

PHENND Annual Report

2020-2021



Hillary Kane | **Director**

Eden Kainer | **VISTA Program Manager**

Janine Wright | **K-16 Partnerships Manager**

Malikah Cliett | **NextSteps Program Manager**

Roslynn Baker | **VISTA Operations Coordinator**

Jordan Burgh | **Recruitment VISTA Leader**

Riley Nichols | **Alumni VISTA Leader**

Gem Murray | **Events VISTA Leader**

Lane Frazee | **PHENND Sustainability Coordinator**

Markenzie Johnson | **VISTA Recruiter**

Arlene Dowsen | **PHENND Update Volunteer**

Ruiling Li | **Social Media Intern**

Introduction

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

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

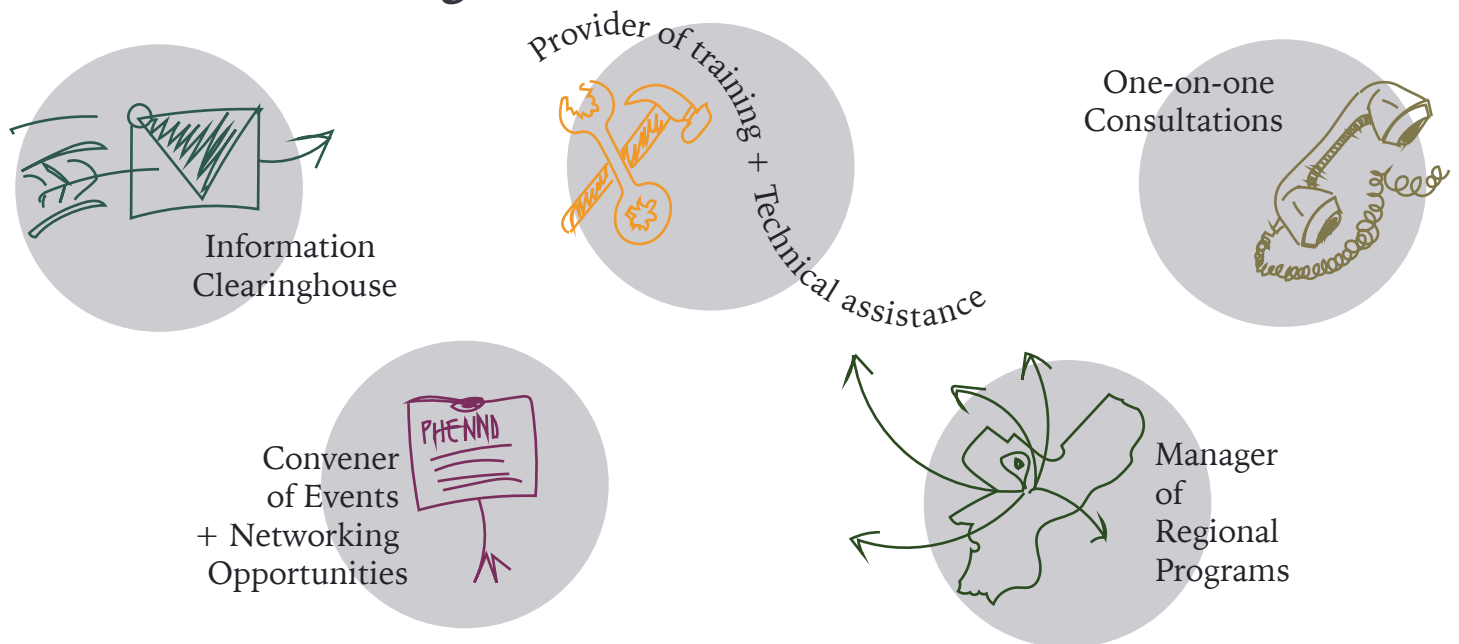
After expanding the PHENND Steering Committee, which was accomplished during the summer of 2019, PHENND has moved on to implementing additional recommendations from the plan, namely expanding programming beyond K-16 issues. Last year, we added a focus on Democratic Civic Engagement and this year we developed PHENND Sustainability which straddles both the K-16 and non-school worlds (see pg 24-25 for more information).

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How PHENND Works

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



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

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

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

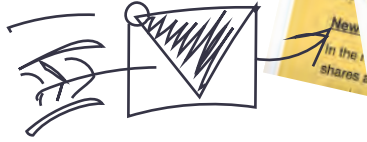
Following this general section is a deeper dive into each of our subnetworks with a spotlight on how we use those same network-building strategies in each area, along with details on the programs we have developed in area.

We hope this re-organization of our work and how it's presented in this report will better describe the complex ecosystem that is PHENND.

PHENND

Clearinghouse of Information

PHENND Update



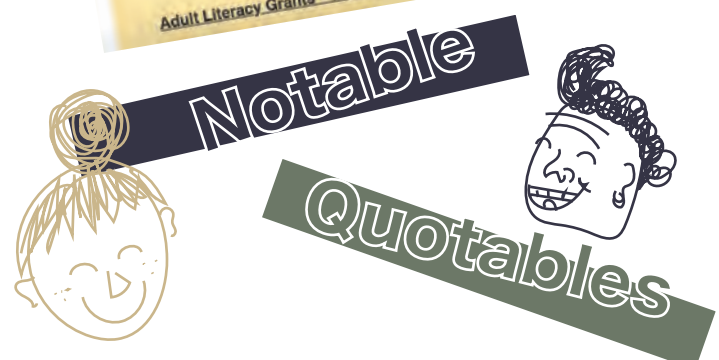
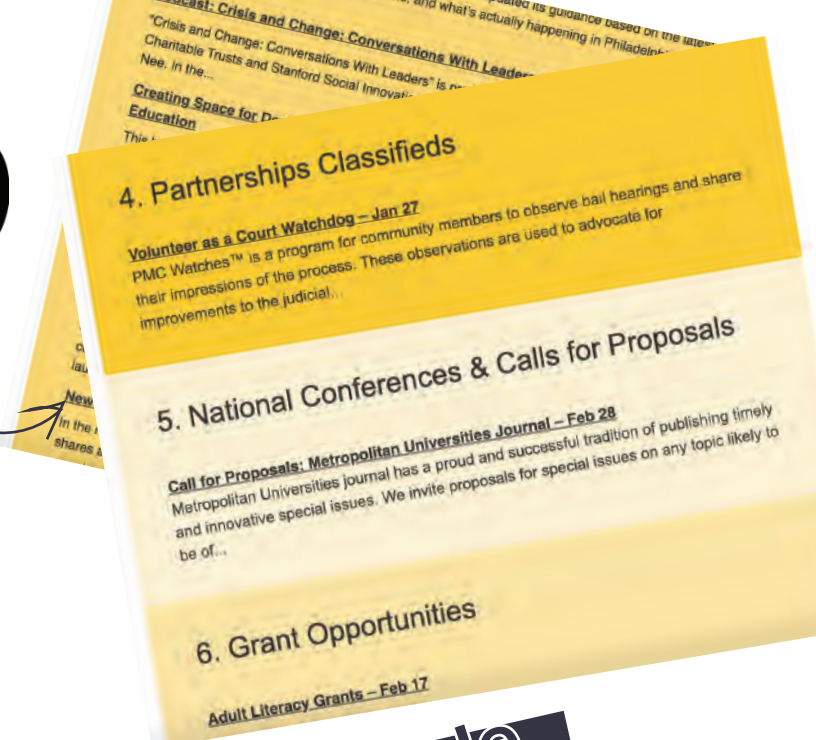
One of PHENND’s most recognizable products is our weekly PHENND Update. The PHENND Update is a part-blog, part-e-newsletter that publicizes a wide variety of local and national events, grant opportunities, job opportunities, and new resources such as relevant books, new research, and interesting websites.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

By the Numbers

7,480 individuals receive the PHENND Update each week a slight increase since last year

2,660 jobs, grants, & other announcements have been advertised since this time last year,

120.5% more postings than the previous year



“Just sending a note of appreciation for this wonderful newsletter that you put out. Always full of great resources, connections and ideas.”
– **Abigail Ellis**,
MENTOR Independence Region

“Just wanted to share that while I get several other newsletters, the PHENND one is consistently one of the most helpful and informative. Thanks so much!” – **N’Kenge Feagin**,
OIC of America

“I just went through a batch of applications for our open data manager position and several mentioned seeing it on the PHENND newsletter, so thanks for including the post! This is such a great newsletter.” – **Abby Thaker**,
Read by 4th

“I wanted to take a moment and thank you for the PHENND Newsletter. It is one of the only newsletters that I faithfully read start-to-finish! Your work is appreciated.” – **Laura Hill**,
City of Philadelphia Office of Children & Families

Social Network Analysis

During the 2020-2021 school year, then VISTA Operations Coordinator, Dana Kayser was completing her Master's in Public Administration at the Fels Institute of Government at Penn. She was already tasked with conducting a social network analysis to help determine the effectiveness of PHENND's school-based VISTA program. For her master's program, she decided to use the same tools to analyze the overall PHENND network itself.

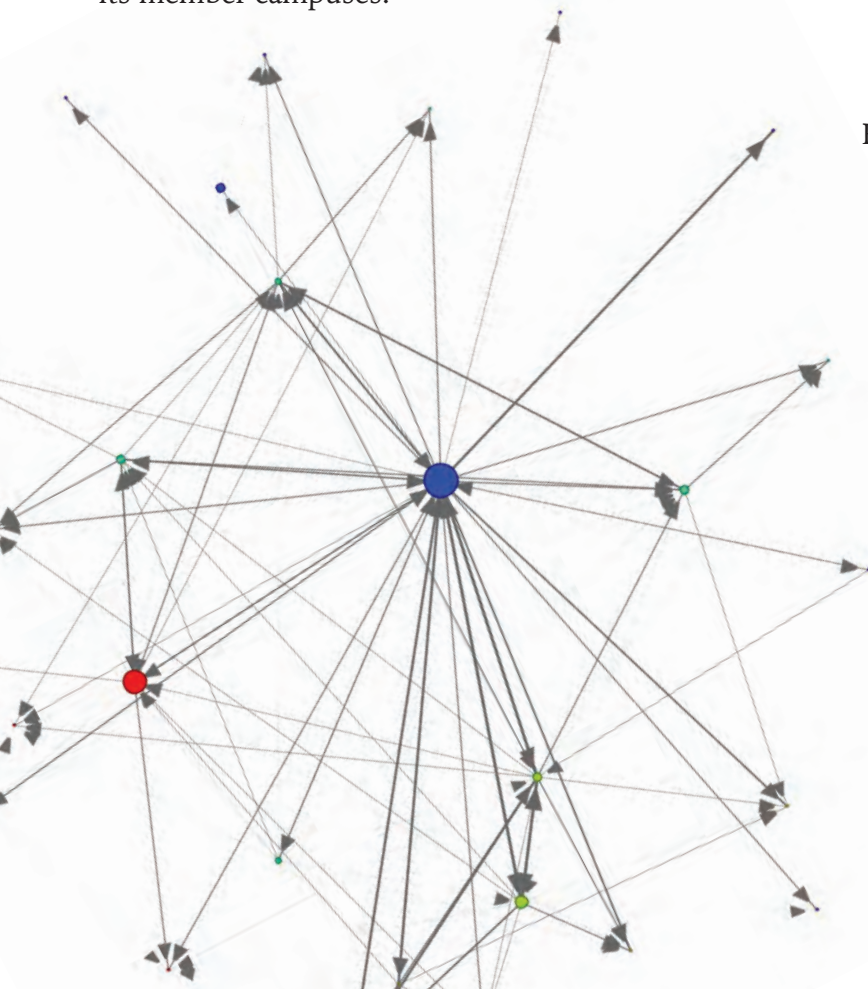
The first part of the journey was developing a Theory of Change that undergirds PHENND's work. That led to an article entitled, "Weaving Collaborative Networks in Philadelphia: The Philadelphia Higher Education Network for Neighborhood Development," which was published by the *Philadelphia Social Innovations Journal* in December 2020.

During the Spring semester, Dana created a customized survey that was administered to key representatives of each of PHENND's member campuses. The purpose was to try and start answering questions about PHENND's impact on its member campuses.

Excerpts from the final report (which was presented in May 2021 as Dana's graduate school capstone project):

"To evaluate the success with which PHENND creates collaborative partnerships in their network of Higher Education Institutions, this study used social network analysis (SNA) to assess the relationship between PHENND activities and relational outcomes. This relationship reflects the first link in a chain of attribution which begins with PHENND's network management and ends with student persistence and success."

"The purpose of this evaluation is to explore whether using SNA on an overall network level could help to define organization wide short-, medium-, and long-term outcomes."



Findings:

- The PHENND network is tightly connected and densely interwoven.
- The PHENND Director has a high degree of centrality.
- Network Leaders come from diverse institutions, but PHENND is crucial to connecting many of them.
- Mutual participation in PHENND activities predict a high level of collaboration between actors, though no specific activity is key to network centrality.



Training + Technical Assistance Provider

Workshops + Other In-person Support

During the 2020-2021 academic year, PHENND provided the following ad hoc trainings, workshops, and presentations.

October 2020

Director, Hillary Kane, served as the guest speaker in Dr. Priscilla eter-Iles's graduate education course at the University of Pennsylvania.

January 2021

Hillary presented on the Six Pathways of Public Service and Civic Engagement for a youth-focused National Service Fair sponsored by the Office of Congressman Dwight Evans.

February 2021

A group of PHENND Staff and two PHENND Fellows, along with Ayana Lewis of the School District of Philadelphia's Office of Strategic Partnerships did a presentation entitled, "Partnerships for Student Success: A Philadelphia Example," for the annual Philadelphia College Prep Roundtable Forum.

March 2021

Hillary recorded a presentation on the Six Pathways of Public Service and Civic Engagement for asynchronous consumption during Pennsylvania's AmeriCorps Week celebration.

April 2021

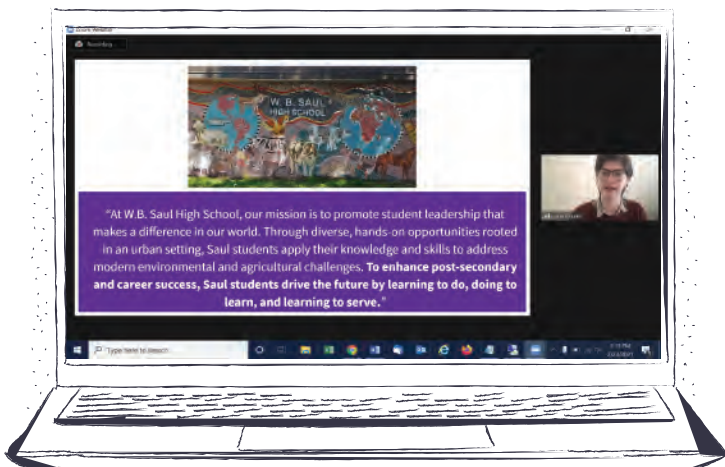
Hillary and VISTA Program Manager, Eden Kainer, presented on PHENND and volunteer opportunities among our partners to a group of employees at PriceWaterhouseCoopers (at the request of PHENND Fellow alum and current PWC team member Gaugin Soin).

May 2021

Hillary and Eden presented on AmeriCorps opportunities for organizations to the Chester Mentoring Initiative, a network of youth-serving organizations in the City of Chester.

June 2021

Hillary presented to students in Marcus Wright's course on "Access and Choice in Higher Education" at the University of Pennsylvania.



Boards, Working Groups, Committees

Hillary continued to serve on the National Service Task Force Steering Committee, Greater Philadelphia Corporate Volunteer Council, the Urban Affairs Coalition's Community Economic Development Committee and Community College of Philadelphia's Institute for Community Engagement and Civic Leadership Advisory Board. This year, Hillary also participated in PennSERVE's State Service Plan Committee.

Special Events



In order to be more responsive to the needs of our constituency during this time, we shifted from some of our typical programming to more ad hoc conversations that addressed pressing challenges from the field.

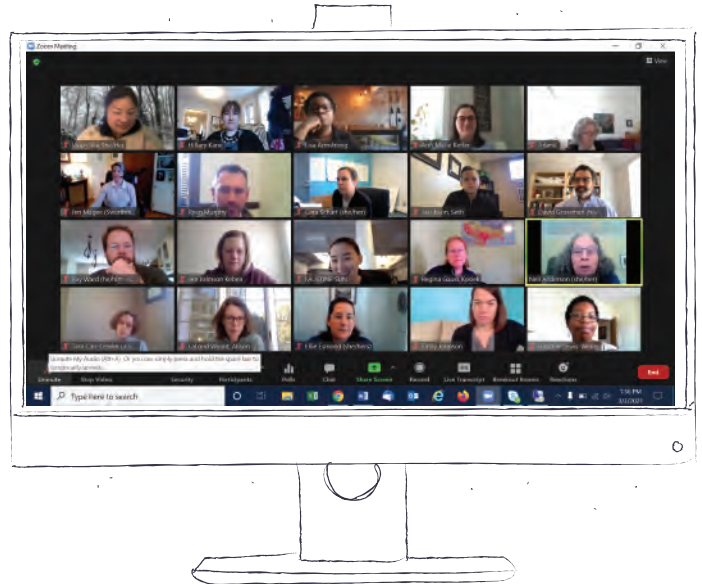
Fall 2020

In partnership with Haverford College, the Community-based Global Learning Collaborative, the Pennsylvania Council for International Education, PHENND co-sponsored a series of workshop on topics ranging from “Global Engagement Post-COVID” to “Culturally Responsive Education Abroad.”

Civic Engagement Directors meetings

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

November 2020 – Held on Zoom and focused on a tutoring landscape assessment for the School District of Philadelphia as well as a general check-in on the state of civic engagement during COVID.



January 2021 When the Marches End: Are We For Real This Time? (Part 2)

The University of Pennsylvania’s Netter Center for Community Partnerships, Penn’s African-American Resource Center, and PHENND hosted distinguished scholars and father and daughter Dr. Henry-Louis Taylor and Dr. Keeanga-Yamahtta Taylor, as part of the hallmark program for the University of Pennsylvania’s Dr. Martin Luther King, Jr. Commemorative Symposium on Social Change. They shared their perspectives on past, current and future changes in the movements for social justice, anti-racism, and equity, particularly as they impact BIPOC communities, as part of Penn’s annual celebration of the life and legacy of Dr. Martin Luther King, Jr.

March 2021 – Held on Zoom and focused on compensating community partners as well as best practices for conducting background checks virtually. We also had a general check-in on the state of civic engagement during COVID. A smaller group met later in the month to dive deeper into different options for recognition and remuneration for community partners.



Fall PHENND Meeting

October 2020: Fall PHENND Meeting focused on Trauma-Informed Approaches in Virtual Settings

A team of educators who developed a new tool, “Trauma-Informed Principles for Online Teaching and Learning Spaces,” presented the framework. They focused on how to use the tool, how to adapt the framework for institutional communication, and how to shift thinking to a healing-centered approach.



Spotlight: Trauma-Informed Teaching

January 2021

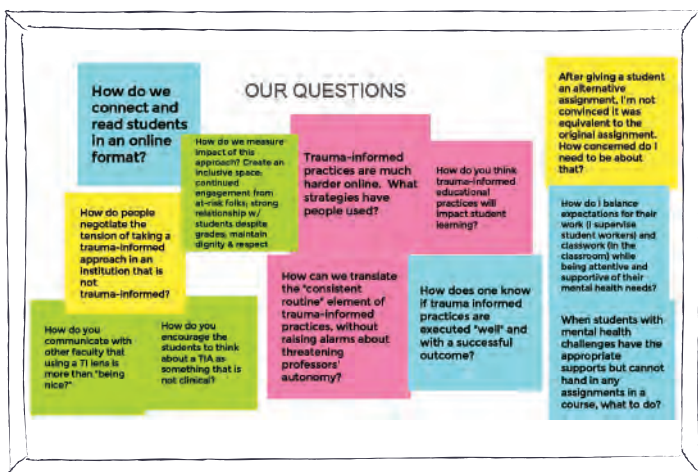
Trauma-Informed Teaching: Open Dialogue + Workshopping

As a follow-up to the Fall PHENND meeting, we hosted a special event for K-16 educators about trauma-informed teaching. Participants workshopped real scenarios from their teaching practice and generated ideas and solutions in a collaborative fashion.

These two events spurred PHENND to launch a self-study group with the educators who developed the tool. Additionally, we applied for a small grant from Bringing Theory to Practice’s The Way Forward initiative to extend the work. The grant was received in Spring 2021 and allowed us to offer multiple cohorts of a three-part series in Fall 2021. The grant also enabled us to join a learning community of the other grantees from across the country, all attempting to “meet the moment” in higher education as we grapple with the trauma caused by the pandemic compounded by generations of racial injustice. As the call for proposals stated, “[the] purpose of encouraging creative educational responses to the current crises facing American higher education and American society... Yet their aim is ambitious: to catalyze collaborative innovation that addresses the intersecting crises now confronting undergraduate students and academic institutions: systemic racism, economic inequality, and the COVID-19 pandemic.”



Brainstorming from the January workshop



PHENND K-16

The K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals, and city officials.

The K-16 Network hosted only one event during the 2020-2021 academic year as schools and community groups focused their time on adjusting to the pandemic.

Clearing-house of Information

K-16 Partnerships Newsletter

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

By the Numbers

2,000 individuals receive the K-16 Partnerships newsletter

Training + Technical Assistance Provider



K-16 Partnerships Manager, Janine Wright, and Director, Hillary Kane, participated in a small planning group, led by the School District of Philadelphia, to help identify opportunities to scale up tutoring support for K-12 students. PHENND provides expertise on possible uses of both college students and AmeriCorps members as potential tutors.

Janine and Hillary also participated in Read by 4th's Reading Support Working Group. The working group's goal was to develop a strategic road map for expanding access to tutoring in Out-of-School Time settings.

Special Events



June 2021

June Institute

Due to COVID-19, our typical full-day in-person June Institute was re-imagined and scaled back for a virtual setting (again). This year's theme was Education as Community-Building, our interpretation of what we need most, as we emerge from months of pandemic-induced virtual learning, a time during which educational inequalities were simultaneously exacerbated and laid bare. The event featured a panel of school leaders, moderat-

ed by Dr. Brian Peterson, the Director of Makuu: The Black Cultural Center at Penn. There were also two breakout sessions framed by the pillars of community schools, as presented in the Learning Policy Institute's 2017 report, "Community Schools as an Effective School Improvement Strategy: A Review of the Evidence." Presenters in these breakouts represented K-16 partnerships at the University of Pennsylvania and Saint Joseph's University. The event was capped off by Uri Monson, Chief Financial Officer for the School District of Philadelphia, who presented results from a recent survey of families and community partners on spending priorities for American Rescue Plan funding provided to the District.



Spotlight: Lindy Award for Excellence in K-16 Partnerships

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

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

First Place

West Philadelphia High School & Drexel University

This project from West Philadelphia High School and the Justice Oriented Youth Lab at Drexel University included high school students, college students, teachers, professors and West Philadelphia High School alumni. The work entails historical preservation of yearbooks dating back to 1912, photographs, documents and other archived resources. In addition, the team is creating a school archive and repository and creating a website that houses a virtual museum.

Runners-Up

Perkiomen Valley School District & Ursinus College

The mentoring program between Ursinus students and students at Perkiomen Valley East and Perkiomen Valley West Middle Schools grew from three middle school students in a homework club to more than 40 each semester. College students worked with the middle schoolers on a variety of Martin Luther King, Jr. Day of Service projects and are working to build out the Perkiomen Valley East Middle School arboretum.

Dobbins Career & Technical Education High School & Klein College of Media and Communications at Temple University

The Dobbins/Temple work featured intergenerational connections between high school students, college students and media and communications industry professionals. The project promotes networking, mentorship and greater understanding of work in the field. The team held their first symposium in April and is looking forward to being able to come together in person in the future.

PHENND FELLOWS

Every year, since 2012, PHENND has recruited, trained, placed, and supported a cohort of talented and passionate individuals 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.



PHENND Fellow Finley Poskarbiewicz helped organize a back-to-school supplies drive and distribution for students at Comegys Elementary School

The program has a three-fold mission:



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



Train and retain local talent to stay and work in Philadelphia



Develop the next generation of urban education and nonprofit leaders

By the Numbers

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

- \$375,698** in cash and **\$21,343** in-kind donations for the 20-21 school year
- 759** volunteers leveraged
- \$36,288.61** value of volunteer time
- 6,261** economically disadvantaged people served by VISTAs
- 6,000** enrollment of schools served by Education VISTAs

Education Track:

VISTA members supported public education in Philadelphia by forging and nurturing connections between neighborhoods schools and community partners. Despite School District restrictions on in-person programming due to COVID in 2020-21, VISTAs engaged with a wide variety of partner organizations through partner meetings, creating and maintaining a variety of communication platforms, and planning school/community virtual events. Just a few examples include helping partners implement mindfulness curricula, college visits, career days, ballroom dance, and cooking classes, all virtual. Other examples of in-person events VISTAs helped coordinate with partners included school supply, food, and clothing drives, playground development projects, neighborhood clean-ups, and garden/tree-planting projects.

In 2020-21, VISTAs helped their schools stay connected to their partners through the platform of virtual partner meetings, with an eye to the eventual possibility for in-person programming. Many of these organizations are focused on literacy, arts enrichment, service learning, and post-secondary success, and include colleges, universities, faith-based organizations, museums and other cultural institutions, and environmental groups. At the School District level, informally known as 440 VISTAs, corps members helped work on partnership on a citywide scale in the Office of Sustainability, the Office of Grant Development, and the Office of Strategic Partnerships.

2020-2021 Schools

Carver High School of Engineering and Science
Bethune Elementary School
Comegys Elementary School
Dunbar Elementary School
Philadelphia High School for Girls
Elkins Elementary School
Ludlow Elementary School
Morrison Elementary School
Nebinger Elementary School
Ziegler Elementary School
Saul High School
Welsh Elementary School

2020-2021 School District Central Administration

Office of Grant Development
Office of Strategic Partnerships
Office of Sustainability

Partnership Coordinators' Community of Practice

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



Supervisor onboarding training for 440 VISTAs

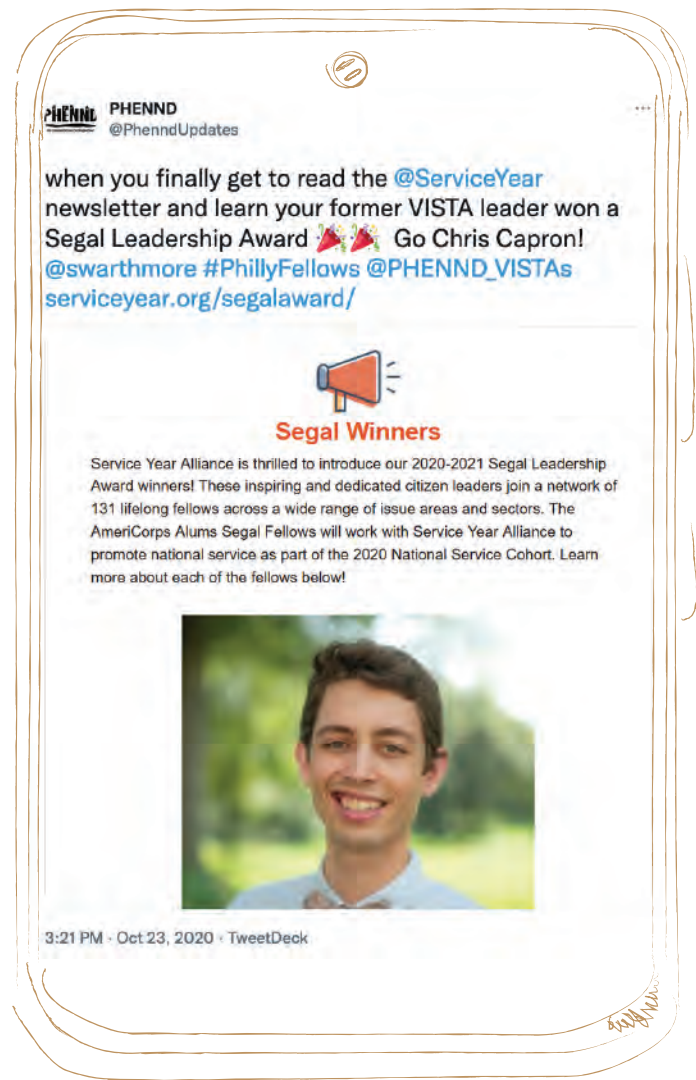
Nonprofit Track:

Highlights of PHENND Fellow Nonprofit projects include:

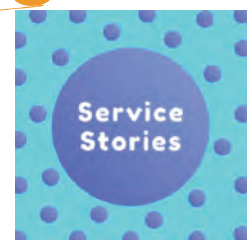
- Addressing the need for legal services for opiate patients at District Health Centers
- Educating farmworkers in rural Pennsylvania counties
- Increasing Philadelphia schoolchildren's access to libraries and healthy play
- Increasing employment and healthcare opportunities for new Americans
- Create systems to connect people to learning and housing opportunities

2020-2021 Nonprofit Sites

Cradles 2 Crayons
District 1199c
Fiesta Schoolyards
First Up
Global Citizen
HIAS
Pennsylvanians for Modern Courts
Playworks
Philadelphia Academies, Inc.
Philadelphia Futures
Philadelphia Legal Assistance-Opiates
Philadelphia Legal Assistance-Farmworker Education
SEAMAAC
Urban Tree Connection
WePAC
YESPhilly



Spotlight: Service Stories Podcast



In Fall 2020, after concluding their year of service with AmeriCorps, two PHENND Fellow alumnae, Sara Guiang & Sarah Kaplan, created a podcast series called Service Stories. In each weekly episode, they sat down with another member of their 19-20 Fellows cohort, hearing about what motivated them to serve, what kind of work they did with their service projects, what they learned from their experiences, and what they hope for the future.

The podcasts are all available on Anchor.FM.

GEARUP



During the 2020-2021 school year, PHENND in collaboration with the School District of Philadelphia, wrapped up 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.

By the Numbers

Between **2015**
-2021

college student
volunteers

875

20,500

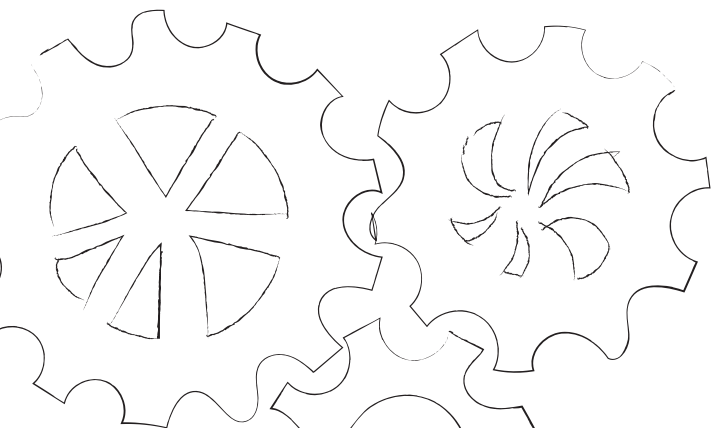
Hours of coaching
and volunteering

3,500

Middle
and
High School
students served

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.

For six years, PHENND led a team of six university partners, who leverage resources (particularly college student volunteers) in support of the GEAR UP CRCC project. These university partners included: Bryn Mawr College, Drexel University, La Salle University, Saint Joseph's University, Temple University, and the University of Pennsylvania. College students served 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.



Training + Technical Assistance Provider



Fall All Campus Training October 2020

Held virtually via Zoom, the Fall all campus training took place in October of 2020. College volunteers from Drexel, Temple and Penn gathered to network and to hear from a high school counselor and college access professional about the admissions landscape in the era of COVID. The training also included a session on tips and strategies for engaging more effectively virtually with high school students.

Spring All Campus Training March 2021

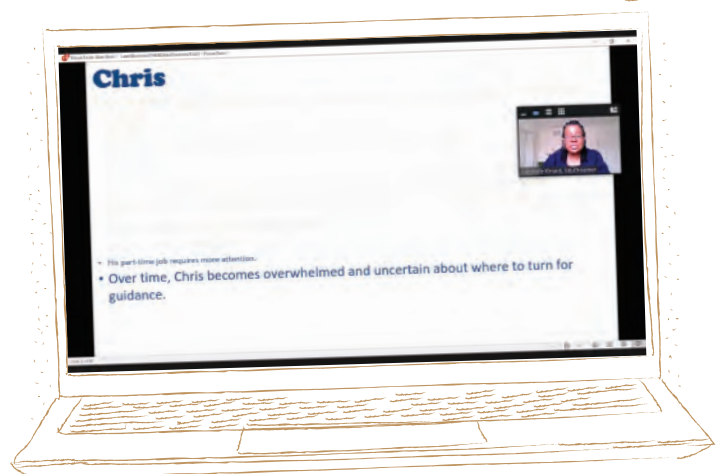
The Spring meeting took place in March (again virtually) and focused on working with “late bloomers”, those students who had decided relatively late in the process to apply to college after. The training also featured a representative from Community College of Philadelphia (CCP) who provided updates on new CCP initiatives and scholarships. And finally, college volunteers heard from a financial aid expert who helped them understand the kinds of issues the high school students might be facing with their applications.

Special Events



End of Year Event

The GEAR UP Year End Event was held at the end of April. This was a celebratory event meant to acknowledge not only the work done by the college volunteers during the last year, but all five years of the grant as it was ending. In addition, we wanted to ensure that volunteers knew how much we appreciated their staying with the program even as their own academic lives were disrupted by the pandemic and related restrictions. Volunteers spoke eloquently about the fun they had in spite of the difficulties posed by pivoting to virtual interactions and the strength of their connection to their students and to each other. They also gave unsolicited “shout outs” to their peers for their work.



COLLEGE SUCCESS NETWORK

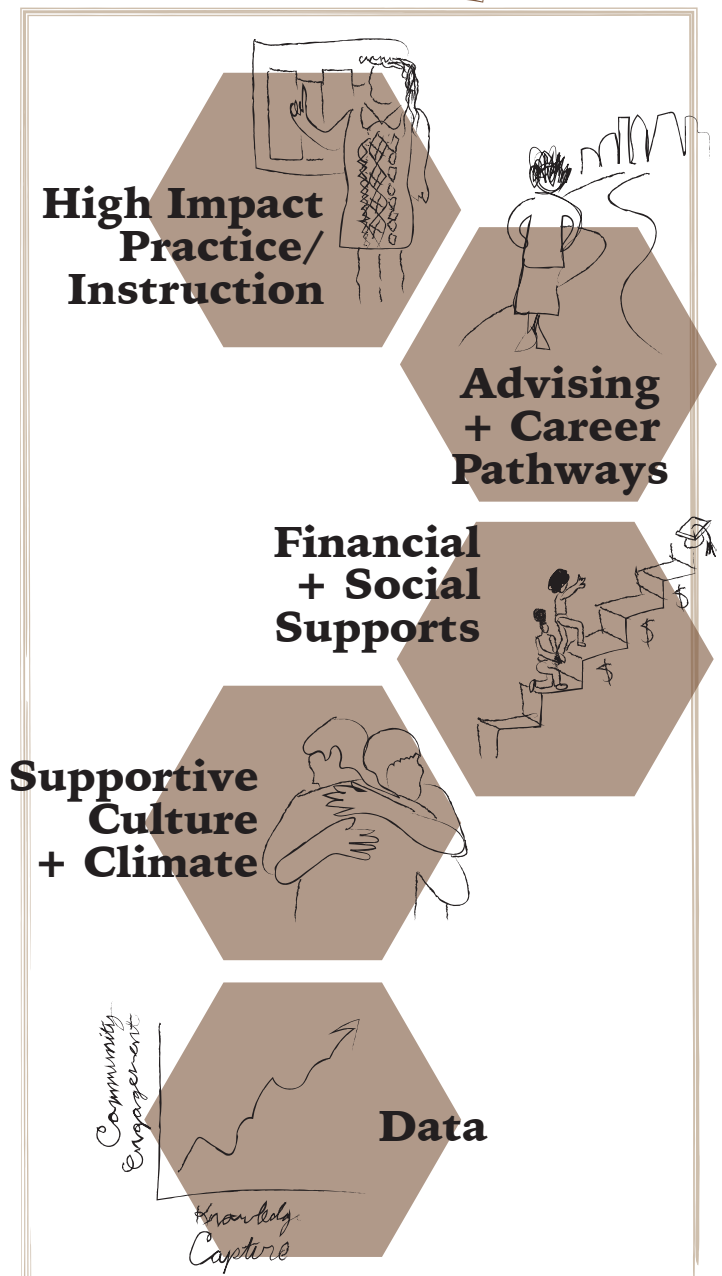


PHENND continued to build and develop its College Success Network, which was formally launched in October 2018.

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

For this network, 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.

The program's Building Blocks



Clearing-house of Information



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

By the Numbers

1,245 individuals receive the College Success newsletter each month

16% Increase over the previous year

Training + Technical Assistance Provider



K-16 Partnerships Manager, Janine Wright, serves on Temple University's advisory board (College of Education College Access Community of Practice)

Janine serves on PCPR (Philadelphia College Prep Roundtable Operations Team; assisted in securing grants and organizing monthly networking and professional development meetings and annual conference.

Manager of Regional Programs



Chief Diversity Officer Network

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



Special Events



October 2020

In October of 2020 the College Success Network hosted a webinar featuring the Center for Male Engagement at the Community College of Philadelphia.

IN October 2020, the Center for Male Engagement (CME) at the Community College of Philadelphia (CCP) discussed their program and how they reimagined services as the campus shifted to online learning only. CME is a federally funded, cohort-based program designed to promote retention and academic achievement among African-American males and other males of color.

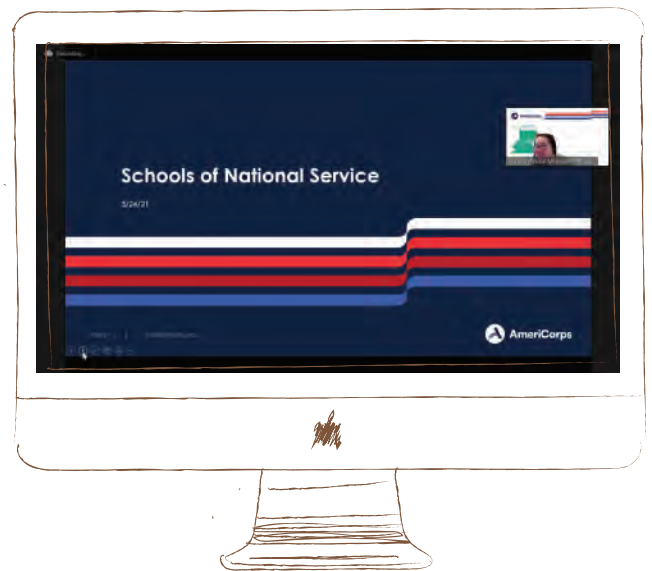
The presentation began with Project Director Derrick Perkins giving a brief history of the program and discussing how it is situated within the college. CME support coaches followed by explaining how CME services are student-centered and include life skills, mental health supports, career services, leadership development, academic supports and culturally relevant pedagogy. In terms of persistence, CME students have consistently outperformed their non-CME counterparts.

As CCP moved to close the campus and shift to online learning, the Center for Male Engagement worked to instill what they refer to as “Crisis Management Energy” in their students, consisting of “the skills and habits that help individuals respond proactively and positively to uncertainty”. They have been emphasizing stable social connections, resilience and vulnerability.



March 2021 Schools of National Service

The webinar on the new Schools of National Service initiative sponsored by AmeriCorps featured representatives from the AmeriCorps central office in Washington, DC as well as Dr. Josh Power, Executive Director of Graduate and Extended Studies, College of Arts and Sciences & School of Health Studies and Education, St. Joseph’s University. The Schools of National Service program provides benefits to students who choose to serve. Dr. Power, who led the process by which St. Joseph’s University became a School of National Service, provided a local perspective on the initiative.



April 2021 Let’s Get Ready and Hostos Community College

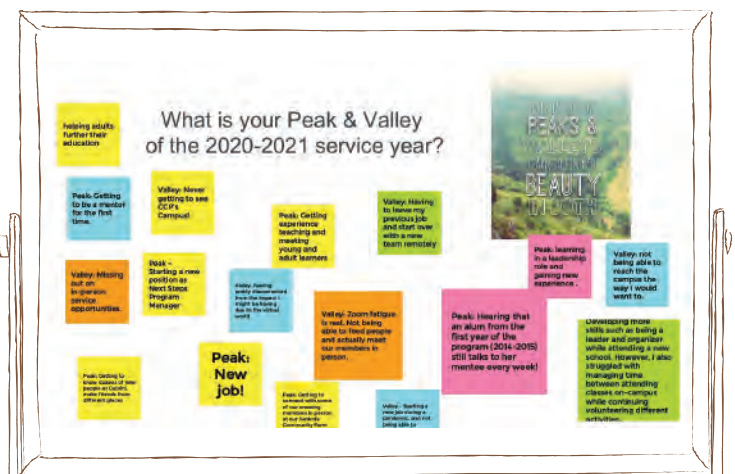
The non-profit organization Let’s Get Ready and Hostos Community College (NYC) discussed their partnership which has empowered over 150 student leaders to mentor more than 600 high school students. Through partnerships with CBOs, schools and universities, Let’s Get Ready leverages a near-peer driven, text-based curriculum and virtual advising model to support students through college graduation. They shared insights and lessons learned about effective collaboration, their use of a text-based advising program and the work Let’s Get Ready has begun in Philadelphia.



NEXT STEPS

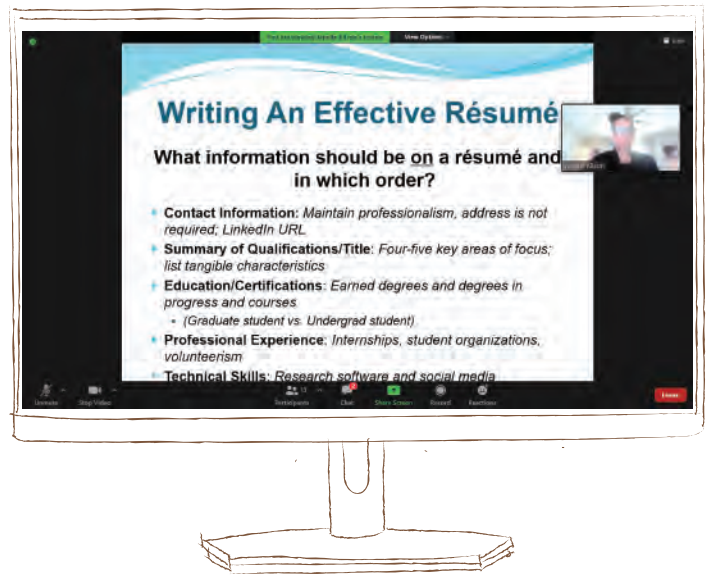


Designed as a college completion and success strategy, the Next Steps AmeriCorps Program began in Fall 2014. The Next Steps AmeriCorps Program is for rising sophomores and juniors who are Pell-eligible graduates of high poverty school districts. There is a special emphasis on recruiting alumni of the School District of Philadelphia. Partnering campuses for the 2020-2021 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.



Members reflected on their year of service during our Virtual End of the Year event.

During its seventh year, the program enrolled 38 students in part-time AmeriCorps service during the 2020-2021 school year. Again this year, the program design included 4 full-time AmeriCorps members, known as Team Leaders, placed at each of the partnering campuses: Cabrini University, Community College of Philadelphia, Kutztown University, and Temple University. The four Next Steps Team Leaders served within the university and helped support low-income first-generation college students who are enrolled as part-time AmeriCorps members. Team Leaders 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. Corps members can receive a stipend during the year through Federal Work-Study and also receive an Education Award of \$1,311.11 upon completion of the 300 hours. The full-time Team Leaders earn an annual stipend of \$16,600 and an Education Award of \$6345.



By the Numbers Between ²⁰₋₂₁

19 Next Steps AmeriCorps members earned **\$45,046.65** in AmeriCorps Education Awards

11,435 hours of service, including mentoring **19** first year students

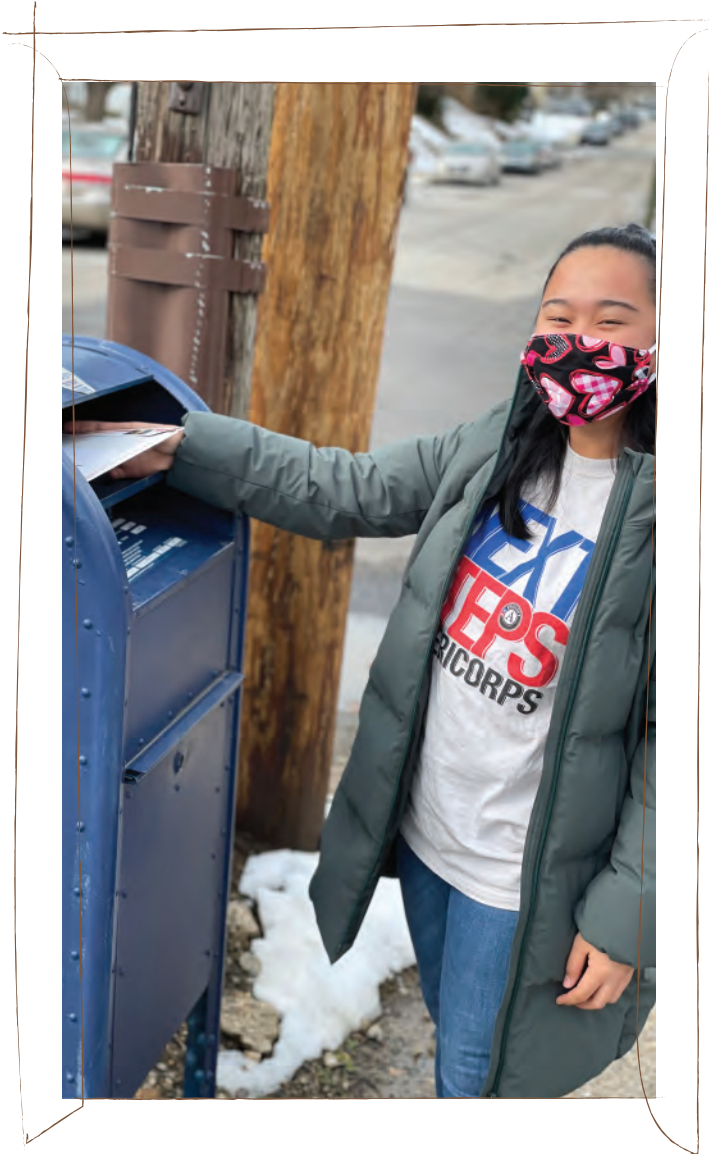
Virtual Alumni Reunion featuring all current and former Next Steps staff: Daisy Villa (2014-2018), Modupe Oke (2018-2020), and Malikh Cliett (2020-current).



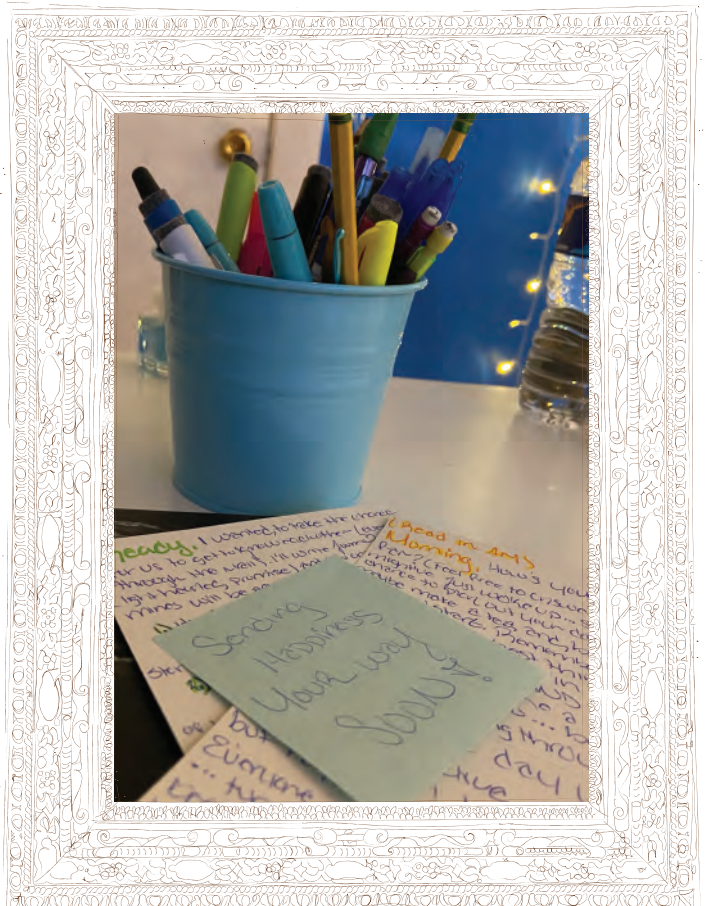
The above numbers are quite remarkable given that this year was almost entirely virtual for many students and campuses. Even if some campuses held in-person classes, most volunteering was virtual not to mention the professional development and team building activities. The continued stress of the pandemic took its toll on students, making it difficult to concentrate on both learning and service. In recognition of these challenges, AmeriCorps continued to allow members to 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.

West Philadelphia PROMISE CORPS

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



For MLK Day 2021, Next Steps members wrote inspirational and encouraging cards for high school students affiliated with our partners Girard College and Promise Corps.





PHENND

SUMMER ASSOCIATES

New in 2021, the PHENND Summer Associates program enrolls just graduated high school seniors intending to pursue higher education in short-term 8-week VISTA positions. During the program, the Summer Associates provide service to summer youth programs, while also attending pre-college guidance sessions with PHENND. Like all VISTAs, the Associates are paid a bi-weekly living stipend and earn a pro-rated Segal AmeriCorps Education Award.

In 2021, the program partnered with the following organizations who both referred program alumni as members for the program, and also hosted them during their summer service.

Centro de Cultura Arte Trabajo y Educación (CCATE)

Philadelphia Futures

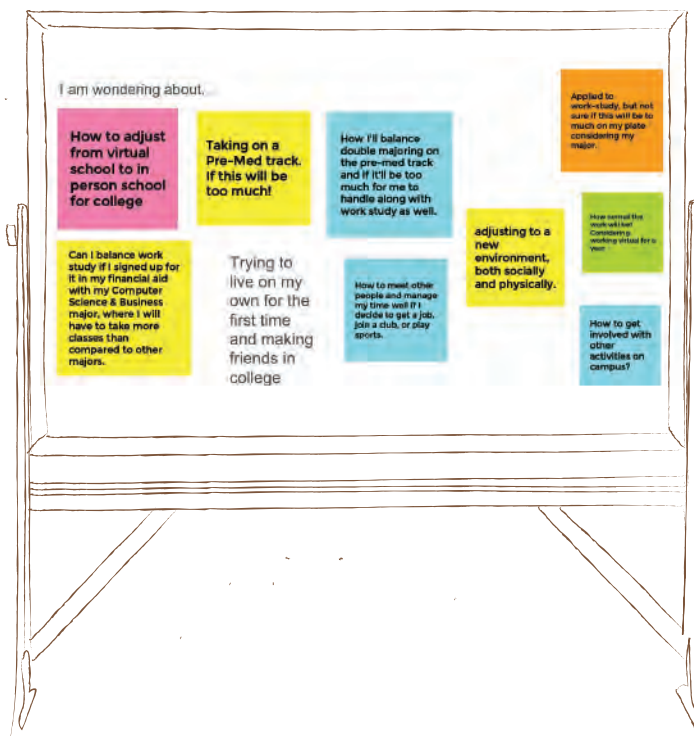
Steppingstone Scholars

Temple University's Community Collaborative of Philadelphia

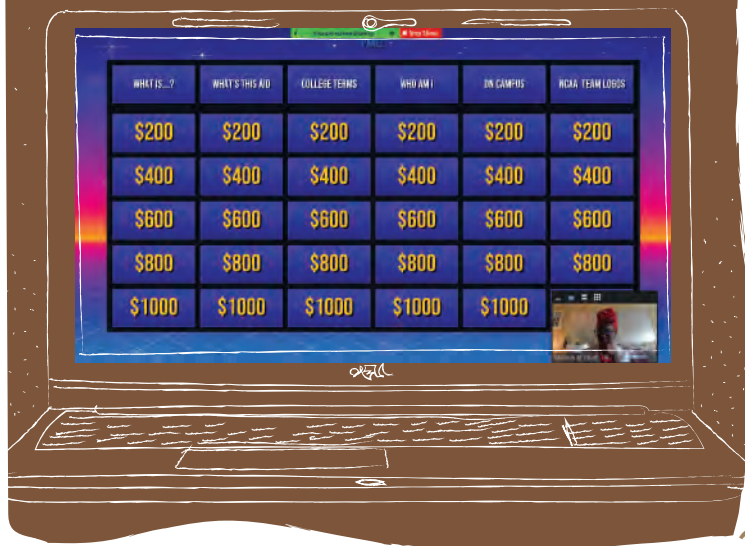
University of Pennsylvania's Netter Center for Community Partnerships



Summer Associate Andy Lau prepares materials for a STEM activity at a Steppingstone Scholars Summer Academy.



Both the Jamboard (above) and the Jeopardy game (left) were part of activities designed to have students learn about and reflect on the many "unknowns" of college.



PHENND



SUSTAINABILITY

An emerging subnetwork, PHENND Sustainability, has convened to address the need for a coordinated approach to Education for Sustainability across the K-16 spectrum in the Delaware Valley.

PHENND Sustainability aims to identify and build upon the great work happening in our schools and communities, and advocate for place-based, real world problem solving as a core pedagogical approach to sustainability education.

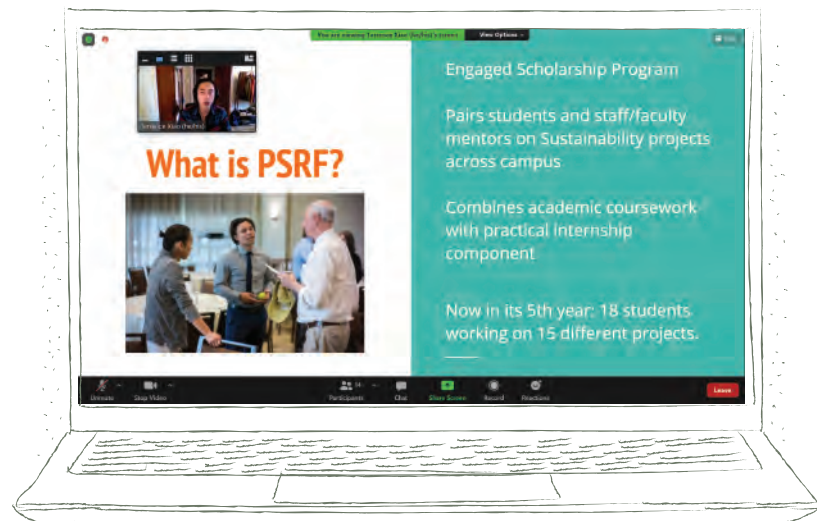
Statement of Purpose

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



Clearinghouse of Information

516 to our
Subscribed newsletter



Special Events

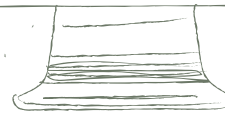
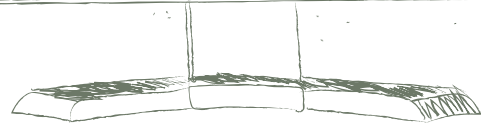


September 2020

PHENND co-sponsored The Green Program's Environmental Justice Hackathon.

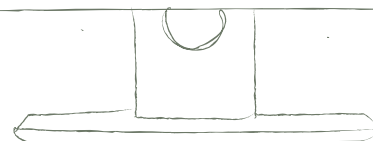
February 2021

The PHENND Sustainability Launch Event provided the formal kick-off to our newest subnetwork. During the event, we reviewed the Statement of Purpose, and heard from a variety of speakers about the sustainability work they are engaged in, and what they hope to get out of this new regional collaboration. Opening remarks were provided by Christine Knapp, Director of the City of Philadelphia's Office of Sustainability, and Jess Lytle, Chief of Staff at Haverford College. Kermit O, a graduate student at West Chester University, who co-wrote the Statement of Purpose, provided a charged call to action. Finally, we heard mini-presentations from Swarthmore's Presidential Sustainability Research Fellowship, school teacher Alicia Conquest, and community members from CCATE (Centro de Cultura, Arte, Trabajo y Educación).



April 2021

This webinar and mini-networking event featured Dr. Shannon Capps, head of the Drexel Atmospheric Modeling Lab, and Lynn Robinson, a local environmental justice organizer and director of the Neighbors Against the Gas Plants group, who discussed their partnership. Students in one of Dr. Capps' courses have, at the request of NAGP, studied air quality issues in North Philadelphia. The discussion focused more on the possibilities and challenges of partnering with organizations for community-engaged learning courses such as the semester ending before the project was complete. This even also allowed participants to join small breakout groups for more intimate networking.





Training + Technical Assistance Provider



Special Events



PHENND continued to partner with Penn Leads the Vote (PLTV) at the University of Pennsylvania to convene a higher education working group of students, faculty, and staff members across Pennsylvania with the goals of increasing both voter participation during elections and engagement with local and national policy year-round. The working group meets monthly to share resources and discuss strategies to advance the democratic development, civic engagement and voter participation of students on each partner campus. Campuses can learn from each other’s individualized campus-wide voter engagement plans.

Director, Hillary Kane, also participates with a statewide networking group led by national voter engagement organizations with Pennsylvania chapters: All in Democracy Challenge, Civic Influencers (formerly Campus Election Engagement Project), Campus Vote Project, and the Andrew Goodman Foundation. This group convened three PA Youth Voting Summits in 2020-2021, all co-sponsored by PHENND.

PHENND provided a \$1000 mini-grant to Rutgers-Camden to support their non-partisan student voter outreach. We had advertised a similar opportunity to our network on behalf of Penn, which had funding from Students Lead Students Vote, but didn’t realize the funding was limited to Pennsylvania campuses. PHENND is a two-state regional organization and we didn’t want students in New Jersey to lose out on this opportunity.

1-on-1 Consultation



Connected Better Civics with Pennsylvanians for Modern Courts

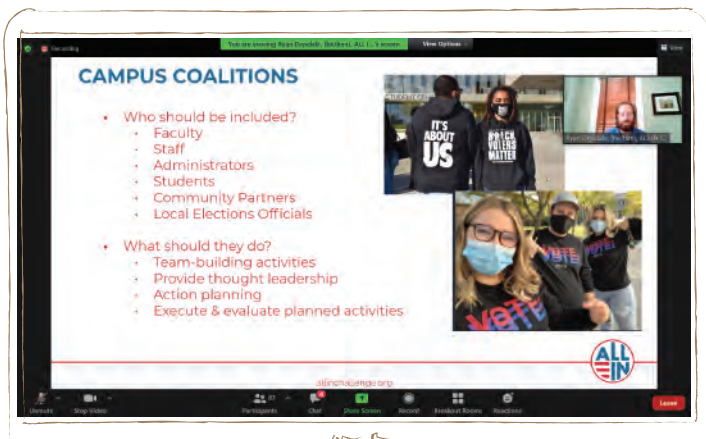
“[T]hank you for highlighting Better Civics in your last newsletter, and for the intro to Debbie at PA for Modern Courts - she is awesome and we're already scheming a plan to work together!”

**-Jen Devor,
Better Civics**



Clearing-house of Information

563 to our
Subscribed newsletter



Member Campuses

BRYN MAWR COLLEGE

Mission

Established in 1885, Bryn Mawr College is a women's college that educates students to the highest standard of excellence to prepare them for lives of purpose. The College's rigorous liberal arts curriculum and distinguished graduate programs foster a thirst for knowledge, open inquiry, global perspectives, civic engagement, and innovation through study across the arts, humanities, sciences, and social sciences.

2020 – 2021 Campus

Landscape

In fall 2020, Black and other students of color led a three-week strike on campus to call attention to the legacy of racism that continues to cause harm to the campus community and call for institution-wide change. The students' activism contributed to the College identifying and articulating focused commitments to anti-racist action on campus. The College identified a working approach centering on four main goals to advance diversity, equity, inclusion, and anti-racism (DEIAR) work which include:

- Raising community understanding of structural racism
- Addressing structural issues and barriers to equity and inclusion
- Supporting thriving and belonging for all
- Creating narratives that support belonging

In addition to the campus strike in the fall, the world was experiencing a global pandemic that affected teaching, learning, and living on our campus and the rest of the world. Faculty, staff, and students along with community members dealt with anxiety, illness, grief, loneliness, and frustration as COVID-19 affected all aspects of life on campus. Like everyone else, we adjusted where possible, collaborating to support students and our community partners, making programs work in new and often innovative ways.

Opportunities, Challenges, & Successes

The student strike on campus encouraged us to look closely at ways our programs and daily operations could be more inclusive and welcoming. In Civic Engagement we rewrote student job descriptions to be more welcoming and inclusive; we incorporated a social

responsibility reflection activity in Praxis Independent Study courses to increase communication and understanding about social justice and its relevance to community-based learning; the Praxis Independent Study Application was reworked and is now called a Course Proposal; all applications for Civic Engagement programs include opportunities for students, faculty, staff, and community partners to share their pronouns; and we adopted a social justice/anti-racist focused curriculum to guide our student coordinator training and reflection programming.

Nine unique Praxis courses were taught in 2020 – 2021 involving 117 Bryn Mawr students. Seventeen faculty members from BMC and 1 faculty member from Haverford College representing 13 different departments taught or advised Praxis courses. Civic Engagement facilitated 10 co-curricular programs that supported the involvement of 262 undergraduate students. We collaborated with other departments on campus, including the President's Office, to coordinate spaces for supported dialogues focused on racism and anti-racist action as well as on-campus service programs like a school supply drive for Overbrook Elementary School. A team of our student coordinators started a Health Equity & Social Justice podcast focusing on student health & wellness. We organized voter registration, voter education, and Get Out the Vote programming to empower student voters and encourage their participation in the Primary and General Elections. Bryn Mawr College was included on Washington Monthly's list of Best Colleges for Student Voting in 2020 and 2021 and was recognized as a Platinum Campus by the ALL IN Campus Democracy Challenge for a student voting rate of 80 – 89% in the 2020 Presidential Election. Staff members in Civic Engagement were appointed by the President's Office to coordinate the newly formed Racial Justice Impact Fund—a \$10,000 fund to support students, faculty, and staff who engage with organizations or communities in work focused on anti-racism and transformational and restorative justice.

Instead of resigning ourselves to a year stuck in place, our work this year served to solidify our commitment to supporting our campus community as well as our off-campus partners in building relationships that move us forward together.





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

Values and supports a culturally diverse and intellectually dynamic community and prepares students for global citizenship

Values strong and mutually beneficial partnerships with public and parochial schools, community organizations and governmental agencies that model effective community based educational programs

The Division of Strategic Initiatives and Community Engagement (SICE)

The work of SICE focuses on access, 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 is a small accelerated high school, serving students between 16 and 21 years old, who are earning their high school diploma while achieving college success.
- Students proactively volunteer and complete service hours each academic year.
- Keystone Education Yields Success (KEYS) assists students who receive Temporary Assistance for Needy Families (TANF) and Supplemental Nutritional Assistance Program (SNAP) support in their pursuit of post-secondary education. The KEYS Program develop partnerships throughout the Philadelphia region and students complete volunteer service as well as professional experiences.
- The TRIO Upward Bound program serves students from South Philadelphia and Benjamin Franklin high schools who are either from low-income homes or neither of their parents

has earned a bachelor's degree. The program provides academic and social support to students as they work towards high school graduation and college acceptance. Students develop leadership skills through various service offerings.

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

The 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: The Adopt-A-School Program, Institute Advisory Council, Fostering Caring Connections, #CCPVotes, the Semester of Service College Volunteer Program and the AmeriCorps Next Steps Program.

Semester of Service Program

The Institute had a robust service year through the ongoing pandemic and continued to provide community engaged learning and volunteer opportunities to the entire college community. Here are some of Academic

- Year 2020-21 highlights:
 - Number of volunteers engaged and/or matched with opportunities: 145
 - Number of volunteer hours: 2,000 hours (approximately)
 - Service Opportunities Offered: 71
- Service Partners included, but were not limited to: Drexel Autism Institute, MANNA, PHENND, Philly Reading Coaches, Sankofa Community Farm, School District of Philadelphia, Spark Mentorship Program, Temple WELL program, and The Barnes Foundation.

Over the course of the Summer 2020, Fall 2020, and Spring 2021 semesters we engaged a total of 145 members of our campus community, connecting them with the needed resources to begin volunteering in social justice areas they were passionate about concern-

ing Food Injustice, Youth and Education and Health Promotion. We promoted 15 opportunities in the Summer 2020, 30 opportunities in the Fall 2020, and 26 during the Spring 2021.

Community Engaged Learning Spotlight

Biology 109 implemented a service learning program with consultation from the Institute for Community Engagement and Civic Leadership in the Spring 2020 semester. Professor Jennifer Tront led an assignment where students had to research the COVID-19 vaccine, create a marketing plan and flyer and promote education around it. One of the students shared their reflections: This was an inclusively informative assignment to work on. I learned a lot more useful information about vaccines and the specific COVID vaccines while I was preparing my project, which helps me feel more confident in conversations and talking with others on a daily basis when the topic of vaccinations and the covid vaccine comes up. I learned that it is important to remain neutral when questioning people and conducting a study. It is also so important to be sharing accurate information at a time when we are so easily overwhelmed with information from so many sources, which can lead to confusion and mistrust. Informing one person can help build a strong foundation on the way to a healthier community and society.

Civic Education Workshop Series

The Institute for Community Engagement and Civic Leadership also launched its second Civics Education Program in January of 2021, entitled, Civics Beyond the Classroom. It is a non-credit workshop series for the community at large to learn about the importance and role that our government plays in the larger society. The series is facilitated by local state and federal judges and led by Judge Cynthia M. Rufe and Judge Marjorie “Midge” Rendell from the Judicial Council of the Third Judicial Circuit Courts and Community Committee. We had nearly 200 people register for the session series. There were ten sessions in total. We distributed over 80 virtual certificates to those who completed 80% of the program. The workshop was free for all registrants. Topics focused on: The Constitution, What Judges do and How do they decide cases, Immigration Law, Equality and more!

The 19130 Zip Code Project

with leadership from nursing students and faculty, the program served over 7,000 people in 2021 with a focus on supporting public school nurses due to the high demands placed on them and the shortage of nurses. The project also continued its work in the Kensington community supporting victims of the opioid epidemic. The partnerships that evolved during the COVID-19

pandemic continued to grow, as vaccinations became available in early 2021, and the need for testing persisted. These services were accomplished in conjunction with Philly FIGHT, Esperanza and Broad Street Ministry with the most vulnerable populations in the city. In total 7968 Philadelphians were seen in group and individual encounters in 2021 by the project.

The Fox Rothschild Center for Law and Society's

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





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

We believe effective social change comes from people deeply understanding the root causes, history, and context of social issues (learning), developing authentic relationships with people experiencing social issues and those fighting for change (engagement), and doing meaningful reflection on their own relationships to issues and capacity to make change (reflection).

To promote learning, we:

- Develop and implement a required first-year course “CIVC 101: Introduction to Civic Engagement”, where students learn basic concepts such as social issues, social change, relationships, identity and privilege, and systemic inequality
- Promote and support development of additional Community-Based Learning (CBL) courses across campus, as well as co-curricular educational events
- Offer trainings in CBL pedagogy, as well as a Faculty Fellows program and continuing opportunities for educators to deepen their understanding of CBL praxis

To promote engagement, we:

- Foster authentic relationships with community organizations by providing student volunteers, co-developing CBL courses and projects, and supporting existing faculty and staff relationships
- Match students and student groups with meaningful volunteer opportunities
- Broaden students' social change toolkits by hosting and promoting workshops on activism, community organizing, political engagement, and more

To promote reflection, we:

- Host dialogues such as a “Coffee & Community” series and support similar events from campus partners
- Create space for student leaders and faculty to reflect on concepts related to civic engagement, CBL, and social justice

- Use our social media and website to share reflection tools that people can use in real-time, such as a guide to approaching racial justice action we developed during the 2020 Black Lives Matter protests

Recent accomplishments:

- Drexel was named a 2021-2022 Voter Friendly Campus and given an All In Campus Democracy Challenge Gold Seal for our 2020 voting rates
- Launched a Living Learning Community in 2021 to provide a deeper community-building experience for incoming students
- Engaged hundreds of student leaders in various leadership programs (CBL and CIVC 101 Teaching Assistants, Drexel Community Scholars, Coffee & Community student facilitators, Living

Learning Community mentors, etc.)
Follow us on social media @LindyCenter and visit our website for more: www.drexel.edu/lindycenter.





PennState Brandywine

The Center for Ethics and Civic Engagement

Founded in 2018, the Center for Ethics and Civic Engagement at Penn State Brandywine seeks to develop pathways for students to become socially responsible leaders and citizens who are prepared to create positive change in the world.

Students involved with the Center are encouraged to become active citizens by learning about and building the capacities of their local communities. We seek to help students find creative, effective ways to serve their campus and their communities, both locally and globally. As they do this, they also make valuable connections and develop professional skills and competencies. By connecting with the Center, students can discover community engagement opportunities through volunteering, non-profit internships and campus programs.

2020-2021 Highlights

The COVID pandemic dramatically affected the Center's community-based engagement and work study programs during the 2020-2021 academic year. As most of our community partners were unable to host interns, work-study placements and volunteers during this period, the Center focused much of its work on developing voter engagement and education efforts, creating campus and university-wide social justice programming, and supporting the basic needs of Penn State Brandywine students. Even with these challenges, students were able to engage in small scale on-campus and outdoor service projects and volunteered over 1400 hours.

Throughout the 2020-2021 academic year, the Center sponsored 42 civic engagement opportunities which included 14 voter engagement and education events. The Center received a grant from the Students Learn Students Vote Coalition to promote voter engagement and partnered with the National Voter Registration Day initiative. Building on the momentum of the campus's first ever Mock Nominating Convention in February of 2020, the Center sponsored 5 voter registration drives; organized 4 voter education programs; and hosted zoom-based Presidential debate watching parties, an election night results party, and the Presidential inauguration watch party.

During this period, the Center further developed its partnerships with Penn State Abington's Service, Engagement and Leadership Office and Penn State World Campus's Student Affairs Office. While the pandemic pushed our campus programming onto the Zoom platform, this shift facilitated collaboration between Penn State campuses and enabled students from throughout the Penn State system to participate in the Center's social justice programming. Penn State Abington and the Center co-sponsored two weeks of programming designed to offer service, education and activism opportunities in honor of the life and legacy of Dr. Martin Luther King Jr. Many of our events were open to the public as part of the 26th Annual Greater Philadelphia Martin Luther King Day of Service, whose theme for 2021 was Justice and the COVID-19 Health Crisis. In the Spring, the Center partnered with Penn State Abington and World Campus to coordinate its annual Social Justice Fair, a week of programming around a social justice theme. This year's fair focused on Mass Incarceration and Racial Justice and included programs that featured public officials, Penn State black alumni, Penn State professors and Penn State students. Over 1000 Penn State students, staff, faculty, alumni, and community members participated in the Center's programming during the 2020-2021 academic year.

The Center continued its partnership with the Fellowship of Urban Suburban Exchange (FUSE) and hosted another Delco Community Partner Networking Forum. This was an opportunity for community organizations to check in with one another, share information, and provide support if possible. While scaled back due to the pandemic, the Center continued to manage the Community Based Federal Work Study program and worked with our community partners to ensure that some students could still earn their federal work study awards and support our community partner's needs through virtual placements.

The pandemic exacerbated and brought to light many inequities in our community, including the challenges some Penn State Brandywine students face to meet their basic needs. With support from the Penn State Brandywine Student Affairs Office, the Center launched the Campus Food Pantry in the fall of 2020. Through the food pantry, all Penn State Brandywine students have access to free, shelf-stable food items, frozen meals, and personal care products. Students also have the option of receiving \$35 Target gift cards to ensure that they have access to fresh produce and personal care items of choice.



PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE™

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 Science and Math Summer Academy

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 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 STEM educational programs and careers. 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

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-Driven Research Partnership

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. 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.

Community-Engaged Research Faculty Fellowship

The Community-Engaged Research Faculty Fellowship was launched by the Offices of Diversity and Community Relations and Institutional Advancement in January 2021 to provide applied research opportunities for graduate students interested in examining health equity. This new Fellowship is designed for faculty who are interested in engaging community-based organizations and PCOM students in collaborative research studies. Faculty Fellows serve as mentors guiding the research study, planning, design, implementation, and evaluation.

Community Wellness Initiative

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



The Office of Civic Engagement connects Rutgers University–Camden to communities beyond the campus. Working with community partners, we support efforts to meet the challenges facing our host city, county, and region through engaged civic learning, community-based research, community service and integrated efforts and partnerships. While the COVID-19 pandemic impacted our work, and the work of our partners, we all remained committed to addressing the pressing needs of the community and finding innovative ways to stay connected. Our decade plus institutional commitments have resulted in a civically minded and highly engaged campus community that continues to find ways to expand the breadth and reach of our partnerships.

2020-21 academic year

Bonner Civic Scholars created Project 555: Youth Voter Engagement that aimed to register high school seniors in every public high school – 500 in total – and 55 of the largest private high schools in the state of New Jersey.

- Bonner Civic Scholars were able to present to local high schools virtually to discuss voting in New Jersey, how to register and why it's important.
- Project 555 organized and sponsored a talk with voting rights activists in the state such as representatives of the NJ Institute for Social Justice, the NAACP and others to talk about voting rights. These events were open to the community and offered virtually.
- Project 555 helped to establish and organize the high school version of the NJ Ballot Bowl, a joint project of the NJ Department of State and the ALL IN Campus Democracy Challenge.
- In the Spring of 2021, Project 555 held a forum of other youth-led voting rights groups from around the USA to discuss the different ways states restrict voting. This event was moderated by college and high school students.

The Civic Engagement Faculty Fellows program, which trains faculty to develop and implement engaged civic learning courses, welcomed 12 new members into its 2020-21 cohort, increasing the total number of Faculty Fellows to 111.

Our K-12 programs—Rutgers Ignite (a STEM-based afterschool and summer 21st Century Community Learning Center serving grades 3-8), Rutgers Future Scholars (a pre-college scholarship program for first generation Camden city students grades 8-12), and the

Hill Family Center for College Access (an early college awareness and college and career readiness initiative serving grades 6-12) served over 413 youth virtually during the 2020-2021 school year (most of which was spent with remote learning).

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

A key effort during the 2020-2021 academic year was the completion of the first ever university-wide diversity, equity, and inclusion strategic plan, with community and civic engagement being one of the five major goals to be addressed. For Rutgers-Camden, addressing this particular goal means we will focus on strengthening our impact as an anchor institution through deepening civic and community engagement, enhancing connections with residents and stakeholders within the city and across South Jersey and addressing the historical legacies of racism and injustice, with specific action steps:

- Harness university resources to improve educational outcomes, opportunities, and economic development for Camden city residents.
- Strengthen relationships with residents and community leaders
- Acknowledge and address historical and current racial inequities and injustice on campus and examine relationships within and between the city and campus.
- Amplify support and impact of publicly engaged scholarship.
- Enhance engaged civic learning to address critical and persistent social inequities and create opportunities to sustain long-term community partnerships.
- Increase civic knowledge and build civic leadership capacity in Rutgers-Camden students and Camden residents.
- Strengthen engagement with alumni and donors, especially those historically underrepresented and marginalized to increase connections to the university
- Expand services at the Rutgers-Camden School of Nursing Community Health Centers in Camden's Ablett Village and Branch Village to address health inequities.

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 close to 30 SJU departments with over 50 different programs/events.

Academic institutes like the Faith-Justice Institute (FJI), Institute of Clinical Bioethics (ICB), The Kinney Center for Autism Education and Support and the recently launched Institute for Environmental Stewardship design mutually beneficial programs with social impact. FJI offers several programs for engaging students, faculty and staff through critical inquiry of systemic issues of social justice with the local community. Last academic year, FJI's Service-Learning Program engaged over 560 students in 33 courses working with over 31 local and global community partner organizations. The Institute of Clinical Bioethics conducts health-related research, scholarship and outreach as well as creating innovative health goods and services for at-risk groups. The Kinney Center for Autism Education and Support develops education, training, service and support offerings in their area of expertise. The Institute for Environmental Stewardship aims to promote socially, economically, and ethically responsible environmental practices through educational activities, scholarly work, and outreach on such issues.

The Office of Campus Ministry' co-curricular service opportunities routinely engage over 436 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).

COVID-19’s restrictions lingered into the current fiscal and academic year; so did its invitation for innovation and resourcefulness. Responding to the increased need for distanced and virtual communications, we created a Lang Center YouTube Channel that documents and shares the year’s activities. We also created short videos, shared with broader audiences, to help articulate our impact.

Pandemic notwithstanding, the Lang Center collaborated with a remarkably large number of faculty (across the academic divisions) on community-engaged and public-facing projects through two signature programs: Engaged Scholarship Teaching Grants and Engaged Scholarship Research Grants. Stories of their resilience, resourcefulness, and creativity are

captured in the Phoenix Article entitled “Engaged Scholarship Evolves in Response to Pandemic.”

We continued to project Swarthmore College’s Engaged Scholarship achievements and voice onto a national stage through key partnerships and collaborative programs. For instance, our 5th Annual Engaged Scholarship Symposium brought together scholars and practitioners from across the U.S. to share examples of and approaches to Engaged Scholarship, particularly around the topics of racial justice, sustainability, and reciprocal community partnerships. Collaborators included Brown University, Duke University, Tulane University, Portland State University, Miami Dade University, and the University of San Diego. Videos available via YouTube. In addition to our successful, national-level Symposium, we also became Campus Compact’s chief creative partner in the Engaged Scholars Initiative, which we helped to transform from a series of regionally organized groups to a nationwide cohort of early-career faculty and staff members dedicated to Engaged Scholarship practices.

At the local level, we continued to strengthen partnerships even with primarily remote engagement. For instance, rapid enrollment growth continued in our Chester Semester course. Chester Semester represents a transcript-notated, interdisciplinary, Engaged Scholarship program that facilitates enduring student engagement with Chester-based organizations and community members. In another example, when COVID-19 made traditional Inside-Out courses impossible, Executive Director Ben Berger worked alongside the Transformative Justice Initiative (TJI)— a NJ-based nonprofit created and staffed by formerly incarcerated scholars and activists —to develop an alternative, “Side by Side” model. TJI scholars participated in courses as compensated co-educators, offering their knowledge and experience to Swarthmore College students and faculty.



Temple University is a national center of excellence in teaching and research with an international presence. The university's talented faculty and broad curriculum of more than 400 academic programs across 17 schools and colleges provide superior educational opportunities for academically talented and highly motivated students. The programs are located across eight campuses throughout the world, including Rome and Japan. The university'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 Affairs and Engagement serves as a leading liaison between the university and the many neighborhoods surrounding the university's North Philadelphia and Health Sciences Campuses. The office builds partnerships with neighborhood, civic and non-profit organizations to provide positive linkages between the university and its stakeholders. The office works with staff, alumni and students to create volunteer opportunities and to promote activities that reinforce Temple's civic engagement and community service roles. The office is located on a main business district that borders the university and residential areas.

Community Affairs also serves as the home base to the Pan-African Studies Community Education Program (PASCEP). 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.

In light of COVID-19 issues the office produced a combination of in-person and online opportunities for engagement and education. Online workshops were held throughout the academic year that focused on financial literacy, volunteerism and other topics. Staff and students hosted donation drives to benefit nonprofit organizations that serve the residents of North Central Philadelphia. The office joined forces with North Philadelphia stakeholders to provide meals to families during the Ramadan observance, Thanksgiving and other holidays. Students raised funds to purchase holiday gifts to benefit youth during the Christmas season.

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



University of Pennsylvania 2020-2021

The Provost's Academic Theme of Civic Engagement at Penn began in 2020, recognizing the University's on-going commitment to interaction with its local community and the world at large. It also affirmed the importance of civic engagement as a core value in education, citing democratic citizenship as perhaps the most significant purpose of American universities.

Netter Center for Community Partnerships

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

Through Netter, Academically Based Community Service (ABCS) courses from diverse disciplines 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.

In 2020-2021, Netter engaged approximately 1700 Penn students (undergraduate and graduate) in 65 ABCS courses, employed 399 students in community service work-study positions and academic internships, and involved several hundred volunteers through its programs, all in a remote environment.

A major component of Netter's work is mobilizing the vast resources of the University to help traditional public schools serve as innovative University-Assisted Community Schools (UACS) that educate, engage, empower, and serve students, families, and community members. School-day partnerships, after-school and summer programming adapted to a virtual platform for 2020-2021 at eight UACS sites in West Philadelphia, with some limited in-person services implemented at two community centers. Programming returned primarily in-person in summer 2021.

2020-2021 Welcomed the second cohort of the Provost's Graduate Academic Engagement Fellows at the Netter Center. This new two-year fellowship is open to PhD

students across all schools and fields at Penn. It is designed to support graduate students whose work centers on ABCS and other forms of community-engaged scholarship, as well as to elevate the education and training of the next generation of community-engaged academics.

Spotlight on new program: Nonprofit Connect is a Netter student-led program that works closely with the Wharton Undergraduate Division to develop mutually beneficial partnerships between Penn students and local nonprofit organizations. First piloted summer 2020 in response to nonprofit needs identified during the pandemic, the program mobilizes university resources, particularly undergraduate and graduate students, to offer general consulting, organizational, and administrative support to local nonprofits. Many of the participating organizations are past participants of the Netter Center's Nonprofit Institute, a biannual event hosted by Penn VIPS (Volunteers in Public Service) that provides free workshops for members of local nonprofits and faith-based communities.

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.

Now, with a rich history of over 200 years of experience, 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 the 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. Recently, several patent applications have been filed to protect innovations by faculty and students. 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 a wide range of 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 on-campus and 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.

USciences celebrates our long-standing tradition of giving back to our communities. We are dedicated to nurturing our relationships and partnerships – with both the public and private sectors – that will continue to enhance 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.



VILLANOVA

UNIVERSITY

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.

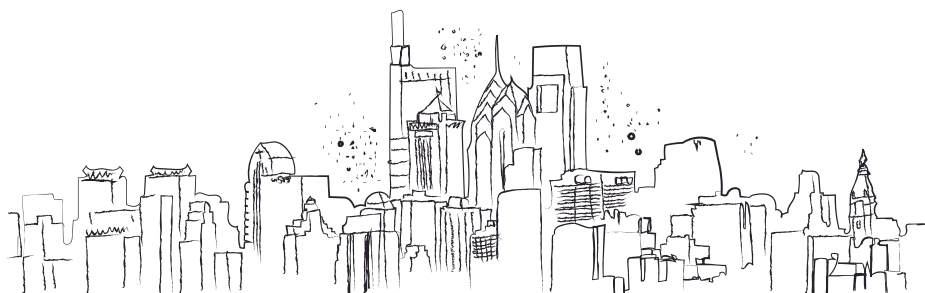
Each semester, the Office of Service Learning coordinates 15-20 courses in a variety of disciplines and oversees partnerships with 18 local schools and agencies in underserved communities. In addition, more than 200 students participate in first- and second-year service-learning residential communities 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.

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.



**Layout and additional graphics provided
by Ben Sereda
Follow Ben at @b.e.n.z.i.n.e on Instagram**