COIN CIVICOPPORTUNITIES INITIATIVE**NETWORK**

How It Works

The New World Foundation
&
Marga Incorporated
June 16, 2010

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Building Pathways for a Better

Outline

- Overview and Rationale
- Components
- Value and Status

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Overview and Rationale

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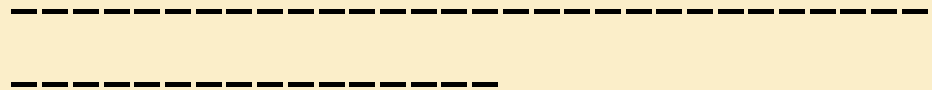
Description

- COIN is a network of community-based organizations (CBOs), young people, philanthropy, and higher education, which:
  ◦ Improves access to higher education
  ◦ Promotes civic engagement
  ◦ Strengthens community-based organizations
  ◦ Improves community resiliency

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Mission

- Create a new pipeline of well-educated local leaders to energize and sustain CBOs at the grassroots level through:
  - Enhanced learning, academic, and leadership capacity in individuals
  - The simultaneous identification and cultivation of young talent for self-development and community benefit

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Goals

- Empower young leaders to strengthen ties to their communities
- Integrate democratic participation into education
- Create opportunities for academic and leadership training for young leaders
- Link youth to grassroots community participation
- Call communities into service via student civic engagement

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Need for COIN

▸ More clear pathways to higher education for low income students of color
▸ Engaged learning
▸ Reduced brain drain for communities
▸ Strengthened CBOs that serve these communities

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How It Works

▶ Youth enter a CBO leadership pipeline and assist community organizing while receiving:
  ◦ Internships
  ◦ Academic guidance
  ◦ Leadership development
  ◦ Mentoring
  ◦ Education in organizing
  ◦ Postsecondary education
  ◦ Jobs in community organizing

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COIN Stakeholders

- CBOs – Community-Based Organizations committed to civic engagement and community advocacy
- Philanthropy – Foundations and donors committed to building resilient communities
- Education – Schools, colleges, and community programs providing opportunities for learning and personal development

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CBOs

- A COIN CBO develops meaningful community service opportunities for youth, enhances leadership models and training, and provides complementary school preparation for college
- CBOs' knowledge of communities enables them to prepare local youth for college
- Community capacity and resiliency can be improved by strengthening CBOs
- CBOs can add value to youth in ways that schools cannot

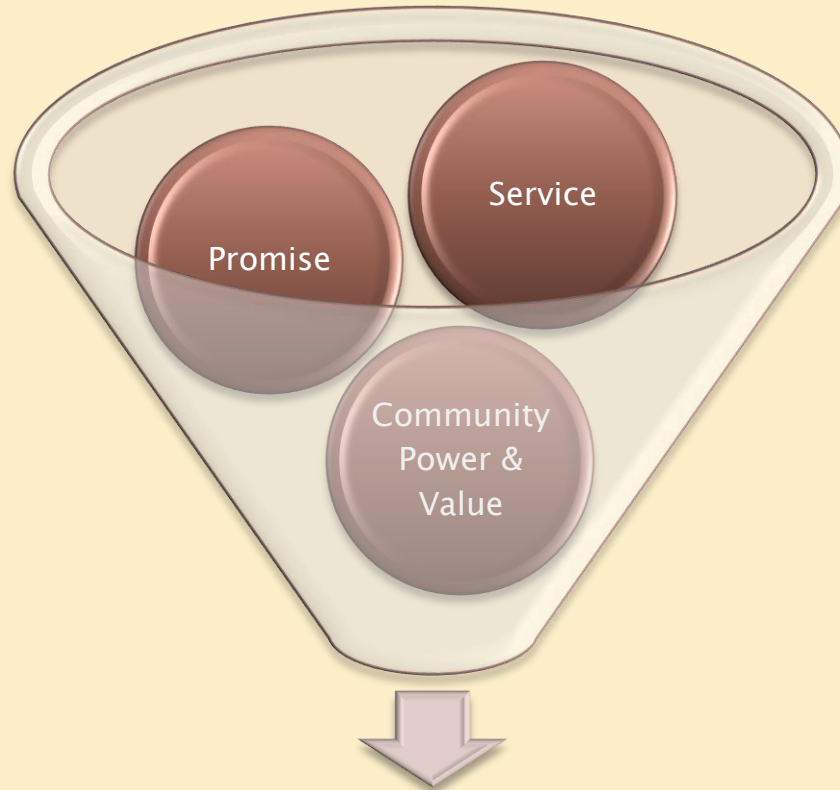**MARGA** INCORPORATED

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Philanthropy

- COIN philanthropy provides resources to strengthen the capacity of CBOs, educational opportunities for young people, and civic engagement for young people and institutions of higher education
- It provides supplemental and innovative support that could not be created by schools
- Philanthropy activates communities and local leadership
- It also amplifies the engagement of higher education stakeholders in communities

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Education & Learning

- COIN education develops college opportunities, leadership skills, and mentoring relationships; fosters the development of social and emotional learning; and integrates reflection and analysis into the service experience in its pedagogy

- All education (primary, secondary, and postsecondary) is the means whereby students learn how to get a job and make a living, live within our culture, and live alongside other people

COIN Conceptual Framework

Promise

Service

Community Power & Value

Resilient Communities and Engaged Citizens

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COIN Conceptual Framework

- **Promise** – The COIN Promise guarantees a reward for satisfactory achievement
- **Service** – Students work with community organizers to address critical issues
- **Power and Value of Community** – Community offers stability and meaning, reflected through CBOs.
- **Participation and Youth Leadership** – Values-based learning and experience strengthens commitment to communities and civic engagement
- **Social and Emotional Learning** (SEL) enables COIN elements work together effectively

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Promise

- A promise gets the attention of everyone in a community
  - Incentivizes organizations to adapt to provide supplemental services for student achievement
  - Increases teacher expectations of students
  - Provide an incentive for parents to be attentive to students' school performance
  - Increases student achievement
  - Reverses the *business as usual* of uncertainty and low expectations for poor youth after each step of achievement

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Service

- Service adds capacity to CBOs
- It demonstrates value of self to an individual and for the recipient
- Service is an opportunity to learn about issues and relevant to communities
- It also provides critical job and educational skills
- Service integrated into the educational experience can be a strategy for school reform

Community Power & Value

- The creation of opportunity maximizes explicit and implicit community strengths
- Identifying and nurturing talent in communities increases community resiliency
- Retaining and shaping the talent to serve the community increases the community's value
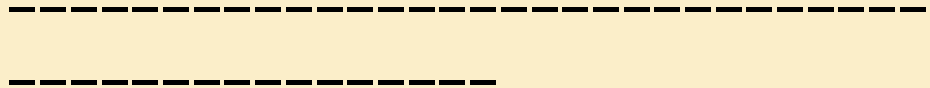- Talent identification and retention amplify leadership and academic potential not recognize in school settings

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Participation and Youth Leadership

- Provides education in a values-based framework
- Strengthens and grows innovative opportunities that develop and encourage youth participation in their communities
- Maximizes student cohort interaction and learning in CBO-based relationships
- Builds a pipeline for regenerating leadership with a commitment to revitalizing communities and strengthening democratic capacity
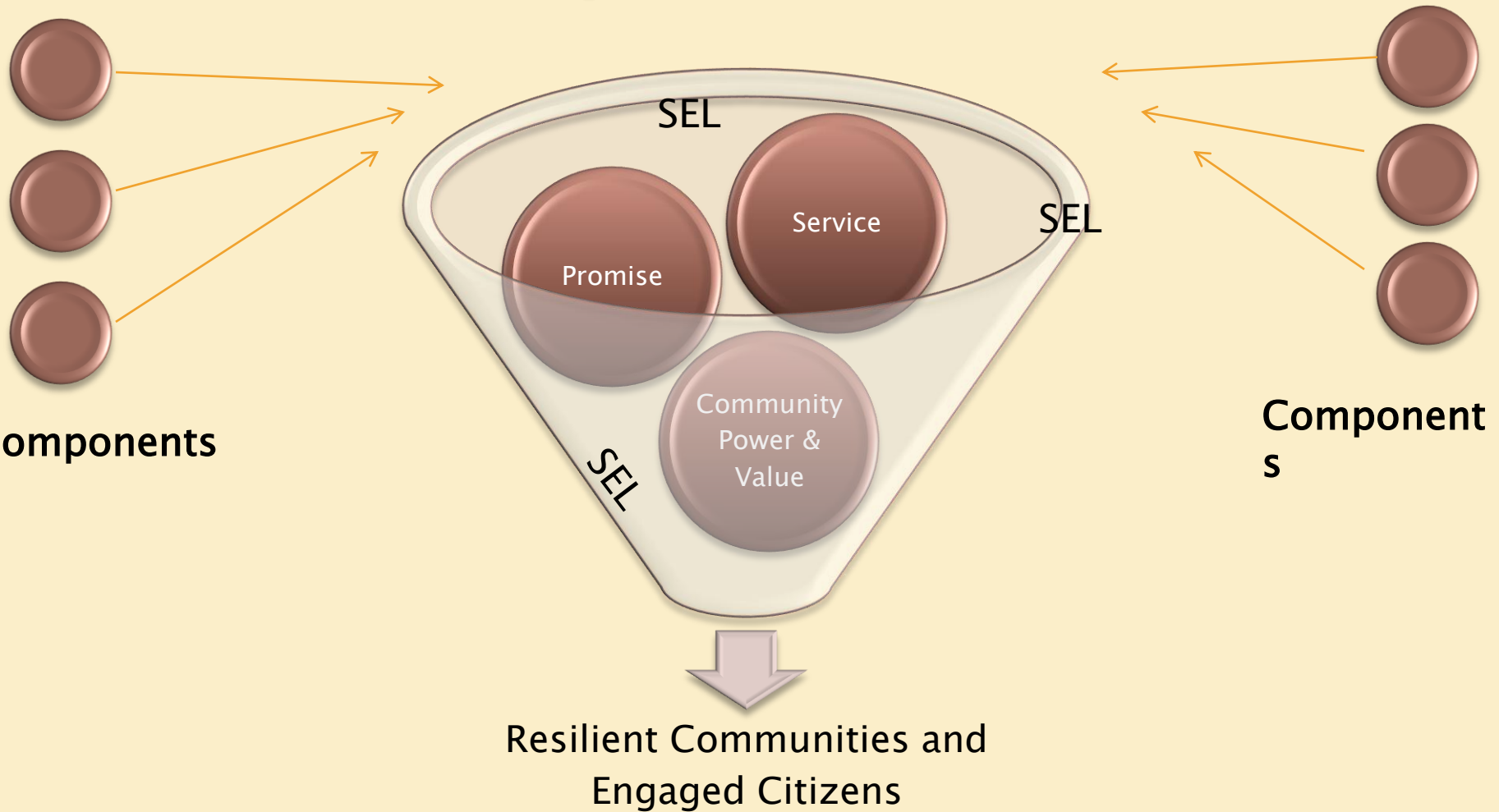
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SEL: Social Emotional Learning

▸ SEL is related to several factors in educational and social success including self-efficacy, bonding to school, pro-social attitudes, cooperation, appropriate responses to peer pressure, leadership, positive interactions with others, assertiveness, and more.

▸ It goes beyond school and creates capacity, personal, social, and academic qualities to community life for youth

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Components

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COIN Conceptual Framework

Components

SEL

Promise

Service

SEL

Community Power & Value

SEL

Components

Resilient Communities and Engaged Citizens

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COIN Curriculum Components

- **Summer Learning** – Educational activity when regular schooling is not in session, which enhances cognitive development and provides opportunities for civic engagement
- **Leadership Training** – A process challenging individuals to interact with others and take responsibility for individual or group goals, which increases confidence, self efficacy, capacity to serve others, and group decision making

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COIN Curriculum Components

- **Coaching** – Ongoing encouragement and guidance for participants, including mentoring that increases academic, personal, and social youth development
- **Cohort Movement** – The selection of students into a group of peers that develop, work, and progress through stages of the program together

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COIN Curriculum Components

- **Service as a Curriculum** – Intentional and explicit design and inclusion of service activities to teach students various subject matters, such as civics, the environment or environmental science, public speaking, etc., increasing understanding of one's environment based on experiential learning
- **Adult Component** – Stronger relationships with teachers and adults and adult roles assumed by students
- **Reflections** – Values-based analysis of activities and service by individuals performing them

Coin's Value and status

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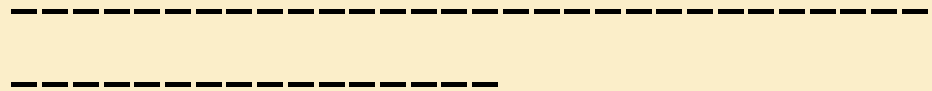
Value of SEL

- COIN develops skills, knowledge and attitudes within its participants to:
  - "Recognize and manage their emotions
  - Set and achieve positive goals
  - Demonstrate caring and concern for others
  - Establish and maintain positive relationships
  - Make responsible decisions
  - Handle interpersonal situations effectively"

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Value of Service Pedagogy

- COIN service in schools is associated with a number of SEL school success factors, including:
  - Attendance and completion
  - Understanding of material
  - Positive relationships to peers
  - Empathy and cultural competency
  - Self Efficacy
  - Belief that one can have a positive impact on a community

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Value of Service Pedagogy

- COIN service in communities
  - Reduces adult-to-student ratios
  - Brings community experiences into the learning environment
  - Advances interpersonal skills
  - Creates respect for youth by community
  - Creates respect for community by youth

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Wrap-Up & Status

- In Summary, COIN:
  - ◦ Creates educational opportunity
  - ◦ Employs pedagogy that enhances learning
  - ◦ Strengthens communities
- Status
  - ◦ CBOs selected
  - ◦ Preliminary batch of scholars selected
  - ◦ Evaluation underway
  - ◦ For more information contact: cjones@margainc.com

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Notes

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Need for COIN

‣ The relationship between service learning activities and increased student grade point averages has been well documented. """ According to data from the National Educational Longitudinal Study, various civic engagement activities are associated with better academic performance, with 6 percent higher scores in reading and science. One study showed that 83 percent of schools with service learning programs reported that grade point averages of participating service learning students improved 76 percent of the time.   Teachers, who also become better engaged in their work, have observed that students learn more in these types of activities than learned through regular instruction. Others have shown that service learning participants demonstrate better performance on standardized tests. """

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‣ Billig, S. H., and Klute, M. M. (April 2003). *The impact of service-learning on MEAP: A large-scale study of Michigan Learn and Serve grantees.* Presentation at National Service-Learning Conference, Minneapolis, MN as cited in *Impacts of Service-Learning on Participating K-12* Students (2007). http://www.servicelearning.org/filemanager/download/S-L_Impacts_K-12_Fact_Sheet.pdf

‣ Klute, M. M. (December 2002). *Antioch's Community-Based School Environmental Education (CO-SEED): Quantitative evaluation report.* Denver, CO: RMC Research Corporation. As cited in *Impacts of Service-Learning on Participating K-12* Students (2007). http://www.servicelearning.org/filemanager/download/S-L_Impacts_K-12_Fact_Sheet.pdf

‣ Anderson, V., Kinsley, C., Negroni, P. & Price, C. (1991). Community Service-Learning and School Improvement in Springfield, Massachusetts. *Phi Delta Kappan*, 72, June, 761-764.

‣ Weiler, D., LaGoy, A., Crane, E. and A. Rovner (1998*). Executive Summary: An Evaluation of K-12 Service-Learning in California: Phase II Final Report*, Emeryville, CA: RPP International with The Search Institute. http://nationalserviceres_____.org/files/legacy/filemanager/download/edu_depts/CA/Evaluation_of_K-12_Service-Learning_in_California_1998.p_

‣ California Service-Learning District Part____ _____ Statewide Summary Report of Local Evaluations (Furco & Granicher, 2007)

SEL

- *Social and Emotional Learning (SEL)* is an underlying "Process through which children and adults acquire the knowledge, attitudes and skills" that when nurtured by all of the various activities included in COIN, enables the variables of service, promise, and community power and value to work together effectively. This important feature of COIN transcends the entire program. SEL is related to several factors in educational and social success including self-efficacy, bonding to school, pro-social attitudes, cooperation, appropriate responses to peer pressure, leadership, positive interactions with others, assertiveness, and more. These are attributes that are believed to be the underlying drivers of the success of COIN. Where these skills, attitudes, and knowledge cannot be acquired in the school setting, COIN enables the acquisition through the student's service setting and activities.

- The potential impact of COIN's elements is suggested by evidence of the importance of social and emotional learning (SEL). According to the Collaborative for Academic, Social and Emotional Learning, SEL skills and behaviors are correlated with students' academic success. They include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These are reflected by a set of attitudes towards self, school and others as well as self perceptions, positive and negative behaviors, and academic performance, all of which are targeted by COIN activities.

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Value of COIN Components

- Studies have demonstrated, for example, that social competence is a better predictor of academic performance at a later age than academic achievement. Students who engaged in service learning showed greater empathy and cognitive complexity than comparison groups. Students in service learning programs have shown reduced levels of alienation and behavioral problems, are less likely to be referred to the office for disciplinary measures, and less likely to engage in behaviors that lead to pregnancy, arrest, or violent behavior. They are also more likely to have increased self-esteem, self-efficacy, and fewer behavioral problems after engaging in service learning. G.V. Caprara, C. Barbanelli, C. Pastorelli, A. Bandura, and P.G. Zimbardo, "Prosocial Foundations of Children's Academic Achievement," *Psychological Science 11* (2000): 302-306.

- Participation in service adds cultural and communications competencies to the student's social skill set. Students who engaged in service learning programs reported greater acceptance of cultural diversity. They also showed an increase in their awareness of cultural differences, and greater confidence in communicating in general and with other groups.

- In addition, the majority of students participating in service learning activities say that they have become more politically aware, have a better understanding of the communities where they learn and how they work, and more rounded understanding of people and places.

- Three studies conducted by RMC Research in Philadelphia, Denver, and Waianae, Hawaii examined the impact of service learning on students' problem-solving abilities and cognitive complexities. After engaging in service learning, students were much more apt to view social or community problems as systemic rather than personal, become more action oriented in their solutions, pose more solutions, and advance more realistic solutions. In the Hawaiian study, students were also more likely to become more empathic and take a deeper, more analytic approach to problems.

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