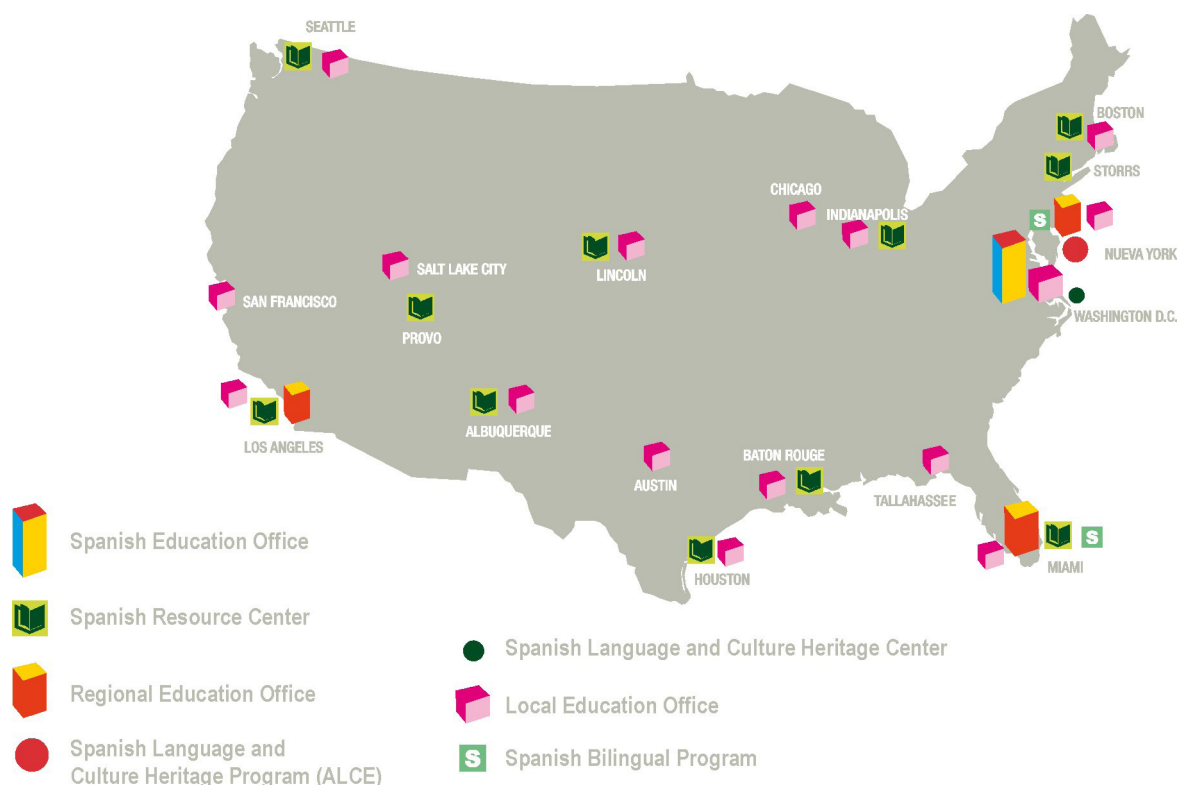




THE WORLD LEARNS **SPANISH**

UNITED STATES

2020



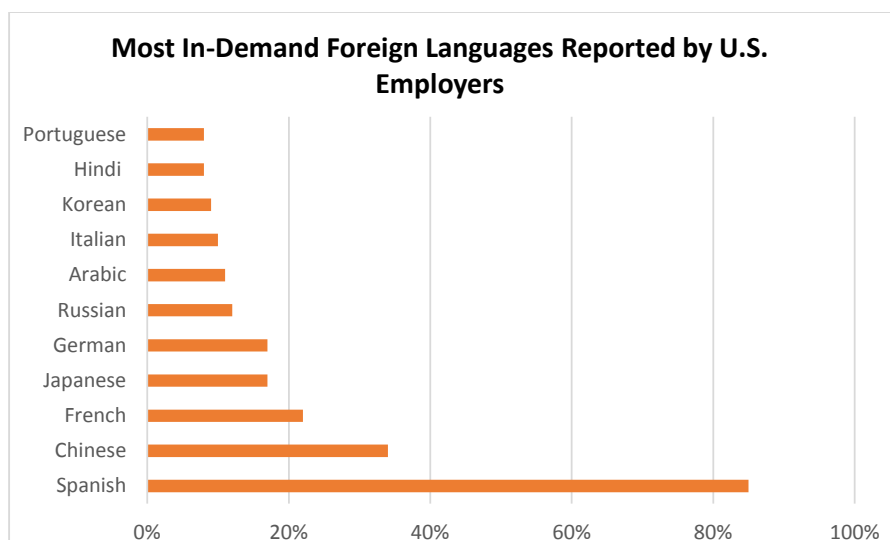
Introduction

Spanish is by far the language with the greatest presence in school systems in the United States at all educational levels and across all states. The numbers of students enrolled in Spanish are solid and they remain constant and in fact increase in some cases. To this effect, the rise of Spanish-English dual-language immersion programs as well as the recognition of bilingualism, as shown in the number of Seal of Biliteracy awards granted to students of Spanish confirm the strength of the study of the language.

The Education Office of the Embassy of Spain through all the different offices, programs and initiatives, is committed to the advancement and promotion of the language and culture of Spain. The uninterrupted success of initiatives such as the visiting teachers from Spain program, the growing interest of university students and graduates to become language and culture assistants in Spanish schools, increased professional development opportunities for teachers, a reevaluation of the ISA network, and the increased presence in the country through social media, are outstanding results of this effort.

The Teaching of the Spanish Language in the United States

Spanish is the most studied world/foreign language in the United States across all educational levels with a considerable difference in scope, in comparison to other languages. In addition, it is without a doubt, the language with the greatest possibilities for growth across all the school systems in the country.



Source: ACTFL: Making Languages our Business: Addressing Foreign Language Demand Among U.S. Employers (2019)

Spanish in schools

In the United States, the study of a world/foreign language is not mandatory nor is this school subject a part of the National Common Core standards. Guidance and recommendations for world/foreign language programs in grades K-12 depend on the standards adopted by the Department of Education in each state.

In elementary, middle, and high schools, Spanish is by far the language with the greatest presence in school systems across all states. Spanish-English dual language programs can be found in many districts. As an example, it is expected that in the 2020-21 school year, in the Los Angeles Unified School District, 85% of all dual language programs will be in Spanish. At the college level, the number of students who study Spanish exceeds the number of students who study all other languages combined. Spanish is the language with the greatest possibilities to grow due to, among other reasons, its popularity with students and their families, and greater availability of qualified teachers and resources.

It is important to note that only 20% of elementary, middle, and high school students study a world/foreign language and only eleven states require the study of a language as a graduation requirement in middle and high schools. In general, there are not many language programs that establish progressive language learning instruction throughout K-12 nor are standardized exams, that assess the linguistic competence of students who have studied that language, widespread. Even in the face of initiatives that seek the recognition of the learning of another language such as the Seal of Biliteracy, the differences between states are significant. For example, the Seal of Biliteracy Certificate may be granted to students with different levels - Advanced Low level (ACTFL standards), as in the case of Washington, D.C., versus Intermediate High level (ACTFL standards), as in New Mexico.

It should also be noted that the number of students who extend their knowledge of the language is low. Thus, for example, in Florida where more than a quarter of the population is Hispanic, almost 40% of students enrolled in Spanish classes in high school during the 2019-2020 school year studied Spanish 1 or 2. In addition, there is only a 1% enrollment in Advanced Placement Spanish Language and Literature courses or International Baccalaureate programs, and less than 1% of students in this state are enrolled in Spanish courses for heritage speakers.

All of this being said, the implementation of the study of Spanish continues to be strong throughout the different states and programs. The numbers of students enrolled in Spanish are solid and they remain constant and in fact increase in some cases.

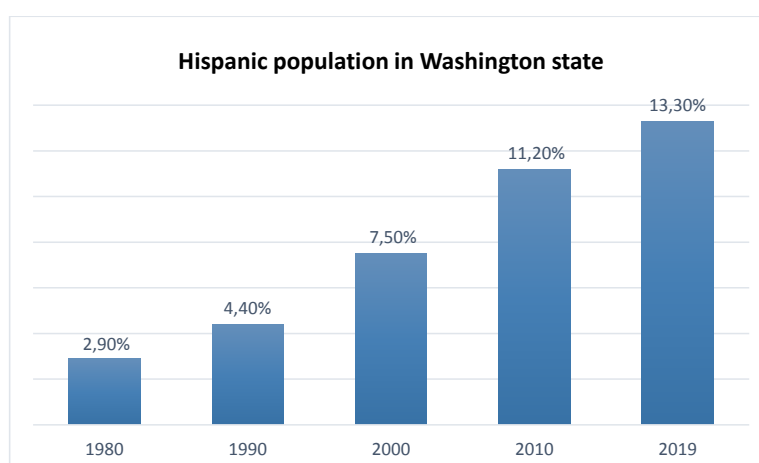
In Pre-K and elementary education, Spanish is mostly offered in immersion or bilingual programs. The state of Utah stands out in its excellent Dual Language Immersion (DLI) program. This program is a benchmark across the United States and, due to its high quality, is being modeled in other states. Based on a 50/50 model, two teachers teach in each classroom. One of the educators teaches only in Spanish and the other teaches only in English. In this way, students learn academic content through the target language. There are currently 124 dual language immersion schools in Spanish, with 32,000 students throughout the state and 73 visiting Spanish teachers.

In Florida, there are dual language programs in Spanish in more than one hundred schools across twelve districts. In Georgia, a state in which the number of students enrolled in a foreign language is above average, there are 52 schools with a dual program in Spanish. In Louisiana, dual immersion programs are found mostly in the southern part of the state.

At the high school level, the state of Utah is also groundbreaking in its *Bridge Program*, which provides advanced Spanish instruction offered by Spanish-speaking teachers, who travel to districts to teach students who have passed their Advanced Placement tests. If these students pass this class, they receive college credit.

Another example of the growth of the Spanish language in high schools can be observed in the state of Texas, where dual language programs will begin to be implemented in the 2020-21 school year across several school districts. Students will take at least two subjects taught in Spanish - Spanish language for heritage speakers and either science, social studies, or mathematics through content-based instruction.

The increase in Hispanic population in the country is frequently reflected in the field of education, especially in the growth of Spanish classes in elementary, middle, and high schools. In the state of Washington, for example, the Hispanic population has quadrupled since the 1980s, as shown in the following graph, according to data from the Washington Office of Financial Management.



Source: Education office from Office of Financial Management data

The number of students of Hispanic origin who do not speak English needs to be taken into consideration. Of the almost 10% of students who enter the education system without speaking English, around 80% are of Hispanic origin. In some areas the percentage is higher

-this is the case in the state of Texas, where according to the Migration Policy Institute, 90% of students classified as English Language Learners are Hispanic. School districts offer dual language programs in the urban areas of Houston, Aldine, Dallas, Fort Worth and Austin where approximately 910,000 students are concentrated. These districts hire 85% of visiting teachers from Spain in Texas. Innovation in the teaching of Spanish aimed at these students is forefront. Faced with the traditional “transitional” approach, in which Spanish is used as a means to achieve literacy in English, the expansion of dual language programs is being favored, whose goal is for the student to attain a knowledge of both languages.

The methodology of teaching foreign languages has evolved globally from traditional teaching (Spanish as a foreign language) to learning content in foreign languages – content-based instruction. Due to the long-established lack of prominence in the study of foreign languages in the United States, the implementation of methodologies for teaching Spanish in schools in the country is still evolving. In addition, the lack of skilled bilingual teachers is a factor that may restrain the expansion of dual immersion programs. At least 31 states and Washington, D.C. state that they need teachers for their bilingual and dual immersion programs.

The data on the Seal of Biliteracy awards granted to students of Spanish confirm the strength of the study of the language. In states like Washington, the number of students who attained the Seal of Biliteracy in Spanish from the 2014-15 academic year to the 2018-19 academic year has increased by almost 50%. The state of Utah has experienced a similar figure, where the number of schools with the Dual Language Immersion program has doubled since 2014-15.

According to data from the 2019 National Seal of Biliteracy Report for 2017-18 school year, Spanish is by far the language for which the most Seal of Biliteracy awards were granted. The state of Georgia stands out, where Spanish represented 78.28% of all certifications (14.42% were in French and 4.13% in German); the state of Illinois, with 74% of certificates in Spanish (10% in French and 4% in Chinese), and Louisiana, in which Spanish represented 54.7% (33.66% in French and 8.66 % in Latin).

As in elementary, middle, and high schools, Spanish is the most studied language in colleges. Nevertheless, according to data from a report published by the Modern Language Association of America in 2016, the number of Spanish students has fallen by about 4%. The causes seem to be found in the trend towards specialized studies instead of the humanities and languages. The number of higher education institutions that include foreign language courses as a graduation requirement has also seen a decline.

Despite these facts, the numbers for the study of Spanish remain solid, as they double the number of students of other languages.

DELE - Spanish Language Proficiency Exams

The Ministry of Education of Spain works in collaboration with the Instituto Cervantes on the promotion of the DELE (Diploma of Spanish as a Foreign Language) exams, taken by students at several Education Offices of the Embassy of Spain in the U.S., such as Los Angeles and San Francisco. In addition, a significant number of ISA (International Spanish Academy) schools supervise the exam taking as well, in particular the scholastic A2/B1 and B2 exams, in collaboration with the Education Office of the Embassy of Spain and the Instituto Cervantes. The DELEs are frequently found among proficiency certifications recognized in various states.

In the same way, many schools show great interest in the SIELE (International Service for the Evaluation of the Spanish Language) proficiency certificate because of the flexibility it offers

by being able to take the exam online. Unfortunately, there is not a scholastic SIELE exam at the moment which makes it difficult to attract students in K-12 levels.

In Massachusetts, the Observatory of the Spanish Language and Hispanic cultures in the United States, a partnership between the Instituto Cervantes and Harvard University, advances a series of activities aimed at the study and significance of the standing of the Spanish language in the United States, both on a linguistic and cultural dimension. It studies primarily five areas: the Role of the Spanish language in the United States, Languages and Cultures in Contact, the Teaching of Spanish in the United States, Culture and Thought in Spanish, the Translation into English of works originally written in Spanish and their appreciation in the United States. The Observatory actively collaborates with the Department of Education in the United States in carrying out professional development activities and promoting the Spanish language and culture in the country, as well as being a DELE and CCSE test center.

Collaborations with associations and organizations

There are many American associations and non-profit organizations that foster the advancement of the Spanish language and culture in the United States. At the national level, the AATSP (American Association of Teachers of Spanish and Portuguese) stands out in its promotion of the study and teaching of Spanish and Portuguese and their corresponding Hispanic and Portuguese-Brazilian literatures and cultures. ACTFL (American Council on the Teaching of Foreign Languages), committed to improving and expanding the teaching and learning of all languages at all levels of instruction, organizes one of the largest conventions in the country dedicated to language teaching. NABE (National Association for Bilingual Education), whose objectives include the improvement of educational practices focused on students from diverse linguistic and cultural backgrounds, and the MLA (Modern Language Association), one of the world's largest academic associations founded in 1883 are also important components of our cooperation with varied organizations.

In the state of California, it is worth highlighting the support for bilingual programs by CABA (California Association for Bilingual Education). This association organizes one of the most important conferences on bilingual education in the country, and Californians Together. Also, in New Mexico, the Dual Language Education of New Mexico directs La Cosecha, one of the most important conferences on dual education in the country.

International Educational Outreach in the United States

The Education Office of the Embassy of Spain, within its scope of action in the United States and Canada, has an extensive network of offices and teams that lead initiatives and programs sponsored by the Ministry of Education of Spain.

The Ministry organizes its outreach strategy from its main education office located at the Embassy of Spain in Washington, D.C. with three main branch offices in the Consulates General of Spain in Los Angeles, Miami, and New York. In addition, each branch office has four additional education offices situated in decisive locations.

Through all the different offices, programs and initiatives are carried out towards the goal of the advancement and promotion of the language and culture of Spain. In addition to these offices, there is a network of eleven Spanish Resource Centers found all across the country.

The Education Office in Washington, D.C. is home to our Counselor of Education, the General Secretary, two education advisors, and four administrative officers. The office of the Counselor of Education directs the international educational outreach of the Ministry of Education in the USA and Canada, and target initiatives in the District of Columbia and in five states in the northeastern area of the country.

The Education Office in Los Angeles directs initiatives in thirteen states in the West. In addition to the education attaché, there are two education advisors and one administrative officer stationed in L.A., with education advisors in San Francisco, Salt Lake City, Seattle, and Albuquerque.

The Education Office in Miami leads programs in eleven states in the South. This office is managed by an education attaché with two education advisors and two administrative officers, in addition to the education advisors stationed in Tallahassee, Austin, Houston and Baton Rouge.

The Education Office in New York directs outreach for twenty-two states in the North and Midwest. Stationed in New York, there is an education attaché, an education advisor, two administrative officers with the rest of the team of education advisors found in Lincoln, Chicago, Boston, and Indianapolis.

The international educational outreach of Spain in the United States is also carried out in schools with educators from Spain assigned to teaching positions at the United Nations International School (UNIS) in New York and at the member schools of the International Studies Program in Miami. In addition, the Visiting Teachers Program, and the Language Assistants from Spain program host educators from Spain in American classrooms. Our team of education advisors builds and strengthens dedicated ties with educational agencies all across the territories where they are stationed with the goal of advancing these outstanding outreach programs, providing professional development activities for teachers of Spanish, and attending conferences and educational fairs, in addition to organizing school and educator contests and awarding scholarships. The scope of these actions is enlarged by the monitoring of exams for the Spanish Center of Innovation and Development of Distance Education (CIDEAD) and other collaborative activities with Spanish organizations such as the Instituto Cervantes, the National University of Distance Education of Spain, and other Spanish universities.

The collaboration between the Ministry of Education of Spain and American educational agencies can be found in various means, which can include staffing in some cases. These alliances always constitute a significant contribution to the curricula in the quality and advancement of the teaching of the Spanish language and culture, and content-based instruction.

Spanish Programs sponsored by the Ministry of Education of Spain in American schools

In the United States, there are two established Spanish programs which are part of the school systems of New York and Miami and are sponsored by the Ministry of Education of Spain that offer content-based instruction for the subjects of *Spanish Language and Literature* and *Spanish Geography and History*. The schools that offer these programs in collaboration with the Ministry have a mixed curriculum and educators are both local and from Spain, the latter being assigned and paid for by the Ministry, in collaboration with these schools.

The American schools that host these programs are the *United Nations International School* located in New York City and the schools in the Miami-Dade County Public School District that are part of the *International Studies Program*. These schools have competitively selected educators from Spain.

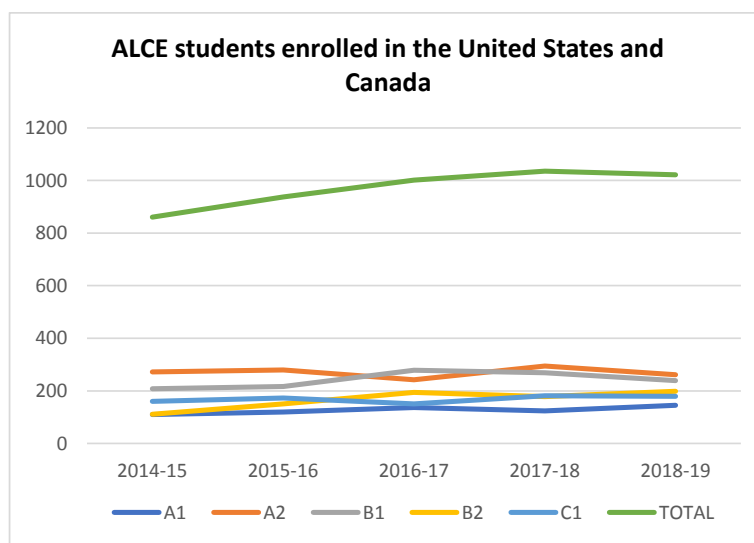
In the following table, statistics for these programs are provided.

Number of students in Spanish Programs sponsored by the Ministry of Education of Spain in American schools			
School Year	Elementary	Middle and High	Total
2015-16	1.480	1.016	2.496
2016-17	1.481	1.023	2.504
2017-18	1.202	1.082	2.284
2018-19	1.128	1.060	2.188
2019-20	1.185	1.090	2.275

Spanish Language and Culture Heritage Program (ALCE)

This program targets the children of Spanish citizens who reside in the U.S. with the aim of maintaining linguistic and cultural links with Spain. Classes are offered after school and structured into the first five levels of the Common European Framework of Reference for Languages. The program comprises nine teachers and more than one thousand students spread over seven classrooms: five in the New York metropolitan area and two in the Washington, D.C. area, in addition to one in Montreal.

The following graph shows the number of students enrolled in this program in the last five years.



Source: Education Office



A costume party at the Spanish Language and Culture Heritage Classroom (ALCE) in Washington DC

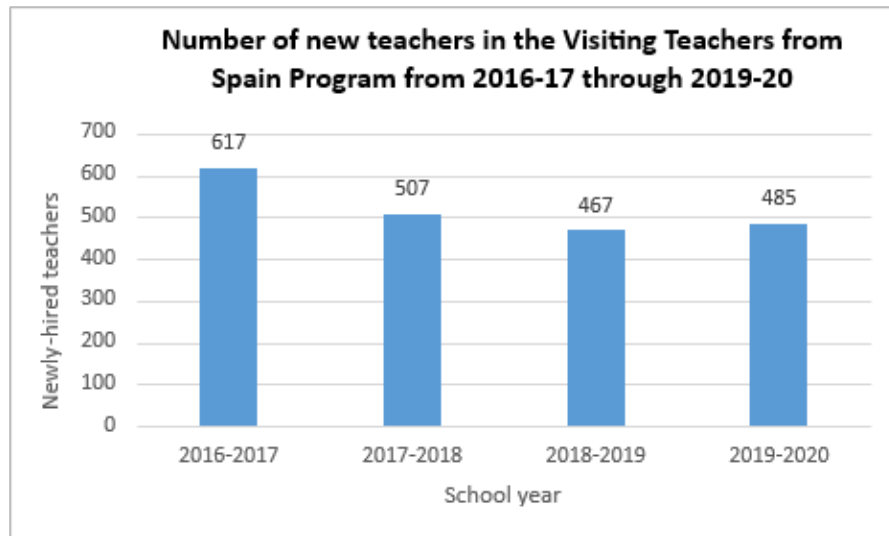
The Visiting Teachers from Spain Program

This program is one of exemplary standards in international cooperation and educator exchange. Since 1986, the program has provided the opportunity to advance the language and culture of Spain in American schools, by the placement of over a thousand teachers from Spain in American schools. In return, these educators undergo a personal and professional growth, which enhances their quality of teaching and is put to use once they have returned to Spain in their classrooms there. During the 2019-2020 school year, 1,249 visiting teachers from Spain were found in American classrooms. The State of Texas welcomes the largest number of these educators with 359, followed by Illinois with 135, Florida with 95 and Utah with 73 educators from Spain.

The following two graphs represent the number of visiting teachers from Spain for the school years 2016-2017 through 2019-2020.

Visiting Teachers from Spain Program			
School Year	Number of participating States	Participating Teachers	
		Number of new teachers participating in the program	Total
2016-17	34	617	1.431
2017-18	33	507	1.415
2018-19	33	467	1.229
2019-20	35	485	1.249

Source: Education Office



Source: Education Office



A visiting teacher from Spain in their classroom

Language assistants from Spain

During the 2019-2020 school year, thirty language assistants from Spain were placed in elementary, middle, and high schools, as well as in colleges, across eighteen states. These language assistants do a magnificent job of advancing the language and culture of Spain in American classrooms under the supervision of American teachers and professors. The Ministry provides grants for the assistants while host schools contribute to the grants by providing housing and transportation to and from the school, in addition to mentoring the assistants in both school-related and personal adjustments that they may face in their new surroundings. This program is, without a doubt, an excellent example of educational outreach that results in experience and professional development for our language assistants while providing an unparalleled resource in the Spanish classroom to the host schools.

North American Language and Culture Assistants Program (NALCAP)

NALCAP is a program that targets American college students and graduates who are competitively selected to receive a grant provided by the Ministry of Education. As recipients of the grant, they serve as teaching assistants in world language programs in Spain. In Spanish classrooms, they share their language and culture with students who are learning English, providing a valued resource in language skills acquisition.

The program began in the Spanish regions of Andalusia and Madrid back in the 2005-2006 school year. Since then, it has experienced exponential growth going from 126 assistants in its first year to 3,205 in the 2019-2020 school year. Currently, all the regions of Spain participate in the program.

The following table indicates the growth in the number of NALCAP recipients in recent years.

NALCAP recipients in Spain		
School Year	*Number	Percent change in annual number of recipients
2014-15	2.335	+13,12
2015-16	2.230	- 4,49
2016-17	2.402	+ 7,71
2017-18	2.673	+ 11,28
2018-19	2.688	+ 0,56
2019-20	3.205	+ 19,23

LANGUAGE & CULTURE ASSISTANTS IN SPAIN



SECRETARÍA GENERAL TÉCNICA. NIPO: XXXXXXXXXXXXX

LANGUAGE & CULTURE ASSISTANTS IN SPAIN

The North American Language and Culture Assistants Program is an initiative of the Ministry of Education and Vocational Studies of Spain to provide North American students the opportunity to assist teachers in English or French programs in elementary, secondary or language schools in Spain.



CONSEJERÍA DE EDUCACIÓN
EN ESTADOS UNIDOS
Y CANADÁ

norteamericanos@educacion.gob.es

The International Spanish Academy Program (ISA)

The International Spanish Academy (ISA) program is an educational outreach initiative of the Ministry of Education of Spain where high performing schools in the United States and Canada implement a Spanish-English dual language immersion curriculum with the support and recognition of the Ministry. The ISA program is a K-12 educational program fostered within a framework of cooperation and partnership among the Education Office of the Embassy of Spain, the member schools and their school districts. Along with the curricular specifications required by each state, district, or school, a content-based instruction curriculum is applied, highlighting the content areas of Spanish Language and Culture and the History of Spain, as well as the History of Spanish-speaking countries. The use of the Spanish language is projected to be 50% in elementary schools, 35% in middle schools and 25% in high schools.

A broad reevaluation of the program has been undertaken during the 2019-2020 school year. To this end, *The ISA Network: A Handbook for Admission and Membership* has been drawn up, establishing the foundations for the program.

Currently, the ISA network has 103 member schools in the United States. The following 2 tables show the number of schools per school level, in addition to the number of students, visiting teachers and language assistants from Spain. In the second table, the “ISA” column denotes the students enrolled in the dual language program; the “ELE” column represents the students in the same school that take Spanish as a school subject but are not enrolled in the dual language program.

Schools					
	Elementary Schools	Middle Schools	High Schools	Other*	Total
Total in the U.S.	58	21	13	11	103

*These schools offer more than one level

Students				Visiting teachers	Language Assistants
	ISA	ELE	Total	Total	Total
Total in the U.S.	32.883	8.514	41.397	145	22

Membership in the ISA network provides schools with a gold standard seal and brings a heightened value to their educational and dual language immersion programs stemming from the prestige granted by the official recognition of the Ministry of Spain. In addition, the Ministry collaborates with the ISA schools by providing them with consultancy and resources and offers special opportunities and activities and priority hiring of visiting teachers and language assistants from Spain. The Education Office of the Embassy of Spain grants diplomas to students who fulfill the objectives of the ISA program. For the 2018-2019 school year, 5,069 diplomas were granted to ISA students in the United States.

It should also be noted that ISA students who take the DELE exams receive a significant discount on the test fees. During the 2018-2019 school year, ISA students were awarded 509 DELE diplomas. For this same year, member schools saved over \$40,000 in test fees.

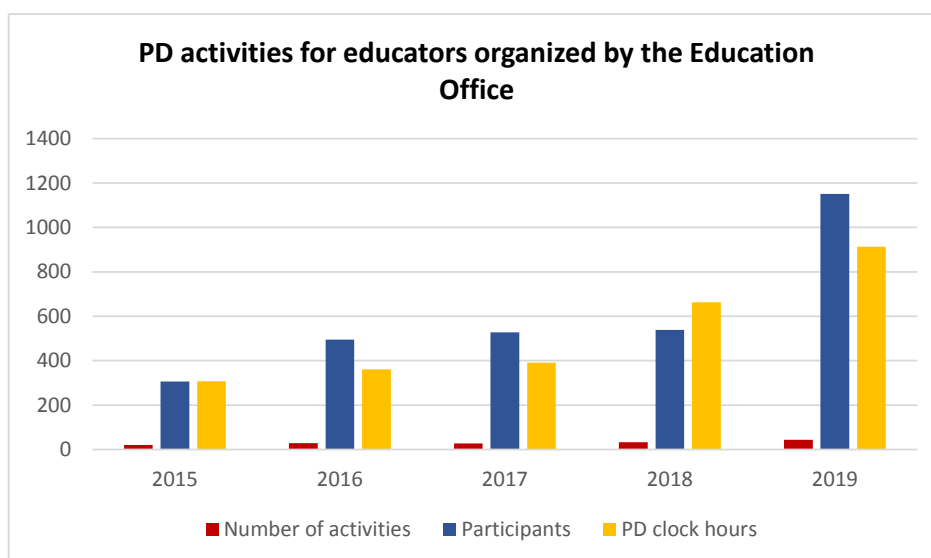
Professional development for educators of Spanish

Offering professional development is an essential component of the international educational outreach of the Ministry of Education of Spain in the United States. PD activities are targeted towards teachers from Spain, personnel at the Education Office, as well as to the communities involved in the outreach programs sponsored by the Ministry. PD activities are key, for example, to the Visiting Teachers from Spain Program because they contribute decisively to their work at ISA schools. Frequent topics for PD activities deal with the teaching of languages, technology in the language classroom, attention to diversity in the classroom and peaceful coexistence in school communities.

Many of the activities are certified by the INTEF (the National Institute of Educational Technologies and Teacher Training of the Ministry of Education of Spain) guaranteeing the quality of the initiatives endorsed by the Education Office. In the last five years, a notable effort has been made to expand these activities, resulting in an increase in both the number of activities, as well as of attendees.



ISA students



Source: Education Office

Other PD activities outside the scope of the INTEF attract a large number of educators. In 2019, 3,295 attendees participated in 76 PD events. In addition to specific training for language teachers, other objectives of these activities are aimed at the promotion of the language and culture of Spain. Currently, there is also a strong focus on furthering virtual PD events in order to reach out to a larger number of educators, giving the events more adaptability and effectiveness.

The following pie chart represents the satisfaction with the PD activities offered.



Source: Education Office

Summer courses and masters in Spain

Dating back to the 1990s, the Education Office of the Embassy of Spain has collaborated with universities in Spain to instate a professional development program for teachers of Spanish in Spain. Offered through summer courses and/or masters programs, they provide further training in the Spanish language and culture. Over 6,700 American teachers of Spanish have participated to date.

Summer courses and masters programs offered by universities in Spain			
Year	Number of states where teachers were from	Number of participants	Annual percent change
2015	28	139	-6.50
2016	35	142	+2.16
2017	26	178	+25.35
2018	21	117	-34.27
2019	28	146	+24.78

Spanish Resource Centers

The Ministry of Education of Spain through the Education Office of the Embassy of Spain sponsors eleven Spanish Resource Centers upon the signing of a MoU with all but one located within American universities. At these centers, educational outreach is provided to those college communities and their surroundings through the contribution of Spanish literature and teaching materials, consultancy in the teaching of Spanish and the design and implementation of professional development activities. Each initiative is varied in nature and adapted to the needs of the area and community where the resource center is found. Seminars, conferences, conversation groups and clubs, and movie nights are just some of the activities offered. Through these initiatives, a space is created for teachers and students of Spanish, bringing together people interested in our language and culture. Many of these activities are organized in collaboration with other Spanish and American organizations, such as the Instituto Cervantes, las Casas de España, NASA, EGEDA or Beyond Baroque to name a few.



An interview at our L.A. Resource Center

In some cases, agreements have been yielded with collaborating organizations to assign credits to the students attending the events. In many cases activities are targeted at the general public with the goal of promoting the language and culture of Spain.

In an age where materials are accessible from a wide variety of sources, the resource centers are continuously searching for ways to be beneficial and engage its users. Their websites are a valuable means of accessing multiple resources for the teaching of the Spanish language and culture.

Annual publications

The Education Office of the Embassy of Spain publishes the magazine *Materiales para la Enseñanza Multicultural* on a yearly basis. It includes lesson plans and articles related to the teaching of the Spanish language and culture. The main objective of this periodical is to support the teaching of the Spanish language in general and in the content-based

Ministerio
de Educación
y Formación Profesional

MATERIALES

REVISTA PARA LA
ENSEÑANZA
MULTICULTURAL

27/2019

EXPLORANDO HORIZONTES, INTEGRANDO CULTURAS



Our online magazine Materiales

instruction of subjects taught in Spanish in K-12 classrooms. Authors of the materials published are educators from Spain and from other countries who collaborate within the scope of the programs of the Ministry of Education of Spain in the U.S. The magazine, therefore, provides exposure and distributes materials, initiatives, and activities to all teachers of Spanish in the United States.

Social Media

The Education Office is on social media, specifically – Facebook, Twitter, and Instagram. Posts usually showcase the different activities carried out by the entire organization such as participating in different fairs and conferences, professional development activities, contests, or other cultural events. Educational outreach programs offered in the U.S. are also found on our social media with reminders for application opening and closing dates, and information on different phases of the processes. In addition, through its social media, the Education Office shares information of interest posted by organizations and institutions that promote the Spanish language and culture.

Other programs and initiatives

Memoranda of Understanding

In order to carry out many of the programs and initiatives of the Education Office of the Embassy of Spain in the United States, the Ministry fosters the signing of Memoranda of Understanding with the Departments of Education of different states, which allow for the implementation and advancement of our outreach programs, such as that of the Visiting Teachers of Spain and NALCAP. In the same manner, memoranda have been signed with other institutions towards the founding of Spanish Resource Centers. Currently, the Ministry of Education of Spain has signed over 40 Memoranda of Understanding with different organizations in the United States.

Participation in national, regional and state conferences

The Education Office of the Embassy of Spain participates in some of the top national, regional, and state conferences and conventions committed to the advancement of languages and language learning, ACTFL, NABE and AATSP, among others. The Education Office personnel takes part by introducing our outreach programs, conducting workshops on cultural and linguistic topics, and participating in roundtable talks. Attendance at these events provides a wonderful opportunity to reach out to educational agencies, colleges, and their communities.

The Education Office also organizes ISA seminars for ISA administrators and principals.

Contests and awards

The Ministry of Education of Spain through the Education Office promotes various annual contests and awards. On a national level, the School of the Year and the Teacher of the Year Contests must be noted. *The School of the Year Award*, which marked its tenth edition in 2020, rewards excellence among dual language schools in three categories – elementary, middle, and high school. *The Teacher of the Year Award*, which held its second edition, celebrates the best intercultural project with participant schools from Spain and the United States. Both awards celebrate educational ties between both countries, establishing parameters and models of excellence for the teaching of

the English and Spanish. Sponsors for these awards include Vista Higher Learning/Santillana and Anaya publishing houses, the University of Salamanca, and the Instituto Cervantes, among others.

Grants

The Ministry of Education awards Professional Development grants for activities to be held in Spain to outstanding Spanish teachers of different educational levels. These grants are generally awarded within the framework of the conferences and conventions in which the Ministry participates and are the result of the collaboration with Spanish educational organizations, both public and private. During the 2018-19 school year, 41 grants were awarded, which included course sessions, meals, and accommodation during the summer of 2019.

Contests for students

To the end of fostering writing skills in Spanish, the Education Office of the Embassy of Spain organizes writing competitions in various states targeted for elementary, middle, and high school students of Spanish. These contests, eight in total, are organized in collaboration with the Departments of Education of different states, as well as universities and are usually sponsored by Spanish publishers and the *Casas de España* in the United States. The oldest, “Escribo en español”, celebrated in California, held its twenty-eighth edition in the 2019-20 school year. Other contests are “Escribo en español” (Washington), “Cuentistas” (Utah and New Mexico), “Poesía eres tú” (New Mexico) and the *New York Literary Writing Contest* for Spanish college students who attend universities in the tristate area (New York, New Jersey, and Connecticut).

The Education Office in Miami participates as a judge in the *Florida State Spanish Conference*, a school contest for high school students. In 2020, 45 schools across Florida participated in this cultural contest.

School exchanges and the Sister School Program

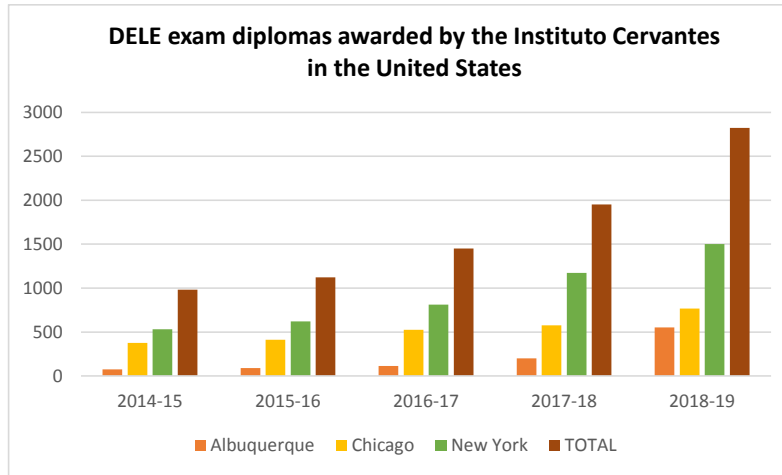
The Education Office offers cooperation in fostering exchanges between schools in Spain and the United States, as well as promoting sister school programs. It also collaborates with American organizations such as the MyGlobalLA project, endorsed by the Los Angeles City Council and the Los Angeles Unified School District. Through this educational project, consulates from different countries have paired with public middle and high schools.

At the same time, the Education Office promotes school exchange projects through the Visiting Teachers Program, due to the program requisite that all participants must carry out at least one cultural activity between their school in Spain and their school in the U.S.

Spanish organizations in the United States

The Instituto Cervantes has three main locations in the U.S. in Albuquerque, Chicago, and New York, with a smaller office in Seattle. In addition, the Observatory of the Spanish Language and Hispanic Cultures in the United States at Harvard University in Boston is the only center of its kind whose mission is to advance a program of study and activities on the presence of the Spanish language in this country. One of the most significant collaborative initiatives between the Ministry of Education of Spain and the Instituto Cervantes is through the promotion of the DELE exams in American schools.

The following graph offers information on the DELE exam diplomas awarded by the Instituto Cervantes in the United States.



Source: Education Office

