Staff Findings
and Recommendations

Public Higher Education Involvement in State Urban Issues

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Legislative Program Review
& Investigations Committee

CONNECTICUT GENERAL ASSEMBLY

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PRI Staff Report Highlights

December 2012

Public Higher Education Involvement in State Urban Issues

Background

On June 29, 2012, the program review committee authorized a study to identify and examine the ways in which the state's public higher education institutions actively engage in the challenges facing Connecticut's poorest cities. This activity is often referred to as community (or public) engagement.

University-community engagement dates back to 1862 with the creation of land-grant colleges under the Morrill Act. However, following World War II, universities predominately receded from their communities. The last two decades have seen a growing recognition of the critical role colleges and universities have as "anchor institutions" in urban and community development.

Connecticut has 17 public higher education institutions: the University of Connecticut, which, as the state's land-grant university is of particular interest; four Connecticut state universities; and 12 community colleges (*see attached map).*

The study sought to identify and inventory all state public higher education activities, programs, and grants with a focus on addressing the state's urban challenges, and to the extent possible, assess their impact.

Community engagement for this PRI study means the collaboration between Connecticut public institutions of higher education and their host urban municipalities as well as regional urban areas, for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Main Staff Findings

- There is a definite increased recognition that public higher education institutions must be more actively involved and engaged with their communities, and particularly with the state's neediest cities.
- While a vast amount of community engagement activity information exists at the colleges and universities, it is typically housed at the individual program or departmental level. Due to a reliance on ad hoc self-reporting from various schools and departments, institutions as a whole are not fully aware of their own involvement in all community engagement programs, grants, activities and partnerships.
- There is a need to define or clarify the kinds of activities that should and should not be categorized as community engagement.
- There is a need for centralized repositories for community engagement information both at the institutional and system levels, however little or no administrative support exists for coordination within the institutions themselves.
- Even the best examples of community engagement struggle with measuring the community and institutional impact of activities.

PRI Staff Recommendations

- The Board of Regents should appoint a group of community and college/university members to develop a proposal about a common definition of community engagement, to be adopted by the BOR.

- Using the common definition, each state public college and university should develop and maintain a community engagement database to: 1) maintain current information about relevant activities; 2) track program activity trends and measure program impact; and 3) combine with the same databases from other institutions to create a statewide community engagement database that is searchable for evaluation and analysis purposes.

- The BOR should perform systematic assessments of the community-level impacts of all public higher education community engagement to enable the BOR to strategically plan for statewide community engagement and assess its impact on the state's most pressing issues.

- The BOR should begin with an assessment of the community engagement efforts focused on the education achievement gap.

Introduction

Public Higher Education Involvement in State Urban Issues

The challenges to many of Connecticut's large cities in terms of poverty, homelessness, crime, and other factors affecting quality of life are well established, and appear to offer many opportunities for public higher education institutions to interact and engage in beneficial ways.

On June 29, 2012, the Legislative Program Review and Investigations Committee (PRI) authorized a study to identify and examine the ways in which the state's public higher education institutions actively engage in the challenges facing Connecticut's poorest cities. Connecticut has 17 public higher education institutions: the University of Connecticut, which, as the state's land-grant university is of particular interest; four Connecticut state universities; and 12 community colleges. To achieve the study purpose as set out in the study scope, PRI staff was to:

- identify all activities, programs, and grants with a focus on addressing urban challenges at all public higher education institutions;
- assess the impact of these activities, programs, and grants, to the extent possible;
- research relevant activities and experiences in other states; and
- develop recommendations if needed to improve the involvement of the state's higher education institutions in the problems facing the state's poorest cities.

At the time the PRI committee approved the study scope in June, the term "community (or public) engagement" was not used. Early on, however, PRI staff identified the term, widely used to describe a fairly new, distinct, and growing area of higher education endeavor, as the focus of the study.[1] For the study, "community" is defined as the state's urban areas. (Section I elaborates on what community engagement means and looks like in operation in the context of higher education.) The first study task, then, became to identify all activities, programs, and grants that demonstrated community engagement in the state's urban areas, with the intent of creating an inventory. To obtain this information, PRI staff submitted a common data request to each state public higher education institution, seeking program descriptions, activities, and outcomes, among other items.[2]

In response to the request, some public institutions noted that due to their geographic locations, they did not believe that their community engagement activities were applicable to the urban focus of this study. It should be noted that the study's urban focus does not discount that similar issues of poverty, crime, and homelessness, for example, do not also exist in other areas of the state or that the potential benefits of a community/higher education collaboration in rural areas, for instance, are of less interest. Rather, the urban focus for this study is largely a matter of

[1] The terms "community engagement" and "public engagement" are used interchangeably in this report.
[2] Prior to the development of the common data request, the University of Connecticut had submitted similar information; PRI staff used that as the data submission and followed up as needed.

the volume and concentration of issues found in the state's cities. For study manageability purposes, activities related to the state's neediest major cities -- Bridgeport, Hartford, New Haven, and Waterbury -- were of prime interest. (See location of state colleges and universities on map in Figure 1).

As it turned out, the first task of creating an inventory of all the community engagement activities related to urban challenges at the 17 state public colleges and universities was a more difficult project than anticipated and could not be completed.[3] Although the great majority of schools were very responsive and expended considerable effort, none had a readily available "inventory," even schools that had sought and received a voluntary designation by a well-known education foundation for community engagement. There are reasons for that, including the need for agreement about what should be counted as a community engagement activity. Yet there are clearly numerous activities around the state that are the result of mutually beneficial collaborations between Connecticut's public colleges and universities and its large cities. The problem is that the statewide picture is not very clear and so also unclear is, from the point of view of Connecticut's cities, whether these activities are targeted enough and leveraged enough with other resources to make a difference to the cities.

The committee staff relied on a variety of methods to form its conclusions about the state's public higher education institutions' involvement in state urban issues (i.e., community engagement), including:

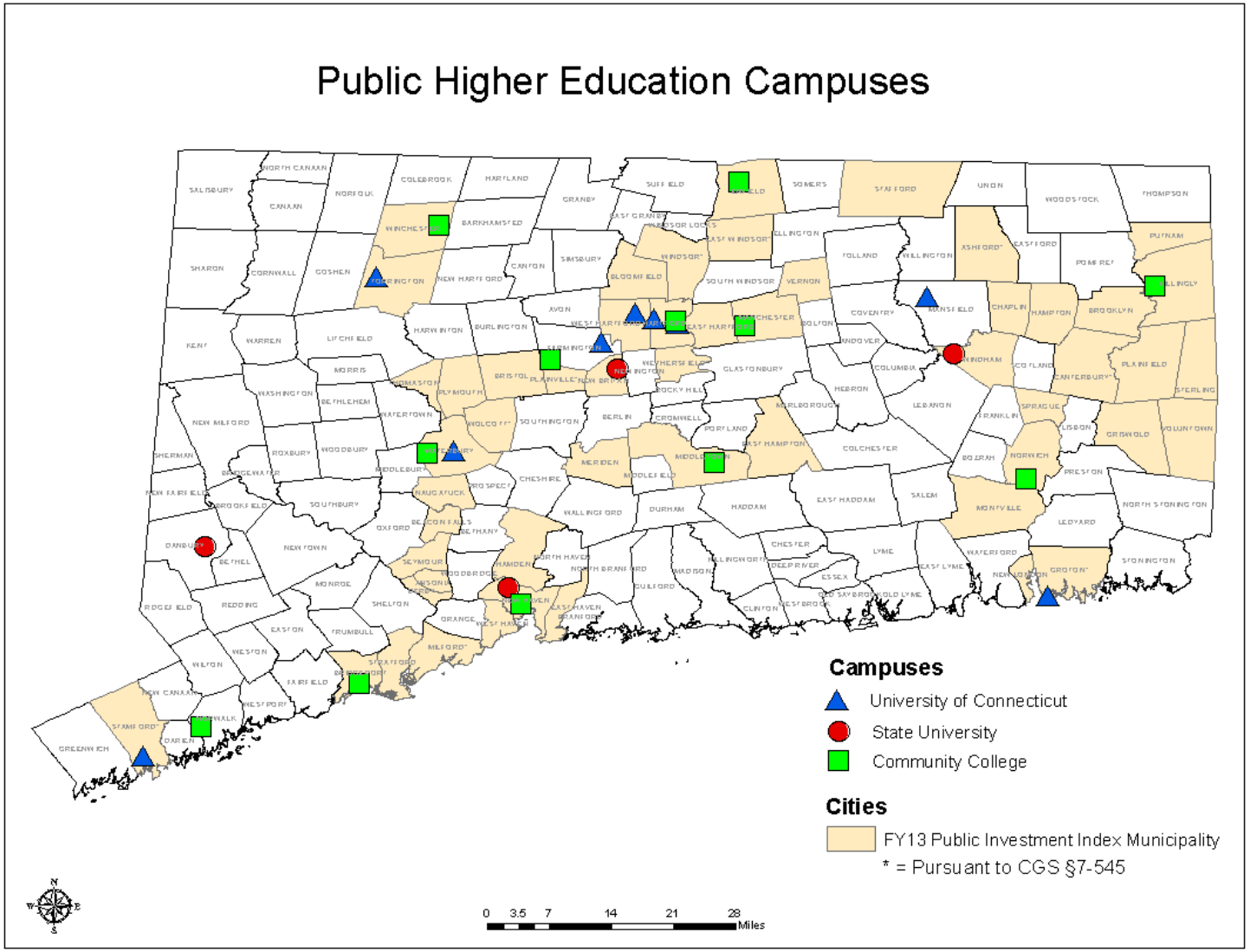
- as noted above, as much as possible, identifying state college and university public engagement activities with a direct focus on urban problems, and determining if impact measures are in place;
- reviewing the literature on the subject matter;
- interviewing leaders/knowledgeable persons from state public colleges and universities on perspectives and information about their public engagement activities;
- considering the testimony received at a PRI committee public hearing on the topic held September 25, 2012; and
- surveying the mayors of Connecticut’s four neediest major cities (Bridgeport, Hartford, New Haven and Waterbury) on their perspectives on their cities' needs and views on community engagement activities in their cities.

The focus of the proposed recommendations is to promote the development of a structure within which community engagement by higher education becomes more ingrained and strategic, while still promoting individual institution creativity. One recommendation calls for the establishment of a common definition of higher education community engagement for programs and activities in Connecticut, and then the development and maintenance of community

[3] The information submitted from each institution is located in in separate Appendices B-R.

engagement program databases at each school. Another recommendation builds on these databases as resources, and suggests that systemwide assessments be conducted to promote maximum higher education contribution to state urban needs with accompany strategies for system improvement.

Report organization. This document includes five sections and eighteen appendices. Section I provides an overview of community engagement and the forms it can take in higher education. Long-established state statutory goals related to higher education community engagement are also set out. Section II focuses on the question - How Much Do We Do? - and gives a number of examples of programs identified by the post-secondary schools as constituting community engagement. All the examples are connected to and grouped by the most pressing issues facing the state's four neediest major cities as identified through a survey of the mayors of Bridgeport, Hartford, New Haven, and Waterbury. Section III describes the current national benchmarks as to what constitutes good community engagement and the institutional framework needed to support it. Section IV focuses on the question - How Well Do We Do It? - by comparing the principles laid out in Section III to a selected group of state colleges and universities. Finally, Section V contains PRI staff findings and proposed recommendations, in which the final question -- Is Anyone Better Off? - is addressed.



CT Public Universities & Colleges

Urban Institutions

Capital Community College – *Hartford*

Central Connecticut State University – *New Britain*

Gateway Community College – *New Haven*

Housatonic Community College – *Bridgeport*

Manchester Community College – *Manchester*

Naugatuck Valley Community College – *Waterbury*

Norwalk Community College – *Norwalk*

Southern Connecticut State University – *New Haven*

UConn - Graduate Business Learning Center – *Hartford*

UConn School of Law – *Hartford*

UConn – Stamford

UConn – Torrington

UConn – Waterbury

Western Connecticut State University – *Danbury*

Suburban Institutions

Eastern Connecticut State University – *Willimantic (Windham)*

Middlesex Community College – *Middletown*

Three Rivers Community College – *Norwich*

Tunxis Community College - *Farmington*

UConn - Avery Point – *Groton*

UConn - Greater Hartford – *West Hartford*

UConn Health Center – *Farmington*

Rural Institutions

Asnuntuck Community College – *Enfield*

Northwestern Connecticut Community College – *Winsted*

Quinebaug Valley Community College – *Danielson*

UConn – *Storrs*

The Office of Policy and Management (OPM) prepares the Public Investment Community (PIC) Index not later than July 15, annually, pursuant to §7-545 of the Connecticut General Statutes (CGS).

The PIC Index measures the relative wealth and need of Connecticut's municipalities by ranking them in descending order by their cumulative point allocations for: (1) per capita income; (2) adjusted equalized net grand list per capita; (3) equalized mill rate; (4) per capita aid to children receiving Temporary Family Assistance Program benefits; and (5) unemployment rate.

Pursuant to CGS §7-545 the FY 13 PIC List includes each municipality that has a cumulative point ranking of between 1 and 42 (i.e., the top quartile of the current fiscal year's PIC Index). When a municipality's ranking falls below the top quartile in a given fiscal year, the city or town's designation as a Public Investment Community continues for that year and the following four fiscal years. As a result, the FY 13 PIC List includes certain previously designated municipalities.

The FY 13 PIC List determines eligibility for several financial assistance programs that various agencies administer.

Section I

Overview of Community Engagement

The main purpose of this study is to identify and examine the ways in which the state's public higher education institutions, and in particular the University of Connecticut, are involved in state urban issues, i.e., how they actively participate and engage in addressing the challenges facing Connecticut's poorest cities. Broadly referred to as "community engagement," this activity is not necessarily limited to urban areas, but rather is dependent upon how the term "community" is defined as much as the term "engagement."

Community engagement defined. "Community (or public) engagement" is a relatively new term, hardly used before the late 1990s, but not a new concept for higher education, as the brief history in Appendix A shows. Today the term is widely used in a variety of sectors - from science and technology to the arts and public health. A recognized leader in education research and development, the Carnegie Foundation for the Advancement of Teaching defines "community engagement" as "the *collaboration between* institutions of higher education and their larger communities (local, regional/state, national, global) for the *mutually beneficial exchange* of knowledge and resources *in a context of partnership and reciprocity*." (Emphasis added).

Other terms may be used for this type of activity, including "community service" or "community outreach." According to the Carnegie Foundation, outreach focuses on the "application and provision of institutional resources for community use with benefits to both campus and community." In comparison, partnerships refer to "collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.)."[i] A key differentiating factor is that engagement, by definition, is a two-way process designed to generate mutual benefit for both the university and the community. In other words, community outreach that lacks a collaborative partnership is not community engagement. Thus, the cultivation of community partnerships is fundamental to community (or public) engagement.

Types of community engagement. The forms of community engagement are as varied as the needs of targeted communities and the capacities of their higher education institutions - whether public or private, two-year or four-year. A one-size-fits-all model does not exist, nor would it be effective if it did. Rather, there are a range of approaches and tools by which participants may choose from based on the elements of the situation. These strategies include: "engaged scholarship;"[4] multi-anchor,[5] city and regional partnerships; comprehensive

[4] "Engaged scholarship" refers broadly to the leveraging of a university's *academic* resources to achieve community development objectives, generally carried out in ways that are mutually beneficial for the university. Scholarly engagement may include service-learning, semester or year-long "capstone" projects, practicums, internships, as well as community-based practical research.

neighborhood revitalization; community economic development through corporate investment; and local capacity building.

To adapt the Carnegie definition to the state of Connecticut and to this study's focus on urban areas, the definition may be restated as follows:

Community engagement <u>for this PRI study</u> means the collaboration between Connecticut public institutions of higher education and their host urban municipalities as well as regional urban areas, for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Current Statewide Policy Related to Community Engagement

Since the early 1980s, Connecticut has charged its higher education system to contribute to the public good beyond the education of students via statutory statewide goals, along with instituting a variety of ways intended to implement those goals. The substance of these goals remains the same after the recent reorganization of higher education that included:

- the repeal of the Board of Governors of Higher Education;
- the consolidation of the Connecticut state universities and community colleges under one board;
- the creation of the Board of Regents for Higher Education (BOR) with two main charges: 1) being the governing board for the consolidated colleges and universities; and 2) establishing statewide policies and guidelines for Connecticut's system of public higher education, monitoring and evaluating institutional effectiveness, and other responsibilities for all the constituent units; and
- the maintenance of the University of Connecticut Board of Trustees as the governing board for the University of Connecticut.

These goals include:

- to apply the resources of higher education to the problems of society;
- to foster flexibility in the policies and institutions of higher education to enable the system to respond to changes in the economy, society, technology and student interests;
- to promote the economic development of the state to help business and industry sustain strong economic growth; and

[5] An anchor is an institution (whether a university, non-profit hospital, cultural center, etc.) physically tied to a community and therefore unlikely to relocate. As such, the viability of anchors and their communities depends upon one another.

- to join with elementary and secondary schools to improve teaching and learning at all levels.

Legislation carrying out the 2011 reorganization also set out some specific strategies the drafters of the state's revamped higher education strategic master plan "may consider" to achieve these goals:

- implementing mandatory college preparatory curricula in high schools and aligning such curricula with curricula in institutions of higher education;

- seeking partnerships with the business community and public institutions of higher education to serve the needs of workforce retraining that may include bridge programs in which businesses work directly with higher education institutions to move students into identified workforce shortage areas;

- establishing collaborative partnerships between public high schools and institutions of higher education;

- implementing programs in high school to assist high school students seeking a college track or alternative pathways for post-secondary education, such as vocational and technical opportunities;

- developing policies to promote and measure retention and graduation rates of students, including graduation rates for students who have transferred among two or more constituent units or public institutions of higher education;

- addressing the educational needs of minority students and nontraditional students, including, but not limited to, part-time students, incumbent workers, adult learners, former inmates and immigrants, in order to increase enrollment and retention in institutions of higher education; and

- addressing the affordability of tuition at institutions of higher education and the issue of increased student indebtedness.

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Section II

Urban Challenges and Higher Education Engagement in Practice:

How Much Do We Do?

Institutions of higher education and their myriad of resources are well-suited to respond to urban issues and effect real improvements in the lives of urban citizens. As the U.S. has increasingly shifted from a manufacturing to a service- and knowledge-based economy, universities have become widely recognized as critical economic engines in many cities and regions. As of fall 2009, U.S. higher education institutions employed over 2.4 million full-time workers and 1.3 million part-time workers, as well as enrolled 20.4 million students.[ii]

Cities, which are a focus of this study, are regional centers for employment, healthcare, and cultural enrichment, yet their needs are great and typically overwhelm available resources. Despite Connecticut's status of being home to the nation's highest per capita income, four of Connecticut's largest cities - Bridgeport, Hartford, New Haven and Waterbury - are among the poorest cities in the nation.[iii] On virtually every measurement, these cities face significant challenges in social services, education and public safety: poverty rates at least twice as high as the overall state rate; unemployment rates typically 50 percent higher than the state average; and crime rates nearly two to three times that of the state as a whole.[iv]

Survey of Mayors of Connecticut's Four Neediest Major Cities

As noted in the overview, a key concept in community engagement is the mutually beneficial partnership between the community and the higher education institution, with each identifying their own needs and collaborating to help meet those needs. Thus, PRI staff surveyed the mayors of the Bridgeport, Hartford, New Haven, and Waterbury for their input regarding the top three most pressing issues for their cities from a list of ten broad issue areas, namely: poverty; unemployment; homelessness; crime; affordable housing; educational (K-12) achievement gap; economic development; access to healthcare; access to childcare; and teen pregnancy. The mayors were also asked for their perspectives and general assessment on existing higher education involvement in the same broad issue areas. A summary of the survey results is provided below. In regards to the *top three* pressing issues for each city:

- The **educational (K-12) achievement gap** was identified by all four cities
- Three cities identified **economic development** *(Bridgeport, Hartford & Waterbury)*
- Two cities identified **unemployment** *(New Haven & Waterbury)*
- Two cities identified **crime** *(Hartford & New Haven)*, and
- One city identified **poverty** *(Bridgeport)*

Each mayor agreed with the general statement that his city was better off as a result of the community engagement activities of public institutions of higher education, with two strongly agreeing (*Hartford and New Haven*). Of the ten issue areas, each mayor identified at least six

issue areas in which he felt the current level of community engagement by public higher education institutions should be increased. All four cities indicated public institutions should increase their level of engagement in addressing the following areas: educational (K-12) achievement gap, unemployment, economic development, access to healthcare, and affordable housing. Three of four cities also indicated a need for more involvement in regards to teen pregnancy, crime, and access to childcare.

Inventorying Higher Education Involvement

As noted earlier, in order to determine how much Connecticut's 17 public institutions of higher education are doing to address the state's urban challenges, PRI staff requested detailed information from each college and university regarding their community engagement efforts, specifically all activities, programs and grants for the last three full academic years with a focus on addressing the state's *urban* challenges. The following program-specific data was requested:

Table II-1. Requested Information from Public Higher Education Institutions	
1. Activity/program/initiative name	7. Number of students annually involved
2. Departments, schools or institutions involved	8. Number of annual participants (*by city if possible*)
3. Activity purpose and goals	9. Funding source(s)
4. Duration activity has existed	10. University impact
5. Names of community partners (*if any*)	11. Community impact
6. Number of faculty annually involved	

For the purposes of this study, PRI staff directed institutions to exclude one-time volunteer projects. In addition, organizational charts specific to community engagement were requested. Requesting this data was a first logical step although it would turn out to often be a challenging task for institutions. Despite these challenges, more than one institution expressed an appreciation for being compelled to inventory their community engagement activities - an identified need that had long gone unmet.

From the data collection effort it became clear that a common definition -- of the types of activities that should be included or excluded on such an inventory of community engagement -- was not necessarily in place. As a result, responses, while sharing some characteristics, were as varied as the institutions themselves. For instance, a common category included in many responses was student practicums, a requirement of certain fields of study by accrediting agencies. A question is whether such an activity should qualify as community engagement.

Another challenge was in how to accurately attribute the specific activities within a collaborative partnership to the college or university. The majority of descriptive information provided did not offer any delineation of each partners' responsibilities and contributions to the initiative. Larger-scale initiatives with multiple college and university participants were often referred to by different names from campus to campus, making it difficult to discern whether the activities should be grouped together or treated independently.

As a result, creating a comprehensive inventory of all public higher education activities for this study could not be achieved. Alternatively, PRI staff have selected a few examples of the types of activities currently underway that may address the priorities identified by the cities themselves (educational achievement gap, economic development, employment, crime and poverty), which are provided below. These highlighted programs and initiatives are by no means indicative of the breadth or depth of involvement by the state's colleges and universities (individual submissions by the colleges and universities are contained as Appendices). In addition, certain highlighted initiatives may serve to address more than one priority issue, but will appear in these examples under one category only.

Educational Achievement Gap

The public higher education initiatives regarding addressing the achievement gap -- from elementary to post-secondary levels -- were by far the largest category of community engagement activities system-wide. Strategies highlighted below include afterschool programming, tutoring and mentoring, transition programming, wrap-around services, competitive scholarships, curricular initiatives, and university-assisted community schools.

Example 1. Activity Name: After School Program	
College Division/Department	**Norwalk Community College**
Purpose and Goals	NCC partnered with FCA, a non-profit human service organization, to host its After School Program for at-risk middle school students on its campus. In addition to access to NCC classrooms, computers, kitchen and other resources, NCC service-learning and work-study students serve as homework tutors and role models for participants.
Duration of Activity to Date	Since 2008
Community Partners	The Family and Children's Agency (FCA)
College Impact	In the fall of 2010, NCC enrolled its first program alumnus in its freshman class. FCA also regularly provides NCC with one of its social workers to counsel college students on campus.
Community Impact	Over 50% of participants have increased their GPA and 75% have demonstrated some improvement in their homework.

Example 2. Activity Name: Gateway Community College - Middle College	
College Division/Department	**Gateway Community College**
Purpose and Goals	Middle College curriculum designed to provide dual credits for high school and college. Low attendance issues in the high schools are addressed by requiring near perfect program attendance. The program relies heavily on involving parents, but employs a part-time parent coordinator. The first group of students came from Cooperative High School and was required to have a minimum of a C average or better to participate. GCC currently has programs in the following high schools:

	Cooperative High School, New Haven Academy and Hillhouse High School, and will begin a program with Riverside Academy in 2013 focusing on culinary, automotive, and certified nurse assistant (CNA) training.
Community Partners	New Haven High Schools
Funding Sources	Primarily funded by the private sector
Community Impact	First cohort of 25 students graduated with at least 30 college credits and was accepted with advanced standing into colleges throughout New England.

Example 3. Activity Name: College Career Pathways	
College Division/Department	**Capital Community College**
Purpose and Goals	Align high school and college curricula, work directly with high school students to gain employability skills in a career and technical education field while at the same time acquiring transferrable college credits
Duration of Activity to Date	Yearly
Community Partners	Prince Technical High School (Hartford)/Bloomfield High School/Bulkeley High School (Hartford)/Conard and Hall High Schools (West Hartford)/E.C. Goodwin Technical High School (New Britain)/Hartford Public High School- Nursing Academy/Howell Cheney Technical High School (Manchester)/Manchester High School,/Newington High School/Windsor High School
Faculty Involved Annually	4
Number of Annual Participants by City	550-165 Hartford students, 110 West Hartford students, 110 Bloomfield students, 55 Manchester students, 40 New Britain students, 35 Newington students, and 35 Windsor students
Funding Sources	Federal
College Impact	Increased enrollment from participating schools
Community Impact	High school students who pursue career and technical education fields and secure positions in the Hartford metro area

Example 4. Activity Name: You Can Do It (YCDI)	
College Division/Department	**Housatonic Community College**
Purpose and Goals	YCDI is focused on minority male students who have historically exhibited poor retention and graduation rates. YCDI gives students direct access to intensive support services including counseling, advising, and tutors to monitor and, if necessary, help them in their academic work. Students also engage actively with the college and the community. The program assists students to envision positive futures by helping them to understand and absorb the skills necessary for academic careers and beyond. Additionally YCDI summer immersion programs assist students to transition to college. Students become acclimated to college

	expectations and have exposure to culturally relevant experiences that motivate them to strive for academic success and persistence.
Duration of Activity to Date	3 years
Community Partners	High school graduates, veterans organizations, foster youth programs, Fresh Start Program, Dept. of Probation, Dept. of Parole, Gear-Up, community churches.
Faculty Involved Annually	One full-time program coordinator. Approximately 6 faculty and staff yearly
Students Involved Annually	Approximately 77 YCDI students
Number of Annual Participants by City	The 2011-2012 academic year students are as follows: Bridgeport 58; Derby 1; Fairfield 4; New Haven 1; Monroe 1; Stamford 2; Stratford 8; Waterbury 1; West Haven 1. For the time period fall 2009 through spring 2012, 119 YCDI students were as follows: Bridgeport 96; Oxford 1; Norwalk 1; Enfield 1; Monroe 1; Waterbury 1; Stratford 8; West Haven 1; New Haven 1; Ansonia 1; Derby 1; Stamford 2; Fairfield 4.
Funding Sources	Community College Scholars Grant Program of the State of Connecticut Board of Regents for Higher Education. Through the summer of 2012, the Developmental Education Initiative administered through the Gates Foundation.
College Impact	Because of YCDI, a Men's Center has been established on the college campus providing a place where students make friends, share experiences and further engage in college activities. Other minority male students at HCC follow the model set by the YCDI students with increased retention and completion anticipated. YCDI students become peer tutors, assisting others to succeed.
Community Impact	YCDI students engage in the Greater Bridgeport community through involvement in college-sponsored community service including collecting items for local social service agencies and participating in Blood and Bone Marrow Drives. YCDI recruits students through the area's high schools, Social Services Agencies, Parole and Probation Agencies and area churches. These sources have become aware of the work the college does to assist at risk populations to achieve a better life. YCDI participants graduate with an associate degree, enter the workforce or continue their education and become productive members of the community.

Example 5. Activity Name: Evening Bus Service	
College Division/Department	**Naugatuck Valley Community College**
Purpose and Goals	The unmet evening transportation needs were strongly voiced at a transportation public hearing in Waterbury in September, 2010. Working cooperatively, North East Transportation developed a modest proposal to operate 15 routes over the hours of 6:30 p.m. to 12:30 a.m.

	Ridership levels are expected to grow as more potential riders find evening employment now that the service is available.
Community Partners	City of Waterbury, Central Naugatuck Valley Council of Governments, and North East Transportation
Number of Annual Participants by City	Ridership figures for November 2011 showed that over 10,000 rides were provided that month on the new evening service.
Funding Sources	ConnDOT identified CMAQ funds which is being used to fund this service for 3 years and NVCC students voted to institute a $10 per semester fee on themselves to generate revenue which directly supports the bus service in return for which registered students receive U-passes enabling them to ride the buses without charge.
College Impact	Evening bus service allows students to access evening classes at NVCC. Early ridership figures show heavy usage by NVCC students.
Community Impact	Evening bus service after 5:30 p.m. offers employment opportunities for second-shift retail and other jobs in Waterbury.

Example 6. Activity Name: Center for Working Students	
College Division/Department	**Gateway Community College**
Purpose and Goals	This center is based on a national model to offer additional wrap-around services to students to increase semester-to-semester persistence rates in college. Through techniques such as placing students in cohorts, providing targeted interventions (bus passes, food assistance), assisting with application for public benefits, and additional tutoring and counseling support, this program has shown promising results for the 300 student participants.
Funding Sources	Funded by the Annie E. Casey Foundation and recently received grant funds from Bank of America.
College Impact	Increase semester-to-semester persistence rates in college students.

Example 7. Activity Name: Family Economic Security Program (FESP)	
College Division/Department	**Norwalk Community College**
Purpose and Goals	The FESP was designed to address the needs of students with dependents. The program assists working parents to complete their degree with scholarships, living stipends, individualized coaching provided by the Fairfield County Women's Center, financial coaching by the Women's Business Development Center, as well as job placement and career advancement through funding from Bank of America.
Community Partners	Fairfield County Women's Center, the Women's Business Development Center, and Bank of America.
Funding Sources	Financial support from the Fairfield County Community Foundation, the NCC Foundation and Bank of America

Example 8. Activity Name: Statway Mathematics Pathway	
College Division/Department	**Capital, Gateway, Housatonic & Naugatuck Valley Community Colleges**
Purpose and Goals	A collaborative network of 18 other community colleges nationwide piloting "Statway," an alternative mathematics pathway for students who place into developmental math. The two-course sequence pairs math and statistics in discovery-based lessons that walk students through practical problem solving. The Carnegie Foundation reported that up to 60 percent of community college students nationally place into developmental math. The majority of these students do not complete the current sequence of math courses and many leave college for good.
Duration of Activity to Date	Since 2010 or 2011 (depending on school)
Funding Sources	Funded by the Carnegie Foundation for the Advancement of Teaching
College Impact	A survey given to students at the beginning and end of the course showed a significant increase in students' interest in math as well as lowered anxiety and self-doubt about their abilities in the subject.
Community Impact	For non-STEM (science, technology, engineering, math) majors, Statway provides a viable pathway toward student retention and completion.

Example 9. Activity Name: Community Central	
College Division/Department	**Central CT State University**
Purpose and Goals	Community Central is a storefront presence in downtown New Britain. Staffed by a VISTA volunteer, students and faculty mentors, Community Central has been engaged in tutoring programs in the schools, after-school mentoring for high school students, reading and literacy programs in partnership with the YMCA, food drives, fundraisers to promote sustainability and recycling, and initiatives to help alleviate homelessness. Community Central also promotes the arts and enrichment by hosting art shows in its gallery, participating in city-wide art festivals, and coordinating a community mosaic.
Duration of Activity to Date	Since 2010
Community Partners	New Britain High School

Example 10. Activity Name: Summer Educational Opportunity Program (SEOP)	
College Division/Department	**Southern CT State University**
Purpose and Goals	High school students are chosen to live on campus for five weeks during the summer, attending classes and exploring college life. Counselors and advisers are available to provide students with the necessary support for a smooth transition from high school life to the

	markedly different on-campus life of college. The SEOP's primary aim is to break down the preconceived notion that many students often have - that college isn't in their future. The program interviews students who didn't meet SCSU's admissions requirements, but show promise. The Admissions Office recommends students to the SEOP. These students, usually around 200, are individually interviewed until 50 have been chosen. While SEOP is open to all students, the majority % of the 60 students is African American or Hispanic/Latino. An average of 75% is TANF eligible based upon reported family incomes.
Number of Annual Participants by City	Approximately 60 high school students per summer
Funding Sources	SCSU funded
College Impact	SEOP is an integral part of Southern's commitment to attracting and retaining minority students.
Community Impact	The program provides the students with a social network of peers, support from faculty, academic incentives, and a head start on their degree with four academic credits for their experience in the SEOP.

Example 11. Activity Name: The School Organization and Science Achievement Project (Project SOSA)	
College Division/Department	**University of Connecticut**
Purpose and Goals	Collaboration with multiple urban school systems to identify factors that have the potential for reducing science achievement gaps for fifth graders. There are agreements with Hartford and New Haven to collect data in their elementary and middle schools in Spring 2013, and potential for a similar arrangement in Bridgeport. At minimum, project targets the science achievement of 10,000 5th and 8th graders across those districts. And because it is a school wide research study, data from every K-8 teacher – who in turn is responsible for the science learning of approximately 50,000 students in grades kindergarten through grade 8 -- will be collected.
Duration of Activity to Date	Five-year project, beginning in Spring 2013
Community Partners	Hartford and New Haven Public Schools, possibly Bridgeport Public Schools as well.
Funding Sources	A National Science Foundation funded project

Example 12. Activity Name: Consulting Team for New Haven School Reform: Narrowing the Achievement Gap in NHPS Students	
College Division/Department	**Southern CT State University**
Purpose and Goals	A team of SCSU faculty from English, Science, Mathematics, History and the Social Sciences began meeting regularly with a team from the New Haven Public Schools, led by Assistant Superintendent Garth Harries, to reshape pre-K-12 education for one of the state's largest urban school districts, New Haven, with

	an approximately 85% minority student population. The team is committed to three overarching tasks: 1) acquire approval for the sharing of Institutional Review Board (IRB)-approved data between NHPS and SCSU so that the city can assess the aggregate performance (e.g. placement in Math and English, retention rates, rates of academic probation, etc.) of NHPS students who become first-time, first-year students at SCSU (completed); 2) articulate the attributes, both academic and "soft skills" (e.g. self-management, resilience, fundamental reading and numeracy, etc.) deemed essential for college-readiness. Rubrics are being developed to help define the continuum from high school readiness to the level students should achieve in these attributes upon exiting the university (in progress); and 3)provide a public presentation for the New Haven Board of Education at the end of the year emphasizing the value of utilizing the information gleaned from the rubrics to address curriculum weaknesses.
Duration of Activity to Date	Since December 2009
Community Partners	New Haven Public Schools

Example 13. Activity Name: The School-wide Enrichment Model Reading Study	
College Division/Department	**University of Connecticut**
Purpose and Goals	A cluster-randomized research design was used to investigate the effects of an enriched reading program on elementary students' reading fluency, comprehension, and attitude toward reading.
Number of Annual Participants by City	Over 2000 students in Hartford, Bridgeport and Waterbury were involved
Community Impact	Students at all achievement levels in the SEM-R treatment group read with greater fluency and higher comprehension at the conclusion of the SEM-R treatment than control group students who received traditional basal reading instruction. Students in the SEM-R developed more positive attitudes toward reading than peers in more traditional basal reading programs. Individualization of instruction increased as SEM-R teachers moved from primarily whole group instruction to individual conferences. In Waterbury, the middle school using SEM-R moved from being one of the lowest in the region to Safe Harbor on the Connecticut Mastery Test in one year.

Example 14. Activity Name: The Naylor-CCSU Leadership Academy (NCLA)	
College Division/Department	**Central CT State University**
Purpose and Goals	Naylor and CCSU faculty engage in shared governance and joint decision-making, curriculum development, research, fund-raising, grant-writing, professional development and scholarly presentations. Naylor and CCSU faculty and students participate

	in multidisciplinary and cross grade level learning and service projects and engage in community outreach.
Duration of Activity to Date	NCLA established in 2011; however 13 year partnership
Community Partners	The Naylor School in Hartford
Students Involved Annually	Each semester, more than 100 CCSU Teacher Candidates (undergrad Ed.D.)
College Impact	Each semester, more than 100 CCSU Teacher Candidates (undergrad Ed.D.) engage in a wide variety of field experiences at Naylor, participating at every grade level from Pre-K through 8. CCSU students from Social Work, Counseling and Family Therapy, Nursing, and Educational Leadership also complete fieldwork and hold classes at NCLA.
Community Impact	Naylor Middle School students are paired with CCSU mentors for weekly visits, focusing on increasing college awareness, completing mentoring/service projects, and developing supportive relationships. Large numbers of Naylor-CCSU graduates go on to work in Hartford and in other urban school settings.

Example 15. Activity Name: The Peer Docent Program	
College Division/Department	**Housatonic CC - Housatonic Museum of Art**
Purpose and Goals	An after-school program that introduces Bridgeport elementary school students to art and art history, teaches them how to look at art critically and ultimately equips them with the visual and analytical skills that will assist them in all areas of study. In addition to learning about specific works in the HMA collection (considered one of the largest at any two-year college in the US), students visit museums throughout CT and in NY. At the end of the program, the student docents share what they have learned with their classmates who come to Housatonic for art tours given by the docents.
Duration of Activity to Date	Since 2000
Community Partners	Participating schools include: St. Ann's, St. Augustine, Geraldine Johnson, Winthrop, High Horizons, Read, Multi-Cultural Magnet, Park City Magnet, Edison, Bassick and Central.
Faculty Involved Annually	Over the years, 5 durational members of the HMA staff. Each participating class provides a teacher.
Students Involved Annually	12 to 16 student docents attend the 8-week training program, and 250 students attend the one-day tour. Over the 12 years approximately 160 students have been trained as docents and 3,000 school children have been introduced to the collection and to the college through tours.
Number of Annual Participants by City	All 250 docents and 3,000 student visitors are from Bridgeport
Funding Sources	Werth Family Foundation, Fairfield County Community

	Foundation, Target, Inc., People's/United Bank
College Impact	Young students visit the college and have the opportunity to see college students, class rooms, and to experience the general atmosphere of a college. For most of these young students, this is their first introduction to a college environment. The Peer Docent activity fulfills the HMA mission of providing cultural enrichment to the area and the opportunity to engage students through object-based learning.
Community Impact	This outreach to young students is the first time for many to be exposed to the quality, quantity, and breadth of an art collection such as that of the HMA. Many have no prior experience with a museum, or even with serious art. Training students to be docents is, for most, their first taste of leadership. The kind of critical thinking, attention to detail, and required historical and artistic relationships is a rare and enormous educational opportunity for them. Additionally, the community at large sees that the college is concerned with outreach and using the HMA as a community resource. Funders have embraced this program that introduces young children to art and to the kind of analytical tools that are useful throughout their lives.

Example 16. Activity Name: Capital Preparatory Magnet School	
College Division/Department	**Capital Community College**
Purpose and Goals	Provide high school students the opportunity to enroll in college and attain college credits
Duration of Activity to Date	Yearly
Community Partners	Hartford Public Schools and Capital Preparatory Magnet School
Number of Annual Participants by City	100
Funding Sources	College
College Impact	Increase partnerships with area high schools
Community Impact	Increase number of college ready high school students that have earned college credit prior to graduation

Economic Development

Example 17. Activity Name: Small Business Development Centers (SBDC)	
Institutions Involved	**CCSU, ECSU, SCSU, and WCSU**
Purpose and Goals	SBDC provides a wide array of management and technical assistance to business owners and entrepreneurs for strengthening business performance and sustainability. The SBDC provides sound business advice through free professional counseling, seminars, technical assistance and education for business owners

	and entrepreneurs, in one-on-one or group training environments, throughout Connecticut.
Community Partners	U.S. Small Business Administration, public and private partners throughout Connecticut
Community Impact	Promotes and encourages the creation and growth of small business

Example 18. Activity Name: Institute of Technology and Business Development (ITBD)	
Institutions Involved	**Central CT State University**
Purpose and Goals	Offers technical training, skill development, industrial modernization, marketing, financial and networking opportunities.
Duration of Activity to Date	More than 20 years
Community Impact	Provides Connecticut's businesses and entrepreneurs with the tools to start and grow successful companies.

Example 19. Activity Name: Gateway Technical Institute (GTI)	
Institutions Involved	**Gateway Community College**
Purpose and Goals	The concept of GTI is to capitalize on GCC's former campus located in the Long Wharf section of the city by creating a joint learning experience for students in New Haven Public High Schools. While there are various middle college initiatives in various stages throughout the state, GTI will be unique in its focus on technical education. GCC initial programming will likely be in the areas of healthcare/bioscience, precision manufacturing, automotive technology, and culinary arts/food production.
Duration of Activity to Date	*Still in planning process – goal to enroll fall 2013*
Community Partners	New Haven Board of Education and other stakeholders in the City of New Haven
Community Impact	GTI will permit students to complete their high school graduation requirements while also earning up to a year's worth of college credits.

Employment

Example 20. Activity Name: Hartford Health Academy	
Institutions Involved	**Capital Community College**
Purpose and Goals	Workforce preparation and development for high school students for Certified Nurse Aide field
Duration of Activity to Date	6-month cycle
Community Partners	Hartford Public Schools

Faculty Involved Annually	Adjunct Faculty
Students Involved Annually	NA
Number of Annual Participants by City	15
Funding Sources	State
College Impact	Expands ability to provide workforce training for high school students
Community Impact	Provides workforce training for community

Example 21. Activity Name: Children Youth and Families at Risk - 4-H Teen Urban Gardening Project	
Institutions Involved	**UConn – Cooperative Extension**
Purpose and Goals	Bridgeport and Willimantic at risk youth ages 13 to 19 participated in a comprehensive urban gardening program, focusing on life skills, responsible family membership, workforce development, and participatory citizenship. The objective of the 4-H Teen Urban Gardening Project is to counter the factors affecting at-risk neighborhoods by the development of after school urban gardening projects.
Community Impact	One of the major components of this project is to teach work force readiness. To do that, teens are paid a stipend quarterly that they earn based on work related skills such as attendance, attitude, and work ethics.

Example 22. Activity Name: Health Occupations Students of America (HOSA)	
Institutions Involved	**SCSU - Office of Diversity and Equity**
Purpose and Goals	HOSA is a one-day conference for middle and high school minority students on exploring health and allied health careers. HOSA brings together students from the surrounding urban centers who are interested in pursuing careers in health occupations such as nursing, medicine, pharmacology and other areas.
Community Impact	Participants learn entry routes and educational requirements for these careers and are exposed to a wide range of career possibilities. The students experience the college classroom and campus life and receive information and guidance about medical careers.

Example 23. Activity Name: Entrepreneurship Bootcamp for Veterans with Disabilities	
Institutions Involved	**UConn – School of Business**
Purpose and Goals	A consortium of business schools and universities that provides education, skills and contacts to help veterans start their own businesses.
Community Impact	EBV demonstrates the power of entrepreneurship in our communities by fostering an essential route for job creation and economic vitality. EBV also serves a critical function in helping

	our disabled vets work through their physical limitations, psychological challenges, and social obstacles.

Example 24. Activity Name: Louis Stokes Alliance for Minority Participation (LSAMP)	
Institutions Involved	**UConn – School of Engineering**
Purpose and Goals	Supports students from underrepresented populations in their pursuit of undergraduate degrees in the science, technology, engineering and math (STEM) fields. As part of the program, these students serve as role models by conducting science workshops with inner-city middle and high school students
Funding Sources	Funded by the National Science Foundation
College Impact	97% retention at UConn
Community Impact	92% of LSAMP scholars have earned their bachelor's degrees; 3.25 median GPA; 100% of students have attended at least one leadership conference; 92% of the class of 2011 went on to graduate or professional school.

Example 25. Activity Name: Travelers EDGE (Empowering Dreams for Graduation and Employment) Scholarship Program	
Institutions Involved	**Capital CC, CCSU, and UConn**
Purpose and Goals	Support services include: Scholarship – full tuition support and textbook stipends for four years; funding for summer courses and other merit based awards. Internship/Career Readiness Workshops – students are required to attend workshops on basic job skills, including resume writing, interviewing and researching a company. Students have interned at Travelers, Ernst & Young, UTC, GE, PwC, and Under Armour. 90% Internship Overall Placement 55% Interning at Travelers 90% Freshmen Internship Placement Professional Development Institute – students participated in the Professional Development Institute (PDI) held at the UConn Graduate Business Learning Center in downtown Hartford during winter break. Seminars, workshops and presentations on various topics were given to increase technical and professional skills. EDGE Venture Project – opportunity to enhance business knowledge by bridging gap between theory and application with hands-on experiential learning in cooperation with the Innovation Accelerator. Teenage Business Program – one-day conference in spring to increase college and career awareness among minority high

	school students. Program has been offered for 26 years. Summer Business Academy – three-week program for 15 to 25 high-achieving college-bound high school students focusing on careers in business through classroom exposure and field visits to companies. Students also take Kaplan SAT preparation courses in math, English and writing, and attend "job shadows" each Friday at various companies in the Greater Hartford area.
Community Partners	Travelers/United Healthcare
Funding Sources	Private
College Impact	Supports student success.
Community Impact	Gives underrepresented and first generational students resources and support to enhance their degree and make them more competitive in the business world

Example 26. Activity Name: Southern New Haven Academy for Professional Development (SNAP)	
Institutions Involved	**SCSU**
Purpose and Goals	Initially, the partnership involved Southern faculty providing professional development for New Haven teachers to support major initiatives identified by the district, however, the professional development component of SNAP operates district-wide.
Duration of Activity to Date	Established in 2011
Community Partners	New Haven Public Schools
College Impact	Students have field placements in urban settings to provide increased support for NHPS teachers and students.
Community Impact	Establishment of a professional development school for SCSU faculty and NHPS teachers to work together to enhance the preparation of SCSU students.

Example 27. Activity Name: Advanced Manufacturing Technology Centers (AMTC)	
Institutions Involved	In addition to **Asnuntuck CC, Housatonic, Naugatuck Valley and Quinebaug Valley Community Colleges**
Purpose and Goals	Modeled after the highly successful Manufacturing Machine Technology Program at Asnuntuck Community College, the state's three new Manufacturing Centers opened their doors in August 2012. The centers provide certification in basic and advanced manufacturing, with approximately 70% hands-on training, 30% theoretical classroom work, optional paid internships and job placement assistance.
Duration of Activity to Date	New centers opened in 2012
Community Partners	Variety of local manufacturers and employers
Students Involved Annually	For Fall 2012, 59 enrollees at NVCC on track for certification
Funding Sources	In addition to state funding, the AMTC received support from

	area employers, the Northwest Regional Workforce Investment Board, Waterbury Regional Chamber, the Smaller Manufacturer's Association, Waterbury Public Schools, College of Technology and the NVCC Foundation.
Community Impact	Upon completion, students can expect to earn approximately $31,000 per year.

Example 28. Activity Name: Urban Service Track program	
Institutions Involved	**UConn - Schools of Dental Medicine, Medicine, Nursing, Pharmacy and Social Work.**
Purpose and Goals	Urban Service Track Scholars are selected from students in these schools who are interested in working in urban, underserved communities following graduation. Urban Health Scholars become competent in culture and linguistics, population health, health policy, advocacy; health care financing and management, leadership, community resources, inter-professional health care teams, and quality improvement – all important components for enhanced health care delivery to challenged communities.
Community Impact	Designed to produce a cadre of well qualified health care professionals committed to serving Connecticut's urban underserved populations.

Example 30. Activity Name: "RUN with LC" {Recruiting Underrepresented Nurses with Learning Communities}	
Institutions Involved	**UConn - School of Nursing**
Purpose and Goals	A three year project encompasses several prongs including programming in the middle schools to introduce students to nursing as a career option (200 students); the establishment of a focused learning community at the Nursing Academy at Hartford Public High School; (300 students) the offering of Kaplan, Inc. modules, providing remediation work and SAT preparation courses (65-100 students); the assignment of mentors from the professional nursing community; dedicated retention activities once admitted to UConn; (50 students) and the provision of scholarships and stipends to disadvantaged and/or underrepresented students. Six major objectives are: (1) Provide early, ongoing and culturally specific information about nursing as a career and the opportunity for baccalaureate nursing education for underrepresented and disadvantaged students living in underserved Connecticut communities, specifically Hartford; (2) Enhance the pre-entry preparation Learning Community at the primary target site: the Nursing Academy at Hartford Public High School; (3) Create partnerships with community health centers to

	increase community health experiences for students at the high school and collegiate levels; (4) Establish and maintain a learning community for diverse and disadvantaged students throughout their college study to improve retention; (5) Graduate at least two more students from disadvantaged and/or diverse backgrounds per year; and (6) Provide stipends to the high school students and scholarships to the collegiate students respectively to promote graduation at the high school level and retention through graduation at the collegiate level.
Community Partners	Nursing Academy at Hartford Public High School
Funding Sources	Funded by the HRSA Nursing Workforce Diversity (NWD) program
College Impact	Increased retention in the nursing major once admitted to UConn.
Community Impact	Designed to increase diversity in the nursing workforce but has direct impact on Hartford children by introducing middle school children to nursing as a career and enhancing the pre-college entry skill sets of high school students.

Crime

Example 31. Activity Name: Responding to Children of Arrested Caregivers Together (REACT)	
Institutions Involved	**CCSU - Institute for Municipal & Regional Policy (IMRP), Capital CC**
Purpose and Goals	The REACT model includes joint training for law enforcement, mobile crisis clinicians, and child welfare investigators to respond to children during and following the arrest of a caregiver, including an immediate mobile response by a trained child crisis clinician. The goals of REACT are to reduce children's trauma, distress, and confusion, to provide law enforcement with additional de-escalation tools to use when making arrests, to support the child and remaining caregivers during and following the arrest, and to connect the child and family with additional community resources and services for children of incarcerated parents. Secondary goals include improving collaboration between law enforcement, child welfare, and mobile crisis clinicians and reducing the burden on law enforcement when children are present during an arrest.
Duration of Activity to Date	Since FY 2008
Funding Sources	Annual funding from the General Assembly to administer competitive grants

Example 32. Activity Name: Fresh Start - Women's Re-entry Pilot	
Institutions Involved	**Gateway CC**
Purpose and Goals	New Haven continues to be one of the highest drop-off points for people being released from prison. Initially, GCC received a private grant to establish a targeted intervention program for women being released from prison who wanted to attend college. This program has continued beyond the grant dollars to provide multi-faceted services to participants, all of whom have remained in the program.
Community Partners	Workforce Alliance
Number of Annual Participants by City	7 female ex-offenders
Funding Sources	Initially by private grant

Example 33. Activity Name: Criminal Clinics (Trial and Appellate)	
Institutions Involved	**UConn School of Law**
Purpose and Goals	The Criminal Clinic consists of two year-long programs focused on advocacy at the trial-court level and on appellate advocacy. Students handle all aspects of representing indigent criminal defendants. This includes trying cases in the Connecticut Superior Court and arguing appeals in the Connecticut Supreme and Appellate Courts.

Example 34. Activity Name: Connecticut Racial Profiling Prohibition Project (CTRP3)	
Institutions Involved	**CCSU - Institute for Municipal and Regional Policy (IMRP)**
Purpose and Goals	In consultation with the Office of Policy and Management (OPM), the IMRP has established a Racial Profiling Prohibition Advisory Board to help oversee the design, evaluation, and management of the racial profiling study mandated by P.A. 12-74 "An Act Concerning Traffic Stop Information." The IMRP will work with the Advisory Board and all appropriate parties to enhance the collection and analysis of traffic stop data in Connecticut.

Poverty

Example 35. Activity Name: Tax Clinic	
Institutions Involved	**UConn – School of Law**
Purpose and Goals	The Tax Clinic is a pro bono (free) legal clinic that provides legal services to low-income taxpayers. The Clinic is supervised by a full-time, long-term-contract clinician. The Tax Clinic also works with attorneys in Connecticut who volunteer to help low income

	tax payers pro bono.
Funding Sources	Partially funded by a grant from the IRS
College Impact	Students represent clients in a wide range of state and federal administrative and tax court proceedings.
Community Impact	Free legal services to low-income taxpayers

Example 36. Activity Name: Poverty Law Clinic	
Institutions Involved	UConn – School of Law
Purpose and Goals	Students in this clinic are placed with one of Connecticut's legal services programs where, under attorney supervision, they work on cases on behalf of low-income persons.
College Impact	Students engage in advocacy relating to clients' problems in matters involving housing, government benefits, employment, family and other issues.
Community Impact	Free legal services to low-income clients

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Section III

Public Engagement Benchmarks - *The Carnegie Framework*

The Community Engagement Elective Classification awarded by the Carnegie Foundation for the Advancement of Teaching affirms the institutionalization of Community Engagement. The Carnegie Foundation is an independent education policy and research center founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress.[v] The development of the Carnegie framework occurred in three phases. In the first phase, Carnegie staff consulted with national leaders and reviewed the current literature on community engagement. The second phase reviewed current engagement documentation practices, such as those by Campus Compact, the Council of Independent Colleges (CIC), the National Association of State Universities and Land-Grant Colleges (NASULGC), and individual institutions. The third phase of development was a pilot study with 14 institutions that had been identified as significantly engaged with their communities.[vi] As a result, the composite profile of the colleges and universities that have since earned the Community Engagement Classification represent identified national best practices.

The Carnegie framework requires responses to two major sets of questions to document an institution's engagement with its community: Foundational Indicators and Categories of Engagement. The first, Foundational Indicators, contains the "Institutional Identity and Culture" and "Institutional Commitment" sections of the framework. One of the major strengths of the institutions that were classified as engaged with their communities was considerable alignment of mission, leadership, strategic plans, infrastructure, budgetary support, recognitions, faculty development and marketing —the foundational indicators of community engagement.

The second section of the documentation framework, Categories of Engagement, calls for detailed information on focused engagement activities in the categories of "Curricular Engagement" and "Outreach and Partnerships." For the curricular engagement, section, institutions had to "describe teaching, learning, and scholarly activities that engage faculty, students, and the community in mutually beneficial and respectful collaboration, address community-identified needs, deepen students' civic and academic learning, enhance the well-being of the community, and enrich the scholarship of the institution."[vii] For Carnegie-classified institutions, clear-proof of curricular engagement began with carefully constructed definitions and methods for identifying and tracking activities. Samples of faculty scholarship were further indication of the institutionalization of community engagement in faculty expectations and recognition, rather than being an activity which is simply encouraged.

To demonstrate outreach and partnerships, institutions were asked to describe two related approaches to community engagement: 1) "the provision of institutional resources for community use in ways that benefited both the campus and the community;" and 2) "collaborations and faculty scholarship that constituted a beneficial exchange, exploration, discovery, and application of knowledge, information, and resources."[viii] Examples of outreach and partnerships took numerous forms, including: student outreach, cooperative extension

projects, on-campus resource centers, community access to college and university facilities and professional-development opportunities. Key to earning a Carnegie classification, however, was demonstrating the existence of collaborative partnerships between faculty, staff, students, and the community.

Several, if not all, institutions seem to be challenged in two areas: 1) achieving genuine reciprocity with the community; and 2) assessing their institution's efforts. Most institutions could only loosely describe how they had determined a community's needs and how the institution gauged the community's perceptions of the institution's response to those needs. While there were pockets of activities exhibiting genuine reciprocity with the community, this often was not the case at a system-wide level. Developing substantive roles for the community in institutional planning for engagement was another area needing improvement.

The second challenge for institutions was the assessment of community engagement -- from the tracking of engagement activities to increased and improved measurement of community benefits. Most classified institutions rely on a patchwork of data from individual initiatives to evaluate their community-engagement approaches. This is not surprising, given that outcomes measurement of higher education community engagement nationwide has made slow progress. Nevertheless, effective assessment is critical to not only demonstrate efficient allocation of resources toward community engagement efforts, but also to improve upon the efforts themselves.

Section IV

Carnegie Benchmarks and Connecticut

How Well Do We Do It?

Three of Connecticut's 17 public institutions - the University of Connecticut, Central Connecticut State University and Norwalk Community College - earned elective Community Engagement classifications from the Carnegie Foundation in 2010.[6] Utilizing the Carnegie framework, PRI staff reviewed the available information about the public institutions serving the state's neediest major urban areas to compare to the classified institutions to determine current areas of strength and weakness. Because participation is voluntary, an institution's lack of Community Engagement classification should not be interpreted as a lack of commitment to its community.

Foundational Indicators

Mission and Vision Statements

Perhaps the most prominent way for a college or university to affirm its institutional values and priorities is within its mission and vision statements. The principles of public engagement are articulated quite consistently within these documents of Connecticut's public institutions. On occasion, schools take the additional step of providing a list of values or elements that may distinguish them from their counterparts in the higher education sector. Accessibility is conveyed in 12 mission statements and responsiveness to needs is cited nine times. Service and/or outreach are found in eight statements. The "community" is specifically referenced by 14 institutions, and eight of these also reference "partnerships." Social and/or civic responsibility is indicated in at least 75 percent of the overall system. Finally, approximately 40 percent of institutions refer to economic development.

Connecticut State Universities

Connecticut's four state universities include Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven and Western Connecticut State University in Danbury. Founded in the late 1800s and early 1900s with the mission of preparing the state's teachers, today they are comprehensive public universities offering a wide variety of undergraduate and graduate degree programs. For the purposes of this study, we have focused on Central Connecticut State University as a Carnegie-classified engaged institution and Southern Connecticut State University for its location in one of the state's neediest major cities.

[6] Three of Connecticut's private not-for-profit colleges earned the classification as well - Fairfield University (*2008*), Trinity College (*2006*), and Wesleyan University (*2008*).

Central Connecticut State University (CCSU) is Connecticut's oldest publicly supported institution of higher education and the largest of its four constituent universities. According to its vision statement, Central Connecticut State University (CCSU) aspires to be recognized for "graduating …students who will contribute meaningfully to their communities as engaged professionals and citizens;" and for "fostering societal improvement through responsive and innovative programs." CCSU identifies "Community Engagement" as one of its four elements of distinctiveness within the CSU system. Southern Connecticut State University currently produces the largest number of graduates in Health/Life Sciences, Education, and Social/Public Services within the Connecticut State University System. As part of its mission statement, Southern articulates its commitment to "...access, social justice, and service for the public good."

Connecticut Community Colleges

Connecticut's 12 two-year public colleges are Asnuntuck (Enfield), Capital (Hartford), Gateway (New Haven), Housatonic (Bridgeport), Manchester (Manchester), Middlesex (Middletown), Naugatuck Valley (Waterbury), Northwestern Connecticut (Winsted), Norwalk (Norwalk), Quinebaug Valley (Danielson), Three Rivers (Norwich) and Tunxis (Farmington). Founded as an alternative to four-year universities, community colleges serve a vital, yet fundamentally distinct, role within the postsecondary education system. Community colleges educate almost half of the country's undergraduate students, providing open access to postsecondary education, preparing students for transfer to four-year institutions, providing workforce development and skills training, and offering noncredit programs ranging from English as a second language to skills retraining to community enrichment programs or cultural activities. Whereas four-year universities traditionally focus on research and state-wide or national needs, engagement with the local community has been, and continues to be, the primary mission of community colleges. Each community college is a distinct educational institution with its own mission, linked by the shared goals of access and service. Open admissions and the low tuition fees are among the practices they have in common. For the purposes of this study, PRI staff has focused on Norwalk Community College as a Carnegie-classified engaged institution, Capital, Gateway, Housatonic, and Naugatuck Valley Community Colleges as these institutions serve as anchors to Connecticut’s four neediest major cities.

Norwalk Community College's service area includes Stanford, Norwalk and Greenwich - the fourth, sixth and ninth largest cities in the state. Community engagement is articulated in each of the college's institutional mission and vision statements, as well as in one of NCC's four stated goals: "Strong Community Partnerships." Capital Community College is one of New England’s most ethnically diverse campuses - 62 percent of students are African American and Latino.[ix] In 2002, the college relocated to the former G. Fox Department Store on Main Street. The new campus, a key to downtown Hartford’s revitalization, included a $70 million renovation of the downtown landmark.[x] According to its mission statement, as "an integral part of Hartford’s cultural and economic district..." CCC aspires to foster a learning environment which "...nourishes active participation and service to the community." In addition to being one of the largest of Connecticut’s community colleges[7], 67 percent of Gateway Community College

[7] Based on Fall 2011 enrollment, Manchester Community College was the largest. http://www.housatonic.edu/IR/FactsFigures/HCCCommunityCollegeheadcount2002-2011.pdf

students receive some form of financial aid - the highest percentage in the state's community college system.[8] Recently relocated to its new downtown New Haven location this fall, Gateway strives to "Support[s] economic development through partnerships with business, industry, government, and our community by providing workforce development, business development, and technology transfer; Strengthen[s] our community through the sponsorship of intellectual, cultural, social, and recreational events and activities; Engage[s] students and community members as active, responsible leaders." In 1997, the Housatonic Community College moved to its present site in downtown Bridgeport. According to HCC's mission statement, "We prepare students to participate in, and contribute responsibly to, our global society" and strives for "[a]ctive partnerships with the community, businesses, and other educational institutions." According to Naugatuck's vision statement, "At NVCC, the word "community" is central…..Collaboration within and outside the confines of our immediate surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students."

University of Connecticut System

The University of Connecticut (UConn) is the state's flagship public university as well as its land- and sea-grant institution. The University of Connecticut system includes a main campus in Storrs and five regional campuses throughout the state (*Groton, Stamford, Torrington, Waterbury, West Hartford*), Schools of Law and Social Work in Greater Hartford, a Graduate Business Learning Center in downtown Hartford, and Schools of Medicine and Dental Medicine at the UConn Health Center in Farmington. In addition to indicating community engagement as a priority in its institutional mission and vision statements, UConn has developed mission and vision statements for public engagement specifically. According to its public engagement vision statement, the university shall "encourage, support, and recognize outreach and engagement activities by students, staff and faculty" and "acknowledges the importance of these activities as central to its missions of teaching, learning, research, and service to the community."[xi]

Leadership

Having great influence over an institution's mission, strategic direction and resource allocation, senior university administrators - the President, Provost, Vice Presidents and Deans - are key building blocks for the institutionalization of community engagement. Thus, the greatest impact often results from the campus understanding that community engagement is a central part of the leader's agenda - not just a marginal concern. Staff has provided a few highlights of the ways in which institutional leaders may demonstrate a commitment to engagement. It should be noted that this is in no way an exhaustive list, however.

Connecticut State Universities

CCSU executive leadership actively promotes community engagement as an institutional priority.[9] Community engagement is a main focus of Opening Meetings with faculty and staff

[8] Based on submitted data request response from Gateway Community College.
[9] Information obtained from CCSU's 2010 Carnegie application and PRI staff interviews.

held by both President Dr. Jack Miller and by the Provost and Vice President for Academic Affairs, Dr. Carl Lovitt, with exemplary initiatives and partnerships often showcased in their reports, published articles and public appearances. President Miller has been an active lobbyist for legislative support of university-sponsored community-based projects. Inaugurated in the fall 2012, SCSU President Mary A. Papazian may not have had much time to date to demonstrate her institutional agenda, however if the message in her inaugural address is any indication, community engagement is, and will be, a top priority for her administration. Indeed, much of her first message focused on SCSU's public role: "Public universities like Southern must lead the way in showing that what we can accomplish here is vitally important to the future of our society…Together, we will work to ensure that Southern continues to develop into an outstanding, comprehensive, public university of significant value to the local community, the state that supports us, and indeed, our nation at large."[xii]

Connecticut Community Colleges

Since his arrival in 2004, Norwalk President Dr. David Levinson has consistently promoted engagement as a cornerstone of his administration.[10] In addition to sitting on several community boards, President Levinson was appointed to Vice President for Community Colleges following the reorganization of the state's higher education system into the Board of Regents. He also co-founded Norwalk Acts for Children which consists of over 40 community-based organizations working to eliminate the achievement gap. President Levinson and Dr. Pamela Edington, Provost and Dean of Academic Affairs, are both members of the Board of Directors for Connecticut Campus Compact. Gateway President, Dr. Dorsey L. Kendrick, is involved in numerous boards and committees across Greater New Haven with direct impact on area residents. She strongly encourages her senior management team to participate in these types of organizations as well.[11] As a result, GCC is represented on more than 35 community boards and organizations. In her welcome message on the college's website, President Anita Gliniecki states, "Our students are prepared to participate in, and contribute to, the community and the global society. As a leading partner in community development, we participate in the advancement of individual, social, economic and cultural interests in the region."[xiii] Since assuming the presidency at NVCC in 2008, Dr. Daisy Cocco De Filippis has instilled a shared vision of community, student-centeredness, collaboration and civic-engagement. In her inaugural address, as well as numerous public speeches since then, Dr. De Filippis emphasized the college's role: "The college is poised to embrace the word community and to share in the work that must be done to ensure a brighter future for Connecticut, the nation and the world."[xiv]

University of Connecticut

UConn's executive leadership actively promotes community engagement as an institutional priority. In addition to recently deciding to relocate UConn's Greater Hartford campus from West Hartford to downtown next year, President Susan Herbst affirmed, "ensuring that UConn is fully contributing to the life of our capital city is one of my highest priorities…The campus was originally intended to offer an urban education near the seat of state

[10] Information obtained from NCC's 2010 Carnegie application and PRI staff interviews.
[11] Based on submitted data request response from Gateway Community College and PRI staff interviews.

government and there is no better place to accomplish that than in the heart of downtown. This will be a win-win for UConn, our students and the City of Hartford."[xv] The creation of an executive level position to lead community engagement efforts, namely the Vice Provost for Engagement, is also indicative of the increased significance and permanence of community engagement at the institution.

Strategic Planning

Particularly in our current environment of increasing demands on public higher education, an institution's strategic plan is significant as it solidifies the college or university's agenda and priorities and how its limited resources will be spent. A strategic plan is a framework within which an institution identifies its goals, visualizes what progress will look like, and determines how progress will be measured. Thus, inclusion of community engagement principles within one's strategic plan creates accountability as well as inspiration and motivation to students, faculty, staff and the greater community.

Connecticut State Colleges and Universities

The Connecticut state colleges and universities host a wide range of strategic initiatives including programs to improve college readiness and student success and partnerships to stimulate discussion on education's impact on the state's economy and workforce development. One example, the P-20 Council, created in 2009 by former-Governor Rell's Executive Order and reinforced by Governor Malloy's Executive Order No. 20, is comprised of representatives in four sectors – early childhood education; elementary and secondary schools; higher education; and the workforce and business community. The Council is charged with collaborating on a public policy framework that integrates components of the state's education system with economic and workforce development opportunities. As part of this charge, the Board of Regents has contracted with the University of Connecticut Health Center to develop and implement the technical system for the Preschool through 20 and Workforce Information Network (P20 WIN), the cross-agency longitudinal data sharing system which will link K-12, post-secondary and labor data to improve policy and practice.[12][xvi]

Connecticut Community Colleges

The Connecticut Community Colleges are currently planning for implementation of Public Act 12-40, which requires community colleges to offer students remedial support embedded with corresponding entry-level courses, or an intensive college readiness program, beginning in 2014. Not surprisingly then, each of the community colleges being studied identify improving student success as a critical strategic goal. Expanding, enhancing and/or leveraging community partnerships and strategic alliances is also recognized by these community colleges as a common strategic plan goal.

Naugatuck Valley Community College hosted three annual community meetings to hear from leaders in business, government, education, and community organizations about *Toward a*

[12] Completion of a pilot data exchange for P20 WIN is anticipated by the end of the summer 2013.

Splendid College, the NVCC Strategic Plan, 2010-2013.[13] An average of 80 leaders attended the yearly meetings: "Community Voices" in 2010, "Moving Ahead Together" in 2011, and "Invitations and Investments" in 2012. Leaders joined their peers in focus groups to respond to the strategic plan's five goals, 15 initiatives and 10 expected outcomes. A 2012 mid-point report showed the college had made significant progress in addressing the goals and achieving its outcomes.

University of Connecticut

As of 2009, public engagement is one of five major goals in UConn's Academic Plan, with strategic steps for achievement. The five metrics are: 1) Number of students involved in service-learning courses (+2% annually); 2) Number of students involved in volunteer community service activities through Community Outreach and through fee-funded student organizations (+2% annually); 3) Number of external outreach/public service/public engagement activities reported by faculty; 4) Number of active outreach/public service/public engagement grants and/or contracts (+2% annually); and 5) Number of externally recognized outreach/public service/public engagement programs and partnerships (+1% annually). UConn's first strategic plan for Public Engagement was developed in 2011. In developing its plan for public engagement, UConn utilized focus groups to solicit information about the types of university public engagement activities that would help meet the needs of: community groups, public officials, and students.[14] According to the Strategic Plan, its vision statement is as follows:

> *"The University will encourage, support, and recognize public engagement activities (across the domains of engaged scholarship, student development, and community programs and partnerships) by students, alumni, staff, and faculty, because of the centrality of such activities to the University's Mission.*
> *The Office of Public Engagement will provide leadership to identify how the University can most appropriately serve the public good and develop institution-wide strategies to achieve this vision."*

Infrastructure

Nationwide, colleges and universities are increasingly investing in infrastructure that can help sustain and institutionalize service-learning and other forms of community engagement. Common institutional structures include centers or offices; dedicated staff or faculty positions; institutional or advisory councils of faculty, community partners, administrators, and/or students; and high-level administrative positions dedicated to public engagement.

The names of offices and positions vary not only in the terms they contain (e.g., service-learning, civic engagement, public service, community partnerships, or some combination) but also in their programming responsibilities and reporting lines. Some focus on multiple ways for students to become involved—volunteerism, service-learning, community-based work-study, internships, community-based research, international experiences, alternative spring breaks,

[13] Based on submitted data request response from Naugatuck Valley Community College.
[14] Public Engagement at the University of Connecticut: Strategic Plan (2011-2014).

etc.—while some also devote significant attention to community partnerships, faculty development, and institutional engagement, again with varying interest in engaged research as well as teaching.[xvii]

Over the past two decades, many offices initially housed within Student Affairs have either shifted to Academic Affairs or developed a dual affiliation in order to secure greater administrative support and credibility. There is no one "right" way to construct and sustain infrastructure for community engagement. They develop and evolve over time, shaped by the institutional mission and culture, assets and priorities of the campus and its partners, as well as the interests and initiatives of students, faculty and administrators.

Connecticut State Colleges and Universities

As a result of the 2011 reorganization, the Connecticut State Colleges and Universities Board of Regents for Higher Education now serves as a governing board for the 17 public higher education institutions in Connecticut (the University of Connecticut remains separately governed by its own Board of Trustees). It retains responsibility for program approval of all public institutions and to coordinate statewide accountability efforts that will also include the University of Connecticut. In addition to governance responsibilities, the board also holds broad responsibilities for development and coordination of statewide higher education policy.

Many academic departments of the state universities have advisory boards to enable community feedback regarding academic programs and opportunities for partnerships. CCSU has 18 such advisory boards. In 2009, CCSU established the Office of Continuing Education and Community Engagement, charged with the planning, development, coordination, and administration of community engagement programs and projects.[15] A primary mission for the office is to support service-learning. In 2010, the first permanent director of the office was hired, overseeing a staff of six and reporting directly to the Provost. In addition, the Provost appointed a faculty community engagement coordinator in 2009, who chairs the Community Engagement Committee, a standing committee of the Faculty Senate. Although there are plans to invite community representatives to join the committee, to date membership consists of faculty, staff and students.[xviii] The Institute for Technology and Business Development, the Center for Public Policy and Social Research, the Institute for the Study of Crime and Justice, and the Institute for Municipal and Regional Policy continue to make a significant contribution to economic development and civic engagement.

Connecticut Community Colleges

Mandated since 1989, C.G.S. Sec. 10a-73 requires each of the 12 community colleges have a regional advisory board. The president of each college recommends individuals to the board, which must be representative of the geographic area served. The purpose of each board is to advise the college about appropriate educational programs to meet the needs of their communities. In addition, each community college professional program has a Program Advisory Council. Advisory councils are composed of employers and industry leaders who help

[15] Information obtained from CCSU's 2010 Carnegie application and PRI staff interviews.

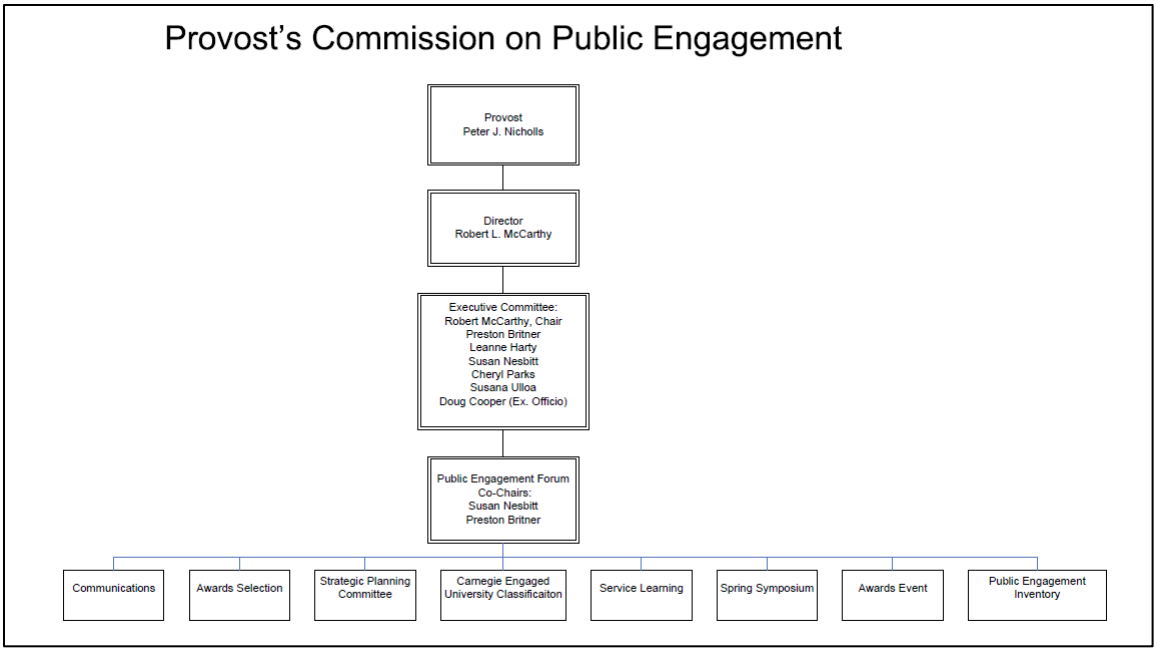
the college stay aware of the needs of its regional businesses in a particular program area. The councils offer input to program curriculum and are concentrated in the professions, business, and financial areas.[xix] Beyond these required boards and councils, infrastructure specifically dedicated to community engagement typically does not exist at the community college level for a number of reasons. As community engagement is intrinsic to the community colleges, engagement with the community becomes the responsibility of all institutional members, and with resources scarce as they are, community colleges, such as CCC, often cannot afford to support an office or staff person dedicated solely for public engagement. Nevertheless, for colleges able to do so, having the administrative support of a dedicated office or at least one position proves helpful in regards to coordination, tracking and sustaining an institution's efforts.

An office for service-learning with a full-time coordinator was established by NCC in 2007. Beginning in the 2009-2010 academic year, the office has utilized full-time VISTA volunteers, interns and work study students for additional staffing support.[16] Similarly, over the last two years Gateway has received funding for a VISTA worker which has helped move forward the establishment of its Center for Service Learning, housed under Academic Affairs.[17] NCC also established the Division of Institutional Advancement in 2007 to cultivate community relationships.

University of Connecticut

The University of Connecticut is governed by a Board of Trustees, responsible for governing the university and developing a mission statement for it, including the role and scope of each branch campus. The board also coordinates branch and institutional services and programs. With ten schools and colleges at its main campus in Storrs, separate professional schools and five regional campuses throughout the state, UConn's infrastructure is largely decentralized. Thus, the creation of a centralized coordinated infrastructure is significant. This infrastructure consists of: 1) the Public Engagement Forum, formed in 2003, representing the university's constituent units; 2) the Executive Committee, providing leadership and support to efforts; and 3) the Office of Public Engagement, providing logistical support to efforts; all of which are under the leadership of the Vice Provost for Engagement, Dr. Robert McCarthy. In addition, the Office of Service-Learning is a resource for students, faculty, and staff interested in service-learning and serves as a liaison to community partners. As a part of the Department of Student Activities, Community Outreach offers students opportunities to engage in service related activities.*See organizational chart below.*

[16] Information obtained from NCC's 2010 Carnegie application and PRI staff interviews.
[17] Based on submitted data request response from Gateway Community College and PRI staff interviews.



Funding

The majority of federal funding continues to direct universities to lab research, not community development. To put this into perspective, in FY 2005, universities received $16.8 billion from the National Institutes of Health, $4.4 billion from the National Science Foundation, compared to approximately $33 million from the U.S. Department of Housing and Urban Development (HUD) Office of University Partnerships.[xx] Resources are perhaps the most powerful incentive to move higher education faculty and administrations to institutionalize community engagement.

While federal, foundation, and private dollars have traditionally supported many institutions' engagement efforts, internal funds – in amounts equivalent to external funds - are essential for sustaining partnerships over the long-term. Colleges and universities nationwide rely disproportionately upon grant funding, which is often time-limited. These grants often do not allow time to build relationships and conduct an inclusive planning process. When the funds expire and the initiative must be discontinued residents may be devastated and a partnership may be irreparably harmed.

Endowment and operating fund allocations are two ways to leverage university assets for community engagement. Targeted giving campaigns are another strategy to support activities. Although state institutions often have more budgeting restrictions, that is not the case for Connecticut's institutions of higher education, which have discretion to allocate funding for

community engagement.[18] Such investment is particularly justifiable when it helps the institution achieve a core mission.

Connecticut State Colleges and Universities

Internal budgetary allocations and external funding are dedicated to supporting CCSU's engagement with the community. As of 2010, nearly $310,000 was being budgeted annually for community engagement. External grant funding (recurring and one-time) for specific initiatives totaled approximately $2.35 million as of the 2010-2011 academic year.[19] The extent to which these internal and external funds were used towards state urban issues could not be determined. CCSU's community participation is an integral selling point in the university's general and project-specific fundraising efforts.

Connecticut Community Colleges

All community colleges must complement their budget with funds from local, state, federal, and private sources. Successful colleges organize themselves to match their needs to the funding priorities of potential granting agencies. In 2009-2010, NCC coordinated 19 private, state, and federal grants totaling nearly $10 million to fund a variety of community engagement initiatives and partnerships addressing the achievement gap, job training, ESL courses, school readiness and renewable energy.[20] Additional grant dollars totaling $125,000 were secured to support the service-learning program from 2007-2010. Capital Community College receives federal funding as a Hispanic Serving Institution, reflecting CCC's high enrollment of first generation, low-income Hispanic students.[xxi] Since 2005, Capital, Housatonic and Norwalk Community Colleges have been active participants in Achieving the Dream, an initiative funded by the Lumina Foundation.[xxii] NVCC has competed for and secured a number of grant programs to promote engagement, including evening bus service for the citizens of Waterbury, a Fulbright Scholar-In-Residence for academic year 2012-13, GEAR UP grant funding for college preparation and funding for an Advanced Manufacturing Technology Center to support local workforce needs.[21] The Norwalk Community College Foundation granted $5.4 million in 2009-10 for student scholarships and institutional goals, with $10,000 specifically for strategic community partnerships. Similarly, the Gateway Community College Foundation raises and manages private funds on behalf of Gateway Community College to supplement state funds by providing scholarships, professional development grants, equipment, program support, and advocacy.

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[18] Since 1991, the General Assembly has appropriated a single block grant to the constituent units of higher education rather than line item appropriations. The purpose of the block grant is to provide the units with considerable budgetary and operational flexibility.

[19] Information obtained from CCSU's 2010 Carnegie application.
[20] Information obtained from NCC's 2010 Carnegie application.
[21] Based on submitted data request response from Naugatuck Valley Community College. In addition to Asnuntuck Community College, Housatonic, Naugatuck Valley and Quinebaug Valley Community Colleges now offer the manufacturing program referenced.

University of Connecticut

As of FY 11, $37 million, or 4.6 percent of UConn's educational and general expenditures from its main and regional campuses has been allocated for public service in general.[22] The extent to which these funds were used towards state urban issues could not be determined. In addition, the university receives funding from numerous external grants. Staff salaries in the 2009-10 budget allocated to "community service" and "cooperative extension services" totaled $16.2 million, including $6.4 million from external sources. In late 2009, UConn embarked upon its most ambitious capital campaign, with outreach being one of the five priorities of the $600 million goal.

Faculty Development

Engaging faculty members - who do the vast majority of teaching and research at higher education institutions - plays a crucial role in institutionalizing community engagement. Yet restructuring the research university culture and its evaluation processes that traditionally place peer-reviewed publications over all other forms of creative activities has been slow to take hold. While this is not a significant issue at community colleges, where teaching is the primary role of faculty, other challenges still exist. As of fall 2011, public higher education faculty numbered as follows:

Faculty - Fall 2011	Full Time	Part Time	Total
UConn	1,330	224*	1,554*
CT State Universities			
Central	440	528	968
Eastern	193	276	469
Southern	437	613	1,050
Western	225	330	555
Community College System			
Asnuntuck	22	125	147
Capital	69	244	313
Gateway	102	376	478
Housatonic	68	304	372
Manchester	99	417	516
Middlesex	40	154	194
Naugatuck Valley	107	379	486
Northwestern Connecticut	24	76	100
Norwalk	101	284	385
Quinnebaug Valley	30	112	142
Three Rivers	76	215	291

** Includes part-time staff; excludes 692 adjunct lecturers who teach one or more courses.*
Source: Board of Regents for Higher Education and the University of Connecticut

[22]Information obtained from UConn's 2010 Carnegie application.

Connecticut State Universities

Although PRI staff is not aware of an institutional policy prioritizing community engagement in state university faculty recruitment, in practice departments may favor applicants with significant experience in, and commitment to, community engagement. CCSU and SCSU have supported professional development for faculty and staff who engage with the community through attendance at workshops, colloquia and conferences. In addition, CCSU hosted its first Connecticut Community Engagement Conference in 2010. The Community Engagement Committee is the faculty governance structure responsible for promoting community engagement across the CCSU curriculum. Faculty community engagement activities are recognized as scholarship within the state universities if the faculty publishes their work in a peer-reviewed academic journal or presents their work at a peer-reviewed academic conference. However lacking any external peer review, departments would classify the activity as simply service or professional activity.

Connecticut Community Colleges

A commitment to community involvement and service are common criteria for all employees hired by the community colleges, with specific experience being highly valued. Faculty who engage with the community are supported in a variety of ways. Financial support is provided for professional development workshops and conferences. Faculty may apply for course release as well as sabbatical release to further their work with the community. A faculty member's record of community work plays a significant role in promotion and tenure recommendations.

University of Connecticut

The University of Connecticut employs 8,147 full-time faculty and staff (4,286 Main/Regional campuses and 3,861 Health Center) and 1,393 part-time faculty and staff (224 Main/Regional campuses and 1,169 Health Center). Recruitment policies regarding faculty with expertise in community engagement is handled in a decentralized fashion by individual schools/colleges and departments in order to best meet their program needs.[23] Many units, such as the Neag School of Education and School of Social Work, have numerous positions with specific outreach and engagement job requirements. Professional development in support of faculty and professional staff who engage with the community is offered in a number of ways: new faculty orientation, regular colloquia hosted by the Public Engagement Forum, mentoring and resources provided by the Office of Service-Learning (OSL) and course development training conferences. Community engagement activities may be rewarded in salary, promotion and tenure decision-making, to the extent that scholarship (defined as new knowledge which is peer-reviewed and communicated to others) and teaching performance results from the public engagement.[xxiii]

It is worth noting that UConn has embarked on an ambitious, four-year hiring initiative to expand its faculty numbers by 500 tenure-track positions across numerous academic disciplines.

[23] Information obtained from UConn's 2010 Carnegie application.

The magnitude of such an expansion will undoubtedly have a significant impact not only on the university's faculty, but on all aspects of institutional life. The extent to which community engagement will be featured in these hiring decisions is yet to be determined.

Student Development

Total enrollment for Connecticut's 17 public institutions for higher education for fall 2011 was as follows: State Universities: 36,047 students (26,238 full-time and 9,809 part-time); Community Colleges: 57,674 students (20,299 full-time and 37,375 part-time); and the University of Connecticut: 30,525 (22,472 undergraduate students and 8,053 graduate/professional students).[xxiv]

According to the National Service-Learning Clearinghouse, "service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."[xxv] Although the most visible result of the growing university engagement movement, service-learning is not a major focus of this report, primarily because the nature of the work does not typically lend itself to transformative community change.[xxvi] This is *not* to say that service-learning courses do not hold value or offer important benefits to participating communities, particularly when sustained over the long-term.

Connecticut State Universities

Civic responsibility became a campus-wide general education outcome for CCSU students in 2009. This outcome is currently assessed with the National Survey of Student Engagement. CCSU and SCSU First-year Experience program guidelines encourage community-based experiences. As of 2010, 56 for-credit service-learning courses were offered, representing one percent of CCSU's total courses. These service-learning courses were available in 23 (59%) of departments and were taken by 1,131 (9.3%) students.[24] Plans are in the works to denote service-learning courses on student transcripts at the university system level. Based on a student's program of study (nursing, psychology, social work, etc.), community-based internships may be required or strongly recommended. Each department determines its own assessment of these outcomes. Students may also assume diverse responsibilities in community engagement, including leadership roles in planning, design and implementation. In addition, CCSU recently established a Community Engagement minor of study. Students within the Center for Public Policy and Social Research (CPPSR), the Institute for Municipal and Regional Policy (IMRP), and the Naylor-CCSU Community School have considerable influence and leadership opportunities in regard to community activities. Students at any of the state universities may join a student organization with a community service mission, participate in various community activities organized by the Office of Residence Life, or can create their own leadership role by implementing new community engagement initiatives, such as a mentoring program.

Connecticut Community Colleges

[24] Information obtained from CCSU's 2010 Carnegie application.

Student involvement in public engagement at the community colleges is available via academic and non-academic routes. Students have a variety of leadership opportunities relating to community engagement through membership in student government, clubs and representation on college boards. Denoting community engagement activities on student transcripts is being discussed within the constraints of its shared community college computer system. NCC currently offers 39 service-learning courses representing 8 (80%) departments and three percent of the total for-credit courses.[25] All NCC associate degree graduates are required to demonstrate mastery of eight General Education abilities, one of which is "Ethics and Social Responsibility." Thus, community engagement is integrated into the curriculum across the institution as a whole. Internships, field experiences and clinical practices are available according to field of study at every community college.

University of Connecticut

Student involvement in public engagement is also available via academic and non-academic routes. For-credit service-learning courses make up at least five percent of the university's course offerings and include all departments. UConn is in the process of flagging service-learning courses in its course and student record system in order to denote these community engagement activities on transcripts. Internships, practicums, and other clinical placements are available as well, according to field of study. Community engagement is also emphasized through UConn's Study Abroad programs. There are over 35 registered student groups that self-identify as service or social justice focused. Additional student organizations such as 33 fraternities and sororities, 38 club sports and many religious groups make service a priority.[26] The Department of Residential Life requires its resident assistants to provide engagement programming. There are over 500 leadership positions available to students with a primary focus on community engagement.

Recognition

Seeking external recognition of engagement in national rankings, Carnegie classifications, and accreditation procedures, as well as offering internal recognition is another way in which higher education institutions can demonstrate their commitment to public engagement. The President's Higher Education Community Service Honor Roll, launched in 2006, is the highest federal recognition an institution can receive for its commitment to community service.[xxvii] Six of Connecticut's 17 public institutions of higher education have earned this honor, some with distinction (*denoted by* *), for service deemed substantial, relevant, meaningful and achieves measurable community impacts: Central Connecticut State University (*2010, 2011*), Eastern Connecticut State University (*2007, 2008, 2009 and 2012**), Manchester Community College (*2010, 2012*), Norwalk Community College (*2009, 2012*), Southern Connecticut State University (*2007, 2008, 2009*) and the University of Connecticut (*2006*, 2009*, 2012**).

Connecticut State Universities

[25] Information obtained from NCC's 2010 Carnegie application.
[26] Information obtained from UConn's 2010 Carnegie application.

For more than 20 years, the Connecticut State University System Foundation has recognized academic achievement and a record of significant community service across the state university system with the Henry Barnard Distinguished Student Awards and Banquet.[xxviii] At CCSU the Outstanding Program by a Student Organization for Community Service Award was established to acknowledge and recognize meaningful projects that have benefitted fellow students, the university and the community in general.[27] The Provost's office hosts an annual event to celebrate community engagement grant recipients. Community engagement is also one of the criteria for CCSU's President's Citation Awards. At SCSU, the President's Award is given annually one outstanding student who represents the ideals of the university: scholarship, leadership and service. The University Service Award is given in recognition of exemplary service by a student to SCSU and the local community. CCSU also recognizes its community engagement in a wide range of marketing materials - the president's annual report, alumni magazine, the campus monthly news magazine, the annual Economic Impact Statement, and on the university website which has a dedicated page for community engagement.

Connecticut Community Colleges

In recognition of their efforts to close achievement gaps for incoming students, Capital Community College and Norwalk Community College were designated Leader Colleges by Achieving the Dream in 2010. To be eligible for Leader College distinction, colleges must show three or more years of improvement on one or more of the following five measures: course completion; advancement from developmental to credit-bearing courses; completion of college-level math and English courses; term-to-term and year-to-year retention; and completion of certificates or degrees.[xxix]

A variety of institutional awards are available to recognize community engagement efforts at NCC.[28] For example, Educational Excellence and Distinguished Service awards for faculty and staff members include a $1,500 cash and $5,000 educational award. Women and Men of Promise and Distinction award ceremonies and dinner receptions are held for outstanding students nominated by faculty and staff. A campus-wide festival and graduation ceremonies traditionally celebrate community engagement activities as well. For the past 15 years, the GCC Foundation has hosted an annual Hall of Fame reception, honoring community members and alumna for their service to the community, while raising money for student scholarships.[29] Membership into the President's Circle at Naugatuck Valley Community College represents the highest honor a student may receive at the College. Circle ambassadors represent a select group of outstanding achievers who serve as the College's student ambassadors. Circle Ambassadors receive recognition, a small scholarship and a letter of recommendation from President De Filippis upon completion of their 2-semester term and graduation from NVCC and are given opportunities to directly engage with community leaders, officials and alumni.[xxx]

University of Connecticut

[27] Information obtained from CCSU's 2010 Carnegie application.
[28] Information obtained from NCC's 2010 Carnegie application.
[29] Based on submitted data request response from Gateway Community College and PRI staff interviews.

Since 2006 UConn has been formally recognizing undergraduate and graduate students, faculty, staff and programs with the Provost's Awards for Excellence in Public Engagement. At a campus-wide ceremony and reception, all finalists receive a plaque, and the winners receive a monetary award ($500 or $1,000) to go toward financial aid or their department.[xxxi] Community engagement is also recognized in a full-range of marketing and communications materials the university employs. Public engagement has its own specific website, with links to a sampling of current community partnerships and initiatives. Press releases, updates via e-mail, Facebook and Twitter, lectures, admissions materials and the UConn Foundation's annual report are other platforms to promote its work.

Section V

Findings and Proposed Recommendations

Is Anybody Better Off?

The purpose of this study was to identify and examine the ways in which the state's public higher education institutions, and in particular the University of Connecticut, were involved in state urban issues, i.e., how they actively participate and engage in addressing the challenges facing Connecticut's poorest cities. Throughout the report, these activities have been described using the term community engagement, i.e., *collaborations between Connecticut public institutions of higher education and their host urban municipalities as well as regional urban areas, for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.* It may be noted that while the focus of this report is on post-secondary education community engagement in the neediest major cities in the state, the recommendations are applicable to all community engagement involving public higher education and any of Connecticut's municipalities.

Borrowing from Results Based Accountability principles, the main research questions in regard to public higher education community engagement in urban areas were: How much do we do? How well do we do it? Is anybody better off?

How Much Do We Do?

As noted earlier, PRI staff requested information from each institution about their community engagement activities, with varying results that themselves indicate that community engagement is not a simplistic, easily identifiable set of activities. There are a number of reasons for this.

As Founding Director of the Netter Center for Community Partnerships at the University of Pennsylvania, Dr. Ira Harkavy notes, "Communities have problems; universities have departments."[xxxii] While a vast amount of information exists at the colleges and universities, it is typically housed at the individual program or departmental level reflecting an institutional structure that is predominantly disciplinary-focused. As a result, institutions as a whole are not fully aware of their own involvement in all community engagement programs, grants, activities and partnerships.

While the institutions that had previously applied for one or more national awards in recognition of their community engagement efforts had the advantage of having already collected similar information, challenges still existed. Upon requesting this information, common responses from institutions demonstrated:

- a need to define or clarify the kinds of activities that should and should not be categorized as community engagement;

- the lack of centralized repositories for community engagement information (although this often was a goal for the future[30]);

- little or no administrative resources to coordinate this information; and

- institutions were certain that a great deal of engagement work was not being accounted for, based on their reliance on ad hoc self-reporting from their various schools and departments.

Even though for this study PRI staff could not develop a workable inventory to show the numerical scope of statewide community engagement activities, the survey responses from the mayors of the state's four largest cities show they would like more engagement to assist in addressing the following areas: educational (K-12) achievement gap, unemployment, economic development, access to healthcare, and affordable housing. Three of four cities also indicated a need for more involvement in regards to teen pregnancy, crime, and access to childcare.

How Well Do We Do It?

There are two different levels at which to consider this question--the institutional infrastructure level and the program level. At the institutional infrastructure level, Section IV discusses how some selected public post-secondary institutions fare in comparison to national benchmarks based on features such as policy articulations and administrative infrastructure. These benchmarks relate to what are referred to as the "foundational indicators of community engagement" - mission, leadership, strategic plans, infrastructure, budgetary support, recognitions, faculty development and marketing. In sum, all state institutions have identified community engagement as a purpose, but the achievement levels for the other benchmarks are mixed.

At the program level, to determine how well community engagement is being implemented, one might look at the key elements of community engagement and ask:

- what was the process by which a particular program or activity was developed, i.e., how involved was the community in identifying the need and developing the program to address the need;
- what performance measures have been established and how are they monitored;
- what evidence exists of the strength, equality, and respectfulness of the partnerships underlying a program;
- what are specific illustrations of the reciprocity or mutual exchange between the urban area partners and the college/university partners; and

[30] At UConn, database development is a shared strategy across the three parts of the Public Engagement Strategic Plan: Engaged Scholarship, Objective 1, Strategy 3; Programs and Partnerships, Objective 1, Strategy 2; and, Student Development, Objective 1, Strategy 1. Other institutions shared this goal, although it was not formally stated in a planning document.

- what, if any, institutional barriers exist to establish a program when mutual interest is in place.

In regard to performance measures, the program information PRI staff reviewed indicates that: 1) whether outcomes measurements are present varies from program to program, and 2) by and large, the institutions were unable to move beyond a vague description of the perceived general community (as well as institutional) benefits of the initiatives being implemented. The specified outcomes offered by a minority of activities often appeared anecdotal, raising some questions as to whether they could be attributed to their respective interventions, but more importantly did not tie these impacts to addressing a specific community need. The most useful measured outcomes were typically as a result of a grant reporting requirement. Other institutional initiatives are too young to assess the desired results. It should be noted that even the best examples of community engagement struggle with measuring the impact of the community development activities. Indeed, measuring the direct impact on teen pregnancy, for instance, is a complex undertaking, but worthwhile nevertheless.

Is Anyone Better Off?

The committee staff's third and final question was: ***are Connecticut's neediest major cities better off as a result of the community engagement activities of public institutions of higher education?*** PRI staff concludes that the answer is a conditional "yes", with many caveats. First, based on the findings laid out in the previous chapters, there is a definite increased recognition that institutions must be more actively involved and engaged with their communities, and particularly with the state's neediest cities. Second, the mayors of the four cities surveyed all agreed or strongly agreed that their city was better off as a result of the community engagement activities of public institutions of higher education. Third, as described above, there are examples of programs that are able to demonstrate some impact.

Community engagement, in its current form, is a relatively new concept that needs a little more time to take shape – to formulate the linkages between the colleges or universities and their communities, to develop initiatives that will tackle the communities' most difficult challenges, and to measure their impact. It is important to point out that no one expects that public higher education community engagement can solve all urban problems, but as discussed earlier in the report, there is evidence that partnerships between post-secondary schools and urban communities can indeed make a difference. Whether the impacts can be isolated to the community engagement activity is another question. Under RBA, the "system" within which higher education is a part to improve urban conditions would be where such results would be sought, but it is valid to look at the contributions higher education makes to the system results.

Based on the above, the focus of the PRI staff proposed recommendations is to develop a structure within which community engagement by public higher education becomes ingrained and strategic, both at the individual institution level and system-wide. The proposed structure includes establishing a common definition of what constitutes community engagement (across all public higher education), a community engagement database, and strategies for system improvement. Among other benefits, these recommendations would provide a way to assess how well the pertinent statewide public higher education goals set out above are being met.

PRI Staff Proposed Recommendations

Develop Common Definition and Community Engagement Database

1. **The Board of Regents for Higher Education should appoint a group of knowledgeable persons from both urban communities and the state colleges and universities -- equally representative of the community colleges, the state universities, and UConn -- to a joint workgroup to:**

    a. develop for BOR approval a common definition and/or criteria for assessing whether a school-related activity is involved in community engagement, along with guidance for all the schools to identify activities as community engagement, and include any sub-categories as may prove useful.

Using the approved common definition, each public college and university should assess its own activities, and develop and maintain an institution-wide database of those determined to be community engagement programs, the purposes of which is: 1) to maintain current information about the activities; 2) to track program activity trends and measure program impact, and 3) to combine with similar databases from other institutions so as to enable the creation of a statewide community engagement data that is searchable for evaluation and analysis.

At minimum, the database should include: the name of each program/activity; its targeted community and school purposes/benefits; its funding amounts and sources; activity data for the most recent three year period, keyed to the actual municipalities involved; and performance measures and any program results.

Protect Resources

In this time of fiscal constraints, PRI staff recognizes there are no additional resources that can be allocated to community engagement efforts, and so recommend:

2. As leaders of public colleges and universities prepare and review their budgets, they should be mindful of protecting the resources already supporting these efforts, and develop other creative ways to ensure they are sustained.

Rationale. For Recommendation #1, the Board of Regents for Higher Education is selected to perform the specified functions because, per the 2011 higher education reorganization, BOR retains responsibility for statewide policies, program approval for all public institutions, and coordinating statewide accountability efforts, for the University of Connecticut as well as the Connecticut State Universities and the Community Colleges.

Connecticut's public colleges and universities need a greater awareness of what it is they are doing in regards to addressing local, regional, and state needs. Despite an across-the-board commitment to community engagement, institutions have not previously compiled

comprehensive information about the many types and examples of community engagement that occur on- and off-campus. A self-assessment provides a critical tool for analyzing where efforts can be further increased, but also allows institutions to celebrate their past and current achievements. An inventory of institutional community engagement creates a baseline for many programs, for example, the number of service-learning courses. It also highlights areas where information is lacking, such as the actual percentage of students who take such courses.

Yet, as previously discussed, institutions face real barriers in accomplishing this task, including lack of resources. The committee staff recognizes that institutional capacity, particularly in regards to administrative support, may need to be developed before any assessment can take place and database developed. In lieu of the resources for a full or part-time staff member, colleges and universities may be able to creatively leverage existing resources such as offering a graduate intern course credit in exchange for administrative support and/or utilizing AmeriCorps VISTA and student work-study placements. If not already doing so, institutions can also involve or expand the involvement of already-existing offices of institutional research in tracking and reporting on areas of engagement that they had not previously assessed or even tracked on an institutional level.

Another benefit of this database development and maintenance proposal is that is should improve awareness and coordination of community engagement activities throughout the public higher education system. Convening faculty, staff, administrators, and students involved in public engagement allows colleges and universities to learn from and encourage each other. Although each of the state colleges and universities are members of the Connecticut Campus Compact, little was known about what other constituent units were doing in community engagement, even when initiatives shared similar missions and geographic locations. Without an awareness of system-wide activities, duplication is likely to result. Last year's consolidation of the boards for the Connecticut State University System, the community colleges, Charter Oak State College and the Board of Governors for Higher Education under the authority of the Board of Regents for Higher Education should assist in more effective coordination of resources, but it is too soon to be assessed. The involvement of the Connecticut Campus Compact as a resource in implementing this recommendation is encouraged.

Perform Systematic Assessments

2. The BOR should perform or cause to be performed systematic assessments of the community-level impacts of public higher education community engagement across public college and university boundaries, starting with the cross-institution community engagement programs connected to addressing the education achievement gap. Based on this assessment, the BOR should implement statewide public engagement strategic planning and performance management regarding the state's most pressing issues.

Rationale. As Steven Viederman claims in an essay entitled, "Can Universities Contribute to Sustainable Development," "Most efforts at social change are, in effect, ameliorative: they seek to remedy immediate problems, but do not deal with root causes."[xxxiii] To date much of the assessment has been measured against specific goals and targets for individual programs. As expected, Connecticut's public institutions of higher education do not

yet conduct comprehensive, longitudinal evaluation of community (or institutional) outcomes. The previously mentioned P20 WIN, the statewide longitudinal data system, appears to offer a potential tool and model for gathering the relevant data from which these well-defined outcomes can be derived.

Appendix A

Background: The Roots of Higher Education Public Engagement[31]

This section sets out a brief national history of the role of higher education and community engagement, beginning with federal support of practical education at public land-grant colleges and universities to promote economic development. Next, the era after World War II saw significant federal activity with respect to higher education and its community impacts, in particular making post-secondary education more accessible while shifting universities' scholarly focus to national concerns. Finally, smaller-scale initiatives and an internal movement within higher education itself have helped to define its role in community engagement today.

1860 – 1940. For 150 years a deep connection between higher education and economic development has been forged in the United States, often led by the federal government, affecting university research, scholarly priorities, access, and involvement with the community. The earliest example of federal legislation was the Morrill Act of 1862, which leveraged a one-time endowment of federal lands to each state in order to establish a system of "land-grant" public universities.[32xxxiv] While the Morrill Act expanded public access to a university education, its primary goal was to solidify the burgeoning American economy in response to the industrial revolution and changing social class structure. Yet from its inception, the land-grant university system has faced competing pressures between its civic and economic missions.

The three-fold nature of the land-grant mission (*teaching, research, and service*) took several decades to evolve. The original 1862 legislation funded teaching of practical agriculture, science and engineering. The Hatch Act of 1887 gave federal funds for research to state land-grant colleges to create a series of agricultural experiment stations.[xxxv] Annual federal appropriations were not guaranteed until the 1890 Morrill Act (2), by which time there were 48 land-grant colleges. The act further leveraged this funding to require each southern state to establish and fund what today are known as historically black colleges.

State-level support for university outreach would ultimately lead to the Smith-Lever Act of 1914, providing the first federal funding for cooperative extension to deliver educational services to the people at the local level. It was in the development of extension service where the land-grant movement came closest to articulating "engagement." Although initially its form lacked any aspects of reciprocity, the emergence of extension in the land-grant framework was nevertheless critical in expanding the land-grant commitment to relevancy and responsiveness to the needs of the community.[xxxvi]

[31] Note: The national history of university engagement draws heavily from 2007 Democracy Collaborative report *Linking Colleges to Communities: Engaging the University for Community Development.*

[32] Connecticut was the third state to accept the terms of the Morrill Act, however the designation originally went to Yale University until 1893 when the Connecticut General Assembly passed an act establishing Storrs Agricultural College (which would eventually become the University of Connecticut) and making it the beneficiary of the Morrill acts of 1862 and 1890.

1940 – 1980. Two major federal policy changes at the end of World War II would again shape the direction of public higher education. Although seen primarily as an emergency employment measure, one provision of the Serviceman's Readjustment Act (commonly referred to as the GI Bill) provided returning veterans with an education subsidy of up to $500 - enough to cover full tuition at most colleges - and a monthly living stipend. As a result, enrollments at colleges rose 75 percent above pre-war levels as 2.23 million students made use of the GI benefit.

As a result of this influx, in 1946 President Harry S. Truman appointed a Presidential Commission on Higher Education tasked with reexamining the higher education system "in terms of its objectives, methods, and facilities; and in the light of the social role it has to play." This marked the first time in U.S. history that a President established a commission to analyze the country's system of higher education. The commission report, popularly known as The Truman Commission Report, called for, among other things, the establishment of a network of public community colleges that would charge little or no tuition, serve as cultural centers, be comprehensive in their program offerings with emphasis on civic responsibilities, and would serve the area in which they were located. The commission popularized the phrase "community college," causing hundreds of existing and new public two-year colleges to include community in their names.

The second bill created the National Science Foundation (NSF) and consolidated federal grant-making for the sciences. This shifted the focus of public universities away from their local communities toward national (and primarily military) priorities. As a result, research universities became synonymous with the image of the "ivory tower" - an academia disconnected from its community and the practical concerns of everyday life. In 1957, the Soviet Union's launch of Sputnik, the first space satellite, led Congress to pass the National Defense Education Act (NDEA) in 1958. Key components of the bill included expanded financial aid for non-veterans, with a proportion of loans forgiven to graduates becoming teachers in national priority areas and a significant increase of the NSF's budget - from $50 million to $136 million. This would become the basis of the Higher Education Act in 1965, although the focus on access would sharpen to the breaking down of racial and gender barriers.

Although no large-scale federal programs supporting university engagement at the community level have been launched, a slow but steady trend toward local engagement is evidenced by smaller-scale initiatives since the 1960s. Existing programs have moved toward adopting new urban or community-research roles and new, smaller programs have help leverage limited federal resources. The Fund for the Improvement of Post-Secondary Education (FIPSE) was created in 1972 with a $10 million budget. This small budget allowed for a strategy of making smaller grants which could afford the risk of more innovative reform proposals. As a result, FIPSE seed grants have supported numerous reforms in higher education, including the development of criteria to earn academic credit through hands-on experiential learning - the roots for service-learning in the 1990s.

1980 – Present. The federal government encouraged universities to re-focus on local economic growth with the Bayh-Dole Act of 1980 which enabled universities to profit from their

professors' discoveries. Patents issued to universities increased from 250 a year in 1980 to 3,000 a year in 2000. Although critics of the legislation cite a greater risk of corruption and conflict of interest as university and business co-mingle, it has nevertheless shifted the focus of higher education back to their often struggling regional and local communities.

On another front, facing a severe recession and the exacerbating effect of drastic cuts to federal spending on social service programs amid increasing demands, a national urban crime wave hit major U.S. cities in the 1980s. As a result, several urban universities were forced to recognize the viability of their ignored and blighted campus neighborhoods was directly linked to their own institutional survival.

The rise of community colleges and four-year universities were equally important additions to the higher education system. Community colleges, which doubled in number (from 412 to 909) in the 1960s alone and enrolled 44 percent of all college students as of 2000, receive much less federal funding per student than their research university counterparts, and as a result have often proven to be leaders in community engagement.

Despite the U.S. population migrating away from farms and into urban areas decades ago, movement to incorporate urban and community work into the traditional land-grant programs is still limited. This is partially attributed to funding being housed under the U.S. Department of Agriculture. Political pressures from predominantly urban states saw funding for urban programming make in-roads in the 1990s - signified by "Agricultural Extension" becoming known as "Cooperative Extension." Similarly, a growing recognition of the benefits of community-based science research has begun to alter patterns of federal funding. For example, changes made to NSF's "request for applications" documents have compelled applicants to account for community-based approaches in their research proposals. Criteria for granting NSF awards now give greater weight to partnerships and research that addresses broad social issues.

The National Community Service Act of 1990 authorized federal grants to high schools and colleges to support service-learning through the Serve America program and support volunteerism through the Points of Light Foundation. The creation of AmeriCorps, which provides federal student loan forgiveness and a stipend in exchange for community service work, further increased the visibility of service work.

The rapid ascent of higher education's prominence has been notable. In 1890 there were 150,000 students attending public or private American colleges. According to one study, this number increased to 1.2 million students by 1938, half of whom attended public colleges, which were primarily land-grant universities.[xxxvii] By 2000, annual college attendance in the U.S. was 15 million. For fall 2012, a record 21.6 million students were expected to attend American colleges and universities, constituting an increase of about 6.2 million since fall 2000.[xxxviii] Nearly 7.4 million students will attend public 2-year institutions, and 0.5 million will attend private 2-year colleges. Some 8.1 million students are expected to attend public 4-year institutions, and about 5.6 million will attend private 4-year institutions. Increasing numbers and percentages of Black and Hispanic students are attending college. Between 2000 and 2010, the percentage of college students who were Black rose from 11.3 to 14.5 percent, and the percentage of students who were Hispanic rose from 9.5 to 13.0 percent[xxxix]; these rates are

becoming more closely aligned with their respective shares of the population in this age range (14.4 and 20.2 percent, respectively).[xl] These increases in college-going rates reflect larger numbers of college-age Blacks and Hispanics as well as higher enrollment rates for both groups.[xli] During the 2012–13 school year, colleges and universities are expected to award 937,000 associate's degrees; 1.8 million bachelor's degrees; 756,000 master's degrees; and 174,700 doctor's degrees.

The Public Engagement Movement in Higher Education

While still a minority, a growing number of universities have embraced their role as anchor institutions to their communities and a new and deeper understanding of their role in community economic development is beginning to emerge. This latest generation of anchor institutions are not facing immediate crisis, yet choose to act anyway. Several factors can be attributed to this cultural shift: an intellectual movement that identifies "engaged scholarship" as essential to the university's educational and research missions; increasing pressure to fill social service and infrastructure gaps that stem in part from the declining revenue base of state and local governments; a growing realization among many university officials that the health and viability of their institutions is inextricably bound up with the stability of the neighborhoods adjacent to their campuses;[xlii] and universities' increasingly powerful role as economic engines in their own right.

Growing momentum around the anchor institution movement is signified by the emergence of numerous associations and resources within the field. Pledging membership to one of these associations is one way of demonstrating an interest and commitment to community engagement. Founded in 1985, Campus Compact is a national coalition of the presidents of public, private, two- and four-year colleges and universities committed to fulfilling the civic purposes of higher education. In 1999 a group of 51 college and university presidents affiliated with Campus Compact offered a new articulation of the Truman Commission's vision[33] in a document entitled the "Presidents' Declaration on the Civic Responsibility of Higher Education." In it, the group challenges higher education to:

> "re-examine its public purposes and its commitments to the democratic ideal. We also challenge higher education to become engaged, through actions and teaching, with its communities. We have a fundamental task to renew our role as agents of our democracy." There is no nobler task, the group declared, "than committing ourselves to helping catalyze and lead a national movement to reinvigorate the public purposes and civic mission of higher education."

[33] In its 6-volume report published in 1947, Higher Education for American Democracy, the President's Commission on Higher Education laid out the principal goals for higher education is to bring to all citizens: "Education for a fuller realization of democracy in every phase of living. Education directly and explicitly for international understanding and cooperation. Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs."

To date 569 presidents and chancellors have signed the Declaration. Today more than 98 percent of Campus Compact's nearly 1,200 college and university members (approximately one quarter of U.S. higher education) have one or more community partnerships, and more than 90 percent include service or civic engagement in their mission statements.[xliii]

In September 2005 Tufts University convened the Talloires Conference at Tufts University's European Center in Talloires, France. This conference was the first international gathering of the heads of universities devoted to strengthening the civic roles and social responsibilities of higher education. The meeting brought together 29 university presidents, rectors, and vice chancellors representing 23 countries and gave rise to the "Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education." To date 247 colleges and universities in 62 countries have signed the Declaration and joined the Talloires Network, formalizing their commitment to promoting the civic roles and social responsibilities of higher education.[xliv]

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