

**Evaluation Report  
to the New York Community Trust  
on  
The Global Kids Girls Health Leadership  
Program  
at  
Clara Barton High School  
Spring 2003**

**Submitted by**

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## **INTRODUCTION**

During the 1999-2000 Academic Year, Global Kids, Inc. (GK) initiated the Girls Health Leadership Program ( "the program") at Clara Barton High School, a New York City public high school, located in the Crown Heights section of Brooklyn. The school serves as a magnet school for students who are interested in health occupations. The program has several aims. The first goal is to provide opportunities for the girls who are involved in a core group of the program to develop knowledge of health, global, issues, sexuality, and cultural differences, leadership abilities, and personal skills. The core group serves as a community in which girls interact to develop materials for dissemination to others in the school. Most important, it is expected that as the core community develops, the girls in the core community will exhibit academic, personal, and social growth. The second goal of the program is aimed at institutional change by exposing teachers, administrators, and young women who are outside of the program's core group to methods and materials that promote active learning. It is believed that the active learning strategy will make others aware of health issues, will foster personal development, and will provide exposure to global issues.



## **PROGRAM COMPONENTS**

The Classroom Component

After-school Leadership Meetings and Peer Education

College Preparation Workshops

"Big Picture" Activities Outside of the Clara Barton Setting

The current research team has spent three semesters tracking the program: its process, and its constituents. Particulars of all components are covered in detail throughout the following report. Overall excellence is observed. In a community where there are many distractions that can interfere with academic and social development, this program has developed a community-within-a-community fostering community building, social consciousness, justice, moral reasoning, critical analysis and cognitive gains in many areas, including community health care. The program creates the means to achieve improvement in these areas through developing participants' leadership skills which are disseminated throughout the community at large. Despite some barriers, such as limited funding, lack of space, and faculty members who show apparent resistance to the program due to Department of Education constraints, the program has made great strides. We have observed leadership skills and a sense of community responsibility develop in the participant leaders, as displayed in behaviors of social justice activities and community service in various domains.

## **The Present Report and Its Methodology**

This report covers the Fall Semester of 2002 and the Spring Semester of 2003, officially known as Phases II and III in previous reports and project proposal. It uses several sources of information for its observations and conclusions.

The particular goals of the current report are to

1. Determine cognitive retention of topics covered during the previous semester
2. Explore the wider community effect of the leadership development program
3. Examine the “portability” of the program
4. Include summary of salient information from all three phases of evaluation

The evaluators employed several qualitative research techniques. The first qualitative approach consisted of interviews of the participating teachers, the GK adult trainers, and the principal of Clara Barton High School. The second set of qualitative methods gathered information from girls in the GK Leadership core group during focus group sessions. Moreover, narrative analysis was conducted to determine leaders’ sense of their development and their “future visions” as a result of participating in the Global Kids Leader Program. The third qualitative technique employed classroom observation in classroom modules and mini-conferences by members of the evaluation team, who collectively have more than 40 years of teaching experience.

Quantifiable information was gathered from several sources. First, information about the school was obtained from official records, such as the Statewide Report Cards on Schools issued by the New York State Education Department. Student grade transcripts were

supplied by the school. Demographic characteristics of the girls in the Leadership group were obtained from forms developed by the GK trainers and the evaluation team. Student demographic characteristics (See Appendix “E”) were provided indicators of student satisfaction. Records of attendance at after-school Leadership meetings afforded information on entry, frequency of attendance, and retention in the program. In addition, mini quizzes in group format were conducted to determine leaders’ cognitive retention of some of the major themes covered in the preceding semesters.

As the program was designed for the whole Clara Barton High School academic community, the evaluation team attempted to query as many program stakeholders as was possible. These included: the students inside the GK Leadership Group, students in classroom modules and mini-conferences, participating Clara Barton teachers, professional GK trainers, administrators of Clara Barton, High School and the Executive Director and Associate Deputy Director of Global Kids, Inc.

This final review evaluates the “portability” of the Global Kids program. That is, it looks at how well the curriculum design, the program’s goals, materials and execution strategies be transferred outside of the Clara Barton setting. Finally, suggestions are offered for implementing the program in other settings.

## **PROGRAM COMPONENTS**

The program is implemented through five interlocking components. The first, called "the academic program," is a classroom component led by two professional, adult Global Kids, Inc. trainers, Erika Niwa and Patricia Krueger. The second, "the leadership program," involves the girls and the trainers in after-school meetings and activities. The third component consists of two half-day mini-conferences in which the Leadership group and the trainers invite the whole Clara Barton academic community to explore global and personal health issues. The fourth component expands the reach of Global Kids beyond the Clara Barton High School setting by involving GK leaders and others in regional, national, and international conferences that explore issues such as racism, discrimination, and global health. Finally, a new addition during the academic year 2002-2003 was a component added to address education, training and advisement for college preparedness. Miriam Feiner, a college student intern aided the trainers during the Fall 2002 semester. In the Spring Semester of 2003, Dawnette Lewis, a GK alumna, assisted in college-related preparation.

## **THE CLASSROOM COMPONENT**

In this component, a team of two professional adult trainers serves as guest facilitators in social studies, health education, and health occupation classes at Clara Barton High School. Last year, the team typically met for two 42-minute periods of the same class within a school week. However, due to budget restrictions, the team was available on Tuesdays during 2002-2003. The modules, listed in Table 1, cover a broad range of health issues. All modules have a tightly formatted design with similar formats.

The classroom module typically starts with a five-minute greeting by facilitators and an introduction to the topics and guidelines of the session. The guidelines are "One Mic(rophone)," "Safe Space," and "Participation." By "One Microphone", it is understood that only one person should speak at a time. "Safe Space" is a request for students to show respect for each other by listening to and challenging each other in non-attacking ways. "Participation" asks students to become active members of the session.

The module can have two formats. In one format, there is a "warm-up" activity, lasting five or ten minutes, followed by a 20-minute main activity. The second format omits the warm-up and has a single main activity usually lasts for approximately 30 minutes. Each activity incorporates many principles of active, student-centered learning. The students are typically assigned to small groups. They are given factual written handouts and questionnaires and are asked to use these materials in active game-like exercises. The activities might include role-playing or enactment in "frozen-picture" scenarios or consensus-seeking, in which students record their group's findings and opinions on poster-sized newsprint sheets.

The facilitators are very active during the activities. They circulate energetically from group to group and position themselves in different parts of the room. They display a great deal of warmth and humor as they carefully engage students. It's clear that they "work the whole room" and it is rare to see both facilitators in the same place at the same time.

When the main activity concludes, the facilitators lead a carefully planned summary of the session. During this time, they elicit feedback from the students to consolidate the main facts, themes, and implications of the module.

Having observed several sessions over past two years, the evaluators were impressed by the high level of student interest, the remarkable level of engagement of the facilitators, and the strong ability of the facilitators in helping the students to comprehend large ideas in

brief time periods. In each session, the evaluators noticed the positive comments by health and social studies teachers in whose classrooms the GK facilitators were guests. Not surprisingly, the several students in each classroom would approach the facilitators to inquire about joining the core Leadership group.

Topics during 2002-2003 Academic can be found in Appendix "A": Classroom Workshop Modules

The information in the subsequent tables provides a representative sample of the Academic Log Books recorded by Global Kids workshop trainers. The Academic Log Books are an extensive record keeping of all classroom workshops, including preparation and reflection notes. A clear, detailed record of the teaching and learning process has been codified. These efforts indicate progress towards creating a more portable program.

## **AFTER-SCHOOL LEADERSHIP MEETINGS**

The after-school leadership meetings are most salient part of the program.. These meetings are aimed at forming a core group of girls who will become leaders in the Clara Barton setting. The core group met regularly on Tuesday afternoons, from 3:00 P.M. to 4:30 P.M., thorough the academic year. During these times, students were exposed to workshop modules by the facilitators. However, as in the classroom modules, the instruction was student-centered. Girls in the leadership group were encouraged to initiate, research, and plan topics for conferences to be presented to students outside of the core group. After mini-conferences had been completed, the Leaders spent a considerable amount of time reviewing the successes of their presentations and exploring possibilities for future improvements.

The sessions are warm and friendly. Snacks are sometimes served at these meetings. As the students got to know each other, it was evident that a community network was developing. Students and facilitators enthusiastically greeted each other in the GK activities, the school corridors, the GK office, and the cafeteria. It was common to see them sharing hugs.

The Girls in Health Leadership Program 2002-2003 remained strong at Clara Barton and the GK Leaders continued to demonstrate impressive thoughtfulness, passion, motivation and leadership. The researchers have most notably observed significant rise in analytical and critical thinking skills. They approach controversial issues and moral dilemmas open mindedly and objectively.

Topics for 2002 –2003 have included: U.S. Arms Sales, Perception of Self and Others, Homelessness, Slavery Today, Reparations, Refugee Women, Body Image, Hair and the Politics of Beauty, Approaches to Sex Ed, Sterilization, the Military, The War on AIDS, What is Peace?, Post-War Peace building, Children and War and the War on Poverty, Homophobia, and the Patriot Act.

See Appendix “A” for a table of other topics covered in leadership meetings for the 2002-2003 academic year.

- *Welcome Back! First Leadership*
- *Iraq: Issues, Misconceptions*

- *Congressional bill: the power to declare war unilaterally*
- *Domestic Impact of War: Unequal distribution of wealth and resources and the politics of budget.*
- *Arms for the Poor: U.S. Arms Sales*
- *Perception of Myself and Others: Multiculturalism and identity*
- *Movement – Get into the space!*
- *Homelessness*
- *Veterans*
- *Foster care?*
- *Present-day Slavery*
- *Reparations*
- *Women Refugees.*
- *Holiday Party*
- *Body Image: My Struggle, Our Struggle*



## **PEER EDUCATION**

The mini-conferences are special classroom sessions that last for two 42-minute class periods. In addition, the student leaders serve as guest teachers in regular classroom settings many times throughout the semester. During these times, the facilitators and the core Leadership group are guests in the classrooms of health education teachers. Adult facilitators open and close the sessions and guide the activities, but the Leadership girls play an active role by directing and facilitating small groups, presenting the session material, modeling role-playing exercises, and inviting fellow students and their teachers into the activities.

### **2001-2002**

As part of the Leadership Workshops, on May 20, 2002 there was a school-wide presentation: *Women in Health Professions*. During this event, GK leaders and other Clara Barton students interacted with women who were engaged in a wide variety of medical and health activities that had global implications. The first presenter was an obstetrician and gynecologist who served in the Peace Corps in Costa Rica, has a busy medical school and private practice, and who now volunteers her time as a physician with the organization “*Doctors Without Borders*” in the former Yugoslavia. The next presenter spoke about her work in an international organization that is developing and testing a vaccine for AIDS. The third speaker talked about her work in *EngenderHealth*, an organization aimed at promoting reproductive health and reproductive rights in underdeveloped nations. The final speaker was an Ethiopian woman involved in *Equality Now*, a non- governmental organization that informs about and fights against practices such as female genital mutilation.

All of the speakers spoke about their own career development, their development as women, and about the global health issues that they and their organizations were confronting. Each speaker interacted with the students and was open to their questions and comments.

## **2002-2003**

The 2003 Spring Mini-Conference on May 22 was “Women in Prison”. The session, which met in Clara Barton’s dance Studio, opened with “What do you know?” challenge in which participants were asked to free-associate to the concept of imprisonment. Responses were recorded on a large newsprint pad mounted on an easel. Students were then challenged with a “step forward” exercise in which they were told to step forward if they fit a demographic category such as being a person of color, being a woman, being arrested for a nonviolent crime, being young, etc. By the end of this phase of the exercise, most students found themselves to be close to the front of the room. Participants soon realized that imprisonment was disproportionately likely for certain demographic variables. Students were then invited to participate in a “frozen picture” exercise in which they enacted topic-related scenarios. After critical analysis during open discussions, students were given statistical information on women’s imprisonment in hard copy form.

The research evaluation team attended both the morning and afternoon workshops. The morning workshop was good, but it had some raw edges. It was impressive to watch a lunchtime debriefing session in which the trainers and leaders conducted self-reviews. It was evident that the excellent afternoon session utilized this feedback.

## **THE LEADERSHIP PEER EDUCATION**

GK Leaders also ran peer education workshops after school. The after school peer educators were Annie Valembrun, Deshawn Cook, Renee Grant, Ayo Omojola, Theresa Brissett, Roksana Mun, Hager Youssef, Diana Etienne, Lovely Dube and Karine Nelson.

## **COLLEGE PREPARATION WORKSHOPS**

College Preparation Workshops were added to the repertoire of GK offerings in the Fall of 2002. The goal was to implement a comprehensive college preparatory program offering personal and in-depth help with central and peripheral concerns of the college-bound student. These meetings capitalized on the existing program and resources of GK to design a self-sufficient and ongoing college preparatory program. This was creatively and responsibly accomplished without a budget by utilizing the skills and service of an intern who mutually benefited from the experience as partial completion for course work on the Master's level.

The expected outcome of creating a GK college prep program is that more students will attend college than without the program. Hopefully, students will be offered many options for admissions and will end up at the school that is the best fit with them. GK Leaders will directly benefit from this project. They will be getting the necessary guidance and support to help them get into college. Not only will students be receiving college prep assistance, but they may also gain skills that will help them out later in life, such as when applying for jobs.

In addition to GK Leaders, the local communities may also benefit from the program; an educated community has more opportunities. Similar to the community profiting, future generations may also benefit. It is common for students to complete at least the same level of educational degrees as their parents, so if a student goes to college, then it is likely that their children will go on to attain at least a college degree as well.

## **"BIG PICTURE" ACTIVITIES OUTSIDE OF THE CLARA BARTON SETTING**

During the 2001-2002 year, GK students, leaders, and participating teachers and administrators were involved in large-scale activities. The Global Kids Annual Youth Conference, "Youth of Many Nations Confront Discrimination," held on March 26, 2002 in New York City at The New School University was one such activity. Students from other Global Kids projects throughout New York City and members of national and international health and human rights organizations explored issues of prejudice, racism, and discrimination. Many of the GK students participated. Deshawn Cook, Hager Youssef, and Lovely Dube served as speakers and workshop leaders at the conference.

Within the past three years, students in the GK leadership program have participated in overseas activities, including a conference on racism in Durban, South Africa

In reaction to the events of September 11<sup>th</sup>, 2001, many special activities and conferences were conducted to address issues particularly salient to this community in the face of political and economic tension and terrorism.

During the Academic year 2002-2003 Students from the Clara Barton Leadership Program were involved in a wide range of activities. Following are some highlights.

- On December 7, 2002, five Clara Barton students attended the St. Cecilia Choral Performance at Carnegie Hall. After the performance, they were invited backstage for an instructional discussion with the Choral Director. For all of the students, it was their first time ever attending an event at Carnegie Hall.
- Theresa Brissett was recognized for her commitment and growth over the past three years by being nominated GK Student of the Month in December 2002. Recognition was stated as: "She grew from a self-conscious sophomore into a self-assured senior who runs peer education workshops and is viewed as a leader by her peers."
- On January 28, 2003, Global Kids was invited to Def Jam Records to meet and have information session with Russell Simmons. Three GK Leaders from Clara Barton attended.

Subsequent to attending the after-school workshops at Clara Barton, many of the young women decided to become more active in Global Kids. There were two roundtables at the Council on Foreign Relations and six Clara Barton students attended them. In January, the topic was Iraq and in March, it was the War on Drugs.

- The GK Annual Youth Conference on March 27, 2003 was highly successful. The topic “War: Stop it! Peace: Be it!” was relevant and meaningful as current events fueled the dialogues that day. There were three Clara Barton students on the Planning Committee: Renee Grant, Annie Valemburn and Deshawn Cook. Janel Jack, who was a part of the Girls’ Health Leadership Program during her sophomore year was also on the Planning Committee despite the fact that she transferred to a different school in her junior year. Deshawn Cook was one of the emcees for the day; thirteen Clara Barton students as well as two alumni facilitated workshops. The peer educators and facilitators from Clara Barton were Salima Abdin, Vera Omoye Udebhule, Lovely Dube, Hager Youssef, Diana Etienne, Ayo Omojola, Theresa Brissett, Renee Grant, Annie Valemburn, Deshawn Cook, Roksana Mun and Karine Nelson. In addition, Dainelle Robinson (a 2002 Clara Barton graduate) and Janel Jack facilitated topics during this event. This day was an important day during which a safe, open space was created to discuss issues related to war and peace.
- Lilia Mock was awarded a scholarship to attend the Ms. Foundation 12<sup>th</sup> Institute on Women’s Economic EmPOWERment in Austin, Texas in April. Lilia was recognized for her maturity and dedication. However, the Institute was postponed due to the war in Iraq.
- On April 22, 2003, GK held a Career Day at the Council on Foreign Relations. This daylong event gave Global Kids Leaders an opportunity to receive advice from senior fellows and research associates at the Council on succeeding in school and the workplace and on finding careers in international affairs and policymaking. Panelists at the 2003 Career Day included Anne R. Luzzatto, vice president of meetings at the Council and a former White House press secretary; and Senior Fellows Eugene Matthews, president of Nitai Capital, Inc.; Mahnaz Ispahani, the former deputy director of human rights and international cooperation at the Ford Foundation; and Robert W.

Nelson of the Princeton University Program on Science and Global Security.

- Eight Clara Barton students attended the GK Annual Retreat at the Clearpool Retreat Center on May 2-4, 2003.
- Clara Barton GK has been developing a relationship with Girls Inc. and collaborated on an event on May 15, 2003. Clara Barton GK Leaders met with eighteen girls, ages 11-13 from the Grand Street Settlement Girls Inc. program in the Lower East Side to have an educational exchange. The GK Leaders will run a workshop on Body Image and Health and then the Girls Inc. participants presented a workshop on self-defense for the GK Leaders.
- The Human Rights Activist Project (HRAP): This year, this group of student activists is shaping a campaign around the DREAM (Development, Research, and Education for Alien Minors) Act, which if passed by the White House, could grant undocumented immigrant youth the right to higher education as well as permanent residency. HRAP has been meeting since February 2003 on a weekly basis. Karine Nelson and CJ Pierre are especially influential interns from Clara Barton.
- On April 30, 2003, Global Kids sponsored a screening of the POV film, "Two Towns of Jasper" at the New School University. The film documented the town of Jasper, Texas after the 1998 murder of James Byrd, Jr, coined a modern-day lynching. The screening was followed by a discussion. Two GK Leaders attended; Annie Valembrun and Vera Omoye Udebhule.
- Eight students from Clara Barton High School have been attending the Citywide Leadership Program in Manhattan on a weekly basis.

## **COLLEGE BOUND**

Many of the GK leaders have been rewarded for their hard work and motivation by receiving scholarships. Roksana Mun was awarded a highly competitive Posse Scholarship and will attend Dickinson College in the Fall of 2003. As a result of Clara Barton's GK continuing relationship with Ramapo College of New Jersey, five out of the seven Global Kids were awarded nearly full scholarships to attend Ramapo in the Fall Semester of 2003. Those students are Annie Valembrun, Lovely Dube, Abiola Johnson, Theresa Brissett and Deshawn Cook. Although Mr. Cook is not a part of the Girls' Health Leadership Program, he has been attending citywide GK events since Clara Barton's GK group taught in his Health Occupations class nearly three years ago.

## **DESCRIPTIONS OF CLARA BARTON HIGH SCHOOL, THE CORE LEADERSHIP GROUP, GK STAFF TRAINERS, AND ATTENDANCE PATTERNS**

### **THE SCHOOL**

Clara Barton High School's 2001-2002 Annual School Report (H.S. 600) describes the school as a New York City public high school located in the Crown Heights section of Brooklyn, NY. It serves approximately 1800 students, of whom 84 percent are female and 98 percent are persons of color. This stands in sharp contrast to other schools in New York City where 50 percent are female and 84 percent are persons of color. Fifty-six percent of the students are eligible for free lunch programs, which is slightly higher than 51% reported for the city as a whole. Attendance and student retention rates are higher than the average reported for other New York City high schools. The school has magnet programs in Nursing, Dental, Business and Pre-Medical careers that draw students from all of New York City's boroughs. The official mission of the school is "Educating Today for A Healthy Tomorrow." Given the multicultural and multiethnic composition of the school, the school sponsors many activities that emphasize positive aspects of diversity and awareness of positive ethnic identity.

### **THE LEADERSHIP GIRLS**

#### **2001-2002**

During the 2001-2002 academic year, there were 43 girls who were enrolled in the Clara Barton Girls Health Leadership Program. Approximately 27 percent of the students were ninth graders who were enrolled in their first year of the program. Twenty-three percent of them were tenth graders and 50 percent were eleventh graders. Fifty-seven percent of the tenth graders and 77 percent of the eleventh graders had joined in previous academic years. The girls ranged in age from 13 to 17 years, with a median age of 15 years.

The median grade point average for girls in the leadership program was 80. There were statistically significant correlations of student grades with age, so that older students in the program typically had higher grade-point averages. However, there were no statistically significant correlations between the number of days that students attended the meetings and their academic grades.



Approximately 50 percent of the girls joined the program after they were exposed to a Global Kids classroom module in their health or social study classes. The remaining 50 percent joined upon the recommendations of their friends.

At the beginning of the academic year, girls were given a form and asked to check off the topics they wished to explore in their Global Kids sessions. Table 1 presents the proportions of girls who chose each topic. As can be seen in the table, health issues, human rights, racism, and sexuality were given the highest priority, while sustenance was given lowest priority.

Forty-eight percent of the girls indicated that they were involved in at least one extracurricular activity other than Global Kids. Among the most frequently-joined ones were: *ASPIRA*, a national nonprofit organization devoted to the education and leadership development of Puerto Rican and other Latino youth; *HOSA*, (Health Occupations Students of America), a national vocational student organization; the debate team; school-affiliated hospital volunteer programs; and student government activities.

### **2002-2003**

Based on our rosters of the core group, a total of 42 girls enrolled in the Clara Barton Girls Health Leadership Program during the 2002- 2003 academic year. Of these, 22 had been members in the previous year. Approximately one percent of the students were freshmen, 18 percent of them were sophomores, 36 percent were juniors, and 45 percent were seniors. One hundred percent of the tenth graders, 100 percent of the eleventh graders, and 100 percent of the seniors had joined in previous academic years. The girls ranged in age from 14 to 17 years, with a median age of 16 years.

The median grade point average for girls in the leadership program was in the “B” range (80-84). Unlike last year, there were no statistically significant correlations of student grades with age, nor were there relationships between numbers of meetings attended and grades.

When the 22 students who attended the first GK meeting of the year were asked why they joined or returned to Global Kids, their answers, shown in Table 2, were somewhat varied but typically reflected combinations of fun, friendship, personal involvement, an interest in the causes promoted by Global Kids.

**Table 1:**

**TOPICS OF INTEREST TO GIRLS IN THE LEADERSHIP GROUP 2002**

<b>TOPIC</b>	<b>NUMBER</b>	<b>PERCENT</b>
HEALTH	26	83.9
HUMAN RIGHTS	24	77.4
RACISM	24	77.4
SEX	24	77.4
VIOLENCE	22	71.0
ABUSE	20	64.6
WOMEN	19	61.3
THE ENVIRONMENT	19	61.3
PARENTS	19	61.3
PREGNANCY	16	61.3
SCHOOL	16	51.6
SUSTENANCE	12	38.7

**Table 2**  
**STUDENTS' MOTIVATION TO BELONG TO GK: RESPONSES TO SURVEY.**

TABLE 2 What made you join (or return to) Global Kids this year?

REASON	FREQUENCY	%
	2	9.1
Curiosity and a friend	1	4.5
Encouragement from fellow Global Kids	1	4.5
Enjoyed the program in the 10th grade	1	4.5
Felt like it	1	4.5
Friends	3	13.6
I always come back for more	1	4.5
I heard it is fun	1	4.5
I learned a lot from Global Kids	1	4.5
I thought it would be cool	1	4.5
I wanted to join GK	1	4.5
I was interested when my friend told me	1	4.5
It's a lot of fun	1	4.5
Patricia and Erika's Kindness a	1	4.5
Talks about interesting topics	1	4.5
The cause and the positive and enthusiastic people	1	4.5
The fun activities and the GK conferences	1	4.5
The support	1	4.5
To learn and interact with kids my age	1	4.5
<b>Total</b>	<b>22</b>	<b>100.</b>

## **THE TRAINERS**

During this phase of the program, the Global Kids trainers were Erika Niwa and Patricia Krueger. Both women are multilingual and have had extensive professional experience with nonprofit organizations, both within the United States and overseas.

Miriam Feiner joined the program during the Fall of 2002 as an intern. She focused on implementing a comprehensive college preparation program based on offering students personal and in-depth help. Among the benefits this offered the existing program were

- lack of additional expenses,
- capitalizing on resources that GK already had, and
- design of a college prep program that would be self-sufficient and ongoing.

The evaluators' observations of the trainers interacting with the leaders and teachers at the school provided a very heartening and positive impression. Erika and Patricia are clearly well-respected by other professionals and held in deep regard by the leaders. Miriam brought a rich repertoire of much-needed skills for exiting the seniors.

## **TEACHERS**

In their responses to both questionnaires and interviews, all of the participating teachers commented on the high level of preparation shown by the trainers and their excellent communication with them. For example, when asked "*Do you feel the GK Staff were adequately prepared for each session?*" the teachers said:

*"Very well prepared"*

*"Yes. They had excellent resources"*

*"Yes, they clearly were prepared".*

*"Both were prepared for each session"*

*"Absolutely, they provided a written lesson plan for me. The lesson contained all of the activities and many critical thinking questions."*

*"Yes, very well prepared"*

When asked, “How would you describe the lines of communication with the GK Staff?” they said

*“Excellent”*

*“The GK staff is very flexible and works together with the teachers so that all goals can be achieved”*

*“Excellent, they are very responsive and were able to adjust their timing to my classes so all lessons were relevant”*

*“Clear, open, and inviting for future classroom activities”*

*“The lines of communication always seem to be open.”*

## **LEADER GROUP**

The leaders were asked to provide some words describing trainers.

- ★ *Vivacious*
- ★ *Always smiling*
- ★ *Cheer you up*
- ★ *Energetic*
- ★ *Considerate*
- ★ *Available*
- ★ *Cool*
- ★ *They don't yell, they respect us when talking to us*

During the focus groups, leaders were asked, “If Global Kids were a media personality, who would they be?” This projective measure indicates a union of strength and compassion as a model for young women.

- ★ *The NBC Peacock –*  
*“Very colorful”. “Once you see it you say ‘Ahhhhh’ “*
- ★ *Barney –*  
*“Reminds me of the ‘I love you’ song”*
- ★ *Sidney –*  
*“Strong, independent, intelligent women.”*

★ *Claire Huckstable from the Cosby show)– “ A strong woman of color who is compassionate and helps everyone around her cheerfully.”*

Tables 2 and 3 present the numerical ratings of the trainers supplied by the Leadership members.

**Table 3**

**What is your overall rating (compared to other instructors you have known) of the Global Kids trainers?**

	Frequency	Percent
Below Average	1	4.5
Average	2	9.1
Above Average	2	9.1
Very Much Above	16	72.7
Total	21	95.5
System	1	4.5
Total	22	100.0

**Table 4**

**What is your overall rating (compared to other learning experiences you have had of the Global Kids Program?**

	Frequency	Percent
Below Average	1	4.5
Above Average	7	31.8
Very Much Above	13	59.1
Total	21	95.5
System	1	4.5
Total	22	100.0

## **PROGRAM ATTENDANCE AND RETENTION**

### **2001 – 2002**

In all, there were 24 Monday afternoon meetings of Global Kids from October 15, 2001 through May 13, 2002. As can be seen in Figure 1, attendance varied over the academic year from a low of six students per meeting to a high of 25 students per meeting. The median number of students attending any given meeting was 18. Attendance rose steadily during the Fall semester of 2001, dropped during December and January (New York State Regents Week), and returned to earlier rates from February 2002 onward.

Among the 42 girls listed as members of the Leadership group, the mean number of meetings attended was nine. This figure can be somewhat misleading as the program had a continuously open recruitment and admission policy. Girls who had not been in the program during the earlier months of the academic year were permitted to join the program in the later months of the academic year.

Of the 42 girls who attended the after-school Leadership Group meetings during the year, 32 attended three or more meetings. Of these 32, only three discontinued attending after three meetings.

Eleven girls attended more than two-thirds of the meetings. These girls can be considered to be the essential "core group."

### **2002-2003**

There were 32 Tuesday afternoon meetings of Global Kids during this academic year. As shown in Figure 2, attendance varied over the academic year from a minimum of five students per meeting to a maximum of 24 students per meeting. The median number of students attending any given meeting was 7. Attendance declined steadily over most of the year but rose again during the last month.

Although the median number of meetings attended was seven, the distribution of attendance was bimodal. That is, of those who attended fewer than seven meetings, most attended four meetings or less. However, of those who attended more than seven meetings, most attended 14 or more meetings. Thus, as in the previous year, there are two segments: those who partly attended and a "core" group of regular members.

Many of the girls who have been involved in Global Kids for more than a year have begun endeavors of social responsibility and community building within and outside the school, which currently prohibits regular attendance in after school leadership meetings. For instance, three of the leaders volunteer as tutors for elementary school students, several volunteer at local hospitals. Many were involved with student government, the Debate Team, and the *We Are The People Constitutional Competition*.

Ironically, the current trend of somewhat lower attendance may be a sign of the success of Global Kids, inasmuch as the older students are taking active roles in their communities in various roles that are described in this report. The evaluation team bears in mind the stated goal of the program is to build leaders.

#### **EXTENDED ATTENDANCE: COMMUNITY BUILDING**

However, there is another essential component of attendance that is salient in understanding the degree to which the trainers make themselves available, as well as the desire that the girls have to gain as much socialization as possible from the Global Kids program. What is obscured by the pure quantitative data of meeting attendance is the “drop-in” atmosphere in the office space used by Global Kids on premises at Clara Barton. The bonds that the girls have made with each other and the trainers invite them to join other leadership members in the setting of the Project Office in Room 117.

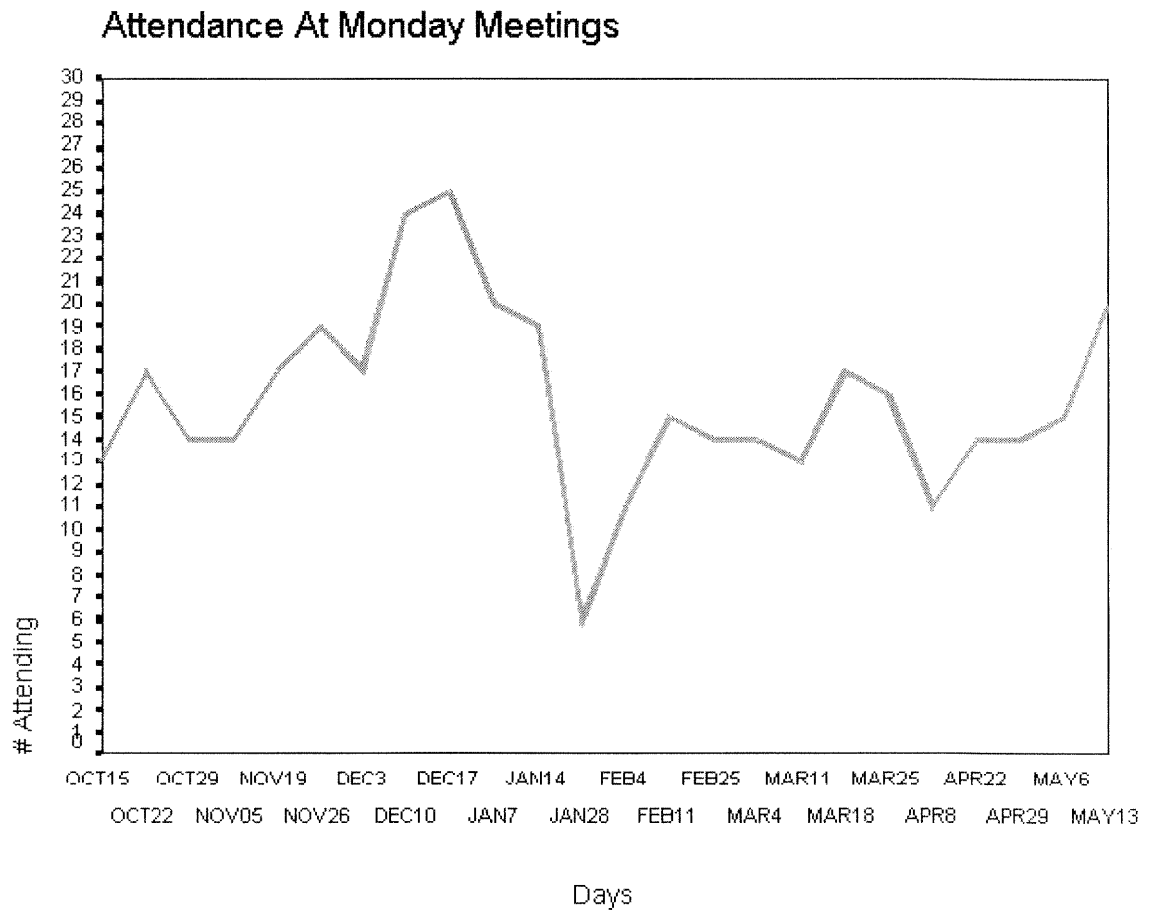
The evaluators witnessed a steady stream of girls entering and congregating in this space. They came in for casual greetings, to check on upcoming meetings, to gain advice regarding an academic issue, to discuss ideas that they wanted to offer for use in subsequent meetings and projects, and to simply gain moral and personal support in their endeavors.

Additionally, There are other venues where the young people can gather for fellowship, encouragement and planning (i.e. Senior Office, Ms. Eisenstark's office, and the SPARK office). However, those places are not necessarily offering services while those students are there.

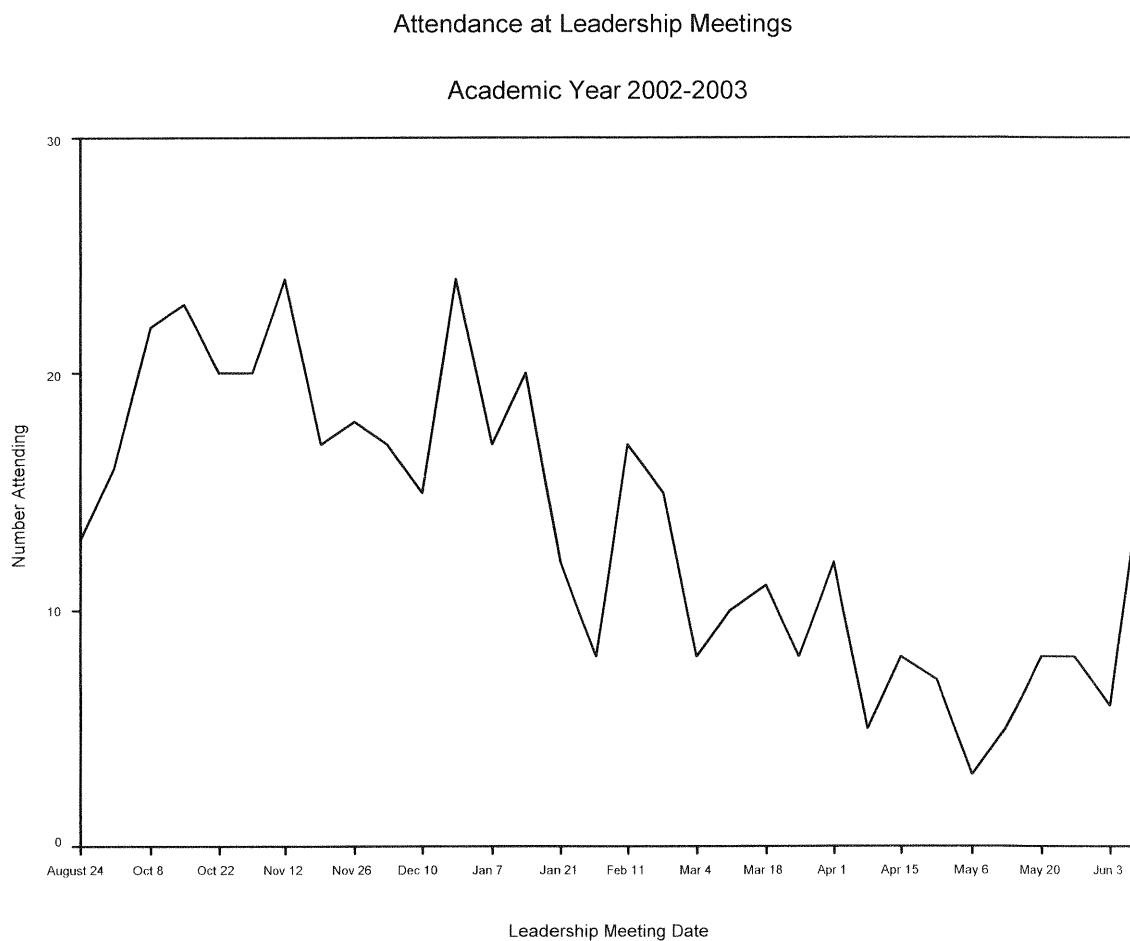


**FIGURE 1: ATTENDANCE AT WEEKLY LEADERSHIP MEETINGS 2001-2002**

(REGENTS EXAMS ARE GIVEN IN JANUARY)



**FIGURE 2: ATTENDANCE AT WEEKLY LEADERSHIP MEETINGS 2002-2003**



## **ACHIEVEMENT OF PROGRAM GOALS**

### **STATED GOALS**

As stated earlier in this report and in previous proposals and reports, the program is designed to affect the social, mental, emotional, and physical health and well being of young women. The program's success should be evidenced by changes in knowledge, attitudes, and behavior.

In the knowledge domain, students should show understanding related to the individual, community, and global concerns such as:

Health risks associated with life in low-income communities

Skills that will be needed as educators and spokespersons for women's health issues globally and locally:

- Cultural differences
- Global Awareness
- Knowledge of careers
- Knowledge of self

In terms of attitudinal and behavioral change, the program should show evidence that it affected the personal development of the girls in the program so that they will display greater:

- Autonomy
- Self-esteem
- Communication skills
- Emotional expressiveness
- Ability to plan and direct their personal futures, as seen in their "future narratives" (incorporation of program ideals into their own life behavior and goals)

Evidence for the attainment of these goals was obtained through interviews, questionnaires, and classroom observations of the major stakeholders, including participating teachers, trainers, administrators, girls in the Leadership Group, and students who were in the classroom modules and mini-conferences.

Informal group pre-tests and post-tests were done for each lesson brought to a classroom. The informality was meant to elicit free participation so that a social comparison effect of grading would not interfere with participation. Post- tests indicate the new material acquired as a direct result of the Global Kids workshops.

#### **ACHIEVEMENT OF KNOWLEDGE GOALS IN CLASSROOM WORKSHOPS**

##### **Pre-test and Post-test Knowledge**

In the following sections are tables taken from in-classroom workshops. Each table shows the stated goals of the workshop, the students' prior knowledge (What do you know?), and the acquisition of new knowledge (What did you learn?). As can be seen in the following tables, participants' knowledge of these topics demonstrated extensive acquisition of new information surrounding the issues

Table 5: US Arms Sales

STATED GOALS PARTICIPANTS WILL BE ABLE TO:

- GIVE SPECIFIC EXAMPLES OF THE US SELLING ARMS TO DICTATORS
- EXPLORE WAYS THAT US ARMS SALES IMPACT THE POOR GLOBALLY/DOMESTICALLY
- IDENTIFY INTERNATIONAL/DOMESTIC LIMITATIONS AROUND SALES OF ARMS GLOBALLY

US ARMS SALES 10/23/02	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
ISRAEL (TANKS, GUNS)	U.S. \$396. BILLION MILITARY/DEFENSE
HANDGUNS TO LOCAL COMMUNITIES	CAMBODIA: MORE LANDMINES THAN PEOPLE
EASY TO GET GUNS AND FIREARMS	WEAPONS SOLD TO NON-DEMOCRATIC
\$100. GUN AT PRECINCT	SALES GO AGAINST CODE OF CONDUCT
TEACH 3RD WORLD COUNTRIES HOW TO USE	LAW/POLICY (CODE OF CONDUCT)
IRAQ – DURING WAR	YOUNG CIVILIANS USE THE ARMS
NAVY	LANDMINES STILL USED
SAUDI ARABIA, AFGHANISTAN	COUNTRIES GIVEN ARMS DON'T EXIST ECONOMICALLY
KILL AND DESTROY LIVES WORLDWIDE	EAST TIMOR IS A COUNTRY
ARMS = WEAPONS, RIFLES, BOMBS, TANKS, GUNS, GRENADES, BAZOOKA, LANDMINES	

## TABLE 6: A CLOSE LOOK AT US/IRAQ RELATIONS

### STATED GOALS PARTICIPANTS WILL BE ABLE TO:

- CHARACTERIZE A RELATIONSHIP OF ENMITY
- IDENTIFY EVIDENCE OF ENMITY OR CONFLICT IN THEIR LIVES AND IN THE WORLD
- DEFINE A BASIC TIMELINE OF US/IRAQ RELATIONS
- UNDERSTAND US ECONOMIC INTERESTS IN IRAQ
- 

A CLOSE LOOK AT US-IRAQ RELATION 10/18/02	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
ISRAEL / PALESTINE (TANKS, GUNS)	U.S. \$396. BILLION MILITARY/DEFENSE
HANDGUNS ARE IN LOCAL COMMUNITIES	CAMBODIA HAS MORE LANDMINES THAN PEOPLE
EASY TO GET GUNS AND FIREARMS	WEAPONS SOLD TO NON-DEMOCRATIC COUNTRIES
\$100. GUN AT PRECINCT	SOME ARMS SALES GO AGAINST CODE OF CONDUCT
KILL AND DESTROY LIVES WORLDWIDE	LAW/POLICY (CODE OF CONDUCT)
HEARD A LOT ABOUT ARMS IN IRAQ DURING THE WAR	YOUNG CIVILIANS USE THE ARMS
ARMS = WEAPONS, RIFLES, BOMBS, TANKS, GUNS, GRANADES, BAZOOKA, LANDMINES	LANDMINES ARE STILL USED, EVEN AFTER WE SEE INNOCENT CHILDREN HURT
	COUNTRIES GIVEN ARMS DON'T EXIST ECONOMICALLY
	EAST TIMOR IS A COUNTRY

**Table 7: Health Care**

**STATED GOALS PARTICIPANTS WILL BE ABLE TO:**

- DESCRIBE THE CONCERNS OF HEALTH CARE RECIPIENTS
- RECONGIZE THE POLITICS AND ECONOMY OF HEALTH CARE

<b>HEALTH CARE 12/3/02</b>	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
YOUR HEALTH	A LOT OF PEOPLE DON'T HAVE HEALTH INSURANCE
IMMUNIZATION	DIARRHEA CAN BE FATAL
DOCTORS/NURSES	THERE IS INEQUALITY IN HEALTH CARE
CHECK UPS	HEALTH CARE QUALITY DEPENDS ON CLASS
FOOD	HEALTH CARE IS BEING AFFECTED BY THE ECONOMY
HOSPITALS	MONEY/MEDICAL BENEFITS: INSURANCE IS IMPORTANT
APPOINTMENTS	LEFT UNCHECKED, MILD SYMPTOMS CAN TURN INTO SOMETHING SERIOUS
HEALTH CARE PLANS	
"JOHN Q." (POPULAR MOVIE) SURGERY	

**TABLE 8: HEALTH CARE (2)**

STATED GOALS PARTICIPANTS WILL BE ABLE TO:

- DESCRIBE THE CONCERNS OF HEALTH CARE RECIPIENTS
- RECONGIZE THE POLITICS AND ECONOMY OF HEALTH CARE

HEALTHCARE 12/3/02 PERIOD 6	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
A NECESSITY	A LOT OF PEOPLE DON'T HAVE HEALTH INSURANCE
WELL BEING/TAKING CARE OF YOURSELF	HMO'S/BENEFITS/INSURANCE MENTAL, SOCIAL, EMOTIONAL HEALTH
BILLS	THERE IS INEQUALITY IN HEALTH CARE
TAKEN FOR GRANTED	THE QUALITY OF CARE PEOPLE RECEIVE VARIES ACCORDING TO CLASS
LONG TERM GOAL	HEALTH CARE IS BEING AFFECTED BY THE ECONOMY
HEALTH CAREERS/JOB	MONEY/MEDICAL BENEFITS: INSURANCE IS IMPORTANT
UNINSURED PEOPLE CAN LOSE LIFE-SPAVING	LEFT UNCHECKED, MILD SYMPTOMS CAN TURN INTO SOMETHING SERIOUS
DOCTORS AND NURSES	OLD PEOPLE CAN BE AT MEDICAL RISK



## TABLE 9: REPARATIONS: PAYBACK VS. HANDOUT

### STATED GOALS PARTICIPANTS WILL BE ABLE TO:

- DEFINE REPARATIONS AS HUMAN RIGHTS/ ECONOMIC JUSTICE ISSUE GLOBALLY
- LIST THE DIFFERENT FORMS OF REPARATIONS
- DISCUSS THE ROLE OF SLAVERY AND IMPERIALISM IN CALL FOR REPARATIONS
- IDENTIFY SOLUTIONS TO HISTORICAL INJUSTICES (IE HUMANITY CRIMES)

REPARATIONS: PAYBACK VS. HAND OUT 12/3/02	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
GETTING MONEY FOR SUFFERING	REPARATION COMES FROM THE ROOT WORD "REPAIR"
AFFIRMATIVE ACTION	IT AFFECTS MANY PEOPLE
GETTING SOMETHING IN RETURN FOR PAIN FROM ANCESTORS	POOR FOR NATIVE AMERICANS DISCRIMINATED WITHIN
	DOESN'T MEASURE UP TO PEOPLE'S SUFFERING
	JAPANESE AMERICANS RECEIVED REPARATIONS FROM INTERNMENT
	HOLOCAUST, JEWS RECEIVING "GAIN FOR PAIN"
	NATIVE AMERICANS
	SOME SLAVES RECEIVED SCHOOLING, 40 ACRES AND A MULE
	VOLKSWAGON WAS SUED FOR USING SLAVES DURING WWII

Table 10: **HOMELESSNESS**

STATED GOALS PARTICIPANTS WILL BE ABLE TO:

- NAME SOME OF THE CAUSES OF HOMELESSNESS IN THE US
- DISCUSS CHALLENGES TO SOLVING THE PROBLEMS OF HOMELESSNESS

HOMELESSNESS 11/19/02	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
POVERTY	A LOT OF VETERANS ARE HOMELESS AND TREATED UNFAIRLY
WITHOUT A HOME, NO PLACE OF WARMTH, NO MONEY	HOMELESSNESS DOESN'T HAVE A NAME
UNAFFORDABLE HOUSING	HOW WILL THOSE WHO FIGHT IN WAR OF IRAQ BE IMPACTED?
RAGS	TAXPAYERS-WHAT SUPPORTS?
LACK OF SECURITY	GOVERNMENT OVERLOOKS YOU
NO RIGHT TO VOTE	HARD TO GET A HOUSE, MUST COMPETE-INADEQUATE FACILITIES
	NO OPPORTUNITIES FOR POOR, MORE FOR RICH
	LACK OF POWER
	NO SUPPORT SYSTEMS (I.E. GOVERNMENT)
	NOT A PRIORITY OF THOSE IN POWER

**TABLE 11: BODY IMAGE**

STATED GOALS PARTICIPANTS WILL BE ABLE TO:

- CHARACTERIZE ONES OWN BODY IMAGE
- IDENTIFY SOME OF THE SOCIAL PRESSURES THAT IMPACT ON BODY IMAGE
- IDENTIFY ONESELF AND OTHERS WITH A MORE PRODUCTIVE LENSE

BODY IMAGE 1/7/03	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
HOW YOU VIEW YOURSELF	SELF-ESTEEM
FEATURES	UNIQUENESS
SEX	EVERYONE IS DIFFERENT
MEDIA	CULTURE DICTATES BEAUTY
CLOTHES	MEDIA PLAYS A HUGE ROLE IN HOW SOMEONE VIEWS THEMSELVES
TRENDS	UNCONCIOUSLY GIVING IN TO THE VIEWS OF THE MEDIA
WHAT MAKES YOU "YOU"/UNIQUENESS	BEAUTY DIFFERS IN DIFFERENT COUNTRIES/CULTURES
ATTITUDE	MEDIA DOESN'T CHANGE-SAME OLD IMAGE OF WOMEN IS STILL "SOLD"
NAME BRAND	
EATING DISORDERS	
DIETING PIERCING STEREOTYPES SACRIFICES PEERS EXPERIENCES	

**TABLE 12: FEMALE REFUGEES**

- STATED GOALS** PARTICIPANTS WILL BE ABLE TO:
- IDENTIFY PROBLEMS AND CONCERNS OF REFUGEES
  - IDENTIFY SPECIFIC CONCERNS OF FEMALE REFUGEES

<b>FEMALE REFUGEES 12/10/02</b>	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
SUFFERING	NO TIME TO ANSWER
BURDEN OF CHILDREN	
DEPRIVED	
SEX SLAVES	
POVERTY	
VULNERABLE	
HUNGRY	
NON-CITIZENS	
FLEEING FROM COUNTRY/RUNNING FOR FREEDOM	
MALE DOMINANCE	
DESPERATE NEED FOR SURVIVAL ABUSED, EXPLOITED, WEAK ECONOMY DISADVANTAGED	

**Table 13: SLAVERY**

**STATED GOALS PARTICIPANTS WILL BE ABLE TO:**

- UNDERSTAND THE NATURE AND FORMS OF CONTEMPORARY SLAVERY
- IDENTIFY SOME PRODUCTS THAT MAY BE TAINTED BY CHILD/SLAVE LABOR
- IDENTIFY STEPS THEY CAN TAKE TO CURB CONTEMPORARY SLAVERY

<b>SLAVERY 11/26/02</b>	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
BLACKS WERE SLAVES	EVERY COUNTRY TRAFFICS HUMANS
SLAVE OWNERS WERE CREUL	SLAVERY MORE COVERT NOW
I SAW THE MOVIE "ROOTS"	"SLAVERY" BLURRED NOW
	WHY NO REGULATIONS AND "FINE PRINT"?
	UNICEF CAN HELP WITH REGULATIONS
	VAGUE DEFINITION OF SLAVERY
	IN ORDER TO GET RICH YOU EXPLOIT THE POOR
	SLAVES ABROAD MAKE CANDY/CERTAIN COMPANIES
	SLAVERY STILL HAPPENS/MANY DIFFERENT DEFINITIONS OF SLAVERY LABOR AND CHILD LABOR
	POOR AND PEOPLE OF COLOR ARE MAJOR TARGETS

**Table 15: DESCRIBE YOUR HAIR: INTERNALIZED OPRESSION**

**STATED GOALS PARTICIPANTS WILL BE ABLE TO:**

- CHARACTERIZE SOCIAL PRESSURES THAT CONTRIBUTE TO ONES EVALUATION OF SELF
- DEFINE INTERNALIZED OPRESSION
- RECPGNIZE EVIDENCE OF INTERNALIZED OPPRESSION
- NAME WAYS THAT INTERNALIZED OPRESSION CAN PERSONALLY AFFECT THEM

DESCRIBE YOUR HAIR: INTERNALIZED OPRESSION 1/14/03	
WHAT DO YOU KNOW?	WHAT DID YOU LEARN?
INTRICATE	WHATEVER YOU DO IT HAS TO BE YOUR DECISION
DISGUSTING	THINK ABOUT WHY WE "HAVE TO" CHANGE OURSELVES
PUFFY	PEOPLE ARE TRYING TO ACHIEVE A DOMINANT IDEOLOGY BY CHANGING SOMETHING ABOUT THEMSELVES
BREAKING	ACCEPT YOURSELF NO MATTER WHAT
NEED A PERM	LEARNED ABOUT "INTENALIZED OPPRESSION"
ARTISTIC	
SMOOTH/COMBED	
HAS BODY/THICK/WAVY	
STRAIGHT, DYED, LONG/NATURAL	

## **WORKSHOP EVALUATIONS**

After each workshop, students were asked to complete individual and anonymous evaluation forms in response to their immediately previous lesson. The following tables are indicative of their responses.

**Table 16: HIV/AIDS, POWER, HOMOPHOBIA, ETC.**

<b>HIV/AIDS, POWER, HOMOPHOBIA ETC.</b>	<b>1/23/03</b>	<b>ANONYMOUS WORKSHOP EVALUATION BY STUDENTS</b>
<b>WHAT DID YOU ENJOY?</b>	<b>WHAT DID YOU LEARN?</b>	<b>ADDITIONAL COMMENTS?</b>
OPENLY DISCUSSING AIDS	MORE ABOUT AIDS, POVERTY, AND ITS NOT OK TO MAKE ASSUMPTIONS ABOUT PEOPLE	QUITE ENLIGHTENING
THE DIFFERENT POINTS OF VIEW AND ENTHUSIASM	GAVE A BETTER INSIGHT ABOUT LIFE	HAVE THE CLASS THREE TIMES A WEEK NEXT TERM
DEBATES	HOW TO PROTECT MYSELF AGAINST HIV/AIDS	
EXPLORING DISCRIMINATION	DISCRIMINATION OCCURS WITHOUT KNOWING IT	
LEARNING HOW TO RELATE TO DIFFERENT PEOPLE	TO CONSIDER PEOPLE'S FEELINGS	
HELPING TO LEARN NOT TO JUDGE PEOPLE	SOCIETY, MEDIA AND MONEY ALL CONTRIBUTE TO THE WAYS WE THINK AND ACT	
THE SHOCK FACTOR/EXPOSING NEW AND REAL FACTS	ABOUT THE DIFFERENT PHARMACEUTICAL COMPANIES	
"HETEROSEXUAL QUESTIONNAIRE" HELPED EXPRESS OPINIONS	HOW TO CHOOSE WORDS WISELY	
THE FACILITATORS AND THEIR ENERGY		
LEARNING FACTS AND STATISTICS		
A BREAK FROM REGULAR CLASSWORK		

**Table 17: COMMUNICATION AND LEADERSHIP**

<b>LEADERS' PROGRAM EVALUATION: COMMUNICATION AND LEADERSHIP</b>		<b>ANONYMOUS WORKSHOP</b>
<b>11/26/02</b>		<b>EVALUATION BY STUDENTS</b>
<b>WHAT DID YOU ENJOY?</b>	<b>WHAT DID YOU LEARN?</b>	<b>ADDITIONAL COMMENTS?</b>
THE ACTIVITY PROVED A POINT IN A FUN WAY	DIFFERENT WAYS TO COPE WITH RESTRICTIONS	
THE FACILITATORS LISTEN TO YOU AND ENCOURAGE YOU TO JOIN	HOW TO UNDERSTAND PEOPLE AND HAVE PATIENCE	YOU GUYS ARE GREAT AND HELP US UNDERSTAND EACH OTHER A LITTLE MORE
HANDS ON ACTIVITY	IN GROUP WORK YOU HAVE TO BE ABLE TO LISTEN	
ABILITY TO WORK TOGETHER		
		LEARNED HOW TO WORK WITH OTHER WITHOUT ALL COMMUNICATION SKILLS
I ENJOYED THE RULES BECAUSE THEY SHOWED US RESPECT FOR OTHERS		LEARNED HOW TO BETTER MY LEADERSHIP SKILLS



## WORKSHOP EVALUATIONS

**Table 18: GENDER, ABUSE, AND HOMOPHOBIA**

<b>GENDER, ABUSE AND HOMOPHOBIA 12/19/02</b>		<b>ANONYMOUS WORKSHOP EVALUATION BY STUDENTS</b>
<b>WHAT DID YOU ENJOY?</b>	<b>WHAT DID YOU LEARN?</b>	<b>ADDITIONAL COMMENTS?</b>
VERY OPEN-MINDED ABOUT ALL TOPICS	TO BE YOURSELF AND ACCEPT OTHERS	
FACILITATORS ASKED THOUGHT – PROVOKING QUESTIONS	ABOUT LOW SELF-ESTEEM	QUESTIONNAIRE WAS SILLY
STATISTICAL INFORMATION	HOW A HOMOSEXUAL MAY FEEL IN OUR SOCIETY	A GREAT DEAL OF EFFORT SHOWN
NO CRITICIZING OF OPINIONS	HOW TO PREVENT AND HELP CERTAIN SITUATIONS	VISIT MORE OFTEN
HONESTY AND RESPECT SHOWN	PEOPLE ARE MORE BIASED THAN I'D THOUGHT	BRING UP MORE TOPICS
THE QUESTIONNAIRE	TO CONTINUE TO THINK OUTSIDE THE BOX	LONGER SESSIONS
DISCUSSIONS HELP YOU TO UNDERSTAND OTHERS	GAYS DON'T HAVE THE SAME RIGHTS	
	SIGNS OF ABUSIVE RELATIONSHIPS	
	HOW TO OPEN UP	

## KNOWLEDGE OF LEADERS' SKILLS AS SPOKESPERSONS

### LEADER GROUP

Participants confidently expressed their ability to disseminate information to their cohort in a variety of forms that can increase the knowledge base of teens. Moreover, the ideas they voiced were a direct result of their learning and acquiring skills at Global Kids

Some of the media discussed follow:

- Comments on peer-to-peer dissemination during in-school, student-led workshops in school included:

*"Teenagers are more likely to listen to us, because if they hear this stuff from an 'old' person they take it as just one more restriction that adults want to put on us."*

*"Kids come up to us after meetings in the hallway and ask us if we can give them more information. They would never do that with a teacher."*

*"I am a tutor for elementary school kids. Its important to help other kids do well in school, but more importantly, there are many concepts I have learned at Global Kids that I am now responsible to share with younger kids in the community."*

*Some of us went to Grand Street Settlement in May. We facilitated a workshop for a large group of junior high school-aged girls on "Body Image." It was very cool; they looked up to us and wanted to know what made us care about them. And they taught us a few self-defense skills.*

*It was such a fabulous encounter, since both groups realized how little they know about communities outside their own. For example, when we were doing an icebreaker, the girls from the Lower East Side did not know what a roti is, and our girls did not know what LES stands for*

- Broadcasting on the radio

*“We were really worried about our Muslim friends, and walked them home from school. So we did a broadcast to tell people that not all Muslims are terrorists and that we can’t be prejudiced just because we are scared right now.”*

- Internet

The leaders wanted to set up informative web sites for young people addressing the above-mentioned concerns. Participants accomplished this regarding specific issues for teens post- 9/11.

*“Yea, kids go on the Internet a lot, and they would read stuff if they saw that other teenagers wrote it”*

*“We could Include banners and pop up links on popular web sites that will invite users to access these peer-to-peer information sites*

#### ★ Newsletters

*“Newsletters are a great way to get information to teenagers”*

## **TEACHERS**

In both academic years, the Clara Barton teachers stated that they welcomed Global Kids Leaders in their classes and that they were impressed by the clarity and assertiveness that these girls demonstrated.

## **ADMINISTRATORS**

The principal mentioned that it had been getting back to her that these students were becoming the school leaders and were making a stand and voicing their opinions on all different levels. Mr. Haggerty, Assistant Principal for Social Studies, noted the overlap between Global Kids membership and members of his debate team

## **LEADER GROUP KNOWLEDGE OF CAREERS**

Members of the Leader Group discussed their career choices in a well-informed manner. There are many options open to young women to address community health concerns. This comes to them in the form of becoming educators, health care aides, medical doctors and policy makers. They are resolute in making a difference in their community by becoming contributing professionals. They have extensively researched careers, schools that provide educational opportunities for those careers and the steps that must be taken to make them competitive for admission to such programs. Financing and scholarship prospects were also discussed.

## **LEADER GROUP KNOWLEDGE OF COLLEGE PREPARATION**

### **Members**

This year's added module on career preparation was a great success. Seniors as well as under classmen have made great strides in their preparedness for further education. Six of the students have been accepted to college with scholarships.

During cognitive retention evaluations, the leaders exhibited an excellent level of retention regarding college preparation materials presented throughout the academic year. Leaders were conversant regarding the process and strategies involved in college entrance preparation including: SAT's, application forms, interview process, essay writing, and finding a good fit in a college for their career and academic goals.

During the 2002-2003 academic year, Dawnette Lewis, a graduate of Clara Barton, assisted in the college preparatory program. Comprehensive second semester information was also acquired in the *Council on Foreign Relations International Career Day* and the *Take a Global Kid to Work Day* activities.

## LEADER GROUP PERSONAL DEVELOPMENT

**Self-esteem:** The principal spontaneously mentioned several Global Kids Leaders who were shy and withdrawn who blossomed into assertive leaders. Similarly, the teachers remarked on the self-development of the same girls.

**Communication Skills:** Both the teachers and the principal commented on the high levels of maturity at which the girls communicated. It was clear that in observations of classroom and mini-conference sessions that GK Leaders had a solid sense of verbal and nonverbal communication.

**Emotional Expressiveness:** Classroom and workshop observations demonstrated that students were open with their emotions but clearly obeyed the session guidelines of giving each other a "safe space." Therefore, while frank, they were not rude.

**Planning and directing personal futures:** Perhaps the best example of this could be seen in the Health Careers meeting held on May 20, 2002. At the beginning of the session, the girls introduced themselves to the guest speakers. More than 90 percent of the girls spontaneously mentioned career plans in health, journalism, or human services. Their questions to the guest speakers were well focused toward the goal of obtaining career guidance.

As can be seen in the previous section of "wishes," many of their wishes have extended and become incorporated with their plans for the future.

**Critical analysis / Moral Reasoning:** Evaluators observed leaders, individually and in group, utilize critical analysis of presented material resulting in questions, ideas and discussion that reflected implications to personal and societal dilemmas and future concern.

Moreover, evaluators were impressed with the observed moral reasoning skills. Leaders demonstrated highly developed levels of moral reasoning *-understanding of social mutuality and a genuine interest in the welfare of others, and respect for universal principle and the demands of individual conscience* - and decision making as a direct result of their Global Kids training. According to moral development theorists, such as Lawrence Kohlberg, it is important to present students with moral dilemmas for discussion which helps them to see the reasonableness of a "higher stage" morality and encourage their development in that direction, one of the ways in which moral development can be promoted through formal education.

### Intra-personal and inter-personal awareness:

Last year, leaders were asked to name their heroes and the qualities that those heroes possessed. The table below summarizes their heroes and their attributes.

Table 19: Heroes

Their heroes included:	The qualities that the girls admired
★ <i>My Mother</i>	★ <i>Pioneer</i>
★ <i>Maya Angelou</i>	★ <i>Involved</i>
★ <i>Nelson Mandela</i>	★ <i>Determination</i>
★ <i>Kofi Annan</i>	★ <i>Strength</i>
★ <i>Martin Luther King Jr.</i>	★ <i>God-fearing</i>
★ <i>Oprah</i>	★ <i>Considerate</i>
★ <i>Jesus</i>	★ <i>Loving</i>
	★ <i>Considerate</i>
	★ <i>Intelligent</i>

Throughout the discussion about people they admired, participants expressed that because of their involvement with Global Kids, they can realize their own qualities, trust their strengths, develop skills and emulate these heroes.

*“Now I don’t just think these people are so different from me.”*

*“Because of all the confidence and support I got at Global Kids, I know that I can accomplish as much as Oprah or Martin Luther King Jr.”*

*“We learned that if we are passionate about something —if we really care and believe in an idea- we can make a change.”*

### **Specific actions that evidence change in health and personal practices in the core group**

The girls were asked to respond to the following: "I am interested in how certain aspects of you have changed since you've been in Global kids." Their responses indicate that Global Kids has had a significant impact on their daily behavior and given them tools to navigate the world more efficiently.

*"Global Kids made me more outspoken."*

*"Global Kids made me an activist."*

*"Global Kids confirmed my career choice and gave me the confidence to pursue it."*

*"Global Kids has made me feel accepted."*

*"I am much more protective of my brothers and sister. I know that if I am a good example to them, it not only saves them from making bad decisions, it also affects the kids that they hang out with."*

*"I used to be so lazy. Now I want to make sure my grades are good so that I can get into a good college and make a difference in the world as a GYN. Yea, then I will really be cool. I can teach people about safe sex and help them take really good care of their new babies right from the start."*

*"Global Kids has given me the abilities to speak my opinion."*

During the 2001-2002 academic year, three of the girls reported that they had been running for positions in the Student Government for the next year. All three of these girls reported that they made these bold and risky moves as a result of their training in Global Kids.

During the following semester (Fall 2002) the leaders followed through on their commitment to public service. In fact, many of them ran and received offices in student government, were involved with the Debate Team, and the *We Are the People Constitutional Competition*.

## **BENEFITS TO CLARA BARTON HIGH SCHOOL**

### **AWARENESS OF THE GLOBAL KIDS LEADERSHIP PROJECT MISSION**

It should seem obvious that when an organization promulgates its mission statement, that all stakeholders should be aware of the mission. Sadly, research in many business and governmental organizations has shown this is not always the case.

In some settings, the lofty statements of executives and boards never seem to be on the minds or enacted in the behavior of workers and clients. The evaluation team sought to see if the stated mission of GK would be restated in the words of major stakeholders.

### **TEACHERS**

According to one teacher in 2001-2002,

*Communicating some subjects that are student-centered, student-friendly, highly motivating, and with high creativity. In sum: creativity, ingenuity, pedagogically fantastic. --- to communicate and approach the subject. Getting kids excited. In doing that, to get the students to retain. Encouraging Participation. (It) adds diversity and variety to my curriculum. Complementary to my course. Complementary to my own style. I picked up a few things . . .*

Another 2002-2003 teacher said,

*They're heavily involved. They're in all the classes. They come in and they teach for about a week for about four lessons. One lesson was on economics and interdependence and multinational corporations. The other was on self-esteem tied in with role playing, which really got the kids on their feet.*

Similar accolades followed in 2002-2003

*Think they're great. They came into my classes and taught some serious lessons that I had difficulty teaching such as homophobia. I never knew how to teach it comfortably because kids were very reactive to that topic so I avoided it. They*



*came in and taught a great lesson that was sensitive and didn't put them (kids) in a position the kids would get angry. They know the good topics.*

*Particularly since I teach a leadership course, they are a resource for me. What they do is pertinent to everything. Issues about war, health, etc. They also do an afternoon program. A lot of kids found themselves. Kids have grown.*

## **ADMINISTRATORS**

When asked about the mission of GK and how it fit with school's mission, Ms. Foster said,

*It fits in wonderfully. They come into the classroom and blend into the curriculum and deal with issues that really matter. The (Clara Barton's mission) mission is "Educating today for a healthy tomorrow." They really give the kids a perspective of what they can do. I have a staff where teachers would complain if someone came in their classroom and wasted their time. I've gotten absolutely no negatives from each staff member, so that's a great thing. I have a relatively senior staff that's been teaching the same way for many years and they haven't accepted making the change to student-centered lessons and they come in with that type of approach. The teachers are getting a chance to see that approach. That is an extra added benefit for me.*

The Assistant Principal said,

*It plays a couple of different roles. There's a school-wide role and one specific to the Social Studies Department. It provides a number of different workshops. If teachers decide, they can blend Global Kids into their lessons. The curriculum has two major goals: Global Studies and participation. We give them (the teachers) a menu of workshops that Global Kids has to offer us and invite them to staff development meetings. In the past we've had three to four teachers who've participated. We have an HIV/AIDS topic, which is mandated. They get very high marks on that and have done it year to year. In addition to that, we have leadership development workshops with the coordinator of student affairs. While they don't have an ongoing relationship with a particular class in social studies, they have a presence in the school.*

## **THE TRAINERS' SELF-ASSESSMENT OF PROGRAM BENEFIT TO CLARA BARTON H.S.**

*"Clara Barton High School is specifically geared towards the health professions, while Global Kids expands on the notion of health and places it in a global context."*

*"Teachers and administration who we worked with got to observe and in some cases integrate the GK approach to education into their curriculum. This has been highly effective for them. (Ms. Drossos is a perfect example)."*

*"GK is another positive after-school opportunity for the students."*

*"GK created spaces within the school for special visitors and guests from the non-traditional health field. (i.e. 2002 Health Career Day & Mini Conference)."*

*"Created a cadre of strong, active young women who acted as educators and role models for other students."*

*"The international perspective of GK (evident both in the classroom, after school and in special opportunities such as travel) adds another dimension to the work GK does at Clara Barton and the impact we have there."*

*"Last year, we did staff development trainings. This year, we offered curriculum and resources to teachers who we had worked with."*

*I think the less have enlightened students' minds to issues that may be difficult to verbalize and understand. Also, the answers and questions students are thinking about or may not be aware of.*

*Kids who are high achievers have a chance to get more skills. (This teacher saw a self-selection process.) These kids are leaders in their own classes. It's the same kids.*

## **DISSEMINATION AND APPRECIATION OF TEACHING TECHNIQUES AND MATERIALS**

### **STUDENTS IN CLASSROOM MODULES**

Most students in the Body Image mini-conference commented that they liked the walk-across technique in which they were asked to walk across the room if they had ever been concerned about their appearance, if other people had commented on their appearance, etc. The students especially liked the frozen picture technique, in which they were asked to enact one of the issues, such as hair bleaching, surgery to round Asian eyes, anorexia, etc.

Students reflected their enjoyment of the student-centered nature of the mini-conference and state that they liked:

*"Just talking and learning other people's thoughts..."*

*"Talking and sharing ideas"*

*"The sheets that asked, 'Do you know...' "*

*"To listen to what other people felt about themselves..."*

However, when asked about the exercises in the mini-conference they liked least, many students felt that they did not find the M&M exercise to be useful. In this exercise, which was designed to elicit each student's summary of the conference, students were given an M&M candy and was then asked to answer a question on a chart that corresponded to the color of the M&M the chose. Additionally, while most students enjoyed the walk across exercise, some students stated that the found the requests to sit down, stand up, and walk across the room to be tiring.

### **TEACHERS**

In both years, all of the teachers commented on the student-centered active learning approach and the skills demonstrated by the facilitators. Most said that they will use these techniques in their classes but, due to the constraints of meeting New York State Regents examination requirements, they often did not know exactly when they would implement these in their lessons. However, most teachers voiced the opinion that they would find some creative way to use these techniques.

The assistant principal noted that the curriculum is not as mandated as teachers think it might be and that teachers have a considerable amount of freedom to innovate. He said,

*Is there resistance? Teachers feel a pressure to get through the curriculum. They see the programs as a supplement. However, it's more their perception. It affects their perception not to go on field trips or assemblies.*

However, he stated that it's not merely supplemental but, in fact, germane to their main learning goals.

*Secondly, there's more of a connection to Global issues, so it fits more naturally with the Global Studies courses than with other history courses. (e.g. US History) Some are resistant because they would rather have it their way. Others are new to teaching and many not know how it fits.*

It should be noted that the New York State Regents Social Studies curriculum has two components: Global Studies and History. The GK modules fit well with the Global Studies material but, so far, have not been used in History courses. The GK materials and techniques, however, complemented the Leadership, Health Education, and Health Occupation courses.

From interviews and from classroom observations, it was quite clear that teachers enthusiastically requested copies of the GK materials and handouts for their repertoires. However, since Global Kids has been very active in their classrooms, they have had limited chances to use them on their own.

*"It facilitates other kids with leadership. I've seen some that I've liked. I used role-playing. Unfortunately, due to time constraints, it's hard to build it in to 42 minutes."*

*They gave me ideas on blood flow. It taught us how to have students present their own ideas. Like having a student talk about how he saw blood flow like traffic flow.*

*I have borrowed techniques. I was given a booklet.*

*I think if the Regents exams asked questions regarding these topics, it could help students verbalize their thoughts clearer.*

## **ADMINISTRATORS**

The principal said,

*“I have a relatively senior staff that's been teaching the same way for many years and they haven't accepted making the change to student-centered lessons and they come in with that type of approach. The teachers are getting a chance to see that approach. That is an extra added benefit for me.”*

and added,

*“The GK material goes beyond the Regents. Also gives the kids background references that they can use in their writing-intensive courses. It gives them a point of view.”*

## **CHANGES OFFERED BY STAKEHOLDERS**

There were very few suggestions for improvement offered by teachers. The only salient ones generally were to give the students more time to process the information in the workshops. Among their comments were:

*Ask more “we questions” and less “yes and no” answer questions.*

*It would be better to have even more student-centered activities*

The teachers did not see any strong needs for improvement other than for “more of the same.” Their comments were positive and were laced with superlatives. A composite of their comments would be, “Keep up the great work!”

Asked if there were *any* changes they would like to add to his “magic wish list,” one teacher said,

*“I don't know. If I made a change it would be more toward my own selfishness and might detract from what they're doing. Perhaps a lesson on geography. I'd tie it in politically.”*

When “pushed” for his “magic wish,” another teacher said,

*“Expansion as much as possible. Not so much in the courses I teach but into the curriculum itself. Maybe a whole class devoted to a topic. Maybe a two-week seminar. Maybe a staggered seminar. Maybe as a special sophomore seminar.”*

The principal said

*“More days and more times. If I could get more of the same quality, I would love that.”*

Student leaders echoed the sentiments of the teachers and administrators.

*“Don’t change anything. It’s perfect!”*

*“I wish I had started sooner.”*

*“It would be great if we could do mini conferences at other schools also.”*

*“Just give us more.”*

*“Keep Patricia and Erika, they are the best.”*

*“Yea, they stick by us, and really make a difference when we go to them for help.”*

*“Field trips. We would love to visit some of the institutions that are dealing with the important issues that we talk about. I think it would give us a new perspective and help us when we talk to other kids about stuff.”*

Trainers were very pleased with the program as it exists.

*“There are other youth programs. What makes us unique is that we use an international approach. We combine the academic, the social and the global perspective.”*

*“When I try to evaluate any program, I look at the people involved. What we have to offer these kids is that we are young enough to be approachable to them. That is very important to some of the students who see adults as adversaries.”*

*“We are also very personally involved with our leaders. We hug them, encourage them, celebrate their birthdays and make ourselves available for anything they need.”*

*“Next year I would like to get the parents more involved. We are already in touch with them, but we would like to see more involvement on their part.”*

## **THE “PORTABILITY” OF THE PROGRAM**

Now that the Clara Barton Global Kids Project finished its third phase, one might wonder how well the program can be transported to other settings. Teachers interviewed generally gave the opinion that the program had succeeded in their classrooms, especially on concerning global issues and HIV/AIDS. However, it was not simply the content of these teaching units that contributed to overall effectiveness of the program. Rather, it was the constant emphasis on active, student-oriented exercises, coupled with facilitation from warm, responsive Global Kids trainers that delivered positive results.

The content matter of Global Kids units is geared to local and worldwide events and trends that impact on human welfare. By their very nature, events change but ways to make people aware of them may be considerably more enduring. Therefore, it seems critical to train other teachers how to conduct Global Kids programs that will be suitable to their own settings and timeframes. If the program was manualized so that others could share the experience and wisdom of the Global Kids program, the success of this pilot project can be broadcast to many sectors of education.

It should be noted that a major factor in the current project’s success has been the dynamism and powerful interpersonal skills of the trainers. It would be hard to “package” them and magically ship them to other settings. But, here too, it may be possible to create training materials that use the current trainers as models, so that others will emulate their effectiveness.

## **SUMMARY**

- Major stakeholders are aware of the mission of Global Kids.
- Major stakeholders believe the mission is being accomplished, and that the effect is filtering to non-participating students in Clara Barton School and the surrounding community.
- There is recognition that this program not only develops traditional cognitive intelligence, it also permits the development of emotional intelligence – personal, interpersonal, and global.
- Students are exposed to social concepts and moral dilemmas in meetings and workshops in a process of active and interactive debate, utilizing what educators term “cooperative learning”. Previous research indicates that moral reasoning rises to a more mature level in the face of this exposure.
- Students exhibit a high level of critical thinking skills as a result of the sensitive and crucial issues they are faced with in an analytical presentation.
- Participants report significant changes in their self-esteem as a result of participating in Global Kids.
- Participants have developed global awareness of important women’s and health issues. It is noteworthy that virtually every module contains global issues.
- Participants have developed concrete career goals over the past two years.
  - In addition, they are aware of the incremental steps that must be achieved in to realize these career goals.
  - Moreover, over 50% of the participants have begun taking the necessary steps in this process and graduates have been awarded academic honors and scholarships.
- Behavior in regards to academic achievement has improved. Attention to homework and grades has increased.
- Leaders exhibit the need and desire to have more contact with other leaders and trainers than is provided by the weekly meetings and programs. This is evident in self-report data as well as the “drop-in” behavior at the GK office space in Clara Barton.



- Retention of material by non-participating students in peer-led seminars is greater, as well as impact of message compared to the same information provided by “adult” educators.
- Pedagogical style seems to be more important than current content, so that GK’s mission should be to show “how” to teach about important social and health issues rather than to simply focus on the content of these issues
- The goal of the program is to create leaders – not necessarily to immediately touch the whole community during a semester. In fact, we have seen leaders created, who are now involved in their communities.
- The program is thwarted by lack of finances. The evaluation team believes that the trainers and leaders did a remarkable job with the small funding available.

## **RECOMMENDATIONS 2001-2003**

- Overwhelmingly, students, trainers and teachers requested “MORE”.
- One consideration to fulfill the “more” request is to provide an office that provides a “drop-in center”. The current space is shared by three other academic departments and does not afford the resources and privacy that the girls sometimes need. A private space and room for Global Kids (for private counseling and debriefing with kids) might be a “pipe dream,” as it would take a great deal of funding and time. However, if at all possible, it would be extremely useful.
- Furthermore, adding other scheduled meetings each week may not be practical due to the demanding schedules of the girls and the limited budget of the program.
- Trainers suggest involving the parents more in the coming years in order to provide a more community-integrative approach.
- Explore the possibilities of reaching out to parents, family members, and siblings.
- Longitudinal follow-up on student careers. It appears that leaders are developing skills and empowerment to have realizable futures. It will be useful to understand where they take their places in society several years from now. It would be a logical step in the program evaluation to report the fulfillment of the promises.
- As graduates, former members of the leadership group could be an invaluable addition to the leadership program as mentors, contact persons or guest speakers in most Global Kids Activities.
- Because the leaders expressed desire to expand their message to other schools, the possibility of seminars at other high schools, junior high schools and grade schools should be considered.
- Furthermore, their contribution to the community might be invaluable as messengers to community groups such as the Girl Scouts, adult community groups, etc.
- A previous report suggested that the resources of the Internet should be exploited to disseminate information to young people. It was suggested that resources should be provided to encourage more development of the participants’ web site. However, this year, it was found that students did not always have convenient access to the Internet. Therefore, at the current time, development of Internet sites might be a waste of resources but the idea should be held in abeyance; should the situation change.

## **RECOMMENDATIONS (CONTINUED)**

- Obtain more autobiographical material from students. This will serve several purposes. It will be useful for sensitizing teachers to the worlds of their students. It will also help to track the success of the program.
- Consider more collaboration with other international non-profit youth organizations to enhance the “global” mission of the program.
- Explore what is needed to bring more Clara Barton teachers on board. So far, some target areas are broadening the curriculum to courses other than Global Issues. However, giving tangible rewards such as in-service continuing education credit and grant support to teachers might be explored.
- Throughout the program, GK trainers and student leaders have served as guest, substitute teachers. Teachers often commented on how they watched the impressive lessons taught by the trainer and student teams. However, the teachers were relatively passive in this process and it is probably time to have the classroom teachers serve as active co-leaders in the lessons.
- Consider field trips as a logical extension of the program’s community minded and global focus. Given the vast resources of the New York metropolitan area, local and regional field trip opportunities should be encouraged to extend the mission as much as is feasible.
- Consider staff development workshops whereby trainers can work collaboratively with classroom teachers to aid in the integration of GK materials into the Regents and non-Regents agendas.
- Given the success and potential of this program, consider the need to increase awareness of its impact.
- Increase funding for the program. It is remarkable that, given the reduced resources, GK did as well as it did in this phase.
- At present, GK relies on professional trainers to organize the Leadership Group and to serve as teachers in classroom modules. Perhaps employing undergraduate student or graduate school student volunteers who are majoring in the fields of education, the social sciences, health education, or social welfare could extend their effectiveness. Many colleges are eager to place their students in “real-life” fieldwork, practicum, or internship experiences. Other than supervision time, the costs of having these student aides will be minimal and the potential benefits may be very strong.

## **FUTURE RESEARCH**

- Since the present evaluation team entered the evaluation process at a relatively late time in the program's development, we suggest considering additional methodology to enhance our collaboration as the program continues to unfold. We have considered additional measures.
- We believe that it will be useful to use some widely used quantitative instruments on self-esteem.
- Quantitative information on "drop-in" attendance at the Global Kids office space in Clara Barton will give us a clearer picture of how much time leaders actually collaborate with each other and with trainers. We have reason to believe that these less formal activities are critical in the development of the girls.
- It would be desirable to obtain narratives on a more frequent basis. Perhaps we could obtain these narratives conveniently through some kind of on-line bulletin board. These postings could be open or confidential, depending on their preference. This can be done at the student's convenience and will not detract from valuable meeting time.

# **APPENDICES**

## **APPENDIX A**

### **WORKSHOP TOPICS**

<b>DATE</b>	<b>TOPICS FOR FALL LEADERSHIP MEETINGS</b>
10-1-02	Welcome Back! First Leadership
10-8-02	Iraq: Issues, Misconceptions and Congressional vote on a bill that will allow President Bush the power to declare war unilaterally
10-15-02	Domestic Impact of War: Focus on the unequal distribution of wealth and resources and the politics of budget.
10-22-02	Arms for the Poor: U.S. Arms Sales
10-29-02	Perception of Myself and Others: Multiculturalism and identity
11-12-02	Movement – Get into the space!
11-19-02	Homelessness Also, what about Veterans and foster care?.
11-26-02	Present-day slavery
12-3-02	Reparations
12-10-02	Special Guest and Women Refugees from The Garden of Hope, an organization in Taiwan that works with young women who were sexually abused or part of the sex work industry. She learned of GK through a publication (Girls Speak Out!, Scholastic) and spoke about her work related to the topic of women refugees.
12-17-02	Holiday Party
1-07-03	Body Image: My Struggle, Our Struggle

## CLASSROOM WORKSHOP TOPICS

DATE	CLASS /TEACHER	TOPIC FOR LEADER – LED CLASSROOM WORKSHOP
Oct. 24, 2002	p.5&6, Eisenstark	"Tools: Different Styles for Different Leaders"
Nov. 7, 2002	p.5&6, Eisenstark	"Us and Them: XYZ" (Peer Ed)
Nov. 19, 2002	p. 5&6, Eisenstark	"Internalized Oppression"
Nov. 21, 2002	p.2&3, Middlebrooks	"Tools: Different Styles for Different Leaders"
Nov. 26, 2002	p.3&4 Middlebrooks	"Paper Towers: Communication Styles"
Dec. 3, 2002	p. 5&6, Eisenstark	"Global Hospital" (Peer Ed)
Dec. 12, 2002	p. 3,4,5, Drossos	"When Love Hurts: Teen Relationship Abuse"
Dec. 17, 2002	p. 3,4,5, Drossos	"Act Like A Lady, Take It Like A Man: Gender Role Stereotypes"
Dec. 19, 2002	p.3,4,5, Drossos	"Homophobia and Sexuality"
Jan. 2, 2003	p.3,5,9, Canale	"HIV I"
Jan. 7, 2003	p. 3,5,9, Canale	"HIV II"
Jan. 7, 2003	p. 3,5,9, Canale	"HIV, III: Debates between pharmaceutical companies during their battle over treatment drugs"
Feb, 2003	6 sessions, Canale	HIV/AIDS, Power and Discrimination.
March, 2003	5 sessions, Eisenstark	The impacts of war and the military
April, 2003	2 sessions, Drossos	Teen Relationship Abuse.
May, 2003	2 classes, Haggerty	The U.S. Patriot Act as it related to the U.S. Constitutional Amendments.
May, 2003	2 classes, Haggerty	Amendments to civil rights today

## **APPENDIX B**

### **INTERVIEW PROTOCOL FOR CLARA BARTON TEACHERS AND ADMINISTRATORS**

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Date: \_\_\_\_\_, Time: \_\_\_\_\_

1. What is your title?
  
  
  
  
  
  
  
  
  
  
2. In your own words, tell me how you see the Global Kids project here at Clara Barton H.S..
  
  
  
  
  
  
  
  
  
  
3. What is your idea of the mission of the Global Kids Project?
  
  
  
  
  
  
  
  
  
  
4. How do you see the Global Kids program as fitting into the program of Clara Barton?
  
  
  
  
  
  
  
  
  
  
5. Which of the techniques of the Global Kids program are you aware of?
  
  
  
  
  
  
  
  
  
  
6. How do you feel about the effectiveness of these techniques?



7.. Have you used any of the Global Kids materials in your own work?

8. Which ones did you use?

9. Have you used any of the Global Kids techniques in your own work?

10. In the future, how likely are you to be using the techniques and materials in your teaching?

11. How well do you think that Global Kids has made students aware of?:

A. Health Risks?

B. Cultural Differences?

C. Global Awareness?

12. If you had some power to influence the GK program here at Clara Barton, which changes (if any) would you suggest?

A. Why?

B. (If none) Why not?

## **APPENDIX C (A)**

### **INTERVIEW PROTOCOL FOR PROGRAM EVALUATION OF CLARA BARTON GIRLS HEALTH LEADERSHIP PROGRAM. ELLEN M. COONEY AND BERNARD S. GORMAN, MAY, 2002**

#### **PROGRAM GOALS**

The general mission of Global Kids is to prepare urban youth to become global citizens and community leaders. Global Kids programs aim to ensure that people of all backgrounds achieve leadership on all levels of society and participate in the shaping of public policy and international affairs.

Specifically, the goals of the Clara Barton Girls Health Project are:

To develop a core community of girls at Clara Barton High School, located in a low-income neighborhood in Brooklyn, NY, who will meet during school hours and after school in activities related to the social and physical health and well being of young women

The following items have been developed to tap these concepts.

The program will enable the girls who participate in the community to gain knowledge in the areas of:

- Health risks associate with life in low-income communities
  - What are some of the health issues facing high school students today?
  - Are there specific concerns in your school?
  - How should they be addressed?
  - What can YOU do?
- Skills that will be needed as educators and spokespersons for women's health issues globally and locally
  - What skills do you have that can help prevent these risks
  - How did you acquire them?
- Cultural differences
  - Do these concerns differ for various cultural / ethnic groups  
(Such as African Americans, Latinos, Asians, and Europeans)
  - Where did you hear that?
  - How do they need to be approached differently?

- Global awareness

- Should I assume that these concerns are the same for women everywhere?

- Nationwide?

- Worldwide

- What are the differences?

- How should they be addressed?

- Why is it a different approach from this neighborhood?

- Knowledge of careers

- Can high school students make a difference?

- What are some career choices a high school student can make if they are sensitive to these issues?

- What is involved in securing such a position?

- What schools offer this?

- Is it difficult to get into these programs / schools

- Can you give me an example?

- Knowledge of self

- What do you want to be/do when you “grow up”?

- Why

- What are some of your options?

- What makes you a good candidate for this career?

- When did you realize this?

- If you had a “magic” wish, what would it be?

- If you had a “real” wish, what would it be?

1. The program will affect the personal development of the girls in the program so that they will display greater

- Autonomy

- I am going to ask you about a word called “autonomy”. Some people label this as the ability to do things by yourself.

- Self-esteem

- Tell me 10 words, which YOU would use to describe yourself, in order of importance

- Tell me 10 words that described yourself 2 years ago

- Are there differences?

- To what do you attribute these differences? (Harter items next semester)

- Communication skills

How well do you think that you communicate your ideas to other people?

In what ways has GK specifically helped you to develop your communication skills?

- Emotional expressiveness

Some people find it hard to show and understand their true feelings; others find it quite easy.

How about you

Has Global Kids given you an opportunity to realize this?

- Ability to plan and direct their personal futures, as seen in their "future narratives" (incorporation of program ideals into their own life behavior and goals)

Please write a very short story / description about your life 5 years from now.

Can you see 10 years from now?

Has global kids influenced this story

How

#### Projective Items

- What are your favorite TV shows / movies
- Why?
- Who are your favorite characters in those shows /movies?
- Why?
- What are the qualities of that character?
- How do you view / feel about those qualities?
- If Clara Barton's Global Kids Program were a media character, who would that character be?
- Why

2. To witness a transfer of knowledge and affective components of the program into specific actions that evidence change in health and personal practices in the core group.

Indicators of incorporation in Global Kids themes into the behaviors of core group participants were be gathered. Spring 2002 responses can be used to obtain baseline measures for Fall 2002 and Spring 2003. Where no baseline measures were available, indicators of change were obtained with questions like, “

- I am interested in how certain aspects of you have changed since you've been in

Global kids.

Knowledge

- What did you learn from GK that is new, about
  - Yourself
  - World
  - Women
  - Health

Beliefs

- Since you have been with GK, are there ideas you used to believe that you don't believe now?
- Are there ideas you used to not think were true, that you believe now?

Behavior

- It looks like GK has exposed you to many ideas. Has any of this exposure changed the way you act on a daily basis?
- Can you give me examples?
  
- Some one told me that because of GK, that you (the participants) have had a chance to develop yourselves and express yourselves in a manner that the normal high school situation does not? Is this true?

The program's potential effectiveness will depend upon active participation. Therefore, potential facilitators of and barriers to participation will be explored.

- Context effect on goals (also understand any critical barriers to initiatives/hurdles to overcome)
- Participants' beliefs about and confidence in the program
  - In your own words, what is Global Kids trying to do
  - Are they doing it well?
  - How do you know?
  - What could they do better?
- Program's retention (in meetings and lifestyle and self-narratives)
  - Can you tell me one way you have applied what you have learned in global kids to your life in school, with your family, friends, in your community
  - How do you know this is a result of global kids and not something else like TV, magazine, or a family member's influence
- Participant's motivation for regular attendance: Why do you attend meetings?

- Every day factors which support or interfere with goals
  - Is it always possible for you to attend when you want to?
  - Why / why not
  - What in your life supports/ interferes?
    - Home, Work, Home-work, Family obligations, Social life
- Support systems for each participant
  - If you were an NBA hopeful, who would you consider to be your agent?
  - What does he/she/they do to support your goals:
    - Your activates on a daily basis
    - What it will take to reach your future goals
  - Are there people that you get support from
  - Who are they?
  - For instance, your mom, a teacher, clergy member, best friend?
  - What kind of things do they do for you?
  - What is special about them?
  - Is there anything special you get from the support of Global Kids?
- Students' hope, beliefs, expectations, stressors, attitudes and self esteem
  - Name your three heroes
  - Why are they your heroes, what are their qualities that you admire
  - Can you emulate them?
  - Why / why not
  - Who will consider you their hero in 20 years?
  - Why

## **APPENDIX C. (B)**

### **INTERVIEW PROTOCOL FOR PROGRAM EVALUATION OF CLARA BARTON GIRLS HEALTH LEADERSHIP PROGRAM. ELLEN M. COONEY AND BERNARD S. GORMAN, MAY, 2003**

#### **PROGRAM GOALS**

The general mission of Global Kids is to prepare urban youth to become global citizens and community leaders. Global Kids programs aim to ensure that people of all backgrounds achieve leadership on all levels of society and participate in the shaping of public policy and international affairs.

Specifically, the goals of the Clara Barton Girls Health Project are:

To develop a core community of girls at Clara Barton High School, located in a low-income neighborhood in Brooklyn, NY, who will meet during school hours and after school in activities related to the social and physical health and well-being of young women.

The focuses of the current report are to

5. determine cognitive retention of topics covered during the previous semester
6. examine the portability of the program
7. explore the wider community effect of the leader development

This protocol is designed to examine the cognitive retention of knowledge acquisition for topics covered during the semester. Moreover, it examines leaders' ability to critically analyze these topics, their applications, and effect on their own lives.

The program will enable the girls who participate in the community to gain knowledge in several areas. This knowledge is geared at raising informed students with critical thinking skills. Among those covered in the last semester in the form of leader meetings as well as classroom settings are:

- KEY EVENTS IN IRAQ
- REFUGEE WOMEN
- ARMS TRANSFER CODE OF CONDUCT
- "WHEN LOVE HURTS"
- WOMEN IN PRISON
- COLLEGE PREPARATION
- CRITICAL THINKING

WHAT CAN YOU TELL ME ABOUT SOME “**KEY EVENTS IN IRAQ**” THAT YOU RECALL LEARNING IN YOUR SEMINAR LAST SEMESTER?

UNGUIDED ANSWER PERIOD

IF NEEDED, GUIDED RESPONSES FOR THE FOLLOWING ITEMS:

- **Pre-World War I**
- **End of World War I:** The Allies defeat the Ottoman Empire. Britain and France gain possession - create Iraq.
- **1958-1968:** series of coups occur in Iraq, resulting in the Baath Party control of country.
- **1979:** The rule of Saddam Hussein begins (continues to present day).
- **1981:** Israel bombs Iraqi nuclear reactor, prevents Iraq from building nuclear weapons.
- **1980-1988**
  - **The Iraq-Iran War**
  - **Iraq bombs its Kurdish citizens**
- **August 1990:** Iraq invades Kuwait
- **February 1991:** Iraq is defeated and withdraws from Kuwait. UN imposes economic sanctions- a ban on all trade, inspection teams to search for evidence of efforts to create weapons of mass destruction - specifically, chemical, biological and nuclear weapons.
- **September 11, 2001:** The World Trade Center is attacked, allegedly by Osama bin-Laden / Al-Qaeda (a network of nongovernmental forces based in Afghanistan).
- **January 2002:** George W. Bush condemns an "axis of evil" of "rogue states"



WHAT CAN YOU TELL ME ABOUT **REFUGEE WOMEN** THAT YOU RECALL LEARNING IN YOUR SEMINAR LAST SEMESTER?

UNGUIDED ANSWER PERIOD

IF NEEDED, GUIDED RESPONSES FOR THE FOLLOWING ITEMS:

**Key Terms:**

- Refugee
- Refugee (according to the 1951 Convention)
- Asylum
- Approx 50 million uprooted people worldwide—75-80% are women and children.
- The United Nations High Commissioner for Refugees cares for 21.8 million of these people. **Around 1/2 of them are women and girls.**
- **80% of casualties** by small arms are women/ children: far outnumber military casualties.
- **Domestic violence** most widespread form of abuse against women Only 44 countries specifically protect women against domestic violence.
- **> 20,000 Muslim women** were raped in Bosnia in a single year, 92, a deliberate aim of war
- **One in five women worldwide** are victims of rape, many by known attackers.
- Between **40-60 percent of sexual assaults** are committed against girls younger than 16.
- More than 300,000 youngsters, are currently serving as child soldiers around the world.
- **Around 170 countries are party** to the Convention on the Elimination of All Forms of Discrimination Against Women and its Optional Protocol – major instruments to protect women’s rights and to achieve gender equality.
- The Statute of the International Criminal Court was adopted in 1998, giving it power to adjudicate a wide spectrum of offenses **including rape, sexual slavery, enforced prostitution and forced pregnancy.**
- Estimated **45,000 households in Rwanda** are headed by children, 90 percent of them girls.
- Estimated 1.3 billion people worldwide, **70 %women**, live in absolute poverty: < \$1 per day.

WHAT CAN YOU TELL ME ABOUT **ARMS TRANSFER CODE OF CONDUCT** THAT YOU RECALL LEARNING IN YOUR SEMINAR LAST SEMESTER?

UNGUIDED ANSWER PERIOD

IF NEEDED, GUIDED RESPONSES FOR THE FOLLOWING ITEMS:

What is Arms Transfer Code of Conduct? (The Code of Conduct requires the President to submit to Congress, once a year, a list of countries that meet certain eligibility criteria in order to import American weapons. The conditions set out in the "Code of Conduct on Arms Transfers" are:

- ◆ democratic form of government
- ◆ respect for basic human rights of citizens
- ◆ non-aggression (against other states)
- ◆ full participation in the U.N. Register of Conventional Arms )

**85% OF U.S. ARMS TRANSFERS DURING 1990-95 WENT TO STATES WHICH DID NOT MEET THE CODE'S CRITERIA.**

### **The War By the Numbers**

845,441	Number of structures controlled by the Dept. of Defense,
\$396 billion	Bush's 2003 military budget
\$289 billion	2000 military budget (before Bush)
\$60 billion	Military budget of Russia, 2nd in the world after U.S.
25	Number of top military spending countries whose combined military budgets equals that of the U.S.
\$45 billion	Budget for education, 2nd largest discretionary budget after military in 2002
50.5%	Proportion of the total 2002 U.S. discretionary budget devoted to military

### **Pentagon's Annual Top 10 Defense Contractors 2001**

Lockheed Martin	\$14.7 billion
Boeing	\$13.3 billion
Newport News	\$5.9 billion
Raytheon	\$5.6 billion
Northrop Grumman Corp.	\$5.2 billion
General Dynamics	\$4.9 billion
United Technologies	\$3.8 billion
TRW Inc.	\$1.9 billion
Science Applications International Corp.	\$1.7 billion
General Electric	\$1.7 billion

WHAT CAN YOU TELL ME ABOUT “WHEN LOVE HURTS” THAT YOU RECALL LEARNING IN YOUR SEMINAR LAST SEMESTER?

UNGUIDED ANSWER PERIOD

IF NEEDED, GUIDED RESPONSES FOR THE FOLLOWING ITEMS:

SEVENTEEN SIGNS TO LOOK FOR IN A BATTERING PERSONALITY:

1. JEALOUSY
2. CONTROLLING BEHAVIOR
3. QUICK INVOLVEMENT
4. UNREALISTIC EXPECTATIONS
5. ISOLATION
6. BLAMES OTHERS FOR PROBLEMS
7. BLAMES OTHERS FOR FEELINGS
8. HYPERSENSITIVITY
9. CRUELTY TO CHILDREN AND ANIMALS
10. “PLAYFUL” USE OF FORCE IN SEX
11. VERBAL ABUSE
12. RIGID SEX ROLES
13. DR. JEKYLL & MR. HYDE

*The following four signs are found in those who are certainly batterers:*

14. PAST BATTERING
15. THREATS OF VIOLENCE
16. BREAKING OR STRIKING OBJECTS
17. ANY USE OF FORCE DURING AN ARGUMENT

WHAT CAN YOU TELL ME ABOUT “COLLEGE PREPARATION” THAT YOU RECALL LEARNING IN YOUR SEMINAR LAST SEMESTER?

UNGUIDED ANSWER PERIOD

IF NEEDED, GUIDED RESPONSES FOR THE FOLLOWING ITEMS:

- ENTRANCE EXAMS
- APPLICATION PROCESS
- WRITING AN ESSAY
- APPLICATION DEADLINE DATES
- SCHOLARSHIP APPLICATIONS
- FINANCIAL AID
- DETERMINING YOUR COMPATABILITY TO A SCHOOL

#### **NARRATIVE ANALYSIS**

PLEASE WRITE A PARAGRAH FOR EACH STARTING WITH:

FIVE YEARS AGO, ....

Now, .....

FIVE YEARS FROM NOW, ....

## **APPENDIX D. STUDENT EVALUATIONS OF MINI-CONFERENCE**

### **STUDENT EVALUATIONS OF MINI- CONFERENCE ON BODY IMAGE**

**APRIL 29, 2002**

#### **Q1 Overall, how would you rate this workshop?**

	Frequency	Percent
1.00 Poor	1	1.3
2.00 Fair	2	2.5
3.00 Average	17	21.5
4.00 Very Good	41	51.9
5.00 Excellent	18	22.8
Total	79	100
<b>Mean</b>	3.9	
<b>Median</b>	4	

#### **Q2 How interesting was the workshop?**

	Frequency	Percent
1.00 Very Boring	1	1.3
2.00 Boring	2	2.5
3.00 Average	18	22.8
4.00 Interesting	38	48.1
5.00 Very Interesting	19	24.1
Total	78	98.7
Missing System	1	1.3
Total	79	100
<b>Mean</b>	3.9	
<b>Median</b>	4	

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**Q3 How much do you think you learned from this workshop?**

	Frequency	Percent
1.00 Nothing	2	2.5
2.00 A Little	10	12.7
3.00 An Average Amount	27	34.2
4.00 A lot	33	41.8
5.00 A Great Deal	7	8.9
Total	79	100
<b>Mean</b>	3.4	
<b>Median</b>	4	

**Q4 How much of what you learned can you apply in your everyday life?**

	Frequency	Percent
1.00 Nothing	3	3.8
2.00 A Little	10	12.7
3.00 An Average Amount	24	30.4
4.00 A lot	30	38
5.00 A Great Deal	12	15.2
Total	79	100
<b>Mean</b>	3.5	
<b>Median</b>	4	

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**Q5 How well organized was the workshop?**

		Frequency	Percent
	1.00 Poorly Organized	1	1.3
	2.00 A little Organized	4	5.1
	3.00 Average Organized	17	21.5
	4.00 Very Well Organized	42	53.2
	5.00 Extremely Well Organized	14	17.7
	Total	78	98.7
Missing	System	1	1.3
Total		79	100
	<b>Mean</b>	3.8	
	<b>Median</b>	4	

**Q6 How well was your participation encouraged in the workshop?**

		Frequency	Percent
Valid	1.00 Not at all	5	6.3
	2.00 A little	9	11.4
	3.00 An Average Amount	27	34.2
	4.00 A Lot	14	17.7
	5.00 A Great Deal	19	24.1
	Total	75	94.9
Missing	System	4	5.1
Total		79	100
	<b>Mean</b>	3.5	
	<b>Median</b>	3	

**Q7 Were the examples or stories used by the presenters helpful?**

		Frequency	Percent
Valid	1.00 Not at all	3	3.8
	2.00 A little	7	8.9
	3.00 An Average Amount	19	24.1
	4.00 A Lot	23	29.1
	5.00 A Great Deal	21	26.6
	Total	77	97.5
Missing	System	2	2.5
Total		79	100
	<b>Mean</b>	3.8	
	<b>Median</b>	4	

**STATISTICAL TABLES**  
**OF REPORTED DEMOGRAPHIC DATA**  
**APPENDIX “E”**



**FREQUENCIES: STUDENT DEMOGRAPHICS****Grade**

		Frequency	Percent
Valid	9.00	1	4.5
	10.00	2	9.1
	11.00	6	27.3
	12.00	13	59.1
	Total	22	100.0

**Age**

		Frequency	Percent
Valid	14.00	2	9.1
	15.00	1	4.5
	16.00	5	22.7
	17.00	14	63.6
	Total	22	100.0

**Ethnicity**

		Frequency	Percent
Valid	Black/Afro-American	11	50.0
	Latino	1	4.5
	Mixed Ethnicity	3	13.6
	Asian	1	4.5
	Total	16	72.7
Missing	System	6	27.3
Total		22	100.0

**I consider my economically situated (compared to all people in America)**

		Frequency	Percent
Valid	Very much below	1	4.5
	Below Average	3	13.6
	Average	17	77.3
	Above Average	1	4.5
	Total	22	100.0

I consider my economically situated (compared to all people in my neighborhood)

		Frequency	Percent
Valid	Very Much Below	1	4.5
	Below Average	2	9.1
	Average	13	59.1
	Above Average	5	22.7
	Total	21	95.5
Missing	System	1	4.5
Total		22	100.0

How many minutes does it take you to travel to Clara Barton High School?

Minutes	Frequency	Percent
Valid < 5	1	4.5
5-15	1	4.5
15-25	5	22.7
25-35	6	27.3
> 35	9	40.9
Total	22	100.0

My focus in high school study is..

	Frequency	Percent
Valid	7	31.8
Business	2	9.1
English	1	4.5
Get good grades	1	4.5
Honor Classes	1	4.5
Medical Assistant	2	9.1
Medical Science	1	4.5
Medicine	1	4.5
Nurse Assistant	1	4.5
Nursing	2	9.1
Nursing Assistant	2	9.1
Political Science	1	4.5
Total	22	100.0

What is your GPA this year (so far)?

	Frequency	Percent
Valid 70-79	10	45.5
80-84	10	45.5
85-89	1	4.5
90-100	1	4.5
Total	22	100.0

What was last year's overall grade point average?

	Frequency	Percent
Valid 70-79	5	22.7
80-84	10	45.5
85-89	6	27.3
90-100	1	4.5
Total	22	100.0

How many hours of paid work (including baby sitting) do you do per week?

Hours		Frequency	Percent
Valid	0	15	68.2
	1-8	1	4.5
	9-15	4	18.2
	Total	20	90.9
Missing	System	2	9.1
Total		22	100.0

How many hours of volunteer work do you do per week?

		Frequency	Percent
Valid	0	5	22.7
	1-2	6	27.3
	3-4	6	27.3
	> 5	3	13.6
	Total	20	90.9
Missing	System	2	9.1
Total		22	100.0

How many hours of homework (home+ study hall + library+ other) do you do per week?

		Frequency	Percent
Valid	1-8	14	63.6
	9-15	3	13.6
	16-21	3	13.6
	> 21	1	4.5
	Total	21	95.5
Missing	System	1	4.5
Total		22	100.0

What percentage of leadership meetings have you attended this year?

	Frequency	Percent
Valid 0	5	22.7
25	2	9.1
50	1	4.5
75	9	40.9
100	5	22.7
Total	22	100.0

What percentage of leadership meetings have you attended last year?

	Frequency	Percent
Valid 0	7	31.8
25	2	9.1
50	2	9.1
75	3	13.6
100	7	31.8
Total	21	95.5
Missing System	1	4.5
Total	22	100.0

What is your overall rating (compared to other instructors you have known) of the Global Kids trainers?

	Frequency	Percent
Valid Below Average	1	4.5
Average	2	9.1
Above Average	2	9.1
Very Much Above	16	72.7
Total	21	95.5
Missing System	1	4.5
Total	22	100.0

What is your overall rating (compared to other learning experiences you have had of the Global Kids Program?

	Frequency	Percent
Valid Below Average	1	4.5
Above Average	7	31.8
Very Much Above	13	59.1

	Total	21	95.5
Missing	System	1	4.5
Total		22	100.0

**Non Seniors Only: I will be participating in Global Kids Next Year**

	Frequency	Percent
Valid Yes	8	36.4
Missing System	14	63.6
Total	22	100.0

Please fill out each item by either filling in your answer or circling the most accurate response. THANK YOU FOR YOUR HELP!

Global Kids Clara Barton Demographics						
Name						
Grade						
Age						
Ethnicity:						
My focus in my high school study is:						
What is your overall grade average THIS year?	< 70	70-79	80-84	85-89	90-100	
What was LAST year's overall grade average?	< 70	70-79	80-84	85-89	90-100	
How many hours of paid work (including babysitting) do you do per week?	0	1-5	6-15	16-21	> 21	
How many hours of volunteer work do you do per week?	0	1-2	3-4	5	> 5	
How many hours of homework (home+study hall+library+other) do you do per week?	0	1-8	9-15	16-21	> 21	
I consider myself economically situated (compared to all people in America):	Very much below	Below avg	avg	Above avg	Very much above	
I consider myself economically situated (compared to all people in my neighborhood):	Very much below	Below avg	avg	Above avg	Very much above	
What percentage of leadership meetings have you attended THIS year?	0	25	50	75	100	
What percentage of leadership meetings have you attended LAST year?	0	25	50	75	100	
What is your overall rating (compared to other instructors you have known) of the Global Kids trainers?	Very much below	Below avg	avg	Above avg	Very much above	
What is your overall rating (compared to other learning experiences you have had) of the Global Kids Program ?	Very much below	Below avg	avg	Above avg	Very much above	
FOR NON-SENIORS ONLY: I will be participating in Global Kids next year.	yes	no				