



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

February 2010

**Report
To the
Legislature**

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

COMMISSIONER:

Alice Seagren

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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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STATUS OF K-12 WORLD LANGUAGE EDUCATION IN MINNESOTA 2010

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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 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 third 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 teach to reach all kinds of learners?

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 indicate that:

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 2008, 8 percent of elementary students studied world language, 21 percent of middle-grade students studied world language and 38 percent of high school students studied world language in Minnesota.
- 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 and settings.
- Comparing 2000 to 2009, 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.

World Language Teacher Shortage

- Comparing 2002 to 2009, 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.
- The number of people completing world language teacher preparation programs remain steady; however more language diversity is needed to meet the diverse student populations and varying state/national needs. The number of completers do not fill the world language teacher shortage needs statewide.

Access to World Languages Statewide

- 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.
- 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 2010)
- 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**

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.

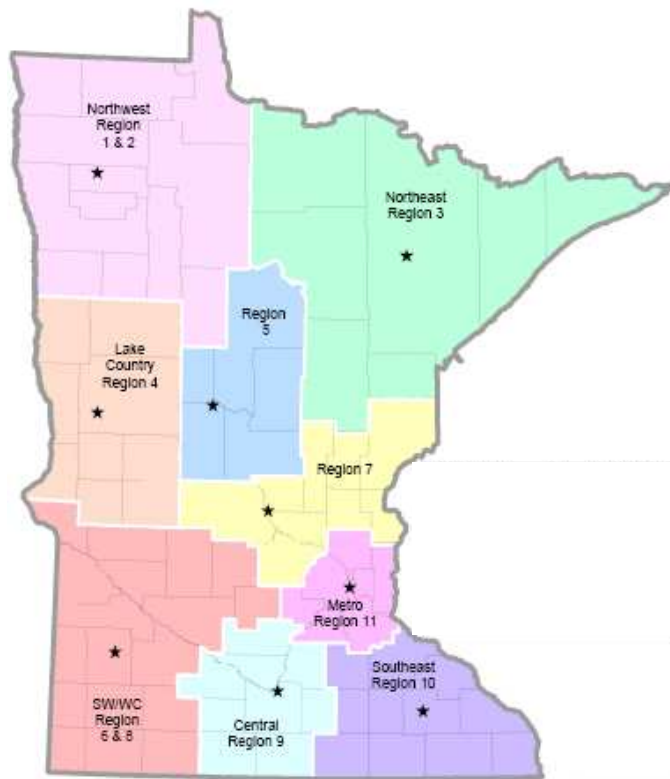
B. The K-12 World Language Survey 2010

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 December 2009. Of the 520 survey invitations, 162 were returned, a response rate of 31percent. The response rates for 2008 and 2009 were 50 percent and 58 percent respectively. 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	Location	Total Number of Districts	2010 Survey Respondents	Response Percentage
1 and 2	Northwest	49	24	49%
3	Northeast	45	16	36%
4	Lake Country	41	7	17%
5	Central	29	9	31%
6 and 8	Southwest and West Central	73	19	26%
7	East Central	56	13	23%
9	South Central	41	11	27%
10	Southeast	58	16	28%
11	Metro	158	43	27%



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	11%	17
Suburban	23%	37
Rural	66%	106
Did not supply descriptor	0 %	2
Total	100%	162

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 thorough in the future 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. Currently, immersion teachers are reported according to teaching assignments (Grade 2, Middle School Social Studies, etc.) 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.

E. Report Findings

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

- **Languages:** 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 1 for specific data.

- The following language enrollments rose more than 5 percent from 2008 to 2009:

Language	2006	2007	2008	2009	Percent Increase
Chinese	1,233	2,216	3,005	5,575	86%
Japanese	1,806	1,579	1,390	1,771	27%
Spanish	117,780	116,188	122,717	133,243	9%

- The following language enrollments fell more than 5 percent from 2008 to 2009:

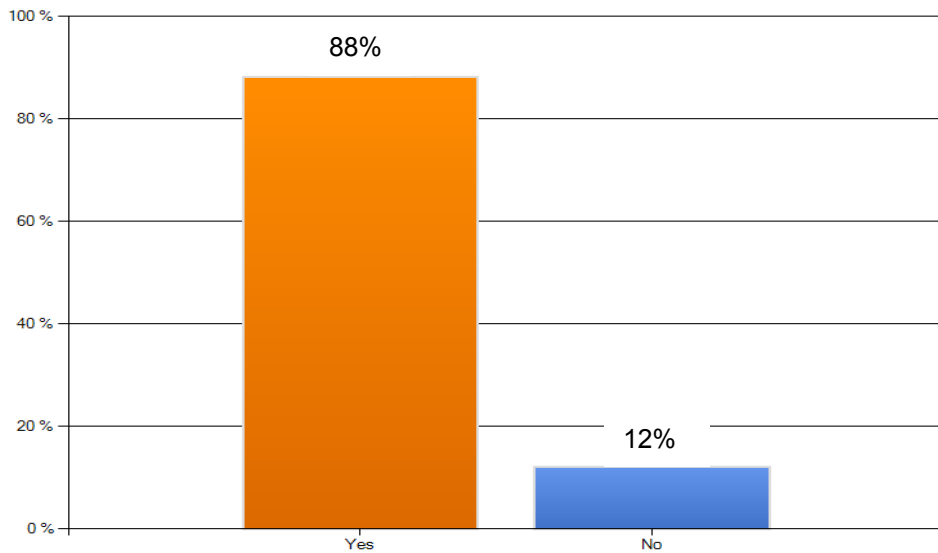
Language	2006	2007	2008	2009	Percent Decrease
American Sign	2,666	2,568	2,528	2,318	- 8%
Ojibwe	1,150	1,468	1,468	941	- 36%

- **Statewide enrollment:** Comparing 2000 to 2009, overall world language enrollments have increased, while total K-12 student population has decreased, changing the percentage of Minnesota students engaged in language study from 17 percent to 21 percent. The overall percentage rose from 20 percent in 2008 to 21 percent in 2009.
- **Equitable access:** 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. 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).
- **K-8 program models:** A wide range of program models exists for K-8 language instruction: exploratory, core subject, immersion and secondary coursework. Districts can find Minnesota models that suit their goals and settings.
- **Professional development:** Technology integration, strategies for teaching all learners, curriculum development and assessment top the list of professional development needs.
- **Future district plans:** At the present time, 70 percent of the responding school districts are not planning for the additions and expansions to world language programming that they or their communities would like to see. Funding is listed as the number one reason that future planning has been slow. Survey findings report that communities would like to see the following changes in their local schools: expand the number of languages offered (39 percent), extend language offerings to middle school grades (25 percent), extend language offerings to elementary grades (25 percent), add or increase courses

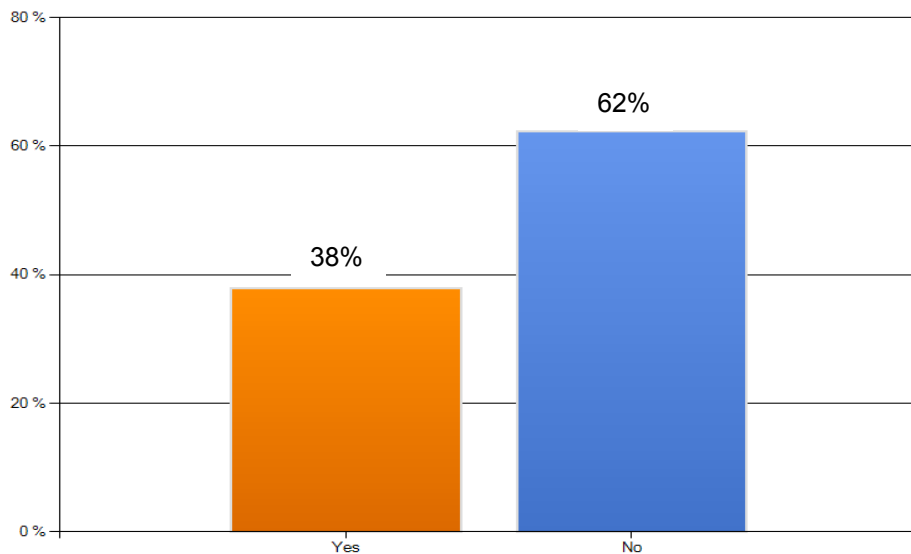
where students have the option of earning college language credit (17 percent), and add or increase elementary language immersion programs (17 percent).

- **21st century:** Survey respondents agreed (88 percent) 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 38 percent gave an affirmative answer. Several survey respondents added comments about fewer resources to allocate for language programs, finding a licensed teacher and developing a curriculum allowing all students to be successful. These then become challenges in realizing a vision where all Minnesota students are provided an equal opportunity to access world languages.

Is world language study a critical component to prepare students for the 21st century?



Should world language be a Minnesota high school graduation requirement?



National and Minnesota World Language Status Comparisons

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>.

This Minnesota report will describe the state's world language education status within the national context of the Center for Applied Linguistics 2008 survey findings.

A. Enrollment Trends

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).

In this same 2007-2008 school year, world language was offered in *13 percent of Minnesota PK-6 schools* (Table 2). This is lower than the national average of 25 percent. Adding the number of middle school and junior high buildings together, world language is offered in *52 percent of the middle grade buildings*, lower than the national average of 58 percent. Adding together the configurations that include grades 9-12, world language is offered in *61 percent of the high school buildings*, considerably lower than the national average of 91 percent.

Percentage of Schools Sites Offering World Language in 2008

Grade Band	Minnesota 2008	National Average 2008
Elementary, PK-6 Sites	13%	25%
Middle and Junior High Sites	52%	58%
High School Sites	61%	91%

The above chart gives a snapshot of which grade levels have access to world language study. A look at the number of students actually engaged in language learning within these groupings paints a picture with more details. Taking the same grade band groupings, 8 percent of elementary students have world language, 21 percent of middle-grade students have world language and 38 percent of high school students have world language.

Minnesota and the nation exhibit several common trends. The CAL study indicates an inequity of access to language study in rural schools and in schools with high percentages of students from low socioeconomic backgrounds. Minnesota surveys indicate fewer opportunities to study languages in small schools, rural and urban settings than in suburban settings. Data on the relationship of socioeconomic status and access to language study has not been collected within the state. Minnesota's patterns of language choice mirror the national trends as well. Spanish is by far the most common language studied at every level. Chinese and Arabic are on the rise nationally. French, German, Japanese and Russian are on a national decline.

B. World Language Teacher Shortages

The CAL 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. In addition, 36 percent of public elementary school foreign language teachers were not certified at all or were not certified for foreign language teaching at the elementary level.

Tables 3, 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 3 shows the statewide full-time equivalents (FTE) for world language teachers from fiscal years 2000-2009. The data shows an increase in Spanish from 737 FTE to 866 FTE. French has decreased from 215 FTE to 154 FTE. German has decreased from 169 FTE to 125 FTE. Chinese has increased from 7 FTE to 36 FTE. The overall number of world language FTE has remained stable when compared to the decreasing K-12 student population.

Table 4 shows a detail of the world language licensures for 2008-2009. Overall, most world language teachers were fully licensed (91percent). The remaining 9 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, French and German have the highest percentage of fully licensed teachers (100 percent, 98 percent and 95 percent respectively) followed by Spanish (93 percent), Japanese (88 percent), and Latin (76 percent). 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. Candidates for other languages will find similar scenarios. Table 7 lists the number of teacher preparation programs available to each language. For languages other than French, German and Spanish, a candidate may only have access to one or two preparation program options.

Table 5 shows the number of teachers with unexpired licenses by language from 2002-2009. 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 (18 percent) and German (23 percent) teachers than for Spanish (2 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.

Minnesota Department of Education World Language Pilot Grants

The 2007 legislature allocated \$500,000 for World Language Pilot Program Grants to create or to build 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. Each grantee completed products, or plans, still in use on site. Projects were shared with other schools across Minnesota. Reports are available through the Minnesota Department of Education.

World Language Pilot Grants - Completed Projects

Cass Lake – Bena Public Schools

This high school project implemented a strategy for revitalization of the Ojibwe language. Classroom study was combined with summer language and cultural immersion experiences. Experiential learning integrated language study with science and math concepts while students participated in activities such as wigwam making and the gathering of maple syrup and wild rice.

Fridley Public Schools

The school district partnered with Concordia Language Villages to create Chinese language immersion experiences both inside and outside of the classroom. Interdisciplinary teacher teams created modules that combined five levels of language learning with math, science, humanities, English and physical education concepts. The project culminated with the urban students doing three days of immersion activities at Wilder Forest in Marine on the St. Croix. Older, more advanced language students mentored younger students through the activities.

Minneapolis Public Schools

The Minneapolis project extended the high school Arabic program to the middle grades. There are no published Arabic curriculums designed for this age group so resources were spent in writing original curriculum and creating materials. District personnel attended a regional language conference where they were able to network with budding Arabic programs in other states. The entire student population of Sanford Middle School engaged in storytelling, art, calligraphy, music and language activities during “Discover Arabic Week” designed to bring awareness and appreciation of the local diverse community and to spark student interest to sign up for the Arabic class.

Twin Cities German Immersion School

The Minnesota World Language Pilot Grant provided the resources to create thematic curriculum kits to teach the German language in art, music, science and physical education of grades K-4. Understanding the language used in academic contexts results in higher student achievement in these content areas for students in an immersion setting. The project design can be replicated in other languages.

Yinghua Academy

Yinghua Academy is the first Chinese elementary immersion program in the Midwest. The Minnesota World Language Pilot Grant enabled Yinghua to conduct a thorough review and revision of their curriculum. Developing literacy in Mandarin Chinese is a unique challenge. An age-appropriate assessment to measure literacy development for immersion language learners did not exist. One of the grant projects created assessments in literacy development, mathematics and science. The faculty participated in professional development activities and hosted a curriculum conference for K-6 Chinese teachers and school administrators.

The *Status of K-12 World Languages in Minnesota 2009* describes details from all five projects. It is available on the Department of Education Website (www.education.state.mn.us).

World Language Proficiency Certificates

A. Minnesota Legislation 2009

In 2009, Minnesota Statute section 120B.022, Elective Standards, was revised to define criteria to award students a Minnesota World Language Proficiency Certificate.

Minnesota Statute Section 120B.022, Elective Standards

(c) Any Minnesota public, charter, or nonpublic school may award Minnesota World Language Proficiency Certificates or Minnesota World Language Proficiency High Achievement Certificates, consistent with this subdivision.

The Minnesota World Language Proficiency Certificate recognizes students who demonstrate listening, speaking, reading, and writing language skills at the American Council on the Teaching of Foreign Languages' Intermediate-Low level on a valid and reliable assessment tool. For languages listed as Category 3 by the United States Foreign Service Institute or Category 4 by the United States Defense Language Institute, the standard is Intermediate-Low for listening and speaking and Novice-High for reading and writing.

The Minnesota World Language Proficiency High Achievement Certificate recognizes students who demonstrate listening, speaking, reading, and writing language skills at the American Council on the Teaching of Foreign Languages' Pre-Advanced level for K-12 learners on a valid and reliable assessment tool. For languages listed as Category 3 by the United States Foreign Service Institute or Category 4 by the United States Defense Language Institute, the standard is Pre-Advanced for listening and speaking and Intermediate-Mid for reading and writing.

B. Background

The Minnesota World Language Proficiency Certificate is a mechanism for recognizing, valuing and celebrating all students who achieve oral and written communicative competence in more than one language. It is created to encourage two population groups toward the goal of plurilingualism: for English speakers to develop skills in world language(s) and for English Language Learners to not only develop English skills but also to maintain and develop proficiency in their native language(s).

This certificate was a recommendation from the Chinese Language Programs Report to the Legislature in January 2007. The idea was developed by the Department of Education, in consultation with the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, the World Language Quality Teaching Network and World Language and English Language Learner Supervisors from Minneapolis and Saint Paul Schools.

Any district or charter school wanting to award the Minnesota World Language Proficiency Certificate must meet the minimum standards set by the state. The required language proficiency skills must be demonstrated on a valid and reliable proficiency assessment. These consistencies are essential to maintaining equitable value to the certificates given across the state.

C. Rationale

The Minnesota World Language Proficiency Certificate will be a motivator for world language students to complete extended sequences of language study. The prevalent trend in high schools is for students to stop after completing two years of study. This amount of time commitment does not result in the achievement of useable language skills. The World

Language Proficiency Certificate is an incentive for students and districts to set a language goal of more intense rigor resulting in the attainment of real-world relevant language skills.

The Minnesota World Language Proficiency Certificate also motivates students already speaking languages other than English to maintain and further develop their valuable language skills. In the case where students speak a language but do not read or write it, the Minnesota World Language Proficiency Certificate motivates them to develop literacy in their native language. The certificate recognizes native language proficiency as a valued asset.

D. Two Certificate Levels Defined

Minnesota World Language Proficiency Certificate

The standard for a district to award the Minnesota World Language Proficiency Certificate is for students to demonstrate Intermediate-Low oral and written skills using the criteria established by the American Council on the Teaching of Foreign Languages. Special consideration is given to languages recognized as more difficult for English speakers (Arabic, Cantonese, Japanese, Korean and Mandarin) where the standard is set at Intermediate-Low for oral language and Novice-High for written language. American Sign Language candidates must demonstrate Intermediate-Low proficiency skills in both receptive and expressive communication modes.

Minnesota World Language Proficiency High Achievement Certificate

A second certificate, the Minnesota World Language Proficiency High Achievement Certificate, will recognize those students who go well beyond the standard demonstrating oral and written language proficiency at the Pre-Advanced Level for K-12 Learners. Special consideration is given to languages recognized as more difficult for English speakers (Arabic, Cantonese, Japanese, Korean and Mandarin) where the high achievement standard is set at Pre-Advanced for oral language and Intermediate-Mid for written language. American Sign Language candidates must demonstrate Pre-Advanced proficiency skills in both receptive and expressive communication modes.

E. Assessments

Currently, two assessments have been identified as meeting the statute's criteria for a valid and reliable assessment tool. Both were developed at U. S. Department of Education Language Resource Centers.

One is the *Standards-based Measurement of Proficiency* (STAMP) developed by the Center for Applied Second Language Studies located at the University of Oregon, Portland (www.casls.uoregon.edu). The STAMP test is available in Chinese, French, German, Italian, Japanese and Spanish. This Web-based assessment measures reading, writing and speaking proficiencies ranging from Novice-Low to Intermediate-Mid on the American Council on the Teaching of Foreign Language Scale. Future versions will include Advanced and Superior Proficiency levels, several additional languages, as well as listening and contextualized grammar sections.

The other assessment is the *Minnesota Language Proficiency Assessment* (MLPA) developed by the Center for Advanced Research on Language Acquisition (CARLA) located at the University of Minnesota (www.carla.umn.edu). The MLPA were developed, field-tested and revised by the CARLA assessment staff in close collaboration with the language faculty and staff at the University and K-16 language teachers from across Minnesota. The MLPA are available at two-proficiency levels, Intermediate-Low and Intermediate-Mid/High and are available for online administration, the online delivery of the speaking assessment is in its piloting phase. A CD-mediated version is still available. Reading and listening components are rated online, while the writing and speaking are rater-scored on a pass/fail holistic rubric. Rater training for teachers is provided.

Minnesota Visiting Teacher Program

The Minnesota Department of Education (MDE) recognizes the need for Minnesota school districts to find trained Chinese language teachers. In 2008, the Minnesota Department of Education signed a Memorandum of Understanding with the Hanban (Chinese Language Council International) in Beijing, China that created a process for Minnesota districts to contract teachers from China. The department facilitates the selection of candidates, sponsors J1 visas for visiting teachers, coordinates orientation and provides assistance as necessary to place teachers of Chinese as a foreign language in Minnesota classrooms.

The Confucius Institute at the University of Minnesota (CIUMN) works with the Department of Education to facilitate these teacher and school exchanges. CIUMN is a collaborative initiative between the University of Minnesota, the Hanban, and Capital Normal University in Beijing. The collaboration was created to promote the study of Chinese language and culture throughout the entire state of Minnesota.

The Minnesota Visiting Teacher Program was launched for the 2009-2010 school year. Three Chinese teachers are currently contracted by Minnesota schools, two at Yinghua Academy and one at Achieve Academy. The program is set to continue and to develop further in subsequent years.

In addition, the Department of Education just signed a Memorandum of Understanding with Beijing Teachers Training Center for Higher Education at Capitol Normal University in January 2010. This agreement establishes a second network for bringing Chinese teachers to the state. Each year, 5-10 teachers may be employed by Minnesota schools under the district's standard one-year renewable contract. The Department will facilitate the assignment of teachers from China who are specifically qualified to teach in Minnesota schools districts. The Beijing Teachers Training Center, Department of Education and participating districts work collaboratively to select, train, orientate, mentor and supervise the teachers in K-12 schools.

Recommendations

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 and 2009), *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 for world language education. Ohio and Oregon developed road maps to build their states' capacities for language education. Asia Society publications list and describe dozens of state-level initiatives across the country: *States Prepare for the Global Age*, *Going Global: Preparing Our Students for an Interconnected World* and *Teacher Preparation for the Global Age: The Imperative for Change*. 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.
- 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 continue 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 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 – 2009

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
American Sign Language	2,135	3,431	3,660	3,907	3,104	2,666	2,568	2,528	2,318
Chinese	838	839	1,163	1,244	762	1,233	2,216	3,005	5,575
French	24,084	28,125	25,333	24,187	21,699	21,365	19,562	18,012	18,247
German	16,985	18,098	15,812	15,580	14,018	14,248	14,200	13,645	13,317
Hebrew	0	0	0	25	0	39	39	30	30
Italian	15	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
Latin	880	845	923	858	1,154	1,305	1,451	1,519	1,563
Ojibwe	309	1,785	756	252	519	648	1,150	1,468	941
Others not listed	413	316	985	932	1,546	1,027	1,295	1,830	2,773
Russian	684	453	176	151	351	90	150	202	137
Spanish	97,996	120,782	119,309	117,226	110,243	117,780	116,188	122,717	133,243
TOTALS	145,236	175,990	169,345	165,547	154,865	162,207	160,398	166,346	179,915
Total K-12 Student Population	844,926	841,697	836,821	832,039	827,130	827,363	828,243	825,603	835,934
Percentage Studying a World Language	17%	21%	20%	20%	19%	20%	19%	20%	21%
Annual Percentage Change		+4%	- 1%	0%	- 1%	1%	- 1%	- 1%	1 %

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 2
Minnesota World Language Data by Grade Level Bands 2007 – 2008

Percentage of Sites Offering World Languages

	School Site Classifications	Total Number of Sites	Sites with World Language	Percentage with World Language
Total Elementary Sites	Elementary (PK-6)	959	125	13%
		959	125	13%
Total Middle Grades Sites	Middle School (5-8)	189	91	48%
	Junior High (7-8 or 7-9)	46	31	67%
		235	122	52%
Total High School Sites	Senior High (9-12)	238	96	40%
	Secondary (7-12)	205	180	88%
	Elem/Sec Combo (K-12)	16	5	31%
		459	281	61%
Other Sites	Data not reported by site	4	4	100%
	Area Learning Center	176	8	5%
	Area Learning Program	37	1	3%
	Distance Learning (state approved)	13	7	54%
	Miscellaneous Program (limited assignment)	13	1	8%
Grand Total		1,896	553	29%

Enrollments by Grade Level Bands

	School Site Classifications	Student Enrollment	Students with World Language	Percentage of Students with World Language
Total Elementary	Elementary (PK-6)	385,028	29,857	8%
		385,028	29,857	8%
Total Middle Grades	Middle School (5-8)	117,913	20,424	17%
	Junior High (7-8 or 7-9)	28,679	9,648	34%
		146,592	30,072	21%
Total High School	Senior High (9-12)	206,820	86,348	42%
	Secondary (7-12)	63,069	16,476	26%
	Elem/Sec Combo (K-12)	3,570	1,082	30%
		273,459	103,906	38%
Other	Data not reported by site	NA	894	
	Area Learning Center	10,734	839	8%
	Area Learning Program	1,310	9	1%
	Distance Learning (state approved)	2,517	562	22%
	Miscellaneous Program (limited assignment)	539	207	38%
Grand Total		820,179	166,346	20%

Source: Minnesota Department of Education, Staff Automated Report (STAR) 2008

Table 3
World Language Full-Time Equivalents (FTE) by Language FY 2001 - 2009

Statewide K-12 World Language FTE (Rounded to the nearest whole number)										
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Gain or Loss
American Sign Language	21	27	28	32	32	29	31	31	26	+5
Chinese	7	8	7	7	6	8	15	25	36	+29
French	215	203	199	190	180	176	170	154	154	- 61
German	169	150	147	144	141	139	138	132	125	- 44
Hebrew	0	0	0	1	0	1	1	1	1	+1
Italian	.2	0	0	0	0	0	0	0	0	0
Japanese	9	15	14	12	13	13	13	13	13	+4
Latin	7	7	7	8	9	10	11	11	13	+6
Ojibwe	2	6	6	5	4	7	8	13	10	+8
Others not listed	3	3	7	6	11	5	6	12	21	+18
Russian	5	4	4	3	2.0	2	2	2	2	- 3
Spanish	737	745	774	773	793	807	828	844	866	+129
TOTALS	1,176	1,166	1,193	1,179	1,190	1,195	1,222	1,238	1,267	+91
Total K-12 Student Population	844,926	841,697	836,821	832,039	827,130	827,363	828,243	825,603	835,934	- 8,992
Teacher Student Ratio	1:718	1:721	1:701	1:705	1:695	1:692	1:678	1:667	1:660	- 1:58

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

Note: The teacher-to-student ratio has remained relatively constant. It indicates the world language teacher shortage - for every world language teacher full-time equivalent, there are approximately 700 students.

**Table 4
Licensure of Employed Minnesota World Language Teachers 2008-2009**

Assignment Area	Total Headcount	Standard 5-Year License	Variance	Community Expert	Limited	Non Renewable	Teaching Without License (Violation)	
American Indian Language and Culture	48	47	0	0	1	0	0	
American Sign	28	6	18	3	0	0	1	
Chinese	43	10	1	24	7	1	0	
French	227	222	1	2	1	1	0	
German	191	185	3	0	3	0	0	
Hebrew	1	0	0	1	0	0	0	
Latin	17	13	0	0	3	0	1	
Japanese	17	15	0	1	1	0	0	
Ojibwe	13	12	0	1	0	0	0	
Russian	4	4	0	0	0	0	0	
Spanish	1072	993	34	8	25	2	10	
Totals	1661	1507	57	40	41	4	12	
		91%	9%					

*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) 2008-2009

Licensure Category Definitions

- Standard 5-Year Completed all 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 bachelor of arts degree, but not in education
- Non-renewable Licensed teacher in an assignment out of their subject area currently enrolled in a teacher education program

Table 5
Number of Minnesota Teaching Licenses by Language 2002-2009

License Area	2002	2003	2004	2005	2006	2007	2008	2009	Change 2002-09
American Indian Language and Culture	NA	NA	NA	139	134	134	129	119	-20
American Sign Language	1	1	1	2	2	2	5	9	8
Arabic	3	3	3	3	2	1	1	1	-2
Chinese	17	17	15	18	17	19	18	22	5
French	1,461	1,383	1,309	1,400	1,358	1,333	1,225	1,203	-258
German	1,387	1,290	1,213	1,261	1,232	1,189	1,094	1,061	-326
Hebrew	3	2	2	2	2	2	2	2	-1
Japanese	29	29	29	32	32	31	32	33	4
Latin	NA	148	116	256	248	245	200	201	53
Norwegian	18	16	16	23	23	22	20	20	2
Ojibwe	11	11	11	13	13	13	13	12	1
Polish	0	0	0	1	1	1	1	1	1
Russian	117	111	101	92	91	91	89	84	-33
Spanish	2,742	2,617	2,519	2,765	2,684	2,609	2,629	2,701	41
Swedish	NA	NA	NA	15	14	12	8	8	-7
Total Language Teachers	5,789	5,628	5,335	6,022	5,853	5,704	5,466	5,477	-312
Total K-12 Student Population	841,697	836,821	832,039	827,130	827,363	828,243	825,603	823,234	- 18,463
Teacher to Student Population	1:145	1:149	1:156	1:137	1:141	1:145	1:151	1:150	- 1:5

Source: Minnesota Department of Education, Unexpired Teacher Licensure Data

Note: One teacher may hold multiple licenses. The table shows the number of current licenses, not the number of teachers.

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						
World Languages K-12, American Sign Language	0	0	0	0	0	0
World Languages K-12, Arabic	0	0	0	0	0	0
World Languages K-12, Classical (Greek and Latin)	0	1	2	0	0	1
World Languages K-12, Chinese	0	0	1	1	0	1
World Languages K-12, French	18	17	14	21	7	14
World Languages K-12, German	13	15	8	4	0	7
World Languages K-12, Hebrew	0	0	0	0	0	0
World Languages K-12, Italian	0	0	0	0	0	0
World Languages K-12, Japanese	0	2	2	1	0	1
World Languages K-12, Russian	2	0	0	0	0	0
World Languages K-12, Spanish	66	78	71	57	26	66
Subtotal	99	113	98	84	33	90
Specialty Added to a K-6 Elementary or 7-12 Language						
K-8 World Language Specialty, French	4	8	7	7	1	9
K-8 World Language Specialty, German	2	2	2	0	0	4
K-8 World Language Specialty, Latin	0	0	0	0	0	0
K-8 World Language Specialty, Norwegian	0	0	0	0	0	0
K-8 World Language Specialty, Ojibwe	3	2	2	4	0	1
K-8 World Language Specialty, Russian	0	0	0	0	0	0
K-8 World Language Specialty, Spanish	37	41	30	37	2	34
Subtotal	46	53	41	48	3	48
TOTALS						
Total, American Sign Language and Deaf Culture	0	0	0	0	0	0
Total, Arabic	0	0	0	0	0	0
Total, Classical (Greek and Latin)	0	1	2	0	0	1
Total, Chinese	0	0	1	1	0	1
Total, French	22	25	21	28	8	23
Total, German	15	17	10	4	0	11
Total, Hebrew	0	0	0	0	0	0
Total, Italian	0	0	0	0	0	0
Total, Japanese	0	2	2	1	3	1
Total, Ojibwe	3	2	2	4	0	1
Total, Russian	2	0	0	0	0	0
Total, Spanish	103	119	101	94	28	100
Grand Totals	145	166	139	132	36	138

Source: Minnesota Association for Teacher Education Colleges <http://www.mnteacher.org>.

**Table 7
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	2
French	15
German	11
Hebrew	1
Italian	1
Japanese	1
Ojibwe	2
Norwegian	2
Polish	1
Russian	2
Spanish	19
Swedish	1
K-8 Specialty*	Number of Minnesota Programs
French	12
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
 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 Teacher Licensure Programs

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

APPENDIX A
K-12 World Language Survey 2010

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
 - Post secondary Option
 - IB Primary Years
 - IB Middle Years
 - 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.
- 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
K-12 World Language Survey 2010 Responding Districts and Charter Schools

The following districts and charter schools responded to the 2010 survey.

Aitkin	Global Academy
Albany	Grand Rapids
Alden	Greenbush-Middle River
Austin	Hermantown Public Schools
Badger	Hinckley-Finlayson Public Schools
Bagley	Holdingford
Beacon Academy Charter School	Hopkins
Becker	Intermediate School District 287
Big Lake	Inver Grove Heights
Blackduck	Ivanhoe
Brainerd	Janesville-Waldorf-Pemberton
Browns Valley	Jordan
Buffalo	La Crescent Montessori Academy
Burnsville	La Crescent-Hokah
Cedar Mountain	Lake Park-Audubon
Chatfield	Lakes Area Charter School
Chisago Lakes	Lakes International Language Academy
Community of Peace Academy	Lakeview
Concordia Creative Learning Academy	Lakeville
Cromwell	Lancaster
Crosslake Community Charter School	Laporte
Cyber Village Academy	Leroy
Cygnus Academy	Long Prairie-Grey Eagle
Dakota Area Community School	Long Tieng Academy
Dassel-Cokato	Lynd
Discovery Public School	Mahnomen
District 112	Main Street School of Performing Artists
Duluth	Mankato
Duluth Public Schools Academy	Maple River
East Metro Integration District 6067	Martin County West
East Range Academy Of Technology and Science	Melrose
Eden Prairie	Milaca
Edina	Milroy
Ellsworth	Milroy Area Charter School
Evansville	Montevideo
Fairmont Area Schools	Monticello
Farmington	Mounds View
Fergus Falls	Mountain Iron-Buhl
Fisher	Naytahwaush Community School
Forest Lake	Nevis Public Schools
Fridley	North Branch

The following districts and charter schools responded to the 2010 survey (continued).

North Shore Community School	United South Central
Northfield	Upsala
Northland Learning Center	Virginia
Norwood	Wabasha-Kellogg
Oklee	Waconia
Ortonville	Warren-Alvarado-Oslo
Pequot Lakes	Wayzata
Pillager	Westbrook-Walnut Grove
Pine City	Westonka
Plummer	Wheaton Area School
Princeton	White Bear Lake
Proctor	Willmar
Randolph	Willow River
Recovery School of Southern Minnesota	Win-E-Mac
Red Lake	Winona
Renville County West	Wrenshall
Riverbend Academy Charter School	Zumbrota-Mazeppa
Rochester	
Rockford	
Rosemount-Apple Valley-Eagan	
Roseville	
Russell-Tyler-Ruthton	
Sartell	
Sauk Rapids	
Sobriety High Charter School	
Sojourner Truth Academy	
South St. Paul	
South Washington County	
Southside Family School	
Springfield School District	
St. Cloud	
St. Louis Park	
St. Paul Conservatory of Performing Art	
Stillwater Area Schools	
Stonebridge Community School	
Studio Academy Charter School	
Team Academy	
Trio Wolf Creek Distance Learning	
Twin Cities Academy	
Twin Cities German Immersion Charter	
Underwood	

The following districts and charter schools did not respond to the 2010 survey.

A.C.G.C.	Brandon
Academia Cesar Chavez Charter School	Breckenridge
Achieve Language Academy	Brewster
Ada-Borup	Bright Water Elementary Charter
Adrian	Brooklyn Center
Agriculture And Food Sciences Academy	Browerville
Albert Lea	Buffalo Lake-Hector
Alexandria	Butterfield
Annandale	Byron
Anoka-Hennepin	Caledonia
Artech Charter School	Cambridge-Isanti
Ashby	Campbell-Tintah
Aspen Academy	Canby
Augsburg Fairview Academy	Cannon Falls
Aurora Charter School	Carlton
Austin	Carlton Public Schools
Avalon Charter School	Cass Lake
Balaton	Cedar Riverside Community School
Barnesville	Centennial
Barnum	Central Minnesota
Battle Lake	Central Minnesota Joint Powers District
Beacon Preparatory School	Chisholm
Belgrade-Brooten-Elrosa	Chokio-Alberta
Belle Plaine	Cities West Academy Charter
Bemidji	City Academy
Benson	Clarkfield Charter School
Benton-Stearns Education District	Clearbrook-Gonvick
Bertha-Hewitt	Cleveland
Best Academy	Climax
Birch Grove Community School	Clinton-Graceville-Beardsley
Bird Island-Olivia-Lake Lillian	Cloquet
Blooming Prairie	College Preparatory Elementary
Bloomington	Cologne Academy Charter
Blue Earth Area	Columbia Heights
Bluesky Charter School	Comfrey
Bluffview Montessori	Community School of Excellence
Braham	Concordia Creative Learning Academy
	Cook County
	Coon Rapids Learning Center

The following districts and charter schools did not respond to the 2010 survey (continued).

Crookston	Frazee
Crosby-Ironton	Freshwater Education District
Cyrus	Fridley School District
Davinci Academy of Arts and Sciences	Friendship Academy of Fine Arts Charter
Dawson-Boyd	Fulda
Deer River	G.F.W.
Delano	General Vessey Academy
Detroit Lakes	Glacial Hills Elementary School
Dilworth-Glyndon-Felton	Glencoe-Silver Lake
Dover-Eyota	Glenville-Emmons
Dugsi Academy	Goodhue
Dunwoody Academy	Goodhue County Education District
E.C.H.O. Charter School	Goodridge
Eagle Ridge Academy	Granada-Huntley-East Chain
Eagle Valley	Grand Meadow
East Central	Grand Rapids
East Grand Forks	Great Expectations Charter
Eden Valley-Watkins	Great River Education Center
Edgerton	Great River School
Edvisions Off Campus High School	Green Isle Community School
El Colegio Charter School	Greenbush-Middle River
Elk River	Greenway
Elom International Academy	Grygla
Ely	Hancock
Emily Charter School	Harbor City International Charter
Emily O. Goodridge-Grey Accelerated Charter School	Harvest Preparatory School/Seed Academy
Esko	Hastings
Eveleth-Gilbert	Hawley
Excell Academy for Higher Learning	Hayfield
Face-To-Face Academy	Hendricks
Faribault	Henning
Fertile-Beltrami	Herman-Norcross
Fillmore Central	Heron Lake-Okabena
Floodwood	Hiawatha Leadership Academy
Foley	Hiawatha Valley Education District
Fosston	Hibbing
Four Directions Charter Schools	High School For Recording Arts
Fraser Academy	Higher Ground Academy
	Hill City
	Hills-Beaver Creek

The following districts and charter schools did not respond to the 2010 survey (continued).

Hmong Academy Charter	Lester Prairie
Hope Community Academy Charter	Lesueur-Henderson
Hopkins	Lewiston
Houston	Lighthouse Academy of Nations
Howard Lake-Waverly-Winsted	Lincoln International Charter School
Hutchinson	Lionsgate Academy
Intermediate School District 287	Litchfield
Intermediate School District 917	Little Falls
International Falls	Littlefork-Big Falls
International Spanish Language Academy	Loveworks Academy for Arts
Isle	Luverne
Jackson County Central	Lyle
Jane Goodall Earth Sciences Academy	M.A.C.C.R.A.Y.
Jennings Community Learning Center	Mabel-Canton
Jewish Community Relations Council	Madelia
Kaleidoscope Charter School	Mahtomedi
Kasson-Mantorville	Maple Lake
Kelliher	Marshall
Kenyon-Wanamingo	Marshall County Central Schools
Kerkhoven-Murdock-Sunburg	Martin Luther College
Kimball	Math and Science Academy
Kingsland	McGregor
Kipp: Minnesota Charter	McLeod West Schools
Kittson Central	Medford
Lac Qui Parle Valley	Meeker and Wright Special Education Cooperative
Lafayette Public Charter School	Menahga
Lake Agassiz Special Education Cooperative	Mesabi East
Lake Benton	Metro Deaf Charter School
Lake City	Metro Education Service Unit
Lake Crystal-Wellcome Memorial	Metropolitan Learning Alliance
Lake of the Woods	Michael Frome Academy
Lake Superior	Mid State Education District
Lanesboro	Minisinaakwaang Leadership Academy
Laura Jeffrey Academy	Minneapolis
Learning @ Home Successfully	Minneapolis Academy
Learning for Leadership Charter	Minneota
LeCenter	Minnesota New Country School
	Minnesota Online High School
	Minnesota River Valley Education District
	Minnesota Transitions Charter School

The following districts and charter schools did not respond to the 2010 survey (continued).

Minnesota Valley Education District	Northwest Passage High School
Minnetonka	Nova Classical Academy
Minnewaska	Northwest Suburban Integration District
Minnesota International Middle Charter	Oak Land Learning Center
Minnesota Internship Center	Odyssey Academy
Montgomery-Lonsdale	Ogilvie
Moorhead	Onamia
Moose Lake	Orono
Mora	Osakis
Morris	Oshki Ogimaag Charter
Mounds View	Osseo
Mountain Lake	Owatonna
Murray County Central	Pact Charter School
Northeast Metro Intermediate District 916	Paideia Academy Charter School
N.R.H.E.G.	Paladin Academy
Nashwauk-Keewatin	Park Rapids
Naytahwaush Community School	Parkers Prairie
Nerstrand Charter School	Partnership Academy Charter School
Nett Lake	Paynesville
New Century Charter School	Pelican Rapids
New City Charter School	Perham
New Discoveries Montessori Academy	Perpich Center for Arts Education
New Heights Charter School	Pierz
New London-Spicer	Pillager Area Charter School
New Millennium Academy Charter School	Pine Grove Leadership Academy
New Prague	Pine Island
New Spirit School	Pine Point
New Ulm	Pine River-Backus
New Visions Charter School	Pipestone-Jasper
New York Mills	Plainview-Elgin-Millville
Nicollet	Prairie Creek Community School
Noble Academy	Prairie Seeds Academy
Nonpublic Education Council	Prestige Academy Charter School
Norman County East	Prior Lake
North Central Service Cooperative	Project Socrates
North Lakes Academy Charter	Quest Academy
North Shore Community School	Red Lake Falls
North St. Paul-Maplewood	Red Rock Central
Northern Lights Community School	Red Wing
Northland Community Schools	

The following districts and charter schools did not respond to the 2010 survey (continued).

Redwood Falls Area Schools	St. Paul
Richfield	St. Peter
Ridgeway Community Charter School	Staples-Motley
River Heights Charter School	Stephen-Argyle Central Schools
Riverway Learning Community Charter	Stewartville
Robbinsdale	Stride Academy Charter School
Rochester Math and Science Academy	Swan River Montessori Charter School
Rochester Off Campus Charter High	Swanville
Rocori	Tarek Ibn Zyad Academy
Roseau	Teach
Rothsay	Thief River Falls
Round Lake	Tracy
Royalton	Treknorth Charter High School
Runestone Area Education District	Tri-County
Rush City	Triton
Rushford-Peterson	Truman
Sage Academy Charter School	Twin Cities International Elementary School
Sauk Centre	Ubah Medical Academy
Schoolcraft Learning Community Charter	Ulen-Hitterdal
Sebeka	Urban Academy
Seven Hills Classical Academy	Valley Crossing Community School
Shakopee	Verndale
Sibley East	Voyageur Expeditionary Charter
Skills for Tomorrow Charter School	Wabasso
Sleepy Eye	Wadena-Deer Creek
Soul Academy	Walker-Hackensack-Akeley
South Koochiching-Rainy River District	Warroad
Southland	Waseca
Spectrum High School	Watershed High School
Spring Grove	Watertown-Mayer
Spring Lake Park	Waterville-Elysian-Morristown
St. Anthony-New Brighton	Waubun
St. Charles	West St. Paul-Mendota Heights-Eagan
St. Clair	Windom
St. Croix Preparatory Academy	Woodson Institute For Excellence Charter
St. Francis	World Learner Charter School
St. James	Worthington
St. Louis County	Worthington Area Language Academy
St. Michael-Albertville	Wright Technical Center
	Yellow Medicine East
	Yinghua Academy