

Enhancing Quality in Afterschool Programs through Global Learning

BOOST Conference

Heather Loewecke, Asia Society



Objectives for Workshop

- Provide an overview of what global competence is and why it's important
- Review and discuss a quality framework tool for assessing and providing global learning in afterschool and summer programs
- Discuss how global learning in afterschool fits into the larger context of education reform and policy initiatives

Discussion

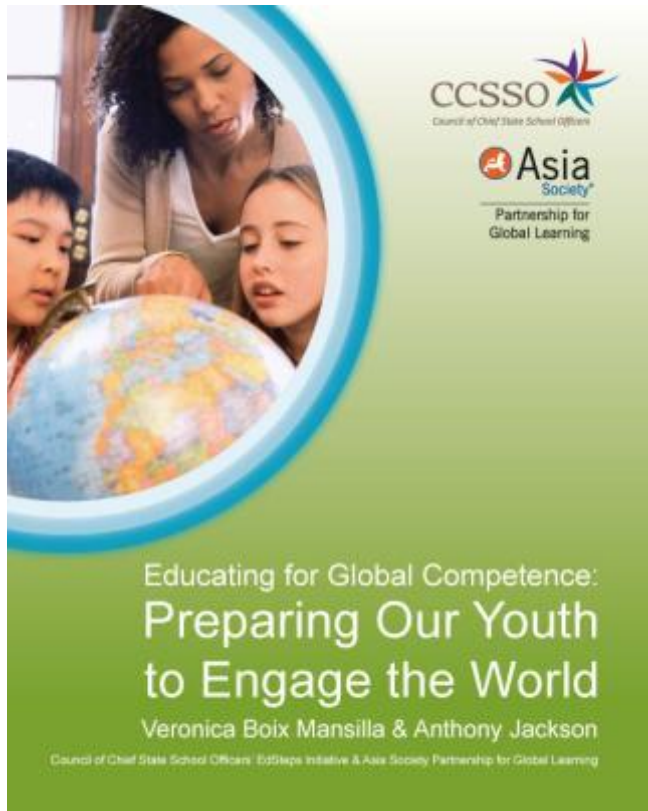
“Being a global citizen means...”

In the 21st Century, Students Will Be...

- Working for international companies
- Competing with people worldwide for jobs and markets
- Collaborating with people from other countries and cultures – at work and in their communities
- Voting on issues with international implications
- Solving global problems such as pandemics, environmental issues, and conflict



What Is Global Competence?



Possession of the knowledge, skills, and dispositions to act creatively on issues of global significance.

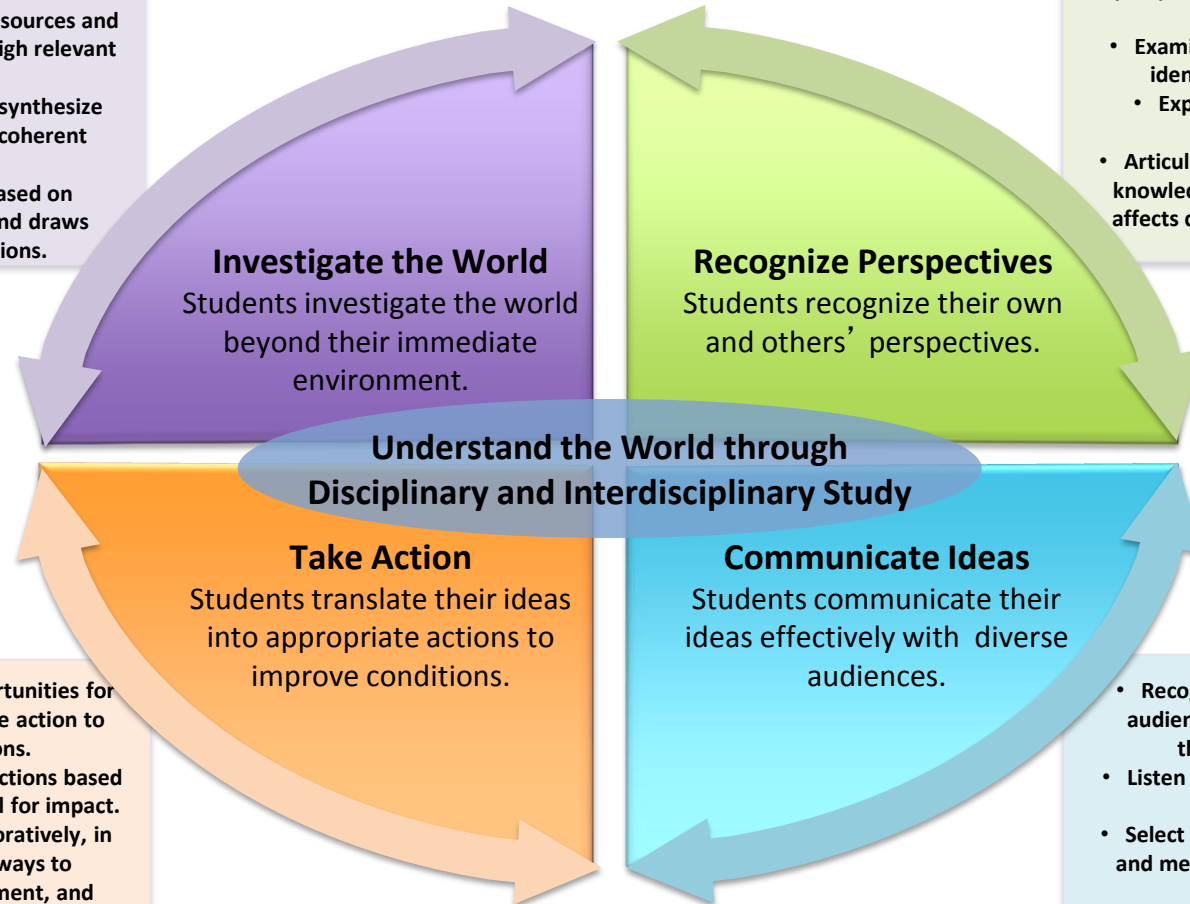
Globally competent young people:

- Investigate the World
- Recognize Perspectives
- Communicate Ideas
- Take Action

<http://asiasociety.org/files/book-globalcompetence.pdf>

Global Competence

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.



- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

Global Learning and High-Quality Programming Can...

- Expose young people to in-depth content about other cultures, countries, and global issues.
- Enable social and emotional development critical to cross-cultural understanding, communication, and collaboration.
- Provide youth with opportunities to develop and use media literacy and technology skills to conduct research on global topics and communicate effectively with peers around the world.
- Develop leadership and civic participation by empowering young people to take action on issues of both local and global relevance.
- Engage youth in learning about international possibilities they can pursue in college and in their careers.

Discussion

What types of
quality improvement strategies
does your program use?

Building Program Quality

Self-Assessment Can Help Your Program...

- Understand the components necessary for a high-quality program and make an action plan to achieve them over time
- Reflect upon your practice and create a continuous quality improvement system
- Build a collective vision among a range of stakeholders and engage partners in your work

NYSAN Quality Self-Assessment (QSA) Tool

<http://nysan.org/section/quality/qa>

- Used for reflection and action planning
- Organized around ten elements of quality
- Used by schools, centers, CBOs, public agencies, and other types of programs
- A 2009 survey showed use of QSA Tool supports quality and program growth

Global Learning in Afterschool Self-Assessment Tool

<http://sites.asiasociety.org/pgl2010/wp-content/uploads/2010/08/afterschool-assessment.pdf>

- Vision, Mission, Culture, and Environment
- Organization and Management
- Program Planning
- Program Delivery
- Youth Development and Outcomes
- Professional Development
- Families, Communities, and Partnerships
- Program Evaluation

Discussion

- Break into groups of 3-4 people
- Select a recorder
- Discuss the questions on the discussion guide
- Report to the group

A Growing Movement

- National and state education policy
- Higher education
- K-12 schools
- National and state afterschool networks
- Afterschool and summer programs

Asia Society's Global Learning Resources

Expanding Horizons: Building Global Literacy in Afterschool Programs

<http://asiasociety.org/education/afterschool/expanding-horizons-how-globalize-afterschool>

Expanding Horizons Toolkit:

- *Global Learning in Afterschool Self-Assessment Tool*
- *Expanding Horizons Toolkit for Trainers*
- *Expanding Horizons Toolkit for Program Directors*
- *Global Competence in Expanded Learning Time Guide for School Leaders*

<http://asiasociety.org/expandedlearning>

Graduation Performance System

<http://asiasociety.org/pos>

Mapping the Nation Interactive Heat Map

<http://mappingthenation.net/>

Global Competence Certificate

www.globalcompetencecertificate.org

Additional Resources

Educating for Global Competence: Preparing Our Youth to Engage the World (2011) by Veronica Boix Mansilla and Anthony Jackson: <http://asiasociety.org/files/book-globalcompetence.pdf>

“Succeeding Globally Through International Education and Engagement” (Nov. 2012) - US Dept. of Education’s International Strategy for 2012-2016:
<http://www2.ed.gov/about/inits/ed/international/international-strategy-2012-16.pdf>

“Learning for a Complex World: Expanding Global Learning in Afterschool and Summers” (2013) - article by Asia Society and World Savvy in *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success* published by Collaborative Communications Group:
<http://www.expandinglearning.org/expandingminds/article/learning-complex-world-expanding-global-learning-afterschool-and-summers>

“Afterschool and Global Competence: Expanding and Enhancing Learning Opportunities” (April 2010) - Issue brief by Afterschool Alliance and Longview Foundation:
http://www.afterschoolalliance.org/issue_briefs/issue_global_41.pdf

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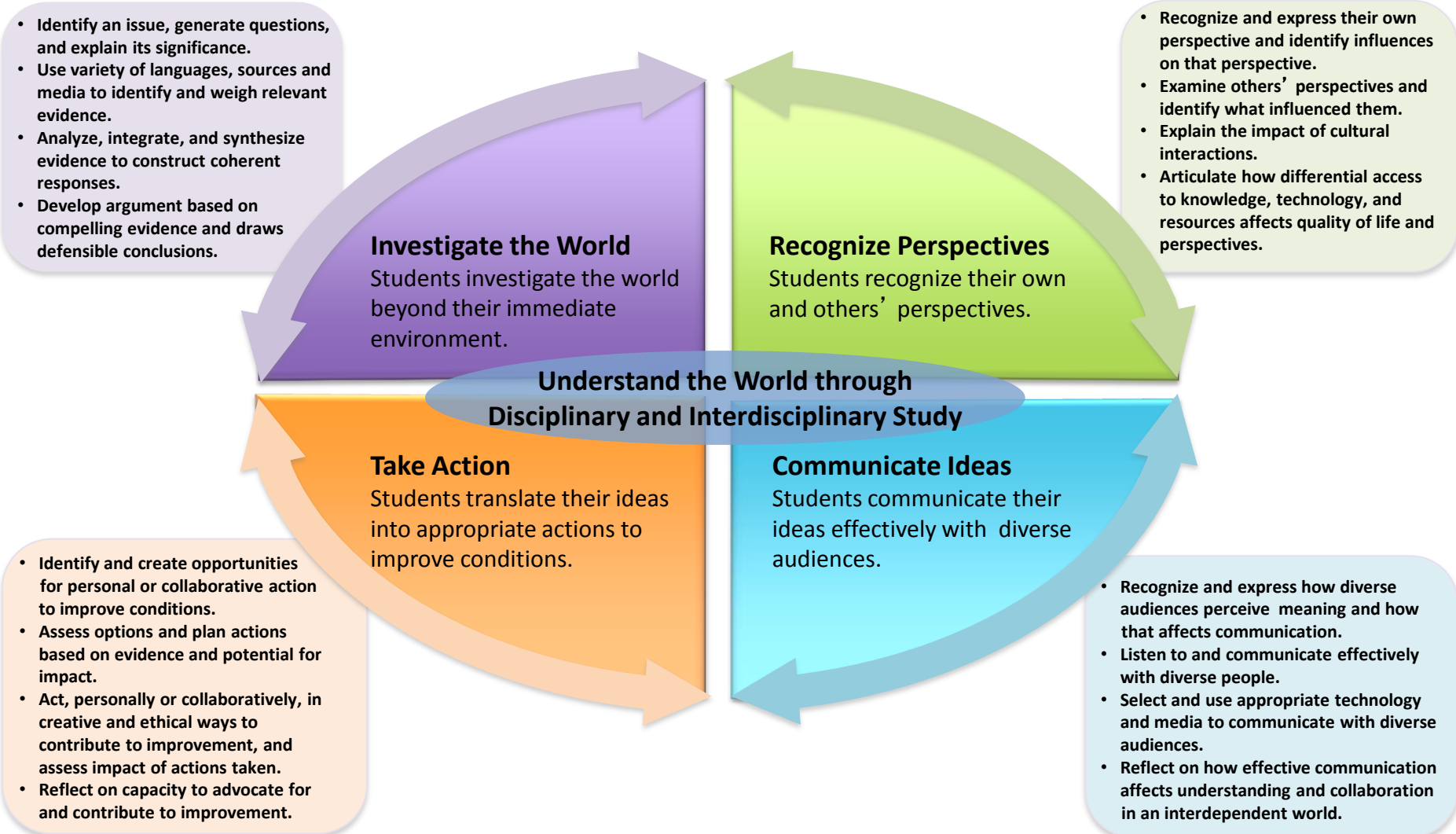
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Global Competence

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Expanding Horizons: Global Learning in Afterschool Self-Assessment Tool

Introduction

The Global Learning in Afterschool Self-Assessment Tool is a resource created by Asia Society's Partnership for Global Learning, in collaboration with afterschool partners, to assess and improve programs' capacity to help build the global competence of youth. The term *global competence* has emerged as a way to articulate the knowledge and capacities youth need for success in the interconnected world of the 21st century. Global competence represents a crucial shift in our understanding of the purpose of education in a changing world. Simply put, globally competent youth can successfully investigate the world of their immediate environment and beyond; recognize their own and others' perspectives; communicate ideas to diverse audiences; and take action to make a difference both locally and globally. Young people everywhere – from all backgrounds – deserve the opportunity to access global learning opportunities that help them succeed in the global economy and contribute as global citizens.

Why Global Learning After School?

Global learning is both an appropriate and relevant goal for the afterschool field. Afterschool, before-school, and summer programs in schools, community- and faith-based organizations, and other settings, are appropriate places to look at learning and communities in new ways. Moreover, afterschool professionals bring a wealth of experience in developing understanding and appreciation of diverse people and cultures. Global learning is most effective when it builds on the connections that we all have to others in our communities and to the world around us; however, global learning implies much more than exposing young people to the cultures in their communities. It requires an intentional approach to expanding horizons for youth, so as to increase the critical global knowledge and skills required for future success.

Afterschool programs are powerful resources for global learning, and as such they can:

- Expose young people to in-depth content about global issues as well as cultures, countries, and languages.
- Enable social and emotional development critical to cross-cultural understanding, communication, and collaboration.
- Provide youth with opportunities to develop and use media literacy and technology skills to conduct research on global topics and communicate effectively with peers around the world.
- Develop leadership and civic participation by empowering young people to take action on issues of both local and global relevance.
- Engage youth in learning about international possibilities they can pursue in college and in their careers.

For more information about global competence and to find more resources to help afterschool programs integrate global learning, please visit www.asiasociety.org/afterschool

Using Self-Assessment to Build High-Quality Programs that Support Global Competence

Many programs that use self-assessment to reflect upon their practice report making quality improvements as a result. Self-assessment helps programs to build a collective vision among a range of stakeholders and to engage partners in their work. It also helps programs understand the components necessary for a high-quality program and make an action plan to achieve them over time.

Although this tool focuses explicitly on global learning in afterschool, it can and should be used by all types of out-of-school time programs regardless of whether they consider themselves to be globally focused programs or not. Afterschool programs are not required or expected to excel in each of the indicators, but this framework can serve as a guide for programs that wish to bolster their program design, environment, activities, and policies to build global competence in youth. This self-assessment tool can be used as a framework for guiding preliminary discussions on global learning in afterschool as much as it can be used as a measurement on progress to date.

The Global Learning in Afterschool Self-Assessment Tool is not meant to replace any afterschool quality self-assessment tools you may already be using. Rather, it can be used in conjunction with other tools to help you create the conditions necessary for successful global learning within the context of a high-quality program.

Using the Global Learning in Afterschool Self-Assessment Tool

Structure: This self-assessment tool builds upon the experience, knowledge, and research of Asia Society's Partnership for Global Learning and afterschool practitioners. The tool is separated into eight domains, each of which has a related list of quality indicators. The domains are:

- Vision, Mission, Culture, and Environment
- Organizations and Management
- Program Planning
- Program Delivery
- Youth Development and Outcomes
- Professional Development
- Families, Communities, and Partnerships
- Program Evaluation

Process: For each indicator, self-assessment participants will reflect upon the program and select a performance level rating. All stakeholders will then meet to review and discuss their findings for each domain, and subsequently create an action plan for improvement. It is recommended that programs use this tool at regular intervals to continually assess and advance their progress made toward meeting their global learning goals.

Performance Level Ratings: Programs can assess their level of mastery for each indicator using the performance level rating system below:

- 4 Exemplary**
The program has exceeded the standard and is prepared to help others in this area.
- 3 Proficient**
The program has met the standard but would likely need help to work with others in this area.
- 2 Emerging / Progressing**
The program is approaching the standard but could use additional focused assistance in this area.
- 1 Beginning / Have not Addressed**
The program has not addressed or is just beginning to address this area, and may need support to reach the standard.

Programs that find themselves at a level 1 can use the self-assessment to plan for improvements

and enhancements to meet their global learning goals. In fact, many programs will start at a level 1 in many or most of the indicators. Remember that self-assessment is a low stakes process, which has no negative consequences on the program. Instead, findings from a self-assessment are used for program improvement purposes.

It is important to note that this performance level rating scale is meant to be used by each stakeholder to assess the program, and does not result in a score or average rating for the program. The scale supports each stakeholder as they reflect upon the program.

In Appendix I, all of the quality indicators are defined at performance levels 1 – 4. These definitions can be used as a guide both for rating your program and for learning more about what a level 4 might look like in practice for each quality indicator.

Timing: You may choose to introduce the tool prior to program start-up in order to build consensus around a global learning vision and goals. However, using the tool in the middle of the year can be useful because it provides a means for taking stock of where the program is, while allowing time to make changes and improvements before the year is over. Alternatively, you may use this tool at the end of the year to plan for the following year. Programs may review one domain at a time over several weeks or months, or review all domains together. These decisions should be made based on your program’s schedule and culture.

Participants: It is important to involve a variety of stakeholders in the self-assessment process. Participants may include program and site directors, staff members, youth participants, family members, teachers, school administrators, or other stakeholders.

Facilitation: A strong facilitator is critical to having a successful self-assessment. In collaboration with staff and stakeholders, the self-assessment facilitator coordinates who will be engaged in the process, how and when it will take place, and how data and findings will be compiled and shared. The facilitator must also ensure the self-assessment process ends with a plan for program improvement. Often, site directors or supervisors take the on the role of facilitator. However, program staff, school personnel, volunteers, and parents can also possess the qualities needed to serve as a facilitator.

Below are key questions facilitators to consider as they plan the self-assessment process.

- What is the collective future that the program wants to create?
- How can we encourage everyone to actively share their thoughts and ideas?
- How can we help others embrace change as an opportunity for growth?
- How can we help others see gains and celebrate progress?

Program Planning and Improvement: Use of this self-assessment tool directly links with creating an action plan for program changes and improvement. After completing a self-assessment, it is time to develop an action plan based on your team’s findings. This tool encourages users to indicate priorities and determine the appropriate timeframe for different types of improvements using the following categories:

Right Now: Area will be addressed immediately after the self-assessment is complete. These are small changes that you can use to get started right away.

This Year: Area will be addressed during the current program year. These longer-term projects require some planning time to develop and might require collaboration among program staff and partners.

Next Year: Planning in this area will take place in the current year, for implementation in the following year. These target areas require a planning process and collaboration between program stakeholders. It might be necessary to re-evaluate your plans for this area prior to the start of the next program year.

The **Taking Action** sections under each domain will assist your program to determine the types of action steps you might take if you find your program operating at a level 1 or 2. Taking Action is meant to be a guiding example using one sample indicator in each domain. Program stakeholders should ultimately determine the best course of action for their program.

Prepare, Facilitate, and Follow-Up! No matter how you choose to conduct the self-assessment, there are three main steps to follow: Prepare, Facilitate, and Follow-up. Here are some things to consider during each stage of the process:

1. Prepare

- Create a message so stakeholders understand why the program is using this tool. Understanding why global learning is important, the outcomes it can yield for youth, and the specific need for global competence in your community will help you craft your message! For help making the case for global learning, visit the Asia Society's website at www.asiasociety.org/education, and especially the *Expanding Horizons* video, available free online here: www.asiasociety.org/afterschool/video
- Work with program leaders to align and/or integrate this global learning self-assessment process and its results with a general quality self-assessment process the program may already be using. Consider how working with two tools in conjunction may be an opportunity to reinforce key concepts and/or dive deeply into specific areas.
- Work with program leaders to determine how outcomes of the self-assessment process will be turned into global learning enhancements.
- Send out a formal invitation that lets everyone know what to expect of the self-assessment and what their role will be in their process.

2. Facilitate

- Refresh the group's understanding of global learning and key terminology used in the tool. Be sure to make connections explicit between concepts that may be familiar to your group but which may be referred to differently in this tool. Again, Asia Society's website can help.
- Remind the group of their roles in the process.
- Ask participants to brainstorm ground rules for working successfully as a group.
- Be sure to record all feedback and suggestions, and create a formal action plan.

3. Follow-Up

- Ask the group to share lessons learned and all recommendations for infusing global learning into the program.
- Acknowledge everyone's contributions and recognize the impact that these program enhancements will have on young people.
- Follow up on immediate action steps as soon as possible while momentum around global learning is fresh and strong.
- Communicate all improvements and changes made to the program to all stakeholders.
- Contact Asia Society for more resources, including the *Expanding Horizons* professional development program designed especially for afterschool trainers and frontline staff, at 212-327-9307 or pql@asiasociety.org.

Domain 1: Vision, Mission, Culture, and Environment

A program that successfully builds global competence in youth has articulated a clear global learning mission, vision, and set of goals. The program infuses these global goals throughout the program’s policies and practices; they are not isolated in any one area. The program has an environment and culture that encourages positive interactions among peers and adults of all backgrounds, embraces multiple perspectives, and fosters mutual respect between diverse groups represented in the community and beyond.

1. The mission of the program identifies facilitating global learning as a primary program goal.
2. Program rituals, traditions, and ways of operating include global content, perspectives, and experiences wherever possible.
3. The program staff and participants respect and value diverse cultures, including those represented locally as well as others across the world.
4. The program environment welcomes and supports learning about diverse peoples, cultures, and issues.

| Performance Level | | | | Plan To Improve | | |
|-------------------|---|---|---|-----------------|-----------|-----------|
| 1 | 2 | 3 | 4 | Right Now | This Year | Next Year |
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Taking Action: A Sample Action Plan for Indicator #2

Program rituals, traditions, and ways of operating include global content, perspectives, and experiences wherever possible.

Right Now: The self-assessment team will identify and implement a few simple ways to incorporate global content into program rituals. For example, to foster an inclusive and welcoming environment and increase interest in language learning, youth will be greeted at the start of program in a different language each week. This ritual may start with languages spoken locally in the community and then grow to include other languages from around the world.

This Year: During the program’s regular story hour, staff members will intentionally select and include international stories, followed by discussions about each story’s origin, setting, characters, and themes. Through these discussions, youth participants may identify new places, people, or global issues that they want to learn more about.

Next Year: The site director will work with the program’s food supply service to serve healthy snack and/or supper options that represent different cultures and communities. Each week, the food served will be discussed among program participants and they will learn about the culture or community the food represents. The connection may be obvious (dumplings from China) or subtle (the food item or dish includes an ingredient that was cultivated in a specific part of the world).

Asia Society Resources

Case Study: Global Kids

<http://asiasociety.org/education-learning/afterschool/case-study-global-kids>

Case Study: World Savvy

<http://asiasociety.org/education-learning/afterschool/case-study-world-savvy>

Domain 2: Organization and Management

A program that successfully builds global competence in youth has leaders who develop an intentional structure to maximize global learning and positive youth development throughout the implementation of the program.

1. Staff consider the program’s global learning-related goals when making decisions about policies, activities, partnerships, and events.
2. The program schedule provides opportunities for all youth to participate in global learning activities.
3. The program enables youth to choose global activities and projects based on their interest.
4. The program administration provides resources to assist staff in implementing global activities.
5. The program administration articulates the importance of global learning to the public and other stakeholders.

| Performance Level | | | | Plan To Improve | | |
|-------------------|---|---|---|-----------------|-----------|-----------|
| 1 | 2 | 3 | 4 | Right Now | This Year | Next Year |
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Taking Action: A Sample Action Plan for Indicator #5

The program administration articulates the importance of global learning to the public and other stakeholders.

Right Now: The program director/site coordinator will create a one-page fact sheet about why global learning is important for youth in their community. They will distribute fact sheet with a memo to parents and family members on the program’s activities and policies that help address the demonstrated need to foster global competence.

This Year: One of the program’s community events will focus on global learning. The program will invite parents and family members, community leaders, school partners, and other stakeholders to attend. The event will include a discussion on the importance of global competence for youth, performances that exemplify the program’s global activities and young people’s global learning, and a globally-focused demonstration project in which event attendees can participate.

Next Year: The program orientation for youth and their families will review the program’s global learning goals, and ask for input to create a program-wide global learning plan. Youth will be regularly surveyed regarding their level of global competence and engagement with the program’s global learning activities, and this information will be shared with program stakeholders. Planning for the program’s community event will begin early and will use speaking invitations and sponsorship opportunities to engage new stakeholders in the program’s global learning goals and efforts.

Asia Society Resources

Case Study: Latona School Associates

<http://asiasociety.org/education-learning/afterschool/case-study-latona-school-associates>

Domain 3: Program Planning

A program that successfully builds global competence in youth carefully plans activities to offer a range of global learning options and opportunities that incorporate the development of academic, social, and emotional skills in multiple settings. In order to do this, the program gains access to a variety of global resources and materials in preparation for activities.

1. The program enables youth to acquire and apply global knowledge and skills throughout all types of program activities.
2. The program collaborates with school, community, and family partners to plan activities that complement and enhance global learning that takes place during the school day or at other times and in other settings.
3. The program plans ways to intentionally offer world language exposure and/or language instruction.
4. The program plans field trips or travel opportunities that promote global competence.
5. The program plans service learning or other community-based projects and activities that help youth connect personal, local, and global issues.

| Performance Level | | | | Plan To Improve | | |
|-------------------|---|---|---|-----------------|-----------|-----------|
| 1 | 2 | 3 | 4 | Right Now | This Year | Next Year |
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Taking Action: A Sample Action Plan for Indicator #2

The program collaborates with school, community, and family partners to plan activities that complement and enhance global learning that takes place during the school day or at other times and in other settings.

Right Now: Program staff will conduct a survey of what participants are learning during the school day, and use the information gathered to align program activities with globally-focused school-day lessons and themes when possible. For example, if participants are studying Australian animals or the Australian eco-system in school, then the afterschool program may focus activities on the aboriginal culture and arts of Australia, which are closely connected to nature.

This Year: Program staff will review the state learning standards relevant to the ages and grades of youth in the program. Program staff will meet with school-day staff to share the learning standards identified and discuss potential alignment with school-day curriculum. Based on the specific opportunities discussed, activity staff will use the learning standards to expand upon activity plans and add elements that reinforce and/or extend globally-focused school-day activities.

Next Year: The site director will coordinate a global learning work group, comprised of program staff, staff from other afterschool and summer programs, teachers from the school day, community partners, and family members to discuss aligning global learning across settings. The working group will identify both opportunities as well as gaps/needs, and determine action items to best align curriculum, staffing, funding, and other supports during the upcoming year to enhance global learning.

Asia Society Resources

Global Learning at Any Age

<http://asiasociety.org/education-learning/afterschool/global-learning-any-age>

Around the World, Throughout the Year

<http://asiasociety.org/education-learning/afterschool/around-world-throughout-year>

Domain 4: Program Delivery

A program that successfully builds global competence in youth harnesses a variety of teaching and learning methodologies, including project-based learning; field trips and community-based projects; virtual and in-person international exchange; internships, apprenticeships, and mentorships; and others. Throughout all these learning opportunities, staff connect youth with resources – including information, materials, people, and places – to facilitate global learning.

1. Staff promote close relationships between youth and between youth and adults that can support the development of global competence through program activities, partnerships, mentorships, or internships/apprenticeships.
2. Staff intentionally facilitate in-person and virtual relationships through technology between participants of different cultural, geographic, and demographic backgrounds.
3. Staff assist all participants to access international information, media, and authentic materials that support their global learning.

| Performance Level | | | | Plan To Improve | | |
|-------------------|---|---|---|-----------------|-----------|-----------|
| 1 | 2 | 3 | 4 | Right Now | This Year | Next Year |
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Taking Action: A Sample Action Plan for Indicator #2

Staff intentionally facilitate in-person and virtual relationships through technology between participants of different cultural, geographic, and demographic backgrounds.

Right Now: Each staff member will intentionally create new opportunities that encourage different groups to interact with each other between and during activities. These may include opportunities for participants to develop group promises that create a safe space when talking about cultural heritage, learning about people from other cultures, and/or interacting with people from other cultures.

This Year: The site director will reach out to a few new community partners who represent a diverse range of ages, cultures, demographics, and interests. Partners will be asked to participate in the program as guest speakers, teaching artists, field trip leaders, and in other ways.

Next Year: Program leaders will update and implement a plan that involves the active recruitment of a diverse group of participants, staff, and community partners. These stakeholders will be asked to rotate between groups, activities, and responsibilities throughout the year to ensure that they all interact with one another.

Asia Society Resources

Connecting to Global Content: Curriculum and Approaches

<http://asiasociety.org/education-learning/afterschool/connecting-global-content-curriculum-and-approaches>

Service Learning: Activating Afterschool Hours and Summertime

<http://asiasociety.org/education-learning/afterschool/service-learning-activating-afterschool-hours-and-summertime>

Domain 5: Youth Development and Outcomes

A program that successfully builds global competence in youth provides learning opportunities that help youth demonstrate their ability to investigate the world around them and beyond, recognize their own perspectives and those of others, communicate their ideas to diverse audiences, and take action to contribute to positive change locally and globally.

1. The program supports youth to investigate the world and deepen their understanding about it.
2. The program supports youth to recognize multiple perspectives and apply cross-cultural understanding.
3. The program supports youth to communicate ideas to diverse audiences by connecting and collaborating across cultural or geographic boundaries.
4. The program supports youth to take action on global issues as well as local issues of global significance.

| Performance Level | | | | Plan To Improve | | |
|-------------------|---|---|---|-----------------|-----------|-----------|
| 1 | 2 | 3 | 4 | Right Now | This Year | Next Year |
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Taking Action: A Sample Action Plan for Indicator #4

The program supports youth to take action on global issues as well as local issues of global significance.

Right Now: Staff will design an activity that helps participants identify the community issues that affect and/or concern them the most, research the issue and discover other communities around the world with youth who are impacted by this issue, and then create a presentation or hold a discussion about how other global communities are addressing this issue.

This Year: Staff will convene a meeting for participants to discuss and decide upon which global issue, of those they researched, they want to take action on. Staff will serve as facilitators and help youth to come to agreement on one issue. Staff will guide youth through a process by which they learn more about the issue and what actions have been taken locally and globally, and then lead youth through a local service-learning project related to the issue.

Next Year: In the beginning of the year, staff will convene a meeting for participants to discuss and decide upon several issues that affect them and have global significance. Participants will self-select into groups based on the issue they are most interested in. Staff will guide each group through a process by which they learn more about the issue, who it impacts around the world, and what they can learn from what has already been done to address it. Staff will lead groups on a series of service-learning projects related to the issue that build from a local to a global impact. Youth will present their issues and projects to staff, participants, and families at the end of the program year.

Asia Society Resources

Global Competence and the Afterschool Hours

<http://asiasociety.org/education-learning/afterschool/global-competence-and-afterschool-hours>

Domain 6: Professional Development

A program that successfully builds global competence in youth recruits, hires, and develops a staff that is culturally and demographically diverse and values the program's global learning goals and activities. Program leaders encourage staff members to expand their knowledge of the world both informally and through formal global education professional development opportunities to better support global learning in the program.

1. Staff have sufficient capacity to integrate international content and perspectives into program activities.
2. The program has a professional development plan to help staff continuously strengthen their capacity to provide global activities.
3. Staff seek opportunities to access and/or acquire resources from or to collaborate with outside organizations and experts to provide global activities.
4. Staff model global competence by staying up to date on current world events and presenting balanced viewpoints on global issues.

| Performance Level | | | | Plan To Improve | | |
|-------------------|---|---|---|-----------------|-----------|-----------|
| 1 | 2 | 3 | 4 | Right Now | This Year | Next Year |
| | | | | | | |
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Taking Action: A Sample Action Plan for Indicator #1

Staff have sufficient capacity to integrate international content and perspectives into program activities.

Right Now: Staff members will commit to bringing their knowledge of the world to their work in the program by volunteering to lead new activities on the international content and perspectives that they are comfortable with.

This Year: The site director will conduct a staff survey to find out more about staff members' knowledge of and experiences with other countries, cultures, and global issues. Results from the survey will be used to form collaborative teams that develop new activities, as well as to identify areas in which outside partners and/or professional development may be needed.

Next Year: The site director will implement a professional development plan that will support staff members, collaborative teams, and outside partners as they create global learning activities around their existing global knowledge, as well as support staff members as they learn new approaches and content that will help them build global competence in youth.

Asia Society Resources

Characteristics of a Globally Competent Youth Worker
<http://asiasociety.org/files/afterschool-youthworker.pdf>

Personal Connections for Global Learning
<http://asiasociety.org/files/afterschool-personalconnections.pdf>

Domain 7: Families, Communities, and Partnerships

A program that successfully builds global competence in youth values the role that families and community partners play in fostering global learning by tapping into their international resources and experiences. The program also creates opportunities for youth to share their global experiences with their peers and within the community. The program has both local and international partnerships to meet its global goals.

1. The program uses the assets of participants' and families' cultures, backgrounds, experiences, and values to strengthen the program's global mission.
2. The program uses young peoples' global knowledge, skills, and projects to educate and involve peers, community, and family members in global learning.
3. The program has active partnerships with higher education, businesses, arts and cultural institutions, and community organizations that support the program's global activities and initiatives.
4. The program has active partnerships with afterschool programs, schools, or youth organizations in other countries to share best practices and to organize collaborative projects.
5. Staff collaborate with schools to create and participate in professional development opportunities in which they share global content, strategies, and materials, as well as to seamlessly align global learning during and beyond the school day.

| Performance Level | | | | Plan To Improve | | |
|-------------------|---|---|---|-----------------|-----------|-----------|
| 1 | 2 | 3 | 4 | Right Now | This Year | Next Year |
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Taking Action: A Sample Action Plan for Indicator #3

The program has active partnerships with higher education, businesses, arts and cultural institutions, and community organizations that support the program's global activities and initiatives.

Right Now: Program staff will meet to take an inventory of existing partners who have resources and/or expertise that can enhance global learning activities.

This Year: The site director will reach out to potential partners from the community to discuss opportunities for them to work with the program and enhance global learning activities, in conjunction with the program's overall global goals, professional development plans, and any identified gaps/needs in global curriculum, content, or expertise. Through this process, site directors and community partners will discuss what their organization can offer as well as the benefits they hope to gain from working with the other.

Next Year: After reviewing what partnerships are available to build on opportunities and/or fill gaps/needs and selecting the most appropriate partners for the program, the site director will invite new partners to participate in program planning around global learning. Partners will meet several staff members and participants as part of the planning process, and participate in an evaluation process at the end of the year to determine if the partnership was successful.

Asia Society Resources

Community Connections for Global Learning

<http://asiasociety.org/files/afterschool-personalconnections.pdf>

Higher Education Institutions Can Help Program Afterschool and Summer Programs

<http://asiasociety.org/education-learning/afterschool/higher-education-institutions-can-help-program-afterschool-and-summer>

Domain 8: Program Evaluation

A program that successfully builds global competence in youth has identified specific outcomes for its global goals, and uses observation and data collection to measure progress. Youth are surveyed regarding their level of global competence, as well as given opportunities to demonstrate their level of global competence to their peers, families, and communities. The program also collects feedback from families and partners regarding its global learning efforts.

1. The program’s internal evaluation procedures include global learning goals when assessing program activities, youth engagement, and staff performance.
2. The program’s internal evaluation procedures allow youth to self-report on their own global competence development.
3. The program provides multiple opportunities to publicly display global learning-themed youth projects within program space, schools, and communities for viewing and feedback.

| Performance Level | | | | Plan To Improve | | |
|-------------------|---|---|---|-----------------|-----------|-----------|
| 1 | 2 | 3 | 4 | Right Now | This Year | Next Year |
| | | | | | | |
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Taking Action: A Sample Action Plan for Indicator #2

The program’s internal evaluation procedures allow youth to self-report on their own global competence development.

Right Now: Program staff will discuss global competence with participants and ask them to describe their level of global competence using a series of age-appropriate questions.

This Year: Program staff will intentionally design global learning activities that enable youth to demonstrate their level of global competence according to the indicators outlined in Domain 5: Youth Development and Outcomes. They will also administer a year-end survey that asks participants to describe their level of global competence using a series of age-appropriate questions.

Next Year: The site director will incorporate a global competence pre-survey administered in September and post-survey administered in June into the program plan. Results of the pre-survey will be used to develop activities and units based on participants’ needs and interests. Throughout the year, youth will be encouraged to collect and display the work they have generated that demonstrates their global competence (in response to the activities designed above).

Appendix I: Global Learning in Afterschool, Quality Indicator Definitions

Listed below are definitions of each quality domain and indicator that support your program's global learning self-assessment. These definitions will assist stakeholders to select the performance level most appropriate for your program. Additionally, the definitions will give you ideas for progressing along the quality continuum and moving toward improved global learning outcomes. It is not necessary to read through this entire document all at once. Instead, it should be used to support your global learning self-assessment as you go through the process.

Domain 1: Vision, Mission, Culture, and Environment

A program that successfully builds global competence in youth has articulated a clear global learning mission, vision, and set of goals. The program infuses these global goals throughout the program's policies and practices; they are not isolated in any one area. The program has an environment and culture that encourages positive interactions among peers and adults of all backgrounds, helps youth learn about multiple cultures and perspectives, and fosters mutual respect between diverse groups represented in the community and beyond.

1. The mission of the program identifies facilitating global learning as a primary program goal.

Performance Level 1: The program's mission does not currently identify facilitating global learning in the program's goals.

Performance Level 2: The program's mission does not currently identify facilitating global learning as a primary program goal. However, the program has some goals and objectives that relate to global learning reflected in its documents and policies.

Performance Level 3: The program's mission identifies facilitating global learning as a primary goal. This goal is also reflected in other documents and policies.

Performance Level 4: The program's mission identifies facilitating global learning as a primary goal. This goal is also reflected in other documents and policies. The program's mission also identifies building global competence as a primary youth-level outcome for program participants.

2. Program rituals, traditions, and ways of operating include global content, perspectives, and experiences wherever possible.

Performance Level 1: Program rituals, traditions, and ways of operating include few, if any, global content, perspectives, and experiences.

Performance Level 2: Program rituals, traditions, and ways of operating include some global content, perspectives, and experiences. Global content is infused on an ad hoc basis, and is generally based on each staff member's personal experience and comfort with global content.

Performance Level 3: Program rituals, traditions, and ways of operating include a variety of global content, perspectives, and experiences. Global content is intentionally infused in rituals and traditions, such as snack time, arrival, and departure. Staff members are expected to facilitate these rituals to maximize global learning.

Performance Level 4: Program rituals, traditions, and ways of operating include a variety of global content, perspectives, and experiences. Global content is intentionally infused in rituals and traditions, such as snack time, arrival, and departure, in a way that reinforces global learning opportunities provided through other program activities. Staff members are provided with professional development opportunities to help them facilitate these rituals to maximize global learning. The program administration has developed ways of operating, such as policies and evaluation expectations, that

ensure that the program's rituals and traditions are globally-focused.

3.The program staff and participants respect and value diverse cultures, including those represented locally as well as others across the world.

Performance Level 1: Program staff and participants may respect and value diverse cultures, but it is rarely or never spoken about. Culture is rarely or never explored in the program.

Performance Level 2: Most program staff and participants respect and value diverse cultures, as demonstrated through respectful relationships, language, and opinions on the diverse groups represented among the program participants or in the community. Culture, as a stand-alone topic, is rarely explored in the program.

Performance Level 3: All program staff and participants respect and value diverse cultures, as demonstrated through respectful relationships, language, and opinions on the diverse groups represented among the program participants and community as well as others around the world. Culture, as a stand-alone topic, is occasionally explored in the program through use of stories, art activities, research projects, and other ways of information-sharing.

Performance Level 4: All program staff and participants respect and value diverse cultures, as demonstrated through respectful relationships, language, and opinions on the diverse groups represented among the program participants and community as well as others around the world. Culture, as a stand-alone topic, is regularly explored in the program through use of stories, art activities, research projects, and other ways of information-sharing. Culture is also explored in active ways, such as field trips to museums and cultural centers, building relationships with groups overseas, and conducting service projects outside of the local community.

4.The program environment welcomes and supports learning about diverse peoples, cultures, and issues.

Performance Level 1: The program environment is not designed to be particularly supportive of learning about diverse peoples, cultures, and issues. Diversity is occasionally discussed and participants may be encouraged to be respectful of diversity, but not in an intentional manner that aids global learning.

Performance Level 2: The program environment may be supportive of learning about diverse peoples, cultures, and issues, depending on which staff members are working and which activities they have selected to lead. Some staff members establish that the program is welcoming and intentionally discuss the importance of diversity from time to time.

Performance Level 3: The program environment is supportive of learning about diverse peoples, cultures, and issues, as evidenced both by staff members and program activities. Designated staff members lead activities in which learning about diverse peoples, cultures, and issues is included. All staff members make it clear that the program is welcoming and intentionally discuss the importance of diversity regularly. Youth participants are encouraged to explore and discuss the importance of diversity.

Performance Level 4: The program environment is supportive of learning about diverse peoples, cultures, and issues, as evidenced by the program space, staff members, and program activities. All staff members are expected to lead activities in which learning about diverse peoples, cultures, and issues is included. All staff members make it clear that the program is welcoming and intentionally discuss the importance of diversity regularly and frequently. Youth participants are encouraged to explore and discuss the importance of diversity. Youth leaders are also encouraged to embrace diversity and to help plan activities and events in which learning about diverse peoples, cultures, and issues is a core element.

Domain 2: Organization and Management

A program that successfully builds global competence in youth has leaders who develop an intentional structure to maximize global learning as part of positive youth development throughout the implementation of the program.

1. Staff consider the program's global learning-related goals when making decisions about policies, activities, partnerships, and events.

Performance Level 1: Staff members rarely consider the program's global learning-related goals, if any, when making decisions about policies, activities, partnerships, and events. These decisions are typically made separately from any globally-focused efforts occurring at the program.

Performance Level 2: Staff members occasionally consider the program's global learning-related goals when making decisions about policies, activities, partnerships, and events. Global goals are typically discussed regarding activities and events, but rarely regarding program policies and partnerships.

Performance Level 3: Staff members regularly consider the program's global learning-related goals when making decisions about policies, activities, partnerships, and events. The influence of the program's global goals can be recognized in the program's policies and rules, activity menu, partner outreach, and event themes and locations.

Performance Level 4: Staff members regularly and frequently consider the program's global learning-related goals when making decisions about policies, activities, partnerships, and events. The influence of the program's global learning-related goals can be recognized in the program's policies and rules, activity menu, partner outreach, and event themes and locations. In addition, these goals influence the program's space and facilities, family outreach efforts, and staffing. Youth are encouraged to consider global learning goals when their input and feedback on the program is solicited.

2. The program schedule provides opportunities for all youth to participate in global learning activities.

Performance Level 1: The program schedule provides few, if any, global learning activities.

Performance Level 2: The program schedule provides opportunities for some youth to participate in global learning activities. Global learning activities may only be available for higher-achieving youth, or on certain days or at certain times during which some youth do not attend the program and/or are attending mandatory academic or extracurricular activities.

Performance Level 3: The program schedule provides opportunities for all youth to participate in global learning activities. Global learning activities are available on days and at times that allow all youth to participate in them. The activity schedule is periodically reviewed to ensure that other mandatory academic or extracurricular activities do not preclude participation by any youth.

Performance Level 4: The program schedule provides opportunities for all youth to design and participate in global learning activities. Global learning activities are available on days and at times that allow all youth to participate in them, and staff members frequently encourage youth to do so. The activity schedule is regularly reviewed to ensure that other mandatory academic or extracurricular activities do not preclude participation by any youth. Global learning is not limited to day-to-day activities but is also infused in special events and other program-wide activities, including coordination with summer programs. Staff intentionally organize and sequence activities so that global learning is scaffolded for youth across the program and across the domains of positive youth development.

3. The program enables youth to choose global activities and projects based on their interest.

Performance Level 1: The program offers few or limited global learning activities. Therefore, youth are unable to select global learning activities based on their interest.

Performance Level 2: The program offers a few different types of global learning activities. Therefore, youth typically have a choice between two types of global learning activities.

Performance Level 3: The program offers a variety of global learning activities. Therefore, youth typically have a choice between multiple types of activities, which include globally-focused projects that appeal to youth interested in the arts, community service, science, and other pursuits.

Performance Level 4: The program offers a variety of global learning activities across multiple areas of the program. Therefore, youth typically have a choice between multiple types of activities, which include globally-focused projects that appeal to youth interested in the arts, community service, science, and other pursuits. Youth participants are included in the program planning process, and are able to request, design, and/or select global learning activities based on their interests.

4. The program administration provides resources to assist staff in implementing global activities.

Performance Level 1: The program administration rarely or never provides resources to assist the staff in implementing global activities. Staff members who wish to implement global learning activities often create their own activity plans and curriculum based on their own initiative.

Performance Level 2: The program administration occasionally provides resources to assist the staff in implementing global activities. Staff members who wish to implement global learning activities must ask their supervisor for additional resources when needed. Some staff members prefer to create their own activity plans and curriculum rather than ask for resources. Activity plans are rarely shared between staff across the program.

Performance Level 3: The program administration regularly provides resources to assist the staff in implementing global activities. Staff members who wish to implement global learning activities do not need to ask for additional resources, as they are readily available. Staff members are encouraged to use the global learning resources provided by the administration and to collaborate to support the development of high-quality global learning activities.

Performance Level 4: The program administration regularly provides resources to assist the staff in implementing global activities, and frequently updates the resources available. Staff members who wish to implement global learning activities do not need to ask for additional resources, as they are readily available. The program administration provides professional development opportunities so staff members are empowered to use the global learning resources available to them and are able to learn new techniques and approaches to provide high-quality global learning activities to youth.

5. The program administration articulates the importance of global learning to the public and other stakeholders.

Performance Level 1: The program administration rarely or never articulates the importance of global learning to the public and other stakeholders, as program leaders do not see this as a function of their roles.

Performance Level 2: The program administration occasionally articulates the importance of global learning to the public and other stakeholders. Some program leaders see this as a function of their roles, while others do not. When program leaders are speaking on behalf of the program to families and community partners, they sometimes include information about global learning.

Performance Level 3: The program administration regularly articulates the importance of global learning to the public and other stakeholders. All program leaders see this as a function of their roles. When program leaders are speaking on behalf of the program to families and community partners, they often include information about global learning. Program leaders also include information about global learning when speaking directly with school leaders, advocates, and other stakeholders.

Performance Level 4: The program administration regularly and frequently articulates the importance of global learning to the public and other stakeholders. All program leaders see this as a function of their roles. When program leaders are speaking on behalf of the program to families and community partners, they almost always include information about global learning. Program leaders also include information about global learning when speaking directly with school leaders, advocates, and other stakeholders. Information about global learning can be found on the program's website and in its print materials. The program may share promising practices for global learning with other afterschool networks, providers, and/or colleagues locally or nationally.

Domain 3: Program Planning

A program that successfully builds global competence in youth carefully plans activities to offer a range of global learning options and opportunities that incorporate the development of academic, social, and emotional skills in multiple settings. In order to do this, the program gains access to a variety of global resources and materials in preparation for activities.

1. The program enables youth to acquire and apply global knowledge and skills throughout all types of program activities (experiential, enrichment, recreation, academic tutoring, health/nutrition, leadership, and others).

Performance Level 1: The program enables youth to acquire and apply global knowledge and skills through few, if any, types of activities, such as academics or enrichment.

Performance Level 2: The program enables youth to acquire and apply global knowledge and skills through several different types of activities, including academics, enrichment, the arts, and community service.

Performance Level 3: The program enables youth to acquire and apply global knowledge and skills through a wide variety of activities, including academics, enrichment, the arts, community service, science and technology, recreation, leadership opportunities, mentoring relationships, health-related activities, and others. Youth are empowered to request, design, and/or select their own activities.

Performance Level 4: The program enables youth to acquire and apply global knowledge and skills through a wide variety of activities, including academics, enrichment, the arts, community service, science and technology, recreation, leadership opportunities, mentoring relationships, health-related activities, and others. Youth are empowered to request, design, and/or select their own activities, and staff members assist youth in selecting a variety of activities that support a range and/or continuum of knowledge acquisition and skill development opportunities.

2. The program collaborates with school, community, and family partners to plan activities that complement and enhance global learning that takes place during the school day or at other times and in other settings (at home, online, through the media, in summer, etc.).

Performance Level 1: For the most part, the program works independently from most school, community, and family partners to plan activities. Therefore, activities may sometimes complement and enhance global learning that takes place during the school day or at other times and in other settings, but are not intentionally designed to do so.

Performance Level 2: The program works with some school, community, and family partners to plan activities. Therefore, some activities are designed to complement and enhance global learning that takes place during the school day, school year, summer, or at other times and in other settings. These activities may be mostly focused on reinforcing school day lessons about global content.

Performance Level 3: The program regularly works with several school, community, and family partners to plan activities. Therefore, most activities are designed to complement and enhance global learning that takes place during the school day, school year, summer, or at other times and in other settings. These activities are mostly focused on reinforcing school day lessons about global content and/or supporting family efforts to infuse global learning in their homes.

Performance Level 4: The program regularly and frequently works with a variety of school, community, and family partners to plan activities. Therefore, most activities are designed to complement and enhance global learning that takes place during the school day, school year, summer, or at other times and in other settings. These activities are mostly focused on reinforcing school day lessons about global content, supporting family efforts to infuse global learning in their homes, and/or using media and technology tools – through which participants may be already learning about the world – to provide global learning activities and virtual exchanges.

3. The program plans ways to intentionally offer world language exposure and/or language instruction.

Performance Level 1: The program rarely or never offers exposure to other world languages.

Performance Level 2: The program offers exposure to other world languages, but primarily focuses on the native languages represented among participating youth.

Performance Level 3: The program offers exposure to other world languages, primarily focusing on the native languages represented among participating youth, those represented by staff members, and those that are taught during the school day. One or two languages may be selected for formal instruction in the program. However, if language fluency is not a feasible or appropriate goal, program staff design activities that help participants value language learning and understand its relevance for future professions.

Performance Level 4: The program offers exposure to other world languages, and youth are able to choose which languages are focused on in the program. The program uses a combination of the native languages represented among participating youth, those represented by staff members, those that are taught during the school day, and those that are not offered to youth elsewhere in order to expose participants to a wide variety of languages as possible. Several languages may be selected for formal instruction in the program and/or the program intentionally helps youth value language learning and understand its relevance for future professions.

4. The program plans field trips or travel opportunities that promote global competence.

Performance Level 1: The program rarely or never offers field trips or travel opportunities that promote global competence.

Performance Level 2: The program occasionally plans field trips or travel opportunities that provide opportunities to develop global competence. However, the goal is primarily recreational and may not include intentional global learning activities, project-based learning opportunities, or debriefing about the experience.

Performance Level 3: The program regularly plans field trips or travel opportunities. Most of these trips provide opportunities to develop global competence through intentionally designed experiences that reinforce global learning goals, rather than trips that are designed serendipitously around an available opportunity or primarily for recreational purposes. Trips often include global learning activities, project-based learning opportunities, and debriefing about the experience, which allows youth to learn and grow as a result of the trip.

Performance Level 4: The program regularly and frequently plans field trips or travel opportunities. Almost all of these trips provide opportunities to develop global competence through intentionally designed experiences that reinforce global learning goals. Trips always include global learning activities, project-based learning opportunities, and debriefing about the experience, which allows youth to learn and grow as a result of the trip. Travel opportunities are subsidized by program funding or sponsors, which allows all youth to participate regardless of ability to pay, or staff help all youth fundraise for the trip(s).

5. The program plans service learning or other community-based projects and activities that help youth connect personal, local, and global issues.

Performance Level 1: The program rarely or never offers community-based projects and activities that intentionally support global learning. The majority of activities take place in the program space with program staff or are not focused on global learning.

Performance Level 2: The program occasionally offers community-based projects and activities, such as service learning opportunities, that relate to global learning. These activities are intended to help youth

connect personal or local issues that have global connections, but may not include time for discussion and debriefing about an activity's impact or global relevance. These offerings are typically made available based on staff members' interests and relationships in the community.

Performance Level 3: The program regularly offers community-based projects and activities, such as service learning opportunities, that support global learning. These activities are intended to help youth connect personal, local, and global issues, and almost always include time for discussion and debriefing about an activity's impact. These offerings are part of the program's regular activity schedule, and the program's community partners are tapped to support these efforts.

Performance Level 4: The program regularly and frequently offers community-based projects and activities, such as service learning opportunities, which support global learning. These activities are intended to help youth connect personal, local, and global issues, and always include time for discussion and debriefing about an activity's impact. These offerings are part of the program's regular activity schedule, and the program's community partners are tapped to support these efforts. Youth are involved in selecting projects that address their interests and their perceived needs in the local and/or global community. Furthermore, these activities are offered in an intentional and sequential manner, such that youth continuously develop new skills and apply lessons learned.

Domain 4: Program Delivery

A program that successfully builds global competence in youth harnesses a variety of teaching and learning methodologies, including project-based learning, field trips and community-based projects, virtual and in-person international exchange, internships, apprenticeships, and mentorships, and others. Throughout all these learning opportunities, staff connect youth with resources, including information, materials, people, and places, to facilitate global learning.

1. Staff promote close relationships between youth and between youth and adults that can support the development of global competence through program activities, partnerships, mentorships, or internships/apprenticeships.

Performance Level 1: The staff rarely or never gets involved in building or maintaining relationships among youth, including those that would support global learning. Staff members may develop partnerships with other adults on behalf of youth, but young people rarely have access to those relationships.

Performance Level 2: The staff builds some relationships among youth, though relationships are not necessarily developed to support global competence. Staff members develop partnerships with other adults on behalf of youth, and introduce young people to these adults through discrete activities and events. Some of these may have global connections by opportunity rather than design.

Performance Level 3: The staff intentionally builds relationships among youth to support global competence. This may include reorganizing activity groups to allow all young people to share and interact around their global interests and/or experiences. Staff members develop partnerships with other adults on behalf of youth, and introduce young people to these adults regularly to connect youth with other community resources, such as mentoring opportunities and internships, that support global learning.

Performance Level 4: The staff intentionally builds relationships among youth to support global competence. This includes reorganizing activity groups to allow all young people to share and interact around their global interests and/or experiences, and introducing youth to peers from other cultures or countries via community-based activities, technology, or travel. Staff members develop partnerships with other adults on behalf of youth, and introduce young people to these adults regularly and frequently to connect youth with other community resources, such as mentoring opportunities and internships, that support global learning. Youth participants are encouraged to seek out other youth, adults, and community resources for global learning to share with their peers in the program.

2. Staff intentionally facilitate in-person and virtual relationships through technology between participants of different cultural, geographic, and demographic backgrounds.

Performance Level 1: The staff rarely if ever intentionally facilitates relationships among participants of different backgrounds, and allows youth to make their own friends and social relationships.

Performance Level 2: The staff facilitates some in-person relationships between participants. Staff members make an effort to connect participants of different cultural, geographic, and demographic backgrounds.

Performance Level 3: The staff facilitates many in-person relationships between participants. Staff members are expected to connect participants of different cultural, geographic, and demographic backgrounds as part of the program's community-building philosophy. Staff members encourage participants to connect outside of the program with groups and individuals of varying ages and backgrounds, including in school and online.

Performance Level 4: The staff facilitates many in-person relationships between participants. Staff members are expected to connect participants of different cultural, geographic, and demographic backgrounds as part of the program's community-building philosophy. The staff receives professional

development on relationship-building among diverse groups of youth and adults and cultural competency. Staff members encourage participants to connect outside of the program with groups and individuals of varying ages and backgrounds, including in school and online. The program has a policy for the effective use of educational technology tools to facilitate virtual relationships locally and internationally.

3. Staff assist all participants to access international information, media, and authentic materials that support their global learning.

Performance Level 1: Staff members rarely or never assist participants to access international information, media, and authentic materials. These types of materials are not often incorporated in the program's design.

Performance Level 2: Staff members occasionally assist participants to access international information, media, and authentic materials. This may include music, news, clothing, art or artifacts, stories, cooking supplies, and other items from around the world. Some staff members choose to provide these types of materials, though they are not formally incorporated in the program's design.

Performance Level 3: Staff members regularly assist participants to access international information, media, and authentic materials. This may include music, news, clothing, art or artifacts, stories, cooking supplies, and other items from around the world. Staff members also help youth to interpret these items when possible. All staff members are expected to provide these types of materials when leading relevant activities and events, because it is incorporated in the program's design.

Performance Level 4: Staff members regularly and frequently assist participants to access international information, media, and authentic materials. This may include music, news, clothing, art or artifacts, stories, cooking supplies, and other items from around the world. Staff members always help youth to interpret these items and understand them in the context of another culture, rather than as consumers of these products. All staff members are expected to provide this type of service when leading relevant activities and events as well as when they are asked to do so by a participant, because it is incorporated in the program's design.

Domain 5: Youth Development and Outcomes

A program that successfully builds global competence in youth provides learning opportunities that help youth demonstrate their ability to investigate the world around them and beyond, recognize their own perspectives and those of others, communicate their ideas to diverse audiences, and take action to contribute to positive change locally and globally.

1. The program supports youth to investigate the world and deepen their understanding about it.

Performance Level 1

The program offers one or two activities that require youth to explore a global topic. Global topics are selected by program staff and all youth explore the same issues, countries, or cultures. Activities are typically focused on reading a book or story about another country.

Performance Level 2

The program occasionally offers activities that require youth to explore on a global topic. Youth are asked about their interests, and the program staff selects a topic based on their responses. Activities are typically focused on reading a book or story about another country followed by a large group discussion.

Performance Level 3

The program regularly offers activities that require youth to explore a global topic. Youth are asked about their interests, and they are guided through a process by which they select a topic that is relevant to them as a group. Activities include reading books and/or stories, visiting websites, watching media clips, taking field trips, interviewing experts, or accessing other sources of information about a global topic or another country or group of people. Youth are encouraged to draw conclusions about their questions based on their research and experiences.

Performance Level 4

The program regularly and frequently offers activities that require youth to explore a global topic. Youth are asked about their interests, and they are guided through a process by which they select several topics and divide into groups based on their interests. Activities include brainstorming where to find information and then reading books and/or stories, visiting websites, watching media clips, taking field trips, interviewing experts, or accessing other sources of information about a global topic or another city, state, country, or group of people. Youth are encouraged to draw conclusions about their questions based on their research and experiences, and use their conclusions to develop a position on a global issue that includes multiple perspectives.

2. The program supports youth to recognize multiple perspectives and apply cross-cultural understanding.

Performance Level 1

The program rarely or never addresses how to recognize multiple perspectives or apply cross-cultural understanding. Some staff members may touch upon these issues while leading their activities.

Performance Level 2

Program leaders believe recognizing perspectives and cross-cultural understanding is important, and a few activities are designed to address these issues. Through a few activities, program participants are encouraged to identify their own perspective on issues and understand that others have their own perspective as well.

Performance Level 3

Program leaders designed the program to incorporate opportunities to recognize perspectives and apply cross-cultural understanding. Through regular activities, program participants are encouraged to identify their own perspective on issues and understand that others have their own perspective as well. Youth are given opportunities to consider factors that influence their own and others' perspectives, such as personal experiences, religious beliefs, or cultural influences. Program staff members are prepared

during staff orientation to discuss these topics and help youth realize how recognition of multiple perspectives can enhance cross-cultural understanding.

Performance Level 4

Program leaders designed the program to incorporate opportunities to recognize perspectives and apply cross-cultural understanding. Through frequent activities, program participants are encouraged to identify their own perspective on issues and understand that others have their own perspective as well. Youth are given opportunities to consider factors that influence their own and others' perspectives, such as personal experiences, religious beliefs, or cultural influences. They have opportunities to demonstrate how recognition of multiple perspectives can enhance understanding, through structured debates, service projects, arts activities, etc. Program staff members receive ongoing professional development and coaching to prepare to discuss these topics.

3. The program supports youth to communicate ideas to diverse audiences by connecting and collaborating across cultural or geographic boundaries.

Performance Level 1

The program is not designed to provide opportunities for youth to formally communicate with their peers, staff, or others, though some formal communication may occur during activities and special events. The program has guidelines regarding respectful communication, but they may or may not address how to communicate with diverse audiences.

Performance Level 2

The program provides occasional opportunities for youth to formally communicate with their peers and staff during activities and special events, including presentations, speeches, and performances. The program has guidelines regarding respectful communication that address how to communicate with diverse audiences. Some staff members use these guidelines to teach effective communication skills to the youth in their groups.

Performance Level 3

The program provides regular opportunities for youth to formally communicate with their peers, staff, and family and community members during activities and special events, including presentations, speeches, and performances. Special activities provide opportunities for youth to learn how to use appropriate technology and media to communicate with wide, diverse audiences. The program has guidelines regarding respectful communication that address how to communicate with diverse audiences, and all youth are aware of these guidelines and why they are important. All staff members are expected to use these guidelines to teach effective communication skills to the youth in their groups.

Performance Level 4

The program provides regular and frequent opportunities for youth to formally communicate with their peers, staff, and family and community members during activities and special events, including presentations, speeches, and performances. The program encourages youth to communicate with others beyond their communities, and regular activities provide opportunities to use appropriate technology and media to communicate with wide, diverse audiences. The program has guidelines regarding respectful communication that address how to communicate with diverse audiences, all youth are aware of these guidelines and why they are important, and the guidelines are enforced by staff. All staff members are expected to use these guidelines to teach effective communication skills to the youth in their groups, and they receive professional development on how to do so.

4. The program supports youth to take action on global issues as well as local issues of global significance.

Performance Level 1

The program rarely or never offers opportunities for youth to engage in service, activism, or other community-based projects related to local and/or global issues.

Performance Level 2

Some staff members encourage youth to engage in service, activism, or other community-based projects related to local and/or global issues. If youth are interested, the program may occasionally offer projects related to community issues, such as local pollution or hunger. These activities are developed by staff members and jointly implemented with youth.

Performance Level 3

All staff members encourage youth to engage in service, activism, or community-based projects related to local and/or global issues. At several times throughout the year, the program offers projects related to community issues, such as local pollution or hunger, and global issues, such as global warming or food insecurity. Depending on the project, the program may occasionally help youth learn about the global implications of a local issue, and vice versa. Youth are encouraged to research the issue's root causes and its impact, set appropriate goals, create a plan of action that takes into account previous actions to address this issue, and implement their activities.

Performance Level 4

All staff members encourage youth to engage in service or activism projects related to local and global issues. Throughout the year, the program offers ongoing projects related to community issues, such as local pollution or hunger, and global issues, such as global warming or food insecurity. The program regularly helps youth learn about the global implications of a local issue, and vice versa. Youth are encouraged to research the issue's root causes and its impact, set appropriate goals, create a plan of action that takes into account previous actions to address this issue, and implement their activities. Program staff members work with youth to evaluate the impact of their actions and to reflect upon the role they played in their community and in the world.

Domain 6: Professional Development

A program that successfully builds global competence in youth recruits, hires, and develops a staff that is culturally and demographically diverse and values the program's global learning goals and activities. Program leaders encourage staff members to expand their knowledge of the world both informally and through formal global learning professional development opportunities to better support global learning in the program.

1. Staff have sufficient capacity to integrate international content and perspectives into program activities.

Performance Level 1: Staff members rarely if ever feel sufficiently knowledgeable about the world to integrate international content and perspectives into program activities. They either rely on existing content and curricula, or do not integrate new international content and perspectives into activities. The program does not intentionally hire staff with global knowledge or experiences.

Performance Level 2: Some staff members feel sufficiently knowledgeable about the world to integrate international content and perspectives into program activities. They are able to infuse international content and perspectives into activities. Therefore, internationally-focused activities are offered when some staff members are available to lead them. The program does not address global learning in regular staff meetings or in-house professional development, nor does it recruit new staff with global knowledge or experiences.

Performance Level 3: Most staff members feel sufficiently knowledgeable about the world to integrate international content and perspectives into program activities. They are able to infuse international content and perspectives into activities. The program ensures that there are always staff members available who can offer internationally-focused activities, by encouraging them through regular staff meetings or in-house professional development to stay up-to-date on other countries, cultures, or global issues or to acquire new global knowledge; or by recruiting new staff with global knowledge and experiences.

Performance Level 4: Almost all staff members feel sufficiently knowledgeable about the world to integrate international content and perspectives into program activities. The staff receives professional development in developing and leading internationally-focused activities, and almost all are expected to apply their training in the program. The program ensures that there are always internationally-focused activities offered that appeal to a variety of interests (e.g. the arts, technology, etc.), and manages its recruitment of new staff to support this variety of activities.

2. The program has a professional development plan to help staff continuously strengthen their capacity to provide global activities.

Performance Level 1: The program does not have a professional development plan, or has a professional development plan that does not support staff to continuously strengthen their capacity to provide global activities.

Performance Level 2: The program has a professional development plan that supports staff to strengthen their capacity to provide global activities if they choose, and some professional development activities address global learning. However, the plan is not fully implemented, and the staff may or may not know how to access professional development opportunities that strengthen their capacity to provide global activities.

Performance Level 3: The program has a professional development plan that supports staff to continuously strengthen their capacity to provide global activities, and all staff have regular opportunities to participate in professional development that addresses global learning. Staff members understand the plan and know how to access additional professional development opportunities that strengthen their capacity to provide global activities. Regular staff meetings and in-house professional

development provide opportunities for staff to share their new knowledge with peers and stay up-to-date on what they have learned.

Performance Level 4: The program has a professional development plan that supports staff to continuously strengthen their capacity to provide global activities, and all staff are required to participate in regular and frequent professional development opportunities that address global learning. Staff members understand the plan and are encouraged to access additional professional development opportunities that strengthen their capacity to provide global activities. Regular staff meetings and in-house professional development provide opportunities for staff to share their new knowledge with peers and stay up-to-date on what they have learned. The program also coordinated professional development with school and community groups to foster peer learning across partners and infuse the program with new knowledge and perspectives.

3. Staff seek opportunities to access and/or acquire resources from or to collaborate with outside organizations and experts to provide global activities.

Performance Level 1: Staff members rarely or never access or acquire resources from or to collaborate with outside organizations and experts to provide global activities.

Performance Level 2: Staff members occasionally take advantage of opportunities to access or acquire resources from or to collaborate with local organizations and experts to provide global activities. Resources and collaborative efforts are limited to some program areas, but are not used widely or intentionally throughout the program.

Performance Level 3: Staff members regularly seek opportunities to access and acquire resources from or to collaborate with outside organizations and experts – in the local community or further afield nationally or internationally – to provide global activities. Resources and collaborative efforts are used and implemented throughout the program to intentionally support global learning goals.

Performance Level 4: Staff members regularly and frequently seek opportunities to access and acquire the highest quality resources from or to collaborate with outside organizations and experts – both in the local community and further afield nationally or internationally – to provide global activities. Resources and collaborative efforts are used and implemented throughout the program to intentionally support global learning goals. Program leaders encourage using outside resources and partners in the delivery of global activities, and ensure that resources and partners are evaluated each year.

4. Staff model global competence by staying up to date on current world events and presenting balanced viewpoints on global issues.

Performance Level 1: Few staff members are up to date on current world events and are not often intentional about presenting balanced viewpoints on global issues.

Performance Level 2: Some staff members are up to date on current world events and intentionally present balanced viewpoints on global issues.

Performance Level 3: Most staff members are up to date on current world events and intentionally present balanced viewpoints on global issues. The staff is expected to model global competence in this way.

Performance Level 4: Almost all staff members are up to date on current world events and intentionally present balanced viewpoints on global issues. The staff is expected to model global competence in this way. Program leadership supports this requirement by offering professional development opportunities in acquiring and applying global knowledge in afterschool settings.

Domain 7: Families, Communities, and Partnerships

A program that successfully builds global competence in youth values the role that families and community partners play in fostering global learning by tapping into their international resources and experiences. The program also creates opportunities for youth to share their global experiences with other youth in the program, school, and community. The program has both local and international partnerships to meet its global goals.

1. The program uses the assets of participants' and families' cultures, backgrounds, experiences, and values to strengthen the program's global mission.

Performance Level 1: The program rarely or never considers the assets of participants' and families' cultures, backgrounds, and values as they relate to the program's global mission.

Performance Level 2: The program occasionally considers the assets of participants' and families' cultures, backgrounds, and values as they relate to the program's global mission. When the program does include participants' and families' assets, it is typically based on staff members' relationships with individual participants and family members. These assets are generally used in the program to showcase international food, dance, music, and other traditions.

Performance Level 3: The program regularly considers the assets of participants' and families' cultures, backgrounds, and values as they relate to the program's global mission. The program gathers anecdotal information to determine what cultures, backgrounds, and experiences are represented in the program, to ensure all participants and family members have an opportunity to contribute to the program. These assets are used in the program to showcase international food, dance, music, and other traditions, as well as to dive into deeper cultural values and norms, and other experiences, including international careers or travel.

Performance Level 4: The program regularly and frequently considers the assets of participants' and families' cultures, backgrounds, and values as they relate to the program's global mission. The program conducts a scan or uses a survey to determine what cultures, backgrounds, and experiences are represented in the program, to ensure all participants and family members have an opportunity to contribute to the program. These assets are used in the program to showcase international food, dance, music, and other traditions, as well as to dive into deeper cultural values and norms, and other experiences, including international careers or travel. Participants and family members are often asked to apply their cultures, backgrounds, and experiences to support program planning and delivery.

2. The program uses young peoples' global knowledge, skills, and projects to educate and involve peers, community, and family members in global learning.

Performance Level 1: The program rarely or never uses young peoples' global knowledge, skills, and projects to educate and involve peers, community, and family members in global learning.

Performance Level 2: The program uses young peoples' global projects to educate and involve some peers, community partners, and family members in global learning. This is often done at special events, such as an end-of-year performance. The program notifies youth, family members, and community partners who have a relationship with the program of these events when possible.

Performance Level 3: The program uses young peoples' global projects to educate and involve some peers, community partners, and family members in global learning. There are regular opportunities for sharing, including regularly-scheduled meetings, special events, and community activities. The program notifies youth, family members, and community partners who have a relationship with the program of these events in advance, and notifies other members of the community through the program website and by word-of-mouth.

Performance Level 4: The program uses young peoples' global projects to educate and involve some peers, community partners, and family members in global learning. There are frequent opportunities for

sharing, including monthly meetings, special events, and community activities. The program notifies youth, family members, and community partners who have a relationship with the program in the beginning of the year to schedule events for the whole year. The program also notifies other members of the community through the program website and local community news outlets.

3. The program has active partnerships with higher education, businesses, arts and cultural institutions, and community organizations that support the program's global activities and initiatives.

Performance Level 1: The program has few if any active partnerships with higher education, businesses, arts and cultural institutions, or community organizations.

Performance Level 2: The program has some active partnerships with higher education, businesses, arts and cultural institutions, and community organizations that may include global content or connections. However, these partnerships do not explicitly support the program's global activities and initiatives. Partnerships are often developed based on staff members' relationships with potential partnering organizations.

Performance Level 3: The program has several active partnerships with higher education, businesses, arts and cultural institutions, and community organizations that explicitly support the program's global activities and initiatives, and provide human resources, facilities, and other contributions that facilitate global learning. Partnerships are developed based on which organizations program leaders believe can contribute to the program's mission, including its global learning goals.

Performance Level 4: The program has many active partnerships with higher education, businesses, arts and cultural institutions, and community organizations that explicitly support the program's global activities and initiatives, and provide human resources, facilities, and other contributions that facilitate global learning. Partnerships are developed based on a landscape scan that identifies which organizations can contribute to the program's mission, including its global learning goals, and are formalized with a memorandum of understanding or partnership agreement.

4. The program has active partnerships with afterschool programs, schools, or youth organizations in other countries to share best practices and to organize collaborative projects.

Performance Level 1: The program does not have active partnerships with afterschool programs, schools, or youth organizations in other countries.

Performance Level 2: The program has made one or two relationships with afterschool programs, schools, or youth organizations in other countries to share best practices among staff. Program leaders share information with the partnering programs in other countries to learn from one another, and to assist with each program's planning efforts.

Performance Level 3: The program has several active partnerships with afterschool programs, schools, or youth organizations in other countries to share best practices and to organize collaborative projects. Program leaders and staff members communicate together to share information with the partnering programs to learn from one another and to assist with each program's planning efforts. The partnership yields some joint projects for youth (e.g. staff members create a virtual exchange program between the two countries' programs).

Performance Level 4: The program has many active partnerships with afterschool programs, schools, or youth organizations in other countries to share best practices and to organize collaborative projects. Program leaders, staff members, and youth participants communicate together to share information with the partnering programs to learn from one another and to assist with each program's planning efforts. The partnership yields several joint projects for youth and staff members (e.g. staff members create a pen pal program between the two countries' programs, shared virtual professional development, etc.).

5. Staff collaborate with schools to create and participate in professional development opportunities in which they share global content, strategies, and materials, as well as to seamlessly align global learning during and beyond the school day.

Performance Level 1: Staff members rarely or never collaborate with schools to create and participate in professional development or joint alignment/planning opportunities.

Performance Level 2: Some staff members occasionally collaborate with schools to create and participate in professional development or joint alignment/planning opportunities. During these sessions, program staff and school staff share information about their work and sometimes include global content, strategies, and materials when relevant.

Performance Level 3: Most staff members regularly collaborate with schools to create and participate in professional development or joint alignment/planning opportunities. During these sessions, program staff and school staff share information about their work and always include global content, strategies, and materials. Program staff and school staff also brainstorm ways in which aligning global learning content and activities during and beyond the school day, and follow-up on ideas generated as needed.

Performance Level 4: All staff members regularly and frequently collaborate with schools to create and participate in professional development or joint alignment/planning opportunities. During these sessions, program staff and school staff share information about their work and always include global content, strategies, and materials. Program staff and school staff create a plan for aligning global learning content and activities during and beyond the school day. This plan is jointly implemented and assessed by the program and the school.

Domain 8: Program Evaluation

A program that successfully builds global competence in youth has identified specific outcomes for its global goals, and uses observation and data collection to measure progress. Youth are surveyed regarding their level of global competence, as well as given opportunities to demonstrate their level of global competence to their peers, families, and communities. The program also collects feedback from families and partners regarding its global learning efforts.

1. The program's internal evaluation procedures include global learning goals when assessing program activities, youth engagement, and staff performance.

Performance Level 1: The program's internal evaluation procedures rarely if ever include global learning goals when assessing program activities, youth engagement, or staff performance.

Performance Level 2: The program's internal evaluation procedures include some global learning goals when assessing program activities, youth engagement, and/or staff performance. However, the program is not yet collecting all information needed to fully reflect the program's progress in meeting its global learning goals. This information is usually analyzed, but may not appear in the program's final evaluation report or records.

Performance Level 3: The program's internal evaluation procedures include all global learning goals when assessing program activities, youth engagement, and staff performance. The program is collecting all information needed to fully reflect the program's progress in meeting its global learning goals. This information is analyzed and results appear in the program's final evaluation report or records.

Performance Level 4: The program's internal evaluation procedures include all global learning goals when assessing program activities, youth engagement, and staff performance. The program is collecting all information needed to fully reflect the program's progress in meeting its global learning goals. This information is analyzed and results appear in the program's final evaluation report or records. In addition, evaluation information is used for program planning and development to continuously improve the program's global activities and efforts.

2. The program's internal evaluation procedures allow youth to self-report on their own global competence development.

Performance Level 1: The program's internal evaluation procedures rarely or never allow youth to self-report on their own global competence development.

Performance Level 2: The program's internal evaluation procedures allow youth to informally self-report on their own global competence development. Therefore, information on global competence development is captured, but is not consistent across all participants.

Performance Level 3: The program's internal evaluation procedures allow youth to self-report on their own global competence development in a formal and structured way. Therefore, information on global competence development is captured and consistent across all participants.

Performance Level 4: The program's internal evaluation procedures allow youth to self-report on their own global competence development in a formal and structured way. Therefore, information on global competence development is captured and consistent across all participants. In addition, this information is used for program planning and development to continuously improve in supporting youth to develop global competence.

3. The program provides multiple opportunities to publicly display global learning-themed youth projects within program space, schools, and communities for viewing and feedback.

Performance Level 1: The program rarely or never provides opportunities to publicly display global learning-themed youth projects within program space, schools, or communities. Therefore, little if any feedback is provided to the program staff or youth.

Performance Level 2: The program occasionally provides opportunities to publicly display global learning-themed youth projects within program space, schools, and communities. Some stakeholders are able to view projects and provide feedback on an ad hoc basis to program staff and/or youth. Some staff members record feedback, while others rely on verbal anecdotes.

Performance Level 3: The program regularly provides opportunities to publicly display global learning-themed youth projects within program space, schools, and communities. Many stakeholders are able to view projects and their feedback is welcome. All staff members are expected to record feedback so the information can be shared with their colleagues and youth participants.

Performance Level 4: The program regularly and frequently provides opportunities to publicly display global learning-themed youth projects within program space, schools, and communities. Many stakeholders are able to view projects, and they are asked to provide feedback. All staff members are trained in how to record feedback so the information is most useful for professional development and evaluation purposes for program staff and youth.



About Asia Society and the Partnership for Global Learning

Founded in 1956, Asia Society is the leading global and pan-Asian organization working to strengthen relationships and promote understanding among the people, leaders, and institutions of Asia and the United States. To fulfill and extend this educational mission, the Asia Society Partnership for Global Learning promotes and supports learning about Asia, as well as other parts of the world, in U.S. schools. Our goal is to develop youth to be globally competent citizens, workers, and leaders by equipping them with the knowledge and skills needed for success in an interconnected world. A national network committed to sharing best practices, promoting policy innovations, and creating connections for successful global futures, the Partnership for Global Learning provides a monthly e-newsletter, professional development events, and an annual conference.

www.asiasociety.org/pgl



About NYSAN (New York State Afterschool Network)

New York State Afterschool Network (NYSAN) is a public-private partnership of organizations throughout the state dedicated to increasing the quality and availability of afterschool programs. NYSAN defines "afterschool" broadly to include all programs that provide support for young people's intellectual, social, emotional and physical development outside the traditional school day, including programs that serve youth in kindergarten through 12th grade, take place in schools and in community-based settings, and occur both before and after school, and during weekends, holidays and summer breaks. NYSAN facilitates connections among a broad range of state, regional and local partners representing afterschool program providers, youth, parents, public agencies, advocates, funders, evaluators, technical assistance and training providers, policymakers, businesses, researchers and community leaders.

www.nysan.org

BOOST Conference
Global Learning in Afterschool Self-Assessment Tool Discussion Guide

1. How does global learning support existing goals for afterschool programs? Why might global learning be important to your program, community, state, etc.?

2. What is your current process for self-assessment? Which stakeholders do you involve in the process?

3. How might the Global Learning in Afterschool Self-Assessment Tool be included in your current quality building strategies to support your program or the programs you represent to provide global learning opportunities (e.g. assessment, planning, fundraising, etc.)? What are the challenges and opportunities for using this tool to assess programs' ability to support global learning?