

From: Madeline Yates <yates@ccmidatlantic.org>
Date: August 10, 2017 at 4:58:11 PM EDT
To: Mary Gable -MSDE- <mary.gable@maryland.gov>
Subject: Feedback on CSP

Hi Mary,

I've been on vacation and have had little time to thoroughly read through the CSP. However, I can see *many ways/opportunities to add in language about civic and community engagement* throughout the doc. I strongly believe doing so will help Maryland Public Schools and Maryland's youth achieve what they indeed hope to achieve academically and in career preparation.

Example:

- a) Title 1 section C/CE could be a lot more explicit . . .
- b) Professional development section, could be more explicit (it is so tied to establishing an effective school culture). Could certainly be added to prof dev. for all levels of principals, and school leaders and teacher leaders . . . in a way that would enhance their effectiveness in those roles . . . (If it could be added to the definitions/standards for teacher leaders and principals/aspiring principals, that would be a huge step.)
- c) I know Maryland's College and Career Ready Standards are aligned with PARCC, but is there a way to include CE language as well?
- d) Title IV - Student Support and Academic Enrichment Grants - Would it be possible to list support for service-learning or (better) civic and community engagement as a bullet in the section "Maryland will support LEAs in providing programs and activities that: (etc.) p 57 . . .
- e) 21st C (p. 59) - This is the first in the document that I've seen specific reference to SL. (Wonderful!) However, the way it is written it feels like something separate from everything else in the document. In fact, CE could really be part of EVERY other bullet in that entire section. You know best what will work, but while this section offers grants in all these areas, there is no language to suggest that CE could be a part of all these areas (to encourage that component in the programs).

Target students and families of students who attend Title I school-wide programs or schools that serve a high percentage (at least 40 percent) of students from low income families;

- Include partnerships of eligible entities consisting of: (i) LEAs and/or school(s); and, (ii) community-based organization(s) or other public or private entity(ies).
- Integrate character education in alignment with programs in place in the schools of the target population; and,
- Integrate service-learning in accordance with the Maryland Seven Best Principles In addition, applicants were given the opportunity to earn additional points by addressing competitive priorities in their programs. The competitive priorities were as follows: 60 • Proposing a program aligned with preparing students to successfully reach Maryland's College and Career Readiness Standards (MCCRS);
- Proposing a program whose focus is science, technology, engineering and mathematics (STEM) including all seven State STEM standards of practice;
- Propose a program whose focus is ensuring the healthy development of youth providing healthy recreational enrichment that promotes positive physical, emotional, and social development that better student's health and wellness; or
- Proposing a program whose focus is providing students with high quality arts programming that includes hands on experiential learning in the creative exploration of visual and performing arts.

f) The 7% of funds (p. 60) that will be used for admin including program eval - *could some be directed to evaluating the impact/effectiveness of SL on the student learners and on the communities?*

I'm completing the survey, but wanted to put this feedback in front of you to weave into your next revisions. Also, how could CE readiness be woven into the certification standards for multiple certificate programs? It is so linked with cultural competency

Last, perhaps you saw USM Chancellor Bob Caret's article and call for increasing civic and community engagement across the educational spectrum?

Thank you again for the opportunity to give input!
Madeline

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