

CARVER

AUGUST 2019

ANNUAL REPORT 2019

EARLY COLLEGE

Impact on Underserved Communities, pages 4-5

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CAREER PATHWAYS

UPenn, **GOOGLE**, Inspira, & Complete Care, page 12



WWW.MYCARVER.ORG

PHOTO: Job Shadow at **GOOGLE** in NY,
May 10, 2019
Bridgeton High School

A photograph of several students gathered around a table, working on a drone. One student in a blue shirt is holding the drone, while others are pointing at it. The scene is indoors, possibly in a school hallway or workshop. The photo is partially covered by a large orange circle that contains the main title.

CARVER FOUNDATION

ANNUAL REPORT

AUGUST 2019

PREPARED BY

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Aaron Washington, MA*

"The Carver Foundation — who we're partnering with — [is] handling all of the administrative part of it, working with the high schools and getting the applications," said **Dr. Barbara Gaba, president of Atlantic-Cape Community College** – SNJ Today

"Early college programs open the door to higher education for high school students. This approach (the Carver Early College Programs) blends high school and college in a rigorous yet supportive program," added **Dr. James Piccone, Acting Vice President of Academic and Student Affairs at CUMBERLAND COUNTY COLLEGE**. "The opportunity saves money and shortens the time it takes to complete a high school diploma and the first two years of college." – South Jersey Towns

"We want to raise the number of students in Cumberland County that are earning a degree, and this (the Carver Early College Programs) is one way to make this opportunity more accessible to them," said **Superintendent Steven Price - Cumberland Regional High School** . – Press of Atlantic City

"It's (the Carver Early College Program) definitely going to change the academic culture of this area because we're getting the students to buy into their academic future at an earlier age," **Ms. Gerri Turner, the high school supervisor of student services**. "We're already seeing this here at the high school." – **Buena Regional High School** – Press of Atlantic City

"I can't imagine a parent who wouldn't want their child to go this track (the Carver Early College Program)," she said. "It gives them focus. It shows them and teaches them how to set goals early." – **Rayna Hendricks, Principal of the Middle School of Pleasantville - Pleasantville Public Schools** – Press of Atlantic City

"I think this is a great program (the Carver Early College Program), It has its ups and downs just like everything," **sophomore Kaylee Carlson** said, acknowledging the challenging work load. "It's a great path if you want to be surrounded by good people, good teachers, and get the best education you possibly can – it's a great way to maximize your K-12 education." – **Vineland High School** – The Daily Journal.

"Students of various academic and social backgrounds now have the opportunity to pursue educational and career fields in such areas as health sciences, computer science/cybersecurity, engineering technology and more with the necessary support services that will assist them in achieving success in high school, college, and beyond," said **Dr. Jerome Taylor, Executive Director of the Carver Foundation** – The Daily Journal

FEATURE STORY

Incoming freshman **Khaliyah Haraskin**, 14, was part of the middle school Early College program last year and is studying to become a cardiologist. She said she is learning the value of working hard and credited her teachers for pushing her. "Giving up really wasn't an option," Khaliyah said. – **Pleasantville Public Schools - Press of Atlantic City, 7/25/19**

"Our vision is for every student to aspire to some post-secondary credential," said **Dr. Jerome Taylor, Executive Director of the Carver Foundation** – Press of Atlantic City

"The Carver Early College High School Program will be a game changer for our students by providing a legacy of opportunities for families in Bridgeton for generations to come," said **Superintendent of Bridgeton Public Schools, Dr. Thomasina Jones** – The Daily Journal.



Where we are
CARVER

PHOTO:
Summer Bridge - Public Speaking
July 8-26, 2019
Buena Regional High School

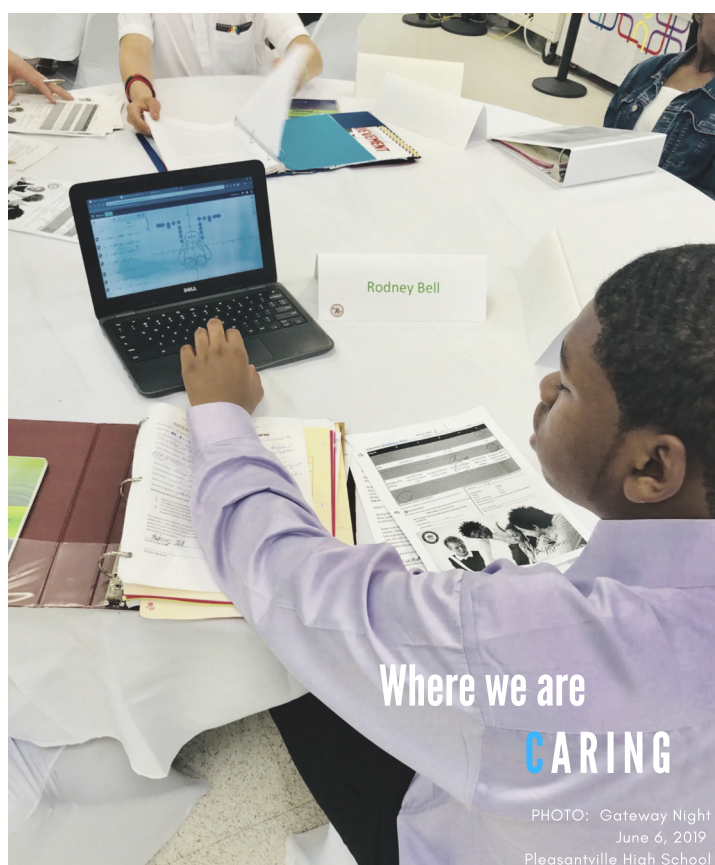
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The **George Washington Carver Education Foundation** is a New Jersey non-profit organization serving as an intermediary between institutions of higher education (IHEs) and local education agencies (LEAs) to establish early college and career pathways for ALL students throughout the state. Through the work of the Carver Foundation, students, particularly those from underrepresented populations, are provided the opportunity to pursue their high school diploma and an associate degree by the end of 12th grade. Students can also enter the workforce after high school with an advanced license or industry-recognized career certification. Wraparound services and accelerated learning plans are customized for each school district to strengthen students' college and career readiness skills as they matriculate through the rigorous demands of college-level coursework (learn more at: www.mycarver.org).

The Carver Foundation provides consulting services for the full development, design, and implementation of an early college high school & career pathways program with professional development for district-wide school leaders & teachers and a K-12 school plan for developing a "college & career culture" throughout the district that transcends and impacts each school's climate, all teaching & learning in the classrooms, and overall student engagement, motivation, and achievement. As a New Jersey intermediary for 'early college high school' designs (ECHS) and 'career technical education' programs (CTE) designed with a clear process for earning college credits while in high school for all students, we assist school districts and colleges/universities in developing a pipeline to the postsecondary credentials that will fill the skills gap within growing career fields, decreasing the pipeline to poverty and prison often promulgated within underserved communities (see footnote). Our district-wide model is built on national best practices and proven designs for early college & career pathways (see Early College Designs, www.jff.org).

We are also committed to creating a culture of success throughout the State of New Jersey, by developing a seamless network in partnership with school districts, businesses, local and state governments, community organizations like the AAUW-CC (see footnote), faith-based organizations and social service agencies that will prepare every student, especially from underserved populations, to receive the academic and social-emotional supports essential for success in college, career, & life.



RESOURCES: 1-The Color of Justice: Racial and Ethnic Disparity in State Prisons, The Sentencing Project, 2016.
2-American Association of University Women (AAUW-CC) Cumberland County Branch.

The **Carver Early College High School Programs in New Jersey** officially began February of 2017 with the approval of the county's first program between Bridgeton Public Schools and Cumberland County College with an induction of 50 students. Since then, the Carver Early College High School Program has inducted over 1000 students across two counties with several other high schools and counties interested in replicating this model in their areas.

During the school year 2016-2017, the Bridgeton Board of Education approved **50** eighth grade students to participate in the first cohort from Cumberland County. In 2017-2018, this number grew to **556**, nearly doubling in 2018-2019 to **1,022**. The projection for 2019-2020 is **1,517** students with more districts signing on to launch a program this year.

Table 1. Overall Enrollment by Year

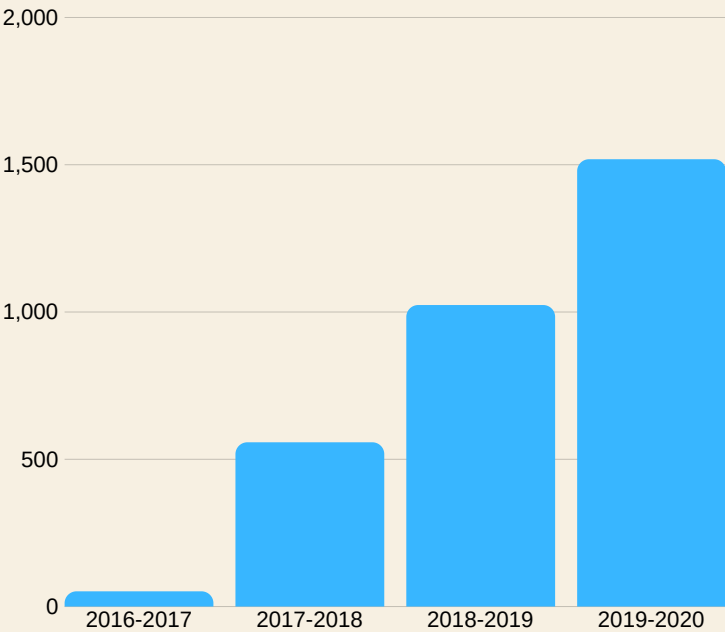


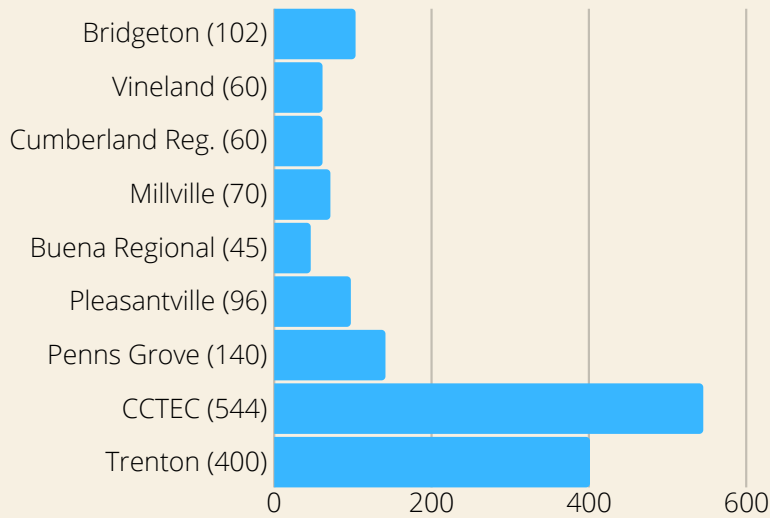
Table 2. Overall Enrollment by School District

Table 2 depicts the number of students who will be eligible for enrollment for the 2019-2020 school year at each participating school district totalling approximately **1,517 students**. The "**pilot program**" in each district has been customized to match the needs of each school district, while implementing various components of the national early college high school initiative (*ECHSI*, see footnote). All Carver programs started with the 9th grade class, which built cohorts leading towards earning an associates degree by the end of 12th grade.

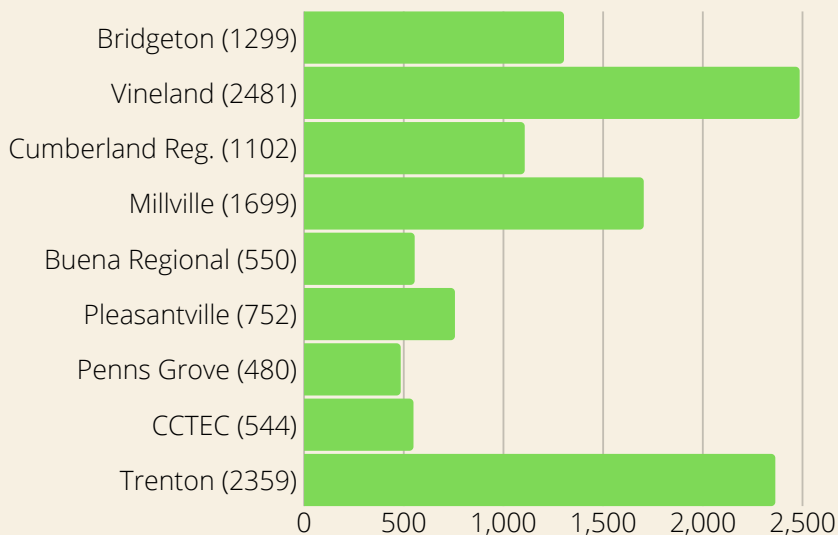
Table 3. Potential for Growth, School-wide

Table 3 shows the number of students each district can impact when the district is able to fully implement the 9th-12th grade ECHSI school-wide. Districts are currently working on ways to expand their pilot program into a school-wide opportunity for all students. The potential of expansion will be ten times the current number of students in the Carver program at **10,514 students** if fully implemented throughout the high schools.

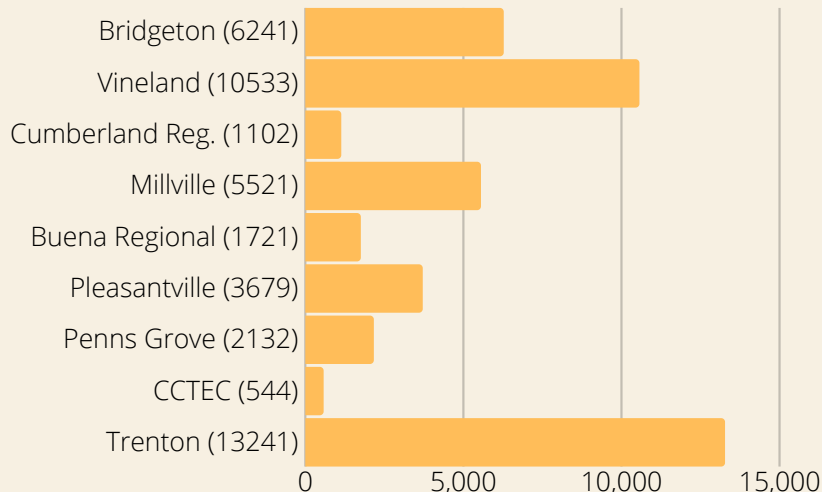
Table 4. Potential for Growth, District-wide

Table 4 shows the number of students each district can impact when the district is in the position to replicate an ECHSI K-12 model for all students, regardless of background, socio-economic status, race, identity, disability, or any other factor used to limit student success. The potential of expansion across participating school districts in the Carver program, who include K-8 schools in their design is almost four times that of the number of students impacted for districts who only serve high school students. This impact is approximately **44,714 students** across the participating districts.

Table 5. Potential Impact on Race within Participating Districts

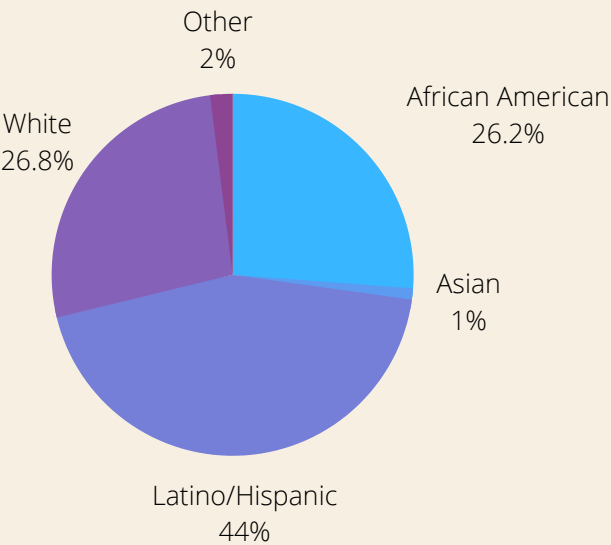


Table 5 shows the comparison between Carver New Jersey’s potential impact on race within participating school districts and the impact on race nationwide implementing early college programs for 2019-2020 (see ECHS Gets Results at www.jff.org). Latino/Hispanic students for both Carver at 44% and the nation at 41% represent a growing population in NJ and the US and demonstrate the high impact the early college high school initiative can have on underserved populations. Similarly, the Carver and the national data are closely aligned for other populations as well. Carver’s potential to impact African American population of students is at 26.2%, aligned with the national data for the same group of students at 22.5%, and White students at 26.8% for Carver and 27% at the national level. The Carver Foundation continues to work diligently to increase the number of students served through the early college high school initiative and provide opportunities for postsecondary success for all students.

Table 6. Potential Impact on Economically Disadvantaged Students within Participating Districts

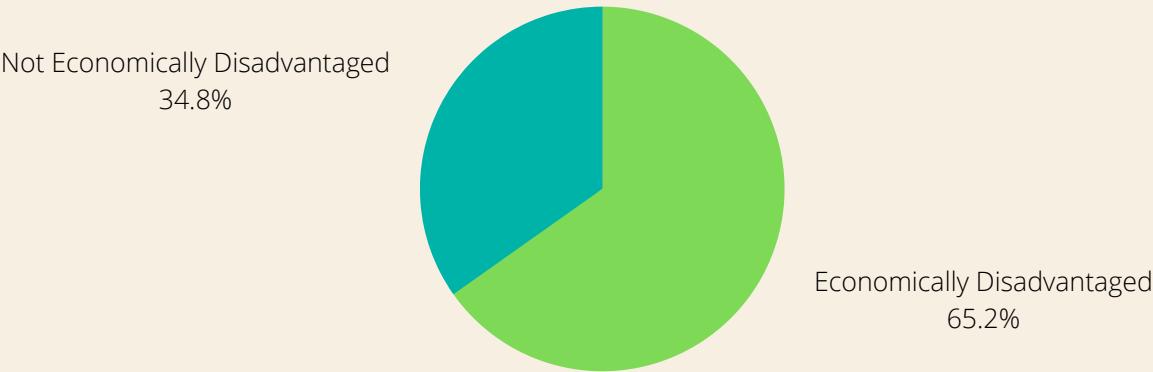


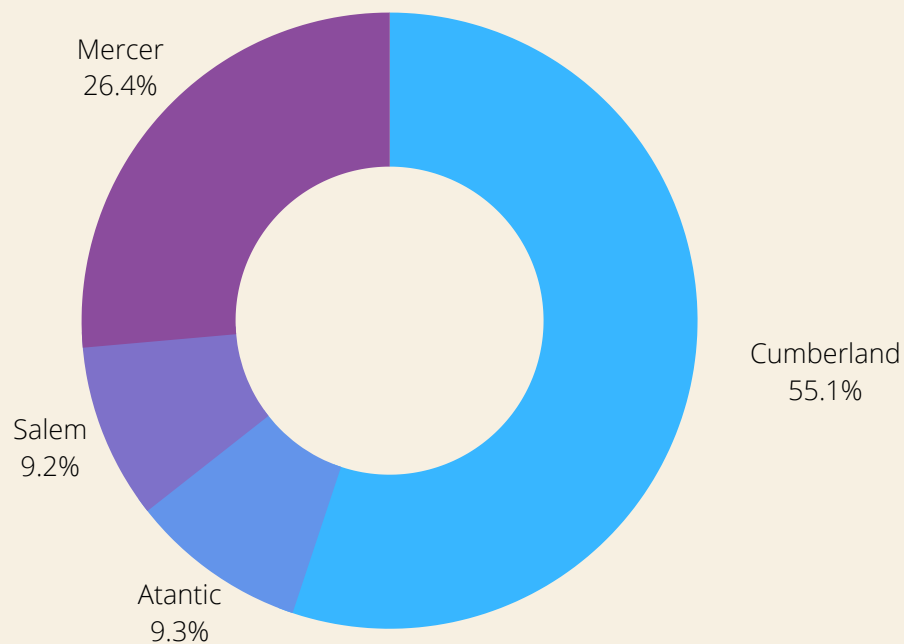
Table 6 shows the potential impact on students who are economically disadvantaged. Of the 44,714 students who will attend school for 2019-2020 within districts who have a Carver Early College Program, approximately 65.2% of those students will be economically disadvantaged (see the 2018-2019 NJ School Performance Reports), which is inline with the national data for those students serviced from an economically disadvantaged background at 61% (see ECHS Gets Results at www.jff.org).

Table 7. Impact on Gender within Participating Districts



Table 7 shows the potential impact the Carver programs can have on girls, particularly from underserved populations and low-income families. Approximately 49.4% of the students who will attend Carver’s participating school districts for 2019-2020 are female (see the 2018-2019 NJ School performance Reports). This is significant as Carver is committed to increasing the number of girls who are exposed to coursework and experiences within STEM (science, technology, engineering, and mathematics), with the goal of increasing the number of women who pursue majors and careers in STEM (See the “Condition of STEM 2016 – New Jersey”).



Table 8. Enrollment by County (NJ) 2019-2020

The Carver Early College High School Programs began in Cumberland County and multiplied to include all the county's public high schools within 2 years. According to **Table 8**, 55.1% of the student population for the 2019-2020 school year will attend schools in Cumberland County.

Three other counties are beginning to develop programs and will increase the number of students who can participate in an early college & career pathways program for 2019-2020.

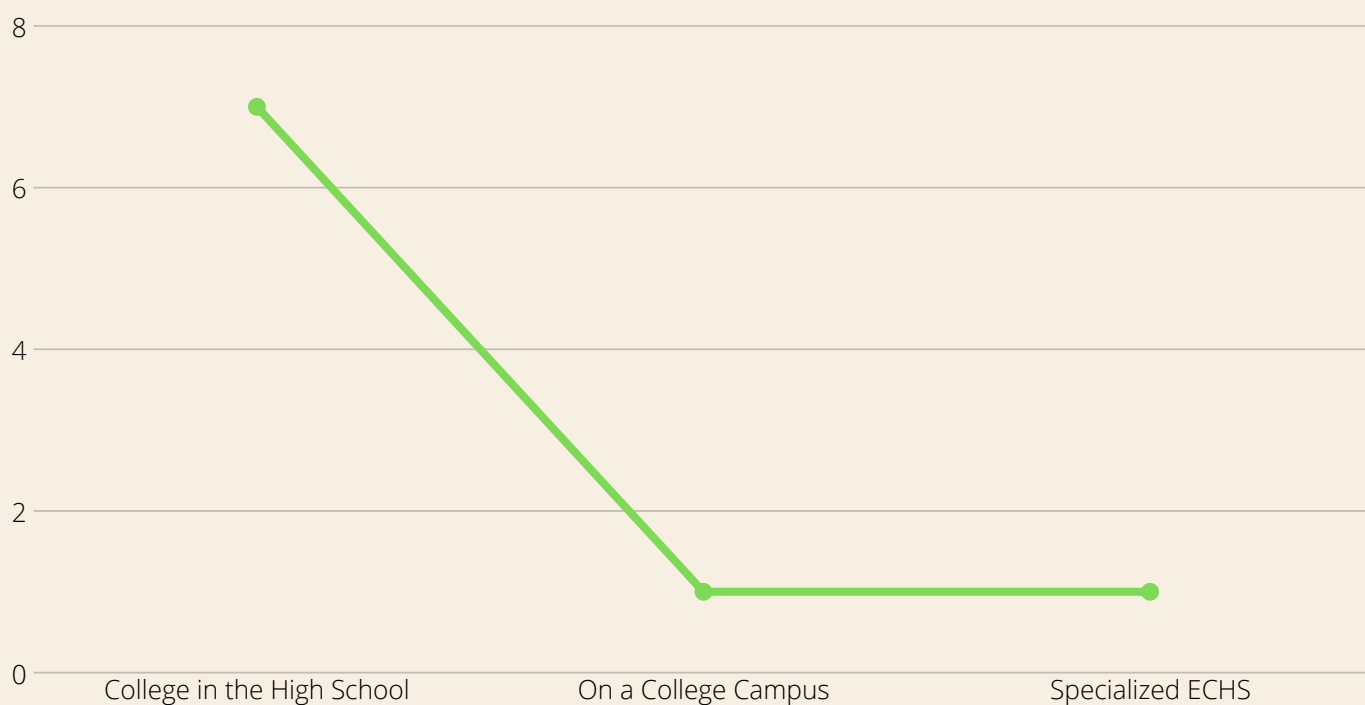
Several other districts and counties are showing interest in early college with new developments in Delaware as well. The potential to expand dual enrollment and impact students' postsecondary attainment is vastly becoming a topic of interests among legislators, superintendents, school boards, and colleges and universities. The Carver **"pilot programs"** can serve as a model for program design, development, and implementation with demonstrated success.



PHOTO: Job Shadow Day at Google Headquarters in New York, May 10, 2019 - Bridgeton High School

The Carver Foundation has focused on expanding dual enrollment within each participating county and school district, where every student has the opportunity to earn postsecondary credentials while in high school. This national initiative has yielded promising results for communities throughout the United States, particularly from areas that service underrepresented populations in higher Education. Carver has worked with school districts who service a high percentage of students from these populations, customizing early college and career pathways that meet the needs of the students and the community (See Resource below). As depicted in **Table 9**, the first Carver program began **“on a college campus,”** reflecting the historical model for early college designs and implementation institutionalized in the early 2000’s (i.e. *Bridgeton Public Schools*). **“Specialized ECHS”** programs focus on establishing a separate school within the district, where students attend an early college high school program not offered within the traditional high school setting (i.e. *Vineland Public Schools - AMSA, Applied Math & Science Academy*). Of the nine participating school districts for 2019–2020, 77.8% of those districts will operate a **“college in the high school”** design, where school districts are seeking ways to expand early college high school and career pathways wall-to-wall (i.e. *Cumberland Regional High School, Millville Public Schools, Buena Regional High School, Pleasantville Public Schools, Penns Grove Carney’s Point School District, Cumberland County Technical Education Center, and Trenton Public Schools*). This is significant because the model for early college and career pathways should provide access to postsecondary credentials for all students, regardless of the initial disadvantages that would traditionally keep them from earning dual enrollment credit while in high school. This will require more and more school districts to expand their dual enrollment programs into an ‘early college high school’ and career pathways program so that all students in the district can participate and earn postsecondary credentials while in high school.

Table 9. Enrollment by Delivery Method (*Number of Schools per method*)



SPOTLIGHT ON INNOVATIVE PROGRAMS

All nine school districts in New Jersey have developed (or in the process of developing) model early college high school programs in partnership with the Carver Foundation since school year 2016-2017. Carver's early college and career pathways programs are built on the four ECHS design elements (see Resource 1) and the five ECHS core principles (see Resource 2). The four (4) ECHS design elements include the following:

Program structure: Leading to an Associate's degree, or two years of college credits;

Planning and coordination: Involving high school, college, and other stakeholders;

Acceleration: Getting student skills up to grade level, preparation for rigorous instruction, and support for students' academic advancement in a college course of study; and

Financing: Costs associated with college courses, tuition, fees, college textbooks.

As shown in **Table 10** on page 9, if a participating school district addressed all four areas, this district was recognized with a 100% for the column displaying the ECHS design elements. Two districts received a 75% for the design elements as more emphasis on "acceleration" is recommended as they continue to develop and build their early college program. The five (5) ECHS core principles include the following:

Core Principle 1. ECHS schools serve students from populations typically underrepresented in postsecondary institutions;

Core Principle 2. Students earn an associate degree or 2 years of college or credit toward the baccalaureate while in high school;

Core Principle 3. The years to a postsecondary degree are compressed;

Core Principle 4. The middle graders are included or there is outreach to middle-grade students to promote academic preparation and awareness of the ECHS option;

Core Principle 5. The ECHS school demonstrate the attributes of highly effective high schools.

According to **Table 10** on page 9, all participating schools from 2018-2019 met core principles 2 and 3. Five of these school districts also met core principles 1 and 5.

SPOTLIGHT ON INNOVATIVE PROGRAMS

As indicated in **Table 10**, all participating schools from 2018–2019 met core principles 2 and 3. Five of these school districts also met core principles 1 and 5 (see descriptions on page 8). There was one school district who met all five core principles, including a clear design for middle school preparation and development. The newly board approved programs in Penns Grove and Trenton are on pace to include all five core principles into their design for the 2019–2020 school year. Each district customized their early college “**pilot program**” to meet their initial needs and budgets. As stated in Table 10 below, all nine school districts have been designed to expand their early college program and positioned for federal, state, and other grant funding and donations.

Table 10. Spotlight on Innovative Programs for 2019-2020 in New Jersey

School Districts with Carver Designed ECHS Programs	College & University Partner(s)	Current Grade Levels/Year of first graduating cohort	Included the four ECHS Design Elements	Included the five ECHS Core Principles	Designed for Expansion & Grant Funding
Bridgeton	Rowan College of South Jersey	Grades 9-11/ 2021	100%	1,2,3,5	YES
Vineland	Rowan College of South Jersey	Grades 9-12/ 2020	75%	2,3	YES
Cumberland Regional	Rowan College of South Jersey	Grades 9-10/ 2022	100%	1,2,3,5	YES
Millville	Rowan College of South Jersey	Grades 9-10/ 2022	100%	1,2,3,5	YES
Buena Regional	Rowan College of South Jersey	Grades 9-10/ 2022	100%	1,2,3,5	YES
Pleasantville	Atlantic-Cape Community College	Grades 6-11/ 2021	100%	1,2,3,4,5	YES
Penns Grove	*Salem Community College	*Grades 8-9/ 2023	*	*	YES
CCTEC	Rowan College of South Jersey	Grades 9-12/ 2020	75%	2,3	YES
Trenton	*Mercer County Community College	*Grade 9/ 2023	*	*	YES

*New programs still in design phase.

ENROLLMENT BY COLLEGE COURSES

Table 11 shows the college courses and the number of students who took one or more dual enrollment courses for the 2018–2019 school year. Each course shows the passing rate and the potential the Carver Early College High School program can have on students, especially those from underserved communities. As shown in **Table 12**, there were a total of 27 college courses offered to students throughout Cumberland and Atlantic Counties with a passing rate of 89.3%. Those students who were not as successful attended schools who may want to consider providing more of Carver's student and academic supports for 2019–2020 (see page 12). School districts who implemented all nine design elements and core principles (see page 8) during their "**pilot year**" saw an increase in the number of students who passed dual enrollment courses. The Carver Early College High School programs are designed to provide support services, yielding high academic achievement in dual enrollment for all students.

Table 12. Passing Rate for College Courses for 2018-2019

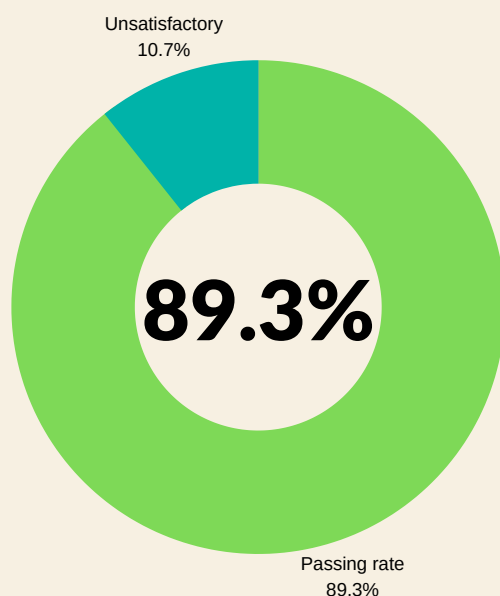


Table 11. Dual Enrollment for 2019-2020 through the Carver Early College High School Program

College Course	Number of Students Enrolled	Percent of Passing Students
Cultural Diversity AN103	161	78%
Art Appreciation AR101	51	94%
Art History I AR107	13	100%
General Biology II BI102	1	100%
Business Law BU109	4	75%
General Chemistry II CH102	11	100%
Organic Chemistry CH201	11	100%
Diverse Issues in Criminal Justice CJ115	6	100%
Administration of Justice CJ207	5	80%
Mass Media Influence CO101	10	100%
Writing for Electronic Media CO104	4	100%
Introduction to Microcomputers CS101	195	80%
College Success Seminar FS101/DEVA155	339	81%
World Regional Geography GE101	30	90%
Elements of Healthcare Centers HS101	36	81%
Basic Nutrition HS115	4	75%

Table 11 continued on page 11

ENROLLMENT BY COLLEGE COURSES



Table 11. Dual Enrollment for 2019-2020 through the Carver Early College High School Program
(continued)

College Course	Number of Students Enrolled	Percent of Passing Students
Calculus I MA130	11	100%
Music Appreciation MU101	162	77%
History of Jazz & Popular Music MU115	96	80%
Word Processing Skills QA102	3	66%
Energy, the Environment, and Society PI104	51	94%
Fundamentals of Physics II PI124	12	100%
American Federal Government PS201	3	66%
General Psychology PY101	27	100%
Introductory Sociology SO201	67	100%
Effective Speech SP203	44	93%
Intro to Theatre THEA110	26	100%
Total Courses: 27	Number of student enrolled: 1,383	Passing Rate: 89.3%

HIGHLIGHT ON STUDENT SUPPORTS

Where we are
RESPONSIBLE

READ ARTICLE: "Pleasantville Early College program gives students taste of college life"
PRESS OF ATLANTIC CITY - July 25, 2019

Table 12. Carver Student Support Services to Remove Academic & Non-Academic Barriers

School Districts	Student Support: Advisory Program (A); Advisory Period (B); College Liaison (C); Parent Program (D).	Academic Support: Gateways-to-Success (E); GPA Tracker (F); Accuplacer Prep (G); Job Shadows (H).
BRIDGETON	A, B, C, D	E, F, G, H
VINELAND	C	n/a
CUMBERLAND REGIONAL	A, B, C, D	E, F, G, H
MILLVILLE	A, B, C, D	E, F, G, H
BUENA REGIONAL	A, B, C, D	E, F, G
PLEASANTVILLE	A, B, C, D	E, F, G
PENNS GROVE	*	*
CCTEC	C	n/a
TRENTON	*	*

*New programs still in design phase.

As shown in **Table 12**, all schools for 2018-2019 had a designated "college liaison," who was employed by the participating high school to work directly with the Carver Foundation and each college partner. Five school districts implemented all services for student and academic support for 2018-2019. These best practices are critical to the overall success of the program and student achievement in high school, college, and in life. Four school districts provided job shadow experiences in career fields such as Health Science, Computer Science, Engineering, & Business. Students visited **Google headquarters** in NY, **UPenn & Penn Medicine** in Philadelphia, and **Inspira Hospital & Complete Care** located in Bridgeton, Millville, and Vineland, NJ. These opportunities will continue to prepare Carver students to meet the demands of the ever-changing workforce ahead.

SPOTLIGHT ON TEACHING & LEARNING

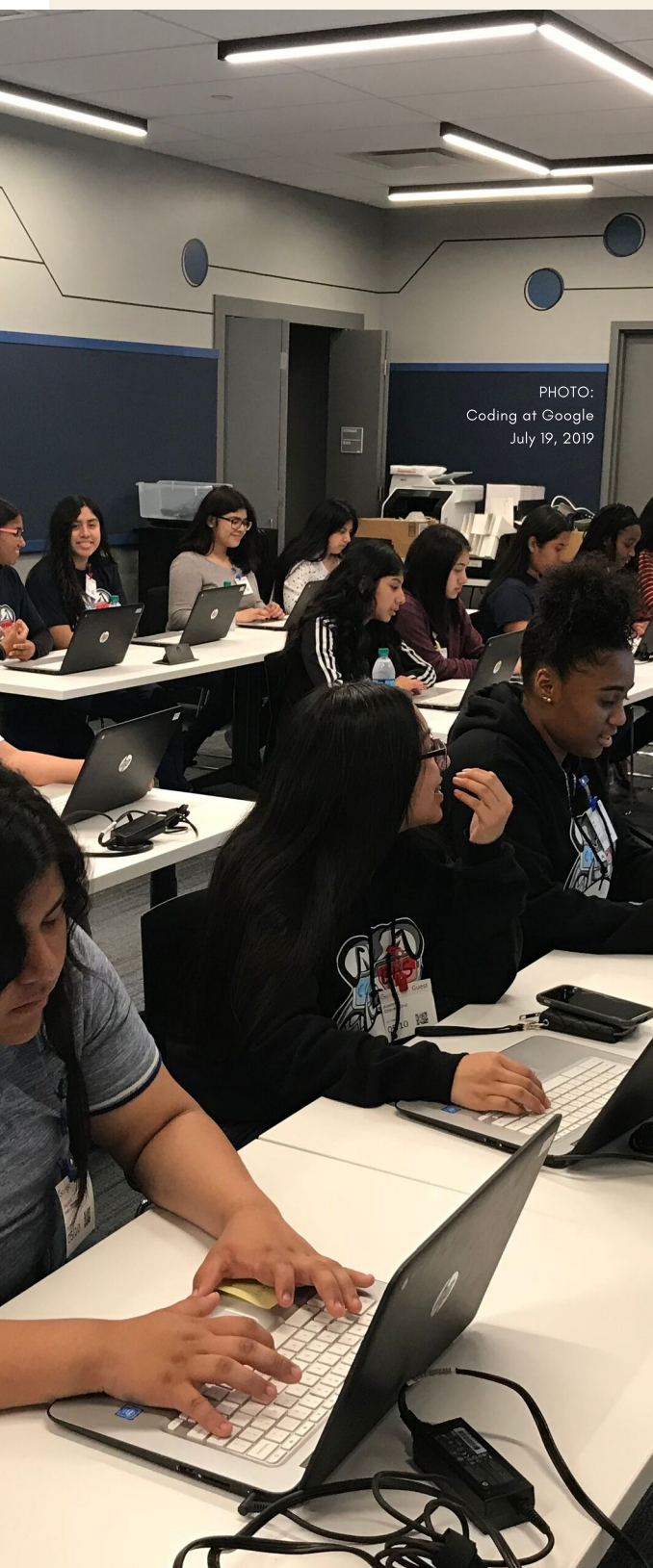


Table 13. Spotlight on Teaching & Learning

School Districts	Teaching: Teacher Cohort (I); Active Learning (J); Year-Long Training (K); Summer Institute (L); Credentialing (M).	Learning: Student ECHS Cohorts (N); Project-Based Learning (O); Gateway Presentations (P); Summer Bridge (Q).
BRIDGETON	I, J, K, L, M	N, O, P, Q
VINELAND	I, M	N
CUMBERLAND REGIONAL	I, J, K, L, M	N, O, Q
MILLVILLE	I, J, K, L, M	N, O, P, Q
BUENA REGIONAL	I, J, K, L, M	N, O, P, Q
PLEASANTVILLE	I, J, K, L, M	N, O, P, Q
PENNS GROVE	*	*
CCTEC	I, M	N
TRENTON	*	*

*New programs still in design phase.

As seen in **Table 13**, four districts implemented all nine areas for effective teaching & learning for 2018-2019. Teachers in the program attended year-long professional development training to increase active learning in the classroom for higher academic achievement as demonstrated in Table 11 on pages 10-11. It is important to note that seven districts signed up to participate in a teacher credentialing program that will begin in 2020 to increase the number of master-prepared teachers in the program. Students in the program presented their year-long learning during a Gateway Presentation Night, held by the district to demonstrate their preparation for college-level coursework. Also to increase learning, five districts participated in a three-week student summer bridge program held on a college campus. In addition, five districts sent teachers & staff to Carver's three-day summer training to incorporate design thinking/project-based learning as a key instructional practice for 2019-2020. These best practices continue to yield high return when implemented with fidelity.

BECOMING A MODEL PROGRAM

ABOUT OUR PROGRAM

The George Washington Carver Education Foundation (CARVER) will provide an opportunity for high schools to develop a district-wide, early college high school and career pathways program to offer students the opportunities to receive postsecondary credentials by the end of 12th grade, so that ALL students who attend any district school will be able to live a successful and productive life after high school. Early college high schools (ECHS) enable students, regardless of previous academic achievement, to simultaneously earn a high school diploma and one to two years of transferable college credit, tuition free. These academically rigorous schools predominantly help low-income youth, first-generation college goers, English language learners, students of color, and other young people from backgrounds underrepresented in higher education.

This district-wide program offered by CARVER will design pathways from K-12, where ALL students, particularly those in underserved communities, with the opportunity to develop college and career readiness skills. More than just a single program for selected students, the Carver Early College & Career Pathways Program is a systemic district-wide approach that will increase student achievement through four educational components:

- (1) Early College High School for ALL;
- (2) Integrated student wraparound support services using a two-generation approach;
- (3) A focus on STEM & Computer Science majors & careers with project-based and work-based learning instructional designs in every classroom; and
- (4) K-8 school preparation with a focus in middle school proficiency.

PHOTO: Job Shadow Day with
Complete Care - July 12, 2019



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BECOMING A MODEL PROGRAM

TRANSFORMING YOUR SCHOOL DISTRICT

The Carver model, which is centered on early college best practices and evidence-based programs throughout the country, will be infused throughout the entire district using a systemic district-wide approach to school reform and student achievement. The central aim is to increase the number of students who are prepared and qualified for college-level coursework as they pursue an associate degree and/or a career certificate or industry-recognized license while in high school. **Our aim will impact and help to achieve the goals set forth by Governor Phil Murphy (NJ), who commissioned the state to build a “stronger & fairer economy in New Jersey by 2025.”**

Implementing this nationally-recognized model will position participating school districts to secure additional support funding through grants and donations. As demonstrated by the College in High School Alliance and Jobs for the Future (2017): The Every Student Succeeds Act (ESSA) increases access to federal funding for dual enrollment and early college designs; enables states and school districts to use federal funding to support college coursework while in high school such as Title I, Perkins Funding, and other discretionary funding; and the ESSA provides the first federal definition of “early college high school.”

Through the Carver model, school districts will effectively transform their community schools into high-performing school districts, replicating nationally-recognized early college high school and career pathway designs with proven success. Participating school districts will be able to transform their schools and achieve similar success with the technical assistance and training provided by CARVER, who will assist in the organization and formulation of partnerships with colleges/universities, community organizations, social service agencies, and businesses to build a network for student success. To become a model program, go to www.mycarver.org/sponsor.



PHOTO: Job Shadow
Day with
Complete Care
July 12, 2019

BECOME A
MEMBER
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BECOMING A SPONSOR

SUPPORTING EDUCATION IN YOUR AREA

George Washington Carver once stated, "**Education** is the key to unlock the golden door of freedom." He spent much of his life finding ways to make life better for those who needed help the most. With funding provided by Morris K. Jesup, a New York financier, Washington created and operated what was known as the "**movable school**." This mobile school was designed to equip underserved communities with the agricultural tools they would need to provide a livable and sustainable lifestyle towards *a better tomorrow*. In a time of economic despair and inequity, Washington wanted to teach people how to become *self-sufficient through self-improvement*, which became the cornerstone for his work at the Tuskegee Institute (see footnote). The George Washington Carver Education Foundation is built on this same principle established by Washington in 1906. The Carver Foundation operates as a "**movable school**," developing early college and career pathway programs throughout New Jersey and abroad, so that ALL students can become *self-sufficient through self-improvement*. The essential component of the work of the Carver Foundation is to expand the number of students in each school district, who is prepared and qualified to earn postsecondary credentials while in high school and meet the demands of the ever-growing, ever-changing job market. This requires three critical elements:

- (1) a **community** who understands the need for educational equity and advancement and how this focus will improve the overall quality of the community;
- (2) a **school district** who understands the need to increase the number of students who are BOTH college- and career-ready, and how this focus will increase long-term student achievement; and
- (3) a **sponsor** who understands the benefits of providing key resources for these students to be successful from *kindergarten to college*, providing funding resources as well as support and social services to both the student and his/her family. This focus and commitment will provide Carver with the resources to reach more children for *a better tomorrow*. Learn more at: www.mycarver.org/sponsor.

PHOTO: Visit to the
University of Penn,
July 19, 2019
Millville High School

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ISSUE 10 VOLUME NO. 3 MAY 2017

CARVER

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