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State of Minnesota  
HOUSE OF REPRESENTATIVES

EIGHTY-FIFTH  
SESSION

HOUSE FILE No. **1424**

February 26, 2007

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The bill was read for the first time and referred to the Committee on E-12 Education

1.1 A bill for an act  
1.2 relating to education; developing world language proficiency, resources, and  
1.3 capacity; appropriating money; amending Minnesota Statutes 2006, sections  
1.4 120B.021, subdivision 1; 120B.022, subdivision 1; 120B.023, subdivision 2;  
1.5 120B.024; 122A.18, by adding a subdivision.

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

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

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

1.11 (1) language arts;

1.12 (2) mathematics;

1.13 (3) science;

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

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

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

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

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

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

2.7 An individualized education plan team that makes this determination must establish  
2.8 alternative standards.

2.9 A school district, no later than the 2007-2008 school year, must adopt graduation  
2.10 requirements that meet or exceed state graduation requirements established in law or  
2.11 rule. A school district that incorporates these state graduation requirements before the  
2.12 2007-2008 school year must provide students who enter the 9th grade in or before  
2.13 the 2003-2004 school year the opportunity to earn a diploma based on existing locally  
2.14 established graduation requirements in effect when the students entered the 9th grade.  
2.15 District efforts to develop, implement, or improve instruction or curriculum as a result  
2.16 of the provisions of this section must be consistent with sections 120B.10, 120B.11,  
2.17 and 120B.20.

2.18 (b) At a minimum, school districts must implement a world language graduation  
2.19 requirement for students who graduate in the 2014-2015 school year and later. The  
2.20 graduation requirement must expect students to demonstrate an intermediate-low level of  
2.21 proficiency in a language other than English using the American Council on the Teaching  
2.22 of Foreign Languages performance guidelines for kindergarten through grade 12 learners.

2.23 **EFFECTIVE DATE.** This section is effective immediately and applies to students  
2.24 who graduate in the 2014-2015 school year and later.

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

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

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

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

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

2.31 **EFFECTIVE DATE.** This section is effective immediately and applies to students  
2.32 who graduate in the 2014-2015 school year and later.

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

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

3.9           (b) The commissioner in the 2006-2007 school year must revise and align the state's  
3.10 academic standards and high school graduation requirements in mathematics to require  
3.11 that students satisfactorily complete the revised mathematics standards, beginning in the  
3.12 2010-2011 school year. Under the revised standards:

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

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

3.17 The commissioner also must ensure that the statewide mathematics assessments  
3.18 administered to students in grades 3 through 8 and 11 beginning in the 2010-2011  
3.19 school year are aligned with the state academic standards in mathematics. The statewide  
3.20 11th grade mathematics test administered to students under clause (2) beginning in  
3.21 the 2013-2014 school year must include algebra II test items that are aligned with  
3.22 corresponding state academic standards in mathematics. The commissioner must  
3.23 implement a review of the academic standards and related benchmarks in mathematics  
3.24 beginning in the 2015-2016 school year.

3.25           (c) The commissioner in the 2007-2008 school year must revise and align the state's  
3.26 academic standards and high school graduation requirements in the arts to require that  
3.27 students satisfactorily complete the revised arts standards beginning in the 2010-2011  
3.28 school year. The commissioner must implement a review of the academic standards and  
3.29 related benchmarks in arts beginning in the 2016-2017 school year.

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

4.1 (e) The commissioner in the 2009-2010 school year must revise and align the state's  
 4.2 academic standards and high school graduation requirements in language arts to require  
 4.3 that students satisfactorily complete the revised language arts standards beginning in the  
 4.4 2012-2013 school year. The commissioner must implement a review of the academic  
 4.5 standards and related benchmarks in language arts beginning in the 2018-2019 school year.

4.6 (f) The commissioner in the 2010-2011 school year must revise and align the state's  
 4.7 academic standards and high school graduation requirements in social studies to require  
 4.8 that students satisfactorily complete the revised social studies standards beginning in the  
 4.9 2013-2014 school year. The commissioner must implement a review of the academic  
 4.10 standards and related benchmarks in social studies beginning in the 2019-2020 school year.

4.11 (g) School districts and charter schools must revise and align local academic  
 4.12 standards and high school graduation requirements in health, physical education, world  
 4.13 languages, and career and technical education to require students to complete the revised  
 4.14 standards beginning in a school year determined by the school district or charter school.  
 4.15 Students who graduate in the 2014-2015 school year and later must satisfactorily complete  
 4.16 four credits of a world language between seventh and twelfth grades as a graduation  
 4.17 requirement. School districts and charter schools must formally establish a periodic  
 4.18 review cycle for the academic standards and related benchmarks in health, physical  
 4.19 education, world languages, and career and technical education.

4.20 **EFFECTIVE DATE.** This section is effective immediately and applies to students  
 4.21 who graduate in the 2014-2015 school year and later.

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

4.23 **120B.024 GRADUATION REQUIREMENTS; COURSE CREDITS.**

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

4.26 (1) four credits of language arts;

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

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

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

5.1 (5) one credit in the arts; and

5.2 (6) a minimum of seven elective course credits.

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

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

5.9 (c) Students beginning ninth grade in the 2011-2012 school year and later must  
5.10 successfully complete four high school-level world language credits for graduation.  
5.11 Students may complete these world language credit requirements beginning in seventh  
5.12 grade.

5.13 **EFFECTIVE DATE.** This section is effective immediately and applies to students  
5.14 who graduate in the 2014-2015 school year and later.

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

5.17 Subd. 10. **World language licenses.** The board must review and approve  
5.18 qualified alternative preparation programs under section 122A.24 and other alternative  
5.19 competency-based preparation programs leading to licensure as a world language  
5.20 teacher in grades kindergarten through 6, grades 5 through 12, grades 7 through 12, and  
5.21 grades kindergarten through 12 for those individuals who are fully proficient in English  
5.22 and another world language, have a bachelor's degree from an accredited four-year  
5.23 postsecondary institution, and are interested in becoming licensed world language  
5.24 teachers. Alternative preparation programs for qualified individuals must be one school  
5.25 year in length.

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

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

5.30 (a) An advisory task force on developing students' world language proficiency  
5.31 is established to consider and recommend to the legislature a process for designing  
5.32 and implementing a comprehensive statewide program to ensure a high level of world  
5.33 language proficiency for all Minnesota students by the 2024-2025 school year. The

6.1 process must anticipate a gradual implementation of world language programs over time,  
6.2 acknowledge and reinforce the language proficiency and cultural awareness that minority  
6.3 language speakers already possess, and encourage students' proficiency in multiple world  
6.4 languages. To realize these goals, and consistent with this act, the task force at least  
6.5 annually must make recommendations to the legislature and the education commissioner  
6.6 for developing and implementing:

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

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

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

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

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

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

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

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

6.30 (9) a world language information and resource center that includes online resource  
6.31 libraries for students and teachers, fosters connections among world language teachers,  
6.32 and provides current, relevant information in an electronic format; and

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

6.35 (b) The commissioner of education must appoint an advisory task force that is  
6.36 composed of a representative from each of the following entities who is selected by that

7.1 entity: the Minnesota Department of Education; CARLA at the University of Minnesota;  
 7.2 the College of Education and Human Development at the University of Minnesota;  
 7.3 Concordia Language Village; St. Paul Public Schools; Minneapolis Public Schools; the  
 7.4 Minnesota State Colleges and Universities system; the Association of Metropolitan  
 7.5 School Districts; the Minnesota Rural Education Association; the Minnesota School  
 7.6 Boards Association; Education Minnesota; the Parent Teacher Association; the Minnesota  
 7.7 Association of School Administrators; the Minnesota Private Colleges Council; the  
 7.8 Minnesota Council on the Teaching of Languages and Cultures; the Minnesota Articulation  
 7.9 Project; and others recommended by task force members. Task force members' terms and  
 7.10 other task force matters are subject to Minnesota Statutes, section 15.059. Annually, by  
 7.11 February 15, the task force must submit to the Education Policy and Finance Committees  
 7.12 of the legislature a written report on the ongoing process of designing and implementing a  
 7.13 comprehensive statewide program to ensure a high level of world language proficiency  
 7.14 for all Minnesota students by the 2024-2025 school year.

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

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

7.17 **Sec. 7. PILOT PROGRAM TO DEVELOP AND IMPLEMENT MANDARIN**  
 7.18 **CHINESE PROGRAMS AND TO ENHANCE EXISTING SUCCESSFUL**  
 7.19 **MANDARIN CHINESE PROGRAMS.**

7.20 Subdivision 1. **Establishment; application.** (a) A pilot program for fiscal years  
 7.21 2008 and 2009 is established to develop and implement alternative sustainable model  
 7.22 programs in Mandarin Chinese instruction and to enhance existing successful Mandarin  
 7.23 Chinese programs. The pilot programs either must provide: program breadth offering  
 7.24 intensive Mandarin Chinese programs to fewer students in elementary school and offering  
 7.25 middle and high school Mandarin Chinese programs to many students that may result  
 7.26 in a lower level of student proficiency; or program depth with intensive immersion or  
 7.27 content-based Mandarin Chinese programs that are available to fewer students but result  
 7.28 in a higher level of student proficiency.

7.29 (b) School districts interested in participating in developing and implementing  
 7.30 alternative sustainable model programs in Mandarin Chinese instruction or enhancing  
 7.31 existing successful Mandarin Chinese programs must apply to the education commissioner  
 7.32 in the form and manner the commissioner determines. The application must:

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

- 8.1 (2) include a plan for program articulation between grades, the development of  
8.2 Mandarin Chinese benchmarks, and the assessment of students' language proficiency;  
8.3 (3) demonstrate an alignment between the target student population and the proposed  
8.4 program model;  
8.5 (4) provide evidence of community and staff support;  
8.6 (5) include a plan for sustaining a Mandarin Chinese program beyond the period  
8.7 of the pilot program; and  
8.8 (6) demonstrate an ability to provide matching nonstate funds.

8.9 The commissioner may require an applicant to submit additional information.

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

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

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

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

8.24 **Sec. 8. SCHOOL ADMINISTRATOR TRAINING.**

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

8.31 (b) High-quality, sustainable world language program models include:

8.32 (1) a kindergarten through grade 6 content-related or content-based world language  
8.33 immersion program taught by bilingual teachers licensed in specific content areas and

9.1 middle and high school programs that are well articulated with the immersion learning in  
 9.2 the elementary program;

9.3 (2) foreign language exploratory language programs in multiple languages in  
 9.4 elementary and middle schools;

9.5 (3) ITV and interactive programming combined with on-site learning aides in  
 9.6 school districts with limited access to world language teachers and an expectation that the  
 9.7 districts hire highly qualified community experts and provide professional development  
 9.8 opportunities and mentors;

9.9 (4) bilingual programs that may include two-way immersion programs,  
 9.10 developmental bilingual schools, or strands within schools for nonnative kindergarten  
 9.11 through grade 12 English language learners who are encouraged to develop and maintain  
 9.12 their native language while learning English; and

9.13 (5) cross-curricular international or global subject matter content.

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

9.15 **Sec. 9. MINNESOTA OFFICE OF HIGHER EDUCATION;**  
 9.16 **RECOMMENDATIONS FOR DEVELOPING WORLD LANGUAGE**  
 9.17 **RESOURCES AND EXPERTISE.**

9.18 The Minnesota Office of Higher Education under Minnesota Statutes, chapter  
 9.19 136A, must make recommendations to the education policy and finance committees of  
 9.20 the legislature by February 15, 2008, on developing and implementing world language  
 9.21 initiatives in postsecondary settings, including:

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

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

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

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

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

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

9.31 **Sec. 10. DEPARTMENT OF EDUCATION; FULL-TIME LANGUAGE AND**  
 9.32 **INTERNATIONAL EDUCATION POSITIONS.**

9.33 The Department of Education must establish within the department:

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

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

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

10.9 Sec. 11. **BILINGUAL AND MULTILINGUAL CERTIFICATES; DEPARTMENT**  
 10.10 **OF EDUCATION.**

10.11 The Department of Education, in consultation with interested stakeholders, must  
 10.12 develop and recommend to the legislature by February 15, 2008, the standards and process  
 10.13 for awarding bilingual and multilingual certificates to those kindergarten through grade  
 10.14 12 students who demonstrate and maintain a requisite level of proficiency in multiple  
 10.15 languages.

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

10.17 Sec. 12. **MANDARIN CHINESE INFORMATION AND RESOURCE CENTER;**  
 10.18 **DEPARTMENT OF EDUCATION.**

10.19 The Department of Education must establish a Mandarin Chinese Information and  
 10.20 Resource Center that includes:

10.21 (1) an online resource library for students;

10.22 (2) an online resource library for teachers;

10.23 (3) online resources for Chinese and other world language teachers to share  
 10.24 education-related information;

10.25 (4) a Web page to inform Chinese and other world language teachers, other members  
 10.26 of the education community, and the public about events related to teaching Mandarin  
 10.27 Chinese and other world languages; and

10.28 (5) online opportunities to foster exchanges between Minnesota residents and  
 10.29 Chinese citizens.

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

10.31 Sec. 13. **DEPARTMENT OF EDUCATION APPROPRIATIONS.**

11.1 Subdivision 1. Department of Education. The sums indicated in this section  
 11.2 are appropriated from the general fund to the Department of Education for the fiscal  
 11.3 year designated.

11.4 Subd. 2. Pilot program for developing and expanding Mandarin Chinese  
 11.5 programs. For developing and implementing Mandarin Chinese programs and enhancing  
 11.6 existing successful Mandarin Chinese programs:

|      |    |                |              |             |
|------|----|----------------|--------------|-------------|
| 11.7 | \$ | <u>500,000</u> | <u>.....</u> | <u>2008</u> |
| 11.8 | \$ | <u>500,000</u> | <u>.....</u> | <u>2009</u> |

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

|       |    |               |              |             |
|-------|----|---------------|--------------|-------------|
| 11.12 | \$ | <u>50,000</u> | <u>.....</u> | <u>2008</u> |
|-------|----|---------------|--------------|-------------|

11.13 Subd. 4. Department of Education world language positions. For the Department  
 11.14 of Education to hire one part-time and two full-time positions related to developing and  
 11.15 implementing world language programs and standards and licensing world language  
 11.16 teachers:

|       |    |                |              |             |
|-------|----|----------------|--------------|-------------|
| 11.17 | \$ | <u>300,000</u> | <u>.....</u> | <u>2008</u> |
| 11.18 | \$ | <u>300,000</u> | <u>.....</u> | <u>2009</u> |

11.19 Subd. 5. Mandarin Chinese Information and Resource Center. For establishing  
 11.20 a Mandarin Chinese Information and Resource Center:

|       |    |                |              |             |
|-------|----|----------------|--------------|-------------|
| 11.21 | \$ | <u>380,000</u> | <u>.....</u> | <u>2008</u> |
| 11.22 | \$ | <u>50,000</u>  | <u>.....</u> | <u>2009</u> |

11.23 Of this amount, \$180,000 is for contracting with a web designer to develop a Web  
 11.24 site, \$100,000 is for the purchase of materials and licenses related to information posted  
 11.25 on the Web site and \$50,000 in fiscal year 2008 and \$50,000 in fiscal year 2009 are for  
 11.26 ongoing support and maintenance of the Web site.

11.27 Subd. 6. Alternative teacher preparation scholarships. For providing \$2,500  
 11.28 scholarships to 20 qualified Minnesota residents to enroll in alternative teacher preparation  
 11.29 programs leading to licensure as a world language teacher:

|       |    |                |              |             |
|-------|----|----------------|--------------|-------------|
| 11.30 | \$ | <u>100,000</u> | <u>.....</u> | <u>2008</u> |
| 11.31 | \$ | <u>100,000</u> | <u>.....</u> | <u>2009</u> |

12.1 Subd. 7. **Programs for world language teachers.** For establishing and delivering  
 12.2 intensive teacher preparation and development summer programs for Minnesota residents  
 12.3 who are (i) fully proficient in English and another world language, (ii) have a bachelor's  
 12.4 degree from an accredited four-year postsecondary institution, and (iii) are interested  
 12.5 in becoming licensed world language teachers; for providing \$10,000 stipends to 25  
 12.6 visiting teachers from China to receive on-site and web-based orientation and professional  
 12.7 development in China, and mentoring and professional development and training in  
 12.8 Minnesota on effective pedagogy and working with Minnesota students for at least one  
 12.9 quarter before beginning to teach in Minnesota; and \$100,000 for hiring a highly qualified  
 12.10 Chinese language teacher to serve as a statewide mentor on special assignment to assist  
 12.11 native Chinese language teachers teaching in Minnesota:

|       |    |                |              |             |
|-------|----|----------------|--------------|-------------|
| 12.12 | \$ | <u>700,000</u> | <u>.....</u> | <u>2008</u> |
| 12.13 | \$ | <u>700,000</u> | <u>.....</u> | <u>2009</u> |

12.14 Subd. 8. **Teacher training.** To provide summer professional development programs  
 12.15 in fiscal year 2008 and in fiscal year 2009 for 50 world language teachers to learn to use  
 12.16 technology to deliver high quality language instruction and for summer and academic  
 12.17 year professional development programs to help teachers learn to differentiate language  
 12.18 instruction so that all students can succeed in learning world languages:

|       |    |                |              |             |
|-------|----|----------------|--------------|-------------|
| 12.19 | \$ | <u>100,000</u> | <u>.....</u> | <u>2008</u> |
| 12.20 | \$ | <u>100,000</u> | <u>.....</u> | <u>2009</u> |

12.21 Subd. 9. **Lending library.** For creating a lending library to make Chinese textbooks  
 12.22 and other materials available to Minnesota students and teachers:

|       |    |               |              |             |
|-------|----|---------------|--------------|-------------|
| 12.23 | \$ | <u>75,000</u> | <u>.....</u> | <u>2008</u> |
| 12.24 | \$ | <u>25,000</u> | <u>.....</u> | <u>2009</u> |

12.25 \$50,000 of this amount is for the purchase of textbooks and \$25,000 in fiscal year  
 12.26 2008 and \$25,000 in fiscal year 2009 are for a part-time position to manage the library.

12.27 Subd. 10. **Mandarin Chinese leadership team.** For a Minnesota Mandarin Chinese  
 12.28 leadership team to oversee the development and implementation of the Mandarin Chinese  
 12.29 Information Resource Center Web site and for travel expenses related to investigating  
 12.30 Web site resources:

|       |    |               |              |             |
|-------|----|---------------|--------------|-------------|
| 12.31 | \$ | <u>10,000</u> | <u>.....</u> | <u>2008</u> |
| 12.32 | \$ | <u>10,000</u> | <u>.....</u> | <u>2009</u> |

12.33 Subd. 11. **Grants to develop innovative materials.** For ten two-year grants  
 12.34 of \$20,000 to encourage Mandarin Chinese community language schools to develop

13.1 innovative materials and information for the Mandarin Chinese Information and Resource  
13.2 Center Web site and for Mandarin Chinese programs throughout Minnesota:

13.3           \$           200,000     ..... 2008

13.4           Subd. 12. **Public relations.** For hiring a public relations firm to develop and  
13.5 implement a public relations strategy to inform the public about the development and  
13.6 implementation of Chinese language programs and initiatives:

13.7           \$           50,000     ..... 2008

13.8           Sec. 14. **MINNESOTA STATE COLLEGES AND UNIVERSITIES**  
13.9 **APPROPRIATIONS.**

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

13.13           Subd. 2. **World language teacher preparation.** To the Minnesota State Colleges  
13.14 and Universities for five grants of \$100,000 in fiscal year 2008 and five grants of \$100,000  
13.15 in fiscal year 2009 to develop, in consultation with the state Board of Teaching, world  
13.16 language teacher preparation programs leading to licensure as a world language teacher so  
13.17 that Minnesota has sufficient teacher preparation program capacity to realize a long-term  
13.18 goal of having all kindergarten through grade 12 students reach a specified level of world  
13.19 language proficiency by the 2019-2020 school year, and to provide opportunities for  
13.20 qualified world language teachers to study abroad:

13.21           \$           1,250,000     ..... 2008

13.22           \$           1,250,000     ..... 2009

13.23           Sec. 15. **MINNESOTA OFFICE OF HIGHER EDUCATION**  
13.24 **APPROPRIATIONS.**

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

13.28           Subd. 2. **Scholarships.** To the Minnesota Office of Higher Education for 20 college  
13.29 scholarships of \$2,500 in fiscal year 2008 and of \$2,500 in fiscal year 2009 to Minnesota  
13.30 postsecondary students who are interested in pursuing a teaching degree in world

14.1 languages and to postsecondary students who are interested in enrolling in a summer  
 14.2 world language program or in study abroad:

14.3           \$           50,000    ..... 2008

14.4           \$           50,000    ..... 2009