

# 2015 ..... College, Career, and Civic Readiness Through Civic Engagement

*A White Paper by the MDCCC CONNECTS Task Force*



**Campus Compact**

Maryland-DC

Updated first edition



Pettus, P. (1965). Participants, some carrying American flags, marching in the civil rights march from Selma to Montgomery, Alabama in 1965. Library of Congress. Retrieved from <http://hdl.loc.gov/loc.png/cph.3c33090>

## 60 Years After Brown v. Board of Education: Looking Back -- Moving Ahead

When the U.S. Supreme Court handed down their landmark decision to eliminate state-sponsored segregation of public schools in 1954, they altered the academic landscape of the nation. The verdict was a major civil rights victory and set the stage for other education reforms to follow. The Civil Rights Act of 1964 promoted even greater equity and access at every school level. However, decades later, primary and secondary schools remain unequal in many ways. Disproportionally large numbers of students of color and lower-income students either drop out of high school or graduate without the skills they need to successfully complete college-level coursework or find a job that pays a living wage. Across our nation, low-income students and students of color are less civically engaged than their middle-class and white peers -- which make them less likely and less capable of becoming community advocates, community leaders, and leaders of community development and social change.

Meanwhile, large-scale efforts to improve academic standards and ensure that students across the nation receive the same level of education – like the Common Core State Standards (CCSS) – continue to face strong opposition. As a result, multiple education stakeholders have started to mobilize their own resources and innovate in order to enhance the educational experience of students in their communities.

Although some progress has been made in preparing more lower-income and students of color for the academic rigors of post-secondary education, many programs fail to connect coursework to life outside of school, and still fewer provide opportunities to apply classroom knowledge in real-world settings. While neither practice is necessary to prepare students for college and/or a career, students who experience them are more engaged and subsequently more likely to improve their GPA and graduate from high school than non-participants. Additionally, studies reveal that these benefits are even greater for students of color and lower-income students, the very ones who need the most support. In spite of these benefits, one of the most effective pedagogical practices for achieving these outcomes remains one of the most overlooked and underutilized: Civic Engagement (CE).

This white paper from the MDCCC CONNECTS Task Force explores civic engagement and explains why the practice deserves greater attention from education stakeholders, with a particular focus on college and career readiness. In addition, this white paper examines and recommends “collective impact” as an approach for moving our institutions’ foci from disconnected, albeit successful, programs to a strategic, systemic approach. Civic engagement, as a teaching and learning strategy, can help us increase college, career, and civic readiness for all our youth and communities throughout our region.



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## Table of Contents

<b>CONNECTS Task Force</b> .....	4
<b>Executive Summary</b> .....	5
<i>Strategic Actions for PreK-12</i> .....	5
<i>Strategic Actions for Higher Education</i> .....	5
<i>Joint PreK-12, Higher Education, and Community Organization Strategic Actions</i> .....	6
<i>Key Steps for Initiating Strategic, Collective Action for College and Career Readiness</i> .....	6
<i>The Collective Impact Framework</i> .....	6
<b>The Need for Improving Civic Engagement and Using Collective Impact</b> .....	7
<b>Defining College and Career Readiness, Civic Readiness, and Service-Learning</b> .....	8
<b>Issues Related to College and Career Readiness</b> .....	9
<i>High School Dropouts</i> .....	9
<i>College and Career Under-Preparedness</i> .....	9
<i>A Lack of Civic Involvement</i> .....	10
<b>The Impact of Civic Engagement on College and Career Readiness</b> .....	11
<i>Academic Performance</i> .....	11
<i>Level of Engagement</i> .....	11
<i>Level of Civic Involvement</i> .....	11
<i>Employment Opportunities</i> .....	12
<b>P-20 Partnerships Improve College and Career Readiness</b> .....	12
<b>Working Together: The Advantages of Collective Impact</b> .....	12
<b>Using Collective Impact to Improve College, Career, and Civic Readiness</b> .....	13
<b>Strategic Action Recommendations</b> .....	15
<i>Strategic Actions for PreK-12</i> .....	15
<i>Strategic Actions for Higher Education</i> .....	15
<i>Joint PreK-12 and Higher Education Actions</i> .....	16
<i>Next steps for PreK-12 and Higher Education</i> .....	16
<b>Looking Ahead</b> .....	17
<b>Appendix A: College and Career Readiness Collective Impact Examples</b> .....	18

## CONNECTS Task Force

The Communities Organizing Networks Now to Engage Citizens through Service (CONNECTS) Task Force is the product of a multiyear process. From its inception, Maryland-DC Campus Compact (MDCCC) presidents agreed that an overarching purpose of the Compact was to collectively address issues in our local and global communities. At the MDCCC 2013 Presidents' Institute, senior-level administrators from over 30 colleges and universities, together with PreK-12 leaders and community partners, discussed how effective P-20 (preschool through higher education) partnerships can improve educational, workforce, and civic-engagement pipelines for the region. Participants decided that increasing college readiness would be MDCCC's priority. They agreed that forming the CONNECTS Task Force to discuss and bring forward recommendations would be the next step toward implementing this collective goal.

In 2014, MDCCC invited a range of P-20 stakeholders from Maryland and DC<sup>1</sup> to join the CONNECTS Task Force. The Maryland State Department of Education (MSDE) and the Public School Superintendents Association of Maryland (PSSAM) and other entities agreed to join the conversation, which then expanded to include career readiness and civic readiness. Task Force members discussed existing best practices in education as well as research-based emerging strategies that support student development at every academic level. The Task Force then developed recommendations that call for a collective impact approach to improve college, career, and civic readiness. *Thus, civic engagement joins college and career readiness as an explicit goal for all our youth and is a key vehicle or strategy as well.* The Task Force acknowledges that the District of Columbia public and charter schools were not involved in designing the recommendations of this Task Force, though it is the desire of MDCCC and all the CONNECTS Task Force members to collaborate closely with DC colleagues in future efforts.

This white paper is a collective effort that would not have been possible without the support of the CONNECTS Task Force members as well as many others. In particular, we would like to thank Dr. Brad Stewart and Dr. DeRionne Pollard for hosting CONNECTS Task Force meetings at Montgomery College, Dr. Jack Smith and Ms. Gail Hoerauf-Bennett at MSDE for their leadership, support, and expertise, and Mr. Mark Rivera, the CONNECTS Task Force Coordinator and lead author of this paper.

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## Executive Summary

High quality civic engagement is one of the most effective ways to achieve college and career readiness. Research on civic engagement outcomes confirms that such experiences result in increased classroom participation, improved academic performance, and higher retention in both PreK-12 and higher education.<sup>2,3</sup> These gains appear to be even greater for low-income and/or minority students,<sup>4</sup> precisely the populations who are least likely to enroll in post-secondary education and persist once there.<sup>5</sup> In addition, civic engagement produces economic benefits, serving as a significant predictor of economic opportunity across states.<sup>6</sup> For instance, places with higher rates of volunteerism tend to exhibit less income inequality.<sup>7</sup>

The Maryland-DC Campus Compact (MDCCC) CONNECTS Task Force is the result of the shared commitment of 35 higher education institutions and presidents to improve college, career, and civic readiness in our region. In the spring of 2014, MDCCC invited a range of P-20 stakeholders to participate in the CONNECTS Task Force, to address issues that influence PreK-12 student performance. Preparing youth for post-secondary education and the work-force is crucial to the individual youth, their families, and our communities and region. But it is not enough. We need to prepare *all* our youth to also be civically engaged community members. True college and career readiness does not consist merely of academic proficiency and mastery, but of a combination of knowledge, skills, attitudes, and habits such as ability to work (well) with diverse others, work in teams, have a strong work ethic, be self-aware, and engage in improving one's community.

*The CONNECTS Task Force proposes civic engagement – particularly in the form of service-learning -- as the backbone strategy to improve college and career readiness in Maryland and the District of Columbia.* This white paper offers a list of strategic recommendations, actions, and examples of ways in which PreK-12 and higher education institutions can build upon and improve existing civic engagement projects, programs, and policies. It also suggests potential areas for collaboration to capitalize on shared resources and maximize impact. The strategic actions are purposefully general to enable education and community stakeholders the flexibility to adopt or adapt them in ways that cater to the unique circumstances and needs of their respective institutions, districts, and communities.

*“The more we engage students in meaningful civic activities, especially those right in their communities, and the more we engage students in rigorous academic learning that is relevant to their lives, the greater the possibility that each student will have real options and choices after high school.”*

*Jack R. Smith  
Chief Academic Officer  
Maryland State Department of Education*

### Strategic Actions for PreK-12

- a. Review existing civic engagement programs and the degree to which they represent partnerships with PreK-12, higher education, and community organizations
- b. Begin civic engagement early and utilize throughout education pipeline
- c. Maintain and connect civic engagement activities across primary and secondary school
- d. Promote high quality civic engagement experiences
- e. Measure the impacts of civic engagement experiences on all stakeholders to ensure participant learning and that programs benefit all parties involved.

### Strategic Actions for Higher Education

- a. Review civic engagement programs and the degree to which they represent partnerships with PreK-12, higher education, and community organizations
- b. Provide curricular and co-curricular civic engagement experiences for *all* students
- c. Promote, recognize, and reward faculty use of service-learning and high quality civic engagement experiences

- d. Develop and offer civic engagement as part of teacher training courses at all levels (foundations, methods, student teaching, etc.)
- e. Develop and maintain systems for measuring student learning and impacts of civic engagement experiences
- f. Increase institutions' percentage of Federal Work Study (FWS) positions which benefit the community and link students' community-benefitting FWS experiences with preparation and reflection to enhance career preparation

### **Joint Strategic Actions for PreK-12, Higher Education, and Community Organizations**

- a. Expand service-learning activities that engage college students with PreK-12 students
- b. Use civic engagement as a mechanism to introduce children to higher education
- c. Identify community needs that can be addressed through collective civic engagement by PreK-higher education students in partnership with businesses, government, and other community organizations

### **Next Steps for the Collective Impact Approach to College, Career, and Civic Readiness**

- a. Convene leaders from key PreK-12, higher education, and community organizations to strategize how to improve communication, collaboration, and share data
- b. Mutually agree on a community issue (such as the environment/community health) which will then serve as a large-scale project/vehicle to increase college, career, and civic readiness
- c. Identify existing civic engagement programs in PreK-12, higher education, and community organizations and identify common outcomes and indicators to assess learning and impact
- d. Identify key players, roles and responsibilities, necessary resources, and timelines and enter into agreements among the stakeholders
- e. Develop shared indicators for measuring student learning outcomes, assessment processes to measure quality and success, and systems to collect and share data – which will then better inform continuing work and ground implementation in evidence-based outcomes
- f. Create a central way to monitor progress, provide assistance, and facilitate further collaboration

Across our region, education institutions, both PreK-12 and higher education, have established civic engagement and service-learning programs and structures, and some have programs in place to promote college and career readiness as well. However, we have a plethora of programs and no systems approach to sharing or analyzing the data to connect and enhance the effectiveness of our work. The two missing pieces of the puzzle are (1) focusing civic engagement specifically on college and career readiness, and (2) employing a formal and collective strategy across PreK-12, higher education, and community organizations for this purpose. All the stakeholders understand the importance of college and career readiness. All are individually invested in addressing this goal. All are also involved in civic engagement. But college and career readiness is too large a challenge to be met by any stakeholder acting alone. Only through collective action can all the puzzle pieces be brought together—collective action that uses civic engagement that cascades from higher education through PreK-12 and focuses on mutually agreed-upon community issues in collaboration with community organizations. This white paper offers a plan for proceeding.

### **The Collective Impact Framework**

The CONNECTS Task Force proposes utilizing the Collective Impact Model<sup>8</sup> to assist with the development of partnerships between and among PreK-12 schools and higher education institutions and ultimately their work on the strategic actions. Collective impact emphasizes shared responsibility, transparency, and accountability, all of which are reflected in its five conditions for success.

- *Common Agenda*
- *Backbone Support*
- *Continuous Communication*
- *Mutually Reinforcing Activities*
- *Shared Measurement*

As many successful small and large-scale programs can attest, collective impact is an effective model that works with support from all members involved. Applied toward improving college and career readiness in Maryland and Washington D.C., it provides a framework for building productive relationships between primary and secondary schools, higher education, community organizations, businesses, and government.

The list of strategic actions and the collective impact model are discussed in greater detail in the white paper, and the CONNECTS Task Force recommends all MDCCC member institutions, partners, and supporters take time to review these sections carefully. More importantly, all parties should consider the question that underlies both the strategic actions as well as collective impact in the context of college and career readiness: What can we achieve collectively that we cannot do alone?

## The Need for Improving Civic Engagement and Using Collective Impact

Civic engagement has been part of PreK-12 and higher education for many years and is enfolded into a variety of courses, programs, projects, and in some instances policies. The public purposes of education are mentioned or included in many PreK-12 missions and most higher education missions. Commonly, however, civic engagement pedagogy receives few resources and little support, and is added to an already long list of demands on faculty -- instead of being thoughtfully integrated with the curricula. As a result, many of the proven benefits of civic engagement are not realized, which ensures it remains a low priority for many administrators and faculty.

While civic engagement is commonplace in college or K-12 mission statements, educators at all levels can no longer afford to treat it as an add-on to meet a policy or legislative mandate. Instead service-learning must be recognized as a high impact teaching and learning strategy. Otherwise civic engagement will fail to achieve its full potential, as will the students who would benefit most from the practice. At the same time, it is clear that enhancing student development through civic engagement opportunities cannot be achieved in isolation.

Currently many college and career readiness programs and organizations exist, ranging from well-intentioned to highly effective. However, programs working independently on readiness are insufficient because this dynamic and complex issue is too large for any single entity or even single sector to address. This is especially true when resources and public support for education are declining. Consequently, improving readiness requires cross-sector collaboration from PreK-higher education, businesses, government, and community organizations through a strategy known as collective impact.

While the idea of collective impact is simple, research and practice suggest that successful execution requires that a number of conditions be met for the strategy to produce desired outcomes. Nonetheless, positive results from numerous collective impact initiatives focused on education reveal that the strategy can yield substantive change and improvement. *This white paper serves as a call for civic engagement as a highly effective strategy in a collective impact approach to improve college, career, and civic readiness in the State of Maryland and the District of Columbia.*

The first section defines college, career, civic engagement, and service-learning and explores their current status in Maryland and Washington, DC. The second section explains the collective impact model. The third section explores the role(s) of MDCCC member institutions and other education stakeholders in the region, all of whom are vital voices to this conversation. The final section presents Task Force recommendations and discusses next steps.



# Defining College and Career Readiness, Civic Readiness, and Service-Learning

There are many definitions of college readiness, but one in particular aligns with the challenges that Maryland and Washington, D.C. face. According to the National High School Center (NHSC),

College readiness is mastering a broad range of knowledge and skills – such as the English, Language Arts, and Mathematics standards set forth by the Common Core State Standards Initiative; key learning skills, such as social and emotional and academic success skills; and knowledge of and exposure to a diverse range of postsecondary pathways.<sup>9</sup>

Besides highlighting the Common Core State Standards (CCSS), this definition emphasizes the value of developing social-emotional skills and learning about postsecondary options. By including these items, this definition recognizes that college readiness means being prepared not only for a higher level of intellectual rigor but also a different educational and social milieu.

There are similarities between the definitions of college and career readiness. The definition from the Career Readiness Partner Council (CRPC) emphasizes the Common Core State Standards and adds technical skill proficiency relevant to career choice. However, it points out that “A career ready person has a good understanding of their interests, talents, and weaknesses and a solid grasp of the skills and dispositions necessary for engaging in today’s fast-paced, global economy.”<sup>10</sup> In many ways, the CRPC echoes the second half of the college readiness definition by highlighting knowledge of self and options as a key component of career readiness. It recognizes that gainful employment requires more than proficiency in language arts, mathematics, and other subject-based knowledge. Yet neither definition from the NHSC nor the CRPC acknowledges the value of being civically minded and engaged.

Civic readiness entails the acquisition and application of knowledge necessary to participate in the structures and activities that promote a civil society. Similar to college and career readiness, civic readiness requires academic learning, which is necessary to understand the many complex systems that support our local, state, and federal government. However, *merely knowing about these systems is not enough to prepare and/or motivate young persons to participate in them.* Instead, civic readiness also entails civic engagement to provide students with opportunities to further their learning by serving the local community. According to the Association of American Colleges and Universities (AACU), civic engagement means

working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.<sup>11</sup>

Thus, the AACU reaffirms the value of knowledge and skills, but emphasizes application as vital to their development and ultimately the development of civic readiness.

One of the most widely accepted definitions of service-learning among colleges and universities comes from Dr. Barbara Jacoby: Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.<sup>12</sup> Based on

*“Now, more than ever, is the time to communicate, cooperate, and collaborate across the educational pipeline to insure that all students understand and embrace the importance of being community-engaged citizens.”*

*Charlene Dukes, Ph.D.  
President, Prince George’s Community College  
Chair, Maryland State Department of Education*



this definition, service-learning is versatile enough to be used to promote civic engagement and reinforce civic readiness. Therefore service-learning can be used to develop college, career, and/or civic readiness in addition to achieving curricular learning objectives. MSDE similarly defines service-learning as a teaching method that combines meaningful service to the community with curriculum-based learning. “Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.”

Effective service-learning projects involve students in a process (IPARD) that includes *investigation* of a need or issue, *project design*, *action* to address the identified issue, ongoing *reflection* on project activities and the impacts they are having on all stakeholders, and *demonstration* of learning through teaching others about the issue and the service conducted to address it. High impact results are the product of service-learning projects that have: sufficient duration and intensity, link to the curriculum, and include meaningful youth voice, diversity, reflection, progress monitoring, and partnerships. In addition, they measure both student learning and community impact. Finally, while all well-designed service-learning projects will yield benefits, students will gain different affective, behavioral, civic, or job-related skills depending on whether the project is direct (i.e., person-to-person, working directly with other individuals), indirect, advocacy (action on an issue of public interest), or research-related.

## Issues Related to College and Career Readiness

### High School Dropouts

Dropout rates remain a persistent problem. Despite gains among African Americans and Latinos graduating from high school over the past 20 years, both populations continue remain lower than those of Whites and Asian Americans.<sup>13</sup> This difference translates into limited job opportunities and consequently lowers short- and long-term earning potential. In 2010, adults without a high school diploma earned a median salary of \$19,000 per year, high school graduate earned a median salary of \$28,000 per year, and adults with a bachelor’s degree or higher earned a median salary of \$52,000 per year.<sup>14</sup> Moreover, such income disparity is likely to perpetuate further inequality. Children from families at the bottom of the income distribution have only a 17% chance of attending college, while those at the top have an 80% chance.<sup>15</sup> Meanwhile, those who do not graduate from high school are at greater risk of living in poverty and becoming incarcerated. High school dropouts are 3.5 times more likely than high school graduates to be arrested,<sup>16</sup> and they account for the majority of prison inmates.<sup>17</sup> Thus, increasing high school graduation rates has the potential to save both young lives and money.

*A 5% increase in Maryland male high school graduation rates would lead to annual crime-related savings of \$507 million and annual additional earnings of \$30 million. Similarly, a 5% increase in Washington D.C. male high school graduation would lead to annual crime-related savings of \$18.5 million and annual additional earnings of \$1.8 million.*

Research indicates that a 5% increase in Maryland male high school graduation rates would lead to annual crime-related savings of \$507 million and annual additional earnings of \$30 million.<sup>18</sup> Similarly, a 5% increase in Washington D.C. male high school graduation would lead to annual crime-related savings of \$18.5 million and annual additional earnings of \$1.8 million.<sup>19</sup> Based on these figures alone, investing in increasing the graduation rate would result in a sound financial savings. Currently, the high school graduation rates for Maryland and Washington D.C. are 85%<sup>20</sup> and 64%<sup>21</sup> respectively. However, beyond high school, teenagers need knowledge and skills to succeed in college and/or a career upon graduation.

### College and Career Under-Preparedness

High school graduates who enter the work force immediately are unlikely to be ready for the demands of many jobs or unable to qualify for positions that require some post-secondary education. Not only do 40% of high school graduates lack literacy skills that employers seek,<sup>22</sup> the share of jobs in the U.S. that required postsecondary education increased

from 28% in 1973 to 59% by 2008.<sup>23</sup> In addition, the lack of experience and preparation has a high price tag; the private sector spends an estimated \$3.1 billion annually to bolster the literacy skills of entry-level workers.<sup>24</sup> Based on the labor market's transformation and differences in wages earned over a lifetime, enrolling in college instead of looking for a job after high school appears to be a prudent decision, but this option is problematic as well.

Advanced literacy skills across core subjects are an effective predictor of student ability to succeed in introductory college courses,<sup>25</sup> and they reveal that many high school graduates arrive underprepared. Only 44% of high school graduates met the ACT reading-readiness benchmark in 2013,<sup>26</sup> and just 1 in 4 high school graduates met or exceeded the ACT college-readiness benchmarks in all four academic categories: English, reading, mathematics, and science.<sup>27</sup> One out of three high school graduates is unprepared to succeed in an introductory-level college writing course.<sup>28</sup> If Maryland's high schools<sup>29</sup> were to graduate all students ready for college, the state might save as much as \$116 million in college remediation costs and lost earnings.<sup>30</sup> Moreover, students who enroll in remedial courses are less likely to earn a degree as students who require no remediation,<sup>31</sup> which means the only thing that many students leave college with is debt.

*If Maryland's high schools were to graduate all students ready for college, the state might save as much as \$116 million in college remediation costs and lost earnings. Moreover, students who enroll in remedial courses are only half as likely to earn a degree as students who require no remediation....*

Maryland's college graduation rate (64%)<sup>32</sup> exceeds the national average (55%),<sup>33</sup> but this is not enough to address the growing needs of the American economy. According to a study by Georgetown University, the U.S. will need approximately 22 million new college degrees by 2018 but will fall short by at least 3 million,<sup>34</sup> and this figure does not include the 4.7 million new workers with postsecondary certificates who will also be needed.<sup>35</sup>

When taken as a whole, these figures suggest that Maryland and the District of Columbia cannot afford to ignore the issue of college and career readiness. Failing to take meaningful and strategic actions to address these issues not only hurts the economy, it weakens the fabric of our democratic society.

## **A Lack of Civic Involvement**

The research that shows civic engagement provides a strong foundation for democracy<sup>36</sup> also suggests civic engagement is influenced by education level. Not only is voter registration and turnout among college graduates twice as high as high school dropouts,<sup>37</sup> but youth with college experience are more civically engaged than non-college youth.<sup>38</sup> These findings not only suggest a strong, positive connection between education and civic involvement, they underscore the corollary conclusion that the most economically disadvantaged populations are also the least involved with democratic processes. This trend is reflected in both Maryland and Washington D.C.<sup>39</sup>

*The most economically disadvantaged populations are also the least involved with democratic processes. Places with lower rates of volunteerism tend to have higher income inequality.*

According to the Opportunity Index – which measures economic, academic, and community health at the state and county levels -- many Maryland and D.C. youth (ages 16-24) are “disconnected”, not in school and not working. Though ranking 11th and 22nd respectively in the category of “Overall Opportunity,”<sup>40</sup> Maryland ranked 30th and Washington, D.C. 26th in the percentage of disconnected youth. Rankings in “civic engagement” (19th and 25th) and “volunteerism” (21st and 17th) reveal the need for improvement which would glean positive and measurable consequences for Maryland and D.C. communities.<sup>41</sup>

# The Impact of Civic Engagement on College and Career Readiness

Youth who do not volunteer are more likely than their volunteering peers to be disconnected from school and work,<sup>42</sup> and places with lower rates of volunteerism tend to have higher income inequality.<sup>43</sup> There is a large body of research that demonstrates civic engagement generates multiple positive outcomes for academic performance, levels of engagement, levels of civic involvement, and employment opportunities, all of which contribute to college and career readiness.

## Academic Performance

Civic engagement, specifically service-learning, has a positive impact on academic achievement.<sup>44</sup> Students who participate in service-learning score higher on state and national standardized tests,<sup>45</sup> have greater engagement in school, an increased sense of educational accomplishment and are more likely to complete their assignments.<sup>46</sup> In addition, students who participate in service-learning are less likely to be absent from school, spend more time doing homework, and show increases in math and science grades and overall GPAs.<sup>47</sup> At the same time, students who participate in service-learning also increase political knowledge and confidence in public speaking.<sup>48</sup> Eight out of ten principals in schools that offer service-learning confirmed a positive impact on academic achievement, teacher satisfaction, school climate, school engagement, and the community's view of youth as resources.<sup>49</sup> Students participating in service-learning generally do better than their peers on school engagement, attitudes toward school, attendance, communication with parents about school, test scores, grade point average, and problem-solving skills.<sup>50</sup>

*Principals in schools that offer service-learning confirmed a positive impact on academic achievement, teacher satisfaction, school climate, school engagement, and the community's view of youth as resources.*

In addition, the benefits of service-learning are greatest for students who have the most to gain. Specifically, students who are most disengaged from school when they entered a service-learning program were also the most likely to experience positive change.<sup>51</sup> Similarly, the impact of service-learning on academic and civic outcomes is greater for lower income, minority, and more at-risk youth than White and higher-income students.<sup>52</sup> Unsurprisingly, service-learning is considered a high-impact practice for these and many other reasons.<sup>53</sup> Indeed, the National Dropout Prevention Center identifies service-learning as one of the best research-based dropout prevention strategies,<sup>54</sup> a conclusion that continues to be reaffirmed.

## Level of Engagement

While there is no single reason why young adults drop out of high school, a significant contributor is a lack of engagement.<sup>55</sup> As a result, improving engagement is an effective strategy for keeping students enrolled,<sup>56</sup> and civic engagement is especially effective at accomplishing this goal. In particular, when a young adult volunteers, the chance that he/she is disconnected from work or school drops in half, from 11.1 percent to 5.73 percent. More importantly, these reductions are even greater among low-income young adults. Volunteering lowers disconnectedness from 19.3% to 11.9% among White, low-income youth, from 27.7% to 17.8% among Black, low-income youth, and from 20.9% to 13% among Latino, low-income youth. Even though civic engagement is not a panacea for high school dropouts, these positive results indicate the practice has the potential to significantly improve readiness.

*When a young adult volunteers the chance that they are disconnected from work or school drops in half, from 11.1 percent to 5.73 percent. More importantly, these reductions are even greater among low-income young adults.*

## Level of Civic Involvement

Across the nation there remains unequal access to important civic learning opportunities, such as exploring current events and political issues in classes, extracurricular activities that focus on how government functions, and allowing

students to interact with civic role models.<sup>57</sup> These opportunities are vital for the development of civic knowledge and habits that can impact future behaviors of young persons.<sup>58</sup> Specifically, youth who participate in service projects and join groups are significantly more likely to vote and engage in service to their community later in life.<sup>59</sup>

*Youth who participate in service projects and join groups are significantly more likely to vote and engage in service to their community later in life.*

## Employment Opportunities

Research also supports a positive connection between civic engagement and the labor market. Volunteering is associated with 27% higher odds of employment,<sup>60</sup> which makes sense considering that volunteering often enables the acquisition of transferable career readiness and professional skills (computer literacy, problem solving, communication, teamwork, project management, etc.) and the strengthening of relationships and networks that build social capital.<sup>61</sup> Similarly, students who participate in service-learning develop positive work-orientation attitudes and skills<sup>62</sup> and increase career knowledge.<sup>63</sup> Meanwhile, on a larger scale, civic engagement is linked to lower unemployment rates and increases in the ability of states to weather economic recessions as well as build economic resiliency.<sup>64 65</sup>

*Volunteering is associated with 27% higher odds of employment....*

## P-20 Partnerships Improve College and Career Readiness

In spite of these many positive findings, civic engagement remains an underutilized strategy to address high school dropout and develop college and career readiness. Only about half of adolescents volunteer at least an hour a week<sup>66</sup> and only about 30% of U.S. public schools offer service-learning, with even fewer high-poverty schools doing so.<sup>67</sup> Meanwhile, many of the existing civic engagement programs are underfunded, uncoordinated and/or unsupervised. Ultimately, more must be done to engage students at multiple academic levels to decrease the number of dropouts as well as increase the number of students who are college- and career-ready. This goal cannot be achieved in isolation or by one organization, school, institution, district, or even sector.

Many studies and figures paint a bleak picture of college and career readiness as well as the combined impact of this lack of readiness on society and the economy. There are, however, multiple programs around the country that are having an immediate and positive effect on participating students at every grade level. More importantly, many of them employ the collective impact model, a proven strategy that mobilizes resources from multiple partners and maximizes results through shared responsibility, joint action, and information sharing. Education stakeholders in industry, early childhood education, K-12 education, and/or higher education have partnered with one another to achieve results that would not be possible had they acted alone.

## The Advantages of Collective Impact

*Preconditions:* The collective impact model maximizes abilities by capitalizing on strategic thinking, shared resources, and creative solutions from multiple partners. In order for collective impact to be successful, three preconditions<sup>68</sup> must exist to provide a strong foundation:

1. *Influential Champion(s):* An influential champion (or champions) is a person (or group) with sufficient credibility and influence to secure the participation of senior-level leaders from the key stakeholder groups.
2. *Adequate Financial and other Resources:* Resources that can last for at least two to three years – generally in the



form of at least one anchor funder – are necessary to adequately develop infrastructure and planning processes.

3. *Urgency for Change:* Targeted audiences must understand the severity of the designated problem(s) and agree that action must be taken.

As a group, MDCCC institutions have the influence and resources to fulfill all three pre-conditions of collective impact and must work together to do so. At the same time, they must involve member partners and supporters – particularly PreK-12 – in the process of addressing pre-conditions and later when meeting the model’s key conditions for success.

*Key Conditions:* With preconditions met, MDCCC member institutions, partners, and supporters can begin the process of coalescing around the shared goals of college and career readiness. Doing so requires meeting the five key conditions<sup>69</sup> of collective impact:

1. *Common Agenda:* All participants must share a vision for change, which includes agreement on the nature of the problem and shared responsibility for solving it through agreed upon actions.
2. *Backbone Support:* In order for collective impact to succeed, a separate organization composed of member partners must be created to support activities of the initiative.
3. *Continuous Communication:* In order to establish and maintain trust, mutual objectives, and motivation, participants must engage in consistent and open communication.
4. *Mutually Reinforcing Activities:* Different participants have different resources and/or regions of influence and as a result will likely focus on different activities. However, all actions related to agenda goals must still be coordinated through a mutually reinforcing plan.
5. *Shared Measurement:* All participants will select and measure data that indicate whether or not agenda goals are being met. Different entities may be responsible for measuring different agenda items, but indicators and data sharing must remain consistent to ensure the alignment of actions as well as enable participants to hold each other accountable.



The five key conditions of collective impact are mutually reinforcing and reaffirm that the model is designed to involve multiple partners. Everyone who agrees to participate will have a role to play in the success of any given agenda item(s). The form that each of the five conditions takes will vary, depending upon the skills, initiative, commitment, and assets of the stakeholder partners.

## Using Collective Impact to Improve College, Career, and Civic Readiness

As the research indicates, Maryland and Washington, D.C. have a vested interest in improving college, career, and civic readiness, but deciding where and how to act will require in-depth, strategic conversations between education stakeholders across the PreK-20 spectrum as well as other community organizations. The following sections serve as a guide for generating discussion, stimulating ideas, and facilitating collaboration.

### Developing a Common Agenda

Although improving college, career, and civic readiness are laudable goals, ‘improvement’ must first be defined. Questions that can aid this process include, but are not limited to:

- What is the largest and/or most common problem regarding college, career, and civic readiness that my organization faces?
- What is my organization doing to address this problem?
- What more can my organization do to address this problem?

- What grade level(s) should we begin addressing issues related to this problem? Should different strategies begin at different points in time of an academic career?
- Are there possible solutions beyond my expertise and/or purview where other entities can assist?

### **Backbone support**

Regardless of the number of partners in a collective impact initiative, a group composed of partner representatives must assume responsibility for collaboration, communication, and oversight. Questions that can aid in the process of creating a backbone support network include, but are not limited to:

- What will the structure of the backbone support network look like? Should all initiative partners be represented?
- Who should lead the backbone support network, and how is leadership decided?
- Does the support network require a physical base of operations? If so, what is the best location for it?
- How will activities of the support network be monitored?
- What resources can my organization offer the support network?

### **Maintaining Partner-Communication**

While consistent communication is considered by many to be a vital aspect of any successful organization, it does not always occur. Questions that can aid in the process of creating and maintaining effective communication include, but are not limited to:

- What education and community stakeholder(s) does my organization currently have a strong relationship with?
- What education and community stakeholder(s) does my organization want to have a strong relationship with?
- Who should represent my organization in a collective impact initiative focused on college, career, and civic readiness?
- What are the best mechanisms and/or strategies for maintaining communication among partners?

### **Mutually Reinforcing Activities**

Many PreK-20 stakeholders are already engaged in activities designed to improve college, career, and/or civic readiness, but linking them in such a way that activities build upon one another remains a challenge. Questions that can help guide the process of linking activities include, but are not limited to:

- What is our organization already doing to improve college, career, and civic readiness?
- Which activities are successful, and which are not working? How do we know?
- What are other organizations doing that we may want to consider adopting/adapting?
- How can collaborating with other stakeholders have a leveraging or magnifying effect on what we are doing?
- How do we ensure that our activities reinforce the same agenda?

### **Measuring Impact and “Readiness Indicators”**

Once a collective agenda has been established, participants can articulate the measurable indicators that will reveal progress. Questions that can aid in this process of measuring progress include, but are not limited to:

- What items related to college, career, and civic readiness does my organization measure?
- What indicators should we measure?
- What resources do we need to properly measure these new indicators, and do we have them? If not, how do we get them?
- Are there indicators that every organization should measure? What are they?
- What is the most effective way to share these measurements?
- What impediments are there to sharing these measurements, and how can they be overcome?

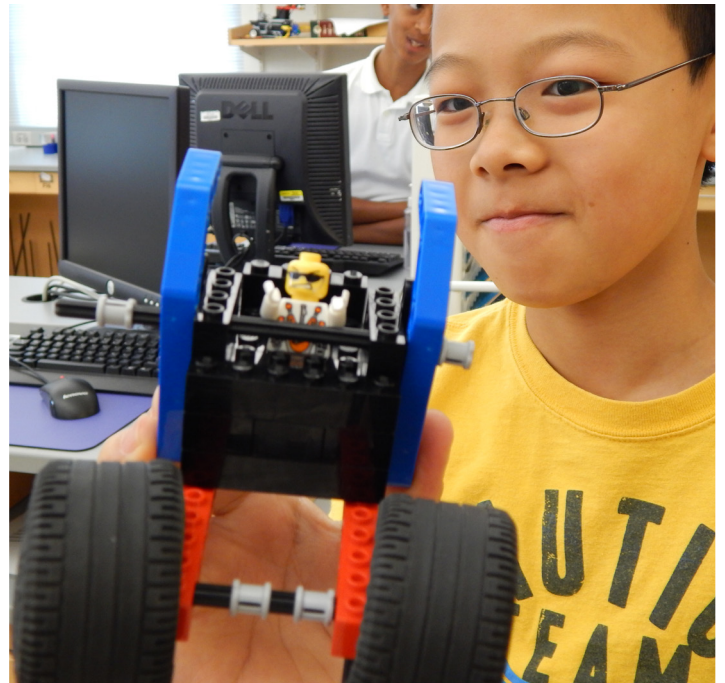
Ultimately, the collective impact model promotes shared responsibility, transparency, and accountability. As MDCCC member institutions, partners, and supporters address what can be done collectively to improve college and career readiness, each must consider the challenges that are unique to their community as well as what resources can they offer.

## Strategic Action Recommendations

The following strategic actions are the product of multiple conversations among CONNECTS Task Force members as well as research on best practices related to civic engagement. These actions are not intended as simply a list to be read and checked off. Merely having civic engagement or readiness programs at a school, institution, district, or organization does not mean that entity has an integrated and collective plan to use engagement for developing that readiness. The following strategic actions, rather, are meant to be viewed with a collective impact lens and contribute to new partnerships among PreK-12 and higher education institutions.

### Strategic Actions for PreK-12

- a. *Review civic engagement partnerships' effectiveness and impact.* Assess service-learning/civic engagement (SL/CE) program effectiveness in terms of student learning and community impact. Continuous assessment must continuously inform program improvement.
- b. *Implement a developmental model of civic engagement throughout P-20 pipeline:* To foster a greater sense of civic responsibility, students need opportunities to participate in civic engagement starting at a young age. Delaying civic engagement opportunities may result in students considering civic engagement as something to be done simply to fulfill a requirement or even as punishment (as in court-ordered community service.)
- c. *Maintain civic engagement across primary and secondary school:* Civic engagement that is done infrequently sends a message that such activities are scattered and not a priority. Moreover, sponsoring civic engagement opportunities but failing to follow up by reflecting on and/or relating the experience to the curriculum limits learning, or worse, reinforces stereotypes and other misconceptions.
- d. *Promote high quality civic engagement:* Providing civic engagement opportunities early and often is important, but in order to maximize impact they must also be high quality experiences. Therefore, a clear and measurable set of standards should be established and monitored for all school sponsored civic engagement activities. Civic engagement and service-learning activities that are formally integrated into curricula, course assignments, and grades typically have greater positive impacts than co-curricular or individual-student activities. Large-scale projects focused on a significant community issue (such as the environment or community health) can provide opportunities for students at all levels to participate, as well as for cascading service-learning in which older students help younger students engage in service-learning, all the way down the pipeline.
- e. *Measure the impacts of civic engagement experiences on all stakeholders to ensure the programs benefit all parties involved:* While the impetus for civic engagement is to support the intellectual and social development necessary to succeed in college and/or a career, working with local communities is not merely a means to an end. Instead, civic engagement projects must meet the need(s) of their designated community partner(s) as well as the needs of students to ensure the relationship is beneficial for all parties involved. Such reciprocity is a condition of service-learning. Projects must be developed with and evaluated with full community voice and involvement.



### Strategic Actions for Higher Education

- a. *Review civic engagement programs and the degree to which they represent collaborations with PreK-12, higher education, and community organizations:* Although this first strategic action is identical to the one for PreK-12, the message is slightly different because the mission statement of most MDCCC member institutions explicitly includes a commitment to service. Colleges that assess the extent to which they are fulfilling this part of their mission will be more effective civic engagement partners with PreK-12 schools.

- b. *Provide curricular and co-curricular civic engagement experiences for all students:* Just as civic engagement produces benefits for PreK-12 students, many studies find that civic engagement leads to many of the same outcomes for college students. More importantly, an expanding body of research indicates that impacts are more powerful for low-SES, minority, and/or first-generation students. However, these same students are unlikely to voluntarily participate in civic engagement experiences without external invitations and encouragement or unless civic engagement is integrated into coursework.
- c. *Promote high quality civic engagement experiences:* Once again, establishing a set of rigorous standards for school-sponsored civic engagement activities is necessary to ensure students are challenged to think critically and grow civically from their experiences. Provide professional development and recognition opportunities for faculty interested in civic engagement.
- d. *Develop and offer civic engagement as part of teacher training courses at all levels (foundations, methods, student teaching, etc.):* Most PreK-12 faculty that sponsor civic engagement activities have little to no formal training in the pedagogy. Therefore, teacher training programs should not only create a civic engagement course that introduces pre-service teachers to its principles and best practices, but also integrate service-learning into teacher education courses at all levels so that new teachers will graduate with the skills and experience to be able to effectively use service-learning pedagogically.
- e. *Develop and maintain systems for measuring impacts of civic engagement experiences:* Civic engagement projects should improve learners' academic and socio-emotional skills while also assisting a designated community. In both cases, progress should be measurable and tracked.
- f. *Increase higher education institutions' percentage of Federal Work Study (FWS) positions which benefit the community and link students' community-benefitting FWS experiences with preparation and reflection to enhance career preparation.* Lower-income students qualify for Federal Work Study funds. By increasing both the learning for the student participants and the percent benefiting the larger community, the college or university gains: an enhanced relationship with the community, enhanced national recognition through the Presidents' Honor Roll, a student population more likely to complete/graduate, and an alumni network more likely to be philanthropically involved with their alma mater and alums who continue contributing to the community after graduation.

### **Joint PreK-12, Higher Education, and Community Organization Strategic Actions**

- a. *Expand service-learning activities that engage college students with PreK-12 students:* One of the most powerful forms of civic engagement is older students working with younger students – together meeting community needs – which numerous studies show can lead to many benefits for both. PreK-12 and higher education partnerships increase the frequency of this specific form of specific engagement.
- b. *Use civic engagement as a mechanism to introduce children to higher education:* Preparing students to be college- and career-ready includes instilling the belief that postsecondary education is a viable and expected option. All children should be exposed to college students and campuses beginning in primary school through civic engagement activities. Service-learning projects can be designed to bring younger students to college and university campuses to learn and serve.
- c. *Identify a community need or issue area which PreK-higher education students can address together through collective civic engagement – working in conjunction with businesses, government, and other community organizations:* Working together on a common agenda/issue area will ignite and unite P-20 collaboration. Invite community organizations and businesses (which are also invested in developing college, career, and civic-ready students) to collaborate with educators and youth on the civic engagement projects. All stakeholders work together to increase college, career, and civic readiness.

### **Next Steps for the Collective Impact Approach to College, Career, and Civic Readiness**

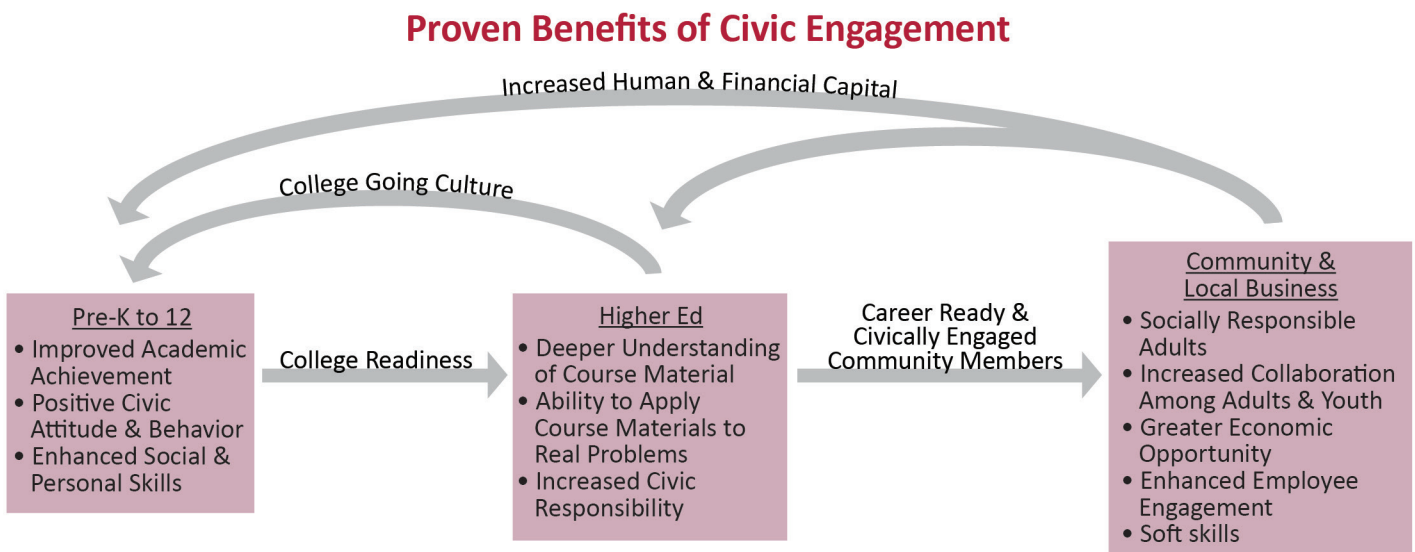
- a. *Convene leaders from key PreK-12, higher education, and community organizations:* The benefits of collective knowledge of challenges, solutions, and resources drive PreK-12, higher education, and community organization leaders collaborate to create strategies for increasing and improving civic engagement.
- b. *Identify a mutually agreed-upon community need, the addressing of which will help develop college and career readiness in PreK-12 students:* Contributing to solving a larger community/societal issue collectively (such as cleaning the Chesapeake Bay or improving community health or environmental health) is a critical part of civic engagement's power to transform youth.



- c. *Identify and design civic engagement programs that involve PreK-12, higher education, and community organizations to focus on an identified community need:* Involving all parties in the creation of an initiative increases the chances for program innovation and success due to diversity in expertise and community knowledge.
- d. *Identify key players, roles and responsibilities, necessary resources, and timelines and enter into agreements among the stakeholders:* Creating strategic partnerships among relevant stakeholders is critical for ensuring shared responsibility as well as the maximization of resources.
- e. *Develop indicators to measure program quality and success and establish systems to collect and share data:* To verify progress in college, career, and civic readiness, senior-level administrators must agree how to measure change at an institution and system-wide level. More importantly, these measurements must be shared to promote accountability and encourage collaboration.
- f. *Create a central group that monitors progress, provides assistance, and organizes meetings to facilitate further collaboration:* A separate group composed of representatives from MDCCC member institutions, partners, and supporters should meet on a regular basis to plan, identify resources, discuss progress, make civic engagement recommendations, and offer assistance to current programs as necessary.

## Looking Ahead

This white paper offers strategic actions that PreK-12 and higher education can take in collaboration with community and business partners to address college, career, and civic readiness. Some strategic actions require only minor collaboration and short-term investments whereas others will call for extensive coordination over an extended period of time. Therefore it is up to MDCCC member institutions, PreK-12 partners, and other stakeholders to determine which strategic actions are the most viable and valuable.



## Appendix A: College and Career Readiness Collective Impact Examples

Across the country, states are experimenting with new education programs and strategies based on findings from myriad recent education studies. Moreover, some of the programs are yielding remarkable results related to college, career, and civic readiness. The following section contains examples of effective practices that have the potential to positively impact students, educators, and/or community partners in Maryland and Washington, D.C.

### Improving College Readiness

There are many excellent models of PreK-12 institutions working independently and collaboratively to improve college readiness, including some in Maryland and Washington, D.C. The following examples of effective practices are included solely to generate discussion about strategies and opportunities for collaboration between PreK-12 and higher education.

#### Effective Practice #1: Assessing Student Development Early

Research on early childhood education suggests that disparities in academic preparation can and often do exist when children enter pre-kindergarten, especially among children from lower economic backgrounds. Similarly, the social skills and behaviors of young children can vary wildly, impairing the child's ability to succeed in later grades. Rather than waiting to address these types of issues when they are more pronounced, take steps to ensure that all children are on the path to academic success from the very beginning.

##### *Example: Maryland's Ready for Kindergarten (R4K) Program*

With funds from Race to the Top and assistance from the Hopkins Center for Technology in Education, Maryland developed Ready for Kindergarten (R4K),<sup>70</sup> a new kindergarten readiness assessment to measure academic skill level and evaluate formative behaviors. Not only does the new assessment align with state college and career ready standards, the use of technology provides real-time results so teachers can address student needs more efficiently. Parents are also provided with reports, which enable them to check on the progress of their child(ren). Moreover, Maryland has partnered with other states including Ohio, Connecticut, Michigan, and Nevada to improve the assessment as needed.

#### Effective Practice #2: Starting "College Ready" Preparation and Assessment Early

The new Partnership for Assessment of Readiness for College and Careers (PARCC) exam assesses whether 11th grade students are college ready. However, measuring college readiness in 11th grade leaves low-performing high school students little time to become college ready. Re-focus attention by investing in high school students who struggle during their first-year; this provides a more reasonable timeframe to produce college-ready seniors.

##### *Example: Chicago's On-Track Indicator System*

In response to research that suggested the transition between eighth and ninth grade shaped students' long-term outcomes, Chicago Public Schools (CPS) incorporated the on-track indicator system<sup>71</sup> to monitor student progress and recommend student interventions if/when necessary. A student is considered on-track if she has enough credits to be promoted to the tenth grade and earned no more than one semester F in a core course. Not only are students who end their ninth grade year on-track four times as likely to graduate from high school than students who are not, on-track status is a better predictor of high school graduation than race/ethnicity, level of poverty, or test scores. In addition, CPS developed data reports that allowed high school administrators and teachers to monitor student performance in real time and identify at-risk students, but provided schools flexibility in how they used these data. As a result the on-track rate jumped, and subsequently graduation rates rose by 10-20% at primary mover schools. Still more remarkable, the benefits of getting on-track were greatest for students with the low-est incoming skills. The CPS on-track indicators system demonstrates the value of focusing on the 9th grade as well as provides an important example of how data can build the capacity of high school educators, both of which can be achieved in the medium-term.

### **Effective Practice #3: Increasing College Knowledge**

Multiple studies suggest that lack of engagement and academic underperformance are great impediments to high school student success. One approach to counter this problem is to provide high school students the opportunity to earn college credit in dual enrollment programs. Students who successfully complete dual enrollment courses reduce time to degree, save money on college tuition, and develop a more realistic sense of what to expect in college.

#### *Effective Practice Example: Chesapeake College's Dual Enrollment Program*

Chesapeake College, a 2-year institution serving five counties on Maryland's Eastern Shore offers a 25% tuition discount for high school students in Caroline County who have a 2.5 GPA or higher.<sup>72</sup> More importantly, Chesapeake College also awards grants to students who qualify for free and reduced meals (FARMS) that cover the full cost of tuition, fees, and books. As a result, more high school students from lower-income backgrounds are experiencing college at a young age and beginning to believe that earning a college degree is an achievable goal

### **Effective Practice #4: Creating a College Going Culture**

Although there are a number of reports, rankings, and resources available in print and online to help high school students successfully enroll in college, the many tasks involved in the process can be daunting, particularly for first-generation students. Equally discouraging is that many college counselors have neither the time nor resources to assist all of the students that visit them, let alone locate and encourage on-the-fence students to pursue a college degree. Some states have responded to this need by recruiting more college counselors, and in some cases inviting recent college graduates to serve in predominantly low-income high schools.

#### *Effective Practice Example: The College Advising Corps*

Increasing the number of students who enroll and complete college requires increasing the number of students who believe they can and should go to college, which is the mission of the College Advising Corps.<sup>73</sup> They work to increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete higher education, which they accomplish by placing well-trained, recent college graduates from partner institutions of higher education as full-time college advisers in the nation's underserved high schools. Currently they have 24 member schools and are interested in expanding.

### **Effective Practice #5: Targeting At-Risk Students**

All students deserve the opportunity to learn the knowledge and skills needed to succeed in higher education, including students who require English for Speakers of Other Languages (ESOL) services. As the number of immigrant students continues to rise, so too does their dropout rate. Yet having limited English proficiency, even upon entry into high school, does not prescribe failure. Rather than ignore the problem, many high schools and even some colleges are beginning to engage and involve ESOL students in service and service-learning to increase their likelihood of college access and completion.

#### *Effective Practice Example: The Montgomery College/Montgomery CPS Collaborative*

Started through an MDCCC AmeriCorps VISTA grant, the Montgomery College/Montgomery County Public Schools Collaborative<sup>74</sup> is a highly successful campus-community partnership. In an ongoing effort to improve academic and non-academic outcomes for English for Speakers of Other Languages (ESOL) students, Montgomery College, Takoma Park/Silver Spring Campus partnered with Montgomery County Public Schools (MCPS) to provide ESOL Student Service Learning clubs which convened regularly outside high school students' instructional day. High school ESOL students, led by adult facilitator, identified needs in the community and addressed them through service opportunities with preparation and reflection. Findings include: students earned higher GPAs, showed improved rates of English language fluency, increased school attendance, and performed better in the core subjects of English and math. This successful collaborative effort provides a model for improving college and career readiness and demonstrates that investing in institutional research to assess student academic and behavioral learning outcomes is both essential and possible.

## Improving Career Readiness

Much of what students learn in primary and secondary school is designed to prepare them for college as well as certain careers. Unfortunately, many high school students only have a cursory understanding of the job market and do not realize that the majority of today's positions require a bachelor's degree, with an increasing number requiring a graduate degree as well. Based on these trends, there is a need to create more activities and programs that allow students to explore the challenges and rewards of multiple career paths, which may encourage more of them to graduate from high school and either enroll in college or develop an alternative career plan for the future.

### Effective Practice #1: Increasing the Presence of Business Community Partners in School

Among the many challenges related to student engagement, one of the most difficult that high school teachers face is connecting coursework to the real world. Yet the responsibility should not be theirs alone, particularly in communities where there are few private businesses to highlight. Instead, high school students should be given opportunities to interact with young professionals in a variety of fields, not only to learn about previously unknown career possibilities but to hear firsthand how the work they do in high school will prepare them for future job prospects.

#### *Effective Practice Example: The Be the Change Tutor Program*

Several years ago the Be the Change tutor program<sup>75</sup> in Cincinnati, Ohio reached out to the corporate community to recruit tutors for grades 3-8. Since then they have gained the support of more than 30 CEOs who have launched workplace campaigns, and have recruited over 900 tutors. At the same time, multiple higher education institutions in Maryland and DC sponsor tutoring programs that send college students into local primary and secondary schools. Both programs are highly productive and cost-efficient ways of supporting teachers and their students. They are also relatively easy to initiate or improve upon and therefore qualify as short-term initiatives.

### Effective Practice #2: Facilitating Career Exposure Early and Often

Role models at any level provide inspiration and support, but for young persons they have the potential to influence an entire career trajectory. By exposing young persons to working professionals in a variety of formats as well as at different ages along the academic pipeline students are more likely to consider a wider range of careers and even post-secondary institutions.

#### *Effective Practice Example: The Talent Pipeline Initiative*

The Talent Pipeline Initiative<sup>76</sup> works with the Cincinnati USA Regional Chamber and Partners for a Competitive Workforce to strengthen career exploration and readiness to prepare students for in-demand careers. By directly involving members of the business community the initiative identified where and how to provide well-rounded career awareness programming, connect employers with schools, and expand work experience opportunities for the youth.

### Effective Practice #3: Increasing Computing Proficiency

Jobs require increasing digital proficiency; the minimum level of computer skills required for jobs continues to rise. Take further steps to increase the development basic and advanced computer skills

#### *Effective Practice Example:*

Charles County Public Schools has partnered with the nonprofit group, [www.Code.org](http://www.Code.org) to infuse computer science concepts into its curriculum from kindergarten through 12th grade.<sup>77</sup> Computer science instruction exposes students to critical thinking skills needed for the 21st century. With the help of [www.Code.org](http://www.Code.org), every student in Charles County Public Schools will be exposed to the skills that computer science has to offer. Every student will learn how to think critically, how to analyze a problem and how to come up with a solution. Instead of being users of technology, Charles County Public Schools students will understand the thinking behind how the technology works.



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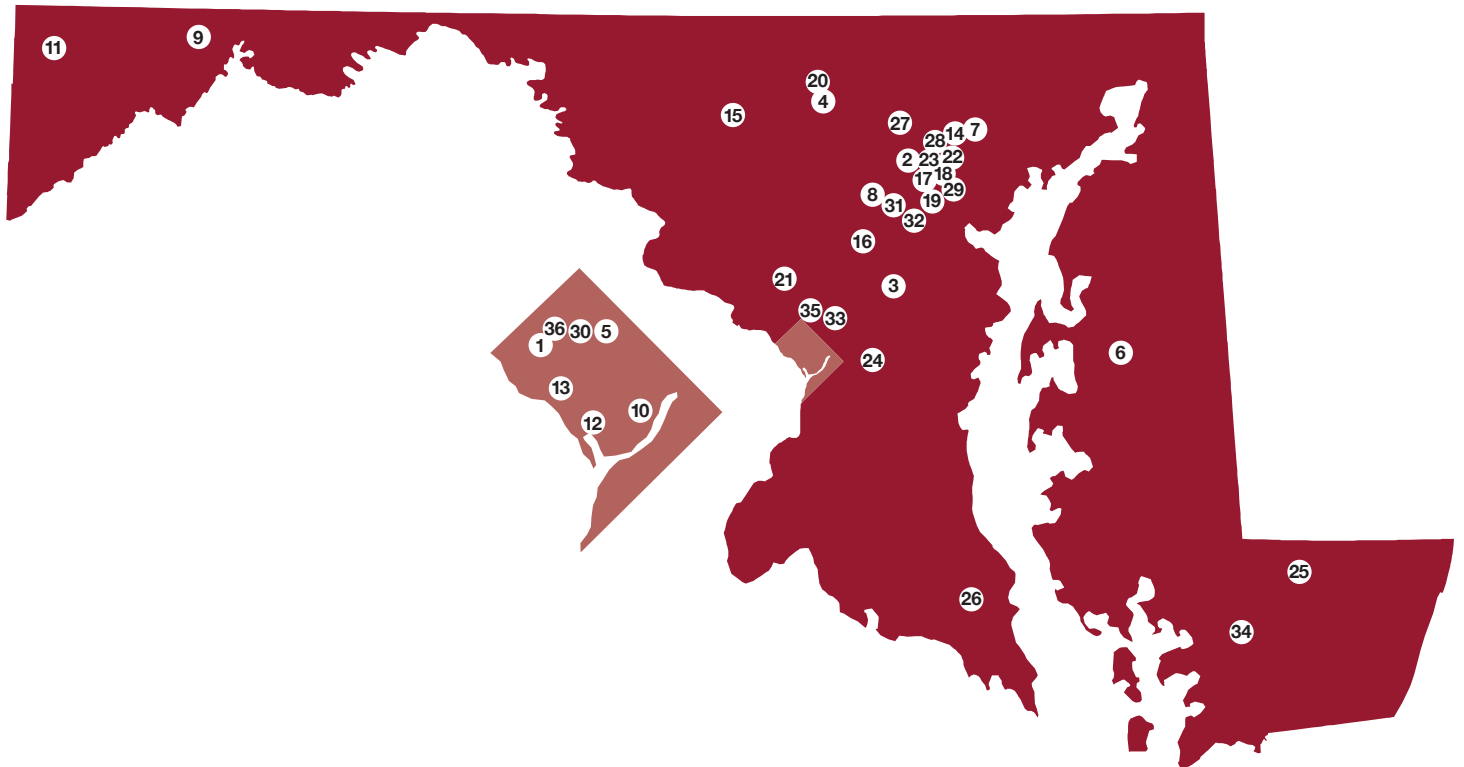
## **The Maryland-District of Columbia Campus Compact**

*Developing Global Citizens who Create Healthy, Sustainable, and Socially Just Communities*

The Maryland-DC Campus Compact (MDCCC) is the largest higher education consortium in the region – with members including 35 public, private, 2- and 4-year colleges and universities, graduate-only institutions, and a seminary. Member presidents and their institutions are committed to bringing the resources of the academy to bear on community issues, both locally and globally, through sustainable partnerships with their communities. 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. MDCCC strengthens the capacity of member institutions to enhance student learning and to meaningfully engage with communities. MDCCC's mission is to mobilize the collective commitment and capacity of higher education to actively advance our communities through civic and community engagement.

MDCCC is supported through a combination of institutional dues, federal and private grants, individual and in-kind contributions. Housed at Hood College in Frederick, Maryland, MDCCC is an affiliate of the National Campus Compact, a coalition of nearly 1200 college and university presidents representing over 6 million graduate and undergraduate students. MDCCC currently has 3 staff members and a corps of 26 full-time MDCCC AmeriCorps VISTA members and leader who develop and coordinate campus-community partnerships addressing college readiness, access, and completion and other anti-poverty projects.

# The Maryland-DC Campus Compact



## The Maryland-DC Campus Compact is made up of 36 regional member institutions.

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. Community College of Baltimore County
8. Coppin State University
9. Frostburg State University
10. Gallaudet University
11. Garrett College
12. The George Washington University
13. Georgetown University
14. Goucher College
15. Hood College
16. Howard Community College
17. Johns Hopkins University
18. Loyola University Maryland
19. Maryland Institute College of Art
20. McDaniel College
21. Montgomery College
22. Morgan State University
23. Notre Dame of Maryland University
24. Prince George's Community College
25. Salisbury University
26. St. Mary's College of Maryland
27. Stevenson University
28. Towson University
29. University of Baltimore
30. University of the District of Columbia
31. University of Maryland, Founding Campus
32. University of Maryland, Baltimore County
33. University of Maryland, College Park
34. University of Maryland Eastern Shore
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