

*The 2006 session of the North Carolina General Assembly passed a special provision (SB 1741, Sec. 9.3) asking for two reports from the NC Center for International Understanding.*

*This is Report II written in response to the following reporting requirement in the special provision: "The North Carolina Center for International Understanding shall report to the Office of State Budget and Management and the Joint Legislative Education Oversight Committee on the activities and accomplishments of the two hundred thousand dollar (\$200,000) nonrecurring appropriation for North Carolina in the World Project no later than March 31, 2007."*

*Report I is a stand-alone document that responds to the other reporting requirement in the special provision: "In collaboration with the State Board of Education and the Department of Commerce, the NC Center for International Understanding shall develop a plan to ensure that public K-12 international education effort such as teacher and student exchanges, curriculum development, and other initiatives for students, teachers, and administrators are focused on key countries and regions of strategic economic interest to North Carolina."*

**North Carolina in the World Report II**  
**Activities and Accomplishments**  
**March 31, 2007**

**Submitted by the Center for International Understanding**

Dramatic forces in recent years have focused attention of policymakers and educators on the need to strengthen the global competitiveness and competence of North Carolina students: the loss of jobs in the state's traditional industries, outsourcing of service and high tech jobs, new jobs produced in the state through investment in North Carolina by more than 1100 foreign-owned firms, North Carolina's emergence as a leader in new knowledge industries like technology and pharmaceuticals, the national movement to strengthen K-12 international education spearheaded by the Asia Society and chaired by former NC Governor Jim Hunt, the publication of Thomas L. Friedman's *The World Is Flat*, and the rapid growth in North Carolina's Latino/Hispanic community. North Carolina in the World is a proactive state response to prepare K-12 students to thrive in a dynamic and increasingly interconnected global environment rather than fall victim to global forces which they neither understand nor feel they can control.

This report is submitted in accordance with the following 2006 Special Provision (SB 1741, Sec. 9.3) of the North Carolina General Assembly:

The North Carolina Center for International Understanding shall report to the Office of State Budget and Management and the Joint Legislative Education Oversight Committee on the activities and accomplishments of the two hundred thousand dollar (\$200,000) nonrecurring appropriation for North Carolina in the World Project no later than March 31, 2007.

To put current year's activities in context, this report covers many achievements through North Carolina in the World since its inception in 2003. It is a companion to *North Carolina in the World Report I: Aligning K-12 International Education Efforts with State Economic Development Priorities*. It covers activities of the Center for International Understanding as well as those of other North Carolina in the World partners.

In 2003 the Governor's Office asked the University of North Carolina's Center for International Understanding (Center) to coordinate an initiative to increase K-12 student global knowledge and skills. North Carolina in the World (NCIW), as it became known, is a collaborative effort of educational entities, schools and higher education partners. NCIW is a public/private partnership. The Center raised almost \$229,000 in private funds during the first two years to start the program. Once private sources were exhausted, the NC General Assembly provided nonrecurring annual allocations of \$200,000 in both 2005-6 and 2006-7. The Center has leveraged the NCIW appropriation to attract additional funding from private foundations and other state agencies for a variety of NCIW-related activities.

A public service program of the University of North Carolina, the Center develops programs which enable North Carolinians to learn from the world and serve North Carolina. In its coordinating role for NCIW, the Center has focused on the following:

- Building priority in policy
- Developing networks among stakeholders, educators, and policymakers
- Creating an international school partnership program
- Publicizing best practices
- Managing the work of the NCIW preservice teacher education study group
- Securing funding for a variety of NCIW activities
- Interfacing with other entities managing select NCIW objectives

Much progress has been made. Perhaps the most far-reaching NCIW achievement has been to create awareness among educators and policymakers of the need for students to understand the 96% of the world's population that lives outside US borders. Following are other notable results of activities of NCIW and its partners:

- NCIW has helped international education stakeholders who previously were often operating in silos to coalesce around shared goals. Public and private international education entities throughout the state have come together under the NCIW umbrella to coordinate efforts.
- The first statewide K-12 international education plan "North Carolina in the World: A Plan to Increase Student Knowledge and Skills about the World" was published through NCIW collaborations and is being used by educators to develop internationalization plans.
- The NCIW E-News, a monthly electronic newsletter, is building community and sharing information about best practices.
- Policymakers are recognizing that global competence is a necessity if students are to thrive in an interconnected world. For example, the State Board of Education has made global competitiveness and 21<sup>st</sup> Century skills its guiding mission, and the Public School Forum has recently published a report calling for educational reforms to prepare students to "thrive in an increasingly global environment."
- New tools are available to help educators teach about the world including a website listing curriculum and two new online professional development courses for educators.
- 37 NC schools will have international partners arranged by the Center by the end of the fiscal year.
- 4 school districts have been recognized for their commitment to building language proficiency through K-12 language pipelines.
- A new report on preservice teacher education is generating discussion and action to strengthen the international components of teacher preparation.
- On-line Chinese instruction will soon be available to students around North Carolina.

- The NCIW appropriation has been leveraged to attract additional support for international education.

Drawing on the work of national specialists in international education, the NCIW staff determined that the “Future Ready Student” with the necessary global knowledge and skills would be:

- Culturally Aware
- Aware of World Events and Global Dynamics
- Effective at Communicating with People from Other Cultures
- Effective at Being a Collaborative Member of Multicultural Teams

The NCIW plan, which is currently being updated, proposed the following major goals to strengthen the global competence of NC K-12 students:

- Increasing teacher knowledge – so that teachers feel increased competence and confidence to teach about the world
- Expanding world languages – so that students in every school district have access to a program (sometimes called a pipeline) through which they can develop proficiency to communicate with native speakers
- Building international school partnerships and exchanges – so that students are motivated to learn about other cultures, can develop global competencies, and can understand the human impact of world events through direct and virtual interaction with teachers and students in other countries
- Connecting NC schools with higher education resources – so that public schools more fully utilize the excellent international resources in North Carolina’s colleges and universities
- Infusing international content into existing programs - so that teachers in all subjects and at all levels incorporate international dimensions into their classrooms

In addition, stakeholders who helped draft the proposal called for the following:

- Building priority in policy – so that policy makers encourage and provide resources for global education
- Communicating about developments and best practices in international education - so that all students in the state can benefit from the “pockets of excellence” in NC and around the country

The preceding goals and the related 13 objectives (Appendix A) have guided the work of NCIW since 2005. Following is a summary of progress toward each goal along with ways expenditures from the NCIW state appropriation have helped advance the goals.

**Goal 1: Increasing Teacher Knowledge about the World** for both inservice and preservice teachers since teachers cannot teach what they do not know.

- **Website created for NC teachers on international curriculum resources and professional development opportunities:** One major outcome of NCIW's collaborative planning process is an online resource for NC educators developed by Learn NC at UNC-Chapel Hill. This NCIW website (<http://www.ncintheworld.org>) draws heavily on the resources of UNC-CH's World View and other state and national organizations. Launched in 2005, the NCIW Learn NC site now lists more than 650 international education resources and online professional development courses for teachers and principals interested in infusing global content and perspectives in their schools. Approximately 225 new entries were added this year.

*2005-6 and 2006-7 NCIW appropriations provided partial funding for a graduate assistant to update and maintain website. Learn NC more than matched the NCIW contribution.*

- **Increased global awareness and competence among teachers and principals:** Learn NC supported the development of two six-week, on-line global awareness courses. The Center managed the design of a course for inservice teachers about North Carolina's connections to the world, and World View designed one for school administrators on developing programs that increase global awareness and respond to global challenges. Seventeen teachers and 20 administrators are enrolled in the February-March, 2007, courses. Learn NC will offer both courses again in the fall.

*Center staff member funded by current NCIW appropriation managed course development and design for teacher course, and World View staff developed and designed course for administrators. Learn NC funded course design and delivery.*

- **Increased capacity of educators to teach about the world:** World View offers professional development programs and services that include symposiums, seminars, a globalization course for school leaders, study abroad visits, participation in state-wide conferences, on-site workshops and presentations to schools and school systems, and an online course. The October 2006, fall symposium looked at education practices from across the globe and World View's March 2007, seminars focused on Latin American and North Carolina as well as teaching and learning about South Asia.

*Current NCIW appropriation provided a partial NCIW subsidy for October 2006, symposium.*

The Center will take 17 North Carolinians to Denmark in June, 2007, to build their capacity to teach about Europe and the European Union.

*A Center staff member funded by current NCIW appropriation staff will serve as program leader in Denmark and assist teachers in developing learning activities*

*for their students based on experiences in Denmark. Other non-NCIW Center staff members recruited participants and planned study program. Participant fees pay for travel and program expenses abroad.*

- **Report on preparing education students to teach about the interconnectness of the world published:** In January, 2007, the NCIW Preservice Teacher Study Group published *North Carolina in the World: Preparing North Carolina Teachers for an Interconnected World* (Appendix B). UNC President Erskine Bowles wrote in its introduction, "Our interconnected world demands both competition and cooperation. Such demands require a teaching force with real knowledge about the interconnectedness of the world." The report, developed by education and international studies faculty from NC public and private universities, makes five recommendations for strengthening the global content of teacher preparation.

Approximately 550 copies were distributed in January and February, 2007, to presidents, provosts, and deans of education at institutions of higher education; the UNC Board of Governors; the State Board of Education; Teaching Fellows campus directors; NC Professional Teaching Standards Commission; and heads of education associations.

Study Group findings were also presented and discussed at numerous meetings of teacher educators. Approximately 30 education deans and faculty participated in a November 8, 2006, meeting for a preliminary review of study group findings. In January and February, 2007, Center staff found keen interest in the topic as they met with the associate education deans of the public colleges and universities, the education deans of the private colleges and universities, the Teaching Fellows campus directors, and the NC Professional Teaching Standards Commission to discuss ways to implement study group recommendations among their various constituencies. Approximately 130 teacher educators participated in these discussions.

The State Board of Education is expected to be asked to consider two related proposals in late spring, 2007: one to include internationalization activities in annual reports from teacher education programs and the other to approve revised teaching standards with stronger international components.

*Center staff funded in part by current NCIW appropriation managed the work of the Study Group and wrote resulting report. An Asia Society grant funded Study Group meetings and publication.*

- **Onslow County Schools study national model:** Six Onslow County educators who are developing a plan for international studies in elementary, middle, and high schools will visit the Metropolitan Learning Center in Connecticut April 12, 2007, to study its nationally acclaimed program and adapt appropriate features into Onslow's global plan.

*Center staff funded by current NCIW appropriation is planning and leading delegation. Participant travel is also funded by NCIW appropriation.*

**Goal 2: Expanding World Languages** so that students will have access to a program which will enable them to communicate with native speakers by the time they graduate.

- **Global Communicator School District designation serving as incentive for districts to develop language pipelines:** The NCIW plan advocates that every school district develop at least one language pipeline through which K-12 students can demonstrate practical, communicative second language proficiency by the time of graduation. As an incentive to building language proficiency, particularly in the absence of funding for language pipelines, school districts can be formally recognized by NCIW and the State Board of Education as Global Communicator Districts for excellence in foreign language instruction and a commitment to develop K-12 language pipelines. Charlotte-Mecklenburg, Winston-Salem/Forsyth, and Greene County Schools were recognized in 2005-6, and Chapel Hill-Carrboro received recognition in October, 2006. One to two additional districts are likely to be approved by June, 2007. In 2006-7, staff time is focused on assisting districts already recognized in planning for and implementing one or more pipelines. An April 25, 2007, workshop will pull together Global Communicator School districts and educators from language immersion programs to share best practices and solve problems.

*The current NCIW appropriation provides half the funding for the part-time Director of the Global Communicator Program. UNC-CH's Center for International Business, Education and Research matches salary and also funds the GSP Director's travel. Costs for travel and substitutes for the April workshop will be provided by NCIW appropriation.*

- **On-line course in Mandarin Chinese being developed for NC students:** North Carolina was one of three states to receive a Federal Foreign Language Program Grant to develop online Mandarin Chinese languages courses. The first class is being piloted in 2007. In 2006, DPI reported only 306 NC students were studying Mandarin Chinese, a language spoken worldwide by more people than any other. The new course offering will be available to high school students across the state.

*Funding provided by federal government to the NC Department of Public Instruction.*

**Goal 3: Building International School Partnerships and Exchanges** so that students can develop skills they will need in the global marketplace to communicate, cooperate, and compete with people from other cultures.

- **International school partnership program begun:** The Center has taken the lead in developing international school partnerships for NC schools. It produced a partnership manual in Fall, 2005, and completed a manual on hosting delegations from partner schools in Winter, 2007. Partnerships enable NC students to learn *with* and not just *about* another country through the use of web conferencing technology and student exchanges.

These long-term relationships begin with reciprocal exchanges of school leaders to develop relationships, explore mutual goals, and establish partnership plans. To realize economies of scale, the Center is concentrating its partnership work in areas of strategic importance to NC – beginning with China, Mexico, and Europe. The first of the reciprocal exchanges to establish relationships is just being completed.

A total of 19 NC schools have been paired with international schools to date through NCIW and 17 others have applied for partnerships and will be matched before June 2007. An additional 15-20 NC schools will be recruited for partnerships with China and Denmark during 2007-8. See Appendix C for partnership list.

<b>NCIW Partnerships</b>		
<b>Country</b>	<b>Schools Already Matched with International Partners</b>	<b>Additional Schools to Be Matched by June 30</b>
<b>China</b>	<b>5</b>	<b>8</b>
<b>Denmark</b>	<b>12</b>	<b>0</b>
<b>Mexico</b>	<b>0</b>	<b>9</b>
<b>Turkey</b>	<b>2</b>	<b>0</b>
<b>Total</b>	<b>19</b>	<b>17</b>

*Center staff members funded in whole or in part through the current NCIW appropriation are managing the Mexico and China partnership programs and providing technical and programmatic support to schools. Other Center staff is developing the Danish partnership programs. Schools and districts fund participation in study programs to partner schools.*

- **Increased student global knowledge and skills.** NC students are already learning from students and teachers at partner schools through collaborative class projects and exchanges.

*Center staff funded through NCIW appropriation provides technical support and advice. NCIW appropriation funds access to web conferencing facilities for student and teacher collaborations.*

- **NC students receiving instruction in the Standard Course of Study from well qualified exchange teachers.** The Visiting International Faculty Program in Chapel Hill placed 900 cultural exchange teachers from other countries in North Carolina classrooms in more than half of all North Carolina school districts for the 2006-07 school year. Not only do students receive instruction in the Standard Course of Study but they learn about the culture and countries of the visiting teachers.

*Funding provided by VIF.*

**Goal 4: Connecting K12 Schools with Higher Education Resources** to enable schools to access the international expertise represented by academic specialists as well as visiting international students and scholars.

- **Students will increase awareness of global business and develop global competencies:** To fulfill one of the NCIW plan objectives, the Centers for International Education, Business and Research at Duke and UNC-CH are developing a program to place high school students in international internships. Planning is underway for the first set of 10-12 rising seniors to be selected in fall, 2007; oriented in spring, 2008; and participate in summer internships in 2008.

*UNC-CH and Duke Centers for International Education, Business and Research will provide or seek funding as needed.*

- **K-8 students gaining first-hand knowledge of world areas they are studying.** A pilot linking a UNC-CH study abroad student in Australia with a 7<sup>th</sup> grade class was completed in fall 2005. Four NC State University students in Spain, Germany, Australia, and China are linked with classrooms at Johnson Street Global Magnet in Guilford County for the spring semester, 2007. A manual has just been completed on how university study abroad offices can link their students with K-12 classrooms.

*Center staff members funded by current NCIW appropriation developed the manual, highlight types of curriculum which can be used in such exchanges, and provide program support to participating students and teachers. NCIW appropriation also funds access to web conferencing facilities to enable study abroad students to talk with K-8 students.*

- **K-12 educators increasing global competence through University outreach programs.** The state's universities boast eight National Resource Centers which are charged with strengthening knowledge of various world

areas. One of their functions is to provide outreach services to public schools. As an example their services, 27 global lesson plans, aligned with the NC Standard Course of Study, are now available online, through the UNC-Chapel Hill's Center for European Studies/EU Center of Excellence. The lesson plans are appropriate for grades 6-12 and cover a variety of subjects, from science to social studies to French and German. The website has just been launched and is part of a national effort to eventually include lesson plans from all over the country.

*National Resource Center funding is provided by US Department of Education.*

**Goal 5: Infusing International Content into Existing Programs.** Rather than create new programs and courses, the goal is that all teachers, regardless of age or subject, incorporate global content into their instruction.

- **Preschool children to learn about other cultures through global education modules which will be tested in NC schools.** The Center is in partnership with Sesame Workshop to create a caregiver workbook to build global citizenship among preschoolers. The workbook will include an introductory guide, six country modules (on Puerto Rico, France, Bangladesh, Israel, China and Nicaragua), and one module on how children get to school. The modules will build on TV clips of Sesame Street's Global Grover. Pilots will be tested with 50 NC preschool teachers in spring and summer, 2007, by UNC-CH School of Education's evaluation unit.

*Funding was raised by the Center from NC businesses and foundations.*

- **Increased global knowledge among afterschool students.** In 2005 the Young Scholars Program conducted two pilots in Granville County afterschool programs focused on Ghana and results were presented at the Center for Afterschool Programs conference in April, 2005.

*Funding provided by Young Scholars Program and the Z. Smith Reynolds Foundation.*

- **Increased global knowledge and skills through international high schools.** NCIW's national partner the Asia Society, in collaboration with the New Schools Project, has launched two international high schools in Charlotte at Independence and Garinger High Schools.

*Funding provided by Asia Society and the New Schools Project through the Gates Foundation.*

**Goal 6: Building Priority in Policy.** If state and local leaders believe international education is vital for the state's economic well-being, they will make resources available to schools to internationalize.

- **Champions of international education engaged:** An NCIW Advisory Board of more than 100 business, legislative, and education leaders was created in 2005 to champion the need for global education as an economic development strategy. Its executive committee, composed of the chair of the State Board of Education, the Deputy Superintendent of Public Instruction, a representative of the Governor’s Office, and a business person, provides guidance to the NCIW staff.

*Center staff funded by 2005-6 NCIW appropriation provided coordination and support.*

- **State leaders learning about best practices in international education:** Between 2002 and 2005, 32 state policymakers participated in the annual States Institutes on International Education in the Schools that brought together high level delegates from throughout the US and national leaders in policy, business, education and philanthropy to address the growing gap between the economic and strategic importance of the world and the US students’ limited knowledge of the world beyond its’ borders.

*Asia Society and the Center funded North Carolina’s participation.*

In addition 11 state legislators and education policymakers visited the Metropolitan Learning Center in Hartford, Connecticut, in June, 2006, to observe one of the best international education schools in the US.

*2005-6 NCIW appropriation provided travel expenses.*

- **Global competence established as guiding mission of State Board of Education:** In August, 2006, the State Board of Education adopted an ambitious “guiding mission” declaring that “every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.” Statewide education goals are now framed with global competency in mind and the State Board’s new strategic plan incorporates some recommendations of the NCIW Preservice Teacher Study Group. The Department of Public Instruction is currently rewriting standards to align with the new mission. These new standards will in turn drive revision of the NC Standard Course of Study, school improvement plans, and teacher evaluation thereby ultimately resulting in much greater emphasis on global competence.

*No funding required.*

- **Public School Forum Study called for curriculum to prepare student to work in the global environment:** The Public School Forum of North Carolina published its Study Group XII report, “Creating Internationally Competitive

Schools,” in December of 2006. One section asks “How could North Carolina become a national leader in creating a curriculum that would better prepare young people to work and thrive in an increasingly global environment?” Several NCIW coalition members, including the Center director, participated. Inasmuch as previous Forum reports have been instrumental in major school reforms in the state, this one has potential for great impact on state policy on and support for international education.

*Forum provided funding.*

**Goal 7: Communicating and Disseminating** to strengthen networks among stakeholders, to share information on best practices, and to encourage collaboration to achieve common goals.

- **International education plan published:** Since the NCIW plan was published in Spring, 2005, more than 3,000 copies have been distributed to schools and education agencies to help guide efforts to infuse global content throughout the curriculum. Department of Public Instruction leaders have used the plan as a foundation for their efforts to identify goals and action steps toward making North Carolina schools leaders in global education. Teachers and principals report that they are using the plan as a guide to developing their local internationalization plans. For example, a Chapel Hill teacher recently told NCIW staff that she had used the NCIW plan to obtain a 51,000 euro grant (US\$68,000) from the European Commission to take 26 middle school students and 6 adults to France and Belgium in March, 2007, to study the European Union.

*Initial funding for meetings of stakeholders to develop and print the plan were provided from private and foundation sources. Reprints were funded through the 2005-6 NCIW appropriation. Center staff led meetings and wrote publication.*

- **Stakeholders share ideas and learn about best practices:** NCIW sponsored a statewide conference of 150 state stakeholders in international education in April, 2005, and co-sponsored the national conference of the International Schools Studies Association in February, 2006, in the Triangle. The latter drew 165 NC educators to learn about and share best practices for including global content in all subjects across all levels of instruction.

*Center staff supported by private funding conducted the 2005 conference in collaboration with NCIW partners, and Center staff funded by the 2005-6 NCIW appropriation assisted with the 2006 conference.*

- **Monthly e-newsletter distributed.** The Center has developed a monthly electronic newsletter about global education that is published September through May and distributed to more than 800 readers, including legislators,

business leader and educators primarily in North Carolina. The newsletter highlights North Carolina schools with a commitment to global education and provides state and national news items as well as a monthly business perspective espousing the importance of a globally savvy workforce.

*2005-6 and 2006-7 NCIW appropriations have funded data processing services for the newsletter. Staff members funded by current NCIW appropriation provide news items and maintain mailing list. Another Center staff member researches and writes newsletter.*

### **How NCIW Appropriation for 2006-7 Was Spent**

Expenditures to date from the 2006-7 NCIW appropriation are as follows:

Salaries	\$70,957.10
Benefits	13,007.52
Contracted Services	11,670.00
Supplies	3,201.80
Travel	10,202.19
Communications	204.53
Advertising	923.22
Data Processing	1,200.00
Fixed Costs	79.94
Equipment	5,239.97
NCIW website	6,000.00
Symposium on intl best practices	5,000.00
Total	127,686.27

The remainder will be expended by June 30 for operational and program costs.

### **NCIW Appropriation Leveraged to Yield Additional Support for International Education**

It is difficult to quantify the contributions of NCIW's many partners, particularly in-kind and professional services given freely. However, the NCIW appropriation was leveraged to yield, at a minimum, an additional \$119,000 in support for international education in the state in 2006-7. For example, the UNC-CH Center for International Education, Business, and Research contributed \$10,000 toward the salary of the part-time Global Communicators Program director. Learn NC provided more than half of the costs for the graduate assistant working on the NCIW website. Learn NC supported the development of on-line courses on globalization for teachers and administrators. A \$15,000 Asia Society grant supported the work of the NCIW Preservice Teacher Education Study Group and publication of its report. The Freeman Foundation made a \$34,000 grant to the Center to subsidize the cost of a study program to China for the partnership program.

## **Conclusion**

The NCIW appropriation has strengthened the network of stakeholders in international education, thereby increasing their effectiveness in working toward their mutually complementary goals. The new State Board of Education guiding mission of global competitiveness and the resulting revision of standards provide the mandate local school leaders need to strengthen the global dimension of instruction. Foundations have been laid for a number of programs which will enable students to learn from and with the world. Pockets of excellence at the state and national level have been identified to guide educators in building the global competence of their students. It is now time to extend those “pockets of excellence” beyond a select few to all of North Carolina’s students.

Although much has been done, the international education movement is still in its infancy in the state. Three NC reports point to the way forward: “North Carolina in the World: A Plan to Increase Student Knowledge and Skills about the World,” “Preparing North Carolina Teachers for an Interconnected World,” and the Public School Forum’s “Report on Creating Internationally Competitive Schools.” They demand serious consideration and action by state and local leaders. Educators need tools, resources, and encouragement to build excellence in international education. State policy and funding must demonstrate unequivocally to educators that international education is not an “add-on” to be abandoned when competing demands emerge. As one national leader said, what Americans consider “international education,” everyone else in the world considers “education.” If North Carolina’s economy and its graduates are to thrive in today’s rapidly changing, interdependent world, state and school leaders must capitalize on initial accomplishments of North Carolina in the World.

The well-being of North Carolina’s students and the state are dependent on building on the momentum created through North Carolina in the World to prepare its students communicate, cooperate and compete with the rest of the world.