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2/20/15

Chair Doherty and members of the House Education Committee,

Please amend HB 2657 by adding:

**" Section 5 (4) (k) A full day program for pupils studying abroad on programs approved and paid for by a school district."**

This amendment would clarify an issue currently before the Board of Education.: whether the Board has the authority to and should adopt the following rule:

**"For the purpose of calculating Average Daily Membership (ADM) used in the distribution of State School Funds, a school district may count high school students studying abroad on programs approved and paid for by the school district."**

High school study abroad programs are (1) good for students, (2) cost competitive, (3) an educational equity issue, (4) desired by local school districts, and (5) essential for Oregon's long term economic growth. Local school district should be able to pay for such study abroad programs and received State School Funds for students studying abroad on them.

(1) **Good for students:** For individual students, studying abroad can be transformative. There are many educational benefits to studying abroad: (1) They become global citizen with a better appreciation for other cultures. By immersing themselves in unfamiliar practices and customs, students become better equipped to identify and interact with people from other cultures—whether it be in school, on the job, or in their personal lives. (2) They become flexible, independent thinkers, able to handle all kinds of experiences. Students who study abroad are better prepared to make transitions, take control of new situations, and appreciate challenging situations for what they are: opportunities to learn and grow. (3) They become more marketable to colleges. There's a reason admissions officers like seeing international study experience on a résumé—it's one of the greatest ways for students to acquire the kinds of life skills that can't be learned in a classroom. Studying abroad shows initiative, maturity, and independence. (4) They become more aware of their academic and professional passions. Studying abroad helps students gain perspective for their next big step. By allowing them to explore their interests and develop new ones, studying abroad can give students a better sense of what they want to study in college or even pursue as a career. And (5) they become more adept at processing and learning from

experiences. Studying abroad in high school provides students with an opportunity to reach new heights. The ability to recognize those achievements—while making and learning from their mistakes—and to grow academically and personally is integral to the study abroad experience.

(2) **Cost competitive:** There are existing study abroad programs, with fees covering tuition, room and board with a family, and transportation, that cost less than the Oregon statewide per pupil operating costs. In 2012-13 (the most current year reported in ODE report #51), the statewide "Operating Expenditure per Student" was \$9,364. The study abroad organization ASSE, established in 1976 as the American Scandinavian Student Exchange by the Swedish Government, now maintains 38 offices in 31 countries and accommodates more than 30,000 high school age students and host families annually in its programs in the participating countries. Below, as an example, are the fees for ASSE study abroad programs. Note that school year study abroad programs to thirty different countries each cost less than the annual operating expenditures per student in Oregon. Oregon can reduce costs by sending some students to study abroad.

**Preliminary Application Fee:**  
 ( Exclusive of Program Fee ) **All Programs \$200**  
 All candidates for acceptance in the ASSE Exchange Program must complete the attached Preliminary Application form (or you can apply on-line) in full and submit it with a \$200 cheque for processing to ASSE. This fee is refundable if you are not accepted into the ASSE program. Consideration for acceptance and country of preference will be based upon your qualifications and the date of receipt of this application.

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**Program Fees: School Year or Semester\*\***  
 (August/September 2015 Departure)\*\*\*

Poland	Sweden	Norway	Finland	Italy
Czech Rep	Slovakia	Germany	Portugal	Estonia
Ukraine	Holland	Lithuania	Romania	Moldova
Spain	Denmark	Switzerland	Turkey	\$8490
France				\$9830
Mexico				\$7140 †
English Canada				\$9940 †
French Canada				\$13100 †
New Zealand ( July departure )				\$9650
Thailand ( July departure )				\$8100
China				\$9100
Taiwan				\$7980
Mongolia, Vietnam				\$8950

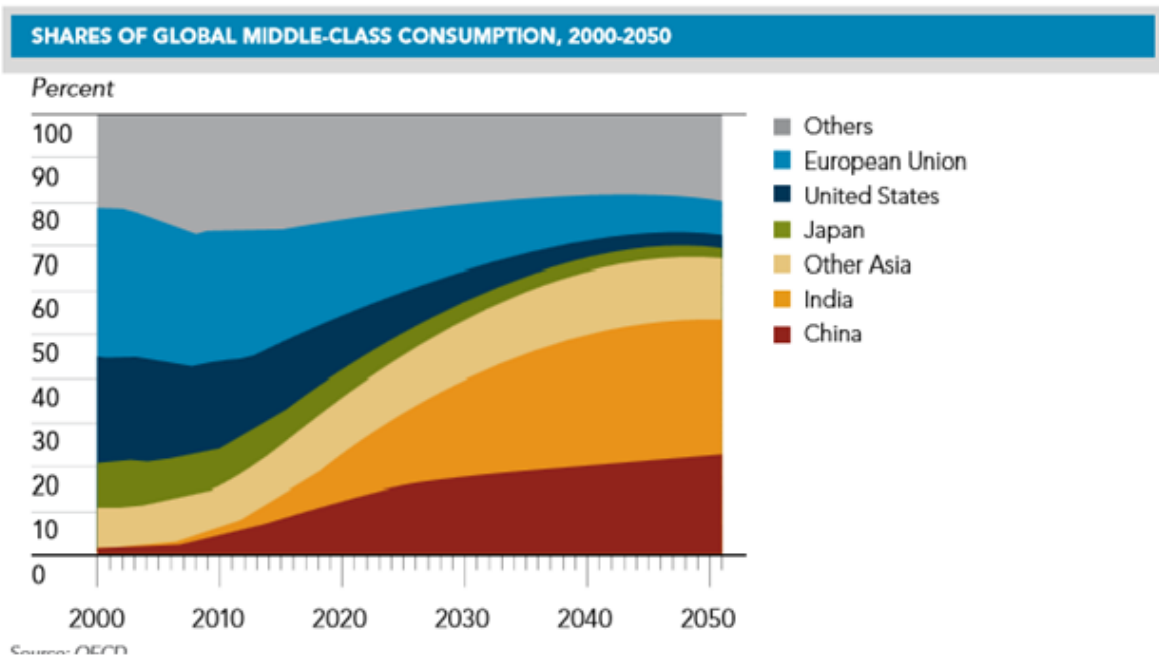
**Semester only\*\* ( August/September 2015 Departure )\*\*\***  
 Great Britain ..... \$8040

**School Year or Semester\*\* ( Spring 2016 Departure )\*\*\***  
 Australia ( depart January ) ..... \$13050  
 Japan, Korea ( depart March ) ..... \$9100  
 Argentina, Brazil ( depart January ) ..... \$7050  
 South Africa ( depart January ) ..... \$8590  
 Thailand ( depart May ) ..... \$8100

(3) **An educational equity issue:** Currently, most Oregon students who spend a high school year abroad come from relatively affluent families. Public programs provided by local school districts would give students from low income and minority families more opportunities to study abroad.

(4) **Desired by local school districts:** Portland Public Schools currently has pending in its 2015-16 budget considerations a pilot proposal to pay to send two high school student abroad, one to China and one to Mexico, for the 2016-17 school for a total cost of \$16,647. Will PPS get State School Funds for these two students if they go?

(5) **Essential for Oregon's long term economic growth:** 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 high school study abroad programs in key international markets.

Thank you - Dave Porter