


5-2015

Engagement and Global Learning through Philanthropy: A Youth Philanthropy Council for International Baccalaureate Students

Erin Gorman

SIT Graduate Institute, erin.gorman@mail.sit.edu

Follow this and additional works at: <http://digitalcollections.sit.edu/capstones>

 Part of the [Community-Based Learning Commons](#), [Education Commons](#), [Educational Sociology Commons](#), [Family, Life Course, and Society Commons](#), [Inequality and Stratification Commons](#), [Place and Environment Commons](#), [Politics and Social Change Commons](#), and the [Service Learning Commons](#)

Recommended Citation

Gorman, Erin, "Engagement and Global Learning through Philanthropy: A Youth Philanthropy Council for International Baccalaureate Students" (2015). *Capstone Collection*. 2761.
<http://digitalcollections.sit.edu/capstones/2761>

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

ENGAGEMENT AND GLOBAL LEARNING THROUGH PHILANTHROPY:
A YOUTH PHILANTHROPY COUNCIL FOR INTERNATIONAL BACCALAUREATE
STUDENTS

Erin Gorman

PIM 71

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

May 18, 2015

Advisor: Dr. Richard Rodman

Consent to Use of Capstone

I hereby grant permission for World Learning to publish my Capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my Capstone by any third party who might access it on the Internet or otherwise.

Student name: Erin Gorman

Date: May 18, 2015

TABLE OF CONTENTS

Abstract.....	1
Introduction.....	2
Program Background	3
Rationale	7
Theoretical Foundations.....	10
Needs Assessment.....	18
Goals and Objectives	22
Program Description.....	23
Curriculum	25
Staffing Plan.....	30
Program Marketing.....	31
Student Recruitment and Selection.....	34
Logistics.....	35
Health and Safety.....	38
Emergency and Crisis Management	39
Budget.....	41
Budget Notes.....	42
Evaluation Plan.....	43
Conclusions and Implications.....	46
References.....	49
Appendix A.....	53
Appendix B.....	54
Appendix C.....	55
Appendix D.....	56
Appendix E.....	57
Appendix F.....	59
Appendix G.....	60
Appendix H.....	61
Appendix I.....	63
Appendix J.....	65
Appendix K.....	67

ABSTRACT

Unprecedented global migration and a flattened global economy have influenced the skills, knowledge, and competencies all high school youth need to be engaged participants and effective workers in the 21st century global economy (Mansilla & Jackson, 2011). Research indicates that many youth, especially those at risk for dropping out of school or from minority and low-income backgrounds, do not have adequate opportunities to develop the global competence and 21st century skills needed for engagement and success in the workforce of the 21st century (Afterschool Alliance, 2010). This paper presents a replicable global learning afterschool program model that will engage minority, at-risk, and low-income students as leaders in their local and global community. It is designed to empower students with the competencies they need to be leaders in the 21st century. Hoover High School is an International Baccalaureate (IB) World School located in Des Moines, IA and site of the proposed program. Hoover serves a diverse student population, with many students considered economically disadvantaged and demonstrate 2 or more risk factors for dropping out of school. The special program design focuses on theories of adolescent social-emotional development, youth empowerment, and experiential education. Participants will engage in a broad range of experiential learning activities that will connect components of the IB curriculum to real-world learning and action. Anticipated results potentially offer international education information and fresh avenues for school, community, and foundation partnerships to advance global learning opportunities for the underrepresented constituencies in education abroad programming.

Introduction

The Hoover Youth Philanthropy Council (YPC) is a weekly afterschool youth program created for ninth and tenth grade Hoover High School students in Des Moines, Iowa. Through this program, students will increase academic and community engagement as well as gain the competencies and skills essential for active participation in the global society of the twenty-first century. The YPC will aim to involve disengaged and ethnic minority youth in their community through intercultural service-learning and philanthropy and provide a learning environment to connect the global contexts and approaches to learning (ATL) of the International Baccalaureate (IB) Middle Years Program (MYP) to action in the real world. The YPC will be co-facilitated by the Hoover High School AmeriCorps Action Advocate member and a Youth Program Facilitator from Community Youth Concepts (CYC). The Mid-Iowa Health Foundation will provide the funding for the program as well as oversight and direction in regards to grant-making.

This capstone paper addresses the need to increase the engagement, twenty-first century skills, and global competence of at-risk, disengaged Des Moines Public School (DMPS) students so they are empowered to connect, collaborate, and compete with peers in their culturally diverse community. Unprecedented global migration and a flattened global economy have influenced the skills, knowledge, and competencies all high school youth need in order to be engaged participants and effective workers in the twenty-first century global economy (Mansilla & Jackson, 2011). DMPS in the state of Iowa is no exception. The demographics of the 32,000 students enrolled in DMPS is rapidly changing as a result of Iowa's open-door refugee policy, the plentiful amount of unskilled labor jobs available in the state, and the movement of white families to the Des Moines suburbs (Vasilogambros & Whiteman, 2014). Today, 55% of DMPS students are ethnic minorities and student families collectively speak more than 80 languages

(Vasilogambros & Whiteman, 2014), in comparison to the 27% ethnic minority student population in 2000 (Des Moines Public Schools, 2011). Many of these students are economically disadvantaged and demonstrate two or more risk factors for dropping out of school, including poor academic performance, disengagement from school, and absenteeism (Vasilogambros & Whiteman, 2014).

Educational institutions and organizations that provide afterschool learning opportunities are increasingly tasked by policymakers to integrate global learning into the curriculum in order to equip youth with the competencies that will prepare them for success academically, in the workplace, and in their communities (New York State Afterschool Network, 2012). In order to become successful in a global age, all students need an array of educational opportunities – both during the school day and beyond – to become globally competent. Research indicates that structured afterschool opportunities are especially important for low-income and minority youth as these students are more likely to disengage from school and may not be able to access global learning opportunities through other activities (New York State Afterschool Network, 2012). This paper focuses on the creation of an afterschool philanthropy council as a method to engage a diverse group of at-risk youth in service-learning and empower them with the knowledge and skills needed to be change agents and active participants in their local and global community.

Program Background

Community Youth Concepts

From 2012 to 2014 I served as a Youth Program Coordinator with CYC. CYC is a nonprofit youth development organization in Des Moines that empowers and mobilizes youth to meet community needs in a manner that not only creates a significant ripple effect across the community, but also prepares youth for success in school, work, and life. CYC offers youth

development programs in service-learning, career-based mentoring, and substance abuse diversion, with the core components of leadership development and community engagement. These programs tend to serve youth who are economically disadvantaged or are otherwise considered at risk.

CYC accomplishes its mission through partnerships with schools and community-based organizations. As a Youth Program Coordinator I was responsible for both managing youth development programs and providing training and technical assistance to schools and youth-serving organizations. Two of my main responsibilities were: (1) to partner with Hoover High School IB staff to train a DMPS AmeriCorps member on how to integrate service-learning projects within the Hoover IB curriculum and; (2) to facilitate a community-based multicultural youth philanthropy board for 15 traditionally underserved students from across Des Moines. The Corporation for National and Community Service (CNCS) provides funding to the DMPS AmeriCorps Program to decrease dropout rates in Des Moines. The Mid-Iowa Health Foundation funds the philanthropy board with the goal of engaging youth in health and leadership issues in the community. The program design and approach of this capstone paper are informed by my work and partnerships from these experiences.

Hoover High School, an International Baccalaureate World School

Hoover High School will be the focus of this study and design because of the current needs of the student population and the school's approach to international education. Hoover High School is an IB World School located in Des Moines, Iowa. Des Moines is an urban capital city of 206,000 people. Part of DMPS, Hoover is one of five public four-year high schools in the city. Hoover serves the most diverse population of students in the state of Iowa and a growing community of youth who receive free and reduced lunch rates (DMPS, 2013). Statistics from

school rates of free and reduced price lunch utilization are used as an indicator of poverty rates of youth served. A majority of Hoover students live in poverty with 66% of Hoover's student body eligible to receive free/reduced lunch (DMPS, 2013). According to the DMPS 2013-2014 Enrollment Report, of the 966 students 36% identify as White, 28% as African American, 15% as Hispanic, 15% as Asian, and 6% as Mixed Race (DMPS, 2013). Hoover houses the largest English Language Learner program of the five DMPS high schools, with 18% of students identifying as English Language Learners (DMPS, 2013). The diversity within the Hoover community presents an enormous opportunity for students to gain global competencies through participation in a structured afterschool program.

Hoover's mission is to integrate a focus of holistic learning, communication, and global awareness into the student learning experience (Hoover High School, 2012). In May of 2014, Hoover received notification by the International Baccalaureate Organization (IBO) that it had attained IB World School status and is authorized to offer the IB Middle Years Program (MYP) to all students in ninth and tenth grades (DMPS, 2014). The IBO is a recognized leader in the field of international education. The mission of the IBO is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (International Baccalaureate Organization [IBO], 2014d). The IBO curriculum provides a framework for Hoover students to develop communication skills, a sense of their own identity and culture, the ability to communicate with and understand people from other cultures, and become independent, self-motivated learners (IBO, 2014a). Hoover is the only school in Iowa to offer the MYP to all students (DMPS, 2014).

The AmeriCorps Action Advocate member at Hoover provides evidence-based service learning programming that creates opportunities for relevant, real-world educational experiences

for students with two or more risk factors for dropping out of school. The member works directly with students and teachers to provide opportunities for service as action in order to decrease dropout rates. Service as action is an integral part of the MYP curriculum. Action (learning by doing and experiencing) and service are shared values of the IB community (IBO, 2014c). Hoover students take action when they apply what they are learning in the classroom and beyond.

The Mid-Iowa Health Foundation

The instructional method of youth philanthropy utilized in the program design of the Hoover YPC is modeled after the Mid-Iowa Health Foundation's community-based youth advisory board and philanthropy initiative I facilitated between 2013 to 2014. The Mid-Iowa Health Foundation is a Des Moines-based organization whose mission is to serve as a catalyst and partner for improving the health of vulnerable people in Des Moines (Mid-Iowa Health Foundation [MIHF], 2010). The foundation works with community stakeholders to employ strategies to help children, prenatal through high school, build resiliency and minimize risk factors that are barriers to healthy development (MIHF, 2010). In 2013, the Mid-Iowa Health Foundation approached CYC with the vision of engaging high school youth as leaders in the community through the development of an afterschool youth philanthropy initiative. Suzanne Mineck, the foundation's president stated, "We believe it is essential that we learn directly from the youth of our community about health needs that they see, and engage them in crafting the responses they believe will be most effective to addressing those needs" (Des Moines Business Record, 2014, para.1).

The school-based afterschool philanthropy program, that is the focus of this design, will use a different approach to increasing student engagement in the community that will expand on

the work of the community-based philanthropy board. As I facilitated the community-based initiative I observed several opportunities and challenges for youth participation and engagement. Recruitment of youth and transportation to and from meetings were two of the main challenges of the community-based program. These challenges will be addressed in the Logistics and Recruitment sections of the school-based philanthropy program design outlined in this paper.

Rationale

Globalization

The flattened global economy and changing demands of work and the unprecedented global migration and the changing nature of neighborhoods, identities, and citizenship illustrate a world in transition and illuminate the need to develop global competence among high school students (Mansilla & Jackson, 2011). The United States needs to prepare a workforce with the capacity to compete in the twenty-first century. Globalization, the traffic of goods, ideas, people and capital around the world, has leveled the playing field for workers all over the world (Coatsworth, 2004). One in five jobs in the United States is tied to international trade and this proportion is projected to increase (U.S. Department of Commerce, 2004). The economies of China, India, and Japan are expected to represent 50% of the world's Gross Domestic Profit within 30 years (Wilson, 2005). Within the United States the majority of jobs require a range of competencies that include professionalism, communication, teamwork, collaboration, critical thinking, and problem solving (Harth, 2012). Yet research shows the majority of workers need significant support to develop these competencies (Harth, 2012). Once in the globally competitive workforce, today's youth need to engage in commerce with other countries, manage employees from diverse backgrounds, and collaborate with colleagues from around the world (The Center for International Understanding, 2005).

Global Migration

Global migration is changing the demographics of classrooms and neighborhoods across the United States (Mansilla & Jackson, 2011). According to data from the Center for American Progress (2014), between 2000 and 2012 there was a 31.2% increase in the foreign-born population in the United States. During this period the immigrant population grew from 31.1 million to 40.8 million people (Center for American Progress, 2014). Des Moines students share their social contexts with people from all over the globe. These youth live in a world in which diversity is the norm and multiple cultures coexist. It is imperative that students learn intercultural skills, understand multiple contexts and traditions, and have multiple opportunities to reflect on their own worldviews in light of others' (Mansilla & Jackson, 2011).

Student Engagement through Afterschool Learning

The Asia Society's Partnership for Global Learning and the Partnership for 21st Century Skills both outline the knowledge and skills that are essential for all students in the twenty-first century. The works of these initiatives inform the goals and objectives of the YPC. The Asia Society is one of the leading educational organizations dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions in a global context (Mansilla & Jackson, 2011). The Asia Society partnered with the Council for Chief State School Officers (CCSSO) to convene a national task that defined global competence as the capacity and disposition to act on issues of global significance (Mansilla & Jackson, 2011). Global competence is the knowledge and skills students need for success in an interconnected world (Mansilla & Jackson, 2011). The following are key elements of global competence (Mansilla & Jackson, 2011):

1. ***Investigate the world.*** Students can investigate the world beyond their immediate environment by asking, exploring, and researching critical questions; framing problems

that are globally significant and relevant in their own community; and conducting well-crafted and age-appropriate research.

2. **Recognize perspectives.** Students can recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully, and identifying how diverse influences can affect people's viewpoints.
3. **Communicate ideas.** Students can communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action.** Students can take action to improve conditions, viewing themselves as players in the world and participating reflectively.

The Asia Society (2011) established Global Leadership Performance Outcomes (GLPOs) and Global Leadership Rubrics to serve as measures for learning goals for the development of global competence. The GLPOs are broken into four categories: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. See Appendix A for the GLPOs identified for tenth grades students and Appendix B for an example Global Leadership Rubric for Investigate the World.

The Partnership for 21st Century Skills (P21) is coalition of businesses, education leaders, and policymakers that aims to position twenty-first century readiness at the center of primary and secondary education in the United States (The Partnership for 21st Century Skills, 2009). This coalition aims for every child in the United States to develop the twenty-first century knowledge and skills to succeed as an effective leader (The Partnership for 21st Century Skills, 2009). The P21 Framework for 21st Century Learning outlines the “twenty-first century student outcomes” essential for success in college, career, and life (The Partnership for 21st Century Skills, 2009). The YPC aims for participants to develop the Four C’s within the “twenty-first century student outcomes”: social and cross-cultural skills; critical thinking and problem solving; communication, collaboration; and creativity and innovation.

Research shows that afterschool programs play a critical role in the healthy development and educational achievement of young people (New York State After School Network, 2012).

This paper focuses on the creation of an afterschool philanthropy council as a method to support the development of global competencies while also pro-socially engaging disengaged, low-income, and minority students in their culturally diverse local and global community. Youth, especially those from low-income and minority backgrounds, require additional structured opportunities outside of the traditional classroom to develop the global competence and twenty-first century skills needed for engagement and success in a global age. The Asia Society (2011) has found that afterschool programs with a global learning framework can help increase youth engagement and build the skills that all young people need to succeed now and in the future. Globally focused afterschool programs enhance global competence, increase academic achievement, complement and deepen school-day learning, build twenty-first century skills, spark engagement, and help foster positive identity (New York State Afterschool Network, 2012). A global approach to afterschool programs provides the academic, social, and emotional development young people need for success in the twenty-first century.

Theoretical Foundations

This program design is grounded in theories of adolescent social-emotional development, youth empowerment, and experiential education.

Social-Emotional Development

The Hoover YPC program design takes into consideration Bronfenbrenner's Ecological Systems Theory and Erickson's Life-Span Development Theory to address the social contexts that influence adolescent development. Urie Bronfenbrenner's (1994) Ecological Systems Theory states that children are embedded in multiple environmental systems that interconnect to influence adolescent development.

Bronfenbrenner's (1994) theory consists of five environmental systems that range from close interpersonal interactions to broad-based influences of culture (Appendix C). The five systems of Bronfenbrenner's (1994) theory are:

- **Microsystem:** A setting in which the individual spends considerable time and has direct interactions with others, such as the student's family, peers, school, and neighborhood.
- **Mesosystem:** The linkages between microsystems, such as the connection between family experiences and school experiences.
- **Exosystem:** The system of experiences in which the individual does not have an active role but still influences the individual's microsystem.
- **Macrosystem:** The cultural context the individual lives in, such as ethnicity and socioeconomic status.
- **Chronosystem:** The sociohistorical conditions of students' development.

This theory emphasizes the interconnections between a child and his or her environmental systems. Family, school, peer group, socioeconomic status, community, culture, and the larger society all affect a child's development as he or she moves towards adulthood. YPC program facilitators need to consider how the YPC will influence students as they move between home, school, and in the community as well as how the different environmental systems of each program participant will influence the goals of the YPC.

Erik Erikson's Life Span-Development Theory presents a developmental view of people's lives in stages (Erickson, 1968). Erickson's theory outlines eight stages of development through the human life span (Erickson, 1968). Each stage consists of a developmental task that confronts individuals with a crisis. The more successfully an individual resolves each crisis, the more psychologically healthy the individual will be. Program participants will be in Erikson's

fifth stage of development known as Identity vs. Identity Confusion. The central task of this stage is to establish a sense of identity (Erikson, 1968). The American Psychological Association (2002) indicates that adolescence is the first time students have the cognitive capacity to consciously sort through who they are, what makes them unique, and where they are going in life. Identity refers to how adolescents see themselves right now as well as the “possible self” – what individuals might become and who they would like to become (Markus & Nurius, 1986).

Culture, including an individual’s ethnicity, values, customs and socioeconomic status, can have powerful influences on identity development (American Psychological Association, 2002). For many participants in the YPC, adolescence may be the first time they consciously confront and reflect upon their ethnicity. Ethnic identity is an aspect of the self that includes a sense of membership in an ethnic group along with the shared values, traditions, and practices related to that membership (Phinney, 1996). A growing percentage of new immigrant students are part of a generation of transnational migrants (Mansilla & Jackson, 2011). Transnational migrants will belong to two or more societies at the same time. These students are likely to remain in contact with their countries of origin and participate in religious, economic, cultural, and political activity in two places (Mansilla & Jackson, 2011). For many immigrant students, healthy adaptation may involve the development of a hybrid identity and dual citizenship, rather than having to choose one nation over another one (Mansilla & Jackson, 2011).

Numerous studies have found that developing a strong ethnic identity is related to positive outcomes such as high self-esteem, higher student engagement, and is a predictor of academic success (Carlson, Uppal, & Prosser, 2000). The social contexts in which youth live influence their identity development. In Des Moines, many ethnic minority youth live in pockets of poverty, are exposed to crime, and interact with individuals who have dropped out of school

or are unemployed. Afterschool programs for youth, such as the YPC, can make an important contribution to identity development by providing a safe setting for youth to explore their identity.

Youth Empowerment

Positive Youth Development (PYD) is an intentional, pro-social approach that engages youth within their schools and communities in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build leadership (Interagency Working Group on Youth Programs, 2014). Research supporting PYD indicates there are certain “protective factors” or positive influences that improve social and emotional outcomes and prevent a variety of risk behaviors (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002). Of the risk and protective factors outlined in the Social Development Strategy, youth opportunities for pro-social involvement in their community is the only protective factor that counters all risk factors (Arthur et. al., 2002). Pro-social involvement in the community is understood to be opportunities to interact with community members and give back to society through service. The YPC will meet the need of youth to counter risk factors with the protective factor of pro-social involvement in community. Youth philanthropy is chosen as the opportunity for pro-social involvement in the community because of its proven results and cumulative impact on one’s self and community.

Youth philanthropy is a strong youth development tool because of its ability to provide the setting, skills, context, and experience necessary for youth to gain protective factors and prevent disengagement. The YPC is rooted in PYD and the Di Benedetto’s (1992) Model for Youth Empowerment. Youth Empowerment refers to a process through which adults begin to

share responsibility and power with young people. Empowerment is an effective strategy for providing young people with opportunities to develop the competencies and self-esteem they need to become successful contributing members of their communities (Pittman & Wright, 1991). Di Benedetto identified the following as factors influencing their feelings of empowerment: intellectual challenge, shared power, and emotional nurturance (Di Benedetto, 1992). Programs and organizations aimed at empowering youth give young people the skills, knowledge, access to resources, and decision-making power to change the world (Association of Fundraising Professionals [AFP], 2007). The YPC will empower youth by providing youth with: the tools they need to participate in critical analysis of the issues, identify issues they consider most important, exercise power by making decisions concerning how to address issues, and express opinions in a safe, appreciative environment (Pollack & Fusoni, 2005).

Experiential Education

Experiential education has theoretical roots with American educators John Dewey and David Kolb. John Dewey (as cited in Cone & Harris, 1996) rejected the notion that education was an accumulation of knowledge and instead argued that education was about developing student judgment, a skill necessary for participatory democracy (Dewey, 1938). The theory that has guided the development of experiential education in recent years is the Experiential Learning Theory (ELT) proposed by David Kolb (1984). The Experiential Learning Theory (ELT) examines the role that experience plays in the learning process (Kolb, Boyatzis, & Mainemelis, 1999). The ELT defines learning “as a continuous process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p. 41).

Kolb (1984) developed the Experiential Learning Model to outline the experiential learning process (Appendix D). In order to transform an experience into knowledge, learners must begin with their own concrete experience, then engage in reflective observation, move to a stage of abstract conceptualization in which they begin to comprehend the experience, and then engage in active experimentation of the concepts (Kolb, 1984). For effective learning to occur, the learner must experience each stage of the cycle – experiencing, reflecting, thinking, and acting (Kolb, 1984). Kolb’s model helps experiential educators develop an awareness of the role of reflection in relating the world of concrete experiences to abstract theories (Cone & Harris, 1996).

Experiential education is experiential learning through programs and activities structured by others (Smith, 2003). An experiential educator’s role is to use the principles of Kolb’s ELT to organize and facilitate experiences that require the learner to take initiative, problem solve, and reflect (White, 2006). The ELT can be used as a framework for curriculum design and instructional methodologies (Kolb, Boyatzis, & Mainemelis, 1999). Experiential education informs instructional methodologies in which educators engage learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop student’s capacity to contribute to their communities (Cone & Harris, 1996).

Service learning.

Service-learning is a form of experiential education where new knowledge is formed through a cycle of action in the community and reflection. Service-learning, as it will be referred to in this paper and as defined by the Corporation for National and Community Service, is “a teaching or learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen

communities” (Education Commission of the States [ECS], 2013, p. 6). Students involved in service-learning experiences apply their learning to community problems, and at the same time, reflect upon their experiences as they seek to achieve objectives for the community and a deeper understanding of themselves (Eyler and Giles, 1999). Service-learning encourages students to be more self-reflective about who they are, what they value, and the reasons for their values.

The YPC design and approach is informed by research and best practices for service-learning and school-based youth philanthropy programs. The YPC will utilize the evidence-based K-12 Service Learning Standards for Quality Practice and the five-stage evidence-based IPARD/C (investigate, plan/prepare, action/implement, reflect, demonstrate/celebrate) service-learning model. Developed in 2008 by the National Youth Leadership Council from decades of research on effective service learning practices, Service-Learning Standards include: meaningful service, link to curriculum, reflection, diversity, youth voice, partnerships, progress monitoring, and duration and intensity (Service-learning Northwest). IPARD/C is an educational best practice framework that students use to investigate and take action upon social issues in the community (Youth Service America, n.d.).

Youth philanthropy.

The philanthropy education resource Learning to Give, defines philanthropy as: giving time, talent, treasure, and taking action for the common good (n.d.). For the purpose of this paper, youth philanthropy programs are defined as those in which youth develop knowledge of and participate in the formal practice of philanthropy, specifically grant-making (Youth Leadership Institute [YLI], 2011). Youth philanthropy is one of the most genuine expressions of youth development a community can engage in (YLI, 2011). Philanthropy programs provide supports, skills, connections to the community, and opportunities for young people to build

relationships with peers and adults (YLI, 2011). The YPC will provide evidence-based service-learning programming to increase student engagement now and in the future. According to a report by the Corporation for National and Community Service, students who participated in service-learning reported that they thought they could make a great deal of difference in their communities, took a greater interest in current events, talked more about politics than nonparticipating peers, and were more likely to volunteer as adults.

Global learning and twenty-first century skills.

The intended outcomes of the majority of service-learning programs have expanded to include not only community engagement, but also twenty-first century skills (Ryan, 2012). The National Center for Learning and Citizenship (NCLC) at the Education Commission of the States (ECS) collected data to support that “high quality service-learning has a statistically significant and positive relationship with students’ acquisition of twenty-first century skills (ECS, 2013, p. 3). Through high quality service-learning experiences, “students have opportunities to develop their critical thinking and problem solving skills, to work within groups developing communication and collaborative skills, and to utilize their unique abilities in creative and innovative ways.” (ECS, 2013, p. 3).

The YPC will increase student engagement today and in the future through best practices in intercultural service-learning and youth philanthropy. An intercultural service-learning project is a vehicle for bringing together two or more groups of young people from different ethnic, cultural and/or social backgrounds to learn about each other’s views and experiences while serving the community (Youth Service America, n.d.). When service-learning and intercultural learning are combined, young people are able to contribute their time and talent from the perspective of their own diverse backgrounds (Youth Service America, n.d.). As students

increase their awareness and understanding of different people and cultures, they will be better equipped to identify and generate meaningful solutions to community needs.

Needs Assessment

The need to engage Hoover youth in dropout prevention strategies arose through conversations with stakeholders at DMPS and my experience serving as CYC's AmeriCorps School-Based Service-Learning Coordinator for the DMPS AmeriCorps Program. In 2012 DMPS staff and CYC staff engaged in exploratory conversations in regards to best practices for engaging students to decrease the DMPS dropout rate. DMPS in collaboration with CYC and Big Brothers Big Sisters (BBBS) investigated the needs of the DMPS student population and potential strategies to achieve the desired outcome of decreasing the dropout rate within DMPS.

DMPS collected data on the demographics of its student population. DMPS serves over 32,000 students, many of who are economically disadvantaged and demonstrate two or more risk factors for dropping out of school (DMPS, 2013). Research shows that no single factor predicts if a student will drop out of school; however, a combination of risk factors is implicated, including poor academic performance, disengagement from school, absenteeism, and dropout rates (Lippman & Rivers, 2008). The more risk factors demonstrated by a student in late elementary and middle school, the less likely he or she is to graduate from high school (Balfanz, Herzog, et al., 2007; Kurlaender, Reardon, et al., 2008; Rumberger & Lim, 2008; Zau & Betts, 2008). The breakdown of 8,700 DMPS students with two or more risk factors is as follows: 12% (1,863) of elementary students; 31% (2,144) of middle school students; and 53% (4,700) of high school students (DMPS AmeriCorps Program, 2012). Students who drop out of school face significant consequences; research indicates students are eight times more likely to commit

crimes, are twice as likely to live in poverty, and earn \$1,000,000 less than their graduating peers over their lifetimes (Alliance for Excellent Education, 2011).

CYC gathered data from the Iowa Youth Survey (IYS) on students' behaviors, attitudes, and beliefs, as well as their perceptions of peer, family, school, neighborhood, and community environments. The IYS is conducted with students in the sixth, eighth, and eleventh grades attending Iowa public and private schools. DMPS is located within Polk County. In the 2012 IYS, 51% of Polk County youth reported living in unsupportive neighborhoods, 32% reported a lack of family support, 54% spent no time volunteering and 19% spent no time in extracurricular activities (Iowa Consortium for Substance Abuse Research and Evaluation, 2012). Of eleventh graders in Polk County, 24% reported that they feel that adults do not care about people their age (Iowa Consortium for Substance Abuse Research and Evaluation, 2012). For the purposes of this program design, youth disengagement is defined as when youth no longer consider themselves attached and connected to their school, work, community, or family and exhibit problem behaviors (i.e. violence, delinquency, school behavior referrals, school dropout). Risk factors such as poverty, low neighborhood attachment, and economic deprivation increase the likelihood of disengagement (Lippman & Rivers, 2008).

The National Dropout Prevention Center (2014) has conducted research on the strategies that make a positive impact on the dropout rate at all education levels and environments throughout the nation. From this research, 15 strategies have been identified as most proven and effective for helping all students graduate and succeed in life, including the intervention of service-learning (National Dropout Prevention Center, 2014). Research by Billig (2011) demonstrates an evidence base for service-learning as an intervention for youth disengagement. Billig (2011) found that students who participate in service-learning programs are more likely to

increase achievement, score higher on standardized tests, improve school attendance, decrease school disciplinary referrals, master course content, improve problem-solving skills, and increase their understanding of cognitive complexities.

In 2013 DMPS in partnership with BBBS and CYC applied for and was awarded CNCS funding to implement the DMPS AmeriCorps State Program to address the problem of youth disengagement in Des Moines. As the nation's largest grantmaker for service and volunteering, CNCS provides AmeriCorps grants to local organizations committed to using service to address critical community needs (CNCS, 2014). The DMPS AmeriCorps Program is a three-pronged dropout prevention approach to improve students' academic performance and engagement, ultimately decreasing the dropout rate. Through this approach AmeriCorps members provide reading and math tutoring at 38 elementary schools to increase academic performance; school-based mentoring for sixth grade students at 10 middle schools in partnership with BBBS to increase school engagement; and service-learning programming at eight IB schools in partnership with CYC to increase school engagement and provide opportunities for real-world learning. Through this grant I was tasked with serving as the AmeriCorps School-Based Service-Learning Coordinator to integrate service-learning best practices within DMPS IB schools. It was my responsibility to train AmeriCorps members on how to engage students as well as how to design, implement, and lead service-learning programs connected to the IB curriculum.

Over the past 25 years, there has been a rise of youth philanthropy initiatives grounded in the principles of service-learning within the United States and around the globe. This growth appears to be concentrated in only a few states including Indiana, Michigan, Ohio, and a few others. Youth philanthropy currently has a very small presence in Iowa, with only a few initiatives scattered across the state. Along with the uneven geographic distribution of youth

philanthropy, diversity among participants is limited. The majority of youth philanthropy participants are drawn from traditional leadership circles, whom are white females, and come from households that earn more than \$60,000 a year (YLI, 2011). The report indicates low-income and ethnic minority youth need increased representation in the youth philanthropy movement (YLI, 2011). The lack of diversity in youth philanthropy is mirrored in adult philanthropy and engagement. The ethnic diversity of staff and boards of foundations as well as grants and grant dollars targeting minority populations has not seen a steady increase, even as the diversity of the United States and its interdependence with global communities continues to increase (Chao, Parshall, Amador, Shah, & Yanez, 2008).

At-risk youth at Hoover need opportunities for engagement in their community that will help to build the competencies they need to be leaders in the twenty-first century. Research indicates that pro-social involvement is a key factor in positive outcomes for youth. Afterschool programs that include opportunities for pro-social involvement in the community supports the broader need to increase student performance and decrease dropout rates in Des Moines. Pro-social involvement that is connected to the development of global competence and twenty-first century skills and the broad program objectives of the MYP curriculum will help students' strengthen the knowledge, skills, and abilities that are essential for success at Hoover High School and beyond. With increased academic and community engagement long-term, it is anticipated that students will be more likely to graduate from high school and more prepared to enter the workforce as adults. In addition, this will support the need to increase the diversity of individuals working to address the local, national, and global issues of the increasingly diverse and interconnected communities of the twenty-first century.

The proposed program design emerged as I worked closely with the Hoover AmeriCorps member and Hoover MYP Coordinator to implement service-learning projects at Hoover. Together we observed a barrier for the engagement of students in service-learning and a need to provide a framework to support the AmeriCorps members to intentionally engage at-risk students in service outside of a typical classroom setting. The service-learning framework will also address the need to provide support to students for the implementation of the IB MYP Personal Projects. During this same timeframe, the Mid-Iowa Health Foundation approached CYC with the desire to engage youth in community health philanthropy.

Goals and Objectives

Program Goal and Objectives

Goal: The primary goal of the YPC is to create a sustainable, replicable program model that increases academic success, community engagement, and global competence of at-risk students at Hoover High School.

Objectives:

- Implement a replicable, sustainable afterschool program by September 2015 that provides a learning, healthy, safe, and appreciative program environment as evidenced by the Youth Program Quality Assessment in November 2015 and March 2016
- Increase new program capacity to engage 25 students by Fall 2015 (where a minimum of 80% of the participants have two or more dropout risk factors, as indicated by the school's Early Indicator System)
- Increase intra-school collaborations and school-community partnerships by Fall 2016 to provide mutual benefits of IB service as action, global contexts, and approaches to learning

Participant Goals and Objectives

Goals: YPC aims for student participants to have a global learning experience that leads to an increase in global competence and twenty-first century skills to prepare participants to enter the workforce of the twenty-first century.

Objectives:

- Increase academic success and community engagement as measured by 80% of participants achieving increased hours of service in the community, increase in school attendance, increase in connection to the community, and decrease in behavior referrals by May 2016
- Increase participant ability to recognize emic and etic perspectives of self and others, individually, within the community, and cross-culturally by May 2016
- Increase participant capacity to work collaboratively in health, service-learning and global teams by May 2016
- Increase participant competence in global leadership and twenty-first century skill areas by May 2016

Program Description

To attain the aforementioned goals and objectives, the program design applies best practices in service-learning, youth philanthropy, and youth development programming. The YPC will be designed as a weekly, intercultural service-learning and grant-making afterschool program to increase the engagement, twenty-first century skills, and global competence of at-risk, disengaged students. Students will engage in their community through grant-making and action projects. Skill-building workshops on topics related to philanthropy and experiential

activities on topics related to teamwork, leadership, culture, and identity will complement learning from grant-making and action project components.

Potential Participants

The participants of the YPC will be ninth and tenth grade students, between the ages 14 and 16, enrolled at Hoover High School. The YPC Advisor and Co-Advisor will work with DMPS staff to intentionally engage students with two or more risk factors for dropping out of school and students with a variety of perspectives and backgrounds including economically disadvantaged youth, minority youth, youth that are at-risk of disengagement from school, and youth who are not otherwise engaged in other youth development opportunities. This population of students was selected because this is the population of students identified through the DMPS AmeriCorps Program as having the greatest need for opportunities for increased academic and community engagement. The YPC will strive to create a diverse and inclusive program environment with membership that is representative of the school community.

Program Scope and Timeline

A timeline for delivery of the program is located in Appendix E. Following notice of approval for funding from the Mid-Iowa Health Foundation, staff will prepare for program implementation beginning in the summer of 2015. During July and August program logistics will be finalized including: the program schedule and curriculum; program meeting space; recruitment, application, and marketing materials; and final staff selection. Student recruitment will begin in September with applicants selected by the end of the month. The program year will commence in early October with a family/student orientation to introduce the staff, goals, and expectations of the YPC. CYC staff, DMPS staff, and representatives from the Mid-Iowa Health Foundation will participate in the orientation. Beginning in October 2015 through May 2016 the

YPC will strive to meet a minimum of once per week, for at least 25 weeks. Programming will be held from 1:15 PM – 3:15 PM on Wednesday afternoons at Hoover High School.

The program year will conclude with events to recognize and celebrate the accomplishments from the year. Events will include (1) YPC students will present their funding recommendations to the Mid-Iowa Health Foundation Board of Directors and (2) a YPC Student Showcase planned by student participants and the Mid-Iowa Health Foundation to announce the grant recipients and to demonstrate students' Action Projects from the year. Participants will be expected to attend a majority of meetings and service-learning activities in order to participate in recognition and celebration events. The month of June 2016 will be devoted to program evaluation.

Curriculum

Middle adolescent learners need a learning environment that provides novelty, opportunities to use and acquire new skills, opportunities to direct their own learning, a direct application of learning to their own lives (relevance), acknowledgment and recognition, the ability to utilize a variety of resources in the learning environment, social interactions with peers, and clarity in expectations. The social-emotional development and learner needs of the program participants will be met through instructional methodologies informed by the theoretical frameworks of experiential learning, positive youth development, and youth empowerment. Over the course of the program year, participants will engage in a broad range of learning activities that will connect them to their community as well as provide opportunities for global learning and the development of twenty-first century skills. Program themes will include: Philanthropy and Service; Local and Global Health Issues; Culture and Identity; and Leadership and

Teambuilding. These themes will influence the design as well as be interwoven into the core program components.

The core components of the YPC curriculum will be (1) the Interactive Meeting Format, (2) grant-making, and (3) Team Action Projects.

Interactive Meeting Format

The Center for Teen Empowerment's Interactive Meeting Format will serve as a framework for the structure and facilitation of the weekly YPC meetings. Intentional application of the interactive methods will support the achievement of the learning objectives. The six components of the Interactive Meeting Format offer an experiential approach to group facilitation that emphasizes interactive modes of work, communication, and learning activities as a means of creating a caring and safe environment where everyone's voice is heard (Pollack & Fusoni, 2005). Team-building, skill development, and decision-making are essential aspects of this approach. The interactive methods will help to bring out participants' thoughts, feelings, and experiences thereby increasing participants' investment and engagement in finding solutions to health issues in the community (Pollack & Fusoni, 2005). This format will help the advisors integrate learning activities for diverse learning styles, focus on community building so that collaboration becomes a group norm, make clear to all participants that their participation and voices are valued, and build positive student-advisor relationships (Pollack & Fusoni, 2005). The basic outline and components of the Interactive Meeting Format are located in Appendix F.

Grant-making

One of the core components of the YPC will be to engage youth in philanthropy in Des Moines. Philanthropy both facilitates and fosters youth development by engaging students in intentional serving and awarding of funds for the good of their community. Participants will

engage in service-learning by functioning as a youth grant-making council and dispersing \$2,000 in grant funds to the community. The participants will be tasked with providing grant recommendations to the Mid-Iowa Health Foundation to improve the health and well-being of children and youth in Des Moines. Over the course of the program year participants will work together to:

- Identify health issues of concern to youth in their community by surveying peers
- Prepare a Request for Proposals (RFP), also known as a grant application, that will be marketed to Des Moines nonprofit organizations that serve youth
- Review submitted grant applications and conduct site visits to learn about each program
- Decide which programs should receive a portion of the \$2,000 in grant funds and for how much
- Present recommendations to the Mid-Iowa Health Foundation Board of Directors for their approval
- Present the grants during a public ceremony
- Develop a YPC Grant Evaluation to help assess the grant recipient outcomes

Participants will increase their awareness of the Des Moines community and how to investigate community needs through participation in three philanthropy focused skill-building workshops facilitated by guest speakers. The Mid-Iowa Health Foundation staff and additional community leaders will serve as guest speakers to educate participants about philanthropy, grant-making, and community foundations. Participants will learn about: the role of philanthropy; how to conduct a community needs assessment to identify grant priorities based on community needs; the basic elements of the grant process; and the impact of health issues on a community.

Participants will participate in an experiential Grant-making Simulation to increase their understanding of philanthropy and the grant-making process. Existing youth philanthropy curriculum resources and best practices will serve as references for learning activities to engage youth in philanthropy.

Team Action Project

Another core component of the YPC will be an Action Project to provide a hands-on opportunity for youth to influence an issue they are passionate about. Participants will work collaboratively in teams of four or five students to plan and implement an IPARD/C service-learning project to take action on a health issue that is relevant to youth in Des Moines and is globally significant. The Action Project will engage students in connecting the concepts of the IB curriculum to real-world learning and service. Participants will work in teams to explore local and global health issues and design and implement plans of action to impact a health issue of their choice.

The Action Project will be modeled after the IB MYP Personal Project. The Personal Project is a mandatory, independent, major interdisciplinary project for students during grade 10 of the IB MYP. The Personal Project is an opportunity for students to consolidate and showcase the learning they have done over the five years of the MYP. The Personal Project encourages students to develop an area of personal interest while enabling students to practice and strengthen ATL skills, principled action, global engagement, and to engage in practical exploration through a cycle of inquiry, action, and reflection. Completion of the Action Project will reinforce the YPC learning objectives as well as help participants build competence and confidence for completion of the IB Personal Project.

At the beginning of the semester participants will brainstorm key health issues in their community and school. Participants will then place themselves in teams of students based on health topics of shared interest. As a team, the students will choose one IB global context that is relevant to their health issue that will serve as the context for their Action Project, the ATL skills they will apply to complete the project, and the ATL skills they will develop throughout the

project. Global contexts serve as “lenses” through which IB students explore ideas and apply their knowledge to real world problems. See Appendix G for descriptions of Global Contexts and ATL skills.

The YPC Advisors will guide the teams to make connections between the local identified issues to broader global issues and themes. Each team will brainstorm how to link their local action project to a global action project using their chosen global context. YPC Advisors will facilitate the stages of the IPARD/C service-learning cycle as students set manageable project goals and take action to impact a health cause or need in their local and global community. Teams will investigate their issue and identify local resources and potential partners to connect their issue and action project to a global issue. Resources and partners may include Iowa Sister States, Rotary Clubs, Drake University, and internationally focused organizations in Des Moines. Teams will engage in real-world action projects with the expectation that their work will result in meaningful learning and positive changes in their school and community. Each team will receive \$100.00 in funding from the Mid-Iowa Health Foundation to implement their project. Teams will be allowed to fundraise if they feel additional funds are needed. Participants will have the opportunity to demonstrate their learning and increase awareness of the local/global health issues chosen for the Action Projects by delivering presentations during the YPC Showcase end of year grant announcement celebration.

Culture and Identity

Learning activities to facilitate the exploration of identity and culture-general learning will be integrated throughout the program. Students will participate in a minimum of nine experiential learning activities on topics of culture, identity exploration, and leadership. Activities will initially focus on one’s own culture in order to provide a safe environment for

students to explore their own culture and identity. Intercultural topics explored throughout the year will include perception, communication styles, nonverbal communication, and cultural values. Intercultural simulations and exercises will serve to provide an experiential approach to learning about culture. By increasing their understanding of culture and identity students will increase their ability to investigate the world, recognize perspectives, communicate ideas, and take action on issues that matter to them both at school and around the world.

Staffing Plan

CYC will collaborate with Hoover High School staff to coordinate and staff the YPC. CYC will bring knowledge of experiential education, youth philanthropy, and positive youth development while Hoover will bring expertise of global learning and the MYP curriculum. The YPC staff leadership team will consist of: CYC Executive Director, CYC Youth Program Facilitator, CYC Service-Learning Program Coordinator, Hoover AmeriCorps Action Advocate member, and Hoover Middle Years Program (MYP) Coordinator. The CYC Executive Director will provide overall guidance for grant management as well as conduct program assessment. The CYC Service-Learning Coordinator will provide ongoing training to the Youth Program Facilitator and the DMPS AmeriCorps Member as well as assist with monitoring and evaluation of the YPC. The Youth Program Facilitator will serve as the lead YPC Advisor and will manage all recruitment, selection, programmatic and logistics arrangements, including coordination of all guest speakers and service project partner organizations. The DMPS MYP Coordinator will provide ongoing support in regards to linking the YPC curriculum to the IB curriculum as well as assist with recruitment and evaluation. The DMPS AmeriCorps Member will serve as the YPC Co-Advisor and assist the Youth Program Facilitator in overall management of the program. Additionally, YPC staff will regularly collaborate with Mid-Iowa Health Foundation staff to identify volunteer guest speakers

and community agencies to assist in educating youth about philanthropy and other program themes.

The Advisor and Co-Advisor will partner to plan program logistics, develop curriculum, recruit youth for the program, distribute and collect releases for student participation, facilitate weekly programming, market the program to develop partnerships, and collect data on program outcomes. The Advisor will have primary responsibility for oversight of grant-making and maintaining communication with the Mid-Iowa Health Foundation. The Co-Advisor will be based at Hoover and serve as a liaison with school staff in order to integrate classroom learning into the YPC and provide relevant real-world educational experiences for students.

The Service-Learning Coordinator and MYP Coordinator will work with the Advisors to design a curriculum that meets the goals and objectives of the YPC as well as provide support in regards to budgetary oversight, program evaluation, and crisis management. The Service-Learning Coordinator will provide the YPC Advisors training on best practices in service-learning and positive youth development programming as well as assist in identifying community needs and building community partnerships. The MYP Coordinator will support the Advisors in participant recruitment and help to integrate the global contexts and approaches to learning into the YPC curriculum. Job descriptions containing detailed responsibilities and qualifications for the YPC staff leadership team are located in Appendices H, I, J, and K.

Program Marketing

Marketing and promotion efforts will focus on recruiting and announcing new members, announcing grant priorities and the grant application process, announcing the grant award recipients, raising awareness of YPC service-learning events, and publicizing the year-end YPC Showcase. Additional goals for marketing will include raising awareness of the YPC at Hoover

and in the Des Moines community as well as increasing community involvement and support. The YPC staff will aim to include participants in the majority of marketing efforts. Involving the youth in marketing efforts will empower the youth, offer a unique perspective to promotional materials, and provide skill-building opportunities for youth to increase their communication, public speaking, networking, and writing skills.

A variety of promotion strategies will be used to recruit 25 students. The primary recruitment strategy will be nominations from Hoover teachers and staff, but an array of additional strategies will be used to market the program to students. The YPC staff will create and post flyers around the school that describe the YPC and invite students to submit an application. An informational table will be set-up during lunch hours and staff will attend ninth grade seminar classes to promote the opportunity and allow students to meet program staff and ask questions. The opportunity will be publicized to students during morning announcements and in the school newspaper. The YPC staff will request the YPC be listed as a Hoover Student Organization in the 2015-2016 Hoover High School Parent and Student Handbook. Following the first program year, members from the previous year will assist with recruitment.

Social media will be utilized during recruitment and throughout the year to share program updates and publicize grant opportunities. The Advisor will manage a Facebook page and a Twitter account for the YPC. CYC's Facebook and Twitter accounts will also be used to share and publicize program updates and opportunities. Participants will collaborate with the DMPS Communications Officer to promote the YPC on Hoover's Facebook page and Twitter account as well as on DMPS TV, an educational channel that features news and information about Des Moines Public Schools. Photos and video footage will be taken during meetings and events to be shared on social media and used later in promotional and future recruitment materials.

A webpage designed specifically for the program will be created on CYC's website and linked to the Mid-Iowa Health Foundation's website in order to increase awareness and communicate information about the YPC. The YPC webpage will be used to communicate information about the YPC to potential applicants, announce new members, share materials and updates for the grant application process to community organizations, and increase awareness of the YPC's involvement in the community. This webpage will also contain a blog for current members to share updates about the YPC and their experiences throughout the year. Members will be asked to submit blog entries that document their experiences as a member and provide program updates.

A quarterly newsletter will be emailed and/or mailed to parents and the Mid-Iowa Health Foundation staff as well as be posted on the YPC webpage. The purpose of the newsletter is to update parents, the Mid-Iowa Health Foundation, and interested community members on current YPC activities and events. Students will assist in the creation of the newsletter. A "Year at a Glance" report will be compiled by members and distributed in June to provide stakeholders with an overview of highlights from the year. Members will also be tasked with creating promotional materials including a logo, business cards, and a t-shirt design to help visually promote the YPC around Hoover and in the community.

The Advisor will encourage students to take the lead in initiating contacts with local media throughout the program year. Press releases will be sent to local media to announce grant priorities, the grant application process, and the grant award recipients. Students will work with the DMPS Communications Officer and the Mid-Iowa Health Foundation to invite local media to events. Prior to all media releases, content will be sent to the Mid-Iowa Health Foundation

staff for review and approval. Media Consent and Release Forms will be distributed to all participants for review and signature by the participant and a parent/guardian.

Student Recruitment and Selection

The recruitment plan addresses the goal of engaging at-risk, disengaged ninth and tenth grade students at Hoover High School. The primary recruitment strategy will be nominations from Hoover teachers and staff. The Co-Advisor will request nominations from DMPS SUCCESS Case Managers, Learning Services staff, school guidance counselors, and ninth and tenth grade seminar teachers in order to identify and recruit: minority students, students who are not engaged in other youth development or afterschool program opportunities, and students with two or more dropout risk factors, as tracked through the school's Early Indicator System (EIS). DMPS SUCCESS Case Managers and Learning Services staff will identify students at risk of dropping out through analyzing EIS Reports. EIS Reports track attendance, grades, achievement, and discipline/behavior issues in order to identify students who exhibit two or more dropout indicators. YPC staff will contact nominated students, speak with them about the opportunity, and invite the student to complete an application.

Along with targeted recruitment, additional recruitment strategies will be utilized in order to promote the program opportunity to all ninth and tenth grade students. As part of the recruitment process, the Co-Advisor will post flyers around Hoover with a description of the program, promote the opportunity during daily school announcements, promote the opportunity to students during lunch periods, and present to the "Community and Service" ninth and tenth grade seminar classes. Once the YPC is operational, existing members will assist in the recruitment process.

Applications will be distributed to students during the recruitment phase as well as be located in the main school office. The application will provide an overview of the YPC and information on member duties and responsibilities, the meeting schedule, and the selection process. Applicants will be interviewed in-person by the Advisor and Co-Advisor. Following the interview phase, the Selection Committee will meet to select 12 to 13 students from both ninth and tenth grades for a total of 25 student participants. The Selection Committee will consist of the YPC Advisor and Co-Advisor, CYC Service-Learning Coordinator, and the Hoover MYP Coordinator. If there is limited space the committee will take into consideration nomination letters and the ability of applicants to commit the time and energy for participation. Reasonable effort will be made to ensure that selected applicants are representative of the Hoover student population. Letters of acceptance and declination will be sent to all applicants and his/her parents/guardians. Advisors will call accepted students and mail congratulatory letters of acceptance along with an Acceptance Packet. This packet will include mini-biographies of program staff, information on the date, time, and location of the orientation session, the meeting schedule for the year, and waivers and agreement forms to be signed by parents/guardians and the student.

Logistics

Ongoing communication between CYC, Hoover High School, and the Mid-Iowa Health Foundation will be integral to the successful planning and implementation of the YPC.

The orientation will occur at the end of September prior to the first meeting of the year. The orientation will provide an opportunity for both parents and students to learn the history, goals, and objectives of the YPC as well as meet the YPC staff and program partners. The roles, responsibilities, and expectations of council members and facilitators will be reviewed and the

meeting schedule will be shared. YPC staff will collect any completed permission forms. The Mid-Iowa Health Foundation will provide a broad overview of their work in the community and their vision for engaging youth through philanthropy.

Meetings will be scheduled for Wednesday afternoons, October 2015 – May 2016, from 1:15 PM – 3:15 PM at Hoover High School following the 1:05 PM school dismissal. Wednesday was chosen because Hoover dismisses 90 minutes early on Wednesdays. The Advisor and Co-Advisor will be responsible for setting the meeting agenda and sending reminders to members before each meeting. The Advisors will meet once a week at Hoover as well as communicate via emails and phone throughout the week to plan for the upcoming meeting. Advisors will share the responsibility of confirming guest speakers. Members will also be asked to invite guest speakers to discuss topics that will relate to their Action Project.

Advisors and participants will discuss the best mode of communication for the group, for example email messages, text messages, or Facebook messages. A private Facebook group for the YPC will be established to provide a venue for members to communicate with their peers and collaborate on ongoing projects between meetings. After the preferred mode of communication is determined, the Co-Advisor will be responsible for sending meeting reminders to participants as well as requesting a meeting reminder be given during the Wednesday morning announcements at Hoover. If a meeting has to be rescheduled, it will be the Co-Advisor's responsibility to communicate the information to members through multiple communication channels. Parents will receive updates quarterly through the YPC newsletter.

The YPC will have access to the tools and technology necessary for projects and meetings. CYC will provide cameras for members to use to document projects and activities. A council handbook, in the form of a binder, will serve as a guide for the council. The handbook

will outline the council's goals, organizational structure, membership requirements, and member roles and responsibilities. Each member will receive a binder during the first meeting.

Throughout the year members will add member contact information, meeting agendas, established ground rules and expectations, project planning notes, committee responsibilities, and handouts. The binders will be kept in the program meeting space. A healthy snack, both a food item and beverage, will be provided at the beginning of each meeting. Snack will provide an opportunity for members to socialize and relax before the meeting commences.

All members will be responsible for transportation from meetings. This will be communicated to parents and students on application materials, on acceptance materials, and during parent/student orientation. YPC staff will work with participants on a one-on-one basis to secure transportation if transportation is a barrier to participation. Two 15-passenger vans will be reserved as-needed to transport participants to service project sites, grant applicant sites, and other events off of Hoover's campus. Camp Fire Heart of Iowa, an organization that primarily implements summer youth camps, allows CYC staff to use their 15-passenger vans during the school year. Permission will be obtained from parents at the beginning of the year to transport students.

The YPC Showcase will be an end of year celebration event in May at Hoover High School. The Mid-Iowa Health Foundation staff and Board of Directors, community members, parents, and Hoover staff and students will be invited to attend the event. The purpose of the Showcase will be to demonstrate and celebrate the program and participant outcomes. Grant recipients will also be invited to attend and will be announced to the community. Each YPC Action team will be asked to give a presentation to attendees on their action project utilizing video, photos, artwork, or any other medium they choose to best share their project with the

community. Several members will be asked to share the actions and learning of the council from over the course of the year.

Health and Safety

The Advisor, with assistance from the Co-Advisor, will be responsible for providing a safe, secure, and supportive program environment. The Advisor will work with Hoover staff to reserve a clean, comfortable program meeting space at Hoover that is suitable for weekly meetings and allows participants to move freely while carrying out program activities. Written emergency procedures for fire, severe weather, and lockdown drills will be posted in plain view in the program space. A first-aid kit will be visible and accessible. Hoover High School's Student Discipline Code, safety policies, and emergency procedures that are followed by students and staff during the school day will be continued during YPC programming. Advisors will be trained on Hoover's protocols prior to the start of programming.

A minimum of two staff will be present at all YPC meetings to provide a safe environment for program participants. As part of staff selection, YPC staff will pass the following background checks: State Criminal History Record, Driver Record, and National Sex Offender. YPC staff will be required to possess a valid driver license and provide proof of automobile insurance as they will provide participants transportation in 15-passenger vans to various events in the community. Program staff will receive training so they are equipped to provide a safe program environment and deal with emergencies. Staff will receive first aid, CPR, and Mandated Reporter training. Additional Hoover staff will be accessible if needed, as weekly meetings will occur during the teachers' weekly professional development meetings.

Participants will be required to follow the Hoover Student Discipline Code and Procedures as outlined in the Hoover High School Parent Student Handbook as well as ground

rules established by YPC participants. During the first weeks of programming Advisors and participants will work together to set ground rules in order to keep everyone feeling respected and physically safe throughout the year. Expectations of behavior will be communicated with participants and parents. If a student breaks expectations, the Advisor will write a behavior contract for the student and the student may be subject to disciplinary action or removal from the program.

Students will be required to submit a Parental Permission and Health Form as part of the acceptance process. This form will provide staff with emergency contact information, allergies, any medical history or conditions the family chooses to disclose, consent to treatment, and permission to provide transportation. YPC staff will have the student roster, Parental Permission and Health Forms, emergency contact information, and a cell phone with them at all times during programming.

Emergency and Crisis Management Plan

The YPC Emergency and Crisis Management Plan outlines procedures for staff to follow in the event of an emergency or crisis situation. These plans are drawn from Hoover's Emergency and Crisis Management Plans, as the majority of YPC meetings and events will occur at Hoover. In addition to Hoover's plans, the YPC Emergency and Crisis Management Plan includes procedures to follow when school staff and resources are not accessible. Staff training will include a review of the Hoover and YPC Emergency and Crisis Management Plan. The emergency and crisis management policies and procedures will be reviewed with students and parents during orientation.

If a natural or man-made emergency or crisis situation occurs while at Hoover, the Advisor will be responsible for assessing the situation, calling 911 or other emergency numbers,

directing students to follow posted Emergency Plans, and delegating responsibilities to the Co-Advisor. Hoover's Emergency Plan is located in all rooms and outlines step-by-step instructions to follow in the event of a fire, explosion, tornado, bomb threat, lockdown, clear the halls and "shelter-in-place" from hazardous contaminants emergency. In the event of a crisis situation, YPC staff and participants will follow directions as given by the Hoover Staff Crisis Management Team. In the event a participant has a health or behavioral issue, the Co-Advisor will be responsible for assisting the student, removing the student from the programming area, and contacting the student's parent or emergency contact. After the safety of students is ensured, the Co-Advisor will be responsible for calling the CYC Executive Director and Hoover's MYP Coordinator. The CYC Executive Director and CYC staff will help disseminate information to parents and guardians.

Copies of the student roster, Parental Permission and Health Forms, and participant emergency contact information will be located with the YPC staff, at the CYC office, and with Hoover's MYP Coordinator. If an emergency or crisis situation occurs while the YPC is in the community, the Advisor will be responsible for assessing the situation, calling 911 or other emergency numbers, ensuring the safety of participants, and delegating responsibilities to the Co-Advisor. YPC programming will follow the school district's weather cancellation policies and procedures; if school is canceled or dismissed early due to weather conditions or other emergencies, an announcement will be made notifying students that all afterschool programs are cancelled and YPC staff will send a message to students through the YPC social media site.

Budget

Hoover Youth Philanthropy Council Budget	COST	UNIT	# of UNITS	Mid-Iowa Health Foundation Request	Cost Share	TOTAL
A. Labor						
1. Salaries						
a. CYC Executive Director	\$35.89	/hour	55	\$1,974	\$0	\$1,974
b. CYC Service-Learning Coordinator	\$19.32	/hour	100	\$1,932	\$0	\$1,932
c. Youth Program Facilitator (YPC Advisor)	\$16.00	/hour	300	\$4,800	\$0	\$4,800
d. DMPS MYP Coordinator	\$20.00	/hour	55	\$0	\$1,100	\$1,100
e. DMPS AmeriCorps Member (YPC Co-Advisor)	\$7.00	/hour	300	\$0	\$2,100	\$2,100
2. Fringe Benefits	25%	of CYC Staff Time		\$2,176	\$0	\$2,176
Subtotal Labor				\$10,882	\$3,200	\$14,082
B. Other Direct Costs						
1. Postage	\$100	/year	1	\$100	\$0	\$100
2. Office Supplies	\$50	/year	1	\$50	\$0	\$50
3. Copying/Printing	\$420	/year	1	\$420	\$0	\$420
4. Snacks	\$30	/week	25	\$750	\$0	\$750
5. Transportation	\$150	/quarterly	4	\$0	\$600	\$600
Subtotal Other Direct Costs				\$1,320	\$600	\$1,920
C. Variable Costs						
1. Educational supplies and activities	\$1,000	/year	1	\$1,000	\$0	\$1,000
2. YPC Showcase	\$12	/people	75	\$0	\$900	\$900
Subtotal Variable Costs				\$1,000	\$900	\$1,900
TOTAL ADMINISTRATIVE COSTS				\$13,202	\$4,700	\$17,902

Budget Notes

The annual budget for the Hoover YPC is divided into three sections: labor, other direct costs, and variable costs.

Labor

Labor covers the cost of staff time for three CYC staff that will coordinate the overall program. The labor costs of the DMPS MYP Coordinator and the DMPS AmeriCorps member will be funded by DMPS and considered a cost-share. Staff time will include the cost of training, planning, marketing and recruitment, partnership building, program delivery, and program evaluation for the 12-month program cycle from July through June. The Youth Program Facilitator and DMPS AmeriCorps member will devote 300 hours of staff time to the YPC, the CYC Executive Director and MYP Coordinator will devote 55 hours of staff time, and the Service-Learning Coordinator will devote 100 hours of staff time to the YPC.

Benefits are calculated to incorporate a rate of 25 percent of direct salaries for full-time CYC staff.

Other Direct Costs

Postage, office supplies, and copying/printing costs are calculated for the 12-month program cycle. Printing costs will include flyers, application materials, attendance packets, assessments, and educational materials. A healthy snack, both a food item and beverage, will be purchased weekly by the Co-Advisor at a local grocery store and provided to each participant at each weekly meeting. Transportation costs will cover the costs to rent two 15-passenger vans four times throughout the program year to transport participants to and from service-learning activities. The 15-passenger vans rental costs will be a cost-share with Camp Fire Heart of Iowa. Camp Fire Heart of Iowa will allow

CYC staff to use two 15-passenger vans during the school year. Transportation costs will also cover gas reimbursement if the personal vehicles of staff are used during programming.

Variable Costs

The participants will be divided into small groups of four to five students to implement service as action projects in the community. Educational supplies and activities covers the cost of curricular materials including \$100 funding for each small group to implement their service-learning action project, skill-building workshop materials, and a binder for each participant to serve as their YPC Handbook.

CYC has included funds for an end of year YPC Showcase event. This will serve as an end of year recognition celebration as well as an opportunity to announce the grant recipients. Costs are calculated at a rate of \$12 per attendee to cover the cost of hors-d'oeuvres and beverages for each attendee with the goal of 75 participants (family members, teachers, staff, and YPC affiliates). The event will be held at Hoover High School.

Evaluation Plan

Formative and summative evaluation techniques will be used before, during, and after the program year to collect quantitative and qualitative data that will help to: identify results; evaluate the program's impact at the participant, school, and community levels; and determine what improvements can be made to sustain and replicate the program. A logic model will be used as a method for planning the monitoring and evaluation of the participant objectives.

Advisors will continuously monitor the program throughout the program year using a variety of evaluation techniques to identify potential successes or challenges and to facilitate timely adjustment to program processes and activities. Participants will be engaged in weekly informal feedback and semester evaluation methods to reflect on their experiences. Weekly

meetings will conclude with a five-minute evaluation section to gather evaluative information, especially in terms of how well the weekly meetings address the achievement of program and learner objectives. Advisors will facilitate a written or verbal evaluation technique from the list of Weekly Evaluation Techniques from the Interactive Meeting Format. Verbal or written weekly evaluations will inform the Advisors on what issues exist as well as what changes need to be made for future meetings and in the program's overall operation. At the mid-point (January) and at the end of the school year (May) YPC participants and Advisors will complete the Youth Engagement Tool. The results of the mid-point evaluation will be discussed during a weekly meeting in January and shared with the Mid-Iowa Health Foundation. Evaluations will allow for recognition of the ways the YPC is operating effectively, the opportunity to plan for improvement, and will communicate to participants that everyone's voice is important and that all participants and staff share responsibility for what takes place during meetings. Opportunities for evaluation will aim to empower participants and increase their investment in the success of the YPC.

The CYC Executive Director will use the Youth Program Quality Assessment (YPQA) instrument to evaluate the YPC twice during the program year to ensure standards of high quality programming are implemented. The YPQA is a validated instrument designed to evaluate the quality of youth programs. The instrument measures how well adult program facilitators provide access to key developmental experiences that have been correlated with positive youth outcomes (Forum for Youth Investment, n.d.). An external assessor will use the YPQA instrument to assess one weekly program during the fall and spring semester. The Advisor and Co-Advisor will meet with the external assessor following the fall assessment to establish goals for improving program quality.

The program's impact at the participant level will be measured using pre- and post-program participant surveys and assessments. Participants will complete the YPC Youth Outcome Survey, the Asia Society's Global Leadership I Can Statements, and a self-assessment of ATL skills in October 2015 and again in May 2016. The YPC Youth Outcome Survey will measure youth engagement and academic achievement through attitudes and behaviors. The Global Leadership I Can Statements will provide students the opportunity to monitor and self-assess their development in global competence. The students will self-select two ATL skill areas and create corresponding goals to work on over the course of the program. Advisors will also complete a Leadership Assessment for each student to measure their leadership at the beginning and end of the school year.

The YPC Co-Advisor and MYP Coordinator will collect academic data in September 2015 and May 2016 with the support of Hoover school staff. Data will include attendance records, behavior referrals, grade point average, and standardized test scores. Pre- and post-program standardized test data will measure literacy and/or math gains. Data will be submitted with no identifiers (i.e. student name, date of birth, etc.). Parent and participant will be asked to provide authorization for the YPC staff to obtain school related information for program evaluation purposes.

Participants and Advisors will assess grant-making and Team Action Projects. Following the completion of Action Projects and other service projects, students will complete a Youth Philanthropy Council Service Project Evaluation to reflect on the process and outcomes of their service project. Participants will have the option to use additional materials (photos, poster, video, etc.) to complete the Service Project Evaluation. The Advisor will utilize questions from the Debrief Global Learning Activities tool to facilitate large group reflection following service

projects to assess whether participants are achieving the intended learning objectives and moving towards Global Leadership Performance Outcomes. YPC participants will assist in the creation of an evaluation for organizations that receive grants from the YPC. The evaluation will help to assess what the grant recipient did with the grant, its effectiveness, and whether it met its stated objectives, who benefited from the grant and how and what the grant recipient learned about the program. Grant Recipient Evaluations will be distributed during the fall of 2017 to assess the grant-making from the previous year. The YPC will use this data to evaluate whether the set of grants the YPC provided achieved the goal the YPC set out for its granting.

Advisors will submit quarterly program updates to the MYP Coordinator, Service-Learning Coordinator, and Mid-Iowa Health Foundation staff. Program updates will include the number of youth and community partners/speakers engaged in YPC efforts, a brief description of program activities, summary of participant feedback, and any proposed changes to the program timeline or planned activities. The findings from the year-long evaluation process, including recommended changes to improve the program and processes, will be summarized in a year-end evaluation report. This evaluation report will be shared with the Mid-Iowa Health Foundation Staff and Board of Directors, CYC staff, the DMPS AmeriCorps Program, and Hoover staff. The evaluation report will also be shared to inform future YPC programs in the community.

Conclusion and Implications

Unprecedented global migration and a flattened global economy have influenced the skills, knowledge, and competencies all high school youth need in order to be engaged participants and effective workers in the twenty-first century global economy (Mansilla & Jackson, 2011). Research indicates that many youth, especially those at risk for dropping out of school or from minority and low-income backgrounds, do not have adequate opportunities to

develop the global competence and twenty-first century skills needed for engagement and success in the workforce of the twenty-first century (Afterschool Alliance, 2010).

The purpose of this design is to create a replicable global learning afterschool program that will engage minority, at-risk, and low-income students as leaders in their local and global community while empowering students with the competencies they need to be leaders in the twenty-first century. The desired goals of the Hoover YPC are: to increase the academic and community engagement of at-risk, disengaged students; to equip students with global competence and twenty-first century skills; and to prepare students for active participation in their diverse community and the global workforce of the twenty-first century. Participants will gain knowledge and skills while taking action through service-learning in their school, local, and global community. The YPC curriculum design takes into consideration the developmental tasks and learner needs of the culturally diverse, middle adolescent program participants to enable the participant and program goals to be met. This program design is grounded in theories of adolescent social-emotional development, youth empowerment, and experiential education. Participants will engage in a broad range of experiential learning activities that will connect components of the IB curriculum to real-world learning and action.

This design is set in the context of an IB school setting with existing partnerships in the fields of youth development, international education, and community foundations. Enhancing students' global competence and service as action are integrated into the mission of IB schools and therefore this design provides an extension to the school's curriculum.

Limitations

This design may run into barriers for implementation if the school or a local community foundation does not value or seek to invest in global learning or service-learning through grant-

making. The program model limits the amount of students it can directly impact. At Hoover, 25 students is a small amount of the student population that could benefit from participation.

Additional limitations may include the commitment and attendance of participants. Many high school youth have commitments and scheduling conflicts outside of their control. This may affect the overall participant engagement in the program.

Future Contributions

When set within an IB school context, this design supports the IB mission to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (IBO, 2014d). This replicable afterschool program provides a school-based afterschool program model that emphasizes the development of global learning and twenty-first century competencies through intentional engagement of youth in their local and global community. Global learning through service-learning in afterschool offers a framework for international education for the underrepresented constituencies in education abroad programming. Integrating global learning into youth development programming not only increases youth academic success and community engagement, it will provide youth with the competencies needed for the success in twenty-first century workforce and empower youth to serve as leaders and change agents in their local and global community.

References

- American Psychological Association. (2002). *A reference for professionals: Developing adolescence*. Washington DC: American Psychological Association. Retrieved from www.apa.org/pi/pii/develop.pdf
- Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, R. F., & Baglioni Jr., A. J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The communities that care youth survey. *Evaluation Review*, 26, 575-601
- Asia Society. (2011). *Youth development and outcomes*. Retrieved from <http://asiasociety.org/files/afterschool-ehdirectors-domain5.pdf>
- Association of Fundraising Professionals. (2007). *Reports on fundraising and philanthropy: A vision for and brief history of youth philanthropy* (No. 1). Arlington, VA: Falk, K. H. & Nissan, L. G.
- Bronfenbrenner, U. (1994). Ecological models of human development. *International Encyclopedia of International Education*, Vol 3, 2nd Ed. Oxford: Elsevier.
- Center for American Progress. (2014). The facts on immigration today. <https://www.americanprogress.org/issues/immigration/report/2014/10/23/59040/the-facts-on-immigration-today-3/#population>
- Center for International Understanding. (2005). *North Carolina in the World: A Plan to increase Student Knowledge and Skills about the World*. Raleigh, NC.
- Chao, J., Parshall, J., Amador, D., Shah, M, & Yanez, A. (2008). *Philanthropy in a changing society: Achieving effectiveness through diversity*. Retrieved from <http://www.rockpa.org/document.doc?id=26>
- Coatsworth, J.H. (2004). Globalization, growth, and welfare in history. In M. Suarez-Orozco & D. Qin-Hilliard (Eds.), *Globalization: Culture and education in the new millennium*. Berkeley & Los Angeles, California: University of California Press.
- Cone, D. & Harris, C. (1996). Service-learning practice: Developing a theoretical framework. In Campus Compact (Ed.), *Introduction to service-learning toolkit* (27 – 39). Providence, RI: Campus Compact.
- Corporation for National and Community Service. (2014). *About CNCS*. Retrieved from <http://www.nationalservice.gov/about>
- Des Moines Public Schools. (2011). *Immigrant and refugee experience: Acculturation process* [PowerPoint slides]. Retrieved from <http://www.dmschools.org/wp-content/uploads/2011/10/refugeepowerpoint.pdf>

- Des Moines Public Schools. (2014). *Two new IB world schools: Hoover and Meredith*. Retrieved from http://www.dmschools.org/news_release/twonewibworldschools/
- DiBenedetto, A. (1992). Youth groups: A model for empowerment. *Networking Bulletin*, 2(3), 19-24.
- Education Commission of the States. (2013). *Linking service-learning and the common core state standards: Alignment, progress, and obstacles*. Denver, CO: Guilfoile, L. & Ryan, M.
- Erikson, E. H. (1968). *Identity, youth, and crisis*. New York: Norton.
- Eyler, J., & Giles, D. E. Jr. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.
- Forum for Youth Investment. (n.d.). David P. Weikart center for youth program quality approach. Retrieved from <http://www.cypq.org/about/approach>
- Harth, C. (2012). Global Studies Foundation Fact Sheet: The State of Global Studies in the United States. Retrieved from <http://www.globalstudiesfoundation.org/publications.cfm?id=2>
- Hoover High School. (2012). *Mission, vision, and collective commitments*. Retrieved from http://echoover.dmschools.org/site_res_view_folder.aspx?id=b023b590-9ae2-410b-ad96-fe5bc9be18ff
- International Baccalaureate Organization. (2014a). Four programmes at a glance. Retrieved from <http://www.ibo.org/programmes/>
- International Baccalaureate Organization. (2014b). IB middle years programme. Retrieved from <http://www.ibo.org/myp/>
- International Baccalaureate Organization. (2014c). Middle year programme curriculum framework. Retrieved from <http://www.ibo.org/myp/curriculum/>
- International Baccalaureate Organization. (2014d). Mission and strategy. Retrieved from <http://www.ibo.org/mission/>
- Interagency Working Group on Youth Programs. (2014). *Positive youth development*. Retrieved from <http://findyouthinfo.gov/youth-topics/positive-youth-development>
- Iowa Consortium for Substance Abuse Research and Evaluation. *2012 Iowa youth survey Polk county results* [Data file]. Retrieved from http://www.iowayouthsurvey.iowa.gov/images/2012_County_reports/77.Polk.pdf

- Joplin, Laura. "On Defining Experiential Education." *The Theory of Experiential Education*. Eds. Karen Warren, Mitchell Sakofs, and Jasper S. Hunt, Jr. Boulder, CO: Association for Experiential Education, 1995. 15-22.
- Kolb, D.A. (1984). *Experiential learning: Experience as a source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Kolb, A., Boyatzis, R., & Mainemelis, C. (1999). *Experiential Learning Theory: Previous Research and New Directions*.
- Mansilla, V. B. & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. E. Omerso (Ed.). New York, NY: Asia Society.
- Mid-Iowa Health Foundation. (2010). *About us*. Retrieved from <http://www.midiowahealth.org/about.html>
- New York State Afterschool Network. (2012). *Global learning and expanded learning opportunities: A call to action*. Retrieved from <http://www.statewideafterschoolnetworks.net/global-learning-and-expanded-learning-opportunities-call-action>
- Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York: NY: Riverhead Books.
- Pittman, K., Martin, S. & Williams, A. (2007, July). *Core principles for engaging young people in community change*. Washington, D.C.: The Forum for Youth Investment, Impact Strategies, Inc.
- Pittman, K. J., & Wright (1991). *Bridging the gap: A Rationale for enhancing the pole of community organizations in promoting youth development*. Center for Youth Development. Washington, DC: Academy for Educational Development.
- Pollack, S. & Fusoni, M. (2005). *Moving beyond icebreakers: An innovative approach to group facilitation, learning, and action*. Boston, MA: The Center for Teen Empowerment, Inc.
- Ryan, Molly. (2012). *Service-learning after learn and serve America: How five states are moving forward*. Retrieved from <http://www.nylc.org/sites/nylc.org/files/09-ECS%20NCLC%20Report%20-%20Service-Learning%20After%20LSA.pdf>
- Service-learning Northwest. (n.d.) *Promoting service-learning excellence training manual*. Retrieved from <http://www.ofm.wa.gov/servewa/gradproject/PromotingSLExcell.pdf>
- Smith, M. K. (2003). Introduction to informal education. The encyclopedia of informal education, <http://www.infed.org/i-intro.htm>
- U.S. Department of Commerce. (2004). *U.S. Census Bureau, Table 2, Exports from*

Manufacturing Establishments: 2001. Washington, D.C.

Vasilogambros, M. & Whiteman, M. (2014, October 8). Why Des Moines can be a model for urban schools. *National Journal*. Retrieved from <http://www.nationaljournal.com/next-america/population-2043/why-des-moines-can-be-a-model-for-urban-schools-20141008>

Wilson, W. (2005). *The Dawn of the India Century: Why India is Poised to Challenge China and the United States for Global Economic Hegemony in the 21st Century*. Chicago: Keystone India.

White, R. (2006). *Training and Design for Experiential Learning Course Pack*, Brattleboro, VT: School for International Training

Youth Leadership Institute. (2001). *Changing the face of giving: An assessment of youth philanthropy*. Retrieved from http://www.jtfn.org/sites/default/files/docs/resources/youth_philanthropy_changing_the_face_of_giving.pdf

Youth Service America. (n.d.). *Addressing diversity and global challenges through intercultural service learning*. Retrieved from <http://tools.ysa.org/downloads/modules/InterculturalService-LearningModule.pdf>

Appendix A
Global Leadership Performance Outcomes for Grade 10
(Asia Society, 2011)

Investigate the World

What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about issues?

- Poses a researchable question on a logical, regional, and/or global issue, and explains its significance to the global community.
- Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.
- Analyzes and integrates evidence from sources to develop a well-supported response to a global question.
- Develops a position based on evidence from sources that considers multiple perspectives, and draws reasonable conclusions in response to a global question.

Recognize Perspectives

What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

- Expresses a clear personal perspective on a situation, event, issue, or phenomenon, identifying an influence on that perspective.
- Explains the perspectives of other people, groups, or individuals as distinct from one's own perspective.
- Identifies and describes how perspectives affect how people interpret and respond to a situation, event, issue, or phenomenon.
- Explains various perspectives or interpretations of a situation, event, issue, or phenomenon, and reflects an understanding of different contexts, such as access to knowledge, technology, or resources.

Communicate Ideas

What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

- Anticipates how a specific audience with particular perspectives will interpret communicate information; and adjusts the communication to meet the audience's specific needs.
- Demonstrates an understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies that are appropriate to the specific audience.
- Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.
- Makes accurate, specific observations about audience response and/or feedback, and proposes specific, targeted changes to communication choices.

Take Action

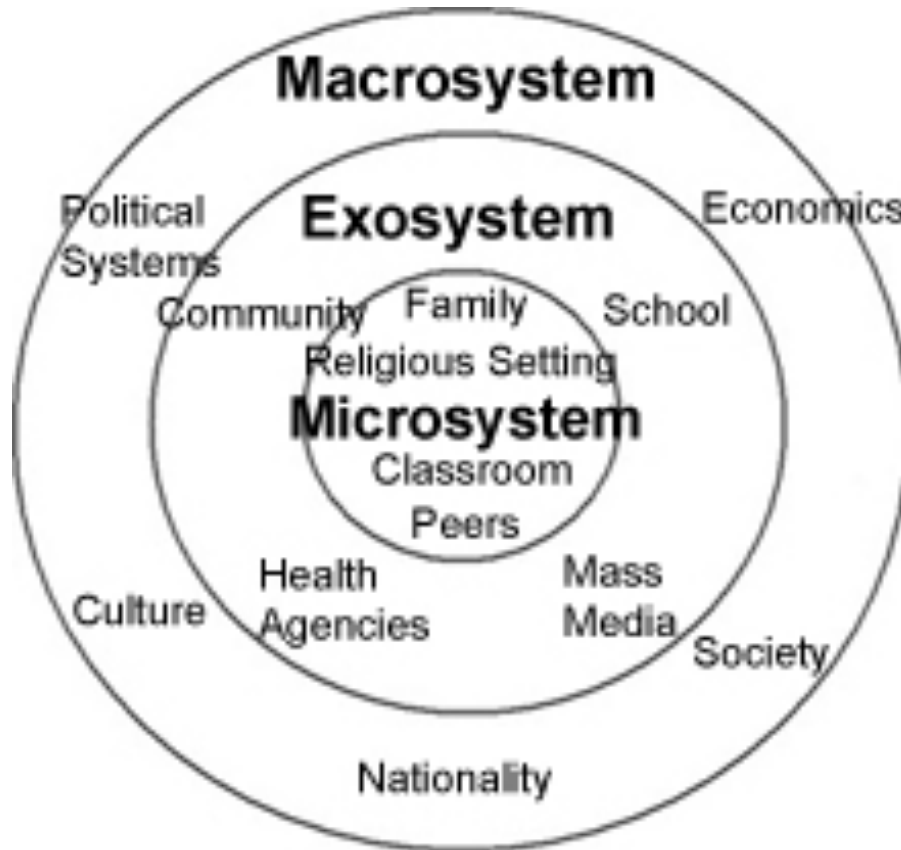
What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

- Identifies opportunities for personal or collaborative action to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.
- Assesses options and plans actions based on evidence, and the perceived potential for impact.
- Acts individually or collaboratively to execute a plan that is culturally appropriate, and likely to lead improvement of a local, regional, or global situation; assess the merit of the action.
- Reflects on the effectiveness and appropriateness of own actions and advocacy for improvement; describe outcomes of actions and makes note of implications for future action and advocacy.

Appendix B
Global Leadership Performance Outcomes Rubric for Grade 10
(Asia Society, 2011)

Investigate the World				
What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?				
	Emerging	Developing	Proficient	Advanced
Pose Significant Researchable Question(s)	Poses a question on a local or regional issue, and identifies its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and explains its significance to the global community.	Poses a specific researchable question on a local, regional, and/or global issue, and explains its significance to the global community.
Select Varied Relevant Evidence	Selects and uses a few sources to identify evidence that addresses a global question.	Selects and uses a variety of sources to identify relevant evidence that addresses a global question.	Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.	Selects and uses a variety of international and domestic sources to identify and weigh the most important evidence that addresses a global question.
Analyze, Integrate and Evaluate Sources	Provides an accurate summary of evidence from sources that are relevant to a global question.	Analyzes and integrates evidence from sources to develop a response to a global question; demonstrates understanding of the issue.	Analyzes and integrates evidence from sources to develop a well-supported response to a global question; demonstrates an informed understanding of the issue.	Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question; demonstrates thorough understanding of the issue.
Develop an Evidence-based Position and Draw Conclusions	Develops an opinion based on evidence from a source in response to a global question; draws simple conclusions.	Develops a position based on evidence from sources that reflects a particular perspective in response to a global question; draws conclusions that reflect a partial understanding of the issue.	Develops a position based on evidence from sources that considers multiple perspectives; draws reasonable conclusions in response to a global question.	Develops a clear position based on evidence from sources that considers multiple perspectives; draws defensible conclusions in response to a global question.

Appendix C
Urie Bronfenbrenner's (1994) Ecological Systems Theory



Appendix D
Kolb's Experiential Learning Cycle



Appendix E YPC Program Timeline

July/August 2015

- Confirm school district dates (i.e. holidays, breaks) and finalize program schedule
- Secure space for YPC weekly meetings at Hoover High School
- Recruit, screen, interview, evaluate and select AmeriCorps staff to serve as program facilitators
- Reach out to DMPS staff and Mid-Iowa Health Foundation staff to finalize program timeline, recruitment and application materials, and AmeriCorps staff selection

September 2015

- Train YPC Advisors on best practices for working with youth and delivery of program curriculum
- Communicate with Hoover teachers and staff to discuss the YPC opportunity and request student nominations
- Recruit participants and distribute applications
 - Schedule and deliver presentations to ninth and tenth grade “Community and Service” seminar classes
 - Post flyers around school
 - Set-up a table during lunch hours with information about the YPC
- Applications due
- Applicant interview
- Participants selected and notified
- Acceptance Packets mailed to students and parents/guardians
- YPC Advisors prepare to implement programming

October 2015

- Student and family welcome orientation
- Permission forms from parents and guardians received
- Weekly programming begins
- Students complete pre-surveys and assessments
- Philanthropy skill-building workshop with the Mid-Iowa Health Foundation staff
- Teambuilding and get-to-know you activities
- Teambuilding service project in the community
- Newsletter created and shared with key stakeholders

November 2015

- Weekly programming
- Program evaluation – YPQA
- Philanthropy skill-building workshop
- Participants conduct a needs assessment to identify health issues of concern to their peers

December 2015

- Weekly programming

- Philanthropy skill-building workshop
- Participants prioritize three health issues of concern for grant applications based on the results of the needs assessment
- Newsletter created and shared with key stakeholders

January 2016

- Weekly programming
- Participants prepare a Request for Proposals
- Participants develop a YPC Grant Evaluation to help assess the grant recipient outcomes
- Action Project Teams chosen
- Complete mid-year assessments
- Review first semester's data and evaluation to assist with planning second semester

February 2016

- Weekly programming
- Request for Proposals marketed to community organizations
- Teams work on action projects
- Newsletter created and shared with stakeholders

March 2016

- Weekly programming
- Review submitted grant applications and divide into two groups to conduct site visits to learn about each program
- Report back on site visits
- YPQA Assessment

April 2016

- Weekly programming
- Decide which programs should receive a portion of the \$2000 in grant funds and for how much
- Present recommendations to the Mid-Iowa Health Foundation Board of Directors for their approval
- Teams complete action projects (take action) and begin to work on presentations for the YPC Showcase

May 2016

- YPC Showcase to celebrate and recognize the year
 - Announce the grant recipients during the public ceremony
 - Present learning from team action projects
 - Present learning from first year of YPC
- End of year surveys and assessments

June 2016

- Prepare end of year report
- Program evaluation

Appendix F
Interactive Meeting Format
(Pollack & Fusoni, 2005)

Section	Purposes	Procedures
Introduction	Clarify goals and purpose of meeting. Calm and focus the group. Review the lesson plan and upcoming initiatives. Acknowledge those present and absent.	Goals Who here, who's not Date and timeline
Names/Warm-up Section	Learn names and the importance of knowing names. Hear every voice Help people feel comfortable. Create fun and energy. Assess how people are feeling. Establish "buy-in." Focus the attention on the day's work. Connect to the group's mission.	One or more Name Exercises; Warm-up Question, with names in some circumstances, which poses a question to be answered by each member of the group. Facilitators select the question to highlight some aspect of the group's work, to educate the group regarding a societal or community change dynamic, or to work with a particular group dynamic.
Springboard Section	Establish a creative bridge to the Work Section. Surface group dynamics. Generate energy. Reflect group issues.	Interactive Meeting Springboard Exercise - A physical or intellectual group challenge that is designed to generate and focus group energy, to highlight a societal, community, and/or group dynamic, and to connect group members to the purpose of their work together.
Work Section	Fulfill the concrete purpose of the group. Focus on the group's "product."	Perform specific tasks Interactive Meeting Work Exercises – Decision-making and educational activities that take place in the whole group and in small group work (such as planning logistics, investigating, and writing and practicing speeches) needed to carry out the chosen organizing strategies.
Summation	Summarize accomplishments. Make announcements. Preview next group. For ongoing groups: Connect on meeting with the next.	Review timeline and next steps Address outstanding issues
Evaluation	Gather evaluative information. "Package" the experience. Disperse negativity. Communicate group responsibility. Empower the group.	Evaluation Exercises – Group members rate and comment on the day's work; participate in a reflection activity

Appendix G
 IB MYP Global Contexts and Approaches to Learning (ATL)
 (IBO, 2014c)

Global Contexts

- ***Identities and relationships (Who am I? Who are we?):*** Students explore identity, beliefs and values, personal health and human relationships.
- ***Orientation in space and time (What is the meaning of where and when?):*** Students explore personal histories, turning points in human kind and the interconnectedness of individuals as well as societies.
- ***Personal and cultural expression (What is the nature and purpose of creative expression?):*** Students engage in the discovery and expression of ideas as well as reflecting on creativity and the ways in which humans enjoy and appreciate aesthetics.
- ***Globalization and sustainability (How is everything connected?):*** An in-depth discussion of how all things are connected and the impact of local decisions on the global environment.
- ***Fairness and development (What are the consequences of our common humanity?):*** Discussions are centered on the relationships between communities, access to equal opportunities, and rights and responsibilities of human kind.
- ***Scientific and technical innovation (How do we understand the worlds in which we live?):*** Students focus on the connections between humans and the environment, and engage in discussions about the impact of scientific advancements.

Approaches to Learning

Through developing ATL skills, students gain skills to enable them to take responsibility for their own learning. Some questions to be answered by students with respect to developing ATL skills include:

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skill can I learn?

ATL Skill Categories	MYP Skill Clusters
Communication	I. Communication
Social	II. Collaboration
Self-Management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information Literacy
	VII. Media Literacy
Thinking	VIII. Critical Thinking
	IX. Creative Thinking
	X. Transfer

Appendix H
Community Youth Concepts
Youth Program Facilitator
Job Description

Position Title: Youth Program Facilitator

Supervisor: Service-Learning Coordinator

Hours of Work: Full-time, salaried position. Night and weekend work may be required. Day travel will be required.

Position Summary:

Community Youth Concepts (CYC) is a youth development nonprofit based in Des Moines that offers youth programming to 10-24 year olds and training and technical assistance in youth development best practices to other youth-serving organizations across the state. CYC works to empower youth by connecting classroom learning to real-world application through service-learning, career-based mentoring, community engagement, and after-school program opportunities.

The Youth Program Facilitator will organize and conduct service-learning programming and evaluation within the Des Moines school district. This position will build capacity of key partners to support the implementation of service-learning.

Essential Duties and Responsibilities:

- Develop and expand service-learning programming within Des Moines Public International Baccalaureate Schools.
- Serve as the Advisor for the Youth Philanthropy Council; work with the CYC Service-Learning Coordinator and Mid-Iowa Health Foundation staff to set goals and objectives for the YPC and to plan YPC orientation, grantmaking meetings and educational opportunities, community organization site visits, and other events.
- Work with Hoover High School teachers and Des Moines Public Schools AmeriCorps member to pilot Youth Philanthropy Council (YPC) service-learning programming.
- Develop, coordinate, facilitate, and evaluate the Youth Philanthropy Council (YPC) program.
- Identify and document service-learning projects that align with established learning objectives.
- Serve as a liaison between CYC and the Mid-Iowa Health Foundation.
- Distribute and collect releases for student participation; maintain and uphold student confidentiality practices and policies.
- Assist in program evaluations and collecting student assessment data; document, collect, and report quantitative and qualitative impact data regarding the impact of service-learning programming in a timely manner.
- Build capacity of Hoover High School to create service-learning opportunities with Hoover students.

- Collaborate with International Baccalaureate (IB) teachers and IB Coordinators toward curriculum integration of the evidence-based IPARD/C service-learning framework.

Minimum Qualifications:

- Minimum of three years of experience in direct service working with youth, program development, volunteer, or program management.
- Computer proficient, including experience with Microsoft Office computer software.
- Excellent verbal, written communication, interpersonal, organizational/time management and facilitation skills.
- Experience working with youth, enjoyment working with youth, and passion for empowering youth.
- Ability to plan, organize, prioritize, and complete multiple tasks with minimal supervision.
- Ability and high comfort level with facilitating and training groups of youth and adults.
- Awareness of youth organizations and the needs of youth within the Des Moines community.
- Knowledge of philanthropy and community foundations.
- Must be a lawful citizen, national or permanent resident alien of the United States.
- Bachelor's degree in education, human service or related field.
- Must pass a National Sex Offender Registry, FBI and applicable state's bureau of investigation background checks.
- Valid driver license, reliable transportation, auto insurance.

Additional Qualifications Preferred:

- Master's degree.
- Experience with a national service program.

EEO Employer

Appendix I
Des Moines Public Schools AmeriCorps Program
AmeriCorps Action Advocate
Job Description

Position Title: AmeriCorps Action Advocate Member

Position Type: AmeriCorps State Full Time, 1,700 hour term

Organization: Hoover High School/DMPS AmeriCorps Program

Term of Service: August 31, 2015 – August 30, 2016

Stipend: \$12,100/annually (pretax)

Benefits: Health coverage; including basic vision and dental. Successful service results in eligibility of \$5,550 education award (pretax) at the end of service that may be applied toward qualified student loans or future education at a qualified education institution (to be used within 7 years). Members may defer eligible student loans while in service. AmeriCorps members age 55 or older may transfer their education award to an eligible child or grandchild (for use within 9 years). Potential childcare stipend available based on income eligibility requirements.

Reports to: Hoover High School Middle Years Program (MYP) Coordinator (Site Supervisor) and DMPS AmeriCorps Program Director

Position Summary:

The DMPS AmeriCorps Program's primary goal is to decrease dropout rates in the district by working with students to improve their academic performance and increase their engagement to school. The AmeriCorps Action Advocate will be assigned to serve 9-12 grade students at Hoover High School International Baccalaureate (IB) School through service-learning. Through the IB curriculum, students are encouraged to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, develop the ability to communicate with and understand people from other countries and cultures, and become independent, self-motivated learners. Implementing service-learning programming is a natural fit with the IB framework. The service-learning component of the DMPS AmeriCorps Program supports school district initiatives to increase student engagement and decrease dropout rates.

The AmeriCorps Action Advocate will facilitate evidence-based service-learning programming to provide relevant, real-world educational experiences for students. The member is responsible for the coordination, planning, and facilitation of service-learning and youth development programming; collecting data on program outcomes and measures and providing timely reports on activities; and building the capacity of Hoover High School to create service-learning opportunities with students. The member will serve as Hoover's Youth Philanthropy Council (YPC) Co-Advisor.

Essential Duties and Responsibilities:

- Collaborate with site supervisor and Community Youth Concepts (CYC) staff to recruit youth to participate in service-learning programs, specifically Hoover's Youth Philanthropy Council (YPC).
- Distribute and collect releases for student participation; maintain and uphold student confidentiality practices and policies.
- Work with CYC staff to plan lessons and curricular pieces for service-learning programming; facilitate service-learning programming.
- Participate in AmeriCorps orientation and trainings.
- Assist the site supervisor in addressing each of the DMPS AmeriCorps Program's programming objectives/performance measures.
- Assist in program evaluations; document, collect, and report quantitative and qualitative impact data regarding the impact of service-learning programming in a timely manner.
- Build capacity of Hoover High School to create service-learning opportunities with Hoover students.
- Collaborate with teachers and IB Coordinators toward curriculum integration of the evidence-based IPARD/C service-learning framework.
- Work with students to plan and implement IPARD/C service-learning projects on a school-wide basis.
- Explore opportunities for students to take "action" on what they are learning in the classroom.

Minimum Qualifications:

- Computer proficient, including experience with Microsoft Office computer software.
- Excellent verbal, written communication, interpersonal, organizational/time management and facilitation skills.
- Experience working with youth, enjoyment working with youth, and passion for empowering youth.
- Ability to plan, organize, prioritize, and complete multiple tasks with minimal supervision.
- Ability to facilitate groups of youth, with guidance.
- Valid driver license, reliable transportation, auto insurance.
- Must be a lawful citizen, national or permanent resident alien of the United States.
- Must be at least 20 years of age.
- Must have a high school diploma or equivalent.
- Must pass a National Sex Offender Registry, FBI and applicable state's bureau of investigation background checks.

Additional Qualifications Preferred:

- Bachelor's degree.
- Experience in volunteer engagement, youth work and education.

EEO Employer

Appendix J
Community Youth Concepts
Service-Learning Coordinator
Job Description

Position Title: AmeriCorps School-based Service-Learning Coordinator

Supervisor: CYC AmeriCorps Program Director

Hours of Work: Part-time (up to 20 hours/week). Night and weekend work may be required. Day travel will be required.

Position Summary:

Community Youth Concepts (CYC) is a youth development nonprofit based in Des Moines that offers youth programming to 10-24 year olds and training and technical assistance in youth development best practices to other youth-serving organizations across the state. CYC works to empower youth by connecting classroom learning to real-world application through service-learning, career-based mentoring, community engagement, and after-school program opportunities.

The Service-Learning Coordinator is responsible for the integration of service-learning best practices by providing training and technical assistance through management and coaching of AmeriCorps members specifically housed within Des Moines Public Schools International Baccalaureate programs. Specific duties will include coaching and training eight AmeriCorps members, working with Des Moines Public Schools, and assisting with coordination of efforts between DMPS and other non-profit organizations interested in service-learning. This position will also assist in the implementation of the Youth Philanthropy Council.

Essential Duties and Responsibilities:

- Assist in the collection of student data within DMPS, collaborate with DMPS staff to report on the performance as demonstrated by the data, and utilize this data to make improvements to the DMPS AmeriCorps Program.
- Develop strong partnerships with DMPS staff and others to effectively train, coach, and address the professional development and technical assistance needs of service-learning members placed within the DMPS International Baccalaureate schools.
- Provide occasional service-learning workshops using the CYC process based on the nationally recognized IPARD/C model.
- Work with individuals and organizations to identify community needs and leverage community assets.
- Work with Hoover High School teachers and Des Moines Public Schools AmeriCorps member to pilot Youth Philanthropy Council (YPC) service-learning programming.
- Build capacity of DMPS International Baccalaureate schools to create service-learning opportunities with students by collaborating with International Baccalaureate (IB) teachers and IB Middle Years Program Coordinators toward curriculum integration of the evidence-based IPARD/C service-learning framework.

Minimum Qualifications:

- Minimum of four years of experience in working with youth, program development, volunteer, or program management.
- Computer proficient, including experience with Microsoft Office computer software.
- Excellent verbal, written communication, interpersonal, organizational/time management and facilitation skills.
- Experience working with youth, enjoyment working with youth, and passion for empowering youth.
- Ability to plan, organize, prioritize, and complete multiple tasks with minimal supervision.
- Ability and high comfort level with facilitating and training groups of youth and adults.
- Awareness of youth organizations and the needs of youth within the Des Moines community.
- Knowledge of philanthropy and community foundations.
- Must be a lawful citizen, national or permanent resident alien of the United States.
- Bachelor's degree in education, human service or related field.
- Must pass a National Sex Offender Registry, FBI and applicable state's bureau of investigation background checks.
- Valid driver license, reliable transportation, auto insurance.

Additional Qualifications Preferred:

- Master's degree.
- Experience in the following areas: school-based settings, AmeriCorps programs, volunteer management, program management, youth work, project planning, and/or organizational capacity building.

EEO Employer

Appendix K
Des Moines Public Schools
Middle Years Program (MYP) Coordinator
Job Description

Position Title: Middle Years Program (MYP) Coordinator

Supervisor: Hoover High School Principal

Hours of Work: Full-time, salaried position.

Position Summary:

The Middle Years Program (MYP) Coordinator is responsible for the whole school implementation of the Middle Years Program. The MYP Coordinator serves as a crucial link between Hoover High School and the International Baccalaureate Organization (IBO). He or she is expected to maintain a thorough understanding of all aspects of the MYP and actively endorse and promote the principles of the MYP.

The MYP Coordinator will work closely with Hoover staff to oversee implementation, provide support to teachers and students regarding MYP certification, organize and implement the personal project for year 5 MYP students, coordinate program of community service for students, create and maintain school-based training opportunities, prepare publications and promotional materials, program monitoring and regulation compliance, and budget management.

Essential Duties and Responsibilities:

- Pedagogical leader of the MYP in Hoover High School.
- Lead the understanding and appreciation of the MYP within the Hoover school community.
- Ensure concept of internationalism permeates all subjects.
- Monitor and review the implementation of MYP subject guides.
- Oversee implementation and delivery of the MYP Areas of Interaction.
- Ensure the consistency and development of unit planners in each academic department; establish and maintain a record of completed MYP planners.
- Keep staff informed of all current developments with the MYP including advising the appropriate staff of any new publications relevant to their subject area and/or positions within the school and maintaining resources of current MYP related documents and materials.
- Oversee the MYP budget.
- Develop and present orientations and other informational programs for MYP parents.
- Prepare and present ongoing programs of MYP orientation and growth to MYP students.
- Assess the professional development needs of MYP teachers and coordinate their participation in MYP workshops.
- Organize, prepare agendas, coordinate, and lead professional development activities for MYP staff during the early release days and for staff meetings as directed by the Principal.

- Maintain regular contact with the IBO and assume overall responsibility for administering, distributing, completing, and returning all relevant documentation pertaining to the MYP.
- Coordinate/communicate closely with the Hoover High School Principal regarding all aspects of the MYP program.
- Organize and chair an MYP steering committee; seek feedback regarding the MYP from the steering committee.
- Undertake or contribute to special projects, both internally and/or in cooperation with outside agencies, to promote the MYP and the IBO.
- Organize the community and service program for students and ensure that each student meets the community and service requirements.

Minimum Qualifications:

- A minimum of 3 years teaching experience within the IB MYP.
- A deep understanding of the IB MYP.
- A minimum of 2 years experience in a leadership position within an international school setting.
- Strong organizational ability and initiative.
- Experience with curriculum development and documentation within the IB MYP.
- Excellent interpersonal skills and strong communication skills.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions.
- Ability to define problems, collect data, establish facts, and draw conclusions.
- Ability to maintain effective working relationships with students, staff and the community.
- Knowledge, skill and ability in the use of e-mail, Internet, PowerPoint, spreadsheets, and word-processing.
- Must be a lawful citizen, national or permanent resident alien of the United States.
- Must pass a National Sex Offender Registry, FBI and applicable state's bureau of investigation background checks.
- Valid driver license, reliable transportation, auto insurance.

Additional Qualifications Preferred:

- M.A./M.Ed.
- MYP workshop leader experience.

EEO Employer