Building bilingual communities: New York's French bilingual revolution

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Introduction

September 2011 marked the opening of two new French bilingual public elementary schools in New York City, as well as the addition of grade levels in already existing programs in four public elementary schools and one charter elementary school featuring a French immersion curriculum. Several parent groups and school principals already plan to expand these programs into Middle School. This is a considerable accomplishment amidst the widespread decline in the availability of foreign language instruction in elementary and middle schools nationwide, especially in schools serving lower socioeconomic status families, and in view of the often highly political attacks on bilingual education opportunities in public schools. As Rhodes and Pufahl (2010) confirmed in a recent survey, the overall picture of foreign language instruction in the United States is worse than in the 1990s. Moreover, the gap in the availability of foreign language instruction has widened between rich and poor; a large number of elementary and middle school students in rural or lower socioeconomic status schools do not receive any instruction in languages other than English. Importantly, collaborations between multiple partners of different socioeconomic, racial and ethnic backgrounds, from government agencies to parent organizations, have motivated this transformation in the French English bilingual education landscape in New York, a transformation that we argue is a virtual ‘French

Revolution' in the schools. This "Revolution" serves as a clear example of the way diverse ethnolinguistic communities can work together to re-conceptualize bilingual educational opportunities that clearly extend beyond prior models of immersion, transitional bilingualism or heritage language support. Serving recent immigrants from African, Caribbean as well as European countries as well as American families, these programs embody the concept of Community Bilingual Education formulated by Garcia et al in this volume.

This chapter will specifically focus on the growth of French-English bilingual programs in New York City. The chapter is organized in three parts: an overview of French language communities in the United States and the world, which helps provide a larger context for the case of New York City; a description of the broader context of French bilingual programs in the United States; and a case study of New York City's French bilingual revolution, specifically the growth of French-English bilingual programs in New York City since 2002. The principle already well established by Fishman (1976) and others, that bilingual education is good for all, has resonated particularly well in the context of New York City's French-speaking communities where parents from diverse backgrounds and ethnic communities have become builders of bilingual education opportunities for their children. These include European and Canadian expatriates in Manhattan and West Brooklyn, West Africans in Harlem and the Bronx, Haitians in East Queens and East Brooklyn, and North Africans in West Queens. We argue that it is above all this diversity in national origins, race and socioeconomic status that make the French case unique. Furthermore, the benefits of having diverse partners and networks engaged in such dynamic processes have reinforced the sustainability and appropriateness of bilingual programming. This complex diaspora has helped to build bilingual community education opportunities in New York City that have reached beyond existing "heritage language education"

and “bilingual” or “dual language” models, creating a broad, extended global ethnolinguistic community.

French language communities in the United States and the world

The presence of significant French-speaking communities in the United States is not surprising. French is the third most common language other than English spoken in the United States after Spanish and Chinese, and it is widely present both in traditionally French-speaking areas, such as Louisiana and Maine, as well as in urban settings with increasingly significant French-speaking immigration (Valdman, 2010).

Together, the six New England states, northern New York state and southern Louisiana constitute the historical stronghold of the French language in the United States. Louisiana from its early history was a French colony, and Acadian or other French Canadian settlements in New England and upstate New York date back to the eighteenth century. While these historically French regions account for only about a quarter of US users of French at home, they are interesting because they have preserved indigenous vernacular varieties of the language, and so add to the complex multinational ethnolinguistic community that is referred to more generally as “Francophonie.”[1]

Determining the exact numbers of French speakers in the United States is a complex task because so many are also speakers of additional languages including Haitian Creole; Wolof; Bambara, and Arabic, as well as English. The 2009 American Community Survey (US Census Bureau) reports that 1,305,503 people speak French at home in the US, and 86,220 in New York. The figures for French Creole spoken at home are 659,053 in the US, and 106,020 in New York.

Haitian expert Flore Zéphir (2004) estimates that approximately 20% of Haitians residing in the United States also speak French fluently.

Today major concentrations of French speakers are located in the New York City area, southern Florida, and southern California. In California persons who declare the use of French at home are mostly French expatriates or relatively recent immigrants from Francophone countries such as Senegal, Mali or the Ivory Coast (Lindenfeld, 2000). Most of the speakers of French in southern Florida are likely bilingual members of the Haitian Diaspora who are also speakers of Haitian Creole. One can also encounter "oies blanches" (snow birds), retired individuals from Quebec who spend the winter months in Florida. Scholars such as Zéphir (2004) and Peckam (2011) argue that there are about 200,000 Haitian and Haitian American inhabitants in Brooklyn, where there is an *Alliance des émigrés haïtiens* (Peckham, 2011). These scholars estimate the total Haitian population of New York City to be over 400,000, taking in consideration the large number of undocumented residents.

The Consulate of France reports about 70,000 French expatriates living in New York and the Quebec Government Office reports nearly 100,000 Quebec immigrants. New York residents with family connections to various parts of the Francophone world include speakers from Canada, Haiti, Senegal, Mali, Togo, the Ivory Coast, Cameroon, the Democratic Republic of Congo, Morocco, Algeria, Tunisia, Lebanon, Belgium, Switzerland, and Luxembourg. New York's French-speakers almost certainly number slightly more than over one million (The Globe-Gate Project, 2011).

Given the widespread presence of French as a global language, there is also every expectation that the numbers of speakers in the United States will continue to grow. There are an estimated 220 million French speakers worldwide, including 72 million partial French speakers,

whose native language is not French but who use it on a regular basis, in particular in the 32 countries where French is an official national language and where French may be the official language of instruction in schools (Organisation Internationale de la Francophonie, 2011). [2].

The Organisation Internationale de la Francophonie (OIF) includes 70 states (including 14 observers) across the five continents, representing a total of over 870 million people and over one-third of the United Nations' member states. French speakers are also overwhelmingly young, and often highly mobile. In most of the 70 member countries of the OIF, 60% of the population is under 30 years old. Additionally, access to education in French is widely available internationally, thanks to a network of an estimated 900,000 French teachers worldwide. In all there are 96.2 million French speakers in the OIF member countries. With 18.9% of world exports and 19% of world imports, French-speaking countries account for 19% of world trade in goods.

Access to French-English bilingual schools

While affluent French expatriates in an urban center such as New York have generally been served by private French schools offering bilingual curricula, the recent waves of immigration from West Africa as well as from Haiti have had little access to such private schools. These recent immigrants represent a significantly increased Francophone presence in New York, and other urban centers, including Miami and Boston, although much of this growth remains largely hidden in official statistics. Combined with a significant demand from French expatriate families for access to bilingual public elementary and middle school programs, these newer French-speaking communities have helped to mobilize support for bilingual school

programs in French and English, programs that are so essential to the long-term survival of these French-speaking communities.

The framework offered by Ruiz (1984, as cited in García, 2009a) establishes three language orientations that have applications in the context of French speaking communities in the United States. The modernist view of language as a problem opened opportunities for transitional bilingual programs which have in turn set the precedent for some French Heritage Language courses, particularly in high schools serving new immigrants. Many of these students either have no access to French as a foreign language classes in their schools or, in cases where such foreign language instruction is available, the immigrant students cannot adequately be served because their oral or written proficiency in French is so different from that of their primarily English speaking classmates. While not offering a fully bilingual program, the French heritage language classes have sought to provide important linguistic and cultural support to encourage students to maintain sometimes-fragile home bilingualism. These classes have often been the outcome of successful collaborations among multiple community partners, including the schools, private foundations, the French government and local community associations

The second of Ruiz's orientations, that language is a right plays an interesting dual role for families with French nationality living in the United States. The French government itself promotes and protects access to French language education for French citizens living outside the boundaries of France through an extensive network of 450 state-supported or affiliated schools internationally, as well as financial support for other distance learning programs for French families. In New York City, and elsewhere in the United States, this French governmental support has provided significant resources for French families who exercise their rights to access such programs by negotiating with local public schools authorities to support French language

instruction in public primary and middle schools. Finally, Ruiz's characterization of language diversity as a resource helps to describe the multiple ways in which families, including many non-French speakers, have come to support the creation of bilingual French-English educational opportunities for their children.

Overview of French bilingual programs in the United States

There are many types of bilingual education programs around the world (García, 2009a). Among the many methods of bilingual education in the US, the approach called immersion uses the additional language initially in part or in full (Cummins & Swain, 1986). In the US, immersion programs are often adapted so that students are doubly immersed in the child's home language, as well as another language. Often these programs are known as 'double immersion.' When the groups consist of both English-speakers, as well as speakers of the other language, these programs are often referred to as 'two-way immersion' 'two-way bilingual education' or 'dual language bilingual education.' In this chapter we will refer to these programs as dual language bilingual education.

The authors have identified more than 130 institutions in -27 states and 80 cities that offer instruction in both French and English in public schools. These include French immersion bilingual programs for non-French speakers and dual language education programs for both Francophones and Anglophones. Both of these programs are offered in public and charter schools. Additionally, there are 50 bilingual programs in private schools that serve mainly expatriate families but also include local families who can pay the often high tuition and fees. Finally, there are other forms of home language support for Francophone students, including

French Heritage Language programs for Francophone students in public schools and community-based organizations.

Public institutions provide the vast majority of dual language bilingual education and immersion bilingual education programs, suggesting that French bilingual education is not reserved only for families who can afford private school tuition. While most students in these programs are native speakers of English, the presence of French and Francophone immigrant communities is helping to make an even stronger case for expanding these bilingual programs. Almost one third of these schools, which follow rigorous academic standards and language requirements, are directly affiliated with the French Ministry of Education, receiving various forms of financial and curricular support including in some cases extensive scholarship aid for French citizens, accreditation, and teachers from the French public civil service. These schools are part of a network of 470 schools outside of France that many times require students to meet all requirements of the French public school system, as well as requirements of local state education systems.

Our survey, conducted in 2008, indicates large disparities in French-English bilingual education programs in the United States. For example, the numbers of teachers involved may vary between 1 to 42 teachers in any one school. Similarly, the number of students per school engaged in French-English bilingual education ranges from 65 to 770, supported by budgets between $ 0 and $ 30,000 USD. In addition, a variety of methodological approaches are used across programs. Overall, our survey shows that French-English bilingual programs are offered in 38 school districts in the United States. That includes approximately 130 public schools, and involves 15,000 students and 600 teachers. Another 50 private schools offer a French-English bilingual program accredited by France, serving 15,000 students.

Most French-English bilingual programs in New York City are of the dual-language bilingual education type. According to the New York City Department of Education (NYCDOE) dual-language programs foster bilingualism, bi-literacy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in both languages Most French-English dual language programs are located in neighborhood public schools, although many are charter, magnet, or private schools. These programs generally start in kindergarten or the first grade and extend for at least five years, and many continue into middle school and high school. In 2007 there were two French dual language bilingual education programs at the elementary level and one at the middle school level in New York City. By 2011 there were six in the elementary, one in middle school, and one charter school. Besides producing excellent speakers of French, they provide an alternative for French-speaking families who have immigrated to U.S. urban centers, whether temporarily, such as in the case of French expatriates, or more permanently, such as for immigrants or refugees from North and West Africa and Haiti, who through bilingual education, also learn English. For such populations, bilingual education delivers a tool for integration into American society, and also a means to maintain their connection to French, an official language of their respective countries of origin.

In smaller urban areas, the creation of French-English bilingual programs has been more traditionally the fruit of collaboration between 'parents who had background in the French language and wanted their children to be exposed to another language,' as one program coordinator in Eugene, Oregon, communicated by email in our 2008 survey. It was also in the interest of this school's board which responded to parent demand for foreign languages, and they succeeded thanks to the determination of one particular administrator.

In smaller towns, the presence of French-English bilingual programs is not explained by the presence of Francophone families per se. It is at times connected to issues of cultural heritage, as is the case of Louisiana, which created the Council for the Development of French in Louisiana (CODOFIL) through Act 409 in 1968. The stated purpose of the CODOFIL was 'to do any and all things necessary to accomplish the development, utilization, and preservation of the French language as found in Louisiana for the cultural, economic and touristic benefit of the state' (CODOFIL). In other cases, interest in French bilingualism is connected to student achievement. For example, in towns such as Milton, Massachusetts and Edina, Minnesota, French-English bilingual programs are offered to high socioeconomic and primarily homogeneous communities, with many students scoring highly on tests and attending some of the highest rated universities in the U.S. Thus the purposes and impetus behind French-English bilingual programming varies greatly across the country, much like the content, form, size, and related budgets.

New York's French bilingual programs and the role of parent organizations

In the New York Metropolitan area, French-speaking expatriate families traditionally could choose from among the City's four private bilingual schools: Lycée Français of New York; United Nations International School, which offers a bilingual French section along with other language sections; the French-American School of New York; and Lyceum Kennedy. Through these schools, families seek to offer their children the possibility of achieving fluency in French and eventually completing the French Baccalaureate diploma at the end of high school while also achieving high-level academic proficiency in English

However, by the late 1990s the New York area experienced an influx of young French families who could neither afford to live in Manhattan nor pay these schools' expensive tuition. At the same time, areas of New York City, such as Brooklyn's Carroll Gardens, West Harlem and the South Bronx, witnessed a significant and steady increase in their French-speaking populations including not only French nationals, but also Haitians and West Africans who hoped to maintain their children's French language skills while also helping them to adapt to their new English-speaking environment. As these families began to explore possibilities for establishing French programs in their neighborhood public schools, a growing synergy emerged between multiple partners—French, Francophone, and Francophile. The French Embassy, various US foundations, the NYCDOE Office of English Language Learners, as well as parent associations such as *Education Française à New York* (EFNY), have collaborated to develop French-English bilingual programs in the City's public schools, or within community-based organizations.

Parent associations have been of critical importance in promoting French-English bilingual programs and generating the larger community and governmental support necessary to sustain innovative programs in both private and public schools. The International School of Brooklyn provides an illustrative example of the significant role of parents in such processes. Responding to grassroots organizing by ten French expatriate families in the Prospect Heights neighborhood of Brooklyn, the school first offered immersion playgroups in Park Slope, Cobble Hill and Brooklyn Heights while laying the foundation for the preschool opening. In September 2005, ISB launched a private preschool program with 16 students in its inaugural class. It now serves 200 families including not only those from French-speaking homes, but also families from Spanish-speaking homes and those from English-speaking homes who are interested in learning either French or Spanish.

Soon after, *Education Française à New York* (EFNY) was formed in 2005, through the initiative of French expatriates. Their goal was to share the French language with their children and to offer financially feasible options for educating their children in French. They began by offering after-school classes in neighborhood public schools under the supervision of volunteers. These programs benefited from funding from the French government, which maintains an Agency for French Education Overseas (AEFE: *Agence pour l'Enseignement Français à l'Etranger*). AEFE coordinates over 461 schools outside of France, including 50 in the United States. The Agency offers special grants to support classes in French as a Mother Tongue (FLAM: *Français Langue Maternelle*) where no French schools are otherwise available for French citizens living abroad. Classroom space for these programs has been offered at no cost by public schools, which then benefit from the expanded after school offerings that often include non-EFNY parents. These factors (the organization of EFNY parents and volunteers, free classroom space, FLAM funds) allow the after-school program to keep their operational costs relatively low. [3]

Seeking to expand beyond the after-school option and offer a full bilingual French program for their children, the EFNY parents began exploring options for opening dual language bilingual programs within some of the public elementary and middle schools. These parents were opposed to private education, both because of the high costs (tuition is in the range of $25,000 per year) and especially because they had a strong commitment to public education and a belief that public schools should serve the needs of the community. Seeking a public option, the EFNY organizers approached public school principals in targeted neighborhoods and also sought financial assistance through the French Embassy and French Ministry of Education.

In 2008 a group of parents associated with EFNY formed a separate organization called Friends of New York French-American Bilingual and Multicultural Education with the goal of establishing a K-12 bilingual French-English charter school. Under New York State regulations, the proposal required that organizers demonstrate strong community support. As a result, the group sought additional support from the other French language communities, some of whom had already been in touch with the French bilingual dual language and heritage language initiatives.

At public hearings the organizers presented over 155 signatures of parents with children eligible for enrollment to satisfy its target enrollment. The proposed school also received 26 letters of support from community leaders, foundations, and community organizations. [4] Additionally, letters were provided from faculty at New York University, Columbia University and the City University of New York. The NYCDOE sent a letter and posted the notice on its website, notifying the public and independent schools of the proposed application. A successful public hearing was held on February 12, 2009. The result was the creation of New York French-American Charter School (NYFACS) which is described below.

Current French bilingual initiatives in New York's public school system

In September 2007, three schools introduced the first public French dual language (DL) bilingual program in NYC history: an elementary school in Brooklyn, one in Manhattan, and a middle school in the Bronx. The programs were developed not only to serve the French families who had initiated the EFNY project, but also to meet the needs of a growing number of diverse Francophone immigrant children who are emergent bilinguals, better known as English Language Learners. In the four years since those pioneer programs were created, three more

schools have introduced French dual-language programs at the elementary level, and at least three more anticipate opening their doors over the next four years. These programs in French and English are geared toward Francophone, Anglophone and French-English bilingual students, as well as students who speak little or no English. Each individual school assures its own enrollment. [5]

In November 2004, representatives from the French Embassy, various foundations, and New York University met in order to plan a project to serve recent francophone immigrants within public high schools in New York. The French Heritage Language Program was the result of this plan aimed at offering linguistic and cultural enrichment while also facilitating English language acquisition by students of Francophone origin studying in New York public schools. The program's main objective is to promote bilingualism by helping students maintain or develop linguistic proficiency in French and keep a connection to their respective cultures and identities, while increasing their opportunities for success in their new environment. [6]

Manhattan International High School, a school which specifically serves only new immigrants who are English Language Learners, was the first to launch the French Heritage Language Program initially as an after school option in the fall of 2005. Some of the students of Manhattan International High School are refugees from African countries, such as the Democratic Republic of Congo, Guinea, and the Ivory Coast, whose education has been interrupted by war. These students strive to acquire basic literacy skills in their home languages as well as in French, which according to high school staff will facilitate their improvement of English.

In the spring of 2005, a series of encounters with students and staff from the high school shed light on the importance of such a program for students. Many students felt like they were

'losing' their French or having trouble acquiring higher linguistic skills that would allow them to succeed in a French-speaking environment; many students expressed their desire to return to their home country in the future; all hoped to pursue their studies after high school (Meeting transcript, April 10, 2005). French proficiency could be a major asset for students who wish to continue their studies in Quebec, France, or in their French-speaking homelands, such as Senegal, Mali, or Haiti. The school was aware that in order for students to succeed in learning English, they needed to also master their home language such as Creole, Bambara, Wolof, Kikongo, Lingala or French.

The New York French-American Charter School (NYFACS) was officially approved in September 2009 and opened its doors in central Harlem one year later. NYFACS follows a double immersion program, offering a bilingual and multicultural curriculum. The school served 150 students in grades K to 2 during the first year of instruction. It plans to grow to 300 students in grades K to 5 in year five, and eventually serve students through grade twelve. NYFACS serves a diverse group of students with various home languages in a manner reflective of Community School District 5: 20% French; 40% English; 10% Spanish; and 30% from bilingual homes, including French, English, Haitian Creole, Wolof, Bambara, and other West African languages.

The mission of the New York French-American Charter School is to develop global citizens who are well prepared to assume leadership in a multicultural society. The school seeks to blend the rigorous standards of learning that are characteristic of the French educational system with American approaches that value individuality and critical thinking. From grades K to 3, instruction is 75-80% in French (French reading and writing, science, social studies, art, music) and 20-25% in English (English reading and writing, mathematics, English as a second

language, French as a second language, as needed). The goal is to reach 50% in French (French literature and composition, science, history and geography, art, music) and 50% in English (English literature and composition, mathematics, social studies, physical education, ESL/FSL, as needed) in Middle School. Thus the combined efforts of multiple partners have helped to achieve a significant range of opportunities for French bilingualism in New York, opportunities which in fact represent educational spaces that go far beyond simple maintenance of a home language or heritage language as some bilingual programs propose, or the acquisition of fluency in a second language proposed by many immersion programs. The dynamic multi-ethnic communities that have come together in creating these programs have also reinforced English language learning, producing impressive results when considering the high scores reached by these schools' third grade students in the standardized state tests. Though confidential, the data that we were able to retrieve showed that children registered in these French dual-language programs since grade K scored above 80% both in the third grade New York State ELA and mathematics tests – a score two to three times higher than those of monolingual children in similar New York city schools.

Challenges for French bilingual initiatives

As French-English bilingual programs in New York have grown, several major challenges have arisen. One challenge has been the difficulty of recruiting highly effective French bilingual teachers, in part because of difficulties finding bilingual candidates with the required certification and expertise, or obtaining visas and certification for native French teachers who could work in these schools. At present, most teaching candidates are from the United States.

In 2012 Hunter College School of Education added a French track to its Bilingual Education programs. Based in New York City, Hunter College has offered the Master's in Bilingual Education for Spanish-speaking teacher-candidates since 1983, as well an a bilingual extension for those who already hold New York State teacher certification. In an effort to extend its expertise to French-speaking teacher-candidates, Hunter College started offering two French-specific bilingual education courses starting in January 2012. Teachers who successfully complete the French track of the Master's in Childhood or Early Childhood Bilingual Education (34-52 credits, depending on prior coursework) are eligible to apply for teaching positions in New York City's French dual language programs. Upon graduation, students are recommended for certification in Early Childhood (birth – grade 2) or Childhood Education (grades 1 – 6) in addition to the Bilingual Extension – French. Teachers who have initial or professional certification in Early Childhood Education or Childhood Education and want to teach in bilingual programs may apply for the Advanced Certificate in Bilingual Extension (14 credits).

There is also an acute need for appropriate educational materials to support French-English bi-literacy, especially books adapted to the levels of student proficiencies as well as mathematics and science textbooks. A further challenge is posed by the need to improve academic outcomes for Francophone English Language Learners. Ongoing professional development opportunities, including collaboration among schools that offer French-English bilingual programs, would be particularly beneficial in eliminating unnecessary duplication of efforts and inefficiencies. Institutions express a strong desire to train their teachers in specific techniques of bilingual education, but lack the necessary funds.

In addition, it has become apparent that a data tracking system designed to track student progress in two languages would significantly improve identification of individual student

strengths and weaknesses; allow for more effective targeted differentiated instruction; and provide for multiple analysis platforms to track teacher effectiveness and student progress. Preliminary teacher data analysis and collaboration in existing French programs have already yielded encouraging results for English Language Learners on a small scale. For example, 100% of second grade students who entered the French/English bilingual program at PS 58 in Brooklyn in 2007-2008 are performing at or above grade level in French, according to the Teachers College Independent Reading March benchmark (PS 58 internal survey).

Finally, there is strength in numbers. As more grades are added each year and more schools are offering these programs in New York City and in the greater New York the critical mass of learners and teachers in the field should receive closer attention from school authorities, editors and researchers alike.

Conclusion

In order to succeed, French-English bilingual programs in New York require a solid tri-partite partnership — strong commitment from the schools' leadership, very qualified and dedicated teachers, and ceaseless involvement from the parents at all levels. Schools hosting these programs also benefit from the diversity of the population they serve and the diversity of the teaching staff, able to incorporate linguistic and cultural differences into their pedagogy. French-speaking parents from diverse backgrounds and ethnic communities have become builders of bilingual education opportunities for their children as well as the children of non-French speakers. In so doing French-speaking communities are strengthening the linguistic bond that unite them and reinforcing the sustainability and appropriateness of bilingual programming. Simultaneously, the model of early-language acquisition through immersion is offering new

possibilities for non-French speaking families who seek to embrace the learning and mastery of an international language. This model is also rich in cognitive advancement and beneficial to the brain's executive control functions as neuroscience researchers have come to consensus about.

Thus from the collaboration of various governmental and nongovernmental partners has emerged a rich landscape of French-English bilingual programs and opportunities for certification in New York. This is the French bilingual revolution that has been achieved through the willingness of different communities to work together – the fruit of multiple partners from local, national and international organizations, private foundations, parent groups, and the flexibility of the Department of Education.

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Notes

[1] For example, historian Malcolm Comeaux (1978) suggests that four unique Cajun subcultures have developed according to where Acadians lived in Louisiana in an essay, 'Louisiana's Acadians: The Environmental Impact,' Comeaux says that there are 'four distinct environments in south Louisiana, and through time Cajuns learned to inhabit and exploit each.' He identifies those environments as 1) the levee lands along the Mississippi River, Bayou Lafourche and Bayou Teche, 2) the prairies of southwest Louisiana, 3) swamplands such as the Atchafalaya Basin, and 4) coastal marshes.

[2] List of IOF members: 56 Member States and Governments: Albania, Principality of Andorra, Armenia, Kingdom of Belgium, French Community of Belgium, Benin, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Canada-New-Brunswick, Canada-Quebec,

Cape Verde, Central African Republic, Chad, Comoros, Congo, , Cyprus, Democratic Republic of the Congo, Djibouti, Dominica, Egypt, Equatorial Guinea, France, Gabon, Ghana, Greece, Guinea, Guinea-Bissau, Haiti, Ivory Coast, Laos, Lebanon, Luxembourg, Republic of Macedonia, Madagascar, Mali, Morocco, Mauritius, Mauritania, Moldova, Monaco, Niger, Romania, Rwanda, Saint Lucia, São Tomé and Principe, Senegal, Seychelles, Switzerland, Togo, Tunisia, Vanuatu, Vietnam. 14 Observers: Austria, Croatia, Czech Republic, Georgia, Hungary, Latvia, Lithuania, Mozambique, Poland, Serbia, Slovakia, Slovenia, Thailand, Ukraine.

[3] There are currently seven locations for the after-school programs: PS 234 (Tribeca), PS 41 (Greenwich Village), PS 363 (East Village), PS 58 (Carroll Gardens), PS 10 (Park Slope), PS 59 (Midtown East), PS 84 (Upper West Side) and PS 183 (Upper East Side). These after-school programs serve about 250 students, the majority of whom are French citizens or of French-speaking origins.

[4] Such as Congressman Charles Rangel – 15th Congressional District; Robert Jackson – 7th City Council District; Mr. W. Franc Perry, Chairman of Community Board 10; the *Organisation International de La Francophonie*; the Embassy of France to the United States; the Delegate General for the Quebec Government House; French Education in New York; the Senegalese Association in America; the Association des Frères Ivoiriens en Amérique; the Association of Togolese in the USA; the United Malian Women Association; the Malian Association of New York; the Harlem Business Alliance; the Calyon Credit Agricole; the TCW Group, Inc.; the Consulate and the Mexican Culture Without Borders, and others.

[5] Currently, these dual-language programs serve close to 500 students, including 60 English Language Learners. They are expected to serve 1160 students within the next five years. The

schools with dual language bilingual programs are PS 58 (Caroll Gardens - Brooklyn), PS 73 (Bronx), MS 22 (Bronx), PS 84 (Upper West Side), and PS 151 in Woodside (Queens). Two more schools in Brooklyn will offer a French-dual language program in September 2011 – PS 133 (Park Slope Brooklyn) and PS 110 (Greenpoint - Brooklyn).

[6] The Program currently serves 115 students in five different international high schools (Bronx International HS, International Community HS in the Bronx, Brooklyn International HS, International HS at Lafayette in Brooklyn, International HS at Prospect Heights in Brooklyn, and 35 students at two different community centers: Malian Cultural Center (Bronx), and TRUCE Fitness & Nutrition Center (Harlem).