



# **2013 Annual Conference**

## **K-16 Partnerships**

*Friday, March 1, 2013*

*Bryn Mawr College*

*Thomas Great Hall*



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Drexel University



## PHENND

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) is a consortium of 33 colleges and universities in the greater Philadelphia area. PHENND works to **build the capacity** of its member institutions to develop mutually beneficial, sustained, and democratic community-based service-learning partnerships. The consortium actively seeks to **revitalize local communities and schools** and **foster civic responsibility** among the region's colleges and universities.

Higher educational institutions can function as permanent anchors and partners for community improvement. Moreover it is deeply in their interests to do so; their futures are intertwined with that of their neighborhoods. PHENND provides a vehicle for coordinating and, where appropriate, combining the efforts of higher eds so that they can make a significant contribution to improving the entire Philadelphia region.

PHENND would like to thank the following individuals and organizations for helping make this conference a success.

- Nell Anderson, the Bryn Mawr Civic Engagement Office, and the entire Bryn Mawr College community;
- Keynote speaker Darlene Kamine;
- All of our many workshop presenters.



## Service Leaders Summit 2013

Saturday, April 6, 2013

9:30AM to 4PM

Location: Drexel University

Presented by PHENND and the Lindy Center for Civic Engagement at Drexel University

The 2013 Service Leaders Summit will bring together students, nonprofit professionals and community organizers to share passionate ideas and practical skills. Whether you're a volunteer-a-holic or a service novice, the Service Leaders Summit can help you improve your toolbox for building a better Philadelphia! The day will have different break-out sessions focusing on social justice issues and nonprofit skills building.

### School District of Philadelphia seeks VISTA, School Advisory Councils Support

The School District of Philadelphia, in partnership with PHENND, seeks a full-time AmeriCorps\*VISTA to develop and support School Advisory Councils (SACs) at Renaissance Schools. About the position: The AmeriCorps\* VISTA sought for this coming year will work with the Office of Charter Schools to help develop and support School Advisory Councils (SACs) at Renaissance Schools. The SAC VISTA will work with existing staff, help ensure that the SACs are meeting and functioning, serve as a liaison between the SACs and the District, and help organize and conduct District-wide meetings and trainings for SAC leaders.

Visit [www.phennd.org](http://www.phennd.org) for more details.





## **Darlene Kamine**

Darlene Green Kamine is the founding Executive Director of the Community Learning Center Institute, a not for profit agency which is dedicated to the development of all schools as community learning centers, responsive to the vision and needs of each school and its neighborhood. Kamine worked as a consultant to Cincinnati Public Schools from 2000 to 2010 to design, develop and implement the transformation of Cincinnati's schools into community learning centers. This district-wide initiative has been recognized by the Coalition of Community Schools, the National Governors Association Center for Best Practices, the National Center for Community Schools and the American Federation of Teachers as one of the national models for community learning centers. For her work in developing the Cincinnati Public Schools community learning centers, Kamine was recognized by Cincinnati Magazine as one of the top five power players in education.

Prior to her work with Cincinnati Public Schools, Kamine served for seventeen years as Magistrate of Hamilton County Juvenile Court where she organized the first dependency, neglect and abuse unit in the Court and overhauled practices and procedures which became the basis for new dependency law in Ohio. She is the author or editor of numerous publications and articles about the juvenile justice system and was an adjunct professor at the University of Cincinnati College of Law and Northern Kentucky University Chase College of Law. Kamine's work in the reform of the juvenile justice system earned her the Gold Medal Award from the Foundation for the Improvement of Justice.



**Dr. Ralph A. Burnley Jr.**

**Principal, Nebinger Elementary School**

Dr. Burnley is a native of the City of Philadelphia. He has experience as a Corporate Executive, Teacher, Assistant Principal, Principal, Assistant Regional Superintendent, Regional Superintendent, parent, and grandparent. He holds a Doctor of Education Degree from Seton Hall University, Superintendents Letter of Eligibility from Arcadia University, and a Masters Degree in Elementary and Secondary Education from Cheyney University. He is a member of the National Association of Secondary School Principals, National Association of Elementary Principals, the American Association of School Administrators, and National Staff Development Council. He is also a certified trainer for the National Institute for School Leaders. Dr. Burnley has been nominated for the Marcus Foster Outstanding Administrator Award and as the MET Life Principal of the Year. Dr. Burnley has also received the Christian R. and Mary F. Lindback Foundations Distinguished Principal award. Dr. Burnley is responsible for leadership improvement, principal and teacher professional development, curriculum implementation, climate and safety, facilities issues that effect instruction, and increased community engagement at Nebinger Elementary School.

**Dr. Kathleen McCladdie**

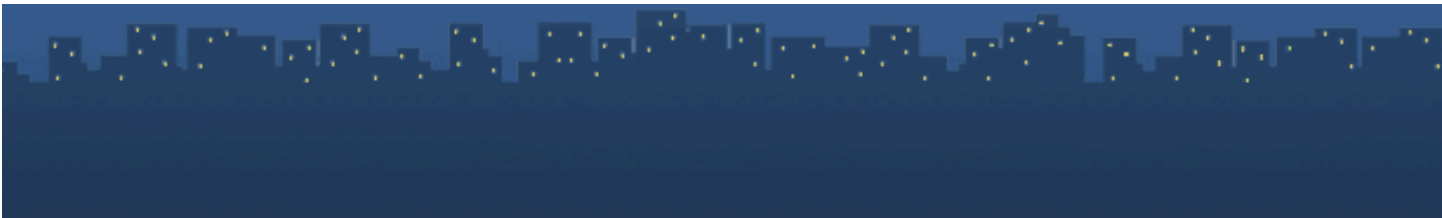
**Principal, Parkway West High School**

After receiving her BS at California State University, Kathleen McCladdie received her Master of Science in Education Leadership and Initial Elementary Principal Certification from St. Joseph's University in December 1996. She also received her Doctorate in Educational Leadership from St. Joseph University May 2006. Dr. McCladdie has served the Philadelphia School District and the communities surrounding her schools for the past 26 years. From 1986 to 1997 she taught third through eighth grades at W. S. Pierce Middle School. In 1997 she became the Acting Principal of Gompers Elementary School. Then from September 1998 until June 2008 Dr. McCladdie was the Principal of Overbrook Elementary School. She has served as the Principal of Parkway West through the present and has been effective in developing and sustaining many partnerships with colleges and community based organizations. She is also passionate about technology and has been intentional incorporating technology into the schools where she has served. She has one son, Roderick Joseph, a junior in high school.

**James Williams**

**Principal, Kensington Health Sciences Academy**

Principal Mr. James Williams, along with a devoted staff, has brought about the transformation of the former Kensington Culinary High School into the newly named Kensington Health Sciences Academy. The school's motto, "Where today's learning brings tomorrow's success," is reflected in the Academy's mission of engaging and training students in emerging health science industry fields in addition to the standard academic curriculum. KHSA offers a Health Related Technology Program and Dental Assistance Program, which allows students to prepare to become either a medical or dental assistant, or apply for further study in other medical fields, after graduation.



Kensington Health Sciences Academy hopes to include a Pharmacy Technology program in the near future, the only high school in Pennsylvania to offer this program. Working with partners such as Fox Chase Cancer Center, Temple University's Kornberg School of Dentistry, Physicians for Social Responsibility, the Philadelphia Science and Math Coalition, 12Plus, Esperanza College, and Harcum College, Mr. Williams' leverages partnerships in order to provide students and families with unique, life changing opportunities.

**Anna Hadgis****Principal, Chester Charter School for the Arts**

Anna Hadgis is Principal at the Chester Charter School for the Arts. Her years in private and public education have imbued her with a keen desire to make sure that all children have the opportunity to obtain the best education possible. Anna served as Head of the Lower School at The Episcopal Academy and at The Shipley School, both in suburban Philadelphia. In 2006, she joined the Russell Byers Charter School in center-city Philadelphia, becoming Assistant Principal in 2007 and Principal in 2009. Prior to Russell Byers, Anna worked as a Philadelphia School District "Reading First" coach for two years. While living in Connecticut and teaching in the Greenwich school system, she earned a Master's degree (MS) in education from the University of Bridgeport. After returning to the Philadelphia area with her husband and three children, Anna received her principal certifications in both elementary and secondary education at Widener University where she pursued an EdD in administrative education. Anna was the Principal of the Chester Upland School of the Arts before coming to CCSA.

**Moderator****Dr. Rand Quinn**

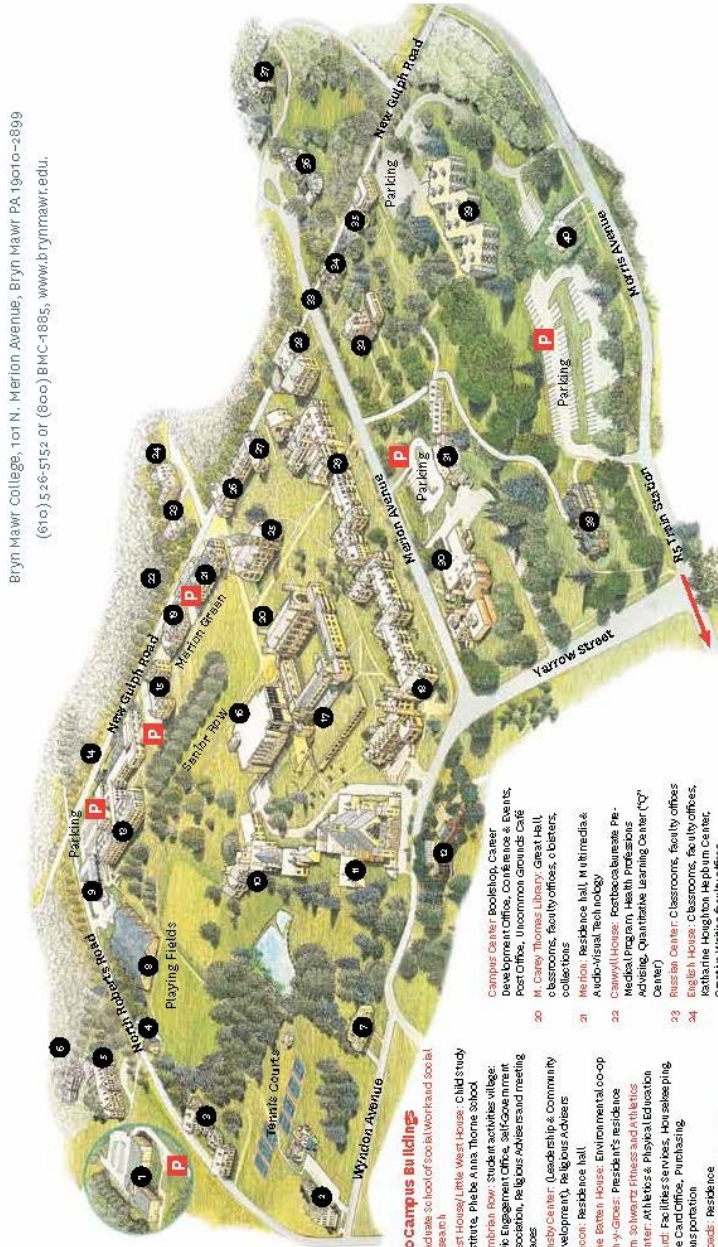
University of Pennsylvania Graduate School of Education

Prior to joining the Penn GSE faculty, Dr. Quinn was a President's Postdoctoral Fellow at University of California Berkeley Graduate School of Education. He received his Ph.D. in education (policy analysis) in 2011 from Stanford University, where he was a graduate teaching fellow with the Center for Comparative Studies in Race and Ethnicity and a graduate research fellow with the Center for Philanthropy and Civil Society. Quinn is a former community organizer, public policy advocate, and nonprofit leader, having spent close to a decade in the social justice sector working to advance education, welfare, housing, and immigrant rights. Among his positions, he was a community organizer for Building Opportunities for Self-Sufficiency, director of public policy at the Northern California Coalition for Immigrant Rights, and executive director of Services, Immigrant Rights, and Education Network. He was a member of the Immigrant Rights Working Group at the United Nations World Conference Against Racism. Over the years, he has consulted for and served on the board of directors of several immigrant rights, cultural arts, and welfare rights organizations.



# Campus Map

Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr PA 19010-2899  
(610) 526-5152 or (600) BMC-1885, www.brynmawr.edu.



- where do i find:**
- Access services, Guild, 27
  - Admissions, Gateway, 38
  - Almae Association, Wyndham, 31
  - Arts Office, Goodhart, 11
  - Athletics and Physical Education, Bern Schwartz Fitness and Athletics Center, 8
  - Bookshop, Campus Center, 19
  - Cafe (Uncommon grounds), Campus Center, 19
  - Cafe (Lusty Cup), Canady Library, 16
  - Career Development, Campus Center, 19
  - Child Study Institute, West House, 2
  - Class Engagement Office, Cambria Row, 3
  - College Collections, Thomas, 30
  - Conferences and Events, Campus Center, 19
  - Control, Carnerf, 33
  - Deans' Office, Guild, 27
  - Development, Helfferin, 22
  - Dining Services, Carnerf, 33
  - Financial Aid, Gateway, 38
  - Great Hall, Thomas, 30
  - Health Center, 35
  - Health Professions Advising, Canywil, 22
  - Human Resources, 40
  - International Affairs, Whitehall Center, 4
  - International Programs, Guild, 27
  - Language Learning Center, Canady Library, 16
  - One Card Office, Ward, 9
  - Post Office, Campus Center, 19
  - Public Safety, Maloney Building, 14
  - Resident Life, Guild, 27
  - Restaurant, Wyndham, 31
  - Senior Administrative Offices, Taylor, 25
  - Student Activities, Guild, 27
  - Student Employment, Human Resources, 40
  - Theatre, Goodhart, 11
  - Transportation, Ward, 9
  - Visita Resources Center, Canady Library, 16
  - Wyndham Guest House, Wyndham, 31

- 36 Ameloff, Fine arts studio renovation 2012/2013
- 37 Behnam Gateway: Admissions, College Support Services, Student Financial Services
- 38 Elderkin Donnelly, Edman Hall, Residence and dining hall
- 39 Hymns Resources: Human Resources, Student Employment Office

## Key to Campus Buildings

- graduate school of social work and social
- West House/18th West Union/ Child Study Institute, Plebe area, Thorne school
- Cambria Row, student activities village: Civic Engagement office, self-government Association, Religious Advisers and meeting spaces
- Peasby Center (LeadsHIP) & Community development, Religious Advisers
- Brecon: Residence hall
- John J. Maloney Building: Environmental co-op
- John J. Maloney Building: Environmental co-op
- Bern Schwartz Fitness and Athletics Center: Athletics & Physical Education
- Ward: Facilities Services, Housekeeping, Transportation
- Rhodes: Residence
- Maloney Walker Goodhart Hall: McPherson Auditorium, Hepburn Teaching Theater, Goodhart Music Room, The Arts Office, Faculty offices (theater and chimes), classrooms
- Bethany-Cood: Psychology, Education, classrooms, laboratories and faculty offices
- Marion Edwards Park to Innes Center: Collections Library, classrooms, residence and mathematics faculty offices
- John J. Maloney Building: Campus safety
- Radioc: Residence hall
- Marion Edwards Park to Innes Center: Senior Help Desk, Language Learning Center, Writing Center, Lusty Cup Cafe, Special Collections
- Rhys Carpenter Library: Art History, Visita Resources Center
- Rooie Miller: Residence hall, drafting studio
- Maria Sabert Neuberger Centennial

- Campus Center: Bookshop, Center deans' offices, Common Grounds Cafe, Post Office, Uncommon Grounds Cafe
- M. Carey Thomas Library: Great Hall, collections, Faculty offices, obitaries
- Merion: Residence hall, Multimedia & Audio-Visual, Techology
- Canywil House: Fortmoochburne Pre-Medical Program, Health Professions Advising, Quantitative Learning Center (Q Center)
- Rustie Center: Classrooms, Faculty offices
- English House: Classrooms, Faculty offices, Kathleen Houghton Hepburn Center, Creative Writing Faculty offices
- Taylor Hall: President's Office, Provost's Office, Institutional Research, Treasurer's Office, administrative offices, classrooms
- Denigh: Residence hall
- Eigena Chase Child Hall: Access Services, Deans' Offices, International Programs, One Stop Center, Administrative Support Services, Career Center, Registrar, Residential Life, Student Life
- Fisher Hall: Classrooms, social sciences faculty offices, information services training room
- Perinole East and West: Residence halls and dance studio
- Christina Donnelly Halperin Language Hall: Residence and dining hall
- Wyndham: Almae Association, guest house, restaurant
- Helfferin: Development/ Resources
- Carnerf: Controller's Office, Dining Services
- Peasby: Payroll
- Health Center

- Alphabetical Listing**
- Admission, 34
  - Edman Hall (Eleanor Donnelly), 39
  - Goodhart Theater (Marjorie Walker), 11
  - Graduate School of Social Work and Social Research, 1
  - Perinole East, 37
  - Radioc, 15
  - Rhodes, 10
  - Rooie Miller, 18
  - Rustie Center, 28
  - Taylor Hall, 25
  - Thomas Library (M. Carey), 30
  - Ward, 9
  - West House, 2
  - Wyndham, 31

- where do i find:**
- Downy, 3
  - English House, 34
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**PARKING: ADMISSIONS VISITORS ARE ENCOURAGED TO PARK IN THE UPPER PORTION OF THE LOT MARKED "VISITOR PARKING." JUST OFF MORRIS AVENUE. VISITORS USING ANY OTHER COLLEGE LOTS NEED TO OBTAIN AND DISPLAY A "PARKING PERMIT" AVAILABLE IN THE ADMISSIONS OFFICE AND FORWARDED TO THOSE WHO HAVE SCHEDULED APPOINTMENTS IN ADVANCE.**

- 36 Ameloff, Fine arts studio renovation 2012/2013
- 37 Behnam Gateway: Admissions, College Support Services, Student Financial Services
- 38 Elderkin Donnelly, Edman Hall, Residence and dining hall
- 39 Hymns Resources: Human Resources, Student Employment Office



**8:15 AM Registration & Continental Breakfast (Thomas Great Hall)**

**9:00 AM Welcome and Opening (Thomas Great Hall)**

**9:20 AM Opening Panel (Thomas Great Hall)**

**Principals**

- Dr. Ralph Burnley, Principal, Nebinger Elementary School
- Kathleen McCladdie, Principal, Parkway West High School
- Anna Hadgis, Principal, Chester Charter School for the Arts
- James Williams, Principal of Kensington Health Sciences Academy
- Dr. Rand Quinn, University of Pennsylvania Graduate School of Education, Moderator

**10:20 AM Break**

**10:30 AM Workshop Series I**

- P-16 Service-Learning: One Community's Journey
- Buffalo State Community Academic Center: A School-Community-University Collaboration
- Common Structures in Songs and Essays: A Way of Teaching Writing
- Supporting Youth in Closing the Loop: Creating a New Model for Urban Studies, Community Engaged Learning, and K-16 Partnerships
- Lessons from New Haven: A City's Promise to Improve K-16 Achievement Through City, School District, and State University Collaborations.

**12:00 PM Lunch & Keynote Speaker (Thomas Great Hall)**

Darlene Kamine, Executive Director, Community Learning Centers Institute

**1:45 PM Workshop Series II**

- Oswego Education Alliance: Building SUNY's Seamless Education Pipeline
- Partnerships Produce: Lessons from Fifteen Years of Success
- Science in the Summer: Engaging in Teacher Professional Development
- Structural and Ethical Considerations of Preparing College Students to Mentor K-12 Students in Civic Engagement

**3:00 PM Break**

**3:15 PM Workshop Series III**

- Deepening Our Partnership: Arcadia University and the Cheltenham School District Redesign Student Teaching
- 3E School Learning Project Incubator Philadelphia Pilot
- Engaging Students Over the Long Haul: An Innovative Approach to Higher Ed-High School Collaboration

**4:45 PM Wrap-Up (Thomas 110)**



**Workshop Series I: 10:30-11:45 AM**

*P-16 Service-Learning: One Community's Journey, presented by Julie Dierberger & Laura Krueger, University of Nebraska at Omaha (Room: Thomas 224)*

This session will share outcomes, strengths, and challenges of the P-16 Initiative in the Service Learning Academy at the University of Nebraska at Omaha, whose charge is to connect P-12 and higher education curriculum through the development of collaborative academic service learning experiences that connect course learning outcomes with community identified needs. Traditionally, higher education has partnered with P-12 schools in which the school was the recipient of the service. The P-16 Initiative shifts P-12 classrooms into a partner role in which they co-develop service learning projects. This creates an opportunity for in-service P-12 and higher education faculty to work together to teach their courses collaboratively with community nonprofit partners. This session will explore Omaha's commitment to collaborative P-16 service learning experiences, training format, outcomes, strengths, challenges, and provide a structured forum for participants to examine opportunities for collaborative P-16 service learning in their communities.

*Buffalo State Community Academic Center: A School-Community-University Collaboration, presented by Maureen McCarthy & Dr. John Siskar, Buffalo State University (Room: Dalton 002)*

In this presentation, we will share how Buffalo State's new Community Academic Center (CAC) has grown from an idea to a center that offers direct programming six days a week, offers support services to a variety of schools and community groups and supports networking between more than 70 organizations. Our key partnerships with nearby Buffalo Public International School 45 and Lafayette High School will be explored with particular attention given to the CAC programs and projects that are specific to International populations. Additional frameworks for K-12 partnerships will be discussed including service-learning coordination for the School of Education and an AmeriCorps After School Volunteer program. The process of developing the wide variety of programs will be highlighted along with strategies for forging campus-school-community partnerships that can create mutually beneficial learning experiences for PK-16 students and faculty.



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*A College English Teacher and a High School Music Teacher In the Classroom Together: Developing a Course About Songs, Essays and Identity presented by Dr. Michael Tratner, Bryn Mawr College & Dr. Jerry Fluellen, Parkway West High School (Room: Dalton 119)*

In this workshop, we will discuss how a long-standing partnership between Parkway West High School and Bryn Mawr College has led to a deep working relationship between two teachers. We will share how our experience of co-teaching a class has evolved and consider the benefits and challenges for each of us and for our respective students, who also joined together in the classroom. We will also touch on the curriculum we developed, which aims to help students realize that essays are not strange academic objects, but rather parts of their everyday lives, in particular in the form of music and songs which make powerful arguments that often have their influence without anyone noticing. We explore the ways that songs can create or challenge stereotypes and conventional ways of thinking. By helping students learn to recognize that many songs are structured as arguments, and having them write their own song/essays, we hope to bring them to be critical and active participants in the multimedia world surrounding us. Teaching this course has led us to understand better the relationship between academic skills, such as how to structure an essay, and personal development. A group of Parkway West and Bryn Mawr students who participated in this class will be involved in the workshop and will share their perspectives on this collaboration

*Supporting Youth in Closing the Loop: Creating a New Model for Urban Studies, Community Engaged Learning and K-16 Partnerships presented by Elliot batTzedek, Need In Deed & Dr. Hannah Ashley, West Chester University (Room: Dalton 212A)*

In this session we will introduce a new model for university/non-profit/classroom collaboration taking shape between West Chester University's Youth Empowerment and Urban Studies (YES) minor and Need in Deed, which has been teaching service learning as a bridge between the classroom and the community for 25 years. The YES minor is designed to stress the value of civic engagement for all professional paths, including but not limited to education students. We will introduce the minor, place it in theoretical context of community engaged learning and urban youth development. Students, staff and teachers in the program will share their goals and experiences. The panel will explore the partnership between the YES program and Need in Deed, whose My Voice framework is part of the program's curriculum and in whose classrooms the YES students are studying the how to create connections between the classroom and the community.



*Lessons from New Haven: A City's Promise to Improve K-16 Achievement through City, School District and State University Collaborations presented by Suzanne Lyons & Patricia Melton, New Haven Promise (Room: Dalton 025)*

Launched in 2010, New Haven Promise is a support and scholarship program created to ensure all New Haven Public School students aspire to attain a college education and are equipped with the skills to succeed in their academic and professional pursuits. Our programming and scholarships are made possible thanks to the generosity of the Community Foundation for Greater New Haven, Yale University, Yale New Haven Hospital, and Wells Fargo. In its first two years, Promise has worked in collaboration with New Haven Public Schools, City Hall, the United Way of Greater New Haven, & College Summit to provide a continuum of services for students and their families starting in kindergarten through college into career.

This session aims to provide participants with a case study highlighting the benefits and challenges of a city-wide commitment to K-16 achievement. We will briefly discuss the origins of New Haven Promise, followed by a more in-depth look at how the organization is leveraging resources across the public, non-profit & private sectors. With this case study as the backdrop, participants will have the opportunity to envision & discuss how current partnerships in Philadelphia might be able to “scale up.”

**Workshop Series II – 1:45-3:00 PM**

*Oswego Education Alliance: Building SUNY's Seamless Education Pipeline presented by Patricia Waters & Scott Ball, SUNY Oswego (Room: Thomas 104)*

The SUNY Oswego Mentor-Scholar program embraces a community model of mentoring that seeks to develop effective communication and relationships among schools, families, and community to maximize each students' chance of success. Via an analysis of the Mentor-Scholar program, participants will explore the ways in which multiple constituents experience and make sense of university-community partnerships. Participants will better understand the strengths and limitations of service-learning programs as the bridge between the community and higher education particularly building the K-16 pipeline.



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*Partnerships Produce: Lessons from Fifteen Years of Success presented by Regina Black, Progressive Business Publications (Room: Thomas 224)*

Fifteen years of successful partnership with our K-8 school has taught both partners a great deal -- we'd like to share what we've learned. This session will describe our how our programs began and why they work; explain how the school community assesses additional needs and how we work together to address those needs; and will offer concrete and practical suggestions for adapting our programs for higher-ed communities. A vigorous Q&A will be included.

*Science in the Summer: Engaging in Teacher Professional Development presented by Caitlin Fritz, St. Joseph's University & Dana Semos, The Wagner Free Institute of Science (Room: Dalton 025)*

Science in the Summer is a two to four day teacher workshop, offered each August at Saint Joseph's University (SJU) in conjunction with the GeoKids LINKS program. GeoKids LINKS (Learning Integrating, Nature, Kids and Science) is a collaboration involving SJU, the Wagner Free Institute of Science, and the School District of Philadelphia, that places graduate and advanced undergraduate Fellows into Philadelphia K-6 classrooms as a part of their training in science. Each year the 'Science in the Summer' teacher workshop brings together program participants and provides K-6 grade teachers with professional development in the field of science. These workshops are focused on building science content knowledge for elementary teachers, as well as real-life applications. Based on ten years of operation of the program, this presentation aims to share best practices for engaging teachers through professional development, and the impacts that a teacher workshop can have on strengthening a collaborative program and building linkages within the community.

*Structural and Ethical Considerations of Preparing College Students to Mentor K-12 Students in Civic Engagement presented by Dr. Jason Fitzgerald, Wagner University & Dr. Barbara Ferman, Temple University (Room: Dalton 119)*

We will discuss promising practices and ethical considerations for training college students to teach action civics through mentoring middle and high school students in civic engagement, based on three examples from our own work: an experiential learning course entitled Youth Civic Engagement and the Community course at Temple University to prepare college students to work with the University-Community Collaborative of Philadelphia; an Educating for Democracy first-year seminar to prepare Wagner College students to mentor high



school students using the Generation Citizen curriculum; and Generation Citizen's own mentor training curriculum. We have found that semester-long opportunities for training and reflection (as opposed to one-time trainings) are essential for thoughtful and engaged mentorship.

**Workshop Series III – 3:15-4:30 PM**

*Deepening Our Partnership: Arcadia University and the Cheltenham School District Redesign Student Teaching presented by Jodi Bernstein, Arcadia University & Michael Lowe, Cheltenham School District (Room: Thomas 104)*

The Arcadia University School of Education (AU) and the School District of Cheltenham Township (SDCT) have a decade-long history of working together. Beginning in 2011, however both institutions realized that our old partnership systems were no longer meeting important goals. This paper will describe how we worked together to redesign student teaching to meet shared needs. We will highlight how our human-centered and communalized approach to partnership building led to a new multi-school partnership model, which is significantly improving teacher education at Arcadia, and providing the Cheltenham district with student teachers who are better prepared to meet classroom needs.

*3E School Learning Project Incubator Philadelphia Pilot presented by Patricia Benes, 3E Institute & Simon Hauger, West Chester University (Room: Thomas 224)*

The 3E Learning Project Incubator Philadelphia School Pilot is made possible by the partnership of the 3E Institute of West Chester University with Tacony Academies of Northeast Philadelphia and the Project Management Institute Education Foundation (PMIEF), which is dedicated to disseminating project management knowledge and skills to help improve learning in schools on regional, national and international levels. This workshop will demonstrate how exciting content and process rich collaborative learning projects can be carried out by teams of students with the guidance of well informed teachers who have new skills, contacts, resources and technical support at their disposal.



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*Engaging Students Over the Long Haul: An Innovative Approach to Higher Ed-High School Collaboration presented by Dr. Barbara Ferman & Nuala Cabral, Temple University (Room: Dalton 025)*

Through interactive presentation and discussion, this workshop will share innovative practices for effectively engaging high school students over a multi year period. Examples will be drawn from the University Community Collaborative's Progressive Youth Leadership Development Continuum. Housed at Temple University, the Collaborative has been working with high school students for over 11 years, engaging them in after-school and summer programming, credit bearing internships, media production and paid employment opportunities. Presenters will share the opportunities, successes and challenges in working with older youth and college students.



