**How to Create a Story from MappingtheNation.net**

This map shows data at the national, state, and county level. The "key indicators" in the upper left corner of the map are some of the most relevant numbers if you are looking for a quick snapshot of what is global in your county. If you are unsure of the county name you are researching, you can find it by typing in the name of a city or a zip code here: <http://www.naco.org/Counties/Pages/CitySearch.aspx>.

It will also link you to the webpage for any county in the United States.

**A GLOBALLY COMPETENT WORKFORCE: THE ECONOMIC ARGUMENT**

We live and work in a global marketplace. For proof, look at the data in the map for your state or county under Economics:

* • How many people are employed by companies importing and exporting goods?
* • How many jobs are related to exports? ([See infographic](http://mappingthenation.net/infographics.html#infographic1)s section.)
* • What is the estimated sales value of imports and exports of goods (total)?
* • You can also look in the categories of "Estimated Value of Exports" and "Estimated Value of Services Exports" to see specific sectors in which your state or county specializes.

These statistics should allow you to say that culturally competent employees who speak a second language are critical to the success of your local economy. With 95% of consumers and three-quarters purchasing power outside of our borders, international markets are critical to creating and sustaining local jobs.

Outside links for more information and statistics:

• [Business Roundtable State Trade Profiles](http://usahomecourt.org/tax-reform-benefit) *(http://usahomecourt.org/tax-reform-benefit)*

• [U.S. Chamber of Commerce](http://tradesupportsjobs.com/) *(http://www.tradesupportsjobs.com)*

 **A GLOBALLY COMPETENT CITIZENRY: THE DEMOGRAPHIC ARGUMENT**

The United States has 40 million people who are foreign born, more than any other time in our history. There is a correlating increase in languages spoken within our borders. How is a global citizenry reflected in your community?

What linguistic and cultural resources does your community have? Look under Demographics for:

* • What percent of the population in your state or county is foreign born?
* • Has this increased over time? Look at the indicator “% of Total Population that is Foreign-Born”
* • Are non-English languages spoken in your community? What are they? Look at "Languages Spoken at Home: % Speaking."
* The U.S. Census data underscores that the United States is rich in human capital—a strength we should continue to leverage and build upon.

Outside links for more information:

• [NAFSA](http://www.nafsa.org/supportIE): Resources to help you make the case and become a champion for international education *(http://www.nafsa.org/Explore\_International\_Education/Impact/Data\_And\_Statistics/Study\_Abroad/Mapping\_the\_Nation\_\_Making\_the\_Case\_for\_Global\_Competence/)*

• [US Census Quickfacts](http://quickfacts.census.gov/qfd/index.html) *(http://quickfacts.census.gov/qfd/index.html)*
**EDUCATION ARGUMENT**

Education data that measures global competence is incomplete. There are no data-centered assessments measuring student global competency. The lack of data is in many ways an indicator that, up to the present, the true value of global competency has not been recognized. The data that does exist centers on language, AP exams, and in-person exchange programs.

Looking at the education indicators for "K-12 Language Enrollment," "AP Exams Taken," and "Postsecondary Language Enrollment," think about:

* • Are the languages being taught in your schools those that are being spoken in the community?
* • Are there language programs in your schools to encourage and nurture students who are exposed to a language in their home?
* • Do the languages being taught align with the top export markets for your state? (Look at your [state infographic](http://mappingthenation.net/states.html) for this information.)
* • What about for national security—are critical languages being taught? Do students have opportunities to learn with, not just about, their global peers?
* • How many students take part in study abroad programs?
* • Are there Sister City partnerships in your area?

Perhaps the most essential question of all: What is the cost of not having the knowledge and skills needed for the global economy?

**LOCAL CONTEXT**

Once you have gathered the facts to support your argument, look for local context to flesh it out. Consider looking at the Wikipedia page for your county or state – there are often useful local links provided at the bottom of the page.

*Newspapers:*

Look online at your local and state newspaper for stories on the impact of immigration in your community, schools, and higher education programs. Look also for stories about international companies that have considered or did actually move to the area. Stories on local jobs and the skills gap will also support your case.

*Local Businesses:*

Call up the human resources department of local companies that trade internationally or do business abroad. How important are international markets to their industry? Do they see global skills as necessary for their employees? Is there a shortage of culturally competent employees? Get quotes you can use.

*Local Community Colleges and Universities:*

Are there professors that you can contact who work to prepare students for global careers? For instance, at community colleges look for those teaching students to work in the major industries in your area – what the are global aspects they feel their students should know? Get quotes you can use.

**Additional Interesting Statistics**

Here are additional ideas/facts to use in making the case:

* 95% of consumers live outside of the U.S.
* Jobs tied to international trade have grown over 100% in the last 20 years.
* Nationally 1 in 5 jobs is tied to international trade.
* The American higher education system attracts more than 800,000 foreign students, the highest in our history, making education the fifth most lucrative global service our nation offers.
* The United States has 40 million people who are foreign born, more than any other time in our history.
* Of students taking AP exams, not more than 25% of exams taken in any state are internationally focused.
* Fewer than 1% of American high school students take part in study abroad programs.
* 6 states with the largest number of sister city exchanges are also the states with 6 of the ten largest import/export economies in the U.S.

 **SAMPLE LOCAL STORY**

**Minnesota**

Nobles County : 21,378 pop.

This county has the highest percentage of people speaking a language other than English at home of any county in MN. During the Farm crisis thirty years ago, citizens thought this town was going to be a ghost town. By 1990 the population was back up – due in large part to the pork plant– one of the largest employers in the county. When they added an extra night shift and immigrants came for those jobs.

The town is now thriving – the unemployment rate is well below the state average. While many immigrants work at the plant for lower wage jobs, others are small business owners. In fact, 25 of the town’s businesses are Hispanic owned.

Immigrants turned this dying town around, but now it must adapt to the needs of its diverse citizenship. For example, they need Spanish-speaking police officers, teachers, and government workers. The school district responded by hiring bilingual parent liaisons and adding ELL teachers to classrooms.