Virginia Commonwealth University
VCU Scholars Compass

Division of Community Engagement Resources

Division of Community Engagement

2014

Council for Community Engagement Grants Impact Report 2007-2012

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Council for Community Engagement Grants Impact Report 2007-2012

Abstract

As Virginia Commonwealth University (VCU) takes its place among the nation‟s top 50 public research universities, our guiding principles have been an abiding focus on student success at all levels, unparalleled innovation through research, and a university-wide commitment to human health, and engagement and empowerment in our communities. To that end, VCU has named community engagement as a key focus area in its strategic plan with the aim of developing collaborative university-community partnerships that yield creative and relevant solutions for community-identified needs. These mutually-beneficial partnerships not only support the public good, but they also support our mission to advance knowledge and student success through teaching and learning, scholarship, and outreach efforts.

The Council for Community Engagement (CCE) Grants is one way that VCU supports the development of sustainable, mutually-beneficial partnerships. Under the direction of the vice provost for community engagement and the vice president for health policy and community relations of the VCU Health System, the Council provides oversight for the CCE Grants. The CCE projects are designed to enhance and increase university engagement with the community and contribute to community-engaged scholarship. One-year seed grants of up to $20,000 are awarded to proposals that demonstrate the involvement of faculty and students, address community-identified needs, and demonstrate substantive collaboration with at least one community partner.

Over the past 7 years (2007-2014 grant years), $581,871 has been awarded to fund 51 community-based scholarship projects, which have involved 107 faculty from 19 academic and academic support units, representing 68 different departments and over 76 community partners (Appendix A). These projects have largely focused on improving health & wellness (34%), education (26%), environmental sustainability (14%), positive youth development (14%) and other (12%).

This evaluation examined the impact of the seed grant program from 2007-2012 grant years (2007 – 2011 calendar years) from the perspectives of the community partners, PIs and students. Two overarching questions guided this evaluation: 1) do the grants facilitate successful community-university partnerships, and 2) can seed grant money be a catalyst for long-term partnerships. Although not included in the current evaluation, it is worth noting that two recently funded (2012-13) CCE grantees have already demonstrated successful impact. VCU‟s School of Nursing recently received a $1.5 million grant from the US Department of Health and Human Services to expand the CCE grant, "Community Health and Wellness Program for Older Adults". In addition, the "CMoR Learning: Developing Interdisciplinary Partnerships for an Inclusive Learning Community" CCE grantee has been ranked in the nation‟s top 10 as a model for children‟s learning museums.

Keywords
Council for Community Engagement, seed grant, community engagement, grant, impact

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Impact Report 2007 - 2012

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VIRGINIA COMMONWEALTH UNIVERSITY

Table of Contents

Executive Summary

Introduction

As Virginia Commonwealth University (VCU) takes its place among the nation's top 50 public research universities, our guiding principles have been an abiding focus on student success at all levels, unparalleled innovation through research, and a university-wide commitment to human health, and engagement and empowerment in our communities. To that end, VCU has named community engagement as a key focus area in its strategic plan with the aim of developing collaborative university-community partnerships that yield creative and relevant solutions for community-identified needs. These mutually-beneficial partnerships not only support the public good, but they also support our mission to advance knowledge and student success through teaching and learning, scholarship, and outreach efforts.

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Key Findings

The CCE grants have demonstrated success on the following key impact domains: sustainability, contribution to faculty and student scholarship and ongoing impact.

- Overall, 47% (n=16) of the 34 grants have continued past the funding period.

- Grantees obtained $648,400 in extramural funding; 76% of which were from external VCU sources. Thus, for each dollar invested during 2007-2012 ($476,407), grantees were able to leverage $1.36 to sustain the projects.

- Faculty developed approximately 115 scholarly products through the grant funded projects.

- 792 VCU students have been involved with the CCE projects, of which 53% were undergraduates and 47% were graduates. The primary activity of student involvement was through service-learning (63%).

- Grantees report that the on-going impact of the community-university partnership has had a "multiplier effect" by simultaneously increasing faculty, partner staff and student competencies while engaging additional VCU and community partners over time.

Recommendations

- **Continue to fund the Council's Community Engagement Grant program** – Based on the results of this impact study, it is strongly recommended that the grants continue. They have demonstrated their ability to act as a catalyst to meet community identified needs within a collaborative partnership that has enhanced faculty scholarship (e.g. 115 scholarly products) and have provided a real world context for 792 VCU students to apply classroom content in a financially sustainable way.

- **Continue to invest in partnerships** – It is recommended that the grant program remain focused on strengthening sustainable community-university partnerships that address community-identified needs and opportunities that align with VCU's mission.

- **Encourage grantees in planning for sustainability** – Grantees should be encouraged to more intentional in planning how they will maintain and further develop the seed projects with external funding and/or obtaining resources through institutionalizing partnerships (i.e., service-learning courses).

Background

VCU's Commitment to Community Engagement

As Virginia Commonwealth University takes its place among the nation's top 50 public research universities, as determined by The Center for Measuring University Performance, our guiding principles have been an abiding focus on student success at all levels, unparalleled innovation through research, and a university-wide commitment to human health, and engagement and empowerment in our communities. VCU strengthened its position as a top-ranked urban, public research university and earned "Research University, Very High Research Activity" status, as well as Community Engagement Classification from the Carnegie Foundation, one of only 28 national public research universities with academic medical centers that hold both distinctions. In building on its commitment, the current strategic plan emphasizes community engagement as a focus in itself (one of the four themes of the strategic plan states that VCU will, "become a national model for community engagement and regional impact") and includes community engagement as a means to providing high quality learning experiences and advancing excellence in research. Partially due to its commitment in community engagement, the university is one of 60 institutions with a NIH-sponsored Clinical and Translational Sciences Award. In order to promote VCU's mission, the Division of Community Engagement, housed in the Office of the Provost, supports and coordinates community engaged teaching, research, and outreach.

VCU's commitment to community-university partnerships is significant, but not unique. It is founded on a growing body of research demonstrating the importance of these relationships for modern universities to maintain relevance in the 21st century. Community-university partnerships ideally strengthen the capacity of all partners to address complex social problems. They increase social networks and, in turn, utilize social capital to promote economic and community development. It is through these partnerships that universities become further embedded and invested in their communities (Shannon & Wang, 2010), while also serving as a bridge to disseminate solutions that span the local to the global (Strier, 2011).

Community-university partnerships can directly support the mission of the university by enhancing research, teaching and service. Collaborative partnerships can merge resources to produce innovative and relevant research that addresses community-identified needs (Berg-Weger, Herbers, McGillick, Rodriguez, & Svoboda, 2007; Frazier, Abdul-Adil & Atkins, 2007). Partnerships can also provide opportunities for students to engage in a real world context for classroom content; thus bridging theory and practice (Buys & Burnstall, 2007; Jarvis-Selinger, Lauscher, Liman, Woollard, & Buote, 2008; Lockwood, Lockwood, Krajewski-Jaime, & Wiencek, 2011; Peterson, 2009; Strier, 2011). Finally, community-university partnerships enhance the capacity of faculty and students to be the citizens of today and tomorrow as they engage in service with their communities (Baldwin, Johnson & Benally, 2009; Mahoney, Levine & Hinga, 2010; Rozas & Negroni, 2008).

Increasingly complex financial circumstances complicate efforts to document and intensify mission-focused efforts to strengthen their affiliated communities. Yet, universities are seeking to institutionalize their commitment to

community-engagement through public missions and strategic plans (Dubb, McKinley, & Howard, 2013; Weerts & Sandmann, 2010) as well as "hard money" targeted to supporting these efforts. Institutional support in the form of "hard money" is critical to successful partnerships and is an indicator of a high level of sustainability for the institutionalization of support for engagement activities (Chadwick & Pawloski, 2007).

While the literature identifies some characteristics of effective strategies to support community-engagement, few studies have assessed the impact of seed grant programs in this area. In an evaluation of two seed-grant programs, Leisey, Holton, and Davey (2012) found that the grant-funded projects had positive benefits for faculty, students, and community partners and were associated with enhanced service delivery, high quality learning experiences, and published community-engaged scholarship. Zuiches (2013) found that such grants were effective incentives for faculty to partner with community members and that faculty awarded these grants were more successful in obtaining other grants compared to those who were not awarded seed funding. The current study presents an effort to evaluate the impact of VCU's CCE seed grant program over a five year period.

Council for Community Engagement

The Council for Community Engagement (CCE) is an assembly of representatives from all academic and major support units who seek to facilitate the initiatives associated with our goal of being a national model for community engagement. Under the direction of the vice provost for community engagement and the vice president for health policy and community relations of the VCU Health System, the Council: 1) builds a network of contacts across VCU units, 2) receives and disseminates information and resources that promotes and supports community engagement, 3) gathers information from the community on critical needs and opportunities, 4) recognizes accomplishments of community-university partnerships, and 5) assists in the coordination of events designed to engage the VCU community with community partners to address community identified needs. Beginning in 2007, the CCE has provided grants specifically for community engaged projects as one mechanism to meet these objectives.

CCE Grants

With support from the offices of the provost and the vice president for health sciences, the CCE provides one-year seed grants up to $20,000 to support interdisciplinary projects that will enhance and increase university engagement with the greater Richmond community and will contribute to the research and teaching of VCU units.

CCE grants aim to advance community-engaged scholarship in any academic or academic support unit, and can support a broad array of activities. Therefore, proposals are encouraged from across VCU in partnership with a variety of Richmond-area organizations to creatively address community-identified needs. Funded projects are intended to serve as catalysts for on-going partnerships sustained by external funding that strengthen community-engaged research, teaching and/or service.

Proposals require a partnership from:

- At least two units from VCU or VCU Health System. "Units" include academic and academic support departments. Only VCU/VCUHS full-time faculty and staff are eligible to serve as Principal Investigator (PI).

- At least one community organization from the Richmond Metropolitan Statistical Area. A "community organization" may be a government agency, community or nonprofit organization, school or an affiliate of a local membership organization.

The CCE defines partnerships as "a sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration and application of knowledge, information, and resources."

In addition to the grant requirements, projects must align with one of the focus areas of the VCU's Quest for Distinction, result in measurable outcomes (e.g. product development, increased capacity, strengthened relationships), and demonstrate the potential to leverage support from extramural funders. Preference is given to proposals that include partnerships that span both campuses (if appropriate) to meet community-identified needs, involve students and contribute to faculty and students' research trajectory.

The Current Evaluation

The DCE is responsible for leading the evaluation described here. Only CCE grants funded for grant years 2007-2008 through 2011-2012 (5 years) were included in the study. This evaluation was begun in 2012, therefore, projects funded after 2011 were not included. The evaluation blended existing data sources and newly-collected input from community partners to develop a unified assessment of funded project outcomes. In general, evaluating grant-making efforts is difficult, particularly when funds support multiple stakeholders in projects of variable duration and design and conducted at different periods in time. Additionally, as grant programs develop, they often shift the focus of funding priorities and data collection efforts in response to changing university priorities. This evaluation faced these challenges as well, including the need to aggregate information from multiple sources obtained under different protocols.

Two overarching questions guided this evaluation: 1) do the grants facilitate successful community-university partnerships, and 2) can seed grant money be a catalyst for long-term partnerships.

Based on the literature and programmatic needs, impact of the CCE grants was evaluated along the following domains:

- The project's history such as meeting goals and objectives,
- The current status of the project,
- The quality of the community-university partnership,
- Financial sustainability,
- Scholarship that had developed,

- Continued student involvement & scholarship and
- On-going impact.

Information from both principle investigators and community partners were solicited to provide a comprehensive view on the impact of the CCE grant project as well as multiple perspectives on the quality of the community-university partnership.

Methodology

Data Sources

Information from principle investigators (PI) and community partners were solicited from the 38 grants awarded during 2007 – 2011 calendar years (2007-2012 grant years). Three sources of data were used: 1) final grant reports from project PIs, 2) PI surveys, and 3) community partner surveys. Each contained a mixture of fixed- and open-ended response questions. All addressed the following domains, although the item-wording varied: attainment of project goals and objectives, current project status, quality of the community-university partnerships, financial sustainability, scholarship, student involvement, and on-going impact.

PIs were required to submit a final report at the end of their project's funding period. In order to capture the most current status of these partnerships, we limited our analyses to final reports for projects funded in 2010-2011 calendar years (2010-2012 grant years). PI data for projects funded in earlier years were captured via a follow-up survey in 2013 as described below.

In 2010, the university changed its approach to monitoring and evaluation for this program. A survey was developed containing questions similar to those in the final report, but focused on project outcomes beyond the funding period. The survey included project details, including a list of the project's goals and objectives, which the study team extracted from the grant application. This survey was administered in an online format to project PIs funded from calendar years 2007-2009 (n = 23). PIs funded in calendar years 2010-2011 (n = 12) completed only the final report for a total of 35 PIs contacted. All community partners (n = 32) involved with projects from 2007-2011 (calendar years) were invited to complete a parallel online survey in 2013.

Response Rates

For surveys, PIs and community partners were identified based on the grant application. PIs and partners were sent a web-based questionnaire using the Qualtrics survey application. Individuals were sent an initial email request with a survey link as well as two follow-up reminders. Thirty (n = 30) PIs and 24 partners responded (N = 54 total) for a respective response rate of 86% and 75% (table 1 and table 2). These respondents represented 34 of the 38 projects funded during the evaluation period. In two cases, a PI could not be contacted and an alternative project team member could not be identified.

Table 1. Principle Investigator Response Rate

CCE Grant Year	Data Source	# Grantees Awarded	# PIs Possible	# Reports
2007 – 2008	PI Follow-up Survey	9	8[a]	5
2008 – 2009	PI Follow-up Survey	8	7[b]	7
2009 – 2010	PI Follow-up Survey	8	8	7
2010 – 2011	PI Final Report	7	6[b]	5
2011 – 2012	PI Final Report	6	6	6
TOTAL		38	35	30

[a] One project was not included in the count since it was a continuation of the same project in 2008-2009.
[b] PI not available and an appropriate alternative could not be located.

In preparation for the evaluation, we identified one project that had been funded twice: as a seed grant and as a continuation grant the following year. This project was included once in the analysis. Further, some grantees had multiple community partners and multiple contacts for the same partner organization (e.g. executive director and program staff). All identified partner team members were contacted to ensure all partner organizations were represented. In three cases, we received multiple individual responses from the same partner organization. Those data were retained, except for the few items that yielded duplicate data (e.g. number of students involved, products generated). See Appendix D for full listing of CCE grants and the respective respondents (e.g. PIs and/or partners) who reported for a specific grant.

Table 2. Community Partner Response Rate

CCE Grant Year	Data Source	# Grantees Awarded	# Possible Partners	# Partner Reports
2007 – 2008	CP Follow-up Survey	9	3[a]	1
2008 – 2009	CP Follow-up Survey	8	9[b]	7[c]
2009 – 2010	CP Follow-up Survey	8	7	5
2010 – 2011	CP Follow-up Survey	7	6	6
2011 – 2012	CP Follow-up Survey	6	7[b]	5
TOTAL		38	32	24

[a]One project not included in count since it was a continuation of the same project in 2008-2009
[b]One project had 2 community partners listed in the grant
[c]Two individuals responded from the same organization

Goals & Objectives

This section describes how CCE grantees perceived the success of their project in terms of meeting goals and objectives as well as the main challenges and unexpected outcomes. The PI follow-up survey focused on how the project had changed over time and did not ask questions pertaining to goals and objectives. These results are based on the relevant 35 responses (*n*=11 PI final, *n*=24 partner follow-up).

Goals & Objectives Met

PIs were asked to, *"Provide a broad overview of the successes of this project. Be sure to highlight how it made a difference in the targeted community."* Seventy-three percent (73%) of the 11 PIs qualitatively reported that the project had successfully met the goals and objectives stated in the grant (table 3).

The remaining 3 final reports (27%) were for intervention projects. PIs could not comment on the effectiveness of the intervention due to small sample sizes and two were in the process of a secondary round of data collection. However, PIs reported that at a minimum, "easy communication" had been established among all parties within the partnership.

Table 3. List of PIs' Report of Goals & Objectives Met (*N*=8)

CCE Grant Project	Purpose	Community Outcomes
Richmond FREE Chapter	Provide recycled & free mobility equipment to people with disabilities	Since 2010, over 400 people have received more than 550 items of equipment. Richmond FREE now averages gifts of 35 items to 25-30 per month.
Vernal Pools & Human Footprint	Engage community to raise awareness and monitor threatened wetlands in VA	Recruited 82 Master Naturalists "citizen scientists" that found and reported on 185 vernal pools (85% of 218 located 20 years ago) at a mini-symposium with 150 attendees. Preliminary data indicate that more than 25% of vernal pools have been lost to development.
Interdisciplinary Enhanced Teaching Model	Improve access to medically underserved in Richmond	Expanded hours of operation to include 2 evenings at 2 sites utilizing students as human resources. Patients report more attentive services in addition to increased ability to access care without missing work.
Team Warbler	Habitat protection for birds in conjunction with enhanced learning for middle school students across two locations: Richmond & Panama	National recognition for developing avian indicators for mangrove health, identifying crucial habitats, creating local scientific capacities, developing conservation constituencies for sharing knowledge, and provision of data for policy recommendations.
Open Minds	Dual enrollment of VCU students and residents of Richmond City Jail to learn from each other about social problems around crime	54 college students and over 100 prisoners served in 2011-2012 which resulted in 2,016 service-learning hours. All involved have described the course as "life-changing" and the effort is supported by the Sherriff and is publicized on www.openminds.vcu.edu
Dental Fair for Native Americans in VA	Provision of preventative & restorative dental care	65 Native Americans (ages 13-85) were served resulting in $20,000 worth of care provided to a vulnerable population that lack federal tribal recognition.
ArtSmarts	Provision of intensive art education to third graders	100 3rd graders were served in 2 elementary schools. Objective data and subjective teacher evaluations support the increase in creative thinking amongst students.
Asian American Community Needs Survey	Identification of social, physical and mental health needs of Asian-American community in Richmond	622 surveys were collected from 13 community events. The results are being compiled to be presented to community partner for future program planning.

Community partners were asked, *"The overarching goals and objectives stated in the grant application are provided to you in the project description at the beginning of this survey. Based on those goals and objectives, would you say that all, most, some, or none of them were met?"* Seventy-five percent (75%, *n*=18) of partners stated that all or most of the projects' goals were met. Out of 24 surveys, 58% (*n*=14) of partners reported that the project had met all goals while 17% (*n*=4) said most and 21% (*n*=5) said only some of the goals were met (figure 1). Only 1 partner indicated that none of the project goals were met.

Figure 1. Partners' Report of Goals & Objectives Met (*N*=24)
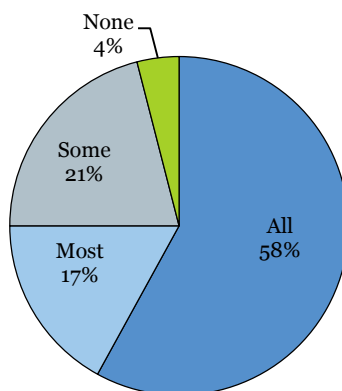
Overall, 74% (*n*=26) of the 35 PIs and partners reported that the majority of goals and objectives were met.

Factors that led to Success

Only partners were asked to, *"Please explain the main reasons why all, most, some, or none of the objectives were met."* The majority of partners (92%, *n*=22) responded that goals and objectives were met due to commitment to the project. The dedication of project team members led to acquiring resources, advancing human skills, and the creative problem-solving to meet community needs inspired multiple stakeholder involvement.

Challenges

Partners reported that challenges to meeting project goals and objectives were due to insufficient funding, difficulties establishing partnerships and "overpromising" by some partners.

PIs were asked a different question. Instead, PIs were asked, *"Community engaged projects often face challenges, sometimes unexpected ones. Please provide a broad overview of the challenges you faced in this project and how they were addressed/resolved."* All PIs (*n*=11) responded to this question. As there were multiple challenges cited, they have been broken into the following five themes.

Theme 1: Challenges within VCU community

- Greater time commitment than anticipated

- Time needed to build relationships and plan

- Time needed to collaboratively develop processes and protocols

Theme 2: Challenges within Partner community

- Navigating and negotiating multiple organizational systems and policies (e.g. IRB & agency policies)

- Coordinating partnerships, particularly scheduling tasks across multiple sites with multiple stakeholders

- Recruiting and sustaining community volunteer commitment

Theme 3: Challenges within Target community

- Overcoming distrust from vulnerable populations

- Lack of service access, even with typical support in place (e.g. transportation provided)

- Instability of target population

Theme 4: Overall Challenges

- Lack of current funding

- Difficulty finding funding appropriate for community engaged projects

- Streamlining paperwork and data collection efforts

- Adapting data collection instruments for varying populations

Theme 5: Unexpected Challenges

- Data collection efforts stymied by climate

- Data collection efforts stymied by delayed implementation of agency's new data system

Unexpected Outcomes

Only partners were asked, *"Were there any unexpected outcomes from the project? If so, what were they?"* The majority of the respondents (75%, *n*=18) report that the project had surprising outcomes, including

- Greater community support than anticipated,
- Small collaborative effort inspired collaboration among others,
- Staff also benefited since they learned more about clients,
- Project is now institutionalized and a national model,
- Intervention developed led to significant cost savings for the county, and
- Intervention developed has led to state policy changes.

Project Status

This section reports on how many CCE projects continued after the grant period. It also describes grantees' perceptions of why projects had not continued and how projects may have changed over time.

All PIs and community partners (*N*=54) were asked, "*Now that the community engagement grant has ended, what is the current status of the project?*" Approximately half (54%, *n*=29) indicated that the CCE project had continued. PIs reported that 50% (*n*=15) of projects were ongoing compared to 58% (*n*=14) of partners who report that projects remain ongoing (figure 2).

Figure 2. Comparison of PI & Partner Description of Project Status (*N*=54)
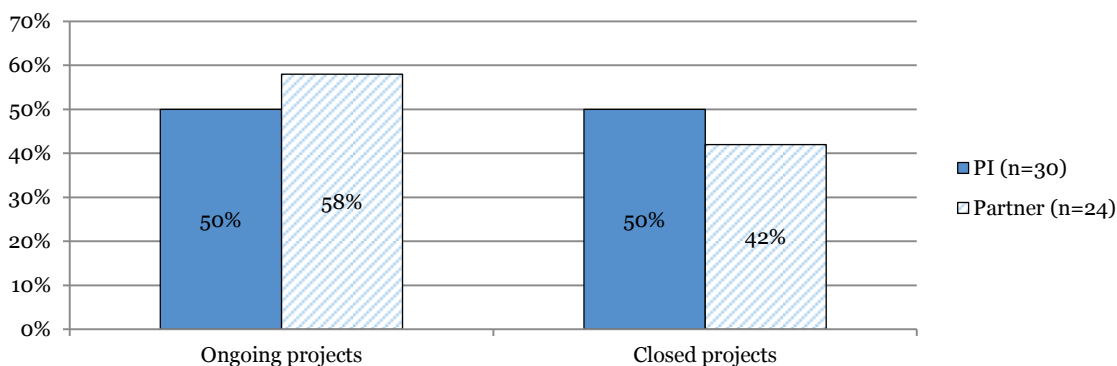
When the data was filtered for unique grants, approximately half (47%) of the 34 grants continued past the funding period. In addition, 41% (*n*=9) of ongoing projects were funded during the 2007-2010 grant years while 58% (*n*=7) of ongoing projects were funded during the 2010-2012 grant years (figure 3).

Figure 3. Project Status of Unique CCE Grants by Year (*N*=34)
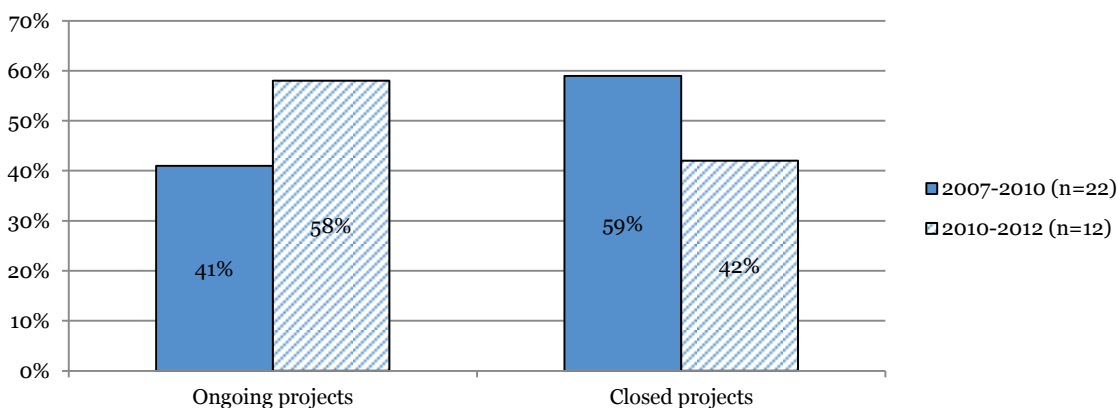
Only the follow-up surveys to PIs (*n=19*) and partners (*n=24*) asked the following follow-up questions.

Reasons the project ended

If the project closed, PIs and partners were asked, *"Please provide additional information about the reasons the project had ended."* In general, the primary reasons provided were 1) the project was time-limited, 2) lack of funding, and 3) organizational turnover. Organizational turnover refers to either key personnel leaving the partnership or agency closure.

Eighty percent (80%) of PIs for closed projects (*n=10*) stated that one reason the project closed was due to it being time-limited and task specific. Other reasons for not continuing the project or furthering its development included the lack of funding, agency closure, and lack of ownership for the project among partners.

Similarly, all partners for closed projects (*n=10*) reported that in addition to the project being time-limited, projects closed due to the lack of funding and lack of time. Employment turnover was also an additional challenge to maintaining the project as key individuals moved.

How the project changed over time

If the project was ongoing, PIs and partners were asked to, *"Provide additional information about the current status of the project and how it has changed since its initial funding."* Only 44% of PIs for ongoing projects (*n=9*) responded to this question, reporting that projects largely continue to exist in the same form as it was established during the grant period. In contrast, 93% of partners for ongoing projects (*n=14*) stated that the project had expanded along the following domains:

- Increased staffing and hours of operation (e.g. evening hours) to improve service access
- Additional partnerships with other VCU departments and various community sectors (e.g. corporate partners)
- Broadened focus to serve community needs

Community-University Partnerships

This section describes the relationship between the partners after the grant period ended, including the resources exchanged between faculty and the community partners within the partnership.

Maintaining Partnerships

PIs and partners were asked, *"Have you or members of the VCU team maintained a relationship with the community partner(s) since the initial funding?"* In the final report, this question was only asked if the PI had indicated that the project was ongoing; thus, 5 PI responses are missing from the 11 final reports. In the follow-up report, this question was asked regardless of project status.

Almost all of the PIs and partners (94%, *n*=46) reported maintaining a relationship with their respective partner after the grant period had ended (96% PIs, 92% partners). (See figure 4.)

Figure 4. Maintained a Relationship after Grant Period (*N*=49)
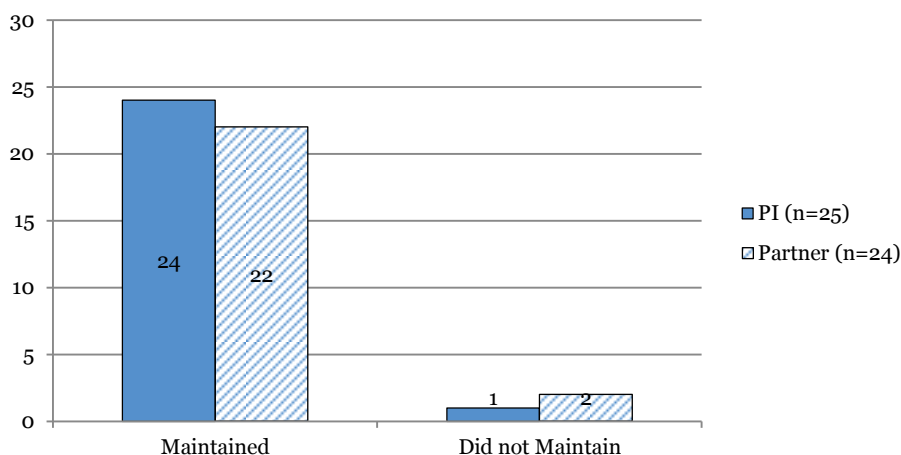
Unique to the final report, PIs were asked to, *"Please explain how VCU project team member(s) continue their involvement with the project."* PIs were only asked this question if they had indicated that the project was ongoing (*n*=6). PIs stated that they continued their involvement through:

- Continuing data collection,
- Ongoing collaborative dissemination efforts,
- Seeking additional funding,
- Serving on advisory boards,
- Volunteering, and
- Recruiting additional faculty into the project.

In contrast to either of the PI reports, partners were also asked questions regarding the history of their relationship to VCU team members as well as the role of the PI during the project.

Prior Relationship

Partners were asked, *"Prior to this project, had your organization collaborated on a project with VCU faculty before?"* Approximately half (54%, *n*=13) of partners stated that they had had a prior relationship with faculty, of which, 92% (*n*=12) maintained their relationship after the grant period. Among the community partners who did not have a prior relationship with faculty, 100% (*n*=8) of partners stated that the relationships were maintained after the grant period. Thus, 36% (*n*=8) of partnerships maintained were newly formed relationships (figure 5).

Figure 5. Prior Relationship compared to Maintaining a Relationship (*N*=24)
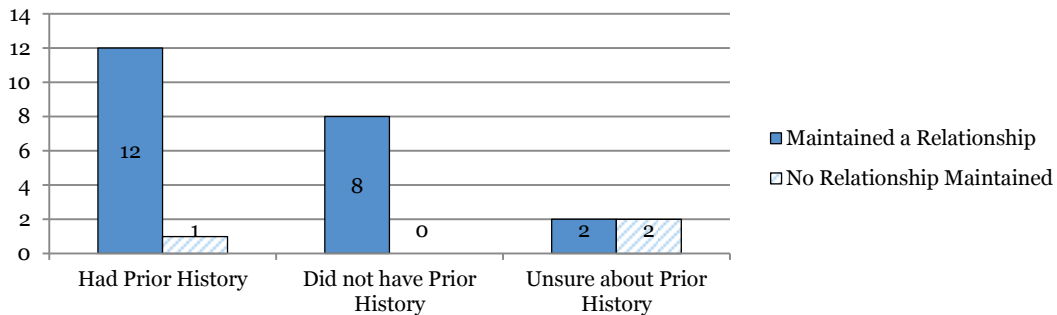
Role of PI and Desired Role

All partners (*n*=24) responded to the following question, *"What role did the lead investigator/VCU partner have in the relationship with your organization? Was it mainly one of consultant, partner, leader, or no role?"* Seventy-one percent (71%, *n*=17) indicated that PIs took on the role of partner in the relationship while 8% (*n*=2) were viewed as consultants and 21% (*n*=5) as leaders.

Partners were then asked, *"Now, what role would you have liked the lead investigator/VCU partner to have had with your organization?"* Out of 23, 63% (*n*=15) indicated that they would have preferred "partner" compared to 17% (*n*=4) who stated "leader" and 17% (*n*=4) who preferred "consultant". In general, it appears that PIs mostly took on the role of partner, a role that community partners preferred (figure 6).

Figure 6. Partner Perspective of PI Role compared to Desired Role of PI
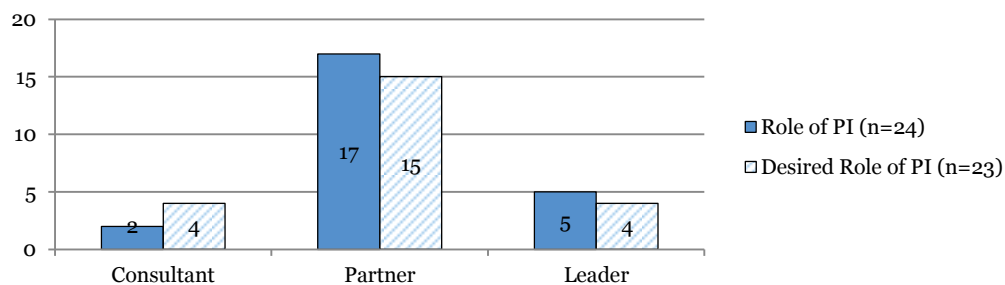
Exchange of Resources

All PIs and partners were asked to describe the ways in which any of the VCU project team members are involved with the partner organization.

Faculty Contribution to Partnership

As shown in figure 7, PIs and partners agree that the most common resources provided by faculty to their respective partners are:

- Public speaking about the partnership,
- Joint presentations,
- No-cost consultation, and
- Volunteering.

Examples of "other" indicated by PIs include providing equipment and resources to continue curricular activities developed through the CCE grant and trainings. Examples of "other" indicated by partners include developing partnerships with other university departments and collaborative program planning.

Figure 7. Perceptions of Faculty Contribution to Partnership (*N*=54)
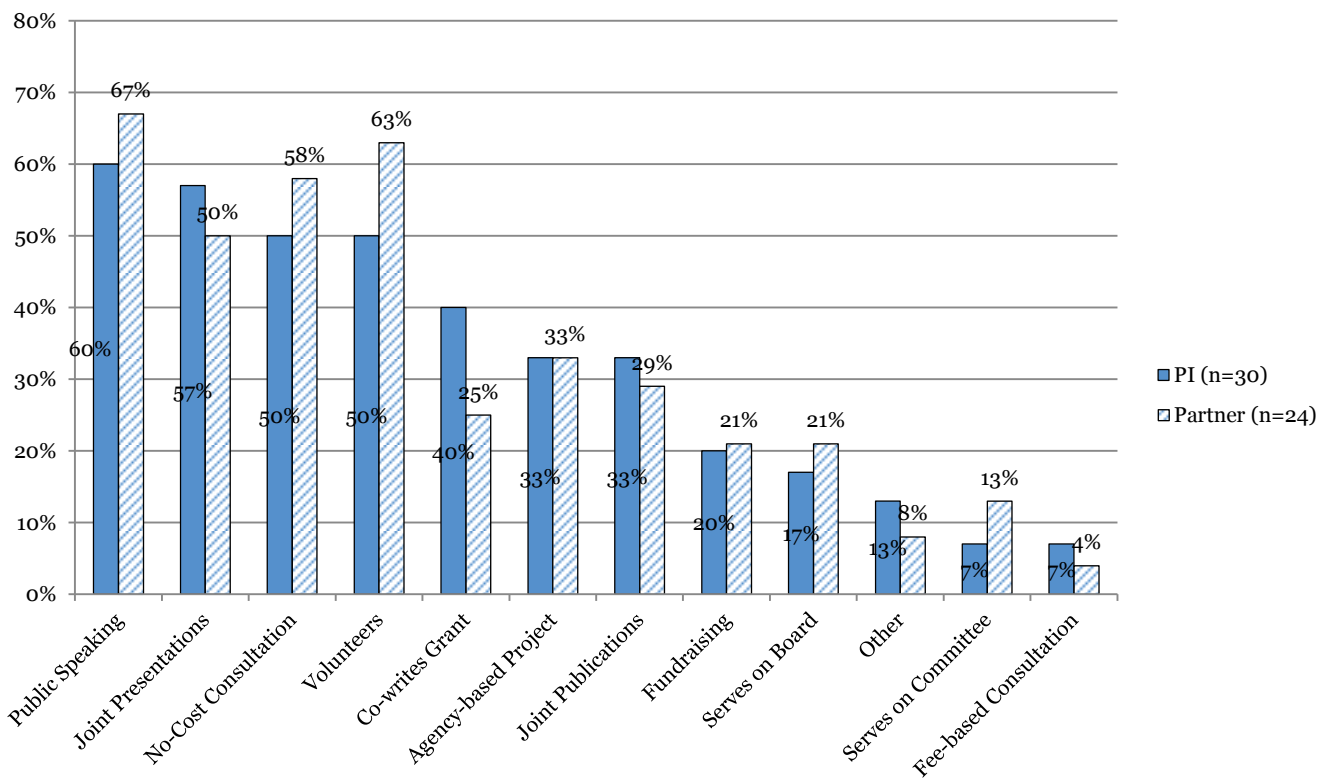
Partner Contribution to Partnership

PIs and partners were then asked to describe the ways in which the partner organization is involved with any of the VCU team members.

As shown in figure 8, PIs and partners also agree that the most common resources provided by partners to respective faculty are:

- Public speaking about the partnership,
- Service-learning, and
- Data access.

Examples of "other" indicated by faculty include serving on a VCU advisory board and supporting evaluation of pilot project. Examples of "other" indicated by partners are collaborative program planning and supporting research efforts.

Figure 8. Perceptions of Partner Contribution to Partnership (*N*=54)
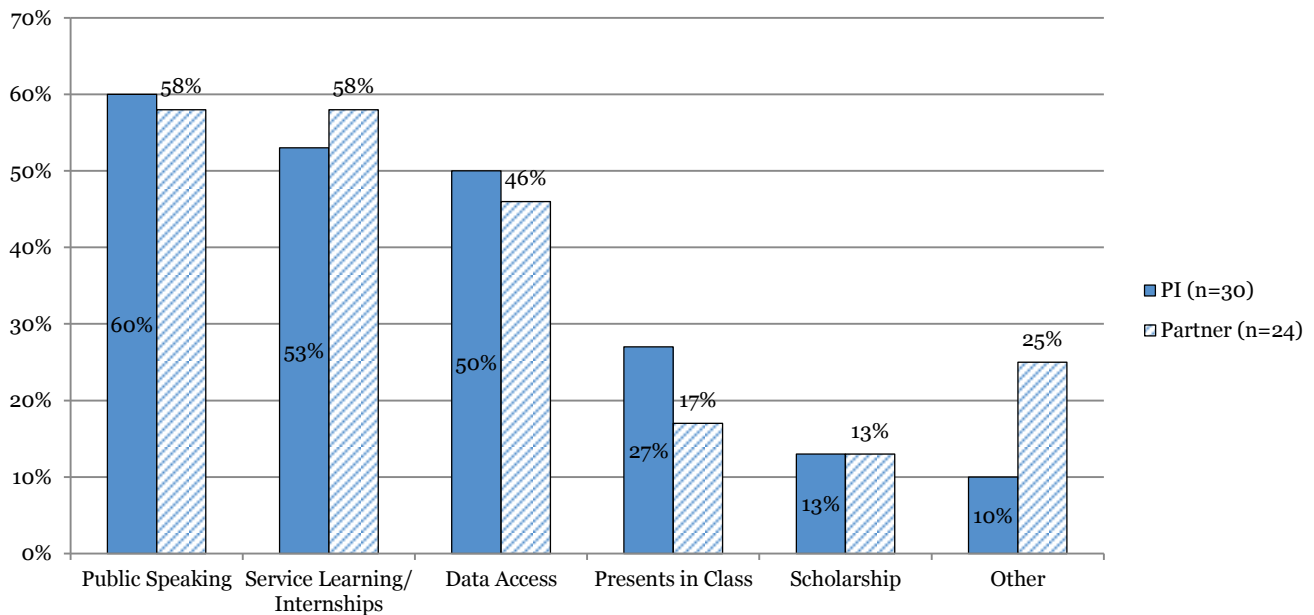
Financial Sustainability

This section reports on whether grantees sought additional funding and if so, whether that funding was received and the type of funding sought (e.g. external or internal to VCU).

Seeking or Receiving Additional Funds

PIs and partners were asked, *"After being awarded this Community Engagement grant, did anyone on the project team seek or receive additional internal or external funding to support this project?"* Forty percent (40%, n=12) of PIs reported seeking or receiving additional funds compared to 58% (n=14) of partners (figure 9).

Figure 9. Comparison of PI & Partner Reports on Requesting or Receiving Additional Funds (*N=54*)
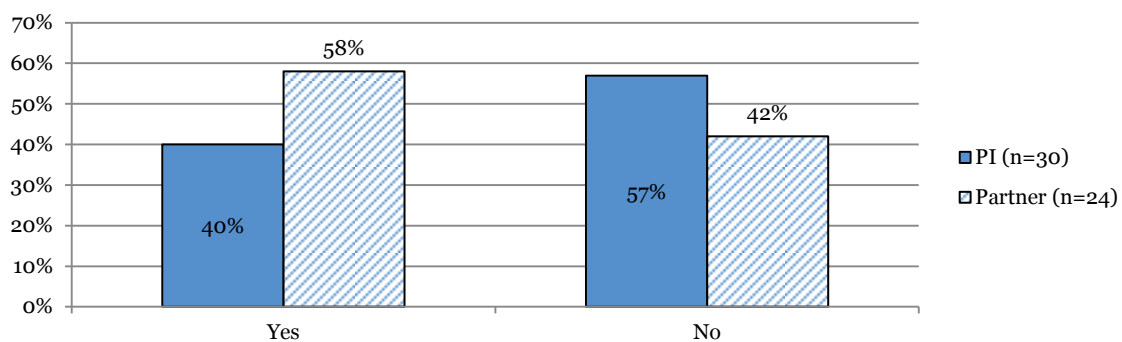
As a follow-up, PIs and partners were asked, *"If the project team had received additional funding for this project (other than the Community Engagement grant)?"* Seventy-seven percent (77%, n=10) of PIs reported receiving additional funds compared to 69% (n=9) of partners (figure 10).

Figure 10. Comparison of PI & Partner Reports on Receiving Additional Funds (*N=26*)
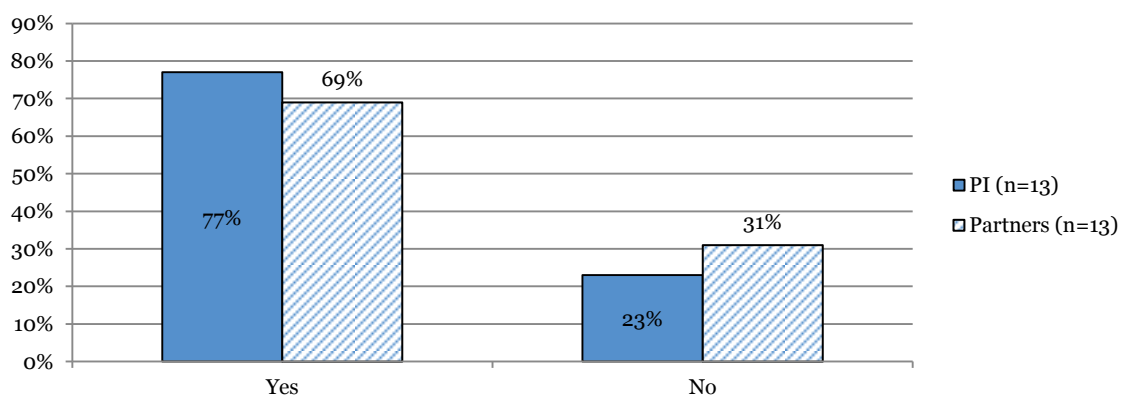
PIs and partners were then asked, *"Is any funding request currently under review or pending a final decision by a funder?"* Eight percent (8%, *n*=1) of PIs reported that requested funding was currently under review compared to 31% (*n*=4) of partners (figure 11).

Figure 11. Comparison of PI & Partner Reports on Status of Funding Request (*N*=26)
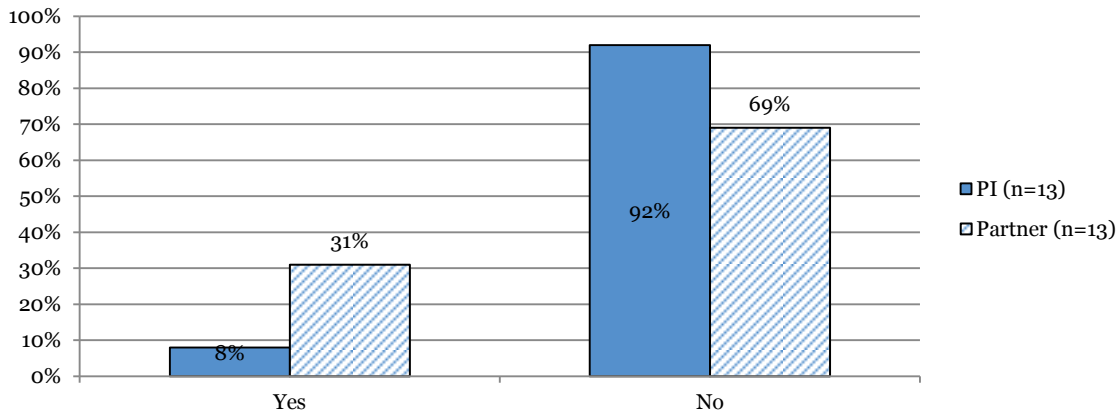
Source of Additional Funds Sought or Received

Lastly, PIs and partners were then asked, *"What type of funding was either received or requested?"* Seventy-three percent (73%, *n*=8) of PIs reported that the funding requested or received was from an external VCU source compared to 65% (*n*=5) of partners (figure 12).

Figure 12. Comparison of PI & Partner Reports on Source of Funding Received/Requested (*N*=19)
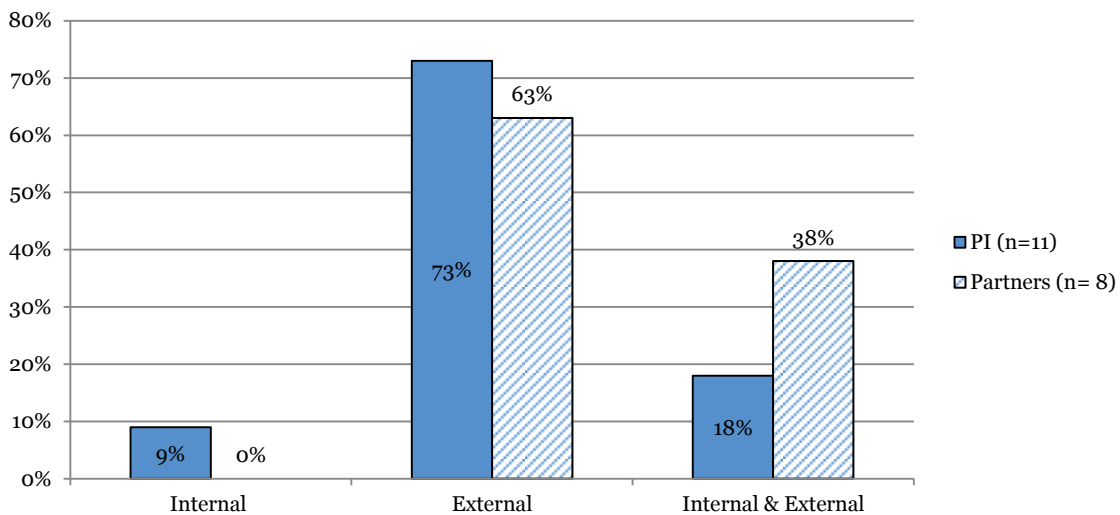
PIs and partners were then asked to provide an estimated amount of funds received or requested as well as identify the funding source. Rather than compare PI and partner reports, the data were analyzed with the grant project as the unit of analysis to calculate funds received per grant. Out of 54 reports, there were 34 CCE grant projects represented. When a project had both PI & partner reports, project results were filtered to include only PI reports for the descriptive analyses. To tally the funds received, both PI and partner reports were included; however, duplicative funding sources for a grant project were eliminated.

Funding Received

From 2007 – 2012, CCE invested $476,407 into these seed grants. Although no match is required of the grantee, 41% (*n*=14) of grantees sought additional funds to implement or sustain the project; one grant (1%) had funds currently under review while 71% (*n*=10) had received additional funds totaling $648,600 (figure 13).

Figure 13. Additional Funding Received compared to CCE Investment (2007-2012)
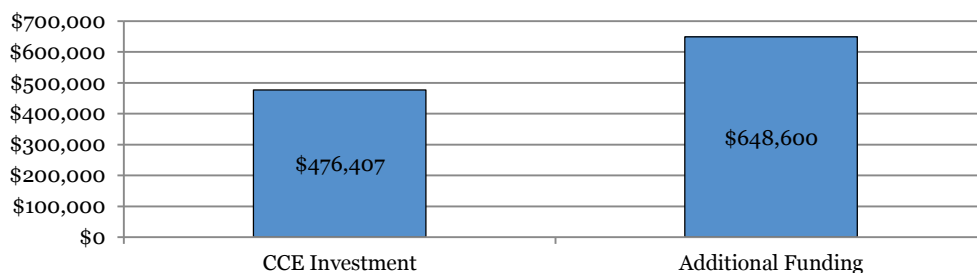
External versus Internal Sources of Funding Received

Of the total funds received, 21% were from internal sources while 79% were from external sources (table 4). The total amount leveraged by the grants is likely underreported since only 7 grantees (e.g. PIs and/or partners) provided estimated values. Further, in some cases the estimated value of in-kind donations was not indicated by grantees and could not be included in the tabulation. Further, some grantees listed the source of funding agencies, but did not indicate the amount received or under review. (See Appendix E for full listing of additional funding sources.)

Table 4. Funding Received by Internal and External sources (2007-2012)

Additional Funding Entity	Received
NIH p60 Grant	$ 175,000
Capital One	$3,000
Genworth	$20,000
Genworth	$19,000
APHA Foundation	$20,000
CVS Caremark Charitable Foundation	$30,000
Gwathmey Memorial Trust	$25,000
Sheltering Arms Foundation	$50,000
Hunton Foundation	$11,600
Virginia Reuse Foundation*	$156,000
External Funds Received Total	*$509,600*
Division of Health Sciences Diversity	$130,000
Center for Teaching Excellence	$7,000
VCU Service Learning Project	$2,000
Internal Funds Received Total	*$139,000*
Total Funds Received	**$648,600**

*Grantee indicated that a portion of the funds were allocated to the CCE project, but did not indicate the amount. If these funds are excluded, then the total external funds are $353,600 and the total funds received are $492,600.

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Faculty Scholarship

This section reports on the impact of the CCE grant on faculty scholarship based on the type and number of scholarship produced. Overall, 115 scholarly products have been developed through the CCE grant project. According to both PIs and partners, the most common types of scholarship developed from the CCE grant project were 1) conference/ presentations, 2) 'Other' such as training and curricular material, 3) creative expressions, and 4) journal articles. The least common types of scholarship were books or book chapters and technical reports.

Status of Scholarship Development

Only partners were asked, *"Were any products developed from this project (e.g., reports, articles, creative works such as performances, training materials, etc.)?"* Out of 24, 50% (*n*=12) of partners indicated that scholarship had been produced, while 17% (*n*=4) stated 'no' and 33% (*n*=8) were not sure (figure 14).

Figure 14. Partner Report on Status of Scholarship Development (*N*=24)
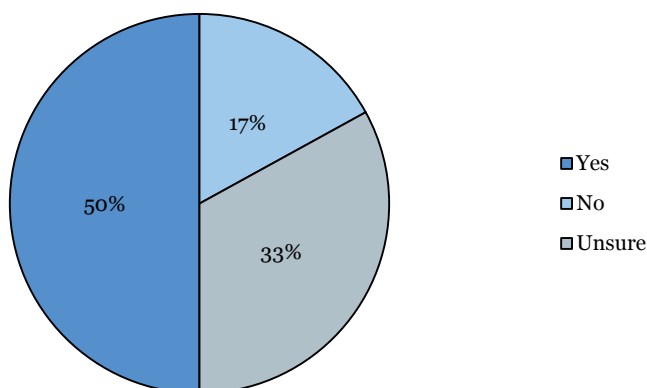
Types of Scholarship Developed

PIs and partners were asked, *"Which of the following scholarly projects have been developed out of the funded project? Include items that are under review, in press, or otherwise pending."* Only partners who responded 'yes' to the preceding question were prompted to respond to this item.

PIs (*n*=30) indicated that the primary scholarship developed were conference presentations (50%), "other" (47%) and journal articles (20%). The least common form of scholarship were creative expressions such as sculptures, designs and performances (10%), technical reports (3%) and books or book chapters (1%). (See figure 15.) Examples of "other" include the development of interventions, training manuals, curricular activities and websites.

Similarly, partners (*n*=12) indicated that the primary forms of scholarship developed were conference presentations (75%), journal articles (58%), and "other" (25%). The least common forms of scholarship were

creative expressions (17%), technical reports (17%), and book or book chapters (8%). (See figure 15.) Examples of "other" include receiving training materials, curriculum and a website.

Figure 15. Comparison of PI & Partner Reports on Type of Scholarship Developed (*N*=42)
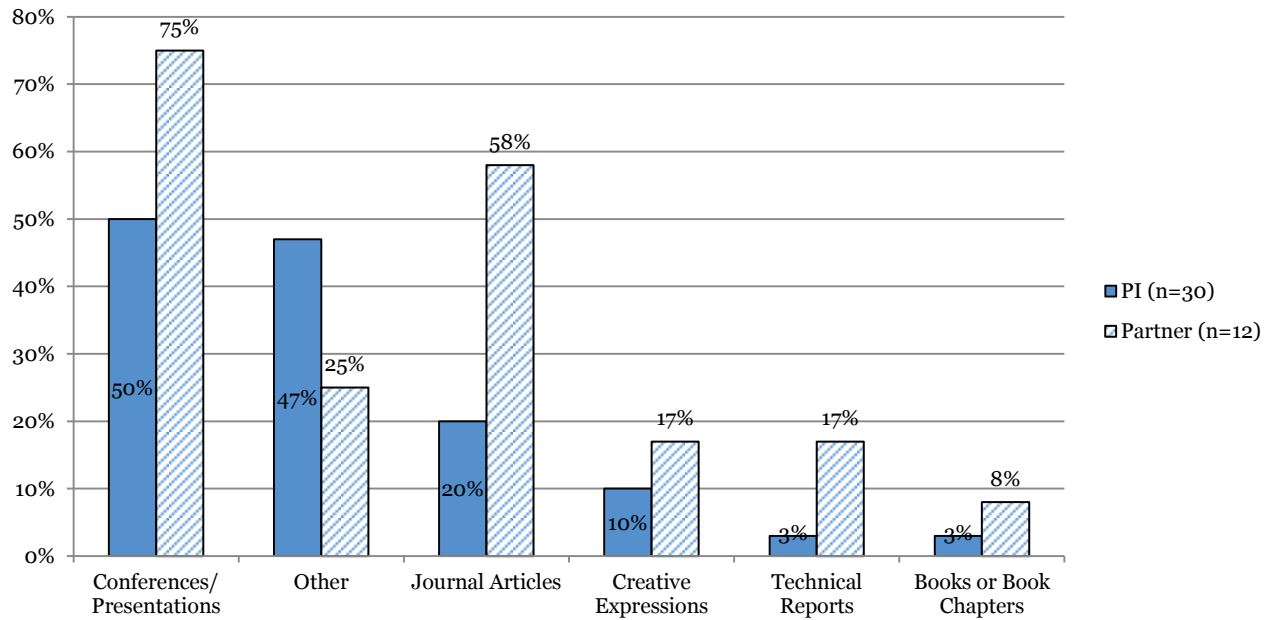
Number of Scholarly Products

PIs were asked to estimate the number of products developed for each type of scholarship as well as provide the appropriate citation (if applicable). Overall, 115 scholarly products have been developed through the CCE grant project. As shown in figure 16, the primary scholarship developed were conference presentations (*n*=48), "other" (*n*=34), creative expressions (*n*=20) such as sculptures, designs, and performances and journal articles (*n*=11). The least common form of scholarship were technical reports (*n*=1) and books/book chapters (*n*=1). Examples of "other" include the development of interventions, training manuals, curricular activities and websites. (See Appendix F for full listing of faculty scholarship.)

Figure 16. PI Report on the Number of Types of Scholarly Products Developed
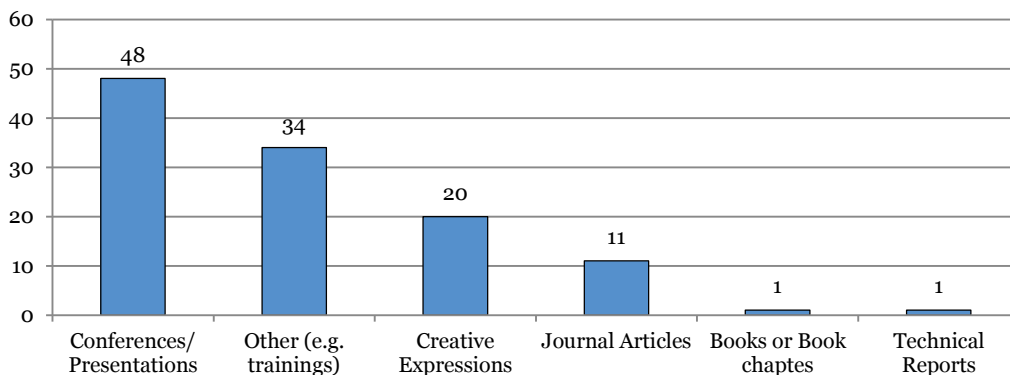
Student Involvement & Scholarship

This section reports on the impact of the number of students involved in the CCE grant project as well as how this experience has contributed to student scholarship. According to both PIs and partners (*N*=53), approximately half (51%, *n*=27) indicated that the project involved students while 49% (*n*=26) did not. The most common forms of student involvement were through 1) service learning, 2) internships, practicums, or field placements, and 3) through 'Other'. The least community forms of student involvement were being a paid member of the VCU project team or the organization and work study.

Student Involvement

PIs and partners were asked, *"Are any students directly engaged in the activities of the ongoing project?"* Fifty-three percent (53%, *n*=16) of PIs report that students are involved compared to 48% (*n*=11) of partners. One partner was excluded from the analysis, since there was another individual report from the same partner organization (figure 17).

Figure 17. Comparison of PI & Partner Reports on Student Involvement (*N*=53)
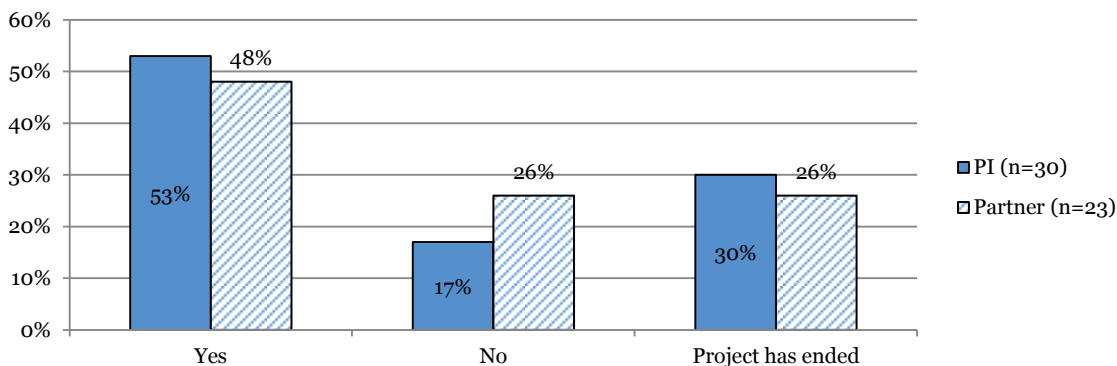
PIs and partners were then asked to estimate the number of students involved in various activities. According to PIs (table 5), 792 students were involved primarily through service-learning activities (63%), "other" (20%) and internships, practicums and field placements (12%). The least common activities for student involvement were through work studies/assistantships (0.1%), as a paid member of the project team (1.3%) and through independent studies/research (4.5%). Slightly more than half of the students were undergraduates (53%) compared to graduates (47%).

Table 5. PI Report on Student Involvement by Student Type and Activity

Activity	Undergraduates	Graduates	TOTAL
Independent Study/ Research	17	19	36
Paid member of project team	6	4	10
Work study/ Graduate assistant	0	1	1
Service-Learning	301	196	497
Internship, practicum, field placement	54	42	96
Other	43	109*	152
TOTAL	421	371	792

*Includes 4 post-doctoral students

Partners were also asked to estimate the number of students involved in various activities (table 6). According to partners (table 6), 255 were involved. Students were primarily involved through internships, practicums and field placements (33%), service-learning (33%), and independent study/research activities (14%). The least common activities for student involvement were as paid members of the organization (0%), work study (1%) or as a paid member of the project team (2%).

Table 6. Partner Report on Student Involvement by Student Type and Activity

Activity	Undergraduates	Graduates	TOTAL
Independent Study/ Research	24	11	35
Paid member of project team	4	0	4
Paid member of organization	0	0	0
Work study/ Graduate assistant	3	0	3
Service-Learning	64	21	85
Internship, practicum, field placement	37	58	95
Other	18	15	33
TOTAL	150	105	255

*Secondary individual from the same partner organization was excluded from the above calculations.

Student Scholarship

PIs were asked, *"Did any of the students involved in this project use their experience as a basis for their own independent/ mentored research, creative activity or scholarship?"* Out of 30, 60% (*n*=18) of PIs report that students used their experience to form the basis of their scholarship while 37% (*n*=11) stated that this did not occur (figure 18).

Figure 18. Percentage of Student Scholarship (*N*=30)
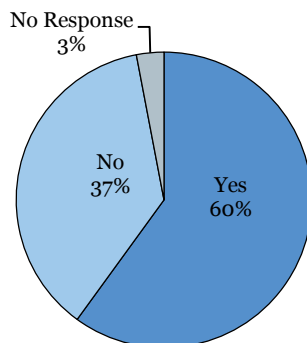
Partners were not asked whether students had used the experience as the basis to further their own scholarship.

If PIs indicated yes to the question above, they were then asked to, *"Briefly explain how the students involved in this project used their experience as a basis for their own independent/ mentored research, creative activity or scholarship."* Out of 18, 72% (*n*=13) reported that student scholarship include dissertation research, designing websites, and conference presentations. (See Appendix G for full listing of student scholarship.)

Ongoing Impact

This section reports on what PIs and partners perceived to be the ongoing impact of the CCE grant that had not been addressed in the survey. Of the 43 follow-up reports (*n*=19 PIs, *n*=24 partner), approximately half (49%, *n*=21) responded. The primary ongoing impact of the grants was that the community-university partnerships led to a greater understanding of community needs among all parties and thus the development of more effective interventions. PIs and partners report that the partnerships as well as the successful outcomes had a "multiplier effect" by simultaneously increasing faculty, staff and student competencies while engaging additional VCU and community partners over time. However, the challenges of obtaining funding and the time necessary to develop sound partnerships while also adapting to changing conditions (e.g. personnel turnover) remain.

Ongoing Impact

PIs and partners were asked to, *"Please provide any other information you think would be helpful for us to know about the ongoing impact of the CCE grant."* PI final reports did not ask this question. Twenty-five percent (25%) of PIs (*n*=19) responded to this question compared to 63% of partners (*n*=24).

PIs (*n*=6) indicated that the project continues to impact the community in the following ways:

- Increased understanding of the needs of targeted population has led to the development of more effective interventions,

- Even with staff change over, new partnerships continue to develop because of interest in sustaining the project,

- Trainings and resources developed from the grant are now being shared with new partners; thus, having a multiplier effect,

- Community-based findings are recognized as important by various state-level agencies, and

- Faculty and students have presented results to disseminate community engaged research to larger community.

Partners (*n*=15) indicated that the project continues to impact the community in the following ways:

- The success of the project had increased the interest of other community members to become involved in the project,

- Partners have been able to learn and develop evidence-informed best practices with the research resources, and

- Partners state that the engagement of high school students have influenced college related decisions while the real world experienced offered to VCU students has improved client services due to the greater practical and cultural knowledge gained.

Remaining Challenges

PIs also stated what they would recommend more support for community engagement. One indicated that it was necessary for faculty to take the time to assess whether their partner was equally invested in the project. Without commitment from both parties, the partnership and project was not likely to succeed. Similarly, another indicated that more institutional support for and understanding of the laborious nature of building a partnership from the VCU community (i.e., deans, tenure review boards) was necessary to support these collaborative efforts.

Partners also reported what they thought were the untapped potential of the projects developed from the grant project. Some recommended a national or global dissemination of the interventions developed that could also provide financial benefits to the VCU community. Along the same lines, other partners stated that the information learned from the project (i.e., community needs) should be further developed into "next steps (i.e., interventions) to increase the continuing impact of the CCE grant.

Summary & Implications

Summary

This evaluation found that the seed grant program has facilitated the development of long-standing, collaborative community-university partnerships. Additionally, they have acted as a catalyst to meeting community-identified needs, enhanced community-engaged scholarship (e.g. 115 scholarly products), and provided a real world context for 792 students to apply classroom content. It also showed that the seed grants were successfully able to leverage additional funding to support the projects.

The main limitation of this evaluation was the use of multiple sources of data gathered under different protocols. This resulted in inconsistency in the measures, making it difficult to compare and aggregate responses across all impact domains. Based upon our experiences in this evaluation, we have further refined our evaluation protocol. Beginning with our next grant cycle, we will use an updated final report that aligns with the follow-up survey of the PIs and community partners. This will ensure that the end of the funding period will provide a baseline for assessing the partnership impact and sustainability.

Key Findings

The CCE grants have demonstrated success on the following key impact domains: sustainability, contribution to faculty and student scholarship and ongoing impact.

- Overall, 47% (n=16) of the 34 grants have continued past the funding period.

- Grantees obtained $648,400 in extramural funding; 76% of which were from external VCU sources. Thus, for each dollar invested during 2007-2012 ($476,407), grantees were able to leverage $1.36 to sustain the projects.

- Faculty developed approximately 115 scholarly products through the grant funded projects.

- 792 VCU students have been involved with the CCE projects, of which 53% were undergraduates and 47% were graduates. The primary activity of student involvement was through service-learning (63%).

- Grantees report that the on-going impact of the community-university partnership has had a "multiplier effect" by simultaneously increasing faculty, partner staff and student competencies while engaging additional VCU and community partners over time.

  Examples of the "multiplier" effect of the CCE grants are:

  1. VCU Online GED (07-08) developed an innovative online mentoring program that matched at-risk high school students with VCU college role models. The project has since grown into eLearnVA, a distance learning program for adults and teens.

2. Development of a Chronic Care Model (09-10) that uses a team-based multi-disciplinary approach has gained national recognition as a best practice to treat diabetes. Partner states that the intervention has the potential to expand and be reimbursed by third party payees.

3. ICare CPR Online (09-10) developed an online videoconferencing program to deliver CPR training online to high school students. Due to the project's success and its cost-effectiveness, it is poised to deliver newly state required CPR training to all Virginia high school students, families and educational personnel. Partner asserts that this technological innovation has introduced a paradigm shift for CPR training.

Recommendations

- **Continue to fund the Council's Community Engagement Grant program** – Based on the results of this impact study, it is strongly recommended that the grants continue. They have demonstrated their ability to act as a catalyst to meet community identified needs within a collaborative partnership that has enhanced faculty scholarship (e.g. 115 scholarly products) and have provided a real world context for 792 VCU students to apply classroom content in a financially sustainable way.

- **Continue to invest in partnerships** – It is recommended that the grant program remain focused on strengthening sustainable community-university partnerships that address community-identified needs and opportunities that align with VCU's mission.

- **Encourage grantees in planning for sustainability** – Grantees should be encouraged to be more intentional in planning how they will maintain and further develop the seed projects with external funding and/or obtaining resources through institutionalizing partnerships (i.e., service-learning courses).

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Virginia Commonwealth University

Appendices

Appendix A: List of CCE Grants (2007-2014)

Project	Lead School/Department	Additional Schools/Departments	Partners	Focus Area
2007 - 2008				
Environmental Festivals: Opportunities for Engaging our Citizens in Watershed Sustainability	Geography	Biology	Miles J. Jones Elementary School	Environmental Sustainability
Improving access to *FIRST* Programs in Underserved Communities	Engineering	Education	Richmond Public Schools	Education
VCU lends Helping Hands to Friends	Counselor Education	Social Work	Friends Association for Children	Youth Development
ECO-Monitoring: Ecology, Chemistry, Observation, Mentoring	VCU Rice Center	Center for Environmental Studies, Education, Biology, Chemistry, & Pathology	Charles City County Public Schools	Environmental Sustainability
Cosby High School/VCU Partnership	Pre-Health & Law Advising of University College	Medicine & Center for Health Disparities	Cosby High School	Education
Chandler Middle School Arts Center Project	Art Education	Interior Design	Chandler Middle School	Education
VCU Community Workforce Investment Project	Social Work	Workforce Development & Human Resources	Richmond Career Advancement Center	Economic Development
Science Connection: A VCU-St. Andrew's School Partnership	Teaching & Learning	Physics & Life Sciences	St. Andrew's Schools	Education
VCU Online GED	Education	Honors College	VA Adult Learning Resource Center	Education
2008 - 2009				
Enhancing Self-Regulation & Social Competence in Head Start Children	Allied Health Professionals	Psychology & Social Work	VCU Head Start	Youth Development
ECO-Monitoring: Ecological Connections, Observations, Mentoring	Center for Environmental Studies	Center for Life Sciences Education, Biology, Chemistry, Medicine & Pathology	Charles City County Public Schools & VA Dept. of Game and Inland Fisheries	Environmental Sustainability
Education and Care of Patients with Hypertension and Diabetes in a Free Clinic	Pharmacy & Ambulatory Care Center	MCV's Women's Health Center, VCU Medical Center, & VCUHS Community Care Programs	Richmond Area High Blood Pressure Center	Health & Wellness
Peep This: Using Documentary Filmmaking to Engage African American Male Adolescents living in High Risk Urban Neighborhoods	African American Studies	Photography and Film & MATX Program	East District Family Resource Center	Youth Development
Enhancing Biotechnology and Forensic Sciences Instruction in the K-12 Classroom	Forensic Sciences	Biology & Center for Life Sciences Education	Richmond Public Schools, J. Sergeant Reynolds Community College, VA Biotechnology Research Park, VA Dept. of Forensic Sciences, & Spotsylvania High School	Education
VCU Medical Reserve Corps Pilot Project	Division of Health Careers/Education and Special Services for Students	Emergency Medicine	City of Richmond Office of Emergency Management, Richmond City Health District, VA Dept. of Health, & Central VA Planning Agency	Health & Wellness
VCU Extends Helping Hands	Counselor Education	Psychology & Social Work	St. Andrew's School & Friends Association for Children	Youth Development
Cosby High School – Health Sciences Exploration II	Pre-Health & Law Advising of University College	VCU Health System, Center for Health Disparities, Office of	Cosby High School & VA Mentoring Partnership	Education

Project	Lead School/ Department	Additional Schools/ Departments	Partners	Focus Area
		Student Outreach Programs School of Medicine, & MCV Admissions offices		
2009 - 2010				
ICare CPR Online	Anesthesiology	Emergency Medicine, Surgery, & Medicine	Henrico County Public Schools	Health & Wellness
Improving the Quality of Mental Healthcare for Richmond's Youth	Psychology	Social Work	Childsavers	Youth Development
Caregiver Support Program	Gerontology	Occupational Therapy	A Grace Place	Health & Wellness
Peep This Film Camp	African American Studies	Photography and Film, MATX Program, & English	East District Family Resource Center	Youth Development
Development of a Chronic Care Model in an Underserved Population	Pharmacy and Ambulatory Care Center	Internal Medicine & VCUHS	Cross-Over Ministries	Health & Wellness
Our Park, Our Environment	Center for Life Sciences Education	Pathology & Biology	Powhatan Public Schools, VA Dept. of Conservation and Recreation, & VA Dept. of Environmental Quality	Environmental Sustainability
Diffusion Theory to Promote CARE in a Homeless Population	Pharmacotherapy and Outcomes Sciences	Psychology & Social Work	Daily Planet	Health & Wellness
It's Time to Press Play	Computer Science	Engineering, Mary and Francis Youth Center, & Division of Community Engagement	Richmond Public Schools & Hanover Public Schools	Education
2010 - 2011				
Team Warbler: From Chesapeake Bay to Panama Bay and Back – Cross Cultural Connections Supporting Sustainable Communities	Center for Environmental Studies	Biology, Biostatistics, & VCU Rice Center	National Audubon Society & Panama Audubon Society	Environmental Sustainability
Improving Access and Quality of Care for the Medically Uninsured through Interdisciplinary Enhanced Teaching Model	Family Medicine	Pharmacy	Cross-Over Ministries	Health & Wellness
TAPA Model: Literacy and Language Training for Adult Immigrant Learners from Non-Literate Societies	Geography	International Education & Wilder School	Total Access Preparatory Academy	Education
Richmond Chapter of Foundation for Rehabilitation Equipment & Endowment	Occupational Therapy	Medicine	Richmond Chapter of Foundation for Rehab Equipment	Health & Wellness
Multiple Family Group Intervention for Middle School Transition	Social Work	Psychology	Communities in Schools	Youth Development
Vernal Pools and the Human Footprint	Center for Life Sciences Education	Biology, Pathology, & Conservation Medicine	VA Master Naturalists Program, National Heritage Program, William & Mary College, VA Dept. of Game and Inland Fisheries, & VA Dept. of Conservation and Recreation	Environmental Sustainability
Una Vida Sana: Assessing and Improving the Health Status of Richmond's Hispanic Community through Health Professional Student Service Learning	Nursing	Medicine, Pharmacy, & Office of International Education	City of Richmond Hispanic Liaison Office & Cross-Over Ministries	Health & Wellness
2011 – 2012				
Traumatic Brain Injury Family Support: A Multi-Family Model	Social Work	Physical Medicine and Rehabilitation	Brain Injury Association of Virginia	Health & Wellness
Open Minds	English	Religious Studies, Women's Studies, & African-American Studies	Richmond City Jail	Social Justice
Dental Fair for Native Americans in Virginia	Gerontology	Dentistry	Rappahannock Tribe	Health & Wellness
ArtSmarts: An Intensive, SOL Integrated Art Program for Richmond Public Schools	Education	Art Education	Virginia Museum of Fine Arts & Richmond Public	Education

Project	Lead School/ Department	Additional Schools/ Departments	Partners	Focus Area
			Schools	
Assessing the Needs of the Asian-American Community in Richmond	Social Work	Psychology	Asian American Society of Central Virginia	Health & Wellness
Pixie's Pen Pals: A Program for Virginia's Inmates	Psychology	Medicine & Business	FETCH-a-Cure's Pixie's Pen Pals & VA Dept. of Corrections	Animal-Assisted Therapy
2012 – 2013				
Animal-Assisted Therapy for Children with Autism	Psychiatry	Psychology	The Faison School	Animal-Assisted Therapy
Community Health and Wellness Program for Older Adults	Internal Medicine	Pharmacotherapy and Outcomes Sciences, Pediatrics, Adult Health and Nursing Systems, & Social Work	Dominion Place Apartments	Health & Wellness
CMoR Learning: Developing Interdisciplinary Partnership for an Inclusive Learning Community	Occupational Therapy	Education & VCU's Children's Hospital	Children's Museum of Richmond	Education
VCU-Richmond Collaborative Bicyclists Education: A Comparison of Formal Course and Independent Training	Physical Therapy	Urban and Regional Planning & Office of Sustainability	City of Richmond	Environmental Sustainability
Middle of Broad + Storefront = MoBS	Fashion Design and Merchandising	Art & Urban and Regional Planning	Storefront for Community Design	Community Development
Mosby Leadership Program	Internal Medicine	Center on Health Disparities & Division of Student Affairs and Engagement	Richmond Redevelopment Housing Authority	Health & Wellness
2013 – 2014				
Food Landscapes	Art Education	Social Work	Neighborhood Resource Center & Transition Day Support Services	Health & Wellness
A Community Partnership to Reduce Non-Emergent, Primary Care Treatable, or Avoidable Emergency Department Use among the Indigent Uninsured Population in Metropolitan Richmond, VA	Pediatrics	Internal Medicine, Allied Health Professions, Health Administration, & VCUHS	Cross-Over Ministries, Community Education Collaborative including Richmond Ambulance Authority, Bon Secours, Daily Planet, Fan Free Clinic, Richmond Blood Pressure Center, Local Faith Based Organizations and local health departments	Health & Wellness
Production and Distribution of a Documentary Film to Inform Parents, Service Providers and Students about Down Syndrome	Pathology	Medicine, Nursing, Arts, VCUHS, & Language Services	Down Syndrome Association of Greater Richmond	Social Justice
VSU-VCU Partnership to Promote Literacy for Impoverished Linguistically-Challenged Youth in Virginia	Occupational Therapy	Education & VA Adult Learning Resource Center	Virginia State University	Education
HIPHOP (Health Initiatives by student Professionals for Homeless Persons)	Pharmacy	Family Medicine & Nursing	The Daily Planet	Health & Wellness
Enhancing Student Self-Efficacy through STEM after School Enrichment	Counselor Education	Community Collaboration	Mary and Francis Center	Education

Appendix B: Faculty (PI) Follow-up Survey

VCU Council on Community Engagement Follow-up Report

The questions in this impact report are for the VCU Community Engagement grant you received for ${e://Field/Project%20Title} in ${e://Field/Year}. Results will be used to assess the impact of the Council of Community Engagement grants and will be summarized in a report to the Office of the Provost and Vice-President of Health Sciences.

We appreciate your participation in this effort to assess the impact of the Council for Community Engagement Grants on VCU and the community.

If you have any questions, please contact Valerie Holton, Director of Community-Engaged Research, at vholton@vcu.edu.

Status of the Project and Partnership

This section includes questions about the current status of ${e://Field/Project%20Title} in ${e://Field/Year}, and whether the relationships between the original VCU team members, community partners, and students have continued.

For some of the grantees, the community engagement grant funded the first step in the development of a larger project. If that is the case for this project, please answer the questions regarding the status and associated relationships of the larger project.

4. Now that the community engagement grant has ended, what is the current status of the project?
   - ○ Project is ongoing
   - ○ Project has ended

5. *(If ongoing)* Please provide additional information about the current status of the project and how it has changed since its initial funding.

6. *(If ended)* Please provide additional information about the reasons the project has ended.

7. Have you or members of the VCU project team maintained a relationship with the community partner(s) since the initial funding?
   - ○ Yes
   - ○ No
   - ○ I don't know

8. *(If yes)* Please check all that apply to describe the ways in which any members of the VCU project team are involved with community partner(s) from the funded project.

At least one of the members of the VCU project team:
☐ Is part of agency-based project(s) or research
☐ Co-writes grants with community partners
☐ Engages in joint presentations beyond the project period
☐ Engages in joint publications beyond the project period
☐ Serves on the Board of Directors/ Advisory Board
☐ Provides no-cost consultation
☐ Provides fee-based consultation
☐ Participates in fund-raising activities
☐ Speaks about the partnership in the community
☐ Volunteers for the community partner(s)
☐ Serves on local, state-wide or national committee(s) with the community partner
☐ Other _____
☐ Not applicable – no member of the VCU project team is involved with any of the community partners

9. *(If yes)* Now, please check all that apply regarding the ways in which at least one of the community partners is involved with at least one of the VCU project team members. Please check all that apply.
☐ Presents in the faculty member's class(es)
☐ Provides consultation regarding the faculty member's scholarship
☐ Speaks about the partnership in the community
☐ Provides on-going service learning or internship opportunities for the faculty member's course(s)
☐ Provides access to agent or client data for research or educational purposes
☐ Other _____
☐ Not applicable – no community partners are involved with any of the VCU project team members

Financial Sustainability

This section includes questions about the efforts to enhance the financial sustainability of the project and the success of those efforts.

For some of the grantees, the community engagement grant funded the first step in the development of a larger project. If that is the case for this project, please answer the following questions regarding the financial sustainability of the larger project.

10. After being awarded the Community Engagement grant, did anyone on the project team <u>seek or receive</u> additional internal or external funding to support this project?
○ Yes
○ No

11. *(If yes)* Has the project team <u>received</u> additional funding for this project (other than the Community Engagement grant)? Only include contracts, grants or other forms of funding that have been approved or awarded. Do not include funding requests that currently are under consideration.
○ Yes
○ No

12. *(If yes)* Is any funding request currently under review or pending a final decision by a funder?
    ○ Yes
    ○ No

13. *(If yes)* What type of funding was received or requested?
    ○ Internal – from a VCU department/ school or another VCU source
    ○ External – from outside VCU
    ○ Both internal and external – multiple sources of additional funding

14. *(If yes)* Please list the name of each funding sources and the total award amount received or requested. For example, "Received: Virginia Department of Health ($1,750)" or "Requested: Presidential Research Incentive Program ($50,000)".
    Funding source 1 _____
    Funding source 2 _____
    Funding source 3 _____
    Funding source 4 _____
    Funding source 5 _____

Student Involvement

This section includes questions about current involvement of VCU students in the ongoing project. Please only refer to those students who are directly engaged in the project activities, but who are not members of the VCU project team. The term "students" includes undergraduates, graduates, and post-doctoral students.

15. Are any VCU students directly engaged in the activities of this ongoing project?
    ○ Yes
    ○ No
    ○ The project has ended

16. *(If yes)* Please estimate how many UNDERGRADUATE students are involved through the following opportunities.
    Independent study or directed research   _____
    As a paid member of the project team   _____
    Work study   _____
    Service learning course   _____
    Internship, practicum, or field placement   _____
    Other   _____

17. *(If yes)* Please estimate how many GRADUATE students are involved through the following means.
    Independent study or directed research   _____
    As a paid member of the project team   _____
    Graduate assistantships   _____
    Service learning course   _____
    Internship, practicum, or field placement   _____
    Other   _____

18. *(If yes)* How many VCU POST-DOCTORAL students are involved in this project?   _____

19. Did any of the students involved in this project use their experience as a basis for their own independent/ mentored research, creative activity or scholarship?
    ○ Yes
    ○ No

20. *(If yes)* Briefly explain how the student(s) involved in this project used their experience as a basis for their own independent/ mentored research, creative activity or scholarship.

Contributions to Scholarship

This section includes questions about the research publications, creative works, scholarship and other products that have developed from this funded project. On the next screen, you will be asked for reference information for each (please use the standard citation for your field (e.g. APA, MLA).

21. Which of the following scholarly products have been developed out of the funded project? Include items that are under review, in press, or otherwise pending.
    Journal article(s)   _____
    Book or book chapter(s)   _____
    Creative expression (e.g. sculptures, designs, performances, events)   _____
    Technical report(s)   _____
    Conference or meeting presentation(s)   _____
    Other (e.g. curriculum, website, trainings, manuals, etc.)   _____

22. You have indicated that one or more research publications, creative works, scholarship or other products have developed from this funded project. Please provide the reference information for each, using the standard citation for your field (e.g., APA, MLA).

23. Please provide reference information for the journal article(s) that developed out of the funded project. Be sure to indicate if the article was submitted for peer-review.

24. Please provide reference information for the book(s) or book chapter(s) that developed out of the funded project.

25. Please provide reference information for the creative expression(s) that developed out of the funded project.

26. Please provide reference information for the conference or meeting presentation(s) that developed out of the funded project.

27. Please provide reference information for the other products that developed out of the funded project. If not obvious by the reference, please also provide a brief description of the product.

Ongoing Impact

28. Please provide any other information you think would be helpful for us to know about the ongoing impact of the CCE grant.

End of Survey. Thank you

Appendix C: Community Partner Follow-up Survey

VCU Council on Community Engagement Impact Survey

The questions in this brief impact survey are for the VCU Community Engagement grant project entitled, "${e://Field/Project%20Name}" funded for the ${e://Field/Project%20Year} grant year. Results will be used to assess the impact of the Council of Community Engagement grants and will be summarized in a report to the Office of the Provost and Vice-President of Health Sciences.

We appreciate your participation in this effort to assess the impact of the Council for Community Engagement Grants on VCU and the community.

If you have any questions, please contact Valerie Holton, Director of Community-Engaged Research, at vholton@vcu.edu.

Community Engagement Grant Project

The information below was gathered from the grant application and is intended to help you answer some of the questions about the project.

> *Project Name:* ${e://Field/Project%20Name}
>
> *Time period for the grant:* ${e://Field/Project%20Year}
>
> *Primary VCU Contact:* ${e://Field/Main%20VCU%20Contact}, ${e://Field/Lead%20Department}
>
> *Project Description:* ${e://Field/Project%20Description}

Project History

This section includes questions about whether the project's goals and objectives were met and the role of VCU in the community-university partnership for ${e://Field/Project%20Name} during ${e://Field/Project%20Year}.

29. The overarching goals and objectives stated in the grant application are provided to you in the project description at the beginning of the survey. Based on those goals and objectives, would you say that all, most, some, or none of them were met?
    - ○ All
    - ○ Most
    - ○ Some
    - ○ None

30. Please explain the main reasons why all, most, some, or none of the objectives were met.

31. Were there any unexpected outcomes from the project? If so, what were they?

32. What role did the lead investigator/ VCU partner have in the relationship with your organization? Was it mainly one of...(please select the one that fits the best):
    ○ Consultant
    ○ Partner
    ○ Leader
    ○ No role

33. Now, what role would you have liked the lead investigator/ VCU partner to have had with your organization?
    ○ Consultant
    ○ Partner
    ○ Leader
    ○ No role

Status of the Project and Partnership

This section includes questions about the <u>current</u> status of ${e://Field/Project%20Name}, and whether the relationships between the original VCU team members, community partners, and students <u>have continued</u>.

For some of the grantees, the community engagement grant funded the first step in the development of a larger project. If that is the case for this project, please answer the following questions regarding the status and associated relationships of the larger project.

34. Now that the community engagement grant has ended, what is the current status of the project?
    ○ Project is ongoing
    ○ Project has ended

35. *(If ongoing)* Please provide additional information about the current status of the project and how it has changed since its initial funding.

36. *(If ended)* Please provide additional information about the reasons the project ended.

37. Prior to this project, had your organization collaborated on a project with VCU faculty before?
    ○ Yes
    ○ No
    ○ I don't know

38. Have your or members of your organization maintained a relationship with members of the VCU project team since the initial funding?
    ○ Yes
    ○ No
    ○ I don't know

39. Please briefly explain why the relationship has or has not continued.

40. *(If yes)* Please check all that apply regarding the ways in which at least you or members of your organization are involved with at least one of the VCU project team members.

At least one of my organizational members:
- □ Presents in the faculty member's class(es)
- □ Provides consultation regarding the faculty member's scholarship
- □ Speaks about the partnership in the community
- □ Provides on-going service learning or internship opportunities for the faculty member's course(s)
- □ Provides access to agent or client data for research or educational purposes
- □ Other _____

41. *(If yes)* Now, please check all that apply to describe the ways in which any member of the VCU project are involved with your organization.

At least one of the VCU project team members:
- □ Is part of my agency-based project(s) or research
- □ Co-writes grants with the community partner
- □ Engages in joint presentations beyond the project period
- □ Engages in joint publications beyond the project period
- □ Serves on the Board of Directors/ Advisory Board
- □ Provides no-cost consultation
- □ Provides fee-based consultation
- □ Participates in fund-raising activities
- □ Speaks about the partnership in the community
- □ Volunteers for the community partner(s)
- □ Serves on local, state-wide or national committee(s) with the community partner
- □ Other _____

Financial Sustainability

This section includes questions about the efforts to enhance the financial sustainability of the project and the success of those efforts.

For some of the grantees, the community engagement grant funded the first step in the development of a larger project. If that is the case for this project, please answer the questions regarding the financial sustainability of the larger project.

42. After being awarded this Community Engagement grant, did anyone on the project team seek or receive additional funding to support this project? (Project team refers to either the community partner or VCU partners.)
- ○ Yes
- ○ No

43. (*If yes*) Has the project team <u>received</u> additional funding for this project (other than the Community Engagement grant)? Only include contracts, grants or other forms of funding that have been approved or awarded. Do not include funding requests that currently are under consideration.
    - ○ Yes
    - ○ No

44. (*If yes*) Is any funding request currently under review or pending a final decision by a funder?
    - ○ Yes
    - ○ No

45. (*If yes*) What type of funding was received or requested?
    - ○ From another VCU source
    - ○ From outside VCU
    - ○ Multiple sources of additional funding – both from VCU and outside of VCU

46. (*If yes*) Please list the name of each funding sources and the total award amount received or requested. For example, "Received: Virginia Department of Health ($1,750)" or "Requested: Presidential Research Incentive Program ($50,000)".
    Funding source 1 _____
    Funding source 2 _____
    Funding source 3 _____
    Funding source 4 _____
    Funding source 5 _____

Student Involvement

This section includes questions about current involvement of VCU students in the ongoing project. Please refer to those students who are directly engaged in the project activities, but who are not members of the VCU project team. The term "students" includes undergraduate, graduate, and post-doctoral students.

47. Are any VCU students directly engaged in the activities of this ongoing project?
    - ○ Yes
    - ○ No
    - ○ The project has ended

48. (*If yes*) Please estimate how many VCU students are involved in this project.
    - ○ Enter estimated number here: _____
    - ○ None
    - ○ I don't know

49. (*If yes*) Please estimate how many UNDERGRADUATE students are involved through the following opportunities.
    Independent study or directed research   _____
    As a paid member of the project team   _____
    As a paid member of the organization   _____
    Work study   _____

Service learning course	_____
Internship, practicum, or field placement	_____
Other	_____

50. *(If yes)* Please estimate how many GRADUATE students are involved through the following means.

Independent study or directed research	_____
As a paid member of the project team	_____
As a paid member of the organization	_____
Graduate assistantships	_____
Service learning course	_____
Internship, practicum, or field placement	_____
Other	_____

51. *(If yes)* Please estimate how many VCU POST-DOCTORAL students are involved in this project.   _____

Contributions to Scholarship

This section includes questions about the research publications, creative works, scholarship and other products that have developed from this project.

52. Were any products developed from this project (e.g. reports, articles, creative works such as performances, training materials, etc.)?
    ○ Yes
    ○ No
    ○ I don't know

53. *(If yes)* Which of the following products have been developed out of the funded project? Includes items that are under review, in press, or otherwise pending.
    □ Journal article(s)
    □ Book or book chapter(s)
    □ Creative expression (e.g. sculptures, designs, performances, events)
    □ Conference or meeting presentations
    □ Other (e.g. curriculum, website, trainings, manuals, etc.) Please specify _____
    □ None

Ongoing Impact

Please provide any other information you think would be helpful for us to know about the ongoing impact of the CCE grant.

End of Survey. Thank you

Appendix D: List of CCE Grants Represented in Impact Report

	CCE Grant	Year	Respondent	Report Type
1	ECO-Monitoring: Ecology, Chemistry, Observation and Mentoring	2007-2008	PI	Follow-up Survey
2	Improving the Access to FIRST Programs in an Underserved Community, A pilot program in Richmond Public Schools	2007-2008	Partner	Follow-up Survey
3	Science Connection: A VCU-St. Andrew's School Partnership	2007-2008	PI	Follow-up Survey
4	VCU Community Workforce Investment Project	2007-2008	PI	Follow-up Survey
5	VCU Online GED	2007-2008	PI	Follow-up Survey
6	VCU Partnership with Friends Association for Children	2007-2008	PI	Follow-up Survey
7	Cosby High School Health Sciences Specialty Center Collaboration	2008-2009	PI	Follow-up Survey
			Partner	Follow-up Survey
8	Eco-Monitoring: Ecological Connections, Observation, and Mentoring	2008-2009	PI	Follow-up Survey
9	Education and Care of Patients with Hypertension and Diabetes in a Free Clinic	2008-2009	PI	Follow-up Survey
			Partner	Follow-up Survey
10	Enhancing Biotechnology Forensic Science Instruction in the K-12 classroom	2008-2009	PI	Follow-up Survey
			Partner	Follow-up Survey
			Partner	Follow-up Survey
			Partner	Follow-up Survey
11	Enhancing Self-Regulation and Social Competence in Head Start Children: A Model Interdisciplinary Program	2008-2009	PI	Follow-up Survey
12	Peep This: Using Documentary Film making to Engage African American Male Adolescents Living in High Risk Urban Neighborhoods	2008-2009	PI	Follow-up Survey
13	VCU Extends Helping Hands	2008-2009	PI	Follow-up Survey
			Partner	Follow-up Survey
14	VCU Medical Reserve Corps Pilot Project	2008-2009	Partner	Follow-up Survey
15	Caregiver Support Program	2009-2010	PI	Follow-up Survey
			Partner	Follow-up Survey
16	Development and Implementation of a Chronic Care Model in an Underserved Population	2009-2010	PI	Follow-up Survey
			Partner	Follow-up Survey
17	iCare CPR Online	2009-2010	Partner	Follow-up Survey
18	Improving the Quality of Mental Health Care for Richmond's Youth in a Model Interdisciplinary Program	2009-2010	PI	Follow-up Survey
19	It's Time to Press Play	2009-2010	PI	Follow-up Survey

	CCE Grant	Year	Respondent	Report Type
20	Our Park, Our Environment: Powhatan Students in a New Powhatan State Park	2009-2010	PI	Follow-up Survey
			Partner	Follow-up Survey
21	Peep This Film Camp	2009-2010	PI	Follow-up Survey
22	The Use of Diffusion Theory to Promote CARE (Coordination of Medication Reconciliation among Providers) in a Homeless Population	2009-2010	Partner	Follow-up Survey
			PI	Follow-up Survey
23	Creating a Richmond-Area Chapter of the Foundation for Rehabilitation Equipment & Endowment	2010-2011	PI	Final Report
			Partner	Follow-up Survey
24	Improving Access and Quality of Care for the Medically Underserved through the interdisciplinary Enhanced Teaching Model	2010-2011	PI	Final Report
			Partner	Follow-up Survey
25	Multiple Family Group Intervention for Middle School Transition	2010-2011	PI	Final Report
			Partner	Follow-up Survey
26	Team Warbler - From Chesapeake Bay to Panama Bay and Back - Cross Cultural Connections Supporting Sustainable Communities	2010-2011	PI	Final Report
			Partner	Follow-up Survey
27	Una Vida Sana!	2010-2011	Partner	Follow-up Survey
28	Vernal Pools and Human Footprint	2010-2011	PI	Final Report
			Partner	Follow-up Survey
29	Art Smarts	2011-2012	PI	Final Report
			Partner	Follow-up Survey
30	Asian American Needs	2011-2012	PI	Final Report
			Partner	Follow-up Survey
31	Brain Injury Support	2011-2012	PI	Final Report
			Partner	Follow-up Survey
32	Dental Fair for Native Americans in Virginia	2011-2012	PI	Final Report
33	Open Minds	2011-2012	PI	Final Report
			Partner	Follow-up Survey
34	Pixie's Pen Pals	2011-2012	PI	Final Report
			Partner	Follow-up Survey

Appendix E: Additional Funding Sources

Project Title	Year	Report	Entity	Type	Received	Requested	Match
Cosby High School Health Sciences Specialty Center Collaboration	08-09	PI	Division of Health Sciences Diversity	Internal	$130,000		
		PI	NIH p60 Grant	External	$175,000		
		PI	Center for Teaching Excellent	Internal	$7,000		
Peep This: Using Documentary Film making to Engage African American Male Adolescents Living in High Risk Urban Neighborhoods	08-09	PI	Capital One	External	$3,000		
Caregiver Support Program	09-10	PI	Genworth	External	$20,000		
		Partner	Altria	External	$19,000		
Development and Implementation of a Chronic Care Model in an Underserved Population	09-10	PI	APHA Foundation	External	$20,000		
		PI	CVS Caremark Charitable Trust	External	$30,000		
Creating a Richmond-Area Chapter of the Foundation for Rehabilitation Equipment & Endowment	10-11	PI	Goodwill	External			$10,000
		PI	Gwathmey Memorial Trust	External	$25,000		
		Partner	Sheltering Arms Foundation	External	$50,000		
		Partner	Hunton Foundation	External	$11,600		
		Partner	Virginia Reuse Foundation	External	$156,000		
Team Warbler - From Chesapeake Bay to Panama Bay and Back - Cross Cultural Connections Supporting Sustainable Communities	10-11	PI	VCU Service Learning Project	Internal	$1,000		
		PI	VCU Service Learning Project	Internal	$1,000		
Vernal Pools and Human Footprint	10-11	PI	National Science Foundation Division of Environmental Biology	External		$500,000	
		PI	National Science Foundation Division of Environmental Biology	External		$500,000	
				TOTAL	**$648,600**	**$1,000,000**	**$10,000**

Appendix F: Faculty Scholarship

Journal Articles

Coogan, D. (under review). Cultivating agency in the city jail: A Classroom sanctuary for prisoners and college students. *Community Literacy Journal*.

Cox, L.S., Moczygemba, L.R., Dungee-Anderson, D., Goode, J.R., Gatewood, S., Alexander, A., & Osborn, R. (under review). An Interprofessional initiative between schools of pharmacy and social work to promote care for medically underserved populations. *Currents of Pharmacy Teaching and Learning*.

Gendron, T., Pelco, L., Pryor, J., Barsness, S., & Seward, L. (2013). A Telephone Support Program for Adult Day Center Caregivers: Early Indications of Impact. *Journal of Higher Education, Outreach and Engagement, 17*(1), 47-60. http://openjournals.libs.uga.edu/index.php/jheoe/article/view/982/653

Kildow, D.C., Sisson, E.M., Carl, D.E., & Baldwin, D.R. (2010). Addressing access to care for the uininsured: Clinical pharmacists as physician extenders. *Journal of the American Pharmacy Association*, 50(4), 448-449. http://japha.org/article.aspx?articleid=1043776

Moczygemba, L.R., Gatewood, S.B.S., Kennedy, A.K., Osborn, R.D., Goode, J.R., Alexander, A.J., & Matzke, G.R. (2012). The Impact of a medication reconciliation campaign in a health care for the homeless clinic. *American Journal of Health System Pharmacy, 69*, 558-562. http://www.ajhp.org/content/69/7/558.full.pdf+html?sid=adc1d056-d7eb-4e73-bf76-5b244ed53778

Sisson, E.M., Mills, J., & Chin, L. (2012). Recent safety updates on type 2 diabetes medications. *American Journal of Nursing, 112*(12), 49-53. doi: 10.1097/01.NAJ.0000423513.76511.e2. http://journals.lww.com/ajnonline/Abstract/2012/12000/Recent_Safety_Updates_on_Type_2_Diabetes .33.aspx

Whitehurst, M., & Wright, A. (2010). Field Notes: Lithobates sylvatica (Wood Frog). *Catesbiana, 30*(2), 87. http://www.virginiaherpetologicalsociety.com/catesbeiana/catesbeianatoc.htm#v30-2

Books or Book Chapters

Coogan, D. (2013). Writing your way to freedom: Autobiography as inquiry in prison writing workshops. In S.J. Harnett, E. Novek, & J.K. Wood (Eds.), *Working for Justice: A Handbook for Prison Teaching and Activism (chapter 3)*. Chicago, IL: University of Illinois Press. http://www.jstor.org/stable/10.5406/j.ctt2ttdwk

Conference & Meeting Presentations

Broce, R. & Abel, M. (2011,October). *Use of a common factors training protocol for foundation BSW*. Presentation at the 57th Annual Program Meeting of Council on Social Work Education, Atlanta, GA. http://www.cswe.org/File.aspx?id=54637

Calhoun, A. (2012, January). *Vernal pool conservation: the human-amphibian interface. Can we find common water?* Presentation at the Virginia Commonwealth University Vernal Pool Symposium, Richmond, Virginia.

Calhoun, A. (2012, January). *Vernal pool research and partnerships in Maine townships*. Presentation at the Virginia Commonwealth University Pool Party Symposium, Richmond, Virginia.

Coogan, D. (2012, May). *Reluctance to rhetorical interventions*. Paper presented at The 15th Biennial Conference of the Rhetoric Society of America, Philadelphia, PA. http://www.rhetoricsociety.org/aws/RSA/asset_manager/get_file/48027

Coogan, D. (2012, March). *Rhetorical reaches: A Forum on pedagogical projects that break the boundaries of our rhetoric classrooms*. Paper presented at The 15th Biennial Conference of the Rhetoric Society of America, Philadelphia, PA. http://www.rhetoricsociety.org/aws/RSA/asset_manager/get_file/48027

Coogan, D. (2012, March). *How to make a middle space*. Paper presented at The 63rd Annual Conference on College Composition and Communication, New Orleans, Louisiana. http://www.ncte.org/library/NCTEFiles/Groups/CCCC/Convention/2012/Program/Thursday.pdf

Crossman, S..H., Mayer, S.D., Magee, M.L., & Ryan, M.H. (2013, March). *The Enhanced teaching practice: A Partnership among the VCU School of Pharmacy, VCU Department of Family Medicine and Population Health, CrossOver HealthCare Ministry, and Goochland Free Clinic and Family Services.* Poster Presentation at the First Annual Emswiller Interprofessional Symposium. Richmond, VA. http://www.nursing.vcu.edu/images/stories/Emswiller%20Interprofessional%20Symposium.pdf

Crossman, S.H., Mayer, S.D., Magee, M.L., Kazmi, H., & Dryden, W. (2011, January). *Interprofessional, community-based health professions education: Making it work!* Presentation at the 37th Annual STFM Conference on Medical Student Education, Houston, Texas. http://www.stfm.org/Portals/49/Documents/MSE11program.pdf

Green, B. A., Guion, D. B., & Shivy, V. A. (2012, September). CEG study in corrections: A Collaboration among community agencies. Poster presented at the International Association for Research in Service Learning and Community Engagement (IARSLCE) Conference, Baltimore, MD. http://www.researchslce.org/wp-content/uploads/2012/09/IARSLCE-Program-copy-September-7.pdf

Leu, M. (2012, January). *Influences of the human footprint on sagebrush landscape patterns: Implications for sage-grouse conservation.* Presentation at the Virginia Commonwealth University Vernal Pool Symposium, Richmond, Virginia.

Leu, M., & De Sena, A. (2012, January). *Landscape factors affecting vernal pool presence*. Presentation at the Virginia Commonwealth University Vernal Pool Symposium, Richmond, Virginia.

Leu, M., Vonesh, J., Prysby, M., Verner, L., Wright, A., & Houtz, H. (2012, January). *Presentation of project findings (Vernal Pools and the Human Footprint)*. Presentation at the Virginia Commonwealth University Pool Party Symposium, Richmond, Virginia.

Patrick, D. (2012, January). *Conserving amphibians in an intact landscape: The Adirondack Park as a case study.* Presentation at the Virginia Commonwealth University Vernal Pool Symposium, Richmond, Virginia.

Smith, L.L., & jones, J.W. (2012, January). *The Role of isolated wetlands in sustaining biodiversity in southeastern longleaf pine forests.* Presentation at the Virginia Commonwealth University Vernal Pool Symposium, Richmond, Virginia.

Wright, A. (2012, January).*Vernal pools and the human footprint.* Presentation at the Virginia Commonwealth University Vernal Pool Symposium, Richmond, Virginia.

Wright, A. (2012). *Sturgeons and salamanders.* Virginia Commonwealth University Rice Center outreach presentation to the Kiwanis Club, Richmond, Virginia. https://www.facebook.com/RichmondKiwanis/posts/383097155033866

Wright, A. (2012). *Middle James Roundtable Discussion.* Virginia Commonwealth University Rice Center outreach presentation to the Kiwanis Club, Richmond, Virginia. https://www.facebook.com/RichmondKiwanis/posts/383097155033866

Appendix G: Student Scholarship

PIs were asked to briefly explain how students have used their CCE experience as a basis for their own independent/ mentored research, creative activity or scholarship. Below is a listing of student scholarship that could be referenced followed by bulleted responses organized by categories.

Cited Student Scholarship

Broce, R. (2011). Enhancing family functioning to buffer risk during middle school transition: Development of the multiple family group weekend retreat. (Doctoral dissertation). Retrieved from VCU Electronic Theses and Dissertations Archive at https://digarchive.library.vcu.edu/handle/10156/3516

Frederick, N. (2009). Examining the effects of penning on the site: Fidelity of juvenile eastern box turtles (Terrapene carolina carolina). M.S. Thesis. Virginia Commonwealth University. https://digarchive.library.vcu.edu/handle/10156/2720

Green, B. A., Guion, D. B., & Shivy, V. A. (2012, September). CEG study in corrections: A Collaboration among community agencies. Poster presented at the International Association for Research in Service Learning and Community Engagement (IARSLCE) Conference, Baltimore, MD. http://www.researchslce.org/wp-content/uploads/2012/09/IARSLCE-Program-copy-September-7.pdf

Leu, M., & De Sena, A. (2012, January). Landscape factors affecting vernal pool presence. Virginia Commonwealth University Vernal Pools Symposium, Richmond, Virginia.

Moon, A. (2011). Head-start Juvenile and Adult Resident Eastern Box Turtles (Terrapene carolina carolina): Winter Ecology Including Microhabitat Selection, Temperature Tolerance and Philopatry. https://digarchive.library.vcu.edu/handle/10156/3468

Independent/Mentored Research

- One student wrote about her experience interning with the CCE grant project for the Richmond Times Dispatch. Another graduate student is now doing a directed study about her experience teaching *(Open Minds, 2011-2012)*.

- Shane Abinette, an undergraduate, submitted and received funding from Sigma Xi to do a research project on mosquitoes and vernal pools *(Vernal Pools & Human Footprint, 2010-2011)*.

- One grant writing student prepared an architectural design that he submitted to a national contest. In addition, this student met with the Greenhouse Project staff to brainstorm potential funding mechanisms for group housing for older adults on the Indian Reservation *(Dental Fair for Native Americans in Virginia, 2011-2012)*.

- Every year we take one Biology and one CES student to be teaching assistants and so far, each year that students that the course the year before have applied for and been chosen to be our Teaching Assistants. One student that participated in the course as a student, returned the next year as a teaching assistant, and pursued a year-long independent study project related to the Panama course. He received a University wide award at the undergraduate research program for that research, and based on his experience applied for and was accepted into a PhD program at Auburn University to continue similar research *(Team Warbler: From Chesapeake Bay to Panama Bay and Back – Cross Cultural Connections Supporting Sustainable Communities, 2010-2011).*

- Another student is also investigating the possibility of conducting PhD research in Panama directly related to her work there as both a participant and later a TA during the course. A graduate student in the Environmental Studies program is applying to take the course in 2014 also hoping to develop a thesis project based on data collected while in Panama *(Team Warbler: From Chesapeake Bay to Panama Bay and Back – Cross Cultural Connections Supporting Sustainable Communities, 2010-2011).*

- A graduate student developed the survey to assess the impact of the interprofessional course *(Diffusion Theory to Promote CARE in a Homeless Population, 2009-2010).*

- After the initial grant period, the community partner and school of pharmacy developed a co-funded pharmacy residency program that has supported a post-graduate residency training program, now in its 4th year. Each year, the resident conducts their own research project in collaboration with the community partner and academic institution *(Development of a Chronic Care Model in an Underserved Population, 2009-2010).*

Creative Expressions

- An undergraduate did a public art installation based in part on his work at RCJ. Other students have written about the project for regional newspapers *(Open Minds, 2011-2012).*

- Participants directed and produced 15+ documentary and short films *(Peep This Film Camp, 2009-2010).*

Leadership & Career Development

- As noted previously, some students have continued on as board members in the FREE-Richmond chapter and one student, after helping to create Richmond-FREE, went on to help launch a Virginia Beach FREE chapter *(Richmond Chapter of Foundation for Rehabilitation Equipment & Endowment, 2010-2011).*

- Two students went on to work at the State Game Agency that was a partner in the project. Two students received master's degrees in biology based on research that was part of this grant. A large number of undergraduate students received service learning or independent study credits as part of this project *(ECO-Monitoring: Ecology, Chemistry, Observation, Mentoring, 2007-2008).*

- One of the students became the director of a public agency in Petersburg in large part due to his involvement with the VCU Community Engagement initiative. I have continued this work and am now the director of an agency (in Athens, GA) that is using sector-based job training; which is what our community based project involved *(VCU Community Workforce Investment Project, 2007-2008).*

- 2 students that assisted with this project became teachers with the school system *(ECO-Monitoring: Ecological Connections, Observation, Mentoring, 2008-2009).*

- One of these students used her experience with the project to get a full-time position with the Virginia Adult Learning Resource Center (VALRC) providing mentoring to online learners as well as support to other online mentors. She left VALRC to pursue another degree, but she made significant contributions to our distance learning efforts while employed *(VCU Online GED, 2007-2008).*