2015 Global Engagement Programs for Recognition

Blue Valley CAPS World Business Partnerships
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The Center for Advanced Professional Studies (CAPS) is a nationally recognized, innovative high school program. Students fast forward into their future and are fully immersed in a professional culture, solving real world problems using industry standard tools. They work with real business partners and are mentored by actual employers. CAPS began in 2009 and is now being utilized by school districts throughout the country. In spring 2014, the Global Business section piloted a new course “World Language & Business Leadership”, which was fully implemented in 2014-15. As a partnership between CAPS and the comprehensive high schools, this course enables students to utilize their world language skills in real businesses throughout the city, while simultaneously continuing their traditional high school language studies. Students work with over a dozen organizations including Garmin, H&R Block, the Mexican Consulate, Black & Veatch, Sprint, and NGOs Heart to Heart International and People to People International. The CAPS World Language course is open to all 700+ district junior & senior students enrolled in world language classes at the five district high schools. CAPS is located in a separate facility, where students converge for half the school day, and return to their high schools for the other half of the day. The program offers 19 classes in 5 disciplines. The CAPS World Language class is nested into the existing Global Business class and can accommodate up to 120 students annually. High school language instructors are involved by encouraging students to share their CAPS real-world language experiences in their traditional language classes. The goal of the CAPS class is to give students opportunities to use their target language while engaging in meaningful, real work situations. Over 15 community partners have opened their doors to students, offering them practical opportunities to speak, read, listen and communicate in their target language. Students work with clients four hours per week, and are placed for approximately one month at each business partner, working on location part or all of the time. Key partners to date offering target language immersion are H&R Block, Garmin, the Mexican Consulate of Kansas and Heart to Heart.

Carlyle High School Classroom without Walls
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Founded in the spring semester of 2013, the Carlyle High School global giving program, The Classroom without Walls, was formed out of students’ interest in a unit on poverty in Guatemala. Level 1 Spanish students were so touched by children living in dismal conditions in Antigua, Guatemala that they wanted to find a way to reach out to them.
Using their novice level language, they created a list of things they waste a dollar a day on and a list of things that they could sell for $1 to represent the common wages of an impoverished Guatemalan, $1-2 per day. From the initial $1,000 they raised, students have continued to seek ways to make a difference around the globe with their snack shop! To date they have donated $5,000 with another fundraiser planned for this spring. From Guatemala to Uganda, Africa, they are making small changes for a big impact! The Classroom without Walls Initiative allows Spanish students and the student body of Carlyle High School to interact globally both in the target language and in their native language to solve problems at home and abroad. By comparison of the local watershed with the Panama Canal watershed to the students’ study of the value of fresh water, students are interacting in the target language in the classroom to solve real, global problems at home and abroad. It is hoped that by researching how the Panama Canal is solving issues with siltation, student volunteers will be able to make a connection by volunteering to help with silt removal efforts in our own lake. In 2014, the organization purchased water filtration for a school in Uganda, Africa and donated $500 toward the construction of a well in a rural Guatemalan village. Students have helped fund schooling for children in developing nations and have funded microfinance loans to help ensure fair wages for workers around the globe. No matter the level of language study, Carlyle High School students are serving, giving, and sharing!

**Cincinnati Country Day School**
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Cincinnati Country Day School’s lower school Spanish pen pal program began with pen and paper communication between one grade of peers two schools and grew into technology mediated visits (including videos the children produce for one another) for multiple levels and a 5th grade traveling exchange. Teachers work together to engage students in synchronous units to share materials, cultural perspectives, and, for the older students, personal emails. Because CCD has focused on integrating technology and sharing best practices, the pen pal exchange was able to grow into a traveling exchange for some of their students and CCD invited the Spanish teacher to attend a conference presented by CCD and for the students see it in action in their classes. Captivated with the intercultural discussions in which they engage through media, American students find that these experiences feel “magical”, such counting Euros with a Spaniard, and the Spanish school has been able to continue their English program based on family engagement in the exchange.

**Deerfield High School Reciprocal Exchange**
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The Deerfield High School Reciprocal Exchange with Rodez, France provides special opportunities for its participants to compare cultures through experiences in the community. The program focuses on investigation of specific characteristics of both communities so that students can gain deeper insight into the culture of the US and France.
Living in their host family’s homes, students explore and naturally compare everyday life at home (for example the difference between meals), at school (for example the vocational focus of the French school visited versus the college focus of the American counterpart), and at work (a baker speaks with Americans in Rodez and a financial manager speaks with the French in Chicago). Students are surprised to see the effects of globalization while they visit, as American pop culture has permeated French culture and the arts of France are prominently displayed in Chicago’s museums. For the Deerfield-Rodez exchange, engaging in the culture means reflecting upon cultural differences and deepening relationships with students who have much in common yet live in such different worlds. “An appreciation for other cultures is but one outcome of our exchange program and we are confident that this will result in students who are active and compassionate global citizens.”

**Illinois State University World Languages Teachers at Unity**  
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Illinois State University located in Normal, Illinois has French, German, and Spanish teacher candidates who benefit from experiences with diverse learners, especially those in early grades of elementary. As the area has few local public elementary schools with FLES or immersion programs, the teacher candidates may have little experience teaching younger learners a language other than English. Unity Community Center is located two miles north of Illinois State and serves as multicultural “Out of School Time site” for 5- to 18-year olds from “families with limited resources” (Unity website). The globally engaged program being nominated involves ISU world language teacher candidates teaching Spanish, French, and German to K-5th grade Unity youth. The program began in the spring of 2012 and has occurred nearly every semester since, for at least 7 weeks a semester. The program will continue each fall, beginning during the fall of 2015, for the foreseeable future. The goals for the language program at Unity are multifaceted. The first is to teach language and cultures to K-5th graders at Unity, allowing Illinois State University teacher candidates to put into practice what they learn in their teacher education classes. The second goal is to give teacher candidates experiences interacting with younger learners and their families, which they wouldn’t get otherwise. The third is to provide high quality programming for Unity Community Center. And the fourth goal is to assist the monolingual Unity directors in communicating with parents whose first language is French or Spanish. Teacher candidates work at Unity throughout the semester and get to know the Unity youth before teaching seven weeks of language lessons the second half of the semester. They also interpret meetings between native speaking parents of Spanish or French and Unity personnel. Valuable experiences with Unity youth, parents, and classmates open teacher candidates’ eyes to a variety of perspectives that they wouldn’t otherwise get in their educational preparation. Unity youth, families, and personnel gain quality early language instruction that they would not have without the program.

**Lincoln Way World Languages Department**  
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The Lincoln Way World Languages Department sponsors trips to Latin America in which the students participate in community service. As part of their service, students regularly bring school supplies to share with the students at their partner schools. On their 2014 Panama tour, students spent one-half of the day tutoring math to Embera children and the afternoon in a science/art project to recognize Earth Day. An unexpected result was a cross-cultural comparison of nature – a ten-year old Embera boy had drawn mountains (green and rounded – no snowy peaks) and a river with fish and a dugout canoe. One student reported that his Panamanian friend told him, “the river is life – food, water, it is our road, it brings our teacher.” The Lincoln Way student was surprised: “I never knew a river could be so important.” Students have planted trees in the rain forests of Costa Rica and built a soccer field in the Yucatan. On several tours students have cleaned, repaired and painted a number of buildings; most recently a community center in Otavalo, Ecuador for a small indigenous community.

Rogers Park Montessori in Costa Rica
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Six years ago, RPMS established a relationship with the Costa Rican Language Academy to host students ages 12-14 to experience Costa Rican Spanish language and cultural immersion for 10 days during the school year. The children stay with Costa Rican host families, to share meals and build relationships. The students take language classes, study local cooking, and Costa Rican dance. During their stay, they partner with a local middle school to play soccer and get to know each other. As a part of the program, the children volunteer in an orphanage in San Jose helping to look after babies and toddlers. This is typically the first international travel experience for the children and the home stay is a key cultural/language experience; the children are accompanied by their Spanish teacher and classroom teachers, who also take Spanish classes and participate. Because we believe this experience to be vital to fostering global competency, all students in our middle school are invited to participate, and funds are set aside by Rogers Park Montessori School to financially support those who cannot afford it. The program is documented in daily blog posts that are shared back at the school with all 225 of the children in grades one through six. After the trip, several students have maintained contact with host families and other children they meet in Costa Rica. To further build this, we are planning to add next year a day at a bilingual school in San Jose, doing preparation and follow up via social media. In addition to partnering students with their peers in Costa Rica, the students participate in volunteer activities at a local orphanage or low income daycare to work with local children using Spanish.

Rutgers University Conversation Tree
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Founded in spring 2012, The Conversation Tree: Community-Based Language Partnerships was created by Rutgers Graduate School of Education and The Collaborative Center for Community-Based Research and Service. Through partnerships with community-based
organizations, The Conversation Tree provides new opportunities for multi-level adult learners of English, Spanish and Mandarin to practice free-flowing conversation in weekly Conversation Cafés that meet year round. Participants from the local community engage in one-on-one or small-group conversations with Rutgers students and community members, who are trained Conversation Facilitators. In this safe setting, participants experience the spontaneity of real-world conversation and build intercultural relationships. Rutgers students and international community members, groups who unfortunately do not often have a lot of contact, make local-global connections as they learn from each other in this context. Conversation Facilitators are prepared to facilitate intercultural conversations through semester-long academic courses and/or a 10-week professional development series offered by the Graduate School of Education. The Conversation Tree is dedicated to bringing together various language communities in intercultural conversation. The experience is embedded into the curriculum. Each semester Rutgers students enroll in a 3-credit Community-Based Language Learning course, with 9 meetings held at a Community Partner site where Rutgers students facilitate the Conversation Cafés. Students also serve at an additional Community Partner site and attend Conversation Cafés in Spanish and Mandarin. Reciprocally, community members not affiliated with Rutgers may be trained as Conversation Facilitators in English, Mandarin or Spanish through a 10-week professional development series offered three times per year. As students and community members build relationships through conversations, they focus on their interests and communicative needs. In addition, The Conversation Tree team has offered special community events, such as a Conversation Café in an art museum and Multilingual Storytelling /Conversation Cafés in order to raise visibility and advocate for multilingualism and global competence. After one semester of involvement, students may continue in The Conversation Tree Program by enrolling in Community-Based Language Learning Leadership and Internship courses, which develop students’ leadership and global competence skills. Interestingly these additional courses were developed because of students’ desire to continue their engagement with language learning in the community.

**SUNY Oneonta Service Learning in San Andres, Colombia**

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This faculty led off-campus interdisciplinary experience began as a 10-day trip in 2012, and grew into a three-week trip in 2014. It has involved a total of thirty-five (35) college students from a wide range of departments across the campus. It combines cultural and language immersion with service-learning. College students serve as teaching assistants in a bilingual Spanish-English school, lead educational and recreational activities with island youth, conduct research, and meet with government officials. In 2014, the group stayed in a Posada Nativa further immersing themselves in the unique culture of this island community. Students enroll in two accompanying online college courses: Contact Linguistics and Pedagogy of Bilingual Education. The sociolinguistic reality of these islands allowed the faculty to explore both topics with students and to engage in experiential learning. Students present their research findings in a public event on the college campus. Plans are being made to expand into an exchange of resources and community collaborations. The service-learning that served as the foundation for this experience
engaged students and faculty in meaningful interactions with the languages, cultures and people of San Andres, an island virtually unknown to most in the U.S.A. We were not tourists or visitors; rather, we became participants in the community. The group worked with children and teenagers from underprivileged barrios of San Andrés by implementing hands-on workshops in arts and crafts, sports, painting and literacy. The daily schedule comprised a variety of activities in elementary and secondary classrooms from individual and small group tutoring, to direct instruction. We spent one day at a school for students with special needs, and two more at a nursing home. Another day included conducting research at the university library on the island. On a trip to the neighboring island of Providencia, the group was able to observe Colombian Presidential elections, and the migration of land crabs as they made their annual trek to the ocean—a phenomenon unique to this island. The culminating event was our presentation to the Governor, the Secretary of Education, and other island officials.

**University of North Carolina-Greensboro Global Village**

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Established in 2012, the University of North Carolina-Greensboro (UNCG) Global Village is a living-learning community offering up to 40 first-year students the opportunity to live, learn, and have fun with fellow students interested in diverse languages and world cultures. In the Global Village, students study at least one of the six languages offered through the Department of Languages, Literatures, and Cultures. Students live together in the Phillips/Hawkins Residence Hall. This residence hall also houses UNCG’s international exchange students, affording Global Village students plentiful opportunities to have intercultural encounters. Students hold weekly conversation hours with Peer Facilitators, who are UNCG college students with advanced- or native-level language skills. An array of co-curricular activities—such as foreign film screenings, guest lectures, field trips, cultural celebrations—supports students’ learning about other cultures. In their second semester, students engage in international service learning on and off campus, and serve as English conversational partners with international students at Interlink. Students and peer facilitators hone their linguistic and intercultural skills in their respective languages/cultures. Beyond their first year, most Global Village students continue to explore the world and to enhance their linguistic skills via study abroad. Many decide to add a major or minor in a language; others develop their international leadership skills through UNCG’s Global Leadership Program. All of our students become active members of the campus community, engaging with the local and the global to make a difference in both arenas. Through the service learning component, students and community partners engage in a dialogue about the relation between the local and the global. Conversations and interactions in English and the target languages facilitate often times difficult conversation about home, migration, identity, and diversity. The following are examples of organizations that provide our students with a variety of service opportunities, which in turn helps these organizations to better fulfill their mission: The Center for New North Carolinians: Volunteers serve as tutors or after-school programmers at one of the CNNC’s community centers. Reading Connections: At this adult literacy organization, interns work on projects
with the ESOL coordinator. Glenwood Library: Volunteers serve as English tutors and participate in conversation hours.

**University of Wisconsin-Eau Claire Cajun Watershed & Intercultural Immersion Program**

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The interdisciplinary course “Cajun Watershed and Intercultural Immersion,” focuses on Cajun Louisiana and the issues related to its watershed. It was designed in 2012 and first offered in 2013. This semester-long course offers a wide range of learning opportunities across disciplines related to Cajun culture (history, French language, culture) and related to the hydrologic systems of that area (geography, economics, biology). By collaborating with peers and scholars from diverse backgrounds students deepen their knowledge of Louisiana and connect their culture and environmental issues to their own. They participate in a weeklong field trip to Louisiana, during which they further learn directly from the local population and by engaging in volunteer work benefitting the region and its residents. At the end of the term, students deliver a public talk highlighting the connections they made. This class was offered twice and a proposal to offer it again will be prepared this fall. Students and teachers met Cajun community members every day. They had many opportunities to interact with them authentically and ask questions, either through formal tours (Old River Control Structure, Le Centre International, LUMCON, Vermilionville Historic Village), through more casual visits (Arnaudville, downtown Lafayette, St. Martinville), or through volunteer work (BTNEP, NuNu’s). A memorable experience was the French Table at NuNu’s, where students got to interview and hear personal stories from Cajun French speakers. Those stories almost always involved growing up around water and how that environment shaped the Cajun culture. It not only helped students better understand the Cajun identity but also, in comparison, understand their own. Another highlight was helping to care for grass to be planted in the wetlands to reduce land loss. This showed students the tremendous – and Sisyphean – amount of work needed to compensate for the destruction caused by human activity.