



**Status of K-12 World
Language Education in
Minnesota**

February 2011

**Report
To the
Legislature**

**As required by
Minn. Laws 2007
Regular Session
Chapter 146
Article 2
Section 43**

COMMISSIONER:

Dr. Brenda Cassellius

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Upon request, this report can be made available in alternative formats.

ESTIMATED COST OF PREPARING THIS REPORT

This report provides information, which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

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This report will be available to the public on the Minnesota Department of Education Website: <http://education.state.mn.us>

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PURPOSE AND EXECUTIVE SUMMARY

National, state, and local educational entities are all discussing the phrase “preparing students for the 21st century.” The abilities to communicate with others and to interact with cultural sensitivity are keys for every student’s future. The purpose of this legislative report, the fourth of five annual reports, is to present a picture of the current status of K-12 world language education in Minnesota. We need to know our current reality in order to plan and prepare for the future. What languages are being taught? How many levels? Which grades are involved? Who are the teachers? Do we have enough language teachers? How can we best teach to reach all learners?

When schools review their world language programs, typical decisions include language choice(s), the starting point of a sequence of courses, intensity of instruction, and programming for all students or a magnet choice. The information in this report will provide state and national contexts for local decision making.

The Minnesota Education Act of 2007 required the Minnesota Department of Education to conduct a survey of all school districts and charter schools in preparation of this report on the status of K-12 world language education in the state.

The survey and review of statewide data indicates:

Language Study by Grade Levels and Total Enrollments

- Compared to national data, Minnesota offers language in fewer elementary, middle and high schools than the national averages.
- In 2010, 6 percent of Minnesota public elementary schools offered world language, 54 percent of Minnesota middle-grade sites offered world language and 84 percent of Minnesota high school sites offered world languages. Minnesota offers world language instruction through a variety of K-12 models including classroom instruction, online and distance learning.
- A wide range of program models exists for K-8 language instruction: exploratory, core subject, immersion and secondary coursework. Districts have flexibility to find models that suit their goals, settings and abilities.
- Comparing 2000-2001 to 2009-2010, overall world language enrollments have increased, while the total K-12 student population has decreased, changing the percentage of participating Minnesota students enrolled in world language from 17 percent to 21 percent.
- Minnesota is one the national leaders in the area of immersion education. Public school districts and charters offer 34 immersion programs in Spanish, French, German and Chinese.

World Language Teacher Shortage

- Comparing 2000-2001 to 2009-2010, there has been a decrease in the total number of licensed world language teachers; however, with the decrease in overall K-12 student population, the teacher-to-student ratio remains about the same. World languages continue to be an area of shortage in the state and on the federal level.
- The number of people completing world language teacher preparation programs remains steady; however more language diversity is needed to meet the diverse

student populations and varying state/national needs. The number of completers does not fill the world language teacher shortage needs statewide.

Equitable Access to World Languages Statewide

- More opportunity to study languages (earlier starts, longer sequences, more language choices, more dual-enrollment options, and more immersion opportunities) exists in urban and suburban areas than in rural areas. More varied language study opportunities are available to suburban students than in either urban or rural settings.
- Minnesota faces several challenges for offering more equitable language learning opportunities to all kinds of students in all parts of the state, such as finding a licensed teacher, class scheduling revisions and funding.
- Greater Minnesota faces challenges to offer extended programs in small schools and in attracting highly qualified teachers to their areas.

Public Opinion on World Languages

- School districts agree, “World language study is a critical component to prepare students for the 21st century.” (Minnesota K-12 World Language Survey 2008, 2009, 2010 and 2011)
- At the present time, school districts are not planning for the additions and expansions to world language programming that they or their communities would like to see. Primary reasons cited on the Minnesota World Languages Survey 2011 include funding, scheduling and ability to find a licensed teacher.

A Report on the STATUS OF K-12 WORLD LANGUAGE EDUCATION IN MINNESOTA 2011

A. Legislative Requirement

In compliance with Minnesota Education Act 2007, Chapter 146, Article 2, Subdivision 43, the Minnesota Department of Education contacted all public school districts and charter schools in January 2008 in an attempt to determine the status of world language education across the state.

Minnesota Education Act 2007, Chapter 146, Article 2, Subdivision 43, states:

[The World Language Coordinator] shall...survey Minnesota charter schools and school districts to (i) determine the types of existing world languages programs including, among others, those that use information technology to provide high-quality world language instruction, (ii) identify exemplary model world language programs, and (iii) identify and address staff development needs of current world languages teachers, pre-service teachers, and teacher preparation programs.

B. Minnesota Department of Education Data

Data Collection

The Minnesota Department of Education collects data on teacher licensure and student enrollment via the Staff Automated Reporting System (STAR) every October 1 and March 1. Public schools report teaching assignments and associated student enrollments in each building. The statewide data tells where languages are offered, at which grade band level and which languages are studied.

Data collected from the Minnesota World Languages Survey 2011 is discussed in Section C of this report.

Data Limitations

Currently, immersion teachers are reported according to teaching assignments (Grade 2, Middle School Social Studies, etc.) without reference to the immersion environment. This makes the data difficult to track on a statewide level. In the future, the collection of data about immersion program teachers and students will be thorough with refinements to the Staff Automated Reporting System (STAR), the data-collection system school districts use to report annual data to the Department of Education.

Data for enrollments in specific courses is not available with the current reporting system. For example, all Spanish enrollments are collected as one single group. There is no way to break down the data into Spanish 1, Spanish 2, etc., or by grade levels. The only way to begin seeing the whole picture of how many students are studying which languages and for how long is to rely on data collected via surveys. The data

collection is therefore incomplete and subject to inconsistent reporting. The data can serve to see general patterns and trends over time.

Background Information: A National Perspective

The Center for Applied Linguistics (CAL) in collaboration with Westat, a statistical survey research organization, conducted a nationwide survey of K-12 world language programs in 2008. The project was funded by the U.S. Department of Education's International Research and Studies program. The findings from a representative sample of 5,000 public and private schools are published in *Foreign Language Teaching in U.S. Schools* (Rhodes and Pufahl, 2010). The study compares national trends over three decades. The Executive Summary and Survey Snapshots are online at <http://www.cal.org/projects/flsurvey.html>.

At the national level, the CAL survey findings show that:

Fewer U.S. elementary schools are teaching foreign languages than a decade ago: 25 percent now vs. 31 percent of all elementary schools in 1997. This decline in language teaching has occurred mainly in public elementary schools...The number of middle schools offering languages has also decreased (58 percent vs. 75 percent a decade ago). The number of high schools teaching foreign languages has stayed steady over the past decade (about 91 percent).

Minnesota Enrollment Trends by Grade Band

The percentage of Minnesota public school sites that offer world language has remained relatively stable in the past decade. Table 1 shows the raw data for the number of elementary, middle and high school sites that offer some level of study of at least one language. The percent of Minnesota's elementary sites offering world language was 7 percent in 2001 and 6 percent in 2010. The percent of Minnesota's middle grade building offering world language was 50 percent in 2001 and 54 percent in 2010. The percent of Minnesota's high school sites offering world language in 2001 was 86 percent compared to 84 percent in 2010.

Another perspective of the Minnesota picture is to compare the state numbers to the national averages reported in the CAL survey referenced above. Minnesota is below the national average for the percentage of elementary sites with world language (6 percent to the national average of 25 percent). Minnesota is closer to the national average for the percentage of middle grades and high school sites offering world language. The national average for middle school sites is 58 percent with Minnesota at 54 percent. The national average for high school sites is 91 percent with Minnesota at 84 percent.

Schools Sites Offering World Language

Grade Band	Minnesota 2010	National Average 2008
Elementary, PK-6 Sites	6%	25%
Middle and Junior High Sites	54%	58%
High School Sites	84%	91%

Minnesota Enrollment Trends by Language

Minnesota teaches a variety of languages. Languages listed in order of highest to lowest enrollments are Spanish, French, German, Chinese, American Sign Language, Japanese, Latin, Ojibwe, Russian, Hebrew, and several others not listed individually in the Staff Automated Reporting that districts submit to the Minnesota Department of Education. See Table 2 for student enrollments by language for each year from 2000-2001 to 2009-2010. Table 3 shows full-time equivalents by language for the same time period.

The chart below summarizes the changes from the beginning to the end of the decade. Overall, the total student population has decreased by 3 percent while the total number of students engaged in language study has increased by 5 percent.

Changes to Minnesota K-12 Language Enrollments 2001 - 2010				
	2000 - 2001	2009 - 2010	Change	Percent Change
American Sign Language	2,135	2,490	355	14%
Chinese	838	5,748	4,910	586%
French	24,084	18,470	-5,614	-23%
German	16,985	13,390	-3,595	-21%
Hebrew	0	29	29	100%
Italian	15	0	-15	-100%
Japanese	897	1,595	895	50%
Latin	880	1,915	1,035	118%
Ojibwe	309	563	254	82%
Russian	684	117	-567	-83%
Spanish	97,996	132,398	34,402	35%
Others Not Listed	413	2,700	2,287	554%
TOTALS	145,236	177,822	32,586	22%
Total K-12 Students	844,926	822,697	-22,229	-3%
Percentage Studying a World Language	17%	22%	5%	29%

The data also shows the changes by language. Languages that increased enrollment over the decade include American Sign Language, Chinese, Japanese, Latin, Ojibwe, and Spanish. Languages that decreased enrollment over the decade include French, German, Italian, and Russian. Minnesota's picture of world language study mirrors the patterns seen across the country.

High-Utility Languages

Enrollments in French, German and Spanish overshadow the other languages. Schools respond to community and student interest to build programs in these high-utility languages. These languages and cultures have historical influences in the state and are the heritage of many Minnesota communities. In the 21st century, these are the major languages of the European Community, Latin America, Africa and Asia – areas of present and future Minnesota trade partners. The infrastructure of teacher preparation programs, tested curriculum, model programs and professional organizations is well-established. French, German and Spanish programs can find the support to start new programs and develop them into extended K-12 sequences.

Critical-Need Languages

Although any language in high demand and short supply (in the workforce, for defense, to deliver community services, etc.) can be called a critical-need language, the United States Department of State identifies specific languages as critical to America's security, diplomacy and competitiveness in an interconnected global economy. These critical-need languages are Arabic, Chinese, Korean, Japanese, Russian, and languages of the Indic, Iranian and Turkic language families.

Arabic, Chinese, Japanese and Russian are taught in Minnesota schools. Table 2 and Table 3 show the student enrollments and full-time teacher equivalents (FTE) for Chinese, Japanese and Russian for the past decade. Chinese has risen dramatically from an enrollment of 838 in 2001 to an enrollment of 5,575 in 2010. In 2001 there were 7 Chinese FTE and by 2010 there were 46 FTE. Japanese is also on the rise. In 2001 the enrollment was at 897 and by 2010 the enrollment was at 1,595. Over the decade there have been some peaks as high as 1,806 and drops as programs were cut back. Japanese FTE started the decade at 9 FTE, peaked at 15 FTE and ended with 12 FTE in 2010. Russian is on the decline in Minnesota. Russian enrollment in 2001 was at 684 and by 2010 was at 137. In 2001 there were 5 FTE and by 2010 1 FTE in Russian remained. That 1 FTE is the sum of part-time positions in 3 different school districts. Arabic data will be collected via the STAR system starting with this current school year of 2010-2011. Respondents to the Minnesota World Language Survey 2011 reported 5 Arabic programs.

Heritage Languages

Heritage language learners may be studying a language of their family heritage as a new language or studying their own first language to a higher proficiency level. Decades ago the maintenance or development of a language other than English was rarely pursued, even frowned upon. In the 21st century a high level of oral proficiency and literacy in more than one language are assets to the individual and society.

Table 8 shows the number of Minnesota K-12 students who speak a language other than English at home. The top 10 language groups listed by school population size are: Spanish, Hmong, Somali, Vietnamese, Russian, Laotian, Cambodian, Arabic, Oromo and Serbo-Croatian. Several districts and charter schools have programs designed for developing literacy and raising proficiency in these students' native languages. Respondents to the Minnesota World Language Survey 2011 reported 30 districts or charters that offer language for native speakers programs in the following languages: Spanish (21), Hmong (6), Somali (3), Arabic (1), Ojibwe (1), Chinese (1), and German (1).

Dakota and Ojibwe are Minnesota's indigenous languages. Efforts to revitalize these languages are active throughout the state. A legislative report from the Dakota Ojibwe Language Revitalization Task Force will be submitted this session. Language immersion at a young age is one of the successful language revitalization strategies used by other indigenous groups around the world and within the United States. There are two Ojibwe and one Dakota immersion preschools in the state. Niigaane Ojibwemowin, Ojibwe immersion school at Leech Lake Reservation, is in the seventh year of operation and currently serves 30 students in grades K-6. Both Dakota and

Ojibwe are taught in K-12 public schools. Some language is taught by teachers with the American Indian History, Language and Culture license. In 2009-2010, there were 35.3 teacher FTE and student enrollment of 4,312. There are also K-12 and K-8 licenses in both Dakota and Ojibwe. Ojibwe has an established history of language licensure and being taught as a language course. The number of K-12 students studying Ojibwe tripled from 309 in 2001 to 941 in 2009. The Ojibwe enrollment then dropped to 563 in 2010. There were 12 licensed teachers of Ojibwe in 2010. Specific statistics on Dakota will be available in coming years. 2011 is the first year that the STAR system has requested data specific to Dakota. Prior to this year, any Dakota program would have been reported in the “other language” category or is taught by someone with an American Indian History, Language and Culture license. There were no licensed Dakota language teachers in 2010.

American Sign Language

Minnesota Statute Section 120B.18 defines American Sign Language (ASL) as a world language in a public elementary or secondary school. Enrollment in ASL has remained stable and risen slightly over the decade from 2,135 students in 2001 to 2,490 in 2010.

Classical Languages

The study of Latin has risen over the past decade from an enrollment of 880 students in 2001 to 1,563 in 2010. Latin is offered in seven school districts and several charter schools with a classical education philosophy.

World Language Teacher Corps

Minnesota offers licensure in 16 languages: American Sign Language and Deaf Culture, Chinese, Classical (Greek and Latin), Dakota, French, German, Hebrew, Italian, Japanese, Norwegian, Ojibwe, Russian Spanish and Swedish. World Languages are on the state and federal lists of teacher shortage areas. The Center for Applied Linguistics national survey found that at a national level of all schools that offer foreign languages, 25 percent of elementary schools and 30 percent of secondary schools reported being affected by a teacher shortage

Tables 4, 5, 6 and 7 found at the end of this report provide different perspectives for looking at the status of the world language teacher workforce in Minnesota. Information is given for specific languages, how the workforce has been changing in recent years and the challenges that lie ahead if Minnesota is to increase its capacity to teach languages.

Table 4 shows a detail of the world language licensures for teachers employed in 2009-2010. Overall, most world language teachers were fully licensed (90 percent). The remaining 10 percent were teaching with other categories of teacher licensure or with permission as a community expert from the Board of Teaching. The table shows that Russian, Ojibwe, French, German have the highest percentage of fully licensed teachers (100 percent, 100 percent, 98 percent, and 98 percent respectively) followed by Spanish (93 percent) and Latin (75 percent) Full licensure for American Sign Language (ASL), Chinese, Japanese and other less commonly taught languages is challenging. Minnesota does not have any state-approved teacher preparation programs for the American Sign Language and Deaf Culture license at this time. Options for ASL teacher

candidates include attending an out-of-state program or completing the licensure via portfolio process. Candidates for other languages will find similar scenarios. For languages other than French, German and Spanish, a candidate may only have access to one or two preparation program options. Table 7 lists the number of teacher preparation programs available to each language.

Table 5 shows the number of teachers with unexpired licenses by language from 2000-2001 to 2009-2010. There has been a decrease in the total number of licensed world language teachers. However, with the decrease in the overall K-12 student population, the teacher-to-student ratio remains about the same. There is a trend of a continuously decreasing number of Spanish, French and German teachers. The percentage of loss is greater for French (24 percent) and German (30 percent) teachers than for Spanish (17 percent) teachers.

Table 6 shows the number of people who have completed world language teacher preparation programs from 2004 to 2009. Teachers are licensed K-12 or can add a K-8 Specialty Endorsement to an Elementary Education License. In 2009, 100 of the 138 program completers were Spanish followed by 23 French, 11 German, 1 Classical Languages, 1 Chinese, 1 Japanese, and 1 Ojibwe. The reverse trend needs to happen if the state is to build capacity to offer diverse world language programs.

Table 7 shows the Minnesota colleges and universities with state-approved teacher preparation programs. Of the 32 teacher preparation institutions in the state, 20 offer programs for one or more languages. Candidates for French, German and Spanish have multiple options. Candidates for other languages have one or two choices. This limits access to serving all areas of the state. More programs, more diverse language offerings and more pathways to licensure are needed to build Minnesota's capacity to offer K-12 world language programs statewide.

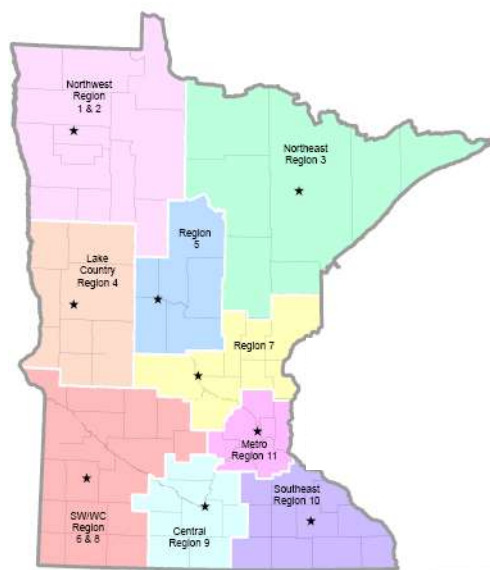
C. Minnesota K-12 World Language Survey 2011

Minnesota Education Act 2007 directs the Department of Education to conduct an annual world language survey of the state's districts and charter schools. The survey asks districts to supply information on the languages, levels and/or program models for world language programs in grades K-3, 4-6, 7-8 and 9-12. It also gathers information on how programs are staffed, instructional delivery systems, recent enrollment trends, special world language curriculum and instruction options, professional development needs and views on the future role of world languages in the district and statewide curriculums. A copy of the district survey instrument is in Appendix A.

Data Collection

All Minnesota school districts and charter schools were electronically sent the K-12 World Language Survey in December 2010. Of the 493 survey invitations, 311 were returned, a response rate of 63 percent. Each service cooperative region is represented in the respondent group. See Appendix B for a list of participating school districts and charter schools from each region.

World Language Survey 2011 Respondents by Region				
Region	Location	Total Number of Districts	2011 Survey Respondents	Response Percentage
1 and 2	Northwest	42	34	81%
3	Northeast	42	23	55%
4	Lake Country	36	25	69%
5	Central	24	17	71%
6 and 8	Southwest and West Central	57	42	74%
7	East Central	47	27	57%
9	South Central	36	22	61%
10	Southeast	54	33	61%
11	Metro	152	84	55%
	No response		4	
	Totals	493	311	63%



Demographics of the Respondent Group		
Which descriptor best fits your school district?	Percentage	Response Count
Urban	14%	43
Suburban	20%	60
Rural	66%	203
Did not answer question		5
Total	100%	311

Survey Limitations

The Minnesota Legislature requires surveys of public school districts to gain information about the status of world language education. Consequently, much of this report includes perceptions of Minnesota superintendents or administrative designees and data reported by districts to the Minnesota Department of Education.

Survey Findings

The Minnesota World Language Survey 2011 and review of Minnesota Department of Education data show continuation of trends highlighted in the 2008, 2009 and 2010 reports.

Equitable access

More opportunity to study languages (earlier starts, longer sequences, more language choices, more dual-enrollment options, and more immersion opportunities) exists in urban and suburban areas than in rural areas. Greater Minnesota faces challenges to offer extended programs in small schools and in attracting highly qualified teachers to their areas. The legislative report, *Status of K-12 World Language Education in Minnesota 2009*, has a detailed description of unequal access to language study across the state. It is available on the Minnesota Department of Education website (www.education.state.mn.us).

The following table shows data taken from the Minnesota World Language Survey 2011. Respondents were asked to self-identify their school's location as urban, suburban or rural.

Comparison of Urban, Suburban and Rural World Language Program Options			
	Urban	Suburban	Rural
Offers a K-12 sequence of one language	40%	25%	9%
Offers language courses for languages spoken at home	23%	13%	6%
Offers elementary immersion	19%	17%	5%
Offers world language in grades K-3	43%	39%	19%
Offers world language in grades 4-8	52%	46%	23%
Offers world language in grades 7-8	55%	72%	24%
Offers world language in grades 9-12	42%	85%	90%
World language is a graduation requirement (only schools that grant diplomas were given this question)	40%	10%	4%
Feels world language is a critical education component for the 21 st century	93%	95%	84%
Feels world language should be a graduation requirement	71%	57%	35%

Program Models

Another way of understanding the statewide status of world language programs is to look beyond the enrollment numbers to looking at the intensity of instruction. A wide variety of instructional models exist in Minnesota schools, especially in grades K-8. The

amount of time spent in instruction, how often the class meets and if the class is offered for a full school year or for a quarter once a year are major factors in predicting the potential student achievement in a language program.

Participants reported programs available in their district by language and instructional model: exploratory, core subject or immersion. The *exploratory model* is the most common. The goals of exploratory models are to expose students to one or more languages and to provide a positive experience that will motivate students to begin language study at a later time. World language offered as a *core subject model* is defined as single language taught for the full year with a minimum contact of 30 minutes per session three times a week or every other day. The main goal of a core subject model is for students to begin developing language proficiency skills in an articulated sequence. Often a core subject program also reinforces the content from other subjects. For example, music, geography, science, math or art concepts are taught in the language studied. *Immersion programs* deliver all or part of the grade-level curriculum in a language other than English. Immersion students develop a higher level of proficiency than with other models while learning the grade-level content at the same time. Minnesota has seen an extraordinary growth in immersion. As parents and school policymakers become more aware of the benefits of early language learning, the student success in these programs and the cost effectiveness of the immersion model, more districts are providing this opportunity.

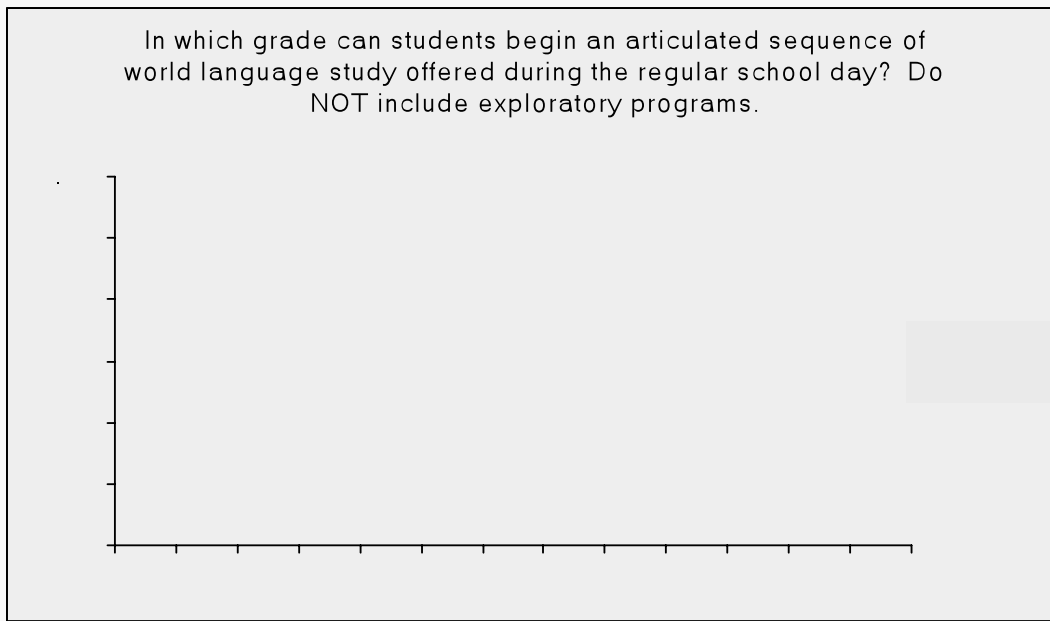
The following charts show the program models reported by respondents to the Minnesota World Language Survey 2011.

For each language offered in grades K-3, select the model(s) that exist in your district or charter school.				
Answer Options	Immersion	Core Subject	Exploratory	Response Count
American Sign	1	2	0	2
Arabic	0	4	0	4
Chinese	3	8	7	17
Dakota	0	1	0	1
French	2	3	1	6
German	1	2	0	3
Hebrew	0	0	0	0
Japanese	0	1	0	1
Latin	0	2	1	3
Ojibwe	0	6	0	6
Spanish	13	19	34	60
Other	1	7	0	7
Total	21	55	43	80

For each language offered in any of grades 4-6, select the model(s) that exist in your district or charter school.				
Answer Options	Immersion	Exploratory	Core Subject	Response Count
American Sign	1	1	1	2
Arabic	0	1	3	4
Chinese	2	8	7	15
Dakota	0	1	1	2
French	2	2	2	6
German	1	0	1	2
Hebrew	0	0	0	0
Japanese	0	0	1	1
Latin	0	1	3	3
Ojibwe	0	2	3	5
Spanish	10	40	35	74
Other	1	2	6	8
Total				90

For each language offered in either of grades 7-8, select the model(s) that exist in your district or charter school.					
Answer Options	Immersion	Exploratory	Core Subject	Secondary Course	Response Count
American Sign	1	3	2	0	5
Arabic	0	0	4	1	4
Chinese	0	8	8	5	17
Dakota	0	1	1	0	2
French	1	12	12	10	30
German	1	12	7	6	22
Hebrew	0	0	0	0	0
Japanese	0	2	1	1	3
Latin	0	0	3	2	4
Ojibwe	1	1	5	1	6
Spanish	6	46	35	27	93
Other	1	2	7	0	9
Total					109

Overall, the statewide norm for Minnesota is to begin language study in the high school. The chart below tells when schools that responded to the Minnesota World Language Survey 2011 begin offering language instruction.



Professional development

Survey respondents reported several areas of professional development needs for K-12 world language teachers. The results are listed in the following chart.

What professional development is needed by your district's world language teachers? (Check all that apply)		
Answer Options	Response Percent	Response Count
World language standards	44%	116
Curriculum development and curriculum writing	45%	117
Developing language proficiency assessments	47%	123
Developing classroom-based assessments	42%	109
Brain-based knowledge of second language acquisition	23%	60
Methods and strategies for teaching all learners	39%	101
Classroom behavior management	18%	46
Opportunities for teachers to maintain or improve language skills	30%	79
Opportunities for teachers to expand knowledge of world cultures	28%	73
Integrating technology into world language instruction	50%	131
Fulfill teaching licensure requirements	24%	63
Other	6%	15
Total		262

The professional development needs reported in the survey reflect the changing dynamics of world language education. It is not surprising to see *technology integration* as the number one answer. Not only is technology an efficient teaching tool, it can make real-world global communication possible in ways never conceived just a few years ago.

Historically, world languages were thought to be subjects only for college-bound students. Courses focused in grammatical analysis and vocabulary development. In the 21st century, the ability to communicate in more than one language is widely recognized as a critical component to developing global competency, a skill set needed by everyone in a multilingual and multicultural age. Now the primary goal of language instruction is for students to develop the highest level of language proficiency skills in the shortest amount of time. All of this requires a continuous retooling of our past methods and practices. Curriculum development, assessments, and teaching strategies can assist teachers in creating multiple pathways for students to succeed in developing proficiency in a new language.

In addition, as standards for students have risen, so have the standards for teachers. Therefore, world language teachers need to attain and maintain a high level of language proficiency and continuously work on the depth and breadth of cultural knowledge connected to the speakers of the world languages they teach.

D. Vision for the Future of World Languages in Minnesota

This table shows what schools think their community members would like for their local schools.

What plan would your community want the district/charter school to implement for world languages in the future? (Check all that apply)		
Answer Options	Response Percent	Response Count
No changes to world languages	42%	119
Expand the number of languages offered	34%	97
Extend the number of years that languages can be studied to middle school/junior high students	23%	65
Extend the number of years that languages can be studied to elementary students	20%	57
Extend the number of years that languages can be studied for more advanced levels of study at the high school level	13%	38
Add or increase courses where students have the potential of earning college credit (AP, IB, College in the Schools, etc.)	19%	54
Add or increase elementary immersion settings	12%	33
Reduce the number of languages offered in the district	0.4%	1
Reduce or eliminate a language program in the elementary grades	0.4%	1
Reduce or eliminate a language program in the middle grades	0.4%	1
Reduce or eliminate a language program in the high school grades	0.4%	1
Other	4%	12
Total		263

Education policymakers plan for what type of learning experiences will best benefit today's K-12 students. They know that students will be living and working in a world even more globally connected than our world today. Survey respondents overwhelmingly agreed (87%) that world language study is a critical component to prepare students for the 21st century. Yet, when asked if world languages should be a requirement, only 44 percent gave an affirmative answer. Several survey participations added comments about fears of being able to finance a program, finding a licensed teacher, and developing a curriculum allowing all students to be successful. These then become our challenges in achieving a vision where all Minnesota students are provided an equal opportunity to the education they need for equal opportunity to thrive in a globally interconnected world.

RECOMMENDATIONS FOR LEGISLATURE

There are several legislative reports with world language recommendations to the Legislature: *Chinese Language Programs and Curriculum Development* (2007), *Status of K-12 World Languages in Minnesota* (2008, 2009 and 2010), *World Language Proficiency Certificates* (2008) and *World Language High School Requirement* (2008).

The following recommendations are made to the Legislature:

- Minnesota boasts a world-class education system yet does not have an articulated statewide vision or strategy to build capacity for world language education. For example, Ohio and Oregon developed road maps to build their states' capacities for language education. Utah has set a goal of establishing 100 elementary language immersion programs in 5 years. All states with tiered diploma systems require world language for the higher diploma. Delaware, Michigan and New Jersey have world language requirements for all high school diplomas. Appendix C contains a resource list for world language state initiatives. To be competitive in world language education, Minnesota needs to plan for the future of world language at the state level.
- Minnesota is able to build its statewide capacity for language learning by increasing world language teacher corps. It is recommended that the Legislature continue to include world languages in initiatives to recruit teachers, to provide professional development and to create alternative pathways to licensure. The state's population of native and near-native speakers of many world languages is a resource yet to be successfully tapped and developed.
- Minnesota should continue supporting local-level flexibility for districts to implement a variety of program models that suit their unique goals and resources.
- Legislation in 2007 established and provided funding for five world language pilot program grants for school districts intending to develop a new world languages program or expand an existing one. The Department of Education received 25 applications for the 5 grants. There have been numerous requests from schools districts inquiring about assistance to enhance their programming. It is recommended that the Legislature renew and expand on the pilot world language grant program.
- The legislative report, *Chinese Language Programs and Curriculum Development Project* (2007) provided a K-12 Chinese curriculum model and resource handbook. The Chinese legislative report also outlined several specific recommendations for all world languages. These recommendations are found on pages 86-96 of that report.

TABLES

Table 1: Statewide Language Programs by Grade Bands 2001 and 2010

Percentage of School Sites Offering World Languages							
School Site Classification	Total Buildings Statewide 2000-2001	Buildings with World Language 2000-2001	Percentage of Buildings with World Language 2000-2001	Total Buildings Statewide 2009-2010	Buildings with World Language 2009-10	Percentage of Buildings with World Language 2009-2010	Number Change from 2001-2010
PK-6*	973	69		943	57		
Elementary Totals	973	69	7 %	943	57	6 %	-12
Middle School (5-8)	162	75		191	98		
Junior High (7-8,7-9)	67	39		39	25		
Middle Grades Totals	229	114	50 %	230	123	54 %	9
Senior High (9-12)	203	181		224	191		
Secondary (7-12)	203	179		221	187		
Districtwide (K-12)	16	4		24	16		
High School Totals	422	364	86 %	469	394	84 %	30
Area Learning Center	170	0		251	4		
Distance Learning		0		28	11		
Other Sites**		5			5		
Grand Totals	1,794	552	31 %	1,921	594	31 %	42

*Data does not include immersion program enrollment. Teachers in immersion programs are reported according to their grade-level teaching assignment.

**Alternative Programs, Regional Service Centers

Table 2: K-12 World Language Student Enrollments by Language 2001 – 2010

Statewide Student Enrollment by Language: All Grades Combined										
	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
American Sign Language	2,135	3,431	3,660	3,907	3,104	2,666	2,568	2,528	2,318	2,490
Chinese	838	839	1,163	1,244	762	1,233	2,216	3,005	5,575	5,748
French	24,084	28,125	25,333	24,187	21,699	21,365	19,562	18,012	18,247	18,470
German	16,985	18,098	15,812	15,580	14,018	14,248	14,200	13,645	13,317	13,390
Hebrew	0	0	0	25	0	39	39	30	30	29
Italian	15	0	0	0	0	0	0	0	0	0
Japanese	897	1,316	1,228	1,185	1,469	1,806	1,579	1,390	1,771	1,595
Latin	880	845	923	858	1,154	1,305	1,451	1,519	1,563	1,915
Ojibwe	309	1,785	756	252	519	648	1,150	1,468	941	563
Others Not Listed	413	316	985	932	1,546	1,027	1,295	1,830	2,773	2,700
Russian	684	453	176	151	351	90	150	202	137	117
Spanish	97,996	120,782	119,309	117,226	110,243	117,780	116,188	122,717	133,243	132,398
TOTALS	145,236	175,990	169,345	165,547	154,865	162,207	160,398	166,346	179,915	177,822
Total K-12 Student Population	844,926	841,697	836,821	832,039	827,130	827,363	828,243	825,603	835,934	822,697
Percentage Studying a World Language	17%	21%	20%	20%	19%	20%	19%	20%	21%	22%

Source: Minnesota Department of Education, Staff Automated Reports (STAR)

Note: These numbers include all K-12 students. It includes all students in exploratory programs as well as those enrolled in sequential courses. It does not include students enrolled in elementary language immersion programs.

Table 3: K-12 World Language Teacher Full-Time Equivalents 2001 – 2010

Statewide K 12 World Language Teacher FTE (Rounded to the nearest whole number)											
Language	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	Gain or Loss
American Sign Language	21	27	28	32	32	29	31	31	26	26	+5
Chinese	7	8	7	7	6	8	15	25	36	46	+39
French	215	203	199	190	180	176	170	154	154	150	-65
German	169	150	147	144	141	139	138	132	125	116	-53
Hebrew	0	0	0	1	0	1	1	1	1	1	1
Italian	0.2	0	0	0	0	0	0	0	0	0	-0.2
Japanese	9	15	14	12	13	13	13	13	13	12	+3
Latin	7	7	7	8	9	10	11	11	13	14	+7
Ojibwe	2	6	6	5	4	7	8	13	10	8	+6
Others not listed	3	3	7	6	11	5	6	12	21	20	+17
Russian	5	4	4	3	2.0	2	2	2	2	1	-4
Spanish	737	745	774	773	793	807	828	844	866	877	+140
TOTALS	1,176	1,166	1,193	1,179	1,190	1,195	1,222	1,238	1,267	1,271	+95
Total K-12 Student Population	844,926	841,697	836,821	832,039	827,130	827,363	828,243	825,603	835,934	822,697	-22,229
Teacher Student Ratio	1:718	1:721	1:701	1:705	1:695	1:692	1:678	1:667	1:660	1:647	-1:71

Source: Minnesota Department of Education, Staff Automated Report (STAR)

Table 4: Licensure of Employed Minnesota World Language Teachers 2009-2010

Assignment Area	Total Headcount	Fully Licensed	Variance	Community Expert	Limited	Non Renewable	Teaching Without License or Permission
American Indian Language, History and Culture	55	54	0	0	0	0	1
American Sign and Deaf Culture	30	10	16	3	1	0	0
Chinese	58	14	4	33	7	0	0
Dakota	0	0	0	0	0	0	0
French	214	209	1	0	2	1	1
German	180	176	1	0	3	0	0
Hebrew	1	0	0	1	0	0	0
Latin	20	15	0	3	1	0	1
Japanese	16	11	0	3	1	0	1
Ojibwe	12	12	0	0	0	0	0
Russian	3	3	0	0	0	0	0
Spanish	1097	1013	44	5	25	2	8
Totals	1686	1517	66	48	40	3	12
		90.0%	4.4%	2.8%	2.4%	0.2%	0.7%

*This is an approximate number. This chart is not an unduplicated head count. Some individuals may teach more than one language.

Source: Minnesota Department of Education, Staff Automated Report (STAR) 2009-2010 (October 1, 2009 data report)

Licensure Category Definitions

Fully Licensed	Completed Minnesota licensure requirements
Variance	Licensed teacher in an assignment out of their subject area
Community Expert	Permission to teach given to non-licensed person by the Board of Teaching
Limited	Completed a BA degree but not in education
Non-renewable	Licensed teacher in an assignment out of their subject area and currently enrolled in a teacher education program

Table 5: Number of Minnesota Teaching Licenses by Language 2001-2010

Licensure Area	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2001 2010
American Indian Language, History and Culture	NA	NA	NA	NA	139	134	134	129	119	106	-33
American Sign Language and Deaf Culture	1	1	1	1	2	2	2	5	9	11	+10
Arabic	3	3	3	3	3	2	1	1	1	2	-1
Chinese	21	17	17	15	18	17	19	18	22	31	+10
Dakota	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	NA
French	1,544	1,461	1,383	1,309	1,400	1,358	1,333	1,225	1,203	1,176	-368
German	1,479	1,387	1,290	1,213	1,261	1,232	1,189	1,094	1,061	1,042	-437
Hebrew	3	3	2	2	2	2	2	2	2	2	-1
Japanese	30	29	29	29	32	32	31	32	33	33	+3
Latin	193	NA	148	116	256	248	245	200	201	197	+4
Norwegian	20	18	16	16	23	23	22	20	20	19	-1
Ojibwe	11	11	11	11	13	13	13	13	12	19	+8
Polish	0	0	0	0	1	1	1	1	1	0	0
Russian	120	117	111	101	92	91	91	89	84	80	-40
Spanish	2,889	2,742	2,617	2,519	2,765	2,684	2,609	2,629	2,701	2,393	-496
Swedish	7	NA	NA	NA	15	14	12	8	8	7	0
Total Language Teachers	6,321	5,789	5,628	5,335	6,022	5,853	5,704	5,466	5,477	5,118	-1,203
Total K-12 Student Population	844,952	841,697	836,821	832,039	827,130	827,363	828,243	825,603	823,234	822,697	-22,255
Teacher to Student Population	1:134	1:145	1:149	1:156	1:137	1:141	1:145	1:151	1:150	1:160	1:26

Source: Minnesota Department of Education, Unexpired Licensure Data (June 30 annual count)

Table 6: Minnesota Teacher Licensure Program Completers

Licensure Area	Number of students completing licensure requirements					
	2004	2005	2006	2007	2008	2009
K-12 World Language						
American Sign Language	0	0	0	0	0	0
Arabic	0	0	0	0	0	0
Classical Languages (Greek, Latin)	0	1	2	0	0	1
Chinese	0	0	1	1	0	1
Dakota	0	0	0	0	0	0
French	18	17	14	21	7	14
German	13	15	8	4	0	7
Hebrew	0	0	0	0	0	0
Italian	0	0	0	0	0	0
Japanese	0	2	2	1	0	1
Ojibwe	0	0	0	0	0	0
Norwegian	0	0	0	0	0	0
Polish	0	0	0	0	0	0
Russian	2	0	0	0	0	0
Spanish	66	78	71	57	26	66
Swedish	0	0	0	0	0	0
Subtotal	99	113	98	84	33	90
K-8 Specialty Endorsement Added to a K-6 Elementary or 7-12 Language License						
American Sign Language	0	0	0	0	0	0
Arabic	0	0	0	0	0	0
Classical Languages (Greek, Latin)	0	0	0	0	0	0
Chinese	0	0	0	0	0	0
Dakota	0	0	0	0	0	0
French	4	8	7	7	1	9
German	2	2	2	0	0	4
Hebrew	0	0	0	0	0	0
Italian	0	0	0	0	0	0
Japanese	0	0	0	0	0	0
Norwegian	0	0	0	0	0	0
Ojibwe	3	2	2	4	0	1
Russian	0	0	0	0	0	0
Spanish	37	41	30	37	2	34
Swedish	0	0	0	0	0	0
Subtotal	46	53	41	48	3	48
K-12 Licenses and K-8 Endorsements						
Total	145	166	139	132	36	138

Source: Minnesota Association for Teacher Education Colleges www.mnteacherred.org

Table 7: Minnesota Teacher Preparation Programs for World Languages

Language	Number of K 12 Licensure Programs	Number of K 8 Endorsement Programs*	Totals
American Sign Language and Deaf Culture	0	0	0
Arabic	1	0	1
Chinese	2	0	2
Classical (Greek, Latin)	4	1	5
Dakota	0	1	2
French	15	12	27
German	11	9	20
Hebrew	1	0	1
Italian	1	0	1
Japanese	1	0	1
Norwegian	2	1	3
Ojibwe	0	2	2
Polish	1	0	1
Russian	2	1	3
Spanish	20	15	35
Swedish	1	0	1
Total	62	42	105

Of the 32 teacher preparation institutions in Minnesota, 20 offer programs for one or more languages.

University of Minnesota System

University of Minnesota – Duluth
University of Minnesota – Twin Cities
University of Minnesota – Morris

State University System

Bemidji State University
Minnesota State University Mankato
Minnesota State University Moorhead
St. Cloud State University
Southwest state University
Winona State University

Private Institutions

Bethel University
Carleton College
College of St. Benedict/St. John's
College of St. Catherine
Concordia College - Moorhead
Gustavus Adolphus
Hamline University
Martin Luther College
St. Mary's University
St. Olaf College
University of St. Thomas

Source: Minnesota Department of Education, Board of Education State Approved Licensure Programs

Table 8: Minnesota Home Primary Language Groups

The Minnesota Department of Education collects data on each public school student regarding the primary language spoken in their home (Home Primary Language). Using this information, the Department of Education determined the 10 most commonly spoken home primary languages in the state. Language-specific maps showing population concentrations by county can be viewed on the [Department of Education Website](#).

Top Ten Home Primary Languages of K 12 Minnesota Students 2008 09	
Home Language	Number of Students
Arabic	1,471
Cambodian	1, 584
Hmong	21,886
Laotian	1,878
Oromo	954
Russian	2,525
Serbo-Croatian	575
Somali	10,637
Spanish	35,387
Vietnamese	3,566
Total	78,879

APPENDICES

Appendix A: K-12 World Language Survey 2011

1. Enter the contact information for the person completing this report.
2. Enter information about the school district.
3. In which region (Service Coop Center) is your district located?
4. Which descriptor best fits your school district?
 - Metro
 - Suburban
 - Rural
5. Does your district offer a continuous K-12 sequence of one language? If yes, which language(s)?
6. In which grade can all students in the district begin the study of a world language as part of their grade level curriculum offered during the school day? (Exemptions may be made for individual students.)
7. Home Language Courses: Does your district offer language courses specifically designed for students who speak languages other than English at home? (Examples: Spanish for Spanish-speakers, Hmong Literacy...)
8. For each language offered in your district, which model most closely describes your program(s)? If more than one K-8 model is used, up to two models can be reported for each language.

Program Model Definitions

 - Immersion: (Grade-level content is entirely taught in a language other than English)
 - Core Subject: (A single language taught for the full year with a minimum contact of 30 minute sessions 3x per week or every other day)
 - Exploratory: (One or more languages taught for less time or frequency than a core subject model)
 - Secondary Course: (High school course or equivalent)
9. Check options available in your district for each language.
 - Advanced Placement
 - College-in-the-Schools
 - Postsecondary Enrollment Option
 - International Baccalaureate Primary Years
 - International Baccalaureate Middle Years
 - International Baccalaureate Diploma Programme
 - Online Course
 - Distance Learning
 - Elementary Immersion
 - Secondary Immersion
10. Does your district share licensed world language personnel with another district?
11. Who teaches world language in grades 9-12? (Check all that apply)
 - K-12 World Language License
 - 7-12 World
 - Language License
 - Licensure Variance Community Expert
 - No Language Teacher: Media-based Instruction

12. Does your district offer world language in any of grades K-8?
 - Advanced Placement
 - College-in-the-Schools
 - Postsecondary Enrollment Option
 - International Baccalaureate Primary Years
 - International Baccalaureate Middle Years
 - International Baccalaureate Diploma Programme
 - Online Course
 - Distance Learning
 - Elementary Immersion
 - Secondary Immersion
13. Who teaches K-8 world language in your district? (Check all that apply)
 - K-12 World Language License
 - 7-12 World Language License
 - Elementary License with Language Endorsement
 - Elementary License
 - Licensure Variance
 - Community Expert
 - No Language Teacher: Media-based Instruction
14. Does your district have an elementary language immersion program? If yes, in which language(s)?
15. For districts with immersion programs, what is your total district enrollment in each of grades K-6?
16. What is your immersion enrollment?
17. Complete the chart with enrollment data from the current 2008-2009 school year. Combine the totals for all languages in each level.
 - Total Student Body Enrollment Grades 9-12
 - Enrollment in Level 1 Language Courses
 - Enrollment in Level 2 Language Courses
 - Enrollment in Level 3 Language Courses
 - Enrollment in Levels 4 and Above Language Courses
18. Does your district/charter school include grade 12?
19. Is world language a graduation requirement in your district/charter school? If yes, what is the requirement?
20. What size was your 2008 senior graduating class?
 - Under 200
 - 200-399
 - 400-599
 - 600 and up
21. What percentage of the 2008 graduating class completed two years or more of a single world language?
 - Under 10%
 - 10% - 25%
 - 26% - 50%
 - 51% - 75%
 - 76% - 100%
 - Data not available
22. What percentage of the 2008 graduating class completed four years or more of a single world language?
 - Under 10%

- 10% - 25%
 - 26% - 50%
 - 51% - 75%
 - 76% - 100%
 - Data not available
23. Is your district's world language standards document based upon the National Standards for Foreign Language Learning published by the American Council on the Teaching of Foreign Languages (ACTFL)?
24. Do multiple language teachers teaching the same course use common assessments?
- Yes, at the end of the course
 - Yes, throughout the course
 - No
 - Our district does not have multiple teachers of the same course
 - Don't know
25. Are any of these language proficiency assessments used in your district?
Definition: A proficiency assessment is a tool for identifying ACTFL Proficiency Ratings (Novice-Mid, Intermediate-Low, etc.), not student achievement in a course. (Check all that apply)
- MLPA (Minnesota Language Proficiency Assessment)
 - OPI (Oral Proficiency Interview)
 - MOPI (Modified Oral Proficiency Interview)
 - SOPA (Student Oral Proficiency Assessment for Grades 2-8)
 - ELLOPA (Early Language Listening and Oral Proficiency Assessment for PK-2)
 - NOELLA (National Online Early Language Learning Assessment for Grades 3-6)
 - STAMP (Standards-based Measure of Proficiency)
 - Other published proficiency assessments
 - We write our own proficiency exams
 - We currently do not assess proficiency levels
 - Don't know
26. Were any world language programs reduced or eliminated for 2009-2010?
27. If yes, list languages, levels and primary reason for reduction/elimination.
28. Were any world language programs added or expanded in 2009-2010?
29. For each language that was expanded or added, select the change made. Up to two changes can be reported for each language.
- Added to elementary
 - Added to middle school
 - Added to high school
 - More advanced high school course
 - New elementary program
 - New middle school program
 - New high school program
30. What is your district/charter school planning for world languages in the near future? (Check all that apply)
- No changes at this time
 - Expand the number of languages offered
 - Extend the number of years that languages can be studied to middle school/junior high students

- Extend the number of years that languages can be studied to elementary students
 - Extend the number of years that languages can be studied for more advanced levels of study at the high school level
 - Add or increase courses where students have the potential of earning college credit (AP, IB, College-in-the-Schools, etc.)
 - Add or increase elementary immersion settings
 - Reduce the number of languages offered in the district
 - Reduce or eliminate a language program in the elementary grades
 - Reduce or eliminate a language program in the middle grades
 - Reduce or eliminate a language program in the high school grades
 - Other
31. What would your community like the district/charter school to plan for world languages in the future? (Check all that apply)
- No changes at this time
 - Expand the number of languages offered
 - Extend the number of years that languages can be studied to middle school/junior high students
 - Extend the number of years that languages can be studied to elementary students
 - Extend the number of years that languages can be studied for more advanced levels of study at the high school level
 - Add or increase courses where students have the potential of earning college credit (AP, IB, College in the Schools, etc.)
 - Add or increase elementary immersion settings
 - Reduce the number of languages offered in the district
 - Reduce or eliminate a language program in the elementary grades
 - Reduce or eliminate a language program in the middle grades
 - Reduce or eliminate a language program in the high school grades
 - Other
32. What would your community like the district/charter school to plan for world languages in the future? (Check all that apply)
- (Same choices as question 30.)
33. What professional development is needed by your district's world language teachers? (Check all that apply)
- World language Standards
 - Curriculum development and curriculum writing
 - Developing language proficiency assessments
 - Developing classroom-based assessments
 - Brain-based knowledge of second language acquisition
 - Methods and strategies for teaching all learners
 - Classroom behavior management
 - Opportunities for teachers to maintain or improve language skills
 - Opportunities for teachers to expand knowledge of world cultures
 - Integrating technology into world language instruction
 - Fulfill teaching licensure requirements
 - Other
34. Is world language study a critical component to prepare students for the 21st century?
35. Should world language be a Minnesota high school graduation requirement?

Appendix B: Survey 2011 Respondents

The following public school districts, charter schools and cooperative districts responded to the Status of K-12 World Language Survey 2011.

Academia Cesar Chavez	Clearbrook-Gonvick
Achieve Language Academy	Cloquet
Ada-Borup	Cologne Academy
Adrian	Comfrey
Aitkin	Community of Peace Academy
Albany	Community School of Excellence
Albert Lea	Cromwell-Wright
Alden-Conger	Crookston
Alexandria	Crosby-Ironton
Annandale	Crosslake Community School
Aurora Charter School	Cyber Village Academy
Austin	Dakota Area Community School
Avalon School	Dassel-Cokato Independent School District
Badger	Davinci Academy Of Arts and Science
Bagley	Dawson/Boyd
Barnesville	Delano
Battle Lake	Dilworth/Glyndon/Felton
Beacon Academy	Discovery Public School
Belle Plaine	Dover-Eyota
Bemidji Area	Dugsi Academy
Benson	Duluth
Big Lake	Duluth Public Schools Academy
Bird Island-Olivia-Lake Lillian-Danube (BOLD)	Eagle Ridge Academy
Blooming Prairie	Eagle Valley
Bloomington	Eastern Carver County
Bluesky Charter School	Echo Charter School
Bluffview Montessori School	Eden Prairie
Brainerd	Edgerton
Brandon	Edina
Breckenridge	Edvisions Off Campus
Brooklyn Center	Ellsworth
Browerville	Esko
Buffalo Hanover-Montrose	Evansville
Buffalo Lake-Hector-Stewart	Eveleth-Gilbert
Burnsville-Eagan-Savage	Excell Academy for Higher Learning
Byron	Farmington Area
Campbell-Tintah School	Fergus Falls
Canby	Fertile-Beltrami
Cannon Falls	Fisher
Cannon River STEM School	Floodwood
Carlton	Foley
Cedar Mountain	Forest Lake Area Schools
Centennial	Fraser Academy
Central School District	Frazee-Vergas
Chisago Lakes Area Schools	Fridley

Fulda
 Gibbon-Fairfax-Winthrop
 Glacial Hills Elementary
 Glencoe Silver Lake
 Global Academy
 Goodhue
 Goodridge
 Grand Meadow
 Great River Education Center
 Greenbush/Middle River
 Grygla/Gatzke
 Harbor City International School
 Hastings
 Hawley
 Hayfield
 Hendricks
 Hermantown
 Hiawatha Leadership Academy
 Hibbing
 Hinckley-Finlayson
 Hmong College Prep Academy
 Holdingford
 Hopkins
 Howard Lake-Waverly-Winsted
 Hutchinson
 Intermediate District 287
 International Falls
 International Spanish Language Academy
 Inver Grove Heights Community Schools
 Isle High School
 Ivanhoe
 Jackson County Central
 Janesville-Waldorf-Pemberton
 Kaleidoscope Charter School
 Kelliher
 Kenyon-Wanamingo
 Kimball Area Public
 Kingsland
 Kittson Central
 La Crescent Montessori Academy
 Lac Qui Parle Valley
 Lake City
 Lake of the Woods
 Lake Park Audubon
 Lake Superior District
 Lakes Area Charter School
 Lakes International Language Academy
 Lakeview
 Lakeville Area
 Lancaster
 Lanesboro

Laporte Public School
 Le Center
 Learning For Leadership Charter School
 Lester Prairie
 Lewiston-Altura
 Lincoln International High School
 Litchfield
 Little Falls
 Littlefork-Big Falls
 Long Prairie-Grey Eagle
 Luverne
 Lyle
 Lynd
 Madelia
 Mahnomon
 Mahtomedi
 Main Street School of Performing Arts
 Mankato Area
 Maple Lake
 Marshall
 Martin County West
 Math and Science Academy
 Menahga
 Mesabi East
 Metro Deaf School
 Metropolitan Learning Alliance
 Milaca
 Minisinaakwaang Leadership Academy
 Minneapolis
 Minnesota New Country School
 Minnesota Online High School
 Minnesota River Valley Education District
 Minnetonka
 Minnesota International Middle Charter School
 Montevideo
 Montgomery-Lonsdale
 Monticello
 Moorhead
 Mora
 Morris Area
 Mountain Lake
 Mount Iron-Buhl
 Natural Science Academy
 Nerstrand Charter School
 Nevis
 New City Charter School
 New Discoveries Montessori Academy
 New London-Spicer
 New Richland Hartland Ellendale Geneva
 New Ulm

New Visions Academy
 New York Mills
 Nicollet
 Noble Academy
 Norman County West
 North Branch Area
 North Shore Community School
 North St. Paul-Maplewood-Oakdale
 Northern Lights Community School
 Northfield
 Northfield School of Arts and Technology
 Northland Community Schools
 Northwest Passage High School
 Nova Classical Academy
 Ogilvie
 Onamia
 Ortonville
 Osakis
 Paideia Academy
 Pelican Rapids
 Perham -Dent
 Pierz School District
 Pillager
 Pillager Area Charter School
 Pine Grove Leadership Academy
 Pine Island
 Pine River-Backus
 Pipestone Area
 Prairie Creek Community School
 Princeton
 Prior Lake-Savage Area
 Quest Academy
 Red Lake Falls
 Red Lake
 Red Wing
 Redwood Area
 Renville County West
 Richard Allen Math and Science Academy
 Riverbend Academy
 River's Edge Academy
 Robbinsdale Area
 Rochester
 Rocori
 Roseau Public
 Rosemount-Apple Valley-Eagan
 Roseville
 RTR Public Schools
 Rush City
 Rushford-Peterson
 Sage Academy
 Saint Paul

Sartell -St. Stephen
 Sauk Centre
 Sauk Rapids-Rice
 Sebek
 Shakopee
 Sibley East
 South Koochiching/Rainy River
 South St. Paul
 South Washington County
 St. Paul Conservatory for Performing Arts
 Spring Lake Park
 Springfield
 St. Cloud Area
 St. Paul City School
 St. Charles
 St. Clair
 St. Cloud Area
 St. James
 St. Louis County
 St. Louis Park
 St. Michael-Albertville
 Stephen-Argyle Central
 Stewartville
 Stillwater Area
 Stride Academy
 Studio Academy
 Tarek Ibn Ziyad Academy
 Team Academy
 Treknorth Junior and Senior High
 Tri-County School
 Trio Wolf Creek Distance Learning Charter
 Twin Cities Academy High School
 Twin Cities German Immersion School
 Underwood Public School
 United South Central
 Urban Academy
 Verndale
 Vessey Leadership Academy
 Virginia Secondary
 Wabasso
 Waconia
 Warren-Alvarado-Oslo
 Warroad
 Waseca
 Watertown-Mayer
 Waterville-Elysian-Morristown
 Waubun-Ogema-White Earth Community
 Wayzata Public
 West Central Area
 West St. Paul-Mendota Heights-Eagan
 Wheaton Area

White Bear Lake
Willmar Public Schools
Willow River
Windom Area
Win-E-Mac
Winona Area
Woodson Institute for Student Excellence
Worthington
Wrenshall
Yinghua Academy
Zumbrota-Mazeppa

Appendix C: World Language State Initiative Resources

Internet Resources

Ohio Language Roadmap for the 21st Century

http://www.thelanguageflagship.org/downloads/Ohio_language_roadmap.pdf

Oregon Roadmap to Language Excellence

<http://casls.uoregon.edu/roadmap/>

State Strategies to Prepare a Globally Competent Generation, Asia Society

<http://asiasociety.org/education-learning/policy-initiatives/state-initiatives/state-strategies-prepare-globally-competent->

The Teachers We Need: Transforming World Language Education in the United States,
National Foreign Language Center at the University of Maryland

<http://www.nflc.org/policy/k-12>

Teacher Preparation for the Global Age, Longview Foundation

<http://www.longviewfdn.org/122/teacher-preparation-for-the-global-age.html>

Publications for State Policymakers

Asia Society Publications

http://pglstore.asiasociety.org/Publications_by_Interest_s/27.htm

States Prepare for the Global Age

Putting the World into World-Class Education: State Innovations and Opportunities

Going Global: Preparing Our Students for an Interconnected World

Ready for the World: Preparing Elementary Students for the Global Age, Asia Society