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PHENND 2019-2020 ANNUAL REPORT



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Our ♦ Mission

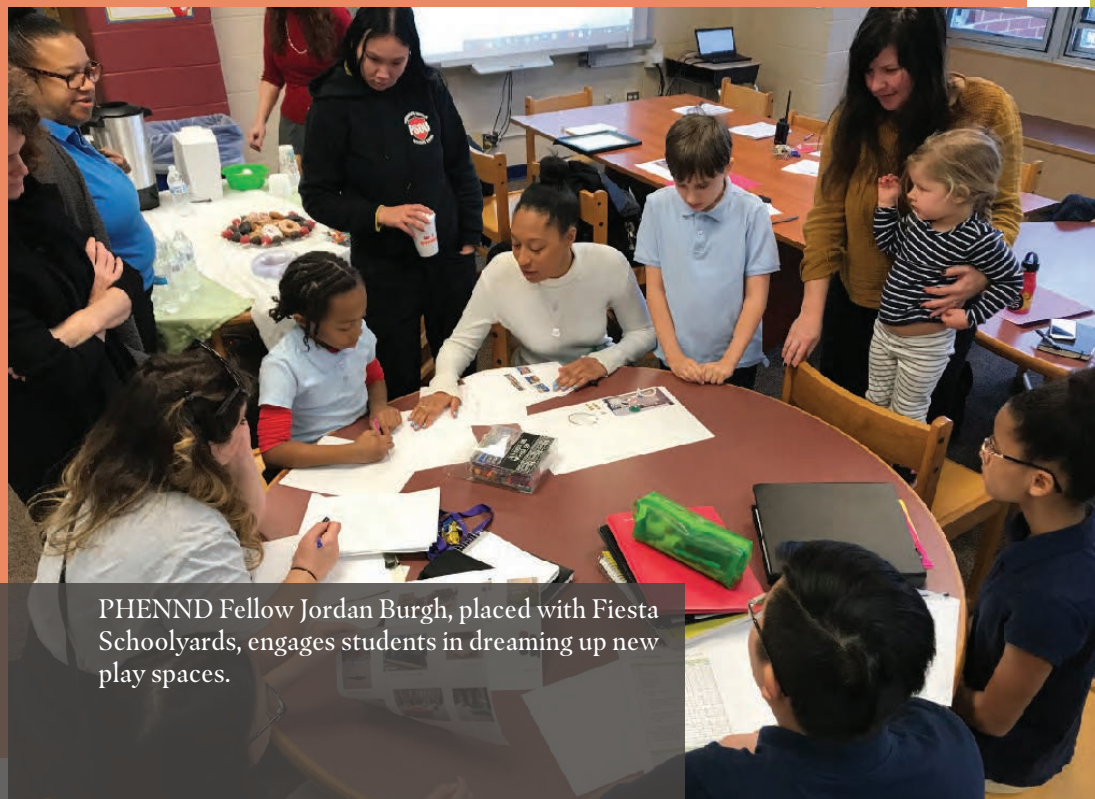
The Philadelphia Higher Education Network for Neighborhood Development (PHENND) is a consortium of over 25 colleges and universities in the greater Philadelphia area. PHENND works to build the capacity of its member institutions to develop mutually beneficial, sustained, and democratic community-based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

Higher educational institutions can function as permanent anchors and partners for community improvement. Moreover it is deeply in their 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.

WHAT'S ♦ ♦ INSIDE

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Front Cover Photos (from left to right, top to bottom): 1) VISTAs at Overbrook Elementary School volunteering for MLK Day of Service, Sharif El-Mekki speaks at the MLK Commemorative Symposium (pg 11), and a VISTA virtually shares thier thoughts and feelings about the year; 2) Mayor Jim Kenney of the City of Philadelphia speaks to AmeriCorps volunteers at the Fall AmeriCorps Launch of Service, Former K-16 Partnerships Manager Caitlin Fritz and Director Hillary Kane celebrate Dress Down Day, and PHENND Fellows VISTA Community Partnerships Coordinador for Saul High School Lane Frazee moderates a panel on professional roles in activism; 3) Students excitingly chit chat during the breakfast for the 2020 PHENND Annual Conference (pg. 9), VISTAs celebrate beginning service at a field day, and City of Philadelphia's Samantha Porter speaks at the Next Steps Mid-Year event about her career in the public sector; 4) Director Hillary Kane addresses eager listners at the 2020 PHENND Annual Conference (pg. 9), Promise Corps AmeriCorps Members smile for the camera in between talks and activities at the Next Steps Mid-Year All Corps event, and Early pandemic food preparation and distribution at Bartram High School supported by Next Steps AmeriCorps members and staff; 5) community members deep in conversation at the MLK Commemorative Symposium (pg 11), Former Non-Profit PHENND Fellows VISTA Leader Ben Sereda Emcee's the Fall AmeriCorps Launch of Service, and VISTAs huddle together for a final photo after a full afternoon of curling at the Philadelphia Curling Club.



PHENND Fellow Jordan Burgh, placed with Fiesta Schoolyards, engages students in dreaming up new play spaces.

OUR HISTORY

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

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

In 1997, PHENND received a major grant from the Corporation for National Service as part of the first round of higher education consortia awards under the Learn and Serve program. Since that time, PHENND has grown from an organization of five colleges and universities to over 25 and from 25 individuals to over 7,500.

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community-based organizations and K-12 schools to discuss issues pertaining to campus-community partnership. The 2020 PHENND Conference, held just before mass closures due to the COVID-19 pandemic, focused on Housing as a theme. Stephanie Sena, founding director of the Student-Run Emergency Housing Unit of Philadelphia (SREHUP), delivered a poignant keynote speech highlighting the vast inequities in our city's housing stock. She challenged local campuses to do more, in particular by examining their own payroll and compensation practices. The event also featured a dozen concurrent workshops from a variety of campus and community partners.

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 PHENND Fellows VISTA Project, and the Next Steps AmeriCorps program.

AN INTRODUCTION

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.

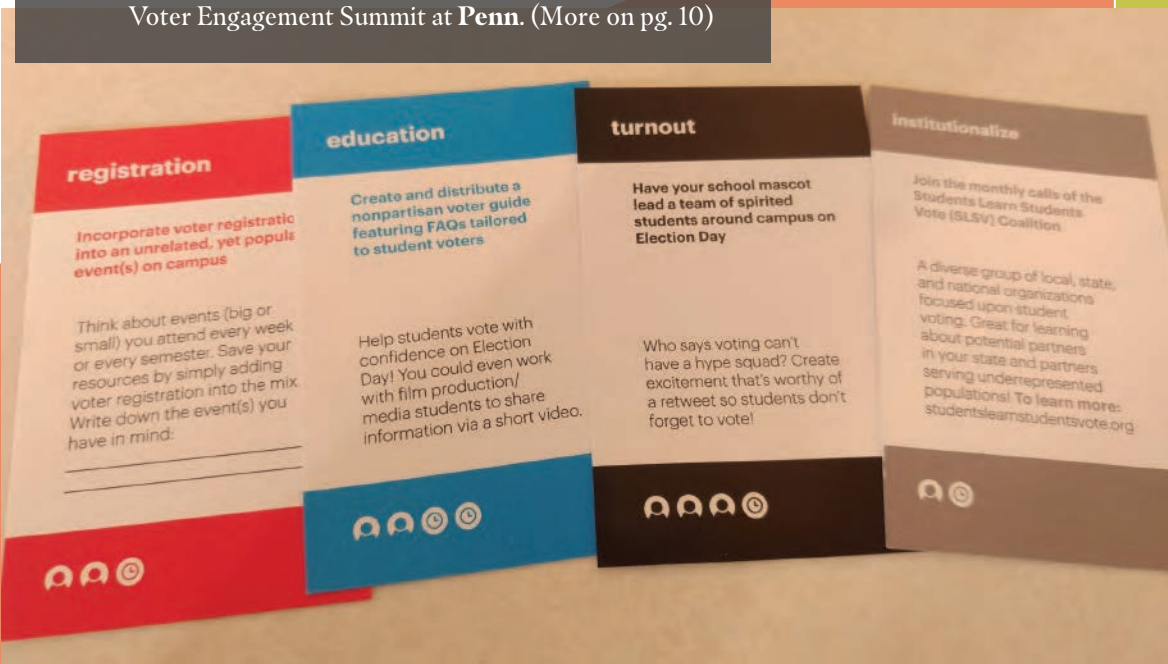
PHENND provides increased hope that higher educational institutions will work together to help solve our country's most pressing problems. For the Philadelphia area, PHENND signals a new kind of democratic partnership that will result in substantial benefits for the colleges, universities, schools and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

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 educational ecosystem. PHENND's activities such as conferences, email newsletters, and technical assistance attract and serve a broad array of individuals and organizations from the IHE, service-learning, community service, and non-profit sectors throughout the region.

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

After expanding the PHENND Steering Committee, which was accomplished during the summer of 2019, PHENND has moved on to implementing additional recommendations from the plan, namely expanding programming beyond K-16 issues. New this year, we added a focus on Democratic Civic Engagement (see pg 10 for more information).

Votes and Ballots cards from the first annual Student Voter Engagement Summit at Penn. (More on pg. 10)



CLEARINGHOUSE OF INFORMATION

Rave Reviews of the Update

I just wanted to reach out to you and say thank you for your amazing online compilation of stuff!!!! You somehow continue to produce the most useful list, and it is always appreciated!!!!
Mindy Maslin, Pennsylvania Horticultural Society

PHENND

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Just a note to say that I am so impressed. You're doing such a great job keeping this newsletter going and making it relevant and accessible! M
artina Mansell, Communications & Community Relations Specialist

PHENND

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Keep up the fantastic work! I've found all the information so resourceful and I enjoy reading the details that are put in to the newsletter.

Daniel Fidalgo Tomé, Ed.D. |
Community Engagement
Program Manager, Thomas
Edison University

PHENND

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By the numbers

7,084
People who receive
weekly Updates

7.4%
Increase
from last year

2,301
Events, jobs, grants,
& other announcements
advertized

6%
Increase
from last
year

EVENTS & COMMUNICATION

Training and Technical Assistance Provider

Workshops and Other In-person Support

During the 2019-2020 academic year, PHENND provided the following ad hoc trainings, workshops, and presentations.

August 2019

PHENND Director Hillary Kane presented at the Parent Summit Philly presented by Philly SUN.

September 2019

VISTA Operations Coordinator Dana Kayser presented at the CNCS Office of Research and Evaluation Conference on the use of social network analysis to test the underlying assumptions of the PHENND Community Partnerships Coordinator Model.

October 2019

PHENND Director Hillary Kane presented AmeriCorps as a Post-Secondary Option presented at the Annual PA Reach Higher Conference at **Temple University**.

November 2019

PHENND Director Hillary Kane served as a guest speaker in Dr. David Grossman's graduate education course at the **University of Pennsylvania**.

January 2020

PHENND Director Hillary Kane served as the guest speaker in Dr. Priscilla Jeter-Iles's graduate education course at **Arcadia University**.

February 2020

PHENND Director Hillary Kane was invited to present to the nascent **Temple University** College Access Community of Practice meeting.

April 2020

PHENND Director Hillary Kane & VISTA Project Manager Eden Kainer presented for UACS on the VISTA project at the School District's Community of Practice (See pg 17)

Civic Engagement Directors meetings

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

November 2019 – Hosted by **La Salle University** and focused on a wide variety of topics such as compensation for community partners to a possible collaboration on a Campus Compact of NY/PA mini-grant application.

February 2020 – Hosted by **Montgomery County Community College** and focused on Campus Compact's new Compact2Learn system.

May 2020 – Hosted on Zoom and focused on the various ways campuses pivoted to virtual engagement in the age of COVID-19, both for the tail end of the Spring semester, but also how campuses plan to do this going forward for summer and even Fall 2020.

June 2020 – Hosted on Zoom and focused on the potential for mobilizing college students to assist with contact tracing efforts led by the PA Department of Health.



One-on-one Consultations and Other Opportunities

PHENND provided numerous one-on-one consultations to member campuses on topics ranging from the development of new centers for civic engagement to recruiting faculty for service-learning to assessing student and community impacts of community engagement. Highlighted campuses that received this support in the 2019-2020 year include:

Connected **Cabrini University** students to an opportunity with First Lady Frances Wolfe related to hunger insecurity on college campuses. They also attended the Governor's Food Security Partnership Annual Summit.

Connected **Philadelphia College of Osteopathic Medicine** to partnership opportunities with GEAR UP schools in West Philadelphia.

Provided a letter of support to an application from **Bryn Mawr College** and **West Chester University** to the PA Smart program.

Spoke with several campuses, including **West Chester University** and **PCOM**, on ways to adapt service opportunities to virtual settings due to COVID-19

Served as a key informant to **Drexel University** as they re-imagined the Lindy Scholars Program.

Consulted with staff at **Penn's Wharton School** about ways to connect staff to community engagement.



Special Events

November 2019: Service Leaders' Summit

In partnership with the Lindy Center for Civic Engagement at **Drexel University**, PHENND hosted the 11th Annual Service Leaders' Summit, bringing together college students from around the region and beyond. The conference theme was United We Stand: Collective Action for the Common Good and featured Keynote Speaker Kimberly Marie Ashby, an artist, activist, and facilitator. The day culminated in a panel featuring young non-profit professionals. (45 participants)

June 2020: Next Steps for the Undecided High School Graduate

In partnership with the School District of Philadelphia and several post-secondary programs and alternative pathways to college, PHENND and Promise Corps co-hosted this webinar for high school students who had not yet committed to a particular post-secondary plan. Presenters included trade schools, AmeriCorps programs, **Community College of Philadelphia** and various branches of the military.

June 2020: Pivoting to Virtual Volunteering

PHENND hosted an open brainstorming conversation about how to transform an organization's traditional face-to-face volunteer opportunities. (59 participants)



Students and staff from West Chester University smile over breakfast at the Service Leaders' Summit.

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 K-12 schools to discuss issues pertaining to campus-community partnership. The 2020 PHENND Conference, held just before mass closures due to the COVID-19 pandemic at **Penn State - Brandywine**, focused on Housing as a theme. Stephanie Sena, founding director of the Student-Run Emergency Housing Unit of Philadelphia (SREHUP), delivered a poignant keynote speech highlighting the vast inequities in our city's housing stock. She challenged local campuses to do more, in particular by examining their own payroll and compensation practices. The event also featured a dozen concurrent workshops from a variety of campus and community partners. (87 participants)



Spotlight:

Democratic Civic Engagement

For years, PHENND has marked elections with special emphasis on student voter engagement. In 2004, we produced a workshop to encourage students to vote and in 2014 we partnered with Campus Election Engagement Project to host a part-time CEEP Fellow in the PHENND Office. However, during the 19-20 school year, we ramped up our efforts to shine the light various aspects of democratic voter engagement from elections to the Census. Spurred on by Penn Leads the Vote, PHENND's DCE network aims to highlight ways campuses can better support students' democratic development. This year, we co-hosted a few events and also began a new monthly newsletter focused on DCE themes.

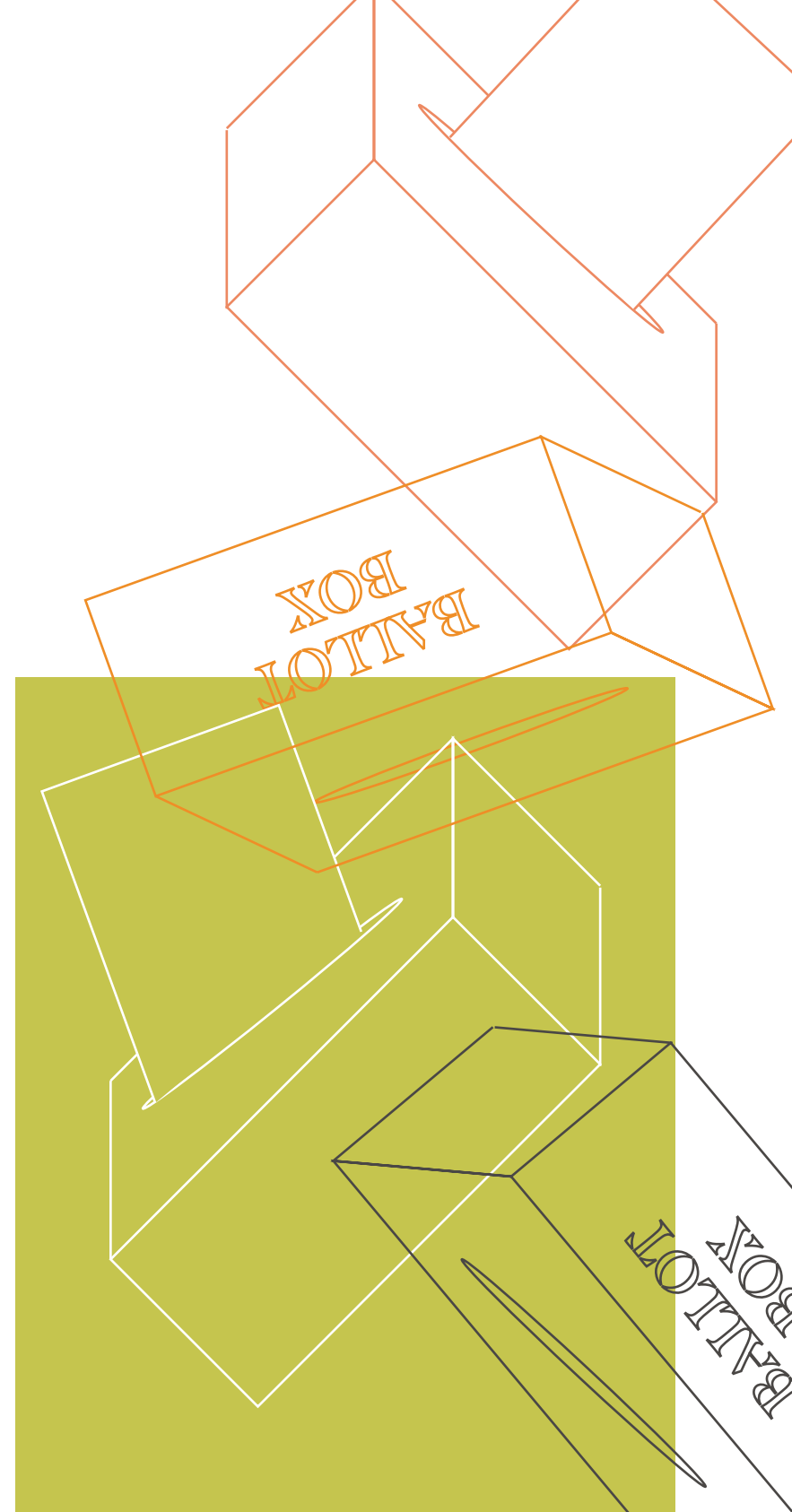
September 2019: Fall PHENND Meeting focused on the 2020 Census and was held at the **University of Pennsylvania**. The event featured Stephanie Reid, Director of Philly Counts 2020, who gave a broad overview of the then-upcoming Census and the City of Philadelphia's efforts to ensure the most complete and accurate count possible. This was followed by a panel of educators and community partners. That panel included Kathleen Lee, a retired teacher who incorporated the 2000 Census into her middle school classroom with amazing results; Grace Palladino, the Civic Education Specialist for the School District of Philadelphia; and Andy Toy of SEAMAAC who was also a member of the Limited English Proficiency outreach group of Philly Counts 2020. (70 participants)

October 2019: PHENND Director Hillary Kane, along with colleagues from **Community College of Philadelphia** and the **University of Pennsylvania**, presented at the Coalition of Urban and Metropolitan Universities conference about student voter engagement efforts.

February 2020: **Student Voter Engagement Summit**. In partnership with Penn Leads the Vote, Campus Election Engagement Project, All in Democracy Challenge, and Campus Vote Project, PHENND co-hosted the first annual Student Voter Engagement Summit at **Penn**. The conference brought teams of students from 30 campuses from across the region as well as from as far away as the Lehigh Valley and New York State. (130 participants)

Democratic Civic Engagement Newsletter

PHENND worked with the Netter Center at Penn to send news and updates on the election to Civic Engagement Directors in our network. This monthly newsletter goes out to over 300 partners and has covered the primaries up through January's insurrection. The Newsletter provided a special spotlight on racial justice in politics and generally promotes nonpartisanship, policy, and the urgency of voting.



PHENND K-16

Funded by ongoing support from the Lindy Legacy Donor Advised Fund, the K-16 Partnership Network 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.

The K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals, and city officials. The K-16 Network hosted four events during the 2019-2020 academic year.

November 2019

PHENND K-16 Partnerships Network hosted its Fall Speaker Event featuring Sarah Hemminger, CEO and co-founder of Thread in Baltimore, Maryland. Thread works with under-performing 9th grades students in Baltimore City Schools and surrounds them with a family of volunteers over the course of ten years. (58 participants)

January 2020

PHENND again collaborated with **Penn's** Netter Center for Community Partnerships and African-American Resource Center to host a symposium "Communities Partnering with Colleges and Universities to Increase Diversity in the Classroom." The event featured remarks from Sharif El-Mekki, Director of the Center for Black Educator Development (CBED) and former principal, as well as Dr. Donna-Marie Cole-Malott, Special Assistant to the Deputy Secretary of Education of Pennsylvania, who spoke about the state's new efforts to increase teacher diversity. The event concluded with a dozen table-top discussions led by the following: **Arcadia University, Cabrini University, Cheyney University, Community College of Philadelphia, Drexel University, Holy Family University, La Salle University**, Radnor Township School District, **Temple University, University of Pennsylvania, West Chester University** and **Villanova University**. (75 participants)

February 2020

As a pre-conference event to the PHENND Annual Conference, the K-16 Partnerships network hosted a small gathering at **Community College of Philadelphia** focused on "Housing Insecure Schools." The event featured presentations from Michelle Lopez, Manager of CCP's Institute for Community Engagement and Civic Leadership, as well as principals from two of CCP's partner schools, Laoreal Robinson of Spring Garden School and April Brown of Waring School. Both Spring Garden and Waring have



Participants at the January MLK Commemorative Symposium on educator diversity.



PHENND Fellow Sydney Edelson gives opening remarks at the Fall K-16 Speaker event, welcoming Thread founder Sarah Hemminger.

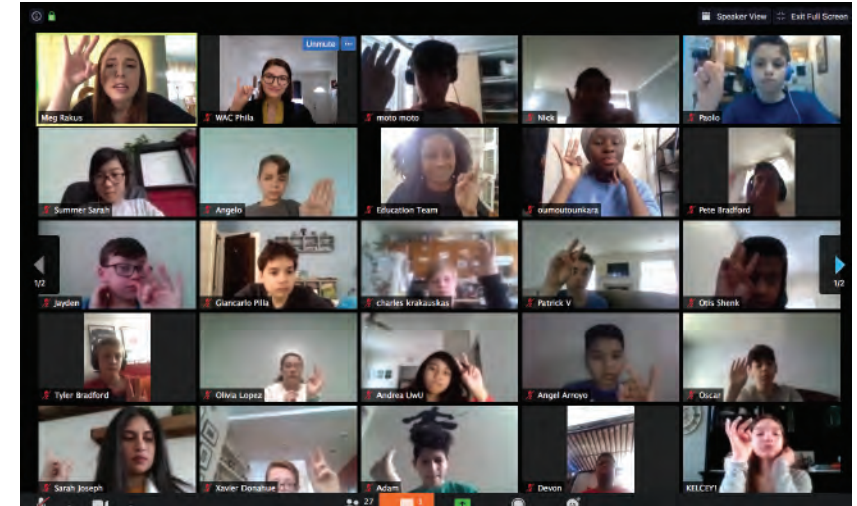
unusually high numbers of housing insecure students; panelists discussed how CCP as a college partner has adapted their typical school outreach efforts to address the unique challenges of these schools. (23 participants)

June 2020

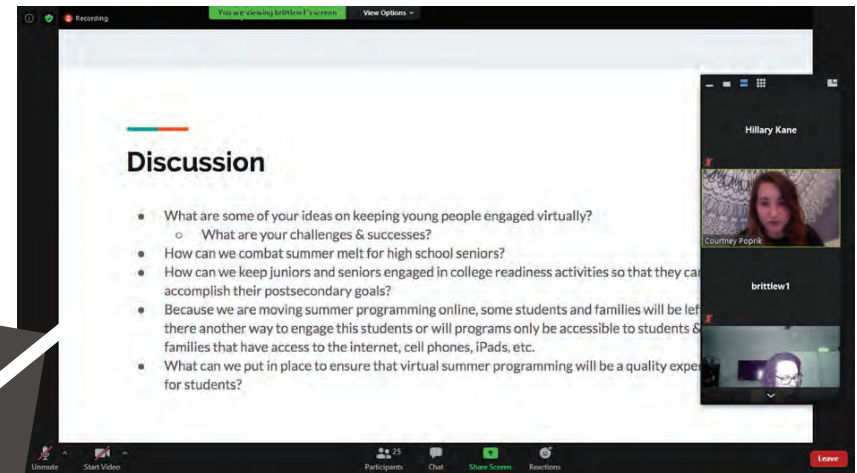
Due to COVID-19, our typical full-day in-person June Institute was re-imagined and scaled back for a virtual setting. This year's theme was Virtual Summer Learning and featured two breakout sessions: Dr. Wei Xie, Principal of Northeast Academy and Dr. Patience Lehrman and colleagues from **Temple University**. The School District of Philadelphia also presented a new set of summer learning resources they recently developed. (48 participants)

K-16 Partnerships Newsletter

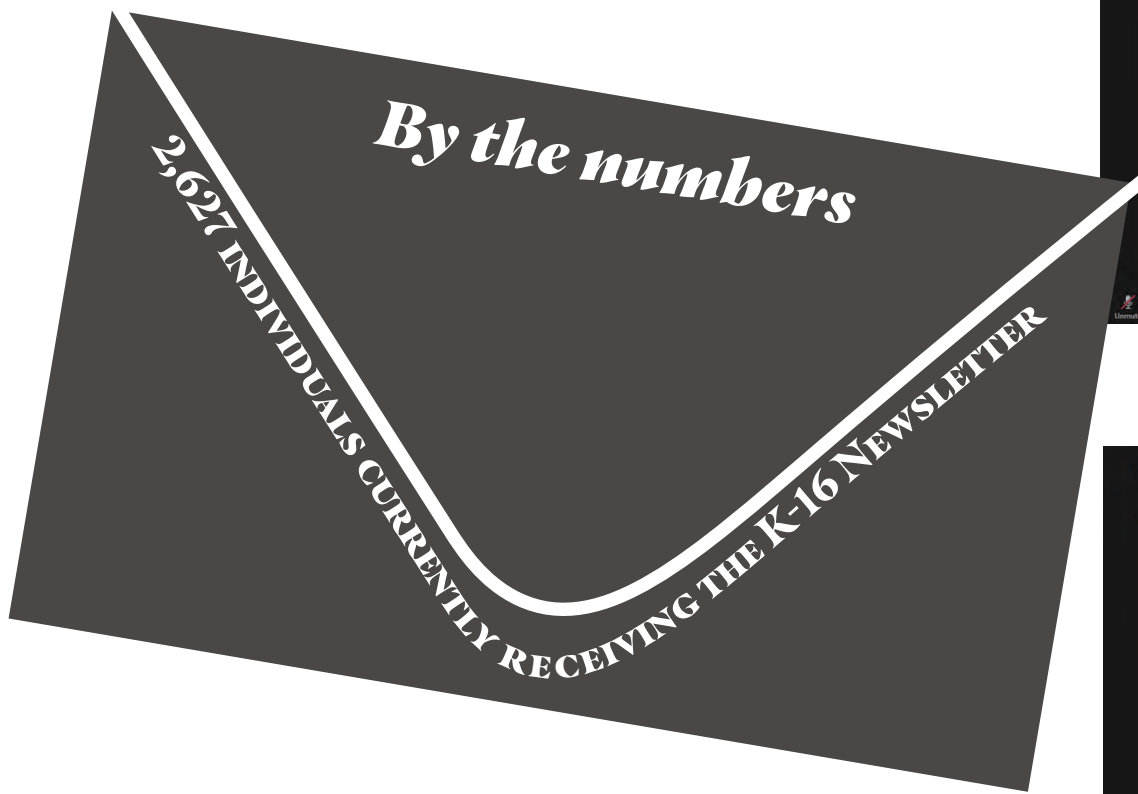
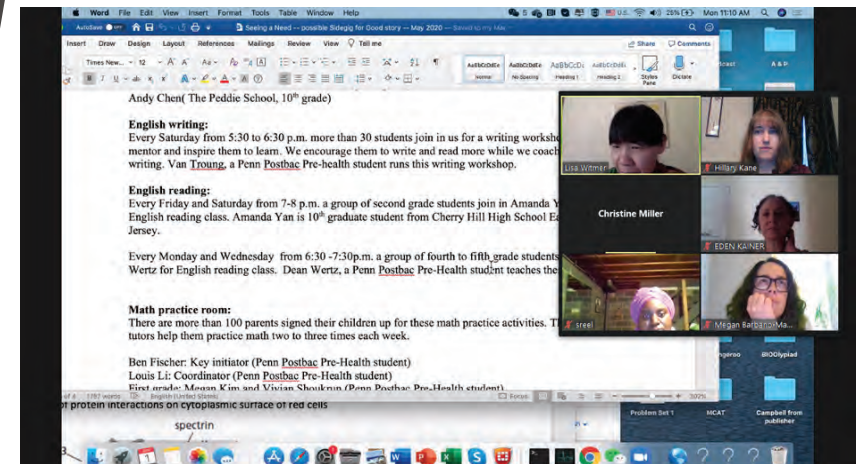
Now distributed monthly, the K-16 Partnerships Newsletter is a collection of stories, interviews, and articles about the people and programs making a difference in the Greater Philadelphia area for youth in the K-16 continuum.



Lindy Award Winners Global Smarts Mentoring Program participants play a game of "Never Have I Ever."



The June institute took a new shape going all virtual this year. *Above* are discussion questions participants answered in breakout rooms. *Below* participants attend Dr. Wei Xi's breakout session on summer leaning.





^ Youth from the Global Smarts Mentoring Program

CCP President > Donald Generals high fives children from Spring Garden School.



< Youth performers from the Big Book Club take to the stage at Bushfire Theatre.

LINDY AWARD FOR EXCELLENCE IN K-16 PARTNERSHIPS

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

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

This year, the committee selected three winners providing a first-place award of \$1,500 to the Global Smarts Mentoring Program, an initiative of the World Affairs Council in partnership with **St. Joseph's University** and several local schools. Runners up awards of \$500 each went to **Community College of Philadelphia** for their partnership with Spring Garden School and Rowan University's Big Book Club project which partners with Bushfire Theatre in West Philadelphia and three K-12 schools.

2020 Lindy Award Winners: Global Smarts Mentoring Program

Launched in 2012-2013, the Global Smarts Mentoring Program is a rigorous global literacy tutoring program pairing 6-8th grade students from under-resourced and low- to middle-income Philadelphia public, parochial and charter schools with college student mentors. Through weekly individual and small-group instruction at their assigned middle school site, mentors provide students with the fundamental knowledge and skills needed to confidently participate in the Council's annual, region-wide Student Diplomat Program/Jr. Model United Nations Program.

Runner-up: Spring Garden School partnership with Community College of Philadelphia's Adopt-A-School Program

Through meetings with the Office of Strategic Partnerships within the School District of Philadelphia, the College was matched with Spring Garden School. Spring Garden School, located blocks away from the College on 12th and Melon Streets, services approximately 300 students. As part of the program, CCP student volunteers provide: in classroom teacher assistance, one on one tutoring and reading practice, basic need resources to students and their families, and college visits for students and their parents.

Runner-up: Rowan University's Big Book Club in partnership with Bushfire Theatre and three K-12 schools

The Big Book Club is a partnership between Bushfire Theatre of Performing Arts, two School District of Philadelphia schools, one charter school, Rowan University literacy faculty and pre-service teachers. It is a two year partnership designed for students in grades five through seven and pre-service teachers. The focus is to support reading and writing proficiency and motivation for middle school students and to pre-service teachers' to knowledge around teaching literacy and working in urban settings.



During the 2019-2020 school year, PHENND in collaboration with the School District of Philadelphia, continued implementation of a college access program 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 leads a team of six university partners, who leverage 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 serve as GEAR UP Coaches, providing academic support in a variety of classes including math, the sciences, engineering, English, Spanish, and history, as well as tutoring after-school and during lunch.

October 2019: Fall All Campus Training

Held at **Temple University**, 51 students from **Drexel, Bryn Mawr, Penn, St. Joseph's University,** and **Temple** gathered on October 19, 2019. The purpose of this event was to provide additional training for GEAR UP coaches, and to provide a space for coaches to network across campuses. This training focused on the FAFSA and other financial aid for college, as well as the variety of options that students have for post-secondary education.

February 2020: Spring All Campus Training

Held also at **Temple University**, 43 students from **Drexel, La Salle, Penn,** and **Temple** gathered on February 8, 2020. This training again focused on providing coaches with more information about alternative post-secondary options. Workshops included Post-Secondary Coaching and Advising and Strategies for Effective Tutoring.



By the numbers

141 College Students

2,387 Hours Served

1,049 11th & 12th Grade Students served



Thank you so much for the coaches, the support and the overall experience. This has had an impact on my students that I can see daily.
GEAR UP Partner Teacher

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College Success Webinars

September 2019: Supporting First Generation Students through Faculty and Staff Development - Voices from the Field

This webinar featured Dr. Stacey Havlik, Associate Professor & Dr. Krista M. Malott, L.P.C., Associate Professor, both from the Department of Education & Counseling at **Villanova University**. In this webinar, they discussed insights from their recent study, “First-generation college-goers persisting at one predominantly White institution.” The event concluded with a discussion of how departments at Villanova are engaging faculty and staff in professional development to support first generation students on campus. (27 participants)

October 2019: Single Stop: From Implementation to Impact at the Community College of Philadelphia

This webinar explored Single Stop at the **Community College of Philadelphia**. At CCP, the Single Stop office connects students to health insurance, food resources, free tax preparation, legal aid, financial education, childcare, utilities, cash and other subsidies, and/or internal and external referrals that meet the needs of the students. The webinar featured the Single Stop program director at CCP, as well as the Single Stop National Director of Partnerships, Sarah Crawford, and a representative of Metis Associates, who conducted the lead external evaluation of the Single Stop implementation at CCP. (31 participants)

January 2020: Supporting Students Experiencing Homelessness: West Chester University's Promise Program

This webinar featured Tori Nuccio from West Chester University's Promise Program. The WCU Promise Program is a campus support program serving unaccompanied homeless and foster youth. The program helps support students with access to year-round housing on campus including over breaks, food and supplies from the Resource Pantry, priority employment opportunities, access to scholarship funds, monthly dinners that provide mentorship and a safe space to share successes and challenges, and more. (23 participants)

March 2020: AmeriCorps a Part of a Career Pathway

Taking place during the national AmeriCorps Week, this webinar discussed ways that AmeriCorps can be part of a student's college and career journey. Topics included AmeriCorps as a gap year before, during, or after college; part-time AmeriCorps opportunities to support persistence and degree completion; and AmeriCorps as a way to launch a career.

College Success Network

PHENND continued to build and develop its College Success Network, which was formally launched in October 2018.

Building off of previous work catalyzed by a small grant from the Department of Commerce, the College Success Network is aimed at increasing college degree completion among low-income and first-generation students in the Philadelphia region. After many years in the college access world, there is increasing recognition that while the gap is narrowing for low-income students in terms of admission to college, the gap between them and their middle and upper-income peers remains with regard to graduation rates.

The College Success Newsletter is a monthly collection of new articles, podcasts, webinars and other resources related to degree completion for low-income, non-traditional, and/or first-generation students. For this newsletter, we built an entirely new audience – upper level administrators representing various domains related to: academic advising, financial aid, teaching and learning, career services, peer mentoring, diversity and inclusion, and institutional research to name a few.

By the numbers

1,073
People who receive
monthly newsletters

23%
Increase
from last year

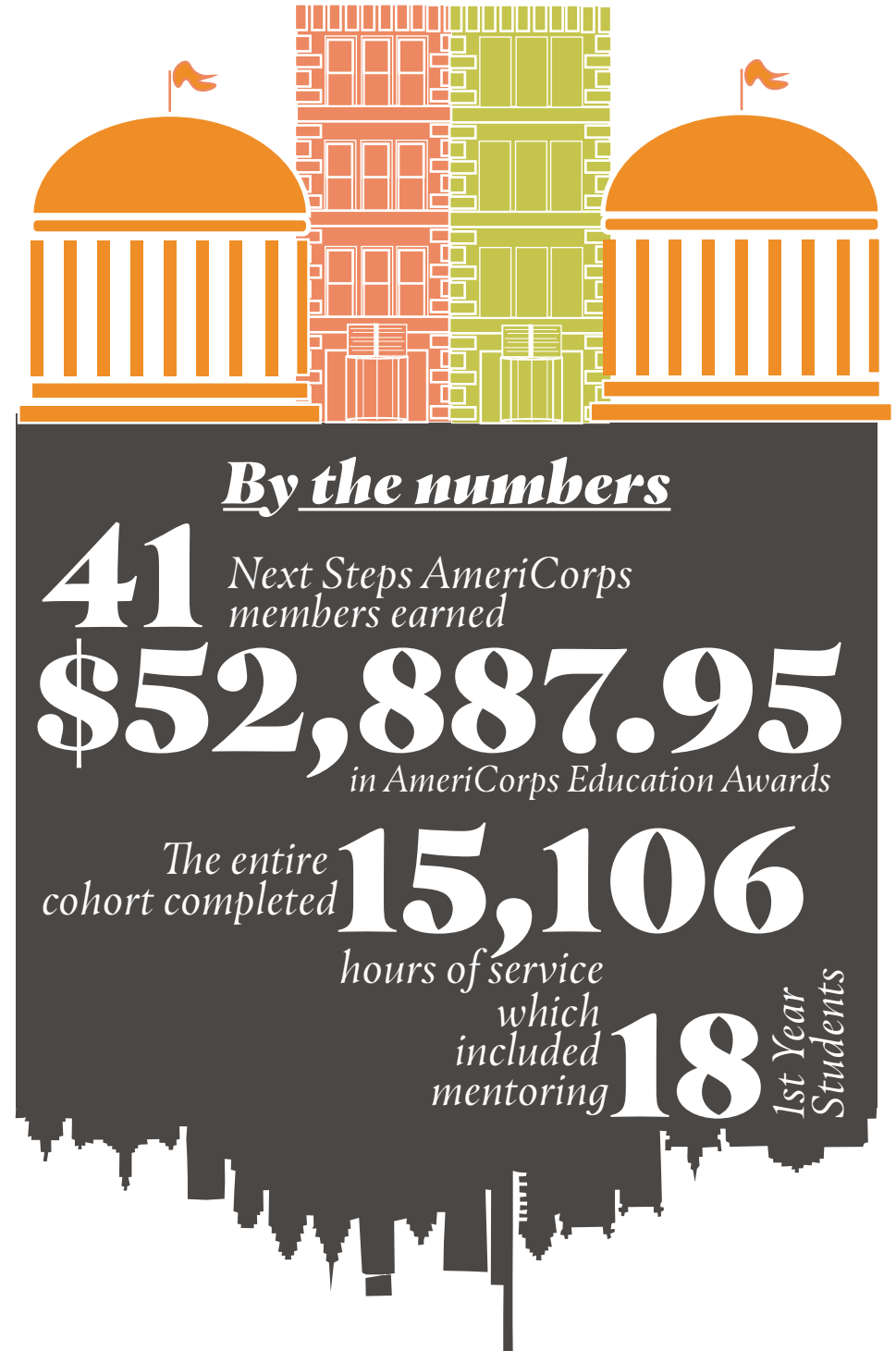




Designed as a college completion and success strategy, the Next Steps AmeriCorps Program began in Fall 2014. During its sixth year, the program enrolled 58 students in part-time AmeriCorps service during the 2019-2020 school year. Again this year, the program design included 3 full-time AmeriCorps members, known as Team Leaders, placed at **Cabrini University**, Kutztown University, and **Temple University**. The three Team Leaders served within the university and help support low-income first-generation college students who are enrolled as part-time AmeriCorps members. Team Leaders were an integral part of the Next Steps AmeriCorps program by; assisting in the recruitment of mentees and mentors, connecting our members to community service sites, helping to plan and lead bi-weekly meetings, and creating a friendly and supportive environment that helped the members engage with the program.

The Next Steps AmeriCorps Program is for rising sophomores and juniors who are Pell-eligible graduates of high poverty school districts. There is a special emphasis on recruiting alumni of the School District of Philadelphia. Partnering campuses for the 2019-2020 program year were: **Cabrini University**, **Community College of Philadelphia**, Kutztown University, and **Temple University**. The Next Steps AmeriCorps Program engages college students in community service, mentoring, supportive workshops, and leadership development. Participants, known as Corps Members, complete 300 hours of community service in the course of one year. Corps members can choose any kind of regular service placement and also mentor one or two incoming first-year students as part of their service. Hours spent in training and leadership development also count toward the 300 hours. Corps members can receive a stipend during the year through Federal Work-Study and also receive an Education Award of \$1,289.95 upon completion of the 300 hours.

In 2019-2020, due to the pandemic, AmeriCorps allowed members to still receive a full Education Award even if only half of their required hours were completed, as long as the reason members could not complete hours was due to COVID-19.



Next Steps Alternate Breaks & Special Events

Once again, PHENND organized “Alternative Service Breaks,” allowing members to catch up on service hours while connecting with peers. We were able to organize a Winter Break and Spring Break events (taking place the week of March 9th just before everything shut down) but we had to cancel our usual Summer Break experience.

Winter Break:

Manna, Philabundance, WePAC

Spring Break:

Cradles to Crayons, Steppingstone Scholars’ Step into College Conference, WePAC, Career Wardrobe, Spring Garden School, and Manna

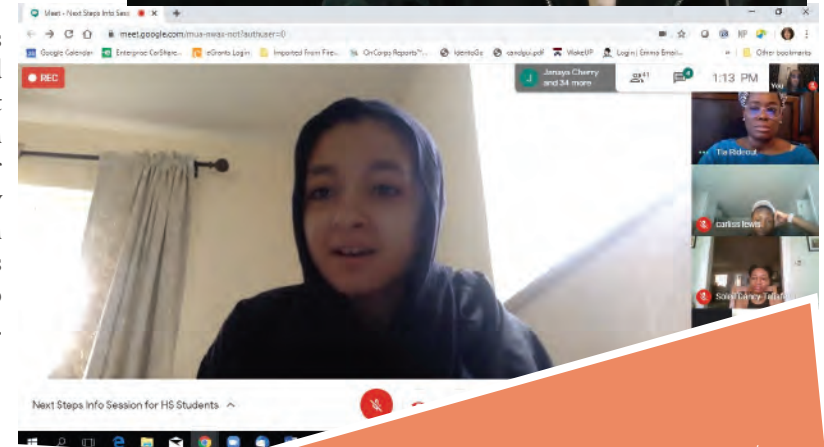
Next Steps members and Temple University Team Leader pack meal and snacks as part of their winter alternative break.



PHENND Director Hillary Kane takes a selfie with Power Corps member. Both served at Bartram High School’s food prep and distribution at the beginning of the pandemic.



Next Steps member and Temple student Zainab Salih talks about her college journey with high school seniors preparing to graduate.



Hi Daisy! I was in one of you AmeriCorps Next Steps program years ago. I wanted to reach out to let you know that to this day I still talk about it's impact on me. Yesterday, my credit score went up and as I was casually talking to my boyfriend about it. He goes, is this the highest score you've had? And I thought to myself, honestly I've had an outstanding credit score ever since AmeriCorps... It's something that comes very natural to me since the AmeriCorps credit workshop. The internship I took for AmeriCorps was a communications position at a local nonprofit. I adored it, had a lot of influence, and made some great connections. No lie, it helped me launch my career in marketing communications once I graduated. I had more experience than other candidates and it helped me get a step ahead. I'm still in the field today. As with everyone in the program, I come from a low income household. My mom was widowed, never remarried, and has her own personal struggles. I grew

up desperate to break the cycle, always made honor roll, worked from the time I was legally allowed, etc. But there were resources and knowledge outside my reach that AmeriCorps provided. I grew up with a distain and fear of credit scores and a career; I almost couldn't go to college because my mom wasn't able to co-sign anything because of her financial history. I thought I was destined to repeat what I was raised in, despite my hard work. I will never be able to communicate the hope that program gave me, and I'm lucky to share what I learned with my siblings so they know they still have a fighting chance. That was long winded, but this has been on my heart for so long. I just need to say how grateful I am for you and everyone else who coordinated that AmeriCorps program. Thank you so much!

Arcadia student,
program participant 2014-2015



PHENND FELLOWS

An AmeriCorps VISTA Project

Every year, since 2012, PHENND has recruited, trained, placed, and supported a cohort of talented and passionate college graduates through a year of service as AmeriCorps VISTA members in one of two tracks—Education or Non-profit. The Fellows serve in schools, School District offices, and a variety of non-profits to address issues of poverty and leverage the power of community partnership. In 2019-20, the PHENND Fellow VISTA program had 32 members, including two VISTA Leaders.

The program has a three-fold mission:

- 1** Support local schools and nonprofits fighting poverty across a wide range of issues
- 2** Train and retain local talent to stay and work in Philadelphia
- 3** Develop the next generation of urban education and nonprofit leaders



By the numbers

*PHENND Fellow VISTAs combined
Generated*

\$223,461
In Cash

\$309,300

*In-Kind donations for the 2019-2020 year,
as well as leveraged*

1,614 *volunteers*

VISTAs Served Schools with

7,610
total enrollment

VISTAs Served

6,471
economically disadvantaged

\$326,971

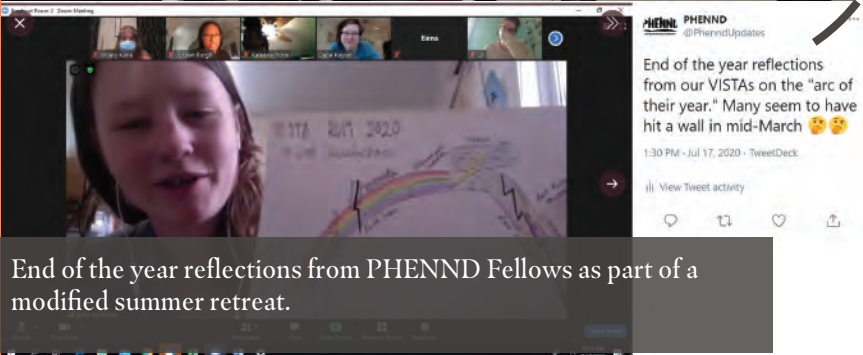
Value of volunteer hours leveraged

PHENND Fellows enjoy the weather and show off their jumping skills.



PHENND Fellows alumni networking event at Jane G's Dim Sum House to facilitate mentoring matches between program alumni and current members.

PHENND Fellow Chesa Ramacciotti presents at the January Education First Compact meeting.



End of the year reflections from PHENND Fellows as part of a modified summer retreat.

PHENND Fellows VISTA Education Track

VISTA members supported public education in Philadelphia by forging and nurturing connections between neighborhoods schools and community partners. Engaged more than 400 partner organizations through partner meetings, creating and maintaining a variety of communication platforms, and planning 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, and post-secondary success, 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. At the School District level, VISTAs helped work on partnership on a citywide scale in the Office of Sustainability, the Office of Grant Development, the Office of High School Supports, and the Office of Strategic Partnerships.

VISTA Schools and SDP Offices Of 2019-20

- | | |
|-------------------------|--|
| ✦ Adaire ES | ✦ School District Central Administration |
| ✦ Bethune ES | • Office of Grant Development |
| ✦ Comegys ES | • Office of High School Supports |
| ✦ Cook-Wissahickon ES | • Office of Strategic Partnerships |
| ✦ Dunbar ES | • Office of Sustainability |
| ✦ Harding MS | |
| ✦ Masterman MS and HS | |
| ✦ Morrison ES | |
| ✦ Ziegler ES | |
| ✦ Welsh ES | |
| ✦ Saul High School | |
| ✦ Sheppard ES | |
| ✦ Strawberry Mansion HS | |

Partnership Coordinators' Community of Practice

PHENND again collaborated with Vicki Ellis from the School District's Office of Strategic Partnerships, Traves Saunders from the Mayor's Office of Education, and other organizations to plan and jointly facilitate quarterly convenings over the year for partnership coordinators working in Philadelphia schools. Although the convenings got interrupted due to COVID-19, one successful in-person gathering was held in the fall.

PHENND Fellows VISTA Nonprofit Track

VISTA members supported non-profits in Greater Philadelphia by building capacity and sustainable systems. The program, previously known as Philly Fellows, grew from 8 to 12 members this year. Unlike the school-partnerships coordinators, Non-Profit Fellows do completely different service objectives, tailored to the needs of organization. Highlights of PHENND Fellow Nonprofit projects include:

- > Addressing the need for legal services for opiate patients at District Health Centers
- > Educating farm-workers in rural Pennsylvania counties
- > Increasing Philadelphia schoolchildren's access to libraries and playground resources
- > Increasing employment opportunities for new Americans
- > Creating systems to connect people to learning and housing opportunities

During the 19-20 program year, PHENND hosted 12 Fellows at the following non-profit sites:

- ✦ District 1199c
- ✦ Fiesta Schoolyards
- ✦ JEVS
- ✦ Juvenile Law Center
- ✦ The Frison Peace Center at Parkway Northwest School for Peace and Social Justice
- ✦ Pennsylvanians for Modern Courts
- ✦ Playworks
 - Opiates Prevention & Outreach Partnerships
 - Farmworker Education
- ✦ SEAMAAC
- ✦ Starfinder
- ✦ WePAC



PHENND Fellows and Next Steps Team Leaders pose at the Philadelphia AmeriCorps Launch Event



PHENND Fellows alumni networking event at Jane G's Dim Sum House to facilitate mentoring matches between program alumni and current members.



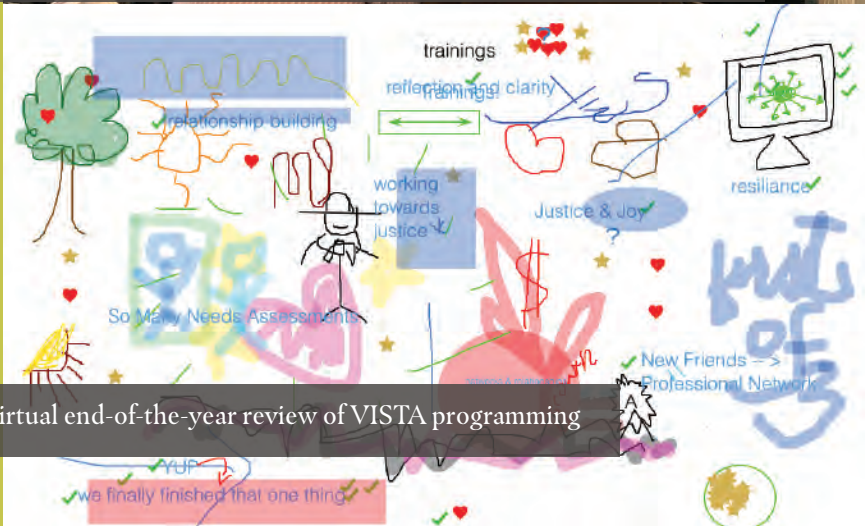
Virtual end of year recognition ceremony for nonprofit and School District PHENND Fellows.



VISTAs on the ice at the Philadelphia Curling Club throwing a stone and using brooms to guide it



PHENND Fellows and SERVE Philadelphia VISTAs lean in for a panel discussion at a Life After VISTA event with our Rayne Phillips Moderating



Virtual end-of-the-year review of VISTA programming

There was plenty of professional development and fun as well this year. We went **curling**, thanks to our very own Dana Kayser. VISTAs attended a joint **Life After VISTA** event with SERVE Philly to prepare for their next steps. VISTAs also continued their monthly Seeking Educational Equity and Diversity (**National SEED Project**) Training.

The Non-Profit and School District VISTAs also took place in a Mentorship pilot program that connected them with VISTA Alumni including those from predecessor program Philly Fellows.

PHENND continued the tradition of “**Dinner with a Civic Leader**,” a professional development series for corps members. Open to the entire PHENND VISTA cohort, we hosted the following civic leaders for thoughtful dialogue. Some special guests included:

- ✦ **Ricardo Calderón**, the former director of the Philadelphia Youth Commission and the found of a new media and community engagement organization, ALLin;
- ✦ **Allie Gendreau** and **Jody Thigpen** from the Violence Intervention Program at the Children’s Hospital of Philadelphia;
- ✦ **Nic Esposito**, the Zero Waste and Litter Director for the City of Philadelphia.



VISTAs gather together for a final picture with panelist at our Life After VISTA Event

Member Campuses

ARCADIA UNIVERSITY

Throughout the global pandemic, Arcadia University remained committed to its community engagement and social impact efforts.

One major driver of the University's community engagement is through work-study and internship positions offered through partnerships with community-serving organizations. In 2020, these positions went to remote work to comply with the University's online learning requirements. These collaborative, hands-on experiences range across fields, including education, medical, senior welfare, environmental efforts, animal welfare, international nonprofit work, food insufficiency solutions, and LGBT+ support.

During a challenging year, Arcadia students had nearly 50 opportunities to get involved in their local and regional communities, totaling more than 4,000 hours of service, including:

- ✦ Prior to the pandemic, students braved freezing temperatures to host the University's Martin Luther King Jr. Day of Service event, collecting specific items to meet needs in the community: books for Project HOME; non-perishable food for Arcadia's Knights for Nutrition food pantry and Jenkintown pantry; backpacks for Philly Backpack Project to support relief efforts in Puerto Rico; professional wear for Career Wardrobe, a nonprofit social enterprise that uses clothing and professional development to empower unemployed individuals to work; semi-formal and formal dresses to benefit The Covenant House, a nonprofit organization that provides shelter and support services for homeless and displaced adolescents; and cash donations that will contribute to other University service projects. Additionally, 18 tons of paper were sustainably disposed of through shredding with Wiggins Shredding Company and ProShred.

- ✦ In February, the University raised over \$5,000 for The Covenant House through a dress sale at Grey Towers Castle. This event not only offered financial support to The Covenant House, but also provided a low-cost option for local high school students to purchase formal dresses for spring events.



- ✦ The University donated Personal Protective Equipment to area hospitals. Faculty, staff, and students made masks for frontline workers and those in need, donating over 1,000 masks. Additionally, sewing patterns were provided to the community to make their own masks.

- ✦ Over the summer, University representatives worked with the Montco Anti-Hunger Network to coordinate drive-through food distribution days at the Willow Grove Park Mall in Willow Grove, Pa. and the Greater Philadelphia Expo Center in Oaks, Pa. These sites distributed prepackaged food to 1,500 cars through a contact-free service where boxes were placed in car trunks.

- ✦ Throughout the academic year, students staffed and managed Arcadia's food pantry, ensuring students experiencing food insecurity in the area still had access.

- ✦ Alternative Spring Break donated \$2,000 to Sueños, the organization in Guatemala it had planned to assist with construction (an experience canceled due to COVID). This money was used by Sueños to feed families during the pandemic.

- ✦ In collaboration with the Interfaith Hospitality Network, the 27th annual Empty Bowl Benefit Dinner raised \$30,000 for Interfaith Hospitality Network.

BRYN MAWR

COLLEGE

Bryn Mawr College was founded in 1885 to offer women a more rigorous education than any available at the time. That legacy of intellectual ambition and challenging the status quo continues to be central to our identity. The current Strategic plan called Excellence in Action describes the current aspiration for the College “to provide an education in which students build a pathway from their passion for learning and their superb academic training to the challenges of their professions and the needs of local and global communities” and outlines how it will do so. The work of the Career and Civic Engagement Office (CCEC) is crucial to this effort.

It was in 2013 that the Civic Engagement Office became part of the Career & Civic Engagement Office (CCEC), whose mission “to prepare and support liberal arts students and alumnae/1 to become successful in in their life’s pursuits.” With a dual focus on experiential education and competency development (Communication, Connection, Conceptual thinking, Implementation, Cultural competency, Social Responsibility and Reflective Practice), our 17 staff members and 40 student employees, carry out a multitude of programs that engage students, from the moment they get on campus, in the

process of building and reflecting on their pathways. CCEC stakeholders and collaborators include Alumni, Community Partners, Faculty and Staff; building relationships with all of them is central to our work. A focus on building partnerships based on reciprocity, respect, ongoing communication, and sustainability informs the Center’s relationships with all our stakeholders. Likewise, a commitment to access, equity and social justice continues to be central to our mission, decision making and program development.

During the spring of 2020, COVID-19 caused a sudden disruption in many of our programs. Fortunately, some of our students were able to continue their off-campus internships and work remotely. We worked hard to keep communication open with our community partners and other stakeholders. We were able to carry out many programs virtually, were surprised by how effective some of our new tools were and went into 2019-2020 more prepared for our new reality.



Community College of Philadelphia

Community College of Philadelphia is an open-admission, associate degree-granting institution which provides access to higher education for all. The College prepares students to be responsible citizens and active participants in Philadelphia's cultural life, and enabled to meet the changing needs of business, industry and the professions.

The work of The Division of Access and Community Engagement (DACE) focuses on community engagement, educational equity, and student success.

Four 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
- ✦ Keystone Education Yields Success (KEYS)
- ✦ The TRIO Upward Bound program
- ✦ The Office of K-16 Partnerships

The Institute for Community Engagement and Civic Leadership's (the Institute) mission is to foster a culture of engagement and collaboration that promotes experiential learning and capitalizes on the strengths of students, faculty, staff and partners to make a positive difference on social justice issues. The Institute coordinates opportunities for the College community to gather as a proactive unit to collectively address critical needs of the city. The Institute organizes the following programs:

- ✦ Through the pandemic year, the Institute matched approximately 300 volunteers to both virtual and socially distanced opportunities. As part of COVID-19 relief efforts, volunteers donated "Thank you" cards, Personal Protective Equipment, food, and supplies to medical center in Philadelphia. It also supported training as Community Response Captains, distributed food to families in need and more!
- ✦ As it was also a major election year, the Institute hosted various virtual and in person activities to increase voter turnout through its CCPVotes program and registered over 100 new voters. The College also collaborated with the Urban League of Philadelphia, the Committee of 70 and

Commissioner Omar Sabir's office on National Voter Registration Day!

- ✦ The Institute launched its first PHENND Next Steps AmeriCorps program in the fall of 2019 and continued it for the 2020-2021 school year.
- ✦ In partnership with the A.J. Drexel Institute of Drexel University, the Institute also launched the Project Career Launch Program during the Fall 2020 semester. This program pairs college students to assist high school students who are on the autism spectrum with their transition into higher education and career.
- ✦ The Institute also continued its partnership with the Spark Mentoring program. This program partners with local businesses and colleges to pair them with 7th and 8th grade students meeting once per week for 13 weeks and work on a project related to a career the mentee would like to pursue.

The 19130 Zip Code Project with leadership from nursing students and staff, the program served the Philadelphia School System, senior centers, homeless shelters and the Kensington Porchlight project. Additionally, they serviced approximately 200 individuals in the Kensington Mural Arts Program who were mainly screened for blood pressure therapeutic listening, first aid wound care and support. The population was comprised mainly of those affected by the opioid crisis (pre-pandemic).

During the pandemic, faculty member Laureen Tavolaro-Ryley, and the Dr. Andrea Mengel Independence Foundation nursing interns mobilized to partner with agencies where underserved groups gathered, to both screen and test for COVID and offer education and supplies to over 5000 people in Philadelphia.

The Fox Rothschild Center for Law and Society's goal is to provide the college community with free events that bring light to current legal and social topics. In February 2020, the center was able to host the 21st Annual Law and Society Week. There were approximately 1500 individuals in attendance and 18.5 Continuing Legal Credits were offered for free to the legal community.

Enough is Enough is a teach-in series created in direct response to the civil unrest in our communities. With the support of our president, Dr. Generals, we created a safe space for people to receive valuable information about systemic racism and racial inequities. Topics focus on police reform, privilege vs. injustice, allyship and more! We have reached more than 4,000 people. Past recordings can be found here: www.ccp.edu/enough



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. Drexel University has been named a Voter Friendly Campus for 2021-2022.

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.

For more information about the Lindy Center for Civic Engagement, please follow us on Twitter and Instagram: @LindyCenter.





Haverford College continues to deepen its commitments to community engagement with several new programs that advance community-led action, research, or learning experiences, while highlighting interdependence, community, and ethical action. Though the pandemic has significantly shifted community engagement activities, students and alumni continue to work remotely with community organizations throughout the academic year, during summer fellowships, and in postgraduate opportunities. New opportunities include:

✦ **The Philadelphia Justice and Equity Fellowship** ensures students who participate in summer internships with regional justice and equity organizations are able to continue to work with those organizations for one day per week throughout the academic year that follows. This fellowship specifically focuses on organizations that advance social justice, anti-racism, and inclusion. In conjunction with the HaverPhilly Alumni Fellowship, it features ongoing professional development designed to support community-responsive organizing and justice work.

✦ **The HaverPhilly Alumni Fellowship** features entry-level professional positions with regional mission-driven organizations; focused skill development to advance social justice work through an intersectional, community-responsive, financially astute, decolonizing lens; and a living wage through work with one of the following organizations: AFAHO (African Family Health Organization), Ardmore Victory Gardens, Education Law Center, Food Moxie, HIAS-PA, Philadelphia Legal Assistance, and Shift Capital.

✦ **The Global Solidarity and Local Actions Toolkit** is an open-access resource developed, facilitated, and hosted by the Community-based Global Learning Collaborative at Haverford College. The toolkit features sections utilized in a range of co-curricular programs and courses locally and internationally, including introductory topical lessons on local-global citizenship, advancing cultural humility, structural racism and sustainable development goals in local context, participatory methods and ethical

partnerships, and much more. Collectively, the Toolkit is designed to support critical thinking and informed, ethical action through a civics of interdependence.

✦ **A new Alternative Break with Southeast by Southeast** was offered during spring break, 2020. The first program began just as cancellations were moving across programming generally. Participants were grateful to begin work with the Philadelphia organization, which creates a welcoming, supportive community space for immigrant and refugee families. Despite challenges presented by the pandemic, students were able to continue working remotely with Southeast by Southeast, and organizational leaders visited a course focused on Global Solidarity and Local Actions during the following academic year.

The four programs highlighted here represent a small portion of overall College Civic Engagement activities. The College looks forward to continued regional collaborations supporting the growth of more just, inclusive, sustainable communities, and is excited by the emerging PHENND Sustainability Initiative.



As part of the (pre-Covid) Philadelphia Orientation Program (POP), Haverford students preparing for summer internships and postgraduate fellowships in Philadelphia learned from artist, activist, and community organizer Michelle Angela Ortiz. During 2020, Ortiz's work and other local organizations such as Puentes de Salud were featured in online materials supporting student understanding of global solidarity and local actions.



The Center for Ethics and Civic Engagement

The Center seeks to develop student pathways to become socially responsible leaders and citizens prepared to create positive change. Students are encouraged to become active citizens by learning about and capacity building in their local communities. We seek to help students find creative, effective ways to serve both locally and globally. They also make valuable connections and develop professional skills and competencies. Students can discover community engagement opportunities through multiple means.

2019-2020 Highlights

Penn State Brandywine students spent over 18,000 hours. Students worked in non-profit internships, completed community-based learning assignments, volunteered with community partners, and attended campus civic engagement events. New flagship programs like the Community-based Federal Work-Study (CBFWS) Program and the Presidential Mock Nominating Convention deepen our impact.

In the fall of 2019, the Center launched a community-based federal work-study program (CBFWS) for students to earn up to \$3500 per academic year while working off-campus with our community partners. Students have the opportunity to develop professional skills and experience while helping to build the capacity of local schools, non-profit organizations, and public service agencies.

- ✦ CBFWS Hours Worked in the Community: 4,700
- ✦ Community Partner Sites: 21
- ✦ Students in the Program: 25
- ✦ 7 HDFS Interns

The Center increased our regional visibility by hosting the PHENND Annual Conference at our campus, creating the Delco Community Partner Networking Forum, and sponsoring public programs. The Center partnered with the Fellowship of Urban Suburban Exchange (FUSE) to form the Delco Community Partner Networking Forum. Together, we hosted two community partner

networking events with 40 community partners. The Center developed new community partnerships and networks through these forums and expanded our visibility with local social service and non-profit organizations.

This year's MLK Day Celebration included a family-friendly campus program for over 100 community members and a sustainability program with the Chester Housing Authority. The Presidential Mock Nominating Convention is a campus-wide, non-partisan, simulated presidential nominating convention and research project that involved hundreds of students, staff, and faculty. In our first ever nominating convention, the campus successfully predicted that Joe Biden would be the Democratic nominee for President of the United States in the general election. Events included a week of simulated state primary voting, a parade of state-themed decorated floats, a delegate convention with local and state politicians as guest speakers, and an awards luncheon for our student leaders with Congresswoman Mary Gay Scanlon.

The Center continued through the pandemic to manage the CBFWS program. We worked with our community partners to ensure that our students would still earn their federal work-study awards. We developed a comprehensive COVID-19 Resource Page to help campus community members find community and Penn State resources to address food, housing, and job insecurity. The Center is partnering with Student Affairs and Housing and Food Services to create a campus food pantry that will launch in the fall 2020 semester. In response to the COVID-19 pandemic, the Center also launched What's Good Brandywine, a series of webisodes hosted by the Center's interns that feature uplifting Brandywine stories.



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

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

PCOM Science and Math Summer Academy—Philadelphia, Georgia, & South Georgia Campuses

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

PCOM Partners with Cabrini University

In summer 2019, the Office of Diversity and Community Relations and Division of Research partnered with Cabrini University, an emerging Hispanic-Serving Institution, to launch the inaugural African American and Hispanic Male Undergraduate Research initiative. Studies show that African American and Hispanic males are under-represented in science, technology, engineering and mathematics (STEM) educational programs and careers. Additionally, this

population is also under-represented in clinical psychology. Existing research has suggested that a lack of access to advanced science courses and professional environments could be one reason for the disparity. Our program aims to offer opportunities for African American and Hispanic male undergraduate science and psychology majors at Cabrini University to engage in research at PCOM.

PCOM Partners with Together for West Philadelphia – Philadelphia Campus

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

Community-Based Research Faculty Fellowship

In 2020, PCOM joined the Community Driven Research Day (CDRD) Collaborative which encourages reciprocal partnerships between researchers and community-based organizations to address social determinants of health in greater Philadelphia. Comprised of regional health professions stakeholders, the CDRD offers competitive pilot grant to support interdisciplinary, community-based participatory research in health. The funding intends to foster interdisciplinary, community-based research at Penn, Temple, Drexel, CHOP, Jefferson, and PCOM that promotes meaningful partnerships that lead to long-term, mutually beneficial research and service initiatives.



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.

A commitment to education for social change and creating a more inclusive community is found throughout the institution. An institution-wide partnership with **Samuel Gompers School** creates mutually beneficial collaborations around the Gompers' strategic initiatives while engaging over SJU 40 departments.

Academic institutes like the **Faith-Justice Institute (FJI)**, **Institute of Clinical Bioethics (ICB)** and **The Kinney Center for Autism Education and Support** design mutually beneficial programs with social impact. FJI offers several programs for engaging students, faculty and staff through critical inquiry of systemic issues of social justice with the local community. Last academic year, FJI's Service-Learning Program engaged over 600 students in 37 courses working with over 50 local and global community partner organizations. The Institute of Clinical Bioethics conducts health-related research, scholarship and outreach as well as creating innovative health goods and services for at-risk groups. The Kinney Center for Autism Education and Support develops education, training, service and support offerings in their area of expertise.



The **Office of Campus Ministry'** co-curricular service opportunities routinely engage over 500 students in direct service and advocacy programs locally and globally. **Greek Life** has a demonstrated commitment to philanthropy and service. And there's even more – athletes, faculty, staff, and administrators are engaged in direct service and community-minded practices.

SJU is grateful and applauds another successful year of PHENND's commitment to education and collaboration for justice!





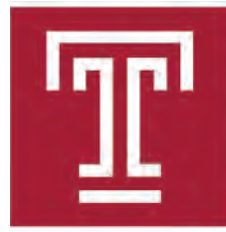
Swarthmore College promotes liberal arts excellence alongside active ethical intelligence and engagement, inspired by its Quaker heritage. In 2001, Eugene M. Lang '38 H'81 (1919-2017) established the Lang Center for Civic and Social Responsibility “to prepare and motivate students to understand and engage issues of civic and social concern and...to set their own paths towards shaping a more just and compassionate world.” The Lang Center works with faculty, students, staff, and community partners to combine academic and community expertise under the paradigm of “Engaged Scholarship.” Ernest Boyer coined that term to describe teaching and research that connect higher education “to our most pressing social, civic, and ethical problems” (Boyer, 1996). Driven by events of 2020, requirements for social distancing, and the interests of students, faculty, and community partners, we turned our focus to community-building and projects that benefit from remote engagement. Swarthmore has been especially active in the areas of local community engagement as well as mass incarceration reform.

In 2019, Swarthmore College was named the sole winner of the Engagement Scholarship Consortium’s (ESC) nation-wide Excellence in Student Engagement Award. ESC consists primarily of large research universities; Swarthmore is the first liberal arts college it has singled out for recognition. The award honors the Chester Community Fellowship (CCF) Program. CCF always strives to develop students as engaged citizens through project, internship, and research-based learning done in collaboration with local organizations in Chester, Pennsylvania. In June, CCF began with a virtual orientation via Zoom that included presentations by our program community partners and an introduction to the city by Chester native, entrepreneur, and redeveloper Devon Walls. A strong grounding for the fellows’ remote summer experiences was provided through a six-week, remote course facilitated by Swarthmore College Associate Professor Edwin Mayorga and Chester community native Christopher Rogers. Each week fellows critically reflected on scholarly works of an interdisciplinary nature and were encouraged to make connections to their roles as social change agents. These sessions were further enriched by regular, virtual participation from Chester residents who, through their lived experiences and expertise, acted as

co-educators alongside Professor Mayorga and Mr. Rogers. The cohort produced a number of media pieces to raise greater awareness about Chester’s many community assets and the social value of the CCF program, including this culminating work: The Remote Chester Community Fellowship.

Despite social distancing measures, we continued to support faculty wanting to build coalitions to address issues of public concern through faculty-led programs such as Urban Inequalities and Incarceration (UII). UII produced the podcast series *The Arc Towards Justice*. This six episode audio series documents the life story of the youngest person to be put to death by the state of Pennsylvania in 1931: an African American boy named Alexander McClay Williams. Additionally, the series engages with contemporary political events involving race and politics both locally in Delaware County and on the national stage. Since production, the series has been aired on WPEB 88.1 in West Philadelphia and is currently hosted on Radio Public. The series has assisted in bringing awareness to the malfeasance of Glen Mills Reformatory School—a public institution that was shutdown in 2019 for decades of child abuse and where Alexander was incarcerated before his death.





Temple University

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

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 Office of Community Relations serves as a leading liaison between the university and the many neighborhoods surrounding the university's North Philadelphia and Health Sciences Campuses. The office builds partnerships with neighborhood, civic and non-profit organizations to provide positive linkages between the university and its stakeholders. The office works with staff, alumni and students to create volunteer opportunities and to promote activities that reinforce Temple's civic engagement and community service roles. Some examples include: partnering with Big Brothers Big Sisters of Eastern PA to place students with youth mentees in North Philadelphia; connecting faculty and staff to K-12 schools for the purpose of enrichment activities; and planning service projects in North Philadelphia with nonprofit stakeholders and the Temple University Community Service Association. The office is located on a main business district that borders the university and residential areas.

The Office of Community Relations is home to the Temple University Center for Community Partnerships. The center touts a history and tradition of

almost 50 years of bridging the needs of the North Philadelphia community with the capacity of the university to assist its neighbors. The center collaborates with residential stakeholders, government and social services organizations to implement strategies that enhance the knowledge, resources and capacities across the region. The center develops and implements multiple projects in the areas of workforce engagement, youth development and community collaboration.

Community Relations also serves as the home base to the Pan-African Studies Community Education Program (PASCEP). This university gem serves with the mantra in mind of "keeping the community informed." Volunteer instructors include college professors and administrators, community advocates, Temple faculty and staff, business owners and others who are passionate about lifelong learning. Workshops are free and courses are inexpensive.

Temple modified its programming from in-person to mostly virtual platforms in the wake of the global pandemic. We continue our efforts of reaching out to the neighborhoods we serve in this manner until restrictions lift.





Penn
UNIVERSITY of PENNSYLVANIA

Year of Civic Engagement 2020-2021

In recognition of Penn's historic and ongoing traditions, and its commitment to facing current challenges, President Amy Gutmann and Provost Wendell Pritchett selected Civic Engagement as Penn's Academic Theme Year for 2020-21.

Some of Penn's most promising civic engagement initiatives involve partnerships between the university and our various communities. The development and implementation of these sustained, collaborative, mutually transformational partnerships provide rich opportunities for students to develop their skills as democratic citizens. They give rise to research activities that link the expertise within the university with the expertise outside its walls. Penn provides its students a unique opportunity to put their ideals into practice and to learn by and through civic engagement and service to others, as well as reflection on their experiences.

Netter Center for Community Partnerships

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

✦ Through the Netter Center, 65-75 Academically Based Community Service (ABCS) courses from diverse disciplines each year engage Penn students in collaborative real-world problem solving while helping them 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.

✦ A major component of the Netter Center's work is mobilizing the vast resources of the University to help traditional public schools become innovative University-Assisted Community Schools (UACS) that educate, engage, empower, and serve students, families, and community members.

✦ In academic year 2019-2020, the Netter Center engaged approximately 1850 Penn students (undergraduate and graduate) through ABCS courses, employed 373 students (236 in community service work-study positions and 137 in non-work-study paid internships), and involved 936 student volunteers with its programs, primarily at UACS.

✦ Starting spring 2020, the Netter Center's school-day partnerships and after school programs transitioned to virtual engagement for K12 students at eight UACS sites in West Philadelphia. Some in-person services are also being implemented for small cohorts of K12 students at two community centers. UACS Nights also transitioned to virtual engagement, offering academic, cultural and recreational activities for community adults and families in the evenings, as well as some physically distanced outdoor events on the weekends.

Civic House

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

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

USciences

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.

Nearly 200 years on, 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. Our students are conducting innovative research and impacting the lives of patients in the community, too

In the lab, they are focused on a range of things from HIV to neurodegenerative and rare diseases. Several patent applications have been filed to protect innovations by faculty and students recently. Our health professions programs are researching everything from substance use disorders to stroke rehabilitation to find new treatments, possibilities, and hope for patients.

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 such as 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.

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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.





Civic Engagement

At Widener University, academic excellence, career preparation and civic engagement are foundations for student success. Those values are incorporated into more than 60 degree options university-wide, including top-ranked programs in nursing, engineering, social work, and the arts & sciences. Widener meets students where they are in their education journeys, with associate, baccalaureate, master, and doctoral degrees.

Widener is located in Chester, Pennsylvania, a city of 34,102 people in Delaware County, south of Philadelphia along the I-95 corridor. The university strives to be an active contributor to the local community as it prepares students for career success through civic engagement leadership opportunities. Seventy-nine percent of Widener students participate in organized service activities. Whether they serve once annually or ten hours per week, local and global communities are important co-educators for each student. These are the key components to the Widener University civic engagement structure:

Academic Service Learning- The Academic Service-Learning Faculty Development Program was established in the fall of 2004 to assist faculty with the development and implementation of academic service-learning courses. One-hundred and sixteen faculty members, representing all colleges on the main campus have completed the program. These faculty have taught approximately 102 different service-learning courses since the spring 2005 semester, with 20 to 25 courses offered each semester. More than 5,000 students have completed a service-learning course. In addition, approximately 60 community partners have collaborated with faculty fellows in creating meaningful experiences for our students.

Civic Engagement - The Office of Civic Engagement fosters co-curricular opportunities to educate, empower, and equip Widener students as they become personally and socially responsible leaders. Widener builds collaborative campus and community partnerships to further the university's civic mission through the Bonner Leaders (Pride Service Corps), Maguire Foundation Endowed Scholarships, and the Pride Service Site Leadership programs.

Global Engagement - GE builds pathways for civic and global engagement, including serving as a support system for our international students. GE creates opportunities to educate, empower, and equip Widener students to become engaged citizens. Widener students learn how to become socially responsible leaders and make a global impact.

Political Engagement- Our campus-wide Political Engagement Committee includes faculty, students, and staff. In partnership with Project Pericles, the committee ensures that students have access to exclusive educational opportunities that help them develop civic engagement and advocacy skills. The committee also organizes participation in Student Legislative Educational Advocacy Days in Harrisburg and hosts political debate watches and panel discussions on timely issues.

Community Based Research- Widener faculty have created sustainable partnerships in Chester and surrounding communities, producing opportunities for both residents and students. Coordinated through our office of Undergraduate Research, Widener offers funding support for faculty and students to develop community-based research projects that address issues of local concern. Projects have included investigating local water quality, mapping housing quality, and assessing campus-community relationships.

Pro Bono Student Clinics- Since 2000, there have been more than 2,500 uninsured and underinsured people from Chester and nearby communities who have received a variety of services. The clinics offer case management, mental health counseling, nursing, physical therapy, child therapy, neuropsychology assessment, occupational and speech therapy, biofeedback, and legal aid. Services are offered pro bono by volunteer physical therapists, social workers, psychologists, nurse practitioners, registered nurses and lawyers. Most volunteers are Widener alumni, faculty, and students. In 2020, the Widener Community Nursing Clinic earned a Gold rating from the National Association of Free and Charitable Clinics (NAFC) for its delivery of high-quality health care to underinsured and uninsured members of the community.



CHESTNUT HILL COLLEGE

Like all colleges & universities, the Chestnut Hill College community has been dramatically impacted by Covid-19. Our thoughts and prayers extend to all those affected by the pandemic, and the College is committed to supporting evidence-based, responsible decisions that support the health and safety of our community. Despite these obvious challenges, Chestnut Hill College lives out its mission of service to every kind of dear neighbor without distinction. Prior to the transition to remote learning in spring 2020, and building on the success of a new partnership started in 2018, students who participated in the College's Leadership, Engagement, and Service pre-orientation program (LENS) were invited to serve as student leaders for the Martin Luther King Jr. Day of Service, in collaboration with the College's Office for Diversity & Inclusion. On January 20, 2020, these student leaders worked with Service-Learning and Diversity & Inclusion staff to contact community partners, plan service events for the campus community, and helped to organize structured reflection activities for MLK Jr. Day of Service participants.

While many community-based and service-learning projects were forced to change or be postponed in 2020 due to the pandemic, the College remains committed to deepening relationships with community partners to serve those at risk especially those who are disproportionately affected by the challenges of Covid-19.



La Salle University offers a rigorous curriculum and various co-curricular experiences to help students deepen their ethical sensibilities. Additionally, we prepare them for a lifetime of continuous learning, professional success, and dedicated service. La Salle's commitment to Together and by Association is the guiding light of the Christian Brothers.

University Ministry, Service, and Support (UMSS) provide students with many service opportunities at the local, national, and global levels. The Fellowship of Community and University Service programs connects students with approximately 20 local organizations through 12 weekly student-led service programs, which became virtual service opportunities. UMSS's immersion/service trips are social justice practicums where students partner with local communities, many of which canceled due to COVID.

The De La Salle Institute for Teaching and Learning (DLSI) supports multiple curricular and co-curricular programs. The Community-Based Learning Cohort provides opportunities for faculty and staff to discuss best practices in the field. Together And By Association courses bring together faculty from different disciplines to develop seminars around a shared theme. La Salle offers Inside-Out courses comprised of incarcerated and La Salle students. Weekly Explorer Cafes engage the campus community with interactive discussions on topics of academic and social concern. Other events extend learning outside of the classroom. These programs became remote in 2020-2021 to address the unique realities for students and faculty. The La Salle Votes! The coalition engaged in dozens of activities to increase voter registration, education, and participation in Fall 2020 and beyond.

La Salle engages in community-based endeavors through professional and clinical programs. The Nonprofit Center provides educational, consulting, and leadership development services to nonprofits. La Salle Autism and Developmental Disabilities Education Resources (LADDER) combines education, community outreach opportunities, and clinical services for families and youth affected by developmental disabilities.



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. In response to the Pandemic, all Service has been moved to remote/virtual. Service-Learning courses continued as planned, with students completing virtual and remote service for the course. 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.

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 several community partnerships. Neumann cosponsors the Drexel Neumann Academy (DNA), the only Catholic School in the city of Chester, Pennsylvania. 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 brings together visual artists, designers, actors, dancers, musicians, multimedia artists, filmmakers, writers and more, and acts as a catalyst for their creativity. In a vibrant community at the heart of the nation's fifth-largest city, UArts students cross traditional boundaries to develop new ways of expression and influence in a world where creative thinkers are needed more than ever. One of the institution's core values is Connections and Collaboration. We connect design and the performing, visual, communication and liberal arts in the classroom and the community. While UArts does not have a designated department that focuses solely on community engagement, our Office of Campus Life has taken the lead on programming in this area. Initiatives this past year included the following:

- ❖ Hosted a voter registration drive on Constitution Day
- ❖ Hosted a Voter 101 program where we invited non-profit organizations to share resources about how to review candidate information, how to advocate for your beliefs and needs by contacting state representatives, and a voter registration drive
- ❖ Created a social media campaign via Instagram on voter registration
- ❖ Hosted MLK Day of Service and + Advocacy where we invited Philly Art Schools to participate in a day of education on self-care and advocacy as well as participating in the following service projects:
 - Created Blankets for Mercy Hospice
 - Knit Winter Garments for Broad Street Ministry
 - Created Pet Toys for Morris Animal Refuge
 - Created Affirmation Cards for Visitation Homes
 - Packed Period Materials for Mercy Hospice

In addition to these campus-wide initiatives, there are also student organizations dedicated to community service, plus the Career Services Office provides individual assistance to students seeking new opportunities and outlets to volunteer and engage with the local community.



Ursinus College

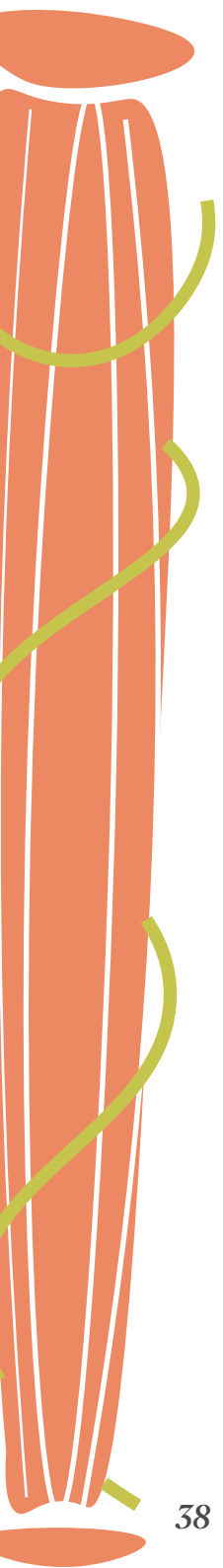
Ursinus College is deeply committed to fostering a campus culture of community service. UCARE—the Ursinus Center for Advocacy, Responsibility, and Engagement—seeks to provide our students with a great number of service opportunities. Despite the pandemic, our students demonstrated an extraordinary commitment to our local communities in the 2019-20 academic year. Ursinus students serve the greater community in many capacities, including participating at local food banks, volunteering weekly as GED tutors at a local prison, and making weekly visits to several after-school programs in the surrounding area. Many of these service initiatives are coordinated by the Ursinus Bonner Leaders, who commit to a minimum of eight hours of service each week. As such, they build close relationships with their community partners and serve as bridges between their service sites and the Ursinus community. By offering courses with community-based learning components, professors challenge students to make connections between their classroom experiences and the needs of our local communities. Moreover, Ursinus students engage in civic skill-building through workshops and competitions sponsored by Project Pericles. Ursinus also has a vibrant Sustainability program, including an on-campus organic farm and a dining hall food waste reduction program. Finally, in the past year, Ursinus has focused intensively on ways that we can help cultivate a sense of vocation in our students by developing a collaboration between the Offices of Civic Engagement, Career and Professional Development, and Leadership Development and Student Activities. We believe that a commitment to the common good is a critical component of an examined life of purpose.



In the classroom and beyond, service and community-based learning are essential components of the Villanova University educational experience. Students, faculty and staff provide more than 284,000 hours of service annually through a variety of initiatives highlighted by daily student outreach to support community organizations in Greater Philadelphia. This service is supported and organized by the Office of Student Involvement, Campus Ministry, service-learning offices throughout campus, the Office of the President, and the students themselves.

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

- ✦ Large single day service initiatives at the beginning of each semester. 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 local nonprofit agencies. In January, the Martin Luther King Day of Service brings together hundreds of students, faculty, and staff volunteers to support the efforts of 23 area service partners.
- ✦ Hosting the largest student-organized Special Olympics Festival in the world. Each November, more than 1,000 athletes and 400 coaches participate in the statewide competition which draws over 4,000 volunteers from Villanova and the region.
- ✦ Each semester, the Office of Service Learning coordinates 15-20 courses in a variety of disciplines and oversees partnerships with 18 local schools and agencies in underserved communities. In addition, more than 200 students participate in first- and second-year service-learning residential communities that feature a social justice course, integrating seminar and weekly service in the community.
- ✦ Students serve in an extracurricular capacity daily in the local community as well as during breaks traveling to partner communities around the country and world. During the pandemic, service has mostly been virtual with some creative opportunities for safe service opportunities and conversations with partners to further enhance relationships.





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with us!

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