



**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.

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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 Educational Pipeline

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

1.1 Incentivize Internationalized 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.

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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.

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.

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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.

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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.

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.

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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 in the World

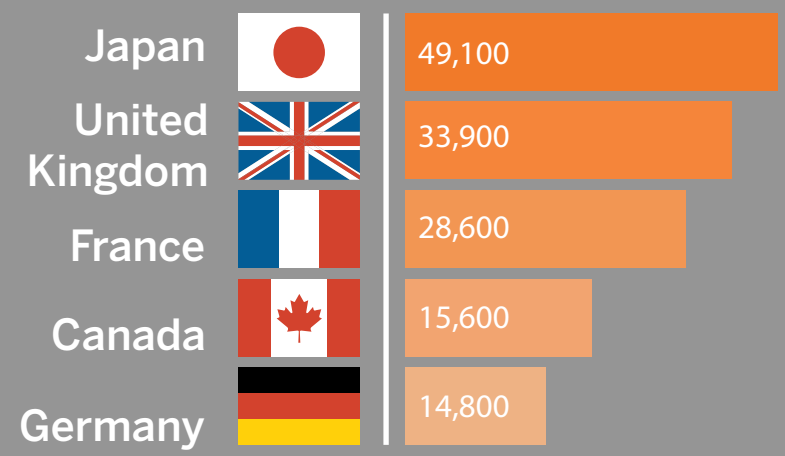
25.7%

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

707,800

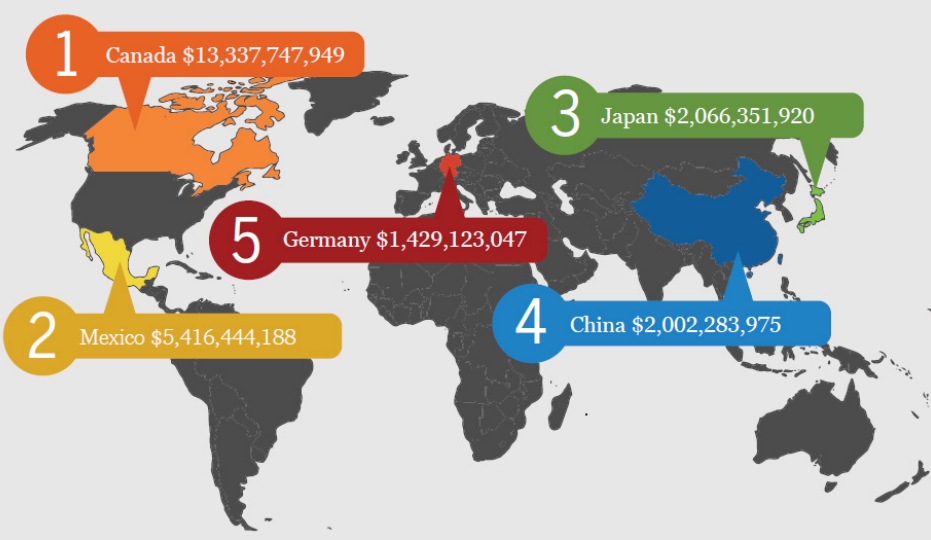
or nearly **1 in 5** Indiana jobs are supported by international trade, including imports and exports.²

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

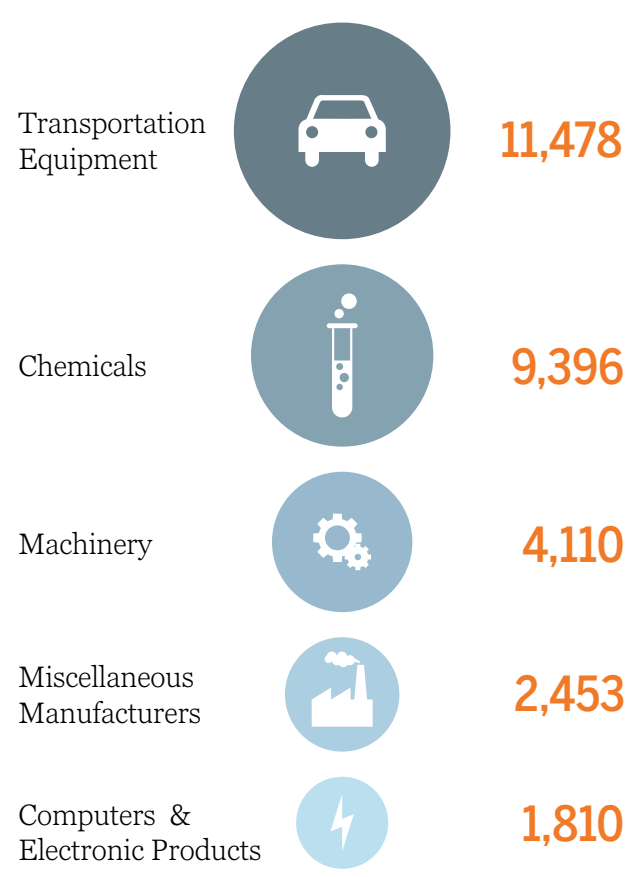


In 2017 Indiana was the 11th leading state in exports.³

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



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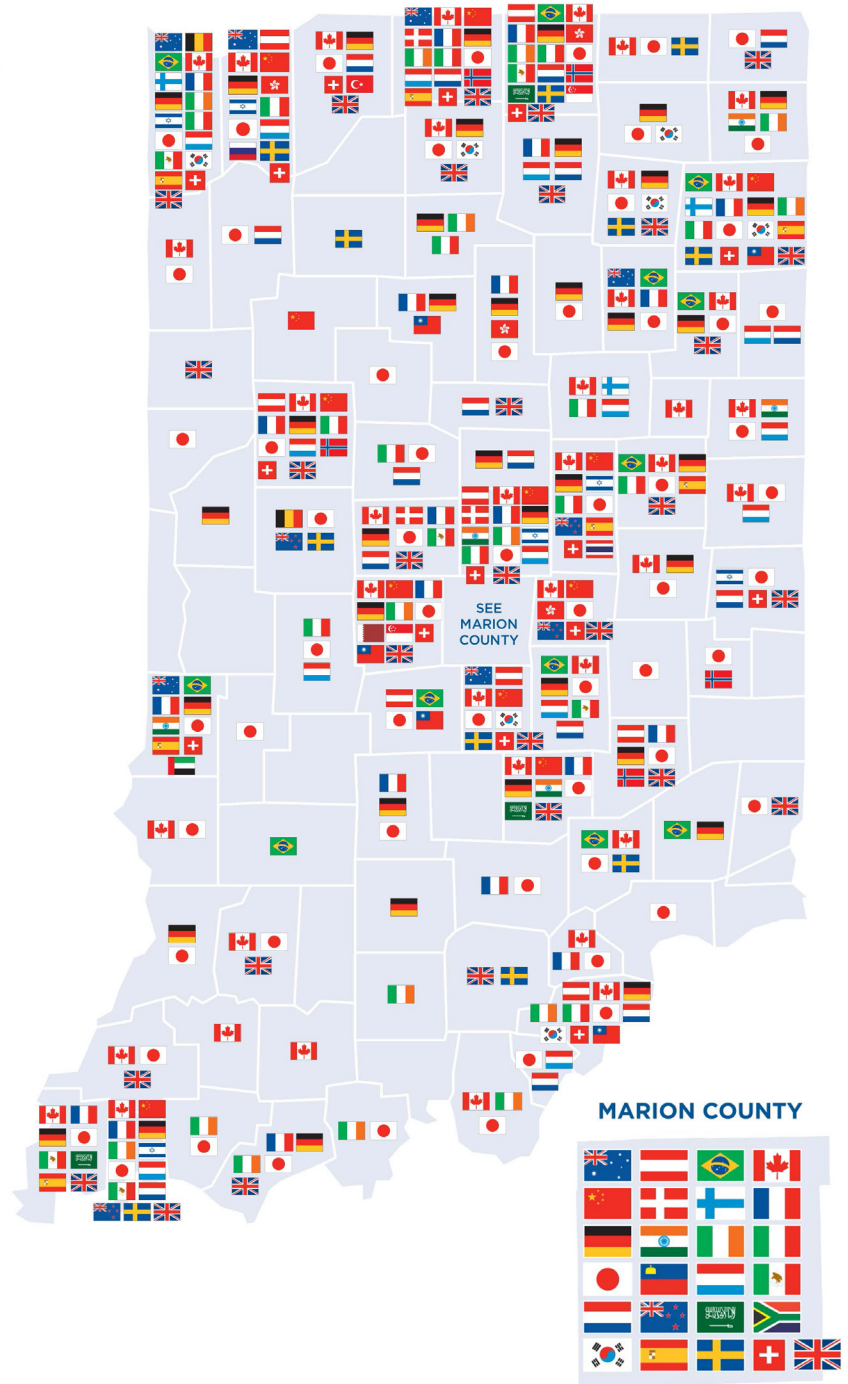
dual language programs are currently offered or are soon to be offered in Indiana, marking a significant increase.⁸

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

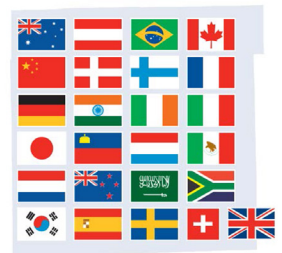
- 15 AUSTRALIA
- 12 AUSTRIA
- 2 BELGIUM
- 13 BRAZIL
- 71 CANADA
- 20 CHINA
- 5 DENMARK
- 5 FINLAND
- 49 FRANCE
- 121 GERMANY
- 4 HONG KONG
- 9 INDIA
- 38 IRELAND
- 8 ISRAEL
- 9 ITALY
- 283 JAPAN
- 1 LIECHTENSTEIN
- 23 LUXEMBOURG
- 11 MEXICO
- 30 NETHERLANDS
- 5 NEW ZEALAND
- 5 NORWAY
- 1 POLAND
- 1 QATAR
- 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>

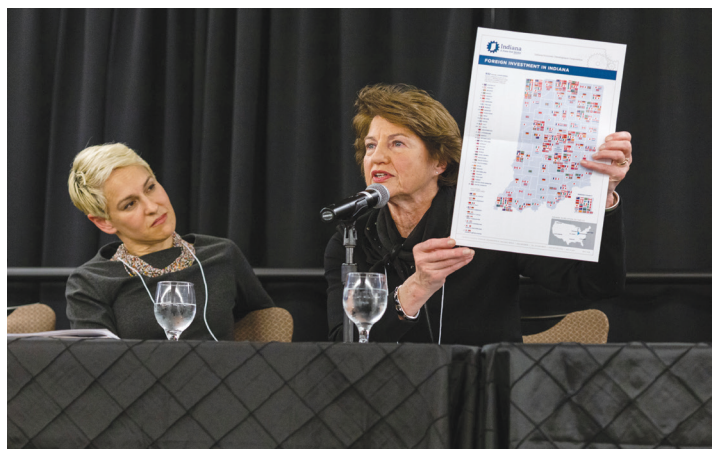
1. Mark Perry, American Enterprise Institute, <https://www.aei.org/publication/how-important-is-international-trade-to-each-us-states-economy-pretty-important-for-most-us-states/>
2. Business Roundtable, https://tradepartnership.com/wp-content/uploads/2019/01/BRT_TRADE_2018_Indiana.pdf
3. GlobalEdge, Indiana: Trade Statistics, https://globalede.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>

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 INTERNATIONALIZED 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 the 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

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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.

Greg Goodnight

Mayor 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

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