

# Building Healthy Communities

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The Netter Center  
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University of Pennsylvania  
[www.upenn.edu/ccp](http://www.upenn.edu/ccp)



# Penn's Commitment: The Penn Compact

- Increasing Access for all outstanding students
- Integrating Knowledge to address complex problems
- Engaging Locally
  - Working to address global problems that are manifested locally such as:
    - Unemployment/Underemployment
    - Public Health
    - Inadequate Schooling





# Penn's Netter Center for Community Partnerships

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- Core Beliefs

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 for Community Partnerships

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Develops mutually beneficial, mutually respectful, democratic partnerships between Penn and the West Philadelphia community

Focus on three areas of engagement:

1. University-Assisted Community Schools
2. Community Capacity Building
3. Regional, National, & International Programs



# Key Vehicle: Integration of Teaching, Research and Service

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## Academically Based Community Service

- Rooted in and intrinsically tied to research and teaching (integrates research, teaching, learning and service)
- Aims to bring about structural community improvement (e.g., effective public schools, neighborhood economic development, strong community organizations)
- Designed to improve the quality of life in the community and the quality of learning and scholarship in the university
- Helps students to become contributing, creative, democratic citizens of a diverse democracy

# Growth of Academically Based Community Service

- Overall increase in the number of ABCS courses, faculty, and students from 1991-2009:
  - 1991-92: 4 ABCS courses, 3 faculty & 100 students
  - 1995-96: 20 ABCS courses, 19 faculty & 500 students
  - 2000-01: 38 ABCS courses, 34 faculty & 925 students
  - 2008-09: 55 ABCS courses, 42 faculty & 1,331 students
- Other supports (2008-09):
  - ❖ 232 Student Volunteers in Community Schools
  - ❖ 177 Work-study Students in Community Schools
  - ❖ 65 Undergraduate and graduate paid interns

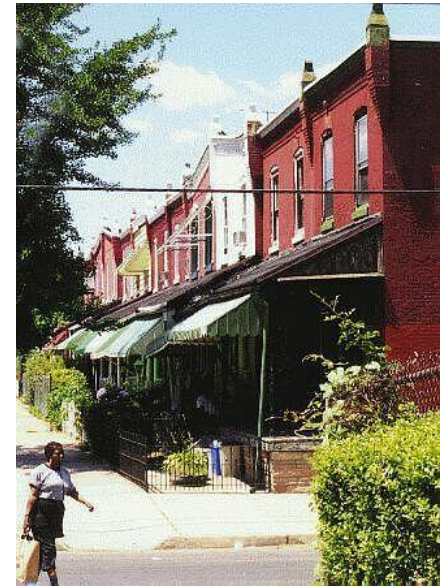
*"My ABCS courses have taught me to approach problems and societal issues in a way that not only helps me break them down into manageable pieces...but also challenges me to think about what can be done to solve them. My experiences in ABCS have empowered me to pursue positive change and have given me the tools to be effective in doing so."*

-Penn undergraduate

# West Philadelphia Today

*ABCS focuses on universal problems (e.g. poor schools, inadequate healthcare, poverty) that are manifested locally in West Philadelphia*

- Only 50% of West Philadelphia 9th graders completed high school in four years
- 22% of families live below the poverty line
- 4 neighborhoods just north of Market Street have higher poverty rates per person (40-43%) than New Orleans Lower Ninth Ward (36%) prior to Hurricane Katrina.





# 1. University-Assisted Community Schools (UACS)

*Framework for Engaging Resources of Penn into West Philadelphia  
Schools and Community*

## Guiding Principles of UACS:

- Focus on School as Core Institution for Community Engagement and Mobilization
- Open before and after school, weekends, summers
- Serve educational, recreational, service needs of entire community
- Develop deep, responsive community-academic partnerships
- Develop Academically Based Community Service as central to the University's mission



# Penn-Sayre High School Partnership

Sayre High School, one of 9 intensive university-assisted community school sites



## Partners:

- **Penn:** Schools of Medicine, Nursing, Dental Medicine, Social Policy and Practice, Design, Arts and Sciences, Center for Community Partnerships
- **Sayre:** Principal and Staff, Community Advisory Board, Home and School Association
- **CBOs:** Other service providers, Sayre Health Center

# Penn-Sayre High School Partnership

- **School Day:** real-world problem solving curriculum focused on issues of community, especially health
  - Directly related to the high school's core curriculum, especially math and science.
  - Pipelines in Neuroscience, Cardiology, Infectious Disease and Endocrinology
  - Linked to career and college exposure and internships
- **After School:** academic support, recreational, college and career readiness
  - College Access/Career Readiness—grades 9-12
  - Internships with Penn Health System, and with various programs—over 100 paid positions
  - Agatston Urban Nutrition Initiative-garden and peer education



# Penn-Sayre High School Partnership

## ■ Dr. Bennett L. Johnson Jr. Sayre Health Center

- Federally Qualified Health Center serving students, their families and community
- Opened September 2007—over \$1 million in in-kind donations to build the Center
- Integrated into Professional/undergraduate education at Penn and at Sayre
- Governed by a 501©(3) whose board represents school, parents, community and Penn.
- Now serving over 400 patients per month, 700 projected



# Problem-Solving Curricula

## Samples: Neuroscience Pipeline

- In the fall, Penn undergraduate and medical students teach Sayre students in biology classes about the basics of Neuroscience— neuroanatomy, neurotransmission, how the senses work etc.
  - *Mentorship:* Penn undergraduate leads a small group of 3 or 4 high school students throughout semester
- In the spring, a select group of Sayre students go to the University of Pennsylvania once a week for additional lessons on the brain taught by Penn doctors, medical students, and undergrads.
- Students outreach to peers and community
- Career/college component
- Expanded to include 3 more pipelines





# National Replication

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1992 – grant from DeWitt Wallace-Reader’s Digest Fund led to the creation of the WEPIC Replication Project.

1994 - Implementation began and continued through 2004, with additional support from the Corporation for National and Community Service—Learn and Serve America (CNCS). **23** colleges and universities engaged in this phase of the work

2000 – Funding from Mott Foundation for training on model—over 75 teams

2008 - With major gift, creation of Regional Training Center at University of Oklahoma-Tulsa (COPC grantee) to develop a five state regional network and further linkages to higher eds in northeast OK and throughout the OK system.



# Sample Projects from West Virginia, Detroit, Albuquerque and Denver





# Conclusion

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- Universities have enormous resources to be partners for long-term positive change in the community, as well as at the University.
  - Mobilize talents of faculty, staff, students
  - Leverage resources: work-study, foundations, government, as well as the university
  - Develop partnerships that are democratic in process as well as product



# Resources

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- Netter Center Web Site:
  - [www.upenn.edu/ccp](http://www.upenn.edu/ccp)
    - Annual Report
    - Anchor Institutions Toolkit
    - Program information
    - Coalition for Community Schools
  - [www.communityschools.org](http://www.communityschools.org)
    - 2010 conference in Philadelphia-video of plenaries
    - Research, programs