The Kansas Committee for International Education in the Schools (KCIES) is a statewide group of policymakers, educators, representatives of the business community, and other interested individuals. KCIES has promoted the infusion of international content into the K-12 curriculum, raised public awareness of the need for international education, and offered resources for teachers, students, parents and communities since 2003.

NEW INSTALLMENT OF THE FASTEST PIG IN THE WEST PUBLISHED

Do you remember Jimmy Lin, an active, curious 11-year old who was the hero of the KCIES chapter book, *The Fastest Pig in the West*. Jimmy is a boy who straddles two cultures: the Midwestern culture of Buffalo Grove, Kansas where his family runs the town's Chinese restaurant, and his ancestral culture from mainland China. The book tells the story of how Jimmy learns to understand, live with and embrace these two cultures and their differences.

Now, Jimmy is back in *Fastest Pig II: Journey to the West* thanks to further funding from the Freeman Foundation of New York and Stowe, Vermont. This time his travels in China are told in the format of a graphic novel. He and his friend Grace, visit the usual sites in China-the Great Wall, the Forbidden City, Tiananmen Square—and some more unusual spots including a small village where Jimmy attends a family wedding. Along the way, Jimmy meets one of the most famous characters in Chinese legend—the Monkey King—and learns some important lessons about maturity.

*Fastest Pig II: Journey to the West* is written in both English and Chinese. Readers can flip the book over and compare the corresponding English and Chinese texts. It will give American students an experience of how Chinese looks and sounds. The book can also be used as a Chinese language teaching tool for those interested in studying this fascinating language. A copy of *Fastest Pig II: Journey to the West* was given to every public library and elementary school library throughout Kansas in hopes that Jimmy's story would provide an entertaining and informative way for students to learn more about Chinese language and culture.

Teachers may receive a free copy of *Fastest Pig II: Journey to the West* for their classroom by contacting Randi Hacker at rhacker@ku.edu. Non-educators should send a check for $7.99 made out to CEAS/KU to Randi Hacker at Center for East Asian Studies, 1440 Jayhawk.
New Legislation on Global Education Introduced

The “Excellence and Innovation in Language Learning Act” (HR 6036) which was introduced in the House of Representatives this summer, would expand teaching and learning of world languages and international education to help every young American more proficient in a second language—in addition to English—within a generation. HR 6036 promotes access to an articulated K-12 language sequence and coordinated national and state roles in foreign language instruction. The American Council on the Teaching of Foreign Languages (ACTFL) offers tools and guidance on how to make your voice heard on this issue.

Now is also a good time to invite Senator Pat Roberts to visit your school or district, especially your world language classes, since he is a member of the Senate Committee on Health Education Labor and Pensions. His support for legislation like HR 6036 in the Senate would help to increase the global competencies of Kansas students. Such support is crucial if the vision of starting language instruction early on is to be realized.

To request a visit by Senator Roberts, just go to the "Contact" info on his public website. There is also a link there to email him your thoughts on why K-12 world language instruction has become so necessary. Being able to speak more than one language has become increasingly important in our global economy and Kansas’s exports were almost NINE BILLION DOLLARS last year alone.

The Kansas in the World Award 2010

The Kansas Committee for International Education in the Schools (KCIES) awarded the fifth Kansas in the World Award for Excellence in International Education this fall. The winners were Prairie Star Elementary School and White City Schools, two very different facilities. White City Schools which serves pre-kindergarten through twelfth grades is located in a central Kansas town of 525, while Prairie Star Elementary School serves kindergarten through fifth grades in Lenexa, a Johnson County suburb with a population of 48,000.

Both schools include international content across many subject areas and grade levels using face-to-face experiences as well as online and digital resources. Exchange students have brought knowledge of and appreciation for their home countries to White City students and by extension to the community at large. At Prairie Star, the focus is on one country in particular; all students learn French language and customs culminating in a celebration of National French Week every year.

Both schools are committed to international education (usually defined as knowledge of other world regions, cultures, languages, and global issues) and will serve as role models to others in the state. They each will receive $1,000 and a handsome plaque in recognition of working to provide for student achievement in the global economy of the twenty-first century.

For more information on the Award, please contact Nancy Hope.

Kansas Task Force on International Education Releases Report

The Kansas Task Force on International Education, a statewide group of policymakers, educators, and business leaders, has released a public report detailing the current status of international education programs in Kansas elementary and secondary schools, opportunities and challenges for future development, and a series of specific policy recommendations. This report is an important first step in starting a statewide discussion on the need for increased international content in the K-12 curriculum and enrichment programs so that Kansans may be prepared for the 21st century.

Download the entire report (PDF)
Download the entire report (Word)
Download the executive summary (PDF)
Download the executive summary (Word)
For more information on the task force [click here](http://www.kansasintheworld.org/kcies//). 

To request a hard copy of the Kansas Task Force on International Education report, please contact KCIES Board Member Nancy Hope at [nfhope@ku.edu](mailto:nfhope@ku.edu).
The Kansas Committee for International Education in the Schools (KCIES) is a statewide group of policymakers, educators, representatives of the business community, and other interested individuals first organized in 2003. The KCIES promotes the infusion of international topics into the K-12 curriculum, raises public awareness of the need for international education, and provides resources for teachers, students, parents and communities. Housed in the Center for East Asian Studies at the University of Kansas, the KCIES has received generous grant funding from the Asia Society, the Longview Foundation, the American Forum for Global Education, and the Kansas Asia Community Connection.

What is international education? Definitions of international education can be as broad as the globe itself. But at the most basic level it means “putting the world into world-class education,” as one group puts it.

In our fast-paced world, learning about Asia, South America, Africa, the Middle East and their people, cultures, history and politics can’t wait until college. It is an education that must start when schooling begins, so that Kansans will look farther than Missouri or New York when they look afar, so that they’ll see how events in foreign countries affect life on the Plains.

So it’s not enough to know that Cuba is the Caribbean if you don’t know that for four decades Kansas could not sell wheat there because the nation is communist and had a chilling role in the Cold War. And that if Kansas wheat has more markets, then farmers prosper, pay taxes and keep our communities vital.

International education isn’t something that can be learned just by studying a foreign language, though that’s a good start. Instead, it’s something to be taught in English, history, social studies, math, science, music and business classes.

If students read books from other countries, if they learn about Japanese drumming, if they learn business customs, they’ll start to see the similarities between people instead of only differences. They’ll start to see how Kansans share values and opportunities with not just Germans or the Irish but with Chinese, Russians and Africans. And they’ll see themselves as part of the world as well as part of Kansas and the United States.

By committing to teaching our kids more about the world — and by giving teachers the tools to do it — we don’t have to burden our schools or give short shrift to the “basics.” Instead, we redefine what the “basics” are. Because our high-tech, ever-connected world is redefining them for us, and we must do so as well to have a vital role in it.

Committee for International Education in the Schools

| Leah Barnhard                  | Mary Devin                 |
| Interim President             | Associate Professor of Educational Leadership |
| Kansas Council for Economic Education | Kansas State University |

Stacey L. Chance

Phyllis Farrar
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Kansas International Education Survey

Update: For the Executive Summary and/or the full text of the 2009 Survey see the homepage.

A summary of the KCIES 2003 survey

Teachers, professors and librarians. Lawyers, architects and secretaries. Musicians, marketers and builders. Social workers, realtors and homemakers.

All took the time last fall to fill out a survey for the Kansas Committee for International Education in the Schools. From their comments, it’s clear that many had given the topic of international education some thought.

Many believed that Kansas children need to know more about the world and its countries, about their history, cultures and customs, about how they are governed. Many of them thought our children and country had lessons to learn because “the world is shrinking daily,” as one put it, and we can’t hide from its difficulties.

They said that Spanish, followed by Chinese or Japanese, are the languages Kansas students should study, and that Asia, the Middle East, and our neighbors Canada and Mexico are the regions most important for students to learn about.

The vast majority of respondents agreed with the need for international education, but it is worth noting that some respondents temper their support by saying they do not want to see “hard skills”—the “basics” of education — ignored in the process.

The survey was completed by nearly 3,000 people. Some respondents completed it out by hand and mailed in the results, but the majority was filled out online.

In order to compete successfully in the global economy, how important is it for kansans to have the following skills?

- Nearly three-quarters — 73 percent — ranked it “very important” for Kansans to “be aware of international issues and events.”
- 68 percent thought it very important for Kansans to understand international trade and economics.
- Two-thirds of those surveyed, 66 percent, thought it very important to understand other countries’ cultures and customs.
- In descending order, respondents ranked an understanding of other countries’ geography (58 percent), history (51 percent) and political/governing systems (50 percent) as very important skills in order to be competitive.
- A smaller percentage, 46 percent, thought it was very important to speak a foreign language in order to be competitive. Still, a healthy number, 47 percent ranked that as “somewhat important.”
Quotable

- “The world has become interdependent in terms of goods, jobs, politics, culture, etc. … We must, however, teach varying points of view and not assume eminence for all of our country’s opinions.”

- “International events have daily impact in the Midwest. I am concerned though about the temptation for academics and their institutions to sway their focus to “doing international” (i.e. “soft skills”) rather than driving even more strongly the curriculum for “hard” skills. We are losing our competitive edge in hard skills, not international awareness. It is just that to be truly effective, we need to be able to put those hard skills into a global context.”

- “If you only understand yourself, you are at a distinct disadvantage in working with other people.”

- “I work in the area of international litigation” and the No. 1 reason for lawsuits is “clashing cultural values; problems in communication.”

- “One will understand that the American way is not the only way and one will understand the complex issues facing us and the world.”

- “There is a reason why U.S. kids do so poorly on tests about American history, politics, culture and geography — they are expected to learn just as much about everyone else’s history. …More time and resources need to focus on American education.”

- “Easy to be informed today with Internet, CNN, etc. But our students need to understand how interpret the events that are constantly presented.”

- “To understand why a decision is made in a foreign country you need to understand the … economy of the country, culture/customs, religion and most importantly the politics. And the first step to understanding is learning the language.”

- “Most Kansans know nothing about other countries. We should include these topics in required education, not wait until a problem or issue arises.”

How important is it to include international content in the following courses studied in our schools? (The choices were geography, history, literature, business, economics, government, art, music, math, science and foreign language).

- International content is very important in government classes, according to 74 percent of respondents.

- Other courses cited often as very important were geography (72 percent), economics (71 percent), foreign language (70 percent), history (67 percent), and business (63 percent).

- Down the list were science (43 percent), literature (34 percent) and math and art (both 33 percent).

- Music (27 percent) was the least cited.

What do you think are the top three reasons for Kansas’s students to learn about the world? Please mark only three

- The most-cited answer, by 25 percent of respondents, was that “It is important to understand the causes and effects of world events since the United States plays an active part in the world affairs.”

- Next, with 24 percent, was that “We live in an increasingly diverse society and need international perspectives.

- Tied for the No. 3 spot, with 16 percent, were that “The Internet and technology are making the world a smaller place” and “International knowledge is important to the U.S. technology.”

- Next up, at 12 percent, is that “Kansas is actively engaged in the world economy.”

- Interestingly, the least-cited answer is that “International knowledge can promote safety and well being.” There are at least two ways to look at that little-held belief: One is that there is a challenge in convincing people that knowledge and understanding of others is linked to the safety of our society. Second, if, as we believe, international education is vitally important to our state and future, then there are far more persuasive ways than personal and national safety to
convince people of its importance.

**How strongly do you agree with each of the following statements?**

- Ninety-seven percent of respondents agreed or strongly agreed that “knowledge about international issues will be important to the careers of young people in my community” and that “it will be difficult to compete successfully in an international economy unless our workforce is knowledgeable about international issues.”

- Nearly all respondents (up to 99 percent) agreed or strongly agreed that “Citizens who have an understanding of the world can give Kansas a competitive edge in the marketplace.”

- Ninety-eight percent agreed or strongly agreed that Kansas’ young people need to know about international issues no matter where they are from, whether it’s a rural, suburban or urban area.

- Only 24 percent of those surveyed believed that “Young people who graduate from Kansas high schools have a broad knowledge of the world.” About half of those responding disagreed that those young people had “a broad knowledge,” and one-sixth or more strongly disagreed that they had such knowledge.

- Ninety-five percent believed that Kansas high schools should require students to take courses that include international topics.
Kansas Task Force on Chinese Language Training Releases Report

The Kansas Task Force on Chinese Language Training, a statewide group of policymakers, educators, and business leaders, has released a public report detailing the current status of Chinese language programs in Kansas, opportunities and challenges for future development, and a series of specific policy recommendations. This report is an important first step in starting a statewide discussion on the need for increased Chinese language capacity throughout the Kansas education system.

Download the entire report (pdf).
Download the executive summary (pdf).

For 2007 Update to the Chinese language report, click here.
For 2008 Update to the Chinese language report, click here.
For 2009 Update to the Chinese language report, click here.

For more information or to request hard copies of the Kansas Task Force on Chinese Language Training report, please contact KCIES Board Member Nancy Hope at nhope@ku.edu.

The Importance of Learning Chinese

According to a 2005 report published by the Asia Society, China's presence in the global market place of the future will be enormous. Therefore, the report says, the "task of increasing the number of American students who can demonstrate a functional proficiency in Chinese is urgent." The Asia Society proposes a 5-tiered approach to supporting a K16 Chinese language program which includes increasing the number of certified teachers, using technology to develop and deliver curriculum and materials and making a longterm commitment to this program as an investment in the future.

To read the Chinese Language Capacity Report report, click here.
To read the Asia Society's press release about the report, click here.

The Fastest Pig in the West

KCIES is proud to announce the publication of The Fastest Pig in the West, its first chapter book aimed at 3rd – 5th graders. It is the story of Jimmy Lin, a boy whose family came from China to a small town in Kansas called Buffalo Grove. The book alternates between the fictional story of Jimmy and his adjustment to life in small town America and factual chapters that will acquaint readers with Chinese history, culture and tradition.

For a helpful Teachers' Guide to this book, click here.
There's a world of opportunity out there.

**Download the Kansas In The World brochure**

Adobe Acrobat PDF- 430 Kb

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Teachers who wish receive a copy of The Fastest Pig for their classroom, can get one free by contacting Randi Hacker at rhacker@ku.edu.
Non-educators are welcome to purchase a copy of The Fastest Pig. Please send a check for $7.99 payable to “Center for East Asian Studies - KU” to:
Randi Hacker
Center for East Asian Studies
1440 Jayhawk Blvd., Room 200
Lawrence, KS 66045  (Please allow 3-4 weeks for delivery)
Selected Web Resources for International Education

Africa

Africa Access
Includes annotations and reviews of literature for children, links to activities about Africa, and information about the Children’s Africana Book Awards.

Exploring Africa
http://exploringafrica.matrix.msu.edu/index.php
Offers four curriculum units from Michigan State University with input from other consultants.

South Africa: Overcoming Apartheid, Building Democracy
http://www.overcomingapartheid.msu.edu/
Presents first-hand accounts including interviews with South African activists, video footage, historical documents, rare photographs, and more.

African Image Resources
http://www.kasc.ku.edu/resources/library_museum/collections/index.shtml
Extensive bank of digital images from the African art and material culture collections at the University of Kansas.

Asia

Asia for Educators
http://afe.easia.columbia.edu/
With contributions from top Asia scholars in America, this Columbia University site includes timelines, reading lists, primary-source based curriculum units, and embedded media.

Ask Asia
http://askasia.org/
Includes K-12 teaching and learning strategies, and pedagogically sound resources such as maps, photographs, art images, glossaries, timelines and more from the Asia Society.

Ask Asia for Kids!
http://askasia.org/kids/
A portal to fun online stories and games as well as many art and language learning resources.

Confucius Institute at the University of Kansas (CIKU)
http://www.confucius.ku.edu/
Dedicated to “enhancing the understanding of the Chinese language and culture” by providing high quality public programming in Kansas, western Missouri, and larger Great Plains regions.

Kansas Consortium for Teaching about Asia at the University of Kansas
http://www.kcta.ku.edu/
Works with school districts in Kansas, western Missouri and the Dakotas to enhance instruction about...
East Asia throughout the curriculum; holds the "Teaching East Asia," class for in-service teachers and school librarians and offers follow-up activities for seminar alumni. Includes a searchable lesson plan bank for all grades and subject areas at http://www.kcta.ku.edu/~kcta/cgi-bin/lessons/index.php.

Global Curriculum

**Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding**
http://www.peacecorps.gov/wws/publications/bridges/index.cfm
FREE downloadable resource providing standards-based lesson plans and activities for grades 6-12 that build cross-cultural awareness, respect, and communication in your classroom.

**Coverdell World Wise Schools**
http://www.peacecorps.gov/wws/
This Peace Corps program provides a correspondence match between U.S. educators / students and currently serving Peace Corps volunteers, cross-cultural publications, award-winning videos, stories, folk tales, classroom speakers and more.

**Edutopia: The George Lucas Educational Foundation**
http://www.edutopia.org/
Includes multimedia and text resources on cross-disciplinary study, project learning, technology integration, social and emotional learning, and assessment.

**Geography Action!**
http://www.nationalgeographic.com/geography-action/
Provides maps, student activities, and online resources for themed lesson units on Africa, the Americas and Asia, and on overarching themes including migration, oceans, and public lands.

**Global Citizenship Curriculum Development**
http://www.uofaweb.ualberta.ca/uai_globaleducation/pdfs/deldial.pdf
Produced by Dr. Lynette Shultz and Evelyn Hamdon through the University of Alberta, this FREE download addresses the challenges and opportunities presented by internationalization.

**Globalization101.org**
http://www.globalization101.org/
Provides news analyses, issue briefs, and teacher resources for helping students understanding globalization including an especially helpful lesson plan bank.

**Kansas Committee for International Education in the Schools (KCIES)**
http://www.kansasintheworld.org/kcies/
A statewide group of policymakers, educators, businesspeople, and other individuals promoting infusion of international topics into the K-12 curriculum, raising public awareness of the need for international education, and providing resources.

**My Wonderful World**
http://www.mywonderfulworld.org/
A National Geographic-led campaign to expand geographic learning featuring an e-newsletter, geography learning games, access to the National Geographic-Roper poll of geographic literacy, an educator “action kit,” FREE maps and links to other geographic resources.

**National Geographic Education Foundation EdNet resources**
http://www.ngsednet.org/index.cfm
A clearinghouse for exploring professional development opportunities, online lesson plans, and educator communities concerned with geography.

**Outreach from Area Studies Centers at the University of Kansas**
http://www.kasc.ku.edu/~kasc/outreach/index.shtml
http://www.ceas.ku.edu/outreach/index.shtml
http://www.crees.ku.edu/~crees/outreach/index.shtml
http://www2.ku.edu/~latamst/outreach/index.shtml
Federally-funded area studies centers for Africa, East Asia, Latin America, and Russia & Eastern Europe at the University of Kansas provide outreach to K-12 educators including professional development workshops, lending libraries of curriculum materials and newsnotes.
Oxfam: Education
http://www.oxfam.org.uk/education
Introduces the principles of global citizenship for students and teachers and provides FREE, resources about important issues such as poverty, social justice, diversity and even music.

Partnership for Global Learning
http://www.asiasociety.org/education/pql/
A membership network connecting stakeholders, issues and policies to prepare K-12 students to excel in an interconnected world through publications, conferences, workshops, newsletters, policy briefs and online resources for a fee. Their FREE newsletter is very informative.

Partnership for 21st Century Skills
www.21stcenturyskills.org
Committed to infusing “21st-century” skills into education by providing tools and resources to help facilitate education for success. A FREE 21st Century Skills and Social Studies Map will assist social studies educators in integrating 21st-century skills into their lessons.

SPICE
http://spice.stanford.edu
Multidisciplinary curriculum units on international themes for Africa, Asia and the Pacific, Europe, Latin America, the global environment, and international political economy and more for purchase. SPICE Digests such as on the one on Africa (http://spice.stanford.edu/docs/africa/) are FREE.

Teach GlobalEd: Online Resources for Global Educators
http://www.coe.ohio-state.edu/globaled/home.cfm
Annotated links to primary sources and web-based connections to the five world regions of Africa, East Asia, Latin America, Middle East and Slavic and Eastern Europe and for global issues.

Wisconsin Department of Public Instruction: International Education Resources
http://www.dpi.state.wi.us/cal/ieresources.html
Offers links to proven international education resources organized by topic such as languages, area studies, geography, statistics, development, exchange programs, etc. Also see their International Ed Recommendations (http://dpi.wi.gov/cal/pdf/ie-recom.pdf) and the more recent Pathways to Global Literacy (http://dpi.wi.gov/cal/pdf/pathways.pdf).

Worldmindedness: Taking Off the Blinders
http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/122/143
An article in the Journal of Curriculum and Instruction written by educators in the U.S., Japan, and Hong Kong about the need for “preparing young people to become “worldminded” citizens.

Latin America

Latin American Network Information Center (LANIC)
http://lanic.utexas.edu/
Provides access to world-wide databases and information services about Latin America.

LatinWorld
http://www.latinworld.com/
A general directory of Internet resources on Latin America and the Caribbean that may be browsed by region or topic.

Resource Center of the Americas
http://www.americas.org/
Dedicated to educating, and organizing for human rights, democracy, and justice in the Americas with seminars, fair-trade crafts, photo exhibitions, and adult-education activities.

Middle East

Arab World and Islamic Resources
http://www.awaironline.org/
Offers educational materials and services about the Arab world and Islam at for K-12 students.
Middle East Studies Internet Resources
http://www.columbia.edu/cu/web/indiv/mideast/cuvlm/
A website from Columbia University Library detailing resources on this important world area.

MultiMedia, News, and Technology

Annenberg Media: Learner.org
http://www.learner.org
Promotes excellence in teaching in American schools through links to multimedia resources for the arts, world languages, literature and language arts, mathematics, science, and social studies.

World-newspapers.com
http://www.world-newspapers.com/
A database of newspapers, magazines and news sites in English, sorted by country and region.

Worldpress
http://www.worldpress.org/
A webzine with articles reprinted from outside the USA and original material that assist in crossing the barriers of language, geography, and culture through an international perspective.

Peace and Conflict

Maps of War
http://www.mapsofwar.com/
Designed to aid educators in placing today's current events into their greater historical contexts, featuring maps that share fact-based conclusions about the history of war.

Student Classroom Connections

100 People: A World Portrait
http://www.100people.org/
Shows the global population of 6.5 billion reduced to only 100 people with a statistically proportional and accurate description; includes multimedia, global art projects and links to participating schools worldwide.

ePals
www.epals.com
This FREE global community of collaborative learners, teachers, and academic experts in 200 countries and territories, provides safe connections to students, classes, and school districts worldwide. Promote cross-cultural collaborations on a variety of subjects.

Facing the Future
http://www.facingthefuture.org/
Seeks to provide resources to ignite student interest in global issues such as population, consumption, poverty, and the environment. K-12 curriculum resources include activity-based lessons, ideas for service learning, and information about professional development and inservice workshops and conferences. Some FREE downloads available.

Global Nomads Group (GNG)
http://www.gng.org/
An interactive educational program for students who discuss civics, social and global studies, geography, science, economics and politics with their peers around the world using videoconferencing. Programs linked to curricula, standards and 21st century learning objectives and include lesson plans and training for teachers for an annual fee.

iEARN (International Education and Resource Network)
http://www.iearn.org/
A non-profit organization of over 20,000 schools and youth organizations in more than 115 countries empowering teachers and students to work together online in collaborative educational projects.

One World Classrooms
http://www.oneworldclassrooms.org/
A nonprofit organization offering cross-cultural connections between American K-12 and overseas partners using technology through various mediums, including international art exchange, a student-
to student language lab, PowerPoint, email, video and music exchanges. Many services are FREE.

United Nations CyberSchoolbus
http://www.un.org/cyberschoolbus/
Provides lesson plans and project ideas on global issues that students from around the world can collaborate on via the Internet.

The World Cafe
http://www.theworldcafe.com/
A global on-line community that fosters conversation and communication about questions that matter and encourages “effective action in the pursuit of common aims” for a fee.

Worldsavvy
http://worldsavvy.org/
Offers for a fee an academic competition on international affairs for middle and high school students, an arts program that helps young people use art and media for community and global engagement as well as professional development to help mainstream global issues content into classroom instruction.

Student and Teacher Travel Exchange

AFS Intercultural Programs
http://www.afs.org/
Offering international exchange programs for American students in more than 50 countries worldwide since 1919; coordinates American host families for international students.

Bridge Volunteers
http://www.bridgevolunteers.org/
A service learning and volunteer program for high school students and K-12 educators looking for a meaningful travel experience with an opportunity to serve others.

Cultural Heritage Alliance (CHA) Educational Tours
http://www.cha-tours.com/
One of the oldest American-owned educational tour operators working directly with teachers who organize travel groups from within their schools and chaperone their students overseas.

Passports
www.passports.com
Educational travel tours for high school students, teachers and adults to Europe, Scandinavia, Africa, the Caribbean, Asia and Australia; local teacher-organizers enjoy special benefits.

Youth for Understanding (YFU)
www.yfu-usa.org
High school students live with host families in more than 30 countries to learn world languages and gain a global perspective for an academic year, semester, or summer; also coordinates homestays with American host families for foreign high school students.
Get Active!

What You Can Do:

▶ Attend a site council meeting at your child’s school and urge staff to include international material in a variety of subjects. Urge your school board to do the same.

▶ Encourage state lawmakers and education officials to support international education by including it in state standards and by providing teachers with training in international topics.

▶ Support the teaching of foreign languages.

▶ Host exchange students and encourage your child to be an exchange student.
To contact KCIES, email KCIES Board Member Nancy Hope at nfhope@ku.edu.
New Guidebook on Global Education

Asia Society’s Partnership for Global Learning recently released Ready for the World: Preparing Elementary Students for the Global Age. This 74-page publication is the latest in a series of guidebooks on preparing K-12 students for the opportunities and challenges of the 21st century. The 45 schools featured within will serve as models for increasing global competencies at the elementary level, the wide variety of schools demonstrating that teaching and learning about the rest of the world is attainable by any school in our state. Specific chapters include:

- Strategies for Success: Preparing Teachers.
- Curriculum, Instruction, and Assessment to Prepare Students for the Global Age.
- World Languages in a Global Elementary School.
- Expanding Student Experiences

For more information or to order, click here.

To find receive the latest news, resources, and information about grant opportunities for developing global competencies at the K-12 level, subscribe to the Partnership for Global Learning monthly e-newsletter. Just click here.

The Kansas in the World Awards for Excellence in International Education 2009

Lincoln Elementary School in Baxter Springs and Sabetha High School in Sabetha, Kansas were the winners of the Kansas in the World Award for Excellence in International Education 2009. The $1000 award is presented annually by the Kansas Committee for International Education in the Schools (KCIES) to one high school and one middle or elementary school in the state that demonstrate a clear focus on raising student awareness of the world through international education.

Definitions of international education at the K-12 level can be as broad as the globe itself, but basically, it’s “putting the world into world-class education.” Learning about Asia, Latin America, Africa, Europe, the Middle East and their people, cultures, history and politics can’t wait until college in these
times. Rather, it is an education that begins earlier so that all Kansans can look beyond our borders when they look afar, so they'll see how events in other lands affect life in our state.

International education isn't just communicating in languages other than English, though that's a good start. It's something that's part of English, history, social studies, math, music, business and even science classes. When students learn about other world regions, cultures and global issues, they'll begin to see some similarities between people instead of only differences. And they'll see themselves as part of the world as well as part of Kansas and the United States.

Does your school have a commitment to international education across the curriculum? If so, apply for the 2010 Kansas in the World Excellence in International Education Award. Click here for more information and an application.

Chinese Language in Kansas 2009 Update - Growth in course offerings, sites and student enrollment continues

In October 2006, the Kansas Task Force on Chinese Language Training, a statewide group of policymakers, educators, and business leaders, released a report surveying Chinese language programs in Kansas and offering a series of policy recommendations. With only two school districts offering Chinese in 2005-2006 (with a total of 24 students and one certified K-12 teacher in the state), the challenges facing the development of Chinese language programs in Kansas seemed substantial.

Three years later, the change has been dramatic: the number of schools, colleges, and universities offering Chinese has risen substantially with a concomitant increase in the number of students taking Chinese classes. An update for the "Report of the Kansas Task Force on Chinese Language Training" that covers the 2008-2009 academic year is available by clicking here.

Postcards from Asia

Travel to China, Japan and Korea without leaving your radio thanks to the Center for East Asian Studies’ new radio series "Postcards from Asia". The :60 program is a collaboration between KPR and the Center. Each "Postcard" gives listeners a brief and enticing glimpse of Korean, Japanese or Chinese culture from the contemporary to the ancient, from the exotic to the familiar. Dr. Bill Tsutsui, associate professor of history at KU, is the voice of "Postcards from Asia".

To hear "Postcards from Asia" tune in to KPR on Wednesdays at 9:59 PM and Saturdays at 1:04 PM or click here.

"Postcards from Asia" is supported by the Kansas Asia Community Connection, www.AsiaKan.org.

New Video on Global Education

Asia Society and the George Lucas Educational Foundation are pleased to release A World-Class Education: Volume 2. This DVD, the second in the series, features Thomas Friedman in an updated film on the importance of international knowledge and skills in the 21st century. The film outlines steps that schools, communities and policy makers can take and is a useful communications tool. Short films highlight exceptional school models in action:

Success Spoken Here: John Stanford International School (A Seattle elementary language immersion school).

The Global Dimension: Walter Payton College Prep High School (An inner-city Chicago high school featuring exchanges and distance learning)
The Kansas Task Force on International Education Formed

Americans increasingly recognize global interdependence as one of the most important developments of the twenty-first century. With one in five jobs tied to trade beyond our borders, the need to train more American students in international education is immediate and pressing. Today, the number of students doing this nationwide is minuscule, and in Kansas even smaller. How to meet the urgent need for more knowledge of other world regions, cultures, languages, and global issues—the components of international education—is a challenge being discussed by educational leaders across the United States.

Realizing the significance of global literacy to the future prosperity and security of our youth, our nation, and our state, the Kansas Committee for International Education in the Schools is convening a statewide Kansas Task Force on International Education. The members of the Task Force will survey the current state of international education in Kansas elementary and secondary schools, evaluate future needs and priorities in such training, and make specific recommendations for high-priority initiatives. The Task Force's report, which will be presented to the Governor, legislators, and educational policymakers, will stimulate and accelerate the statewide discussions on the importance of international education in Kansas schools and initiatives to support it.

The Kansas Task Force on International Education will meet in fall 2008 to plan a statewide survey and complete their final report in the fall 2009. The members of the Task Force will represent educational institutions at all levels, government agencies, professional organizations, and businesses concerned with international affairs and the teaching of world languages. The members include:

Donna Reynolds, Chairperson, Abilene Sister City Board, Abilene, KS
Betsy Degen, Director of Curriculum and Instruction, Shawnee Mission School District
Paul Faber, Dean, College of Arts & Sciences, Fort Hays State University
Phyllis Farrar, Executive Committee, KCIES and World Languages/ESOL Program Consultant, Kansas State Department of Education
Jan Heinen, Executive Committee, KCIES and Director of Middle Level Education Olathe Schools
Nancy Hope, Executive Committee, KCIES and Center for East Asian Studies, University of Kansas
Marjorie Landwher-Brown, Director of Global Learning, Douglass Public Schools
Karyn Page, President and CEO, Kansas World Trade Center
Mary Pyle, Board Member, KCIES and Managing Director of World Trade Center, Greater Kansas City Chamber of Commerce
Glyn Rimmington, Task Force Chair, Boeing Distinguished Professor of Global Learning, Wichita State University
Robert Riordan, Black & Veatch (retired)
J. Richard Schrock, Professor and Chair of Biological Sciences, Emporia State University
Alice Sagehorn, Professor of Education, Pittsburg State University
Carol Swinney, Distance Learning Consultant, Southwest Plains Service Center
Chuck Thorpe, President, Kansas World Language Association and SVS Instructor, Kansas State University
William Tsutsui, Executive Committee, KCIES and Associate Dean for International Studies, College of Liberal Arts and Sciences
Lynn Vasquez, Executive Committee, KCIES and Social Studies Program Consultant, Kansas State Department of Education
Tom Vontz, Assistant Professor of Elementary Education, Kansas State University and President, Kansas Council for the Social Studies
Debra Wenzel, Family and Consumer Science Program Consultant, Kansas State Department of
Education

Sheree Willis, Executive Director, Confucius Institute, University of Kansas
Baili Zhang, Director of International Programs, Washburn University

The state-wide survey of Kansas school district administrators and of parents, business people, teachers and other Kansans was completed during the spring 2009 semester. The report of the Task Force will be issued next fall.

For more information on the Kansas Task Force on International Education, please contact Nancy Hope, (785) 864-3918, nfhope@ku.edu.

Asia Society Partnership for Global Learning Conference

The Asia Society Partnership for Global Learning is a national network of K-12 educators and policymakers dedicated to sharing best practices and advancing public policy to integrate global knowledge and skills within the mainstream of American education. The Partnership's annual conference, "Putting the World into World-Class Education" will take place in Arlington, Virginia from July 9-11, 2009. To learn more about the Asia Society Partnership for Global Learning and the Forum, please visit www.asiasociety.org/forum. For a printable pdf about the Forum, click here.

Kansas Task Force on International Education Wants Your Opinion on Kansas Public Schools

Global interdependence is one of the most important developments of the 21st century. With many jobs tied to trade beyond our borders, the need to train more American students in international education is very real. How to meet the need for more knowledge of other world regions, cultures, languages, and global issues—the components of international education—is a challenge being discussed by educators, parents, community members and business people across the United States.

Given the significance of international education to the future our youth, our nation, and our state, the Kansas Task Force on International Education is surveying Kansans regarding international education in Kansas public schools. You can help stimulate and accelerate statewide discussions on this important topic and the initiatives needed to support it by taking a short online survey. Just click on this link: http://www.surveymonkey.com/s.aspx?sm=By1Up_2fUjq4AupNY40m_2bLcg_3d_3d

Please take the survey just once and forward this invitation to your colleagues and friends who also care about education in the 21st century. We will be collecting responses until May 31st. If you would like more information about the Task Force on International Education or the survey, please contact Nancy Hope at nfhope@ku.edu or 785-864-3918.

Thank you for helping Kansas schools!

The 2008 Kansas in the World Awards for Excellence in International Education

Awards were presented to Hill City Elementary/Longfellow Middle School in Hill City and Pittsburg High School in Pittsburg, Kansas. The $1000 award is presented annually by the Kansas Committee for International Education in the Schools (KCIES) to one high school and one middle or elementary school in Kansas that has demonstrated a strong commitment to international education by incorporating international content into a variety of subject areas, offering foreign language study and supporting professional development of teachers.
International Education Forum 2008

International Education and how best to incorporate it into the Kansas curriculum at all grade levels was the focus of the 2008 KCIES Forum on Putting the World into World-Class Education held December 9, 2008. Despite inclement weather, the Forum drew a crowd of close to 80 participants including K-12 educators and administrators as well as college-level educators and pre-service teachers. Featured speakers and panelists included local experts from area schools and businesses as well as Dr. Gerhard Fischer, International Education Consultant for the Wisconsin Department of Public Instruction. This was the third annual forum on international education organized by KCIES and held at Washburn University’s Bradbury Alumni Center.

For photos of the Forum, click here.

For PowerPoint presentations from the Forum, click here.

For an annotated list of web resources on international education, click here.

For more information about the Forum, contact Randi Hacker, KCIES Outreach Coordinator at rhacker@ku.edu or 785-864-3832.

Chinese Language in Kansas 2008 Update - Growth in course offerings, sites and student enrollment substantial

In October 2006, the Kansas Task Force on Chinese Language Training, a statewide group of policymakers, educators, and business leaders, released a report surveying Chinese language programs in Kansas and offering a series of policy recommendations. With only two school districts offering Chinese in 2005-2006 (with a total of 24 students and one certified K-12 teacher in the state), the challenges facing the development of Chinese language programs in Kansas seemed substantial.

Two years later, the change has been dramatic: the number of schools, colleges, and universities offering Chinese has risen substantially with a concomitant increase in the number of students taking Chinese classes. An update to the "Report of the Kansas Task Force on Chinese Language Training" that covers the 2007-2008 academic year is now available. To read more about Chinese language programs in Kansas, click here.

The Kansas in the World Award 2009

The Kansas Committee for International Education in the Schools (KCIES) is pleased to announce the fourth annual Kansas in the World Award for Excellence in International Education. This program awards a prize of $1,000 each to one elementary or middle school and to one high school that show a commitment
to increasing international learning across the curriculum. Any public or private elementary/middle school or high school in Kansas with a clear focus on raising student awareness of the world and closing the international knowledge gap is eligible. The application deadline is February 27, 2009.

We plan to present the awards at the 2009 Kansas State Department of Education meeting for curriculum leaders.

Click here for an application

Please contact Randi Hacker at rhacker@ku.edu with any questions.

Chinese Language in Kansas 2007
More schools offering, more students learning Chinese

In October 2006, the Kansas Task Force on Chinese Language Training, a statewide group of policymakers, educators, and business leaders, released a report surveying Chinese language programs in Kansas and offering a series of policy recommendations. With only two school districts offering Chinese in 2005-2006 (and a total of just 24 students and one certified K-12 teacher in the state), the challenges facing the development of Chinese language programs in Kansas seemed substantial.

But just one year later, the change has been dramatic: the list of school districts, colleges, and universities offering Chinese has grown dramatically and the number of students taking Chinese classes has increased almost ten-fold. An update to the Report of the Kansas Task Force on Chinese Language Training, covering the 2006-2007 academic year, is now available. To read more about the growth of Chinese programs in Kansas, click here.

KCIES Forum on Putting the World into World-Class Education

Tuesday, December 9, 2008
9:00 a.m. – 3:00 p.m.
Bradbury Thompson Center at Washburn University, Topeka

As at no time before, American education must prepare students to function in a world where challenges and opportunities for success require an ability to compete and cooperate on a global scale. Join the Kansas Committee for International Education in the Schools at a forum on leading policy innovations and best practices that will advance international knowledge and skills as an essential component of K-12 education in Kansas for the 21st century.

Topics to be covered include:
1. Effective strategies and resources for integrating international content across the curriculum
2. Professional development opportunities and resources for teachers to help them expand their international knowledge
3. Policy innovations and funding resources to advance international education
4. How international education can promote academic excellence, equity and equal opportunity for all students
5. How businesses and universities can partner with schools to foster 21st century skills
6. How digital technology can create opportunities for students to connect across national boundaries

For the full agenda click here.

The Forum is free and open to the public, but pre-registration is required. Luncheon will be provided for all pre-registered participants. To register, please complete the form and send it via US Mail or Fax to 785-864-5034 or contact Randi Hacker at rhacker@ku.edu.

Sponsored by the Kansas Committee on International Education in the Schools.
Click here for driving directions to the Bradbury Thompson Center.

For more information, please contact Nancy Hope at (785) 864-3918 or nfhope@ku.edu.
**Two Kansas Schools win Prize for International Education**

The 2007 Kansas in the World Award for Excellence in International Education was presented to the Olathe Northwest High School in Olathe and to Leonard C. Seal Elementary School in Douglas, Kansas. The $1000 award is presented annually by the Kansas Committee for International Education in the Schools (KCIES) to one high school and one middle or elementary school in Kansas that has demonstrated a strong commitment to international education by incorporating international content into a variety of subject areas, offering foreign language study and supporting professional development of teachers. [LEARN MORE](#).

Does your school incorporate international education across the curriculum? If so, apply for the 2008 Kansas in the World Excellence in International Education Award. [LEARN MORE](#).

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**Chinese Spoken Here: A Post-Workshop Report**

More than 50 people attended "Chinese Spoken Here", a workshop on implementing Mandarin Chinese language programs which was held on December 4, 2007 at Washburn University's Bradley Thompson Center in Topeka, Kansas. Educators and administrators from Kansas, Missouri, Oklahoma and Massachusetts offered tips and strategies for starting – and maintaining – Chinese language programs primarily at the elementary and secondary level. Kansas Commissioner of Education, Dr. Alexa Posny, gave the welcome address. To access her text, [click here](#).

Other speakers and panelists included Dr. Jessica Stowell from the Confucius Institute at Oklahoma University (to view her PowerPoint, [click here](#)); Carol Woolbright, Director Interactive Distance Learning Southeast Kansas Education Service Center (to view her PowerPoint, [click here](#)); Nancy Hope, Associate Director of the Confucius Institute at the University of Kansas and the Kansas Consortium for Teaching About Asia (to view her PowerPoints, [click here](#) and [here](#)) and Gary Price, Superintendent of the Pittsburg School District. A highlight of the workshop were the presentations by students from Marysville, Washburn, White City and Winfield who are taking Chinese through interactive distance learning (IDL) classes in their high school.

To see the agenda, [click here](#).

To view the slide show of the workshop, [click here](#).

For more information about the workshop, contact Nancy Hope at [nfhope@ku.edu](mailto:nfhope@ku.edu).
Kansas Task Force on Chinese Language Training Formed

Americans are increasingly recognizing the rise of China as one of the most important developments of the twenty-first century. With China's tremendous economic growth and rapid emergence as an international leader, the need to train more American students in the Chinese language is immediate and pressing. Today, the number of students nationwide who are studying Chinese is minuscule, only about 24,000. That compares with the 3 million taking Spanish, the most popular language in America's schools, with French and German next. How to build the capacity to meet the urgent need for more training in Chinese language is a challenge now being actively discussed by educational leaders across the United States.

LEARN MORE.

Two Kansas Schools Win Prize for International Education

The 2006 Kansas in the World Award for Excellence in International Education was presented to the Center for International Studies at South High School in Shawnee Mission and to Southwest Junior High School in Lawrence, Kansas. The $1000 award is presented annually by the Kansas Committee for International Education in the Schools (KCIES) to one high school and one middle or elementary school in Kansas, that has demonstrated a strong commitment to international education by incorporating international content into a variety of subject areas, offering foreign language study and supporting professional development of teachers.

LEARN MORE.

Kansas Summit on Strategic Languages

More than 100 people attended the Language Summit held on December 19, 2006 at Washburn University's Bradley Thompson Center in Topeka, Kansas. Representatives from the educational community, the business community and the government were in attendance to discuss ways to implement the inclusion of strategic languages such as Chinese, Russian and Arabic into the K-12 curriculum across the state. The Keynote Speaker, Catherine Ingold, Director of the National Foreign Language Center in Maryland, spoke about the critical need for improved language teaching in US schools. To view the PowerPoint, click here.

Other speakers and panelists included State Senator Chris Steineger; Sue Gamble, KS Board of Education; Dr. William Tsutsui, Kansas Committee for International Education in the Schools Executive Board member and Robert Davis, Director of the Confucius Institute at the Chicago Public Schools.

For a look at the program click here.

View the Summit slide show

Kansas School-to-School Exchange Initiative Gets Off the Ground

The Kansas Consortium for Teaching About Asia, with support from the Freeman Foundation of New York and Stowe, Vermont, announces the start of
a series of school-to-school exchanges between districts in the greater Kansas City area and China beginning in academic year 2005-2006. These exchanges are aimed at significantly increasing communication and understanding between East Asia and America's Heartland and at promoting international education at the most personal level. The participating school districts are Lansing, Olathe and Shawnee Mission, Kansas, and Lee's Summit, Missouri. Partner schools in China are located in Kaifeng (in Kansas's sister province of Henan) and Xian (the sister city of Kansas City, Missouri). The exchanges will be facilitated by the China Exchange Initiative of Newton, Massachusetts. In addition to enhancing Asian studies programs in the participating districts, students will have the opportunity to travel to China, to learn Chinese, and to experience Chinese education and Chinese culture firsthand. This, in turn, will work to sustain and build the momentum in Kansas and Missouri for making East Asia a permanent part of the K-12 curriculum. The Kansas Consortium for Teaching About Asia is housed at the Center for East Asian Studies at the University of Kansas.
Report of the
Kansas Task Force on International Education
November 2009
II. Current Situation

In order to get a sense of where Kansas stands today in international education and where the state should be going in the future, the KCIES convened a statewide Task Force on International Education in 2008. This report, based upon extensive survey research over the past year, shows how much progress our state's schools—in cities, suburbs, and small towns, in large districts and in very small ones—have made in global education. At the same time, this report makes clear how much work remains to be done in order to ensure that all Kansas kids are prepared to be informed global citizens in an increasingly complex and economically interconnected world. We face many challenges in providing the international education that our kids need—financing, curricular resources, training for teachers, competition with other national and local priorities—but, as the Task Force on International Education maintains in this report, now is the time to bring the world into all Kansas schools.

The KCIES wishes to thank all the members of the Task Force on International Education for their service, dedication, and enthusiasm. Special thanks are due to Task Force Chair Glyn Rimmington and to KCIES staff members Nancy Hope and Melinda Varner. Financial and organizational support for this report was generously provided by the Longview Foundation for Education in World Affairs and International Understanding, Asia Society, and the Center for East Asian Studies at the University of Kansas.

William M. Tsutsui on behalf of the Kansas Committee for International Education in the Schools

The Kansas Committee for International Education in the Schools would like to thank Asia Society and the Longview Foundation for their generous support of the production of this report.
Foreword: Leadership in International Education
Glyn Rimmington, Kansas Task Force on International Education Chair

World civilization may be viewed as completing its final assignment before it graduates into the 21st Century. Will Kansas score an A for that assignment? Globalization—increasing interconnectedness, interdependence and exposure to diversity—promises many benefits as we have seen from the prosperity arising from global aircraft, oil and other businesses across the state. But globalization is also fraught with many dangers. In the words of one of our survey respondents from the public, can our graduates... 

help other cultures and sustain the Earth not just become selfishly rich? The path to graduating into the 21st century is difficult—steep, winding, narrow and rough. A small group of self-reliant and dedicated innovators and entrepreneurs among educators have already surveyed much of the route. For the sake of our future citizens we need to leave familiar territory and strike forth, just as homesteaders did when following in the footsteps of adventurers like Lewis and Clark. Except this time, educators must venture into the internationalization of our curriculum, mainstreaming of multiple foreign languages and provision of opportunities for our students to interact with people in other countries and cultures, whether by travel or using technology. The frontier towns will need leaders with new experiences, skills and competencies. Higher education will have an important role in preparing future leaders in Kansas school districts—the teachers, who every day lead their students into new frontiers of knowledge and understanding. The teachers cannot do this alone. Closer examination of the model programs in Kansas reveals that their achievements are the result of enthusiastic collaboration between parents, board members, administrators, teachers, technologists and people located in faraway places, such as orphans in Kigali Rwanda, the Global Nomads Group in New York City, classrooms in Khabarovsk, Infosys Vice Presidents in Bangalore or Kung-Fu instructors in Hong Kong. However, to put things in perspective, these are just 14 isolated pockets of model internationalization in the 308 school districts across Kansas—a mere 5% of all school districts.

If young Kansans are to lead a successful life in the 21st century, we need to push the percentage of districts with a passing grade from only 5% to 80%, which is a minimum requirement for numeracy and literacy. Numeracy and literacy will be for naught if Kansas fails the assignment. Voters and legislators need to realize that if preparation of the next generation of educators, and in turn our K-12 students, is not treated as a public good, then the future citizens and leaders of this great state will be put at serious risk. We do not want Kansas to fail the grade for entry into the 21st century. An internationalized education should not be the domain of just a few elite. All Kansans deserve a chance to graduate with a passing grade for life in the 21st century. An internationalized education is a challenge being discussed by educational leaders across the United States.

To meet these goals, the Task Force proposes the following ambitious, but attainable goal: By 2014, all K-12 students in Kansas should have ample opportunity for exposure to international education, whether in traditional classroom settings, through interactive distance learning (IDL) or other digital platforms, or in after-school and summer programs.

To meet these goals, the Task Force makes the following recommendations to educators, policymakers, and all concerned Kansans:

1. Make a public case for the need for international education.
2. Emphasize exposure to international education, especially in elementary and middle schools.
3. Use existing resources and structures in creative ways.
4. Expand distance learning programs.
5. Pursue grant funding and other opportunities for support.
6. Increase opportunities across the state for lifelong learning.

You must be the change you wish to see in the world. Mahatma Gandhi

Executive Summary

Americans increasingly recognize global interdependence as one of the most important developments of the twenty-first century. With one in six jobs tied to trade beyond our borders, the need to train more American students in international education is immediate and pressing. Today, the total number of students doing this nationwide is small and in Kansas even smaller. How to meet the urgent need for more knowledge of other world regions, cultures, languages, and global issues—the components of international education—is a challenge being discussed by educational leaders across the United States.

Realizing the significance of this issue to the future prosperity and security of our youth, our nation, and our state, the Kansas Committee for International Education in the Schools convened a statewide Kansas Task Force on International Education. The members of the Task Force surveyed current international education efforts in Kansas public schools, and considered future needs and priorities in this area. The Task Force’s report makes specific recommendations for future initiatives in the short and long terms. It is not intended to be a rigid blueprint for future action, but an important first step in starting a statewide discussion on the need for increased international education capacity throughout Kansas at the elementary and secondary levels.

Kansas clearly has a long way to go in creating a sustainable and coherent program in international education – with few school districts offering courses with substantial international content, and no specialist working for the Kansas State Department of Education in this area – but Kansas has many resources and advantages that position it well for the rapid development of international education training capacity in the years to come. With strong statewide leadership, targeted planning, and broadly based public support, Kansas could well emerge as one of the national pacemakers in building K-12 international education programs over the next decade.

After considering the challenges and opportunities facing international education in Kansas, the Task Force proposes the following ambitious, but attainable goal:

6. Increase opportunities across the state for lifelong learning.
7. Support professional development for pre-service and in-service educators.
8. Appoint a dedicated international education consultant at the Kansas State Department of Education.

According to an ancient Dutch proverb saying, “In order to get where you want to go, you first have to leave where you are” (from Sandy Elsberg's *Bread Winner, Bread Baker*, Upline Press, Charlottesville, VA; 1977, p. 80), now is the time to begin making international education a priority in Kansas. The opportunity is waiting, but first we must open the door.

1. Introduction

“If we don’t rededicate ourselves to education with the same attitude Americans have applied to going to the moon and fighting wars, the results will be profound. We will gradually lose our successful workforce.”

Meg Whitman, CEO of eBay (1998-2007)

“Globalization is a fact. Every major problem we face—from economic growth to the environment to public health to reducing poverty and inequality to improving national and homeland security—will require more international knowledge and cooperation than ever before.”

James B. Hunt, Jr., Former Governor of North Carolina and Co-Chair, National Coalition on Asia and International Studies in the Schools

Americans increasingly recognize global interdependence as one of the most important developments of the twenty-first century. With one in six jobs tied to trade beyond our borders, the need to train more American students in international education is immediate and pressing. Today, the number of students doing this nationwide is small, and in Kansas even smaller. How to meet the urgent need for more knowledge of and respect for other world regions, cultures, languages, and global issues—the components of international education—is a challenge being discussed by educational leaders across the United States.

Realizing the significance of international education to the future prosperity and security of our youth, our nation, and our state, the Kansas Committee for International Education in the Schools (www.KansasintheWorld.org) convened a statewide Kansas Task Force on International Education in fall 2008. The members of the Task Force represented educational institutions at all levels, government agencies, professional organizations, and businesses concerned with international affairs.

The Task Force planned to survey the current state of international education in public elementary and secondary schools in Kansas, evaluate future needs and priorities in such training, and make specific recommendations for high-priority initiatives to facilitate it. Two surveys were ultimately conducted in spring 2009, the first of top administrators of public school districts in Kansas and a second one which solicited comments from both educators and the general public in the state. The Task Force's report, which will be presented to the Governor, legislators, and educational policymakers, is intended to stimulate and accelerate statewide discussions on the importance of international education in Kansas schools and initiatives that support it.

Survey Demographics

During February and March of 2009, all 308 public school districts in Kansas received an invitation from the Kansas Task Force on International Education to participate in the survey (hereafter called S1). More than a third of them, or 131, chose to do so overall. (Not all questions on the survey were answered by everyone; sometimes a particular
question was skipped.) S1 respondents were all district personnel, primarily superintendents and curriculum coordinators who worked in self-described districts mirroring geographic conditions in the state. This cross section of Kansas was comprised of 86 responses from rural areas, 23 responses from small towns, 15 responses from suburban districts, and 7 responses from urban districts, or 66%, 18%, 11% and 5% respectively.

A similar survey about international education in Kansas was opened to the public between April and June 2009. This survey (hereafter called S2) garnered 351 responses. The majority identified themselves as elementary and secondary school teachers (69%) or school administrators (13%). The rest included business people, social workers, counselors, office workers and other concerned community members including a church choir director and a speech pathologist.

Considering this group overall, 22% also had a school-aged child. Respondents were dispersed throughout the state, but were associated numerically with school districts that were self-identified as suburban (103 respondents), rural (85 responses), urban (63 responses), and small-town (23 responses). The suburban residents thus represented nearly a third of those who participated (31.1%) despite there being many more rural and small-town school districts in the state.

II. Current Situation

Internal Support for Teaching about World Areas
A solid majority of S1 respondents (83%) agreed that the leadership of their school district currently encourages international education by teaching about world areas across the elementary and secondary school curriculum. In contrast, only 58% of S2 respondents felt that this actually was the case. Likewise, nearly 52% of S1 agreed that a significant number of teachers in the school district had a strong interest in world areas, but only 39% of S2 said that this was true. These discrepancies in viewpoint between S1 and S2 respondents may be due in part to the fact that the Task Force actively solicited input from school administrators who naturally portrayed their schools in the best possible light while S2 respondents were self-selected, individuals who already had a commitment to international education to the degree that they were motivated to take the survey.

Both groups agreed however that student interest was much lower than that evinced by either the school leadership or the schoolteachers. A mere 44% of both S1 and S2 respondents felt that a significant number of students in their school districts had a strong interest in the world beyond America’s borders. In a striking contrast however, both S1 and S2 respondents, 71% and 65% respectively, said that support in their own communities for teaching about world areas was high.

Current International Course Offerings: International Baccalaureate
Less than 5% of responding school districts, 6 out of 131, currently offer the International Baccalaureate (IB) Diploma Program to their students. Two-thirds of the six schools offering IB programs have had it in place for more than five years; one-third has offered
it for three to five years. All responding districts reported that no new IB programs have been established within the past two years, though a handful of districts noted they were starting to think about it.

Two of the IB programs have current enrollments in excess of 100 students (USD 512 Shawnee Mission and USD 259 Wichita). The enrollments of the other programs ranged in size from less than ten students (USD 441 Sabetha) to more than fifty students (USD 308 Hutchinson).

Support for adding IB programs was lukewarm among S2 responders with only 40% of them thinking this was a good idea and 48% not having an opinion on this matter.

Current International Course Offerings: Advanced Placement Courses

More districts had experience using Advanced Placement (AP) courses to deliver international content to their high school students with 23 districts out of 128 reporting in S1 on their AP courses containing international content. The most commonly offered were AP World History (56%), following by AP Spanish (43%), AP French (39%), and AP Art History (26%), and Human Geography (17%). Less than 10% offered AP courses on German, Chinese, Japanese or Latin. Current enrollments ranged from 100+ students in larger districts such as USD 437 Auburn-Washburn and USD 259 Wichita, to less than fifty students in smaller districts.

<table>
<thead>
<tr>
<th>Course (# districts offering)</th>
<th>1-10 students</th>
<th>11-20 students</th>
<th>20-50</th>
<th>50-100</th>
<th>100+ students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art history (6)</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chinese (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French (6)</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>French literature (3)</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German (2)</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human geography (4)</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Japanese (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Latin (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish (8)</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spanish literature (2)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>World history (13)</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Support for adding Advanced Placement classes among S2 respondents was quite strong with 70% thinking this was a good idea and only 20% not having an opinion on this matter.

Current International Course Offerings: Non-AP World Languages Courses

When asked if their district is teaching non-AP world language classes, a total of 126 administrators replied; 94 of them, almost three-quarters of S1 respondents, said they were doing so. Spanish is the most commonly taught. French is still popular in more than a third of the districts. German and Chinese also feature a respectable number of classes while Latin, Japanese and Arabic are rarities.

<table>
<thead>
<tr>
<th>Language</th>
<th># of schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>92</td>
<td>97.9%</td>
</tr>
<tr>
<td>French</td>
<td>33</td>
<td>35.1%</td>
</tr>
<tr>
<td>German</td>
<td>20</td>
<td>21.3%</td>
</tr>
<tr>
<td>Chinese</td>
<td>16</td>
<td>17%</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
<td>5.3%</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>Arabic</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>World Language Explorations</td>
<td>3</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taught</th>
<th>Not taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 districts</td>
<td>32 districts</td>
</tr>
</tbody>
</table>

Current International Course Offerings: Other Courses with International Content

125 of the 131 S1 respondents provided data on courses (other than the aforementioned world language and Advanced Placement courses) that contained international content with 60 or 48% reporting that they offered such courses. World history comprised the largest group (98%). Other common offerings were world geography (66%), sociology (44%), world literature and art history (24% each), music history and world civilizations (22% each), international relations (10%), East Asian Studies (5%), international business, (3%) and anthropology (1.6%). A breakdown of course enrollments appears below.

<table>
<thead>
<tr>
<th>Courses in # of districts</th>
<th>1-10 students</th>
<th>10-50</th>
<th>50-100</th>
<th>100-200</th>
<th>200+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology (1)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art history (14)</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>East Asian Studies (3)</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International business (2)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International relations (6)</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Music history (13)</td>
<td></td>
<td>4</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sociology (26)</td>
<td>3</td>
<td>17</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>World civilizations (11)</td>
<td>7</td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>World geography (40)</td>
<td>2</td>
<td>24</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>World history (56)</td>
<td>2</td>
<td>31</td>
<td>11</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>World literature (14)</td>
<td>7</td>
<td></td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Current International Enrichment Programs

Only a third of the districts (34%) were identified by S1 respondents as offering enrichment such as clubs, activities or after-school programs connected to international content. These districts were USD 208, 210, 233, 246, 261, 265, 266, 272, 290, 311, 325, 327, 333, 355, 363, 368, 373, 374, 378, 386, 396, 406, 417, 418, 423, 437, 443, 445, 449, 450, 452, 453, 469, 480, 489, 490, 491, 497, 499, 501, 508, and 512. Foreign language clubs comprised the largest group of such extracurricular activities.

Interestingly, half of S2 respondents (49.8%) reported that these opportunities are available in their district. The difference might be that school administrators were referencing formally scheduled or ad hoc enrichment activities while those taking the public survey—especially schoolteachers—were including more spontaneous experiences as well. There clearly is room for growth, especially since a number of S2 respondents (115) expressed a desire for clubs, after-school activities, and enrichment programs with an international education focus in their district.

Would you like your school district to offer clubs and after-school activities or enrichment programs with an international education focus?

Answers From The Public Survey

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70.6%</td>
<td>115</td>
</tr>
<tr>
<td>No</td>
<td>19.0%</td>
<td>31</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>9.4%</td>
<td>17</td>
</tr>
<tr>
<td>Comments (optional)</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Current Interaction with Peers from Other Countries

A 78% majority of S1 respondents (97 out of 124) and 82% of S2 respondents (264 out of 322) reported that their students have a chance to interact with peers from other countries. This is accomplished through a variety of programs, including teacher-led study tours to other countries, formal study abroad experiences, exchanges with sister schools, using Skype or other internet video providers to connect with partner classrooms, and/or participation in established internet-based programs such as Global Nomads (www.gng.org), iEARN (www.iearn.org), and ePals (www.epals.com).

Data from both the survey of senior school district administrators (S1) and the more public survey of educators and other interested parties (S2) revealed a close correspondence regarding the prevalence of methods by which such interaction is conducted. A breakdown of S1 responses appears below:

Means by which students are interacting with international peers

Regarding support for such experiences, S2 respondents seemed enthusiastic at first glance with 93.2% agreeing to the statement that they “would like students in your school district to have the opportunity to interact with students from other countries,” versus 1.7% who were opposed and 5.1% who were unsure. On closer examination however, this may not be the case since only 59 out of 351 respondents answered this specific question. The survey as written could not determine a reason for this data set.

Demand for International Education Classes and Programs

Asked if they were “aware of a demand for classes and/or programs with international content in their school district,” nearly everyone in both surveys replied, but only 21.5% and 34% of S1 and S2 respondents respectively identified an unmet demand. Several also noted that their district had discontinued some such programs in the past. Japanese language and international business courses, and student exchange programs with other countries were mentioned as being cut due to lagging enrollment, lack of certified teachers, and budget constraints among other concerns. However, a review of additional remarks regarding this question revealed a slightly mixed message since some districts indicated an interest in reinstating their discontinued programs if conditions improved. Moreover, others reported plans to establish new courses and programs including increasing opportunities to study world language by using interactive distance learning.
(IDL) technology and the internet, offering a general business course that includes a global perspective and addresses the influence America has on the world and vice versa, creating an International Baccalaureate Diploma Program, etc.

External Support for International Classes and Programs
Current support from outside the school district for classes and/or programs with an international education focus appears to be slight with only 26 out of 121 senior administrators in S1 (or 21.4%), and 71 out of 321 respondents in S2 (or 22.1%) reporting that they received such. Higher education was identified as the primary provider in both surveys (53% and 63.9%) with civic groups (42% and 51.4%), community or heritage groups (38% and 56.9%), and private businesses (34% and 47.2%) mentioned as contributing support.

Friends University, Johnson County Community College, Kansas State University, the University of Kansas, and Wichita State University, were singled out for their support of educational outreach to the K-12 community. The Center for East Asian Studies and Confucius Institute at the University of Kansas, Wichita State University’s outreach immersion and curriculum programs, and Johnson County Community College’s “College Now” programs were specifically mentioned.

Private business also was noted as providing support in various forms for international education efforts, including financial assistance, internship opportunities, guest speakers, and making meeting space available without charge. Civic groups such as Rotary Club, Lions Club, Kiwanis Club, Sister City organizations and chambers of commerce also were praised for providing scholarships, exchange programs for both students and teachers, and guest speakers. Finally, community and heritage organizations like Amici d’Italia, Jewish Community Center, and National Association for the Advancement of Colored People were also recognized for providing educational programs and workshops, guest speakers, and instructional materials.

III. Barriers to International Education

More than half (61%) of senior administrators in the first survey stated they faced significant barriers to incorporating international content into the curriculum; budgetary and staffing were the most commonly cited reasons. Representative responses include:

- “Finding high qualified and fully certified teachers of world languages is challenging.”
- “Program expansion beyond one high school to other site locations is challenging due to staffing and funding.”
- “Increased graduation requirements are seen as a barrier to taking advanced instruction in world languages by some students.”

“We must devote our energies and money toward improving student achievement in core subject areas in order to meet the standards of No Child Left Behind and Quality Performance Accreditation, leaving little time and money for elective programs, except those tied to social science, foreign language classes or those topics mentioned in this survey already embedded in the curriculum and standards.”

“Finding sufficient teachers and finances is a barrier. We are cutting over a million dollars this year.”

“It is simply a lack of money, teachers and time.”

While only 40% of S2 survey respondents perceived barriers, they mentioned a number of other constraints, namely a rural location, lingering traces of Euro-centrism, state testing pressures, faculty resistance to curriculum change, and prejudicial attitudes among faculty and student bodies.

Impact of State Curriculum Standards
When questioned specifically about how current Kansas State Department of Education curriculum standards effected the inclusion of international content in the K-12 curriculum and school programs, 119 out of 151 senior administrators participating in the S1 survey answered. Nearly half of them or 48% did not think there was a significant impact, saying:

- “Really it is up to the individual teacher to determine depth of learning opportunities.”
- “No, we incorporate it in existing classes.”
- “There is not really anything that encourages or blocks support for them; there’s just not as much funding.”
- “No, we do what we can with a limited number of staff.”
- “State standards do require instruction about foreign cultures.”

Representative comments from the 34% who thought there was an impact are as follows:

- “State standards in social studies lack an emphasis on international content.”
- “State standards demands make it difficult to find time during the school year; additional demands such as financial literacy will make it increasingly difficult.”
- “As a small rural school, it is not always possible to add curriculum to the schedule; even if it were possible, there are restrictions about who can teach what and sometimes teachers who would be interested in pursuing classes with international content are not the ones licensed to do so.”
- “Most of our time is spent teaching the required state standards in the areas of reading, math, history/government, writing, and science so we are able to make AYP limits as set by NCLB.”
As for respondents to the public or S2 survey, about half or 45.9% were unsure if the current state standards affected the inclusion of an international education focus in the curriculum of their school district. However, 94 individuals or 29.4% did feel that there was an impact. When asked to elaborate, they offered several insights including:

“If it's in the standards, we have to teach it. If it's not there, we don't.”
“The standards are very focused and specific, and unless it's about world history, the focus is not terribly international.”
“Without a delineation of international education within current state standards, and subsequent testing, it is not practical to expect teachers to teach this curriculum.”
“Foreign language is not a graduation requirement.”
“There is not enough time in the school day to work toward state assessments, AYP, Regent’s curriculum and other mandates and also focus on other programs.”

IV. Resources and Opportunities

Benefits of International Education

The two surveyed groups were presented with pre-selected reasons why the incorporation of international content into the K-12 curriculum and/or programs is beneficial and asked to rank them in terms of importance. The choices were economic, environmental, humanitarian, security, and immigration reasons. Responses on the surveys differed somewhat, the most notable disparity being the number of participants who shared their opinions on this matter, an impressive 89% of S1 senior administrators versus only 26% of the public respondents in S2.

Overall, there was a general agreement in terms of the rankings though the two groups of respondents were not in total lock step. S1 respondents chose economic reasons first, security concerns second and immigration to the United States third as the most important impetuses while S2 respondents overwhelmingly felt that humanitarian concerns ranked first, economic reasons second and security concerns third. Perhaps professional duties, school district administrators in the case of S1 participants and classroom educators for many of S2 participants, influenced these choices. Further data on the number of participants who selected each of these rankings is found below:

<table>
<thead>
<tr>
<th>Reasons to Incorporate International Education Focus in Classes and/or Programs</th>
<th>Very important</th>
<th>Important</th>
<th>Not Important</th>
<th>Response Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>51</td>
<td>52</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>Economic reasons</td>
<td>69</td>
<td>66</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>Environmental reasons</td>
<td>33</td>
<td>46</td>
<td>46</td>
<td>36</td>
</tr>
</tbody>
</table>

Comments solicited under “Other reasons” included the need to produce informed, global citizens who are sensitive to international issues and the need to be an “educated” person and that means speaking at least one second language if not two.

A significant number of school administrators in the S1 survey, 99 participants in all, took the time to explain why incorporating international content into the curriculum and/or programs in their district would be desirable. Their comments include:

“The number one reason to include this in our classes is that our students will need this in the world they will enter as adults.”

“While our students are ethnically diverse, knowledge or understanding of a variety of cultures and religions is lacking. These are critical areas that students need to discuss and understand in order to be more inclusive and more collaborative in life.”

“Students want to learn about other cultures.”

“So many jobs are dependent on materials and supplies from other countries. It would benefit companies if their employees understood these relationships.”

“Use of the internet makes everything global.”

“We are all interdependent; perhaps the best examples are the environment and the current global recession. We must prepare our students, staff, and community for the 21st century, and education is vital to increase understanding and appreciation of the benefits of diversity and the necessity of working together to solve issues confronting us globally.”

“Cultural misunderstandings have an extremely high cost worldwide.”

“Our demographic is changing. We now have ELL students and a few years ago this was not the case.”

“To better connect with the military which needs people who understand foreign perspectives.”

“This is a good idea, but with the budget cuts, it can’t be a priority.”

Equally large numbers of S2 participants gave specific examples explaining why international content in K-12 curriculum and/or programs is desirable. Many of their answers echoed those of S1 participants noted above. Below are others, many heartfelt:
To prepare our students for the world they are about to inherit that differs greatly from that of their parents.

Opens doors to local students to diverse thinking as well as exposure to cultural diversity. Broadens student understanding of other people and why they may have issues with the U.S.A.

People who have an international mindset have the tendency to be more tolerant of others. Tolerance is a good thing for a more caring world.

We are all connected - it is a part of literacy for every aspect of life and participation in a democracy.

In a town of this size it is easy for students to develop a narrow scope of vision. As business becomes more globally minded, it is imperative for our students to be educated to play on that playground.

A large number of our kids are army 'brats' who have traveled the world; it would be good to tie their experiences together with the reality that students go into the military.

If students know about the world, they may be inspired to take material steps toward seeking international connections.

Many of our graduates continue their education at universities. We need them to think about careers that will help other cultures and help sustain the earth not just become selfishly rich.

The more we understand a person of another culture, the less we fear them.

Teenagers get wrapped up in their personal lives, but I think we would be surprised with what they can do with information related to international education.

We have a very diverse group of community members. These students need a chance to share their heritage.

Some of these programs such as the Center for International Studies in USD 512 Shawnee Mission have been leaders in international education in Kansas for many years. Others such as the Global Learning Program in USD 396 Douglass have been steadily developing under the leadership of key administrators and talented teachers. Still others are taking advantage of new technologies such as USD 385 Andover and USD 497 Lawrence using video conferencing or interactive distance learning technology (IDL) over the internet to offer language instruction to their students. These programs are summarized in the table below:

<table>
<thead>
<tr>
<th>School District</th>
<th>Examples of Model Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD 253 Emporia &amp; USD 259 Wichita</td>
<td>Use of Global Nomads</td>
</tr>
<tr>
<td>USD 264 Clearwater</td>
<td>Spanish classes</td>
</tr>
<tr>
<td>USD 266 Maize</td>
<td>Interactive Distance Learning and electronic field trips</td>
</tr>
<tr>
<td>USD 281 Hill City</td>
<td>ePals, iEARN, GenYES Program Sister School program</td>
</tr>
<tr>
<td>USD 308 Hutchinson</td>
<td>International Baccalaureate Diploma Program</td>
</tr>
<tr>
<td>USD 340 Jefferson West &amp; USD 450 Shawnee Heights</td>
<td>Exchange programs with schools in Germany.</td>
</tr>
<tr>
<td>USD 385 Andover &amp; USD 497 Lawrence</td>
<td>Interactive Distance Learning for Mandarin Chinese</td>
</tr>
<tr>
<td>USD 396 Douglass</td>
<td>K-12 Global Learning program with more than 10 K-12 schools and districts observing the program; grants and travel opportunities awarded.</td>
</tr>
<tr>
<td>USD 489 Hays</td>
<td>International Club</td>
</tr>
<tr>
<td>USD 508 Baxter Springs</td>
<td>Rain Forest A.L.I.V.E. program, cross cultural studies at the elementary level</td>
</tr>
<tr>
<td>USD 512 Shawnee Mission</td>
<td>Center for International Studies at Shawnee Mission South High School allows students to study critical languages and explore other subject areas of international interest in a cohort setting.</td>
</tr>
</tbody>
</table>
Several of these programs have won the Kansas in the World Awards for Excellence in International Education. This award has been given annually for the last four years by the Kansas Committee for International Education in the Schools to one high school and to one elementary/middle school with a commitment to raising student awareness of the world through international education. Here are some examples of past Award winners:

At Lincoln Elementary School in Baxter Springs, students enjoy a number of international education programs. Kindergarten students undertake an extended unit on Chinese New Year each January exploring the culture through folklore, cuisine, language and crafts. First graders explore Australia through cross-cultural lessons on geography, social studies, math, art and language with support from the physical education, music and computer lab teachers. The more than 27 lessons of the “Rainforest A.L.I.V.E.” curriculum unit serve up to 450 students in the whole school district from preschool to the fifth grade.

Longfellow Middle School in Hill City partners with the International Education and Resource Network (iEARN) to create projects designed to provide seventh grade students with a better grasp of local and world history while honing their technological expertise. The attached Hill City Elementary School collaborated with the middle school in an year-long school-wide “Oh, The Places We Will Go” project that included a virtual “world tour,” a “travel buddy” program and subsequent correspondence with students, soldiers, and other adults in England, China, Australia, Brazil, and Japan. Offshoot projects included a study of Christmas customs around the globe, international butterfly migration tracking, “World Weather Day” and the Lions Club “Peace Poster” contest. International content across the curriculum is also part of the school’s Generation YES technology program.

Southwest Junior High School in Lawrence introduces international content into the curriculum beginning with the school environment which displays national flags from around the globe, and has foreign language tables in the lunchroom. School-wide celebrations are held for Chinese New Years, and an “International Thanksgiving.” The school also hosts a Model United Nations program and the Social Awareness Forum which addresses global topics including the HIV/AIDS epidemic and the food crisis. Such programs are strongly supported by a faculty that possesses considerable experience in traveling and volunteering abroad as well as partnerships with organizations like the African and East Asian Studies Centers at the University of Kansas and the Sister City Program in Lawrence.

Shawnee Mission South High School hosts the Center for International Studies that offers programming to schools in Shawnee Mission and several surrounding school districts. Participating students compete in the Model United Nations, the Kansas City Academic World Quest, and the Eliot Berkley Essay contest underwritten by the International Relations Council. Other partner programs include collaboration with the Japanese-American Society of Kansas City, and participation in the Academy of World Affairs Education and Relations (AWARE) program. Student exchange occurs via both the hosting of visiting students in Kansas and the travels of Shawnee Mission students to foreign locales including Japan, China and Egypt.

At Sabetha High School in Sabetha, students may participate in Grains for Hope, a school-wide problem solving project that works with local, national and international businesses to produce, package and ship extruded grain products to malnourished African and Haitian populations. Student involvement has been the key to the continued success and growth of Grains for Hope, and the result of a robust international education curriculum that encourages students to experience the value of working together with local, national, and international aid communities to afford equal access to good nutrition.

Olathe Northwest High School’s International Studies Program engages students through an emphasis on cross-cultural understanding, individual responsibility and community involvement across a variety of curriculum areas. Program components include the on-site use of world language computer labs, field trips to cultural sites such as museums, experiential learning modules such as those offered at the Truman Presidential Museum and Library, participating in Model United Nations, and hosting international exchange students and guest speakers from around the world. At the end of the program, students earn an International Studies Endorsement on their school transcript.

Other schools with notable international education programs include the following:

Hadley Middle School in Wichita uses the International Education and Resource Network (iEARN) to facilitate student interactions with peers in locations including India, Egypt, Russia, Nigeria, the United Kingdom, Pakistan and South Africa. Classes also participate in Global Nomads video conference on the topic of access to clean water will build on this success. In the 2008-2009 school year, the School hosted its first Global Learning Academy, presenting core international content to approximately sixty at-risk students.

Lansing High School incorporates international content across its curriculum and offers students an international studies endorsement. The school has an international exchange programs with a sister school in Kaifeng, China and has conducted student trips to locations in Europe, Mexico, the Caribbean Islands and Quebec. An annual “International Week” takes place each April, and international officers from Fort Leavenworth are invited to speak about their home countries. Students interact with their peers around the world through teacher-led internet streaming and chat rooms using Moodle.

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Maize High School uses interactive distance learning (IDL) and electronic field trips as one way to prepare students to understand their peers around the world. Global learning projects have included electronic field trips to Rwanda, a conference with archaeologists working on Mayan sites in Central America, a conversation with an eyewitness to the South Asian tsunami, and exchanges with NASA astronauts, Semester at Sea students, and students displaced disasters such as Hurricane Katrina.

V. Moving Forward

Challenges
How to meet the urgent need for more knowledge of other world regions, cultures, languages, and global issues—the components of international education—is a challenge being discussed by educational leaders across the United States. Despite the momentum gathering behind the expansion of international education in Kansas, many challenges remain, especially at the K-12 level; some of the more significant are:

• **Competition for resources, time, and a place in the K-12 curriculum.** The inclusion of international content into courses and programs in Kansas schools raises many concerns all too familiar to educators and school administrators: Where will the financial resources to support this come from? Do teachers have time, in their already busy daily schedules, to fit in an additional content? Is the school curriculum a zero-sum game, so that if international content is added then something else has to be cut? How will testing and curriculum standards support or hinder this effort?

• **The demands of No Child Left Behind.** Educators around the nation have expressed concern that the federal No Child Left Behind Act, with its strong emphasis on reading and mathematics assessments, will lead many school districts to divert resources, energy, and classroom time away from other curricular areas, notably world languages and social studies where international content has traditionally been welcomed.

• **Untested interest in international education among students and communities.** Since the benefit of international education has never been touted in the vast majority of Kansas towns and cities, demand for it among students and their parents is largely absent. Qualitative evidence suggests that there is some interest among administrators and teachers, a fact confirmed by the strong response to both Task Force surveys throughout the state.

• **A shortage of trained and certified teachers knowledgeable about the world areas.** In addition to a shortage of world language teachers, Kansas suffers from a lack of certified K-12 educators who know enough about other countries to feel comfortable teaching about them. Using teachers recruited from overseas and interactive distance learning technology can provide interim solutions, but no substantial long-term expansion of international education capacity in Kansas will be possible without an increased supply of professional, certified teachers in the state who are knowledgeable about world areas.

Recommendations
Given the rising importance of international education to the economic, political, and cultural future of Kansas, the United States, and the world, increasing public awareness of it should be a leading educational priority in our state and across the nation. To prepare young Kansans for the complex global economy and diverse political and cultural landscape of the coming decades, the Kansas Task Force on International Education proposes the following ambitious but attainable goal:

By 2014, all K-12 students in Kansas should have ample opportunity for exposure to international education, whether in traditional classroom settings, through interactive distance learning (IDL) or other digital platforms, or in after-school and summer programs.

To meet this goal, the Task Force makes the following recommendations to educators, policymakers, and all concerned Kansans:

1) **Make a public case for the need for international education.** Businesses, legislators, the media, communities, and youth all need to be engaged, informed, and mobilized. Colleges and universities, community and government leaders, and organizations like the Kansas Committee for International Education in the Schools need to be in the forefront of this campaign to raise public awareness.

2) **Emphasize exposure to international education, especially in elementary and middle schools.** Learning about other peoples and places should be introduced to Kansas students from a young age as something enjoyable, valuable, and achievable.

3) **Use existing resources and structures in creative ways.** Student interest in international education can be effectively promoted by working with existing curricula, supplementing familiar programs, and tweaking proven models.

4) **Expand distance learning programs.** The delivery of world language and culture training through interactive distance learning and online instruction seems particularly well suited to Kansas, given the state's geography and demographics. IDL programs like the Greenbush/Confucius Institute initiative should be extended to more schools and online courses and enrichment programs offered.

5) **Pursue grant funding and other opportunities for assistance.** Development officers in larger school districts and others tasked with finding support in smaller districts should search aggressively for both local and national support for international education. The Foreign Language Assistance Program (FLAP) and other funding opportunities are listed on the website of the Joint National Committee for Languages and National Council for Languages and International Studies (http://www.languagepolicy.org/grants/grant_opportunities.html).

6) **Increase opportunities across the state for lifelong learning about other lands and peoples.** Programs such as OSHER Lifelong Learning Institutes and the Mini College at the University of Kansas provide substantive yet enjoyable learning environments for the post-collegiate communities. The use of distance
learning technology to increase access to such training for adult learners should be encouraged.

7) **Support professional development for pre-service and in-service educators.** Teacher preparation programs in Kansas and school districts statewide should seek out and publicize programs targeting their pre-service and in-service teachers and librarians including the “Teaching East Asia” seminar offered by the Kansas Consortium for Teaching about Asia (www.kcat.ku.edu), the Teacher Summer Institute at the Kansas African Studies Center (http://www.kasc.ku.edu), and conferences hosted by the Global Learning Office at Wichita State University (http://gl.wichita.edu/).

8) **Appoint a dedicated international education consultant at the Kansas State Department of Education.** Such an investment by the State Board of Education would not only substantially support international education across the state, but would send an important message about its importance for the educational system and the future of Kansas.

According to James B. Hunt, Jr., former four-term governor of North Carolina and trustee of the Asia Society, “Every major problem we face—from economic growth to the environment, to public health to reducing poverty and inequality, to improving national and homeland security—will require more international knowledge and cooperation than ever before.” Although the development of a robust infrastructure for international education in Kansas schools may seem like an intimidating task, now is the time to begin working on this issue which is so essential to the future prosperity, dynamism, and well-being of our youth, our communities, and our state.

### Appendix 1

**Kansas Task Force on International Education Members**

**Paul Faber**  
Dean, College of Arts & Sciences  
Fort Hays State University

**Phyllis Farrar**  
World Languages/ESOL Consultant  
Kansas State Department of Education

**Jan Heinen**  
Director of Middle Level Education  
Olathe Schools

**Nancy Hope**  
Center for East Asian Studies  
Confucius Institute at the University of Kansas

**Marjorie Landwher-Brown**  
Director of Global Learning  
Douglas Public Schools

**Karyn Page**  
President and CEO  
Kansas World Trade Center

**Mary Pyle**  
Managing Director, World Trade Center  
Greater Kansas City Chamber of Commerce

**Betsy Regan**  
Director of Curriculum and Instruction  
Shawnee Mission School District

**Donna Reynolds**  
Chairperson  
Abilene Sister City Board

**Glyn Rimmington**  
Boeing Distinguished Prof. of Global Learning  
Wichita State University  
(Task Force Chair)

**Robert Riordan**  
Black & Veatch (retired)

**Alice Sagehorn**  
Professor of Education  
Pittsburg State University

**J. Richard Schrock**  
Professor/Chair of Biological Sciences  
Emporia State University

**Carol Swinney**  
Distance Learning Consultant  
Southwest Plains Service Center

**Charles Thorpe**  
President, Kansas World Language Association and Instructor  
Kansas State University

**William Tsutsui**  
Associate Dean for International Studies  
College of Liberal Arts and Sciences  
Professor of History  
University of Kansas

**Lynn Vasquez**  
Social Studies Program Consultant  
Kansas State Department of Education

**Tom Vontz**  
Associate Professor of Education  
Kansas State University

**Debra Wenzel**  
Family & Consumer Science Consultant  
Kansas State Department of Education

**Sheree Willis**  
Executive Director, Confucius Institute  
University of Kansas

**Baili Zhang**  
Director of International Programs  
Washburn University
Appendix 2

About the Kansas Committee for International Education in the Schools

The Kansas Committee for International Education in the Schools (KCIES) is a statewide group of policymakers, educators, representatives of the business community, and other interested individuals organized in 2003. KCIES promotes the infusion of international topics into the K-12 curriculum, raises public awareness of the need for international education, and provides resources for teachers, students, parents, and communities.

KCIES also sponsors the annual Kansas in the World Awards for Excellence in International Education. Located at the Center for East Asian Studies at the University of Kansas, KCIES has received generous grant funding from the Asia Society, the Longview Foundation, the Freeman Foundation, and the American Forum for Global Education. More information on the Kansas Committee for International Education in the Schools is available online at www.KansasintheWorld.org.

Contact us at
Kansas Committee for International Education in the Schools
Center for East Asian Studies
The University of Kansas 785.864.3918
1440 Jayhawk Blvd., Room 201 785.864.5034 (fax)
Lawrence, KS 66045 nfhope@ku.edu

Appendix 3: Useful Internet Resources for International Education

GLOBAL CURRICULUM

Advanced Placement http://www.collegeboard.com/student/testing/ap/about.html
Information for potential students of Advanced Placement courses including value for cost is detailed here.

Annenberg Media http://www.learner.org
Provides multimedia resources for the arts, languages, math and science, social studies and history. Many sessions are free, including video on demand services.

Asia Society: Education http://www.asiasociety.org/education-learning
Offers resources to make international education a part of all subject areas. Free lesson plans on all world areas, not just Asia; service learning resources for educators and games and career planning for students have also been added.

Beyond the Fire: Teen Experiences of War http://www.itvs.org/beyondthefire/index.html
Examines the lives of 15 teenagers now living in America who have survived war; includes teachers guide and lesson plans. Two million children have died in wars in the last five years; half of all refugees worldwide are under age 18.

Offers free lesson plans and activities for grades 6 to 12 that build cross-cultural awareness, and communication in the K-12 classroom and that are standards-based.

Choices for the 21st Century Education Program http://www.choices.edu/
Offers curriculum on international issues and world areas; some free material available. Their Capitol Forum gives high school students a voice in public consideration of current international issues.

Coverdell World Wise Schools http://www.peacecorps.gov/wws/
This program from the Peace Corps offers lessons about countries worldwide, videos, stories, folk tales, and contact information for classroom speakers.

Facing the Future http://www.facingthefuture.org/
Provides K-12 curriculum resources including activity-based lessons on global issues, ideas for service learning, and information about professional development and in-service workshops; some free material available.

Annotated links to many resources from the Global Learning Office at Wichita State University.

The Levin Institute provides news analyses, issue briefs, and resources including lesson plans for helping students and teachers understand globalization.

International Baccalaureate Organization www.ibo.org
This website provides details of the three IB programs plus support for them.

United Nations Association of America http://www.unausa.org/education
Educational programs from UNAUSA include the Model United Nations, Global Classrooms, Summer Study Program and Student Alliance

National Geographic Education Foundation EdNet resources http://www.ngsednet.org/index.cfm
This site is a clearinghouse for exploring professional development opportunities, online lesson plans, and educator communities.

Outreach World www.outreachworld.org
A comprehensive resource for teaching international and area studies and foreign languages in the pre-collegiate classroom with lesson plans.

Oxfam: Global Citizenship Resources http://www.oxfam.org.uk/education
A membership network working to move international education from the margins to the mainstream through publications, conferences, workshops, newsletters, policy briefs. Their free digital newsletter is especially useful; sign up at http://www.asiasociety.org/node/7833.

Partnership for 21st Century Learning www.21stcenturyskills.org

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Works to infuse “21st century” skills into K-12 education to ensure Americans’ success as citizens and workers. It provides some free tools and resources to help facilitate this change including “maps” in several subject areas.

SPICE Curriculum Units [http://spice.stanford.edu]
Offers for sale multidisciplinary curriculum materials on international themes such as the environment and the international political economy and on world areas of Africa, Asia and the Pacific, Europe, Latin America; some free materials available.

Teach GlobalEd: Online Resources for Global Educators [http://www.coe.ohio-state.edu/globaled/home.cfm]
Annotated links to primary sources and connections to world areas as well global issues and perspectives. Their educators’ listserver is especially useful. Email merryfield.1@osu.edu to join.

Two Million Minutes [http://www.2mminutes.com/]
This documentary film examines how the three superpowers of the 21st century, China, India and USA, are preparing their students for the future.” Ordering is through the website.

Wisconsin Department of Public Instruction: International Education Resources [http://dpi.state.wi.us/cal/ieresources.html]
Annotated links to proven international education resources organized by topic including languages, area studies, geography, statistics, development, exchange programs, etc.

World-newspapers.com [http://www.world-newspapers.com/]
A database of newspapers, magazines and news sites in English, sorted by country and region.

Worldpress [http://www.worldpress.org/]
A web magazine with articles from outside the United States and original material that provide an international perspective and foreign news expertise.

Technology Linkages: Connecting Through the Internet

100 People: A World Portrait [http://www.100people.org/]
Shows the global population reduced to 100 people and statistics then proportioned accurately; includes media, art projects and links to participating schools worldwide.

Creative Connections [www.creativeconnections.org]
An international cultural exchange organization teaching understanding and appreciation of other cultures through art projects, performances, etc.; some programs are free.

ePals [www.epals.com]
Provides free safe connections to students, classes, and school districts worldwide in 200 countries. Classrooms area matched with others to promote cross-cultural collaborations, foreign language learning, and swap ideas.

Global Nomads Group [http://www.gng.org/]
Students discuss subjects with their peers around the world in live, facilitated videoconferences held during the school day on a variety of international issues. Programs are linked to standards and 21st century learning objectives, and accompanied by lesson plans and training for teachers.

Global School Net Foundation [www.globalschoolnet.org]
Provides free linkages to classrooms and internet-based projects around the world; many projects are aligned with 21 Century Learning Skills matrix, ICT Literacy Maps, and International Society for Technology Education (ISTE) NETS Standards.

iEARN [http://www.iearn.org/]
Non-profit organization of over 20,000 schools and youth organizations in more than 115 countries; teachers and students working online on collaborative projects.

One World Classrooms [http://www.oneworldclassrooms.org/]
American K-12 students and overseas partners at international schools share art, video and music exchanges, student-to-student language lab; many services are free.

Schools Online [www.schoolsonline.org]
A service from Relief International connecting your classroom with ones abroad needing assistance due to weather-related and other disasters and in developing areas in general.

ThinkQuest Competition, Oracle Education Foundation [www.thinkquest.org]
Teachers choose a topic, assign students, invite teachers, and collaborate with members around the world in a password protected, teacher monitored, and free environment.

Provides lesson plans and project ideas on global issues; classrooms from around the world work collaboratively online.

Student and Teacher Travel Exchange

Offers Department of State funded short-term exchanges for schoolteachers and administrators taking place during the summer, and focusing of best practices and professional development.

AFS Intercultural Programs [http://www.afs.org/]
A not-for-profit offering international exchange programs in more than 50 countries; also coordinates American host families for international students.

Bridge Volunteers [http://www.bridgevolunteers.org/]
Offers service learning and volunteer programs overseas for high school students as well as K-12 educators.

Offers programs for high school international exchanges; some scholarships are available.

Offers short-term stays in non-western countries for educators and administrators responsible for curriculum development in the humanities, languages, and area studies.

Youth for Understanding [www.yfu-usa.org]
Students live with host families in over 30 countries for an academic year, a semester, or a summer; also coordinates home-stays for foreign high school students in Americas.
Appendix 4: Resources in Kansas

The following may offer informational, in-kind, strategic, or financial support for a building an international education program or may have speakers or classroom visitors available:

Chambers of Commerce, Trade and Economic Development Offices

Greater Kansas City World Trade Center [www.kcchamber.com/KcTrade/Index.asp](http://www.kcchamber.com/KcTrade/Index.asp)
911 Main, Suite 2600
Kansas City, MO USA 64105
Phone: 816-374-3483
Contact: Mary Pyle, pyle@kcchamber.com

International Trade Council of Greater Kansas City [www.itckc.org](http://www.itckc.org)
3013 Main St.
Kansas City, Missouri 64108
Phone: 816-285-9040
Contact: info@itckc.org

1000 S.E. Jackson St., Suite 100
Topeka, KS 66612-1354
Phone: 785-296-4027
Contact: ksintl@kansascommerce.com

Kansas World Trade Center [www.kansaswtc.org](http://www.kansaswtc.org)
11 S. Market St.
Wichita, KS 67202
Phone: 316-264-5982
Contact: info@kansaswtc.org

K-12 Educational Resources

c/o Center for East Asian Studies
1440 Jayhawk Blvd., Room 201
Lawrence, KS 66045
Phone: 785-864-3918
Contact: Nancy Hope, nhope@ku.edu

Kansas State Department of Education
120 S.E. 10th St.
Topeka, KS 66612.1182
Phone: 785-296-3202
Contact: Penny Rice, price@ksde.org

Kansas World Language Association [www.kswla.org](http://www.kswla.org)
PO Box 35
Bushton, Kansas 67427-0035
Phone: 620-562-3597
Contact: Ann Cardwell, acardwell@kswla.org

US Department of Education Title IV National Resource Centers

Phone: 785-864-8015
Contact: Emmanuel Birdling, birdling@ku.edu

Center for East Asian Studies [http://www.ceas.ku.edu/outreach/index.shtml](http://www.ceas.ku.edu/outreach/index.shtml)
Phone: 785-864-3832
Contact: Randi Hacker, rhacker@ku.edu

Phone: 785-864-4237
Contact: Tatiana Wilds, tws@ku.edu

Center for Latin American Studies [http://www2.ku.edu/~latamst/outreach/index.shtml](http://www2.ku.edu/~latamst/outreach/index.shtml)
Phone: 785-864-4213
Contact: latamst@ku.edu

Phone: 785-864-4237
Contact: Tatiana Wilds, tws@ku.edu

Friends Groups and Associations

Global Learning Center, Wichita [http://www.glc-w.org/](http://www.glc-w.org/)
829 N. Market Street
Wichita KS 67214
Phone: 316-264-6884
Contact: glc@glc-w.org

International Relations Council [www.irckc.org](http://www.irckc.org)
911 Main Street, Suite 2226
Kansas City, MO 64105
Phone: 816-221-4204
Contact: irc@irckc.org

International Student Groups and Clubs at Universities

Emporia State University
1200 Commercial St., Box 4041
Emporia, KS 66801
Phone: 620-341-5375
Contact: gswift@emporia.edu

International Student Services [http://www.fhsu.edu/international/](http://www.fhsu.edu/international/)
Office of International Programs http://www.k-state.edu/oip/
Kansas State University
304 Fairchild Hall
Manhattan, KS 66506-1111
Phone: 785-532-5990
Contact: oip@k-state.edu

Office of International Programs and Services
http://www.pittstate.edu/office/international/
Pittsburg State University
118 Whitesitt Hall
Pittsburg, KS 66762-7532
Phone: 620-235-4680
Contact: vmense@pittstate.edu

International Student and Scholar Services http://www2.ku.edu/~issfacts/
University of Kansas
1450 Jayhawk Blvd., #2
Lawrence, Kansas 66045
Phone: 785-864-3617
Contact: isss@ku.edu

International Programs http://www.washburn.edu/iip/
Washburn University
1700SW College Ave.
Topeka, KS 66621
Phone: 785-670-1051
Contact: international@washburn.edu

Office of International Education
http://webs.wichita.edu/?u=inflccurrent&p=/CurrentStudent
Wichita State University
Wichita, Kansas 67260-0122
Phone: 316-978-3232
Contact: international@wichita.edu

Look for other international education resources in your area including:
Arts and cultural organizations
Business associations and local businesses with international connections
Ethnic or heritage community organizations
Friends associations and Sister City associations
Humanities councils
Media – radio, print, television
Service clubs such as Rotary International and Kiwanis
Travel agencies
United Nations Association
Report of the
Kansas Task Force
on International
Education

November 2009
Executive Summary

Americans increasingly recognize global interdependence as one of the most important developments of the twenty-first century. With one in six jobs tied to trade beyond our borders, the need to train more American students in international education is immediate and pressing. Today, the total number of students doing this nationwide is small and in Kansas even smaller. How to meet the urgent need for more knowledge of other world regions, cultures, languages, and global issues—the components of international education—is a challenge being discussed by educational leaders across the United States.

Realizing the significance of this issue to the future prosperity and security of our youth, our nation, and our state, the Kansas Committee for International Education in the Schools convened a statewide Kansas Task Force on International Education. The members of the Task Force surveyed current international education efforts in Kansas public schools, and considered future needs and priorities in this area. The Task Force’s report makes specific recommendations for future initiatives in the short and long terms. It is not intended to be a rigid blueprint for future action, but an important first step in starting a statewide discussion on the need for increased international education capacity throughout Kansas at the elementary and secondary levels.

Kansas clearly has a long way to go in creating a sustainable and coherent program in international education – with few school districts offering courses with substantial international content in AY 2008-2009, even fewer offering enrichment programs with international content, and no specialist working for the Kansas State Department of Education in this area – but Kansas has many resources and advantages that position it well for the rapid development of international education training capacity in the years to come. With strong statewide leadership, targeted planning, and broadly based public support, Kansas could well emerge as one of the national pacesetters in building K-12 international education programs over the next decade.

After considering the challenges and opportunities facing international education in Kansas, the Task Force proposes the following ambitious, but attainable goal:

By 2014, all K-12 students in Kansas should have ample opportunity for exposure to international education, whether in traditional classroom settings, through interactive distance learning (IDL) or other digital platforms, or in after-school and summer programs.

To meet these goals, the Task Force makes the following recommendations to educators, policymakers, and all concerned Kansans:

1. Make a public case for the need for international education.
2. Emphasize exposure to international education, especially in elementary and middle schools.
3. Use existing resources and structures in creative ways.
4. Expand distance learning programs.
5. Pursue grant funding and other opportunities for support.
6. Increase opportunities across the state for lifelong learning.
7. Support professional development for pre-service and in-service educators.
8. Appoint a dedicated international education consultant at the Kansas State Department of Education.

According to an ancient Dutch proverb saying, “In order to get where you want to go, you first have to leave where you are” (from Sandy Elsberg's Bread Winner, Bread Baker; Upline Press, Charlottesville, VA; 1977, p. 80), now is the time to begin making international education a priority in Kansas. The opportunity is waiting, but first we must open the door.
NEW INSTALLMENT OF THE FASTEST PIG IN THE WEST PUBLISHED

Do you remember Jimmy Lin, an active, curious 11-year old who was the hero of the KCIES chapter book, The Fastest Pig in the West? Jimmy is a boy who straddles two cultures: the Midwestern culture of Buffalo Grove, Kansas where his family runs the town's Chinese restaurant, and his ancestral culture from mainland China. The book tells the story of how Jimmy learns to understand, live with and embrace these two cultures and their differences.

Now, Jimmy is back in Fastest Pig II: Journey to the West thanks to further funding from the Freeman Foundation of New York and Stowe, Vermont. This time his travels in China are told in the format of a graphic novel. He and his friend Grace, visit the usual sites in China-the Great Wall, the Forbidden City, Tiananmen Square—and some more unusual spots including a small village where Jimmy attends a family wedding. Along the way, Jimmy meets one of the most famous characters in Chinese legend—the Monkey King—and learns some important lessons about maturity.

Fastest Pig II: Journey to the West is written in both English and Chinese. Readers can flip the book over and compare the corresponding English and Chinese texts. It will give American students an experience of how Chinese looks and sounds. The book can also be used as a Chinese language teaching tool for those interested in studying this fascinating language. A copy of Fastest Pig II: Journey to the West was given to every public library and elementary school library throughout Kansas in hopes that Jimmy's story would provide an entertaining and informative way for students to learn more about Chinese language and culture.

Teachers may receive a free copy of Fastest Pig II: Journey to the West for their classroom by contacting Randi Hacker at rhacker@ku.edu. Non-educators should send a check for $7.99 made out to CEAS/KU to Randi Hacker at Center for East Asian Studies, 1440 Jayhawk
New Legislation on Global Education Introduced

The “Excellence and Innovation in Language Learning Act” (HR 6036) which was introduced in the House of Representatives this summer, would expand teaching and learning of world languages and international education to help every young American more proficient in a second language—in addition to English—within a generation. HR 6036 promotes access to an articulated K-12 language sequence and coordinated national and state roles in foreign language instruction. The American Council on the Teaching of Foreign Languages (ACTFL) offers tools and guidance on how to make your voice heard on this issue.

Now is also a good time to invite Senator Pat Roberts to visit your school or district, especially your world language classes, since he is a member of the Senate Committee on Health Education Labor and Pensions. His support for legislation like HR 6036 in the Senate would help to increase the global competencies of Kansas students. Such support is crucial if the vision of starting language instruction early on is to be realized.

To request a visit by Senator Roberts, just go to the "Contact" info on his public website. There is also a link there to email him your thoughts on why K-12 world language instruction has become so necessary. Being able to speak more than one language has become increasingly important in our global economy and Kansas’s exports were almost NINE BILLION DOLLARS last year alone.

The Kansas in the World Award 2010

The Kansas Committee for International Education in the Schools (KCIES) awarded the fifth Kansas in the World Award for Excellence in International Education this fall. The winners were Prairie Star Elementary School and White City Schools, two very different facilities. White City Schools which serves pre-kindergarten through twelfth grades is located in a central Kansas town of 525, while Prairie Star Elementary School serves kindergarten through fifth grades in Lenexa, a Johnson County suburb with a population of 48,000.

Both schools include international content across many subject areas and grade levels using face-to-face experiences as well as online and digital resources. Exchange students have brought knowledge of and appreciation for their home countries to White City students and by extension to the community at large. At Prairie Star, the focus is on one country in particular; all students learn French language and customs culminating in a celebration of National French Week every year.

Both schools are committed to international education (usually defined as knowledge of other world regions, cultures, languages, and global issues) and will serve as role models to others in the state. They each will receive $1,000 and a handsome plaque in recognition of working to provide for student achievement in the global economy of the twenty-first century. For more information on the Award, please contact Nancy Hope.

Kansas Task Force on International Education Releases Report

The Kansas Task Force on International Education, a statewide group of policymakers, educators, and business leaders, has released a public report detailing the current status of international education programs in Kansas elementary and secondary schools, opportunities and challenges for future development, and a series of specific policy recommendations. This report is an important first step in starting a statewide discussion on the need for increased international content in the K-12 curriculum and enrichment programs so that Kansans may be prepared for the 21st century.
For more information on the task force [click here](http://www.kansasintheworld.org/kcies/index.asp).

To request a hard copy of the Kansas Task Force on International Education report, please contact KCIES Board Member Nancy Hope at [nfhope@ku.edu](mailto:nfhope@ku.edu).
Focus on International Education

Susan Dillinger, a Title 1 reading teacher at Onaga Grade School, developed lesson plans for middle school teachers on China’s Terracotta Warriors and Japan’s Samurai.

Linda Dills, who teaches technology at Chaparral High School in Anthony, has students do projects about East Asian topics in her computer and web design classes.

And Michele Radio’s gifted students at Blue Valley North High School, many of them interested in careers in international relations, discuss the difference between Japanese and American business practices.

Dillinger, Dills, and Radio share not only an interest in Asia but an experience: They attended seminars given by the Kansas Consortium for Teaching about Asia (KCTA). The twice-yearly seminars administered by the Center for East Asian Studies at the University of Kansas are designed to give teachers the knowledge and resources to educate Kansas students about a region that is vitally important to their future and to our state’s.

The 30-hour, nine-session seminars require a major commitment of time and energy from the 20 or so K-16 educators who participate. The teachers are required to follow through, to take back to their schools and demonstrably share what they’ve learned with students and colleagues.

"It’s the premier professional development course about East Asia for teachers in this area. … It’s a course that keeps on giving," said Nancy Hope, associate director of Kansas Consortium for Teaching about Asia.

"It demands participation. It takes a special teacher to be able to do this," Hope said. "We encourage more than one teacher from a school to participate, to support each other in the effort."

Through the seminar’s lectures, readings, videos, and other resources, teachers learn information that dovetails with what the state’s 6th through 12th-grade social science standards say students should learn. Teachers who complete the program, which started in Kansas in 2001 and is part of a longer-running national effort, institute lesson plans on East Asian topics – Japan, China, and Korea in particular.
“The participants are asked back the following spring to report on the implementation of their lesson plans. They tell their fellow class members what worked, and what didn’t. They share what their students have done,” Hope said. They also report on one way they shared their knowledge with people outside their classroom. That can be with their colleagues or in other school districts, by posting student work in the library, or by having their students talk in other classrooms about East Asia.

Sharing knowledge of not only Asia, but also the world at large is something the participants and the organizers believe is essential.

“For our prosperity and our security, all students need to know about the rest of the world. Trade with Asia surpassed that with Europe in 1979, and it has never looked back,” Hope said. “With two-thirds of the world's purchasing power and 97 percent of the world's consumers outside the United States, wages in export-related jobs, are estimated to pay 13 to 18 percent more on average. It's quite lucrative to a state for people to look beyond its borders.”

“Furthermore, as a nation we are experiencing the influx of new cultures,” Hope continued. “It makes us stronger to understand these cultures. It’s a resource for us.”

“It’s very important that we have some introduction to other cultures, because they’re certainly not getting it in the school hallways,” said Dills, whose district is mostly lacking in diversity. “Because of the Internet, because of technology, we deal more with other countries. The students need to respect other cultures that are very different. … Hopefully I can create a little respect for other cultures different than their own.”

In a more diverse, suburban district like Blue Valley, Radio said, the seminar brought additional benefits. “I learned more about East Asian culture. I talked to East Asian kids about things they didn’t know about their culture. … I have been bolder in trying to get my Asian kids to embrace their culture, to learn about their roots.”

Dillinger is convinced that important topics – and knowledge of Asia and the world at large is one she believes in – are best taught in a variety of subjects. “Integrate everything, pull it all together,” she said. “What you’re teaching in social studies, kids are reading about it in English. … I believe then the students learn so much more and are so much more excited.

More pragmatically, Radio said, international knowledge should be taught across the curriculum because an “international studies” elective just can’t be crammed into the busy schedules of high-achieving students already taking four years of English, accelerated math, advanced placement classes, and electives such as band or art.

The KCTA seminars are free to participants, thanks to funding from the Freeman Foundation of New York and Stowe, Vermont. If they choose, teachers can pay to receive two hours of graduate credit from KU. The Freeman Foundation provides stipends for teachers and their schools to buy materials, and gives each teacher books about Asia.
"I’m appreciative of the people willing to fund this," Radio said. "They are doing something so positive for education. … I think it’s very patriotic. I’m really touched that someone is so far thinking and that they care so much."

Seminars have been held in Lawrence, Manhattan, the Kansas City area and, in 2005, are planned for the Wichita area. Participants come from a variety of disciplines.

“We are willing to work with teachers in a variety of subject areas and grade levels," Hope said. "We can work with them so that the seminar will benefit their classroom and the lesson plans they create are useful in their classroom. It’s not a one-size fits all program."

"If they’re a language arts teacher and they teach some haiku, then it would be beneficial to them. If they’re a gifted teacher and they’re teaching about China’s Terracotta Warriors, then it would apply to them," Hope said.

“The thing that is so impressive is that the seminar is so well organized," Radio, the Blue Valley North teacher, said of the program she went through in spring 2003. "Each one of the classes offered valuable information and materials. It was very user friendly for teachers who needed to learn quickly about East Asia."

The program’s breadth also impressed her. “The East Asian program is so good because you have to start young,” she said. “It’s really useful in that it starts in the elementary years.”

“The important thing to emphasize is that it’s part of a continuum," Hope said. “It’s a more intensive part of the outreach efforts of KU’s Center for East Asian Studies.”

Those outreach efforts include resources available to any educator, not just ones taking the KCTA seminar. Outreach coordinator Randi Hacker consults with teachers about topics involving East Asia, does workshops for teachers, as well as storytelling sessions for younger students. The Center even has a listserv with lesson plans and suggestions about how to teach about Asia. Hacker can be reached at (785) 864-3832 or rhacker@ku.edu.

The KCTA, for its part, maintains a web site, www.kcta.ku.edu, that links to numerous resources for teachers and lesson plans from past participants (such as “Understanding Tiananmen Square” and “Comparative Study of Cinderella Stories”).

“The books, the materials they’ve given us are so valuable,” said Dillinger. “The opportunities just continue to present themselves.”

Those opportunities include trips for alums to such places nationally as the Field Museum in Chicago and the Missouri Botanic
IRC (International Relations Council) School Programs

Educators in the Kansas City metropolitan area may access these resources:

- **International Classroom Partnership Program** is a program which sends international students from selected Kansas City area colleges and universities to visit nearby elementary schools in order to share their life and culture with the students.

- **Portrait of Turkey Program** in conjunction with the Turkish Cultural Foundation, sponsors local teachers on a journey to Turkey in an effort towards bridging East and West. Teachers become immersed in the cultural heritage of this nation at a pivotal geographical and cultural crossroads.

- **Global Connections** provides volunteers, both IRC members and Kansas City area citizens, who share their international experience and expertise with a wide variety of schools throughout the Kansas City metro area. Global Connections speakers are available on a wide variety of topics and connect classrooms to the world in a meaningful way.

- **Great Decisions** is sponsored by the Foreign Policy Association and is a great way to teach high school students about international affairs. Booklets on current international issues and study guide are available for a fee.

- **Eliot S. Berkley Essay Contest** - an essay contest for high school juniors and seniors - new international topic announced each Sept. - winner gets $500.

2. **Students and educators within a 4-hour driving distance of Kansas City may join the Academic WorldQuest Competition**

High school teams of four students compete to see who can correctly answer the most questions on international topics. The IRC pays for the winning team and their teacher to travel to Washington DC for the national competition in April. Any school within a 4 hour drive of Kansas City could bring a team to compete in AWQ and return home in one day. It is always held on a Saturday afternoon in late
Contact the IRC Director of School Programs about these resources at:

THE INTERNATIONAL RELATIONS COUNCIL
911 MAIN STREET, SUITE 2226,
KANSAS CITY, MO 64105
(Phone) 816-221-4204
(Fax) 816-221-4206
Report of the
Kansas Task Force
on Chinese Language Training
October 2006

Kansas Committee for International Education in the Schools
www.KansasintheWorld.org
Executive Summary

Americans are increasingly recognizing the rise of China as one of the most important developments of the 21st century. With China’s impressive economic growth and rapid emergence as an international leader, the need to train more American students in the Chinese language is immediate and pressing. How to meet the urgent need for more training in Chinese language is a challenge now being actively discussed by educational leaders across the United States.

Recognizing the significance of Chinese language programs to the future prosperity and security of our youth, our nation, and our state, the Kansas Committee for International Education in the Schools convened a statewide Kansas Task Force on Chinese Language Training in early 2006. The thirteen-member Task Force surveyed the current state of Chinese language training in Kansas schools, colleges, and universities, evaluated future needs and priorities in Chinese language training, and in this report offers specific recommendations for short- and long-term initiatives. The Task Force’s report is intended not as a rigid blueprint for future action, but as an important first step in starting a statewide discussion on the need for increased Chinese language capacity throughout the Kansas educational system.

Kansas clearly has a long way to go in creating a sustainable and coherent educational pipeline in Mandarin Chinese — with only two school districts offering the language in 2005-2006 and only one certified K-12 teacher of Chinese in the state — but Kansas has many resources and advantages that position it well for the rapid development of Chinese language training capacity in the years ahead. With strong statewide leadership, targeted planning, and broadly based public support, Kansas could well emerge as one of the national pace-setters in building K-12 and post-secondary Chinese language programs over the coming decade.

After considering the challenges and opportunities facing Chinese language training in Kansas, the Task Force proposes the following ambitious but attainable goals:

- By 2011, all K-12 students in Kansas should have the opportunity for exposure to Mandarin Chinese, whether in traditional classroom settings, through interactive distance learning (IDL) or other distance learning platforms, in after-school and summer programs, or as part of introductory world language sessions.
- By 2016, Mandarin Chinese should be one of the three most-taught languages in Kansas schools, measured both by the number of students enrolled and by the number of schools offering the language.

To meet these goals, the Task Force makes the following recommendations to educators, policymakers, and all concerned Kansans:

1. Make a public case for the need for Chinese language training.
2. Emphasize exposure to Mandarin Chinese, especially in elementary and middle schools.
3. Expand distance learning programs.
4. Use existing resources and structures in creative ways.
5. Expand Chinese language training at community colleges.
6. Better articulate programs at different educational levels.
7. Aggressively pursue national grant funding and other opportunities.
8. Develop programs to “prime the pump” in the supply of certified Chinese language teachers.
9. Increase opportunities across the state for lifelong learning of Chinese.
10. Appoint a dedicated world languages consultant at the Kansas State Department of Education.
11. Convene a statewide summit on the teaching of Chinese and other critical world languages in Kansas.

According to an ancient Chinese saying, “A journey of a thousand miles begins with a single step.” Although the development of a robust infrastructure for Chinese language training in Kansas may seem like an intimidating journey, now is the time to take that all-important first step. A broadly based commitment to building Chinese language capacity, especially in Kansas schools, is essential to the future prosperity, dynamism, and well-being of our youth, our communities, and our state.

Report of the Kansas Task Force on Chinese Language Training

“If you want to get ahead, learn Mandarin.”
Time Magazine, June 19, 2006

“The task of increasing the number of American students who can demonstrate a functional proficiency in the Chinese language is undeniably urgent.”
Asia Society, Expanding Chinese Language Capacity in the United States, 2005

I. Introduction

Americans are increasingly recognizing the rise of China as one of the most important developments of the 21st century. With China’s impressive economic growth and rapid emergence as an international leader, the need to train more American students in the Chinese language is immediate and pressing. Today, the number of students nationwide who are studying Chinese is minuscule: according to recent studies, only about 34,000 American undergraduates and 24,000 K-12 students are enrolled in Mandarin Chinese classes. That compares with the 3 million taking Spanish, the most popular language in America’s schools, with French and German next.1 How to build the capacity to meet the urgent need for more training in Chinese language is a challenge now being actively discussed by educational leaders across the United States.

Recognizing the significance of Chinese language programs to the future prosperity and security of our youth, our nation, and our state, the Kansas Committee for International Education in the Schools convened a statewide Kansas Task Force on Chinese Language Training in early 2006. The thirteen-member Task Force surveyed the current state of Chinese language training in Kansas schools, colleges, and universities, evaluated future needs and priorities in Chinese language training, and in this report offers specific recommendations for short- and long-term initiatives. The Task Force’s report is intended not as a rigid blueprint for future action, but as an important first step in starting a statewide discussion on the need for increased Chinese language capacity throughout the Kansas educational system.

Two general observations about the current status of Chinese language training in Kansas are worth noting at the outset. First, as is apparent from even a cursory survey, Kansas has a long way to go in creating a sustainable and coherent pipeline, stretching from the K-12 level to undergraduate education to graduate school, for training students in Mandarin Chinese. Not only are Chinese language classes extremely rare in Kansas schools — with only two districts in the state offering courses in 2005-2006 — but little effort has historically been devoted to training qualified Chinese-language teachers, developing innovative curricula, teaching materials, and delivery systems, or articulating existing offerings across institutions and educational levels. Second, while the present state of Chinese language training in Kansas may not be optimal, it is hardly unusual by national standards. Indeed, although one might well bemoan the fact that Kansas currently has only one certified teacher of high school Chinese and one school of education offering the coursework leading to Chinese certification, that still puts Kansas ahead of most states in the region and the nation. What’s more, Kansas has many resources and advantages that position it well for the rapid development of Chinese language training capacity in the years ahead. With strong statewide leadership, targeted planning, and broadly based public support, Kansas could well emerge as one of the national pacesetters in building K-12 and post-secondary Chinese language programs over the coming decade.
II. The Current Situation

Programs

In 2005-2006, regular instruction in Mandarin Chinese was offered at four Kansas universities, one two-year college, and two high schools (see Table 1). Training aimed largely at the children of Chinese heritage speakers was also provided in several informal “community schools” across the state.

The Department of East Asian Languages and Cultures at the University of Kansas offers a full four-year sequence of Chinese language courses and an undergraduate major in Chinese. A three-year sequence of courses has recently been instituted at Kansas State University and an undergraduate minor in Chinese has been approved. Emporia State University offers two years of Mandarin Chinese, and Washburn University one, though on an irregular basis. Chinese has been taught in the past at other universities, notably Wichita State University, and introductory classes are scheduled to begin in fall 2006 at Fort Hays State University.

The only two-year institution currently offering Chinese language classes is Johnson County Community College in Overland Park, which has a four-semester sequence of courses.

At the K-12 level, Chinese training is currently available only in the Shawnee Mission and Olathe school districts in suburban Kansas City. The Center for International Studies at Shawnee Mission South High School in Overland Park has the state’s only certified K-12 Chinese teacher and offers an eight-semester sequence of Chinese classes. Olathe North High School offers two years of Chinese instruction.

Teaching Chinese to students in Shawnee Mission schools

Through its Center for International Studies, the Shawnee Mission School District has offered Chinese to its students for over a dozen years. The program is led by Tanya Low, the only certified Chinese instructor in Kansas, and she is assisted by a visiting teacher from China. This arrangement allows a native-speaking instructor — provided through a grant under the Teachers of Critical Languages Program of the U.S. Department of State’s Bureau of Educational and Cultural Affairs — to assist in the classroom. Low said in a December 2005 article in the Kansas City Star that “the native speaker assistance has been invaluable,” helping with tone authenticity among the students.

As for the Shawnee Mission students studying Chinese, they told the Star that “it’s worth the struggles — and even the chuckles of friends — to learn a language they know will be important as they start applying for college and embarking on careers.” Daniel Bernard, Shawnee Mission South junior, added that Mandarin Chinese “opens up a whole new world of opportunities; it definitely sets you apart.”

Chinese community schools, also known as “weekend schools” or “Sunday schools,” are currently operating in Kansas City, Lawrence, Manhattan, Pittsburg, and Wichita. These schools, usually managed informally by groups of parents, do not offer academic credit and the instructors are generally native speakers without training in language pedagogy.

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Enrollments

In February 2006, staff of the Kansas Committee for International Education in the Schools conducted a survey of all the educational institutions and community schools offering instruction in Mandarin Chinese in Kansas. As detailed in Table 2, only 24 Kansas high school students were studying Chinese in the spring semester 2006. Based on the estimate of 24,000 K-12 students enrolled in Chinese classes nationwide, that means Kansas only trains one-tenth of one percent of all the pre-collegiate students of Mandarin Chinese in America today. Kansas stacks up far better at the post-secondary level, where Chinese enrollments in spring 2006 totaled 22 in two-year colleges and 147 in four-year institutions. At the same time, 235 children were studying Chinese in
Kansas and China: The Business Connection

In October 2005, Governor Kathleen Sebelius led a delegation of nearly 50 Kansans on a state trade mission to China. While meeting with Chinese government officials, business leaders, and educational policymakers, the participants in the mission recognized the many promising opportunities offered by partnering with China.

“The bottom line is, we’ve opened some doors for Kansas businesses and I believe that will result in more Kansas jobs in the future,” Sebelius said.

Indeed, as John Watson, director of the Kansas Department of Commerce’s Trade Development Division explained to The Wichita Eagle, “There’s a natural symmetry of trade interests between Kansas and China." Over the years, China has grown to be Kansas’s third largest international market (behind Canada and Mexico) with more than 80 Kansas companies doing business there. The Kansas Department of Commerce calculates that in 2005 over $500 million in Kansas goods were exported to Greater China (a 49 percent increase from the prior year). Many Kansas companies have a long history with China, while others are just getting started:

Black & Veatch

Black & Veatch is a global engineering, consulting, and construction company that specializes in infrastructure development. Based in Kansas City, Missouri, and with operations in Overland Park, the privately owned firm has more than 90 offices worldwide, including in Beijing, Shanghai, Hong Kong, and Taipei.

China’s commitment to developing its water, energy, and information infrastructures has provided Black & Veatch with the opportunity to cultivate a mutually beneficial, long-term relationship with the country.

Koch Industries, Inc.

Koch Industries is a highly diversified corporation that was founded in Wichita in the 1940s. The company has a presence in 60 countries worldwide and is a leading employer in Kansas.

Koch has invested heavily in China in order to gain access to one of the fastest growing economies in the world. With a strong presence "in country," Koch Industries and its subsidiaries have been awarded numerous contracts for the paving of highways, maintained a leadership position in the fiber and polymer industries, and are currently expanding activities in the provision of pollution control equipment.

SOR, Inc.

SOR manufactures high-quality pressure and level-measuring instruments for industry. The company places a strong emphasis on relationships and collaboration, so it is no surprise that it has found success in exporting to China.

Headquartered in Lenexa, SOR also has a satellite office in China. SOR participated in the Seventh China International Cement Industry Exhibition and Technology Conference in March 2006.

Global Ground Support, LLC

Global Ground Support is an Olathe-based manufacturer of airline support products. While Global has been selling to China for nearly twelve years, it recently won major contracts to supply the Civil Aviation Administration of China with de-icing trucks to “advance the speed and efficiency of de-icing operations at Chinese airports.”

According to an article in the Kansas City Business Journal, the company partially credits the sales to face-to-face presentations in China. “Chinese business is heavily influenced by relationships,” company CEO Rick Smith said. Global Ground Support’s experience demonstrates how important knowledge of Chinese language and culture can be to successful business transactions.

III. Resources and Opportunities

Although one might well conclude that Kansas has “no place to go but up” when it comes to training in Chinese (especially at the K-12 level), the state actually has a number of important resources for building Chinese language capacity. Moreover, a variety of new initiatives on the state and national level should have a significant impact on the development of Chinese language programs, especially in Kansas high schools. Among the most important existing resources and emerging opportunities are:

Well-developed Chinese language programs at the post-secondary level. The extensive offerings in Mandarin Chinese at the state’s universities and community colleges provide significant options for Kansas students in higher education. There is existing capacity in all the institutions to train additional students, including undergraduates arriving at college with substantial high-school coursework in Chinese language.

Existing programs to train and certify K-12 Chinese teachers. The University of Kansas School of Education is one of a small number of institutions nationally — and currently the only institution in the Great Plains region — with undergraduate and graduate programs in place to produce certified teachers of Chinese language. Few students have ever availed themselves of these programs, but the degree programs and coursework are in place to immediately begin training and certifying Mandarin Chinese teachers.

A network of professional outreach programs in East Asian studies. The Center for East Asian Studies (CEAS) at the University of Kansas is a federally designated National Resource

| Table 2. ENROLLMENTS IN MANDARIN CHINESE CLASSES, SPRING 2006 |
|-------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Type of Institution | Chinese I | Chinese II | Chinese III | Chinese IV | Chinese V | Chinese VI | Chinese VII | Chinese VIII |
| University | 33  | 67  | 9  | 20  | 3  | 6  | 0  | 9  |
| 2-Year College | 15  | 7  |  |  |  |  |  |  |
| High School | 11  | 7  | 2  | 3  | 1  |  |  |  |
| Middle School |  |  |  |  |  |  |  |  |
| Elementary School |  |  |  |  |  |  |  |  |
| Community Schools | 235 |  |  |  |  |  |  |  |
Center for the study of China, Japan, and Korea. CEAS outreach programs support K-12 teachers across the state with instructional resources, curricular materials, and professional training. The Kansas Consortium for Teaching About Asia (KCTA), also at the University of Kansas, offers seminars for K-12 educators interested in integrating the study of East Asia into their classrooms. The KCTA also sponsors study tours to Asia, professional development and enrichment activities, and an online course on Asian history and culture for K-12 teachers.

A new Confucius Institute for promoting Chinese language and culture. The Confucius Institute at the University of Kansas, a cooperative project with the Chinese Language Council International, opened at the KU Edwards Campus in Overland Park in May 2006. The fourth such institute in the nation (and one of 80 in 39 countries around the world today), the Confucius Institute at the University of Kansas will offer Mandarin classes for the general public, promote Chinese language training in schools and universities, and develop programs to increase the number of certified K-12 Chinese teachers.

An ambitious new distance learning initiative. The Southeast Kansas Educational Service Center (Greenbush), in association with the Confucius Institute at the University of Kansas, will introduce a new interactive distance learning (IDL) course in Mandarin Chinese for high schools in fall 2006. The course will make introductory Chinese languages courses available to over 40 students in Auburn-Washburn, Deerfield, Holcomb, Lawrence, Maize, Marysville, and Winfield. It is anticipated that second-year Chinese will be added in 2007-2008 and the program expanded to allow additional schools to participate. Major grant proposals to further develop IDL delivery of Mandarin Chinese to Kansas schools have been submitted by Greenbush and the University of Kansas; funding decisions are currently pending.

A range of national programs to promote Chinese language training. National interest in Chinese language training, especially at the K-12 level, is high, and America’s need for expanded programs in Chinese has attracted considerable attention in the media. President Bush’s National Security Language Initiative, announced in January 2006, will target government funding to develop programs and pipelines in languages including Mandarin Chinese. An Advanced Placement (AP) examination in Chinese language and culture will be launched in 2007 and the College Board, in cooperation with the Chinese Language Council International and other entities, is developing programs to increase the number of schools offering Chinese and improve pedagogical methods, curricula, and teaching materials.

Support from the state government. The Kansas Department of Commerce has long been active in promoting trade with China, and the state opened an office in Beijing in 2005 to facilitate economic, educational, and governmental relations between Kansas and China. Governor Kathleen Sebelius led a trade mission to China in October 2005 and signed a memorandum of understanding with Chinese Minister of Education Zhou Ji that included a number of provisions for promoting the teaching of Chinese in Kansas schools and universities. 2

A variety of community resources related to China. The Chinese American population in Kansas is small (only about 9,000 according to the 2000 Census) but a significant community exists in the Kansas City metropolitan area and in other Kansas cities, including Lawrence. Another potentially valuable resource is the significant number of Chinese students studying at Kansas universities and colleges: at Emporia State University, for example, the number of undergraduate and graduate students from China is increasing rapidly. Wichita maintains a sister city relationship with Kaifeng, and Kansas has an active sister state/province relationship with Henan Province. Many Kansas businesses have well established ties with customers and suppliers in China.

Active school exchanges linking Kansas and China. Three Kansas high schools — Lansing, Olathe North, and Shawnee Mission South — currently offer student and faculty exchanges with partner schools in Kaifeng, China. These programs, supported by a grant from the Freeman Foundation and facilitated by the KCTA, send groups of Kansas teachers and students on two-week exchanges to Kaifeng, and bring their Chinese counterparts on short-term

Report of the Kansas Task Force on Chinese Language Training

Learning Chinese at Johnson County Community College

Offering four semesters of Chinese language, Johnson County Community College works to meet the demands of students and the community in Johnson County. JCCC has many partners in China, including Northwest Polytechnical University in Xi’an and Zhejiang Wandi University in Ningbo. Faculty are expected for year-long programs through these arrangements, and students also have the opportunity to study abroad. The college is one of 17 regional centers for the infusion of Asian content in the American undergraduate curriculum under the Asian Studies Development Program of the East-West Center and the University of Hawaii. A new, pilot Chinese language program will soon be launched by the Blue Valley School District. The five-hour college-credit class will be offered after school and will be taught by a JCCC instructor. "This is the first time the college will be delivering a Chinese language class to a high school," Loralee Stevens, coordinator of community outreach for credit instruction at JCCC, told the Kansas City Star in March 2006. The program will be a test to determine if enough interest is present to offer more classes.

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visits to the Kansas schools.

Pilot programs to meet short-term needs. In order to meet immediate, pressing demand at the K-12 level, the Shawnee Mission school district has taken advantage of two new national programs designed to provide qualified language instructors from China on a short-term basis to U.S. schools. Working with the KCTA, the Center for International Studies at Shawnee Mission South received a native-speaking instructor for the 2005-2006 school year under the “Volunteer Program for International Chinese Teachers” of the Chinese Language Council International. Starting in fall 2006, a Chinese teacher will work in middle schools in the Shawnee Mission district through the Teachers of Critical Languages Program of the U.S. Department of State.

IV. Challenges

For all the momentum gathering behind the expansion of Chinese language training in Kansas and across the nation, many challenges remain, especially at the K-12 level. Some of the more significant challenges facing the development of Chinese language programs in Kansas are:

An uncertain commitment to world language training in Kansas schools. All Kansas high schools must offer at least one world language to their students. According to statistics collected in 2005-2006 by the Kansas State Department of Education (KSDE), almost 60 percent of high schools offer the bare minimum, only one language. Only 70 schools statewide offer two world languages, and a mere 25 schools provide instruction in three or more languages (Figure 1). Figure 2 details the languages taught in 2005-2006: not surprisingly, Spanish dominates, followed by French and German; other languages (Latin, Japanese, Russian, Chinese, Italian, and Arabic) are taught only in a handful of schools across Kansas. One indication of the low stature of world language training in Kansas schools is the fact that the KSDE does not have a dedicated world languages consultant on staff.

A shortage of trained and certified Chinese language teachers. As is the case across the United States, Kansas suffers from a longstanding shortage of certified K-12 teachers of Mandarin Chinese. The program to train and certify Chinese teachers at the University of Kansas has attracted few students over the years and districts searching for Chinese teachers (as Olathe, Shawnee Mission, and others on the Missouri side of the Kansas City metropolitan area have discovered) face considerable frustration in recruiting qualified classroom instructors. No substantial long-term expansion of Chinese language training capacity in Kansas will be possible without an increased supply of professional, certified Chinese teachers in the state.

Competition for resources, time, and a place in the K-12 curriculum. The introduction of Chinese language training into Kansas schools raises many concerns all too familiar to Kansas educators and school administrators: Where will the financial resources to support another world language come from? Do students have time, in their already busy daily schedules, to fit in an additional elective like Chinese? Is the high school curriculum a zero-sum game, so that if Chinese language is gained, then something else has to be lost? How will offering Chinese affect enrollments in languages like French and German?

The demands of No Child Left Behind. Educators around the nation have expressed concern that the federal No Child Left Behind Act, with its strong emphasis on reading and mathematics assessments, will lead many school districts to divert resources, energy, and classroom time away from other curricular areas, notably world languages.

Untested interest in Chinese among students and communities. Since training in Mandarin Chinese has never been an option in the vast majority of Kansas towns and cities, the demand for Chinese language classes among students and their parents is largely unknown. Qualitative evidence suggests that interest in Chinese training in the schools is rising, a fact confirmed by the strong response from across the state to the new Greenbush/Confucius Institute IDL course. A 2003 survey of 3,000 Kansans by the Kansas Committee for International Education in the Schools revealed the strong public belief that, after Spanish, training in East Asian languages (Chinese and Japanese) was most important for the future of Kansas youth.

The challenges of learning Mandarin Chinese. Chinese is generally accepted as a difficult language for most native English (and Spanish) speakers to master. The U.S. State Department groups Mandarin Chinese (along with Arabic, Cantonese, Japanese, and Korean) among the most time-consuming languages for American students seeking advanced proficiency. This relative difficulty only underscores the importance of strong pedagogical methods, rigorous foundational training, effective teaching materials, well articulated pipelines of instruction, and ongoing institutional commitment to the long-term development of successful programs in Chinese in our schools, colleges, and universities.

V. Recommendations

Given the rising importance of China to the economic, political, and cultural future of Kansas, the United States, and the world, increased public knowledge of Mandarin Chinese should be a leading educational priority in our state and across the nation. To prepare young Kansans for the complex global economy and diverse political and culture landscape of the coming decades, the Task Force on Chinese Language Training proposes the following ambitious but attainable goals:

• By 2011, all K-12 students in Kansas should have the opportunity for exposure to Mandarin Chinese, whether in traditional classroom settings, through IDL or other distance learning programs, or through other means.

Report of the Kansas Task Force on Chinese Language Training
learning platforms, in after-school and summer programs, or as part of introductory world language sessions.

By 2016, Mandarin Chinese should be one of the three most-taught languages in Kansas schools, measured both by the number of students enrolled and by the number of schools offering the language.

To meet these goals, the Task Force makes the following recommendations to educators, policymakers, and all concerned Kansans:

1. Make a public case for the need for Chinese language training. Businesses, legislators, the media, communities, and youth all need to be engaged, informed, and mobilized. The importance of training in Chinese language and culture to workforce development and to the preparation of young Kansans for the jobs and careers of the future should be emphasized. Colleges and universities, community and government leaders, and organizations like the Kansas Committee for International Education in the Schools need to be in the forefront of this campaign to raise public awareness.

2. Emphasize exposure to Mandarin Chinese, especially in elementary and middle schools. Learning Chinese should be introduced to Kansas students from a young age as something enjoyable, valuable, and achievable. While adding dedicated Chinese languages courses is important, developing student interest in Chinese through early exposure is no less essential to the long-term success and sustainability of a Chinese language pipeline through Kansas schools, colleges, and universities.

3. Expand distance learning programs. The delivery of Chinese language training through interactive distance learning and online instruction seems particularly well suited to Kansas, given the state’s geography and demographics. IDL programs like the Greenbush/Confucius Institute initiative, which will have an immediate impact around the state, should be extended to include more schools and more levels. Online courses, several of which are currently in development in China and the United States, should be evaluated for use in Kansas. The use of distance learning technology to expand Chinese language training in community colleges should also be explored.

4. Use existing resources and structures in creative ways. Student familiarity with and interest in Chinese language can be effectively promoted by working through existing curricula, supplementing familiar programs, and tweaking proven models. The development of summer language camps and after-school programs incorporating Chinese, the creation of Mandarin Chinese “kits” for use in elementary classrooms, and the systematization of “student ambassador” programs (bringing native Chinese speakers studying at Kansas universities into local schools) should be actively pursued.

5. Expand Chinese language training at community colleges. Although Mandarin instruction is relatively well developed at the state’s public universities and in one major community college, a future “missing link” in the Chinese training pipeline may well be the state’s two-year institutions. Priority should be given to developing Chinese language programs, and world language programs more generally, in the state’s community colleges.

6. Better articulate programs at different educational levels. To create an effective pipeline for students through the schools and on to college or university, better articulation of Chinese language programs (especially between high school and post-secondary institutions, and between community colleges and universities) should be studied and implemented.

7. Aggressively pursue national grant funding and other opportunities. Schools across the state should make the maximum advantage of existing initiatives like the Volunteer Program for International Chinese Teachers as well as actively seek funds to expand Chinese training through grants like the Teachers of Critical Languages Program and the Foreign Language Assistance Program.

8. Develop programs to “prime the pump” in the supply of certified Chinese language teachers. In order to meet the state’s long-term need for certified Chinese language teachers, immediate action must be taken to start the flow of students through the existing training and certification program at the University of Kansas. Funding should be sought for a scholarship or loan forgiveness program to encourage promising young people to pursue careers as K-12 Chinese language teachers. Initiatives to train certified teachers of other world languages in Chinese and to gain Kansas certification for native speakers of Mandarin Chinese should also be explored.

9. Increase opportunities across the state for lifelong learning of Chinese. Community Chinese language courses like those offered by the Confucius Institute and Johnson Community College should be extended across Kansas. The use of distance learning technology to increase access to Chinese language training for adult learners should also be explored.

10. Appoint a dedicated world languages consultant at the Kansas State Department of Education. Such an investment by the State Board of Education would not only substantially support language teaching across the state, but would send an important message about the importance of world languages to the educational system and the future of Kansas. As in some other states, the world languages consultant might also provide leadership and support for international education efforts at the K-12 level.

11. Convene a statewide summit on the teaching of Chinese and other critical world languages in Kansas. To build on the work of the Kansas Task Force on Chinese Language Training and forge a broader consensus on the need for increased emphasis on Mandarin Chinese and other strategic languages in our schools, a statewide summit of legislators, policymakers, business leaders, and educators should be convened within the next six months. This summit would raise public awareness of the need for a new commitment to critical language programs and engage key constituencies in the effort to expand Chinese language training in our schools, colleges, and universities.

According to an ancient Chinese saying, “A journey of a thousand miles begins with a single step.” Although the development of a robust infrastructure for Chinese language training in Kansas may seem like an intimidating journey, now is the time to take that all-important first step. A broadly based commitment to building Chinese language capacity, especially in Kansas schools, is essential to the future prosperity, dynamism, and well-being of our youth, our communities, and our state.

Endnotes

2. The memorandum of understanding, signed October 24, 2005, is available at internationaled.org/moa/Kansas%20MOU%20with%20China%20final.pdf.
3. A summary of the survey results is available at www.kansasintheworld.org/kcies/iefocus.asp.
Appendix 1
Members of Kansas Task Force on Chinese Language Training

Raffaele DeVito, School of Business, Emporia State University and Chair, Kansas International Trade Coordinating Council
Manuela Gonzalez-Bueno, School of Education, University of Kansas
Jan Heinen, Director of Middle Level Education, Olathe Schools
Ken Holland, Associate Provost for International Programs, Kansas State University
Nancy Hope, Center for East Asian Studies and Confucius Institute at the University of Kansas

Carolyn Kadel, Director of International Education, Johnson County Community College
Keith McMahon, Chair, Department of East Asian Languages and Cultures, University of Kansas
Robert F. Riordan, Vice President, Black & Veatch
Melanie Stuart-Campbell, Kansas State Department of Education
Karen Tritt, President, Kansas World Language Association
William M. Tsutsui, Center for East Asian Studies and Confucius Institute at the University of Kansas
Sheree Willis, Center for East Asian Studies and Confucius Institute at the University of Kansas
Carol Woolbright, Southeast Kansas Education Service Center, Greenbush

Appendix 2
About the Kansas Committee for International Education in the Schools

The Kansas Committee for International Education in the Schools (KCIES) is a statewide group of policymakers, educators, representatives of the business community, and other interested individuals first organized in 2003. The KCIES promotes the infusion of international topics into the K-12 curriculum, raises public awareness of the need for international education, and provides resources for teachers, students, parents, and communities. The KCIES also sponsors the annual Kansas in the World Awards for Excellence in International Education. Housed in the Center for East Asian Studies at the University of Kansas, the KCIES has received generous grant funding from the Asia Society, the Longview Foundation, the Freeman Foundation, the American Forum East Asian Studies at the University of Kansas, and the Kansas Asia Community Connection.

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More information on the Kansas Committee for International Education in the Schools is available online at www.KansasintheWorld.org.

Contact us at
Kansas Committee for International Education in the Schools
Center for East Asian Studies
The University of Kansas
1440 Jayhawk Blvd., Room 201
Lawrence, KS 66045
785.864.3849 (Phone)
785.864.5034 (Fax)
rhacker@ku.edu

Appendix 3
Useful Web Sites

Data and documents supporting K-12 Chinese language programs
• www.waskasia.org/chinese/index.htm from the Chinese Language Programs in American Schools.
• www.internationaled.org/language.htm from Asia and International Studies in the Schools.
• tse.export.gov/ from TradeStats Express.
• www.cia.gov/cia/publications/factbook/geos/ch.html from the CIA.

Standards for K-12 Chinese language programs
• www.classik2.org/Files/about.htm from the Chinese Language Association of Secondary-Elementary Schools.
• nfcia-state.edu/pubs/standards/guide.pdf from the National K-12 Foreign Language Resource Center.
• www.klds.org/outcomes/istdx.pdf from the Kansas State Department of Education.

Finding Chinese language teachers and IDL programs
• www.classik2.org from the Chinese Language Association of Secondary-Elementary Schools.
• www.ncuscr.org/TeachersExchange/TEP.htm from the US-China Teachers Exchange Program; contact Margot Landman, mlandman@ncuscr.org.
• www.greenbush.org/IDL/home.html from the IDL network at SE Kansas Educational Service Center; contact Carol Woolbright, carol.woolbright@greenbush.org.
• english.hanban.edu.cn/teacher from the Hanban Volunteer Teacher Program; contact Nancy Hope, nfhope@ku.edu.

Online materials for Chinese language study
• Chengo | www.elanguage.cn
• Linese | www.linese.com/model/english/pub/index.jsp
• Hanban's Online College of Chinese | www.hanban.cn/en/default.asp
• Global Chinese Language and Culture Center | edu.oac.gov.tw/home_en.htm
• Learning Chinese On-line | www.csulb.edu/~txie/content.htm
• Teaching and Learning Chinese | www2.kenyu.edu/Depts/ML/Chinese/
• Conversation Mandarin online | www.csulb.edu/~txie/ccol/content.htm
• Chinese Characters and Culture | zhongwen.com
• Basic Chinese grammar | www.rct.rutgers.edu/~rrsimon/chingram/
• Real Chinese | www.bbc.co.uk/languages/chinese/reall_chinese/
• Learn Chinese | www.chinese-tools.com/learn/chinese
• Languages on Line | eleaston.com/chinese.html
• DimSum: Chinese Reading Assistant and Dictionary | www.mandarintools.com

Report of the Kansas Task Force on Chinese Language Training
Appendix 4

Resources in Kansas

The following are organizations that might offer informational, in-kind, strategic, or financial support for building a Chinese language program:

Chambers of commerce, local/state trade offices, economic development offices

- **Asian-American Chamber of Commerce of Kansas City**
  8645 College Blvd., Suite 101A
  Overland Park, KS 66210
  www.asianchamberkc.com
  Phone: 913.338.0774
  Fax: 913.451.9680
  Contact: Renee Stevenson, Executive Director
  rstevenson@asianchamberkc.com

- **Greater Kansas City World Trade Center**
  911 Main, Suite 2600
  Kansas City, MO USA 64105
  www.kcchamber.com/KcTrade/Index.asp
  Phone: 816.374.5483
  Fax: 816.444.8108
  Contact: Mary Pyle, Managing Director
  pyle@kcchamber.com

- **International Trade Council of Greater Kansas City**
  3013 Main St.
  Kansas City, Missouri 64108
  www.itckc.org
  Phone: 816.285.9040
  Fax: 816.285.9001
  Contact: Gabe DiGiorgio, President
  info@itckc.org

- **Kansas World Trade Center**
  111 S. Market St.
  Wichita, KS 67202
  www.kansaswtc.org
  Phone: 316.264.5982
  Fax: 316.264.5983
  Contact: info@kansaswtc.org

- **Taipei Economic and Cultural Office in Kansas City**
  3100 Broadway, Suite 800
  Kansas City, MO 64111
  www.teco-us.org/missouri.cfm
  Phone: 816.531.1298
  Fax: 816.531.3066
  Contact: kcteco@sbcglobal.net

Chambers of commerce, local/state trade offices, economic development offices, Chinese language and culture centers

- **Consulate General of the People's Republic of China in Chicago**
  Education Office
  3522 W. Peterson Ave.
  Chicago, IL 60659
  www.chinaconsulatechicago.org/eng/jy/
  Phone: 773.279.0701
  Fax: 773.279.0370
  Contact: chinaconsul_chi_us@mfa.gov.cn

- **Kansas State University, Dept. of Modern Languages and Literature**
  1200 Commercial St., Box 4024
  Emporia, KS 66801
  www.emporia.edu/modlan/modlan.htm
  Phone: 620.341.5424
  Fax: 620.341.5681
  Contact: stormonl@emporia.edu

- **Johnson County Community College, Community Services Dept.**
  12345 College Blvd.
  Overland Park, KS 66210
  www.jccc.net/home/depts/001420
  Phone: 913.469.8500 x3903
  Fax: 913.469.2585
  Contact: sknopp@jccc.edu

- **Johnson County Community College, Foreign Languages Dept.**
  12345 College Blvd.
  Overland Park, KS 66210
  www.jccc.net/home/depts/1105
  Phone: 913.469.8500 x3903
  Fax: 913.469.2585
  Contact: sknopp@jccc.edu

- **University of Kansas, Dept. of East Asian Languages and Culture**
  1445 Jayhawk Blvd., Room 2118
  Lawrence, KS 66545
  www2.ku.edu/~ealc/ealc.html
  Phone: 785.864.3100
  Fax: 785.864.4298
  Contact: ealc@ku.edu

- **Washburn University, Dept. of Modern Languages**
  Morgan Hall 375
  1700SW College Ave.
  Topeka, KS 66621
  www.washburn.edu/cas/is/
  Phone: 785.670.1714
  Contact: marva.early@washburn.edu

Friends associations and heritage community organizations

- **Edgar Snow Memorial Fund Inc.**
  2501 Holmes
  Kansas City, MO 64108
  Phone: 816.235.8856
  Contact: Karen Canon
  edgarsnow@umkc.edu

- **Society for Friendship with China, Inc.**
  12101 Pawnee Lane
  Leawood, KS 66209
  www.chinagardensociety-kc.org
  Phone: 913.491.6770
  Fax: 913.491.6366
  Contact: Robert S. Chien
  robert@qianchien.com

- **US – China Peoples Friendship Association**
  201 Woodbridge Lane
  Kansas City, MO 64145
  www.uscpfa.org
  Phone: 816.942.6307
  Fax: 816.363.6603
  Contact: Joyce Cox
  joycecox@worldnet.att.net
K-12 educational resources
Center for East Asian Studies,
University of Kansas
1440 Jayhawk Blvd., Room 201
Lawrence, KS 66045
www.ceas.ku.edu/
Phone: 785.864.3849
Fax: 785.864.5034
Contact: ceas@ku.edu

Kansas State Department of Education
State and Federal Programs Team
120 S.E. 10th St.
Topeka, KS 66612.1182
Phone: 785.296.7929
Contact: Melanie Stuart-Campbell
mstuart@ksde.org

Kansas Consortium for Teaching about Asia
Kansas World Language Association
www.kswla.org
Contact: Phyllis Farrar, Executive Secretary
pfarrar@sunflower.com

Sister States/Sister Cities Associations
Sister States of Kansas and Henan Province, China
Kansas Department of Commerce & Housing, Trade Development Division
1000 S.E. Jackson St., Suite 100
Topeka, KS 66612-1354
Phone: 785.296.1866
Fax: 785.296.5263
Contact: John Watson
jwatson@kansascommerce.com

Sister Cities Association of Leawood and I-Lan, Taiwan
3519 W. 100th St.
Leawood, KS 66206
(913) 341-9729
Contact: Roxanne Wu-Rebein
r5rebein@kc.rr.com

Sister Cities Association of Wichita and Kaifeng, Henan Province
Wichita City Council Office
455 N. Main St.
Wichita, KS 67202
Phone: 316.268.4331
Fax: 316.268.4333
Contact: Carla Shull
cshull@wichita.gov

Be sure to check what else is available in your area, including:
Arts and cultural organizations
Business associations and local businesses with China connections
International relations and humanities councils
Media – radio, print, television
Service clubs such as Rotary International
Student organizations
Travel agencies
United Nations associations
Report of the Kansas Task Force on Chinese Language Training
October 2006
Executive Summary

Americans are increasingly recognizing the rise of China as one of the most important developments of the 21st century. With China’s impressive economic growth and rapid emergence as an international leader, the need to train more American students in the Chinese language is immediate and pressing. How to meet the urgent need for more training in the Chinese language is a challenge now being actively discussed by educational leaders across the United States.

Recognizing the significance of Chinese language programs to the future prosperity and security of our youth, our nation, and our state, the Kansas Committee for International Education in the Schools convened a statewide Kansas Task Force on Chinese Language Training in early 2006. The thirteen-member Task Force surveyed the current state of Chinese language training in Kansas schools, colleges, and universities, evaluated future needs and priorities in Chinese language training, and in this report offers specific recommendations for short- and long-term initiatives. The Task Force's report is intended not as a rigid blueprint for future action, but as an important first step in starting a statewide discussion on the need for increased Chinese language capacity throughout the Kansas educational system.

Kansas clearly has a long way to go in creating a sustainable and coherent educational pipeline in Mandarin Chinese — with only two school districts offering the language in 2005-2006 and only one certified K-12 teacher of Chinese in the state — but Kansas has many resources and advantages that position it well for the rapid development of Chinese language training capacity in the years ahead. With strong statewide leadership, targeted planning, and broadly based public support, Kansas could well emerge as one of the national pacesetters in building K-12 and post-secondary Chinese language programs over the coming decade.

After considering the challenges and opportunities facing Chinese language training in Kansas, the Task Force proposes the following ambitious but attainable goals:

- By 2011, all K-12 students in Kansas should have the opportunity for exposure to Mandarin Chinese, whether in traditional classroom settings, through interactive distance learning (IDL) or other distance learning platforms, in after-school and summer programs, or as part of introductory world language sessions.
- By 2016, Mandarin Chinese should be one of the three most-taught languages in Kansas schools, measured both by the number of students enrolled and by the number of schools offering the language.

To meet these goals, the Task Force makes the following recommendations to educators, policymakers, and all concerned Kansans:

1. Make a public case for the need for Chinese language training.
2. Emphasize exposure to Mandarin Chinese, especially in elementary and middle schools.
3. Expand distance learning programs.
4. Use existing resources and structures in creative ways.
5. Expand Chinese language training at community colleges.
6. Better articulate programs at different educational levels.
7. Aggressively pursue national grant funding and other opportunities.
8. Develop programs to "prime the pump" in the supply of certified Chinese language teachers.
9. Increase opportunities across the state for lifelong learning of Chinese.
10. Appoint a dedicated world languages consultant at the Kansas State Department of Education.
11. Convene a statewide summit on the teaching of Chinese and other critical world languages in Kansas.

According to an ancient Chinese saying, “A journey of a thousand miles begins with a single step.” Although the development of a robust infrastructure for Chinese language training in Kansas may seem like an intimidating journey, now is the time to take that all-important first step. A broadly based commitment to building Chinese language capacity, especially in Kansas schools, is essential to the future prosperity, dynamism, and well-being of our youth, our communities, and our state.
October 2007 Update
to the Report of the Kansas Task Force
on Chinese Language Training

In October 2006, the Kansas Task Force on Chinese Language Training, a statewide group of policymakers, educators, and business leaders, released a public report detailing the current status of Chinese language programs in Kansas, opportunities and challenges for future development, and a series of specific policy recommendations. This report was an important first step in starting a statewide discussion on the need for increased Chinese language capacity throughout the Kansas educational system.

One year on, the progress in building Chinese language training capacity in Kansas schools, colleges, universities, and communities has been substantial. Whether measured by the number of students enrolled in Mandarin classes, the growing list of school districts offering the language, or the scale of new initiatives (from enrichment opportunities and summer camps to ambitious grant-funded projects and distance-learning programs), the achievements of the past year have borne out the potential for growth identified in the Task Force report. This update provides an overview of the developments in Chinese language education in Kansas in the 2006-2007 academic year and updates progress on the eleven recommendations made by the Kansas Task Force on Chinese Language Education.

Growth in Enrollment and Opportunities

Data collected by staff of the Kansas Committee for International Education in the Schools in April 2007 show that Mandarin Chinese is being offered by substantially more schools, colleges, and universities in Kansas, and is being studied formally by far more Kansas students, than was the case a year earlier in spring 2006.

At the post-secondary level, eight Kansas colleges and universities offered Chinese in 2006-2007, up from only five in 2005-2006. These institutions were Emporia State University, Fort Hays State University, Johnson County Community College, Kansas State University, Southwestern College, the University of Kansas, Washburn University, and Wichita State University. Enrollments increased approximately 26% from spring 2006 to spring 2007, reflecting growth trends nationally in the demand for Chinese among college students.

<table>
<thead>
<tr>
<th>Chinese: Post-Secondary</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Classical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>176</td>
<td>26</td>
<td>48</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>269</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>0</td>
<td>112</td>
<td>10</td>
<td>42</td>
<td>0</td>
<td>10</td>
<td>11</td>
<td>185</td>
</tr>
<tr>
<td>Total 2006-2007</td>
<td>176</td>
<td>138</td>
<td>58</td>
<td>51</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>475</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>33</td>
<td>67</td>
<td>9</td>
<td>20</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>147</td>
</tr>
</tbody>
</table>
At the high school level, the growth of Chinese language programs has been even more striking. In spring 2006, two school districts offered Chinese, Kansas had only one certified teacher of Mandarin, and just 24 students were enrolled in Chinese classes. One year later, Chinese was being offered in eleven districts, with two certified teachers, and 65 enrolled students. Instruction was offered in a variety of forms: traditional classes with teachers in the classroom (Olathe, Shawnee Mission), interactive distance learning classes (Deerfield, Holcomb, Lawrence Free State, Maize, Marysville, Washburn Rural, Winfield), cooperative programs with a community college (Blue Valley), and independent study supplemented by adult education classes (Oskaloosa).

<table>
<thead>
<tr>
<th>Chinese: High Schools</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Total</th>
</tr>
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<tr>
<td>Fall 2006</td>
<td>64</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>0</td>
<td>54</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total 2006-2007</strong></td>
<td><strong>64</strong></td>
<td><strong>54</strong></td>
<td><strong>4</strong></td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>24</strong></td>
</tr>
<tr>
<td>Spring 2006</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the K-8 level, formal programs in Chinese language began to appear in 2006-2007. 25 students enrolled in formal classes in spring 2007 at the Pittsburg Middle School as the first step in USD 250's ambitious Foreign Language Assistance Program (FLAP) funded grant to begin Chinese instruction. Five 7th- and 8th-grade students in Shawnee Mission took daily Chinese classes, while over 100 from the 2nd to 6th grades had regular weekly sessions in Mandarin. Additional enrichment and exposure sessions, as well as after-school programs, were held for Hays, Maize, and Olathe elementary and middle school classes; approximately 1000 students participated in these activities in Maize alone.

<table>
<thead>
<tr>
<th>Chinese: K-8</th>
<th>Regular Classes</th>
<th>Enrichment and Exposure Sessions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006, Spring 2007</td>
<td>142</td>
<td>1040</td>
<td>1182</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Indications are that the rapid growth in Chinese language training in Kansas seen over the past year will continue and even accelerate (especially at the K-12 level) in 2007-2008. As of fall 2008, there are ten certified teachers of Chinese in the state, with formal classes being offered in 21 districts. Expanded IDL options, the new FLAP-funded program in Galena, the launch of Chinese classes in Wichita, and the start of the Kansas State Department of Education (KSDE) Visiting Teacher from China Program (detailed below) are all contributing significantly to the increasing pace of development in Kansas schools.

**Making Strategic Progress**

The October 2006 report of the Kansas Task Force on Chinese Language Training...
included eleven strategic recommendations for jump-starting Chinese programs in Kansas schools, colleges, universities, and communities. Although much work remains to be done, progress over the past year on these recommendations has been significant.

1. Make a public case for the need for Chinese language training. Businesses, legislators, the media, communities, and youth all need to be engaged, informed, and mobilized. The importance of training in Chinese language and culture to workforce development and to the preparation of young Kansans for the jobs and careers of the future should be emphasized.

Interest in the teaching of foreign languages (and especially Chinese) in our schools remains high in Kansas as it does around the country. Media reports on the need for new investments in language training in America continue to proliferate and President Bush has recently proposed enhancements to the National Security Language Initiative (NSLI) which seeks to develop capacity in strategic languages like Mandarin Chinese. Organizations like the Kansas World Language Association, Kansas Committee for International Education in the Schools, and the Confucius Institute at the University of Kansas have been active in advocating for enhanced foreign language training in the state. Nevertheless, much more can be done to raise public awareness of this issue and to engage elected officials and the business community in efforts to build Chinese language programs at the K-12 and post-secondary levels.

2. Emphasize exposure to Mandarin Chinese, especially in elementary and middle schools. Learning Chinese should be introduced to Kansas students from a young age as something enjoyable, valuable, and achievable.

Pioneering programs in offering exposure and elementary training in Chinese language to elementary and middle school students began in 2006-2007 and will be expanded significantly in 2007-2008. For example, after-school and early exposure programs have been offered in several districts, including Pittsburg, Shawnee Mission, and Hays; Chinese language summer camps were held at the Confucius Institute in Overland Park and in the Shawnee Mission school district. Pittsburg is now offering Chinese at the middle school level and plans to build the program, year by year, through high school. Several school districts in the Kansas City metropolitan area are currently exploring PK programs in Chinese.

3. Expand distance learning programs. The delivery of Chinese language training through interactive distance learning (IDL) and online instruction is well suited to Kansas, given the state’s geography and demographics.

In 2006-2007, the IDL program organized by the Confucius Institute at the University of Kansas and the Southeast Kansas Education Service Center (Greenbush) brought introductory Mandarin classes to seven Kansas school districts and 45 high school students. In 2007-2008, this program has expanded to 62 students in nine high schools across the state and in Arkansas, with classes at the first- and second-year levels. IDL instruction in Chinese is also originating from Pittsburg and Maize (through Greenbush) and the South Central Kansas Education Service Center (Clearwater), bringing Mandarin to six additional high schools. IDL is also being used to provide Chinese within the Wichita district, with classes taught by a certified Chinese teacher at
Wichita North High School. Kansas has been a leader nationally in the delivery of Chinese training by IDL and continued growth in these programs appears likely.

4. **Use existing resources and structures in creative ways.** Student familiarity with and interest in Chinese language can be effectively promoted by working through existing curricula, supplementing familiar programs, and tweaking proven models.

In addition to the new Chinese language summer camps and after-school programs around the state, a variety of after-school, enhancement, and teacher training sessions will be offered by IDL in 2007-2008 by the Clearwater Service Center and Greenbush (in partnership with the Confucius Institute). Professional development programs for K-12 teachers on Mandarin Chinese have also been offered by the KU Center for East Asian Studies. Integrating the study of Chinese history and culture into social studies, reading, art, and other subject areas is an important means of supporting and enriching offerings in Chinese language; programs to provide teachers the background to do this are offered by the Kansas Consortium for Teaching About Asia, the KU Center for East Asian Studies, and the Global Learning program at Wichita State University. Despite such activity around the state, much room remains to develop new resources and new programs to facilitate exposure to the Chinese language and Chinese culture in Kansas classrooms.

5. **Expand Chinese language training at community colleges.** Priority should be given to developing Chinese language programs, and world language programs more generally, in the state’s community colleges.

Johnson County Community College remains the only two-year institution in the state offering Chinese language courses. As instruction in Mandarin at the K-12 level continues to expand, demand for Chinese classes at the post-secondary level will naturally increase. Efforts should now be underway to encourage Chinese language offerings at community colleges, perhaps using distance learning technology or involving partnerships with Kansas colleges and universities already providing Chinese in their curricula.

6. **Better articulate programs at different educational levels.** To create an effective pipeline for students through the schools and on to college or university, better articulation of Chinese language programs (especially between high school and post-secondary institutions, and between community colleges and universities) should be studied and implemented.

As instruction in Mandarin Chinese spreads through Kansas schools, the need to better articulate secondary and post-secondary programs is certain to increase. As K-12 curricula in Chinese are designed in individual school districts and at a statewide level, the issue of articulation with community college and university programs, as well as alignment with AP Chinese standards, should be addressed.

7. **Aggressively pursue national grant funding and other opportunities.** Schools across the state should actively seek funds to expand Chinese training through grants like the Teachers of Critical Languages Program and the Foreign Language Assistance Program.
Pittsburg and Galena have both won FLAP grants from the U.S. Department of Education to develop new programs in Chinese language. Administrators from several Kansas districts and Greenbush have participated in College Board sponsored study tours to China and Asia Society conferences designed to encourage the establishment of K-12 Chinese programs. As further opportunities for funding arise, especially under the federal National Security Language Initiative, Kansas school districts and educational organizations should be well positioned to gain support for new Chinese language projects.

8. Develop programs to “prime the pump” in the supply of certified Chinese language teachers. In order to meet the state’s long-term need for certified Chinese language teachers, immediate action must be taken to start the flow of students through the existing training and certification program at the University of Kansas.

Two important new initiatives to meet the growing demand for certified Chinese teachers in Kansas are now underway:
• In November 2006, the Kansas State Department of Education signed a memorandum of understanding with the Office of the Chinese Language Council International (Hanban) to allow certified teachers from China to teach in Kansas schools for periods of up to three years. KSDE, working with Hanban, Huazhong Normal University (Wuhan, China), and the Confucius Institute at the University of Kansas, screens, provides orientation for, and mentors teachers from China for placement in Kansas school districts. In 2007-2008, six visiting teachers from China are teaching in Kansas. Mirroring the Visiting Teacher from Spain Program (which has a successful track record of more than five years), the new China program provides Kansas districts the opportunity to place highly qualified and well-trained Chinese teachers in classrooms now.
• Starting in fall 2007, the Confucius Institute is offering five $7500 Accelerated Chinese Teacher Certification Scholarships to students in the KU School of Education licensure program in Mandarin Chinese. Over the coming years, a regular flow of certified Chinese teachers ready for employment in Kansas schools will be available through this program.

9. Increase opportunities across the state for lifelong learning of Chinese. Community Chinese language courses like those offered by the Confucius Institute and Johnson County Community College should be extended across Kansas.

The Confucius Institute at the University of Kansas has offered community Chinese language classes in Lawrence and Overland Park since fall 2006 and enrolled more than 250 students over the first year. Community extension classes from JCCC have also been in high demand. Using distance learning technology, the Confucius Institute plans to offer introductory courses in conversational Mandarin to adult learners in Topeka, Wichita, and Parkville/Kansas City Northland in spring 2008.

10. Appoint a dedicated world languages consultant at the Kansas State Department of Education.
Phyllis Farrar was appointed as World Languages and ESL Program Consultant at KSDE in January 2007. In addition to supporting the work of language teachers across the state, she is leading a review of the Kansas Foreign Language Standards and coordinating the Visiting International Teachers Program with Spain and China. This commitment to world languages by KSDE will bring long-term benefits to Kansas students, teachers, parents, and communities.

11. Convene a statewide summit on the teaching of Chinese and other critical world languages in Kansas. To build on the work of the Kansas Task Force on Chinese Language Training and forge a broader consensus on the need for increased emphasis on Mandarin Chinese and other strategic languages in our schools, a statewide summit of legislators, policymakers, business leaders, and educators should be convened.

A day-long Kansas Summit on Strategic Language was held on December 19, 2006 in Topeka and was attended by over 100 education and business leaders from across the state. Information from the Summit is available at www.KansasintheWorld.org. A follow-up event, an intensive workshop for administrators and teachers on starting Chinese language programs in Kansas schools, will be held on December 4, 2007.

Looking Ahead

China’s prominence in world affairs, and especially in the global economy, continues to grow today. The importance of Chinese language programs to the future prosperity and security of our youth, our nation, and our state is even more apparent now than when the report of the Kansas Task Force on Chinese Language Training was released in 2006. Over the past year, a variety of institutions and individuals around the state have risen to the challenge of expanding Chinese language capacity, taking advantage of the resources available here in Kansas and creating pioneering programs in schools, colleges, and communities. Sustaining this progress, ensuring high standards, and bringing Chinese to even more Kansas students will require energy, commitment, and collaboration, but the broadly based and growing support for Mandarin Chinese among educators, parents, policymakers, and the business community in Kansas bodes well for the future.

The fundamental goals articulated by the Kansas Task Force on Chinese Language Training in 2006 seemed ambitious indeed at a time when only 24 Kansas school students were studying Mandarin. Today, these goals still appear bold, but after a string of impressive accomplishments in Chinese education in Kansas, they seem more attainable than they may have just a year ago:

• By 2011, all K-12 students in Kansas should have the opportunity for exposure to Mandarin Chinese, whether in traditional classroom settings, through IDL or other distance learning platforms, in after-school and summer programs, or as part of introductory world language sessions.

• By 2016, Mandarin Chinese should be one of the three most-taught languages in Kansas schools, measured both by the number of students enrolled and by the number of schools offering the language.

For more information on this Update, please contact William M. Tsutsui (btsutsui@ku.edu, 785-864-9435) at the Kansas Committee for International Education in the Schools. The 2006 Report of the Kansas Task Force on Chinese Language Training is available online at www.KansasintheWorld.org
Update to the Report of the Kansas Task Force on Chinese Language Training for Academic Year 2007-2008

In October 2006, the Kansas Task Force on Chinese Language Training, a statewide group of policymakers, educators, and business leaders, released a public report detailing the current status of Chinese language programs in Kansas, opportunities and challenges for future development, and a series of specific policy recommendations. This report was the first step in starting a statewide discussion on the need for increased Chinese language capacity throughout the Kansas educational system.

Two years later, the progress in building Chinese language training capacity in Kansas schools, colleges, universities, and communities has been substantial. Whether measured by the number of students enrolled in Mandarin classes, the growing list of school districts offering the language, or the scope of initiatives (from enrichment sessions and summer camps to ambitious grant-funded projects and distance-learning programs), the achievements of the past year have borne out the potential for growth identified in the Task Force report. This update provides an overview of the developments in Chinese language training in Kansas for the academic year (AY) of 2007-2008 and the progress made in fulfilling the recommendations from October 2006.

Growth in Enrollment and Opportunities

Data collected in April 2008 by staff of the Kansas Committee for International Education in the Schools shows that Mandarin Chinese is being offered by substantially more schools, colleges, and universities in Kansas and is being studied formally by more students than was the case a year earlier.

At the post-secondary level, eight Kansas colleges and universities offered Chinese in AY 2007-08, an increase of one over the last academic year. These were Emporia State University, Fort Hays State University, Johnson County Community College, Kansas State University, Southwestern College, the University of Kansas, Washburn University, and Wichita State University. Enrollments decreased slightly (approximately 7 %) from spring 2007 to spring 2008, indicating a need to make college students more aware of Chinese language course offerings at their respective institutions.

<table>
<thead>
<tr>
<th>Chinese Post-Secondary</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Classical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2007-08</td>
<td>181</td>
<td>107</td>
<td>48</td>
<td>41</td>
<td>21</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>421</td>
</tr>
<tr>
<td>AY 2006-2007</td>
<td>176</td>
<td>138</td>
<td>58</td>
<td>51</td>
<td>10</td>
<td>10</td>
<td>n/a</td>
<td>11</td>
<td>454</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>33</td>
<td>67</td>
<td>9</td>
<td>20</td>
<td>3</td>
<td>9</td>
<td>n/a</td>
<td>9</td>
<td>150</td>
</tr>
</tbody>
</table>

At the high school level, the growth of Chinese language programs has been striking. In spring 2006, two school districts offered Chinese; Kansas had one licensed teacher of the language, and 24 students had enrolled in Chinese classes. In spring 2007, the number of districts had increased to eleven; enrollment had increased to 65, and a second licensed teacher had been added.

In spring 2008, high school students in twenty Kansas school districts were able to study Chinese, with a total enrollment of 171 in all the classes offered. Instruction was given in three formats: 1) traditional classes with face-to-face instruction (in Olathe, Maize, Manhattan, Shawnee Mission, Wichita, Winfield), 2) real-time video conferencing classes also known as IDL or interactive distance learning (in Caldwell, Chanute, Independence, Lawrence, Madison, Marysville, Medicine Lodge, Udall, Valley Heights, Auburn-Washburn, White City, Wichita, Winfield), and 3) online classes (in McPherson, Holton and Riverton).
Chinese: High Schools

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2008</td>
<td>143</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>171</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>187</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>215</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>54</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>64</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

At the K-8 level, Chinese language programs established in AY 2006-2007 also expanded. Ambitious programs offering classes with face-to-face instruction include the Pittsburg School District’s which saw a tenfold growth in AY 2007-2008. Their total enrollment of twenty-five middle school students in a Foreign Language Assistance Program (FLAP) a year earlier became an impressive 250 students by spring 2008. The Galena School District also was granted FLAP funding for AY 2007-2008, allowing one hundred 7th and 8th graders to each receive daily Chinese instruction for a semester.

Furthermore, ninety-seven 4th to 6th graders had regular once-a-week instruction in the Shawnee Mission School District during AY 2007-08. Three other districts, Andover, Maize, and Flinthills, also had middle school students in Chinese classes during this time. A total of 545 students throughout Kansas were served in this way.

Also, scores of K-8 students were introduced to Chinese language and culture during AY 2007-2008 by participating in 1) after-school clubs and enrichment programs with multiple sessions, and 2) in summer day camps with multiple sessions. These were held respectively by 1) the Olathe and Hays School Districts, and 2) by the Pittsburg and Shawnee Mission school districts and the Confucius Institute at the University of Kansas (CIKU). Furthermore, more than eight hundred students enjoyed exposure to Chinese language and culture through single session enrichment programs conducted by CIKU via IDL technology, while five hundred or more students received the same during face-to-face encounters in the Manhattan School District. The number of students in such all types of enrichment sessions was possibly underreported given the anecdotal evidence from students and parents expressing strong support for them.

<table>
<thead>
<tr>
<th>Chinese: K-8</th>
<th>Regular Classes</th>
<th>Multiple Enrichment and Exposure Sessions</th>
<th>Single Enrichment and Exposure Sessions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2007-08</td>
<td>545</td>
<td>142+</td>
<td>1314+</td>
<td>2001+</td>
</tr>
<tr>
<td>AY 2006-07</td>
<td>142</td>
<td>1040</td>
<td></td>
<td>1182</td>
</tr>
</tbody>
</table>

Overall, there were ten licensed elementary and secondary teachers of Chinese in the state with classes being offered in twenty-four Kansas school districts as of spring 2008. Milestones include the increased availability of IDL classes and enrichment sessions, the large enrollment of forty-nine students in the Wichita School District, and permission for the Shawnee Mission School District to offer Advanced Placement Chinese by the College Board. Indications are that the rapid growth in Chinese language training seen over the past two years in Kansas will continue and accelerate especially at the K-12 level into next year.

Making Strategic Progress on the Recommendations

The October 2006 report of the Kansas Task Force on Chinese Language Training made eleven specific recommendations for jump-starting Chinese programs in Kansas educational institutions and communities. The significant progress made on these during AY 2007-2008 is detailed below.
1. **Make a public case for the need for Chinese language training.** Businesses, legislators, the media, communities, and youth all need to be engaged, informed, and mobilized. The importance of training in Chinese language and culture to workforce development and to the preparation of young Kansans for the jobs and careers of the future should be emphasized.

Interest in the teaching of foreign languages especially Chinese remains high in Kansas as it is throughout the rest of the country. Media reports on the value of language training to America’s future continue to appear, including articles on federal funding for the National Security Language Initiative, programs of which have helped to build enthusiasm for Chinese language and culture. The Kansas Committee for International Education in the Schools, the Confucius Institute at the University of Kansas, and the Kansas World Language Association continue to advocate for enhanced foreign language training in the state. However, more remains to be done to raise public awareness of this issue and to increase support for Chinese language training at the elementary, secondary and post-secondary levels especially among elected officials and business people.

2. **Emphasize exposure to Mandarin Chinese, especially in elementary and middle schools.** Learning Chinese should be introduced to Kansas students from a young age as something enjoyable, valuable, and achievable.

The number of Kansas elementary and middle school students that received beginning instruction in Chinese language more than tripled in AY 2007-2008 from 142 students in the previous academic year to 545, leading some districts like Pittsburg to consider expanding their programs through the high school level. Enrichment programs also were offered in several school districts as were summer language camps. The Center for East Asian Studies at the University of Kansas, a federally-funded Title VI National Resource Center, also brought Chinese language experiences to pre-school students in the Lawrence School District through its Five Days of Chinese Program, which introduces basic Chinese vocabulary through children’s games and songs.

3. **Expand distance learning programs.** The delivery of Chinese language instruction through interactive distance learning (IDL) technology and online classes is well suited to Kansas, given the state’s geography and demographics.

Kansas continues to be a leader nationally in the delivery of Chinese training via IDL. Further growth in such programs is projected. In 2006-2007, forty-five high school students in seven Kansas school districts received Mandarin I instruction from licensed teachers located at the Confucius Institute at the University of Kansas using IDL technology facilitated by the Southeast Kansas Education Service Center (Greenbush). In 2007-2008, this had grown to sixty-two students in nine Kansas high schools (and one in Arkansas) enrolled in Mandarin I (level 1 and 2) or Mandarin II (level 3 and 4) classes.

Greenbush also facilitated IDL for Chinese instruction originating from the Pittsburg and Maize School Districts while the South Central Kansas Education Service Center (Clearwater) provided Mandarin instruction to five additional Kansas high schools via IDL. Greenbush and Clearwater also employed IDL technology to offer a variety of after-school and enrichment programs for Chinese language and culture, as well as teacher training sessions in AY 2007-2008. IDL also was used to provide Chinese language instruction in several Wichita School District high schools where nearly fifty students studied the language with a licensed teacher who was physically at just one school.

4. **Use existing resources and structures in creative ways.** Student familiarity with and interest in Chinese language can be effectively promoted by working through existing curricula, supplementing familiar programs, and tweaking proven models.
The Center for East Asian Studies at KU provided professional development workshops on Chinese language and culture for elementary and secondary teachers during AY 2007-2008. Additional support including a graduate seminar for in-service schoolteachers and school librarians on integrating the study of Chinese history and culture into all subject areas was provided by the Kansas Consortium for Teaching about Asia. Nineteen elementary and secondary educators working in the south central part of the state participated in this seminar.

The Global Learning program at Wichita State University also provided curriculum consultation and other services to schoolteachers wishing to connect their students to world areas. With their help for instance, the Douglass School District developed a partnership with a school in Hong Kong via the Internet. The use of technologies such as Skype, iEARN, and ePals to forge these connections is thus starting in the state.

5. Expand Chinese language training at community colleges. Priority should be given to developing Chinese language programs and world language programs more generally, in the state’s community colleges.

Johnson County Community College remains the only two-year institution offering Chinese language classes in Kansas, although Butler Community College is exploring the possibility of doing so. As instruction in Chinese at the K-12 level continues to expand, demand for Chinese classes at the post-secondary level will naturally increase. Efforts to encourage Chinese language classes at community colleges included the “Chinese Spoken Here: An Intensive Workshop on Starting Chinese Language Programs in Kansas” held on December 4, 2007 in Topeka (and detailed below).

6. Better articulate programs at different educational levels. To create an effective pipeline for students through the schools and on to college or university, better articulation of Chinese language programs (especially between high school and post-secondary institutions, and between community colleges and universities) should be studied and implemented.

As instruction in Mandarin Chinese spreads through Kansas schools, the need to better articulate secondary and post-secondary programs will become more crucial. Since elementary and secondary curricula for Chinese language learning are created by individual school districts locally and by the Kansas State Department of Education at the state level, articulation with community college and university programs, as well as alignment with Advanced Placement Chinese standards, will need to be addressed.

As a start, several licensed teachers of Chinese and their supervisors gathered information on this topic at the national conference of the American Council on Teaching Foreign Languages in November 2007. Furthermore, the World Languages Consultant at the Kansas State Department of Education and six licensed high school teachers of Chinese met extensively throughout the year to produce a model Chinese curriculum for the novice level written in English and Chinese as part of the revision of the Kansas Foreign Language Standards. This curriculum will help standardize Chinese language instruction throughout the state, insuring better articulation with post-secondary coursework.

7. Aggressively pursue national grant funding and other opportunities. Schools across the state should actively seek funds to expand Chinese training through grants like the Teachers of Critical Languages Program and the Foreign Language Assistance Program.

School administrators and teachers of Chinese were made more aware of potential funding sources for Chinese language programs through targeted listservs created by the Kansas Committee for International
Education in the Schools and the Confucius Institute. Because of information disseminated through such listservs for instance, the Shawnee Mission School District applied for and received a teacher of Chinese from the Teachers of Critical Language Program, and several school administrators participated in College Board sponsored study tours to China. In-service and pre-service teachers of Chinese are also made aware of professional development opportunities through these listservs. Several traveled to other states and even to China in the summer of 2008 to attend seminars and workshops on the latest pedagogical techniques for teaching Chinese as a second language.

Furthermore, the Confucius Institute at the University of Kansas received funding under the National Security Language Initiative to hold a STARTALK intensive language camp during summer 2008. High school students from six Kansas school districts (Coffeyville, Galena, Lawrence, Maize, Pittsburg, and Auburn-Washburn) and two in Arkansas were able to get a head start on learning Chinese this way. CIKU plans to apply for funding to repeat the camp in summer 2009.

8. Develop programs to “prime the pump” in the supply of certified Chinese language teachers. In order to meet the state’s long-term need for certified Chinese language teachers, immediate action must be taken to start the flow of students through the existing training and certification program at the University of Kansas.

During AY 2007-2008, the Confucius Institute at KU (CIKU) awarded three $7500 Accelerated Chinese Teacher Certification Scholarships to students in the University of Kansas licensure program in Mandarin Chinese; three additional students are in the pipeline to receive the Scholarship next year. The Scholarship has been a significant factor in attracting students both nationally and internationally to the University, helping to ensure a pool of licensed teachers available for employment by Kansas schools.

In AY 2007-2008, the Kansas State Department of Education (KSDE) Visiting Teacher from China Program brought six teachers to our state. These visiting teachers are now employed in Kansas school districts and educational service centers under the 2006 Memorandum of Understanding between KSDE and the Office of the Chinese Language Council International (Hanban). KSDE, working with Hanban, Huazhong Normal University (Wuhan, China), and CIKU, screens, provides orientation for, and mentors the visiting teachers from China allowing Kansas students to receive Chinese instruction from highly qualified, well-trained and licensed educators.

9. Increase opportunities across the state for lifelong learning of Chinese. Community Chinese language courses like those offered by the Confucius Institute and Johnson County Community College should be extended across Kansas.

Demand for Chinese language classes by the general public in Northeast Kansas continues to be strong. The Confucius Institute at KU expanded its course offerings in Lawrence and Overland Park to serve not only adults, but also parents and their children learning together. Total enrollment was nearly 250 individuals. Continuing education classes through Johnson County Community College also have been popular with adults traveling to China for business or pleasure. Future efforts should be made to expand such opportunities to more areas of the state.

10. Appoint a dedicated world languages consultant at the Kansas State Department of Education.

Phyllis Farrar, the World Languages and ESL Program Consultant was hired by the Kansas State Department of Education in January 2007 to support the work of language teachers across the state. Her accomplishments during AY 2007-2008 include the revision of the Kansas Foreign Language Standards, which feature a model Chinese curriculum for the novice level written in English and Chinese. She also traveled to China in spring 2008 to select educators for the Visiting International Teachers Program with
assistance from the Confucius Institute at KU, and she made presentations on model programs at the “Chinese Spoken Here: An Intensive Workshop on Starting Chinese Language Programs in Kansas” in December 2007.

11. Convene a statewide summit on the teaching of Chinese and other critical world languages in Kansas. To build on the work of the Kansas Task Force on Chinese Language Training and forge a broader consensus on the need for increased emphasis on Mandarin Chinese and other strategic languages in our schools, a statewide summit of legislators, policymakers, business leaders, and educators should be convened.

As a follow-up to the successful Kansas Summit on Strategic Languages held in 2006, a day-long workshop on starting Chinese language programs in Kansas was organized by the Kansas Committee for International Education in the Schools (KCIES). Forty-seven educators representing school districts, community colleges and four-year institutions of high learning attended “Chinese Spoken Here: An Intensive Workshop on Starting Chinese Language Programs in Kansas” on December 4, 2007 in Topeka. Sessions focused on the “nuts and bolts” of teaching Chinese such as finding qualified instructors, establishing curricula, attracting students, building community support and integrating Chinese content across subject areas. Featured presenters included the Kansas Commissioner of Education, the China Exchange Initiative Director and administrators from school districts and organizations with existing Chinese language programs. More information from the Workshop is available online at www.KansasintheWorld.org.

KCIES plans to continue this work in 2008 by organizing a state-wide forum that will focus on “Putting the World into World-Class Education.” The Forum will position Chinese language instruction within the larger context of global competencies so as to generate additional support for such training.

Looking Ahead

China’s prominence in world affairs, and especially in the global economy, continues to impact Kansans today. The importance of Chinese language programs to the future prosperity and security of our youth, our nation, and our state is even more apparent now than when the report of the Kansas Task Force on Chinese Language Training was released in 2006. Over the past two years, a variety of institutions and individuals around the state have risen to the challenge of expanding Chinese language capacity by creating and expanding programs in schools, colleges, and communities. Sustaining this progress, ensuring high standards, and bringing Chinese to even more Kansas students will require energy, commitment, and collaboration, but the broadly based and growing support for Mandarin Chinese among educators, parents, policymakers, and the business community in Kansas bodes well for the future.

The fundamental goals articulated by the Kansas Task Force on Chinese Language Training in 2006 seemed ambitious at the time. Though the goals below are bold ones indeed, they seem more attainable due to the substantive accomplishments in Chinese training throughout the Kansas educational system during AY 2007-2008.

• By 2011, all K-12 students in Kansas should have the opportunity for exposure to Mandarin Chinese, whether in traditional classroom settings, through IDL or other distance learning platforms, in after-school and summer programs, or as part of introductory world language sessions.
• By 2016, Mandarin Chinese should be one of the three most-taught languages in Kansas schools, measured both by the number of students enrolled and by the number of schools offering the language.
For more information on this Update, please contact Nancy Hope (nfhope@ku.edu, 785-864-3918) at the Kansas Committee for International Education in the Schools. The 2006 Report of the Kansas Task Force on Chinese Language Training and earlier updates are available online at www.KansasintheWorld.org.
Update to the Report of the Kansas Task Force on Chinese Language Training for Academic Year 2008-2009

In October 2006, the Kansas Task Force on Chinese Language Training, a statewide group of policymakers, educators, and business leaders, released a public report detailing the current status of Chinese language programs in Kansas, opportunities and challenges for future development, and a series of specific policy recommendations. This report was the first step in starting a statewide discussion on the need for increased Chinese language capacity throughout the Kansas educational system.

Three years later, the progress in building Chinese language training capacity in Kansas schools, colleges, universities, and communities continues. Whether measured by the number of students enrolled in Mandarin classes, the growing list of school districts offering the language, or the scope of initiatives (from enrichment sessions and summer camps to ambitious grant-funded projects and distance-learning programs), the achievements of the past year have borne out the potential for growth identified in the Task Force report. This update provides an overview of the developments in Chinese language training in Kansas for the academic year (AY) of 2008-2009 and the progress made in fulfilling the recommendations from October 2006.

**Growth in Enrollment and Opportunities**

Data collected in at the end of the academic year in 2009 by staff of the Kansas Committee for International Education in the Schools shows that Mandarin Chinese is being offered by more schools, colleges, and universities in Kansas and is being studied formally by more students than was the case a year earlier.

At the post-secondary level, nine Kansas colleges and universities offered Chinese in AY 2007-08, an increase of one over the last academic year. These were Emporia State University, Fort Hays State University, Friends University, Johnson County Community College, Kansas State University, Southwestern College, the University of Kansas, Washburn University, and Wichita State University. Enrollments increased slightly from last academic year, with 43 more students reported as having studied Chinese at the college level by spring 2009.

<table>
<thead>
<tr>
<th>Chinese Post-Secondary</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>AY 2008-09</td>
<td>218</td>
<td>115</td>
<td>58</td>
<td>22</td>
<td>20</td>
<td>6</td>
<td>11</td>
<td>14</td>
<td>464</td>
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At the high school level, the growth of Chinese language programs has been striking. In spring 2006, two school districts offered Chinese; Kansas had one licensed teacher of the language, and 24 students had enrolled in Chinese classes. By spring 2007, the number of districts had increased to eleven; enrollment had increased to 65, and a second licensed teacher had been added. By spring 2008, there were twenty districts with a total enrollment of 171, and ten teachers had been licensed by the Kansas State Department of Education to teach Chinese.

In spring 2009, twenty-two school districts reported that they offered Chinese language instruction at the high school level in one of three formats: 1) traditional classes with face-to-face instruction (in Galena, Goddard, Olathe, Shawnee Mission, Pittsburg, Wichita, Winfield), 2) real-time video conferencing classes also known as IDL or interactive distance learning (in Andover, Belle Plaine, Bonner Springs, Clearwater, Circle, Coffeyville, Kingman-Norwich, Lawrence, Maize, Marysville, Riverton, Valley Heights, Washburn Rural, Wichita, Winfield), and 3) online classes (in McPherson and Holton). Approximately 300 students were served each semester.
At the K-8 level, four middle schools offered regular Chinese language and culture classes during AY 2008-2009. The Pittsburg and Galena School Districts did this face-to-face as part of their continuing Foreign Language Assistance Program (FLAP), and IDL classes were received by students at Andover Central Middle School and El Dorado Middle School. One middle school in the Wichita School District also reported that it plans to begin offering Chinese language instruction in the next academic year.

Furthermore, several school districts including Shawnee Mission and Olathe, as well as the Confucius Institute at the University of Kansas and the South Central Kansas Educational Service Center (Clearwater) offered Chinese language and culture programming either as after-school enrichment session during the regular academic year or during summer day camps with multiple sessions.

<table>
<thead>
<tr>
<th>Chinese: High Schools</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
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<th>Total</th>
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<tbody>
<tr>
<td>Spring 2009</td>
<td>258</td>
<td></td>
<td>37</td>
<td></td>
<td></td>
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<td>295</td>
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<tr>
<td>Fall 2008</td>
<td>283</td>
<td>43</td>
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<td>326</td>
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<tr>
<td>Spring 2008</td>
<td>143</td>
<td></td>
<td>23</td>
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<td></td>
<td></td>
<td></td>
<td>171</td>
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<tr>
<td>Fall 2007</td>
<td>187</td>
<td>23</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>215</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>54</td>
<td>4</td>
<td>6</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>64</td>
<td>4</td>
<td>6</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>1</td>
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<td>24</td>
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</table>

Overall, this data is evidence that there has been steady growth in Chinese language training over the past four years statewide. Indications are that this trend will be sustained especially at the K-12 level during the next academic year.

**Making Strategic Progress on the Recommendations**

The October 2006 report of the Kansas Task Force on Chinese Language Training made eleven specific recommendations for jump-starting Chinese programs in Kansas educational institutions and communities. The steady progress made on these during AY 2008-2009 is detailed below.

1. **Make a public case for the need for Chinese language training.** *Businesses, legislators, the media, communities, and youth all need to be engaged, informed, and mobilized. The importance of training in Chinese language and culture to workforce development and to the preparation of young Kansans for the jobs and careers of the future should be emphasized.*

Interest in the teaching of foreign languages especially Chinese remains high in Kansas as it is throughout the rest of the country. Media reports on the value of language training to America’s future continue to appear, including articles on federal funding for the National Security Language Initiative, programs of which have helped to build enthusiasm for Chinese language and culture. The Kansas Committee for International Education in the Schools, the Confucius Institute at the University of Kansas, and the
Kansas World Language Association continue to advocate for enhanced foreign language training in the state. However, more remains to be done to raise public awareness of this issue and to increase support for Chinese language training at the elementary, secondary and post-secondary levels especially among elected officials and business people.

2. Emphasize exposure to Mandarin Chinese, especially in elementary and middle schools. Learning Chinese should be introduced to Kansas students from a young age as something enjoyable, valuable, and achievable.

The number of Kansas elementary and middle school students that received beginning instruction in Chinese language and culture doubled in AY 2008-2009 from 542 students in the previous academic year to a total of 1086. Enrichment programs also were offered in several school districts as were summer language camps. The Center for East Asian Studies at the University of Kansas, a federally-funded Title VI National Resource Center, also brought Chinese language experiences to pre-school students in the Lawrence School District through its Five Days of Chinese Program, which introduces basic Chinese vocabulary through children’s games and songs.

3. Expand distance learning programs. The delivery of Chinese language instruction through interactive distance learning (IDL) technology and online classes is well suited to Kansas, given the state’s geography and demographics.

Kansas continues to be a leader nationally in the delivery of Chinese training via IDL. Further growth in such programs is projected. In 2006-2007, forty-five high school students in seven Kansas school districts received Mandarin I instruction from licensed teachers located at the Confucius Institute at the University of Kansas using IDL technology facilitated by the Southeast Kansas Education Service Center (Greenbush). By 2008-2009, this had grown to 111 students in nine Kansas high schools enrolled in Mandarin I (level 1 and 2) or Mandarin II (level 3 and 4) classes.

The South Central Kansas Education Service Center (Clearwater) provided Mandarin instruction to seven Kansas high schools via IDL. Greenbush and Clearwater also employed IDL technology to offer a variety of after-school and enrichment programs for Chinese language and culture, as well as teacher training sessions in AY 2008-2009. IDL also was used to provide Chinese language instruction in some Wichita School District high schools where nearly fifty students studied the language with a licensed teacher who was physically at just one school. The growth of demand for Chinese language instruction in Wichita has been so strong that the District reports it plans to hire two additional licensed teachers in 2009.

4. Use existing resources and structures in creative ways. Student familiarity with and interest in Chinese language can be effectively promoted by working through existing curricula, supplementing familiar programs, and tweaking proven models.

The Center for East Asian Studies at KU provided professional development workshops on Chinese language and culture for elementary and secondary teachers during AY 2008-2007. Additional support including a graduate seminar for in-service schoolteachers and school librarians on integrating the study of Chinese history and culture into all subject areas was provided by the Kansas Consortium for Teaching about Asia. Twenty-one elementary and secondary educators working in the northeast part of the state participated in this seminar.

The Global Learning program at Wichita State University also provided curriculum consultation and other services to schoolteachers wishing to connect their students to world areas. With their assistance, the Douglass School District opened a Global Learning Center for elementary and secondary students using technologies such as Skype, iEARN, and ePals to forge sister-school connections in China state.
Lansing High School also has used Skype and email to keep in touch with its sister high school located in Kaifeng, China.

5. **Expand Chinese language training at community colleges.** Priority should be given to developing Chinese language programs and world language programs more generally, in the state’s community colleges.

Johnson County Community College remains the only two-year institution offering Chinese language classes in Kansas at this time.

6. **Better articulate programs at different educational levels.** To create an effective pipeline for students through the schools and on to college or university, better articulation of Chinese language programs (especially between high school and post-secondary institutions, and between community colleges and universities) should be studied and implemented.

As instruction in Mandarin Chinese spreads through Kansas schools, the need to better articulate secondary and post-secondary programs will become more crucial. Since elementary and secondary curricula for Chinese language learning are created by individual school districts locally and by the Kansas State Department of Education at the state level, articulation with community college and university programs, as well as alignment with Advanced Placement Chinese standards, needs to be addressed.

Last year, several licensed teachers of Chinese attended sessions on this topic at the national conference of the American Council on Teaching Foreign Languages (ACTFL) while the World Languages Consultant at the Kansas State Department of Education has continued to work with them as a group to implement a model Chinese curriculum. This curriculum has helped to standardize Chinese language instruction throughout the state, insuring better articulation with post-secondary coursework.

7. **Aggressively pursue national grant funding and other opportunities.** Schools across the state should actively seek funds to expand Chinese training through grants like the Teachers of Critical Languages Program and the Foreign Language Assistance Program.

School administrators and teachers of Chinese were made more aware of potential funding sources for Chinese language programs through targeted listservs created by the Kansas Committee for International Education in the Schools and the Confucius Institute. Because of information disseminated through such listservs for instance, the Shawnee Mission School District applied for and received a teacher of Chinese from the Teachers of Critical Language Program, and several school administrators participated in College Board sponsored study tours to China. In-service and pre-service teachers of Chinese are also made aware of professional development opportunities through these listservs. Several traveled to other states and even to China in the summer of 2009 to attend seminars and workshops on the latest pedagogical techniques for teaching Chinese as a second language.

Furthermore, the Confucius Institute at the University of Kansas received funding under the National Security Language Initiative to hold a STARTALK intensive language camp during summer 2009. High school students from five Kansas school districts (Auburn-Washburn, Chanute, Galena, Independence, Lawrence) were able to get a head start on learning Chinese this way. CIKU plans to apply for funding to repeat the camp in summer 2010.

8. **Develop programs to “prime the pump” in the supply of certified Chinese language teachers.** In order to meet the state’s long-term need for certified Chinese language teachers, immediate action must
be taken to start the flow of students through the existing training and certification program at the University of Kansas.

During AY 2008-2009, the Confucius Institute at KU (CIKU) awarded three $7500 Accelerated Chinese Teacher Certification Scholarships to students in the University of Kansas licensure program in Mandarin Chinese. The Scholarship has been a significant factor in attracting students both nationally and internationally to the University, helping to ensure a pool of licensed teachers available for employment by Kansas schools.

In AY 2008-2009, the Kansas State Department of Education (KSDE) Visiting Teacher from China Program brought six teachers to our state. These visiting teachers are now employed in Kansas school districts and educational service centers under the 2006 Memorandum of Understanding between KSDE and the Office of the Chinese Language Council International (Hanban). KSDE, working with Hanban, Huazhong Normal University (Wuhan, China), and CIKU, screens, provides orientation for, and mentors the visiting teachers from China allowing Kansas students to receive Chinese instruction from highly qualified, well-trained and licensed educators.

9. Increase opportunities across the state for lifelong learning of Chinese. Community Chinese language courses like those offered by the Confucius Institute and Johnson County Community College should be extended across Kansas.

Demand for Chinese language classes by the general public in Northeast Kansas continues to be strong. The Confucius Institute at KU expanded its course offerings in Lawrence and Overland Park to serve not only adults, but also parents and their children learning together. Total enrollment was more than 200 individuals. Continuing education classes through Johnson County Community College also have been popular with adults traveling to China for business or pleasure. Future efforts should be made to expand such opportunities to more areas of the state.

10. Appoint a dedicated world languages consultant at the Kansas State Department of Education.

Phyllis Farrar, the World Languages and ESL Program Consultant was hired by the Kansas State Department of Education in January 2007 continues to work to support Chinese language teachers across the state.

11. Convene a statewide summit on the teaching of Chinese and other critical world languages in Kansas. To build on the work of the Kansas Task Force on Chinese Language Training and forge a broader consensus on the need for increased emphasis on Mandarin Chinese and other strategic languages in our schools, a statewide summit of legislators, policymakers, business leaders, and educators should be convened.

As a follow-up to the successful “Chinese Spoken Here: An Intensive Workshop on Starting Chinese Language Programs in Kansas” held in 2007, a day-long forum on international education programs in Kansas schools was organized by the Kansas Committee for International Education in the Schools (KCIES). Eighty educators representing school districts, community colleges and universities attended the Forum held December 9, 2008 on the campus of Washburn University in Topeka. The Forum positioned Chinese language instruction within the larger context of global competencies so as to generate additional support for such training. More information from the Forum is available online at [www.KansasintheWorld.org](http://www.KansasintheWorld.org).

Looking Ahead
China’s prominence in world affairs, and especially in the global economy, continues to impact Kansans today. The importance of Chinese language programs to the future prosperity and security of our youth, our nation, and our state is even more apparent now than when the report of the Kansas Task Force on Chinese Language Training was released in 2006. Over the past three years, a variety of institutions and individuals around the state have risen to the challenge of expanding Chinese language capacity by creating and expanding programs in schools, colleges, and communities. Sustaining this progress, ensuring high standards, and bringing Chinese to even more Kansas students will require energy, commitment, and collaboration, but the broadly based and growing support for Mandarin Chinese among educators, parents, policymakers, and the business community in Kansas bodes well for the future.

The fundamental goals articulated by the Kansas Task Force on Chinese Language Training in 2006 seemed ambitious at the time. Though the goals below are bold ones indeed, they seem more attainable due to the accomplishments in Chinese training throughout the Kansas educational system during AY 2008-2009.

- By 2011, all K-12 students in Kansas should have the opportunity for exposure to Mandarin Chinese, whether in traditional classroom settings, through IDL or other distance learning platforms, in after-school and summer programs, or as part of introductory world language sessions.
- By 2016, Mandarin Chinese should be one of the three most-taught languages in Kansas schools, measured both by the number of students enrolled and by the number of schools offering the language.

For more information on this Update, please contact Nancy Hope (nfhope@ku.edu, 785-864-3918) at the Kansas Committee for International Education in the Schools (KCIES). The 2006 Report of the Kansas Task Force on Chinese Language Training and subsequent updates are publications of KCIES and are available on its website at [http://www.kansasintheworld.org/kcies/publications.asp](http://www.kansasintheworld.org/kcies/publications.asp).
Expanding Chinese-Language Capacity in the United States

What would it take to have 5 percent of high school students learning Chinese by 2015?
Asia Society would like to thank the Freeman and Starr Foundations for their generous support of Asia Society’s work to promote the study of Asian cultures and languages.

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Executive Summary

Increasingly leaders across public and private sectors are recognizing the rise of Asia as one of the central facts of the twenty-first century. China, with its tremendous economic growth and emergence as a social and political leader in the region, is fundamental to this shift. Given these changes, the task of increasing the number of American students who can demonstrate a functional proficiency in Chinese is undeniably urgent. Interest in learning Chinese is steadily growing among American youth, but the number of existing school programs is small and the present infrastructure to meet this demand is weak.

In order to address this disparity between need and limited capacity for teaching Chinese language, Asia Society convened a meeting in April 2005 to address a critical question: What would it take to have 5 percent of American high school students learning Chinese by 2015? This report is based on a background paper prepared for the meeting as well as the resulting discussion. We would like to thank the meeting participants, all leaders in the field, for the ideas and insight they contributed to this report. The contributors are listed in Appendix A.

If we are to build the infrastructure to support a K16 pipeline of Chinese-language learners to meet national needs, three critical issues must be addressed:

1. Tap into Major Developments to Advance the Field. The following initiatives lay a solid foundation upon which the field can begin to expand its capacity:
   - Advanced Placement (AP) Course and Examination in Chinese Language (Mandarin) and Culture to be offered nationally to high schools by the College Board beginning in fall 2006;
   - CHENGO, an online game-based program for beginning Chinese, developed jointly by the Ministry of Education of the People's Republic of China and the U.S. Department of Education and available free of charge to pilot schools; and
   - The Chinese K16 Pipeline Project of the National Security Education Program (NSEP), which will establish a third university Chinese-language flagship program that includes a model feeder program in local K–12 schools.

2. Take Both Short- and Long-Term Approaches to Create a Supply of Qualified Chinese-Language Teachers. Lack of teachers is the key bottleneck to building capacity in Chinese. In the short term, to expedite the creation of a pool of qualified Chinese teachers, states should work with institutions of higher education to create high-quality, “fast-track,” alternate routes to teacher certification for Chinese speakers in the United States; pilot visiting-faculty programs for teachers from China; use technology and multimedia to supplement the shortage of full-time Chinese teachers in classrooms; and explore a multistate system to certify Chinese-language teachers. In the long term, it will be necessary for higher education institutions to invest in full-length teacher preparation programs, similar to those used for other languages, and to extend professional development opportunities to Chinese-language
teachers. We need to take unconventional approaches in this area, building supply and demand simultaneously.

3. **Leverage Growing Interest to Expand and Improve Chinese-Language Programs.** The level of interest in establishing Chinese-language programs in K12 schools is rising rapidly. A 2004 survey found that 2,400 high schools would be interested in offering the AP in Chinese language and culture. Most of these schools, however, do not currently offer Chinese. In order to translate this interest into quality programs, best practices from existing programs must be disseminated through a handbook on establishing Chinese-language programs and through the development of a technical assistance center or network. Beyond this, reaching a goal of 5 percent of U.S. students studying Chinese by 2015 will also require public education campaigns to raise awareness among educators, students, and parents of the growing importance of Chinese; competitive seed funds to make programs available in less affluent school districts; and articulated K–12 or K–16 models to demonstrate how students can attain high levels of proficiency and achievement.

4. **Incorporate Research and Technology to Develop Effective Curriculum, Materials, Assessment, and Delivery Systems.** Although the supply of teaching materials is growing, they are unevenly developed. Appropriate research-based materials, curriculum, and assessments must be developed in accordance with widely divergent levels of students and types of programs. Innovative ways of using media and technology (television, distance learning, online courses, and communities) to enhance language instruction and broaden access should have high priority.

5. **Make a Long-Term Commitment to Invest in the Future.** The expansion of capacity in Chinese language will require innovations and investments similar to those in other fields deemed important to the nation. The National Defense Education Act, passed in 1958, after the launching of Sputnik, supported a range of strategies to meet science and foreign-language needs, including teacher training, scholarships for study abroad, and seed funds for language programs in K–12 schools. Today’s economic and national security challenges mandate a larger pool of highly proficient speakers of a wider range of world languages, including Chinese. It is crucial that our national language investments go beyond the current support of languages in higher education to include K–12 schools. We need to begin language study in the early grades, use more intensive research-based approaches, build on the communities of heritage-language learners, and utilize new advantages that technology, easier travel, and virtual connections to schools in China allow.

This report lays out the critical issues that must be addressed and makes some suggestions about how to do so. Its purpose is to stimulate broader discussion, support, and action to expand our capacity in Chinese, a language we as a nation can no longer ignore.

*Vivien Stewart and Shuhan Wang*
**Introduction**

Increasingly leaders from different sectors are recognizing the rise of Asia as one of the central facts of the twenty-first century. China, with its tremendous economic growth and emergence as a social and political leader in the region, is fundamental to this shift. China’s entry into the global market had profound effects on U.S. economy, foreign policy, culture, and society. According to the U.S. Census Bureau, in 2004 total U.S. trade with China exceeded $230 billion, second only to trade with Canada and Mexico. For American entrepreneurs and multinational corporations, China’s population is an immense potential market for U.S. goods and services. As an emerging political power, China’s cooperation is needed to solve a range of issues. And, as the most enduring world civilization, China has a major international cultural presence, drawing on a tremendous heritage in literature and the arts. Chinese Americans are among the fastest growing minority groups, in the United States.

Taking these dramatic trends together, the task of increasing the number of American students who can demonstrate a functional proficiency in the Chinese language is undeniably urgent. Indeed, interest in Chinese language has been growing rapidly, albeit from a small base. For example, between 1998 and 2002, the number of college students studying Chinese rose 20 percent to just over 34,000. In a 2004 College Board survey, 2,400 schools expressed interest in offering the Advanced Placement (AP) Course and Examination in Chinese (Mandarin) Language and Culture.

The number of existing school programs is small, however, and the U.S. infrastructure that would enable these interested schools to actually offer Chinese is weak. In terms of building K–16 pipelines for Chinese language, there are many gaps to be closed and blockages to be removed. Schools do not know how to start and sustain a Chinese-language program and have difficulty finding certified teachers. There is a lack of suitable curriculum, materials, and assessments. Many heritage-language schools exist, but this pipeline is not well connected to formal school or tertiary programs and there has been a lack of articulation among programs at various levels of the education system.

In order to address this disparity between need and limited capacity for teaching Chinese language, Asia Society convened a meeting on April 12, 2005, to address the question: **What would it take to have 5 percent of American high school students (approximately 750,000) learning Chinese by 2015?** To reach this goal and to build the infrastructure to support a K–16 pipeline of Chinese language learners to meet national needs, three critical issues must be addressed:

- creating a supply of qualified Chinese-language teachers;
- increasing the number and quality of school programs; and
- developing appropriate curriculum, materials, and assessments, including technology-based delivery systems.

Discussion at the meeting centered on these issues. In addition, participants reviewed important new developments in the field and identified some short- and long-term strategies. The need for unconventional approaches, building supply and demand simultaneously, and using different staffing models, including extensive use of technology were crosscutting themes. This report is based on a background paper prepared for the meeting as well as the resulting discussion. We would like to thank the meeting participants, all leaders in the field, for the ideas and insight they contributed to this report. The contributors are listed in Appendix A. This report is not intended to be exhaustive but rather to provide a stimulus for discussion toward collectively developing a set of strategies to build Chinese-language capacity in the United States.
Current Status

Major Developments in the Field
In recent years, there have been several significant field initiatives that will lay a solid foundation upon which to expand capacity:

- AP Course and Examination in Chinese Language (Mandarin) and Culture to be offered nationally to high schools by the College Board beginning in fall 2006;
- CHENGO, an online game-based program for beginning Chinese, developed jointly by the Ministry of Education of the People’s Republic of China and the U.S. Department of Education and available free of charge to pilot schools; and
- the Chinese K–16 Pipeline Project of the National Security Education Program (NSEP), which will establish a third university Chinese-language flagship program that includes a model feeder program in local K–12 schools.

It is important to note that the National Office for Teaching Chinese as a Foreign Language (NOCTFL, or Hanban) and the Ministry of Education of the People’s Republic of China have renewed their commitment to expanding Chinese-language capacity in the United States. For more information, see Appendix B.

While each of these initiatives is important, they also heighten the need for a well-connected infrastructure. For example, the AP program must be sustained by a steady flow of proficient high school students who are able to pass the examination. CHENGO relies on a supply of middle and high schools that will be willing and able to take advantage of and build upon what it can provide. And the Chinese K–16 Flagship Project, which is yet to be established, is only a single model that will need broader replication. Using these major initiatives as the building blocks for expanding capacity in Chinese, we may examine some of the existing data to assess the field. There is no comprehensive, up-to-date survey of the number of Chinese-language students, teachers, and programs; nevertheless, the existing data can provide the baseline for discussion.

Students
At the tertiary level, the 1998 survey by the Modern Language Association (MLA) of foreign-language enrollments in U.S. institutions of higher education reported that national enrollment for Chinese was 28,456. The same survey identified Chinese as the sixth most commonly studied foreign language in the United States in 1998, trailing Spanish (656,590), French (199,064), German (89,020), Italian (49,287), and Japanese (43,141), but ahead of Russian (23,791), Arabic (5,505), and Korean (4,479). The 2002 MLA enrollment survey showed the number of students studying Chinese at American institutions of higher education was 34,153, an increase of twenty percent over that of 1998.

There are no comprehensive, reliable surveys of the numbers of students studying Chinese in K–12 schools. Some states have encouraged programs in Chinese, but resource constraints have prevented them from collecting data on the number of students and programs. It is therefore not surprising that the 2000 survey conducted by the American Council on the Teaching of Foreign Languages (ACTFL), which tracked recorded enrollments for grades 7–12, showed only about 5,000 students studying Chinese. This number seems to be low compared to the one reported by the Secondary School Chinese Language Center at Princeton University, which estimated that the number of K–12 students studying Chinese exceeded 24,000 in 2002. Meanwhile, based on different methodology and targeted participants, the 2003 survey by the Chinese Language Association of Secondary-Elementary Schools (CLASS) reported an enrollment of 16,000 students.

The number of students studying Chinese in the two major systems of Chinese-heritage
schools in the United States is much larger, reflecting the fact that Chinese is still a heritage language as well as a foreign language. These programs are offered after school and on weekends. The National Council of Associations of Chinese Language Schools (NCACLS) consists of ten regional associations of Chinese heritage schools organized by immigrants who came mainly from Taiwan or Hong Kong. Its survey, conducted in 1995, showed 82,675 students studying in their member schools. The other group of Chinese heritage schools, whose members are mainly from the People’s Republic of China, is The Chinese School Association in the United States (CSAUS). CSAUS reported enrollment of 60,000 as of early 2005. Scott McGinnis, academic advisor and associate professor at the Defense Language Institute, estimated that combined enrollment in the two Chinese heritage school systems was about 150,000 in 2003.6

The data reported by the Chinese Language Teacher Association (CLTA), along with that by CLASS, NCACLS, and CSAUS, indicate that there are about 200,000 students enrolled in Chinese-language programs in college, K–12, and community school settings, with approximately 24,000 in primary and secondary schools’ and 150,000 in heritage schools. This means that the United States has a lot of work to do, recruiting more than a half million participants if it is to reach the goal of 5 percent of high school students learning Chinese by 2015.

Teachers
In 1995 CLTA reported 382 members, most of whom taught in colleges and universities.11 Based on the 2004–5 CLASS Membership Directory and its Web page, its members total 213, 90 percent of whom are K–12 teachers. According to 1995 data, 5,540 instructors belonged to NCACLS.12 Taken together, the numbers clearly demonstrate the severe shortage of teachers crucial to building the K–16 Chinese language pipeline.

As the above demonstrates, there is no uniform system in place to collect or report data on students, programs, or teachers. More reliable baseline figures are needed in order to measure progress in field efforts to expand Chinese-language capacity.

Teacher Preparation, Certification, and Professional Development

Teachers hold the key to making or breaking a program. Owing to the non-alphabet-based orthographic system of Chinese, which is also undergoing rapid linguistic changes, the teaching of Chinese language is particularly demanding in the United States. As is true with any language-teaching professionals, to become
a Chinese-language teacher requires specialized, rigorous training and ongoing professional development.

The shortage of qualified Chinese-language teachers is the major roadblock to building efficient pipelines for Chinese-language programs in the United States. Interested schools do not offer programs because they cannot find teachers, and Chinese speakers have not undergone training for certification as Chinese-language teachers because traditionally there has been no market for them. In this area, we need to take unconventional approaches, building supply and demand simultaneously.

Depending on their linguistic background, different groups of prospective teachers have different needs in terms of teacher preparation, as do teachers of different grade levels and different types of language programs. Although there are shortages of instructors for tertiary programs, the K–12 educational system is the site of a more severe bottleneck. To meet the growing interest by schools in offering Chinese language, there must be a systematic effort to create a pool of qualified teachers through several means.

Teacher-Education Programs

Although the number of universities and colleges that offer Chinese-language programs is increasing, only a handful of institutions provide a full-fledged teacher preparation program in Chinese language and pedagogy. To date, Chinese-language teacher-education programs that are accredited by the National Council of Accreditation of Teacher Education (NCATE) include only those at University of Iowa, New York University, Ohio State University, and University of Massachusetts at Amherst. There are no data available on how many of their graduates become certified Chinese language teachers. Nor is there information regarding the number of graduates who major in Chinese language and culture in colleges of arts and science, who go on to become certified Chinese-language teachers.

Developing accredited teacher-education programs in languages like Chinese requires collaboration among teacher and language organizations, local and state educational agencies, schools of education, and other colleges within institutions of higher education. There are other approaches to creating a supply of qualified teachers of Chinese. One such example is New York University’s Steinhardt School of Education, which offers a joint M.A. program that combines Foreign Language Education and the Teaching of English to Speakers of Other Languages (TESOL). This program has proven popular as there is a great deal of common ground between the disciplines, and graduates are highly marketable in both English-language learning and foreign-language programs in K–12 schools.

Alternate Routes to Teacher Certification in Chinese

While the United States may lack a supply of qualified teachers of Chinese, it has a sizable pool of people who possess some level of Chinese, whether as native speakers, immigrants, heritage speakers, or those who have learned Chinese as a foreign language in school or college. Heritage-language schools have thousands of teachers, many of whom have extensive teaching and immersion experience as well as the ability to connect Chinese and American cultures. Troops to Teachers, a U.S. Department of Education and Department of Defense program that helps eligible military personnel begin careers as teachers in public schools, represents another potential personnel pool.

A network of fast-track programs, strategically placed in universities throughout the United States, which would provide Chinese speakers with the courses and skills they need for certification, could be a catalyst in the field and quickly provide a supply of teachers to meet the growing interest.
Prospective teachers from different backgrounds would have slightly different needs that would have to be taken into account in designing these programs. Native speakers of Chinese, who already possess a high degree of proficiency and literacy in the language, might need additional training in English-language and pedagogical skills as well as enhancement of their working knowledge of the U.S. educational system. Heritage-language speakers, many of whom are already U.S. college graduates, have varying degrees of proficiency in Chinese, and may need Chinese-language training in addition to pedagogical courses in teaching Chinese as a foreign language.

A network of alternate routes to certification programs to serve Chinese speakers could quickly provide a pool of teachers. One example is the summer teachers’ institutes offered by the University of Pennsylvania, which is not yet a full alternate route program but has accommodated more than one hundred teachers nationwide and internationally since 1998. The state of Connecticut has a summer-plus-weekends program for certification of language teachers. Recently the California State University at Long Beach announced the availability of a Single Subject Credential Program for candidates to become certified to teach Mandarin Chinese in California. In addition, in fall 2005, George Mason University will add Chinese to its foreign-language program for licensure in Virginia.

An examination of institutions that currently offer alternate certification programs and might be able to offer Chinese could yield a crop of programs and teachers in this field. According to a recent study conducted by the National Council for Accreditation of Teacher Education (NCATE), there are over 137 institutions of higher education that collaborate with their respective state education agencies to offer alternate route certification programs designed to save time and ease financial barriers to teaching. These programs are “geared to adults looking for programs where they can draw a salary and/or receive a stipend during the period of career change.” A significant number of universities surveyed indicate that they have such programs, which in turn might be expanded to include Chinese.

Here the issue of teacher demand and supply must be reiterated. Because there are currently only a small number of programs and jobs, prospective teachers are hesitant to undergo labor-intensive and financially burdensome training in pursuit of a potential career, which may or may not become a reality. For the same reason, colleges and universities have been hard-pressed to offer such alternate-route or regular teacher-education programs because of perceived paucity of demand and lack of Chinese programs for student teaching. Likewise, while demand is rising for Chinese-language instruction, once Chinese language teachers are certified, they face more challenges in finding appropriate job placement than do their counterparts in Spanish or French. An electronic clearinghouse of available positions would be beneficial in matching teacher candidates with programs in need.

Chinese Visiting Faculty

The National Office on the Teaching of Chinese as a Foreign Language (NOCTFL) of the People’s Republic of China offers a visiting faculty program. Among its many responsibilities, NOCTFL trains Chinese nationals as instructors of Chinese as a foreign language and helps select or recommend teachers of Chinese to foreign institutions, organizations, or governments. This model closely follows those of the embassies of Spain, and, in an earlier period, Japan, which have been successful in American schools. There are a host of factors that affect the quality of this kind of visiting faculty program, such as the J1-visa process, the preparedness of both the host institutions and the visiting faculty members, and the local accommodations and professional development provided to help visiting faculty adjust to new professional and living environments. Currently, 25 states offer
special J1 visa programs for Spanish teachers. Such arrangements for Chinese visiting faculty have yet to be established.

In Connecticut, a pilot program in five school districts is proposed that would build a partnership with the Chinese government to facilitate visiting Chinese-language teachers. A cost-sharing approach, in which the Chinese government offers stipends and the host districts cover lodging, will enable visiting Chinese-language teachers with at least three years of teaching experience to work in Connecticut schools alongside American teachers. Fifteen other states have expressed an interest in trying similar programs.

China English Teachers Program
Another innovative way of creating more potential Chinese-language teachers among American citizens would be to follow the model of the Japan Exchange and Teaching (JET) Program. In 1987 the Japanese government founded the JET Program, which aims to deepen mutual understanding between the people of Japan and those of other nations. JET enables local Japanese governments to hire foreign young individuals to act as English-language teaching assistants and promote international exchange at the community level. The program is supported by a mixture of Japanese national, provincial, and local funds. In 2004, approximately 2,841 participants from the United States participated in the JET Program. The Chinese government might want to consider creating a similar program that would give comparable numbers of young Americans the opportunity to immerse themselves in Chinese language and culture by teaching English in schools in China. Preference could be given to Americans interested in entering the U.S. teaching force on their return.

Teacher Certification and Licensure
Regardless of which preparatory route they take, all prospective Chinese teachers who are interested in teaching in public schools must meet state teacher certification and licensure requirements. Not only does each state have its own teacher certification requirements for foreign- or world-language teachers, many states are also not familiar with or have not established provisions in certifying teachers of languages other than the commonly taught European languages. New trends in teacher certification along with added demands on teacher accountability further complicate this issue. Many teacher-education programs must simultaneously take into account the changes in the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Association of State Directors of Teacher Education and Certification (NASDTEC). Topping all these issues is the “highly qualified teacher” requirement mandated by the No Child Left Behind Act of 2001 that is due to take effect for all public schools by 2006.

Several implications can be drawn from these developments. First, many states or teacher-preparation programs are considering adopting the competence or output model as stipulated by NCATE, INTASC, or NASDTEC instead of the traditional course credit or input model. This trend is the driving force for the adoption of Praxis II tests by most states and U.S. jurisdictions. Second, under the “highly qualified teacher” provisions of No Child Left Behind, a teacher candidate can become certified only if he/she is a graduate of an accredited teacher-education program or passes the Praxis I and II tests offered by the Educational Testing Service. The Praxis series tests are professional assessments for beginning teachers, consisting of three categories corresponding to the three milestones in teacher development:

- **entering** a teacher training program—Praxis I: Academic Skills Assessments;
- **licensure** for entering the profession—Praxis II: Subject Assessments; and
- **first year** of teaching—Praxis III:
Classroom Performance Assessments. Praxis I tests a candidate’s competence in math as well as reading and writing in English. At the heart of the issue in foreign-language certification is Praxis II, Subject Assessments, which usually contains two different tests for a language: content knowledge (interpretive listening, structure of the language, interpretive reading, and cultural perspectives) and productive skills (presentational speaking and presentational writing).

In theory, the Praxis II tests sound like a viable solution to course credit requirements. In other words, a teacher simply needs to pass the Praxis II tests instead of having to take thirty or so university or college credits required by many states. Praxis II tests, however, are language specific and are available only in French, German, Latin, and Spanish. They also require each state to have a minimal number of teacher participants in the rigorous process of validation and standards setting in order to establish the passing scores, which vary from language to language. In most states, French and Spanish Praxis II tests are available; German and Latin scores may be set through multi-state agreements if a state requests to participate in such a network.

There is no Praxis II test available in Chinese or any other less commonly taught language that enables teacher candidates to demonstrate their pedagogical as well as linguistic competence in the target language. Although No Child Left Behind requires only the demonstration of content knowledge and not pedagogical skills, the Praxis II tests inherently cover both the knowledge and skills necessary for being a language teacher. It is important to note, however, that there is a Praxis II test in foreign language pedagogy (planning, teaching, and evaluating instruction) conducted in English. This test may be useful but is not considered evidence of content competence under No Child Left Behind for highly qualified teachers.

In the absence of ETS’ Praxis II subject tests in these languages, the speaking (Oral Proficiency Interview) and written tests in 37 different languages offered by the American Council on the Teaching of Foreign Languages (ACTFL) may be a viable solution. Currently five states are using ACTFL’s assessments to allow teachers to waive credits for the language portion of their certification. Since these tests are very different from one another, a serious dialogue about how to align the ACTFL and Praxis II tests or develop other tests that are aligned with these existing tests needs to take place. The bottom line is to ensure that all teacher candidates of a particular language will not be treated unfairly in their pursuit of certification. Given the urgent need to solve this issue, all stakeholders from inside and outside the Chinese-language field must be engaged in serious discussion about how best to certify teachers of Chinese.

Professional Development
Because of the relatively small number of programs, teachers of Chinese often do not receive professional support. The teacher licensure renewal or accountability criteria discussed above also require teachers to engage in meaningful professional development related to their disciplines every three or five years. Hence, regional and national efforts to provide the requisite professional development to teachers of Chinese are crucial. Professional development needs include information on materials and resources; student recruitment and program sustainability; instructional strategies and assessment; balancing learners’ development in listening, speaking, reading, and writing in order to engage in interpersonal, interpretive, and presentational communication; incorporating culture into language instruction; and mapping curriculum across grades and content areas.

Over the years, the Chinese Language Teachers Association has offered professional development workshops and training for teachers of all levels. The Chinese Language
Association of Secondary-Elementary Schools has met the needs of its members by securing several Fulbright-Hays Educators Study Abroad grants from the U.S. government and by collaborating with the Taiwanese government and the National Office for Teaching Chinese as a Foreign Language in providing high-quality professional development opportunities. Plans are under way from the College Board to offer regional and national workshops and electronic discussion forums for teachers in preparation for the launch of the AP course and exam.

As part of its online professional development programs, ACTFL is also developing a special section for Chinese-language teachers. Certain existing vehicles for professional development and teacher training could be expanded. The summer intensive program at Ohio State University, for example, could be retooled for K–12 and heritage-language teachers.

Similarly, the cadre of teachers trained through the National Consortium for Teaching about Asia, a Freeman Foundation Initiative, is an untapped resource. These teachers, primarily social studies and English-language arts teachers who have demonstrated enthusiasm for teaching about Asia, could provide important support to new Chinese language programs in their schools.

**Increasing Programs in K–12 Schools: Establishment, Articulation and Evaluation**

The most logical approach to increasing the number of students who are proficient in Chinese language by 2015 is to increase the number of Chinese-language programs at all levels, i.e., building numerous K–16 Chinese language pipelines. Chinese is classified by the Foreign Service Institute’s (FSI) as a Category 4 language. This means that, roughly speaking, it would only take about 480 hours to achieve the same level in French or Spanish, both Category 1 languages on the FSI scale. The time needed to learn Chinese entails study of the language beginning in K–12. The question is how can we increase the number of Chinese-language programs that allow students to develop a high degree of proficiency? The following section suggests some answers to this question.

**Building Awareness**

Although among certain audiences the need for Chinese is quite clear, the general public does not understand the likely importance of Chinese in the twenty-first century and sees the language as difficult or not immediately applicable. Raising awareness is still a fundamental need. There are many effective ways to do this, including using popular icons to promote the learning of Chinese, launching a media and public relations campaign to address both parents and students, and targeting as an audience the growing number of parents of adopted Chinese children. Although Chinese is a Category 4 language for American-English speakers, it is quite possible to learn and brings many additional cultural and cognitive benefits. Engaging all levels of the community to build on current momentum will require different types of outreach and partnerships.

**Establishing Programs**

At the collegiate or private-school level, establishing Chinese-language programs is more or less an internal decision within the institution. Interest and enrollment in these sectors is proliferating, as independent and private schools are poised to focus on international/global education. Generally speaking, there are no rigid certification issues to deal with as long as instructors or professors can demonstrate linguistic, cultural, communicative, and pedagogical competence and scholarship in their chosen fields.
In K–12 public school systems, there are a host of other issues. Interest in Chinese is growing, but few school districts know how to start and sustain quality Chinese programs. Many school boards and district superintendents might be hesitant to offer Chinese, perceiving it as too difficult for students to learn, or they may not know how to build community support or where to find teachers or appropriate resources.

To this end, there seems to be a need for an introductory Handbook on Chinese Language-Programs. While the National Foreign Language Center's Guide for Basic Chinese Language Programs published in 1997 is still a useful resource, this new handbook would address the needs of school administrators, school boards, and community leaders unfamiliar with the field of Chinese-language education. Asia Society proposes to work with exemplary language programs (identified through NCSSFL and CLASS) to produce an introductory “how to” guide for Chinese, which will be modeled in part on the Japan Foundation's advocacy kit for K–12 Japanese language programs. This guide, to be available in 2006, would be widely disseminated to school boards, states, and national education associations. A list of existing Chinese-language programs in the guide would enable interested readers to go further by contacting or visiting programs in their region.

Ultimately, a technical assistance network or center, similar to those already existing for other languages, will be needed to sustain and enhance new Chinese-language programs.

Funding
With the exception of the modest Foreign Language Assistance Program, most federal programs and legislation aimed at supporting language instruction focus on higher education. Foreign-language programs in K–12 schools derive their funding primarily from state or local sources but are often a low priority, squeezed out by competing programs. While the market may work in encouraging richer districts to offer opportunities to study Chinese, making Chinese instruction accessible and equitable will require some competitive seed funding, particularly in poorer or rural districts. This seed funding could come from federal or state governments, corporations, or private foundations, such as the Geraldine R. Dodge Foundation programs of the 1980s and 1990s. This funding would partially support a teacher’s salary for the initial years of a program. Lessons from the evaluation of the Dodge program suggest that schools need sufficient time and resources to nurture a program over several years for it to reach the point at which student and community support makes it self-sustaining. Ultimately, the expansion of capacity in Chinese and other less commonly taught languages will require investments similar to those in other fields deemed important to the nation. The National Defense Education Act, passed in 1958, after the launching of Sputnik, supported a range of strategies to meet science and foreign-language needs, including teacher training, study abroad, and seed funds for language programs in K–12 schools.

Program Design Issues
There is a wide variety of ways of teaching Chinese in schools, each with its own set of goals and strategies, each catering to the needs of a different community of learners.

1) Program Types:
If there is a pool of heritage-language students available in an institution of higher education, some adjustment in course offerings is often made. It is now fairly common to see a university offer a regular track, an accelerated track, or the so-called heritage-student track. The variety of Chinese-language courses has also increased to encompass the regular language, film, culture, literature, and Chinese for special purposes courses.

At the secondary level, most Chinese-language programs follow the traditional Level 1 through Level 5 model. Now that the College Board has announced its Chinese AP program
and examination, more discussions on how to build middle school–high school vertical teams are expected to take place soon. Depending on students’ background and grade levels, faculty availability and training, scheduling, and the vision or philosophy of the school or district, schools can also consider offering various types of programs. For instance, two-way developmental, immersion, or partial immersion programs, as well as sequential or enrichment programs are among some of the more popular options. Schools in close geographic proximity can also collaborate to form a foreign-language consortium, as five private schools in the Washington D.C. area have done, with each school offering one specific language and allowing students to cross institutional boundaries to study the language of their choice. Student exchanges and partnerships with schools in China are a meaningful and even necessary auxiliary component to different types of Chinese-language programs, allowing learners opportunities to actively use their language.

In the elementary grades, a language program must infuse content to be meaningful. Most of the programs at this level are based on French or Spanish. More content-based instructional design in social studies, science, or the arts in Chinese needs to be developed.

2) Staffing Choices: The traditional model of one language teacher per classroom may not be the most efficient choice for the growth of Chinese language. For example, in rural areas, the number of students who enroll in a Chinese-language program may be small, and a multischool or multidistrict approach would make sense. Since there is a shortage of certified Chinese-language teachers, staffing models may need to involve teams of teachers and assistants with different expertise, e.g., pairing a noncertified Chinese-speaking assistant with a certified social studies or English as a second language teacher in a classroom. Collaborations with local two- or four-year colleges to enable students to take courses there may work in some settings. Distance learning or online programs may also prove to be popular and effective delivery systems. Whatever program design is selected, the balance of language and cultural learning, real-life interaction with speakers of the language, and immersion opportunities is critical.

3) Use of Technology: Given the lack of qualified teachers and the increasing sophistication of technology that can connect communities worldwide, creating and using effective technology tools would seem to be an effective strategy for advancing Chinese in the United States.

At the tertiary level, the National Foreign Language Center has developed a highly acclaimed LangNet program that targets ACTFL advanced plus and above levels of reading proficiency. Ohio State University uses videoconferencing around a very clear curriculum with students in two high schools. Wisconsin employs two-way interactive distance learning in Chinese and Japanese, and Hawaii administers distance education at the college level. There are myriad examples upon which to further develop the use of technological tools in K–12 classrooms.

The CHENGO program is one important model. Funded by the Chinese and U.S. governments and currently being piloted in schools around the United States, it is free of charge for any middle or high school to use in either a CD-ROM or Web-based form. CHENGO uses adventure games and speech recognition software to help beginning students reach ACTFL level 2. The program can be a wonderful supplement to classroom instruction or stand alone and could be used as one of the main tools for a pre-AP program. It needs to be linked to student proficiency assessment so that proper credits may be awarded to participating students.

Many states now have broadband infrastructure that could be used for Web-based instruction in Chinese. For instance, Kentucky is planning to build on its virtual high school and
add Asian languages to its offerings of online courses to schools throughout the state. Some other highly acclaimed language programs could also be models for Chinese. One is the Japanese distance-learning program, *Irasshai*, which is offered through Peach Star, an educational division of Georgia Broadcasting Company. *Irasshai* consists of two levels of Japanese-language instruction and include video lessons, audio interactions, textbooks and activity materials, along with an Internet Web site. Another is the *Muzzi* program in Spanish for K–8 students. Yet another model is *Salsa*, the Spanish program for young children developed by the Georgia Department of Education to meet state foreign-language requirements without resorting to extensive new funding or large increases in the number of certified teachers. It is now used in schools across the country. Similar distance, video, or Web-based learning programs could be developed for Chinese.

4) **Joint U.S.-China Programs:** Collaboration between schools and language organizations in China and the United States could certainly yield stronger programs. While isolated models exist, there is a genuine need for establishing a broader “culture of exchange” with China, in which educators can work on common challenges together, particularly in the development of new curricula and programs. For example, schools in China and the United States could both offer dual-language programs and be joined daily through technology. Working side by side with international colleagues would permit educators to combine the strengths of both the American and Chinese education systems to reinforce language acquisition and overall instruction.

5) **Programs Outside the School Day:** Growing pressures on the school day have generated a renewed necessity to think creatively about where a Chinese-language program could fit. After-school programs afford schools and teachers more flexibility in developing innovative curriculum and in building parental support. They could also be a good first step toward building programs during the school day. Other alternatives include Chinese immersion language and culture summer camps or governors’ summer language academies. Such programs could peak students’ interest in a low-risk way, build support, and accommodate different levels of student readiness. Community colleges, which have more flexibility with respect to teacher certification than do K–12 schools, could also make their programs available to high school students and the general public.

**Articulation**

A major issue for all language programs is lack of articulation, which results in the repetition of the same material or knowledge or skill gaps. In the case of Chinese, there are two dimensions of articulation that need to be considered: intra- and inter-institution.

Intra-institution articulation refers to the alignment and connection among levels of instruction within one institution. Points of consideration include curriculum content and requirements, level alignment, textbook and materials used, standards addressed, methodologies and approaches adopted, formative and summative assessment, promotion criteria, and placement and exit criteria and assessment.

Inter-institution articulation concerns program alignment from one institution to another, which may refer to making the connection and alignment between a heritage school and the formal educational system, an after-school program and a formal course of study, an online or distance-learning course and a traditional Carnegie unit-based course, an elementary and a secondary school, or K–12 schools and colleges and universities. In addition to all the elements mentioned above, the consideration of student population and concurrent linguistic, educational, and sociocultural needs is indispensable.

New developments that will help to resolve some of these articulation issues are the College
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Board’s AP program in Chinese language and culture, which provides universities with a common standard for students graduating from myriad high school programs, and the NSEP’s Chinese Flagship Initiative, which will offer a model of how to align K–16 instruction.

As the number of Chinese speakers from all levels increases, there is an emerging need to develop Chinese-language courses around specific disciplines, e.g. Chinese for business, engineering, or medicine. These courses will no doubt improve student motivation in making them aware that what they learn in the classroom will contribute to their human and economic capital.

Evaluation
As accountability throughout the educational system is increasingly emphasized, program evaluation is an essential part of building capacity in the field. Without good programs, instruction in and learning of Chinese will not be able to grow deep roots in our schools, colleges, and universities. Nor can we expect students to develop high-level achievement in Chinese language and culture.

Although some studies have been conducted, more are needed in order to develop research-based instruction, curriculum, student performance assessment, and to raise school and student achievement. Intergroup relationships; students’ worldviews; cultural knowledge and understanding; cross-cultural communicative competence; social gains; and program cost effectiveness are other important measures of program success.

Curriculum, Materials and Assessment

Over the past two decades, there has been an increasing exchange and sharing of curriculum, materials, and assessment in the Chinese-language-teaching field. The exchanges, however, seem to be compartmentalized and have stayed within the heritage-language, K–12, and tertiary sectors. Although each sector has its distinct needs, there needs to be increased dialogue across them.

Curriculum
Each sector has its internal and external needs, strengths, and constraints. In the Chinese-language-teaching field, however, at least two prominent issues in curriculum design must be addressed. First, while most K–12 programs are standards based, university programs have a different orientation, goal, and approach and do not typically use the National Foreign Language Content Standards for Chinese. The curricular disconnect between these two sectors often leads to student frustration and confusion. Second, in heritage-language schools, as well as heritage-language programs in the regular K–12 and tertiary sectors, first- and second-language acquisition principles have often been glaringly omitted from curriculum design. In other words, heritage-language students have very different abilities, identities, and sociocultural understanding of Chinese language and culture. Linguistically, they are at the juncture of native language, bilingual, and foreign-language education. Curriculum design must take into account the characteristics of heritage-language students.

Materials
In the past, materials development was left to individuals or groups of teachers or professors in collaboration with publishers specializing in Chinese materials. There are some new developments in the field. The College Board is engaging in a curriculum review process, evaluating materials that are appropriate for high school third- and fourth-year study along with first- and second-year college study. The resulting compilation of information on textbooks, periodicals, and other media is expected to offer a rich body of materials and analysis of gaps, as well as generate responses from publishers. Analysis of
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curriculum materials for other grade levels will follow in subsequent years.

The National Office on Teaching Chinese as a Foreign Language is also planning to identify a mechanism for obtaining rights to educational materials and films produced in China and making them accessible to U.S. classrooms. Some joint agreements with other countries, such as Spain and Italy have yielded useful resource centers housed in universities. For example, the Cervantes Institutes bring Spanish culture to life with lectures and visiting experts from Spain, while many Italian centers offer materials for content-based instruction. Similar centers focusing on Chinese language and culture could perform linguistic, cultural, and professional development functions and prove to be beneficial.

In the Chinese field, however, there is a distinctive issue underlying the development of materials, that is, the linguistic changes that the Chinese language has undergone in the past fifty years after the political split of the two parties in China. It is interesting that the adoption of the writing system does not seem to be a huge problem in materials development. Because of the easy computer convertibility of the writing systems and the recognition that any educated Chinese-language user needs to be able to read texts written in either simplified or traditional orthography, the argument about which writing system to use has somewhat subsided in the past ten years. Textbooks and materials use either the traditional or simplified version, or even display both simultaneously.

The more subtle and serious implication comes from the adoption of the phonological systems: the phonetic system used in Taiwan or the pinyin system in the PRC. Depending on which system is used, textbooks and materials are developed with the selected phonological aides. This means that there are different series of textbooks and readers that are associated with a particular phonetic system, which does not cross over easily for young children. Adding to the complexity of content issues in materials is the incorporation of various voices, perspectives, styles, and genres. This content issue in materials development is often lost in the more obvious arguments about the writing and phonetic systems, and must be taken into account in material development for students who are learning Chinese as a foreign or heritage language.26

Testing and Assessment

Based on the methodology and practice of teachers, time invested, underlying philosophy and overt implementation of curriculum, and materials used, student learning outcomes will vary from classroom to classroom. The choice of assessment and standardized testing as a measure of student achievement or language proficiency must include consideration of these elements. We cannot adequately underscore the importance of aligning assessment with instruction and vice versa. It is equally important to know and choose an appropriate instrument based on the purpose and goal of learning and assessment.

There are numerous in-house formative and summative assessments developed by Chinese-language faculty in classrooms throughout the United States. The more commonly known tests, however, include the Student Achievement Test II in Chinese with listening (SAT II, administered by the College Board); Hanyu Shuiping Kaoshi (HSK, administered by NOCTFL); Oral Proficiency Interview and Writing Test (OPI, administered by ACTFL); and the Chinese Proficiency Test and Simulated Oral Proficiency Interview (CPT and SOPI, administered by the Center for Applied Linguistics). Language Learning Solutions (LLS) is developing an online Standards-Based Measurement of Proficiency (STAMP) test in Chinese. Finally, the College Board is developing the Chinese AP course and test, which will be offered nationally in 2006–7.

In emphasizing the need for all teachers of Chinese to develop the knowledge and skills
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requisite to selecting and designing valid and reliable instruments to measure students’ learning, such as those mentioned above, we call for collaboration in the field. All teachers of Chinese must recognize that good teaching is tailored to the needs and goals of students and best practices require the incorporation of essential elements of various methodologies. Instruction and assessment are still treated as separate curricular considerations in the field. They need to be integrated as symbiotic driving forces.

Conclusion

There are a number of polarities in the discourse on expanding Chinese-language capacity in the United States: whether to address supply by training teachers or demand by building new programs; whether to focus on temporary fixes or long-term solutions; whether wholesale or retail strategies will yield the desired results. These are all questions that require further thinking and discussion. Yet, the field is undeniably “at the beginning of a long, upward curve.” Addressing immediate needs that do not require extensive new funding is perhaps the first place to start. The development of systemic solutions and means to scale up existing models, however, should be a top priority. There is a need to develop both strong models and a much larger number of programs, and to focus on building supply and demand simultaneously.

This report analyzes the current status of the Chinese-language field and points out the inadequacy of the current infrastructure to support recruitment of students and teachers as well as the establishment and sustainability of high-quality programs. Based on the background paper and contributions of meeting participants, the report suggests a range of strategies to address the question: What would it take to have 5 percent of American high school students learning Chinese by 2015? The main points of the report can be summarized as follows.

1. Tap into Major Developments to Advance the Field. The following initiatives lay a solid foundation upon which the field can begin to expand its capacity:
   - AP course and examination in Chinese language and culture, to be offered nationally to high schools by the College Board beginning in fall 2006;
   - CHENG0, an online game-based program for beginning Chinese, developed jointly by the Ministry of Education of the People’s Republic of China and the U.S. Department of Education and available free of charge to pilot schools; and
   - the Chinese K-16 Pipeline Project of NSEP, which will establish a third university Chinese-language flagship program that includes a model feeder program in local K–12 schools.

2. Take Both Short- and Long-Term Approaches to Create a Supply of Qualified Chinese-Language Teachers. Lack of teachers is the key bottleneck to building capacity in Chinese. In the short term, to expedite the creation of a pool of qualified Chinese teachers, states should work with institutions of higher education to create high-quality, “fast-track,” alternate routes to teacher certification for Chinese speakers in the United States; pilot visiting-faculty programs for teachers from China; use technology and multimedia to supplement the shortage of full-time Chinese teachers in classrooms; and explore a multistate system to certify Chinese-language teachers. In the long term, it will be necessary for higher education institutions to invest in full-length teacher preparation programs, similar to those used for other languages, and to extend professional development opportunities to Chinese-language teachers.
3. Leverage Growing Interest to Expand and Improve Chinese-Language Programs. The level of interest in establishing Chinese language programs in K–12 schools is rising rapidly. A 2004 survey found that 2,400 high schools would be interested in offering the AP in Chinese language and culture. Most of these schools, however, do not currently offer Chinese. In order to translate this interest into quality programs, best practices from existing programs must be disseminated through a handbook on establishing Chinese-language programs and through the development of a technical assistance center or network. Beyond this, reaching a goal of 5 percent of U.S. students studying Chinese by 2015 will also require public education campaigns to raise awareness among educators, students, and parents of the growing importance of Chinese; competitive seed funds to make programs available in less affluent school districts; and the building of articulated K–12 or K–16 models to demonstrate how students can attain high levels of proficiency and achievement.

4. Incorporate Research and Technology to Develop Effective Curriculum, Materials, Assessment, and Delivery Systems. Although the supply of teaching materials is growing, they are unevenly developed. Appropriate research-based materials, curriculum, and assessments must be developed in accordance with widely divergent levels of students and types of programs. Innovative ways of using media and technology (television, distance learning, online courses, and communities, digital technological tools, etc.) to enhance and broaden access to language instruction and learning should have high priority.

5. Make a Long-Term Commitment to Invest in the Future. The expansion of capacity in Chinese language will require innovations and investments similar to those in other fields deemed important to the nation. The National Defense Education Act, passed in 1958, after the launching of Sputnik, supported a range of strategies to meet science and foreign-language needs, including teacher training, scholarships for study abroad, and seed funds for language programs in K–12 schools. Today’s economic and national security challenges mandate a larger pool of highly proficient speakers of a wider range of world languages, including Chinese. It is crucial that our national language investments go beyond the current support of languages in higher education to include K–12 schools. We need to begin language study in the early grades, use more intensive research-based approaches, build on the communities of heritage-language learners, and utilize the advantages that technology, easier travel, and virtual connections to schools in China allow.

... Today’s world demands a dramatic rethinking of what is considered integral to an educated person’s success. Owing in large part to past social and political needs, Romance languages have become embedded in the popular notion of education. Because fluency in French was once considered essential to a learned person’s skill set, the language now holds a nearly unquestioned place in many schools’ foreign-language departments. What will it take to get people to think about Chinese in the same way?

This report has put forth the critical issues that must be addressed and made some suggestions about how to do so. Its purpose is to stimulate broader discussion, support, and action to expand our national capacity in Chinese, a language we as a nation can no longer ignore.

Vivien Stewart and Shuhan Wang
Expanding Chinese Language Capacity in the United States

Endnotes

14. *Initial License with Master of Education in Curriculum and Instruction Option* (Graduate School of Education, George Mason University), http://www.gse.gmu.edu/programs.descriptions/foreignlang.htm.
21. For details, see Moore, Walton & Lambert, 1992; S. C. Wang, 1999
APPENDIX A
Contributors

Chair: Vivien Stewart, Vice President, Education, Asia Society

Martha Abbott, Director of Education, American Council on the Teaching of Foreign Languages
Marta Castaing, Program Associate, Education, Asia Society (rapporteur)
David Chang, President (2004–5), National Council of Associations of Chinese Language Schools
Shu-Kang Chen, Director, Licensure Development Group, Assessment Development Division, Educational Testing Service
Jun Fang, First Secretary for Education, Embassy of the People’s Republic of China
Hong Gang Jin, President, Chinese Language Teachers Association and Professor, Hamilton College Department of East Asian Languages and Literatures
Mary Ann Hansen, World Languages Coordinator, Connecticut Department of Education
Marleen Kassel, Director, TeachAsia, Asia Society
Debby King, Curriculum Coordinator, Asian Studies Outreach Program, University of Vermont
Kevin Lawrence, Assistant Director of Education, China Institute
Kathleen W. Lee, Program Director, Committee of 100
Lucy Lee, Past President, Chinese Language Association of Secondary-Elementary Schools (CLASS) and Assessment Specialist II, Educational Testing Service
Yu-Lan Lin, Past President, Chinese Language Association of Secondary-Elementary Schools (CLASS) and Director of Languages, Boston Public Schools
Chuansheng Liu, Minister Counselor, Education Affairs, Embassy of the People’s Republic of China in the United States of America
Roberta Martin, Director, Asia for Educators Program, Columbia University
Thomas Matts, Director, AP World Languages Initiative, K–12, College Board
Scott McGinnis, Academic Advisor and Associate Professor, Defense Language Institute, Washington Office
Mimi Met, Acting Director, National Foreign Language Center
Alice Mong, Executive Director, Committee of 100
Trevor Packer, Director of AP Operations and Publications, College Board
Frank Tang, Director of Foreign Language/Bilingual Education, New York University School of Education
Kai Tao, Former Vice President, Chinese School Association in the United States (CSAUS)
Hoa Tu, Co-Director, Henry Street School for International Studies
Galal Walker, Director, National East Asian Languages Resource Center, Ohio State University
Shuhan Wang, Supervisor for World Languages and International Education, Delaware Department of Education
Larry Weiss, Headmaster, St. Ann’s School
Marcia Wilbur, Associate Director and Head, World Languages and Cultures Content Development Group, K–12 Professional Development, College Board
Arthur Wise, President, National Council for Accreditation of Teacher Education (NCATE)
Elizabeth Wong, Senior Program Officer, The Freeman Foundation
Wei-ling Wu, Teacher, West Windsor-Plainsboro High School
Lin Xu, Director General, National Office of Chinese Teaching as Foreign Language
APPENDIX B
The Role of the Ministry of Education of the People’s Republic of China and the National Office on the Teaching of Chinese as a Foreign Language

The Ministry of Education of the People’s Republic of China and the National Office on the Teaching of Chinese as a Foreign Language (NOCTFL or Hanban) have renewed their commitment to expanding Chinese-language capacity in the United States. Madame Lin Xu, Director General, National Office of Teaching of Chinese as a Foreign Language, shared future plans to build bridges connecting China with other countries, peoples, and cultures.

- In creating new teaching materials, the Hanban has pledged to involve international experts to work collaboratively to develop high-quality resources, with more innovative uses of technology.

- A new program for overseas volunteer Chinese teachers is in development, along with new teacher training and professional development programs to reinforce contemporary-language teaching theory and methodology in order to help fulfill local standards.

- The Hanban plans to revise its Chinese proficiency tests, based on such models as the TOEFL. The new test will be easier and combine levels to attract more Chinese learners.

- The Ministry of Education and the Hanban will continue to cooperate on the development of the Chinese AP course and examination, by supporting the development of new teaching materials and modifying existing course books based on AP exam specifications.

- Finally, on July 20–22, 2005, a number of Chinese ministries are coming together to host a conference in Beijing on the Development of Chinese in a Multicultural World. Attendees will include experts from around the world, convened to discuss how to promote Chinese-language teaching worldwide.
APPENDIX C
Useful Web sites

American Council on the Teaching of Foreign Languages (ACTFL) | www.actfl.org
Asia Society Education Programs | www.askasia.org; www.internationaled.org
Association of Departments of Foreign Language | www.adfl.org
CHENGO | www.elanguage.cn
Chinese Language Association of Secondary-Elementary Schools (CLASS) | www.classk12.org
Chinese Language Teacher Association (CLTA) | clta.osu.edu
Chinese School Association in the United States (CSAUS) | www.csaus.org
The College Board AP Home Page | apcentral.collegeboard.com
National Consortium for Teaching about Asia | www.ncta.org
National Council of Associations of Chinese Language Schools (NCACLS) | www.ncacls.org
National Council of State Supervisors For Languages | www.ncssfl.org
National Flagship Language Initiative | www.nflc.org/nfli
National Foreign Language Center at the University of Maryland | www.nflc.org
National Office for Teaching Chinese as a Foreign Language (NOCTFL) | www.hanban.edu.cn
Secondary School Chinese Language Center, Princeton University | www.princeton.edu/~ssclc
AMID GROWING INTEREST U.S. SCHOOLS UNPREPARED TO MEET NATIONAL DEMAND FOR CHINESE LANGUAGE INSTRUCTION

New Asia Society Study Highlights Best Practices To Expand Chinese Language Capacity

NEW YORK, NY, July 12, 2005 – The rise of China, dramatically documented in recent months as its impact is felt economically and culturally, is driving new demand for Chinese language speakers across business and social sectors. Yet schools throughout the United States are largely unprepared to meet this need, lacking qualified teachers, programs or creative uses of modern educational technologies, according to a new study released today by Asia Society.

The new report, entitled Expanding Chinese Language Capacity in the United States, calls for a national commitment to new investments in teaching Chinese language and culture. Created by Asia Society’s education division, the preeminent international education leader in the K-12 field, the report documents a growing consensus among national security and business leaders, educators and foreign language experts. Its analysis of the current status of Chinese language instruction concludes that the current infrastructure to support recruitment of students and teachers as well as the growth of high quality programs is woefully inadequate. The study suggests short- and long-range strategies to address the question: What would it take to have five percent of American high school students learning Chinese by 2015?

The release of the report comes at a time when leaders from across public and private sectors are recognizing the growing importance of Asia as one of the central facts of the 21st Century. China, with its tremendous economic growth—total trade with China exceeded $230 billion in 2004, second only to trade with Canada and Mexico—and emergence as a social and political leader in the region, is fundamental to this shift.

As China rushes toward superpower status, American’s schools and government officials are growing increasingly concerned by the lack of expertise in a language considered critical to national prosperity and security. The most recent data show only 24,000 students in grades 7-12 study Chinese, a language spoken by 1.3 billion people worldwide. In contrast, more than one million students learn French, a language spoken by only 80 million people. “Our nation’s schools are locked in a time warp. By ignoring critical languages such as Chinese and the essential cultural knowledge needed to succeed, our school systems are out of step with new global realities. This report urgently highlights the need for an expanded national commitment to
world languages and international studies,” said Charles Kolb, President of the Committee for Economic Development.

The U.S. State Department has designated Chinese a critical language and in late May, U. S. Senators Joseph Lieberman (D-CT) and Lamar Alexander (R-TN) introduced the United States-China Cultural Engagement Act, proposing $1.3 billion in federal funds to provide for Chinese language and culture instruction in America schools.

“Interest in learning Chinese among American youth and their parents has grown dramatically in the past five years,” said Vivien Stewart, Vice President for Education at Asia Society. “But schools don’t know how to start and sustain a Chinese language program and there is an acute shortage of certified teachers,”

Between 1998 and 2002, the number of college students studying Chinese rose 20 percent to just over 34,000. And in a fall 2004 College Board survey of high schools, 2,400 schools expressed interest in offering the advanced placement courses in Chinese language (Mandarin) and culture when it becomes available in 2006. “We expected a few hundred schools to express interest in offering the Chinese AP, so these results were eye-opening,” said College Board President Gaston Caperton. “Americans have been the world’s most successful students and entrepreneurs for the past century. We have to envision a new set of global skills that include understanding world languages and cultures to retain our edge in an increasingly interconnected economy.”

Besides the new AP course, other new developments include the model Chinese K-16 Pipeline Project of the National Security Education Program and CHENGO, an online games-based program for beginning Chinese, developed by the U.S. Department of Education and the Ministry of Education of the People’s Republic of China and available free of charge to pilot schools.

But these alone will not address the critical capacity issue. Among the recommendations made in the report to expand Chinese:

- Lack of qualified teachers is the key bottleneck in building capacity. Higher education institution should create fast-track or alternate route certification programs for U.S. Chinese speakers. States should expand visiting faculty programs for teachers from China, similar to those in other languages, and should create certification procedures to make it possible for U.S. teachers to become certified teachers of Chinese.

- In order to translate the current interest into high-quality school programs, schools will need technical assistance in learning from the best practices of current programs. We need to start earlier, use more intensive research-based approaches, and include the communities of heritage language learners. Beyond this, public education campaigns to raise awareness among educators, students and parents of the growing importance of Chinese will be needed and competitive seed funds to make programs available in less affluent school districts.
Innovative ways of using media and technology, such as distance education, online courses, and connections to students in China should be given high priority to complement classroom programs and broaden access.

Ultimately, the creation of significant capacity in Chinese will require innovation and investments similar to those in other fields deemed important to the nation. In 1958, the National Language Defense Education Act, passed after the launch of Sputnik, supported a range of strategies to meet the science and foreign-language needs of the day. Today’s realities will require proficient speakers of a wider range of world languages, including Chinese, a language we as a nation can no longer ignore.

About Asia Society
The Asia Society is America’s leading institution dedicated to fostering understanding of Asia and communication between Americans and the peoples of Asia and the Pacific. A national nonprofit, nonpartisan educational organization, the Asia Society develops cultural, policy, business and education programs about Asia for the public and influential leaders.
Dear Educators,

Welcome to the world of Jimmy Lin! In many ways, Jimmy is a typical 11-year-old boy: active, curious, learning to navigate the shark-infested social waters of his 5th grade class. But Jimmy is also a boy who is straddling two cultures: the Midwest culture of Buffalo Grove, the small town in Kansas where his family runs the town's only Chinese restaurant and his ancestral culture, that of mainland China. Jimmy feels the pull of both and this book is the story of how he learns to understand, live with and even embrace their differences.

We here at the Kansas Committee for International Education in the Schools published this chapter book to give you a way to present your students with an entertaining and informative way to learn about Chinese culture and the Chinese immigrant experience in Kansas. The book is formatted so that the story of Jimmy Lin and his family alternates with chapters about Chinese culture, history and the history of Chinese immigrants in the United States. It is our hope that reading this book will foster international learning, cross-cultural understanding and tolerance among young Americans. Today’s elementary school students will graduate college and enter a global culture; we are now experiencing just the tip of this. Reading The Fastest Pig in the West and using the on-line Teachers’ Guide can give students a head start and help prepare them to be fully operational citizens of the global society.

To assist you in furthering your students’ knowledge of China, its culture and the Chinese immigrant experience, we have created this chapter-by-chapter Teachers’ Guide. In it you will find suggestions, lesson plans and links to other sources with more ideas, methods and information that will enable you to build on and enhance the lessons in the book. We have listed several Kansas State Standards that correspond to the extensions of these lessons but we encourage you to identify others that link – directly or indirectly – to the story of Jimmy Lin and his experience in Kansas.

Enjoy the book and please do not hesitate to contact me with any questions, suggestions or comments.

Yours truly,

Randi Hacker, Outreach Coordinator
Center for East Asian Studies at KU
rhacker@ku.edu

**Errata:**

On page 23 in The Story of the Chinese Zodiac, we neglected to give the gloss for “Cat”. The very first character that appears in the story is the one for cat and it is pronounced “mao”. This character appears on one of the flashcards.

On page 87, it says that the population of China is about twice as large as that of the US. It should say about four times as large.

**Note:**
The characters used in The Fastest Pig in the West are traditional characters. This type of character is used today in Taiwan. On the mainland, many characters have been simplified. I chose to use traditional characters because they preserve more of the history in their orthography. In the flashcards, however, simplified characters are used just to give your students a look at the difference.

**GET SOME RECOGNITION:** If you have developed successful and innovative lesson plans and approaches to teaching using The Fastest Pig in the West, we would love to hear about them. Send your story to me at this email address: rhacker@ku.edu. We might just feature you on the KCIES website on our Best Practices page. To check out what other teachers have done to receive Best Practices Recognition, go to [www.kansasintheworld.org](http://www.kansasintheworld.org), click on IE Focus then choose Best Practices from the drop down menu.
The Fastest Dig in the West

by Randi Hacker
A message from the Governor

Dear Kansans,

As our state defines its role in the 21st century, we must prepare our children for a world that is different from the one in which many of us grew up. Today, technology has shortened the distance between countries and nations, bringing us closer to people all over the world. We must use this technology to our advantage and understand that this new world is not one to fear, but one in which we must prepare our children to compete. Our children have access to so much more information and opportunity about their community and communities across the globe.

Governor Kathleen Sebelius

What you can do

- Attend a site council meeting at your child’s school and urge staff to include international material in a variety of subjects. Urge your school board to do the same.
- Encourage state lawmakers and education officials to support international education by including it in state standards and by providing teachers with training in international topics.
- Support the teaching of foreign languages.
- Host exchange students and encourage your child to be an exchange student.

Learn More on the Internet

- www.kansasintheworld.org — The web site of the Kansas Committee for International Education in the Schools has profiles of successful international education efforts in Kansas, resources for teachers, survey results and much more.
- Also see:
  - www.globaled.org
  - www.internationaled.org

A Few Things to Consider

- An Asia in the Schools survey found teachers spent less than 5 percent of class time on Asia-related topics.
- Asia is Kansas’ largest export market — about $2 billion in 2002.
- Kansas’ foreign-born population more than doubled from 1990 to 2000, with about 130,000 residents identifying another country as their birthplace.

Just what is international education?

Definitions of international education can be as broad as the globe itself. But basically, as one motto says, it is “putting the world into world-class education.”

In our fast-paced world, learning about Asia, Africa, the Middle East and their people, history and politics can’t wait until college. It is an education that must start early, so Kansans will see how events overseas affect life on the Plains.

So it’s not enough to know Cuba is in the Caribbean if you don’t know Kansas couldn’t sell wheat there because of the nation’s Cold War role. And that if wheat has more markets, farmers prosper and keep communities vital.

International education goes beyond studying a language. It can be taught in math, English, history, geography, science, and business classes. If students read books from other countries, if they study customs and government structures, they’ll find similarities between people, not just differences.

By teaching our kids more about the world — and by giving teachers the tools to do it — we don’t have to give the “basics” short shrift. Instead, we redefine what the “basics” of education include. Because our world is redefining the basics, we must do so as well to have a vital role in that world.

To request copies of this brochure, see www.kansasintheworld.org

There’s a world of opportunity out there.

Kansas has long provided children with a first-class education. Now, it’s time to give them a world-class one.
WHY A WORLD OF KNOWLEDGE?

- It’s important to understand the causes and effects of world events since the U.S. plays such an active role.
- Our society is increasingly diverse, and we need international perspectives.
- The Internet and technology are making the world a smaller place.

Source: Top choices from a survey of 3,000 Kansans by Kansas Committee for International Education in the Schools

Going global

Most Americans say students need to know more about the world’s cultures. Studies also tell us that schools are where students learn about Asia and other regions. Some of Kansas’ best teachers say they’d like to teach children more about the world but a lack of training and materials, more so than money or time, makes it difficult.

Fortunately, Kansas isn’t starting from square one. Some schools are taking steps to prepare students for our ever-changing world. Their efforts prove an international education can be part of an education that doesn’t scrapped on essentials. What’s essential, say educators and businesspeople alike, is making such efforts the norm.

“A night to show months of learning

The world can’t be crammed into a single class or one-day festival.
That’s why for seventh-graders at Lawrence’s Southwest Junior High School, Asia Night is the culmination of months of research and hard work, not just one evening exploring a continent.
By Asia Night each March, 200-some students have chosen countries to study and an area of focus — be it Japanese animation or the Great Wall. They’ve written reports and given speeches and created costumes. And they’ve learned lessons about their own culture, too.
Kids discover they’re pretty much the same, at least on the values aspect,” Principal Trish Bransky says.
The program fits Southwest’s emphasis on using core subjects — English, math, social studies, science — to together teach a topic. That way students learn how things are connected, a powerful skill in our world. So when they put together a Mount Fuji volcano, they’ve learned geography and geology and had a blast.
Bransky, the best lesson is one that will serve students in years ahead: “If you find something that’s totally awesome about a culture, you’d be far more open to other parts of that culture. You’ll be far less likely to pass judgment on them.”

A diploma showing they’re worldly

At an international fair, Olathe students show what they’ve learned.

Starting as sophomores, students in Olathe’s four high schools can take classes designed to give them the skills to work and communicate with people all over the globe.
The International Studies Program — with focuses on business, arts and cultures, or international relations and diplomacy — goes beyond learning a language. Students study other nations and peoples, read literature from around the world and or import simulation. Students study Latin, Spanish, Japanese, French, German or, soon, Chinese.
Community service is a big part, with students helping immigrants get settled or hosting international visitors. Independent study is another piece.
Students who finish the three-year program will get a notation on their diplomas, showing they’ve opened their minds to the world and are ready to venture into it.

New world of farming

Steve Baccus farms 1,000 acres in Ottawa County and always looks for new crops and ways of doing things, a philosophy that’s helped keep the family farm profitable.
Going back to his schooldays, he’s always tried to broaden his horizons. That urge helps as president of the Kansas Farm Bureau, a 127,000-member group that touts Kansas agriculture worldwide. It’s a post that’s taken him overseas several times.
“You get out of your small town and meet some of the people you read about and have the chance to sit down and talk. You learn they’re normal people. They get up and get dressed and have the same problems that we do. … That draws you out of your shell and you focus on issues that are larger.”
He’s also reflected on what his education could have taught him. “There was hardly any emphasis on the interconnectedness of Kansas and the United States to the rest of the world,” he says. “If a child doesn’t know we’re living in a world economy or culture, we’re doing ourselves a huge disservice.”

“Our have a tendency to think that people who speak a foreign language or do things differently … produce an inferior product.
You can go to Brazil and find out that they can beat the pants off of American soybean producers. Now we have to learn how to compete with that.”

Steve Baccus
Kansas Farm Bureau President

“International education shouldn’t be an add-on. International content can be integrated into ... many subjects.”

U.S. Secretary of Education Rod Paige
You don't have to travel abroad to find ways and places to help you add international content to your classroom. Use this map to find international education resources in your part of Kansas or plan a field trip to a center or event happening nearby.
The Kansas in the World Award for Excellence in International Education 2010

Application Form

School Name: ______________________________

School Address: ______________________________________
____________________________________
____________________________________

School Telephone Number: _____________________

School Fax Number: __________________________

School Website (optional):_________________

Primary Contact:
Name: _____________________________________

Title: _______________________________________

Direct Phone: _______________________________

Direct Fax: _________________________________

Email:_____________________________________

Type of School:
□ Elementary/Middle School
□ High School

Advice for Applicants

⇒ Be sure the narrative addresses all the bulleted points as completely as possible

⇒ Include a description of courses with international content offered and the number of students enrolled in each.

⇒ Get letters of support from those who are familiar with your program, the international dimension of the school, and the impact it has had on student understanding of the world today. Be sure each letter of support clearly shows the name of the school.

KCIES, hosted by the Center for East Asian Studies at the University of Kansas, is a statewide group of educators, policy-makers and community leaders whose goal is to promote international education at all grade levels and across all curriculum areas.
The Kansas Committee for International Education in the Schools (KCIES) is pleased to announce the fifth Kansas in the World Award for Excellence in International Education. This program awards a prize of $1,000 each to one elementary or middle school and to one high school that show a commitment to increasing international learning across the curriculum. Any elementary, middle or high school in Kansas is eligible to apply.

How To Apply

Candidates can be nominated or can apply directly. All must provide the following information:

1. Contact information and school profile;
2. A narrative (not to exceed 1,000 words or approximately 4 typed pages) describing the school's efforts to promote international knowledge and skills for students. See "narrative" section for the specific areas to address and
3. Two letters of support from individuals or organizations familiar with the school's work.

OPTIONAL: Up to three supporting items such as a lesson plan, sample curriculum, newspaper article, student achievement statistics, photos, video tape, DVD, CD, etc.

Application, school profile, narrative, letters of support and optional supplementary material should be mailed as a single package to:

Kansas in the World Award 2010
Center for East Asian Studies, University of Kansas
1440 Jayhawk Blvd., Room 200
Lawrence, KS 66045

Deadline: February 26, 2010

We plan to present the awards at the 2010 Kansas State Department of Education meeting for curriculum leaders.

Please see our website www.kansasintheworld.org or contact Nancy Hope at nfhope@ku.edu with questions or problems.
The Kansas in the World Award for Excellence in International Education 2009

Application Form

School Name: ______________________________

School Address: ______________________________________
_____________________________________
_____________________________________

School Telephone Number: _____________________

School Fax Number: __________________________

School Website (optional):_________________

Primary Contact:

Name: _____________________________________

Title: _______________________________________

Direct Phone: _______________________________

Direct Fax: _________________________________

Email:_____________________________________

Type of School:

□ Elementary/Middle School

□ High School

Advice for Applicants

⇒ Be sure the narrative addresses all the bulleted points as completely as possible

⇒ Include a description of courses with international content offered and the number of students enrolled in each.

⇒ Get letters of support from those who are familiar with your program, the international dimension of the school, and the impact it has had on student understanding of the world today. Be sure each letter of support clearly shows the name of the school.

KCIES, hosted by the Center for East Asian Studies at the University of Kansas, is a statewide group of educators, policy-makers and community leaders whose goal is to promote international education at all grade levels and across all curriculum areas.
 Eligibility
Any public or private elementary/middle school or high school in Kansas with a clear focus on raising student awareness of the world and closing the international knowledge gap is eligible.

Narrative
Please describe the ways your school promotes international knowledge and skills by:
• Including international content in a variety of subject areas;
• Engaging students in learning about the world beyond our nation’s borders;
• Using technology to promote international learning;
• Offering opportunities to learn world languages;
• Supporting professional development with international content;
• Partnering with community organizations, businesses, universities, schools in other countries etc. to further the schools’ international reach and
• Getting administrator support for the international dimension of the school.

How To Apply
Candidates can be nominated or can apply directly. All must provide the following information:

1. Contact information and school profile;
2. A narrative (not to exceed 1,000 words or approximately 4 typed pages) describing the school’s efforts to promote international knowledge and skills for students. See “narrative” section for the specific areas to address and
3. Two letters of support from individuals or organizations familiar with the school’s work.

OPTIONAL: Up to three supporting items such as a lesson plan, sample curriculum, newspaper article, student achievement statistics, photos, video tape, DVD, CD, etc.

Application, school profile, narrative, letters of support and optional supplementary material should be mailed as a single package to:

Kansas in the World Award 2009
Center for East Asian Studies, University of Kansas
1440 Jayhawk Blvd., Room 200
Lawrence, KS 66045
Deadline: February 27, 2009

Please see our website www.kansasintheworld.org or contact Randi Hacker at rhacker@ku.edu with questions or problems.
News & Announcements

Dr. Bill Tsutsui, Director of KCIES, welcomes participants to the Forum.

Dr. Glyn Rimmington of Wichita State University discusses the importance of cultural education.

Nancy Hope, Associate Director of KCIES, discusses putting the world in world class education.

Raffaele de Vito, Shailey Innes and Clyde Stoltenberg discuss Kansas's place in the world market.
Dr. Gerhard Fischer, special guest speaker from the Wisconsin Department of Public Education, entertains the audience with stories of his experiences in international education.

Bill Tsutsui listens to Dr. Fischer at the KCIES Forum on International Education.

A crowd of more than 80 people showed up despite inclement weather to hear speakers talk about the importance of international education.

Kari Stubbs of ePals talks about her trip to China and the importance of giving today's kids a global competence.

Deborah Brown, Shawnee Mission Schools, Dr. Jan Heinen, Olathe Schools, Marjorie Landwehr-Brown, Douglass Schools and Dr. Dan Lumley, Lee's Summit Schools discuss ways that their districts are infusing international content into the curriculum.
News & Announcements

▶ **What is International Education** - Glyn Rimmington, PhD, Boeing Distinguished Professor of Global Learning
▶ **Kansas World Trade Center** - Shailey Innes, Kansas World Trade Center
▶ **KCIES Forum on Putting the World into World-Class Education** - Nancy Hope, Associate Director, KCIES
▶ **Kansas Exporter of the Year** - Dr. Raffaele de Vito, Emporia State University
▶ **An Eye on the World** - Gerhard Fischer, Wisconsin Department of Public Instruction
▶ **Center for International Studies** - Deborah Brown, Shawnee Mission School District
▶ **International Trade** - Dr. Rafaelle de Vito, Emporia State University
▶ **Douglass Global Learning** - Marjorie Landwehr-Brown, Douglass School District
▶ **Topeka 2008** - Dr. Dan Lumley, Lee's Summit R-VII School District
Web Resources for International Education

AFRICA

Africa Access
“Africa Access was founded in 1989 to help schools, public libraries, and parents improve the quality of their children's collection on Africa.” It includes a database of annotations and reviews of literature for children, links to activities related to Africa, and information about the Children’s Africana Book Awards.

Exploring Africa
http://exploringafrica.matrix.msu.edu/index.php
Exploring Africa has four curriculum units from Michigan State University with input from consultants and educators from throughout the USA.

South Africa: Overcoming Apartheid, Building Democracy
http://www.overcomingapartheid.msu.edu/
This “presents first-hand accounts of this important political movement. Interviews with South African activists, raw video footage documenting mass resistance and police repression, historical documents, rare photographs, and original narratives tell this remarkable story.”

ASIA

Asia for Educators
http://afe.easia.columbia.edu/
With contributions from top Asia scholars in America, this Columbia University site includes timelines, reading lists, primary-source based curriculum units, and embedded media.

AskAsia.org at the Asia Society
http://askasia.org/
This resource offers content about Asia and US-Asia relations including K-12 teaching and learning strategies, and pedagogically sound resources such as maps, photographs, art images, glossaries, timelines and more. The site also features Ask Asia for Kids! – a portal to fun online stories and games like “Go Global with Grover,” as well as art and language learning resources.

Confucius Institute at the University of Kansas
http://www.confucius.ku.edu/
The Confucius Institute (CIKU) is part of an international network dedicated to "enhancing the understanding of the Chinese language and culture" around the world. Drawing on resources for the study of China at the University of Kansas, the CIKU provides high quality public programming to Kansas, the Kansas City metropolitan area, and the larger Great Plains region.

Cultural Profiles of Historic and Modern China
http://www.oneworldclassrooms.org/
Cultural Profiles of Historic and Modern China features forty-one multimedia tours of seven Chinese cities/regions, including Tibet and Chengdu. The text is level-appropriate for middle
and high school grades, while elementary grades may simply make use of the photo slide shows, audio and video. This is a FREE resource.

ENVIRONMENT AND SCIENCE

Global Education Project: A Graphic Look at the State of the World
http://www.theglobaleducationproject.org/earth/index.php
This website is the result of a search by educators in British Columbia, Canada who wished to put together an “Executive Summary of the state of the planet.” It provides statistics on natural and human elements, including ecology, energy, food and soil, wealth, weapons, etc.

INTERDISCIPLINARY GLOBAL CURRICULUM

Country Reports
www.countryreports.org
CountryReports.org offers more than 26,000 pages of web-based content covering a wide-range of topics to subscribers. Their statistical data and cultural information has proven valuable to students, parents, teachers, and researchers alike. In a sea of competing websites, CountryReports.org stands out as a leader winning accolades from prominent media and national organizations alike.

Coverdell World Wise Schools
http://www.peacecorps.gov/wws/
This Peace Corps program, the Coverdell World Wise Schools program is designed to broaden perspectives in culture and geography and to encourage service. It provides a “treasure trove of resources,” including a “correspondence match” that puts U.S. educators and their students in touch with currently serving Peace Corps volunteers. The website includes lessons about global cultures and countries worldwide, FREE cross-cultural publications, award-winning videos, stories, folk tales, and contact information for classroom speakers. Since its inception in 1989, World Wise Schools has helped more than 3 million U.S. students communicate directly with Peace Corps Volunteers all over the world. Classroom applications can include language arts, social studies, geography, environmental education, and international economics.

Edutopia: The George Lucas Educational Foundation
http://www.edutopia.org/
This website includes multimedia and text resources on for cross-disciplinary study, project learning, technology integration, social and emotional learning, and assessment.

Geography Action!
http://www.nationalgeographic.com/geography-action/
Geography Action! provides classroom resources such as maps, student activities, and online resources for themed lesson units on major geographic areas such as Africa, the Americas and Asia, and also on overarching themes including migration, oceans, and public lands.

Teach GlobalEd: Online Resources for Global Educators
http://www.coe.ohio-state.edu/globaled/home.cfm
This is a very helpful compilation of annotated links to primary sources and web-based connections to the five world regions of Africa, East Asia, Latin America, Middle East and Slavic and Eastern Europe. Resources are also provided for global issues and perspectives and international education.

**The Global Education Project**
http://www.theglobaleducationproject.org/
The Global Education Project is a Canadian non-governmental organization with a 15-year history of publishing fact-packed wall posters and producing live events to educate about important issues in global education. Many of their materials are also available online. Samples of publications include a Middle East teaching map, ancient Egypt wall charts, and much more.

**Globalization101.org**
http://www.globalization101.org/
The website, established by the Levin Institute, provides news analyses, issue briefs, and teacher resources for helping students understanding globalization. The lesson plan bank is especially helpful.

**Kansas Committee for International Education in the Schools (KCIES)**
http://www.kansasintheworld.org/kcies/
KCIES is a statewide group of policymakers, educators, representatives of the business community, and other interested individuals first organized in 2003. KCIES promotes the infusion of international topics into the K-12 curriculum, raises public awareness of the need for international education, and provides resources for teachers, students, parents & communities.

**My Wonderful World**
http://www.mywonderfulworld.org/
My Wonderful World is a National Geographic-led campaign to expand geographic learning. A monthly e-newsletter featuring special content for parents, students, and educators, and policy advocacy is featured. Online resources for educators include geography learning games like the “GeoBee Challenge” and “GeoSpy” for students, access to the National Geographic-Roper poll of geographic literacy, a downloadable educator “action kit,” free two- and three-dimensional maps for classroom use, and many links to other online geography resources.

**National Geographic Kids**
http://kids.nationalgeographic.com/
Targeted to young people from ages six to fourteen, the colorful and visually appealing National Geographic Kids website offers a mix of articles on wildlife, entertainment, science, technology, extreme sports, adventures, amazing kids, and world wonders to young readers. Departments include “Video Games,” “Just Joking,” “The Green List,” “Fun Stuff,” “Art Department,” “Amazing Animals,” and “Cool Inventions.” Annual subscriptions are under $20.

**National Geographic Education Foundation EdNet resources**
http://www.ngsednet.org/index.cfm
The main education portal for National Geographic’s many projects and initiatives, this site is a clearinghouse for exploring professional development opportunities, online lesson plans, and educator communities.
North Carolina in the World Global Education Resource Center
http://www.ncintheworld.org/
This websites includes resources and a searchable database of international education resources. The database may be searched by type, instructional strategies, professional development, travel study, grant opportunities, and geographic area, grade, and media type.

Oxfam: Global Citizenship resources
http://www.oxfam.org.uk/education
Oxfam is an organization in the United Kingdom working to empower young people to be active global citizens by understanding the global issues that affect their lives and taking action towards a more just and sustainable world. Find out about the “what” and “why” of global citizenship and why it should be at the heart of education. This site introduces the principles of global citizenship in schools and provides free, downloadable resources for teaching effectively about important issues such as poverty, social justice, and diversity.

Partnership for Global Learning
http://www.asiasociety.org/education/pgl/
The Partnership for Global Learning from the Asia Society is a membership network whose purpose is to provide leadership and structure to move international education from the margins to the mainstream by connecting stakeholders, issues and policies in order to prepare K-12 students to excel in an interconnected world. Through publications, conferences, workshops, newsletters, policy briefs and online resources, the Partnership provides effective K-12 strategies for integrating international education content across the curriculum.

Partnership for 21st Century Skills
www.21stcenturyskills.org
The Partnership for 21st Century Skills is an advocacy organization committed to infusing “21st-century” skills into education to ensure every child’s success as citizens and workers. It provides tools and resources to help facilitate and drive this change. Their FREE 21st Century Skills and Social Studies Map will assist social studies educators in integrating 21st-century skills into their lessons. It maps various social studies projects, tasks, and outcomes to skills such as problem solving and critical thinking, and illustrates how integrating information literacy, self-direction, collaborative work, and cross-cultural skills will support teaching while also preparing students to become effective global citizens. Additional maps are planned for mathematics, English, geography and science soon.

SPICE
http://spice.stanford.edu
SPICE has developed multidisciplinary curriculum materials on international themes with over 100 high quality curriculum units on Africa, Asia and the Pacific, Europe, Latin America, the global environment, and international political economy for sale.

Wisconsin Department of Public Instruction: International Education Resources
http://www.dpi.state.wi.us/cal/ieresources.html
This website offers links to proven international education resources used by teachers in Wisconsin. The links are organized by topic and include resources on languages, area studies, geography, statistics, development, student exchange programs, etc. Be sure to see their International Ed Recommendations at http://dpi.wi.gov/cal/pdf/ie-recom.pdf, and the more recent Pathways to Global Literacy at http://dpi.wi.gov/cal/pdf/pathways.pdf.
LATIN AMERICA

Latin American Network Information Center (LANIC)
http://lanic.utexas.edu/
The objective of LANIC is to provide users with access to academic databases and information services throughout the world about Latin America. This is the most comprehensive Internet site to be found on Latin America.

LatinWorld
http://www.latinworld.com/
This site, presented in both Spanish and English, features a general directory of Internet resources on Latin America and the Caribbean. Readers can browse by region or use the search engine to find information.

Resource Center of the Americas
http://www.americas.org/
This is a valuable resource with a high-quality selection of materials on Mexico, Central America, South America, and the Caribbean. The Center is dedicated to educating, informing, and organizing for human rights, democracy, and justice in the Americas. The site bookstore and 8,000-volume library offer teacher seminars, fair-trade crafts, photo exhibitions, and adult-education activities. Connection to the Americas is its monthly magazine for members.

MIDDLE EAST

Arab World and Islamic Resources (AWAIR)
http://www.awaironline.org/
AWAIR offers quality materials and services for educators teaching about the Arab World and about Islam at the pre-college level. “Recognizing that no work is of greater importance than the preparation of our young people for their roles as thoughtful and informed citizens of the twenty-first century, and recognizing too that U.S. involvement with the Arab World and with the wider world of Islam is certain to remain close for many years, AWAIR's goal is to increase awareness and understanding of this world region and this world faith through educational outreach at the pre-collegiate level.”

Middle East Studies Internet Resources
http://www.columbia.edu/cu/lweb/indiv/mideast/cuvlm/
This website from Columbia University Library details Internet and print-based resources on this important world area.

MULTIMEDIA, NEWS, AND TECHNOLOGY

Annenberg Media: Learner.org
http://wwwlearner.org
Annenberg Media “uses media and telecommunications to advance excellent teaching in American schools.” It provides links to multimedia resources for the arts, foreign language, literature and language arts, mathematics, science, social studies and history.
Two Million Minutes: A Documentary Film on Global Education
http://www.2mminutes.com/
“Regardless of nationality, as soon as a student completes the 8th grade, the clock starts ticking. From that very moment the child has approximately two million minutes until high school graduation. This film takes a look at how the three superpowers of the 21st century - China, India and the United States - are preparing their students for the future.” It follows two students from each of these countries, and composes a global snapshot of education from the viewpoint of kids preparing for their future. Ordering is through the website.

U.S. and World Education Act (H.R. 7063)
http://www.govtrack.us/congress/billtext.xpd?bill=h110-7063
This bill, sponsored by Representative Loretta Sanchez (D-CA), H.R 7063, is currently before the U.S. House of Representatives. It is intended to raise achievement in international education in elementary schools and secondary schools through grants to improve teacher competency, and to support programs in international education that supplement core curricula.

World-newspapers.com
http://www.world-newspapers.com/
This website is a database of newspapers, magazines and news sites in English, sorted by country and region.

Worldpress
http://www.worldpress.org/
Worldpress.org is a nonpartisan web magazine whose mission is to foster the international exchange of perspectives and information with articles reprinted from the press outside the United States, as well as originally written material. The organization’s goal is to foster a globally engaged citizenry, which acts not only in its own country's interest, but also in the interests of the world community. It is a unique tool that will assist teachers and students in breaking down the barriers of language, geography, and culture by providing an international perspective as well as foreign news expertise.

PEACE AND CONFLICT

Beyond the Fire: Teen Experiences of war
http://www.itvs.org/beyondthefire/index.html
War has killed two million children in the last decade alone; four million children have become disabled and hundreds of thousands serve as child soldiers. Nearly half of all refugees worldwide are under 18, and an estimated 25 million children have been uprooted from their homes as a result of war. “Beyond the Fire” introduces the real-life stories of 15 teenagers, now living in the U.S., who have survived war. Their stories tell of loss, hope, fear, strength and despair—and most of all, resilience. A teacher’s resource site with lesson plans for classroom implementation is included.

Maps of War
http://www.mapsofwar.com/
Designed to aid educators in placing today’s current events into their greater historical contexts, this site features maps that share fact-based conclusions about the history of war.
POPCULATION

100 People: A World Portrait
http://www.100people.org/
What if the global population of 6.5 billion was reduced to only 100 people and all statistics used to describe them remained proportionally accurate? Photographer Carolyn Jones and filmmaker Isabel Sadurni have set out to find, meet and record those 100 people who represent the other 6.5 billion of us. This website will inspire you and your students to learn more about world geography, culture, language, religion, and music. It includes multimedia, population statistics, global art projects and links to participating schools worldwide.

STUDENT CLASSROOM CONNECTIONS

ePals
www.epals.com
A free global community of collaborative learners, teachers, and academic experts in 200 countries and territories, ePals provides safe connections to students, classes, and school districts worldwide. School instructors and administrators use ePals classroom match to promote cross-cultural collaborations such as foreign language learning, to foster class-to-class projects on a variety of subjects, and to swap ideas with others from around the world.

Facing the Future
http://www.facingthefuture.org/
Facing the Future explores linkages between local and global issues, and how individual actions can build positive local and global communities. The website seeks to provide teachers with resources to ignite student interest in complex global issues such as population, consumption, poverty, and the environment. K-12 curriculum resources include activity-based lessons on global issues, ideas for service learning, and information about professional development and inservice workshops and conference. Some FREE downloads are available.

Global Nomads Group (GNG)
http://www.gng.org/
The Global Nomads Group creates interactive educational programs for students about global issues. Programs feature videoconferences where students discuss subjects with their peers from around the world in live, facilitated sessions; and videos and learning content on a variety of international issues. GNG programs are linked to school curricula, education standards and 21st century learning objectives, and are accompanied by lesson plans and training for teachers. Programs are broadcast during the school day and cover a range of topics, including civics, social and global studies, geography, science, economics and politics.

iEARN
http://www.iearn.org/
iEARN (International Education and Resource Network) is a non-profit organization made up of over 20,000 schools and youth organizations in more than 115 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies. Over 1,000,000 students each day are engaged in collaborative project work worldwide.
The International Studies Schools Association (ISSA)
http://www.du.edu/issa/
The ISSA is a national network of K-12 schools dedicated to improving students’ understanding of the world. It is administered by the Center for Teaching International Relations at the University of Denver Graduate School of International Studies. Membership includes urban magnet schools, charter schools, rural schools, parochial schools, and independent schools located across the US and Mexico as well as a number of private organizations that share the desire to prepare today's youth for increasingly global surroundings.

One World Classrooms
http://www.oneworldclassrooms.org/
OneWorld Classrooms is a nonprofit organization committed to building “bridges of learning” and fostering cross-cultural understanding between American K-12 and overseas partners. As students access opportunities to interact with their international peers through technology. They will gain key skills and international necessary for global citizenship. Bi-directional sharing with international partner schools takes place through a variety of mediums, including international art exchange, a student-to-student language lab, PowerPoint, email, video and music exchanges. Fees may apply to some services.

Peace Corps Speakers Match
www.peacecorps.gov/wws/speakersmatch
Returned Peace Corps volunteers will speak about their experiences in other countries in K-12 classrooms. Through firsthand accounts of life in another country, students have the opportunity to grasp the geography of distant nations, discover unfamiliar cultures, hear foreign languages and handle artifacts.

United Nations CyberSchoolbus
http://www.un.org/cyberschoolbus/
This site provides lesson plans and project ideas on global issues that classrooms from around the world can work on collaboratively online. Teachers and students can access information to aid in learning about global issues and problem-solving.

The World Café
http://www.theworldcafe.com/
The World Café is a global on-line community that fosters conversation, communication about questions that matter to us all and encourages “effective action in the pursuit of common aims.”

STUDENT AND TEACHER TRAVEL EXCHANGE

AFS Intercultural Programs
http://www.afs.org/
AFS has offered international exchange programs since 1919 for more than 13,000 students annually traveling to more than 50 countries worldwide through independent, not-for-profit AFS organizations. They also coordinate American host families for international students.

Bridge Volunteers
http://www.bridgevolunteers.org/
BridgeVolunteers service learning and volunteer programs are designed for those looking for a meaningful travel experience, an opportunity to serve others, and the chance to integrate an amazing program abroad into their academic careers. There are programs for high school students as well as K-12 educators.

**Cultural Heritage Alliance (CHA) Educational Tours**  
CHA is one of the oldest American-owned educational tour operators. Nearly one million teachers and students from across the U.S. and Canada have toured the world with CHA. CHA works directly with teachers who form travel groups within their school community and who are responsible for chaperoning students while overseas. CHA also works with special interest groups such as choirs, church groups, sporting teams, and alumnae associations.

**Passports**  
[www.passports.com](http://www.passports.com)  
Passports provides educational travel tours for high school and college students, their teachers and professors, and adults. Travel trips are scheduled year-round to Europe, Scandinavia, Africa, the Caribbean, Asia and Australia, and are normally accompanied by local teacher-organizers, who enjoy special benefits.

**Phi Delta Kappa's International Travel Program**  
Phi Delta Kappa's International Travel Program provides opportunities for educators to interact with colleagues abroad, learn about schooling in other nations, and sample the culture in various countries. As the world becomes increasingly interconnected, educators facing common challenges can learn much from sharing ideas and debating policies with their counterparts in other countries through this professional development program.

**Youth for Understanding (YFU)**  
[www.yfu-usa.org](http://www.yfu-usa.org)  
Youth for Understanding offers US high school students and recent graduates the opportunity to experience the world firsthand. Students traveling on YFU programs generally live with host families. Students may choose from over 100 programs located in more than 30 countries to learn a new language and global perspective while on an academic year, academic semester, or summer program. YFU also coordinates homestays with American host families for foreign high school students.

**TEACHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

**Kansas Consortium for Teaching about Asia**  
[http://www.kcta.ku.edu/](http://www.kcta.ku.edu/)  
KCTA is headquartered at the Center for East Asian Studies, University of Kansas, and is associated with the National Consortium for Teaching about Asia (NCTA). KCTA works with school districts in Kansas and western Missouri to prepare students to be successful by enhancing instruction about East Asia throughout the curriculum, especially in world history, social studies, and geography classes. KCTA offers the "Teaching East Asia," seminar for in-service teachers and school librarians twice a year, and follow-up activities for seminar alumni.
University of Kansas Area Studies Centers
http://www.kasc.ku.edu/~kasc/outreach/index.shtml
http://www.ceas.ku.edu/outreach/index.shtml
http://www.crees.ku.edu/teachers/index.shtml
http://www2.ku.edu/~latamst/outreach.htm
The four federally-funded area studies centers at KU for Africa, East Asia, Latin America, and Russia and Eastern Europe have outreach services for K-12 educators including professional development workshops, lending libraries of curriculum materials and teacher listservs.

Worldsavvy
http://worldsavvy.org/
World Savvy’s World Affairs Challenge is an academic competition on international affairs for middle and high school students. With the help of a coach, students form teams to research global issues. Their Global Youth Media and Arts Program illuminates connections between community and world affairs and helps young people use art and media for self-expression, dialogue, and community engagement. Their Global Educators Program offers professional development services to help mainstream global issues content into classroom instruction.

RESOURCE GUIDES, PUBLICATIONS AND PERIODICALS

Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding
http://www.peacecorps.gov/wws/publications/bridges/index.cfm
Designed for easy adaptation for grades 6 through 12, this FREE, downloadable resource provides short, adaptable lesson plans and activities that build cross-cultural awareness, respect, and communication in your classroom. Lessons are flexible, easy to use, and standards-based.

Global Citizenship Curriculum Development
http://www.uofaweb.ualberta.ca/uai_globaleducation/pdfs/deldial.pdf
Produced by Dr. Lynette Shultz and Evelyn Hamdon through the University of Alberta, this FREE download addresses the challenges and opportunities presented by internationalization.

Going Global: Preparing Our Students for an Interconnected World
http://www.asiasociety.org/education/pgl/goinglobal.htm
Going Global is a guidebook from the Asia Society of New York that assists secondary schools in developing students’ international knowledge and skills. It helps to create a global vision and culture, transform curriculum and instruction, expand world languages and internationalize student learning experiences through technology, travel, internships, and service learning. Going Global can be ordered online for $30. Resources and selections from it can be previewed online for FREE at http://asiasociety.org/education/pgl/goinglobal.htm.

Teacher's Guide to International Collaboration on the Internet
The Teacher's Guide to International Collaboration was developed to help teachers use the Internet to "reach out" globally. These materials can be downloaded for FREE.

Worldmindedness: Taking Off the Blinders
http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/122/143
This site is an article written by educators in the U.S., Japan, and Hong Kong about how they are “preparing young people to become “worldminded” citizens.
# KCIES Forum on Putting the World into World-Class Education

**Tuesday, December 9, 2008**  
9:00 a.m. – 3:00 p.m.  
Bradbury Thompson Center at Washburn University, Topeka  

Presented by the Kansas Committee for International Education in the Schools  
(www.kansasintheworld.org)

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<tr>
<td>8:30</td>
<td>Registration and Refreshments</td>
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<tr>
<td>9:00</td>
<td>Welcome</td>
<td>Bill Tsutsui, Executive Board, KCIES and Associate Dean of International Studies, University of Kansas</td>
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<tr>
<td>9:15</td>
<td>What Is International Education</td>
<td>Glyn Rimmington – Boeing Distinguished Professor Global Education, Wichita State University</td>
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<td>Nancy Hope – Board Member, KCIES and Associate Director, Kansas Consortium for Teaching about Asia</td>
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<td>10:15</td>
<td>Break</td>
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<td>10:30</td>
<td>Selection from “Two Million Minutes”</td>
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<td>11:00</td>
<td>International Education and Business</td>
<td>Raffaele DeVito, Professor of Business, Emporia State University</td>
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<td>Clyde Stoltenberg, Professor Business, Wichita Statue University</td>
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<td>Karyn Page, Executive Director, Kansas World Trade Center</td>
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<td>11:45</td>
<td>Luncheon and Featured Speaker</td>
<td>Gerhard Fisher, International Education Consultant, Wisconsin Department of Public Instruction</td>
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<td>1:00</td>
<td>Model Programs</td>
<td>Betsy Degen – Shawnee Mission School District</td>
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<td>Jan Heinen – Olathe Schools</td>
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<td>Marjorie Landther-Brown – Douglas Global Learning Academy</td>
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<td>Dan Lumley - Lee’s Summit School District</td>
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<td>Scott Parker – Hill City Schools</td>
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<td>2:00</td>
<td>Presentation of Kansas in the World Award for Excellence in International Education 2008</td>
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<td>2:15</td>
<td>Resources and Technology</td>
<td>Kari Stubbs, Director, Professional Development, ePals, Inc.</td>
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<td>Losira Okelo - International Education and Resource Network (iEARN)</td>
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<td>Nancy Hope</td>
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<td>3:00</td>
<td>Recap and Closing</td>
<td>William Tsutsui</td>
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KCIES Forum on Putting the World into World-Class Education  
December 9, 2008  
Washburn University, Topeka, Kansas  
Bradbury Thompson Center  
1700 SW College Ave, Topeka, Kansas 66621  
The Forum will begin at 9:00 AM and run until 3:00 PM on Tuesday, December 9, 2008

Please complete the above form and send it to via US Mail or Fax:

Enrollment for the 2008 Forum is LIMITED. Though participants may attend the Forum FREE of charge, registration is required. The deadline for receipt of the registration form is November 30, but we strongly recommend that you register now. Registrants will be notified by email when their registration has been successfully processed.

REGISTRATION FORM

Name: ____________________________

Email address: ___________________ Telephone number: __________

Institution: _________________________

City, State: _________________________

Position/Title: _______________________

Please complete the above form and send it via US Mail or Fax to:

Randi Hacker  
Center for East Asian Studies  
1440 Jayhawk Boulevard, Room 200  
Lawrence, KS 66045  

Fax: 785/864-5034

For more information, please contact: Nancy Hope at nfhope@ku.edu
More about This Year's Prize Winners

The winners of the Kansas in the World Award for Excellence in International Education for 2007 are Olathe Northwest High School in Olathe and Leonard C. Seal Elementary School in Douglas, Kansas. Both schools have done an outstanding job of integrating international content in the secondary and elementary curriculum respectively. The two teachers who applied for the awards on behalf of their schools, Annette Johnson of Olathe Northwest and Marjorie Landwehr-Brown of Seal Elementary, share an enthusiasm for teaching their students to be better global citizens through international education. They also believe that international education, including a foreign language component, will prepare their students for the future in a meaningful way.

Both teachers have worked hard to promote international learning in their schools by conducting field trips, participating in the model UN, establishing pen pal relationships with students in other countries, and even taking advantage of technology such as webcams and email to communicate with students around the globe. Both teachers praise their fellow teachers and administrators for being so supportive of their effort to make international learning an intrinsic part of the curriculum.

“At Olathe Northwest, we don’t simply teach international studies, we celebrate, integrate and experience it across the curriculum,” says Annette Johnson. “We pride ourselves on working within as well as across departments, collaborating to bring up-to-date instruction and opportunities to all of our students.”

Annette and Marjorie feel honored to have been instrumental in their schools being named winners of this year’s prize and hope that, as models for creating awareness of international education, they will inspire others to follow suit in this important endeavor.

“If children form global friendships then maybe, just maybe, as adults they will be less likely to pick up weapons to solve international differences,” says Marjorie Landwehr-Brown. We can all agree that this is one important outcome of international education, and that there are many others.
KCIES Chinese Language Summit

“The sweeping changes taking place in the world and within our society have enormous consequences for today’s young people—and for the preparation they will need to function in the increasingly interconnected world of the 21st century.”

*Asia in the Schools: Preparing Young Americans for Today’s Interconnected World, 2001, Asia Society*

There is a “world of opportunity” out there and one of the major ways in which we can provide Kansas students with this opportunity, is through language. World languages, including Chinese, have become a crucial part of the 21st century curriculum.

We know this: Language instruction in the US does not reflect today’s realities. While more a million students in US schools study French, a language spoken by 80 million people worldwide, fewer than 40,000 study Chinese, a language spoken by almost 1.3 billion or 1/6 of the world’s population. It is also one of the 6 official languages of the United Nations along with: Arabic, English, French, Russian and Spanish.

The task of preparing young people for the future falls, to a great extent, on our elementary and secondary schools. It is our task to pass on knowledge and skills that will help our children succeed. Teaching languages, especially Chinese, must play a key role in this preparation.

Asia is a gateway to the future. The US and China are tightly intertwined: global trade and commerce, national security, defense arrangements, global health and environmental
concerns, and the growth of the Chinese American community all link our present and future with China.

Learning Chinese as a language equips students with broad and transferable skills. Additionally, students say they are eager to learn about China and learn its language. Yet our schools have not kept pace. The language offerings have been few. The time has come for us as a state, and the nation as a whole to promote both international education, and specifically the teaching of Chinese to be as common as Spanish and French.

Changes have been occurring on this front. For example, at a national level:

- The 110th Congress has passed and the President has signed into law the America COMPETES Act (America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science Act). This law created the following: an increase in the number of AP and IB programs dealing with math, science, and foreign languages; the development of more math, science, and critical foreign language teachers; and an emphasis on the articulation of critical foreign languages from elementary school through postsecondary education. (since August 9, 2007)

- President Bush signed the National Security Language Initiative (NSLI); this $114 million program has 14 components intended to expand the number of Americans mastering critical need languages, increase the number of advanced level speakers, and increase the number of foreign language teachers.”

- Advanced Placement (AP) Chinese exam was launched in 2007
• 20 other bills pertaining to languages have been introduced in the current Congress, including the US-China Language Engagement Act. This act provides grants for the establishment, improvement, or expansion of Chinese language and cultural studies instruction for elementary and secondary school students.

Examples of what has occurred in states:
• Several states have organized and/or published International or Global Education curriculum. (Connecticut, Idaho, Illinois, Massachusetts, Ohio, WI)
• And on October 8, 2007, the largest Chinese trade delegation ever to visit Kansas became a reality and a summit was held on Oct. 10 in Topeka, according to the Kansas Department of Commerce. The 50-member delegation from the China Ministry of Commerce in Beijing made a presentation on business opportunities in China. Kansas officials presented information to the Chinese delegation regarding the state's potential for doing business with their country.

What has KSDE done to support the teaching of world languages including Chinese? Good question. Let me share some of our initiatives:
• Developed a world languages fact sheet (attached.)
• Added an education program consultant position specifically for World Languages and ESL. Phyllis Farrar started in this position in January 2007.
  • Phyllis has facilitated a collaborative effort to develop a model Chinese curriculum. The group includes teachers from – Pittsburg, Confucius Institute / Greenbush, Wichita, and Galena. They’ve met for 2 days in October, and plan to meet 4 more days in January and February 2008.
- Developed a “Languages” list serv which is available on the ksde.org website
- Added Chinese to the Visiting International Teacher program
- Worked in conjunction with the Confucius Institute and Huazhong University, staff traveled to Wuhan, China to interview 20 candidates (April 2006) and recommended six of them to be hired as teachers in Kansas. These teachers were provided:
  - An 8 day orientation to Kansas public education
  - Trained mentors for these teachers from school districts that hired them
  - Assisted in the certification process
  - Provided classroom observations and coaching
- Located resources for teaching Chinese via IDL, and for teaching heritage language learners.
- Consulted with 4 districts that are current Foreign Language AP grant recipients (Galena, Pittsburg, Emporia, and Garden City).
- Strengthened the connection between world language instruction and the state’s assessed items in core content areas.
- Are in a review process of the Curricular Standards for Foreign Language drafted in 2000. The first draft of Curricular Standards for World Languages will be presented to the Board of Education sometime this winter, with time for an external review as well as field review, anticipating State Board of Education adoption in Spring of 2008.
• We are also exploring possibilities for a few collaborative grant projects between the Dept, state universities, and school districts. The purpose is to
  ▪ expand the capacity in this state to learn languages starting in elementary school and continue to grade 12;
  ▪ increase the ability to test proficiency levels;
  ▪ increase the proficiency level of classroom teachers;
  ▪ increase the ability to teach in an immersion environment; and
  ▪ increase the number of languages in which teachers are certified.

Excellence in education in Kansas for the 21st century will not only be defined by a child’s ability to read and do math, but also by the ability to communicate on a global level. This includes learning Chinese. We must take steps to ensure that every American child is offered the opportunity to learn Chinese enabling them to operate comfortably in this global environment and live up to the demands the future holds for them. Learning Chinese should no longer be a luxury available to a few, rather it should become an essential element of education for all.

Colin Powell said it best when he said:

“The young people of the United States and Asia need to know and understand each other, because they will be building and sharing the same future.”

Thank you.
Oklahoma’s Silk Road

Presented 12/4/07
Kansas in the World Conference

Jessica Stowell
Confucius Institute at The University of Oklahoma
Oklahoma...not so different from Kansas

- Finally 100 years old, but...
  - New infrastructure
  - New technology
  - New ideas
Necessity

- Vast Spaces
- Few Asia Experts
Oklahoma Silk Road

- **One-net = camels**
  - Statewide system of interactive TV
  - Teach NCTA seminar to multiple sites
- **East Asia curriculum = goods traded on Silk Road**
- **Technology glitches = marauders**
- **Technicians = camel drivers**
- **Far flung teachers = Istanbul, Rome, etc.**
Best commodity: Knowledge!
Norman to Comanche

• Title One school – isolated
• Chinese after school program
• Chinese teacher broadcasts from Norman on One-Net
Comanche---not even on the map
Genesis of Chinese in Comanche

- Two NCTA alums
- A fine distance learning set up
- A desire to bring China to their students
- Knowledge that language acquisition is most effective for very young children
- 21st Century Grant
KI DSPLACE

- Keeping Instructional Delivery Systems challenging & Exciting
- Kindergarten children in after school program
- Based on state language awareness skills
- Textbook: Monkey King Chinese
- [Website Link](http://www.chinasprout.com/htm/shop.html?type=Monkey+King+Chinese&category=nil&section=shop&mode=search&utm_source=website&utm_medium=form&utm_campaign=search)
Chinese Language Instruction via Videoconferencing
Collaboration

- Heritage school teacher: Luping Wang
- OUCI arrangements
- Comanche teachers mentor
Making Chinese Kites
Operational issues

- 20 kindergarteners
- three 9-10 year old helpers
- Broadcast 3 days per week for 40 min.
- Reinforcement other 2 days
- Small tables in library for friendly setting
RESULTS

- Teachers cooperating well
- Students wiggly but having fun
- Using Chinese during school hours
- Teaching classmates Chinese
- Desire to host Chinese exchange teacher
I love you
And we love our teacher!

Luping Wang
Learning is fun....... 

......but hard work too!
Contact Information

Comanche Elementary School
http://www.comanche.k12.ok.us
580-439-2969

Lynn Tilley, Library Media Specialist
ltilley@comanche.k12.ok.us

Marilyn Pineda, Elementary Teacher
mkpineda@comanche.k12.ok.us

Paula Williams, Alternative Ed Teacher
pwilliams@comanche.k12.ok.us
Chinese Spoken Here
Topeka, Kansas
December 2007

Carol Woolbright
Southeast Kansas Education Service Center
Greenbush Interactive Distance Learning Network
www.greenbush.org/idl
Why teach Chinese?

A few salient facts....
If you’re one in a million in China . . .

There are 1,300 people just like you.
The 25% of the population in China with the highest IQ's . . .

Is greater than the total population of North America.
Translation:
They have more honors kids than we have kids.
China will soon become the number one *English speaking country* in the world.
If you took every single job in the U.S. today and shipped it to China . . .
China would still have a labor surplus.
U.S. trade with China exceeded $245 billion in 2004 (second only to trade with Canada and Mexico).
Between 2001 and 2004, China accounted for one-third of the global economic growth.
According to the World Intellectual Property Organization, Chinese is the most used language on the Internet.
Why Teach Chinese?

To Prepare our students for life in the 21st Century.
Problems and Resolutions

Problem:
Limited number of qualified and licensed teachers of Chinese language.
Low enrollment in Chinese do not justify full time teachers, even if they were available.

Resolution:
Using IDL technology, we can deliver high quality classes to small numbers of students in a cost effective way.
Teaching Chinese in Kansas

Interactive Distance Learning:
2006-07—2 sections, 5 schools
2007-08—6 sections, 12 schools, including Beebe, Arkansas.

Pittsburg, Maize, Wichita, and Galena have district Chinese programs.
Chinese Spoken Here:

- Lawrence Free State
- Lawrence High School
- Madison
- Marysville
- Washburn Rural
- White City
- Winfield
- Valley Heights
- Beebe, Arkansas
- Chanute
- Galena
- Maize
- Pittsburg
- Wichita
Elementary Students--learning about Chinese culture...

- Introduction to Chinese Language and Culture—grades 3 to 5
- Celebrate the Chinese New Year!—grades 3 to 5
- The Fastest Pig in the West—grades 3 to 5
- Journey to China—grades 3 to 5
For More Information...

Carol Woolbright
Greenbush Interactive Distance Learning Network
Ph 620-724-6281
www.greenbush.org/idl
Resources and Support for Chinese Language Programs

Nancy Hope (nfhope@ku.edu)
WHY START WITH CHINA NOW?

POTENTIALLY A GREAT POWER

- Member of UN Security Council
- Large population eager to get ahead
- Resource-rich territory
- Long view of history
- Rich cultural heritage
- Booming economy
Before 2020, China will overtake Germany and Japan to become the world's second-biggest economy, according to a forecast by Goldman Sachs.
WHY: THE ECONOMY!

Worldwide Markets: 1 in 5 American jobs tied to international commerce.

Kansas exports for 2006 were $8.6 billion including $369 million to China. To all Chinese speaking countries, exports were more than double that.
Missouri set a record in 2006 with $12.8 billion in sales to 191 countries around the world, according to data compiled by the World Institute for Strategic Economic Research.
WHY: IMMIGRATION!

Foreign born residents = 29% of the population.
Asian-Americans now more than 10% of the population

“Hutching’s California Magazine” (1860)
WHY? DISCRIMINATION!

Ansel Adams, “Manzanar Internment Camp” (1943)
Issues of human security such as long-term environmental effects of global warming or the spread of HIV, affect Americans in much the same ways they affect Asians, Africans, or Europeans.
WHY? HUMANITARIAN NEEDS!

America has a privileged role in the world. As a country with enormous power and resources, it needs to educate its citizenry to better understand its role and obligations toward others.
WHY? SECURITY!

The Sputnik launch by the Soviet Union was a wake-up call for Americans, signaling the need to improve not only science and math achievement, but also knowledge of other nations, political systems, and languages.
If you give a man a fish, he will have a meal.  
If you teach him to fish, he will have a living.

If you are thinking a year ahead, sow seed.  
If you are thinking ten years ahead, plant a tree.  
If you are thinking 100 years ahead, educate the people.

By sowing seed once, you will harvest once.  
By planting a tree, you will harvest tenfold.  
By educating the people, you harvest a hundredfold.

Kuan-tzu, Chinese sage (d. 645 BCE)
First steps for all

• Visit with people with Chinese cultural bkg.
• Listen to Chinese music; see Chinese films.
• Eat / prepare Chinese foods.
• Learn about Chinese holidays & customs.
• Search the internet.
Additional Resources

Local/state trade and economic development offices.

Chambers of commerce
Check with centers for Chinese language and culture

For Chinese language teachers: Chinese language textbook publishers will hold a special exhibit of Chinese language teaching materials at the annual ACTFL meeting November 16-19 in Nashville. More detail is listed under Events.

Resources at the University of Kansas

Center for East Asian Studies
Kansas Asia Scholars
Kansas Committee for International Education in the Schools
Kansas Consortium for Teaching About Asia
East Asian Languages and Cultures
East Asian Library
College Chinese Programs

- University of Missouri at Kansas City, Dept. of Foreign Languages and Literature
- Emporia State University Dept. of Modern Languages and Literature
- Johnson County Community College Community Services Dept.
- Johnson County Community College Foreign Languages Dept.
- Kansas State University Dept. of Modern Languages
- University of Kansas, Dept. of East Asian Languages and Culture
- Washburn University Dept. of Modern Languages
Find Friends Associations and Heritage Communities
Educational Centers and Consultants

- Outreach conferences
- Classroom visits
- Video library
- Public lectures
- Film festivals
- Teacher workshops

http://www.ceas.ku.edu/
Teacher workshops help build support across all subject areas.
Kansas Committee for International Education in the Schools

News & Announcements

Four members of the Kansas Committee for International Education in the Schools executive committee attended the United School Administrators Conference in Wichita last month. Jan Heinen, Olathe District Schools, Kim Rasmussen, Auburn Washburn School District, and Bill Tsutsui and Nancy Hope, University of Kansas, led two breakout sessions about the importance of international education in the schools and illustrating the ways that international education can work with the state standards to benefit young students who will soon join the global workforce. Panel participants also included Betsy Degen from Shawnee Mission School District and Steve Dike, principal of Lansing High School.

In addition to the breakout sessions, KCIES hosted a hospitality suite after the conference events on Thursday, January 27. The suite drew school administrators from across the state who wished to discuss the infusion of international education into Kansas classrooms with the members of the KCIES board.

KCIES Speakers Bureau

Does your community group or service club need a speaker? Want to learn more about international education in Kansas?KCIES Speakers Bureau can provide opportunities to learn about other cultures while strengthening your understanding of international education. Contact KCIES to find out about opportunities for speakers and workshops.
Kansas Consortium for Teaching About Asia

About Us
Staff
East Asia Institute for Teachers
Resources for Teachers
Photo Gallery
Links
Contact

www.kcta.ku.edu
Centers and Consultants Cont.

• Foreign Language Association of Missouri
• Kansas Foreign Language Association
• Kansas State Department of Education
• Missouri Department of Elementary and Secondary Education
• State Educational Service Centers
• National Organizations like the Chinese Language Association of Secondary-Elementary Schools
Sister States/Sister Cities Assoc.

• KCMO- Xi’an
  http://www.kcsistercities.org/china.htm

• Wichita – Kaifeng
• Hays – XinZheng
• Leawood, I-Lan
• Kansas – Henan Province
Museums: Permanent collections, special exhibitions and educational programming
How will students benefit from adding Chinese language and culture content?

Today's students will be the citizens and leaders of the 21st Century, heirs to a world that grows smaller and more interconnected everyday.
Starting a Chinese Language Program

Chinese Spoken Here: An Intensive Workshop on Starting Chinese Language Programs

Nancy Hope (nfhope@ku.edu)

December 4, 2007
Stages for Starting a Program

- Planning
- Curriculum and content
- Seeking Assistance
- Monitoring Effectiveness
In Planning consider:

- Your Mission
- The language
- Your Parents
- Your Students
- Your Teachers
- The Standards
- The School and Classroom
Your Mission

- International Education and Global competencies - developing leaders for the future
- Type of program – immersion or foreign language
- Academic Excellence – Materials suitable for American students (Problem solving approaches)
- Different world view embodied in the language – Speaking Chinese and brain development
- Opportunities at the next level of study
- Career opportunities
Mission: Get the Facts

Parents and Students

- Category 4 language – what home support?
- Range of ability – beginners to advanced
- Heritage learners or weekend school students
- Level of interest
  - From Parents
  - From Students
- Starting grade levels
Finding Teachers

- Language proficiency
- Eligible to work
- Credentialed
- Scarcity
- Emerging programs
- Teaching experience (overall and with Americans)
Teacher Sources: Advertise

- Chinese Language Association of Secondary-Elementary Schools (www.classk12.org)
- Chinese Language Teachers Association (http://clta-us.org/)
- Schools of Education with certification programs like at the University of Kansas (www.soe.ku.edu)
Sources: Visiting Teachers

- KSDE Visiting International Teacher Programs
- National Council US-China Relations Teachers Exchange Program
- College Board Chinese Language and Culture Initiative
- US Department of State programs
- Dual credit programs with community colleges
Source: IDL / Virtual Classrooms

- South Central Kansas Educational Service Center (Clearwater)
- Southeast Kansas Educational Service Center (Greenbush)
- Ex: Lawrence Virtual High School
- Online courses and commercial software such as Chengo
Continued Professional Development of Teachers

- ACTFL and other national and local conference
- Summer programs
- Opportunities in Mainland China and Taiwan
- Funding opportunities as a critical language (US government) or language of interest to institutions and foundations
Preparing a Cultural Environment

- Very important part in the classroom for the study Chinese, especially at PK-12 levels
- Consider having a school-wide or grade-wide Chinese festival
- Have Chinese teacher assist other teachers
Other Teachers

- Involve Early
- Replacement fears in other languages
- Teacher Exchange (Schools in China appreciate English speakers)
- incorporate China across subject areas/disciplines
- Many China examples can meet standards
Curriculum and Content

- Speaking
- Reading and writing
- Culture
- Geo-Political
Resources and Assistance

- State Department of Education
- State Association of Language Educators
- National K-12 Foreign Language Resource Center.
- American Council of Teaching Foreign Languages
- College Board Chinese Language Program
Monitoring Effectiveness

- AP
- SAT II Exams
- HSK (Mainland China), Chinese Proficiency Test (Taiwan)
- STAMP http://casls.uoregon.edu/stamp2.php
  or http://onlinells.com/
- NOELLA http://casls.uoregon.edu/noella.php
  or http://onlinells
Growing the Program

Consider enrichment classes, after school programs for lower grades to build interest.

Consider exchange programs with China (teachers, students, administrators) to build interest.
Our thanks to Andrew Corcoran, Head of the Chinese American International School of San Francisco, for assistance with this content.
Chinese Spoken Here: An Intensive Workshop on Starting Chinese Language Programs in Kansas

Presented by the Kansas Committee for International Education in the Schools (www.kansasintheworld.org) and the Center for East Asian Studies at the University of Kansas (www.ceas.ku.edu) and the Confucius Institute at the University of Kansas (www.confucius.ku.edu).

Tuesday, Dec. 4, 2007
9:00 a.m. - 2:30 p.m.
Washburn University, Bradbury Thompson Center
Topeka, Kansas

8:30  Registration and Refreshments
9:00  Welcome
     Alexa Posny, Kansas Commissioner of Education
     Bill Tsutsui, Executive Director,

9:30  Myths and Facts about Chinese
     Sheree Willis, Confucius Institute

9:45  Starting a Chinese Program
     Phyllis Farrar and Melanie Manares - Kansas State
     Department of Education
     Gary Price - Pittsburg Public Schools
     Nancy Hope - Confucius Institute

10:45 Break

11:00 Model Programs
     Phyllis Farrar - Kansas State Department of Education
     Tanya Low - Shawnee Mission School District
     Charlotte Mason - China Exchange Initiative

Noon Luncheon Presentation by Chinese Language Learners

1:15 Teaching Chinese with Technology
     Ann Lundy - Clearwater Service Center
     Jessica Stowell - University of Oklahoma, Tulsa
     Carol Woolbright - Greenbush Service Center

2:00 Resources and Support
     Dan Lumley - Lee’s Summit School District
     Amanda Martin-Harmon - Spencer Museum of Art
     William Tsutsui - Confucius Institute
     Nancy Hope - Kansas Consortium for Teaching about Asia

2:45 Recap and Closing
     William Tsutsui - Confucius Institute
Bill Tsutsui, Executive Director of the Confucius Institute, KU, greets participants at the start of the workshop.
Kansas Task Force on Chinese Language Training Formed

Americans are increasingly recognizing the rise of China as one of the most important developments of the twenty-first century. With China's tremendous economic growth and rapid emergence as an international leader, the need to train more American students in the Chinese language is immediate and pressing. Today, the number of students nationwide who are studying Chinese is minuscule, only about 24,000. That compares with the 3 million taking Spanish, the most popular language in America's schools, with French and German next. How to build the capacity to meet the urgent need for more training in Chinese language is a challenge now being actively discussed by educational leaders across the United States.

Recognizing the significance of Chinese language programs to the future prosperity and security of our youth, our nation, and our state, the Kansas Committee for International Education in the Schools has convened a statewide Kansas Task Force on Chinese Language Training. The thirteen-member Task Force will survey the current state of Chinese language training in Kansas schools, colleges, and universities, evaluate future needs and priorities in Chinese language training, and make specific recommendations for high-priority initiatives. The Task Force's report, which will be presented to the Governor, legislators, and educational policymakers, will be an important first step in starting a statewide discussion on the need for increased Chinese language capacity throughout the Kansas educational system.

The Kansas Task Force on Chinese Language Training will meet through the winter of 2006 and complete their final report in early April. The members of the Task Force represent educational institutions at all levels, government agencies, professional organizations, and businesses concerned with international affairs and the teaching of world languages:

- **Raffaele DeVito**, School of Business, Emporia State University and Chair, Kansas International Trade Coordinating Council
- **Manuela Gonzalez-Bueno**, School of Education, University of Kansas
- **Jan Heinen**, Director of Middle Level Education, Olathe Schools
- **Ken Holland**, Associate Provost for International Programs, Kansas State University
- **Nancy Hope**, Center for East Asian Studies, University of Kansas and Executive Committee, KCIES
- **Carolyn Kadel**, Director of International Education, Johnson County Community College
- **Keith McMahon**, Chair, East Asian Languages and Cultures Department, University of Kansas
- **Robert F. Riordan**, Executive Vice President, Black & Veatch
- **Melanie Stuart**, Kansas State Department of Education
- **Karen Tritt**, President, Kansas World Language Association
- **William M. Tsutsui**, Center for East Asian Studies, University of Kansas and Executive Committee, KCIES (Task Force chair)
- **Sheree Willis**, Center for East Asian Studies, University of Kansas
- **Carol Woolbright**, Southeast Kansas Education Service Center, Greenbush

The Kansas Committee for International Education in the Schools (KCIES) is a statewide group of policymakers, educators, representatives of the business community, and other interested individuals.
established in 2003. The KCIES promotes the infusion of international topics into the K-12 curriculum, raises public awareness of the need for international education, and provides resources for teachers, students, parents, and communities. More information on the KCIES is available online at www.kansasintheworld.org.

For more information on the Kansas Task Force on Chinese Language Training, please contact William Tsutsui, (785) 864-9435, btsutsui@ku.edu.
Two Kansas Schools Win Prize for International Education

The 2006 Kansas in the World Award for Excellence in International Education was presented to the Center for International Studies at South High School in Shawnee Mission and to Southwest Junior High School in Lawrence, Kansas. The $1000 award is presented annually by the Kansas Committee for International Education in the Schools (KCIES) to one high school and one middle or elementary school in Kansas, that has demonstrated a strong commitment to international education by incorporating international content into a variety of subject areas, offering foreign language study and supporting professional development of teachers.

Shawnee Mission’s Center for International Studies at South High School has long been a leader among Kansas high schools in internationalizing its curriculum. The Center offers classes in international business and communication and in several foreign languages including Japanese, Arabic and Chinese. It even has the only certified Chinese teacher at the secondary level in the state, and recently established an exchange program with a Chinese high school in Kaifeng, a city in Kansas’s sister province of Henan. Nine Shawnee Mission students and two teachers spent two weeks in China this spring.

Lawrence’s Southwest Junior High, under the guidance of principal Trish Bransky, has also had an exemplary international education program for some time. The school offers classes that help introduce students in grades 7 through 9 to several different world areas including Asia and the Middle East. It also uses core subjects—English, math, social studies, science—together to teach a topic. To Bransky, the best lesson is one that will serve students in years ahead.

“If you find something that’s totally awesome about a culture,” she says, “you’ll be far more open to other parts of that culture. You’ll be far less likely to pass judgment on them.”

The award which consisted of a plaque and a check for $1000, was presented to representatives of both schools during the Kansas State Department of Education Conference in April by Nancy Hope, KCIES Executive Board Member, along with Dr. Glyn Rimmington, Boeing Distinguished Professor of Global Studies at Wichita State University. In her remarks, Hope reminded conference attendees that most Americans say that students need to know more about the rest of the world and that Kansas is no exception.
“More than 6.7 billion dollars of our state’s exports reached world markets last year,” says Hope. “In order to be successful in the 21st century, our students need to know about many lands and many cultures.”

All schools in Kansas are eligible for the Kansas in the World Award for Excellence in International Education. Schools interested in applying for the 2007 award are encouraged to check the KCIES website (www.kansasintheworld.org) for details in the fall.
Strategic Language Capacity in the US: the NSLI response

Kansas Summit on Strategic Languages
December 19, 2006
Catherine Ingold, NFLC/ University of Maryland
National Security, broadly defined:

- Diplomacy/International Initiatives
- Trade and Localization (wherever we want to sell)
- US interests on every continent: Middle East, India/Pakistan, China, Indonesia, South America, Africa…
- Global Issues: warming, pollution, epidemics, energy supply, tsunamis…
Current capacity: immigration-dependent

- About 47 million American residents speak one or more languages besides English.

- More than 20 million of them also speak English “very well.”

The latter constitute our primary capability in professionally useful language skills, but that capacity is woefully insufficient.
Where do our bi-literatees come from?

- Foreign-born who came to US as teenagers or young adults
- US-born to foreign-born parents
- English speakers who have lived, studied and/or worked overseas
- English speakers w/foreign-born spouses
- Foreign-born w/English-speaking spouses
Why teach these languages as academic subjects?

- Immigrant and accidental capacity is not sufficient for our needs.
- Immigration-based language capacity almost always diminishes sharply in Gen 2 and dies out completely in Gen 3. (e.g., German)
- US education policy strongly favors suppression of heritage language skills (“subtractive bilingual education”).
Defining the need

“Professionally useful language proficiency” = ACTFL superior/ILR 3 in English and the other language.

Many of the needed languages – but not all – are “category 3” or “category 4” languages (more difficult for English speakers than Romance or Germanic languages).

Many language-dependent jobs require additional skills and knowledge as well.
Implications:

- Longer learning sequences: multiple years of study.
- Effective communicative teaching methods
- Current, well-designed materials
- Opportunities to interact extensively, usually including STUDY ABROAD with a meaningful language-learning component
- Attention to cultural component: pragmatic effectiveness
Challenges inherent in the US education system

- Language learning is not a priority in the US: we require less of it in K-12 than almost any developed nation. AND …

- Languages don’t count under NCLB.

- Relatively few universities have a language requirement outside of humanities fields.
Challenges (2)

- K-12 Education policy in the US resides at state and local levels.
  - Practical effect: language articulation and longer-sequence instruction are rendered VERY difficult.
  - Case for language instruction must be made state by state/district by district.

- Higher Education is a mix of public and private, largely tuition- and state-funded.
  - Practical effect: role of language in curriculum is largely market (demand) driven, institution by institution.
Challenges (3): Attrition

Without multi-year language requirements, 20 students in the first-year class… 10 students in the second-year class… 5 (or fewer) students in third year… Higher levels seldom offered … not economically viable.
Make Longer Sequences Possible

- Standardization: standards-based, consistent from grade to grade, across the US, and into college.
- Availability: too many elementary school immersions end at middle school. (Distance learning and use of technology are ESSENTIAL to assure availability.)
- Meaningful assessment of students, differentiation of instruction
Continuing the sequence in higher education

- Appropriate placement and crediting of prior work;
- Room in the professional curricula for language study (now strongly discouraged de facto)
- Opportunities for meaningful, language-intensive study abroad and internships
- Add substance to “internationalizing the curriculum.”
Motivate students, parents

- Career-boosting potential of knowing a critical language
- College admissions advantage: prestige of AP Chinese, IB programs
- College courses in the high schools:
  - Saves college tuition $$
  - May help college admission
- Make the programs effective and rewarding (TEACHER QUALITY)
Assuring teacher quality

- Recruit proficient speakers in US: provide a shorter path to teacher certification. (Some proficient speakers of critical languages already credentialed in ESL, French, German)
  - Language credit for schooling outside US!!
  - Communicative teaching methods
  - US school context: Standards, school culture and procedures
  - Classroom management
  - Chinese-specific methodology and structure
  - Curriculum, materials, lessons
  - Assessment tools
National Security Language Initiative

- NSEP
  - Flagships
  - Pipelines
- US Department of Education
  - Title VI (Resource Centers, organized by world region)
  - FLAP grants (35 Chinese and Arabic in 2006)
  - Teacher to Teacher
National Security Language Initiative: New and continuing programs

- Department of State
  - Teacher Exchange (Lebanon, China)
  - Study Abroad (teachers and students)
    - (also note Hanban effort)
- STARTALK
  - Summer, within the US
  - Teacher professional development
  - Language programs for students
  - Arabic and Chinese in 07, Farsi, Hindi in 08(?)
STARTALK

- Grants for new or expanded summer programs in US for teachers, learners
- This year’s competition just closed
- Plan to make awards in late January
- Programs around the country will be announced, probably in February
- Collaborations planned with Education, State
- Future: web-shared materials, lessons, curricula, assessment tools
Don’t go it alone.

- Asia Society
- STARTALK Project and other NSLI projects
- Hanban, State Department study abroad
- Visiting teachers from PRC
- Draw upon Flagship and NFLRC institutions
- Link teacher preparation programs to strong FL programs, here and elsewhere.
- Use distance learning and collaboration tools.
State to State collaboration

- Licensure reciprocity
- Create meaningful consortia
- Curricula: get beyond “search and replace”: borrow and share.
- Materials and assessment development: pool resources over the web.
- Teacher professional development: Use your summers; apply to STARTALK.
Kansas Strengths…

- Distance learning Infrastructure
- Successful DL Spanish programs
- Resource Centers
- Collaboration across institutions
- Kansas State critical languages
Discussion…
KANSAS SUMMIT ON STRATEGIC LANGUAGES

Sponsored by
Kansas Committee on International Education in the Schools
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December 19, 2006
Bradbury Thompson Center
Washburn University
Topeka, Kansas

9:30 A.M.
Welcome and Introduction to Summit
William Tsutsui, Kansas Committee for International Education in the Schools

Welcome
Larry Englebrick, Deputy Commissioner for School Innovations, Kansas State Department of Education

Welcome
John Watson, Kansas Department of Commerce

10:00 A.M.
“National Capacity in Critical Languages: What is it, and how do we build it?”
Keynote on Current Issues in Critical World Languages and the Implications of the National Security Language Initiative
Catherine Ingold, Director, National Foreign Language Center

10:45 A.M.
Short break

11:00 AM
Panel Discussion: Stakeholders on the Future of Strategic Languages in Kansas
Chair: Larry Englebrick, KSDE
Legislature: Senator Chris Steineger
Kansas State Board of Education: Sue Gamble, Board of Education member
Higher Education: Reggie Robinson, Kansas Board of Regents
School Districts: Betsy Degen, Shawnee Mission School District
Business: Jim Hill, President, Vektek, Inc.

NOON
Luncheon

Luncheon Presentation: “Chinese in the Chicago Public Schools”
Robert Davis, Director, Confucius Institute at the Chicago Public Schools

1:15 P.M.
Panel Discussion: New Developments and Directions in World Languages in Kansas
Chair: Melanie Stuart, KSDE
Using Technology: Carol Woolbright, Greenbush
Pittsburg FLAP grant: Gary Price, USD 250
Business and education partnerships: Raffaele DeVito, Emporia State University
Military/Intelligence: Jacob Kipp, School of Advanced Military Studies, Fort Leavenworth

2:00 P.M.
Facilitated Group Discussions of Next Steps

2:45 P.M.
Recap and Closing
William Tsutsui
John Watson, Director of Trade Development, Kansas Department of Commerce, welcomes attendees.
Chapter 11: More Surprises

In which Jimmy successfully blends both his heritage culture and his adopted culture.

Talking Points

1. Jimmy’s decision to talk to his parents about his problem required a leap of faith on his part and yes, he was fearful and they initially were skeptical but it all worked out in the end. Have your students ever been in a situation in which they felt fearful about trying something new only to have it work out in the end? Are any of your students the product of two cultures? In what ways have these cultures clashed? Have they found a way to blend them?

2. What does their decision to let Jimmy do both the recital and the race tell you about his parents and their own “Americanization”?

Activities

1. Ask your students to list some of the positive aspects of Chinese culture as they apply to Jimmy’s life. What makes them positive?

2. Ask them to list some of the positive aspects of American culture as they apply to Jimmy’s life. What makes them positive?

3. Have them create a class poster that lists the positive aspects of both cultures. Then have them give this new blended culture a new name.

4. Do some role playing. Ask one student to play the part of someone who is from a different culture and another student to play the part of someone who is from the home culture. See if a dialogue can be encouraged in which the two explore the differences and similarities in their cultures without resorting to teasing or insult.

5. You might extend this by asking your students to research the way other cultures – perhaps their own ancestral culture – raise children. What is good about that way? If they blended that culture and American, what kind of a list would that generate? What would they name this new culture?

Further Activities

On the last page of the book, there is a list of the animals of the Chinese zodiac. One is missing. Which one? Have your students add it.
Chapter 10: Jane Makes a Suggestion and A Little Bit About Chinese People in the United States

In which Jane proves herself to be a true friend and gives Jimmy some advice that makes him think.

Talking Points

1. Why is Jimmy fearful about bringing up his dilemma with his parents? Do your students think he should or shouldn’t do it?

2. Discuss the contributions that the Chinese immigrants have made to U.S. culture. Discuss the contributions that other immigrant groups have made to the United States.

Activities

1. Take a vote to see how many students think Jimmy shouldn’t confide in his parents and how many think he should.

2. Have your students research more about the transcontinental railroad and the role the Chinese played in building it. How does this relate to the other engineering feats China is known for?

3. Have your students research the contributions their ethnic ancestors made to U.S. history. Have them create a presentation about that.

Websites to Extend Your Knowledge about…

... the contribution the Chinese workers made to the building of the transcontinental railroad. Note the reference to engineering techniques learned in China to help complete the laying of tracks through mountains and cliffs. One fascinating graphic is a page from the payroll of the Central Pacific Railroad for March 1865. Just click on the images to enlarge them.

http://cprr.org/Museum/Chinese.html

The following website features some fine images though the text is in Chinese!

http://cprr.org/Chinese.html
The Fastest Pig in the West in the Classroom

Chapter 9: A Surprising Day and A Little Bit About China

In which Jimmy’s plan is thwarted and his enemy becomes his friend…

Talking Points

1. Saving Face is not just an Eastern philosophy but it is very much associated with it. It is a term for preserving honor, preventing embarrassment. It can lead to behavior that might be convoluted or indirect, as in the case of Jimmy’s wish to fight Porter so that he doesn’t have to deal with the teasing that would result from his conflict between violin and racing. Have your students ever found themselves in a situation is which they felt they had to save face?

2. Discuss the ancient-ness of Chinese civilization and compare it to U.S. civilization which is barely 300 years old. Discuss other cultures that have survived for hundreds of years: Aztec, Mayan, Ancient Egypt.

3. Introduce the idea of overpopulation. Discuss the population of China and the world. Are there too many people? What are the dangers of such an enormous population? Is there a good way to regulate population growth?

Activities

1. Write an essay, short story or play that illustrates the idea of saving face. Perform the play for the class

2. Have your students research more inventions from China. Have each group make a poster advertising one of them.

3. The Chinese are known for great feats of engineering. Have your class name some others in addition to the Great Wall (The Grand Canal, The Three Gorges Dam, The Railway at the Top of the World, and the Road Up Mt. Everest). Then have your class build the Great Wall. Click here for a lesson plan that will show you how to do this project.


Websites to Extend Your Knowledge about…

... world population.

http://www.pbs.org/wgbh/nova/worldbalance/
China's topography photo tour.

Overpopulation:
http://www.pbs.org/wgbh/nova/teachers/programs/3108_worldbal.html
Chapter 8: Operation No Race/Save Face and Fried Rice

In this chapter, Jimmy's mom asks Jimmy when his recital is and Jimmy stalls but knows he's got to tell her soon. The topic of Chinese TV is introduced here.

Talking Points

1. A discussion about television programs in different countries would work well here. Do your students think that American TV shows would be immediately understood in other countries? Do they think they would understand TV shows created by other cultures? What can TV tell us about a culture?

Activities

1. Watch foreign TV. Any student, for instance, who has cable can easily tune into Spanish-speaking stations. Has anyone ever seen Chinese TV? Or Japanese TV? Is it possible to find someone who has a satellite that connects to China? Or someone with a DVD of a Chinese soap opera? You can even try YouTube which has many TV shows from Japan. Have your students compare U.S. TV with foreign shows: what are the differences? The similarities?

2. Cook. If you have access to a kitchen in your school, prepare fried rice. It's easy and yummy and your students can practice their chopsticks skills on real food. It helps to cook the rice the day before then combine it with the vegetables once they're stir-fried.

3. Open the Imperial Dragon @ School: Open a Chinese restaurant for a day in your classroom. Give it a name. Invite parents to come and eat fried rice. Students can work at the restaurant. Hold interviews for the positions of chef, waiter, maitre d’, bus people etc. You can have more than one sitting. If possible, offer live entertainment or play a CD of Chinese music. Money charged for the meal can be used for class field trips or supplies.
Chapter 7: In the Principal’s Office and Chopsticks Holder

In which Jimmy and Porter escape the wrath of the Principal.

Talking Points

1. Here is a good place to initiate a discussion about how American Jimmy is. Sure, he was born in China and is being raised in Chinese culture as personified by his parents and, even more, his grandmother, but he is straddling two cultures and here, in the principal’s office, his reaction is both American and Chinese. How would your students react to being called in to the principal’s office? Would they be scared of their parents’ reactions?

2. Discuss the Chopsticks Tax designed to address the wastefulness of disposable chopsticks. Talk to your students about the importance of reusing and not generating too much trash both here and in China where the population is a whopping 1.3 billion. More on this later…

Activities

1. Make the chopsticks holder.

2. Give your students more practice using their chopsticks while teaching them the names of the colors in Chinese. Here’s what to do:

   - Gather yarn in the following colors: red, blue, green, purple, black, white, yellow
   - Cut the yarn into pieces about ½ inch long.
   - Download the MP3 file of the Sounds of The Fastest Pig in the West
   - Teach your students the colors using this file. The file name is in English; the sound is Chinese. After going over the colors a few times, play the Chinese sound and ask the students to call out or write down the name of the color in English.
   - Distribute a pile of each color yarn to each student along with an empty paper cup.
   - In random order, click on the file for a color and ask your pick up a piece of yarn of that color and drop it into their empty cup. It can be a race if you like.
Chapter 6: Almost Friends and How to Use Chopsticks

In this chapter, readers hear a little bit about how strict Jimmy thinks his mother is.

Talking Points

1. Stereotypes about parenting abound. You can use this chapter to talk about what is thought about parents from different ethnic groups. For example, Chinese parents are thought to be very demanding: they require that their children be studious in school and serious about music out of school. You might also use this to discuss the similarities between parents of different ethnic groups.

2. It has been said that using chopsticks opens up different neural pathways in the brain and enhances spatial abilities in ways that forks and knives do not. Confucius also advocated chopsticks because he felt that a “superior man” would not bring a knife to the table, knives being associated with slaughter.

Activities

1. Ask each student to draw a Venn diagram to show the similarities and differences between their parents and Jimmy’s parents.

2. If possible, get chopsticks for each student and practice using them. A good way to practice is to give each student a paper cup and some mini marshmallows. Ask the students to transfer the pile of marshmallows from their desk to the cup.
Chapter 5 Chicken Feet with Rice and Food in China

In which Jimmy Lin gets teased for eating unusual foods.

Talking Points

1. Here is the perfect place to introduce a class discussion on foods of the world. Go back to review the three foods that were introduced in Chapter 1. Why do your students think that the Chinese would want to eat the feet of chicken or the stomach of a fish? What would be the advantage of using everything edible?

2. The fact chapter that follows Chapter 5 introduces the importance of rice in China. An entire way of life has grown up in Asia around rice: the Rice Culture. Rice is work-intensive and takes many, many people and cooperation to cultivate successfully. To learn more about the Asian rice culture, click here:

3. You might discuss different kinds of eating implements here and talk about the way that manners and table etiquette have developed among different peoples.

Activities

1. You might try a variation on the familiar KWL chart asking your students to generate a list of unusual things they’ve eaten, things they’d like to eat and things they wonder if anyone eats anywhere – this last column can be their research project: to find out what is eaten where and to present their findings to the class.

2. Ask your students to interview their parents and grandparents or other older relatives and, linking back to their discovery of their own ancestral homes, find out some of the more unusual dishes that were served there.

3. Teach your students about the importance of rice in Asia. There is an excellent unit that can be purchased from the Stanford Program on International and Cross-cultural Education (SPICE) catalog. It’s called “Feeding a Hungry World: Focus on Rice in Asia and the Pacific” and can be found at this website:

http://spice.stanford.edu/

The lesson plans are listed alphabetically.

For a free lesson plan about the rice culture, click here:

4. Below are a few interesting facts about table manners in Asia. Create a True/False oral quiz

http://www.kansasintheworld.org/kcies/chapter5.asp[1/23/14 8:56:02 AM]
which you ask students, T or F, about the manners that are the most different from our own:

**CHINA**

- Several activities that may be considered bad manners in the West are acceptable in China while eating. These include belching, slurping noodles and soup, and smoking during the meal.
- A method of eating rice common in China that may seem unusual to Western diners is bringing the bowl up to the lips and shoveling the rice into the mouth rapidly with the chopsticks.
- Never stick your chopsticks straight into your food: this is the way food is presented to the dead and it is considered very bad luck.

**JAPAN**

- In Japan, it is polite to speak two phrases before and after a meal. Japanese people say "Itadaki-masu" before a meal and say "Gochisou-sama" after a meal. These phrases mean thanks for the food and also indicate the beginning and the ending of a meal. If you are eating with Japanese people, try to say these phrases.
- One chopstick etiquette is to avoid directly passing food from your chopsticks to somebody else's chopsticks and vice versa. The reason this is frowned upon is that the bones of a cremated body are passed from person to person in this way at Japanese funerals.
- When you take food from large serving dishes, you may use the clean top ends of your chopsticks, if serving chopsticks are not available. Then use the other ends to put the food in your mouth.
- It is polite and proper to lift small bowls of rice or soup to your mouth when you eat. It prevents you from dropping food. When you do not get a soup spoon, it is proper to drink the soup out of the bowl and eat the solid food with chopsticks. For large pieces of food, you can separate the piece into smaller pieces using your chopsticks, or you can just bite a piece off the big piece then put the rest back onto your plate.
- It is a Japanese custom to make some slurping noises while eating noodles such as Soba, udon, and somen. People say it tastes better if they make slurping noises. People who eat noodles quietly might seem strange to Japanese diners.

**KOREA**

- Do not start to eat before any elderly people at the table start. This would be considered rude.
- Do not leave the table before the oldest person finishes his meal. This would be considered rude.
- Unlike China and Japan, when eating rice, lifting the bowl to your mouth is not good manners.
Chapter 4: The Pig Speaks and Animal Characteristics

In which we learn that Jimmy is proud of the fact that he is a pig and we learn the characteristics of each of the zodiac animals.

Talking Points

1. Many students (indeed, many adults!) are disappointed when their zodiac animal is not the one they would prefer to have. If this happens in your classroom, talk about the fact that no zodiac animal is without its positive points.

2. Talk about the zodiac signs that we find in our daily horoscopes. How are they different? How are they the same? Does our Western zodiac work on a 12-year cycle?

Activities

1. It could be interesting for your students to work in teams to interview their family members, or other students in other grades or teachers in your school, to find out some of their characteristics then guess their Chinese zodiac animal. After the animal has been predicted, the students can ask the person their birth year and see if they got it right.

2. Have students create posters or t-shirts for themselves, or even better, for someone else that illustrate things they’ve done that exemplify the characteristics of their animal. For example, those who are Monkeys are known for being able to solve problems: an illustration here might be that student holding up a math paper with 100% as a grade.

3. They can also copy the character for their animal onto their shirts. If you opt to do this, this would be the ideal time to talk about the Chinese writing system.

The Chinese Writing system is more than 4,000 years old. Each character is either an ideogram, meaning that it represents an idea, or a pictogram, meaning that it represents a thing. Chinese school children must learn about 100 characters a year until, when they graduate from high school, they know the more than 2500 characters they need to be able to read the newspaper.

Chinese characters are written using a strict stroke order and must be written the same way every time. To learn more about this, check out this lesson plan on Chinese writing.
Chapter 3: Bully Trouble and What Animal Are You?

This chapter illustrates two different attitudes towards people who are different, embodied by Porter and Jane. Porter displays behavior that is disrespectful and insulting especially when he speaks “Chinese”: this also can be interpreted as stereotyping. Jane, on the other hand, is eager to learn Chinese and has already learned some vocabulary in other languages. He is closed and she is open.

Talking Points

1. Define stereotyping and talk about why this can cause problems.

2. Discuss Porter’s use of “Chinese.” Acquaint students with the idea that every language sounds like gibberish if you’re not familiar with its sounds.

3. Talk about Porter’s pulling at the corners of his eyes to make them slant. Why is this insulting? If your students visited China, whose eyes would be a different shape then? Is the way people look something to make fun of? Why or why not? (a somewhat rough transition between the eyes and New Year . . . ?)

Activities

1. If possible, find recordings of songs or speech in different languages and play them for your students. Ask community members who speak other languages to come in and read or give a speech to your class. Can they tell where one word ends and another begins? As an amusing extension, bring in a movie in which the actors speak British English or the Yorkshire dialect. Even English can be difficult to interpret if pronounced with a different accent!

2. Working out what animal you are may require a bit of math – addition and subtraction. Once the students have figured out which animals they are, a good extension would be for them to go home and work out the animal for each of their family members. To do this, your students must first ask what month and year they were born. Remember that if someone was born between January 5 and February 18 it will affect which animal he is. A website that has a calendar listing all the New Year days since 1900 can be used to determine whether the person with the birthday that falls in between these two dates was born in the previous year or the New Year. See: http://www.chinesefortunecalendar.com/NewYearDays-PST.htm

3. It can also be productive to work on multiples of 12 by figuring out what year on our Western calendar is the next year of your particular animal. Your year recurs every time your age is a multiple of 12. So when you’re born, then again when you’re 12, 24, 36, 48 etc. Ask your students to think of people in their family and other people they know: are any of them currently an age that is a multiple of 12? If so, this is their year!
Websites to Extend Your Knowledge about…

…the Chinese New Year:
http://www.educ.uvic.ca/faculty/mroth/438/CHINA/chinese_new_year.html

And here is a lesson plan to help you teach about the Chinese New Year:
http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/chinese.html
Chapter 2: An Unexpected Problem and The Story of the Chinese Zodiac

This chapter introduces students to a concrete example of bullying someone just because he or she is different.

Talking Points

1. Here is a perfect jumping off point to introduce the idea of the United States of America as a nation of “differences” because it is a nation of immigrants. There are even theories that Native Americans first came here from somewhere else – Asia, in fact!

2. Talk about dragons. The dragon is a powerful divine creature in Chinese mythology. There are some major differences between dragons of the East and dragons of the West:
   - Chinese dragons don't breathe fire. In fact, they are most associated with water in the form of rain.
   - Chinese dragons are not wicked: they bring good luck like rain for farmers' fields and they are good.
   - Chinese dragons don't fly.
   - Chinese dragons were the symbol of the emperor: the number of toes on a Chinese dragon indicates the level of its nobility. Relate this fact back to the name of Jimmy's family's restaurant, the Imperial Dragon.

Activities

1. Have students research their own family history – when did their ancestors come to America? After the students have had time to research their roots, hang a map of the world on the wall and prepare an index card for each child. Using yarn or colored string and pushpins, show the country each child's family originally came from. To extend this lesson, hold a world food day. You can ask each student and his/her family to prepare a food from their ancestral homeland.

2. Create a comparison chart about dragons comparing the West's iconic dragon with that of East Asia.

3. The legend of the animals of the Chinese Zodiac is the fact chapter here and you'll need the Chinese characters you worked on for Chapter 1 in order to read it. Divide your class into two teams. Read the story aloud to your students stopping at each character and allowing one team to call out the name of the animal in English. If the team can't do it, the chance goes to the other team. Bonus points can be awarded for identifying the characters in Chinese, too.
Websites to Extend Your Knowledge about…

... Chinese dragons

... dragon puppets
The Fastest Pig in the West in the Classroom

Chapter 1: In the Kitchen of the Imperial Dragon and The Chinese Zodiac

In which the reader is introduced to Jimmy and to his family and their restaurant.

Talking Points

1. Use this chapter to introduce your students to some of the foods of China mentioned in the text: bok choy, star anise, wood ear mushrooms. There will be more about Chinese foods in Chapter 5.

2. Talk about multi-generational families. In traditional Chinese culture, it was usual to find at least three generations under one roof. Do any of your students live in a multi-generational household? What might be some advantages of a living situation like this?

2. Is there a Chinese restaurant in your town or a nearby town? Where do the owners come from? Might they be amenable to being interviewed? If so, this can be an activity.

Activities

1. The notion of the Chinese Zodiac is introduced in this chapter. We find out that Jimmy Lin is a Pig and learn the 12 animals of the Chinese zodiac. Use this list to introduce your students to the characters that represent each animal.

2. Have your students make flashcards with the characters on one side and the animal's name in English and Chinese on the other. Use the Flash Card Template by clicking here. Help them memorize the way each character looks. This will come in handy in the next chapter.
The Fastest Pig in the West and Kansas State Standards:

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 4: Human Systems:** The student understands how economic, political cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

**Kansas, United States and World History:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

Benchmark 4: The student engages in historical thinking skills.

**Civics-Government:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

**Economics:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 2: The student understands how the market economy works in the United States.

**Reading:** Standard 1: Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabets to construct meaning from text.
Benchmark 3: The student expands vocabulary.

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

**Standard 2: Literature**: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

**Math: Standard 1**: Number and Computation: The student uses numerical and computational concepts and procedures in a variety of situations.

Benchmark 1: Sense – The student demonstrates number sense for whole numbers, fractions (including mixed numbers), decimals, and money including the use of concrete objects in a variety of situations.

Benchmark 3: Estimation – The student uses computational estimation with whole numbers, fractions (including mixed numbers) and money in a variety of situations

**Standard 4: Data** – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 1: Probability – The student applies the concepts of probability to draw conclusions and to make predictions and decisions including the use of concrete objects in a variety of situations.

Benchmark 2: The student collects, organizes, displays, explains, and interprets numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.

**Foreign Languages: Standard 2**: The student gains knowledge and understanding of target language cultures

Benchmark 2.1: The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures

Benchmark 2.2: The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures
Chapter 1: In the Kitchen of the Imperial Dragon

Jimmy Lin's body sat in the kitchen of the Imperial Dragon, his family's restaurant, shredding a piece of wilted bok choi leaf into little tiny pieces and dropping them on the cement floor. But Jimmy Lin's mind was off in the future at the All-State Junior Track Meet where, as the Fastest Pig in the West, he was streaking past Porter Macintosh and winning the 100 meter dash. The crowd went wild as he broke the ribbon with his chest and broke four state records with his speed.
Chanute, KS

The Martin and Osa Johnson Safari Museum

Chanute is home of the Safari Museum, a fine museum of African and other indigenous peoples visited by Chanute residents Osa and Martin Johnson. Here is their website: http://www.safarimuseum.com/.
Kansas Organizations with International Focus

Wichita, KS

Kansas World Trade Center Junior Ambassadors
http://www.juniorambassadors.org
This website is designed to help third through fifth grade students better prepare to think globally through standards-based lessons introducing concepts of economics and global awareness. This program provides age-appropriate lessons with real world examples and activities. Understanding our world and how it works is important for continued growth and prosperity.

Museum of World Treasures
835 E 1st St, Museum of World Treasures
Wichita, KS 67202
Phone: (316)263-1311
http://www.worldtreasures.org

Admission
Adult $9.90; Senior $6.90; Youth $5.90

Hours
Mon-Sat 10am-5pm; Sun Noon-5pm
Gardner, KS

High School International Clubs
Gardner High School offers two international-focused clubs, Interact and the International Club. A youth division of the international Rotary Club, Interact focuses on service work in the local community and abroad. The International Club promotes cross-cultural understanding by educating others about different cultures, cuisines, languages and customs.


Elementary School International Education Workshops
Each year Eagles Sunflower School in Gardner, Kan. sponsors Kaleidoscope, an event that highlights a foreign country and its culture. A special presenter spends the day providing a workshop for each grade level.

Roeland Park, KS

**High School International and Multicultural Awareness Clubs**
Shawnee Mission East High School offers International Club, a group that works closely with exchange students at the high school, and Latin Club, an organization for students pursuing interests in Latin.


**Public Library Resources**
Johnson County Library offers a variety of international education programs including Hispanic Month Festival and Country Culture Series among others. It offers special collections in French and Spanish languages. The Children’s web site has links where educators can find information on world culture and languages.

For more information contact: Johnson County Library / [http://www.jocolibrary.org/](http://www.jocolibrary.org/)

**Recommended Website Links by Local Educators**
These websites will link to international education resource web sites, including information about Australia, art from other countries, and the pyramids in Egypt.

For more information contact: Roesland Park Elementary / [http://www.smsd.org/schools/roesland/](http://www.smsd.org/schools/roesland/)
Lansing, KS

High School Foreign Language Clubs

Lansing High School offers French Club, National French Honor Society and National Spanish Honor Society.

For more information contact: Lansing Unified Schools Director of Administrative Services at Schroegem@usd469.net
Coffeyville, KS

High School Foreign Language Clubs
Field Kindley High School in Coffeyville, KS offers Spanish, French, and German Language Clubs.

For more information contact: Field Kindley High School / http://www.cvilleschools.com/FKHS/index.htm

Coffeyville Community College
Coffeyville Community College offers several international education resources including an International Club where foreign students can become part of a program called MATCH (My American Traditional College Home). At MATCH, each international student is paired with a local family in the Coffeyville area. Coffeyville Community College also offers a Foreign Language Associate in the Arts Degree in Spanish, French and German, and will sometimes bring in international performers for its Humanities and Projects and Fine Arts Series.

For more information contact: Coffeyville Community College / http://www.coffeyville.edu/index.htm
Winfield, KS

Southwestern Community College
Southwester College offers multicultural awareness and international clubs including, Black Student Union, International Club, an association of international students and Mu Phi Epsilon, an international music fraternity. The community college also offers a minor in Spanish.

For more information contact: Southwester Community College / http://www.sckans.edu/
Kansas Organizations with International Focus

Derby, KS

High School Foreign Language Clubs
Derby High School offers German and French Language Clubs.

For more information contact: Derby High School / http://www.usd260.com/dhs/dhswebsite/flashpage.swf

Recommended Websites by Local Educators
Local educators have listed resource links for educators. Some resource websites focus on international education.

For more information contact: Derby Sixth Grade Center / http://www.usd260.com/sixth/index.html

Tae Kwon Do
The Derby Recreation Center offers Tae Kwon Do classes for beginning levels and higher.

For more information contact: Derby Recreation Center / http://www.derbyrec.com/Default.htm
High School Foreign Language and Multicultural Awareness Clubs
Newton High School offers several foreign languages and multicultural awareness clubs including, Azteca Club, a group that promotes awareness of the Hispanic community, Club de Espanol, French Club, Heritage Panel, a prejudice awareness prevention program, Sociedad Honoraria Hispanica, Societe Honoraire de Francais, and Model UN, a simulation organization of the United Nations for Students.

For more information contact: Newtown High School / http://www.newton.k12.ks.us/sch/nhs/

Middle School International Programs
For its students, the Santa Fe Middle School offers Model UN, a program similar to the one in high school.

For more information contact: Santa Fe Middle School / http://www.newton.k12.ks.us/sch/sf/

Tae Kwon Do & Karate
Newton Recreation Center offers Tae Kwon Do & Karate classes for beginning levels and higher.

For more information contact: Newton Recreation Center / http://www.newtonrec.org/new_page_1.htm

Bethel Community College
Bethel Community College offers international and multicultural programs for its students including the German Club, International Association of Jazz Educators, International Students Club, Multi-Cultural Education, and Multi-Cultural Student Life Program. The college also offers Global Peace and Justice Studies, German and Spanish as majors programs.

For more information contact: Bethel Community College / http://www.bethelks.edu/
Abilene, KS

City of Abilene Sister City Minori Japan
In 1984, the City of Abilene signed a Sister City agreement with Minori Japan. The Sister City Committee works on creating cultural exchanges and educational experiences between the two cities, including pen pals, Japanese cultural classes, student and teacher exchanges and fine arts performances.

For more information contact: City of Abilene / http://www.abilenecityhall.com/index.html

Dwight D. Eisenhower Library & Museum
The Dwight D. Eisenhower Library and Museum contains historical papers, audiovisual materials and artifacts relating to Dwight D. Eisenhower and events during his times. Special sections of the library focus on World War II and the Korean War.

For more information contact: Dwight D. Eisenhower Library & Museum / http://www.eisenhower.utexas.edu

Recommended Websites by Local Educators
Local educators have listed resource links for educators. Some resource websites focus on international education.

High School Foreign Language Clubs
Great Bend High School offers Spanish and German Foreign Language Clubs.

For more information contact: Great Bend High School / [http://www.usd428.org/GBHS NEWEST/frameset.htm](http://www.usd428.org/GBHS NEWEST/frameset.htm)

L.E. "Gus" and Eva Schafer Memorial Gallery
With more than 7,790 feet of exhibit space, the Schafer Memorial Gallery hosts a variety of permanent and rotating art displays, including those with international pieces.

For more information contact: [http://www.barton.cc.ks.us/gallery/aboutthegallery/aboutthegallery.html](http://www.barton.cc.ks.us/gallery/aboutthegallery/aboutthegallery.html)

Multicultural Festivals
The City of Great Bends offers multicultural festivals throughout the year including Juneteenth, an African American celebration, Cinco de Mayo, a Mexican holiday and the Oscar Michaeux Festival, an event to celebrate Michaeux, the first African-American to produce a feature film.

For more information contact: Great Bend Convention and Visitors Bureau / [http://www.visitgreatbend.com](http://www.visitgreatbend.com)
Kansas Organizations with International Focus

Pratt, KS

**Pratt Community College**
Pratt Community College offers International Club, an organization that provides social, cultural and educational support for international students.

For more information contact Pratt Community College / [www.prattcc.edu](http://www.prattcc.edu)

**Spanish via Satellite**
The Educational Services and Staff Development Association of Central Kansas (ESSDACK) program allows students to learn the Spanish language via the internet.

For more information contact: ESSDACK / [www.essdack.org](http://www.essdack.org)

**Recommended Websites**
ESSDACK offers Social Studies Central, a website that contains links to international education resources.

For more information contact: ESSDACK / [www.essdack.org](http://www.essdack.org)
Kansas Organizations with International Focus

Liberal, KS

Multicultural Festivals
The City of Liberal offers multicultural festivals throughout the year including Juneteenth, an African American celebration, Cinco de Mayo, a Mexican holiday and the Cultural Diversity Festival.

For more information contact: Liberal Convention and Tourism Bureau / http://www.swko.net/~tourism

Pancake Day
Since 1950, Liberal, Kan. and Olney, England have held an international pancake race competition.

For more information contact: Pancake Day / http://www.pancakeday.com/

Local Clubs and Organizations
Liberal Hispanic Leadership, Celebrating Diversity Festival, and Mexican-American Ministries are local clubs that promote multicultural education.

For more information contact: The City of Liberal // www.cityofliberal.com
Ulysses, KS

High School Foreign Language, International and Multicultural Awareness Clubs
Ulysses High School offers Hispanic American Leadership Organization (HALO), Interact, a youth division of the international Rotary Club that focuses on service work in the local community and abroad, and Foreign Language Club.

For more information contact: Ulysses High School / http://ulysses.org/uhs/default.html

Seward Community College
Seward Community College offers Hispanic American Leadership Organization (HALO) and Pathways, an organization that helps students interested in exploring the world.

For more information contact: Seward Community College / http://www.sccc.edu/index.html
Garden City Community College

The Garden City Community College offers several clubs with a multicultural focus including the Bilingual Education Student Organization, the Hispanic American Latino Organization (HALO), International Club and Latin Heat Dance Club.

For more information contact: Garden City Community College / http://www.gcccks.edu/
Colby, KS

Prairie Museum of Art and History
The Prairie Museum of Art and History in Colby has thousands of artifacts from countries in Africa and Europe. Exhibits in the museum draw on resources from around the world.

For more information contact: Prairie Museum of Art and History / http://www.prairiemuseum.org/

Colby Community College
Colby Community College houses International Student Organization, a place that helps integrate international students into the local community.

For more information contact: Colby Community College / http://www.colbycc.edu
What is International Education?

Glyn Rimmington PhD
Boeing Distinguished Professor of Global Learning
Wichita State University
What is International Education?

- Student Exchange
- Study Abroad
- Pen Pals
- Celebrating Festivals
- Talks by International Visitors
- Role Play Simulations
- Literature of other Cultures
What is International Education?

- Intercultural Communication Competence
- Cultural Proficiency
- Global Learning
- Intercultural Literature
- Perspective Taking
Why International Education?

Challenges of 21\textsuperscript{st} Century?

Trade Globalization?
Challenges of 21st Century?

Interconnectedness

Interdependence

Diversity
Trade Globalization?

BENEFITS
1. Cheaper Consumer Goods
2. Global Economic Growth
3. Opportunities
Trade Globalization?

RISKS
1. Inequity
2. Instability
3. Unsustainability
Mainstream International Education

- Intercultural Communication Competence
- Cultural Proficiency
- Global Learning
- Intercultural Literature
- Perspective Taking
Mainstream International Education

http://gl.wichita.edu/CPS/
Mainstream International Education

Learning Environments

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http://www.infoagepub.com
Mainstream International Education

It is that Third Space, though unrepresentable in itself, which constitutes the discursive conditions of enunciation that ensure that the meaning and symbols of culture have no primordial unity or fixity; that even the same signs can be appropriated, translated, rehistorisized and read anew. (Bhabha, 1994, p. 55)
Mainstream International Education
Mainstream International Education
Mainstream International Education
What is International Education?

Questions?

glyn.rimmington@wichita.edu  http://gl.wichita.edu/
Kansas World Trade Center

Greater Profits through World Trade

KCIIES Forum
December 9, 2008
Mission

To promote & facilitate trade in the state of Kansas through education, research and communication.
Structure

- Private Organization

- Services
  - Education & Training
  - Consulting & Research Services
  - Government Relations & Trade Advocacy

- Membership Benefits
International Business & Our Community

- In 2007, total export sales amounted to $10.25 billion.
- Estimated to reach $13.3 billion in 2008
- International businesses account for 11 out of Greater Wichita’s largest 15 area employers
# Greater Wichita’s Largest Employers

<table>
<thead>
<tr>
<th>Company</th>
<th>Industry</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cessna Aircraft Company</td>
<td>Aircraft</td>
<td>11,300</td>
</tr>
<tr>
<td>Spirit AeroSystems</td>
<td>Aircraft Parts</td>
<td>10,900</td>
</tr>
<tr>
<td>Hawker Beechcraft</td>
<td>Aircraft</td>
<td>6,767</td>
</tr>
<tr>
<td>Via Christi Health System</td>
<td>Health Care</td>
<td>4,809</td>
</tr>
<tr>
<td>Boeing Integrated Defense Systems</td>
<td>Aircraft Modification</td>
<td>3,005</td>
</tr>
<tr>
<td>Bombardier Learjet</td>
<td>Aircraft</td>
<td>2,250</td>
</tr>
<tr>
<td>Koch Industries</td>
<td>Refining &amp; Chemicals</td>
<td>2,000</td>
</tr>
<tr>
<td>Wesley Medical Center</td>
<td>Health Care</td>
<td>1,682</td>
</tr>
<tr>
<td>AGCO Corporation</td>
<td>Agricultural Equipment</td>
<td>1,350</td>
</tr>
<tr>
<td>York International - Johnsons Controls</td>
<td>Residential HVAC Equipment</td>
<td>1,200</td>
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<tr>
<td>Wichita Clinic PA</td>
<td>Health Care</td>
<td>1,026</td>
</tr>
<tr>
<td>The Coleman Company</td>
<td>Recreational Products</td>
<td>984</td>
</tr>
<tr>
<td>Cargill</td>
<td>Meat Products</td>
<td>868</td>
</tr>
<tr>
<td>T-Mobile USA</td>
<td>Wireless Service Call Center</td>
<td>853</td>
</tr>
<tr>
<td>Intrust Bank</td>
<td>Financial Services</td>
<td>745</td>
</tr>
</tbody>
</table>
International Education

Toolbox for Success
Foreign Language & Cultural Exposure

• Ability to communicate more effectively

• Capacity to be sensitive to others

• Greater awareness & understanding
Current Events & Real Life Application

• What is happening in the world today?

• How does it affect me?

• What affect do our actions have on the world?
Greater Awareness of International Business in Kansas

- Industries in Kansas
- Impact on global markets
- Creating globally minded citizens
Toolbox

• Foreign Language & Cultural Exposure

• Current Events & Real Life Application

• Greater awareness of international business in Kansas
Shailey Innes

Trade Services Support
Kansas World Trade Center, Inc.
316-264-5982
innes@kansaswtc.org
www.kansaswtc.org
KCI ES Forum on Putting the World into World-Class Education

Nancy Hope (nfhope@ku.edu)
Do you know what this is?

View: “Did You Know?” by Karl Fisch
The Next Economy

- Science and Knowledge
- Resource-Challenged
- Globally Interdependent
- Demographically Diverse
- Innovation-Driven
International Education Because:

- New markets
  - 1 in 5 jobs tied to international trade
  - Most business growth in overseas markets

- New faces and places
  - Increasing diversity at school and work requires increased understanding of others

- New security challenges
  - Need for global collaboration to solve climate change, AIDS, avian flu, water shortages, terrorism, etc.
If you give a man a fish, he will have a meal. 
If you teach him to fish, he will have a living.

If you are thinking a year ahead, sow seed.
If you are thinking 10 years ahead, plant a tree.
If you are thinking 100 years ahead, educate the people.

By sowing seed once, you will harvest once. 
By planting a tree, you will harvest tenfold. 
By educating the people, you harvest a hundredfold.

Kuan-tzu, Chinese sage (d. 645 BCE)

Because: Creativity!
We can’t afford to see the rest of the world as an exotic destination, but need to learn about it.
Needed: International Education

- *Knowledge* of other world regions, cultures, and international issues
- *Skills* in communicating in languages other than English, working in global or cross-cultural environments, and using information around the world
- *Values/perspectives* of respect and concern for other cultures and peoples
Creating a Global Vision and Culture

Does your school mission statement, graduate profile, and graduation requirements focus on preparing students for the interconnected world of the 21st century?
Walter Payton College Prep High

- Diverse population in Chicago
- Every student takes 4 years of language (Chinese, Japanese, Latin, French or Spanish)
- Partnerships with schools in China, France, North Africa, Japan, Switzerland, Chile, Italy and South Africa via videoconferences, homestays, sister schools, etc.
John Stanford International School

- Public K-5 bilingual immersion school in Seattle
- Half day study of math, science, culture and literacy in Japanese or Spanish; half day study of reading, writing and social studies in English
- Partnerships with local offices of multinational businesses
- Offers ESL courses for children and after-school courses for their parents
Evanston Township High

- Diverse student body in suburb of Chicago
- One-year international studies requirement for graduation
- Area studies courses on history, literature and art of Asia, Africa, Latin America and the Middle East, and global issues courses
- Ongoing professional development through partnerships with local university area studies centers
International School of the Americas

- Urban, public, magnet in San Antonio, TX
- Emphasis on experiential learning: Model UN. Study trips to Zacatecas, Mexico and the Heifer Ranch
- Science Partnerships with Japan
- Partnerships with local teacher colleges and museums
- Every student has internship with an international focus
Prepare globally competent graduates by:

- Creating a global vision and culture
- Recruiting and supporting internationally oriented teachers
- Integrating international content across the curriculum
- Emphasizing language proficiency
- Expanding student experiences through technology, international travel and partnerships, international service learning and internships
Support internationally oriented teachers by seeking:

- Teachers with international experience
- Universities offering professional development in world regions / global issues
- Travel programs that broaden and enrich educator perspectives and views
- Site visits to allow teachers to see how other schools are internationalizing
- Professional conferences and workshops
Transform Curriculum and Instruction by integrating International Content

- Social Studies: Offer world history as well as U.S. history, world geography and economics
- English Language Arts: Study foreign language novels and poetry in translation
- Science: Partner with international schools for comparative study of ecology
- Arts: Study art as a visual document, see films, cultural performances, museum websites
- Physical Education: Study martial arts, international dances and sports
Emphasize Language Proficiency

- Growing interest in languages and culture in America now
- New PDK/Gallup poll found that 85% of Americans believe it is important for students to learn a second language and 70% believe it should begin in elementary school.
Emphasize Effective Language Learning

- Make time - Start in elementary school with daily instruction
- Ensure that students are engaged - focus on communication
- Create opportunities for cultural interaction in the community, online or through study abroad
- Develop content-based learning - deliver lessons in other subjects in a second language
International Travel and Partnerships

- Power of student travel: “The exchange was, quite simply, the most important experience of my life.”
- Beyond individual student travel - school travel programs broaden access and tie into curriculum.
- Create ongoing partnership with schools in other countries.
Utilize Technology

- Tap global information sources - universities, news organizations, companies and think tank websites
- Online courses can offer students international content they don’t usually have access to
- Create classroom-to-classroom collaborations through iEARN or videoconferencing
- Publish student projects on the web
Collaborate

- Universities have international specialists, and professional development, classes for teachers
- Businesses have student internships, and community partnerships, executive for a day programs
- Cultural groups like local heritage organizations, museums, World Affairs Councils, embassies, etc. have activities, resources and materials
Seek Innovation at the State Level

- Develop task forces or statewide summits to assess the status of international education
- Add international content to curriculum frameworks
- Introduce state legislation
- Create international secondary schools as models for replication
At the State Level Cont.

- Create educational partnerships with other countries
- Start early language programs and expand world language requirements
- Create new professional development institutes
- Appoint international ed coordinators
- Add international courses to virtual high schools
Access educational resources

Federally funded National Resource Centers provide:

- Outreach conferences
- Classroom visits
- Video libraries
- Public lectures
- Film festivals
- Teacher workshops

Ex: Center for East Asian Studies at KU
http://www.ceas.ku.edu
Confucius Institute

CIKU Home
About the Institute
Message from the Director
Chinese Language
Classes
Cultural Programming
CIKU in the Schools
Pronunciation Guide
CIKU in the News
Events
Staff
Additional Links

For Chinese language teachers: Chinese language textbook publishers will hold a special exhibit of Chinese language teaching materials at the annual ACTFL meeting November 16-19 in Nashville. More detail is listed under Events.

Resources at the University of Kansas

Center for East Asian Studies
Kansas Asia Scholars
Kansas Committee for International Education in the Schools
Kansas Consortium for Teaching About Asia
East Asian Languages and
Kansas Consortium for Teaching About Asia

About Us
Staff
East Asia Institute for Teachers
Resources for Teachers
Photo Gallery
Links
Contact

www.kcta.ku.edu
Four members of the Kansas Committee for International Education in the Schools' executive committee attended the United School Administrators Conference in Wichita last month. Jan Heiner, Olathe District Schools; Kim Rasmussen, Auburn Washburn School District, and Bill Teutul and Nancy Hope, University of Kansas, led two breakout sessions about the importance of international education in the schools and illustrating the ways that international education can work with the state standards to benefit young students who will soon join the global workforce. Panel participants also included Betsy Dagen from Shawnee Mission School District and Steve Dike, principal of Lansing High School.

In addition to the breakout sessions, KCIES hosted a hospitality suite after the conference events on Thursday, January 21. The suite drew school administrators from across the state who wished to discuss the infusion of international education into Kansas classrooms with the members of the KCIES board.

**KCIES Speakers Bureau**

Does your community group or service club need a speaker? Want to learn more about international education, the importance of international trade to Kansas, or the opportunities and challenges of China? Let the KCIES speakers bureau supply an experienced and well-informed presenter for your next international event. In most cases, the speaker can be provided free of charge to non-profit organizations.

Contact kcies@ku.edu and please put Speakers' Bureau in the subject line.
China Exchange Initiative
Principal Shadowing Project
Asia Society Education

Asia Society Partnership for Global Learning
a membership network

IT'S A BIG WORLD.
WHAT CAN WE LEARN FROM EACH OTHER?

http://asiasociety.org/education/
Thank you to Vivien Stewart, Vice President for Education, Asia Society for assistance with this content.

http://www.nsba.org/SecondaryMenu/StateAssociations/08PR/AsiaSocietyNextEconomy.aspx
How will your students benefit from international education?

They will be the citizens and leaders of the 21st century, heirs of an increasingly interconnected world.
KCIES Forum on Putting the World into World-Class Education

Tuesday, December 9, 2008
Bradbury Thompson Center at Washburn University

Presented by the Kansas Committee for International Education in the Schools (www.kansasintheworld.org)

International Education and Business

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innes@kansaswtc.org
Kansas Exporter of the Year

Introduction

Each year, the Governor’s Exporter of the Year award is presented to a Kansas company for exceptional international marketing success.

This award encourages the growth of the State’s international commerce by showcasing successful exporters as role models to the Kansas business community.
In 1989, Governor Mike Hayden instituted the Exporter of the Year Award. Now in its twentieth year, the award is co-sponsored by the KITCC, a trade organization whose goal is to encourage Kansas companies to export. Raising corporate awareness of global markets in Kansas business community is a goal of this award process.
The Governor’s Exporter of the Year Award winners and their peers have helped Kansas emerge as a competitor in the international marketplace.

Kansas’ exports reached $10.2 billion in 2007. Today, more Kansas businesses are exporting their products to more foreign countries than ever before.

The Exporter of the year Award is dedicated to thanking employers for helping to put Kansas on the Map.
Kansas Exporter of the Year
Award Process

1. Kansas companies (except prior recipients) can be nominated.

2. Awards criteria:
   - Number or increase in jobs due to international activities.
   - Innovations in global marketing.
   - Number of countries exported to.
   - Effective use of international distributors.
   - Long-range international strategies.
   - Prospects for future growth and commitment to their community.
Kansas Exporter of the Year Award Process

3. KITCC reviews nominations, may ask for additional information, and nominates finalists.

4. KITCC visits finalists on-site, and will compare company activities based on presentations by each finalist.

5. KITCC makes recommendation to Governor for award.

6. Governor presents award to the winner at a formal ceremony and gives recognition to all finalists.
2008-Salina Vortex Corporation, Salina
2007-The Bradbury Company, Inc., Moundridge
2006-Great Plains Manufacturing, Inc., Salina
2005-BG Products, Wichita
2004-Tramco, Inc., Wichita
2003-American Crane & Tractor Parts, Inc., Kansas City, Kansas
2002-Butler National Corporation, Olathe
2001-Landoll Corporation, Marysville
2000-Innovative Material Systems, Olathe
1999-Cobalt Boats, Neodesha
1998-Glendo Corporation, Emporia
1997-Pioneer Balloon Company, Wichita
1996-Roto-Mix Inc., Dodge City
1995-Hill’s Pet Nutrition, Inc., Topeka
1994-Kreonite, Wichita
1993-Interconnect Device, Inc., Kansas, City
1992-Peabody Tectank, Inc., Parsons
1991-Didde Web Press Corporation, Emporia
1990-M-E-C Company, Neodesha
1989-Wenger Manufacturing, Inc., Sabetha
Exporter of the Year 2008

Winner

Salina Vortex Corporation
Salina, Kansas

• Manufactures quality slide gates, diverters and iris valves
• Founded in 1977
Exporter of the Year 2008

Finalists

HIX Corporation
Pittsburg

ICE Corporation
Manhattan

Salina Vortex Corporation
Salina

Kansas Aviation of Independence, LLC.
Independence

Nanoscale Materials, Inc.
Manhattan
The Bradbury Company, Inc.
Moundridge, KS

- Producer of metal processing equipment to customers around the world.
- Founded in 1959.
- Owned by The Bradbury Group, who operates subsidiaries in North America, Europe, Asia, and Australia.
Exporter of the Year 2007

Finalists

ABZ Manufacturing
HIX Corporation
Kansas Aviation of Independence, LLC.
Nanoscale Materials, Inc.

Madison
Pittsburg
Independence
Manhattan
Exporter of the Year 2006
Winner

Great Plains Manufacturing, Inc.
Salina, KS

- Manufacturer of agricultural planters, sprayers, drills, tillage, and tillage tools.
- Founded in 1976.
- Serves a rapidly growing export market, with a focus on markets in Asia, Europe, Australia and New Zealand.
Exporter of the Year 2006

Finalists

Geoprobe Systems
Salina

HIX Corporation
Pittsburg

MartinLogan LTD
Lawrence

XenoTech, LLC
Lenexa
Exporter of the Year 2005
Winner

BG Products, Inc.
Wichita, KS

• Producer of specialty products for automobiles, heavy machinery, and industrial equipment.
• Founded in 1971.
• Has experienced significant growth in exports to Asia.
• Exporter of products all over the world, with distributors in over 35 countries in North and South America, Asia, and Europe.
Exporter of the Year 2005
Finalists

ABZ Valve & Controls       Madison
The Bradbury Company       Moundridge
Kalmar Industries Corp.,   Ottawa
   Ottawa Truck Division
XenoTech, LLC              Lenexa
Tramco, Inc.
Wichita, KS

- Manufacturer of bulk material handling equipment, specializing in environmentally friendly chain and belt conveyors.
- Founded in 1967.
- Tramco’s customers include businesses from every corner of the globe.
Exporter of the Year 2004

Finalists

BG Products, Inc.                         Wichita
CareFore Medical, Inc.                    Olathe
Marcus Food Co.                           Wichita
VitaCraft Corporation                     Shawnee
Export of the Year 2003
Winner

American Crane & Tractor Parts, Inc.
Kansas City, KS

- Leading supplier of replacement parts for earthmoving machines.
- Established in 1982.
- Employs a multinational sales staff, dedicated to product sales to over 70 countries worldwide.
Exporter of the Year 2003

Finalists

AgTech, Inc.             Manhattan
CareFore Medical, Inc.   Olathe
CyDex, Inc.              Overland Park
Exporter of the Year 2002
Winner

Butler National Corporation
Olathe, KS

• Producer of equipment systems and support for the aerospace industry, in the military and private sectors.
• Provides electronic monitoring of water pumping stations and management services for Indian gaming enterprises.
• Founded in 1968
• Began exporting in 1980, and has experienced tremendous growth in exports this decade.
Exporter of the Year 2002
Finalists

AIB International          Manhattan
Bushnell Performance Optics Overland Park
Kustom Signals, Inc.        Lenexa
RHS, Inc.                   Hiawatha
Landoll Corporation
Marysville, KS

- Global designer, manufacturer, and marketer of products and services for Agriculture, Transportation, Material Handling, OEM, and Government.
- Founded in 1963.
- The company’s TQM initiative has resulted in ISO 9001 Quality System Certification, and the Quality System Qualification Certificate from the Department of Defense.
Exporter of the Year 2001
Finalists

AIB International
Airsys ATM, Inc.
LaGarde, Inc.
Midland Research Laboratories, Inc.

Manhattan
Shawnee
Lawrence
Lenexa
Exporter of the Year 2000
Winner

Innovative Material Systems, Inc.
Olathe, KS

- Manufacturer and distributor of hydraulic dredges, weed harvesters, and pumping systems worldwide.
- Products are used for dredging projects, marina maintenance, weed harvesting, and water reclamation projects.
- Founded in 1986.
- IMS’ products have been exported to customers for projects on six continents.
Exporter of the Year 2000

Finalists

Camplex Corporation  Emporia
IFR Americas, Inc.  Wichita
Promotional Resources Group  Topeka
Cobalt Boats
Neodesha, KS

- Premier producer of runabouts, performance cruisers, and yachts in the boating industry.
- Winner of many awards for product quality and service, including J.D. Power and Associates customer satisfaction awards for 5 consecutive years.
- Founded in 1970
- Products are exported to dealers on six continents.
Exporter of the Year 1999
Finalists

The Bradbury Company  Moundridge
Marley Cooling Tower  Overland Park
Aero-Mod, Inc.  Manhattan
Exporter of the Year 1998

Winner

Glendo Corporation
Emporia, KS

- Global producer of engraving, stone-setting, and carving tools, as well as sharpening and drilling tools.
- Founded in 1977.
- Operator of GRS Training Center, allowing engravers and stone-setters to train with top professionals.
- Participant in industry tradeshows worldwide, and actively markets and sells products in Europe, Asia, and Australia.
Exporter of the Year 1998

Finalists

Ottawa Truck
Smith Orthopedics
Vita Craft Corporation

Ottawa
Topeka
Shawnee
Exporter of the Year 1997 Winner

Pioneer Balloon Company
Wichita, KS

- The largest manufacturer of latex and Microfoil balloons in the United States.
- Publisher of educational books, videos, and magazines for balloon artists.
- Founded in 1918.
- Company Headquarters located in the United States, England, Mexico, Japan, and Australia.
Exporter of the Year 1997

Finalists

RHS, Incorporated
Hiawatha

Salina Vortex
Salina

STRATCO, Inc.
Leawood

Taylor Forge Engineered Systems, Inc.
Paola
Exporter of the Year 1996
Winner

Roto-Mix, Incorporated
Dodge City, KS

- Manufacturer of mobile cattle feeding and mixing machinery.
- Founded in 1984.
- Products are exported to dozens of countries on five continents.
### Exporter of the Year 1996

**Finalists**

<table>
<thead>
<tr>
<th>Company</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aero-Mod, Inc.</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Chance Industries</td>
<td>Wichita</td>
</tr>
<tr>
<td>Extru-Tech</td>
<td>Sabetha</td>
</tr>
<tr>
<td>Pioneer Balloon Company</td>
<td>Wichita</td>
</tr>
</tbody>
</table>
Exporter of the Year 1995
Winner

Hill’s Pet Nutrition
Topeka, KS

- Producer of high-quality pet food and veterinary products.
- Founded in 1939.
- Aggressive exporter of pet food products around the world.
- Global promoter of healthy living for pets.
Exporter of the Year 1995

Finalists

Brite Voice Systems, Inc.  Wichita
Concept W Systems, Inc.  Emporia
Pioneer Balloon Company  Wichita
The Pritchard Corporation  Overland Park
Kreonite, Inc.
(Dunning Photo Equipment, Inc.)
Wichita, KS

- Producer and exporter of photography processing equipment.
- Founded in 1955.
Exporter of the Year 1994

Finalists

Cardwell International, Ltd.  El Dorado
Extru-Tech, Inc.  Sabetha
HIX Corporation  Pittsburg
Exporter of the Year 1993
Winner

Interconnect Devices, Inc.
Kansas City, KS

- Market leader in contact probe technology for leaders in medicine, communications, industry, and the military.
- Founded in 1979.
- Distributors and global sales staff located on six continents, and serving 180 countries.
Exporter of the Year 1993
Finalists

The Bradbury Company
Kantronics, Inc.
Osborne Industries, Inc.
Preco, Inc.

Moundridge
Lawrence
Osborne
Lenexa
Exporter of the Year 1992
Winner

Peabody Tectank, Inc.
Parsons, KS

• Manufacturer of tanks for storage of bulk solids and liquids.
• Founded in 1970.
• Merged with Columbian Steel Tank, of Kansas City, KS, in 2001 to become Columbian TecTank.
• Serves markets globally, and its products are being used in over 100 countries.
Exporter of the Year 1992
Finalists

Glendo Corporation
Emporia

IFR Systems, Inc.
Wichita

Interconnect Devices, Inc.
Kansas City

Kantronics, Inc.
Lawrence
Exporter of the Year 1991
Winner

Didde Web Press Corporation
(Stolle Manufacturing Company)
Emporia, KS

- Industry leader in the manufacture of web presses, parts, and service.
- Founded in 1954.
- Its products are in use in over 60 countries.
- Became a subsidiary of Stolle Manufacturing Company, LLC., in 2004.
Exporter of the Year 1991

Finalists

Evans Products, Inc.  Dodge City
Kantronics, Inc.      Lawrence
Peabody Tectank, Inc. Parsons
Taylor Forge Engineering Systems  Paola
Exporter of the Year 1990
Winner

M-E-C Company
Neodesha, KS

- Designer, manufacturer and installer of industrial drying systems for a variety of wet materials.
- Founded in 1961.
- Industry leader in dryer performance technology and systems expertise.
- Products and systems are exported to countries in North and South America, Australia, Europe, and the Middle East.
Wenger Manufacturing, Inc.
Sabetha, KS

- World leader for extrusion processing systems and industrial mixers for the feed and food processing industries.
- Founded in 1959.
- Its extrusion research lab is the largest in the food and grain processing industries.
- Has a significant international presence in Asia and Europe, and sales relationships with agents worldwide.
Exporter of the Year 1989

Finalists

ASIMA Corporation
Independence

Aviation Systems, Inc.
Overland Park

Great Plains Industries
Wichita

Hills Pet Products, Inc.
Topeka
 Kansas Exporter of the Year
 Contact Information

Dr. Raffaele DeVito  
Professor of Management  
Chair, KITCC  
School of Business  
Emporia State University  
Emporia, KS 66801-5087

(620) 341-5384  
rdevito@emporia.edu

Mr. Tim McCall
International Trade Representative  
International Trade Division  
Kansas Department of Commerce  
1000 SW Jackson St. Suite 100  
Topeka, KS 66612-1354

(785) 296-4610  
tmccall@kansascommerce.com
Kansas Exporter of the Year
Sponsored By:

Kansas Department of Commerce

Emporia State University

Kansas International Trade Coordinating Council (KITCC)
Kansas Exporter of the Year
KITCC Members

American Crane and Tractor
BG Products, Inc.
Butler Community College
Butler National Corporation
Chapman Advisory Group
China Leads, LLC
Cobalt Boats
Commerce Bank, N.A.

Didde Web Press Corp.
   (Stolle Manufacturing Co.)
Dodge City Community College
Emporia State University
First National Bank of Kansas
Fort Hays State University
Friends University
Glendo Corporation
Kansas Exporter of the Year
KITCC Members

Great Plains Manufacturing
Held & Associates
Hill’s Pet Nutrition, Inc.
Innovative Medical Systems
Interconnect Devices, Inc.
International Relations Council

International Trade Council of Greater Kansas City
Intrust Bank
Johnson County Community College
Kansas Cavalry
The Kansas Chamber
Kansas Department of Commerce
Kansas Exporter of the Year
KITCC Members

Kansas International
Kansas State University
Kansas Small Business Development Center
Kansas World Trade Center
Kreonite, Inc.
   (Dunning Photo Equipment, Inc.)
Landoll Corporation

Lawrence Chamber of Commerce
MADEC
MAMTC
M-E-C Company
Pioneer Balloon Company
Pittsburg State University
Priddle & Associates
ROTO-Mix, Inc.
Kansas Exporter of the Year
KITCC Members

Sedgwick County Free Trade Zone
Territorial Magazine
Tramco Inc.
University of Kansas
U.S. Department of Commerce
U.S. Small Business Administration

Washburn University
Wenger Manufacturing
Western Kansas Manufacturers Association
Wichita State University
World Trade Center, Greater Kansas City Chamber of Commerce
World Trade Council of Wichita
An Eye on the World
International Education in Wisconsin

Gerhard Fischer
Wisconsin Department of Public Instruction
gerhard.fischer@dpi.wi.gov
Prologue

• Claude Levi-Strauss Turns 100: The loss of cultural diversity
• Who am I, and why would that be of any interest to anyone?
• Third Culture Kids
• If you see a fork in the road, take it: Two Arguments for International Education
Catching up with the World

• Preparing students for what?
International Education

- Why should we bother, and what is our ask?
- Who is going to do the work?
- What is our plan?
Competition and STEM

- Sputnik
- Goals 2000
- PISA
- International Benchmarking
What comes to mind?
Left Behind?

2 MILLION MINUTES :: A DOCUMENTARY FILM ON GLOBAL EDUCATION
http://www.2mminutes.com/
The Economic Argument
“This is a story about the big public conversation the nation is not having about education... whether an entire generation of kids will fail to make the grade in the global economy because they can’t think their way through abstract problems, work in teams, distinguish good formation from bad, or speak a language other than English.”

*How to Build a Student for the 21st Century*, TIME Magazine, December 18, 2006
The Global Brain

Interesting? Reality?

http://pespmc1.vub.ac.be/SUPORGLI.html
Human Brain – Global Network

Technology – Team Work – Individual
World of Ideas
If not competition, what will it be?
The Globally Competent Student

or:

Pathways to Global Literacy
What is Global Literacy?

- Communication
- Culture
- Citizenship
- Careers
- Community
Global Competence

Graduates should demonstrate:

- Effective communication across linguistic and cultural boundaries
- Understanding of perspectives other than their own
- Awareness of critical world issues
- Knowledge of interdependent global economy

University of Wisconsin-Madison
What we do...

- We cooperate:
  - DPI, UW, WAICU, Technical Colleges, Businesses
- We create councils:
  - The Statewide International Education Council
- We write recommendations
- We develop strategies

But how does all this affect students and teachers?
Our Focus

- Advocacy
- Building Bridges
- Teaching and Learning
- Study Abroad

http://www.dpi.wi.gov/cal/interntled.html
Why we do this
Testimonials

- Emily did not get along with her partner, did not want to go at first, then asked for permission to stay longer.
- Brenda increased her student enrollment and improved her program
- Laurent had all his questions answered
New Committees

- Advocacy
- Curriculum: International Education in all content areas
- Student Standards
Economic Literacy

• You are preparing to travel to Europe this summer. Your personal budget for one person is $3,000. What can you afford to do at the current exchange rate? Would this trip have been more affordable ten years ago at the exchange rate at that time?
  
  – Why do exchange rates fluctuate? Who or what determines exchange rates?
Citizenship

• You will be asked to elect the next president of the United States of America in November 2008.
  – Which are the main topics relevant to choosing the next president?
  – What do you need to know about these topics before you can make an informed decision on your vote?
The Fork in the Road

- The utilitarian argument: International Benchmarking and Economic Competition
- The argument for global understanding: Students need to know more about the world.

When you get to that fork, take it.
“There is more than a verbal tie between the words common, community, and communication. Men live in a community in virtue of the things which they have in common; and communication is the way in which they come to possess things in common.”

» John Dewey, Democracy and Education
“Ingrid made me think – and I found out I could. She made me defend my beliefs – and I found out my beliefs were solid. She made me question – and I found out no answer is ever complete; it is always a process. She made me open my mind to new possibilities – and I found out the world is not black and white, but full of one becoming the other. And in the process, she helped me find myself… “Vicki,” she used to say to me, shaking her head and smiling, “It is not enough to know what you believe, you must know why you believe it.” I’m still working on it, Ingrid.”

It is not enough to know what you believe, you must know why you believe it.

Ingrid
Perspective
Contact

Gerhard Fischer
International Education
608-267-9265
gerhard.fischer@dpi.wi.gov
http://www.dpi.state.wi.us/cal/interntled.html
Center for International Studies
Shawnee Mission South High School
Our Mission

The Shawnee Mission Center for International Studies provides expanded educational experiences through the use of international languages and study in international electives to develop the skills and knowledge to successfully work in an international environment.
History of CIS

- Opened in fall, 1991
  - Chinese, Japanese and Russian
  - Geo-Politics courses

- Arabic added in 1992

- Partnerships with international schools began in 1991
  - Japan, France, Germany, Russia and China
CIS Program Components
Language + Electives
8 units

International Languages – 4-6 units

- Arabic
- Chinese
- Japanese
- Russian
Graduation Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>P.E./Health</td>
<td>1.5</td>
</tr>
<tr>
<td>Electives</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

Total: 23 Units
Language + Electives
8 units

International Studies Electives 2-4 units

- Geo-Politics I/ World Geography H *
- Geo-Politics II/World History H
- Humanities *
- International Business
- International Economics and Law
- International Relations
- World Literature H *

* Meets graduation requirement
# CIS Suggested Planning Guide
## Grade 9
### 1 Unit Language

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>1 unit</td>
</tr>
<tr>
<td>Math</td>
<td>1 unit</td>
</tr>
<tr>
<td>Science</td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>Geo-Politics 1: World Geography</strong></td>
<td>1 unit</td>
</tr>
<tr>
<td>Or World Geography</td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>International Language</strong></td>
<td>1 unit</td>
</tr>
<tr>
<td>(Arabic, Chinese, Japanese, Russian)</td>
<td>1 unit</td>
</tr>
<tr>
<td>PE</td>
<td>.5 unit</td>
</tr>
<tr>
<td>Health</td>
<td>.5 unit</td>
</tr>
<tr>
<td>Elective</td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7 units</td>
</tr>
</tbody>
</table>

*Note: The table shows a suggested planning guide for Grade 9 students, including core subjects, electives, and a total of 7 units.*
<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10</td>
<td>1 unit</td>
</tr>
<tr>
<td>Math</td>
<td>1 unit</td>
</tr>
<tr>
<td>Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>Geo-Politics 2: World History</td>
<td>1 unit</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>International Language</td>
<td>1 unit</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>.5 unit</td>
</tr>
<tr>
<td>PE</td>
<td>.5 unit</td>
</tr>
<tr>
<td>Elective or CIS Elective</td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7 units</strong></td>
</tr>
</tbody>
</table>
CIS Suggested Planning Guide
Grade 11
2 Units Language Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td>1 unit</td>
</tr>
<tr>
<td>Math</td>
<td>1 unit</td>
</tr>
<tr>
<td>Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>United States History</td>
<td>1 unit</td>
</tr>
<tr>
<td>International Language</td>
<td>2 units</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 unit</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7 units</strong></td>
</tr>
<tr>
<td>Course</td>
<td>Units</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>English 11</td>
<td>1 unit</td>
</tr>
<tr>
<td>Math</td>
<td>1 unit</td>
</tr>
<tr>
<td>Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>United States History</td>
<td>1 unit</td>
</tr>
<tr>
<td>International Language</td>
<td>1 unit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 unit</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Elective or CIS Elective</td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7 units</strong></td>
</tr>
</tbody>
</table>
## CIS Suggested Planning Guide
### Grade 12
#### 2 Units Language Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12</td>
<td>1 unit</td>
</tr>
<tr>
<td>Or World Literature H</td>
<td>1 unit</td>
</tr>
<tr>
<td>Math</td>
<td>1 unit</td>
</tr>
<tr>
<td>Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>American Government</td>
<td>.5 unit</td>
</tr>
<tr>
<td>International Language</td>
<td>2 units</td>
</tr>
<tr>
<td>Computer Elective</td>
<td>.5 unit</td>
</tr>
<tr>
<td>CIS Elective</td>
<td>1 unit</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7 units</strong></td>
</tr>
</tbody>
</table>
# CIS Suggested Planning Guide

## Grade 12

### 1 Unit Language Option

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12</td>
<td>1 unit</td>
</tr>
<tr>
<td>Or World Literature H</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>1 unit</td>
</tr>
<tr>
<td>Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>American Government</td>
<td>.5 unit</td>
</tr>
<tr>
<td><strong>International Language</strong></td>
<td>1 unit</td>
</tr>
<tr>
<td>Electives</td>
<td>2.5 units</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7 units</td>
</tr>
</tbody>
</table>
International Language Expansion
Levels 1 and 2

- SM East: Chinese
- SM North: Russian
- SM Northwest: Japanese
- SM West: Arabic
Visiting Teachers

**REX Program, Japan**
- 18 month contract for teacher from Japan
- Will continue 2009-2011

**Teachers of Critical Languages Program**
- Annual contract for teacher from China
- Annual contract for teacher from Egypt
- Grant renewed annually
Competitions
Supporting Organizations

- University of Kansas – Center for East Asian Studies
- International Relations Council
Special Events
Enrollment Requirements

- Open enrollment to all district students
- May transfer full time to SM South
- Part-time enrollment considered on space available
Transportation

🌍 Transfer students responsible for transportation to SM South
Questions
Did you know?
City of Douglass Profile

- 1,869 citizens (2000 Census)
- Citizens go to post office to get mail
- No stoplights
- School is largest employer
- No full time police force
- No industry or manufacturing hiring above 3 people
“I grew up in a small town, with a diversity rate of less than 3%. All of my peers looked like me, thought like me, and we all spoke the same language. I always knew there was a world bigger than my little hometown, even bigger than Kansas.”

Heather Woods
Al-Akhawayn University
Morocco, Africa
Douglass Global Learning Academy

1. Integrated (science, social studies, Mandarin Chinese, language arts)
2. 3.5 credit
3. Meets daily for 3 periods, block scheduling
4. Kan-Ed grant & district support for technology
5. Diverse student population, all ability levels
6. Standard-based education within a student-lead curriculum that is project based.
Douglass HS Global Learning Academy
Expectations

- The Douglass Global Learning Academy extends our Global Learning Program into the High School and prepare students for future global interactions.

- Students interact globally with others, learn personal finance, experience situations and events world-wide, and gain insights into world affairs through authentic, substantive projects with other students.
Global Learning

- Student to student collaborations
- Building international relationships through global mentors
- Authentic, substantive projects
- Partnership between schools, business, and governments
- Producing graduates for a global economy and global mindset
We are globally connected and education is fundamental to becoming global citizens.
Program Director
Marjorie Landwehr-Brown
mlb@usd396.net
Brain Friendly Presentations

- Challenge/Prizes
- Stories
- Disturbing Data
- Humor
- Put a Limit on It
- Leave Them Wanting More
- Handouts
Three Parts

• History

• Shock & Awe

• 21st Century Learning Program
3 Great Shifts in Global Power

- Rise of Europe 17th Century
- Rise of USA 20th Century
- Rise of Asia 21st Century
  - Japan
  - India
  - China
  - South Korea
Integrate knowledge of world history, geography, science, technology, world languages, literature, & international relations into the school day.
We are future oriented Profession
It’s tough to make predictions, especially about the future.
The Rules Have Changed

“Your past guarantees nothing in the future if the rules change.”

1945
Military Superpower

2008
Military Superpower

Economic Superpower

Economic Superpowers
Shock & Awe

“In the Coming Decades, China & India Will Disrupt Workforces, Industries, Companies, & Markets in Ways That We Can Barely Begin to Imagine.”
A Tiger on Steroids

• Massive Shift in Economic Power - 80% of Growth – Shifting East Asia

• Surpass USA - 2015

• Majority of Future Jobs – Tied to International

• 300,000 White Collar Jobs a Year - Whacked
Our District
Reality Check

- Trapped in isolation
- Limited resources
- Focus on Europe
- Governance
- Pre-service
- International Relations under funded & under valued
No Child Left Behind
1. Modern Languages

2. Summit International Studies Academy

3. Staff & Student Exchanges
   • Japan
   • China
   • France
   • Italy
   • Germany
   • Mexico

4. International Baccalaureate

5. Modern Global Issues Graduation Requirement

6. Visiting Chinese Teachers

Lee’s Summit 21st Century Learning
Enhance Collaboration Skills
Be Technology Savvy
Work Within The Community
Understand The Global Economy
Develop Self-Accountability
Appreciate World Cultures
21st Century Learners

- enGauge®
- 21st Century Skills
- www.ncrel.org/engauge
NSBA Convention

April 3-7, 2008
Crouching Tigers, Hidden Dragons

- Environment
- Politics
- Health – HIV, TB, Avian Flu
- War
- Greying Population
- Cheap Labor Won’t Last
Environment
振兴教育的希望在教师
They want what we have!

- Chasm Between Rich & Poor
- Rural & Urban
- Rote Learning – Cram & Recite
- Fewer Tests
- Innovation & Creativity
- Active Involvement
- Won’t Dishonor Family
- Competition
200 Million
麦当劳
McDonald's
i'm lovin' it
我就是喜欢
Worst Case

“They trounce us in manufacturing. We become a 3rd world country that does little more than export raw materials colony-style and give each other haircuts.”
Best Case

“We increase the teaching of East Asian languages. We maintain our lead in agriculture, nanotechnology, R&D and pharmaceuticals.”
A Journey of A Thousand Miles Begins With a Single Step
A Call to Action

We must integrate knowledge of world history, geography, science, technology, world languages, literature, international relations into the school day.
A Problem

“Foreign language instruction in the United States is generally undervalued & under-funded.”

*The Asia Society
Action Plan

• Asia in the Curriculum
• Schools of Education
• Resource Centers
  – Asia in the Schools
• Business Community
• School Board/Administration
• Exchanges/Study Tours
• Local Support for Asian Language
The Rules Have Changed

“Your past guarantees nothing in the future if the rules change.”

Joel Barker

1945
Military Superpower
Economic Superpower

2008
Military Superpower
Economic Superpower
• Activity
• Novelty
• Stories
• Disturbing Data
• Barriers
• Put a Limit on it
• Leave Them Wanting More
Preparing Students for Their Future – Not Our Past
Dr. Alexa Posny, Kansas State Commissioner of Education, delivers the welcome speech.
Larry Englebrick, Deputy Commissioner for School Innovations, KSDE, welcomes attendees.

Next Photo
Name: Reiko Iijima

Lesson Title: Great Wall of China and Materials Engineering

Class and Grade level(s): 3rd-5th grades

Goals and Objectives
The students will be able to:
- define engineer
- observe and describe earth materials when they are dry, wet, and shaken
- make a prediction on the mixture of earth materials that will produce the sturdiest mounds
- design and create a wall using earth materials which are chosen by a team, analyze the strengths and weaknesses of the team’s wall, and come up with the ways to improve their design

Curriculum standards addressed: for Kansas Science Standards:
STANDARD 1: SCIENCE AS INQUIRY – The student will develop the abilities to do scientific inquiry, be able to demonstrate how scientific inquiry is applied, and develop understandings about scientific inquiry.

Benchmark 1: The student will demonstrate abilities necessary to do the processes of scientific inquiry.

Benchmark 3: The student will analyze how science advances through the interaction of new ideas, scientific investigations, skepticism, and examinations of evidence of varied explanations

STANDARD 5: SCIENCE AND TECHNOLOGY – The student will demonstrate abilities of technological design and understandings about science and technology.

Benchmark 1: The student will demonstrate abilities of technological design.

Time required/class periods needed: 4 class periods

Primary source bibliography:
- Pictures of the Great Wall of China

Secondary source bibliography:
Other resources used:
* Engineering is Elementary: Designing Walls by Museum of Science, Boston

Required materials/supplies:
Session 1: world map/globe, two skinny tree branches as “chopsticks”
Session 2: (For Each Group) water, 7 paper cups, 7 plastic bowls, ½ cup soil, ½ cup gravel, ½ cup sand, and ½ cup clay powder
(For Each Student) ruler, hand lens, a copy of “Observing Properties of Earth Materials” chart, a copy of “Observing Mud Mounds” chart, a copy of “Using Earth Materials for a Wall” worksheet
Session 3: Ice cube trays, earth materials chosen by each team
Session 4: a tennis ball
Extension: an access to the Internet

Vocabulary:
Engineering
Materials Engineering
Problem & Solution
Hang-Tu Method
Properties
Sand
Clay
Gravel

Procedure:
Session 1
1. Show a picture of the Great Wall and encourage students to tell you everything they know about it and list them on the board. Make sure to use a map to show the students where the Great Wall is located and talk about the purpose of the Great Wall.
2. Ask students what they think an engineering is and list their ideas on the board.
3. Give an example of a simple materials engineering to the students such as chopsticks.
4. Tell students that there is always a problem before an engineer starts creating something.
5. Introduce the book, Yi Min: Materials Engineering and the Great Wall of China, to the students and read it aloud to them. Tell them to pay attention to the problems and the solutions people had in the story. List each problem and the solution on the board along with the materials and the methods used.
6. Tell the class that they will actually design and create their own wall in this unit.

Session 2
1. Review the previous lesson with the class.
2. Review the materials ancient Chinese people used to build the Great Wall.
3. Tell the class that they are to test a variety of earth materials today to choose the possible materials for their brick wall.
4. Pass out the materials to each group, have each student observe the properties of each material, and record the observations on the “Observing Properties of Earth Materials” worksheet.
5. Then, have each group make a mud mound for each material by adding water and record the observation on the “Observing Mud Mounds” worksheet. The students are to observe the mounds when they are wet, dry, and after they are shaken. (It will take a few days for the mounds to get dried.)
6. As a class, discuss the results and make a class chart.
7. Then, tell the class that they are to combine 2 materials to make a mixture mound to find the strongest brick they can possibly make using the given earth materials. Have them record their findings for “wet”, “dry”, and “shaken” on the observation chart.
8. Have each student fill out the “Using Earth Materials for a Wall” worksheet.

Session 3
1. Using the information the students have gathered from the previous experiment, have each group choose the kind of earth materials they would like to use for their bricks to build a wall.
2. Create bricks in ice cube trays using the chosen materials. Let them dry for a few days.
3. Have each group design their own wall.

Session 4
1. Have each group build a wall according to the design they came up with during the previous lesson.
2. Test the wall by rolling a ball against it.
3. Discuss the results as a group and then as a class.
4. Have students improve their design or materials to create a new wall.

Extension
2. You can also have students do a research on Japanese castle walls and the Great Wall of china, and compare and contrast the structures and/or construction of both kinds of walls by going to the websites, such as http://rubens.anu.edu.au/student.projects97/castles/building/page2.html and http://www.jsce-int.org/Publication/CivilEng/2000/civil.pdf.

Assessment/evaluation:
*Student observation charts and worksheets
Observing Properties of Earth Materials

* Try to use as many senses as you can during your observation!

<table>
<thead>
<tr>
<th>Material</th>
<th>Dry</th>
<th>Wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gravel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Beautiful China
Thanks to the Oklahoma Consortium for Teaching about Asia for these images.
The Fastest Pig in the West in the Classroom

The Sounds of The Fastest Pig in the West

Listen to the sounds of The Fastest Pig in the West by clicking the icon next to the color. To download all the sounds in either MP3 or WAV format click the appropriate icon. The sounds will be downloaded in a zip file.

GET SOME RECOGNITION: If you have developed successful and innovative lesson plans and approaches to teaching using The Fastest Pig in the West, we would love to hear about them. Send your story to me at this email address: rhacker@ku.edu. We might just feature you on the KCIES website on our Best Practices page. To check out what other teachers have done to receive Best Practices Recognition, go to www.kansasintheworld.org, click on IE Focus then choose Best Practices from the drop down menu.
Lesson 2 – Early China

Rice Culture
A lecture by Dr. Bill Tsutsui
Professor of History
University of Kansas

When we study Chinese history and the evolution of Chinese culture, one of the first things that we need to talk about is the importance of rice and the rice economy to China. This is true for much of Southeast Asia and for Japan as well, so a lot of the discussion we'll have about rice will carry over to the Japan part of this course too.

Rice has traditionally been the staple crop of southern China, mostly below the Yangzi River. It is well adapted to the climate of the region. Yields of rice are very high from small plots of land. In southern China, multiple crops can be sown in one year. At least two crops of rice can be grown in south China in a year. It has a long history in the area. Rice has been cultivated in south China for 5,000 to 8,000 years. This is one of the first cultivated crops in human history. A large population crowded into a small area of arable land can be sustained in south China, and as we shall see, in Japan as well, by rice farming, at least as it is done in East Asia.

The Challenges of Growing Rice

Let's talk a bit about rice and what growing rice is like. How do you grow rice? Do you just take a box of Uncle Ben's, throw it out the window, wait for fall, and start eating? No. Rice is a very demanding and difficult crop. Rice is very particular about the conditions under which it wants to grow in order to get the highest possible yield. Rice needs to be grown in fields that can be flooded and then
In the early part of rice’s development, it likes to have wet feet. It likes to be in mud, really soupy water as much as mud. It likes really wet fields. However, as the rice plant develops and matures, it wants to have drier feet. So that by the time you harvest the rice, it wants to be in more or less dry fields. Why did rice evolve this way? Think about climate. Southeast Asia, China, and Japan are all part of a monsoon climate, which means that because of the weather patterns in that area, you get huge amounts of rain—often torrential rain—in the early summer on a daily basis. As the year goes by, in the late summer and early fall it dries out again. Rice is particularly adapted to this monsoon climate of wet and flooding followed by dryness.

This fact that rice needs to grow in flooded fields for at least part of the year determines where it can be grown. Can you grow rice on a hillside? How do you do it? You've got to terrace it. You can't just go to a normal hillside, throw some rice on it, and expect it to grow. You have to cut into the hillside and make terraces. You make your rice paddies perfectly flat, so the water will stay in them. That way, you can use all the land available. To grow this rice and to get the highest possible yield, you also need a lot of infrastructure. Although in China and Japan it does still rain a lot in the early summer, you can't count on Mother Nature always doing what's best for the crops. To get top yields, you have to be able to control the water. You have to be able to put it into the fields when you want it, and you have to be able to take it out of the fields when you no longer need it. You need substantial water-control infrastructure: dams, dikes, sluices, an entire system to make rice farming work. This takes a lot of manpower, not just to build this infrastructure but then to maintain all these waterworks. It requires a lot of coordination. It requires a lot of management to make sure it is functional. In many ways, rice farming isn't like the type of agriculture we are used to in the West. It is not like the dry-field agriculture we're familiar with in Kansas or in Europe. It's not like maintaining livestock. It requires a lot of human intervention, infrastructure, and government intervention to make it work.
Controlling this water is not an individual affair. One person cannot build the dikes, dams, and sluices necessary to bring the water in and then drain it out. It has to be a cooperative endeavor. If everyone is trying to get the same scarce resource at one time of the year and then later on is trying to drain that scarce resource, it could be an absolute disaster. Unless you think about how you, as well as your neighbor, are going to get the water you need, and how later you're going to drain off your water without flooding your neighbor's fields or getting flooded yourself, the system isn't going to work. There isn't going to be a maximization of the rice you can produce. Here in Kansas and the Great Plains, we are very familiar with water-control problems and water-rationing issues. People in China have faced this same problem for generations. How do you deal with coordination of this essential resource?

We also need to be aware of how labor intensive rice production is. It takes a lot of hands to grow rice—not just in terms of building and maintaining the waterworks, but also in terms of getting the plants in your paddies and then harvesting the grain at the end of the season. To begin, you have to grow the rice seedlings in a separate plot, then the seedlings are transplanted traditionally by hand into the paddies. We're all familiar with the image of the peasants in their straw hats placing the shoots into the mud. Then the rice has to be carefully tended. If you want a high yield, you have to weed it carefully. You have to go out into the mud every day and take out the weeds. You had to pick the bugs off it in the days before pesticides. The harvest also is a labor-intensive process. Drying and threshing rice take many hands as well. Rice isn't easy. Rice is tough. Rice is a lot of work for a lot of people.

**Cultural Implications of the Rice Economy**

[video]
What implications has this rice economy, this method of rice farming, had for Chinese culture? How has it shaped Chinese society? Rice farming has influenced Chinese society in four ways. First, the rice economy produces what some historians call the collective life. Rather than the rugged individualism of American farmers and ranchers—at least the myth of rugged individualism that we have in the West—in China agriculture depends on larger units. The family farm doesn't really make sense in China. The family farm can't survive on its own. Only in the extended family, the village, the region, and the nation can agriculture be conceived. Because cooperation is needed to make sure that everybody gets the water and everybody can drain the water, and that such a high level of coordinated manpower is necessary to maintain the waterworks, to plant the rice, to harvest the rice, the Chinese have a much greater sense of working together, of being in a group and cooperating than we do in the West. They're forced to, if they're going to survive. I don't know if on the Western frontier this idea of the rugged pioneer and the independent family farm was true, but certainly in China it was not. The lone Marlboro man on his horse doesn't work in China. It's always a group, because only a group in this rice economy can survive over the long term.

Point number two: because of the need for coordination, especially coordination of water in the rice economy, institutions of administration (that is to say central government), have long been considered desirable and indeed necessary. To make sure that everybody gets the water they need, that no one gets flooded every fall, that the infrastructure is maintained, there needs to be some kind of powerful administrative entity. In China, one of the things we see historically, and we'll see that now when we talk about the Shang dynasty, is that people have had a much different attitude toward government, toward administration, and toward bureaucracy than we do in the West. In China, people accept a level of government intervention that we might not find so comfortable because Chinese people have realized from this experience of working over millennia with the rice economy that it is necessary to
ensure the stability of society, the continuity of the farms, and basic survival. In China people support having a strong central government to maintain the rice economy, so they can survive. Faith in government is a pattern in China, not distrust or suspicion of government as is more the case, perhaps, in the United States.

**The Need for Social Stability**

Third, because of this strong infrastructure of rice farming, and because the cultivation of rice is so complex and requires such constant attention, there is a tremendous premium placed on social stability in China. Peasants in China value stability and continuity above everything else. That is a fundamental goal. If you think about instability and the effect it could have on society, you can see why the people of China have felt this way. Imagine medieval China and medieval Europe. In the medieval Chinese community, a group of raiders rides into town, kills the men, burns the crops, knocks down the waterworks, destroys the paddies. The women and children are left. What happens to them over the long term? It's not a pretty scene. They don't have the basic infrastructural means to grow their crops to survive. They might not have the labor to put those dikes and dams back together again. It could be the end of this culture. Consider the Western situation then, in Europe in the medieval period, with its dry-field agriculture: the invading army rides into town, kills the men, burns the crops, leaves the women and children. What happens the next year? Maybe they can pull it together. The infrastructure is still there in the sense that the fields are still there. Maybe the community is badly hurt, but it probably has a better chance of survival over the long term. In China, it's a desperate situation that very likely means death. In the West rebound is possible. In China, realizing how vulnerable in many ways the rice economy is because of these waterworks that are necessary, peasants have wanted a stable society and a government that will ensure them this stability. In particular, what one sees in China is that the people are willing to give up personal rights to the government as long as the government guarantees them that things aren't going to change. There's always a trade off of freedom versus stability. In China, traditionally, the people come down pretty strongly in favor of stability. What they want is a government that guarantees the crops will come in, there won't be a war, their community will survive. In America, obviously, our balance has been a bit different. This yearning for stability is certainly one element of the unique pattern of Chinese history.

"A Vicious Interdependence"

Finally, I've talked a little bit about population and dense population. Rice farming gives you what the historian John Fairbank has called "a vicious interdependence between dense population and intensive use of the soil." I'll read from one of Fairbank's books about that, because I think it's an interesting point:
The heavy application of manpower and fertilizer to small plots of land has also had its social repercussions for it sets up a vicious interdependence between dense population and intensive use of the soil whereby each makes the other possible. A dense population provides both the incentive for intensive land use and the means. Once established, this economy acquired inertial momentum. It kept on going. The back-breaking labor of many hands became the accepted norm, and inventive efforts at labor saving were made the exception. Early modernizers of China, in their attempt to introduce the machine, constantly ran up against the vested interests of Chinese manpower since in the short run the machine appeared to be in competition with human hands and backs. Thus, railways were attacked as depriving carters and porters of their jobs and there was no premium upon labor-saving invention.


Fairbank says that because of the tradition of labor intensiveness in agriculture, with everybody always busy attending the rice, there's never any unemployment because everybody could always put more labor into the rice fields. Chinese people have always been quite suspicious of machines that promise to save labor and replace workers. Even today mechanization of paddy rice farming isn't easy, but it has taken place, and in China one sees resistance to replacing traditional methods with new technologies.

**The Relationship between Humankind and the Environment**

One final point related to rice and the rice economy and the larger issues that Nancy was talking about of geography and the environment in China is the Chinese view of the relationship between humankind and the environment. How do people view nature? How do they view the world around them? In many ways, this is quite different from what we have in the West. Fairbank says,

The ecology of the Chinese, their adaptation to the physical environment, has influenced their culture in many ways. Life on the great river floodplains has always been a hard life. 'Heaven nourishes and destroys' is an ancient saying. On the broad stretches of the plain the patient Chinese farmers were at the mercy of the weather, dependent upon heaven's gift of sun and rain. They were forced to accept natural calamity in the form of drought, flood, pestilence, and famine.


While we in the West have traditionally liked to think of human beings as being masters of the environment, shaping nature to fit human needs, the Chinese have usually assumed just the opposite. Seeing themselves at the mercy of rain
and rivers, Chinese farmers have not had this traditional Western view—what one might call arrogance—towards the natural world. The upshot of this, however, is that the Chinese people have shown a tendency to be resigned to passivity when dealing with the world. Thus, as opposed to the reforming, crusading spirit of much of the West, the tendency through a good deal of Chinese history has been one of the people just saying, "If that's the way it is, that's the way it is, and there can't be too much done about it." This attitude, to a certain extent at least, grew out of the environmental situation where people said, "We can't control it. We have to accept it." This translated into political and social change as well. We will see this throughout Chinese history. We're not going to see a lot of great social movements, great uprisings from below in Chinese history. Much of what we'll be talking about took place at the elite level. The people have tended to be more accepting, more passive towards change than we in the West like to think we are.
**Name:** Camille Neidhart, Michael Hotz and Ken Willard

**Lesson:** The Rice Culture

**Goals and Objectives:**
The student will be able to: Students will be able to demonstrate an understanding of the social and cultural importance of rice to select cultures of East Asia by producing their own “rice stories” as a precursor to the preparation, cultivation and harvesting of their own rice paddy. Students will devise an operations plan that will pull together the necessary elements and delineate the necessary steps to building this paddy.

**Time required/class periods needed:**
One week- five block periods

**Primary source bibliography:**
- Online resource- Rice *Bowl Tales* ‘China the First Paddy,’ Toney Barrell
  www.abc.net.au/rn/streetstories/stories/2006/1799554.htm
- Online resource- Rice *Bowl Tales* ‘The Last Big Paddy,’ Toney Barrell
  www.abc.net.au/rn/streetstories/stories/2006/1798515.htm
- Online resource- ‘Plucking the Crop to help it grow.’ Chinese Folktale
  http://chineseculture.about.com/library/weekly/aa081699.htm
- Online resource- ‘Rice and the Fox Wife,’ Aichi-ken Densetsu Shu
  www.soupsong.com/frice2.html
- ‘Sweet and Sour Tales from China,’ Retold by Carol Kendall and Yao-wen Li
  Clarion Books, New York, NY, 1980
- Audio recording (CD) Provided- Rice *Bowl Tales*, Toney Barrell

**Other resources used:**
Students will access all available material on the proper cultivation and harvesting of “wet” rice, through textbooks, agricultural manuals and internet resources offering all practical instruction.
Required materials/supplies:
- Internet access
- Aforementioned text
- CD player offering capability for individual listening
- Samples of various “uncooked” grains, to include millet, oats, wheat, barley, rye and rice
- Access to detailed world map
- Note books
- Chart paper
- Markers and pens

Vocabulary:
Monsoon, Embryo, Germinate, Levees, Pollination, Semi-aquatic, Ecosystem, Protein, Carbohydrate, Inari, Broadcast Seeding, Transplanting, Fertilizing, Irrigation, Wa, Gohan, Asagohan, Hirugohan, Bangohan
Procedure:

I. **Access Prior Knowledge** - Students will be given packets of an unlabeled grain. They will be asked to:
   a. Identify possible grain types - what could it be?
   b. Surmise where these grains are grown. (Locate on a map of the world)
   c. Surmise what people the people who eat these grains look like as a result of their diet.

II. Word splash of the vocabulary words listed above. Display in a prominent place in the classroom but don’t seek to define the words, as that will occur in the course of the lesson.

III. **Guided Practice** - Students create a class flow chart delineating how they imagine rice is grown. (What comes first, what second etc.? ) They will save this flow chart, as it will serve as an assessment tool by which they will compare their final “researched” chart.

IV. Conduct an information search. Divide the class into groups of four with each group researching and presenting to the class their discoveries about the following:
   a. The percentage of the world’s people whose staple grain is rice versus those whose is wheat.
   b. Geography of “rice dominant” countries and why they would choose rice over wheat. (Hint-monsoon season)
   c. How rice is grown - (Describe two methods)
   d. How rice is incorporated into the cultures that grow it.

V. Divide the class into two groups. One group will follow the cultural line and examine the impact that rice has on the lives of people who cultivate it. The other group will explore the human and technological processes involved with the actual cultivation of the plant.

VI. **Independent Practice** - The Online articles such as ‘China the First Paddy,’ will expand students’ understanding of the rice culture in China. You may want to consider reading them first then rewriting or retelling them in simplified form. There is an image gallery, too, which will help comprehension.

VII. Also read the Chinese fable, ‘Plucking Up a Crop to Help it Grow,’ and the story ‘Rice and the Fox Wife,’ both also found online. And they will listen to the collection of rice tales provided on the CD listed above.

Students can continue searching for further cultural, religious or mythological information about rice and its impact on the people of East Asia. Their product will be the creation of a myth or story that will signify their own endeavor into the production of rice.
Assessment/evaluation: Students will read aloud their rice story or myth and examine the assumptions they began this lesson with and go over what learned.
猫
猫
猫
猫
mao
(mah-oh)
cat

mao
(mah-oh)
cat

mao
(mah-oh)
cat

mao
(mah-oh)
cat
狗
dog
gou (go) dog

(gou) (go) dog

gou (go) dog

(gou) (go) dog
猴
猴
猴
猴
hou
(hoe)
monkey

hou
(hoe)
monkey

hou
(hoe)
monkey

hou
(hoe)
monkey
虎 虎
虎 虎
hu (who) tiger 

hu (who) tiger
鸡 鸡 鸡 鸡
ji
(djee)
rooster

ji
(djee)
rooster
龙
龙
龙
龙
ma
(mah)
horse

ma
(mah)
horse

ma
(mah)
horse

ma
(mah)
horse
she
(shuh)
snake

she
(shuh)
snake
牛
牛
牛
牛
niu
(nee yo)
ox

niu
(nee yo)
ox

niu
(nee yo)
ox

niu
(nee yo)
ox
鼠
鼠
鼠
鼠
shu
(shoe)
rat

shu
(shoe)
rat

shu
(shoe)
rat

shu
(shoe)
rat
兔 兔 兔 兔 兔 兔 兔 兔
tu (too) rabbit

tu (too) rabbit

tu (too) rabbit

tu (too) rabbit
羊
羊
羊
羊
yang
(yahng)
goat or ram

yang
(yahng)
goat or ram

yang
(yahng)
goat or ram

yang
(yahng)
goat or ram
“Jimmy! Jimmy!” they shouted. Some of them held up signs that said “We love you, Jimmy!” Jimmy jumped up to accept their praise and almost knocked his grandmother over.

“Hey! 别吵 in kitchen!” scolded his grandmother in her own special mix of Chinese and English as she passed carrying a large colander filled with wet wood ear mushrooms. Jimmy looked up. His grandmother clucked her tongue at him and shook her head, then hurried on. She emptied the colander into a hot wok and the mushrooms sizzled and sputtered. She picked up a pair of chopsticks and stirred them vigorously, muttering to herself.

All around him, pots steamed, and the fragrance of hot pepper and star anise in hot oil tickled the inside of his nose.
Panelists Nancy Hope, Associate Director of the Confucius Institute, KU (podium), Phyllis Farrar, Kansas State Department of Education and Gary Price, Pittsburg Public Schools speak about starting a Chinese program.
Bill Tsutsui opens the Summit.

Next Photo
Visiting teachers from China listen to presenters.
Catherine Ingold, Acting Director of the National Foreign Language Center, gives keynote address.

Next Photo
Jimmy Lin was born in the Year of the Pig.
The Chinese calendar works on a 12-year cycle. Each of the years is named after an animal. Here are the 12 animals in the Chinese zodiac in Chinese and English:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>CHINESE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rat</td>
<td>shǔ</td>
</tr>
<tr>
<td>Ox</td>
<td>niú</td>
</tr>
<tr>
<td>Tiger</td>
<td>hǔ</td>
</tr>
<tr>
<td>Rabbit</td>
<td>tù</td>
</tr>
<tr>
<td>Dragon</td>
<td>lóng</td>
</tr>
<tr>
<td>Snake</td>
<td>shé</td>
</tr>
<tr>
<td>Horse</td>
<td>mǎ</td>
</tr>
<tr>
<td>Goat or Ram</td>
<td>yáng</td>
</tr>
<tr>
<td>Monkey</td>
<td>hóu</td>
</tr>
<tr>
<td>Rooster</td>
<td>jī</td>
</tr>
</tbody>
</table>
Lunch is served: Not Chinese, alas, but Italian!

Next Photo

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Dog  gǒu  豬
Pig  zhū  猪

Why were these animals chosen and how was the order assigned and why isn’t there any cat? There’s a story behind this and you’ll find it after Chapter 2.
Washburn Rural High School students of Mandarin I perform a poem by Li Bai entitled Jing Ye Si (Thoughts in the Silent Night)
Why in the world does Jimmy Lin want to be known as the Fastest Pig in the West?

Jimmy Lin is 11. His family owns the Imperial Dragon, the only Chinese restaurant in tiny Buffalo Grove, Illinois. Jimmy is caught between two cultures: his immigrant family's traditional Chinese culture and the culture of 21st century America that he encounters every day at school. Jimmy learns to fit into both in this story of music, track, friendship, and family.

This book was written by Randi Hauser, author of Life as I Knew It, a young adult novel published by Simon & Schuster in 2006. Randi is the Outreach Coordinator at the University of Kansas Center for East Asian Studies and for the Kansas Committee for International Education in the Schools. She is a longtime student of the Chinese language and a longtime fan of Chinese food.
Mandarin I students from Marysville High School demonstrate their Chinese language skills.

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Morning Panel Discussion: Stakeholders on the Future of Strategic Languages in Kansas (from left to right) Jim Hill, Director of Vektek, Inc.; Betsy Degen, Director of Curriculum and Instruction for Shawnee Mission School District; Reggie Robinson, Kansas Board of Regents member; Sue Gamble, State Board of Education member; Chris Steineger, Kansas State Senator; Larry Englebrick, KSDE
Winfield High School
Mandarin I students sing
Wo de pengyou zai na li?
(Where are my friends?)

Next Photo
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Morning Panel Discussion:
State Senator Chris Steineger.

Next Photo
Mandarin II students from Washburn and Marysville perform a skit entitled "Bing ren he yi sheng (A patient and his doctor)"
Morning Panel Discussion:
Sue Gamble, State Board of Education member.
Dr. Jessica Stowell of the Confucius Institute, Oklahoma University, talks about IDL Chinese language classes for elementary students in rural Oklahoma.
Morning Panel Discussion:
Reggie Robinson, Kansas Board of Regents member.
Carol Woolbright of the Greenbush Service Center in Kansas talks about teaching Chinese using technology.

First Photo

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Morning Panel Discussion:
Betsy Degen, Director of Curriculum and Instruction for Shawnee Mission
School District

Next Photo
Morning Panel Discussion:
Jim Hill, Director of Vektek, Inc.

Next Photo
Robert Davis, Manager of Chicago Public School's Chinese Connections Program, gives luncheon address.

Next Photo
Jim Hill, Director of Vektek, Inc.
Robert Davis and John Faulkenberry, Principal of Lee's Summit High School confer.

Next Photo
Afternoon Panel Discussion: New Developments and Directions in Kansas (from left to right)
Jacob Kipp, School of Advanced Military Studies, Fort Leavenworth; Raffaele DeVito, Emporia State University; Gary Price, Superintendent USD 250; William Tsutsui, Kansas Committee on International Education in the Schools; Carol Woobright, Greenbush; Melanie Stuart, KSDE
Afternoon Panel Discussion: Bill Tsutsui, Executive Director of Confucius Institute at the University of Kansas

Next Photo
Afternoon Panel Discussion: Gary Price, Superintendent of Pittsburg Community Schools.

Next Photo
More than 100 attendees listened attentively to presentations made during the day-long Summit.

Next Photo
Panelist Chris Steineger, Kansas State Senator, chats with Confucius Institute Board Member Jun Fu