

A photograph of a young woman with long dark hair, wearing a blue long-sleeved shirt, smiling warmly. She is holding a young child with dark hair, wearing a vibrant red traditional garment with colorful embroidery. They are positioned in front of a rustic building with a wooden door and a pink tassel decoration. The scene is set outdoors, possibly in a rural area.

ciee[®]

GLOBAL NAVIGATOR
High School Study Abroad

TRANSFORM LIVES. SEE THE WORLD CHANGE.
Impact Report

Pisac, Peru

CIEE IS THE WORLD LEADER IN STUDY ABROAD

Established in 1947, CIEE is the country's oldest and largest nonprofit organization dedicated to study abroad and intercultural exchange. With a global network of exchange programs serving participants from more than 120 countries, we are acknowledged as the world leader in supporting and promoting international education.



\$14M In scholarships per year	1,000 U.S. high schools
2,500 U.S. high school study abroad students a year	10,000 U.S. college study abroad students a year
350 U.S. colleges and universities	1,365 Foreign high school students per year in J-1 and F-1 Visa programs
30,000 Exchange visitors per year under the U.S. Department of State Exchange Visitor Program	60+ CIEE locations throughout the world

HIGH SCHOOL: A TIME OF POTENTIAL AND PROMISE

High school students are open-minded and ready to learn about themselves and the world.

With your help, a small seed of change planted at this point in their development can influence the trajectory of their lives in a positive, lasting way.



“

CIEE is a pioneer in developing incredible opportunities for high school students to go abroad, engage in the culture, learn how to interact with individuals with multiple perspectives, and then be prepared to take responsible cultural action no matter in which community that they find themselves.

— Duarte M. Silva
Executive Director, Emeritus, California
World Language Project, Stanford
University Graduate School of Education,
Stanford, CA

“

High school students have a unique ability to absorb, to be open, to engage with their host families in meaningful ways, and giving these students the opportunity at the age that they are in is key to creating global citizens.

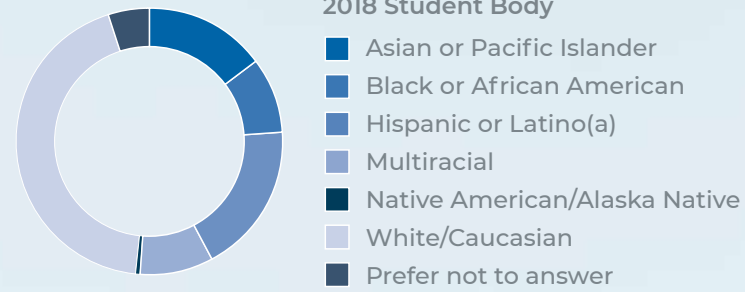
— Annie Gibson, Director of Study Abroad,
Center for Global Education, Tulane
University, New Orleans, LA

CIEE GLOBAL NAVIGATOR PROGRAMS ARE GROWING AND DIVERSE

ALREADY MORE THAN 8,000 PARTICIPANTS

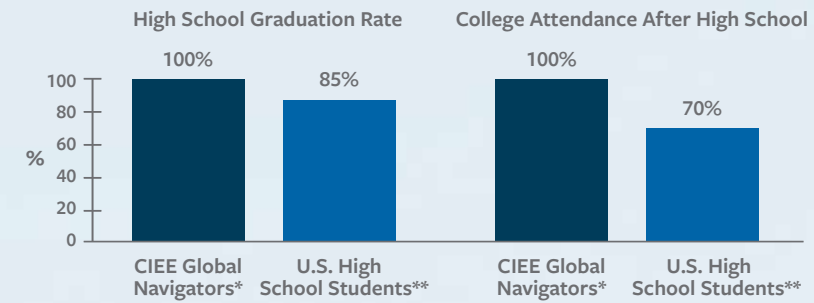


SCHOLARSHIPS OPEN ACCESS TO ALL STUDENTS



- 85% of students received a scholarship
- More than 50% of scholarships meet the full need of low-income students

COMPETITIVE PROCESS ATTRACTS TOP-PERFORMING STUDENTS



ALUMNI ENROLL IN TOP COLLEGES

- | | |
|------------------------------|----------------------------|
| Columbia University | Northwestern University |
| Cornell University | Paris-Sorbonne University |
| George Washington University | UC Berkeley |
| Harvard University | UNC Chapel Hill |
| New York University | University of Pennsylvania |

*Global Navigator School Survey, 2014-2017

**National Center for Education Statistics, 2016-2017 school year

PROGRAMS OFFERED

SUMMER ABROAD

3 to 4 weeks

- **Language & Culture:** These programs combine homestays with classroom learning, cultural activities, and excursions to enhance fluency in one of 7 languages (Spanish, French, Mandarin Chinese, German, Italian, Japanese, or Arabic). Pre- and post-tests measure growth of language proficiency, and participants qualify for 4 college credits.
- **Service & Leadership:** These programs focus on global issues such as the environment or children's rights. Students join a local nonprofit and develop problem-solving skills while learning about community empowerment to make the world a better place. Participants complete a certified 50 hours of service.
- **Global Discovery:** These programs allow students to pursue or develop an interest in content-specific topics that delve into serious study in STEM, business, and the arts. Participants experience hands-on research, workshops, and real-world application of skills. They complete a final project to showcase their newly acquired knowledge.

HIGH SCHOOL ABROAD

3 months to 1 academic year

Placed in a local high school and host family, students experience everyday life in an authentic way. Students become fluent in the host country language and develop a deep understanding of the local culture and people.

GAP YEAR ABROAD

3 months to 1 academic year

Students take critical time to focus on their goals and mature before college. They can:

- Participate in a language program and stay with a host family.
- Join a partner NGO to complete a service project that meets community needs.
- Gain essential professional experience during an internship at a local company.



STUDENTS ENGAGE IN EXPERIENTIAL LEARNING AND DEVELOP WORKFORCE READY SKILLS

Today's employers cite communication both written and oral, critical thinking, team work, and the ability to work independently as top skills for their workforce hiring.*

Alumni responding to the 2015-2017 CIEE Global Navigator High School Study Abroad Program survey self-reported growth in:

COMMUNICATION



Improved communication and subject matter skills

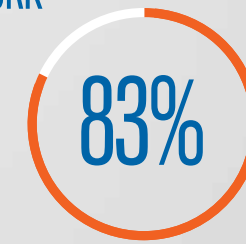


Can now navigate across cultural differences

TEAMWORK



Improved leadership skills



Are more prepared to join a global workforce

CRITICAL THINKING



Gained a more global perspective



Have a deepened understanding of their own culture and values

INDEPENDENCE AND SELF-MOTIVATION



Increased their self-confidence



Became more independent

“

You are not just supporting one student you are supporting an entire community. My family – who doesn't have much international travel experience – is benefiting from my cultural stories and perspectives. My classmates back home are more curious about international relationships and are eager to understand Chilean culture.

— Josie M., High School Year Abroad Valparaíso, Chile

It was truly the most incredible year of my life. I really appreciated that it wasn't always smooth sailing, as this led me to have to learn to overcome obstacles.

— Edward R., Gap Year Abroad Shanghai, China

Speaking with my host mother in the morning and at night was memorable. Even though neither one of us was strong in our target language, we managed to find ways of communicating. It made for some interesting conversations and quite a few laughs.

— Maria B., High School Summer Abroad Berlin, Germany

CIEE was a great way for me to learn about the language, culture, and environment in only a few weeks. I learned about the lifestyles of citizens and experienced it myself from food to transportation – it was a truly life-changing experience.

— Michelle H., High School Summer Abroad Beijing, China

*“Fulfilling the American dream” liberal education and the future of work. Association of American Colleges and Universities. Online survey, July 2018.

CIEE STUDENTS GAIN LANGUAGE PROFICIENCY

Growth in CIEE's language programs is measured through a pre-post administration of the Stamp 4S assessment by Avant, using matched cases. The composite score reflects performance in listening, speaking, reading, and writing. The communicative, task-based approach in an immersion setting produces exceptional gains in listening and speaking.

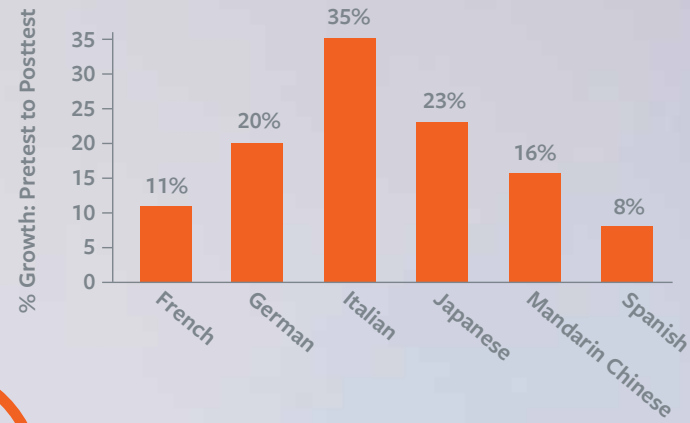
7,193

hours of language instruction in eight weeks

3,232

college credits earned for language classes in 2018

AVERAGE GROWTH IN LANGUAGE PROFICIENCY*
Composite Scores – 2016 - 2018



AVERAGE GROWTH IN LISTENING AND SPEAKING**

1 MONTH WITH CIEE = 1 YEAR OF HIGH SCHOOL

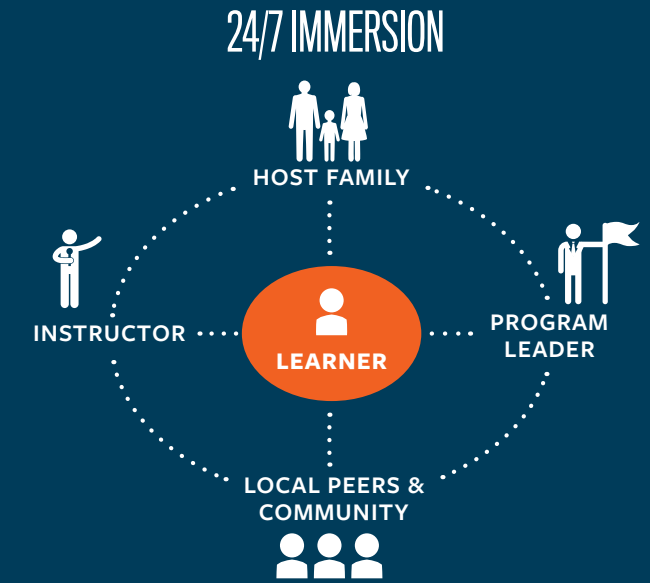
The average growth for students in a CIEE 1-month program approaches or exceeds the national average growth that students achieve in 1 year of a high school world language course.

93%

STUDENT SELF-ASSESSMENT OF GROWTH

of students report improved language use in a pre-post survey of performance on ACTFL "Can-Do Statements."

OUR APPROACH



From sunrise to sunset, the communicative coursework and engagement with the local community and the host family combine to achieve language growth.

- Each day, students participate in interconnected in-class learning, cultural excursions, and interactions with the local community to enrich and immerse themselves in the educational experience.
- Our language learning programs align with the principles and standards of the American Council on the Teaching of Foreign Languages (ACTFL), and participants can earn 4 college credits through our partnership with Tulane University.
- The curriculum of each of our programs is designed to complement secondary education. We encourage critical thinking, curiosity, and problem-solving.
- Our returning participants contribute to the global conversation in their classrooms and extend the reach of our programs.



*Based on composite score data for CIEE Global Navigator High School Summer Abroad language programs from 2016-2018. Since students at earlier stages of language proficiency make greater gains more quickly than students at more advanced stages, it is not appropriate to compare percentage growth across languages. For example, 60% of the 2017 German students were at the beginning level, while only 24% of those in the Spanish courses were beginners. Arabic results are not included due to an insufficient number of matched cases.

**Based on composite score data for CIEE Global Navigator High School Summer Abroad language programs from 2016-2018. National averages derived by Avant from high school language proficiency assessments administered nationally in 2016-2017.

CIEE STUDENTS MAKE A DIFFERENCE

14,200

hours of service completed by CIEE students in 2018

66%

of CIEE alumni were motivated to become more involved in their local communities when they returned home

GLOBAL NAVIGATOR ALUMNI HAVE:

- Founded non-profits and businesses
- Continued service projects in the host country
- Started service projects in their home communities
- Initiated inter-cultural and study abroad clubs in their schools



“

Hearing the stories of the leaders we worked with was so inspiring to me especially because many of them were women. To see powerful, dedicated women working hard to better their communities helped me see all the ways I could do so as well.

— Daniela P., *Creating Change through Solidarity, Guanajuato, Mexico*

My most memorable experience was working with all of the students on an organic farm to create meals. By directly harvesting the ingredients and cooking while creating the least amount of waste possible, it opened my eyes as to how we could all be doing much more to build sustainable cities.

— Karen S., *Building a Sustainable Mega City, Beijing, China*

I will never forget the children I met at one of our service sights in Cape Town. Those little boys taught me more in three days than I've learned from any service work I've done in the U.S. The interactions we had were far more important than the work we did and that realization is one that will impact me forever.

— Elizabeth I., *Leadership through Mandela's Example, Cape Town, South Africa*

Experiencing Tanzania through home stays, exploring our town of Iringa, and interacting with local people allowed me to observe the differences in culture and lifestyle compared to New York where I live, as well as the similarities and parallels between two places thousands of miles apart. My experiences were enlightening, interesting, and I can't name a time that I wasn't having fun or learning something new. The service learning aspect of the trip taught me so much about what effective service work is.

— Simrun B., *Empowering Girls through Sports, Iringa, Tanzania*

THE DENOYELLES SCHOLARSHIP SUPPORTS NC STUDENTS



The deNoyelles Global Navigator Scholarship is a donor-supported scholarship for a North Carolina student to study abroad for a semester or year in an immersive language program. The scholarship is dedicated to students who would not have the opportunity to study abroad without donor support. The first student to receive the scholarship, Josie M., spent her senior year studying in Valparaíso, Chile, after receiving a scholarship the previous summer from CIEE to study Spanish in Valparaíso for four weeks. Josie was inspired to continue studying Spanish and returned to live with her summer host family for the year. This is her story.

“

The summer before I began my year abroad in Chile, I participated in a High School Summer Abroad program with CIEE in Valparaíso, Chile. I knew how much I was capable of learning in one month, and I knew multiplying that growth by twelve would help me reach some of my academic, professional, and developmental goals.

During my summer in Chile, I fell in love with the CIEE staff of Valparaíso. Not only were they great educators, but they provided love and much needed emotional support. They were loving and treated me as an individual and fostered my growth and exploration in a way that I felt independent and supported at the same time. The staff worked very hard to place me with the same host family as my summer program. Knowing I had a loving family to care for me made it much easier to kiss my natural family goodbye

for the last time before starting my year abroad. I feel so lucky to have two families that love and support me.

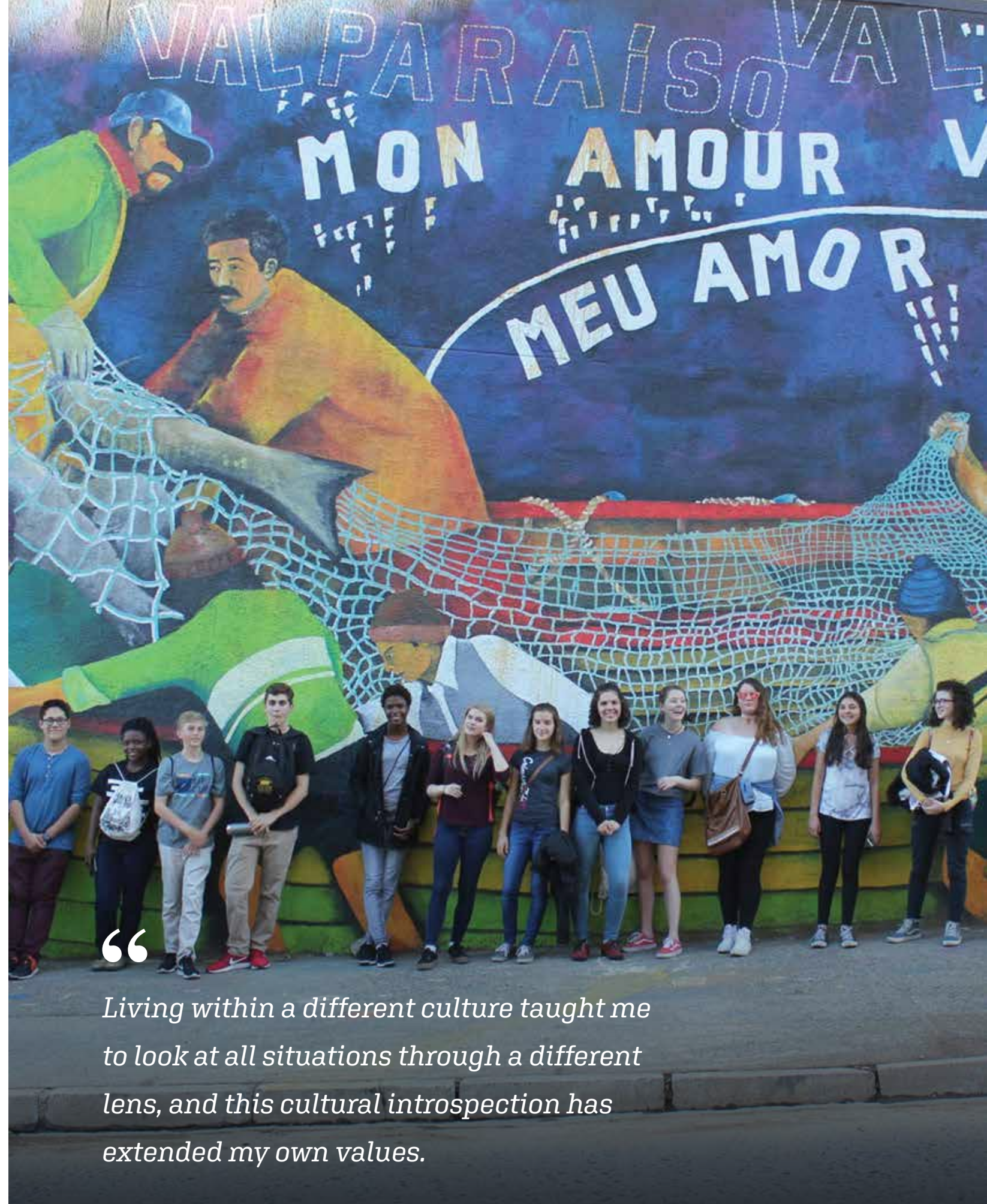
Living within a different culture taught me to look at all situations through a different lens, and this cultural introspection has extended my own values. I look at myself differently. I now see myself as someone who is capable of positive change and can grow, and more importantly, I am in control of who I want to be. I am in control of my experience, and it taught me how to be an adult and manage my time effectively. I also learned how to budget money and manage my health and wellness.

I would tell other high school students now is the best time to study abroad for a semester or year. There are a few key differences between the high school and university programs in Chile. First the high school program is smaller, so not only was I closer with the other high school students, but CIEE activities were more intimate and fostered growth. In Valpo, college students often take classes with other English speakers, while at my high school I was the only student who spoke English, so I had more immersion and more challenge linguistically, which meant more growth! The lack of contact with other Americans helped me make true distinctions between two cultures and positively modify my actions to reflect the person I want to be.

Supporting a study abroad student is the best way to foster peaceful international relations where everyone benefits. I know it doesn't stop there. My future employers will benefit from a more culturally engaged and bilingual employee, and future friends from a more dynamic friend in me. Studying abroad is not about travel or school; it's about peaceful and impactful change.

“

Josie is studying nursing at Appalachian State University in North Carolina. She plans to work in healthcare and use her Spanish skills to enhance her patient care in the future.



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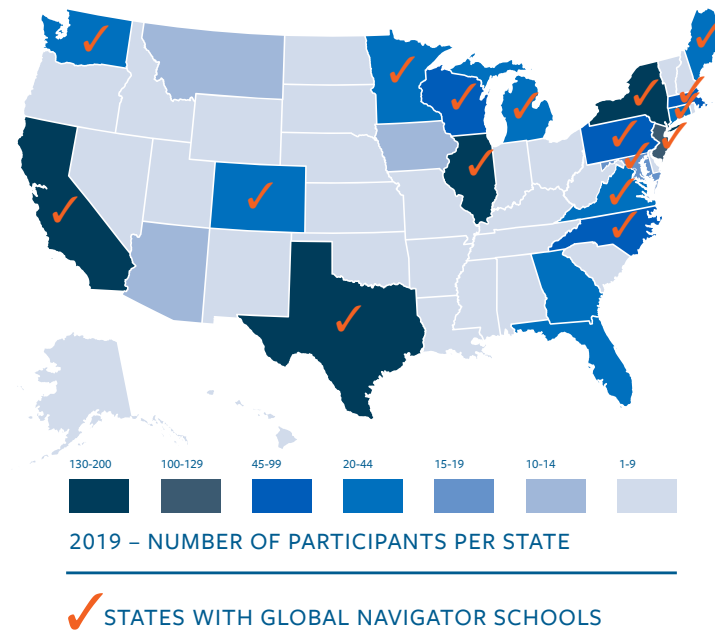
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A GROWING NETWORK DEDICATED TO EXCELLENCE



CIEE GLOBAL NAVIGATOR SCHOOL NETWORK

We work with hundreds of high schools across the country, and partner with close to 100 top-performing institutions that share our vision for the future of secondary education.



OUR PARTNERS



GLOBAL NAVIGATOR ADVISORY COUNCIL

The Advisory Council ensures our high school programs achieve two important goals:

- To provide a study abroad experience that is closely connected to U.S. secondary school learning objectives, college entrance goals, and eventual career needs
- To extend intercultural competence opportunities to as many U.S. high school students as possible, regardless of socioeconomic status
- Our Advisory Council members currently are:

- Jianhua Bai
Professor of Chinese, Kenyon College, Gambier, OH
- Pamela Delfosse
International Education and World Languages Consultant, Wisconsin Department of Public Instruction, Madison, WI
- Helga Fasciano
Executive Director, Foreign Language Association of North Carolina, Raleigh, NC
- Annie Gibson
Director of Study Abroad, Center for Global Education, Tulane University, New Orleans, LA
- Sheron Long
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- Elizabeth Matchett
World Language Instructional Supervisor and Spanish Teacher, Henry M. Gunn High School, Palo Alto, CA
- Annie Rivera
World Languages Supervisor, Lewisville Independent School District, Lewisville, TX
- Duarte M. Silva
Executive Director, Emeritus, California World Language Project, Stanford University Graduate School of Education, Stanford, CA

“

Your gift and the opportunities that CIEE brings to students to learn about language and culture around the world are not only gifts in and of themselves but also a gift to the world.

— Annie Rivera, World Languages Supervisor,
Lewisville Independent School District,
Lewisville, TX



YOUR DONATION TRANSFORMS LIVES

With 100% of your tax-deductible donation applied directly to students' tuition and travel costs, we can provide more scholarships to deserving high schoolers of diverse academic, ethnic, and socioeconomic backgrounds.

DONATIONS CAN BE MADE IN ONE OF MANY EASY WAYS:



Donate online by credit card at:
ciee.org/donate-high-school



Donate by check

Mail to:
CIEE
c/o Development
300 Fore Street
Portland, ME 04101



Payable to:
CIEE c/o Global Navigator
Scholarship Fund



For gifts of securities, planned giving, or to discuss other donation options, please contact Tiffany Harrington, Director of Development, at tharrington@ciee.org or 207-553-5035.

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DONOR INVESTS IN THE FUTURE

Sandra Stone and The Casco Foundation support a female high school student to study Global Entrepreneurship through CIEE's Global Navigator Summer High School Abroad programs.

Sandra is dedicated to supporting entrepreneurship and specifically female entrepreneurship in Maine. She is an active investor in the Maine entrepreneurial scene.

“

I support entrepreneurship programs to grow the pipeline of future small business owners and innovative, creative thinking! I chose a scholarship grant focusing on high school age students for the possibility of greater impact at that very evolving phase in their young adulthood. I hope to further enhance a student's aspirational awareness, empower a sense of autonomy and agency about their future and broaden their curiosity in the possibilities of a self-created career while gaining an understanding of the challenges and effort required.

I'm a huge believer in education, and feel that travel, when approached with curious openness to difference and exploring outside of one's own comfort zone, can provide opportunities for self-awareness, understanding, and growth.

— Sandra Stone
Chair Emerita at Maine Angels

DELIVERING OUR MISSION THROUGH FINANCIAL STRENGTH

CIEE operates as a 501(c)(3) on a sustainable business model to ensure financial strength in order to re-invest in CIEE programming and mission objectives. CIEE maintains a balanced operating budget, and charitable support is fully directed toward student access and scholarships.

BALANCE SHEET AS OF AUGUST 31, 2018 CIEE ALL OPERATIONS (IN USD 000s)

ASSETS	
Cash & Receivables	\$56,014
Investments	\$45,333
Other Assets	\$83,581
TOTAL ASSETS	\$184,928
LIABILITIES	
Accounts Payable and Accrued Expenses	\$19,791
Line of Credit and Other Notes Payable	\$38,341
Deferred Revenue	\$36,934
Self-Insured Claims and Other Benefits	\$7,260
TOTAL LIABILITIES	\$102,326
NET ASSETS	
General Unrestricted	\$47,823
Board-Designated Funds	\$34,779
TOTAL NET ASSETS	\$82,602
TOTAL LIABILITIES AND NET ASSETS	\$184,928

STATEMENT OF ACTIVITIES AS OF AUGUST 31, 2018 CIEE ALL OPERATIONS (IN USD 000s)

OPERATING REVENUE	
Exchange*	\$64,859
Study Abroad**	\$126,279
TOTAL OPERATING REVENUE	\$191,928
OPERATING EXPENSES	
Exchange*	\$55,699
Study Abroad**	\$107,016
Management and Administrative	\$26,966
TOTAL OPERATING EXPENSES	\$189,681
EXCESS OF REVENUE OVER EXPENSES FROM OPERATIONS	\$1,457
Other Gain (Loss)	(3,809)
EXCESS OF REVENUE OVER EXPENSES BEFORE NET TRANSLATION GAIN/(LOSS)	(\$2,352)
Net Translation Gain	(\$207)
CHANGE IN UNRESTRICTED ASSETS	(2,559)
Unrestricted Assets, Beginning of Year	\$85,161
Unrestricted Assets, End of Year	\$82,602

*International Students
**U.S. Students, Including High School Study Abroad Programs

CIEE HIGH SCHOOL PROGRAMS ONLY

PROGRAM REVENUE	
Revenue from Tuition	\$8,744,620
Revenue from Donations	\$5,339,802
CIEE Discounts and Merit Awards	(\$715,267)
NET REVENUE	\$13,369,155
OPERATING EXPENSES	
Direct Program Expenses	\$7,185,163
Sales, Management and Administrative Expenses	\$4,485,979
TOTAL OPERATING EXPENSES	\$11,671,142
OPERATING CONTRIBUTION	\$1,698,013
Operating Contribution %	12.70%



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September 1, 2016-August 31, 2018

Sheron Long

Founding donor of the Global Navigator Scholarship Fund



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Since 1947, CIEE has helped thousands of students gain the knowledge and skills necessary to live and work in a globally interdependent world. Our high school study abroad programs are designed to reach students at a critical point of development to encourage independence, curiosity, and creativity. Your support ensures more high-achieving high school students acquire global skills to gain admission to college, excel in coursework, and transform the future! With your help, Global Navigator students will be prepared to lead positive change in our global society. Thank you for making this happen.

James P. Pellow, Ed.D., President and CEO





GLOBAL NAVIGATOR
High School Study Abroad

Council on International
Educational Exchange™

300 Fore Street, Portland, ME 04101
1-888-40-STUDY

Founded in 1947, CIEE is the nonprofit world leader in international education and exchange, delivering the highest-quality programs that increase global understanding and intercultural knowledge. We provide participants with skills, competencies, and experiences that elevate their ability to contribute positively to our global community.

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