

GLOBAL EDUCATION

IN WASHINGTON STATE

A report on the state of global education in Washington State

Washington State's diverse economic sectors—from aerospace to technology to agriculture—have one thing in common: they are all tied heavily to international trade. Washington's economy is one of the most globally connected in the country and 40% of all jobs in the state are related to international trade.²

State and federal leaders identify the ability to operate in global environments as being increasingly key to regional and national success.

Secretary of State Hillary Clinton has recently emphasized the linkage between American economic success and global economic development:

*"We fundamentally believe that increasing trade and growing prosperity will benefit not just our own people, but people everywhere. Our economies are interdependent as never before, and so are our fates. America's economic renewal depends to a large degree on the strength of the global economy, and the global economy depends on the strength of America."*³

The state of Washington is also one of the most diverse in the country, ranking 10th in the U.S.⁴ Seattle Public Schools enroll students from more than 98 countries, and teachers support students and families speaking more than 208 languages. Families from around the globe are enriching communities all across the state.⁵

A recent report by the Kaufman Foundation that assesses states by their participation in the "new economy" (knowledge-based, global, entrepreneurial, and innovation-based) ranks Washington 2nd in the country, recognizing the existing globally connected economy that characterizes the state.

The report concludes that:

In the twenty-first century economy, the winners will be the states whose businesses are most integrated into the world economy. A global orientation ensures expanding markets for a state's industries. Because workers at globally oriented firms also earn more than those at other firms, a global orientation provides a state's workforce with a higher standard of living.

—The 2010 State New Economy Index¹¹

Global Education is an approach to teaching and learning that provides students with the skills, knowledge, and attitudes necessary to understand the way the world works and prepares them to participate in an interconnected society.¹

Did You Know?

- 85% of Boeing planes built in Washington are shipped to foreign customers⁶
- More than 60% of Microsoft's sales are exports⁷
- 59 Washington global health organizations have a combined 2,503 projects and initiatives in 156 countries⁸
- Foreign students studying in Washington State contribute \$463 million to the state's economy⁹
- Nearly \$13 billion in food and agricultural products were exported through Washington ports in 2010, the third largest total in the U.S.¹⁰

Did You Know?

- 90% of European children learn English in elementary school¹³
- In 2006, 24,000 American students studied Chinese; in that same year, 200 million Chinese school children studied English¹⁴
- 1% of U.S. college students study abroad¹⁵
- 18.5% of all K-12 students are enrolled in world language classes
- K-12 world language offerings declined from 1997 to 2008¹⁶

Washington employers have called for successive planning efforts that enable company leadership to reflect global diversity and emphasize the need for workers with the skills to effectively adapt, compete, and thrive in a global market. Without global competence, they warn, the entire sector is at risk, with particular threats for small to medium-sized enterprises.¹²

The “EdSteps” framework, authored by the Council of Chief State School Officers, including the Asia Society and representatives from Washington State, identified four core competencies that students gain when receiving quality global education: the ability to investigate the world, recognize perspectives, communicate ideas, and take action.¹⁷ The parallel between these competencies and the skills targeted by corporate and public sector leadership development programs emphatically underscores the practical 21st-century value of global education.^{18, 19}

It is clear that to be competitive, Washington businesses increasingly need leadership and workers with global skills and language competency.

To succeed and lead in the global economy, Washington State needs citizens, employees, community leaders, and entrepreneurs who think and act as sophisticated global citizens.



The Global Washington Education Initiative

Given the increasing significance of global connections to Washington State's future, it is important to ask:

“Is the state of Washington sufficiently preparing students to succeed in and contribute to the development and prosperity of this global state?”

To answer this question, Global Washington launched the Global Education Initiative to see if Washington's students are being adequately prepared to live and work in this networked, multicultural, and multilingual environment. Global Washington convened key experts and stakeholders from across the state to develop recommendations for improving global education in Washington State.



Goals of the Education Initiative were to:

1. Identify examples of global education that are already occurring in Washington State
2. Identify best practices from other states and national leaders
3. Collect statewide feedback & conduct research about the barriers to enabling students to become globally educated
4. Develop recommendations for building a comprehensive statewide strategy that prepares students for today's global marketplace and community

The Global Education Initiative Survey found that 99.7% of respondents agreed that global education “improves economic opportunities for young people.”²⁰

A comprehensive review of global education throughout the country was conducted to provide models and benchmarks; more than 1,000 citizens from Washington State were asked to share their perspectives. Global Washington facilitated 13 community conversations, held a community summit attended by over 200 people, conducted an electronic survey with 900 responses, and conducted 260 interviews with stakeholders. From Seattle to Pullman, parents, educators, and executives debated the role of education in our increasingly multicultural and trade-driven state and expressed their expectations and concerns about the way students in the state are prepared to be responsible global citizens. Stakeholders across the state were asked to prioritize approaches that matter most for the state of Washington.

Statewide conversations reveal three primary reasons why citizens believe that global education is important to Washington State’s future. There is broad agreement that globally educated graduates will be better prepared:

1. to work in today’s global economy and work force, while contributing to their individual growth and to the state’s economic growth
2. to play a role as knowledgeable citizens in an increasingly global state
3. to contribute to Washington State’s vibrant and innovative sectors of commerce, including global health, global development, and trade

The key stakeholders involved in the Initiative identified 36 recommendations and ideas to increase global education in Washington State. These recommendations were grouped into six main categories to guide the development of a comprehensive approach to global education in Washington State. This work also provided many suggested ways to implement these recommendations that will be provided in a separate paper.

Recommendations

1. Build statewide support for global education in P-12 and higher education
2. Identify and promote best practices in global education in P-12 and higher education
3. Increase second language learning in P-12 and higher education
4. Prepare globally P-12 competent teachers
5. Increase global learning engagement in higher education
6. Build strong partnerships between global development and global education

The striking summary finding of the study is that, while many admirable individual projects exist, the state currently lacks a comprehensive commitment

to global education. There is a significant gap between the state's economic pillars and its educational foundation. Select students are engaged globally, but the majority are not exposed to the international perspectives they need to live peacefully and productively in our globally diverse and interdependent society.

Aligned with Global Washington's commitment to convene, strengthen, and advocate for the global development sector in Washington State, the ultimate goal of the Education Initiative is to ensure that all students in Washington State receive an education that prepares them to inhabit the world as knowledgeable global citizens; as competent global leaders; and as supporters of positive corporate, community, and social innovation around the globe.

Recommendations

To achieve the goal of enabling all of Washington's students to become global citizens, the Global Washington Education Initiative proposes six recommendations designed to enable Washington State to lead the U.S.

Recommendation 1

Build statewide support for global education in grades P-12 and higher education

- Deliver a community education campaign,
- Establish a Global Education Network for educators, and
- Establish a statewide Global Education Advisory Board.

The Global Washington Education Initiative found that in Washington State, government officials, educators, and business leaders agree that a critical benefit of global education is to prepare our young people to succeed in a global economy. The challenge for education in the state is the competing demands of other important educational priorities.

It is increasingly likely that a student entering Washington's workplaces will be contributing to a business, organization, or institution with a global reach. From Eastern Washington's apples, lentils, and wine to Western Washington's software and airplane giants, Washington's economy is increasingly tied to global exports. Employees will need to be prepared to work with colleagues and clients whose languages and cultures may differ from their own, whether that happens inside the state or across national borders. The more Washington State produces globally competent graduates, the more our state's employers can draw from a robust local talent pool rather than being forced to import critical skills.

“Indeed, we must get to the recognition that in the global age—in which lives are global, the workplace is global, our biggest national problems are global, and indeed knowledge is global—education is international education.”

—Victor C. Johnson²¹

Recommendation 2

Identify and promote best practices in global education in grades P-12 and higher education

- Create model Global Education School Districts and an Independent School Consortium,
- Disseminate examples of Global Education Best Practices for P-12 students, and
- Increase access to international learning opportunities and experiences for P-12, including but not limited to: study abroad, after school opportunities, summer programs, internships, and experiential learning

“The US workforce is increasingly linguistically and culturally complex. One effect of this is that in many work settings, employees may be able to speak languages other than English. . . . This behavior is sometimes seen as objectionable by management and by other workers, often resulting in serious conflict.... Regulations against speaking languages other than English while in the workplace...have resulted in a number of court cases.”²⁴

To accomplish this goal, schools should integrate global learning throughout the curriculum, enabling students to gain global knowledge while learning other needed skills and developing as engaged citizens. The Global Washington Education Initiative argues that global learning should not be considered as an “add-on,” prioritized against other important education outcomes. Rather, global education supports and enhances student achievement across subject areas. For example, students can understand more about democracy and U.S. government by contrasting American history and political systems with those of other countries around the world. They can learn more about Washington’s history by understanding the histories of immigration to the state and the varied countries and cultures that are contributing to it. By learning a second language, they learn new ways of approaching the world that will improve their analytical range when wrestling with important issues in their work and communities.

For students who are second language learners, it is also important that their languages and cultures be seen as valued in their school environments. Enhanced self-image and the security of acceptance result from foreign language learning that capitalizes on the cultural diversity of the classroom and community.²²

A great deal of important attention has been placed on the need for students to become more proficient in math and science fields, and statewide leaders have rightly prioritized these areas in education planning. What, many may ask, does global education have to do with science and math learning? Victor C. Johnson, senior public policy adviser for NAFSA: Association of International Educators, wrote that the “competitiveness” conversation “must shift from Science, Technology, Engineering, and Mathematics (STEM) to ‘STEM-internationalized’—or STEMi.”²³ Global learning can amplify the outcomes of STEM curricula by placing them in a timely, real-world global context. In fact, a global contextualization seems not only possible, but essential for STEM. These fields respond to and shape global events and everyday lives around the world to an unprecedented degree. Science itself is, of course, global, and the mobility of the best researchers and labs is increasing rapidly. It is important that Washington leverage its current strengths and expand in new directions if we are to remain competitive.

Recommendation 3

Increase second language learning in grades P-12 and higher education

- Develop a district model for a K-12 language learning pipeline,
- Promote statewide policies to support language learning and real world application of language learning for students in K-20, and
- Support English Language Learners (ELL) and programs.

Foreign language learning is a key component of global education and there are multiple ways in which second language learning benefits students and the state.

For example, Boeing products draw from supply and distribution chains in 79 countries around the world. In fact, international sales largely affect Boeing's revenue and are expected to increase over the next few years. More than 80 percent of Boeing's commercial airplane backlog is for jetliners ordered by non-U.S. customers.²⁵

Agriculture also requires international knowledge. According to Jason Kelly of the Washington State Department of Agriculture:

Washington farmers market their food and agriculture products all over the world – to the tune of \$8 billion annually. Gaining access to international markets requires our growers to make business and personal connections with people from different cultures. The most important export markets for Washington agriculture products are in Asia. The WSDA helps build relationships between our growers and foreign buyers. Just as an example, after introductions by WSDA trade specialists, Washington hay growers sent \$20 million in feed to Chinese dairy operations last year. Other commodities, like wheat, are totally reliant on foreign markets to maintain profitability. More than 90% of Washington's wheat crop is exported. Foreign trade missions and hosting foreign buyers here in Washington are both critical to maintaining the flow of international trade.²⁷

Stacie Nevadomski Berdan, an expert on international careers, argues that multi-lingual speakers are more competitive on the job market: "Today many Americans work abroad, competing with global graduates proficient in three to four languages and ever-stronger emerging market talent pools. Companies want globally competent employees –including multilanguage competency."²⁸

The Global Education Initiative Survey found that 59% of respondents considered "increasing access to world languages in P-12 a 'top priority.'"²⁹

As the state's economy depends increasingly on trade with other countries,

Boeing employee Lawson Robinson learned Korean as a teenager when his family moved to Korea for two years... As an aerospace engineer, he continued his study of Korean because he loved the language. Robinson was working in the Apache helicopter program when he learned that poor translation during F-15 aircraft negotiations with the Republic of Korea Air Force had led to a misunderstanding of the Boeing position.²⁶



According to the OSPI student registration database, CEDARS, in 2011, it appears that only 36% of Washington's high school students were enrolled in a world language course³³



employees will need to be conversant with the languages of our trade partners. Communicating effectively with trade partners may sometimes require at least a basic knowledge of the partner's language and culture, as a courtesy and also as a good business practice.

Washington State is increasingly multilingual, but our educational practices are moving in the opposite direction. In 2011, the University of Washington College of Education dropped World Language Endorsements from its Teacher Certification program – even though the UW teaches more languages than any other institution of higher education in the region.³⁰ The 2010 census shows that 1 in 6 Washingtonians speaks a language other than English at home.³¹ More than 208 languages are spoken by families whose children attend Seattle Public Schools.³² The continuing effectiveness of local, regional and state government and civic participation requires that citizens be regional, and communicate across languages and cultures.

Second language learning can also improve learning overall. Research indicates that second language learners score higher on both verbal and quantitative portions of standardized tests and suggest that grades and graduation rates are significantly higher for students in rigorous foreign language programs.³⁴ Marcelo M. Suárez-Orozco, the Ross University professor of Globalization and Education at New York University, explains that “neuroscience is beginning to show that the brains of bilinguals may have advantages in what will matter most in the global era: managing complexity, rational planning and meta-cognition.”³⁵

Three elementary schools in Walla Walla have implemented dual language programs where students receive half their instruction in English and half in Spanish. Students are matched with a “buddy” from the other native language group and learn together in a collaborative environment that facilitates cultural respect.³⁶ The benefits of such a program are both civic and academic. When schools like those in Walla Walla steep learners in a culture of cross-cultural sensitivity, critical thinking, and cooperative, non-violent problem-solving, young people are prepared for and interested in participation in the civic process.³⁷

Recommendation 4

Prepare globally competent P-12 teachers

- Provide opportunities for existing teachers to acquire global competence, including developing a teacher mentoring program to enable teachers with global competence to share their expertise,
- Incorporate training and support for future educators in educator preparatory programs, demonstrate relevancy of global education to the common core,
- Increase opportunities for students preparing to enter the teaching profession to have the experience of studying abroad as part of their education

To achieve these goals, Washington's teachers must be given the training and ongoing support they need to become globally competent themselves, enabling them to structure relevant learning experiences and develop globally competent graduates. An education infused with global learning, new languages, and cross-cultural experiences allows students to recognize diversity as an asset. Our young people who realize this are more open to gaining fluency in other languages, exploring the cultures of their community, and taking advantage of learning opportunities around the world.

Global education is more than learning about other countries; it also helps students understand their own community. Schools and teachers play a critical role in civic awareness and civic engagement through the message they send about cultural differences.

Teachers who have learned how to embed global perspectives and issues into their curriculum can create projects and activities that allow students to be engaged in learning and prepare for their global future. Noah Zeichner of Chief Sealth International High School, in partnership with the community organization Global Visionaries, offers a social studies elective course called Global Leadership. In the class, students study the social and environmental impacts of complex, interconnected global issues, such as water scarcity, climate change, access to education, and food security. In turn, they develop action projects that propose sustainable solutions. Once teachers are given support, resources, and training, they can find creative ways to embed critical global competencies into relevant, hands-on curriculum.³⁹

“Transformative classrooms and schools help students to acquire the knowledge, values, and skills needed to become deep citizens.”

–Dr. James A. Banks³⁸

Recommendation 5

Increase global engagement in higher education

- Increase internship and study abroad opportunities for students in higher education
- Disseminate examples of best practices in colleges and universities,
- Create a plan for the implementation of the Global Learning Goals already agreed upon by 39 higher education institutions in Washington State.
- Increase foreign language opportunities for students by utilizing existing expertise and new technologies
- Identify how new technologies can be used to increase opportunities for global connections
- Develop strategies for benefitting from existing global expertise among Washington's higher education faculty
- Build upon and disseminate excellent global research already being done at Washington colleges and universities

Scott Freidheim, CEO, Europe for Investcorp International, makes the case for why global experiences are important for today's higher ed students:

Now, more than ever before, higher education has a global mandate. To remain competitive, higher education must keep pace with the rapid globalization of our society, made possible in large part by technology enabled rapid flows of ideas and information. Leading higher education institutions have recognized this by 'going global' and internationalizing their campuses, not only in facilitating study abroad and hosting international students, but also in internationalizing the faculty and the curriculum. What they say and do makes a real difference to the experience and outlook that their students gain.⁴⁰

The surveys and interviews conducted by the Education Initiative highlighted the following ways to further student global engagement:

- Study abroad
- Internships with global companies
- Service learning with global organizations, such as non-profits, schools, or governments,
- Co-learning with students from other countries.

It is important to recognize that these experiences can take place both inside and outside the state of Washington. One of the key purposes of global experience is to enable students to understand how the world is viewed from other cultural perspectives, and this can take place in multiple ways.

For example, students could study health care systems in rural China or work in a migrant farm workers dental clinic in Yakima; they could study Arabic literature in Cairo or co-learn about how democracy works in the U.S. and Egypt in a video conference class with students from the University of Cairo; or they could learn about global markets by doing an internship with a company in Japan or by doing that same internship with Starbucks. Because of the global character of Washington State, students have opportunities to gain global understanding in multiple ways.

This is a unique advantage for Washington State.

Though study abroad by students enrolled in U.S. higher education has more than tripled over the past two decades (to a total of 300,000), the total participation is still around 1-2% of all students. In Washington State in the 2009/2010 school year, 6,647 higher education students studied abroad out of 437,406 total students participating in colleges and universities.⁴² We can do better. Although faculty and administrators frequently speak highly of study abroad and its impact on students, the sad truth, as Rajika Bhandari, Deputy Vice President at the Institute of International Education, says, is that “[a]lthough international service learning is a time-honoured tradition in western countries, it exists for the most part on the fringes of formal higher education and training.”⁴³

In 2000, University of Washington linebacker Anthony Kelley (“AK”) played on the winning Rose Bowl team. With the support of a Mary Gates Scholarship, he also became the first UW football player to study abroad.

His project in South Africa included teaching 28 local girls. “I didn’t have confidence in English, math, science, or whatever. I was a symbol of hope for them, a resource, and I dropped the ball. They were in a bad school, strapped for every possible resource, some of them affected with AIDS, and the best I could teach them was calisthenics. I was sickened with myself.”

“I came back a completely different person; I had a moral shift and a values shift in my life. It was about me taking ownership of utilizing my gifts and not expecting everyone else around me to do it for me.”

AK’s trip to South Africa became the first of many, and those experiences inform every aspect of his life now. AK mobilizes students to become direct impact leaders in their communities.

“We want students interested in being agents of change who can properly serve and perpetuate the idea of service.”⁴¹

- AK Kelley

Similarly, internships and service learning are generally seen as a means for furthering individual student preparation for the workplace, and they are managed through a wide variety of programs, fields, and systems. Little data is available for how many Washington students are participating in internships or service learning and where they are. Given the global nature of so many of Washington's businesses and organizations, it is highly likely that students are already getting exposure to the global aspects of business and other organizations, but they are not being asked to incorporate this into their learning. This is a significant missed opportunity.

With new technologies becoming available every year, opportunities for students to connect with their peers around the world are increasing exponentially. What was astronomically expensive ten years ago is relatively inexpensive today. Several organizations in Washington State connect students to others around the world through Skype, wikis, and other technology. The connections students make in these conversations not only enhance their current learning but also build relationships that can form the foundation of future opportunities for partnerships in business and global development.



Recommendation 6

Build strong partnerships between global development and global education

- Prepare students to work in leading global development organizations, and
- Promote education around the world as vital to global trade, security, and international development.

A key missed opportunity for Washington State is the lack of integration across sectors of international education, international trade, global health, and global development.

These sectors aim at implementing long-term solutions by helping developing countries create the capacity needed to provide sustainable solutions to their problems. Washington is not only home to the largest nonprofit organization (World Vision) and the largest foundation (the Bill & Melinda Gates Foundation) in the world, but it also houses hundreds of small organizations that are innovatively addressing specific needs in every corner of the planet. Washington's globally engaged businesses effect change through positive trade relations, social business ventures, and corporate giving.

The state of Washington is truly one of the world's premier hubs for innovative and effective global development work. This state will continue to be known for coffee and software, but its most important export is a better quality of life for people all over the world.

“Surprisingly absent in the public discourse about work readiness is the lack of deep understanding by students of issues of global significance—how global markets operate, the promise and perils of transnational production, how social entrepreneurs contribute to human development while also meeting their bottom line, demands of economic and cultural development, and the dilemmas of inequality—to name a few...To be competitive, ethical, and effective workers, today’s students must understand key topics of global significance in areas like engineering, business, science, history, ecology, and other domains that may constitute their future work.”⁴⁵

-The Asia Society and the Council of Chief State School Officers



Students in Washington’s schools should be prepared to step into that leadership role and to contribute their learning to solving some of the world’s biggest problems, whether as engineers, linguists and translators, corporate executives, artists, educators, human rights workers, medical professionals, lawyers, policy makers and analysts, or technology specialists. What all of these jobs hold in common is the need for a broad understanding of how learning, which is the ongoing acquisition of new knowledge based on deeply formed patterns of practices, applies in communities around the world. Washington State is becoming a recognized center of influential and innovative global development activity where diverse groups work collectively to build a more equitable and prosperous world. Through the work of the state’s global development organizations, Washington State residents are able to reach out to build schools and libraries, train teachers, provide books, develop curricula, create technology systems, monitor and evaluate programs, enable student and teacher exchanges, participate in study abroad experiences, and establish vibrant global learning communities. Participative global education facilitates engagement in this work through better global citizenship: an interest in foreign policy and a desire to work for the well-being of people around the world.⁴⁴

During this period when many are concerned about the state of the US economy, it can be hard to argue that our attention - and resources, both human and financial - should be drawn to furthering development in other countries. However, supporting education and development around the world is key to America’s own future prosperity and national security. Raj Shah, Director of USAID, puts it clearly: “By strengthening private sector activity in developing countries, we have the potential to enrich not just our partners but ourselves through increased exports and new markets for trade.”⁴⁶ Jeffrey Garten, professor at the Yale School of Management, estimates that ten years ago emerging markets accounted for perhaps 28 percent of the global economy; today, that number is over 50 percent.⁴⁷ Washington State is well-positioned to benefit from these growing economies. Globalizing Washington’s educational systems is essential if we are to address the realities of the networked transnationalism of the economic, political, and cultural realities that we all live in.

Call to Action

Global education is key to Washington State’s future success—economically, culturally, and socially—and the state must seize this opportunity to lead the nation in preparing the next generation of global citizens and leaders. Globally engaged students will grow into Washington State’s globally engaged public; they will view learning from each other and from the rest of the world as integral to the well-being and support of their families and their communities. It is local knowledge networked globally.

The Initiative asked business leaders, civic leaders, and educators alike how they would increase global education for our students and respond to financial restrictions and increased demands of the education system. The answer was direct and consistent: we work together, across sectors with shared resources to insure that our students receive these skills. We collaborate and use the creative examples of systematic global education and language learning in our state and build on them in dynamic partnerships, both here and abroad. We ensure that educators have access to training and resources to increase global education in the state and we share information with our community leaders and legislators about the importance and necessity of global education for our state's future.

In order to develop a more global citizenry, we must actively work to build statewide support for global education, to identify and implement best practices in education, and to prepare globally competent teachers. By embracing international perspectives and introducing world languages in all schools in Washington, we will increase global learning experiences for students enrolled in college and university, and build strong partnerships between development and education. Global education challenges students to think critically and to interrogate their own situations and experiences. For example, a student might ask himself, "how is my daily life and economic livelihood impacted by and connected to communities around the world? How do I prepare to be a leader?" Another student might reflect on her educational experiences and ask, "how can raising the education levels of people across the globe enhance my life as a citizen of Washington State?" A cross-cultural and international education will better prepare students to envision a world in which all students have similar opportunities to ask difficult questions, and to seek out answers.

With the conviction that global learning is necessary for the success of our students and the advancement of our state, Global Washington will continue partnering with key stakeholders to move the Initiative's recommendations into action. It is our job as a state to change the focus of education and encourage our communities to work to change educational priorities to make sure our students receive the quality education they need to succeed. All Washingtonians have a stake in the education of our students; they are our future and will soon be our community and political leaders, business innovators, and global development champions. Our young people are already recognizing—with enthusiasm—the technological and social interconnectedness of our world and the opportunities that come with it. Our schools, colleges, universities, legislators, nonprofit organizations, and businesses must partner with our students to create a system that enables students to succeed and ensures Washington's role as a leader in a dynamic international environment: an education that is truly global.



Appendices

- Appendix A: Initiative Process
- Appendix B: People Involved
- Appendix C: Challenges and Promising Practices
- Appendix D: Timeline of Key Washington State Global Education Policies and Community Actions
- Appendix E: End Notes

Appendix A: Initiative Process

In 2010, Global Washington began convening key experts and stakeholders from across the state to develop recommendations for improving global education in Washington State. Goals of the Education Initiative were to:

- Identify examples of global education that are already occurring in Washington State,
- Identify best practices from other states and national leaders,
- Collect statewide feedback & research about the need for global education and the barriers to achieving it, and
- Develop recommendations for building a comprehensive statewide strategy that prepares students for today's global marketplace and community.

The positive response to the work of the Initiative has been overwhelming. Even though the education sector is faced with financial restrictions and increased demands, educators and business leaders alike believe there is a way to make sure our students gain global skills. It is clear from our surveys and focus groups that global education is a high priority for many across the state of Washington. The findings and recommendations of the Initiative are based on two years of research, interviews, and feedback from hundreds of key stakeholders throughout the state. The organization developed a Coordinating Committee and three task forces with a total of 60 members, facilitated 13 community conversations, held a community summit attended by over 200 people, conducted an electronic survey with 900 responses, and conducted 260 interviews with stakeholders. Through these interviews and community conversations, feedback was received from higher education (deans, faculty, international program advisors), public and independent K-12 education (educators and administrators), businesses, global education nonprofit organizations, study abroad institutions, global development institutions, government, students (grades 8-20), and parents.

During interviews, community meetings and the Global Education Summit in

November 2011, the key stakeholders involved in the Initiative identified 36 recommendations and ideas to increase global education in Washington State. The criteria used in choosing the recommendations were the following: low public cost, scalable, state-wide impact (includes extra support for rural and Eastern Washington), equitable for all students (increased impact on low income and students of color), long-term student impact, measurable benchmarks, partnership interest, medium level of partnership required, and low Legislative requirements. Participants in the Initiative also identified what is being done in other states, what is currently being done in global education in Washington State, and the obstacles that exist in Washington State.

Appendix B: People Involved

Funders of the Initiative

- Microsoft
- The Confucius Institute of the State of Washington
- Boeing
- University of Washington, Jackson School of International Affairs

Global Washington

- Bookda Gheisar
- Amanda Bidwell
- Megan Boucher

Project Team

- Annie Von Essen
- Shari Kooistra

Coordinating Committee for the Education Initiative

- Susan Jeffords
- Victoria Jones
- Juliette Kelly
- Ellen Taussig
- Kelly Martin
- Michele Aoki
- Tamara Leonard

Nonprofit Organizations

American Field Service Intercultural Programs (AFS)

- Anna Collieri

American Red Cross

- Amy Dyck
- Sarah Rothman

Ayni Education International

- Ginna Brelsford

Center for Digital Storytelling

- Elizabeth Norville

Community Dynamics

- Robin Hibbs

Council on Standards for International Educational

- Ashley Dutta

Confucius Institute of the State of Washington

- Bo Deng
- Karen Kodama
- Carrie Pederson

Disaster Training International

- Beryl Cheal

EarthCorps

- Erin Thomas

Etta Projects

- David Locey
- Pennye Nixon

Facing the Future

- Kim Rakow Bernier
- Jack Edgerton
- Dave Wilton

Foundation for Early Learning

- Vaughnetta J. Barton

FIUTS: Foundation for International Understanding Through Students

- Homero Floros
- Brianna Mercher
- Era Schrepfer
- Myrna So
- Martin Su
- Keyi Wang

FSG

- Veronica Borgonovi
- Nathalie Jones

Janet Wright Ketcham Foundation

- Janet Ketcham

GirlWorld

- Amy Benson

Glaser Progress Foundation

- Melessa Rogers

Global Visionaries

- Chris Fontana
- Michael Gallelli
- Chalsea Ward

Hosteling International

- Carissa Dilley

iEARN

- Ed Gragert

iLEAP

- Molly Hogan

International Leadership Academy of Ethiopia

- Ellen Taussig

Jolkona Foundation

- Deb Agrin
- Nadia Khawaja

Mercy Corps

- Laurie Taylor

Metrocenter YMCA

- Chris Tugwell

NELA Centers for Student Success

- Shamsah Ebrahim

Northwest Council for Computer Education (NCCE)

- David Walddon

Multilingual Living

- Corey Heller

OneWorld Now!

- Lisa Devine
- Kristin Hayden
- Darielle Horsey
- Kirsten Rogers

Qatar Foundation and Zeitgeist Creations

- Jennifer Geist

RenegAID

- Eunice Stime
- Sandy Saffell

RESULTS

- Julia Bolz

Roosevelt High School (Hands for a Bridge teacher)

- Janine Magidman

Rwanda Girls Initiative

- Amy Hutchinson

Seattle International Foundation

- Bill Clapp
- Tessa Gregory

Seattle Biomedical Research Institute

- Theresa Britschgi
- Greg Tuke

Teachers Without Borders

- Fred Mednick

Technology Alliance

- Jeremy Jaech

TED Prize

- Pamela Kilborn-Miller

TINFA

- Emma Le Du

Youth Ambassadors

- Lori Markowitz

WAESOL

- Katharine Hunt

World Affairs Council

- Laura Adriance
- Tese Neighbor

Washington Policy Center

- Liv Finne

Washington STEM

- Julia Novy-Hildesley

GOVERNMENTAL

Congressman Jay Inslee's office

- Kelly Marquardt

Office of Lieutenant Governor, State of Washington

- Juliette Schindler Kelly

Senator Christine Rolfes' - 23rd District

- Sarah Miller

Trade Development Alliance

- Sam Kaplan

Washington Economic Development Commission

- Egils Milberg

Washington State, Office of Superintendent of Public Instruction (OSPI)

- Michele Aoki
- Alan Burke
- Erin Jones
- Kelly Martin
- Gilda Wheeler

Washington State Representatives

- Rep. John McCoy
- Rep. Phyllis Gutierrez Kenney
- Rep. Tim Probst

Washington Workforce Training and Education

- Eleni Papadakis
- Mike Brennan

CORPORATIONS

Across Cultures

- Christina Bruning

American West Bank

- Bill Skavdahl

Apex Learning

- Cheryl Vedoe

Association of Washington Business

- Donna Steward

Boeing

- Sam Whiting

Bookey Consulting, Inc

- Janet Wilson

Creative Capitalism

- Will Poole

HaloSource

- Debbie Krogman
- Martin Coles

Microsoft

- James Bernard
- Jane Broom
- Carla Hurd
- Anthon Salsito
- David Yunger
- Lauren Woodman

Schweitzer Engineering Labs

- Dennis McGreevy

Shelley Morrison Associates

- Shelley Morrison

Vessel Strategy & Consulting

- Annie Von Essen

Wells Fargo Bank

- Marco Abbruzzese

EDUCATIONAL INSTITUTIONS

American Council on the Teaching of Foreign Language

- Barbara Mondloch

Antioch University Seattle

- Barbara Spraker

Aki Kurose Middle School

- Tania Westby

Baku International School, Baku, Azerbaijan

- Tasha Stephenson

Bastyr University

- Lauren Marani

- Aracelly Salazar

Beacon Hill International School

- Helen Finch

Bellevue School District

- Amalia Cudeiro

Bush School

- Erik Gearhart

Cascadia Community College

- Kristen Johnson

Central Washington University

- Alejandro Lee

Charles Wright Academy

- Althea Cawley-Murphree

Chief Sealth International High School

- Treshawn Jackson
- Chris Kinsey
- Noah Zeichner

City University of Seattle

- Tom Cary
- Corrine Holden
- Melissa Mecham

Clover Park Technical College

- Yuko Chartraw

Community Colleges of Spokane

- Tom Patterson

Edison Elementary School, Walla Walla

- Nancy Withycombe

Everett Community College

- Elke Dinter
- Danielle Noble
- Phebe Shen

Evergreen School

- Eli Keltz
- Robert Lee-Engel

Explorer West Middle School

- Tessa Beck

- Danny Jones

- Matias Lazo-Fanning

- Olivia Vasquez

- Ben Wheeler

Founder of Karama Alliance

- David Makonnen

Global Connections High School

- Alana Vinther
- Jennifer Wittenberg
- Ray Garcia Morales

Gonzaga University

- Mark Alfino
- Torunn Haaland
- Raymond F. Reyes
- Rebecca Stephanis

Higher Education Coordinating Board

- Don Bennett

Highline Big Picture High School & Big Picture Learning

- Jeff Petty
- Bonnie Latham

Highline Public Schools

- John Boyd
- Bernard Koontz

Holy Names Academy

- Charlyne Brown
- Mary Dworshak

International Cross Cultural Committee

- Aya Itazu

Lakeside School

- Charlotte Blessing

LanguageUP

- Pamela Eakes

Langworthy Research

- Maria Langworthy

Larce Washington Institute of Technology

- Li Lowry
- Liah Matsui

Laurasian Institution

- Julie Bell

Northwest School

- Marina de McVittie
- Jeff Blaire
- Alan Braun
- Tamara Bunnell
- Jennifer Kulik
- Benjamin Lee
- Glen Sterr

NAFSA: Association of International Educators

- Victor Johnson

Olympic College

- Sharon Kline

Oroville Middle & High School

- George Thornton

Oroville School District

- Tony Kindred

Overlake School

- Mark Manuel

Pacific Lutheran University, Wang Centre

- Neal Sobania

Pierce College

- Terry Mirande

Rainier Scholars

- Mahtab Mahmoodzadeh

Renton Technical College

- Motoko Nakazawa-Hewitt

Saint Martin's University

- Maggie Li
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- Sarah Younkin

Seattle Nativity School Project

- Tricia Diamond

Seattle Public Schools

- Lois Brewer
- Christopher Carter
- Katherine Law
- Concie Pedroza
- Tonie Talbert
- Katie Virga
- Norma Zavala

Seattle University

- Kara Adams
- Peter Blomquist
- Natalie Bold
- Robyn Craggs
- Ben Curtis
- Daniel Duffy
- Jennifer Fricas
- James M. Hembree
- Victoria Jones
- Gina Lopardo
- Heather McLean
- Marc Mcleod
- Joe Orlando
- Janet Quillian
- Father Sundborg
- Tom Taylor
- Alexa Wayman
- Jason Welle
- Emily Wolfkiel

Seattle University, Entrepreneurship Center

- Harriet Stephenson

Seavuria

- MaryMargaret Welch

Shoreline Community College

- Marci Fradkin
- Robert Francis
- Lawrence Fuell
- Norma Goldstein
- Ernest Johnson
- Mari Kosin
- Pollie McCloskey

Snohomish High School

- Alina Fuentes

South Seattle Community College

- Kathie Kwilinski

Spiritridge Elementary

- Tara Gray

University of Idaho

- Bob Neuenschwander

University of Oregon

- Yong Zhao

University Prep

- Mark Cullen
- Lauren Denton
- Lauren Feng

University of Washington

- Kirsten Aoyama
- James Banks
- Xiao-Ping Chen
- Anne Crylen
- Chris Gilman
- Eva Gonzalez
- Eric Irvin
- Stephen Kerr
- Marissa Liu
- Walter Parker
- Sean Rogers
- Tom Stritikus
- Anu Taranath

University of Washington, Bothell

- Susan Jeffords
- Anthony Kelly
- Brad Portin

University of Washington, Evans School of Public Affairs

- Angie Andersen
- Kathryn Bergh
- Heather Krasna
- Bridgette Quinn Greenhaw

University of Washington, Henry M. Jackson School of International Studies

- Daniel Ammons
- Sara Curran
- Mary Hammond Bernson
- Resat Kasaba
- Tamara Leonard
- Philip Lynch
- Marta Mikkelsen
- Natasha Sarkar

University of Washington Alumni Association

- Kyle Funakoshi

Vashon Island School District

- Roxanne Lyons

Walla Walla Public School District

- Diane Erickson

Washington Academy of Languages

- Ashley Thirkill-Mackelprang

Washington Association for Language Teaching

- Bridget Yaden

Washington Coalition for International Education

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Washington State University

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- Christine Oakley

- Stefany Unda
- Ana Maria Rodríguez-Vivaldi
- Rachel Halverson
- David Pietz
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Washington State University Foundation

- Karin Neuenschwander

Washington University in St. Louis

- Rebecca Hodges

Western Washington University

- Earl Gibbons

Whatcom Community College

- Beth Robinson

Whitman College

- Shampa Biswas
- Bruce Magnusson

INDIVIDUALS

Educators

- Julie Allemann
- Bonivi Caculitan
- Jenn Cucinelli
- James Dilanni
- Chris Eusebio
- Jenny Farnington
- Laura Gallegos
- Web Hutchins
- Aimee Kanemori
- Scott Macklin
- Eugene Martin
- Dan Norton-Middaugh
- Lindsay Quinn
- Kristi RennebohmFranz
- Jon Stern
- Heather Zucker

International Student Advisors

- Laurie Arnold
- Brianna Cacchione
- Tomoko Esko
- Javier Evans
- Kathy Gallentine
- Shirley Henderson
- Laura Koval
- Cindy Mackersie

Students and Volunteers

- Juju Aldhaher
- Rana Amini
- Casey Andrews
- Mohammd Basheer Abd-ElHadi
- Chandler Clemons
- Sandrine Espie
- Chanae Evans
- Diane Fisch
- Sarah Horrigan
- Carolyn Hubbard
- Anna Jensen-Clem
- Austin Lewis
- Raissa Licano-Anchez
- Matthew McCleary
- Katrina Mentor
- Alisa Minkina
- Kara Mochan
- Majd Bani-Odeh
- Mike Osberg
- Nataliya Piskorskaya
- Rochelle Saedi

Appendix C:

Challenges and Promising Practices

During the Initiative process, educators and policymakers discussed the barriers to implementing global education across the state and the varied solutions they see to increasing the depth and breadth of global learning across Washington State's education system. Many of the solutions presented were based on practices that are already underway in our state in school classrooms and afterschool environments and based on examples of policies and programs other states are using. These conversations and identified examples built the groundwork for the recommendations presented by Global Washington.

Challenges that need to be addressed

Obstacles identified by educators across K-20 and policymakers include the following:

- Inconsistent access across the state to teaching resources, professional development opportunities, and tech support for global learning.
- Most of the nonprofits working to implement global education programming in Washington schools are based in Puget Sound, leaving out the rest of the state.
- School cultures don't understand how to embrace global education as an overarching framework for all learning.
- Continued reductions in funding for education and increasing demands on educators, especially in already under-resourced public institutions with high numbers of students of color and students from low income families.
- Limited classroom time to meet all the standards.
- Limited support for world language learning.
- Current legislative emphasis on civic OSPI-developed assessments that are not international and do not sufficiently incorporate social studies.
- The education community does not have a common language or framework to discuss the need for increased global knowledge in each aspect of education

Promising Practices

The research and interviews of the Initiative revealed hundreds of approaches and examples in the state of Washington of how global education looks in practice, ranging from incorporating global issues in a science curriculum to taking a language class on a trip to a community cultural center. Across the state, teachers, schools, districts, and organizations have developed an array of excep-

tional globally oriented programs and projects. Promising practices are usually experiential, technology-supported, multi-disciplinary, and collaborative. Some examples identified by the Initiative include:

- The Washington State government has already identified global education as a priority and teachers across the state already put global education into practice. The Basic Education Act (RCW 28A.150.210) charged the state of Washington with providing “students with the opportunity to become global citizens, to contribute to their economic well-being and that of their family and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.” The 2005 Washington Learns initiative led by former Governor Gregoire also included goals for high school graduates to gain an international perspective and for academic research to support the global competitiveness of Washington businesses.⁴⁸
- The Washington State Coalition for International Education was formed in spring 2003 as an affiliation of individuals and organizations committed to preparing all students for today’s interconnected world by promoting cross-cultural skills and competence. Between 2003 and 2008, the Coalition organized three state-level summits on International Education; spearheaded the 2004 World Languages Survey; launched the “Expanding Chinese Language Capacity Initiative”; and funded numerous workshops and presentations for K-12 and post-secondary teachers on internationalizing curricula, developing global connections through technology, and enhancing world languages instruction.
- Seattle Public Schools: The international school movement is a national and international model for incorporating language and global learning across curriculum and school activities (currently there is one international high school, two international middle schools, and two international elementary schools with a plan to launch more for a total of 12 international schools).⁴⁹
- School’s Out Washington currently offers afterschool programs professional development trainings in integrating global education, created in collaboration with Asia Society.⁵⁰
- STAR Talk at University of Washington increases opportunities for students to learn and receive credits in critical languages not usually taught in schools and for teachers to learn best practices in language learning.⁵¹
- The Confucius Institute of Washington State, established in 2009, focuses on enhancing the understanding of Chinese language and Chinese culture.⁵²
- World Affairs Council’s Global Classroom provides global education resources and professional development for students and teachers in Washington State.⁵³
- OneWorld Now! offers opportunities to students in the greater Seattle area to learn strategically important languages, gain leadership skills and study abroad. OneWorld Now! has been selected to participate in the national

100,000 Strong Initiative.⁵⁴

- Global Visionaries offers global education, community service, and study abroad opportunities to high school students in the greater Seattle area (and outside the state of Washington) focused on preparing the global leaders of tomorrow through education, exchange and language learning.
- Facing the Future develops curricula used around the country that encompasses multiple perspectives when teaching about current global issues.
- Walla Walla and Bellevue School Districts: Excellent dual immersion programs exist across the state like those in the Walla Walla School District and the Bellevue School District.⁵⁵
- State Higher Education: 39 institutions signed onto the Global Learning Goals in 2008.⁵⁶
- Orville High School: Teacher George Thorton ensures that his students get a global education that is linked to learning about economics and business. Students participate in on-line learning projects with Turkey and the Dominican Republic. As Thorton notes, “in order for our kids to be competitive, they need exposure to a bigger world.”⁵⁷
- Northwest International Education Association: 15 community colleges in Washington State have joined to better internationalize their campuses through the granting of J-visas to visiting scholars, and the awarding of mini-grants to community college faculty who internationalize their curriculum.⁵⁸
- Washington State Consortium of Community Colleges for Study Abroad: 15 community colleges in the state have combined their efforts to provide quality study abroad program opportunities to their students.⁵⁹
- Washington State Community Colleges: six community colleges place in the top 40 in the country for international student enrollment.⁶⁰
- The University of Washington Center for Multicultural Education conducts research projects designed to improve practice related to equity issues, intergroup relations, and the achievement of all students.
- Foundation for International Understanding Through Students supports international students coming to the University of Washington and connects them to the communities and activities in Washington State.
- EdSteps: Washington State uses this tool for evaluating global competency.⁶¹
- Hands for a Bridge: A program started by teachers in Roosevelt High School that includes globally focused classes, dialogues, and an exchange program focused on transforming student leaders into global citizens.⁶²

In order for global education to expand across Washington State and to reach all students, we need to expand these promising practices across K-20 in the areas of student exchange; classroom connectedness; teacher professional development; partnerships between businesses, nonprofits, and schools; curricular re-

sources; measurement of success; and incentives to increase global education.

Promising Practices from Other States

Many states in the United States have already recognized the importance of advancing global education. These states have published reports about the importance of global education. Many have built plans and programs to increase global language and global education in their education systems. Listed below are a few programs that correlate with the recommendations in Washington's plan:

- The following states have released reports about global education in their state: Delaware, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina, Ohio, Oklahoma, Vermont, West Virginia, Wisconsin and Maryland.
- Many states including Ohio, North Carolina, and Maryland have developed statewide plans to ensure their state education system is increasing global education.
- New Jersey is executing a pilot program (2009-2013) to improve language proficiency, including piloting high school world language reform in four schools and looking at proficiency measurements and incentives.
- Massachusetts passed specific legislation to create guidelines for international programs and awards grants to support school districts increasing their international programs.
- Connecticut's Department of Education is developing school partnerships with schools in the Shandong Province in China.
- Ohio has developed a set of resources to support teachers in finding ways to bring the world into their classroom.^{63, 64}

Appendix D:

Timeline of Key Washington State Global Education Policies and Community Actions

- 1990's - World Languages was intentionally left out of education reform in WA State in the early 1990's. While many other states advanced their curriculum, WA stayed behind.
- 1991 – Chapter 19.166 RCW: International Student Exchange legislation was adopted. Its stated intent included promoting the health, safety, and welfare of international student exchange visitors in WA; promoting international awareness among Washingtonians by encouraging them to interact with student

visitors; and promoting the existence and quality of international student visitor exchange programs in WA.

- 2000 – Seattle Public Schools launched the first International School, the John Stanford International School. Though this was not the first international school in the state, it became the hub for international education growth and outreach on a broad scale.
- 2003 – The Washington State Coalition for International Education was formed - a group of individuals and organizations committed to preparing all students for today's interconnected world.
- 2003 - The Coalition held its first P-20 International Education Summit: Teaching and Learning in a Global Community.
- 2004 – The Coalition held its second summit: Building Global Relationships in Olympia, WA.
- 2004 – First survey of World Languages administered by OSPI through grants from the Longview Foundation and Asia Society.
- 2005 – Governor Christine Gregoire launched Washington Learns, an 18-month effort to define the requirements for a “world-class, learner-focused, seamless education system in Washington.” The final report, delivered in December 2006, recognized that the education system “must prepare world citizens who respect cultural differences, who understand political differences, and who can make informed choices among different policies. Our democracy must be free and strong, and our citizens must be informed and engaged, if we are to set an example for the rest of the world.”
- 2005 - Superintendent Terry Bergeson adopted Voluntary World Language Standards for WA, based on the national Standards for Foreign Language Learning in the 21st Century.
- 2005 – Washington State House Bill 1496 passed. Requires schools to offer Washington State and United States history and encourages tribal and district-approved history and culture curricula of a federally recognized Indian tribe whose reservation sits within the boundaries of that school district.
- 2006 - The third International Education Leadership Summit, Expanding Chinese Language Capacity in Washington State, launched a Chinese Language Core Team to organize professional development and policy support to accelerate the development of Chinese language programs with a goal of having 10% of students in Washington learning Chinese by 2015.
- 2006 – Seattle was able to launch Chinese language programs in three elementary schools, which now serve over 700 hundred students, due to the Foreign Language Assistance Program (FLAP).
- 2006 – Mapping and Enhancing Language Learning (MELL) started through funding from U.S. Department of Education.

- 2006 – STARTALK founded under the National Security Language Initiative (NSLI) announced by former President Bush. The initiative seeks to expand and improve the teaching and learning of strategically important world languages that are not now widely taught in the U.S.
- 2007 – Washington State House Bill 1517 introduced by Shay Schual-Berke – Enhancing public school world language instruction, reinstates the position of a world languages supervisor at OSPI. (Does not pass and not funded)
- 2007 – Washington State Senate Bill 5714 passed– creates a pilot program of Spanish and Chinese language instruction and funds a limited number of new programs. (Passed but was not included in the budget)
- 2007 – The Basic Education Act was changed to include “responsible and respectful global citizens.”
- 2008 – The Washington State Coalition for International Education partnered with the UW Jackson School of International Studies Outreach Centers, UW Language Learning Center, UW College of Education, OSPI, WAFLT, and Global Washington to hold Washington’s first World Languages Summit: PK-20 Pathways to Language Learning.
- 2008 – Leaders from six higher education institutions, in conjunction with Global Washington, recommended Global Learning Goals for Higher Education to the Washington State Higher Education Coordinating Board. Those goals recognize that a globally competent graduate should: have a diverse and knowledgeable world view, comprehend the global dimensions of their field of study, be able to communicate effectively across language differences, demonstrate sensitivities to cross-cultural communities, and have cross-cultural educational experiences. As of this writing, 39 institutions have signed on in support of these goals, but there are no statewide benchmarks for assessing how well institutions are doing in enabling students to achieve these goals.
- 2008 –Washington State HB 2523 re-introduced to establish the World Languages Supervisor position at OSPI. (Does not pass but funding included in budget)
- 2008 – OSPI then establishes 1.0 FTE temporary World Languages Program Supervisor position.
- 2008 – OSPI voluntarily designates a portion of Social Studies Program Supervisor time for International Education.
- 2009 – OSPI voluntarily maintains the World Languages Program Supervisor position, cut to 0.5 FTE
- 2009 - OSPI worked with Council on Standards for International Education Travel (CSIET) and the Washington State School Directors Association to develop a model policy/procedure for incoming International Student Ex-

change. Washington is one of five pilot states working with CSJET on developing a model policy on exchanges.

- 2009 - The Confucius Institute of the State of Washington established. It is the only statewide Confucius Institute in the world and the only one utilizing a collaborative effort with schools, businesses, and non-profits. It was established under an agreement signed in China by the Ministry of Education of China (Hanban), the University of Washington, and Seattle Public Schools.
- 2010 – Washington State has a leadership role in the creation of EdStep’s Global Competency Matrix and evaluation standards. This gives teachers, parents, and students a Web-based resource for comparing their student work to that of other students.
- 2010 - Washington State’s Curriculum Advisory and Review Committee recommended that the state formally adopt the Voluntary World Language Standards and that OSPI launch a systematic effort to introduce the standards to world language teachers across the state.
- 2011 – OSPI made World Languages Program Supervisor a permanent position, funded at 0.5 FTE
- 2011 – Washington State HB 1546 passed, authorizing the creation of innovation schools & innovation zones in school districts. This bill opens up the opportunity to create an innovative model that also strengthens the global learning in a school.
- 2011 – H.R. 1994: Excellence and Innovation in Language Learning Act sponsored by Rep. Rush Holt (D-NJ). This National bill would also affect states and local communities. This bill is in the first step of the legislative process.
- 2011 - The Foreign Language Assistance Program (FLAP), the only source of federal funding for K-12 foreign language programs, is slated to be cut or eliminated in congressional budget proposals.
- 2011 – Global Washington convenes statewide coalition of P-20 academic institutions, non-profit organizations, and leading businesses in Global Education Initiative to create a statewide plan & strategy for global education.

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