



Every Child **Globally** Prepared for Success

Kentucky's Global Education Position Statement

A Global-Ready Strategy for Kentucky Students and Communities

The challenge of education is to prepare students for the world into which they are graduating. Done well, education prepares young people to enter and succeed in college, the workforce and the military and to participate actively in civic life. A strong system of education enhances not only individual opportunity, but the economic viability of local communities and the quality of life of their residents.

The Kentucky Story: Education as Economic Development

Education has been a core strategy for state and local competitiveness in Kentucky for over two decades. Today, Kentucky is building on that legacy with one of the most robust college- and career-readiness efforts in the nation-*Unbridled Learning*. The state has adopted rigorous college- and career-ready academic standards, put in place comprehensive growth and effectiveness systems for teachers and administrators, created a multidimensional accountability system, revised the expectations for professional learning that impacts both educator effectiveness and results for students, implemented an online instructional improvement system to support classroom instruction, and created districts of innovation to pave the way for new approaches to teaching and learning.

The results are showing. Kentucky's graduation rate has climbed to 86% and the percentage of students deemed college- and career-ready as measured on state assessments aligned with the new KCAS standards has climbed from 34% to 56% in just two years. Kentucky is moving in the right direction.

Kentucky, however, is not alone. Nearly every state has adopted some form of college- and career-ready standards and is building more effective systems of teacher evaluation and development. Preparing students not just to enter, but complete college degrees or certifications is an understood route to economic competitiveness for states and their communities.

The question for Kentucky's leadership is what will set the state apart in its efforts to prepare students for the world they are entering? How will Kentucky ensure its students are among the best prepared students in the country?

Kentucky's economic future: increasingly global

While we don't know what the jobs or the companies of the future will look like that our students will enter, we do know one thing: our state and local economies will only become more global in the future. In fact, they are global right now. Witness:

- Fully 21% of jobs in the state are tied to international trade. Our exports have reached \$25.3 billion and now travel to 198 countries. Exports now make up 13% of the state's GDP and, in 2013, Kentucky had the second highest growth in exports in the nation.
- Recently Toyota, which has been in the state for 26 years, announced an expansion of its automobile production capacity to include its legacy product, the Lexus—the first time a Lexus model will be made in the United States. As Gov. Beshear has noted, “Kentucky continues to be on the leading edge of global investment.”
- Foreign Direct Investment in Kentucky has increased since 2008, with \$3.7 billion flowing into the state. This yield accounts for 40% of new investment and 30% of newly created jobs.

- Four hundred and ten foreign-owned companies are operating in Kentucky. Kentucky markets are diversifying to include not only automobiles and the legacy industry of bourbon, but hair and skin care companies, foods, and pharmaceuticals.
- The Kentucky World Trade Center reports that each year, businesses, state and local education agencies, government offices and private organizations pay large fees to hire interpreters and translation services or provide language training to employees (i.e., business and legal professionals, medical staff, fire and police workers, court employees, etc.) These costs are passed on to citizens.

Emphasizing global competence and world language preparedness in Kentucky

Efforts have been underway to support and grow global competence in the Commonwealth for a number of years. Examples include:

- Admission requirement of 2 foreign language credits (or demonstrated competency) for Kentucky's public universities
 - Higher education foreign language enrollment increased 73% between 2002 and 2009
 - 5 dual language immersion programs (K-12) statewide (*Note: in a mere 4 year span, Utah went from just 4 dual language immersion programs to 54*)
- 17% of Kentucky's K-12 students study a foreign language
 - Longstanding partnerships with several countries to bring international teachers to KY schools (a 13-year history with Spain, 12- with France and 8- with China)
 - Visiting Teacher from Spain program that places teachers in KY schools for up to 3 years
 - Language Advocate position established at Fort Knox to promote language study throughout the state for a more-prepared recruit population
- Confucius Institutes at Western KY University and the University of Kentucky provide leadership and support for Chinese language programs in Kentucky's K-12 classrooms
 - Postsecondary Mandarin Chinese Flagship pipeline program and International Spanish Academies, both of which guarantee automatic entry into universities in those countries
 - In 2013, grants were awarded to 6 schools to plan (\$10,000) for or implement (\$35,000) new dual language immersion programs; eighteen \$10,000 FLES grants were awarded to schools to improve or initiate elementary school world language programs that integrate the arts
 - Standards for World Language Proficiency adopted in 2013, that includes both language and intercultural core competencies
 - In 2012-13, over 200 language teachers across the state engaged in proficiency training, through one-, two-, and four-day ACTFL workshops, to prepare them for the new standards and the World Language Program Review
 - World Language Program Review for statewide accountability (beginning in 2016 for high schools, 2017 for all schools)

With a foundation laid, the time for scaling expectations and results is set.

The new imperative: preparing students to be globally ready

For many companies looking to grow or locate in Kentucky, global competence and international understanding are increasingly important. The next step for Kentucky's commitment to college- and career-readiness is to ensure global-readiness is a part of that strategy. To borrow from an NEA policy brief on the issue, this means that students acquire

- ❑ an in-depth knowledge and understanding of international issues,
- ❑ an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds,
- ❑ proficiency in a foreign language, and
- ❑ the skills to function productively in an interdependent world community.

In today's world, citizenship is not just about making informed choices in local, state and national elections. It is about having the understanding, tools, and propensity to engage in both local and transnational situations. Students prepared to fully participate in their communities- local and global-have the following attributes:

1. literate in civics
2. proficient in core academic subjects and interdisciplinary knowledge, such as environmental literacy; financial, economic, business and entrepreneurial literacy; and health literacy
3. capable of participating safely, intelligently, productively and responsibly in the digital world
4. informed, engaged and active; and
5. empowered with global competencies and international understanding.

(excerpted from [Partnership for 21st Century Skills](#))

Unbridled Global Preparedness

With the goal of having the most globally-prepared students in the country, Kentucky will strive to achieve the following five strategic objectives in the next five years:

1. Ensure that Kentucky's K-12 educators have robust, integrated and innovative professional development and support for global education.
2. Provide cutting-edge language learning.
3. Transform schools through innovative models of international education that supports students in developing the attitudes, skills and knowledge needed to succeed in a global economy.
4. Provide pathways for district, school, teacher and student globally competent designations.
5. Partner with local businesses, governments and communities to advocate for and support for global education.

As Kentucky makes global readiness an explicit part of its existing college- and career-ready, *Unbridled Learning* strategy, it will lay claim justly to be the state with the most globally-prepared students in the nation. Kentucky will be advertising that it is ready to support communities and companies with citizens and workers who understand how to cooperate and compete in an increasingly global economy.