



ENGAGE

A STUDENT-RUN THINK-&-ACTION TANK

LIVING FOR THE CITY

Progress and Issue Reports: 2014-2015

STATUS REPORT II FALL 2015



PROGRESS REPORTS • SNAPSHOT OF ENGAGE'S PROGRESS •
ENGAGE FOR CHANGE • JOB ACCESS INITIATIVE • WHERE'S THE
LOVE, PHILADELPHIA? • **ISSUE REPORTS** •
SCHOOL-TO-PRISON PIPELINE • YOUTH ENGAGEMENT

THIS PAGE WAS INTENTIONALLY LEFT BLANK

LIVING FOR THE CITY

PROGRESS AND ISSUE REPORTS: 2014-2015



ENGAGE

A STUDENT-RUN THINK-&-ACTION TANK

STATUS REPORT II | FALL 2015



ENGAGE Philadelphia is a 501(C)(3) nonprofit think-and-action tank dedicated to improving the lives of low-income and minority Philadelphians through research and action.

ENGAGE Status Report 2.1

Edited by Neil Cholli, Dan Kurland, Dan Esposito, and Robyn Giles-Esposito

Copyright © 2015 by ENGAGE

All rights reserved.

Do not print without permission.

If you would like to provide feedback on this Status Report or collaborate with ENGAGE,
please contact us by email at upennengage@gmail.com

Visit our website: **www.engagepenn.org**

Follow us on social media:



[facebook.com/UPennEngage](https://www.facebook.com/UPennEngage)



[@PennEngage](https://twitter.com/PennEngage)

a LETTER *from the* DIRECTOR

Dear Advisors, Elected Officials, Nonprofit Professionals, Community Members, and Friends of ENGAGE,

When we released our first status report *What's Going On?* last year, we had no idea what sort of response it would get. If we received a few pats on the back from our professors and a couple of “good job” emails from nonprofit leaders we would have been happy to continue as a Penn student group. We would have done our research, presented at university forums, and maintained our website. We would have applied for our annual stipend from the Student Activities Council. Once in a while, we would have gotten out into the community and supported another organization's initiative.

Instead, the response to our 70-plus page document, detailing a summer of research into Philadelphia's socioeconomic ills, was overwhelming. We secured meetings with founders and Executive Directors of well-established nonprofits. Nonprofit leaders and Penn academics at the top of their fields immediately signed on to our advisory board. Elected officials were contacting us with questions about our work and two things became immediately clear.

The first was that ENGAGE was growing into something bigger than any of us had imagined. Our goals grew loftier as a result, and we soon realized that to achieve them, we would need resources beyond those available to a student group at a research university.

This presented a dilemma. We quickly had three projects in development. We led a voter registration drive in East Hunting Park and we were conducting interviews for an anti-gun violence website. How were we going to fund our lofty goals, pay for our projects, without support from the University? If we did solicit outside funds, who would do the accounting?

ENGAGE was growing into something bigger than any of us had imagined. Our goals grew loftier as a result, and we soon realized that to achieve them, we would need resources beyond those available to a student group at a research university.

If we were to earn credibility from the community and fulfill our purpose, social action would be as important, if not more so, than the research.

On that note, wouldn't we need insurance if our projects involved working with the children and the community, and legal assistance to help file our 501(c)(3) documents? We had the passion and the commitment, but we did not have the resources to build a nonprofit from the ground up while fulfilling ENGAGE's purpose of community outreach, neighborhood-level research, and social action.

The solution came in the form of a fiscal sponsor. In the aforementioned meetings with nonprofit leaders, fiscal sponsorship was frequently suggested as a way to receive funds and work on projects while we grew the capacity to pursue our own 501(c)(3) determination. I decided to spend last spring producing the necessary organizational documents and business plan to apply for fiscal sponsorship. After researching our options, I settled on Resources for Human Development (RHD), a national fiscal sponsor organization supporting a wealth and variety of social entrepreneurship. After an application, interview, and review period, I am proud to say that RHD accepted our request for fiscal sponsorship on May 1st of this year and we have been working under their 501(c)(3) status since then.

The second thing that occurred to us in the wake of the release of What's Going On? is that we would really have to live up to the "action" part of our think-and-action tank tagline. We had accomplished the "think" part; our status report; the product of our first summer of research was published proof. But if we were to earn credibility from the community and fulfill our purpose, social action would be as important, if not more so, than the research.

Our projects have developed into our vehicles for community involvement. Where's the Love, Philadelphia? members have compiled a stunning and moving multi-media platform for community members to discuss the impacts of gun violence. Engage for Change members will pilot a program aimed at stoking excitement for civic engagement among Philadelphia youth this spring. And our Job Access Team is producing a neighborhood-by-neighborhood "where to turn" guide for Philadelphians in need of job access services. Still, we understand that successful community action demands time spent in the community, so we have made direct community involvement a priority in the year to come.

One way I differentiate ENGAGE from other nonprofit organizations is that we see the

A LETTER FROM THE DIRECTOR

importance of sourcing our issues from within the community. Ever walking the fine line between advocacy and activism, ENGAGE believes it more productive to listen to the community's pulse and take up issues that are important to Philadelphians.

This year's status report will take a slightly different form. What's Going On? focused entirely on our research; at that time our first priority was to gain an understanding of the issues our projects would aim to address. New research will debut in Living for the City, but it will be paired with an overview of our projects. Whereas last year's report was framed as "the state of Philadelphia," the report in front of you also includes "the state of ENGAGE." In a natural progression for the think tank aspect of ENGAGE, we have decided to publish research on our website throughout the year, as well as in this report, to leave room to introduce our projects and and reflect on our first year as an organization. This status report seeks to explain to you, who have supported us or shown interest in ENGAGE, what exactly it means to be a think-and-action tank, and how our work intersects.

I am optimistic about the year to come. Our members return this fall armed with a wealth of experiences gathered this past summer. We are ready to apply our real world knowledge and skills to our dedication to fighting socioeconomic injustice. The momentum we are gathering as we begin this next year of research and action is palpable. When we dive into and grapple with youth civic engagement, gun violence, and job access for all, ENGAGE will not be be deterred. With your support and belief in us, we will fight ceaselessly for positive social change in Philadelphia in the coming year.

Very best wishes,



Daniel Esposito
Executive Director
ENGAGE Philadelphia

November 2015



TABLE *of* CONTENTS

INTRODUCTION	1
About ENGAGE Philadelphia	2
The ENGAGE Team	3
Snapshot of our Progress	4
 PROGRESS REPORTS, '14-'15	 7
Engage for Change (Civic Education)	9
Job Access Initiative (Unemployment)	12
Where's the Love, Philadelphia? (Gun Violence)	16
 ISSUE REPORTS	 19
Left at the Intersection: Black Girls and the School-to-Prison Pipeline <i>by Amari Mitchell</i>	21
The Opportunity Gap: Urban Education and Philadelphia Public Schooling <i>by Tia Yang</i>	30
Acknowledgements	39

INTRODUCTION



- ABOUT ENGAGE PHILADELPHIA
- THE ENGAGE TEAM
- SNAPSHOT OF OUR PROGRESS

ABOUT ENGAGE

ENGAGE Philadelphia is a nonprofit student-run think-and-action tank. Through research, we seek to understand the systemic socioeconomic issues facing low-income and minority Philadelphians; through action, we seek to help alleviate these issues and improve the lives of the City's marginalized.

Using the power of research and heeding the words of community members, we are standing side-by-side with leaders of public service, nonprofits, community-based organizations and neighborhoods to join forces in uplifting the Philadelphia community.

Our purpose is three-fold:

1. To gain insight into the systemic issues affecting the Philadelphia community each and every day.
2. To research these problems extensively, understand them deeply through the eyes of the community, and publish reports that have the power to help the City at large.
3. To use our resources to unite individuals—from Penn and Philadelphia—into a single community that promotes social change and takes action against these issues.

As Philadelphia's first student-run think-and-action tank, ENGAGE is seeking to move beyond traditional community engagement by researching pertinent issues and city policy affecting the Philadelphia community. Moreover, using a grassroots approach, we are networking with activist groups, community-based organizations, nonprofits, and policymakers to gain a better neighborhood-level understanding of Philadelphia's socioeconomic ills. In this way, we are attempting to uncover the systemic issues facing low-income and minority Philadelphians so we can develop common-sense projects that improve lives.

In the spring of 2015, ENGAGE was granted fiscal sponsorship by Resources for Human Development (RHD) and is currently a member of RHD's New Beginnings Nonprofit Incubator program.



the ENGAGE TEAM

LEADERSHIP

Daniel Esposito, *Executive Director*

Neil Cholli, *Co-Founder, Co-Principal, Job Access Initiative Project Leader*

Daniel Kurland, *Co-Founder, Co-Principal, Where's the Love, Philadelphia? Project Leader*

Alyssa Kennedy, *Engage for Change Project Leader*

MEMBERSHIP



Engage for Change

Abigail Anmuth

Sharika Bamezai

Vera Barnwell

Robyn Giles-Esposito

Sophia Griffith-Gorgati

Amari Mitchell

Alexa Salas



Job Access Initiative

Ashutosh Agrawal

Esha Bansal

Kate Dildy

Samantha Myers-Dineen

Mira Nathanson

Jack Renshaw-Lewis



Where's the Love?

Chelsea Alexander-Taylor

Alex Atienza

Jonnell Burke

Janne Hu

Trudel Pare

Wing So

Dia Sotiropoulos

Tia Yang

SNAPSHOT *of our* PROGRESS

I. COMMUNITY BUILDING



PAST & PRESENT EFFORTS

- ENGAGE members interviewed community members and leaders who have been affected by gun violence
- ENGAGE held a voter registration drive in Hunting Park, North Philadelphia.
- ENGAGE leadership attended Penn's Office of Government and Community Affairs' First Thursday Community Forum.
- ENGAGE members attend forums featuring elected officials and candidates for office, to observe and gauge community involvement.

FUTURE GOALS

- ENGAGE will partner with more service-providing nonprofits in the effort interview their clients and better understand the challenges they face.
- ENGAGE will present at the First Thursday Community Forum, initiating a stronger outreach effort.
- ENGAGE will attend more events held by community organizations and neighborhood improvement corporations to hear Philadelphians' voices without them being muted by the university or public officials.

II. RESEARCH



PAST & PRESENT EFFORTS

- ENGAGE publishes a status report annually featuring member research on socioeconomic issues in an effort to gauge the overall health of the city and draw attention to areas of need.
- Project teams complete development research by studying similar efforts, conducting interviews, and consulting experts

FUTURE GOALS

- ENGAGE will publish ongoing research on our website in semi-annual intervals in addition to a status report dedicated to reporting on the status of ENGAGE as well as issue research.
- Project teams will conduct more research to determine implementation strategies, best practices, and outcome measurements to inform their projects.

III. PROJECTS



PAST & PRESENT EFFORTS

ENGAGE currently has three projects in various stages of development:

- ENGAGE for Change is in the late development stage.

FUTURE GOALS

ENGAGE projects are will all be executed and implemented in the year to come.

- ENGAGE for Change will be implemented in a West Philadelphia classroom or at a CBO and introduced as a sustainable model.

- Where's the Love, Philadelphia? is in the execution stage.
- Job Access initiative is in the final planning stage.

- Where's the Love, Philadelphia? will re-launch its multimedia platform in a citywide publicity campaign.
- Job Access Initiative will publish and distribute a referral guide for those in need of job-related services.

IV. PARTNERS

PROGRESS

PAST & PRESENT EFFORTS

- ENGAGE has built roughly 15 loose partnerships with nonprofit organizations across the City.
- Our partners have guided our projects, participated in research, provided meeting space, and assisted with outreach.

FUTURE GOALS

- ENGAGE will focus on building stronger organizational partnerships, interacting with our partners on a regular basis, creating concrete goals and group initiatives to the mutual benefit of ourselves and our partner organizations.

V. SUSTAINABILITY

PROGRESS

PAST & PRESENT EFFORTS

Fundraising

- ENGAGE has successfully raised funds through crowd-funding campaigns and we are planning two fundraising events.

501(c)3 Development

- ENGAGE is currently operating under the 501(c)3 determination of our fiscal sponsor, Resources for Human Development, allowing us to accept tax deductible donations. We have created a corporate binder and have begun to establish common practices.
- ENGAGE has an informal advisory board: a group of seven nonprofit leaders and professors whom we rely on for advice, editing, and networking.

FUTURE GOALS

Fundraising

- ENGAGE will diversify its fundraising efforts by building and maintaining a private donor list, launching an alumni association, and adding an online donation system to our website.

501(c)3 Development

- ENGAGE will finalize its articles of incorporation and bylaws in the coming year, and concretize its structure as a student-run 501(c)(3) organization.
- ENGAGE will recruit and retain a board of directors made up of academics, nonprofit leaders, and community stakeholders, which will provide stability and help guide ENGAGE's future.

THIS PAGE WAS INTENTIONALLY LEFT BLANK

PROGRESS REPORTS, '14-'15

- 
- ENGAGE FOR CHANGE (CIVIC EDUCATION)
 - JOB ACCESS INITIATIVE (UNEMPLOYMENT)
 - WHERE'S THE LOVE, PHILADELPHIA? (GUN VIOLENCE)

THIS PAGE WAS INTENTIONALLY LEFT BLANK

ENGAGE *for* CHANGE

(CIVIC EDUCATION)



Background

Over the past year, we have been developing a civic education program called “Engage for Change: A Civics Program for Philadelphia Youth.” This project was born from research on low voter turnout in Philadelphia’s minority and low-income populations, published in last year’s Status Report. We found that after generations of Philadelphians have been ignored by elected officials, voter apathy runs deep in Philadelphia’s neighborhoods. A lack of democratic competition and a tradition of entrenched officials have left young Philadelphians with little hope of achieving real change through voting. Additionally, civic education classes are rare in Philadelphia’s public school curriculum, resulting in a fundamental lack of understanding amongst youth of government structures and voting practices. Various Philadelphia-based organizations such as The Rendell Center for Civic Engagement have been working hard for many years to help effect change for Philadelphia in this realm, and we are excited to join them in working for the cause.

A lack of democratic competition and a tradition of entrenched officials have left young Philadelphians with little hope of achieving real change through voting.

Through Engage for Change, we hope that Philadelphia residents will once again take control of the future of their neighborhoods, that the knowledge of our students will spill over to their family members, friends, and neighbors.

Programming

This past spring we decided to develop Engage for Change with the goal of closing the gap in political participation through education, thus providing students with the knowledge and skills necessary to ensure equal political opportunity. The program is designed for high school students and is to take place over the course of six weeks, utilizing an interactive curriculum featuring instruction on national, state, and local government structures. Students will learn about primaries, political parties, and the constitutional prescriptions for the election of our leaders. Finally, students will experience a voting cycle in its entirety, choosing their parties, candidates, and platforms—an exercise culminating in an exciting election.

With each activity, the students' personal views and voices will be emphasized as we aim to foster and encourage discussion. These expectations are outlined in our syllabi (one for the instructors and another for the students) that we created with the help of our partners, the Committee of Seventy and students from Penn's Graduate School of Education. We are also currently forming partnerships with the Providence Center, Penn's Netter Center for Community Engagement, and the Rendell Center for Civics and Civic Engagement. These organizations have served as invaluable resources for our team, helping us tap into the larger Philadelphia nonprofit community and learn best practices for a successful youth engagement program.

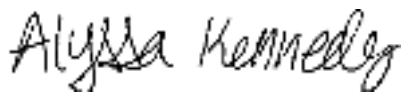
Outcomes

We hope students will graduate from Engage for Change with a sense of the importance of political participation in local, statewide, and national elections. Additionally, we hope that students will feel empowered to vote in such elections, encourage others in their communities to vote, and perhaps, eventually, run for office in such elections. Through

Engage for Change, we hope that Philadelphia residents will once again take control of the future of their neighborhoods, that the knowledge of our students will spill over to their family members, friends, and neighbors. As our program expands, we hope that strong voting blocs will form within Philadelphia's low-income and minority neighborhoods, and these long-ignored communities will have the power to change their situations through political participation.

This past summer and fall, the Engage for Change Team has been very busy as we are hoping to pilot the program this spring. Necessary pieces are falling into place, such as marketing the course to prospective students, finding a facility to house the program, and fundraising. We have raised \$320 for the course thus far through a crowdfunding campaign and have a handful of students who are excited to participate in the program, which we hope will be housed at the University of Pennsylvania after we firmly establish our partnership with the Netter Center.

The entire team is very proud of the progress we have made over the past year and we are excited for the year ahead!



Alyssa Kennedy
Project Leader
Engage for Change

Community Outreach Team

Amari Mitchell
Alexa Salas

Program Coordinating Team

Abigail Anmuth
Vera Barnwell

Syllabus Development Team

Sharika Bamezai
Robyn Giles-Esposito
Sophia Griffith-Gorgati

JOB ACCESS INITIATIVE

(UNEMPLOYMENT)



Background

Research has shown that with poverty rates soaring upwards of 45%, some of Philadelphia's minority-dense neighborhoods are much more physically distanced from low-skill, non-college job opportunities than their White-majority counterparts. This physical distance can impose tremendous costs for Philadelphia's impoverished and unemployed minorities, and consequently, curtail proper access to job opportunities. But if physical distance from job openings has proven to be a major barrier, wouldn't physical distance from robust job-service organizations also hinder many unemployed minorities from seeking the very aid that they need?

This has encouraged us to focus on community-based organizations that provide job services—which we call *community-based job-service organizations* (CJOs). These nonprofit agencies are scattered throughout Philadelphia and situated at the neighborhood-level; as a result, they are accessible to and trusted by local community members who reside within their vicinity. However, it appears that while many of Philadelphia's CJOs specialize in certain kinds of job services, they do not offer other kinds of high-demand services. For example, while one CJO might offer excellent programs to develop individuals' soft skills, it might lack a hard skills training program. Since research has demonstrated that providing a diversity of services is a much more effective way of addressing an unemployed person's individual needs, **this project serves to (1) better understand why many CJOs are unable to comprehensively address the needs of their unemployed residents, and (2) help mitigate the gaps in the job services they offer.**

A centralized database of CJOs could greatly improve referring clients to organizations with services that are better suited to meet clients' needs.

Overview of Work: The Research and Development of ENGAGE's Job Access Initiative

To further explore and address this issue, ENGAGE launched the Job Access Initiative (JAI) in November 2014. As a community-driven project, JAI sought to source as much information from local stakeholders themselves before formulating a set of firm objectives. Consequently, over the last year, JAI grew its network of CJOs and had conversations with different stakeholders within Philadelphia's workforce development sphere. Some of our major findings through JAI's research and development phase are outlined below:

1. **There is a mismatch between the needs of CJOs and the requirements of grant-bearing organizations**—In March 2015, JAI held a focus group with five CJOs. Overwhelmingly, the theme of the meeting revolved around the fundamental differences in CJO's and their funders' agendas. While the CJOs in our focus group sought to expand their efforts to provide wraparound services, their funders and available grants have forced CJOs to allocate their efforts to certain specialized services. Moreover, these CJOs expressed concerns of an increasingly shrinking pool of workforce development funds offered in the region. For example, Pew Charitable Trusts, a major funder of local CJOs, recently curtailed the number of competitive grants allocated for workforce development.
2. **There is no centralized database of CJOs in Philadelphia**—Through our efforts to find and build bridges of communication with the City's CJOs, JAI quickly realized that there was no single, comprehensive listing of workforce development nonprofits. This was verified by JAI's focus group members, who collectively expressed how such a database could greatly improve their means of referring clients to organizations with services better suited to meet their needs.
3. **Transportation is a major cost for unemployed residents that is not properly addressed by Philadelphia's public workforce development initiatives**—In April 2015, JAI corresponded with Philadelphia Works and EARN and learned that there are

no transportation waivers or services offered to unemployed residents to attend their PA CareerLink centers, which have recently consolidated from over a dozen centers to only four under the “No Wrong Door” Initiative.

Next Steps: Implementing our Objectives

Bolstered by a richer understanding of Philadelphia’s workforce development sphere and a recent recruitment initiative that doubled the size of our team, JAI has formulated and gained the proper capacity to implement a concrete set of objectives that will help alleviate the service gaps within the CJO community, both in the long run and short run:

1. Identify mismatches among the CJOs, funders, employers, and the unemployed—

By understanding each of these groups’ individual goals and needs, JAI hopes to act as an intermediary that helps break silos across all stakeholders to better align their goals and needs. This, we hope, will instigate a workforce development environment that better serves the needs of the unemployed in the long run.

2. Publish a comprehensive referral guide of Philadelphia’s CJOs—

Through meetings with CJOs, we will collect information on the specific services offered by each CJO, which will be consolidated in a comprehensive referral guide. The CJOs listed in our referral guide will be organized by geographic location and type of job service offered. This referral guide will be published tentatively by May 2016 as both a physical pamphlet, which will be distributed to CJOs and other community-based organizations, and a website with an interactive map and search engine. Such a referral guide will help unemployed residents find their best-suited CJOs and reduce job-service gaps in the short run.

3. Continue ongoing research on models for addressing the transportation barrier—

In particular, JAI will conduct further research on affordable housing and the food scarcity model to better understand potential solutions for alleviating Philadelphia’s structural unemployment issue.

JAI hopes to act as an intermediary that helps break silos across all stakeholders to better align their goals and needs.

By implementing this strategy, we are thrilled to soon make a positive dent in this complex, pervasive issue and help uplift the lives of Philadelphians who need it the most.



Neil Cholli
Project Leader
Job Access Initiative

Off-Site Research Team

Esha Bansal
Samantha Myers-Dineen

On-Site Research Team

Kate Dildy
Jack Renshaw-Lewis

Referral Guide Team

Ashutosh Agrawal
Mira Nathanson



WHERE'S THE LOVE, *Philadelphia?*

(GUN VIOLENCE)



Approach

Where's the Love, Philadelphia has been documenting gun violence in Philadelphia for over a year now. Our goal is to help amplify the voices of community members who have been affected by gun violence, so that their stories can reach a broad audience inside and outside of the City. In the end, we hope to foster empathy and understanding across race and class lines through our work. We believe that if the narratives of community members who have been affected by gun violence reach a large enough audience, these stories can make a systemic change in the prejudices and oppressive cycles that sustain gun violence in Philadelphia.

Our approach is simple. We interview community members about gun violence. We take high quality DSLR photos, and post sound clips and pictures along with a short description of the interviewee from each interview on our website. Our interviews are conversations; we want every interviewee to feel comfortable and appreciated for the narrative they are sharing. We are students, and the power of our work is not laden in our own views or actions, but rather, the people we meet and the stories they have to tell.

We believe that if the narratives of community members who have been affected by gun violence reach a large enough audience, these stories can make a systemic change in the prejudices and oppressive cycles that sustain gun violence in Philadelphia.

We believe that we can help catalyze this care, this love, by bringing Philadelphia gun violence to the front of people's minds, not as this insolvable epidemic, but rather, as a disease that we as a society can help cure.

Partnerships and Progress

Over the past year, we have established partnerships at Philadelphia CeaseFire, Mothers in Charge, and the Anti-Violence Partnership of Philadelphia. We have conducted 13 interviews with community members who have been affected by gun violence, 11 of which are posted on our website wheresthelovephiladelphia.org. Our work has been featured in local media (including [this article](#) from Generocity.org). Our website was funded by a successful Kickstarter campaign, in which we raised over \$200.

Our project is informed by ongoing community-level research, ranging from conversations with community members about gun violence, to interviews with city officials, to surveys of media, community level reports, and scholarly literature. From our research so far, we have gleaned that gun violence is a multidimensional public health issue. Its causes range from lack of funding for small business development and social services in the areas of the City that need them the most, to a broken, understaffed public education system that demoralizes students, causing many to question the value of even showing up to class, to the absence of positive male role models due a school-to-prison pipeline and an inefficient criminal justice system.

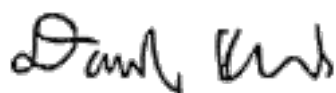
Outlook

While Where's the Love, Philadelphia cannot provide funding to Philadelphia's public education system, or prevent youth from dealing drugs, the will of politicians to fund Philadelphia's public education system and bring jobs back to North and West Philadelphia will. Community rallies and the rise and expansion of community centers and mentorship programs in the City's toughest neighborhoods will. We believe that we can help catalyze this care, this love, by bringing Philadelphia gun violence to the front of people's minds, not as this insolvable epidemic, but rather, as a disease that we as a society can help cure.

Where's the Love, Philadelphia is now eight members strong, and in the next year we intend to continue to grow. Our goals over the next year include remodeling our website and launching a full-on marketing effort in the spring in order to spread the narratives around Philadelphia and beyond. Our vision of this marketing effort consists of bumper stickers, gallery shows, and speaker series. We have formed a marketing team within our project for this purpose. It is led by Chelsea Alexander-Taylor, who will be leading this project starting in January of 2016. This year, we will continue to conduct interviews with Philadelphians who have been affected by gun violence, and we hope to reciprocate the love that community members have shown us by attending more community-based events like peace rallies and block parties, and to support the community members we work with in service and prayer.

We are college students; none of us is from Philadelphia; few of us have been personally affected by gun violence. According to civil rights veteran Dr. Walter D. Palmer, activism is strongly guided by self-interest; activists often have a personal stake in the cause they are rallying for. So, what's in it for us?

Penn has a terrible history of displacing the community members who used to live in the Black Bottom neighborhood of West Philadelphia. Even today, Penn's non-profit tax-exempt status hampers its financial contributions to the surrounding communities. We could not live with ourselves as students of this university, endowed with the opportunity to live comfortable, safe, and healthy lives after we receive our diplomas, without trying to spread this opportunity to the community in which we live.



Daniel Kurland
Project Leader
Where's the Love, Philadelphia?

Creative Team

Tia Yang (Director, 2015-)
Wing So (Director, 2014-2015)
Alexander Atienza

Marketing Team

Chelsea Alexander-Taylor (Director)
Jonnell Burke
Trudel Pare
Dia Sotiropoulou

Research Team

Janne Hu

ISSUE REPORTS



- SCHOOL-TO-PRISON PIPELINE
- YOUTH ENGAGEMENT
- ACKNOWLEDGEMENTS

THIS PAGE WAS INTENTIONALLY LEFT BLANK

LEFT AT THE INTERSECTION:

BLACK GIRLS AND THE SCHOOL-TO-PRISON PIPELINE

BY AMARI MITCHELL



To all the Black women in my life who have taught me that we are enough.

LEFT AT THE INTERSECTION: BLACK GIRLS AND THE SCHOOL-TO-PRISON PIPELINE

by AMARI MITCHELL

“The most disrespected person in America is the Black woman, the most unprotected person in America is the Black woman, the most neglected person in America is the Black woman.”

– Malcolm X (1962)



Stated by one of the most influential leaders of the Civil Rights Movement more than five decades ago, this quote still drums up controversy. Some see this statement as merely one of division. Black empowerment groups may think messages such as these divide the Black community, while (White) feminist groups denounce the split within the women’s movement. Ironically, the idea that such a divide exists—that Black women can separate two inseparable parts of their identity—is what is most frustrating to the Black woman referenced in the quote.

In this time of heightened exposure to police brutality, violent White supremacist attacks, and mass incarceration, the conversation has unfortunately sustained a patriarchal focus. Cities across America have developed programs that uplift poor, minority men. My Brother’s Keeper was established by President Obama to combat social phenomena like the school-to-prison pipeline. Yet cities have often ignored how Black girls can benefit from such improvements, even though they too remain a part of daunting, intersecting systems of oppression.

The School-to-Prison Pipeline

The school-to-prison pipeline describes the national phenomenon of pushing students (generally those most disadvantaged) out of schools and into the criminal justice system.¹ School suspension rates have doubled since the 1970s, keeping three million students from

In this time of heightened exposure to police brutality, violent White supremacist attacks, and mass incarceration, the conversation has unfortunately sustained a patriarchal focus.

a full year of learning. Zero-tolerance policies, police officers in schools, and school funding gaps have led to the suspensions, arrests, and expulsions of millions of students, especially racial minority students, populations with disabilities, and students who identify as members of the LGBT community.² Suspended students are more likely to drop out of school. Some dismiss the higher suspension rates of students of color by claiming the disparity of problematic behavior between Black students and their White counterparts. However, studies have shown that Black students will be removed from class for incidents that call for more subjectivity, “such as disrespect or loitering.” On the whole, reports show that Black students receive harsher discipline for less serious behavior.³ It is undeniable that education (like most United States institutions) is not exempt from racist practices. Students of color are often exposed to institutional racism from the moment they begin traditional schooling; “Black children represent 18 percent of preschool students, but account for 48 percent of preschool suspensions.”⁴ As reported by the Kirwan Institute, Black and Latino children are deemed more disruptive and unruly, based on their teachers’ preconceived notions.⁵

The National Education Association (NEA), the largest labor union in the United States, has pledged to end the school-to-prison-pipeline by generating information, becoming involved in policy reform, and promoting restorative discipline—an alternative to suspensions. Schools do not intend to do away with suspensions altogether; instead they plan to focus on a single-minded mantra: “Schools must be safe and caring places.”⁶ The suspensions, while detrimental, are not the primary problem. Instead, the root cause of many disciplinary actions go back to how students are treated, based on negative stereotypes that need to be addressed.

Legislation and Inaction

The 2013 report “Beyond Zero Tolerance: Discipline and Policing in Pennsylvania Public Schools,” published by the American Civil Liberties Union (ACLU), took an in-depth look at how the Zero Tolerance Policy, first enacted in the 1990s, affected school districts in

Pennsylvania. This was the first notable law focused on the treatment of students found with a weapon, in which expulsion was the required disciplinary action. Unfortunately, zero tolerance became more and more subjective as the years passed.⁷ These incidents were left for faculty to decide whether or not a student's actions were deemed worthy of suspension. The ACLU report was the first statewide study to produce data showing the disproportionate number of Blacks, Latinos, and students with disabilities who were removed from school through disciplinary action.

States were asked by the No Child Left Behind Act to document “persistently dangerous” schools. 9.4% of Pennsylvania’s public school students reside in Philadelphia, but the City claims almost 30% of student arrests for the entire state. Nearly all of Pennsylvania’s persistently dangerous schools are in Philadelphia, “the chronically underfunded district.”⁸

While many researchers are starting to understand intersections of race and socioeconomic status as contributors to the school-to-prison pipeline, another phenomenon known as the “sexual abuse-to-prison pipeline” should be recognized as well. Research on this pipeline seeks to understand and eliminate the connection between sexual abuse and incarceration in the juvenile detention system. “More than 80% of the girls in some states’ juvenile detention centers suffered sexual or physical abuse before they were incarcerated.”⁹ In 2011, the Department of Justice reported that victims of sexual abuse make up 40% of juvenile detainees who are arrested for status offenses—a select category of offenses that includes underage drinking. The report cites Malika Saada Saar, executive director of the Human Rights Project for Girls: “What we see is a commitment on the part of law enforcement to arrest for non-violent status offenses that include truancy, running away, and loitering.”¹⁰ According to Saar, these crimes are most often committed by child abuse victims seeking ways to shield themselves.

The Juvenile Justice and Delinquency Prevention Act, first passed in 1974, is up for congressional reauthorization this year with additions that address the quality of life for female detainees. One proposed change to the act is to include programs that aim to prevent girls from being sent to detention centers. The proposed changes acknowledge the consistently disproportionate populations of minority girls in the juvenile detention system. “Today, Native American girls are incarcerated at a rate of 179 per 100,000. For African-American girls that number is 123, while for non-Hispanic Whites it is 37.”¹¹ Kimberlé Crenshaw’s “Black Girls Matter: Pushed out, Overpoliced and Underprotected” notes the neglect of services for girls of color; “Punitive discipline...negatively impacts Black girls and other girls of color,”¹² and yet their voices are eclipsed by those of their male counterparts, despite Black girls being the fastest growing population in the juvenile system.

Suspension by Identity

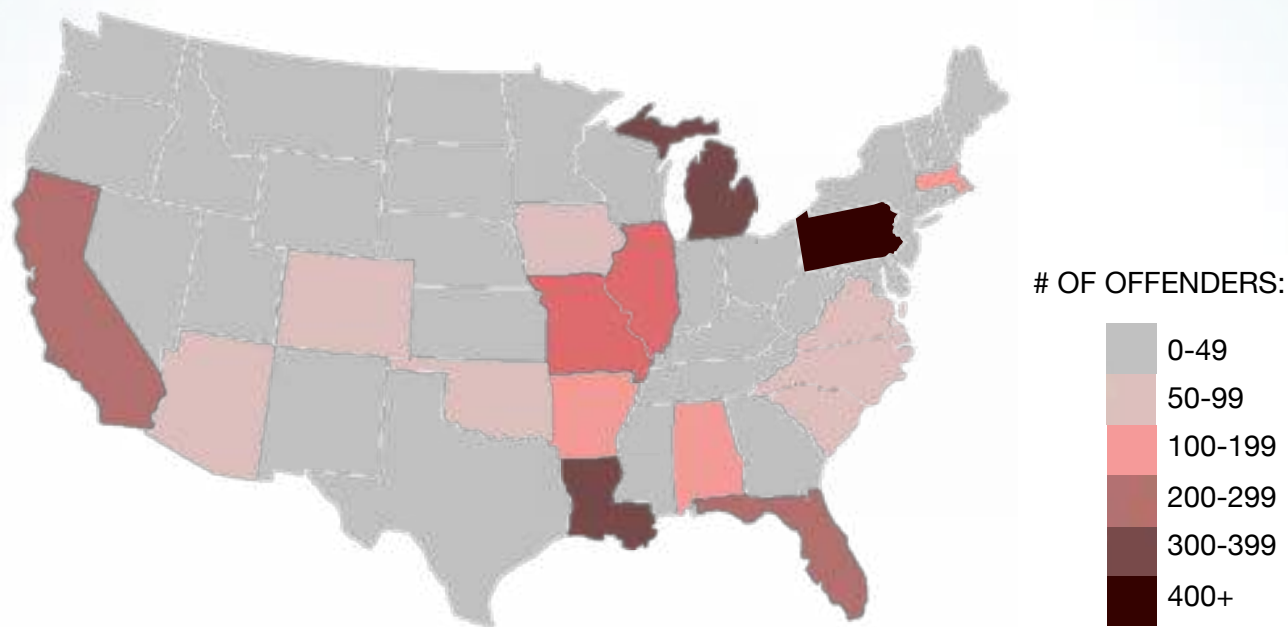
A report published by the African American Policy Forum and Columbia Law School's Center for Intersectionality and Social Policy Studies researched school suspension rates in Boston and New York. They found suspension rates for Black girls to be alarmingly higher than their White counterparts in the focus cities. A Black female student is six times more likely to be suspended than White female students, while Black boys' rates are three times higher than those of White boys. Suspension of both sexes need to be addressed, but this report highlights and questions the lack of resources for Black girls because programs for Black and Latino boys have already been established. It stresses the importance of targeted programming, designed specifically for issues that Black girls must confront because of the "unique burdens that Black girls face to which interventions based on their male peers or White female counterparts" may not be effective.¹³

Kimberlé Crenshaw, the report's lead author, is known in academia for coining the term "intersectionality," the study of intersecting systems of oppression. Primarily, these systems



Pennsylvania as a region has one of the highest rates of juvenile life without parole sentences in the world.

STATE DISTRIBUTION OF JUVENILE OFFENDERS
SERVING LIFE WITHOUT PAROLE, 2009¹⁴



develop from the experience of the Black woman under patriarchy and racism. Focus group participants suggest that stereotypical assumptions towards Black girls lead to disproportionate discipline. Once again, Black female students are seen as aggressive, loud, and disruptive compared to their White counterparts. Reporting such as Crenshaw's, based on gender and race, should be conducted nationwide. We cannot expect to solve the problem of institutional racism's unique impact on Black women and girls if no one acknowledges it exists on a national level.

As previously established, high school dropout and suspension rates are directly connected to the perpetuation of the school-to-prison pipeline. Pennsylvania has even more disturbing statistics concerning America's youth involvement in the current age of mass incarceration. There are roughly 2,600 Americans currently serving life without parole for crimes they committed in their youth. Of those 2,600, more than 450 serve in Pennsylvania prisons.¹⁵ If that is not shocking enough, the United States houses 25% of the world's prison population, while making up only 5% of the world's entire population.¹⁶ This means that Pennsylvania as a region has one of the highest rates of juvenile life without parole sentences in the world.

What is Being Done in Philadelphia?

Penn Law School alumna Joanna Visser Adjoian and Duke School of Law graduate Laura Fine co-founded Youth Sentencing & Reentry Project (YSRP) with the goal of decreasing the alarming number of incarcerated youths. The organization works with adjudicated youth, their families, and their attorneys and seeks to eventually eliminate adult sentencing for youth offenders. Visser Adjoian views moving a case out of adult court and into juvenile court as a success.¹⁷ If their clients were to remain in adult court, it would create barriers to employment, education, student loans, and government jobs. Spreading awareness of the issue—as many people are unknowledgeable about the Pennsylvania court system—is a crucial part of her work as well. So far, YSRP clients have been 100% Black. As the new school year approaches, YSRP intends to expand their capacity, through the assistance of volunteers, so they can help more youth steer clear of the adult criminal justice system.

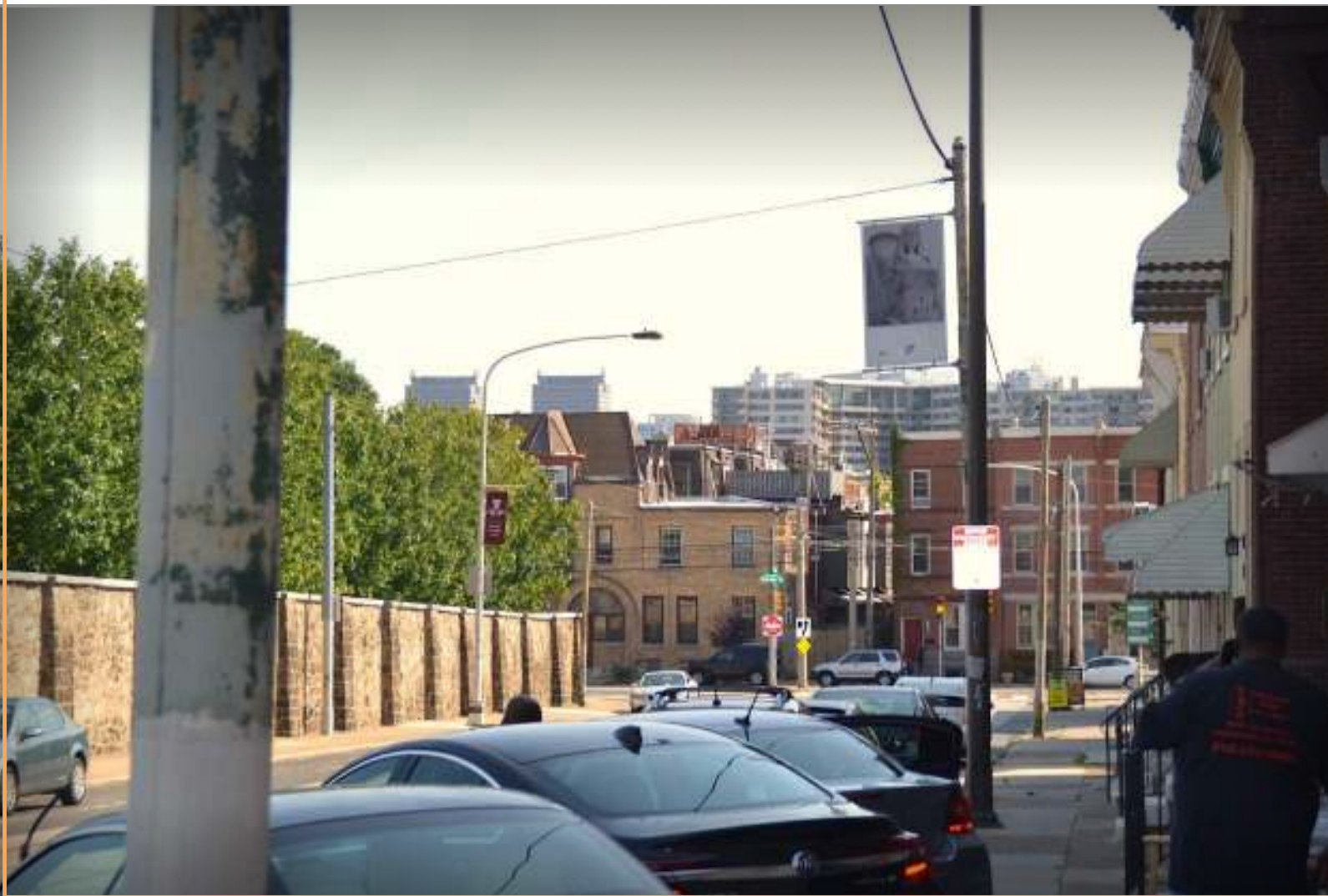
Other local programs have taken a more personal approach to reversing the trend. Hechinger writer and Philadelphia native Melinda Anderson wrote a piece about a workshop for Black girls held at Penn Summit, sponsored by the University of Pennsylvania's Center for the Study of Race & Equity in Education. During the icebreakers, the women and girls all stood in unison when prompted with statements like, "Stand if you've ever been told to act like a lady or if you've ever been called aggressive or bossy."¹⁸ The audience bonded over shared experiences and the feelings of doubt that too often plague young Black girls' upbringings.

President Obama fostered the sharing of experiences with "My Brother's Keeper," an initiative for boys of color in low-income areas. The Philadelphia school district has been a participant in the program since its inception in February 2014. Still, there has yet to be a national program marked specifically for Black girls, despite the evidence that Black girls receive disproportionate disciplinary treatment. Kimberlé Crenshaw explains that there should be deliberate programming for Black girls because "even though we [Black men and Black women] might experience racism in different ways, at the end of the day, it's a group experience—and at the end of the day, the solutions should be a group experience."¹⁹

Some believe the United States is already inundated with programs for women and minorities. However, existing programs often overlook the specific services needed for those who occupy two or more identities deemed socially inferior. The Black woman's history in the United States holds unique tragedies that cannot continue to be ignored and overlooked. Black girls are asking to be counted. Black girls are demanding that their experiences of oppression be validated and not pushed aside as bitter or irrational. Black girls are no longer

accepting the subtle, and not so subtle, implications that they are merely the Jezebel, the mammy, the “angry Black girl,” the “strong Black girl,” or the “sassy, loud friend.”

These stereotypes and caricatures are specific to the harmful social construct of the Black woman’s identity. The effect they have on modern day racist and sexist school policies extends these legacies to young Black girls in more nuanced, insidious forms. ■

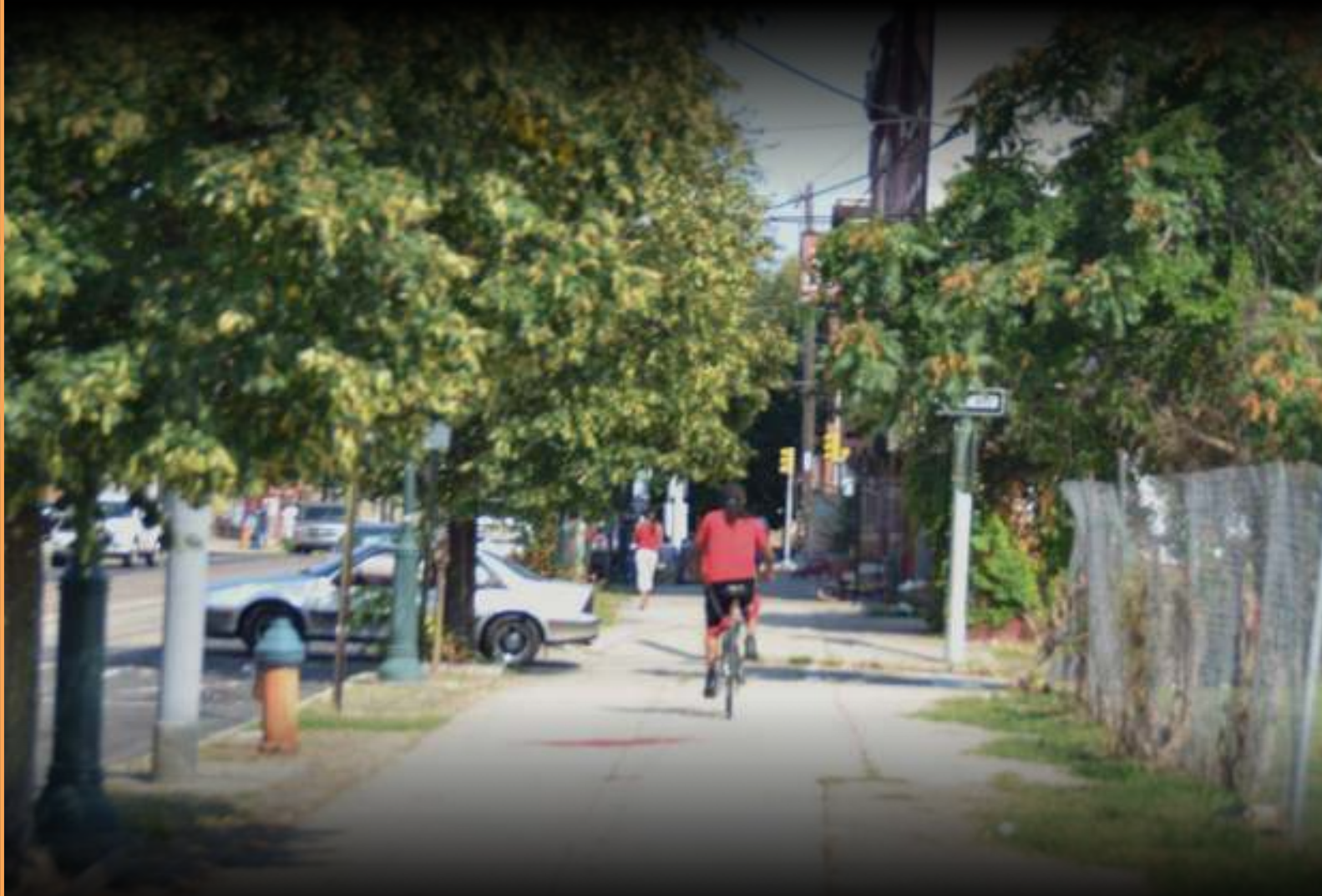


REFERENCES

- ¹ *What is the School-to-Prison Pipeline*. American Civil Liberties Union.
- ² Flannery, M. E. (2015). *The School-to-Prison Pipeline: Time to shut it down*. National Education Association.
- ³ Skiba, R. J., Horner, R. H., Chung, C.G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not Neutral: A national investigation of African American and Latino disproportionality in School discipline. *School Psychology Review*, 40, 87.
- ⁴ Flannery. *The School-to-Prison Pipeline*.
- ⁵ Staats, C. (2014). *Implicit Racial Bias and School Discipline Disparities: Exploring the connection*. Kirwan Institute.
- ⁶ Flannery. *The School-to-Prison Pipeline*.
- ⁷ Jordan, H. (2013). *Beyond Zero Tolerance: Discipline and policing in Pennsylvania public schools*. American Civil Liberties Union of Pennsylvania.
- ⁸ Ibid.
- ⁹ Levitz, E. (2015). *The Sexual Abuse to Prison Pipeline*. MSNBC.
- ¹⁰ Ibid.
- ¹¹ Ibid.
- ¹² Crenshaw, K., Ocean, P., & Nanda, J. (2015). *Black Girls Matter: Pushed out, overpoliced, and underprotected*. New York: African American Policy Forum and Center for Intersectionality and Social Policy Studies.
- ¹³ Ibid.
- ¹⁴ The Campaign for the Fair Sentencing of Youth. "State Distribution of Estimated 2,589 Juvenile Offenders Serving Juvenile Life Without Parole (JLWOP), as of 2009." Infographic (2011).
- ¹⁵ *Juvenile Life without Parole (JLWOP) in Pennsylvania*. (2013). Juvenile Law Center.
- ¹⁶ Hudson, D. President Obama: "Our Criminal Justice System Isn't as Smart as It Should Be." *White House*, July 15, 2015.
- ¹⁷ Joanna Visser Adjoian, interviewed by Amari Mitchell, July 7, 2015.
- ¹⁸ Melinda Anderson, "Black Girls Should Matter, Too." *The Atlantic*, May 11, 2015.
- ¹⁹ Ibid.

THE OPPORTUNITY GAP: URBAN EDUCATION AND PHILADELPHIA PUBLIC SCHOOLING

BY TIA YANG



This summer I participated in a program through the Netter Center for Community Partnerships with Leaders of Change (LOC), a program that aims to provide leadership and personal development opportunities for high school students at William L. Sayre High School. My experience included a full-time internship and a research seminar component. Each student in this program produced a research paper which explored problems we saw through our own work in the community and proposed a potential, implementable solution. My research focused on the opportunity gap in modern public education, and how methods such as critical pedagogy, participatory action research, and the creation of safe extracurricular spaces can help enrich the education of urban youth and close this opportunity gap.

THE OPPORTUNITY GAP: URBAN EDUCATION AND PHILADELPHIA PUBLIC SCHOOLING

by TIA YANG

Resources



Public schooling has long been a source of parent and community mobilization. The explosion of charter schools in the past decade has somewhat diverted the attention of reformers from the entire school district to individual schools.¹ The disparities between schools serving students of lower and higher socioeconomic status (SES) begin with financial resources. Low-income schools struggle to provide for their students because they often lack additional income from alumni, families, and the surrounding community. Money spent on upkeep of old buildings draws already-low funding away from student resources.² Schools serving larger populations of low-income students are more likely to be outdated, run down, and lacking computers and science labs.

Counseling and supportive services in schools are significantly affected by school budget cuts. In Philadelphia, there is a shortage of counselors, nurses, and librarians. The state-mandated ratio for school nurses is 1:1500, meaning that schools with fewer than 1500 students have only part-time nurses. School libraries as well are often among the first to suffer from budget cuts; Sayre's library is one of many areas of the school not currently open to students. Students at Sayre say that a librarian wouldn't be enough to open the library; the space would need constant monitoring by teachers or security staff to prevent students from abusing the space.

A student expressed her frustration at the Philadelphia Public School system after transferring to Sayre from a charter school:

It is the worst feeling, repeating something you learned in 5th/6th grade for an entire year The uncertified and uncaring teachers. The school staff unwilling to help. The long, boring, uneducating school days. It is something no child should have to go through because of their race.

LOC students argued whether they have an obligation to do schoolwork—or even go to school—when teachers clearly don't care to help them succeed.

School Environment

In West Philadelphia, school is simply not enriching. In *Urban Youth and School Pushout*, Eve Tuck discusses the GED as an alternative to graduating high school, emphasizing how negative school environments prompt high dropout and delinquency rates in New York City. According to a student, the most important thing she learned was not from school: "Not to give up on myself, keep my head up high, have some self-respect In school, they would make you put your head down You pass by a teacher, they give you that certain look like you just want to put your head down and hope she didn't see you."³

In one of our classes, LOC students argued whether they have an obligation to do schoolwork—or even go to school—when teachers clearly don't care to help them succeed. "It's going to hurt," said one student. "It'll hurt your pride, but it will get you closer to success." Despite this disagreement over student responsibility, they agreed that they weren't learning as much as they should be and are capable of. While students positively recounted instances of learning from certain teachers, they considered these cases outstanding.

Another negative impact on school environment is "teaching to the test," an approach favored by underfunded schools: they must keep up test scores to avoid further budget cuts or even school closure. Asks Gorski, "How often, when newspapers print those charts comparing school or district test scores, do they present the data in ways that account for disparities in school funding, students' preschool attendance," and myriad other factors that impact the lives of and opportunities available to low-income students?⁴

The Third Space: Extracurricular Activities

Academic and Personal Enrichment

Especially in an environment where students view school as a useless chore, programs with and without an academic basis create a positive learning environment. LOC students say these programs increase motivation when working towards a goal. One student tells me that

what motivates him in school is the same competitive feeling that drives him in basketball: “I may not be as smart as some people, but I know that if I stay competitive, I can do as good as them and get good grades.” Another LOC student says that succeeding competitively in sports creates a model for success and achieving goals in the classroom.⁵ Whether or not they have direct academic ties, participating in extracurricular activities can make the difference for students who otherwise are not engaged in their school.

Community Building

The “third space” is a safe and comfortable place where students can feel at home in the school environment. Data shows less extracurricular involvement in schools with a “problematic climate,” where students don’t feel safe or comfortable.⁶ Giselle Saleet, Netter’s site director at Sayre, says that by participating in extracurricular activities, students can make the school feel like their own space. “The rules are different,” said one student. “If you’re more involved in your school, then you’ll be more hyped to do something, do different programs, interact with other people.” Extracurriculars allow students to feel more connected to Sayre, Saleet explained, cultivating a sense of ownership and pride. Once students feel this, they want to spread it to others and be ambassadors of Sayre.⁷ One Sayre student told me that “kids seem to make a connection between being cool and not caring.” Her friend added, “Some of them are just like that ... [But] maybe 74% would be able to change how they think about Sayre” if students like those in LOC show them how things can be different.

Community Engagement: Critical Pedagogy and Youth Empowerment

Academic Self-Concept and De-Alienated Learning

In a case study of an English teacher in a Michigan urban high school, the teacher had a crucial teaching experience that shaped her idea of what a classroom’s climate should be: she asked a core group of students to lead a class. By sharing the responsibility with them, the teacher found the entire class to be more engaged. “We brought their lives into the

By creating a culturally-informed curricula, we can use students' cultural capital to engage them through their interests and skills, and involve them in critical discourse.



classroom,” she said. “They were there every day. Their attendance didn’t look anything like ... my other remedial classes.”⁸

Curricula should “be organized around knowledges of communities, cultures, and traditions that give students a sense of identity and place.”⁹ It is essential to make learning applied, personal, and show students that their ideas are valuable. “[M]any students have high academic aspirations ... muted by a low academic self-concept.”¹⁰ By incorporating the the cultural capital of students, instructors can “alert students to the educational force of the culture at large,” creating links between identity, culture, and education.¹¹

Methods of critical pedagogy seek to combat the “academic, cultural, political and economic disenfranchisement of urban youth of color” by linking their learned experiences to their lived experiences.¹² By creating a culturally-informed curricula, we can use students’ cultural capital to engage them through their interests and skills, and involve them in critical discourse. Educators should help students from underserved communities “develop academic skills and the skills needed to become critical citizens.”¹³ In case studies of low-performing schools, Terry Wrigley has found that schools can dramatically improve student interest by redesigning their curriculum to include interests and skills as sources of

motivation. In doing this, learning is no longer alienated: “Alienation occurs when students lack meaningful connection to their studies, see little relevance in the content, and when ... work disconnects them from others.”¹⁴

(Youth) Participatory Action Research

Leaders of Change (LOC) students were empowered to conduct participatory action research (PAR): identifying, researching, and proposing solutions to problems in their own communities. Their areas of research included police brutality, sex education/teen pregnancy, and extracurricular activities. PAR is a powerful tool that helps students become experts in their own experiences, creating a “hunger for change [and] vehicle to engage students in a learning process that is both relevant and highly instructive.”¹⁵ Essentially, PAR can create a productive and de-alienated learning environment by teaching students skills to engage critically with their communities. Youth participatory action research (YPAR) programs allow students to assess problems and conditions in their community and create a research action plan that they will present to community actors to implement. “Through this process, students are expected to engage in their community as public intellectuals and storytellers while improving their academic skills to become better writers, thinkers, and producers of knowledge.”¹⁶

Students are naturally engaged in learning when they see a practical use for it. I saw this in my own students as they learned how to create and analyze survey results to gather data. While they had been passionate about choosing their topics, they seemed somewhat jaded by the end of our first meeting as a research group, wondering how they could change something that seemed embedded in how all Sayre students act. Throughout the summer, I watched the students embrace research to gather information from different points of view to better understand the problem at hand. The more they understood about the issues, the easier they could find possible solutions, solutions they could become catalysts of. PAR is driven by catalysts and community (stakeholder) involvement throughout the process, with the end-goal of taking action with community actors.

Where Do We Go from Here?

Urban youth today face unsupportive school atmospheres that create alienated learning conditions and do not encourage achievement or enrichment. Students at Sayre feel school is unfulfilling, and programs like LOC can provide an atmosphere of learning and empowerment. However, there is still a sense of isolation among these students: it’s hard to

Urban youth today face unsupportive school atmospheres that create alienated learning conditions and do not encourage achievement or enrichment.

get others involved and believe others will care as much as they do. The goals of LOC are not only to motivate a small group of students to develop critical skills, but to motivate them to use these skills to change the adverse conditions around them. PAR requires participation not only of catalysts, but of other stakeholders. So how can we empower a small group of students to empower a larger one, or a whole school?

There is a sense of defeatism among the students at Sayre. Or within LOC, perhaps it's more accurate to say that there is a sense of defeatism *about* the students at Sayre.

Does LOC build community at Sayre?

"It's trying," said three students at once.

"It's trying very hard...very hard."

"If you're gonna plan to make the change, you gotta make the change."

"But it's hard to get people involved. It's hard at Sayre."

When asked what stereotypes people had of Black students and Sayre students, they responded with a comprehensive and largely unsurprising list: dirty, bad students, irresponsible, thugs, stupid, come from bad families, don't care, poor. When asked who held these stereotypes, my discussion group first responded with "White people," "rich people," "old people." But after thinking about it, they added Black people, young people, students from other schools, teachers, and Sayre students themselves. When asked whether these stereotypes are true, one student wrote, "Yes, the majority are true. The school is dirty. Violence, students attitudes, parents don't attend conferences. Teachers/subs keep us from being properly educated."

We see here the basis of the structure and agency discussion that followed this activity: students, parents, and teachers, all partially at fault for true stereotypes. At the beginning of our program, most students had an attitude closer to "persevere and get out of this place." Students wrote letters to fellow students about the benefits of continuing on through hardship, whether or not the hardship was their fault. But within these letters, we also saw

seeds of agency being formed. Said one student,

Think about what's really going on and who can really help you change the problem. If the school really cared and the district really cared about your education then they would make a change with and for you. You can only do so much as a student [...] but I believe if we came together as one and confront the district [...] we (the teachers and students) can make our school safer and better places with a better education.

It was our goal to cultivate this spirit in our students throughout the summer. As one student's notecards read going into our final presentation, our goal is to "get it in people's heads that CHANGE CAN HAPPEN!"

Through University-Assisted Community Schools (UACS) grants, some 60-65 students at Sayre High School can be supported in various extracurricular enrichment programs. But through building leadership among a subset of students, we can build up an entire school community. ■



REFERENCES

- ¹ Bulkley, K., Christman, J. B., and Gold, E. (2010). "One Step Back, Two Steps Forward: The Making and Remaking of 'Radical' Reform in Philadelphia." In *Between Public and Private: Politics, Governance, and the New Portfolio Models for Urban School Reform*. Cambridge: Harvard Education Press. 144.
- ² Gorski, P. (2013). *Reaching and Teaching Students in Poverty*. New York: Teachers College Press, Teachers College, Columbia University. Ch. 6.
- ³ Tuck, E. (2013). *Urban Youth and School Pushout: Gateways, Getaways, and the GED*. New York: Routledge. 91.
- ⁴ Gorski, 111.
- ⁵ Our conversation was prompted by this article from the Notebook: <http://thenotebook.org/blog/136368/philly-schools-can-sports-and-arts-be-saved-afterschool-refuge>
- ⁶ McNeal, R. (1999). "Participation in High School Extracurricular Activities: Investigating School Effects." *Social Science Quarterly*, 80 No. 2. 304.
- ⁷ Saleet, G. Interview by author. 3 August 2015.
- ⁸ Muchmore, J. (2001). "The Story of Anna: A Life History Study of the Literacy Beliefs and Teaching Practices of an Urban High School English Teacher." *Teacher Education Quarterly*, 28 No. 3. 102.
- ⁹ Giroux, H. (2011). *On Critical Pedagogy*. Bloomsbury Academic. 102
- ¹⁰ Scorza D., Mirra, N., Morrell, E. (2013). "It Should Just be Education: Critical Pedagogy Normalized as Academic Excellence." *The International Journal of Critical Pedagogy*, 4 No. 2. 27.
- ¹¹ Giroux, 103.
- ¹² Scorza et al., 17.
- ¹³ Ibid.
- ¹⁴ Smyth, J., Wrigley T. (2013). *Living on the Edge: Rethinking Poverty, Class and Schooling*. New York: Peter Lang.185.

ACKNOWLEDGEMENTS

Our Status Report would not be possible without the help and guidance of the following individuals:

Joanna Visser Adjoian, *Co-Founder, Youth Sentencing and Reentry Project*

Carmen Delgado, *Program Co-Leader, Leaders of Change Program – Sayre*

Janee Franklin, *Coordinator for PPPS Program, Netter Center for Community Partnerships*

Etta (Pat) Graham-Mitchell

Ira Harkavy, *Director, Netter Center for Community Partnerships*

Lia Howard, *Senior Fellow, Robert A. Fox Leadership Program*

Giselle Saleet, *University Assisted Community Schools Site Coordinator at Sayre High School,
Netter Center for Community Partnerships*

AJ Schiera, *Founder, Leaders of Change Program (LOC)*

Bear St. Michael, *Program Co-Leader, Leaders of Change Program – Sayre*

Bianca White, *Director of University Assisted Community Schools,
Netter Center for Community Partnerships*

Thank you.

ENGAGE PHILADELPHIA | STATUS REPORT II

LIVING FOR THE CITY

