



Arundel High School Request for Proposal:

Community Development and Global Citizenship Signature Program



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*"The illiterate of the 21st Century will not be those who cannot read and write,
but those who cannot learn, unlearn, and relearn." - Alvin Toffler*

1. Executive Summary

Arundel High School is prepared to begin implementation of their Signature Program entitled- ***Community Development and Global Citizenship***. Through this Signature students will learn and embrace the 21st Century workforce skills which support **Community Development**- the application, distribution, and interaction of local and global resources, both material and human. This Signature theme will provide students specific content, process, and skills knowledge related to their chosen career cluster (Engineering, Mechanical and Information Technology; Health, Environment, and Life Sciences; Business and Finance; Human Services; Arts, Communication, and Humanities). Arundel students will graduate with a solid foundation of skills and strategies for entering the college/career pipeline and for engaging as a contributing member of our global society- **Global Citizenship**.

The Arundel community believes the ideal education provides relevant learning linked to students' passions and interests. Local workforce and community leaders seek to help students understand that whatever their interest, they are part of a global market place and that they must be equipped to contribute and compete both locally, nationally, and internationally. At Arundel, students have the opportunity to propel themselves and their community further by taking advantage of all the unique opportunities afforded to them in both the immediate school community and wider region.

Anne Arundel County's location within the Baltimore/Washington Corridor provides the school system with both a tremendous opportunity and obligation to anticipate the professional demands of the region and prepare its students to fulfill these evolving needs. On the local level, the area where Arundel High School is located is the fastest growing area in Anne Arundel County. Sustainable and responsible growth in the region will require a clear assessment of the needs of multiple community stakeholders and the effective management and development of these material and human resources. On the national and international level, some of the forces shaping the diversified and knowledge based economy of the county are the implementation of BRAC and the State Department's shift to a SMART power perspective. BRAC will concentrate defense associated jobs in the region while the State Departments emphasis on SMART Power will stimulate civilian based jobs growth in the fields of development and diplomacy.

Because the skills and jobs associated with the evolving local economy have applications on the local, national, and international scale, we will model this reality in our program design. Arundel will provide educational opportunities in the school thorough the curriculum, in the community through local colleges and community partnerships, and on the national and international scale through co-curricular enrichment activities with governmental and non-governmental agencies and organizations in the area. Through the Signature, already existing Career and Technology Education Pathway Programs, Professional Career internships, Job Shadowing and various other professional development events will be enhanced and expanded.

The ***Community Development and Global Citizenship Signature Program*** will ensure that the entire population of Arundel High School will cultivate 21st Century global competencies that will allow them to be competitive and connected to the network of opportunity and information that are available to them in the local community and global society.

2. Integrated Key Stakeholder Team Roster

Bringing together diverse group of stakeholders has always been important part of the Signature process at Arundel High School. These stakeholders have been a part of creating our signature theme by attending community engagement events like, World Cafes and Business Advisory Meetings. The following list (**Figure 1**) includes key stakeholders by sectors who have contributed to our signature development process.

Figure 1: Integrated Key Stakeholder Team Roster

GOVERNMENT

Mary Ann Love	State Representative
Jamie Benoit	County Council
Brenda Riseler	County Executive's Office
Jane Strong	Coordinator of Volunteers
Raina Kim	United States Institute of Peace

MEDIA

Rodney Stevens	Promotions Manager at 92Q
Laura Tayman	Suburban Scene, LLC

BUSINESS/INDUSTRY

Cort Vitty	Picture This
Claire Louder	Chamber of Commerce
Alvin Williams	McDonald's of Odenton
Daryl Hancock	CINDAR, LLC
Dave Magayna	Gemini Financial Services
Sharon Fierstein	Essex Bank
Dave Lanzer	SAIC
Anita Marshall	BB & T Bank
Ed White	Re/Max Vision (International Relocation Specialist)
Josephine A. Nemmers	International Resources Group
Michael Doyle	President/CEO of CHF International

COMMUNITY

Brittley Wallace	Bridges Community Center
Pam Young	Volunteer Center for AAC
Irene Zoppi	Social Integration and Community Development Association
Art Huseonica	Greater Crofton Council/Board of Crofton Community Center
Steve Harris	Living Waters Worship Church
Casely Essamuah	Board of World Relief/Bay Area Community Church

HEALTHCARE

Nick Bowman	Premier Fitness
Dr. Hyland Robertson	Whole Chiropractic Health
Kathy McKay	AAMC
Ashley DeFastio	AAMC
Theresa Stevenson	Doctors Community Hospital

EDUCATION

Andrew Pruski	
Cathy Doyle	AACC
Linda Adamson	Johns Hopkins University
Shawn Ashworth	Arundel Middle School
Sharon Hanson	Crofton Middle School
Diana Strohecker	Nantucket Middle School
Arundel High School	
Faculty and Staff	
Members	

3. Community Profile and Analyses

Arundel High School is located in what is now the fastest growing area of Anne Arundel County, West Anne Arundel County. The school serves predominately three major areas- Crofton, Gambrills and Odenton. Over the past twenty years the population and the demographics of this area have changed tremendously. The US Census reported that the total population of Crofton, Gambrills, and Odenton grew over 70% as well as the minority population. (**Table 2**).

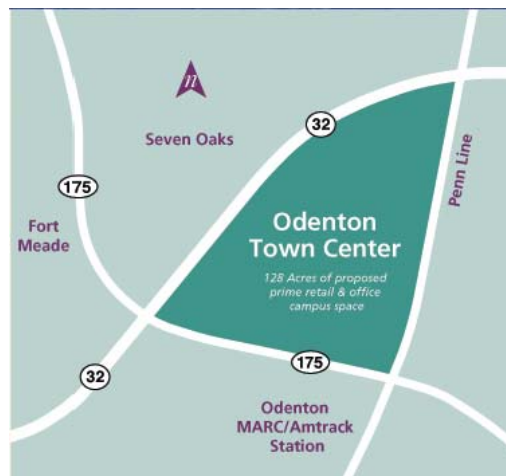
Table 2: Data Trend Summary Report

Demographic data © 2008 by Experian/Applied Geographic Solutions

	1990 Census	2000 Census	2008 Estimate	2013 Projection
White	87.8%	81.2%	76.7%	75%
Black	9.4%	12.8%	14.4%	15.2%
Hispanic	2.0%	2.9%	4.5%	5.5%
Asian or Pacific Islander	2.0%	2.9%	4.0%	4.5%
TOTAL POPULATION	31,886	52,280	63,218	68,431
Male	15,744	25,345	30,538	32,978
Female	16,142	26,935	32,680	35,453

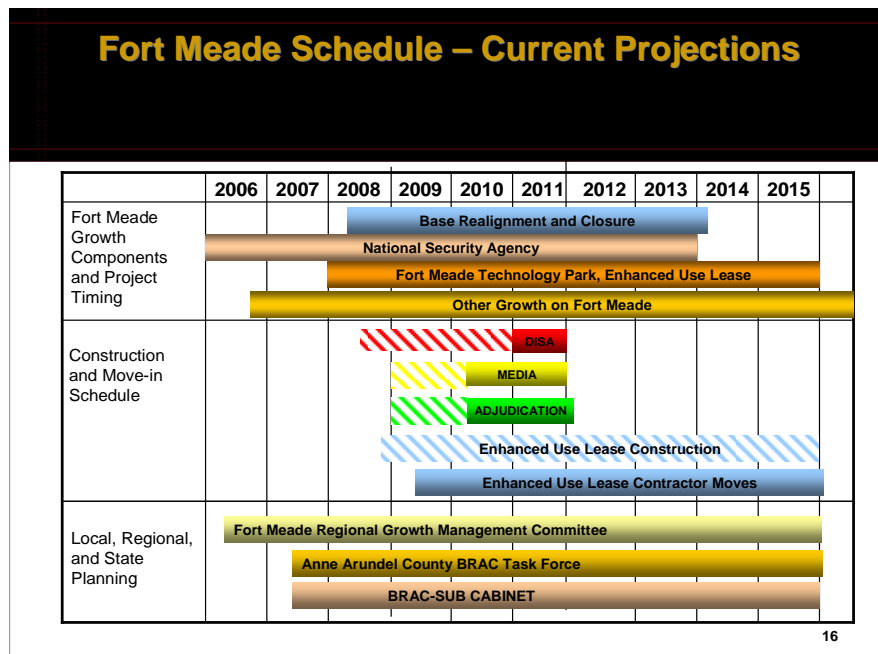
Community Developers have turned what was once a farming community and transportation hub into what now is a major business, residential, and industrial center. The school itself is nicely positioned between the two planned communities of Crofton and Piney Orchard which developers saw as a prime location for retail companies. In 2002 *The Village at Waugh Chapel* opened, which just a few miles away from Arundel High School. There you can do your grocery shopping, have a meal, take a walk by the lake or enjoy a day at the Robert Andrew Day Spa (www.shopwaughchapel.com). If that still isn't enough for this growing community there are also currently two new retail locations, Main Street at Waugh Chapel and the Odenton Town Center (**Map 3**), which are underway as well as a Crofton Community Center and an Anne Arundel County Park in Gambrills.

Map 3: Odenton Development Map



This acceleration of local development is in large part the result of a National reality that will dramatically shape West Anne Arundel County. The Arundel community is fortunate to be the recipient of BRAC, the 2005 Base Realignment and Closure Commission, which refers to the realignment of three governmental agencies, Fort George G. Meade: the Defense Information Systems Agency (DISA), Defense Media Activities (DMA), and Defense Adjuncts and Office of Hearing and Appeals. **Chart 4** shows the current projections of growth and in **Figure 5** shows the estimated job growth for BRAC. These facts only confirm that the **Community Development and Global Citizenship Signature Program** is right for Arundel High school.

Chart 4: Fort Meade Projections Chart



(Anne Arundel Economic Development Corp.)

Table 5: BRAC Jobs Table

Because of the international scope and implications of these government related jobs, Community Development and Global Citizenship is a signature that aligns with the interests and resources of the greater Annapolis/Baltimore/Washington metropolitan region. **Table 6** shows the largest ten employers in Anne Arundel County, while **Table 7** showcases the largest employers across the Washington, D.C. area. International companies like Northrop Grumman, Lockheed Martin, Booz Allen Hamilton, Science Applications International Corp., and Southwest Airlines are all employers that would explicitly value employees who had cultivated global competencies, but almost all businesses want employees who have the ability to work with diverse groups of people and navigate emerging technologies and trends.

Table 6: Major Employers in Anne Arundel County, Maryland

Excludes post offices, state and local governments; includes public higher education institutions

**Employee counts for federal and military facilities exclude contractors*

Company	Number Employed	Product / Service	Industry
Ft. George G. Meade*	30,225	Military installation	Federal government
Northrop Grumman	8,000	Electronic surveillance products	Manufacturing
Southwest Airlines	3,200	Airline	Transportation and warehousing
Anne Arundel Health System	2,800	Medical services	Health care
Baltimore Washington Medical Center	2,544	Medical services	Health care
U.S. Naval Academy*	2,052	Higher education	Educational services
CSC	1,829	IT services	Professional services
Wal-Mart	1,500	Consumer goods	Retail trade
Giant Food	1,220	Groceries	Retail trade
U.S. Coast Guard Yard and Tenant Commands*	1,200	Military installation	Federal government

(2008- Maryland Department of Business and Economic Development)

Table 7: Washington DC Area Top Companies
(Washington Post)

Company	Number Employed Locally	Total Number Employed
<u>Aerospace and Defense</u>		
Lockhead Martin	27,000- Local Employees	146,000- Total Employees
Northrop Grumman	20,700- Local Employees	123,600- Total Employees
<u>Retail</u>		
McDonald's Corp	33,050- Local Employees	400,000- Total Employees
Safeway, Inc	11,500- Local Employees	192,000- Total Employees
<u>Health</u>		
Inova Health Systems	15,600- Local Employees	15,600- Total Employees
Medstar Health	14,000- Local Employees	25,634- Total Employees
<u>Education</u>		
University of Maryland	13,069- Local Employees	13,069- Local Employees
George Washington University	10,169- Local Employees	10,263- Total Employees
<u>Information Technology</u>		
Science Applications International Corp. (SAIC)	17,425- Local Employees	45,587- Total Employees
CSC Corp	11,000- Local Employees	92,000- Total Employees
<u>Government and Profession Services</u>		
Booze Allen Hamilton	14,084- Local Employees	20,213- Total Employees
Mitre	3,263- Local Employees	7,141- Total Employees

The prior tables have shown that the region is growing exponentially and that much of job growth has international implications. While it is important to thus tailor education towards a global perspective, this does not mean neglecting the needs of the local community. With growth and opportunity come social challenges that may make individuals feel left behind. If a community is not providing for the needs of its immediate citizens, this may result in potential rises in crime and community unrest. Community Development seeks to chart these changing resources and needs, identify problem areas, and come up with solutions to better manage allocation of material and human resource. The crime statistics displayed in **Table 8** are for the years, 2006, 2007, and 2008 are complete for the entire year. The numbers for the current year, 2009, reflect the statistics up to the previous month. Overall, crime has decreased, though there are still improvements to be made. It is our hopes that Arundel's new Signature Program will serve to highlight the connection between community development and the overall well being of our local area. We will hope to see these numbers decrease as the program rolls out.

Table 8: Community Crime StatisticsName of Community: **ARUNDEL SENIOR HIGH SCHOOL**Community Code #: **282586**

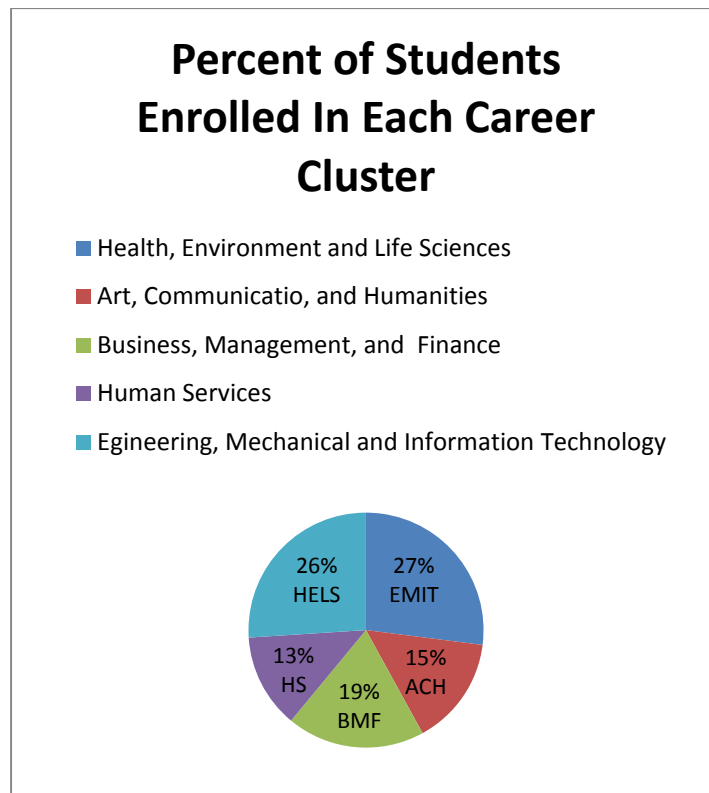
Type of Incident	2006	2007	2008	2009	Total
(03) Robbery	1	0	0	0	1
(04) Assault	28	8	4	7	47
(05) Breaking & Entering	2	3	3	0	8
(06) Theft	27	28	22	15	92
(07) Auto Theft	0	2	0	0	2
(09) Fire	0	2	0	0	2
(10) Embezzlement/Forgery/False Pretense	2	1	0	0	3
(11) Narcotic Violations	10	6	6	8	30
(13) Weapons Offenses	3	4	3	0	10
(14) Sex Offenses	0	1	1	0	2
(15) Liquor Violations	3	1	1	2	7
(17) Disorderly Conduct	12	13	9	5	39
(18) Missing Person	4	3	2	2	11
(19) Domestic	2	1	1	0	4
(21) Alarms	54	48	71	44	217
(22) Destruction Of Property	13	14	9	5	41
(23) Death	0	1	0	0	1
(25) Bomb Threat	1	1	0	0	2
(28) Trespassing	2	5	6	3	16
(29) Other Criminal	1	3	4	0	8
(31) Check Vehicle	11	16	18	11	56
(32) Periodic Checks	360	470	428	199	1457
(33) Assist	7	17	2	4	30
(39) Traffic Detail	11	7	14	6	38
(40) Warrant/Summon Service	0	1	0	0	1
(41) Building Found Open	6	7	2	2	17
(42) Info On Previous Calls	35	24	19	12	90
(43) Animal Complaint	1	0	0	0	1
(44) Injured Or Sick Subject	3	6	1	3	13
(46) Recovered Property	2	1	1	0	4
(48) Lost Property	3	7	1	0	11
(51) Check Subjects	2	3	2	0	7
(53) Accidental Overdose	0	2	0	0	2
(82) Accident - Person Injured	4	2	0	1	7
(83) Accident - Property Damage	10	3	3	3	19
(86) Accident - Settled At Scene	4	7	5	3	19
Total	624	718	638	335	2315

<http://aacoprod.aacounty.org/MyAnneArundel>

4. Community Survey and Data Analyses

Arundel has always been a school that seeks to meet the diverse and evolving needs of all of its community members. This means that we are constantly in conversations with multiple stakeholders including students, parents, faculty, community members, and business leaders. As a community school, Arundel High School has been dedicated to creating multiple pathways to ensure success of all of our students by Smaller Learning Communities. The structure of our Career Cluster Program was designed with the help of several Community Collaboration Events. This process allowed us to design a pedagogical model in the school that met the needs of ALL our students. Throughout the years we have seen a trend in the career cluster areas this trend is represented below in **Chart 9**.

Chart 9: Career Cluster Enrollment



Each year a variety of methods are used to survey students' career interests. While working with our feeder Middle schools, students take an online interest survey before registering for their high school classes. Student then take additional assessments in their ninth and tenth grade years to ensure they are placed correctly. Furthermore, each year during the registration process, counselors have informal dialogues with students and advise students about which courses will provide them with a sound base for pursuits beyond the high school experience. The signature program does not replace the Career Clusters. Rather, it broadens their scope by highlighting potential career paths from the local to the international scale.

As we designed the Signature, we sought to use the same process of community dialogue that had been used in shaping the Career clusters. For this reason, one of the models Arundel High School used to gather Signature data is known as the Participant Learning and Action (PLA). It is a methodology that emphasizes a holistic understanding of the needs and potentials of a community. There are a variety of methods for gathering this information but at Arundel we chose to use a combination of formal student surveys, community collaboration events, dialogues with our business advisory board, and World Cafés with all of our stakeholders to assess the needs and resources of both our students and our wider community. The *World Café* is a method of gathering information using the process of informal collaborative dialogue rather than formal survey or interviews. On May 22nd of 2009 (*First Round*), 40 stakeholders from around the community participated in just such an event. Students, teachers, administrators, parents, business leaders, college professors, and even local politicians brainstormed and discussed the ideal way forward for our school. This focus group allowed us to see the emergence of a shared vision for not just Arundel, but for American public schools in general. Over and over again, participants stated their desire for learning that was globally relevant. Together the stakeholders defined global citizenship and created a list of skills sets the students will need to be competitive in the 21st century. On October 23, 2009 we held a second *World Café*. It was here that participants noted what stands out about the Arundel community and where they began making ties to Community Development.

5. School and Community Assets and Needs

In the last twenty years, the resident population of the Odenton, Gambrills, and Crofton area- the Arundel community- has more than doubled from 31, 886 residents in 1990 to 63,431 residents in 2008. With this rapid growth has come a tremendous demographic shift. In 1990, this same area was 86% white, 9% African American, 2% Asian, and 2% Latino. In 2008, while the white resident population had dropped to 75%, the African American population rose to 15% and the Asian and Latino populations doubled to 4.5% and 5.5% respectively (shown is **Chart 10**).

Chart 10

	1990 Census	2000 Census	2008 Estimate	2013 Projection
White	87.8%	81.2%	76.7%	75%
Black	9.4%	12.8%	14.4%	15.2%
Hispanic	2.0%	2.9%	4.5%	5.5%
Asian or Pacific Islander	2.0%	2.9%	4.0%	4.5%

While these changes bring increased opportunities for economic investment and job growth, decisions about how to develop the material resources and spaces within the area must be made with the understanding that there are many overlapping and evolving smaller communities within the larger community. Healthy community development seeks to make its growth sustainable, responsible, and built on the consensus of all community members, including new arrivals. The same demographic shift that has taken place in the west county area is also reflected in the microcosm of Arundel High School.

Arundel high school is a community school that recently celebrated its 150th anniversary. It is not uncommon for several generations of the same family to graduate from Arundel, nor is it uncommon for Arundel grads to comeback and work at the school. Arundel High School currently has one administrator, ten teachers and six support staff who are Arundel graduates. In the last two decades, however, the school make-up has experienced the same transition that has occurred in the county at large. As shown in **Graph 11** Arundel's student population is now almost an exact mirror of West County's diversity with a white population of 62%, African-American population of 29%, Asian population of 4% and Latino and other ethnicities composing the final 4%. It is important to note that the school's population is also substantially more diverse than the county as a whole. What is more, in an informal survey conducted at the school, 15% of students spoke more than one language, 12% had lived outside the US, and 41% of students had traveled outside of the country. These trends of increased cultural variety reflect a national trend that will eventually affect the entire landscape of American Public Education.

Despite Arundel's rapid transition, a strong administrative team headed by one principal since 2003 has provided continuity and vision in responding to the diversifying resources and needs of the student body. Through a large Federally funded Smaller Learning Communities grant, Arundel rolled out student centered programs such as 9th grade academy, teacher advisories, workforce related career clusters, and Wildcat Hour (in school academic support). Arundel leadership realized that by responding proactively to student needs, not only would the Arundel students benefit, but Arundel High School would serve as a model for other high schools across the country which will inevitably experience similar transitions. Many other Anne Arundel County High Schools have already implemented similar programs.

Arundel realized that it need not embark upon this educational renovation alone. The school leadership chose to take advantage of the school and county resources and sought to strengthen and expand community partnerships that had always characterized the school. The material and human resources of the Arundel community are reflected in the parents of Arundel students as well as the wider West Anne Arundel County community.

Western Anne Arundel County is a community rich in material resources. The estimated median household income in 2008 for the Odenton, Gambrills, and Crofton area is \$97,000 a year while 41% of households in this area have incomes over \$100,000 a year. The estimated average median household income in 2008 for the entire Anne Arundel County is \$86,500. On the whole, households making less than \$50,000 a year have decreased from 40% in 1990 to 20% in 2008. The greater Arundel community economic profile is reflective at the county at large. Equally important are human resources. In the Arundel community 60% of adults have attended college and 40% of those have a college degree, they are well equipped for employment to obtain high skilled jobs.

As illustrated in **Chart 12**, the most common jobs and industries in the Arundel community are Public Administration (14.3%); effective government, policy, and law are all essential pieces of community development. This is followed by Retail trade (12.2%), Professional Scientific and Technical Services

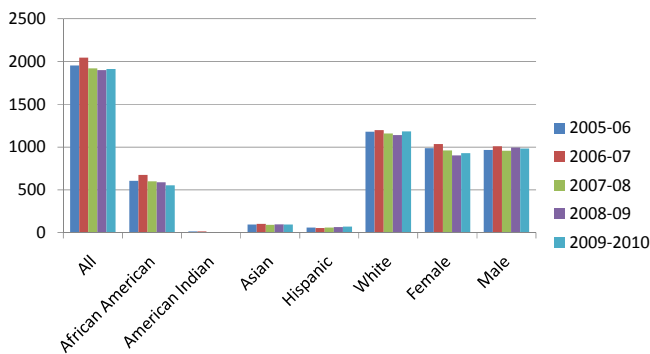
(11.6%), Health Care and Social Assistance (9.2%), and Educational Services (8%). All of these not only compliment Arundel’s long standing career clusters, but are also compatible with the effective management of material and human resource on the local, national, and international level. According to an Arundel survey, 23% of students have a parent or immediate family member who was born outside the US and 17% of students have parents who travel internationally for work. The AHS parents are largely representative of these career fields and many also bring a notable global perspective to their work. Western Anne Arundel County is the National hub for government intelligence agencies: CyberCommand, National Security Agency (NSA), Defense Information Systems Agency (DISA), Defense Media Activity (DMA), and military adjudication support activities. Proximity of our Nation’s Capital, a variety of international Non-Government Organizations (NGOs), Fort Meade Army Base, and private sector defense contractors draw families to the region from across the country and world. Many community members hold government jobs or other public service positions. National Security career opportunities will increase with the final stages of BRAC-related relocation and expansion activities. Job growth in areas of community development and global citizenship will also likely expand and receive greater visibility with the advent of SMART Power, a shift in American foreign policy that seeks to increase civilian capacities in areas of development and diplomacy. US Government agencies and international NGOs ensure that there will be wide partnerships available for the **Community Development and Global Citizenship Signature**.

In order to take full advantage of these assets we must have an educated workforce to serve the needs of the community as it continues to grow. The **Community Development and Global Citizenship Signature** will meet those needs now and in the future by graduating students equipped with the workforce skills, community development knowledge and global understanding to help incorporate these changes into the Arundel community in a positive way!

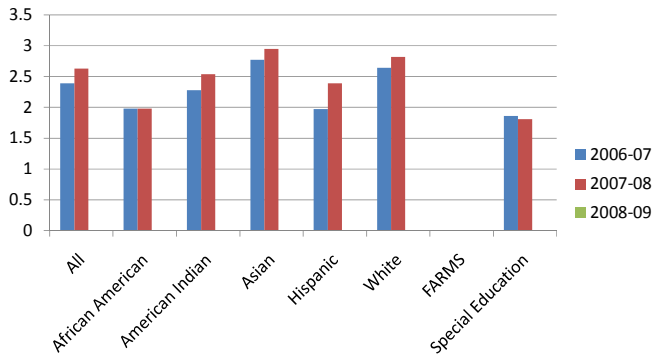
Graph 11: Arundel High School Data

(Maryland Report Card)

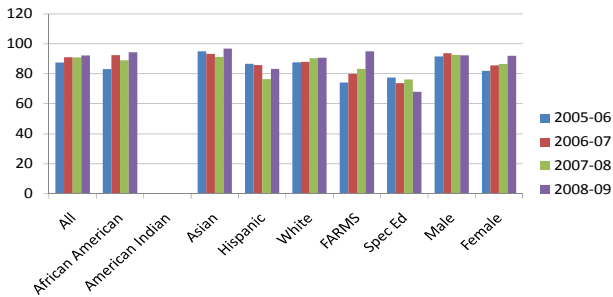
Demographics



Average GPA for students



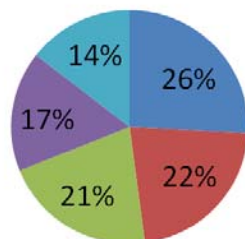
Graduation Rate



Pie Chart 12:

Top Five Jobs and Industries in the Arundel Community

- Public Administration
- Retail Trade
- Professional Scientific and Technical Services
- Healthcare and Social Assistance
- Educational Services



6. Summary

The purpose of a Signature program is to innovate a closer alignment between education and workforce needs in a school's surrounding community. Due to the location of Arundel High School in the Baltimore Washington corridor **Community Development and Global Citizenship** is the perfect Signature because the Arundel community reflects both the local and global resources and needs concentrated in this fast developing area. This vision has been devised and will be implemented with multiple stakeholders in the wider Arundel Community. Because of the signature's global scope, this program will expand this network of support to include partners with national and international connections. Community development allows us to teach students how to recognize, utilize, and manage these material and human resources. Global Citizenship allows students to understand that they are connected to both local and global networks and to cultivate the 21st century skills needed to navigate the demands and opportunities of these networks. "Just as previous generations needed basic literacy in the three R's, the next generation will need technological and global literacy skills to be competitive in our increasingly diverse and interdependent world" (U.S. Department of State 2006). At Arundel we are committed to providing the most innovative and relevant educational opportunities that seamlessly transition our students into productive and responsible participation in our local community, our nation, and our world.