



Netter Center
for Community Partnerships
UNIVERSITY of PENNSYLVANIA



ENGAGE, EMPOWER, EDUCATE

ACROSS THE CURRICULUM



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.



NETTER CENTER 20TH ANNIVERSARY

UNIVERSITIES • COMMUNITIES • SCHOOLS: PARTNERS FOR CHANGE

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Dear Friends:

The spirit of civic engagement has never been more alive at Penn than it is today. Thanks in large part to the Netter Center for Community Partnerships, Penn has established a proud legacy of working with its neighbors to strengthen the cultural, educational, and economic fabric of West Philadelphia and the greater Philadelphia region. Students and faculty from across Penn's 12 schools integrate academic learning with hands-on community and civic action, addressing the challenges faced by real communities, and developing a nuanced understanding of the interconnectedness between themselves, their community, the larger society, and the world.



LETTER FROM THE PRESIDENT

After twenty years, the Netter Center continues to lead the way—not only at Penn, but also among higher education institutions around the globe. This year, Penn was honored with the Presidential Award for Higher Education Community Service on the basis of an application that prominently featured the Netter Center's summer outreach programs at university-assisted community schools in West Philadelphia.

Academically Based Community Service continues to be a hallmark of the Center's mission. These classes take Penn students from campus into neighborhood classrooms, where they bring innovative ideas to bear on solving significant challenges facing the community and the world. Thanks to the generous donors who established the Emerson Fellows and the Moorman-Simon Program for Education and Schooling for Democracy and Citizenship, even more opportunities now exist for Penn faculty, students, and young alumni to engage with the community, while advancing knowledge.

This year also marks the fifth anniversary of the remarkable naming gift made by Barbara Netter and her late husband Edward, C'53. Their extraordinary commitment has enabled the Center to expand its work in West Philadelphia and to promote university-assisted community schools as a model for replication across the country.

As we celebrate the Netter Center for Community Partnerships' 20th anniversary, I commend the Netter Center and its able staff for their leadership and perseverance in helping Penn to realize the vision of its founder, Benjamin Franklin, who rightly believed that the destiny of an eminent university is inextricably tied to the well-being of the people it serves.

Sincerely,

A handwritten signature in white ink on a dark blue background, which appears to be the signature of Amy Gutmann.

Amy Gutmann

President
University of Pennsylvania



Dear Friends:

We have dedicated this report—which spans two academic years, 2010-2011 and 2011-2012—to the Netter Center’s collaborative work across schools and departments at the University of Pennsylvania.

In this spirit of interdisciplinary collaboration, I am pleased to share that the Moorman-Simon Program for Education and Schooling for Democracy and Citizenship was established in spring 2011 with the generous philanthropy and catalytic vision of Sheldon Simon (Wharton ’97) and his wife Ruth Moorman, both members of our National Advisory Board.

LETTER FROM THE DIRECTOR

Ira Harkavy

Associate Vice President and Director
The Netter Center for Community Partnerships

In addition to supporting Netter Center programming and student involvement with the West Philadelphia community, the Moorman-Simon Program is fostering significant collaboration among Penn faculty from different disciplines, as well as the development of several thematic, faculty-led seminars in areas such as Culture and Arts, STEM, and Environment and Health.

I am also especially pleased that we launched the Emerson Fellows program this year through generous support from the Emerson Education Fund. This innovative program engages two recent Penn graduates, one based in West Philadelphia and one in Washington, D.C., in analyzing and helping to implement national policies and local practices that advance university-assisted community schools. Our first two Emerson Fellows began in June 2012 and are featured in this report.

On a somber note, we lost two dear colleagues in the last two years—Lee Benson and Henry Teune—whose leadership and myriad contributions were indispensable to the creation and ongoing development of the Netter Center. I had the extraordinary pleasure to work with and learn from Lee and Henry since the 1960s. Lee was my undergraduate advisor, thesis advisor, life advisor, mentor, colleague—and above all dear friend. Henry, my teacher since my freshman year in college, was also a most cherished mentor, colleague, and friend. My colleagues and I express our profound appreciation and gratitude for all they did to advance the Netter Center’s work not only on campus and in the community, but also nationally and globally.

The Netter Center officially turned twenty in July 2012. We have made significant strides. Much, much more, of course, remains to be done. We invite you to celebrate this important milestone with us, reflect with us, and help develop the path forward for the next twenty years. We look forward to hearing from you.

Sincerely,

Ira Harkavy

OUR APPROACH

Academically Based Community Service (ABCS) is at the core of the Netter Center's work.

Students and faculty work with West Philadelphia public schools, communities of faith, and community organizations to solve critical campus and community problems in a variety of areas related to the environment, health, arts, and education.

ABCS

- Is service rooted in and intrinsically tied to research, teaching, and learning
- Addresses universal problems as they are manifested locally through collaborative problem solving
- Aims to bring about structural community improvement (e.g., effective public schools, neighborhood economic development)
- Is designed to improve the quality of life in the community and the quality of learning and scholarship in the university
- Helps students to become active, creative, contributing citizens of a democratic society.



University-Assisted Community Schools (UACS)

A major component of the Netter Center's work is mobilizing the vast resources of the university to help transform traditional public schools into innovative University-Assisted Community Schools (UACS). UACS strive to engage, empower, and educate not only students but also all members of the community in which the school is located.

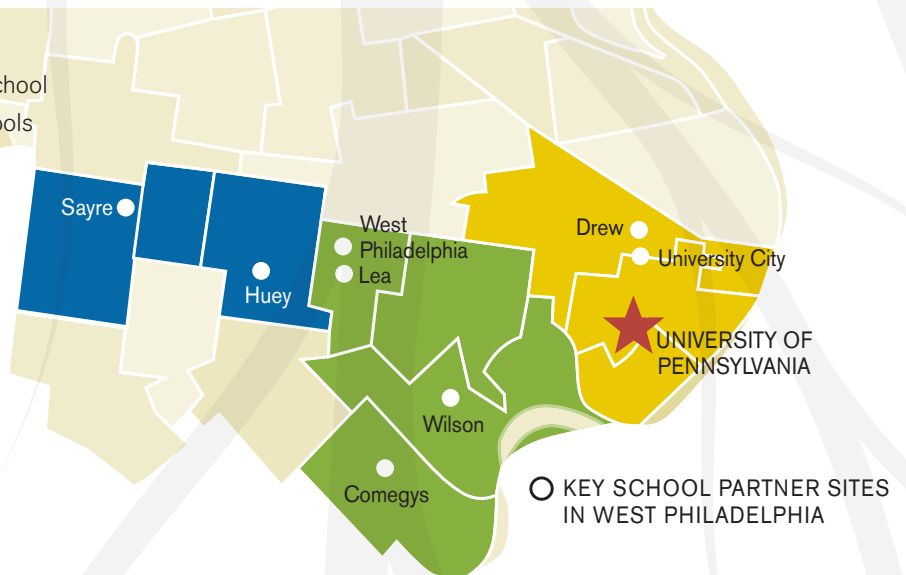
UACS focus on the school as the core institution, the "hub," for community engagement and democratic development, as well as link school day and after school curricula to solve locally identified, real-world, community problems. For neighborhood schools to function as genuine community centers, however, they need additional human resources and support. We emphasize university-assisted because we have become convinced that, in relative terms, universities constitute the strategic sources of broadly based, comprehensive, sustained support for community schools. UACS engage universities as lead partners in providing academic, human, and material resources. This mutually beneficial partnership simultaneously improves the quality of life and learning in the community while advancing the academic mission of the university.

UNIVERSITY-ASSISTED COMMUNITY SCHOOL PROGRAMS

The Netter Center's university-assisted community school programs in West Philadelphia focus on a set of schools within three high school catchment areas:

- Comegys School (K-6)
- Drew School (K-8)*
- Huey School (K-8)
- Lea School (K-8)
- Sayre High School
- University City High School
- West Philadelphia High School
- Wilson School (K-6)

*Drew School was closed at the end of the 2011-12 school year as part of the School Reform Commission's consolidation plan.



University-Assisted Community School programs occur during the school day, after school, evenings, Saturdays, and summers. Each school site has, at minimum, one full-time site director who works closely with the school and the community to determine activities that best serve the specific needs and interests of that area. In addition to organizing and overseeing the programs, community school site directors serve as liaisons between the university and the school, as well as between school day teachers and the after school program. University students taking ABCS courses, work-study students, and student volunteers provide vital support for these programs, serving as tutors, mentors, classroom fellows, or activity and project leaders.

UACS programs include:

Agatston Urban Nutrition Initiative (AUNI)

AUNI grew out of an Anthropology ABCS course taught by Professor Francis Johnston. While AUNI's emphasis is on nutrition education and food access in West Philadelphia, it works in a total of 20 Philadelphia public schools, serving more than 10,000 students every month. Hands-on cooking and gardening clubs and youth-run fruit stands connect school day and after school learning activities for K-12 students, as well as connect to the academic work of Penn students and faculty. AUNI's Youth Development Program provides job-training and leadership development, particularly in urban agriculture and peer nutrition education.

College Access & Career Readiness (CACR)

The CACR Program works with University City, Sayre, and West Philadelphia high schools to provide comprehensive supports to students, including through individualized, cohort, and school-wide activities. These supports are grouped in the following areas: academic achievement, leadership development, social development, career readiness, and college access.

- The Student Success Center (SSC) is a major component of CACR programming at University City High School. It uses a holistic approach to guide students in identifying their personal interests and aspirations to create post-secondary plans.
- The Youth Employment Network, a program of University City District's West Philadelphia Skills Initiative, works in collaboration with the Netter Center's

high school programs to connect youth to opportunities for employment, advancement, and skill-building through internships at local anchor institutions.

Community Arts Partnerships

Through ABCS courses and academic internships, Penn faculty and students are exploring and demonstrating how arts and culture partnerships can improve education and community revitalization.

Community Schools Student Partnerships (CSSP)

CSSP is an undergraduate student organization that works in close collaboration with the Netter Center's university-assisted community schools by recruiting, training, and coordinating several hundred Penn student tutors/mentors. In addition, CSSP site coordinators mobilize

UACS programs continued:

various student groups that are interested in doing service in schools.

Extended Learning

Extended learning programs meet the community's need for safe spaces that provide academic, cultural, and recreational activities for young people as well as adults from 3pm to 6pm after school and from 8am to 3pm during the summer. Programs for K-8 students focus on tutoring, arts, culture, recreation, and project-based learning. High school programs combine academic support, college and career mentoring, extracurricular activities, and real-world job experiences through paid internships.

Health Sciences Educational Pipeline Program

The Pipeline Program is a partnership between the Perelman School of Medicine at Penn, the Netter Center, and Sayre High School that creates engaged learning and mentorship opportunities at many levels: high school students are taught by undergraduates, who learn from medical students who, in turn, are guided by residents and fellows. There are currently three years in the Pipeline sequence—Neuroscience, Cardiology, and Infectious Diseases—each integrated with the science curriculum of a particular grade level and each incorporating components at Sayre during the school day and at Penn after school.

Moelis Access Science (MAS)

MAS supports partnerships that improve science, technology, engineering, and math (STEM) education in K-12 classrooms, as well as undergraduate and graduate STEM education at Penn. MAS staff work with STEM-related faculty from across Penn's campus. The program's curriculum approach focuses on supporting hands-on and inquiry-based science education in classrooms, as well as incorporating community-based, problem-solving learning.

Penn Reading Initiative (PRI)

PRI is a Penn student-run tutoring program that was developed through Professor Bill Labov's ABCS course and the Penn Linguistics Laboratory with the support of the Netter Center. PRI tutors use *The Reading Road*, a curriculum that includes lessons, stories, and games designed to engage the interest of struggling readers in urban elementary schools.

2010-2011 by the NUMBERS

62 Academically Based Community Service (ABCS) courses

50 ABCS instructors across **6** schools and **23** departments

1679 Penn students enrolled

28 ABCS Teaching Assistants

119 Academic Interns (non work-study)

358 Community Work-Study

125 Penn Student Volunteers

2,613 K-12 Students in School Day Programming

1,409 K-12 Students in After School Programming

913 K-12 Students in 2010 Summer Programming

2011-2012 by the NUMBERS

59 Academically Based Community Service (ABCS) courses

56 ABCS instructors across **6** schools and **23** departments

1714 Penn students enrolled

37 ABCS Teaching Assistants

88 Academic Interns (non work-study)

313 Community Work-Study

360 Penn Student Volunteers

3,123 K-12 Students in School Day Programming

1,354 K-12 Students in After School Programming

374 K-12 Students in 2011 Summer Programming

* Data refers to activities from July 1, 2010 through June 30, 2012. 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 are enrolled in both summer and school year programming.

Spotlight on University City High School: In 2011-12, the Student Success Center staff at University City High School mobilized 90 university students as graduation coaches. This team helped 94% of the senior class graduate, 70% of whom had post-secondary plans, and secured over \$740,000 in scholarship and grant awards. Over the last three years, the school's AP and Honors course participation increased by 66% across grade levels and subject content. In addition, average daily attendance rose from 71% in 2008-09 to 83% in 2011-12.

UACS programs continued:

The West Philadelphia Recess Initiative

The Recess Initiative grew out of an ABCS course on Healthy Schools taught by Professor Mary Summers, a Senior Fellow in the Fox Leadership Program. Co-sponsored by Fox, the Netter Center, and the Graduate School of Education, the Initiative engages university students to work with public school and after school staff to promote a more pleasant lunchroom environment and encourage interactive play and fitness opportunities for children during recess.

Wharton-Netter Center Community Partnership

The Wharton-Netter Center Community Partnership was established in spring 2010. The goal of the Partnership is to create an effective model for university-assisted community development that can be replicated in other cities nationally and globally. It combines the resources and analytical strength of the Wharton School with the Netter Center's work to

connect Penn's academic mission with the needs of its surrounding neighborhoods. The Partnership works collaboratively with West Philadelphia community and institutional partners to generate and implement programs in social impact that involve Wharton and other Penn students and faculty in curricular, co-curricular, and research activities.

NEW ABCS COURSES 2010-2012

Africana Studies 187	The History of Women and Men of African Descent at the University of Pennsylvania	Charles Howard, Brian Peterson
Africana Studies 334/634 Anthropology 334/634 Gender Sexuality & Women's Studies 334/634	Feminist Ethnography	Deborah Thomas
Anthropology 155	Globalization: Causes and Effects	Brian Spooner
Anthropology 252	Food Habits in Philadelphia Community	Jane Kauer
Anthropology 483 Urban Studies 483	Interfaith Action	Kathy Hall, Steve Kocher, Fatimah Muhammad
Architecture 255/ 755 Environmental Studies 255 Urban Studies 255	Sustainability in Action	Mark Alan Hughes, Leslie Billhymer
Biology 151	Learning and Teaching Regeneration Biology	Dan Kessler, Jamie Shuda
Education 245	Culturally Relevant Teaching and Learning	Brian Peterson
Education 551	Outside the School Box –History, Policy and Alternatives	Mike Johaneck
Education 635	Assessing Language and Learning Differences	Gerald Campano
Engineering & Applied Science 285	Teaching Computer Science Basics	Jean Griffin
Health & Societies 330	Community Based Research on Health Disparities	Chanita Hughes Halbert
Linguistics 007	American Sign Language	Jami Fisher
Marketing 232	New Product Development	John Hutchinson
Marketing 233	The Social Impact of Marketing	John Hutchinson
Music 009	Writing about Gospel Music	Carol Muller
Music 018 Urban Studies 018	Music in Urban Spaces: An Investigation into Micro-cultures in West Philadelphia	Molly McGlone
Music 018 Urban Studies 018	Soundscapes of Society	Molly McGlone

ACROSS THE CURRICULUM: DEAN & FACULTY SPOTLIGHTS



Joseph Bordogna

Alfred Filter Moore Professor of Engineering and Dean Emeritus of the School of Engineering and Applied Science

Joseph Bordogna is the Alfred Fittler Moore Professor of Engineering and served as Deputy Director and Chief Operating Officer of the National Science Foundation. He has spent much of his career advocating science, technology, engineering, and mathematics (STEM) education for K-12 students in underrepresented populations: “We cannot afford to lose one brain,” he says. His sense of civic duty comes from his belief that all students need to be “capably literate in math and science” in order to graduate as “whole citizens” who can contribute to and benefit from a 21st century world increasingly impacted by technological change.

Bordogna commends the Netter Center’s efforts to improve STEM curricula at university-assisted community schools through the Moelis Access Science program, as well as its commitment to “ensuring that every citizen has the opportunity to contribute his or her talents to society.” While he feels that many education reform initiatives tend to level-off, the Netter Center has the “credible skills and talent” to “keep things moving.... It creates and sustains momentum.”

He also sees the Netter Center as playing an essential role in promoting and achieving the three pillars of President Amy Gutmann’s Penn Compact: integrating knowledge, engaging locally and globally, and increasing access to education. “All three have to be strategically integrative,” Bordogna says.

Friend and colleague Ira Harkavy explains, “Benjamin Franklin founded Penn with the intention to educate young people to serve morally, to prepare the individual to contribute to society. Joe Bordogna has devoted much of his career to helping realize in practice Franklin’s vision for Penn.” Bordogna, in turn, believes that much of the Netter Center’s work embodies Franklinian principles, particularly ABCS courses, which empower students to transcend traditional disciplinary boundaries and apply theoretical knowledge to real world problems. This “ability to connect knowledge” is what Bordogna describes as “truly intellectual!”

Dennis DeTurck

Dean of the College of Arts and Sciences, Robert A. Fox Leadership Professor, and Professor of Mathematics



Dennis DeTurck is Professor of Mathematics and the Dean of the College in the School of Arts and Sciences. DeTurck first became acquainted with the Netter Center while pursuing outreach projects at University City High School through Penn’s Department of Mathematics.

With funding from the National Science Foundation and further support from Netter Center National Advisory Board member Ronald Moelis, DeTurck’s engagement grew deeper through the development of the Netter Center’s Moelis Access Science (MAS) program, which works to improve STEM education in West Philadelphia public schools and at Penn. DeTurck notes that the MAS program is unique in its integrated focus on teacher professional development, classroom support, and hands-on, inquiry-based activities. His involvement in MAS changed his conception of mathematics education, providing him with an “understanding of where the ‘wheels fall off’ for young students.”

In addition to serving as the Faculty Advisor for MAS, DeTurck is Co-Chair of the Netter Center’s Faculty Advisory Board. He believes that the Netter Center plays a vital role in forming the relationships that make partnership initiatives like MAS sustainable. The Netter Center “brings things together that would otherwise be disconnected to ... make a positive impact on the community,” he explains.

As Dean of the College, DeTurck has seen the Netter Center impact numerous Penn students as well. Through Academically Based Community Service (ABCS) courses, “Penn students learn valuable lessons” as they are exposed to “very different perspectives.” DeTurck is enthusiastic about “seeing a lot more ABCS-infused courses” offered at Penn. He believes this curricular change will contribute to the current momentum toward a more civically engaged student body. As the Netter Center heads into its next 20 years, DeTurck hopes it will take advantage of new opportunities for “collaboration on a greater scale,” including working with other universities to “exchange best practices” and is particularly excited about a burgeoning partnership with Brown University around civic engagement.

ACROSS THE CURRICULUM: DEAN & FACULTY SPOTLIGHTS



Matthew Hartley

Associate Professor and Chair of the
Higher Education Division, Graduate
School of Education

Matthew Hartley is Associate Professor and Chair of the Higher Education Division of the Graduate School of Education. He has dedicated his career to investigating ways in which institutions of higher education can transform their curricula to promote democracy and effectively engage students in serving the community. He emphasized these aims in a 2011 book, *To Serve A Larger Purpose*, which he co-edited with John Saltmarsh.

Hartley, who has been a member of the Netter Center's Faculty Advisory Board for a number of years, became the first Faculty Fellow of the Moorman-Simon Program for Education and Schooling for Democracy and Citizenship in 2011. As the program's Faculty Fellow, Hartley is helping foster interdisciplinary collaboration among faculty across Penn's 12 schools to advance Academically Based Community Service. Hartley notes that "Penn is distinctive among its peers because of the sheer number of faculty and students working with local partners to address some of the most pressing challenges of our time."

According to Hartley, the Netter Center's work epitomizes the link between education and service, mobilizing students "as fellow members of the community to address universal problems as they are manifested locally." According to Hartley, the Netter Center's commitment to creating change on a local level "supports the capacity of members of the community ... to have a positive influence on their own lives." He emphasizes that "a place-based strategy is an essential part of what the Netter Center does." In particular, Hartley commends the Center's long-term involvement in local public schools because "the welfare of West Philadelphia won't sustainably improve unless the school system changes. We're not just grappling with issues of education inside the schools. We are also dealing with issues of health and the economy."

Hartley looks forward to working with the Netter Center as it continues to grow and develop, particularly through the Moorman-Simon Program. "I can't think of a better place to be part of," he says.

Afaf Ibrahim Meleis

Margaret Bond Simon Dean of Nursing,
School of Nursing



Afaf Meleis is the Margaret Bond Simon Dean of Nursing at the School of Nursing. Attracted by the university's rich history, strong academic reputation, and excellent faculty, she came to Penn after 34 years at the University of California San Francisco. Throughout her career, Meleis has been deeply dedicated to service, particularly advocating for women's rights in healthcare.

Meleis makes an effort to emphasize local engagement throughout undergraduate and graduate nursing students' academic careers. Mollie McConnell, an ABCS student who was involved in organizing fitness nights for West Philadelphia community members at Sayre Recreation Center, explains that a fundamental aspect of the nurse practitioner field is trying to meet "the needs of underserved populations," so "it is important for us [as students] to embody this idea and engage with our own community." She reflects, "I was really inspired to see how a simple, low cost initiative such as a dance night could engage the community and improve their overall health while building positive relationships between the university and the surrounding community.... I hope to draw upon this experience in my own work as a nurse practitioner."

The Netter Center, Meleis comments, provides the perfect avenue for actualizing Penn's commitment to civic engagement because of its role as "a leveraging body to enhance the faculty's full capacity to do good in the community." Meleis commends the Netter Center's focus on helping "our own neighbors," which she sees as a prerequisite to creating change on a larger scale. She particularly values the interdisciplinary capacity of ABCS courses to "harness the strengths of different faculty [members]" to equip students for problem solving in the community. The Netter Center "breaks down silos, creating synergy and dynamic interactions."

Her experiences and observations at the Nursing School have made Meleis "proud of Penn's deep support" for civic and community engagement, "empowering" her as she promotes this work among faculty.

Karohn Lawrence, a 2011 graduate of University City High School (UCHS), is among the many students who have been deeply affected by university-assisted community school programs. By the end of his junior year, Karohn had lost all motivation and was doing poorly academically, with a very low GPA. He was ready to drop out, and his teachers and principal thought there was little hope of turning him around. But then he heard about a special summer opportunity being offered.



YOUTH SPOTLIGHT

He joined the Leaders of Change program that summer, run by Netter Center staff and Penn student interns who operate the Student Success Center (SSC) at UCHS. And change he did. As part of a team engaged in a service project in their local community, Karohn found purpose and meaning in his studies, and rediscovered his love of math. With the continued support of the Student Success Center, Karohn applied himself seriously during the school year. He was accepted on a full scholarship to La Salle University and is now looking to a career as a math teacher.

After graduating, Karohn has continued to be in regular contact with his support team at UCHS and found ways to give back, including mentoring current high school students. He had a most successful first year at La Salle, performing at the top of his freshman class with a 3.8 GPA.

In Karohn Lawrence's own words: "[The Student Success Center at UCHS] really put me on the right track. It stopped me from being a potential dropout.... Working with the SSC staff kept me motivated, showed me that I can learn and should really give [school] one last chance, make it through one last year. As I started working with the SSC staff more, I realized that I am smart.... I learned time management, how to study, and tools I could use to help me cope with life.... No one in my family had graduated from high school before.... The SSC staff really helped me, so I feel like it's my duty now to help other people help themselves.... I continue to support the program after graduation because I feel that there are more people who can benefit from it."

Karohn Lawrence

University City High School Class of 2011
and La Salle University Class of 2015

Letter from a Penn Alumnus to Netter Center Staff on working at the Student Success Center

"My experiences at the Student Success Center have not only shaped my happiest experiences as an undergraduate at Penn, but the trajectory of my career and my future in education.... Your dedication, wisdom, vision and unequivocal belief that all students deserve the same support and opportunity as any other has inspired me and all of the students that have walked through the doors of the SSC. I know that your hard work has changed not only the lives of UCHS students, but also ignited the passions and interests of countless Penn and Drexel volunteers. You bring the hope and faith that all students can succeed to action. You defy statistics and expectations."

– Jessie Taylor Spellman (Penn C'10, GED'13,
Teach For America, 2011 Mid-Atlantic Corps Member)

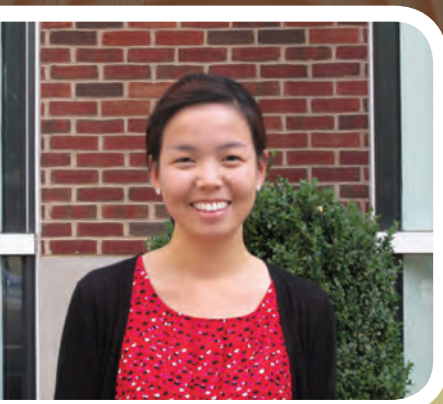
PENN STUDENT SPOTLIGHTS

The Emerson Fellows of the Netter Center was launched in spring 2012 through generous support from the Emerson Education Fund. It offers two graduating Penn seniors—who have worked with the Netter Center for Community Partnerships and/or its university-assisted community schools program as undergraduates—an opportunity to engage meaningfully in practice and policy and to disseminate their work to a national audience through a one-year appointment.

The West Philadelphia Emerson Fellow is based at the Netter Center and works to increase the amount and improve the integration of Penn, community, and governmental resources with local university-assisted community schools. This year, the National Policy Emerson Fellow is based in Washington, D.C., at the Coalition for Community Schools, and works on national policy issues and their relationship to advancing university-assisted community schools. As young scholars, the fellows will begin to contribute to the field through research and publications.

Jongsun Joanna Chae, C'12

West Philadelphia Emerson Fellow



Jongsun Joanna Chae is a Minnesota native but resided in South Korea for seven years. She transferred to Penn after her sophomore year at Boston University and graduated in 2012 with a B.A. in English. She first became involved in the Netter Center through “The West Philadelphia Seminar,” an ABCS course in Political Science taught by Center Director Ira Harkavy, Associate Professor in the Graduate School of Education Matthew Hartley, and Director of Community Planning at the Philadelphia City Planning Commission Richard Redding.

Through her course work, Joanna developed a strong interest in youth crime prevention. “My team found that youth crime was most prevalent from 3 to 6 pm, so we concluded that strengthening after school programs would be a great way to reduce crime.” She was drawn to the unique structure of the course because “often times [faculty] will give us a problem and an answer, but in this case, we chose a real-world problem to focus on and, with faculty guidance, came to our own solution. That was a really powerful experience.”

Joanna’s research eventually evolved into an independent study working with the after school programs at Lea and Wilson Community Schools. Her team “decided that enough was already being done [in terms of after school programming through] the Netter Center, but we wanted to evaluate and improve those initiatives.... We wanted to develop a network to foster communication and collaboration,” she explains.

In her role as the first West Philadelphia Emerson Fellow of the Netter Center, Joanna feels fortunate to have the opportunity to advance the work she began as an undergraduate. The Fellowship is particularly rewarding because, “I went from being a catalyst who conducts research to an agent of change who can act on what I have learned and will continue to learn.” Through her work, she has learned that service is more than “an activity. I now see it as a responsibility. A community thrives when its members are willing to serve.” Looking forward, Joanna hopes to attend medical school and utilize what she has learned at the Netter Center to pursue her interests in obstetrics and gynecology. “I am interested in trying to contribute to decreasing maternal mortality rate disparities not only within the U.S. but also internationally.”

PENN STUDENT SPOTLIGHTS

Shama Jamal came to Penn from Dar Es Salaam, Tanzania, hoping to “explore the business world” as a Wharton undergraduate. Shama was exposed to the Netter Center her sophomore year as a member of a civic leadership residence program called Franklin Community. She was inspired by the Netter Center’s wide range of resources and its ability to “bring together faculty, Penn students, community members, and families to decide how to best use those resources.”

Shama developed a passion for education and pursued that passion through the Netter Center’s Penn Program for Public Service Summer Internship, which involves an ABCS seminar taught by the Netter Center Director and an internship in West Philadelphia. As part of the program, Shama researched the challenges of parent engagement while working at nearby University City High School. She and a classmate designed a solution to this real-world community problem and implemented it in the fall of 2011, launching the University City Community Resource Center to promote parent involvement.

The unique nature of ABCS courses encouraged Shama’s enthusiasm for problem solving: “The structure pushes you to do research on concepts and best practices behind the service you hope to provide and then allows you to implement those solutions by structuring them to fit a particular community.”

Shama graduated from Penn’s Wharton School in May 2012, majoring in Business and Public Policy and Social Impact and Responsibility. In June, she began working at the Coalition for Community Schools in D.C. as the Netter Center’s first National Policy Emerson Fellow. “My job is to track and analyze federal policies and regulations related to community schools, particularly the university-assisted community school model, and figure out how institutions of higher education can increase their capacity to serve schools within their neighborhood,” she explains.

The fellowship is providing Shama with the “unique opportunity to be engaged with both policy and practice because of the Coalition’s network of local partners. Since the fellowship is located in D.C., it has also helped build personal and professional networks in educational policy” – a field she is excited to explore further “to help advance and sustain change in schools nationally.”



Shama Jamal, W'12

National Policy Emerson Fellow

2010-2012 PROGRAM UPDATES & DEVELOPMENTS



- The Netter Center helped initiate an **institutional partnership on civic engagement with Brown University** in 2011-12. Penn and Brown faculty and administration have begun developing plans for collaborative research projects and a summer student exchange program.



The Moorman-Simon Program for Education and Schooling for Democracy and Citizenship

was established in March 2011. This program is working to advance three critical Netter Center priorities: engaging Penn students, creating interdisciplinary support for Penn faculty, and expanding Netter Center programming. Matthew Hartley from the Graduate School of Education was appointed as the first Faculty Fellow through this program.

Thematic Faculty Seminars have been created under the Moorman-Simon Program for Education and Schooling for Democracy and Citizenship. These seminars were informed by a “Civic Seminar” hosted in May 2011 by the Netter Center, as part of a national project of the American Association of Colleges and Universities. The thematic seminars and faculty conveners include:

- o Arts, Culture, and Humanities: Carol Muller, Professor of Music and Distinguished Fellow, Netter Center
- o Environment and Health: Fred Scatena, Professor and Chair, Department of Earth and Environmental Science
- o Nutrition and Health: Francis Johnston, Professor Emeritus of Anthropology and Distinguished Senior Fellow, Netter Center
- o Penn-University City High School Faculty Collaborative Seminar: John Puckett, Professor, Graduate School of Education; Elaine Simon, Co-Director, Urban Studies Program
- o STEM Education: Dennis DeTurck, Dean of the College of Arts and Sciences, Robert A. Fox Leadership Professor, and Professor of Mathematics; Scott Poethig, Professor of Biology
- o Strategies for Advancing and Improving Academically Based Community Service: Matthew Hartley, Moorman-Simon Faculty Fellow and Associate Professor, Graduate School of Education

Thanks to a generous gift from the Penn Class of 1965, the Netter Center conference room enjoyed major renovations that were ready for the 2011-2012 academic year.



- **The Community Farm and Food Resource Center at Bartram's Garden** broke ground in October 2011 through a partnership between the Agatston Urban Nutrition Initiative (AUNI), Bartram's Garden, the Pennsylvania Horticultural Society, and the City of Philadelphia Parks & Recreation Department. The 3.5-acre site—formally an underutilized ball field—is now home to a community garden with individual plots, an orchard of fruit trees, and a greenhouse for organic seedlings. Youth from local schools, including Bartram High, work with AUNI staff to help tend the farm.

- The creation of an **AUNI ABCS and Student Engagement Coordinator** position helped increase AUNI-related ABCS classes, establish an AUNI student advisory board, and support a number of social venture projects. For example, **Rebel Ventures** is an entrepreneurial project in which high school students produce and sell granola bars, distributed at local public schools and on Penn's campus; the Rebel Ventures youth also operate the **Youth Urban Mobile Market (YUMM)**, a youth-driven tricycle cart filled with fresh fruits, vegetables, and healthy snacks for sale in West Philadelphia neighborhoods; and **Youth Growers' Markets** are an opportunity for youth from around the city to sell fresh, affordable, nutritious food that they helped grow.
- Sherryl Kuhlman was named program director of the **Wharton-Netter Center Community Partnership** program in 2010-11, and a faculty advisory board was created, with the Netter Center Director and the Vice Dean of the Wharton Program for Social Impact

serving as co-chairs. The partnership began promoting the integration of community problem-solving learning into the Wharton curriculum, with courses in management, operations and information management, and marketing among the first using this approach.

- **The University City District (UCD)'s West Philadelphia Skills Initiative**, developed in partnership with the Netter Center, connects local youth and adults to jobs at health care, educational and other institutions in University City. The Initiative's **Youth Employment Network** was launched in June 2011, placing 57 high school students (25 from the Netter Center's three partner high schools) at UCD employer partner sites.
- Following meetings with Netter Center staff and partners at Sayre High School, **The Penn Class of 1980 initiated a partnership**

with Sayre High School on Martin Luther King, Jr. Day of Service in January 2011. After painting the Sayre gymnasium for their service event, Class of 80 leaders began planning opportunities for ongoing engagement of their classmates with Sayre High School students through college and career mentoring and cultural outreach. Many of these activities began in 2011-12.

- Four **Nonprofit Institutes** were hosted free of charge for community members from 2010-12. Through these institutes, approximately 60 staff members of local nonprofits and communities of faith learned how to strengthen their organizations and their personal capacity to improve the quality of services for their constituencies.

- **Iron Chef Jose Garces** partnered with the Agatston Urban Nutrition Initiative and 5th grade students from Drew Elementary School to prepare healthy snacks in December 2010 for all 250 Drew students. The tasting—which included sweet potato samosas, barley risotto, and bean burgers—served as preparation for Drew students to enter the Recipes for Healthy Kids Challenge sponsored by First Lady Michelle Obama.



2010-2012 AWARDS & RECOGNITION

- **The Penn Nurse Practitioner/Sayre High School partnership, under the direction of Dr. Terri Lipman in the School of Nursing, was honored at the 28th Annual Pediatric Nursing Conference** in Boston, MA in July 2012. Penn Nurse Practitioner students mentored Sayre High School students to prepare and present two posters. The students' poster, "The Impact of Dance for Health: It's a Family Affair" was awarded first prize in the research poster category. The Penn-Sayre student teams have won a total of five national awards.



- **Penn won the Presidential Award in the President's Higher Education Community Service Honor Roll**, presented in March 2012 at the American Council on Education (ACE) national conference. The Presidential Award is the highest federal honor a college or university can receive for its commitment to community service. Penn was recognized particularly for its work in the category of Summer Learning, including the Netter Center's support of Freedom School programs for K-8 students, its high school youth development programs (including Leaders of Change at University City High School and the Agatston Urban Nutrition Initiative's Youth Development Program), and Penn's chapter of Innworks (operated by students of the School of Engineering and Applied Science), which provides a free summer camp for middle school students to stimulate interest in STEM among underrepresented minorities and females. This is the second time Penn has been honored with this prestigious Presidential Award, having received it in the category of General Community Service in 2008.

- **Jamie Shuda received the 2012 Viktor Hamburger Outstanding Educator Prize from the Society for Developmental Biology, along with BioEYES co-founder, Steve Farber.** Shuda is Director of Life Science Outreach for the Institute for Regenerative Medicine and Coordinator of Life Science Outreach for the Netter Center. This award recognizes individuals who have made outstanding contributions to developmental biology education. Shuda and Farber keynoted at the Society's annual Education Symposium in July. BioEYES is a national K-12 science education program that provides classroom-based learning opportunities through the use of live zebrafish and partners locally with Moelis Access Science.
- **Brooke Hinton (W'12) was a recipient of the 2012 Dr. Martin Luther King Community Involvement Award.** Hinton, a recent Wharton graduate, was recognized for her work as a mentor, tutor, and leader at Lea Elementary School's after-school program. Hinton served as the Community School Student Partnership's student director in 2011-12, deploying many tutors and mentors to the Netter Center's university-assisted community schools.



- **Local high school students working with Bridge to ReBIO placed in the City's George Washington Carver Science Fair.** Bridge to ReBIO is a mentoring program run by Penn's Institute for Regenerative Medicine, in partnership with Moelis Access Science, through which Penn students work with Philadelphia high school students to develop and carry out projects that are entered into the Carver Science Fair. At the 2011 Carver Fair, a Sayre High School student took first place and two students from University City High School received honorable mention. Twenty-two out of 26 ReBIO high school students received awards at the 2012 Carver Fair and advanced to the regional fair.

- **Netter Center Director Ira Harkavy received the Distinguished Advocate Award by the Support Center for Child Advocates in April 2011. The Support Center also honored Penn President Amy Gutmann with the 2011 Judge Lois G. Forer Child Advocacy Award** for her extraordinary commitment to children's well-being through educational access and community revitalization and development. School of Social Policy and Practice Dean Dr. Richard Gelles was also honored as a Distinguished Advocate.



- **In each of the last seven years, West Philadelphia youth working with Netter Center programs have been recognized for awards at the Philadelphia Youth Network (PYN) WorkReady Summer Exposition.** At the end of each summer, PYN-supported programs from across the City are invited to present their work and compete for awards. Summers 2010 and 2011 including the following recognition:

- Agatston Urban Nutrition Initiative (AUNI) was awarded first place in the 2011 health and wellness category and second place in this category in 2010.
- West Philadelphia High School received second place in the 2010 education and mentoring category.
- Two Netter Center high school interns were awarded PYN's 2010 Michael J. Walker award. They were among 15 students selected from 11,000 participants as examples of hardworking, dedicated, and passionate young students.





Given its long history, leadership, and track record in this work, the Netter Center also seeks to create and strengthen local, national, and international networks of higher education institutions committed to engagement with their local communities. In particular, the Netter Center's University-Assisted Community School (UACS) model has been adapted nationally and internationally.

UACS in spring 2011. This center builds upon IUPUI's long-term collaboration with schools in Indianapolis, particularly its exemplary partnership with George Washington Community High School. IUPUI co-hosted a statewide forum on family and parent engagement in November 2011.

Regional Training Centers

- Two universities have been chosen as regional training centers for University-Assisted Community Schools (UACS). Goals for these centers include: (1) the further development of the funded university's engagement in its own UACS initiative; (2) working with other higher eds in the university's immediate region to enlist their participation in the local initiative; and (3) providing training and technical assistance on the UACS model to interested universities and colleges and their school and community partners in a multi-state area.
- University of Oklahoma-Tulsa Community Engagement Center, the site of the Netter Center's first regional training center on UACS, concluded its funded partnership in 2011. Tulsa partners continue to work with the Tulsa Area Community Schools Initiative (TACSI). Partners also formed the Higher Education Forum of Northeastern Oklahoma, an anchor institution consortium comprised of nine higher-education institutions and other community partners. In June 2011, Tulsa Public School District adopted the university-assisted community school model as its strategy for high school reform. The Higher Ed Forum is developing academic partnerships with all nine Tulsa high schools, as well as Union and Broken Arrow School Districts in Tulsa County. Other partners in this work include the Chamber of Commerce and Junior Achievement.
- Indiana University-Purdue University Indianapolis (IUPUI) was selected as the second regional training center on

National Advisory Board on University-Assisted Community Schools

- The National Advisory Board on UACS was formed in 2011 in order to raise nationally the profile of the university-assisted community school model. The National Advisory Board helps the Netter Center think strategically about the model in terms of the national debate on school reform, as well as the role of higher education in supporting effective school-campus-community partnerships. The National Board assists the Netter Center in informing critical organizations in K-12 and higher education, business, nonprofits, government, and philanthropy about the model.

Members

- Martin Blank, President, Institute for Educational Leadership and Director, Coalition for Community Schools, Washington, D.C.
- Albert Camarillo, Professor and Special Assistant to the Provost for Faculty Diversity, Stanford University, Palo Alto, CA
- Maureen Curley, President, Campus Compact, Providence, RI
- Daniel A. Domenech, Executive Director, American Association of School Administrators, Arlington, VA
- Stedman Graham, Chairman and CEO, S. Graham & Associates, Chicago, IL
- Laurene Powell Jobs, President of the Board and Co-Founder, College Track, Palo Alto, California

Site Visits

- Visitors to the Netter Center from 2010 to 2012 included university and community partners from Brown University; Coppin State University; Edith Cowan University in Australia; Florida International University; Georgia Institute of Technology; Hong Kong Polytechnic University; Johns Hopkins University; Kyunghee University in South Korea; Quisqueya University in Haiti; Sistema Tecnológico de Monterrey in Mexico; University of Chicago; University of Georgia; University of Maryland-Baltimore; University of Oklahoma-Tulsa; Wake Forest University; representatives from diverse universities across Cyprus, Denmark, Germany, and India; leaders from the East Baltimore Collaborative, Annie E. Casey Foundation, city officials, and Baltimore colleges and universities; and staff members from the Partnership for Public Service.

- Arthur Levine, President, Woodrow Wilson National Fellowship Foundation, Princeton, NJ
- Randi Weingarten, President, American Federation of Teachers, Washington, DC

Anchor Institutions Task Force

- As Chair of the Anchor Institutions Task Force (AITF), the Netter Center Director and colleagues co-hosted an AITF Leadership Forum at the Annie E. Casey Foundation in December 2010, as well as a national conference at Penn in collaboration with the Campaign for the Civic Mission of Schools in December 2011. The AITF was first formed in 2008 to prepare a report to incoming Secretary of the U.S. Department of Housing and Urban Development and 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. With over 180 members, including 41 college and university presidents, AITF is guided by the core values of collaboration and partnership,

equity and social justice, democracy and democratic practice, and commitment to place and community.

International Consortium for Higher Education, Civic Responsibility, and Democracy (IC).

- In June 2011, the Netter Center Director and colleagues attended a Global Forum in Oslo, Norway, entitled, “Reimagining Democratic Societies: A New Era of Personal and Social Responsibility?” It was organized by the Council of Europe; the U.S. Steering Committee of the IC; the University of Oslo and the European Wergeland Centre, in cooperation with the International Association of Universities, and supported by the Norwegian Ministry of Education and Research. Formed in 1999 and housed at Penn, the IC seeks to explain and advance the contributions of higher education to democracy on college and university campuses, their local communities, and the wider society. The Netter Center Director gave an introductory address at the Global Forum as Chair of the U.S. Steering Committee of the International Consortium.

Other International Collaborations

- The Netter Center hosted a week-long international workshop in February 2012 on “The Role of Higher Education: Fostering P-20+ Community Engagement through Knowledge Production, Human Capacity Building, Innovation and Social Cohesion, a U.S. – China – South Africa Collaboration” that was funded by the National Science Foundation. Teams from the U.S., South Africa, as well as representatives of the National Science Foundation and the South Africa National Research Foundation attended the workshop.*

*The Chinese representatives were unable to attend.

In May 2012, Netter Center Director Ira Harkavy became Emeritus Chair of the Coalition for Community Schools, having served in that position for 15 years. Coalition Director Martin Blank noted, “The interest among higher education institutions around the world to partner with local communities and schools has been catalyzed in large part by Ira and his team – and is growing rapidly.”

FINANCIAL REPORT

Statement of Activities June 30, 2010, 2011, 2012

	FY2012 Actual Year End	FY2011 Actual Year End	FY2010 Actual Year End
REVENUE			
University Support	\$ 1,399,184	\$ 1,199,907	\$ 1,161,704
Non-Grant Program Income	14,286	61,075	33,471
Grants	2,751,369	2,922,389	3,040,673
Term Gifts (Annual and Multi-year)	1,400,701	768,703	946,735
Net Endowment Income (*)	184,808	172,118	154,717
	<hr/> 5,750,348	<hr/> 5,124,192	<hr/> 5,337,300
EXPENSES			
Total Compensation	4,311,098	3,855,977	3,621,441
Total Non-Compensation	1,226,767	1,385,226	1,336,526
	<hr/> 5,537,865	<hr/> 5,241,203	<hr/> 4,957,967
CHANGE IN NET ASSETS (Revenue less Expenses)	212,483	(117,011)	379,333
NET ASSETS AT BEGINNING OF YEAR (**)	1,391,955	1,508,966	1,129,633
NET ASSETS AT YEAR END (***)	<hr/> \$ 1,604,438	<hr/> \$ 1,391,955	<hr/> \$ 1,508,966

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

** Net Assets at Beginning of 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 specific uses in future fiscal years.

*** Net Assets at Year End: Includes the Revenue less Expenses plus the Net Assets at Beginning of Year, which are designated for use in future fiscal years.

ACKNOWLEDGEMENTS

Thank You to Our Individual Sponsors

Between July 2004 and June 2012, the Netter Center for Community Partnerships received **\$24.2 million** in new 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 during this time period:

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*Eileen Sullivan-Marx left Penn to serve as Dean of NYU's College of Nursing in July 2012.

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In Memoriam: Lee Benson, Professor Emeritus, History

Our dear friend and colleague, Lee Benson, passed away in February 2012. He was 90 years of age. Dr. Benson devoted himself to making the world a better and more humane place. For Dr. Benson, the purpose for scholarship was, as Francis Bacon defined it—"for the relief of man's estate"—to improve human life.

Dr. Benson was Professor Emeritus of History and a Distinguished Senior Fellow of the Netter Center. He had powerful, pioneering, and enduring impacts on the discipline of history, the social sciences, and on the field of university civic engagement.

Dr. Benson continued to be fully engaged with the Netter Center until his death, serving on its Faculty Advisory Board, writing, and co-teaching with the Center's director an undergraduate ABCS seminar on "Urban University-Community Relations." Since the mid-1980's, he was the author or co-author of dozens of articles and chapters on university civic engagement and the role of higher education in educating students for democratic citizenship, co-author of *Dewey's Dream* (2007), and co-executive editor of the Netter Center's *Universities and Community Schools* journal.

An infectious, abiding optimism and passion was evident in everything Dr. Benson did, inspiring generations of students. Dr. Benson was a brilliant and distinguished scholar, beloved teacher, and active citizen whose dedication to improving Penn and American society—indeed the world—has and will continue to shape the Netter Center's work.

In Memoriam



In Memoriam: Henry Teune, Professor, Political Science

Our dear friend and colleague, Henry Teune, passed away in April 2011 at the age of 75. A world-renowned scholar, Dr. Teune was a faculty member of the political science department since 1961. He chaired the department from 1975-79 and served as Vice Dean of the Graduate School of Arts and Sciences from 1967-69. He was a Distinguished Fellow of the Netter Center and had served on the Faculty Advisory Board since its founding.

Dr. Teune made indispensable contributions to the development of the International Consortium for Higher Education, Civic, Responsibility, and Democracy (IC) and its partnership with the Council of Europe. He served as the principal investigator of the IC's Universities as Sites of Citizenship and Civic Responsibility Project, a global research project to assess and improve the impact of higher education institutions on developing democratic values and practices on the campus, and in the local community and wider society.

With his ABCS students, Dr. Teune developed the Penn Democracy Project in 2004 to analyze democratic citizenship among Penn undergraduates, particularly as it related to working in West Philadelphia. The Penn Democracy Project has served as a model program for the IC and its work with the Council of Europe.

A brilliant and caring colleague, Dr. Teune's research and teaching will have a lasting impact on the Netter Center's work at Penn and with colleagues around the world.



The Barbara and Edward Netter
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The 2010-11/2011-12 Annual Report was produced
by the Netter Center for Community Partnerships.

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