

PHENND Annual Report

2021-2022



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Introduction

PHENND is a network of institutions of higher education (IHEs), non-profit agencies, community organizations, and individuals in the greater Philadelphia region with the shared goal of working together to strengthen the region's educational ecosystem. PHENND's activities such as conferences, email newsletters, and technical assistance, attract and serve a broad array of individuals and organizations from the IHE, service-learning, community service, and non-profit sectors throughout the region.

In recent years, PHENND has been implementing recommendations from a new strategic alignment plan developed in the 2017-2018 year by a team of pro bono consultants from Compass. The group undertook a deep dive into PHENND's practices and programs, and produced a report, "PHENND for the Future." The report drew on extensive interviews the Compass team conducted with PHENND staff, advisory board members, and local and national stakeholders. The report makes recommendations around board structure and composition, as well as organizational priorities.

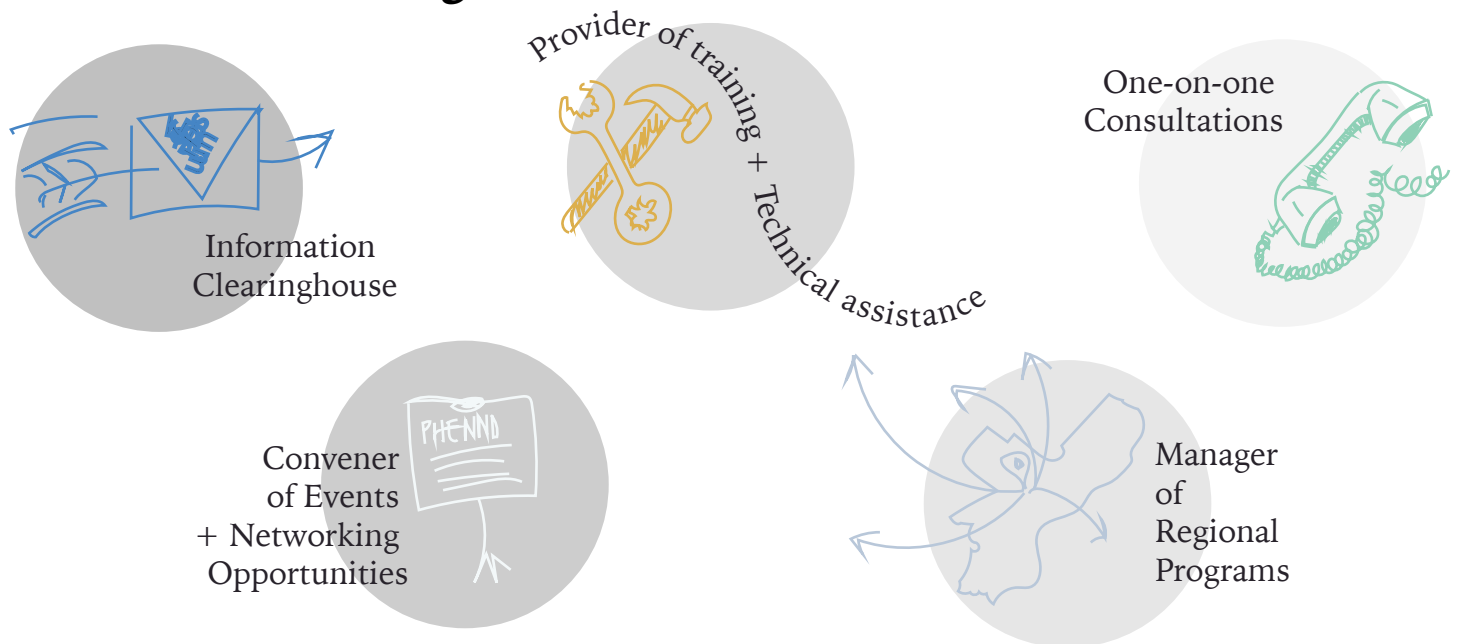
After expanding the PHENND Steering Committee, which we accomplished during the summer of 2019, PHENND has moved on to implementing additional recommendations from the plan, namely expanding programming beyond K-16 issues. Since that time, we added a focus on Democratic Civic Engagement and environmental sustainability both of which straddle the K-16 and non-school worlds.

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How PHENND Works

We have distilled the core functions of PHENND into five types of activities or strategies for network building:



Over time, we have also developed subnetworks, or communities of interest within PHENND. They are:

- **K-16 Partnerships**
- **College Success Network**
- **Democratic Civic Engagement**
- **PHENND Sustainability**

This report is organized into five main sections. First, we cover general PHENND activities designed to meet our core mission of building the capacity of member campuses to engage in community partnership work. Within this general PHENND section, we will highlight the ways we use each network-building strategy: information clearinghouse, training and technical assistance provider, consultant, and convener.

Following this general section is a deeper dive into each of our subnetworks with a spotlight on how we use those same network-building strategies in each area, along with details on the programs we have developed in area.

We hope this organization of our work and how it is presented in this report clarifies the complex ecosystem that is PHENND.

PHENND

Training + Technical Assistance Provider

Workshops + Other In-person Support



During the 2021-2022 academic year, PHENND provided the following ad hoc trainings, workshops, and presentations.

September 2021

Hillary presented to the Lower Northeast Neighborhood Partnerships group about the various ways to work with AmeriCorps programs in Philadelphia.

October 2021

Hillary presented PHENND's work at Dr. Priscilla Jeter-Iles's course in the Graduate School of Education at Penn.

February 2022

Hillary presented PHENND's work at Dr. Priscilla Jeter-Iles's course at Arcadia University.

March 2022

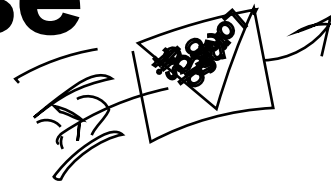
Hillary, along with Steering Committee members Rita Hodges, Benjamin Berger, and Nyeema Watson, presented at the University of Pittsburgh's Community Engaged Scholarship Forum.

May 2022

Hillary participated in Parkway Center City Middle College High School's Parkway Challenge, advising a team of students working on a collaborative project.

Clearing-house of Information

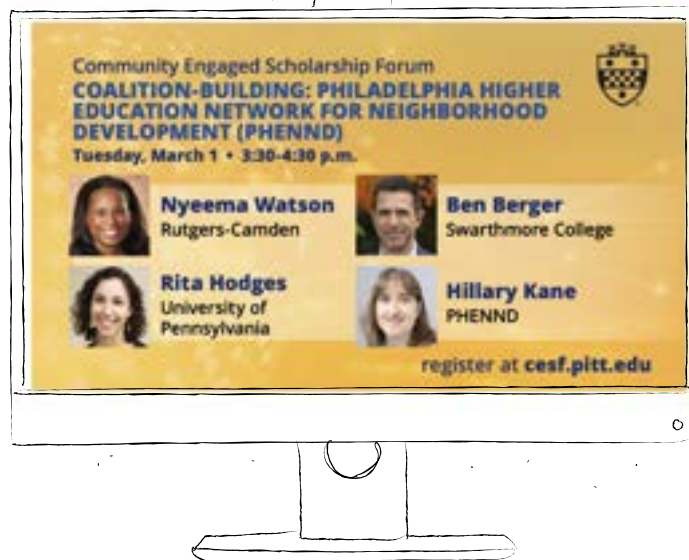
PHENND Update



One of PHENND's most recognizable products is our weekly PHENND Update. The PHENND Update is a part-blog, part-e-newsletter that publicizes a wide variety of local and national events, grant opportunities, job opportunities, and new resources such as relevant books, new research, and interesting websites. In July 2018, we switched to a new platform, upgrading the visual presentation of the PHENND Update, allowing for easier subscription removal and tracking of analytics.

By the
Numbers

7, individuals receive the PHENND Update each week
2, jobs, grants, & other announcements have been advertised since this time last year,



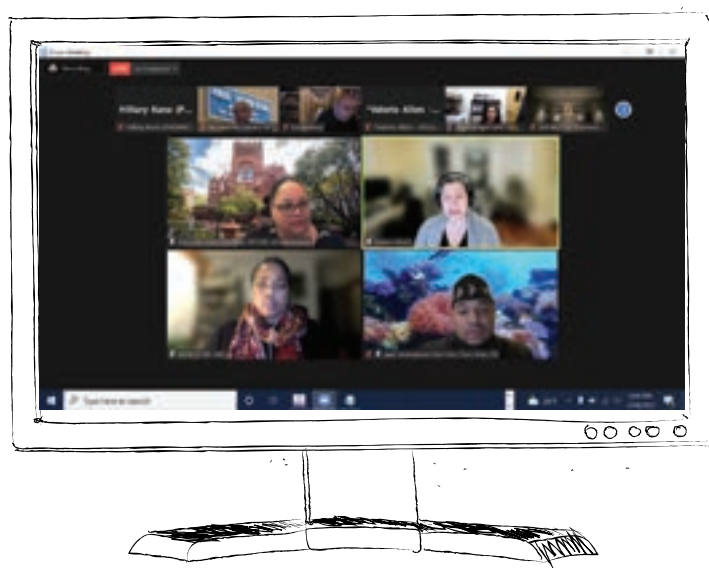
One-on-one Consultations and Other Opportunities

PHENND provided numerous one-on-one consultations to member campuses on topics ranging from the development of new centers for civic engagement, recruiting faculty for service-learning, to assessing student and community impacts of community engagement. Highlights from campuses that received this support in the 2021-2022 year include:

- Provided general advice to Arcadia University about guidelines for political speakers on campus.
- Recommended potential site placements for a Bryn Mawr MSW student.
- Participated on a proposal review committee at the Philadelphia College of Osteopathic Medicine for their Community-Based Research Faculty Fellowship.
- Connected a Penn doctoral student to Community College of Philadelphia, Drexel University and Rutgers-Camden for her research on community advisory boards.
- Connected staff from Penn State Brandywine and Western Governors University to local schools and community-based organizations.
- Reviewed the job description of the director of the civic engagement center for Drexel University.

Boards, Working Groups, Committees

Hillary Kane continued to serve on the National Service Task Force Steering Committee, Greater Philadelphia Corporate Volunteer Council, the Urban Affairs Coalition's Community Economic Development Committee and Community College of Philadelphia's Institute for Community Engagement and Civic Leadership Advisory Board. This year, Hillary also participated in two national service advocacy groups, the Coalition for Service-Learning and the States 4 Service Coalition and the States 4 Service AmeriCorps Reauthorization Working Group.



Special Events



Fall 2021

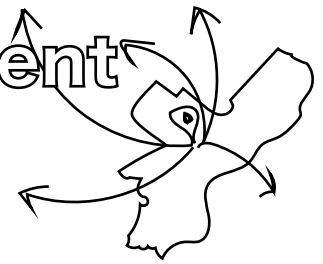
The Fall PHENND Meeting was our first foray into the hybrid space with a small in-person gathering at Haverford College and a larger audience on Zoom. The theme this year was “Community Science for Sustainability” and featured community members from Centro de Cultura Arte Trabajo y Educación discussing their activities around soil testing and remediation in Norristown in partnership with Villanova University. Speakers also included Dr. Carrie Nielsen, Assistant Professor of Biology at Cabrini University who presented her students’ work on lead testing of child care centers in partnership with Penn’s Center for Excellence in Environmental Toxicology. Finally, we heard from Jen Britton, Director for Communications and Special Projects in Drexel’s Office of University and Community Partnerships on rethinking the IRB (Institutional Review Board) process to better support communities involved in research.

January 2022

Meeting the Moment: University-School Partnerships to Address Pandemic Challenges

The University of Pennsylvania’s Netter Center for Community Partnerships, Penn’s African-American Resource Center, and PHENND hosted a panel of educators and others working on partnerships involved in kindergarten readiness, academic support, student mental health, teacher morale and college access and persistence.

Civic Engagement Directors Meetings



Beginning in 2005, PHENND has regularly brought together the “Civic Engagement Directors” (broadly defined) from the region’s campuses. This group usually meets a few times per school year and covers wide-ranging topics of interest set by the group. This year, PHENND held two meetings:

February 2022

Held on Zoom, we focused on service-learning course designations as well as a general check-in on the state of civic engagement at area campuses.

April 2022

Held on Zoom, we focused on compensating students for service placements, particularly as it relates to prevailing wages post-pandemic while also balancing limited Federal Work Study budgets.



PHENND K-16

The K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals, and city officials. Along with quarterly meetings of the K-16 Advisory Group, the K-16 Network hosted three community events during the 2021-2022 school year; two superintendent search listening sessions for school-based partners in collaboration with the School District of Philadelphia's Office of Strategic Partnerships and our annual June Institute.

Clearing-house of Information



K-16 Partnerships Newsletter

Now distributed monthly, the K-16 Partnerships Newsletter is a collection of stories, interviews, and articles about the people and programs making a difference in the Greater Philadelphia area for youth in the K-16 continuum.

By the Numbers

2,691 individuals receive the K-16 Partnerships newsletter

Training + Technical Assistance Provider



TEA New Teacher Program: The Teacher Education Alliance (TEA) New Teacher Program was created through a collaboration among regional teacher education programs and organizations. The purpose is to create a safe and engaging space for early career educators to explore the challenges and opportunities they are encountering in their classrooms.

PHENND sponsored two of the workshops offered as part of this year-long series.

Building Relationships with Families (March)

PHENND partner Gregory Wright from the City's Office of Children and Families provided techniques for school based staff to develop their own creative methods to foster relationships with students, family and community.

Partnering for Student Success: Building Relationships with Community (May)

Led by PHENND Fellows Program Manager Eden Kainer and PHENND Fellow Leah Hood, this session gave a brief overview some best practices around leveraging school-based partnership and introduced the Partnership Toolkit Resource Guide. Eden and Leah reviewed a conversation guide and a needs assessment tool to help participants establish the value of partnership at their schools and articulate the kind of partnership their students could benefit from.

Janine and Hillary continued to participate in a planning group, led by the School District of Philadelphia, to help identify opportunities to shore up tutoring support for K-12 students. PHENND provides expertise on possible uses of both college students and AmeriCorps members as potential tutors.

Special Events



October 2021

In August 2022, following the 2021-22 school year and after 10 years of service, Dr. William Hite transitioned from his role as Superintendent for the School District of Philadelphia. The Board of Education led the search process and held a series of listening sessions (in-person and virtual) where the public was invited to weigh in on what they wanted to see in the next Superintendent. PHENND offered, in partnership with the School District of Philadelphia's Office of Strategic Partnerships, to hold a virtual listening session specifically for school-based organizational partners to provide input on the skills, talent and foresight the next Superintendent needed to bring to the District. School District Board members informed participants about the process to date and we facilitated breakout room discussions with attendees following their remarks. At the conclusion of the event we provided the Board with a written record of the attendees' suggestions, recommendations, and remaining questions.

February 2022

Although follow up conversations were not part of the superintendent search process, we asked the Board representatives to meet with us again to provide an update on the search to the school-based organizational partners. They graciously agreed to do so and participants in the virtual meeting got an opportunity to ask detailed questions about the process in its final stages.



June 2022

In June of 2022, we were able to return to an in-person format for our K-16 June Institute. Presented in partnership with Teach Plus, the day's theme was Building Educational Equity Beyond the Pandemic. Our agenda was inspired by the Phoenix Project report from Teach Plus which laid out recommendations from educators in four key, interconnected areas: Thriving Students, Thriving Educators, Engaged Families and Communities, and Teaching and Learning in the 2020s. Teach Plus presented the findings from their research, which included input from educators across thirty states, about the direction education should take post-pandemic. The day featured presentations and discussions with local exemplar programs that spoke to the four areas outlined in the report. We also led the sixty Institute participants—representing schools, universities, youth serving organizations and legislative offices—in activities that enabled them to think through and lay out their own recommendations and suggestions specifically for the School District of Philadelphia.

Finally, the attendees participated in a design thinking activity in which they were asked to imagine the future of schools and work out their recommendations using a distributed protocol. Those recommendations were compiled into a report and shared with our partners at the School District of Philadelphia.

Spotlight: Lindy Award for Excellence in K-16 Partnerships



The Phillip B. Lindy Award aims to recognize a collaborative partnership between at least one K-12 school and one university. Phil Lindy valued collaboration and communication among diverse stakeholders in order to maximize impact.

Through establishing the K-16 Partnerships Network at PHENND, Phil hoped to bring that philosophy to the world of university-school partnerships. The Lindy Award seeks to honor partnerships that focus on meeting articulated school and community needs and have goals for long-term commitment. Winners receive a cash award to enhance the mission and vision of the partnership (e.g., partner meetings, collaborative technologies, trainings, celebrations, outreach.)

First Place

Widener University and Stetser Elementary School Partnership with Raised Beds, Raise Hopes

In the past seven years, this partnership has more than doubled the Stetser garden's size and shifted production to edible foods and herbs, such as snow peas and other beans, lettuce, kale, tomatoes, carrots, okra, basil, potatoes, sweet potatoes, strawberries, glass gem corn, basil, and mint. Vegetable salads, cooked greens, sauces, stir-fries, and smoothies have been highlights of our garden activities. More importantly, the service-learning courses have actively engaged Widener students with Stetser teachers and their fifth-grade students in using the garden for place-based science enrichment education in urban ecology, personal wellness, and food justice. The children are excited to participate in all aspects of the garden, from weeding, soil building, planting, measuring seed germination and seedling growth, and harvesting to observing and journaling on decomposers and pollinators.





Runners-Up

A Book a Day (ABaD), Henry Lea School, University of Pennsylvania LGBT Center partnership with *Superheroic Delight Song*

This three-way partnership developed as a result of the shared commitment to practicing the principles of intersectionality while working to expand access to literary and artistic resources for children in diverse and underserved communities, with a focus on elevating BIPOC and LGBTQ+ voices. Henry C. Lea Elementary School is a pre-K–8 public school in the School District of Philadelphia which serves 550 children and has a staff of 100. Every month, ABaD donates newly published children’s books to the Lea library, totaling over 1,300 new hardcover books donated to local schools. ABaD also coordinates visits by children’s book authors, illustrators, and publishers to meet with Lea students. Lea’s most recent collaboration with ABaD and the LGBT Center was a mural project where Lea’s 5th grade students and staff worked with an author and illustrator to create a new mural for the school. In January 2021, ABaD provided Lea teachers with copies of *Drawing on Walls* written by M. Burgess and illustrated by J. Cochran. Burgess led virtual poetry workshops with the students in April 2021. Cochran read the students’ writing and created an original design for a mural with the same title, “*Superheroic Delight Song*.” The group poem was created using words and phrases from the from the students’ work, and the mural was painted on the school’s 2nd floor in May 2021.

First Place

Cabrini University Wolfington Center and Norristown Area High School partnership with “*Growing with Cabrini*” *GEAR UP* (NASD)

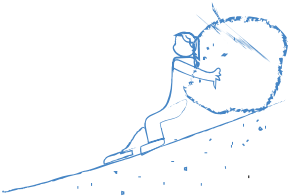
Cabrini stepped in to replace a partner who left after the first year of Norristown’s *GEAR UP* grant. In doing so, they were able to revive Norristown’s Latinx Mentoring Program into a thriving bilingual academic support and college readiness program. Due to this program, the District was able to pilot virtual mentoring and tutoring through the summer of 2020. Focusing on the needs of new English learner students, the following academic year the University provided over 1000 hours of in-class and after-school academic support through bilingual student tutors. A new academic outreach and college access program was also founded in conjunction with these tutoring efforts. This project, called “*Puentes*” (Spanish for “bridges”), conducted research with Latino families in Norristown to assess needs and resources for coping with the demands of online learning. This led to a renewed University partnership with a major Latino community organization in Montgomery County to collaborate on academic support and college access for NASD students.



PHENND FELLOWS

Every year, since 2012, PHENND has recruited, trained, placed, and supported a cohort of talented and passionate college graduates through a year of service as AmeriCorps VISTA members in one of two tracks—Education or Non-profit. The Fellows serve in schools, School District offices, and a variety of non-profits to address issues of poverty and leverage the power of community partnership. In 2021-22, the PHENND Fellow VISTA program had 29 members, including three VISTA Leaders.

The program has a three-fold mission:



Support local schools and nonprofits fighting poverty across a wide range of issues



Train and retain local talent to stay and work in Philadelphia



Develop the next generation of urban education and nonprofit leaders

By the Numbers

All of the PHENND Fellow VISTAs combined, education and non-profit, generated

\$47,775 in cash and

\$19,840

in-kind donations for the 20-21 school year

volunteers leveraged

674

\$47,770.25

value of volunteer time

300%

economically disadvantaged people served by VISTAs

59%

of students served, are considered economically disadvantaged



Education Track:



Partnership Coordinators' Community of Practice

VISTA members supported public education in Philadelphia by forging and nurturing connections between neighborhoods, schools, and community partners. VISTAs helped rebuild relationships with partners in 2021-22 as schools lessened restrictions on in-person programming due to COVID. VISTAs held hybrid stakeholder partner meetings, created and maintained a variety of communication platforms, and planned school/community events to support the resumption of regular in-person programming focused on literacy, arts enrichment, service learning, and post-secondary success. The VISTAs were also able to help coordinate some in-person events, such as drives for school supplies, food, and clothing, playground development projects, neighborhood clean-ups, and garden/tree-planting projects. At the School District level, VISTAs helped work on partnership on a citywide scale in the Office of Sustainability (working on the Education for Sustainability portion of the SDP's Green Futures Plan), the Opportunity Network (building partnerships for SDP alternative schools), and the Office of Strategic Partnerships (supporting academic and mentoring partners with the SDP.)

PHENND again collaborated for a third year with Vicki Ellis from the School District's Office of Strategic Partnerships, Maxwell Akua-moah-Boateng from the Office of Children and Families (OCF) and other organizations to plan and jointly facilitate convenings of the Partnership Coordinators Community of Practice (CoP) over the year. These convenings of partnership coordinators working in Philadelphia schools, brought together PHENND VISTAs, SDP Assistant Program Coordinators, OCF, and the Netter Center University Assisted Schools Site Coordinators. After a truncated previous year due to COVID, convenings began again in October 2020; there were four convenings over the course of the school year to share best practices and do some planning in geographical groupings.

2021-2022 Schools

Adaire Elementary School
Bartram High School
Bodine High School
Philadelphia High School for Girls
Ludlow Elementary School
Morrison Elementary School
Ziegler Elementary School

2021-2022 School District Central Administration

Office of Opportunity Network
Office of School Safety
Office of Strategic Partnerships
Office of Sustainability



Nonprofit Track:



Highlights of PHENND Fellow Nonprofit projects include:

- Educating farmworkers on workers' rights in rural Pennsylvania counties.
- Increasing Philadelphia schoolchildren's access to libraries and school supplies.
- Increasing healthcare opportunities for new Americans and helping them navigate the School District of Philadelphia.
- Creating systems to connect people to learning and housing opportunities.
- Connecting communities and cultivating green spaces in neighborhoods.
- Developing service learning opportunities for high school students.

2021-2022 Nonprofit Sites

Academy of School Leaders
Anti-Violence Partnership
Challah for Hunger/Nazun
Cradles to Crayons
District 1199c
First Up
Global Citizen
HIAS-PA
Nationalities Service Center
Playworks
Philadelphia Legal Assistance (2)
Pennsylvanians for Modern Courts (2)
Urban Tree Connection
WePAC

Special Events



Life After VISTA

In March of 2022, PHENND hosted its third annual Life After VISTA event, this year in person at Houston Hall on the Penn Campus! VISTAs heard from and chatted with several PHENND and other service-year alums, crafted a mission statement with Sugirtha Stathis from Wharton Career Services, took a mock interview, and schmoozed with members of our PHENND family at a networking reception. VISTAs also attended sessions on applying for Federal and Philadelphia City jobs.



Mentor Match Re-Launch



In fall 2021, our VISTA Leader, Riley Nichols, revived our VISTA Mentor Match program. Riley engaged our alumni network and matched 17 alums with 17 of our current members. Matches were made in the fall and were asked to hold at least three informal meetings throughout the service year. As mentors, our VISTA alums provide useful advice to current members to help them find success during their service year and beyond. With the ground work set by Riley, we hope to continue to sustain the mentor program for future cohorts.

COLLEGE SUCCESS NETWORK



PHENND continued to build and develop its College Success Network, which was formally launched in October 2018. Building off of previous work catalyzed by a small grant from the Department of Commerce, the College Success Network is aimed at increasing college degree attainment among low-income and first-generation students in the Philadelphia region. After many years focusing on college access for low-income and first gen students, there is increasing recognition that while the gap is narrowing in terms of admission to college, the gap between these students and their middle and upper-income peers remains with regard to graduation rates.

Clearing-house of Information



CSN Newsletter

The College Success Newsletter is a monthly collection of new articles, podcasts, webinars and other resources related to degree completion for low-income, non-traditional, and/or first-generation students.

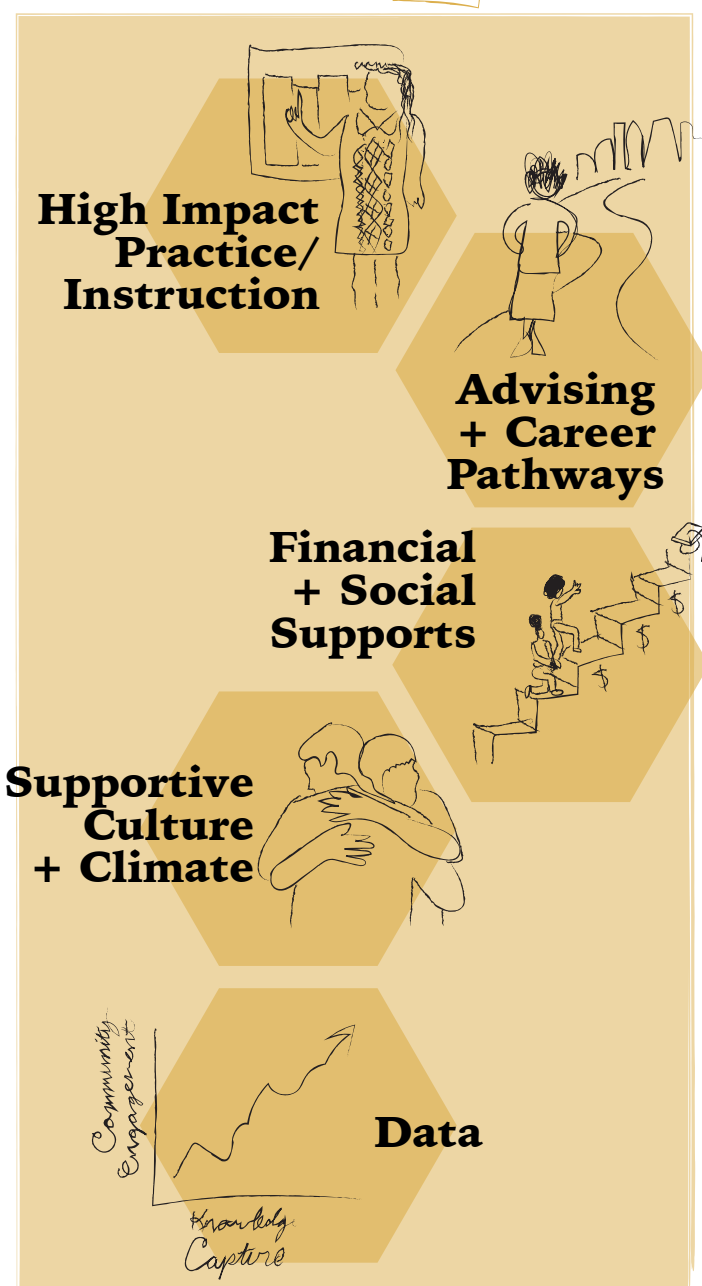
By the Numbers

1, individuals receive the
34 College Success
T newsletter each month

100 recipients
+ from this
time last year year

The program's

Building Blocks



Training + Technical Assistance Provider



Janine serves as a community partner on Temple University's College of Education College Access Community of Practice).

Janine also serves on the PCPR (Philadelphia College Prep Roundtable) Operations Team, assisting in securing grants and organizing monthly networking and professional development meetings and the annual conference.

Special Events



September 2021

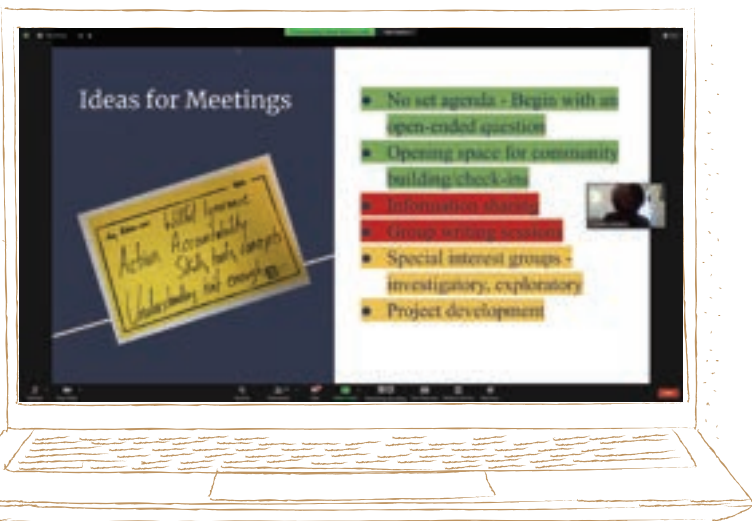
CARLA at Bryn Mawr webinar

Starting with 16 members in 2018, CARLA—the Coalition for Anti-Racist Literacy at Bryn Mawr College—now counts more than 80 students, staff and faculty as members of the grassroots organization. CARLA describes its mission as “to create and sustain a shared, accountable, conceptual framework and toolkit for anti-racist literacy in classrooms and the community of the College”.

Attendees at this PHENND College Success Network webinar learned more about CARLA's history, current activities and plans for further anti-racist literacy work on campus. They also brought their questions and stories of similar work at their own campuses and organizations.

December 2021 College Access Supports for Autistic Students

Presented in collaboration with PCPR at the PCPR December 2021 network meeting, this virtual presentation featured Dr. Amy Edwards, Director, Drexel Autism Support Program (DASP) and Mi-Yeet Wong, LCSW, Policy and Analytics Center, A.J. Drexel Autism Institute. Dr. Edwards and Ms. Wong discussed the college access needs of many autistic students and shared information and resources meeting attendees could use in supporting their autistic students. This meeting was the most well-attended of the year-long network meeting series.





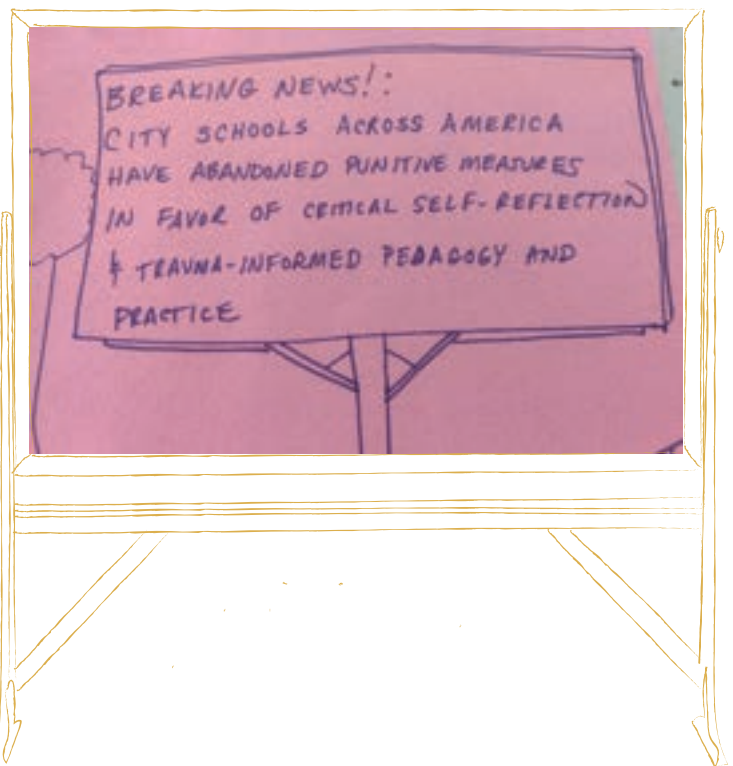
Spotlight: Trauma-Informed Teaching

With support from the Bringing Theory to Practice grant, PHENND offered a three-part series for educators in the Philadelphia region to collectively learn about trauma, how it manifests itself in classroom settings, and how to change teaching practice to incorporate this knowledge. Although this was a follow-up to both the 2020 Fall PHENND Meeting on Trauma-Informed Teaching in Online Settings and the January workshop on Trauma-Informed Teaching, participants in the new series did not need to have participated in the previous offerings. In order to ensure that as many teachers as possible could participate, the professional development was offered in a virtual format eliminating the need for travel and alleviating concerns some may have had about gathering in person.

We conducted an application process during Summer 2021. We received about 95 applications for what we originally intended to be 80 slots (20 people in each of four cohorts). One set of applications was from a distinct university-school partnership – Swarthmore College with Olney Charter High School. Thus, we wound up expanding to five cohorts, the fifth being a group exclusively for the Swarthmore/Olney partnership. The 95 applicants represent educators from 43 different organizations and institutions; approximately 30% of participants are from institutions of higher education, 12% are from K-12 schools, and the remainder from community-based organizations. Participants were asked to pay a \$100 registration fee for the three-part series; grant funds were used to provide a generous number of scholarships and to keep the cost low to participants overall. Of the 82 participants who eventually attended sessions, 25% were granted scholarships.

The five cohorts were led by a combination of five trainers, each drawing on expertise with the specific population of learners. Each cohort had two facilitators, with the facilitators each taking on one, two, or three cohorts as their schedule permitted. They were each paid a set fee for the work, scaled for the number of cohorts they facilitated. The funding came from a combination of the BT2P grant and the registration fees; PHENND provided, in-kind, all of the logistical support in terms of handling the finances, managing the application process, grant writing/reporting, and the initial communication with participants before they moved into their cohorts. While each cohort had slightly unique experiences, the trainers collectively organized the three-part series to follow a framework that moved participants from understanding to impact. The first session focused on individual awareness of basic trauma-informed concepts, the second session focused on interpersonal, and the third attempted to move participants to institutional.

During the series, participants from all cohorts were also invited to a Google drive of curated readings and resources.





College of Philadelphia, Kutztown University, and Temple University. The Next Steps AmeriCorps Program engages college students in community service, mentoring, supportive workshops, and leadership development. Participants, known as Corps Members, complete 300 hours of community service in the course of one year. Corps members can choose any kind of regular service placement and also mentor one or two incoming first-year students as part of their service. Hours spent in training and leadership development also count toward the 300 hours. Corps members can receive a stipend during the year through Federal Work-Study and also receive an Education Award of \$1,342.86 upon completion of the 300 hours. The full-time Team Leaders earned an annual stipend of \$16,750.00 and an Education Award of \$6,345.00.

Designed as a college completion and success strategy, the Next Steps AmeriCorps Program began in Fall 2014. During its eighth year, the program enrolled 46 students in part-time AmeriCorps service during the 2021-2022 school year. The program design included 4 full-time AmeriCorps members, known as Team Leaders, placed at each of the partnering campuses: Arcadia University, Cabrini University, Kutztown University, and Temple University. The four Next Steps Team Leaders served within the university and helped support low-income first-generation college students who are enrolled as part-time AmeriCorps members. Team Leaders served as an integral part of the Next Steps AmeriCorps program by assisting in the recruitment of mentees and mentors, connecting our members to community service sites, helping to plan and lead bi-weekly meetings, and creating a friendly and supportive environment that helped the members engage with the program.

The Next Steps AmeriCorps Program is for rising sophomores and juniors who are Pell-eligible graduates of high poverty school districts. There is a special emphasis on recruiting alumni of the School District of Philadelphia. Partnering campuses for the 2021-2022 program year were: Arcadia University, Cabrini University, Cheyney University, Community

By the Numbers

Between ²¹/₋₂₂

18 Next Steps AmeriCorps members earned **\$39,117.90** in AmeriCorps Education Awards

13,927 hours of service, including mentoring **(3)** first year **(4)** year students

Spotlight: In-Person Leader Training



We were finally able to host in-person programming this year! We held a three-day Team Leader Orientation for our four full-time corps members, who serve as the main points of contact for the undergraduate members on our participating campuses. The orientation covered everything from all that mandatory AmeriCorps paperwork to understanding program goals to running effective meetings. It also included a day of hands-on service at MANNA.

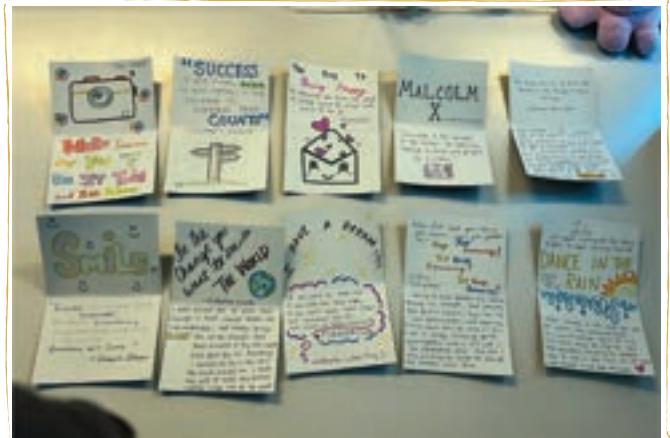


Special Events



MLK Day 2022

Due to the Omicron surge, MLK Day was once again indoors. Next Steps again pivoted to an asynchronous activity where our college student members made inspirational cards for



West Philadelphia **PROMISE** **CORPS**

For the third year in a row, PHENND partnered with Promise Corps, a post-secondary readiness initiative, through the Next Steps AmeriCorps grant. Promise Corps places full-time AmeriCorps members in four high schools: Overbrook High School, School of the Future, Sayre High School, and West Philadelphia High School. PHENND is the lead applicant on an AmeriCorps grant that covers both Next Steps and Promise Corps. Thus, PHENND provides some back-office services to Promise Corps such as AmeriCorps-compliant payroll and background checks. Additionally, the two programs are continuing to explore ways to collaborate programmatically by developing a more explicit pipeline of support for first generation college students as they move from high school (being served by Promise Corps) to college (being able to participate in Next Steps).

This past summer, PHENND provided logistical support for a brand new summer internship program for high school students at Promise Corps schools.





Manager of Regional Programs

Chief Diversity Officer Network



One of our newest programs, PHENND Summer Associates, enrolls just-graduated high school seniors intending to pursue higher education in short-term, 8-week VISTA positions. During the program, the Summer Associates provide service to summer youth programs while also attending pre-college guidance sessions with PHENND. Like all VISTAs, the Associates are paid a bi-weekly living stipend and earn a prorated Segal Ameri-Corps Education Award.

In the summer of 2022, the program partnered with the following organizations who both referred program alumni as members for the program, and also hosted them during their summer service.

Centro de Cultura Arte Trabajo y Educación (CCATE)

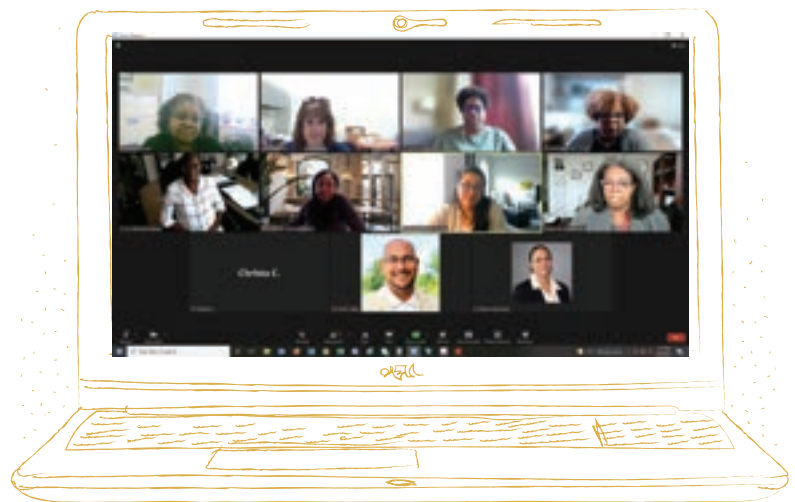
University of Pennsylvania's Netter Center for Community Partnerships

During the Pre-College Boot Camp, students met in-person and virtually with college access professionals, professors, staff, and current college students to discuss issues including choosing a major, time management, college writing, taking care of one's mental health, and working with an advisor. They also met with experts in financial aid and money management, dealing with bias and discrimination on campus and self-care and mindfulness.



Started in the spring of 2021, the Chief Diversity Officers Network is comprised of lead diversity, equity and inclusion (DEI) administrators at area colleges and universities. Gathering quarterly (and presently via Zoom), the meetings provide an informal safe space for attendees to share information, challenges and resources related to work on their campuses and in the region. Currently, 18 institutions of higher education are represented in the network.

This year, the group met four times and discussed a range of issues from training to strategic planning to student recruitment and retention. The March 2022 meeting welcomed Thom Butler from the Philadelphia College Prep Roundtable for a special conversation on the intersection of DEI initiatives with college access and success.





Clearing-house of Information



The PHENND Sustainability Newsletter is a monthly collection of events, job postings, grants, partnership asks, new articles, media, webinars and other resources related to sustainability and place-based partnership in the region.

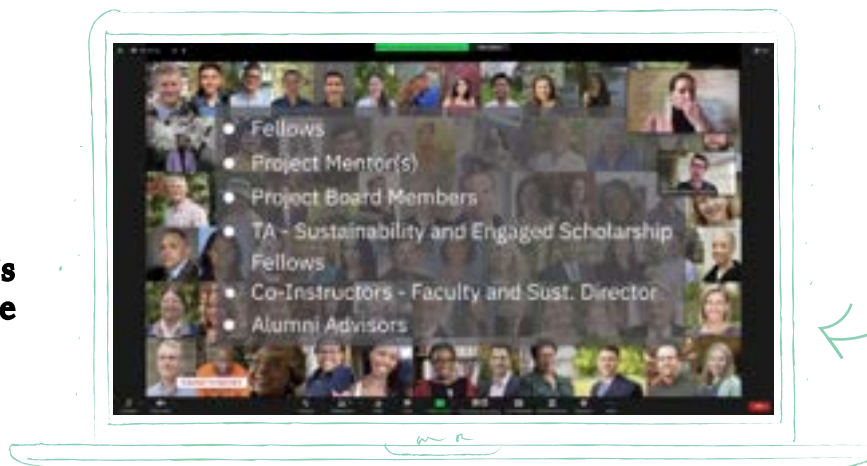
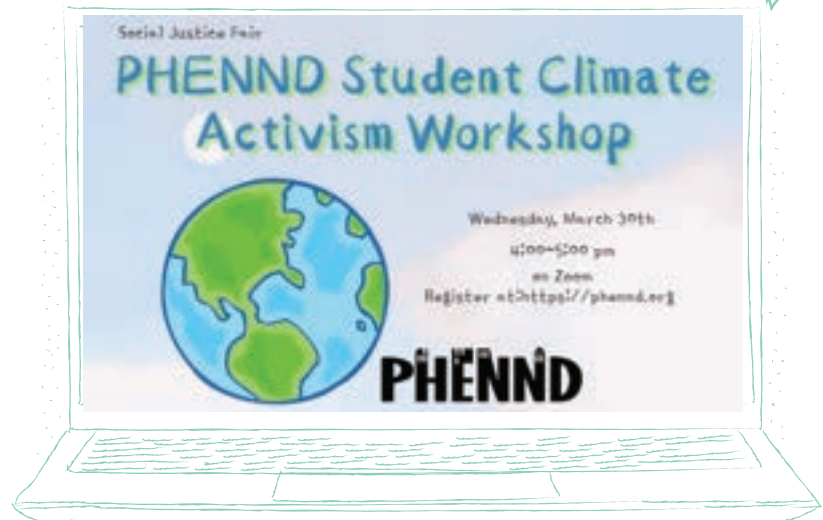
By the Numbers

516
Subscribed
to our
newsletter

An emerging subnetwork, PHENND Sustainability has convened to address the need for a coordinated approach to Education for Sustainability (EFS) across the K-16 spectrum in the Delaware Valley. PHENND Sustainability aims to identify and build upon the great work happening in our schools and communities, and advocate for place-based, real world problem solving as a core pedagogical approach to sustainability education. Launched in February 2021, PHENND Sustainability continues to build new relationships with campus sustainability managers, community organizations, students and educators of all kinds, as well as engaging those already in the PHENND network.

“We believe that higher education is uniquely positioned to support environmental justice and sustainability efforts throughout the region. Whether a liberal arts college or a research university, we share two fundamental missions: preparing students to be capable, engaged citizens, and bringing our knowledge to bear on the social problems of today and tomorrow. In a time of global environmental crisis, these core goals are more important than ever, and they come with the added responsibility of redressing the unequal relationships within and between our communities.”

-Excerpt from PHENND Sustainability’s Statement of Purpose



Special Events



Student Climate Activism Workshop

For the 2022 Worldwide Teach-In on Climate and Justice, an annual event organized by Bard's Graduate Programs in Sustainability, PHENND Sustainability partnered with Penn State Brandywine on a student climate activism panel. The panelists - students conducting community engaged research, organizing their peers, and taking action on and off campus - shared their pathways to activism with college students throughout the region.

Panelists included PHENND Sustainability member and PhD Student in the Department of Geography and Urban Studies at Temple University, Naida Elena Montes, and Green Team Student Assistant for the Philly STEM EFS project, Akilah Chatman, a Drexel Biodiversity, Earth and Environmental Science student.

May 2022 Stakeholder Engagement Boot Camp

PHENND Sustainability partnered with Philadelphia Office of Sustainability's Climate Collaborative of Greater Philadelphia on a "Stakeholder Engagement Boot Camp." This two-day event offered four workshops that explored the many ways companies, institutions of higher education, and organizations with a carbon footprint in the region, are involving their people – from employees, customers, clients and even the broader community – in sustainability efforts and how with those groups are being communicated.

Programs

Philly STEM Education for Sustainability



PHENND Sustainability acted as a partner on Philly STEM Education for Sustainability (EFS), a PA Smart Advancing Grant funded project in which 11 school teams comprised of teachers and students worked together to "identify place-based projects that address real sustainability problems in their community, cultivate the resources and stakeholders in their community that they would work with toward solutions, and explore green STEM career opportunities related to creating a thriving, sustainable city".

PHENND Sustainability managed two components of the project: the college "Green Team Student Assistant" internship, and the EFS high school summer internship. Lane and Hillary additionally consulted on the planning and implementation team for the overall project.

Green Team Student Assistants

11 undergraduates from 7 regional colleges (Bryn Mawr, Delaware Valley University, Drexel, La Salle, Penn, Temple, and Villanova) completed paid internships with EFS school sites during Fall 2021 and Spring 2022 semesters. These Green Team Student Assistants aided students and teachers by leading trainings on sustainability topics and participatory action research methods, surveying, researching and conducting community partner outreach, and providing direct and indirect college and career mentorship.

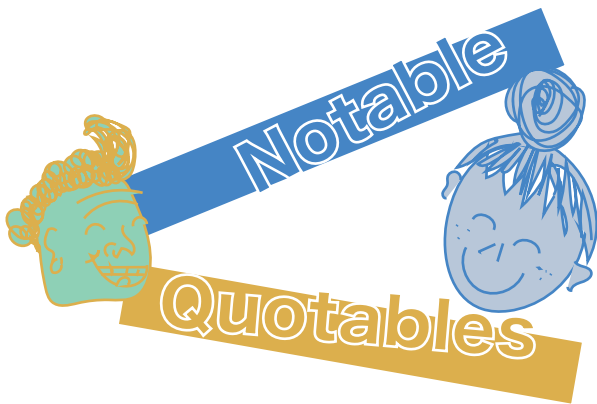
PHENND Sustainability held monthly trainings and ongoing supervision for the interns.

EFS High School Summer Interns

The Philly STEM Efs Summer Internship program placed high school students in six-week paid internship opportunities with nonprofit organizations and local businesses.

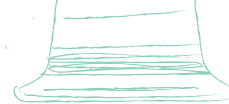
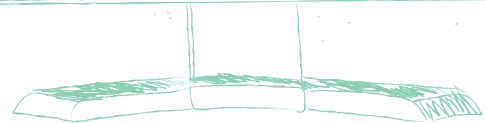
PHENND Sustainability worked with six nonprofit organizations and local businesses (Bennett Compost, Feast of Justice, Friends of the Wissahickon, PASA, the Hamilton School Garden, and Urban Tree Connection) directly addressing issues of sustainability and social, environmental, and climate justice at the community level to create high school internship opportunities for summer 2022. We placed 9 young people from the year-long EFS program at these host sites, and funded four additional young people to join existing programs.

Interns completed 120 hours at their sites over six-to-eight-weeks. Interns also gained college and career awareness and readiness through Sustainable Future Friday workshops facilitated by PHENND on topics of the interns' choosing: Financial Literacy 101, Roadmap to College, Pathways to Civic Engagement, Resume Building, Sharing Your Internship Story.



"I had a really good experience, I'm glad I decided to be a part of this internship program. I had a steady routine for most of my summer and this kept me very active. I enjoyed being in the field and learning a bunch of new things, especially as a horticulture major"

Georgia Melvin, 10th grader and intern at Friends of the Wissahickon





Special Events



Sept. 17th PA Youth Voter Summit

The 6th Pennsylvania Youth Voting Summit invited participants to come together for a day of civic learning, reflection, and organizing. The event was open to high school and college students, faculty and administrators, and partners actively engaged in the nonpartisan youth voting space. This event was primarily organized by the Campus Election Engagement Project and Campus Vote Project with promotional support from the Pennsylvania Department of State, ALL IN Campus Democracy Challenge, Campus Compact of New York and Pennsylvania, PA Youth Vote, Philadelphia Higher Education Network for Neighborhood Development (PHENND), Students Learn Students Vote, and The Andrew Goodman Foundation.

Clearing-house of Information



618 to our
Subscribed newsletter

Training + Technical Assistance Provider



October 2021

Lane presented a workshop with Philly STEM Education for Sustainability project lead Paul Morgan and Academically Based Community Service (ABCS) Coordinator/PHENND Sustainability co-founder Anna Balfanz at the Association for the Advancement of Sustainability in Higher Education's 2021 Global Conference.

Entitled "The Future is Co-Created: EFS Through Relationship-Building in the Delaware Valley" the workshop covered PHENND Sustainability's inception, mission, accomplishments to date and vision for accelerating engagement in place-based sustainability problem solving.

Member Campuses Summaries

College/University | PG

	Bryn Mawr College	27
Community College		
	of Philadelphia	28
	Drexel University	30
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Philadelphia College of		
	Osteopathic Medicine	33
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	Ursinus University	39
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Established in 1885, Bryn Mawr College is a women's college that educates students to the highest standards of excellence to prepare them for lives of purpose. The College's rigorous liberal arts curriculum and distinguished graduate programs foster a thirst for knowledge, open inquiry, global perspective, civic engagement, and innovation through study across the arts, humanities, sciences, and social sciences. Bryn Mawr College emphasizes learning in action through research, fieldwork, civic engagement, and internships.

Formed as a department in 2003, Civic Engagement focused intentionally on partnership development, seeking opportunities to engage with community-based organizations and local communities. In 2013 Civic Engagement officially linked with Career and Professional Development through the creation of the Career & Civic Engagement Center. Within the Center, Civic Engagement develops programs that meet students where they are, providing opportunities in a variety of issue areas, requiring variable levels of commitment and offering academic and co-curricular options to ensure that any student who wants to become civically engaged can do so.

Highlights from 2021 - 2022

Girls One Diaspora Program

Through a new collaboration with The College of Physicians, Bryn Mawr undergraduate students began volunteering with the Girls One Diaspora After School Program. Girls One Diaspora engages a cohort of up to fifteen high school students from the Philadelphia School District in a college readiness program with an emphasis on personal development and STEM enrichment.

Racial Justice Impact Fund

The Racial Justice Impact Fund is a College-sponsored fund created in response to activism by BIPOC student and other community members who organized a strike in the Fall of 2020. The mission of the RJIF is to support community-based projects that engage in anti-racist, restorative justice, and/or transformative justice work. The RJIF is housed in the Career & Civic Engagement Center and is administered by a committee comprised of students, staff, and faculty. Though a collaboration between the Social Justice Institute at

BMC, the Praxis Program, and several community partners, the RJIF is helping to support a new Praxis community-based learning course called "Advancing Racial Justice: Engaging with Community Organizations through Restoration and Transformation." Three community partner organizations worked with Civic Engagement staff to identify projects rooted in anti-racism and restorative justice that students in the course will connect with and help to advance. Representatives from each organization will visit the class to introduce the students to their work and communities. This course will be taught in the Fall of 2022.

Praxis Program Highlights

Praxis is an experiential, community-based learning program that integrates theory and practice through student engagement in active, relevant fieldwork that is integrated into academic courses. In 2021 - 2022, 11 unique Praxis courses were taught through 10 academic departments. The Praxis Program also supported 11 Praxis Independent Study courses. Through Praxis, 26 different community organizations connected with the College and with undergraduate students as internship hosts, presenters in class panels, and field trip hosts.

Some trends emerging in Praxis this year included an increasing interest in courses and experiences connected to data and data science, both qualitative and quantitative. Students and community partners demonstrated flexibility by offering and engaging in hybrid fieldwork opportunities that combined in person and remote work. These hybrid opportunities allowed us to connect with distant alums and community-based organizations students might not have been able to work with otherwise. They also help prepare students for managing and thriving in remote work environments after college. We saw an increase in project-based Praxis courses and an interest in more explicit and nuanced engagement with questions of social justice and ethics through Praxis fieldwork.

Community College *of* Philadelphia

Community College of Philadelphia is an open-admission, associate degree-granting institution which provides access to higher education for all who may benefit. The College serves Philadelphia by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city, and enabled to meet the changing needs of business, industry and the professions. The College's stated vision reinforces that the institution:

- Values and supports a culturally diverse and intellectually dynamic community and prepares students for global citizenship
- Values strong and mutually beneficial partnerships with public and parochial schools, community organizations and governmental agencies that model effective community based educational programs

The Division of Strategic Initiatives and Community Engagement (SICE)

The Division of Strategic Initiatives and Community Engagement (SICE) is committed to furthering the strategic directions of the College by designing and offering specialized educational and support programs and services that benefit the City's residents and students. In service to the internal and external community and dedicated to fostering innovation and partnerships to ensure access, equity, and success for all, the work of SICE directly supports the mission and vision of the College. Within the SICE division also lives the Division of Access and Community Engagement (DACE). DACE focuses on community engagement, educational equity and student success. A summary of our community engagement divisions and college-wide service to the community can be reviewed below. Gateway to College is a small accelerated high school, serving students between 16 and 21 years old, who are earning their high school diploma while achieving college success. Students proactively volunteer and complete service hours as aligned with the School District of Philadelphia equipment.

Keystone Education Yields Success (KEYS) assists students who receive Temporary Assistance for Needy Families (TANF) and Supplemental Nutritional Assistance Program (SNAP) support in their pursuit of post-secondary education. The KEYS Program develops partnerships throughout the Philadelphia region and students complete community service as well as professional experiences.

The Office of K-16 Partnerships manages dual enrollment programming at the college providing high school students the opportunity to experience higher education early, earn college credits and enhance their chances for enrollment, retention and credential attainment. Recently, the Jr. STEM Academy was created to pique the academic interests of middle school students in STEM areas through experiential learning and academics. Through summer camps and academic year STEM experiences, the Jr. STEM Academy aims to increase students understanding of academic and career pathways in STEM fields.

The TRIO Upward Bound program serves 68 students from Building 21, Furness, South Philadelphia and Benjamin Franklin high schools who are from low-income homes and potential first-generation college students. The program provides academic and social support to students as they work towards high school graduation and college acceptance. Students develop leadership skills through various service offerings including The Summer 2022 Day of Service at MANNA where 35 students and 6 staff members worked 6 hours preparing meals for people with serious illnesses who need nourishment to heal.

The Octavius Catto Scholarship is an important anti-poverty initiative designed to put more Philadelphians on the path to success at Community College of Philadelphia. Eligible full-time students will receive last-dollar funding, enhanced coaching and advising, and support for food, transportation and books. Catto Scholars participate in community engagement opportunities and continue Octavius V. Catto's legacy through service to their communities.



The Institute for Community Engagement and Civic Leadership

The Institute's mission is to foster a culture of engagement and collaboration that promotes experiential learning and capitalizes on the strengths of students, faculty, staff and partners to make a positive difference on social justice issues. The Institute organizes the following programs: The Adopt-A-School Program, Institute Advisory Council, Fostering Caring Connections, #CCPVotes, the Semester of Service Program and the AmeriCorps Next Steps Program.

The Institute offers a robust menu of service opportunities through its many programs. Here are some of the Academic Year 2021-22 highlights:

- Number of College volunteers: 120
- Number of volunteer hours served: 2,300+ estimated hours served
- Community Partnerships: 73 (Including MANNA, Sankofa Farm, Spring Garden School and more)
- Nearly 1,000 items were contributed to children and families of our Adopt-A-School Partnership Program valuing an estimated \$5,000 ranging from food, gifts and other essential necessities
- Awarded Most Engaged Campus for College Student Voting through the All In Challenge
- Awarded Voter Friendly Campus through Campus Vote Project and The National Association of Student Personnel Administrators



The 19130 Zip Code Project

The project continues to evolve to best address the health care needs of the Philadelphia community. A project that started over 25 years ago as a service-learning program to prepare nursing students at Community College of Philadelphia (CCP) to prioritize health promotion activities continues to be a vital undertaking in best preparing nurses who are from the Philadelphia community to return to their communities to work. The Project resulted in 18,120 Philadelphians being seen in group and individual health promotion encounters in 2022 by over 100 student nurses. While developments in sites shift at times, the mission to best meet health-care needs of the most vulnerable communities remains consistent.

The partnerships that started over the pandemic progressed and the project was significant in helping to vaccinate the most vulnerable populations. The project is intentional in finding opportunities to best serve the community and also offer nursing students the opportunity to understand the value of health promotion and disease prevention interventions as a framework in healthcare. Partnerships with such agencies as the Philadelphia School District, Philly FIGHT, Esperanza Health, SEAMAAC, and Broad Street Ministry have grown and transitioned to promote the well-being of the community.

A collaboration with the Mayor's Office of Black Male Engagement enabled student nurse volunteers to meet with members of the community and do blood pressure screenings and education about cardiac health after the group participated in walking activities in various sites throughout Philadelphia.

The Fox Rothschild Center for Law and Society

The Center's goal is to provide the college community with free educational events that bring light to current legal topics and social issues. Over the years, Law and Society week has educated thousands of students through a series of workshops, lectures and trainings dedicated to facilitating open conversation of pressing topics. In February 2021, the center hosted the 22nd Annual Law and Society Week. Sessions included: Gender Inequality in Law Enforcement, The Toll of Gun Violence, Policing Our Streets and Building Trust Within Our Communities among others.



Drexel University's Lindy Center for Civic Engagement fosters a culture of civic responsibility by providing programs and resources that allow students, faculty, and staff to learn, engage, and reflect on issues of shared importance—to contribute to a more just society.

The Lindy Center promotes approaches to civic engagement that build a shared sense of community and that contribute to effective social change. It does so by helping participants to understand the root causes, history, and context of social issues (learning), develop authentic relationships with people experiencing social issues and those fighting for change (engagement), and meaningfully reflect on their own relationships to issues and capacity to make change (reflection).

To promote learning, we:

- Coordinate and facilitate a required first-year course “CIVC 101: Introduction to Civic Engagement”, where students learn basic concepts such as social issues, social change, relationships, identity and privilege, and systemic inequality
- Promote and support development of additional Community-Based Learning (CBL) courses across campus, as well as co-curricular educational events
- Offer trainings in CBL pedagogy, a Faculty Fellows program and continuing opportunities for educators to deepen their understanding of CBL praxis
- Share educational materials and promote community events or relevant Drexel courses students to examine issues, directing participants to scholarly and other informational resources to explore further

To promote engagement, we:

- Foster authentic relationships with community organizations by providing student volunteers, co-developing CBL courses and projects, and supporting existing faculty and staff relationships
- Match students and student groups with meaningful volunteer opportunities utilizing a user-friendly database; the Lindy Center offers on-going student consultations to help them identify appropriate opportunities and highlights partners at events and through its newsletter, website and social media
- Broaden students' social change toolkits by hosting and promoting workshops on activism, community organizing, political engagement, and more

To promote reflection, we:

- Host reflective events open to the campus community and support similar events from campus and community partners
- Create space for student leaders and faculty to reflect on concepts related to civic engagement, CBL, and social justice
- Use our social media and website to share reflection tools that people can use in real-time, such as sets of prompts related to current social issues, readings, and community-engaged events on or off campus

Recent accomplishments:

- Offered two Community-Based Learning Instructor trainings to provide Drexel faculty, staff and community partners the pedagogical tools to develop and lead community-engaged learning experiences
- Concluded its first annual Anti-Racism Grant, a resource opportunity for Drexel students to build collaborative projects alongside community members to identify and contribute to efforts addressing systemic racism. Projects included:
 - A community arts workshop with reflective discussion
 - A set of anti-racist professional development resources for local math teachers in partnership with the School of Education
 - A collaborative effort to support successful clemency applications of two community members who after 70 combined years of incarceration, returned to West Philadelphia and were welcomed home by their community
- Engaged hundreds of student leaders in various leadership programs including community-based learning course and project assistants, CIVC 101 course assistants, Drexel Community Scholars, issue-related workshop facilitators, and Living Learning Community mentors
- Began a non-profit Co-Op program funded by AmeriCorps, placing students interested in community-facing work experience at organizations in need of support.

Follow us on social media @LindyCenter and visit our website for more: www.drexel.edu/lindycenter.



HVERFORD COLLEGE

In December 2022, Haverford College’s Board of Managers approved Better Learning, Broader Impact: Haverford 2030, a strategic plan built on Haverford’s distinctive academic strengths, its intimate and inclusive community environment, and its guiding ethos of ethical engagement.

Haverford 2030 centers four key commitments: enriching a vibrant learning community, structural change toward equity and inclusivity, sustainability and action in planetary crisis, and reciprocal community connections. Those reciprocal community connections, drawing on many years of collaboration and reinvigorated relationships and intentionality, start in Ardmore, extend to the Philadelphia Region, and form networks around the world. They span the curriculum and co-curriculum, and weave intentional effort to address critical challenges throughout.

In Ardmore, the College’s community-based work study program features partnerships with Bethel AME & Community Garden, Neighbors Helping Neighbors on the Main Line, Common Space, and the Junior League Thrift Shop. Haverford has built on these partnerships and others to offer students community-engaged courses, as well as fall and spring alternative break programs. During alternative breaks, students serve throughout Ardmore in a variety of direct service engagements, like weeding gardens, sorting donations, and delivering flowers to neighbors. A new governance innovation this year is the Ardmore/Haverford College Advisory Council, which creates an opportunity for shared thinking on current projects and new initiatives.

Moving beyond Ardmore, the Philadelphia Justice and Equity Fellowship supports Haverford in year-long internships with social sector organizations advancing anti-racism and inclusion in Philadelphia. This endeavor builds on relationships with organizations such as African Family Health Organization, HIAS-PA, the New Sanctuary Movement, Puentes de Salud, and numerous other organizations.

In addition to centering reciprocal community connections, Haverford 2030 envisions internships for all Haverford students, building on hundreds of internships offered through the College’s various centers and offices. Through internships, students contribute to local and statewide organizations such as the Abolition-

ist Law Center and the Pennsylvania Humanities Council, as well as national, pro-democracy initiatives such as Common Cause. Moving beyond the national context, the College continues to feature robust partnerships advancing indigenous language advocacy in Oaxaca, Mexico, supports several other community-led internships around the world, and has expanded opportunities for humanitarian engagement in the Middle East.

The College hosts conferences, events, and a multi-institutional network - The Community-based Global Learning Collaborative - that expand understanding of opportunities for high quality, community-campus partnerships that emphasize local interdependence with global challenges. This past year, that took the form of hosting, “Building Belonging: Advancing a Global and Inclusive Pennsylvania,” in collaboration with the PA Council for International Education.



Philadelphia Justice and Equity Fellows and their supervisors celebrate a year of collaboration. Left to right are Marguerite Kise and Maria Reyes Pacheco '24 of the New Sanctuary Movement; Oscar Wang '14 and Eric Fenton '22 of College Together; Lulu Obaditch '22, Robert Saleem Holbrook, Sophia Wan '23, and John Thompson, all of the Abolitionist Law Center; Jasmin Velez, Ben Pham Roodman, and Adriana Abizadeh of the Kensington Corridor Trust.



Jefferson

East Falls Campus

Jefferson East Falls provides a comprehensive professional education with preeminence in architecture, business, design, engineering, fashion, health, liberal arts, medicine, science and textiles; creating an incredibly valuable impact for our students, faculty and society. Our Community Service & Civic Engagement Office assists students in increasing their access to community service opportunities, serves as an informational resource about community agencies, supports students' civic engagement, and promotes service as a tool for learning. Our staff works closely with our multiple community partners in order to offer our students as many options for volunteer and work study matches as would accommodate their various schedules and passions to serve. We also require all students enrolled in Service Learning courses and First Year Seminar courses (which are required of all freshmen) to work with our non-profit community partners. Our goal is to develop students into community-conscious leaders who have an active and engaged relationship with the City of Philadelphia, surrounding neighborhoods and the broader context of society.



Philadelphia College of Osteopathic Medicine (PCOM) is dedicated to the education of students in medicine, health and behavioral sciences. The College fosters the growth of the osteopathic profession by training physicians through programs of study guided by osteopathic medical tradition, concept and practice. PCOM is committed to the advancement of knowledge and intellectual growth through teaching and research, and to the well-being of the community through leadership and service.

PCOM offers several community outreach initiatives on the Philadelphia, Georgia, and South Georgia campuses that exposes underrepresented high school students to careers in the health professions. Additionally, the college values the engagement of faculty and students in community-based partnerships.

Philadelphia, Georgia, & South Georgia Campuses

The PCOM Science and Math Summer Academy is a rigorous summer program designed to raise interest in STEM+M (science, technology, engineering, math and medicine) among motivated minority high school students, with the goal of alleviating healthcare disparities by increasing diversity in those fields. The Summer Academy stems from a partnership with local high schools in Philadelphia, Greater Atlanta, and Moultrie, Georgia that spans the academic year, through which PCOM students and faculty work with high school students on research projects and internships, and learn in PCOM's laboratories. Through PCOM, high school students are also exposed to programs designed to increase diversity in healthcare.

PCOM Partners with Cabrini

In summer 2019, the Office of Diversity and Community Relations and Division of Research partnered with Cabrini University, an emerging Hispanic-Serving Institution, to launch the inaugural African American and Hispanic Male Undergraduate Research initiative. Studies show that African American and Hispanic males are under-represented in science, technology, engineering and mathematics (STEM) educational programs and careers. Additionally, this population is also under-represented in clinical psychology. Existing research has suggested that a lack of access to advanced science courses and professional environments could be one

reason for the disparity. Since its inception, our program has offered opportunities for 12 African American and Hispanic male undergraduate science and psychology majors at Cabrini University to engage in research at PCOM.

PCOM Partners with Together for West Philadelphia

The PCOM Philadelphia campus partners with Together for West Philadelphia, a collaborative of community-based stakeholders who share a commitment to improving the health outcomes of local residents. Membership includes regional medical schools, hospitals, health clinics, and universities. The collaborative is charged with leveraging intra-institutional resources to develop and advance comprehensive and sustainable programs that promote health access, wellness, food insecurity, and social supports.

Community-Engaged Research Faculty Fellowship

The Community-Engaged Research Faculty Fellowship was launched by the Offices of Diversity and Community Relations and Institutional Advancement in January 2021 to provide applied research opportunities for graduate students interested in examining health equity. This Fellowship is designed for faculty who are interested in engaging community-based organizations and PCOM students in collaborative research studies. Faculty Fellows serve as mentors guiding the research study, planning, design, implementation, and evaluation. Since the launch of this initiative, 11 community-based research studies have been funded. Sample studies examine COVID-19 and vaccine hesitation, managing chronic diseases among vulnerable elderly populations through nutrition education, prevalence of lead in underserved communities, and access to health and educational resources for children and youth with disabilities.

Community Wellness Initiative

The Community Wellness Initiative (CWI) was created in June 2021 by the president to support existing projects and foster cross-campus collaboration to create, plan, and execute new opportunities to serve the communities of all three PCOM locations. The mission of the CWI is to foster a culture of holistic health and well-being as a core value of our community. The initiative seeks to create educational and health services programming and resources that support and sustain the physical, mental, nutritional and environmental wellness of the College's surrounding communities.



Inspired by what Benjamin Franklin called “an inclination join’d with an ability to serve mankind,” Penn weaves civic awareness and action into campus life.

Netter Center for Community Partnerships

Founded in 1992, the Barbara and Edward Netter Center for Community Partnerships develops and helps implement democratic, mutually transformative, place-based partnerships between Penn and West Philadelphia that advance research, teaching, learning, practice, and service and improve the quality of life on campus and in the community.

- Academically Based Community Service (ABCS) courses supported by the Netter Center engage students and faculty with West Philadelphia public schools, communities of faith, and community organizations to help solve critical campus and community problems in a variety of areas such as the environment, health, arts, and education. ABCS brings together academic expertise and the expertise of the community to foster structural community improvement.
- In academic year 2021-2022, Netter engaged approximately 1800 Penn students (undergraduate and graduate) in 78 ABCS courses, employed 435 students in community service work-study positions and academic internships, and involved over 300 regular volunteers with its programs.
- A major component of Netter’s work is mobilizing the vast resources of the University to help traditional public schools serve as innovative University-Assisted Community Schools (UACS) that educate, engage, empower, and serve students, families, and community members. The Netter Center’s UACS programs focus on eight public schools in West Philadelphia and serve over 3700 K-12 students and their families through school-day partnerships, after-school and summer programming, and evening programs for adults and families.



- In 2021-22, Netter Center coordinated partnerships with Penn Medicine, Children’s Hospital of Philadelphia (CHOP), and the School District of Philadelphia to provide ongoing school-based vaccine outreach and clinics – with over 1,000 shots given at UACS sites. The Netter Center is also in an ongoing collaboration with CHOP and its Healthier Together initiative to develop a place-based comprehensive approach to social, emotional and mental wellness in university-assisted community schools that supports students, caregivers, and staff; programming for Comegys, Hamilton, and Lea K-8 schools included grief and trauma peer support groups and family empowerment workshops through a contract with Uplift Center for Grieving Children.

Civic House

Civic House is the hub for civic engagement, centering community organizations and social justice education, promoting mutually beneficial collaborations between Penn and Philadelphia community nonprofit organizations. Each year, Civic House partners with over a dozen local community organizations through the Community Engagement Internship program which places students at community-based organizations through the academic year and summer, and the Civic Engagement Program for student volunteers. Partner organizations across the country work with the Penn Alternative Breaks program. Additionally, the West Philadelphia Tutoring Project involves some 300 Penn students in 1:1 tutoring supporting local youth in several local schools and in an on-campus program.

Civic House also hosts the Civic Scholars Program, through which undergraduates commit to a four-year experience in civic service and scholarship. Like the Civic Scholars Program, Civic House involves education and reflection in all of its programs to help students to most responsibly and effectively work with our community partners.

The Office of Civic Engagement connects Rutgers University–Camden to communities beyond the campus. Working with community partners, we support efforts to meet the challenges facing our host city, county, and region through engaged civic learning, community-based research, community service and integrated efforts and partnerships. For the 2022-23 academic year we have spent time looking back, and looking forward. The COVID-19 pandemic stopped us from celebrating our 10-year anniversary in 2020, but we took the opportunity this year to highlight some of our achievements since launching the Office of Civic Engagement in 2009-2010:

- 700 students have participated in our signature college access program, Rutgers Future Scholars, which pays for the tuition and fees of any of our 250 students in the program annually who graduate high school and gain acceptance to Rutgers University.
- Ignite, our university assisted community schools’ initiative, has provided support to over 3,000 Camden students in grades 3 – 8.
- The Hill Center for College Access has served over 3800 students with college and career workshops and one-on-one support on how to make the transition to post-secondary education or careers.
- In our Engaged Civic Learning we have:
 - Trained 129 Faculty on developing service-learning courses.
 - 106 approved courses.
 - 4,718 students participate annually in some type of formal curricular or co-curricular civic engagement activities, provide over 308,000 hours of student civic engagement, worth a total of \$9,692,246 in volunteer labor.
 In addition to these accomplishments,

we broadened and restructured our efforts into a new Division of Diversity, Inclusion and Civic Engagement, creating alignment and deeper connections between the campus commitment to civic and community engagement and diversity, equity and inclusion and leading the campus first ever diversity, equity and inclusion strategic plan. To assist with the implementation of this plan and to lead our engagement work into the next decade, we launched our first ever civic and community engagement board, made up of residents, community-based partners, non-profit leaders and our faculty, staff, and students to provide Rutgers—Camden timely advice and feedback on our community engagement initiatives, insight on areas of opportunity for partnership development and crucial connections to the Camden community. Two major areas we are expanding our work is in our anchor strategy by launching a local procurement initiative that will focus on increasing Rutgers-Camden spend not only in the city of Camden, but paying particular attention to working with more diverse suppliers in and around the city of Camden and by supporting publicly engaged scholarship. The Urban Innovation Fund will provide seed funding for Rutgers-Camden faculty and community leaders to work together on projects that have scholarly impact and are of benefit to the city of Camden. Projects will explore community interest in education, health, economic development, environmental justice, public safety and civic participation. The goal of this fund is to advance high-quality publicly engaged/community engaged scholarship and expand on knowledge about the city of Camden.

As we look forward, we will continue to be grounded in mutually beneficial relationships that are inclusive, equitable and provide us the opportunity to educate the generation of leaders.



As Philadelphia's Jesuit Catholic University, Saint Joseph's University (SJU) is steeped in a tradition of academic rigor and social justice and has been challenging students to lead engaged lives for more than 170 years. SJU prepares students to lead successful lives of meaning and impact in a complex, fast-changing world. Faculty, students, alumni and staff model a lifelong commitment to critical thinking, ethical decision-making, pursuing social justice and finding God in all things.

A commitment to education for social change and creating a more inclusive community is found throughout the institution. An institution-wide partnership with Samuel Gompers K-8 School creates mutually beneficial collaborations around the Gompers' strategic initiatives while engaging close to 30 SJU departments with over 50 different programs/events. Through a reciprocal relationship aligning Gompers' and SJU's expertise with established, mutually beneficial priorities were identified through a robust asset and needs' assessment conducted with Gompers and SJU leadership, teachers, students and community members. The partnership priorities address: (1) mental and social well-being, (2) physical activities and fitness, (3) afterschool programming, (4) academic growth in STEM, and (5) leadership development.

Academic institutes like the Faith-Justice Institute (FJI), Institute of Clinical Bioethics (ICB), The Kinney Center for Autism Education and Support, Institute for Environmental Stewardship, and Center for Addiction and Recovery design mutually beneficial programs with social impact. FJI offers several programs for engaging students, faculty and staff through critical inquiry of systemic issues of social justice with the local community. Last academic year, FJI's Service-Learning Program engaged over 560 students in 33 courses working with over 30 local and global community partner organizations. The Institute of Clinical Bioethics conducts health-related research, scholarship and outreach as well as creating innovative health goods and services for at-risk groups. The Kinney Center for Autism Education and Support develops education, training, service and support offerings in their area of expertise. The Institute for Environmental Stewardship aims to promote socially, economically, and ethically responsible environmental practices through educational activities, scholarly work, and outreach on such issues. And the Center for Addiction and Recovery engaged 33 partners in programming such as educating first responders on the root causes of addiction, the role of trauma in the development of substance use disorder, and how they can have a positive impact on their communities by encouraging those they interact with to seek treatment and support recovery.

The Office of Campus Ministry' co-curricular service opportunities routinely engage over 400 students in direct service and advocacy programs locally and globally. SJU Athletics routinely supports the Gompers K-8 School partnership, Kinney Center Play dates and other partners. Greek Life has a demonstrated commitment to philanthropy and service in their requirements and actions. And there's even more – faculty, staff, administrators, departmental commitments engage in direct service, sustainable partnership, and community engaged leadership and practices.

SJU is a proud member of PHENND and its influential work in strengthening partnerships and community engagement in Philadelphia. SJU is grateful for and applauds another successful year of PHENND's commitment to education and collaboration for justice.





Swarthmore College promotes liberal arts excellence alongside active ethical intelligence and engagement, inspired by its Quaker heritage. In 2001, Eugene M. Lang '38 H'81 (1919-2017) established the Lang Center for Civic and Social Responsibility “to prepare and motivate students to understand and engage issues of civic and social concern and...to set their own paths towards shaping a more just and compassionate world.” The Lang Center works with faculty, students, staff, and community partners to combine academic and community expertise under the paradigm of “Engaged Scholarship.” Ernest Boyer coined that term to describe teaching and research that connect higher education “to our most pressing social, civic, and ethical problems” (Boyer, 1996). The Lang Center continues to lead Engaged Scholarship efforts on campus and throughout the higher educational landscape. For instance:

- Since 2010, Swarthmore College faculty regularly have been recognized by the Periclean Faculty Leaders (PFL)™ program: a national cohort of scholars who incorporate civic engagement into the curriculum and empower students to employ their academic knowledge on real-world problems.
- Since 2017, the Lang Center for Civic and Social Responsibility has sponsored an annual Engaged Scholarship Symposium—designed to educate, support, and foster an Engaged Scholarship community at Swarthmore College and surrounding regions—convening scholars from leading liberal arts colleges, public and private research universities, community colleges, minority-serving institutions and tribal colleges.
- After the Lang Center’s Chester Community Fellowship program earned Swarthmore the 2018 Excellence in Student Engagement Award from the Engagement Scholarship Consortium (ESC), Swarthmore joined the ESC (composed primarily of research universities). Since 2020 Swarthmore College has served on the ESC’s Executive Leadership Committee, making Swarthmore the first

liberal arts college ever to achieve such representation.

- Since 2020 the Lang Center has also been the chief strategic partner with Campus Compact to support and administer the Engaged Scholars Initiative (ESI), a national cohort of early-career engaged scholars chosen from Campus Compact’s more than 700 college and university members.

These ventures, among others, solidify Swarthmore College’s national reputation as a liberal arts leader of Engaged Scholarship, which we pursue not for institutional gain but in a spirit of service to the field.

During the 2021-22 academic year, COVID-19’s grip on the world declined and the Lang Center for Civic and Social Responsibility experienced dynamic growth. We oversaw broad expansion in faculty and student engagement; developed meaningful partnerships locally, nationally, and globally; supported a range of Engaged Scholarship innovations; and participated in the launch of a campus strategic planning process. From faculty-led programs to the Lang Visiting Professor for Issues of Social Change—held this year by esteemed scholar and activist Professor James Fenelon— and from Lang Center grant programs to the President’s Sustainability Research Fellowship (PSRF), our signature programs are enduring in their commitment to the common good while evolving in response to student and faculty interests and needs. With generous support of Eugene M. Lang Foundation, in 2021-22 we launched the Environmental Justice and Community Resilience Resiliency (EJCR) program, an Engaged Scholarship endeavor addressing the related crises in environmental degradation and systemic racism.



Temple University is a national center of excellence in teaching and research with an international presence. The university's talented faculty and broad curriculum of more than 400 academic programs across 17 schools and colleges provide superior educational opportunities for academically talented and highly motivated students. The programs are located across eight campuses throughout the world, including Rome and Japan. The university is primarily located in North Philadelphia, an area where academia intersects with community, businesses, and nonprofit organizations.

Temple honors the legacy of its founder Russell Conwell, an educator, philanthropist and minister who lived to serve others. The university provides a bevy of opportunities for children, youth, and adults through a variety of academic and enrichment programs.

Temple's Office of Community Affairs and Engagement serves as a leading liaison between the university and the many neighborhoods surrounding the university's North Philadelphia and Health Sciences Campuses. The office builds partnerships with neighborhood, civic and non-profit organizations to provide positive linkages between the university and its stakeholders. The office works with staff, alumni and students to create volunteer opportunities and to promote activities that reinforce Temple's civic engagement and community service roles.

To find out more about the Office of Community Affairs and Engagement Office at Temple University call 215-204-7913 or visit the office's website at www.community.temple.edu.





Ursinus

COLLEGE

Ursinus College is deeply committed to fostering a campus culture of community service. UCARE--the Ursinus Center for Advocacy, Responsibility, and Engagement—seeks to provide our students with a great number of service opportunities. It is estimated that our students completed 17,500 hours of service in our local communities in the previous academic year.

Ursinus students serve the greater community in many capacities, including participating at local food banks, volunteering weekly as GED tutors at a local prison, and making weekly visits to several after-school programs in the surrounding area. Many of these service initiatives are coordinated by the Ursinus Bonner Leaders, who commit to a minimum of eight hours of service each week. As such, they build close relationships with their community partners and serve as bridges between their service sites and the Ursinus community. Furthermore, community-based learning courses are offered in a variety of disciplines, through which students make connections between their classroom experiences and the needs of our local communities. Moreover, Ursinus students engage in civic skill-building through workshops and activities sponsored by Project Pericles, a consortium of colleges and universities that promotes civic engagement initiatives on member campuses.

Ursinus also has a vibrant sustainability program, including an on-campus organic farm and a dining hall food waste reduction program. This fall, 35 students participated in an “Ursinus Votes” initiative that sought to register students to vote by providing them with resources, staffing tables across campus for over 40 days prior to the registration deadline. At Ursinus, we believe that a commitment to the common good is a critical component of an examined life of purpose.



In the classroom and beyond, service and community-based learning are essential components of the Villanova University educational experience. Students, faculty and staff engage in service throughout the year. Service happens at Villanova through a variety of initiatives highlighted by daily student outreach to support community organizations in Greater Philadelphia. This service is supported and organized by the Office of Student Involvement, Campus Ministry, service-learning offices throughout campus, the Office of the President, and the students themselves.

Highlights of service and service-learning initiatives at Villanova include:

Large single day service initiatives each semester. In the fall, the annual St. Thomas of Villanova Day of Service unites student, faculty, staff and alumni volunteers in partnership with local nonprofit agencies and agencies connected to the alumni chapters. In January, the Martin Luther King Day of Service brings together hundreds of students, faculty, and staff volunteers to support the efforts of area service partners.

Hosting the largest student-organized Special Olympics Festival in the world. Each November, athletes and coaches participate in the statewide competition which draws thousands of volunteers from Villanova and the region.

Each semester, students engage in academic service learning in many disciplines. They are connected with University partnerships where they can enhance their classroom learning and engage in meaningful dialogue and action in the pursuit of the common good. In particular, some resident students participate in first- and second-year service-learning residential communities that feature a social justice course, integrating seminar and weekly service in the community.

Students serve in an extracurricular capacity daily in the local community as well as during breaks traveling to partner communities around the country and world.



WCU

WEST CHESTER UNIVERSITY

West Chester University of Pennsylvania (WCU) is a public, comprehensive institution founded in 1871. WCU's vision, mission, and actions display an institutional commitment to public service and common good. The Center for Civic Engagement and Social Impact (CCESI) promotes this mission through community-based learning experiences that address issues of public concern by building mutually beneficial partnerships and empowering students to be active citizens in their local, national and global communities. To achieve this mission, the Center for Civic Engagement & Social Impact.

Our office's Resource Pantry continued to see enormous growth throughout the 2021-2022 school year, with a 388% year-over-year increase in total student visits, and a 393% increase in unique visitors. Established in 2016 as a collaboration with the Financial Aid Office and community partners such as the Chester County Food Bank, The West Chester University Resource Pantry supports student success through elimination of barriers related to basic need insecurity. It is open to ALL undergraduate and graduate students at West Chester University, regardless of need level. The Resource Pantry also explored a variety of educational programming in the 2021-2022 academic year, including dorm-accessible recipe creation, panels on period poverty as an aspect of basic need insecurity, and workshops on government benefit eligibility for programs such as SNAP.

CCESI programming and service-learning courses continue to play an important role in deepening students' understanding of social problems, encouraging them to be reflective thinkers, and setting them on a life-long path of active citizenship. This year, CCESI expanded its RamCorps program to provide students opportunities to gain hands-on experience in public service fields and advocacy organizing, while receiving additional training in civic engagement from our office. RamCorps is a Federal Work Study focused civic leadership program for student leaders committed to the ideals of public service, active citizenship, and the promotion of positive social change.

Students in RamCorps are focused in intervention areas of health equity, educational equity, environmental activism, and food/housing security. RamCorps DIRECT allows students to get hands-on experience in these areas in a professional capacity by working in

community partner organizations. Local partners are able to increase their own capacity through student support without straining their own budgets, as students are compensated through the Federal Work Study office. RamCorps On-Campus Organizers work with our office to organize peer-to-peer educational events on campus within their issue areas. CCESI also provided a space for service organizations to collaborate and examine student organization service in a COVID-context through our virtual Service Council. The Service Council meets quarterly with student representatives from both academic and cocurricular organizations on campus. Overall, our Service Council members reported nearly 5000 hours of service for the 2021-2022 academic year, despite the challenges raised by COVID complications.



Our Story

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) began in 1987 with representatives from five colleges and universities. In the spring of 1991, interest in PHENND began to increase, witnessed by an organizational meeting that drew over twenty participants from higher educational institutions throughout the area. In 1992, PHENND co-sponsored and was the lead organization of Philadelphia's Summer of Service Project, part of an initial effort in President Clinton's National Service Program. The program, Immunize Children At-Risk Early (ICARE), involved the coordination of 12 higher educational institutions through PHENND, the City's Health Department, the Greater Philadelphia Urban Affairs Coalition, and the School District of Philadelphia, as well as other organizations. In 1993, PHENND began to hold regular meetings and policy workshops with local, state, and federal officials.

Metropolitan-area higher ed collaboration was strengthened in 1994 when several Philadelphia-area institutions received grants through Pennsylvania Campus Compact to develop a corps of part-time service scholars. Managing the only part-time corps in the nation, the Philadelphia program coordinators met regularly, helping solidify a regional approach to national service. The program was so successful it became a model for the current "Ed-only" AmeriCorps award, administered by the Corporation for National Service, now known as AmeriCorps.

In 1997, PHENND received a major grant from the Corporation for National Service as part of the first round of higher education consortia awards under the Learn and Serve program. Since that time, PHENND has grown from an organization of five colleges and universities to over 25 and from 25 individuals to over 9,000.

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community-based organizations and K-12 schools to discuss issues pertaining to campus-community partnership. The 2020 PHENND Conference, held just before mass closures due to the COVID-19 pandemic, focused on Housing as

a theme. Stephanie Sena, founding director of the Student-Run Emergency Housing Unit of Philadelphia (SREHUP), delivered a poignant keynote speech highlighting the vast inequities in our city's housing stock. She challenged local campuses to do more, in particular by examining their own payroll and compensation practices. The event also featured a dozen concurrent workshops from a variety of campus and community partners. There was no 2021 or 2022 conference.

PHENND also provides training and technical assistance to numerous university- and community-based practitioners on a wide variety of topics including student volunteer training, service-learning, community-based research, and the best practices of partnership. In addition to supporting the work of member institutions, PHENND also supports a robust set of sub-networks or communities of interest such as: the K-16 Partnerships Network, the College Success Network, Democratic Civic Engagement, and PHENND Sustainability. PHENND also coordinates its own programs, often catalyzed by those sub-networks, which bring the resources of PHENND and its partners to bear on particular issues or problems. Programs in the 2021-2022 school year included: the PHENND Fellows VISTA Project, the Next Steps AmeriCorps Program, Promise Corps, the Philly STEM Education for Sustainability project, a Trauma-Informed Teaching Series and the PHENND Summer Associates.

PHENND's growth signals an increasing recognition that significant curricular and co-curricular benefits can result when student and faculty members focus their research on working with the community. Finally, the PHENND approach provides a way to more effectively educate students for citizenship by providing them with opportunities to serve.

PHENND provides increased hope that higher educational institutions will work together to help solve our country's most pressing problems. For the Philadelphia area, PHENND signals a new kind of democratic partnership that will result in substantial benefits for the colleges, universities, schools and communities of our region.

Our Mission

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) is a consortium of over 25 colleges and universities in the greater Philadelphia area. PHENND works to build the capacity of its member institutions to develop mutually beneficial, sustained, and democratic community-based service-learning partnerships. The consortium actively seeks to revitalize local communities and schools and foster civic responsibility among the region's colleges and universities.

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



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