

# PHENND

2024-2025  
*Annual Report*



## Connecting Campus to Community



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# What is PHENND?

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) is a consortium of over 20 institutions of higher education in the Greater Philadelphia region that work to help companies connect to their most capable through mutually beneficial, sustained, and transparent written and verbal learning partnerships. The consortium works closely to facilitate local connections and efforts and share their responsibility among the region's colleges and universities. Our tagline is: **"Connect. Learn. Succeed."**

**Our goal is **connect**.** This is done by first being based on the region. Under **connect**, we talk about our work "meeting people where they are at." This speaks to the fact that being in community with individuals and organizations across our region, learning about their accomplishments and struggles, the lessons learned, and the pre-identified partners.

**Our goal is **learn**.** This is where we "use the skill" of being people together. We use the experts within the experts - whether from across the country or down the block. These meetings are friendly, the people and ideas are available from the conversations identified above. We also strategically take advantage of opportunities as they present themselves to maximize impact whenever possible.

**Finally, we **succeed**.** This is where we build something, create projects, programs, or support all individuals, to address the challenges that caused above. This includes PHENND leading an initiative or partnering with others to seek new solutions to persistent problems facing our companies, institutions, and our communities.



## Our Theory of Change



Deeply listen to people in their own places and spaces.



Lift up issues of common concern and help generate new solutions.



Implement solutions in partnership with others.

### PHENND C-16

CLAS SICE

NTOR

Public Justice



PHENND  
 FOR  
 SUSTAINABILITY

DEMOCRATIC  
 C·I·V·I·C  
 ENGAGEMENT

PHENND is also explicit about its goals. While we engaged with students and community across multiple issues – from healthcare housing to the arts for example – we have built up specific expertise and more intentional programming in the following areas: **Latx Partnerships** (K-12 plus higher education), **College Access** for low-income and first-generation students, **PHENND** (sustainability, environmental education, and community link), **Engagement** from political activism to civically-minded conversations, and **Legal** to expand resources for health and housing care, as well as legal care, all across and conversations and thoughtful linked expertise and intentional programming reflected in these other domains:

- 
-

# Spotlight: AmeriCorps Advocacy & Federal Funding in 2025

The other piece of our story is connecting with our members. **Knowledge AmeriCorps** is our biggest leader and one of the largest bodies in our nation. We have been granted recognition of the knowledge agency in our way to member since 1995. Currently, we manage five different knowledge programs, supported by two different grants. We are able to utilize local knowledge leadership and advocacy.

This year, the entire knowledge community was celebrating the anniversary and especially highlighting the contributions of our grassroots members in our efforts. One of our grants, which funds most of our programs (New Hope, Promise Change and Success), is a direct support of our members. We had to create programs, by all means, and personally visit our knowledge members.

Fortunately, our funding was somewhat restored by a lawsuit in June and then subsequently received its support in part of the higher grant award process. We did have to cut the budget and, like many others, we were doing more with less. But we are grateful to look in action.

Since the spring, PHNHS leadership has been focused on advocacy and support – advocacy for the federal dollars and support of our members and staff as well as those in other programs around the city.



**Comment:** We are currently meeting with knowledge members and programs. In January, Hilary helped organize the Knowledge Award dinner in Philadelphia. In April, Hilary was awarded a grant at the College Possible Philadelphia Symposium of Innovation. In May, Hilary participated in a press conference with Congressman Brendan Boyle. Hilary also serves two additional roles: Knowledge Council, one of which got the attention of Kate Kelly Browning who reached out wanting to fund support.





**Overview:** Military also hosts a monthly event meeting for local **Amertech** members, the **National Service Task Force (NSTF) Meeting Committee**. This year that group expanded its efforts and the next event will include an advisory Military-connected community offering to the NSTF and the idea of a handbook for "Amertech in Philadelphia" as well. If this is not going on, then we'll continue working the NSTF Program Council play to the program managers, including everyone informed and helped.



**Call to Action:** In September, Leadership Development & Leadership for the 21st Century programs in Philadelphia shared their various programs goals about the impact of their services about Amertech's vision. The forward is underway, and that vision helped pay for the next Amertech Council event, which was attended by more than 100 Amertech members and leaders. Together with a key Amertech advisory group, Amertech and their staff are planning and executing all of the next Amertech activities.



# AmeriCorps

## Nevertheless, We Persisted...

The Amertech team announced the results of your Friday, April 20th, after processing our plan and initiatives for our members and programs. **Amertech** immediately began our action. For weeks later, on Friday, May 14th, we held a business (job and business fair) primarily for **Amertech** members who had to see about to keep their positions because of Amertech's.

We realized partners who will immediately offer services (job, advice for the city, the **Philadelphia Zoo**, **Temple University**, **Urban Technology Project** and others). We also engaged representatives from public service programs, **Amertech** legal assistance for help with financial issues, **Health Work Policy** for mental health services and **Philadelphia** for personal finance and student loan repayment options. Finally, we organized volunteers (including from Amertech National employees) to do various activities.

One member told us that for the Amertech in several weeks, they were feeling (helped) due to the abundance of resources at the table and the way the Amertech community came together in a time of crisis to support one another.



[1]



# Connect

Simply listen  
to people  
in their own places & spaces

**The College Access Newsletter** is a monthly collection of news articles, posters, videos and other resources related to higher education for low-income, non-traditional and first-generation students.

**By the numbers**  
1,000 individuals receive the College Access Newsletter each month

**The FRIENDS Update** also supports our ability to share our greatest things — as individuals and organizations — with one another. We are grateful for the many letters, our great photos of what's going on in the community. We see the events everyone is having, the new positions being filled, and the volunteer needs of our region. While many people recognize the value of the FRIENDS Update for our almost 3,000 members, they may not realize that the journal, along with the newsletter also helps FRIENDS know what is going on in their region.

#### By the numbers:

- 1. **2,982** individuals receive the FRIENDS Update each month
- 1. **2,000** events, jobs, grants, and other announcements have been advertised since this issue last year

Just a note to say thank you for all you do. I read your newsletter like an adoring puppy, it takes me hours to read with joy because there is so much great content, and I am very grateful for FRIENDS and what you do! ”

**The latest Register,  
Knoxville College**

#### College Success Network

FRIENDS continues to build on the College Success Network (CSN), which was formally launched in October 2014. The Network is aimed at increasing college degree attainment among low-income and first-generation students in the Philadelphia region as far as time and resources allow is possible. While the gap may be narrowing in terms of admission privileges, the gap has risen, these students and their families still struggle to secure post-secondary with respect to graduation rates.

#### E-30 Partnerships Network

The E-30 Partnerships Network is comprised of a dynamic group of faculty, students, staff, public professionals, and civic officials. The Network formed a working partnership with our community, regional and large community events and distributed a monthly newsletter during the 2014-2015 school year.

#### E-30 Partnerships Newsletter

Distributed monthly, the E-30 Partnerships Newsletter is a collection of stories, interviews, and articles about regional issues relevant to us, as well as the people and programs making a difference in the Greater Philadelphia area for youth in their environments.

#### By the numbers:

**1076** individuals  
currently receiving  
E-30 Partnerships Newsletter

#### FRIENDS Workshops and Other In-person Support

During the 2014-2015 school year, FRIENDS provided the following in-person workshops, webinars, and presentations:

#### September 2014

Workshop presented at the Private (non-profit) sector for mid-career education professionals at Temple University

#### September 2014

Workshop series with secondary collaboration of American Higher Education and National Garden Building Association at George Washington University

#### November 2014

Workshop facilitated a strategic planning session for the staff of Historical Society, Institute, and Community Engagement at Rutgers-Camden.



## Lindy Award For Excellence In K-12 Partnerships

The Philip & Lindy Award aims to recognize a collaborative partnership between at least one K-12 school and an university. The Lindy Award celebrates and commemorates strong relationships and collaboration among these institutions in order to maximize impact.

Through establishing the K-12 Partnerships Network with UNICOR, PHILLIP is bringing this philosophy to the world of university-school partnerships. The Lindy Award seeks to foster partnerships that focus on meeting individual school and community needs and have goals for long-term commitment. Winners receive a cash award to enhance the relation and value of the partnership (e.g., grant meetings, collaborative technologies, training, collaborations, networks.)

### 2022 Lindy Award Recipients:

#### First Place

**Challenges/Teaching and Research Collaborative (PHILLIP), a collaboration between New Mexico College and Wiley High School**

1. Long-term partnership between teachers and Wiley HS.
2. Researchers interact for students working with computers in the classroom.
3. Developed various professional development opportunities.



#### Second place (tie)

**Mathematics Learning Initiative, a collaboration between Austin Middle School, the Dallas Teacher and Trainer Institute, and the University of North at Dallas (UNDA)**

**Second place (tie)**  
**PH - Joseph's University & Thomas University School**



#### Third place

**Bringing the gap between high school and higher education, a collaboration between Wesley Schools, College Together & North Carolina Wesleyan University**



[2]



# Convene

• Lift up issues of common concern  
• & help generate new solutions.

Developers create a problem they have seen elsewhere about the same idea elsewhere or higher education following the compelling opening remarks of the first presentation elsewhere.

"The Global Forum on Higher Education ... sets the removal of the barriers and the 'What's Next?' ... the right work, continuing together by the Global Cooperation for the Education's Mission on Higher Education ... the first to progress from 2011 and through all related issues from higher education institutions, associations and governmental authorities across international regions."





## PHENND C-10 Events Webinars

### Supporting Services to Adult Job Development in Philadelphia

PHENND's communities helping institutions develop mutually beneficial relationships with their communities. As part of this effort, we participated in a series of **Make It Work** live & free webinars and provide practical information on how institutions can better support adult learners by working with students to create positive business and administrative skills. Institutions are able to assist students who more previously believed from enrolling in college.

During this one-hour webinar, **Make It Work** discussed barriers to enrollment that included administrative skills, on-campus resources and student post-enrollment interventions around the country. Strategies to engaging adult learners and increasing enrollment, and an opportunity to join a statewide community of practice for institutions working to better support adult learners.

### Collaborating Following the 2016 **Make It Work** Summit

Community of Practice for Higher Education Administrators. From 2016 PHENND continues joint following our webinar, and ultimately **Make It Work** is an engaging adult learners program. Watch the video [here](#).



### Learn From Us! (Special Entertainment to Work 2016)

PHENND joined the **Learn From Us!** organization for a "Work-Ready" online webinars program. They offer live and on-demand webinars and opportunities. **Learn From Us!** is a non-profit organization that partners with professional sports organizations, technology companies, NGOs and civic-oriented educators. The program and programs utilize experiential learning and incorporate both classroom and community service components.

Programs include **Work-Ready Groups**, **Work-Ready 2016 League**, **Work-Ready 2016 League**, **Work-Ready 2016 League**, **Work-Ready 2016 League**, probably their most well-known program. An engaged over a million young people around the world with a comprehensive community program, social game, mobile app and classroom activities. The program is implemented in partnership with the NFL and NHL, and more education levels. League (including the Philadelphia team). Programs are live and for students in all through 2016.

Participants learned about the program and programs, making the education and how their organizations could come join us.



## June Institute 2021

Each year the FRIENDS of June Institute focuses on a single initiative to be held in its community. This year's theme was Purpose-Driven Education and featured Dr. Joseph Medina and Deborah Henshaw, authors of *New Era, New Way: The New Purpose-Driven Education* (Harvard Business School Press). Dr. Medina discussed their book, provided historical context for the importance of public education, and told us, in their words, "...the educational challenges associated with entering a new era, such as: demographic climate change, advanced artificial intelligence, and the demographic shifts, and navigating digital transformation campaigns. This can only lead to new urgency in thinking about how we will educate present and future generations of young people".

They also shared, along with fellow staff and trustees, their international work in educational reform and focused on their groundbreaking work in Egypt. Finally, during the afternoon breakout sessions, board and staff efforts to progress diverse education and engaged in an activity designed to help develop a purpose-driven approach to working with young people.

“Just wanted to thank you and the entire FRIENDS team for what an amazing event you put on with the June Institute!! This was the first time I attended and I found it very engaging and thought-provoking. I will be taking a lot of what I learned into our program planning retreats and I was able to connect with some potential future partners for collaboration. I commend the entire FRIENDS team for putting this together in such difficult times for many of our programs.”

**Karen de Paiva, PhD**  
University of Pennsylvania's Leonard Davis



## Common Partnership Coordinator/Community of Practice

**WISCONSIN** continued its collaboration in the **Institution of Mathematics' (IOM) office of Strategic Partnerships, the office of Children and Families (OCF), and other organizations to pilot and jointly facilitate meetings of the Partnership Coordinator/Community of Practice (PCoP). This collaboration has been working and growing over the past decade as we have embraced the idea that Mathematics is rich in opportunities connected to partnering with schools, and that the school-based partnership coordinator role is vital to leveraging and sustaining these relationships. In operation, we hold three meetings of partnership coordinators working in Mathematics schools, including **WISCONSIN IOM's IOM Assistant Program/Assistant Coordinator (IAC)** and the **Math Center** (currently national leader). We shared best practices and challenges of being the important work of leveraging partnership to maximize results of students, families and teachers.**

We continued our practice of holding our meetings at coordinator/ schools so we could see their specific working action. We select **Michigan Wright Elementary** as representative for **IOM** school for a discussion of Integrated Student Learning and the community school strategy. **Winn-Dixie Elementary School** for **IOM Assistant Program/Assistant Coordinator** the Partnership Coordinator being in the center, and the **Bay Elementary School** for **WISCONSIN IOM's** school to share on diverse meeting welcoming environments for our New Immigrant families. We capped off the year with collaboration at **IOM** facility for the **IOM's** center before the year's end.



## CCN Training and Technical Assistance

Joint services on the education operations team at **WISCONSIN Mathematics Institute** (**WISCONSIN**) a partner organization, consisting in meeting, grants and organizing assembly networking meetings, professional development workshops and the financial aspects.

## Chief Diversity Officer Network

Started in the spring of 2016, the Chief Diversity Officers Network is composed of chief diversity equity and inclusion (CDEI) administrators at area colleges and universities. Gathering quarterly in person, the meetings provide an international space for attendees to share information, challenges and resources related to work on their campuses in the region. Currently, 10 institutions of higher education are represented in the network.

In this year's meetings attendees discussed a range of issues from creating an strategic plan for addressing incidents of bias on their campuses to the broader work they also get to please for a working lunch at **Wendell**. **Wendell** and team addressed by **Executive Director, Dr. Jeff Berman**, who underscored their institutional commitment to DEI initiatives despite shifting political winds.



### January 2022

The tradition of Pennsylvania's Commonwealth Systemwide Meetings, **People Matters**, **American Research Center**, and **PHILADELPHIA** Social Connections entitled "What Would the Next Year Bring, Is the Understanding the Past, Honoring the Present, Enriching the Future?" Speakers included Dr. Mark Kelly (UIC), Markon Hubert (UW-Whitman), John Harper, (Wisc's Department Business Center), **Center for the Study of Diversity**, and moderated by Executive Director.

## Democratic-Civic Engagement

### Collaborative Dialogue

Involving public campus groups, students in the **DEAC** have shown an early readiness to focus their own self-care activities with each other and to support learning. Students focus themselves and programs on key outcomes. This document offers ideas to get the most out of your own self-care and dialogue activities.

In fall 2016, **DEAC** held two dialogues, aimed at slightly different audiences: after having done a lot of work that faculty were leading across campus regarding presidential elections, taking place alongside presidential global events, **DEAC** conducted two long-term projects in the **DEAC** (see **DEAC** and their faculty **Participatory Inquiry & Committee of Inquiry** below) and results have been a series of collaborative dialogues called “**Let the Talk**” over the year. They have developed a robust model of techniques and ground rules, after they set a heading for “**Let the Talk**.”

The **Let the Talk** was held in its second workshop, “**Let the Talk**” (see **Let the Talk** in the **DEAC**) at the **University of Utah**, directed by faculty and partners from across the region.

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## DEAC CIVIC INTEGRITY

DEAC  
CIVIC  
INTEGRITY

DEAC  
CIVIC  
INTEGRITY

# PHENND SUSTAINABILITY

PHENND Sustainability addresses the need for a coordinated approach to Education for Sustainability across the U.S. as part of the National Policy. PHENND Sustainability aims to identify and build upon the government, business, higher education and non-profit, and citizens for place-based and world problem-solving in a more pedagogical approach to sustainability education. PHENND Sustainability joins forces with the Philadelphia Office of Sustainability.

## How are they Connected?

PHENND is now members to the Philadelphia Office of Sustainability Education for Sustainability (SES) Workgroup, connecting their experience and resources for their broader networks. Joining forces with the SES workgroup allowed us to utilize their 80 members throughout opportunities, ensuring our engagement with local and SES priorities.

The SES Workgroup "shares ideas and support opportunities for students to engage in place-based learning that are informed by the SES Sustainable Development Goals, as well as action by the international community. Also, this Workgroup connects members with SES resources, SES materials, and activities place-based pedagogies for their classrooms."

## Connect! Activities across Philadelphia

### Teaching and Technical Assistance

#### May 2020

Hilary and Lane presented at the National Education Sustainability (NES) Institute for Sustainable Schools along with Hilary Bellows and Jordan Pappas from the City of Philadelphia's Office of Sustainability.

#### June 2020

Lane participated in the Institute of Business and Management Education (IBME) Global "Sustainability and the Modern Enterprise" led by leading universities (George Washington and Boston Univ. through IBM), providing technical assistance on building regional cross sector collaborations, creating a group of universities. Lane presented during the session entitled, "Creating New Collaborative Regions and Leading Climate Action."



## Quarterly Meetings

Philanthropy Community Quarterly Meetings provide a chance for staff and faculty, non-profit leaders and **Global Studies at Philadelphia** (GSP) staff and students committed to sustainability education. In meeting in person and over Zoom, the meetings provide a space where members can share information and resources and otherwise collaborate purposefully. (This year's meetings will be online.)

- 1. **Aut 2024:** "Sustainability 101" online during Philadelphia Global Spring Week
- 1. **Nov 2024:** in-person Philadelphia
- 1. **Jan 2025:** in-person
- 1. **June 2025:** On the Greenwood Collaboratory at **Temple University**

## April 2024

For Earth Week, we organized a panel of current PHU students follows a live online sustainability discussion and environmental performance. Students (all students **2024**) and presenters **Earth Week (Friends of the Earth Fund)**, **Green Alliance (Sustainable Business Network)**, **Green Knowledge (Management Society)** community college (**Inspiring Academics**) and Virginia Tech (**Study collected on their January Green College to their current role, and how their 2024 year was helping to benefit their green career**



## Solar Recycling

**Context:** One of our longtime members, the **Business Philanthropy Club (BPC)** (sometimes connected with a partner who was organizing the solar panels for the two separate but now joined solar panels, got that organizing effort got solar panels removed. **Philadelphia.com**, the website where it was.

**Context:** This was a great thing because we had started the **Business at the University of Philadelphia** to support an environmental movement. It was a great connection about this situation to the meeting and a great connection to the environmental possibilities.

**Context:** After getting organized during the PHU 2024 Sustainability Week Spring meeting, the first connection to the **University of Philadelphia** was made. There were meetings in the Green Energy Club that were supporting them with additional resources like solar to start using solar panels, and that was a great first step towards.

### Context

- Working through meetings
- Annual conferences
- Quarterly events

### Methods

- 1. Environmental speakers
- Events over the environmental 2024
- 2. Environmental education
- The green energy fund

### For Solar Recycling



# [3]



# Catalyze

Implement solutions  
in partnership  
with others.

## College Success Professional Learning Community (PCLC)

STANIS worked leading three **Strategic Change Initiatives (SCIs)**. **Partnership** helped to drive a multi-year initiative to promote systemic change across higher education. One project, the **College Success Professional Learning Community (PCLC)**, entails connecting local colleges and universities around leading best practices supporting low-income, first-generation students on their campuses. We also bring the groups' voices together to share data and resources across institutions.

In our first two years, we have been joined by campus teams from **community colleges of Philadelphia (CCP)** and **Temple University** who have worked together to further ensure transitions for students transferring from CCP to Temple. The teams are exploring expanding financial aid and other supports transferring students and have also hosted a meeting of advisors from Temple and CCP to exchange in-person sharing of information and resources. Finally, military and justice pilot representation from Temple and CCP to present about the PCLC work at the **National Partnership for Educational Access (NPEA)** Conference held in Philadelphia in April of 2023.



During this year, **Stanis and CCP** also worked to strengthen their collaborative partnership and have received their second round of the PCLC. For example, the city of Philadelphia helped fund a new **community behavioral health** scholars program. In this field, students who enroll as scholars in the high school behavioral health, qualify for tuition support upon matriculation to Temple. After the scholar(s) to be scholars begin their academic journey at Temple scholars are fully meeting they received from their tuition assistance as well as resources other financial and social supports. The CCP scholars program allows their matriculation to Temple with similar supports in place. The first cohort of scholar(s) matriculated to Temple in Fall 2022. This program is for the graduation for other studies different field pipelines into high institutions.

# Spotlight: a Case Study

CHRYSLER



**Created to stay true,** **Breakthrough** facilitates the **Interdisciplinary Education Fund** (IEF) to join the **Working Committee of Career Initiative**, the college career and life center department, or **College Career** to focus on strengthening high school and postsecondary education rates for all interdisciplinary students. IEF is supported via three main sources: the **Break to High School Foundation**, the **Break to College Foundation**, and **Chrysler**. **Highly** and **career** to attract the college graduation rates team.



**Created** to evaluate **Highly** and **career** hold monthly meetings with representatives from college career department and **career** department, always trying to bridge the gap between high school and college. Over the six-year period, the **Break to High School Foundation** and **Break to College Foundation** have worked on a **Break to High School Campaign**.

The **Break to High School Campaign** had three parts, one of which was another meeting. During these three meetings, participants expressed needs for a **Break to High School** financial aid program whether the students who were underrepresented, aging out of their state or **underrepresented**. They are

**"Navigating Complex Financial Aid Requirements"** special event was held. This event helped practitioners better understand how to serve students, underrepresented populations paying for college. The thought is speakers who spoke about how to do financial aid applications for immigrants and refugees, underrepresented students, and students in the foster care system. Financial aid administrators from **Temple University**, **University of Maryland**, **University of Pennsylvania**, and **University of California** were invited to present.





# PHENND FELLOWS

## The story of PHENND Fellow TERA

**Context** In 2011, Tera Lindy made her first major gift to PHENND, launching our first Partnership Network.

**Context** To support the work of this new network, we assembled a 6- to 8-person Board consisting of people in the PHENND network who were involved in university-school partnerships. At these first few meetings, we kept asking, “How can this add value to your work?” and “what are your challenges with school partnerships?” People consistently pointed to poor communication with schools, so we set 6- to 8 schools in Philadelphia just to test how the staff would do in managing partnerships.

**Context** It was clear that the PHENND fellow program was here with us, so we hired an experienced partnership coordinator to launch school. Every year since then, PHENND has recruited several “pilot” and supported a cohort of talented and professional college graduates through a year of service as fellows. PHENND members in one of two tracks – either mentor first, guide the fellow, or sit in a school, school district office, or in a variety of non-profits to address economic poverty, and leverage the power of community partnership. In 2013-14, the PHENND fellow’s pilot program had 27 members.

## The program has a three-fold mission:

1. Support local schools and nonprofits, fighting poverty across the life span of lives.
2. Train and train leadership to say and work in Philadelphia.
3. Inspiring the next generation of urban education and nonprofit leaders.

## PHENND Fellow TERA, Education track

PHENND members supported public education in Philadelphia by forging and growing meaningful business, higher education, schools, and community partners. PHENND helped build relationships with partners in education schools expanded in-person programming. PHENND held in-person, webinars, partner meetings, virtual and supported a variety of organizational, platform, and global school/community events to support programming focused on literacy, arts, workforce, career learning, and post-secondary success. The PHENND was able to help coordinate some in-person events, such as a day for school supplies, food, and clothing, playground ball, picnic, projects, neighborhood clean-ups, and garden- and planting projects. At the school district level, PHENND helped build on partnerships a citywide scale in the **Office of Accountability** (working on the Education for Accountability portion of the 2014’s Green Future Plan), and the **PHENND Strategic Partnership** (supporting schools and mentoring partners with the city).







## Premier Corps

**Premier Corps** is a post-secondary readiness initiative. The program places full-time AmeriCorps members in local high schools to provide support, increased college access for the generation, and increase PISA readiness. In 2017-18, corps members served in **Waldorf Middle School, Joyce High School, Matthews High School, and Robinson High School.**

This year, we will continue explore increased collaboration opportunities so we can extend beyond a more explicit pipeline of support for the generation college students as they graduate from high school (where they are served by Premier Corps) to college (being eligible to participate in AmeriCorps).

Lastly, **WILL** provides quality pipeline opportunities to support leadership programs for high school students in Premier Corps schools. With support from the **City of Wake** and **Wake County**, **Wake County** and **Wake County**, **WILL** provided an high school students to gain leadership skills. These partner organizations - **The City of Wake, Wake County, and Wake County**. The program completed an average of 200 hours of work for total compensation of \$10,000.00. These leadership development for WILL would extend one of the participating partners.

## Summer Associates

The **WILL** Summer Associates program recruits first-generation high school seniors intending to pursue higher education in their field. It works **AmeriCorps** positions. During the program, the Summer Associates provide support to summer youth programs, while also attending pre-college guidance sessions with WILL staff. As AmeriCorps members, the associates are paid bi-weekly (being unpaid) and receive pre-arranged legal **AmeriCorps** Education award.

The Summer Associates program was not offered in 2017 because of leadership gaps in the **AmeriCorps** program nationally but will return in 2018.



## Trainer Informal Teaching Series

**Context:** *PHILLIPS* Trainers Informal Teaching Series has its origins with a two-part workshop run by the staff of *PHILLIPS* office of collaboration in May of 2011. The two workshops were held within the limits of pandemic use just beginning. Several participants whose vibrant experiences, insights & 11 college library and community based teaching wanted to continue the conversation. Working together they grew a staff's next task: "Trainer Informal Strategies for Staff Teaching and Learning Spaces" which was presented to an audience of community based adult educators in June 2011.

**Context:** One of the authors of the tool (my husband) reached out initially to make sure the tool be included in the organization's weekly newsletter as a "Staff Resource." While reviewing the magazine to be added to the newsletter, Hillary was impressed with the possibilities provided by the tool and offered my and her collaboration the chance to present this to *PHILLIPS* audience. They agreed that "Trainer Informal Teaching and Learning in Staff Spaces" became the theme of *PHILLIPS* newsletter during its summer issue.

**Call for:** This formal a few years, and the Trainer Informal Teaching Series is now a regular part of our fall line up. The series began in alignment with *PHILLIPS* efforts to create more trainer members that in different settings and how to change teaching practice to incorporate teaching content approaches. Another motivation that is more difficult to quantify was able to participants to have resources to offer the professional development series each year to the tool format. Training two educators from higher education, community based, participated in our workshop in Fall 2011. These educators also had access to readings and resources regarding the trainers.



## Example

Over this past *PHILLIPS* presented with Bryan Stone (collaboration in their Engagement Center and *Example* model a three-day structure on "The three most interesting and facilitating learning spaces." The series took place in major cities and engaged about 11 educators, instructional designers, program officers, curriculum designers, and facilitators.

The training was for "creating opportunities to create meaningful, experiential, learner centered programs across disciplines" by providing opportunities to explore alternative, creative teaching methods, challenging existing norms, and design more participatory learner centered experiences for learners of all ages.

## *College and University Members*

*Bryn Mawr College*

*Community College of Philadelphia*

*Haverford College*

*Holy Family University*

*Lafayette University*

*Philadelphia College of Osteopathic Medicine*

*Penn State Abington (PA) Scranton*

*Rutgers University - Camden*

*St. Joseph's University*

*Swarthmore College*

*Temple University*

*University of Pennsylvania*

*West Chester University*

*Widener University*

*Yillanova University*

# Bryn Mawr College

More challenging to write. Bryn Mawr College is one of the premier colleges for international students.

General studies necessary to challenge the world. Bryn Mawr College is committed to high-level general studies in all disciplines, which through rigorous coursework and study methods is making these

disciplines broadly equity inclusive and accessible. Bryn Mawr is the original, traditional, undergraduate college to give the only rigorous equity and inclusion training within our field through our equity train.

Bryn Mawr includes graduate as well undergraduate dual title program. Offered in equity, equity, and graduate level with the option to earn dual graduate level, allowing us to be present full-time and essential during the program.

The focus is on the opportunity to serve as an ambassador, social organizing, and supporting diverse programs through high-level training, a single career opportunity. After becoming a social organizer and community organizing in general studies, Bryn Mawr will offer dual opportunities that include social organizing and professional development, including representative leadership, effective public engagement, community organizing, and social organizing. The field level support is providing students with the ability to address social and environmental justice. The internationalizing student experience includes learning with current social organizing and social organizing, including general, professional, and social studies.

We focus on the opportunity to offer

1. Rigorous and inclusive learning. Bryn Mawr is committed to high-level learning, including the highest level of research and general studies, which through rigorous coursework and study methods is making these disciplines broadly equity inclusive and accessible. Bryn Mawr is the original, traditional, undergraduate college to give the only rigorous equity and inclusion training within our field through our equity train.
2. High-level general studies. Bryn Mawr is committed to high-level general studies, which through rigorous coursework and study methods is making these disciplines broadly equity inclusive and accessible. Bryn Mawr is the original, traditional, undergraduate college to give the only rigorous equity and inclusion training within our field through our equity train.
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# BRYN MAWR COLLEGE

# Community College of Philadelphia

Community College of Philadelphia has the pleasure of once again receiving the National Higher Learning Commission's Best Practices Award for Higher Education in the Community. The College values Philadelphia as a premier destination for its students and continues to strive to bring participants to the highest level of quality and satisfaction. Through a wide array of activities, faculty, staff, and students, the College continues to work towards a better future for all. The award is a testament to the hard work and dedication of all who work at the College, and we are proud to be recognized for our commitment to excellence in higher education.

## The National Higher Learning Commission

The National Higher Learning Commission is a national organization that works to improve the quality of higher education in the United States. The Commission is made up of representatives from all types of higher education institutions, including community colleges, and is dedicated to promoting excellence in higher education. The Commission's work is focused on three main areas: research, advocacy, and accreditation. The Commission's research is based on the best practices of higher education institutions, and its advocacy work is aimed at improving the quality of higher education. The Commission's accreditation work is aimed at ensuring that higher education institutions meet the highest standards of quality.

## The National Higher Learning Commission's Best Practices Award

The National Higher Learning Commission's Best Practices Award is a national award that recognizes the highest quality of higher education in the United States. The award is given to institutions that have demonstrated excellence in higher education. The award is based on a number of criteria, including the quality of the institution's programs, the quality of its faculty, and the quality of its student services. The award is a testament to the hard work and dedication of all who work at the College, and we are proud to be recognized for our commitment to excellence in higher education.

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## Community Engagement Highlights

- 2024 National Higher Learning Commission's Best Practices Award**  
The College was recognized as a Best Practices Institution through the National Higher Learning Commission's Best Practices Award. The award is a testament to the hard work and dedication of all who work at the College, and we are proud to be recognized for our commitment to excellence in higher education.
- 2024 National Higher Learning Commission's Best Practices Award**  
The College was recognized as a Best Practices Institution through the National Higher Learning Commission's Best Practices Award. The award is a testament to the hard work and dedication of all who work at the College, and we are proud to be recognized for our commitment to excellence in higher education.
- 2024 National Higher Learning Commission's Best Practices Award**  
The College was recognized as a Best Practices Institution through the National Higher Learning Commission's Best Practices Award. The award is a testament to the hard work and dedication of all who work at the College, and we are proud to be recognized for our commitment to excellence in higher education.
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# Haverford College

A graduate of the Haverford College Institute for Global Studies and Education through research, teaching, and service, you will be able to:

• analyze and evaluate complex issues and conflicts in the world today, including a variety of international perspectives that shape the world as we know it, as well as the historical challenges, opportunities, and responsibilities.

• **Engage in the Public Sphere Effectively & Responsibly:** Develop skills and strategies for public speaking, writing, and debate, as well as the ability to engage in dialogue and negotiation, and to work effectively in teams. You will be able to communicate effectively in a variety of contexts, including the workplace, the classroom, and the community. You will be able to work effectively in teams, and to work effectively in a variety of contexts, including the workplace, the classroom, and the community.

• **Work Effectively in a Diverse Environment:** You will be able to work effectively in a diverse environment, and to work effectively in a variety of contexts, including the workplace, the classroom, and the community. You will be able to work effectively in teams, and to work effectively in a variety of contexts, including the workplace, the classroom, and the community.

• **Be an Effective Leader:** You will be able to lead effectively, and to work effectively in a variety of contexts, including the workplace, the classroom, and the community. You will be able to work effectively in teams, and to work effectively in a variety of contexts, including the workplace, the classroom, and the community.

Through research, teaching, and service, you will be able to:

• analyze and evaluate complex issues and conflicts in the world today, including a variety of international perspectives that shape the world as we know it, as well as the historical challenges, opportunities, and responsibilities.

## HAVERFORD COLLEGE

### Center for Peace and Global Citizenship



# Holy Family University

Founded in 1863, Holy Family University is located in North Charlotte, North Carolina. Over the years, Holy Family University has grown from a small, one-story building to a modern, multi-story campus. The university is committed to providing a high-quality education for all students, regardless of their background or financial situation. Holy Family University is a member of the Association of Catholic Colleges and Universities (ACCU) and the Association of Christian Colleges and Universities (ACCU).

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**Penn State**  
Abington

# Abington

As Penn State Abington collaborates with community and government organizations to address environmental and sustainability issues, the Abington Department continues to advance research, student engagement, and faculty leadership in the following areas:

- **Research:** Research in the following fields: Environmental and Sustainability, Green Business, Green Buildings, and Management.

The Department also provides students with the opportunity to gain an understanding of the environmental and sustainability issues of Pennsylvania and the importance of environmental and sustainability issues in the country's and global future.

Undergraduate students of the Abington Department enthusiastically participate in many student groups that represent an exciting array of environmental and sustainability issues. Students also participate in field trips with programs like the University's Field Fund which would allow students to see the world first hand in about 1000 miles in various regions of the country that otherwise they would not get to.

**Research:** Abington students are encouraged to participate in research projects and have access to state-of-the-art facilities and equipment. The university provides students with professional, graduate-level quality academic publications and research opportunities.

**Leadership:** As Penn State Abington continues to develop their leadership potential, students are encouraged and supported to take on leadership roles and projects in their communities. The Department continues to work with other Abington students to create a more vibrant and sustainable future for the Abington community. The Department also provides students with the opportunity to participate in leadership projects. Student Services support the participation of students. The Department also provides students with the opportunity to participate in leadership projects. The Department also provides students with the opportunity to participate in leadership projects. The Department also provides students with the opportunity to participate in leadership projects.

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**Research:** Research in the following fields: Environmental and Sustainability, Green Business, Green Buildings, and Management.

Research opportunities in the Abington Department include environmental and sustainability issues in the country's and global future.



# Participate



**Pepper State  
University**

**Center for  
Social Impact**

## 2023-2024 SOCIAL & COMMUNITY ENGAGEMENT STRATEGY

Spring 2023 – Summer 2023 – Academic Planning Committee

### A. COMMUNITY ENGAGEMENT

Developing and strengthening the network for local support and engagement is one of our most important and necessary priorities upon successfully taking part of our 100th birthday. The following activities address our commitment, our engagement opportunities, and access to full range of community resources for creating meaningful opportunities for our future generations.

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### 20. COMMUNITY ENGAGEMENT (2023-2024 - 2023-2024)

#### Community Engagement Events

1. Spring 2023 100th Birthday Celebration Series
2. Summer 2023 100th Anniversary & Student Welcome Series – 2023/24 100th Student Welcome Series
3. The student engagement September 2023 event

#### Engagement & Sustainability

1. The 100th engagement committee
2. The 100th Social Committee
3. 100th graduation celebration
4. 100th student welcome series
5. 100th student engagement series
6. 100th 100th anniversary activities (September 2023, Sept 2024)

#### Community Outreach

1. 100th anniversary video
2. 100th anniversary through University's Social Impact center
3. 100th anniversary support materials
4. 100th anniversary through community through student services

#### Event Management

1. 100th anniversary event
2. 100th anniversary activities
3. 100th anniversary activities (September 2023)

#### Student Engagement

1. 100th anniversary student materials
2. 100th anniversary (for post-graduation)

### 21. COMMUNITY ENGAGEMENT (2023-2024)

#### Community Engagement Events

1. Spring 2023 100th Birthday Celebration Series
2. Summer 2023 100th Anniversary & Student Welcome Series – 2023/24 100th Student Welcome Series
3. 100th graduation celebration
4. 100th student welcome series

#### 22. COMMUNITY ENGAGEMENT (2023-2024)

1. 100th anniversary student materials
2. 100th anniversary activities
3. 100th anniversary activities



# Saint Joe's University

in Philosophy, and the University's Philosophy Department. Other departments within the University offer similar opportunities, such as the Philosophy Institute.

For more information for more than 100 years, Study Abroad. Study abroad means that you can study in a foreign country, often for a semester or longer, and gain a unique and valuable experience.

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For more information, visit [www.sjoe.edu/studyabroad](http://www.sjoe.edu/studyabroad).

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## Civic Engagement

At Widener University, academic excellence comes together with civic engagement to form the foundation for education. These efforts are embedded across the school through many opportunities, such as studying highly impactful things in society, improving local, state, and national conditions. Widener engages students in meaningful projects that address pressing issues through service, leadership, student-initiated opportunities.

Widener is proud to be a *College of Excellence*, a city of opportunity, in Philadelphia's vibrant University City, just north of Independence Hall and the Liberty Bell. The university is committed to being an active contributor to the local community while preparing students for career success through civic engagement and leadership opportunities. Widener is proud to be a nationally recognized university in the 2019 Best Universities in America (U.S. News & World Report), a member of the top 100 national and 10 percent of the top regional public/private research institutions in the United States. As a member of the top 100 national and 10 percent of the top regional public/private research institutions in the United States, Widener fosters continuous collaboration across the university, leading to impactful partnerships with community organizations. The following statistics have honored Widener's leadership in civic engagement:

**Academic Leadership** Widener University Academic Service Learning (ASL) program is a national leader, established in 1988, supports faculty in designing and delivering experiential learning opportunities across campus. It is nationally recognized for its leadership in ASL. Widener's national leader ASL program, with 100+ faculty, offers 10 service learning courses. More than 1000 Widener faculty and staff offer service learning courses across the entire academic calendar, including fall, spring, and summer semesters. Additionally, multi-year commitments in community engagement.

**High Academic Engagement** Widener's civic education program offers students a variety of pathways that include campus, community, and local service learning opportunities across the entire campus. Through leadership courses, community partnerships, Widener students in the United States have led more than 1000 projects. Widener's national leader ASL program, with 100+ faculty, offers 10 service learning courses. More than 1000 Widener faculty and staff offer service learning courses across the entire academic calendar, including fall, spring, and summer semesters. Additionally, multi-year commitments in community engagement.

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The 2016-2017 academic year was an incredible year for Villanova University. [www.villanova.edu](http://www.villanova.edu) (2017) is the source and the complete list of activities and the complete list of activities.

It was an incredible year for the University community, including our students and faculty.

During the academic year, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education. During the academic year, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education. During the academic year, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education.

In August, Villanova University, a fully accredited college, was founded in 1863. During the academic year, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education. During the academic year, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education.

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## Highlights of service and service learning initiatives at Villanova University

The Department of Service and Service Learning at Villanova University is a fully accredited college, was founded in 1863. During the academic year, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education. During the academic year, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education.

Following Villanova University's 100th anniversary, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education. During the academic year, we celebrated our 100th anniversary. Villanova University was founded in 1863 and has a rich history of education.

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## *Our Mission*

The Michigan Higher Education System and the Michigan Board of Education (MBOE) is a coalition of diverse stakeholders committed to the greater Michigan community. MBOE works to build the opportunity system that allows us to develop a globally educated, resilient and equitable community that creates economic prosperity. The coalition works with a combination of community, business, academic, and non-profit organizations, using the report college communities.

Higher education institutions can be the engine of innovation and growth for our community. Michigan's Higher Education System is committed to the success of all our students and their neighbors. MBOE provides a platform for the community and higher education, including the MBOE's approach to the report and make a commitment to education reporting to our Michigan report.





# Our History

The Philadelphia Higher Education Network for Neighborhood Development (PHENND) began in 1979 as a representative from nine colleges and universities in the city of PHN, joined as PHENND began to become reinforced by an organizational meeting that drew over twenty participants from higher educational institutions throughout the area. In 1980, PHENND incorporated and was the lead organization of Philadelphia's Council of Service Agencies, part of an initial effort to **Preserve America's National Service Program**. The program, Executive Order 12088 in 1981 (EO 12088), involved the coordination of all higher educational institutions through PHENND, the **City's Double Experiment**, the **Greater Philadelphia Urban Affairs Institute**, and the **Chief Minister of Philadelphia**, as well as other organizations. In 1982, PHENND began to hold regular meetings and policy workshops with local, state, and federal officials.

Manpower, a non higher educational was incorporated in 1980 when several Philadelphia area institutions received grants through **Manpower Development Support** to develop a corps of part-time service scholars. Managing the only part-time corps in the nation, the Philadelphia program coordinated and supported helping actively employed approach to national service. The program was so successful it became a model for the **Service Year Act**. A meeting was held, administered by the **Department for National Service**, was known as **Manpower**.

In 1981, PHENND received a major grant from the **Department for National Service**, was known as **Manpower**, as part of the first round

of higher education research awards under the Levin and Levin program. Since that time, PHENND has grown from an organization of five colleges and universities to over 40 and from 20 individuals to over 1,000.

PHENND also provides ongoing and ongoing assistance to numerous voluntary and community based practitioners in 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 various other organizations or committees of interest such as the U. Networking Network, the College Service Network, International City Engagement, and PHENND Sustainability. PHENND also contributes to many programs, often coordinating these with networks, while being the resource at PHENND and its partners to face on particular issues or problems. Programs in the two years ahead year included the PHENND **College Skills Project**, **Next Steps** meetings, **Practice Corps**, the **Process Informed Teaching Series**, **Manpower**, the **College Service Professional Learning/Community and PHENND Summer Institute**.

PHENND grants significant learning recognition that significant activities and an excellent benefits received other student and faculty members from their service to us 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 operates now listed of collaborative partnership that will create substantial benefits for the colleges, universities, schools and communities of our region.

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