



COMMUNITY PARTNER HANDBOOK

Bonner Community Engagement Fellows Program

2026-2027

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Context about the Bonner CEF Program and Guidelines

We hope that this section offers some context that might be a helpful point of reference to you share what the Bonner Fellows program entails with others at your organization/in the community. Furthermore, we hope it provides context as to what the student expectations are for participation. Other information can be found on the [CCLA Website here](#).

The Bonner Community Engagement Fellows (CEF) program is a long-term, sustained engagement between a student and a community partner. It is a cohort-based, developmental model for student civic education and a commitment to community—to community partners as co-educators, to community needs as college priorities, to a vision of the college as a part of the community.

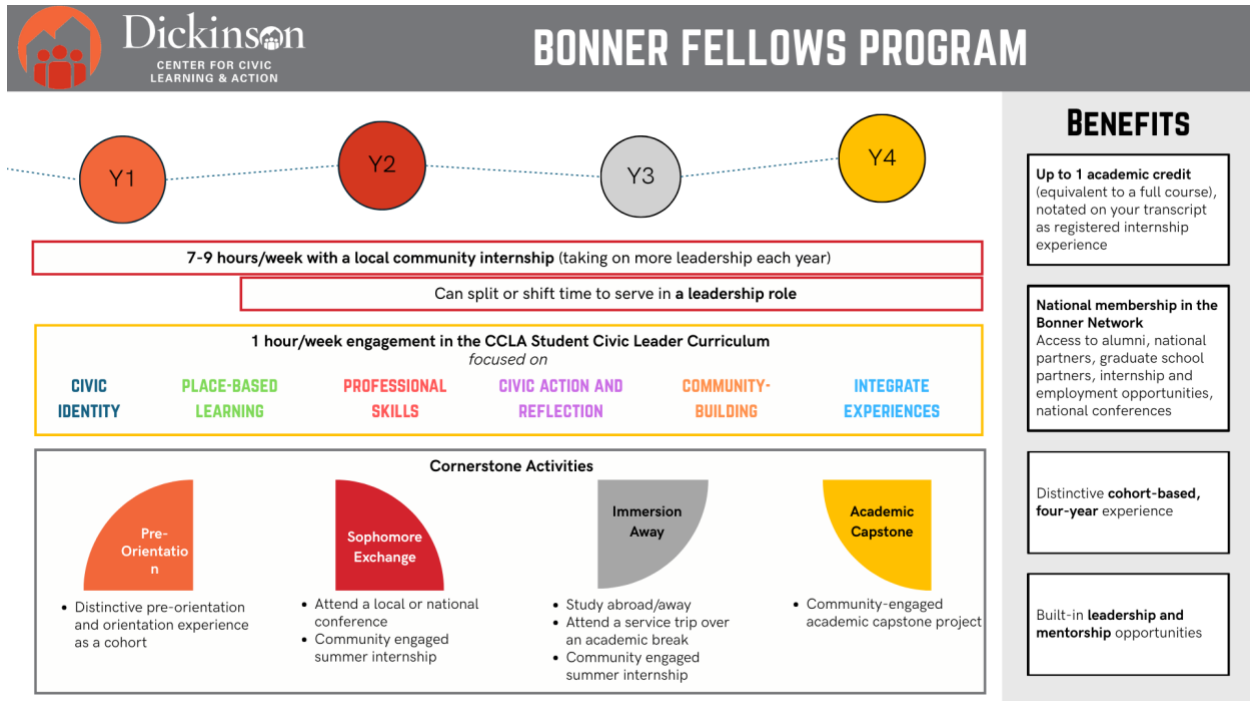
The hallmark components of this program involve:

- **A commitment from the student to serve 7-10 hours a week *on average*, across at least six semesters (three academic years).** Given that students are committed to a sustained partnership, it is the hope that they are able to take on greater responsibility and leadership over time, such that they develop the capacity of their community organization. One hope is that they are able to take lead on a project later in their experience that aligns with an organizational need. As they advance in the program, they will also work on integrating their community engagement with their academic pursuits.
- **A community partner who is committed to serving as a student's educator and investing in their development as a young person and community leader.** That means we ask that each partner identifies a site supervisor who takes responsibility of their student, meets regularly with them, approves their timesheets and tailors the internship to their student's interest and potential.
- **A weekly community leadership training and educational program,** hosted by the CCLA, to give students opportunities to reflect on their experience and consider its implications, gain necessary skills and knowledge in order to serve responsibly and critically, and to build community amongst students with similar values.

Additional student expectations:

- Completion of clearances (background check) as required for some sites (see position descriptions for details).
- Maintenance of a minimum 2.5 GPA.
- Adherence to academic and behavioral expectations as stated by Dickinson College's Community Standards (maintenance of good standing with the College).

Below is a graphic that might help to visualize the CEF program and its components across the years.



Why Host a Bonner CEF?

Bonner CEF Host Timeline

For partner organizations interested in hosting a Bonner Fellow, take a look at the following table for an overview regarding the timeline and what to expect for a given year. CCLA recruits a new cohort of 6-8 first year or second year Dickinson students each Spring (April), who will then start their placement in the following Fall (September).

Fall 2026 Cycle – September 2026 Start

Submit Host Site Application	
Deadline: May 31st, 2026	NEW Host Site Application: Complete if you are seeking a Bonner CEF for the first time
June 31 st , 2026	CURRENT Host Site Application: Complete if you have previously hosted Bonner CEFs
August 11, 2026, 9-11am	All decisions released for selected host sites
August 27 - 28, 2026, exact time TBD	Attend Bonner CEF Training (all host supervisors required to attend)
August 31-Sept 4, 2026	Attend partner-student speed networking session (meet all Fellows and select who to interview)
Week of Sept 7, 2026	Conduct 1:1 on-site interviews with selected Fellows
	Finalize Fellow selection in conversation with CCLA leadership team

Week of Sept 7, 2026	Bonner Fellows begin
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What to anticipate, if selected:

- Interns work 7-10 hours a week, on average, over the academic year schedule.
 - Students do not work over the academic breaks, including the winter term and summer term.
- In order to be accepted into the program, students commit to a three- or four-year internship. However, Dickinson students often study abroad for a semester or a year and will suspend their internship for that period. The expectation is that they will resume when they return.
- Students are expected to attend required Civic Leader Meetings, which are professional development sessions scheduled biweekly on Thursdays from 12-1pm. Please accommodate this meeting in their schedule.
- CEF cycles begin in August of each year, at the start of the Fall semester.
- Who are these students?
 - 1st or 2nd year students (when applying) committed to service
 - Often their first professional experience
 - Also going through a significant transition period
 - Mental health challenges are common
 - Academics comes first
 - Growth potential

Benefits to students to participate in CEF program as compared to traditional internship:

- Cohort experience
- Peer community
- Professional development and civic leadership education
- Academic credit and notation on their transcript
- Membership in a national network
- Multi-year internship experience in which they get to grow over time
- Campus, community, and peer mentorship

Differences for partners participating in CEF program as compared to traditional internship:

- Fewer hours per week from a student but longer overall commitment (3-4 years). Less student training required and can take leadership roles over time.
- *Trained, paid* students who are supported by a robust program (peer support, staffing, professional development, reflection)
- Might warrant more mentorship and upfront preparation to develop projects, but often deeper relationships formed and stronger capacity-building over time
- Priority access to Dickinson resources as a deep partner
- Rigorous requirements that necessitate robust learning over time. We ask partners to be intentional about giving their students opportunities to grow (i.e. take on leadership roles, lead new projects, exposure to different experiences, amplify responsibilities).

- More collaborative with CCLA partners—shared programming, invitations to events and conferences, shared expertise, access to other funding possibilities
 - Specifically, student placements are a collaborative and joint process. CCLA will manage the process of selecting an initial cohort of students. Partners will then have an opportunity to attend a speed networking session to share more about their internship and to meet students. Then, partners and students each request 1:1 interviews, on site, where you will each have ownership over your interview process. Following interviews, partners and students all rank their top choices, and the CCLA team will review all preferences and make initial suggested matches to partners, who can provide feedback and suggestions before the final decisions go out.
- Competitive selection process, given funding constraints, student candidate pool, and need
- The student candidates are selected because they demonstrate a strong commitment to community engagement and excellent leadership and professional capacity. Some students are flagged for their “growth potential,” which means that they demonstrate a large capacity to improve in their skills with the appropriate mentorship and opportunity. We select 1-2 growth applicants each cohort, to ensure that our program remains accessible to students from all backgrounds and experiences.

Summary of Requirements for Site Supervisors

- **Timesheets:** Please approve students’ timesheets via email every two weeks. It is the student’s responsibility to send you their timesheet via email. All you need to do is “reply all” with “Approved.”
- **Documentation:** The major piece of reporting that is associated with the CEF program is the completion of **three** benchmark documents each internship year. All of these forms will be completed online via Qualtrics and will be sent directly to your email in advance of the deadline. The questions are included in this Handbook so you can work on them separately before submitting or just preview the questions.
 - **Community Learning Agreement**—to be completed at the start of each CEF term. Every CEF and Partner will complete a CLA at the start of the internship placement. It will first require students to complete the form to the best of their ability, for them to send it to you in advance to review and add your own comments, before finalizing together at one of your first check in meetings. The CLA can be found later in this Handbook.
 - **Mid-Year/December Progress Report**—to be completed in by the last week of December. There is both a student section and a partner section, which have corresponding questions. Each person completes separately before meeting to discuss, then sign and submit. The progress reports ask students and supervisors to refer back to the goals and parameters set in the CLA at the start of term and reflect on how to continue building the internship developmentally.
 - **End-of-Year/May Progress Report**—to be completed in the first week of May by all CEFs and supervisors. This report is near identical to the Mid-Year Progress Report and is used to determine renewals for the upcoming year.

- These pieces of documentation are not meant to add tedious administrative work to already full plates, but instead, it reflects a best practice of long-term educational and service experiences, which necessitates checkpoints in order to ensure that the internship continues to be a developmental experience for students and one that aligns with impact goals for the partner. These checkpoints allow for each CEF student and student to measure progress and make adjustments to the internship as needed, as well as offer opportunities to communicate important information to the CEF Program Director.
- **Work Hours:** Students are not permitted to work during exam week and over academic breaks (e.g. Fall Pause, Thanksgiving, Winter Break, Spring Break, Summer Break). [Please see the 2024-2025 Dickinson Academic Calendar here](#). We apologize about this constraint from Student Employment, and we thank you for being flexible with students' schedules.
 - **Site Visits:** We hope to coordinate annual site visits (between Sam, the CEF, and the Site Supervisor) each Spring, as an opportunity to reflect on the experience together and how best to continue. Please look out for that scheduling email in the Spring.
 - **Campus Invitations and Events:**
 - Each February, CEFs present some part of their community experience at the Experiential Learning Symposium, a public event showcasing community engagement. We also host a CCLA End of Year Celebration each April that includes dinner and some recognition for accomplishments throughout the year. We invite you to attend and participate if time and capacity allows!
 - **Professional Norms:** For many students, this might be their first “professional” experience outside of the classroom, so we ask that you be as explicit as possible with sharing expectations and norms for engagement at your site, including details like how to communicate, attire, and norms around addressing others in your organization. We appreciate your attention to their growth and development at this formative stage of their life. That also means that you can hold them accountable to professional norms, including expectations around attendance, communication, and overall professionalism.
 - **Support:** If you ever have concerns about your CEF, the fit of the placement, or any questions about the program, please do not hesitate to reach out to Sam (hadimuzs@dickinson.edu, 717-245-1005)!

Community Partner Agreement

Dickinson College's Center for Civic Learning and Action (CCLA)
Bonner Community Engagement Fellows Program

As a CEF host, site supervisor for a young professional, and Dickinson co-educator, I agree to the following requirements of the CEF program, which are the conditions to host a student intern:

- I will meet 1:1 with my student intern at least weekly or biweekly regarding their responsibilities. This regular check in establishes a structure of accountability, communication, and support.
- I will complete all required documentation (Timesheet Approvals, Community Learning Agreement, Mid-Year Report, End of Year Report) to ensure that this partnership is a strong fit for both my organization and my Fellow's learning experience.
- I will work with my student to tailor the experience to the needs of my organization *and* their skills, strengths, and interests. If the intern is meeting your expectations and gains your trust, you will work to advance their responsibilities and leadership over the course of their internship with you.
- I will communicate any issues or concerns with the student directly and with the CEF Program Director.
- I agree to train a young professional with the flexibility and understanding that their academic commitments remain a priority and that this might be their first professional experience.
- I commit to creating a professional environment in which student interns are welcome, devoid of harassment and discrimination, and tasked with professional responsibilities that prioritize learning and career development.
 - *For example, working on grant, developing curriculum, processing documents, or interfacing with clients are all appropriate while making coffee, cleaning the office, or exclusive filing of paperwork are not appropriate.*
- I will attend the CCLA Partners Workshop offered annually each summer for all hosts. Covered topics include:
 - Updates to the program and key elements
 - Examining the role of race and identity in student development
 - Nurturing strong professionalism
 - Creating a developmental progression for internship projects

Commitments

- You will have a Dickinson-paid, CCLA-trained student employee for at least six academic semesters with your organization.
 - In the case that your Fellow ends their term early or resigns from their position, the CEF Program Director will work with you to place another student within one academic year.
- You have the power to ask for an intern's resignation from your organization if they are not meeting the standards of your position.
- You may withdraw from participation in the program at any time.

- You have access to wide variety of Dickinson’s resources, including requests to use campus spaces without charge, professional development offerings (e.g. institutes, book groups) and events, and priority access to other opportunities to collaborate (e.g. research partnerships, shared grant proposals, hosting days of service). You are also invited to reach out with additional requests and we are happy to discuss other opportunities to collaborate as well.
- You will be invited to our Community Partner Advisory Council meetings to offer input on CCLA priorities and projects and as co-scholars on research projects or professional conferences.

Please sign and date below to confirm that you agree to these guidelines, expectations, and commitments:

Supervisor Name_____

Supervisor Signature_____

Date_____

**Dickinson College Federal Work-Study Program Off-Campus Project and Community
Engagement Fellows Program Placement Agreement**

THIS AGREEMENT, entered into this _____ day of _____, 20____,
By and between Dickinson College, and _____, hereinafter referred to as the
'Organization.'

WITNESSETH

WHEREAS, Dickinson College has entered into an agreement with the United States Secretary of Education pursuant to Title IV, Part C, of the Higher Education Act of 1965, as amended, to stimulate and promote the part-time employment of the College's students who are in need of the earnings from such employment in order to pursue their course of study; and

WHEREAS, Dickinson College has received the approval of its application to the United States Department of Education for a Federal Work-Study Program providing for certain of the College's students engaging in work for public and private nonprofit organizations; and

WHEREAS, the Organization is a reliable public or private nonprofit organization with professional direction and staff and is in a position to use the services of Dickinson College's students, and the College and the Organization desire that Dickinson College's students engage in work for the Organization under the Federal Work-Study Program authorized by said Act,

NOW, THEREFORE, the parties hereto agree as follows:

1. The Organization will use the services of students referred by Dickinson College who are eligible to participate in the Federal Work-Study Program or the Community Engagement Fellows Program and who are qualified and acceptable to the Organization.
2. The work to be performed by Dickinson College's students under this Agreement will be in the public interest and will be consistent with the purposes of the Higher Education Act of 1965, as amended, and the work to be performed by said students:
 - a. Will not result in the displacement of employed workers, the impairment of existing contracts for services, or in the filling of positions that are vacant because the Organization's regular employees are on strike.
 - b. Will be governed by such conditions of employment, including compensation as will be appropriate and reasonable in the light of such factors as type of work performed, geographical region, proficiency of the student, and any applicable Federal, State, or local laws or regulations.

- c. Will not involve any partisan or nonpartisan political activity associated with a candidate or contending faction or group in an election for public or party office, or any lobbying on the federal level.
 - d. Will not involve the construction, operation, or maintenance of any facility used or to be used for sectarian instruction or as a place for religious worship.
3. The parties further agree that the Organization will:
 - a. Provide professional and responsible supervision, control, and direct the services of Dickinson College's students furnished under this Agreement, and furnish the College with complete information, as requested, regarding students' services to the Organization under the aforesaid Federal Work-Study or Community Engagement Fellows Program.
 - b. Provide reports, fully attested to by an authorized official of the Organization, to Dickinson College of the time worked by students under this Agreement, which shall be forwarded to the College's designated representative at or prior to the end of each pay period, a schedule of which is to be provided to the Organization by Dickinson College.
 - c. Not allow students working for the Organization under this Agreement to work (i) for more than 18 hours per week during periods when classes in which they are enrolled are in session, unless specifically authorized in writing to do so by Dickinson College, and (ii) for more than 40 hours per week when such classes are not in session unless the Organization has received written authorization from the College.
 - d. Be deemed the employer of each student furnished by the institution under this Agreement, assure proper working conditions, comply with all federal, state, and municipal laws, ordinances and regulations relating to employment.
 - e. Be responsible for hiring and job termination decisions.
4. The parties further agree that Dickinson College will be responsible for:
 - a. The determination of the need of students furnishing services to the Organization hereunder in accordance with the rules and regulations of the Department of Education.
 - b. The determination of students' academic and other eligibility;
 - c. The withholding of income taxes from the wages paid each student as required by federal, state, and city regulations, and the withholding of employees' contribution as provided for under the Federal Insurance Contribution Act;
 - d. Students' coverage by workers compensation insurance;
 - e. Payment and returns of aforementioned taxes are as required by law; and
 - f. Providing to the Organization a schedule of pay periods for the programs.
5. Compensation to be paid to students for work performed for the Organization under this Agreement will be paid by Dickinson College at an hourly rate to be determined by the job description and classification thereof.

6. Dickinson College will notify the Organization of the maximum amount of compensation each student may receive, without exceeding their authorized award, for work performed for the Organization under this Agreement. Should an individual student exceed their allotment, Dickinson College will invoice the Organization for earnings exceeding the allotment at the end of the academic year.
 - a. The Organization agrees to submit time report forms by the designated due dates.
7. Upon request, the Organization will permit Dickinson College, from time to time, to inspect the premises upon which any student is working under this Agreement and will review with representatives of the College the working conditions and job requirements of all such students.
8. This Agreement will at all times be subject to, and contingent upon, the availability of Federal funds to Dickinson College under the aforesaid Federal Work-Study Program for the portion of student compensation to be paid by the Institution, and will also be subject to the provisions of the Higher Education Act of 1965, as amended, and all laws and regulations subsequently adopted and pertaining to the Federal Work-Study Program.
9. The Agreement will terminate on June 30, 2025 or may be terminated at any time by Dickinson College or by the Organization upon two weeks prior written notice. This Agreement shall be subject to extension by the mutual agreement of the parties hereto in writing.

IN WITNESS WHEREOF, Dickinson College and the Organization have executed this Agreement in duplicate as of the day and year first above written.

DICKINSON COLLEGE

BY:

Melissa Sturm-Smith, Senior Associate Provost for Integrated Student Academic Success

ORGANIZATION NAME:

BY

(Signature)

(Printed Name/Title)

Sample Bonner CEF Job Descriptions

Consider building an internship description by project.

Below are seven samples to inspire your job description.

1. Volunteer Management – Volunteer Tracking and Recruitment System

Partner type: Direct service provider (after-school program)

Project: Design and implement a volunteer tracking and recruitment system.

Deliverables might include:

- A streamlined check-in/check-out process and tracking spreadsheet or database
- Updated volunteer application, intake, and placement forms
- A basic volunteer recruitment plan (channels, messages, annual calendar)

Impact: Improves volunteer supervision and tracking, increases reliability of volunteer coverage, and strengthens the program's ability to report outcomes to funders.

2. Training & Program Development – Curriculum and Training Manual

Partner type: Youth development nonprofit

Project: Develop a curriculum and companion training manual for an enrichment program (for example, STEM, college access, or arts).

Deliverables might include:

- A set of modular lesson plans with learning objectives and activities
- A training guide for staff and volunteers on how to deliver sessions consistently
- Simple evaluation tools (pre/post questions, feedback forms)

Impact: Enhances program quality, makes it easier to onboard new staff and volunteers, and supports scaling the program to additional sites.

3. Fundraising – Grant Prospect Research and Proposal

Partner type: Small community organization or collaborative

Project: Research grant prospects and help draft at least one full proposal.

Deliverables might include:

- A prospect list with 10–15 aligned funders and deadlines
- A reusable grant narrative (organizational description, need statement, program description, outcomes)
- One complete proposal tailored to a priority funder

Impact: Increases the organization's ability to secure new funding and provides a template they can adapt for future proposals.

4. Communications – Website and Social Media Refresh

Partner type: Community clinic or advocacy group

Project: Redesign and update the organization's basic web and social media presence.

Deliverables might include:

- A refreshed website structure and updated content (about, services, contact, donate, get involved)
- A simple social media content plan (key messages, sample posts, 3-month calendar)
- Branded flyers or one-page handouts that align with the online materials

Impact: Improves how the organization communicates with clients, volunteers, and donors, and expands their reach to new audiences.

5. Research – Community-Based Data and Issue Brief

Partner type: Local collaborative (for example, homelessness or food security coalition)

Project: Conduct community-based research and prepare a concise issue brief.

Deliverables might include:

- A short literature and policy scan (current studies, best practices, local data)
- A survey or interview protocol and summarized findings
- A 3–4 page issue brief with data visualizations and recommendations

Impact: Provides collaboratives with evidence they can use to guide strategy, inform member agencies, and support advocacy or funding requests.

6. Program Evaluation – Outcomes and Assessment Plan

Partner type: Education or workforce development program

Project: Design a basic evaluation plan and tools for tracking outcomes.

Deliverables might include:

- A logic model or theory of change that connects activities to outcomes
- Simple pre/post or follow-up instruments and a data collection plan
- Templates for summary reports (charts, key metrics, narrative)

Impact: Strengthens the program’s ability to demonstrate impact, improve quality, and meet funder or accreditor reporting requirements.

7. Collaborative Support – Meeting Infrastructure and Shared Tools

Partner type: Multi-agency collaborative or coalition

Project: Build the infrastructure needed to coordinate regular collaborative meetings and shared information.

Deliverables might include:

- A standardized meeting agenda and minutes template
- A shared contact and email list, plus an email communication plan
- A basic shared resource hub (for example, wiki or shared drive) with key documents, data, and calendars

Impact: Increases efficiency and clarity in collaborative work, makes it easier for members to participate, and supports sustained, collective action.

Consider [past internships](#) hosted by local partners as samples.

Below are seven active placements to consider.

1. Youth Diversity and Civic Engagement Programming Intern

Carlisle Victory Circle

Organization Website: <http://www.carlislevictorycircle.org>

Organization Address: 368 W. North St., Carlisle, PA

Carlisle Victory Circle (CVC) is affiliated with the Carlisle School District and is a United Way non-profit agency supporting middle school and high school students in the Carlisle District. Our mission is to prepare students for their future through education and character development. We

support students' preparation for the future through tutoring, advising, life-skills programming, and prizes for good grades.

This internship offers students an opportunity to shape the CVC themes of learning and celebrating diversity and civic engagement, how they are explored, and contribute to and/or lead activities to help our students to explore them. The Intern will take a leadership role in projects including managing and evaluating our tutoring program and in identifying, organizing and evaluating our community-service and other civic-engagement projects. The role will provide a valuable experience for students with interests in social justice and related structures and systems of support, education, and community and civic engagement.

Essential Skills/Qualifications:

- Sensitivity
- Initiative
- Leadership
- Balance of being an authority while also being a thoughtful and open listener
- Organization
- Attention to detail

Hours: Tuesday and Thursday evenings (6-8pm) at our Clubhouse, attendance at middle or high school meetings as available (schedules vary) and a one-hour weekly intern team meeting (timed to suit interns' schedules)

2. SPY Historical Preservation and Storytelling Intern

Supportive Partnerships for Youth (SPY)

Organization Website: www.ourSPYcommunity.org

Organization Address: 149 West Penn Street, Carlisle PA 17013 (at Hope Station)

SPY is an organization dedicated to ensuring all children have access to the resources and relationships needed to help them reach their full potential. In 2026, SPY will be celebrating its 40th Anniversary which is a significant milestone. Over the last 5 years, SPY has had remarkable growth and transformation and now plays a meaningful role in our community. It is clear SPY is here to stay. Unfortunately, there is no clear record of how SPY began or how it progressed from serving 18 students to nearly 200 this year. All our historical files are in boxes without proper order. SPY is proud of its accomplishments over the years and would like to recognize our 40th Anniversary in a celebratory style. As a part of this commemoration, SPY would like to unveil the story of its origins and evolution. The SPY Historical Preservation and Storytelling Intern Fellowship position was designed to help accomplish this.

This intern will conduct research on the establishment of SPY and document the timeline of significant events in our organizations history in a way that is clearly delineated. They will also help to create a public exhibit that memorializes SPY's origins and evolution and appropriately recognizes key stakeholders in its founding and development. This intern will orchestrate the preservation of SPY's historical data and storage at the Cumberland County Historical Society and help plan a celebratory event to honor's SPY's 40th Anniversary.

Essential skills and qualifications:

- Flexibility
- Being energetic
- Works well with others and collaborative minded, while able to work well independently
- Patient
- Creative and curious
- Organized and detail oriented
- While it is not necessary, experience working with youth would be helpful.

Hours are flexible.

3. Peace-Builder Intern***The J. Sherwood McGinnis, Jr. War, Peace, and Justice Project (WPJP)***

Organization Website: <https://www.warpeacejustice.org>

Organization Address: 111 S. College St, Carlisle, PA 17013 (across from Landis House)

The WPJP brings together nationally and internationally recognized experts, practitioners, academics, and interested citizens to address vexing questions about the relationships between war, peace, and conflict through free and open sessions to the public. WPJP seeks to illuminate the tragedy of human conflict; create the full experience of understanding peace, justice, and war as human phenomena; foster a better peace through a deeper understanding of war and its consequences; establish critical dialogue among people of diverse perspectives; and help the citizenry better understand the impact of conflict and the use of force on society, especially on veterans who have served our nation. The humanities play an essential role in this endeavor.

This intern will be an integral part of the WPJP Planning Staff, while also being an active citizen within the Carlisle, and within their own home community, to help foster communities of conscience while becoming advocates working for enduring peace with justice. They will play a significant role in helping to shape future WPJP sessions and new initiatives that are being launched at the intersection of ethics, the arts, and history. In 2025, WPJP plans to open the year with a Quaker art exhibit at the G.B. Stuart History Workshop. This will be the fourth art exhibit that they have offered to the community. Later in the year, they will plan a robust film festival with the theme being the UN International Day of Peace. They also have already begun preliminary planning for a major symposium in spring 2026--all events that this intern will engage in as a "Peacebuilder."

Essential skills and qualifications:

Any student intern regardless of academic discipline, who desires a more peaceful and just world is the ideal candidate for this role.

Hours are flexible, Monday-Friday, 9am-4:30pm

4. Development and Communications Project Assistant***Moving Circles***

Organization Website: <https://www.movingcircles.org/>

Organization Address: 211 Tall Oak Drive, New Cumberland, PA 17070 (but this intern could work on site at the CCLA)

Moving Circles empowers people to build bridges, create dialogue, and take actions toward transformative and hopeful futures. The purpose of the organization is inspiring people to take action toward individual and collective social change, network to build welcoming and sustainable communities, and restore the human spirit.

This internship will provide hands-on experience working with a small, grass-roots non-profit. The intern will support, grow, and develop various aspects of Moving Circles operations and capabilities. This will include community outreach, volunteer recruitment, marketing and communications, social media and website development. Moving Circles is launching a newsletter and the Development and Communications Project Assistant will have an integral role in its development and rollout.

Essential Skills/Qualifications:

- Interested in community-building, social and racial justice issues, and who enjoys working collaboratively
- Can work independently and collaboratively
- Curious
- Believes in working toward social change
- Open to instruction and feedback
- Comfortable communicating their own insights and ideas

Hours are flexible.

5. Multiple Internship Opportunities, dependent on CEF interest: Lead Data Analyst; Public Relations & Outreach Liaison; Media & Marketing Lead; Nutrition & Food Insecurity Action Officer
Shippensburg Produce and Outreach (SPO)

Organization Website: www.shipout.org

SPO is a nonprofit food pantry that provides fresh produce and healthy food items to households in the Shippensburg community. SPO is dedicated to creating a welcoming environment and making a positive impact on the lives of individuals and families in the community. The CEF will play a critical role in SPO's three-year Strategic Plan Implementation.

The overarching role/responsibilities for a CEF at SPO will depend on the CEF's academic interests and skills balanced with the needs of SPO. SPO CEFs will be afforded the opportunity to build their position/projects within SPO's defined vision/purpose (under the umbrella of one of SPO's five strategic goals, yet with the freedom to exercise creativity, critical thinking, and informed, ethical decision-making. Role/responsibility examples for selected academic majors (NOT all-inclusive; SPO welcomes any contributions relevant to a SPO strategic goal):

- (1) Data Analytics/Math/Computer Science – Perform data collection/analysis; refine the website/donation portal ; build a SPO app; implement new client registration system;
- (2) Journalism/Media Studies – Create messaging campaigns/marketing materials; build relationships with media outlets; manage social media accounts;

- (3) Health Sciences/Food Studies – Continue developing the new Client Choice Program; develop sharable nutrition information; act as SPO’s liaison to the Cumberland County Food System Alliance;
- (4) Business Management – document/cultivate holistic business management practices and SPO operations portfolio; professionalize/transition from non-profit to a sustainable business model;
- (5) Sociology/Psychology – Conduct client intake; develop targeted support programs; liaise with social services networks; conduct community outreach
- (6) Sustainability/Environmental Sciences – Serve as liaison to farm/gleaning partners and grocery food chains; act as SPO’s liaison for grant/partnership opportunities.

Hours are flexible, but the CEF should plan to be at SPO for some amount of time every Tuesday (food distribution day)

6. Criminal Justice and Reentry Program Assistant

The Pardon Project and the Cumberland County Reentry Coalition

Organization Website: <https://pafamilysupports.org/>

Organization Address: 320 S Hanover St., Carlisle

Central PA Family Support Services seeks to positively impact the quality of life and the well-being of children, families, and individuals and instill hope and empowerment to make positive life changes using diverse programs. Our reentry support program is designed to help previously incarcerated individuals successfully transition into community living by empowering them with the skills and resources needed to independently address the difficulties and challenges they will face in day-to-day life.

This intern will interact with both the Cumberland County Reentry Coalition (CCRC) and its subcommittees and the Pardon Project of Cumberland County. The intern will help plan community outreach initiatives, assist with data collection projects, and participate in monthly meetings. This intern will also assist qualified individuals prepare their applications and navigate the pardon process and participate in Pardon Clinics held every October and April.

Essential skills and qualifications:

- Flexible
- Strong interpersonal and communication skills
- Able to handle sensitive information with discretion
- Compassionate
- Organized and able to work independently
- Comfortable working a diverse group of people

Hours are flexible.

7. Success By 6 Early Childhood Coordinator

United Way of Carlisle & Cumberland County

Organization Website: uwcarlisle.org

Organization Address: 145 S. Hanover Street, Carlisle, PA 17013

Success By 6, the early childhood initiative of **United Way of Carlisle & Cumberland County**, works to ensure that every child is prepared and ready to succeed by the time they enter kindergarten. Success By 6 brings together early childhood educators, public school administrators and teachers, businesses, health centers, advocates and parents to work toward this common goal.

This intern will support the Success by 6 program and other literacy initiatives through the planning of instructional materials and lesson plans for the Play and Learn program; designing and creating brochures and invitations; and setting up social media posts on Facebook and Instagram. The work will be relevant, timely and relate to all of our current initiatives. The CEF will also have an opportunity to help other staff in the areas of community impact and community resources.

Essential skills and qualifications:

- Competent in the use of technology, including Canva and social media
- Demonstrates an interest in education as well as helping the less fortunate in our community
- Strong oral and written communication skills
- Able to proofread and edit documents
- Ability to work independently, remain on task, and work efficiently based on the deadline and degree of difficulty the project allows
- Strong interpersonal skills and enjoy working with the public.

Hours are flexible, Monday-Friday, 9am-4:30pm

Building Internship Project Plans: A Guide and Worksheet to Developing a Long-Term Internship with Students

This guide is designed to walk internship supervisors through the process of building an effective and intentional internship experience that benefits both the student and the organization, knowing also that each of you bring expertise of your own! We hope this is simply a resource to supplement your existing practices based on input and higher education research.

First, you'll find a series of steps to brainstorm and consider in your process of developing a workplan. Then, the following pages include a fill-able worksheet based on these steps.

Please feel free to take what is helpful, adapt what you need, and leave whatever is not useful! We would also love to hear feedback about adaptations or any resources you use as well to continue the conversation about how to build effective internships together.

- 1) Consider the overarching goal of the internship as a whole. **What are the big picture goals that you'd like your intern and the internship to accomplish over the course of 3-4 years that would advance your mission and increase the capacity of your organization?** As you consider what might be a reasonable scope for the internship, consider projects and initiatives that a new staff member working one full day a week might be able to accomplish. Though it is great to consider projects that intersect with other initiatives at your organization, sometimes a project that is a bit more self-contained can also be a good fit. Below are some ideas to mix and match when developing internship goals for your student.
 - Conduct a specific project or deliverable (e.g. write a report, identify new grants, develop an infographic, update website, build data visualization dashboard, recruit volunteers)
 - Support a particular event(s) (e.g. annual fundraiser, community outreach event, signature organizational program, anniversary)
 - Take on an ongoing task or responsibility (e.g. developing content for social media channels each week, regular newsletter or communications, designing weekly curriculum)

- 2) **Now break down that goal into SMART (specific, measurable, action-oriented, realistic, time-bound) goals that align with the following benchmarks:**
 - Within one year (by May 2027):
 - Halfway through the internship year (by January 2027):
 - Within one month of starting the internship (November 2026):
 - Within two weeks of starting the internship (mid-October 2026):

- 3) Now that you've set the goals and given them timestamped checkpoints through the internship, **develop a list of tasks that an intern needs to take on in order to accomplish these goals.** It might be easiest to work backwards in timeline, starting with the conclusion of the internship.

- 4) **What professional development opportunities, training, or context is needed in order for your intern to complete these tasks, or would be a good opportunity to build their professional portfolio?** That could be a meeting with a staff member, assigning a student to do some research, engaging with a resource, attending a networking event or board meeting, or participating in an event.
- 5) **Then, distribute these tasks and training/professional development sessions across the calendar by month (roughly).** This “manage by calendar” is simply a guide, which will likely be adapted as you begin working together.
- 6) **What anticipated challenges or circumstances might impact this internship?** Consider any planned organizational transitions or changes (e.g. staff retirement or new hires, milestone events, construction or changes in location, expansions, funding changes). Input these into the monthly workplan and adjust accordingly, if needed.
- 7) **Share internship workplan with your intern and use it as a prompt for further refinement.** Give opportunities for feedback and ideas. Going over this workplan and the student’s Community Learning Agreement (CLA) together ensure that the internship is a good fit and fulfills both your goals (Community Impact Objectives) and the student’s Goals (Learning and Professional Competency Objectives). Use your regular check in’s as opportunities to re-evaluate progress and make any adjustments.

INTERNSHIP WORKPLAN

Internship Goals and Overview

-

Internship Tasks by Calendar

YEAR ONE	
SMART Goals:	
•	
Month	Tasks and Training
Within first two weeks	*Onboarding*
October	
November	
December	
January	*Internship Mid-Year Checkpoint*
February	
March	
April	
May	*Internship End-of-Year Checkpoint*
To prep for Year Two:	

YEAR TWO
SMART Goals:
How does this next year advance in responsibility and leadership from the year prior?
<i>Manage by calendar to occur at the start of next year's internship (since the details are often challenging to discern at this point)</i>

YEAR THREE
SMART Goals:
How does this next year advance in responsibility and leadership from the year prior?

Manage by calendar to occur at the start of next year's internship (since the details are often challenging to discern at this point)

Onboarding/Orientation Checklist

Site supervisors serve as important and formative co-educators in students' college experience. Most community leaders already practice many of these norms and actions when it comes to supervision, but we at the Center for Civic Learning in Action (CCLA) wanted to provide some resources to support site supervisors in this role. Please find a checklist of helpful information below as you are orienting your CEF to your site.

Work with your student to complete their Community Learning Agreement (CLA) within the first two weeks of their internship, which is a cumulative document that documents together many of the checklist items below.

Scheduling & Logistics

- Determine the student's service schedule—including regular check ins with you, as their site supervisor—and establish a policy for covering absences.
- Compare your holiday/event schedule with the student's [academic calendar](#) for the entire semester, as students are not permitted to work over academic breaks (e.g. Thanksgiving, Winter Break) nor during exam periods (the last week of each semester).
- Inform the student of the organization's phone number and explain telephone procedures, extensions and so forth if the student's responsibilities include phone use.
- Point out the location of the nearest fire alarm, exits, extinguisher and staff alarm code numbers.
- Point out the location of the restrooms.
- Inform the student of your organization's emergency closing policy.
- Inquire if there are any special accommodations necessary to assist the student in their volunteer effort.
- Prepare a folder or notebook with information for students or volunteers, particularly about what students are and are not authorized to do. Have this ready for the first day on the job and easily available throughout the semester.

Organizational Context & Student Responsibilities

- Assign an accessible staff person to supervise the CEF student.
- Introduce the student to co-workers.
- Share context about the CEF program with other staff at your organization — in particular its emphasis on long-term commitment and student development — so they are prepared to work with students.
- Give a tour of the organization's space and discuss its origin, mission and function.
- Return to the job description you drafted for the selection process. Collaboratively negotiate the duties and responsibilities of the student, given their interests, strengths, and growth edges.

- Help the student connect the dots: How do the student's tasks relate to others in the organization? How do their responsibilities connect to the bigger picture mission of your organization?
- Assist the student in developing overarching goals for their long-term internship with you, breaking them down into semester benchmarks. A part of student's CEF experience is also developmental, with the hopes that they are able to eventually (after building trust) take on a project/initiative that intersects their interests with a need of the organization. Brainstorm some topics for projects or research-based needs that they might take on.
- Inform student of all potential risks or procedures associated with volunteering at your organization, including any policies regarding safety and mandated reporting or any sensitive topics/context about working with community members in this capacity. For example, use of language (e.g. "homeless" vs. "unhoused;" "survivors" vs. "victims") or special rules. If necessary, request that the student sign an Informed Consent document.

Professional Norms

- Inform the student of your organization's dress code and what you expect from the student in this regard.
- Discuss your expectations for communication and professional engagement in your workplace. What is a good form of communication when a student is ill or cannot come into work? Who (and how) should they contact when they have a minor question, as compared to a more in depth question?

Ongoing Actions:

- Monitor the number of hours that the student worked. Every two weeks, students will submit their hours via email, cc'ing you and Sam Ha-DiMuzio. Please approve their timesheets by replying all with "Approved."
- Inform the student of any changes in the operations of the organization.
- Update the student about significant events that occurred at your organization or in the surrounding community since his/her last visit.
- Give the student ample feedback and invite questions that s/he may have about policies and procedures specific to your site.
- Check in with the student about their work and whether they have any questions or concerns.

Community Learning Agreement (CLA)

Academic Year _____ | Fall or Spring (circle one)

Student Name: _____

Preferred Student Contact Information (email/phone number): _____

Supervisor Name: _____

Preferred Partner Contact Information (email/phone number): _____

Internship/CEF Title: _____

Part A: Internship Overview

Internship/CEF Description: This can be adapted from the CEF Position Proposal to describe 1) the purpose of the internship as it relates to the mission of the organization, 2) the actual responsibilities and tasks related this internship, and 3) how this internship is tailored now to the actual CEF selected.

Commitment Period: Please finalize the number of hours per week and set a consistent work schedule this semester. The expectation is for every CEF to serve an average of 6-7 hours per week with their partner. Please take note of academic breaks in which students do not work.

Supervision Plan: As a part of the CEF work schedule, please identify a regular time for 1:1 check in meetings. Best practice is to reserve a weekly time to check in, but biweekly is also effective, if pressed for time.

Part B: Internship Objectives

Please take some time to set at least three SMART (specific, measurable, achievable, realistic, time-bound) goals for this upcoming semester/year related the following three categories. If you are completing this in August, please set a goal for the year (May) with a benchmark for December as a halfway point.

- 1) **Community Impact Objective(s).** This goal(s) prioritizes the impact this internship has on the community and the organization. What is an objective(s) (project/responsibility) that advances **community-identified goals**? *e.g. Develop a database of archival materials since the inception of Project SHARE for the 40th anniversary celebration.*

Action Steps: How will you accomplish this objective(s)? What specific tasks and resources will you use? *Include action verbs and quantifiable terms – e.g. how many/how much/ or how long.*

Success: How will you know that this objective(s) was achieved? What will be a measure of success at the halfway point of the semester and at the end of year?

- 2) **Student Learning Objective(s)**. This goal(s) prioritizes the impact this internship has on the **CEF's educational experience**, specifically as it relates to your academic engagement. What is an objective (project/responsibility) within your internship that allows you to grow in your academic knowledge or major? *e.g. As an International Business and Management major who is currently taking Microeconomics, I would like to gain a stronger understanding about how organizational leaders make decisions about hiring and prices for services.*

Action Steps: ***How*** will I accomplish this objective(s)? What ***specific tasks*** and resources will I use? *Include action verbs and quantifiable terms – e.g. how many/ how much/ or how long.*

Success: ***How*** will you know that this objective(s) was achieved? What will be a measure of success at the halfway point of the semester and at the end of year?

3) Competency/Professional Development Objective(s). This goal(s) prioritizes the impact this internship has the **CEF's competencies and skills, as related to their professional development.** What is an objective(s) (project/responsibility) that advances your professional skills? One helpful framework is the [NACE Career Readiness Competencies](#), which include skills in career/self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology. e.g. *I will develop my competencies in written communication through development of marketing, fundraising, and grant materials for Safe Harbour that help to tell a story of dignity with relation to homelessness and housing security.*

Action Steps: How will I accomplish this objective(s)? What ***specific tasks*** and resources will I use? *Include action verbs and quantifiable terms – e.g. how many/ how much/ or how long.*

Success: How will you know that this objective(s) was achieved? What will be a measure of success at the halfway point of the semester and at the end of year?

Part C: Proactive Internship Planning

Communication Plan: In the case of emergencies, sickness, or conflicts, what is the best way to communicate with one another?

Ensuring Fit: What would make you feel like this is a successful and meaningful internship? What factors might warrant a conversation, from either the partner or the student, about whether this internship is no longer the right fit?

Other pertinent details: Is there anything else that is worthy of raising attention to within the scope of this internship? Students, this would be a good time to mention anything new with regard to other employment, study abroad, INP registration, or community-connected course requirements. Supervisors, this might be a good place to talk about significant events, transitions, or strategic initiatives that might be helpful for your intern to know.

Please sign and date below. Save a copy of this document for your records, and please submit a copy to Sam. Do not hesitate to reach out to CEF Program Director, Sam Ha-DiMuzio (hadimuzs@dickinson.edu, 717-245-1005) with any questions or concerns! Happy to work with you through this form and if any changes arise throughout the internship.

Student/CEF Signature: _____ Date: _____

Supervisor/Partner Signature: _____ Date: _____

Mid-Year (December) Progress Report**Community Partner Section**

Supervisor Name: _____

Preferred Supervisor Contact Information (email/phone number): _____

Student Name: _____

Preferred Student Contact Information (email/phone number): _____

Internship/CEF Title: _____

Please take a look at the Community Learning Agreement (CLA) completed at the start of the internship and review the following components for any changes or updates as you head into a new semester. If you did not complete a CLA this term, skip section A and move straight to section B.

Section A. Internship Objectives

Please review the **objectives** set at the start of the internship and reflect on the progress that your student has made on each goal so far. Do you feel like they were able to make progress on each of these objectives—why or why not? What changes or adjustments would you propose in the upcoming term (if any), especially with consideration to feasibility and measures of success?

Community Impact Objective(s):

Student Learning Objective(s):

Competency/Professional Development Objective(s):

Section B. Internship Review

Reflecting on the internship this semester, what were most rewarding and impactful facets about hosting your CEF? What impact have you seen them make at your organization, especially with relation to your community-based mission or purpose? Please describe a concrete example.

What was the most challenging or demanding aspects of the CEF placement this semester, and why? Are there aspects of the internship that you would hope to improve or change heading into the next term?

If you were to evaluate your CEF's proficiency in these tasks and competencies at your placement this semester, what would you give them for each category? Please circle/highlight one per prompt.

	Poor/Needs significant improvement (1)	Fair/Could be improved (2)	Good/average (3)	Very good (4)	Excellent (5)
Competency: Completes assigned tasks with high quality					
Community impact: Demonstrates a strong commitment to community-based goals and social impact at the organization					
Learning: Takes up a learning stance, where one is open to growth and improvement					
Professionalism: Strong skills in communication, time management, reliability					
Teamwork: Capacity to work collaboratively with others, especially those different than oneself					
Overall: My CEF's performance at my organization this year was...					

Please explain in greater depth any answer above, or provide any additional comments:

If you were to evaluate the internship this semester, what would you give for each category? Please circle/highlight one per prompt.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly disagree (5)
This internship enhanced the capacity of my organization to better serve our mission and the community we serve.					
Supervising and educating a student intern was a positive experience that contributed value to my work.					
My organization has the bandwidth to support an intern in developing their skills and competencies.					
My supervision was consistent and gave students opportunities to connect their internship experience back to their academic, personal, or professional interests.					
This internship has the capacity to grow over time, building upon the assigned projects and responsibilities.					
My intern was a positive contributor to our organization and our programs.					
Overall: This internship made a positive impact for my organization and the greater community we serve this year.					

Please explain in greater depth any answer above, or provide any additional comments:

Section C. Proactive Internship Planning

Extending the internship: Reflecting on the past term and reviewing your guidelines for evaluating fit, is this still the right internship for you? Would you like to extend this internship into the next year or term?

Yes, as is / Yes, with some changes. / No

Please explain:

Would you like to propose any changes to the:

Internship/CEF Description:

Commitment Period:

Supervision Plan:

Other pertinent details: Is there anything else that is worthy of raising attention to within the scope of this internship heading into the upcoming semester (e.g. transitions in the organization, big projects or initiatives, major policy changes)? Do you have any questions or concerns to share?

Please sign and date below. Do not hesitate to reach out to CEF Program Director, Sam Ha-DiMuzio (hadimuzs@dickinson.edu, 717-245-1005) with any questions or concerns! Happy to work with you through this form and if any changes arise throughout the internship.

Student/CEF Signature: _____ Date: _____

Partner/Supervisor Signature: _____ Date: _____

End Of Year (May) Progress Report**Community Partner Section**

Supervisor Name: _____

Preferred Student Contact Information (email/phone number): _____

Student Name: _____

Preferred Supervisor Contact Information (email/phone number): _____

Internship/CEF Title: _____

Please take a look at the Community Learning Agreement (CLA) completed at the start of the internship and review the following components for any changes or updates as you head into a new semester. If you did not complete a CLA this term, skip section A and move straight to section B.

Section A. Internship Objectives

Please review the **objectives** set at the start of the internship and reflect on the progress that your student made on each goal now that an internship term has ended. Did you feel like they were able to achieve each of these objectives? What made it possible to achieve, and what challenges did they/you encounter with relation to each goal?

Community Impact Objective(s):**Student Learning Objective(s):****Competency/Professional Development Objective(s):**

Section B. Internship Review

Reflecting on the internship this year, what was most rewarding and impactful facets about hosting your CEF?

What was the most challenging or demanding aspects of the CEF placement this year/semester, and why? Are there aspects of the internship that you would hope to improve or change?

If you were to evaluate your CEF's proficiency in these tasks and competencies at your placement this semester, what would you give them for each category? Please circle/highlight one per prompt.

	Poor/Needs significant improvement (1)	Fair/Could be improved (2)	Good/average (3)	Very good (4)	Excellent (5)
Competency: Completes assigned tasks with high quality					
Community impact: Demonstrates a strong commitment to community-based goals and social impact at the organization					
Learning: Takes up a learning stance, where one is open to growth and improvement					
Professionalism: Strong skills in communication, time management, reliability					
Teamwork: Capacity to work collaboratively with others, especially those different than oneself					
Overall: My CEF's performance at my organization this year was...					

Please explain in greater depth any answer above, or provide any additional comments:

If you were to evaluate the internship this semester, what would you give for each category? Please circle/highlight one per prompt.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly disagree (5)
This internship enhanced the capacity of my organization to better serve our mission and the community we serve.					
Supervising and educating a student intern was a positive experience that contributed value to my work.					
My organization has the bandwidth to support an intern in developing their skills and competencies.					
My supervision was consistent and gave students opportunities to connect their internship experience back to their academic, personal, or professional interests.					
This internship has the capacity to grow over time, building upon the assigned projects and responsibilities.					
My intern was a positive contributor to our organization and our programs.					
Overall: This internship made a positive impact for my organization and the greater community we serve this year.					

Please explain in greater depth any answer above, or provide any additional comments:

Section C. Proactive Internship Planning

Extending the internship: Reflecting on the past term and reviewing your guidelines for evaluating fit, is this still the right internship for you/your organization? Would you like to extend the internship for this CEF into the next year or term?

Yes, as is / Yes, with some changes. / No

Please explain:

Would you like to propose any changes to the:

Internship/CEF Description:

Commitment Period:

Supervision Plan:

Other pertinent details: Is there anything else that is worthy of raising attention to within the scope of this internship at this time (e.g. transitions in the organization, big projects or initiatives, major policy changes)?

Section D. New CEF Proposals

Supervisors, as you consider how the internship went this term, are you interested in submitting a proposal for another CEF? Each semester, we evaluate funding availability, history and success of CEF placements, and community needs in order to determine CEF placements for the next year. If so, [please submit your proposal here](#) to be considered for a CEF beginning in September 2025.

Please sign and date below after you meet with your CEF, then submit to the CEF Program Director, Sam Ha-DiMuzio (hadimuzs@dickinson.edu, 717-245-1005). Please don't hesitate to reach out with any questions or concerns! Happy to work with you through this form and if any changes arise throughout the internship.

Student/CEF Signature: _____ Date: _____

Partner/Supervisor Signature: _____ Date: _____

List of Partners with Current CEFs

This list includes the local community partners who are actively hosting a CEF. We hope that this list is a reference point in the case you would like to be connected with other organizations currently supporting Dickinson students or in the case you wanted to nominate an organization that could benefit from a sustained partnership with a Dickinson CEF.

Big Brothers Big Sisters of the Capital Region has operated under the belief that inherent in every child is the ability to succeed and thrive in life for more than 30 years. As the largest donor and volunteer supported mentoring network, Big Brothers Big Sisters of the Capital Region makes meaningful, monitored matches between adult volunteers ("Bigs") and children ("Littles"), ages 6 through 18, in communities across Cumberland, Dauphin, Lebanon, and Perry Counties.

Learn more about Big Brothers Big Sisters of the Capital Region at <http://capbigs.org>.

Carlisle Arts Learning Center (CALC) serves and enriches the community by encouraging creativity and self-esteem through exploration and appreciation of the visual arts. It does this via classes and workshops, exhibits and participation in community events. Since its founding in January 1992, CALC has offered a variety of courses for children and adults in a number of settings, including the Carlisle YWCA, Carlisle Community Center, Hope Station, One West Penn, and Cumberland Crossings.

Learn more about CALC at <http://www.carlislearts.org>.

Carlisle Victory Circle (CVC) programs are designed to teach minority and under-represented middle and high school students in the Carlisle Area School District to dream dreams, to set goals, to work to achieve those goals, to see themselves as necessary contributors to their community, and to see themselves as people who are worthy.

Learn more about Carlisle Victory Circle at <http://www.carlislevictorycircle.org>.

Central PA Family Support Services instills hope and empowers families and individuals to make positive life changes using diverse programs. Central PA Family Support Services is also the HUB for the Pardon Project of Cumberland County which was created to secure pardons to members of our community who were once convicted of a non-violent crime, completed their sentence, and turned their lives around.

Learn more about Central PA Family Support Services at <https://pafamilysupports.org/>

Community CARES began as a ministry of Grace United Methodist Church in 2004 to provide overnight emergency shelter from November through March to those with nowhere else to go. Shelter was provided in host churches in the Carlisle area and staffed entirely by volunteers. In the first year of service, CARES provided shelter to 45 homeless guests. Since then, the organization has sheltered more than 1,000 homeless in Cumberland and Perry counties.

Learn more about Community CARES at <https://www.morethanshelter.org>.

Cumberland County Court Appointed Special Advocates Program (CASA) recruits, trains, and supports volunteer advocates for children involved in the child welfare (Children & Youth) court system of Cumberland County. The subject children are typically removed from their parents' custody due to abuse and neglect concerns and are living in foster homes, group homes, shelters, treatment facilities, etc. Their volunteers focus on advocating for the best interest of the children to the Dependency Court system.

Learn more about CASA at <https://www.ccpa.net/107/Court-Appointed-Special-Advocates-CASA>.

The Cumberland County Prison offers inmates the opportunity for positive personal change through therapeutic treatment plans, supported by a Training Academy led by mental health counselors. The therapeutic activities that interns through this program can support include art therapy, journaling, book clubs, and a personal development curriculum.

Hope Station promotes economic and social mobility of Black and Brown individuals through advocacy and strategic community partnerships. As a grassroots, Black-led nonprofit, Hope Station is committed to dismantling systemic barriers and empowering Black and Brown individuals to achieve equitable outcomes.

Learn more about Hope Station at <https://www.carlislehopestation.org/>.

Moving Circles empowers people to build bridges, create dialogue, and take actions toward transformative and hopeful futures. The purpose of the organization is inspiring people to take action toward individual and collective social change, network to build welcoming and sustainable communities, and restore the human spirit.

Learn more about Moving Circles at <https://www.movingcircles.org/>

New Life Community (NLC) and specifically LifeWorks continues to desire to be a primary place of connection and care for our community. During the week hundreds of people come in and out of their building to connect with services, volunteer, or attend NLC ministry centered activities. It is not possible to expand and continue to grow without the partnerships that they have with organizations like Dickinson College.

Learn more about New Life Community at <https://newlifecommunity.us/>.

Project SHARE's mission is to reduce food insecurity for neighbors in the greater Carlisle area by offering access to nutritious food, programs, and a support network that promotes self-sufficiency, fosters dignity, and instills hope. Project SHARE of Carlisle is able to provide services to a family residing in the Carlisle area if they fall in the guidelines the Department of Agriculture has set with an income falling below 150% of the federal poverty level. In addition, they run a Farmstand that provides fresh produce to anyone in need in the greater Carlisle area.

Learn more about Project SHARE at <https://projectsharepa.org/>.

Safe Harbour provides a continuum of housing services for the homeless of Cumberland County. Their services include an emergency shelter, a bridge housing program for individuals and families in need of longer-term assistance, and single-room-occupancy permanent housing facilities for single individuals that are not yet ready for independent living.

Learn more about Safe Harbour at <https://safeharbour.org/>.

Shippensburg Produce and Outreach (SPO) is a nonprofit food pantry that provides fresh produce and healthy food items to households in the Shippensburg community. SPO is dedicated to creating a welcoming environment and making a positive impact on the lives of individuals and families in the community.

Learn more about SPO at www.shipout.org

Supportive Partnerships for Youth's (SPY) goal is to help ensure all children, regardless of household income, have an opportunity to grow and thrive, both academically and personally, and find success in the classroom and beyond. We are passionate about helping children in our community reach their full potential. Whether through academic enrichment, caring relationships or exciting and unique experiences, SPY is dedicated to advancing the dreams, and future outcomes, of children in our community.

Learn more about SPY at www.ourSPYcommunity.org.

The United Way of Carlisle and Cumberland County's mission is to unite people and resources to build a stronger, healthier Carlisle and Cumberland County. They fight for the health, education, and financial stability of every person in our community. The United Way supports 35 programs and 23 partner agencies. In 2020-2021 (July 1 to June 30), United Way allocated \$1,708,129 in programs and services to the community.

Learn more about the United Way of Carlisle and Cumberland Count at <https://unwcarlisle.org/>.

The J. Sherwood McGinnis, Jr. War, Peace, and Justice Project (WPJP) brings together nationally and internationally recognized experts, practitioners, academics, and interested citizens to address vexing questions about the relationships between war, peace, and conflict through free and open sessions to the public. WPJP seeks to illuminate the tragedy of human conflict; create the full experience of understanding peace, justice, and war as human phenomena; foster a better peace through a deeper understanding of war and its consequences; establish critical dialogue among people of diverse perspectives; and help the citizenry better understand the impact of conflict and the use of force on society, especially on veterans who have served our nation.

Learn more about the WPJP at <https://www.warpeacejustice.org/>.

YWCA Carlisle & Cumberland County operates Sexual Assault/Rape Crisis Services of Cumberland County to support victims of sexual assault and their families. Their Community Impact Department features various youth empowerment programs (like Empower & Equip Programs, After the Bell, Storytellers, Youth Leadership Conference, Martin's Mission, and more) along with Women's Empowerment Programs. Their preschool is dedicated to providing quality

early childhood education to all families in the community. Racial justice is a critical focus and one of the two mission pillars of the organization, and drives their partnership with Carlisle Hope Station, a local community organization working to empower the Memorial Park neighborhood. YWCA is involved with community outreach, trainings, rallies, panel events and discussions to address racial and social justice issues playing out in our region.

Learn more about the YWCA Carlisle & Cumberland County at <https://ymc Carlisle.org/>.

Previous CEF Partners

Below is a list of our partners who have previously hosted a CEF and likely will include student placements again in the future.

Alliance for Aquatic Resource Monitoring (ALLARM) is Dickinson College's community science center. Since 1986, ALLARM has collaborated with PA and NY volunteers and partners on stream monitoring efforts to support local, state, and regional clean water initiatives. ALLARM employs 10-12 Dickinson College students as part time watershed coordinators. In addition to helping to conduct community workshops to teach people how to do stream monitoring, watershed coordinators work in several areas: research, lab, stormwater education, data analysis, and communications and outreach.

Learn more about ALLARM at <https://www.dickinson.edu/allarm>.

The Carlisle Area Chamber of Commerce has been serving the Carlisle, Pennsylvania, Area for more than 100 years. Our mission is to serve as a community catalyst that encourages and supports economic growth and stability. We help connect people to what they need to start a business here, grow a business here -- or even move a business to Carlisle. The Chamber plans, hosts, and partners in diverse networking and professional-development events. They also foster dialogue and communication with members and community partners, about how they can better support them. And, the Chamber offers exclusive advertising opportunities to members, that showcase their business.

Learn more about the Carlisle Area Chamber of Commerce at <https://www.carlislechamber.org/>.

Central Pennsylvania Conservancy (CPC) is a nonprofit, charitable organization with a mission to acquire, preserve, and protect local land and natural resources in South-Central Pennsylvania. Central Pennsylvania Conservancy is an accredited land trust. Active for over 35 years, the organization serves as the local land trust for a 5-county region (Cumberland, Franklin, Perry, Dauphin, Juniata Counties), plus Northern York County. Their vision is to create a local network of permanently protected and preserved lands by fostering a community committed to conservation and acquiring key lands and easements.

Learn more about CPC at <https://centralpaconservancy.org/>.

Employment Skills Center helps individuals become more employable, productive and self-sufficient community members through education and training. The organization hosts English as Second Language courses, computer classes and help with resumes, interviews and other job necessities. They also help organizations become more efficient, safe and productive with Customized Workforce Training designed to deliver foundational skills to incumbent workers.

Learn more about the Employment Skills Center at <https://employmentskillscenter.org/>.

Leadership Cumberland is a nonprofit that works to develop effective leaders for the workplace and community. We do so through our adult and youth community leadership programs. We also

host nonprofit trainings, educational webinars, community events, and run an alumni association for past graduates of our programs.

Learn more about Leadership Cumberland at <https://www.leadershipcumberland.org>.

Professional & Educational Empowerment Center (PEEC) is a computer lab which offers daily drop-in hours for community members to use computers, wifi, phone and printer/fax machines. PEEC's mission is to expand technological access by creating an inclusive space that connects community members to job readiness training, educational programming, and technical skill-building workshops, and is another resource for connecting social services, including housing and food support, for the Northside community, a low-income neighborhood that is the most racially and ethnically diverse in Carlisle.

REACH! is an after-school program for students in grades 3-12 that strives to help students achieve greater academic success through performing arts. The program employs mentoring, tutoring, homework help and role modeling to achieve this goal. They believe that the discipline learned in performing arts can be applied to education, athletics, a healthy lifestyle and gaining relevant and useful life skills. The program serves over 100 students each year and provides educational assemblies at schools and other live performances throughout the community.

Learn more about REACH! at <http://www.reachusainc.com/>.

The Cumberland County Historical Society is dedicated to collecting, preserving, interpreting, and promoting the rich history of Cumberland County, Pennsylvania.

Learn more about the Cumberland County Historical Society at <https://www.historicalsociety.com/>.

The Carlisle Theatre was established in 1939 and renovated in 1993, the theatre remains Carlisle's downtown source of entertainment. The Carlisle Regional Performing Arts Center presents musical concerts, performances, films, live theatrical productions, and programming for children and families.

Learn more about the Carlisle Theatre at <https://carlisletheatre.org/>.

YMCA Carlisle works to promote personal growth, enhance family values, and provide community service through programs available to all. Programs include health, children and youth development, camping, after-school care and community groups.

Learn more about the Carlisle Family YMCA at <https://carlislefamilyymca.org/>.