DOMAIN 5
youth development and outcomes

From the Global Learning in Afterschool Self-Assessment Tool:
"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."

It is important to provide young people with opportunities to build their global competence through frequent and diverse global learning experiences. This section helps program directors identify specific outcomes for youth to work toward and then map those outcomes onto current program offerings in order to identify which outcomes are addressed by existing programming, and where additional programming is needed to meet the remaining outcomes. This section also provides a resource for assessing the extent to which young people are making progress toward the desired outcomes.

RESOURCE
how to map your current curriculum/activities to global competence outcomes

When planning globally-focused programming, it is important to consider the process of "backward design." In other words, focus first on the outcomes you want youth to achieve and then work backwards to create intentional opportunities for them to do so.

Your current curriculum and program offerings are probably already helping young people work toward achieving global competence outcomes. By taking an intentional look at what your program is already doing and what outcomes your current offerings are helping young people work toward, you will better be able to identify where there may be a need to plan additional opportunities to help youth build additional skills and knowledge.

Start by reviewing the complete list of "Global Leadership Performance Outcomes for Youth" provided below. Then, use the worksheet below to list the things your program is already doing and how each offering helps youth achieve globally-relevant outcomes. Consider all program areas including academic enrichment, visual and performing arts, health and wellness, literacy, sports, and any others.

Once you have done this, you can identify which outcomes are not being addressed by current program offerings, and you can start planning new programming to fill in the gaps.

PROGRAM AREA	ACTIVITY/EVENT	OUTCOMES
EXAMPLE: **Literacy**	Monthly Book Club – Youth read literature from around the world.	Young people can express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues. Young people can listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.
EXAMPLE: **Science**	Science Explorers Club – Meets twice per week; young people learn about various ecosystems and explore connections between world cultures and the environments/wildlife of various world regions.	Young people can identify global topics that matter to them and can generate valid research questions to help them explore those topics. Young people can conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews). Young people can select and use appropriate technology and media to communicate with diverse audiences.

global leadership performance outcomes for youth

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investigate the world

Students can:

☐ identify global topics that matter to them and can generate valid research questions to help them explore those topics.

☐ conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews).

☐ draw valid conclusions about global issues based on their research.

☐ develop an argument or position on global issues that considers multiple perspectives.

recognize perspectives

Students can:

☐ express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.

☐ identify factors that influence their own and others' perspectives, such as their own personal experiences, religious beliefs, or other cultural influences.

☐ explain how interactions across cultures and between individuals with different perspectives can influence events.

☐ assess varying levels of access to information and resources throughout the world, and can express how that access impacts quality of life and perspectives about the world.

communicate ideas

Students can:

☐ recognize that people from diverse backgrounds perceive information differently, even when receiving the same information.

☐ listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.

☐ select and use appropriate technology and media to communicate with diverse audiences.

☐ reflect on how effective communication can lead to collaboration and understanding.

take action

Students can:

☐ set short-term and long-term goals related to making a positive impact on local and global issues that matter to them.

☐ plan and carry out "action projects" based on research, and can articulate the potential impact of their actions.

☐ assess the impact of their actions on global issues.

☐ reflect on their role an actor and advocate for global issues that matter to them.

Note: These Global Leadership Performance Outcomes are in draft form. They were created as part of Asia Society's International Studies Schools Network's Graduate Portfolio System (GPS), which is currently under development. The Global Leadership Performance Outcomes are meant to drive curriculum, instruction, and assessment in conjunction with similar performance outcomes describing criteria for global competence within the academic disciplines.

strategies for assessment of youth participants

Program leaders and staff should be intentional about the outcomes they want young people to achieve as they take part in global learning experiences. Activities should be planned with specific outcomes for youth in mind, and staff should take the time to assess the extent to which youth are making progress toward these outcomes throughout their participation in the program.

Here are some tips to guide the process of assessing youth participants:

- Assessment is a process and should happen more than once over the course of a young person's participation in your program. Consider conducting the assessment at the beginning of the year, semester, or program cycle, and again at the end.

- Plan to conduct multiple check-ins over the course of each project or activity to ensure that activities are helping youth to progress toward achieving the intended outcome(s), and provide multiple opportunities for youth to demonstrate what they know and can do before, during, and at the end of the activity or project. You can use a chart like the one below to help you track student progress.

ACTIVITY NAME	INTENDED OUTCOME(S)	PRE-ACTIVITY CHECK-IN NOTES	MID-ACTIVITY CHECK-IN NOTES	POST-ACTIVITY CHECK-IN NOTES
EXAMPLE: **5th Grade research/ community service project on danger-ous weather patterns**	Students can express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues. Students can recognize that people from diverse backgrounds perceive information differently, even when receiving the same information. Students can set short-term and long-term goals related to making a positive impact on local and global issues that matter to them.	Student is new to the program and has had limited experiences with community service and global learning in the past. Student is eager to participate, but tends to have a hard time considering others' opinions when they conflict with his/her own perspective. Student doesn't yet know how the local issue selected by the group connects to people and places in other parts of the world.	Student has demonstrated an overall improvement in her ability to express ideas while recognizing and considering the ideas of others in the group. Student has participated in a constructive and focused way, helping the group to set realistic short-term and long-term goals for the project. Student is curious and willing to investigate the topic's local-global connections.	Student is able to recognize and articulate the perspectives of others, even if he/she disagrees. Student demonstrates the ability to understand the factors that influence the perspectives of others. Student is eager and enthusiastic about understanding the topic and finding ways to make a positive impact on the local and global communities both through this project and beyond.

- Alternatively, you could use a folder or portfolio system to collect student work and to record which activities and projects they've completed and the specific outcomes that were addressed.

- Remind staff that the assessment is not a test and no one should be made to feel like they're being graded. Instead, the assessment serves as a way to gauge where students are and can help staff measure to what extent planned program activities are helping participants achieve the desired outcomes.

- Engage young people in a self-assessment. Encourage staff to talk with young people, (formally or informally), either individually or in groups, about the outcomes and ask them to reflect on where they feel they are with respect to each.

latona school associates, seattle, WA

Latona School Associates (LSA) is the before-school and afterschool program based at John Stanford International School (JSIS), an elementary school in Seattle, WA. LSA seeks to create a learning environment, with JSIS, that respects and honors the whole child, fosters social skills, and provides experiential learning opportunities in a safe and nurturing environment. LSA's overarching goal is to serve JSIS by providing high-quality child care and augmenting the school curriculum with international and multicultural projects delivered by multilingual staff.

Children attend LSA's tuition-based program on a full-time or part-time basis five days per week and during school holidays and vacation. Students are grouped into afterschool "classrooms" with a staff-to-student ratio of 1:8 or less. Each LSA classroom has a staff lead who is responsible for writing curriculum standards, disseminating curriculum, and maintaining communication with parents. Additional staff assist the classroom lead and share in teaching responsibilities.

Children have leadership roles as well, and student choice is a core tenet of the program. Each month, students elect a "mayor" based on the 4th and 5th grade candidates' campaign platforms. Mayors attend weekly meetings to participate in curriculum planning. Mayors are given veto power they can use for one day every 2–3 weeks to either choose or pass on an activity, based on the interests of the other students.

All the staff at LSA's before-school and afterschool program, as well as all JSIS staff, come together for several days each August for training that includes topics such as cultural diversity and bias prevention, arts training, and more. LSA staff train JSIS staff on the Search Institute's 40 Developmental Assets. In addition, LSA staff are required to obtain 10–20 hours of continuing education each year.

As part of the Community Alignment Initiative, overseen by Seattle School District's Office for Community Learning, LSA receives their lease rent-free as long as they abide by the requirements and expectations of the alignment initiative. To achieve this, each year the executive director of LSA works with the principal of JSIS to write an alignment plan that addresses their engagement on multiple levels, from behavior expectations for children to translation of the school district's standards of learning into in-school and afterschool activities. Curriculum maps are created to help LSA augment the school curriculum by offering homework support, immersion practices, and activities that complement in-school curriculum.

In every planning session, LSA staff review the school curriculum maps to tease apart what happens in every grade and decide how to create activities that will complement school learning and also engage young people. For example, if children are studying Australian ecosystems in school, then the after-school program may focus on Aboriginal culture and the arts of Australia. LSA curriculum activities include:

- **Breakfast Around the World**—Each classroom explores what different cultures eat for breakfast as a way to reinforce awareness of nutrition and science skills.

- **Disease and Transmission**—Children look at the universal language of math and apply it to science to see how diseases happen throughout the world the same way.

- **Central Figures of Myth**—Classrooms study myths that have central figures who are repeated across many cultures (such as the five different renditions of the Cinderella fable) to practice reading skills. Children create their own myths to practice writing.

- **Environmental Conservation and Stewardship**—Each classroom has its own identity that is related to endangered animals, such as sea turtles, pandas, and so forth. This allows each class to study life cycles and ecosystems through one in-depth example from another part of the world.

LSA staff collect samples of activities over the year and present a gallery walk in June as a culminating activity and a way to give back to the community. The event displays samples of activities from the beginning to the end of the year. Each classroom makes a dish, and parents bring potluck dishes to share.

STAFF MEETING AGENDA 1:
what does a globally competent young person "look" like?

agenda

STEP 1: (5 MIN)
Begin by explaining to staff that the goal of global programming after school is to help young people build global competence. It is important for programs to understand and be intentional about working toward the outcomes that they want young people to achieve by participating in the program. It is also important that staff be conscious of their own level of global competence including their strengths as well as areas they would like to continue to build on in order to be effective global learning role models for youth. Explain that in today's staff meeting, staff will explore the characteristics of a globally competent youth worker and those of a globally competent young person.

STEP 2: (30 MIN)
Facilitate the activity "Defining Global Competence for Youth" provided below. (Note: This is only one step in the process. After completing this activity, be sure to proceed to Step 3 below.)

STEP 3: (5 MIN)
Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you'd like them to report back on their progress toward these goals the next time the group meets.

NEXT STEPS:
Create a plan to carry out assessments of youth participating in global activities over the course of the current program cycle, semester, or year. You may wish to engage staff in a discussion about how and how often to conduct these assessments. Ask yourself, or discuss with staff, the following questions:

• How many times should participants be assessed? At minimum, it is useful to do an initial assessment (prior to participants' engagement in any intensive global learning experiences) and again at the end of a program cycle or year to measure participants' progress.

• How should participants be assessed? You may wish to engage young people in a process of self-assessment in addition to asking staff to assess participants.

• Who should conduct the assessments? Young people interact with multiple staff members in the program. Consider who the best person is to conduct the assess-ments, whether they should be done by one person or collaboratively by multiple staff members to get the fullest picture of each participant.

Once you've answered the above questions, set a timeline for staff to carry out the initial assessments as well as the follow up assessment(s). You may wish to devote time at a future staff meeting for staff to share the assessments with you and/or one another.

ACTIVITY
defining global competence for youth

procedure

INTRODUCTION

Explain to participants that it is important for staff to be intentional about helping
youth build global competence. In order to do this, we must first define what global
competence "looks" like in young people and identify the specific goals we are
working towards when leading global programming after school. The main goal of
this activity is for staff to define the characteristics of a globally competent young
person and to identify specific outcomes to help young people work towards.

ACTIVITY INSTRUCTIONS

Explain that Asia Society has developed a set of "Global Leadership Performance
Outcomes" (GLPOs) for youth, which we'll be reviewing in detail later. The out-
comes serve as a marker for the competencies we hope to see young people attain
by the time they are preparing to graduate from high school (or at about age 18).
Tell the group that there are many potential characteristics of a globally competent
young person and this activity will help them identify some specific examples.

Explain that like the definition of global competence, the GLPOs are broken into
four categories: Investigate the World, Recognize Perspectives, Communicate Ideas,
and Take Action. Break participants into four groups and give each group some
markers and a sheet of chart paper with one of the four categories written across
the top. (There should be one chart for each of the four categories.) Explain that
each group will be tasked with coming up with a description, based on the assigned
category, of what a globally competent young person should know and what they
should be able to do. Give the groups about ten minutes to work.

When time is up, ask the groups to identify which characteristics they feel their
young people already possess (drawing a star next to each) and which characteris-
tics they most want to help young people develop further (circling each). Give the
groups a few minutes to work then ask for a spokesperson from each small group to
present back to the large group.

Present the "Global Leadership Performance Outcomes for Youth" handout. Explain
that this is a tool that can help staff recognize the characteristics of a globally
competent young person. Discuss how this tool can be used to both plan and assess
programs and activities.

❗ key point

The outcomes the groups brainstormed, and the outcomes on the handout, repre-
sent things we hope young people will have achieved by the time they finish high
school. These are an end goal, not characteristics we expect young people al-
ready to possess when they enter our programs. Acknowledge that the earlier and
more consistently we expose young people to global learning activities the more
likely they will be to achieve these kinds of outcomes by high school graduation.

Tell the group that their next step should be planning intentionally about how to help
young people achieve these specific outcomes. In order to do that, we need to give
some thought to how children from different age groups and developmental levels can
start to build these competencies.

global leadership performance outcomes for youth

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Students can:

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STAFF MEETING AGENDA 2:
curriculum mapping for global learning

agenda

STEP 1: (5 MIN)

Begin by explaining to staff that every activity we do with young people should be moving them toward a learning outcome of some kind. It is important when planning global learning activities to have specific outcomes for youth in mind. We can start by looking at what we're already doing and how current program offerings are already helping young people build global competence. Then, we can identify which outcomes are not being met by current programming so we can create new opportunities for young people to work toward those outcomes.

STEP 2: (15 MIN)

Ask staff to define youth outcomes. Elicit that an outcome is a specific change we want to see in young people as a result of their participation in our program. Programs often have required outcomes (such as those mandated by funders to reach a certain rate of attendance or participation) and programs have outcomes they set for youth. A global learning program should have specific outcomes in mind for global competence that all youth should be build-ing toward.

Present the handout "Global Leadership Performance Outcomes for Youth" provided below. Tell them that this list of outcomes represents an end goal, meaning this is where we want students to be by the time they graduate high school. As you read through them, ask staff to put a star next to the ones they feel most youth in the program already possess, and then circle the characteristics they want to help young people build further. Invite staff to share which items they starred and which they circled.

STEP 3: (20 MIN)

Break staff into small groups by program area (literacy, arts, etc.) and ask each group to list as many activities as possible that they have recently led or plan to lead with young people. Then, ask them to list the Global Leadership Performance Outcomes addressed by each activity.

Give the groups about 15 minutes to work. As they are working, be sure to circulate and help any groups that get stuck. When time is up, allow each group to share out and give staff an opportunity to give feedback to each group after they present. Ask staff to share what this process was like. Was it easy or difficult to identify the outcomes? Why?

STEP 4: (5 MIN)

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you will continue to work with them to intentionally set global learning outcomes for youth as they plan future programming.

NEXT STEPS:

Distribute the handout "Global Learning Activity Planning Form" (provided below) to staff as an example of a template they can use to plan activities that align to global outcomes for youth. As staff create and submit activity plans, make sure they are listing the desired outcomes for each planned activity. Take time to meet with staff to review the outcomes

for individual activities and to discuss the intended outcomes of the overall program to make sure young people have opportunities throughout the program to work toward achieving a diverse set of outcomes and holistically build their global competence.

global leadership performance outcomes for youth

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global learning activity planning form

TIME	STEP	PROCEDURE	MATERIALS	LEARNING OBJECTIVES
	Introduction What opening activity will you do to break the ice and introduce the topic?			
	Explore what participants know about the topic How will you find out what young people already know? What questions can you ask?			
	Instruction/Modeling What information does the group need before beginning the activity? How will you explain or model the procedure?			
	Activity What process will you use to facilitate the activity? What role will you play while young people are participating in the activity?			
	Debrief/Reflection What format will you use to debrief the activity (e.g., reflection writing, group discussion, pair sharing)? What questions will you ask young people to help them process what they've learned?			
	Closing What will you do to wrap up the session (i.e., a closing ritual or routine)?			