

Developing Civic-Minded Leaders

ANNUAL REPORT 2009-2010

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IN MEMORIAM



EDWARD NETTER, C'53, PAR'83, and benefactor of the Barbara and Edward Netter Center for Community Partnerships at the University of Pennsylvania, died February 16, 2011 at the age of 78.

Edward Netter literally transformed our work through his invaluable ideas, exemplary commitment, and most extraordinary generosity, taking the Center for Community Partnerships to the next level—locally, nationally, and globally. In recognition of his and his wife Barbara's exceptional contributions, Penn renamed its Center in 2007 the Barbara and Edward Netter Center for Community Partnerships.

As Penn's President Amy Gutmann stated, "Edward left very large and lasting footprints behind—especially on the Penn campus. He was a dedicated and beloved alumnus, who spent his life improving the lives of others. There is no more fitting monument to his vision, commitment to service, and generosity than our esteemed Barbara and Edward Netter Center for Community Partnerships, which has served as an exemplar of meaningful local engagement for scores of Penn students, faculty and staff."

Mr. and Mrs. Netter's involvement with the Center began through the Agatston Urban Nutrition Initiative (AUNI) in the late 1990s. After visiting an after school fruit stand that AUNI had developed at Drew Elementary School, they began supporting the program, both financially and intellectually. Edward challenged the program's director to grow the work strategically, envisioning that AUNI's work in nutrition education could reach 20 schools, impacting 10,000 K-12 students. AUNI not only has exceeded those goals today, but also, the three original fellows funded by the Netters have now gone on to pursue public health and medical careers.

As Mr. Netter became increasingly involved with the Center, he was convinced that its model of university-assisted community schools was a particularly effective and efficient approach for national school reform. He urged the Center to do a comprehensive study of the impact of the model—and disseminate its findings widely—which has led academics, community and school partners, policymakers, funders, and business leaders to understand the powerful potential of university-assisted community schools to improve schools, communities, and societies.

More recently, Mr. Netter promoted the idea that the Netter Center create regional training centers—and he was particularly proud that the first regional center led to over twenty universities in five Southwestern states becoming engaged in university-assisted community schools. Thanks to Edward and Barbara's vision and generosity, the Netter Center is, and will forever into the future, be helping other communities and universities adapt its work.

Since 2002, Edward served as a most trusted advisor on the Netter Center's National Advisory Board. He established a lasting legacy at the Netter Center, at Penn, and around the country. He will be profoundly missed by his Penn colleagues.

It is our deepest hope that through our work and dedication, the Netter Center will honor Edward's legacy and increasingly realize his extraordinary vision.

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Message FROM THE PRESIDENT

In 2009, Penn was honored by being recognized as “Best Neighbor” by the *Survey of Best College and University Civic Partnerships*. It was wonderful recognition—not only of Penn’s deep commitment to working with its neighbors to strengthen West Philadelphia and the greater Philadelphia region, but also of the key role that The Barbara and Edward Netter Center for Community Partnerships has always played in giving that commitment a form and a future at this University.

Indeed, the Netter Center developed the concept of partnership now so central to Penn’s approach to the community. And today the Center is involving students and faculty from across Penn’s 12 schools in ever-increasing numbers through a range of engagement opportunities—from classes, to internships, to community-based work-study and volunteer positions.

National recognition for the Netter Center continues to grow, particularly for its work in the area of university-community-school partnerships. This past year the Center was honored to co-host the annual Coalition for Community Schools National Forum, which had a special focus on university-assisted community schools. The Forum attracted 1,200 participants, and I was delighted to introduce its keynote speaker, U.S. Secretary of Health and Human Services Kathleen Sebelius. Also this year, the Agatston Urban Nutrition Initiative, one of the Center’s most successful—and fast-growing—public school-based programs, received a major grant from the U.S. Department of Health and Human Services’ Office of Minority Health. The affirmation that comes with this award is significant, as are the funds, which will enable the Center to expand the program and engage more local high school students in improving nutrition in their schools and communities.

A point of great pride for Penn is that the Netter Center, having been so effective at Penn and in West Philadelphia, is not resting on its laurels. The Netter Center’s emphasis on replication—on creating effective models and passing them on for adaptation by other communities and universities—is one of the most compelling examples of the power of Penn to make a positive difference in the world. The regional training center at the University of Oklahoma-Tulsa has been a particularly impressive engine for replication.



Thanks to the generosity of visionary donors, the Center continues to generate innovative partnerships that promise to open new avenues for impact. All of us at Penn were thrilled this year to learn of the remarkable \$3.16 million anonymous gift to launch the Wharton-Netter Center-Community Partnership. Building on the Center’s strong track record for university-community collaborations and the resources of one of the world’s top business schools, this program will engage Wharton and other Penn students and faculty with West Philadelphia partners in local community and economic development initiatives, particularly working with our university-assisted community schools. With activities on the ground, the initiative is already on its way to creating an effective model for university-assisted community development that can be widely replicated.

I invite you to read on and learn more about the Netter Center’s recent achievements and the exceptional student leaders who both carry out and help to frame the Center’s vitally important work. I look forward to sharing even greater success stories in the years ahead.

A handwritten signature in black ink, which reads "Amy Gutmann". The signature is fluid and cursive, with a long horizontal line extending to the right.

Amy Gutmann
President, University of Pennsylvania



Message FROM THE DIRECTOR

According to Penn's founder, Benjamin Franklin, "An Inclination join'd with an Ability to serve... should be the great Aim and End of all Learning." Higher education, in general and his college in particular, Franklin believed, had an obligation to promote civic engagement and citizenship in students.

While in pursuit of implementing Franklin's pragmatic vision, the Netter Center has been fortunate to have had strong support from Penn's leadership since the 1980s. President Gutmann's receipt of the 2009 Carnegie Corporation Academic Leadership Award is testimony to the extraordinary strides Penn has taken in the areas of community outreach, university-school-community partnerships, and academically based community service (ABCS) during her presidency.

Continuing to help propel Penn forward in its contributions to both knowledge and society, we have focused the 2009-2010 annual report on our efforts at educating young people for democratic citizenship and democratic leadership. By giving students of all ages opportunities to contribute to solving real-world problems in their local community, our university-assisted community school model is designed to have positive neighborhood impacts, as well as help develop active, caring, and creative citizens of a democratic society.

Undergraduates in particular are increasingly engaged in the Netter Center's work, as seen by the growing demand for academic internships, community work-study positions, and enrollment in ABCS courses. In 2009-2010, the Center saw a significant increase in the number of student interns and community work-student students, with 378 individuals working with the Center through these positions compared to 242 the previous year. ABCS enrollment increased this year as well, from 1,331 to 1,575 undergraduate and graduate students.

We are also inspired by the generous gift establishing the Wharton-Netter Center-Community Partnership. In bringing together the assets of the community and those of Wharton and the Netter Center, we hope to realize the powerful potential of university-assisted community development. In addition, the Netter Center worked closely with University City District, a neighborhood-based special services district, to launch the West Philadelphia Skills Initiative in June 2010. The Initiative has begun to connect local youth and adults to jobs at health care, educational and other institutions and businesses in University City.

Finally, in 2010, we co-hosted the Coalition for Community Schools National Forum, in addition to the first meeting of the Anchor Institutions Task Force. These two entities, which I am honored to chair, are significant and growing national networks that are committed to improving the quality of learning and the quality of life in America's communities.

We invite you to read about our recent developments, as well as some of our student and alumni leaders who inspire their peers, their communities, and all of us here at the Netter Center. I would also like to acknowledge the dedicated Netter Center staff, the many Penn faculty, staff and students, and our school and community partners, who through their collaborative efforts are making a genuine difference. As always, comments on the report are welcomed.

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 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.

Our Approach

UNIVERSITY-ASSISTED COMMUNITY SCHOOLS



For more than 20 years, 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 (or any institution of higher education), 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. Colleges and universities assist (they do not control and direct) their local schools and communities, creating ongoing mutually beneficial and respectful democratic partnerships.

Key Elements of a University-Assisted Community School

When functioning at an optimal level:

- ★ *University-Assisted Community Schools* focus on the school as the core institution, the “hub,” for community engagement and democratic development.
- ★ *University-Assisted Community Schools* open their doors to all before and after school, weekends, and summers, to provide safe and engaging environments.
- ★ *University-Assisted Community Schools* serve the educational, social service, health, and recreational needs of all participants and the broader community.
- ★ *University-Assisted Community Schools* link school day and after school curriculum to solving locally identified, real-world, community problems—every opportunity for service is an opportunity for learning.
- ★ *University-Assisted Community Schools* engage youth as deliverers, not simply recipients, of service.
- ★ *University-Assisted Community Schools* engage universities as lead partners in providing academic, human, and material resources.
- ★ *University-Assisted Community Schools* engage higher education faculty and students in developing and implementing community school programs through academically based community service linked to the university’s core educational and research missions.



The Building Block:

ACADEMICALLY BASED COMMUNITY SERVICE (ABCS)

Academically Based Community Service (ABCS) courses are the curricular avenue through which Penn faculty and students engage in the Netter Center’s school and community-based work. Utilizing hands-on, real-world problem solving, ABCS aims 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. This academic link fosters sustainable partnerships and helps students of all ages become active producers of knowledge rather than passive recipients of information.

During the 2009-10 academic year, a total of 61 ABCS courses were taught at Penn by 51 distinct faculty representing 5 schools and 22 departments.





Engaging, Educating and Empowering
**DEMOCRATIC CITIZENS AND LEADERS AT PENN
AND IN WEST PHILADELPHIA**



University-assisted community schools are supported by a number of school day, after school and summer programs. Each site is staffed by a community school director and other full-time employees through the Netter Center, who work closely with the school and the community to determine activities that best serve the needs and interests of that area. ABCS courses, internships, work-study and volunteer opportunities bring hundreds of Penn students into the schools to support these programs.



Netter Center Programs

The Agatston Urban Nutrition Initiative (AUNI)

AUNI supports university-assisted community schools so that schools become effective centers for improving nutrition and wellness among students and the entire community. AUNI works with 21 Philadelphia public schools, serving more than 12,000 students every month through nutrition education and food tastings. AUNI also directly engages students in improving lunchroom choices, operating after-school fruit stands, building and maintaining school gardens, operating community farmers' markets, and increasing opportunities for youth and families to exercise. At local high schools, AUNI coordinates job-training and youth leadership programs throughout the year.

College and Career Programming

The Netter Center strives to provide comprehensive college access, career readiness, and academic support activities for West Philadelphia students in grades 9-12. **The College Access and Career Readiness Program (CACR)** works at Sayre, University City and West Philadelphia high schools. Through CACR, 47 students in 2009-10 participated in paid internships in one of three categories: peer education and community revitalization, leadership and advocacy, and professional worksite experiences. College and Career Pathways sessions operate weekly after school and engage students in real-world discussions on post-secondary challenges, opportunities and choices, while also supporting their success in internships and academic courses. CACR also supports several school-wide career and college activities, as well as operates an intensive six-week summer session that pairs students with Penn mentors who help them with the college application process. **The Student Success Centers (SSCs)** at West Philadelphia and University City High Schools were established in 2009-10 and are designed to assist



students holistically in creating and achieving post-secondary goals. SSC services focus on four primary areas: college preparation and awareness, career exploration and exposure, academic supports, and leadership development. The SSCs are each operated by four-to-eight full-time Penn staff who coordinate various agency partners, provide direct service to the entire school as well as specific cohorts of students, and facilitate the placement of 250 internships. Penn students support the SSCs' efforts to provide one-on-one direct service to students during lunch hours and after school, as well as co-teach lessons with teachers during the school day.

Health Sciences Educational Pipeline Program

The Pipeline Program is a partnership between Penn's Medical and Nursing Schools, the Netter Center, and Sayre High School. The program is working towards a comprehensive 9-12th grade educational pipeline that creates engaged learning and mentorship opportunities at many levels through hands-on, inquiry-based and small group learning. There are currently three components of the Pipeline—Neuroscience, Cardiology, and Infectious Diseases—each integrated with the science curriculum of a particular grade level.

Moelis Access Science (MAS)

MAS 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 is

2009-10 NUMBERS AT A GLANCE*

2,089 K-12 Students in School Day Programming

1,075 K-12 Students in After School Programming

671 K-12 Students in 2009 Summer Programming

61 Academically Based Community Service Courses

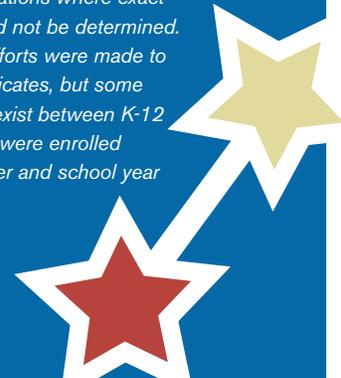
51 ABCS Faculty & Instructors

1,575 ABCS Undergraduates & Graduates

288 Penn Student Volunteers (non-ABCS)

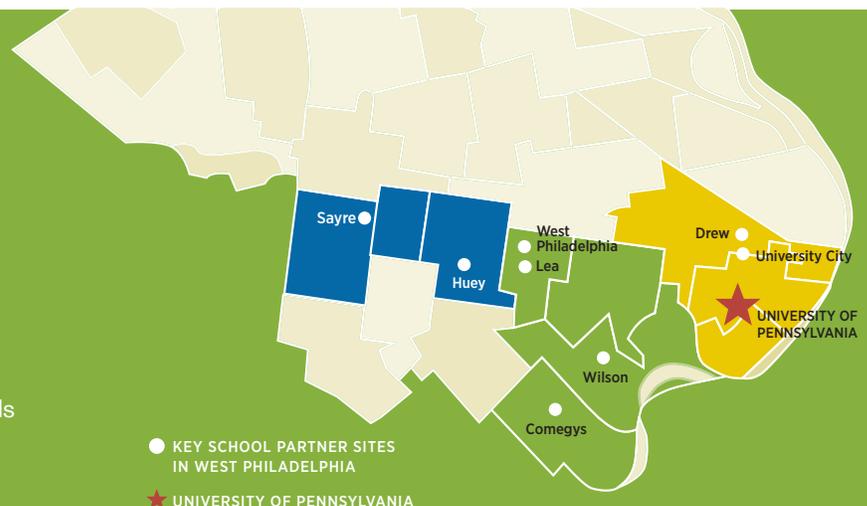
378 Undergraduate & Graduate Interns and Community Work-Study Students

* Data refers to activities from July 1, 2009 through June 30, 2010. Statistics are based on actual numbers where available and best approximations where exact numbers could not be determined. All possible efforts were made to eliminate duplicates, but some overlap does exist between K-12 students who were enrolled in both summer and school year programming.



THE NETTER CENTER'S university-assisted community school programs in West Philadelphia focus on a set of schools within three high school catchment areas:

- ★ Sayre High School:
Sayre (9-12) and Huey (K-8) Schools
- ★ West Philadelphia High School:
West (9-12), Lea (K-8), Comegys (K-6) and Wilson (K-6) Schools
- ★ University City High School:
University City High (9-12) and Drew (K-8) Schools

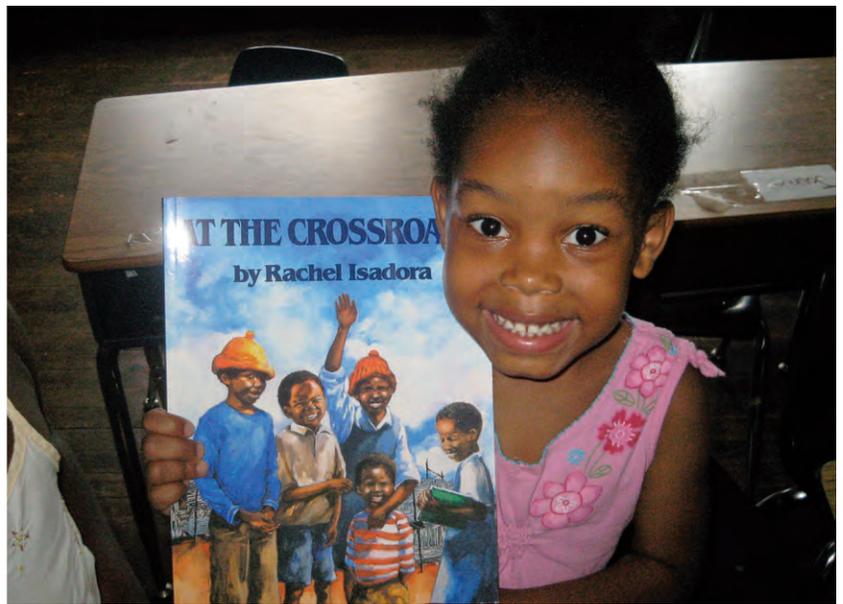


(PROGRAMS CONTINUED)

coordinated by the Netter Center and Penn's Math Department, and includes faculty and staff collaboration from all of the STEM-related Penn schools. MAS works with public school teachers and their students to make the best use of standardized science and math materials, while also helping them to take advantage of a variety of supplemental resources that support inquiry-based learning. In 2009-10, Access Science had 25 Penn student fellows, along with student volunteers from a dozen STEM ABCS courses, who worked with 21 teacher partners. Access Science also provides teacher professional development and has supported the redesign of the School District of Philadelphia's core STEM curriculum. A partner program of MAS, **Project BioEYES** is a K-12 science education program that provides classroom-based learning opportunities through the use of live zebrafish for more than 3,500 Philadelphia students annually. BioEYES also promotes teacher empowerment by providing professional development seminars in science education and co-teaching experiences with trained university science consultants. BioEYES' after school and Saturday program, **Bridge to Rebio**, is housed in Penn's Institute for Regenerative Medicine (IRM) and links local high school students with Penn, Haverford, and Drexel undergraduate and graduate students to develop and carry-out science fair projects. In March 2010, 19 of the 24 students who entered the District's Science Fair received awards.

Penn Reading Initiative (PRI)

PRI is a tutoring program developed by Penn's Linguistics Laboratory with the support of the Netter Center, aimed at raising the reading levels of inner-city elementary school students. PRI is based upon ten years of successful ABCS literacy tutoring partnerships led by Professor Bill Labov. Penn tutors are trained to use *The Reading Road*, a curriculum designed by Labov and his students, that includes lessons, stories and games aimed at engaging children in reading, with particular consideration for the home language of these students. PRI is partnered with Community School Student Partnerships and currently focuses on four elementary schools in West Philadelphia.



(PROGRAMS CONTINUED)

Recess Initiative

The Recess Initiative aims to promote fun and fitness at the Lea and Wilson Schools. Co-sponsored by the Fox Leadership Program and the Netter Center, the Recess Initiative employs undergraduate students to work with Graduate School of Education students and public school staff to promote a more pleasant lunchroom environment and encourage interactive play and fitness opportunities for children during recess.

K-12 Project-Based After School Programs

After school programs operated in five K-8 schools and two high schools in 2009-10, incorporating many of the program activities described above, and more. As part of the university-assisted community school model, after school programs are staffed by full-time site directors, Penn volunteer and work-study tutors, program instructors, and community volunteers. These programs provide a safe space between 3:00 and 6:00 p.m. for community youth to participate in daily academic enrichment and recreational activities. The programs also host monthly field trips, parent meetings, and student showcases. High school programming combines elements of academic support, college and career mentoring, real-world job experiences, and extracurricular activities. Other targeted out-of-school time initiatives include **West Philadelphia High's Pathways to Graduation** program, which provides over-aged and under-credited youth with the opportunity to earn high school math, reading, history, and science credits through night courses. Graduate School of Education and undergraduate students from Penn work as classroom assistants and tutors in partnership with high school teachers.

Summer Programming

During the summer of 2009, the Netter Center operated summer school programs at seven community schools for nearly 700 students in grades K-12. For example, **Philadelphia Freedom School** was offered at Drew, Lea, Wilson and Comegys Elementary Schools. Across these four schools, nearly 400 K-8 students engaged in a culturally focused literacy and service-learning curriculum as well as various enrichment activities. During each of the last three summers, over 50 Penn undergraduates have dedicated their summer to the Freedom Schools as Servant Leaders. High school students work as Junior Servant Leaders during the six weeks of Freedom School that runs Monday to Friday from 8am to 5pm. Other summer programs included **Huey Elementary's Academic Enrichment Summer Program**, which worked with nearly 100 students in grades 1-5 who were below grade level in reading. Fifteen undergraduate tutors worked intensively with these students to complete the *Reading Road* tutorial developed through the Penn Reading Initiative. **West Philadelphia High's Summer Bridge Program** collaborated for the first time with the university-assisted community school team to offer a program for 90 rising 9th graders. The program focused on remediating reading and math deficiencies, providing cultural and college exposure, and linking these rising freshman with caring and committed upperclassmen. Twenty-two WPHS upperclassmen interned as classroom assistants with the Summer Bridge Program.



AFTER SCHOOL PROGRAMS DEMONSTRATE PROMISING RESULTS

(Evaluation funded, in part, by Federal 21st Century Community Learning Center grant)

- ★ Teacher surveys were collected on **466** K-8 students enrolled in one of four after school programs about changes in performance, attitudes and behavior during the 2009-10 school year. Teachers reported that, of the participating students who needed to improve their academic performance, **72%** showed improvement (slightly to significantly). Teachers also reported that **66%** of students improved their participation in class.
- ★ The majority of K-8 students agreed (either a little or strongly) that involvement in the after school program helped them with homework (**95%**), increased confidence (**92%**), helped them do better in school (**91%**), and increased their interests in school day learning (**83%**) and attendance (**73%**).
- ★ Data was collected on **255** Sayre High School students who participated in summer 2009 or 2009-2010 after school activities compared with their peers at Sayre who were not involved in Netter Center programs. Findings revealed that program participants had a higher rate of attendance (**85% vs. 75%**). In reading grades, program participants outperformed their classmates who were not in programs by at least **5%** each quarter.
- ★ Sayre students involved in programs also had overall higher grade-level promotion rates than their peers not in Netter Center programs (**87% vs. 81%**).

Keyshaun Royster is a diligent 6th grade student whose favorite subject is Math. He began attending Drew School's after school program as a 3rd grader, finding it a safe place where he could get help with his schoolwork, make new friends and have time to explore his creative side. "I [am] a better person in school because I came here."

Keyshaun speaks of how Penn mentors have helped him develop his math and reading skills, and how he now sees himself as a role model for other students. He spends some of his free time talking to younger students in the after school program and helping them with their homework. "I can convince people to do what I do—to get an education so that they can grow up to be what they want to be." He also enjoys leading in the community school's special songs and chants: "We sing the harambee song and march around the community ... and other people join in."

Last year, Keyshaun began writing a book about a high school student who had to choose between ending up in jail or pursuing an education. "He chose education, because it is so important." Community school staff helped him complete the book, and he read the story aloud to his peers after school.

Even at such a young age, Keyshaun looks forward to going to college to pursue his dream of becoming a clothing designer. He already has an idea for his logo and spends some of his time after school designing it on the computer, as well as designing templates for Drew's after school program. "I want to go to art school to learn how to draw better ... I talk to my friends about going to college, and they think it is going to be fun too."



Spotlight: K-12 Student

Keyshaun Royster
DREW ELEMENTARY SCHOOL, 6TH GRADE

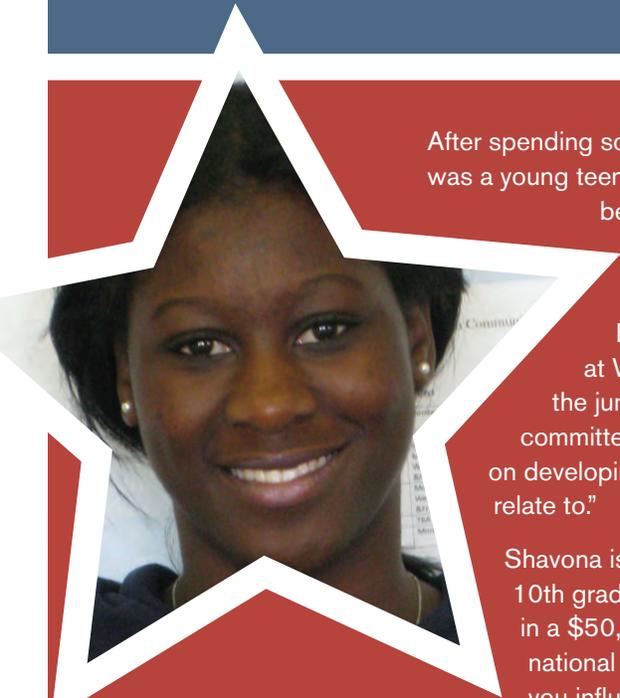
After spending some time in Jamaica, Shavona Hurde's family returned to Philadelphia when she was a young teen. She entered West Philadelphia High School (WPHS) as a 9th grader and became engaged in many activities during and after school, particularly through the College Access and Career Readiness (CACR) program. "I [learned] to develop strategies to balance my time."

Balance she does. Shavona serves as the founding president of the fashion club at WPHS, helping to organize three community fashion shows a year. She is also the jump captain for the cheerleading team and a member of the yearbook and senior committees. Last summer, she interned as an English teacher's aide. "I made up a lesson on developing character. The students really liked it because it was something they could relate to."

Shavona is often nominated by peers and staff as a spokesperson for her school. As a 10th grader, Shavona represented WPHS at a meeting with the School District, resulting in a \$50,000 grant for school improvements. Most recently, she placed fourth in a national speech competition on the topic, "How can your school go green, and how can you influence other people to go green?"

Now she has the opportunity to share her experiences with younger peers. As part of the senior committee, Shavona mentors 9th graders—an idea the committee successfully pitched to the school administration. "We're always trying to figure out how to better the school." It was hard to talk to the younger students at first, but Shavona says it helps having been there herself. "We were 9th graders that started trouble [too], but we had to learn from our mistakes; everybody has to start early and focus on going to college."

Shavona plans to attend college next year and pursue journalism. The CACR program has provided her with extensive support. "I attended the SAT prep classes ... went on every college tour." Now she has taken the real SATs, is reviewing information on different colleges, and applying for a scholarship. Her essay topic: leadership.



Spotlight: K-12 Student

Shavona Hurde
WEST PHILADELPHIA HIGH SCHOOL '11

Opportunities for Penn Students

Academic Internships

The Netter Center offers a variety of internship opportunities to undergraduate and graduate students across the University. Many of these students begin their engagement through ABCS courses or as community work-study and come to assume growing responsibility for their civic role in West Philadelphia and at Penn. As interns, students work between 10 and 20 hours per week during the academic year and between 20 and 40 hours per week during the summer. A few of these opportunities are described below, as well as within the stories of the profiled student and alumni leaders.

Penn Program for Public Service (PPPS) Interns

The PPPS Summer Internship Program is a 12-week multi-faceted program that immerses approximately 15 undergraduates in real-world problem solving in the West Philadelphia-Penn community. At the core of the internship is an action-oriented, Academically Based Community Service seminar, "Faculty-Student Collaborative Action Seminar in University-Community-School Partnerships and Healthy Urban Communities," led by the director of the Netter Center. Students actively participate in the seminar; conduct individual and group research centered on pressing problems affecting Penn and West Philadelphia; work at least 20 hours a week at a local school or community organization; and live together in a University residence. Since 1981, summer interns have played leading roles in creating a variety of the programs and projects that currently involve Penn students, faculty, and staff with West Philadelphia schools and other community organizations.

Civic Development Interns

The Civic Development Internships are specifically designed to give exceptional PPPS Interns the opportunity to deepen their learning and expand their research projects by working one or two semesters beyond the completion of the summer program. Interns are provided with continued support during the school year by participating in a seminar that meets on a monthly basis.

ServiceNation Interns

On September 12, 2008, President Amy Gutmann addressed the ServiceNation Summit and committed to supporting 400 new community service opportunities for Penn students. The internships provided through the President's ServiceNation commitment are a vehicle for improving the civic development of Penn students, as well as the University's overall capacity for and integration of community partnerships projects, particularly as they are linked to Penn's core academic mission. The ServiceNation funding afforded by President Gutmann enables the Netter Center to support a total of 120 internship positions from 2009 to 2012; 42 students were selected for this honor during the 2009-10 academic year.



Spotlight: Penn Student

Jeremy Levenson
PENN '12

Jeremy Levenson came to Penn from New Haven, CT, "ambitious and idealistic" about solving the many problems facing the world. He also entered as a Civic Scholar, a select community of Penn students dedicated to civic engagement and studying the issues facing communities locally and globally.

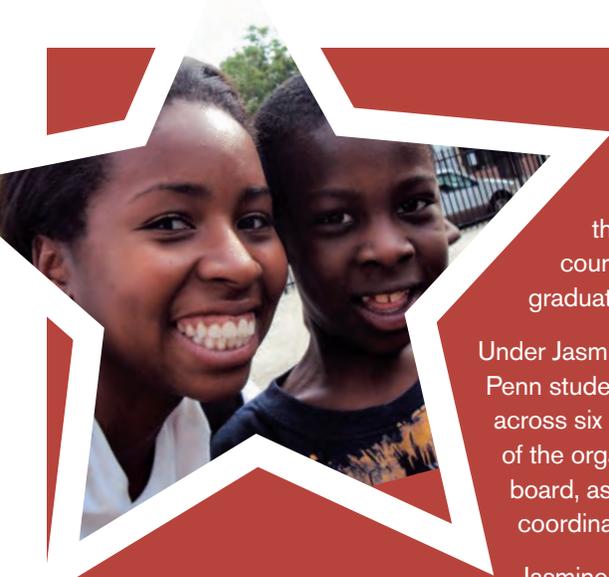
Jeremy jumped at the opportunity to participate in the Center's PPPS Summer Internship after his freshman year. Referring to the program's seminar, Jeremy says, "It empowered me to take control over my education.... Ultimately, unlike any other, [this] course asked me to think about the most important problems around me and to think critically about how I can contribute to solving those problems."

As part of his summer internship, Jeremy began working with the College Access and Career Readiness program, while also conducting problem-solving research around improving the health of West Philadelphia through the Agatston Urban Nutrition Initiative (AUNI). His experience with PPPS "reshaped my extracurricular life at Penn. More broadly, PPPS was instrumental in developing my understanding of social change." He continued as a Civic Development Intern during the academic year, through which he became increasingly involved with AUNI's youth development team.

"What is common to university-assisted community schools, ABCS courses and other components of the Netter's work is an understanding that collaboration across different spheres of life is necessary to truly improve the lives of all." Jeremy has fostered this collaboration through his role as the Chair of the Netter Center's Student Advisory Board for 2010-11, and in nearly a dozen other leadership roles across campus.

Jeremy now considers himself "a cautiously optimistic junior who is as eager to work towards change as ever." He reflects, "I have stared at inequalities and harsh realities and experienced the stubborn inertia of institutions. And through it all, I have realized how difficult it is to develop a strong community that ensures the benefit of all, but also how important it is to develop that community."

After graduation, Jeremy will attend Mount Sinai School of Medicine where he can continue to explore his many interests—most of all, community partnerships and development around health, education and housing.



Jasmine Hoskins came to Penn from Birmingham, Alabama. She began working with Community School Student Partnerships (CSSP) early in her freshman year, at the suggestion of a friend for an extracurricular activity. Her involvement with the Netter Center deepened as she engaged in hands-on learning through ABCS courses. "I always encourage others to take at least one [ABCS course] before they graduate. They give students a chance to learn more about our community."

Under Jasmine's leadership as Recruitment and Training Coordinator, CSSP grew from 150 Penn students mentoring after school to nearly 400 students working with five programs across six schools. As a rising senior, Jasmine was elected by her peers to serve as Director of the organization. In this role, she oversees CSSP's student coordinators and executive board, as well as works with the Netter Center's Director of Community Schools to coordinate CSSP's partnerships with other university-assisted community school programs.

Jasmine reflects: "Programs that bring Penn students and community school students together have the mutually beneficial quality of breaking down barriers. The kids find mentors and role models in the high-achieving college students that have become their friends. Penn students step out of the campus bubble and build relationships with the community, taking in the diversity of experiences that West Philly has to offer."

Jasmine's involvement has resulted in personal transformation as well: "My perception of my role as a citizen has changed drastically during my time in Philly. I was always aware of some of the issues facing our society, but my attitude was, 'Someone should do something about that.' My time at Penn has shown me that I can be that facilitator of change ... that our society's heroes are not a superhuman race of over-achievers, but rather they are smart, driven leaders who are motivated by the importance of their cause."

Looking forward, Jasmine is applying to various teaching fellowships. She hopes to teach Special Education for a few years and then return to school to obtain a Doctor of Education in School Psychology. "I have chosen the education of our kids as the cause that will motivate my career path."

Spotlight: Penn Student

Jasmine Hoskins

PENN C'11

(OPPORTUNITIES FOR PENN STUDENTS CONTINUED)

Community School Student Partnerships (CSSP)

CSSP is a student-run organization that provides academic and cultural enrichment to children and youth through college-age mentors. CSSP has both an Executive Board and several Site Coordinators. As part of the Netter Center's university-assisted community school network, these leaders recruit, train, and coordinate hundreds of Penn students to work at six West Philadelphia public schools. CSSP members work with students in grades K-12 during and after school, including facilitating small group or one-on-one tutoring, assisting classroom teachers, offering SAT and college access mentorship, encouraging fitness and nutrition during the school day, providing homework help and running extracurricular activities.

Academically Based Community Service Teaching Assistants (TAs)

Faculty members typically choose their TAs among students who have already taken their course, based on a demonstration of extraordinary passion, hard work and

subject knowledge. TAs help support the course through syllabus revisions; connecting students to placements at local schools, communities of faith, or other community-based organizations; and working with students, whether one-on-one or small groups, on their research pursuits. In 2009-10, ABCS courses enjoyed 13 undergraduate and one graduate student teaching assistants.

Student Advisory Board (SAB)

The Netter Center's Student Advisory Board brings together representatives from academic, service, and leadership bodies across Penn's campus—including those of Civic House and Fox Leadership—to facilitate communication, collaboration, and an efficient use of resources to promote service work. The SAB advises the Netter Center on its operations, promotes the work of the Center and service in general on Penn's campus, and helps to plan the annual Academically Based Community Service (ABCS) Summit.

Leonore Annenberg Teaching Fellowships (LATF)

The LATF program supports Penn junior and senior undergraduate students, as well as recent alumni, in pursuing leadership careers as urban classroom teachers. Launched by the Woodrow Wilson Foundation, LATF is a partnership among the School of Arts and Sciences, the Graduate School of Education, and the Netter Center. Students are selected on a competitive basis for their interest in teaching secondary school content areas including mathematics, the sciences, global languages, social studies and English, as well as a commitment to working in the surrounding communities. Fellows receive a variety of academic, mentoring, and financial supports during their undergraduate years, graduate year, and their first years of teaching. This includes \$30,000 toward tuition in the master's degree (MSEd) and certification program in secondary education at Penn. Fellows make at least a three-year commitment to teaching at the high school or middle school level in a West Philadelphia public school.

Jamie Tomczuk is a Northeast Philadelphia native who graduated in 2010 with majors in Urban Studies and Communication. Jamie first learned of the Netter Center when she began tutoring at the Sayre after school program. "When I arrived at Penn, I had trouble figuring out where I fit within the university. On my first day at Sayre, a lot of things just clicked. I became personally invested in the children I was working with, and the larger mission of the program."

The tutors of the after school program evolved into Community Schools Student Partnerships (CSSP) and Jamie became the Director of CSSP during her final undergraduate years. "As I moved into different roles within the organization, the mission of CSSP became my mission. Penn students can and should become active in the West Philadelphia community, not because it is a charitable act, but because for four years we are part of this community." Jamie highlights the impact on her peers: "Penn students in CSSP can [develop] a more informed opinion on the issues we talk about daily in higher education ... and learn about Philly in a new way—through its youth and their daily experiences."

Jamie is currently a Leonore Annenberg Teaching Fellow. "LATF provided the perfect opportunity for me. I'm able to get real experience as a teacher while also advancing my learning through a master's degree." Support from staff at the Netter Center and the Graduate School of Education, as well as faculty and teacher mentors, has been a vital component of the fellowship. "It's easy to round up a table full of knowledgeable people who can help us work through our challenges."

As a teaching fellow, Jamie is also maintaining a connection to Penn, university-assisted community schools and CSSP. "At Lea, there are CSSP tutors who come into the 8th grade social studies class that I teach. Each time they enter my classroom I get a feeling of pride and excitement. [It] has allowed me to continue building, within my own classroom, the Penn-West Philadelphia partnerships that I helped start as an undergraduate."

Spotlight: Penn Student

Jamie Tomczuk

PENN C'10, GSE'11

Spotlight: Penn Alumni

Dhinakaran Chinappen

PENN E'08, C'09



Dhinakaran "Dk" Chinappen was born in St. Pierre, Mauritius and graduated from Penn in 2009 with dual degrees in Bioengineering and Economics. After hearing about ABCS courses from a friend, he decided to take "The Community Math Teaching Program" course, which partnered with a local high school through the Moelis Access Science (MAS) program. He then took two additional ABCS courses connected to MAS and became an undergraduate teaching assistant.

"Everything is different [in ABCS courses]. The class is about sharing ideas and improving interpersonal skills. Even though in theory, you have the lecture and recitation, it's not like that in real life. Instead, you talk about your experiences in the high school and at Penn."

Dk has been a teaching assistant for three ABCS courses in the Mathematics department and has even continued the work after graduation. Speaking of the MAS Director, Dk says, "As soon as [Dr. Stovall] sees the potential in you, there's a path to leadership.... Having to face a class of brilliant undergraduates and the chance to lecture is incredible.... As an international student, my public speaking skills have definitely improved."

The experience of working with both Penn students and high school students in West Philadelphia has been very rewarding for Dk. He has seen changes in students academically, including improved test scores. But it is not just academic support that Penn students provide to the teens they work with. "You get to give advice about careers, professionalism. We inspire the students [as] role models. Every single time the experience gets better and better. The feeling of being able to give back and being civically minded is very rewarding."

Dk currently works at the Children's Hospital of Philadelphia conducting HIV research and hopes to attend medical school in a few years. In the meantime, he remains very involved with Moelis Access Science. "When I look back on how many people I've touched and worked with—the students I reminded about homework and deadlines, helped with final projects—seeing the difference they've made, that's what keeps me going."



Spotlight: Penn Faculty

Henry Teune, PhD

“I always believed that one of the purposes of universities is to train and educate students for citizenship. Until recently, this meant some very minimal things—voting, joining organizations, volunteering—but I always knew there was much more to it,” says Henry Teune, a Professor of Political Science at Penn since 1961. “The challenge of our time is to move beyond passive citizenship to something that assumes responsibility... active, responsible citizenship.”

To begin to move the dial on this challenge, Dr. Teune and undergraduate students in his ABCS Political Science course, “Citizenship and Democratic Development,” created the Penn Democracy Project in 2004. At the core of the project is a survey, designed and analyzed by Teune’s students, sent to random samples of undergraduates at Penn on concepts and practices of democratic citizenship. The survey will eventually be shared with other higher education institutions.

In a recent report, Teune and his undergraduate teaching assistant, Vikram Vish, claim, “The Penn Democracy Project shows that service-learning courses and opportunities to engage in West Philadelphia have considerable impact [on educating democratic citizens].” The data also shows that students’ sense of efficacy and civic responsibility are significantly related to working to solve problems in West Philadelphia.

The importance of the university in teaching active and responsible citizenship, Teune notes, is based in part on research in the 1990s which established that the parts of the human brain involving “integrating knowledge,” “reasoning,” and “long term perspectives”—concepts required for democratic citizenship—primarily take shape during ages 18 to 21. “Where we are now is that we’ve found that Penn students would like to have more opportunities for engagement.... We have to penetrate the University’s culture, create a culture of democratic citizenship.” His students discuss ideas of what Penn can do to further achieve this mission. They also go into the neighborhoods around Penn to assess what impact it is having on building the foundations for democratic life in those localities.

Teune has played a leading role in the International Consortium for Higher Education, Civic Responsibility, and Democracy (IC). With the IC, and in collaboration with the Council of Europe and other groups in Africa and Asia, he was the principal investigator in a National Science Foundation research project, “Universities as Sites of Citizenship and Civic Responsibility.” Penn has sent several undergraduates to work as interns with the Council of Europe and plans to do so in the coming years. “It has been a great experience for those that have been involved. It gives students a very different perspective,” notes Teune.

“Through the Netter Center and Civic House, we have great students leaders who are very civically engaged and will be for the rest of their lives.... My question is, how do we get to the rest?”

2009-10

Highlights & Developments

AWARDS & RECOGNITION

- ★ Penn was named a “**Best Neighbor**” university in October 2009. The national *Saviors of our Cities: 2009 Survey of Best College and University Civic Partnerships* ranked Penn and the University of Southern California, Los Angeles both as number one. Criteria for assessment included real dollars invested; faculty and student involvement in community service; continued sustainability of neighborhood initiatives; effect on local student access and affordability to attend college through K-12 partnerships; and increase in student applications and resources raised through renewed alumni giving. Penn’s recognition stemmed largely from the Netter Center’s work in West Philadelphia.
- ★ In August 2009, *U.S. News & World Report* named the University of Pennsylvania among the **Best Colleges 2010 for Service-Learning**. Penn was one of 31 institutions distinguished in this category, with nominations from college presidents, chief academic officers, deans of students, and deans of admissions from over 1,300 schools.
- ★ The **College Access and Career Readiness Program** won the **WorkReady Philadelphia Second Place Award for Summer Education and Mentoring** in August 2009. In each of the last five 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.
- ★ In June 2009, the **Penn Nursing-Sayre High School Partnership** was honored with a **citation from Philadelphia City Council and a Proclamation from Mayor Michael Nutter**, congratulating the students “on their outstanding work: Academically Based Community Service – educating and assessing children in the community for risk factors of diabetes.” Through this partnership, Dr. Terri Lipman’s Nurse Practitioner students train and mentor Sayre students on accurate height and weight measurement and how to assess growth disorders and diabetes risk factors in children in the community. Interventions include nutrition education and a dance program to increase activity. Each year since 2006, data have been collected, analyzed and presented by Penn-Sayre student teams at national pediatric nursing conferences in four cities in the US. The Penn-Sayre teams have received a total of four national awards. The partnership, and analyses of the data, are published in an article entitled, “Diabetes Risk Factors in Children: A Partnership Between Nurse Practitioner and High School Students,” *The American Journal of Maternal/Child Nursing*, Volume 36(1), pp 56-62, 2011.



PROGRAM UPDATES & DEVELOPMENT

- ★ In July 2010, **The Agatston Urban Nutrition Initiative (AUNI)** received a three-year \$900,000 grant from the U.S. Department of Health and Human Services' Office of Minority Health. Together with \$100,000 in a local match, the new funding will support expansion of AUNI's Growing Together program, providing paid internships for 120 students in grades 9- 12 from University City, Sayre and West Philadelphia high schools and the School of the Future. Student interns will work in summer and after school nutrition projects, including growing school gardens, harvesting and selling their produce at local farmers' markets, and conducting community and school-based healthy cooking workshops.
- ★ The Netter Center worked closely with University City District (a neighborhood-based special services district sponsored by local higher ed institutions and other businesses) to launch the **West Philadelphia Skills Initiative** in June 2010. The Initiative aims to connect local youth and adults to jobs at health care, educational and other institutions in University City. In its first summer, the Initiative placed 57 local high school students (25 from the Netter Center's three partner high schools) in internships at UCD employer partner sites.
- ★ The **Wharton-Netter Center-Community Partnership** was established with an anonymous \$3.16 million gift in May 2010. Combining the resources and expertise of Penn's Wharton School, the Netter Center and West Philadelphia, the Partnership aims to create an effective model for university-assisted community development that can be replicated nationally and internationally. To that end, the Partnership has begun to generate and implement programs that engage Penn students and faculty in local community and economic development initiatives—particularly working with university-assisted community schools. The Partnership also aims to evaluate the programs' efficacy and replicate the most successful ones in other communities around the world. West Philadelphia High School, the Enterprise Center, and University City District have been chosen as the initial institutional partners.
- ★ In academic year 2009-10, **The Tarnopol Program in Community Service and Urban Entrepreneurship**, a collaboration between the Wharton School and the Netter Center, supported the second year of a Financial Literacy and Entrepreneurial Education partnership linking a Wharton Field Challenge class with West Philadelphia High School Business Academy students. The partnership included one-on-one mentoring, on-line simulation of running a business, and small group projects to develop business proposals conceptualized by the high school students. Penn students in the course are also working to expand this program to other high schools and colleges in the region. The Tarnopol Program provided a foundation for and continues to support strategic partnerships that are critical to the new Wharton-Netter Center-Community Partnership.



- ★ The **Philadelphia Innovation Fund Project to expand University-Assisted Community Schools in West Philadelphia** is a partnership of the Philadelphia Federation of Teachers with the School District of Philadelphia, the University of Pennsylvania, and community partners. Philadelphia was one of seven Innovation projects awarded nationally in fall 2009 by the American Federation of Teachers. This grant is supporting local partners in expanding university-assisted community school programs to encompass two high schools and their elementary and middle feeder schools in an effort to impact an entire neighborhood through all of its schools. West Philadelphia and Sayre High Schools and their respective feeder schools (a total of 10 schools) comprise one contiguous neighborhood of approximately 60,000 people, including 4,000 public school students. Partners are working not only to expand community schools to the neighborhood level, but also to improve community schools through teacher leadership teams, which will be created at each school and also work across schools as appropriate. Over the last year, the first four schools have begun pilot efforts: Lea, Wilson, Comegys and Sayre.



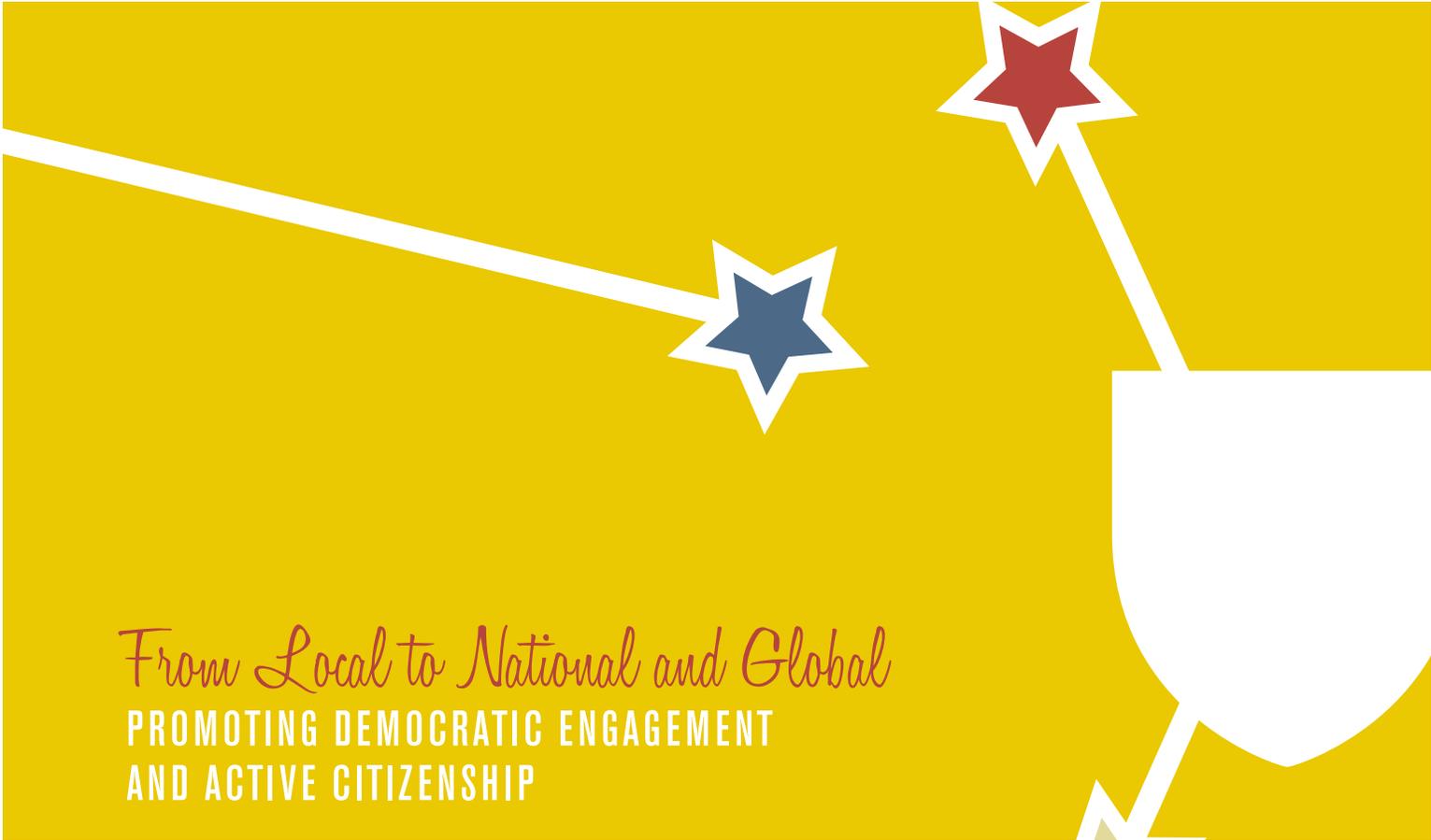
POLICY & NETWORKS

- ★ The **Anchor Institutions Task Force**—first formed in 2008 to prepare a report to incoming HUD Secretary Shaun Donovan—has been convened as a permanent organization, involving practitioners and leaders in higher education, to develop and disseminate knowledge to help create and advance democratic, mutually beneficial anchor institution-community partnerships across the nation. The Task Force is led initially by Penn, chaired by the Netter Center Director, and administered by Marga Incorporated (a consulting firm dedicated to strengthening partnerships and philanthropic initiatives through research and strategic guidance). It has grown to include nearly 100 members, including 33 university presidents and chancellors. A meeting was hosted at Penn in June 2010 that refined the mission of the Task Force and established working committees. A Leadership Forum was hosted at the Annie E. Casey Foundation in December 2010.

NEWS & EVENTS

- ★ The **Netter Center website** received a makeover in summer 2010. See the new look at www.upenn.edu/ccp.
- ★ The Netter Center hosted a seminar and reception during **Alumni Weekend 2010**. On May 15th, over 100 alumni of all ages joined Netter Center staff, students, faculty and fellow alumni for a discussion on the past, present and future of the Netter Center's work in West Philadelphia. Alumni panelists—representing the Classes of 1988 through 2009—discussed their involvement in West Philadelphia through the Netter Center, representing the enormous growth of the Center's programs over time, as well as the ongoing impact of this work on Penn students.





From Local to National and Global
PROMOTING DEMOCRATIC ENGAGEMENT
AND ACTIVE CITIZENSHIP

Given its long history, leadership, and track record in this work, the Netter Center seeks to create and strengthen local, national and international networks of institutions of higher education committed to engagement with their local communities.



Amy Gutmann greets HHS Secretary Sebelius, Mayor Michael Nutter, Congressman Chaka Fattah, Pa. Education Secretary Gerald Zahorchak, and other dignitaries at the Coalition for Community Schools National Forum.



The Netter Center advances the field of university-assisted community schools (UACS) in five main ways:

1. **Conferences.** The Netter Center hosts annual conferences on UACS.

- ★ On April 7-9, 2010, the Netter Center co-hosted the Coalition for Community Schools' National Forum in Philadelphia. The Netter Center Director is the Chair and a Founder of the Coalition.
 - ▣ The Forum drew close to 1,100 participants on site and over 100 participants through live streaming of the main plenary sessions. The audience included those in K-12 and higher education, youth development, health and human services, family services and supports, neighborhood and community development, business, government and philanthropy.
 - ▣ A focused university-assisted community schools track was included for the first time and drew large numbers of participants. Presenters included Netter Center staff, as well as colleagues from OU-Tulsa, University of Dayton, Richard Stockton College, University of Tennessee-Knoxville, University at Buffalo and IUPUI.
 - ▣ President Amy Gutmann introduced the keynote address by U.S. Secretary of Health and Human Services Kathleen Sebelius. They were joined by elected and appointed officials who represent Philadelphia and the state.



2. **Technical Assistance.** The Netter Center welcomes interested visitors from the U.S. and abroad to come to Penn and meet with Netter Center leaders and school and community partners.

- ★ In 2009-10, Netter Center staff worked particularly closely with Richard Stockton College of New Jersey and the Atlantic City School District, which have been developing university-assisted community school programs at two high schools.
- ★ Recent site visitors to the Netter Center include colleagues from the University of Washington, University of Baltimore and Australia.

3. **Publications.** The Netter Center publishes a journal, *Universities and Community Schools*, and its director and Penn colleagues write extensively on university-community-school partnerships. The most recent issue of the journal was published in Spring/Summer 2010 and is available on the Netter Center website, www.upenn.edu/ccp.

4. **Leadership.** The Netter Center plays a strong leadership role in national networks that advance the work of community schools and university civic engagement, including the Coalition for Community Schools, <http://www.communityschools.org/>, and the Anchor Institutions Task Force, <http://www.margainc.com/>. The Center's Director is also the U.S. Chair of the International Consortium for Higher Education, Civic Responsibility, and Democracy, <http://www.internationalconsortium.org/>.

5. **Funding.** The Netter Center supports regional centers on university-assisted community schools, and, in past years, has provided seed funding for initiating or developing university-community-school partnerships.

- ★ In 2008, the Netter Center began funding the first regional training center on university-assisted community schools at the University of Oklahoma-Tulsa, directed by its Community Engagement Center.
 - ▣ OU-Tulsa CEC hosted its 2nd Annual Southwest Regional Conference in October 2010, which drew more than 125 participants.
 - ▣ OU-Tulsa CEC created the Higher Education Forum, a network of senior administrators from nine area colleges. The Forum has designed a request for partnership process that links high schools to higher education through service-learning projects, internships and career exploration opportunities.
- ★ The Netter Center plans to develop additional regional centers on UACS every three years, beginning in September 2011.



Financial Report

JUNE 30, 2010 AND 2009

Statement of Activities

FY 2010 Actual Year End

FY 2009 Actual Year End

REVENUE

University Support	1,161,704	1,076,845
Non-Grant Program Income	33,471	33,289
Grants	3,040,673	3,071,256
Term Gifts (Annual and Multi-year)	946,735	1,013,922
Net Endowment Income*	154,717	123,386
TOTAL REVENUE	\$5,337,300	\$5,321,698

EXPENSES

Total Compensation	3,621,441	3,646,961
Program and Operations	1,336,526	1,292,857
TOTAL EXPENSES	\$4,957,967	\$4,939,818

Annual Revenue less Expenses	379,333	381,880
Net Carryover/(Deficit) Previous Year**	1,129,633	747,753
TOTAL NET ASSETS***	\$1,508,966	\$1,129,633

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

**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.

Acknowledgements

THANK YOU TO OUR INDIVIDUAL SPONSORS

Starting in 2004, and continuing through Making History: The Campaign for Penn, the Netter Center for Community Partnerships has received more than \$20.9 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.

The Netter Center gratefully acknowledges those who have contributed \$25,000 or more (July 2004 – June 2010).

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Carroll Park Community Council

Sister Saida Abdul Aziz
Quba Institute

Frances Aulston
West Philadelphia Cultural Alliance

Bishop Claude Barnes
Church of Faith

James J. Brown
The Fan's View, LLC

Fred Carey
Sayre High School Health Center

Katie Cofey
Southwest Community Enrichment Center

Sharif El-Mekki
Mastery Charter School

Terry Guerra
ACHIEVEability

Jocelyn K. Hart
Hickman Temple A.M.E.

John Leatherberry
West Powelton Concerned Community Council

Rev. Joseph Nock
Second Antioch Baptist Church

Richard Redding
Philadelphia City Planning Commission

Rev. Carlton Rodgers
Tabernacle Evangelical Lutheran Church

Rev. Rodney D. Rogers
Christ of Calvary Church

K. Rose Samuel-Evans
Metropolitan Baptist Church

Alia Walker
Women of Peace

Frances Walker-Ponnie
The Consortium

Elsie Wise
West Powelton Concerned Community Council

Ken Woodson
Philadelphia Zoo

Student Advisory Board (2009-10)

Alix Winter (Chair)
C'10 Health & Societies

Samantha Braun
C'12 Political Science
Student Committee on Undergraduate Education (SCUE)

Vivian Chen
W'13 Undeclared
Wharton Social Impact Task Force

Nia Crosley
C'11 International Relations
Penn Reading Initiative

Lan Dinh
C'11 Health & Societies
Agatston Urban Nutrition Initiative

Natalie Feigenbaum
C'11, G'11 Philosophy, Politics, & Economics and East Asian Language & Civilization
Recess Initiative, Newman Center, CHORDS

Gregory Klimowicz
C'12 Political Science
Netter Center Evaluation

Pooja Kothari
Nu'10, W'10 Nursing and Economics
Community School Student Partnerships, Wharton, Nursing

Eileen McKeown
C'10 Science, Technology, & Society
Fox Leadership

Anushka Nadarajah
C'11 Economics
Civic House

Mark Pan
C'11 Urban Studies
Undergraduate Assembly

Michelle Sherrott
EAS'12 Materials Science & Engineering
Engineers Without Borders

Adrienne Warrell
C'10 Urban Studies
Community School Student Partnerships

Netter Center Senior Staff

Ira Harkavy, Associate Vice President and Founding Director

Cory Bowman, Associate Director

Isabel Mapp, Associate Director for Faculty, Staff and Volunteer Services

Eleanor Sharpe, Associate Director*

Joann Weeks, Associate Director

* In July 2010, Eleanor Sharpe left her position at the Netter Center to serve as Director of Planning for the City of New Rochelle.





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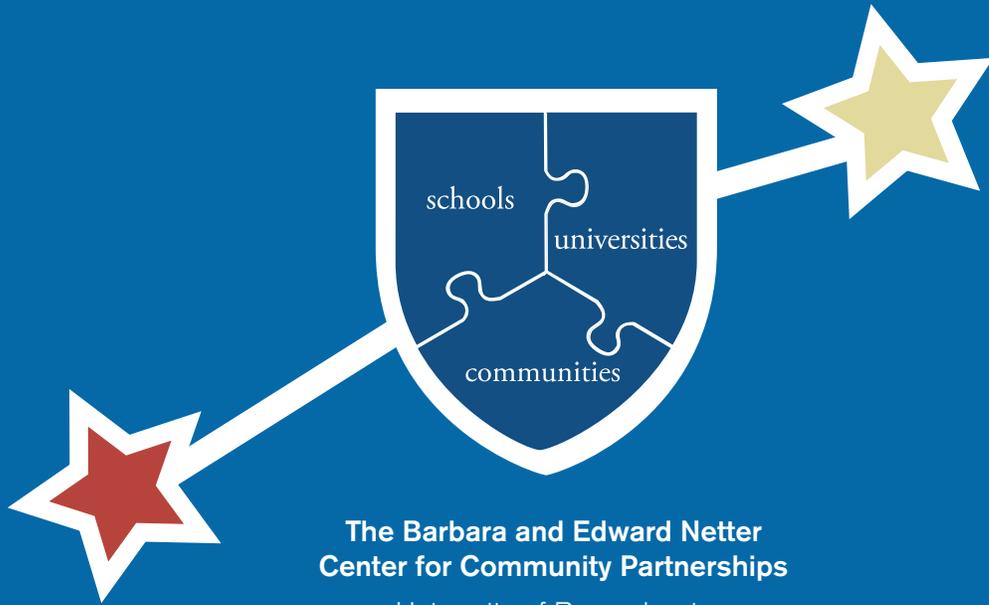
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Comments and questions on the report are welcomed.



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Center for Community Partnerships**
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