

The Hill District Global Engagement Program: Evaluation Report



Prepared for

Amizade

by The David Berg Center for

Ethics and Leadership

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Cover Photo (Top): Students from Reaching Back on Amizade's Hill District Global Engagement Coalition's Jamaica Program, summer 2019

Cover Photo (Bottom) : Students from Ujamaa Collective on Amizade's Hill District Global Engagement Coalition's Ghana Program, summer 2019

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Executive Summary

Global service learning makes a transformative change in students. We witness student growth and learning through conversations with students while they are abroad, from hearing testimonials of students when they return, and from seeing students develop new skills, behaviors, and broader interests. What is less clear are the specific outcomes students attain through global service learning and how these outcomes are achieved. Enabling growth in service learning opportunities, especially to low-income students, entails strengthening our ability to capture these pivotal student learning outcomes and articulating these empirical findings to stakeholders, including educators, funders, and public and private agencies.

This evaluation report of the Amizade Hill District Global Engagement Coalition program documented several key learning outcomes based on empirical analysis of data collected in the summer of 2019. All student participants experienced gains in global competency and empathy, and the majority of students increased their transferable career and life skills and social action. This report documented additional program outcomes including promoting positive community building and providing positive role models for youth. The outcomes reported in this evaluation are particularly relevant as limited studies have examined empirical outcomes of global service learning on African American youth.

Our research focus for this evaluation report was to assess the impact of the Hill District Global Engagement Coalition program and to evaluate how the program develops in its participants global competency, transferable career and life skills, social action, and community building. We follow Hunter et al.'s (2006) definition describing global competency as the internal and external skills necessary for positive and effective intercultural interactions. We selected Hunter et al.'s (2006) definition because skills are inclusive of the knowledge, attitudes, and behaviors necessary for effective, ethical, and transformative work in a global society. Additionally, the ethical component of global competency outcomes was particularly relevant in understanding the socio-economic effects of marginalized youth in the Hill District community.

Our evaluation examines the impact of this unique initiative of Amizade on the following student outcomes: (1) global competency (2) empathy, (3) career development, (4) leadership, (5) social action, (6) mentorship (7) community impact, and (8) program challenges. We specifically address outcomes listed in the RFP including, understanding and the effects of global engagement on global identity, academic performance, entrepreneurial and business skills, behavioral response, problem solving, self-awareness, career readiness, global competency, empathy, social action and impact. Our assessment also pays specific attention to the effects of global experience taking into account the unique experience of the African American students.

The Major Findings

This evaluation documented positive learning outcomes for student participants. Participants reported learning outcomes as a direct result of their global experience: (1) global competency (2) empathy, (3) career development, (4) leadership, (5) social action, (6) mentorship, and (7) community impact. Across the participant groups, participants also

acknowledged the challenges confronted in the program and suggested possible ways to improve upon the program for the future.

The Hill District Global Engagement Coalition program had a positive impact on participants' awareness and their perceived importance of global competency because of participating in this global service learning experience. Students experienced enhanced cultural exposure and culture awareness, self-reflection and self-awareness of their identity, and some behavioral changes and adaptation. Participants also reported that they developed empathy, some leadership, and social action awareness, which will contribute to the student's ongoing ability to develop social and community connections. Additionally, the program provided the participants with the opportunity to build community connections, which became a powerful outcome for the participants.

Participants also reported that the global experience developed student's career development and provided positive mentorship. According to the data, students noted essential transferable skills relevant to potential future career development. Several students also commented on how the global experience influenced them to explore new career paths with more confidence. Finally, the significance of mentorship was a strong outcome of this evaluation project. Mentors helped to facilitate a positive learning experience for the students as well as provide a positive role model for them, which was particularly relevant to the students that may not have positive parental role model in their lives. We hope that the findings from this project contribute useful information for the development and planning of future programs for students from marginalized groups.

Program and Partner Background

Amizade Background

Amizade, a global service learning non-profit, connects universities, high schools, and organizations with opportunities to serve communities in over twelve countries. Amizade strives to create fair trade global service learning by initiating social action and connecting diverse communities. Amizade builds lasting relationships within the communities they serve and creates immersive global experiences for students.

Amizade's foundation is established on its principles of community driven service, deliberate learning, intercultural immersion and exchange, consideration of global citizenship, and relative inquiry. Community driven service ensures giving voice to local organizations and building mutually beneficial partnerships. Deliberate learning encourages learning practices that foster inclusion and democratic participation.

Amizade's global service learning programs focus on global and cultural issues emphasizing the importance of staying connected to the communities that they serve. The intercultural exchange programs promote cross-cultural learning that allows both the local community and the Amizade student group to connect through common values and worldviews. Amizade's promotion of global citizenship allows participants to discuss human equality and inspire solutions to nationality, gender, and class discrimination and social inequalities.

Amizade Hill District Global Engagement Program Background

Over the past decade, Amizade has partnered with the Hill District community to provide service learning opportunities including bringing students from Northern Ireland s to the Hill District and taking several Hill District students on global service learning trips. In 2019, Amizade commenced a new formal initiative called the "The Hill District Global Engagement Coalition." Through this initiative, Amizade works with local community organizations including, Ujamaa Collective, Reaching Back, and the Grayson Center, to provide low income students with global service learning opportunities. This initiative provides students from the Hill District the opportunity to gain global exposure, explore African Diaspora identity, and complete a service project in the Hill District community.

In 2019, Amizade connected groups of students from community organizations in the Hill District with communities in Ghana, Jamaica, and Trinidad and Tobago. In Ghana, Amizade paired the Ujamaa Collective with Peace Humanity International and Challenging Heights. The program took place in Accra, Winneba, Jukwa, Cape Coast, and Tamale, in Ghana, West Africa. By traveling to Ghana, students hoped to gain an immersive learning experience including exploring Black identity, learning about the slave trade, and connecting with non-profit organizations and businesses. Students engaged with Peace Humanity International, which works on development initiatives ranging from computer literacy, to building roads, to AIDS awareness campaigns. Students also worked with Challenging Heights, a "grassroots, survivor-led organization, that works to end child- trafficking, reduce child slavery, and promote children's rights," to learn about modern slavery and gain insights on the causes of poverty.

In Jamaica, Amizade paired Reaching Back with The Association of Clubs (AOC). AOC is a “community-based organization organized to develop and secure the implementation of strategies and policies which address the principal social and economic problems facing the community.” In rural Jamaica, Reaching Back students visited sugar factories and served the community through construction projects, teaching in schools, and helping run summer camps. The AOC connects with eight other community-based organization along the sugar belt to participate in projects that include youth empowerment summer camps, videography programs, building revitalization, and assisting teachers in school education programs.

Amizade paired the Center of CARES at the Grayson Center with the DORCAS women’s group in Trinidad and Tobago. The DORCAS Women’s Group, located in Matelot, aims “to promote the interest and welfare of the community by fostering spiritual, cultural, recreational, educational, social, and environmental activities.” Amizade works with the DORCAS women’s group to establish the needs of the community and place volunteers where their help can be maximized. Projects include work with eco-tourism, revitalization of hiking trails, maintaining access to roads, construction of recreational buildings, and establishing agricultural processing facilities.

David Berg Center Partner Background

The David Berg Center for Ethics and Leadership aims to add value to organizations through ethical leadership. Within that core mission, the Berg Center through the continued support of the Berg Foundation, has developed a number of innovative academic programs, pursued cutting-edge research, and established productive collaborations to advance the issue of ethical leadership across all types of organizations and sectors. The focus of the Berg Center is three-fold: first to enhance *educational programs* that enhance the development of the next generations of ethical leaders in business; second, to contribute new knowledge via *research impact* that can shape how to approach ethics and leadership across many different organizational settings; and third, to create meaningful *business community engagement* through partnerships in order to broaden the impact of the center’s programs and activities. The partnership between Amizade and the David Berg Center for Ethics and Leadership contributes to the development of all three key organizational objectives.

The David Berg Center for Ethics and Leadership as well as Pitt Business have had a long-standing focus on community engagement within our research and education activities. We have a long-term partnership with the Hill District Community Development Corporation about issues related to social entrepreneurship, business development and leadership development that is part of the overall University of Pittsburgh’s community engagement initiative within the Hill District (<https://cec.pitt.edu/hilldistrict/>). In addition, Associate Dean Murrell has worked on a number of projects within the Hill District on community, business and economic development including serving as a co-author on the Community Collaboration and Implementation Plan (CCIP) for the lower Hill District. This collective and long-term experience provides an excellent fit for the Amizade Hill District global engagement project. The Berg Center is committed to supporting academic research that will have a positive impact on society with attention to diversity. A cornerstone of our community engagement research model is to provide inclusive, reciprocal, and ethical research to community partners. To date the

center has supported over 50 academic publications with a focus on diversity, ethics and leadership, and education with a focus on the value of service learning and ethical leadership.

In addition to our community engagement research, our center has been at the forefront of cutting-edge global competency research. For the past five years, we have been conducting a large-scale mixed methods longitudinal study examining ethical global competency. Our research includes over 1500 student Global Competence Aptitude Assessment responses, over 500 student study abroad blogs, and 50 qualitative student interviews. Results of this study aim to enhance the student learning experience at Pitt Business and improve study abroad access and quality at the institutional, national, and international levels. Initial results have been reported and shared at 5 international and national conferences.

Research on the Hill District Global Engagement Coalition will continue to develop a broader understanding of the effects of global experience on youth from low socio-economic backgrounds. The Berg Center's knowledge in the area of global engagement coupled with our existing relationships with the Hill District community provides an excellent complement to the knowledge, expertise, and relationships that exist within the Amizade organization.

Grayson Center Partner Background

The Grayson Center, located in the Hill District, provides its community with a safe space to foster and influence upcoming generations. This Grayson Center focuses on empowering children and young adults to become leaders through creating an environment of passion, energy, and hopefulness. The foundation of the Grayson Center, the CARES Promise, promotes academic success, the preparation of children and young adults for leadership, and healthy and productive life choices. The CARES Promise has helped over 2,800 students, ranging from pre-k to college, through year-round enrichment programs.

In 2016, the Grayson Center partnered with Amizade to send students to Ghana for a Transformation and Global Citizenship program. This program sent eight Hill District students to explore Ghana. While in Ghana, the students reported gaining an appreciation for Ghanaian women as they witnessed first-hand the women's devotion and sacrifices for their families. The students' most memorable and moving experience was visiting the slave castles. The leader of the trip, Rev. Grayson, hoped the program would inspire students to make positive life choices.

For the 2019 Hill District Global Engagement Coalition program, the Grayson Center sent young adults to Trinidad and Tobago with two mentors, Malaysia Rainey and Melvena Daniels, along with an Executive Director, Shinora Grayson. Malaysia Rainey, a Hill District Native, received the Pittsburgh Promise and graduated from Slippery Rock University in 2016. She serves as the CARES event coordinator at the Grayson Center. Malaysia owns her own event coordinating community, *MarkbyMalaysia Event Planning*. Melvena Daniels graduated her undergraduate education from Penn State University and her Masters in Organizational Leadership from Point Park University. Ms. Daniels wears many hats as a full time Project Manager for the University of Pittsburgh Graduate School of Public Health NRG Oncology Statistics & Data Management Center, a part-time Site Coordinator for the Grayson Center, a Board member of the Hill District Non-Profit ACH Clear Pathways, and a Consultant for

construction and project consulting firms, Midpoint Group of Companies and Terri Lee Consulting. In addition to these organizations, Ms. Daniels also co-owns *Beyond Blessed Catering Co.* Lastly, Shinora Grayson, a Winston Salem University Alumnus in Business Management and Finance, is the Chief Operating Officer at the Grayson Center. She owns multiple businesses including Disciplined Dollars, LLC, a financial coaching firm, and On the Go, LLC, a business focused on helping the company growth.

Reaching Back Partner Background

Reaching Back, a part of the Neighborhood Learning Alliance, provides mentorship for young African-Americans in the Hill District community. Reaching Back uses African traditions to teach their members the values of service, selflessness, discipline, independent reasoning, and physical strength. The program emphasizes mentorship by allowing mentees to become mentors after completing the program. Reaching Back also promotes youth leadership, mental health and nutrition, chess, and public debate. Their mission is to provide African American youth the resources they need to succeed through partnerships with their community and other faith-based organizations. In 2019, Reaching Back traveled with a group of 4 young boys and 3 young females to rural Jamaica.

For the 2019 Hill District Global Engagement Coalition program, Reaching Back sent Malcolm Thomas, the Executive Director, and Cheyenne Campbell, a mentor, to Jamaica. Malcolm Thomas, a Pittsburgh Native, graduated from Penn State with an education degree and a concentration in Black Studies. He was a Specialist in Mental Health at Mercy Hospital. Mr. Thomas is currently an independent contractor for SAP, Pittsburgh Public School's Student Assistance Program. He is a board member of The African American Men and Boys Task Force and is the Director of The Reaching Back Program. Mr. Thomas is the Co-Founder and Founding Director of the Sankofa Leadership Institute. This organization helps men who work with African American youth create leadership, health, and sustainability. Mr. Thomas continues encourage healing within the African American community by organizing retreats, including a trip a Ghana in 2014. Cheyenne Campbell, a 21-year-old mentor, attended Obama Academy in Pittsburgh, but transferred to Pittsburgh University Prep her senior year in order to help raise her sister. Ms. Campbell completed 2 years of higher education, but ultimately decided that she desired a more immersive learning experience. She volunteers and mentors at Pittsburgh University Prep by bringing young females together to discuss social and emotional behaviors.

Ujamaa Partner Background

By creating opportunities for Africana American women in the Hill District community, Ujamaa, a non-profit organization, aims to shape their neighborhood into a safe, productive, and economically thriving community. Ujamaa enables women from African decent to grow as entrepreneurs, artisans, and leaders. The non-profit inspires by providing an artisan boutique, pop-up shops, entrepreneurship programs that give women a space to be creative and showcase their creations. Ujamaa's purpose is to provide Africana women with an economic outlet for their work and support for local businesses to grow and develop. Their boutique holds jewelry, clothing, fabric, home decor, and art from both members of the Hill District community and fair-trade items from Africa and the Caribbean. This allows for local artists to feel a connection to

their African roots and increase their cultural identity. Ujamaa centers around the idea, “Lift as we climb.”

Ujamaa has invited young females from the Hill District community to programs and workshops that increase their skill sets and inspire entrepreneurship. In March of 2017, Ujamaa hosted an Arts and Cooperative Business program for young females. The programs allowed ten girls, ages 15-21, to participate. Local artist, Dawn Surgest, taught young women textile and sewing skills and allowed participants to launch their own brands in an encouraging and inspiring setting. Ujamaa also encouraged young female entrepreneurs through an arts, tech, and culture camp, Text & Tag, in June of 2018. This seven-week long program inspired positivity around the Hill District community. Young females had access to design software, screen printing, a vinyl cutter. They expressed art through multiple channels including journaling. Ujamaa’s relationship with Amizade started in 2014 when Amizade paired Ujamaa with the Karagwe Vimaka Vocational Training Development and Poverty Alleviation (KVDPA), a Tanzanian program. Ujamaa initiated a fair-trade relationship with KVDPA by providing fair compensation and marketing for this Tanzanian program.

For the 2019 Hill District Global Engagement Coalition program, Ujamaa sent a group of 7 young females. Ujamaa Collective’s travel group to Ghana also included two mentors, Frankie Harris and Tia Torres, and an Executive Director, LaKeisha Wolf. Frankie Harris has been a resident of the Hill District for 13 years and has been part of Ujamaa since 2011. Her primary role is to design the window displays for the store front. Ms. Harris’s business, The Power of One, is an event planning company. Tia Torres, a 24-year-old entrepreneur woman, is the co-owner of Seven Wild Dreams. Her business works with Hill District high schoolers to organize against push out and advocate for non-discriminatory and fair public education. In addition, Ms. Torres partakes in Neighborhood Works Hill District neighborhood leadership cohort. She gives residents a safe environment to discuss the adverse living conditions of the public assistance housing. The executive director, LaKeisha Wolf, is a founding member and the Executive Director of Ujamaa Collective. Ms. Wolf organized the organization’s first fair trade relationship in East Africa and is a teaching artist. She uses hands-on art projects to encourage the expression of life experiences and identity.

Methodology

Overview

Our research focus for this evaluation report was to assess the impact of the Hill District Global Engagement Coalition program and to evaluate how the program develops global competency in its participants with attention to transferable career and life skills, social action, and community building. The research team surveyed students and interviewed mentors, community partners, Amizade staff, and parents to determine the impact of the program on the African American youth participants. The social action and community building outcomes were relevant due to goals of the community partners in their efforts to impact the socio-economic circumstances of youth participants in the Hill District community.

The past decade has seen a growth in advocacy and program support for the expansion of study abroad experiences to African American students and minority students. Yet, the enrollment statistics of African American students studying abroad continue to remain underrepresented (Engel, 2017). Study abroad programs and conferences are increasingly emphasizing the need to increase diversity and African American student participation. (Diversity Abroad, 2019; (NAFSA, 2019; The Forum on Education Abroad, 2019). Despite these recent engagement efforts, African American study abroad participation has remained underrepresented in higher education (Engel, 2017; Institute of International Education, 2018). Study abroad experiences targeting African American youth appear to be even more limited in the K-12 context indicating a need for more global engagement experiences for African American youth.

A contributing factor to the gap between advocacy and enrollment lies in the limited research available on best practice design and the outcomes of the African American study abroad experience, both in higher education and the K-12 experience (Ali, 2015; Engel, 2017). Engle (2017) commented on the need for more research in the IIE Center for Academic Mobility Research and Impact Report,

“Enhancing pathways of access to study abroad for all students remains as essential objective for higher education institutions, researchers, practitioners, and policy-makers. Yet, not enough is definitively known about the impacts of study abroad on different groups of students, particularly racial/ethnic minority students, and, one step further, what program approaches and strategies are more effective in bringing about these positive impacts.”

This program evaluation report aims to contribute to the development of African American global engagement opportunities by describing program outcomes for the African American youth in the Hill District community in Pittsburgh.

This program evaluation used a multiple case study approach to provide data on a broad range of topics from different participant perspectives (Patton, 2002). The multiple case study design permitted the study of global education outcomes across multiple participant groups providing a wide-range of data (Patton, 2002). The multiple cases study researched 5 participant groups including (1) students, (2) mentors, (3) community organization partners, (4) Amizade

staff, and (5) parents. The research design employed triangulation of data across multiple participant groups and locations enhancing the credibility of the research (Patton 2002).

Participants

This program evaluation included the feedback of a total of 25 participants in the 2019 Hill District Global Engagement Coalition program. The participants included 15 students, 3 mentors, 2 community organization partners, 4 Amizade staff, and 2 parents. The students and community organizations that participated in this project reside in the Hill District community of Pittsburgh. The Hill District is a historically vibrant African American neighborhood that has encountered decades of high rates of poverty and economic decline following the city's use of eminent domain to displace 8,000 residents to construct the Civic Arena in the 1960s. The further decline of the steel industry and manufacturing sector in the city throughout the 1980s and 1990s also impacted this neighborhood. Of the demographic data collected on the students that participated in the Ujamaa Collective program, 85% of the students come from households making less than \$40,000 annually. Additionally, all student participants range from 14 to 19 years old and attended the Pittsburgh Public School District.

Data Collection

This program evaluation included the collection of pre and post surveys, interviews, and focus groups. Open-ended pre and post surveys of student participants were collected by Amizade and analyzed by the Berg Center research team. The open-ended pre and post survey assessed students understanding and growth in global competency, empathy, leadership, social action, and career development.

Interviews of mentors, community organization partners, and Amizade staff were collected and analyzed by the Berg Center Research team. Additionally, one parent focus group was collected and analyzed by the Berg Center Research team. Interviews and the focus group followed a uniform script and assessed student learning and program outcomes. All data was collected between June to October 2019. Please see Appendix A for a copy of survey, interview, and focus group questionnaires.

Data Analysis

This program evaluation used content analysis to assess all data. The content analysis was completed manually and with the content analysis software QDA Miner by Provalis Research. All data was analyzed deductively by searching for certain student learning and program outcomes, including, (1) global competency, (2) empathy, (3) career development, (4) leadership, (5) social action, (6) mentorship, (7) community impact, (8) parent perspective, and (9) challenges. Additionally, unexpected and new themes were also coded and analyzed inductively. Computer assisted software provided efficient, effective, and flexible data management across a variety of participant groups and locations sites. With digital codes, the researchers could easily merge codes, rename codes, create and alter code families, and visually move code groups in geometric patterns to examine thematic relations. Using Friese's (2014) Noticing, Collecting, and Thinking Method, the researcher completed a descriptive and

conceptual analysis. The research team also conducted a manual reading and analysis of data transcriptions to ensure reliability across data analysis methods.

Data Limitations

A limitation of this report is that it collected student and mentor data from two of the three community organizations groups that participated in the 2019 Hill District Global Engagement Coalition. Unfortunately, student and mentor data from the third community organization partner, the Grayson Center, could not be completed due to unexpected time constraints encountered while abroad. Additionally, this program evaluation had a small sample size of 25 participants across 5 participant groups. The research team acknowledged the limitations of the small sample size by performing a qualitative analysis and keeping research outcomes specific to the program context.

Program Outcomes Summary

This program evaluation report documents a number of positive learning outcomes for student participants. Participants reported several student learning outcomes as a direct result of their global experience: (1) global competency (2) empathy, (3) career development, (4) leadership, (5) social action, (6) mentorship, and (7) community impact. Across the participant groups, participants also acknowledged the challenges confronted in the program and suggested possible ways to improve upon the program for the future.

A key finding of this evaluation is that the program has a positive impact on participants awareness of and perceived importance of global competency as a result of participating in this global service learning experience. Students experienced enhanced cultural exposure and culture awareness, self-reflection and self-awareness of their identity, and some behavioral changes and adaptation. Developing a new and deeper understanding of African American identity was a noted learning outcome for most participants.

Participants also reported that they developed empathy, some leadership and social action awareness which will contribute to the student's ongoing ability to develop social and community connections. The opportunity to build community connections was a powerful outcome for the participants. Mentors and community partners frequently discussed the power of fostering connections across the African Diaspora to promote positive social and community engagement. The ability of the Amizade global service learning experience to foster empathy, awareness of ethical leadership, and social justice activity in African American youth is a distinct and important finding of this work. Social and community building outcomes should be considered in ongoing project development and future efforts of this type.

Participants also reported that the global experience developed student's career development and provided positive mentorship. According to the data, students noted important transferable skills relevant to potential future career development. Several students also commented on how the global experience influenced them to explore new career paths with more confidence. The significance of mentorship was a strong outcome of this evaluation project. Mentors helped to facilitate a positive learning experience for the students as well as provide a positive role model for them, which was particularly important to the students that may not have positive parental role model in their lives.

This evaluation report also acknowledged challenges encountered during the program related to: (1) pre-departure support (2) mentorship training (3) program structure (4) program curriculum (5) partnership development, and (6) funding. While the challenges are important considerations for improving the logistics and execution of the program in the future, the challenges reportedly did not interfere with the majority of the participants reporting positive learning outcomes as a result of this program experience. The ability of the Hill District Global Engagement Coalition to develop a broad range of positive learning outcomes for African American youth participants indicated the program should continue to develop and expand its impact.

Program Outcomes: Student Global Competency

Overview

A central objective of this report was to assess if global experience increased the global competency of student participants. While previous research indicates a significant correlation between global exposure and increased global competency, this research is heavily concentrated on participants from middle and upper class background and largely representative of White participants (Engel, 2017; Sweeney, 2013). Limited studies report on the global competency outcomes of African American participants, especially African American participants from low socioeconomic backgrounds, requiring additional research.

A key finding in this report is that the most frequent benefit reported by participants was that this global experience increased students' global awareness as a dimension of global competency. Additionally, participants indicated that the global experience has a positive impact by increasing student self-reflection and self-awareness of African American identity; increasing student cultural perception is deepened and diversified; and developing positive student behavioral change and adaptation happens through global experience. Components of global competency were also documented across other program outcomes related to empathy, leadership, social action, and career development.

Key Outcome 1: Global Competency Increases through Global Experience

Overwhelmingly, an increase in global competency was the most frequent student learning outcome reported by participants. Each participant group, including students, mentors, community organization partners, Amizade staff, and parents documented growth in the students' global competency as a direct result of student participation in the global experience. Participants documented students increased their global competency by participating in cultural exposure experiences, expanding their cultural knowledge and awareness, becoming more self-aware and reflective, developing positive behavioral change and adaptation, and collaborating across diversity.

Gains in global competency were recognized in the data as the majority of students reported experiencing new cultural norms and frequently noted social and cultural differences such as different views on women, religion, respect, work ethic, purchasing goods, and privilege. Mentors, community organization partners, Amizade staff, and parents recognized gains in student's global competency inclusive of cultural awareness, cultural exposure, and increase in self-awareness, behavioral change, and collaborating across diversity. One Amizade staff member indicated gains in the global competency of students:

“Absolutely, students increased their global competency/ global citizenship. It's only a week, so we just want to plant some seeds so they understand that your reality isn't the only reality that is available to you. The students gained an appreciation for other cultures and other ways of living, especially the host family experience in Jamaica, and the comparisons between Jamaica & the US.”

This evaluation confirmed participants increased their global competency in the program.

Key Outcome 2: Global experience develops self-reflection and self-awareness of African American identity

Students, mentors, community partner organizers, Amizade staff, and parents frequently indicated the global program developed students' self-reflection and self-awareness of African American identity. By reflecting on the experience through program-debriefs and the evaluation survey, students began to become more aware of their impact on the world, their ability to confront and overcome challenges, and understand the perspective of others. Students also became more aware of their African American identity and the similarities and differences of this identity to identities in Africa and the African Diaspora. One parent stated the impact of the program on her daughter's self-awareness:

“Going to Ghana gave my daughter an image of herself that she didn't have before— her African American heritage; her native American history; we were mathematicians – leaders- beauticians- architects- scientists. She went and saw Black people in another part of the world and now she has a strong sense of herself and is embracing her African American and Native American history more.”

The ability of the student participants to develop their ability to self-reflect and become more self-aware increased their overall cultural awareness which is related to global competency as a key program outcome.

Key Outcome 3: Cultural Perception is Deepened and Diversified

Throughout the data collected, participants frequently discussed how student's cultural perception was deepened and diversified as a result of their experience. Students frequently commented on gaining a new understanding of “how Black people live and work in different parts of the world”, how other cultures are kinder and more welcoming than the U.S., and how they began to think differently about their privilege and opportunities in life. The students, mentors, and community partners who participated in the Jamaica program reflected deeply on the culture of non-violence in Jamaica compared to the high rates violence in some urban African American communities. The students and mentors participating in Ghana gained a new understanding of the legacy of slavery and the continued persistence of inequality globally. The deepening and diversifying of students' cultural perception contributed to an increase in their global competency.

Key Outcome 4: Global experience develops positive behavioral change and adaptation

A common theme in participant surveys, interviews, and focus groups, was that the global experience developed positive behavioral change and adaptation in the students thus increasing their global competency. Students commented that they learned new language skills, navigated challenges by asking for help from others, and learned to adapt to a culture without

personal comforts (e.g., Wi-Fi, air-conditioning, prepared food, hot water) and other conveniences found in America. Additionally, some students and parents also indicated long-term behavioral outcomes of the global experience including students expressing a desire to go into new careers, maintain friendships with people abroad, and promote peace and non-violence in their community in the U.S. Female students repeatedly expressed feeling more confident and capable in school and work. One parent elaborated on the positive behavioral changes in her daughter upon returning to the U.S:

“My daughter’s level of awareness was low, she really only knew her family & local friends. This was the first time my daughter was out of the country, and she now has friends from other countries that speak other languages, and she has been wanting to travel more, so now it looks like she wants to travel more, and she has developed NETWORKING. She is more ambitious; more mature; she travels locally on her own; she demonstrates more personal responsibility. Now when she experiences something here, she has a different frame of mind, she says, “that’s nothing because when I was in Ghana. . .” this outside perspective helps her overcome obstacles here in the US.”

According to the participants, the Hill District Global Coalition 2019 program fostered positive behavioral change and adaption in students thereby enhancing their overall global competency.

Program Outcomes: Student Empathy

Overview

A key objective of the Hill District Engagement Project was to develop the students' empathy through their participation in the international service experience. Prior research shows that the process of developing empathy involves the cultivation of abilities that allows people to connect with others in manners that can create a sense of solidarity and compassion around social issues (Schneider, 2018). The pre-departure workshops and the international engagement exposed the students to several activities that fostered contact between participants and the host communities in ways that promoted the development of empathy. Students shared that their tendency to act with empathy toward others increased because of their international experience.

Key Outcome 1: Developing Solidarity and Connection

The students shared that the pre-departure workshops and the international experience helped them to develop solidarity and a sense of appreciation for the historical, cultural, and social experience of their host community. Many of the students also stated that they are now able to put themselves in the shoes of their host after sharing in their history. In summarizing this outcome, one of the participants explained that “our girls were able to better understand how U.S Blacks have a distinct experience that reflects aspects of what was taken from our ancestors whom we descend from in some ways, this had some girls feeling empathy for U.S. Blacks’ themselves.”

Key Outcome 2: Developing Compassion and Empathy

Students indicated that this international experience increased their ability to show compassion and empathy for people's experience. Sharing about the impact of the trip, one of the participants stated that she “developed concern for the welfare of others and the ability to connect with what other people may be going through. During their community project presentation, female students from Ujamaa Collective commented that they developed compassion for the way other women live in the globe and gained a new understanding for the challenges that the women face in Ghana.

Program Outcomes: Student Career Development

Overview

Participating in a global service-earning program has the potential to impact students' future career goals. Prior higher education research shows that students who participate in service-learning programs are more likely to choose service-based careers, compared to those who participate in community service or no service (Voguing & Astin, 2000). In addition, such programming can help students develop skills important to their career development. This study sought to see if global experience had the same positive career development outcomes for African American high school students. While not all student participants in the Hill District Global Engagement Coalition discussed career goals and outcomes, those who did shared that the experience impacted their career goals and helped them develop skills that are applicable to their career development.

Key Outcome 1: Developing transferable skills

Through participation in the program, students developed transferable (career and life) skills and qualities that will benefit them in their future careers, including communication skills, adaptability, and resiliency. Further, some students articulated how these skills may apply to their future career goals. One student, who has an interest in becoming a doctor, wrote that,

“having this experience has allowed me to become a global citizen and learn how to interact with people from a different culture, which I will need in my future career...In life there will always be challenges, so having a skill like learning how to adapt will be pertinent not only in life but to my future career goal of becoming a doctor”.

Several other students highlighted adaptability as an outcome, which they believed was developed by stepping outside of their comfort zones and into new surroundings. Another skill mentioned by students was communication, which they felt they expanded through overcoming language barriers, bargaining and negotiating in the markets, and developing the ability to persuade others. Finally, a reoccurring theme in student responses was overcoming adversity. This is tied to developing resiliency, a predictor of future success academically and professionally.

Key Outcome 2: Exposure to new career paths and goals

Participation in the program provided some students with new potential career options and goals. Two students indicated that a goal of the experience was to impact their career development by exposing them to new outlooks and experiences. Program mentors provided some information regarding career goals expressed by the students, including the entertainment industry, writing, nursing, teaching, and heavy equipment operating. Additionally, in the pre-program survey, several students identified their intended careers in a position in the beauty industry, as a lawyer, and doctor or dentist. For those students indicating a possible career goal, the experience solidified their choices, but also provided additional clarity around those goals.

When asked about how to apply the skills and knowledge gained through this experience toward a career, one student wrote “for my future career, I want to be a lawyer and learning how to apply others life stories could really help me with connecting to people”. For students not indicating a chosen career path prior to the program, the experience helped them see possible career opportunities. One student wrote about utilizing the labor skills developed through the service project in Jamaica as something to utilize in a future job, and another student mentioned that the experience taught her that she would like to work with children. Finally, a few students commented on a desire to incorporate service or volunteering into their future careers, although they did not have specific career goals identified.

Program Outcomes: Student Leadership

Overview

Building leadership capacity was an objective of the Hill District Global Engagement Coalition. A program goal was to support development of future community leaders by increasing participant's engagement with their local community. Several community activities were included in the design of the international experience to facilitate the students' development of leadership skills. Most of the participants reported that the international trip pushed them out of their comfort zone and forced them to be open and to develop new leadership skills.

Key Outcome 1: Experiencing collaboration

The students shared that the service project during their international trip provided them unique opportunity to see the benefit of teamwork, as well as develop the ability to work with people. Summarizing this outcome in a quote, one of the participants stated that they “gained a sense of teamwork, although we are classmates, this was the first time working together like this for a six days' time frame.”

Key Outcome 2: Enhancing problem-solving ability

The students shared that the international experience increased their confidence and ability to take the initiative and work with people to resolve issues. Summarizing this experience, one of the program participants stated that during the trip, he “developed the ability to solve problems and work through minor issues and learned conflict resolution.”

Key Outcome 3: Increasing student adaptability

The international experience created opportunities for students to “step out of their comfort zone and experience new cultural ideas.” The students also shared that they had to adjust to situations and do things in ways that they were unaccustomed to doing. For example, a student shared that during this trip, “we were forced to interact for a prolonged period with people.”

Program Outcomes: Student Social Action

Overview

Another key objective of the Hill District Global Engagement Coalition program was to promote and cultivate participants' interest in engaging in social action. Through the educational, community project, and reflection activities that the program provided, students had firsthand opportunities to experience and witness the benefits of community partnership in building and developing the local community. Participants from the programs reported that both the pre-departure preparation and the international experience helped to develop their social action.

Key Outcome 1: Learning the importance of serving others in the community

Students stated that the Hill District Engagement project increased their understanding of the importance of using service as a tool to empower and build their community. Summarizing their experience, students shared that “A few girls talked about wanting to support schools with new supplies, after seeing some of the posters old, faded, and peeling off the wall, they want to create new posters for the school in Accra.”

Key Outcome 2: Building relationships within and between communities

The students shared that the international experience increased their ability to work across cultures and build relationships with people. Summarizing this experience, a student stated that they now, “realized the importance of trips like this, bonding and creating relationships with Petersfield and Galloway Benevolence organization, the host mother, Mr. Brown, and the list goes on.”

Key Outcome 3: Developing a shared vision of social justice

Many of the student participants indicated that the experience provided them a global context to understand the shared vision of social justice around the world. Sharing his experience, one of the participants stated that he “felt excited to be a part of this sort of experience, to see what social justice really is around the world.” Students from the Reaching Back group stated they experienced a deepened appreciation of the Jamaican perspective of non-violence and social justice. While the students from Ujamaa Collective group indicated, that they developed a shared vision of the need to fight for women's justice and gender equality across the African Diaspora.

Program Outcomes: Mentorship

Overview

Through the mentorship opportunities that the Hill District Global Engagement Coalition provided before and during the program, participants experienced coaching relationships that empowered them to step out of their usual comfort zone. This support and renewed confidence became a powerful force for growth.

Key Outcome 1: Exposure to positive role models

The international trip provided students the opportunity to live and work with members of their host community. Students explained that in many ways, their mentors and the leaders in the host community served as a positive role model for them. For instance, one participant shared that his host mother became a role model for him during the international trip, saying that he “cried the last day saying goodbye to his host mother, because he doesn’t have a good relationship with his biological mother, he was overwhelmed with emotion from the love and the hospitality.” Additionally, the girls from the Ujamaa collective group repeatedly commented that they developed a new appreciation of their African identity and beauty by seeing strong, confident, and proud women in Ghana.

Key Outcome 2: Valuable mentorship

The students talked about the benefits of having mentorship before and during the international experience. Many of the participants indicated that the support provided by their mentors helped to promote positive developmental outcomes for them during their trip. A quote from one of the program participants shows the importance of mentorship during the international experience: “Mentors and experience are so valuable to young people dealing with racism and White supremacy in America, and to be able to walk a path our ancestors have walked, it is a principle that is necessary to talk to people about restoration and healing from past experience.”

Program Outcomes: Community Impact

Overview

The participants in the Hill District Global Engagement Coalition reported that the pre-departure and the international experience created a unique opportunity for the community to work together for the greater good of all community members. The international experience also allowed participants to begin to see the connection between themselves and the broader African community.

Key Outcome 1: Community building

The students reported that the Hill District Engagement project created opportunities for their community to bond and work together for the common good of the students going on the trip. One participant described how the community came together to help her group during the pre-departure process. She stated that, “community came together to create a web to carry everyone who was encountered, surprised in a pleasant way of the manner in which people walked through the doors to support/help, hasn’t seen this in recent times, to see community coming together to support, it is amazing to see this community-building moment.”

Community organization partners also commented on how the program is helping to shape and foster positive community building within the Hill District. By experiencing Black communities with less incidence of violence, the students saw and learned that it is possible to coexist in a community peacefully. Students came away with a deepened desire to positively influence and share their experience with others in the Hill District community.

Key Outcome 2: Developing an African American Self-Identity

The students talked about the experience they had in their host community and how the interactions they had with the members of the community helped them to develop an understanding of their identity as African Americans. While sharing about the impact of the trip on her self-identity, one of the students stated that “it is the first time thinking about anything that’s African being associated with themselves, and the ignorance about themselves and Africa.”

Program Outcomes: Parents' Perspective

Overview

A small focus group was conducted with two parents after students returned from the international portion of the program. The goal of the focus group was to identify change in students after the program regarding global and cultural awareness, career goals, social action and civic engagement, and empathy. Both parents have daughters who went to Ghana.

Key Outcome 1: Increase in global and cultural awareness

Global and cultural awareness of students increased after participating in the program. One parent spoke about the importance of being intentional in understanding different cultures and identifying similar experiences and struggles. She commented that the ongoing relationship with Amizade in the Hill District has benefitted her daughter in this way through her participation on this program in Ghana, as well as meeting youth from other countries who visit the Hill District. The other parent noted that having increased cultural awareness and a different perspective helps her daughter overcome obstacles now that she's home. Both parents spoke about their daughters developing a sense of unity and gained a different perspective as a benefit of their global experience.

Key Outcome 2: Strengthening African American identity

Participating in the program has strengthened aspects of participants' identities, including heritage, career goals, and community. Some of the words the parents used to describe their daughters after the program include ambitious, mature, curious, inclusive, and open-minded. Regarding heritage, one parent said of her daughter: "she went and saw black people in another part of the world and now she has a strong sense of herself and is embracing her African-American and Native American heritage more." Both parents mentioned the future career goals of their daughters as now having a global perspective; international business and global medicine or public health are the desired career paths. Both parents also felt that their children were able to apply what they learned through the experience to their community in the Hill District, noting that women helping other women through business and understanding fair-market practices to support workers has led to more involvement with the community organization through making shea butter and jewelry for the co-op. One parent commented that her daughter went to a women's' empowerment rally after returning from the program as evidence of the positive impact of the global experience.

Key Outcome 3: Increased Empathy

Student participants developed a greater sense of empathy through the program. The final comment from both parents was a hope that other children can also have this opportunity, as it gave their children a frame of reference to see different perspectives and view the world in a new way. This experience has given participants the ability to relate to other cultures and understand the challenges others face. One parent says now that her daughter has been exposed to a culture that speaks a different language and experienced the difficulty of translation, she has more

compassion for refugees and immigrants who don't speak her language. The other parent mentioned that her child now has a larger purpose and perspective outside of home, personal life, and school.

Program Outcomes: Challenges

Overview

While overall the Hill District Global Engagement Coalition program has been a success, through interviews with Amizade staff and community directors, several challenges have been identified. These challenges include (1) pre-departure support and participation, (2) mentorship selection and training, (3) program structure, (4) program curriculum, (5) partnership development, and (6) funding. These challenges are briefly outlined below and are areas for improvement of the Hill District Global Engagement Coalition moving forward.

Challenge 1: Pre-Departure Support

Building a relationship with participants and parents before the international component of the program is important to the overall success of each program and the cohesion of each group. Level of parental engagement is noted as a key successful factor and was present with some of the program but not others. According to some participants in this evaluation, not all students, parents, and Amizade staff showed up to all pre-departure sessions, which inhibited the development of positive group relationships before groups traveled abroad. In addition, participants indicated each community group needed more information prior to travel in areas related to logistics, flights, and visas.

Challenge 2: Mentor Preparedness

Stakeholders indicated the quality of mentors was variable, which may be due to mentorship training that was not systemic or universal in nature. This role is critical in connecting program desired outcomes with on-site experiences.

Challenge 3: Program Structure

Stakeholders reported structural challenges in the program stemming from a lack of uniform, clear expectations. These include the following: (1) disparate participant selection process, (2) understanding of timeline and process related to international travel, and (3) student conduct policy. Based on observations of the program and input from Amizade staff, challenges in monitoring and collecting program evaluation data was also noted.

Challenge 4: Program Curriculum

Stakeholders reported several curriculum related challenges. These include: (1) pre and post facilitated content did not support in-country experiences, (2) creating cohort wide group cohesion was not an area of focus, (3) in-country reflective practice was not prioritized in the daily agenda.

Challenge 5: Partnership Development and Defining Mission

Stakeholders indicated a need to develop a greater relationship between the program's desired outcomes and community partners' organizational mission and vision. Successful sites had a direct tie between the community partners' mission in Pittsburgh and the activities pursued in country.

Challenge 6: Program Funding and a Way Forward

Amizade staff s indicated the need to develop a sustainable funding model for the Hill District Global Coalition program. Parents indicated a desire to have the program funding continue and increase student participation in the program.

Benchmark Analysis for Future Program Models

Benchmark Rationale

A literature review revealed a lack of research and programs involving global service learning in the African American community, especially at the high school level. No academic journal articles could be located with a sole focus on describing the outcomes of global service learning and/or global experience for African American youth in high school, middle school, or elementary school. While limited information was available of African American global engagement in global service learning, global service learning programs involving lower income urban students have yielded positive outcomes for students and communities. In an article examining the benefits of global service learning, *Enhancing Global Citizenship Through Service Learning: Implications for Capacity Building With Youth*, the author hypothesizes that “utilizing international service learning as a means of capacity building” (Curtis 38). Curtis describes capacity building as broad concept that is connected to the constant application of power and inclusivity. At its essence, Curtis’s concept of capacity building encourages organizations to work “with” community members, rather than working “for” community members (Curtis 39). The article discusses the potential of non-governmental organizations providing global service learning opportunities for lower income youth. The article empathizes the lack of research on global service learning in marginalized communities.

While capacity building has its advantages, it is essential to look at all outcomes of global service learning. Curtis mentions the downfalls including the assumptions that all members of the community share the same values and that one outcome or solution is best for every member. In addition, giving attention to one problem may suggest to the community that one problem is more important than another. Capacity building empowers disenfranchised youth to make a difference in their communities. It also allows youth in low income communities to see themselves as assets rather a cost. Curtis exemplifies the benefits of capacity building “Programs that increase global citizenship are especially useful in achieving this objective in that youth are shown that they have something to contribute to society while experiencing first-hand the global contexts in which many issues exist (e.g., poverty and health disparities)” (Curtis 40). Global service learning educates youth on their role in society, empowers youth to catalyze change, encourages youth to become civically engaged members in society, and increases the role of youth as global citizens. In order to facilitate greater understanding of the Hill District Global Engagement Project (HDGEP) a benchmark analysis was completed on three available global programs targeting low-income urban youth and African American youth.

Benchmark Summary

As the HDGEP is in its pilot stages, comparable programs exist and have flourished in giving their youth from low socio-economic background opportunities to see the world. As explained in more detail below, the following models have been analyzed from the following organizations: Global Potential in New York, District of Columbia Public Schools (DCPS) of Washington D.C., as well as Amizade’s Propel Program, located in Pittsburgh. Keeping the key objectives at hand, some of the key areas that can be compared are demonstrated in the areas of

their respective business models such as application process, student active-engagement, funding and fundraising to offset expenses and instilling a reciprocity-type relationship with students after their respective experiences. The research and analysis will inform Amizade of components that have enabled these programs to be successful, and in the hope, they can implement some of these tactics to the HDGEP.

The primary focus of segment of the evaluation focuses on the comparative research to that of programs similar to the HDGEP. Global Potential, DCPS, as well as Amizade's Propel Program display key things that have allowed their programs to excel. Through research, as well as a phone call conducted with Bibi Al-Ebrahim, representative from Amizade, it has become evident that each organization possesses many attributes that contribute to their success. All unique, they differ in many ways that show the HDGEP can have a variety of ways to succeed like their global service learning counterparts. The benchmark analysis below will divulge information from each organization, and show what has worked, and for the Propel Program, what are things they hope to improve for year two of their initiative. The focus remains consistent to show the guidelines required for each student, as well as the financial support each organization chooses to offset the costs for their students.

Global Potential

Located in New York City, GP has proved to be extremely similar to that of HDGEP. Upholding their mission of "Empowering Youth, Inspiring Change", their elaborate 15-month program is broken down into three phases: Preparation, Immersion and Integration. Focusing on global empowerment and allowing students to appreciate their lives is key to the success of their program. Each stage encourages students to be in the moment, while also considering ways to create their plan of action after completion. To fully understand what has worked in their program, there are some aspects of their model that are exceptional and would help HDGEP if it were in a way utilized.

Key Highlights

I. Educational and Financial Partnerships

- ◇ An overwhelming reason that GP succeeds is due to their partnerships they have developed since the inception of their program. To date, they have 17 global partnerships for educational experiences. Locations comprise of villages in Haiti, Dominican Republic and Nicaragua. Additionally, they focus their attention to that of the students; with 16 partner schools that have bought into their mission and encourages their students to endure the program to change their way of thought. Yet, their success also renders to that of ten NGO partners in which they exemplify the reciprocity of supporting each other.
- ◇ Beyond that, financial partnerships have propelled them ahead of other programs. As their participants pay little to nothing out of pocket, having financial sponsors is extremely important to them. Their list of supporters contributes to the educational program, as well as their JUMP! Foundation,

that sponsors participants. Partners have ranged from large corporate such as Starbucks and Bank of America, to Goldman Sachs, UBS, and Google. GP can direct their success to building relationships with their participants, volunteers, and especially their large- scale supporters of their mission.

II. Post-Program Reciprocity

- ◇ For every participant who goes through the fully-funded program, they stress reciprocity and giving back to GP for that it has given them. Joining the alumni network, they have a variety of ways they can give back. The first is serving as a volunteer throughout the duration of future programs. Whether it is mentoring current participants to show them how to get the most out of the program, or better yet volunteer at events and fundraisers shows their willingness to maintain the mission. Separately, past participants have shown financial support and generosity to GP, where funds can go to the educational experience or to endeavors or events throughout the year. GP prides itself on giving back, and participants realize the importance of their experience and make sure someone else can live in their shoes.

III. Integration of Objectives into Plan of Action

- ◇ Apart from 20 weekly workshops prior to departure, GP embraces development of the low-income youth. As many of their students may be unable to have stability in their lives, GP helps give them their own path. As a part of creating a life plan, they preach development in key areas so they can succeed. In school, they encourage leadership and participating in extra-circular activities. In their communities, they stress the value of community service and being advocates for their peers and their families. Finally, they teach healthy and active lifestyles, both physically and mentally, with goal setting for now and their futures. GP does a lot for their participants, and it begins with believing in their kids.

DC Public Schools

The District of Columbia's Public School has developed an advanced study abroad program for students to participate in either their 8th or 11th grade. As this model incorporates several requirements that are beyond that of the HDGEP, there are still a variety of takeaways that can be analyzed. As the program is fully-funded by their internal budget, they promote global education and opportunities. As it seems to be a more privatized educational approach, the DCPS prides itself of instructing globally competent and inquisitive young minds and financially enabling each, especially if aide is requested for pre-departure documentation. The DCPS has a remarkable program, and one that Amizade could learn a lot from in expanding the HDGEP and future projects.

Key Highlights

I. Application and Requirements

- ◇ This section of the DCPS model is stringent to the rigor of the study abroad program. For each student, the application is required to be completed by their own work. As they must be a currently enrolled student in the DCPS school

system, there is one thing that standouts in comparison to the other programs: education. Each student is required to be proficient and advanced in one of the following seven languages: American Sign Language (ASL), Arabic, French, Spanish, Latin, Italian, and Mandarin Chinese. In an effort to teach students to live in a more interconnected world, being literate in a variety of language to communicate with people of the cultures throughout the world.

II. Global Partnerships

◇ As this is a common theme in growing partnerships, DCPS stands out in its combination of domestic and global partnerships. Domestically, their Longview Foundation financially assists trips, as well as providing tours to students and faculty to understand the global community in the city. Their five core domestic partners work directly in the D.C. metro area. However, the partner foundations globally are extremely impressive. Of course, their locations in which students travel throughout the world is immense. At the same time, they have established over 75 embassy partners. The list is long and thorough and reflects their commitment to global competency.

III. Exceptional Advancements by Students

◇ As Amizade is committed to the impact these students receive, DCPS global curriculum proves that global service learning endeavors work. Academically, students have reported higher test scores an increased number in college and FASFA applications. Additionally, they have seen students become biliterate and have seen alumni continue to foster growth and cultural engagement. Most importantly, their increased aide and scholarships received for post-secondary education is significantly higher for a DCPS alum than their peers. The results are staggering, and the impact of these trips is life-changing for the participants.

Amizade Propel Program

Among countless programs Amizade has, the Propel Program for the Propel Charter Schools of Pittsburgh mirrors that of the future of HDGEP. As it had a successful pilot year with trips to the Navajo Nation and Jamaica, there are things they have seen stand out. Similar to both DCPS and GP, Propel decided to fully fund the first year of the program, expanding their budget and encouraging students to apply as a “reward” for good work throughout the year. Unlike the prior two organizations, Propel did not seek external funding, and relied on Amizade’s partnership to offset some of the expenses (hopeful to implement a refined budget for future trips). In hope to grow to another dozen students (18 in the first year), as well as an added location, Propel has proven to be a good business model to mimic for HDGEP. With a program that works successfully and financially, it can be a good way to help the Hill District community to take advantage of these opportunities.

Key Highlights

I. Group Cohesion

◇ In a series of one orientation and four workshops prior to departure, Propel has structured their program so that Junior students from the three supporting high schools can begin to work together. Rotating locations for each

workshop, the initial focus is group cohesion and inspiring change. As some of the students are gifted, others may need a wake-up call to change their actions and improve themselves. Run by Amizade, the workshops focused on what is important in partaking in global service learning trips: what to gain, what to learn, what to anticipate in a new culture, understanding their own identity, as well as what is important to take away from the experience and moving forward with their lives. This group continuity prior to the trip enhances their ability to work together in country, as well upon return to school for senior year, and preparation for college.

I. Interview Process

◇ In an effort to make the most of the program this first year, Propel wanted to ensure they had the right candidates for the first year. As they hope in the future the program is accessible to all juniors, the first year was quite selective. Beginning with an application, each student had to prepare documentation and written rationale to be considered for an interview. For all applicants, they were immediately scheduled for an interview with a faculty member or highly-ranked staff member. This was designed to ensure the right students were selected. The process was unique, and it could benefit HDGEP if adapted to make sure the most qualified participants are selected for the week-long trips the next three years.

II. Optional Research Project

◇ Upon completion of the program, students returned with guidance on how to have a better future for themselves and how they can contribute to their communities. Yet, as they return for senior year, the Propel Program has designed a research project for alumni of the program. As it is currently optional, students are able to complete a research project that pertains to “*social justice and equity through cross-cultural experiences*”. In one respect, students are engaging and continuing to foster an interest in global competencies, as well as implementing the new skills from the experience. Separately, they hope to see students be advocates to apply and take advantage of the opportunity. As more of a pay it forward approach, financially it may not be immediate that participants give back to Propel. However, showing what impact these experiences have on them is important in encouraging peers to take part in years to come.

Program Recommendations

Overview

The evaluation concludes by suggesting recommendations aimed to improve program delivery and strengthen student learning outcomes for the future. The recommendations are based on an analysis of the participant data as well as the benchmark analysis. Six key program recommendations are suggested, (1) strengthen pre-departure support, (2) build mentorship training, (3) increase involvement in determining program structure, (4) develop program curriculum focusing on team-building and student reflections, (5) define intentional community partnership goals, and (6) adjusting funding model for sustainable program delivery.

Recommendation 1: Pre-Departure Support

Strong pre-departure support for students should be provided. Access and participation to the pre-departure workshops should be mandatory. In addition, students and parents require more information prior to travel in areas related to logistics, flights, and visas. This may require additional financial and organizational support. For additional context regarding this recommendation, refer to Global Potential Key Highlight III in the benchmark analysis section in this report.

Recommendation 2: Mentorship Training

Building the leadership capacity for the mentors is necessary to the success of the program. An opportunity for the program moving forward is to implement mentor training and incorporate support from past mentors. Mentors need to be prepared to be primary communicators between students and staff and accept responsibility for their role in the program. For additional suggestions on designing mentor training and support in the future, see Global Potential Key Highlight II in the benchmark analysis section in this report.

Recommendation 3: Program Structure

Amizade should have a larger role in determining program sites, as well as involvement in the selection of participants to ensure that each participant understands the expectations for participation, including attending all program meetings. In addition, the fact that the program was free for participants was a challenge in terms of student engagement. Part of restructuring the program should address how participants are selected, and a criterion should be developed and applied to all community partner organizations. For additional guidance on participant selection, refer to DC Public Schools Key Highlight I and Amizade Propel Program Key Highlight II in the benchmark analysis section of this report.

Recommendation 4: Program Curriculum

Pre-departure workshops should focus on building community and group connections, not just among each individual group, but the entire program cohort. Sessions from the before and after the international travel part of the program may need to be rearranged to achieve this. During the international portion of the program, more time needs to be devoted to reflective practice and facilitation. Reflection sessions should be a scheduled component of the itinerary. Refer to Global Potential Key Highlight III and Amizade Propel Program Key Highlight I in the benchmark analysis section of this report for curriculum design ideas.

Recommendation 5: Partnership Development and Defining Mission

While the relationship between community organizations and Amizade is strong and long-term, a more intentional structuring of the program goals and curriculum will further develop partnership and strengthen the mission of the Hill District Global Engagement Coalition. A deeper connection of each community organization's mission and the program mission allows for greater outcomes for student participants. In order to achieve this, more intentional communication around organizational purpose is required.

Recommendation 6: Program Funding and a Way Forward

As addressing many of the above challenges requires more organizational support, resource allocation will continue to be an issue. In general, funding was cited as a challenge for all stakeholders involved in the program. While additional funding is needed to address some of the program issues, the funding model for participants may also need to be adjusted. This recommendation is exemplified in the benchmark analysis for Global Potential. See Key Highlights I for additional information.

Critical to securing additional sustainable funding streams is documenting evidence-based results from the program. This will require additional longitudinal research toward identifying continued development of participant desired outcomes. Refer to DC Public Schools Key Highlight III in the benchmark analysis section of this report for additional insight.

About the Authors

Audrey J. Murrell is a Professor of Business Administration, Psychology, Public and International Affairs. She currently serves as the Acting Dean of the Honors College and serves as a Senior Research Fellow at the David Berg Center for Ethics and Leadership. Dr. Murrell conducts research on mentoring, careers in organizations, workplace/supplier diversity and social issues in management. This work has been published widely in management and psychology journals including several books: “*Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations*” (with Crosby and Ely); “*Intelligent Mentoring: How IBM Creates Value through People, Knowledge and Relationships*” (with Forte-Trummel and Bing); and, the recent book entitled, “*Mentoring Diverse Leaders: Creating Change for People, Processes and Paradigms*” (McGraw-Hill) with Stacy Blake-Beard. Dr. Murrell serves as a consultant in the areas of mentoring, leadership development, and diversity/inclusion. Audrey’s community service activities include having served on and chaired a number of non-profit and community boards.

Jennifer Petrie-Wyman is Assistant Director and Adjunct Faculty at the David Berg Center for Ethics and Leadership at the College of Business of Administration. She received her Doctorate in Education (2015) and Masters in African Studies (2011) from Ohio University. At the University of Pittsburgh, she researches global competency, leadership, ethics education, and African development policy. In Ghana, Jennifer’s current project focuses on understanding women’s ethical leadership development. Her work has been presented at national and international conferences and published in *COMPARE: A Journal of Comparative and International Education*, *Journal of Service Learning in Higher Education*, and at the National Education Policy Center. Jennifer also performs dance as a member of *Azaguno*, a multicultural African performing arts ensemble, for the past nine years.

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Bryan Schultz is the Director of International Programs at the University of Pittsburgh, College of Business Administration. His portfolio of responsibilities include internationalizing the undergraduate business school through on campus and international academic, experiential, and research opportunities. Bryan’s professional and research interests are global competency, leadership, experiential education, nonprofit organizations and career integration. Bryan shifted his career focus to international higher education in 2011 after spending 15 years providing executive-level leadership and consulting to nonprofit organizations in Colorado and Washington DC. Bryan earned a bachelor’s degree in Political Science from Kalamazoo College (MI) where he won the Lucinda Hinsdale Stone Award for Outstanding Scholarship and Research in Women’s Studies for his senior thesis titled Sexual Subordination in American Education: Political, Social and Economic Relationships and the E. Bruce Baxter Award for Outstanding Development in Political Science. Bryan earned a Master of Nonprofit

Management from Regis University (CO) where he was awarded the prestigious Colorado Trust Fellowship, a partnership between Regis University and the Colorado Trust to develop leaders in the Colorado nonprofit sector.

Hillary Koller is the Internship Manager of International Programs at the University of Pittsburgh, College of Business Administration. Her portfolio of programs focuses on experiential learning abroad, including the management of three long-term global service learning projects. In addition to program management, she is responsible for developing and leading career integration strategies with students before, during, and after their study abroad experiences. Hillary received her undergraduate degree and her Master of Arts from the University of Pittsburgh. While pursuing her Master of Arts in the School of Education, her research focused on international education, and she was a project associate in the Institute for International Studies in Education. Hillary also served on the editorial board for the Center for Urban Education newsletter publications.

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Hill District Global Engagement Project Student Reflection: Before International Experience

Please answer the questions below before your destination while on the airplane. Each answer should be at least 100 words. Please return this completed form to your mentor.

Name:

Destination:

1. Please introduce yourself. Tell us about your personal background, school background, and your future career/plans.
2. What do you hope to get out of this international experience personally and for your education? How do you think this experience impacts your career development/future plans?
3. What do you think will be challenging about your experience abroad?

Hill District Global Engagement Project Student Reflection: After International Experience

Please answer the below questions on the airplane ride home. Each answer should be at least 100 words. Please return this completed form to your mentor.

Name:

Destination:

1. What different cultural and ethical norms did you experience while abroad? How did you manage working with these differences?
2. What have you learned about yourself and the importance of service to global communities?
3. How do you see yourself using the skills and knowledge gained through this international experience as you move forward towards a career?
4. Was your international experience what you thought it was going to be like? How was it new or different than what you thought it would be?
5. What challenges came up and how did you overcome them? Please refer to your first reflection paper.

Mentor Observation Field Notes: Global Impact

Instructions: Please write down your observations to how the group is progressing on the following elements while you are in-country. We encourage you to utilize the below questions during the formal debrief sessions with student participants to help inform your answers. Please write your answers on the front and back of this document. Feel free to utilize additional sheets if necessary. Please give these completed Observation Notes to the Pittsburgh-based Amizade representative before returning to the United States.

1. How would you describe the cultural knowledge of the students before this international experience?
2. What culture knowledge are you noticing the students developing and learning during the experience? Culture knowledge can be insights about the host country's culture including its cultural activities, history, arts, music, dance, food, people, and society
3. What cultural similarities and differences between the host country and the USA have the students identified?
4. What have the students learned about global affairs (issues), globalization, and being a global citizen?

Mentor Observation Field Notes: Leadership

Instructions: Please write down your observations to how the group is progressing on the following elements while you are in-country. We encourage you to utilize the below questions during the formal debrief sessions with student participants to help inform your answers. Please write your answers on the front and back of this document. Feel free to utilize additional sheets if necessary. Please give these completed Observation Notes to the Pittsburgh-based Amizade representative before returning to the United States.

1. How would you describe the student's leadership experience and ability to work collaboratively before this international experience?
2. Have the students encountered challenges that made them step out of their comfort zone? If so, what are some examples of the challenges encountered?
3. How did the students manage these challenges and situations?
4. What behavioral changes are you noticing in the students as a result of this international experience?
5. How well have the students been working together?
6. Are the students working with people from other cultures? If so, in what ways are you noticing cross-cultural collaboration. If not, why?

Mentor Observation Field Notes: Social Action

Instructions: Please write down your observations to how the group is progressing on the following elements while you are in-country. We encourage you to utilize the below questions during the formal debrief sessions with student participants to help inform your answers. Please write your answers on the front and back of this document. Feel free to utilize additional sheets if necessary. Please give these completed Observation Notes to the Pittsburgh-based Amizade representative before returning to the United States.

1. How would you describe the student's awareness of social action and social impact before this international experience? This relates to the student's awareness and engagement with communities.
2. Please describe your students' reaction to community development and socio-economic differences in the host country.
3. What are the students' reactions to the social action activities and organizations they have seen while in-country?

Mentor Observation Field Notes: Career Goals

Instructions: Please write down your observations to how the group is progressing on the following elements while you are in-country. We encourage you to utilize the below questions during the formal debrief sessions with student participants to help inform your answers. Please write your answers on the front and back of this document. Feel free to utilize additional sheets if necessary. Please give these completed Observation Notes to the Pittsburgh-based Amizade representative before returning to the United States.

1. Before this international experience, did students discuss their career goals? If so, what were their career goals?
2. Describe student reactions to similarities / differences in the work environment of the host country compared to the work environment in the United States?
3. What are the student reflections on the relevancy of their career goals in a global context?

Mentor Observation Field Notes: Empathy

Instructions: Please write down your observations to how the group is progressing on the following elements while you are in-country. We encourage you to utilize the below questions during the formal debrief sessions with student participants to help inform your answers. Please write your answers on the front and back of this document. Feel free to utilize additional sheets if necessary. Please give these completed Observation Notes to the Pittsburgh-based Amizade representative before returning to the United States.

1. How would you describe your students' empathy before going on this international experience?
2. Are students reflecting on the experience of others? How?
3. In what ways are you noticing the students showing interest in issues of human right and the efforts to better society?

Questions for community partners

- Why did your organization participate in this program?
- How did your relationship with Amizade happen?
- What were your organization expectations about the program?
- Were your expectations met? Why or Why not?
- How was the location of your program selected? Did this location fit with the goals you had for the international experience and for your organization's mission? Why did your organization choose to go to your program location?
- How would you describe the impact of this program experience on your students' social action, civic engagement, and cross-community social capital?
- How is your organization managing and executing the community action element of this program?
- Is there any other thing about this program experience that you would like to share?

Questions for the parents' Focus Group

- How would you describe your child's global/cultural awareness before the international experience?
- What difference have you noticed about their understanding of global/culture issues after their program experience?
- In what ways are you observing the impact of this experience on their interaction with their peers/people from other culture?
- What influence do you think this international experience made on your child's career goals?
- To what extent do you think this experience has increased your child's desire to be involved in social action/civic engagement in your community?
- How would you describe your child's sense of empathy after the international experience?
- What activities during the international program were most effective/relevant to your child? What activities were challenging?

Questions for Amizade Staff

- How do you think the program was successful?
- What challenges did you confront during the program?
- What would you do the same in the next year's program? What would you do differently?
- How do you think the student's responded to your program? Did the students reach your global service learning program goals?
- How was this group of students similar & different to other groups of students you worked with?

Questions for Amizade Director

- Why did your organization decide to organize this program?
- What is the long term vision for this program concept?
- Do you think your organization was successful with the goals it set out to achieve with this program?
- What were some of the challenges that your organization encountered? How did you manage the situations?
- In what ways do you think this program helped to build Amizade engagement with the community partners?
- In working with partners from the community, what would you do differently in the future?