

Friends Foundation for the Aging Year-end Report & Reapplication Proposal Form

Date: March 15, 2024

Organization: Pendle Hill

EIN & Formal organization name: 23-1352255 Pendle Hill School

Contact name, phone, email: Frances Kreimer, 610-566-4507 x160

Amount requested: \$42,000

Project title: Experiments in Spiritual Learning Community

We are requesting \$42,000 from Friends Foundation for the Aging (FFA) to continue our engagement with older adults in spiritual learning community through free online programming and resources, in collaboration with other Friends organizations.

1. What is the problem you identified? Has it changed?

We remain focused on the problem of overcoming older adults' relational and spiritual isolation and seek this year to focus specifically on the accessibility of our offerings.

2. What actions did you take to address the problem?

We focused on offering online resources to build spiritual learning community, grounded in Pendle Hill's core themes of faith and practice, prophetic witness, and creative exploration. FFA's generous support allowed us to shift focus increasingly towards accessible, free online resources, specifically: (1) free online programming including the First Monday Lecture Series (both live and [recorded](#)), our Pendle Hill Pamphlets reading group, and a series of Pendle Hill Pamphlets [author interviews](#); (2) collaboratively lifting up online programming offered by other Friends around the world including through our new [online learning](#) webpage; and (3) sharing these resources through publicity and active outreach.

3. What did you learn? Will you make any changes in the coming year?

In 2023, we learned both that there is a growing wealth of online Friends' programming in the world, and a sustained interest in both synchronous and asynchronous Quaker spiritual learning resources. We also learned that digital accessibility is a primary obstacle (especially for older Friends), which is in fact further complicated by the plethora of resources available. Our online learning webpage is a prime example of this challenge. Both Pendle Hill and other Quaker organizations have a rich and varied array of online learning available, but the limitations of our current website make it impossible to share even a fraction of that information without burying the viewer in text that is more noise than invitation. This year, we propose to overhaul our website, to make it easily navigable, especially for older adults, focusing on ADA guidelines and other accessibility guides. We received a quote from a trusted web design firm for \$13,000. This cost does not include annual maintenance costs nor does it include the labor to update the remaining webpages to be consistent with the new design. This work would need to be performed by in-house staff. We also propose to focus on empowering Friends to use our online

tools to create their own organic learning communities – supporting self-organizing independent viewings, watch parties, discussion groups, and other forms of engagement.

4. How have you engaged any partners/collaborators in implementation or funding? Have you considered how to sustain the program?

Collaboration is at the heart of this project, leveraging the cooperations that online learning makes possible. In September, we convened an international conversation including representatives from the Quaker Religious Education Collaborative, Earlham School of Religion's Quaker Leadership Center, Woodbrooke, Beacon Hill Friends House, Friends General Council, the American Friends Service Committee, and Haverford and Swarthmore Quaker Librarians. We also had separate conversations with representatives from Friends World Committee for Consultation. All expressed unity that we are in a new age of online learning possibilities following the pandemic, and there was shared enthusiasm in learning how we can best support each other and share resources to support the Religious Society of Friends. We look forward to continuing this broader conversation, and we have focused particularly on our First Monday Lectures as opportunities to build partnerships with these organizations, and others including the Black Quaker Project and the Quaker Coalition for Uprooting Racism. Additionally, Woodbrooke is currently planning an interactive seminar series based on our First Monday recordings. We believe the sustainability of our online learning initiatives will be grounded in these ongoing collaborations.

This coming year, we are particularly excited about planning specific collaborations with BYM's *A Tender Time* Quaker end-of-life resources, including a September 2025 online learning series and a January 2025 First Monday Lecture with Patti Nesbitt.

5. How do you know your actions had an impact? Please describe those who participated, outputs and outcomes. Stories or photos are welcome.

We continue to receive enthusiastic gratitude and support for our online offerings. Almost every First Monday Lecture has at least 100 Zoom registrants, and notably our recent collaboration with the Black Quaker Project had over 600 Zoom registrants. This year, we have started inviting registrants to identify their year of birth when registering. About half of registrants share their year of birth. Of those, 78% of our First Monday attendees were over the age of 55, and 66% were over the age of 65. For our Reading Groups, 74% were over the age of 55, and 55% were over the age of 65. In addition, the First Monday recordings over the last year have all received over 100 views, and some have received almost 500.

Our reading group evaluations are also overwhelmingly encouraging, with many Friends returning session after session. One evaluation described the reading group as “very tender space to work through what the hell is happening in the Quaker denomination through reading a pamphlet.” Another noted, “Quaker principles were taken into the realm of real application to daily life issues of getting along with others both like and unlike ourselves, and a third described the reading group experience as a “[w]onderful way to calmly and alertly listen to others on a fundamental topic.”

In the first two weeks of publication, the Online Learning Page was visited over 200 times; we have already received positive feedback about the improved accessibility of our online offerings and expect it to become more popular as we publicize and further improve it.

Significantly, we hear the learning from our online programs resonating throughout our extended Pendle Hill community. For example, when our residential students and scholars (mostly older adults) convened to set community agreements for their cohort, one older adult began the conversation by referencing our January and February First Monday Lectures' focus on racial justice and referenced learnings from those lectures in proposing a container for our Spring Term.

6. Is there anything else you would like FFA to know about this project?

Pursuant to conversations with Quaker Voluntary Service and Susan Hoskins, QVS intends to submit a request for funding for a QVS fellow to support Pendle Hill's efforts specifically to reach out to older adults. This would dramatically increase our capacity to engage older adults through outreach and programmatic support, including supporting older adults in using our online tools to form their own learning communities. Pendle Hill deeply values our relationship with QVS as an opportunity to foster the next generation of leadership in Friends' organizations; our first QVS fellow from 2021-2022 stayed on with Pendle Hill as our Education Engagement Coordinator and has been an invaluable resource.

7. Feedback on your interaction with FFA would be helpful. Are there ways we can help beyond the grant?

Susan's energy and wisdom in convening FFA grantees to share resources and insights has been invaluable. We look forward to continuing to partner with FFA in thinking about how best to share the resources we offer.

Pendle Hill's 501c3 status has not changed.

Please see following page for a simple program budget/actual with income and expenses (eg. staff, program supplies, travel, etc.) for both last year and next.

<u>Online Spiritual Learning Community - Expenses</u>	<u>23-24 Projected</u>	<u>23-24 Actual</u>	<u>24-25 Proposed</u>
<i>Collaborative Curriculum</i>			
Education staff time - curation and collaboration	\$ 8,000	\$ 6,000	\$ 2,000
Administrative overhead (20% of total)	\$ 1,600	\$ 1,200	\$ 400
Website - ADA Compliant			\$ 22,000
<i>Collaborative Curriculum Total</i>	\$ 9,600	\$ 7,200	\$ 24,000
<i>First Monday Expenses</i>			
Honoraria for leaders	\$ 2,750 11 first Mondays *250	\$ 2,200	\$ 2,750 11 first Mondays *250
Direct staff support	\$ 4,000	\$ 5,000	\$ 5,000
IT and Registrar support	\$ 1,800	\$ 5,000	\$ 5,000
Administrative overhead (20% of total)	\$ 1,710	\$ 2,440	\$ 2,550
<i>First Monday Total</i>	\$ 10,260	\$ 14,640	\$ 15,300
<i>Reading Group Expenses</i>			
	6 reading groups, 2 staff		
Direct staff support	\$ 3,000	\$ 3,000	\$ 3,000
IT and Registrar support	\$ 1,100	\$ 1,100	\$ 1,100
Administrative overhead (20% of total)	\$ 820	\$ 820	\$ 820
<i>Reading Group Total</i>	\$ 4,920	\$ 4,920	\$ 4,920
<i>Outreach & Engagement</i>			
Staff Time	\$ 8,000	\$ 8,000	\$ 8,000
Publicity	\$ 8,000	\$ 8,000	\$ 8,000
<i>Total Outreach & Engagement</i>	\$ 16,000	\$ 16,000	\$ 8,000
Total Expenses	\$ 40,780	\$ 42,760	\$ 52,220
Total Income			
FFA	\$ 30,000	\$ 30,000	\$ 42,000
Donations	\$ 3,000	\$ 1,480	\$ 2,000
Pendle Hill Subsidy	\$ 7,780	\$ 11,280	\$ 8,220
Total Income	\$ 40,780	\$ 42,760	\$ 52,220

Notes: This budget reflects the ADA website TOTAL cost of \$22,000. If not fully funded through FFA, the minimum cost would be \$13,000