Minnesota Department of Education

Status of K-12 World Language Education in Minnesota

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Report To the Legislature

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ESTIMATED COST OF PREPARING THIS REPORT

ACKNOWLEDGEMENTS

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PURPOSE AND EXECUTIVE SUMMARY

National, state, and local educational conversations are all clinging to the phrase "preparing students for the 21st century." The ability to communicate with others and to interact with cultural sensitivity are keys for every student's future. The purpose of this legislative report, the second 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? World languages are no longer an "extra elective." How can we teach to reach all kinds of learners? What is our collective vision for Minnesota's students? What innovations will take us past obstacles to realize that vision?

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 results indicate that:

- Minnesota is teaching a variety of less commonly taught languages as well as traditional languages.
- Comparing 2000 to 2008, overall world language enrollments have increased while total K-12 student population has decreased changing the percentage of Minnesota students from 17% to 20%.
- Comparing 2002 to 2008, 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.
- The number of number of people completing world language teacher preparation programs is in a steady downward trend from 287 in 2004 to 118 in 2008.
- 58% of Minnesota districts and charter schools begin language study at the high school level.
- More opportunity to study languages (earlier starts, longer sequences, more language choices, more dual enrollment options, more immersion opportunities) exist in urban and suburban areas than in rural areas.
- 42% of Minnesota districts and charter schools offer some type of world language option to at least a portion of their K-8 student populations.
- A wide range of program models exists for K-8 language instruction: exploratory, core subject, immersion and secondary coursework. Districts can find models that suit their goals and settings.
- Minnesota faces several challenges for offering more equitable language learning opportunities to all kinds of students in all parts of the state.
- Greater Minnesota faces challenges to offer extended programs in small schools and in attracting highly qualified teachers to their areas.
- Technology integration, strategies for teaching all learners, curriculum development and assessment top the list of professional development needs.
- School districts agree, "World language study is a critical component to prepare students for the 21st century."
- 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.

A Report on the
STATUS OF K-12 WORLD LANGUAGE EDUCATION IN MINNESOTA 2008

Overview of Study

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. The K-12 World Language Survey 2009

The survey asked 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 gathered 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.

C. Data Collection

All Minnesota school districts and charter schools were electronically sent the K-12 World Language Survey in January 2009. Of the 520 survey invitations, 303 were returned, a response rate of 58%. Each service cooperative region is represented in the respondent group. See Appendix C for a list of participating school districts and charter schools from each region.

Region Number	Location	Number of Respondents
1 and 2	Northwest	37
3	Northeast	19
4	Lake Country	20
5	Central	24
6 and 8	Southwest and West Central	36
7	East Central	26
9	South Central	17
10	Southeast	36
11	Metro	88
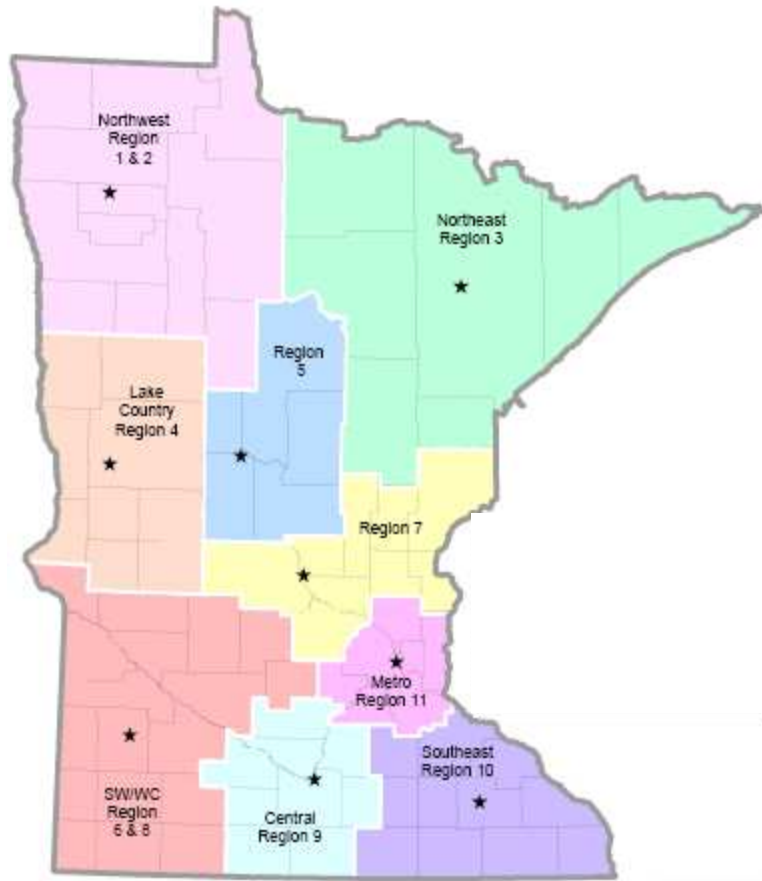
The following chart shows the distribution of types of communities in the total respondent group.

Demographics of the Respondent Group		
Which descriptor best fits your school district?	Percentage	Response Count
Urban	14 %	41
Suburban	19 %	58
Rural	67 %	201
Did not supply descriptor	0 %	3
Total	**100%**	**303**

D. Study 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.

The collection of data about immersion program teachers and students will be more accurate in the future with refinements in the Staff Automated Reporting System (STAR), the system school districts use to report annual data to the Department of Education. Currently, immersion

teachers are reported according to their teaching assignments (Grade 2, Middle School Social Studies...) without reference to the immersion environment, making the data difficult to track on a statewide level.

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.

Report of Findings

A. Statewide Enrollment Trends

Minnesota's picture of world language study mirrors the patterns seen across the country. The study of French, German and Spanish dominate enrollments. Minnesota's K-12 students also study several less commonly taught languages. Table 1 shows the statewide enrollment figures from 2000-2008. Overall, Spanish is increasing while French and German are decreasing. Russian enrollment has declined. Several languages experienced growth: American Sign Language (ASL), Chinese, Hebrew, Japanese, Latin, Ojibwe, and others not listed individually by the Staff Automated Reporting (STAR) System used at the Minnesota Department of Education.

Table 2 provides a snapshot of various world language program options and instructional delivery systems using data gathered from the K-12 World Language Survey 2009. The information is organized by language. Of the options to earn dual credit for high school and college, attending a post-secondary institution is the most common (137 responses), followed by College in the Schools (113), Advanced Placement (47) and International Baccalaureate Diploma Programme (23). Districts and charter schools reported 41 language immersion programs, 20 elementary and 21 secondary continuations. International Baccalaureate Primary Years (ages 3-12) and Middle Years (ages 11-16) Programmes are growing nationwide and internationally. Survey respondents reported 15 Primary Years Programmes and 22 Middle Years Programmes.

B. World Languages in Grades K-6

According to the Department of Education's STAR Report for 2007-2008, 73 districts and charter schools have world language specialists in at least one of the district's PK-6 building.

The intensity of instruction varies widely. Tables 3 and 4 show the results of the K-12 World Language Survey 2009 for Grades K-3 and for Grades 4-6 respectively. 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. There were 65 programs reported for grades K-3 and 69 in grades 4-6. World language offered as a *core subject* 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. Survey respondents reported 34 core subject programs in grades K-3 and 39 in grades 4-6. *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. Survey respondents reported 17 immersion programs in grades K-3 and 11 in grades 4-6.

C. World Languages in Grades 7-8

Table 5 shows data from the K-12 World Language Survey 2009 for Grades 7-8. Core subject is the most common model for this age group. Respondents reported 82 core subject programs. The exploratory model continues to be used frequently with 58 programs reported. Respondents reported 5 middle grade immersion models, less than the number of reported elementary immersion programs. Not all elementary immersion models have a middle grades continuation in place. Also, immersion programs started in recent years may not have students

in this age group yet. Survey respondents reported 36 middle grade programs that count as the equivalent to a course offered at the high school level. Local district policy determines whether high school credit is granted. In either case, students enter high school ready to take level 2 language courses. This scenario allows the students to complete requirements sooner, to extend their sequence of language study to a more rigorous level or study more than one world language during high school years.

D. World Languages in Grades 9-12

Of the districts and charter schools who responded to the K-12 World Language Survey 2009, 58% begin offering world languages in grades 9-12 and 42% offer a start to world languages sometime during grades K-8. Table 6 shows the data of reported programs by language and the length of sequence offered in the district. Spanish, German and French far outnumber other language programs. Statewide 224 Spanish, 83 German and 75 French high school programs were reported. Chinese and American Sign Language followed with 33 and 28 programs respectively. Native American languages are working to revitalize their endangered languages. Respondents reported 11 Ojibwe and 2 Dakota high school programs. Other programs reported include Arabic (4), Hebrew (2), Japanese (8), Latin (6), and other languages not listed individually (9).

Table 6 also gives a snapshot of the intensity and rigor of language study available. Generally it takes a sequence of four or more years for students to attain the proficiency needed to be successful in a dual enrollment course (earn high and college credit simultaneously). Combining all languages together, 111 programs were reported statewide. Also, two years of a single language is the entrance requirement for the most Minnesota colleges and universities. Survey respondents reported 49 instances where level 1 is the only offering in the district for that language. Students will not be able to complete college admission requirements in these programs. Further, some colleges and universities require a passing score on a placement exam to begin language study at the credit-bearing college level. The Minnesota Articulation Project conducted by the Center for Advanced Research in Language Acquisition (CARLA, a U.S. Department of Education language resource center located at the University of Minnesota) determined that a language proficiency of "Intermediate-Low" is the articulation point between K-12 and college-level language study. It was further determined that most students need three years or more to achieve this level of proficiency. K-12 World Language Survey respondents reported 107 instances where levels 1 and 2 were the extent of the sequence offered in the district for that language. In these situations, students have the opportunity to complete college entrance requirements but may need some coursework at the college level before earning credit toward a degree.

E. World Language Teachers

Tables 7, 8, 9, 10 and 11 provide different perspectives for looking at the status of the world language teacher workforce. 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 7 shows the statewide full-time equivalents (FTE) for world language teachers from fiscal years 2000-2007. The data shows an increase in Spanish from 737 FTE to 844 FTE. French has decreased from 215 FTE to 154 FTE. German has decreased from 169 FTE to 132 FTE. Chinese has increased from 7 FTE to 25 FTE. The overall number of world language FTE has remained stable when compared to the decreasing K-12 student population.

Table 8 shows the number of teachers with unexpired licenses by language from 2002-2008. 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 for a continuously decreasing number of Spanish, French and German teachers. The percentage of loss is greater for French (16%) and German (21%) teachers than for Spanish (4%) teachers.

Table 9 shows a detail of the world language licensures for 2007-2008. Overall, most world language teachers were fully licensed (90%). The remaining 10% were teaching with other categories of teacher licensure or with permission as a community expert from the Board of Teaching. The table shows that French and German have the highest percentage of fully licensed teachers (97%) followed by Spanish (93%), Japanese (90%), Russian (75%) and Latin (69%). Full licensure for American Sign Language (ASL), Chinese and other less commonly taught languages is challenging. Minnesota does not have any state-approved teacher preparation programs for ASL at this time. Options for ASL teacher candidates include attending an out-of-state program or complete the licensure via portfolio process if eligible. Candidates for other languages will find similar scenarios. Table 10 lists the number of teacher preparation programs available to each language. For languages other than French, German and Spanish, a candidate has only one or two preparation program options.

Table 11 shows the number of people who have completed world language teacher preparation programs from 2004 to 2008. The number is a steady downward trend: 287 (2002), 330 (2003), 276 (2005), 206 (2007) and 118 (2008). The reverse trend needs to happen if the state is to build capacity to offer more, stronger and more diverse world language programs.

F. Equitable Opportunity: Urban, Suburban and Rural

Viewing the data collected from the K-12 World Language Survey 2009 from the perspectives of urban, suburban and rural schools highlights the differences and similarities among these settings. The following charts provide insights into several issues.

Chart A: Does your district offer world language in any of grades K-8?				
	Urban	Suburban	Rural	Response Totals
Yes	40 %	77 %	34 %	42 %
No	63 %	24 %	66 %	58 %
Number Responding	36	51	187	274

Statewide, 42% of reporting school districts offer the opportunity to start world language study at some time during grades K-8. Exploratory programs are included in this number. More opportunity for early language learning happens in suburban settings. In 63% of urban and 66% of rural settings, world language study begins at the high school (grades 9-12). See Tables 3, 4, and 5 for data regarding early language learning in the state.

Chart B: Does your district have an elementary immersion program?				
	Urban	**Suburban**	**Rural**	**Response Totals**
Yes	50 %	20 %	6 %	15 %
No	50 %	80 %	94 %	8 5 %
Number Responding	14	40	69	123

Minnesota is recognized as a national leader in the number of world language immersion programs. Of the districts who responded to the 2009 World Language Survey, a higher percentage of immersion programs occur in urban settings (50%) than in suburban (20%) or rural (6%). Appendix B lists Minnesota's immersion programs for the 2007-2008 school year. They are listed by location and language. The list also includes immersion continuation programs in the middle and high school grades.

Chart C: Districts Offering Native Language Courses				
	Urban	**Suburban**	**Rural**	**Response Totals**
Yes	24 %	8 %	5 %	7 %
No	76 %	93 %	95 %	93 %
Number Responding	37	52	197	284

Statewide, 7% of reporting districts offer world languages courses designed for native speakers of languages other than English. These are language arts courses for students to refine oral and written skills in the languages they speak at home. Special emphasis is given to literacy and expanding proficiency beyond informal conversational usage to developing academic language skills. These types of special world language courses are more likely offered in urban settings. Programs reported in the survey comments include Spanish, Hmong, Somali, French and Ethiopian. As the state looks to strengthen its global competitiveness, local populations of native speakers are an untapped linguistic resource that can be developed.

Chart D: What percentage of the 2008 graduating class completed 2 years or more of a single world language?			
	Urban	**Suburban**	**Rural**	**Response Totals**
Under 10%	22 %	0 %	11 %	10 %
10% - 25%	0 %	0 %	25 %	19 %
26% - 50%	0 %	11 %	25 %	20 %
51% - 75%	11 %	26 %	27 %	25 %
76% - 100%	44 %	34 %	9 %	16 %
Data not available	22 %	29 %	4 %	10 % (20)
Number Responding	18	35	158	211

Chart E: What percentage of the 2008 graduating class completed 4 years or more of a single world language?			
	Urban	**Suburban**	**Rural**	**Response Totals**
Under 10%	42 %	6 %	75 %	61 %
10% - 25%	11 %	50 %	11 %	17 %
26% - 50%	11 %	6 %	6 %	6 %
51% - 75%	0 %	0 %	2 %	1 %
76% - 100%	5 %	6 %	0 %	1 %
Data not available	32 %	32 %	6 %	13 %
Number Responding	19	34	158	211

Educators, communities and policymakers search for ways to develop educational systems that prepare students with the global competence on par with their peers on other continents.

Charts D and E provide insight as to where we are as a state. How many students are completing at least two high school years or the equivalent of a single language? How many students are completing four years or more? The answer varies greatly depending upon if the district or charter school is located in an urban, suburban or rural setting. In general, more suburban students are taking two years and continuing to four years. Response from urban schools indicate that at the two-year level student population is split - either on a college

preparation path or not. At the two-year level rural schools indicate an evenly-balanced range of student population. However, at the four-year level data indicates that few students are continuing past two years

Chart F: What is your district/charter school planning for world languages in the near future?				
Potential Planning Item	**Urban**	**Suburban**	**Rural**	**Response Totals**
No changes	37 %	43 %	68 %	59 %
Expand the *number of languages* offered	37 %	35 %	9 %	17 %
Extend the number of years that languages can be studied *to middle school/junior high* students	14 %	25 %	7 %	12 %
Extend the number of years that languages can be studied *to elementary* students	6 %	12 %	5 %	6 %
Extend the number of years that languages can be studied for *more advanced levels of study* at the high school level	9 %	16 %	7 %	9 %
Add or increase courses where students have the potential of *earning college credit* (AP, IB, College in the Schools, etc.)	14 %	22 %	5 %	9 %
Add or increase *elementary immersion* settings	11 %	6 %	2 %	4 %
Reduce the *number of languages* offered in the district	3 %	2 %	4 %	3 %
Reduce or eliminate a language program in the *elementary* grades	0 %	0 %	0.6 %	0.4 %
Reduce or eliminate a language program in the *middle* grades	0 %	4 %	0.6 %	1 %
Reduce or eliminate a language program in the *high school* grades	0 %	4 %	7 %	5 %
Other	8 %	4 %	2 %	3 %
Number Responding	48	84	203	339

The most frequent response reported is that districts are not planning for many world language changes. Few districts in urban, suburban or rural districts are planning reductions or eliminations in world language programs. Some districts have plans for expanding sequences, adding languages and offering courses that have the potential of earning college credit. Previous charts in this report show that students in suburban settings have more opportunities to study longer sequences of several languages. The data from this question indicates that it is the suburban districts that are planning to develop world languages even further. The difference in statewide equitable access to world language studies, especially for rural districts, will increase even further.

Table 11 shows a comparison between what school districts are planning in the near future and what their communities would like to see. There is strong community support for developing stronger world language programs at all grade levels. There is a gap between what

communities would like to see happening for their students and what districts are able to realistically plan at the present time.

Chart G: Is world language study a critical component to prepare students for the 21st century?				
	Urban	**Suburban**	**Rural**	**Response Totals**
Yes	100 %	96 %	89 %	92 %
No	0 %	4 %	11 %	8 %
Number Responding	36	49	179	264

Districts in urban, suburban and rural settings all consider world languages a critical component in students' preparation for living in an increasingly interconnected world. Districts are clear with what they want to be offering students. The primary question is how to make that vision a reality. Comments submitted to the survey address global competence, global citizenship, the global economy, and global security.

Chart H: Should world language be a high school graduation requirement?				
	Urban	**Suburban**	**Rural**	**Response Totals**
Yes	75 %	64 %	37 %	46 %
No	25 %	37 %	63 %	54 %
Number Responding	32	41	174	247

Response to making world language a high school graduation requirement is split. The idea is more strongly supported in urban and suburban settings. Survey comments were submitted from 45 districts. In general there is support for the concept, however, it is not seen as realistic for their situation. Staffing, professional development, the growing number of graduation requirements, and the success of all students were cited as common concerns.

Several districts and charter schools have world language graduation requirements established. Saint Louis Park reports that world language will likely become a graduation requirement within the next two years. Schools of Eastern Carver County report that a graduation requirement is in place starting with the class of 2013. All Fridley Public Schools' elementary and middle school students are in the International Baccalaureate Programmes. The International Baccalaureate Primary Years Program and Middle Years Programmes require all students in the district to take world language. All students take Spanish in grades 2-5 and then select a language studied for 5 years during grades 6-10. The following charter schools reported two year world language graduation requirements: Agriculture Food Science Academy, Eagle Ridge Academy, Harbor City International School, Hmong College Preparatory Academy, Sage Academy, Ubah Medical Academy and Watershed Academy.

G. Vision for the Future of World Languages in Minnesota

Education policy-makers 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 (92%) 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 46% 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 to thrive in the future.

Minnesota Department of Education World Language Pilot Grants 2007

The 2007 legislature allocated $500,000 for World Language Pilot Program Grants to create or to build upon existing programs to develop sustainable, high-quality model world language opportunities. The legislation mandated one pilot program in Chinese Language, one in American Indian Language, and three K-8 programs with no specific language requirement. Each grantee received up to $100,000 over fiscal year 2008 and fiscal year 2009.

A. Cass Lake – Bena Public Schools
Ojibwe Language Pilot Program

The preservation of the Ojibwe language is a high priority to the Indian community. Cass Lake – Bena is the only public school located within the boundaries of the Leech Lake Reservation. The school's population is 85% Native American. The school has two full-time Ojibwe Language and Culture teachers. The community proposed a pilot project with the hope that a greater number of students would be successful at acquiring and retaining the Ojibwe language. The project plan calls for the classroom study to be integrated with summer immersion camp experiences and participation in seasonal cultural activities including the participation of students' families. The pilot plan also integrates the content from other subject areas into the language classes. Math, science and language can be integrated into activities such as the making of a wigwam, the gathering of maple syrup or the process of making wild rice. The activities give a meaningful context for the academic learning. No further details on this project were available at the time of this report's publication.

B. Fridley Public Schools
Interdisciplinary Chinese Experiential Learning Days

Chinese students in five levels of study were able to step away from the textbooks and learn Chinese language through hands-on language and culture immersion experiences. An interdisciplinary team of Fridley teachers (world language, math, science, humanities, English, and physical education) created learning modules for five levels of language. One of their goals was to create immersion experiences inside and outside of the classroom that assist in addressing issues related to students of poverty, in particular increasing cultural capital through experiential learning and mentorship. Fridley Schools collaborated with Concordia Language Villages (www.concordialanguagevillages.org) to hold three immersion days at Wilder Forest in Marine on the St. Croix.   The interdisciplinary language activity modules filled the days' schedules. Upper level Chinese students were used to help lead lower level Chinese students through the experiences. This experience can be replicated in any language. Fridley Schools will be sharing their planning process and methodology with Minnesota school districts. They will be presenting at the professional conferences and other venues.

Fridley reports that these grant activities have impacted their program in a number of ways: integrated experiential immersion learning to the world language department, fostered interdisciplinary networking within the faculty that continues even after the project is complete, created a working partnership between the district and the Concordia Language Villages and most importantly provided a motivational and meaningful language learning experience, an off campus experience that many students would not have been able to experience otherwise.

C. Minneapolis Public Schools
Extend the High School Arabic Program to Middle School

The project to start a middle school Arabic program went beyond creating curriculum to creating a welcoming environment in the school and community for the learning of the Arabic language and learning about Middle Eastern cultures.

Sanford Middle School chose to be the site of the program. In the first year of the project a part-time teacher was hired. The current high school Arabic teacher served as a mentor and resource teacher. There are no middle school Arabic curriculums that can be purchased so appropriate curriculum was developed. A team including an administrator, the district world language specialist, the mentor teacher and the project teacher were able to attend a regional language education conference were they had the opportunity to connect with schools from other states working on similar projects. Extensive use was made of ethnic community resources. In the first year, 40 students elected to take some degree of study in Arabic. The students were primarily students who speak Arabic as a heritage language.

The grant project also included several schoolwide interdisciplinary Arabic language and cultural experiences. Four days in May 2008 were dedicated as "Discover Arabic Week" at Sanford Middle School with the participation of the four 7th grade core teachers, the art teacher, the high school and middle school Arabic teachers, the district world language specialist and the middle school principal. Artists were invited into the school including a calligrapher, musicians, a storyteller, a poet, and folkloric dancers. Other activities focused on Arabic contributions to math and science, English-Arabic language connections, introductory language lessons, Egyptian arts, food samplings, and watching videos so students could see the areas of world where Arabic is spoken. The in-school arts presentations made students more aware of and comfortable with Arab cultures, demystifying the language and cultures with the hope that students would have a greater propensity to elect to study Arabic. Students were surveyed after the events. On the survey, 68% reported learning something new about Arabic language and cultures and 59% indicated that they would consider taking Arabic in the future. In the second year of the program, 81 students elected to take Arabic for a full year, many of whom are not of Arabic language backgrounds.

The grant projects have impacted the whole school community. Students have a new awareness of and understanding of Arabic-speaking peoples. The teaching staff and administration are supportive of the program and are making plans to sustain it past the grant period. Minneapolis will be posting the curriculum materials on the district's website and are willing to share what they learned with other districts. It will also be linked to the National K-12 Arabic Language Project at the Center for Applied Linguistics in Washington D.C. They will be presenting at state and regional professional conferences.

D. Twin Cities German Immersion School (TCGIS)
Immersion Curriculum and Professional Development

TCGIS has developed a project that is leading to improved student learning of the German language and better understanding of the concepts in several subject areas. The grant has supported TCGIS to create thematic curriculum kits to teach the German language needed for art, music, science and physical education in grades K-4. Teachers in immersion settings need a specialized set of skills to instruct students in the content of all subject areas and to teach them a new language at the same time. TCGIS created and is implementing a unique professional development plan. Foreign Language in the Elementary Schools (FLES) assistants received intensive training for teaching language to elementary students. The FLES assistants model these immersion teaching techniques and use the thematic curriculum kits to introduce language learning activities in the classroom. The TCGIS classroom teachers remain in the room and thus become more knowledgeable of specific methods to enhance second

language acquisition. Immersion teachers are trained as elementary classroom teachers and not necessarily as language teachers so this project has filled a critical need in their professional training.

Twin Cities German Immersion School reports that both components of the grant project are making a difference in their program. The created materials, activities and teachers' manuals will be used for many years to come. Pre- and post-assessments show that students are developing their academic German vocabulary and understanding the targeted language structures. Stronger language skills are improving students' understanding of the content from other subject areas. Teachers and FLES assistants are engaged in professional dialog. Teachers are employing more language acquisition strategies into all daily lessons. TCGIS will be submitting an article about their project to professional publications and will be making presentations at professional conferences. The project may be replicated for use in any language of study.

E. Yinghua Academy
Mandarin Chinese Elementary Curriculum

Yinghua Academy is an elementary Mandarin Chinese immersion school. Their unique setting means the school is able to author their own curriculum materials and create all of the resources and assessments to meet the needs of the students. Their grant project has three goals: to develop an elementary Mandarin Chinese language immersion curriculum that can be adapted to for use in a non-immersion setting, to develop an age-appropriate Mandarin literacy assessment instrument and to develop a Mandarin Chinese teacher mentorship program.

Yinghua Academy is conducting a detailed review of their current curriculum, reorganizing it using a thematic approach, writing or revising materials, using the materials in the classroom, conducting periodic student assessments to evaluate and revamp the curriculum's effectiveness and soliciting outside professional evaluation of their work. Teacher resource guides and other documentation are being done so that the materials can be used effectively by other teachers after the grant period has finished.

The assessment of Mandarin literacy development in an immersion school setting is another project to create something that does not exist elsewhere. The teacher team is identifying high frequency characters for literacy development, developing character recognition assessments and content area Mandarin reading assessments for language arts, mathematics and science.

Profession development is the third project goal. Teachers have attended local and national conferences offering training specific to language acquisition, immersion methodology and specific training on the teaching of Mandarin. In June 2008, Yinghua Academy hosted a two-day professional conference for Chinese teachers, immersion and non-immersion settings. They have organized a network of teachers from Minnesota and Wisconsin and paired them into mentor and mentee. They have hosted local and out-of-state educators coming to observe their program and visited other immersion schools themselves. In the summer of 2009, Yinghua will host the second "Curriculum Conference and Teacher Professional Development for Mandarin Chinese Teachers K-6 and Administrators" where they will share the products of their grant projects.

Recommendations

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

The following recommendations are made to the legislature:

- The legislative report, World Language Proficiency Certificates (2008) outlined the standards and process for recognizing K-12 students who attain defined levels of language proficiency. It is recommended that these guidelines be adopted by the legislature.

- 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 continue and expand on the pilot world language grant program.

- The starting point to begin building the state's capacity for language learning is to build a solid world language teacher corps. It is recommended that the legislature include world languages in any initiative to recruit teachers, to provide professional development and create alternative pathways to licensure.

- 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 recommendations for world languages in general. These recommendations are found on pages 86-96 of that report.

Table 1
K-12 World Language Student Enrollments by Language 2001 – 2008

Statewide Student Enrollment by Language: All Grades Combined								
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
American Sign Language	2,135	3,431	3,660	3,907	3,104	2,666	2,568	2,528
Chinese	838	839	1,163	1,244	762	1,233	2,216	3,005
French	24,084	28,125	25,333	24,187	21,699	21,365	19,562	18,012
German	16,985	18,098	15,812	15,580	14,018	14,248	14,200	13,645
Hebrew	0	0	0	25	0	39	39	30
Italian	15	0	0	0	0	0	0	0
Japanese	897	1,316	1,228	1,185	1,469	1,806	1,579	1,390
Latin	880	845	923	858	1,154	1,305	1,451	1,519
Ojibwe	309	1,785	756	252	519	648	1,150	1,468
Others not listed	413	316	985	932	1,546	1,027	1,295	1,830
Russian	684	453	176	151	351	90	150	202
Spanish	97,996	120,782	119,309	117,226	110,243	117,780	116,188	122,717
TOTALS	**145,236**	**175,990**	**169,345**	**165,547**	**154,865**	**162,207**	**160,398**	**166,346**
Total K-12 Student Population	844,926	841,697	836,821	832,039	827,130	827,363	828,243	825,603
Percentage Studying a World Language	**17 %**	**21 %**	**20 %**	**20 %**	**19 %**	**20 %**	**19 %**	**20 %**

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. See Table X for a picture of the number of programs and intensity of study in grades K-8.

Table 2
Statewide World Language Program Options Available by Language

Reported Special World Language Program Options										
	AP	CIS	Post Sec.	IB PYP	IB MYP	IB DP	On-line	Dis-tance	Elem Imm.	Sec Imm.
American Sign (ASL)	0	1	13	0	2	0	5	7	0	0
Arabic	0	0	6	1	0	0	4	1	0	0
Chinese	2	2	8	2	3	3	18	14	2	0
Dakota	0	0	4	0	0	0	3	0	1	0
French	10	23	17	1	4	2	20	12	2	2
German	8	24	20	0	2	3	18	9	1	4
Hebrew	1	0	4	0	0	0	3	0	0	0
Japanese	0	2	11	0	1	2	6	0	0	0
Latin	1	1	7	0	0	1	6	1	0	0
Ojibwe	0	0	4	1	1	0	5	0	2	1
Spanish	24	59	38	10	9	12	29	10	12	14
Other	1	1	5	0	0	0	7	0	0	0
Totals	**47**	**113**	**137**	**15**	**22**	**23**	**124**	**54**	**20**	**21**

Source: Minnesota Department of Education, K-12 Survey

Abbreviations

AP	Advanced Placement
CIS	College in the Schools
Post Sec.	Post-secondary option in the area
IB PYP	International Baccalaureate Primary Years Programme
IB MYP	International Baccalaureate Middle Years Programme
IB DP	International Baccalaureate Diploma Programme
Online	Instruction offered online
Distance	Instruction offered via distance learning to or from the site
Elem Imm	Elementary immersion
Sec Imm	Secondary immersion

Table 3
Statewide World Language Programs by Language and Model in Grades K-3

Reported Primary World Language Programs 2008-2009			
	Immersion	**Core Subject**	**Exploratory**	**Totals by Language**
American Sign	0	0	5	**5**
Arabic	0	1	0	**1**
Chinese	2	2	5	**9**
Dakota	0	1	1	**2**
French	2	2	1	**5**
German	1	1	0	**2**
Hebrew	0	0	0	**0**
Japanese	0	0	0	**0**
Latin	0	2	0	**2**
Ojibwe	0	5	4	**9**
Russian	0	0	0	**0**
Spanish	12	15	46	**73**
Other	0	5	3	**8**
Model Totals	17	34	65	**116**

Source: Minnesota Department of Education, K-12 World Language Survey 2009

Program Model Definitions

Immersion — Grade level content taught in a language other than English

Core Subject — A single language taught for the full year with a minimum contact of 30 minutes per session three times a week or every other day

Exploratory — One or more languages taught for less time or frequency than a core subject

Table 4
Statewide World Language Programs by Language and Model in Grades 4-6

Reported Upper Elementary World Language Programs 2008-2009			
	Immersion	**Core Subject**	**Exploratory**	**Totals by Language**
American Sign	0	0	2	**2**
Arabic	0	1	1	**2**
Chinese	1	4	6	**11**
Dakota	0	0	1	**1**
French	2	4	2	**8**
German	1	2	1	**4**
Hebrew	0	0	0	**0**
Japanese	0	0	0	**0**
Latin	0	2	1	**3**
Ojibwe	0	5	4	**9**
Russian	0	0	0	**0**
Spanish	7	17	48	**72**
Other	0	4	3	**6**
Model Totals	11	39	69	**118**

Source: Minnesota Department of Education, K-12 World Language Survey 2009

Program Model Definitions

Immersion	Grade level content taught in a language other than English
Core Subject	A single language taught for the full year with a minimum contact of 30 minutes per session three times a week or every other day
Exploratory	One or more languages taught for less time or frequency than a core subject

Table 5
Statewide World Language Programs by Language and Model in Grades 7-8

	Immersion	Exploratory	Core Subject	Secondary Course	Totals by Language
Reported Middle School or Junior High World Language Programs 2008-2009					
American Sign	0	1	1	0	**2**
Arabic	0	1	1	0	**2**
Chinese	0	3	5	3	**11**
Dakota	0	1	0	0	**1**
French	1	11	12	7	**31**
German	1	5	14	9	**39**
Hebrew	0	0	0	0	**0**
Japanese	0	1	2	1	**4**
Latin	0	4	1	1	**6**
Ojibwe	0	6	4	0	**10**
Russian	0	0	0	0	**0**
Spanish	3	25	42	15	**85**
Other	0	5	1	1	**7**
Total Programs	5	58	82	36	**191**

Source: Minnesota Department of Education, K-12 World Language Survey 2009

Program Model Definitions

Immersion   Grade level content taught in a language other than English

Core Subject   A single language taught for the full year with a minimum contact of 30 minutes per session three times a week or every other day

Exploratory   One or more languages taught for less time or frequency than a core Subject

Secondary Course   High school course or the equivalent

Table 6
Statewide World Language Programs by Language and Length of Sequences in Grades 9 -12

	Level 1 only	Levels 1 & 2	Levels 1, 2, & 3	Levels 1, 2, 3, & 4	Levels 1-4 & more	Response Count
Reported High School World Language Programs 2008-2009						
American Sign (ASL)	5	12	8	1	2	28
Arabic	2	0	2	0	0	4
Chinese	12	13	1	2	5	33
Dakota	1	1	1	0	0	2
French	5	21	5	16	28	75
German	8	9	12	32	22	83
Hebrew	0	0	0	1	1	2
Japanese	2	0	1	2	3	8
Latin	0	1	1	1	3	6
Ojibwe	2	4	3	1	1	11
Spanish	8	45	65	61	45	224
Other	4	1	3	0	1	9
Total Programs	**49**	**107**	**102**	**117**	**111**	**266**

Source: Minnesota Department of Education, K-12 World Language Survey 2009

Note: Districts were asked to select the sequence for every language offered. For example, 5 districts offer Level 1 only of ASL, 12 districts offer Levels 1 and 2 of ASL, 8 districts offer Levels 1, 2 and 3 of ASL, etc. Statewide 28 different districts reported ASL high school programs.

Table 7
World Language Teacher Full-Time Equivalents (FTE) by Language

Statewide K-12 World Language FTE (Rounded to the nearest whole number)								
	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
American Sign Language	21	27	28	32	32	29	31	31
Chinese	7	8	7	7	6	8	15	25
French	215	203	199	190	180	176	170	154
German	169	150	147	144	141	139	138	132
Hebrew	0	0	0	.6	0	.6	.6	.6
Italian	.2	0	0	0	0	0	0	0
Japanese	9	15	14	12	13	13	13	13
Latin	7	7	7	8	9	10	11	11
Ojibwe	2	6	6	5	4	7	8	13
Others not listed	3	3	7	6	11	5	6	12
Russian	5	4	4	3	2.0	2	2	2.13
Spanish	737	745	774	773	793	807	828	844
TOTALS	**1,176**	**1,166**	**1,193**	**1,179**	**1,190**	**1,195**	**1,222**	**1,238**
Total K-12 Student Population	844,926	841,697	836,821	832,039	827,130	827,363	828,243	825,603
Teacher Student Ratio	**1:718**	**1:721**	**1:701**	**1:705**	**1:695**	**1:692**	**1:678**	**1:667**

Workforce Change Over the 8-Year Period 2000 - 2007		
	Difference from 2000 to 2008	Percentage Change
American Sign Language	10	49 %
Chinese	18	258 %
French	- 60	- 28 %
German	- 37	- 22 %
Hebrew	- 1	---
Italian	0	---
Japanese	4	45 %
Latin	5	68 %
Ojibwe	10	4 %
Others not listed	9	26 %
Russian	- 3	- .5 %
Spanish	107	15 %

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

Table 8
Number of Minnesota Teaching Licenses by Language

License Area	2002	2003	2004	2005	2006	2007	2008	Change 2002-2008
American Indian Language and Culture	NA	NA	NA	139	134	134	129	-10
American Sign Language	1	1	1	2	2	2	5	4
Arabic	3	3	3	3	2	1	1	-2
Chinese	17	17	15	18	17	19	18	1
French	1,461	1,383	1,309	1,400	1,358	1,333	1,225	-236
German	1,387	1,290	1,213	1,261	1,232	1,189	1,094	-293
Hebrew	3	2	2	2	2	2	2	-1
Japanese	29	29	29	32	32	31	32	3
Latin	NA	148	116	256	248	245	200	52
Norwegian	18	16	16	23	23	22	20	2
Ojibwe	11	11	11	13	13	13	13	2
Polish	0	0	0	1	1	1	1	1
Russian	117	111	101	92	91	91	89	-28
Spanish	2,742	2,617	2,519	2,765	2,684	2,609	2,629	-113
Swedish	NA	NA	NA	15	14	12	8	-8
Total Language Teachers	**5,789**	**5,628**	**5,335**	**6,022**	**5,853**	**5,704**	**5,466**	**-333**
Total K-12 Student Population	841,697	836,821	832,039	827,130	827,363	828,243	825,603	-16,094
Teacher to Student Population	**1:145**	**1:149**	**1:156**	**1:137**	**1:141**	**1:145**	**1:151**	

Source: Minnesota Department of Education, Unexpired Teacher Licensure Data

Table 9
Licensure Categories of Minnesota World Language Teachers 2007-2008

Assignment Area	Total Headcount	Fully Licensed	Variance	Community Expert	Limited	Non Renewable	Teaching Without License (Violation)
American Sign	**32**	4	20	7	1		
Chinese	**37**	10	3	18	5		1
French	**202**	195	3	1		1	2
German	**174**	169	4		1		
Hebrew	**1**			1			
Latin	**16**	11	1		4		
Japanese	**16**	14		2			
Russian	**4**	3	1				
Spanish	**964**	900	27	8	17	3	9
Totals	**1,446***	1,306	59	37	28	4	12
		90% fully licensed	140 (10%) not fully licensed during 2007-2008				

*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) 2007-2008

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 — Currently enrolled in a teacher education program

Table 10
Minnesota World Language Teacher Preparation Programs

K-12 License	Number of Minnesota Programs
American Sign Language	0
Arabic	1
Classical (Greek and Latin)	4
Chinese	1
French	15
German	12
Hebrew	1
Italian	1
Japanese	1
Ojibwe	2
Norwegian	2
Polish	1
Russian	3
Spanish	19
Swedish	1

K-8 Specialty*	Number of Minnesota Programs
French	11
German	9
Latin	1
Norwegian	1
Ojibwe	1
Russian	1
Spanish	13

Minnesota Teacher Preparation Programs for World Languages

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
    Saint 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 Teacher Licensure Programs

*Elementary Education K-6 Licenses may add a K-8 Specialty License

Table 11
Minnesota Teacher Licensure Program Completers

Licensure Area	Number of students completing licensure requirements				
	2004	2005	2006	2007	2008
K-12 World Language					
World Languages K-12, American Sign Language	0	0	0	0	0
World Languages K-12, Arabic	0	0	0	0	0
World Languages Classical (Greek and Latin) K-12	0	1	2	0	0
World Languages K-12, Chinese	0	0	1	1	0
World Languages K-12, French	18	17	14	21	7
World Languages K-12, German	13	15	8	4	0
World Languages K-12, Hebrew	0	0	0	0	0
World Languages K-12, Italian	0	0	0	0	0
World Languages K-12, Japanese	0	2	2	1	0
World Languages K-12, Russian	2	0	0	0	0
World Languages K-12, Spanish	66	78	71	57	26
Subtotal	*99*	*113*	*98*	*84*	*33*
Specialty Added to a K-6 Elementary or 7-12 Language					
K-8 World Language Specialty, French	4	8	7	7	1
K-8 World Language Specialty, German	2	2	2	0	0
K-8 World Language Specialty, Latin	0	0	0	0	0
K-8 World Language Specialty, Norwegian	0	0	0	0	0
K-8 World Language Specialty, Ojibwe	3	2	2	4	0
K-8 World Language Specialty, Russian	0	0	0	0	0
K-8 World Language Specialty, Spanish	37	41	30	37	2
Subtotal	*46*	*53*	*41*	*48*	*3*
TOTALS					
Total, American Sign Language and Deaf Culture	0	0	0	0	0
Total, Arabic	0	0	0	0	0
Total, Classical (Greek and Latin)	0	1	2	0	0
Total, Chinese	0	0	1	1	0
Total, French	22	25	21	28	13
Total, German	15	17	10	4	6
Total, Hebrew	0	0	0	0	0
Total, Italian	0	0	0	0	0
Total, Japanese	0	2	2	1	3
Total, Russian	2	0	0	0	0
Total, Spanish	103	119	101	94	60
Subtotal	*142*	*164*	*137*	*132*	*82*
Grand Totals	**287**	**330**	**276**	**260**	**118**

Note: Data from 2008 was not available at the time of publication.

Source: Minnesota Association for Teacher Education Colleges http://www.mnteachered.org.

Table 12
Statewide Responses Comparing District Plans with Community Wishes
For Future World Language Programming

What is your district/charter school planning for world languages in the near future? What would your community like the district/charter school to plan for world languages in the near future?		
Potential Planning Item	**District Plans Percent Selected**	**Community Wishes Percent Selected**
No changes	59 %	40 %
Expand the *number of languages* offered	17 %	33 %
Extend the number of years that languages can be studied *to middle school/junior high* students	11 %	28 %
Extend the number of years that languages can be studied *to elementary* students	6 %	25 %
Extend the number of years that languages can be studied for *more advanced levels of study* at the high school level	8 %	17 %
Add or increase courses where students have the potential of *earning college credit* (AP, IB, College in the Schools, etc.)	9 %	16 %
Add or increase *elementary immersion* settings	4 %	11 %
Reduce the *number of languages* offered in the district	3 %	0.4 %
Reduce or eliminate a language program in the *elementary* grades	0.4 %	0.4 %
Reduce or eliminate a language program in the *middle* grades	1 %	0 %
Reduce or eliminate a language program in the *high school* grades	6 %	0.8 %
Other	3 %	2 %

Source: Minnesota Department of Education, K-12 World Language Survey 2009

APPENDIX A
K-12 World Language Survey 2009

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 the equivalent)
9. Check options available in your district for each language.
   - Advanced Placement
   - College In the Schools
   - Post-secondary Option
   - IB Primary Years
   - IB MiddleYears
   - IB 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
- Post-secondary 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 2 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 4 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 2008-2009?

27. If yes, list languages, levels and primary reason for reduction/elimination.

28. Were any world language programs added or expanded in 2008-2009?

29. For each language that was expanded or added, select the change made. Up to two changes can be reported for each language.

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 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
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
    - Other (please specify)
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?

Eden Prairie Public Schools:
    Eagle Heights Spanish Immersion
Edina Public Schools:
    Normandale Elementary French Immersion School
    Valley View Middle School (French Immersion Continuation)
    Edina High School (French Immersion Continuation)
Forest Lake:
    Lakes International Language Academy (Spanish) (Charter)
Hopkins Public Schools:
    XinXing Academy-Eisenhower Elementary (Mandarin Chinese)
Leech Lake Band of Ojibwe:
    Niigaane Ojibwemowin Immersion Program-Bugonaygeshig Elementary School
Minneapolis Public Schools:
    Anishinabe Academy - Ojibwe and Dakota preschool programs
    Emerson Spanish Immersion Learning Center (Two-way)*
    Windom Spanish Dual Immersion Program (Two-way)*
    Wicoie Nandagikendan Urban Immersion Preschools Project
Minneapolis:
    Joyce Preschool (Spanish/English) (private)
Minnetonka Public Schools:
    Clear Springs Elementary (Spanish)
    Deephaven Elementary (Spanish)
    Excelsior Elementary (Mandarin Chinese)
    Groveland Elementary (Spanish)
    Minnewashta Elementary (Spanish)
    Scenic Heights Elementary (Mandarin Chinese)
Minnetonka
    International Spanish Language Academy (Charter)
Moorhead Public Schools
    Ellen Hopkins Spanish Immersion
Northfield Public Schools
    Bridgewater Elementary (Spanish Partial-immersion)
    Greenvale Park Elementary (Spanish Partial-immersion)
Richfield Public Schools
    Richfield Dual Language School (Spanish/English)
Robbinsdale Area Schools:
    Robbinsdale Spanish Immersion School
    Robbinsdale Middle School (Spanish Immersion Continuation)
    Armstrong High School (Spanish Immersion Continuation)
    Cooper High School (Spanish Immersion Continuation)
South Washington County Public Schools:
    Nuevas Fronteras Spanish Immersion-Crestview Elementary
St. Cloud Public Schools:
    Academia de Español Vista Clara-Clearview Elementary
    Guang Ming Academy-Madison Elementary (Mandarin Chinese)
St. Louis Park Public Schools:
    Park Spanish Immersion Elementary School
    St. Louis Park Junior High (Spanish Immersion Continuation)
    St. Louis Park Senior High (Spanish Immersion Continuation)
St. Louis Park:
    The French Academy of Minnesota (Private)

St. Paul Public Schools:
>   Adams Spanish Immersion Elementary
>   L'Etoile du Nord French Immersion Elementary
>   Highland Park Junior High School (Spanish and French Continuation Program)
>   Highland Park Senior High School (Spanish and French Continuation Program)
>   Bruce E. Vento (Spanish/English two-way)*
>   Jackson Elementary (Hmong/English two-way)*
>   Riverview Elementary (Spanish/English two-way)*
>   Paul and Sheila Wellstone Elementary (Spanish/English two-way)*

St. Paul:
>   Twin Cities German Immersion School (Charter)

St. Paul:
>   Yinghua Academy (Mandarin Chinese) (Charter)

Worthington:
>   Worthington Area Language Academy (Spanish-English, two-way) (Charter)

*Two-way or dual immersion refers to programs comprised of English-speaking students learning a world language and speakers of languages other than English learning English.

Source: Minnesota Advocates for Immersion Network (MAIN)
(http://www.carla.umn.edu/immersion/main/)

SURVEY	DISTRICT/CHARTER SCHOOL
	A.C.G.C.
	ACADEMIA CESAR CHAVEZ CHARTER SCH.
	ACADEMY OF BIOSCIENCE CHARTER SCHOOL
X	ACHIEVE LANGUAGE ACADEMY
	ADA-BORUP
X	ADRIAN
X	AGRICULTURE AND FOOD SCIENCES ACADEMY
X	AITKIN
X	ALBANY
	ALBERT LEA
X	ANNANDALE
	ALDEN
X	ALEXANDRIA
X	ANOKA-HENNEPIN
	ARTECH CHARTER SCHOOL
X	ASHBY
X	ASPEN ACADEMY
	AUGSBURG ACADEMY FOR HEALTH CAREERS
X	AURORA CHARTER SCHOOL
	AUSTIN
X	BADGER
X	AVALON CHARTER SCHOOL
	BAGLEY
	BALATON
X	BARNESVILLE
	BARNUM
X	BATTLE LAKE
X	BECKER
X	BEACON ACADEMY CHARTER SCHOOL
X	NORWOOD
	BEACON PREPARATORY SCHOOL
X	BEMIDJI
X	BENSON
X	BELGRADE-BROOTEN-ELROSA
	BELLE PLAINE
	BELLINGHAM
	BENSON
X	BIG LAKE
	BENTON-STEARNS ED. DISTRICT
	BERTHA-HEWITT
	BEST ACADEMY

	BIRCH GROVE COMMUNITY SCHOOL
X	BLOOMINGTON
	BIRD ISLAND-OLIVIA-LAKE LILLIAN
	BLACKDUCK
	BLOOMING PRAIRIE
X	BLUE EARTH AREA PUBLIC SCHOOL
X	BLUESKY CHARTER SCHOOL
	BLUFFVIEW MONTESSORI
	BRAHAM
X	BRAINERD
X	BRANDON
	BRECKENRIDGE
X	BROWERVILLE
	BREWSTER
	BRIGHT WATER ELEMENTARY CHARTER
X	BUFFALO LAKE-HECTOR
X	BURNSVILLE
	BROOKLYN CENTER
X	BYRON
X	BROWNS VALLEY
	BUFFALO
	BUTTERFIELD
X	CALEDONIA
	CAMBRIDGE-ISANTI
X	CAMPBELL-TINTAH
	CANBY
	CANNON FALLS
	CARLTON
X	CASS LAKE
	CEDAR MOUNTAIN
X	CEDAR RIVERSIDE COMMUNITY SCHOOL
X	CENTENNIAL
	CENTRAL MINNESOTA ERDC
	CENTRAL MINNESOTA JOINT POWERS DIST.
X	CHISAGO LAKES
X	CHATFIELD
	CHISHOLM
	CHOKIO-ALBERTA
	CITIES WEST ACADEMY CHARTER
	CITY ACADEMY
X	CLARKFIELD CHARTER SCHOOL
X	CLEARBROOK-GONVICK
	CLEVELAND
X	CLOQUET
X	CLIMAX

	CLINTON-GRACEVILLE-BEARDSLEY
X	COLOGNE CHARTER
	COLUMBIA HEIGHTS
X	COMFREY
X	CONCORDIA CREATIVE LEARNING ACADEMY
	COMMUNITY OF PEACE ACADEMY
x	COMMUNITY SCHOOL OF EXCELLENCE
X	COOK COUNTY
	COON RAPIDS LEARNING CENTER
X	CROMWELL
X	CROOKSTON
	CROSBY IRONTON
X	CROSSLAKE COMMUNITY CHARTER SCHOOL
	CYBER VILLAGE ACADEMY
X	CYGNUS ACADEMY
	CYRUS
	DAKOTA AREA COMMUNITY SCHOOL
X	DASSEL-COKATO
	DAVINCI ACADEMY
X	DAWSON-BOYD
X	DEER RIVER
X	DELANO
	DETROIT LAKES
X	DILWORTH-GLYNDON-FELTON
x	DISCOVERY PUBLIC SCHOOL
X	DISTRICT 112
X	DOVER-EYOTA
	DOVER-EYOTA PUBLIC SCHOOLS
	DUGSI ACADEMY
	DULUTH
	DULUTH PUBLIC SCHOOLS ACADEMY
	DUNWOODY ACADEMY
X	E.C.H.O. CHARTER SCHOOL
X	EAGLE RIDGE ACADEMY
X	EAGLE VALLEY
X	EAST METRO INTEGRATION DIST 6067
X	EAST CENTRAL
X	EAST RANGE ACADEMY OF TECHNOLOGY & SCIENCE
	ECI' NOMPA WOONSPE
X	EDEN PRAIRIE
	EDEN VALLEY-WATKINS
	EDGERTON
X	EDINA
X	EDVISIONS OFF CAMPUS HIGH SCHOOL
	EL COLEGIO CHARTER SCHOOL

	ELK RIVER
X	ELLSWORTH
	ELOM INTERNATIONAL ACADEMY
X	ELY
	EMILY CHARTER SCHOOL
	EMILY O. GOODRIDGE-GREY ACCELERATED CHARTER SCHOOL
	ESKO
X	EVELETH-GILBERT
	EVANSVILLE
	EXCELL ACADEMY FOR HIGHER LEARNING
X	FACE TO FACE ACADEMY
X	FAIRMONT AREA SCHOOLS
X	FARIBAULT
	FARMINGTON
	FERGUS FALLS
	FERTILE-BELTRAMI
X	FILLMORE CENTRAL
X	FLOODWOOD
X	FISHER
X	FOREST LAKE
X	FOLEY
	FOSSTON
	FOUR DIRECTIONS CHARTER SCHOOLS
X	FRAZEE
X	FRASER ACADEMY
X	FRIDLEY SCHOOL DISTRICT
	FRESHWATER EDUCATION DISTRICT
	FRIENDSHIP ACDMY OF FINE ARTS CHARTER
X	FULDA
	G.F.W.
	GENERAL VESSEY ACADEMY
X	GLACIAL HILLS ELEMENTARY SCHOOL
X	GLENCOE-SILVER LAKE
X	GLOBAL ACADEMY
X	GOODHUE
X	GLENVILLE-EMMONS
	GOODHUE COUNTY EDUCATION DISTRICT
	GOODRIDGE
	GRANADA-HUNTLEY-EAST CHAIN
X	GRAND MEADOW
X	EAST GRAND FORKS
X	GRAND RAPIDS
	GREAT EXPECTATIONS CHARTER
X	GREAT RIVER EDUCATION CENTER
	GREAT RIVER SCHOOL

X	GREEN ISLE COMMUNITY SCHOOL
X	GREENBUSH-MIDDLE RIVER
	GREENWAY
X	HARBOR CITY INTERNATIONAL CHARTER
	GRYGLA
	HANCOCK
X	HAWLEY PUBLIC SCHOOLS
	HARVEST PREP SCHOOL/SEED ACADEMY
	HASTINGS
	HAYFIELD
	HENDRICKS
X	HERMANTOWN PUBLIC SCHOOLS
	HENNING
	HERMAN-NORCROSS
X	HERON LAKE-OKABENA
	HIAWATHA LEADERSHIP ACADEMY
	HIAWATHA VALLEY ED. DIST.
	HIBBING
	HIGH SCHOOL FOR RECORDING ARTS
	HIGHER GROUND ACADEMY
X	HILL CITY
X	HILLS-BEAVER CREEK
X	HINCKLEY-FINLAYSON PUBLIC SCHOOLS
X	HMONG ACADEMY CHARTER
	HOPE COMMUNITY ACADEMY CHARTER
X	HOUSTON
X	HOPKINS
X	HUTCHINSON
X	HOLDINGFORD
	HOWARD LAKE-WAVERLY-WINSTED
X	INTERMEDIATE SCHOOL DISTRICT 287
X	INTERNATIONAL SPANISH LANGUAGE ACADEMY
X	INVER GROVE HEIGHTS SCHOOL DISTRICT
X	ISLE
	INTERMEDIATE SCHOOL DISTRICT 917
	INTERNATIONAL FALLS
	IVANHOE
	JACKSON COUNTY CENTRAL
	JANE GOODALL EARTH SCIENCES ACADEMY
	JANESVILLE-WALDORF-PEMBERTON
	JENNINGS COMMUNITY LEARNING CENTER
X	JORDAN
X	KELLIHER
X	KENYON-WANAMINGO
	KALEIDOSCOPE CHARTER SCHOOL

X	KIMBALL
	KASSON-MANTORVILLE
X	KERKHOVEN-MURDOCK-SUNBURG
X	KITTSON CENTRAL
X	KINGSLAND
	KIPP: MINNESOTA CHARTER
X	LACRESCENT-HOKAH
X	LAC QUI PARLE VALLEY
	LACRESCENT MONTESSORI ACADEMY
	LAFAYETTE PUBLIC CHARTER SCHOOL
X	LAKE CITY
	LAKE AGASSIZ SPEC. ED. COOP.
	LAKE BENTON
	LAKE CRYSTAL-WELLCOME MEMORIAL
	LAKE OF THE WOODS
X	LAKE SUPERIOR
	LAKE PARK AUDUBON DISTRICT
	LAKE SUPERIOR HIGH SCHOOL
X	LAKES AREA CHARTER SCHOOL
X	LAKEVIEW
X	LAKEVILLE
X	LANCASTER
	LAKES COUNTRY SERVICE COOPERATIVE
X	LAKES INTERNATIONAL LANGUAGE ACAD
X	LANESBORO
X	LAPORTE
	LAURA JEFFREY ACADEMY
X	LEROY
X	LEARNING FOR LEADERSHIP CHARTER
	LECENTER
X	LEWISTON
X	LESTER PRAIRIE
	LESUEUR-HENDERSON
	LIBERTY HIGH SCHOOL
	LIGHTHOUSE ACADEMY OF NATIONS
	LINCOLN INTERNATIONAL CHARTER SCHOOL
X	LITTLE FALLS
X	LIONSGATE ACADEMY
X	LITCHFIELD
	LITTLEFORK-BIG FALLS
	LONG PRAIRIE-GREY EAGLE
	LONG TIENG ACADEMY
X	LOVEWORKS ACADEMY FOR ARTS
	LUVERNE
X	LYLE

X	LYND
	M.A.C.C.R.A.Y.
	MABEL-CANTON
X	MAHTOMEDI
	MADELIA
X	MANKATO
X	MAHNOMEN
	MAIN STREET SCHOOL PERFORMING ARTISTS
X	MAPLE LAKE
	MAPLE RIVER
	MARSHALL
X	MARSHALL COUNTY CENTRAL SCHOOLS
	MARTIN COUNTY WEST
	MARY MCEVOY EARLY LITERACY ACADEMY
	MATH & SCIENCE ACADEMY
X	MEDFORD
	MCGREGOR
	MCLEOD WEST SCHOOLS
	MEEKER & WRIGHT SPECIAL EDUCATION COOP.
	MELROSE
X	MENAHGA
	MESABI EAST
	METRO DEAF CHARTER SCHOOL
	METRO EDUCATION SERVICE UNIT
X	METROPOLITAN LEARNING ALLIANCE
X	MILACA
	MICHAEL FROME ACADEMY
	MID STATE ED. DIST.
X	MILROY
X	MILROY AREA CHARTER SCHOOL
X	MINISINAAKWAANG LEADERSHIP ACADEMY
X	MINNEAPOLIS
	MINNEAPOLIS ACADEMY
	MINNEOTA
	MINNESOTA INTERNSHIP CENTER
X	MINNESOTA NEW COUNTRY SCHOOL
X	MINNESOTA NORTH STAR ACADEMY
X	MINNESOTA ONLINE HIGH SCHOOL
	MINNESOTA RIVER VALLEY EDUCATION DIST.
	MINNESOTA TRANSITIONS CHARTER SCH
	MINNESOTA VALLEY ED. DIST.
X	MINNETONKA
	MINNEWASKA
X	MONTEVIDEO
X	MN INTERNATIONAL MIDDLE CHARTER

X	MONTICELLO
	MN INTERNSHIP CENTER
X	MOOSE LAKE
	MONTGOMERY-LONSDALE
X	MOORHEAD
	MOOSE LAKE
X	MORA
X	MORRIS
	MORRIS
X	MOUNTAIN IRON-BUHL
X	MOUNDS VIEW
	MOUNTAIN LAKE
X	MURRAY COUNTY CENTRAL
X	N.E. METRO INTERMEDIATE DIST. 916
X	N.R.H.E.G.
	NASHWAUK-KEEWATIN
X	NAYTAHWAUSH COMMUNITY SCHOOL
X	NEVIS PUBLIC SCHOOLS
	NERSTRAND CHARTER SCHOOL
	NETT LAKE
X	NEW CENTURY CHARTER SCHOOL
	NEW CITY CHARTER SCHOOL
	NEW DISCOVERIES MONTESSORI ACADEMY
	NEW HEIGHTS CHARTER SCHOOL
X	NEW LONDON-SPICER
	NEW MILLENNIUM ACADEMY CHARTER SCHOOL
X	NEW SPIRIT SCHOOL
X	NEW ULM
X	NEW PRAGUE
X	NEW YORK MILLS
X	NEW VISIONS CHARTER SCHOOL
	NICOLLET
	NOBLE ACADEMY
X	NORTH BRANCH
X	NORMAN COUNTY EAST
	NORMAN COUNTY WEST
X	NORTH SHORE COMMUNITY SCHOOL
	NORTH CENTRAL SERVICE COOPERATIVE
	NORTH LAKES ACADEMY CHARTER
X	NORTH ST. PAUL-MAPLEWOOD
X	NORTHFIELD
X	NORTHLAND COMMUNITY SCHOOLS
X	NORTHEAST SERVICE COOPERATIVE
	NORTHERN LIGHTS COMMUNITY SCHOOL
	NORTHLAND LEARNING CENTER

X	NORTHWEST PASSAGE HIGH SCHOOL
	NORTHWEST SERVICE COOPERATIVE
X	NOVA CLASSICAL ACADEMY
	NW SUBURBAN INTEGRATION DIST.
	ODYSSEY ACADEMY
	OGILVIE
X	OKLEE
	OH DAY AKI (HEART OF THE EARTH) CHARTER SCHOOL
X	ORONO
	ONAMIA
	ORONO
X	ORTONVILLE
	OSAKIS
X	OSSEO
	OWATONNA
	PACT CHARTER SCHOOL
X	PARK RAPIDS
X	PARKERS PRAIRIE
X	PAIDEIA ACADEMY CHARTER SCHOOL
	PARTNERSHIP ACADEMY CHARTER SCHOOL
X	PAYNESVILLE
	PELICAN RAPIDS
	PEQUOT LAKES
X	PERHAM
	PERPICH CENTER FOR ARTS EDUCATION
	PIERZ
	PILLAGER
X	PINE CITY
	PILLAGER AREA CHARTER SCHOOL
X	PINE ISLAND
	PINE GROVE LEADERSHIP ACADEMY
X	PINE POINT
X	PINE RIVER-BACKUS
X	PIPESTONE-JASPER
	PLAINVIEW-ELGIN-MILLVILLE
X	PLUMMER
X	PRAIRIE CREEK COMMUNITY SCHOOL
X	PRAIRIE SEEDS ACADEMY
X	PRINCETON
X	PRIOR LAKE
X	PROCTOR
	PRESTIGE ACADEMY CHARTER SCHOOL
	PROCTOR
X	RANDOLPH
	QUEST ACADEMY

X	RECOVERY SCHOOL OF SOUTHERN MN
	RED LAKE
X	RED LAKE FALLS
X	RED ROCK CENTRAL
X	RED WING
X	RENVILLE COUNTY WEST
	REDWOOD FALLS AREA SCHOOLS
X	RICHFIELD
	RIDGEWAY COMMUNITY CHARTER SCHOOL
	RIVER HEIGHTS CHARTER SCHOOL
X	RIVERBEND ACADEMY CHARTER SCHOOL
X	RIVERWAY LEARNING COMMUNITY CHTR
	ROBBINSDALE
	ROCHESTER MATH & SCIENCE ACAD
X	ROCHESTER OFF CAMPUS CHARTER HIGH
X	ROCHESTER PUBLIC SCHOOLS
X	ROCKFORD
X	ROCORI
X	ROSEAU
X	ROSEVILLE
X	ROSEMOUNT-APPLE VALLEY-EAGAN
	ROTHSAY
	ROUND LAKE
X	ROYALTON
X	RUSH CITY
X	RUSHFORD-PETERSON
	RUNESTONE AREA EDUCATION DISTRICT
	RUSSELL-TYLER-RUTHTON
X	SARTELL
X	SAGE ACADEMY CHARTER SCHOOL
	SAUK CENTRE
	SAUK RAPIDS
X	SEBEKA
X	SCHOOLCRAFT LEARNING COMMUNITY CHTR
X	SHAKOPEE
	SEVEN HILLS CLASSICAL ACADEMY
	SIBLEY EAST
	SKILLS FOR TOMORROW CHARTER SCHOOL
	SLEEPY EYE
X	SOBRIETY HIGH CHARTER SCHOOL
	SOJOURNER TRUTH ACADEMY
	SOUL ACADEMY
	SOUTH CENTRAL SERVICE COOPERATIVE
	SOUTH KOOCHICHING-RAINY RIVER DISTRICT
X	SOUTH WASHINGTON COUNTY SCHOOLS

	SOUTH ST. PAUL
	SOUTHEAST SERVICE COOPERATIVE
X	SOUTHLAND
X	SOUTHSIDE FAMILY SCHOOL
	SOUTHWEST/WEST CENTRAL SERVICE COOPERATIVE
X	SPECTRUM HIGH SCHOOL
	SPRING GROVE
X	SPRINGFIELD SCHOOL DISTRICT
X	SPRING LAKE PARK
X	ST. ANTHONY-NEW BRIGHTON
	ST. CHARLES
	ST. CLAIR
	ST. CLOUD
	ST. CROIX PREPARATORY ACADEMY
X	ST. FRANCIS
	ST. JAMES
	ST. LOUIS COUNTY
X	ST. LOUIS PARK
X	ST. MICHAEL-ALBERTVILLE
X	ST. PAUL
	ST. PAUL CONSERVATORY PERFORMING ART
X	ST. PETER
	STAPLES-MOTLEY
X	STEPHEN-ARGYLE CENTRAL SCHOOLS
	STEWARTVILLE
	STILLWATER AREA SCHOOLS
X	STONEBRIDGE COMMUNITY SCHOOL
	STRIDE ACADEMY CHARTER SCHOOL
X	STUDIO ACADEMY CHARTER SCHOOL
	SWAN RIVER MONTESSORI CHARTER SCHOOL
	SWANVILLE
	TAREK IBN ZYAD ACADEMY
	TEAM ACADEMY
X	THIEF RIVER FALLS
	TRACY
	TREKNORTH CHARTER HIGH SCHOOL
X	TRI-COUNTY
X	TRIO WOLF CREEK DISTANCE LEARNING
	TRITON
	TRUMAN
X	TWIN CITIES ACADEMY
X	TWIN CITIES GERMAN IMMERSION CHARTER
	TWIN CITIES INTERNATIONAL ELEM. SCHOOL
X	UBAH MEDICAL ACADEMY
	ULEN-HITTERDAL

X	UNDERWOOD
X	UNITED SOUTH CENTRAL
X	UPSALA
	URBAN ACADEMY
	VALLEY CROSSING COMMUNITY SCHOOL
	VERNDALE
	VIRGINIA
X	VOYAGEUR EXPEDITIONARY CHARTER
X	WABASHA-KELLOGG
	WABASSO
X	WACONIA
X	WADENA-DEER CREEK
X	WALKER-HACKENSACK-AKELEY
X	WARREN-ALVARADO-OSLO
	WARROAD
X	WASECA
X	WATERSHED HIGH SCHOOL
X	WATERTOWN-MAYER PUBLIC SCHOOLS
X	WATERVILLE-ELYSIAN-MORRISTOWN
X	WAUBUN
	WAYNEWOOD SCHOOL OF HOPE
	WAYZATA
X	WEST CENTRAL AREA
X	WEST CENTRAL ED. DISTRICT
	WEST METRO EDUCATION DISTRICT
	WEST ST. PAUL-MENDOTA HEIGHTS-EAGAN
	WESTBROOK-WALNUT GROVE
X	WRENSHALL
	WHEATON AREA SCHOOL
X	WHITE BEAR LAKE
	WILLMAR
	WILLOW RIVER
X	WINDOM
X	WIN-E-MAC
	WINONA
	WOODSON INST. FOR EXCELLENCE CHART.
	WORLD LEARNER CHARTER SCHOOL
X	ZUMBROTA-MAZEPPA
	WORTHINGTON AREA LANGUAGE ACADEMY
X	WESTONKA
	WRIGHT TECHNICAL CENTER
	YANKTON COUNTRY CHARTER SCHOOL
X	WORTHINGTON
X	YINGHUA ACADEMY
X	YELLOW MEDICINE EAST