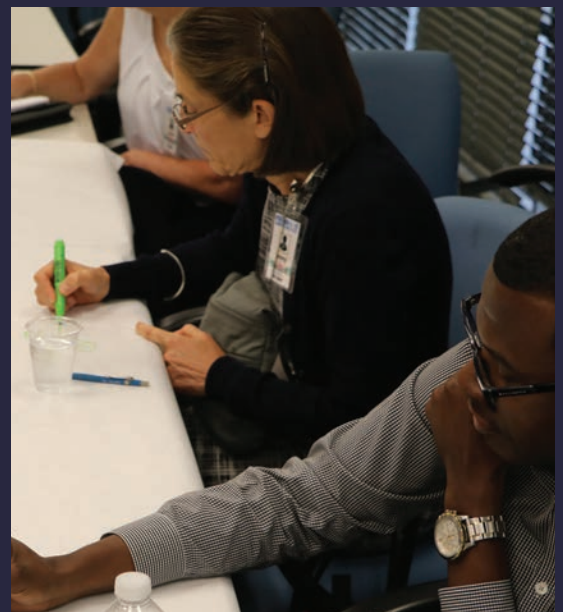


# PHENNID

*A Year in Review*

2016-2017



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# WELCOME

*On behalf of the PHENND Steering Committee, it gives me great pleasure to introduce the latest Annual Report of the Philadelphia Higher Education Network for Neighborhood Development.*

PHENND is a consortium of over 25 campuses in the Philadelphia region. After several years of growth, PHENND is hitting its stride. While the core PHENND staff structure is fairly stable, our affiliated project staff continues to grow. This year, PHENND's VISTA pool increased to 29 full-time corps members with the addition of the PHENND Fellows program to our growing portfolio of programs. PHENND also supported an MWS candidate from Stockton University, who launched a partnership with the Sixers Youth Foundation to run "Coaching Café's" at two of our VISTA schools.

These developments indicate continued faith in the quality and impact of PHENND's work from both funders, member campuses, and community partners -- a testament to a long and productive history of facilitating campus-community partnership around the region. The accomplishments outlined in this report attest to the consistent and quality work of this consortium, as well as the outstanding efforts of the extraordinarily dedicated PHENND staff.

Those of us who are part of PHENND know that its successes are not its alone; PHENND shares its accomplishments with all of its institutional and community-based partners. This is why the report is not limited to PHENND; member campuses are featured so they may showcase the range of their work as well.

The Steering Committee thanks the members campuses, their community partners and the PHENND staff for another outstanding year.

We look forward to your comments on the report.

Thank You.

Ira Harkavy

## PHENND Staff

**Hillary Kane**  
Director

**Eden Kainer**  
VISTA Program Manager

**Caitlin Fritz**  
K-16 Partnerships Manager

**Daisy Villa**  
Next Steps Program Coordinator

**Oluchi Nwokocho**  
AmeriCorps VISTA Leader

**Rona Whitehead**  
MSW Intern,  
Coaching Café Coordinator

**Angela Li**  
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**Quadirah Bell**  
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## PHENND Steering Committee

**Dr. Ira Harkavy**  
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**Ann Marie Keffer**  
Director, Faith-Justice Institute  
Saint Joseph's University

**Dr. Benjamin Berger**  
Executive Director  
Lang Center for Civic and Social Responsibility  
Swarthmore College

# ABOUT PHENND

## OUR MISSION

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**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 interests 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.

## OUR HISTORY

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**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. 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 5,000.

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 public schools to discuss issues pertaining to campus-community partnership. The 2017 PHENND Conference, which drew over 100 participants from across the region, focused on Immigration. Teresita Wisell, Executive Director of the Community College Consortium for Immigrant Education (CCCIE), delivered the keynote speech, highlighting the role of higher education, and in particular, that of community colleges, play in helping immigrants integrate into the U.S. and move forward with their educational aspirations. 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

coordinates its own programs which bring the resources of the PHENND Network to bear on particular issues or problems. Current initiatives include: the K-16 Partnerships Network, the GEAR UP College Coach Program, the Community Partnerships VISTA Project, and the Next Steps AmeriCorps program.

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.

# COMMUNICATION & EVENTS

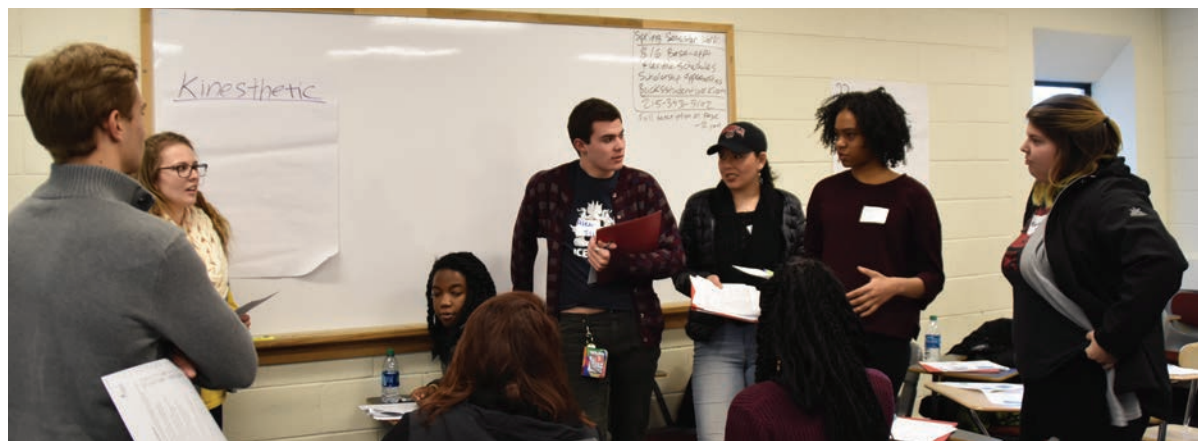
## INTRODUCTION

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PHENND is a network of institutions of higher education (IHEs), non-profit agencies, community organizations, and individuals in the Delaware Valley with the shared goal of working together to strengthen the region's service and service-learning sectors.

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.

PHENND continues to make progress toward the goals outlined in our [Strategic Plan](#). The plan was developed during the 2009-2010 academic year through a process that renewed stakeholder energy and enthusiasm. Since adoption of the plan, PHENND has developed a tiered membership structure and increased the base rate for membership dues, increasing the annual contributions from member campuses from approximately \$8,000 per year to over \$30,000 per year.



Although the current Strategic Plan is still very much a valuable guiding document for the organization, after a six year period marked by significant growth and change, it is time for PHENND to embark on a new planning process. This summer, we began with a day-long board-staff retreat facilitated by Amy Cohen, Executive Director of the Honey W. Nashman Center for Civic Engagement and Public Service at George Washington University. In September, PHENND received a pro bono grant from Compass, and as a result, has been working with a team of volunteer MBAs and other professionals on a strategic alignment, building off of the success of the July retreat. We look forward to reporting on the results in next year's Annual Report.

# CLEARINGHOUSE 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.

*"Can I just say how I love what you send out and I often find such valuable resources on there that I have sent to my team as well. I don't know if people tell you that your work is important enough, but you curating all things service learning/civic engagement/community-based learning is so helpful to us practitioners. That's why I am writing now---to ensure you have my email address once the Villanova address is retired. So, know your work is helping us."*

Irene King, former Campus Minister, Villanova University

## BY THE NUMBERS

**5778** individuals receive the PHENND Update each week, an **11.8%** increase since last year.

**2466** events, jobs, grants, and other announcements have been advertised since this time last year – an **11%** increase over the last year.

## BY THE NUMBERS

**2,457** individuals receive the K-16 Partnerships Newsletter directly, up **19%** from last year.

**8** articles published in the K-16 Partnerships Newsletters during the 2016-2017 school year.

*"I've been meaning to tell you - this mailing is incredibly useful. This is the most valuable resource I have come across through all my years of work with nonprofits, college and beyond. I am excited to open this every week and I cannot say that about any other mailing list I've ever joined in my life!"*

Barbara Donnini, Pennsylvania Interfaith Power & Light

## K-16 PARTNERSHIPS NEWSLETTER

Distributed bi-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.

# COMMUNICATION & EVENTS

## TRAINING & TECHNICAL ASSISTANCE PROVIDER

### WORKSHOPS & OTHER IN-PERSON SUPPORT

During the 2016-2017 academic year, PHENND provided the following *ad hoc* training, workshops, and presentations.

#### November 2016

Hillary Kane spoke at University of Pennsylvania's Graduate School of Education's EDUC 512: University - Community Partnerships on PHENND and its work, as well as the state of campus-community partnership across the region.

#### December 2016

Hillary Kane moderated a panel on Strengthening Communities through Partnerships at the Maryland-DC Campus Compact's Presidents' Institute at Georgetown University.

Daisy Villa was interviewed by LaSalleTV to promote the Next Steps AmeriCorps program at La Salle University.

#### January 2017

Hillary Kane spoke on a panel about sustaining yourself for a lifetime of activism during an Inauguration Day teach-in at Bryn Mawr College.

Hillary Kane joined the Advisory Council of Community College of Philadelphia's new Institute for Community Engagement and Civic Leadership.

#### March 2017

Caitlin Fritz presented to science education service-learning students at Saint Joseph's University on how to develop goals and objects for project proposals.

#### May 2017

Hillary Kane spoke at Ami Patel's CIVIC 101 course at Drexel University on the state of campus-community partnership in the Philadelphia region.

Hillary Kane and Eden Kainer presented the Partnering for Student Success toolkit, along with primary author, Dr. Sarah Costelloe of ABT Associates, at the Atlantic Region National Service Training Conference in Baltimore, MD.





## SPECIAL EVENTS

### July 2016: Project Based-Learning Workshop

In partnership with the Pennsylvania Service-Learning Alliance, PHENND hosted a training for educators (both K-12 and higher ed) on Project-Based Learning. This one - day PBL workshop modeled the 8 essentials processes for engaging participants in learning how to design, assess, and manage a rigorous, relevant, standards-focused project. (24 participants)

### November 2016: Service Leaders Summit

In partnership with the Lindy Center for Civic Engagement at Drexel University, PHENND hosted the 9th Annual Service Leaders Summit, bringing together college students from around the region and beyond. The conference theme was “The Intersection of Service Activism” and featured keynote speaker Quanisha Green, Founder of the Black Women Rise Movement. The day culminated in a panel featuring current and former student activists. (46 participants)

*I wanted to take the time to send an email thanking you for coming to Drexel and hosting this wonderful summit. I learned so much, and walked away with so much to share with others and with new things to think about. Thank you again. I look forward to future summits!*

Chloe Hills, Drexel student

### September 2016: Effective Mentoring: Matching & Supporting Mentors

In partnership with the Mentoring Partnership and Resource Center (now MENTOR Independence Region), PHENND hosted a training workshop for our Next Steps campus partners, our GEAR UP coordinators, and other interested campuses and organizations to learn best practices around supporting mentors, particularly those working in near peer relationships for college access and success. (21 participants)

### Fall PHENND Meeting

September 2016: Fall PHENND Meeting focused on “Incarceration and Re-entry” and was held at Alvernia College’s Philadelphia campus. (35 participants) The event featured presentations from Haverford College’s Center for Peace and Global Citizenship, the University of Pennsylvania’s Goldring Re-entry Initiative, The Coalition for Returning Citizens, and Youth Art & Self-Empowerment Project.

### Annual Conference

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 public schools to discuss issues pertaining to campus - community partnership. The 2017 PHENND Conference, which drew over 100 participants from across the region, focused on Immigration. Teresita Wisell, Executive Director of the Community College Consortium for Immigrant Education (CCCIE), delivered the keynote speech, highlighting the role of higher education, and in particular, that of community colleges, play in helping immigrants integrate into the U.S. and move forward with their educational aspirations.



# K-16 PARTNERSHIP NETWORK

*Last year, PHENND continued to develop the K-16 Partnerships network. Funded by ongoing support from the Lindy Legacy Donor Advised Fund, this sub-network of PHENND brings together higher education faculty and staff who work specifically with school partnerships to improve communication and collaboration. The network continues the work of expanding collaborations and promoting new and excellent models of partnership to a growing number of IHE's, non-profits and public school administrators.*

## K-16 Partnerships Network Meetings

The K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals, and city officials. The K-16 Network hosted five major events during the 2016-2017 academic year.

### October 2016

PHENND K-16 Partnerships Network hosted its Fall Speaker Event featuring **Madeline Yates**, Executive Director of the Maryland-DC Campus Compact, who spoke on college, career and civic readiness. The event also featured the Deputy Chief of the Office of College and Career Readiness at the School District of Philadelphia. Forty-eight (48) people attended this event.

### December 2016

University partners met to discuss college access networks. **Nyeema Watson**, Ph.D., Associate Chancellor for Civic Engagement at Rutgers University-Camden, discussed her work with the Camden College Access Network. In addition, **JeNell LaRue**, Assistant Director for GEAR UP at the School District of Philadelphia discussed work to develop college readiness collaborative communities at the high school level. Twenty-eight (28) people attended.

### February 2016

Partners met to discuss how higher education can support immigrant students and English language learners. **Allison Still**, Deputy Chief, and **Maria Giraldo Gallo**, Bilingual Special Projects Assistant from the Office of Multilingual Curriculum and Programs at the School District of Philadelphia presented. In addition, the event also featured **Jill Swavely**, Associate Professor at Temple University, and **Edwin Mayorga**, Ph.D., Assistant Professor at Swarthmore College. Forty-nine (49) people attended this event.

### April 2016

University partners discussed strategies for and benefits of placing social work interns in schools, both at the Bachelor's and Master's level. Presenters included **Lisa Moore**, Program Manager and Social Worker for the School District of Philadelphia, and **Rosemary Barbera**, Ph.D., Director of Field Education and Associate Professor at La Salle University. Nineteen (19) people attended this event.

### June 2016

One-day Institute at the School District of Philadelphia attended by 94 individuals from 54 campuses, community organizations and public institutions. For the seventh annual K-16 Institute, PHENND went 'back to school,' focusing on partnerships that support students throughout the school day. The day started with a conversation on increasing access to school breakfast and featured snacks from Rebel Ventures, a youth-led social entrepreneurship supported by Penn's Netter Center for Community Partnerships. Workshops focused on partnerships that support math, science, writing, the arts, physical education, and after-school programming in schools.

# LINDY AWARD

## LINDY AWARD FOR EXCELLENCE IN K-16 PARTNERSHIPS

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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 an award of \$1,000 to enhance the mission and vision of the partnership (e.g., partner meetings, collaborative technologies, trainings, celebrations, outreach.)

### 2017 AWARD WINNER

*Montgomery County Community College &  
EASTERN Center for Arts and Technology  
Office Management Dual Enrollment Program.*

This partnership strives to increase access, retention, and completion for EASTERN Center for Arts and Technology students by providing an academic pathway to Montgomery County Community College (MCCC) that articulates nine dual enrollment credits into MCCC's Office Management Certificate and Management A.A.S. degree program. By designing EASTERN's Office Management program from the beginning in alignment with MCCC's Office Management program, the partners provided a guided pathway for students to apply their high school dual enrollment credits towards a college certificate and degree program. EASTERN's program has graduated three classes already with students successfully passing the NOCTI certification exams each year since its inception. As of the 2016-2017 school year, approximately 20 of EASTERN's graduates have matriculated into MCCC, bringing with them nearly 180 earned dual enrollment college credits in total - yielding a significant financial savings from the typical tuition structure for the students.

This award was used to provide two scholarships (\$500 each) for EASTERN's Office Management students who matriculated to MCCC.

# PHENND K-16 VISTA PROJECT



Supporting public education in Philadelphia by forging connections between neighborhoods schools and community partners.

## WHAT DOES A COMMUNITY PARTNERSHIP COORDINATOR DO?

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Community Partnerships Coordinators are AmeriCorps VISTAs who work to facilitate communication between neighborhood schools and community partners. They do this through convening monthly partner meetings at the schools, creating and maintaining multiple platforms for written and electronic communication between partners and school staff, conducting a needs assessment in collaboration with school leadership, and recruiting new partnerships to address those needs.

## HIGHLIGHTS

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During the 2016-17 school year, the 16 PHENND Community Partnerships Coordinators have...

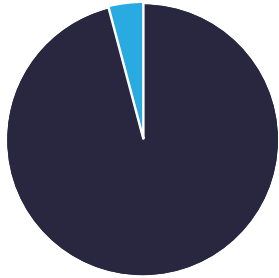
- *Engaged more than 420 partner organizations through partner meetings, efforts to align the school schedule, and school/community events.*
- *Cultivated new or revived old partnerships to meet defined school needs. These partners include, but are not limited to, organizations focused on literacy, arts enrichment, service learning as well as colleges, universities, faith-based organizations, museums and other cultural institutions, and environmental groups.*
- *Organized many successful MLK Day of Service events, math and literacy nights, college and career fairs, and parent engagement events.*

## PARTNERSHIP TOOLKIT

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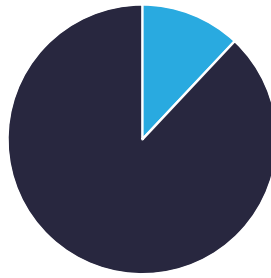
The William Penn Foundation provided critical support to the PHENND VISTA Project during its early years (2014-2017). As part of that support, the Foundation also funded a separate external evaluation which resulted in the publication of two important documents in October 2016. First, “Successful School-Based Partnerships: What Does it Take?” describes findings from an evaluation that documented approaches, successes, and challenges of school partnership coordination, based on the work of the PHENND VISTAs as well as the Southeast Philadelphia Collaborative. Second, “Partnering for Student Success: A Practical Guide to Building Effective School-Based Partnerships,” takes the lessons-learned from the study and transformed them into useable tips and techniques for practitioners. The toolkit outlines ways to develop systems and processes that districts, schools, and partner organizations can adopt to establish, support, and manage partnerships in ways that maximize their impact on student success.

**Overall % of Economically Disadvantaged Students in Partner Schools**



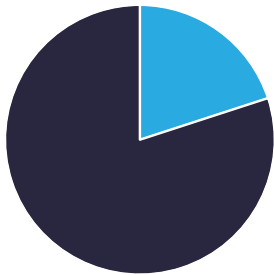
- 96% Economically Disadvantaged
- 4% Not Economically Disadvantaged

**Overall % of English Language Learners in Partner Schools**



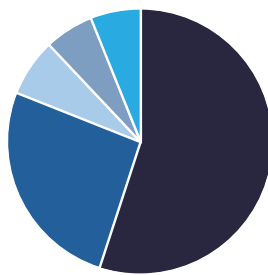
- 88% Not English Language Learners
- 12% English Language Learners

**Overall % of Special Education Students in Partner Schools**



- 80% No Disabilities
- 20% Disabilities

**Overall Racial Demographics Across Partner Schools**



- 55% Black
- 26% Hispanic
- 7% White
- 6% Multiracial
- 6% Other

**2016-2017 PHENND VISTA SITES**

**Cramp Elementary**  
(North Philadelphia)

**Hartranft Elementary**  
(North Philadelphia)

**Meade Elementary**  
(North Philadelphia)

**Blaine Academics Plus**  
(North Philadelphia)

**Edison High School**  
(North Philadelphia)

**The U School**  
(North Philadelphia)

**Henry Elementary**  
(Northwest Philadelphia)

**Houston Elementary**  
(Northwest Philadelphia)

**Parkway Northwest Peach and Social Justice High School**  
(Northwest Philadelphia)

**Arthur Elementary**  
(South Philadelphia)

**Jackson Elementary**  
(South Philadelphia)

**Southwark Elementary**  
(South Philadelphia)

**Stanton Elementary**  
(South Philadelphia)

**Overbrook Educational Center**  
(West Philadelphia)

**Powel Elementary**  
(West Philadelphia)

**Cassidy Elementary**  
(West Philadelphia)

**\$89,302**

*in cash and in-kind donations raised*

**2,375**

*volunteers leveraged*

**7209**

*students attending VISTA schools*

*Value of the volunteers (assuming 1.5 hours each)*

**\$85,999**

# GEAR UP

During the 2016-2017 school year, PHENND ramped up activities in collaboration with the School District of Philadelphia, implementing a college access program in middle and high schools under the 2015 – 2021 Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) College Readiness Collaborative Communities (CRCC) grant. The GEAR UP CRCC grant works to build the capacity of schools to address the needs of students for college and career readiness preparation. Services provided through the grant project follow a cohort of students as they move from middle to high school through to graduation.



PHENND led a team of six university partners, who leveraged resources (particularly college student volunteers) in support of the GEAR UP CRCC project. These university partners include: Bryn Mawr College, Drexel University, La Salle University, Saint Joseph's University, Temple University, and the University of Pennsylvania. College students provided academic support in a variety of classes including math, biology, engineering, English, and English as a second language, as well as tutoring after-school and during lunch. In addition, university partners also hosted GEAR UP students for campus tours and panel discussions on the college experience. Many of the college students went above and beyond, helping with school clean up days and developing programming for middle-school after-school programs. GEAR UP students and parents were also able to visit Temple University for a workshop on robotics and to learn more about the college admissions process.

## BY THE NUMBERS

159 college student volunteers

3,290 hours served

18 middle and high schools served



## VOLUNTEER TRAINING AND SUPPORT

PHENND and its university partners provided training and support to the college student volunteers throughout the school year. College students regularly participated in reflection sessions and received on-campus training in a variety of skills and information including resume building, careers in education, grit, leadership development, and how to tell your own college story.

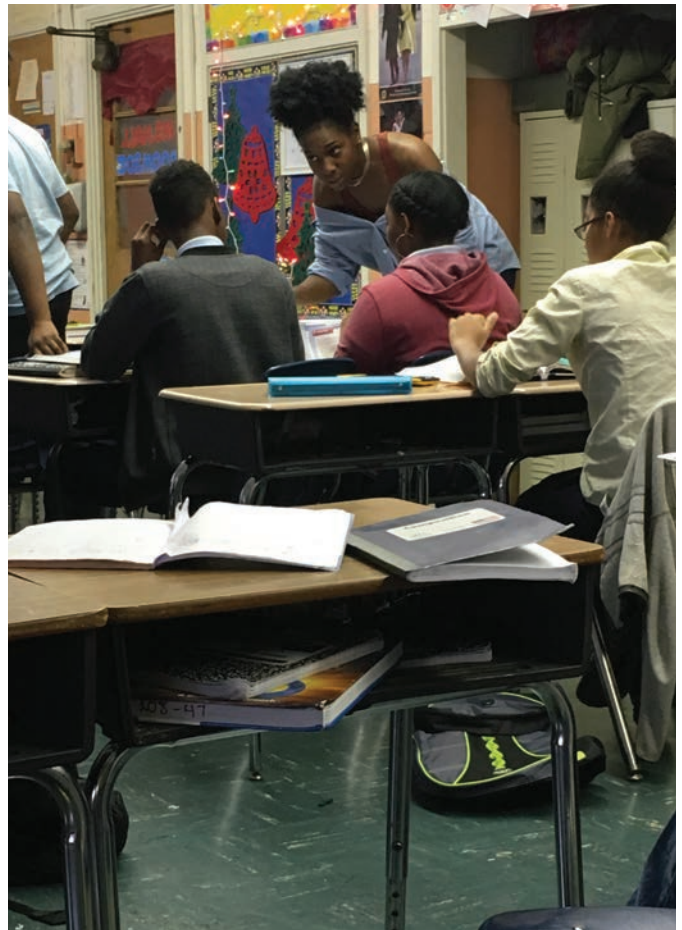
In addition to training by our university partners, PHENND hosted two all day trainings:

### September 2016

At the GEAR UP Kick-Off, held at the School District of Philadelphia, Daisy Villa, PHENND Next Steps Project Coordinator and PHENND GEAR UP Coordinator Intern Edward Cheon, held a workshop on tutoring and mentoring best practices, and Rayn Phillips, MSW Candidate at Rutgers University-Camden and former AVID Coordinator at PHENND, held a workshop on Cultural Competence in Public Schools.

### February 2017

At the GEAR UP Spring Training held at La Salle University, the PHENND GEAR UP team put together workshops on strategies for tutoring in math and writing, how to support students after-school, and best-practices for engaging students in the classroom. In addition, Otis Hackney, Chief Education Officer for the City of Philadelphia was a keynote speaker over lunch.



## GEAR UP PARTNER SCHOOLS

### Drexel University / University of Pennsylvania

Benjamin Franklin High School  
High School of the Future  
Morton McMichael School  
West Philadelphia High School

### Saint Joseph's University / Bryn Mawr College

Overbrook High School

### La Salle University

Anna B. Day School  
General Louis Wagner School  
Roosevelt Elementary School

### Temple University

Frankford High School  
John F. Hartranft School  
Julia De Burgos School  
Kensington High School  
Kensington High School for the Creative and Performing Arts  
Potter-Thomas School  
Thomas A. Edison High School  
William McKinley School  
William H. Hunter School  
William H. Ziegler School

# NEXT STEPS

## NEXT STEPS AMERICORPS PROGRAM

Designed as a college completion and success strategy, the Next Steps AmeriCorps Program began in Fall 2014. During its third year, the program enrolled 58 students in part-time AmeriCorps service during the 2016-2017 school year.



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 2016-2017 program year were: Arcadia University, Cabrini University, Kutztown University, Millersville University and Temple University.

The Next Steps AmeriCorps Program engages college students in community service, mentoring, supportive workshops, and leadership development. There is a strong emphasis on financial literacy support for members. 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 \$1222 upon completion of the 300 hours.

In 2016-2017, **40** Next Steps AmeriCorps members earned **\$48,800** in AmeriCorps Education Awards. The entire cohort completed **13,497** hours of service, which included mentoring **41** first year students.



Once again, PHENND organized “Alternative Service Breaks,” allowing members to catch up on service hours while connecting with peers (and of course, providing service to Philadelphia area nonprofits). In 2016-2017, Next Steps members served at:

**Winter Break**

Cradles 2 Crayons  
 Southwark Elementary  
 School  
 Manna  
 Cassidy Elementary School

**Spring Break**

Cradle 2 Crayons  
 Books Through Bars  
 Manna  
 Andrew Jackson Elementary  
 School

**Summer Break**

WePAC  
 Philly FIGHT  
 The Neighborhood Center  
 Habitat for Humanity  
 STEM Behind Sports Day

**Thank you to Repair the World for helping to coordinate these special days of service!**

We also worked with external evaluator, **Applied Research Consulting**, to assess the impact of the Next Steps program, particularly the relationship between the AmeriCorps members and their first-year mentees.

The final report showed these key findings:

- *Next Steps mentors tended to persist at higher rates than the general populations of the schools they attended.*
- *Next Steps alumni tend to report a range of enduring outcomes that stem from the mentoring, the site-placement, and relationships with Next Steps staff.*



# K-16 SPECIAL EVENTS

## COLLEGE SIGNING DAY

College Signing Day is an event hosted every year by former First Lady Michelle Obama via her Reach Higher Initiative, which aims to inspire young people to pursue post-secondary education. After four years the initiative includes a network of over 1,500 College Signing Day events nationwide. The purpose of this event is to honor graduating seniors who are pursuing a post-secondary education and to celebrate the next chapter in their lives as a college students.

In 2017, the School District of Philadelphia and other nonprofit and institutions of higher education hosted its 3rd annual Reach Higher Philly College Signing Day at the Wells Fargo Center. Over 3,000 students and families from Philadelphia public, charter, and parochial schools gathered to meet their committed institutions of higher education and their future classmates. The day also included many performers and guest speakers. PHENND K-16 Partnerships Manager, Caitlin Fritz, supported the event as chair of the Higher Ed subcommittee coordinating communication and day of logistics for twenty-eight (28) colleges/universities who participated in the day, which included meeting accepted students, a mascot dance-off, and a parade of colleges.

### *DON'T MISS IT!*

The 4th Annual Philadelphia College Signing Day, coming up on Wednesday, May 2nd, will feature Michelle Obama herself!



### 2017 PARTICIPATING SCHOOLS

Art Institute of Philadelphia

Bloomsburg University

**Cabrini University**

**Cheyney University**

**Community College of Philadelphia**

Delaware County Community College

**Drexel University**

East Stroudsburg University

Eastern University

**Gywennd Mercy University**

Holy Family University

Kutztown University

**La Salle University**

Lehigh University

Mansfield University

Millersville University

Moore College of Art and Design

Northampton Community College

Penn State University

Rosemont College

**Saint Joseph's University**

**Temple University**

University of Pittsburgh at Johnstown

**Villanova University**

**West Chester University**

**Widener University**

Wilson College

Year Up - Greater Philadelphia  
@ Peirce College

*\*Bold indicates PHENND member campuses*

# K-16 SPECIAL EVENTS

## COLLEGE STUDENTS DOING COLLEGE READINESS

In collaboration with the Netter Center for Community Partnerships at Penn and the Civic Engagement Office at Bryn Mawr, PHENND convenes program administrators and staff from institutions and organizations that work with and train college students, who in turn provide college readiness support for youth. This group periodically meets to share best practices and to learn from others in the field.

### 2016-2017 PRESENTERS INCLUDED

**Michelle Grimley**, formerly of the School District of Philadelphia discussed Naviance, a college and career readiness platform commonly used by school districts throughout the country.

**Alex Schuh**, Executive Director of Frontier 21 Education Solutions, spoke about program evaluation.

**Jippy Yee, Ellie Esmond, and Kelly Strunk** of Bryn Mawr College shared different strategies that they use to effectively support their community partners when they have college students at their organizations.

**Josh Taton**, Director of Math Instruction at the School District of Philadelphia presented recent updates to the District's math curricula and how university partners can support improving students' success in algebra.

### PARTICIPATING INSTITUTIONS / ORGANIZATIONS

Bryn Mawr College  
Department of Human Services for the City of Philadelphia  
La Salle University  
Promise Corps  
School District of Philadelphia  
Stepping Stone Scholars, Inc.  
Temple University  
Uncommon Individual Foundation  
University of Pennsylvania's Netter Center for Community Partnerships

### College Access and Success Stakeholders

*During 2016-2017 PHENND regularly convened a cross sector of organizations and networks who work to increase the college degree attainment of Philadelphia students, with the intent to foster continuous communication and mutually reinforcing activities amongst a variety of stakeholders. The group met monthly to share updates, discuss city-wide strategies, and to collaborate on events and initiatives.*

#### Participating Organizations & Networks Include:

Campus Philly  
Community College of Philadelphia  
Graduate! Philadelphia  
Mastery Charter Schools  
Out-of-School Time Resource Center at Foundations, Inc.  
Philadelphia Academies  
Philadelphia College Prep Roundtable  
Philadelphia Education Fund  
PHEAA  
Philadelphia Youth Network  
Philly Goes 2 College  
School District of Philadelphia  
Temple University

This work is supported by a grant from the City of Philadelphia Commerce Department.

# OUR MEMBER CAMPUSES

**BRYN MAWR**  
COLLEGE

**Bryn Mawr**  
**College**

The Civic Engagement Office was formed in 2003, and focused intentionally on partnership development, seeking opportunities to engage with a variety of community-based organizations and local communities. In 2013-14 Civic Engagement (CE) was officially linked with Career and Professional Development through the creation of the Leadership, Innovation and Liberal Arts Center (LILAC).

LILAC|Civic Engagement incorporates reflection into all of its programs. The ongoing practice of reflection in the programs contributes to the way students perceive themselves as actors in the world and to their sense of personal direction. LILAC|CE makes a point of developing programs that meet students where they are, providing a wide range of opportunities in a variety of issue areas, requiring variable levels of commitment and offering both academic and co-curricular options to ensure that any student who wants to become civically engaged can do so. With our inclusion in LILAC, students now have additional entry points in the community through externships, the Alumnae in Residence program, and summer funded internships.

In the fall of 2016, Civic Engagement staff decided through a series of staff meetings and conversations to focus energy during the 2016 – 2017 academic year on better integrating social justice as the core value of our work. Our goals were to more intentionally and clearly frame our trainings, programs, and reflection sessions using social justice principles as a guide and to better support student activists by providing financial support, trainings, and civic engagement opportunities. We also aimed to identify LILAC|Civic Engagement as an activism resource center for students, faculty and staff. We collaborated with the President's Office, Provost's Office, Undergraduate Dean's Office, Pensby Center, and Student Activities to organize a bus to transport students to Washington D.C. to participate in the Women's March on January 20th. Many more students traveled to DC on their own, meeting up with Bryn Mawr alumnae and friends from other colleges and universities. During the spring semester, Civic Engagement worked with the Undergraduate Dean's Office, Pensby Center, and Project SCOPE to wel-

come Manju Rajendran, a trainer from the AORTA Cooperative, to campus to facilitate a one-day activism training. The goal of the training was to help students move from thought to action.

Within LILAC, we collaborated with our Career and Professional Development colleagues to offer two Career Treks to local organizations—the Juvenile Law Center and the ACLU of Philadelphia. Career Treks are exploratory site visits that bring students to meet face-to-face with staff at local organizations. Treks provide a snapshot into organizations and their mission by visiting them onsite, learning about internship/job opportunities, and gaining a network of contacts in the field. By including activist organizations in the mix of host sites, LILAC is encouraging students to consider potential careers in social justice oriented fields.

We are also focusing energy on continuing to support the evolution of Praxis, Bryn Mawr's academic community based learning program, piloting a new fieldwork seminar model for students enrolled in Praxis Independent Study courses in Spring 2017. Praxis Independent Study Fieldwork Seminars bring together groups of students working at a variety of independent but related field sites, all working with the same Faculty Advisor and meeting together as a cohort instead of one-on-one. Eight students participated in the Human Services/Public Health Seminar and 14 students participated in the Museum Studies Fieldwork Seminar.

LILAC|CE continues to support programs that address economic justice and inequities in education. Through community partnerships developed over many years of collaboration, Bryn Mawr students work with young people in grades K – 12 in a variety of settings—including schools, community-based, and social service organizations—and in programs that take place both during and after school. With focuses that range from academic support and SAT preparation to mentoring, athletics, and arts, Bryn Mawr College works closely with our K – 12 partners to respond to their needs and provide meaningful engagement for all students, teachers, and community members involved in each endeavor.



**CABRINI**  
UNIVERSITY

**CABRINI**  
**COLLEGE**

In 2017, Cabrini University celebrated our 60th anniversary of welcoming learners of all faiths, cultures, and backgrounds, to a curriculum rooted in academic excellence, leadership development, and a commitment to social justice.

Since Cabrini was founded in 1957 by the Missionary Sisters of the Sacred Heart of Jesus (the religious order founded by Saint Frances Cabrini, the patroness of immigrants), the University has provided an education not only for the mind, but an Education of the Heart. This Education of the Heart mission of academic excellence, leadership development and a commitment to social justice is accomplished by faculty and staff who mentor students to achieve success for themselves and the community.

Since 2007, the *Justice Matters Core Curriculum* serves as the central unifying experience of Cabrini's curriculum and is centered on a series of four developmental *Engagements with the Common Good* courses. Through these courses, students reflect upon their own core values as they document and critique the values of individuals, organizations, and community partners while analyzing the complex issues faced when creating social change through community-driven projects.

In 2017, Cabrini University launched four new academic centers, joining the existing Wolfington Center for Faith and Justice and Nerney Leadership Institute:

- Center on Immigration
- Center for Global Learning
- Center for Urban Education, Equity, and Improvement
- Center for Children of Trauma and Domestic Violence Education



# OUR MEMBER CAMPUSES

Community  
College  
of Philadelphia

## COMMUNITY COLLEGE OF PHILADELPHIA (CCP)

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 students to be responsible citizens and 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 Access and Community Engagement (DACE)*

The work of DACE focuses on community engagement, educational equity, and student success. Three of the division's programs offer integral community service activities that are mutually beneficial for the student and the City of Philadelphia:

- Gateway to College is a small accelerated high school, serving approximately 125 students ages 16-21 years old, who are earning their high school diploma while achieving college success. Students proactively volunteered their time and completed community service hours with, The Free Library of Philadelphia and The Pennsylvania Society for the Prevention of Cruelty to Animals.
- 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. Students enrolled in the program have the opportunity to meet regularly with program staff who will help them meet their educational goals, and are eligible for supportive services. The KEYS Program develop partnerships with service providers throughout the Philadelphia region. Community Service partners include: The Chosen 300,

SHARE, Philabundance, The Children's Hospital, Achievability and The Salvation Army.

- The TRIO Upward Bound program serves students from South Philadelphia and Benjamin Franklin high schools who are either from low-income homes or neither of their parents has earned a bachelor's degree. The program provides academic and social support as well as cultural enrichment activities to students as they work towards high school graduation and college acceptance. This year 10 students volunteered 7 hours in the kitchen at MANNA.

### *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 Student Leadership & Involvement Center* is the hub for student leadership development, civic engagement and the many student clubs and organizations at Community College of Philadelphia.

*The Fox Rothschild Center for Law and Society* and its' collaboration with Wills for Heroes, allows students to assist in the preparation of estate documents for first responders. Over 400 clients have been served and more than 75 Paralegal Studies students have been involved.

*The Nursing Program* provided services to vulnerable, underserved individuals through their annual ZIP Code project, for residents who live near the College's main campus.

*The College's Dental Clinic* has been cleaning, examining, sealing and filling teeth, free of charge, for more than 30 years and has become an essential part of the city's health care infrastructure. Students treat approximately 1,000 patients each year, many referred by the city's District Health Centers.



## DREXEL UNIVERSITY

Drexel University's Lindy Center for Civic Engagement fosters a culture of civic responsibility by providing programs and resources that empower Drexel students and the broader university community to expand their civic identities through engagement in mutually-beneficial partnerships that lead to a more just society. To accomplish this, we focus on four key areas:

### *Community-Based Learning*

We support both faculty and students who seek to develop connections between the classroom and the community. Students are first introduced to community based learning (CBL) during CIVC101: Intro to Civic Engagement, and they are encouraged to enroll in additional CBL courses throughout their academic career.

### *Civic Leadership*

Through our leadership initiatives, including the Drexel Community Scholars (DCS), Civic Teaching Assistants, and the Lindy Scholars Program, we support, advise, and empower students to further develop their civic identity and continue to consider how they will become engaged citizens in the future.

### *Community Partnerships*

We foster authentic relationships with more than 80 organizations on the local, national, and global levels, by helping to best connect partners with Drexel resources. Additionally, we recognize the inherent expertise of our partners who serve as co-educators of our students and value their collaboration in this capacity.

### *Public Service*

We strategically match individual students and student organizations, as well as faculty and staff, with meaningful volunteer opportunities that best match their skills, interests, and abilities. Additionally, we serve as a resource to our community partners who seek volunteer support for their organizations.



# OUR MEMBER CAMPUSES



## HAVERFORD COLLEGE

Haverford College has a longstanding commitment to education for ethical action, grounded in an embrace of shared dignity and global citizenship, sustained experiences in communities nearby and around the world, and integration with the College's strengths as a leading liberal arts institution.

### *Shared Dignity and Global Citizenship*

As an institution founded by the Society of Friends in 1833, Haverford College has always advanced deep respect for the dignity and equality of all persons. Since 2000, the College's Center for Peace and Global Citizenship (CPGC) has re-centered that commitment, by supporting students and faculty in sustained engagement with applied experiences working toward peace, social justice, and global citizenship. This year, the CPGC hosted collaborators from around the world and around the region for a campus-wide symposium on the topic of Seeking Global Citizenship through community-campus partnerships.

### *Sustained Community Engagement Experiences*

With a total campus population of less than 1,300, Haverford supports more than 160 students in 8-week summer internships each year, contributing more than 50,000 hours to applied projects in communities nearby and around the world. Most frequently, those internships focus on advancing peace, social justice, or global citizenship, supporting arts, furthering scientific knowledge, or otherwise contributing to public purposes through applied scholarship.

As seniors approach graduation, they may apply for fellowships with the CPGC's Haverford House program. Through Haverford House, alumni provide a year of professional service with nonprofit partners in Philadelphia, supporting legal aid for low-income individuals, science education access, equitable education policy, public health, migrant rights, and more.

### *Public Purposes and the Liberal Arts*

As the College integrates its established strengths as a leading liberal arts institution with new initiatives in higher education and community engagement, several developments are noteworthy. First, this year marks the conclusion of the first year of a three-year Philadelphia Area Creative Collaboratives (PACC) initiative. Supported by a grant from the Andrew W. Mellon Foundation, PACC explores the role of the arts in effecting civic change and encouraging sustainable participatory communities of engagement. PACC projects connect regional nonprofit organizations, artists, faculty and students in shared inquiry, exploration, and co-creation. Second, all students who complete summer internship experiences with the CPGC continue their study of human rights, global health, or other related topics through a re-entry course following the experience. Third, a faculty seminar emerged this year to engage the question of the distinctive meaning and purposes of civic and ethical learning at Haverford. The College continues to build on that inquiry and the related strengths articulated above.





## LA SALLE UNIVERSITY

La Salle University offers a rigorous curriculum and a variety of co-curricular experiences designed to help students deepen their ethical sensibilities and prepare for a lifetime of continuous learning, professional success, and dedicated service. All members of our community are called to maintain a heightened sensitivity to those marginalized within society as they practice civic engagement, provide leadership with a global perspective, and contribute to the common good.

La Salle's University Ministry and Service (UMAS) provides students with an array of service opportunities at the local, national, and global levels. Fellowship of Community and University Service (FOCUS) programs connect students with approximately 40 local organizations, contributing over 20000 hours of service to community partners within 15 weekly student-led service programs. UMAS's domestic and international service trips give students the opportunity to gain knowledge and first-hand experience of social justice issues through meaningful service done in partnership with local communities. In 2017-2018, our students provided service to communities both domestically as well as internationally.

La Salle supports a Community-Based Learning Faculty Fellows program, which generates new community-based learning courses each year, as well as a Service Learning Faculty Cohort, which provides regular opportunities for faculty to meet and discuss best practices in service learning. Weekly Explorer Cafes engage the entire campus community with interactive discussions on topics of both academic and social concern, and frequent panels, film screenings, and speakers extend learning outside of the classroom.

La Salle regularly offers "Inside-Out" courses, which are taught inside of local correctional facilities and comprised of half incarcerated ("inside") students and half college ("outside") students. Inside-Out courses are designed to bring college students and incarcerated men and women together to examine fundamental issues of social justice. Currently eight La Salle faculty members are certified to teach Inside-Out courses. Courses are offered out of Religion, Political Science, Criminal Justice and Integrative Studies departments, and these offerings will soon expand to include Business and Public Health.

La Salle University is continuing with its partnership with PHENND and the School District of Philadelphia's GEAR UP initiative for the second year. This academic year, La Salle University has been working with Fels High School and Martin Luther King Promise Academy High School under the GEAR UP grant. La Salle University's students have volunteered their time to provide tutoring to students attending both schools. High school students are receiving tutoring from La Salle's students in the subjects of Math, English, Physical Science, US History and African American History. In addition, La Salle began to create a College Resource Center at King. To help create the Center, students from La Salle, St. Joseph's University, Rutgers University (Newark) as well as King High School volunteered their time to paint murals, assemble furniture, and decorate the room with college items and motivational pieces to create a college awareness atmosphere. The Center will provide King students with a central location for tutoring and provide resources needed for students preparing to apply and attend post-secondary institutions. The date set for the Center to become fully accessible to students at King is scheduled for Fall 2018.

The Nonprofit Center provides educational, consulting and leadership development services to nonprofits in the Greater Philadelphia region to enhance their ability to serve their constituencies. As a management service organization, its services build the capacity of thousands of nonprofit professionals and organizations annually.

The La Salle Neighborhood Nursing Center has offered health education and health promotion services for more than 20 years. Staffed by nurses and social workers, the center contributes to local health fairs, offers immunization programs and screenings, and provides information on resources and referrals to connect children, adults, families, and senior citizens with the services they need.

La Salle Autism and Developmental Disabilities Education Resources (LADDER) runs the LADDER Family Center is a unique opportunity to combine educational, community outreach opportunities, and clinical services for families and youth dealing with a variety of issues surrounding autism and developmental disabilities. Over the past four years, an interdisciplinary team of faculty and staff has been working to develop the LADDER Family Center.

# OUR MEMBER CAMPUSES



## Philadelphia College of Osteopathic Medicine (PCOM)

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.

The Philadelphia College of Osteopathic Medicine offers several pipeline programs on the Philadelphia and Georgia campuses that exposes underrepresented high school students to careers in the health professions.

### *PCOM Science and Math Summer Academy— Philadelphia & 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 and Atlanta 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 national programs designed to increase diversity in healthcare.

### *PCOM Partners with Main Line Health on the Health Career Academy— Philadelphia & Georgia Campuses*

The Health Career Academy, founded by Main Line Health, fosters relationships between medical and high school students, exposing high school students to subject matter they would not typically learn in their normal course of study. The medical students are positive influences, proving the benefits of staying in school, while encouraging students to pursue careers in the field of health care. At both PCOM campuses, medical student mentors go into local

high school classrooms over three months to work on health-related group projects, which the students present at year-end symposia.

### *PCOM Partners with the Distance Learning Center (DLC)— Philadelphia Campus*

The DLC STEMprep Project Training Program targets racial groups that have been historically underrepresented in the medical professions for their population size, and who face a health disparities gap. The program supports gifted students from minority populations with a training model from seventh grade through senior year of college. The students are rotated through basic science labs in academia, the National Institutes of Health, and the pharmaceutical industry.

### *PCOM Partners with Together for West Philadelphia – Philadelphia Campus*

In March, the PCOM Philadelphia campus joined Together for West Philadelphia, 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.



## RUTGERS UNIVERSITY CAMDEN

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, volunteerism and service, community-based research, and integrated efforts and partnerships.

Our institutional commitments have resulted in a civically-minded and highly engaged campus community. During the 2016-17 academic year:

- Faculty, staff and students spent more than 436,500 hours on community service. Almost 74% of Rutgers-Camden students participated in community service; of those, more than 56% contributed twenty or more hours of service.

- For 3,324 students, more than half of the student body, community service and civic engagement were part of a credit-bearing academic experience.

This represents more than a 25% increase in students participating in engaged civic learning experiences from the previous academic year. In 2016-2017, 216 undergraduate and graduate courses included academic engaged civic learning components, this represents a dramatic increase from the 31 engaged civic learning courses offered during the 2009-2010 academic year when the office of civic engagement opened.

- The Civic Engagement Faculty Fellows program, which trains faculty to develop and implement engaged civic learning courses, welcomed 13 new members into its 2017 cohort, increasing the total number of Faculty Fellows to 89, which represents a 17% increase in the number of faculty trained in this pedagogical approach.

- Our New Students Day of Service, which aims to connect undergraduates with civic engagement opportunities during their first week at Rutgers-Camden, had more than 360 participants and during our annual Martin Luther King Jr. Day of service 375 members of Rutgers-Camden's students, faculty, and staff participated in service throughout Camden city and the county.

In both our curricular and co-curricular activities, Rutgers-Camden demonstrates a consistent and clear emphasis on intentionally and meaningfully working alongside our neighbors in the Camden community to identify creative and sustainable strategies to alleviate challenges present in the city or contribute to positive efforts driven by community leaders. Every step along the way, our institutional commitment to direct service, organizational capacity-building, community-based research, education and advocacy continue to drive progress and empower both our students and our neighbors to be active agents of change.

This past year one of our new efforts was focused on expanding our education pipeline initiatives to include those young people who have become disconnected from their education. In 2016 we launched Camden Corp Plus, an initiative which focuses on youth workforce development in Camden city. Operating under a U.S. Department of Labor demonstration grant through the State of New Jersey, Camden Corps Plus aims to identify best practices for helping “opportunity youth” – identified as unemployed or underemployed 16- to 24-year-olds who did not graduate from high school – earn their high school equivalency credentials and embark on a career pathway. With the rising unemployment in Camden city, this population often needs access to the education, training, and 21st-century skills necessary to compete in today's workforce. Through this effort Rutgers-Camden, along with Center for Family Services, work to address these needs for city residents who are looking to build a pathway to a career, whether that means securing a sustainable job or pursuing higher education. Serving more than 100 young people from Camden city, Camden Corp Plus provides adult basic education, occupational training, internships, community service and social service support to remove barriers to success for the participants. Working with Camden based non-profit educational and occupational training providers, Camden Corp Plus addresses the direct need in Camden city to increase the high school completion, reduction unemployment and supporting young people in ways that remove barriers to their success.

# OUR MEMBER CAMPUSES



ST. JOSEPH'S  
UNIVERSITY

As Philadelphia's Jesuit Catholic University, Saint Joseph's University (SJU) provides a rigorous, student-centered education rooted in the liberal arts. SJU prepares students for personal excellence, professional success, and engaged citizenship. Faculty, students, alumni and staff model a lifelong commitment to critical thinking, ethical decision making, pursuing social justice and finding God in all things. SJU's Faith-Justice Institute offers several programs for engaging students, faculty and staff through critical inquiry with the local community. In 2017-2018, The Service-Learning Program engaged over 622 students in 42 courses working with 59 local and global community partner organizations. Rooted in the Jesuit ideals, especially solidarity with those most in need and partnership with others, SJU service-learning courses challenge students to examine systemic issues of social justice through academic inquiry, direct experience meeting a community need and reflection.

The Institute also facilitates The Joseph and Madeline Eberle Klein educational events directed toward greater inclusion in the Catholic Church of groups disaffected from it. Previous lectures include, Spotlight: the Clergy Sexual Abuse Tragedy by Walter Robinson, From Safety to Redemption Abuse Tragedy by Walter Robinson, From Safety to Redemption: The Catholic Call to Dismantle Racism by Sr. Patricia Chapelle, SNND and Thrive For Life: An Ignatian Model for Re-Entry by Zach Presutti, SJ Throughout campus such an education for societal transformation is modeled including The Institute of Clinical Bioethics' health-related research, scholarship and outreach, The Office of Campus Ministry' co-curricular service opportunities, The Kinney Center for Autism Education and Support education, training, service and support offerings. SJU applauds another successful year of PHENND's commitment to educating for justice!





## SWARTHMORE COLLEGE

A small liberal arts college of about 1500 students, Swarthmore College was founded by the Society of Friends in 1864. Since its inception, the Quaker heritage has inspired an ethic of service and commitment to issues of social concern through curricular and co-curricular efforts.

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 facilitates Swarthmore College’s commitment to civic engagement and social responsibility by connecting the campus, community, and curriculum with a dedicated staff and wide range of activities.

Providing vision, leadership, and support for Swarthmore College’s mission, the Lang Center for Civic and Social Responsibility works with faculty, students, staff, and community partners to promote ethical intelligence, active yet reflective civic engagement, and innovative solutions to pressing social problems, all under the paradigm of “Engaged Scholarship.”

The *Lang Visiting Professorship for Issues of Social Change* brings to the College outstanding social scientists, political leaders, or social activists recognized for their commitment to social justice, human rights, and democracy. Denise Crossan, Professor of Social Entrepreneurship, is the current Lang Professor. This year, she launched the new *Social Innovation Lab @ the Lang Center*, which unites a fledgling community of Swarthmore social innovators and community stakeholders invested in creative collaboration for public good.

The *President’s Sustainability Research Fellowship*—an innovative model of Engaged Scholarship that embodies the interdisciplinary spirit of the liberal arts and evinces the power of collaboration in applying knowledge to needs—continued in 2017-18. The program led to Swarthmore implementing an internal carbon price, launching behavioral change strategies to reduce green house gas emissions, and developing a 3-year vision for campus woods stewardship.

The Lang Center supports Engaged Scholarship and the faculty who employ such public-facing or community-based approaches in their research or their courses. Recent faculty grantees have represented all divisions of the liberal arts curriculum, including English Literature, Music and Dance, Educational Studies, Sociology, Economics, Engineering, and Peace and Conflict Studies, among many others. We have also enhanced four signature *faculty-led programs*: Arts in Action, Global Affairs, Health & Societies, and Urban Inequality and Incarceration.

During FY 16-17, the *Swarthmore Foundation* supported summer internships, pilot projects, and faculty-led engaged research that explicitly connect students’ curricular interests and coursework within a context of ethical engagement and social concern. In the summer of 2017, nineteen students contributed approximately 7,928 hours of work in collaboration with nine faculty members advancing Engaged Scholarship agendas. Additionally, 65 student interns (and over 26,892 work hours) worked with host organizations including the Asian Arts Initiative, Chester Education Foundation, Children’s Defense Fund, Time Banks USA, Ubuntu Capital, and the Women’s Law Project.

Since the 1980s, the *Lang Opportunity Scholarship Program* has supported innovative student projects addressing issues of social concern in deep consultation with community partners. Topics of current projects are global as well as local, including a human rights zone in Philadelphia, PA; a community-based food economy in Chester, PA; a storytelling project with refugee students in Albuquerque, New Mexico; and robotics education among technology teachers and students in Ghana.

The *Project Pericles Fund of Swarthmore College* provides multi-year support to student groups partnering with community members on local and global social change projects. Projects supported this last year included the Chester Garden Youth Collaborative (Chester, PA); Project Power Push: Growing a National Movement for Climate Justice (U.S.); and Sustainable Serenity’s “Soular Serenity” project (Philadelphia, PA).

*We mourn the loss of our founder, Eugene M. Lang '38 H'81. He was a citizen, Renaissance man, Dreamer, philanthropist. We should all live such lives.*

# OUR MEMBER CAMPUSES



## TEMPLE UNIVERSITY

Temple University is a national center of excellence in teaching and research with an international presence. Our talented faculty and broad curriculum of more than 400 dynamic academic programs provide superior educational opportunities for academically talented and highly motivated students from all walks of life.

Temple values its role as a stakeholder and neighbor in Philadelphia. The university is proud of its relationships with diverse communities, institutions and agencies surrounding its various campuses. The university's main campus is located in North Philadelphia, an area that has a vital need for academic, social and recreational resources.

Temple honors the legacy of its founder Russell Conwell, whose lifelong mission was to sow seeds of service to others. The university provides a bevy of opportunities for children, youth, and adults through a variety of academic and enrichment programs.

Temple's rankings is fueled by high graduation rates, accomplished graduate degree programs, new living and learning facilities and groundbreaking work in science education and research. In the latest Carnegie Classification of Institutions of Higher Education, Temple rose to "highest research activity," or R1, placing it among the top 4 percent of all four-year institutions in the nation.

Temple University's Office of Community Relations serves as the primary liaison between the communities 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. In addition, Community Relations connect with staff, alumni and students to create volunteer opportunities and to promote activities that reinforce Temple's civic engagement and community service roles. Examples include, but are not limited to: managing the Pan African Studies Community Education Program; partnering with Big Brothers Big Sisters of Eastern PA



to place more than 140 students with youth mentees in North Philadelphia; collaborating with Temple's Computer Recycling Center to install laboratories at local nonprofit organizations; and partnering with many of the university's 300 student groups for volunteerism. The office is located on a main business district that borders the university and residential areas.

The Office of Community Relations provides meeting space to nonprofit community organizations for workshops, presentations, and programs. Temple's 20/20 Scholarship Program awards scholarships to incoming freshmen who reside in the four zip codes surrounding Temple's North Philadelphia campus. The Office of Community Relations led the development of the scholarship program and aggressively works to recruit donors and potential applicants.

To find out more about the Office of Community Relations at Temple University, call 215-204-7913 or visit the office's website at [www.temple.edu/community](http://www.temple.edu/community).



## University of Pennsylvania

For more than two decades, the University of Pennsylvania has engaged in comprehensive, mutually beneficial community-school-university partnerships. President Amy Gutmann's Penn Compact 2020 has strengthened Penn's commitment to local engagement, and today, thousands of Penn students, faculty and staff are regularly involved in West Philadelphia, Penn's local community.

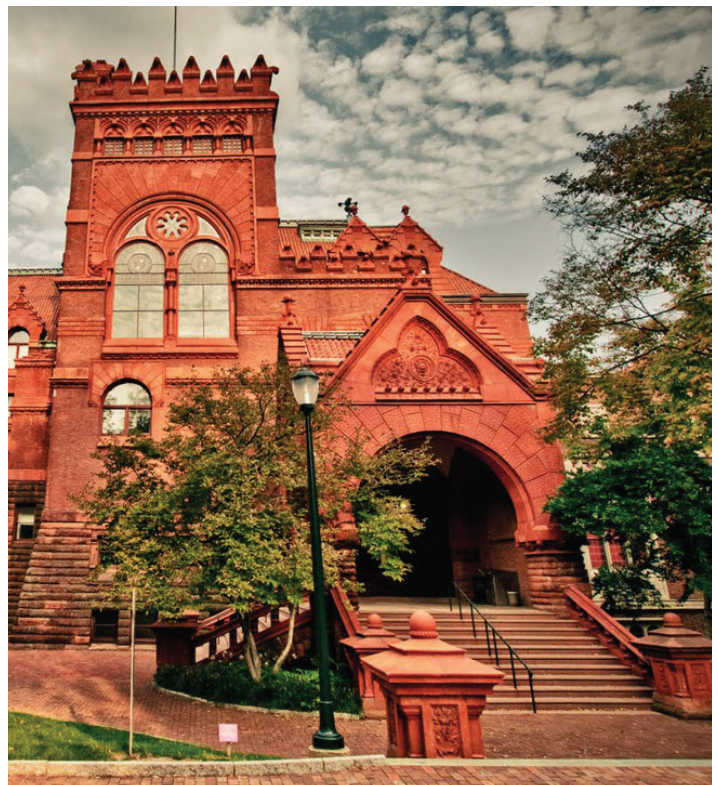
The examples are numerous. Civic House is the hub for student-led community service and social advocacy work. Each year, over 3000 students are involved in the 50+ student groups engaged in community service. Civic House also prepares students for effective civic engagement and leadership through its Service and Advocacy Education Series. It also hosts the Civic Scholars Program, through which undergraduates commit to a four-year experience in civic service and scholarship. Service and Service-learning infuse the Penn campus. For example, the School of Dental Medicine engages over 500 dental students in academically based community service.

Through the Barbara and Edward Netter Center for Community Partnerships, about 70 academically based community service (ABCS) courses from diverse disciplines engage students each year in real-world problem solving while helping students become active citizens of a democratic society. ABCS seeks to advance beyond traditional service-learning since it aims to bring about structural community improvement, such as effective public schools and strong community organizations. Each year, about 1700 Penn students (graduate and undergraduate) and over fifty faculty members are engaged in West Philadelphia through ABCS.

A major component of the Netter Center's strategy is focused on transforming public schools into university- assisted community schools (UACS) designed to help educate, engage, and serve all members of the community. Students at nine local schools (four K-8 and five high schools) are engaged through learning activities focused on improving the quality of life for the entire community. Hundreds of Penn students through ABCS courses,

internships, work-study, and volunteer opportunities. The UACS program is comprised of three integrated initiatives: school day, after school, summer programs. An adult program, UACS Nights, is offered at West Philadelphia High. Taken together, the initiatives serve the educational, social service, health, and developmental needs of the entire community.

The Netter Center envisions UACS as a national model of how to link K-16 curriculum to solving locally identified, real world, community problems as well as how to create collaborative, sustainable programs which improve the health and education of community, school, and university partners.



# OUR MEMBER CAMPUSES



## University of the Sciences

The proud history of University of the Sciences (USciences) began when 68 Philadelphia apothecaries met in Carpenters Hall in 1821 to establish improved scientific standards and to train more competent apprentices and students. These visionaries sought to enhance their vocation, as well as protect public welfare.

USciences continues to embrace these guiding principles today. From the seeds of protecting the public welfare grew a broader understanding of the role USciences plays in our community beyond its commitment to delivering an exceptional education for our students. Commitment to service, health promotion and health literacy, improved access to education, and a flourishing physical and economic environment are ingrained in the psyche of USciences. USciences students are trained to be leaders in essential healthcare and STEM disciplines. But their education doesn't occur only in the classroom, our students are engaged in community service activities.

The entire USciences community – students, faculty, and staff – are all active participants in a wide range of health promotion and health literacy outreach efforts. Together, students and faculty have organized health fairs and informational booths at both on-campus and at community locations. Health screenings and other programming delivered a wide range of health information on important topics such as diabetes, heart disease, stroke reduction, exercise and nutrition, and viral hepatitis awareness.

As USciences celebrates our long-standing tradition of giving back to our communities, we also look forward to the future. We are dedicated to fostering new relationships and partnerships – with both the public and private sectors – that will continue to grow our many avenues of support for educational access, health promotion, new models of education and healthcare delivery, and economic development for our neighborhood, city, and region.







Widener  
University

WIDENER  
UNIVERSITY

At Widener University, we believe academic excellence, career preparation, and civic engagement are the foundations for success. Widener students lead, engage, inspire and contribute as active scholars through a unique combination of liberal arts and professional education. We build active citizens who contribute to the vitality and well-being of the communities we serve, locally, nationally and globally.

Widener engages students in civic pathways that range from volunteerism, political engagement, service-learning and global engagement. As an anchor institution, Widener has built institutional structures such as the Widener Partnership Charter School, the Small Business Development Center, and various pro bono community clinics that provide legal, social work and health services. Additionally, across the curriculum students are asked to apply their course learning objectives to community-identified needs. For example, doctorate students in Organizational Development work with community members to facilitate leadership training and coaching. English majors explore journalism and highlight community voices in the Chester Magazine.

Student leaders activate around key systemic societal issues such as hunger, poverty, education, and health. They participate in numerous tutoring and mentoring programs, alternative breaks, sustainability projects, community-based research, and site placements. For example, the Pride Service Site Leaders build community pipelines as volunteer coordinators or service-learning scholars. The Maguire Scholars explore college access through weekly service in the community. The Presidential Service Corps Bonner Leaders volunteer more than 300 hours each academic year working to build teams at local nonprofits.



# OUR MEMBER CAMPUSES



## ARCADIA UNIVERSITY

Arcadia University, students, faculty, and staff collaborate with neighbors and organizations to greatly impact local and global communities. This past year, Arcadia students participated in more than 100 community and civic engagement activities, volunteering more than 17,862 hours of service.

The Arcadia University Community and Civic Engagement Center (CCEC) helps develop academic and leadership skills and offers work-study and internship positions through many off-campus community-based agencies. Arcadia has been named several times to the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll several times, most recently in 2014.

Through the CCEC, Arcadia students volunteered through a variety of service opportunities, including:

The 24th annual Empty Bowl Benefit Dinner in November, where the University raised over \$9,350 to benefit Philadelphia Interfaith Hospitality Network and Rise Against Hunger. Nearby artists, schools, and restaurants contributed bowls and food for the event. Since its inception, the event has raised more than \$140,000.

Alternative Spring Break, with 31 volunteers traveling to New Iberia, La., where they worked with the nonprofit organization Envision da Berry in an effort to develop a sustainable rural community by laying foundations for community gardens and helping to finish a co-op fresh market. The group consisted of Arcadia students, alumni, and staff, who in total volunteered more than 1,300 hours.

Arcadia's Martin Luther King Jr. Day of Service event, where a full truck of e-waste was recycled in a safe and environmentally friendly process and 15.78 tons of paper securely shredded. Additionally, items were donated from the community to help 13 organizations across the Philadelphia area, including collecting winter coats for families moving to Philadelphia from Puerto Rico through Town Watch Integrated Services. In total, 92 volunteers donated 389.5 hours toward this year's program.

Partnering with 25 sites for the New Student Orientation Day of Service in August, where 450 students volunteered over 2,000 hours at thrift stores, cleaning local parks, assembling meals to be distributed, creating a garden, revitalizing primary school classrooms, and interacting with foster children.

Working at after-school and in-classroom programs, providing academic support and assistance with homework to elementary school children. The after-school programs partnered with Cheltenham, Glenside, Wyncote, and Myers Elementary Schools and also Elkins Park Middle School. The in-classroom programs took place at Myers, Wyncote, Cheltenham, and Glenside Elementary Schools.



## CHESTNUT HILL COLLEGE

Chestnut Hill College continues to live out its mission of service to every kind of dear neighbor without distinction. In August 2017, the College welcomed students to the sixth annual Leadership,

Engagement, and Service (LENS) program. During this program, first year students move into campus before classes begin for a weeklong service-immersion experience in Philadelphia, along with leadership development, and reflection in the spirit and mission of the Sisters of St. Joseph, who founded our College.

In fall 2016, the department of Religious studies once again partnered with the department of Sociology, Criminal Justice, and Human Services to offer the 6-credit "Heart of the City" course. In this innovative, interdisciplinary seminar, students explore issues related to urban poverty and structural inequality. The course partners with the One Less Foundation in Germantown, a non-profit organization with a two-generational approach to ending poverty through its mission of financial empowerment for both adults and children. In addition to direct service, students in the course also learn skills in advocacy to help end structures of poverty plaguing our communities. For instance, in early November 2016, the students traveled to Washington, DC to work with NETWORK – the Catholic Social Justice lobbying group, who taught the students how to lobby members of congress in support of the poor. Following the workshops, the students met with representatives from Senator Toomey's and Senator Casey's offices to discuss the needs of the poor—specifically to advocate for an increase in the Earned Income Tax Credit—and to ask the senators to support legislation that improves the lives of those living on the margins of society.



## JEFFERSON UNIVERSITY



## MONTGOMERY COUNTY COMMUNITY COLLEGE

Jefferson East Falls, our newly merged Philadelphia University and Thomas Jefferson University, saw the need to stay ahead of the many new challenges which the world of higher education is facing. In order to create one visionary institution, we now provide 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 is required of all freshmen) to work with our non-profit community partners.

Our goal is 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.

Montgomery County Community College (MCCC) continues its institutional commitment to service learning, as well as growth and expansion of community engagement programming and services for the College and local community. During the 2016-2017 academic year, MCCC completed 31,499 hours of service. The college also had 11,690 students and 501 faculty and staff participate in curricular and co-curricular service learning initiatives occurring both on-and-off campus. An estimated 4,000 individuals were impacted by the College's volunteer work completed through 25 community partnerships.

The Health Science programs at MCCC led curricular service learning efforts throughout the academic year. Individual programs, such as Dental Hygiene, contributed an extensive number of volunteer hours through integrated learning opportunities. First and second year students in the Dental Hygiene program, participated in the Whitpain Township Community Day at the Blue Bell campus, and provided community members with information during the Health Fair as well as free toothbrushes for children. Additionally, first and second year students participated in a variety of community support services to individuals; while incorporating their knowledge and concepts from coursework into practice. Projects included Sealant Night, Sealant Saturday, Wellness Saturday, and the Community Dentistry Project. In total over 400 hours of service was provided by an estimated 38 students and 10 faculty.

# OUR MEMBER CAMPUSES



NEUMANN  
UNIVERSITY

Neumann University is a Catholic Franciscan institution committed to its mission of educating a diverse community of learners based upon the belief that knowledge is a gift to be shared in the service of others. First-year students engage in a morning of service during their first weekend on campus (350 students visited 19 organizations last August) and all students participate in at least one service-learning course in their major. Volunteer activities are also completed by Campus Ministry, student clubs and athletic teams.

Campus Ministry engages students in service through week-long service immersion experiences. The students serve with Habitat for Humanity in Pennsylvania, South Carolina, and Louisiana. They also provide service to the Cardinal Kelvin Felix Archdiocesan Pastoral Centre in St. Lucia, The Valley of Angels Orphanage in Guatemala, and Wind River Indian Reservation in Wyoming.

Student Government at Neumann encourages and supports clubs to provide community service. Every student organization completes at least one service project per semester. Neumann student-athletes also engage in a variety of community service activities as teams.

The University also maintains a number of community partnerships. Neumann cosponsors the Drexel Neumann Academy (DNA), the only Catholic School in the city of Chester. Neumann faculty, staff and students support DNA in multiple ways, including two service-learning courses focused on the school, students serving as tutors, and faculty and staff serving on the board. In addition, the University sponsors a Wellness Center at the Chester Senior Center staffed by nurse practitioner faculty members.



THE UNIVERSITY  
OF THE ARTS

UNIVERSITY OF  
THE ARTS

The University of the Arts provides opportunities for students to engage with the Philadelphia community via service projects through two academic-linked programs: NEUARTS and the University Honors Program.

### *Neuarts*

In its fourth year of operation, NEUARTS (Neighborhood Engagement at the University of the Arts) has placed over 300 UArts students in after school programs in Point Breeze. They have painted, danced, composed, gamed, photographed, filmed, designed, costumed and animated with elementary school children at both Childs Elementary's Dream Academy and Vare Recreation Center. These partnerships occur during class time, and students receive course credit. All engagement is done in groups, is arts based, and involves our students in the creation and implementation of all activities. This year we had the opportunity to bring additional performances to our after school partners, funded by the Harry Chapin Foundation and the Dolfinger Foundation. This performance series was called, "Sound Ideas" and featured the artistry of "Tap Team Two," a traditional tap duo led by master tapper Robert Burden and Corinne Karon, plus an additional concert workshop with Latin Grammy Award winner Arturo Stable and Friends, and a third performance workshop by the UArts Dance Team, the "Royals." We look forward to our continued relationship with both the Dream Academy and Vare Recreation Center.

### *University Honors Program*

The University Honors Program provides academically exceptional and creatively gifted students with a rigorous and enriching intellectual and artistic experience. Students have the opportunity to be a part of a community of Honors Scholars with a high level of commitment to investigating the role of the performing, visual and writing arts in contemporary life. In addition to required Honors coursework, Honors Scholars must complete 15 hours of community service each semester of participation in the Program, for a total of 75 hours to complete the Program requirements.



URSINUS  
COLLEGE



VILLANOVA  
UNIVERSITY

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. Ursinus students serve the greater community in many capacities, including participating at two local food banks, volunteering weekly as GED tutors at a local prison, and making weekly visits to four after-school programs in Norristown. 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. Ursinus has also recently established the Joseph H. Melrose Center for Global Civic Engagement. Students who participate as Melrose Fellows have the opportunity to explore social issues in both a domestic and international context through direct service and community-based research. At Ursinus, such opportunities help cultivate a sense of vocation in our students. We believe that a commitment to the common good is a critical component of an examined life of purpose.

In the classroom and in the community, service and service learning are essential components of the Villanova University educational experience. The Villanova community of students, faculty and staff provide more than 249,000 hours of service annually through a variety of initiatives:

In September, the annual St. Thomas of Villanova Day of Service unites more than 4,000 student, faculty, staff and alumni volunteers in partnership with 150 nonprofit agencies to perform service in communities throughout Greater Philadelphia.

Each November, Villanova hosts the largest student-organized Special Olympics Festival in the world. More than 1,000 athletes and 400 coaches participate in the statewide competition which draws over 4,000 volunteers from Villanova and the region.

Approximately 900 students volunteer annually for Habitat for Humanity Service Experiences and Mission Service trips during semester breaks, traveling to communities in need in the United States and around the world.

Through the Office of Service Learning, 15-20 service learning courses are offered each semester in a variety of disciplines. The Office of Service Learning has developed partnerships with 18 local agencies or schools in underserved areas. The integration of theory and praxis provides students with a broader context in which to understand the dynamics of the individuals and communities with whom they serve. In addition, nearly 200 students participate in the freshmen and sophomore Service learning residential communities. Through one such community, Villanova freshman are building relationships by tutoring students who are struggling with academics at Cristo Rey High School in Philadelphia.

# OUR MEMBER CAMPUSES



## 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. The Office of Service-Learning and Volunteer Programs (SLVP) is charged with implementing this university-wide vision. SLVP promotes community-engaged learning experiences and builds mutually beneficial partnerships that address community needs with the goal of developing students into lifelong active citizens.

In late September SLVP grew in a new direction with the opening of the Resource Pantry. This exciting new initiative, established in collaboration with the Financial Aid Office, helps eliminate barriers to degree completion for low-income students by providing basic necessities, such as food and personal care items to students. Educational programming is also offered to help build the self-sufficiency needed to be successful after college.

The November elections also presented a unique opportunity for SLVP to promote voter engagement on campus. Campus-wide outreach efforts resulted in WCU being designated a "Voter Friendly Campus" by the Campus Vote Project and NASPA.

In April, assessment data started rolling in and it became evident that SLVP programming and service-learning courses played 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. Nearly 7,500 students participated in public service through servicelearning coursework, while 105 student organizations participated in service projects generated more than 50,000 hours of public service and raising \$128,671 for various nonprofit organizations.







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