

engage empower educate

a focus on
university-assisted
community schools
and education reform



The Barbara and Edward Netter
Center for Community Partnerships
University of Pennsylvania



“ *One of the key issues we face in this country is finding ways to improve public schools.*

What Penn has achieved in West Philadelphia with university-assisted community schools is dramatic. This creative approach to education offers the opportunity for each child to learn and to effect change in his or her local environment.

We became convinced early on, and remain certain, that the Netter Center’s approach holds incredible promise for changing education, communities and lives. As it continues to be replicated on a national scale, it will go a long way towards significantly improving the educational system. ”

Barbara and Edward Netter

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1992
Center for Community Partnerships

In October 2007, the University of Pennsylvania renamed its Center for Community Partnerships—formerly referred to as CCP—after Edward Netter, a 1953 graduate of Penn, and his wife Barbara, in recognition of their commitments of more than \$10 million.

2007
The Netter Center

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As Chair of the National Advisory Board for the past 8 years, it has been an honor and a joy to watch and participate in the growth of the Netter Center. Comprehensive solutions come from comprehensive and inclusive approaches, so it is no surprise that the Center has had a substantial and measurable impact on both graduate and undergraduate education and the quality of life in West Philadelphia. Most exciting, through our replication efforts, that impact is being recreated at other institutions nationally and internationally. These institutions recognize the University of Pennsylvania, through the Netter Center, as the innovator and leader in service-learning and university-assisted community schools.

”

Rick Horowitz, Penn C'83, Chair, Netter Center National Advisory Board



mission

Founded in 1992, the Barbara and Edward Netter Center for Community Partnerships is Penn's primary vehicle for bringing to bear the broad range of human knowledge needed to solve the complex, comprehensive, and interconnected problems of the American city so that West Philadelphia (Penn's local geographic community), Philadelphia, the University itself, and society benefit. The Netter Center is based on **three core propositions**:

1. Penn's future and the future of West Philadelphia/Philadelphia are intertwined.
2. Penn can make a significant contribution to improving the quality of life in West Philadelphia/Philadelphia.
3. Penn can enhance its overall mission of advancing and transmitting knowledge by helping to improve the quality of life in West Philadelphia/Philadelphia.

WEST PHILADELPHIA



message

from the President



Publication of this first annual report of the Netter Center for Community Partnerships is a reflection of the Center's new status as an endowed entity at the University of Pennsylvania. The generous gift from Barbara and Edward Netter has created a solid financial base that will ensure the Center's continuity for generations to come and will allow us to expand the creative and dynamic partnership between the University community and our West Philadelphia neighbors.

Even before I came to Penn as president, I was aware of the University's growing connection to the community, in large part through what was known as the Center for Community Partnerships. It was the model for the kind of community engagement that became one of the pillars of my Penn Compact.

Since its 1992 founding, the Center has been a catalyst in leveraging Penn's vast resources to address universal problems as they are manifested locally. The Center directs the talents and idealism of thousands of Penn students in addressing issues of education, health care, childhood obesity, environmental hazards, unemployment and economic decline. Penn faculty members teach more than 50 courses a year that engage students with the community, enriching their academic experience as well as benefiting the neighborhood they serve.

This type of academic work also led to the development of the university-assisted community schools model, which provides students, from kindergarten through graduate school, with hands-on, real-world, problem-solving experience. This cultivates a spirit of engagement, along with the civic skills, attributes, and habits from which individuals and society benefit.

Center Director Ira Harkavy has said, "By focusing on local issues, we make a difference in our community. By illustrating the differences we make, we become a model for other universities around the world." This is an important part of Penn's vision for higher education in the 21st century.

As Penn's president, I am proud of all that the Netter Center for Community Partnerships has accomplished, and I look forward to even greater achievements in the years ahead.

Amy Gutmann
President, University of Pennsylvania

message

from the Director

Although we began our work over 16 years ago as a university-wide center dedicated to developing democratic, mutually beneficial partnerships between Penn and the West Philadelphia and Philadelphia communities, this is our first annual report. This is appropriate, since 2007-2008 signals a new beginning for us as the Barbara and Edward Netter Center for Community Partnerships. The Netters' extraordinary generosity has provided us with an endowment that secures our future and enables us to deepen and extend our work both locally and nationally.

The 2007-2008 academic year has also produced other noteworthy accomplishments for the Netter Center. Approximately 1500 Penn students participated in 59 academically based community service courses, which were taught by 49 faculty colleagues from 21 departments in 8 Penn schools. The vast majority of these students worked with the Center's eight university-assisted community schools. Our efforts not only reached across the city with Netter Center programs offered at 20 schools in Philadelphia, but also across the United States and around the world, largely through the adaptation of the Center's model of university-assisted community schools by other higher educational institutions.

We also gained increased recognition this year. Most significant, Penn was one of three higher educational institutions to receive the Presidential Award for General Community Service, the highest award given in a competition involving approximately 500 colleges and universities. The Netter Center, as well as other University programs, was prominent in Penn's application. Other significant recognition included the Coalition for Community Schools' National Award for Excellence and the School District's Best Practice for Effective Community Partnership Award for our work at Sayre High School. Sayre High School was also honored for being only one of five comprehensive Philadelphia high schools to make adequate yearly progress (AYP), the primary standard used to evaluate academic progress.

Given the success and increasing visibility of our university-assisted community schools, we decided to dedicate our inaugural annual report to this flagship program. This report documents the tangible, positive impacts of university-assisted community schools, as well as the model's ability to leverage significant resources for young people, their families, and their schools.

On behalf of the Netter Center for Community Partnerships, I am delighted to share our 2007-2008 Annual Report with you. I would like to acknowledge the Center's dedicated staff and our many partners whose practical idealism, hard work and commitment have made a significant difference on campus, in the community and in the lives of young people.

While much has been accomplished, much remains to be done. We invite you to review this report and share your ideas with us.



A handwritten signature in dark ink, reading "Ira Harkavy". The signature is fluid and cursive.

Ira Harkavy

Associate Vice President and Director, The Netter Center for Community Partnerships



“

Our democracy thrives only when our citizens are well educated and engaged in the life of their communities and country. The Netter Center for Community Partnerships is developing such citizens through its university-assisted community schools. I am convinced that through the Netter Center's approach of engaged and collaborative problem solving, universities and colleges can contribute significantly to the revitalization of our schools and communities and the more effective education of America's children.

”

Senator Robert P. Casey, Jr. (D-PA)

national context

Public Education & Urban Communities



The Challenge—Public Education in America Today

Despite increased national focus on education starting with “A Nation at Risk” (1983), little progress has been made, especially in lower income communities. The No Child Left Behind Act of 2001 (NCLB), with its emphasis on high stakes testing and demands that schools alone be accountable for students’ academic success, has not achieved the gains that were promised.

Public School Enrollment & Poverty

- 50 million children are enrolled in public elementary and secondary education; 30% in urban schools.
- 54% of urban students are eligible for free or reduced-price lunch.

High School Dropouts

- 1.2 million youth drop out of high school each year.
- 50% of the dropouts come from just 15% of high schools in the U.S., mostly located in high-poverty city neighborhoods (where dropout rates often exceed 50%).
- 65% of convicts are dropouts—researchers have found that a 5% increase in male high school graduation rates would produce an annual savings of almost \$5 billion in crime-related expenses.

Low Achievement

- 38% of fourth-graders cannot read at a basic level; 70% of eighth-graders cannot read at grade level.
- On the most recent international exam (given to 15-year-olds), the U.S. ranked 25th in Math and 21st in Science out of the top 30

industrialized nations. 18% of the variation in Americans’ scores is due to socioeconomic factors compared to a 14% average in other countries.

- Three of the top scoring countries (Finland, Sweden, Denmark) all cited autonomy, project-based learning, and nationwide broadband internet access as keys to success. These nations do not have competitive grading, standardized testing, or top-down accountability.

Students Disconnected from School & Unsafe After School

- In the most recent *High School Survey of Student Engagement* (Yazzie-Mintz, 2006), of more than 81,000 students responding, 50% say they are bored in class every day and 17% say they are bored in every class. When asked why, 75% say the material taught in class isn’t interesting, nearly 40% say the material isn’t relevant, and 33% say there is no interaction with teachers.
- 40 to 60% of all students say they feel disconnected from school (unsupported and uncared for, unsafe, and not challenged academically). This disengagement increases with age and grade.



Nationally, an average of \$10,000 is spent per pupil in public elementary and secondary education.

- 14 million students—a quarter of all school-age kids—do not have a supervised activity between 3pm and 6pm on schooldays.
- Students who spend no time in after school programs are almost 50% more likely to use drugs and 37% more likely to become teen parents than students who spend one to four hours a week in an extracurricular activity.

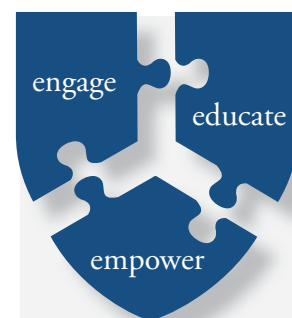
Teacher Turnover

- The National Commission on Teaching and America's Future (NCTAF) reports that teacher attrition has reached a rate of 16.5% in the U.S. Nearly 46% of new teachers leave within five years. The rate of teacher attrition is roughly 50% higher at high-poverty schools.
- NCTAF estimates that the national cost of public school teacher turnover is more than \$7.3 billion a year (including cost of recruitment, hiring, and training).



What is being done—Major National Approaches to Education Reform

In light of all of these challenges, a number of approaches to education reform have been introduced. Below is a synopsis of several leading reforms:



Charter Schools

- 4,000 charter schools—publicly funded schools which operate independently of local school boards—across 40 states and D.C. enroll more than one million youth, representing 4% of American public schools and 2% of students.
- Many experts say overall findings in terms of academic achievement are inconclusive, with a wide variance of positive, negative, and neutral outcomes for charter students compared to public school students.¹
- Financial implications remain mixed. In Philadelphia, 61 charters served about 30,000 students in 2007-08. The \$279 million spent on charter schools represents about 12% of total expenses and the fastest growing item in the School District's budget, which has been plagued with operating deficits over the past two years.² The state reimburses the District about 30% of charter costs, so the actual cost is much lower. Charter advocates say the District could save more if it closed more schools as students move to charters. District officials say, however, that they will never "break even" because an estimated 40% of the charter students come from private and parochial schools. Individual neighborhood schools may only lose only a handful of students to charters, leaving considerable fixed costs for teacher salaries and facilities.³

Privatization & Education Management Organizations

- With the state's takeover of its public schools in 2002, the Philadelphia School District undertook the largest experiment with privatization—outsourcing school management and other services to external "providers." Management of 45 Philadelphia

schools was given to seven for-profit and nonprofit organizations (including two universities) who also received \$450-881 extra per pupil, subsidies that cost the District approximately \$100 million over five years.

- Evaluations supported by the Annenberg Foundation, the William Penn Foundation, and the Accountability Review Council for the School District of Philadelphia, found that privately managed schools failed to outperform district-run schools despite receiving extra funds.⁴ Several of these schools have now been returned to District management, based on the School District's determination that the private managers had not improved academic performance or school climate, while more than 20 are now on one-year trial contracts.
- Nationally, there are 533 schools operated by Education Management Organizations (EMOs)—that is, private firms that receive public funding to operate public schools, many of which are charter schools. Overall, the number of EMO-managed schools has slightly declined over the past year, with Edison Schools Inc. having the largest net decrease in the number of schools it managed (from 97 to 80). Among the few existing studies that have assessed the effectiveness of EMOs, findings have been inconclusive.⁵

Vouchers & School Choice

- Vouchers are government funds that allow parents to choose a public, private, or parochial school for their school-age children. Existing research on publicly funded voucher programs is limited to four locations: Milwaukee; Cleveland; Washington, D.C.; and Florida. Among the first three, there have been mixed and contested results

on student achievement, with no significant differences found between voucher recipients and comparable samples of public school students. This includes Milwaukee, where vouchers are provided for ~18,000 students to attend 122 private schools, costing \$110 million in public funds each year. In Florida, evaluation has focused on the effects of voucher competition and researchers disagree on the conclusions.⁶

Conclusion

Overall, while there have been some positive reports on individual charter, EMO, and voucher models, these examples remain few in number and most only pertain to a small subset of the schools and students involved. As findings remain inconclusive, these strategies continue to absorb a large amount of the existing public resources with little indication of cost-efficiency, sustainability, or systemic impact. These mixed results point to the need to broaden the debate on effective strategies for all children. The university-assisted community school approach may well strengthen any educational strategy by engaging additional partners and providing critical resources and activities.

¹ Erik W. Robelen, "NAEP Gap Continuing for Charters," *Education Week* (May 2008).

² Susan Snyder, "Charter school boom hits district's budget," *Philadelphia Inquirer* (Feb. 2008).

³ Dale Mezzacappa, "The real cost of charters? No easy answer," *Philadelphia Public School Notebook* (Summer 2008).

⁴ Brian Gill, Ron Zimmer, Jolley Christman, Suzanne Blanc, *State Takeover, School Restructuring, Private Management, and Student Achievement in Philadelphia* (Santa Monica: Rand Corporation, 2007).

⁵ Alex Molnar, Gary Miron, Jessica Urschel, *Profiles of For-Profit Education Management Organizations: Tenth Annual Report* (Tempe: Arizona State University, 2008).

⁶ John F. Witte, Patrick J. Wolfe et al., *MPCP Longitudinal Educational Growth Study: Baseline Report: School Choice Demonstration Project Milwaukee Evaluation Report #5* (Fayetteville: U. of Arkansas, 2008).



“

The leadership of the Netter Center has been vital to the national, and international, growth of the community schools movement. Its work in West Philadelphia is a beacon for what higher education institutions can do when they invest their assets strategically in the development of our young people and communities.

”

Marty Blank, Director, Coalition for Community Schools

What needs to be done—A Community School Approach

A community school is both a place and a set of partnerships that bring the public school together with other community resources. Schools become hubs for their neighborhood, in which an integrated focus on academics, health and social services, youth development, community development and community engagement leads to improved student learning, stronger families, and healthier communities.⁷



The Coalition for Community Schools was founded to promote the development of community schools across the country and to increase the visibility of community schools among policymakers. In the last decade, the Coalition has grown from seven organizational partners to more than 160.

The community schools strategy has garnered national support as an innovative and effective approach to learning—one that builds a bridge between schools, families and communities.

From Chicago's 150 community schools to Portland, Oregon where 54 of 150 schools are community schools to the outskirts of Seattle where all 2,640 students of the Tukwila, Washington School District attend community schools, school and community leaders are taking community school initiatives to scale. These communities are learning from each other and from various national models of key Coalition partners—Children's Aid Society, Community Education, Communities In Schools, Beacons, Schools of the 21st Century, and University-Assisted Community Schools.⁸ Netter Center Director Ira Harkavy has served as the Chair of the Coalition's Steering Committee since its founding, and Netter Center staff continue to make significant contributions to the Coalition's development.

In February 2008, Congress approved a \$5 million special appropriation to fund Full Service Community Schools. (Passage of the Full Service Community Schools legislation introduced by House Majority Leader Steny Hoyer and Senator Ben Nelson (D-NE) is still pending.) The Department of Education received over 900 letters of intent to submit proposals, signifying major national interest. This funding marks a critical first step towards garnering Congressional support for community schools and brings new visibility to the community schools movement at the national and state policy levels.

At a recent meeting of partners in the Coalition for Community Schools, a wide array of partner organizations asked the Coalition to take the lead in drafting a new vision for education, one that calls on schools and communities to work together to help America's young people succeed. Educational, health, family and youth-serving organizations from across the country are adding their names to this new statement, *The Community Agenda for America's Public Schools*. For more information, visit www.communityschools.org.



“It is the AFT’s belief that in order to increase student learning and eliminate the achievement gap, schools must be redesigned as centers of the community.”

Randi Weingarten, President,
American Federation of Teachers,
Education Daily 8/6/08

⁷ Coalition for Community Schools, www.communityschools.org

⁸ *Community Schools for All: A Case Statement and Strategic Plan, 2007-2014*. (DC: Coalition for Community Schools, 2007).



“*The partnership between the Netter Center and its school and community partners represents a model of how to support young people. University-assisted community schools engage parents, community leaders, teachers and students, as well as thousands of faculty, staff and students from Penn in a truly democratic way. These partners come together to improve the education, health, safety, and quality of life for our entire West Philadelphia community. The Netter Center for Community Partnerships has been and will be in it for the long haul. It has been a pleasure to work with them and I very much look forward to continuing and expanding our work together for many, many years to come.*”

Jannie L. Blackwell, Councilwoman, Third District City Council of Philadelphia



university-assisted community schools

An Effective Model for Education and Community Change



A major component of the Netter Center's strategy for systemic change is mobilizing the vast resources of the University to help transform traditional neighborhood schools into innovative university-assisted community schools (UACS). The Netter Center has demonstrated that colleges and universities can serve as permanent "anchors" and creative catalysts for change as lead partners for community schools.

University-assisted community schools help educate, engage, empower, and serve all members of the community in which the school is located. At the same time, working with community members to create and sustain university-assisted community schools provides a powerful means for universities to advance teaching, research, learning and service, as well as the civic development of their students.

The university-assisted community school strategy is based upon the following principles:

- The strategy assumes that, like universities, public schools can function as environment-changing institutions and can become the strategic centers of broadly based partnerships that genuinely engage a wide variety of community organizations and institutions.
- Therefore, more than any other institution, public schools are

particularly well suited to function as neighborhood "hubs" or "centers," around which local partnerships can be generated and developed.

- When they play that innovative role, schools function as community institutions par excellence. They then provide a decentralized, democratic, community-based response to rapidly changing community problems. In the process, they help young people learn better, at increasingly higher levels, through action-oriented, collaborative, real-world problem solving.
- Working to solve complex, real-world problems is the best way to advance knowledge and learning, as well as the general capacity of individuals and institutions to advance knowledge and learning.
- Moreover, if the neighborhood school is to function as a genuine community center, it needs additional human resources and support.

- We emphasize university-assisted because we have become convinced that universities constitute the strategic sources of broadly based, comprehensive, sustained support for community schools.

The university-assisted community school model is a value-added approach to education reform, providing collaborative, academic partnerships and significant in-kind resources that can be brought to many different domains.

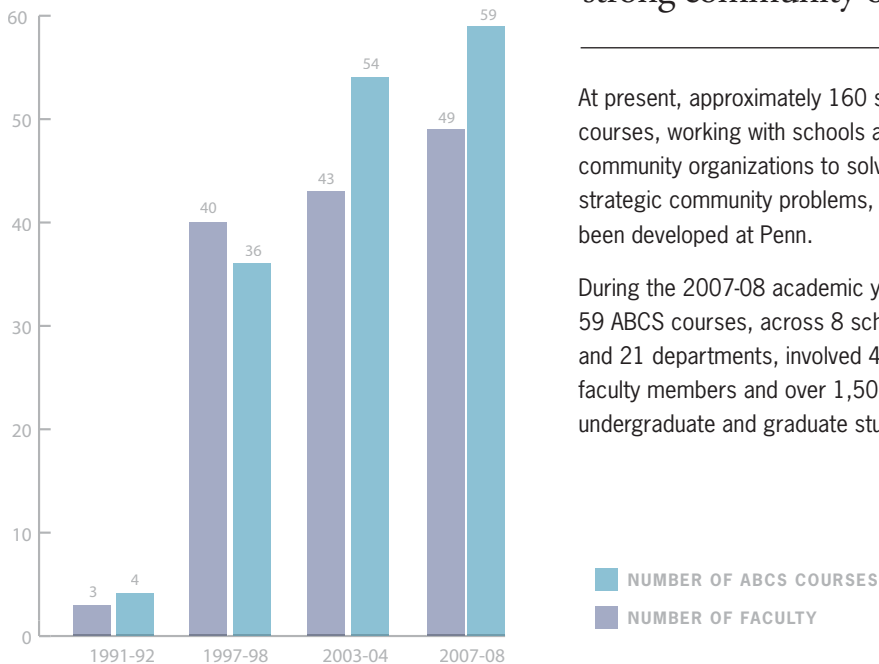


university-assisted community schools

The Building Block of the Model: Academically Based Community Service (ABCS)

Academically Based Community Service (ABCS) is the building block of university-assisted community schools. ABCS courses advance beyond traditional service-learning as they aim to bring about structural community improvement, including effective public schools, neighborhood economic development, and strong community organizations.

Overall Increase in the Number of
ABCS Courses and Faculty
from 1991-92 to 2007-08



At present, approximately 160 such courses, working with schools and community organizations to solve strategic community problems, have been developed at Penn.

During the 2007-08 academic year, 59 ABCS courses, across 8 schools and 21 departments, involved 49 faculty members and over 1,500 Penn undergraduate and graduate students.

The most critical component of this model is that the work is integrated into both the public schools' and the University's curricula, creating a collaborative problem solving approach through multiple levels of schooling—K-12 and higher education. This academic link fosters sustainable partnerships.

“One of the Netter Center’s exceptional characteristics is its ability to combine strong practical experience in academically based community service and university-school partnerships with its innovative intellectual leadership both nationally and internationally. The Center has been and continues to be a leader in higher education service-learning and civic engagement as well as in the movement for community schools.”

Amy B. Cohen, Director, Learn and Serve America,
Corporation for National and Community Service

spotlight

ABCS faculty

PROFESSOR FRANCIS JOHNSTON

Dr. Francis Johnston has specialized in child growth and nutrition for more than 40 years. In his early career, Johnston's work was largely focused on malnutrition in third world countries. In the early 70s, Johnston was recruited back to Penn, where he later served 12 years as the Chairman of the Anthropology Department. During this period, Dr. Harkavy and Dr. Lee Benson (Professor of History) began talking to Dr. Johnston about a new and innovative approach to teaching and learning—Academically Based Community Service (ABCS). Thus, in 1990, the development of Johnston's course, ANTH 310: *Nutrition, Health, and Community Schools*, helped pioneer the ABCS movement at Penn.

Johnston reflects, "ABCS rejuvenated my teaching. I no longer was just talking about theory and methods; I was talking about real problems and problem-solving learning. Plus, it brought my focus and research to West Philadelphia."



Through the passion and ability of a few of Johnston's undergraduate students, the Urban Nutrition Initiative (UNI)—a program aimed at improving community nutrition and health—was launched. In the early years, Johnston and the Urban Nutrition Initiative learned much through ongoing assessment of this program. "My students worked with 6th grade students to plan an after school fruit and vegetable stand. We found that the 6th graders who were involved in the planning and implementation of this project were significantly more likely to visit the stand and to make purchases. This was an important early finding—engaging young people as active learners and producers of service had a stronger link to changing healthy behaviors."

In a larger comparative study, Johnston and his students found that elementary school children who were part of a UNI school ate healthier after school snacks than children of a control school. The program's growing success and national recognition led to a generous gift from Dr. Arthur and Sari Agatston in Fall 2007. The Agatston Urban Nutrition Initiative now works in more than 20 public schools throughout the District.

Johnston reflects, "Most research that people like me do is descriptive. Even if you move into a more action-oriented setting, it's still mostly descriptive - how you might intervene. Of course Anthropology has always been about fieldwork. **But, what ABCS has done is given me a vehicle for actually connecting undergraduate and graduate students to my area of interest and expertise and to work with the community in a way that can bring about change.**" Johnston's own research has been largely shaped by his work in West Philadelphia, and he has published 10-15 papers with his students. "ABCS makes Anthropology students better anthropologists—they are better prepared when they become professionals."

Dr. Francis Johnston is Professor Emeritus of Anthropology at the University of Pennsylvania. He is Distinguished Senior Fellow of Penn's Netter Center for Community Partnerships as well as co-Chair of its Faculty Advisory Board. In 2003, Johnston received the Charles Darwin Lifetime Achievement award of the American Association of Physical Anthropologists and, in 2005, Penn established in his name the Francis E. Johnston Assistant Professorship of Anthropology.

spotlight

ABCS faculty



PROFESSOR BILL LABOV

Dr. William Labov's research began in Harlem in the 1960s, observing dialect differences among minority children in inner cities. He brought his research to Penn in 1970, but it wasn't for another 25 years that Labov's work shifted to the K-12 classroom. "It was the influence of the Netter Center that got me to start working inside schools to see what and how children were learning." Over the last ten years, more than 500 undergraduate students in Labov's ABCS course *The Sociolinguistics of Reading* have served as tutors to first through fourth graders at local elementary schools.

Begun in 1998, the Penn Reading Initiative is a continuing research project aimed at raising reading levels for children from low-income school districts. Labov has identified twelve of the most serious decoding problems that appear in the reading errors of struggling readers. He then developed the Individualized Reading Manual [IRM], which provides tutors with basic techniques to help children overcome these reading errors.

Perhaps more importantly, Labov teaches his students how to discover children's true interests. "It's a very Deweyan approach: we start with where the kids are—what they're really interested in, what's real to them, and what motivates them. Then we work with the teachers to adapt the program into their school day curriculum."

Labov speaks about his experience working inside schools: "As linguists, we know about language. As sociolinguists, we know about children's home language. Through our work in the community, we know about children's learning experiences through their own eyes."

What has resulted is a continuum of learning for Labov, his students, and the children they tutor. "The program has really grown, not just from what I've learned through my own research, but very much through the Penn students' observations and interactions with the children. For example, we were having a lot of trouble with hyperactivity, and then my students realized that children could learn to read while standing up."

And the program is having results—Labov's studies continue to show that literacy tutoring with the Individualized Reading Manual produces an initial advance in decoding skills, typically moving from the 25th to the 43rd national percentile in standardized tests. With the help of the tutoring program, Drew School saw a 50% improvement in the number of proficient readers in the third grade from 2003 to 2006.

One of Labov's objectives is to systemize and simplify the Program, so that other universities and colleges can use it to teach hundreds of tutors—and thousands of children—across the country. "The most serious problem in American education is kids' failure to learn to read. The goals of the No Child Left Behind Act are impossible to achieve in a typical classroom. **Tutoring with the IRM, though, allows us to treat children as individuals, adjust to their learning styles, and prove that every child can learn to read and like reading too!**"

Dr. William Labov teaches in Penn's Department of Linguistics and serves as the Director of the Linguistics Laboratory. Labov is the co-author of the Individualized Reading Manual and the author of many books and articles on African American Vernacular English (AAVE). He is generally considered the originator of the field of sociolinguistics, which uses quantitative methods to study language change and variation. He is a member of the National Academy of Sciences and former President of the Linguistic Society of America.

spotlight

ABCS faculty

PROFESSOR TERRI LIPMAN

Since 1989, Dr. Terri Lipman has lectured on growth, diabetes, and other endocrine disorders based on her extensive research and practice in pediatrics. In 2005, she was informed of a new Medical Intake Course at Sayre High School (proposed by the Netter Center's school coordinator), and became committed to bringing her research and her students outside of the traditional hospital setting and into the community.

Lipman's Pediatric Acute/Chronic and Oncology Nurse Practitioner (NP) students began to train and mentor Sayre students on accurate height and weight measurement and how to assess for growth disorders. They then monitored the high school students as they assessed the growth of elementary school-aged children attending Sayre's after school program.

The first year of the project, the students worked together to compile the data and submit two abstracts to a National Pediatric Nursing Conference in Dallas, Texas. High school students presented alongside NP students and the Penn-Sayre team won first prize for research and third prize for their clinical poster presentations. **"The Sayre students are excited about the opportunity to be involved in a real research project. It has been critical that we have involved them as true collaborators and partners, from planning and implementation to evaluation and dissemination."**

Director of the Sayre-Penn Health Promotion Program, Scott Baier, expands upon the impact of the project on the high school students: "Not only do the Sayre students learn about the problems associated with obesity that occur throughout life and ways to prevent them, but they also get practical, hands-on learning and an opportunity to apply that in a real world setting. Through the mentoring of Nursing Practitioner students, high school students get to experience what it is like to provide a direct service, and in the process, get an opportunity to better their community."

Through their assessments, students found a high prevalence of obesity in the children in the community. Lipman and her NP students began training the Sayre youth on the evaluation of diabetes risk factors, including measurement of waist circumference and the assessment of acanthosis nigricans (a skin disorder that is associated with type 2 diabetes). They also introduced a healthy eating and exercising component to the program.

Lipman observes, "In many cases, clinicians provide information to patients, who are passive listeners. Through our project at Sayre, my students are learning as much from the young people they are educating as the youth are learning from them. I hope my students continue that collaborative, interactive approach to health care in their practice."

Part of Lipman's original vision was to have the Penn and Sayre students present their research together at a national meeting. This vision has continued to be realized as the students were again invited to present at the 2007 National Pediatric Nursing Conference in Philadelphia as well as the 2008 Conference in Las Vegas. In Las Vegas, the Penn-Sayre team once again won first prize in the research poster category. **Lipman reflects, "The Penn-Sayre Partnership has been one of the most gratifying experiences of my career."**



From 2005-08, Sayre and Nurse Practitioner students evaluated a total of 177 after school children: six were identified as having linear growth failure and 40 were identified as at risk for type 2 diabetes. NP and high school students prepared growth charts and information packets for the parents, indicating whether their child[ren] should be followed up with by a primary care provider.

Dr. Terri Lipman is a Professor of Nursing of Children and a Clinician Educator maintaining a clinical practice in the Division of Endocrinology at Children's Hospital of Philadelphia. She lectures regionally, nationally and internationally on the topics of growth, diabetes and other endocrine disorders. Dr. Lipman is a fellow of the American Academy of Nursing and a recipient of Penn's Lindback Award for Distinguished Teaching.

university-assisted community schools

The Programs of University-Assisted Community Schools: 15+ Years of Engaging Youth as Change Agents

The Netter Center's university-assisted community schools in West Philadelphia serve nearly 5,000 children, youth, and families from a set of schools within three high school catchment areas.



Community School Partners Include:

- Sayre High School
- West Philadelphia High School
- University City High School
- Lea School (K-8)
- Drew School (K-8)
- Huey School (K-8)
- Wilson School (K-6)
- Shaw Middle School (7-8)

Several key school day, after school, evening, and summer programs support the university-assisted community school approach in West Philadelphia. Each school site has at minimum one coordinator from the Netter Center who works closely with the school and the community to determine activities that best serve the specific needs of that area. Penn students taking ABCS courses, work-study students, and student volunteers provide vital support for these programs.

Selected Programs Include:

Agatston Urban Nutrition Initiative (AUNI)

AUNI organizes school day, after school and summer learning activities: food and nutrition lessons integrated within the school day curriculum; healthy cooking classes; after school fruit and vegetable stands; job training and youth leadership; school-based gardens; farmers' markets; and community fitness and health

programs. AUNI's programs have been expanded through state funding to 20 Philadelphia public schools, serving more than 10,000 students every month.

America Reads/ America Counts (AR/AC)

AR/AC is a federal work-study program that employs university students as tutors to work with children in grades K-8 to improve literacy and math skills. Undergraduates provide one-on-one and small group tutoring, support classroom teachers during the school day, and coordinate and staff after school tutoring programs.

Community Arts Partnership (CAP)

Far more than simply bringing art and artists into West Philadelphia communities and schools, the CAP Program seeks to utilize the rich and varied arts traditions of the urban environment to encourage integrated arts-based curricula and research and new approaches to teaching and learning.

Community Nights

Community Nights—also called Family Fitness Nights—provide classes and workshops for community members of all ages, at no charge to participants. Classes include healthy cooking, adult computer literacy, financial literacy, line dancing, arts and crafts, and much more.

In a 2008 survey to After School students in grades K-8:

- 94% feel that there is at least one thing they are really good at
- 91% feel that the after school program has helped them to finish their homework
- 88% feel that the program has helped them to learn things that help them do better in school
- 82% feel that the program has helped them be more active and learn how to live a healthy life
- 78% feel safe after school.

In a 2008 survey of Family Fitness participants at Sayre:

- 95% of respondents said that the program has led them to eat healthier and exercise more.
- 100% feel satisfied with the program.



“ *In the words of a Moelis Access Science teacher partner...
On a number of occasions I did not have enough time or manpower
to do certain activities, or to teach certain skills. With the help of
undergraduate and medical students from Penn, my students were given
the special, one-on-one attention they desire and often need.* **”**

Cara Puff, Health Careers and Technical Education Teacher
Sayre High School

K-12 After School and Summer Programs

K-12 After School Programs provide a safe space after school for more than 1,000 children and youth from the community. Children in grades K-8 participate from 3pm to 6pm in tutoring and homework help, project-based learning, and extracurricular activities such as physical education and arts and crafts. High School programming combines elements of academic support, college and career mentoring, real-world job experiences, and extracurricular activities from 3pm to 8:30pm. Programs also host monthly field trips, parent meetings, and student showcases. During the summer, Freedom School provides an intensive literacy and service-learning curriculum for K-8 students, while high school students work as Junior Servant Leaders (JSLs) alongside college-aged Servant Leaders. Freedom School runs from 8am to 5pm, five days a week for six weeks.

Moelis Access Science (MAS)

Moelis Access Science works to improve Science, Technology, Engineering and Mathematics (STEM) education in K-12 classrooms as well as to improve undergraduate and graduate STEM education at Penn. MAS Fellows work with public school teachers to make the best use of their standardized science and math materials while also helping teachers take advantage of a variety of supplemental resources to support inquiry learning. MAS also provides teacher professional development and has supported the redesign of the School District of Philadelphia's core STEM curriculum. Since October 2005, colleagues in Penn's Department of Biology have run a monthly series of Professional Development sessions for the District's High School Biology teachers and have trained 80 teachers from over 43 different schools.

Andrew Crowe, the Math Chair at West Philadelphia High reports, “The addition of the Saturday enrichment program through the West Philadelphia High Community School has had immediate and impressive results on the achievement of a core group of students... As a result, these students are active learners and engage with the material in ways that are not observed during the regular school day.” He reports that the students in this program now have an average Math score of 72.3% on the Study Island program (PA state testing preparation), versus a school-wide average of 66.7% and a statewide average of 66.1%.

spotlight

uacs program

COLLEGE ACCESS AND CAREER READINESS PROGRAM

The Netter Center has a long history of providing college and career readiness activities for local high school students. In 2007-08, the Netter Center launched its first year of an integrated and comprehensive College Access and Career Readiness Program that works across grades 9-12.

The College Access and Career Readiness Program provides West Philadelphia high school students with a range of opportunities and supports: a) career exposing opportunities (modeling internships, career mapping workshops, shadowing opportunities); b) college access activities (assistance with the college search, application, and financial aid processes); c) direct exposure to colleges (locally and nationally) as well as sessions on college culture and environment; and d) academic support (tutoring and homework assistance, meeting with an academic advisor, and developing an individualized academic growth plan). College Access and Career Readiness programming collaborates with and supports other university-assisted community school programs, including after school, weekend, and summer activities, which are anchored in close partnership with the school day curriculum.

According to Sayre teacher surveys, of those College and Career students needing improvement:

- 70% of students improved their classroom behavior
- 68% of students improved their academic performance
- 63% of students made improvement in completing satisfactory homework.

Out of the 19 seniors in College and Career programming:

- 95% graduated on time
- 68.4% are enrolled in a two-year or four-year college
- 15.7% have secured a full-time job upon graduation.

Rising seniors can choose to participate in a Summer Institute, an intensive six-week session that pairs them with undergraduates and prepares them to apply for college. Students prepare the common application for college, FAFSA form (Free Application for Federal Student Aid), three personal essays, a sample recommendation, and three scholarship applications. Students are also taken on college trips and are exposed to working professionals in the greater Philadelphia community.

FOCUS ON ACADEMIC SUPPORT

Academic Growth Plans (AGP) are a new but central component of the College Access and Career Readiness Program. AGPs allow students to reflect on their academic achievement, create goals for specific areas of growth, and make a plan to meet these goals with the help of an academic advisor. Through small group advising sessions, students experience both adult mentorship and peer accountability. Students' AGPs often focus on one or two subjects in which they most need to improve. For the 70 Sayre students participating, from the first to third marking period in 2007-08:

- 72% increased at least one letter grade in one subject area
- 39% increased at least two letter grades in one subject area
- 42% increased at least one letter grade in two subject areas.

During the 2007-2008 academic year, 89 students from Sayre and University City High Schools were enrolled in the Netter Center's College Access and Career Readiness Program. Approximately 60 of these students were provided with paid internships at various locations: their high school (community school programming), the University of Pennsylvania Health System, the Penn campus, or local businesses. Other Netter Center initiatives, such as the neuroscience and cardiology pipeline programs, provide college and/or career readiness components for an additional 300-400 high school students.

All students in the College and Career Program complete a portfolio project that reflects their progress in the program over the course of their high school career. Students' portfolios include a resume and cover letter, budget sheet, transcript, three scholarship applications, shadowing day summaries, career fair contacts, and more.

Parents and legal guardians are actively recruited to participate in all college visits, social, educational, and cultural outings, and are required to attend parent and legal guardian meetings.

“Before I decided to become a Youth Activist member [through the College Access Program] my grades were low or average. I was into negative activities and doing nothing [in my] spare time. I needed a program to join and I'm glad my decision was with the Youth Activists...My grades have improved. I received honor roll, made my family and friends proud, and helped create projects to improve Sayre High School and the community around the school.”

Enoch McCoy
Sayre High, Class of '09



“I am so elated that Enoch had this opportunity to attend Sayre Beacon [Community School]. He struggled academically and socially prior to being involved in the program...He always had the potential but just didn't realize how much. Since his time of enrollment, he has improved tremendously. Even his attitude has changed. He is more confident, out-spoken, disciplined with his studies and his strive is stronger to achieve. He is now planning goals in order to be college bound...I am so appreciative for this particular program because they reached him in a way that I was not able to.”

Enoch McCoy's Mother

spotlight

high school student



EMMANUEL ABOAH

University City High, Class of '08

Emmanuel Aboah was born in Liberia, Africa. At a young age, his family moved to America and eventually settled in Philadelphia. Emmanuel entered University City High School in the 10th grade eager to learn. With his dad a substitute teacher and his stepmother a hotel housekeeper, Emmanuel soon wanted to help earn money for himself and his three younger sisters and baby brother. When he started working with the Agatston Urban Nutrition Initiative (AUNI) in 11th grade, he was fascinated by the school garden. “The first thing I learned about was planting. There were a lot of things I had never eaten before and some I had never even heard of, like Swiss chard, leeks, and herbs—sage, mint, lemon balm, thyme.”

Emmanuel learned quickly as he worked in the garden—listening, watching, and constantly asking questions to AUNI coordinator Debbie Harris. “Ms. Debbie continuously shows me she has trust in me and confidence in my abilities.”

Emmanuel's self-confidence grew as he accepted additional responsibilities in the garden and began teaching his peers. **“I'm very shy at times. But, not in the garden! Here, I like to be a leader and teach others.”** Emmanuel says he also developed confidence in public speaking, which has helped him in his senior project and college interviews. **“I have learned the importance of teamwork, public speaking, patience, and an appreciation for diversity.”**

When Emmanuel began working in the garden, his report card had a mix of A's, B's and C's, but in his senior year, Emmanuel has achieved all A's, including AP Environmental Science. **“I strive hard to maintain high averages in my classes because I know my education is an essential key to my success.”** On Thursdays, staff from the Netter Center and undergraduate volunteers provide college and career support, including academic tutoring, to all high school youth workers. Emmanuel says, “When the Penn tutors are here, I help them assist the other students with their homework.”

Emmanuel is also the Farmers' Market Manager on Saturdays, where the youth sell their harvest. “I love it when people ask me what the difference is between the varieties of a tomato or other vegetables, and then try something they've never had before.” Emmanuel's diet and healthy behaviors have changed, too. “I already didn't like a lot of meats, so last year, I became a vegetarian. And no junk food—I only look for organic, healthy food, whole wheat bread, water and 100% juice.”

Emmanuel's eagerness to learn and work hard is starting to pay off. He has been accepted into four colleges and is still waiting to hear from a couple of others. He has also received two scholarships and plans on taking a pre-Med track. His classmates recently voted Emmanuel *Most Likely to Succeed*.

Emmanuel and his peers represented the Agatston Urban Nutrition Initiative (AUNI) at a celebration that recognized AUNI as the best year-round youth program by Work Ready Philadelphia, a program of the Philadelphia Youth Network that supports youth workforce development. Emmanuel also volunteers for Building with Books, an international non-profit organization whose mission is to enhance education and empower youth in the U.S. to make a positive difference in their communities while helping people of developing countries increase their self-reliance through education. He also participates in the Teen Technology Network and plays on the school soccer team.



“The Penn partnership has touched the lives of almost all of my students in one way or another. For some, it is the opportunity to deepen their academic experience through tutoring programs. For others, it is the advice of a caring mentor. For still others, Penn offers them exposure to new and exciting pursuits, from neuroscience to carpentry to long-distance running. The positive influence of the Sayre-Penn partnership extends beyond the school as well. Through programs such as Family Fitness Night and the Sayre Health Center, Penn and Sayre are offering needed services to local citizens while providing a place for neighbors to gather and strengthen their relationships. Thanks to the Penn partnership, Sayre has been able to offer a richer and more meaningful learning environment for its students and to play an important role in building and maintaining a sense of community among local families.”

Andrew Knudsen, Geometry & Algebra Teacher & Running Leader, Sayre High School

“*I know the Penn partnership is for students, but it saved me as a first year teacher. I was facing burn-out and a lack of motivation, but this program and the enthusiasm it puts into our school brought me back to where I needed to be in order to be a successful teacher. I can't thank the Penn partnership programs enough.*”

Kimberly Brandes,
Physical Science Teacher & Running Leader,
Sayre High School

*UACS program statistics refer to activities from July 1, 2007 through June 30, 2008. These statistics are based on actual numbers where available and best approximations where exact numbers are not readily accessible (e.g. hours served by students are best estimates based on individual student averages).

**The Netter Center's Summer 2008 programming is working with over 1,300 K-12 students.

*** This represents the total university-assisted community schools budget divided by the number of youth participants but does not include the many parents and adults who are also involved in these programs.

Netter Center Numbers at a Glance 2007-08*

Youth and Families

University-Assisted Community Schools in West Philadelphia	8
K-12 students engaged in school day activities	2,400
K-12 youth in after school and evening programs	1,155
K-12 youth in summer programming (2007)**	465
Family and community members in after school & evening programs	935

Volunteers, Faculty and Staff

Academically Based Community Service (ABCS) Courses	59
ABCS Course Faculty	49
Penn students in ABCS Courses	1,500
Additional Penn Student Volunteers at Community Schools	210
Hours Served at Community Schools by Penn ABCS Students and Student Volunteers	33,760
Work-Study Students at Community Schools	140
Hours Served at Community Schools by Work-Study	21,200
Full-time Staff at the Netter Center	49
Community School Coordinators (included in total staff)	17
Part-time Staff at Community Schools	129
Undergraduate & Graduate Interns	60

Our Budget

Estimated Budget Per Student***	\$815
Estimated In-Kind Resources Provided Per Student	\$965

“The Netter Center has clearly established itself, and the University of Pennsylvania, as national leaders in building constructive links between urban universities and their surrounding communities. The Center is demonstrating how community engagement can improve the lives of urban residents while enriching the education of students. These efforts are helping to break down the traditional insularity of academic communities and changing higher education for the better.”

Richard Freeland, President Emeritus, Northeastern University



spotlight

program alumni



AMEN BROWN

Amen Brown worked hard to get where he is today. When Amen's dad was arrested, he was only two years old. He moved from an abandoned apartment building, a crack house that lacked running water, to a shelter, where he lived in one small room with his mom and four siblings. At age seven, his mom moved the family to West Philadelphia, and Amen entered school for the first time. Despite a late start to formal schooling and home meals consisting mainly of potato chips, cookies, and soda, Amen received straight A's throughout elementary school.

Amen entered Sayre School (then a middle school) and heard an announcement that Sayre's Community School was hiring for the summer. Then an 8th grader, Amen was hired as the first Community School Youth Worker in 2000 (a program through which the Netter Center now hires an average of 150 youth workers each year).

"That summer," Amen recounts, "I instantly fell in love with the work. It was fun. Working kept me off the streets and safe. Plus, I could relate to the kids in my neighborhood."

He continued working at Sayre Community School through most of high school and took a five-month hiatus when a local supermarket offered him a better wage. In 2004, The Netter Center assumed full management of the Community School (formerly managed by another agency) and the new Director asked Amen to return, offering a promotion as a Lead After School Instructor for 5th to 8th graders.

Now a college student, Amen has continued to work at Sayre. In Fall 2007, Amen was promoted to Sayre Community School's After School Coordinator for the 65 neighborhood children who attend daily. "People learn better when they are taught by someone who's teaching through personal experience. I relate to the kids—I'm from the neighborhood. I know what these kids are going through and that's why I want to help make the change in this city and become a principal in Philadelphia one day."

Amen has watched many of the children grow up in his community since kindergarten. "I know the kids are safe when they're in the building with me, instead of out on the streets or playing in front of their houses. The boys especially look to me as a mentor. We talk about real stuff, like money and girls, but also about real goals. The parents love and respect me; they treat me like family because I take care of their kids like family."

While continuing his role at Sayre Community School, Amen has been attending Community College of Philadelphia since 2006. An Elementary Education Major with a GPA of 3.1, Amen will be transferring to Temple University in January 2009 to study for a BA in Elementary Education. He plans on teaching in Philadelphia for several years and then earning his Principal Certification.

spotlight

parent

TANYA THOMPSON

It is Tanya Thompson's passion and enthusiasm that drives her to help improve conditions for all children and families in her community. In 2004, as a single mom, Tanya was working in the health care system and sending her twins, Ishah and Ishmyul, to a private day care after school. Encouraged by her children's excitement to participate in a new program being offered at their neighborhood school, Tanya signed the twins up for Sayre's after school program. Skeptical about this free program, she started taking late "lunch breaks" to see what was happening first hand. "I immediately saw the opportunities that the Sayre Community School held and that the Penn student volunteers were building real relationships with the children while helping them with their homework and academic enrichment."

Encouraged, Tanya started volunteering at Sayre Community School for parent nights, field trips, and more. She joined the Beacon Council in 2005, an advisory body of parents, adults, and youth for the community school. **"It was more than just the welfare of my children that I was interested in. It was about a community—the children of my neighbors, my co-workers, my former classmates."** It was evident to Tanya that the program was beneficial to all involved: the Penn students displayed compassion and authenticity in both teaching and learning from the children, while the children were building relationships with Penn students of different races and backgrounds and gaining exposure to college life from the undergraduates. "The children and University students see that they are more alike than different. It is a beautiful thing."

"Now I have a paid opportunity to stay involved, and it challenges me to new levels. I want to be creative and go deeper, to see a cultural change. And that's what we're doing. We're creating a new mindset here."

"Children can persuade parents in big ways. Watching their children achieve through the community school program and make plans for college encourages parents to go back to school. They think, 'If my child can do it, I can do it.' Parents are bringing other parents in. Whole families are coming in now, too—moms and dads together with their children. People want to be part of a good thing. They see a good thing and they embrace it. That's what's happening here. The name—community school—fits because we're changing the culture of the Sayre community."

"When the community reaches out more, we have to give more and grow more. It's a win-win. The news is out about Sayre Community School because it's working. We don't have to move too fast; we just have to be steady and consistent."



Tanya Thompson, an alumnus of Sayre, now works full time as the Community Development Coordinator at Sayre Community School. Tanya has also returned to school and is earning a degree in Education and Motivational Speaking and Leadership. Her twins are now in the fourth grade at Hamilton K-8 School and continue to attend Sayre's after school and summer Freedom School programs. Her oldest son participates in Penn's Upward Bound program, through which he lives and takes classes on the University campus during the summer.



university-assisted community schools

Leveraging Resources for Students, their Families, and their Schools



- During the 2008 fiscal year, core University funding of roughly \$320K was allocated for university-assisted community school (UACS) programs across eight sites in West Philadelphia, primarily in the form of staffing.
- This core funding leveraged more than nine times its value in grants, gifts, and contracts (\$2.95M).
- Based on this \$3.27M budget, the cost for engaging approximately 4,000 K-12 children and youth in 2007-08 programming is estimated at \$815 per student.
- Notably, this operating “cash” budget leveraged a “match” of an estimated \$965 per student, provided primarily through volunteer time, additional in-kind resources and existing dollars that are being directed to support UACS activities. These resources are primarily provided through partners from the University, the School District, and the community.*
- Volunteer value is comprised of Penn students and staff and community members who volunteer directly for university-assisted community schools. For example, in the 2007-08 academic year, Penn undergraduate, graduate, and professional students volunteered approximately 33,760 hours at these eight community school sites, providing a value of about \$659K.**
- In-kind contributions include significant resources provided by the School District of Philadelphia for university-assisted community schools, such as facilities and utilities, security officers at several sites, and food services during out-of-school time.
- Existing resources directed to UACS include ABCS faculty time, for faculty whose research and students are directly involved in community schools; in 2007-08, this is valued at over \$1.2 M. This category also includes \$100K in stipends provided by the Philadelphia Youth Network for high school students in the Netter Center’s College Access and Career Readiness Program.
- Moreover, the Netter Center’s partnerships have helped leverage considerable one-time gifts that help support university-assisted community school programs, such as \$1.2M of in-kind construction for the Sayre Health Center and a \$1M Fujitsu technology grant for mobile classrooms at partner schools. University-assisted community schools also provided a crucial role in helping to secure \$1M from the Woodrow Wilson Foundation for teaching fellowships and \$400K for Professor Labov’s tutoring project.

*Detailed data reports are available upon request.

**Note: The hourly value of volunteer time is based on the average hourly earnings of non-farm workers as determined by the Bureau of Labor Statistics, increased by 12 percent for fringe benefits. Independent Sector calculates this figure each year. For 2007, the national average was \$19.51/hour. Source: <www.independentsector.org/programs/research/volunteer_time.html>. This figure was used consistently to evaluate volunteers providing a range of services, from dental students providing direct dental care to medical students providing hands-on labs, to undergraduates providing after school tutoring.

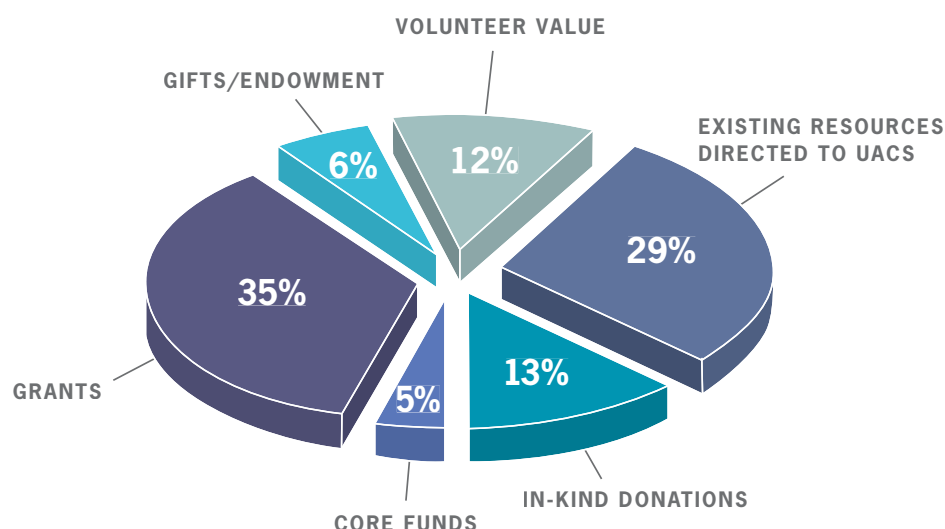




“Our partnership with the Netter Center has provided significant resources and tremendous support for Sayre students and their families. The Community School, with its innovative school day and extended day programs, has made a powerful difference in the academic performance and development of the Sayre students. I am convinced that the Community School has contributed significantly to Sayre’s achievement of Adequate Yearly Progress* and the energy and engagement of the students and their parents.”

Joseph Starinieri, Principal of Sayre High School 1996-2008

Types of Leveraged Resources as Percentages of Total University-Assisted Community School Budget



* Sayre made Adequate Yearly Progress (AYP), according to NCLB measures, by meeting 13 out of 13 AYP targets in 2006-07. This includes attendance rates, test participation, and academic performance on the Pennsylvania System of School Assessment (PSSA). Sayre is one of only five neighborhood high schools (of a total of over 30 city-wide) that made AYP in 2007. Specifically, student attendance increased from 75% to 85% from 2005-06 to 2006-07. After completing transition from a middle school in 2006-07, among Sayre’s first graduating class of 80 students, 71 graduated (90%); 40 out of the 71 enrolled in post-secondary education; 2007 graduates received more than \$50,000 in scholarships as a result of the Penn-Sayre partnership.



“Because of Ira Harkavy and the Netter Center for Community Partnerships, I imagine schools rooted in urban contexts to be hubs for social change [where] it is possible to create exciting, useful, and transformative learning opportunities for children, the adults in their lives, researchers and university students as well. As Principal at Talley Middle School in the Brandywine School District, I believe that I am close to co-developing the foundation of such a university-urban school collaboration. Without Ira Harkavy’s teachings, examples, and mentoring this would not be transpiring.”

Richard S. Carter, Ed.D., Brandywine School District,
Principal at Talley Middle School (Penn C’88, GSE’89, ‘98)

The Impacts at Penn

Innovative Programs

The Netter Center has worked with a number of departments, schools, and Centers across the University to help develop programs that promote community-based problem solving:

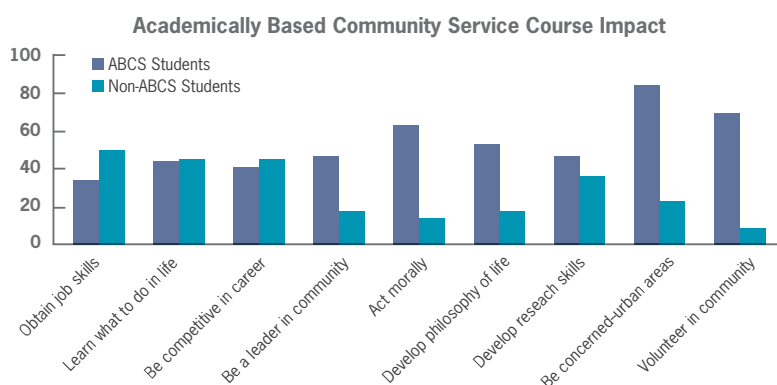
- Public Interest Anthropology Program (Fall 1997)
- Urban Education Minor (Spring 1998)
- Urban Health Track, Health & Societies Major (Fall 2000)
- Franklin Community, a living-learning community dedicated to public service (Fall 2005)
- Education and Schooling for Citizenship and Democracy (Fall 2007, in partnership with the Graduate School of Education and the School of Arts and Sciences)
- Jazz/Popular Music Minor (Spring 2007)
- Civic Scholars Program (Spring 2007, housed and managed by Civic House, Penn's hub for student led community service and social advocacy work)
- Leonore Annenberg Teaching Fellowships (Fall 2008, in partnership with the Graduate School of Education and the School of Arts and Sciences)
- Urban Social Entrepreneurship (Fall 2008, in partnership with the Wharton School)

Student Awards

Among the undergraduates highly engaged in university-assisted community school programs, many have received prestigious awards, including six recipients of the Howard E. Swearer Student Humanitarian Award presented by Campus Compact*, two Thouron Fellowships, four Truman Fellowships, one Rhodes Scholarship, and one Marshall Scholarship.

Student Development

- In a 2002 evaluation, 47% of Penn undergraduates in ABCS courses reported an increase in research skills vs. 36% of non-ABCS students. Additionally, students in ABCS courses more often reported an increase in their abilities to: act morally; be a community leader; develop a philosophy of life; develop a concern about urban communities; and be a volunteer in the community.
- In a 2005 evaluation, 95% of Penn Moelis Access Science Fellows reported an increased ability to present science and math ideas; 100% reported an increase in communication skills; 95% reported increased ability to work with kids and adolescents. Almost half (45%) of new undergraduate Fellows believed that their experience with Access Science would be influential in their consideration of teaching or education as a career choice.



*Campus Compact is a national coalition of more than 1,100 college and university presidents — representing some 6 million students — dedicated to promoting community service, civic engagement, and service-learning in higher education. www.compact.org



“My most important undergraduate learning took place at the Center for Community Partnerships. Indeed, my commitment to public service and decision to pursue a career in medicine are directly attributable to my involvement with [developing the] Sayre Health Center. The education I received while working with West Philadelphia partners continues to inform my approach to community health work, both locally and abroad.”

Mei Elansary,
Penn C'04, Yale Med C'11

spotlight

Penn alumni



GABE MANDUJANO (W'05, C'05)

Gabe Mandujano began his undergraduate career studying international trade in Penn's Huntsman Program in International Studies and Business. "It was interesting research, but I also wanted to do something that was more tangible, where I could get my hands dirty." A musician at heart, Gabe got involved in the Penn Music Mentoring Program, working with students at West Philadelphia High School (WPHS). At WPHS, he met staff from the Netter Center, which led him to enroll in an ABCS seminar on University-Community Relations. ***"Finally, I found the piece that the rest of my academic studies had been missing—a hands-on component to learning. I realized that I could invest in my own intellectual development while investing in a greater good."***

Gabe's involvement grew from there. He enrolled in a dual degree program with Wharton (Real Estate major) and Arts and Sciences (Urban Studies majors), joined the Student Committee on Undergraduate Education, and took on the role as president of the music mentoring program.

Gabe then studied and worked abroad in Mexico and Cuba. He found that his coursework in finance and management complemented his ABCS training in problem-solving, in ways that could bring about change in these international communities. When he returned to Penn's campus, Gabe took two additional ABCS courses and joined the Netter Center's Student Advisory Board. Through his ABCS class in City Planning, Gabe worked with a group of students to plan the reuse of a vacant lot. He continued this project into his senior year, and joined the team that designed the Netter Center's new Franklin Community, a living and learning house dedicated to developing civic leaders.

"[Through this project], we had to think across different disciplines and balance the interests of multiple stakeholders around a common vision. These skills really prepared me for my job today."

Gabe now serves as Executive Director of The Enterprise Center Community Development Corporation, where he recently managed a resident-led revitalization plan for the Walnut Hill community in West Philadelphia. As they begin their implementation phase, Gabe's team is enlisting community and business partners to help realize the plan's objectives. One of these partners is the Netter Center for Community Partnerships and its community school staff at West Philadelphia High School.

"Dr. Harkavy always told us, 'The best way to learn about a place is to try to change it.' I'm glad to be back and working for change in West Philadelphia. Through my investment in this community, Philadelphia is easy to call home."

spotlight

Penn student

CHI-CHI ACHEBE (C'10)

Chi-Chi Achebe was born in Ogidi, a small village in Nigeria, and currently resides in West Orange, New Jersey. Three years ago she was able to return to Nigeria for the first time since age four. "The importance of a good education and civic involvement is a concept that has always been instilled in me by my parents; however, it was during my stay in Nigeria that this urgency hit home."

Now a rising junior in Penn's School of Arts and Sciences, Chi-Chi is pursuing a double major in Political Science and Communication. Last summer, Chi-Chi participated in the Penn Program for Public Service Summer Internship, which includes an ABCS seminar, *Faculty-Student Collaborative Seminar on Community Based Problem-Solving, Research, Teaching, and Learning: West Philadelphia and Penn as an Experiment in Progress*, led by Dr. Ira Harkavy. Chi-Chi observes, **"This seminar was very unique and special, not only because it helped solidify my interest in public service, but also because of the intimate atmosphere. It was the first and only class that I have taken at Penn where I was able to know every one of my classmates by name and formulate relationships with them as friends and resources, rather than as competitors."**



As part of the seminar, Chi-Chi researched issues within the Philadelphia education system: "I realized that many urban public schools have reached a distressing state of 'teaching to the test,' largely in response to the policies imposed by the No Child Left Behind Act." At the end of the summer, Chi-Chi co-authored a 90-page report that outlined ways to improve the Philadelphia public education system; one measure calls for the expansion of ABCS courses at the University of Pennsylvania.

In conjunction with her research, Chi-Chi worked as a third grade teacher at Freedom School, a summer enrichment program and a key component of the Netter Center's university-assisted community school model. "Every day that summer, from 8am-3pm, I helped create a safe, positive space where these children felt wanted and loved. I am encouraged that my scholars entered third grade this fall with a repertoire of 20 new books and knowledge of 15 different African countries. They went in with a better understanding of how to deal with bullies, how to play multiplication bingo, and how to define discrimination and genocide. I know that I challenged my scholars all summer and exposed them to a world beyond the neighborhoods in which they live."

The lessons that Chi-Chi learned while working as a third grade teacher and living in a house with 20 other interns catapulted her interest in service-learning at Penn. Continuing as an intern with the Netter Center, she currently works to promote and increase student involvement by advocating for the incorporation of more ABCS courses into Penn's core curriculum.

After college Chi-Chi plans to attend law school. Her goal is to someday play a role in improving the Nigerian economy, infrastructure, and leadership. **"I look to Penn to fine tune my leadership skills, educate me in the essentials of life, and put me in a position from which I can initiate real change. Inspired by the freedom and education that this nation has afforded me, I want to some day help open doors of opportunity for other young Nigerians and Americans."**



2007-2008 Highlights... Recognizing 15+ Years of Progress

Awards & Honors

- In May 2008, the School District of Philadelphia honored the partnership between Sayre and the Netter Center with a Best Practice for Effective Community Partnership Award.
- In February 2008, the University of Pennsylvania was selected by the Corporation for National and Community Service as one of three higher education institutions in the country to receive the Presidential Award for General Community Service.* According to the Corporation, this award is the "highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement."

- In September 2007, the Sayre Health Center (SHC) had its Grand Opening. The University of Pennsylvania Health System leveraged over \$1.2M in facilities renovations from contractor L. F. Driscoll, various subcontractors, and architects from Burt Hill Associates. The SHC is

developing a national model for directly linking high quality clinical services with educational opportunities for students.

- In August 2007, Work Ready Philadelphia—a program of the Philadelphia Youth Network that provides design, administration and oversight supports for youth workforce development—named the Agatston

Urban Nutrition Initiative (AUNI) the Best Year-Round Youth Program.

- In June 2007, the Coalition for Community Schools honored Sayre High School as a recipient of its National Award for Excellence.

New Program: Leonore Annenberg Teaching Fellowships

- Penn was selected by the Woodrow Wilson National Fellowship Foundation as one of four sites to host a new Teaching Fellowship program, beginning Fall 2008. The Leonore Annenberg Teaching Fellowships will prepare highly talented Penn Arts and Sciences undergraduates for leadership careers in urban classroom teaching.
- This program has been developed to help overhaul teacher education programs, bring strong teachers into high-need schools, attract the best candidates to the profession through high visibility of the fellowships, and reduce the teacher attrition rate through intensive preparation and on-going mentoring.
- Teaching Fellows will receive a variety of academic, mentoring, and financial supports during their undergraduate years, graduate year, and their first years of teaching, including \$30,000 toward tuition in the master's degree (M.S.Ed.) and certification program in secondary education. Fellows will make at least a three-year commitment of teaching in Philadelphia schools after graduation. As currently planned, school placement will occur in university-assisted community schools.



* The Corporation for National and Community Service's citation for the Presidential Award stated, "One strong and long-term project, coordinated through Penn's Netter Center for Community Partnerships, is the development and support of community schools in the neighborhood surrounding the university...Penn faculty teach more than 50 courses in the community. In addition, the Agatston Urban Nutrition Initiative, a health and wellness program incubated with a grant from Learn and Serve America, continues to expand from one school community in 1995 to 20 schools and 10,000 students currently."

Diverse Constituencies

One of the most powerful aspects of university-assisted community schools is their ability to engage more than 30 significant, diverse constituencies—locally, citywide, regionally, nationally and internationally.

Some of the key constituencies include K-12 youth and parents, public school teachers and administrators, college undergraduates and alumni, higher education faculty, local businesses/corporations, national education associations (e.g. teachers unions and higher education associations), foundations, government agencies, and politicians.

This collaboration among diverse constituencies not only helps move the work to a systemic level but also helps existing institutions to better fulfill their own core missions. Furthermore, this model enhances civic capacity by enabling diverse sectors of a community to come together to actively participate and engage in local problem solving.



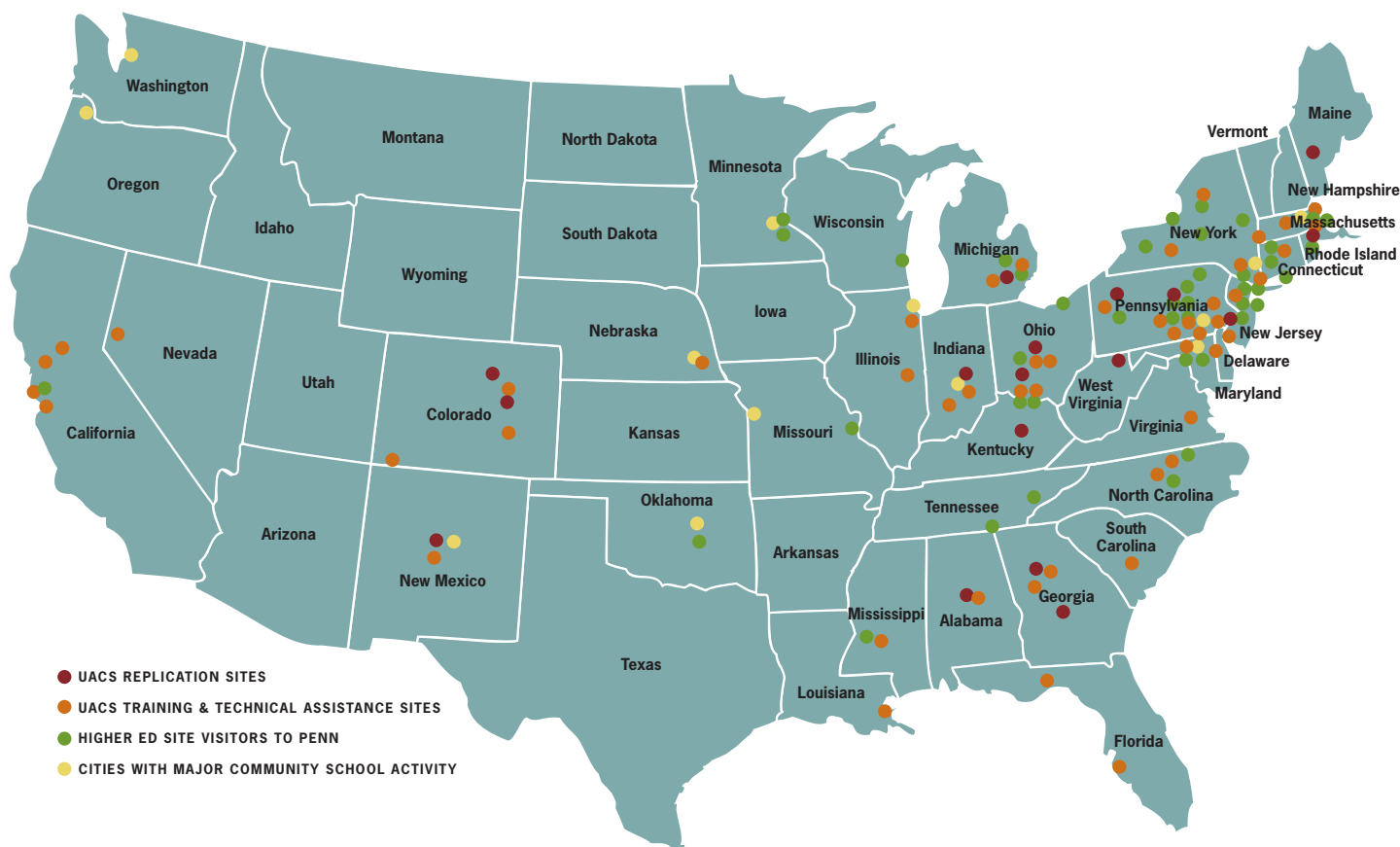
“*The AFT strongly supports the Netter Center’s university-assisted community schools. Working in partnership with schools, families, community based organizations and local government, the university helps provide the resources that students, families and communities need to succeed. The university’s influence extends beyond the confines of the institution and it becomes a source of strength and influence for the entire community.***”**

Joan A. Devlin, Senior Associate Director
for Educational Issues, American Federation of Teachers



National Replication

- From 1993 to present, the Netter Center has been supported to adapt its university-assisted community school model at specific sites across the country as well as to provide training and technical assistance. Twenty-three university-community-school partnerships adapted the model's framework. Additionally, over 75 teams attended the Netter Center's training workshops on the university-assisted community school model. Many hundreds of other visitors have come to Penn to learn more about this work.
- In this next phase of replication/adaptation, the Netter Center is focused on creating regional centers based at colleges and universities across the country. These sites will build on existing university-assisted community school initiatives to deepen their university engagement locally, as well as provide training on the model to interested colleges and universities in their region. The first regional network will be the Southwest Network, with University of Oklahoma-Tulsa as the hub.
- In cities where comprehensive community school initiatives are moving to scale, such as Portland, OR, Chicago, and Baltimore, there is significant potential to engage higher education partners and resources in their efforts for systemic and sustainable change.
- A National Advisory Board for University-Assisted Community Schools is being formed to help the Netter Center raise the profile of this work nationally as a promising approach to school reform.





International Consortium

One indicator of global interest in the Netter Center's work and the university-assisted community school model is the formation of the International Consortium for Higher Education, Civic Responsibility, and Democracy (IC) in 1999.

Working in collaboration with the Council of Europe (47 member countries) through its Committee on Higher Education and Research, the IC undertakes cross-national research projects, joint meetings and the sharing of best practices as part of its efforts to advance higher education's contribution to building democratic societies. Netter Center Director Ira Harkavy serves as the Chair of the U.S. Steering Committee. Other member countries include South Africa, Australia, and South Korea.

A book of the presentations given at the June 2006 Global Forum in Strasbourg has been released, with Josef Huber and Ira Harkavy as co-editors. *Higher Education and Democratic Culture: Citizenship, Human Rights and Civic Responsibility* is available online at http://www.coe.int/t/dg4/highereducation/Resources/HEseries_en.asp.

Penn hosted an international symposium in March 2007 and the Council of Europe will host a second Global Forum in October 2008.

“ *The University of Pennsylvania's Netter Center for Community Partnerships is a transformational force in American Higher Education. It is the living embodiment of the University's civic mission and has become the international exemplar of how universities should be engaging their communities by promoting democratic principles in every aspect of its work. The Netter Center has helped advance teaching and learning through its work with the local public schools elevating the national conversation about systematic school reform and demonstrating how university-assisted community schools can transform K-16+ education.* **”**

Dr. James T. Harris III, President,
Widener University



“Education is the royal road to opportunity and enlarging the economic pie. The Center’s innovative partnerships to develop university-assisted community schools provide a model for paving that road in urban communities by not only breaking down the barriers within and across preK-12 and higher education, but vividly illustrating that the pervasive achievement gap for inner city students can be closed by pooling our expertise and providing the same experience-rich learning environments commonly afforded in middle class communities. This work compellingly demonstrates that democratic citizenship is about more than voting; it’s about a way of living to support each other and ensure a productive and peaceful society.”

Nancy Cantor, Chancellor, Syracuse University



financial report



The Netter Center brought in revenue of \$5.47M in fiscal year 2008 for all programming and operations (including but not limited to university-assisted community schools). This includes a core operating budget, 47 gifts and endowments, and 31 grants contributing to the Center's revenue. Much of the dollars brought in through grants will be distributed over several years.

Profit and Loss Statement as of June 30, 2008 and 2007

REVENUES	JUNE 2008	JUNE 2007
Grant Revenues	\$2,860,261	\$2,687,921
Term Gift Revenues	\$1,380,052	\$874,944
Net Endowment Income*	\$181,162	\$83,838
SAS/President Center Direct Contributions	\$944,184	\$921,194
Miscellaneous Revenues/Support**	\$101,719	\$94,851
TOTAL REVENUE AND SUPPORT AVAILABLE	\$5,467,378	\$4,664,755
EXPENSES		
Program and Operations	\$3,832,724	\$3,306,439
Administrative Compensation	\$875,219	\$831,822
TOTAL EXPENSES	\$4,707,943	\$4,138,261
NET SURPLUS/(DEFICIT)***	759,436	526,494

*Net Endowment Income:
Includes current year's investment income earned on endowments during FY07 and FY08, less any overhead charged on specific endowments.

**Miscellaneous Revenues/Support: Includes organizational dues collected, conferences fees, special purpose funds, etc.

***Surplus: The surplus is utilized during the next academic year to cover the projected increase in demand for programs and services on campus and in the community, as well as any unanticipated costs.

Endowment Fund Summary Statement of Financial Position as of June 30, 2008

REVENUES	JUNE 2008
Available Cash	\$61,457
Receivables	\$1,538,810
Fair Market Value, Total Investments	\$3,852,772
Total Assets	\$5,453,038



acknowledgements



Thank You to Our Individual Sponsors

In 2004, the Netter Center for Community Partnerships embarked on its first major fundraising campaign to raise an initial \$10 million from individual donors to support current programming and ensure long-term stability.

Through the generosity of alumni, parents and friends, the Center has received more than \$17 million in commitments since that time. With this momentum, the endeavor continues through Making History: The Campaign for Penn. The Netter Center is proud to be a part of this extraordinary University-wide campaign.

We gratefully acknowledge those individuals who have contributed \$25,000 or more since the start of the Center's campaign.

Anonymous (3)

Sari and Arthur Agatston, parents
Richard G. Anderson, W'71
George P. Beal, C'75
Mitchell R. Berger, C'76, G'76
Robert Cort, C'68, G'70, WG'74,
and Rosalie Swedlin
Jude T. Driscoll, C'86
Tony Fromer, C'82, and Amy Fromer
Jill and John N. Gilbert, Jr., W'60, parents
Seth M. Ginns, C'00
Daniel H. Golden, parent
Lisa Gottesman-Mendelsohn, W'78,
and Hank Mendelsohn

Jerry Herman, C'75, parent
Lee S. Hillman, W'77
Richard M. Horowitz, C'83,
and Ruth M. Farber-Horowitz, C'83, WG'88
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The Millstein Family Foundation
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and Kerry Moelis, parents
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PTS Foundation
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The Rothfeld Family
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Brad I. Silver, W'89, and Nikki Scheffler Silver, C'89
Sheldon N. Simon, W'79, and Ruth Moorman
Jill and Sanford Sirulnick, parents
Amy Stavis, W'85, and Robert Stavis, W'84, EAS'84
Jane C. Stolper, C'79,
and Michael A. Stolper, C'77, parents
Debra Stone, C'79, and David Glaser
Stephen A. Talesnick, W'70
Erica and Steven Tishman, parents
Maxine and Jack Zarrow Family Foundation
Arthur S. Zuckerman, C'81,
and Connie K. Zuckerman, C'81, parents

Thank You to Our Corporate/Foundation/Agency Donors

We recognize some of the corporations, foundations, and agencies that have supported various aspects of the Netter Center's research and practice to develop university-assisted community schools.

Annie E. Casey Foundation
Barra Foundation
Burger King Corporation
Carnegie Corporation of New York
Charles Stewart Mott Foundation
Cigna Corporation
Claneil Foundation
Corporation for National
and Community Service
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for Children
State Farm Insurance Company
U.S. Department of Education
U.S. Department of Health and Human
Services (Sayre Health Center)
U.S. Department of Housing and
Urban Development
U.S. Department of Labor
Verizon Foundation
W. K. Kellogg Foundation
W. T. Grant Foundation
The Wallace Foundation
William Penn Foundation
Woodrow Wilson National
Fellowship Foundation



“From academic-focused initiatives and in-class support through ABCS courses to mentor-based programs, Penn infuses all aspects of Shaw’s curriculum and provides opportunities for students to engage in extended learning and meaningful relationships...Penn’s efforts to educate, nurture and empower our children significantly contribute to Shaw’s unwavering pursuit to become a beacon of excellence in the Southwest community of Philadelphia.”

Kristina Walrath
7th Grade Lead Teacher & Reading Curriculum Coordinator, Shaw Middle School

Advisory Boards

The Netter Center has four distinct advisory boards—National, Faculty, Community, and Student—and is in the process of building a National Board for University-Assisted Community Schools.

National Advisory Board

The National Advisory Board of the Netter Center for Community Partnerships was established to:

- Work with the Netter Center Director and associated faculty, staff and students to increase visibility of the Center and its programs on campus and with alumni in the larger world;
- Provide connections between the Netter Center and key external contacts in the government, industry, the not-for-profit sector, etc., in order to further the Center's mission;
- Assist the Netter Center in its fundraising efforts by providing individual support and by identifying, cultivating, and soliciting other prospective donors; and
- Provide strategic advice and counsel to the Netter Center Director and to serve as a sounding board throughout the programs' ongoing development.

Board Members

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Jude T. Driscoll, C'86
Logan Circle Partners, LP
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Edward Netter, C'53, PAR'83
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Plymouth Meeting, PA

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Sidley Austin LLP
Washington, DC

Amy Markowitz Stavis, W'85
Larchmont, NY

Debra F. Stone, C'79
New York, NY

Susan F. Wegner, C'88
Bethesda, MD



Faculty Advisory Board

The Faculty Advisory Board was developed to help advance academically based community service across the University and to generally support the Netter Center's work among University faculty and administration. A committee, comprised of the board's co-chairs, selects faculty to receive ABCS course development grants. The board has helped develop five Faculty Project Committees at Penn: Community Arts Partnership; Environment and Community; Community Health and Nutrition; Science, Technology, Engineering and Math; Education and Schooling for Democracy and Citizenship.



Board Members

Dennis DeTurck (Co-Chair)
Dean of the College,
School of Arts & Sciences

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Stella Volpe
Associate Professor,
School of Nursing

Susan Wachter
Professor, Real Estate and
Finance, Wharton

Iraj Zandi
Emeritus Professor of Systems
and National Center
Professor of Resource
Management & Technology,
School of Engineering &
Applied Sciences

Michael Zuckerman
Professor, History

Community Advisory Board

The Community Advisory Board was developed to work with the Netter Center Director and staff to increase visibility of the Center as well as provide timely advice on community needs and ongoing program development. Members are informed and enthusiastic advocates for the Center with key local constituencies.

Board Members

Jettie Newkirk, Esq. (Chair)
Carroll Park Community Council

Sister Saida Abdul Aziz
Quba Institute

Frances Aulston
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Cultural Alliance

Bishop Claude Barnes
Church of Faith

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K. Rose Samuel-Evans
Metropolitan Baptist Church

Alia Walker
Women of Peace

Frances Walker-Ponnie
The Consortium

Elsie Wise
West Powelton Concerned
Community Council



“ To say that I am proud to be a part of the fabric of the Center is a gross understatement. I am pleased to work with, interact with and watch the growth of the very dedicated staff, and to assist in the effort to move this program to the next level of greatness through replication internationally.

I salute Ira and all of the staff. **”**

Jettie D. Newkirk, Chair, Community Advisory Board



Student Advisory Board

The Student Advisory Board was created in 2001 to represent the student voice in the current operations and strategic planning of the Netter Center for Community Partnerships. The board serves an advisory and functional role in the Netter Center's work, including meeting with Center administration, helping to plan and facilitate the Netter Center training and orientation series, and organizing events to showcase undergraduate work done with the Netter Center. The board also meets with administration from the College of Arts and Sciences and the University to advocate for Academically Based Community Service and other Center activities.

Board Members

Jessica Gartner C'09 (Chair)
Political Science

Peter Ceretti C'10
International Relations

Pooja Kothari N'11
Nursing

Nicki Olivier C'09
History

Leah Parnes C'09
Psychology

Fangbing Qiu W'10
Finance

Geoffrey See C'10
International Studies

Caitlin Wood C'09
Political Science

Sarah Zuckerman C'09
Urban Studies

“ Congratulations to the Netter Center on 15 years of outstanding leadership and accomplishment in creating and modeling university-based community partnerships. The Center has provided critical direction regarding the role of universities in revitalizing schools and communities, and has shaped the national school reform movement in significant ways, benefiting children and youth, families, and faculty. **”**

Amanda Broun, Senior Vice President,
Public Education Network

Netter Center Staff

July 1, 2007 - June 30, 2008

Senior Staff

Ira Harkavy
*Associate Vice President
and Director*

Cory Bowman
Associate Director

Isabel Mapp
Associate Director

Eleanor Sharpe
Associate Director

Joann Weeks
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Operations Manager

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*National Board and International
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Jason Min
*Academically Based Community
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Leadership Team

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Toby Martinez
Assistant Director of Education

Karen Whitacre
*Assistant Director of Marketing
and Administration*

Nutrition Education School Coordinators

Carey Brezler
*Coordinator
Wilson Elementary School and
Data Entry Coordinator*

Kate Christman
*Coordinator
Drew, Huey, and Lea
Elementary Schools*

Allison Ostertag
*Coordinator
Communications and Technology,
Robeson, West Philadelphia,
and Motivation High Schools*

Kimberly Pimentel
*Coordinator
Bartram, University City,
West Philadelphia, and
Motivation High Schools*

Gee Piner
*Coordinator
Gideon and Blaine
Elementary Schools*

Youth Development Program

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University City High School
(UCHS)*

Antonio Larson
*Youth Development
Program Coordinator
and UCHS YouthWorks
Coordinator*

Nati Passow
*Part-time Construction
Coordinator
UCHS*

Mark Risso
*Part-time Construction
Coordinator
UCHS*

Kristin Schwab
*Nutrition Education Coordinator
Sayre and Strawberry Mansion
High Schools and Sayre
YouthWorks Coordinator*

Mill Creek Farm

Johanna Rosen
Co-Director

Jade Walker
Co-Director

America Reads/ America Counts

Jessica Kim
Coordinator

College Access and Career Readiness Programs

Jessica Brown
Director

Yetunde Pickney
Coordinator

Community Schools

Leadership Team

Christopher Bower
Director of Community Schools

Sayre Community School

Alan Speed
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Jennifer (Jae) Williams
*Assistant Director of
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Amen Brown
*Elementary and Middle
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Teana Williams
*Assistant Director of
Youth Development*

Adrienne Ralston
*Administrative and
Youth Internship Coordinator*

Laura Mason-Marshall
*Peer Mediation and
Youth Internship Coordinator*

Melanie Odeley
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Lea Community School

Sterling Baltimore
Site Director

Rosa Bailey
Site Coordinator

Drew Community School

Kwanzaa Parker-Dutton
Site Director

Joseph Bryant
Site Coordinator

Huey Community School

Sheila Mallory
*(Huey Assistant Principal)
Site Director, part-time*

Wilson Community School

Sonya Harrison
*(Wilson Principal)
Site Director, part-time*

Shaw Community School

Lynn Podrat
*(Shaw teacher)
Site Director, part-time*

Moelis Access Science

Idris Stovall
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Philadelphia Higher Education Network for Neighborhood Development

Hillary Aisenstein
Director

Brad Leposa
AmeriCorps VISTA

Sayre-Penn Partnership Health Promotion and Disease Prevention

Scott Baier
Director

Dana Prince
*Coordinator
Peer Health Education*



“*In Pennsylvania and across the nation, the Netter Center for Community Partnerships exemplifies the highest calling of higher education—to contribute to the welfare of society. The Netter Center is drawing on the immense talents of Penn’s faculty and students to work in collaboration with local schools and communities to improve the lives of our most vulnerable youth and families.***”**

Senator Arlen Specter (R-PA)



The Barbara and Edward Netter
Center for Community Partnerships
Office of Government and Community Affairs
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Philadelphia, PA 19104
Phone: 215-898-5351
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The 2007-08 Annual Report was produced
by the Netter Center for Community Partnerships.

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Joann Weeks, *Co-Editor*

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faculty and staff.

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September 2008

