

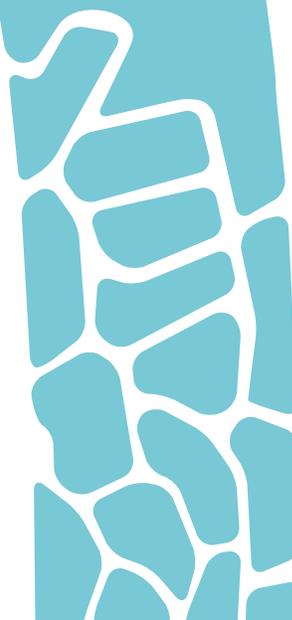


engage, empower, educate

pathways to the *future*



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





“The Netter Center’s model for university-assisted community schools continues to make great strides. Its proven success is now being widely recognized. This year, for example, establishment of the first regional training center in Tulsa has elevated the model to a new level.

We believe that if the 674 higher eds in large cities were to engage with their local public schools, these higher eds could reach nearly one million children and youth, representing 20% of all students attending moderate-to-high poverty schools in their cities. We must continue to strengthen the educational pipeline for our students, because our nation’s young people are the key to a vibrant, democratic future.”

—Barbara and Edward Netter

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message from the president



When the University of Pennsylvania was placed at the top of a new “Saviors of Our Cities” list this fall, we were cited for our work with local public schools through the Barbara and Edward Netter Center for Community Partnerships. Although this public recognition is a source of pride and gratification, it is no surprise.

Penn’s Netter Center is a *model* of community engagement. I use the word model advisedly because it was the desire of Barbara and Edward Netter that the Netter Center’s programs be replicated in other institutions around the country. I am delighted that the Netter Center’s first regional training center on university-assisted community schools opened this year at the University of Oklahoma-Tulsa. The model will now have the potential for impact on many more young people and communities across the southwestern United States.

Closer to home, our model of university-assisted community schools is the subject of a new grant from the American Federation of Teachers Innovation Fund to the Philadelphia Federation of Teachers, in partnership with the Netter Center, our Graduate School of Education, and the School District of Philadelphia. Again we are receiving important recognition since the AFT Innovation Program is designed to highlight and expand models of educational reform of national significance.

University-assisted community schools are, of course, only one example of the pioneering programs of the Netter Center. From nutrition, to college access and career readiness, to volunteer training, to academically based service-learning, the Center truly leads the way for Penn and the world.

At the 2008 ServiceNation Summit, I pledged to support an additional 400 community service opportunities for Penn students. I am delighted that the Netter Center will host 120 academic internship positions over the next four years as part of this commitment. This type of work will continue not only to make a meaningful impact in West Philadelphia but also to enhance the intellectual, social, and civic development of the many students involved.

I know you will enjoy reading this report, which highlights some of the Netter Center’s recent achievements. I also know that there are many more achievements to come in the months and years ahead. This is a model for the ages.

Amy Gutmann
President, University of Pennsylvania

message from the director



Throughout his campaign and first year of office, President Obama called for a “New Era of Service.” The President’s inspiring challenge to serve applies not only to individuals, but to institutions as well. Over the last 20 years, colleges and universities across the nation have been building mutually beneficial partnerships with their local communities through service-learning, volunteer community service, and community development projects.

While much is happening, more can and should be done to capitalize on the idealism and energy of college students and the skills and assets of school and community leaders. Moreover, higher education institutions as institutions can and should do a great deal more to galvanize their extraordinary resources to benefit their local communities and society. The mission and societal role of colleges and universities are well suited to help fulfill the democratic promise of America for all Americans. At Penn, we have found that university-assisted community schools are the most promising approach for improving education and schooling and contributing to the public good.

In 2008-2009, we continued to strengthen and develop our university-assisted community school efforts in West Philadelphia. Thanks to the generous gift from Edward and Barbara Netter in 2007, we launched our first comprehensive evaluation of this model. We are also pleased that the Philadelphia Federation of Teachers (PFT) has recently been selected as one of seven recipients for the American Federation of Teachers Innovation Fund, from an applicant pool of 125. The PFT applied in collaboration with the School District of Philadelphia, the Netter Center and Penn’s Graduate School of Education to improve and bring to scale the Penn model of university-assisted community schools. Specifically, the project will focus on teacher leadership in the creation of university-assisted community schools across the entire feeder school patterns of Sayre and West Philadelphia High Schools.

This year also marked a milestone in the Netter Center’s national replication efforts when we selected the University of Oklahoma-Tulsa to host the first regional training center on university-assisted community schools. OU-Tulsa has already made significant contributions to the development of community school partnerships in the Tulsa area. We look forward to working with our Tulsa colleagues to strengthen their local efforts, as well as the efforts of higher education institutions throughout the southwest. Tulsa is particularly interested in replication of Penn’s Pipeline Program, which is featured in this report as a model of engaged learning and mentorship for students across all levels of schooling. We are honored to be working with Penn’s Schools of Medicine and Nursing on this critical program, which strengthens the educational pipeline for minority youth and prepares young people for careers in health-related fields.

I want to thank the Netter Center staff and our many partners for their dedication and ongoing efforts to make a genuine difference in the community and society in general. We hope you enjoy this report. Please do share your suggestions and comments with us.

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

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



our 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.

The Netter Center, which is housed in the Office of Government and Community Affairs, works to achieve the following objectives:

1. Improve the internal coordination and collaboration of all university-wide community service programs
2. Create new and effective partnerships between the University and the community
3. Create and strengthen local, national and international networks of institutions of higher education committed to engagement with their local communities.

The Netter Center's 2008-09 Annual Report focuses on the local and national development of the Netter Center's work, particularly its university-assisted community school model that is building pathways to the future for America's children and youth. University-assisted community schools continue to gain visibility across the nation, indeed around the world, for their innovative approach to education reform and significant leveraging of resources.

executive summary



This year's report particularly highlights the Netter Center's collaboration with Penn's Health Sciences Educational Pipeline—a model program of mentorship, teaching and learning that helps realize the Netter Center's three core objectives.

1. Pipeline is improving internal coordination and collaboration of university-wide service programs.

The Pipeline is implemented at Sayre High School, a university-assisted community school partner for over 12 years. Students and faculty from multiple Penn Schools are involved, including Medicine, Nursing, and Arts & Sciences. The program also collaborates with the Center's Moelis Access Science Program, which implements hands-on and inquiry-based learning activities linked to the core math and science curricula.

2. Pipeline is creating new and effective partnerships between the University and the community, strengthening the university-assisted community school model.

Each of Pipeline's four components involves a theme, specific grade level, teacher partners, undergraduate and professional students, and Penn faculty liaison. Hands-on labs, real world problem solving, and small group lessons engage high school students as part of their core curriculum. Penn students play multiple roles in the classroom while they learn through teaching. After-school lessons and internships tie into school-day learning. Young people receive mentoring support, college and career preparation, as well as exposure to healthcare students, residents, faculty, and professionals.

3. Pipeline is strengthening national networks of higher educational institutions.

The directors of Pipeline have been advising and collaborating with other institutions on the development of similar programs. They have worked particularly with the University of Oklahoma-Tulsa, which was selected as the Netter Center's first regional training center on university-assisted community schools in September 2008. OU-Tulsa, through its new Community Engagement Center, is deepening its local work with Tulsa area public schools and engaging higher eds in the region and throughout the southwest. The Pipeline program is one of the first efforts Tulsa partners are planning to adapt in their local high schools.

Finally, this report describes the evaluation process now underway by the Netter Center. While Netter Center staff have used several basic data collection methods for many years (e.g., surveys, focus groups, etc.), assessment has primarily focused on individual programs or activities. New resources enabled the Center to hire a full-time director of evaluation in 2008. The Netter Center has embarked upon a comprehensive, longitudinal evaluation of its university-assisted community school programs, as well as the impact of Academically Based Community Service on teaching, research, and learning at Penn.



pathways to the future: the netter center model

Academically Based Community Service

Academically Based Community Service (ABCS) is at the core of the Center's work. ABCS courses advance beyond traditional service-learning since they aim to bring about structural community improvement, including effective public schools, neighborhood economic development, and strong community organizations. 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. Since the Center's beginning in 1992, 160 ABCS courses have been developed at Penn from a wide range of disciplines and schools. In 2008-09, 55 such courses were offered.

University-Assisted Community Schools

A collaboration between the University of Pennsylvania, led by the Netter Center, and West Philadelphia school and community partners, has helped to transform existing public schools into university-assisted community schools throughout local neighborhoods. 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.
- University-assisted is emphasized because universities constitute the strategic sources of broadly based, comprehensive, sustained support for community schools.

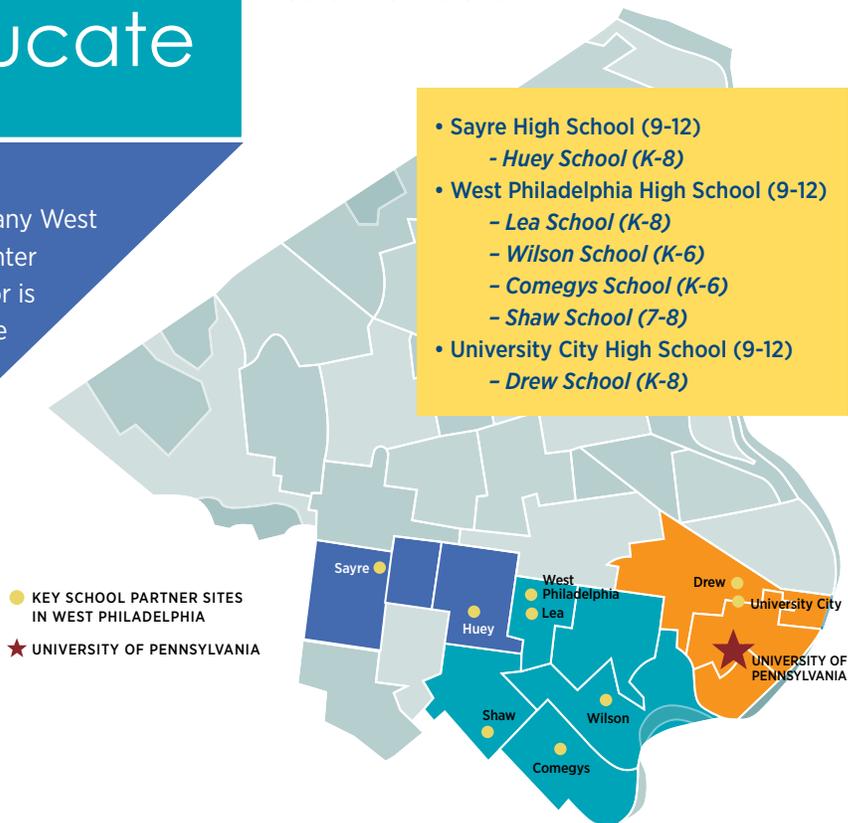


pathways to the future: programs to engage, empower, and educate

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

Once skeptical of working with universities, many West Philadelphia teachers now embrace Netter Center programs and Penn partnerships. One indicator is the Philadelphia Federation of Teachers' choice of the university-assisted community school (UACS) model in its application to the AFT Innovation Fund. This project will focus on teacher leadership in creating UACS across the feeder patterns of Sayre and West Philadelphia High Schools.

- Sayre High School (9-12)
- Huey School (K-8)
- West Philadelphia High School (9-12)
- Lea School (K-8)
- Wilson School (K-8)
- Comegys School (K-6)
- Shaw School (7-8)
- University City High School (9-12)
- Drew School (K-8)



2008-09 numbers at a glance*



K-12 Students in School Day Programming	1,669
K-12 Students in After School Programming**	2,106
K-12 Students in 2008 Summer Programming	876
Academically Based Community Service Courses	55
ABCS Faculty & Instructors	42
ABCS Students	1,331
Additional Penn Student Volunteers at Community Schools	232
Work-Study Students	177
Undergraduate & Graduate Paid Interns	65

* Data refer to activities from July 1, 2008 through June 30, 2009. Statistics are based on actual numbers where available and best approximations where exact numbers could not be determined.

** Includes all children and youth, ages 6-21, who attended various after school programs at UACS sites. All possible efforts were made to eliminate duplicates.

Several key school day, after school, 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. Programs include:



Agatston Urban Nutrition Initiative (AUNI)

AUNI supports university-assisted community schools (UACS) so that schools become effective centers for improving nutrition and wellness and reducing the burden of obesity, for the students and the entire community. AUNI activities include 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. In 2006, AUNI activities expanded 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.





(programs continued)

College Access and Career Readiness (CACR)

CACR strives to provide high school students at Sayre, West Philadelphia and University City High Schools with a comprehensive combination of college access, career readiness, and academic support activities across grades 9-12. During the 2008-2009 academic school year, over 120 students enrolled and 69 paid internships were offered across the three schools.

Community Arts Partnership (CAP)

Through initiatives ranging from artists in residence in public school classrooms to arts-based community service courses at the University level, from teacher professional development to community arts and cultural events, CAP works with West Philadelphia residents, particularly school partners, to enhance academic learning and increase community engagement. Penn faculty and students from Fine Arts, Music, and other disciplines in the humanities work with CAP.

K-12 After School and Summer Programs

K-12 After School Programs provide a safe space until 6 p.m. for more than 2,000 children and youth from the community. Children in grades K-8 participate in tutoring and homework help, project-based learning, and extracurricular activities. High School programming combines elements of academic support, college and career mentoring, real-world job experiences, and extracurricular activities. Monthly field trips, parent meetings, and student showcases regularly engage parents. After school programs are largely supported through Community School Student Partnerships (CSSP), a Penn student-run organization that recruits, trains and coordinates over 150 undergraduate tutors and mentors each year. During the summer, Freedom School provides an intensive literacy and service-learning curriculum for K-8 students, and high school students work as Junior Servant Leaders alongside college-aged Servant Leaders.



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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-based learning. MAS also provides teacher professional development and has supported the redesign of the School District of Philadelphia's core STEM curriculum.

In a spring 2009 survey to 154 after school students in grades 4-12:

- 93%** agreed or strongly agreed that there is at least one thing they are really good at
- 93%** agreed or strongly agreed that the program has helped them be more active and learn to live a healthy life
- 92%** agreed or strongly agreed that they feel safe after school; **72%** feel safe during school
- 88%** agreed or strongly agreed that the after school program helps them learn new things and do better in school.



The Health Sciences Educational Pipeline Program is a partnership between Penn's Medical and Nursing Schools, the Netter Center, and Sayre High School. This program is working towards a comprehensive 9th-12th grade educational pipeline that creates engaged learning and mentorship opportunities at many levels. For example, in the Neuroscience Pipeline, high school students are taught by undergraduates, who learn from medical students, who are guided by neurology residents and fellows. There are currently three components of the Health Sciences Pipeline, and a fourth in development, each with its own theme that is integrated with the science curriculum of that particular grade level.

pathways to the future: health sciences educational pipeline

In summer 2009, the Neuroscience Pipeline Program earned a Provost Diversity grant for \$23,000 over three years to enhance its operation.

I. Neuroscience Pipeline

Neuroscience Pipeline is the oldest and most developed component. Each year, 40 Penn undergraduates and a dozen 1st and 4th year Medical students design and implement neuroscience curriculum at Sayre and on Penn's campus.

In the fall semester, Penn students teach basic anatomy and brain function, once a week for 12 weeks, in each of Sayre's five 10th grade Biology classes. Penn undergraduates lead small group lessons, enabling the core science curriculum to have hands-on, inquiry-based and small group learning. In the spring, a cohort of 25 Sayre students from the 10th grade are selected to travel weekly after school to Penn's School of Medicine to continue their exploration of neuroscience through work in university classrooms and labs. Neurology residents create clinical vignettes from which the lessons are structured. Teams of medical students teach the material with the help of undergraduate teaching assistants. The program culminates with team-based student presentations to peers and family members.

II. Cardiology Pipeline

In spring 2008, Penn Nursing and the Netter Center expanded the program by adding a Cardiology Pipeline. Modeled after the Neuroscience Pipeline, all 11th grade Chemistry students at Sayre participate in an eight-week intensive introduction to Chemistry through the lens of cardiology. In spring 2009, 40 Medical and undergraduate students worked with 100 Chemistry students at Sayre. Later that semester, a cohort of 20 students were selected to work with Nursing, Medical, and undergraduate students for six weeks on Penn's campus.

2008-09 *high school participant surveys*

55% of students rated their level of knowledge about health issues that can affect them and their families “high” or “very high” compared to 37% at the beginning of the course.

88% of students rated their degree of interest in pursuing medicine as “high” or “very high” compared to 42% at the beginning of the course.

77% of students rated their level of knowledge regarding the educational pathway to becoming a physician as “high” or “very high” compared to 56% at the beginning of the course.

100% of students rated their degree of interest in science as “high” or “very high” compared to 68% at the beginning of the course.

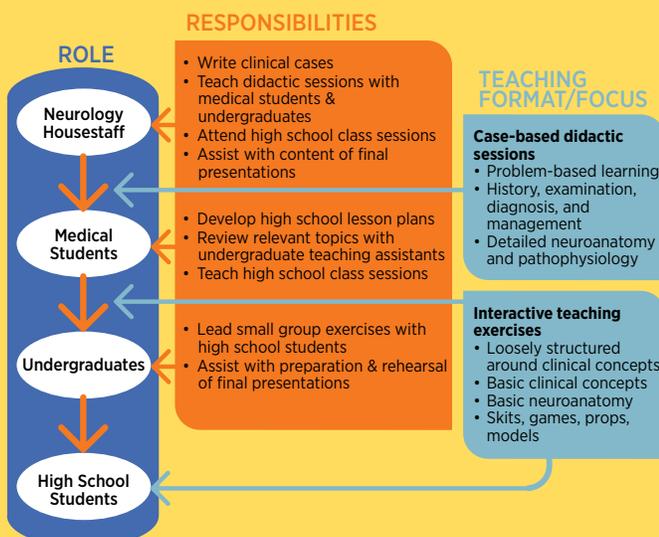
III. Infectious Diseases Pipeline

The Infectious Diseases (ID) Pipeline for 9th graders was piloted in spring 2009. In its first semester, ten 9th grade students taking Physical Science worked after school for seven weeks with a Medical School faculty member and three Medical students. In 2009-10, a school day component will be added to make a direct connection with the physical science curriculum. This will be followed by seven trips to Penn Medical School to further students’ learning in the field.

IV. Endocrine Pipeline

The Endocrine Pipeline will be piloted in spring 2010. It will engage Sayre students both during the school day, as well as after school at Penn’s School of Nursing. Graduate Nursing students and faculty are currently developing the curriculum, which will be built upon general knowledge of the endocrine system, growth and diabetes.

Multi-tiered Engagement in Neuroscience Pipeline



advancing through the pipeline: 3 success stories



Tamara Bockow

College '07, Medicine '12

Tamara Bockow exemplifies the powerful and ongoing impact of Netter Center programs on Penn students. Her passion for biology, learning, and teaching have shaped not only her personal career path, but also the aspirations of many young people with whom she has worked.

“Tamara is changing minority youth’s perceptions about careers and what it takes to go to college, and helping them set realistic goals to get there.” -Dr. Karen Hamilton

Tamara first got involved with the Netter Center her freshman year as a Moelis Access Science Fellow, teaching Biology lessons at Sayre High School. Because of this experience, she was intrigued when she found out about the Pipeline Program. She soon became an undergraduate teaching assistant for the Neuroscience Pipeline. “As an undergrad, teaching neuroscience to high school students helped me gain better mastery of the material,” Tamara reflects.

At the same time as she served as a mentor and teacher to high school students every week, Tamara formed meaningful mentoring relationships with Penn medical students and physicians who helped guide her on her own career path.

“I became particularly close with two twin girls [at Sayre],” says Tamara. “We exchanged emails long after I graduated from Penn. Both girls initially told me that they wanted to be either supermodels or actresses. However, I sensed their excitement about the brain, and I explained to them that they

Participants in Neuroscience Pipeline from 1998-2009:

24 Neurology Residents,
206 Medical Students,
137 Penn Undergraduate Students,
136 Sayre Students (2003-09)

demonstrated a real aptitude for neuroscience. I received an email from one of them a year later saying that they both

got internships working at the hospital over the summer and were now considering nursing school.”

Now in her second year as a Penn Medical student, Tamara has continued working with the Pipeline Program, leading classes with undergraduate students and helping design program curriculum. “I love teaching and allowing students to explore their interest in science. Pipeline has solidified my interest in academic medicine, and I know that teaching is something I want to incorporate in my future career.”



Princess Carter

Sayre '08; Xavier U. of Louisiana '12

Born and raised in West Philadelphia, Princess Carter is one of Sayre High School's star graduates. She was introduced to biology in the 10th grade through hands-on lessons with brains. “At Sayre, we did worksheets and reading assignments because there weren't any functional labs. The Pipeline Program opened up a curiosity for the sciences that I didn't even know I had.”

Princess expressed her growing interest in medicine to then Sayre-Penn coordinator Scott Baier. “Mr. Baier made sure that I had every opportunity possible to expose myself to different fields within healthcare.” She attended the National Youth Leadership Forum on Medicine and the Future Healers and Scholars of Tomorrow Program hosted by Penn's School of Medicine.

Through a Medical Intake course at Sayre, Princess worked with Dr. Terri Lipman and Penn Nurse Practitioner students, with whom she presented at the 22nd, 23rd, and 24th Annual Pediatric Nursing Conferences in Dallas, Philadelphia, and Las Vegas. “These were some of the most amazing experiences of my life,” reflects Princess. “Aside from the fact that it was my first time flying, it was also my first time doing a poster presentation. My classmate and I were the only high school students at the conference, let alone participating in it.” The Penn-Sayre team twice won first prize in the research poster category.

Princess is now in her sophomore year at Xavier University in Louisiana, and her future in medicine looks bright. Last summer, Pipeline leaders helped arrange for Princess to shadow Dr. Joan Von Feldt in the Rheumatology Department at Penn's Hospital. “Pipeline exposed me to undergraduates, medical students, residents, as well as physicians, who I was able to speak with firsthand about what they did at each stage in their education to be successful.” Regarding Medical School, Princess notes, “Of course Penn is my first choice because that is the place where it all began for me; having the opportunity to complete my medical degree there would feel like everything came full circle.”



Roy Hamilton, MD

Dr. Roy Hamilton was born in Long Beach, California to a recently immigrated mother from Japan and an African-American father. He was raised in a working class environment where few of his peers considered higher education as an option. He attended a large

public high school that was 25% White, 25% African-American, 25% Hispanic, 10-15% Asian, and 10-15% Pacific Islanders or other. “I'm certain my early experiences shaped my belief that diversity is an important element of any endeavor, whether it be education, medicine, or academia.”

Fortunately, Dr. Hamilton's parents encouraged his pursuit of education. He completed residency in Neurology at Penn in 2005 after having graduated from Harvard and MIT with degrees in Medicine and Health Sciences Technology. During his residency, Dr. Hamilton was introduced to Pipeline and eagerly got involved. He assumed the role of Curriculum Director for the program in 2004 and subsequently became Faculty Program Director in 2009 when appointed to his current position as Assistant Professor of Neurology.

“At the end of the day, it isn't really that important that these [high school] students have advanced knowledge about neuroscience. What is important is that they feel that they have their foot in the door in the world of academia and that they have mentors who will help them out in the years to come.” -Roy Hamilton, MD

Dr. Hamilton believes Pipeline fills a critical niche in medical education: “Most medical students don't have a lot of experience as teachers. This program makes them take the complicated concepts that they are learning about in medical school and boil them down to their most fundamental essence to teach them to a class of bright but medically inexperienced high school students.”

Aside from his role as teacher and program director, Dr. Hamilton studies the characteristics and limits of how the adult human brain reorganizes itself in response to injury. “As a tenure track physician-scientist working primarily in the field of noninvasive brain stimulation, I don't have a lot of opportunities to give back to the community directly. Participating in Pipeline allows me to achieve a balance in my life between the goals I set for myself as an academic and those I set for myself as a humanitarian committed to diversity.”

Footnote: Dr. Karen Hamilton, Assistant Dean for the Office for Diversity and Community Outreach in Undergraduate Medical Education, founded the Neuroscience Educational Pipeline Program at Penn in 1998. This was part of the Association of American Medical Colleges Division of Community and Minority Programs' "Project 3000 by 2000" to promote recruitment of pre-college underrepresented minority students to medical careers. According to Dr. Hamilton, bringing the program to Penn was an easy fit: Penn's Medical School hosts the first minority affairs office in the country. The program has continued to grow in popularity among Penn Med students. <http://www.med.upenn.edu/pipeline>

The Netter Center hired Dr. Gretchen Suess as a full-time director of evaluation in August 2008 to deepen, extend, and improve its work through comprehensive, longitudinal evaluation.

Although several university-assisted community school (UACS) programs have had grant-specific evaluations conducted to assess goals and objectives, the Netter Center has not until now had the organizational capacity to carry out an in depth evaluation of a UACS partnership. The Director of Evaluation is initially focusing on evaluation of the Center's UACS partnership at Sayre High School.

evaluation planning process

In September 2009, the Netter Center invited nine faculty members from across the University of Pennsylvania to join an external Evaluation Oversight Committee (EOC). Faculty were recommended as candidates by their colleagues based on substantial and sustained contributions to research at Penn and democratic scholarship. The EOC is comprised of the following colleagues from across the university:

Fran Barg
*Family Medicine & Community Health
Department of Anthropology*

Michael Delli Carpini
Annenberg School for Communication

Chris Forrest
Children's Hospital of Philadelphia

Amy Hillier
PennDesign Department of City & Regional Planning

Francis Johnston (Co-Chair)
Department of Anthropology

Terri Lipman
School of Nursing

Judy Shea (Co-Chair)
School of Medicine

Eileen Sullivan-Marx
School of Nursing

Rebecca Maynard
Graduate School of Education

Evaluation Goals & Methods

1. Model:

Create an "ideal" approach to evaluating Netter Center programs at a university-assisted community school. The overall goals are to assess the impact and improve the Center's efforts, strengthen UACS partnerships, and contribute to broader social learning. This requires the use of both formative and summative evaluation, with consideration of both process and outcomes.

2. "Non-Cookie Cutter":

Develop an evaluation framework that is adaptable, flexible, and can be applied to each unique UACS (locally, nationally, and globally) while also allowing for cross-site analyses.

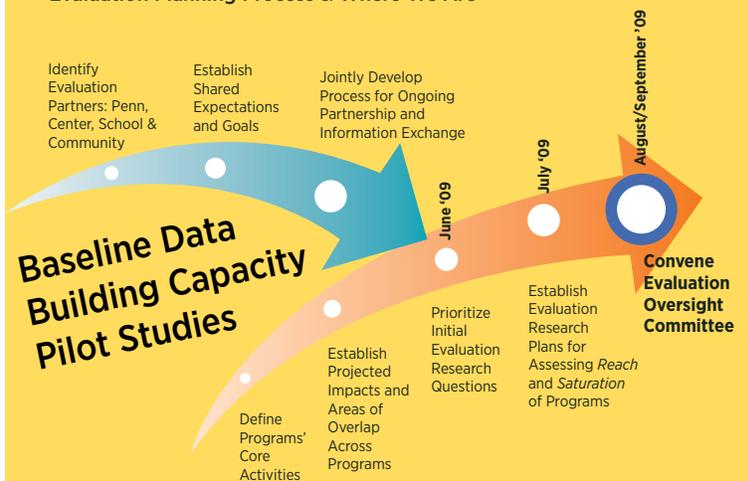
3. Collaboration:

Maintain a process that is participatory and collaborative. Collaborative partners include K-12 students, teachers and administration; undergraduate and graduate students; faculty; Netter Center Board members; program staff; parent and community leaders; and school district officials.

4. Theoretical Framework & Data:

The approach will be multi-disciplinary and will embrace mixed-method approaches (using qualitative, ethnographic, quantitative, and/or visual/spatial data).

Evaluation Planning Process & Where We Are





“Community engagement is a core component of our mission, and we engage in that mission every day through graduate programs in medicine, social work, education and more. This opportunity will allow us to expand that commitment, working in other collaborations to build better schools, stronger families, and healthier communities.”

-Gerard Clancy, MD, President, OU-Tulsa

Through its replication and training activities, the Netter Center is seeking to help raise the visibility of university-assisted community schools. A primary strategy is to help develop regional training centers for the model, as well as to continue to host trainings and conferences at Penn.

In September 2008, the Netter Center selected the University of Oklahoma-Tulsa to host its first regional training center on university-assisted community schools in the southwest region, including Oklahoma, Colorado, New Mexico, Texas and Arizona. The project builds on the significant work of the Tulsa Area Community Schools Initiative (TACSI), in which OU-Tulsa is a major contributor. Three focus areas have guided the work of the regional training center in its first year. Key 2008-09 accomplishments include:

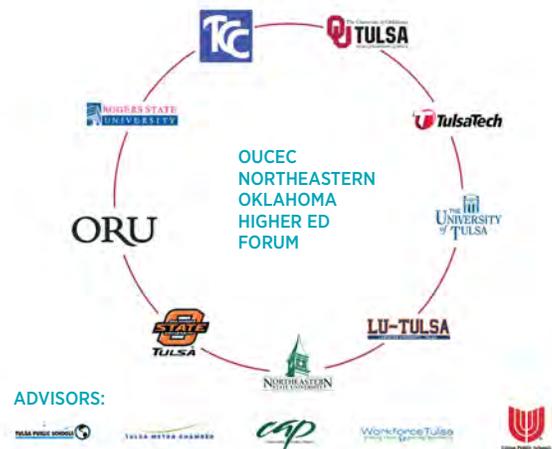
1. Deepen OU-Tulsa’s engagement with community schools in the Tulsa area

- Creation of the OU-Community Engagement Center (OUCEC) helped institutionalize community engagement on campus.
- OUCEC piloted the E3 Model (Engage, Empower, Educate)—a mentoring outreach program that is designed for at-risk female youth—at McLain High School. Replication is planned for University of Tulsa and Tulsa Community College, starting September 2009.
- OUCEC served on the task force that created Tulsa iJobs, a paid internship program for over 200 high school students. Out of the E3 program, 50% applied and received iJobs. OU-Tulsa employed over 30 students working in various departments.
- OUCEC organized the replication of Penn’s Pipeline Program to start Fall 2009, as well as a new community school at Rogers High School modeled on the Netter Center’s high school programs. An initial group of 50-70 Rogers students will be selected with the long-term goal of serving 500 or more Tulsa Public Schools (TPS) high school students each year.

2. Involve other higher eds in the Tulsa region

- OUCEC created the Higher Education Forum that includes nine area institutions. The aim is to create Career Access Pipelines coordinated through OUCEC and Tulsa Public Schools’ Office of High School Re-Design to serve the high schools in TPS (9) and Union Public Schools (1) and eventually all Tulsa County School Districts. Rogers High School will be the initial flagship school and serve as a model for the region.

pathways to the future:
national replication



3. Provide training and technical assistance to the southwest region

- OUCEC hosted its first annual Regional Conference November 9-10, 2009. <http://tulsa.ou.edu/oucec/>



National Conference on University-Assisted Community Schools as an Effective Strategy for Education Reform, K-16+, June 3, 2009

- More than 200 people from 16 states, DC and Australia attended this national conference sponsored by the Netter Center, which focused on models of university-assisted community schools, School District partnerships, and the roles of teachers unions.
- Keynote speakers included Nancy Cantor, Chancellor and President of Syracuse University, and Jerry Jordan, President of the Philadelphia Federation of Teachers.

Technical Assistance

The Netter Center continues to host colleagues from across the country who visit Penn to better understand the university-assisted community school model. Visitors to the Netter Center, often with their school and community partners, included colleagues from the University of Minnesota, University of Delaware, the University of Oklahoma-Tulsa, the Harvard Family Research Project, and the Association for Community Organization and Social Administration (ACOSA). Colleagues also came from abroad, including Edith Cowan University (Australia) and Concordia University in Quebec. Of particular note this year was the Netter Center's work with Richard Stockton College of NJ as it developed a partnership with Atlantic City Public Schools. Stockton's partnership with local high schools has been formalized by School District resolution, and numerous departments at the College are engaged in the work.

The Netter Center for Community Partnerships

the reality

7.7 million students in the nation's largest cities (urbanized area with population >250,000)

66% of these students attend moderate-to-high poverty schools (schools with 50% or higher qualifying for free or reduced lunch)

674 public and private not-for-profit higher education institutions in the nation's largest cities

- 70 of these institutions with enrollment >20,000
- 82 institutions with enrollment of 10,000-19,999
- 77 institutions with enrollment of 5,000-9,999
- 176 institutions with enrollment of 1,000-4,999
- 267 institutions with enrollment <1,000

5,000 K-12 students reached annually by Penn

4 million dollars expended to serve nearly 5,000 students

imagine the impact...

70 institutions working with 5,000 students each

82 institutions working with 3,750 students each

77 institutions working with 1,875 students each

176 institutions working with 750 students each

267 institutions working with 250 students each

...967,250 K-12 students could be reached each year for **3/4** billion dollars! This represents **12.5%** of the total number of public school students in large cities.

If each university focused on moderate-to-high poverty schools, they could reach **19%** of these students.

Source: National Center for Education Statistics, www.nces.ed.gov



2008-2009

highlights and developments benefiting penn, philadelphia, and the nation



University of Pennsylvania

- The University of Pennsylvania was placed on the Corporation for National and Community Service's 2009 Presidential Honor Roll with Distinction. (This was the highest award Penn was eligible for after being selected in 2008 as one of three recipients of the Corporation's highest honor, the Presidential Award for General Community Service.)

- The 2008 ServiceNation Summit engaged over 500 national leaders to build a consensus for service and civic engagement, ultimately leading to the creation of comprehensive national service legislation. At the Summit, President Gutmann announced the creation of 400 new academic community service internships. This Penn program will enable the Netter Center to provide 120 undergraduate internships that connect Penn and West Philadelphia from 2009-2012.
- The Tarnopol Program in Community Service and Urban Social Entrepreneurship is a new collaboration between the Wharton School and the Netter Center. Funding secured for the Tarnopol Program will support the following:
 1. Creation, design and implementation of new undergraduate academically based community service courses at the Wharton School, including in finance and micro-finance, venture capital, real estate, and retail;
 2. Academic year or summer stipend support for Wharton undergraduate or graduate students or those in dual degree programs serving as interns in the Netter Center's many programs; and
 3. Operating funds for program activities developed through Wharton-partnered academically based community service courses or internships, as described above.

Tarnopol Program activities are initially focused on three thematic areas:

1. Improving local food systems, in partnership with the Agatston Urban Nutrition Initiative and Wharton's Management 100 class, an experiential learning course required of all Wharton undergraduates that focuses on leadership, teamwork and communication;
2. Supporting small businesses and strategic community and economic development through interns placed at the West Philadelphia Enterprise Center CDC, a local community organization; and
3. Youth entrepreneurship and financial literacy education at West Philadelphia High School taught by Wharton undergraduates.

West Philadelphia/Philadelphia

- Out of the 19 seniors who participated in the Netter Center's College Access and Career Readiness (CACR) Program in 2009-2009: 89.5% submitted college applications to a minimum of one 2-year institution and two 4-year institutions; 84% were accepted to at least one college for the 2009-10 academic school year.
- The CACR Program won the 2009 WorkReady Philadelphia Second Place Award for Summer Education and Mentoring. In each of the last four years, the Netter Center team has been recognized for awards from WorkReady—a program of the Philadelphia Youth Network that provides design, administration and oversight support for youth workforce development. These efforts are helping to achieve Mayor Nutter's goals to reduce high school dropouts and increase college-going rates.
- In April 2009, AT&T Pennsylvania awarded a grant of \$300,000 over three years to the CACR Program, allowing the program to continue to expand and reach more freshman students at Sayre.
- The school-based Sayre Health Center now has over 300 users per month. A second full-time physician was funded to begin work on July 1, 2009. The Health Center hosts high school students as Medical Assistant Interns during the school year and summer.



- The Nonprofit Institute, a Netter Center program, held two professional development workshops in 2008-09.

The Institute provided six consecutive days of high-impact training to help individuals involved with local nonprofits and communities of faith to build organizational and program capacity.

Thanks to a capacity building grant from United Way, the Fall 2008 Institute was able to host 45 individuals. The Spring 2009 Institute hosted 25 individuals.

National Policy

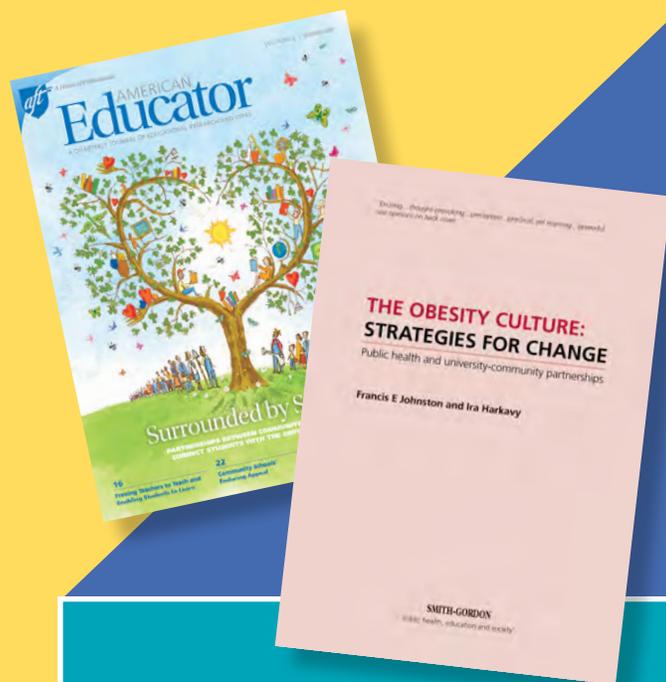
- In early 2009, the Netter Center Director chaired a national Anchor Institutions Task Force to advise the Secretary of the U.S. Department of Housing and Urban Development (HUD). This Task Force produced a report, "Anchor Institutions as Partners in Building Successful Communities and Local Economies," as part of *Retooling HUD for a Catalytic Federal Government: A Report to Secretary Shaun Donovan*. A Congressional Urban Caucus Briefing followed the Anchor Institutions Task Force report on June 9, 2009, which was organized by the Coalition of Urban Serving Universities and Penn. This Task Force is continuing, functioning as an ongoing think tank, developing long-term strategies, and making the case for the crucial role of anchor institutions in economic and community development.

- With support from the Annie E. Casey Foundation, the Netter Center also developed "Anchor Institutions Toolkit: A Guide to Neighborhood Revitalization." The Toolkit draws on Penn's experience in working to revitalize its West Philadelphia community in collaboration with a range of key stakeholders. The Toolkit is available to the public online at the Netter Center website as a PDF. An interactive version of the Toolkit is being completed that will also be available online.

- **The Coalition for Community Schools National Forum held April 7-9, 2010 in Philadelphia.**

Co-hosted by the Netter Center, this Forum includes plenary sessions, affinity groups, and workshops, led by community school advocates from around the country.

Visit www.communityschools.org.



Selected Publications by the Netter Center Director

- *The Obesity Culture: Strategies for Change. Public Health and University-Community Partnerships* (with Francis E. Johnston), (Cambridgeshire, Smith-Gordon, 2009).
- Issue editor, "Universities in Partnership: Strategies for Education, Youth Development, and Community Renewal" (with Matt Hartley), *New Directions in Youth Development* (Summer 2009).
- "The Enduring Appeal of Community Schools" (with Lee Benson, Michael Johaneck, and John Puckett), essay in special issue on Community Schools in *American Educator*: (Summer 2009): 22-29, 47.

financial report

June 30, 2009 and 2008



Statement of Activities

	FY 2009 Actual Year End	FY 2008 Actual Year End
REVENUE		
University Support	1,057,685	949,809
Grants	3,071,256	3,052,057
Term Gifts (Annual and Multi-year)	1,013,922	939,606
Net Endowment Income*	178,835	110,569
TOTAL REVENUE	\$5,321,698	\$5,052,040
EXPENSES		
Total Compensation	3,646,961	3,331,853
Program and Operations	1,292,857	1,572,299
TOTAL EXPENSES**	\$4,939,818	\$4,904,151
Annual Revenue less Expenses	381,880	147,889
Net Carryover/(Deficit) Previous Year***	747,753	599,864
TOTAL NET ASSETS****	\$1,129,633	\$747,753

*Net Endowment Income: Includes current year's investment income earned on endowment less any overhead charged on specific endowments.

**Total Expenses: Several factors contributed to the decrease in Program and Operation Expenses and the increase in Total Compensation from FY08 to FY09, particularly a decrease in travel and conference expenses, and an increase in the total number of staff, interns and work-study students hired to work with Center programs, which resulted in greater capacity to deliver more comprehensive services.

***Net Carryover/(Deficit) Previous Year: Includes funds from diverse sources (program income, multi-year grants and gifts) that were recognized in prior fiscal years but were designated by the donor or granting agencies for use in future fiscal years.

****Total Net Assets: Includes the Annual Revenue less Expenses plus the Net Carryover/(Deficit) Previous Year, which will be utilized in future fiscal years.

Starting in 2004, and continuing through *Making History: The Campaign for Penn*, the Netter Center for Community Partnerships has received more than \$17 million in commitments from alumni, families and friends of the University. Support from these generous individuals is critical both to the Center's current programming and to extend its reach to more young people and communities.

acknowledgements

Thank You to Our Individual Sponsors

The Netter Center gratefully acknowledges those who have contributed \$25,000 or more (July 2004 – June 2009).



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thank you

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In Memoriam

Our dear friend and colleague, Dr. Bennett "Bernie" Johnson Jr., passed away in April 2009. He served as the Hospital of the University of Pennsylvania's senior medical officer and a professor of dermatology in the School of Medicine. For more than 20 years, he taught Penn medical students not only the vital importance of clinical knowledge but also of being involved in one's community. As the School's Senior Associate Dean for Diversity and Community Outreach and Co-Chair of the Netter Center's Faculty Advisory Board, Dr. Johnson shepherded the growing relationship between Penn and Sayre High School, which resulted in the school-based Sayre Health Center. His extraordinary humanity, practical idealism, and wise leadership have shaped, and will continue to shape, the Netter Center's work.

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“Academically based community service at Penn was eye-opening. It taught me the power of pedagogy to simultaneously and dramatically improve two different communities—students and the community members they were serving. That lesson has been important in my career and in the work I do. When I founded the national service corps program City Hall Fellows 3 years ago, I made it a point to integrate service-learning principles into my corps members’ training.”

-Bethany Rubin Henderson, Penn C’98, Harvard Law ’02

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Comments and questions on the report are welcomed.

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December 2009

