



**Report  
of  
The Governor's  
International Relations Planning  
Committee**



**February 19, 2009**

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# **EXECUTIVE SUMMARY**

Governor John Baldacci created the International Relations Planning Committee by executive order, charging it to "develop a plan for a public-private partnership to foster and implement additional opportunities for Maine citizens, institutions and organizations, and businesses to engage in international education, cultural, people-to-people and economic interchanges, coupled with expanded international education programs in Maine."

This report summarizes the history of Maine's international engagement leading to the Committee's creation and its research and interaction with others engaged in strengthening our global involvement. The Committee's findings and recommendations are based on the results of that work and its deliberations in the past year.

## **COMMITTEE RESEARCH**

The Committee sponsored workshops and a conference to obtain input from those interested and involved in international relations within the state. Committee members conducted independent research on international programs in Maine, other states and a Canadian province and sought written input from organizations in Maine.

## **COMMITTEE CONCLUSIONS**

### ***A. International and Intercultural Engagement is important because:***

- 1. It promotes understanding that benefits Maine's economy by supporting international trade;**
- 2. It provides education in history, economies, languages, and cultures that prepares Maine people to become better global citizens;**
- 3. It leads to intercultural and humanitarian exchanges that create positive international relationships; and**
- 4. It makes possible intercultural understanding that fosters healthy, diverse Maine communities.**

### ***B. Successful International and Intercultural Engagement will Require:***

- 1. Expanded and improved education in foreign languages and cultures (including those that are present in Maine);**
- 2. Expanded and improved exchange programs;**
- 3. Expanded and improved programs and support activities for community knowledge and understanding of the cultures of ethnic and racial communities of Maine;**

**4. Engaged and coordinated State agencies with international and intercultural responsibilities;**

**5. Expanded and improved knowledge and understanding of the links between international education and cultural exchange;**

**6. Expanded and improved cooperative and collaborative activities among State and voluntary organizations; and**

**7. Integrated and improved cultural and educational programs related to the existing resources of the Maine International Trade Center.**

***C. The Following Major Issues Must be Addressed for Successful International and Intercultural Engagement:***

**1. Developing Communication, Coordination and Collaboration among the several agencies and many organizations involved in international and intercultural engagement;**

**2. Increased Statewide Visibility of International Relations;**

**3. International Strategic Planning and cooperation for each of the key Subject Areas (Education, Exchanges, Domestic Intercultural Relationships and Trade); and**

**4. Providing Leadership and Resources to Sustain This Effort.**

**COMMITTEE RECOMMENDATIONS**

Informed by its conclusions, the Committee recommends the following:

***A. Create a Strategic Planning Task Force***

The Committee was impeded by limited time and resources. It could not bring to the table all parties that must be involved in the highly detailed planning for the future of Maine's international engagement. Believing it is critical that the policy makers, policy implementers and those who will be affected by policy join in the creation of Maine's strategic international engagement plan, we recommend:

1. That the Governor create a short-term State Task Force with broad membership (including MITC, DECD/Tourism, the University System, DOE, the Community Colleges and the Cultural Affairs Council as well as citizens involved in art/culture, citizen diplomacy, domestic intercultural relations, education, humanitarian and civic causes, public policy and tourism/recreation) to continue to develop a detailed State Strategic Plan for expanding and implementing Maine's capacity for global engagement and a healthy, diverse society.

2. That the Task Force be held to a clear, fast and ambitious schedule.

3. That the planning include programmatic improvements in foreign language and international cultural education, domestic intercultural understanding and appreciation, exchange programs, plus the development of expanded communication, cooperation and collaboration among state agencies and institutions, communities and organizations engaged in international education and cultural exchanges.

***B. Create a Sustainable Structure to Integrate and Support International Efforts within the State***

The IRPC believes strongly that the creation of a highly visible and sustainable structure that integrates the international cultural and educational and trade efforts within the State is imperative to the success of moving Maine forward to full engagement in international and intercultural affairs.

The IRPC has researched and explored numerous possible models for such an entity. We offer for further consideration by the Task Force the following models, while encouraging the Task Force to consider other possibilities:

1. The Maine International Trade Center's (MITC) proposed structure
2. The Maine Aomori Sister-State Advisory Council (MASSAC)
3. The Maine Coalition for Citizen Diplomacy's (MCCD) proposed structure
4. The models adopted by the states of Maryland, Oklahoma, North Carolina, Iowa and province of New Brunswick, Canada
5. Maine Technology Institute (MTI)

***C. Undertake Short-term, Low Cost Actions to Enhance Our International and Intercultural Capacity***

The Committee has also identified several low-cost actions that could be implemented by the Task Force in the near future:

1. Develop or build upon an electronic portal/clearing house of information, groups, and agencies of all kinds who are involved in international or intercultural business, cultural and educational activities;
2. Convene all sister-state and sister-city organizations to discuss ways to expand citizen involvement and enrich our Sister State/City relationships and consider a similar effort by Maine's international humanitarian organizations; and
3. Develop programming to create a better understanding of our own ethnic and racial communities' cultural heritage

## **I. INTRODUCTION**

Maine has long had ties to the broader world, from its pre-history through its settlement, its participation in international commerce, its reception of additional immigrants and the contributions of its citizens as missionaries, teachers, diplomats and entrepreneurs. Our earlier ties around the globe pale, however, in contrast to the impact of world-wide events and forces on our State today. We experience it in the current financial crisis. We feel it in the unsettling incidents of international conflict and terrorism. We see it in the numbers of refugee immigrants who bring new diversity to our communities.

Governor Baldacci recognized the the imperatives of the global challenges to Maine. He established by Executive Order the International Relations Planning Committee with a charge to foster opportunities for Maine citizens, institutions, organizations and businesses to engage in expanded international education, cultural and economic exchanges (see **Appendix 1**).

Our work has underscored the urgent need for us as citizens of Maine to plan carefully, to be prepared and, as opportunities arise, to respond decisively in global engagement by our communities, our state and our nation. We recognize the severe fiscal constraints on our current efforts, but that should not prevent us from readiness to seize the future.

We are encouraged by the interest, dedication and enthusiastic participation of so many citizens in the several meetings and workshops leading up to IRPC's final conference and this report. The financial and personnel support of the Maine Coalition for Citizen Diplomacy, the Maine International Trade Center, and the Maine Business School at the University of Maine are gratefully recognized and acknowledged. We believe the State can count on the groups, organizations and communities represented by those participants to support State government in structuring its own international engagement effort and to join in creative partnerships with State government in furthering international and intercultural engagement.

We have been aided by many, known and unknown, in our work, and we express special thanks to Cindy D'Angelo, who scheduled all of our meetings and tried to coordinate all of us, Ryan Bradeen, who helped with the Orono conference before he left for China, Peter Fandel, who helped with the Orono and Augusta workshops, Mike Hastings, who assisted with state contacts, and Amy Gieseke, who staffed the MCCD and Portland efforts.

## **II. BACKGROUND ON MAINE'S INTERNATIONAL ENGAGEMENT**

Over the past several years, the state has been active in pursuing international cultural and educational initiatives whenever possible. Resources dedicated to these purposes, however, have been too sporadic and insufficient to support a sustainable integrated international program that combines education, cultural activities and trade.

The state's most consistent and visible investments in international relations have been directed through the Maine International Trade Center. MITC's mission is: "To promote the expansion of Maine's economy through increased international trade in goods and services, and related activities." MITC has dedicated significant time and resources to support international educational and cultural initiatives whenever there has been a logical nexus with international trade activities. However, MITC was never designed or appropriated the funding to lead all of Maine's international cultural and educational activities. (See **Appendix 2** for a brief listing of MITC's joint cultural and educational activities).

MITC's leadership is exhibited by its extensive sponsorship of programs over the past decade. MITC has been a leading cooperater in the sister-state partnership with Aomori Prefecture, Japan; and in coordinating visits to Japan or to Maine nearly every year for the past 14 years. MITC over the years has also led sister-state efforts with Jilin, China, Rio Grande de Norte, Brazil, and Archangel, Russia.

Although MITC's programs over the years have mainly evolved alongside the needs of Maine's business community, it has consistently reached out to seek new opportunities for cultural and educational interconnectivity with other Maine entities. MITC was a leading advocate for attracting the Forum Francophone Des Affaires in the 1990s. MITC has formed cooperative alliances with Maine Maritime Academy and the University of Maine to offer international business courses in Portland on several occasions. Since 2001, gubernatorial trade missions have included at least one educational institution, and most recently trade missions have included cooperation with the Maine Office of Tourism in addition to several secondary and post-secondary educational institutions.

During the course of the IRPC process, MITC submitted the Maine International Trade Center Recommendations for Maine International Relations Planning Committee found in **Appendix 3**.

Maine also has a number of highly active, but not so visible non-governmental, non-profit and voluntary organizations involved in international activities. Largely unknown to the general public and infrequently covered by the media, thousands of Maine citizens are active in cultural exchanges with citizens of foreign countries. They and their foreign visitors are engaged in an impressive variety of international volunteer activities while extending hands of friendship around the world.

A few of Maine organizations acting on the promise of global engagement and the social, cultural and economic benefits it bring are:

**Maine-Aomori (Japan) Sister-State Advisory Council (MASSAC)** has an active exchange of educators, students, leaders in the arts and humanities and government officials, and has demonstrated effective collaboration between a sister-state organization and trade objectives of MITC (there are three Japan-Maine related partnerships).

**The Greater Portland-Archangel Sister City Committee** has a very active exchange relationship with Archangel, Russia, involving a broad array of education and cultural interests, including a current multi-year exchange of law professionals to help Russians adopt modern legal and judicial institutions (there are three sister-city partnerships in Russia).

**Maine Partners of the Americas** is a sister-state partnership with the state of Rio Grande do Norte in Brazil with a history of development projects and exchanges in education, health, agriculture, culture, business and currently a multi-year, domestic violence project involving lawyers, jurists, enforcement officers and service specialists.

**The Portland Global Community Task Force** has mapped a plan to utilize and coordinate the area's extensive international assets to promote Portland as an international city, to welcome visitors from around the world and to realize the economic benefits that internationalizing brings. The Executive Summary of the PGC Task Force is found in **Appendix 4**.

**BeGlobal** is an electronic communication platform for people and organizations interested in international relations and wishing to make connections with other individuals or organizations anywhere in the world, can do so in a manner similar to Face Book (Portland was chosen as one of four test locations).

**And Many Other Groups** The Maine Coalition for Citizen Diplomacy and the World Affairs Council's records show at least 130 intercultural organizations such as: Sister City/State organizations; intercultural friendship organizations; international social assistance and humanitarian organizations; faith-based international programs; and, foreign affairs advocacy/education organizations. In addition to these resources, there are dozens of K-12 schools, colleges and universities that have robust foreign student populations and nationally-recognized study abroad programs. There are also thousands of private individuals with unique personal experiences. The database from which the list of organizations was drawn is incomplete and will grow as additional resources are identified.

### **1. Sister-State, Sister-City Relationships**

*Archangel Committee of Greater Portland; Augusta-Fredericton, New Brunswick, Canada; Bangor-Carasque, El Salvador Sister City; Bangor-St. John, N.B., Canada; Bath-Bath England, UK; Bath-Tsugaru-shi Sister City Committee; Brunswick-Trinidad*

*Sister City; Eastport-Husavik, Iceland; Kotlas-Waterville Area Sister City; Greater Portland-Archangel, Russia Committee; Old Orchard Beach-Mimizan, France; Portland - Cap-Haitien, Haiti; Portland-Mytilene, Greece; Portland-Shinagawa, Japan; Scarborough-Scarborough, England; Scarborough-Scarborough, Ontario, Canada; Maine-Aomori Sister State Advisory Council; Maine-Rio Grande do Norte, Brazil; Maine-Jilin Province, China*

## **2. Cultural and Friendship Relationships**

*Aegean Arts and Cultural Exchange; African, Latino/a, Asian, Native American (ALANA); Alliance Francaise du Maine; Asian-American Heritage Foundation; Bates Dance Festival; Center for the Art of Living in America; Chinese Association of Maine; Chinese and American Friendship Assoc.; Portland Childrens Museum; Department of Health and Human Services; Department of Health and Human Services; Ethnic Minority Coalition; Forum Francophone des Affaires; Hidden Valley Camp; Immigtation Law Group, LLC; India Assocation of Maine; Intercultural Press; Japan-America Society of Maine; Korean-American Friendship Association of Maine; Latino Health and Community Services Inc.; Maine Arts, Inc.; Maine Families with Children from Asia; Maine International Film Festival; Maine Irish Children's Program; Maine Khmer Council; Meridian Arts DAB: The Rhythm Inlet; Mid-Coast Regional Arts Program; Museum of African Tribal Art; Peace Through Interamerican Com. Action; People for Educational Advancement and Community Enhancement (PEACE); Seeds of Peace International Camp; Watt Samaki Temple*

## **3. Humanitarian Programs**

*Hancock County Medical Mission; Heifer Project International - Northern Region; Konbit Sante - Cap Haitien; Maine Medical Center International Clinic; Medical Care Development; Partners in Rural Health in Dominican Rep.; Physicians for Social Responsibility; Project Hope; Returned Peace Corps Volunteers; Safe Passage; Tanzanian Childrens Fund; Violence Intervention Partnership; Rotary International*

## **4. Faith-based Organizations**

*Catholic Charities Maine; Bangor Theological Seminary; Central Africa Vision 2000; Episcopal Diocese of Maine; Maine Council of Churches; Maine Witness for Peace; Muslim Council of Maine; Pax Christi Maine; Presbytery of Northern New England, Presbyterian Church U.S.A.; International Christian Fellowship; Jewish Federation of Southern Maine; Roman Catholic Diocese of Portland; True Buddha Society of Maine; Unitarian Universalist Association; United Church of Christ/ Maine Conference; United Church of Christ*

## **5. Advocacy/Education Organizations**

*Amnesty International (Maine Chapters); Camden Conference; Citizens for Global Solutions, Maine Chapter; International Adoption Services Center; Maine Labor Department; Maine Foreign Affairs Education Fund; Maine Friends of Tibet; MidCoast Forum on Foreign Relations; MidMaine Global Forum; Nature Conservancy Maine Chapter; Peace Action Maine; Peace and Justice Center of Eastern Maine; World Affairs Council of Maine; United Nations Association-Maine Chapter; US-China People's Friendship Association; US Commerce Department District Export Assistance Centers; Justice Dept. Immigration and Naturalization Services*

Maine's non-governmental organizations and the thousands of individuals involved in them contribute greatly to our knowledge and understanding of other cultures. They do so in a largely uncoordinated fashion; both within the non-profit sector, and between the non-profit, government, and private sectors. Improved coordination across all areas is needed to strengthen the state's capacity for international engagement and its preparedness for the ever expanding global economy.

Although significant effort has been made over the years to address some cultural opportunities, it has become clear that state resources available for cultural and educational programming have been too limited. As a consequence, a group of individuals formed the Maine Coalition for Citizen's Diplomacy to foster and encourage broad based citizen involvement and interest in international relations (see **Appendix 5** for a brief description of MCCD and list of their events and activities). In furtherance of these goals MCCD coordinated and led a 2006 Citizen Diplomacy Summit, held in Portland. This attracted the participation of hundreds of Maine people, and received warm encouragement from the First Lady of Maine. The ongoing needs and efforts of the MCCD, in conjunction with the success of the summit, saw Governor Baldacci issue an executive order in 2007 creating the Maine International Relations Planning Committee (see **Appendix 1** for the IRPC Executive Order). The charge of this committee was to address new opportunities, working within the limits of the State's resources, to build upon our existing successes in the international arena.

The IRPC process expanded the dialogue among the stakeholders in international relations by hosting a number of meetings, including two regional public discussion sessions in Portland and Orono, and a summit in October 2008 in Augusta. These events were designed to elevate the interactions necessary to advance a more comprehensive international relations strategy for Maine (see **Appendix 6** for an example of the results from the Portland session). Over 200 people from more than 90 public and private organizations attended these meetings (see **Appendix 7** for a condensed set of results/recurring themes from the two conferences in Portland and Orono). The valuable insight of the participants in the IRPC events as well as the experiences of the IRPC member organizations have informed this report with Maine's needs for enhanced international relations and suggested the steps we need to take to get to the next level of global and intercultural engagement.

### **III. FINDINGS OF THE IRPC**

Based on the charge from Governor Baldacci and the contributions of Maine citizens and outside experts who have participated in the IRPC planning process, we conclude that the following reflects the general status of our state's global and domestic multicultural engagement efforts:

#### **A. THE SIGNIFICANCE OF INTERNATIONAL AND INTERCULTURAL ENGAGEMENT**

Maine has invested significant energy and modest resources to foster international trade, education, exchanges, and diversity awareness, but we need concerted action to improve our performance. From the principles underlying the IRPC to discussions at the various workshops, conferences, and committee meetings we have concluded there are significant reasons to enhance the state's international and intercultural efforts:

##### **1. International and intercultural understanding benefits Maine's economy by supporting international trade.**

International and intercultural understanding improve our ability to increase and expand trade as an important way to broaden the state's economic base, boosting current income, diversifying the opportunities for sales and diminishing the importance of specific overseas market risks. Engaging in trade programs that tap into other cultures inform consumer choices and can contribute to creativity and diversity within our own manufacturing and service industries.

##### **2. International and intercultural education in history, language, culture, and world economies, prepares Maine people to become better global citizens.**

Intercultural knowledge is needed for meaningful understanding and participation in foreign markets, and is a basic requirement for a productive workforce. It is also essential for citizens of a free society in broadening their personal horizons, exercising their civic duties, participating in civil discourse on international policies, in some cases, working as public servants in the international arena. Such knowledge helps all of us to better understand the social and cultural dynamics of the nation in which we live.

##### **3. International and intercultural and humanitarian exchanges create positive international relationships.**

Such exchanges, which include graphic and performing arts, literature, tourism and people-to-people exchanges, reinforce and multiply the dimensions of educational programs, open the door to expanded international friendships and understanding and increase the numbers of Maine citizens aware of and engaged in our international connections.

#### **4. Intercultural understanding fosters diverse Maine communities.**

Through increased knowledge and understanding we enrich our own culture, foster healthy relationships between different ethnic and cultural groups, expand our citizen and workforce base and increase our capacity to make positive contributions to international economic, social and political interchanges

### **B. THE NEEDS FOR SUCCESSFUL INTERNATIONAL AND INTERCULTURAL ENGAGEMENT**

In considering the State of Maine's international and intercultural engagement, the committee has found that there is a need to:

- 1. Expand and improve education in foreign languages and cultures** through the elementary, secondary and post-secondary schools, colleges and universities and through public and private outreach programs.
- 2. Expand and improve exchange opportunities** through sister city and sister state agreements, K-12 and post secondary institutions, and public and private exchange and Internet communication programs.
- 3. Expand and improve programs and support activities for community knowledge and understanding of the cultures of ethnic and racial communities of Maine** through meaningful participation and leadership from members of Maine's diverse communities.
- 4. Engage state government agencies** in education, culture and policy programs related to Maine's international involvements, and coordination of their existing and developing international activities.
- 5. Expand and improve knowledge and understanding of the links between international education and cultural exchange and the opportunities for successful international economic ventures.** In particular, consider a metric for evaluating the economic benefits of international educational and cultural engagement. The work of the State's Creative Economy panel of the early 2000's should be examined for parallels.
- 6. Expand and improve cooperative and collaborative activities** by private organizations and institutions involved in international education, culture and policy programs and productive links between those organizations and State government.
- 7. Integrate improved cultural and educational programs with the existing resources of the Maine International Trade Center** by building on the successful international trade experiences of MITC when crafting an overall international relations strategic plan.

## ***A special note on language education and student exchange needs:***

In relation to improved foreign language and culture education:

(1) IRPC believes immediate attention should be paid to strengthening foreign language education in primary schools, which is of particular importance. We suggest evaluating the possibilities of: examining the international education programs in the states of Connecticut, Massachusetts, Ohio and Vermont, sharing teachers between school districts, including international faculty; and expanding use of the interactive television system.

(2) We recommend that language be reinstated as a priority for the State's Learning Results

(3) We propose the Community College and University of Maine System review their foreign language offerings and consider a substantial increase in foreign language education with an emphasis on non-traditional foreign languages, if necessary making the offerings via ITV and/or through increased foreign faculty exchanges. This recommendation is fueled by the fact that a number of Maine high schools currently offer foreign languages that cannot be pursued at the college level in Maine.

**Appendix 8** and **Appendix 9** document the language offerings from K – 12 through College programs (the offerings in Maine's private Colleges parallel that found in our Public Universities).

In K-12, five schools offer multiple years of Chinese, three schools offer multiple years of Japanese and four schools offer multiple years of Russian (Italian and Greek are also offered). No school offers any African languages, Arabic, or the languages of India. A review of these language offerings demonstrates that the colleges in Maine are not ready to advance the language skills currently provided in K -12 education.

In relation to school exchange programs, the IRPC wishes to convey its belief in promoting student international exchanges with the goal that virtually all Maine high school students might experience a foreign culture. The Committee notes particularly the opportunity for low cost student international exchanges with our bilingual Canadian province neighbors.

## **C. MAJOR ISSUES TO ADDRESS FOR SUCCESSFUL INTERNATIONAL AND INTERCULTURAL ENGAGEMENT**

Achieving results in each of the seven areas identified above will be dependent in large part on our success in addressing the following issues:

### **1. Developing Communication, Coordination and Collaboration among the Several Agencies and Organizations Involved in International and Intercultural Engagement**

One of the consistent themes in the examinations of Maine's international engagement efforts has been the inconsistency of communication and coordination amongst involved agencies and organizations. Existing coordination is limited in scope and relatively intermittent. This is a natural result of components of organizations acting in their own "silos" where communications often are challenging.

Proposals to restructure the organization of and relationships between state agencies and between state and non-governmental agencies should be approached with considerable sensitivity and caution. There is a serious risk that attempts to reinvent the wheel to solve operational problems will result in further confusion and disillusionment.

Proposals should be explored within the context of a formalized and broad-based strategic planning effort. Assignment of responsibilities in government or in any proposed new umbrella organizations for non-government groups will only be effective when there is true consensus on mission and goals; a clear understanding of the pros and cons of the various options in structure and responsibility, and; a meaningful commitment to form strong partnerships and actively engage the public.

### **2. Increased Statewide Visibility of International Relations**

There is a need for a genuine ongoing commitment to public involvement, communications and engagement that involves individuals and communities that are not currently included in such discourse. Such action will increase the visibility of international relations to all communities and sectors of the state. The IRPC has attempted to reach out to these communities via the public meetings held in Augusta, Portland and Orono—but this is simply not enough. The northern regions of the state and the border communities who have much to offer have not been involved to any great degree. The indigenous peoples within this great state have also not had an opportunity to be heard or to offer their insights.

The IRPC recognizes that there are numerous groups and individuals who are interested in international relations, have broad perspectives, backgrounds and experiences that can only enrich any discussion, planning and implementation of international relations in Maine.

### **3. International Strategic Planning and Cooperation for each of the Key Subject Areas (Education, Exchanges, Domestic Intercultural Relationships and Trade)**

We are only able to suggest the scope and direction for such planning. Active involvement of key public officials, private groups and individual citizens directly concerned with these areas is required for development of a meaningful and effective strategic plan.

There is no current strategic plan that is publicly disseminated for the areas of education, exchanges, and domestic intercultural relationships. In IRPC's view trade seems to have the best developed plan of the key sectors with regard to an international focus. Development of an integrated strategic plan that is coordinated to the maximum feasible extent should be a top priority coming out of the IRPC process

An integrated strategic planning effort for all areas would make it possible to clarify objectives and missions; identify and define significant issues and opportunities; identify and assess options for addressing the issues; and, set program and structural goals. We cannot overemphasize the need for better, more frequent and more substantive communications in all areas related to international relations.

Any strategic planning effort must include representation inside and outside state government from those who are responsible for making and implementing policy decisions and those directly affected by those decisions. We believe a strategic planning effort should go hand in hand with improved coordination in State government and the development of a variety of partnerships in the state as a whole.

### **4. Developing Resources to Sustain This Effort**

Under ordinary circumstances an effort to increase and sustain international and intercultural engagement programs would face daunting challenges in obtaining the necessary human and financial resources. In the current recession and potential lengthy recovery period, the challenges seem overwhelming. The success of the effort depends on efficiency, maximum use of voluntary services, innovation, creative thinking and attention to a variety of government and non-government financial resources. They also reinforce the importance of economic development as a central purpose in international programming and call attention to the importance of making the state's effort as broadly based as possible in the education and cultural arenas as well as trade. The effort will not be quick and easy, but we must begin the process now.

## **IV. RECOMMENDATIONS**

The IRPC recommends the creation of a Task Force charged with strategic planning on international engagement on a number of identified fronts. Our recommendations are designed to take maximum advantage of existing organizations and resources, and are intended to quickly implement a state strategic plan for international relations.

These recommendations reflect common themes among the participants of IRPC meetings, and also follow some of the best practices of other states that were brought to the attention of the IRPC by Chris Whatley of State International Development Organizations and Council of State Governments (Washington, DC) and by MCCD as well as existing models within Maine. We believe that the experiences within and outside Maine can be a valuable source of reference for Maine to develop its own distinctive approach without starting from scratch.

A central tenet of these recommendations is that they are a beginning, not an end. We fully expect that these recommendations will be expanded/contracted and altered as time unfolds—but that the goal of positioning Maine as a leader in international relations will be preserved.

The following details our recommendations:

### **A. CREATE A STATE TASK FORCE TO DEVELOP A STATE STRATEGIC PLAN FOR INTERNATIONAL ENGAGEMENT**

Building on the work of the IRPC, we recommend that the Governor create a State Task Force to develop a detailed state strategic plan for international engagement.

The task force would be responsible for the development of a broad strategic plan for expanding and implementing Maine's capacity for global engagement and a healthy, diverse society. The areas of consideration for the plan will include programmatic improvements in foreign language and international cultural education, exchange programs and the development of expanded communication, cooperation and collaboration among state agencies and entities involved in international engagement. As part of its work the Task Force should devise recommended mechanisms for monitoring and assessing implementation of the strategic plan.

It is vital that this task force be held to a clear, fast and ambitious schedule.

## **1. Membership of the Task Force**

Having actively pursued the development of the state's international engagement for more than a year, the IRPC has a unique perspective and keen awareness of the importance of bringing to the table those who are in a strong position to help shape policy, those who will do the work of implementing policy and those who will be affected by the policy. To this end, we have carefully considered those who we believe would be vitally important to the work of the task force. In addition, it is our hope that the task force membership would reflect the racial, ethnic and cultural diversity of the state. Our recommendations for membership are:

Seven citizen representatives appointed by the Governor with knowledge and experience in art/culture, citizen diplomacy, domestic intercultural relations, education, humanitarian and civic causes, public policy and/or tourism and recreation.

A representative from the Maine International Trade Center

A representative from DECD and/or the Maine Office of Tourism

A representative from the University System

A representative from the Department of Education

A representative from the Community College System

A representative from the Cultural Affairs Council

## **2. Scope of the Strategic Plan**

In the course of its work, the IRPC identified seven requirements for the state's successful international and intercultural engagement. In each case, the IRPC concluded that further strategic analysis was necessary to construct the best possible international and intercultural policy for the state. Recognizing that the task force will determine which items it subjects to in-depth strategic planning, the IRPC urges consideration of the findings of this report. Those findings appear in the Findings (Section III.) of this report.

Undoubtedly the members of the task force, in bringing to bear their own expertise in international and intercultural matters, may wish to refine or expand the issues identified by the IRPC, and should not be precluded from doing so.

## **3. Fast-Track Recommendations**

The IRPC also offers a number of specific and potential "fast-track" recommendations it wishes to ensure are communicated to the task force. Unlike the broader issues identified above, some of these recommendations could be brought to fruition in the short term. Specifically, the IRPC recommends the state:

Develop or build upon existing electronic portals or clearing-houses of information, groups, and agencies of all kinds who are involved in international business, cultural and educational activities. There is an enormous amount of activity in international relations that remains well below the radar of the state. These information portals are vitally important as faith-based organizations, educational institutions, NGOs, government agencies and organizations and individuals that are involved in international activity need to be able to share information on an ongoing basis.

Expand citizen involvement and enrich our sister state/city and humanitarian organizations. The state could convene all sister-state and sister-city organizations to discuss ways to collaborate and share experiences. Maine's international humanitarian organizations should determine whether similar discussions would be beneficial to them.

## **B. CREATE A SUSTAINABLE STRUCTURE TO INTEGRATE AND SUPPORT INTERNATIONAL EFFORTS WITHIN THE STATE**

The IRPC believes strongly that the creation of a highly visible and sustainable structure that integrates the international, cultural, educational and trade efforts within the state is imperative to the success of advancing Maine's engagement in international and intercultural affairs.

The IRPC has researched and explored numerous possible models for such an entity. Because of time constraints and the lack of participation by some of the constituencies most important to the decision making process, including, notably, the relevant state agencies, we do not feel it is wise to conclude at this time which of these models is the best for Maine. In addition, the strategic planning process will help inform the decision of what structure is most appropriate. The form of the organization must follow the functions it is to serve. Therefore, we offer for further consideration by the task force the following models to consider:

The Maine International Education Center Model: MITC proposed model creating a "Maine International Education Center" structured as a 501(C)(3) non-profit public/private partnership with dual reporting responsibilities to a host state agency and an advisory board. The board would consist of at least four citizen representatives appointed by the Governor and eight state agencies involved in the cultural and educational affairs, and is described in **Appendix 3**

A Maine-Aomori Sister-State Advisory Council (MASSAC) model. This model could mirror the MASSAC model, which is structured to coordinate private and public activities to further strengthen the cultural and economic ties with the Prefecture of Aomori, the "Sister State" to the State of Maine. It is made up of 17 members appointed by the Governor, including representatives from arts, humanities, culture and trade agencies, quasi-governmental entities and NGO's, colleges and universities, Maine-Aomori sister-city organizations, other sister-state organizations, school districts and at-large representatives.

The Maine Coalition for Citizen Diplomacy (MCCD) proposed model. This proposed MCCD model found in its Recommendations of MCCD to the IRPC, found in **Appendix 10**, describes a minimal cost structural model that features a Governor's Sub-Cabinet on International Affairs, an independent International Advisory Council and an International Affairs Office in the Executive Department.

The models adopted by the states of Maryland, Oklahoma, North Carolina, Iowa and province of New Brunswick, Canada. Please see **Appendix 11** for detailed information on the very compelling programs developed by these states and New Brunswick and **Appendix 12** for a description of Oklahoma's International Strategic Action Plan

The Committee also notes that the State International Development Organizations (SIDO) has reported that co-location of such an entity with trade or educational institutions with strong international relationships and that have a state-wide presence can increase cooperation and provide efficiencies in their operations. This should be further explored when making future recommendations for a permanent model.

## **V. CONCLUSION**

It is vital that the State of Maine advance the status of international relations by implementing the recommendations of the International Relations Planning Committee. The state can achieve the goals of preparedness and integration contained in the recommendations of this report by fulfilling the following:

- **Commitment** by the Governor and the departments and agencies in his Administration, to active participation and support of efforts to move Maine forward in the areas of international and intercultural engagement.
- **Active participation** by public and private agencies throughout the state in support of the overall effort.
- **Adequate staff and logistical resources** to support the work of state officials and committed volunteers. We recognize the obstacles to providing staff and logistical resources, given the current state of the economy and projected State budget problems. It will be essential, therefore, to find a combination of public and private financing to pay for or make available those resources. We believe that such resources can be obtained and/or generated.

We have recommended a careful, thoroughgoing, inclusive planning effort to chart Maine's course in vigorous and productive global engagement, but that is not a prescription for delay. We have a chance to capture and enlist the interest, energy, talent and imagination of thousands of Mainers who want us to turn the crisis of the moment into an opportunity for enlarged vision, healthy diversity, and constructive contributions to national and international understanding and prosperity. There are obstacles. There are constraints. But the time to act is now.

# Appendix 1

## Executive Order establishing the IRPC

January 11, 2007

26 FY 06/07

WHEREAS, the arts and cultural resources in Maine provide a unique opportunity for the state to grow its innovative economy by increasing trade, not only in traditional goods and services, but in creative ideas and innovations; and

WHEREAS, reaching across cultural divides will enhance our understanding and appreciation for differing customs and traditions and will contribute to the expansion of knowledge and interest in Maine, its history and culture; and

WHEREAS, education and cultural interchanges and people-to-people involvements with sister-cities, sister-states and other foreign communities and organizations will broaden and strengthen the relationships between Maine citizens and those of other cultures and facilitate joint projects and programs; and

WHEREAS, expanded foreign language and culture education programs from pre-school through continuing education will enlarge the capacity of Maine citizens to contribute to international understanding, reduced international tension and conflict, healthy international trade and broader appreciation and understanding of cultural diversity in our own communities; and

WHEREAS, cultural and educational interaction opportunities can be greatly expanded through use of direct visits, cost-effective communications through the internet and the exchange of materials in various media; and

WHEREAS, an effective Maine program of international relations, education and cultural interaction and trade will depend on creative partnerships between State government, local communities, educational institutions, cultural organizations, businesses and trade organizations, building on existing experience with sister-city and sister-state organizations, voluntary efforts and the Maine International Trade Center; and

NOW, THEREFORE, I, John E. Baldacci, Governor of the State of Maine, do hereby order the creation of the Maine International Relations Planning Committee (“Committee”).

### Purpose

The Committee is created to develop a plan for a public-private partnership to foster and implement additional opportunities for Maine citizens, institutions and organizations, and businesses to engage in international education, cultural, people-to-people and economic interchanges, coupled with expanded international education programs in Maine.

## Membership

1. The Committee shall consist seven members, who are appointed by, and serve at the pleasure of the Governor, one of whom shall be appointed to serve as chair.

2. A representative from other state agencies or other organizations not represented on the Committee can be called on to provide limited information or to participate fully in the Committee when, in the Committee's discretion, that person has responsibilities or expertise in a particular area that would be helpful to the work of the Committee. The Committee may establish sub-committees as necessary to work on specific tasks. The Committee shall consult with representatives of various international relations constituencies and shall convene at least one conference of interested parties from a broad range of organizations involved in international relations that can advise the Committee on Maine's international, cultural, educational and economic relations interests and potential programs.

## Duties

The committee is charged with developing recommendations and a work plan for enhancing and coordinating Maine's public-private partnerships in cultural, educational and economic relations interests and potential programs. A report containing the Committee's recommendations and proposed work plan shall be submitted to the Governor, the Legislature and the participating organizations no later than December 31, 2007.

## Procedures

The Committee shall meet at times and places called by the chair. The Committee may accept staffing, financial and other administrative or program support from outside sources as it deems appropriate to its duties. The members of the Committee shall serve without compensation.

## Effective Date

The effective date of this Executive Order is January 11, 2007

\_\_\_\_\_ John E. Baldacci, Governor

# Appendix 2

## Snapshot of MITC Cultural Activities

- 1994 MWTA Chinese Government delegation and banquet in conjunction with CAFAM
- 1995 MWTA Trade Mission to South Korea and Japan included a visit to Aomori.
- 1997 MITC Trade Day themed “Trading Gateways” aimed at understanding cultural relationships and the interconnectivity with trade.
- 1997 US-China Peoples Friendship Assoc. hosted its biannual meeting in Portland
- 1997 Cooperation in attracting the FFA
- 1997 Hosted Aomori Representatives
- 1997 MITC coordinated legislative mission to Jilin, China
- 1998 MITC and MMA coordinated a two-nation trade mission to Reykjavik, Iceland and St. Petersburg, Russia
- 1998 MITC traveled the state with an Aomori delegation to display an informational kiosk with Aomori products, and also sponsored a similar display in Aomori.
- 1998 MITC participated in the Portland-Archangel, Russia visit to honor Portland’s sister-city in Russia.
- 1998 MITC invited the sister-state of Rio Grande de Norte, Brazil to exhibit at Maine Trade Day as a follow up to the 1997 gubernatorial Trade Mission to Brazil. The Brazilian delegation was also welcomed by school children from Gardiner.
- 1998 MITC hosted reception honoring the Foreign Affairs Minister of Zimbabwe who was in Maine for events related to USM and the World Affairs Council.
- 1998 MITC assisted with two visits of an Aomori business delegation.
- 1999 Maine Maritime Academy and MITC had a cooperative agreement to offer courses in business management out of the MITC office.
- 1999 MITC and MMA cooperated on a mini-mission to Genoa, Italy
- 2000 MITC donated office space and services to the successful OpSail event
- 2001 MITC cooperated with UMaine to offer a post-baccalaureate program in international business.
- 2000 MITC hosted a government intern from Aomori as part of a US orientation program.
- 2001 MITC hosted a Brazil night that explored business opportunities and cultural connections
- 2001 MITC hosted Aomori delegation and visits to businesses and schools
- 2001 USM participated in Gubernatorial Trade Mission to Mexico
- 2002 Trade and Cultural Mission to Aomori
- 2002 MITC received federal grant with UMS and EMDC to study curriculum development
- 2003 MITC and MMA coordinated a Maine products showcase on the TS State of Maine
- 2003 MITC traveled to Ecuador to explore educational exchange programs
- 2003 Gubernatorial Trade Mission to Ireland included Husson and UMaine
- 2004 MITC hosted Aomori delegation
- 2004 MITC led a mission to Quebec and launched a cross-border curriculum project
- 2004 MITC hosted the Consul General of Germany to a Northern Maine tour at the Biathlon World Cup
- 2004 Trade Mission to Germany and Italy included a tourism component and U Maine
- 2005 MITC Collaborated with MSSAC for mission to Aomori
- 2005 MITC organized a Bangor visit from its sister-city, Saint John, NB
- 2005 Gubernatorial Trade Mission to France included tourism, legislators, and several educational institutions.
- 2006 MITC hosted a representative from Aomori for 9 months.. MITC also hosted a trade delegation
- 2007 Gubernatorial Trade Mission to South Korea also had a cultural mission to Japan. The mission included an extensive presence from tourism and education.
- 2007 MITC participates in the Atlantica trade corridor between Bangor and Saint John, NB.
- 2008 MITC welcomes Aomori Delegation.
- 2008 Gubernatorial Trade Mission to Canada features representatives from Maine Office of Tourism and Maine Maritime.
- 2009 MITC hosted an “Education Program” to discuss recruiting more international students to Maine.

# Appendix 3

## Maine International Trade Center Recommendations for Maine International Relations Planning Committee *Final Report* December 29, 2008

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### Introduction

Maine's culture and economy have been fully integrated into the global economy since the first settlers began exporting fish and timber to Europe in the 1700s. Today, the cultural and economic integration of the State is more significant than ever; impacting all of our manufacturing, tourism, education, government, and cultural endeavors.

The Maine International Trade Center (MITC) was established by the Maine Legislature in 1995 "To enhance the competitive advantage of state businesses desiring to compete in the international market." The statute was the result of recommendations made by the broad-based "Governor's Advisory Council on International Trade" that was established by then Governor Angus King. The Advisory Council was charged with developing a public-private strategy for international commerce. That report effectively consolidated the State's international trade efforts from three state-funded organizations into one public-private partnership at MITC.

The structure at MITC has by all accounts been effective, measured by the success of the organization. MITC has experienced tremendous growth in membership over the past 14 years, and has provided consistently high quality services to Maine businesses (large and small) from its offices in Portland, Bangor, and Lewiston. These services include trade missions every year to countries all over the world. These missions have been successful in not only advancing the State's commercial interests, but have also allowed the State to promote cultural and educational linkages. Through MITC's efforts, the State has seen steady and significant growth in the international sector, and our exports have kept pace with the rest of the country for the past 17 years. The 2008 Measures of Growth report highlights, "In today's global economy, international markets represent opportunities for growth for Maine businesses and in turn the Maine economy. It is important for Maine businesses to have access and the ability to meet demand in these markets."

While the State has experienced considerable successes in advancing opportunities in international trade, the growth of opportunities for cultural and educational exchanges has remained relatively uncoordinated. When consistent with its mission, MITC has taken a leadership role in activities such as promoting trade and cultural relationships with Aomori, Japan through trade missions and cultural missions. MITC has also been involved in tourism related initiatives and has made it a point to include tourism and educational entities in its trade mission programs.

However, it has become clear that the state resources available for cultural and educational programming have been too limited. This realization prompted Governor Baldacci to issue an executive order in 2007 creating the Maine International Relations Planning Committee (IRPC). The charge of this committee is to address new opportunities, working within the limits of the State's resources, to build upon our existing successes in the international arena. Fundamental assumptions guiding the Executive Order are:

Arts and cultural resources enhance the economy in terms of trade and new ideas;

Education and cultural interchanges create more opportunities for projects and programs;

Foreign language and cultural education opportunities are vital for Maine students in a global marketplace; and,  
State, public, and private resources need to be brought together to form new creative partnerships and opportunities.

The Executive Order called for:

- Convening a diverse planning committee representing education, business, and cultural organizations;
- Holding two Forums in May and June of 2008 to discuss international strengths and opportunities; and,
- Holding a conference in October 2008 to discuss the future of international relations for Maine.

The results of these various activities inform this proposal from MITC. MITC believes that if adequate state resources could be made available, significant new opportunities for international connections can be realized through a state sponsored public-private partnership that supplements the existing international initiatives within the State.

### Analysis

The Administration, in establishing the IRPC, acknowledges the fact that Maine is a vital member of the international community. Our inter-dependence is not only economic, but increasingly cultural as well.

Maine's international assets are numerous and include global businesses that ship our products to all corners of the world. We have well known research and learning institutions that are connected across the world. The University of Maine System has a robust international student population, as do the State's Community Colleges and private educational institutions. Portland is home to the Council on International Education Exchange, and we have outstanding cultural programs ranging from the Seeds of Peace Camp to state and local sister cities programs. We are also deeply culturally diverse with our traditional ethnic populations and our growing immigrant communities.

Despite these numerous assets, we lack necessary coordination of our international cultural and educational activities. Statewide cultural exchange programs are largely volunteer-driven. Support from the State through MITC and the Universities are limited by scarce existing resources. The "Maine Brand" is well known internationally, especially in Europe and Asia, but we do not have the funds available to market ourselves adequately in those regions to attract more international visitors. Furthermore, we are limited in our ability to promote and market cultural diversity to our citizens. Even language and cultural classes and foreign languages in our schools are becoming rare as they often fall victim to local budget cuts. This leaves our students lacking the key skills they need to compete in a global market environment.

Several states have taken action to address the cultural side of international relations in order to address similar problems with coordination. The State of Maryland, it seems, has taken the most aggressive approach. Through the Maryland Secretary of State there exists the "Division of International Affairs," charged with organizing: 1) the Maryland Sister States Program with ten nations; The Governors Sub-cabinet on International Affairs; and the Maryland International Consortium that coordinates efforts between cities and civic organizations. Maryland's International Operations Office (international trade office) resides within its Department of Business and Economic Development, which serves as a member of the Sub-cabinet on International Affairs.

In Iowa a public-private partnership called "Iowa Sister States" was developed to manage the state's 8 sister state programs. The program is co-located with the Iowa Department of Economic Development. Its goals are focused on promoting the sister state relationships, enhancing global understanding, and facilitating the exchanges to support these goals. The Iowa international trade office is a separate entity within the Department of Economic Development.

The State of North Carolina has approached the educational component by creating the North Carolina Center for International Understanding through the University of North Carolina. This program links communities, policy leaders, and educators to encourage cultural competency and awareness through North Carolina schools. It is not apparent that the State of North Carolina has a state-sponsored program specific to sister cities, although many communities do have their own sister city relationships. International trade is separately serviced through the North Carolina Department of Commerce.

These states have adopted diverse approaches to coordinating cultural issues. In considering how Maine can best address our need for enhanced coordination of international cultural activities, we must acknowledge the reality of Maine's severe budgetary constraints. It is equally important, however, that we recognize that Maine has existing institutions that are well positioned to implement programmatic international cooperation by supplementing them with funds, without having to create a costly new bureaucracy. Current state resources that can be leveraged in this regard include:

MITC for all business related international inquiries. MITC offers technical assistance, educational programming, and trade policy through its public-private structure. MITC is administered through the Maine Department of Economic and Community Development, which is also responsible for statewide economic development activities and the Maine Office of Tourism.

The University of Maine and Community College systems are extensively involved with international affairs. Public policy arms such as the Cohen Center for International Policy and Commerce or the Margaret Chase Smith Policy Center at the University of Maine are intimately involved with public policy in Maine. The Community Colleges have also been active in recruiting international students.

The State Cultural Affairs Council includes several cultural agencies such as the Maine Arts Commission, Maine Historic Preservation Commission, and the State Museum, Archives, and Library. The council through its agencies has extensive connections to community and school-based arts and cultural education across the state, including international arts and cultural programs and exhibits. The Maine Office of Multicultural Affairs exists as a unit of the Department of Health and Human Services and is charged with improving the state's service offerings to ethnic, racial, and linguistic minority populations. It also staffs a Governor's Sub-Cabinet on multicultural affairs.

### **Recommendation**

We can benefit by following the lead of the other states that have addressed the international relations question to craft a program that reflects our economic realities, meets our identified challenges and supplements our existing efforts. The greatest perceived need in Maine is coordination of international cultural activities. Our recommendation options below meet that need while respecting the current financial challenges of state government. We recommend supplementing either the international efforts of the University of Maine System or the Department of Economic and Community Development with sufficient resources to operate a public-private Maine International Education Center.

Subject to funding, the center would be charged with:

Coordinating international cultural activities and exchanges of the State of Maine and of Maine cities and towns.

Establishing a website for the initiative that would also promote Maine's cultural and educational sister-state relationships.

Communicating to the people of Maine international and multicultural events that connect us to the rest of the world, and communicating Maine's diversity to international audiences.

Coordinating international outreach with the existing activities of MITC, Office of Tourism, and public and private colleges in Maine.

Coordinating international arts and cultural opportunities with the Cultural Affairs Council.

Engaging Maine schools to incorporate international education and language to a greater degree in the k-12 curriculum.

The Maine International Education Center would have dual reporting responsibilities to a host state agency and an advisory board. The board would serve the function of informing the program of the Center, and ensuring coordination among ongoing international cultural efforts of various state agencies. The board would consist of at least the following:

Four citizen representatives appointed by the Governor representing but not limited to representatives from: arts/culture; citizen diplomacy; education; humanitarian and civic causes; public policy; business/Maine State Chamber or; tourism and recreation.

A representative from the Maine International Trade Center

A representative from DECD and/or the Maine Office of Tourism

A representative from the University System

A representative from the Department of Education

A representative from the Department of Health and Human Services (OMA)

A representative from the Community College System

A representative from the Department of Labor

A representative from the Cultural Affairs Council

The Center could be hosted either through the University system or Department of Economic and Community Development. It is recommended that funding follow the MITC model, whereby the state funds one FTE director in addition to a grant to defray part of the operating expenses. Additional funds would be solicited by the center from private and institutional sources. Given the current economic climate funding for the International Education Center should not come at the expense of the Trade Center or other activities charged with the economic growth in the State of Maine.

The University could sponsor such a program could be established within any department dedicated to international affairs, public policy, or educational policy as these are all relevant to the state's needs as identified by the IRPC. The University staff in charge of this initiative should also be responsible for membership development and supporting the advisory board. This relationship could be effective as the University has extensive working relationships with k-12, higher education institutions, government, and the international community.

Alternatively, DECD could sponsor such program by establishing a sister organization to MITC that could be co-located with MITC. The State staff in charge of the program would be responsible for membership development and supporting the advisory board. This relationship would also be effective as MITC is fully immersed in international relations and has an effective structure to bring together public and private organizations. Co-locating the two organizations would be an efficient way to minimize overhead costs and further leverage international relations to strengthen an overall economic position.

### **Conclusion**

Maine's need for cultural and economic integration will, if anything, increase in the coming years. The State is in a position to be a leader in coordinating the full spectrum of its international relations activities. Taking pages from several successful states we offer this proposal for a program that can address Maine's needs in a streamlined and efficient way. The options we suggest for discussion are designed to create an immediate programmatic impact while minimizing bureaucracy, administration, and cost. Moving this proposal forward would enable us to take our existing sister-state relationships to the next level, and paving the way for new ones. It promotes international and language education in our schools and universities, foster a welcoming environment to international guests and students, and most importantly represent a long-term strategy for social and economic growth and development by complimenting our successful international commerce activities with cultural and educational activities.

# Appendix 4

## GREATER PORTLAND GLOBAL COMMUNITIES TASKFORCE REPORT AND RECOMMENDATIONS

### SECTION ONE: Executive Summary

#### **Preface:**

The Greater Portland Global Communities Task Force finds that, amidst profound global social and economic change, Portland and the Greater Portland region, must embrace international engagement and cultural diversity. We must aspire to develop a citizenry and civic culture that, through education, aspiration, and design, is committed to advancing the Greater Portland region as a unique global community. This is a new regional imperative that will directly impact our economic future and our region's quality of life.

Our uniqueness will emerge from our sustained collective commitment to discover, explore and capitalize upon our own global asset base, with the purpose of creating new economic, educational, cultural and social opportunities for all our citizens.

We make this report during the greatest global economic crisis since the Great Depression. We recognize that many individuals, institutions and businesses have been adversely affected by this global recession. Long term solutions to current issues demand broad, visionary thinking and leadership for the future.

Instead of diminishing our global linkages, now is the time to strengthen and celebrate them. We hope this report will bring to light the remarkable global assets that exist within the Greater Portland region, and demonstrate how these global assets can be used to create new opportunities for our region and state.

We have concluded that our linkages to the rest of the world are underestimated, underutilized and untapped opportunities. We need to embrace strategies that will strengthen the organizational capacity of our region's global assets.

We live in a rapidly globalizing world, and the challenges this brings are all around us. We need to rapidly move forward to develop new skills, including language proficiencies, technological connectivity, and understanding different cultural perspectives. These new skills will add great value to our community, and to the individuals who embrace them.

In the Greater Portland region, we are fortunate to have a powerful and expanding set of global assets. These global assets appear in every sector of our society including business, education, arts and culture, sports and recreation, and the environment. Global assets also exist as neighbors and friends who have come from distant lands to call the Portland area home. Additionally, they exist as neighbors and friends who have decided to personally give of themselves to create a more just and peaceful world. Examples of global assets include:

Gulf of Maine Research Institute

Fairchild Semiconductor

The World Affairs Council Maine

The Council of International and Educational Exchange (CIEE)

Sappi Fine Paper

Maine International Trade Center

Sister City Partnerships

The Greater Portland Multi-Cultural communities

The Center for Global Opportunities, Southern Maine Community College

**Recommendation:**

Our message is simple – these important global assets must be recognized, celebrated and used more strategically to bring tangible benefits to Portland, the Greater Portland region, and the State of Maine. They present unique opportunities:

**To greatly diversify and strengthen our state and local economy.**

**To truly embrace** our growing multicultural community, both existing residents and our new arrivals, as global assets – recognizing that they have much to contribute to our community and our economy.

To prepare our students for the challenges of the 21<sup>st</sup> century.

To unleash new energy and creativity to find local solutions to global issues – to be on the cutting edge of energy independence and sustainable development.

This is a journey that needs to begin now. It will require leadership, commitment, resources, and passion. We trust this report from the Global Communities Task Force is the first step on this journey. While we offer some specific requests to the City of Portland which can be found in Section 6, our primary recommendation is to the Greater Portland Council of Governments.

We believe that the best strategy for unlocking potential opportunities that will emerge from our region’s global assets is to undertake this journey through a regional approach. Therefore, we recommend that the Greater Portland Council of Governments create the **Regional Center for Global Engagement**.

The Center will be charged with the following responsibilities:

To comprehensively understand, showcase, network and help build capacity of our region’s Global Assets

To commence a regional planning process that will culminate in adoption of a **Regional Compact for Global Engagement**. This new regional compact will emerge from five Opportunity Sectors:

Economic and Sustainable Development

Education

Multicultural Community

Arts and Culture

Citizen Diplomacy and International Development

To organize an annual, or biannual, Greater Portland Global Community Summit. This summit will bring together global assets from the region, and will focus upon the creation and implementation of the Regional Compact for Global Engagement.

By implementing this recommendation, the Greater Portland region will be taking an important step in becoming a unique global community. While some cities have established offices of international affairs, none have taken a regional and comprehensive approach to global engagement. No city to our understanding has implemented a Regional Compact for Global Engagement. We recommend that Portland City Council endorse this report, and forward the report and recommendations to the Greater Portland Council of Governments for their consideration and action.

# Appendix 5

## Maine Coalition for Citizen Diplomacy (MCCD) -- Brief Description and Report to IRPC

*The Maine Coalition for Citizen Diplomacy (MCCD)* is a group of organizations based in Maine engaged in an effort to foster mutual understanding between Maine and the rest of the world. Its mission is to increase substantially the engagement of Maine citizens in international citizen diplomacy. International citizen diplomacy is based on the concept that individuals have the responsibility to help shape relations with societies around the world.

A movement to involve more citizens in person-to-person intercultural experiences here and abroad began four years ago when a group of national non-profit internationally engaged organizations formed the *Coalition for Citizen Diplomacy*. To broaden the movement they urged their counterpart state organizations, sister/state and sister/cities, world affairs councils and similar organizations to sponsor their own "summit" meetings. In 2006, three Maine international citizen exchange organizations, the Maine-Aomori (Japan) Sister State Advisory Council, The Greater Portland/Archangel (Russia) Committee and Maine Partners of the Americas (Brazil) took up the challenge. With a 20 person steering committee, they formed the Maine Coalition and conducted a summit that drew a diverse group of people to discuss ways to provide more opportunities for citizen involvement in cultural and educational exchanges.

Besides identifying the barriers to citizen participation the meeting served to highlight the number of Maine organizations and institutions that have established relationships in other countries, knowledge of their cultures and familiarity with their languages. Finding this a resource for expanding Maine's international engagement Governor Baldacci created the International Relations Planning Committee (IRPC) to develop a plan for a partnership of economic development, education, intercultural relationships and humanitarian efforts to pursue his international goals. MCCD is represented on the Governor's Committee and helped organize the workshops and state conference sponsored by the IRPC.

### **Recommendation of the MAINE COALITION FOR CITIZEN DIPLOMACY to the INTERNATIONAL RELATIONS PLANNING COMMITTEE**

#### **OVERVIEW**

##### **The Vision**

The State of Maine embraces international engagement and cultural diversity, knowing our future will be shaped by the consequences of global social, economic and environmental changes. Therefore:

We are committed to strengthen our capacity and invigorate our actions to make our state and communities effective contributors to a diverse, sustainable and healthy global society, economy and environment.

We aspire to develop a diverse civic culture that embodies leadership in international encounters and understanding.

We aspire to contribute to the world community through our unique assets and character.

We aspire to build a sustainable Maine economy that is successful in responding to international realities and opportunities.

We will develop strong and resilient partnerships and communications between and among government, businesses, education and non-profit organizations in pursuit of our goals for Maine's global engagement.

### **The Charge**

This report addresses the purpose and duties for the Maine International Relations Planning Committee (IRPC) established by Governor Baldacci by Executive Order of January 11, 2007:

Purpose. "...to develop a plan for a public-private partnership to foster and implement additional opportunities for Maine citizens, institutions and organizations and businesses to engage in international education, cultural, people-to-people and economic interchanges, coupled with expanded international education programs in Maine."

Duties. "...The Committee is charged with developing recommendations and a work plan for enhancing and coordinating Maine's public-private partnerships in cultural, education and economic relations interests and potential programs."

### **The Current Situation**

Maine has an impressive and diverse array of international affairs organizations in the public, commercial, private and non-profit sectors. They lack, however, a structure or method for communication with one another; few have a relationship with the state government; the state government's occasional international interests are not formally organized; municipalities are beginning to collaborate with international affairs organizations.

## **ASSESSMENT AND RESEARCH CONDUCTED IN THE CREATION OF THIS REPORT**

In the course of creating this report, the Maine Coalition for Citizen Diplomacy and the International Relations Planning Committee undertook a variety of outreach and research efforts, many informed by the May 2006 Citizen Diplomacy Summit in Portland.

### **2008 Questionnaire**

In April 2008 a questionnaire was sent to all Maine international affairs organizations on record. Each was asked to identify its obstacles to progress, and the following were mentioned most frequently: lack of government support, publicity, staff and funding.

### **Building Global Maine Workshops**

On May 16 and June 6, 2008, Workshops were held at Ocean Gateway in Portland and the University of Maine in Orono. There were 124 participants representing 84 public, private and non-profit sector organizations with international interests. Following keynote speakers, break-out groups addressed five questions and reached the following conclusions:

1. Why is it important for Maine to be internationally engaged? Global events effect Maine locally, our assets and interests merit increased engagement, engagement informs local and state policy, global competitiveness and economic prosperity. Diminishing reliance on a resource-based economy will produce a more adaptable and diversified society.

2. How is Maine engaged and what are its current international assets? Maine possesses a wealth of international relationships and organizations, an innovative and entrepreneurial spirit and strong work ethic, vibrant immigrant communities, industry and research capacity, social service organizations, ocean location, technology infrastructure, ease of interaction with government, business and community leaders, and it is a domestic and international tourist destination.
3. What are weaknesses in Maine's international posture? Marketing of state and tourism, modern foreign language training and global curriculum, inconsistent media coverage of international and multicultural events, funding and leadership for international focus, awareness and coordination of state-wide international resources.
4. What would internationally engaged "success" look like 5-10 years from now? K-12 education in foreign cultures and second languages; state and municipal 'international' offices; expanded exports and foreign investment; media coverage of multicultural and international activities and events; a more global-minded Maine culture.
5. What are the elements of an effective internationally-engaged public/private partnership? Department of Education engagement and involvement; cabinet-level international affairs posts at state and municipal levels; a strategic plan including educational, economic, cultural, and service components; a forum for engagement, strategy and a clearing house for information sharing; an on-going communications program on value and results of international engagement that helps "brand" the state in international involvements.

There were recurring themes in both workshops which stressed the central tasks Maine confronts in establishing itself as an effective international participant:

- \*Education in language and culture at all levels;
- \*Leveraging existing strengths and assets;
- \*Integration and coordination of grassroots activities: cultural, business, economic and governmental;
- \*Stable funding sources and continued, coherent focus on sustaining global interconnectedness;
- \*Clearinghouse for international activities for coordination and general knowledge;
- \*Media coverage and communication within and beyond Maine of our involvement and the value we place on being international;
- \*Ongoing commitment of elected officials to international programming and activities.

### **Research into Public-Private Partnership Arrangements**

Substantial time has been devoted to exploring how American states and Canadian provinces structure their public-private international relations partnerships. Experiences in Iowa, Maryland, New Brunswick and North Carolina are inviting but not easily replicated, except for the central ideas of a public sector Sub-Cabinet on International Affairs or an Office of International Affairs in the Executive Branch. Each is also characterized by the leadership role of a Governor in establishing the state government's role in the process.

Maine's record of partnership development in related areas, while limited, provides an initial template for innovation in the area of international affairs:

The Maine Cultural Affairs Council ( HYPERLINK "<http://www.maine.gov/cac>" [www.maine.gov/cac](http://www.maine.gov/cac)), founded in 1989, is composed of seven statewide cultural agencies, five public (e.g., Maine State Museum) and two non-profit (e.g., Maine Humanities Council). The Council has three affiliate organizations (e.g., Maine Public Broadcasting Network (MPBN).

The Maine International Trade Center ( HYPERLINK "<http://www.mitc.com>" [www.mitc.com](http://www.mitc.com)), founded in 1996, is a public-private sector collaboration in Maine's international trade development. Its President is State Director of International Trade in the Department of Economic and Community Development (DECD). It receives both public and private funding, and its member businesses elect a private sector Board of Directors.

Maine's Sub-Cabinet for Multicultural Affairs and Multicultural Affairs Advisory Council (2007) provide a relevant multidisciplinary service and support structure.

( HYPERLINK "[http://www.maine.gov/tools/whatsnew/index.php?topic=Gov\\_Executive\\_Orders&id=2985](http://www.maine.gov/tools/whatsnew/index.php?topic=Gov_Executive_Orders&id=2985)" [www.maine.gov/tools/whatsnew/index.php?topic=Gov\\_Executive\\_Orders&id=2985](http://www.maine.gov/tools/whatsnew/index.php?topic=Gov_Executive_Orders&id=2985)...)

The Sub-Cabinet is composed primarily of government service providers, and the Advisory Council is composed primarily of service recipients.

## **RECOMMENDATION**

It is recommended that Maine create a four-part public-private partnership:

**International Interest Groups**  
**International Affairs Advisory Council**  
**Governor's Sub-Cabinet on International Affairs**  
**International Affairs Office**

**International Interest Groups** are composed of all interested parties: public (state and municipalities), private, non-profit, or commercial, which meet to promote the development and refinement of the following interest areas in Maine's global relations:

Arts and Culture  
Citizen Diplomacy (including Sister-City/State)  
Economic and Sustainable Development  
Education  
Humanitarian, Health and Religion  
Public Policy  
Sports and Recreation

**International Affairs Advisory Council** will be an independent body composed of representatives of the International Interest Groups. It recommends Maine's international state initiatives to the Governor. The Council additionally advises the Sub-Cabinet on International Affairs and issues reports to the Governor and the Legislature.

**Governor's Sub-Cabinet on International Affairs** will develop and monitor a comprehensive state plan focused on Maine's strategic interests and a higher level of success in the global community including benchmarks for measuring progress; recommends interdepartmental policies and activities, develops an annual interagency plan, and participates in international activities and exchanges. It is composed of:

Department of Economic and Community Development  
Department of Education  
Department of Health and Human Services  
Department of Labor  
Maine Community College System  
University of Maine System  
Other state agencies with direct interests in international affairs

**International Affairs Office** with a Director within the State Planning (or other government office) will support the International Affairs Advisory Council and the Governor's Sub-Cabinet on International Affairs. The office provides information about state agency programs and activities; manages protocol and arrangements for foreign state visits, coordinates relationships and government service with Sister States and Sister Cities, and serves as liaison with the Legislature. Administrative costs and personnel should be shared by the State and participating organizations, and Maine International Affairs Internships should be established for students from Maine's institutions of higher education.

## **INTERMEDIATE STEPS**

### **Education**

It is vital that the majority of Maine's secondary and higher education students will have the opportunity to experience a foreign culture, its people and its language.

State Board of Education to form a task force on international education with special attention to foreign languages in primary schools, as has been done in Vermont, Massachusetts, Connecticut and Ohio. State Board and Department of Education to begin promoting foreign educational experiences for virtually all high school juniors.

University of Maine System to review and promote policies to promote and facilitate a substantial increase in the number of university students having a foreign learning experience that is virtually routine for all students in Maine's private colleges.

University of Maine System to expand critical non-traditional foreign language offerings if necessary via ITV or foreign faculty exchanges.

### **Economic Development**

Catalog and publicize Maine's many international assets; strengthen MITC's capacity for promotion and overseas engagement including a physical presence in key foreign markets; increase MITC's capacity to interact with and utilize cultural resources in Maine's Sister State/City organizations.

### **Sister State/City Organizations**

Respond to requests for a web site to enable communications among exchange organizations on their multiple overlapping issues. This will create more opportunities for citizen participation in international activities and strengthen Maine's citizen diplomacy. It will link with a related development of the HYPERLINK "<http://www.BeGlobal.net>" [www.BeGlobal.net](http://www.BeGlobal.net) website.

## **THE OUTCOME -- 10 YEARS OUT**

State government's international activities are coordinated for maximum effectiveness and service to the public and operate from a cohesive state international strategy.

Maine's workers and students are educationally equipped for global engagement.

The number of globally engaged Maine citizens is vastly expanded through voluntary organizations and person-to-person experiences offered by Sister State/City and other exchange organizations.

Maine's educational, business and cultural programs make full use of the rich cultural and language resources in its immigrant communities.

A fully-developed public/private partnership for international engagement has led Maine to a substantially stronger competitive position in the global economy.

Maine becomes the premier globally engaged state in New England.

## **REFERENCES AND SOURCES**

1. An extensive listing of Maine's international affairs organizations can be found in the [Maine International Resource Directory](http://www.wacmaine.org) on the website of the World Affairs Council of Maine ( HYPERLINK "<http://www.wacmaine.org>" [www.wacmaine.org](http://www.wacmaine.org)). Use of this information is permitted, assuming proper attribution of the source.

2. This report is drawn from the records, reports and research of the Maine Coalition for Citizen Diplomacy, a group of Maine-based organizations engaged in an effort to foster mutual understanding between Maine and the rest of the world. It includes, but is not limited to, the work product of Steve Simonds (Chairman), Lisa Adams, Domenica Cipollone, Matthew Gardner, Amy Gieseke, Tim Honey, Don Nicoll, Rachel Talbot Ross, Eleanor Hind Smith (Secretary), and Robert Woodbury. It was prepared by Mr. Gardner.

October 25, 2008

# Appendix 6

## BUILDING GLOBAL MAINE WORKSHOP

Portland, May 16, 2008

### Group Break-out Results

#### 1. Why is it important for Maine to be internationally engaged?

**We have no alternative, no choice.** We live in a small world and everyone is connected. Climate change brought this home. What happens there impacts us here.

**Maine is already engaged and the world is already in Maine.** Maine has been historically and continues to be multicultural.

We are far behind the rest of the country and the world, however.

War is the failure of diplomacy and **people-to- people exchanges are a way to peace** and avoid conflict. International engagement is less expensive than war.

**Engagement brings in money and generates prosperity.** It has the economic potential to upgrade the workforce to be more competitive and create new jobs for the younger generation which will need to support an older population. Greater engagement will require “global” skills and make us “worldly wise” to be economically competitive.

**We will become less dependent upon a resource based economy.** Maine has a lot to offer both nationally and internationally and we need to **showcase Maine and market Maine goods.**

**Engagement makes the society more adaptable.** It increases tolerance and open-mindedness.

#### 2. How is Maine engaged? What are Maine’s current “international assets”?

Sister Cities

Immigrant communities, 2<sup>nd</sup> language literacy and francophone heritage.

Seeds of Peace

Model UN

Gulf of Maine Research Institute

Idexx and other businesses engaged internationally, especially businesses that already have industry niches in the global economy such as insurance and composite materials

Some 60-70 health/medical related programs and exchanges

Religious groups and non-religious relief groups and individuals doing social work internationally.

Maine’s location on the ocean.

Maine’s technology infrastructure

Maine is a destination for both transplants and tourists

#### **Gaps/Weaknesses in our “international assets”**

Poor media coverage of international and multicultural activities and events

Lack of language training in our k-12 schools

Don’t know what is happening. Inability to connect people and groups and provide a forum for international discussion

Lack of stable funding

Negative focus on the challenges, fear of loosing identity

### **3. What would internationally engaged ‘success’ look like 5 yrs from now? 10 yrs.?**

**Education** – kids would be knowledgeable about other cultures and have had good 2<sup>nd</sup> language training (a reflection of k-12 curriculum and Learning Results improvements). They would have had more opportunities for international engagement through international cultural exchanges and locally through international camps and greater involvement in immigrant community activities.

**Improved Institutional Mechanisms** – State and municipal “International” offices.

**Maine would have increased its export of what we do well (providing increased support for industry niches and importing what others do well).** It would also be attracting greater international investment.

**An increased networking system** and greater pooling of resources.

**Media covering multicultural and international activities and events.**

**Maine culture more global minded** by people having more opportunities to engage –bringing world cultures to Maine.

### **4. What are the elements of an effective internationally engaged public/private partnership (Municipal, Regional, State)?**

**Engage the Department of Education in k-12 curriculum change**

**Create cabinet level posts at the State level, municipal and regional offices of international affairs.**

**Create a strategic plan that includes educational, economic, cultural, interfaith and service components that provides the vision and drives the process and which also draws upon and strengthens the local multicultural and faith based communities.**

**Create a forum for engagement and strategy for sustaining that engagement – a clearing house for the sharing of information.**

#### **THEMES FROM 2006 SUMMIT RECURRING AT THE 2008 WORKSHOPS**

Education – need for international curriculum with strong 2<sup>nd</sup> language and cultural training.

Importance of media coverage and the need for a strategy to engage the media

Importance of reaching out to and engaging our local diverse communities – model internationalism at the grass roots.

Clearinghouse and networking site. Connect all the individuals, and business, educational, cultural, social, health and religious entities.

Importance of Institutionalization and stable funding sources to support and sustain global interconnectedness.

There continues to be tension between grassroots activities and governmental leadership as well as how to integrate the local and the global.

Prepared by Eleanor Hind Smith, June 2008

# Appendix 7

## Recurring Themes from Portland/Orono Workshop Sessions

### Why is important to be engaged internationally?

- We have no alternative, no choice—events globally affect us locally
- Maine is already engaged in the world
- People to people diplomacy is a path to foster cooperation, understanding, and appreciation of different cultures/increases tolerance and open-mindedness
- Increases value of racial and ethnic diversity
- International engagement has ability to bring in revenue/generate prosperity
- We will be able to diversify our economy away from dependency on narrow economic segments
- ”International” is more than just trade and summer trips—it is art, culture and education in an on-going manner

### How is Maine engaged? What are our international assets?

- [State of Maine](#) floating presence (MMA)
- Natural beauty/ports/Maine Universities and Colleges/72 languages in Maine
- Immigrant communities, 2<sup>nd</sup> language literacy and francophone heritage
- Sister Cities/Seeds of Peace/Model UN/Gulf of Maine Research Institute
- International businesses (Fairchild, Idexx, Composite materials)
- Health/Medical related programs and exchanges/religious groups and non-religious groups engaged internationally
- MITC

### Weaknesses in our international posture

- Communications/Marketing of State and Tourism
- Poor language training/education
- Poor and inconsistent media coverage of international and multi-cultural events
- Lack of stable funding/clear locus of leadership in state for “international”
- Coordination of all international resources state wide in some reasoned manner
- Inconsistent exposure of youth to world curriculum/culture/arts

### Strengths in our international posture

- Innovation/Entrepreneurial Spirit
- Strong Work ethic and acceptance/understanding of resource constraints
- Geographic position
- Our technology infrastructure
- Although a large state geographically, ease of interaction and contact with government officials, business and community leaders and educational institutions

### Elements of and effective internationally engaged public/private partnership

- Involvement of all segments—general society, not for profit and for profit organizations, legislative and executive branch leaders to craft a program that is transparent, reasoned, results oriented and achievable

- A careful, thoughtful ongoing communications program on value and results of international engagement that helps “brand” the state in international involvements
- Careful thought as to appropriate organizational structures within State government and across society to foster international engagement
- Dept. of Education actively involved in k-12 curriculum changes to reflect international issues/themes/concerns
  - Creation of a strategic plan and action steps to include educational, economic, cultural and service components that provide vision, drives the process and draws upon existing strengths and organizations and is not duplicative of what is already in place
  - Creation of an ongoing forum/process/capability for sustaining the engagement and serving as a clearinghouse for information

### **Recurring Themes**

- Education—especially language and culture at all levels (K-12, College)
- Importance of leveraging existing strengths and assets
- Importance of integration and coordination of grassroots activities, cultural activities, business and economic activities and governmental activities
- Importance of stable funding sources and continued, coherent focus on sustaining global interconnectedness
  - Importance of some type of clearinghouse for international activities (for coordination, for general knowledge, for sharing, etc.)
  - Importance of media coverage and communications both inside the State and externally to key audiences of our involvement and the value we place on being international
  - Importance of the ongoing commitment of elected officials to international programming and activities

## Appendix 8

### Current Language Availability in Maine Schools

<u>LOW GRADE</u>	<u>HIGH GRADE</u>	<u>SCHOOL HIGH GRADE</u>	<u>CITY</u>	<u>LANGUAGE</u>
00	08	Governor Baxter Sch for the Deaf	Falmouth	ASL
09	12	Mt Blue High School	Farmington	ASL
09	12	Hampden Academy	Hampden	ASL
09	12	Lisbon High School	Lisbon Falls	ASL
09	12	Machias Memorial High School	Machias	ASL
09	12	Messalonskee High School	Oakland	ASL
09	12	Massabesic High School	Waterboro	ASL
09	12	Bangor High School	Bangor	Chinese
09	12	Lincoln Academy	Newcastle	Chinese
09	12	Noble High School	North Berwick	Chinese
09	12	Erskine Academy	S China	Chinese
09	12	Westbrook High School	Westbrook	Chinese
06	12	Ashland Community High School	Ashland	French
07	08	Auburn Middle School	Auburn	French
09	12	Edward Little High School	Auburn	French
09	12	St Dominic Regional High School	Auburn	French
09	12	Cony High School	Augusta	French
07	08	Ella R Hodgkins School	Augusta	French
00	06	Farrington School	Augusta	French
00	08	All Saints Catholic School	Bangor	French
09	12	Bangor High School	Bangor	French
06	08	James F. Doughty School	Bangor	French
09	12	John Bapst Memorial High School	Bangor	French
06	08	William S Cohen School	Bangor	French
00	08	Connors-Emerson School	Bar Harbor	French
00	08	Tremont Consolidated School	Bass Harbor	French
06	08	Bath Middle School	Bath	French
00	03	Dike-Newell School	Bath	French
09	12	Morse High School	Bath	French
09	12	Belfast Area High School	Belfast	French
06	08	Troy A Howard Middle School	Belfast	French
09	12	Telstar High School	Bethel	French
09	12	Biddeford High School	Biddeford	French
06	08	Biddeford Middle School	Biddeford	French
00	08	St James School	Biddeford	French
09	12	Upper Kennebec Valley Senior HS	Bingham	French
09	12	George Stevens Academy	Blue Hill	French
09	12	Liberty School (Closed)	Blue Hill	French
09	12	Boothbay Region High School	Boothbay Hbr	French

09	12	Brewer High School	Brewer	French
06	08	Brewer Middle School	Brewer	French
00	08	Brooklin School	Brooklin	French
00	08	Brooksville Elementary School	Brooksville	French
09	12	Brunswick High School	Brunswick	French
06	08	Brunswick Jr High School	Brunswick	French
07	12	Buckfield Jr-Sr High School	Buckfield	French
09	12	Bucksport High School	Bucksport	French
06	08	Bonny Eagle Middle School	Buxton	French
07	12	Calais Middle/High School	Calais	French
09	12	Cape Elizabeth High School	Cape Elizabeth	French
05	08	Cape Elizabeth Middle School	Cape Elizabeth	French
09	12	Caribou High School	Caribou	French
05	8	Caribou Middle School	Caribou	French
00	02	Hilltop Elementary School	Caribou	French
00	04	Teague Park School	Caribou	French
00	08	Adams School	Castine	French
09	12	Greely High School	Cumberland Ctr	French
06	08	Greely Middle School	Cumberland Ctr	French
00	08	Dedham School	Dedham	French
09	12	Deer Isle-Stonington High Sch	Deer Isle	French
09	12	Dexter Regional High School	Dexter	French
09	12	Dirigo High School	Dixfield	French
09	12	Foxcroft Academy	Dover-Foxcroft	French
00	12	So Aroostook CSD School	Dyer Brook	French
09	12	Central High School	E Corinth	French
09	12	Washington Academy	East Machias	French
09	12	Schenck High School	East Millinocket	French
07	12	Easton Junior-Senior High Sch	Easton	French
09	12	Shead High School	Eastport	French
06	08	Marshwood Middle School	Eliot	French
09	12	Ellsworth High School	Ellsworth	French
00	08	Etna-Dixmont School	Etna	French
09	12	Lawrence High School	Fairfield	French
07	08	Lawrence Jr High School	Fairfield	French
00	02	D W Lunt School	Falmouth	French
09	12	Falmouth High School	Falmouth	French
05	08	Falmouth Middle School	Falmouth	French
03	04	Plummer-Motz School	Falmouth	French
09	12	Hall-Dale High School	Farmingdale	French
06	08	Hall-Dale Middle School	Farmingdale	French
09	12	Mt Blue High School	Farmington	French
07	08	Mt Blue Middle School	Farmington	French
09	12	Fort Kent Community High School	Fort Kent	French
09	12	Freeport High School	Freeport	French
06	08	Freeport Middle School	Freeport	French
06	08	Molly Ockett Middle School	Fryeburg	French
09	12	Gardiner Area High School	Gardiner	French
06	08	Gardiner Regional Middle School	Gardiner	French
09	12	Gorham High School	Gorham	French
09	12	Gray-New Gloucester High School	Gray	French

06	08	Gray-New Gloucester Middle School	Gray	French
00	08	Helen S Dunn Elementary School	Greenbush	French
06	12	Greenville Middle/High School	Greenville	French
09	12	Piscataquis Community H S	Guilford	French
09	12	Hampden Academy	Hampden	French
06	08	Reeds Brook Middle School	Hampden	French
09	12	Narraguagus High School	Harrington	French
09	12	Hermon High School	Hermon	French
05	08	Hermon Middle School	Hermon	French
09	12	Sacopee Valley High Sch	Hiram	French
09	12	SAD 70 Hodgdon High School	Hodgdon	French
05	08	Holbrook School	Holden	French
00	08	Hope Elementary School	Hope	French
09	12	Houlton High School	Houlton	French
09	12	Penobscot Valley High School	Howland	French
00	12	Islesboro Central School	Islesboro	French
09	12	Jay High School	Jay	French
09	12	Jonesport-Beals High School	Jonesport	French
09	12	Kennebunk High School	Kennebunk	French
06	08	Middle School of the Kennebunks	Kennebunk	French
00	08	Kingfield Elementary School	Kingfield	French
09	12	Robert W Traip Academy	Kittery	French
09	12	Lee Academy	Lee	French
09	12	Lewiston High School	Lewiston	French
07	08	Lewiston Middle School	Lewiston	French
00	12	Limestone Community School	Limestone	French
09	12	Mattanawcook Academy	Lincoln	French
00	08	Lincolville Central School	Lincolville	French
00	05	Lisbon Community School	Lisbon	French
09	12	Lisbon High School	Lisbon Falls	French
06	08	Philip W Sugg Middle School	Lisbon Falls	French
09	12	Livermore Falls High School	Livermore Falls	French
09	12	Machias Memorial High School	Machias	French
06	12	Madawaska Middle/High School	Madawaska	French
09	12	Madison Area Memorial H S	Madison	French
00	05	Manchester Elementary School	Manchester	French
07	12	Central Aroostook Jr-Sr H S	Mars Hill	French
00	08	Dr Lewis S Libby School	Milford	French
09	12	Stearns High School	Millinocket	French
09	12	Monmouth Academy	Monmouth	French
04	08	Monmouth Middle School	Monmouth	French
09	12	Mt Desert Island High School	Mount Desert	French
00	08	Carrabec Community School	N Anson	French
09	12	Carrabec High School	N Anson	French
09	12	Lake Region High School	Naples	French
07	08	Lake Region Middle School	Naples	French
09	12	Lincoln Academy	Newcastle	French
09	12	Nokomis Regional High School	Newport	French
09	12	Noble High School	North Berwick	French
00	12	North Haven Community School	North Haven	French
00	08	Mt Desert Elementary School	Northeast Hbr	French

09	12	Messalonskee High School	Oakland	French
06	08	Messalonskee Middle School	Oakland	French
04	08	Loranger Middle School	Old Orchard Bch	French
09	12	Old Orchard Beach High School	Old Orchard Bch	French
09	12	Old Town High School	Old Town	French
09	12	Orono High School	Orono	French
06	08	Orono Middle School	Orono	French
09	12	Poland Regional H S	Poland	French
09	12	Casco Bay High School	Portland	French
09	12	Deering High School	Portland	French
06	08	King Middle School	Portland	French
06	08	Lincoln Middle School	Portland	French
06	08	Lyman Moore Middle School	Portland	French
09	12	Portland High School	Portland	French
00	12	Waynflete School	Portland	French
09	12	Presque Isle High School	Presque Isle	French
00	12	Rangeley Lakes Regional School	Rangeley	French
09	12	Maranacook Community High Sch	Readfield	French
06	08	Maranacook Community Middle Sch	Readfield	French
00	05	Readfield Elementary School	Readfield	French
09	12	Rockland District High School	Rockland	French
09	12	Camden Hills Regional H S	Rockport	French
09	12	Mountain Valley High School	Rumford	French
09	12	Erskine Academy	S China	French
09	12	Oak Hill High School	Sabattus	French
09	12	Mt Abram Regional High School	Salem Township	French
09	12	Sanford High School	Sanford	French
00	06	St Thomas School	Sanford	French
03	05	Benjamin Wentworth Intermediate	Scarborough	French
09	12	Scarborough High School	Scarborough	French
06	08	Scarborough Middle School	Scarborough	French
09	12	Searsport District High School	Searsport	French
09	12	Skowhegan Area High School	Skowhegan	French
07	08	Skowhegan Area Middle School	Skowhegan	French
09	12	Marshwood High School	South Berwick	French
09	12	Oxford Hills Comprehensive H S	South Paris	French
07	08	Oxford Hills Middle School	South Paris	French
06	08	Daniel F. Mahoney Middle School	South Portland	French
06	08	Memorial Middle School	South Portland	French
09	12	South Portland High School	South Portland	French
00	08	Pemetic Elementary School	Southwest Hbr	French
09	12	Bonny Eagle High School	Standish	French
09	12	Sumner Memorial High School	Sullivan	French
09	12	Georges Valley High School	Thomaston	French
00	04	Lura Libby School	Thomaston	French
09	12	Mt View High School	Thorndike	French
09	12	Mt Ararat High School	Topsham	French
06	08	Mt Ararat Middle School	Topsham	French
09	12	Leavitt Area High School	Turner	French
07	08	Tripp Middle School	Turner	French
00	08	Appleton Village School	Union	French

00	07	Gateway Elementary School	Van Buren	French
08	12	Van Buren District Secondary Sch	Van Buren	French
00	12	Vinalhaven School	Vinalhaven	French
09	12	Medomak Valley High School	Waldoboro	French
09	12	Massabesic High School	Waterboro	French
06	08	Waterville Junior High School	Waterville	French
09	12	Waterville Senior High School	Waterville	French
09	12	Wells High School	Wells	French
05	08	Wells Junior High School	Wells	French
00	06	West Bath School	West Bath	French
06	08	Fred C Wescott School	Westbrook	French
09	12	Westbrook High School	Westbrook	French
00	02	Gerald D Cushing School	Wilton	French
09	12	Windham High School	Windham	French
06	08	Windham Middle School	Windham	French
09	12	Winslow High School	Winslow	French
06	08	Winslow Junior High School	Winslow	French
09	12	Wiscasset High School	Wiscasset	French
05	08	Wiscasset Middle School	Wiscasset	French
05	08	Frank H Harrison Middle School	Yarmouth	French
09	12	Yarmouth High School	Yarmouth	French
09	12	York High School	York	French
05	08	York Middle School	York	French
09	12	Cony High School	Augusta	German
09	12	Boothbay Region High School	Boothbay Hbr	German
09	12	Lawrence High School	Fairfield	German
09	12	Mt Blue High School	Farmington	German
07	08	Mt Blue Middle School	Farmington	German
09	12	Hermon High School	Hermon	German
09	12	Kennebunk High School	Kennebunk	German
09	12	Carrabec High School	N Anson	German
09	12	Deering High School	Portland	German
09	12	Maranacook Community High Sch	Readfield	German
06	08	Maranacook Community Middle Sch	Readfield	German
09	12	Erskine Academy	S China	German
09	12	Skowhegan Area High School	Skowhegan	German
00	12	Gr Portland Christian School	South Portland	German
09	12	Mt View High School	Thorndike	German
09	12	Mt Ararat High School	Topsham	German
06	08	Mt Ararat Middle School	Topsham	German
09	12	Massabesic High School	Waterboro	German
09	12	York High School	York	German
05	08	York Middle School	York	German
09	12	Messalonskee High School	Oakland	Greek
00	12	Waynflete School	Portland	Greek
09	12	Bangor High School	Bangor	Italian
09	12	Mt Desert Island High School	Mount Desert	Italian

09	12	Hall-Dale High School	Farmingdale	Japanese
06	08	Hall-Dale Middle School	Farmingdale	Japanese
09	12	Lincoln Academy	Newcastle	Japanese
09	12	Edward Little High School	Auburn	Latin
09	12	Cony High School	Augusta	Latin
09	12	Bangor High School	Bangor	Latin
09	12	John Bapst Memorial High School	Bangor	Latin
09	12	Belfast Area High School	Belfast	Latin
09	12	Biddeford High School	Biddeford	Latin
09	12	Boothbay Region High School	Boothbay Hbr	Latin
09	12	Brunswick High School	Brunswick	Latin
09	12	Cape Elizabeth High School	Cape Elizabeth	Latin
09	12	Greely High School	Cumberland Ctr	Latin
09	12	Foxcroft Academy	Dover-Foxcroft	Latin
09	12	Washington Academy	East Machias	Latin
09	12	Ellsworth High School	Ellsworth	Latin
09	12	Lawrence High School	Fairfield	Latin
09	12	Falmouth High School	Falmouth	Latin
09	12	Freeport High School	Freeport	Latin
09	12	Gardiner Area High School	Gardiner	Latin
00	09	Riley School Inc	Glen Cove	Latin
09	12	Gorham High School	Gorham	Latin
09	12	Gray-New Gloucester High School	Gray	Latin
09	12	Hampden Academy	Hampden	Latin
09	12	Sacopee Valley High Sch	Hiram	Latin
09	12	Kennebunk High School	Kennebunk	Latin
09	12	Lewiston High School	Lewiston	Latin
09	12	Mattanawcook Academy	Lincoln	Latin
09	12	Lake Region High School	Naples	Latin
09	12	Nokomis Regional High School	Newport	Latin
09	12	Messalonskee High School	Oakland	Latin
09	12	Poland Regional H S	Poland	Latin
09	12	Deering High School	Portland	Latin
09	12	Portland High School	Portland	Latin
00	12	Waynflete School	Portland	Latin
09	12	Camden Hills Regional H S	Rockport	Latin
09	12	Erskine Academy	S China	Latin
09	12	Oak Hill High School	Sabattus	Latin
09	12	Sanford High School	Sanford	Latin
09	12	Scarborough High School	Scarborough	Latin
09	12	Marshwood High School	South Berwick	Latin
09	12	Oxford Hills Comprehensive H S	South Paris	Latin
09	12	South Portland High School	South Portland	Latin
09	12	Bonny Eagle High School	Standish	Latin
09	12	Leavitt Area High School	Turner	Latin
09	12	Massabesic High School	Waterboro	Latin
09	12	Westbrook High School	Westbrook	Latin
09	12	Windham High School	Windham	Latin
09	12	Winthrop High School	Winthrop	Latin
09	12	Yarmouth High School	Yarmouth	Latin

09	12	Shead High School	Eastport	Passamaquoddy
00	08	Indian Island School	Indian Island	Passamaquoddy
00	08	Beatrice Rafferty School	Pleasant Point	Passamaquoddy
00	08	Indian Township School	Princeton	Passamaquoddy
09	12	Richmond High School	Richmond	Russian
09	12	Erskine Academy	S China	Russian
09	12	Oxford Hills Comprehensive H S	South Paris	Russian
00	12	Gr Portland Christian School	South Portland	Russian
00	08	Acton Elementary School	Acton	Spanish
07	08	Auburn Middle School	Auburn	Spanish
09	12	Edward Little High School	Auburn	Spanish
09	12	St Dominic Regional High School	Auburn	Spanish
09	12	Cony High School	Augusta	Spanish
07	12	Woodland Jr-Sr High School	Baileyville	Spanish
00	12	Bangor Christian Schools	Bangor	Spanish
09	12	Bangor High School	Bangor	Spanish
06	08	James F. Doughty School	Bangor	Spanish
09	12	John Bapst Memorial High School	Bangor	Spanish
00	08	N E Occupational Exchange	Bangor	Spanish
06	08	William S Cohen School	Bangor	Spanish
06	08	Bath Middle School	Bath	Spanish
00	03	Dike-Newell School	Bath	Spanish
09	12	Morse High School	Bath	Spanish
09	12	Belfast Area High School	Belfast	Spanish
09	12	Telstar High School	Bethel	Spanish
09	12	Biddeford High School	Biddeford	Spanish
06	08	Biddeford Middle School	Biddeford	Spanish
09	12	Upper Kennebec Valley Senior HS	Bingham	Spanish
00	08	Blue Hill Consolidated School	Blue Hill	Spanish
09	12	George Stevens Academy	Blue Hill	Spanish
00	08	Boothbay Region Elem School	Boothbay Hbr	Spanish
09	12	Boothbay Region High School	Boothbay Hbr	Spanish
09	12	Brewer High School	Brewer	Spanish
06	08	Brewer Middle School	Brewer	Spanish
09	12	Brunswick High School	Brunswick	Spanish
06	08	Brunswick Jr High School	Brunswick	Spanish
07	12	Buckfield Jr-Sr High School	Buckfield	Spanish
09	12	Bucksport High School	Bucksport	Spanish
05	08	Bucksport Middle School	Bucksport	Spanish
06	08	Bonny Eagle Middle School	Buxton	Spanish
07	12	Calais Middle/High School	Calais	Spanish
05	08	Camden-Rockport Middle School	Camden	Spanish
09	12	Cape Elizabeth High School	Cape Elizabeth	Spanish
05	08	Cape Elizabeth Middle School	Cape Elizabeth	Spanish
09	12	Caribou High School	Caribou	Spanish
05	08	Caravel Middle School	Carmel	Spanish
00	08	Chelsea Elementary School	Chelsea	Spanish
09	12	Greely High School	Cumberland Ctr	Spanish
06	08	Greely Middle School	Cumberland Ctr	Spanish

00	08	Dedham School	Dedham	Spanish
09	12	Deer Isle-Stonington High Sch	Deer Isle	Spanish
09	12	Dexter Regional High School	Dexter	Spanish
09	12	Dirigo High School	Dixfield	Spanish
09	12	Foxcroft Academy	Dover-Foxcroft	Spanish
00	12	So Aroostook CSD School	Dyer Brook	Spanish
09	12	Central High School	E Corinth	Spanish
09	12	Washington Academy	East Machias	Spanish
09	12	Shead High School	Eastport	Spanish
06	08	Marshwood Middle School	Eliot	Spanish
09	12	Ellsworth High School	Ellsworth	Spanish
00	03	Kennebec Montessori School	Fairfield	Spanish
09	12	Lawrence High School	Fairfield	Spanish
07	08	Lawrence Jr High School	Fairfield	Spanish
09	12	Falmouth High School	Falmouth	Spanish
05	08	Falmouth Middle School	Falmouth	Spanish
09	12	Hall-Dale High School	Farmingdale	Spanish
06	08	Hall-Dale Middle School	Farmingdale	Spanish
09	12	Mt Blue High School	Farmington	Spanish
07	08	Mt Blue Middle School	Farmington	Spanish
06	12	Fort Fairfield Middle/High School	Fort Fairfield	Spanish
09	12	Fort Kent Community High School	Fort Kent	Spanish
09	12	Freeport High School	Freeport	Spanish
06	08	Freeport Middle School	Freeport	Spanish
06	08	Molly Ockett Middle School	Fryeburg	Spanish
09	12	Gardiner Area High School	Gardiner	Spanish
06	08	Gardiner Regional Middle School	Gardiner	Spanish
00	09	Riley School Inc	Glen Cove	Spanish
00	08	Glenburn Elementary School	Glenburn	Spanish
09	12	Gorham High School	Gorham	Spanish
09	12	Gray-New Gloucester High School	Gray	Spanish
06	08	Gray-New Gloucester Middle School	Gray	Spanish
00	02	Russell School	Gray	Spanish
09	12	Piscataquis Community H S	Guilford	Spanish
09	12	Hampden Academy	Hampden	Spanish
06	08	Reeds Brook Middle School	Hampden	Spanish
09	12	Narraguagus High School	Harrington	Spanish
05	08	Somerset Valley Middle School	Hartland	Spanish
09	12	Hermon High School	Hermon	Spanish
09	12	Sacopee Valley High Sch	Hiram	Spanish
09	12	SAD 70 Hodgdon High School	Hodgdon	Spanish
09	12	Houlton High School	Houlton	Spanish
09	12	Penobscot Valley High School	Howland	Spanish
00	12	Islesboro Central School	Islesboro	Spanish
00	04	Jay Elementary School	Jay	Spanish
09	12	Jay High School	Jay	Spanish
05	08	Jay Middle School	Jay	Spanish
09	12	Kennebunk High School	Kennebunk	Spanish
06	08	Middle School of the Kennebunks	Kennebunk	Spanish
09	12	Robert W Traip Academy	Kittery	Spanish
09	12	Lee Academy	Lee	Spanish

09	12	Lewiston High School	Lewiston	Spanish
09	12	Mattanawcook Academy	Lincoln	Spanish
09	12	Lisbon High School	Lisbon Falls	Spanish
06	08	Philip W Sugg Middle School	Lisbon Falls	Spanish
09	12	Livermore Falls High School	Livermore Falls	Spanish
09	12	Machias Memorial High School	Machias	Spanish
09	12	Madison Area Memorial H S	Madison	Spanish
07	12	Penquis Valley High School	Milo	Spanish
09	12	Monmouth Academy	Monmouth	Spanish
04	08	Monmouth Middle School	Monmouth	Spanish
09	12	Mt Desert Island High School	Mount Desert	Spanish
09	12	Lake Region High School	Naples	Spanish
09	12	Lincoln Academy	Newcastle	Spanish
09	12	Nokomis Regional High School	Newport	Spanish
09	12	Noble High School	North Berwick	Spanish
09	12	Messalonskee High School	Oakland	Spanish
06	08	Messalonskee Middle School	Oakland	Spanish
09	12	Old Orchard Beach High School	Old Orchard Bch	Spanish
06	08	Leonard Middle School	Old Town	Spanish
09	12	Old Town High School	Old Town	Spanish
09	12	Orono High School	Orono	Spanish
06	08	Orono Middle School	Orono	Spanish
00	04	Palmyra Consolidated School	Palmyra	Spanish
00	01	Manson Park School	Pittsfield	Spanish
05	08	Warsaw Middle School	Pittsfield	Spanish
09	12	Poland Regional H S	Poland	Spanish
09	12	Casco Bay High School	Portland	Spanish
09	12	Catherine McAuley High School	Portland	Spanish
09	12	Deering High School	Portland	Spanish
06	08	King Middle School	Portland	Spanish
06	08	Lincoln Middle School	Portland	Spanish
06	08	Lyman Moore Middle School	Portland	Spanish
00	05	Nathan Clifford School	Portland	Spanish
09	12	Portland High School	Portland	Spanish
00	12	Waynflete School	Portland	Spanish
00	08	Pownal Elementary School	Pownal	Spanish
09	12	Presque Isle High School	Presque Isle	Spanish
00	12	Rangeley Lakes Regional School	Rangeley	Spanish
05	08	Jordan-Small Middle School	Raymond	Spanish
09	12	Maranacook Community High Sch	Readfield	Spanish
06	08	Maranacook Community Middle Sch	Readfield	Spanish
09	12	Richmond High School	Richmond	Spanish
09	12	Rockland District High School	Rockland	Spanish
09	12	Camden Hills Regional H S	Rockport	Spanish
00	04	Rockport Elementary School	Rockport	Spanish
09	12	Mountain Valley High School	Rumford	Spanish
05	08	China Middle School	S China	Spanish
09	12	Erskine Academy	S China	Spanish
09	12	Oak Hill High School	Sabattus	Spanish
03	08	Sabattus Central School	Sabattus	Spanish
09	12	Mt Abram Regional High School	Salem Township	Spanish

09	12	Sanford High School	Sanford	Spanish
03	05	Benjamin Wentworth Intermediate	Scarborough	Spanish
09	12	Scarborough High School	Scarborough	Spanish
06	08	Scarborough Middle School	Scarborough	Spanish
09	12	Searsport District High School	Searsport	Spanish
09	12	Skowhegan Area High School	Skowhegan	Spanish
07	08	Skowhegan Area Middle School	Skowhegan	Spanish
09	12	Marshwood High School	South Berwick	Spanish
09	12	Oxford Hills Comprehensive H S	South Paris	Spanish
06	08	Daniel F. Mahoney Middle School	South Portland	Spanish
00	08	Holy Cross School--S Portland	South Portland	Spanish
06	08	Memorial Middle School	South Portland	Spanish
09	12	South Portland High School	South Portland	Spanish
07	12	Katahdin Middle/High School	Stacyville	Spanish
09	12	Bonny Eagle High School	Standish	Spanish
09	12	Sumner Memorial High School	Sullivan	Spanish
09	12	Georges Valley High School	Thomaston	Spanish
09	12	Mt View High School	Thorndike	Spanish
09	12	Mt Ararat High School	Topsham	Spanish
09	12	Leavitt Area High School	Turner	Spanish
07	08	Tripp Middle School	Turner	Spanish
00	08	Vassalboro Community School	Vassalboro	Spanish
00	08	Veazie Community School	Veazie	Spanish
09	12	Medomak Valley High School	Waldoboro	Spanish
09	12	Massabesic High School	Waterboro	Spanish
06	08	Waterville Junior High School	Waterville	Spanish
09	12	Waterville Senior High School	Waterville	Spanish
00	06	Weld Elementary School	Weld	Spanish
09	12	Wells High School	Wells	Spanish
05	08	Wells Junior High School	Wells	Spanish
06	08	Fred C Wescott School	Westbrook	Spanish
09	12	Westbrook High School	Westbrook	Spanish
00	02	Gerald D Cushing School	Wilton	Spanish
09	12	Windham High School	Windham	Spanish
06	08	Windham Middle School	Windham	Spanish
09	12	Winslow High School	Winslow	Spanish
09	12	Winthrop High School	Winthrop	Spanish
09	12	Wiscasset High School	Wiscasset	Spanish
00	08	Woolwich Central School	Woolwich	Spanish
05	08	Frank H Harrison Middle School	Yarmouth	Spanish
06	12	North Yarmouth Academy	Yarmouth	Spanish
09	12	Yarmouth High School	Yarmouth	Spanish
09	12	York High School	York	Spanish
05	08	York Middle School	York	Spanish

## Appendix 9

### **Current Language Availability in the University of Maine System** ASL-English Interpreting

University of Southern Maine - concentration

#### Greek

University of Southern Maine - minor

#### Latin

University of Maine - BA, minor  
University of Southern Maine - minor

#### French

University of Maine - BA, minor, concentration  
University of Maine at Farmington - minor  
University of Maine at Fort Kent - BA, minor  
University of Maine at Presque Isle - minor  
University of Southern Maine - BA, minor

#### German

University of Maine - BA, minor, concentration  
University of Southern Maine - minor

#### Russian

University of Southern Maine – minor

#### Spanish

University of Maine - BA, minor, concentration  
University of Maine at Farmington – minor  
University of Southern Maine - minor

See Lindenfeld, L. A., and Hoecherl-Alden, G., (2008). “Language Policy and Maine’s Global Economy.” Maine Policy Review, **17** (1): 54 – 67.

# Appendix 10

## Brief Overview of Iowa, Maryland and North Carolina Approaches From Council of State Governments supplied by Chris Whatley, *A State Officials Guide to International Affairs,* The Council of State Governments, 2003, p.3.

There is a video of this conference featuring Mr. Whatley and summary reports that can be accessed at: <http://www.umaine.edu/seizingthefuture/> Mr. Whatley was extremely generous with his time and came up at his expense to speak at the statewide session in Augusta. His address is 444 North Capitol NW, Suite 401, Washington, DC, 20001; 202-624-5460; fax at 624-5452 and email: [cwhatley@csg.org](mailto:cwhatley@csg.org)

## State Models for Coordinating International Exchange Activities

The rise of globalization has propelled state governments into an international context. Increasingly, state leaders must pursue their domestic responsibilities, including delivering quality education to state citizens and promoting economic development, in an international context. States have responded to this challenge both by investing in innovative economic development programs designed to promote exports and attract foreign investment and by developing creative programs designed to infuse greater international content into education, the arts, and other programs to improve the state's economic competitiveness and enhance quality of life. States spent approximately \$200 million on international programs in 2002<sup>1</sup>, an amount that was roughly equally divided between economic development activities and arts and cultural exchange.

Given the importance of international programs to economic competitiveness, some states have begun investing in resources and mechanisms to coordinate their international activities on an interagency and inter-branch basis. These efforts are designed to ensure that all of the states international resources, including its economic development agency, universities, and arts agency support common strategic goals. The development of these mechanisms is still new and most states continue to conduct this function informally through their economic development agency or not at all. However, three states offer useful models for conducting this function.

**>>Iowa** – The Iowa Department of Economic Development has a dedicated staff member and budget (totaling approximately \$100,000) dedicated to staffing the Iowa Sister States Program and promoting broader international exchange activities. This model ensures that all state international activities, including exchanges organized by volunteer sister state committees and programs conducted by the University system, are closely coordinated with Iowa's active and successful export promotion and investment attraction program. Critics of the program note that it uses scarce economic development dollars for activities that do not generate sales or investment in the short-term. However, the model offers the potential of ensuring that long-term efforts to build partnerships in key foreign markets are matched with short-term efforts to organize trade missions and provide other services to support small businesses.

**>>Maryland** – The Office of the Secretary of State in Maryland is mandated by statute with coordinating all international activities within the Maryland state government. The Secretary of State is appointed by the governor and, unlike other states, lacks any responsibility for administering elections. As a result, the Secretary of State has both the confidence of the governor and sufficient time to dedicate to international activities (to key elements of a successful coordination mechanism). The office employs two full time international staff members and dedicates a little less than \$250,000 to international affairs. The office serves as the central coordinating hub for the Maryland Sister States Program and it hosts the Governor’s Subcabinet for International Affairs, which comprises duties of all cabinet agencies who meet monthly to report out on international activities conducted by their departments.

**>>North Carolina** – The University of North Carolina plays a pivotal role in fostering broader international engagement by the state through the Center for Global Understanding. This center is mandated to foster greater international awareness and cultural exchange throughout North Carolina and receives approximately \$400,000 per year in state funding (with additional grant funding from foundations and private companies). The center works in close cooperation with the North Carolina Department of Commerce. The center’s primary activities include organizing cultural exchanges for teachers, artists, and key state officials and hosting foreign delegations. The center received a grant in 2008 to help develop a comprehensive international strategy for the state encompassing economic development, education, arts and other key agencies within state government.

**For further information on these programs, please see:**

***Maryland:***

HYPERLINK <http://www.sos.state.md.us/International/index.htm>

***North Carolina:***

HYPERLINK <http://ciu.northcarolina.edu/content.php/system/index.htm>

***Iowa:***

HYPERLINK <http://www.iowasisterstates.org/>

# Appendix 11

## The New Brunswick, Canada Model

New Brunswick's articulated goal is the achievement of "greater social and economic prosperity for New Brunswick on the international stage." To that end, the Province created an extraordinarily thorough "Greater Opportunity Brunswick's Prosperity Plan" which was launched in 2003. New Brunswick identified as strategic sectors: Investment and Trade, Immigration, Innovation and Education, International Development, International Environmental Stewardship, Image and Reputation, and International Competencies. The Province seeks to collaborate both with other provinces and with the federal government. A stand-out aspect of the New Brunswick program is the effective ongoing evaluation of the program's stated objectives. It is highly recommended that this program be carefully reviewed for its many strengths.

For further information on New Brunswick, please see:

HYPERLINK <http://www.gnb.ca/0056/regional/index-e.asp>

HYPERLINK <http://www.gnb.ca/cnb/Promos/international/strategy-e.pdf>

HYPERLINK [http://www.gnb.ca/0056/PDF\\_TOPICS/globalcommunity-e.pdf](http://www.gnb.ca/0056/PDF_TOPICS/globalcommunity-e.pdf)

# Appendix 12

## Oklahoma's International Planning Approach

Oklahoma International Strategic Action Plan established by the Oklahoma International Congress in 2002. The purpose of the "International Strategic Plan for Oklahoma" is to contribute to economic development through export trade and the attraction of foreign direct investment to the state; HYPERLINK "[http://www.okcommerce.gov/index.php?option=com\\_pressreleases&Itemid=528&id=203](http://www.okcommerce.gov/index.php?option=com_pressreleases&Itemid=528&id=203)" The participants in the planning process established a mission statement for the initiative:

*To contribute significantly to sustainable economic development through export trade and the attraction of foreign direct investment based on cooperation and collaboration among private sector, governmental, educational, and non governmental organizations within the state.*

The plan identifies five goals and strategic actions to be executed by organizations in the context of their missions. These goals are:

1. To Promote and Expand Oklahoma's International Trade,
2. To Expand Foreign Direct Investment (FDI) in Oklahoma,
3. To Increase Oklahoma's Public Awareness of and Active Support for Globalization,
4. To Ensure a Workforce Prepared for Global Competition,
5. To Build Advocacy for International Trade in the Federal, State, and Local Governments.

In the past, the Governor's Global Education Conferences (GEC); HYPERLINK "<http://www.okglobaled.org/>" have brought together K-12 teachers and college faculty/administrators to discuss ways to globalize the experience of Oklahoma students to prepare them to compete in a global economy. Our guiding principles for the conferences come from the Oklahoma International Strategic Action Plan's goal four. The most fundamental need is to understand that efficiency and quality are globally mandated standards: **Strategic Objective 1:** Increase understanding of international issues among k-12 students and faculty and **Strategic Objective 2:** Increase understanding of international issues among career technology centers, college and university students. The third annual Governor's Global Education Conference (GEC), sponsored by The Centre for Global Competency, will be hosted by the University of Central Oklahoma in the Nigh University Center on February 13, 2009; HYPERLINK "<http://www.okhighered.org/okglobaled/gec.shtml#2009>"

The Oklahoma Associations Supporting International Studies (OASIS); HYPERLINK "<http://www.okhighered.org/okglobaled/oasis.shtml>", is a collaboration of the Oklahoma State Regents for Higher Education, the Oklahoma State Department of Education and the Oklahoma Department of Commerce and is made possible through a grant provided by the Asia Society and the Longview Foundation. The focus of global education is the relationships of the world's cultures and systems and the connections of human beings and their common fate, regardless of the national boundaries within which they live.

The Oklahoma State Regents for Higher Education have embarked upon a mission in collaboration with other state entities to capitalize upon a myriad global initiatives to enhance Oklahoma's global perspective and role in the next 25 years; [http://www.compact.org/20th/read/educating\\_for\\_a\\_global\\_citizenship](http://www.compact.org/20th/read/educating_for_a_global_citizenship).

The State Department of Education also may have useful information that could assist you: <http://sde.state.ok.us/>.