Global Competence in Expanded Learning Time:
A Guide for School Leaders

Asia Society®
Partnership for Global Learning

GLOBAL COMPETENCE IN EXPANDED LEARNING TIME:
A Guide for School Leaders

Authors

Carol McElvain,
American Institutes for Research

Jaime Stephanidis,
American Institutes for Research

Partnership for
Global Learning

About Asia Society

Asia Society is the leading global and pan-Asian organization working to strengthen relationships and promote understanding among the people, leaders, and institutions of the United States and Asia. The Society seeks to increase knowledge and enhance dialogue, encourage creative expression, and generate new ideas across the fields of arts and culture, policy and business, and education. The Asia Society Partnership for Global Learning develops youth to be globally competent citizens, workers, and leaders by equipping them with the knowledge and skills needed for success in an increasingly interconnected world. http://asiasociety.org/education

Copyright © 2011 by Asia Society

All rights reserved

table of contents

Preface & Acknowledgements 1

Introduction: How to Use This Guide 2

Chapter 1: Achieving Your Goals by Expanding Learning Time 3

Chapter 2: Strategic Planning with Partner Teams 8

Chapter 3: Developing a Plan to Implement a Globally Focused Expanded Learning Program 14

Chapter 4: Structuring a Program and Aligning with School Goals for Global Competence 19

Chapter 5: Assessing Effectiveness and Continuous Program Improvement Planning 27

References 30

TOOLS

Tool 1: Sample Planning Meeting Agenda 31

Tool 2: Sample Expanded Learning Program Timeline 32

Tool 3: Developing a Vision 34

Tool 4: Current Activities Mapping 38

Tool 5: Curriculum Mapping 39

Tool 6: Community and Personal Connections for Global Learning 41

Tool 7: Involving Current and Potential Stakeholders in Global Learning 43

Tool 8: Partnerships: How to Get Started 45

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

Tool 9: Partnership Planning Worksheet 46

Tool 10: Memorandum of Understanding 50

Tool 11: Data Review Synthesis 51

Tool 12: Logic Model Planning 56

Tool 13: Creating the Logic Model 57

Tool 14: Implementation Plan Template 59

Tool 15: Action Planning Template 60

Tool 16: Sample Programming Schedule 61

Tool 17: Matrix of Linkages 63

Tool 18: Assessment of Linkages 65

Tool 19: Responsibility Checklist 68

Tool 20: Recruitment Strategies 69

Tool 21: Focus Group Session 70

Tool 22: Credit Accumulation Guidelines 72

Tool 23: Student Credit Accumulation Plan 74

Tool 24: Developing Content and Performance Objectives for Academic Credit 78

Tool 25: Cost Elements for an Expanded Learning Program 80

Tool 26: Tips for Developing a Brochure 81

Tool 27: Developing Indicators for Program Goals 82

Tool 28: Sample Evaluation Template 84

Tool 29: Plan for Continuous Improvement 87

Advisors & Contributors 88

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

preface & acknowledgements

The opportunities and challenges of globalization require that we provide young people with global competence – the knowledge and skills needed for success in the increasingly interconnected world of the 21st century. To be globally competent, students must be able to investigate their world, including their immediate environment and beyond; recognize their own and others' perspectives; communicate and collaborate with diverse audiences; and translate their ideas and findings into appropriate actions to improve conditions both locally and globally.

In order to meet this vision for all of America's children, globally relevant content and learning experiences must be embedded across the curriculum as well as across a student's entire day and year. All children deserve the opportunity to become globally competent citizens, workers, and leaders. And in turn, all learning settings – whether in school, before or after school, or over the summer – need to be engaged in the effort to prepare our children for success in a global 21st century.

Programs offered in out-of-school time, including afterschool, before-school, and summer programs offered by schools, community-based organizations, libraries, museums, universities, and others, provide engaging, hands-on experiences that promote academic, social, and emotional growth for children and youth. These programs can expose young people to in-depth content about other cultures, countries, and global issues by using flexible hours and hands-on activities.

With *Global Competence in Expanded Learning Time*, we offer a set of strategies and tools to help school leaders use the framework of global competence to create an expanded learning program that intentionally aligns school curriculum, instruction, and assessment with out-of-school time. The guide was developed by Asia Society in collaboration with six Statewide Afterschool Networks in Connecticut, Georgia, New Hampshire, New York, Ohio, and Washington State, supported by the Charles Stewart Mott Foundation. In addition, several school leaders, coaches and consultants, and staff from Asia Society's International Studies Schools Network and from Newfound Regional High School in Bristol, New Hampshire contributed to the development of this guide.

At Asia Society, Alexis Menten directed the conception, development, and implementation of the guide. We thank the authors, Carol McElvain and Jaime Stephanidis of the American Institutes for Research, for their deep expertise and commitment to furthering collaboration between schools and community partners in support of global competence.

Finally, we thank the Charles Stewart Mott Foundation for their support of global learning in the afterschool field, and for their leadership in re-envisioning the school day and year to expand learning and expand the horizons of youth.

Tony Jackson
Vice President, Education
Asia Society

INTRODUCTION:
how to use this guide

To become successful adults in a global 21st century, children and adolescents need a broad range of experiences to build their knowledge of the world and understand their place in it. And yet the traditional school day does not always provide enough time or space to do that. This guide, directed at school leaders and leadership teams, is meant to provide practical guidance on how to expand time and space for learning in order to better prepare students to participate and succeed in our global economy and global society. It will help you think about how an expanded learning program can help you produce globally competent graduates, how you can leverage partnerships with community-based organizations to do so, how to plan for implementation appropriately, and how to assess whether you are reaching your goals.

This guide has the following five sections:

1. Achieving Your Goals by Expanding Learning Time
2. Strategic Planning with Partner Teams
3. Developing a Plan to Implement a Globally Focused Expanded Learning Program
4. Structuring a Program and Aligning with School Goals for Global Competence
5. Assessing Effectiveness and Continuous Program Improvement

Each section contains key elements to think about and provides supporting tools to help you get started. You should feel free to modify the tools to your own school's situation, partners, and goals. You may find you have your own tools or templates that your school or district uses, in which case you should use those. The tools in this guide are meant to limit the need to "reinvent the wheel" as you plan your program.

ASIA SOCIETY'S EXPANDED LEARNING RESOURCES

Global Competence in Expanded Learning Time: A Guide for School Leaders is designed for principals, superintendents, and other school leaders, such as curriculum directors, department heads, or parent liaisons, to help develop an implementation plan for an expanded learning program with a global focus. There is a companion piece, Asia Society's *Expanding Horizons Toolkit*, geared for out-of-school program directors and educators, which includes a suite of hands-on training activities and ready-to-use resources that help afterschool staff embed global learning throughout their programs. For those who are interested in learning more about global competence and how to prepare elementary or secondary school children for the world, please visit **http://asiasociety.org/expandedlearning** for resources that make the case and tools to help build a deeper understanding of global education.

CHAPTER 1:
achieving your goals by expanding learning time

To be successful in today's global 21st century, students need an integrated set of learning experiences that help them expand their horizons from their neighborhood to the world. As the world becomes more and more interconnected, it is important for all students to become globally competent (see box on global competence). Students with strong global knowledge and skills will be better prepared for the workforce they will enter in today's global economy, and for active citizenship in today's global society.

The critical competencies that are now required for success in work and citizenship include 21st century skills such as problem identification, analysis, synthesis, interpretation, and critical thinking, all embedded within rigorous disciplinary study. Schools are being held to a higher accountability from policymakers and parents for the development of these new skills. Furthermore, these new skills are increasingly critical for low-income and minority youth, who equally deserve the opportunity to compete for high-paying jobs in the global economy.

To a school leader, this can be a daunting task within the confines of the traditional school day and year. With this higher accountability and responsibility, many schools find that if they expand the boundaries of time, space, and partners, they can better achieve global competence, provide more opportunity and connections for their students, and broaden their stakeholder groups of support. This guide will help you achieve those goals.

Providing global content, skills, and experiences through a variety of learning opportunities leads to highly motivating instruction. This has proven effective in closing achievement gaps and in helping students develop responsibility and agency as citizens of the world. The types of learning experiences essential to acquiring global competence include those such as:

- Global arts programs that introduce students to the diversity of cultures and traditions worldwide
- Exposure to foreign languages, especially less commonly taught languages such as Chinese and Arabic
- Service learning projects that connect local and global issues
- Internships and apprenticeships that help students explore careers in a global economy
- Cross-cultural communication and collaboration via international exchange projects (both real and virtual)

These types of activities can be coordinated and enhanced through the integration of different learning settings, such as those that are community-based and digitally-based, and with the collaboration of an assortment of partners that provide out-of-school time (OST) programs.

EdSteps

GLOBAL COMPETENCE MATRIX

Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
Students: ■ Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. ■ Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. ■ Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. ■ Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.	Students: ■ Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. ■ Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. ■ Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. ■ Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.	Students: ■ Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. ■ Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. ■ 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.	Students: ■ Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. ■ Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. ■ Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. ■ Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

Copyright 2010

EdSteps CCSSO Council of Chief State School Officers Asia Society Partnership for Global Learning

www.edsteps.org

MAKING OUT-OF-SCHOOL TIME COUNT

Historically, out-of-school time has been used for a variety of before- and after-school programming, tutoring or summer programming, early childhood education, supplemental education services, distance or technology-based learning, and cultural and recreational activities. Many of these have traditionally been provided outside the premises of the school from community-based organizations, such as YMCAs or Boys & Girls Clubs. In addition, within the school, study hall, homework clubs, elective and advanced coursework opportunities, advisories, and block scheduling or double periods have commonly been considered to extend learning time. You might currently have a few clubs in your school loosely connected to your overall school vision for global education, such as Model United Nations or cultural clubs like folkloric dance, but chances are they are not explicitly connected to the specific knowledge and skills students need to acquire for success in the 21st century in such a way that students can "count" this learning toward what they need to accomplish for graduation.

Expanded learning programs redesign a school's entire educational program as "a school-wide improvement strategy to boost academic performance, close achievement gaps, and expand enrichment opportunities" (Rocha 2007, 2).

Simply extending the instructional time for students is not the same as expanding it. The key is how the time is used, the quality of learning that happens during that time, and how the results of that learning are recognized within the traditional education system. Expanded learning programs redesign a school's entire educational program as "a school-wide improvement strategy to boost academic performance, close achievement gaps, and expand enrichment opportunities" (Rocha 2007, 2). Opportunities such as those mentioned above can take place outside classroom hours and school walls and with a variety of partners. Moreover, through these opportunities students can build their portfolios, pursue additional credit opportunities, and gain experiences that will help put them on a path toward graduation, college, and a successful career.

WHAT DOES EXPANDED LEARNING MEAN?

Before we go deeper, it is helpful to review some new terms and how they will be used in this guide:

- *"Expanded learning time"* generally refers to out-of-school time, including before and after school, summer, weekends, and during school breaks, during which schools offer a set of programs and activities that extend the amount of time for learning that is available to all students.
- An *"expanded learning program"* refers to a comprehensive, coordinated, and integrated array of activities that are intentionally designed to align curriculum, instruction, and assessment across in-school and out-of-school time. Ideally, an expanded learning program will result in the recognition, based on proficiency rather that seat time, that a student has fulfilled a requirement toward a course credit, diploma, certificate, or some other meaningful marker.
- *"Expanded learning opportunities"* are not isolated enrichment or recreational activities such as sports programs, nor are they solely academic advancement or remediation programs like tutoring or homework help. Expanded learning opportunities are provided for or created by students to actively address their specific learning needs and interests, regardless of when or where the learning opportunities take place in relation to the traditional school and/or classroom setting. High-quality and rigorous "anyplace, anytime" learning opportunities integrate academics, enrichment, and skill development through hands-on experiences in out-of-classroom/out-of-school settings that make learning relevant and engaging, such as local communities and digital environments.

Expanded learning programs are a new way to think about where and when learning happens and an

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

essential strategy in shaping the school schedule and structure to successfully address two key issues facing U.S. education: the achievement gap, the inability of schools to effectively educate all low-income and underserved minority students; and the opportunity gap, the need for every student to develop the knowledge, skills, and dispositions required for success in the 21st century global economy.

Many schools feel trapped by external constraints on time, such as union contract terms regarding the length of the learning day and the year. Adopting an expanded learning program that leverages community partners helps address those constraints. To date, there has not been a great deal of research on expanded learning programs as defined above. However, there are many valuable and relevant lessons from decades of research on out-of-school time, which we will present throughout this guide. When implemented in a thoughtful, well-coordinated way, research is strong that expanded learning in out-of-school time can help students:

- Build stronger attendance on a day-to-day basis
- Build stronger work habits
- Build stronger family connections to the school
- Build stronger confidence and competence in children and their vision of their own success in life
- Contribute toward higher test scores (Durlak and Weissberg 2007; Vandell et al. 2005)

When building global competence and skills in students, the supports built into expanded learning time can help your school—and your students—reach your goals.

EFFECTIVE PARTNERSHIPS ARE KEY

In order to reach the ambitious goal of creating global competence in all students, schools cannot and should not go it alone. One look at successful expanded learning time programs and it becomes clear that effective partnerships between schools and community organizations are key. Studies that looked at the core features of the best-achieving programs showed that strong partnerships with mutual aligned goals were a key defining element (Birmingham et al. 2005).

FOCUS OF THE GUIDE FOR SCHOOL LEADERS

- Provide information on how expanded learning programs can help build global competence in students and help students achieve their goals in school and beyond
- Provide examples of how global learning in expanded learning time can lead toward formal recognition of learning (e.g., using work produced in afterschool for course credit, graduation requirements, or portfolio development)
- Provide strategies, resources, and tools to help create an implementation plan for building a globally focused expanded learning program, including building support in the community, among staff members, and with potential partners to assist with funding, operation, measuring success, and so on

With the demands of a global workplace upon us, it is important now more than ever to bring new community partners into schools and to expand the types of learning experiences that will help students achieve global competence. Some examples may help illustrate what expanded learning looks like in action. For example, The After-School Corporation's (TASC) Expanded Learning Time (ELT) program reengineers the learning day in public elementary and middle schools. Under the principal's leadership, community organizations work with school staff to provide 35 percent more learning time to the students. A blended team of teachers, community educators, teaching artists, and other instructional specialists work together to expose students to a balanced curriculum and engage them in real-world learning experiences. They provide support for the whole child, fortifying students socially and emotionally against often stressful lives. TASC has made it a priority to include activities that align with each school's goals, including achieving 21st century and global learning skills. For example, arts activities have students explore the connection between their current environment and their cultural history, such as researching and using video to tell their family stories to one another to promote a deeper understanding of their fellow students' and their families' perspectives.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

While intermediary organizations like TASC make it possible for expanded learning programs to take place on a larger scale, there are many examples of individual districts and schools implementing successful expanded learning programs. Analysis of existing successful learning programs has identified five common characteristics:

1. Strong leaders
2. Teacher participation, leadership, and professional development
3. Use of data to drive continuous improvement
4. Community and family support and strong partners
5. Focused, aligned use of time that engages students and provides a positive culture (Farbman and Kaplan 2005; Rocha 2007)

This guide will address each of these to assist you with the intentional implementation of high-quality expanded learning programs at your school with a global learning focus. To do this, we will provide examples of successful implementation throughout the guide as well as planning tools to help you put the pieces in place. We will highlight ways that your program can be structured to meet the different needs of age groups across the K–12 grade span, as well as the variety of resources and organizations that might be available to help you, whether you are in the heart of San Francisco or the plains of South Dakota. Expanded learning programs provide the time and space to make global knowledge, skills, and perspectives a reality for students. Along the way, students gain a stronger understanding of the "why" beyond the curriculum subjects and enhance their understanding of the world and their place in it.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

CHAPTER 2: strategic planning with partner teams

When developing and implementing an effective expanded learning program at your school to help your students reach global competence, it is important to be intentional about the process. In this chapter we will cover the following:

- Focusing on the intention
- Building your planning team
- Aligning your vision for global competence at your school to the goals of your expanded learning program
- Assessing your school and community's current needs and assets with regard to global competence
- Looking at potential partners to help achieve your vision

We will provide you with tools and resources to begin thinking strategically about realigning your activities to help bolster your students' global learning experiences and build a team of stakeholders with a broad view of where and when these global learning experiences can occur.

FOCUSING ON THE INTENTION

As a school leader, you are reading this guide because your school has a vision to build students' competence to match the challenges and opportunities of today's global 21st century. You strive to frame students' understanding of the core academic subjects in a broader global context—including culture, perspectives, and experiences. Yet, even where the intention is strong, it is often the case that the ultimate vision is missed because the activities the students participate in—either during the day or beyond—are just that: a collection of activities.

Successful schools know they must make every decision with the intention of reaching their goals for students, in order to achieve greater impact. This means taking a deep and hard look at (1) what you want your students to accomplish and (2) where possible gaps may exist because the traditional school day does not provide enough time or support to help students fully reach those goals. For example, a globally focused high school may have a school goal to help students explore the global economy. The students learn about this topic in their economics course, but there is no time during the school day to help students apply the concepts they are learning in economics to real-world scenarios. With a well-integrated and intentional expanded learning program, the school might realize that one of the projects in the economics class could provide an expanded learning opportunity. This might involve connecting students to mentors from local businesses to help them understand how global supply chains may influence the ultimate cost of a product for consumers. An out-of-school provider could collaborate with the economics teacher to help coordinate the program, recruiting and orienting the local business owners, matching students with their mentors, overseeing the students before or after school hours, and helping students build the relationship and complete their project outside the static 45-minute period structure. Furthermore, the out-of-school provider could collaborate with the economics teacher when it comes time to assess the project work and

help the students reflect on what was learned and what could be improved and how these outcomes could be applied to other projects and subjects.

Within a structure such as the one outlined above, a youth development professional and a highly qualified teacher can help students map which global competencies they are acquiring, demonstrate their proficiency through joint assessment of the work they produce, and supplement their portfolio of work, course credits, or graduation requirements outside traditional class time.

As this example shows, you need to be intentional about not only the content and curriculum of an expanded learning program, but also the partnerships and staffing. Every school is different and has its own staffing and curriculum strengths. Before you delve into designing your globally focused expanded learning program, first consider the team you will need to bring together to move your program forward.

BUILDING YOUR PLANNING TEAM

From the outset, it will be important to put together a team to help implement this process—whether you call it a planning team, a stakeholder team, or a leadership team. This group is charged with:

- Taking a deep look at your school's vision and mission (this piece may involve additional stakeholders)
- Assessing the current assets, activities, and partnerships
- Looking closely at your school's curriculum to determine whether there are or could be places for your students to develop the skills they need through expanded learning time
- Developing an actionable implementation plan to build your expanded learning program

The planning team does not have to be large, but it does need to be empowered to make decisions that the school's leadership will endorse and support, and it does need to commit time and resources to help implement the plan for the expanded learning program. At the very least, the planning team requires the following:

- A member of the school's leadership (principal, assistant, etc.),who would ideally lead the planning team
- A curriculum director, if you have one
- At least one teacher (one who may already lead afterschool clubs, someone who is interested in expanding the global learning curriculum beyond the traditional hours)
- Guidance staff, particularly if one of your goals is to build pathways toward college and career
- A current community-based or digitally-based resource partner, if one is available, or one whose global learning vision aligns well with your school's
- A current out-of-school provider or coordinator, if they are aligned with your vision
- A representative voice from the parent and student community—they may not be involved in every aspect of your planning, but they should be a consistent sounding board to determine interest, feasibility, and support.

No matter the size of the group, a small planning committee can help provide support and ownership, broaden the scope of your potential resources and partners, and generally make for a stronger program with more input on its development. Roles that the members of your planning team need to fill are as follows:

- **Champion**—As you get started, one of the most important things you can do is to develop "champions." Champions will talk positively about the program with others and can help work on moving your program from planning to implementation to sustainable operation. Sometimes champions are "movers and shakers" in your community and can drum up support in areas of your community where you might not have connections or resources already.
- **Resource/Support Person**—A good organizer. Choose a person who is aware of who can do what for your program—both inside and outside the planning team—and is not afraid to ask. This person does the day-to-day work to help move your work forward and

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

wants to help it succeed. They might be particularly adept at helping you make sure all of the i's are dotted and t's are crossed.

- **"Numbers" Person**—This is your financial organizer. Choose someone who is aware of different funding streams, particularly as they might relate to opportunities available to expanded learning programs. This can be an internal or external person, but the person should be aware of financial reporting requirements and be able to help your program draw up a workable budget.

You want a group of people that is manageable in size and specific in the scope of their duties. This list is by no means exhaustive, but it does supply some basic structure to how you develop an implementation plan for a well-integrated expanded learning program that will help you achieve your school's global learning goals. **Tool 1, Sample Planning Meeting Agenda**, can help get you started preparing for the time you are able to gather your team together.

DEVELOPING A WORKING TIMELINE TOWARD IMPLEMENTATION

To help ensure coordination and ensure that your efforts are on track or where you may need adjustment, a working timeline can provide a visual representation of what needs to happen to bring a program to life. **Tool 2, Sample Expanded Learning Program Timeline**, helps create something of a to-do list for a school. A well-considered timeline breaks down what seems to be a complex and potentially overwhelming task into monthly (or weekly) pieces with an end date in mind and with necessary delegation assigned. For an expanded learning program focused on global competence, it also helps keep the continuing partnership and activity development focused on those outcomes. It is important to remember that there is no prescribed length of time for implementation. Depending on what is most helpful to your situation, your timeline could be anywhere from three months to three years.

In addition, a detailed timeline can help build funding and support for your program. Grant makers, other funders, and even potential partners like to see the details behind any great idea to ensure that it is practical and actionable. A well-considered timeline can show that you have carefully thought about the steps to making your vision a reality. The **Tool 1** agenda and **Tool 2** timeline will help you develop effective and action-oriented planning meetings.

DEVELOPING A VISION AND MISSION

The greatest results are associated with structured programs where the goals for students in the expanded learning time align closely with overall school goals. In fact, structured programs produce twice the benefit of unstructured programs (Durlak and Weissberg 2007). Therefore, it is important to look closely at where you want your students to be by solidifying your vision and mission before you move forward. There is a strong chance you have already completed this step. If so, congratulations—you are on your way toward building a set of opportunities that will help your students achieve it. The next step is to focus on how this mission is operationalized in your school community and especially how it can provide the basis for an expanded learning program. Even if you have a strong vision in place that is fully embedded into your school culture, it may be worthwhile to go back to it with your planning team to ensure that you are working from the same base of understanding.

One of the first steps for your planning team is to make the link explicit between your mission and how you want to use expanded learning time. **Tool 3,**

VISION AND MISSION IN ACTION: AUSTIN ACADEMY FOR GLOBAL STUDIES

The vision for the Austin Academy for Global Studies in Austin, Texas, part of Asia Society's International Studies Schools Network, is that it values all students' unique talents and encourages and challenges students to become intellectually curious, world-language proficient, internationally aware, and globally responsive. The mission of the school is to engage students in an educational experience that fosters international understanding and welcomes diversity of thought, while preparing students for a globally interconnected world.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

Developing a Vision, can help by guiding your planning team through a process of refining your vision to include the use of expanded learning time. This will help you solidify your school's intention to align the expanded learning program with your school's global learning goals. There are no rules for creating visions, and they can be very short or as long as two pages. The important thing is for the vision to clearly guide all planning and decision making. This means your vision should clearly state how your expanded learning program will support the school in ensuring that all students are globally competent. For example, the vision you create for your expanded learning program may be as simple as "Our students will be prepared for living in a global society and working in a global economy, and all our activities will align with that goal by building related understanding, experiences, and competencies."

IDENTIFYING OPPORTUNITIES, ASSETS, AND NEEDS

In this early planning stage, it is helpful to understand that you do not need to reinvent the wheel. Assets and resources may already be in place to help you develop your ideal program. Taking some time to inventory supports and to look critically at the needs in your school from the perspective of both your global curriculum and your students' development will help support and guide your program planning efforts.

State and District Assets

Before you go deeper into planning, at this stage you should first do a scan at the state and district level to find out if there is already support for high-quality expanded learning programs connecting to the school. By assessing the situation at a higher level, you can determine if other schools and community partners have joined together in your state or district to support this kind of program.

First check with your district to find out if there is an office or intermediary organization that focuses on expanded learning, community schools, or other related initiatives. For example, 38 states participate in the national network of Statewide Afterschool Networks (http://www.statewideafterschoolnetworks.net/) and can provide an effective starting point to determine whether your state has resources that can help you in your planning process. Another example is a state agency–supported integration effort, such as the New Mexico Children's Cabinet, which seeks to promote cross-agency support for student success. There also might be local intermediaries that can help a school determine your particular district's policies, such as the Providence After School Alliance.

When reviewing policies and initiatives, things to look for would be:

- Examples of state or local policies that enable school credit based on proficiency of core competencies rather than seat time, such as New Hampshire. Although your state may not have this kind of policy across the board, you may find it applies to specific areas related to global competence, such as Connecticut's policy, which applies to foreign language credit.
- Policy waivers for credit-bearing activities or proficiency-based credit attainment, such as Ohio's Credit Flexibility proposal, through the Ohio Department of Education.
- Data tracking systems being utilized by other schools for expanded learning, such as Chicago's CitySpan initiative

Rather than starting from scratch, doing a quick search for local and statewide work can provide you with a base of knowledge to start your planning team in the right direction and connect you to others with similar interests.

School Assets

Once you have determined what has been done at the state and district level, it is important to look at your school improvement plan. When looking at the vision of the school and the outcomes that are to be achieved, what exactly do students need to know? Think about the knowledge and skills students need to acquire to be globally competent that Chapter 1 referenced and which ones could best be served through internships, field trips, long-term hands-on activities, virtual or

digital learning experiences, or mentor relationships. You may already be providing some of these through extracurricular activities or clubs. **Tool 4, Current Activities Mapping**, can help you look at what you are currently doing. These are the areas that the expanded learning program will want to focus on.

It is also important to do an environmental scan at your school to determine which courses are already addressing the needs of global competence for your students and could be connected to expanded learning opportunities. The purpose of the expanded learning program should be to enhance the school day and align with current activities, rather than to duplicate services. **Tool 5, Curriculum Mapping**, describes a curriculum mapping activity to be completed with your staff to determine what is already being offered to students in regard to global learning during the school day and where gaps exist. This process is an important aspect of your planning, because it will help you see where your students are building their understanding of global competence and where they may need additional support. Using **Tools 4 and 5** together can help you see where your team might build from your current base to expand the learning opportunities for your students. You will need them both again as you begin to fill in your implementation plan.

The follow-up to using the tools is to take action to leverage resources, such as community assets and local partnerships.

Community Assets

Once you've determined the current activities that are taking place at your school and in your community, it is helpful to also do an asset scan of the staff at the school, community members, parents, and students. Having a clear picture of the knowledge and skills of key stakeholders will assist you as you design a program to fit the needs of your students. You must first decide what types of assets you are looking for that can help students achieve their global learning goals: *individual assets* (professional or personal skills or experiences), *cultural assets* (crafts, historical, or art groups), *institutional or organizational assets* (citizen groups, community centers, libraries, corporations, or small businesses), *governmental assets* (district offices or resources), *physical assets* (parks, natural resources)? **Tool 6, Community and Personal Connections for Global Learning**, will guide you through this process.

Now that you've looked at the current state of your school and community, you can begin to develop goals specific to your expanded learning program as it relates to global competence. From the information you have compiled thus far, whether your team has built on your existing vision or developed one strongly linking your expanded learning program with your school's global education goals using **Tool 3**, you can start to frame out how you will link your program to your vision's intention. This is where building effective partnerships can help you achieve that vision.

BUILDING EFFECTIVE PARTNERSHIPS

After considering your assets and needs, the next step is to think about how to leverage partners to fill the gaps. In Chapter 1, we learned that strong partnerships are critical for building support and sustaining your effort. Here, we will discuss how to develop a strong partnership. Effective partnerships are ones in which there is a shared value proposition. Schools and organizations can and should be intentional about seeking each other out on the basis of what each has to offer as well as what each needs to receive in return. While it seems like an easy decision for principals and school leaders to forge partnerships with external organizations, in practice developing and maintaining partnerships is hard work; it takes time, resources, and commitment from all parties. There are five principles to establishing and maintaining successful partnerships between school and community organizations for an expanded learning program:

1. A shared vision for learning and success, with explicit focus on supporting academics (particularly as it relates to global learning)
2. Blended staffing models that enable crossover between the school and the community-based organization (CBO)
3. School–CBO partnerships at multiple functional levels within the school and district

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

4. Regular reciprocal collection and sharing of information about student progress (includes grade and test data, as well as information on curriculum that students are covering)
5. Intentional and explicit contrast between school and out-of-school environments (not just providing more time for academics but offering a variety of engaging activities that promote youth development in a variety of real-world contexts) (Little 2009)

In this context, partnerships with community organizations can help you achieve your global learning goals by:

- Providing a wider range of services and activities to reinforce concepts taught in school—for example, in a rural community, an apprenticeship with a local business that does business with others outside the United States helps reinforce learning by making connections that are not available during the school day (or with the regular school staff). Likewise, an online distance learning program can provide access to language learning that a small or rural school district might be unable to offer locally.
- Improving school culture and community image through exhibitions and performances—providing time for performances can help connect the culture of the community and families to the global skills students are learning at school, as well as enhancing cross-cultural communication and collaboration in a diverse school environment
- Gaining access to mentors and afterschool staff to support in-school learning—youth development professionals can help students make connections between global skills, such as problem identification and analysis, and how they can be applied to different contexts inside and outside school. Similarly, online learning environments often offer access to peer and adult mentors as well.

Tool 7, Involving Current and Potential Stakeholders in Global Learning, and **Tool 8, Partnerships: How to Get Started**, can help. Use **Tool 7** to list all current partners and then brainstorm and record the various ways in which they can assist with your global learning focus. **Tool 8** can be used as a resource for finding new organizations to partner with and for sustaining the partnerships you build. As you brainstorm potential partners, keep in mind the five principles above and also remember that partnerships should be two-way streets, with both entities contributing and benefiting.

Once you have a partner or partners in mind, set up a meeting with them and come prepared with the information you have organized up to this point about your expanded learning program. You can share the vision and mission of your school and how you envision the expanded learning program to complement the global education of students at your school. Then explain how you see them fitting in with the overall vision of the program, as well as what you have to offer them in exchange. **Tool 9, Partnership Planning Worksheet**, can be used during initial partner meetings to record and keep track of each partner's responsibilities. Having this tool as a guide will help facilitate the meeting and ensure that both parties are contributing and also benefiting from the partnership. If there is a fit and time allows for it, new partners may choose to join your planning team or provide services to your program. However, keep in mind that there will be other ways they can remain a vibrant contributor to your program, such as being part of your advisory group, which will be discussed in Chapter 3. **Tool 9** can then be used as a precursor to a **Memorandum of Understanding (Tool 10)**, which can help you lay out roles and responsibilities once you are ready to implement your program.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

CHAPTER 3:
developing a plan to implement a globally focused expanded learning program

Once you've taken a deeper look at your overall school goals, considered how an expanded learning program can help you achieve those goals and broaden your students' global learning experiences, and mapped out what you already have in place and how you might strengthen partnerships to help, you are ready to develop an implementation plan. We said there are no rules for creating a vision, and the same is true of an implementation plan. But its importance should be recognized. If the plan is followed closely, it incorporates the idea of infusing global learning into your expanded learning program and ensures that the decisions you make intentionally reflect your global learning goals at all times. Developing an implementation plan may sound cumbersome, but it is really simply taking the elements of what you want to accomplish in your program and putting it down in an actionable plan.

This chapter will walk through the development of an implementation plan that will contain the following elements:

- A synthesis of your data review and curriculum mapping
- An advisory group structure to move the process toward completion
- An introduction to the components of a structural implementation plan, including program structure, staffing, curriculum alignment, funding, and program design
- A working timeline for implementation

SYNTHESIZING YOUR DATA REVIEW AND CURRICULUM MAPPING

If you have created a vision, mission, and goals for your expanded learning program, gone through a needs assessment process, and mapped your current activities as Chapter 2 outlined, then you have completed a good part of the groundwork for an implementation plan. It is tempting, however, to leave the information you have gathered at that stage. Many mediocre expanded learning programs make the mistake of developing their vision, mission, and perhaps even their goals, but once they start the implementation process, they find they are merely filling time, not intentionally working toward fulfilling their vision. A critical next step in the process is looking closely at the information you have gathered and distilling it in a place you can always come back to throughout the program's development. **Tool 11, Data Review Synthesis**, will help put the summary of the information you have into one place and set up concrete action steps that ensure you are on track toward implementation. Your planning team should devote at least one full meeting to bringing all your current data together to guide your program's next steps.

A data review synthesis might also facilitate the program's development because it often helps the planning team see that part of the expanded learning program might already be underway, or that it could better align with the overall school goals with just a little effort. For example, one of your goals could be to introduce your students to new cultures, perhaps even

cultures within your community. After completing the environmental scan of your current activities in Chapter 2's **Current Activities Map (Tool 4)**, you might find that one of your teachers is taking a small group of students who express an interest to various cultural community centers. With some additional staffing support and some transportation support, either through an out-of-school provider, volunteers, or parents, the activity could be opened up to several grade levels, and more students could participate in the experience.

It is from this process that the expanded learning program begins to take on shape. Once you have looked at your data review, you are ready to start developing the goals for your program. As always, the program goals should be SMART—specific, measurable, actionable, reasonable, and time-bound. At this point, you may want to develop a logic model to visually represent how your expanded learning program will help you achieve your vision. A logic model is a visual depiction of your program that is useful when approaching various groups for reasons of sustainability, advocacy, and partnering. For instance, when talking with a potential funder, it is helpful to be able to show the funder a quick overview of the goals of the program, what resources (such as staff and space) are needed to achieve those goals, and what activities have been implemented.

In addition, a logic model, such as the one shown in Figure 1 on the following page, can be used when meeting with a potential partner to clearly show the partner how and where their services fit in with the overall goals of the program. Use **Tool 12, Logic Model Planning**, to think through and record the goals of your program, as well as the desired outcomes and performance measures. Then use the information generated in **Tool 12** to complete **Tool 13, Creating the Logic Model**, which is the visual depiction that can be shared with potential funders and partners, as well as current stakeholders. These tools and this information will continue to guide you as your program develops and matures.

ASSEMBLING AN ADVISORY GROUP

Once your documents are summarized and you have at least a rough understanding of your goals, your planning team should be ready to develop your implementation plan for your globally focused expanded learning program. The implementation plan is really the heart of what your program will focus on, so it is critically important to ensure that you keep your overarching global competence goals in mind at all times as it is developed. The implementation plan looks more deeply at the following:

- Program structures and offerings
- Staffing
- Alignment between school day and expanded learning program
- Funding
- Assessment of outcomes

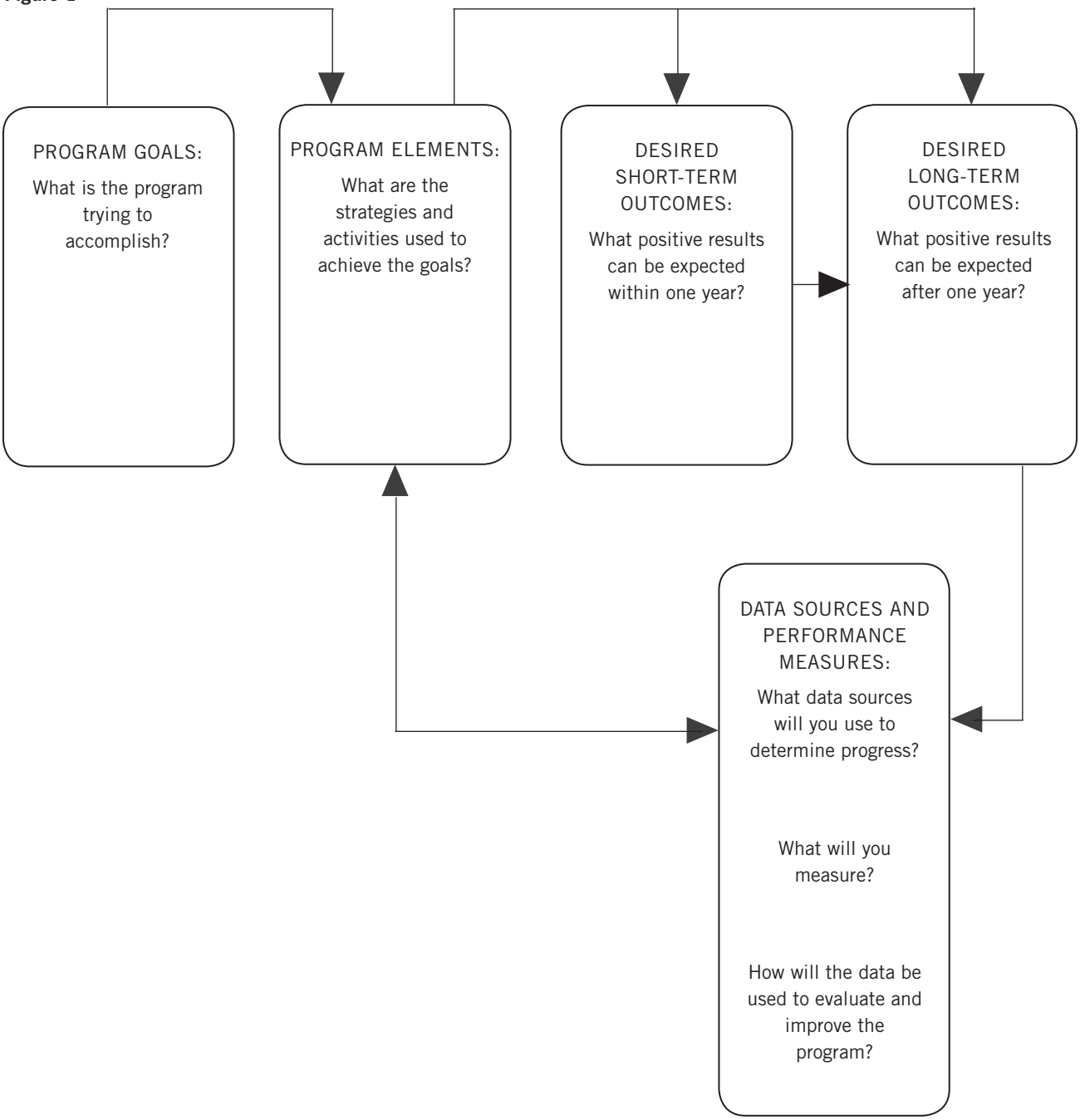
The remainder of this chapter will focus on an introduction to the process and program structures, and on how to keep the implementation plan on track as the planning team continues its work. The details on the staffing, alignment with the school day, and funding will be discussed more thoroughly in Chapter 4. Chapter 5 will focus on the assessment of outcomes.

Although you developed a planning team in Chapter 2, keep in mind that your planning team is not the same thing as an advisory or oversight committee (hereafter, "advisory group"), which you should also begin to form at this point. There may be some (or complete) overlap in personnel, but the critical distinction is that the planning team is action-oriented and the advisory group is made up of your program's "critical friends." They want to see the program succeed, or they may have strong points of view they want to express, but they may or may not be involved in the day-to-day implementation of the program. The advisory group

POTENTIAL ROLES FOR THE ADVISORY GROUP

- Make programming suggestions
- Review job description and hiring procedures
- Aid in drawing up operations policies and procedures
- Address community needs and requests
- Participate in fundraising
- Spread the word about the program
- Help develop business plans

Figure 1


PROGRAM GOALS:
What is the program trying to accomplish?
PROGRAM ELEMENTS:
What are the strategies and activities used to achieve the goals?
DESIRED SHORT-TERM OUTCOMES:
What positive results can be expected within one year?
DESIRED LONG-TERM OUTCOMES:
What positive results can be expected after one year?
DATA SOURCES AND PERFORMANCE MEASURES:
What data sources will you use to determine progress?
What will you measure?
How will the data be used to evaluate and improve the program?

should be more broadly reflective of your community and your global learning goals. The team should include your key partner stakeholders, any champions for the program: teachers, students, parents, counselors, and other community members who would support the implementation of a program with a global focus. You may pull some of this group from Chapter 2's **Partnerships: How to Get Started (Tool 8)**.

Once you have gathered your advisory group, it is important to set norms and expectations. How often will the group meet? It is tempting to have very frequent meetings, particularly at the start, but it may be difficult for some members to meet in person that often, so you might need to schedule less frequent but consistent meeting times with a specific agenda and action items to complete at each one. Once the program moves into operation, fewer (typically monthly) meetings are required.

It is also important for the advisory group to understand its tasks, beyond oversight of the implementation. Some advisory groups focus on fundraising, recruitment, or hiring and leave the operational aspect to the smaller planning team. Some advisory groups function as mini work groups, responsible for a discrete task in a subcommittee role between actual meetings. For example, advisory group participants may work on developing programming ideas that focus on global competence.

However the group is organized, it is important to formalize some key organizational structures that are necessary to help build trust: to regulate how the advisory group input is received and how the planning team responds to its suggestions and oversight. The groups should agree to communication norms (for example, how often updates are made, and whether they are done in person, via email or through a more formal report) to further establish cohesiveness.

CONSIDERING THE COMPONENTS OF AN IMPLEMENTATION PLAN

With those structural components in place, it is time to really start developing the implementation plan using **Tool 14, Implementation Plan Template**. Essentially, the implementation plan is a fleshed-out timeline, emphasizing your initial vision, mission, and goals but providing more critical detail to ensure that the program remains strongly aligned with your global learning vision. The tools shared in this chapter will help provide you with a format for the timeline planning and provide guidance to ensure that the program you develop incorporates the critical elements of a strong expanded learning program. You may also find that you need to break down some of the implementation plan steps into smaller tasks for members of the team to work on. **Tool 15, Action Planning Template**, can help provide some structure to those tasks.

PROGRAM STRUCTURES AND OFFERINGS

After your earlier assessment, you may find that you have the bare bones of an expanded learning program in place. For example, you might have several clubs that take place after school, but they are not connected to one another, very few students in your school know they are taking place, and work produced during these clubs is not formally recognized as applying toward credit or graduation. Chapter 4 will detail the types of activities you might pursue in your program to keep it aligned with your global vision. Here, however, we are concerned with practicalities: hours, space, and services in **Tool 16, Sample Programming Schedule**.

WHEN DOES THE PROGRAM RUN?

Your **Data Synthesis (Tool 11)** will give you a summary of what practical needs your students and their parents have outside the traditional school day. Are your students old enough to hold part-time jobs? Does your regular school day end at 2:45 p.m., but parents do not come home from work until 6 p.m.? Do your students have other family, church, or social obligations that would keep them from attending the program readily? Is transportation a barrier to participation? Looking closely at the information you have gathered can help you determine how to structure your program. There may not be one ideal time that meets the needs of all your students or matches the schedules of all your parents, but a thoughtful analysis of student and family needs, as well as considering time other than just after

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

school (e.g., before school, during lunch or study halls, through electives and advisories, or summer programs), can help boost both trust and participation.

WHAT SPACE WILL YOUR PROGRAM USE?

Space and space sharing can often be a critical sticking point in the development of an expanded learning program. Looking at your current clubs or programming from your **Current Activities Map (Tool 4)** can help you see what space is currently being used and help you determine whether those locations are the most effective possible. With some thoughtful consideration, your planning team may determine that there is a central location in your school where students could gather at the start of the expanded learning time to ensure that students make the transition they need from the school day, can set their backpacks and coats, have a snack, or reconnect with friends.

Or, with limited space, you might find it necessary to think more creatively and ensure that you are aligning with your goals. With a variety of locations such as a gym, stage, cafeteria, computer lab, and library or media center, schools often provide an excellent resource for expanded learning programs. As your team reflects on the global learning goals you have outlined in your plan, you might find that access to a computer lab for digital learning experiences is not negotiable. If the students will be working in smaller groups with a teacher or outside partner, you might find it necessary to carve out smaller spaces in classrooms. The more flexible you can be with the use of space, the stronger your program will be.

WHAT ACTIVITIES WILL YOU PROVIDE THAT WILL HELP YOUR STUDENTS REACH THEIR GOALS AND HELP CREATE A COORDINATED AND COMPREHENSIVE PROGRAM?

While there will be a more detailed discussion of the types of activities your program will provide to meet your global learning goals in Chapter 4, a review of your data synthesis, goals, map of curriculum, and map of current activities and potential partners can help build an alignment that does not currently exist in your school. Does your needs assessment indicate that students need longer stretches of time in smaller groups and real-world contexts to develop their global learning interests? With some guidance, could they develop a service learning project that builds their own awareness of a global issue and develops confidence in their leadership skills?

Also, your planning team needs to be cognizant of what services already exist and how they might be leveraged to continue participation. Your expanded learning program should do just that—expand the opportunities available to your students, not limit them. Some schools find that simple time adjustments of daily or yearly scheduling can ensure that students continue to participate in their sports or drama activities while developing new interests as well.

Developing the implementation plan will be key work of the planning team. Regular checks with your advisory group can be the best way to give you outside perspective on whether you are following your global learning vision or whether adjustments need to be made in the planning or the timeline. Again, there is no one right way to make your expanded learning program happen, but with a little planning and attention to the big picture of what you are trying to accomplish, and a continued keen focus on your intentions, your school can launch its program in a thoughtful and timely manner with its global competence goals at the forefront.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

CHAPTER 4:
structuring a program and aligning with school goals for global competence

Regardless of their ages, student engagement is key in order to keep students actively participating in your expanded learning program. Shernoff and Vandell (2007) have defined engagement as occurring when a given student has the *simultaneous* experience of *concentration, enjoyment*, and *interest*. Due to the nature of global learning in expanded learning programs, there is great potential for both recruitment and retention. No matter the age, students are interested in the world around them and want to further understand their place in it. Your expanded learning program can give them additional time to develop that understanding through a variety of activities to make global competence real to them. In this chapter, we will discuss:

- Aligning your expanded learning activities with the school day curriculum
- Staffing to help further your goals
- Recruiting and retaining students
- Working with a high school population
- Funding
- Communicating your expanded learning program

ALIGNING EXPANDED LEARNING WITH SCHOOL DAY CURRICULUM

Afterschool research suggests that effective programs are staffed and managed "with a clear intent to promote academic learning, often through project-based, interdisciplinary activities" (Reisner et al. 2004, v). As can be seen from this statement and other research presented in Chapter 1, the academic connection is important, but equally important is offering the content in a fun and engaging way that separates it from the school day.

The benefits of aligning the curriculum of the school day with the expanded learning opportunities that happen outside that time may seem obvious, but they are worth noting here. To be clear, when we talk about linking the two, we are talking about ways the expanded learning opportunities can enhance and support, rather than duplicate, the school day. Planning for the expanded learning opportunities will help you reach the overall goals of your school. In addition, being intentional about this process means there is less room for multiple organizations competing to serve the same

HORACE GREELEY ELEMENTARY, CHICAGO, ILLINOIS

At least 14 languages are spoken at PK–8 Greeley Elementary, so the school has decided that "Arts Are the Language We All Speak." Greeley has focused on developing a seamless school day between its regular school day curriculum and its afterschool program. Students are introduced to concepts such as the immigrant experience in Chicago during the school day and extend their learning after school by partnering with a local artist to create a mosaic tile mural illustrating immigration history. The school's vision also strongly reflects the importance of parents in the learning process, so the they are welcomed both as learners, by taking English as a Second Language or GED classes during the day, and staying after school to teach children folkloric dance or cooking traditional recipes from cultures the children have learned about during social studies classes.

students, since a big part of aligning is collaborating. Instead, organizations can work together to coordinate and thus expand services for more students. Since more students will be affected with this coordinated effort, there is an opportunity to reach more families and have a greater impact on the school community and community at large.

The curriculum mapping activity (**Tool 5**) will point to where expanded learning can best enhance and complement the school curriculum. In addition to mapping the content of school day curriculum that was done in Chapter 2, it is important to also assess the programmatic areas where the school day curriculum and the expanded learning activities can complement each other: academic assistance, enrichment activities, shared space and shared resources, communication and information sharing, working with parents, and recruiting participants into activities. It is important to think of your program along a continuum. As programs change, as staff come and go, and as different students participate in the program, your place along the continuum will change. An example of how enrichment can be viewed at different levels of connectedness is shown in Table 1.

Use **Tool 17, Matrix of Linkages**, to learn about each of the other areas and how they look at different stages of development. Then use **Tool 18, Assessment of Linkages**, to gauge how well your school is linking with the organizations you currently partner with.

STAFFING TO HELP FURTHER YOUR GOALS

Principals are vital to ensuring the success of an expanded learning program. However, principals should not expect to take on the program alone. Hiring a coordinator to assist with all aspects of the expanded learning program will help tremendously. Funding is always something to consider when hiring additional support staff; however, it is important to first determine the staffing needs of the program on the basis of your vision and then pursue funding, which is addressed later in this chapter. This person can assist with hiring and supervising school and community-based staff, advocating for the program, overseeing evaluation and activities and writing reports, developing and tracking budgets, raising funds and working on sustainability activities, and other activities as needed. Use **Tool 19, Responsibility Checklist**, to create and modify the coordinator's job description and to help facilitate a discussion to make sure both you and the coordinator are on the same page with roles and responsibilities as they relate to the expanded learning program.

An important aspect of designing a successful expanded learning program is determining the staffing structure that works best for your school and partner organizations. We will discuss three models for thinking about staffing:

1. Pay teachers more to work longer hours.
2. Integrate non-teaching staff into classrooms.

Table 1

CHARACTERISTIC	BEGINNING	ONGOING	ADVANCED
• Enrichment	• Field trips are planned to provide students with exposure to enrichment activities. • The expanded learning program offers activities cut from the traditional day because of budget issues (e.g., music, art).	• Student activities in the expanded learning program are highlighted in school assemblies. • Teachers suggest various expanded learning activities that extend classroom learning or help achieve school goals. • Field trips are planned to enhance classroom materials.	• Additional opportunities are provided for students to further their subject-matter interests, such as internships or service learning travel. • Students can submit work done in expanded learning program for credit in class or can pursue alternate credit strategies.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

3. Form partnerships with community organizations to offer enrichment activities.

Keep in mind that these are not stand-alone models and can (and should) be used in conjunction. Combining staff from different organizations means that teachers are able to spend additional time on planning, joint supervising and assessment, and professional development. For instance, Roxbury Preparatory Charter School in Boston, Massachusetts, "caps the time teachers spend in the classroom at about four hours per day, even though students are in school for more than eight hours. Teachers explain that this manageable teaching load (four classes and a total of approximately 70–80 students) allows them to make sure all their students are progressing and that it makes the job much less overwhelming. During these four hours, teachers have other responsibilities. For example, they are expected to tutor individual students, work with other teachers to plan curricula, contact parents to discuss student performance, plan their own classes, grade papers, or, in some cases, teach an enrichment activity such as drama or chess." (Farbman and Kaplan 2005, 21).

Another way to think about staffing in your school is to integrate non-teaching staff into classrooms. This strategy is twofold in that it can provide longer days for students without putting too much of the extra time solely on teachers *and* it allows you to bring the expertise of a partner organization into the school day. This is where partnerships start to become truly integrated and allow for a more coordinated expanded learning program for the students. One way this has worked for schools is for teaching staff to start the day early with the students and then paraprofessionals and partner organization staff start later in the day but continue into the evening with the students. This allows for a wider range of adults to interact with the students throughout the day and, as stated before, allows for more planning and professional development for all staff. Providing joint planning sessions (between school day and non–school day staff) is an ideal approach for all involved. It also allows for partner organizations to get a solid grasp on the global content that is the focus of the school day. Having this knowledge allows partner organizations to determine the best way to incorporate their services into the school.

> Funding is always something to consider when hiring additional support staff; however, it is important to first determine the staffing needs of the program on the basis of your vision and then pursue funding, which is addressed later in this chapter.

For example, at Esperanza Elementary School in Los Angeles, the coordinator is employed both by the district as an aide in the library during the day and by the partnering intermediary, LA's BEST, to oversee the implementation of the expanded learning program. Her job in the library helps her see the curriculum that each grade level is working on. She creates a template for what topics should be covered during the course of the year in alignment with the curriculum. She then works with her part-time staff, community college students who are employed by LA's BEST to come into the school to provide hands-on interactive lessons after school, to build on the school day lessons. The staff receive a stipend from LA's BEST to learn curriculum structure and quality delivery, and every activity is aligned with state standards. But this does not mean that the program is the same as the school day—they are able to develop performances and experiments that help bring the learning they are doing alive and explore multiple cultural perspectives through the activities they do. As an additional bonus, the program has provided a solid pathway toward an education career for the college students who work in the program.

The third staffing model goes hand in hand with integrating non-teaching staff into the classroom and involves utilizing the partner organizations to offer enrichment activities to students. In addition to time in the classroom on school-day curriculum, partner organizations provide staff to work with students during school and non-school hours on enrichment activities.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

Local colleges, universities, service organizations, and other community organizations are great assets to schools as they embark on in global learning.

For example, the National Museum of Mexican Art in Chicago provides teaching instructors to help use the arts as a way of building cultural understanding of the heritage of Mexico. The teaching artists come into the school during the school day and begin instruction on a concept, like creating a visual depiction of the students' family meal traditions. They then use the out-of-school time to help support that concept and build family engagement by sponsoring a potluck for all the students' families to bring those meals to the school.

RECRUITING AND RETAINING STUDENTS FOR THE PROGRAM

The recruitment goals for an expanded learning program will vary from school to school and will depend upon the overall goals of the school and of the program. It is important to continue to be intentional when mapping out goals and to ask questions about who you are trying to reach with the program. Is there an "all are welcome" philosophy, is the programming targeted to certain students or populations (e.g., struggling students), or is the entire student population an active recruitment target? As you work to home in on your plan for recruitment, keep in mind the following strategies that have been effective:

- Help youth and their families understand the value of involvement in a global learning program
- Reach out directly to youth and families in their homes and communities
- Match the program content and schedule to participants' global competence needs
- Consider at-risk youth in recruitment efforts
- Recruit friends to join together
- Empower youth or a youth advisory board to create marketing materials and recruit their peers
- Hire program staff who understand the importance of developing real connections with participants
- Offer engaging activities with breadth and depth of experience
- Give high school youth extra opportunities to interact with the global curriculum

Use **Tool 20, Recruitment Strategies**, to record your ideas and response for each of the recruitment strategies above.

An important aspect of recruiting and retaining participants, especially older youth, is through youth voice and leadership. A common practice to determine what activities to implement is to conduct student interest surveys. However, there are pros and cons to using surveys as a data collection method for student interest. An obvious pro is the ability to get a large amount of information through a relatively inexpensive and quick process. A con can be the quality of the information collected. Providing students with discrete options on a survey is not always ideal for truly understanding the interests of students. A better strategy for collecting student interest data is through the use of focus groups, which are group interviews. Focus groups allow for more targeted information gathering because of the small size of the groups and the personal interaction between the facilitator and the group. Refer to **Tool 21, Focus Group Session**, for useful tips and strategies for facilitating successful focus groups.

Developing a Youth Advisory Council will also assist with providing youth voice and choice in the program and ensure that the global learning activities that are being pursued are interesting and relevant to your students. Are the activities you are planning relevant to your students' college or career goals? Are there other opportunities students wish to explore? The recruitment process for members of the Youth Advisory Council can take several months, so be sure to plan ahead. Responsibilities for members can include:

- Developing Web-based materials (and a Web page for the program)
- Becoming familiar with resources in your community
- Providing outreach to youth in the school community
- Taking field trips to various places of business, museums, and so forth, to gain firsthand knowledge of community resources

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

- Keeping a journal about experiences to be included in orientation for new members, as well as outreach materials

While recruiting members of the Youth Advisory Council, you can also start preparing orientation materials for the new members (after the first cohort goes through the process, members of the council can assist with future orientations). There will be certain areas that the youth advisors will need training in, which may include:

- Peer leadership skills
- Confidentiality
- Presentation/public speaking skills
- Orientation to resources available within your school and community
- Phone etiquette training

Being involved in the Youth Advisory Council meetings is a great way for busy principals to remain in touch with the activities that are going on during the out-of-school time hours while still ceding control of the day-to-day operations to a coordinator.

WORKING WITH A HIGH SCHOOL POPULATION

While most of the information presented through this guide is applicable to any age group, it is important to recognize that there are special considerations in designing and developing expanded learning programs and activities for high school students. Program input, leadership, and voice are critical for the success of a high school expanded learning program. The opportunity for students to work on projects and activities that "count" toward graduation is particularly important. Credit accumulation and portfolio development are avenues that the expanded learning time could offer. Since the school is the entity granting credit and diplomas, credit accumulation guidelines should be outlined in existing school board policy. Typically, credit accumulation programs will need to ensure the activities are meeting Carnegie Unit requirements, as specified by the school, unless policies or waivers are in place that allow credit to be granted on the basis of proficiency rather than

THE BUILD PROGRAM IN CHICAGO RECOMMENDS FIVE SIMPLE STEPS TO BUILDING A YOUTH COUNCIL:

1. **Build a Framework:** To begin, gather a group of young people and one or two adults. This group should start to define the structure of the Youth Advisory Council. They should cover all the logistics of the council, including term of service and criteria for membership such as age, geography, and experience in service.
2. **Find the Money:** With your framework in mind, consider what funding will be needed to cover expenses, such as training, travel, materials, and supplies. You may also want to assign a staff person to your Youth Advisory Council.
3. **Recruit Broadly:** It is often very easy for a program to draw from students who have been involved in the past and are very visible in their community. It is also beneficial to send applications to all junior high and high schools in the area. Make sure to include a section that asks for a thorough description of the applicant's service experience and lets the young person demonstrate his or her creativity, energy, and commitment.
4. **Orient and Train:** Once you have formed your Youth Advisory Council, consider bringing them together for a long weekend of orientation and training. Training may include listening skills, group facilitation, problem solving, and public speaking to help to prepare them for their work. Team-building exercises also help to build a since of community and purpose. You may also want to set aside a time when adults and youth can do teambuilding exercises together.
5. **Hurry up…** Although it takes time to set goals and develop a mission statement and structure, a balance between process and outcome must be struck. Let your group establish a pace at which it can work effectively. Everyone is busy and, if it moves too slowly, they may lose interest.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

seat time. **Tool 22, Credit Accumulation Guidelines**, provides guidance on factors to consider in creating such a program. In addition, **Tool 23, Student Credit Accumulation Plan**, provides a template that can be used or adapted for individual students in your school. A Student Credit Accumulation Plan should be completed each time a credit accumulation option is used and should be signed by the student, parent(s)/guardian(s), and appropriate school personnel.

Tool 24, Developing Content and Performance Objectives for Academic Credit, can assist you with thinking through how the state standards and benchmarks apply to the goals of your program. This information then ties in directly with the activities students are participating in, as well as the way in which student learning is being assessed.

> "It's a win-win for high school students because it's an incentive for them to come [to the expanded learning program]."
>
> —Marla Harp, Benton High School, Illinois

Portfolio development is the main focus of the expanded learning program at Blackstone Charter High School in Pawtucket, Rhode Island. While the school offers a variety of clubs based on the students' professed interests, such as karate, newspaper, and a co-recreational soccer league, almost every student in the school works closely with the student's school day teacher in the out-of-school time to help develop a final learning portfolio and meet personal learning goals.

Portfolios are compilations of specific student work that comes from both coursework and outside experiences, such as a job shadow or community service. This work should demonstrate an understanding of the school's Habits of Mind as well as proficiency in a variety of skills. BACS's "Habits of Mind" include Self-Understanding, Expression, Critical Thinking, Collaboration, Organization, Attentiveness, Involvement, and Reflection. For each Habit of Mind, students need to provide specific evidence and answer questions related to that evidence. Portfolios are presented by the students and assessed by a panel that includes a minimum of two teachers and one administrator.

Level 1 asks students to explore the eight Habits of Mind within the student's concept of self. Level 2 requires exploration of the Habits of Mind within the student's personal community (school, family, friends) and includes a job shadow and a service learning project. Level 3 moves beyond the personal community to exploration of the local community, particularly civic engagement. It also includes an internship. Level 4 provides an opportunity for students to do a senior project in an area of interest that touches on all eight Habits of Mind. For example, one student's senior project was to build a bilingual asthma education program for students, another's was to learn more about students with special needs in other countries, so she volunteered at an orphanage in India during the summer going into her senior year. Students are also provided with resources and guidance from the school's teachers and counselors about the college application and financial aid process, and as a result the school has been able to improve its college acceptance and attendance rates since it began its expanded learning program.

FUNDING YOUR EXPANDED LEARNING PROGRAM

Before we start talking about potential funding sources, it is important to get a grasp on what exactly it is you will be funding. **Tool 25, Cost Elements for an Expanded Learning Program**, will help you brainstorm the various costs associated with starting and sustaining your program.

Schools need to be creative in raising extra funds for additional time, as well as additional activities. The following are a few suggestions based on what other schools have found to be successful. Some schools are able to work with the district to secure special allocations to supplement the budget. A note of warning about this funding source is that it can sometimes be precarious as a result of forced cuts during difficult budget years. It is also somewhat rare

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

and not very easy to come by; however, for the schools that are able to get the allocation, it has helped to supplement the budget and demonstrates the support of the district.

A more common approach for schools to take is to raise external public and private funds. For instance, the 21st Century Community Learning Centers (CCLC) grant program is a federal program operated at the state level. Schools and organizations that have 21st CCLC funding are required to develop school–CBO partnerships to best serve the needs of the students attending schools with 40 percent or greater poverty. Programs generally offer academic assistance in the form of homework help and tutoring, as well as enrichment activities that complement the school day curriculum. Grant cycles vary from state to state and range from three to five years; grants are given in amounts exceeding $50,000 (individual states typically put a cap on the amount of money given per grantee). Each state is tasked with running its own grant competition and setting priorities specific to the state. For instance, Ohio is giving priority points for programs that have a global component in their proposals. For more information about the 21st CCLC grant program, visit http://www2.ed.gov/programs/21stcclc/index.html. Check with your state board of education to find out about the priorities in your state.

A review of your state department of education's "funding opportunities" website can give you access to other public sources of funds. Even when state budgets are tight, there are often federal grant programs that are administered through the state. Adding your school to a "grant alert" email list can be a start to understanding the state and federal programming options available. There are also guides available in book form, such as *The Complete Guide to Getting a Grant* by Laurie Blum. Private funds can be from local corporations, foundations, and individuals. Private funds do not typically have as many stipulations associated with them but also might offer smaller sums of money. A combination of private and public funds may be the best option for your school.

Another funding strategy, which will not cover the entire cost of your expanded learning program but will help to broaden the types of activities offered, is building partnerships with outside organizations. As stated previously, having a coordinator on staff will assist with the additional responsibilities and management that this will add.

Another funding strategy that a coordinator and principal could work on together is implementing creative budgeting practices to leverage existing resources. Being creative with funding (for example, using Title I funds for expanding the day) or creative with scheduling (e.g., arranging for specialists and paraprofessionals to have a later start time) can help. It is important in the beginning of the program and as it develops for leadership staff to meet and think creatively about all potential resources the school already has and how those could be leveraged or extended for the program. For instance, Title I funds can be used to staff positions in the program, for professional development, to purchase materials, and even to assist in providing linkages between the curriculum and the external activities by funding a position that bridges both.

COMMUNICATING ABOUT YOUR EXPANDED LEARNING PROGRAM

When working with partners and other non-teaching staff who are in the school during the day, during out-of-school hours, or working offsite, it is important

FINDING FUNDING FOR GLOBAL LEARNING

Asia Society and The Finance Project have developed a series of briefs to provide school leaders and others interested in funding with more information on how to tackle it. Included in the briefs is information on figuring out what exactly needs to be funded, how to be creative with funding streams, and knowing what funding streams are out there and can be used to fund your program. The briefs can be accessed at:

- Finding Funding for Global Learning in Schools
  http://asiasociety.org/files/funding-schools.pdf
- Finding Funding for Global Learning in Out-of-School Programs
  http://asiasociety.org/files/funding-afterschool.pdf

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

to establish means of communication that work for everyone involved. Find out up front whether people prefer to communicate via email, on the phone, or in person. Set boundaries and realistic expectations (although someone may prefer to connect in person, it might not always be realistic).

In addition to communicating with people who are working in or for the program, you'll want to also communicate with those outside the program. You'll want to figure out when and how this communication should take place. Think about the goals of your communication (e.g., communicating information about activities for recruitment, communicating with funders for money) and base your communication strategy on your goals. A good way to advertise what you are doing in the expanded learning program is through a brochure. Use **Tool 26, Tips for Developing a Brochure**, for more information.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

CHAPTER 5:
assessing effectiveness and continuous program improvement

Evaluation is about setting goals and learning about success from failure. This chapter will give you tools to interact with your data in order to continuously improve the expanded learning program at your school to ensure that the program is meeting the global competence vision you've developed for your students and aligning well with your overall school improvement goals. Evaluation is important because what gets measured gets done. Without setting clear goals and measuring progress toward those goals, there is no way to know when you have reached them.

According to Little, DuPree, and Deich (2002), there are three reasons to conduct an evaluation:

- To make management decisions
- To demonstrate accountability
- To build a case for sustainability

Management decisions should be made for continuous program improvement. This can occur only when there is human interaction with the data that is collected. Having systems in place to collect data on outcomes, satisfaction, and other areas will do nothing to improve the program if the data is put in a binder on a shelf. Collecting data for evaluation will help you demonstrate accountability by measuring your outcomes. In order to do this, you must clearly state your goals for the program and determine the best way possible to collect data and measure those goals. Refer back to the logic model in Chapter 3 to ensure that you are collecting the data you had planned to collect to help achieve your vision. Finally, being able to clearly articulate the successes and areas of growth for your program will allow you to advocate for the program and work on sustainability. The combination of hard data (e.g., increases in attendance, grades, number of students graduating on time) and soft data (e.g., anecdotes from parents, students, or teachers) will give you a full story to tell people about the benefits of your program.

Table 2

REASON TO COLLECT DATA	EXAMPLE IN ACTION
Condition of funding	The 21st CCLC grant program (referenced in Chapter 4) is a large funding source for out-of-school time programs, but also requires a good amount of data collection. Entities receiving 21st CCLC funding may be required to collect grades, state assessment scores, and teacher survey data (specific requirements vary state-to-state).
Supporting claims of program effectiveness	Having data to support your program will allow you to talk about and advocate for your program to key stakeholders.
Engaging staff in the program	All staff should understand the mission of the expanded learning program and know the part they play in achieving that mission. (See below for more information on engaging staff.)
Demonstrating elements of a quality program	Collecting information about the program outcomes will allow you to know for certain that the program you are operating is of high quality.

Before we start figuring out how to analyze the data, we should spend some time figuring out the appropriate data to collect. There are several reasons to collect data, as shown in Table 2 on the previous page, and you should consider each of them when determining what you are measuring.

Part of the overall implementation plan of your expanded learning program (discussed in Chapter 3) is the evaluation plan. The evaluation plan can be designed and conducted by you with staff in the program or you can work with an external evaluator to assist with this process. Some questions to think about when you are creating your evaluation plan:

- What are the goals of the program?
- Are some activities more effective than others?
- What changes in knowledge, attitudes, and behaviors will result from participation in the activities?
- Do our funds require specific information?
- Are some activities more popular than others?
- As a result of the time and effort everyone is devoting to the program, what differences have we made?

In addition to the above questions, you might also want to develop your own evaluation questions based on the goals of your program.

When planning the data collection strategies for your program, keep in mind that there are two types of data: quantitative and qualitative. Quantitative is often seen as the "hard" data and qualitative as the "soft" data. Examples of each type are shown in Table 3.

Table 3

QUANTITATIVE	QUALITATIVE
• Surveys • Collection of demographic information about participants in the program • Information reports (grades, test scores, comparisons of crime statistics, detention reports, graduation rates, scholarship awards)	• Success stories • Focus groups • Interviews • Observations • Self-assessments • Other documents (newsletters, meeting minutes, and other sources of information)

GLOBAL LEARNING IN AFTERSCHOOL SELF-ASSESSMENT TOOL

The New York State Afterschool Network and Asia Society developed a self-assessment tool that is geared to global learning, which can serve as a guide for programs that wish to bolster their program design, environment, activities, and policies to build global competence in youth. For programs that are just getting started with global learning, the tool can be used as a framework for guiding preliminary discussions and to help identify areas of high-quality global learning in out-of-school time. More established programs can use the tool to measure progress to date and plot growth over time. For more information and to download the tool, please visit: http://asiasociety.org/node/10572.

Refer back to **Tool 12, Logic Model Planning**, and **Tool 13, Creating the Logic Model**, from Chapter 3 to assist you with determining the appropriate datato collect for each of your goals. You will be using the information about your goals to complete **Tool 27, Developing Indicators for Program Goals**. You can and should use a combination of quantitative and qualitative data sources. For example, if you are assessing literacy, the evaluation can focus not only on state assessment scores (a commonly used indicator), but also on student perceptions of reading, the number of students with public library cards, parent or teacher perceptions of attitude changes toward reading, and so on.

Many examples of surveys for parents, teachers, and students are available. Rather than start from scratch, we recommend that you borrow from some that are publicly available. The *Beyond the Bell Toolkit* (www.beyondthebell.org) has several sample tools that come prepared in Microsoft Word documents for easy use.

While evaluation should be ongoing in order to continuously improve the program, you also need to establish a regular cycle of completing and disseminating an evaluation report. It is most

helpful to make this cycle yearly or bi-yearly. **Tool 28, Sample Evaluation Template**, should be used as a guide for putting all pieces of your evaluation together into one document. The final report should then be disseminated to key stakeholders via email and in-person presentations, and also posted on your website for all to access. In addition, results can be highlighted in an annual report, included in the school improvement plan, and in a newsletter. An executive summary should be shared with funders, school board members, parents, and other stakeholder groups.

CONTINUOUS IMPROVEMENT TOWARD GOALS

Staff working in the program should be educated about the purposes of data collection. Often they are in charge of collecting data through satisfaction surveys from students or parents, observations of other staff, or self-assessment processes on program quality. Staff may also be involved with analyzing the data. Even staff members whose responsibilities are outside the realm of evaluation should be involved in the data collection because everyone brings different priorities and viewpoints to the analysis. Often, because of time and resource limitations, only upper-level management interact with the data and evaluation results; however, these are often not the same people who are interacting directly with youth on a daily basis through activities, mentoring, or tutoring. Involving all levels of staff will bring various inputs to the analysis. Use **Tool 29, Plan for Continuous Improvement**, to engage staff in the improvement process. Involving staff in program improvement can also allow staff to monitor their own progress toward personal goals.

Once you have decided on the top priorities for program improvement, continue to use **Tool 15, Action Planning Template**, to create a plan for addressing the issues. A good way to use the action plan tool is to start by thinking about what success would look like. Once you know the intended outcome, write that in the right column and work backward to determine who would need to be involved, how much time it would take, what resources you need, and so on. This exercise can be completed individually by staff, with the focus on smaller goals, or as a group, with the focus on an all-encompassing goal. Do not overlook the importance of setting a date for achieving your goals. In this way, you are able to check in on progress as the end date approaches. If you and your team are not where you want to be, it is okay to readjust and develop a new timeline that is realistic.

Creating a vision for global learning and using expanded learning time to help your students achieve that vision is a process that will yield great benefits for your students. It can provide them with additional time to explore their interests at a deeper level, and it can bring in additional stakeholders who can both help your students and provide support for your school. Be sure to use the other resources Asia Society has developed to help you in this process. Most can be found at www.asiasociety.org/afterschool.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

references

Birmingham, Jennifer, Ellen M. Pechman, Christina A. Russell, and Monica Mielke. 2005. *Shared Features of High-Performing After-school Programs: A Follow-up to the TASC Evaluation*. Washington, D.C.: Policy Studies Associates.

Durlak, Joseph A., and Roger P. Weissberg. 2007. *The Impact of After-school Programs That Promote Personal and Social Skills*. Chicago: Collaborative for Academic, Social, and Emotional Learning.

Farbman, David, and Claire Kaplan. 2005. *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement*. Boston: Massachusetts 2020.

Little, Pricilla M. 2009. *Supporting Student Outcomes Through Expanded Learning Opportunities*. Cambridge, Mass.: Harvard Family Research Project.

Little, Priscilla M., Sharon DuPree, and Sharon Deich. 2002. *Documenting Progress and Demonstrating Results: Evaluating Local Out-of-school Time Programs*. Cambridge, Mass.: Harvard Family Research Project.

Reisner, Elizabeth R., Richard N. White, Christina A. Russell, and Jennifer Birmingham. 2004. *Building Quality, Scale, and Effectiveness in After-school Programs*. Washington, D.C.: Policy Study Associates.

Rocha, Elena. 2007. *Choosing More Time for Students: The What, Why, and How of Expanded Learning*. Washington, D.C.: Center for American Progress.

Shernoff, David J., and Deborah L. Vandell. 2007. "Engagement in After-school Program Activities: Quality of Experience from the Perspective of Participants." *Journal of Youth and Adolescence* 36:891–903. DOI 10.1007/s10964-007-9183-5, http://www.cedu.niu.edu/~shernoff/shernoff.vandell.engage.as.programs.2007.electronic.pdf.

Vandell, Deborah L., David J. Shernoff, Kim M. Pierce, Daniel M. Bolt, Kim Dadisman, and B. Bradford Brown. 2005. "Activities, Engagement, and Emotion in After-school Programs (and Elsewhere)." *New Directions for Youth Development* 105:121–29.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 1:
sample planning meeting agenda

This sample agenda is for a 1½-hour initial planning meeting. The key elements to remember are that each planning meeting needs to have a goal, a rough sense of how much time will be afforded for each topic area, a time for considering additional topics that other members (who have not set the agenda) may have, and time for detailing next steps. Wherever possible, the agenda should be circulated to members of the planning team via email to help frame expectations.

Date:

Location:

Participants *(Indicate note-taker)*:

3:00–3:30 Introductions and Overview of Meeting Goals

- Members introduce themselves, their current roles, and their hopes for a globally focused expanded learning program. What do you think you can bring to the planning process?
- Briefly state current vision and mission of school and potential for expanded learning alignment.

3:30–4:00 Rough Overview of Possible Timeline for Planning and Implementation for Program

- Ideally, when would the program begin?
- Use the Sample Timeline (Tool 2) to help determine what needs to happen when.

4:00–4:20 Overview of Data Review Process

- Provide overview of what data-review process will be: looking at the curriculum needs (Tool 5), reviewing what programming is currently taking place (Tool 4), then planning process that will map out expanded learning activities needed to better align programming with curriculum.
- Identify timeline for process.
- Questions to consider and next steps

4:20–4:30 Wrap Up

- Other issues
- Assignments and questions to follow up at next meeting
- Next meeting date scheduled

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 2:
sample expanded learning program timeline

This is a sample timeline for how an expanded learning program may be implemented. Please note that a full nine months is not necessary (even in this structure, programming begins in the seventh month), and the time you choose to begin programming may allow you to condense the process considerably—to as few as three or five months, if the planning team is committed. For example, you may determine that you have your vision and do not need focus groups. Or you have a staff member who is interested in heading up the expanded learning programming development. This timeline is meant to show the process of what happens during the planning process and can be revised to reflect where your school is.

START-UP PLANNING TIMELINE FOR GOING GLOBAL EXPANDED LEARNING PROGRAM								
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
Secure approval to begin program planning School principal and selected staff meet to discuss mission and goals Assemble planning/ leadership team Review school curriculum Develop draft implementation plan	Map community assets Finalize director/ staff structure, job description Hold focus groups with parents, other staff, if necessary Secure funding or determine funding structure (fee for service, etc.) (likely ongoing) Hold monthly planning meeting (ongoing, monthly)	Determine logistics (space, transportation, potential staff) Review results of focus groups (if holding) Finalize curriculum choices and logic model to ensure global learning outcomes Make connections with community partners	Hire program director for planning, implementation Begin to secure partners (ongoing), including letters of agreement Begin recruitment process, begin communicating with parents (ongoing through start of program)	Finalize registration and logistics Finalize evaluation measures and continuous improvement model	Provide training to staff members and planning time for start-up	Begin programming Administer pre-testing (if measuring) Assess leadership team structure to determine whether advisory structure is more appropriate	Continue pre-testing Monitor attendance, communication structures	Continue to assess progress, hold monthly advisory team meetings

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 2:
sample expanded learning program timeline *(continued)*

START-UP PLANNING TIMELINE FOR GOING GLOBAL EXPANDED LEARNING PROGRAM								
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 3:
developing a vision

You may already have a vision in place for the global education goals of your school, but if you want to build stronger buy-in to implement an expanded learning program that ties to those goals, you might consider going through this exercise. Gather your planning team together and lead them through the following activity to reach consensus on a shared vision for the expanded learning program. The group decides on the method of consensus—it could be majority or an agreement that everyone (particularly the principal) needs to feel a level of comfort with what is agreed. The time for the activity depends on the background provided and the discussion; it can take as little as 20 minutes or as long as 90 minutes. If more structure is needed, you can use the visioning worksheet material (following) to begin the brainstorming process.

MATERIALS:

- Pens or pencils
- Paper
- Flipchart paper
- Markers

PROCESS:

1. First, introduce the current vision and mission of the school, if you have them. Provide a bit of background on the process that led to its development.
2. Next, set the stage for developing a vision for the expanded learning program. Tell the group that you will ask them a series of questions:
    a. First, ask the group: What do you want your students to achieve in school, in their careers, and in life, either within or outside your community? These outcomes can come from your mission statement or not (don't worry at this point if they're global or not), but they should be specific to what is important and feasible for YOUR students. These responses should be charted.
    b. Next ask the group: What are some of the elements of effective learning environments? Ask them to picture their ideal learning environment. They should think about the times, places, and spaces in which they learn best, as students, as adults, and so on. These can be shared and charted.
    c. Next ask them: How can the elements of their ideal learning environments support the outcomes they have identified for students? It may be helpful to make links and connections between charts here.
    d. Finally, ask them: How can you incorporate these types of learning experiences into our school community? What are the students doing? Teachers? Administrators? Parents? Community partners? As people are sharing, have an assigned person write down highlights on a piece of flip chart paper. This will allow everyone to see similarities and differences.

COPYRIGHT © 2011 ASIA SOCIETY

visioning worksheet

If needed, this worksheet can be used by your planning group to help them brainstorm an overall vision for your globally focused expanded learning program. First, have individuals read the five-step process on the worksheet and write down their initial thoughts. Then chart out as a group to finalize these thoughts and write them on the worksheet. Your vision should drive the planning and daily operation of your initiative. After you have established your vision, be sure to post it prominently to remind everyone what the initiative is about.

THE FIVE-STEP VISIONING PROCESS
Step 1: Visioning—What is our vision of where the program will be in five years? What would we like our students to know and be able to do?
Step 2: Identifying challenges—What are the current challenges or barriers to achieving this vision?

Adapted from 21st CCLC Visioning: The Planning Process Workbook. Copyright © 1999 by the National Center for Community Education (www.nccenet.org). Reprinted with permission.

visioning worksheet *(continued)*

THE FIVE-STEP VISIONING PROCESS *(continued)*

Step 3: Prioritizing the challenges—Of these challenges, which are the five most important? (*Determine the top challenges by voting rather than discussion.*)

Step 4: Identifying needs and assets—What needs will affect our ability to address these challenges? What resources or assets are available to help address these challenges?

Step 5: Strategizing—Given our needs and assets, what strategies could we use to address the challenges? (*Brainstorm strategies as a group.*)

Adapted from 21st CCLC Visioning: The Planning Process Workbook. Copyright © 1999 by the National Center for Community Education (www.nccenet.org). Reprinted with permission.

visioning worksheet *(continued)*

Our vision for _____ [school name/program] over the next _____ years.

Date:

Participants

Vision Statement

Challenges *(Prioritize)*

Needs

Assets

Strategies for Meeting Challenges

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 4:
current activities mapping

With your planning team (you may need assistance from others in your school) list all the current experiential/enrichment activities, clubs, extracurricular, recreation, tutoring/mentoring, career development, performance, etc., that you know about. Be as complete as possible. Also consider activities that students may already be participating in outside school, through community groups and other local sites.

NAME OF EXISTING PROGRAM AND LEADER (name internal staff or external provider)	DESCRIPTION OF ACTIVITY AND GOALS (if known)	AUDIENCE FOR THIS ACTIVITY (grade levels, average numbers)	ACTIVITY'S PRIMARY FUNCTION (e.g., recreation, enrichment, tutoring, mentoring)	LINK TO GLOBAL LEARNING OUTCOMES (if any)	POSSIBLE STEPS TO STRENGTHEN GLOBAL LEARNING LINK TOWARD SCHOOL OUTCOMES OR VISION (e.g., credit potential, portfolio development), if any

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 5:
curriculum mapping

This activity should be done in conjunction with your planning team and ideally should include other teachers in the school from across several departments. In addition, students in the school should be represented in order to express their voice and choices for the program as well. This will be a multi-step process and should be given adequate time (at least an hour) to ensure success.

MATERIALS:

- Flipchart paper
- Markers

PROCESS:

1. Work with a small group of teachers and partner organization staff to create a chart of your school curriculum. List the four domains of global competence across the top. You can do this either in four columns (Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action) or, ideally, list each of the outcomes from all four domains of global competence (listed on page 3). List your school's courses down the left side. (An example has been provided on a following page.)
2. You will then work as a team to color-code and mark each of the intersections between the two areas:
    a. First, fill the box at each of the intersections with a color: green for a strong match and yellow for a moderate match; leave it white if it is not matched. It is important to do this on the basis of the intersection between the course content and the global competence outcome that already occurs in your school, not based on where there is opportunity for this intersection to occur.
    b. Next, go through all the green and yellow boxes and mark the degree to which this intersection is currently happening. Fill in each colored box with one of three words: must occur in class (things that are always covered and all students have to master to complete the course), should happen in class (things that are sometimes covered or not all students master), and nice to do in class (things that are covered if there is time or opportunity).
    c. Finally, go through the white (empty) boxes and mark with a * any box where there is an opportunity for an intersection between the course content and the global competence outcome but it has not been realized yet by the school.
3. Review the results and facilitate a conversation with your planning team about whether they want to focus the expanded learning program:
    a. The things that are already covered in school (green or yellow boxes with must in them), or
    b. Things they don't always get to cover in school (green or yellow boxes with should or nice in them, or white boxes with * in them).

    The difference comes in when thinking about reinforcing learning that needs to happen or should have happened versus building off courses to provide new learning that doesn't happen during the school day.

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 5:
curriculum mapping *(continued)*

SAMPLE CURRICULUM MAP					
	GLOBAL COMPETENCE DOMAIN/ OUTCOME	GLOBAL COMPETENCE DOMAIN/ OUTCOME	GLOBAL COMPETENCE DOMAIN/ OUTCOME	GLOBAL COMPETENCE DOMAIN/ OUTCOME	GLOBAL COMPETENCE DOMAIN/ OUTCOME
SCIENCE COURSE TITLE					
MATH COURSE TITLE					
ELA COURSE TITLE					
HISTORY/ SOCIAL STUDIES COURSE TITLE					

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 6:
community & personal connections for global learning

Use this tool to start exploring the existing and potential global connections and assets in your community. You are provided with a starting point for each category to begin the exploration in your community and within your personal connections.

Within every community, no matter its size or location, there are connections to other parts of the world. These connections can create starting points for exploring the world, as well as resources that can support afterschool global learning.

Consider the many connections that may already exist in your community to help support global learning:

- ☐ **Population diversity** -> start with immigrant and heritage organizations.
- ☐ **Cultural traditions** -> start with local museums and historical societies.
- ☐ **Schools** -> start with school boards, school administration, principals, parent-teacher associations.
- ☐ **Educational exchange organizations** -> start with AFS Intercultural Programs, American Institute for Foreign Study (AIFS), American Councils, EF Education, and others that have networks throughout the country. The Council on Standards for International Educational Travel (CSIET) maintains a list of K–12 travel and study programs at http://www.csiet.org/publications-resources/publications/listed-programs.html.
- ☐ C**olleges and universities** -> start with international education programs, international faculty, international students, and American faculty and students who have returned from study abroad, as well as the 120 federally funded (Title VI) university-based National Resource Centers focusing on Africa, Asia, Canada, Europe, Latin America, the Middle East, the Pacific Islands, and international studies. The Outreach World website (http://www.outreachworld.org) highlights the various K–12 teaching resources and educational activities produced by the National Resource Centers, beginning with the Middle East.
- ☐ **Business, economic development, and trade organizations** -> start with the Chamber of Commerce or World Trade Council.
- ☐ **Policy centers** -> start with state and national government representatives' offices and websites.
- ☐ **International affairs organizations** -> start with the World Affairs Councils, United Nations Associations and Model United Nations, and state geographic alliances.
- ☐ **Faith-based programs** -> start with local churches, temples, mosques, and other houses of worship.
- ☐ **International volunteer programs** -> start with Kiwanis, Rotary Clubs, Lions Clubs, or other international humanitarian organizations.
- ☐ **Media** -> start with local print, Internet media, television, and radio stations, especially those whose audiences include diverse cultural groups. International education organizations, such as the International Education and Resource Network (iEARN) and ePals, also provide electronic linkages globally.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 6:
community & personal connections for global learning *(continued)*

PERSONAL CONNECTIONS FOR GLOBAL LEARNING

Consider the many connections that you yourself may already have that can help support global learning:

- ☐ **Heritage** -> Everyone has a heritage. Where in the world do your family members live, and where have they lived in the past?
- ☐ **Stories** -> What are the stories of your family or heritage that relate to global learning?
- ☐ **Culture** -> What are your musical and artistic talents or other cultural experiences?
- ☐ **Objects** -> What artifacts from other cultures can you contribute or lend? What products from other cultures do you access in your community?
- ☐ **Travel** -> What experiences have you had traveling, moving, or migrating? (Consider armchair and virtual travel as well.)
- ☐ **Language** -> What languages do you speak and how have you learned them?
- ☐ **Communication** -> What are your experiences interacting with people from other countries and cultures? (Consider verbal and non-verbal cross-cultural communication.)
- ☐ **Education** -> What global areas of interest have you pursued through school or personal study, such as current affairs, historical knowledge, or scientific research?

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 7:
involving current & potential stakeholders in global learning

Use this tool to first brainstorm all of your current and potential stakeholders (e.g., staff, volunteers, parents and families, funders, community partners, local politicians, and community groups). Then record how they will benefit from, as well as contribute to, the expanded learning program at your school.

Your school's existing and potential stakeholders (including staff, volunteers, parents and families, funders, community partners, local politicians, and community groups, to name a few) can support global learning in a variety of ways. Stakeholders also can benefit greatly from getting involved. When you can clearly spell out the benefits of working with your program, stakeholders will be much more likely to want to participate. Use this space to brainstorm what kinds of support you think stakeholders can offer your program, as well as the potential benefits they can expect from their participation.

STAKEHOLDER	WHAT CAN THEY OFFER YOUR PROGRAM? (Consider all the global expertise, objects, experiences, or other support they may be able to offer.)	HOW MIGHT THEY BENEFIT FROM THE PARTNERSHIP? (Consider the stake they may have in preparing *globally competent* youth and how your program can help them meet this goal.)
Example: A local business that provides $1,000 in funding to your program each year.	*Example:* Businesspeople could volunteer as guest speakers about how their business is connected to the global economy or about their experiences visiting or working in other countries.	*Example:* Your program helps educate a future community workforce that will know how the company works and is exposed to information about other countries where the company works.

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 7:
involving current & potential stakeholders in global learning *(continued)*

STAKEHOLDER	WHAT CAN THEY OFFER YOUR PROGRAM? (Consider all the global expertise, objects, experiences, or other support they may be able to offer.)	HOW MIGHT THEY BENEFIT FROM THE PARTNERSHIP? (Consider the stake they may have in preparing *globally competent* youth and how your program can help them meet this goal.)

TOOL 8:
partnerships: how to get started

Here are some ideas for getting started and continuing to build partnerships with community organizations, businesses, and funders.

- **Survey the community.** Ask young people to identify key cultural and international assets in your community, map them geographically, and list the specific activities and programs that are available. Help youth organize the information to share with others.

- **Ask for what you need.** Once community assets have been identified, ponder which ones offer the most potential to help with your international efforts. Then ask the organization for what you need—ask to set up a museum visit, for instance, or tell a local business you'd like a 2-hour meeting with 20 students and a top executive—and set an agenda. Set timetables for the deliverables you expect. Start slowly and build. Consider opening your request list with items that can be delivered free of charge.

- **Let your partners know why they are so valuable**, and explain how their participation benefits them. (For example, students may return as future employees to a business; museums will build future members from the local community.)

- **Consider a variety of partnership roles.** Partners can lend support to a fundraising idea, mentor students, offer expertise, or provide materials, services, or facilities to the program.

- **Nurture your partners.** Follow up after activities. Make sure youth send thank-you notes after events in which partners have participated. If a partnership is not working, end it gracefully. If a partnership is working, find ways to publicize its success—call your local newspaper or news blog, or invite them to an event.

- **Bring partners together.** Consider a year-end event at which partners can be honored for their participation. Ensure that youth participate and, ideally, that they plan the event.

- **Tap parents as partners.** Parents can be an invaluable source for languages and cultural knowledge.

- **Highlight what afterschool programs can offer to partners.** Programs can provide community service through projects and educational campaigns, interns or volunteers for local business and community organizations, and service opportunities for college students.

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 9:
partnership planning worksheet

Use this tool to think through the details of your partnership, including any issues that may arise. In some cases, the decisions made will require a joint response, and other instances will require individual responses. The tool is formatted to show when a joint response is needed. Note: The responses on this worksheet do not need to be developed all in one meeting or session. It can be used to first explore potential intersections of goals, then be used later to help identify the role required of each organization.

TOPICS OF CONVERSATION	SCHOOL/EXPANDED LEARNING PROGRAM PRIORITIES	PARTNER ORGANIZATION PRIORITIES
Goals for the Partnership		
RESPECTIVE RESPONSIBILITIES	**SCHOOL/EXPANDED LEARNING PROGRAM ROLE**	**PARTNER ORGANIZATION ROLE**
Day-to-day Program and Activity Management		
Programming Decisions		
Staffing		

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 9:
partnership planning worksheet *(continued)*

Staff Training		
Providing Materials		
Budget Decisions		
Decisions About Use of Facilities		
Program Evaluation		

TOOL 9:
partnership planning worksheet *(continued)*

Reporting Channels		
RESPECTIVE RESPONSIBILITIES	**SCHOOL/EXPANDED LEARNING PROGRAM AND PARTNER ORGANIZATION**	
Governance Structure and Processes	Joint Response:	
Method for Establishing Meeting Time and Place, and for Decision Meeting Preparation Responsibilities	Joint Response:	
Communication Structure Encouraging Partners to Discuss Perceptions, Satisfaction Levels, and Suggestions for Relationship Building	Joint Response:	
Process for Resolving Conflict	Joint Response:	

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 9:
partnership planning worksheet *(continued)*

Process for Ensuring Partners Receive Recognition for Contribution to Mission	Joint Response:
Process for Evaluating Usefulness of the Relationship	Joint Response:
Other:	Joint Response:
Other:	Joint Response:

TOOL 10:
memorandum of understanding

Develop a memorandum of understanding to help set expectations for your community partners and your program. This sample memorandum can be adapted to help you outline who will be responsible for what activities. It is particularly helpful to avoid misunderstandings and to ensure continuity if there is turnover in either organization. Make sure that the signers are people with authority to commit the time or resources of each entity.

_____ *(agency/organization)* will partner with the

_____ *(names of schools)* participating in the

_____ *(expanded program name)* and commits to do the following:

1. If the organization is committing volunteers, list the number of volunteers it is willing to commit, how many hours per week, and for how long. If there are any requirements that your school has for volunteers, such as background checks, make sure you list those here. For example: "The CBE Organization commits to provide 5 hours of volunteer service per week. Participating volunteers will go through all required background checks and review school policy on working with students."
2. If the organization is committing supplies, list that commitment here if known. For example, "CBE Organization will provide extra paper and other office supplies to the program as available."
3. If the organization is committing time by providing one of its representatives to sit on your advisory board and attend all meetings, list that commitment here.
4. List any other commitments that the agency or organization is willing to make to your program. These commitments could include advertising, community relations, and solicitation of further funding opportunities.

_____ *(agency/organization)* sees its role as assisting

_____ *(program name)* in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, _____ *(program name)* will be flexible in accommodating the

concerns of _____ *(agency/organization)*

Signed this _____ day of _____, 20_____:

_____	_____
Agency/Organization Representative	School/Program Representative

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 11:
data review synthesis

Use this tool to help put all the information you have gathered into one place and add material, such as relevant school, community, and partnership information. First, you will be pulling together some of this key data, then you will be pulling together information from other tools. When you have finished your data synthesis, use the Action Planning Tool to prioritize what you determine to be your next steps and long range planning to achieve your vision.

School and Community Data

Analysis of Relevant School and Community Data

Use this box to summarize the data you gathered from any needs assessments or focus groups you have done, and add information you may want to tie together with the vision of your expanded learning program or from your partnership development tools. For example, if there are safety concerns, socioeconomic factors, parent/guardian demographics, honors classes, unique programs, parental support, school-business partnerships, major employers, and any other demographic factor (school or community) of major impact, including major changes and/or events that have adversely impacted your school.

NARRATIVE AND ANALYSIS OF RELEVANT SCHOOL AND COMMUNITY FACTORS:

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 11:
data review synthesis *(continued)*

Beliefs, Common Mission, and Shared Vision

Use this page to summarize your beliefs, common mission, and shared vision—What do you hope to accomplish with your expanded learning initiative?

Common Mission and Shared Vision

COMMON MISSION

SHARED VISION

TOOL 11:
data review synthesis *(continued)*

Current Activities—What Can Be Adapted In an Expanded Learning Program

Use this portion of the tool to review your Current Activities Map and brainstorm a number of areas that could either be further aligned to your global competence outcomes or more closely tied to school outcomes for students during the expanded learning time. Focus on global learning or other practices you would like to accomplish, but for which you do not currently have time, resources, or staffing to support.

CURRENT ACTIVITIES SUMMARY QUESTIONS
What are our major strengths in providing global learning in our current activities, and how do we know?

CURRENT ACTIVITIES SUMMARY QUESTIONS
What are our major challenges in providing global learning in the activities we currently provide, and how do we know?

CURRENT ACTIVITIES SUMMARY QUESTIONS
How will we address our challenges through this expanded learning initiative?

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 11:
data review synthesis *(continued)*

Curricular Practices—What Can Be Adapted in an Expanded Learning Initiative

Use this portion of the tool to review your curriculum map and brainstorm a number of areas that could be further developed in an expanded learning program. Focus on global learning or other practices you would like to accomplish but do not currently have time, resources, or staffing to support.

CURRICULUM SUMMARY QUESTIONS
What are our major strengths in providing global learning, and how do we know?

CURRICULUM SUMMARY QUESTIONS
What are our major challenges in providing global learning, and how do we know? *(These should be stated as **curricular** practice challenges.)*

CURRICULUM SUMMARY QUESTIONS
How will we address our challenges through an expanded learning initiative?

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 11:
data review synthesis *(continued)*

"What Is": The Current Use of TIME, MONEY, PERSONNEL, and OTHER RESOURCES

(How are we currently allocating our time, money, personnel, and other resources and building capacity around expanded learning programs?)

- Time
- Money
- Personnel
- Other Resources

"What Ought to Be": How Should We Be Using Our TIME, MONEY, PERSONNEL, and OTHER RESOURCES?

(How should we be allocating our time, money, personnel, and other resources and building capacity around expanded learning programs?)

- Time
- Money
- Personnel
- Other Resources

Summary—Key Action Steps Identified *(Action steps can be transferred to action planning Template)***:**

COPYRIGHT © 2011 ASIA SOCIETY |

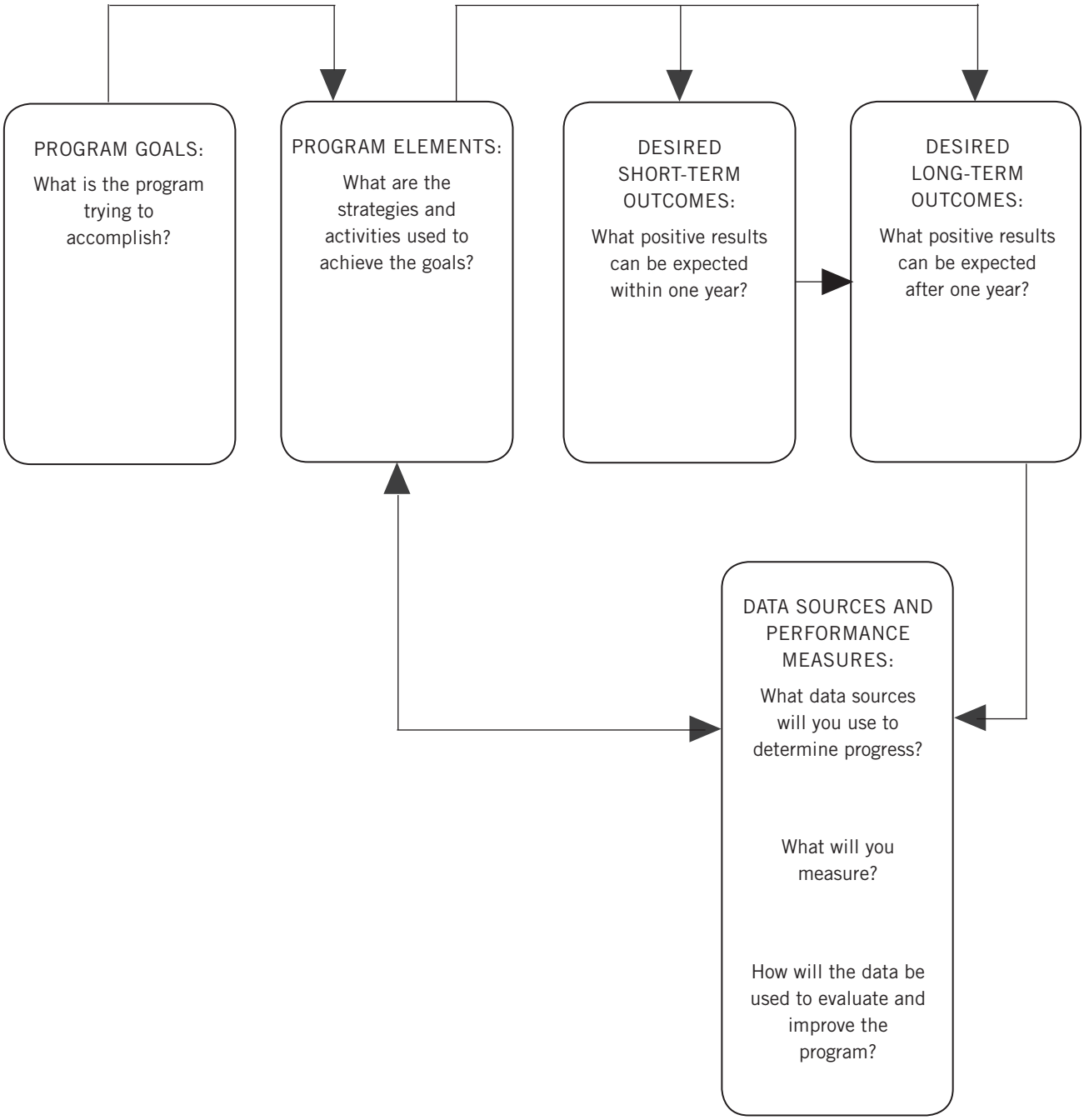
TOOL 12:
logic model planning

PROGRAM GOALS What is the program trying to accomplish?	PROGRAM ELEMENTS What are the strategies and activities used to achieve this goal?	DESIRED SHORT-TERM OUTCOMES What positive results can be expected within one year?	DESIRED LONG-TERM OUTCOMES What positive results can be expected after one year?	DATA SOURCES AND PERFORMANCE MEASURES What data sources will you use to determine progress? What will you measure? How will the data be used to evaluate and improve the program?

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 13:
creating the logic model

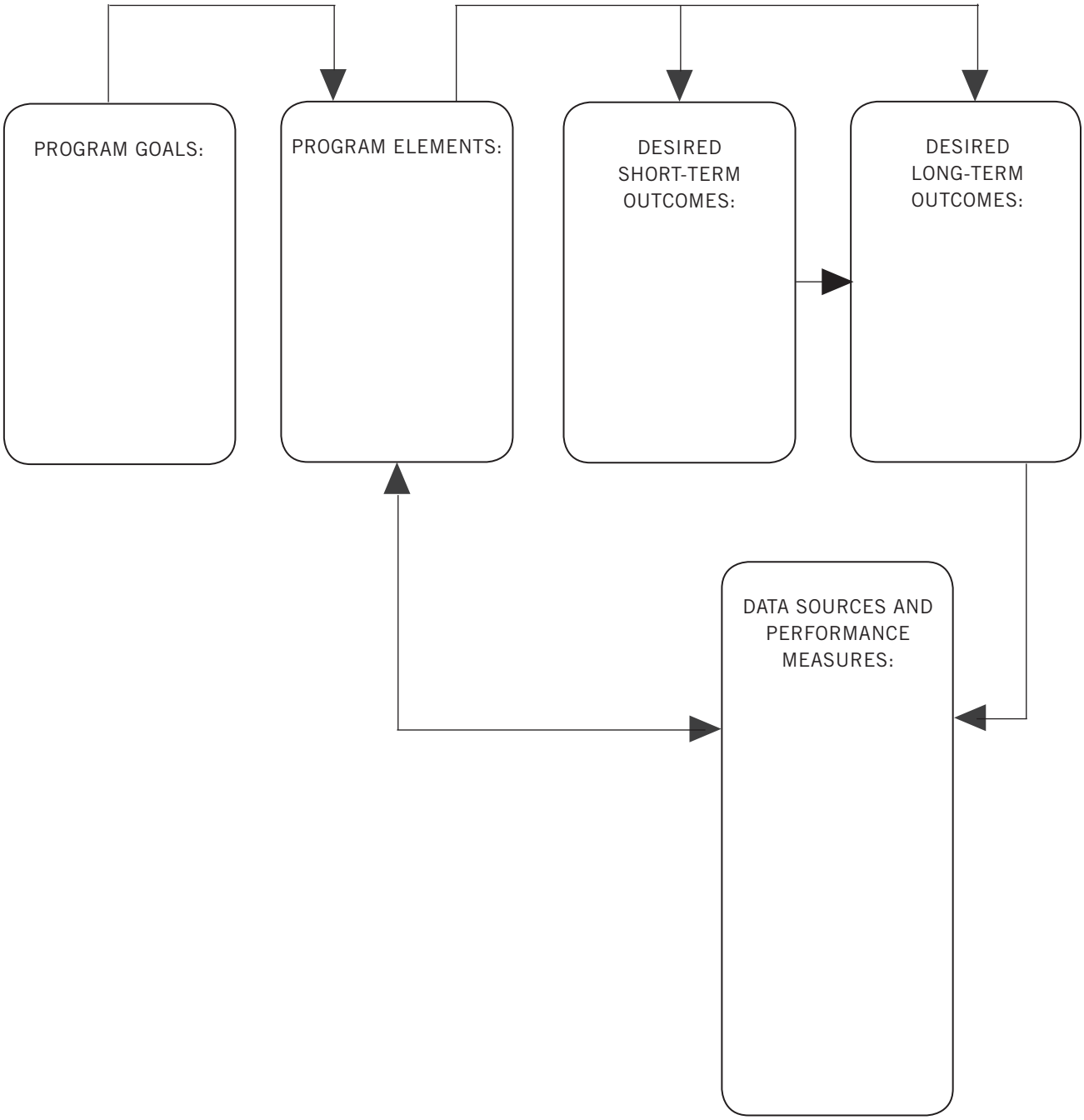
Transfer information from **Tool 12, Logic Model Planning Tool**, to this visual depiction. Then fill in the rest of the chart with your ideas about activities and programs and the measures you will use to show that the program is meeting its goals, both in the short term and in the long term.



Adapted from page 5 of **Moving Towards Success: Framework for After-School Programs**, by the C. S. Mott Foundation Committee on After-School Research and Practice. Copyright © 2005 Collaborative Communications Group. Reprinted with permission.

TOOL 13:
creating the logic model *(continued)*

Transfer information from **Tool 12, Logic Model Planning Tool**, to this visual depiction. Then fill in the rest of the chart with your ideas about activities and programs and the measures you will use to show that the program is meeting its goals, both in the short term and in the long term.



Adapted from page 5 of **Moving Towards Success: Framework for After-School Programs**, by the C. S. Mott Foundation Committee on After-School Research and Practice. Copyright © 2005 Collaborative Communications Group. Reprinted with permission.

TOOL 14:
implementation plan template

Use this tool to help put your data and goals together to develop the implementation plan for your expanded learning program.

IMPLEMENTATION PLAN DEVELOPMENT AND SUPPORTING ACTION STEPS						
Date: **Participants:**						
Describe your goal and identify which need(s) it addresses:						
Goal						
Which need(s) does this goal address?						
How is this goal linked to the school's vision?						
ACTION STEPS		IMPLEMENTATION PLAN				
Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Make sure you consider program structure, staffing, and curriculum alignment in addition to costs and evaluation strategies		For each of the action steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy, and performance results/outcomes. (For evaluation strategy, define how you will measure the action step.) Transfer the timeline entries to the Timeline Planning Document.				
	Timeline	**Person(s) Responsible**	**Required Resources**	**Projected Cost(s) and Funding Sources**	**Evaluation Strategy**	**Performance Results/Outcomes**
Action Step						
Action Step						
Action Step						
Action Step						

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 15:
action planning template

This tool can take many forms, but it is useful for helping your planning team decide what needs to happen, by when, for what reason, and who will be responsible. You could use this template for each action you want to complete, whether at the beginning or middle or once your program has begun.

ACTION ITEM: WHAT NEEDS TO HAPPEN	FOR WHAT PURPOSE	WHO IS RESPONSIBLE AND WHO NEEDS TO BE CONTACTED	WHEN IT NEEDS TO HAPPEN (TIMELINE)	KEY ACTION STEPS
Example: Determine which organizations in the community have experience coordinating internship programs.	To provide assistance with the internship coordination for the program and the school.	Planning team	Ongoing for six months (initially) and progress and contacts should be noted at each planning meeting	1. Develop a list of organizations in the community that may have experience with coordinating internship programs. 2. Assign planning team members to contact the organizations. 3. Set up meetings, gather information, and start forging partnerships

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 16:
sample programming schedule

First Quarter *(September 7 to November 5)*

DAY(S) OF THE WEEK	ACTIVITY/ GRADE LEVEL (if not all grades)	TIME	ROOM	INSTRUCTOR/AIDES (with cell phones, extensions)	NOTES
M–F	World Cafe	3:00–3:15	Cafeteria	Wendy Smith, John Fields 235-123-1444	Give kitchen staff weekly counts
M–W	Portfolio Center (Grades 11-12)	3:00–4:00	Room 12	Jim Johnson, Sylvia Kauffman 235-123-6712	Contact Sylvia for any issues
M–F	Open Computer Lab	3:00–4:00	Room 14	Marci Schiller 235-661-4646 Wren Hawthorne (aide)	
Th	Model UN	4:00–5:00	Room 22	Jen Egner 235-123-7611	Post meeting schedule
Tu, F	Growing Green	4:00–5:00	Library	Janice Rand Vaughn 235-123-7899	Tu: visit senior center, F: clean school grounds
Th	Investment Club	4:00–5:00	Room 18	John Powers, CBE Corp. 235-448-8765	
M, W	Yoga	4:00–5:00	Gym	Andy Baldwin, Flow Yoga 234-123-4872	
Tu–Th	Mandarin	3:30-4:15	Room 17	Donna Swanson 235-123-5544	Additional section

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 16:
sample programming schedule *(continued)*

Expanded Learning Program Schedule

Date: _____

DAY(S) OF THE WEEK	ACTIVITY/ GRADE LEVEL (if not all grades)	TIME	ROOM	INSTRUCTOR/AIDES (with cell phones, extensions)	NOTES

COPYRIGHT © 2011 ASIA SOCIETY

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 17:
matrix of linkages

Comprehensive expanded learning programs that are strongly linked with the regular school program and other community support systems yield compounded positive results. The process of creating linkages with the school day is a developmental one. The matrix here illustrates various points in the process. Programs need to go through each step on the continuum to achieve optimal results. Sometimes progress is not continual; factors such as new staff, loss of a grant, or a change in school leadership may result in some movement back to a previous state. Examine this chart to determine your program's current level of linkage. Then use **Tool 18, Assessment of Linkages**, to plan strategies for moving to the next level. Look at the development stages of the initiative moving from a more traditional "afterschool" program and moving toward the ideal of an expanded learning program that helps students reach overall global competence goals.

CHARACTERISTIC	BEGINNING—"AFTERSCHOOL"	DEVELOPING	ADVANCED—"EXPANDED LEARNING"
Enrichment	• Field trips are planned to provide students with exposure to enrichment activities outside the school day. • The time after school offers activities cut from traditional day because of budget issues (e.g., music, art).	• Student activities in the expanded learning initiative are highlighted in school assemblies. • Teachers suggest various expanded learning activities that extend classroom learning or help achieve school goals. • Field trips are planned to enhance classroom materials.	• Additional opportunities are provided for students to further their subject-matter interests, such as internships or service learning travel. • Students can submit work done in expanded learning initiative for credit in class or can pursue alternate credit strategies.
Recruitment of Participants	• Promotional materials for afterschool activities are distributed in classrooms or hallways.	• Particular grades or students are targeted for the expanded learning program.	• Structures and supports are in place such that all students can access and participate in expanded learning opportunities.
Internal Communication and Feedback	• Afterschool program activities are highlighted in school newsletters and other communication vehicles. • Program offerings are displayed on school bulletin boards but are sporadically known.	• Expanded learning staff and partners participate in in-service trainings. • The expanded learning coordinator (who may be a school staff member) regularly checks in with day staff about the program.	• There are joint staff meetings and PD for expanded learning partners, providers, and the school day staff. • Expanded learning staff plan and present in-services for day staff. • Joint planning of activities is ongoing.
Recreational Activities	• Afterschool staff provide a variety of recreational activities, but these are not tied to any overall school goals.	• Expanded learning recreational activities are coordinated with the school's existing recreational offerings.	• Expanded learning recreational activities are planned and provided to support self-esteem, problem solving, character education, and other skills, in addition to physical development.

TOOL 17:
matrix of linkages *(continued)*

CHARACTERISTIC	BEGINNING	ONGOING	ADVANCED
Tutoring Program and Homework Help	• Teachers work as tutors after school. • The school shares its standards and curriculum goals with tutors. • Time and resources are provided for students to complete their homework.	• Classroom teachers send assignments to the expanded learning staff. • Classroom teachers provide activities for tutors to reinforce and enrich classroom activities. • Expanded learning staff communicate with classroom teachers about difficulties that students are having with homework. • Teachers and tutors develop two-way communication about homework.	• Classroom teachers collaborate on activities and lead sessions or provide guidance on curricular goals for expanded learning activities. • Expanded learning time is used to offer experiential activities that will help students achieve targeted learning goals, rather than as a time/space to complete assignments. • Teachers, tutors, and students meet regularly to review student progress and goals.
Family Involvement	• Afterschool staff independently inform families about activities. • Some parents may offer their help before or after school.	• Day staff share information about expanded learning activities with parents. • Day staff work with parents to recruit students for the expanded learning program. • The expanded learning program offers opportunities for parents to learn about school activities and expectations.	• Expanded learning staff attend and participate in parent conferences. • Learning portfolios and presentations by students are family-inclusive and take place during the evenings to help meet families' needs.
Logistics	• The afterschool activities are limited to one or two areas of the school, usually the gym or library media center. • There is some coordination with custodial and security staff.	• The expanded learning program has access to several areas of the school, including classroom space. • Space is designated for an expanded learning staff office. • Students in the expanded learning program are responsible for their own transportation.	• Staff of the expanded learning and traditional day together plan for use of school building. • No space is off limits. • Transportation is considered as an area for cooperation to better foster participation and access for as many students as possible.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 18:
assessment of linkages

Use this tool in conjunction with Tool 17, Matrix of Linkages. The expanded learning coordinator, planning team, or advisory group can complete this tool as an aid for program planning or as an observation tool to chart progress after the program is underway.

CHARACTERISTIC	WHAT YOUR PROGRAM IS DOING	STEPS FOR ENHANCING THE LINKAGE
Tutoring Program and Homework Help		
Enrichment		

TOOL 18:
assessment of linkages *(continued)*

CHARACTERISTIC	WHAT YOUR PROGRAM IS DOING	STEPS FOR ENHANCING THE LINKAGE
Internal Communication and Feedback		
Recruitment of Participants		

TOOL 18:
assessment of linkages *(continued)*

CHARACTERISTIC	WHAT YOUR PROGRAM IS DOING	STEPS FOR ENHANCING THE LINKAGE
Recreational Activities		
Family Involvement		
Logistics		

TOOL 19:
responsibility checklist

The principal and expanded learning coordinator should complete this checklist together. Review the tasks in the left column. Add any additional tasks that may be needed. Then, for each task, indicate who will be responsible—the principal or program coordinator—or whether it will be a shared responsibility. If a responsibility will be shared, decide how it will be shared.

TASK	RESPONSIBILITY OF PRINCIPAL	RESPONSIBILITY OF EXPANDED LEARNING COORDINATOR	SHARED RESPONSIBILITY • *Indicate how* • *If someone else's responsibility, list the person responsible*
Work with teachers and other building personnel to secure space necessary.			
Hire, train and supervise, and provide oversight to staff, volunteers, and partner groups to ensure that delivery of programs and activities is of high quality and in alignment with school practices.			
Handle discipline issues that arise in the expanded learning program.			
Ensure that program and activity offerings align with school vision and global learning goals.			
Recruit students for expanded learning program.			
Regularly assess activities offered in initiative and whether they are well attended.			
Track and report outcomes as identified.			
Run advisory group meetings.			
Develop process for assessment of student work, such as portfolio development, grading, credit granting. This may be done in conjunction with other school day staff, as well.			
Other			

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 20:
recruitment strategies

Use this tool to record and keep track of your plans for each of the recruitment strategies listed below.

RECRUITMENT STRATEGY	HOW OUR SCHOOL WILL ADDRESS	ASSIGNED TO
Help youth and their families understand the value of involvement in a global learning program.		
Reach out directly to youth and families in their homes and communities.		
Match the program content and schedule to participants' global competence needs.		
Consider at-risk youth in recruitment efforts.		
Recruit friends to join together.		
Empower youth or a youth advisory board to create marketing materials and recruit their peers.		
Hire program staff who understand the importance of developing real connections with participants.		
Offer engaging activities with breadth and depth of experience.		
Give high school youth extra opportunities to interact with the global curriculum.		

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 21:
focus group session

Allow enough time for thoughtful discussion during the focus group in a room that is free from distraction. A flipchart is helpful to have on hand to write down main ideas as they come up to reach a consensus among the group.

Staff Notes:

- Begin each focus group with a general welcome and introduction.
- Talk to the participants about what you are trying to accomplish and why they are there.
- Ask each participant to introduce himself or herself, giving their names and telling the group one thing about themselves.
- Before the focus group starts, make sure you establish a way to take notes to collect the comments and suggestions. (Have a note taker, bullet chart, and so on. Recording is probably not a good idea here.)
- Consider handing participants a blank copy of the questions for them to think about or turn ideas in to you later if they aren't as comfortable sharing.

Introduction *(5 minutes)*

Sample: "We would like your honest opinions on various questions—we are trying to help get some activities with a global focus set up that you and your friends might be interested in and we really need your help figuring out what those might be. There are no right or wrong answers. Everyone's opinion is important. Your answers will be confidential. We will be taking notes, so it's important that only one person talk at a time. Please feel free to be informal; no need to raise your hand. Know that we will do our best to help put together real activities from these ideas and we hope we can count on your help in making at least some of them happen."

Questions *(5–8 minutes per question)*

Staff Notes: The questions will seem very general; you might not come up with specific programming ideas, although it would be good to ask about they might have in mind. For example, if a student expresses a wish to learn more about other cultures' comic book cultures, ask the student if he or she would like to help develop a class to further explore those opportunities and develop drawing skills.

1. What do you typically do after school? *[Typical answers are working, hanging out with friends, shopping, playing video games, watching reality TV, and so on. From these general answers, it's important to delve into what it is they like about it. The trick here is to try to think of positive ways they could do elements of what it is they like in your activities.]*
2. If "working" comes up as an answer, ask what they do at their job and how often they do it. What do they like about their job? What don't they like about it? Has it made them think about what kind of career they might like to have in the future? If so, what?
3. What are your plans when you are done with high school? *[If there's a shoulder shrug, or a "don't know," try to delve deeper—what is it they'd like to do? They might be interested in going to college or a trade school, but they don't know the path it would take to get there.]*
4. What global issues do you care about the most? What global issues affect us here in our community?

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 21:
focus group session *(continued)*

5. What do you want to learn about the world that you do not get to explore during school?
6. How do you think your future career or job might be connected to other places and peoples in the world?
7. If we were to offer activities, when would you like them to happen?
8. Would you be willing to help on a Leadership group to help plan these activities to make sure they meet your needs and interests?
9. Do you have any concerns or questions about this process or these activities?

Staff Notes: These are just sample questions—be sure you follow the conversation wherever it goes. Make sure one person doesn't dominate the conversation—if you see that starting to happen, tell that person you appreciate their great input and let them know you'd love to talk to them more about their specific ideas after the session, but you've got to hear from the others while they are there. And then make sure to catch them before you break up the meeting to follow up or set an additional interview time.

Closing *(5 minutes)*

Spend the last five minutes summarizing the discussion points. Try to get a sense of whether the group is in consensus on the points. Try to emphasize these points:

- Things they would most like to see in activities
- Things that work well
- Areas they feel are in need of improvement

Be sure to thank the group for their great participation and leadership. Let them know you value their contributions and look forward to their help in making the activities happen. If they ask how the results will be shared, tell them that you will use it to try to come up with a few activities they could participate in and will be making recommendations to school leadership for support. Ask whether they'd like to help in further designing the way activities are designed or will happen. If they didn't contribute much, give them your contact information and let them know they can e-mail you their thoughts or set up another time to talk.

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 22:
credit accumulation guidelines

High school credit accumulation programs range from more traditional methods (e.g., correspondence courses, online courses) to more innovative methods (e.g., proficiency-based credit for out-of-school learning experiences) that tap into community organizations to provide instruction. The following guidelines can help your planning team develop a comprehensive and high-quality credit accumulation process, regardless of instructional delivery method, that allows students to earn academic credit through out-of-school learning experiences.

1. Identify state and local policy governing credit accumulation and demonstration of proficiency.

- Guidelines for awarding academic credit through out-of-school learning experiences (e.g., fine arts credit through participation in a community arts program) are often addressed separately from credit recovery guidelines in state policy. Check your state's revised code or administrative rules to ensure compliance. Common search terms include credit recovery, proficiency-based credit, demonstration of competency, mastery-based credit.
    - *State policy example:* Oregon's Credit for Proficiency policy provides an example of how states allow students to use out-of-school experiences to earn academic credit.
- Local policies may unknowingly restrict the use of innovative credit accumulation processes or, at the very least, create systemic disincentives. For example, if your local policy prohibits students from taking a course outside the district (e.g., taking a foreign language at a neighboring district that offers evening courses) when it is offered in-district during the school day, then you will need to work with your local school board to address this challenge.
    - *Local policy example:* The Ohio Guidelines for Local Board Policy Development provide districts a checklist for what should and should not be included in local policies allowing students to earn credit through out-of-school learning experiences.

2. Develop district-level procedures and tools to guide implementation of credit accumulation program.

A common challenge to credit recovery programs is a perceived lack of rigor or quality. Establish common, district-level procedures to address the key components of a student's learning experience. These procedures should address the following:

- Access
    - How do students access credit outside the classroom?
    - Is the credit recovery program restricted to credit-deficient students or can all students access out-of-school learning experiences to earn credit?
- Curriculum
    - What credit will be earned?
    - What instructional objectives must be met?

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 22:
credit accumulation guidelines *(continued)*

- Instruction
    - How will instruction be delivered?
    - How will progress be monitored?
    - If external provider (e.g. community organization, online vendor):
        - How will highly qualified teacher requirements be met?
        - How will external provider and school-based teacher of record coordinate?
        - How will student safety (e.g., background checks, transportation) be addressed?
- Assessment
    - How will students demonstrate progress and receive formative feedback?
    - How will learning be assessed?
    - Within what timeframe will learning need to be completed and assessed?
- Communication and engagement
    - How will the school communicate these options to students and parents?
    - How will students communicate requirements and expectations to third-party providers?

3. Develop individual student credit accumulation plans to outline responsibilities and expectations.

A Student Credit Accumulation Plan (see **Tool 23**) is an easy tool for credit accumulation programs to use to ensure all parties understand the requirements and expectations for earning credit through out-of-school learning experiences. A Student Credit Accumulation Plan should be completed each time a credit accumulation option is used and should be signed by the student, parent(s)/guardian(s), and a school official. The plan can be an overview of expectations or a more detailed outline of the agreed upon learning experience; all plans, however, should include information to adequately address the key components of access, curriculum, instruction, assessment, and communication.

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 23:
student credit accumulation plan

Student Information

Student Name:

Grade:

Student ID:

Student Contact Information:

Parent/Guardian Name:

Parent/Guardian Contact Information:

Course Information

Course Title:

Content Area:

Amount of Credit to Be Earned:

School-Based Instructor/Teacher of Record:

Third-Party Provider Name *(if applicable)*:

Third-Party Provider Contact Information *(if applicable*):

Credit Accumulation Option:

- ☐ Correspondence course
- ☐ Online/virtual learning course
- ☐ Community service
- ☐ Educational travel
- ☐ Internship
- ☐ Other out-of-school learning experience *(e.g. internship, afterschool program)*
    - Description:

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 23:
student credit accumulation plan *(continued)*

Instructional Objectives

List or attach objectives and content standards student must meet to earn credit.

Instructional Activities

Describe the activities within the learning experience the student will engage in to meet the instructional objectives.

Progress Monitoring

Describe the benchmarks students must meet *(method and timeframe)* to ensure ongoing progress *(e.g., monthly meetings with teacher of record, submission of work products, quarterly meeting between teacher of record and third-party provider)*.

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 23:
student credit accumulation plan *(continued)*

Assessment Plan

Identify what assessment tools and instruments will be used to assess student learning.

- ☐ End-of-course exam
- ☐ Unit tests
- ☐ Portfolio
    - Portfolio requirements:
- ☐ Presentation
    - Presentation requirements:
- ☐ Paper
    - Paper requirements:
- ☐ Provider/vendor Exam (e.g., AP test)
    - Description:
- ☐ Activity logs
- ☐ Other:

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 23:
student credit accumulation plan *(continued)*

Student Safety

Background Check:

- ☐ Completed
- ☐ Not applicable *(e.g. online learning)*

Student Transportation:

- ☐ Provided by school
- ☐ Provided by parent/guardian or student
- ☐ Not applicable *(e.g., on-site afterschool program)*
- ☐ Other

Agreements and Understandings

The student and parent should initial by each to ensure understanding about responsibilities and expectations included in instructional and assessment plans.

Student	Parent	Agreement/Understanding
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

Signatures

Signatures indicate agreement with

Student:	Date:
Parent:	Date:
Teacher of Record:	Date:
School Counselor:	Date:
Third-Party Provider *(if applicable)*:	Date:

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 24:
developing content & performance objectives for academic credit

PROGRAM GOAL	STATE STANDARDS **Which state standards apply?** (Montana state media literacy standards are provided as an example)	STATE BENCHMARKS **Which benchmarks should students meet?** (Montana state media literacy benchmarks are provided as an example)	ACTIVITIES **What activities will students participate in to meet these objectives?**	ASSESSMENT **How will student learning be assessed?**
Students will increase their ability to select and use appropriate technology and media to communicate with diverse audiences.	Students recognize that media messages are constructed using specific techniques that manipulate sound, image, text and movement to convey meaning.	Recognize that media messages are constructed for specific purposes (e.g., entertain, persuade, inform)		
		Analyze how media content are influenced by media form		
		Evaluate and compare how media forms, content, and products are constructed for specific audiences		

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 24:
developing content & performance objectives for academic credit *(continued)*

PROGRAM GOAL	STATE STANDARDS	STATE BENCHMARKS	ACTIVITIES	ASSESSMENT
	Which state standards apply?	**Which benchmarks should students meet?**	**What activities will students participate in to meet these objectives?**	**How will student learning be assessed?**

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 25:
cost elements for an expanded learning program

Use the following tool to consider possible costs for the expanded learning program.

PROGRAM COSTS

Start-up Costs

- Planning
- Community assessment
- Initial staff training
- Staff recruitment/hiring
- Equipment/supplies
- Facilities preparation
- Other

Operating Costs

- Staff salaries and benefits
    - Coordinator/director
    - Program staff
    - Social service/health staff *(e.g., counselor, nurse, dentist)*
    - Substitutes
    - Administrative staff
- Food
- Equipment/supplies
- Furniture
- Facilities
    - Rent
    - Utilities
    - Maintenance
    - Debt service
- Transportation
- Administrative/overhead
- Planning/coordination
- Training/accreditation
- Evaluation/reporting
- Insurance
- Other

Capital Costs

- Predevelopment costs
- Construction costs
- Other

Systemwide/Infrastructure Costs

- Planning
- Coordination *(resource and referral)*
- Professional development
- Technical assistance
- Licensing and accreditation
- Transportation planning
- Evaluation and monitoring
- Facilities expansion and improvement
- Other

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 26:
tips for developing a brochure

Use the following tips to create a promotional brochure about your expanded learning program. You may want to use the development of a brochure as an activity for middle or high school students. Some programs also enlist the aid of a graphic artist or printer in the community.

- Be clear about the purpose of the brochure. What do you want it to achieve? Some purposes might be
    - To inform potential participants about the program.
    - To secure funding for the program.
    - To educate non-participants about the program.

- Identify the audience, and write for that audience. Use words and simple phrasing that are familiar and engaging to them, but do not talk down to the audience. Avoid clichés and jargon. For example, most expanded learning program claim to be "providing more opportunities," but what exactly does that phrase mean? Provide clear, easy-to-understand information. What are the important fundamentals of your program? Be sure that your brochure conveys these ideas.

- Write your copy from the reader's point of view. Decide what the readers want to hear, not what you want to tell them. Paint descriptive word pictures whenever possible. Emphasize the benefits of your initiative rather than its features. For example, write this: "Your student will leave each day prepared for 21st century demands with an expanded work portfolio to prepare for college and career in our global economy," rather than this: "The first hour is devoted to homework assistance. Tutors are available to help students."

- Make sure that your brochure gets distributed. Even an excellent brochure won't be helpful unless it is received by people, organizations, and agencies in the community. Keep your brochure simple in both design and wording. A brochure should not attempt to be a comprehensive manual detailing every aspect of your program. It should not have every inch of space covered with text or images. Instead, make sure that the brochure has only two or three sentences per paragraph, and less than 10 lines of type per paragraph. Use bold or italic type sparingly to emphasize a point. *(Don't use underlining or all caps. These styles are leftovers from the typewriter age!)*

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 27:
developing indicators for program goals

Use this tool to develop indicators for your objectives. For each objective, identify a set of indicators and answer the questions about each one. Then assign activities that lead to the eventual achievement of the objective. This order should be observed carefully. Below is a sample, showing how the completed form will look. Use the forms on the following pages for your program.

Sample Form

PROGRAM GOAL	CONTENT OBJECTIVES*			PERFORMANCE OBJECTIVES*			ACTIVITIES
	What do you want students to know?	Is this measurable?	What data sources are available for this indicator?	What do you want students to be able to do?	Is this measurable?	What data sources are available for this indicator?	What activities will students participate in to meet these objectives?
Students will increase their ability to select and use appropriate technology and media to communicate with diverse audiences.	understand technology and media for communicating	Yes		presentations to diverse audiences	Yes		
	understand technology and media options for communicating	Yes		communicate effectively in class	Yes		

*Tip: Utilize national, state, and local learning standards for applicable topic areas to determine content and performance objectives.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 27:
developing indicators for program goals *(continued)*

PROGRAM GOAL	CONTENT OBJECTIVES*			PERFORMANCE OBJECTIVES*			ACTIVITIES
	What do you want students to know?	Is this measurable?	What data sources are available for this indicator?	What do you want students to be able to do?	Is this measurable?	What data sources are available for this indicator?	What activities will students participate in to meet these objectives?

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 28:
sample evaluation template

Audience and Getting Started

It is essential to think about the audience before writing starts. In general, assume the reader knows nothing about the program, so that anyone who picks up the report (whether staff member, funder, or other stakeholder) receives enough descriptive information to understand the program, the evaluation, and the most important findings. Write as if your reader is an intelligent person who is totally unfamiliar with the topic. This does not have to add a lot of length, but it will add clarity. (Ask yourself, Can my neighbor understand this?)

Template for Overall Report Outline *(See detailed suggestions below.)*

Please note that this is a suggested template. Your evaluation report should fit the needs of your program.

- Executive Summary *(This should be written last, but it appears first in the final report.)*
- Introduction
- Detailed Program Description
- Findings *(This may take one or two sections; it depends on the number of evaluation questions and number of different findings.)*
- Conclusions and Recommendations

Detailed Suggestions for each Section

Within each section, start with an introductory paragraph telling the reader what the section covers and in what sequence. This "advance organizer" adds clarity throughout the report.

Introduction

This section provides the context for understanding the rest of the report. It needs to describe the program and the evaluation in just enough detail for the reader to follow what the program is about and how it was evaluated so that the subsequent findings make sense. It also presents how the rest of the report is organized.

- Program description (tell the who, what, where, when, and why—just like a news reporter).
  - Tell what the program is and why it was established *(e.g., an initiative to improve science instruction).*
  - Tell what the program is and why it was established *(e.g., an initiative to improve science instruction).*
  - Note when the program started and its duration. Tell the reader where the program is now. *(e.g., School year 2009–10 is the second year of the five-year program.)*
  - Describe the who and where about the participants *(e.g., which districts, schools, teachers, students) and how they were selected to participate (e.g., due to their corrective action status under No Child Left Behind; because they volunteered to participate).*
  - Note the funding source(s).
  - If a separate section with a detailed program description is not included, then add the key features of the program and its theory of action/logic model/program theory in the Introduction.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 28:
sample evaluation template *(continued)*

- Evaluation description (including its duration, design, and study questions):
    - Tell the reader how the evaluation fits into the overall program and the focus of this report. (e.g., It is a five-year program and this is the second year of the evaluation.)
    - List all the study questions. (e.g., Who participates in the program? How satisfied are youth and parents with the program? How are parents involved in the program? What impact does the program have on youth development? What impact does the program have on academic achievement?)
    - Present an overview of the methodology, describing the methods used to address the study questions. Do not go into great technical detail—you will lose the reader. (Provide technical details in an appendix or, if such details are essential to understanding the findings, include them when the particular findings from that method are presented in the Findings section.)
    - It is often helpful to include a chart that summarizes the methods, perhaps noting which methods address which study question. The chart can include the number of interviews, observations, focus groups, surveys, and so on. This makes it easy for the reader to get an overall sense of the methodology at a glance. It is also a handy reminder of how many participants are included for each method.
- Organization of the report—Tell the reader what sections are coming next in a few sentences.

Findings Section(s)

As a result of the previous decisions about which findings to include and how much space is devoted to them, it will be evident whether one or two findings sections are necessary. If possible, organize this section around the study questions.

Consider how to lay out the findings, including tables and graphs, to make the "answer" to the study question as evident to the reader as possible. If you have both quantitative and qualitative findings addressing the same study question, integrate the reporting of them; that is, do not report them in separate sections of the report, which requires the reader to pull them together to get an answer to the questions. (Refer to the section below on writing conventions for specific details on reporting the findings.)

After reporting the findings for each study question, write a concluding sentence or two that succinctly summarizes the answer to the question. This not only lets the reader see how all the different findings from the various methods are pulled together to answer the question, it provides the basis for the Executive Summary.

When presenting information in the Findings section, be sure to utilize tables and charts.

COPYRIGHT © 2011 ASIA SOCIETY | http://asiasociety.org/expandedlearning

TOOL 28:
sample evaluation template *(continued)*

Conclusions and Recommendations

Here is the place to provide an interpretation of what the findings mean, as opposed to the straight "reporting" in the Findings section. Pull the answers to the study questions together to tell the story of what the evaluation found, including any caveats or alternative explanations. If warranted, provide recommendations for future actions, including changes needed in the program.

Executive Summary

In one to three pages, in proportion to the length of the report, provide an overview of the program, the evaluation methods, and the findings—organized by the study questions and the recommendations. In other words, write an even shorter description of the program and the evaluation than what was included in the Introduction. Use the summary sentences from the end of each study question to synthesize all the findings, and then briefly list the recommendations.

COPYRIGHT © 2011 ASIA SOCIETY

TOOL 29:
plan for continuous improvement

Use this protocol for continuous program improvement. Be sure to include all staff involved in the expanded learning initiative.

MATERIALS NEEDED:

- A copy of the most recent evaluation report
- Sticky notes
- Pens, pencils, and markers
- Flipchart paper

Note to facilitator: Either All participants should have read the evaluation report ahead of time or time should be provided to read it together.

PROCESS:

1. Using data from your most recent evaluation report, work in teams to write about a problem you see that you want to explore. (e.g., attendance numbers are lower than expected, academic outcomes are not at the desired level)
2. Individually, brainstorm hunches and hypotheses about what might be the causes of the problem. Write them on the sticky notes. (e.g., an activity time conflicts with a popular sport, goals of an activity are not clearly articulated up front)
3. Place your notes randomly on a piece of chart paper. Next, categorize your causes and hypotheses under specific themes. Make a section for causes under which you have no control. Make a header for the other categories. (e.g., conflicting activities, qualified staff unavailable)
4. Choose the top cause in each group. Remember to choose causes that you have control over and things that would have the biggest impact on fixing the problem.
5. Discuss briefly the potential interventions that could be implemented to fix the problem. (e.g., changing activity times to minimize conflict, developing and implementing activities with an explicit academic focus)

As befits the size of the staff, this exercise can be completed with the whole group or staff members can be split into smaller groups. If you decide to split the group up, be sure to allow enough time at the end for the groups to report out and share with each other.

COPYRIGHT © 2011 ASIA SOCIETY

advisors & contributors

Ken Anthony, Director of Professional Development, Connecticut After School Network

Michelle Doucette Cunningham, Executive Director, Connecticut After School Network

Janice Hastings, New Hampshire Afterschool Coalition

Liz Nusken, Director, Ohio Afterschool Network

Glen Osborn, Training Director, School's Out Washington

Sanjiv Rao, Executive Director, New York State Afterschool Network

Jill Riemer, Executive Director, Georgia Afterschool Investment Council

Jennifer Siaca, Manager of Policy Initiatives, The After-School Corporation (TASC)