

# 2008 Grant Proposal to the Asia Society and Longview Foundation Washington State Grant *Global Pathways through Language & Technology*

## Rationale and Background

The five State Innovations grants that Washington state has received from Asia Society and Longview Foundation have had a transformational impact on our state. With our first State Innovations grant from Asia Society in 2003, we launched the **Washington State Coalition for International Education**, which has been successful in building broad, grassroots support for international education in Washington state and increasing the flow of information and resource-sharing through its website <http://internationaledwa.org> and email lists. We have organized three very successful statewide P-20 International Education Summits and numerous workshops across the state on world languages and international education. For the past four years, the Coalition has presented on international education and world languages at the state-wide summer institutes and winter conferences organized by our State Superintendent of Public Instruction.

Most important, we have made significant progress in engaging state-level business leaders and policy makers in this important work. In 2007, the State Legislature added language to our Basic Education Act stating that the goal of the act was “to provide students with the opportunity to become responsible and respectful **global** citizens” [emphasis added]. Now the Coalition is working with policy makers statewide to consider how to accomplish that goal of creating global citizens.

In 2007, we saw enormous growth in impact and reach of our “Expanding Chinese Language Capacity” initiative, which has garnered support and interest from major businesses, as well as the Governor, and includes an email list of over 250 Chinese teachers in the state. The Chinese Language Core Team has taken a leadership role in organizing workshops for teachers of Chinese and encouraging more potential teachers to participate in alternate route certification in order to teach in public schools. For the first time, the annual conference of the Washington Association for Language Teaching included a strand for teachers of Chinese. This fall, the leaders in this community of Chinese teachers formed the non-profit “Chinese Language Teachers Network” (CLTN) in order to continue and expand on their current efforts. The local CLTN plans to meet with colleagues in Oregon, Idaho, and Montana to look into forming a Northwest regional chapter of the Chinese Language Teachers Association.

During the 2008 Legislative Session, three world language bills were introduced. Two received unanimous support in the Senate (where they were introduced). Despite the lower than expected state revenues, it’s possible that one or more of the bills will be funded this session. One of the bills would establish a task force to examine the current situation with world languages programs and curricula in the state. If that one passes, the groundwork provided by the Coalition from our 2004 World Languages Survey and the current “Mapping and Enhancing Language Learning” project will prove invaluable.

At the Department of Education’s International Education Programs conference in Washington, DC, in February, the Title VI Centers were encouraged to take a leadership role in developing K-16 “pipelines” in critical languages. (Indeed, we learned that these are not so much smooth pipelines as they are “pathways” with multiple entries and exits.) The Mapping & Enhancing Language Learning (MELL) project, sponsored by the University of Washington Jackson School of International Studies Title VI Centers, is in a good position to provide leadership as Washington state begins to seriously develop these language pathways.

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While world languages have faced challenges in this state, the concept of integrating international perspectives into other learning has made great progress, in part because of the innovative Classroom-Based Assessment (CBAs) that our state has been developing in the Social Studies. Many non-profit organizations, such as the World Affairs Council and Facing the Future, have been aligning their global curriculum offerings to the CBAs, thus providing multiple pathways for students to engage in learning about the world while learning (and being assessed in) history, geography, civics, and economics. Bridges to Understanding has developed a unique approach using digital storytelling (an art form and a technology) as the basis for developing relationships between students in classrooms across the world while addressing local and global issues (such as global warming and how it impacts different communities in the world).

**Dr. Michele Anciaux Aoki, PMP**, founder of the Washington State Coalition for International Education, will serve as project director for the grant. She has been project director in previous years (2003, 2005, and 2007) and currently consults with the Seattle School District on its FLAP grant for Chinese language and serves as project manager for the "Mapping & Enhancing Language Learning" project at the University of Washington.

Fiscal agent for the grant this year will again be the **Alliance for Education**, a 501(c)3 organization which supports Seattle Public Schools. The Alliance has established a special fund to support these international education efforts that benefit not only Seattle Schools, but the entire state of Washington. The fund is managed by Karen Kodama, former Principal of John Stanford International School, who is now the International Education Administrator at the Seattle School District. The Alliance served as fiscal manager for our first State Innovations grant in 2003 and the grant in 2007. For more information, see [www.alliance4ed.org](http://www.alliance4ed.org).

## **Project Summary**

**Project Title: Global Pathways through Language & Technology**

**Amount Requested: \$20,000**

### **Goals**

- ❖ Provide oversight to the "Mapping & Enhancing Language Learning" (MELL) project at the University of Washington to develop policy briefs on world languages in Washington schools for legislators, policy makers, and the education community of Washington state.
- ❖ Convene a World Languages Summit to bring together early learning, K-12, and higher education practitioners and decision makers to explore the findings from the MELL project and make recommendations for developing language pathways in our state.
- ❖ Support the newly formed Chinese Language Teachers Network to organize workshops for Chinese teachers and mentor visiting teachers from China.
- ❖ Expand the cadre of experienced teacher leaders who can engage students K-12 in deep and meaningful relationships with students in other countries through digital storytelling via Bridges to Understanding.
- ❖ Model the effective use of technology in developing global connections.

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**Main Activities and Timeline**

The Washington State Coalition proposes to complete four major sub-projects by early 2009 that will help us extend our involvement across the state and impact educators P-20.

Main Activities	Description	Timeline
<p><b>1. Coalition website and email lists</b></p> <p><i>Purpose:</i> Solidify network of grassroots support for International Ed and provide online support for community building</p>	<ul style="list-style-type: none"> <li>▪ Communicate regularly with the Coalition via current Email lists (Coalition, Advocacy, News, Chinese, Languages, Immersion), and support new Email lists as needed.</li> <li>▪ Provide online information and registration forms for International Education events in the community via <a href="http://internationaledwa.org">http://internationaledwa.org</a>.</li> </ul>	<p>Ongoing through December, 2008</p>
<p><b>2. Mapping and Enhancing Language Learning (MELL)</b></p> <p><i>Purpose:</i> Provide critical policy information about the state of world language learning and teaching in Washington state to educational agencies, committees, and policy makers</p>	<ul style="list-style-type: none"> <li>▪ Develop a series of policy briefs from the MELL data collected from high schools, e.g.,               <ul style="list-style-type: none"> <li>(1) High Schools that don't offer World Languages <i>(Contact the schools that reported NOT offering world languages and find out how their students are able to satisfy the 2-credit college admissions requirement. Do they take online courses or classes at the community college? What is keeping the schools from offering language classes (no available teachers?)</i></li> <li>(2) Demographics of schools compared by number of languages offered <i>(Do we have an equitable distribution of language programs in our state? Or do schools with a higher percentage of Caucasian students tend to offer more languages and/or for more years? Is there a difference between rural, urban, and suburban schools?)</i></li> <li>(3) Trends in languages offered <i>(We can see that German is decreasing. Contact the schools that say they currently offer German and ask them what they expect to happen in the future. Will they continue offering it? Are the classes full? If the current teacher retires, will they hire a new one? What makes their program popular/successful (or not)? For newer languages, like Chinese, how many classes are they offering? Is there student demand? Do they see the demand increasing?)</i></li> <li>(4) Years of language study offered <i>(For high schools that offer only 1 or 2 years of a language, what is keeping them from offering more? Is it lack of student enrollment? Teacher availability? What would happen if demand increased?)</i></li> <li>(5) Trends in World Language Endorsements</li> </ul> </li> </ul>	<p>Spring – Fall, 2008</p>

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	<p><i>(Between 2006 and 2007 there was a 68% drop in the number of world language endorsements issued by teachers' colleges and university programs in Washington state. Why was this? How can these programs be ramped up to meet a growing demand for language teachers?)</i></p> <ul style="list-style-type: none"> <li>▪ Disseminate the briefs on the UW MELL website and distribute them to policy makers, legislators, and the education community.</li> <li>▪ Organize a World Languages Summit at the University of Washington to review the findings from the MELL project. Invite a leading expert in World Languages, such as Paul Sandrock from Wisconsin, to provide a national perspective.</li> </ul>	
<p><b>3. Chinese Language Teachers Network</b></p> <p><i>Purpose:</i> Develop a cadre of excellent teachers of Chinese from the local communities, as well as abroad</p>	<ul style="list-style-type: none"> <li>▪ Hold two workshops on "Creating Chinese Language Programs," one outside of the Seattle area.</li> <li>▪ Bring expert speakers in the field of Chinese language pedagogy to present workshops to visiting and current teachers of Chinese.</li> <li>▪ Expand on the mentoring program begun in 2007 for visiting teachers from China.</li> <li>▪ Develop a support network for existing teachers of Chinese, focusing on curricular support for Chinese language classes.</li> <li>▪ Promote educational and cultural exchanges among students, teachers, and other professionals between our region and other Chinese-speaking regions.</li> <li>▪ Support the development of certification programs for new Chinese language teachers.</li> <li>▪ Participate in the planning and launch of the new Washington State Confucius Institute.</li> <li>▪ Create a web presence for the Chinese Language Teachers Network to better disseminate information about the group and its activities.</li> </ul>	<p>Spring – Fall, 2008</p>
<p><b>4. Global Connections through Technology</b></p> <p><i>Purpose:</i> Provide guidance to schools that want to internationalize their curriculum through technology</p>	<ul style="list-style-type: none"> <li>▪ Partner with Bridges to Understanding, Seattle Public Schools, and a smaller district (such as Highline School District) to train four middle school teachers to use digital storytelling in their classrooms to engage students in making global connections.</li> <li>▪ Hold a public workshop where Bridges teachers can share their experiences with using technology and digital storytelling to connect their students to the world.</li> <li>▪ Develop a workshop using the Asia Society's new guide to Internationalizing Curriculum (scheduled for publication by Summer, 2008) and present it in Seattle and other venues, including State Superintendent of Public Instruction conferences; highlight the role of technology</li> </ul>	<p>Spring, 2008 – January, 2009</p>

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Main Activities	Description	Timeline
<p><b>Project Management</b></p> <p><i>Purpose:</i> Ensure success of overall efforts</p>	<ul style="list-style-type: none"> <li>▪ Keep all stakeholders informed of progress, including the Asia Society and Longview Foundation</li> <li>▪ Ensure that all deadlines are met</li> </ul>	<p>Ongoing through February 2009</p>

**Key Personnel**

A wide and substantial number of organizations and institutions will be providing resources and support for our project activities this year. Key Personnel include:

- **Michele Anciaux Aoki, Ph.D., P.M.P.**, International Education Consultant; Project Director for 2003, 2005, and 2007 State Innovations grants – **Project Director**

**Team:**

- **Adam Ross**, Co-President of the Chinese Language Teachers Network; teacher of Chinese at Lakeside School in Seattle
- **Aysha Haq**, Project manager for the Coalition’s 2004 P-20 International Education Summit in Olympia (will work on Coalition communications)
- **Caleb Perkins**, Supervisor for International Education and Social Studies, Office of Superintendent of Public Instruction; 2004 State Team Member; member of the MELL Steering Committee
- **Chunman Gissing**, Chinese Language Teachers Network; teacher of Chinese at University Preparatory Academy in Seattle
- **Deborah Warnock**, Research Assistant at the University of Washington Jackson School of International Studies for the Mapping & Enhancing Language Learning (MELL) Project
- **Greg Tuke**, Executive Director of Bridges to Understanding; 2006 State Innovations Grant Project Director
- **Jennifer Geist**, Teacher Development Manager for Bridges to Understanding
- **Karen Kodama**, International Education Administrator for Seattle Public Schools; formerly Principal of John Stanford International School in Seattle
- **Katy Armagost**, Representative from WAFLT (Washington Association for Language Teaching) to the MELL project; teacher liaison to the University of Washington College in the High School program for world languages
- **Lotus Perry**, Co-President of the Chinese Language Teachers Network; teacher of Chinese at the University of Puget Sound, Tacoma
- **Meitsu Chuan Mendel**, Chinese Language Teachers Network; Mandarin Chinese examiner for the International Baccalaureate Organization (IBO)
- **Paul Aoki, Ph.D.**, Director of the Language Learning Center, University of Washington and Co-Project Director of the “Mapping and Enhancing Language Learning” project at UW
- **Steve Pfaff, Ph.D.**, Director of the Center for West European Studies, University of Washington Jackson School of International Studies and Co-Project Director of the “Mapping and Enhancing Language Learning” project at UW
- **Tamara Leonard**, Associate Director of the Center for Global Studies, University of Washington Jackson School of International Studies; MELL Steering Committee

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### Evaluation

The Coalition has identified several metrics to use in evaluating the impact of this State Innovations Grant, including:

1. The "Mapping & Enhancing Language Learning" project at the University of Washington develops and disseminates a number of policy briefs about the state of world language learning and teaching in Washington state:  
**Goal:** 4-5 policy briefs, plus supporting materials, on the MELL website and disseminated to state legislators and teacher colleges in Washington
2. The "Mapping & Enhancing Language Learning" project at the University of Washington hosts a World Language Summit:  
**Goal:** Summit held by Fall, 2008, at the University of Washington, producing initial recommendations for developing language pathways
3. The Chinese Language Teachers Network (CLTN) expands its reach to other parts of the state and neighboring states:  
**Goal:** Workshop held in Spokane (the largest city in Eastern Washington) and colleagues invited from Idaho and Montana
4. The Chinese Language Teachers Network (CLTN) develops a basic website for information about its programs, its officers, and how interested teachers can join the Network:  
**Goal:** Website launched by Fall, 2008
5. Bridges to Understanding selects teachers to participate in their Digital Storytelling workshops:  
**Goal:** Four middle school teachers – two from Seattle and two from a smaller school district – have participated in the Summer, 2008 Bridges Digital Storytelling training and incorporated digital storytelling with global connections into their classrooms
6. Bridges to Understanding and Seattle Public Schools organize a public workshop for Bridges teachers to share their experiences and inspire other teachers to see technology as a tool for internationalizing their curriculum:  
**Goal:** Workshop held in Seattle during Fall, 2008

### Sustainability and Follow-up

- **MELL** (Mapping & Enhancing Language Learning) Project is funded for four years (2006-2010) through federal Title VI grants in several outreach centers in the Jackson School of International Studies at the University of Washington. The Language Learning Center is funded by the College of Arts & Sciences.
- **Chinese Language Teachers Network** has formed a non-profit organization to support its work. It has collected several hundred dollars of donations at each workshop and is supported significantly by several higher education institutions, including the University of Puget Sound, Pacific Lutheran University, Seattle University, and the University of Washington. Washington State has also submitted its proposal to China to create a Washington State Confucius Institute, which would provide additional resources to support expansion of Chinese language capacity.
- **Bridges to Understanding** is a 501(c)3 not-for-profit organization that has other sources of funding for its work, primarily the volunteers who pay to participate in digital storytelling projects at Bridges' partner sites around the world.

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- **Seattle Public Schools** has committed to build on the experience of the John Stanford International School by expanding the international schools model to ten schools in the District. The District has a three-year \$1.5 million FLAP grant for starting Chinese language programs in three elementary schools. One of the schools, Beacon Hill Elementary, will be launching as an international school in the fall of 2008. Currently, the district is beginning to work with several middle and high schools that are interested in adopting the international schools model. In addition to district funding, the schools are supported by fundraising through the International Business Breakfast and the Alliance for Education.

### State Level Support

Letters of Support from Superintendent Terry Bergeson and Governor Christine Gregoire are forthcoming.

### Attachments

- Attachment A: Budget (Excel File)
- Attachment B: Policy Brief from the MELL Project (distributed to Legislators)
- Attachment C: World Language Endorsements in Washington State (summary from state reports showing the number of teachers receiving World Language Endorsements)
- Attachment D: (not attached due to size; please download from the Internet)  
*Washington State Kappan* Fall 2007 issue  
"Preparing Students for Responsible Citizenship in a Global Society"  
[http://www.pdkwa.org/publications/Journal/WaStateKappan\\_Fall2007.pdf](http://www.pdkwa.org/publications/Journal/WaStateKappan_Fall2007.pdf)