria into the designated classroom which will be used that day. The students will always be escorted to the classrooms so that each can be accounted for during attendance. The classroom will have enough desks for each student, assigned seating, and chalkboards for instruction by the teacher.

The location of the class will depend on the curriculum of the class. Instruction classes will be held in a regular classroom, with the teacher and assistant leading the students and helping them through the activities of that day. These classrooms will be conducive for students to learn, by having an open environment to communicate and learn from one another. This space will also aid students in conversing with one another and participating in the daily activities which are in the curriculum. Computer classes will be held in the first-floor computer lab, where students will be escorted from the cafeteria. There are enough computers for each student to have and the teacher and assistant will walk around the room to ensure that each student is engaging as necessary.

The materials used for the class will be printed ahead of time and stored in one of the storage closets near the designated classroom. The closets will be locked when not in use, to ensure that the materials stay safe and easily accessible to the teacher and assistant. Other equipment, such as a television and DVD player for when shows and movies are viewed, are already owned by the Heritage School and they will be brought in from the storage closets when needed. The afterschool janitorial staff will assist in gathering special equipment for the classes, as it fits into the curriculum. The needs of the classrooms will be accommodated to provide the materials for success in the classroom.

Each program class will end at approximately 4:20 PM, at which parents will be expected to pick up their student at the front entrance. The teacher and assistant will not leave until each student is picked up, however parents will be expected to be prompt when picking up their child. Arrangements can be made for a student to be picked up by someone who is not from their immediate family. These arrangements will require a completed form by the student's parent or guardian and approval from the school administrator, to ensure that each student will be safely accounted for.

5. EXPENSES

The requested budget for this grant proposal is \$10,645.03. This cost covers a bulk of materials necessary to round out the curriculum and help students learn Spanish language and culture to their fullest potential. Due to the large number of handouts and activity sheets that will be handed out for the duration of this program, we have estimated one box of paper, with 5,000 sheets of paper within, be ordered as well as five ink cartridges of ink to be used in the printer which is provided by the school. The box of paper estimates at \$20.00 while the ink cartridges estimate for \$100.00 total. Providing the students with physical copies of lessons that they can work on in class and at home is essential for them to utilize repetition to learn. We also require two large packs of English to Spanish flashcards to be purchased, estimating a total of \$20.00. The flashcards will be used to teach students vocabulary terms and help them visualize certain words so that they remember them easier. Four packs of pencils will also be purchased, for a total of \$15.00 to ensure that every child has their own pencil and does not need to worry about bringing their own. We understand students can lose track of items or simply forget to bring materials from home. Therefore, we will keep these packs of pencils, hand them out, and then collect them each class. This guarantees that the students have every necessity to succeed in the program. The total cost for these materials is \$164.69, including a sales tax of \$9.69.

Shows and movies will also need to be purchased in order to incorporate them into the culture classes. Shows will not be viewed to completion, therefore only one season of each will need to be purchased. Both will be purchased as DVDs, to be run on a DVD player provided by the Heritage School. The total cost for the five DVDs is \$80.34, which includes a sales tax of \$4.73. The DVDs will be purchased as new, which will avoid the possibility of scratches on used versions.

This proposal budget also includes the salary of a teacher and an assistant, both whom are fluent in Spanish. The teacher will lead the class instruction and educate the students on various language and cultural lessons. They will be CORI Certified and have a minimum of two years' experience teaching in an elementary school. The Heritage School Principal, Mrs.

Kathleen Pastore, will assist in reviewing and interviewing candidates for the job, selected from applications. Advertising for the application of the position will be done in early May, so that a teacher is hired before the summer break. The teacher's salary will be \$6,500.00 dollars, making \$50.00 for every class per week, plus two hours for prep time outside of class. The prep time will be used for the teacher to prepare the curriculum, gather materials, and lay out an agenda for each class. The additional \$500.00 dollars will cover ten hours of work prior to the start date of the program, in which the teacher will construct the curriculum and lesson plans for each class.

The assistant will also be required to have a CORI certification and must be fluent in Spanish. Teaching experience in an elementary school is not required, but experience with children is. Applications and interviewing for this position will be completed at the same time at the teacher position. The assistant is responsible for organizing the classroom, aiding the teacher, guiding students to and from their destinations, and working with the students. The assistant and teacher will work closely to develop the curriculum and monitor each student's progression. The salary for the assistant will be \$3,900.00, which is broken down into \$30.00 an hour and, like the teacher's salary, accommodates for two hours of in class and two hours of preparation outside of class. The salary also compensates for 10 hours of development, \$300.00 total, to be done in accordance with the teacher. These hours will be used to develop the curriculum plan for the classes prior to the start date of the program.

The salaries also incorporate the time after the program ends, in which the teacher and the assistant will wait with the students for their parents to pick them up. This time is built into their income to reflect the extra time that they will wait with the students. Both salaries will reflect the devotion of each personnel and the care that will be put into designing the program for the students. The materials will be purchased in new condition and will be essential for students to be able to interact with the program material and succeed. Thus, totaling the overall budget at \$10,645.03, which will allow for a reasonably paid staff, new materials, and interactive learning methods for the students to benefit from.

6. SUMMARY

6.1 BENEFITS



Figure 5: The many crucial benefits of a child learning a second language

There are many benefits to teaching children a foreign language in their early adolescence. Firstly, it allows them to better understand English because they are able to recognize patterns more frequently. In one's native language the structures come easily; however, once a second language is learned, it makes the learner aware of the differences in language structures and why they exist. A study in 2000 showed that "Spanish immersion has English-language benefits and that positive transfer (cross linguistic influence) occurs from Spanish as a foreign language to native English receptive vocabulary" (Cunningham). The skills attained from learning a foreign language ultimately help the learners become better overall communicators in their native language.

Learning foreign languages has also been shown to lead to higher academic achievement and higher standardized test scores ("Benefits of Learning"). Test scores include the SATs, which are often required of students to take in order to apply for college. Even fifteen minutes of foreign-language learning a day significantly benefits multilingual students over

monolingual students. The most notable tests where multilingual students outscore are verbal and nonverbal intelligence (qtd. in "Benefits of a Second Language" 5). Critical thinking and academic achievement abilities are heightened through learning a second language. Many studies have exhibited the majority higher scores and greater thinking ability that is associated with multilingual students over monolingual students.

Lastly, learning a second language allows students to be more diverse in their community and build new relationships. The knowledge of a second language provides cultural enrichment in a student's community. They are able to connect with others and experience things that they otherwise could not be able to do (Chen). Students have a competitive edge and are more well-rounded members in society. They also offer opportunities to enhance America's economic competitiveness abroad. By creating more doors, students gain more opportunities to stand out in fields of academia, employment, and personal relations. Multilingual students have more opportunities than monolingual students, and they are able to advance in life because of their ability to speak a second language.

6.2 COMPARABLE PROGRAMS

Various elementary schools offer Spanish language programs for students to learn in. These programs have succeeded in teaching young students the foundations of the language early on, giving them the tools to expand upon their knowledge as they continue to grow and receive an education. The Scotch Plains-Fanwood Public Schools District, located in New Jersey, offers an Elementary World Language Program which begins incorporating Spanish into the curriculum at Grade 2. Their program utilizes students' abilities to grasp a language early on and cultivates that ability to help them develop their language skills as they mature. By implementing this program, the school has been able to help their students transfer their skills into middle school and high school ("Elementary World Language Program"). The Hopkins Public Schools in Minnesota have also incorporated a Spanish language and culture program into their elementary schools, which is then further blossomed into their higher educational schools. They

have successfully aligned their students with numerous international opportunities that have prepared them with college credit and real-world immersion into other cultures ("Elementary Spanish Language Program").

6.3 URGE TO ACTION

The young minds that will grow into intellectuals and guide future generations to come will greatly benefit with a larger multilingual population. Although young adolescent students are not fully aware of the greater scheme of events happening in the world, communication is a large factor that stems from these issues. By beginning small scale, and thinking in terms of our own community, the Heritage School strives to educate its students and help them develop communication and cooperative skills that they can apply into various situations as they mature into adulthood.

Increasing issues of racism that permeate throughout countries continue to plague society and create divides between people of different background and ethnicities. By learning about one another and understanding cultures, we can attempt to mend the divide and learn from one another. Community is an important role in how one grows up and who they become in life. Interacting with one's community allows an individual to be exposed to issues and circumstances that may be different from their own. It is important to utilize these experiences and teach young children that they should be curious about other people and their cultures.

The Heritage School hopes to expand the program to more students in the future to give more students the immersive and beneficial opportunity of learning a second language and culture. As any great idea starts small and gradually becomes a larger unifying movement, this program could eventually span out to other schools within our district and potentially other districts after then. From the accomplishments of already well-established programs such as this proposed one, the invaluable educational experience will not only give students a new way of communicating with others, but a new perspective of viewing their community and becoming an active member.

APPENDIX

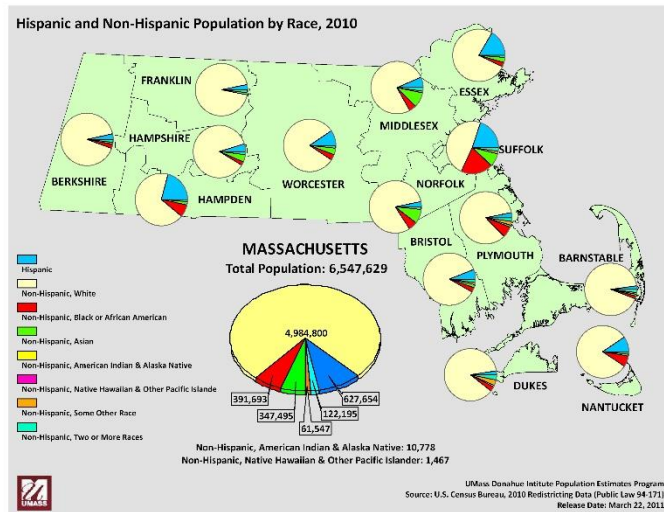


Figure 6: Charts by county show the vast amount of diversity within the Massachusetts population

The image to the left shows the pie charts which organize the population demographics of race in each county in Massachusetts. Collected in 2010, the data shows Worcester County, in the middle of Springfield and Boston which are two other major cities. The majority of counties in Massachusetts have Hispanics as the second most populated race.

Worcester County has a considerable population of Hispanics, however, like every country in Massachusetts the overwhelming dominant race in each county is White. Hispanics having the second highest population make up a great deal of the workforce and community, potentially creating communication barriers to those who cannot completely express themselves to their community members.

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