

## CHAPTER 2: strategic planning with partner teams



**W**hen 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

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

fundors, 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.

**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

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.

## 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 | <p>Introductions and Overview of Meeting Goals</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Briefly state current vision and mission of school and potential for expanded learning alignment.</li> </ul>  |
| 3:30–4:00 | <p>Rough Overview of Possible Timeline for Planning and Implementation for Program</p> <ul style="list-style-type: none"> <li>• Ideally, when would the program begin?</li> <li>• Use the Sample Timeline (Tool 2) to help determine what needs to happen when.</li> </ul>   |
| 4:00–4:20 | <p>Overview of Data Review Process</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify timeline for process.</li> <li>• Questions to consider and next steps</li> </ul> |
| 4:20–4:30 | <p>Wrap Up</p> <ul style="list-style-type: none"> <li>• Other issues</li> <li>• Assignments and questions to follow up at next meeting</li> <li>• Next meeting date scheduled</li> </ul>   |

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



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

## 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?

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## 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.)*

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## 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

## 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

## 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.

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					

## 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>.
- Colleges 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.



## 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?

## 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 <i>globally competent</i> youth and how your program can help them meet this goal.)
<p><i>Example:</i></p> <p>A local business that provides \$1,000 in funding to your program each year.</p>	<p><i>Example:</i></p> <p>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.</p>	<p><i>Example:</i></p> <p>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.</p>

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 <i>globally competent</i> 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.

## 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		

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:	

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