

GOING GLOBAL:

Impacts of 2016 District of Columbia
Public Schools Study Abroad Program

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THE GEORGE WASHINGTON UNIVERSITY

SEPTEMBER 2017

WORKING PAPER

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AUTHORS' NOTE

We would like to thank the DCPS Global Education team, especially Kate Ireland and Kayla Gatalica, for the opportunity to work on this research and contribute to the continued development of the DCPS Study Abroad program. We thank all study participants for agreeing to take part in this pilot research. We would like to acknowledge Tess Cannon for her early assistance with this research. Funding is provided by the GW UNESCO Chair in International Education for Development and the Longview Foundation as part of the IE@GW project.

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EXECUTIVE SUMMARY

This paper presents the preliminary findings of a pilot study that explored the potential impacts of the District of Columbia Public Schools (DCPS) Study Abroad program in 2016, the program's first year. DCPS Study Abroad supports short-term global trips during the summer for selected eligible DCPS students in grades 8 and 11 who are studying a world language, and special education students who are pursuing an alternative certificate. This innovative program covers the full costs of travel abroad for students, regardless of GPA or family income, and aims to help prepare students for success in an increasingly diverse global community.

This exploratory study was conducted by researchers at the George Washington University (GW) in partnership with the DCPS. Much of the data reported in this paper comes from interviews with student participants and with DCPS staff involved in Study Abroad; from a brief survey of teacher participants; and from projects presented by students at the end of their trips. The numbers of interviewees and survey respondents constituted a small sample, so the generalizations that can be drawn from these pilot data are limited. Still, several key themes emerged from the pilot study:

- DCPS Study Abroad is achieving its goal of making global learning opportunities available to a diverse array of students, including students from various racial/ethnic backgrounds and family income levels and students with disabilities. The majority of 2016 participants were students of color, and about half had never before traveled outside of the U.S.
- Participation in DCPS Study Abroad appears to have positive impacts on students' global competence, based on early evidence from student and DCPS staff interviews, as well as student projects. Specifically, students demonstrated that through their study abroad opportunities, they were engaged in building four aspects of global competence: investigating the world outside their own environment, recognizing their own and others' perspectives, communicating ideas with diverse audiences, and taking action to improve communities. DCPS educators (called "Travel Ambassadors") who lead the Study Abroad participants reported similar impacts of the program on participating students.
- Interviews with participating students and DCPS staff point to increases among DCPS Study Abroad participants in confidence, interest in going abroad again, and desire for additional global learning opportunities. Early evidence also suggests that DCPS Study Abroad participants made connections with other young people across DC and gained a new understanding of the privileges they enjoy in the U.S. compared with their peers in other countries.

INTRODUCTION

In 2016, the District of Columbia Public Schools (DCPS) launched an innovative Study Abroad program to provide fully funded, short-term global travel opportunities to selected 8th and 11th DCPS students. The program supports summer study abroad in global leadership, language immersion, or service learning projects. As of the summer of 2017, DCPS Study Abroad has funded 40 travel experiences to 17 countries for more than 800 students and 100 educators. More than 500 students have obtained free passports through the program.

The Study Abroad program is part of a broader DCPS Global Education initiative begun in 2014 under former Chancellor Kaya Henderson. This initiative seeks to foster global competence among DCPS students and prepare every graduate for success “in an increasingly diverse international community.” A globally competent graduate is defined as “an inquisitive, informed and active global citizen who investigates the world, recognizes perspectives, communicates ideas, and takes action” (DCPS, n.d.-c).

In recent years, several state, national, and international efforts have emphasized the need to improve students’ global competence in an interdependent world (see, e.g., U.S. Department of Education, 2012, 2017; UNESCO, 2015; see also Engel, Fundalinski, & Cannon, 2016, for a comparative analysis of four U.S. urban districts’ focus on global education). In a related trend, participation in study abroad programs has grown considerably. Much of this growth has occurred in higher education, but opportunities for secondary school students have also increased as more individual schools and districts offer study abroad experiences, often self-funded by students.

The DCPS Study Abroad program is unique, however, in its scale, centralized approach, funding built into the program to cover student and educator travel, and primary focus on equity. DCPS is thought to be the first public school district in the nation to launch a fully funded, districtwide, global travel program. Most notably, the program supports travel for students regardless of their GPA or ability to pay, which produces a mix of participants from diverse socioeconomic and racial/ethnic backgrounds.

Despite the enthusiasm often surrounding global educational experiences and the growing attention to assessing outcomes of global learning (Deardorff, 2009), little is actually known about the short- or long-term impacts of study abroad experiences on students in secondary education. This paper presents preliminary findings from a pilot study of the first year of DCPS Study Abroad. The study on which the paper is based was conducted in 2016-17 through a partnership of the DCPS and researchers at the George Washington University. This pilot study was designed to begin addressing this gap and to generate new knowledge about the impact of global educational experiences on K-12 students’ learning, identity development, and global competence. The study consisted of exploratory research involving multiple methods aimed at generating data on the potential impacts of the DCPS Study

Abroad program. Much of the data in this paper come from interviews with student participants in the program, as well as interviews with DCPS staff and a brief survey of educator participants.

BACKGROUND ON DCPS STUDY ABROAD

The DCPS is a large urban district with more than 48,000 students in 115 schools. About 86% of DCPS students are from non-white backgrounds, and 76% receive free or reduced-price meals (DCPS, n.d.-a). DCPS strives to provide a “world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career and life” (DCPS, 2012). This commitment includes districtwide goals to improve achievement, increase graduation rates, and raise student satisfaction and engagement. While student achievement in DCPS on the 2015 Trial Urban District Assessment has improved at a faster rate than in other large urban districts, gaps in achievement and graduation rates persist for African American and Hispanic students (DCPS, n.d.-b; DC Office of the State Superintendent of Education, n.d.).

With its emphasis on providing “equitable access to travel” for all DCPS students, the DCPS Study Abroad program is an extension of these districtwide goals. Although some school-level study abroad opportunities had previously existed in the district, the new program makes travel “the expectation rather than the exception” (DCPS, n.d.-c). One of two DCPS staff members interviewed for this study elaborated on this purpose:

We have a lot of students . . . already traveling on school-based trips, already doing exchanges . . . and that’s not happening as much in, say, wards 7 and 8. This was a chance for us to capitalize on this city that is so global in its nature and make sure that every kid is going to have . . . access to these opportunities.

This possibility of trips for all types of students is an important part of DCPS Study Abroad. “It’s not just our poorest students with the fewest advantages that are participating in this. It’s kids from every part of the city,” said the aforementioned staff member. “Equity really does mean everybody.”

The second DCPS staff member interviewed described the diversity of Study Abroad participants:

Poor kids, rich kids, kids in the middle, kids who have never traveled, kids who have traveled everywhere, kids who were born and raised in DC, kids who were born elsewhere and came to DC, kids whose families came from other places, straight kids, gay kids, transgender kids, kids who are super-high achievers, gifted and talented kids, kids who are struggling academically and could benefit from some creative intervention, kids who are receiving special education services, homeless kids.

The 2016 budget for Study Abroad was roughly \$1.75 million, funded through the DC Public Education Fund, a nonprofit that connects private philanthropy with DC's public schools. All 8th grade and 11th grade students who are studying a world language (Level 2 or higher by grade 11) are eligible to apply for study abroad opportunities, which take place in the summer after students complete these grades. Grades 8 and 11 were targeted because they are significant bridge years and periods of critical development for students. The transition from 8th to 9th grade can be difficult, and some students drop out at that point, while 11th grade is the time when students are thinking about college and career opportunities.

In school year 2016-17, Certificate 3 level students also became eligible for study abroad. These are students with significant intellectual disabilities who are receiving special education services and are pursuing a certificate instead of a traditional high school diploma. Certificate 3 students tend to be close in age to the average 11th grade student. To participate, Certificate 3 students must pursue world language study. In school year 2017-18, DCPS Study Abroad will welcome students enrolled in Opportunity Academies, formerly called "alternative" schools, where students who are under-credited and overage can regain their footing on the path toward graduation.

Participants are selected through an application process. In the inaugural year of the 2016 Study Abroad program, DCPS Global Education received 933 applications. A total of 380 students and 44 educators (Travel Ambassadors) were selected to participate in fully funded trips to 14 countries in the summer of 2016. The application scoring criteria were weighted to give priority to students without previous travel experience.

After the district processed the applications, the Travel Ambassadors scored applications against a standard rubric, conducted student interviews, and provided DCPS Global Education with rankings and recommendations based on fit between students and types of trips. DCPS staff said they looked for attributes such as curiosity, motivation, and students' reflections on potential challenges they might encounter abroad. "We want students who are hungry for this opportunity; we want students who are interested in seeing the world," one interviewee noted.

DCPS Study Abroad targets three kinds of overseas experiences, each administered through a third-party provider:

- Global Leadership activities, in which students explore globally relevant topics and may work with peers in host countries on global challenges;
- Language Immersion experiences overseas; and
- Service Learning programs with support from host communities and nonprofit organizations.

The overseas cultural immersion experiences are an important part of DCPS Study Abroad, as explained by the second DC staff member interviewed for this study:

[Students are] immersed in a culture that's so dramatically different, to the point that you're not just thinking about the social construct of the culture, like how we dress, how we talk, how we engage with each other, but the language we speak, the food that we eat, the climate that we're in . . . you have to almost reacquaint yourself with life all the way down to, if I want to take a bus, do they have busses here? If I want to say hello to someone, what language do I speak? Is it rude to wave at them? That kind of second guessing really teaches you a lot about your own culture, and in a more globalized world where we are so interconnected and where foreign policy is so complex . . . I think it's really critical we teach kids to navigate that level of cultural exchange.

Each trip in the summer of 2016 included a mix of students from across the district, in order to provide “an opportunity not only for the students to be learning about the world, but learn about the city from one another,” said a DCPS staff member. The overseas experiences lasted between 8 and 17 days, and ended with a public student showcase in September 2016, where students presented to the community the Making Global Local projects they completed as part of the program.

Of the 380 students who studied abroad in the summer of 2016, 47% of 8th graders and 51% of 11th graders had never before left the United States. DCPS provided 281 of its 2016 participants, or 75% of students, with free passports. The majority of participating 8th graders were in Level 1 or 2 world language courses, and the majority of 11th graders were in Level 2 or 3. Of the 38 eligible schools, 35 schools supported student applicants, including 14 high schools, 19 middle schools and K-8 education campuses, and 2 campuses serving grades 6-12. Four schools had no Travel Ambassadors (DCPS, 2016). In terms of demographics, 57% of participating students were female and 43% were male; and the majority of participants were students of color, which has not traditionally been the case in study abroad (Institute of International Education, 2016).

As for the Travel Ambassadors, 70% of those participating in 2016 had at least five years' experience as an educator overall, and 44% had two to four years of experience specifically in DCPS. About 82% of the Travel Ambassadors had previously led local student travel, 59% had led domestic student travel, and 35% had led an international trip (DCPS, 2016).

METHODS

This study began with several hypotheses drawn from the research literature on global and international education:

- 1) After participating in the DCPS Study Abroad program, students will have a more developed worldview.
- 2) After participating in the DCPS Study Abroad program, students will gain skills in intercultural and interpersonal competence.

- 3) After participating in the DCPS Study Abroad program, students will show a deeper engagement in current and future learning opportunities, such as a desire to travel again or engage in volunteer or service activities.

Leading from these broad hypotheses, the study followed an exploratory, pilot study design that included qualitative and quantitative methods. To gather quantitative data, the GW research team designed and administered pre-departure and post-travel surveys to 8th and 11th graders participating in the study abroad experience (Cannon & Engel, 2016).

Qualitative data were collected through the following methods:

- A member of the research team conducted 13 individual, semi-structured interviews with a purposeful convenience sample of participating students.
- Semi-structured interviews were conducted with two DCPS Global Education staff members.
- Researchers observed the final student showcase.
- Researchers collected and analyzed a sample of student work, including in-country blogs and final projects.

The GW team received approval for the study from the GW Institutional Research Board in May 2016. A Memorandum of Agreement was signed with DCPS in September 2016. The pre-departure survey was disseminated to students shortly before they left for their study abroad, and the post-travel survey was disseminated after they returned. However, student response rates were low,¹ and the same students did not take the pre- and post-travel surveys, making it impossible to link pre- and post-results. Therefore, the pilot study relied on data generated from qualitative methods. Further analysis of the 2016 data could include some descriptive statistics drawn from open-ended survey questions.

Qualitative data were collected from September 2016 to January 2017. Purposeful and convenience sampling methods were used to gather participants for the study. At a showcase of student projects in late September 2016, the GW team acquired parental consent and student consent for student interviews, after informing participants of the purpose of the research. Several students from this initial sample were then interviewed. Later, in mid-November 2016, students were informed through an emailed DCPS Study Abroad Alumni Newsletter of the opportunity to volunteer to participate in a GW study that sought “to understand the impact of study abroad on student learning and engagement in learning, dispositions and perceptions of citizenship and intercultural development.” Students who reached out to the GW team were then interviewed. Interviews were semi-structured and lasted 20-30 minutes. Each interview was audio recorded with student permission and was

¹The number of survey respondents was 63 for the pre-travel survey and 8 for the post-travel for grade 11; the number of respondents for grade 8 was 18 pre-travel respondents and 8 post-travel.

later transcribed by a professional and de-identified by a member of the research team. These interviews were coordinated largely through email communications.

Questions focused on different aspects of potential impacts of the study abroad experience. These included self-reported information on how students' experience abroad affected their life, school work, academic interests, future interests, and motivation for future study abroad. Students were also asked how they interact with others, engage with news and social media, self-identify, and see themselves in the world, as well as what new interests they may have after returning from their trips. Students were asked to reflect on a global issue that they learned about and how it connects with something in their local community.

The initial plan was to interview 30 students (15 in grade 8 and 15 in grade 11). However, challenges arose in coordinating the mutual availability of student participants and researchers. Further, many students who expressed initial interest at the showcase or via the newsletter would not respond to follow-up emails and questions. As a result, a total of 13 students were interviewed from a variety of schools across the district. The majority of interviews (8) took place at local schools, and the remainder took place at the GW campus (3) and local libraries (2). Table 1 on the next page provides an overview of student participants selected for interviews.

In addition to interviewing students, the GW team interviewed two DCPS staff members. Each staff interview lasted 60 minutes and was held at the GW campus. Both were audio recorded with participant consent. The team attempted to organize a focus group with teachers, but this did not take place due to scheduling challenges. All interviews were professionally transcribed and de-identified.

Given the exploratory nature of this pilot research, the research team used a two-step process to analyze the qualitative data. First, all transcripts were read by two team members and were analyzed using a grounded theory, open coding process, whereby researchers identified themes that organically emerged from the data. Second, the team developed a coding system that focused on impacts related to the indicators in the Asia Society's framework (Boix Mansilla & Jackson, 2011) for global competency, as well as three dimensions of student engagement identified in the literature (see the Appendices for both the global competency and student engagement indicators).

The Asia Society's framework comprises four components of global competency education. These include preparing students to:

- Investigate their world beyond their immediate environment;
- Recognize their own and others' perspectives;
- Communicate their ideas effectively with diverse audiences; and
- Translate their ideas and findings into appropriate actions to improve conditions.

Table 1. Overview of interview student participants

Student	Gender	Ethnicity	Zip code	School SY 16-17	Grade SY 16-17	Trip	Abroad before
1	Male	Latino	20010	Duke Ellington	9	Mediterranean	No
2	Female	African American	20018	School Without Walls	9	Ecuador	Yes
3	Male	White	20016	Woodrow Wilson	9	France	No
4	Female	African American	20020	Woodrow Wilson	12	Nicaragua	No
5	Female	African American	20001	Cardozo	12	Spain	No
6	Female	African American	20032	Ballou	12	Peru	No
7	Female	African American	20020	Benjamin Banneker	12	Costa Rica	No
8	Female	Hispanic	20018	School Without Walls	12	Ecuador	Yes
9	Female	African American	20002	Duke Ellington	12	Senegal	No
10	Female	African American	20019	Woodrow Wilson	12	China	Yes
11	Female	White	20015	Woodrow Wilson	9	Ecuador	Yes
12	Female	African American	N/A	Duke Ellington	12	Ecuador	N/A
13	Male	African American	N/A	Ron Brown	9	Mediterranean	No

Each of the four components has a set of related indicators. Each indicator was assigned a separate code.

The other set of codes used for analysis was derived from three dimensions of student engagement identified in the research literature: cognitive, emotional, and behavioral (Fredricks, Blumenfeld, & Paris, 2004). Research suggests that student engagement is linked with both learning and social outcomes (Fredricks, McColskey, Meli, Mordica, Mongtrosse, & Mooney, 2011). A coding scheme was developed that applied potential indicators of study abroad to the three dimensions of student engagement. All transcripts were then read by

one team member and coded accordingly. Notes were shared between team members, and the team met periodically to discuss emergent themes.

Given the importance placed on developing students' global competence, an official goal of DCPS Global Education, this paper focuses primarily on findings related to global competence. A later section of this paper discusses findings about two additional themes emerging from the study – students' newfound gratitude for the privileges and educational opportunities in their home country, and students' feelings of increased confidence. A final section summarizes teacher and staff perspectives about the impacts of study abroad on students.

DCPS staff provided feedback on a draft copy of this report as a validity check on content, interpretations, and direct quotations. No changes were made to the quotes from student participants selected for this report.

RESULTS: GLOBAL COMPETENCE

Study findings about students' global competence are described below. The findings are organized according to the indicators of global competence in the Asia Society's framework (see Appendix 1). Each subsection begins with a quote from a student, and student interview data form the basis of the discussion in that subsection. To protect students' privacy, interviewees are identified by number instead of name.

Investigate the World

I want to make it a priority that when I go to college, I study abroad while I'm in college. I want it to be longer than a week so I can get used to being away from home, but also to gain more knowledge about what's actually out there. (Student 6)

The DCPS Study Abroad participants who were interviewed said they came away from their experiences with enhanced curiosity, additional questions, and further analyses of the countries they visited. They expressed views about issues ranging from immigration to the interdependence of communities, and generated hypotheses and arguments to make sense of what they saw and experienced.

Generally, students compared differences between their host country and their home country, which often led them to reevaluate their understanding of the world. Student 10 captured the views of many participants when she described her experience with study abroad as being like "Dora the Explorer. You're exploring this new area, trying to figure out what is different between [the country visited] and America."

In evaluating these cross-country differences, students often recognized the difficulties faced by communities around the world in such areas as economics, health care, access to

education, transportation, and pollution, and many students reported a heightened appreciation for their opportunities in the United States. For example, Student 9 noted that some students in Senegal cannot complete their secondary education because of the cost of tuition, and contrasted this with the free public education provided by the DCPS, which “make[s] sure that education in DC is available and funded and everyone has resources that they need.” Other students also commented on the struggles of their peers in other countries:

I learned so many new things about the struggles and what the normal life is in Ecuador . . . I knew it was different, but I didn't realize that the normal housing was like metal shacks in backyards and they were right next to [a] big river. (Student 11)

It made me appreciate my education more because I saw that [Nicaraguan students] had to go through so much just to go to school. (Student 4)

Student 12, who traveled to Ecuador, explained how the tangible experience of travel makes it possible to humanize struggles that she had previously only heard about:

As an American . . . you always hear, 'Don't waste your food. Don't take too long in the shower, there are people out there who don't have as much as you have. First world problems.' . . . Until you actually visit these places for yourselves and see . . . what they have to do in order to survive in their places that they live in, these third world countries, this is what they have to do. It makes you entirely more grateful for the privileges that you have here, living here in America.

At the same time, students often recognized many positive attributes in their host country that piqued their curiosity and encouraged further investigations at home. These ranged from curiosity about medicinal plants, to concern about crime and safety, to an interest in international media and news, as the following quotes illustrate:

[I] tell my mom that a lot of the medicines now just really try to replicate what things naturally could do. We actually looked at some medicinal plants [while we were in Costa Rica]. (Student 7)

Here in this city [DC] we can't just walk around freely. We always have our guards up, or we always have to watch our surroundings . . . In that country, you could walk down the street at one o'clock in the morning and be okay. (Student 5)

I like watching different TV shows now. If it's Japanese, I will take interest in it or if it was like a Spanish channel. I watch the news, the Spanish TV show. (Student 13)

Students also discussed how their host countries were portrayed in the media and how particular narratives help shape impressions of foreign places. “The way the news portrays

things, they make it seem worse than it really is," said Student 5. "They always show you the bad and not the good at all."

Student 3, who visited Paris roughly eight months after the November 2015 Paris attacks and three days after the Nice attack, described how, before he left for France, the media had shaped his political and social understanding of Paris and his assumptions of what he might see or experience there. However, experiential learning during his trip abroad allowed him to weigh relative evidence and analyze things differently from what he had originally expected:

I heard a lot about the Paris bombings and things like that and I was like, 'Oh that's horrible, they're going to be in such turmoil for a very long time, they're not going to be able to get out of this, America has to help them.' When I actually got over there, I saw that they were affected by it, but they fought against it and they didn't let it ruin them. I feel like that showed me that the news usually [uses] fear to get you to listen.

Student 13, who also visited France, similarly confronted his own expectations: "I thought it was going to be like people trying to rob us and all of that because they have wars over there . . . but it was basically like DC, but it was larger and different."

By considering both the contrasts and similarities between different contexts in the world, students challenged their own stereotypes and demonstrated an ability to develop a more nuanced analysis of countries or places than they saw in media outlets.

Students reflected on the nationalistic rhetoric emerging in the U.S. political climate and the "us versus them" binary view reflected in discussions about immigration, and then tied these views to new knowledge gained from overseas experiences. Students particularly began to recognize the fear of "the other" held by some people and to investigate the reasons for these feelings. Some students reported gaining a sense of empowerment in seeing beyond labels and borders. Student 9 made this observation:

I feel like we've been so conditioned to see all these international borders as lines we shouldn't really cross, and it's really scary . . . it just really opened my eyes to the ignorance that we have under America . . . it's very scary and it tries to keep us away."

Student 1, who traveled to Barcelona in the midst of the Syrian refugee crisis, compared what he witnessed in Mediterranean Europe with U.S. politics on immigration:

Mediterranean Europe is generally more progressive when it comes to immigration and all these things that are really hot topics in America right now . . . We're scared. A big part of the country, especially less diverse, rural areas, all have fears about foreigners coming in such a big rate because they don't have a lot of exposure . . . There [was] a lot of refugee propaganda [in Europe] when I was there, and I bet if I went to a rural place . . . there would be a lot of conservative practice.

Through investigations facilitated by education and travel abroad, students examined global issues within different local and national contexts, which served as a basis for enhanced reflection and deeper comparative analysis.

Recognize Perspectives

You don't realize what kind of bubble you live in almost until you really go outside of it.
(Student 13)

Interviewed students reflected on changes in their perspectives that resulted from the overseas experience. The experience of entering a completely unfamiliar environment struck several students as particularly transformative, as these comments suggest:

I've always wanted to travel abroad, but I never knew that it's almost like it's fundamental – it's something that every person deserves a chance to do, because it gives you a chance to evolve and look at yourself. You can evolve in other ways, but this is one of the best, purest ways because you're outside of your comfort zones and that's really where we grow. (Student 1)

I feel like people who don't get the chance to go study abroad have a very set mindset on the view of the world. Like you can look at pictures but being there in person is so different. (Student 11)

Leaving their home environment helped students understand and rethink their own perspectives. Student 3 described how the trip made him question and discard his original conception that most people around the world shared his culture, and to realize how culture shapes perspective. In addition, some students remarked that visiting an unfamiliar place and encountering another culture encouraged them to explore their own identity and in some cases to question their sense of belonging and identity, either as part of a subculture within the U.S. or framed by the larger, world culture.

For some students, finding new connections to another country led to a shift in perspectives on community and culture in the U.S. Student 8 shared how powerful it was for her to go to Ecuador, where her grandparents grew up. She used the experience to connect with that side of her heritage. Upon her return, she said she intended to stay more in touch with Ecuadorians and other Latinos in the United States. The study abroad experience appeared to change her perspective on the importance of maintaining an interest in her heritage.

Others used the experience to forge a more nuanced, complex identity, as explained by Student 6:

I don't want to just label myself as, 'I'm black so I like soul food or I'm black so I want [to] only listen to hip-hop music.' When you go and experience other people's likes

and dislikes, then you actually start to like some of their stuff. It's like, well let me embrace that and bring that into myself too.

Several students noted that their perspective on their racial or ethnic identity was challenged during their study abroad experiences. Student 12 explained:

I was surprised in my own ignorance of the people in Ecuador that had black people speaking Spanish, only knowing Spanish. I was shocked. It reaffirmed that, for me as an African American, our gene pool is everywhere. It was really cool to affirm that for myself. (Student 9)

Student 9 seemed to grapple more with her own sense of identity after exploring the history of Senegal and the slave trade that brought so many Africans to the United States:

It made me think a lot about what it means to say I'm an African American, because . . . my whole ethnic identity had basically been erased and just given this blanket name, 'African American.' But it's like I don't really know truly where I'm from.

Although this type of self-inquiry can be unsettling and may create some uncertainty, it also reflects a deeper level of thinking about one's social identity and its connections to a world beyond local and national boundaries. This same interviewee (Student 9) also reported that her travel experience challenged her perspectives on social identity and belonging. After spending three weeks in Senegal, where she was part of the racial majority, it was an unwelcome shock to return to the U.S. and again become a racial minority:

I was so used to seeing so many black faces . . . I came back to DC, and it was overwhelming how [many] white people there were. I didn't realize how much of a minority I really was, because in Senegal I felt like I looked like everyone else . . . For the time I was there, I didn't really see that many white people. When I came back and me being, like, a minority, it felt really scary. (Student 9)

It was not until she left her home environment and experienced a different daily reality that she was able to identify how living as a minority in America impacted her.

Other students expressed questions about what constitutes a national identity and how it can be forged from diverse cultures. For example, Student 12 had difficulty pinpointing characteristics of an American identity, but also said the opportunity to gain a global perspective on cultural difference helped shed light on how to approach diversity within the U.S. context:

I think that America . . . needs to come together and experience other people's cultures, because until you do, not only will you be ignorant [of] other people's culture around the world, but other people's culture [of] somebody's who's living Florida, somebody who's living in Nebraska. I think that's very important for the United States

for us to look at every other face, because we always say, 'Americans, we come together every day.' We're all different shades . . . but is there something that truly defines us as Americans?

Students identified sometimes surprising differences in perspectives between the U.S. and the country they visited, and many students seemed to find value in these differences. "To be outside and be really connected to nature – that's a value that was sort of brought up when I went abroad and I think that's really important," said Student 1. Student 11 explained that the focus on the art she saw in Ecuador inspired her to engage more with the arts: "This whole trip just goes back to perspectives and how you look at things. Everybody is a piece of art."

Cultural interactions appeared to foster a sense of connection. Interacting with individuals from the host country, especially in informal ways, seemed to make a deep and positive impression on a number of the students. As Student 1 explained, "When you're around a place that is someone else's home and you're being welcomed in, it's a really wonderful feeling." In addition, many students (1, 5, 6, 7, 9, 13) said they emerged from cross-cultural interactions believing that the gulf between cultures is not as wide as they had thought. They talked about similarities in areas ranging from music to feelings. Student 3 pondered historical cross-cultural interactions that may underlie such similarities:

When you actually see those countries . . . there are so many connections between the two. It's the way you look at it, either they got that from America and adapted it for themselves, or America adapted it from them. It all depends on your point of view.

More than one student highlighted the value of seeing things in person instead of just through the media's lens:

I've experienced certain circumstances like, you know, not financially stable. But [in the host country] it was different – they didn't even have shoes . . . I could see how people were living, not what they say on commercials when you see resorts and whatnot. (Student 7)

Listening to the news . . . you'll never learn the real truth, and I feel like there's a story behind everything. Just interacting with people, I learned some people's story, and I never would have thought that at all. It's all about the perspective that you get out of it and everything that you take with you when you leave. (Student 5)

The perspectives these students developed appeared to be shaped by both interactions with an unfamiliar environment and individual interactions with people from different cultures.

Communicate Ideas

It just showed me that people can still get along even if you are from different backgrounds and different cultures and religions. (Student 3)

Interviewed students reported increased confidence and motivation as communicators and greater comfort with cross-cultural interactions, including with students from different areas of Washington, DC.

Four students (3, 6, 10, 11) said the experience made them more open to communicating with a variety of individuals. "I interact with people, not differently, but I just interact more openly with them," said Student 3. "If someone's alone or in a group, I'll walk over and say hi and try and introduce myself now."

Student 6 expressed a similar sentiment:

It definitely taught me to be more open, because you can think from the look on someone's face that they are mean or they might not like me, we might not have anything in common. It takes maybe three sentences or three phrases to figure out you all have a lot in common and they are really cool. It definitely taught me to stop being shy and it definitely took me out of my comfort zone.

Other students shared how the experience made them more outgoing. For example, Student 10 told the researchers that she had changed from being "kind of quiet," and Student 11 said she was much more able to work in a group or with different types of people. Student 5 explained how building communication skills has already helped her: "A lot of times when I'm doing college applications, I might talk about my trip there, how it was my first trip out of the country. I've talked to news channels and stuff like that about it." Reportedly, students are still continuing relationships they made with other students during the trip.

Unsurprisingly, students reported that visiting countries where English was not the primary language motivated them to pursue further language study. Several of the interviewed students (1, 2, 7, 9, 10, 13) mentioned the usefulness of knowing a language for tasks such as communicating basic needs and having conversations with locals. Student 1 said his knowledge of Spanish helped him communicate in Italy because of the similarities between Spanish and Italian. Student 9 expressed frustration about the need to work with a translator to accomplish her project goals. Student 13 reported feeling "dumb" that he didn't understand the local language, while Student 1 was impressed that "a lot of Europeans are also multilingual." Students 5, 7, and 10 reported feeling more confident about their language skills after an immersion experience. "It gave me a chance to actually use everything I learned in Spanish, even if I didn't say it correctly," said Student 5. Student 10 added that "I understand my work more . . . I was able to translate a paper with no problem." It is well-established that opportunities to speak foreign languages in a variety of settings and engage in speaking spontaneously help lead to fluency (Christie, 2016).

Students used the opportunities available to them during and after the study abroad experience to communicate effectively with both their peers and host country nationals and to develop enduring friendships with both groups. For example, Student 9 reported using the internet to maintain relationships she made while abroad:

I have still been able to be in contact with . . . my host brother, who goes a mile outside to the Sovereign Cafe to get on a computer and go on Facebook. It's so nice to know how they're doing . . . I don't think I'd be able to have that connection with them, since literally the village is in this remote [area], three hours outside of the city. I probably couldn't go back, even if I wanted to, but being connected by the social media, it's still nice to have that.

Take Action

I think standing up for anything [you] believe in is important and it all adds up. Because we built a wall [of a house in Ecuador for the service learning project], but the next group that comes in is going to build even more . . . It's also going to change the lives of the community and change the lives of the doctors who work there in the house that we built for them. (Student 11)

Making a difference in the world – whether in the neighborhood or school or on a global stage – is a multi-step process. It requires one to identify issues, plan and implement actions, and reflect on these actions. Students who experienced study abroad expressed a distinct *desire* to take action and improve conditions. “When I found out the Dominican Republic and Haiti, they were going through that hurricane, I just wanted to hop on a plane and just go over there and help,” said Student 4. However, students often described this desire in terms of actions they wanted to pursue in the future rather than immediate actions they took to improve conditions.

When participants were exposed to new experiences, this ignited both passions and questions about how they might personally improve conditions. For some students, their plans to take action focused on improving their own education or skills. After observing the importance of weaving to Ecuador’s economy, Student 11, who was in a biomed program at school, explained that this inspired her to think about how she could incorporate art into her education and “open my mind to doing other things” beyond scientific study.” Some students described how studying abroad helped them to realize they had the power to take control of their own learning experiences. Student 1 elaborated: “I’m an independent learner and, granted school is very important, but I can also learn on my own. I can take information by myself.” Student 10 was inspired to learn additional Asian languages independently:

I started studying Mandarin in 9th grade. I was determined to be a translator or an ambassador, but now I'm learning . . . Japanese and Korean, which I'm doing on my own time. I just want to be an ambassador for the Asian culture.

Other students said they were considering actions to improve international conditions. Student 12, for example, became more aware of the issue of hunger and the need to reduce food waste. "I feel like I have a foundation of food waste that I can be sharing to other countries, not just the U.S., but to countries like Japan who recognize 14 different types of trash," she said. "I would love to do research on that."

Every student interviewed expressed interest in future study abroad, and several planned college majors or studies with an international focus (Students 8, 9, 13).

After studying abroad, students also seemed to ponder broader possibilities for future careers than they had previously considered. Many students were thinking about international work opportunities, such as working for humanitarian organizations (Students 7, 9, 11), teaching English abroad (Student 8), or pursuing international business opportunities (Student 5). For example, Student 11 was thinking about a future with Doctors Without Borders, while Student 7 explained that her study abroad trip "really got my feet wet" and piqued her interest in "humanitarian work." Student 9 made this comment about traveling to Senegal:

[It] really opened my mind up to the possibility of being able to live abroad, and possibly be abroad more often, and making it an actual lifestyle, where my job is to travel and do things, whether it's with the United Nations, or whether it's through a Peace Corps or something.

Students saw their ability to take action as dependent on their having certain resources and knowledge that might become available only with college and work experience. They recognized that they may not have the appropriate scaffolds to take immediate action to improve conditions, especially in an international context.

A particularly thoughtful observation came from Student 2, who noted that the actual needs of the community differed from the needs discussed before the trip, and who wondered whether simply showing up for service-learning work is sufficient or whether it requires a deeper knowledge of a community's culture, history, and local needs:

Since I learned a lot in Ecuador, I want to help the community . . . figuring out what the community needs, I learned a lot about that in Ecuador [as opposed to at home]. That's what you have to address, like ask the community instead of coming and figuring out what you think they need.

Although the action phase of "taking action" was difficult to discern from the qualitative interview data, the cluster sampling of students' Making Global Local projects reviewed so far and the field notes from participant observations of students' project presentations showed a diverse array of evidence of taking action. Student projects ranged from educational projects that sought to increase global awareness among peers and adults, to direct action projects,

such as the crowdfunding project one student organized to provide books to a local school she visited in Senegal. The study team has not yet examined a systematic sample of projects, however, and further research is needed to determine out how the projects developed and whether the projects reviewed were representative of the whole DCPS student sample.

These findings from the student interviews about the impact of study abroad on global competency are consistent with the views of the DCPS Travel Ambassadors. In a DCPS questionnaire, Travel Ambassadors responded that as a result of study abroad, 79% of students could investigate the world extremely well; 73% could recognize perspectives extremely well; 50% could communicate ideas extremely well; and 41% demonstrated ability to take action extremely well.

ADDITIONAL EMERGENT THEMES

Two additional themes emerged from the open coding process used during the initial review of interview transcripts. The most consistent of these was the gratitude students expressed for the privileges they enjoy in the U.S. Another notable theme related to students' engagement in learning and confidence.

Gratitude

They don't need a lot. They appreciate what they have . . . A lot of people aren't really humble here [in DC]. They don't appreciate things. (Student 8)

Almost all of the students interviewed mentioned their gratitude and newfound appreciation for the privileges they enjoy, and they often compared the characteristics of their home life with what they saw overseas. The following are examples of students' comments about their trips:

Made me definitely appreciate what I have right here. (Student 9)

Made me more conscious of the fact that I'm American and the privileges I have. (Student 1)

If [host country nationals] came here, they would think we are fancy, we have luxury, and everything is just catered for, and we have things so good. It's like you all think that, but it's like there are people here who think this is absolutely trash. (Student 6)

When reflecting on their lives in the U.S. and Washington, DC, students said they had become newly aware of privileges such as housing (Students 4, 6), basic necessities (Students 7, 8, 9, 12), and education. Student 4 expressed surprise on his trip at the "little shacks" people lived in, and Student 6 talked about the small buildings she saw.

Discovering different ways of living and encountering poverty made Student 12 feel “really privileged,” she said. “I took a lot of things for granted, sleeping in a warm bed.” Other students were struck by the pronounced contrast between their own material possessions and the standard of living in the host country, as noted by Student 9:

I had my camera and my phone, and these are literally like I'm holding \$1,500 dollars in equipment and everyone's looking at it. It's crazy that we're just holding these things, and we have these computers and stuff here . . . I don't think we realize how much we really carry in money around with us.

Instead of reflexively believing the host country should have the same types of privileges available to many Americans, a number of students thoughtfully analyzed the way they saw host country nationals in their environment. Students said they were impressed with how satisfied people from the host country seemed with their lives, as illustrated by these quotes:

In Peru, you would see kids climbing up these steep mountain roads with no guard rails, no shoes on . . . I'm complaining about me walking three minutes to school when they don't have shoes on and they are not complaining, they are doing this with no hesitation, that's a daily routine for them. (Student 6)

They showed nothing but unconditional love and appreciation for things that we thought wasn't even enough . . . They're grateful and they're happy. They're just happy to have one another. (Student 4)

Students also spoke of the renewed gratitude for education they gained from travel. “I would definitely want the children in my community to be more grateful and more understanding that they have a free education here, they don't pay for anything,” said Student 6. Student 12 remarked that “it made me more grateful for my own education after seeing how children have to walk almost 9.3 miles a day in order to get to the school that we were building for them.”

These comments show students making comparisons between their home and other contexts, observing and considering the daily experience of others, and in some cases finding new perspectives on their own situation. Overall, students were aware of differences and took note of their privileges. Some students appeared to demonstrate empathy and be able to “discover the common humanity they share with others, across lines of difference” (Reimers, Chopra, Chung, Higdon, & O'Donnell., 2016, p. xxxiii), and to value the diversity in the human experience. For others, these reflections appear to take the form of sympathy for impoverished communities and a recognition of their own privileges, which could be interpreted within the critical literature on study abroad as global poorism (Woolf, 2006) or even a form of U.S. hegemony (Zemach-Bersin, 2007).

Some students translated their emotions of gratitude into action. Instead of merely noting the differences in situations between the U.S. and the country they visited, some students made personal goals to show more gratitude, especially about material possessions, and ask themselves how much they need. Student 4, for example, said she no longer takes things for granted: "I used to want everything, and if I didn't get it I would get mad. Now I'm just like, 'Oh it's whatever. I'm not going to die if I don't have it. It's not a necessity.'" Student 9 explained that "It's kind of humbling to look at yourself and say, 'What do I need, and what don't I need?' Just because I see [people in another country] living with such little things, but still surviving." Student 6 added:

It was a humbling experience, so I will always for myself remain humble and never complain about what I think is a struggle in the DMV area. Compared to going to these places and they don't have as much as I do . . . I would say it was humbling, stop complaining. Now I'm extremely supportive like my parents, and that basically makes me not want to rely on them for so much because these kids are extremely young and they don't rely on their parents for much.

Further research could help clarify how study abroad affects perceptions about the intersections of local and global poverty, especially for students of diverse socioeconomic status backgrounds. For example, how do students understand poverty as it is manifested in local, national, and global spaces? How does that understanding shift through a study abroad experience? In what ways do these newer perspectives affect students' social and civic identity development, sense of belonging, and engagement in learning?

Student Engagement in Learning and Confidence Building

It just reassured me that I still have potential. (Student 5, describing study abroad)

The students interviewed seemed engaged in the learning experiences generated through studying abroad and, in particular, had greater confidence as a result of the overseas experience. Students reported feeling more confident about speaking foreign languages (Students 5, 7, 10), applying for college (Student 3, 5, 13), and contemplating specific future work and study abroad opportunities (Students 5, 6, 7, 8, 9, 11, 13).

The improved confidence seemed to stem from the successful completion of a trip abroad and the experience of applying and being accepted for this program. Student 3 saw the study abroad application as a precursor to the college application process:

They weren't looking for the best essay, they were looking for the best person that doesn't have a lot of experience outside the country, so they can experience new things. So, the fact that I did get in . . . showed me that I could do other things also. So that's going to help me along the way. I am going to apply to college, and maybe I was looking at myself from a lower standpoint, like, 'Oh you're not going to get into this, or

you're not smart enough for that.' Now that I was able to experience something like this, based on what I wrote, I know that I can do more.

Several students obtained a passport and got on a plane for the first time. These first-time travelers reported that the experience was daunting at first but ultimately positive, raising their confidence and sense of independence. Previous research targeting first-time travelers and other non-traditional participants in postsecondary study abroad programs suggests that traveling by plane builds students' cultural capital, enabling them to access interactions that presuppose familiarity with air travel (see Slotkin, Vamosi, Perez, Durie, & Eisenberg, 2016). Although students might not use the term "cultural capital," their reflections suggest that they see the advantages conferred by first-hand knowledge of international experiences.

Students seemed to instinctively recognize the social cachet associated with international travel and language:

[I] wanted to do something my parents haven't done before, so when I found out I had the opportunity to do something they didn't, I was like, 'Let me sign up for this and make them proud.' So I took the applications and I did it and I found out I got to go . . . [my parents were] bragging about it. (Student 13)

When I told my grandfather I speak Mandarin, he's like, 'What?!' He asked me to translate something for him. He was surprised. He would brag about it to his family. I think it [gave] a positive meaning to myself. (Student 10)

Several students made comments that indicated burgeoning self-confidence and broadening identities. "Now I actually know how I feel about certain things. Now I know what to say when someone asks," Student 3 said with assurance. Student 5 described how her identity grew to include the term "global citizen," and Student 1 felt "empowered" to take action regarding his education. As mentioned previously, students expressed increased confidence about interacting with peers from across Washington, DC and with host country nationals. Student 13 was explicit in saying, "I'm more confident in what I've achieved. It makes me feel like I'm more mature because I've been somewhere different." Engaging in study abroad seemed to make these selected students view themselves and their future prospects more confidently.

Early indications from data on college and career readiness among DCPS Study Abroad participants suggest impacts of study abroad on college access. Although GPA is not a factor in student selection for DCPS Study Abroad, alumni of the program have a 91% college acceptance rate and an 87% FAFSA (Free Application for Federal Student Aid) completion rate. Thus, DCPS Study Abroad participants are 27% more likely than their peers to be accepted to college/university, and 24% more likely to have applied for financial aid. Moreover, DCPS data show that 98% of the 2016 cohort of 11th graders studying abroad took the SAT, compared with 90% of students overall, and that these study abroad returnees are

24% more likely to complete a FAFSA application than the general student population. Further analysis of DCPS data about DCPS Study Abroad participants is underway.

RESULTS: STAFF AND EDUCATOR VIEWS

According to staff interviews, the main impacts of the DCPS Study Abroad program on student participants include 1) an increased interest in learning about the world, 2) excitement to engage in cross-cultural exchange opportunities, 3) social connections across DC and awareness of local community, and 4) increased empowerment.

Staff saw an interest among students to travel abroad again and study a world language. “The greatest thing we hear upon return for the students is that they can’t wait to go abroad again. They can’t wait to start studying another language. They can’t wait to, when they go to college, spend a full year studying in another country,” said staff member 1. That same person noted that interest was particularly strong among first-time travelers:

Our students who have become newly or for the first time engaged and excited about learning about the world have really started to look for those opportunities, so students are consistently asking us about gap year opportunities [and] . . . other study abroad opportunities.

Staff also emphasized students’ excitement to engage in cross-cultural exchange. One staff member reported that students were excited to compare cultural differences and had a “fascination with the similarities.” A teacher noted, “I saw students open up with each other, grow more comfortable speaking in Spanish, grow more confident navigating a foreign city, become excited about trying new foods and experiences” (DCPS, 2016).

Staff and educators also said that study abroad supported students in learning about DC and connecting with other young people from across the District. For example, DCPS staff member 1 described the fact that each trip included students from across the District rather than a single school as “the most important part of our program design. It has had a tremendous impact.” Students reported to staff that they now understand students in their own city. “At the beginning, the school divisions were really obvious,” said DCPS staff member 2. “The kids who were alone were pretty alone. Then it started to shift a little bit . . . the kids just started mingling and mixing and really hanging out a lot.” A Travel Ambassador said that “many of the students bonded with one another . . . despite being from varied schools and backgrounds” (DCPS, 2016).

Learning about the different life experiences of students across DC may enhance their confidence in making new friends and other social skills, increase empathy toward others, and create opportunities for local cross-cultural exchange. One staff member mentioned that a participating student from southeast DC discussed how important it was to share aspects of his life with students from northwest DC. DCPS staff member 2 reiterated this viewpoint:

Kids really learned from one another . . . the opportunity for kids who have had different experiences in terms of traveling and life in DC . . . the opportunity to come together and have a common experience and comparing and contrasting and having it together, I think they learned a lot about themselves and a little bit more about their identity.

Staff also reported that this mixing of students from across the District increased the commitment among participating teachers to the success of all DCPS students, rather than their school alone.

Lastly, and linked with qualitative data generated through student interviews, staff highlighted the empowerment and cultural capital students gained from receiving a passport and a suitcase (both “tangible markers of opportunity and possibility” according to DCPS staff 1) and experiencing travel abroad. DCPS staff member 2 made this observation:

The opportunity to go through an airport and get on a plane is one that a lot of our students haven’t ever had. It’s kind of an assumed adult experience. I think in a lot of jobs and social circles, college, people assume you’ve been on a plane before, or that you’ve traveled somewhere, that you know what that is, as a reference point a lot of our culture makes connections to.

Mirroring the students’ interview comments, staff highlighted the gratitude felt by many:

A lot of students came back impressed with how much they have. We’re a district of 78% free and reduced meals, so that’s not necessarily a category that people would put a lot of our students in right away. But a lot of students come back having seen different communities around the world, realizing how much they have in their school and in their education systems and even feeling that they have a lot in their homes.” (DCPS staff 1)

Although student independence and motivation are difficult to measure, the staff also perceived enhancements in these areas among study abroad students. DCPS staff member 2 defined independence as “a willingness and a tendency to look for answers to questions on your own first before asking other people for help; trying to find resources to figure out what you need to do . . . a sense of agency to take action.” The same staff person reported that students were expressing more interest in classes, working with teachers, and showing an attitude of “I went abroad . . . so now I try harder in school” (DCPS staff 2). Travel Ambassadors noted that students from multiple schools returned motivated to work together on specific local issues and problems (DCPS, 2016).

DCPS educators participating in the study abroad experience also discussed its impact on themselves. In the DCPS questionnaire, participating educators reported an improvement in

their own global competence. The vast majority of participating educators said their skills improved in these areas, as shown in Table 2.

Table 2. Improvement of educators' global competence

Dimension	Improved extremely	Improved moderately	Total
Investigating the world	73%	21%	94%
Recognizing perspectives	71%	27%	98%
Communicating ideas	73%	23%	96%
Taking action	62%	29%	91%

Source: DCPS, 2016

Further research involving subsequent cohorts of DCPS Study Abroad is exploring the short- and long-term impacts of study abroad on the global competence of educators (Siczek & Engel, 2017).

CONCLUSION

This pilot study, carried out in 2016-17, consisted of exploratory qualitative research into the potential impacts of the inaugural year of the DCPS Study Abroad initiative. Although the generalizations that can be drawn from these data are limited in light of the qualitative approach and small sample size of study participants, some noteworthy themes emerged.

Students who participated in Study Abroad were engaged in four aspects of building global competency: investigating the world, recognizing perspectives, communicating ideas, and taking action, according to evidence from student and staff interviews, as well as the Travel Ambassador questionnaire. In addition, students participating in DCPS Study Abroad gave indications of improved confidence, greater interest in global travel and learning, and greater understanding of privilege in a global context.

The outcomes for students described in this paper support the DCPS Global Education goal of providing resources and opportunities to foster global competence among students. These outcomes also support two broader DCPS goals: providing students with rigorous academic content and ensuring that every student leaves DCPS ready for college and careers. The Study Abroad program addresses these goals by helping students gain a more global outlook and improving their understanding of contexts beyond their immediate environment.

These conclusions point to recommendations for the program and future research. During their interviews, several students mentioned that the interview was the first time they had the opportunity to discuss and reflect on their experiences abroad. Some students seemed to find the questions difficult to answer. Many students described the outcomes of their

experiences vaguely, suggesting that students may not “be fully aware of the nature of their own learning, its sources, or its significance” (Ash & Clayton, 2009, p. 26). Even though all of the students interviewed took part in experiential learning abroad, “learning – and understanding learning processes – does not happen maximally through experience alone but rather as a result of thinking about – reflecting on – it” (Ash & Clayton, 2009, p. 27).

We therefore recommend giving students an opportunity to critically reflect after returning, through either an in-person course or an online learning platform. This type of formal reflection would maximize the learning potential of students’ study abroad experiences and promote the development of metacognitive strategies that are critical for broader and deeper global learning. It could also deepen the skills acquired during study abroad and help students apply them to new situations, such as resumes, interviews, or college and job applications.

This study also presents several threads for future research:

- Deeper investigations into student engagement that build on findings that show improved social outcomes and peer relationships, as well as greater confidence and desire for international careers, study abroad, and language study.
- Deeper exploration of issues of cultural and social capital, building on findings about changes in student attitudes about the material and non-material capital generated from study abroad (e.g., the experiences of riding on a plane, going through airport security, or using a passport that are all part of travel).
- Explorations of social capital gained through new friendships and relationships with other students from various cultural and socioeconomic backgrounds across DC wards, and new connections with other adults across DC.
- Deeper examination of teacher impacts of study abroad trips, such as changes in Travel Ambassadors’ skills and interests and impact on teachers’ focus on global competency in their lessons and teaching practice.

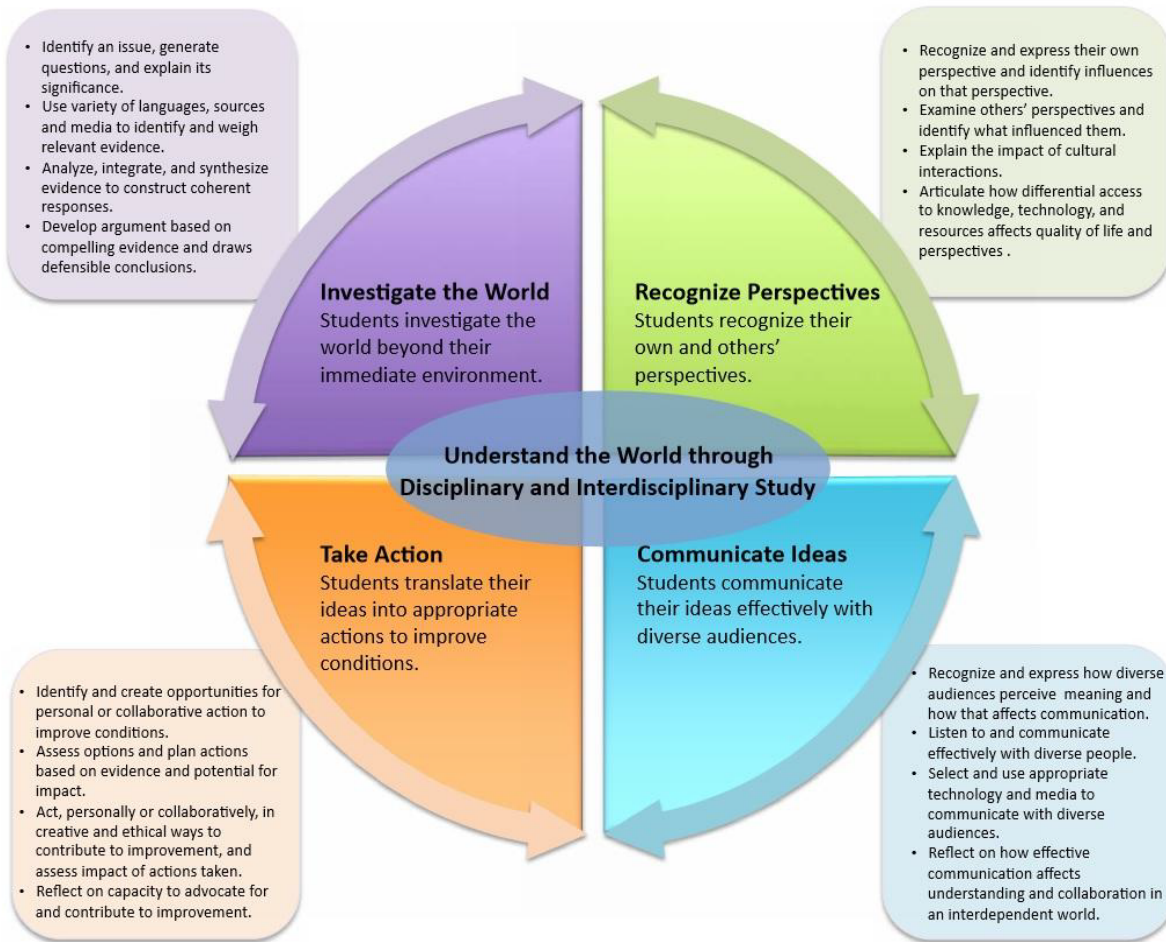
The research described in this paper is part of an ongoing study of DCPS Study Abroad. Research is currently underway on the experiences of the 2017 cohort. Additional reports from the GW research team and their DCPS partners will be forthcoming.

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APPENDIX 1. GLOBAL COMPETENCY MATRIX



Source: Asia Society (Boix Mansilla & Jackson, 2011)

APPENDIX 2. CODING SCHEME FOR STUDENT ENGAGEMENT

Student engagement – Learning and social outcomes	
<i>Dimensions of student engagement</i>	<i>Potential indicators linked with study abroad</i>
Cognitive: Student investment in learning and their demonstrated willingness to invest in the learning process	<ol style="list-style-type: none"> 1. Goal to do well in school 2. Goal to go to college 3. Goal to study abroad again; travel abroad; choose a career abroad 4. Connecting – making connections between multiple learning environments 5. Goal to keep studying and learning language/deepen study
Emotional: Reactions (+/-) to schooling, peers, teachers	<ol style="list-style-type: none"> 6. Enjoyment of learning 7. Expression of interest in topics learned, country, school, belonging to group 8. Expression of values of school 9. Positive relationships with teachers and peers
Behavioral: Participation and involvement in activities (academic/social/extracurricular)	<ol style="list-style-type: none"> 10. Actual action undertaken 11. Global/Local projects 12. More effort shown – going to school, taking on extra projects, seeking others out in their school 13. Plans to learn language

Source: Adapted from Fredricks, Blumenfeld, & Paris, 2004

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