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Academic Mobility Research

INSTITUTE OF
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EDUCATION

Charting New Pathways to Higher Education: International Secondary Students in the United States

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EXECUTIVE SUMMARY

Student interest in global education has been growing steadily over the past several years. From 2005 to 2011, the number of students throughout the world pursuing higher education outside of their home countries grew from 3 million to 4.3 million students, and that number is projected to reach 8 million globally mobile students throughout the world by 2025. Closely tied to the growth of international students in postsecondary education is the substantial presence of international secondary students in countries that have large international postsecondary student populations. While some international secondary students engage in exchange programs and return to their home countries to complete their secondary education, many international students are now seeking to earn high school diplomas abroad to position themselves as more competitive applicants for higher education institutions in the host or destination country.

Over the past several years, inbound international students coming to the U.S. to earn a high school diploma have grown at a much higher rate and they now out-number those travelling to the U.S. to participate in exchange programs. The number of international students enrolled directly in U.S. secondary programs more than tripled from fall 2004 to fall 2013 (Student Exchange Visitor Program [SEVP], 2004; 2013), while the number of exchange students grew only about 13 percent during the same period (Council on Standards for International Educational Travel [CSIET] 2013; 2014). In October 2013 there were 73,019 international students pursuing a secondary-level education in the U.S., with 48,632 or 67 percent of these enrolled for a full diploma.

Purpose of the Study

Given the shifting dynamics of the mobility of international secondary students in the U.S. and the increasing interest among international secondary students in enrolling in U.S. high schools as a pathway to U.S. higher education, there is a need to better understand the relationship between secondary student enrollment and subsequent enrollment at the postsecondary level. However, to date no comprehensive analysis has been available on the presence of globally mobile students in U.S. high schools. This report addresses this critical gap by analyzing trends in international secondary students in U.S. high schools that can help to predict future trends in international enrollment at the postsecondary level. A key feature of the study is a comparative analysis of international secondary enrollment in the U.S. as compared with other key Anglophone destinations. Specifically, the report seeks to address the following research questions:

- To what extent do international students pursue secondary education in the U.S.? What countries do international secondary students in the U.S. come from and how do their enrollment trends compare with international student enrollment at the postsecondary level?
- What are the destinations for international secondary students in the U.S.? Which states host the most students? What types of schools are international secondary students most likely to attend? How do the geographic destinations of international secondary students compare with those of international postsecondary students in the U.S.?
- How does international secondary enrollment in the U.S. compare with that in other top host countries that typically host large numbers of international students at the postsecondary level, such as Australia, Canada, and the U.K.?

Key Findings

1. **International secondary student mobility largely follows the mobility patterns of international postsecondary students in the U.S., with students from Asia making up the majority.**

Asian students represent the largest proportion of international students in the U.S. at both the secondary and postsecondary levels, suggesting that there are similar motivators for international mobility at both levels. Of the 73,019 total international secondary students in the U.S., 57 percent are from Asia. Students from East Asia are highly motivated to invest resources in education abroad in order to receive what they believe will be a high-quality, Western education that will ultimately prepare them for successful careers. In the face of competitive admissions processes to U.S. higher education institutions, Asian students may perceive that studying abroad at the secondary level can provide them with the academic, language, and cultural skills to make them stand out to admissions officers at the most elite universities in the U.S. and other Western countries.

But the mobility patterns of some international secondary students are notably different from those of their counterparts at the postsecondary level. India and Saudi Arabia send large numbers of postsecondary students to the U.S., but negligible numbers of students to the U.S. and other host countries at the secondary level. In the case of India, where 56 percent of international students in the U.S. study at the graduate level, there appears to be little interest among students in U.S. secondary education. It's possible that India's own strong secondary education in urban areas and the undergraduate education system offers Indian students a high quality education in English in their home country, providing sufficient academic preparation to successfully compete for admission to graduate programs abroad.

The strong presence of Saudi students in U.S. higher education is a function of the Saudi government scholarship program that generously supports Saudi students to study in the U.S. and other countries at the postsecondary level, including English training programs and undergraduate and graduate degree programs. However, these scholarships are reserved for postsecondary students, and there appear to be few Saudi students pursuing self-funded study or exchange programs at the secondary level in the U.S.

2. **The majority of international secondary students in the U.S. pursue U.S. high school diplomas, with a smaller number engaged in exchange programs.**

About 67 percent of international secondary students in the U.S. are enrolled in U.S. high schools to earn a U.S. diploma, while the remaining 33 percent participate in exchange programs. There appear to be clear regional patterns, with students from certain world regions preferring one form of study over another. Students from Asia, particularly those from China and South Korea, constitute the majority of the nearly 49,000 secondary students who are seeking U.S. high school diplomas, with Chinese students alone accounting for 46 percent of these students.

In contrast to the mobility patterns of international students seeking high school diplomas, inbound exchange students hail primarily from Europe, with 66 percent of the roughly 24,000 exchange students coming from Europe, and an additional 9 percent coming from South America, suggesting that students from these regions are primarily motivated to come to the U.S. for cultural exchange.

3. U.S. high schools typically enroll diploma-seeking international students or exchange students, not both.

Comparisons between the U.S. destinations of F-1 students and comparable information available for J-1 exchange students (CSIET, 2014), indicate that diploma-seeking students (F-1 students) primarily enroll in schools on the East and West coasts, while, according to CSIET (2014), the Midwest is the most popular host region for exchange students. Differing enrollment patterns suggest that U.S. high schools often focus on enrolling either exchange students or diploma-seeking students, rather than enrolling both types of international students at their schools.

4. Most diploma-seeking international secondary students attend U.S. private schools.

The vast majority (95 percent) of international secondary students enroll in U.S. private schools, including independent schools and religiously-affiliated schools. Current U.S. visa policies restrict F-1 students to no more than one year of study in public schools, which means that international students are not able to enroll in public high schools for multiple years to earn a high school diploma. Given these visa restrictions, international programs at public schools function more like exchange programs than those at private schools.

5. The U.S. is the largest Anglophone host of international secondary students.

Compared to Australia, Canada, and the U.K., the U.S. hosts a much larger number of secondary students, which is also the case at the postsecondary level. The size of the U.S. secondary education sector, as well as its accessibility for international students, contributes to the comparatively large number of international students who study in U.S. high schools. Another factor might be that the U.S. is home to many immigrant communities and diaspora representing international secondary students' home countries. Still, international secondary students make up less than one percent of all the secondary students in the U.S., indicating that there is a large capacity for U.S. high schools to enroll greater numbers of international students.

Recommendations & Implications for U.S. Educational Mobility and Exchanges

The increasing interest among international students in pursuing U.S. secondary education as a pathway to higher education has implications for several education stakeholders in the U.S.:

U.S. higher education institutions

- Interest in enrolling international students is growing among U.S. higher education institutions, many of which are responding to increased interest among prospective international students by growing their existing international student enrollment or by seeking to enroll international students for the first time. Limits on the number of international students admitted to U.S. institutions, sometimes driven by legislative caps placed on out of state enrollment in public institutions, in combination with growing numbers of applicants from abroad, can make the application process competitive for international applicants. Accordingly, prospective international students may perceive that they can gain an admissions advantage in applying to U.S. higher education institutions by engaging in an international educational experience during their secondary school years.
- Prospective international students may be increasingly located in the U.S. at the time of recruitment into higher education, making it possible to recruit some international students locally, particularly

from private schools. Given their prior exposure to U.S. classrooms and successful adjustment to U.S. life, these students may have academic, language, and cultural skills that can not only contribute to their success on campus, but can also serve as a potential resource to help ease the adjustment of their peer international students who might be entering the U.S. for the first time for their postsecondary studies.

- While the market for international secondary students is growing, the pool of F-1 secondary students is still relatively small compared to the 339,993 international undergraduates enrolled in U.S. postsecondary education in 2012/13. For every F-1 secondary international student in the U.S. there are about 7 international undergraduate students, indicating that colleges and universities will continue to need a robust overseas recruitment plan in order to recruit substantial numbers of international students.

U.S. public and private high schools

- For U.S. high schools, increasing international student enrollment may serve to enhance schools' internationalization efforts and provide a diversity of student viewpoints and experiences to develop the global perspectives of American students, some of whom may not have global exposure otherwise. The U.S. itself is a diverse society and operates within a global system in which our citizens must be prepared to address economic, social, environmental, and security concerns that cut across national boundaries. The U.S. Department of Education (2012) has stressed the importance of building the global competencies of U.S. students to make them internationally competitive and to strengthen the global position of the U.S. In order to achieve the goal of educating globally competent students, U.S. high schools can benefit from detailed information on the mobility of secondary students to the U.S. to inform their approaches to internationalizing their curricula and to serve as a resource for recruitment and enrollment planning for secondary schools that currently administer or are looking to launch international student programs.
- The growing phenomenon of international students enrolling in U.S. high schools to earn a U.S. diploma is largely driven by demand from Asian students. The demographics of this student profile suggest that international enrollments may provide overall diversity for a school, but fail to represent a full range of international students from many parts of the world. The risk of enrolling too many students from the same region is that international students may tend to associate more closely with their compatriots with whom they feel familiar and may be less likely to integrate fully with their American classmates, which would detract from the goal of cross-cultural learning for both international and domestic students. Schools that enroll international students are encouraged to pay close attention to the diversity of their international student body by strategically recruiting in a range of countries across several regions. Because exchange programs are a more popular form of U.S. study among European and South American secondary students, schools can expand the diversity of their international student population beyond Asia by simultaneously enrolling exchange students in addition to those seeking diplomas. As the number and diversity of their international students grow, schools will also need to consider what sorts of support services and resources they will need to provide in order to accommodate the unique needs of their international student body.

Student Exchange organizations

- Exchange organizations in the U.S. have a long history of facilitating the inbound mobility of international students. Exchange programs aim to enrich the educational and personal experiences of both international and U.S. students and their communities by exposing students to different cultures and

developing interpersonal relationships between students that ultimately enhance global understanding between people and countries. Shifting mobility trends among inbound secondary students call for a detailed and nuanced analysis of the enrollment patterns of international secondary students who are currently in the U.S. to assess how the growth in U.S. secondary education as a pathway to U.S. higher education might impact the future of student exchange. One risk of the increasing focus on international secondary students enrolling in U.S. high school to earn diplomas is that the important goals of student exchange programs may become sidelined. Understanding the differing demographics between inbound exchange students in the U.S. and international students seeking U.S. diplomas is necessary to strengthen all forms of secondary student mobility and to preserve the specific mission of exchange programs.

Future Research

- Despite the predominance of F-1 secondary students in the U.S. today, J-1 exchange students still represent a sizeable proportion of international secondary students in the U.S. While exchange students typically spend just one or two semesters in the U.S. and then return to their home countries to complete their secondary education, some of these students later return to the U.S. or travel to another country for undergraduate or graduate education. Further research to track the global academic mobility of students who have participated in secondary school exchange programs would provide insight into whether youth exchange programs have an impact on students' subsequent mobility and whether those students return to their former exchange country in order to deepen their connection with the host country, or whether they choose to broaden their international exposure by studying in yet another country.
- While this report provides a crucial contribution towards understanding the relationship between international mobility at the secondary and postsecondary levels, further research could provide greater insight into the pipeline of globally mobile students in postsecondary education. Research on subsequent postsecondary enrollment by international secondary students would provide valuable information on the types of postsecondary institutions that international secondary students attend, as well the countries where they eventually pursue a postsecondary education.

INTRODUCTION

The global mobility of secondary school students is a growing phenomenon in the U.S. and in other countries that host international students in higher education. The history of secondary student mobility dates back to the 1920s when the first youth exchanges were begun by several Rotary Clubs in Europe (Page, 2013). Traditionally, most secondary students engaging in overseas study have been those participating in exchange programs, particularly from Europe and South America, as well as some students enrolling in boarding schools outside of their home countries. However, much of the recent growth in secondary student mobility has been attributed to strong growth in international students enrolling for long-term study with the goal of earning a secondary school credential in the host country (Goodnough, 2010; SEVP, 2003; 2004; Spencer, 2013, 2014; Topo, 2014). Many Asian students enroll in secondary schools abroad as a pathway to future enrollment in the host country's higher education system. Growing Asian economies have fueled the expansion of the middle class in many countries, which is enabling more families to send their children abroad for a Western education, and many children are doing so at younger and younger ages.

Because of the increasing prevalence of international secondary students enrolling in U.S. schools in order to prepare for U.S. higher education, there is a need to better understand the relationship between secondary student enrollment and subsequent enrollment at the postsecondary level. To date no comprehensive information has been available on the presence of globally mobile students in U.S. high schools. This report addresses that gap by providing information on international students in U.S. secondary schools that can help to predict future trends in international enrollment at the postsecondary level. The report also serves as a resource for recruitment and enrollment planning for U.S. secondary schools that currently administer or are looking to launch international student programs. The report seeks to address the following research questions:

- To what extent do international students pursue secondary education in the U.S.? What countries do international secondary students in the U.S. come from and how do their enrollment trends compare with international student enrollment at the postsecondary level?
- What are the destinations for international secondary students in the U.S.? Which states host the most students? What types of schools are international secondary students most likely to attend? How do the geographic destinations of international secondary students compare with those of international postsecondary students in the U.S.?
- How does international secondary enrollment in the U.S. compare with that in other top host countries that typically host large numbers of international students at the postsecondary level, such as Australia, Canada, and the U.K.?

The remainder of this report is divided into six sections. We begin by discussing the research methodology for the study. This is followed by an overview of international secondary students in the U.S. and their characteristics. Data on students' countries of origin is presented in section four, followed by section five which focuses on the U.S. destinations of international secondary students, including all 50 states and the District of Columbia, as well as enrollment in public and private schools. Comparative data on international secondary students in Australia, Canada, and the U.K. is presented in section six. The report concludes with a discussion of the implications of the findings and recommendations for the postsecondary and secondary sectors and exchange organizations in the U.S.

METHODOLOGY

To understand the full picture of international secondary students in the U.S., the information presented in this report was drawn from several sources, both primary and secondary. Data on the characteristics of international secondary students, including their places of origin, visa type, gender, the school where they were enrolled, and their year of entry to the U.S. to pursue study, were obtained from the Student and Exchange Visitor Information System (SEVIS) of the U.S. Department of Homeland Security. SEVIS data used here reflect F-1 and J-1 students enrolled in schools and exchange programs in the U.S. in October 2013.

The student-level data from SEVIS was merged with school data from the National Center of Education Statistics' (NCES) Common Core of Data and the Private School Survey, accessed through the Elementary/Secondary Information System (ELSi) for the 2011/12 academic year (the most recent data available at the time of the analysis) to provide further insight into the characteristics of the schools and regions hosting international students in the U.S. This includes school-level data such as school size, coeducational status, religious affiliation, sector (private or public), overall demographic profiles of the student body, and school locale.

To complement the quantitative data described above, several interviews were conducted with professionals involved in the mobility of international secondary students to provide qualitative insights and perspectives on the factors driving secondary student mobility.

To draw the link between international enrollment at the secondary and postsecondary levels in the U.S., throughout this report comparisons are made with the postsecondary mobility trends reported in the *Open Doors*® project¹.

The U.S. is one of several countries hosting sizable numbers of international secondary students. In order to put the U.S. statistics into a global context, comparative analyses with Australia, Canada, and the U.K. were conducted based on data available from Australia Education International, Citizenship and Immigration Canada (CIC), and the Independent Schools Council in the U.K.

(1) *Open Doors*® 2013 Report on International Educational Exchange (www.iie.org/opendoors), is produced by the Institute of International Education with the support of the U.S. Department of State.

PROFILE OF INTERNATIONAL SECONDARY STUDENTS IN THE U.S.

Of the 73,019 international secondary students in the U.S. in 2013², 67 percent held F-1 visas, indicating that they were directly enrolled in a U.S. high school, either for a long-term program of one academic year or more or a shorter term program (Table 1). Students holding J-1 visas (33 percent of international secondary students) participated in exchange programs that allow students to study at an American secondary school and live with a host family or at a boarding school (Table 1).

The enrollment patterns of international secondary students vary from international students at the postsecondary level. Among postsecondary students, only 9 percent are engaged in short-term non-degree study (*Open Doors*, 2013), while at the secondary level, nearly one third of international students receive J visas to engage in short-term exchange programs, after which they return to their home countries to complete their studies.

Combined, international students with F-1 and J-1 visas account for less than 1 percent of the total secondary student enrollment in the country (Table 1). In comparison, at the higher education level, international students make up almost 4 percent of all students enrolled in U.S. colleges and universities. The relatively small proportions of international students in both secondary schools and in higher education indicate that U.S. educational institutions have a large capacity to host more international students at all levels.

- ▶ In October 2013, there were 73,019 international secondary students in the U.S., encompassing students enrolled in grades 9 through 12 in both public and private schools.
- ▶ 67 percent of international secondary students hold F-1 visas and 33 percent hold J-1 exchange visas.

Table 1. International secondary and postsecondary* students in the U.S. by selected characteristics, 2013

Students in the U.S.	Secondary	Postsecondary	International students by gender and visa type	% Secondary	% Postsecondary
International students	73,019	819,644	Female Total	49.3	44.4
			J-1 Female	60.9	
			F-1 Female	43.5	
All students	15,976,000	21,253,000	Male Total	50.7	55.6
			J-1 Male	39.1	
			F-1 Male	56.5	
Percent of international students	0.5	3.9	J-1 Total	33.4	5.2
			F-1 Total	66.6	91.2
			Other	**	3.6
			Total	73,019	819,644

* Includes undergraduate, graduate, non-degree, and optional practical training (OPT).

** Data in this report reflect only international secondary students with J-1 and F-1 visas.

Sources: National Center for Education Statistics, *Projections of Education Statistics to 2021*, 2012; *Open Doors*, 2013; Student Exchange Visitor Program (SEVP).

(2) The count of international secondary students in the U.S. reflects students enrolled in U.S. schools in October 2013, based on data obtained from the Student and Exchange Visitor Information System (SEVIS).

STUDENT ORIGINS:

Where do international secondary students in the U.S. come from?

Leading Places of Origin

At both the secondary and postsecondary levels, students from China and South Korea account for large proportions of international students in the U.S. Slightly more than 44 percent of international secondary students come from China and South Korea, while at the postsecondary level students from these two countries account for 37 percent of all international students (Table 2).

Differences in mobility patterns between international students at the secondary and postsecondary levels reflect different motivations for traveling to the U.S. for study. While most international students in U.S. colleges and universities are enrolled in full degree programs, many secondary students travel to the U.S. for short-term study of one year or less. Many secondary students from Europe and Latin America engage in short-term exchange programs, including students from Germany, who make up almost 10 percent of all international students in U.S. high schools (Table 2). The relatively large number of German secondary students in the U.S. is related to the high rates of outbound mobility of German students. In 2012/13, nearly 19,000 German secondary students participated in study abroad throughout the world, with 7,130 of them studying in the U.S., the most popular destination for German students (Weltweiser, 2014).

In contrast to European and Latin American students, many of whom pursue U.S. study for reasons of cultural exchange, many students from Asia enroll in U.S. secondary schools to earn full degrees in order to prepare themselves for admission to U.S. higher education institutions. Expanding economies in places such as China, South Korea, Vietnam, and Taiwan enable their growing middle classes to fund their children to study overseas, with many doing so at younger ages than they had previously.

Notably, several leading senders of higher education students are not leading senders of secondary students to the U.S. In particular, India and Saudi Arabia are leading senders of international students to U.S. colleges and universities, accounting for 12 percent and 5 percent, respectively, of international postsecondary students, but neither is among the top 25 places of origin at the secondary level (Table 2). Together they represent less than 1 percent of international secondary students in the U.S. Similar patterns are found in other Anglophone countries, which also host low numbers of secondary

- More than 44 percent of international secondary students come from China, and South Korea.
- While India and Saudi Arabia are among the top 4 places of origin of postsecondary students in the U.S., the two countries together account for less than 1 percent of international secondary students in the U.S.
- The leading sending regions of international secondary students are Asia (57 percent), Europe (28 percent), and Latin America and the Caribbean (10 percent).

Table 2. Top places of origin of international secondary and postsecondary students in the U.S., 2013

Secondary*				Postsecondary			
Rank	Place of Origin	Int'l Students, 2013	% of Total	Rank	Place of Origin	Int'l Students, 2012/13	% of Total
1	China	23,562	32.3	1	China	235,597	28.7
2	South Korea	8,777	12.0	2	India	96,754	11.8
3	Germany	7,130	9.8	3	South Korea	70,627	8.6
4	Mexico	2,659	3.6	4	Saudi Arabia	44,566	5.4
5	Brazil	2,292	3.1	5	Canada	27,357	3.3
6	Vietnam	2,289	3.1	6	Taiwan	21,867	2.7
7	Spain	2,125	2.9	7	Japan	19,568	2.4
8	Japan	1,959	2.7	8	Vietnam	16,098	2.0
9	Thailand	1,827	2.5	9	Mexico	14,199	1.7
10	Italy	1,718	2.4	10	Turkey	11,278	1.4
11	Taiwan	1,330	1.8	11	Brazil	10,868	1.3
12	Norway	1,325	1.8	12	Germany	9,819	1.2
13	Canada	1,237	1.7	13	United Kingdom	9,467	1.2
14	Denmark	944	1.3	14	Nepal	8,920	1.1
15	France	903	1.2	15	Iran	8,744	1.1
16	Russia	814	1.1	16	France	8,297	1.0
17	Sweden	724	1.0	17	Hong Kong	8,026	1.0
18	Hong Kong	601	0.8	18	Indonesia	7,670	0.9
19	Switzerland	527	0.7	19	Nigeria	7,316	0.9
20	Turkey	515	0.7	20	Thailand	7,314	0.9
21	Finland	512	0.7	21	Malaysia	6,791	0.8
22	Belgium	389	0.5	22	Colombia	6,543	0.8
23	Netherlands	345	0.5	23	Venezuela	6,158	0.8
24	Colombia	344	0.5	24	Kuwait	5,115	0.6
25	Ukraine	323	0.4	25	Spain	5,033	0.6
World Total		73,019	100.0	World Total		819,644	100.0

* Includes F-1 and J-1 visa holders.

Places of origin in bold indicate leading places of origin for both secondary and postsecondary international students.

students from India and Saudi Arabia (Tables 8-10), suggesting that secondary students from these countries are less globally mobile than students at the postsecondary level. Factors impacting the mobility of secondary students from some countries likely include cultural and family concerns about sending their children abroad as minors, as well as strong education systems in some home countries.

Asia

International students from Asia constitute the majority of international students in the U.S. at the secondary (57 percent) and postsecondary (64 percent) levels, with China being the leading place of origin in both groups (Table 2; Fig. 1; *Open Doors*, 2013). South Korea and Japan are among the top five Asian places of origin for both secondary and postsecondary students (Appendix A; *Open Doors*, 2013). Other leading senders of Asian high school students include Vietnam and Thailand (Appendix A).

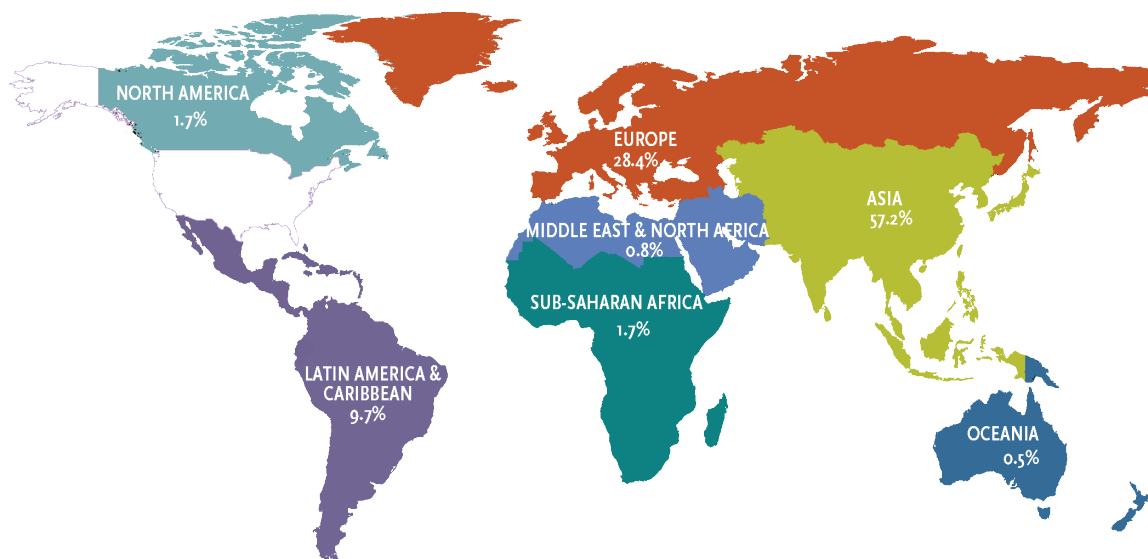
While some secondary students from Asia participate in exchange programs, the majority are directly enrolled in high schools as F-1 students with the goal of preparing themselves with academic skills and qualifications that will make them competitive applicants for U.S. higher education institutions.

Europe

Europe is the second leading region of origin of international secondary students (Fig. 1). European students account for considerably higher proportions of international students at the secondary level than they do in higher education. Among secondary students, Europeans make up 28 percent of international students, while European postsecondary students constitute slightly more than 10 percent of international students (Fig. 1; *Open Doors*, 2013). Germany, Spain, Italy, and Norway are the top four European sending countries of international secondary students, each sending more than 1,000 students to the U.S. in 2013 (Appendix A).

In contrast to Asian students, the majority of whom are pursuing U.S. high school degrees, most European secondary students come to the U.S. through exchange programs that typically last one or two semesters. Just over 77 percent of European students study on J-1 exchange visas (Appendix A).

Figure 1. International secondary students in the U.S. by world region, 2013



Latin America & the Caribbean

Secondary students from Latin America and the Caribbean account for almost 10 percent of international students (Fig. 1). This proportion is roughly equivalent to their representation in higher education institutions, which stands at just over 8 percent (*Open Doors*, 2013). The majority of Latin American students in U.S. secondary schools come from Mexico and Brazil, which together account for 70 percent of the secondary students from the region (Appendix A). Mexico and Brazil are also the two leading Latin American countries at the postsecondary level, but other Latin American countries are also highly represented at the postsecondary level, including Colombia, Venezuela, and Peru, indicating that a greater diversity exists among Latin American postsecondary students in the U.S. than it does for secondary students from the region (*Open Doors*, 2013).

The enrollment patterns of Latin American secondary students vary by place of origin. Most Mexican students (83 percent) are directly enrolled in U.S. schools, while most Brazilian students (61 percent) participate in exchange programs (Appendix A).

Middle East & North Africa

Despite the relatively large representation of students from the Middle East and North Africa (MENA) in U.S. higher education, secondary students from this region make up less than 1 percent of all international secondary students in the U.S. (Fig. 1). Egypt is the leading MENA country sending secondary students, with 118 students enrolling in U.S. high schools in 2013 (Appendix A).

At the postsecondary level, the large numbers of students from Saudi Arabia who receive scholarships from their home governments to study abroad drive enrollment from the region, accounting for 62 percent of MENA postsecondary students in the U.S. (*Open Doors*, 2013). These scholarships are reserved for postsecondary students and there appear to be few Saudi students pursuing self-funded study abroad at the secondary level. In addition, family concerns about children living abroad likely limit the mobility of secondary students from the region.

Other Regions

Students from North America, represented by Canada, and students from Sub-Saharan Africa each comprise just under 2 percent of all international students in U.S. secondary schools (Fig. 1). The representation of students from these two regions is slightly lower than their representation in U.S. higher education, where they each constitute about 3 percent of all international students (*Open Doors*, 2013). Students from Oceania represent less than 1 percent of international students at both the secondary and postsecondary levels, with most students from the region coming from Australia (Fig. 1; Appendix A; *Open Doors*, 2013).

Students from these regions are more likely to be directly enrolled at schools than they are to participate in cultural exchange programs. Almost 99 percent of Canadians are directly enrolled, as are 85 percent of students from Sub-Saharan Africa, and 64 percent of students from Oceania (Appendix A).

U.S. DESTINATIONS: Where do international secondary students in the U.S. study?

While international secondary students study in all 50 states and the District of Columbia, the geographic distribution of international students is related to the availability of international programs at secondary schools, as well as the perceptions of prospective students and their families of desirable places to live. Desirable factors cited by secondary school administrators include a safe living environment, proximity to cities and cultural events, and leisure activities such as skiing or beaches nearby. Professionals who work with international secondary students indicate that exchange students are particularly interested in the availability of leisure and cultural activities, while students who pursue high school diplomas are particularly interested in the academic features of the schools, including the availability of Advanced Placement (AP) courses, SAT scores, and college placement records.

There are notable variations in state and regional enrollment patterns between J-1 exchange students and F-1 students who are directly enrolled in secondary schools. While California, New York and several other Eastern states host the majority of F-1 students, the Midwest hosts the largest proportion of J-1 exchange students (35 percent in 2013) (CSIET, 2013). Leading host states of J-1 exchange students include Michigan (9.8 percent), Texas (6.9 percent), California (5.8 percent), Wisconsin (4.6 percent), and Minnesota (4.6 percent) (CSIET, 2014).

The secondary and postsecondary sectors share six of the top 10 states hosting international students, indicating that these states are active in international education at all levels (Table 3). California and New York are the top two host states of international students at both the secondary and postsecondary levels, with California hosting 18 percent of secondary students and 14 percent of postsecondary students; and New York hosting 8 percent of secondary students and 11 percent of postsecondary students (Table 3). Other states that host large numbers of students at both levels include Florida, Massachusetts, Pennsylvania, Texas, and Michigan (Table 3).

Notably, Connecticut, New Jersey, and Virginia are among the top host states of secondary students, but are not among the leading hosts of international postsecondary students (Table 3). These states have many private secondary schools hosting international students, and many of those schools have substantial international programs enrolling 50 or more international students.

- ▶ California is the largest host state of international students at the secondary level, hosting 8,573 F-1 students (18 percent).
- ▶ New York is the second leading host state of secondary students, hosting 3,805 F-1 students (8 percent).
- ▶ Most international secondary students study in the Northeast (34 percent), followed by the West (27 percent) and the South (26 percent). Only 13 percent of international secondary students study in the Midwest.

Table 3. Top host states of international secondary and postsecondary students in the U.S., 2013

F-1 Secondary Students			Postsecondary Students		
Rank	State	% of Total	Rank	State	% of Total
1	California	17.6	1	California	13.6
2	New York	7.8	2	New York	10.8
3	Florida	7.6	3	Texas	7.7
4	Massachusetts	7.2	4	Massachusetts	5.7
5	Pennsylvania	6.3	5	Illinois	4.8
6	Texas	5.2	6	Pennsylvania	4.5
7	Connecticut	4.5	7	Florida	4.0
8	Virginia	3.4	8	Ohio	3.5
9	New Jersey	3.1	9	Michigan	3.3
10	Michigan	2.3	10	Indiana	3.0
Total for All States		48,632	Total for All States		819,644

Host states in bold indicate leading hosts of both secondary and postsecondary international students.

Figure 2. F-1 secondary students by U.S. state, 2013

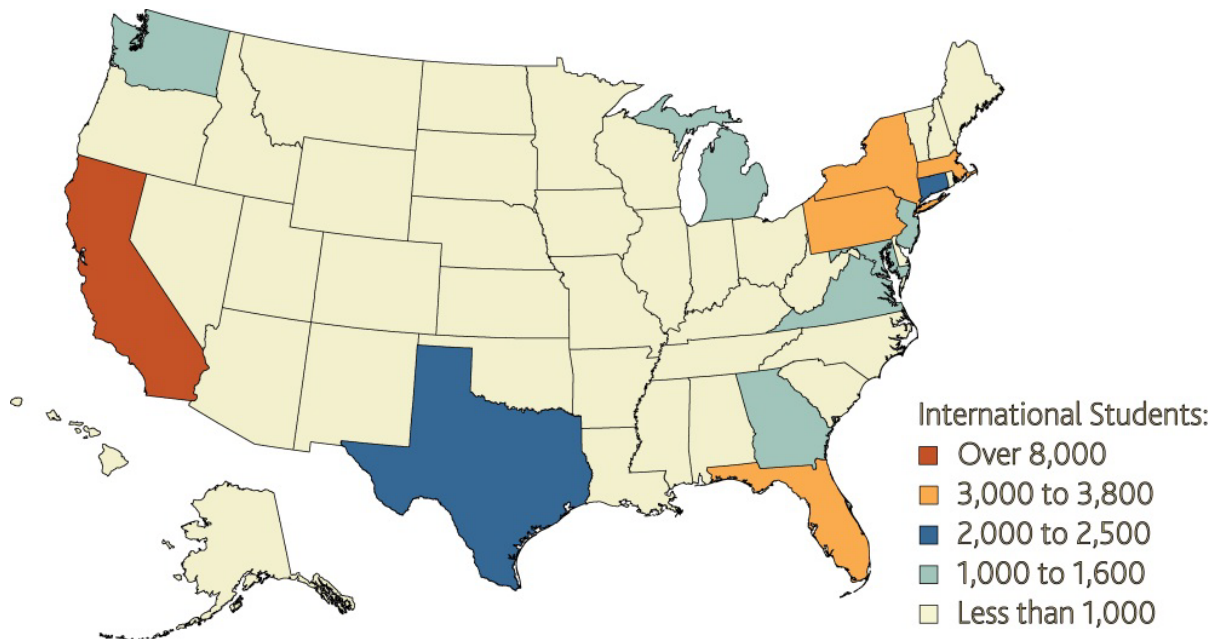


Table 4. Places of origin of F-1 secondary students in top U.S. host states, 2013

#1 California				#2 New York				#3 Florida				#4 Massachusetts				#5 Pennsylvania			
Rank	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	
1	China	5,044	58.8	China	1,896	49.8	China	1,411	38.2	China	1,581	45.0	China	1,581	51.6	China	1,581	51.6	
2	South Korea	1,118	13.0	South Korea	454	11.9	Brazil	198	5.4	South Korea	578	16.4	South Korea	666	21.8	South Korea	666	21.8	
3	Vietnam	491	5.7	Japan	298	7.8	South Korea	189	5.1	Vietnam	165	4.7	Vietnam	117	3.8	Vietnam	117	3.8	
4	Mexico	280	3.3	Canada	182	4.8	Mexico	161	4.4	Canada	140	4.0	Canada	86	2.8	Mexico	86	2.8	
5	Taiwan	280	3.3	Taiwan	112	2.9	Germany	153	4.1	Hong Kong	81	2.3	Hong Kong	66	2.2	Taiwan	66	2.2	
State Total				State Total				State Total				State Total				State Total			
8,573 100.0				3,805 100.0				3,691 100.0				3,516 100.0				3,062 100.0			
#6 Texas				#7 Connecticut				#8 Virginia				#9 New Jersey				#10 Michigan			
Rank	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total	
1	Mexico	936	37.0	China	955	43.9	China	847	50.9	China	737	49.0	China	526	47.3	China	526	47.3	
2	China	625	24.7	South Korea	287	13.2	South Korea	375	22.5	South Korea	362	24.1	South Korea	276	24.8	South Korea	276	24.8	
3	South Korea	366	14.5	Canada	162	7.4	Vietnam	45	2.7	Vietnam	116	7.7	Turkey	28	2.5	Canada	28	2.5	
4	Vietnam	257	10.2	Turkey	64	2.9	Japan	25	1.5	Canada	43	2.9	Canada	26	2.3	Vietnam	26	2.3	
5	Nigeria	30	1.2	Thailand	55	2.5	Brazil	25	1.5	Vietnam	33	2.2	Vietnam	25	2.3	Mexico	25	2.3	
State Total				State Total				State Total				State Total				State Total			
2,529 100.0				2,177 100.0				1,664 100.0				1,504 100.0				1,111 100.0			

Secondary students from Asia are well-represented across the entire U.S., making China the leading place of origin of F-1 secondary students in nearly all states. South Korean and Vietnamese students are also represented in almost all states (49 states and 46 states, respectively), as well as the District of Columbia.

Variations in places of origin by state are attributable to factors such as geographic proximity and the existence of established exchange programs in specific countries. For example, Ethiopian students represent the majority of international students in Mississippi (58 percent), driven by their enrollments in just one school. Brazil is the leading place of origin of secondary students in Montana (32 percent) and students from Japan constitute the highest proportion of international secondary students in Hawaii (40 percent). Mexico is the leading country of origin in Texas, representing 37 percent of international students in the state (Table 4).

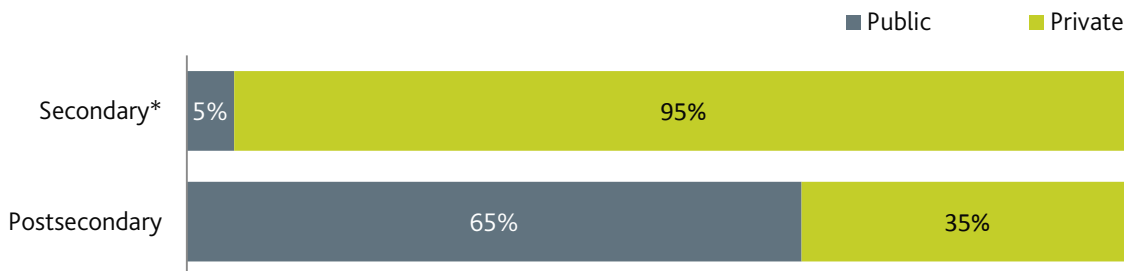
- ▶ 95 percent of international secondary students are enrolled in private schools.
- ▶ Public schools in 42 states hosted a total of 2,170 F-1 students in fall 2013.

International Students at Public and Private Schools

Of the 48,632 F-1 secondary students studying in the U.S. in fall 2013³, 95 percent were enrolled in private schools, including both independent and religiously-affiliated schools (Fig. 3). The concentration of international secondary students in private high schools is in large part a function of the U.S. immigration regulations that limit international students to one year of study in public schools, while private schools are free to enroll F-1 students for a longer period of time, including a full four-year program.

In contrast to international enrollment at the secondary level, postsecondary students are more heavily concentrated in public institutions, which host 65 percent of all students in the U.S. (Fig. 3) Many public higher education institutions in the U.S. are large research universities that have the capacity to host substantial numbers of international students. As well, postsecondary students do not face the same restrictions on length of study in public institutions as do secondary students.

Figure 3. Enrollment of international secondary and postsecondary students by sector, 2013



* Reflects F-1 students only.

(3) Due to the availability of data on school enrollment in SEVIS, the data on students in public and private schools reflect only secondary students on F-1 visas and not students with J-1 visas who participate in exchange programs.

Public Schools

In total, 220 public school districts in 42 states hosted a total of 2,170 F-1 students in October 2013 (Table 5). Most states have at least one public school district that is authorized to issue study visas to international students⁴, but the scale of public school international enrollments is much smaller than at private schools. Just 5 percent of all F-1 students are enrolled in public schools (Fig. 3).

Students may receive F-1 visas to study for up to one year in approved public secondary schools. While public education is free to domestic students, international students enrolled in public schools pay fees equal to the full unsubsidized cost of education per student in their location, a cost which typically ranges from \$3,000 to \$10,000 for an academic year (U.S. Bureau of Consular Affairs, 2014).

Following the overall national trend for international postsecondary students, California is the largest host state of international students in public schools, accounting for almost 20 percent of international students in public schools (Table 5). Many districts that enroll international students are smaller districts that not only benefit from tuition revenue, but also seek to increase their overall enrollment numbers to maintain a robust academic experience for all students (Topo, 2014).

Private Schools

While some private schools have a long history of enrolling international students, in recent years, many schools have launched international programs to actively recruit students from abroad in order to increase their domestic students' global awareness and intercultural competencies, provide diversity, and boost enrollment and tuition revenue.

The recent growth of international secondary students in the U.S. is largely due to the increase in their enrollment at private schools. While there have long been some international students at U.S. boarding

Table 5. Top host states of F-1 secondary students in public and private schools, 2013

Public			Private		
Rank	State	F-1 Secondary Students	Rank	State	F-1 Secondary Students
1	California	425	1	California	8,148
2	Michigan	240	2	New York	3,779
3	Florida	218	3	Florida	3,473
4	Arizona	213	4	Massachusetts	3,390
5	Connecticut	127	5	Pennsylvania	3,056
Total for All States		2,170	Total for All States		46,462

(4) While eight states did not host F-1 students in public schools in October 2013, most of those states contain public school districts that are approved to host international students and may host international students at other times throughout the year. Only Hawaii and the District of Columbia do not have any public school districts that are approved by the U.S. State Department to host F-1 students (Department of Homeland Security, 2014).

schools, private day schools are increasingly enrolling international students who attend alongside other day students and live with host families in the area.

There is no restriction on length of study at private schools, providing international students an opportunity to obtain an American high school diploma at a private school. Tuition rates at private schools vary widely depending on location and school type. At private schools that are not religiously-affiliated, annual tuition is often more than \$30,000 per year, while average tuition at religiously-affiliated schools falls between \$10,000 and \$15,000 per year (National Center for Education Statistics, 2013). While international students typically pay the same tuition rate as their domestic classmates, they may be charged additional international students fees to cover administrative costs and student support needs that are unique to international students, such

Table 6. Distribution of F-1 students in U.S. private schools by selected school characteristics, 2013

	F-1 Students in Private School, 2013	All Private School Secondary Students, 2011/12*
School Size		
Very small (Less than 50 students)	4.0	32.5
Small (50-149)	21.8	27.5
Mid-size (150-299)	44.6	17.4
Large (300-499)	18.2	10.0
Very Large (500 or more)	11.4	12.6
Coeducational status		
Coeducational school	90.1	78.7
All Female	4.3	9.9
All Male	5.6	11.4
Religious affiliation of school		
Non-sectarian (No religious affiliation)	42.5	20.7
Religious	57.5	79.3
Christian	56.5	75.0
Islamic	0.0	0.3
Jewish	0.4	3.9
Other	0.5	0.2
Locale		
City	30.8	46.1
Suburb	36.1	35.5
Town	5.5	4.7
Rural	27.5	13.7
Total	48,632	1,286,954

*2011/12 was the most recent year of data available at the time this report was produced.
Source: National Center for Education Statistics, *Private School Universe Survey*, 2012.

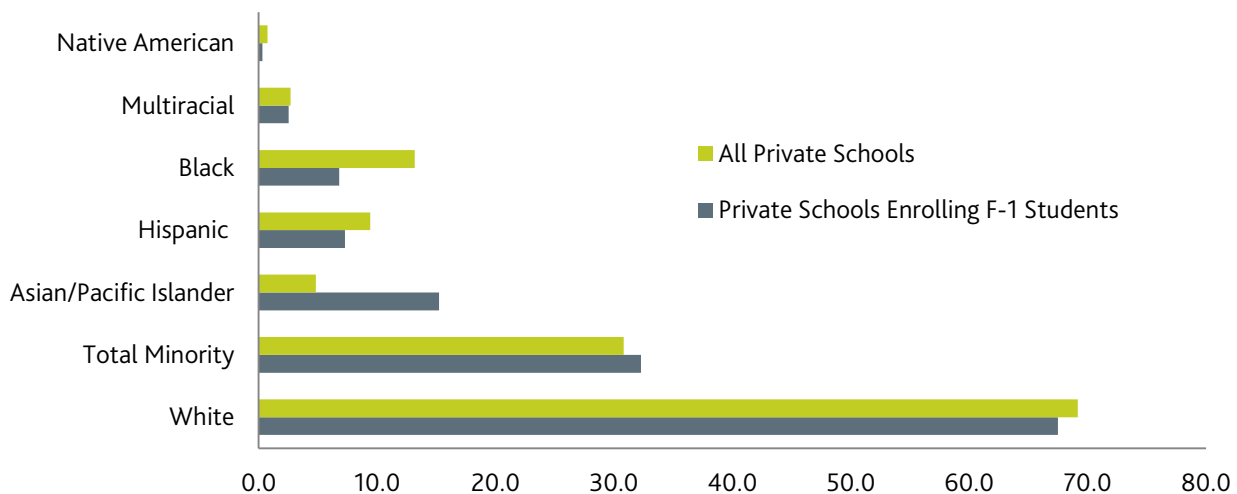
as assistance with medical care, guardianship while in the U.S., or supplemental courses in study skills and English language.

International secondary students are enrolled in private schools in all 50 states and the District of Columbia. The majority of international secondary students in private schools (70 percent) attend either small or mid-size private schools with fewer than 300 students (Table 6). An additional 30 percent of international students in private schools attend large schools with 300 or more students enrolled (Table 6). The concentration of international students in small and mid-size schools is due to the attractiveness of small schools for international students, as well as the efforts of these schools to enroll international students in order to diversify their campuses and boost enrollment.

International students are more likely to attend non-sectarian schools (not affiliated with any religious denomination) than are private school students overall, although more than half attend schools with religious affiliation. Of all students attending private secondary schools in the U.S., almost 79 percent attend schools with religious affiliations (Broughman and Swain, 2013). In comparison, 58 percent of F-1 students attend religiously-affiliated schools, while 43 percent attend schools with no religious affiliation (Table 6). Among international students in religious schools, most attend Christian schools. The international enrollment in schools with other religious orientations constitutes less than one percent of all international students in U.S. secondary schools (Table 6).

About half of all international secondary students study in U.S. schools with a predominantly white student population, reflecting the overall racial composition of U.S. private secondary schools, whose students are predominantly white (71 percent) (Fig. 4). However, the slightly higher proportions of minority students at schools enrolling international students indicate that international students contribute to diversity at the schools in which they enroll. In particular, Asian students contribute to diversity in U.S. private schools (Fig. 4).

Figure 4. Racial/ethnic composition of U.S. private schools enrolling F-1 students, 2013



COMPARATIVE PERSPECTIVES: International secondary students in Australia, Canada, & the U.K.

International secondary students are increasing in numbers in many Anglophone countries. Many students studying in Australia, Canada, the U.S. and U.K. share similar motivations of seeking a secondary school credential in the host country as a pathway to postsecondary education in that country or in another Anglophone country, while other international students engage in short term cultural and academic exchange programs.

Students from Asia, especially from China and South Korea, are highly represented across all Anglophone countries (Table 7). The high levels of interest in obtaining a secondary education abroad and the willingness and ability to pay for it has made China and South Korea strong markets for recruiting by secondary schools seeking to enroll international students.

Historical ties and geography impact the student enrollment patterns across host countries. Hong Kong is the top place of origin among international students at U.K. independent schools, given the historical connections between the U.K. and Hong Kong. The close proximity of Australia to Asia makes the former an especially attractive destination for Asian students who can travel to Australia more quickly and less expensively than

Table 7: Leading places of origin of international secondary students in Anglophone countries*, 2013

Australia		Canada		U.K.		U.S.	
Place of Origin	% of Total	Place of Origin**	% of Total	Place of Origin	% of Total	Place of Origin	% of Total
China	48.9	China	31.2	Hong Kong	22.1	China	32.3
Vietnam	10.3	South Korea	17.5	China	15.0	South Korea	12.0
South Korea	7.6	Mexico	5.1	Germany	8.4	Germany	9.8
Germany	5.2	Japan	3.7	Russia	8.3	Mexico	3.6
Japan	4.4	Germany	3.6	Other European Economic Area	7.5	Brazil	3.1
All Int'l Secondary Students	16,693		23,757		25,912		73,019

* Comparable data was obtained to the extent possible, but due to differences in data definitions and methodology, the figures reported may not be directly comparable.

** Data for international secondary students in Canada in 2013 was not available at the time this report was prepared. Estimates for places of origin are based on 2012 data for international students in primary and secondary education.

Sources: Australia Education International; Citizenship & Immigration Canada; Student and Exchange Visitor Program (U.S.); Independent Schools Council (U.K.)

they can to other Anglophone countries. For similar reasons, Mexico is among the top places of origin in Canada.

Anglophone countries are attractive destinations for German students, many of whom engage in short term exchange programs to enhance their English skills. German students are highly mobile at the secondary level, primarily due to a culture of student exchange that emerged after World War II, following which large numbers of German secondary students have travelled to many countries throughout the world. Almost 19,000 German high school students studied abroad in 2012/13, with about half studying in the U.S. (Weltweiser, 2014). Together, the Anglophone countries (U.S., Canada, New Zealand, Australia, and the U.K.) host almost 84 percent of German high school students abroad (Weltweiser, 2014). However, a recent reduction of the German school system from 13 to 12 years is leading to a drop in the number of German secondary students studying abroad, as students now have less flexibility to study abroad without delaying graduation.

Australia

In 2013, there were 16,693 international students enrolled in Australian secondary schools (Table 8). Because of its close proximity to East and Southeast Asia, Australia is an attractive location for students from the region. The great majority of Australia's international secondary students are from Asia, with Chinese students accounting for almost half of the international secondary student population, followed by students from Vietnam (10 percent) and South Korea (8 percent) (Table 8). Other places in Asia that send large numbers of secondary students to Australia include Japan, Thailand, Malaysia, and Taiwan (Table 8). In total, students from Asia make up nearly 77 percent of Australia's international secondary students.

Germany is the only European country sending sizeable numbers of students to Australia, accounting for 5 percent of international secondary students in the country. Secondary students from the Oceania region are primarily represented by Papua New Guinea, making up 2 percent of the international secondary

Table 8. Places of origin of international secondary students in Australia, by sector, 2013

Place of Origin	Public	% of Total	Private	% of Total	Total	% of Total
China	4,965	48.4	3,201	49.7	8,166	48.9
Vietnam	1,369	13.4	352	5.5	1,721	10.3
Republic of Korea	665	6.5	608	9.4	1,273	7.6
Germany	786	7.7	87	1.4	873	5.2
Japan	434	4.2	295	4.6	729	4.4
Thailand	175	1.7	239	3.7	414	2.5
Malaysia	149	1.5	265	4.1	414	2.5
Papua New Guinea	71	0.7	281	4.4	352	2.1
Brazil	328	3.2	14	0.2	342	2.0
Taiwan	95	0.9	176	2.7	271	1.6
Other	1,215	11.9	923	14.3	2,138	12.8
Total	10,252	100.0	6,441	100.0	16,693	100.0

Source: Australia Education International, 2013

student population. Brazil is the only top sender of students from Latin America, accounting for 2 percent of international secondary students in Australia (Table 8).

Canada

The Canadian government has actively promoted Canada as a study destination for all sectors of education, including primary and secondary schools. As a result of government objectives and funding programs established in 2006, the number of international students in Canada across all levels of education increased 50 percent from 2007 to 2012 (Canadian Bureau for International Education, 2013). In 2013, 23,757 international secondary students studied at Canadian schools (Table 9).

In keeping with the trends seen in other Anglophone countries, the majority of international secondary students in Canada come from Asia. China and South Korea are the two leading places of origin, accounting for 31 percent and 18 percent, respectively, of international secondary students in Canada (Table 9). Other top places of origin in Asia include Japan (4 percent), Philippines (3 percent), and Hong Kong (2 percent) (Table 9).

Canada is also a popular destination for Mexican students, who make up 5 percent of all international secondary students in the country, as well as Brazilian students (3 percent) (Table 9). Germany is the only European country among the top places of origin, accounting for almost 4 percent of international secondary students (Table 9).

Compared to other Anglophone countries, Canada hosts relatively high proportions of secondary students from Saudi Arabia, who make up just over 2 percent of Canada's international secondary students (Table 9). Saudi Arabia is not a top place of origin in any other Anglophone country. In the U.S. there were just 74 secondary students from Saudi Arabia in 2013 (Appendix A).

United Kingdom

While there is no comprehensive count available of the number of international students in all U.K. secondary schools, the Independent Schools Council (ISC) produces an annual census that provides data on the international students studying in the 1,223 private schools that constitute ISC's membership. According to the ISC Census conducted in January 2013, there were 25,912 international students enrolled at the primary and secondary levels, representing 5 percent of all students enrolled in ISC schools (Table 10).

The majority of international students in the U.K.'s private schools (96 percent) are studying at the secondary level (ISC, 2013). In 2013, almost 52 percent of international students were advanced secondary students (years 12 and 13 of schooling), and nearly 44 percent of students were enrolled in years 7 through 11.

Hong Kong is the leading place of origin among students in the U.K., representing 22 percent of international primary and secondary students (Table 10). While China is a leading sender of international secondary

Table 9. Places of origin of international secondary students in Canada, 2013*

Place of Origin	% of Total
China	31.2
South Korea	17.5
Mexico	5.1
Japan	3.7
Germany	3.6
Brazil	2.7
Philippines	2.6
U.S.	2.6
Hong Kong	2.4
Saudi Arabia	2.4
Other	26.2
Total	23,757

*Place of origin data for international secondary students in Canada in 2013 was not available at the time this report was prepared. Estimates for places of origin are based on 2012 data for international students in primary and secondary education. Source: Citizenship and Immigration Canada.

students to the U.S. and Australia, the U.K. attracts large numbers of students from Hong Kong because of its close historical ties to the U.K. Mainland China closely follows as the second leading place of origin among international students, making up 15 percent of all international students (Table 10).

The U.K. hosts large numbers of students from other European countries because of geographic proximity, as well as strong economic, political, and educational ties within the region. European countries account for 35 percent of all international students in ISC schools, with the largest proportions of European students coming from Germany (8 percent) and Russia (8 percent) (Table 10).

Just over 6 percent of international students in the U.K. come from Africa. Nigerian students make up the largest proportion of international students from Africa, with Nigeria accounting for about 4 percent of international students in U.K. schools (Table 10).

Table 10. Places of origin of international primary and secondary students in U.K. independent schools, 2013

Place of Origin	Int'l Students	% of Total	Place of Origin	Int'l Students	% of Total
Hong Kong	5,732	22.1	South Korea	543	2.1
Mainland China	3,891	15.0	Japan	514	2.0
Germany	2,174	8.4	Malaysia	510	2.0
Russia	2,150	8.3	France	491	1.9
Remainder of Europe European Economic Area	1,940	7.5	Central & South America	459	1.8
Spain	1,235	4.8	Central Asia	323	1.2
Remainder of Europe non-European Economic Area	1,024	4.0	Australia	217	0.8
Nigeria	1,007	3.9	India	145	0.6
Remainder of Far East	778	3.0	Taiwan	144	0.6
Thailand	591	2.3	Ireland	127	0.5
Rest of Africa	580	2.2	Rest of North America	117	0.5
Middle East	561	2.2	Pakistan, Sri Lanka & Bangladesh	102	0.4
U.S.	557	2.1	Total	25,912	100.0

Source: Independent Schools Council, 2013

CONCLUSIONS AND RECOMMENDATIONS

The global mobility of secondary students is a phenomenon that has been on the rise in the U.S. and throughout the world. The aim of this report has been to describe the international secondary students who are currently in the U.S., including their number, where they come from, and where they study, and to assess the relationship between international secondary enrollment in the U.S. and enrollment in higher education.

This report finds that while many secondary students continue to travel to the U.S. to participate in exchange programs, large proportions of students are now enrolling in U.S. high schools to earn a diploma in the U.S. so that they can be competitive applicants to U.S. higher education institutions, particularly students from Asia among whom there is strong demand for education across the Anglophone countries.

Boarding schools have long hosted international secondary students seeking U.S. high school credentials, but today many independent day schools and even some public school districts operate international programs to actively recruit international students. The increasing openness of secondary schools to international students is providing more and more opportunities for international students to pursue secondary education in the U.S., thereby expanding the available pathways to U.S. higher education.

In comparison to other Anglophone countries, the U.S. hosts the largest number of international secondary students, hosting roughly three times as many students as Canada or the U.K., and more than four times as many international secondary students as Australia. Similar patterns are also found in postsecondary education, in which the U.S. hosts the largest proportion of the world's globally mobile students (19 percent in 2011) (*Open Doors*, 2013). At both the secondary and postsecondary levels, the size, quality, diversity, and openness of the U.S. education system makes the country an attractive destination for international students.

Recommendations & Implications for U.S. Educational Mobility and Exchanges

The increasing interest among international students in pursuing U.S. secondary education as a pathway to higher education has implications for several education stakeholders in the U.S.:

U.S. higher education institutions

- Interest in enrolling international students is growing among U.S. higher education institutions, many of which are responding to increased interest among prospective international students by growing their existing international student enrollment or by seeking to enroll international students for the first time. Limits on the number of international students admitted to U.S. institutions, sometimes driven by legislative caps placed on out of state enrollment in public institutions, in combination with growing numbers of applicants from abroad, can make the application process more competitive for international applicants. Accordingly, prospective international students may perceive that they can gain an admissions advantage in applying to U.S. higher education institutions by engaging in an international educational experience during their secondary school years.
- Prospective international students may be increasingly located in the U.S. at the time of recruitment into higher education, making it possible to recruit some international students locally, particularly from private schools. Given their prior exposure to U.S. classrooms and successful adjustment to U.S. life, these students may have academic, language, and cultural skills that can not only contribute to their success on campus, but can also serve as a potential resource to help ease the adjustment of their

peer international students who might be entering the U.S. for the first time for their postsecondary studies.

- While the market for international secondary students is growing, the pool of F-1 secondary students is still relatively small compared to the 339,993 international undergraduates enrolled in U.S. postsecondary education in 2012/13. For every F-1 secondary international student in the U.S. there are about 7 international undergraduate students, indicating that colleges and universities will continue to need a robust overseas recruitment plan in order to recruit substantial numbers of international students.

U.S. public and private high schools

- For U.S. high schools, increasing international student enrollment may serve to enhance schools' internationalization efforts and provide a diversity of student viewpoints and experiences to develop the global perspectives of American students, some of whom may not have global exposure otherwise. The U.S. itself is a diverse society and operates within a global system in which our citizens must be prepared to address economic, social, environmental, and security concerns that cut across national boundaries. The U.S. Department of Education (2012) has stressed the importance of building the global competencies of U.S. students to make them internationally competitive and to strengthen the global position of the U.S. In order to achieve the goal of educating globally competent students, U.S. high schools can benefit from detailed information on the mobility of secondary students to the U.S. to inform their approaches to internationalizing their curricula and to serve as a resource for recruitment and enrollment planning for U.S. secondary schools that currently administer or are looking to launch international student programs.
- The growing phenomenon of international students enrolling in U.S. high schools to earn a U.S. diploma is largely driven by demand from Asian students. The demographics of this student profile suggest that international enrollments may provide overall diversity for a school, but fail to represent a full range of international students from many parts of the world. The risk of enrolling too many students from the same region is that international students may tend to associate more closely with their compatriots with whom they feel familiar and may be less likely to integrate fully with their American classmates, which would detract from the goal of cross-cultural learning for both international and domestic students. Schools that enroll international students are encouraged to pay close attention to the diversity of their international student body by strategically recruiting in a range of countries across several regions. Because exchange programs are a more popular form of U.S. study among European and South American secondary students, schools can expand the diversity of their international student population beyond Asia by simultaneously enrolling exchange students in addition to those seeking diplomas. As the number and diversity of their international students grows, schools will also need to consider what sorts of support services and resources they will need to provide in order to accommodate the unique needs of their international student body.

Student Exchange organizations

- Exchange organizations in the U.S. have a long history of facilitating the inbound mobility of international students. Exchange programs aim to enrich the educational and personal experiences of both international and U.S. students and their communities by exposing students to different cultures and developing interpersonal relationships between students that ultimately enhance global understanding between people and countries. Shifting mobility trends among inbound secondary students call for a detailed and nuanced analysis of the enrollment patterns of international secondary students who

are currently in the U.S. to assess how the growth in U.S. secondary education as a pathway to U.S. higher education might impact the future of student exchange. One risk of the increasing focus on international secondary students enrolling in U.S. high school to earn diplomas is that the important goals of student exchange programs may become sidelined. Understanding the differing demographics between inbound exchange students in the U.S. and international students seeking U.S. diplomas is necessary to strengthen all forms of secondary student mobility and to preserve the specific mission of exchange programs.

Future Research

- Despite the predominance of F-1 secondary students in the U.S. today, J-1 exchange students still represent a sizeable proportion of international secondary students in the U.S. While exchange students typically spend just one or two semesters in the U.S. and then return to their home countries to complete their secondary education, some of these students later return to the U.S. or travel to another country for undergraduate or graduate education. Further research to track the global academic mobility of students who have participated in secondary school exchange programs would provide insight into whether youth exchange programs have an impact on students' subsequent mobility and whether those students return to their former exchange country in order to deepen their connection with the host country, or whether they choose to broaden their international exposure by studying in yet another country.
- While this report provides a crucial first step towards understanding the relationship between international mobility at the secondary and postsecondary levels, further research could contribute to greater insight into the pipeline of globally mobile students in postsecondary education. Research on subsequent postsecondary enrollment by international secondary students would provide valuable information on the types of postsecondary institutions that international secondary students attend, as well the countries where they eventually pursue a postsecondary education.

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APPENDIX A:

International secondary students by place of origin and visa type, 2013

Place of Origin	F-1	J-1	Total	Place of Origin	F-1	J-1	Total
Sub-Saharan Africa	1,062	187	1,249	West Africa	438	103	541
East Africa	401	42	443	Benin	7	0	7
Burundi	7	0	7	Burkina Faso	6	1	7
Eritrea	2	1	3	Cote D'Ivoire (Ivory Coast)	18	0	18
Ethiopia	115	4	119	Gambia	3	0	3
Kenya	31	19	50	Ghana	72	40	112
Rwanda	186	0	186	Guinea	3	0	3
Somalia	12	1	13	Liberia	24	9	33
South Sudan	2	0	2	Mali	18	9	27
Sudan	6	0	6	Niger	3	0	3
Tanzania	15	17	32	Nigeria	230	22	252
Uganda	25	0	25	Senegal	44	13	57
Central Africa	69	8	77	Sierra Leone	6	9	15
Cameroon	20	8	28	Togo	4	0	4
Chad	1	0	1	Asia	36,626	5,164	41,790
Congo, Dem. Rep. Of	32	0	32	East Asia	33,240	3,104	36,344
Congo, Rep. Of	5	0	5	China	22,558	1,004	23,562
Equatorial Guinea	5	0	5	Hong Kong	514	87	601
Gabon	6	0	6	Japan	1,176	783	1,959
Southern Africa	154	34	188	Macau	33	4	37
Angola	63	0	63	Mongolia	30	48	78
Botswana	5	0	5	South Korea	7,931	846	8,777
Comoros	1	0	1	Taiwan	998	332	1,330
Lesotho	0	1	1	South and Central Asia	407	451	858
Madagascar	1	0	1	Afghanistan	36	1	37
Malawi	4	0	4	Bangladesh	14	29	43
Mauritius	2	0	2	Bhutan	12	0	12
Mozambique	0	10	10	India	158	66	224
Namibia	2	0	2	Kazakhstan	112	110	222
South Africa	56	23	79	Kyrgyzstan	7	73	80
Zambia	5	0	5	Maldives	1	0	1
Zimbabwe	15	0	15				

Place of Origin	F-1	J-1	Total
Nepal	15	0	15
Pakistan	20	107	127
Sri Lanka	2	0	2
Tajikistan	6	50	56
Turkmenistan	17	15	32
Uzbekistan	7	0	7
Southeast Asia	2,979	1,609	4,588
Brunei	1	0	1
Cambodia	17	4	21
Indonesia	86	114	200
Laos	14	0	14
Malaysia	87	1	88
Myanmar	3	3	6
Philippines	47	34	81
Singapore	61	0	61
Thailand	611	1,216	1,827
Vietnam	2,052	237	2,289
Europe	4,731	16,038	20,769
Albania	12	16	28
Andorra	1	0	1
Armenia	4	28	32
Austria	61	232	293
Azerbaijan	20	32	52
Belarus	16	0	16
Belgium	38	351	389
Bosnia and Herzegovina	8	16	24
Bulgaria	16	10	26
Croatia	12	28	40
Czech Republic	82	217	299
Denmark	75	869	944
Estonia	7	17	24
Finland	75	437	512
France	246	657	903
Georgia	9	49	58
Germany	966	6,164	7,130
Greece	17	5	22
Greenland	0	1	1
Hungary	50	80	130
Iceland	7	25	32

Place of Origin	F-1	J-1	Total
Ireland	16	0	16
Italy	282	1,436	1,718
Kosovo	8	12	20
Latvia	26	16	42
Liechtenstein	1	0	1
Lithuania	77	10	87
Luxembourg	5	5	10
Macedonia	13	21	34
Moldova	9	36	45
Monaco	1	0	1
Montenegro	12	75	87
Netherlands	64	281	345
Norway	188	1,137	1,325
Poland	41	124	165
Portugal	21	53	74
Romania	27	15	42
Russia	505	309	814
Serbia	91	93	184
Slovakia	45	276	321
Slovenia	2	4	6
Spain	647	1,478	2,125
Sweden	94	630	724
Switzerland	91	436	527
Turkey	409	106	515
Ukraine	102	221	323
United Kingdom	232	30	262
Latin America and Caribbean	4,480	2,588	7,068
Caribbean	576	5	581
Antigua and Barbuda	1	0	1
Aruba	1	0	1
Bahamas	222	0	222
Barbados	11	0	11
Bermuda	93	0	93
British Virgin Islands	1	0	1
Cayman Islands	25	0	25
Curacao	34	0	34
Dominica	4	0	4
Dominican Republic	52	5	57

Place of Origin	F-1	J-1	Total
Grenada	2	0	2
Guadeloupe	3	0	3
Haiti	33	0	33
Jamaica	61	0	61
Netherlands Antilles	7	0	7
Sint Maarten	1	0	1
St. Barthelemy	1	0	1
St. Kitts and Nevis	1	0	1
St. Lucia	1	0	1
St. Martin	3	0	3
Trinidad and Tobago	11	0	11
Turks and Caicos Islands	8	0	8
Mexico and Central America	2,386	464	2,850
Belize	5	0	5
Costa Rica	36	5	41
El Salvador	15	0	15
Guatemala	40	1	41
Honduras	37	1	38
Mexico	2,209	450	2,659
Nicaragua	14	0	14
Panama	30	7	37
South America	1,518	2,119	3,637
Argentina	22	80	102
Bolivia	8	46	54
Brazil	888	1,404	2,292
Chile	66	170	236
Colombia	206	138	344
Ecuador	49	182	231
Guyana	4	0	4
Paraguay	4	27	31
Peru	13	19	32
Suriname	8	6	14
Uruguay	3	6	9
Venezuela	247	41	288

Place of Origin	F-1	J-1	Total
Middle East and North Africa	297	278	575
Middle East	222	168	390
Bahrain	15	13	28
Gaza Strip	1	9	10
Iran	30	0	30
Iraq	3	0	3
Israel	31	21	52
Jordan	12	22	34
Kuwait	10	10	20
Lebanon	6	27	33
Oman	1	0	1
Palestinian Territories	1	22	23
Qatar	5	0	5
Saudi Arabia	61	13	74
Syria	13	1	14
United Arab Emirates	26	0	26
Yemen	7	30	37
North Africa	75	110	185
Algeria	2	0	2
Egypt	59	59	118
Libya	2	3	5
Morocco	12	20	32
Tunisia	0	28	28
North America	1,223	14	1,237
Canada	1,223	14	1,237
Oceania	212	118	330
Australia	151	79	230
Fiji	1	0	1
New Zealand	53	39	92
Papua New Guinea	6	0	6
Tonga	1	0	1
Unknown	1	0	1
World Total	48,632	24,387	73,019

APPENDIX B:

F-1 students by state and school sector, 2013

State or District	Public	Private	Total	% of Total
Northeast	325	16,262	16,587	34.1
Connecticut	127	2,050	2,177	4.5
Maine	29	923	952	2.0
Massachusetts	126	3,390	3,516	7.2
New Hampshire	8	711	719	1.5
New Jersey	1	1,503	1,504	3.1
New York	26	3,779	3,805	7.8
Pennsylvania	6	3,056	3,062	6.3
Rhode Island	0	336	336	0.7
Vermont	2	514	516	1.1
South	324	12,255	12,579	25.9
Alabama	1	151	152	0.3
Arkansas	12	102	114	0.2
Delaware	0	162	162	0.3
District of Columbia	0	84	84	0.2
Florida	218	3,473	3,691	7.6
Georgia	11	1,002	1,013	2.1
Kentucky	9	192	201	0.4
Louisiana	0	109	109	0.2
Maryland	0	1,026	1,026	2.1
Mississippi	4	62	66	0.1
North Carolina	20	646	666	1.4
Oklahoma	7	188	195	0.4
South Carolina	30	395	425	0.9
Tennessee	0	411	411	0.8
Texas	2	2,527	2,529	5.2
Virginia	9	1,655	1,664	3.4
West Virginia	1	70	71	0.1

State or District	Public	Private	Total	% of Total
Midwest	438	6,097	6,535	13.4
Illinois	29	956	985	2.0
Indiana	41	462	503	1.0
Iowa	30	163	193	0.4
Kansas	12	310	322	0.7
Michigan	240	871	1,111	2.3
Minnesota	26	956	982	2.0
Missouri	1	534	535	1.1
Nebraska	10	215	225	0.5
North Dakota	1	36	37	0.1
Ohio	16	738	754	1.6
South Dakota	1	42	43	0.1
Wisconsin	31	814	845	1.7
West	1,083	11,848	12,931	26.6
Alaska	7	12	19	0.0
Arizona	213	404	617	1.3
California	425	8,148	8,573	17.6
Colorado	109	396	505	1.0
Hawaii	0	274	274	0.6
Idaho	19	117	136	0.3
Montana	0	41	41	0.1
Nevada	4	174	178	0.4
New Mexico	97	56	153	0.3
Oregon	10	783	793	1.6
Utah	105	487	592	1.2
Washington	94	952	1,046	2.2
Wyoming	0	4	4	0.0
Total	2,170	46,214	48,632	100.0

APPENDIX C:

Data definitions and limitations

The data provided by the Student and Exchange Visitor Information System (SEVIS) reflect a snapshot of international students with F-1 and J-1 visas in the U.S. in October 2013 and do not represent students who were enrolled in U.S. secondary schools at other points during 2013. Thus, the numbers contained in this report are likely an undercount of the total number of students who enrolled throughout the year, some of whom were enrolled in semester-length programs during the spring or summer and were not enrolled in October 2013 at the time the data was extracted.

SEVIS data on J-1 students reflects only the location of the organization sponsoring the student exchange and does not include information on the U.S. destinations or school enrollment of J-1 students. Due to the unavailability of school enrollment data for J-1 students, statistics in this report that are related to U.S. destinations and school types are calculated based only on F-1 students, who represent the majority (67 percent) of all international secondary students in the U.S. Where possible, comparisons of state enrollment between F-1 and J-1 students are made using data available from the Council on Standards for International Educational Travel (CSIET), which collects data annually from the exchange organizations that apply to be listed with CSIET. The CSIET data include information on the states in which J-1 exchange students study.

This report defines international secondary students as students in grades 9 through 12 who travel to the U.S. on a student visa, specifically an F-1 visa, which allows students to enroll directly in a secondary school to which they have been admitted, or a J-1 student visa, which is awarded to students participating in a youth exchange program. Other students who are not U.S. citizens or permanent residents (green card holders) are not included in this report, including dependents of temporary visa holders, vocational students (M visa holders), and undocumented students.

Australia Education International provided aggregate data on international secondary students in Australia. The Australia statistics are derived from the Commonwealth Provider Registration and International Student Management System (PRISMS) database reflecting international students on a student visa enrolled in Australian secondary schools who were physically present in Australia in 2013. Students enrolled in offshore Australian educational programs are not included; neither are students from New Zealand, as they do not require visas to study in Australia. Students' places of origin reflect their country of citizenship, rather than their place of residency.

Data on international students in Canada was produced by Citizenship and Immigration Canada (CIC). International students who study in Canada for six months or less are not included in the counts of international students, as these students are not required to hold a study permit to enter the country. Thus, students who engage in exchange programs of one semester or less are not included in the count of international students in Canada.

At the time this report was produced, CIC was only able to provide the total count of international secondary students in Canada in 2013 and was not able to provide data on the students' places of origin. Estimated data of the places of origin of international secondary students in Canada that appear in this report were calculated by IIE using CIC data on international students at the secondary level and below in Canada in 2012. Thus, the place of origin data that appear in this report includes students in both primary and secondary education.

The data on international secondary students in the U.K. that appear in this report are drawn from an annual member survey of the Independent Schools Council (ISC), whose members consists of private schools in the U.K. While the ISC data is the most comprehensive data available on international secondary students in the U.K., it does not include the government sector of education. The Independent Schools Council defines international students as non-British pupils whose parents reside outside the U.K.. The data that appear in this report reflect enrollment in January 2013.

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