Assessment and Evaluation of Global Leadership Development Curriculum for OneWorld Now!

**Topic ID: 14-21OWN**

**Organization:** OneWorld Now!
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**Title:** Executive Director

**Please provide some background information about your agency:**
OneWorld Now! (OWN) was founded in Seattle, Washington in 2002. At that time, OWN launched a pilot program at Ingraham High School in north Seattle with just 12 students. Since then, OWN expanded to include students from every high school in the Seattle Public School District and has served over 1,500 youth who are mainly low-income and youth of color in the Seattle area.

Underserved youth have historically had the least access to international learning opportunities. OneWorld Now!'s programming provides a transformative learning experience that supports students to pursue tertiary education and international careers.

OWN was a pioneer when it was founded in a post-9/11 climate, yet our mission and vision seem just as critical today as it was back then. OWN has been recognized as "one of the nation's most innovative after school programs" by the Jack Kent Cooke Foundation, and the OWN founder, Kristin Hayden, was elected as an Ashoka fellow for recognizing "innovative solutions and the potential to change patterns across society."

**Specific Research Question You'd Like Answered (1-2 sentences):**
How do the students who complete OWN programming compare to other students in Seattle Public Schools when it comes to the leadership qualities needed to succeed professionally/academically in an international context?

There are several different sets of criteria for measuring "global leadership qualities," and part of the project may be to help us reassess which set is best for us. The standard we are currently using is the Global Competencies Inventory (GCI), which measures students' ability to adapt to people and places that are significantly different from those that they are accustomed to. This standard has worked fine for us, but I wasn't around when it was chosen originally, so perhaps other standards may be better suited that weren't fully explored back then.

Then there is also the Intercultural Effectiveness Scale (IES), as well as the Intercultural Competencies Standards used by the states of Kentucky and South Carolina. All of these measure a person's ability to interact with people across cultures.

**What adaptations should OWN make in a) its leadership development curriculum, and b) the tools (e.g. survey, observation etc.) to better understand the changes we are making among students?**

**What would you like to find out or have accomplished; what is the desired project outcome?**
The work of the Evan's School students would allow OWN to improve its approach and methods. The desired outcomes would be that the Capstone project would result in:

a) an evidence-based understanding of the change we make in our efforts to develop global leadership qualities among under-served high school youth from Seattle.

b) analysis and identification of the most appropriate methods for assessing global leadership qualities in the context of youth development.
c) an improved set of tools for evaluating leadership qualities for the program, which can ideally be applied with our 2015/2016 school year cohort.

d) a unique contribution to measuring youth leadership development based on never-done-before data collection and analyses, which includes a control group (if feasible), within Seattle Public Schools.

What are some key tasks the student will perform to complete the project?

a) Design the research methodology and related timeline, benchmarks, outputs and final intended outcomes.

b) Literature review identify and analyze existing (especially up-to-date) best practice tools/means for measuring global leadership (e.g. perceptions, characteristics and emotional intelligence). OWN has established a set of variables to measure leadership qualities.

c) Study OneWorld Now's survey questions and results from 2013/2014 school year (and previous year's if desired)

d) If feasible, recruit an independent control group within Seattle Public Schools and administer the survey being used among our students, and then compare the findings.

e) Produce recommendations, ideally in terms of both i) areas of global leadership to further focus and ii) the survey questions and other tools to try to measure the changes we affect.

What resources are available to complete the project (e.g., access to data, support from staff, etc.)?

Entry and exit survey results from previous years of OWN programming, including some analyses.

Data about our students (ethnicity, eligibility for lunch program, languages spoken in the home, would-be first generation college students)

Coaching and support from all staff, including current leadership facilitators, and the former staff who took part in developing the survey. John Compton, who currently works with the Evans School and who has served as an OWN volunteer for many years, also took part in developing the survey. He has offered to provide feedback and advice to the Evans School students.

We may also be able to provide the students with support (input, feedback) from professionals working on the soon to be launched Shared Measurement Initiative, within the Youth Development Executives of King County coalition, hosted by Schools Out Washington.

How many students is your project suitable for? Select all that apply: 3