



# **PHENND** **Annual** **Report**

**2022**  
**-2023**

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# Introduction

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

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

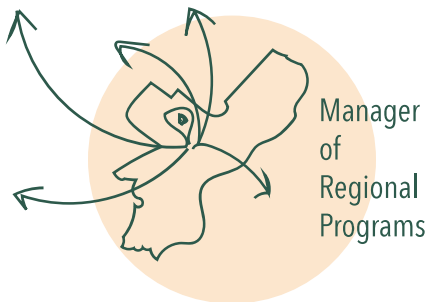
After expanding the PHENND Steering Committee, which was accomplished during the summer of 2019, PHENND has moved on to implementing additional recommendations from the plan, namely expanding programming beyond K-16 issues. Since that time, we added a focus on Democratic Civic Engagement and environmental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

# Table of Contents

<i>Staff List &amp; Advisory Board</i> .....	2
<i>Introduction</i> .....	2
<i>How PHENND Works</i> .....	4
<i>PHENND General Programming</i> .....	5
<i>K-16 Partnerships</i> .....	9
<i>PHENND Fellows VISTA AmeriCorps</i> .....	13
<i>College Success Network</i> .....	16
<i>Next Steps AmeriCorps</i> .....	19
<i>PromiseCorps AmeriCorps</i> .....	21
<i>PHENND Summer Associates AmeriCorps</i> ...	22
<i>PHENND Sustainability</i> .....	23
<i>Democratic Civic Engagement</i> .....	24
<i>Member Campus Summaries</i> .....	25
<i>Our Story</i> .....	41
<i>Our Mission</i> .....	42

# PHENND WORKBOOK

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



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

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

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

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

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

# PHENND

## Training + Technical Assistance Provider



## Workshops + Other In-person Support

During the 2022 -2023 academic year, PHENND provided the following ad hoc trainings, workshops, and presentations.

### October 2022

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

Hillary presented, along with former VISTA Operations Coordinator, Dana Kayser, about a social network analysis of PHENND at the Annual Conference of the Coalition of Urban and Metropolitan Universities

### March 2023

Hillary presented the Six Pathways of Public Service and Civic Engagement to various AmeriCorps members at the AmeriCorps Week Event sponsored by PennSERVE.

PHENND hosted site visitors from Russell Sage College in upstate New York who are interested in forming a regional higher ed network similar to 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 removal & tracking of analytics.



"Just a quick note to share that I am always so impressed with this newsletter. It surely takes a ton of time to curate, but I always find something that's useful and timely. Thank you for creating and sharing it!"

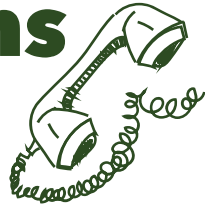
**Alyssa Cherkin, Senior Manager, Corporate Citizenship, Deloitte**

"[T]hank you for all the work you and your team put into the PHENND newsletter; I look forward to reviewing the fantastic resources you share every week."

**Brianna Christian, Fellowship Director, 12 Plus**

6

# One-on-one Consultations and Other Opportunities



PHENND provided numerous one-on-one consultations to member campuses on topics ranging from the development of new centers for civic engagement, recruiting faculty for service-learning, to assessing student and community impacts of community engagement. Highlights from campuses that received this support in the 2022-2023 year include:

- Connected the University of Pennsylvania to the National Partnerships for Student Success which led to Penn signing on to the NPSS Higher Education Challenge
- Participated on a proposal review committee at the Philadelphia College of Osteopathic Medicine for their Community-Based Research Faculty Fellowship.
- Served as a research informant for a Drexel graduate student studying individuals' conceptions of volunteering
- Provided sample job description to Drexel for a K-16 Partnerships position
- Connected Princeton University to Drexel University to explore models of an "urban extension"
- Helped orient a new DEI administrator at La Salle to the Philadelphia landscape
- Wrote an article on community engagement for Temple University's Faculty Herald

Hillary featured as an Education Power Player in the Metro (October 2022)



## Boards, Working Groups, Committees

Hillary Kane continued to serve on the National Service Task Force Steering Committee, Greater Philadelphia Corporate Volunteer Council, the Urban Affairs Coalition's Community Economic Development Committee and Community College of Philadelphia's Institute for Community Engagement and Civic Leadership Advisory Board. This year, Hillary was invited to join the advisory board of the Center for AntiRacist Scholarship and Advocacy at Arcadia University and the College Access and Success Ecosystem (CASE).

# Special Events



## January 2023

### *The Role of Faith Communities in Social Justice*

The University of Pennsylvania's Netter Center for Community Partnerships, Penn's African-American Resource Center, and PHENND hosted a panel of faith leaders who discussed the role of religious communities in the fight for social justice. The panel consisted of Rev. Dr. Kevin Johnson, Dare to Imagine Church; Imam Kenneth Nuriddin, The Philadelphia Masjid, Inc.; and Rabbi Linda Holtzman, Reconstructionist Rabbinical College and was moderated by Rev. Naomi Washington-Leapheart, Office of Interfaith Affairs, City of Philadelphia

## Fall 2022

The Fall PHENND Meeting was a hybrid event with the in-person portion at Temple University. The theme this year was "Supporting Authentic Youth Voice & Grassroots Leadership" and featured community members from three local organizations: Jude Hussein of Philly BOLT, Tyrique Glasgow of the Young Chances Foundation and Reuben Jones of Frontline Dads. The panel was moderated by Dr. Barbara Ferman, founder and director of Temple's University Community Collaborative of Philadelphia.

## 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:

### September 2022

Focused on a general check-in on the state of civic engagement at area campuses along with updates from PHENND.

### January 2023

Focused on a general check-in on the state of civic engagement at area campuses along with updates from PHENND.

### June 2023

Focused on the National Partnerships for Student Success, a new initiative of the White House, AmeriCorps and the US Department of Education, aimed at increasing the number of volunteers serving in schools.



# PHENND Conference

Since 1997, PHENND has held an annual conference, which draws higher ed faculty, students, and administrators as well as representatives of community-based organizations and K-12 schools to discuss issues pertaining to campus-community partnership. The 2023 PHENND Conference, held at Swarthmore, focused on Immigration and Refugee Resettlement as a theme. Diya Abdo, founding director of Every Campus a Refuge, delivered a poignant and personal keynote speech highlighting the struggles of those newly arriving to this country. She challenged local colleges to do more, in particular by hosting refugee families on their campuses. The event also featured a dozen concurrent workshops from a variety of campus and community partners.





# PHENND K-16

The K-16 Partnerships Network is a dynamic group of faculty and staff, non-profit professionals, and city officials. Along with quarterly meetings of the K-16 Advisory Group, the K-16 Network hosted three community events during the 2022-2023 school year; two superintendent search listening sessions for school-based partners in collaboration with the School District of Philadelphia's Office of Strategic Partnerships and our annual June Institute.

## Clearinghouse 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.



## Special Events

In October of 2022 PHENND's K-16 Network presented Restorative Justice in our Schools and Community, a webinar featuring presentations by McKayla Warwick (Executive Director, Collective Climb) and Kevin Bethel (Chief Safety Officer, School District of Philadelphia) who discussed their restorative justice work with young people in Philadelphia schools and in the West Philadelphia community. Participants learned more about what restorative justice is meant to do (and not do) and brought their questions, ideas and examples of their own work in this space to the conversation.

In light of the new graduation pathways legislation enacted by the State, in January PHENND hosted a virtual presentation by representatives from the Pennsylvania Department of Education entitled Act 158: How can higher ed support Philadelphia students? The representatives gave a brief overview of the graduation pathways described in Act 158. Following that presentation, we had an open discussion about the best ways local higher education institutions can be supportive of School District of Philadelphia students as they work to meet the graduation requirements.



*Sarah Hemminger presenting to June Institute attendees*

# June 2023

At the 2023 June Institute, PHENND's K-16 Partnership Network, in partnership with the School District of Philadelphia, explored ways in which school-based partners are providing support to high school students in this era of lingering effects of the pandemic, gun violence, political polarization and other external challenges. We were fortunate to receive a grant from the National Partnerships for Student Success Support Hub and the New York Life Foundation which enabled us to expand the reach of the event. Attendees at the day-long convening included representatives from schools, community-based organizations, city government, state financial aid agencies, higher education and more.

Following our morning welcome, School District of Philadelphia officials from the Office of School Climate & Culture, the Office of Prevention, Intervention, & Trauma and the Office of Student Rights & Responsibilities spoke about their work and the importance of partnerships within it.

After an engaging and thought-provoking keynote address by Sarah Hemminger from Baltimore's Thread, a multi-year mentoring and support program focused on struggling 9th graders, attendees were able to attend two rounds of workshops featuring local collaborative projects serving high school students. We selected organizations to feature based on three of the NPSS student support roles: academic supports, mentors and wrap-around services. The sessions were a great source of conversation and connection and those interactions continued during lunch, between and after the sessions ended. We concluded the day with an education-based service fair.



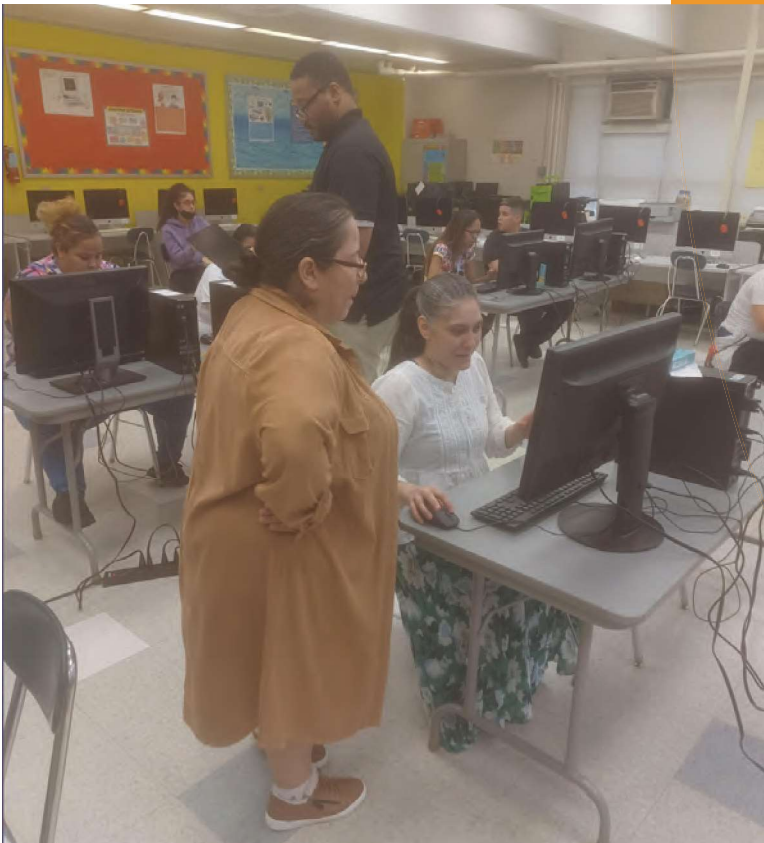
# Spotlight: Lindy Award for Excellence in K-16 Partnerships



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.)

*Caregivers receiving tech training*



## First place *Potter Thomas School, WD Kelley School and Temple University*

During this school year, the committee selected four winners (there was a tie for second place). The first-place winner was the collaboration between the Potter Thomas School, WD Kelley School and Temple University. The partnership grew out of the need to provide digital literacy skills and tools to caregivers of kids in the school district of Philadelphia post COVID. Temple's Intergenerational Center (IGC) received a seed grant from the Mayor's Office of Technology and Innovation to launch a school-based digital literacy program with a neighboring school in North Philadelphia.

This prompted a collaboration between IGC, William D. Kelley, Potter Thomas School, and the Digital Equity Center at Temple University to develop a structure that leveraged their collective resources to set up a pilot program for caregivers/parents at the school. The partnership offers digital literacy classes to caregivers at the neighborhood partner school through a train-the-trainer model with school staff that helps the school build internal capacity to support its constituents. Caregivers learn basic digital skills they need to support their student's education, on a device that is gifted to the family post completion of their courses. Over the course of the classes, families are also connected to free and/or lost cost internet access programs. The goal of this model is to bridge not only the digital skill gap, but also the digital access gap

# Second Place

## *West Chester University & Saul High School Students*

The iCamp Summer Media Academy is a partnership-based summer program built between faculty at West Chester University and the School District of Philadelphia. Beginning in 2017, faculty (first at Roxborough HS then at Saul) partnered with WCU to design a summer academy for SDP students that would address deficiencies in college readiness, build pathways for students to attend and complete college, and use media content creation to deepen connections with community. From its inception, the partnership developed antiracist pedagogy and affirmative care principles in order to help students reach their potential in the summer camp and throughout the school year. In addressing these needs, the team planned a week-long residential experience for students to help them connect better with each other and see themselves as college students, living as college students in dorms and attending classes on campus.



*West Chester University & Saul High School Students*

## *Students & Teacher at the Pennsylvania School for the Deaf and the University of Pennsylvania Department of Linguistics*

The Penn /PSD partnership began with Penn's formal adaptation of an American Sign Language/Deaf Studies minor in 2012. Among the program's requirements, the minor features an Academically-Based Community Service (ABCS) component – a capstone course in which students collaborate with the Pennsylvania School for the Deaf. Through Penn's partnership with PSD, students spend time at the school and determine a specific research-based project to implement, working with PSD staff. This is not research focused on PSD. Rather, students are inspired by important issues at the site that they experience daily and do literature-based research on that topic. At the end of the semester, students share their findings in a final meeting with PSD staff. Thus, the partnership creates an in-hand takeaway each semester that is both research-based and directly useful to the PSD community (and beyond). Perhaps as important, the collaborations help develop effective allyship.

*Students & Teacher at the Pennsylvania School for the Deaf*



# Third Place

## *Jr. STEM Academy students in action: Add B. Anderson School and Community College of Philadelphia*

Community College of Philadelphia and Add B. Anderson School established a mutually beneficial partnership in 2022 to provide early awareness to college and STEM careers. Through the Jr. STEM Academy (pictured above) partnership, Add B. Anderson School students have visited several Community College of Philadelphia (CCP) campuses, including the new Career and Advanced Technology Center. This Center engages students with in-depth STEM experiences with 3D printers, Arduino, Lego Robotics, Virtual Reality, and Artificial Intelligence programs. Through their "Introduce a Girl to Engineering" and Middle School Science Fair programs, students have engaged in robotics, coding, electrical engineering, and most recently, they were involved with a virtual visit to CERN. During these programs, students could interface with industry professionals and college students as they participated in hands-on STEM activities.

*Jr. STEM Academy students in action*



# PHENND FELLOWS

Every year, since 2012, PHENND has recruited, trained, placed, and supported a cohort of talented and passionate college graduates through a year of service as AmeriCorps VISTA members in one of two tracks—Education or Non-profit. The Fellows serve in schools, School District offices, and a variety of non-profits to address issues of poverty and leverage the power of community partnership. In 2022-23, the PHENND Fellow VISTA program had 22 members, including three VISTA Leaders.

## The program has a three-fold mission:



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

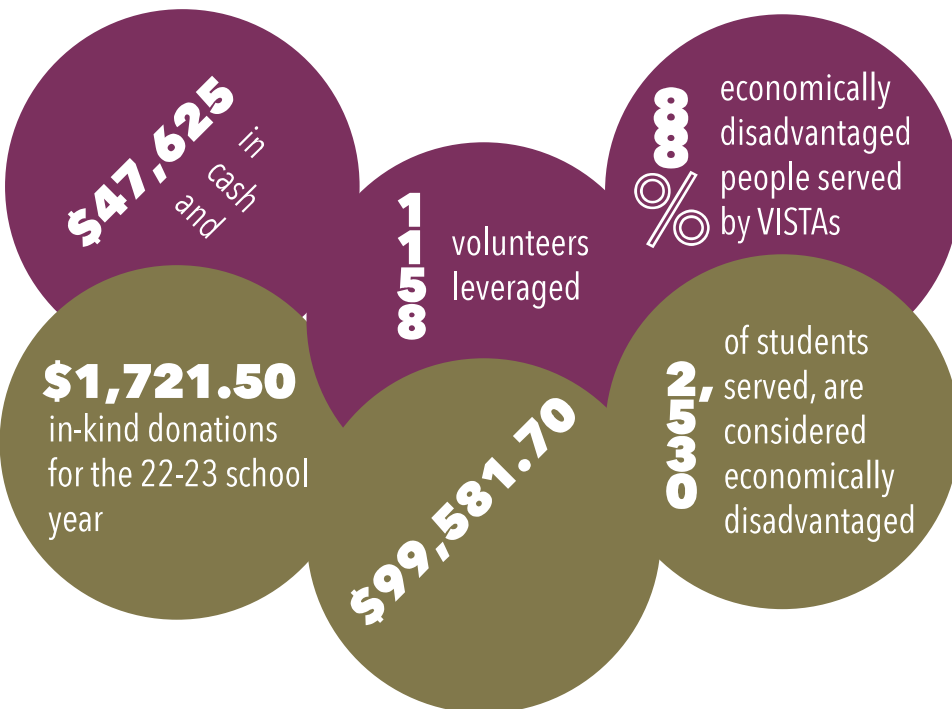


Train and retain local talent to stay and work in Philadelphia



Develop the next generation of urban education and nonprofit leaders

## By the Numbers



# Education Track:

VISTA members supported public education in Philadelphia by forging and nurturing connections between neighborhoods, schools, and community partners. VISTAs helped rebuild relationships with partners in 2022-23 as schools lessened restrictions on in-person programming due to COVID. VISTAs held hybrid stakeholder partner meetings, created and maintained a variety of communication platforms, and planned school/community events to support the resumption of regular in-person programming focused on literacy, arts enrichment, service learning, and post-secondary success. The VISTAs were also able to help coordinate some in-person events, such as drives for school supplies, food, and clothing, playground development projects, neighborhood clean-ups, and garden/tree-planting projects. At the School District level, VISTAs helped work on partnership on a citywide scale in the Office of Sustainability (working on the Education for Sustainability portion of the SDP's Green Futures Plan), the Opportunity Network (building partnerships for SDP alternative schools), and the Office of Strategic Partnerships (supporting academic and mentoring partners with the SDP.)

## 2022-2023 Schools

Adaire Elementary School  
Bethune Elementary School  
Carver School of Engineering and Science  
Ludlow Elementary School  
Mastbaum High School

## School District

Office of Opportunity Network  
Office of Strategic Partnerships  
Office of Sustainability

# Partnership Coordinators' Community of Practice

PHENND continued its collaboration with the School District's Office of Strategic Partnerships, the Office of Children and Families (OCF), and other organizations to plan and jointly facilitate convenings of the Partnership Coordinators Community of Practice (CoP). In 2022-23 we held three convenings partnership coordinators working in Philadelphia schools including PHENND VISTAs, SDP Assistant Program Coordinators and Managers, OCF, and the Netter Center University Assisted Schools. We shared best practices and challenges while doing the important work of leveraging partnership to meet the needs of students, families and teachers. This year we started a practice of holding our meetings at coordinators' schools so we could see their work in action.

## Spotlight: IEL Community Schools Conference Site Visit

We are proud that one of our VISTA schools, Mastbaum Career and Technical High School, was selected by SDP's Office of Strategic Partnerships as a site visit location for The Institute for Educational Leadership's 2023 National Community Schools and Family Engagement Conference. About 60 visitors from around the country came in June to find out about Mastbaum's unique career and technical program of "shops." The Community Partnerships Coordinator VISTA, Hannah Yeakey, took the lead on organizing the visit and putting together an impressive presentation from school leadership and partners. Students from the Culinary Shop prepared a hot breakfast, and students from the Student Ambassadors program took the visitors on a school tour.



# Nonprofit Track:

Highlights of PHENND Fellow Nonprofit projects include:

- creating systems to address issues of food security and other needs
- helping create curriculum to make the judicial system more transparent
- connecting communities and cultivating green spaces in neighborhoods
- connecting new American families to the School District of Philadelphia
- evaluated and supported college access programming

## 2022-2023 Nonprofit Sites

Anti-Violence Partnership  
Cradles to Crayons  
Feast of Justice  
First Up  
Friends of the Rail Park  
Heights Philadelphia  
Nationalities Service Center  
Pennsylvanians for Modern Courts (2)  
Petey Greene Program  
Philadelphia Academies Inc.  
Philadelphia Education Fund  
Teach Plus  
Urban Tree Connection



## Special Events

### Life After VISTA



In March of 2023, PHENND hosted its fourth annual Life After VISTA event at Irvine Auditorium on the Penn Campus. VISTAs heard from and chatted with several PHENND and other service-year alums, crafted a mission statement with Sugirtha Stathis from Wharton Career Services, took a mock interview, and schmoozed with members of our PHENND family at a networking reception. VISTAs also attended sessions on applying to Federal and Philadelphia City jobs and financial planning.

### PHENND Fellow Alum Network

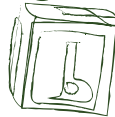
To support sustainability, we also look to our PHENND Fellow VISTA Alum network. This past year we started to establish regular specific activities in the year to engage our alums in addition to sending out two newsletters. One touch point, that is fairly informal but capacity building for us, is our mentor match program. We pair current members with a PHENND alum with experience related to their interests for a least three meetings over the course of their service year. Also, this past year we started a tradition of an all years' alum dinner, which we held in February, a month before LAVA. See our lovely dinner of dim sum! Finally, we made sure to invite alums, in addition to our general PHENND network, to the networking reception we hosted at the end of the LAVA day. It is always wonderful to see how our grads have blossomed into their professional lives. We are always so proud of them!

# COLLEGE SUCCESS NETWORK



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

## The program's building blocks



High Impact Practice/ Instruction



Advising + Career Pathways



Financial + Social Supports



Supportive Culture + Climate



Data

Engagement Community



## Clearinghouse of Information

### CSN Newsletter

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

1,435

individuals receive the College Success newsletter each month

100

recipients from this time last year

By the Numbers



# Special Events



## Sept 2022

### *Creating a Culture of Wellbeing on Campus*

In September, PHENND invited Dr. Ian Edwards, Assistant Vice President for Student Wellbeing & Director, Counseling Services at Duquesne University to present at our first College Success Network webinar of the academic year. Dr. Edwards discussed some of the biopsychosocial effects that the pandemic has had on college students and addressed several of the economic, psychological, and social challenges that students continue to face. He also highlighted how university communities can help students navigate those challenges and spoke to how Duquesne University is working to integrate wellbeing programming into the classroom and other campus spaces.

## Nov 2022

### *College & Career Success for Undocumented Students*

At this webinar, Hyein Lee and Chris Aviles from TheDream.US and representatives from Cabrini & Rutgers Universities discussed the current landscape for undocumented college students as well as how their respective institutions serve them.

TheDream.US is the nation's largest college and career success program for undocumented immigrant youth, having provided more than 8,750 college scholarships to Dreamers attending over 70 Partner Colleges in 19 states and Washington, DC. The majority of TheDream.US Scholars currently enrolled in college are undocumented, without DACA (Deferred Action for Childhood Arrivals) or TPS (Temporary Protected Status). TheDream.US provides undocumented immigrant youth, who do not qualify for state or federal financial aid, with scholarships enabling them to attend one of the organization's Partner Colleges.

## March 2023

### *UMBC Pre-Transfer Partnership*

At this webinar, faculty and staff from the University of Maryland, Baltimore County and Montgomery Community College discussed a multi-year digital storytelling collaboration between their two institutions. They, alongside participating students, highlighted the ways they leverage their partnership to nurture transfer aspirations, develop student leadership, prioritize reflective practice, deepen inter-institutional relationships, and broaden participation in digital storytelling.

## Training + Technical Assistance Provider

K-16 Partnerships Manager Janine Wright serves as a community partner on Temple University's College of Education College Access Community of Practice.

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



*Participants meet in small groups at College Success PLC launch meeting*


# Spotlight: College Success Professional Learning Community (PLC)



In 2022, PHENND began serving as a local partner in Bringing Theory to Practice's (BT2P) Paradigm Project, a multiyear initiative focused on systemic change across higher education. BT2P is excited by PHENND's efforts around college success and invited us to be one of several "emerging models", working collaboratively with other exemplars across the country on significant areas of educational improvement. BT2P has offered funding to help staff our work.

We are focusing our efforts on collaborating with local IHEs, CBOs and school districts around college success for Philadelphia students, especially first-generation and low-income students. We're hoping to ultimately have five or six colleges and universities commit to working intensively on college success issues over a three-year time frame. We envision a long-term professional learning community model that exists at each participating institution, coupled with opportunities to come together as a whole initiative. As we begin this work, we are joined by campus teams from Community College of Philadelphia and Temple University.

# Partner Spotlight: Bringing Theory to Practice



Since 2021, PHENND has been in relationship with Bringing Theory to Practice (BT2P), a national organization housed at Elon University. Bringing Theory to Practice works to renew and transform higher education, to support a national community of educational changemakers, and to shift public discussion about the future of higher ed.

In 2021, PHENND received a grant from BT2P to support the creation of our Trauma-Informed Teaching Series. The grant sought to "catalyze creative educational responses to the crises threatening higher education and American society." At the time, crises mentioned were the immediate COVID-19 Pandemic as well as long-standing problems ranging from systemic racism to the climate crisis. BT2P was also an important thought partner. We deepened networks and shared learning. A highlight was an in-person gathering at Elon in June 2022.

At that June gathering, Hillary had the opportunity to meet Diya Abdo of Guilford College. Diya had also received a The Way Forward grant for her work with ECAR (Every Campus A Refuge). It was in those summer days that Hillary decided to make Refugee Resettlement the theme of the 2023 PHENND Conference and invite Diya to provide the keynote speech. Again, BT2P awarded a mini-grant to cover Diya's travel and honorarium as part of their "Amplification" grants for existing TWF grantees.

All throughout this time, BT2P was launching another initiative, The Paradigm Project, to develop new models of holistic, inclusive, engaged education, support institutional change-makers, and catalyze systemic change. BT2P leadership had become impressed with PHENND's work and wanted to invest in our College Success Professional Learning Series. In 2023, we received another BT2P grant to support that work. The conversations we had in these gatherings and meetings sparked the idea for this year's conference. We are deeply honored and grateful to have the support of such an amazing network of thinkers and doers.



Next Steps, designed as a college retention and success initiative, was launched in the Fall of 2014. This AmeriCorps State and National program, governed by PENNServe, recruits low income, first generation, rising sophomores and juniors who are Pell Grant-eligible, and has a particular focus on reaching alumni of the School District of Philadelphia. The primary goal of the program is to increase the graduation rates of this deserving population.

Sophomores and Juniors commit to serve 300 hours during the school year 1) completing volunteer service work, 2) attending leadership development workshops, and; 3) mentoring incoming freshman with similar backgrounds. For 2022-2023, the program's ninth year, 40 students were enrolled and committed to a part-time 300-hour AmeriCorps service term.

Each Next Steps member is placed at a community-focused, non-profit organization to complete their volunteer service and wherever possible, matched with one or two incoming first-year students to mentor. Next Steps members receive Federal Work-Study stipends during their service year and those who successfully complete the program receive an Education Award of \$1,459.

In addition to regular corps members, or "mentors", the Next Steps program structure includes a full-time AmeriCorps slot to be filled by a "Team Leader" placed on each partner campus. For the 2022-2023 term, we enlisted four team leaders across five partner campuses: Arcadia University, Cabrini University, Cheney University, Community College of Philadelphia, and La Salle University.

Our Team Leaders continued to be an integral part of the Next Steps AmeriCorps program this year. Specifically, they were instrumental in the recruitment of mentees and mentors, placing mentors at service sites, facilitating regular member meetings, providing a supportive environment to keep members engaged and, of primary importance, acting as a liaison between Next Steps program management and partner campuses. Full-time Team Leaders, serving 1700 hours, are given an annual stipend of \$17,600 and an Education Award of \$6,495 upon completing their service.

## By the Numbers

Between **22-23**

**(24)** Next Steps AmeriCorps members earned

**\$55,160** in AmeriCorps Education Awards

**18,066** hours of service,

including **(2)** hours mentoring **(4)** mentoring

**(2)** first year students **(5)**

# Spotlight: IMPACT 2023 Conference

In February 2023 Next Steps Team Leaders traveled to the 2023 IMPACT conference which was held on the University of Massachusetts-Amherst campus. Next Steps Team Leaders were provided the opportunity to learn and share best practices, improve personal skills and organizational strategies, explore new opportunities and resources, and exchange personal stories. This conference is historically the largest annual conference focused on the civic engagement of college students in community service, service-learning, community-based research, advocacy and other forms of social action. IMPACT's mission—to create a reflective learning space that centers student voices while challenging their understanding of service, action, and advocacy in pursuit of social justice—is an important one in the world of higher education.



# Spotlight: Year-End Celebration

The Next Steps program ended the 2022-2023 school year with a full day of both personal and professional development programming and the presentation of awards. La Salle University graciously hosted our mentors and mentees and the program was honored to welcome Councilman, Anthony Phillips, a previous AmeriCorps member, as the keynote speaker for this day of celebration.

# West Philadelphia PROMISE CORPS

Promise Corps is a post-secondary readiness initiative. The program places full-time AmeriCorps members in local high schools in an effort to support increased college access for first generation, low income (FGLI) students. In 2022-2023, corps members served in Overbrook High School, School of the Future, Sayre High School, and West Philadelphia High School.

For the first time in this 3-year partnership, Promise Corps was fully managed by PHENND, who remained the lead applicant on an AmeriCorps grant that covers both Next Steps and Promise Corps.

Previously, PHENND's limited role entailed providing back-office support in the form of AmeriCorps-compliant payroll and background checks. In 2022-2023 PHENND expanded its role in managing this program and it was moved in-house. Promise Corps members joined in training and other events with members of other PHENND programs, in particular Next Steps.

This year, we continued to explore increased collaboration programmatically as we moved toward a more explicit pipeline of support for first generation college students as they graduate from high school (where they are served by Promise Corps) to college (being eligible to participate in Next Steps). Moving forward these programs will continue. Lastly, PHENND again provided logistical support for a summer internship program for high school students at Promise Corps schools.





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

In the summer of 2023, the program partnered with the following organizations who both referred program alumni as members for the program, and also hosted them during their summer service.

- Centro de Cultura Arte Trabajo y Educación (CCATE)
- University of Pennsylvania's Netter Center for Community Partnerships
- SquashSmarts
- Temple Youth Voices
- Heights Philadelphia
- Fight to Learn

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

# 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, 21 institutions of higher education are represented in the network.

At this year's meetings attendees discussed a range of issues from training to strategic planning to addressing incidents of bias on their campuses.

# PHENND SUSTAINABILITY

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

## Clearinghouse of Information

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



50%  
+ than last year

Subscribed to our newsletter

**By the Numbers**

# Special Events



### Solar Successes & Lessons Learned Case Studies from PA Schools

Thursday June 8  
9:30-10:30AM

Join us for a robust discussion with superintendents and facilities managers from three solar school districts!

Register @  
[bit.ly/3nZ3hF3](https://bit.ly/3nZ3hF3)

Presented in partnership with



continued on the next page



# Solar Schools Webinar Series

In May and June 2023, PHENND co-sponsored a three-part webinar series for school leadership. The focus of the series was to encourage school and district leadership to invest in solar installations. The Inflation Reduction Act of 2022 provided new fiscal incentives to districts, local governments and non-profits to solarize facilities. PSEA and PHENND wanted to make sure those in our network were aware of these game-changing incentives and knew how to take advantage of the opportunity. The series was the brainchild of the Philadelphia Solar Energy Association and was co-sponsored by several other organizations. PHENND provided technical support and outreach.

## May 2023

Solar Schools: New Incentives Make Now the Best Time to Go Solar

## June 2023

Solar Successes & Lessons Learned: Case Studies from PA Schools

## June 2023

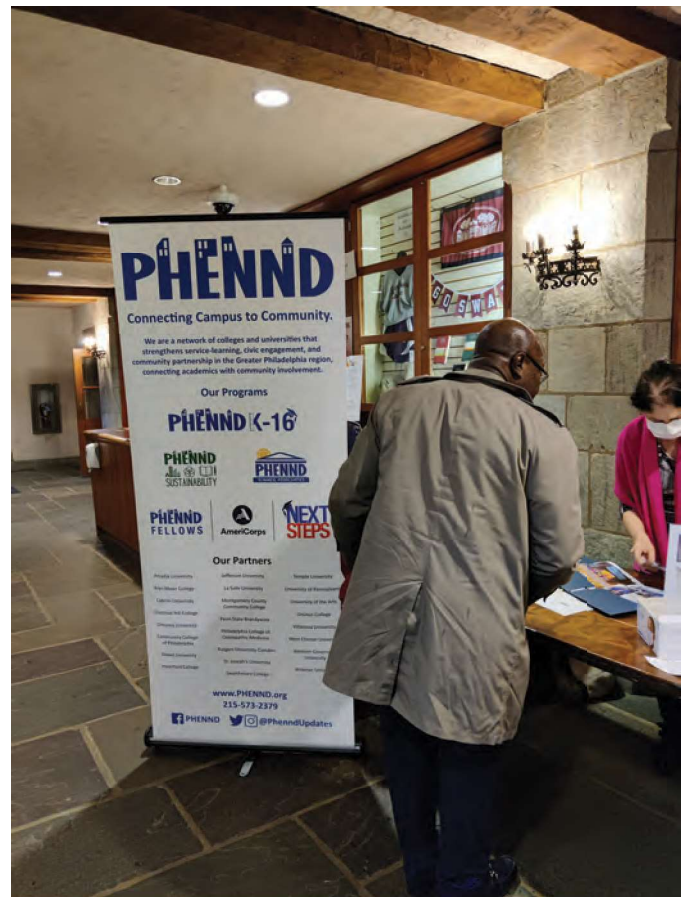
How to Pay for Your School's Solar System



PHENND convenes a statewide higher education working group of students, faculty, and staff members with the goals of increasing both voter participation during elections and engagement with local and national policy year-round. The Pennsylvania Student Voter Coalition 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 others' individualized campus-wide voter engagement plans.

In the 2022-2023 school year, we continued to co-sponsor and support the major statewide events of the Campus Vote Project, providing a \$500 sponsorship for the September 2022 PA Youth Voting Summit, hosted by Community College of Philadelphia.





# Member Campuses Summaries

## **College/University...PG**

*Bryn Mawr College...27*

*Community College of Philadelphia...28*

*Drexel University...30*

*Haverford College...31*

*Philadelphia College of Osteopathic Medicine...32*

*The University of Pennsylvania...33*

*Rutgers University - Camden...34*

*Saint Joseph's University...35*

*Swarthmore College...36*

*Temple University...37*

*Ursinus University...38*

*Villanova University...39*

*West Chester University..40*

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

Located in the Career & Civic Engagement Center, the Civic Engagement team focuses intentionally on partnership development, seeking opportunities to engage with community-based organizations and local communities through curricular and co-curricular courses, programming, and opportunities. Civic Engagement develops programs that meet students where they are, providing opportunities in a variety of issue areas, requiring variable levels of commitment, and offering academic and co-curricular options to ensure that any student who wants to become civically engaged can do so.

The 2022 – 2023 academic year saw many initiatives at the College focused on issues related to restorative justice and carceral reform as evidenced by the following stand-out programs:

In Fall 2022 semester, a new course developed in partnership with the Praxis program, Bryn Mawr's experiential, community-based learning program, and the Graduate School of Social Work and Social Research, **"Advancing Racial Justice: Engaging with Community Organizations through Restoration and Transformation."** Students worked in teams to support local community organizations on projects focused on achieving racial justice through practices of restoration and transformation within the organizations themselves and/or in the neighborhoods



they serve. In addition to their project-based work with Neighbors Helping Neighbors on the Main Line, YASP-Youth Art and Self-Empowerment Project, and the Korean American Association of Greater Philadelphia, the students learned about current racial equity tools; the theories, practices and levels of diversity, equity, inclusion, and anti-racism (DEIAR) practices; and the frameworks of restorative and transformational justice practice in communities.

Bryn Mawr College offered its first official **Inside-Out Prison Exchange** course in the Spring 2023 semester with **"Love, Death, Justice, and Russian Literature."** The Inside-Out program supports courses in which campus-based students and incarcerated students learn together through a semester-long course offered in a prison, jail, or other correctional setting. Supported by the Praxis program and offered through the Russian department, 13 undergraduate BMC "outside" students and 13 incarcerated "inside" students enrolled in the course. Professor Vergara and the BMC students met at SCI Chester each week and together they read two Russian novels, several short stories, wrote weekly response papers, two essays, and collaborated on a final group project. Courses in the Inside-Out program inspire the outside students to learn more about the carceral system and remain involved in prison education, abolitionism, and other related efforts. We are working to expand the number of instructors at Bryn Mawr who are certified to teach Inside-Out courses.

The Career & Civic Engagement Center hosted a film screening of the film **"Crime After Crime"** along with a talk-back with the director, Yoav Potash, in March 2023. Crime After Crime follows the legal battle of Deborah Peagler, a survivor of sex trafficking, and the two real estate lawyers who take her case and fight to overturn her life sentence in a California prison. This film highlights the difficult situation faced by victims of abuse who experience wrongful incarceration and allowed students to learn about advocacy movements across the country focused on re-evaluating criminal cases involving survivors of domestic and intimate partner violence.

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

## The Division of Strategic Initiatives & Community Engagement (SICE)

SICE is committed to furthering the strategic directions of the College by designing and offering specialized educational and support programs and services that benefit the City's residents and students. In service to the internal and external community and dedicated to fostering innovation and partnerships to ensure access, equity, and success for all, the work of SICE directly supports the mission and vision of the College. Within the SICE division also lives the Division of Access and Community Engagement (DACE). DACE focuses on community engagement, educational equity and student success. A summary of our community engagement divisions and service to the community can be reviewed below.

Gateway to College is an accelerated high school, serving students between 16 and 21 years old, who are earning their high school diploma while achieving college success.

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

The 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. Through this office the College also offers The Jr. STEM Academy that was created to pique the academic interests of middle school students in STEM areas through experiential learning and academics as well as Parkway Center City Middle College that was designed to prepare all students for college, careers and participation in the knowledge-based global economy.

The TRIO Upward Bound program serves students from Building 21, Furness, South Philadelphia and Benjamin Franklin high schools who are from low-income homes and potential first-generation college students. The program provides academic and social support to students as they work towards high school graduation and college acceptance. Students develop leadership skills through various service offerings including:

- Philly Spring Cleanup – On April 15, 33 students and 5 staff members worked 7 hours with college volunteers and were in groups that cleaned lots around PHA housing on 9th and Spring Garden Streets. The students reflected on the importance of keeping their city clean.
- On June 22nd, 33 students and 5 staff members worked for 2 hours with Cradles to Crayons by packing bookbags, cleaning and refurbishing books to give back to the community

## The Institute for Community Engagement & Civic Leadership

The Institute's mission is to foster a culture of engagement and collaboration that promotes experiential learning and capitalizes on the strengths of students, faculty, staff and partners to make a positive difference on social justice issues. The Institute organiz-

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

The Institute offers a robust menu of service opportunities through its many programs. Here are some of the Academic Year 2022-23 highlights:

- Number of College volunteers: 356
- Number of volunteer hours served: 3,000 estimated hours of service to the community
- Community Partnerships: 85
- Over 1,000 basic needs items were donated (a value over \$5,000) to children and families

The Institute spotlights classrooms that build service-learning opportunities for students to put what they are learning to practice, those include:

- Black Studies Program students learned about community farming, gardening, harvesting and more at Sankofa Community Farm at Bartram's Garden, a local farm rooted in the experience of the African Diaspora
- Behavioral Health and Human Services students partnered with Gateway to College and The Drexel Autism Institute to practice Positive Youth Development Strategies for students on their path to graduating high school and entering college and the workforce

## The 19130 Zip Code Project

The generous grant from the Independence Foundation has allowed for the continuation of the 19130 Zip Code project. The project supports a collaborative effort between community partners and the nursing department at Community College of Philadelphia in providing health promotion and disease prevention activities consistent with the needs of the community. Dr. Lauren Tavolaro-Ryley, the project director, communicates regularly with the department head, community partners, and the faculty managing the day-to-day activities. The integrity of the project hinges on the relationships with community partners. The partnership with Prevention Point in Kensington continues to offer a wide array of opportunities to service a community impacted by the opioid epidemic. In the fall of 2023, we partnered with Prevention Point in providing a wound clinic. The wounds this community have become a prioritized issue, and funding allows for the purchase of wound care materials to address the sequela of those impacted by the opioid crisis.

During the 2023 calendar year there were a total of 14,702 Philadelphia residents served by the project. The majority of encounters were in groups (469 groups) and from these groups there were over 400 people who were referred to treatment. Residents were seen across the lifespan from adolescents to older adults. The demographics of those served mirrored the demographics of Philadelphia; 36% black; 30% white; 6% Asian; 18% more than one race; and 36% Hispanic ethnicity. Gender identification for those served by the project; Female 54%; Male 45%, other 1%. Teaching topics included sexual health, mental health, safety and hand hygiene. Screening assessments included physical health, social determinants of health, harm reduction and depression. There was an upsurge in procedures involving wound care with the integration of our support at the wound care clinic at Prevention Point.

## The Fox Rothschild Center for Law & Society

The Fox Rothschild Center for Law and Society's goal is to provide the college community with free events that bring light to current issues. Law and Society week has educated thousands of students through a series of events dedicated to facilitating open conversation of pressing topics. In February 2023, the center hosted the 24th Annual Law and Society Week focused on the various barriers that separate the community and the justice system. Sessions included: Thinking About Unconscious Bias, Human Rights Workshops, Accessing, Preserving and Protecting BIPOC Homeownership, among others.

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

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

### ***To promote learning, we:***

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

### ***To promote engagement, we:***

- Foster authentic relationships with community organizations by providing student volunteers, co-developing CBL courses and projects, and supporting existing faculty and staff relationships
- Match students and student groups with meaningful volunteer opportunities utilizing a user-friendly database; the Lindy Center offers on-going student consultations to help them identify appropriate opportunities and highlights partners at

- events and through its newsletter, website and social media
- Broaden students' social change toolkits by hosting and promoting workshops on activism, community organizing, political engagement, and more

### ***To promote reflection, we:***

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

### ***In 2023, The Lindy Center:***

- Offered two Community-Based Learning Instructor trainings to provide Drexel faculty, staff and community partners the pedagogical tools to develop and lead community-engaged learning experiences. As a result, forty-five community-engaged learning courses were offered throughout the year for students.
- Concluded its second year Anti-Racist Civic Engagement Grant, a resource opportunity for Drexel students to build collaborative projects alongside community members to identify and contribute to efforts addressing systemic racism. Projects included:
  - A facilitated dialogue between Drexel students and West Philadelphia community members related to racial justice and racial healing
  - collaborative community clean-up designed and led by Drexel students alongside local residents.
  - A group of engineering students partnering with a local community garden to install a small, solar-powered electric system to charge tools and light the garden, as well as a shade structure.
  - The development of a racial literacy workshop for teachers in partnership with the School of Education and a local pre-K preparation program.
- Re-launched co-curricular Civic Engagement opportunities for students including Drexel Community Collaborators, Drexel Community Ambassadors, and a Civic Engagement Learning Certificate. The Lindy Center continued to engage students in various leadership positions including community-based learning course and project assistants, CIVC 101 course assistants, issue-related workshop facilitators, and Living Learning Community mentors.
- Concluded two cohorts as part of its non-profit Co-Op program funded by Americorps, placing students interested in community-facing work experience at organizations in need of support.

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



A Haverford College education encourages students to steep themselves in ethical inquiry, and to seek justice and right relationship in all of their endeavors. Rigorous ethical inquiry is coupled with action-based learning in collaboration with community partners.

Locally, the College's community-based work study program features partnerships with Bethel AME & Community Garden, Neighbors Helping Neighbors on the Main Line, Common Space, and the Junior League Thrift Shop. Haverford has built on these partnerships and others to offer fall and spring alternative break programs close to campus. Most recently, Haverford athletes created the Ardmore Hoops Initiative, a program for local youth that coupled basketball with skill development in creative writing, computer science, and reading comprehension.

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

While PJEF supports internships during the academic year, the College's centers and offices support nearly 200 funded internship experiences during the summer. Students contribute to local and statewide organizations such as the Abolitionist Law Center and the Pennsylvania Humanities Council, as well as national, pro-democracy initiatives such as Common Cause. Internationally, the College continues to steward partnerships advancing indigenous language advocacy in Oaxaca, Mexico, supports several other community-led internships around the world, and offers opportunities for humanitarian engagement in the Middle East.

The College hosts conferences, events, and a multi-institutional network - The Community-based Global Learning Collaborative - that expand understanding of opportunities for high quality, community-campus partnerships that emphasize local interdependence with global challenges. This past year, the Collaborative hosted faculty, staff, and administrators from across the US and around the world for, "Stepping into the Work: Expanding understanding of global positionality, responsibility, and opportunity." Amplifying conversation on ethical action is infused across activities. Drawing on community partners, student, staff, and faculty input and discernment, this year the College awarded the 2nd Annual MLK Award for Creative Maladjustment and Youth-Led Social Change. The award recognizes youth leaders embodying the creative, disruptive, anti-racist and pacifistic legacy of Dr. Martin Luther King, Jr.

Building on these diverse strengths and long-term partnerships, in January of 2024 the College announced receipt of two major grants from the Mellon Foundation, both at the intersection of

the liberal arts and ethical action. One, "The Graterford Archive Project," will gather and preserve the stories of creative, participatory leadership that emerged from State Correctional Facility - Graterford. The second, "Together with Humanities: Language, Community, and Power," builds on the success of language and linguistics classes engaged at the intersection of course content and broad questions of power, supporting and expanding these curricular offerings in conversation and collaboration with communities.



*PJEF  
Circle  
in  
Bartrams  
Meadow*



**HVERFORD**  
COLLEGE

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

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

## **Philadelphia, Georgia, & South Georgia Campuses**

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

## **PCOM Partners with Cabrini 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 Pathways to Medicine Undergraduate Research initiative. Studies show that African American and Hispanic males are under-represented in science, technology, engineering and mathematics (STEM) educational programs and careers. Additionally, this population is also under-represented in clinical psychology. Existing research has suggested that a lack of access to advanced science courses and professional environments could be one reason for the disparity. Since its inception, our program has offered opportunities for 15 African American and Hispanic

male undergraduate science and psychology majors at Cabrini University to engage in research at PCOM.

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

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

## **Community-Engaged Research Faculty Fellowship**

The Community-Engaged Research Faculty Fellowship was launched by the Offices of Diversity and Community Relations and Institutional Advancement in January 2021 to provide applied research opportunities for graduate students interested in examining health equity. This Fellowship is designed for faculty who are interested in engaging community-based organizations and PCOM students in collaborative research studies. Faculty Fellows serve as mentors guiding the research study, planning, design, implementation, and evaluation. Since the launch of this initiative, 16 community-based research studies have been funded. Sample studies examine COVID-19 and vaccine hesitation, managing chronic diseases among vulnerable elderly populations through nutrition education, prevalence of lead in underserved communities, and access to health and educational resources for children and youth with disabilities.

## **Community Wellness Initiative**

The Community Wellness Initiative (CWI) was created in June 2021 by President Jay Feldstein 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. CWI priorities include:

- Direct patient care, such as health screenings, vaccines, mammograms, nutrition, and other medical services.
- Creating and supporting health and wellness education activities whether virtual (live or recorded) or in-person, including presentations, Q&A, "Ask the Doctor" chats, or demonstrations.
- Supporting research, including clinical or community-based, with both faculty and student involvement.

Key accomplishments include: engaging in promotional health activities, seminars, and providing educational materials in the local community that build awareness around nutrition; supporting the efficiency of food pantries at PCOM Health Clinics; systemizing blood pressure screenings across the three campuses for student organizations to offer educational materials to manage and prevent hypertension; and focusing on cross campus initiatives in the community that build awareness around healthy aging.



PHILADELPHIA  
COLLEGE OF  
OSTEOPATHIC  
MEDICINE™



*PennCORP, a pre-orientation program organized by Civic House, provides 40 first-year students with an opportunity to gain early exposure to community engagement in Philadelphia through visits to community organizations and social justice workshops.*



# NETTER

# 30

## YEARS

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

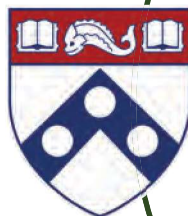
Founded in 1992, the **Barbara and Edward Netter Center for Community Partnerships** develops and helps implement democratic, mutually transformative, place-based partnerships between Penn and West Philadelphia that advance research, teaching, learning, practice, and service and improve the quality of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

- **Academically Based Community Service (ABCS)** courses supported by the Netter Center engage students and faculty with West Philadelphia public schools, communities of faith, and community organizations to help solve critical campus and community problems in a variety of areas such as the environment, health, arts, and education. ABCS brings together academic expertise and the expertise of the community to foster structural community improvement.
- 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. In 2022-23, Netter's UACS programs focused on seven public schools in West Philadelphia, serving approximately 3700 K-12 students and their families through school-day partnerships, after-school and summer programming, and evening programs for adults and families.
- In addition to the 1800 undergraduate and graduate students in ABCS courses, in 2022-2023, the Netter Center supported the engagement of 398 Penn students through work-study positions and internships, and over 300 regular volunteers, particularly with UACS in West Philadelphia.

## 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 Community Engagement Program for student volunteers. Penn Alternative Breaks works with partner organizations across the country. The **West Philadelphia Tutoring Project (WPTP)** provides 1:1 weekly tutoring for K-12 students in several local schools and in an on-campus program. In 2022-2023, WPTP had 200 Penn student tutors in the fall and 185 tutors in the spring.

Civic House also hosts the Civic Scholars Program, through which undergraduates commit to a four-year experience integrating community engagement 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 community partners.



**Penn**  
UNIVERSITY OF PENNSYLVANIA

The 2022 – 2023 academic year saw significant changes in the civic and community engagement work of Rutgers-Camden, coupled with an expanded focus on diversity, equity and inclusion. Under a newly formed Division of Diversity, Equity and Community Engagement (DICE), this small but meaningful shift from civic to community engagement represents the work Rutgers-Camden does externally more fully. Our commitment to engaging faculty, staff, students, alumni, and community members in work that helps them think critically about civic and political life remains, but broadening our name to community engagement better aligns with the range of work and partnerships we have and creates space for more innovative work to come. Moreover, leading the campus diversity, equity and inclusion efforts in concert with the community engagement work uses a “full participation” framework that operates from the intersections of student and faculty diversity, community engagement, and academic success as a nexus for transformation of communities both on and off campus. Full participation is an affirmative value that focuses on creating institutions that enable people, whatever their identity, background, or institutional position to thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others (Sturm 2006, 2010).



## Key highlights:

- Newly named DICE Faculty Director of Engaged Learning and Scholarship, Dr. Nate Wright, associate professor (public policy and administration) whose work with DICE focuses, providing support for non-profit organizations and leaders, ensuring student community engagement it connected to their academic studies and increasing faculty engaged in publicly engaged scholarship.
- Kwangwon Lee, professor of biology, joined DICE as Faculty Director of Equity where he works on faculty equity issues and creating pathways for underrepresented K12 and college students to STEM fields.
- Hosting the State of New Jersey's Youth Voter Registration Kick-Off Campaign with Secretary of State and Lt. Governor Tahesha Way. Over 200 people representing colleges, universities and K12 schools from across the state gathered at Rutgers-Camden to commit to registering to vote and voting in upcoming elections. Rutgers-Camden went on to place 1st in our division for receiving the most pledges and new voter registrations during the campaign.
- Awarded over \$400,000 through the Urban Innovation Fund that brought faculty, graduate students, staff and community leaders together to work on projects that have scholarly impact and are benefit to the city of Camden.
- Received \$1.4 million from the U.S. Department of Education to expand Rutgers-Camden community engagement programs into community centers in various neighborhoods across the city of Camden.
- Signed an MOU with the Camden City School District to strengthen partnerships and programs to increase pathways between K12 and higher education.
- Launched the Rutgers Accelerate and Renew Academy (RARA) to provide intensive social emotional and academic support to students in the Camden City School District and Catholic Partnership Schools.
- Launched Community Engagement Advisory Board made up of residents, non-profit leaders, faculty, staff and students that will advise the community engagement and diversity, equity and inclusion work of Rutgers-Camden.



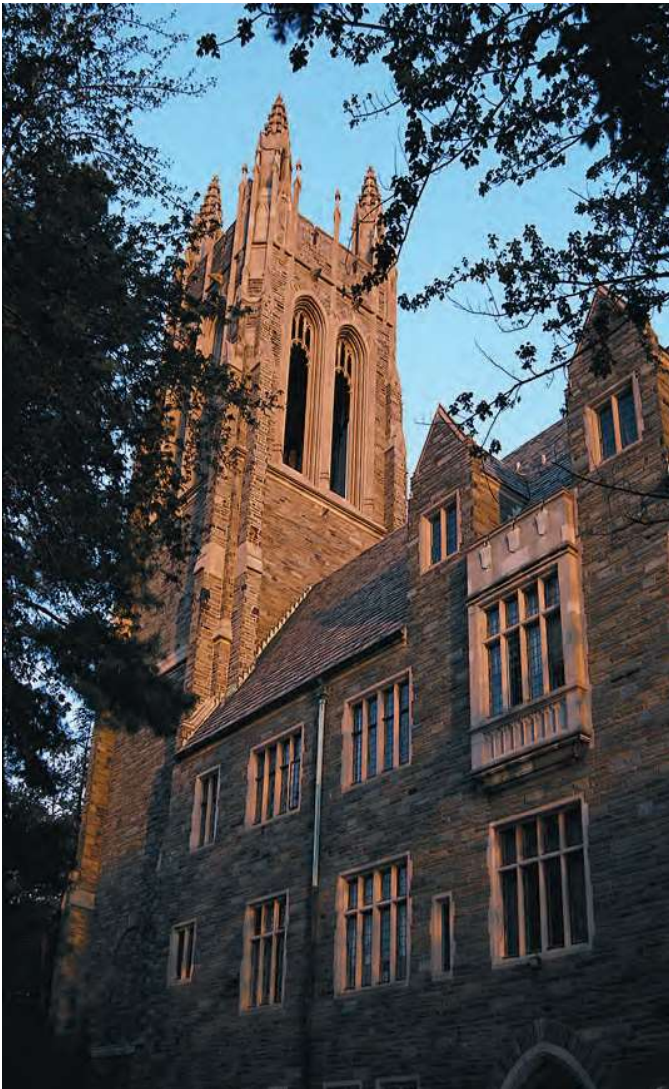
# RUTGERS

UNIVERSITY | CAMDEN

Division of Diversity, Inclusion  
and Community Engagement

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

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



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

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

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



SAINT JOSEPH'S UNIVERSITY



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.” The Lang Center continues to lead Engaged Scholarship efforts on campus and throughout the higher educational landscape. For instance:

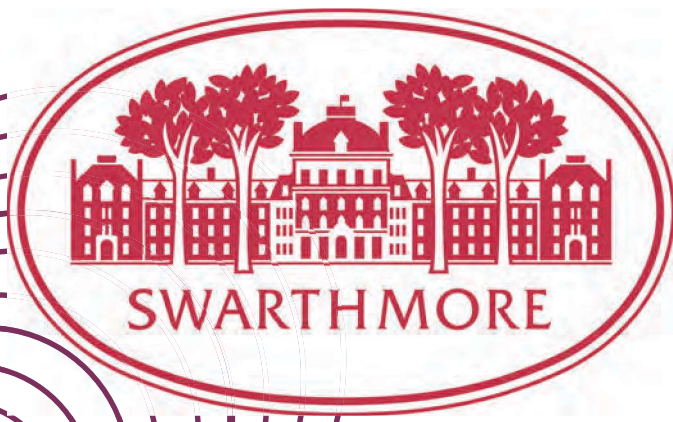
- Since 2010, Swarthmore College faculty regularly have been recognized by the Periclean Faculty Leaders (PFL)™ program: a national cohort of scholars who incorporate civic engagement into the curriculum and empower students to employ their academic knowledge on real-world problems.
- Since 2017, the Lang Center has sponsored an annual Engaged Scholarship Symposium—designed to educate, support, and foster an Engaged Scholarship community at Swarthmore College and surrounding regions—convening scholars from leading liberal arts colleges, public and private research universities, community colleges, minority-serving institutions and tribal colleges.



- In 2018 Swarthmore won the Excellence in Student Engagement Award from the Engagement Scholarship Consortium (ESC) and then joined the ESC (composed primarily of research universities). We are the only liberal arts college to sit on the ESC Executive Committee and were finalists for the 2022 and 2023 “Ryan, Moser, Reilly Excellence in Community Engagement” Institutional Leadership Award.
- Since 2020 the Lang Center has also been the chief strategic partner with Campus Compact to support and administer the Engaged Scholars Initiative (ESI), a national cohort of early-career engaged scholars chosen from Campus Compact’s more than 700 college and university members.
- In this annual report, we are pleased to share three new programs that connect our campus and communities: Swarthmore Civic Scholars, Engaged Humanities Studio, and Environmental Justice and Community Resilience program.

Designed to support first generation and low income students, the Civic Scholars Program seeks to open new pathways for campus and communities to engage with each other, enhance social capital of students and community members beyond Swarthmore College, and increase capacity of both students and communities to achieve their civic and social responsibility goals. Our Engaged Humanities Studio unites scholars, students, artists, activists, and community members through collaborative projects to address issues of pressing social concern. The Environmental Justice and Community Resilience (EJCR) program (EJCR), the most recent of our many Faculty-Led Programs, launched in 21-22 and is spearheaded by Prof. Giovanna Di Chiro (Environmental Studies). EJCR brings together community partners, faculty, and students to collaborate on environmental justice-oriented climate solutions.

All of these signature programs, including the Lang Visiting Professor for Issues of Social Change (held this year by renowned journalist Ted Gup), our grant programs, and the President’s Sustainability Research Fellowship, are enduring in their commitment to the common good while evolving in response to student and faculty interests and needs.





Temple University is Philadelphia's public university and serves as a global center of academic excellence. The university's talented faculty and broad curriculum of more than 600 academic programs spans across 17 schools and colleges. Temple is an R1 institution that provides superior educational opportunities for academically talented and highly motivated students. We offer degrees and programs across eight campuses throughout the world, including Rome and Japan. The university is primarily located in North Philadelphia, an area where academia intersects with residential communities, business corridors and nonprofit organizations.



Temple honors the legacy of its founder Russell Conwell, an educator, philanthropist, and minister who lived to serve others. The university promotes 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 liaison between the university and the many neighborhoods in the North Philadelphia region. The office's Pan African Studies Community Education Program (PASCEP) offers coursework throughout the academic year on a variety of culturally relevant topics.

Community Affairs and Engagement works with staff, alumni, students, and neighbors to create volunteer opportunities and to promote activities that reinforce Temple's civic engagement and community service roles. For example, the office partners with Big Brother Big Sisters, Independence Chapter, to recruit Temple students for mentoring "Littles" at schools in North Philadelphia. The Temple University Community Service Association plans and implements service projects throughout the academic year. The office has provided key support for neighbors in need by collaborating with nonprofit organizations for food pantry drives, sustainability projects and other programs that provide short- and long-term support.





Ursinus College is deeply committed to fostering a campus culture of community service. UCARE--the Ursinus Center for Advocacy, Responsibility, and Engagement--seeks to provide our students with a great number of service opportunities. It is estimated that our students completed 17,500 hours of service in our local communities in the previous academic year. Ursinus students serve the greater community in many capacities, including participating at local food banks, volunteering weekly as GED tutors at a local prison, and making weekly visits to several after-school programs in the surrounding area. Many of these service initiatives are coordinated by our highly committed student service leaders--the Bonner Leaders and the Scholars in Service. As such, they build close relationships with their community partners and serve as bridges between their service sites and the Ursinus community. Furthermore, community-based learning courses are offered in a variety of disciplines, through which students make connections between their classroom experiences and the needs of our local communities.

Ursinus has also been able to develop the Freedom, Citizenship, and Equality Seminar thanks to generous support from the Teagle Foundation. It is a two-week summer program that invites motivated rising juniors and seniors to discuss the statesman and thinkers such as Jefferson and Lincoln, Frederick Douglass and W.E.B. DuBois who have shaped the American community. These discussions focus on the meaning of freedom and equality, those two essential American values. Participants also examine the difficulties to which these values have led, from the Civil War to the political polarization that characterizes contemporary American life. Students who participate come away with a deeper understanding of themselves as citizens and as human beings.

Named after U.S. Ambassador Joseph Melrose, Jr., Class of '66, Ursinus has created the Melrose Center for Global Civic Engagement. The most dynamic program offered by the Center is an opportunity for students to become Melrose Fellows. As sophomores, Fellows enroll in a specially designed course to study a social and global issue. Fellows travel as a group to engage in volunteer work and service learning at an international destination. As juniors, Fellows study abroad and expand their global engagement. As seniors, they enroll in a core capstone course and revisit their signature issue. Fellows also help plan and run Melrose Center programs, including many civic engagement projects that impact our campus community.

Ursinus students also engage in civic skill-building through workshops and activities sponsored by Project Pericles, a consortium of colleges and universities that promotes civic engagement initiatives on member campuses. Ursinus also has a vibrant sustainability program, including an on-campus organic farm and a dining hall food waste reduction program. At Ursinus, we believe that a commitment to the common good is a critical component of an examined life of purpose.



**Ursinus**  
COLLEGE

*Top image: service-learning trip to Peru*  
*Bottom image: Juneteenth Day of Service*

"Community engagement, especially in the form of community service and service learning, is an important component of Villanova's identity. Service breathes life into our Augustinian, Catholic mission and provides opportunities for us to grow in partnership with those in communities both near campus and around the world. Service-related initiatives are inextricably woven into the Villanova experience and are an important part of our personal, individual, and communal investment in society and the University." -Rev. Peter M. Donohue, OSA, PhD, Villanova University President

Students, faculty and staff engage in service throughout the year 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, the Center for the Common Good, Villanova Athletics, the Office of Intercultural Affairs, service-learning offices throughout campus, the Office of the President, alumni, and the students themselves.

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

- Large single day service initiative occurs each semester. In the fall, is the St. Thomas of Villanova Day of Service. In January, is the Martin Luther King Day of Service and in June, the Juneteenth Day of Service. These cornerstone service events are opportunities for larger groups to join and support our community partners.
- Hosting the largest student-organized Special Olympics Festival in the world. Each November, athletes and coaches take part in the statewide competition which draws thousands of volunteers from Villanova and the region.
- Each semester, students engage in academic service learning in many disciplines. Each participant spends time with community partners as they enhance their classroom learning and engage in meaningful dialogue and action in the pursuit of the common good. Some students do so as a connected residential community throughout the year.
- 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. Most students are committed to a single community partner for a semester, a year, for the totality of their time at Villanova. Students commit to community with each other and humbly serve with and engage in the issues presented by the community partner.



**VILLANOVA**  
**UNIVERSITY**

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

In 2022-23 the WCU Resource Pantry saw significant growth in student utilization and the expansion of services, with a 67% increase in food items and a nearly 4x increase in personal care items distributed. This year, the Pantry served more than 3,000 students, an increase of 55% over last year. Established in 2016 as a collaboration with the Financial Aid Office and community partners such as the Chester County Food Bank, The West Chester University Resource Pantry supports student success through elimination of barriers related to basic need insecurity. It is open to ALL undergraduate and graduate students at West Chester University, regardless of need level. The food pantry also facilitated the campus Swipe Out Hunger initiative. Students with excess dining hall meal swipes from the fall semester donated unused meal swipes to students in need. CCESI distributed over 300 meal swipes in the spring semester through this program. In September 2022, CCESI launched the Benefits Hub, staffed by a full-time

graduate assistant. The Benefits Hub supports students by connecting them to government benefits and community resources to reduce basic need insecurity and maximize success. Students can visit The Benefits Hub to receive WIC, SNAP, PA Department of Human Services, FAFSA, LIHEAP, and Philadelphia Campus assistance. In the first month, the Benefits Hub screened 25 students and referred over 19 students to the Coalition Against Hunger of Philadelphia regarding the Supplemental Nutrition Assistance Program. The Benefits Hub also collaborates with the Philadelphia Campus to create a consolidated experience when applying for benefits.

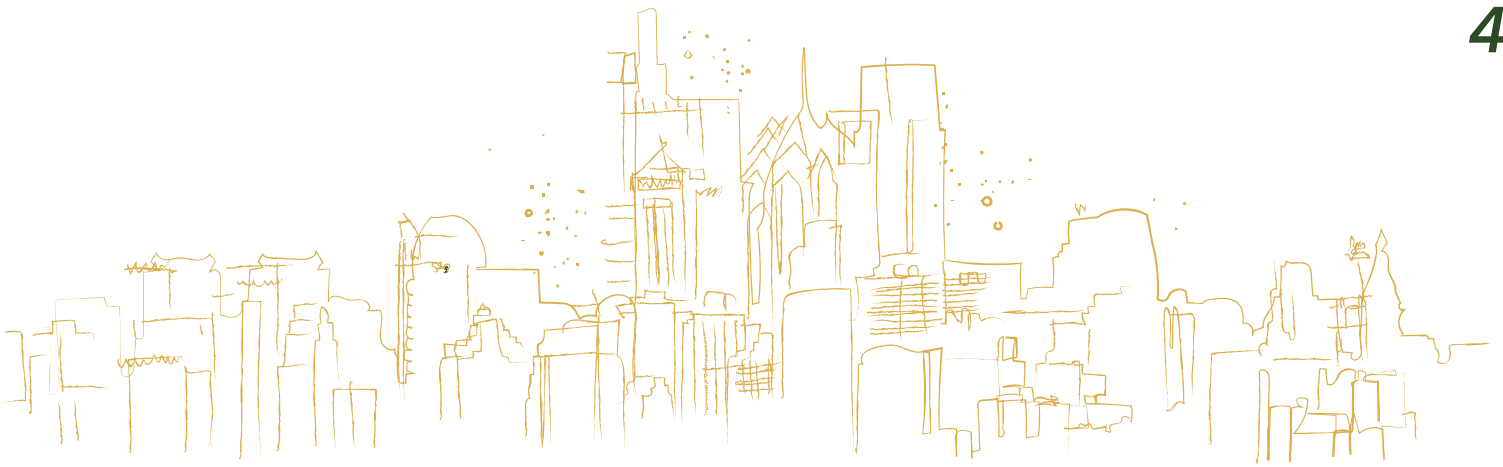
In Fall of 2022, CCESI was awarded a \$54,399 grant from the PA Department of Education as a recipient of the PA Hunger Free Campus Initiative in recognition of its innovative work addressing student hunger and basic need insecurity. West Chester University is part of this grant's first ever cohort of recipients, thanks to the hard work of CCESI staff and partners. This funding will allow for infrastructure improvements at the Philadelphia Resource Pantry, personnel, and programmatic support in programs such as the Benefits Hub and Swipe Out Hunger, support for produce production at the campus gardens, and the expansion of peer-to-peer education programs.

CCESI programming and community-engaged learning courses continue to play an important role in deepening students' understanding of social problems, encouraging them to be reflective thinkers, and setting them on a life-long path of active citizenship. As of 2022, students at WCU can serve the community while earning academic credit. The Pathway Certificate for Community Engagement (CE) is a 12-credit certification designed to develop civic engagement and a commitment to the public good. The CE Pathway Certification is part of a nationwide movement to foster participatory democracy at universities. All CE courses engage students in hands-on community engagement projects designed to meet public needs and are connected to curricular goals. Six new Community Engagement Pathway Certificate courses were submitted through the university curriculum committee, nearly doubling the seven current offerings and bringing the total options for students to 13 classes.

Outside the classroom, CCESI provides professional community opportunities through the RamCorps program. RamCorps is a Federal Work Study focused civic leadership program for student leaders committed to the ideals of public service, active citizenship, and the promotion of positive social change. Students in RamCorps are focused in intervention areas of health equity, educational equity, environmental activism, and food/housing security. RamCorps Community-Based students allows students to get hands-on experience in these areas in a professional capacity by working in community partner organizations. Local partners are able to increase their own capacity through student support without straining their own budgets, as students are compensated through the Federal Work Study office.







# Our Mission

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

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

# Our Story

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

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

*In 1997, PHENND received a major grant from the Corporation for National Service as part of the first round of higher education consortia awards under the Learn and Serve program. Since that time, PHENND has grown from an organization of five colleges and universities to over 25 and from 25 individuals to over 7,000.*

*PHENND also provides training and technical assistance to numerous university- and community-based practitioners on a wide variety of topics including student volunteer training, service-learning, community-based research, and the best prac-*

*tices of partnership. In addition to supporting the work of member institutions, PHENND also supports a robust set of sub-networks or communities of interest such as: the K-16 Partnerships Network, the College Success Network, Democratic Civic Engagement, and PHENND Sustainability. PHENND also coordinates its own programs, often catalyzed by those sub-networks, which bring the resources of PHENND and its partners to bear on particular issues or problems. Programs in the 2022-2023 school year included: the PHENND Fellows VISTA Project, the Next Steps AmeriCorps Program, Promise Corps, the Trauma-Informed Teaching Series, the College Success Professional Learning Community and the PHENND Summer Associates.*

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

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

**Layout and additional graphics provided  
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