

# P20 CONNECTS

**Communities  
Organizing  
Networks  
Now to  
Engage  
Citizens  
Through  
Service**

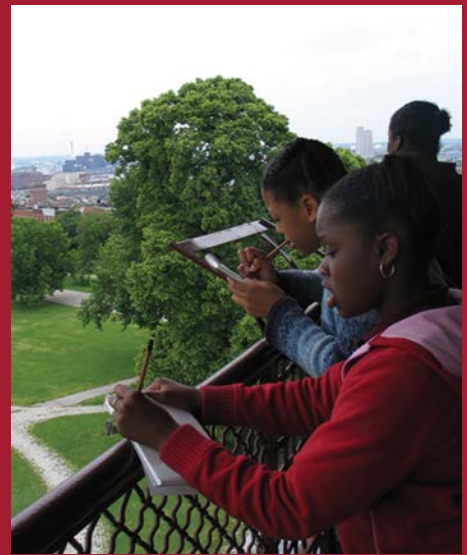
DRAFT

**5-YEAR  
ACTION  
PLAN**

*Advancing College, Career, and Civic Readiness  
through PreK-12 - Higher Education Partnerships  
and Community Engagement*



**Campus Compact**  
Maryland-DC



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# College, Career, and Civic Readiness

## THE NEED

Educational equity has advanced in the decades since Brown v. Board of Education (1954) and the Civil Rights Act of 1964. Yet a disproportionately large number of low-income students and students of color continue to be disengaged from their schools and communities. Many drop out of middle and high school, not recognizing sufficient benefit. For the students who graduate, many find themselves inadequately prepared for college, for careers that pay a living wage, or for civic and community involvement.

## THE OPPORTUNITY

In many communities across Maryland and Washington, DC, educators have witnessed a phenomenon increasingly borne out by research:\* when a student’s academic learning is integrated with meaningful community service and with adequate opportunities for planning and reflection, improved academic performance, social-emotional learning, and school attendance follow. The challenges of implementing quality service-learning pay off when the traditionally low-performing student gets an opportunity to excel in an authentic learning environment and hear ‘well done’ or ‘thank you’ from a community member, teacher, or principal. The recognition helps the student to appreciate that he or she has something positive to offer, and that the offering is related to the application of what is being taught in school. This outcome is why service-learning is identified by the National Dropout Prevention Center as “one of the best research-based dropout prevention strategies.”

In addition to increasing students’ connection with their schools and learning, academic community engagement advances post-secondary readiness areas outlined in the Common Core standards and the Every Student Succeeds Act—critical thinking, adaptability, collaboration, problem solving, and creativity. At the college level, service-learning has been identified by the American Association of Colleges and Universities as one of “the most compelling and

transformative” High Impact Practices for student learning because of its impacts on academic, social, civic, and skill development. Thus, in many ways, student civic engagement has been shown to support the goals of college, career, and civic readiness. Our collective task is to encourage and facilitate the systematic integration of this strategy into our schools and communities.

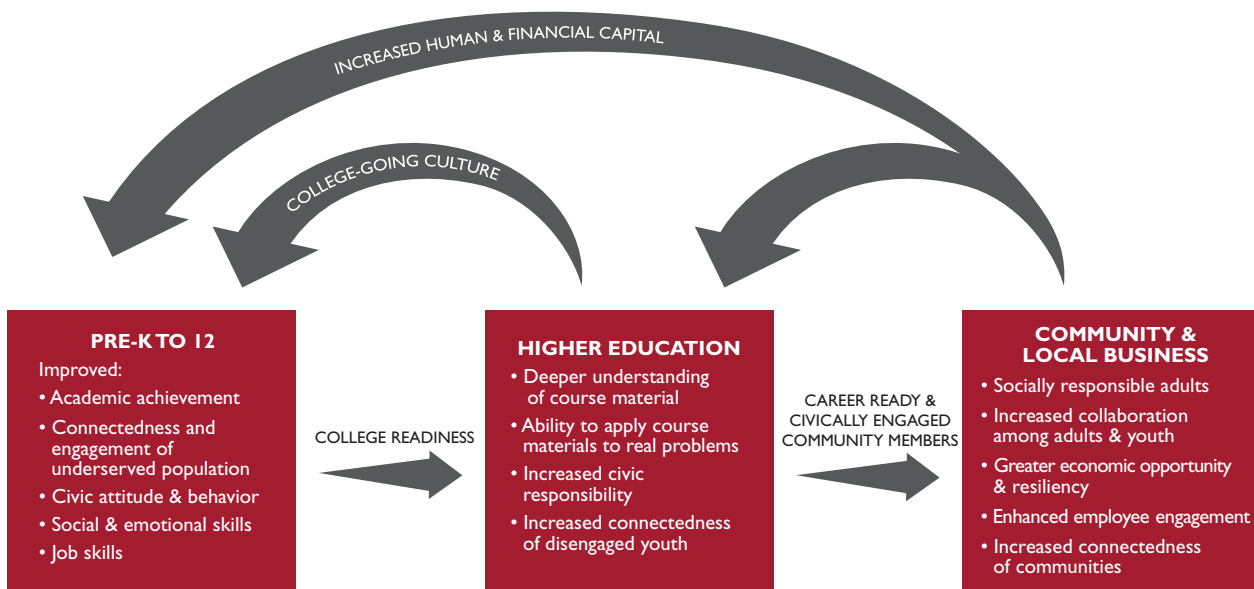
## CONNECTING THE DOTS: The P20 CONNECTS Action Plan

The purpose of this action plan is to visualize and construct a path toward strengthened post-secondary prospects for underserved students in Maryland and the District of Columbia. It provides a blueprint for the primary entities that have the interest and position to carry out this goal— PreK-12 schools, higher education institutions (together, “P20”) and community organizations—to do collectively what they are unable to achieve in isolation. The Action Plan provides researched-based strategies for the creation and preservation of collaborative structures across the region, and for the work these collaborations will do implementing common agendas, shared measurements, and civic practices that address mutually identified community needs through student engagement.

We envision that by 2021, these partnerships will create a support system for civic engagement so strong and visible that educators and community organizations will feel at ease initiating a program, carrying it through, evaluating its outcomes, and applying lessons forward. We envision that disadvantaged students, like their more privileged peers, will reap the rewards of collaborative civic engagement by being well-prepared for college, for their chosen careers, and for active civic participation in their communities.

*\*Research available in the MDCCC white paper, College, Career, and Civic Readiness Through Civic Engagement mdccc.org/events/files/white-paper-2015.pdf*

### PROVEN BENEFITS OF CIVIC ENGAGEMENT





# HOW THIS INITIATIVE EVOLVED

## Focus on Partnerships

Higher education presidents set out to work more closely with PreK-12 schools to improve college readiness

2013

## Align goals

PreK-12 leaders expand the lens to include career readiness

2014

## Sharpen the vision

PreK-12 and Higher education partners establish goal to build college, career, and civic readiness through collaborative civic engagement

2015

## Share the data

P20 CONNECTS Task Force compiles support data into a white paper

2016

## Set a course

P20 CONNECTS Implementation Task Force develops an action plan



## A story of expanding collaboration among Higher Education and K12 Leaders to achieve college, career, and civic readiness in Maryland & DC

When the Maryland-DC Campus Compact (MDCCC) formed in the late 2000s, one of its purposes was to collectively address regional issues and mobilize the capacity of higher education to improve community life in the Maryland-DC area. Over several years CONNECTS (Communities Organizing Networks Now to Engage Citizens Through Service) was selected by MDCCC's Presidents' Council as the focus of the MDCCC network.

In 2013, the MDCCC Presidents' Council identified College Readiness as the issue the network would address. MDCCC leaders then reached out to PreK-12 leaders at the Maryland State Department of Education, District of Columbia Public Schools, and the Public School Superintendents' Association of Maryland. These conversations spawned the first P20 CONNECTS Taskforce (2014-2015) which produced the white paper: College, Career, and Civic Readiness. The conversations with PreK-12 leaders also revealed the unique opportunity to leverage the Maryland-DC infrastructure for service-learning engagement to advance college, career, and civic readiness throughout the region, regardless of students' socioeconomic status. The 2015 P20 CONNECTS Implementation Task Force was then tasked with drafting an Action Plan.

“Service has strengthened my leadership and management skills. I believe all students should engage in [service learning] because...it helps you to feel significant. You're really impacting lives”.

*Roland S., student, Annapolis High School*

# A LETTER FROM THE MDCCC CHAIR



**David McAllister-Wilson, PhD**  
*Chair, Maryland-DC Campus Compact  
President, Wesley Theological Seminary*

As the Board Chair of the Maryland-DC Campus Compact, it is exciting to see our region getting close to realizing the promise of the P20 CONNECTS initiative. Three years ago, our board of higher education presidents asked itself the question, what can we do together to increase outcomes for students in post-secondary environments? We determined that institutions of higher education and PreK-12 schools could work together more intentionally through civic engagement to increase college readiness.

In the time since the board's decision, we have become increasingly familiar with practices across Maryland and Washington, DC which employ civic engagement as a pedagogical tool to prepare students for higher education. We also learned that many PreK-12 strategies are in place to prepare students for careers. As a board, we expanded our vision, and have joined with PreK-12 administrators in establishing a goal of college, career, and civic readiness.

High quality civic engagement is one of the most effective ways to achieve college and career readiness. Civic engagement experiences result in increased classroom participation, improved academic performance, and higher retention in PreK-12 and higher education, particularly for low-income and minority students. In addition, civic engagement produces economic benefits, serving as a significant predictor of economic opportunity across states.

The Action Plan presented here is the work of leaders from diverse sectors with extensive experience in improving outcomes for young people. The path they have laid out holds tremendous promise for overcoming barriers to opportunity, and it is our path to travel.

*David McAllister-Wilson*







“It is amazing to see high school students proudly teaching middle and elementary students how to test for stream quality and species diversity in our area waterways, assisting the re-entry of Brook Trout. The collaboration that has occurred between students, parents, teachers, area agencies, landowners, and advocacy groups has been an incredible evolution to witness and an example of service-learning at its best!”

*Yolanda Michelle Harman, NBCT, M.Ed.  
Supervisor of College & Career Readiness  
Garrett County Public Schools*

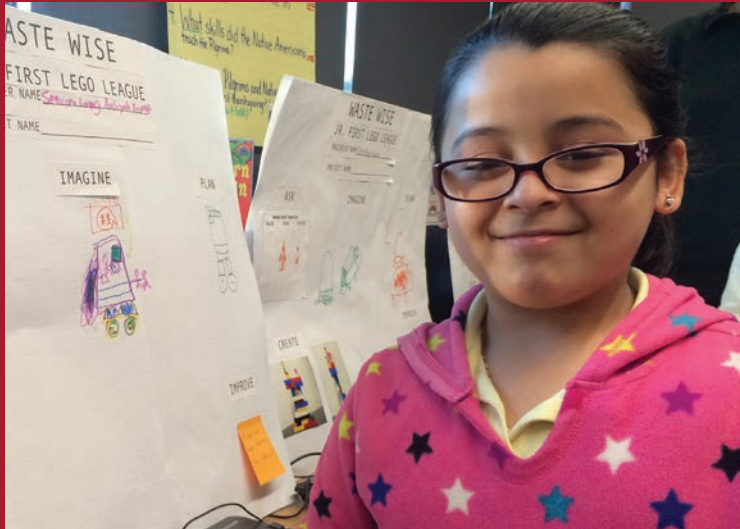
“Students on the seventh grade teams did a series of assignments to gain an understanding of food scarcity in Maryland and our immediate community. Then they completed a web quest using the Maryland Food Bank’s interactive site to see where food scarcity impacts are, and who is affected, in Harford County, Maryland, and the US. Through recent news reports, students learned how other students have worked together to solve the problem of hunger in their own communities. Finally, students engaged in freerice.com to increase their understanding of hunger at the global level while practicing grade-appropriate content-related skills. Students’ studies of food scarcity culminated in a field trip to First Fruits Farm to harvest potatoes to feed the hungry.”

*Audrey Pielli, Social Studies Teacher  
Magnolia Middle School  
Harford County Public Schools*



“It is easier to build strong children than to repair broken men.”

*Frederick Douglass*



I serve because it allows me to go hands on and actually apply myself and what I learn



I serve because it allows me to grow and become a better person and help better my community

#ServiceLearning is about building bridges that connect all ppl to promote empathy & growth for all

High school students on Anne Arundel County Public Schools' Twitter feed @ServeAACPS



## Envisioning connections

### **P20 CONNECTS Prototype Outcomes:**

When Montgomery County Public School ESOL & ELL students and Montgomery College Takoma Park/Silver Spring campus students collaborated together in service-learning based activities in the community, the college students saw increases in academic engagement, retention, and leadership skills, and the K12 students benefited from:

- ✓ increased grades in four subject areas
- ✓ higher test scores on standardized tests
- ✓ higher attendance
- ✓ higher HS completion
- ✓ Lower suspension rates compared to the non-participating ESOL/ELL students.\*

\*Data from Montgomery County Public Schools Office of Shared Accountability. The initial project occurred in 2009 with the support of an MDCCC AmeriCorps VISTA grant, and expanded in subsequent years.



**Campus Compact**  
Maryland-DC

# **MDCCC P20 CONNECTS FIVE YEAR PLAN**

P20 CONNECTS brings together PreK-12 schools, higher education, and community-based organizations to build infrastructure that enables students of all types—and particularly disadvantaged students—to carry out civic engagement projects that enhance students' post-secondary readiness, address locally identified needs, and benefit the communities of Maryland and the District of Columbia.

- 1** Convene and Support Regional Coalitions of Executive-Level Stakeholders
- 2** Support Existing and Emerging Local Networks of Civic Engagement Practitioners
- 3** Expand Professional Development Opportunities
- 4** Promote Effective P20 CONNECTS Programming
- 5** Assess P20 CONNECTS' Impact





# 1 Convene and Support Regional Coalitions of Executive-Level Stakeholders

Facilitate the gathering and systematized collaboration of regional executive-level stakeholders in PreK-12, higher education, business, government, and the community who are committed to supporting cross-sector civic and community engagement to increase college, career, and civic readiness among students at all socioeconomic levels.

**Create regional coalitions:**

- Mobilize leaders in education, business, government, and the non-profit sector who have an interest in developing postsecondary readiness through civic engagement partnerships
- Inform prospective coalition members about how P20 CONNECTS supports goals and policies in their regions
- Equip regional advocates with key data connecting civic engagement programs with post-secondary readiness outcomes, especially among low-income students and students of color

**Support regional coalitions as they:**

- Identify and engage in addressing community needs through civic engagement and PreK12-higher education collaboration
- Determine their vision, structure, goals, methodology, sustainability, strategic plans and areas of overlap between P20 CONNECTS and existing plans and activities in their region
- Align policies and assign resources to increase the productivity of P20 CONNECTS partnerships
- Assess and report on program impacts

**Give regional coalitions a platform to:**

- Educate policymakers, funders, and the community about the connection between civic engagement and post-secondary readiness, especially among disadvantaged students
- Promote existing P20 CONNECTS programs and the expansion of traditional service-learning programs to encompass institutional collaboration and the goal of college, career, and civic readiness
- Work with institutions to align P20 CONNECTS with institutional missions, initiatives and programs such as Federal Work Study and Career Development

## Envisioning connections

**DC GLOW: Get the Lead Out of Washington (sample program)**

**Community Issue:**  
*Prevalence of lead paint in housing in Washington, DC*

**Component activity:** University biology and geology students teach K12 students about issues relating to lead paint and train the students on how to collect lead samples from paint chips, dust, water, and deciduous teeth of their siblings and then measure them for lead content.

**HF3 Initiative: Healthy Foods, Healthy Families, Healthy Futures (sample program)**

**Community Issue:**  
*Nutrition, hunger, health/wellness*

**Component activity:** College nutrition and health career students conduct lessons and lead groups of PreK-12 students in creating school gardens, community gardens, and preparing food for those in need in the community. They also help older students develop and then deliver lessons to younger students on these topics.



# 2

## Support Existing and Emerging Local Networks of Civic Engagement Practitioners



### Envisioning connections

#### **DC GLOW: Get the Lead Out of Washington (sample program)**

##### **Community Issue:**

Prevalence of lead paint in housing in Washington, DC

**Component activity:** As part of their classes, university students work with PreK-12 students to design and implement public information and advocacy campaigns to raise awareness about the dangers of lead paint as well as ways and resources for addressing the issue.

#### **HF3 Initiative: Healthy Foods, Healthy Families, Healthy Futures (sample program)**

##### **Community Issue:**

Nutrition, hunger, health/wellness

**Component activity:** College writing, media, and technology students help PreK-12 students develop tip-sheets, guides, cookbooks, presentations, advocacy campaigns, PSAs, and web content related to health, wellness, and nutrition.

**Support collaboration among local civic engagement and service-learning practitioners in PreK-12 schools, higher education, and the community whose programs and practices are adaptable to a P20 CONNECTS model adaptable to a P20 CONNECTS model of collective action.**

#### **Facilitate foundation work:**

- Join potential P20 CONNECTS practitioners with existing local networks, and, where no local network exists, assist them in forming their own
- Raise awareness among existing and potential network participants of the connection between post-secondary readiness and intentional civic engagement, especially among disadvantaged students
- Provide technical support to facilitate network collaboration, development of vision, determination of roles and responsibilities, identification of community need, communication and data sharing, identification and employment of best practices, and program and network sustainability

#### **Support best practices in areas of civic engagement and post-secondary readiness**

- Ensure the involvement of disengaged students and students of color
- Facilitate self-assessment through the use of rubrics and familiarity with model programs
- Offer regional opportunities for training and coaching
- Align with existing curricula and strategies aimed at developing college, career, and civic readiness

#### **Facilitate the augmentation of existing programs to a P20 CONNECTS model**

- Assist networks in recognizing and pursuing collaboration opportunities that increase readiness, such as the introduction of joint civic engagement projects into mentoring or tutoring programs
- Strengthen communication channels and data sharing among network partners, and share P20 CONNECTS opportunities identified by the P20 CONNECTS task forces, the MDCCC board, and the MDCCC Senior Advisory Group for Engagement
- Facilitate information sharing and mutual support between local practitioner networks and regional stakeholder groups, for increased access to support from government agencies, regional businesses, and foundations





# 3

## Expand Professional Development Opportunities



**Support the professional development of PreK-12 teachers and administrators (in-service and pre-service), higher education faculty and administrators, service-learning and civic engagement practitioners, community partners, youth providers, and student leaders in areas related to P20 CONNECTS.**

### **Strengthen Collaborative Practices and Program Development**

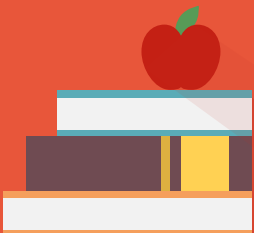
- Promote a deep understanding of mutually-reinforcing collaboration, consensus-building, shared definitions and vision, conflict-resolution, and local network communication
- Strengthen knowledge on roles & responsibilities, MOUs, program sustainability, partnerships with diverse sectors, electronic data-sharing, fund development, and student safety
- Refine practices in community needs identification, community asset mapping, and community partnership building
- Teach strategies for leveraging existing resources (staff, programs, infrastructure, technology) and acquiring new resources through fundraising and grants for the support of activities

### **Fill in knowledge gaps in the areas of college, career, and civic readiness and service-learning**

- Advance a developmental model for student learning outcomes and systemic integration of civic engagement throughout primary and secondary school; use strategies that achieve post-secondary readiness, engagement of students-at-risk, cultural competency, and Common Core alignment
- Provide instruction in outcomes assessment, the adaptation of existing programs to P20 CONNECTS, and developments in the field of service-learning
- Indicate action opportunities customized for teachers, principals, students, out-of-school time administrators, higher education faculty, deans, community partners, business and community leaders, and parents

### **Support growth through diverse channels**

- Support civic engagement and service-learning instruction occurring in colleges of education at all levels (Foundations, Methods, Student Teaching, etc.), school in-service training, workshops, conferences, and cross-trainings
- Maintain a database and systematically circulate print and online resources, including civic engagement rubrics for partnerships and for PreK-12 institutions' internal use
- Facilitate and promote professional mentoring and technical support for new practitioners



# 4

## Promote Effective P20 CONNECTS Programming



### Envisioning connections

#### **DC GLOW: Get the Lead Out of Washington (sample program)**

##### **Community Issue:**

Prevalence of lead paint in housing in Washington, DC

##### **Component activity:**

Local partners provide materials, expertise, guidance, and site supervision.

Federal funds support aspects of student activities and the overall program

#### **HF3 Initiative: Healthy Foods, Healthy Families, Healthy Futures (sample program)**

##### **Community Issue:**

Nutrition, hunger, health/wellness

**Component activity:** College finance and nonprofit management students facilitate PreK-12 students to conduct a penny harvest program through Common Cents. The PreK-12 students conduct a penny drive and then give out minigrants for student service-learning programs focused on nutrition or to nonprofits working on this issue.

### **Build on existing mechanisms to recognize exceptional civic engagement in the Maryland-DC region by mapping, supporting, and expanding them**

#### **Amplify the conversation**

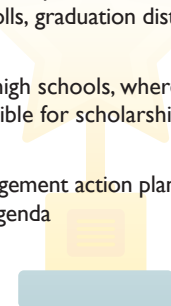
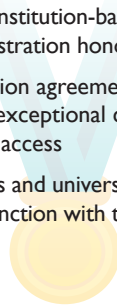
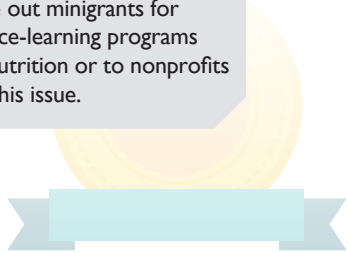
- Develop and expand resources which communicate the connection between civic engagement and college, career, and civic readiness; establish a shared online platform for self-reporting best practices, challenges, and lessons learned
- Establish a P20 CONNECTS list serve, utilize social media platforms, and promote journal submissions around effective P20 CONNECTS practices
- Develop a speakers bureau of peer mentors, conference presenters, and student leaders to educate communities about the process and impact of P20 CONNECTS

#### **Recognize the work at diverse levels**

- Utilize shared databases, organization websites, newsletters, and the mass media to raise awareness of the depth and breadth of community engagement activities occurring in schools, institutions, and community organizations
- Support and expand existing performance review instruments at educator, administrator, and institution levels
- Employ recognition vehicles such as digital badges on a pilot basis to recognize students' attainment of competencies related to college, career, and civic readiness (public speaking, advocating for positive change, etc.) with opportunities for further recognition
- Recognize stakeholders and participants at meetings, conferences, and training events

#### **Honor the accomplishments**

- Promote excellence through new and existing local, state, and national award/honor opportunities that recognize schools, institutions, community organizations, partnerships, and individuals for their P20 CONNECTS achievements
- Commend P20 CONNECTS individuals and groups in all partnership sectors through new and existing institution-based methods (semester honor rolls, graduation distinctions, faculty and administration honors)
- Promote articulation agreements between colleges and local high schools, whereby students with an exceptional civic engagement history are eligible for scholarships and facilitated college access
- Recognize colleges and universities which develop specific engagement action plans, especially in conjunction with the National Campus Compact agenda





# 5

## Assess P20 CONNECTS' Impact



**Develop and expand processes to determine P20 CONNECTS' effectiveness in increasing college, career, and civic readiness. Employ tools to record, analyze, and share data for the purpose of informing best practices across institutions, school districts, out-of-school programs, government agencies, and local implementation networks**

### Monitor the quality and the frequency of civic engagement experiences

- Establish self-assessment and peer-review processes that include the use of rubrics to establish and measure against standards of quality
- Establish shared online databases for recording program data and intermediate outcomes, using data from programs, registrar offices, career centers, campus surveys, community organizations and/or government agencies

### Measure the impact that P20 CONNECTS civic engagement has on college, career, and civic readiness

- Collaborate with assessment professionals in PreK-12, higher education, business, and government to assess college, career, and civic readiness progress in relation to P20 CONNECTS
- Analyze PreK-12 longitudinal PARCC data (Partnership for Assessment of Readiness for College and Careers) alongside registrar records to determine relationship between students' P20 CONNECTS participation and performance in critical-thinking, problem-solving, and persuasive writing assessments
- Identify and develop methods for determining P20 CONNECTS' impact on communities and community partners (working with surveys, chambers of commerce, juvenile justice, etc.)
- Seek funding to support assessment team to lead P20 CONNECTS data gathering, align data points and collection methods, and utilize/build on existing assessment tools and processes developed by other states, cities, organizations, and networks

### Share and utilize the data

- Use multiple channels to communicate correlations between students' community engagement and increased college, career, and civic readiness for the purpose of expanding effective practices, recruiting new programs and partnerships, and educating the community, policy makers, and potential funders
- Collaborate with the P20 Leadership Council of Maryland and other established entities to include a "civic readiness" component with existing college and career readiness data and reporting
- Collaborate with school system and institutional representatives to continuously improve infrastructure among PreK-12, higher education, community partners and businesses, to increase P20 CONNECTS outcomes





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*\*positions held at the time of task force*





## Campus Compact

### Maryland-DC

1. American University
2. Baltimore City Community College
3. Bowie State University
4. Carroll Community College
5. Catholic University of America
6. Chesapeake College
7. College of Southern Maryland
8. Community College of Baltimore County
9. Coppin State University
10. Frostburg State University
11. Gallaudet University
12. Garrett College
13. The George Washington University
14. Georgetown University
15. Goucher College
16. Hood College
17. Howard Community College
18. Johns Hopkins University
19. Loyola University Maryland
20. Maryland Institute College of Art
21. McDaniel College
22. Montgomery College
23. Morgan State University
24. Notre Dame of Maryland University
25. Prince George's Community College
26. Salisbury University
27. St. Mary's College of Maryland
28. Stevenson University
29. Towson University
30. University of Baltimore
31. University of the District of Columbia
32. University of Maryland, Founding Campus
33. University of Maryland, Baltimore County
34. University of Maryland, College Park
35. University of Maryland Eastern Shore
36. Washington Adventist University
37. Wesley Theological Seminary

### WHO WE ARE

The Maryland-District of Columbia Campus Compact (MDCCC) is a membership association of public and private college and university presidents and their institutions. MDCCC provides leadership to colleges and universities in Maryland and Washington, D.C. by advocating, supporting, and encouraging institutional participation in academic and co-curricular based public service and civic engagement programs. As the region's largest higher education association, MDCCC strengthens the capacity of member institutions to enhance student learning and to meaningfully engage with communities.

### VISION

Maryland-DC Campus Compact plays an integral role in the development of globally engaged citizens who actively contribute to creating healthy, sustainable and just communities.

### MISSION

Maryland-DC Campus Compact mobilizes the collective commitment and capacity of higher education to actively advance our communities through civic and community engagement.



**PLANNING AND ASSESSMENT TOOL FOR IMPLEMENTATION AND INSTITUTIONALIZATION OF  
P20 CONNECTS PARTNERSHIPS FOR COLLEGE, CAREER, AND CIVIC READINESS**

**How to use this tool:** The tables below provide CONNECTS stakeholders—PreK-12 schools and school systems, institutions of higher education, and community organizations—with practical guidance for implementing cross-sector collaborations to improve college, career, and civic (CCC) readiness using service-learning. Under each section and area, examples are provided of levels of action, structures, or policies to move from CONNECTS planning to implementation, improvement, expansion, and institutionalization. Thus, this tool may be used both for initiating CONNECTS collaborations and for self-assessment of existing or future CONNECTS-type activities and structures.

**SECTION I: PHILOSOPHY AND MISSION RELATED TO COLLEGE, CAREER, AND CIVIC READINESS**

The fundamental goal of the P20 CONNECTS initiative is to improve students’ college, career, and civic readiness / preparation. CONNECTS stakeholders share interest in this outcome and are invested in developing students’ readiness in these areas. The table below can be used to determine the degree to which organizations’ efforts related to CCC readiness are coordinated, systemic, and built into organizational mission, vision, and policy statements and goals.

**DIRECTIONS:** For each area, circle the cell that best represents the **CURRENT stage of the development of a definition, planning, policy and reform links, and mission related to CCC readiness.**

AREA	STAGE ONE <i>Building Critical Mass</i>	STAGE TWO <i>Building Quality</i>	STAGE THREE <i>Building Institutionalization</i>	Best Practices Point of Contact
<b>DEFINITIONS OF COLLEGE, CAREER, AND CIVIC (CCC) READINESS</b>	There is no organization-wide definition for CCC readiness. The term is used inconsistently to describe a variety of goals and activities.	There is an operationalized definition for CCC readiness in the organization, but there is variance and inconsistency in the application of the term.	The organization has a formal, universally accepted definition for high quality CCC readiness that is used consistently to operationalize many / most aspects of CCC readiness goals and programs.	
<b>STRATEGIC CCC READINESS PLANNING</b>	The organization does not have a strategic plan or action plan for advancing CCC readiness.	Some short- and long-range goals for CCC readiness have been defined for the organization, but they have not been formalized into an official strategic plan that guides implementation of these goals.	The organization(s) has(ve) developed an official strategic plan for advancing CCC readiness, which includes viable short-range and long-range institutionalization goals.	
<b>ALIGNMENT WITH ORGANIZATIONAL MISSION</b>	While CCC readiness goals align with aspects of the organization’s mission, it remains on the periphery. CCC readiness is rarely included in larger efforts that focus on the core mission of the organization.	CCC readiness is often mentioned as a primary or important part of the organization’s mission, but is not included in its official mission or strategic plan.	CCC readiness is part of the primary concern of the organization. It is included in its official mission and/or strategic plan.	
<b>ALIGNMENT WITH ORGANIZATIONAL POLICY</b>	While CCC readiness goals complement aspects of organization policies, they are not articulated in those policies. CCC readiness is rarely included in larger efforts that focus on core policies.	CCC readiness is often mentioned as a primary or important part of the organization’s official policy statements.	CCC readiness is part of the primary concern of the organization. It is explicitly included in its as recommended or desired strategy in policy statements.	
<b>ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS</b>	CCC readiness goals are not tied to other important, high-profile efforts in the organization.	CCC readiness goals are informally linked with other important, high-profile efforts in the organization.	CCC readiness is tied formally to other important, high-profile efforts in the organization.	



**SECTION II: PHILOSOPHY AND MISSION RELATED TO SERVICE-LEARNING**

Service-learning (SL) is the primary CONNECTS strategy for helping P20 students build college, career, and civic readiness. Therefore, it is vital that CONNECTS stakeholders have and use an agreed-upon definition for SL that provides meaning, focus, and emphasis for SL efforts. To become accepted and supported, SL must also be recognized as an effective strategy for achieving organizational missions and goals and integrated into organizational policies, mission statements, strategic planning, and education reform efforts. Finally, SL must be recognized, focused, and employed as a specific strategy for building students' college, career, and civic readiness.

**DIRECTIONS:** For each area, circle the cell that best represents the CURRENT stage of the development of a definition, planning, policy and reform links, and mission of service-learning.

AREA	STAGE ONE <i>Building Critical Mass</i>	STAGE TWO <i>Building Quality</i>	STAGE THREE <i>Building Institutionalization</i>	Best Practices Point of Contact
<b>DEFINITION OF SERVICE-LEARNING</b>	There is no organization-wide definition for SL. The term is used inconsistently to describe a variety of experiential and service activities.	There is an operationalized definition for SL in the organization, but there is variance and inconsistency in the application of the term.	The organization has a formal, universally accepted definition for high quality SL that is used consistently to operationalize many / most aspects of SL programming.	
<b>STRATEGIC SERVICE-LEARNING PLANNING</b>	The organization does not have an official strategic plan and action plan for advancing college, career, and civic readiness via SL.	Although certain short- and long-range goals for SL have been defined for the organization, these goals have not been formalized into an official strategic plan that guides implementation of these goals.	The organization has developed an official strategic plan for advancing SL, which includes viable short-range and long-range institutionalization goals.	
<b>ALIGNMENT WITH ORGANIZATIONAL MISSION</b>	While SL complements many aspects of the organization's mission, it remains on the periphery. SL is rarely included in larger efforts that focus on the core mission of the organization.	SL is often mentioned as a primary or important part of the organization's mission, but is not included in its official mission or strategic plan.	SL is part of the primary concern of the organization. SL is included in the organization's official mission and/or strategic plan.	
<b>ALIGNMENT WITH ORGANIZATIONAL POLICY</b>	While SL complements aspects of the organization's policies, it is not articulated in those policies. SL is rarely included in larger efforts that focus on the core policies of the organization.	SL is often mentioned as a primary or important part of the organization's policies, but is not explicitly included in its official policy statements.	SL is part of the primary concern of the organization. SL is explicitly included in its policy statements as recommended or desired strategy.	
<b>ALIGNMENT WITH EDUCATIONAL REFORM</b>	SL is not tied to other important, high profile efforts in the organization.	SL is tied informally to important, high profile efforts in the organization.	SL is tied formally to important, high profile efforts in the organization.	
<b>ALIGNMENT WITH COLLEGE, CAREER, AND CIVIC READINESS GOALS</b>	SL is not tied to organizational goals for CCC readiness or used to improve CCC readiness.	Some organization-sponsored SL supports development of CCC readiness, but only does so informally or incidentally.	Organization-sponsored SL activities are explicitly link to and designed to develop college, career, and / or civic readiness in participating students.	



**SECTION III: FACULTY SUPPORT FOR AND INVOLVEMENT IN DEVELOPING CCC READINESS VIA SERVICE-LEARNING**

One of the essential factors for developing college, career, and civic readiness via service-learning in courses is the degree to which faculty are involved in implementation and advancement of civic and community engagement through their use of service-learning.

**DIRECTIONS:** For each area, circle the cell that best represents the **CURRENT** status of faculty involvement in and support for service-learning in your education institution.

AREA	STAGE ONE <i>Building Critical Mass</i>	STAGE TWO <i>Building Quality</i>	STAGE THREE <i>Building Institutionalization</i>	Best Practices Point of Contact
<b>FACULTY KNOWLEDGE AND AWARENESS</b>	Less than 20% of faculty know what SL is or understand how SL is different from community service, internships, other experiential learning activities, or its potential for CCC readiness.	20-50% of faculty know what SL is and understand how SL is different from community service, internships, other experiential learning activities, and its potential for developing CCC readiness.	A majority of faculty know what SL is and can articulate how SL is different from community service, internships, and other experiential learning and its potential for developing CCC readiness.	
<b>FACULTY INVOLVEMENT &amp; SUPPORT</b>	Less than 20% of faculty are instructors, supporters, or advocates of SL. Few support the infusion of SL into pedagogy or into their own professional work. SL activities are sustained by a few faculty in the school or university.	20-50% of faculty are supportive of SL, few of them are advocates for infusing service-learning in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of key teachers are engaged in SL.	A majority of influential faculty participate as instructors, supporters, and advocates of SL and support the infusion of SL both into the school's overall mission and the faculty's individual professional work.	
<b>FACULTY LEADERSHIP</b>	None of the most influential faculty in the school are leaders for advancing SL in the school or university.	Less than 20% of influential teachers provide leadership to the school or university's SL effort.	A highly respected, influential group of faculty serves as the school or university's SL leaders and/or advocates.	
<b>FACULTY INCENTIVES &amp; REWARDS</b>	In general, faculty are not encouraged to engage in SL; few if any incentives are provided (e.g., mini-grants, sabbaticals, funds for conferences, etc.) to pursue SL activities; faculty work in SL is not usually recognized during review and promotion process.	Although faculty are encouraged and are provided various incentives (mini-grants, sabbaticals, funds for SL conferences, etc.) to pursue SL activities, their work in SL is not always recognized during their review and promotion processes.	Faculty who are involved in SL receive recognition for it during their review and promotion processes; faculty are encouraged and are provided various incentives (mini-grants, sabbaticals, funds for SL conferences, etc.) to pursue SL activities.	

**SECTION IV: STUDENT SUPPORT FOR AND INVOLVEMENT IN CCC AND SERVICE-LEARNING**

An important element of developing college, career, and civic readiness in students relates to the degree to which students are aware of SL opportunities in their schools and communities and are provided opportunities to play a leadership role in the development of SL that explicitly supports development of CCC readiness.

**DIRECTIONS:** For each area, circle the cell that best represents the **CURRENT** status of student support for and involvement in SL in your school district.

AREA	STAGE ONE <i>Building Critical Mass</i>	STAGE TWO <i>Building Quality</i>	STAGE THREE <i>Building Institutionalization</i>	Best Practices Point of Contact
<b>STUDENT (and Parent) AWARENESS</b>	There is no organization-wide mechanism for informing students about SL courses, resources, and opportunities that are available to them.	There are some mechanisms for informing students about SL courses, resources, and opportunities available to them, but these mechanisms are sporadic or concentrated in only a few areas.	There are organization-wide, coordinated mechanisms (e.g., SL listings in the schedule of classes, etc.) that help students become aware of the various SL courses, resources, and opportunities available to them.	
<b>STUDENT OPPORTUNITIES</b>	Few civic and community engagement opportunities exist for students; only a handful of SL courses are available.	SL options (in which service is integrated in core courses) are limited to only a certain groups of students in the school district (e.g., honors students, limited grade levels, or limited disciplines, etc.).	SL options and opportunities (in which service is integrated in core courses) are available to students in many areas, regardless of students' year in school, academic status, or extra-curricular participation.	
<b>STUDENT LEADERSHIP</b>	Few, if any, opportunities exist for students to take on leadership roles in developing CCC readiness via SL in their schools or community.	There is a limited number of opportunities available for students to take on leadership roles in advancing SL in their schools or communities.	Students are welcomed and encouraged to serve as advocates and leaders advancing CCC readiness SL in their schools or communities.	
<b>STUDENT INCENTIVES &amp; REWARDS</b>	The organization has neither formal (e.g., list of SL courses, SL notation on students' transcripts) or informal mechanisms (news stories in paper, rewards, certificates of achievement) that encourage students to participate in SL or reward students for their participation in SL.	While 1+ partner organizations offer some informal incentives and rewards that encourage students to participate in SL and/or reward students for their participation in SL, they offer few or no formal incentives and rewards (catalogued list of SL courses, SL notation on students' transcripts, rewards, etc.)	The partner organizations have formal mechanisms in place (e.g., catalogued list of SL courses, service-learning notation on students' transcripts, a special colored tassel upon graduation, etc.) that encourage students to participate in SL and reward students for participation in CCC development SL activities.	

**SECTION V: COMMUNITY PARTICIPATION AND PARTNERSHIPS**

Given the use of service-learning to develop CCC readiness, and SL's emphases on addressing real community needs through partnerships with community organizations, CONNECTS partnership must include not only PreK-12 and higher education institutions, but also community organizations whose missions relate to the community needs on which students will be working. Thus, successful CONNECTS collaborations represent mutually beneficial partnerships across multiple sectors.

**DIRECTIONS:** For each area, circle the cell that best represents the CURRENT status of cross-sector partnerships in your area related to CCC readiness and to SL.

AREA	STAGE ONE <i>Building Critical Mass</i>	STAGE TWO <i>Building Quality</i>	STAGE THREE <i>Building Institutionalization</i>	Best Practices Point of Contact
COMMUNITY PARTNER AWARENESS	Few, if any, community agencies that partner with PreK-12 or HE institutions are aware of the education goals for CCC readiness development (via SL) and the range of SL opportunities that are available to students.	Some, but not most community agencies that partner with the school district or HE institutions are aware of the PreK-12 or HE goals for SL and the range of SL opportunities that are available to students.	Most community agencies that partner with the school district or HE institutions are aware of SL district and HE goals for SL and the range of SL opportunities that are available to students.	
MUTUAL UNDERSTANDING	There is little or no understanding between PreK-12, HE and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing CCC readiness via SL.	There is some understanding between PreK-12, HE and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing CCC readiness via SL, but there are disparities between the organizations' goal and priorities.	The PreK-12, HE and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing CCC readiness development SL activities. There is broad agreement between the stakeholders on the goals for CCC readiness via SL.	
COMMUNITY PARTNER VOICE & LEADERSHIP	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing CCC readiness (via SL) in the region; community agency representatives are not usually invited or encouraged to express their particular agency needs or recruit student and faculty participation in SL.	There is a limited number of opportunities available for community agency representatives to take on leadership roles in advancing CCC readiness (via SL) in the school district; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in SL.	Appropriate community agency representatives are formally welcomed at PreK-12 and university meetings, and are consistently encouraged to serve as advocates and ambassadors for CCC readiness development via SL; community agency representatives are provided substantial opportunities to express their particular agency needs.	
CROSS-SECTOR PARTNERSHIPS AROUND CCC READINESS AND SERVICE-LEARNING	There are no partnerships involving PreK-12, higher education, and community organizations that are specifically focused on CCC readiness development.	There are examples of partnerships among two of the three sectors (K-12, higher education, community organizations) that focus on CCC readiness development—or partnerships that also use SL for this purpose—but not that involve all three sectors and use SL as a strategy for CCC readiness development.	There are partnerships involving PreK-12, higher education, and community organizations that both (a) focus on CCC readiness development, (b) employ SL, (c) focus on a common community need, (d) include cross-sector responsibilities, roles, and accountability, (e) feature cascading SL in which students of different ages work jointly to address collectively identified priorities.	



**SECTION VI: INSTITUTIONAL SUPPORT FOR COLLEGE, CAREER, AND CIVIC READINESS (VIA SERVICE-LEARNING)**

In order for CCC readiness to become institutionalized in communities, the PreK-12, higher education, and community partner must provide the resources, support, and commitment toward the effort.

**DIRECTIONS:** For each area, circle the cell that best represents the CURRENT status of your organization’s institutional support for CCC readiness development (via SL.)

AREA	STAGE ONE <i>Building Critical Mass</i>	STAGE TWO <i>Building Quality</i>	STAGE THREE <i>Building Institutionalization</i>	Best Practices Point of Contact
<b>COORDINATING ENTITY(IES)</b>	There is no PreK-12, CBO, or higher education coordinating entity (e.g., committee, center/office, staff, or coordinator) devoted to assisting stakeholders in the implementation, advancement, and institutionalization of CCC readiness and /or SL.	There is a coordinating entity (e.g., committee, center, or staff) at the PreK-12, HE, or CBO level(s), but the entity either does not coordinate CCC and / or SL activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited part of the schools. There is little or no coordination among the three sectors.	There are coordinating entities (e.g., committee, center, or staff) at the PreK-12, HE, and CBO levels who collaborate to help the various stakeholders in the implementation, advancement, improvement, and institutionalization of CCC readiness via SL. All students have multiple avenues for participation. There is significant co-management among the three sectors.	
<b>PROFESSIONAL DEVELOPMENT</b>	No training or professional development are available for faculty and staff around CCC readiness via SL.	One or more of the PreK-12, HE, or CBO partners provides some training around CCC readiness via SL, but the efforts are not coordinated across the partners or offered at multiple levels and for the long term.	The PreK-12, HE, and CBO partners jointly provide ongoing training and professional development around CCC readiness via SL. Training is supported by dedicated funding. Promotion policies include performance related to CON-NECTS program work.	
<b>STAFFING</b>	There are no staff among the PreK-12, HE, or CBO stakeholders whose primary paid responsibility is to advance and institutionalize CCC readiness development SL.	There are some staff among the PreK-12, or CBO stakeholders who understand CCC readiness via SL and who hold titles that can influence the advancement and institutionalization of CONNECTS initiatives within and across their organizations. However, their appointments are temporary, low-ranking, or paid from soft money or external funds.	Each sector (HE, CBO, and PreK-12) houses and funds an appropriate number of permanent and internally funded staff who understand CCC readiness development via SL, who work collaboratively, and who hold appropriate titles that can influence the advancement and institutionalization of CONNECTS. Hiring practices include recruitment of staff with relevant experience.	
<b>FUNDING</b>	CCC readiness/SL activities are supported primarily by soft money (short-term grants) from sources outside the PreK-12, HE, or CBO partners. Funds do not support cross-sector efforts.	CCC readiness/SL activities are supported by both soft money (short-term grants) from sources outside the PreK-12, HE, and CBO as well as hard money from the one or more of the sectors. Some existing funds from complementary programs are leveraged to support CONNECTS.	CCC readiness / SL activities are supported primarily by hard funding from the PreK-12, HE, and CBO partners. Significant funds are leveraged from complementary programs to support CONNECTS programming.	(continued)

<p><b>ADMINISTRATIVE SUP-PORT</b></p>	<p>The PreK-12, HE, and CBO administrative leaders have little or no understanding of CCC readiness development via service-learning.</p>	<p>Some PreK-12, HE, and CBO administrative leaders have a clear understanding of CCC readiness development via service-learning, but they do little to make this a visible and important part of their organizations' culture or programming.</p>	<p>The PreK-12, HE, and CBO administrative leaders have clear understandings of CCC readiness development via SL, invest in it, and actively cooperate to CONNECTS initiatives a visible and important part of their organizations' culture, reputation, and brand.</p>
<p><b>DEPARTMENTAL SUP-PORT</b></p>	<p>Few, if any, departments / disciplines recognize CCC readiness development as a formal part of their core program goals.</p>	<p>Some departments offer CCC readiness development (via SL) opportunities or courses, but these opportunities typically are not a part of the core programs of the department and/or are not primarily supported by departmental / internal funds.</p>	<p>A fair to large number of departments provide CCC readiness development (via SL) opportunities as part of core programming and/or are primarily supported by departmental funds. Departmental goals include the implementation of CCC readiness (via SL). Achievement toward goals is assessed annually.</p>
<p><b>EVALUATION &amp; ASSESSMENT</b></p>	<p>There is no organized effort to account for the number, quality, and impacts of CCC readiness development (via SL) activities taking place.</p>	<p>There is a basic initiative to account for the number, quality and impact of CCC readiness development (via SL) activities taking place by one or more of the PreK-12, HE, or CBO stakeholders.</p>	<p>An ongoing, systematic effort accounts for the number, quality, and impact of CCC (via SL) activities that occur. Impacts are assessed on students, communities, faculty, partners, and CBOs. The PreK-12, CBO, and HE partners jointly establish and support identification and development of evaluation protocols, instruments, and dissemination of findings. Future activities are designed based on evidence-based decision making.</p>

**NOTE: This document is adapted and borrows heavily from Furco, A. (2002). Self-Assessment rubric for the institutionalization of service-learning in higher education. Berkeley, CA: University of California at Berkeley. Dr. Furco was a (national) Campus Compact Engaged Scholar and Director of the Service-Learning Research & Development Center, University of California, Berkeley. He is now the Associate Vice President for Public Engagement at the University of Minnesota. The document also borrows and adapts information from the Carnegie elective community engagement classification: First-time classification documentation framework. (2015). Stanford: Carnegie Foundation for the Advancement of Teaching.**







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