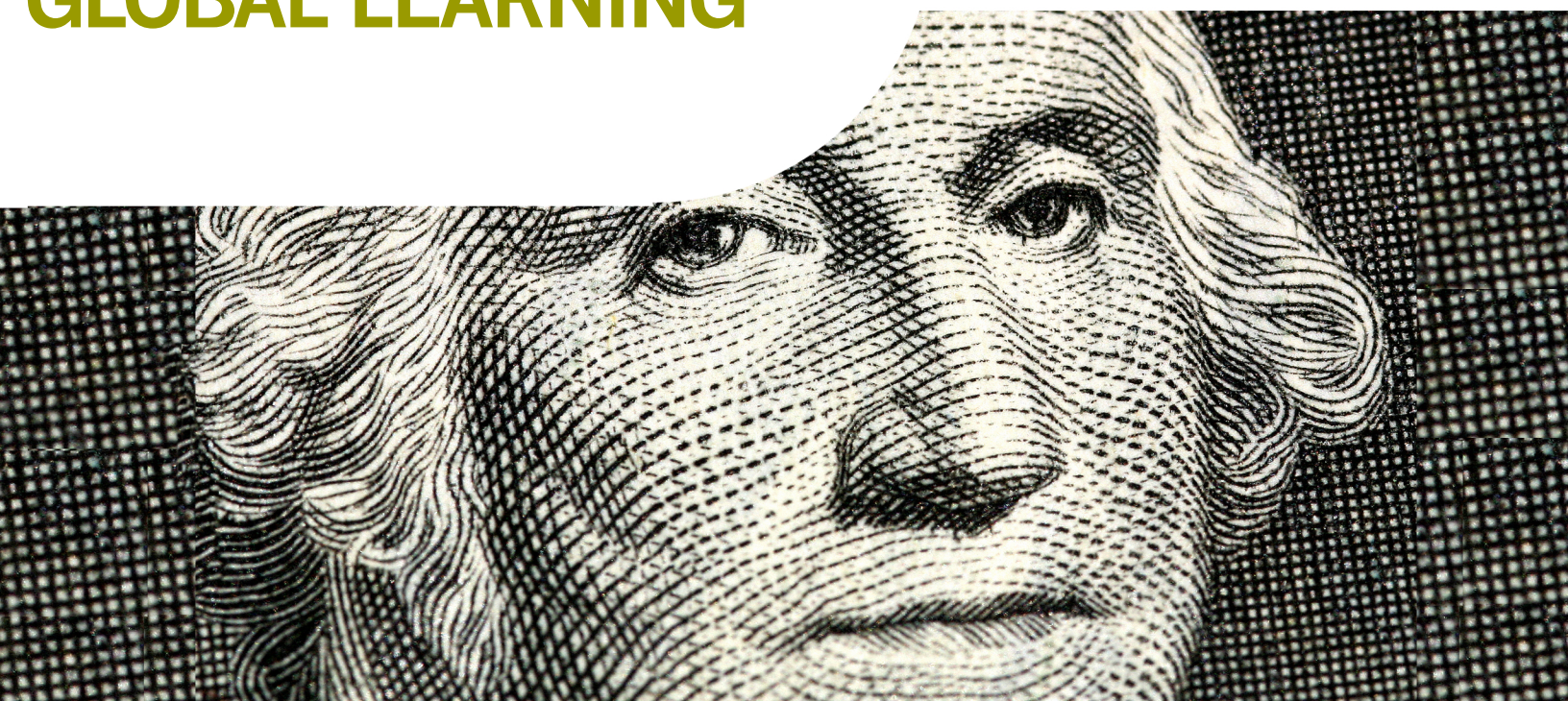


funding

GLOBAL LEARNING



in schools



Partnership for
Global Learning

Schools today face a host of pressures to graduate students prepared for college, career, and the world. As a country we are faced with not only an achievement gap, but also a growing gap in global competence, whereby some students are prepared to work, collaborate, and communicate with the rest of the world while others are not. According to the Committee for Economic Development, U.S. employers will “increasingly need employees with knowledge of foreign languages and cultures” to work effectively with partners around the globe. The nature of work itself is changing, too. As more routine jobs can be automated through technology or outsourced to cheaper labor markets, the economic advantage will go to people who can analyze and solve problems, recognize patterns and similarities, and communicate and interact with other people, especially those who do not share the same culture. Globalization is about more than employment, though. Virtually every major issue people face—from climate change to terrorism—has an international dimension. And in U.S. schools and communities, world trends in migration and immigration have generated enormous cultural and linguistic diversity.

To respond to this reality, educators must consider ways for youth to succeed in an increasingly interconnected world by helping them graduate from high school both college-ready and globally competent. To be globally competent, young people must know more about the world within and across disciplines, be able to investigate the world of their immediate environment and beyond, recognize their own and others’ perspectives, communicate ideas and collaborate with diverse audiences, and translate their ideas into appropriate actions to improve conditions both locally and globally.¹

Schools that help students to develop their global competence create a pathway to success, while also providing a more rigorous and authentic learning experience that supports school improvement. In the 21st century, true equal educational opportunity includes the capacity to communicate and collaborate with other

cultures, knowledge about the world, and skills to understand how it works. Embedding global learning in the overall school philosophy and across the entire curriculum will better prepare students to thrive as citizens, workers, and leaders in a global 21st century. In an era of increasing accountability, where schools are expected to improve their performance against state standards, a global learning approach can help increase student and teacher engagement and academic performance at the same time.

In the current economic climate, schools face challenges in identifying funding sources to implement global learning. Few funding sources directly target global learning, and issues such as time-limited grants, narrow categorical funding streams, and the downturn in state and school district budgets creates a challenging backdrop against which school leaders seek to implement or expand programs. This funding note is intended to help school leaders and policy makers identify funding sources and financing strategies that can strengthen and sustain global learning in schools. State and federal funding sources, which

¹ Mansilla, Veronica Boix and Anthony Jackson. “Educating for Global Competence: Preparing Our Youth to Engage the World,” (Asia Society and Council of Chief State School Officers), 2011. <http://asiasociety.org/node/9179>

can be accessed to support global learning and its component parts, are discussed. Additionally, the brief highlights selected financing strategies that have proven successful for school leaders currently implementing global learning.

FINDING FUNDS: FRAMING GLOBAL COMPETENCE AS A SCHOOL IMPROVEMENT STRATEGY

Despite budget concerns, policymakers recognize the importance of a world-class education and the need to improve the achievement of students in order to compete for jobs, in the United States and internationally. Federal and state education policy is almost singularly focused on improving student academic achievement, especially for traditionally underperforming students. Schools and school districts are re-examining their policies and practices, from teacher performance and compensation to curriculum development, to ensure that students are college and career ready for a global 21st century.

Given the resurgence of interest in what students need to know and do in order to be globally competitive, a number of opportunities exist to access funding for global learning when framed as a school improvement strategy. In order to improve performance, schools across the country are developing innovative approaches for:

- Improving teacher quality;
- Increasing student engagement;
- Implementing a rigorous and relevant curriculum; and
- Extending learning time.

When globally focused learning is part of a rigorous school model, results are encouraging. The Asia Society International Studies Schools Network (ISSN) includes 28 schools in urban and rural communities across the United States serving students in grades 6-12 or 9-12. 80 percent of all students in ISSN schools are minorities and 63 percent are from low-income families. Comparisons of ISSN schools to demographically similar schools in the same school district show ISSN schools outperforming comparison schools 55 of 78 times. Across the network, the average graduation rate is 92 percent; of that, the college going rate is 94 percent, of which over 70 percent selected four-year colleges or universities.

These schools use global competence as an organizing strategy for learning. Aligning school activities towards the goal of global competence provides opportunities to meet all four areas above. Helping students become adept at cross-cultural communication and collaboration and taking action locally and globally requires schools and teachers to design hands-on, engaging learning experiences. When teachers infuse global content and perspectives across all subjects, it makes them more relevant as well as rigorous. Global competence also provides an organizing principle for connecting in-school and extended learning time. In this way, schools can shape global learning activities to fit into broad federal and state goals for school reform and student achievement.

UNDERSTANDING HOW FEDERAL AND STATE FUNDS SUPPORT SCHOOLS

Federal funds flow to states and communities through a variety of mechanisms, including formula or block grants, discretionary or project grants, and entitlement programs. Each funding source is designed to serve a particular purpose and comes with its own rules and requirements regarding eligibility, use of

funds, application process, and flexibility of funds. To effectively access federal funds to support global learning, school leaders must learn how these types of funding operate and select the strategy most appropriate for their goals. When global learning is a key component of school reform, for example, then a variety of funding sources that support curriculum development, teacher professional development, or student learning experiences in general could be used to support specific global learning activities.

Types of Federal Funds

Formula (or block) grants provide states or localities with a fixed amount of funding based on an established formula that is usually tied to some measure of a state's need for the funding (e.g. the percentage of children in poverty or state per-capita income). States regularly develop a general plan describing the broad functions and populations to be served by the grant. They can distribute these funds directly or pass them through to localities. Funds can be disbursed based on eligibility or following a competitive process. State and local governments set targets and priorities for these funds, so it is important to become familiar with program requirements for individual states. The U.S. Department of Education Title 1 grants are an example of formula grants that support schools and education programs that target the disadvantaged. For example, Part A is awarded specifically for school improvement while Part B is focused on literacy efforts.

Discretionary grants are awarded for specific projects on the basis of competitive application. These grants fund a wide range of efforts, from preventing juvenile delinquency to improving child health outcomes. They are most often time-limited and are very competitive. Depending on the provisions of the program, applicants may be a state or local, public or private entity.

Contracts are agreements between agencies—often public and private—for the provision of specified services. Contractors almost always have to meet specific performance standards. An example of a contract program is the U.S. Department of Education's Inexpensive Book Distribution Program.

Demonstration grants are pilot projects generally involving a small number of sites in an effort to learn about the effectiveness of a new program or approach. An effective demonstration grant program may lead to further funding in the form of a discretionary grant. Demonstration grants are awarded on a competitive basis, generally to state and local governments or community-based organizations, depending on the program's eligibility requirements

Federal Funding

Embedding global learning in a strategy to improve student's academic achievement and a school's overall performance opens up the possibilities of a number of funding sources within the U.S.

Department of Education (ED)². The primary goal of ED's mission is to supplement and complement the efforts of states, local school systems, and other state agencies to improve the quality of education. The Elementary and Secondary Education Act (ESEA) is the major formula funding vehicle for supporting educational improvement and reform. The programs in ESEA are commonly known by their chapter number, or titles. Many schools can access some or all of these funds. For example, Title I, Part A (Improving Basic Education), Title III (English Language Acquisition and Language Advancement), and Title IV, Part A (Safe and Drug Free Schools) can all be used flexibly to support goals related to teacher quality, student academic achievement and engagement, and expanded learning opportunities. These grants are traditionally awarded through state educational agencies to local educational agencies and schools.

The U.S. Department of Education also supports a number of reform initiatives through discretionary grant programs. Discretionary programs fund specific strategies that have been shown through research and practice to positively impact student academic achievement and teacher quality and may be appropriate for global learning. While many of the federal funding streams have broad goals around

student achievement and accountability, school leaders that have committed to a global learning approach may find federal funding streams that can be leveraged to support global learning specifically. This is discussed further in the next section of the brief.

State Funding

Similarly, states also focus on improving teacher quality, increasing student achievement (including increasing the graduation rate), and increasing student engagement. States may support and/or encourage reform through policy statements or funding initiatives, or both. Often state departments of education or local school districts use state portions of federal formula grants (e.g. Title I, School Improvement Grants) to support schools that have high proportions of students that are underperforming or serve students that are academically at risk.

Schools in districts where the state has strong policy goals around innovation and accountability may be able to access this funding for global learning. In New York (NY), for example, The Board of Regents Plan for the Next Stage of Education Reform calls for schools to "improve standards and student expectations so that graduates are ready for citizenship and work in a global economy". The NY State Education Department's (NYSED) Office of Innovative School Models works with Charter Schools and the lowest performing schools statewide to create state-level policy to administer \$308 million in school improvement grants awarded to help schools in need of significant improvement implement innovative programs that drive reform. While these visioning statements do not always translate into new funding, especially in these tight economic times,

² Here and after, "ED" refers to the US Department of Education. Information regarding specific Department of Education programs can be found in the Federal Guide to Education Programs at: <http://www2.ed.gov/programs/gtep/gtep.pdf>.

these policy statements can be useful when advocating that state funding be used more flexibly to support global learning activities and programs. State level funding for school improvement, teacher quality, and curriculum development may also be tapped for global learning. For example, California Grants for Teacher Professional Development specifically can be used to support teacher professional development in international studies and global learning.

DETERMINING THE RIGHT FIT: FINDING FUNDING FOR GLOBAL LEARNING

A solid understanding of funding sources and policy goals is important for school leaders seeking funding. However, an equally important step in searching for funding is determining *what to fund*. A global learning approach is a powerful strategy to engage students, teachers, and families in highly relevant ways to the key goals of school reform.

When reviewing funding streams, leaders should consider the following questions to determine if a particular funding source “matches” the needs identified. The

number of funding opportunities may seem overwhelming at first; however these questions will help determine if there is a fit between funding goals or needs and funding source:

- Does this funding source support the school’s global learning goals and priorities?
- Is the school eligible for these funds?
- How does this funding help diversify the budget for global learning?
- How can these funds be accessed?
- What is the organization’s capacity to apply for funding and implement new programs?

See, “Using Title I School Funds to Support Global Learning Initiatives” for an example of how to use these questions to help determine if a funding source is the right fit.

Identifying Funding Sources to Match Goals

Below, the most promising federal funding streams are identified according to four broad goal areas that many schools seek to address. These funding sources may offer opportunities that can be leveraged to achieve these goals through a global learning approach.

Using Title I School Funds to Support Global Learning

To receive Title I, Part A (ESEA) funds schools must meet specific requirements regarding the number of students in poverty and other state metrics to be determined eligible. For those schools that qualify, these funds can be used flexibly to embed global competence in a school-wide vision for improving instruction, providing additional resources to students and teachers, and increasing academic achievement. Below is a hypothetical example of how school leaders might use a global learning approach in an application for Title I funding.

1. Does this funding source support my program's goals and priorities?

In the next school year, teachers will increase students' grade-level reading proficiency through reading world literature and utilizing video chats and cooperative lessons with a sister school in Mexico. Teachers will increase student engagement in the community by adding service learning projects to the afterschool program linked to the school.

2. Am I eligible for these funds? Yes, because the school district approved Title 1 funds for school wide improvement, this approach among others is eligible for funding through the Title 1 dollars.

3. How does this fit into my existing budget? The school can utilize other private funds for video conferencing equipment in the computer lab, school district curriculum funds will support some of the new reading books, and a 21st Century Community Learning Centers grant funds 3 days a week of afterschool programming. To finance the global learning activities, Title I funds can help fill the gap by supplementing the cost of the new books, the additional professional development for teachers to plan and implement globally focused project-based literacy and math lessons in the afterschool program, and additional computer equipment for the classrooms required by the video chat exchange.

4. How can these funds be accessed? The school qualifies for Title I services. The school submitted its plan for using Title I funds in the manner described above and received approval by the district office.

5. What is the organization's capacity to apply for funding and implement new programs? The school coordinator can help facilitate the funding process with the school and the state. In coordinating efforts, the designated staffing should be in place and identified to implement the program activities. Together, a program coordinator and school coordinator should work together to execute new program activities and have the funding in place to support these activities.

This scenario illustrates how to embed global learning activities in broader school improvement goals, thereby accessing Title I formula funds and increasing the diversity of funding available to sustain the program.

1) IMPROVING TEACHER QUALITY

Many federal education funding sources identify teacher professional development as an allowable expense. A variety of ESEA funds that support students in need of additional academic support and students who are English language learners can be used to provide teacher professional development. The type of professional development provided should reflect both the needs of the teachers and students in each school, thus a school with a global learning focus can customize the professional development offerings to:

- Provide planning time and resources so teachers can add global learning elements to curricula and lessons;
- Bring in global learning consultants or experts to work with teachers;
- Provide release time so teachers can visit schools that already implement global learning activities; and
- Prepare teachers for teacher international travel and exchange opportunities.

There are also discretionary grants that can support efforts to embed global learning in strategies to improve teacher quality in a more targeted way.

- **Cooperative Civic Education and Economic Exchange Program (ED)** offers teachers an opportunity to create lessons in civics, history, and economics that are cross-cultural in nature. See for more information: <http://www2.ed.gov/programs/coopedexchange/index.html>
- **Professional Development for Arts Educators (ED)** grants could be used to develop internationally-themed fine arts lessons to be used across the school curricula in math, language arts, social studies, and science. See for more information:

<http://www2.ed.gov/programs/artse-dprofdev/index.html>

- **Increasing opportunities for travel and teacher exchange.** Funds are co-administered by the US Department State and Education through the Fulbright-Hays program to support teacher exchange and travel programs. The American Councils administers a variety of cultural exchange programs, including Fulbright. For more information: <http://www.americancouncils.org/ex-Training.php>

2) INCREASING STUDENT ENGAGEMENT

A number of both discretionary and formula funds from the U.S. Department of Education and other agencies are available to support improved academic achievement and engagement. These funds may be a good fit for global learning initiatives that engage students in learning about other cultures. A global learning approach provides opportunities to increase student engagement through

State Arts Councils Funding

The National Endowment for the Arts (NEA) makes grants to jurisdictional arts councils at the state and regional level. State arts agencies often make grants to school and youth programs that provide artists in residence or that study arts of a particular country or culture. A directory of state, local and jurisdictional arts agencies is available at: http://nea.gov/partner/state/SAA_RAO_list.html. The directory links to the websites of the state, local and regional arts agencies where visitors can learn more about each organization's grant making opportunities and application procedures.

research, travel, and study around global learning.

Discretionary grants are available from a number of federal agencies to support global learning activities for students:

- **Funding from the Office of Safe and Drug Free Schools (ED)** can be used for programs that support the teaching of character education, the improvement of school climate, and the implementation of programs that celebrate diversity.
- **Enhancing Education through Technology (ED)** grants fund software and hardware improvements that allow students to use technology to support learning in and outside the classroom.
- **Science, Technology, Engineering, and Math (STEM) initiatives through the National Science Foundation³ and NASA⁴.** Both agencies offer a host of STEM-based grants and programs. Schools near a NASA installation have the added opportunity to access experts for classroom presentations and/or on-site activities.
- **Increasing opportunities for travel and student exchange.** Funds are co-administered by the U.S. Department State and Education through the Fulbright-Hays program to support student exchange and travel programs for undergraduate and graduate students. The National Security Language Initiative for Youth (NSLI-Y) program administered by the US Department of State provides merit-based scholarships to U.S. high school students and recent graduates

³ For more information visit:
http://nsf.gov/funding/education.jsp?fund_type=4

⁴ <http://nasa.gov/audience/foreducators/current-ops-index.html>

interested in learning less-commonly studied foreign languages. School leaders also recommend hosting fundraising events and efforts to pay for student travel.

3) IMPLEMENTING A HANDS-ON, HIGH-INTEREST, QUALITY CURRICULUM

Evidence points to the effectiveness of hands-on, active curricula and activities in increasing student achievement outcomes. Pedagogical strategies such as cooperative learning, project-based learning, service learning, and other student-centered learning give youth an opportunity to be actively engaged in directing their own learning. Global learning is a high-interest, highly relevant approach for these types of learning activities and opportunities. Funding streams that can be leveraged to implement hands-on curricula and activities with a global focus include:

- **Smaller Learning Community Grants (ED).** High schools demonstrating low academic achievement and with more than 1,000 students can apply for grants that enable them to create smaller “schools within schools” that can have a special focus, such as global education.⁵
- **English Language Acquisition State Grants (ED).** Funds are made available to local school systems based on the number of limited English proficient (LEP) students enrolled. Funds can be used to enhance or expand the existing activities and

⁵ This program was defunded in House Joint Resolution 44, passed March 2, 2011 for the rest of fiscal 2011. The program’s future is uncertain at this point.

programs in a school that serve LEP students.

- **Javits Gifted and Talented Students Education (ED)** provides funds to programs serving gifted and talented students—particularly programs that serve minority or poor students in an innovative way.
- **Foreign Language Assistance Grants (ED)** can be used to develop innovative programs that teach foreign languages in elementary and secondary schools.

4) OFFERING EXPANDED LEARNING OPPORTUNITIES

Policymakers and educators are considering how best to extend learning time to harness a wider variety of education experiences and settings that benefit all students. In response, schools are increasingly designing afterschool, before school, and summer programs that are explicitly linked to the school curriculum. These programs provide students the opportunity to extend their learning and interact differently with curriculum than they do during the school day. Many out-of-school time (OST) providers are working closely with school staff to ensure that the curriculum is aligned while still relevant to the time of day and the developmental needs of children. These programs typically feature hands-on and inquiry-based learning activities, thus teachers and OST staff can work collaboratively to implement global learning activities that extend and reinforce learning that happens during the school day. Schools are leveraging more hours in the learning day and external community educators and partners to provide students and teachers additional, flexible time to explore global issues and content, and to provide unique global learning

opportunities such as travel, service learning, and enrichment activities.

A number of federal, state and local funding opportunities can be leveraged to support expanded learning:

- **21st Century Community Learning Centers (ED)** grants support afterschool, before school and summer programs that provide academic and enrichment activities for grades K-12. Grants are discretionary and may be awarded to schools, school systems, and community-based organizations.
- **Title I, Part A (Improving Basic Education) (ED)** funds can be used to provide afterschool and summer programs for qualified students. Highly-qualified teachers must teach academic courses in these programs.
- **Full Service Community Schools Grants (ED)** provides funds to support schools which employ a Community Schools model. As part of the model, schools must offer supportive services to the school's students and community, including expanded learning opportunities, parent education, and health services among others.
- **State and citywide afterschool networks.** While these networks normally do not grant funds to run programs, they play an important role in connecting volunteers, community-based organizations, and subject-area experts to existing OST programs and centers.
- **State funding for afterschool programs.** Some states provide grant funds to support OST programs.
 - In 2002, California voters passed Proposition 49, which allocates over \$500 million annually for the

- Afterschool Education and Safety program.
- New York state funds OST programs through state-administered Extended School Day/Violence Prevention Grants, Contracts for Excellence grants, Youth Development/Delinquency Prevention grants, and Special Delinquency Prevention programs, in addition to programs administered with federal funds, or a combination of state and federal funds.
- Texas supports afterschool programs through a **Franchise Tax Credit**, a tax credit to corporations that contribute to an out-of-school time child care program for children ages 5 to 13 run by a nonprofit organization or a local government. Businesses can deduct 30 percent of their qualifying expenditures (totaling up to 50 percent of the tax otherwise due), which include facility construction, program equipment or supplies, and operating costs.

To support state and local efforts, leaders need to be strategic in the grants they pursue. Often, it is best to concentrate efforts and energies on tapping funding sources that are most likely to yield positive results—the best fit between proposed activities and program goals and objectives. Leaders will want to be strategic in managing the risk associated with depending too heavily on a single source of funding. Particularly in the current environment, where states and localities are struggling to balance their budgets, some sources of funding may be vulnerable to cuts or elimination.

To guard against this risk, leaders need to develop funding portfolios that include multiple sources of support and diversify their financing strategies to meet their financial goals. Success in accessing federal funds often depends on state and local leaders' ability to forge solid partnerships with other agencies and community organizations with similar or compatible goals and interests. In turn, partnerships often help extend the reach of public-sector funds by using these resources to leverage additional public or private funds.

FINANCING STRATEGIES TO SUPPORT GLOBAL LEARNING

When looking to finance a program or set of activities, understanding financing sources is just one piece of the puzzle; carefully utilizing a range of financing strategies is also a necessity.

Unfortunately in the current economy a number of programs are being eliminated or reduced, so global learning initiatives that are strongly aligned to district goals and linked to other systemic initiatives have the best chance of sustainable funding. In this environment, strengthening partnerships and seeking support from local business and foundations are key strategies to sustaining innovative programs.

Partnering with Local and State School Systems

Connecting to the local school system and/or state education agency provides numerous resource and technical assistance opportunities to school leaders. Some of the capacities that may exist in

local and state agencies include:

- **Development and grants staff.** Many local and state school systems have a development team who may be able to provide information regarding federal, state, local, and private grant opportunities and grant writing technical assistance.
- **Subject area specialists** may offer professional development opportunities and training seminars or may be able to assist in connecting school leaders to national level opportunities. Subject area specialists can also be an ally in promoting your program to district or state leaders.
- **Reference libraries.** Many districts and states offer a lending library of professional journals, books, and other resource materials, as well as libraries of primary and secondary text books and curriculum materials that have been sent from publishers for review.

By developing relationships with district and state leaders, schools can learn more about how these leaders determine allocations of federal pass-through and formula funds. Developing these relationships also offers schools the potential opportunity to influence future strategic decisions about the allocation of flexible funds. One of the best ways to begin such a conversation with local and state leaders is to share compelling details about your school's global learning program, such as: results achieved by students, innovative learning opportunities and activities, and how global learning has helped meet school goals. As partnerships strengthen, an opportunity to advocate for more flexible use of local and/or state school system funding may evolve. Typically, schools districts and states set parameters for the use of

formula funds to align to current state priorities and needs. In some cases, schools have been able to negotiate Memoranda of Understanding (MOU) or policy change that favors broader use of funds, enabling more robust school-based decision making regarding the school reform strategies employed in a school or district.

Creating an Educational Foundation

School leaders acknowledge that cultivating strong partnerships requires time and effort. Not only must leaders spend time meeting with and informing partners, but they must also spend additional administrative time to process the funds. However, many find this to be time well spent, as the funds support unique activities, such as foreign travel, that students would not normally have the opportunity to experience. Additionally, the strongest partnerships tend to develop over time. While a partner may have initially provided nominal support to a school, as both parties gained a deeper understanding of each other's work and goals, they found more overlap, and more ways to make a significant impact.

For example, The Ogden International School in Chicago offers a curriculum that immerses students in a rich and safe environment to increase awareness of foreign cultures through language, studies, and interactive field experiences to apply skills necessary for global citizenship and competency.⁶ The principal uses an education foundation, Friends of Ogden, to help fund and support unique global activities for the students, including student travel and exchanges. While the

⁶ <http://www.ogdenschool.org/OS/OS-Mission-Statement.aspx>, retrieved 11.19.10

support and management of the dedicated education foundation requires time and effort, the payoff is that the students at Ogden, regardless of their families' ability to pay, have opportunities to travel internationally and participate in student and teacher exchanges.

CONCLUSION

Throughout this brief, funding streams and sources as well as financing strategies are identified that can help finance and sustain global learning in schools. While there are few funding streams specifically devoted to funding global learning, there are many federal and state streams that fund the outcomes of comprehensive global learning initiatives.

This brief is designed to give school leaders an overview of the potential federal funding sources to support the implementation of programs and initiatives that align with goals to increase the global competence of students. The information will be most useful when school leaders have done some up-front work around clarifying their financing goals and assessing their financing gaps. Successfully securing funds will ultimately depend on translating good ideas into practical proposals. This may require additional research and brainstorming about particular funding sources of interest, how they are currently being used in the community, who the relevant decision-makers are, and how they can be engaged in global learning initiatives that are most needed in the school.

RESOURCES AND LINKS

A number of resources exist to help schools learn more about funding opportunities that might require partnerships. Those resources include:

- **Find Youth Info** | findyouthinfo.gov
A federally created website detailing opportunities to support programs for youth.
- **Catalog of Federal Domestic Assistance (CFDA)** | cfda.gov
lists all federal funding opportunities in a searchable database
- **Federal Guide to Education Programs**
www2.ed.gov/programs/gtep/gtep.pdf
Describes all formula and discretionary grant funds administered by the US Department of Education
- **Foundation Center**
foundationcenter.org
Offers a searchable database of national and local foundations, searchable by interest area.
- **Finding Federal Funding Database**
financeproject.org/fedfund_search.cfm
A database of over 400 federal funding sources that support programs benefitting children, families and youth. The database is searchable by use of funds, name of agency and type of funding.
- **Asia Society Partnership for Global Learning** | asiasociety.org/education
Dedicated to graduating K-12 students' college ready and globally competent, this site is a rich resource of materials, curriculum, information, ideas and best practice in globally-focused education.



Partnership for
Global Learning

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