

A stylized map of the state of Indiana is shown in a solid orange color. Overlaid on the map is a large, dark blue circle. Inside this circle, the text "Indiana Language Roadmap" is written in white, bold, sans-serif font. A small orange location pin icon is positioned above the letter 'I' in "Indiana". The background of the map features faint, light blue dashed lines and wavy patterns, suggesting a road network or geographical features.

Indiana Language Roadmap

Building a More
Global Indiana
May 2019



In Memory of Pamela Gemmer

One of the most powerful and articulate voices behind this initiative is no longer with us. Pamela Gemmer was a passionate and dedicated advocate of language learning and global education across the state of Indiana. We were privileged to have her as one of our Regional Leaders and her death deeply saddened every individual involved in the Roadmap. Our work has greatly benefited from Pam's insight and love of languages and learning, and we are proud to recognize her life's work in the final Roadmap Plan, which is dedicated to her memory and commitment to life, learning, languages, and international perspectives.

Gracias, Pam. Tu voz y dedicación continúan guiando este trabajo.

Table of Contents

Executive Summary.....	2
Indiana: A Crossroads of Global Education.....	5
About the Indiana Language Roadmap	10
Recommendations	12
Acknowledgements	21

“

Indiana is representative of the globalization that is occurring all across the U.S. And yet, our country still faces a major deficit in our ability to understand and work with other people around the planet because we cannot effectively communicate with them. Ours remains a major — if not “scandalous” — foreign language deficit at a time when markets are rapidly becoming more global, when interdependencies among countries are becoming greater and when our national security challenges are becoming grander and more complex.

Michael McRobbie

President, Indiana University



Executive Summary

The Indiana Language Roadmap Initiative aims to make high-quality world language instruction and training in global skills available, equitable, and affordable to all Indiana residents. It began in 2017, funded through a grant to Indiana University from the Language Flagship, an initiative sponsored by the U.S. Department of Defense through the National Security Education Program and administered by the Institute for International Education. Led by Indiana University's Center for the Study of Global Change in the Hamilton Lugar School of Global and International Studies, the Indiana Language Roadmap relies on the expertise of a statewide network of individuals and organizations that are committed to advancing the international identity of Indiana. The Center for the Study of Global Change will continue to coordinate efforts in conjunction with its partners to develop the infrastructure required to implement and sustain this important work.

Achieving the Roadmap Plan's four priorities and eleven goals will require the ongoing involvement and commitment of these stakeholders and others.

Priority 1: Strengthen the Education Pipeline

Building a more purposeful educational pipeline to prepare Indiana residents for increasingly diverse and globally-connected lives and careers.

1.1 Incentivize Teaching and Learning

Cultivate opportunities for high-quality language instruction and global learning by encouraging and incentivizing teachers, learners, and schools through administrative support, improved compensation, increased recognition, and high-quality curriculum.

1.2 Train More Language Educators

Address Indiana's shortage of K-16 world language teachers by developing stronger avenues for licensure, teacher training, and communication.

1.3 Enhance the Landscape for Global Learning

Internationalize and integrate global competencies training throughout Indiana's pre-K to career educational pipeline.

Priority 2: Grow Global Indiana through Economic and Workforce Development

Preparing an Indiana workforce that can engage globally, communicate across cultures, and work alongside and provide services to diverse groups of people.

2.1 Strengthen the Infrastructure for Global Employability

Prepare a globally competent and multilingual workforce for the state's economic development and success in importing, exporting, manufacturing, trade, service, and finance.

2.2 Train Service Providers

Advance the capacity of Hoosier service providers to serve citizens and professionals from all over the world.

2.3 Advance the Global Business Capacity of Indiana

Strengthen the capacity for Indiana's economic development by supporting the global priorities and professional needs of businesses and by helping Indiana be a welcoming and internationalized place to live and work.

Priority 3: Coordinate, Collaborate, and Connect

Building state connections to raise awareness, garner funds, advocate, and effectively implement the plan.

“

Language skills are vital to everything we do, not only in our schools but in our communities. Indiana is proud of our diversity, with over 291 languages spoken in our schools. The ability to communicate in multiple languages brings people closer together through an improved understanding of one another. As we look to prepare our students for a world that is continuing to become more connected, increased language skills will be a necessity to be successful in a global economy.

Dr. Jennifer McCormick

State Superintendent of Public Instruction



3.1 Build Networks

Develop networks of advocates, institutions, and individuals that are invested in the Roadmap mission and will help implement and sustain activity.

3.2 Align Priorities

Ensure that the implementation of the Roadmap Plan aligns with and advances the priorities of state, regional, and local organizations and businesses.

Priority 4: Raise Awareness

Engaging in a communications strategy that raises the profile of the Roadmap priorities and goals and educates Indiana residents and others about the state's global connections and communities.

4.1 Promote a Global Identity

Develop and disseminate materials and messaging about the global identity of Indiana and its communities.

4.2 Increase Advocacy

Support effective forms of advocacy and increased communication and coordination between stakeholders, leaders, and policymakers.

4.3 Compile Research

Compile and communicate new and existing data and resources to build support and make the case for the value of language and global competency education for all ages and communities.

“

The Indiana Language Roadmap is at the center of our state's longstanding commitment to global engagement. It is an outstanding example of the ways in which our school and university cooperate to ensure students in Indiana develop the global skills they need for fulfilling and successful global careers.

Lee Feinstein

Dean, Hamilton Lugar School of Global and International Studies at Indiana University Bloomington

Indiana: A Crossroads of Global Education

Situated at the crossroads of the United States of America, Indiana is at the forefront of international education. From Governor Eric J. Holcombe and Senator Richard Lugar, to Indiana University's 11th president Herman B Wells, generations of leaders have valued efforts to bring Indiana to the world and the world to Indiana. For decades, Indiana has recognized how language learning and cross-cultural competencies serve both national and state interests and has valued the importance of educating Indiana residents to thrive as citizens of the world. With the passage of the National Defense Education Act in 1958, Indiana University was an early and ardent proponent of Title VI funding and established many language and area studies centers that continue to advance internationalization along Indiana's educational pipeline. Indiana educators, such as William Riley Parker, wrote a ground-breaking ten-year plan in 1962 that called for the training of Indiana's future generations of world language teachers. These efforts to build Indiana's capacity for language learning and intercultural training was advanced by the 1969 formation of the Indiana Foreign Language Teachers Association (IFLTA), an all-volunteer organization that still today serves and supports teachers of world languages across the state.

In the 1970s, Indiana leaders pursued international exchanges and the development and growth of organizations that provided multilingual and cross-cultural services. The 1972 NATO Conference on Mayors, hosted by Indianapolis Mayor Richard Lugar, brought increased pride in Indiana's diverse communities and thriving businesses. The International Center provided interpreters and translators for this seminal event, and was officially formed in 1973 to offer resources to public, private, and civic sectors across the state.

“

On behalf of Ivy Tech Community College, I strongly support the Roadmap Plan of the Indiana Language Roadmap Project. As Lieutenant Governor, I focused a great deal of time investigating workforce and economic development needs across all 92 Indiana counties. The project leadership has created a compelling case statement, which effectively underscores the critical need for Indiana to expand the availability of world language instruction and global skills training.

Dr. Sue Ellspermann

President, Ivy Tech Community College

During the 1980s, a wealth of resources were developed for social studies and world language instruction in the education sector, with corresponding increases in state support for international trade, investment, and exchanges, and along with statewide research about Indiana's current activities and capacity. In the Corporation for Indiana's International Future, Inc. 1988 annual report, Governor Robert D. Orr noted that for Hoosiers to excel in the rapidly-changing world of tomorrow, the international dimension needed to be "central to the development and marketing plans of businesses, education and training providers and economic development entities."¹ In 1987, Indianapolis hosted the Pan American Games, which raised the public profile of the importance of world language skills and cross-cultural competencies.

“

To succeed in a global environment, language proficiency combined with intercultural competence will facilitate the ability not only to be aware of and observe cultural elements, but will give the proficient user the ability to effectively interact with(in) a culture.

Martin Baier

President and CEO, The International Center

In the 1990s, a white paper on the status of international service organizations prepared by Caterina Cregor for the Lilly Endowment, Inc. brought business, civic, and education leaders into conversation and led to the creation of the International Issues Task Force, facilitated by the Indiana Humanities Council. Their recommendations for the development of an international school and offerings of international services and direct international flights from Indianapolis were later realized through the hard work of many individuals.² Indiana's first language immersion programs began at the International School of Indiana and Forest Glen Elementary (MSD Lawrence Township) in Indianapolis in 1994 and in Fort Wayne at Lindley Elementary in 1995.³

Since 2000, periodic studies have been conducted on the changing state of international education in Indiana schools, with particular emphasis on secondary schools.⁴ The Longview Foundation and Asia Society provided crucial support for these and other initiatives. As Indiana adopted academic standards for elementary and secondary education, Indiana University's Center for the Study of Global Change led efforts to internationalize those standards for all content areas to emphasize the importance of cross-cultural competencies. In 2008, Indiana held an International Education Summit, co-hosted by the Indiana Department of Education and Eli Lilly and Company with funding from the Longview Foundation. The Summit raised awareness of the need to "position Indiana as a leader in producing a globally aware and economically competitive workforce."⁵

More recently, the Indiana Department of Education, IFLTA, and the Indiana Legislature have worked to build a strong foundation to support world language education. In 2015, the Indiana Legislature passed support for Dual Language Immersion pilot programs in elementary schools and Indiana's Certificate of Multilingual

Proficiency.⁶ The certificate, modeled after the National Seal of Biliteracy, recognizes graduating high school seniors who have achieved exceptional levels of world language proficiency.⁷ As of early 2019, 61 Indiana schools and school corporations participate in the program.⁸ The statewide Dual Language Immersion Pilot Program provides funding to schools for up to two years to support the establishment of new dual language immersion programs or to expand existing programs to include a new language. As a result of this pilot program, Indiana has seen a significant increase in the number of dual language programs available to Indiana students, with 21 programs currently offered or soon to be offered.⁹ In the past six years, Indiana leaders have been recognized with awards from the Central States Conference on the Teaching of Foreign Languages to honor the work of Center for the Study of Global Change, Caterina Cregor Blitzer, Senator Dennis Kruse, Representative Robert Behning, and Pamela Gemmer for their support of global education and world language learning. These recent accolades are testaments to Indiana's sustained commitment to international education, and the Indiana Language Roadmap builds on this legacy.

¹ Corporation for Indiana's International Future, Inc., 1988 Annual Report

² Indiana International Issues Taskforce, 1992 Report "Indiana in a changing world: a strategy for action"

³ Kelly Springer and Indiana Department of Education, <https://www.doe.in.gov/sites/default/files/standards/dli-history-best-practices.pdf>

⁴ Indiana Department of Education and Indiana Humanities Council, "What Do We and Our Students Need in Indiana? Recommendations of the Indiana taskforce on foreign language learning"; The Center for Urban and Multicultural Education at Indiana University-Purdue University Indianapolis, "Examining the State of International Education in Secondary School in Indiana"; Indiana Department of Education, <http://www.doe.in.gov/sites/default/files/ccr/2014-report-global-learning-indiana.pdf>

⁵ Adriana Melnyk, *The Language Educator* April 2008, <https://www.actfl.org/publications/the-language-educator>

⁶ Claire McInerney, <https://indianapublicmedia.org/stateimpact/2015/07/03/dual-language-pilot-program-schools/>; <https://indianapublicmedia.org/stateimpact/2017/05/22/hundreds-hoosier-students-awarded-multilingual-certificate/>

⁷ Indiana Department of Education, <https://www.doe.in.gov/standards/certificate-multilingual-proficiency>

⁸ Indiana Department of Education, <https://www.doe.in.gov/sites/default/files/standards/2019-comp-participants-list.pdf>

⁹ Indiana Department of Education, <https://www.doe.in.gov/standards/dual-language-immersion>

Indiana Language Roadmap

Indiana in the World

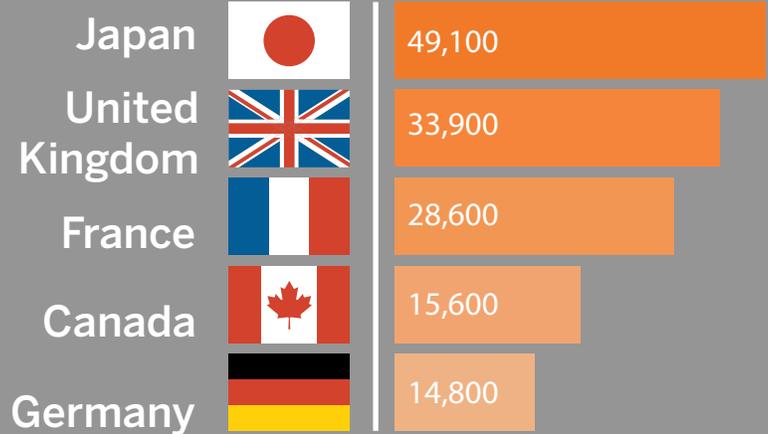
25.7%

of Indiana's gross domestic product came from international trade in 2017.¹

707,800

or nearly **1 in 5** Indiana jobs are supported by international trade, including imports and exports.²

Nearly 200,000 workers in Indiana are employed by foreign-owned companies from all over the world.²

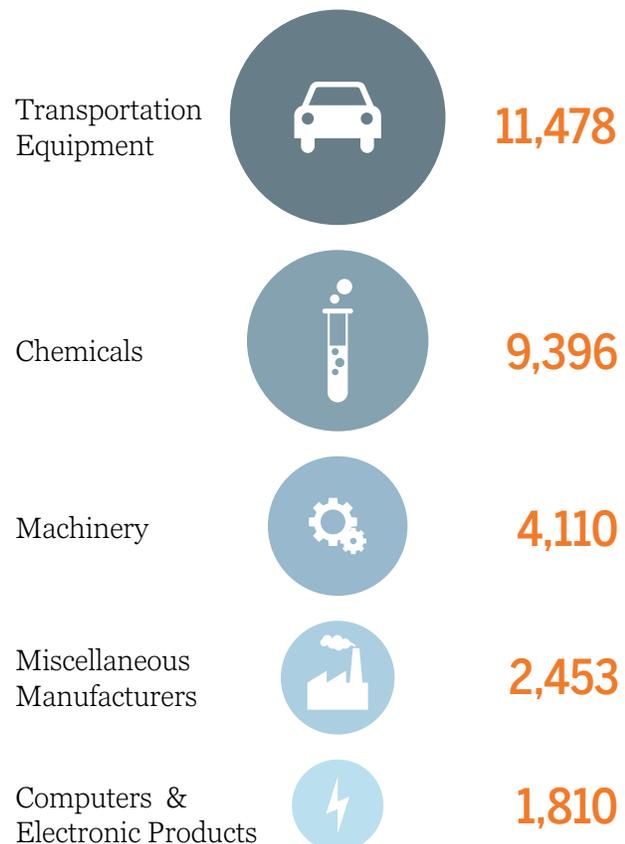


In 2017 Indiana was the 11th leading state in exports.³

Indiana's top export markets in 2018⁴



Indiana's Top Export Categories in 2017 (millions of dollars)⁵



Indiana exports valued **\$37.8 billion** in 2017.⁵

In 2016, out of Indiana's 8,313 exporters, **85%** are small and medium sized companies with less than 500 workers.²

Between 2006 and 2016, Indiana goods exports have increased by **58%** and services exports by **88%**.²

The World in Indiana

Foreign Investment in Indiana

(May 2018)



8.4%

of Hoosiers speak a language other than English at home and more than 275 languages are spoken within homes throughout Indiana.⁶



85%

of Indiana teachers, educators, and administrators agree that world language instruction is important or very important.⁷



21

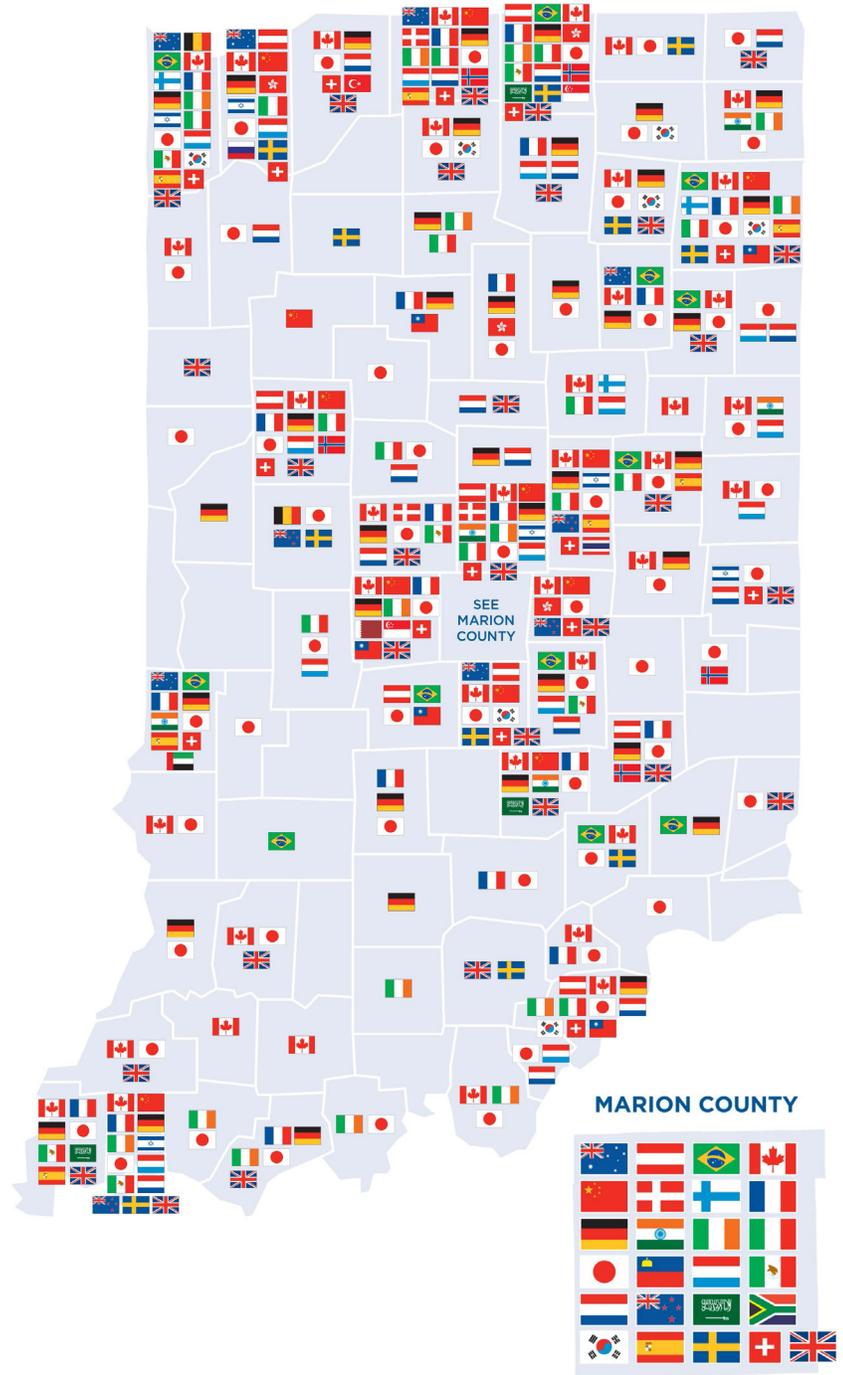
dual language programs are currently offered or are soon to be offered in Indiana, marking a significant increase.⁸

954 TOTAL COMPANIES
EACH UNIQUE FLAG IN A COUNTY REPRESENTS ONE OR MORE COMPANIES OF THE FOLLOWING ORIGIN

- 15 AUSTRALIA
- 12 AUSTRIA
- 2 BELGIUM
- 13 BRAZIL
- 71 CANADA
- 20 CHINA
- 5 DENMARK
- 5 FINLAND
- 49 FRANCE
- 121 GERMANY
- 4 HONG KONG
- 9 INDIA
- 38 IRELAND
- 8 ISRAEL
- 9 ITALY
- 283 JAPAN
- 1 LIECHTENSTEIN
- 23 LUXEMBOURG
- 11 MEXICO
- 30 NETHERLANDS
- 5 NEW ZEALAND
- 5 NORWAY
- 1 POLAND
- 1 QATAR
- 1 RUSSIA
- 4 SAUDI ARABIA
- 2 SINGAPORE
- 2 SOUTH AFRICA
- 9 SOUTH KOREA
- 14 SPAIN
- 21 SWEDEN
- 39 SWITZERLAND
- 5 TAIWAN
- 1 THAILAND
- 1 TURKEY
- 1 UNITED ARAB EMIRATES
- 78 UNITED KINGDOM

INCLUDING JOINT VENTURES

- 1 AUSTRALIA & SPAIN
- 1 AUSTRIA & GERMANY
- 1 CHINA & ITALY
- 2 FRANCE & GERMANY
- 2 GERMANY & JAPAN
- 1 INDIA & SINGAPORE
- 1 JAPAN & LUXEMBOURG
- 1 JAPAN & SWITZERLAND
- 5 JAPAN & UNITED STATES



MARION COUNTY



Source: Indiana Economic Development Cooperation, <https://www.iedc.in.gov/international/us/assets/Foreign-Investment.pdf>

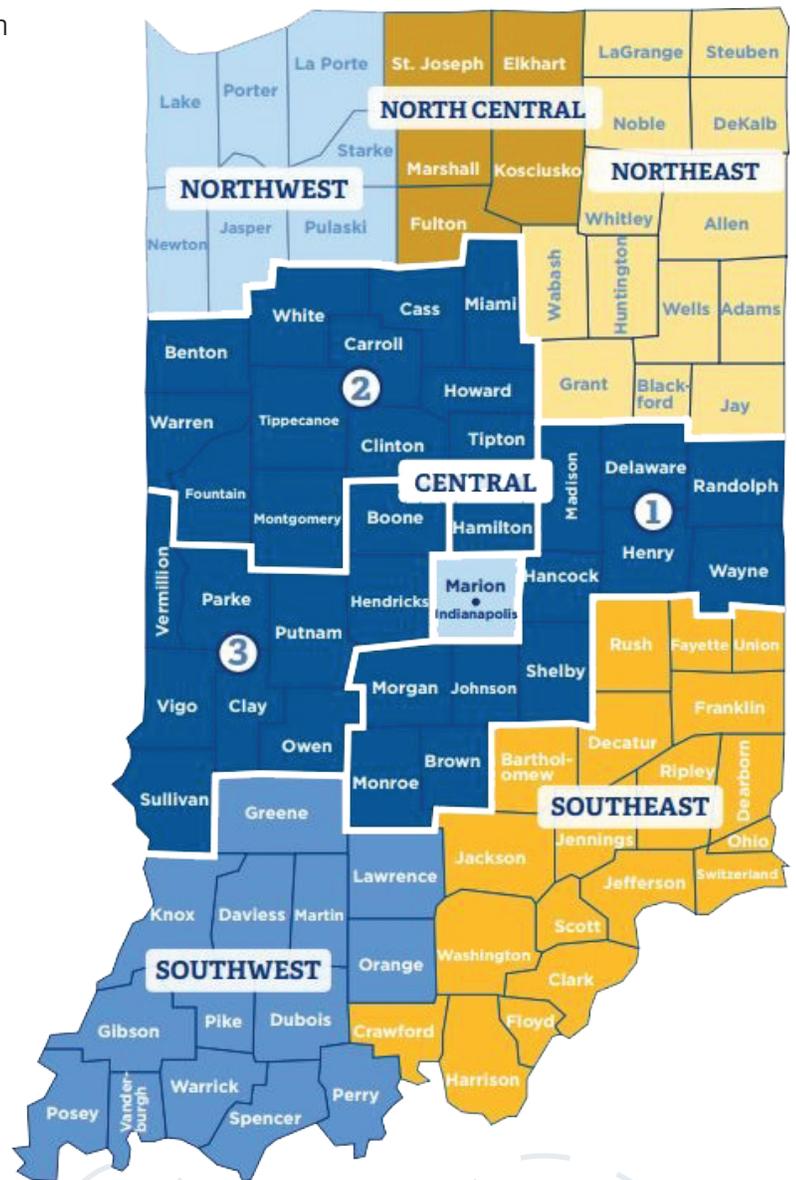
1. Mark Perry, American Enterprise Institute, <https://www.aei.org/publication/how-important-is-international-trade-to-each-us-states-economy-pretty-important-for-most-us-states/>
2. Business Roundtable, https://tradepartnership.com/wp-content/uploads/2019/01/BRT_TRADE_2018_Indiana.pdf
3. GlobalEdge, Indiana: Trade Statistics, https://globaledge.msu.edu/states/indiana/tradestats#source_1
4. International Trade Administration, US Dept. of Commerce, <http://tse.export.gov/TSE/TSEHome.aspx>
5. International Trade Administration, "Indiana Exports, Jobs, and Foreign Investment" <https://www.trade.gov/mas/ian/statereports/states/in.pdf>
6. US Census Bureau, American Community Survey data, https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_16_5YR_S1601&prodType=table
7. 2014 Report on the State of Global Learning In Indiana Schools, <https://www.doe.in.gov/sites/default/files/ccr/2014-report-global-learning-indiana.pdf>
8. Indiana Department of Education, <https://www.doe.in.gov/standards/dual-language-immersion>

About the Indiana Language Roadmap

The Indiana Language Roadmap initiative began in 2017, funded by a grant to Indiana University from the Language Flagship. The Language Flagship is a public/private partnership sponsored by the National Security Education Program of the U.S. Department of Defense and administered by the Institute of International Education. Indiana University's Center for the Study of Global Change in the Hamilton Lugar School of Global and International Studies has been honored to coordinate this initiative and is proud to advance this work with partners for the economic, educational, social, and overall well-being of our state.

The Indiana Language Roadmap has developed a plan of recommendations that will strengthen language skills and global awareness across Indiana's citizenry and workforce. The implementation of these recommendations will advance the long history of global education and engagement already existing in Indiana.

To ensure that this initiative incorporates diverse perspectives across the state and sectors, the Indiana Language Roadmap has used the unique approach of forming regional networks, inviting regional leaders to develop and coordinate ten committees to facilitate broad involvement and implementation. Despite significant regional diversity, all parts of Indiana are internationally-connected and globally engaged. Rural and

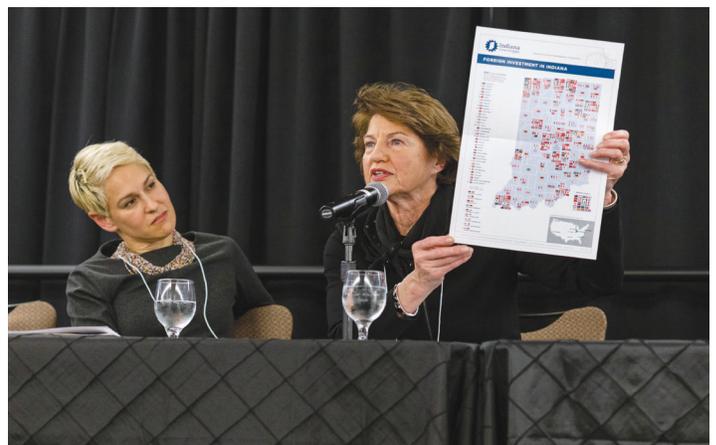


urban areas alike are in need of 21st century workforce skills and global competencies. The regional approach to the Roadmap's design and implementation explicitly recognizes the unique opportunities and challenges each community faces in pursuit of these skills.

The regions are based on the business development regions of the Indiana Economic Development Corporation and also include a statewide committee. The ten regional leaders and committees have provided critical insights and suggestions over the course of the development of the Roadmap's recommendations and events. The advisory board's nine members have given invaluable guidance throughout the development of the plan and continuation of this initiative.

A series of events were coordinated throughout 2018 and 2019 to facilitate statewide conversations. This included two statewide summits (February and December 2018), advisory board meetings, regular regional leader meetings, writing workshops, and regional meetings in Bloomington, Charlestown, Indianapolis, Mishawaka, and South Bend. The structured discussions that have taken place across state regions during the past two years have involved business, education, healthcare, government, community services, and other types of sectors that recognize the state's critical need for language skills and global awareness across its citizenry and workforce. We are grateful to all who have supported this initiative from the initial funding proposal into the current work of implementation and sustainment.

We encourage you to stay connected by visiting our website at Go.iu.edu/LanguageRoadmap and by reaching out through our email at LRoadmap@indiana.edu.



Recommendations



The Indiana Language Roadmap Building a More Global Indiana

Making Language Learning and Global Competencies Accessible and Equitable across the State of Indiana

All regions of Indiana, rural and urban alike, are diverse, engaged with the world, and in need of 21st century workforce skills, multilingual proficiencies, and global competencies. The Roadmap intentionally recognizes the global character of all Indiana communities.

Indiana is fortunate to have many assets, committed advocates from across sectors, and policies, institutions, and organizations that will contribute to the successful and sustainable implementation of the Roadmap's goals and recommendations.

The Indiana Roadmap Plan outlines four priorities that set a path to developing more opportunities for high-quality world language learning and global education while ensuring that individuals of all ages, backgrounds, professions, and regions of Indiana have equitable access to this instruction and knowledge.

Priority 1: Strengthen the Educational Pipeline

The cornerstone of the Indiana Language Roadmap is the pre-K to career educational pipeline, which needs to be comprehensively strengthened in such a way that existing resources are leveraged and aligned, current training opportunities are enhanced, and educators and learners of all ages are supported and incentivized to gain global and multilingual competencies. World language instruction, intercultural competency, and global learning must be promoted early and requires articulation through postsecondary education and career placement.

The Roadmap Plan proposes expanding educational opportunities for schools, colleges, and universities and for workforce training and professional development, including more offerings for high-quality online instruction. Training for in-service and pre-service teachers, counselors, and educators in proficiency-based language instruction and global pedagogy is critical, as are more accessible opportunities for teacher credentialing and licensing. Cross-sector alliances need to be leveraged to support this educational infrastructure, sustain articulated needs, and provide multiple points of access to high-quality instruction.

Ultimately, Indiana needs a more purposeful educational pipeline that aligns with the needs of various sectors, builds upon existing strengths, and improves access to educational opportunities so that Indiana residents are prepared for our increasingly global lives and careers.

1.1 INCENTIVIZE TEACHING AND LEARNING

Opportunities for high-quality language instruction and global learning should be expanded by encouraging and incentivizing teachers, learners, and schools. Schools and students need to recognize the benefits of advancing and sustaining language training and global education and be encouraged to seek opportunities to fulfill this essential component of learning in the 21st century. Indiana must not lose its language teachers to neighboring states that pay higher wages or provide better benefits.

- Advocate for better teacher wages that are comparable to nearby states and consider other means to incentivize the training and retention of teachers
- Prepare school administrators to support world language teachers and globally-engaged educators in ways that foster global learning environments and retain qualified teachers at all schools
- Create more student and school incentives for engaging in and sustaining world language and global learning, such as by developing global school badges, awards for younger language learners, a Governor's Global Award, or by promoting existing national fellowships or Indiana's Certificate of Multilingual Proficiency
- Engage students and families through international cultural exchanges between schools and communities and by implementing other experiential pedagogies

1.2 TRAIN MORE LANGUAGE EDUCATORS

Indiana must address its shortage of K-16 world language teachers. The current licensure process must meet the needs of both teachers and students, and licensure options should be flexible and allow for native speakers to become licensed in an efficient and equitable manner. Language learners at colleges and universities should be offered pathways to become teachers and to pursue career opportunities that require multilingual proficiency.

- Advance availability of teacher training and resources in proficiency-based pedagogy, communicative approaches, and innovative methods in teaching languages
- Provide more accessible and high-quality professional development opportunities for school administrators, staff, and teachers about developing and sustaining language programs in schools
- Assess the current requirements and process for obtaining teaching licenses and make recommendations that will improve the process and increase the number of qualified teachers
- Reinstate the bilingual/bicultural license, which existed in Indiana until the 2010 amendments to the rules for education preparation and accountability

- Develop best practices and standards and establish professional development plans for dual language educators and dual language schools
- Advance coordination across the pre-K through career pipeline (including schools of education, world language departments, K-12 schools, English Language Learner programs, and communities) to develop stronger avenues for licensure, teacher training, and communication
- Identify and pursue resources to increase financial support and incentives for world language teachers and educators in teacher training programs
- Support teacher exchanges and provide training for visiting international teachers in methods that ensure continuity in classroom praxis and effective pedagogy

1.3 ENHANCE THE LANDSCAPE FOR GLOBAL LEARNING

In order to increase global competencies and language learning throughout Indiana, teachers, counselors, parents, and community advocates need to play essential roles and must stay engaged. School curriculum needs to integrate global perspectives and competencies in ways that support state standards, and awareness of state and federal education opportunities for language learning and global skills training must be raised. Equitable access to global learning must be facilitated and expanded to increasing numbers of students and schools, in alignment with other educational and workforce priorities of Indiana.

- Work with high schools and institutions of higher education to raise awareness, adoption, and valuation of the Certificate of Multilingual Proficiency (COMP) and increase student benefits, such as developing dual credit options and providing equitable access to proficiency testing
- Develop and seek approval for Indiana graduation pathways that emphasize world language and global competency skills for student college and career preparation
- Diversify the languages offered and strengthen the quality of K-16 curricular language learning choices, including less commonly taught languages, heritage languages, American Sign Language, and Native American languages
- Support teachers and administrators to internationalize school curricula and to employ global pedagogies and resources in all classrooms, at all levels of education, and in alignment with state standards
- Make curricular connections between language instruction and disciplinary content, including STEM, so students can apply their language skills in practice
- Work with the Indiana Department of Education to designate specific staff to coordinate the advancement of world languages and global learning across the K-12 pipeline
- Provide opportunities for language learning and global skills that include online and home schooling, adult learning programs, and community-based language and cultural programs (e.g., Saturday schools, after school programs) as contributors to the educational pipeline for global learning
- Encourage the development of degree and graduation requirements across the pre-K to career pipeline for proficiency in world languages and global skills.

- Heighten awareness of state and federal education opportunities for language learning and global skill acquisition, including seed funding for dual language immersion programs, the COMP, global workforce skills degrees and certificates, and overall support for English language learners, heritage language speakers, and the learning of national security priority languages
- Work with high school and Career and Technical Education teachers and counselors to promote the benefits of language learning and cultural awareness for all students
- Align international education goals with regional and statewide STEM and workforce initiatives to emphasize the importance of global skillsets for research innovation and product development
- Create a statewide website to disseminate best practices in proficiency-based language learning and to share information about world language learning and intercultural teaching and activities in Indiana

Priority 2: Grow Global Indiana through Economic and Workforce Development

To compete nationally and internationally, Indiana must have a workforce that can engage globally, communicate across cultures, and work with diverse groups of people. Indiana can build a global workforce in two ways; through home-grown talent or by importing it from other states and countries. The best solution is to do both.

Businesses and sectors need tailored solutions to enhance global trade and be successful in import and export markets. To sustain a globally competent workforce, Indiana workers will require opportunities for continued growth through on-going training programs to increase linguistic and cultural capabilities. Indiana must be a welcoming state where international companies want to invest their capital and where people from around the world can come, contribute, and build prosperous lives. All Hoosiers in all regions must be supported to maximize their chances to thrive and contribute to the state's prosperity.

2.1 STRENGTHEN THE INFRASTRUCTURE FOR GLOBAL EMPLOYABILITY

Indiana's economic development requires all of its diverse business sectors to provide superior services, attract top-notch talent, retain qualified employees, and succeed in importing, exporting, manufacturing, trade service, and finance. To do so, Indiana requires a globally competent and multilingual workforce.

- Collaborate with employers and particularly Human Resources professionals to define specific skill sets for global employability and prioritize these skills in job descriptions and when seeking appropriate talent
- Provide opportunities for global workforce "skill up" training throughout the educational pipeline, including through Career and Technical Education high school programs and in post-secondary degrees

- Increase career preparation and global employability skills by building internship offerings that mutually meet workforce needs and offer secondary and post-secondary students opportunities to further their language proficiency and intercultural and global competencies
- Utilize the state’s new graduation pathways for high school students as opportunities to gain 21st century global skills, including developing internationalized pathways and global employability learning experiences
- Leverage companies with foreign direct investment to support cross-cultural and language learning opportunities in local communities
- Work with certification, professional licensing, and credentialing entities to develop more career opportunities for heritage speakers and immigrant Hoosiers that utilize language and intercultural skills

2.2 TRAIN SERVICE PROVIDERS

As Indiana becomes more welcoming to international businesses and citizens of the world, it needs to strengthen the capacity of Hoosier service providers, including law enforcement, the justice system, healthcare, social services, and local school systems. To bridge gaps in professional programs and professional development, Indiana’s workforce requires more training in intercultural and linguistic competencies.

- Assess specific needs of services by working with state associations (e.g., Indiana Hospital Association, Indiana Association of Chiefs of Police)
- Develop training resources specific to services and sectors that address gaps in intercultural understanding and global competency
- Promote and grow training programs that align language proficiency and intercultural skills with sector needs (e.g., certification programs for medical, court, business interpreters and instructional programs on “Language for Specific Purposes”)
- Develop “train-the-trainer” programs for various sectors, utilizing online or hybrid instruction as needed for language and intercultural skills
- Encourage and facilitate businesses and service-providing organizations to develop Language Access Plans and incorporate diversity and inclusion initiatives into strategic planning

2.3 ADVANCE THE GLOBAL BUSINESS CAPACITY OF INDIANA

All businesses and employees should have access to high-quality resources, training, and expertise to advance global capacity, though there is uneven support across the state to advance the priorities of businesses seeking to expand into new global markets and increase international operations. By creating a business environment that values a globally competent workforce while offering services and a

comprehensive quality of place for diverse populations, Indiana can better attract and retain foreign owned businesses and those with foreign direct investment.

- Develop new global business seminars and promote existing ones to provide best practices in growing a global market as well as provide training in critical issues for enhancing global engagement of businesses, across all regions of the state
- Develop high-quality resources and open source trainings supporting global engagement that businesses can access
- Collaborate with key stakeholders, such as local Chambers of Commerce, Indiana Economic Development Corporation, Indiana Small Business Development Centers, and others to leverage and align new and existing opportunities available for businesses
- Build stronger and productive bridges between universities and business to provide the international talent that businesses seek and better leverage the significant international student population in Indiana
- Encourage the creation of, and facilitate membership in, regional trade groups and networks for information and resource sharing, best practices education, opportunity exploration, and joint ventures and collaboration

Priority 3: Coordinate, Collaborate, and Connect

The Indiana Language Roadmap Plan has been collectively developed, and its future implementation will rely on existing and new networks as well as resources and assets across the state to achieve its mission of making high-quality world language instruction and global learning opportunities available, equitable, and affordable. Defining these building blocks and synergies is critical to the Roadmap Plan's success and sustainability, which will rely on creative connections and networks of diverse stakeholders. In addition to advancing the state infrastructure for world languages and the acquisition of global skills, these connections will be vital to raising awareness, fundraising, regional implementation, advocacy, and alignment with the agendas, strategic plans, and goals of stakeholders and partners. Indiana University's Center for the Study of Global Change will continue to coordinate efforts in conjunction with its partners to implement and sustain this important work.

3.1 BUILD NETWORKS

There is a critical need to build networks and consortiums of advocates, institutions, and individuals that are invested in the Roadmap mission and who will help implement and sustain activity. The four types of networks that will be advanced or strengthened are cross-state (integrating local, regional, state, and federal levels); cross-sector (connecting business, community organizations, education, healthcare, government, social services, etc.); intra-sector (creating stronger connections within business, education, healthcare,

etc.), and intra-regional (building stronger regional capacity, including cross-state coordination for border regions).

- Designate and develop a statewide coordinating framework with active involvement of key stakeholders to oversee and foster the successful and sustained implementation of the Indiana Language Roadmap Plan
- Form a statewide council, such as a Governor's Roundtable, to sustain meaningful conversations around language learning and global competencies
- Develop a communication network to share information about funding, jobs, visas, resources, best practices, and potential collaborations
- Design a database of global business services and resources (such as translation, legal, accounting, logistics, marketing, cultural training, and college/university programs) available across the state
- Use a professional learning community model to create collaborative groups within sectors with representatives that regularly share ideas and strategies
- Develop collaborative groups within regions and sectors with representatives that regularly share ideas and strategies

“

The ability to communicate effectively, not just locally but globally, is vital to progress in government, education and business. As a Mayor, I have learned that language learning is, and will be, a cornerstone of our success as we build a community that embraces the global economy.

Mayor Greg Goodnight of Kokomo

3.2 ALIGN PRIORITIES

The goals set forth here can best be achieved through coordinating the needs of the various sectors, networks, and regions. Roadmap Plan recommendations and activities must align with and advance the priorities of state, federal, regional, and local organizations and their current initiatives, rather than adding new or separate goals for these entities. A focus on common interests will lead to a more sustainable model that furthers existing goals and builds on current efforts to build a stronger infrastructure for equitable access to job training, world language learning, and global skills.

- Designate and sustain cross-sector, cross-state, as well as intra-regional and intra-sector sub-committees, to assess and assure the alignment of Roadmap implementation with existing priorities, as well as to seek relevant funding sources to advance initiatives that leverage state, federal, and regional priorities
- Align proposed activities with the goals of various stakeholders and existing initiatives, such as Welcoming Cities, Business' Diversity and Inclusion Programs within Indiana businesses, the Indiana

Department of Education, the Indiana Department of Workforce Development, the Indiana Economic Development Corporation and regional Indiana Small Business Development Centers

- Pursue creative and sustainable funding models that cross sectors and build on similar priorities and missions, public and private partnerships, foundations, and local and state government funding

Priority 4: Raise Awareness

The success of the Indiana Language Roadmap will require a communications and educational strategy that raises the profile of the overall project priorities and goals, articulates the needs for the initiative, and informs Indiana residents about the state's many global connections and communities. An awareness campaign should start immediately. Clearly defined messages about Indiana's diversity and the economic value and social benefits of world language skills and global competencies must be widely disseminated, using new and established networks and various mediums of communication. This campaign will raise awareness of existing resources, convey the international needs of businesses and other stakeholders, outline educational opportunities, and provide pathways for advocacy at the regional, state, and federal levels. Ultimately, this campaign will contribute to a diverse state infrastructure that is welcoming and that recognizes the importance of the state's global identity.

4.1 PROMOTE A GLOBAL IDENTITY

Indiana is already global, but this identity is not widely recognized, explained, or promoted as essential to the strengths of its economy, education, and communities. Materials and messaging about Indiana's global identity and its local ramifications should be developed and broadly disseminated.

- Initiate a marketing and publicity campaign that promotes a Global Indiana and features "Stories of Success" about people who have contributed to their community and how global engagement improves the economic standing and capacity of Hoosiers
- Raise awareness about how internationalized and world language learning, including early language learning, helps students in urban and rural areas achieve core educational standards as well as prepares individuals for careers
- Use established networks, creative media, and targeted infographics to reach diverse populations across the state
- Create a statewide designation for "Global Communities" to recognize areas with policies, programs, and infrastructure development that support international engagement, with scalable metrics for different community sizes
- Produce and disseminate a report on policy and best practices in infrastructure-building to make Indiana an attractive, global, and diverse place to live and work
- Leverage existing resources to better advertise and connect Indiana's employment offerings with international workers

4.2 INCREASE ADVOCACY

To ensure continued funding, public engagement, and supportive policy frameworks for these proposed initiatives, the Plan proposes new and effective forms of advocacy and increased communication and coordination between stakeholders and elected officials at all levels of government.

- Engage communities around the state in this work, such as using community forums to determine ways in which global competencies and world language learning support existing community priorities
- Work with officials and legislators at local, state, and national levels to strengthen the infrastructure for the acquisition of global skills
- Collaborate with organizations that have advocacy goals and programs
- Provide advocacy training across sectors

4.3 COMPILE RESEARCH

A need exists to better understand, distill, and communicate data-informed findings, as well as leverage existing resources, in order to build support and make a compelling case for the importance and value of language and global competency education for all ages and communities.

- Triangulate existing and new data to establish the global needs of sectors, regions, and the state
- Map existing resources by surveying schools, businesses, community organizations (including youth and faith-focused) and determine gaps and opportunities
- Examine the reasons for the lack of language instructional offerings and for low enrollments
- Collect and highlight data-informed assessments of the benefits of global competency and language learning programs

“

The Indiana Language Roadmap has been instrumental in identifying the language needs for our state in different key fields and has given us the space and opportunity to find an action plan to close those gaps and better prepare our Indiana students for the increasingly global workforce.

Israel F. Herrera

President, Indiana Foreign Language Teachers Association and 2018 AATSP National Teacher of the Year



Acknowledgements

We would like to recognize those who contributed to the development of the Indiana Language Roadmap through serving as a regional leader, guiding as an advisory board member, participating as a regional committee member, engaging as a stakeholder, or attending and sharing perspectives at a statewide summit or regional meeting.

Hilary Kahn
Indiana University Bloomington
Principal Investigator

Yea-Fen Chen
Indiana University Bloomington
Co-Principal Investigator

Teresa Nichols
Indiana University Bloomington
Project Coordinator

Russell D. Baker
Ivy Tech Community College
Advisory Board member

Elaine Bedel
Indiana Economic Development
Corporation
Advisory Board member

Caterina A. Blitzer
Education Consultant
Advisory Board member

Larry Cimino
ProConsult, LLC, Strategic Global
Consulting
Advisory Board member

Thaddeus B. Ewald
Cummins Inc.
Advisory Board member

Gloria Berlanga King
Eskenazi Health
Advisory Board member

Toby Malichi
Malichi Group Worldwide
Advisory Board member

Nikki Woodson
Washington Township School Corporation
Advisory Board member

Greg Zoeller
Indianapolis World Trade Center Project
Advisory Board member

Donna Albrecht
Indiana University Southeast
Regional Leader

Genevieve Brissette-Tipton
Orthoworx Indiana (formerly)
Regional Leader (2017-2018)

Leslie Fatum
Kokomo School Corporation
Regional Leader

Pamela Gemmer
Indianapolis Public Schools (formerly)
Regional Leader (2017-2018)

Jill Griffin
University of Evansville
Regional Leader (2017-2018)

Israel F. Herrera
Indiana University Bloomington
Regional Leader

Keith Kirkpatrick
KPM Group/Common Ground Project
Regional Leader

Martha Martin
Global Indiana
Regional Leader

Christopher Newton
Vigo County Superior Court
Regional Leader (2018-2019)

Jennifer Pearl
Indy Chamber
Regional Leader (2019)

Silvia Rode
University of Southern Indiana
Regional Leader (2018-2019)

Lisa Stockberger
Welcoming Michiana
Regional Leader (2018-2019)

Jennifer Thuma
IU Global Health
Regional Leader

Miriam Acevedo Davis
La Plaza Inc.

Tavy Aherne
Indiana University Bloomington

Salman Alani
Indiana University Bloomington

Walaa Alkashgari
IUPUI

Mary Ilu Altman Corgan
Lafayette Catholic Schools

Sandra Anderson

Enrica J Ardemagni
IUPUI

Kayla Arguello
MSD Decatur Township

Brian Asher
Shelby County Development Corporation

Jacqueline Askins
Accuride Corporation

Terri Jo Austin
Indiana House of Representatives

Melissa Badger
New Albany High School

Martin Baier
The International Center

Ingetraut R. Baird
Anderson University

Subir Bandyopadhyay
Indiana University Northwest

Vickie Barton
Indiana Academy of Mathematics,
Science, and Humanities

Aaron Baute
Ivy Tech Community College

Anna Beagle
LTC Language Solutions

DeAndra Beard
Beyond Borders Language Learning Center

Robert Behning
Indiana House of Representatives

David Behr
IEDC North Central

Ligia Belisario
Indiana University Bloomington

Andrea Bettini
Bettini Pasta LLC

Susan Blackwell
Marian University

Addie Block
Indiana University Bloomington

James Boldman
Ivy Tech Community College - Columbus

Phil Boley
The Chinese Education Connection

Rich Bonaccorsi
Global Indiana

Rae Bosio
Franklin Community School Corporation

Ronetta S Bough
North Daviess High School

Mandy Bray
IUPUI

Mandy Brookins
DePauw University

Michael Brose
Indiana University Bloomington

Susan Brouillette
Lafayette Urban Ministry Works

Steve Bryant
Indiana Small Business Development
Center

Todd Burkhardt
Indiana University Bloomington

Melissa Burton
Batesville Community School Corporation

Troy Byler
Indiana University Bloomington

José Caceres
CB Management Group

María Caceres
CB Management Group

Marife Callender
Nationalities Council of Indiana

John W. Cannaday
International Language Connection

Judith L. Carlstrand
Franklin Community High School

Rosina Catalan
Brebeuf Jesuit Preparatory School

Babra Chankanguka
Crime Victim Care

Thomas Chester
Ivy Tech Community College - Marion

Sharmila Chowdhury
Indiana Institute of Technology

Shihling Chui
Brebeuf Jesuit Preparatory School

Susie Cisney
Fort Wayne - Allen County Department of
Health

Mary G. Clark
International Marketplace Coalition

Tim Clevenger
Indianapolis Public Schools

Paul Coats
Indiana University Bloomington

David Colbert
Trine University

Graham Collins
Indiana Department of Education

Amy Conrad
Zionsville Community High School

Lynn Coyne
Bloomington Economic Development
Corporation

John Crampton

Brian Cwiek
Indiana University Bloomington

Marina Da Re Jara

Ibrahim Dandakoye
Indiana State Department of Health

Tammi A. Davis
Gary Sanitary District

Maria del Carmen Paniagua Quinones
Ivy Tech Community College - Bloomington

Todd DeLey
MSD Washington Township

Vesna Dimitrieska
Indiana University Bloomington

Loni Dishong
Indiana University Bloomington

Betty Dlamini
Indiana University Bloomington

Maryori Duarte-Sheffield
Marion County Public Health Department

Michael Dwyer
North Central High School

Ashley Eason
The International Center

Rose Egan
Cathedral High School

Cheryl El-Tawil
Department of Local Government Finance

Regina Emberton
South Bend | Elkart Regional Partnership

JJ Epperson
Gibson Southern High School

Kathleen Evans
Indiana University Bloomington

Christine Everett
Indiana University Bloomington

Michelle Eykamp
Reitz High School

Shumin Fang
Indianapolis Public Schools

Lee Feinstein
Indiana University Bloomington

Lorri Feldt
Northwest Indiana Small Business
Development Center

Anna Ford
LTC Language Solutions

Mary Fortney
Children's Museum of Indianapolis

Tom Freel
The Language Company

Patrick Frerking
Concordia Lutheran High School

Haley Frischkorn
MSD Washington Township

Maria Fruth
Healthcare Foundation of LaPorte

Michael Fry
LUNA Language Services

Adam Gaff
Center Grove High School

Palermo Galindo
City of Fort Wayne

Melissa Gard
WorkOne of Northern Indiana

Meg Gardinier
Florida International University

Gerburg Garmann
University of Indianapolis

Kristin Garvey
Indiana Commission for Women

Jane Gehlhausen
JAG Global Solutions

Martin George
LTC Language Solutions

Cindy Gil
IUPUI

April Goforth
New Albany High School

Migdalia Gomez

Tina Goodlander
Monroe County Community School
Corporation

Greg Goodnight
City of Kokomo

Emily Graham
Logansport Community School
Corporation

Lawrence Greenspun
Drucker Institute

Claudia Grossmann
IUPUI

Stacy Gruen
International School of Indiana

Heidi Gutwein
Kokomo School Corporation

Bailey A. Hacker
Vincennes Community School
Corporation

Jack Haefling
Marion County Farm Bureau

Miki Hamstra
IUPUI

Tiffany Hanson
LUNA Language Services

Scott Harris
Lions Club

Denita Harris
MSD Wayne Township

Angie Harrison

Ethan Heicher
Ivy Tech Community College - Kokomo

Charlene Heinzman
Northwestern High School

Carmen Hendrixson
Telamon Corporation

Colleen Hickman
Northwest Indiana World Trade Alliance

Emily Hill
Kimball Hospitality

Olivia Holloway
Indiana University Bloomington

Stacy Hoult-Saros
Valparaiso University

Johanna Hribal
New Albany High School

Katie Jenner
Madison Consolidated Schools

Amy Jensen
Indiana University Bloomington

Irma Johnson
Indianapolis-Monza Sister Cities

Jay Julian
Muncie Delaware County Chamber of
Commerce

Claire Kammen
Raphael Health Center

Xinqin Kang
Indianapolis Public Schools

Frezewd Kazmierczak
Immigrant Welcome Center

Katherine M. Kent
Ivy Tech - South Bend Elkhart

Paul Ketcham
Batesville Community School
Corporation

Umida Khikmatillaeva
Indiana University Bloomington

Justine M. King
Bilingual Speech Solutions

Julie Kitchell

Raquel Kline
Language Service Network

Shirley Kloefer
La Casa Amiga

Robin Knop
Herron High School Community
Outreach

Xiaojing Kou
Indiana University Bloomington

Dennis Kruse
Indiana State Senate

Louisa LaGrotto
MSD Washington Township Schools

Meredith Lambe
Baptist Health Floyd

Brooke Lannan
Greater Clark County Schools

Pilar Lara
Education Office - Embassy of Spain

Jhani Laupus
Partners of the Americas Indiana Chapter

Nicole Leach
Indiana Department of Education

Phil Lederach
Hamilton Southeastern Schools

Kathleen Lee
Ivy Tech Community College - Indianapolis

Terry Lee
Fulton Economic Development Corporation

Paul Levesque
University of Indianapolis

Ting Li
Indianapolis Public Schools

Laura Limp
The International Center

Danny Lopez
Governor's Workforce Cabinet

Mary Lowe
MSD Washington Township

Lindie Ludlow
Snacks Crossing Elementary and College Park Elementary

Christopher Luke
Ball State University

Maria R. Manalang
International Marketplace Coalition

Liz Marcello
MSD Washington Township

Paola Marizán
WNIN

Zachariah Mathew
Indiana State University

Janna McCardel
Indianapolis Chinese Community Center, Inc.

Will McConnell
University of Evansville

Jenna McCullough
LTC Language Solutions

Alma P McCutcheon
Charlestown High School

Chris McGrew
Indiana State University

Elizabeth McGuire
Jennings County Middle School

Ronald McKulick
Region 10 Workforce Board, Inc.

Felix Medina
Vedia Global Services

Delcia N. Mendez
Bishop Chatard High School

Lynn Miller Pease
Leadership Evansville

Blair Milo
State of Indiana, Career Connections and Talent

Jimmy Moorhead
Vista Higher Learning

Patricia Morita-Mullaney
Purdue University

Nader Morkus
Indiana University Bloomington

Terri Morris Downs
Immigrant Welcome Center

Simon Pierre Munyaneza
Indiana University Bloomington

Jennifer Musall
Carter Fuel Systems LLC

Ansuyah Naiken
The International Center

Karen Newman
University of Indianapolis

Ginette A. Ninon
Ivy Tech Community College - Indianapolis

Martha Nyikos
Indiana University Bloomington

Brian Ó Conchubhair
University of Notre Dame

Patricia A. O' Connor
Perry Township Schools

Juan Pablo Rodriguez Prieto
Butler University

Kate Pantinas
Ivy Tech Community College - Valparaiso

Lara Pastore
MSD Washington Township

Candi Perry
Indianapolis Metropolitan Police Dept.

Lun Pieper
Marion County Prosecutor's Office

Derek Pillie

Maria Pimentel-Gannon
Immigrant Welcome Center

Kimberly A. Pinkerton
Greater Kokomo Chamber of Commerce

Lesley Pleasant
University of Evansville

Michelle Pulcini Eykamp
Evansville Vanderburgh School Corporation

Tianyu Qin
Indiana University Bloomington

Karen Query
Vincennes University

Joke' Raelateju
Center of Workforce Innovations

Amanda Ramirez
Association of Indiana Teachers of Japanese

Denise Recarte
Bartholomew Consolidated School Corporation

Kaitlyn Reding
Vincennes Community School Corporation

Kristoffer Rees
Indiana University East

Brandy Reichle
Indiana Academy

Stephanie Reinert

Colin Renk
America China Society of Indiana

Marna Renteria
AutoLingo

Ann Rider
Indiana State University

Eve Robertson
Clear Creek Elementary School

Diane Robinson
Lutheran High School of Indianapolis

Ricardo Robles
Fort Wayne Police Department

Jordan Rodriguez
City of Indianapolis - Mayor's Office

Lillian Rose
Hispanic Connection of Southern Indiana

Quita Rose
New Albany Floyd County Schools

Nejla Routsong
Indiana University Bloomington

Kasia Rydel-Johnston
Indiana University Bloomington

Emma Said
Indianapolis Public Schools

Roula Saidah
Cardinal Ritter High Schools

Edward Schoenfelt
Hat House

Emily Schwartz Keirns
Fort Wayne County Schools

Susan Sciame-Giesecke
Indiana University Kokomo

Jacquelyn E. Scott
Healthy Minds=Healthy Churches

Stephanie Semaan
IUPUI

Sally Shaffer
Vincennes Lincoln High School

Rima Shahid
Women4Change Indiana

Tandy Shuck
Leadership Johnson County

Kemal Silay
Indiana University Bloomington

Kashika Singh
Indiana University Bloomington

Laura Skaggs
Indiana University Bloomington

Allyson Smith
MSD Washington Township

Alma Smith
Liberian Progress Foundation

Joyce Smith

Faye Snodgrass
Kappa Delta Pi

Katherine Souchet-Downey
Office of Congressman André Carson

Ilicia Sprey
Ivy Tech Community College - Lafayette

Ariane Stallard
Ivy Tech Community College - Indianapolis

Emily Stern
Indiana University Bloomington

John Sternfeld
Terre Haute North Vigo High School

Nathan Stewart
New Castle High School

Scott Stewart
Ports of Indiana

JesAlana Stewart Thomas
Indiana University Bloomington

Michelle Stigter
Butler University

Marsha Stone
Indianapolis Airport Authority

Julie Storm
Lapel High School

Ye Sun
Lafayette School Corporation

John Sundquist
Purdue University

Eloise Sureau-Hale
Butler University

Tessa Sutton
Elkhart Community School Corporation

Shane Thomson
Manchester University

Maria Luisa Tishner
Indiana Latino Expo

Sadatoshi Tomizawa
Ball State University

Susan Tomlinson
Sister Cities Teacher Student
Outreach Committee

Erika Tran
MSD Lawrence Township School
Corporation

Zeno Tutino
Indianapolis-Monza Sister Cities

Elaisa Vahnle
Burmese American Community Institute

Anne Valentine
Ivy Tech Community College

Debra Vance
Ivy Tech Community College - Bloomington

Steve Varela
Calumet College of Saint Joseph

Timothy Veale
International School of Indiana

Linda Walczak
IEDC, Northwest Region

J. Matthew Walsh
Indiana Department of Education

Marina Hadjioannou Waters
LUNA Language Services

Greg Wathen
Economic Development Coalition of
Southwest Indiana

Katherine Watkins
Ivy Tech Community College -
Lawrenceburg

Joshua Wenning
Region 8 Education Service Center

Wendy Westphal
Marian University

Beth Whitaker
Indiana Historical Society

Nathan Williamson
Indiana Department of Education

Markay Winston
Monroe County Community School
Corporation

Jill Woerner
University High School

Kurt A. Wolf
Lafayette Police Department

Diane Woodworth
Goshen Community Schools

Megan Worcester
Union County School Corporation

Andrea Yocum
Carmel High School

Linda Yoder
Marshall County Community Foundation



HAMILTON LUGAR
SCHOOL OF GLOBAL AND
INTERNATIONAL STUDIES
Center for the Study of Global Change

This report was prepared as part of the Indiana Language Roadmap Initiative, funded by a grant to Indiana University from the Language Flagship. The Language Flagship is a public/private partnership sponsored by the National Security Education Program (NSEP) of the U.S. Department of Defense and administered by the Institute of International Education (IIE). The contents of this report do not necessarily reflect the position or the policy of the Government or IIE and no official Government or IIE endorsement should be inferred.



THE LANGUAGE FLAGSHIP