

**Dave Porter**  
**1113 SE Cora Street**  
**Portland, Oregon 97202**

10/16/14

To: Members of the Oregon Board of Education,

My public comment for the October 24th Board meeting:

First, thank you for putting the issue of high school study abroad on the Board agenda at your last meeting. I was not there. I do have an unofficial summary of what was said but understand the audio recording of the meeting did not work so I will not be able to listen to what was said.

Second, my understanding is that you, as a Board, are very supportive of finding ways for Oregon students to get study abroad experiences, that you do not now think that the State School Fund is the right way to fund study abroad, and that you are interested in looking at other ways to fund or incentivize study abroad. Thank you for your ongoing interest.

Of course, the most straightforward way to incentivize high school study abroad is for the Oregon Department of Education to have a state level study abroad program, with specific legislatively allocated funding, that selects and pay for individual students to study abroad. You just need to put that in the Department of Education's budget proposal and get it through the legislature.

I have this year proposed to the Outcomes and Investment Subcommittee of the Oregon Education Investment Board that they could improve Oregon's foreign language learning and study abroad opportunities in the 2015-17 biennium by providing \$10,000 each to pay for ten (10) Oregon high school students each academic year (2015-16, 2016-17) to study abroad in China (\$200,000 total). The OEIB has not selected this study abroad proposal for their budget proposals. You could give it new life. Look to Attachment A for my letter to the OEIB Outcomes and Investment Subcommittee.

Beyond that I look forward to other ideas from the Department of Education staff on how to incentivize high school study abroad programs in Oregon's educational system.

Third, the Department of Education staff did not present you with either a written or an oral interpretation of Oregon statutes relating to the State School Fund that said you are prohibited from adopting the study abroad rule I proposed. They advised against adopting it. They did not say adopting it would exceed your authority or be contrary to state statutes. This was their opportunity to do so. So, I think you may want to comeback and consider adopting my proposed rule in the future.

Thank you. Sincerely - Dave Porter

Attachment A

**Dave Porter**  
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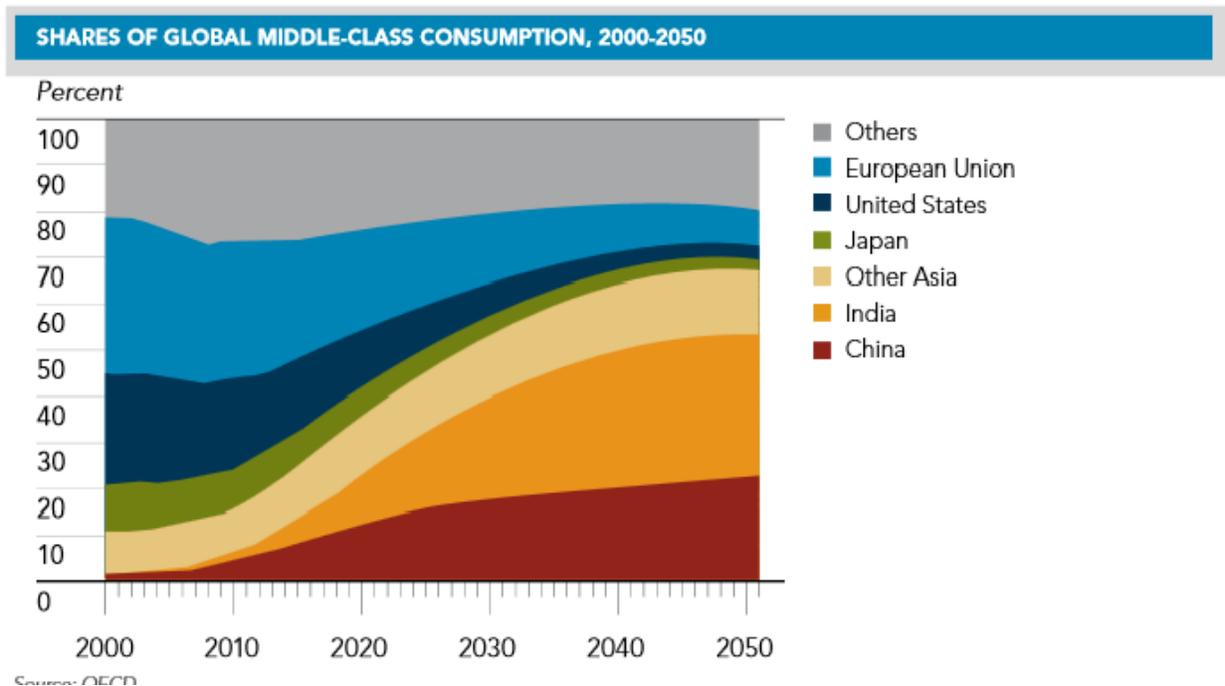
6/9/14

Dear members of the OEIB Outcomes and Investments Subcommittee,

I understand you are developing investment priorities for the 2015-17 biennium.

In response to changing global geopolitics and economics, I urge you to improve Oregon's foreign language learning and study abroad opportunities in the 2015-17 biennium by (a) providing \$100,000 each for four (4) additional Mandarin dual language immersion start up programs across Oregon (\$400,000 total) and (b) providing \$10,000 each to pay for ten (10) Oregon high school students each academic year (2015-16, 2016-17) to study abroad in China (\$200,000 total).

Oregon's best economic future is to sell more goods and services abroad, especially to the growing markets in Asia and around the Pacific Rim. Consider the chart below: "Shares of Global Middle-Class Consumption, 2000-2050" from the National Intelligence Council's report **Global Trends 2030: Alternative Worlds** (here). Note the diminishing share of the United States. Note the growing shares of China, India, and Other-Asia.



Oregon's challenge is to adapt to this developing economic reality and to become more of an internationally oriented state. Key to this adaption is to develop a more multilingual workforce with experiences in the important growing markets abroad. And key to developing such a multilingual workforce with experiences in the important growing markets abroad is to develop dual language

immersion programs and high school study abroad programs in those key international languages and markets.

For 2014-15, Oregon will have three public school Mandarin dual language immersion programs (King and Woodstock in Portland Public Schools, and Hope Chinese Charter School in the Beaverton School District) that will enrollment 130 kindergarteners or about 0.3% of Oregon's total kindergarteners. See the chart below:

<b>Kindergarteners in Dual Language Immersion Oregon, Statewide</b>			
	<b>2013-14</b>	<b>2014-15%</b>	<b>% of</b>
	<b>Actual</b>	<b>Estmate</b>	<b>2013-14</b>
			<b>Kinders</b>
<b>Spanish</b>	<b>2,384</b>	<b>2,744</b>	<b>6.42%</b>
<b>Japanese</b>	<b>165</b>	<b>166</b>	<b>0.39%</b>
<b>Mandarin</b>	<b>76</b>	<b>130</b>	<b>0.30%</b>
<b>French</b>	<b>100</b>	<b>100</b>	<b>0.23%</b>
<b>Russian</b>	<b>90</b>	<b>107</b>	<b>0.25%</b>
<b>Vietnamese</b>	<b>0</b>	<b>50</b>	<b>0.12%</b>
<b>Total</b>	<b>2,815</b>	<b>3,297</b>	<b>7.72%</b>
<b>All Kinders</b>	<b>42,728</b>		

These are not the educational statistics of a state preparing its next generations to compete seriously in the global economy. Utah is doing more. Utah has added 100 dual language immersion programs, 25 of them in Mandarin, during the past five years.

For Oregon's economic future, these investments are every bit as important as investments in STEM programs.

Thank you for your consideration.

Sincerely - Dave Porter