CREATING CONDITIONS FOR SUCCESS:
SUPPORTING STUDENTS MAKING A WORLD OF DIFFERENCE

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The concept of legacy embodies a power that transcends time, place, and physical presence. Legacy promotes a long-standing commitment to a cause, effort, belief, or even behavior. When many consider the term, it is aligned with the question, for what do you hope to be remembered? For educational leaders, many may agree with my own conclusions—I want to be able to look back and say that because of my efforts in schools, I had a lasting impact on student voice, therefore I cultivated efforts that positively impacted the world. My idea of legacy is predicated on the vision, training, and work of our future leaders—our students. These young people possess greatness—a power and purpose to be fulfilled. We, as educators, have an important responsibility regarding each student: to cultivate and nurture their potential, impact, and aspirations, as these considerations support their legacy.

Students, today, recognize that they are global citizens by the second or third grade. Take, for example, the globally connected classrooms where teachers and students from around the world can share experiences and life stories to contextualize and add relevance to learning. Or consider the capabilities of digital media outlets to inform the world of natural disasters or pressing humanitarian needs in a matter of minutes. Our students are immersed in a community that far exceeds the norms of the previous paradigm. These factors, advanced by changes in technology, reinforce the potential of student voice, such that students are better equipped to serve as world- and game-changers.

The vision of the National Association of Secondary School Principals (NASSP) is to have great leaders in every school committed to the success of each student. It is incumbent upon educational leaders to create conditions and experiences where students can hone and define their greatness. This greatness allows students to foster a lasting impact on the world and address issues altering the quality of lived experiences among communities and countries around the world. I firmly believe that a student’s social consciousness does not begin as they start college or careers; it happens now.

As I reflect on the national and global experiences that shaped my social consciousness, I consider the moments and movements where young people—students—shifted the public narrative, policy, or practice. Students, as informed citizens, became the catalyst for change. These reflections further illustrate a critical point for my professional service and that of NASSP—through our affiliated school leaders and student programs, our organization is positioned to have global impact.

Our commitment to the success of each student is a mandate that defines our actions and those of our constituents and stakeholders. We understand that through NASSP Student Programs, we contribute to our educated, globally responsive citizenry of leaders who rise and address the societal needs of future generations. Before the launch of the NASSP Student Leadership Initiative: Global Citizenship, I often posed the following question to my colleagues: Just imagine if over 32,000 chapters of the National Honor Societies and councils of National Student Council (formerly known as the National Association of Student Councils) came together for a shared purpose, to make an impact in the world … how powerful would that be?

As you read Creating Conditions for Success: Supporting Students Making a World of Difference, I ask that you reflect on the potential of our student leaders to create their own legacy as they make a difference in their
schools, communities, states, country, and ultimately, the world. Consider the manner in which you may stand in support of the development of our future leaders as they prepare to take on the challenges of the forthcoming days, and even now. As we enter into the next phase of the NASSP Student Leadership Initiative, we anticipate various points of engagement for you to assist and exponentially increase the impact of our student leaders.

Beverly Hutton, EdD
Deputy Executive Director, Programs and Services
National Association of Secondary School Principals
Since 1916, the National Association of Secondary School Principals (NASSP) has fulfilled its purpose to connect and engage school leaders through advocacy, research, education, and student programs. As such, “NASSP is the leading organization of and voice for school principals, assistant principals, and school leaders” (www.nassp.org). The association is celebrated for its contributions to the field and to those professionals with whom NASSP has a membership relationship.

NASSP helps advance education by:
- Promoting high professional standards
- Focusing attention on school leaders’ challenges
- Providing a “national voice” for school leaders
- Building public confidence in education
- Strengthening the role of the principal as instructional leader
- Publicizing the issues and interests of NASSP members through the news media (www.nassp.org)

In addition to serving secondary school leaders directly, leadership education and national student recognition are the purposes of the student programs administered by NASSP. For nearly 100 years, NASSP has served as the parent organization and executor of the National Honor Society, National Junior Honor Society, National Elementary Honor Society, and National Student Council (formerly the National Association of Student Councils). The association takes great pride in founding and administering these student leadership programs.

Each program exists to promote and celebrate the potential of our students, as witnessed by NASSP’s commitment to the intellectual growth, academic achievement, character and leadership development, and physical well-being of youth.

- JoAnn D. Bartoletti, Executive Director
- Beverly J. Hutton, EdD, Deputy Executive Director, Programs and Services
- Dennis Sadler, Deputy Executive Director, Operations

**National Honor Society (NHS) and National Junior Honor Society (NJHS)**

The National Honor Society (NHS) is the most renowned student recognition program in existence today. Founded in 1921, NHS maintains its purpose to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools (NASSP, 2011, p. 1). These four values—scholarship, service, leadership, and character—form the pillars upon which student membership is based.

Prior to 1921, the concept of honor societies had largely been associated with local or regional options. It was through the leadership and vision of Dr. Edward Rynearson, principal of Fifth Avenue High School in Pittsburgh, PA, that the concept flourished. By 1930, more than 1,000 chapters were established, leading to the creation of a constitution, emblem, and motto. A group of dedicated principals served as coordinators and worked to embed NHS into the fabric of the high school experience. Today, it is estimated that more than 1 million students participate in NHS activities. NHS chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada (www.nhs.us). In 1929, the National Junior Honor Society was created.
to recognize middle-level students who exemplified the four pillars of NHS, as well as a fifth pillar, citizenship. In 2008, in partnership with the National Association of Elementary School Principals Foundation, NASSP created the National Elementary Honor Society to recognize students in grades 4–6, for their achievements in scholarship, responsibility, service, and leadership.

JoAnn Bartoletti, executive director of NASSP, provides context for the continuing relevance of the National Honor Society nearly 100 years after its inception:

> When the National Honor Society was established by NASSP in 1921, the hope of the principals involved was to create an organization that would recognize and encourage academic achievement while also developing other characteristics essential to citizens in a democracy. These ideals of scholarship, leadership, service, and character remain as relevant today as they were in 1921 (NASSP, 2011).

- Nara Lee, Director, National Honor Societies
- Todd Laudino, Senior Manager, National Honor Societies
- Elancia Felder, Program Manager, National Honor Societies

**National Student Council** (formerly known as the National Association of Student Councils)

National Student Council (NatStuCo) is the nation’s preeminent organization for developing student leaders. Founded in 1931, NatStuCo promotes and provides leadership development opportunities to prepare and empower middle level and high school student leaders to serve their schools and communities.

Warren E. Shull was student council president at Sapulpa High School in Tulsa, OK, when he started NatStuCo (initially called the National Association of Student Government Officers) as a student forum for idea exchange and problem solving among student council officers. As the idea grew, student council associations were created within each state, and in 1958, NatStuCo wrote its first new constitution since the founding documents were written in the 1930s. Since then, NatStuCo has flourished and has added multiple training opportunities for students, educators, and advisers through the National Student Council National Conference and area LEAD Conferences. Today, with more than 10,000 member schools nationwide, NatStuCo continues to help student councils move from effective to exceptional organizations.

- Ann D. Postlewaite, Director, Student Programs
- Jeff R. Sherrill, Associate Director, National Student Council
INTRODUCTION

Schools are successful when their leaders intentionally foster a positive school culture and climate that supports student development, both academically and socially. A positive school climate needs to ensure student safety; facilitate relationships among students and staff; support effective teaching and learning; and promote engagement in the institutional environment (National School Climate Center, www.schoolclimate.org). In recent years, schools have improved their climate by implementing initiatives that counter bullying, reduce dropout rates, and encourage civility. NASSP believes that schools can also help create a positive school climate by teaching and promoting the idea of global citizenship.

As the world becomes more globalized and interconnected, students need to be able to relate to those who are different from themselves. They need to be aware of various cultures that exist both locally and around the world. They need to be introduced to ways of learning that will help increase their cultural competency and ability to understand the world’s most pressing problems. Educators at the secondary and postsecondary levels are also calling for significant commitment to the idea of “common good,” a concern for others before self. In a recent report from Harvard Graduate School of Education, the Making Caring Common (MCC) project articulates efforts postsecondary institutions (and, by extension, secondary schools) might employ to underscore a commitment to community over personal gain. MCC suggests schools should “clearly signal that concern for others and the common good are highly valued... and describe what kinds of service, contributions, and engagement are most likely to lead to responsible work, caring relationships, and ethical citizenship” (MCC, 2016, p. 3).

To that end, in 2016, NASSP Student Programs initiated its Student Leadership Initiative: Global Citizenship. This impact report discusses what has been accomplished during the first year of the initiative and offers a way forward as we continue to work toward creating more engaged citizens at the secondary level. As you will see, our stakeholders—principals, advisers, and students—underscore the importance of global citizenship at both the local and global levels. School leaders highlight the possibility for impact in and around school communities, while also positioning their schools to respond to global crises resulting from natural disasters or otherwise. Likewise, students desire to get others engaged and committed to global citizenship in their schools, thereby increasing the reach and impact of their efforts.

NASSP and its student programs—the National Honor Society (NHS), National Junior Honor Society (NJHS), National Elementary Honor Society (NEHS), and National Student Council (NatStuCo)—are working hard to make a difference in their schools, communities, and beyond.

“Too often, today’s culture sends young people messages that emphasize personal success rather than investment in others or our collective future” (Making Caring Common, 2016, p. 8).
Data Sources

This impact report presents an analysis of program data connected to the first year of the NASSP Student Leadership Initiative: Global Citizenship. The table below highlights data sources collected and discussed in the forthcoming sections of this report.

<table>
<thead>
<tr>
<th>Respondents/Frequency</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>427</td>
<td>Principals—Pre-Survey, Global Citizenship*</td>
</tr>
<tr>
<td>1286</td>
<td>Advisers—Pre-Survey, Global Citizenship*</td>
</tr>
<tr>
<td>5</td>
<td>Focus Groups—Advisers</td>
</tr>
<tr>
<td>5</td>
<td>Focus Groups—Students</td>
</tr>
<tr>
<td>486</td>
<td>Submissions—National Student Project Database</td>
</tr>
<tr>
<td>5573</td>
<td>Advisers—Annual Program (NHS/NJHS/NatStuCo) Survey</td>
</tr>
<tr>
<td>265</td>
<td>National Councils of Excellence Applications</td>
</tr>
<tr>
<td>12</td>
<td>Outstanding Service Project Awardee Applications</td>
</tr>
</tbody>
</table>

*Pre-survey instruments were distributed before the official launch of the NASSP Student Leadership Initiative. Principals who have a relationship with NASSP—as either NASSP members or chartering principals for NHS/NJHS and/or NatStuCo—were included in this data collection.
EXECUTIVE SUMMARY

National Association of Secondary School Principals
Since 1916, the National Association of Secondary School Principals (NASSP) has fulfilled its purpose to connect and engage school leaders through advocacy, research, education, and student programs. The organization also promotes the intellectual growth, academic achievement, and leadership development of youth. As such, NASSP has served as the parent organization and executor of the National Honor Society, National Junior Honor Society, National Elementary Honor Society, and National Student Council (formerly the National Association of Student Councils).

NASSP Student Leadership Initiative: Global Citizenship
In 2016, NASSP Student Programs introduced its Student Leadership Initiative: Global Citizenship. The initiative’s primary goal was to unite students from Honor Societies and student councils around a shared purpose with the potential for exponential impact. Global citizenship was chosen as the initial focus because it is a concept that encourages students to develop empathy, respect, and understanding of others in their schools and the diverse communities they inhabit, both locally and globally. It also allows students to authentically engage with the world’s most pressing issues and empowers them to become the leaders of their generation.

This impact report highlights what has been accomplished during the first year of this student leadership initiative and offers a way forward as NASSP continues to work toward creating more engaged citizens at the secondary level. The data in the report come from surveys and focus groups conducted with school principals, advisers, and students of multiple chapters and councils from the National Honor Society, National Junior Honor Society, and National Student Council. In addition, a variety of student projects from chapters and councils around the world are presented as exemplars of the work being done as part of this initiative.

Global Citizenship in Action
For the purposes of the student leadership initiative, global citizenship has been defined as “a demonstrated awareness of, concern for, and involvement in the well-being and success of others beyond one’s immediate community, extending into the nation and the world.”

Students led the initiative by implementing projects in their schools and communities that aligned with this definition of global citizenship. Principals and advisers supported the students’ work by creating a school culture that was open to such opportunities. Data showed that most principals supported the goals of the initiative. Principals hoped that their students would begin to see themselves as “citizens of the world” such that they could understand their experiences in relation to others, develop a shared sense of responsibility toward addressing the world’s problems, and be encouraged to exercise their ability to do something about it.

Student projects were completed within five global citizenship strands:
1. Awareness/Perspectives: Projects that raise awareness and perspectives or promote meaningful dialogue on identified school and community issues.
2. Empathetic Actions: Projects that assist people in need or crisis, or improve the environment.
3. Equity: Projects that engage or improve relations with varied and underserved populations.
4. Positive Social Change: Projects that raise awareness of or engage others in activities addressing identified social issues in the school and community.
5. Civic Engagement: Projects that raise awareness or engage in civic-based activities.
These strands capture a wide variety of projects that students completed during the 2016–17 academic year, such as:

• Awareness campaigns on mental health, bullying, safe driving, etc.
• Spirit weeks promoting respect, kindness, openness to difference, etc.
• Food, clothing, and toy drives
• Fundraisers for causes such as cancer, domestic violence, disaster relief, etc.
• Event partnerships with Best Buddies, Special Olympics, etc.
• Supply drives for communities in need
• Project partnerships with nonprofit organizations
• Mock elections

Call to Action
As the data and exemplary projects presented in this impact report will demonstrate, the next generation of leaders are passionate about global citizenship and they are working hard to create change in their local, state, national, and global communities. In order for the students to be successful and for the principals, advisers, and other school leaders to continue to create conditions for their success, they require support—resources, networks, information, and more.

NASSP is calling for the involvement of individuals and organizations to support the continued growth and impact of the NASSP student leadership initiative on global citizenship. As you read through this report, you will see just a snapshot of the great work that is being done and hopefully you will want to get involved. There are a variety of needs at every level. Chapters and councils would benefit from:

• Access to guest speakers and/or educational materials about global issues
• Volunteer, educational, or internship opportunities
• Funding and other support for service projects both locally and globally
• Connections to organizations doing service work throughout the world
• Opportunities for students to share their stories and experiences with interested communities or government officials
• And much more …

To get connected with NASSP and the student leadership initiative on global citizenship visit www.makingglobalchange.org/get-involved.
The NASSP Student Leadership Initiative: Global Citizenship was borne out of the association’s desire “to ensure that NASSP Student Programs provide programs, services, and resources to members that promote student leadership, voice, service, and engagement in alignment with the mission and vision of NASSP.” (www.nassp.org/slc)

The initiative began during the 2016–17 school year with the goal of uniting students from Honor Societies and student councils around a shared purpose with the potential for exponential impact. Global citizenship was chosen as the initial focus because it is a concept that encourages students to develop empathy, respect, and understanding of others in their schools and communities. It also requires engaging the diversity of student and staff identities, belief systems, and worldviews, while renouncing stereotypes and discrimination. Furthermore, ideas of being a global citizen support an expanded view of one’s community—it is not just local, but global. This helps students understand how their local actions have global implications and gives context to explain how global events affect their local circumstances. Overall, the focus on global citizenship allows students to authentically engage with the world’s most pressing issues and empowers them to become the leaders of their generation.

Student Leadership Advisory Committee
The choice to focus the initiative on global citizenship was not determined by NASSP and its national leadership; the idea for the commitment to global citizenship came from the work of the NASSP Student Leadership Advisory Committee.

The creation of the NASSP Student Leadership Advisory Committee was approved by the NASSP Board of Directors in winter 2015. This committee is comprised of a cross-section of students and leaders from NASSP Student Programs—six high school students (three representing NHS and three representing NatStuCo); three advisers (one representing NHS and two representing NatStuCo); three principals (two secondary, one middle level); and two middle level students (one selected by the principal from NJHS, one selected by the middle level adviser from NatStuCo). NEHS representation is provided by professional staff engagement from the National Association of Elementary School Principals (NAESP). Upon creation, the committee was tasked with selecting and implementing a national initiative that would be of importance to students and schools.

Arriving at this initiative was an iterative and engaging process for all members of the NASSP Student Leadership Advisory Committee. While the committee considered areas such as wellness, ethical uses of technology, and environmental conservation, they ultimately chose to focus on global citizenship because they could envision the potential impact of over 32,000 chapters and councils throughout the world focusing their energy on the common goals of addressing injustices and increasing a sense of belonging in schools and communities.
One prospective NASSP Student Leadership Advisory Committee student representative issued a resounding call to the committee on the importance and potential impact of an initiative:

On a regular basis, high-achieving students are directed to accumulate volunteer hours or champion causes such as world hunger, human trafficking, or the importance of climate change for the sake of building college applications or résumés. We are encouraged to utilize global crises and the violation of fundamental human rights as vehicles of academic or professional expediency. Instead of creating citizens who will passionately advocate to solve the world’s problems with empathy and camaraderie, we are forging an army of robotic individuals who will work with only goals—career advancement or success—in mind. It is these sorts of ambitions that contribute to the continuation of the causes they “cared” about in high school, and a lack of emotionally [fulfilling,] healthy relationships. As a member [of this committee], I want to launch a campaign to increase tolerance for others and embolden empathy within our youth, igniting their passion to create resounding change in the United States and around the globe.
GLOBAL CITIZENSHIP IN ACTION

For the purposes of the NASSP student leadership initiative, global citizenship is defined as a demonstrated awareness of, concern for, and involvement in the well-being and success of others beyond one’s immediate community, extending into the nation and the world.

The initiative embraces five strands that are used to identify and categorize the myriad of work done by student leaders as global citizens. Each strand is guided by essential questions to help foster discussion and generate ideas for putting global citizenship into action in their respective communities.

<table>
<thead>
<tr>
<th>Global Citizenship Strand</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness/Perspectives</td>
<td>What are the causes or issues that impact my school community?</td>
</tr>
<tr>
<td></td>
<td>What do I need to know to make a difference?</td>
</tr>
<tr>
<td>Empathetic Actions</td>
<td>In what ways might I demonstrate care and compassion for others?</td>
</tr>
<tr>
<td>Equity</td>
<td>How can I work to support access for the resources/experiences that will ensure positive outcomes for all?</td>
</tr>
<tr>
<td>Positive Social Change</td>
<td>How can I use my voice and leadership to create positive change for all?</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>In what ways can I educate and involve members of the community in efforts to promote participation and action?</td>
</tr>
</tbody>
</table>

Below, we present insights from principals regarding the potential impact and importance of a focus on global citizenship. This includes a discussion of how their perspectives on global citizenship have informed the development of the NASSP strands. Then, we demonstrate how student leaders have put global citizenship into action by highlighting exemplary projects that help improve their local, state, national, and global communities.

Principals’ Perspectives on Global Citizenship

As the chief decision maker, a school's principal is responsible for the stewardship of achievement, engagement, climate, and culture throughout learning communities. More than a decade of research by The Wallace Foundation has confirmed that effective leadership is crucial to school success—second, in fact, only to instruction in affecting student achievement. The principal creates the environment that provides access and supports opportunities for student leadership and service, such as Honor Societies and student councils. It is because of their leadership and influence that the principal’s voice is imperative for understanding, articulating, and examining the impact of this initiative.

To that end, NASSP Student Programs conducted a national survey with responses from over 400 principals. The objectives of the survey were: 1) to gain an understanding of how principals view the idea of global citizenship, and 2) to find existing evidence of global citizenship among chapters and councils affiliated with NASSP, both nationally and globally. The responses from principals suggested four areas that are important for defining and assessing the impact of global citizenship: common purpose, identity, awareness, and outcomes.

Common Purpose: Students should situate their experiences relative to others in the world and develop an understanding of how their contributions impact others. This describes notions of a shared responsibility...
to leave spaces and places better than how they were found. It also requires being aware of norms and expectations for behavior while navigating such spaces. Overall, principals pointed to an idea of legacy—students should think about how and for what they will be remembered after their time on earth, and do their best to improve the conditions of the world.

**Identity:** Students should see themselves as “citizens of the world” by first considering the needs of communities and nations, prior to self. Principals suggest that global citizenship requires a level of engagement based in one’s immediate community, while appreciating and/or advancing a sense of belonging to a global community. There was a focus here on responsibility to others, differing from how the previous theme highlighted spaces and the environment as a whole. Principals specified that global citizenship, through the lens of identity, is a social responsibility, a measure of accountability among people, and a notion of interconnectivity and familial bonds that extends beyond borders or nationalities.

**Awareness:** Students should have a general understanding of global issues and, through learning, should be moved to action. Principals see this as a multilevel issue. At the macro level, awareness can be understood as consumption—students have a passive awareness of global citizenship that comes from beliefs, dispositions, responsibilities, and structures that could be inherited or instructed. For example, faith traditions or codes of conduct facilitate long-standing dispositions for a passive form of awareness. At the micro level, awareness is much more about creation—here, students have an active awareness that includes the receipt of new knowledge that results in forms of action. Principals highlight efforts designed by students to meet a need in the local or global community, in response to or resulting from experiential learning, needs assessments, advocacy efforts, discourse, or critical analyses of diverse viewpoints.

**Outcomes:** Students should not only see their impact in their communities, but should experience personal development as well. A focus on outcomes is not just about how many people were helped, but also includes an appreciation of the critical thinking skills and the informed and investigative approaches necessary for learners and future leaders. Principals suggest that this focus as part of global citizenship is required for the success of learning and leading in a global economy—students should see how they are able to communicate, collaborate, assess, and contribute to the needs of individuals, communities, and nations. This allows them to develop a deep understanding of the interdependence and interconnectedness of people, magnified by innovation and access to technology that easily facilitates multiple forms of connection. Together, these experiences underscore the importance of the lifelong learner who is committed to having an impact on the world, beginning with one’s own community.

In addition to discussing their general thoughts about global citizenship, the principals were asked to respond directly to the NASSP definition of global citizenship by discussing what other characteristics they would add or modify. A majority of principals expressed alignment or agreement with the definition, while some clarified and/or expanded the construct of global citizenship in meaningful ways. As we reviewed the modifications offered by principals, we immediately saw alignment with the five strands we offered to underscore the ideas of global citizenship.

However, not all principals agreed with the NASSP definition of global citizenship or the idea to pursue global citizenship as a national initiative. Although less than 5 percent of total responses, many of those who held counter-positions regarding this initiative and its definitions assumed a literal definition of “citizenship” or the need for a U.S.-centric philosophy of the world. But, as the preceding conversation demonstrates, the idea of this initiative and its accompanying strands is largely associated with a framework that considers the needs and conditions of the world, the interdependence of our actions, and the potential of efforts designed to have an impact beyond one’s immediate community. As one principal wrote: “I see [global citizenship] as a two-way, reciprocal relationship. Our classrooms and schools make for great ‘incubators’ to practice these skills. Plus, this builds school climate and culture.”
<table>
<thead>
<tr>
<th>Principals’ Responses to “What would you add or modify?”</th>
<th>Strands of Global Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Need for exposure</td>
<td>Awareness/Perspectives</td>
</tr>
<tr>
<td>• Reciprocal relationships</td>
<td></td>
</tr>
<tr>
<td>• Respect</td>
<td></td>
</tr>
<tr>
<td>• Appreciation of diversity</td>
<td></td>
</tr>
<tr>
<td>• Begin with concern for community</td>
<td>Empathetic Actions</td>
</tr>
<tr>
<td>• Appreciate how to work with each other for the success of all</td>
<td></td>
</tr>
<tr>
<td>• (Understand the) impact of “one”</td>
<td></td>
</tr>
<tr>
<td>• Embrace action, far beyond simple involvement</td>
<td></td>
</tr>
<tr>
<td>• Appreciate diverse needs</td>
<td>Equity</td>
</tr>
<tr>
<td>• Seek solutions to complex issues</td>
<td></td>
</tr>
<tr>
<td>• Use resources equitably</td>
<td></td>
</tr>
<tr>
<td>• (Encourage) sustainable efforts/sustainability of natural resources</td>
<td></td>
</tr>
<tr>
<td>• Focus beyond borders</td>
<td>Positive Social Change</td>
</tr>
<tr>
<td>• Understand how our actions might effect others across the globe</td>
<td></td>
</tr>
<tr>
<td>• Promote international goodwill</td>
<td></td>
</tr>
<tr>
<td>• Nurture personal respect and respect for others, wherever they live, (because) it encourages individuals to think deeply and critically about what is equitable and just and what will minimize harm</td>
<td></td>
</tr>
<tr>
<td>• Put self aside to advance the larger community</td>
<td>Civic Engagement</td>
</tr>
<tr>
<td>• Focus on the greater good</td>
<td></td>
</tr>
<tr>
<td>• Address issues through cooperation and coalition building</td>
<td></td>
</tr>
<tr>
<td>• Prepare to meet the social, emotional, and mental challenges of complex communities/nations</td>
<td></td>
</tr>
</tbody>
</table>
**Annual Service Report Data**
The National Honor Society (NHS), National Junior Honor Society (NJHS), and National Student Council (NatStuCo) coordinate opportunities for students to serve throughout the academic year. As reported in the 2016–17 Annual Adviser Survey, the following data offers a composite of the impact of chapters and councils.

<table>
<thead>
<tr>
<th>Area of Service</th>
<th>Reported Totals*</th>
<th>Assumed Impact Calculations (80%)*</th>
<th>Assumed Impact Total (100%)*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Honor Societies (NHS &amp; NJHS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Hours Performed</td>
<td>7,832,820 hours</td>
<td>31,331,280 hours</td>
<td>39,164,100 hours</td>
</tr>
<tr>
<td>Dollars Raised</td>
<td>$3,683,049</td>
<td>$14,732,196</td>
<td>$18,415,245</td>
</tr>
<tr>
<td>Pints of Blood</td>
<td>85,842 pints</td>
<td>343,368 pints</td>
<td>429,210 pints</td>
</tr>
<tr>
<td>Food in Weight</td>
<td>1,272,606 pounds</td>
<td>5,090,424 pounds</td>
<td>6,363,030 pounds</td>
</tr>
</tbody>
</table>

*Annual survey respondents represented approximately 20 percent of NHS/NJHS chapters and assumed impact totals are extrapolated on that basis.

<table>
<thead>
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<th>Area of Service</th>
<th>Reported Totals*</th>
<th>Assumed Impact Calculations (88%)*</th>
<th>Assumed Impact Total (100%)*</th>
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<tbody>
<tr>
<td><strong>National Student Council</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Hours Performed</td>
<td>820,138 hours</td>
<td>6,014,345 hours</td>
<td>6,834,483 hours</td>
</tr>
<tr>
<td>Dollars Raised</td>
<td>$2,330,330</td>
<td>$17,089,087</td>
<td>$19,419,417</td>
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<tr>
<td>Pints of Blood</td>
<td>32,853 pints</td>
<td>240,922 pints</td>
<td>273,775 pints</td>
</tr>
<tr>
<td>Food in Weight</td>
<td>1,194,080 pounds</td>
<td>8,756,587 pounds</td>
<td>9,950,667 pounds</td>
</tr>
</tbody>
</table>

*Annual survey respondents represented approximately 12 percent of NatStuCo councils and assumed impact totals are extrapolated on that basis.

**Exemplary Student Projects**
Over the past year, students from Honor Societies and student councils around the globe have implemented more than 450 projects in their schools and communities that relate to the NASSP student leadership initiative on global citizenship. These projects range from awareness campaigns to community service projects to charity fundraisers and beyond. Here, we highlight exemplary projects that stand out as key demonstrations of the type of work being done by our student leaders that impacts the local, state, national, and global communities. Many of the schools and projects described here represent National Council of Excellence or Outstanding Service Project award recipients, which are recognized annually as exemplary student councils and Honor Societies, respectively.

We briefly discuss four exemplary projects in each global citizenship strand. Active Honor Society chapters and student councils have access to additional information about these and other projects via the NASSP National Student Project Database, available at www.makingglobalchange.org/get-ideas.
GLOBAL CITIZENSHIP STRAND: AWARENESS/PERSPECTIVES

Projects that raise awareness and perspectives or promote meaningful dialogue on identified school and community issues

Projects in this strand focused on building awareness within their schools and communities about issues such as mental health, cancer, safe driving, bullying, suicide prevention, dating violence, and many other topics. Students ran awareness campaigns; sponsored blood drives in partnership with the American Red Cross; and promoted character building through Spirit Weeks and events centered on respect, gratitude, openness to difference, self-confidence, kindness, etc.

Buckle Up Campaign  
A.J. Dimond High School, Alaska  
The goal of this project was to bring awareness to students and the school community about the importance of seat belts and the dangers of distracted driving. Conducted during the spring when the weather is nicer and driving conditions are seemingly safer, the student council worked with a partner organization to assess how many students were buckling up before driving. Results showed an increase in the use of seat belts by student drivers after the campaign. Through announcements and an informational video that they created, the student council was able to stress the importance of being safe and responsible behind the wheel.

Veterans Day Military Recognition Assembly  
Bellefontaine High School, Ohio  
For this project, students wanted to recognize the men and women who have served, or currently are serving in, the United States Armed Forces. The Honor Society sponsored a one-day event for the entire school, featuring invited former and active military members—who were identified by the student body—as well as local law enforcement, fire departments, and other local organizations. The event not only honored military service and Veterans Day but also included presentations on the national anthem and flag etiquette.

Color for Causes Week  
Harmony School of Discovery, Texas  
This campaign brought awareness to five different causes in one week: hunger, bullying, drugs, Down syndrome, and mental health. Each cause was given a color and day of the week. On the assigned day, students wore the corresponding color to school and learned about the cause of the day through morning and lunch announcements, posters, and informational videos during their advisory class. These activities often prompted students to engage in personal discussions around the causes. By highlighting a different topic each day, the student council achieved its goal to “[bring] attention to causes that touch all our lives.”

Blood Drive  
Troy Buchanan High School, Missouri  
Student leaders organized a schoolwide blood drive along with a campaign to raise awareness about the serious need for blood donations, especially during the holiday season. Students who participated understood that their donations had the potential to impact others outside of their immediate community. Although the donations started locally, the students realized that “the possibilities of where they would be sent in the world were endless.”

BLOOD DRIVES  

<table>
<thead>
<tr>
<th>Blood Drives Conducted</th>
<th>Awareness Campaigns Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>55 (12 percent of total Global Citizenship projects)</td>
</tr>
</tbody>
</table>

On average, schools donated 95 pints of blood to the American Red Cross. Donations will be able to help more than 6,000 people. Topics included: bullying, healthy eating, safe driving, HIV, cancer, alcohol/tobacco/drug usage, mental health, dating violence, suicide prevention, cultural differences, heart disease, recycling, eating disorders.
GLOBAL CITIZENSHIP STRAND: EMPATHETIC ACTIONS

Projects that assist people in need or crisis, or improve the environment
Projects in this strand demonstrated the students’ concern for their communities. Often responding to needs learned about through current events or active awareness, students initiated food drives, school supply drives, gift drives, clothing drives, and fundraisers to benefit many groups outside of their immediate environment. Their projects served to help veterans, senior citizens, victims of domestic violence, foster care children, and many others.

Project Croatia
Aviano Middle/High School, Italy
This Honor Society demonstrated its commitment to being “responsible citizens in the global community” by collecting donations of essential items such as clothes, food, and school supplies for orphans in a neighboring country. The students partnered with organizations in their community to collect donations and transport them to the orphanage. From their efforts, more than 20 foster children representing 15 families received supplies and holiday presents. The students hope that their example will lead others to “follow suit and help others in need,” not only in the local community but globally.

Pi Day—Philippines Donation Project
Hanalani Schools, Hawaii
After hearing about a super typhoon in the Philippines, students researched more about living conditions on the islands and found that many Filipino children live in impoverished conditions without adequate clothing or food. Honor Society students then initiated a fundraiser to collect donations and raise money to ship the items overseas. More than $12,000 worth of clothing and supplies were sent to the Philippines. The project “empowered students by allowing them to see that each student has the power to make a difference.” They also were able to increase the global consciousness of their local community and demonstrate the importance of “rendering service and aid whenever there is a need.”

A Meaningful Christmas
Lutheran High School South, Missouri
In response to the passing of a classmate, this Honor Society led a service project to benefit an organization that had assisted the classmate when he moved to the United States. The organization works with refugee families as they settle in America by providing assistance and teaching about American culture. Since it was the holiday season, the students organized a Penny Wars competition among grade levels where students were able to donate their spare change to buy gifts for refugee families in their local community. After raising over $1,600 to purchase gifts, the students had the opportunity to hand-deliver them to the families and spend time learning about their experiences. This allowed the students to see that it was “not just a charity that [they] donated their spare change to,” but that the families who benefited were “real people with real stories” in their community.

Love Wins
Blankner K–8 School, Florida
After the Pulse nightclub shooting occurred less than one mile from this school, the Junior Honor Society rallied around messages of “love, compassion, and tolerance” by organizing a showcase featuring performing artists from the local community and its schools. The goal of the project was to benefit victims and their families as well as express empathy for those affected. Students collected $5,000 in donations, but the most important effect was “the recognition of lives lost and the resilience of the survivors, and the love that was experienced by every person in attendance.”

FOOD AND CLOTHING DRIVES

59
food drives conducted
Collected 185,418 pounds of food (plus 3,500 pounds of pet food). Collected 46,239 canned food items. Provided meals for more than 27,300 people.
Collected more than 2,700 pairs of socks

CHARITY DRIVES/FUNDRAISERS

47
charity drives conducted
Money raised for organizations such as Make-A-Wish Foundation, Salvation Army, United Way, American Society for the Prevention of Cruelty to Animals, Relay for Life, Special Olympics, American Cancer Society, Leukemia and Lymphoma Society, Ronald McDonald House, as well as many local organizations
GLOBAL CITIZENSHIP STRAND: EQUITY

Projects that engage or improve relations with varied and underserved populations

Projects in this strand included events and initiatives that demonstrated inclusion of and support for underserved and marginalized communities. In partnership with organizations such as Best Buddies and Special Olympics, students volunteered time and resources to show their concern for others.

**NHS/NJHS Supply Drive**
Colegio Internacional de Carabobo, Venezuela
The Honor Societies at this school organized a school supply drive at the beginning of the school year to help families who could not afford the materials that their children need to “start their school years successfully.” The many donations allowed students to assemble school supply essentials for 208 children within the local communities. Reflecting on this project, school leaders stated that “the future of our country lies in the education of our youth and thus [the students] work hard every year, despite economic setbacks” to help ensure equitable access to education for children in their community.

**A Special Kind of Kidzania**
The American School of Tampico, Mexico
This school partnered with a local organization that works with students with physical or mental disabilities to plan a day of mental and physical challenges. The goal of the day was to “create a memorable experience for children with special needs.” Seventy children as well as 60 staff members and volunteers participated in the students’ interactive day, which featured challenges, activities, and surprises to engage all involved in an amazing experience. At the end of a day filled with great conversations and laughter, the students realized that no matter what hurdles life throws at them, they could jump over them as a team.

**Santa’s Helpers**
Woodcreek High School, California
This Honor Society hosted an event to increase awareness of and provide support for children and families within their community who live in poverty and homelessness. The high school students donated personalized presents for 400 students attending an elementary school serving many families living in poverty. The gifts were handed out at an event full of song, dance, and holiday celebration. Students learned that “by giving a little of their time, they could bring so much joy,” but also found the time and effort put forth personally rewarding.

**Unity Assembly**
Hillsboro High School, Oregon
Every year, this school kicks off its “Unity Week” with a “Unity Assembly.” The purpose of the assembly is “to bring students together and to support each other despite [their] differences.” The assembly highlights personal experiences and stories, told from behind a curtain, through a narrator, or up on a screen. Different cultures are honored through song and dance, and different countries’ flags hang throughout the auditorium. “The most moving and emotional parts of the assembly are often the student speakers,” who share their stories, typically about overcoming obstacles.

COMMUNITY OUTREACH
25 schools hosted and/or volunteered with events for Special Olympics and Best Buddies

ENCOURAGING SPONTANEITY
14 schools held “Random Acts of Kindness” weeks
GLOBAL CITIZENSHIP STRAND: POSITIVE SOCIAL CHANGE

Projects that raise awareness of or engage others in activities addressing identified social issues in the school and community

Projects in this strand focused on increasing awareness of problems in the community and then initiating activities to combat the problems. Students often looked at larger social issues that affected multiple communities (including their own) and sought partnerships with nonprofit organizations and nongovernmental organizations in order to implement solutions both locally and globally.

Africa Shoe Collection and Mission Trip
Bishop Manogue High School, Nevada

This student council hosted a shoe drive to provide for children in Ghana who might not attend school because they do not have shoes. By reaching out to local businesses and to their feeder schools, the students were able to collect 3,000 pairs of shoes. In partnership with international aid and charitable organizations, the school also was able to send some students to Ghana to live and work at an orphanage while distributing the donated shoes.

Dressember 2016
Liberty High School, Colorado

This student council became part of an international movement to “dress up for an entire month and raise money in order to gain awareness of human trafficking.” Students dressed in solidarity, posted on social media, created posters, and made announcements to draw attention to the topic. Through this project, the entire school population of more than 1,500 students was able to learn about the reality and severity of human trafficking. The effort also spawned a committee that continues to address this topic in their school community.

May Day 2016
Hilo High School, Hawaii

This student council organized a day of performances to learn about and celebrate different cultures. Students noted that the celebration was especially important because “in a time where racism is one of the biggest social issues our country has to face, it is eye-opening to see … we can all learn to get along and appreciate each other.” This event had a bigger impact because the school held two events: one during the day for the student population and a second at night for the local community.

Inner City Playground Project
York Catholic High School, Pennsylvania

Responding to crime statistics in their city, this Honor Society identified a project that helped members of their community “rally around an idea to better [their] community.” Students worked together to build a playground for elementary-age students, and then, due to overwhelming interest and volunteerism, chose to build a second playground for preschool-age children. The playgrounds provide a “safe haven in which the children can play and have fun as they deserve.”

INTERNATIONAL PROJECTS

Students participated in international service projects that helped others in these countries:
Swaziland, Philippines, Guatemala, Nigeria, Ghana, Ukraine, Croatia

COMMUNITY OUTREACH

60 community outreach projects that helped homeless, senior citizens, flood victims, special needs children, veterans, teachers, and the environment
GLOBAL CITIZENSHIP STRAND: CIVIC ENGAGEMENT

Projects that raise awareness or engage in civic-based activities
Projects in this strand focused on increasing student awareness about politics in general, and particularly in relation to the 2016 presidential election. Students held debate-watching parties and mock elections to demonstrate the importance of voting and being an informed citizen. Other events facilitated interactions with local government officials and law enforcement and gave back to the community.

#LHSVotes
Lowell High School, Massachusetts
This student council staged a mock election during their lunch periods with the objective “to inform students and make them aware of the democratic process and the role of government.” About 500 students and staff participated. Student leaders noted that the mock elections were a good way to encourage students “to get involved in their community [and] increase their awareness of good citizenry and activism.”

Operation Blue
White Oak High School, Texas
In an effort to show support for local law enforcement, this student council designed a T-shirt to sell as a fundraiser for the local police department. The fundraiser netted over $3,000, all of which went to the police department and was used to purchase new protective vests. Students also honored law enforcement, other first responders, and retired and active military at a football game. Some of the local police officers even participated in the pregame coin flip.

Park Rejuvenation Project
McAlester High School, Oklahoma
After noticing a local park had become run-down, this student council contacted their city officials and a local nonprofit organization to determine what could be done to rejuvenate the park. With the permission of the city and assistance of the nonprofit, members agreed to “provide labor to clean and repair the park.” Due to overwhelming support and interest, the student council ultimately took on two additional projects and was able to rejuvenate three parks in their local community.

Veteran Cemetery Headstone Cleaning
Clear Horizons Early College High School, Texas
In partnership with a local historical society, students cleaned the headstones of veterans in a local cemetery. After learning the proper techniques, students cleaned 100 veteran headstones and trimmed the grass around the flat stones. They planted American flags at each headstone in advance of Memorial Day, when they were invited back to the cemetery and recognized for their work. In the future, they plan to expand this effort to other small town cemeteries and involve more students from their school.

<table>
<thead>
<tr>
<th>MOCK ELECTIONS</th>
<th>VOTER REGISTRATION DRIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2016 ELECTION</strong></td>
<td><strong>Voter registration drives</strong></td>
</tr>
<tr>
<td>18 schools held mock elections for the 2016 presidential election. This accounts for more than 4,000 student and staff participants.</td>
<td>helped more than 350 students register to vote in the 2016 election</td>
</tr>
</tbody>
</table>
MOVING THE NASSP STUDENT LEADERSHIP INITIATIVE FORWARD

As the data and exemplar projects from the first year of this initiative demonstrate, the next generation of leaders is passionate about global citizenship and working hard to create change in their local, state, national, and global communities. In order for principals, advisers, and other school leaders to continue to create conditions for the success and implementation of students’ efforts, they require support—resources, networks, information, and more.

As we close this report, we hope that our readers have been inspired to continue the work that has already begun. Students, educators, leaders, families, and supporters from every area each have a role in moving this work forward and creating global citizens. Next, we describe the various needs school leaders have voiced, in the past year, to help advance the goals of the NASSP student leadership initiative on global citizenship. In the years to come, we desire increased impact and effectiveness from students’ efforts.

School Leaders’ Needs for Implementation

In general, as principals and advisers discuss their ability to provide continued support for students and projects to advance this initiative, their needs align into three interconnected categories: information, connections, and student experiences. Examples of each are provided below.

Information

Principals and advisers began conversations about service with the need for information—identification of problems and the necessary means to inform and address those concerns. Here’s what we heard advisers and principals are already doing to advance the initiative, with regard to information:

“Students watch CNN Student News every morning to remain educated on current event issues all over the world”; “We have begun regular exposure to global communities and issues with guest speakers and current events”; “We have reached out beyond individual communities to identify broader issues such as bullying and foster children”; and “Our NJHS team has identified problems with immediate concerns in their local community and are trying to address those problems. The further goal is to apply the problem-solving skills to issues outside their own local community.”

Causes/Needs to Support

Leaders want information about current areas of need and worthwhile causes to support in order to help generate new ideas for service projects. They also want recommendations of trustworthy organizations to associate with to reduce the amount of time necessary for vetting and establishing external partnerships.

Project Ideas

Leaders want detailed examples of successful projects and best practices to help streamline the planning process. Project descriptions would identify the need met, provide step-by-step instructions on implementation, highlight the impact in previous schools/communities, and provide contact information for others to easily make connections with external partners.

Resource Repository: Digital and/or Print

Leaders want a repository of resources, both print and digital, to help with implementing new ideas and strategies. These repositories would include examples of advertisements used to promote a project; posters used during campaigns; sample sponsorship letters, movies, or recordings used to provide information about a cause, etc.
Educational Training
Leaders want access to instructional materials and curricula to use with their students in order to increase student knowledge and awareness about global issues and strategies for addressing these concerns in the community.

Connections
Impact requires deep and broad access to individuals, institutions, and resources. Our principals and advisers shared the importance of connections as they articulated the following:

“Our school is involved with a local Rotary Club and has connected and partnered with a similar organization in Africa with whom we exchange information and ideas to help each others’ communities”; “We are the first public school to implement Tony Blair’s Face-to-Faith program. We host state department guests on a regular basis which includes student dialogue”; and “We adopted a low-income public school down the street, and taught weekly values-based classes, formed positive relationships with the students, and are planning to help with the infrastructure issues of the school by connecting local businesses with a commitment to invest in the school’s physical needs.”

Access to Organizations
Leaders want to know which national and international corporations, nonprofit organizations, governmental and nongovernmental organizations, foundations, charities, etc., are in their communities and are willing to work with their students to facilitate projects. Even more, leaders want to know who to contact within these organizations to start these conversations.

Access to Individuals
Leaders want to build relationships with individuals who will take time to work with the students as they develop ideas and embark on projects that are outside of the school community. These individuals would serve as mentors, volunteers, guest speakers, advocates, and other roles to help facilitate the projects and support their implementation.

Access to Funding
Leaders want information about and access to grants and other sources that will finance projects beyond what schools are capable of in order to increase the impact of their projects.

Relationships with Other Schools
Leaders want to develop connections among schools at every level, from local to global communities, in order to share resources, facilitate collaboration, and/or engage in learning about conditions and needs in other communities.

Student Experiences
Many principals and advisers described the concept of global citizenship as a long-standing disposition that requires exposure and student experiences. School leaders and advisers shared their efforts confirming extensions and purpose of the initiative:

“Our students are offered a global travel trip each year, sometimes trips of service to another area of the world. One part of our mission states, ‘to foster global citizenship’”; “We created a travel-study and service-abroad program for students to travel internationally to learn about other cultures and places”; and “We have a service project as part of NHS. We build water wells in Nicaragua and we talk about the impact this service project has in that country. We also have NHS seniors who travel to Nicaragua each year so that they can experience firsthand the impact of their service project.”
Travel and Engagement Experiences
Leaders want access to organizations that will support and/or organize travel and other experiences that expose students to communities and engage them in cultures around the world.

Student Voice
Leaders want opportunities for students to share their stories and experiences with other interested communities or influencers who can facilitate the spread of their impact.

Recognition
Leaders want to know other leaders and organizations that will recognize the efforts and impact of the work that students do to improve their communities and that have global reach.

Exemplary Practice and Collaboration
Advisers of the National Honor Society, National Junior Honor Society, and National Student Council have collaborated with numerous social impact and service organizations over the years to meet the highlighted needs of information, connections, and student experiences. The following 12 organizations were mentioned among advisers at the highest frequency regarding collaboration and/or engagement with chapters and councils (listed alphabetically):

- American Red Cross
- American Cancer Society (including Relay for Life)
- Children’s Hospitals (including St. Jude’s Children’s Research Hospital)
- Habitat for Humanity
- Leukemia & Lymphoma Society (including Pennies for Patients)
- Make-A-Wish Foundation
- Ronald McDonald House
- Salvation Army
- Samaritan’s Purse (Operation Christmas Child)
- Special Olympics
- Toys for Tots
- United Way

Although this list is not exhaustive, given the numerous local efforts or initiatives in which chapters and councils have served, it represents the wide-reaching engagement of NASSP Student Programs. In fact, this engagement solidifies an imperative—that the concept of global citizenship begins in one’s local and immediate community, extending into the nation and world.

In the forthcoming section, we draw attention to the possibilities and alignment for engagement among chapters, councils, and organizations with local, regional, national, and global reach. One such exemplar of collaboration can be seen with the Special Olympics Unified Champion Schools, as the following chart represents an intentional effort from strands to action.
Special Olympics recognized several extraordinary Unified Champions Schools, seven of which are noted here and are proud members of National Student Council, the National Honor Society, or both: Yukon High School (Oklahoma); Lake Havasu High School (Arizona); Hilo High School (Hawaii); Marana High School (Arizona); Papillion-La Vista High School (Nebraska); Mountain View High School (Arizona); and Airport High School (South Carolina). Resources for Special Olympics Unified Champion Schools can be accessed through the NASSP Student Leadership Initiative website, www.makingglobalchange.org.
CALL TO ACTION

NASSP Student Programs Principals and Advisers
Encourage your chapters and councils to commit to projects and programs aligned to the strands of the NASSP student leadership initiative on global citizenship. Advisers, be sure to share your plans and participate in discussions via the NASSP Student Programs Adviser Online Community. Also, consider the National Student Project Database a resource and repository for extraordinary efforts led by you and your students.

Students have the opportunity to lead the way—direct officers to MakingGlobalChange.org to get ideas for new efforts, share successes, and possibly become ambassadors of the NASSP Student Leadership Initiative. You and your students should be sure to share your efforts on social media by using #MakingGlobalChange.

Charitable and Service Organizations
Does your organization have volunteer, educational, or internship opportunities at the local, state, or national level for students? Are you able to provide online or print resources for educators or connect schools with subject matter experts? Visit www.makingglobalchange.org/get-involved to further your commitment to the schools and students championing the ideals of global citizenship.

Philanthropic and Corporate Funding Organizations
Are you able to provide funding for students to bring their service projects to life, engage in service opportunities outside of their immediate community, or pursue educational opportunities related to volunteerism and service? Students are looking for ways to further their involvement and take the next step. Visit www.makingglobalchange.org/get-involved to let us know about your current opportunities and to take the next step in preparing our future leaders and transforming our communities.

Educational Curricula, News, and Media Organizations
Do you currently produce content aligned with the NASSP student leadership initiative on global citizenship, or are you looking for ways to infuse global citizenship into your resources for educators or students? If you are interested in promoting opportunities or providing information about potential areas of need to students and educators, connect with us at www.makingglobalchange.org/get-involved. We also encourage you to highlight how students at the local, state, or national level are addressing global citizenship through their service.

Education Leaders and Policy Stakeholders
Do you work directly with or on behalf of students and/or school leaders? Do you belong to an organization whose mission and vision intersect with the global citizenship initiative? Visit www.makingglobalchange.org/get-involved and further your commitment to being a champion for students transforming the world through service work.
WORKS CITED

ABOUT THE AUTHORS

Jonathan D. Mathis, PhD
The pursuit of excellence—in academia, within the community, through organizational leadership, and otherwise—is core to the professional identity of Dr. Jonathan Mathis. His work spans both secondary and postsecondary educational institutions, with a focus on college access and success. He currently serves as the executive director of The Next Step Public Charter School in Washington, D.C. Prior to joining The Next Step, Dr. Mathis served as the director of the National Honor Societies at the National Association of Secondary School Principals (NASSP). Dr. Mathis earned his PhD in Urban Education Policy at the University of Southern California, a master of science in administration for educational administration (K–12) from Trinity Washington University in Washington, D.C., as well as a bachelor of science in business administration from American University in Washington, D.C.

Bernadette M. Gailliard, PhD
Dr. Bernadette M. Gailliard is a researcher, trainer, and consultant who helps organizations support the success of emerging leaders. As an assistant professor of communication in the School of Communication and Information at Rutgers, the State University of New Jersey, Dr. Gailliard’s research and published articles examine career development trajectories for millennials as well as how employees navigate their roles in diverse and complex organizations. She utilizes her research findings as the basis for her training and consulting in order to maximize emerging leaders’ success and advancement within organizations. Dr. Gailliard’s published articles can be found in Management Communication Quarterly, Communication Yearbook, and Human Relations.

Todd M. Laudino
As senior manager of the National Honor Societies at the National Association of Secondary School Principals, Todd Laudino supports the success of NHS, NJHS, and NEHS advisers, students, and families. Laudino’s interests include encouraging students’ postsecondary aspirations; providing families with timely and accurate information about higher education and financial aid; and preparing students for volunteerism and global citizenship beyond the classroom. His previous experience includes working for the National Association for College Admission Counseling, volunteering with the Peace Corps, and teaching social studies. Laudino earned his master of education in social studies education and bachelor of arts in history from Rutgers, the State University of New Jersey.
Beverly J. Hutton, EdD

Dr. Beverly J. Hutton has 30+ years of experience as an educator, with over 20 years’ school leadership experience, including positions as an assistant principal, principal, and central office administrator. Most recently, Dr. Hutton served as the co-chair of the writing committee for the Professional Standards for Educational Leaders. Dr. Hutton serves as deputy executive director/chief program officer for the National Association of Secondary School Principals (NASSP). Under her leadership, NASSP worked with The Wallace Foundation to convene the Principal Professional Learning Community with The Wallace Principal Pipeline Districts, using design thinking methodology to help principals identify and solve real and authentic leadership challenges in their districts. She is the author of a book entitled Reculturing the Assistant Principalship: Perceptions and Practices.
ACKNOWLEDGEMENTS

In the wake of any great accomplishment is an expression of gratitude for the hands, minds, and resources provided to ensure excellence and success. On behalf of the authors, we wish to celebrate the partners in this work, beginning with the executive director of NASSP, JoAnn Bartoletti. We thank you, JoAnn, for your vision and support. We also wish to acknowledge Dr. Beverly Hutton, deputy executive director of NASSP, for her leadership of NASSP Student Programs and the construction of this initiative.

The director of NASSP Student Programs, Ann Postlewaite, has been an extraordinary colleague and thought partner in the design and execution of the NASSP Student Leadership Initiative: Global Citizenship, as well as for this report. We thank you, Ann, for your tireless commitment to students, advisers, principals, as well as to excellence here. We wish to thank Jeff Sherrill who also provided deep insight and support, along with colleagues Amanda Karhuse, Zachary Scott, Elancia Felder, and Anne Knudsen, among other members of the NASSP national staff.

We, too, wish to thank our research assistants—Akua Boachie and Quamira Lumpkins—for their support in data analysis. Lastly, we wish to highlight and honor the inaugural members of the NASSP Student Leadership Advisory Committee (2015–2017) for their diligence and leadership in the design of the initiative, analysis of data, and collaboration across the country.

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- Ryan Battle (NJHS)—Howard University Middle School of Mathematics and Science, Washington, D.C.
- Isabella Cortese (NatStuCo)—Sandy Valley School, Sandy Valley, NV
- Kendall Haase (NatStuCo)—Cedar Creek High School, Bastrop, TX
- Kimberly Knuth (NatStuCo)—Sioux City North High School, Sioux City, IA
- Emily Lewis (NHS)—New Haven High School, New Haven, MO
- Jim Myers (NatStuCo)—Johnsburg High School, Johnsburg, IL
- Stephen Phraner (NHS)—Athens High School, Athens, AL

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- Kathryn Procope (NJHS)—Howard University Middle School of Mathematics and Science, Washington, D.C.
- Dr. Michael Vinella (NHS)—East Brunswick High School, East Brunswick, NJ

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- Felix Yerace (NatStuCo)—South Fayette High School, McDonald, PA
- Janet Mantecon (NHS)—Center for International Education: Cambridge, Homestead, FL

NASSP Board Liaison

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