

## Domain 7: Families, Communities, and Partnerships

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

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

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

### **Taking Action: A Sample Action Plan for Indicator #3**

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

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

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

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

## **Asia Society Resources**

Community Connections for Global Learning

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

Higher Education Institutions Can Help Program Afterschool and Summer Programs

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

## **Domain 7: Families, Communities, and Partnerships**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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