Domain 8: Program Evaluation

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

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

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

Taking Action: A Sample Action Plan for Indicator #2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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