

A bill for an act

relating to education; developing world language proficiency, resources, and capacity; appropriating money; amending Minnesota Statutes 2006, sections 120B.021, subdivision 1; 120B.022, subdivision 1; 120B.023, subdivision 2; 120B.024; 122A.18, by adding a subdivision.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2006, section 120B.021, subdivision 1, is amended to read:

Subdivision 1. **Required academic standards.** (a) The following subject areas are required for statewide accountability:

(1) language arts;

(2) mathematics;

(3) science;

(4) social studies, including history, geography, economics, and government and citizenship;

(5) health and physical education, for which locally developed academic standards apply; ~~and~~

(6) the arts, for which statewide or locally developed academic standards apply, as determined by the school district: so that (i) public elementary and middle schools must offer at least three and require at least two of the following four arts areas in: dance; music; theater; and visual arts; and (ii) public high schools must offer at least three and require at least one of the following five arts areas in: media arts; dance; music; theater; and visual arts; and

(7) a world language, for which locally developed academic standards apply.

(b) The commissioner must submit proposed standards in science and social studies to the legislature by February 1, 2004.

For purposes of applicable federal law, the academic standards for language arts, mathematics, and science apply to all public school students, except the very few students with extreme cognitive or physical impairments for whom an individualized education plan team has determined that the required academic standards are inappropriate. An individualized education plan team that makes this determination must establish alternative standards.

(c) A school district, no later than the 2007-2008 school year, must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule. A school district that incorporates these state graduation requirements before the 2007-2008 school year must provide students who enter the 9th grade in or before the 2003-2004 school year the opportunity to earn a diploma based on existing locally established graduation requirements in effect when the students entered the 9th grade. District efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with sections 120B.10, 120B.11, and 120B.20.

(d) At a minimum, school districts must implement a world language graduation requirement for students who graduate in the 2024-2025 school year and later unless exempted by the commissioner. The graduation requirement must expect students to demonstrate an intermediate-low level of proficiency in a language other than English using the American Council on the Teaching of Foreign Languages proficiency guidelines. Students' requisite proficiency in indigenous American Indian languages, among other world languages, satisfies the state's world language graduation requirement. School districts must determine student proficiency levels based on a language classification scale such as the Defense Language Institute or an equivalent and must consider national foreign language standards descriptions of language proficiency expectations. Pupils of limited English proficiency under section 124D.59, subdivision 2, satisfy this requirement in their first learned language or in a third language other than English.

EFFECTIVE DATE. This section is effective immediately and applies to students who graduate in the 2024-2025 school year and later.

Sec. 2. Minnesota Statutes 2006, section 120B.022, subdivision 1, is amended to read:

Subdivision 1. **Elective standards.** A district must establish its own standards in the following subject areas:

3.1 ~~(1) vocational and technical education; and~~

3.2 ~~(2) world languages standards.~~

3.3 A school district must offer courses in all elective subject areas.

3.4 **EFFECTIVE DATE.** This section is effective immediately and applies to students
3.5 who graduate in the 2024-2025 school year and later.

3.6 Sec. 3. Minnesota Statutes 2006, section 120B.023, subdivision 2, is amended to read:

3.7 Subd. 2. **Revisions and reviews required.** (a) The commissioner of education must
3.8 revise and appropriately embed technology and information literacy standards consistent
3.9 with recommendations from school media specialists into the state's academic standards
3.10 and graduation requirements and implement a review cycle for state academic standards
3.11 and related benchmarks, consistent with this subdivision. During each review cycle, the
3.12 commissioner also must examine the alignment of each required academic standard and
3.13 related benchmark with the knowledge and skills students need for college readiness and
3.14 advanced work in the particular subject area.

3.15 (b) The commissioner in the 2006-2007 school year must revise and align the state's
3.16 academic standards and high school graduation requirements in mathematics to require
3.17 that students satisfactorily complete the revised mathematics standards, beginning in the
3.18 2010-2011 school year. Under the revised standards:

3.19 (1) students must satisfactorily complete an algebra I credit by the end of eighth
3.20 grade; and

3.21 (2) students scheduled to graduate in the 2014-2015 school year or later must
3.22 satisfactorily complete an algebra II credit or its equivalent.

3.23 The commissioner also must ensure that the statewide mathematics assessments
3.24 administered to students in grades 3 through 8 and 11 beginning in the 2010-2011
3.25 school year are aligned with the state academic standards in mathematics. The statewide
3.26 11th grade mathematics test administered to students under clause (2) beginning in
3.27 the 2013-2014 school year must include algebra II test items that are aligned with
3.28 corresponding state academic standards in mathematics. The commissioner must
3.29 implement a review of the academic standards and related benchmarks in mathematics
3.30 beginning in the 2015-2016 school year.

3.31 (c) The commissioner in the 2007-2008 school year must revise and align the state's
3.32 academic standards and high school graduation requirements in the arts to require that
3.33 students satisfactorily complete the revised arts standards beginning in the 2010-2011

school year. The commissioner must implement a review of the academic standards and related benchmarks in arts beginning in the 2016-2017 school year.

(d) The commissioner in the 2008-2009 school year must revise and align the state's academic standards and high school graduation requirements in science to require that students satisfactorily complete the revised science standards, beginning in the 2011-2012 school year. Under the revised standards, students scheduled to graduate in the 2014-2015 school year or later must satisfactorily complete a chemistry or physics credit. The commissioner must implement a review of the academic standards and related benchmarks in science beginning in the 2017-2018 school year.

(e) The commissioner in the 2009-2010 school year must revise and align the state's academic standards and high school graduation requirements in language arts to require that students satisfactorily complete the revised language arts standards beginning in the 2012-2013 school year. The commissioner must implement a review of the academic standards and related benchmarks in language arts beginning in the 2018-2019 school year.

(f) The commissioner in the 2010-2011 school year must revise and align the state's academic standards and high school graduation requirements in social studies to require that students satisfactorily complete the revised social studies standards beginning in the 2013-2014 school year. The commissioner must implement a review of the academic standards and related benchmarks in social studies beginning in the 2019-2020 school year.

(g) School districts and charter schools must revise and align local academic standards and high school graduation requirements in health, physical education, world languages, and career and technical education to require students to complete the revised standards beginning in a school year determined by the school district or charter school. Students who graduate in the 2024-2025 school year and later must satisfactorily complete credits in a world language between seventh and twelfth grades to meet the proficiency expectations under section 120B.021, subdivision 1, paragraph (d). School districts and charter schools must formally establish a periodic review cycle for the academic standards and related benchmarks in health, physical education, world languages, and career and technical education.

EFFECTIVE DATE. This section is effective immediately and applies to students who graduate in the 2024-2025 school year and later.

Sec. 4. Minnesota Statutes 2006, section 120B.024, is amended to read:

120B.024 GRADUATION REQUIREMENTS; COURSE CREDITS.

(a) Students beginning 9th grade in the 2004-2005 school year and later must successfully complete the following high school level course credits for graduation:

(1) four credits of language arts;

(2) three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard;

(3) three credits of science, including at least one credit in biology;

(4) three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics or three credits of social studies encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department;

(5) one credit in the arts; and

(6) a minimum of seven elective course credits.

A course credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the local school district.

(b) An agriculture science course may fulfill a science credit requirement in addition to the specified science credits in biology and chemistry or physics under paragraph (a), clause (3).

(c) Students beginning ninth grade in the 2020-2021 school year and later must demonstrate the level of proficiency under section 120B.021, subdivision 1, paragraph (d).

EFFECTIVE DATE. This section is effective immediately and applies to students who graduate in the 2024-2025 school year and later.

Sec. 5. Minnesota Statutes 2006, section 122A.18, is amended by adding a subdivision to read:

Subd. 10. **World language licenses.** The board must review and approve qualified alternative preparation programs under section 122A.24 leading to licensure as a world language teacher in grades kindergarten through 8 and grades kindergarten through 12 for those individuals who are fully proficient in English and another world language under board requirements, have a bachelor's degree from an accredited four-year postsecondary institution, and are interested in becoming licensed world language teachers. Alternative preparation programs for qualified individuals must be one school year in length.

EFFECTIVE DATE. This section is effective for persons enrolling in an alternative preparation program after August 15, 2008.

Sec. 6. **ADVISORY TASK FORCE ON DEVELOPING STUDENTS' WORLD LANGUAGE PROFICIENCY.**

(a) The commissioner of education must establish an advisory task force on developing students' world language no later than September 1, 2007, to consider and recommend to the legislature a process for designing and implementing a comprehensive statewide program to ensure a proficiency level consistent with Minnesota Statutes, section 120B.021, subdivision 1, paragraph (d), for Minnesota students by the 2024-2025 school year. The process must anticipate a gradual implementation of world language programs over time, acknowledge and reinforce the language proficiency and cultural awareness that minority language speakers already possess, and encourage students' proficiency in multiple world languages. To realize these goals, and consistent with this act, the task force at least annually must make recommendations to the legislature and the commissioner of education for developing and implementing:

(1) high quality sustainable program models that reach many learners but result in lower proficiency levels and other program models that provide depth that reach fewer students but lead to higher proficiency levels;

(2) week-long intensive training sessions for public school district administrators interested in establishing high quality sustainable world language programs;

(3) postsecondary two-year and four-year programs that offer high quality world language instruction, world language degrees, and opportunities to learn and apply a world language to a specific purpose;

(4) increased language proficiency and quality of instruction for increased numbers of licensed world language teachers whose teacher preparation programs reflect the program standards of the American Council on the Teaching of Foreign Languages and the National Council for the Accreditation of Teacher Education;

(5) compact, intensive teacher education programs that maintain Minnesota's rigorous world language standards;

(6) programs that simultaneously support both minority language learners in maintaining their native language while mastering English and majority language learners in learning other languages, lead to certificates of bilingualism and multilingualism, and provide scholarships for further world language study;

(7) information technology, including high-speed Internet access, for online learning and increasing statewide access to world language information, books, and education materials, and high quality world language instruction;

(8) a full-time position for a state coordinator for world languages in the Department of Education; and

(9) model world language programs and plans for implementing a required world language standard at various grade levels between kindergarten and grade 12.

(b) The commissioner of education must appoint an advisory task force that is composed of a representative from each of the following entities who is selected by that entity: the Department of Education; CARLA at the University of Minnesota; the College of Education and Human Development at the University of Minnesota; Concordia Language Village; St. Paul public schools; Minneapolis public schools; the Minnesota State Colleges and Universities system; the Association of Metropolitan School Districts; the Minnesota Rural Education Association; the Minnesota School Boards Association; Education Minnesota; the Parent Teacher Association; the Minnesota Association of School Administrators; the Minnesota Private Colleges Council; the Minnesota Council on the Teaching of Languages and Cultures; the Minnesota Articulation Project; and others recommended by task force members. Task force members' terms and other task force matters are subject to Minnesota Statutes, section 15.059. Annually, by February 15, the task force must submit to the Education Policy and Finance Committees of the legislature a written report on the ongoing process of designing and implementing a comprehensive statewide program to ensure a high level of world language proficiency for all Minnesota students by the 2024-2025 school year.

(c) The task force expires on February 16, 2025.

EFFECTIVE DATE. This section is effective the day following final enactment.

Sec. 7. PILOT PROGRAM TO DEVELOP AND IMPLEMENT MANDARIN CHINESE PROGRAMS AND TO ENHANCE EXISTING SUCCESSFUL MANDARIN CHINESE PROGRAMS.

Subdivision 1. Establishment; application. (a) A pilot program for fiscal years 2008 and 2009 is established to develop and implement alternative sustainable model programs in Mandarin Chinese instruction and to enhance existing successful Mandarin Chinese programs. The pilot programs either must provide: program breadth offering intensive Mandarin Chinese programs to fewer students in elementary school and offering middle and high school Mandarin Chinese programs to many students that may result in a lower level of student proficiency; or program depth with intensive immersion or content-based Mandarin Chinese programs that are available to fewer students but result in a higher level of student proficiency.

(b) School districts interested in participating in developing and implementing alternative sustainable model programs in Mandarin Chinese instruction or enhancing

existing successful Mandarin Chinese programs must apply to the commissioner of education in the form and manner the commissioner determines. The application must:

(1) describe the applicant's capacity for offering a Mandarin Chinese program and the proposed program model;

(2) include a plan for program articulation between grades, the development of Mandarin Chinese benchmarks, and the assessment of students' language proficiency;

(3) demonstrate an alignment between the target student population and the proposed program model;

(4) provide evidence of community and staff support;

(5) include a plan for sustaining a Mandarin Chinese program beyond the period of the pilot program; and

(6) demonstrate an ability to provide matching nonstate funds.

The commissioner may require an applicant to submit additional information.

Subd. 2. **Application review; grant awards; evaluation.** (a) Only those applicants the commissioner determines have successfully complied with subdivision 1 are eligible to receive a pilot program grant under this section.

(b) The commissioner may award up to ten pilot program grants. Each grant recipient is eligible to receive \$50,000 in fiscal year 2008 and \$50,000 in fiscal year 2009 to implement a Mandarin Chinese program. To the extent feasible, the commissioner must award the grants to successful applicants of various sizes that are located throughout the state. Recipients must use the grant awards to implement a new Mandarin Chinese program or enhance an existing program, consistent with the recipient's application.

(c) The commissioner must provide for an evaluation of the pilot programs funded under this section and recommend to the education policy and finance committees of the legislature by February 15, 2010, how to make available Mandarin Chinese programs to students in kindergarten through grade 12 throughout the state.

EFFECTIVE DATE. This section is effective the day following final enactment.

Sec. 8. SCHOOL ADMINISTRATOR TRAINING.

The commissioner of education, in consultation with postsecondary institutions and the state Board of School Administrators, must develop and implement week-long, intensive training sessions for public school district administrators interested in establishing high quality, sustainable world language program models. The training sessions must be similar in structure to the advanced placement training programs offered by the College Board under Minnesota Statutes, section 120B.13.

9.1 EFFECTIVE DATE. This section is effective the day following final enactment.

9.2 Sec. 9. MINNESOTA OFFICE OF HIGHER EDUCATION;
9.3 RECOMMENDATIONS FOR DEVELOPING WORLD LANGUAGE
9.4 RESOURCES AND EXPERTISE.

9.5 The Minnesota Office of Higher Education under Minnesota Statutes, chapter
9.6 136A, must make recommendations to the education policy and finance committees of
9.7 the legislature by February 15, 2008, on developing and implementing world language
9.8 initiatives in postsecondary settings, including:

9.9 (1) a Mandarin Chinese undergraduate major in four-year colleges and universities;

9.10 (2) high quality Mandarin Chinese instruction in two-year colleges;

9.11 (3) better alignment of world language requirements in secondary schools and
9.12 postsecondary institutions;

9.13 (4) development of cross-curricular world language initiatives that enable students
9.14 to learn a world language related to a particular course of study such as international
9.15 business or politics; and

9.16 (5) development of scholarship programs that allow more students to study abroad.

9.17 EFFECTIVE DATE. This section is effective the day following final enactment.

9.18 Sec. 10. DEPARTMENT OF EDUCATION; FULL-TIME LANGUAGE AND
9.19 INTERNATIONAL EDUCATION POSITIONS.

9.20 The Department of Education must establish within the department:

9.21 (1) a full-time world language specialist position to assist school districts in
9.22 developing and implementing world language programs;

9.23 (2) a part-time licensing executive position to evaluate and process the licenses
9.24 of world language teachers; and

9.25 (3) a full-time international education specialist position to assist school districts
9.26 in developing and implementing cross-curricular international or global subject matter
9.27 content and to facilitate the work of a task force that must develop Minnesota's
9.28 kindergarten through grade 12 world language standards.

9.29 Sec. 11. BILINGUAL AND MULTILINGUAL CERTIFICATES; DEPARTMENT
9.30 OF EDUCATION.

9.31 The Department of Education, in consultation with interested stakeholders, must
9.32 develop and recommend to the legislature by February 15, 2008, the standards and process
9.33 for awarding bilingual and multilingual certificates to those kindergarten through grade

10.1 12 students who demonstrate and maintain a requisite level of proficiency in multiple
10.2 languages.

10.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

10.4 Sec. 12. **DEPARTMENT OF EDUCATION APPROPRIATIONS.**

10.5 Subdivision 1. **Department of Education.** The sums indicated in this section
10.6 are appropriated from the general fund to the Department of Education for the fiscal
10.7 year designated.

10.8 Subd. 2. **Pilot program for developing and expanding Mandarin Chinese**
10.9 **programs.** For developing and implementing Mandarin Chinese programs and enhancing
10.10 existing successful Mandarin Chinese programs:

10.11 \$ 500,000 2008

10.12 \$ 500,000 2009

10.13 Subd. 3. **School administrators' training.** For developing and implementing
10.14 week-long, intensive training sessions for public school district administrators interested
10.15 in establishing high quality, sustainable world language programs:

10.16 \$ 50,000 2008

10.17 Subd. 4. **Department of Education world language positions.** For the Department
10.18 of Education to hire one part-time and two full-time positions related to developing and
10.19 implementing world language programs and standards and licensing world language
10.20 teachers:

10.21 \$ 300,000 2008

10.22 \$ 300,000 2009

10.23 Subd. 5. **Alternative teacher preparation scholarships.** For providing \$2,500
10.24 scholarships to 20 qualified Minnesota residents to enroll in alternative teacher preparation
10.25 programs leading to licensure as a world language teacher:

10.26 \$ 100,000 2008

10.27 \$ 100,000 2009

10.28 Subd. 6. **Programs for world language teachers.** For establishing and delivering
10.29 intensive teacher preparation and development summer programs for Minnesota residents
10.30 who (1) are fully proficient in English and another world language, (2) have a bachelor's
10.31 degree from an accredited four-year postsecondary institution, and (3) are interested

11.1 in becoming licensed world language teachers; for providing \$10,000 stipends to 25
11.2 visiting teachers from China to receive on-site and Web-based orientation and professional
11.3 development in China, and mentoring and professional development and training in
11.4 Minnesota on effective pedagogy and working with Minnesota students for at least one
11.5 quarter before beginning to teach in Minnesota; and \$100,000 for hiring a highly qualified
11.6 Chinese language teacher to serve as a statewide mentor on special assignment to assist
11.7 native Chinese language teachers teaching in Minnesota:

11.8 \$ 700,000 2008

11.9 \$ 700,000 2009

11.10 Subd. 7. **Teacher training.** To provide summer professional development programs
11.11 in fiscal year 2008 and in fiscal year 2009 for 50 world language teachers to learn to use
11.12 technology to deliver high quality language instruction and for summer and academic
11.13 year professional development programs to help teachers learn to differentiate language
11.14 instruction so that all students can succeed in learning world languages:

11.15 \$ 100,000 2008

11.16 \$ 100,000 2009

11.17 Subd. 8. **Grants to develop innovative materials.** For ten two-year grants
11.18 of \$20,000 to encourage Mandarin Chinese community language schools to develop
11.19 innovative materials and information for the Mandarin Chinese Information and Resource
11.20 Center Web site and for Mandarin Chinese programs throughout Minnesota:

11.21 \$ 200,000 2008

11.22 Sec. 13. **MINNESOTA STATE COLLEGES AND UNIVERSITIES**
11.23 **APPROPRIATIONS.**

11.24 Subdivision 1. **Minnesota State Colleges and Universities.** The sums indicated in
11.25 this section are appropriated from the general fund to the Minnesota State Colleges and
11.26 Universities for the fiscal years designated.

11.27 Subd. 2. **World language teacher preparation.** To the Minnesota State Colleges
11.28 and Universities for ten grants of \$100,000 in fiscal year 2008 and ten grants of \$100,000
11.29 in fiscal year 2009 to develop, in consultation with the state Board of Teaching, world
11.30 language teacher preparation programs leading to licensure as a world language teacher so
11.31 that Minnesota has sufficient teacher preparation program capacity to realize a long-term
11.32 goal of having all kindergarten through grade 12 students reach a specified level of world

12.1 language proficiency by the 2024-2025 school year, and to provide opportunities for
12.2 qualified world language teachers to study abroad:

12.3	\$	<u>1,500,000</u>	<u>.....</u>	<u>2008</u>
12.4	\$	<u>1,500,000</u>	<u>.....</u>	<u>2009</u>

12.5 Sec. 14. **MINNESOTA OFFICE OF HIGHER EDUCATION**
12.6 **APPROPRIATIONS.**

12.7 Subdivision 1. **Minnesota Office of Higher Education.** The sums indicated in
12.8 this section are appropriated from the general fund to the Minnesota Office of Higher
12.9 Education for the fiscal years designated.

12.10 Subd. 2. **Scholarships.** To the Minnesota Office of Higher Education for 20 college
12.11 scholarships of \$2,500 in fiscal year 2008 and of \$2,500 in fiscal year 2009 to Minnesota
12.12 postsecondary students who are interested in pursuing a teaching degree in world
12.13 languages and to postsecondary students who are interested in enrolling in a summer
12.14 world language program or in study abroad:

12.15	\$	<u>50,000</u>	<u>.....</u>	<u>2008</u>
12.16	\$	<u>50,000</u>	<u>.....</u>	<u>2009</u>