CCMA MEMBERS

1. Allegany College of Maryland
2. American University
3. Baltimore City Community College
4. Bowie State University
5. Carroll Community College
6. Catholic University of America
7. College of Southern Maryland
8. Community College of Baltimore County
9. Delaware State University
10. Frederick Community College
11. Frostburg State University
12. Gallaudet University
13. The George Washington University
14. Georgetown University
15. Goldey-Beacom College
16. Hood College
17. Howard Community College
18. Johns Hopkins University
19. Loyola University Maryland
20. Maryland Institute College of Art
21. Montgomery College
22. Morgan State University
23. Notre Dame of Maryland University
24. Prince George’s Community College
25. St. Mary’s College of Maryland
26. Stevenson University
27. Towson University
28. The Universities at Shady Grove
29. University of Baltimore
30. University of Delaware
31. University of the District of Columbia
32. University of Maryland, Founding Campus
33. University of Maryland, Baltimore County
34. University of Maryland, College Park
35. University of Maryland Eastern Shore
36. Washington Adventist University
37. Wesley Theological Seminary
38. Wilmington University

MISSION

CCMA mobilizes the collective commitment and capacity of higher education to actively advance our communities through civic and community engagement.

VISION

CCMA plays an integral role in the development of globally engaged citizens who actively contribute to creating healthy, sustainable and socially just communities.

CORE VALUES

- Engaged Citizenship
- Create Equity & Justice
- Life-Long Learning
- Collective Impact
- Promoting Diversity
- Sustainability
- Reciprocity
Greetings Friends,

This past year has been a challenge for so many as both hope and heartbreak have interspersed the headlines and personal experiences. COVID-19 vaccines were approved and rolled out, and anti-vaccination protests ramped up. Lockdowns and emergency measures were lifted, and the Delta variant became a concern. A successful election was held in the middle of a pandemic, and the Capitol Building was stormed by insurrectionists. Through all this change and uncertainty, CCMA has held true to its mission to mobilize the collective commitment and capacity of higher education to actively advance our communities through civic and community engagement. It is by working together, by listening to the community and to each other, that we can come together and move toward addressing some of these problems in society.

We are proud to have adjusted with the changing landscape and been able to be flexible to the needs of the network. It has been a year where the CCMA staff and network continued virtual instruction, service-learning, and engagement and we created and held space for our members to meet, collaborate, and share their challenges and successes in this new and unexpected virtual world. We supported our DC institutions in offering valuable virtual tutoring and mentoring support to District of Columbia Public Schools (DCPS) students. We are particularly proud of the phenomenal success we had in supporting all our AmeriCorps VISTA members as they served their terms remotely. Many of our VISTA members led food security initiatives providing essential nutrition to thousands of students and community members throughout the region.

Campus Compact Mid Atlantic’s mission, vision, and values highlight the need to leverage the collective power of the Mid-Atlantic region’s higher education network to develop engaged global citizens who actively contribute to creating diverse, racially diverse, healthy, sustainable, and socially just communities. This is our renewed commitment in all the work that we do.

Thank you for joining us in this vital work.

Madeline and Ron
GOAL 1: ENGAGING MEMBERS/ PROVIDING RESOURCES

With the pandemic shutting down the possibility of holding in-person opportunities to engage with members, CCMA continued to offer programming to members through virtual institutes, conferences, workshops, and meetings.

Justice, Equity, Diversity, and Inclusion

Throughout the 2020-21 academic year, CCMA formed and convened an Equity Taskforce comprised of 12-member institutions and external stakeholders. The taskforce met monthly to review CCMA’s progress and initiatives through a justice, equity, diversity, and inclusion (JEDI) lens. CCMA implemented the taskforce’s recommendations and continues to expand and infuse JEDI throughout our work and our network. Additionally, we hosted a series of six Community Equity Conversations, engaging over 40 campuses and 300 participants.

Partnership Building

We launched a successful partnership with the Middle States Commission on Higher Education (MSCHE) in which we co-sponsored five webinars reaching more than 300 institutions in 12 counties to discuss ways that an institution’s civic and community engagement initiatives can be in the MSCHE self-study for accreditation. We have followed this up by submitting a proposal for the 2021 MSCHE Conference. To provide support for both of these initiatives, we surveyed member institutions regarding their use of community engagement in self-studies.

We continued building and supporting a partnership between District of Columbia Public Schools and CCMA members in DC to support DCPS students through tutoring and mentoring.

DC Mentoring Project Driven to Succeed

The partnership between the CCMA VISTA program and the Raising a Village (RAV) Foundation through Wesley Theological Seminary has been one of the most successful projects in the past year. The two VISTA members increased the organizational capacity of RAV so that they could launch $650,000 in resources for mentoring at K12 schools.

The Driven 2 Succeed (D2S) program is a youth development program for elementary, middle, and high school students that provides support in the areas of academic interventions, social emotional learning, and college and career readiness. Staff in DC K12 schools work along with the Driven Student Guides (DSGs) who are local college and university students hired through the Public Service Federal Work Study Program to serve as tutors and mentors. DSGs are under the supervision of full-time RAV AmeriCorps VISTA Site Leads who coordinate the logistics and program support of the Driven 2 Succeed program.

Driven 2 Succeed has served over 1000 elementary, middle, and high school students at 12 locations across the District of Columbia through a wide variety of services including classroom residences, in-classroom support, after school homework help, and summer intensives.

“How [do the standards] relate to the work of Campus Compact? Well, we said first of all that we, like Campus Compact, are committed to the common good. Secondly, we know that many, many institutions, at least our members, mention ‘contributing to the public good’ as a fundamental element of their mission and goals. Regardless of how a mission statement is worded, Middle States expects that institutional missions address external as well as internal contexts and constituencies.

Campus Compact is also interested in how you fulfill your mission both internally and externally. An examination of the standard for a mission can lead to a better understanding of how the institution fulfills its goals in this way and could lead to greater support or at least modification of civic and community engagement programs. The same is true of all the other standards, each in some way. They relate to the work of Campus Compact [and] the work of your institutions to promote commitments to community involvement, civic engagement, and the common good.”

Dr. Robert Bonfiglio, Vice President, Institutional Field Relations, Middle States Commission on Higher Education
Other Meetings
With the pandemic showing no signs of retreat in the spring, CCMA developed and ran our inaugural virtual Service-Learning Civic Engagement Conference. This meeting received high praise from attendees for the innovative way that we managed the breakout sessions.

We offered a series of faculty development workshops on teaching diversity through a faculty development grant that we offered to Drs. Wynn Yarborough and Kimberly Crews at the University of the District of Columbia.

Toward the end of the year we launched a series of focus groups to help with the development of CCMA's next five-year strategic plan. The topics of these focus group centered around what we plan as our five strategic pillars for 2022-27:

- Collective Impact
- Justice, Equity, Diversity, and Inclusion
- Global Citizenship
- Institutionalization and Sustainability
- Organizational and Fund Development

Other meetings included a Community Engaged Practitioner (CEP) Retreat, CEP Network Meetings, two “get the vote out” events, a Newman Civic Fellow Meet and Greet, and AmeriCorps VISTA workshops.

Supporting Campuses with Resources and Opportunities
CCMA is grateful for the generosity of Dr. Alan Penczek for his additional annual gift of $10,000 to promote faculty development and developed a grant application process that was launched in the summer of 2021. This grant will allow us to expand our faculty development program and encourage more faculty to apply for and receive grants for programming that can offer benefit for all CCMA members.

CCMA continued to support our member institutions’ and their partners’ community engagement projects through our AmeriCorps VISTA Grant.

Our Annual Awards celebration turned virtual this year as we recognized eight individuals and groups for their exemplary work and service in community engagement. The virtual format allowed all recipients to talk about the exciting work that they are accomplishing in our region. Dr. Maurice Taylor, who retired from Morgan State University and is a dear friend and supporter of CCMA won the prestigious William E. “Brit” Kirwan Engaged Leader Award for his lifetime contributions as a systemic-change agent. Dr. Taylor’s leadership is expansive in the region, having served as Morgan State’s liaison to the Maryland Higher Education Commission (MHEC), to Baltimore’s Promise, and to the Goldseker Foundation. In addition to his longtime role as a CCMA SAGE member, he chairs the Prince George’s County Financial Advisory Committee responsible for oversight of the County’s Economic Development Incentive Fund and is the former Chair of the Baltimore County Human Relations Commission.

Our Mini-grants Programs for students and faculty were particularly successful this year.

Success Story: CCMA Mini-Grant Student Awardee Wins $500K Grant
Darold Kelly, Jr., a CCMA student mini-grant program awardee from the University of the District of Columbia, was awarded a $500,000 grant from the Gula Tech Foundation in 2021.

In fall of 2020, a group of students from UDC applied to the CCMA mini-grant program as part of their senior capstone project and was awarded the $250 mini-grant to help carry out the project: a summer camp for middle school students to teach computer coding. This project was so successful that Darold Kelly Jr., a leader in the student group, started his own nonprofit organization called the Black Cybersecurity Association (BCA) to continue this work. In January 2021, the BCA entered a Gula Technology Foundation competition for Empowering African Americans and won the $500,000 first prize.

“Without support from Campus Compact Mid-Atlantic, our student project would never have catapulted into a non-profit organization receiving a national award of half a million from the Gula Tech Foundation. As a result of a CCMA mini-grant, we now provide opportunities for low-income DC middle school students to learn coding, giving them educational and life-long career opportunities!”

Darold Kelly, Jr.
GOAL 2: ASSESSING AND SUSTAINING IMPACT

CCMA continued to increase our ability to measure and assess our impact. Specifically, we:

- Convened Assessment Team to develop process for assessing learning outcomes for P20 CONNECTS
- Developed member survey to ascertain member engagement and most effective programs and their impact
- Developed survey to identify how our members are leveraging their community engagement activities to meet the MSCHE Standards for accreditation

We continue to developed cross-team collaboration with Collective Impact, JEDI, and VISTA to reinforce sustainability of each of these programs and initiatives.

GOAL 3: COLLECTIVE IMPACT AND DEVELOPING P20 CONNECTS INITIATIVE

Collective Impact

Is a structured method for convening multiple players to work together in solving a complex social problem. Campus Compact Mid-Atlantic programs and their community partners address multiple issues that contribute to the same problems of poverty and stark inequity in the Mid-Atlantic region.

For the 2020-21 academic year, CCMA secured two AmeriCorps VISTA members to transition our P20 CONNECTS Initiative to the Collective Impact Initiative and assist with grant writing and assessment. This first year of our three-year grant to support this transition focused on engaging our network in organizing around a collective vision that is rooted in equity, opportunity, and correspondingly self-efficacy, with a focus on college, career, and civic readiness.

In 2020-21, the Collective Impact Initiative (CII) expanded and adapted the P20 CONNECTS learning pedagogy to create a shared process for all CCMA AmeriCorps VISTA projects to address their common goals of fighting inequity and poverty through developing the attitudes, skills, and understandings necessary for college, career, and civic readiness. A significant amount of time has been dedicated to participating in workshops and seminars from organizations like the Tamarack Institute and the Collective Impact Forum to educate ourselves on the Collective Impact Model and how it relates to the Learning Efficacy Model developed under the P20 CONNECTS grant cycle.

The CII team continued to support seven VISTA projects in a pilot expansion of the P20 CONNECTS Initiative through regular professional development conversations, informing the expansion of the program to all VISTA programs the following year.

Major accomplishments

- Increased visibility: In an effort to increase the visibility of this important work, we created a CII webpage that focuses on the foundation and three-year plan of the initiative. Information and resources to engage the CCMA network in this initiative have been compiled and are now available to those interested in getting more involved.
- Increased sustainability: To ensure the sustainability of the initiative, we developed a grants process and procedures from grant identification to application and completion. Focusing on grant partners who align with the CCMA mission and vision and the Collective Impact approach, the CII has also created a catalog of potential funding sources to pursue. A list of strategic funding priorities has been developed that is structured to grow and support the CII, and the programs participating in our work, sustainably over the next two years and into the future. Our first grant is in process to be submitted.
- Increased adaptability: As the CII expands using the knowledge gained from the P20 CONNECTS Program, the P20 CONNECTS model of connecting primarily through higher education to advance college, career, and civic readiness has continued. While the coronavirus pandemic posed extreme challenges to this model, a few programs have been able to adapt extremely well in the virtual world and continue to strengthen their partnerships with K-12 organizations. Keeping those programs as the “lighthouse” of our work, the CII expanded to include pilot programs from other focus areas that do not have partnerships with K-12 education. This expansion allowed us to gain insight into how the processes that build self-efficacy can be applied to programs from all focus areas as the Collective Impact Initiative organizes for further growth.
P20 CONNECTS/ Collective Impact Cohort for 2020-2021

Carroll Community College (CCC) is committed to supporting the needs of its community, and has recognized a need to create a more robust system through which students experiencing crises can connect with resources and community organizations. This year a CCMA VISTA began a 3-year project at CCC to create a more streamlined process of identifying students facing barriers to their academic success and providing them with the resources they need to increase their college, career, and civic readiness.

Wesley Theological Seminary’s (WTS) Let’s Make a Difference Project is a cascading service-learning program for students in the District of Columbia. In the Fall of 2020, the Let’s Make a Difference Project brought graduate students from WTS, undergraduate student facilitators from American University, the George Washington University, and Howard University together virtually with high-risk 9th-12th graders at HD Woodson High School and 6th-8th graders at Kelly Miller Middle School. Together, these students are developing their skills, attitudes, and understandings needed for success in their academics, college, career, and civic life.

Frederick Community College (FCC) is dedicated to a partnership with Frederick County Public Schools (FCPS) to align nontraditional ESL & undocumented high school students with the necessary support services to actively pursue and complete a coursework at FCC.

Notre Dame of Maryland University’s (NDMU) York Road Education and Service (YES) Program addresses college, career, and civic readiness for students at Govans Elementary School and Tunbridge Public Charter School in Baltimore City. Through the YES Program, student participants improve learning outcomes, increase their awareness of higher education and accessibility, and expand their knowledge of community engagement opportunities in their community through tutoring and mentoring initiatives that focus on holistic support of students.

Fostering Terp Success (FTS) is a campus-wide community of support and belonging for students at University of Maryland College Park who were or are in foster care, are homeless, at risk of being homeless or without a supportive family system. The comprehensive network of staff, faculty and alumni is committed to creating a safe community that works to remove barriers and assist students in accessing essential campus services, navigating challenges, and developing self-advocacy and life skills.

Friendship Public Charter School’s Office of Alumni Affairs serves as a resource to students who have graduated from either Friendship high school, Friendship Technology Preparatory Academy or Friendship Collegiate Academy. In 2020, a CCMA VISTA began a project to engage with and create programming for alumni focused on college, career, and civic readiness.

Achieving Collegiate Excellence & Success (ACES) is a partnership with The Universities at Shady Grove, Montgomery County Public Schools, and Montgomery College, which focuses on addressing multi-generational poverty by increasing baccalaureate degree attainment among underrepresented students in Montgomery County.
GOAL 4: EXPANDING COMMUNICATION

Mid-year, CCMA migrated to new cloud-based communication, event management, and fund development that is integrated with a constituent management system database. This new system will give us improved ability to target communications to specific audiences and more easily advertise our events and programs.

We continued publishing our VISTA blog on our website and added Food Security, Racial Equity, and Collective Impact resources to our website. Additionally, we expanded our social media presence, and submitted and won a grant for expanding communications with compelling video communicating our mission, programs, network, and impact for next year. During first half of the academic year, we published our eNews bi-weekly to meet an increased need for virtual programming and information.

GOAL 5: DEVELOPING ORGANIZATIONAL CAPACITY

As this was the last year of our five-year strategic plan, we spent a considerable amount of time during the spring conducting a strategic planning process for 2021-2026. We developed a revised vision, mission, and values and developed plans for five new strategic pillars with stakeholder input, which included staff, Senior Advisory Group for Engagement, board, and community members. We held five focus groups to aid in collecting input.

Following recommendations from the Equity Taskforce, we began the process of conducting an internal equity audit which included reviewing policies, procedures, and programs.

We significantly invested in CCMA staff through a virtual teambuilding workshop series. In line with the equity audit, we refined an onboarding process for new staff and AmeriCorps VISTA members who serve with CCMA.

We implemented a new constituent relations management system, migrated our existing data, and significantly improved our existing data. This system will help us more accurately track member engagement and improve alignment with communications and programming.
VISTA PROGRAM IMPACT AT A GLANCE

CCMA AmeriCorps VISTA members join the anti-poverty missions of CCMA and AmeriCorps VISTA through projects that build campus-community partnerships to fight poverty. In 2020-21, CCMA was granted funding for 27 full-time positions including three VISTA leaders who assist in the administration and coordination of the grant.

Infusing JEDI into the CCMA VISTA Program

CCMA welcomed a JEDI and Special Projects VISTA Leader in February to assist with CCMA’s equity audit and infuse the VISTA program with JEDI principles. Zandra Cuff, who previously served as VISTA Leader with North Carolina Campus Compact, is assisting CCMA with its work around anti-racism and institutionalization of equity.

Additionally, two AmeriCorps VISTA members, Vasu Moodley with the SAFE Center at the University of Maryland at College Park and Alexia Antunez-Hernandez at Wesley Theological Seminary, served on CCMA’s Equity Taskforce this year, co-creating recommendations for how CCMA can infuse justice, equity, diversity, and inclusion (JEDI) throughout the organization, network, and partnerships.

INDIVIDUAL PROJECTS

HEALTHY FUTURES

Carroll Community College – The CCMA VISTA member helps connect students experiencing barriers to achieving their educational goals with community resources by creating a support network, programming, and online resources for students, faculty, and staff.

The Catholic University of America – This VISTA member is establishing a comprehensive campus pantry program called the Cardinal Cupboard. It will provide nutritious and healthy food, resources, and referrals for additional resources to reduce the effects of food insecurity.

The Universities at Shady Grove Grover Essentials – This project establishes an onsite pantry to increase overall well-being and address food insecurity of students at USG. The VISTA member increases project capacity by strengthening operations, researching and developing education interventions, and identifying and establishing internal and external partnerships.

Towson University Food Insecurity Initiative – The VISTA expands capacity at the TU campus food pantry (Food Share) adding programming and resources, developing curriculum for workshop series on financial and food security, meal planning, cooking, and budgeting.

University of Baltimore – This VISTA project, Food for Thought, offers additional programming and resources at the campus pantry, offering a series of workshops and educational programs on financial security and food security with the goal of reducing food and financial hardship.

UMBC Retrievers Essentials – The goal of the Retrievers Essentials project is to partner with stakeholders to create a comprehensive and sustainable campus and community solution to food insecurity by giving students, faculty, and staff access to nutritious and healthy food, resources, and referrals for additional resources in effort to reduce food insecurity in our community.

University of Maryland Campus Pantry – This VISTA project implements an innovative project to address hunger in the UMD community through programmatic interventions led by students who have experienced food insecurity as well as through strengthening policies on campus for sustainable change.

University of Maryland Capacity Building & Nonprofit Prince George’s County – The VISTA member serves as a resource to all nonprofits in the County, and helps NPGC expand their programming, reach more nonprofits, and encourage UMD students to volunteer and engage more in community efforts.

University of Maryland & Support, Advocacy, Freedom, and Empowerment (SAFE) Center for Human Trafficking Survivors – The VISTA member increases the capacity to serve the vulnerable and marginalized population of trafficking victims by building and operationalizing the SAFE Center’s Economic Empowerment program and establishing a comprehensive volunteer program.

*Estimated value of the VISTA position, volunteer service hours, and cash and in-kind contributions to project.
University of Maryland Terp Farm – Terp Farm grows vegetables with the help of students and donates a portion of each harvest to those in need in the community. This AmeriCorps VISTA project will equip low-income adults studying or working at UMD to develop fundamental tools to promote nourishment, health, equity, and empowerment.

EDUCATION

CCMA Collective Impact – The CCMA Collective Impact VISTA initiative complements and expands current CCMA VISTA efforts in the communities they serve with grants and assessment efforts to create a thriving Collective Impact network.

Frederick Community College – This CCMA VISTA project works to support underrepresented student populations in degree completion by providing resources and increasing family participation and support.

Friendship Public Charter School – The CCMA VISTA project works out of the Alumni Affairs office and is creating a network of support between current students and alumni, designed to increase completion and opportunity.

CCMA Network Capacity Builder – This project develops and implements a resource network that supports the informational needs and capacity goals of the collective CCMA VISTA cohort in their individual projects and their capacity to engage in a holistic network of service.

Loyola University Maryland & York Road Initiative – This VISTA member serves as a point of contact and support for the community school coordinators at Guilford Elementary/Middle School (EMS) and Walter P. Carter Elementary/Middle School (EMS) in Baltimore as they prepare their students, staff, and faculty to merge in September 2021.

Notre Dame of Maryland University – This VISTA member works on the York Road Education and Service (YES) program, which strives to improve academic outcomes and eventual college trajectories of students from Govans Elementary and Tunbridge Public Charter Schools.

Prince George’s Community College – This VISTA project is to develop a web-based resource center that will empower families, especially those with low and moderate income and minimal education, by providing a tool to assist with their decision-making process with issues such as education, employment, personal finances, childcare, and housing.

The Universities at Shady Grove Achieving Collegiate Excellence and Success (ACES) – This project establishes career readiness programming for all ACES students beginning in high school and continuing through university graduation. This programming will provide students with workforce skills and professional experiences that will help to ensure that they can attain and succeed in high demand careers.

Towson University Fair Chance in Education – This VISTA member works on establishing and coordinating a sustainable educational program to support formerly incarcerated youth and adults in their pursuit of higher education, including awareness-building, program creation and implementation, and mentorship.

University of Maryland Fostering Terp Success – This VISTA project addresses the needs of UMD students who have experienced foster care, homelessness, or lack a support network by partnering with organizations that can assist with basic needs like housing, food, and transportation which make it harder to persist to graduation.

Wesley Theological Seminary & Raising a Village Foundation – The two CCMA VISTA members coordinate a tutoring and mentoring project to increase college readiness in DC.

Washington Adventist University and Adventist Community Service of Greater Washington – The VISTA member is developing a multidisciplinary tutor/mentor volunteer program that will empower and generate greater connectivity between the host campus and the surrounding community.

ECONOMIC OPPORTUNITY

Affordable Housing Central Kenilworth Avenue Revitalization (CKAR) & Kaiser Permanente – This CCMA VISTA project develops a place-based initiative to lift residents from poverty and identify affordable housing opportunities and avoid displacement.

Improving Operations at Central Kenilworth Avenue Revitalization – This CCMA VISTA member works within CKAR to create and execute programming for fund development and grant writing in order to increase overall organizational capacity.

International Rescue Committee Data Analysis – This project strengthens the IRC Baltimore office’s ability to track and analyze data across its poverty-reduction programs, develop and implement surveys to gather beneficiary feedback on program effectiveness, and recommend improvements based on the results.

International Rescue Committee Communications – This project builds capacity within the IRC to raise awareness of, and ultimately affect change in, the underlying systemic and structural issues that limit economic mobility for low-income, credit-thin immigrant households in Baltimore.

VETERANS

The University of the District of Columbia – The Serving the Whole Veteran project builds a strong and sustainable culture of care and support for military and veteran students who attend UDC. This includes outreach to veteran students and veterans in the community at large to help inform and build a network of responsive training, services, and supports that strengthen the recruitment, persistence, and graduation of veterans.
CCMA’s Justice, Equity, Diversity and Inclusion (JEDI) Initiative

Racial justice and equity have always been a centering focus of CCMA’s mission. But after George Floyd’s murder late in spring 2020 increased attention on racial justice, equity, inclusion, and diversity (JEDI), we saw an opportunity to do more to support our member institutions in the Mid-Atlantic region. This included forming a Taskforce to make recommendations to guide our internal Equity Audit and support our member institutions and doing the necessary work internally through our Equity Audit to improve our policies and practices. CCMA also seeks to be a convener for our network and region, holding space for continuous learning and conversations around JEDI. This year, CCMA has taken the following steps to create a network and region-wide culture of JEDI:

**Forming of Equity Taskforce:**
- CCMA composed a taskforce of representatives from member institutions (including a VPSA, a provost, DEI specialists, directors, faculty from public, private, 2- and 4-year in MD, DC, DE), two CCMA staff, and two CCMA VISTA members.
- The equity Taskforce convened six times since first meeting in September 2020 to study this issue in the Mid-Atlantic region and make recommendations.

**Developed Equity Taskforce Recommendations:**
- The equity Taskforce reviewed and recommended policies, practices, and procedures, internally and externally to expand and deepen the work regarding justice, diversity, equity, and inclusion, including how progress will be assessed in both areas.

**Incorporate the Term JEDI (Justice, Equity, Diversity, and Inclusion) within CCMA’s Equity Work:**
- CCMA embedded the usage of the term JEDI in CCMA materials around equity, including website pages, strategic planning, reporting and other documents.

**Addition of JEDI and Special Projects VISTA Leader:**
- The JEDI and Special Projects VISTA Leader works with CCMA in conducting its internal Equity Audit, researching best practices for strengthening JEDI culture at organizational and network level, curating JEDI resources, and developing tools for assessment.
- The VISTA Leader also supports efforts to create a culture of JEDI with CCMA’s VISTA program, by developing workshops, trainings, and other resources.

**Developed Guiding Questions:**
- The taskforce created seven Guiding Lenses for decision making within CCMA as an organization. The seven Guiding Lenses will also drive an Equity Audit of our internal policies and procedures, ensuring that CCMA’s core values align with our JEDI work and values.

**Provide Thought Leadership and Continue the Conversation:**
- CCMA continued to hold space and opportunities for conversation around JEDI work.
- CCMA hosted “Building a Culture of Racial Equity: Reflecting as a Community, a Racial Equity Conversation” in late May 2021, to reflect on the events of last year, where we are now, and how to collectively move forward.
- The JEDI and Special Projects VISTA Leader developed Racial Equity Conversations at the VISTA level to provide safe and supported space for VISTAs to discuss issues around racial equity.

Zandra Cuff, CCMA AmeriCorps VISTA Leader for JEDI and Special Projects
## FINANCIAL REPORT

**June 30, 2020 and 2021**

### Assets

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### Liabilities & Net Assets

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<td><strong>Total net assets</strong></td>
<td><strong>$919,465</strong></td>
<td><strong>$1,189,671</strong></td>
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<td><strong>TOTAL LIABILITIES &amp; NET ASSETS</strong></td>
<td><strong>$1,178,424</strong></td>
<td><strong>$1,482,703</strong></td>
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</tbody>
</table>
THANK YOU

Our network and accomplishments are possible through the contributions of many people and organizations!

Special Thanks
Dr. Alan Penczek
Hood College

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Dr. Heidi Anderson
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Wilmington University

CCMA Steering Committee
Dr. Maurice Taylor
Ms. Ashley Valis
Dr. Clay Railey
Ms. Amy Cohen
Dr. Craig Slack
Dr. Lynnette Overby

Additional Contributors
The following people have generously given their time, expertise and leadership to our growing network:
Senior Advisory Group for Engagement (SAGE)
P20 CONNECTS Leadership Team

Campus Compact
Mid-Atlantic wishes
to thank all of our supporters and donors!
You make all the work that we do possible!
Our network and accomplishments are possible through the contributions of many people and organizations!

<table>
<thead>
<tr>
<th>Government &amp; Foundations</th>
<th>VISTA Members 2020-2021</th>
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<tr>
<td>AmeriCorps</td>
<td>Alexia Antunez</td>
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CCMA major donor Dr. Alan Penczek attends a maple sugar festival in fall 2020. CCMA is grateful for the overwhelming support Alan has shown for our work, most recently providing funds for faculty development grants for CCMA member institutions.