

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

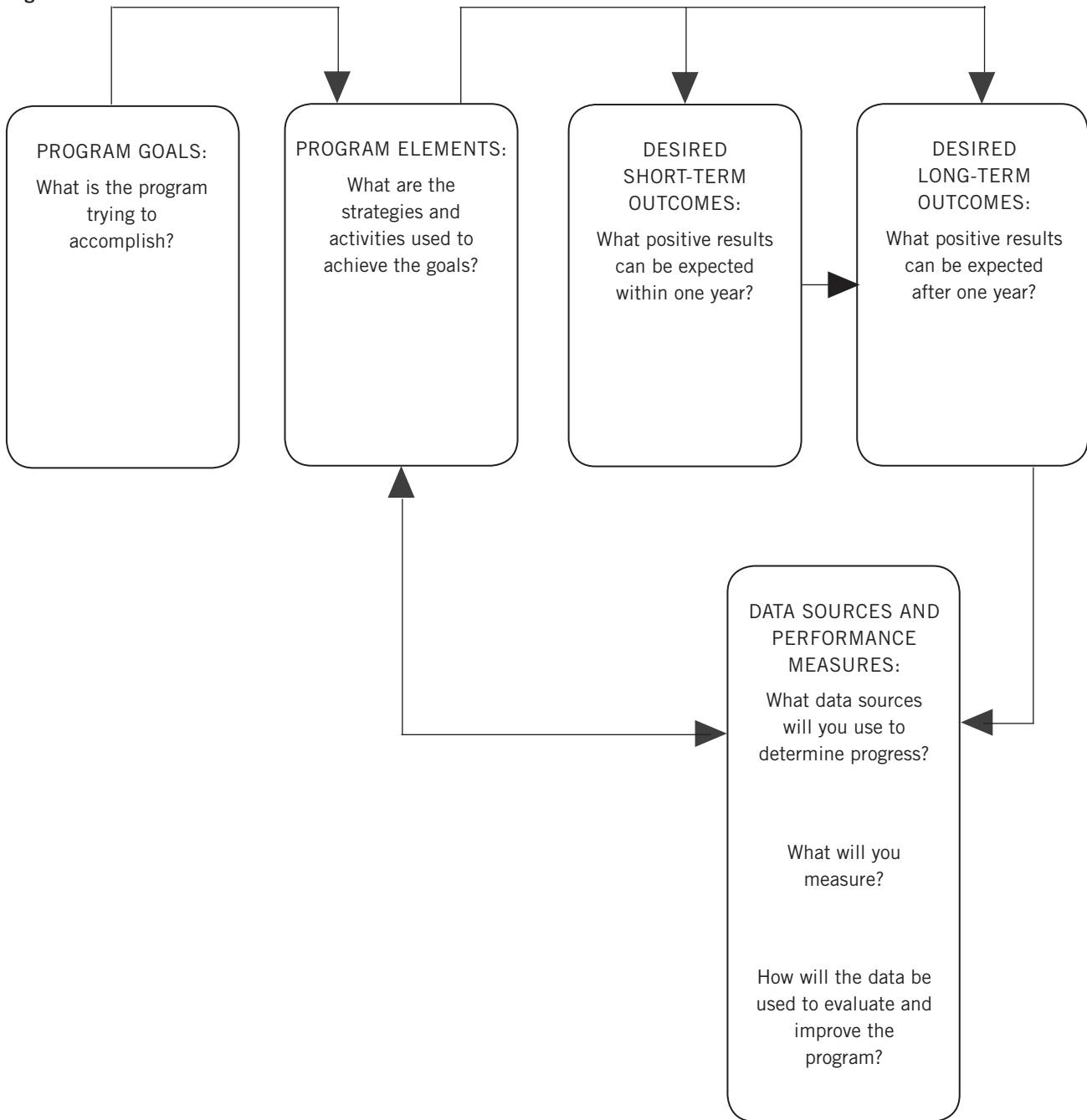
The remainder of this chapter will focus on an introduction to the process and program structures, and on how to keep the implementation plan on track as the planning team continues its work. The details on the staffing, alignment with the school day, and funding will be discussed more thoroughly in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



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

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.

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:

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?

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?

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

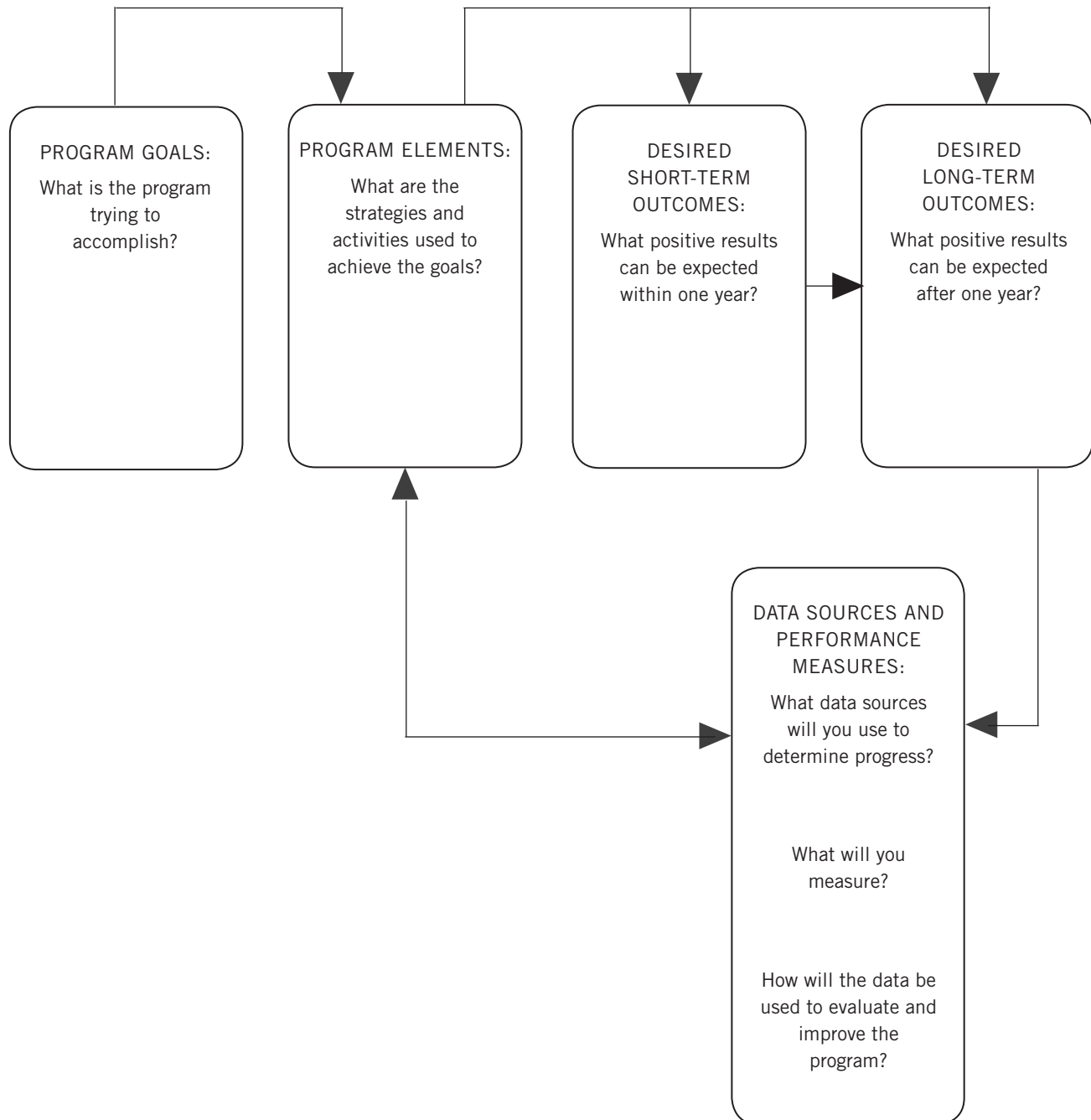
Summary—Key Action Steps Identified *(Action steps can be transferred to action planning Template):*

TOOL 12:
logic model planning

<p>PROGRAM GOALS What is the program trying to accomplish?</p>	<p>PROGRAM ELEMENTS What are the strategies and activities used to achieve this goal?</p>	<p>DESIRED SHORT-TERM OUTCOMES What positive results can be expected within one year?</p>	<p>DESIRED LONG-TERM OUTCOMES What positive results can be expected after one year?</p>	<p>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?</p>

TOOL 13: creating the logic model

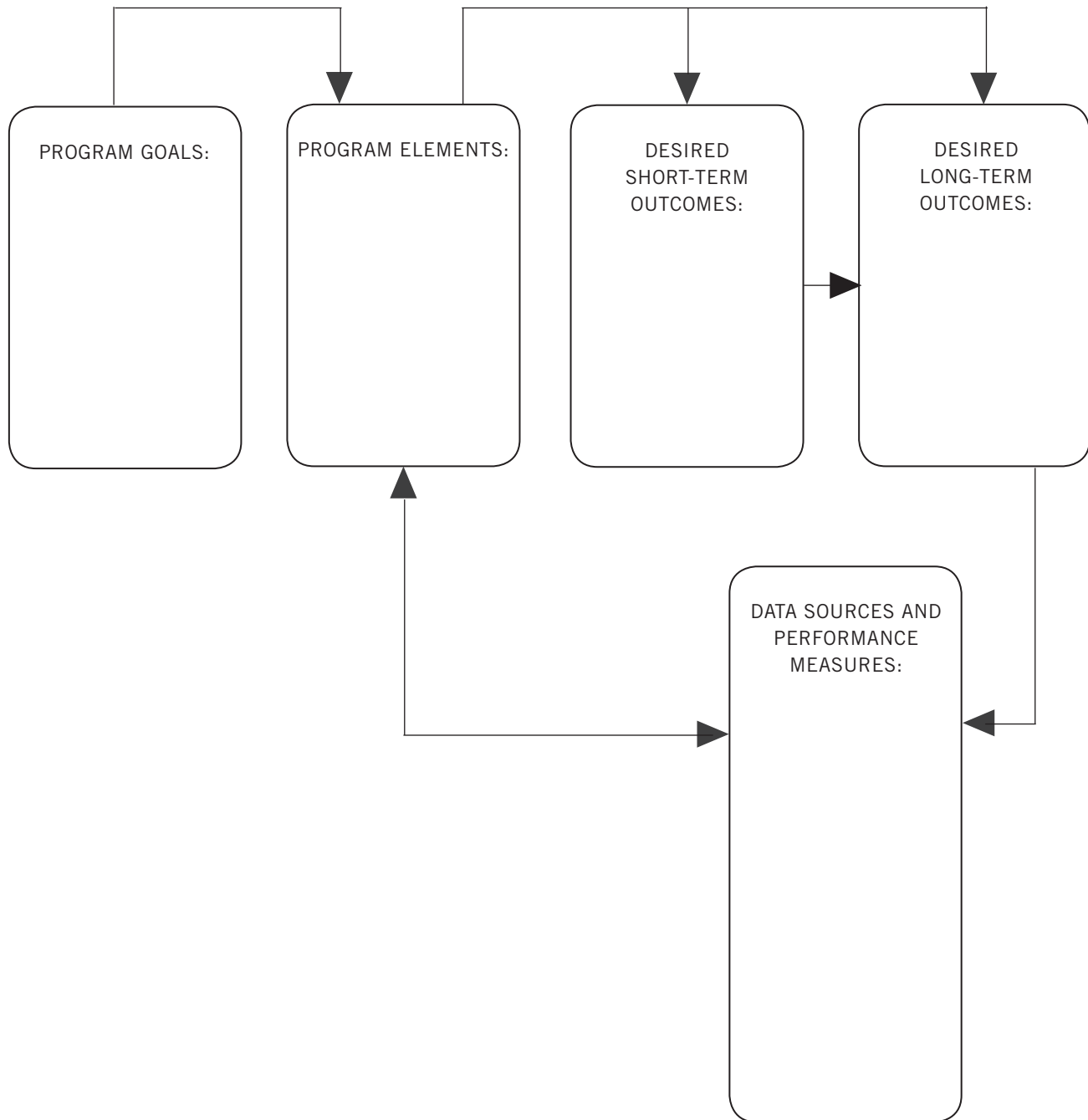
Transfer information from **Tool 12, Logic Model Planning Tool**, to this visual depiction. Then fill in the rest of the chart with your ideas about activities and programs and the measures you will use to show that the program is meeting its goals, both in the short term and in the long term.



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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.



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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 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						

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
<p>Example:</p> <p>Determine which organizations in the community have experience coordinating internship programs.</p>	<p>To provide assistance with the internship coordination for the program and the school.</p>	<p>Planning team</p>	<p>Ongoing for six months (initially) and progress and contacts should be noted at each planning meeting</p>	<ol style="list-style-type: none"> 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

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

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