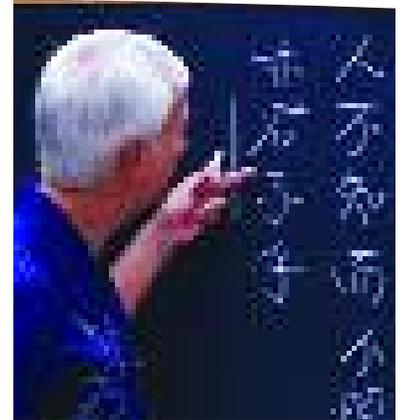




# States Prepare for the Global Age



Our students are no longer Virginians competing against Iowans. Our students are competing against young people all over the world. ... (it is critical we enact reforms that ensure the high school experience reflects the realities and expectations of higher education and today's global marketplace.

— **MARK WARNER**  
Governor of Virginia

In order to promote strategic and economic opportunities that will make our nation safer and more prosperous, every student will need a solid grounding of knowledge about the history of the U.S. and our vital democratic institutions. But we must also integrate knowledge of world history, geography, science and technology, world languages, literature and international affairs into the school day.

— **JOHN ENGLER**  
President of National Association of Manufacturers and  
Former Governor of Michigan

Just as the race to the moon galvanized an earlier generation – the “education race” must mobilize us to meet the demands of the 21st century. In a global economy, our students need to be prepared with world languages and culture. We need to do better at teaching the high demand languages that are increasingly important in the new world like Chinese and Arabic.

— **SENATOR JON CORZINE**  
Governor-elect of New Jersey

Our nation's schools are locked in a time warp... by ignoring critical languages such as Chinese and the essential cultural knowledge needed to succeed, our school systems are out of step with new global realities.

— **CHARLES E.M. KOLB**,  
President of the Committee for  
Economic Development

If you're going to be a global company, international education and experience has to be high on the list... the Boeing Company recognizes that it needs international education to be able to operate. And the ability to communicate easily in the language of the country, to go to the media, to conduct your meetings with senior corporate colleagues or government officials, is invaluable.

— **STANLEY ROTH**  
Vice President for Asia, Boeing Company

The most important thing that schools can do is to make people aware that understanding the world is very much part of the requirement of being an educated person. There should be some shame attached to not being more aware of the world, not having some mastery of foreign language.

— **FAREED ZAKARIA**  
Editor, *Newsweek*

Americans have been the world's most successful students and entrepreneurs for the past century. We have to envision a new set of global skills that include understanding world languages and cultures to retain our edge in an increasingly interconnected economy.

— **GASTON CAPERTON**  
President, College Board

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# Introduction

**F**our years ago the National Commission on Asia in the Schools issued its report, *Asia in the Schools: Preparing Young Americans for Today's Interconnected World*, which concluded, “young Americans are dangerously uninformed about international matters, especially Asia, home to more than 60 percent of the world’s population.” Twenty-five percent of college-bound high school students did not know the name of the ocean that separates the United States from Asia, and 80 percent did not know that India is the world’s largest democracy. The report also revealed that we are not training teachers to understand the international dimensions of their subjects and that language instruction does not reflect today’s realities. For example, fewer than 50,000 U.S. students study Chinese, a language spoken by almost 1.3 billion people. The report generated widespread interest and made it clear that the international knowledge gap was to be ignored at our peril.

In 2002, Asia Society formed the National Coalition on Asia and International Studies in the Schools, a group of more than thirty national education, policy, business, and media organizations committed to building awareness about the importance of international knowledge and skills to our economic prosperity and national security.

As co-chairs of the National Coalition, we are delighted to report on the accelerating growth of an international education movement across America in the past four years. A landmark in the growth of interest in this critical issue was the first States Institute on International Education in the Schools in 2002, co-sponsored by the National Coalition, Council of Chief State School Officers, Education Commission of the States, National Association of State Boards of Education, National Conference of State Legislatures, and National Governors Association, which drew teams designated by the governors of twenty-two states. Subsequent annual States Institutes have reached over 300 leaders in more than thirty-five states. We are delighted that the Business Roundtable and Committee for Economic Development joined as co-sponsors this year.

State leaders who attended the Institutes recognized the pressing need to begin preparing their students for the global age and have developed statewide initiatives that have accomplished much in just three years. Outlined in the opening essay by

Edward B. Fiske, former Education Editor of the *New York Times*, are leadership initiatives that hold real promise: Governor’s task forces, legislation and policy statements, summits, public surveys, professional development initiatives, revisions of high school graduation requirements, innovative uses of technology, and other curriculum reforms. Profiles of the seventeen states provide examples of new programs that can be scaled up, as well as the gaps in our knowledge that must be addressed.

Across the U.S., individual schools have also begun to embrace the challenge of preparing students with new skills for our global age. Examples of local models of excellence are documented in the report. These schools, which have been identified through the Goldman Sachs Foundation Prizes for Excellence in International Education, show how educators at all levels can bring the world into their classrooms. In addition, we have included in each state profile a list of schools that are beginning to integrate international content in their curriculum, so that other interested educators can find examples closer at hand.

A movement to prepare our young people to succeed in the global marketplace and to become informed global citizens has begun. We thank the Ford, Goldman Sachs, Longview, and Starr Foundations for their far-sighted support of this critical emerging field. However, this is just the beginning. Political, business, education, and media leaders in states and at the national level must build on the important progress chronicled here. The U.S. will be less competitive and less secure if our schools do not urgently expand instruction in world languages, economics, and cultures. “States Prepare for the Global Age” makes it abundantly clear: knowledge of the world is no longer a luxury for a few, it is a necessity for all.

JAMES B. HUNT, JR.  
Former Governor of North Carolina, (1977-1985, 1993-2001)

JOHN M. ENGLER  
Former Governor of Michigan, (1991-2003)

*Co-Chairs, National Coalition on Asia  
and International Studies in the Schools*

# States Prepare for the Global Age

BY EDWARD B. FISKE

Former Education Editor of the *New York Times*

## I. ORIGINS OF THE INTERNATIONAL EDUCATION IN THE SCHOOLS INITIATIVE

The impact of globalization on the economy of North Carolina is readily apparent. Exports from its two major ports, Wilmington and Morehead City, flow to virtually every country in the world, and one out of every five manufacturing jobs in North Carolina is related to trade. The state is home to more than 1,100 international firms, and world direct investment is responsible for about 6 percent of private sector jobs.<sup>1</sup>

Two years ago, more than 100 North Carolina policy makers — sensitive to the challenge that globalization poses for the state educational system — set out to create a strategic plan to prepare today's students to thrive in the new global marketplace. In April 2005 they released a report, *North Carolina in the World: A Plan to Increase Student Knowledge and Skills About the World*, spelling out why students need an international education and laying out specific goals and a timetable to “put the world into North Carolina classrooms.”

Such activities are taking place in states across the country. Business, education, and political leaders are grappling with the question of how to produce workers and citizens who can remain competitive — both individually and collectively — in a world that seems to be shrinking before our eyes. This report describes the results of a survey issued by Asia Society to states that have participated in an international education grant program. State leaders are gathering data, appointing commissions and task forces, launching Web sites, revising curricula, negotiating exchange agreements, promoting world language study, and taking other steps aimed at answering the question:

*How can we give today's students the knowledge, skills, and perspectives they will need to live and work in an increasingly interconnected world?*



Photo Credit: Elsa Ruiz

These state activities are part of a national movement that took shape in 2000 when Asia Society convened a **National Commission on Asia in the Schools**, consisting of a distinguished group of American education, policy, business, media, and civic leaders. The Commission was co-chaired by former North Carolina Governor James

B. Hunt Jr.; Charlotte Sanford Mason, a teacher at Newton North High School (MA); and the late Chang-Lin Tien, Chancellor and professor at the University of California at Berkeley.

The Commission's report, *Asia in the Schools: Preparing Young Americans for Today's Interconnected World* (2001), offered the most thorough analysis ever conducted of how much U.S. primary and secondary school students are learning about Asia and the rest of the world. It analyzed the strengths and weaknesses of current teaching of international content and made a series of recommendations on how to improve such instruction.

The case that the Commission and others have made for “putting the world into world-class education” is built on four pillars:

### 1. The emerging global economy

We live in a world where goods and services move seamlessly back and forth across national borders. One in five U.S. manufacturing jobs is now tied to international trade<sup>2</sup>, and markets in other countries offer the greatest growth potential for U.S. companies. U.S. auto executives project that half of their future growth will come from selling cars in eight developing

<sup>1</sup> The Center for International Understanding, *North Carolina in the World: A Plan to Increase Student Knowledge and Skills About the World* (Raleigh, NC: Office of the State Board of Education, April 2005), p. 2.

<sup>2</sup> U.S. Census Bureau, *Exports from Manufacturing Establishments: 2001* (Washington, DC: U.S. Department of Commerce, July 2004), Table 2, p. 8.

countries.<sup>3</sup> Foreign direct investment also accounts for an increasing share of private sector employment.<sup>4</sup>

When they graduate, today's primary and secondary school students will be selling to other countries, buying from other countries, working for international companies, and interacting — whether as customers, vendors, or fellow employees — with persons from other countries and cultures. U.S. students must be masters of a very different mix of knowledge, skills, and perspectives than previous generations of students.

“Any definition of educational excellence in the twenty-first century must include international knowledge and skills.”

## 2. National security

The attacks of September 11 forced Americans to rethink our concept of national security. No longer can we rely on our military and industrial supremacy or the fact that we are separated from potential enemies by two oceans to keep us safe from terrorists bent on doing us harm. Moreover, we face new threats to peace and

stability in the form of nuclear proliferation, global disease epidemics, climate change, and the desperation and sense of hopelessness rooted in poverty.

Our national security is now intertwined with our understanding of diverse cultures and languages. The National Language Conference was convened by the Office of the Secretary of Defense, in partnership with the Center for Advanced Study of Language, the Department of State, the Department of Education, and the Intelligence Community in June 2004 with more than 300 leaders and practitioners from federal, state, and local government agencies; academic institutions; business and industry; as well as foreign language experts. The conference issued a call to action about the compelling need to improve the foreign language and cultural capabilities of the nation, both for defense and cultural diplomacy and for global market leadership.<sup>5</sup> An obvious starting point is to train more persons in strategically important languages such as Arabic, Chinese, and Persian-Farsi, and to give them cultural and historic knowledge and skills to allow them to function effectively within these cultures and countries.

## 3. Democracy and citizenship

Today's students will be living and working in an interconnected world where their interests and actions will inevitably affect and be affected by those of persons in other countries. They will be called upon to take positions on issues such as sustainable development, human rights, and environmental degradation, the consequences and solutions of which transcend national borders.

A recent report by the Department for Education and Skills in England made this point succinctly: “To recognize that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.”<sup>6</sup>

## 4. Cultural diversity within the U.S.

The impact of globalization is readily apparent in our own backyards. New immigrants are transforming the cultures of local communities, places of worship, workplaces, and the local mall. Americans are increasingly interacting and working with persons from vastly different backgrounds and cultures — a challenge that requires new skills and perspectives and that confronts students from the moment they enter school. Students in North Carolina, for example, come from homes in which more than 120 languages are spoken.<sup>7</sup>

### National Coalition on Asia and International Studies in the Schools

*Asia in the Schools* documented the “huge gap between the strategic importance of Asia — the largest, most populous, and fastest-growing area of the world — and Americans’ disproportionate lack of knowledge about this vital region.” The report highlighted the work of individuals and schools that

3 Remarks by Rick Wagoner, President and Chief Executive Officer, General Motors Corporation to Global Challenges and U.S. Higher Education, Duke University, January 24, 2003.

4 *The Globally Competitive South: 2004 Report on the Future of the South (Under Construction)*, by Jim Clinton, Carol Conway and Linda Hoke, Southern Growth Policies Board, 2004.

5 The National Language Conference. *A Call to Action for National Foreign Language Capabilities*. February 1, 2005. [http://www.nlconference.org/docs/White\\_Paper.pdf](http://www.nlconference.org/docs/White_Paper.pdf) (Accessed on November 1, 2005.)

6 *Putting the World into World-Class Education*. (London: Department for Education and Skills, 2004).

7 The Center for International Understanding, *North Carolina in the World: A Plan to Increase Student Knowledge and Skills About the World* (Raleigh, NC: Office of the State Board of Education, April 2005), p. 2.

have been working effectively to close this gap and issued a call to action to political, educational, business, and civic leaders to emulate and expand these efforts.

Recognizing that no single organization can meet these challenges alone, in 2002 Asia Society established a **National Coalition on Asia and International Studies in the Schools** aimed at widening the lens of American education. The Coalition, which is chaired by former Governor James B. Hunt Jr. of North Carolina and former Governor John Engler of Michigan, is composed of leaders and leadership groups that share a deep interest in the ties between international affairs, cross-cultural understanding, economic development, and education reform. Among them are the heads of national education associations, CEOs of major corporations, policy makers, media leaders, local educators, and scholars.

The Coalition had its initial meeting on May 29, 2002, in Washington, D.C., and the groundwork was laid for the first **States Institute on International Education in the Schools**, which was convened in Washington from November 20 to 22, 2002. The States Institute brought together delegations and leadership teams from twenty-two states with the goal of helping states “address the challenges of preparing their students to be citizens, workers, and leaders in the interconnected world of the twenty-first century”. At the end of three days of intensive workshops and plenary sessions, each leadership team presented an action plan geared to strengthening international education in its state. States Institutes were also held in 2003, 2004, and 2005, involving thirty-five states. The Institutes were co-sponsored with the Council of Chief State School Officers, Education Commission of the States, National Association of State Boards of Education, National Conference of State Legislatures, National Coalition on Asia and International Studies in the Schools, and the National Governors Association. In 2005, the Business Roundtable and Committee for Economic Development joined as co-sponsors.

Over the course of the past three years, states have been working individually and collectively on initiatives started at the first States Institute. As a way of helping to maintain the momentum of these and other efforts, Asia Society sent out a survey earlier this year to the network of state leaders who have attended States Institutes, asking them to document the efforts that their states are making to increase international education. Seventeen states responded with detailed descriptions of their efforts. The report that follows describes what the various states have accomplished over the last three years and what future steps are needed.

## II. WHAT STATES HAVE DONE TO “PUT THE WORLD INTO WORLD-CLASS EDUCATION”

Educators and policy makers in all fifty states are beginning to grasp the importance of giving students the knowledge, skills, and perspectives they need for the new global environment. The scope of efforts in this direction, however, varies widely across the country.

In some states, international education is restricted to relatively few classrooms or schools, including magnet schools with international themes. Others have launched systematic statewide initiatives that include new curricular standards, teacher training initiatives, and investments in technology — initiatives that potentially touch nearly every school in the state.

Leadership in promoting teaching about the world has come from various levels. In some states it has started at the grass roots with individual teachers, principals, and district superintendents. In others the movement has taken its cue from leaders at the top, including governors, corporate executives, education policy makers, and cultural and civic organizations.

On the basis of the survey of activities in the area of international education, a series of cross-cutting themes that characterize the various state efforts already under way can be identified. These themes may be useful to states just getting started.

### 1. Statewide surveys

The need for international education in the schools is a relatively new concept. Until recently it has not been part of the general debate over education standards. Many citizens are unaware of the growing link between their state’s economy and international trade. Most are also unaware of what schools can do to equip students to take their place as workers and citizens in a world that is becoming smaller.

A logical first step for states interested in the issue of international education is to carry out a survey to determine what is already happening in this area, and then to publicize the results as a way of informing policy makers and raising public interest in the issue.

Eleven states have conducted statewide surveys. In **Kansas**, for example, the Kansas Committee for International Education in the Schools (KCIES), with support from the Governor’s Office and the State Education Department, surveyed 3,000 citizens

and then held focus groups as a way of building public support for new investments in international education. Virtually all respondents (97 percent) agreed or strongly agreed that “knowledge about international issues will be important to the careers of young people in my community” and that “it will be difficult to compete successfully in an international economy unless our workforce is knowledgeable about international issues”.<sup>8</sup> A follow-up initiative, *Kansas in the World*, promotes actions by professional education organizations throughout the state.

Other states that have conducted surveys are **Connecticut, Delaware, Massachusetts, Michigan, New Jersey, New Mexico, North Carolina, Rhode Island, South Carolina, Vermont, and Wisconsin.**

The results of statewide analyses are often posted on state-sponsored Web sites dedicated to international education. Although these Web sites vary in focus from state to state, they typically include information on how to make the case for international education, curriculum and professional development resources for teachers, and current activities in the state.

Please see Appendix II for a listing of state international education Web sites.

## 2. Statewide conferences

Another popular initial step is to organize a statewide conference — sometimes billed as a “summit” — that brings together people from many different sectors, disciplines, and geographic areas to raise consciousness about the importance of international education, share ideas, and build collaborations. A dozen states have held such conferences/summits since April 2003.

The **Massachusetts** Initiative for International Studies (MIIS), a largely non-governmental group, convened a conference in December 2003 on “*Education and the Global Economy*” around the theme: “The global economy is here to stay. American students must be ready to work in a highly competitive international environment.” More than 190 educators and civic and business leaders attended and developed recommendations ranging from the creation of a state forum for dialogue between

businesses and education leaders, to proposals for a high school global economics course, professional development opportunities for teachers, and an emphasis on international content in all curriculum areas.

In December 2004, a second conference with the theme “*Education for Global Competency*” drew teams from twenty-five school districts to focus on developing strategies for increasing international education in their districts. This conference, attended by 250 people, afforded superintendents, other educational leaders, and education policy makers the opportunity to hear from business leaders about the importance of developing a workforce well trained to understand the world. Particular areas of interest included the need for learning to collaborate with people from different cultures, and infusing world history, language instruction, and exchange programs into the current school curriculum. A third conference is scheduled for December 2005.

In October 2003, the **Kentucky** Department of Education convened stakeholders from education, business, government, and private agencies for that state’s first International Education Summit. Participants identified existing international partnerships and activities for students and teachers and began plotting a course for internationalizing the state’s education system through policy change, dissemination of information and resources, and greater international public-private partnerships. *The Kentucky International Education Summit Report* was released in 2004, and momentum from the conference resulted in the formation of an advisory committee composed of representatives from the public and private sectors. The committee was charged with drafting a position paper laying out a vision of international education in the state, establishing a resource clearinghouse on the Web for key agencies and organizations, and furthering the initiative’s outreach to business, government, and education leaders.

In **Washington**, a daylong summit on “*Teaching and Learning in a Global Community*” in September 2003 drew 300 participants representing business, government, and education from pre-kindergarten through the graduate level. Participants identified three key goals: the integration of international perspectives into the P-20 curricula; the expansion of world language education; and the encouragement of all forms of international exchanges. A second successful meeting on “*Building Global Relationships*” was held in October 2004.

The **New Mexico** Department of Education held an International Education Summit in late November 2004.

<sup>8</sup> Kansas in the World survey. ONLINE. Available at: <http://www.kansasintheworld.org/kcies/iefocus.asp> [8 Nov. 2005]

“97 percent agree that ‘knowledge about international issues will be important to the careers of young people in my community.’”

The summit assessed existing international activities, including potential partnerships with Mexico, other Latin American countries, and organizations representing Native American Tribes and immigrant communities. The meeting generated a plan to integrate international content into various education reform initiatives, with priorities

given to professional development institutes, school and district curriculum development, and teacher preparation. New Mexico also convened a Town Hall Meeting for 125 selected policy makers to create a framework and policy recommendations for improving and internationalizing high school education.

New Jersey convened an International Education Summit in October 2004 aimed at addressing the state’s “international knowledge gap”. The summit, attended by 250 New Jersey educators and sponsored by the state education department and Princeton University, led to the New Jersey International Education Summit Report. A five-year strategic plan is being drafted for submission to the new governor, the commissioner of education, and the State Board of Education.

Other states that have held statewide conferences include Connecticut, North Carolina, Rhode Island, South Carolina, Vermont, Virginia, and Wisconsin. Delaware plans to hold a state conference in 2006. Please see Appendix II for a list of state reports.

### 3. Task forces and commissions

Another popular approach is for governors to name a task force or commission that brings together leaders from different sectors to analyze the condition of international education in their state, identify existing resources, and recommend plans for change. At least thirteen states have created such bodies.

One of the first was Michigan, where in 2002, then Governor John Engler signed an executive order creating the Michigan Commission on Asia in the Schools. Its report, released later that

year, noted that despite the importance of Asia to Michigan’s economy, only one question in the entire statewide assessment exam dealt with Asia, and that Michigan graduated only one teacher of Japanese the previous year. It laid out a plan for increased focus on Asia in Michigan schools and paved the way for an October 2004 position statement by the state board of education supporting international education.

Governor James Douglas of Vermont convened a Governor’s Council on International Education and charged the body to assess the status of international education in Vermont schools, to identify the best practices in international education, and to make policy recommendations to the legislature, the State Board of Education, the State Department of Education, and other organizations. The commission pointed out that Vermont’s traditional isolated households, farms, and communities are giving way to a new Vermont in which young people’s future careers will be closely tied to the larger world. While pleased that Vermont is ahead of many other states in teaching about other countries, the authors lamented the fact that the state still “lacks a well-articulated set of policies, sufficient resources, and a comprehensive curriculum to assure that all Vermont students become knowledgeable about world cultures”. The report called on the state government and all stakeholders to expand Vermont’s strong tradition of Asian and international studies for the benefit of Vermont’s children.

The Governor’s Commission on International Education in West Virginia emphasized the urgency of increasing the international competence of its citizens so that the state’s children would not be left behind. Its March 2004 report documented the need for international education in the state, described current programs and models, and made strategic recommendations aimed at improving public awareness, expanding foreign language education, and using technology to bring international content to rural areas.

In Wisconsin, the state superintendent and governor collaborated to create the Statewide International Education Council, a highly visible body that brings key education, private and public university, and business leaders together to discuss international education issues and organize regional leadership collaborations and K-16 partnerships to promote international education. Four international regional leadership alliances that are attached to the council ensure that input reaches the council from the grassroots level.

At another level, the Wisconsin government has convened an Inter-Agency International Work Commission, with representatives from state agencies to advise the governor,

create interlocking policies and recommendations, and to collaborate on projects so that initiatives reach farther and more fully represent the state. Thus education programs and needs get wider publicity and have a multiplied impact.

Other states that have formed state-level mechanisms include **Connecticut, Delaware, Kansas, Massachusetts, New Jersey, North Carolina, and Oklahoma.**

#### 4. Policy statements and legislation

At least ten states have passed state board of education or state legislative resolutions to promote international education.

The **Connecticut** General Assembly passed legislation in 2001, and the State Board of Education adopted a Position Statement in 2002, establishing an official state policy encouraging international education and forming a Connecticut International Education Advisory Committee. Among other activities, in October 2004 the committee organized a conference for local superintendents on integrating international content into their school systems and is exploring an international school recognition program.

The **New Jersey** General Assembly passed a resolution in March 2005 “encouraging students, teachers, administrators, and educational policy makers to promote and participate in international education activities that enhance civic education, advance cultural/cross-cultural awareness, lead to communicative competence in world languages, further literacy/multi-literacy, and promote mutual understanding and respect for citizens of other countries”.

**Kentucky** legislators passed a concurrent resolution in support of international travel programs and the availability of “curriculum materials and information...that will increase the awareness of Kentucky educators and students of other cultures, languages, economies and systems of government”.

Other states that have adopted policy statements in support of international education include **Massachusetts, Michigan, New Mexico, North Carolina, Wisconsin, and Wyoming.** Please see Appendix II for a list of links to policy statements and legislation.

#### 5. State prizes and awards

In June 2003, the Goldman Sachs Foundation and Asia Society created the first-ever national Prizes for Excellence in International Education to identify and recognize the best of the growing number of innovative examples of international education for K-12 students and teachers and those who are working to take these models to scale. The program annually awards prizes of \$25,000 each in five categories: elementary/middle school, high school, a state, higher education institution, and media/technology project.

**West Virginia, Wisconsin, Kansas, and Vermont** have followed the lead of these national organizations and established their own prizes as a way of recognizing schools in their state that are pioneers in international education and that provide practical examples within reach of other schools in their state.

#### 6. Coalitions and partnerships

Some states have adopted a strategy of building coalitions and partnerships as a means of promoting international education in their schools. The most ambitious of these can be found in **North Carolina**, where the North Carolina in the World project has brought together the Governor’s Office, State Board of Education, Superintendent of Public Instruction, the University of North Carolina’s Center for International Understanding, and the North Carolina Business Committee for Education.

As part of North Carolina in the World, action groups analyzed the state’s needs in international education and established four leadership teams to develop action strategies such as school-to-school linkages, partnerships between higher education institutions and K-12 schools, which increased teacher knowledge and world languages. A public report containing state-level policy recommendations was presented by the four leadership teams to the legislature and business community at an April 2005 summit. The initiative has also begun planning a communications campaign to promote international literacy through a partnership with Sesame Workshop and its new Muppet character, Global Grover.

The **Washington** State Coalition for International Education has generated considerable momentum among education practitioners across the state, linking isolated international activities into a growing movement. The coalition has produced a resource guide for statewide distribution and launched the state’s first international education Web site. Having held two

“New technologies have not only reinforced the need for global knowledge and skills, but made such instruction feasible for every U.S. school.”

successful summits in September 2003 and October 2004, the coalition is now seeking to engage state leaders in support of international education and is partnering with the Office of the Superintendent of Public Instruction to administer a statewide survey of world languages taught in the schools. In 2004 the

Coalition provided an International Education Scholarship to the Washington State Teacher of the Year.

## 7. New curriculum standards

Many states have begun their efforts to improve international education by taking a hard look at their statewide curriculum standards and then taking steps to build more global content into them. Some states began to introduce global knowledge many years ago, such as **New York**, which introduced a two-year global studies course (now called Global History and Geography) in 1989; **California**, which created the statewide California International Studies Project professional development network; and **Virginia**, which integrated the study of international education and world languages into state standards and professional development opportunities in the 1980s. Other states are just beginning. While most states start with social studies and history, others encourage integration across the curriculum.

**Delaware**, for example, is working with district- and school-level education leaders to create a statewide curriculum that incorporates international content into all grades, while **South Carolina** is completing a review of state standards that are connected to international education and developing specific teaching ideas for each one. The advisory board on international education is promoting the integration of international education into the social studies standards. In **Connecticut** a statewide meeting of school superintendents examined ways to integrate international content across the curriculum.

In **Idaho** the International Education Task Force drafted a new state social studies standard that infused global perspectives for grades K-12. In addition to developing a resource Web site for

teachers, the task force is also crafting sample curriculum lessons around area studies and international topics and themes. The **Kansas** Committee for International Education in the Schools collaborated with the Kansas State Department of Education, the Governor’s Office, the University of Kansas, and other state agencies on the revision of the state social studies standards. Starting in 2008, all high school students will be required to take a world history, world geography, and global economics assessment.

**Wisconsin** is another state where education leaders examined curriculum standards and then created a curriculum guide showing how international content can be integrated into every grade and subject area. The guide includes program standards that set forth a vision of how international programs must go beyond the curriculum and affect staff hiring policies, budget priorities, technology and building planning, and community outreach.

## 8. Language instruction

In part because of national security concerns, a national movement has developed aimed at promoting more teaching and learning of world languages, including strategic non-Western languages such as Chinese and Arabic. In 2004, the National Languages Conference drew attention to the critical national need for higher levels of competence in a wider range of world languages. The College Board introduced new Advanced Placement courses in Russian and Italian in 2005 and will introduce programs in Chinese and Japanese in 2006. China’s growing importance in the global economy has led to a great interest across the country in teaching Chinese. In fact, when the College Board surveyed high schools across the country, 2,400 schools expressed interest in offering the AP course in Chinese language (Mandarin) and culture when it becomes available.<sup>9</sup>

States are moving in the same direction. In 1999 the **Wyoming** legislature passed a law requiring that every child in grades K-2 have the opportunity to learn another language. The legislature reinforced that mandate by appropriating \$5 million in 2004 to fund the development of a K-6 language program to be piloted in fifty Wyoming elementary schools for five years. The pilot program began in September 2004 and will continue through June 2009.

<sup>9</sup> Asia Society. Expanding Chinese Language Capacity in the United States Meeting Report, April 12, 2005.

Since 1996 **New Jersey** schools have been required to provide all students with instruction in world languages at the elementary and secondary levels. High school students must complete at least one year of study in world history and cultures.

In **Connecticut** four school districts are launching a pilot program in Mandarin with five visiting teachers from the People's Republic of China. The costs will be shared with the Chinese National Office of Teaching Chinese as a Foreign Language, under a special agreement. **Kentucky, Utah, and Chicago, Illinois** are also implementing visiting teacher programs with China.

Language study is on the increase. States report strong interest in continued language study, especially from parents, though school boards are not always able to act on this interest amidst budget constraints and other priorities.<sup>10, 11</sup>

## 9. Assessment and other standards

Despite considerable attention to the devising of curriculum standards that incorporate global content, few states have taken the additional step of revising other policies that have significant impact on what students learn.

Very little attention has been paid to the introduction of international content into the statewide assessments that set much of the tone for classroom instruction. Nor have most states revised either their high school graduation requirements or the entrance requirements for public colleges and universities.

## 10. Professional development of teachers

When asked to define the biggest obstacles they encounter in promoting the teaching of international knowledge, skills, and perspectives, school administrators and policy makers invariably cite the shortage of teachers who themselves have mastered these areas. While many states have come a long way toward making international knowledge and skills a significant policy priority, they have done very little to train teachers to be competent in global issues. Nor has much attention been paid to reforming licensing and certification requirements or providing incentives



Photo Credit: Elsa Ruiz

for teachers to focus on international themes.

However, at least half a dozen states have mounted significant professional development initiatives for current teachers — both by training teachers to convey global content and by providing resources to help them do so. **Kansas** is creating online professional development courses through one of

its regional service centers. **Rhode Island's** working group on international education has launched both a series of professional development workshops and a Web site of resources.

Recognizing that teachers have little time to find new materials outside of textbooks, **Idaho** has formed a group of teachers who are developing lesson plans to help teachers integrate international content consistent with state standards. **Delaware** has created two new professional development clusters, one on Asia and one on technology and international studies, to create a cadre of better-prepared teachers ready to support the expansion of international content statewide. Teachers completing the professional development clusters receive additional compensation.

**Oklahoma** has created an “Ambassadors” program in which teacher experts work with other teachers through regional workshops to integrate international content into their classrooms. The Oklahoma Association for Supporting International Studies (OASIS) has compiled international resources and teaching materials on a new Web site, hosted fourteen regional meetings to discuss the needs for international education, implemented a summer professional development institute for teacher leaders, and is organizing a youth leadership conference on the theme of globalization. **West Virginia** has held a Governor's Summer Institute on International Studies for teachers.

In **Wisconsin**, the Department of Public Instruction has introduced new licensing requirements, which give teachers more flexibility in creating their own professional development plans. This allows teachers the possibility of doing more language study, teaching or studying abroad, or working with other teachers to

10 Welles, Elizabeth, “Foreign Language Enrollments in United States Institutions of Higher Education, Fall 2002.” ADFL Bulletin, Vol. 35, Nos. 2-3, Winter-Spring 2004. ONLINE. Available at: <http://www.adfl.org/resources/enrollments.pdf> [24 Oct. 2005].

11 Jamie B. Draper and June H. Hicks, Foreign Language Enrollments in Public Secondary Schools, Fall 2000 (American Council on the Teaching of Foreign Languages, May 2002).

internationalize their curricula. The department has held many workshops to promote these plans as well as to help teachers incorporate the new international education and world language standards into their teaching and thinking.

### 11. International exchange programs

Perhaps the most powerful means of promoting international knowledge, skills, and perspectives is through direct contact with persons from other countries and cultures — either in person or through electronic collaborations via the Internet. Many U.S. primary and secondary schools have already initiated such relationships on their own, but state education leaders have recently begun to foster such activities as a matter of statewide policy. In many of these programs the emphasis is on language study. In others the emphasis is on curriculum development and the creation of ongoing sister-city relationships.

Several states have established education partnerships with Chinese provinces. **Connecticut** has exchange agreements with six countries and recently has established partnerships between thirty schools in Connecticut and schools in the Shandong province of China, with more to come. The partnerships include exchanges of teachers and principals and are also a way to foster the growth of Chinese language programs.

**Oklahoma** is developing similar partnerships with Sichuan Province, **Michigan** with Shaanxi Province, **North Carolina** with Hangzhou and Zhejiang Provinces, and **Kansas** with Henan Province.

Other states such as **Delaware**, **Indiana**, and **Idaho** have taken teachers on summer study programs and then had teachers develop curriculum units upon their return. Fulbright-Hays sponsors some of these trips designed to give teachers an understanding of different cultures, languages, and economies. Teachers then transform their new understanding into educational opportunities for students.

Opportunities for education leaders to examine education systems in other key countries helps to promote an authentic understanding of global competition, to expose U.S. educators to successful educational innovations in other parts of the world, and to strengthen commitment to international education. **North Carolina**, **Wisconsin**, and **Oklahoma** are examples of states that have made strategic use of such “critical actor” tours. Asia Society and the Council of Chief State School Officers have taken delegations of state commissioners of education to China

and are planning a delegation to examine science and technical education in India.

### 12. Use of new technologies

Some states have begun to use their technology infrastructures to build global perspectives into teaching and learning. **South Carolina**, for example, has mounted videoconferences with schools in Ecuador and used its strong public television network to educate its citizens about the importance of China.

**Kentucky** is working to establish a “virtual” international high school to give students access to teaching that would not otherwise be available. At the Virtual International High School, students will study topics such as human geography, international economics, comparative world government, and world history. They will also be required to become proficient in a world language (a special online Chinese course is being created), participate in an international travel experience or approved equivalent, accumulate a portfolio of intercultural activities over their four years of high school, and take part in a service learning project with international implications.

The **Idaho** Digital Learning Academy, operating under the umbrella of the State Department of Education, is a virtual high school that offers courses in the areas of geography and culture, world history, international business, and world languages. The program is currently being expanded to include middle school courses as well.

**Ohio** has several virtual high schools, which provide access to national and international educational content through video contact with schools around the world.

The **West Virginia** Virtual School offers courses in five languages, including Japanese, as well as language arts courses in world mythology, world history, Asian history, the history of the Holocaust, and the history of the Crusades.

Others states are encouraging schools to work with established classroom-to-classroom networks such as International Education and Resources Network (iEARN), an international communication program that engages students and teachers in interactive discussion forums in a dozen disciplines and languages, and GLOBE, an international science program. More than 15,000 schools in 100 countries have participated in iEARN, making it the largest and most active school-to-school online linkage initiative, involving thousands of students each

day in collaborative educational projects with their peers in other countries. GLOBE is a hands-on primary and secondary Earth science education program that brings together students, teachers, and scientists to study and research the dynamics of the Earth's environment. Hundreds of thousands of students around the world work in partnership with scientists to collect important data following guidelines created by National Science Foundation-funded scientists.

### III. PROMISING PRACTICES FROM SCHOOLS

Achieving the goal of giving every U.S. student the knowledge, skills, and perspectives that he or she will need to function effectively in the new global environment requires both top-down and bottom-up efforts. States are doing their part by establishing priorities and providing the various support mechanisms described in the previous section. Local schools, in turn, are the venues where quality international education is actually delivered to students.

Multiple examples can be found — in virtually every state — of schools that have found effective and creative ways to enrich their curricular offerings with international content. Through its awards program, the Goldman Sachs Foundation has begun to highlight many of these “best practices.” Here are some examples of schools that have become pioneers in the field of international education.

**Evanston Township High School**, a suburban public high school outside Chicago, Illinois, has focused its international efforts on curriculum reform. A team of teachers has developed a series of courses on the history and literature of Asia, Africa, Latin America, and the Middle East, and every sophomore must take a full year of global studies. The school is known for its simulation activities in which students play the role of, say, a participant in the Berlin Conference of 1885 or the creator of a non-governmental organization. Evanston offers instruction in six world languages, including Japanese and Hebrew, and students participate in extracurricular activities such as the Model United Nations, the Islamic Culture Club, Tea Ceremony, and Amnesty International.

The **Metropolitan Learning Center**, a public magnet high school in the greater Hartford, Connecticut area, has also focused its efforts on curriculum. Students are required to take “Global and International Studies” as freshmen, and as sophomores they fulfill their state civics requirement with a

course in “Emerging Civil Societies.” Other requirements include quarter-credit area studies courses on East Asia, Latin America, the Middle East, Africa, and Europe. MLC students also select a world language in which to become fluent. They can hone their skills in Chinese through a partnership with a school in Shandong, China. The school has also developed a strong technological environment and is an active participant in iEARN.

**Newton North and South High Schools** in Massachusetts are home to the longest-running secondary student and teacher exchange program between the United States and China. Each year students and teachers are selected ten months in advance to undergo intensive language and culture training, culminating in a full semester in China. Many of the U.S. students return from their semester in China to pursue further opportunities for international work and study. The reciprocal visit of Chinese students and teachers in the fall provides an opportunity for the entire school to learn about Chinese culture. The impact of the exchange is felt throughout the curriculum, which has been redesigned to reflect more emphasis on Eastern history and civilization. The exchange program has proven so successful that it is now being replicated in states from Oklahoma to Maine.

**Glastonbury High School** in Connecticut has a long tradition of focusing on the importance of international education, especially with regard to foreign languages. Nearly all students (93 percent) study a world language and 30 percent study more than one. The foreign language curriculum is thematic and interdisciplinary, and instruction is integrated into world history standards. Glastonbury has a particularly strong Russian program and for more than 15 years has exchanged students and teachers with counterparts in the former Soviet Union.

Another leader in language instruction is the **Chinese American International School**, a private school in San Francisco, California, which operates the largest fulltime elementary program teaching Chinese to English-speaking students. Students from pre-kindergarten through eighth grade study all subjects in both Mandarin and English, with a special emphasis on Chinese culture and values. Students running for student government must give speeches in both languages, and portions of science fair projects must be completed in both languages. CAIS backs up its dual language instruction with formal professional development through its Institute for Teaching Chinese Language and Culture, whose services are also available to teachers in other schools, both public and private.

The **John Stanford International School**, a public partial-immersion elementary school in Seattle, Washington, requires students to spend half of their learning day in English, the other half in either Japanese or Spanish. International content appears across all curricular areas, including math and science, and a local arts organization provides artists-in-residence to teach students about world dance, music, and visual arts. The school has benefited from partnerships with local international businesses as well as with the University of Washington. A new partnership with a small school in Puerto Vallarta, Mexico, exposes students to the problems of children who live in poverty.

The **International School of the Americas**, an urban public magnet school in San Antonio, Texas, emphasizes an experiential learning approach to international education through simulation, field trips, and the use of technology. Students prepare for exchanges with Mexico and Japan through teleconferencing, and they have mounted a joint Web-page project with peers at two schools in Tajikistan. All sophomores are required to participate in a large-scale Model United Nations conference. Students also participate in a joint biological exploration with students from their sister school in Japan. Professional development for teachers is another priority, much of it carried out through partnerships with Trinity University and four other colleges and universities, the World Affairs Council, and three local museums.

The **Eugene International High School**, a program set within four suburban public high schools in Eugene, Oregon, is an example of how international education can be a means of promoting secondary-level school redesign. IHS promotes international themes at all grade levels, including the writing of 4,000-word extended essays on global issues in the junior and senior year. Students must also complete sixty-five hours of service learning with an international focus, and they must study a world language for three of their four years. Technology is routinely incorporated into the curriculum through online courses, teacher Web sites, and electronic pen pals.

These schools provide wonderful models. And there are many more like them across the country. The challenge now is to move from islands of excellence to a nationwide commitment.

#### **IV. TAKING GLOBALIZATION SERIOUSLY: A STRATEGY FOR SUCCESS IN THE GLOBAL AGE**

Clearly there is a critical need for strategies that will modernize our schools to prepare students for the opportunities and challenges of the global age. We have seen that a growing number of states — and numerous individual schools — are coming to understand the important stake they have in developing globally sophisticated citizens and workers and are taking initial action steps to fulfill these objectives. This is encouraging. All of these efforts represent a good start — but only a start. We have not yet made international knowledge and skills a significant national policy priority. Nor have we developed the capacity to integrate rigorous international content into our nation's classrooms.

The stakes are high. We will need multiple strategies to make meaningful change. The U.S. will be less competitive and less secure if our schools and colleges do not urgently expand instruction in world languages, economies, and cultures. What should leaders from different sectors do to ensure that all students have the full set of skills needed to live, work, and succeed in the twenty-first century?

##### **1. Raise awareness of the urgency of responding to globalization**

Educators alone cannot enlist support for international education. We need leadership from many sectors. *First*, governors and business leaders, who understand how rapidly the world is changing, need to communicate to schools and parents the long-term consequences of our failure to prepare students for the world that awaits them. *Second*, we need to build networks, both human and technology-mediated, among the hundreds of grassroots local innovators. *Third*, since states are in the forefront both of education reform and in managing the challenges of globalization, they need to create five-year plans with specific goals for integrating international education and exchange into their education and economic policy and program mechanisms. In doing so, they are likely to find willing partners and resources in their corporate, university, cultural, and heritage communities. *Fourth*, at the national level, the president, Congress, and U.S. Departments of State, Defense, Commerce, and Education need to connect our policies to advance international relations and economic growth to our nation's education agenda.

## 2. Invest in teachers' capacity to implement new curriculum goals

Teachers cannot teach what they themselves do not know — or at least value and appreciate. Leaders in states that have pioneered in international education invariably cite lack of teacher preparation as a major obstacle. Thus it is important to invest heavily in the training of new teachers and in the re-tooling of current teachers.

In the Sputnik era, our nation made an important commitment to science, math, and world language education via the National Science Foundation. A similar national commitment to prepare teachers to promote international knowledge and language skills is now needed. The Higher Education Act provides an important vehicle for modernizing teacher preparation and professional development. Allowing Title II or Title VI funds to create K-16 Partnerships for International Teaching Excellence and to develop international professional development opportunities, including study abroad and online courses for teachers and school leaders, could create critical capacity for schools.

A starting point for states is to enhance pre-service teacher education requirements by requiring that all prospective teachers take courses on another world region or culture and become knowledgeable about the international dimensions of their subject. Teacher certification requirements can then be updated so that new teachers will understand — and prepare themselves to handle — their new obligations to inform their instruction with global themes.

Professional development programs for current teachers must also be reexamined through the lens of global knowledge and skills and updated accordingly. States report that one effective way of doing this is through partnerships with university area studies and language departments. Local world affairs councils, cultural institutions, and corporations with global connections are also ready resources.

Leadership training should also be instituted for school principals and district superintendents. They need to understand issues such as the importance of workforce modernization in a global economy and to make the case for international education to school boards, teachers, and parents.

Another way to promote an internationally sophisticated teaching force is to develop alternative certification routes that would speed the recruitment of persons who have retired from the Foreign Service or the military. This approach could also be

used to enlist native speakers of languages other than English or business executives with language skills. Most alternative pathways require the same level of mastery of content and teaching skills as standard programs, but they allow more flexibility to complete the requirements.

## 3. Develop a K-16 pipeline in major world languages

School districts in a number of states have demonstrated the value of beginning language instruction as early as primary school. The capacity of young children to learn new languages and to profit from the experience is well documented. Establishing a “language pipeline” — that is, starting language instruction early and then building on it as the student progresses through middle and high school — is an ideal way to show students the value of world languages and to encourage some to take up non-traditional, but strategically important, languages such as Chinese or Arabic.

In the longer term, our education policies should encourage all students to learn a second language, as other industrial countries do.<sup>12</sup> In the shorter term, our diplomatic and defense communities urgently need a K-16 pipeline to produce proficient speakers of critical languages, including Chinese, Japanese, Korean, Arabic, Farsi, and Russian. To increase our capacity to communicate in languages other than English, there should be serious federal incentives to begin languages earlier (elementary school), promote innovative uses of technology, conduct R&D experiments with more intensive and effective approaches to language learning, build on the language resources in our heritage communities, and recruit and train teachers in less commonly taught languages.

Methods that have proved effective in promoting language learning include state high school graduation or college-entrance language requirements, incentives to districts and schools to introduce world language at the primary and middle school level, the use of interactive technology and immersion experiences, and tapping the state's pool of heritage language speakers.

State policy makers should keep in mind that learning a world language has also been shown to enhance students' understanding of the nature of language and thus their grasp of their mother tongue. Students who are in a position to compare

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<sup>12</sup> Stewart, Vivien, “A World Transformed: How Other Countries Are Preparing Students for the Interconnected World of the 21st Century.” *Phi Delta Kappan*, Vol. 87, No. 3, November 2005, pp. 229-233.

the structures of English with those of another language develop valuable insights into the ways that language shapes our thoughts and ideas.

#### 4. Make high schools relevant to the global age

Any definition of educational excellence in the twenty-first century must include international knowledge and skills. Therefore, international education needs to be infused into education at all levels.

There is wide acceptance of the notion that the “comprehensive” high schools that proliferated during the second half of the twentieth century are too large and impersonal to meet the needs of many students today. Thus a push is under way to establish small high schools, and to find ways to break large schools down into smaller components.

However, if students are to succeed in a globally interconnected world, high school redesign must go beyond mere structural change; a fundamental shift in what schools teach must occur. Evidence mounts of a lack of correspondence between the content of the high school curriculum and the knowledge and skills that students will need to function as workers and citizens in the globally interconnected world of the twenty-first century. As states such as New York, California, Texas, and North Carolina have shown, the high school reform movement offers a ready opportunity to create internationally themed secondary schools. The Gates Foundation is providing financial support for this concept by backing a network of International Studies Schools in several cities.

Every state, as well as every large district, should build at least one internationally themed high school, and those that have already done so should consider establishing a statewide network of them to function as models and professional development centers. They can be billed as Governors’ Flagship International Studies High Schools. Every state should also include international knowledge and skills in their overall recasting and modernization of high school graduation requirements. Requirements should include courses in a world language, world history, international economics, and geography. This will require extensive pre- and in-service teacher education and leadership development programs including summer institutes, international benchmarking and travel opportunities, and the expanded use of virtual courses, especially in rural and under-resourced communities.

“The cost of ‘putting the world into world-class education’ will be considerable.

The cost of not doing so will be infinitely greater.”

#### 5. Leverage media and technology to bring the world to our students

In the last decade, billions of private and public sector dollars have been invested to wire schools, build Web resources, open the spectrum to new channels, and broadcast quality media to schools and communities. But the

impact on children’s and teachers’ knowledge of the world outside our borders has been negligible. Private and public resources in these areas must be leveraged to stimulate new international content in vehicles such as virtual high schools, to encourage school-to-school partnerships with schools in other parts of the world, to prime partnerships between universities, corporations, and K-12 schools, and to utilize public television and radio funding — all to educate young Americans about the world.

The rapid development of new technologies, including universal access to the Internet, has not only served to reinforce the need for global knowledge, skills, and perspectives, but made such instruction both technically and economically feasible for every U.S. school. In particular, technology-mediated partnerships with educators and schools in other countries not only foster knowledge of other cultures but give students direct experience in working with peers around the world. Students can learn with students in other nations, not just *about* them.

## V. CONCLUSION

Giving U.S. students the knowledge, skills, and perspectives they will need to function successfully in our global age is a task that requires leadership from all of the stakeholders who shape state education policies: governors, educational policy makers, the business and philanthropic communities, school administrators, teachers, parents, and students. Each of these groups must help develop the political will to upgrade U.S. education to meet the demands of the twenty-first century.

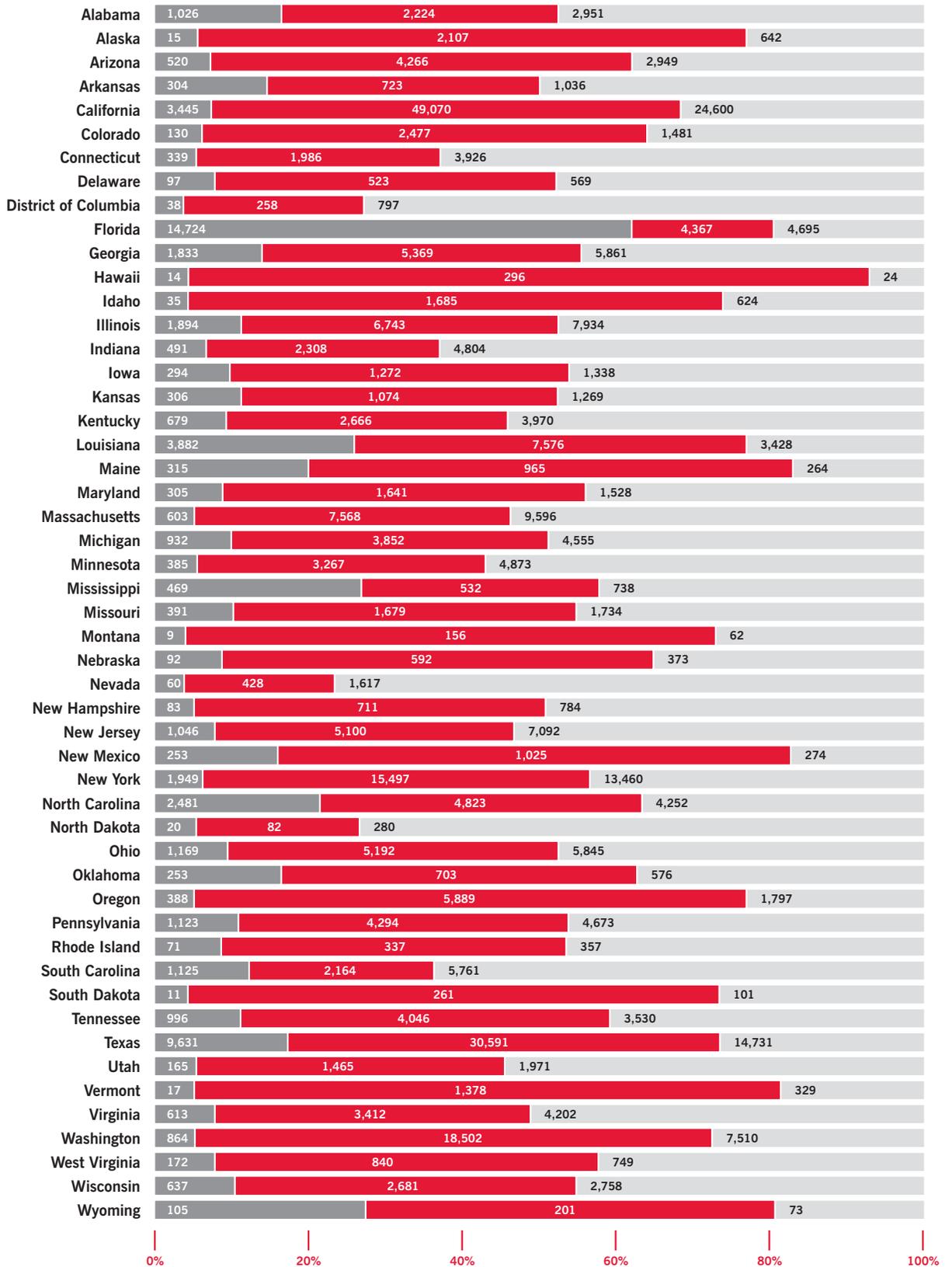
The cost of “putting the world into world-class education” will be considerable. The cost of not doing so will be infinitely greater.

## TEN QUESTIONS YOU SHOULD ASK YOUR STATE

1. What are your state's *current and future connections* to other parts of the world, including economic development/jobs, cultural exchanges, and population diversity?
2. Has your state developed explicit *policies* to promote international knowledge and skills? Does it have a *mechanism* and a specific organizational entity responsible for driving the state effort?
3. Do your state's existing *standards, assessments, and graduation requirements* incorporate international content in clear and specific ways across all of the major subject areas? Should textbook review criteria be strengthened with respect to other world regions, cultures, and global science issues?
4. How is international education incorporated into *other school reform efforts* already under way in your state, e.g., middle and high school reform, early childhood, literacy and after-school programs, civics education, K-16 alliances?
5. Does your state *identify and disseminate best practices* in existing schools or offer *incentives* to create more internationally oriented schools?
6. What opportunities do students in your state have to learn *world languages*, including less commonly taught languages? How could these be expanded?
7. Are current *teacher preparation and certification* programs up to the challenge of preparing the next generation of teachers to teach about the world? How can your state increase the number of world language teachers?
8. Does your state use the international *resources of higher education and the business community* to promote students and teachers' international knowledge/skills?
9. How could your state's *technology and distance learning* infrastructure be used to strengthen international education?
10. Does your state support student, teacher, and school leader participation in *international partnerships and exchanges*?

STATE EXPORT FIGURES

2004 (\$ MILLIONS)



Data compiled by the World Institute for Strategic Economic Research at Holyoke Community College ([www.wisertrade.org](http://www.wisertrade.org)) using figures from the U.S. Census Bureau, Foreign Trade Division.

\* Latin American includes Central and South America and the Caribbean, but does not include Mexico.

\*\* Asia includes: Afghanistan, Bahrain, Bangladesh, Bhutan, Brunei, Burma

(Myanmar), Cambodia, China, East Timor, Hong Kong, India, Indonesia, Iran, Iraq, Israel, Japan, Jordan, Korea (Republic of), Kuwait, Laos, Lebanon, Malaysia, Maldives, Mongolia, Nepal, North Korea, Oman, Pakistan, Philippines, Qatar, Republic of

Yemen, Saudi Arabia, Singapore, Sri Lanka, Syria, Thailand, United Arab Emirates, Vietnam.

\*\*\*Europe includes all countries in the European Continent.

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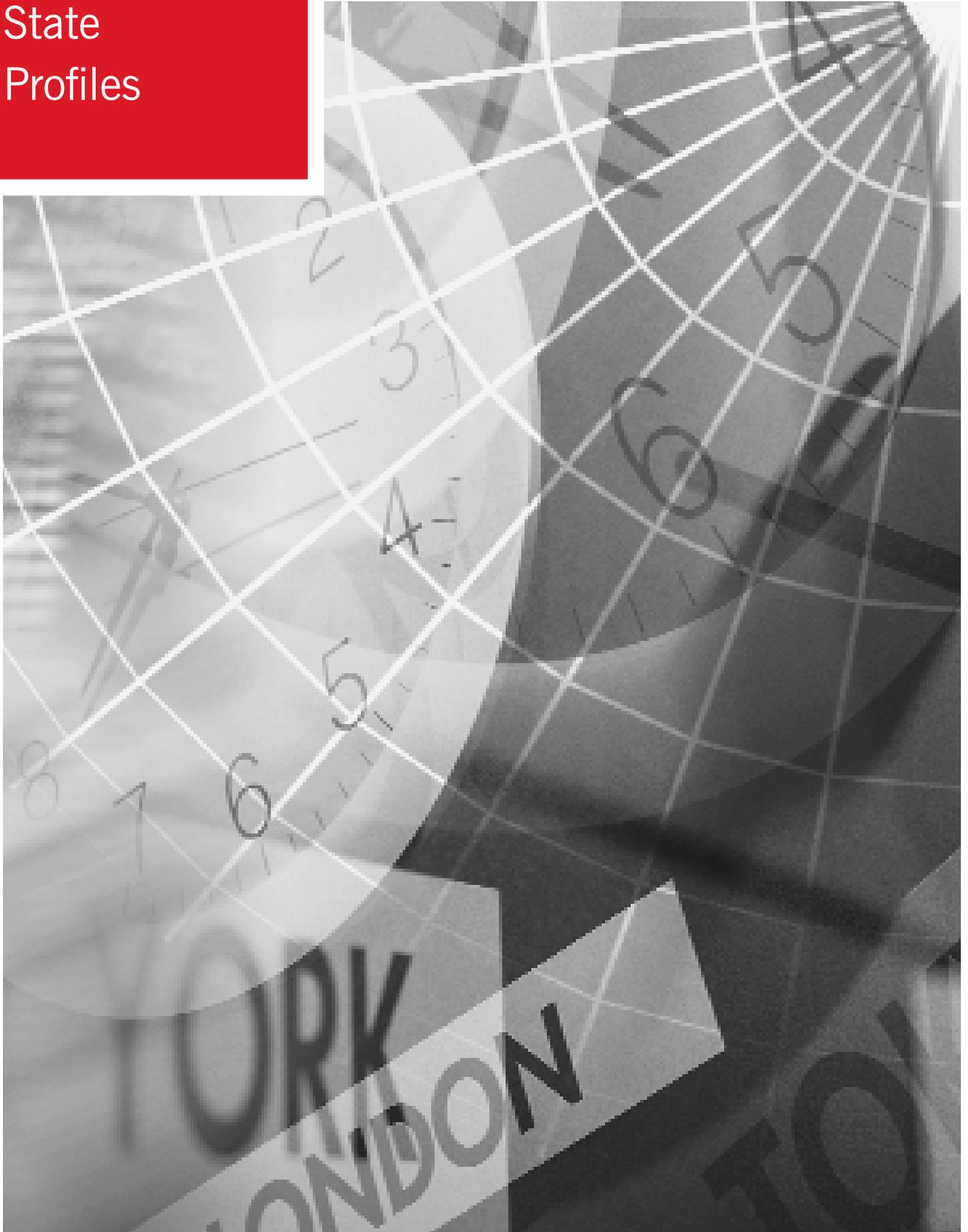
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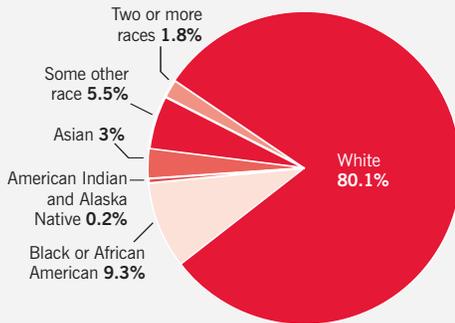
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State  
Profiles



## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **10.6%**

Foreign born: **11.6%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$8.6 billion**

Exports as a percentage of gross state output: **4.6%**

People employed by the export sector: **92,600**

Percentage of private sector workforce dependent on the export sector: **6.4%**

Percentage of manufacturing workforce supported by exports: **24.0%**

People employed by U.S. subsidiaries of foreign companies: **113,000**

State export rank, by value: **26th**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$12.7 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. France
3. Germany
4. Mexico
5. United Kingdom

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Transportation Equipment
2. Machinery Manufactures
3. Computers & Electronic Products
4. Chemical Manufactures
5. Miscellaneous Manufactures

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **195**

Number of schools: **1,248**

Number of charter schools: **13**

Total students: **570,023**

Per-pupil expenditures (total expenditures): **\$12,583**

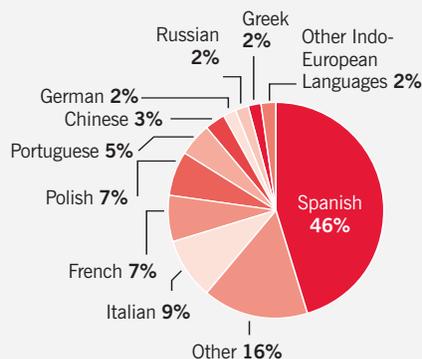
Pupil/teacher ratio\*: **13.5**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **82%** of people over 5 years old in Connecticut.

Languages other than English are spoken at home by **18%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **7.3%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	N/A	16,419
German	N/A	1,129
Italian	N/A	3,541
Japanese	N/A	213
Russian	N/A	173
Spanish	N/A	54,734
Others <sup>†</sup>	N/A	177

Percentage of students in grades 7-12 enrolled in a foreign language: **35.7%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

[http://www.state.ct.us/sde/dtl/curriculum/ccteach\\_socst.pdf](http://www.state.ct.us/sde/dtl/curriculum/ccteach_socst.pdf)

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	185
European History	1,240
Government and Politics: Comparative	110
Human Geography	105
French Language	591
German Language	23
Spanish Language	1,418

Number of schools that offer the International Baccalaureate<sup>8</sup>: **4**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Connecticut (Rank #23): **7,655**

U.S. students enrolled in study abroad through Connecticut institutions, 2002/03: **1,873**

## State Initiatives

The Connecticut state legislature has supported international education activities since 2001 when legislation created an international state advisory committee and established the encouragement of international education as official state policy. Broader legislation was passed in 2004 to support partnership school incentives (such as those with China); collecting and sharing international opportunities; guidelines and standards for international studies; and encouragement for K-12 faculty and student exchanges.

Connecticut has one of the most extensive school exchange programs with China in the United States. It began with a memorandum of understanding signed with Shandong Province in 2003; since that time more than thirty schools in Connecticut have established cooperative relationships with schools in China. Delegations of principals and superintendents travel to sister schools in China; their counterparts then visit the United States. A special shadowing program for the visiting Chinese principals is also under way. Student exchanges are expected to begin soon. Connecticut's special relationship with China will continue to grow under a new visiting teacher program that will bring teachers from China to Connecticut schools to support Chinese language programs.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

EAST HARTFORD/  
GLASTONBURY ELEMENTARY MAGNET  
SCHOOL  
East Hartford  
<http://www.crec.org/ehgems/>

FOOTE SCHOOL  
New Haven  
<http://www.footeschool.org>

HIGHVILLE MUSTARD SEED CHARTER  
SCHOOL  
Hamden

INTERNATIONAL SCHOOL AT DUNDEE  
Riverside  
<http://www.greenwich.k12.ct.us/isd/>

PINE POINT SCHOOL  
Stonington  
<http://www.pinepoint.org>

ROGERS MAGNET, INTERNATIONAL  
SCHOOL  
Stamford  
<http://www.rogersmagnetschool.org>

### High Schools

ACADEMY OF INFORMATION  
TECHNOLOGY & ENGINEERING  
Stamford  
<http://ait.echalk.com>

CENTER FOR GLOBAL STUDIES AT  
BRIEN MCMAHON  
HIGH SCHOOL  
Norwalk  
<http://www.centerglobalstudies.org>

DARIEN HIGH SCHOOL  
Darien  
<http://www.darien.k12.ct.us/dhs/>

GLASTONBURY HIGH SCHOOL  
Glastonbury  
<http://www.foreignlanguage.org>

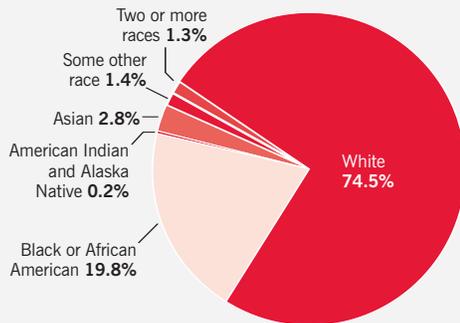
METROPOLITAN LEARNING CENTER  
INTERDISTRICT MAGNET SCHOOL FOR  
GLOBAL AND INTERNATIONAL STUDIES  
Bloomfield  
<http://www.mlc.crec.org>

SUFFIELD ACADEMY  
Suffield  
<http://www.suffieldacademy.org>

WOODSTOCK ACADEMY  
Woodstock  
<http://www.woodstockacademy.org>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **5.9%**

Foreign born: **7.6%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$2.1 billion**

Exports as a percentage of gross state output: **3.8%**

People employed by the export sector: **12,900**

Percentage of private sector workforce dependent on the export sector: **3.5%**

Percentage of manufacturing workforce supported by exports: **9.7%**

People employed by U.S. subsidiaries of foreign companies: **23,300**

State export rank, by value: **43rd**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$6.2 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Germany
3. Mexico
4. Japan
5. Taiwan

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Chemical Manufactures
2. Transportation Equipment
3. Computers & Electronic Products
4. Machinery Manufactures
5. Plastic & Rubber Products

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **31**

Number of schools: **203**

Number of charter schools: **11**

Total students: **116,342**

Per-pupil expenditures (total expenditures): **\$11,356**

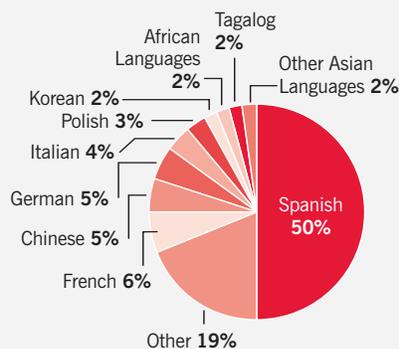
Pupil/teacher ratio\*: **15.1**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **91%** of people over 5 years old in Delaware.

Languages other than English are spoken at home by **9%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **4.2%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>898</b>	<b>2,486</b>
German	<b>0</b>	<b>612</b>
Italian	<b>0</b>	<b>139</b>
Japanese	<b>0</b>	<b>31</b>
Russian	<b>0</b>	<b>0</b>
Spanish	<b>992</b>	<b>11,545</b>
Others <sup>†</sup>	<b>0</b>	<b>0</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **34.2%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

[http://www.doe.state.de.us/DPIservices/Desk\\_Ref/DOE\\_DeskRef.htm](http://www.doe.state.de.us/DPIservices/Desk_Ref/DOE_DeskRef.htm)

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>52</b>
European History	<b>294</b>
Government and Politics: Comparative	<b>44</b>
Human Geography	<b>7</b>
French Language	<b>97</b>
German Language	<b>8</b>
Spanish Language	<b>161</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **2**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Delaware (Rank #41): **2,142**

U.S. Students enrolled in study abroad through Delaware institutions, 2002/03: **1,233**

## State Initiatives

The Delaware Department of Education, the University of Delaware, and the International Council of Delaware conducted a baseline analysis of international education in the state from kindergarten through graduate school. A report of the study, one of the most ambitious and thorough to date, *Delaware K-20 International Education Capacity Study*, was released in August of 2004. The results were both encouraging and disheartening: “overall, one finds that the status of international education in Delaware appears to be improving but still lacks the quality required by a state whose interests are linked so significantly to its interactions with the global community”.

This has prompted the Department of Education to focus on curriculum and professional development. Two new professional development clusters have been formed to better prepare teachers in international topics, one on Asia and one on technology and international studies. Delaware is also one of two states preparing a statewide standards-based recommended curriculum that will integrate international education. As a grant recipient in the first phase of the National Governors Association Center for Best Practices Honor States Grant Program, Delaware is also working to strengthen its overall high school reform plans: reexamining its high school graduation requirements to reflect a focus on international education, increasing the number of students participating in International Baccalaureate programs, and creating a Web-based curriculum and professional development portal that will be accessible statewide.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

**WILMINGTON  
FRIENDS SCHOOL –  
GLOBAL FOCUS & THE LOWER  
SCHOOL JAPANESE PROGRAM**  
Wilmington  
<http://www.wilmingtonfriends.org>

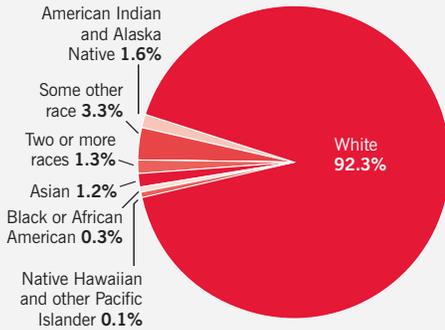
**TALLY MIDDLE SCHOOL –  
PRE IB PROGRAM**  
Wilmington  
[http://www.bsd.k12.de.us/schools/talley\\_ms.htm](http://www.bsd.k12.de.us/schools/talley_ms.htm)

### High Schools

**MT. PLEASANT HIGH SCHOOL –  
INTERNATIONAL BACCALAUREATE  
PROGRAM**  
Wilmington  
[http://www.bsd.k12.de.us/schools/mtpleasant\\_hs.htm](http://www.bsd.k12.de.us/schools/mtpleasant_hs.htm)

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **8.9%**

Foreign born: **5.9%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$2.9 billion**

Exports as a percentage of gross state output: **6.7%**

People employed by the export sector: **53,800**

Percentage of private sector workforce dependent on the export sector: **10.8%**

Percentage of manufacturing workforce supported by exports: **24.4%**

People employed by U.S. subsidiaries of foreign companies: **12,500**

State export rank, by value: **38th**

Foreign direct investment (F.D.I.), 2003\*\*: **\$2.1 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. United Kingdom
2. Canada
3. Singapore
4. Taiwan
5. Japan

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Computers and Electronic Products
2. Processed Foods
3. Chemical Manufactures
4. Paper Products
5. Machinery Manufactures

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **115**

Number of schools: **697**

Number of charter schools: **16**

Total students: **248,604**

Per-pupil expenditures (total expenditures): **\$6,853**

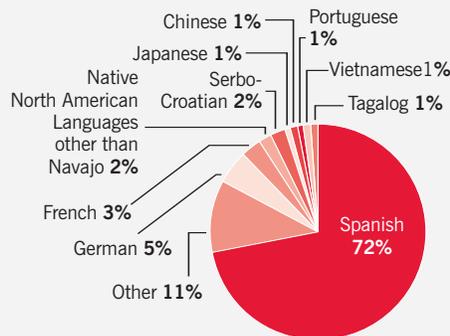
Pupil/teacher ratio\*: **17.9**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **91%** of people over 5 years old in Idaho.

Languages other than English are spoken at home by **9%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **4.0%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>1,040</b>	<b>6,113</b>
German	<b>266</b>	<b>1,611</b>
Italian	<b>79</b>	<b>364</b>
Japanese	<b>15</b>	<b>289</b>
Russian	<b>4</b>	<b>60</b>
Spanish	<b>3,734</b>	<b>23,067</b>
Others <sup>†</sup>	<b>180</b>	<b>291</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **34.2%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www2.state.id.us/adm/adminrules/rules/idapa08/0203.pdf>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>9</b>
European History	<b>119</b>
Government and Politics	<b>102</b>
Comparative	
Human Geography	<b>60</b>
French Language	<b>16</b>
German Language	<b>8</b>
Spanish Language	<b>39</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **1**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Idaho (Rank #45): **1,727**

U.S. students enrolled in study abroad through Idaho institutions, 2002/03: **484**

## State Initiatives

International studies is a growing movement in the State of Idaho, where the inclusion of global issues, global connections, and global culture are part of school missions, “school within school” theme development, and school project-based learning. The Idaho State Superintendent of Public Instruction requested a complete revision to the state’s social studies standards to infuse international education through the emphasis of these global themes. This was completed in the fall of 2005. To facilitate integration into the classroom, the State Department of Education formed a team of teachers and administrators—the Idaho International Education Task Force—to travel to China, Mexico, Germany, and the Basque Country to gain firsthand experience. Upon their return, they created lesson plans, which are aligned with the new standards and are posted online for all Idaho teachers to access. A model school district policy outlining

requirements for schools accepting and sending inbound and outbound exchange students and teacher exchanges was drafted in 2004.

The Idaho State Board of Education has outlined requirements for all seniors to complete a senior project beginning in 2012. A team of teachers and administrators is currently designing a model that will link three capstone courses (Economics, American Government, and English 4) to an international framework from which students will develop their project.

## Examples of Schools with International Content ♦

### INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

Boise

<http://www.sd01.k12.id.us>

### BORAH HIGH SCHOOL

Boise

<http://www.sd01.k12.id.us/schools/borah/>

### ROLLING HILLS CHARTER SCHOOL

Boise

<http://www.rollinghillscharter.org/>

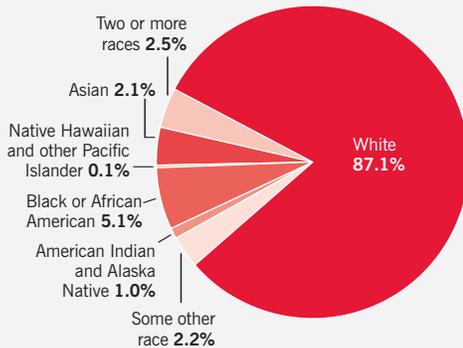
### RIVERSTONE COMMUNITY SCHOOL

Boise

<http://www.riverstonecs.org/>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **6.1%**

Foreign born: **4.8%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$4.9 billion**

Exports as a percentage of gross state output: **5.0%**

People employed by the export sector: **74,400**

Percentage of private sector workforce dependent on the export sector: **6.5%**

Percentage of manufacturing workforce supported by exports: **13.5%**

People employed by U.S. subsidiaries of foreign companies: **33,800**

State export rank, by value: **30th**

Foreign direct investment (F.D.I.), 2003\*\*: **\$5.7 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Mexico
3. United Kingdom
4. China
5. Japan

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Transportation Equipment
2. Processed Foods
3. Computers & Electronic Products
4. Machinery Manufactures
5. Crop Production

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **309**

Number of schools: **1,431**

Number of charter schools: **18**

Total students: **470,957**

Per-pupil expenditures (total expenditures): **\$8,020**

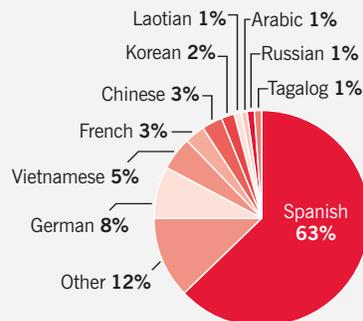
Pupil/teacher ratio\*: **14.4**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **91%** of people over 5 years old in Kansas.

Languages other than English are spoken at home by **9%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **3.0%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>2,029</b>	<b>11,452</b>
German	<b>518</b>	<b>3,017</b>
Italian	<b>153</b>	<b>682</b>
Japanese	<b>29</b>	<b>542</b>
Russian	<b>7</b>	<b>113</b>
Spanish	<b>7,285</b>	<b>43,214</b>
Others <sup>†</sup>	<b>350</b>	<b>545</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **34.0%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www.ksde.org/outcomes/ssstd.html>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>66</b>
European History	<b>553</b>
Government and Politics	<b>93</b>
Comparative	
Human Geography	<b>1</b>
French Language	<b>32</b>
German Language	<b>7</b>
Spanish Language	<b>135</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **5**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Kansas (Rank #26): **6,573**

U.S. students enrolled in study abroad through Kansas institutions, 2002/03: **1,769**

## State Initiatives

In 2003, the Kansas Committee for International Education in the Schools (KCIES), a statewide group of policymakers, educators, representatives of the business community, and other interested individuals, was formed. This group began by conducting a state survey of 3,000 Kansans. The survey found that:

- 97 percent of Kansans believe that knowledge of international issues will be important to the careers of young people.
- 95 percent agree Kansas high schools should require courses that include international topics.
- 99 percent think that understanding international trade and economics is important to compete in the global economy. 98 percent said the same about knowledge of customs and cultures.
- Kansans rank the most important areas of the world to learn about (in order): Asia, the Middle East, Western Europe, Canada, and Mexico.

To further reach out to citizens, a *Kansas in the World* brochure and Web site were created. The survey acted as a mandate for international education and increased the momentum in the state, which led to changes in the state high school assessments: beginning in 2008, Kansas high schools will require every student to take a world history, world geography, and global economics assessment. To provide models, a state prize recognizing best practices at the middle and high school levels has been established.

In 2005, KCIES organized a study tour to China for twenty-four education leaders from Kansas and Missouri, including the deputy commissioners from both states and members of the state board of education. As a result, school-to-school exchanges between districts in Kansas and western Missouri and sister schools in Xian and Kaifeng, China, are being implemented. In October 2005, Governor Kathleen Sebelius led a trade and education mission to China, signing an agreement with the Ministry of Education in Beijing to promote additional exchange programs and the teaching of Chinese language in Kansas schools and universities.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

HYMAN BRAND HEBREW ACADEMY  
Overland Park  
<http://www.hbha.edu>

### High Schools

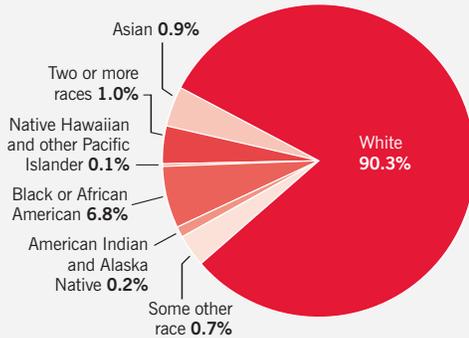
BARSTOW SCHOOL  
Kansas City  
<http://www.barstowschool.org>

OLATHE PUBLIC SCHOOLS  
Olathe  
<http://www.olatheschools.com>

SHAWNEE MISSION SCHOOLS  
Overland Park  
<http://www.smsd.org/schools/cis/home.htm>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **1.9%**

Foreign born: **2.4%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$13.0 billion**

Exports as a percentage of gross state output: **9.6%**

People employed by the export sector: **116,100**

Percentage of private sector workforce dependent on the export sector: **7.5%**

Percentage of manufacturing workforce supported by exports: **17.9%**

People employed by U.S. subsidiaries of foreign companies: **87,700**

State export rank, by value: **19th**

Foreign direct investment (F.D.I.), 2003\*\*: **\$25.6 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. France
3. United Kingdom
4. Japan
5. Mexico

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Transportation Equipment
2. Chemical Manufactures
3. Machinery Manufactures
4. Computers and Electronic Products
5. Fabricated Metal Products

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **196**

Number of schools: **1,462**

Number of charter schools: **0**

Total students: **660,782**

Per-pupil expenditures (total expenditures): **\$6,945**

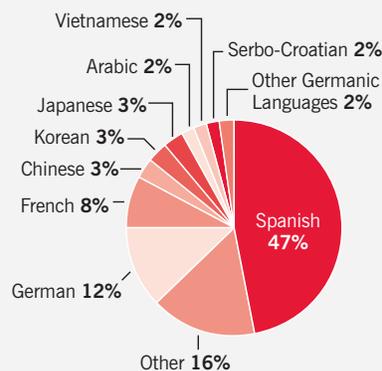
Pupil/teacher ratio\*: **16.3**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **96%** of people over 5 years old in Kentucky.

Languages other than English are spoken at home by **4%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **1.6%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>2,708</b>	<b>14,935</b>
German	<b>692</b>	<b>3,935</b>
Italian	<b>205</b>	<b>890</b>
Japanese	<b>39</b>	<b>707</b>
Russian	<b>10</b>	<b>148</b>
Spanish	<b>9,722</b>	<b>56,356</b>
Others <sup>†</sup>	<b>468</b>	<b>710</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **33.8%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www.education.ky.gov>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>769</b>
European History	<b>572</b>
Government and Politics: Comparative	<b>115</b>
Human Geography	<b>81</b>
French Language	<b>262</b>
German Language	<b>89</b>
Spanish Language	<b>727</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **4**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Kentucky (Rank #33): **4,751**

U.S. students enrolled in study abroad through Kentucky institutions, 2002/03: **1,782**

## State Initiatives

In October 2003, the Kentucky Department of Education convened stakeholders from education, business, government, and private agencies for the first International Education Summit. Participants identified existing international partnerships and activities for students and teachers and began plotting a course for internationalizing the state's education system through policy change, dissemination of information and resources, and greater international public-private partnerships. As a result of the summit, a permanent task force on International Education was formed with community, business, and education leaders. This group will oversee the implementation of recommendations from the summit. The virtual school was also a result of this initial gathering, which also provided momentum for finding model programs throughout the state and for continued funding for the Elementary School Arts and Foreign Language grants. Finally, the integration of

international education topics into the state's Teacher Academies (professional development workshops) and Improving Educator Quality Grants also directly resulted from the Summit. The latter is a program to provide funds for higher education partnerships with teachers and administrators throughout the state to develop units of study and school internationalization plans.

Kentucky is working to establish the first statewide virtual international studies high school. Students will be required to complete courses in geography, international economics, world history, and government, demonstrate proficiency in a language, and participate in both an international travel experience and an international service project. A Memorandum of Understanding with the Chinese Ministry of Education was signed in the fall of 2005, to bring in a visiting Chinese teacher to help to create a virtual Chinese language course especially for the school.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

**GLENDOVER GLOBAL STUDIES  
ELEMENTARY**  
Lexington  
<http://www.glendover.fcps.net>

**ST. MATTHEWS ELEMENTARY SCHOOL**  
Louisville  
<http://www.jefferson.k12.ky.us/Schools/Elementary/StMatthews/>

**MAXWELL SPANISH IMMERSION  
ELEMENTARY SCHOOL**  
Lexington  
<http://www.maxwell.fcps.net/>

**MEYZEEK MIDDLE SCHOOL**  
Louisville  
<http://www.jefferson.k12.ky.us/Schools/Middle/Meyzeek.html>

### High Schools

**ATHERTON HIGH SCHOOL**  
Louisville  
<http://www.athertonhighschool.com/>

**BISHOP BROSSART HIGH SCHOOL**  
Alexandria  
<http://www.bishopbrossart.org/>

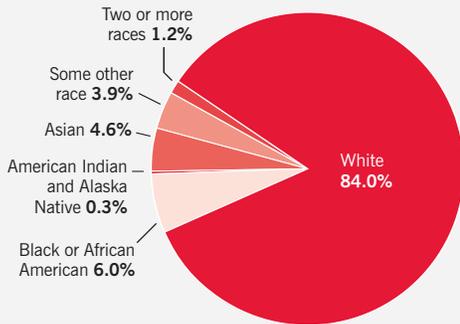
**SCOTT COUNTY HIGH SCHOOL**  
Georgetown  
<http://www.scott.k12.ky.us/schs/schs.html>

**LA FAYETTE HIGH SCHOOL**  
Lexington  
<http://www.lafayette.fcps.net/>

**LOUISVILLE MALE TRADITIONAL  
HIGH SCHOOL**  
Louisville  
<http://www.jefferson.k12.ky.us/Schools/High/Male/Index.html>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **7.7%**

Foreign born: **13.7%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$21.8 billion**

Exports as a percentage of gross state output: **6.9%**

People employed by the export sector: **184,100**

Percentage of private sector workforce dependent on the export sector: **6.3%**

Percentage of manufacturing workforce supported by exports: **26.0%**

People employed by U.S. subsidiaries of foreign companies: **191,000**

State export rank, by value: **9th**

Foreign direct investment (F.D.I.), 2003\*\*: **\$23.1 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Germany
3. Netherlands
4. Japan
5. United Kingdom

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Computers & Electronic Products
2. Chemical Manufactures
3. Machinery Manufactures
4. Miscellaneous Manufactures
5. Electronic Equipment, Appliances & Parts

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **483**

Number of schools: **1,904**

Number of charter schools: **47**

Total students: **982,989**

Per-pupil expenditures (total expenditures): **\$10,898**

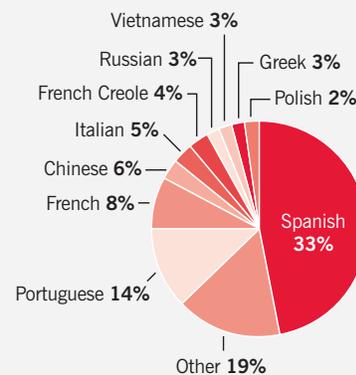
Pupil/teacher ratio\*: **13.2**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **81%** of people over 5 years old in Massachusetts.

Languages other than English are spoken at home by **19%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **7.8%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>4,096</b>	<b>21,187</b>
German	<b>1,046</b>	<b>5,582</b>
Italian	<b>309</b>	<b>1,262</b>
Japanese	<b>59</b>	<b>1,002</b>
Russian	<b>15</b>	<b>209</b>
Spanish	<b>14,703</b>	<b>79,950</b>
Others <sup>†</sup>	<b>707</b>	<b>1,008</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **33.3%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www.doe.mass.edu/frameworks/hss/final.pdf>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>691</b>
European History	<b>2,108</b>
Government and Politics: Comparative	<b>115</b>
Human Geography	<b>62</b>
French Language	<b>1,152</b>
German Language	<b>79</b>
Spanish Language	<b>2,215</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **4**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Massachusetts (Rank #4): **28,634**

U.S. students enrolled in study abroad through Massachusetts institutions, 2002/03: **8,272**

## State Initiatives

The Massachusetts Initiative for International Studies (MIIS) was formed in response to a call by the National Coalition on Asia and International Studies in the Schools to “make international studies an essential part of K-12 education, in order to equip graduates to live and work in an interdependent world and global economy.” Their first major undertaking was to convene a conference, “*Massachusetts: Education for a Global Economy*,” which was attended by leaders in education, business, and public affairs. Attendees examined the case for international studies within the broader context of national priorities and Massachusetts’ education reform.

Building on the success of the first conference, “*Education for Global Competence*” was held the following year and engaged an even larger group of leaders representing school districts from across the state. This conference sought to identify which global competencies are needed

in the K-12 curriculum to prepare students for global citizenship and employment in today’s global economy. Not only did this conference energize a key task force of business, policy, and education leaders, it resulted in an international education bill being introduced into the Massachusetts legislature to provide direction and incentives to educators. A State Global Education Advisory Council was also formed, with support from the State Department of Education and Commissioner of Education, to bring international education more effectively into the curriculum in Massachusetts. Reports from both of the Massachusetts conferences are available on the MIIS Web site. (See Appendix II)

Legislation was passed by the state in 2005 officially establishing an international education advisory committee and recognizing international education week as the third week in November.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

**BARBIERI SCHOOL**  
Framingham  
<http://www.framingham.k12.ma.us>

**CAMBRIDGE FRIENDS SCHOOL**  
Cambridge  
<http://www.cambridgefriends.school.org>

**FAYERWEATHER STREET SCHOOL**  
Cambridge  
<http://www.fayerweather.org>

**MILTON PUBLIC ELEMENTARY SCHOOLS – COLLICOT, CUNNINGHAM, GLOVER & TUCKER SCHOOLS**  
Milton  
<http://www.miltonps.org>

**THOMAS EDISON MIDDLE SCHOOL**  
Brighton  
<http://profiles.doe.mass.edu/home.asp?mode=so&ot=5&co=164&so=259-6>

**WAREHAM PUBLIC SCHOOLS**  
Wareham  
<http://www.wareham.mec.edu/district/>

### High Schools

**DANA HALL SCHOOL**  
Wellesley  
<http://www.danahall.org>

**SPRINGFIELD HIGH SCHOOL OF SCIENCE AND TECHNOLOGY**  
Springfield  
<http://sps.springfield.ma.us/schoolsites/scitech/index.html>

**MURIEL S. SNOWDEN INTERNATIONAL HIGH SCHOOL**  
Boston  
<http://www.boston.k12.ma.us>

**NEWTON NORTH AND NEWTON SOUTH HIGH SCHOOLS**  
Newton  
<http://www.newton.mec.edu>

**NORTH QUINCY HIGH SCHOOL**  
North Quincy  
<http://www.quincypublicschools.com/northquincy/northquincyhs.htm>

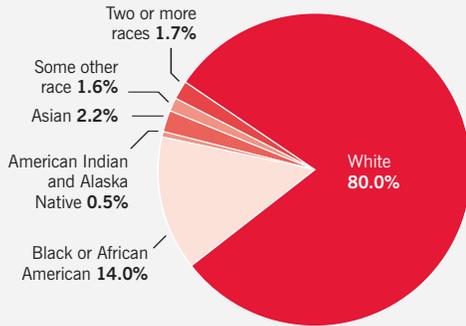
**NORTHFIELD MOUNT HERMON SCHOOL**  
Northfield  
<http://www.nmhschool.org>

**SOUTH SHORE CHARTER SCHOOL**  
Hull  
<http://www.sscs-ma.org>

**HUDSON PUBLIC SCHOOLS**  
Hudson  
<http://hudson.k12.ma.us/>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **6.1%**

Foreign born: **13.7%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$35.6 billion**

Exports as a percentage of gross state output: **9.5%**

People employed by the export sector: **377,400**

Percentage of private sector workforce dependent on the export sector: **9.5%**

Percentage of manufacturing workforce supported by exports: **25.4%**

People employed by U.S. subsidiaries of foreign companies: **204,100**

State export rank, by value: **4th**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$39.0 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Mexico
3. Japan
4. Germany
5. United Kingdom

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Transportation Equipment
2. Machinery Manufactures
3. Chemical Manufactures
4. Computers & Electronic Products
5. Oil & Gas Extraction

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **800**

Number of schools: **4,042**

Number of charter schools: **198**

Total Students: **1,785,160**

Per-pupil expenditures (total expenditures): **\$10,431**

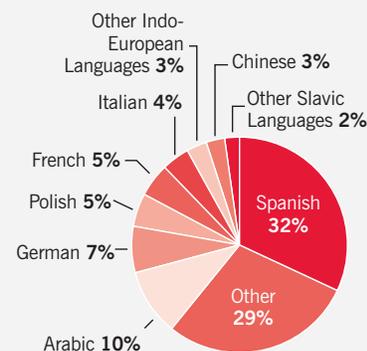
Pupil/teacher ratio\*: **19.9**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **92%** of people over 5 years old in Michigan.

Languages other than English are spoken at home by **8%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **3.1 %**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>6,869</b>	<b>36,293</b>
German	<b>1,754</b>	<b>9,562</b>
Italian	<b>519</b>	<b>2,162</b>
Japanese	<b>99</b>	<b>1,717</b>
Russian	<b>25</b>	<b>359</b>
Spanish	<b>24,661</b>	<b>136,951</b>
Others <sup>†</sup>	<b>1,186</b>	<b>1,726</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **33.5%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www.michigan.gov>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>223</b>
European History	<b>1,489</b>
Government and Politics: Comparative	<b>395</b>
Human Geography	<b>116</b>
French Language	<b>347</b>
German Language	<b>275</b>
Spanish Language	<b>1,016</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **4**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Michigan (Rank #8): **22,277**

U.S. students enrolled in study abroad through Michigan institutions, 2002/03: **6,476**

## State Initiatives

In late 2002, the gubernatorial-appointed Michigan Commission on Asia in the Schools released its report and recommendations calling for action in three areas of activity: expanding educational quality; expanding teacher preparation, professional development, and resources; and enlisting state leadership and support. In the fall of 2004, the Michigan State Board of Education buttressed the Commission's work by issuing a broad-based position statement supporting international education.

In the spring of 2005, under a small grant awarded to the Asia Society by the Ford Motor Company Fund, an effort was undertaken to further advance the ongoing efforts to increase teaching and learning in Michigan schools about Asia and other world regions. Through a series of interviews conducted among key people in Michigan's business, political, and education communities, considerable support was found for mounting an

international education initiative. As a result, a plan was developed to establish The Michigan International Education Network. The Network will link key segments of Michigan's private and public sectors, as well as the education field itself, in coordinated efforts to increase and support teaching and learning in Michigan schools about our rapidly changing and increasingly complex world. The segments of this Network will include appropriate representation from: Michigan's major corporations; the international study centers (Title VI and others) of Michigan's colleges and universities; the communications and media sector; the Michigan State Board of Education and State Department of Education; the Asian American, African American, and Hispanic American communities; curriculum and instruction professionals of Michigan; and Michigan's local and intermediate school districts.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

#### ADA VISTA ELEMENTARY

Ada

<http://www.fhps.k12.mi.us/adavista>

#### AMERMAN ELEMENTARY SCHOOL

Northville

<http://www.northville.k12.mi.us/amerman>

#### ANN ARBOR OPEN SCHOOL

Ann Arbor

<http://aopen.aaps.k12.mi.us>

#### EASTWOOD ELEMENTARY SCHOOL

Sturgis

<http://sturgis.k12.mi.us>

#### ELWELL ELEMENTARY SCHOOL

Belleville

<http://students.resa.net/elwell>

#### FOREIGN LANGUAGE IMMERSION & CULTURAL STUDIES SCHOOL

Detroit

<http://schools.detroit.k12.mi.us/jsp/index.jsp?ForeignLang>

#### HILLSIDE MIDDLE SCHOOL

Northville

<http://www.northville.k12.mi.us/schools/middle/hillside/hillside.asp>

#### JOHN PAGE MIDDLE SCHOOL

Madison Heights

<http://www.lamphere.k12.mi.us>

#### LINCOLN INTERNATIONAL STUDIES SCHOOL

Kalamazoo

<http://www.kalamazoopublicschools.com/education/school/school.php?sectionid=8>

### High Schools

#### COLEMAN COMMUNITY HIGH SCHOOL

Coleman

[http://www.colemanschools.net/coleman\\_high\\_school.htm](http://www.colemanschools.net/coleman_high_school.htm)

#### INTERNATIONAL ACADEMY HIGH SCHOOL

Bloomfield Hills

<http://www.iatoday.org>

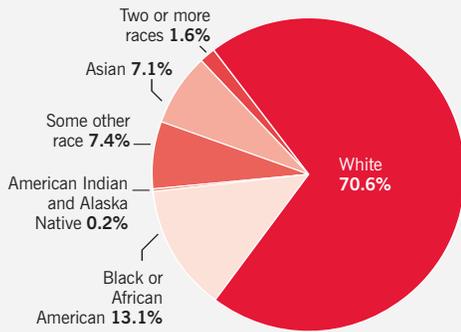
#### LATTICE

East Lansing

<http://www.latticeworld.org>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **15.0%**  
 Foreign born: **18.8%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$19.2 billion**

Exports as a percentage of gross state output: **4.6%**

People employed by the export sector: **158,700**

Percentage of private sector workforce dependent on the export sector: **4.6%**

Percentage of manufacturing workforce supported by exports: **16.9%**

People employed by U.S. subsidiaries of foreign companies: **228,600**

State export rank, by value: **12th**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$33.4 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. United Kingdom
3. Japan
4. Mexico
5. Germany

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Chemical Manufactures
2. Computers & Electronic Products
3. Transportation Equipment
4. Machinery Manufactures
5. Primary Metal Manufactures

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **667**

Number of schools: **2,454**

Number of charter schools: **50**

Total students: **1,367,438**

Per-pupil expenditures (total expenditures): **\$13,807**

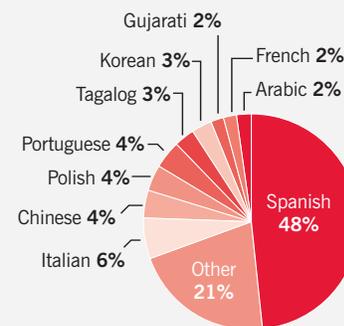
Pupil/teacher ratio\*: **12.8**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **75%** of people over 5 years old in New Jersey.

Languages other than English are spoken at home by **25%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **10.3%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>5,044</b>	<b>24,979</b>
German	<b>1,288</b>	<b>6,581</b>
Italian	<b>381</b>	<b>1,488</b>
Japanese	<b>73</b>	<b>1,182</b>
Russian	<b>18</b>	<b>247</b>
Spanish	<b>18,107</b>	<b>94,258</b>
Others <sup>†</sup>	<b>871</b>	<b>1,188</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **33.1%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

[http://www.state.nj.us/njded/cccs/s6\\_ss.htm](http://www.state.nj.us/njded/cccs/s6_ss.htm)

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>396</b>
European History	<b>2,234</b>
Government and Politics	<b>205</b>
Comparative	
Human Geography	<b>67</b>
French Language	<b>729</b>
German Language	<b>169</b>
Spanish Language	<b>2,527</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **10**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in New Jersey (Rank #11): **13,163**

U.S. students enrolled in study abroad through New Jersey Institutions, 2002/03: **1,900**

## State Initiatives

Since 1996, New Jersey public schools have been required to provide all students with instruction in world languages, including critical languages, at the elementary and secondary school levels. Students must demonstrate competency (earn a passing grade) in their chosen language before they are allowed to graduate from high school. Currently 80% of K-8 students are enrolled in a foreign language. Students may test out of language classes after the eighth grade; however, 64% choose to continue their language study, according to the New Jersey Department of Education *Report on the State of World Languages Implementation in New Jersey*. Governor-elect Jon Corzine has committed his administration to tripling the number of schools offering Chinese and Arabic.

More than 300 educators, business leaders, and other stakeholders attended “*International Education Connects*

*New Jersey to the World*,” a state summit on international education, in October 2004. Representatives from the Governor’s office as well as Congressman Rush Holt, Sesame Workshop President and CEO Gary E. Knell, and other government and education specialists addressed the summit.

Follow-up activities have included the passage of a resolution by the New Jersey legislature underscoring the importance of international education. The 2005 International Education Discussion and Awareness Forums are one example of the type of activities encouraged in the resolution. Led by the 2004 New Jersey Teacher of the Year, these forums are raising awareness of the issue by taking the discussion to every county in the state. These forums will build networks among 600 educators in the state and strengthen international education programs.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

FREDERICK DOUGLASS  
ACADEMY II/UBUNTU  
EDUCATION FUND  
Hoboken  
<http://www.ubuntufund.org>

LAWRENCE BROOK  
ELEMENTARY SCHOOL  
East Brunswick  
<http://ebruns.k12.nj.us/LB/index.htm>

MARLBORO TOWNSHIP  
SCHOOL DISTRICT  
Marlboro  
<http://www.Marlboro.k12.nj.us>

NOOR-UL-IMAN SCHOOLS,  
INC.  
Monmouth Junction  
<http://www.nooruliman.org/cms/index.php>

NORTHEAST  
INTERNATIONAL SCHOOL  
OF GLOBAL STUDIES  
Upper Montclair  
<http://www.montclair.k12.nj.us/index.cfm?node=55&parentID=4>

RANDOLPH MIDDLE SCHOOL  
Randolph  
<http://www.rtnj.org>

REDWOOD  
ELEMENTARY SCHOOL  
West Orange  
<http://www.woboe.org>

THOMAS PAINE  
ELEMENTARY SCHOOL  
Cherry Hill  
<http://paine.cherryhill.k12.nj.us>

### High Schools

BERGEN COUNTY ACADEMIES  
Hackensack  
<http://www.bergen.org/academy/>

HIGHLAND PARK  
MIDDLE/HIGH SCHOOL  
Highland Park  
<http://www.highlandpark.k12.nj.us>

LIVINGSTON HIGH SCHOOL  
Livingston  
<http://www.livingston-hs.org/home.asp>

MONTCLAIR HIGH SCHOOL  
Montclair  
<http://www.montclair.k12.nj.us/index.cfm?Node=45>

NEWARK ACADEMY  
Livingston  
<http://www.newarka.edu>

PLAINFIELD HIGH SCHOOL  
Montclair  
<http://www.plainfield.k12.in.us/hschool/>

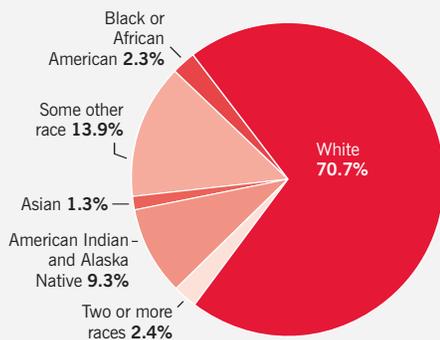
PRINCETON REGIONAL  
SCHOOLS  
Princeton  
<http://www2.prs.k12.nj.us/>

EMERSON JR.-SR. HIGH  
SCHOOL  
Emerson Boro  
<http://education.state.nj.us/rc/rc04/rcoptions.php?c=03&d=1360&cs=050>

PASSAIC VALLEY RIDGE  
HIGH SCHOOL  
Little Falls  
<http://www.pvhs.k12.nj.us/>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **43.4%**

Foreign born: **9.2%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$2.0 billion**

Exports as a percentage of gross state output: **3.4%**

People employed by the export sector: **53,300**

Percentage of private sector workforce dependent on the export sector: **9.0%**

Percentage of manufacturing workforce supported by exports: **23.2%**

People employed by U.S. subsidiaries of foreign companies: **12,700**

State export rank, by value: **44th**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$4.2 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Mexico
2. Costa Rica
3. Malaysia
4. China
5. Philippines

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Computers & Electronic Products
2. Machinery Manufactures
3. Miscellaneous Manufactures
4. Fabricated Metal Products
5. Transportation Equipment

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **89**

Number of schools: **795<sup>▲</sup>**

Number of charter schools: **59<sup>▲</sup>**

Total Students: **320,234**

Per-pupil expenditures (total expenditures): **\$8,425**

Pupil/teacher ratio\*: **15.1**

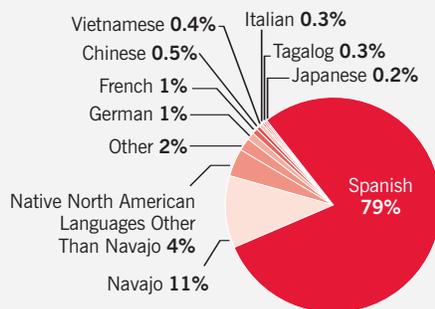
<sup>▲</sup> As supplied by the New Mexico Department of Education.

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **63%** of people over 5 years old in New Mexico.

Languages other than English are spoken at home by **37%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **9.5%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>147</b>	<b>4,332</b>
German	<b>39</b>	<b>1,683</b>
Italian	<b>0</b>	<b>102</b>
Japanese	<b>0</b>	<b>19</b>
Russian	<b>0</b>	<b>79</b>
Spanish	<b>6,494</b>	<b>10,790</b>
Others <sup>†</sup>	<b>2,708</b>	<b>2,198</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **23.2%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

[http://www.nmstandards.org/standards/social\\_studies/history/SS-HI-01](http://www.nmstandards.org/standards/social_studies/history/SS-HI-01)

[http://www.nmstandards.org/standards/social\\_studies/geography/SS-GE-01](http://www.nmstandards.org/standards/social_studies/geography/SS-GE-01)

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>393</b>
European History	<b>225</b>
Government and Politics: Comparative	<b>25</b>
Human Geography	<b>19</b>
French Language	<b>34</b>
German Language	<b>36</b>
Spanish Language	<b>477</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **1**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in New Mexico (Rank #43): **2,111**

U.S. students enrolled in study abroad through New Mexico institutions, 2002/03: **458**

## State Initiatives

A group of 125 selected policy makers, including the state's Secretary of Education, convened a Town Hall meeting to create a framework for improving high school education and to ensure that New Mexico's students are prepared for post-secondary education, the workforce, and the demands of a globally connected world. The High School Initiative that resulted from this meeting will focus standards and modernize the curriculum. All New Mexico students in grades 3-8 are required to study a language other than English, with 41% of students choosing to continue their language studies in high school according to the New Mexico Department of Education.

School districts also bring teachers to New Mexico through a formal Memorandum of Understanding with Spain and Mexico that includes a visiting teacher program. Currently forty-two teachers have been placed in schools around the state. These teachers have proven to be effective, especially for those students whose home language is not English.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

**SARRACINO MIDDLE SCHOOL**  
Socorro  
<http://www.socorro.k12.nm.us/sms/Default.htm>

**LBJ MIDDLE SCHOOL**  
Albuquerque  
<http://www.aps.edu/aps/lbj/index.htm>

**MONTE DEL SOL CHARTER SCHOOL**  
Santa Fe  
<http://www.montedelsol.org/pages/1.html>

**YUCCA JUNIOR HIGH SCHOOL**  
Clovis  
<http://www.cms.k12.nm.us/YJH/index.html>

**JOSE BARRIOS ELEMENTARY SCHOOL**  
Silver City  
<http://www.youseemore.com/SilverSchools/jb/default.asp>

**HEIGHTS MIDDLE SCHOOL**  
Farmington  
<http://www.fms.k12.nm.us/heights/>

**DESERT HILLS MIDDLE SCHOOL**  
Las Cruces  
<http://deserthills.lcps.k12.nm.us/>

**HOBBS MUNICIPAL SCHOOLS**  
Hobbs  
<http://www.hobbschools.net/>

### High Schools

**ACADEMIA DE LENGUA Y CULTURA**  
Albuquerque  
<http://www.lenguaycultura.org/>  
(Under Construction)

**SOCORRO HIGH SCHOOL**  
Socorro  
<http://www.socorro.k12.nm.us/socorrohigh/>

**LAS CRUCES HIGH SCHOOL**  
Las Cruces  
<http://lascruces.lcps.k12.nm.us/>

**CARLSBAD HIGH SCHOOL**  
Carlsbad  
[https://www.edline.net/pages/Carlsbad\\_High\\_School](https://www.edline.net/pages/Carlsbad_High_School)

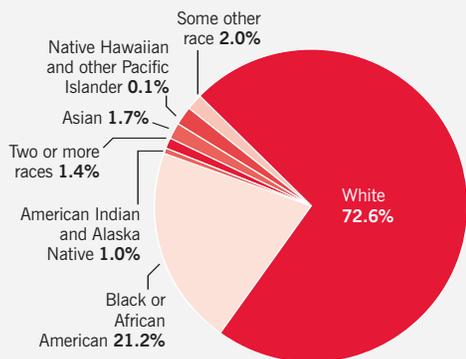
**SILVER HIGH SCHOOL**  
Silver City  
<http://silverhigh.com/>

**CROWNPOINT HIGH SCHOOL**  
Gallup  
<http://cph.gmcs.k12.nm.us/>

**RIO RANCHO PUBLIC SCHOOL DISTRICT**  
Rio Rancho  
<http://www.rrps.net/>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **6.1%**

Foreign born: **6.5%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$18.1 billion**

Exports as a percentage of gross state output: **5.4%**

People employed by the export sector: **238,800**

Percentage of private sector workforce dependent on the export sector: **8.4%**

Percentage of manufacturing workforce supported by exports: **20.1%**

People employed by U.S. subsidiaries of foreign companies: **212,700**

State export rank, by value: **15th**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$25 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Mexico
3. Japan
4. United Kingdom
5. Honduras

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Chemical Manufactures
2. Computers & Electronic Products
3. Machinery Manufactures
4. Fabric Mill Products
5. Transportation Equipment

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **212**

Number of schools: **2,555**

Number of charter schools: **93**

Total students: **1,335,954**

Per-pupil expenditures (total expenditures): **\$7,353**

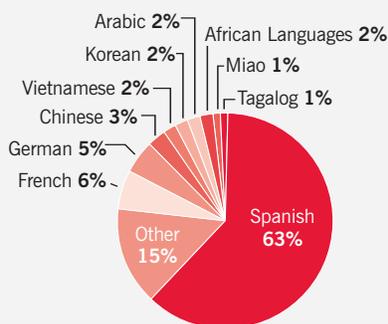
Pupil/teacher ratio\*: **15.2**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **92%** of people over 5 years old in North Carolina.

Languages other than English are spoken at home by **8%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **4.3%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>5,694</b>	<b>26,386</b>
German	<b>262</b>	<b>5,109</b>
Italian	<b>0</b>	<b>0</b>
Japanese	<b>9</b>	<b>771</b>
Russian	<b>0</b>	<b>10</b>
Spanish	<b>23,582</b>	<b>96,491</b>
Others <sup>†</sup>	<b>15,490</b>	<b>371</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **28.3%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>1,374</b>
European History	<b>2,435</b>
Government and Politics	<b>253</b>
Comparative	
Human Geography	<b>521</b>
French Language	<b>428</b>
German Language	<b>124</b>
Spanish Language	<b>1,173</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **32**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in North Carolina (Rank #19): **8,826**

U.S. students enrolled in study abroad through North Carolina institutions, 2002/03: **6,797**

## State Initiatives

In 2003, Governor Michael Easley requested that the University of North Carolina's Center for International Understanding coordinate the "North Carolina in the World" initiative. This collaborative effort of key organizations including the State Board of Education, the Department of Public Instruction, the community college and university systems, and others, immediately began a comprehensive effort to ensure that all North Carolina students increase their international literacy. The team implemented a systematic assessment and survey of current international programs in the state, conducted focus groups examining community sentiment, began an exploration of new international studies curriculum standards, and initiated a review of teacher preparation and professional development programs in the state. For these efforts the state was awarded the Goldman Sachs Foundation Prize for Excellence in International Education in 2003.

In August 2003, with funding from the Bill & Melinda Gates Foundation, the Governor's Education Cabinet and the Public School Forum launched the North Carolina

New Schools Project. The New Schools Project will award grants and provide other support to create approximately forty-five small high schools throughout the state with highly personalized environments. Asia Society has partnered with the New Schools Project to open four of these schools in the next two years with an emphasis on international knowledge, skills, and languages.

In 2005, after a successful state summit, the group released an action plan that made an economic argument for international education specific to North Carolina's needs. The plan lays out a road map with five goals: expanding world language skills, increasing teacher knowledge about the world, building international school partnerships and exchanges, connecting North Carolina teachers and K-12 students with higher education resources, and infusing international content into existing programs. A global education study bill considered in the 2005 session of the state legislature will serve as a platform for recommendations to strengthen K-16 international education in North Carolina.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

**CHARLOTTE COUNTRY DAY SCHOOL**  
Charlotte  
<http://www.charlottecountryday.org/>

**EXPLORIS MIDDLE SCHOOL**  
Raleigh  
<http://www.exploris.org/learn/ems>

**GLENWOOD ELEMENTARY SCHOOL**  
Chapel Hill  
<http://www2.chccs.k12.nc.us/education/components/scrapbook/default.php?sectionid=9>

**JONES ELEMENTARY SCHOOL**  
Greensboro  
<http://schoolcenter.gcsnc.com/education/school/school.php?sectionid=21>

**SMITH ACADEMY OF INTERNATIONAL LANGUAGES**  
Charlotte  
<http://www.cms.k12.nc.us/allschools/smith>

**SNOW HILL PRIMARY**  
Snow Hill  
<http://shp.gcsedu.org/home.asp>

**WAHL-COATES SCHOOL**  
Greenville  
<http://www.pittschools.org/wahlcoates/>

**WILEY ELEMENTARY SCHOOL**  
Raleigh  
<http://wileyes.wcpss.net/>

**WINDING SPRINGS ELEMENTARY SCHOOL**  
Charlotte  
<http://www.cms.k12.nc.us/allschools/windingsprings/index.html>

### High Schools

**CAROLINA INTERNATIONAL CHARTER SCHOOL**  
Harrisburg  
<http://www.carolinainternational.school.org>

**EASTERN WAYNE HIGH SCHOOL**  
Goldsboro  
<http://www.waynecountyschools.org/330/>

**ENLOE HIGH SCHOOL**  
Raleigh  
<http://enloehs.wcpss.net/>

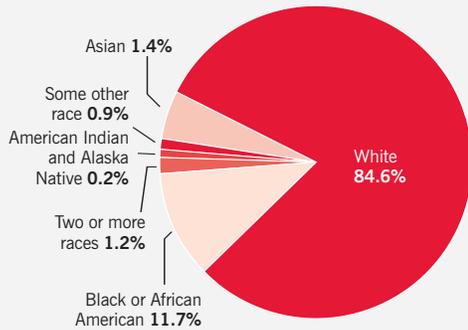
**INDEPENDENCE HS/ ACADEMY OF INTERNATIONAL STUDIES**  
Charlotte  
<http://www.cms.k12.nc.us/allschools/independence/index.htm>

**OLYMPIC HIGH SCHOOL**  
Charlotte  
<http://www.cms.k12.nc.us/allschools/olympic>

**TERRY SANFORD HIGH SCHOOL**  
Fayetteville  
<http://www.tshs.ccs.k12.nc.us>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **2.2%**  
 Foreign born: **3.5%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$31.2 billion**  
 Exports as a percentage of gross state output: **7.5%**

People employed by the export sector: **428,200**

Percentage of private sector workforce dependent on the export sector: **8.9%**

Percentage of manufacturing workforce supported by exports: **23.3%**

People employed by U.S. subsidiaries of foreign companies: **212,800**

State export rank, by value: **6th**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$32.7 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Mexico
3. Japan
4. United Kingdom
5. Germany

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Transportation Equipment
2. Machinery Manufactures
3. Chemical Manufactures
4. Computers & Electronic Products
5. Fabricated Metal Products

## Education Indicators

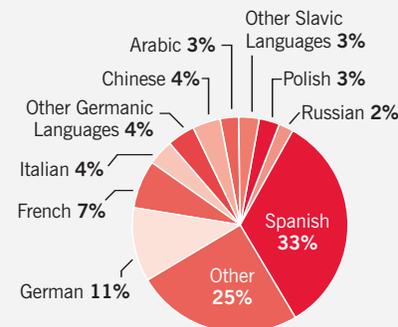
### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **612<sup>▲</sup>**  
 Number of schools: **4,017**  
 Number of charter schools: **134**  
 Total students: **1,838,285**  
 Per-pupil expenditures (total expenditures): **\$10,146**  
 Pupil/teacher ratio\*: **14.7**

<sup>▲</sup> Ohio's state figure for number of school districts is significantly different from the NCES number, reported by the districts themselves. We have used the Ohio state statistic, from Ohio Department of Education, *Typology of Ohio School Districts* ONLINE. Available at [http://www.ode.state.oh.us/data/typology\\_for\\_web.xls](http://www.ode.state.oh.us/data/typology_for_web.xls) [26 Oct. 2005]

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **94%** of people over 5 years old in Ohio.  
 Languages other than English are spoken at home by **6%**.  
 Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **2.1%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>11,173</b>	<b>53,787</b>
German	<b>7,125</b>	<b>19,240</b>
Italian	<b>25</b>	<b>866</b>
Japanese	<b>79</b>	<b>836</b>
Russian	<b>266</b>	<b>192</b>
Spanish	<b>25,156</b>	<b>152,682</b>
Others <sup>†</sup>	<b>205</b>	<b>2,643</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **35.0%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

[http://www.ode.state.oh.us/academic\\_content\\_standards/](http://www.ode.state.oh.us/academic_content_standards/)

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>158</b>
European History	<b>2,249</b>
Government and Politics	<b>204</b>
Comparative	
Human Geography	<b>103</b>
French Language	<b>596</b>
German Language	<b>194</b>
Spanish Language	<b>1,312</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **12**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Ohio (Rank #9): **18,770**

U.S. students enrolled in study abroad through Ohio institutions, 2002/03: **7,815**

## State Initiatives

Historically Ohio has been a manufacturing state with a robust economy. With the downturn in manufacturing, the state began to look for new ways to develop and sustain its economy. Educating a work force that is literate in international affairs is one of the strategies that the state has committed to in order to help the economy grow and remain competitive. The State Board of Education made the initial step through its adoption of academic content standards in seven areas: English language arts, mathematics, social studies, science, foreign language, the arts, and technology. The content standards were written to allow for significant opportunities for making international connections and highlighting global issues. A model curriculum, including exemplar lessons and assessments, as well as research information and tools for implementation, has been written for each content area to operationalize the standards.

Ohio also maintains a sister state/province relationship with Hubei, China and Saitama, Japan. These relationships have led to exchanges of teachers and students from elementary to graduate school levels in an effort to broaden students' connections with the world beyond the United States.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

EMERSON ELEMENTARY MAGNET  
SCHOOL  
Westerville  
<http://www.westerville.k12.oh.us>

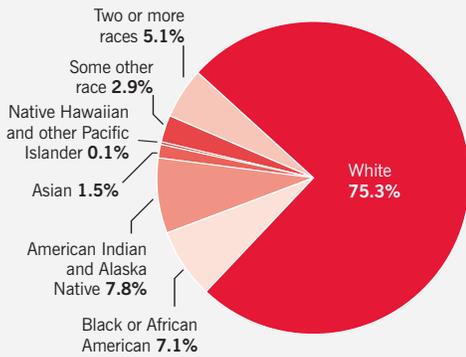
NATIVITY SCHOOL  
Cincinnati  
<http://www.nativity-cincinnati.org/school/home.php>

### High Schools

CHRISTOPHER PROGRAM  
Columbus  
<http://www.geocities.com/christopherprogram/>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **6.4%**

Foreign born: **4.4%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$3.2 billion**

Exports as a percentage of gross state output: **3.0%**

People employed by the export sector: **60,800**

Percentage of private sector workforce dependent on the export sector: **4.8%**

Percentage of manufacturing workforce supported by exports: **16.7%**

People employed by U.S. subsidiaries of foreign companies: **36,500**

State export rank, by value: **36th**

Foreign direct investment (F.D.I.), 2003\*\*: **\$8.1 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Mexico
3. Japan
4. Russia
5. United Kingdom

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Machinery Manufactures
2. Transportation Equipment
3. Computers & Electronic Products
4. Fabricated Metal Products
5. Plastic & Rubber Parts

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **602**

Number of schools: **1,816**

Number of charter schools: **10**

Total students: **624,548**

Per-pupil expenditures (total expenditures): **\$6,553**

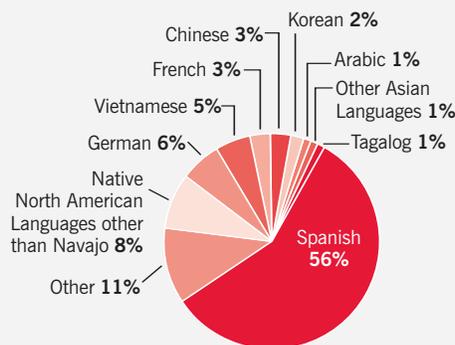
Pupil/teacher ratio\*: **15.4**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **93%** of people over 5 years old in Oklahoma.

Languages other than English are spoken at home by **7%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **3.1%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>5,699</b>	<b>9,324</b>
German	<b>1,862</b>	<b>3,754</b>
Italian	<b>0</b>	<b>0</b>
Japanese	<b>0</b>	<b>0</b>
Russian	<b>0</b>	<b>269</b>
Spanish	<b>19,083</b>	<b>42,079</b>
Others <sup>†</sup>	<b>1,289</b>	<b>282</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **26.6%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www.sde.state.ok.us/publ/pass.html>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>444</b>
European History	<b>900</b>
Government and Politics: Comparative	<b>284</b>
Human Geography	<b>144</b>
French Language	<b>68</b>
German Language	<b>17</b>
Spanish Language	<b>452</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **3**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Oklahoma (Rank #20): **8,764**

U.S. students enrolled in study abroad through Oklahoma institutions, 2002/03: **824**

†, ♦, \*, \*\*, 1-9 Please see Appendix I.

## State Initiatives

In 2000, the Oklahoma Governor's International Team (GIT) released the International Strategic Plan for Oklahoma, *Preparing Oklahoma for Global Competitiveness in the 21st Century*. This plan, which included the goal of ensuring a workforce prepared for global competition, has served as a roadmap for integrating international education into the curriculum of Oklahoma's schools. OASIS, Oklahoma Associations Supporting International Studies, was formed shortly after this to lead the initiative. OASIS has made great strides in professional development, both through a set of global teaching resources aligned with state objectives and through the Ambassador program. Each summer approximately thirty teachers are trained to infuse international studies into their curricula. These "Ambassadors" then make a commitment to travel throughout the state and share their new knowledge through presentations to other teachers. Since September 2004 more than 100

presentations have been made throughout Oklahoma. Ambassadors have also had firsthand international experience through an exchange program that grew out of a sister state relationship with Kyoto Prefecture, Japan.

Students also have a chance to travel abroad through the extensive network of sister schools resulting from a Memorandum of Understanding the state signed with nine schools in Sichuan Province, China. Oklahoma was one of the first states to sign such an agreement, which has led to student and teacher delegations visiting Chinese teachers in twelve public schools in Tulsa, and an exchange of textbooks, technology, and education and science research between Oklahoma and Sichuan higher education institutions. Additional school partnerships exist between Tiberias, Israel; San Luis Potosi, Mexico; Amiens, France; and Kyoto, Japan.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

EISENHOWER INTERNATIONAL SCHOOL  
Tulsa  
<http://www.tulsaschools.org>

UNIVERSITY SCHOOL AT THE  
UNIVERSITY OF TULSA  
Tulsa  
<http://www.uschool.utulsa.edu>

WORLD NEIGHBORS, INC., GLOBAL  
EDUCATION PROGRAM  
Oklahoma City  
<http://www.wn.org/WNClassroom.asp>

BYRD MIDDLE SCHOOL  
Tulsa  
<http://www.tulsaschools.org/schools/byrd/>

JENKS MIDDLE SCHOOL  
Tulsa  
<http://www.jenksp.org/ms/index.html>

GRISSOM ELEMENTARY SCHOOL  
Tulsa  
<http://www.tulsaschools.org/Schools/grissom/index.htm>

WILSON MIDDLE SCHOOL  
Tulsa  
<http://www.tulsaschools.org/schools/wilson/>

### High Schools

EDISON PREPARATORY SCHOOL  
Tulsa  
<http://www.tulsaschools.org/schools/edison/>

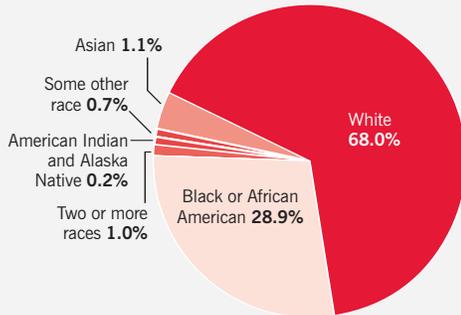
JENKS HIGH SCHOOL  
Tulsa  
<http://www.jenksp.org/JHS/index.html>

HOLLAND HALL PREPARATORY  
SCHOOL  
Tulsa  
<http://www.hollandhall.net>

BROKEN ARROW  
HIGH SCHOOL  
Broken Arrow  
<http://www.ba.k12.ok.us/schools/bahs/nlyons/index.html>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **3.0%**

Foreign born: **3.9%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$13.4 billion**

Exports as a percentage of gross state output: **9.9%**

People employed by the export sector: **160,300**

Percentage of private sector workforce dependent on the export sector: **10.5%**

Percentage of manufacturing workforce supported by exports: **25.6%**

People employed by U.S. subsidiaries of foreign companies: **123,400**

State export rank, by value: **18th**

Foreign direct investment (F.D.I.), 2003\*\*: **\$20.5 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Germany
3. Mexico
4. United Kingdom
5. Netherlands

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Transportation Equipment
2. Chemical Manufactures
3. Machinery Manufactures
4. Computers & Electronic Products
5. Plastic & Rubber Products

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **102**

Number of schools: **1,154**

Number of charter schools: **13**

Total students: **694,389**

Per-pupil expenditures (total expenditures): **\$8,406**

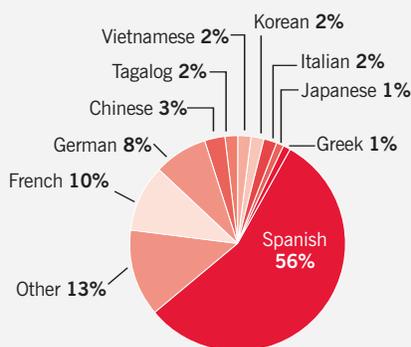
Pupil/teacher ratio\*: **14.9**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **95%** of people over 5 years old in South Carolina.

Languages other than English are spoken at home by **5%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **2.1%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>2,905</b>	<b>14,786</b>
German	<b>742</b>	<b>3,895</b>
Italian	<b>219</b>	<b>881</b>
Japanese	<b>42</b>	<b>700</b>
Russian	<b>10</b>	<b>146</b>
Spanish	<b>10,430</b>	<b>55,794</b>
Others <sup>†</sup>	<b>502</b>	<b>703</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **33.3%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www.myscschools.com/offices/cso/standards/ss/>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>328</b>
European History	<b>875</b>
Government and Politics: Comparative	<b>1</b>
Human Geography	<b>328</b>
French Language	<b>114</b>
German Language	<b>46</b>
Spanish Language	<b>246</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **38**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in South Carolina (Rank # 34): **3,919**

U.S. students enrolled in study abroad through South Carolina institutions, 2002/03: **2,109**

†, ♦, \*, \*\*, 1-9 Please see Appendix I.

## State Initiatives

Although China is not one of South Carolina's top five trade partners, it is still closely tied to the economy of the state. In 2001, South Carolina shipped \$500 million to the Chinese-speaking market. The Taiwan-based Nanny Plastics has hired 1,000 people in Florence, South Carolina, and Hair America opened a \$40 million industrial plant in Camden, South Carolina. A delegation of state education leaders traveled to China in 2002 to learn more. The trip inspired *Exploring China in South Carolina*, a video produced and broadcast by South Carolina Educational Television to promote awareness of China's presence in the state. The video was distributed to every school in the state and was a unique way to lay the groundwork for an international education initiative.

To continue to build momentum, the State Department of Education (SDE) convened a statewide advisory group in June 2004 and held a summit on international education three months later. Key stakeholders from K-12, higher education, the governor's office, the legislature, and business discussed the need for and the implementation of an international studies program in South Carolina's schools and developed a realistic timeline for doing so. Progress has already been made: state standards in social studies were revamped in 2005 to promote a more balanced worldview by including more Africa- and Asia-related topics. The SDE also published a list of curriculum standards in which international education could be infused, including the areas of English language arts, visual and performing arts, and world language standards. Specific teaching ideas for each area are being developed and will be shared with educators throughout the state through the new SDE Web page.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

**BLYTHE ACADEMY OF LANGUAGES**  
Greenville  
<http://www.greenville.k12.sc.us/blythe>

**DUTCH FORK MIDDLE SCHOOL**  
Irmo  
<http://www.lex5.k12.sc.us>

**HOLLY SPRINGS ELEMENTARY SCHOOL**  
Dickens  
<http://hollyspringes.wcpss.net/>

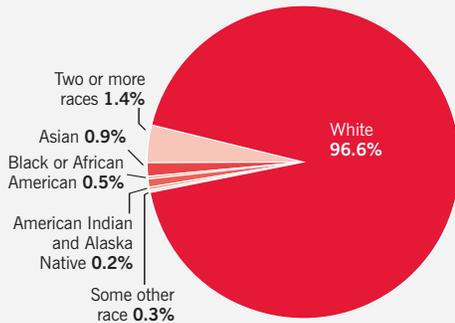
### High Schools

**A.C. FLORA HIGH SCHOOL**  
Columbia  
<http://flora.rcsd1.org/home.asp>

**WILSON HIGH SCHOOL**  
Florence  
<http://www.fsd1.org/wilson/>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **0.9%**

Foreign born: **3.9%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$3.3 billion**

Exports as a percentage of gross state output: **14.8%**

People employed by the export sector: **48,800**

Percentage of private sector workforce dependent on the export sector: **18.6%**

Percentage of manufacturing workforce supported by exports: **38.4%**

People employed by U.S. subsidiaries of foreign companies: **12,000**

State export rank, by value: **33rd**

Foreign direct investment (F.D.I.), 2003\*\*: **N/A**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Taiwan
3. South Korea
4. Hong Kong
5. Singapore

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Computers & Electronic Products
2. Machinery Manufactures
3. Transportation Equipment
4. Fabricated Metal Products
5. Electrical Equipment, Appliances & Parts

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **359**

Number of schools: **393**

Number of charter schools: **0**

Total students: **99,978**

Per-pupil expenditures (total expenditures): **\$10,958**

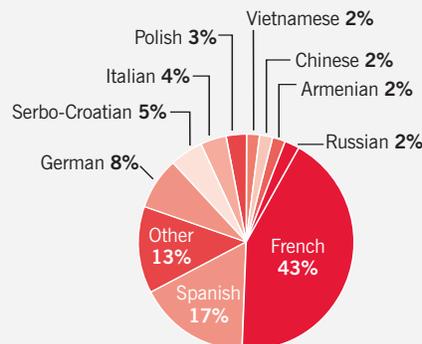
Pupil/teacher ratio\*: **11.7**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **94%** of people over 5 years old in Vermont.

Languages other than English are spoken at home by **6%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **1.4%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>3,119</b>	<b>7,441</b>
German	<b>62</b>	<b>1,189</b>
Italian	<b>0</b>	<b>0</b>
Japanese	<b>0</b>	<b>0</b>
Russian	<b>0</b>	<b>0</b>
Spanish	<b>1,624</b>	<b>7,444</b>
Others <sup>†</sup>	<b>0</b>	<b>149</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **47.3%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

[http://www.state.vt.us/educ/new/pdfdoc/pubs/grade\\_expectations/history\\_social\\_sciences.pdf](http://www.state.vt.us/educ/new/pdfdoc/pubs/grade_expectations/history_social_sciences.pdf)

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>72</b>
European History	<b>127</b>
Government and Politics	<b>1</b>
Comparative	
Human Geography	<b>1</b>
French Language	<b>94</b>
German Language	<b>5</b>
Spanish Language	<b>80</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **0**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Vermont (Rank #49): **835**

U.S. students enrolled in study abroad through Vermont institutions, 2002/03: **1,347**

## State Initiatives

In 1997, the University of Vermont (UVM) initiated a statewide program to introduce the study of Asia into Vermont schools, kindergarten through twelfth grade. The UVM Asian Studies Outreach Program (ASOP), which manages this initiative, emphasizes building and sustaining partnerships with schools over several years. The partnerships include assistance to teachers in curriculum development and to school districts in expanding curriculum frameworks to include Asia as well as provisions to enable visiting teachers from Asia to work in Vermont schools. ASOP offers professional development workshops for teachers in locations around the state. Annual programs for teachers, school administrators, and high school students in China, Japan, and Thailand have provided opportunities for more than 800 educators and high school students to study abroad. For this work, ASOP of the University of Vermont was awarded the first Goldman Sachs Foundation Prize for Excellence in International Education in the Higher Education category.

In 2004, the Governor appointed a group of educators, higher education personnel, business representatives, and political leaders to the Governor's Council on International Education. Charged with the mission of assessing the status of international education in the state, identifying best practices, and making policy recommendations, the Council reviewed the overall

condition of education in Vermont through data collection, focus group meetings, and on-site intensive interviews with twenty-two schools. Findings were released in the form of a report, *International Education Benefits Vermont's Children*, later that year. Research showed that although Asia had been offered as a content area in more than a third of Vermont schools, more schools should offer it. The group recommended that:

- International education be infused into all levels of the curriculum;
- Initial preparation of teachers should include in-depth study of international education issues and topics;
- Current teachers must continually increase their content and experiential knowledge of international education;
- Technology should be used to provide opportunities for students to learn about the world and interact with students around the world; and
- The active support and involvement of political, business, and community leaders is critical to success in international education.

The report was distributed widely across the state to communities, businesses, organizations, agencies, and schools. To assist teachers in their efforts, a statewide awards program is being implemented to recognize excellence in international education throughout the state and provide best practice examples.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

WAITS RIVER VALLEY SCHOOL  
East Corinth  
<http://wrvs.us/>

ACADEMY SCHOOL  
West Brattleboro  
<http://www.academy.k12.vt.us/>

BRATTLEBORO AREA MIDDLE SCHOOL  
Brattleboro  
<http://www.bams.k12.vt.us/>

THE COMPASS SCHOOL  
Westminster Station  
<http://www.compass-school.org/>

THE SHARON ACADEMY  
Sharon  
<http://sharon.signalz.com/pages/index.html>

### High Schools

BRATTLEBORO UNION HIGH SCHOOL  
Brattleboro  
<http://www.buhs.k12.vt.us/>

LELAND AND GRAY Townshend  
<http://www.wcsu.k12.vt.us/~lguhs/>

SOUTH BURLINGTON HIGH SCHOOL  
South Burlington  
<http://sbhs.sbschools.net/>

THE COMPASS SCHOOL  
Westminster Station  
<http://www.compass-school.org/>

ST. JOHNSBURY ACADEMY  
St. Johnsbury  
<http://www.stjohnsbury-academy.org/>

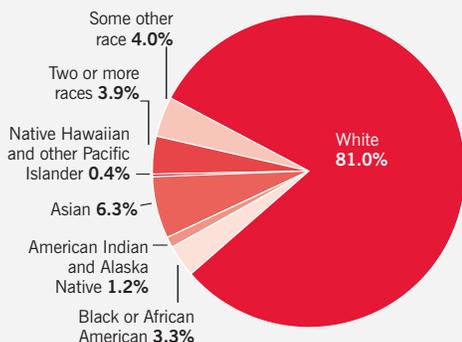
BURLINGTON HIGH SCHOOL  
Burlington  
<http://www.bsdt.org/schools/bhs/>

MOUNT ANTHONY UNION HIGH SCHOOL  
Bennington  
<http://www.mauhs.org/>

THE SHARON ACADEMY  
Sharon  
<http://sharon.signalz.com/pages/index.html>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **8.5%**

Foreign born: **11.3%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$33.8 billion**

Exports as a percentage of gross state output: **13.0%**

People employed by the export sector: **265,100**

Percentage of private sector workforce dependent on the export sector: **11.7%**

Percentage of manufacturing workforce supported by exports: **41.0%**

People employed by U.S. subsidiaries of foreign companies: **84,100**

State export rank, by value: **5th**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$18.1 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Japan
2. Canada
3. China
4. Taiwan
5. Korea

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Transportation Equipment
2. Crop Production
3. Computers & Electronic Products
4. Processed Foods
5. Machinery Manufactures

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **305**

Number of schools: **2,209**

Number of charter schools: **0**

Total students: **1,014,798**

Per-pupil expenditures (total expenditures): **\$8,478**

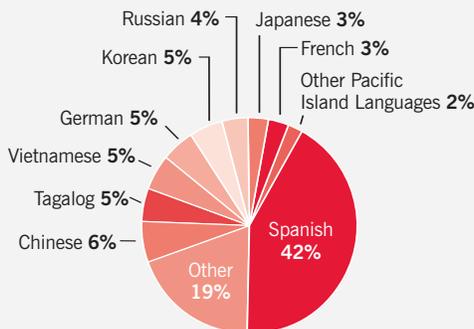
Pupil/teacher ratio\*: **19.2**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **86%** of people over 5 years old in Washington.

Languages other than English are spoken at home by **14%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **6.2%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>4,044</b>	<b>24,367</b>
German	<b>1,033</b>	<b>6,419</b>
Italian	<b>305</b>	<b>1,452</b>
Japanese	<b>58</b>	<b>1,153</b>
Russian	<b>15</b>	<b>241</b>
Spanish	<b>14,518</b>	<b>91,947</b>
Others <sup>†</sup>	<b>698</b>	<b>1,159</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **34.4%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://www.k12.wa.us/curriculumInstruction/SocStudies/frameworks.aspx>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>1,266</b>
European History	<b>1,595</b>
Government and Politics	<b>543</b>
Comparative	
Human Geography	<b>112</b>
French Language	<b>302</b>
German Language	<b>50</b>
Spanish Language	<b>1,059</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **14**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Washington (Rank #15): **10,756**

U.S. students enrolled in study abroad through Washington institutions, 2002/03: **3,830**

## State Initiatives

The Washington State Coalition for International Education has generated considerable momentum among education practitioners across the state, linking isolated international activities into a growing movement. A true grassroots movement, the initiative has been able to continuously build support through its Web site, listservs, and two P-20 International Education Summits. The first summit, “*Teaching and Learning in a Global Community*,” held in September 2003 at the University of Washington, attracted more than 300 people from K-12, higher education, business, and the community at large. “*Building Global Relationships*,” the second conference, was also successful, again attracting hundreds of participants from communities across the state.

Members of the Coalition collaborated with the Office of Superintendent of Public Instruction and the Washington Association for Language Teaching to carry out a statewide World Languages Survey in the spring of 2004. Now these groups are working with the University of Washington to convert the survey into a database of information available online showing which languages are taught in Washington schools.

The Coalition has been very active in spreading international education through professional development initiatives for teachers. In 2004, a scholarship was provided to the Teacher of the Year to expand her international experience. A partnership with iEARN (International Education and Resource Network) resulted in the development of a workshop for teachers, which was presented at four regional conferences in the state.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

ALKI MIDDLE SCHOOL  
Vancouver  
<http://alki.vansd.org>

HAMILTON INTERNATIONAL MIDDLE SCHOOL  
Seattle  
<http://www.seattleschools.org/schools/hamilton>

JOHN STANFORD INTERNATIONAL SCHOOL  
Seattle  
<http://www.jsisweb.com/jsis/index.asp>

### High Schools

GLOBAL STUDIES ACADEMY  
CLEVELAND HIGH SCHOOL  
Seattle  
<http://www.cleveland.seattleschools.org/global/default.aspx>

INGRAHAM HIGH SCHOOL  
Seattle  
<http://www.seattleschools.org/schools/ingraham/>

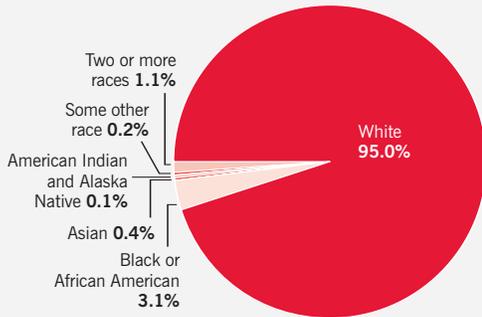
PUYALLUP HIGH SCHOOL  
Puyallup  
<http://schools.puyallup.k12.wa.us/high/puyallup/index.htm>

FOREST RIDGE SCHOOL OF THE SACRED HEART IN BELLEVUE  
Bellevue  
<http://www.forestridge.org/>

INTERNATIONAL SCHOOL  
Bellevue  
<http://www.bsd405.org/international/homepage>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **0.6%**

Foreign born: **0.8%**

## Economic Indicators<sup>2</sup>

2004 value of exports in dollars:  
**\$3.3 billion**

Exports as a percentage of gross state output: **6.6%**

People employed by the export sector:  
**23,600**

Percentage of private sector workforce dependent on the export sector: **3.9%**

Percentage of manufacturing workforce supported by exports: **17.0%**

People employed by U.S. subsidiaries of foreign companies: **22,400**

State export rank, by value: **34th**

Foreign direct investment (F.D.I.), 2003\*\*: **\$6.2 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Mexico
3. Japan
4. Belgium
5. Netherlands

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Chemical Manufactures
2. Transportation Equipment
3. Mining
4. Computers & Electronic Products
5. Primary Metal Manufactures

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **57**

Number of schools: **806**

Number of charter schools: **0**

Total students: **282,455**

Per-pupil expenditures (total expenditures): **\$9,016**

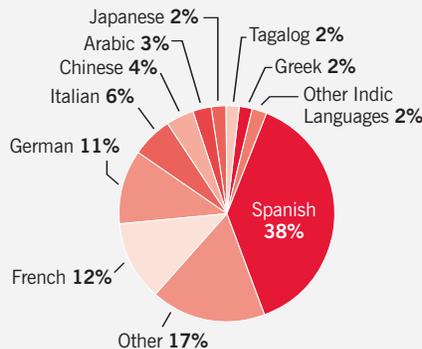
Pupil/teacher ratio\*: **14.0**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **97%** of people over 5 years old in West Virginia.

Languages other than English are spoken at home by **3%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **0.5%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>1,520</b> <sup>▲</sup>	<b>7,177</b>
German	<b>172</b> <sup>▲</sup>	<b>999</b>
Italian	<b>N/A</b>	<b>16</b>
Japanese	<b>N/A</b>	<b>260</b>
Russian	<b>N/A</b>	<b>2</b>
Spanish	<b>10,110</b> <sup>▲</sup>	<b>17,054</b>
Others <sup>†</sup>	<b>28</b> <sup>▲</sup>	<b>362</b>

<sup>▲</sup> As supplied by the West Virginia Department of Education.

Percentage of students in grades 7-12 enrolled in a foreign language: **20.4%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://wvde.state.wv.us/policies/p2520.4.pdf>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>3</b>
European History	<b>94</b>
Government and Politics: Comparative	<b>18</b>
Human Geography	<b>35</b>
French Language	<b>8</b>
German Language	<b>4</b>
Spanish Language	<b>36</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **1**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in West Virginia (Rank #39): **2,507**

U.S. students enrolled in study abroad through West Virginia institutions, 2002/03: **378**

## State Initiatives

West Virginia was the first state to establish an awards program to recognize international education. Named after Cyrus R. Vance, it is given to a West Virginia educator or educational organization, either at the K-12 or post-secondary level, which best exemplifies Mr. Vance's dedication to international peace and best promotes student understanding of international affairs. Mr. Vance was a native West Virginian who served as a diplomat, peacekeeper, and public servant, including as Secretary of State. This annual award raises awareness of the importance of international education throughout the state and provides models for others.

West Virginia has a tradition of supporting international education activities: in 2003 the West Virginia Commission on International Education was created and charged with reporting on the state of international education and making recommendations for

improvement. The Commission's report, *Preparing a Citizenry for the Global Age: The Report of the West Virginia Commission on International Education*, was released in 2004 and makes strategic recommendations to improve public awareness, use of technology, world language study, and K-16 institutional partnerships. A Governor's Summer Institute on International Studies for teachers was also established. Held in 2003, 2004, and planned for 2006, the Institute is an intensive four-day professional development seminar for elementary and secondary teachers selected via a competitive application process. The first Institute was themed, "*The Global Economy: West Virginia's Place in a Changing World*". Participants attended lectures from representatives of the British Embassy, the Federal Reserve Bank, private corporations in West Virginia doing international business, and many others. Those trained in the first Institute helped lead the Institute the following year.

## Examples of Schools with International Content ♦

### Elementary/Middle Schools

**SOUTH CHARLESTON HIGH SCHOOL**  
South Charleston  
<http://schs.kana.k12.wv.us/>

**ST. FRANCIS CENTRAL CATHOLIC**  
Morgantown  
<http://falcon.sfcc.pvt.k12.wv.us/StudentProjects.htm>

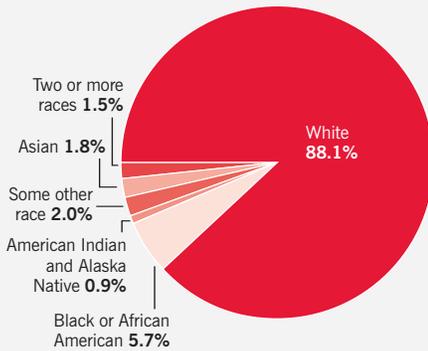
### High Schools

**SISSONVILLE HIGH SCHOOL**  
Sissonville  
[http://kcs.kana.k12.wv.us/sisshigh/international/international\\_1.htm](http://kcs.kana.k12.wv.us/sisshigh/international/international_1.htm)

**RICHWOOD HIGH SCHOOL**  
Richwood  
<http://rhs.nich.k12.wv.us/>

## Demographic Composition, 2004

### RACE, ETHNICITY, AND PLACE OF BIRTH<sup>1</sup>



Hispanic or Latino (of any race): **4.4%**

Foreign born: **4.1%**

## Economic Indicators<sup>2</sup>

2004 value of exports: **\$12.7 billion**

Exports as a percentage of gross state output: **6.0%**

People employed by the export sector: **178,600**

Percentage of private sector workforce dependent on the export sector: **7.2%**

Percentage of manufacturing workforce supported by exports: **15.9%**

People employed by U.S. subsidiaries of foreign companies: **112,500**

State export rank, by value: **20th**

Foreign direct investment (F.D.I.), 2003<sup>\*\*</sup>: **\$16.5 billion**

### TOP 5 MERCHANDISE EXPORT MARKETS, 2004

1. Canada
2. Mexico
3. Japan
4. China
5. United Kingdom

### TOP 5 MERCHANDISE EXPORT PRODUCTS, 2004

1. Machinery Manufactures
2. Computers & Electronic Products
3. Transportation Equipment
4. Paper Products
5. Electrical Equipment, Appliances & Parts

## Education Indicators

### SCHOOL CHARACTERISTICS<sup>3</sup>

Number of school districts: **457**

Number of schools: **2,238**

Number of charter schools: **129**

Total students: **881,231**

Per-pupil expenditures (total expenditures): **\$9,885**

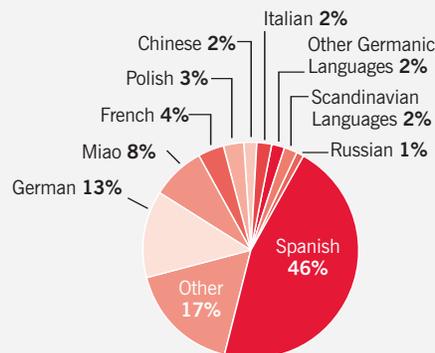
Pupil/teacher ratio\*: **14.6**

### HERITAGE LANGUAGES<sup>4</sup>

English is spoken at home by **93%** of people over 5 years old in Wisconsin.

Languages other than English are spoken at home by **7%**.

Speakers of languages other than English are divided as follows:



State population not fluent in English<sup>5</sup>: **2.9%**

### FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS<sup>6</sup>

	Grades 7-8	Grades 9-12
French	<b>12,002</b>	<b>24,637</b>
German	<b>9,550</b>	<b>18,687</b>
Italian	<b>0</b>	<b>0</b>
Japanese	<b>569</b>	<b>1,662</b>
Russian	<b>4</b>	<b>258</b>
Spanish	<b>45,915</b>	<b>96,214</b>
Others <sup>†</sup>	<b>0</b>	<b>535</b>

Percentage of students in grades 7-12 enrolled in a foreign language: **50.5%**

### STATE STANDARDS AND CURRICULUM FRAMEWORKS FOR WORLD HISTORY/GEOGRAPHY:

<http://dpi.wi.gov/standards/ssstana.html>

### INTERNATIONALLY ORIENTED AP EXAMINATIONS ADMINISTERED IN 2004<sup>7</sup>

	All State Schools
World History	<b>520</b>
European History	<b>1,063</b>
Government and Politics: Comparative	<b>227</b>
Human Geography	<b>82</b>
French Language	<b>189</b>
German Language	<b>102</b>
Spanish Language	<b>766</b>

Number of schools that offer the International Baccalaureate<sup>8</sup>: **8**

### FOREIGN STUDENTS AND STUDY ABROAD<sup>9</sup>

Foreign students in Wisconsin (Rank #24): **7,142**

U.S. students enrolled in study abroad through Wisconsin institutions, 2002/03: **4,713**

## State Initiatives

Wisconsin was the first state in the nation to create a professional development initiative to help teachers integrate international content in all major subject areas. *Planning Curriculum in International Education* is a curriculum planning guide published by the State Department of Public Instruction. It includes academic standards, curriculum examples itemized as they relate to global studies, K-12 curriculum examples, and program standards, which help districts to assess international education content and programs within their school districts. Ongoing professional development workshops based on these resources help educators connect standards to global activities and develop language programs. Wisconsin was also the first, in 1990, to appoint a state-level coordinator for international education in the schools. Currently, four agency staff devote full time to international education activities.

Under the leadership of the Governor and a multisector International Education Council representing school, business, community, and university leaders, the state has

recently undertaken a comprehensive policy and program review to ensure that all its students and teachers increase their international literacy. The Council, which is chaired by the State Superintendent of Public Instruction, promotes public awareness, teacher and student exchanges, and interagency planning to identify needed new policies and resources. In January 2005 the Council held a state summit to promote dialogue among participants in the education, business, and government sectors across the state. The Council used the input from the Summit to formulate twenty-seven international education recommendations for dissemination to educators, policy makers, and legislators.

The state has also signed cooperative agreements with Japan, Germany, Thailand, France, and other nations resulting in extensive school-to-school partnerships throughout the state (an estimated 100 school districts have such partnerships). More than fifty districts participated in teacher exchange programs, and three districts have participated in a visiting teacher program through the Embassy of Spain.

## Examples of Schools with International Content ♦

### Elementary/ Middle Schools

EAST ELEMENTARY SCHOOL  
New Richmond  
<http://www.newrichmond.k12.wi.us>

GOLDA MEIR SCHOOL —  
AN URBAN GIFTED &  
TALENTED PROGRAM  
Milwaukee  
<http://www2.milwaukee.k12.wi.us/meir/>

KETTLE MORAINÉ  
MIDDLE SCHOOL  
Dousman  
<http://kmsd.edu>

LINCOLN ELEMENTARY  
SCHOOL  
Madison  
<http://www.madison.k12.wi.us/midlinc/edindex.htm>

MILWAUKEE SCHOOL OF  
LANGUAGES  
Milwaukee  
[http://www.milwaukee.k12.wi.us/pages/MPS/Schools/middleschools/School\\_of\\_Languages/WebSite](http://www.milwaukee.k12.wi.us/pages/MPS/Schools/middleschools/School_of_Languages/WebSite)

NORTH WOODS  
ELEMENTARY  
La Crosse  
<http://www.lacrosse.schools.com/northwoods/>

THOMAS JEFFERSON  
ELEMENTARY SCHOOL  
Wausau  
<http://www.wausau.k12.wi.us/jefferson>

WINGRA SCHOOL, INC.  
Madison  
<http://www.wingraschool.org>

### High Schools

JAMES MADISON  
MEMORIAL HIGH SCHOOL  
Madison  
<http://www.madison.k12.wi.us/jmm/>

KETTLE MORAINÉ HIGH  
SCHOOL  
Wales  
<http://hs.kmsd.edu/>

MILWAUKEE SCHOOL OF  
LANGUAGES  
Milwaukee  
[http://www.milwaukee.k12.wi.us/pages/MPS/Schools/middleschools/School\\_of\\_Languages/WebSite](http://www.milwaukee.k12.wi.us/pages/MPS/Schools/middleschools/School_of_Languages/WebSite)

OSSEO-FAIRCHILD  
HIGH SCHOOL  
Osseo  
<http://ofsd.k12.wi.us>

BAY VIEW HIGH SCHOOL  
Milwaukee  
<http://www2.milwaukee.k12.wi.us/bayview/>

LINCOLN HIGH SCHOOL  
Wisconsin Rapids  
<http://www.wrps.org/LHS/HOME.htm>

**1 U.S. Bureau of the Census.** *American Community Survey: 2004.* ONLINE. Available at: [http://factfinder.census.gov/home/saff/main.html?\\_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en) [13 Oct. 2005].

**2 Export value statistics from:** U.S. Census Bureau, *Origin of Movement Series.* ONLINE. Available at: [http://www.ita.doc.gov/td/industry/otea/state/state\\_dollar\\_value\\_04.html](http://www.ita.doc.gov/td/industry/otea/state/state_dollar_value_04.html) [24 Oct 2005];

**Export-related employment statistics from:** U.S. Census Bureau, Manufacturing Mining and Construction Statistics, *Exports from Manufacturing Establishments: 2001.* ONLINE. Available at: <http://www.census.gov/mcd/exports/ar01.pdf> [24 Oct. 2005];

**FDI statistics from:** the Bureau of Economic Analysis, *Employment of Nonbank Majority-Owned U.S. Affiliates, State by Country of UBO, 2003.* ONLINE. Available at: [http://www.bea.gov/bea/di/fdiop/mousa\\_employ\\_2003.xls](http://www.bea.gov/bea/di/fdiop/mousa_employ_2003.xls) [24 Oct 2005];

**“Top 5 Export Markets” from:** the International Trade Administration, U.S. Department of Commerce, *Global Patterns of a State’s Exports, (2004 OM Series).* ONLINE. Available at: <http://tse.export.gov/SEDMapWorld.aspx?UniqueURL=iydvtt55fzumb3pq3bfz345-2005-10-25-11-37-1> [25 Oct 2005].

**“Top 5 Export Products” from:** the International Trade Administration, U.S. Department of Commerce, *Export Profile to a Selected Market, (2004 OM Series).* ONLINE. Available at: <http://tse.export.gov/SEDChart.aspx?UniqueURL=iydvtt55fzumb3pq3bfz345-2005-10-25-11-42-29> [25 Oct 2005];

**Total State Output from:** the Bureau of Economic Analysis, *Gross State Product.* 2004. ONLINE. Available at: <http://www.bea.gov/bea/regional/gsp/> [24 Oct 2005].

**“Foreign Direct Investment” from:** the Bureau of Economic Analysis, *Gross Property, Plant, and Equipment of Nonbank Majority-Owned U.S. Affiliates, State by Country of UBO, 2003.* ONLINE. Available at: [http://www.bea.gov/bea/di/fdiop/mousa\\_gross\\_ppe\\_2003.xls](http://www.bea.gov/bea/di/fdiop/mousa_gross_ppe_2003.xls)

**3 National Center for Education Statistics,** *Common Core of Data, 2002-2003: (Preliminary),* ONLINE. Available at: <http://nces.ed.gov/ccd/> [24 Oct. 2005].

**4 Modern Language Association,** *Most Spoken Languages in a State.* (Source United States Census 2000). ONLINE. Available at: [http://www.mla.org/census\\_data](http://www.mla.org/census_data) [25 Oct 2005].

**5 U.S. Bureau of the Census.** “Social Characteristics,” and “General Demographic Characteristics,” *American Community Survey: 2004.* ONLINE. Available at: [http://factfinder.census.gov/home/saff/main.html?\\_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en) [13 Oct. 2005].

**6 Welles, Elizabeth,** “Foreign Language Enrollments in United States Institutions of Higher Education, Fall 2002.” ADFL Bulletin, Vol. 35, Nos. 2–3, Winter-Spring 2004. ONLINE. Available at: <http://www.adfl.org/resources/enrollments.pdf> [24 Oct. 2005].

**7 The College Board,** “Summary Reports: 2004,” ONLINE. Available at: [http://www.collegeboard.com/student/testing/ap/exgrd\\_sum/2004.html](http://www.collegeboard.com/student/testing/ap/exgrd_sum/2004.html) [24 October 2005].

**8 International Baccalaureate Organization,** *IB World Schools Directory.* ONLINE. Available at: [http://www.ibo.org/ibo/index.cfm?page=/ibo/services/ib\\_worldschools/school\\_dir&language=EN](http://www.ibo.org/ibo/index.cfm?page=/ibo/services/ib_worldschools/school_dir&language=EN) [24 Oct 2005].

**9 Institute for International Education,** *Open Doors Report 2004: State Fact Sheets.* ONLINE. Available at: <http://opendoors.iienetwork.org/?p=49967> [24 Oct 2005].

### OTHER NOTES

- \* Excludes charter schools
- \*\* Gross property, plant, and equipment of non-bank Majority-Owned U.S. Affiliates
- † “Other” includes African Languages, American Sign Language, Arabic, Chinese, Cantonese, Czech, Greek, Haitian-Creole, Hebrew, Korean, Native American Languages, Polish, Portuguese, Vietnamese, and Other.
- ◆ Schools were drawn from two sources: (1) applicants for the Goldman Sachs Prize for Excellence in International Education, and from (2) a list of schools with international content that was provided by state education administrators.

## STATE REPORTS ON INTERNATIONAL EDUCATION

- *Delaware K–20 International Education Capacity Study*  
[http://www.ipa.udel.edu/research/publications/DelK-20iECstudy\\_report.pdf](http://www.ipa.udel.edu/research/publications/DelK-20iECstudy_report.pdf)
- *Kansas in the World*  
<http://www.kansasintheworld.org/kansasintheworld/>
- *Kentucky International Education Summit Report*  
<http://www.internationaled.org/publications/KYSummit.pdf>
- *Massachusetts Initiative for International Studies Conference Report and Position Paper*  
<http://www.internationaled.org/publications/MAReport.pdf>
- *Report and Recommendations of the Michigan Commission on Asia in the Schools*  
<http://www.internationaled.org/publications/Michigan.AsiaInTheSchools.pdf>
- *North Carolina in the World: A Plan to Increase Student Knowledge and Skills About the World*  
<http://www.internationaled.org/NCFinalActionPlan.pdf>
- *Globalizing Oklahoma's K–16 Curriculum*  
<http://www.okhighered.org/oasis/oasis-brochure2.pdf>
- *International Education Benefits Vermont's Children*  
<http://www.internationaled.org/publications/Vermontreport.pdf>
- *Preparing a Citizenry for the Global Age (West Virginia)*  
<http://www.internationaled.org/publications/WVReport.pdf>

## STATE-SPONSORED WEB SITES WITH AN INTERNATIONAL EDUCATION FOCUS

- Idaho:** <http://www.sde.state.id.us/Dept/international.asp>
- Kansas:** <http://www.kansasintheworld.org/kcies/>
- Massachusetts:** <http://www.primarysource.org/miis/default.html>
- New Jersey:** <http://www.state.nj.us/njded/international/>
- North Carolina:** <http://www.ncintheworld.org/>
- Oklahoma:** <http://www.okhighered.org/oasis/>
- Rhode Island:** <http://www.globalri.org/>
- South Carolina:**  
[http://www.myschools.com/offices/cso/foreign\\_language/International\\_Education.cfm](http://www.myschools.com/offices/cso/foreign_language/International_Education.cfm)
- Vermont:** <http://www.uvm.edu/-outreach/>
- Washington:** <http://www.internationaledwa.org/>
- West Virginia:** <http://www.wvandtheworld.net/>
- Wisconsin:** <http://www.dpi.state.wi.us/cal/interntled.html>

## STATE POLICY STATEMENTS AND LEGISLATION

- Connecticut:**  
<http://www.internationaled.org/CTlegislation.pdf>
- Kentucky:**  
<http://www.lrc.state.ky.us/research/02rs/SC142/HCS1.doc>
- Massachusetts:**  
<http://www.internationaled.org/MAHD3549.pdf>
- Michigan:**  
[http://www.michigan.gov/formergovernors/0,1607,7-212-31303\\_31305-20321--,00.html](http://www.michigan.gov/formergovernors/0,1607,7-212-31303_31305-20321--,00.html)
- New Jersey:**  
<http://www.internationaled.org/NJAssemblyResolution.pdf>
- West Virginia:**  
[http://www.wvandtheworld.net/thecommission/executive\\_order11-03.pdf](http://www.wvandtheworld.net/thecommission/executive_order11-03.pdf)

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