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School of Arts and Sciences

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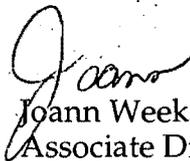
Mr. Randy Quezada
Domestic Policy Council
The White House
Room 217
Old Executive Office Building
Washington, DC 20502

Dear Randy:

It was a pleasure to speak with you on Friday. I have attached various materials that I thought would be of interest to you. We have not had a formal assessment of our school-based work, so the information I have is more general.

Please let me know if I can be of further assistance.

Sincerely,



Joann Weeks
Associate Director
Center for Community Partnerships & PPPS
Director
WEPIC Replication Project

**Raising Reading Levels in Inner City Schools: A Summary
of the Progress of University of Pennsylvania's
America Reads Tutors Implementing
the Individualized Reading Program**

by

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The African American Literacy and Culture Research Project, under the direction of William Labov and Bettina Baker, located at the University of Pennsylvania, carries out reading research in the Philadelphia community. The project is linked with the America Reads federal work study program at Penn. Over 100 Penn tutors work each semester during the day and after school in elementary schools in West Philadelphia. Fifty of these tutors work one on one with struggling readers in grades 2 through 5 in two after school programs using the Individualized Reading Program, developed by Labov and Baker. The work of Baker and Labov's research is focused on the question of how knowledge of the language and culture of children in the inner city can be applied to improve the reading and writing of standard English. For a number of years, they have been working in the elementary schools of West Philadelphia towards that end. In the first year of the project, they analyzed the reading errors of children in the 2nd to 5th grades, developed methods of instruction to correct those errors, and carried out pilot projects to test the effectiveness of those methods.

ANALYSIS OF READING ERRORS

A database of reading errors was compiled, with the help of student tutors in our service learning courses. These errors were noted as 2nd, 3rd and 4th grade children attempted to read the range of books that were routinely available in the classroom. Each error was analyzed for which part of the word structure was misread: the initial consonant or consonants, the vowel or vowel combinations, the set of consonants that follow the vowel, or the grammatical endings at the end.

Figure 1 displays their initial analysis of these reading errors. The input data are 453 reading errors of children in the "Woodrow" School in West Philadelphia. The diagram first confirms the conclusion of earlier work in Harlem. Despite the fact that all of these children are one to two years behind in reading levels, their problem does not lie in the recognition of individual letters or their alphabetic value (Labov et al 1968). The number of errors that occur with initial single consonants is quite small—less than 3%. But whenever that single consonant is replaced by a digraph—as in *chat*—or a consonant cluster—as in *stop* or *strap*—the percent of errors rises precipitously. The same pattern repeats for the vowel nucleus of the word. Errors for a simple vowel are moderate, less than 30%, but when the nucleus is a pair of letters, as in *pain*, the error rate for the vowel nucleus is double or more. A similar pattern appears for the coda—the consonants at the end of the syllable—and the addition of grammatical suffixes *-s*, *-ed* and *-ing*. The pattern shown in Figure 1 analyzing 453 reading errors is replicated in all of their studies to date.

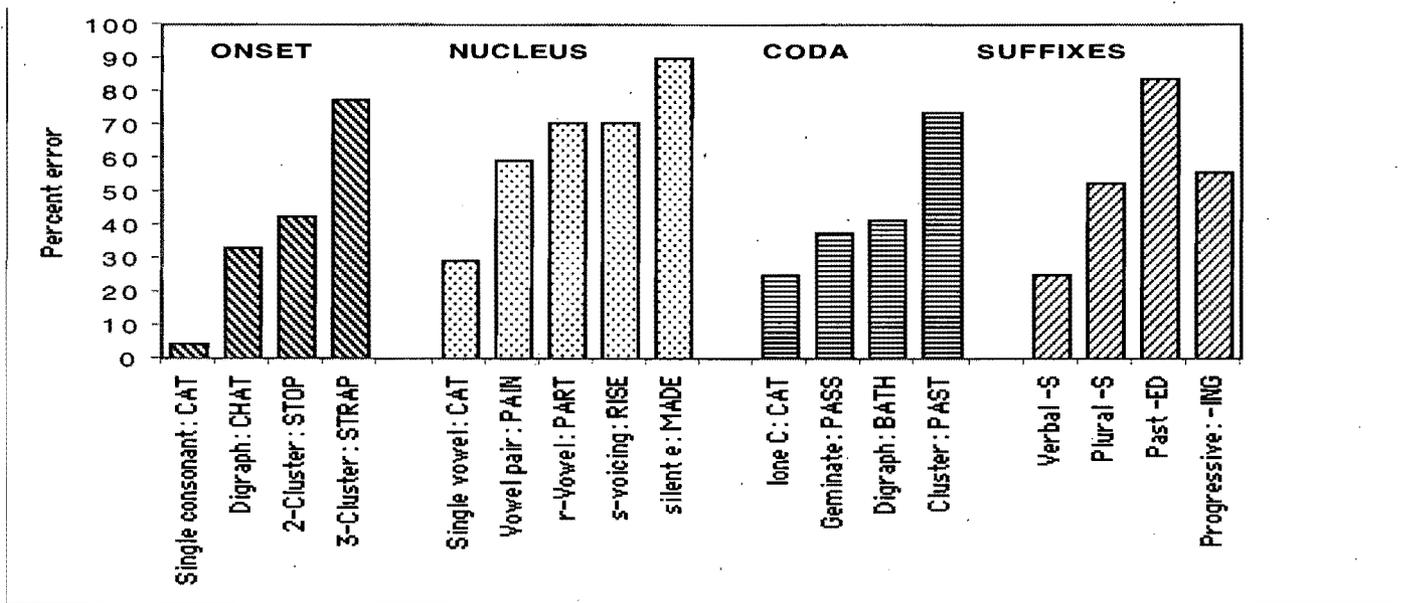


Figure 1. Distribution of 453 reading errors by word and syllable structure for children in grades 2 to 5 in the "Woodrow" School who are 1-2 years behind in reading grade level.

THE INDIVIDUALIZED READING PROGRAM

The instructional materials used in the Individualized Reading Program consist of *The Individualized Reading Manual: A Text for Tutors and Children* (Labov and Baker (1999), the RX Diagnostic computer program, and a Tutorial for Tutors

In the Individualized Reading Program, an individualized program of instruction for each child is determined in the first session between tutor and subject. The subject is asked to read a diagnostic story including specific numbers of sound to letter correspondences, which is then analyzed by a computer program entitled the RX Program, in order to obtain an the child's accurate decoding profile. The sequence of instruction is then based on the profile of each child's reading abilities. Two children with identical SAT-9 scores or reading grade levels may show radically different reading profiles: some children who have difficulty with long and short vowel sounds show good performance on final consonant clusters, while other children show the reverse pattern. Therefore, the planned program of individualized instruction would vary for each of these children, although their SAT-9 scores or reading grade levels may be identical.

Instruction is delivered through the Individualized Reading Manual [IRM]. The manual begins with a diagnostic reading that includes 5 to 15 instances of each of the orthographic structures that produce the increased error rates of Figure 1. Reading errors in this passage are entered into a computer routine specific to the program that analyzes the orthographic structure of each error, and reports the percentage of errors for each structure.

RESULTS OF A PILOT STUDY

The Individualized Reading Manual (IRM) and the RX analysis program have been used in extended day and summer programs with Penn America Reads work study tutors in two West Philadelphia schools starting in September 1998. The summer program of 1999 involved children from five schools in the district who were mandated by the Philadelphia Board of Education to enroll in summer school after failing 3rd or 4th grade. The great majority of children in the program were African American. The summer program involved only 21 half-hour units of instruction, and involved the use of

a quarter to a third of the sections of the IRM. Figure 2 shows the effect of instruction on the over-all rate of reading errors at the "Davis" School.

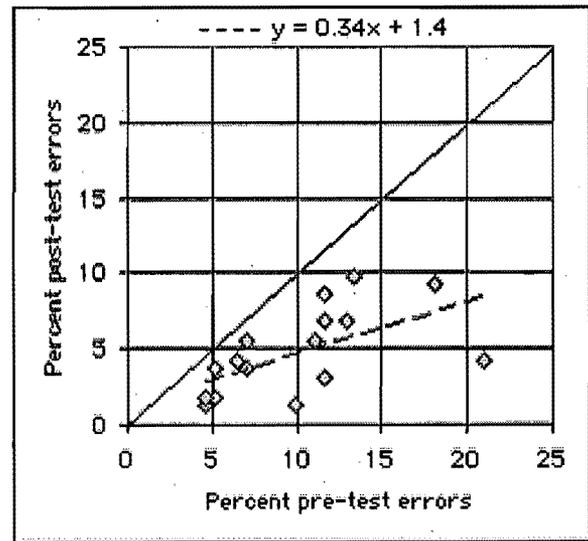
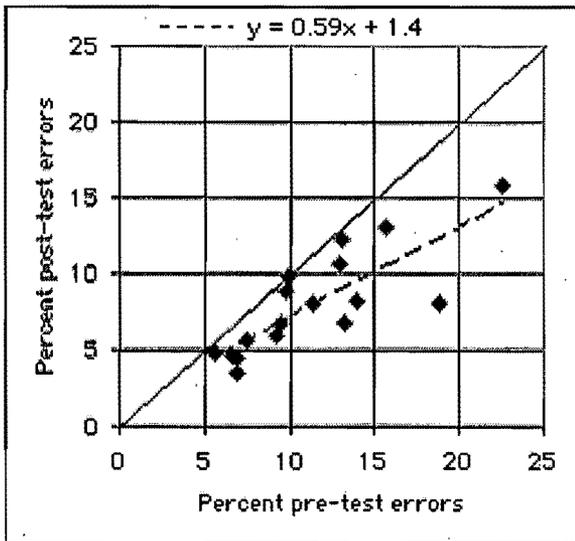
The mean error rate dropped from 28.5% to 15.3% in the posttest ($p < .0001$). All but four students showed improvement, and those with the highest initial error rates showed the greatest improvement. Figure 3 shows comparable results for single final consonants, which was the topic most consistently taught in this summer program. Though error rates were much lower to begin with, improvement was even more consistent and mean error rates dropped from 10.1 to 4.8% ($p < .00001$). On the other hand, topics that were not taught in the summer program showed only marginal improvement. The mean error rate for irregular vowel pairs dropped from 22.5% to 17.5% ($p < .05$).

Results of work done so far involving the implementation of the Individualized Reading Manual by Penn America Reads students are encouraging. They indicate that the Individualized Reading Program was effective in its primary goal of improving decoding skills. In its initial stages, the program succeeded in bringing 85 percent of thirty-three children up to Basic or Proficient levels in SAT-9 reading scores who were enrolled in an extended day program in the "Davis" Elementary School during the 1998-1999 school year. In the summer program, results indicate that the decoding skills that were taught were learned at a statistically significant level, and those that were not taught were not acquired at the same rate. Acceptance of the method in the public school system was at a high level. On October 2, 1999, it was announced that the "Davis" School had the highest degree of improvement in reading scores of any school in the state of Pennsylvania (Philadelphia Inquirer, 10/2/99), and the school's principal and teachers who worked in the extended day program acknowledged that this program was a major contributor to this result.

Currently, the Individualized Reading Program is being used with 60 children in 2 Philadelphia elementary school after school programs, and will be implemented with an additional 40 children deemed at risk of failure in a Philadelphia summer school program. Results of this cycle of research will be published in September, 2000.

Figure 2. Effect of instruction on over-all rate of reading errors in Davis summer program. Dashed line: regression of post-test on pre-test.

Figure 3. Pre-and post-test errors for single final consonants in "Davis" summer program. Dashed line: regression of post-test on pre-test.



References

Labov, William & Bettina Baker (1999). The Individualized Reading Manual: A Text for Tutors and Children. Philadelphia, Pa.: University of Pennsylvania Linguistics Laboratory.

Labov, William, P. Cohen, C. Robins and J. Lewis (1968). A study of the non-standard English of Negro and Puerto Rican Speakers in New York City. Cooperative Research Report 3288. Vols I and II. Philadelphia: U.S. Regional Survey (University of Pennsylvania Linguistics Laboratory.)

University of Pennsylvania's America Reads Partnership with Drew Elementary and Wilson Elementary Schools, Philadelphia, PA

The collaborative Wilson Elementary School and Drew Elementary School school day and extended day literacy promotion activities are examples of university student initiated, community school managed and supported programs. They are coordinated by Bettina Baker, a doctoral candidate in Penn's Graduate School of Education, collaboratively designed with each school's principal and teachers, and link the resources of the elementary schools, local high schools, Penn's America Reads Workstudy program, and Penn's Linguistics department, including the work of Bill Labov and his four academically-based community service courses.

Initiated by Penn undergraduates as a way to address local afterschool programming needs, this program is now linked to Labov and Baker's research in collaboration with California State University Hayward and the Oakland School Board, funded by OERI. The design of this research on the improvement of reading skills was informed by Labov's two-year membership in the National Research Council Committee on the Preventing of Reading Difficulties in Young Children, whose report was published in 1988. The Penn component of the research is aimed at the problem that none of the instructional methods developed so far have materially reduced the differential between mainstream and minority achievement in reading. The Penn component uses knowledge of the cultural and linguistic characteristics of African American children to reduce the conflict between the children's home culture and the instructional program of the schools. The program begins with a standard assessment of the children's reading skills combined with a linguistic analysis of decoding errors to define the cognitive problems involved in the learning of sound-to-letter correspondences. Texts and instructional materials are then prepared within a cultural framework that is strongly motivating for African American children. Phonemic awareness is developed and tested through reading of texts, rather than isolated words, as an effective way of realizing the NRC's committee's recommendation that insights of both phonics and whole word approaches be integrated. Instructional materials are designed for individual tutors and as computer governed programs developed with Macro Media's Authorware, to provide self-administered instruction and integration of text, graphics and sound for those schools that have adequate computer facilities. Instructional manuals for teachers will be provided to make teachers fully conversant with the linguistic features that are the basis of the African American English (AAE) set of programs. The effectiveness of the AAE-oriented instructional materials will be tested against control groups in extended school day literacy tutoring programs in Philadelphia and in Oakland, California with approximately 160 randomly selected students and matched control groups.

The Wilson Elementary and Drew Elementary Extended Day Programs

The 1998-1999 academic year extended day programs enroll a total of 80 elementary students in grades 2 through 5. Students and their parents are offered to participate in the program based upon being one or two years behind grade level in reading as determined by Jerry Jons Informal Reading Inventory (IRI) testing.

The extended day programs run four days a week, Monday through Thursday, 3:00 to 4:30 p.m., with 81 instructional meetings per school year. The two programs are staffed by 50 Penn America Reads work study students and 12 volunteers, 16 school-to-work and service learning students from West Philadelphia and University City High Schools, and nine elementary school teachers. Staff work at one particular school throughout the program. Typically, one tutor works with three tutees. Activities include literacy tutoring, help with homework, and literacy-based enrichment activities.

Recreational components and field trips run during the last half hour of programming two days per week, and on occasional Saturdays. Recreation includes an organized intra and intermural soccer league, visual arts projects, and modern dance. We expect to extend the recreational component to 5pm at least one day per week in the near future.

The Wilson Elementary and Drew Elementary School Day Programs

Penn America Reads workstudy students are placed with every classroom teacher, grades pre-k through 8, at both schools at least once per week in order to help lower the student-teacher ratios during literacy instruction. This is 32 classrooms and 44 work study students.

This school day component is an important vehicle for linking lessons learned in the extended day program to the curriculum of the school day.

Note: Many of the school day workstudy students also work in the extended day program; there are a total of 70 workstudy and 12 volunteers in both schools. America Reads workstudy tutors work at the schools approximately eight hours per week; America Reads volunteer tutors work approximately 2 hours per week.

Needs Addressed

The programs were designed to provide: 1) the promotion of literacy, tutoring, and greater academic achievement for children whose test scores and reading levels are behind the national average; 2) experience for high school students working with children and in education careers through a school-to-work program, expanding opportunities for these students to obtain jobs or entrance to and funding for higher education programs; 3) incentives for high school students to stay in school and stimulate creation of education careers programs in the high schools; 4) academic success and trust in the school environment for children of all ages in West Philadelphia by providing safe, alternative, educationally-based activities through an extended day school program utilizing elementary and high school students; 5) no-cost, safe, quality extended day care for children of low-income working parents and parents who are forced to work or into job training programs due to changes in welfare legislation, children who otherwise would have no alternative but to become "latch-key children;" 6) practicum experience for early childhood and elementary education majors, and experience working with children for Penn students from a variety of academic disciplines; 7) intergenerational learning experiences involving senior citizen volunteers from the West Philadelphia community [to be added this year]; 8) new, collaborative education partnerships with community service organizations in West Philadelphia that will serve additional children in the neighborhood [new partnerships stimulated by this program are serving an additional 60 children in literacy programs at three other sites].

Academically-based Community Service

This year Dr. William Labov, Penn Linguistics Professor and member of the National Academy of Science, is focusing the work of his students in four of his linguistics classes (undergraduate and graduate) in support of the project, including the analysis of reading errors of inner city students, the development of texts for the collaborative reading research project with Cal State Hayward and the Oakland School Board, the testing of reading motivation of students, and the tutoring of students in the Wilson and Drew school day and extended day programs.

This approach to teaching linguistics is adding to the Penn students' knowledge of linguistics, the quantity and quality of the research, data collection and data analysis on the project, the development of the instructional materials, unleashing the creative talents of university students to solve a real, pressing problem in the local community, and it is providing needed assistance to teachers and students in the local schools.

Penn's America Reads Tutor Training Model

Part of the materials incorporated in Penn's tutor training model are based on the analysis of reading errors of inner city children (Labov and Baker, 1998). The first and most important finding of this analysis is that the 3rd and 4th grade readers studied, who are one or two years behind in reading level, do not have any problems with letter recognition or with the basic functioning of the alphabet. Their accuracy in identifying the first consonant in a word is very high: at least 96%. They extend this ability to a single consonant at the end of the first syllable, where they show almost 80% accuracy. Their ability to identify the first vowel is also good, though not as good as for consonants; this is understandable, since none of the vowels have as regular a sound correspondence as the consonants do. Their reading errors are concentrated in the more complex spellings that differentiate long and short vowels, and in the recognition of consonant clusters before and after the vowel nucleus. Therefore, the tutors are trained to understand these phenomena and to concentrate on the errors the majority of this population of students makes, including review of the silent e rule, and CVVC, CVCC combinations.

In practice, Penn's tutor training model includes a series of intensive workshops for all incoming tutors in the program. These sessions are followed with regularly scheduled, mandatory training and discussion sessions every week throughout the program. Topics covered during these workshop sessions include: 1) Goals of Tutoring; 2) History of the Reading Problem; 3) Phonics and Whole Word Approaches; 4) Decoding and Comprehension; 5) The Alphabet: Session I; 6) The Alphabet: Session II; 7) How to Collect Data on Reading Errors; 8) Keeping Tutoring Journals: Opportunities for Research and Reflection; 9) Reflective Discussion of Tutoring Experiences (multiple sessions); 10) Selecting and Implementing Reading Research Projects; 11) What you Should Know About African American Kids; 12) The Culture of the School; 13) Review of Reading Research (multiple sessions); 14) Optimal Tutoring Techniques; 15) Behavior and Classroom Management Techniques; and 16) Emergent Literacy: Theory and Practices. More sessions are being developed and implemented. In addition, all tutors will be directed to an America Reads tutor training web page being planned and developed in collaboration with Penn's National Center on Adult Literacy (NCAL) for obtaining more literacy tutoring information.

Especially important to the process of tutoring is the provision of opportunities for reflective discussion and follow up on problems and suggestions presented by tutors and members of the community organizations they serve. Each weekly training session will designate a percentage of its time to this purpose.

A key role of the tutors, for which they receive extensive training and support, is the collection of reading errors. This data is analyzed by Dr. Labov and his students and incorporated into their development of instructional materials to be tested in the program.

Evaluation of Literacy Rates of Elementary School Participants in the Program's Spring 1998 Activities

This program assessed the pre- and post-intervention Jerry Jons Informal Reading Inventory (IRI) scores of 40 randomly selected subjects and a matched control group. The subjects were in grades 2 through 5, and were one to two years behind in reading grade level before participating in an extended day program in a West Philadelphia elementary school (Wilson) staffed by Penn work study and volunteer America Reads students, high school students, and school staff members, resulting in a 1:3 tutor-student ratio. All of the 40 subjects' IRI scores increased by one grade level after 3.5 month's enrollment in the program, which met 4 days per week for 1.5 hours per day. 33 of the 40 subjects were caught up to their classroom reading grade level (approximately 2 grade reading levels). Three of the seven subjects who were not caught up to their grade levels were recently from Ethiopia (ESL students), and one was in a learning support

(IEP) program. There was a statistically significant increase in average IRI reading scores of special education participants. The 4th grade participants had statistically significant gains in SAT-9 reading scores. The students' average SAT-9 achievement test scores increased from "below basic" to "basic" levels on the test.

(Documentation of this information is in progress: Baker, Bettina (1998). Effects of a University-Assisted, Community School-Based Extended Day Program on the Literacy Acquisition Rates of Inner City Children.)

Monitoring of Tutors and Evaluation of Literacy Rates for Academic Year 1998-1999 program

An evaluation for the extended day program's impact upon the literacy of the elementary school students is being done in both schools similar in design to the one done in spring 1998 at Wilson Elementary.

Monitoring and evaluation of tutors includes monthly written evaluations based on interviews of school staff, interviews of the America Reads tutors, and observation of tutors.

Records on tutors' training sessions, attendance, their times and activities spent with elementary student and collection of elementary student's reading errors are kept in a database and reviewed regularly. Tutor feedback sessions are recorded and transcribed in order to analyze the impact of their on-site experiences, on themselves and on the community organization they serve.

An instrument to measure reading motivation in students is being developed and will be used to assess new instructional materials created to aid their literary achievement rates.

A report of these analyses will be completed in late spring 1999.

Revised 11/10/98

Turner Middle School

59th Street and Baltimore Avenue

Grades 6-8

900+ students

84 percent of pupils from low income families

99 percent of pupils are African-American

Student Attendance - Average Daily Attendance

1992/93	93/94	94/95	95/96	96/97
86.4%	86.5%	87.2%	89.3%	89.3%

Parental Involvement - percentage of parents attending report card conferences; open houses; workshops; etc.

1992/93	93/94	94/95	95/96	96/97
53%	58%	65%	69%	75%

School Climate (Number of Student Suspensions)

1992/93	93/94	94/95	95/96	96/97
302	252	226	124	102

Number of Students participating in student government and School More Beautiful Committee

1992/93	93/94	94/95	95/96	96/97
23	31	37	62	64

Promotion Rate

1992/93	93/94	94/95	95/96 (May)	96/97
78%	79%	79.5%	Not Available	81%

Number of WEPIC Classes

1992/93	93/94	94/95	95/96	96/97
4	12	18	19	19

Shaw Middle School

54th Street and Warrington Avenue

Grades 5-8

800+ students

85 percent of pupils from low income families

98 percent of pupils are African-American

Student Attendance - Average Daily Attendance

94/95	95/96	96-97
85.13%	85.41%	88.98%

RETENTION RATE (includes students who failed but were assigned to the next grade because of a previous retention)

94/95	95/96	96-97
16.0%	85.4%	

School Climate (Number of Student Suspensions)

94/95	95/96	96/97
1,000-1,200	353	176

Academic Outcomes

Reading Proficiency: percent reading at or above grade level:

	Grade 5	Grade 6	Grade 7	Grade 8
1st report period 95-96	33%	39%	11%	32%
3rd report period 95-96	63%	57%	28%	51%
% Improvement	30%	18%	17%	19%

Failure Rates for Major Subjects:

English:

	Grade 5	Grade 6	Grade 7	Grade 8
1st report period 95-96	9.5%	19.0%	21.7%	10.8%
3rd report period 95-96	8.9%	4.0%	14.7%	11.1%
% Change	+0.6%	+15.0%	+7.0%	-0.4%

Math:

	Grade 5	Grade 6	Grade 7	Grade 8
1st report period 95-96	20.0%	27.9%	40.4%	61.7%
3rd report period 95-96	17.4%	12.9%	22.2%	31.9%
% Change	+2.6%	+15.0%	+18.2%	29.8%

Science:

	Grade 5	Grade 6	Grade 7	Grade 8
1st report period 95-96	2.3%	10.5%	20.6%	3.3%
3rd report period 95-96	3.6%	5.8%	27.6%	16.8%
% Change	-1.3%	+4.7%	-7.0%	-13.5%

Social Studies:

	Grade 5	Grade 6	Grade 7	Grade 8
1st report period 95-96	12.8%	16.2%	20.0%	8.5%
3rd report period 95-96	8.2%	8.3%	21.8%	13.9%
% Change	+4.6%	+7.9%	-1.8%	-5.4%

University City High School

36th and Filbert Streets

Grades 9-12

2000+ students

86 percent of pupils from low income families

92 percent of pupils are African-American

In the last three years, UCHS has experienced a dramatic turnaround. An indicator of this turnaround is the nearly doubled graduation numbers--185 in 1995, 240 in 1996, and 320 in 1997.

Center for Community Partnerships

University of Pennsylvania

Founded in 1992, the 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 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 Center, a university-wide initiative, is an outgrowth of the Penn Program for Public Service, which was created in 1989 to replace and expand the Office of Community-Oriented Policy Studies in the School of Arts and Sciences. The Center's director, Ira Harkavy, reports to the Office of the Vice President for Government, Community and Public Affairs and to the Provost. The Center works to achieve the following objectives:

- Improve the internal coordination and collaboration of all university-wide community service programs.
- Create new and effective partnerships between the University and the community
- Encourage new and creative initiatives linking Penn and the community
- Strengthen local and national networks of institutions of higher education committed to engagement with their local communities

Through the Center, the University currently engages in three types of activities: academically based community service, direct traditional service, and community development. Academically based community service is at the core of the Center's work. It is service rooted in and intrinsically linked to teaching and/or research, and encompasses problem-oriented research and teaching, as well as service

learning emphasizing student and faculty reflection on the service experience. Over ninety-five courses (from a wide range of disciplines and Penn schools) link Penn students to work in the community. (A steady increase in the number of academically based community service has occurred since 1992 when only eleven such courses were offered.)

Much of the Center's work has focused on the public school as the educational and neighborhood institution that can, if effectively transformed, serve as the concrete vehicle of community change and innovation. The Center has helped to create university-assisted community schools that function as centers of education, services, engagement and activity for students, their parents, and other community members within a specified geographic area. With its community and school collaborators, the Center has developed significant service-learning programs that engage young people in creative work designed to advance skills and abilities through service to their school, families and community. Penn students and faculty are also engaged in service learning that requires the development and application of knowledge to solve problems as well as active and serious reflection on the service experience and its impacts.

The mediating structure for on-site delivery of academic resources is the West Philadelphia Improvement Corps (WEPIC), a school-based school and community revitalization program founded in 1985. WEPIC's goal is to produce comprehensive university-assisted community schools that serve, educate, and activate all members of the community, revitalizing the curriculum through a community-oriented, real-world problem-solving approach. WEPIC is coordinated by the West Philadelphia Partnership, a community-based organization composed of institutions (including Penn), neighborhood organizations, and community leaders in conjunction with the School District of Philadelphia. While thirteen public schools in West Philadelphia participate in WEPIC, the most intensive work is occurring in six of these schools (one elementary, three middle, and two high schools). Penn students support all aspects of the WEPIC program by assisting in its evening and weekend, extended-day, and school-day programs.

The Center's work is supported in various ways: University support, grant support, and endowment funds. The following highlights key Center programs that support the work in West Philadelphia, especially in the public schools.

- Penn VIPS (Volunteers in Public Service)

Penn VIPS develops, implements and coordinates the volunteer efforts of Penn faculty, staff and alumni. It aims to centralize the volunteer activities performed by the Penn community. Penn VIPS has been effective in its use of a "Volunteer Opportunity" list that is published each month and members of the Penn community select activities in which they want to become involved.

The listing is varied and as a result of making the opportunities available, there has been a major increase in the number of volunteers. Activities include, but are not limited to a variety of mentoring programs, building playgrounds, participating in a scholarship program to benefit high school students headed to college, supervising students doing community service, providing toys, food, books, school supplies through various drives and teaching at several community schools.

A major focus of Penn VIPS, is the Workplace Mentoring Program. Each year the Penn Workplace Mentoring Program invites 8th graders from, now three, West Philadelphia public middle schools to participate in a mentoring program. The program has been in existence for 5 years. Teachers report that children in the program improve their behavior and display a deeper respect for their academics. Students tend to improve their perception of what an education means for them and display a greater interest in attending college.

- Public Service Summer Internship Program

The Public Service Internship Program is a 12-week multifaceted summer program that engages undergraduates in a seminar with the Center director: "Action Seminar in Faculty-Student Collaborative Learning and Research: Toward Overcoming the 'Savage Inequalities' within America's Schooling System; What Should Urban Universities, Public Schools and Communities Do? Penn-West Philadelphia as an Experiment in Progress." Additionally, the students work as assistant teachers, helping to develop and teach a community-focused, problem solving curriculum to middle school students at one of several Summer Institutes in West Philadelphia public schools.

- Cluster Resource Boards

In June 1998, the University of Pennsylvania elected to serve as Lead Partner for two Cluster Resource Boards, for the University City and West Philadelphia clusters. President Judith Rodin named Ira Harkavy, Director of the Center, and Susan Fuhrman, Dean of the Graduate School of Education, as Co-Chairs for these boards. In September 1998, Josephine Robles was hired as the full-time Coordinator for these boards. On November 23, 1998, the first meeting of the University City and West Philadelphia Cluster Resource Boards was held to kick-off the initiative.

The focus of the Cluster Resource Boards is four-fold:

1. Professional Development
2. Curriculum Development
3. School-to-Career Opportunities
4. Expanded Services to Children and their Families

A Cluster Resource Board is an initiative developed from the School District of Philadelphia Children Achieving Program. The School District is divided into 22 Clusters, consisting of one high school and 10-12 feeder schools, which are headed by a Cluster Leader. The Cluster Resource Boards are collaborations among the Cluster, a Lead Partner, local businesses, community and civic associations, and Cluster/School Staff. The mission of these resource boards is to coordinate, leverage, and advocate for the needed services and supports that will help children achieve in school and after graduation.

- Program in Nonprofits, Universities, Communities and Schools (PNUCS). Supported by the W.K. Kellogg Foundation

PNUCS develops academically based community service to improve theory and practice in the nonprofit field. The program activities engage the community in active, full participation at all stages and incorporate joint problem solving. Faculty members from five of Penn's schools have agreed to take a leadership role in developing the program within their schools.

The key project activities include: (1) community asset mapping project; (2) restructuring current courses and development of three new academically based community service courses each year to support the initiative; (3) development of two new programs in the School of Social Work, including a certificate program in nonprofit management and an interdisciplinary Masters program in Community-based Nonprofit Administration. (4) technical assistance from PennVIPS (Volunteers in Public Service) and Penn faculty teams, particularly from Social Work and City Planning, to small West Philadelphia nonprofits to address short-term needs (grant writing, computer training) and longer-term needs on issues of public policy and program development; (5) development of a public school based youth leadership development program to foster the next generation of community leaders for West Philadelphia; and (6) creation by the Graduate School of Education of classes for West Philadelphia teachers and administrators on issues of effective engagement with the community and year-round support activities for these teachers and administrators. A community advisory board guides the program and helps define needs.

- Program in Universities, Communities of Faith, Schools and Neighborhood Organizations. Supported by the Jessie Ball duPont Fund.

The Program in Universities, Communities of Faith, Schools and Neighborhood Organizations brings the Penn community into dialogue with religious leaders of all faiths in West Philadelphia together with the leaders of West Philadelphia schools and neighborhood organizations. Through this dialogue, program leaders seek to break down long-standing barriers. The program will also draw these groups into jointly determined and mutually beneficial action that

addresses community needs. Other related activities include the development of new Penn courses that will engage Penn faculty and students in the work of the Program. Project leaders will have the opportunity to visit other programs across the country that are engaged in similar dialogue and action. Penn will also host several conferences on these issues.

- Community Arts Partnership (CAP). Supported by the Rockefeller Foundation.

The Community Arts Partnership (CAP). CAP advances academically based community service by Penn humanities faculty and students in collaboration with West Philadelphia community-based organizations and community artists to create and expand community arts programs at five West Philadelphia public schools.

CAP represents a broadening of faculty engagement in the Center's community-based efforts, deepening the engagement of Theater Arts and Fine Arts faculty. A monthly series of Community Arts Forums will expand further the involvement of faculty, graduate students and staff as well as community artists and community leaders. In addition to strengthening academically based community service at Penn, the CAP will be a key vehicle for capacity building among the array of arts organizations in West Philadelphia. Working through the West Philadelphia Partnership and the West Philadelphia Cultural Alliance, consortiums that serve a mediating function for their constituent groups, CAP will provide opportunities for local artists to participate in arts residencies at local schools. CAP will also offer training opportunities for local artists and community leaders through a course developed by the project director, Billy Yalowitz, on the theory and practice of community arts. Most important, the CAP program will assist five local schools to develop quality arts programs that are sorely lacking in these resource-poor schools.

- Community Outreach Partnership Center. Supported by the US. Department of Housing and Urban Development, Office of University Partnerships

The HUD-funded Community Outreach Partnership Center (COPC) at the University of Pennsylvania involves a collaboration among faculty, staff, and students from Penn's School of Arts and Sciences, Graduate School of Education, Graduate School of Fine Arts, School of Social Work, the Wharton School, and Penn's Morris Arboretum. Coordinated by the Center, this interdisciplinary team is working in partnership with Penn's community in West Philadelphia, particularly in the West Philadelphia Empowerment Zone. Penn's COPC is addressing issues defined by the its Community Advisory: (1) minority entrepreneurship, (2) infrastructure issues such as brownfields and urban flooding, (3) education and job training for school age youth as well as adults, (4) access to information about West Philadelphia, (5) use of technology to develop

further community-initiated programs, and (6) capacity building of local nonprofits and community development corporations.

- Access Science. Supported by the National Science Foundation

The Departments of Mathematics, Physics, Chemistry and Biology in conjunction with the Center were awarded a grant to place 10 undergraduate and 10 graduate students in local schools to help implement hands-on science activities. Their work is linked where possible to the Graduate School of Education student teacher program, thus having an impact on both in-service and pre-service professional development in active science learning. \$1.5M over three years (renewable annually.)

- WEPIC Replication Project. Supported by the DeWitt Wallace-Reader's Digest Fund (the Fund) and the Corporation for National Service--Learn and Serve K-12 (CNS). As of January 2000, additional support is being provided by the Charles Stewart Mott Foundation.

Significant national interest in Penn's university-assisted community school model resulted in support for a national replication of the model. In late fall 1994, with DeWitt Wallace-Reader's Digest Fund (the Fund) support, three universities, University of Kentucky-Lexington (UK), University of Alabama at Birmingham (UAB), and Miami University (work in Cincinnati) were funded for three years to develop WEPIC-type programs. Renewed funding from the Fund as well as new support from the Corporation for National Service allowed the selection of seven new adaptation sites in Spring 1998. The Fund's support is developing three new adaptation sites, namely, Clark Atlanta University, University of New Mexico at Albuquerque and Community College of Aurora (Colorado) as well as providing continued funding to UK and UAB. The grant from the Corporation for National Service—Learn and Serve America K-12 is developing replication sites at Bates College, University of Dayton, and the University of Rhode Island. Additionally, the Fund and the Corporation jointly support replication activities at the University of Denver. The Corporation funded sites will develop K-12 service-learning programs with the assistance of a university partner, and other community organizations. Project staff provide technical assistance to the adaptation sites.

The WEPIC Replication Project hosts yearly national conferences on university/school/community collaboration and publishes a journal, *Universities and Community Schools*.

- Training and Technical Assistance Program. Supported by the Charles Stewart Mott Foundation

Beginning in January 2000, the Charles Stewart Mott Foundation is supporting the Center and its WEPIC Replication Project for development of a training and technical assistance program on the university-assisted community school model. Training will be provided in conjunction with the National Center for Community Education, Flint, MI. The program will train eight university/community/school teams each year on the model and provide ongoing technical assistance.

- Link to Learn, Pennsylvania Department of Higher Education and School District of Philadelphia Technology Challenge Grant (US Department of Education)

Through the WEPIC program, Penn is collaborating with West Philadelphia public schools to maximize the use of technology to improve education outcomes for children in grades K-12 through real-world, action-oriented projects. Penn students and staff provide teachers and students involved in this initiative.

- PHENND Consortium. Supported by the Corporation for National Service—Learn and Serve America: Higher Education

The Philadelphia Higher Educational Network for Neighborhood Development (PHENND) was formed in 1988 to encourage area universities and colleges to engage their faculty and students in projects in their local communities. Currently 28 institutions are members. Among the prior PHENND programs are: Summer of Service (1993), a children's health outreach and immunization program, and the Pennsylvania Service Scholars, a campus-based AmeriCorps program. Key program activities for the Learn and Serve grant include: course development grants to support academically based community service in the Philadelphia region, grants for community-initiated projects, technical assistance, seminars for faculty and students, and a regional conference.

- Pennsylvania Service Learning Alliance. Supported by the Pennsylvania State Department of Education

The mission of the Pennsylvania Service Learning Alliance is to establish service learning as a teaching methodology and community change tool across the Commonwealth of Pennsylvania. The PSLA has three regional centers: The University of Pennsylvania, The University of Pittsburgh and the Scranton Boys and Girls Club. Each regional center has strong partnerships established with community-based agencies, school districts and higher education institutions. The Pennsylvania Service Learning Alliance provides service-learning training and technical assistance through regional workshops, state-wide conferences, interest area focus groups, Peer Consultants, newsletters, a web-site, special initiatives, service fairs and curriculum development.

- International Consortium on Higher Education, Civic Responsibility, and Democracy, in conjunction with the Committee of Higher Education and Research of the Council of Europe. Pilot phase supported by the National Science Foundation.

The International Consortium on Higher Education is focused on the actual activities of institutions of higher education that support democratic values and practices: an assessment of their capabilities and dispositions to promote democratic political development; and recommendations and dissemination of resources to improve the contribution of higher education to democracy on the campus, to the local community, and the society.

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WEST PHILADELPHIA IMPROVEMENT CORPS (WEPIC)

WEPIC originated in the spring of 1985 from an honors history seminar entitled "Urban Universities-Community Relationships: Penn-West Philadelphia, Past, Present and Future, as a Case Study," Each student focused his or her research on a problem in the West Philadelphia community. Four students studied the issue of youth unemployment, and their research resulted in a proposal to create a better and less expensive youth corps—a youth corps that would utilize existing agencies and resources.

WEPIC is now a year-round program that involves approximately 7,000 children, their parents, and community members in educational and cultural programs, recreation, job training, community improvement, and service activities. WEPIC seeks to create comprehensive, university-assisted community schools that are the social, service delivery, and educational hubs for the entire community. Ultimately, WEPIC intends to help develop schools that are open 24 hours a day and function as the core building of the community.

WEPIC is coordinated by the West Philadelphia Partnership—a mediating, non-profit community-based organization composed of institutions (including Penn), neighborhood organizations, and community leaders—in conjunction with the School District of Philadelphia. Other WEPIC partners include community groups, communities of faith, unions, job training agencies, and city, state and federal agencies and departments.

WEPIC supports evening and weekend, extended-day, and school-day programs. The evening and weekend programs offer a wide range of educational and cultural classes for children and adults as well as sports and crafts. Community councils provide guidance on program content. Classes are taught by public school teachers, community members, and Penn staff and students. Extended-day and school-day programs emphasize the integration of service learning with academics and job-readiness. WEPIC has developed service-learning programs that are integrated across the curriculum and engage students in creative work designed to advance skills and abilities through serving their schools, families, and community. Focus areas include health and nutrition, the environment, conflict resolution/peer mediation, reading improvement, desktop-published school/community newspapers, technology, and construction training.

The academic work done with the WEPIC schools is based upon a community-oriented, real-world, problem-solving approach. Activities are focused upon areas chosen by each school's principal and staff. In this neo-Deweyan approach, students not only learn by doing, but also learn by and for service. WEPIC schools will serve, educate, and activate students, their families, and other local residents. The idea behind this approach is that schools can function as the strategic and catalytic agents for community transformation.

Significant interest in WEPIC's work has been expressed by institutions of higher education across the country. Following a two-year planning period supported by the DeWitt Wallace-Reader's Digest Fund, the Fund awarded a three-year, \$1 million grant to replicate the WEPIC program at the University of Kentucky-Lexington, the University of Alabama at Birmingham, and Miami University (the work focused on Cincinnati). The grant was also dedicated to strengthening the national network of institutions interested in this work. Second level funding for \$932,000 was approved by the Fund in November 1997. In August 1997, the Corporation for National Service awarded the WEPIC Replication Project a grant of \$500,000 to further develop its work nationally. The new replication sites are Clark Atlanta University, University of New Mexico-Albuquerque, Community College of Aurora, University of Denver, Bates College, University of Rhode Island, and the University of Dayton. Beginning January 2000, Penn is developing a training technical assistance program on the university-assisted community school model in collaboration with the National Center for Community Education with the support of the C.S. Mott Foundation.

Local WEPIC replication efforts have been supported by the Corporation for National Service. In August 1997, the Philadelphia Higher Education Network for Neighborhood Development (PHENND), a consortium of 28 institutions of higher education in the Philadelphia area, was awarded a grant by the Corporation of \$290,000, renewable for two years, to develop service-learning courses at area institutions of higher education as well as support community-initiated projects that are assisted by a university or college. The PHENND consortium has now expanded to include 38 institutions of higher education.

While WEPIC works with thirteen schools, the major WEPIC sites are the Dr. John P. Turner Middle School, Anna Howard Shaw Middle School, Mayer Sulzberger Middle School, Drew Elementary, Alexander Wilson Elementary School, and West Philadelphia and University City High Schools.

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DESCRIPTION of the ROLE and STRUCTURE
of the
CENTER FOR COMMUNITY PARTNERSHIPS

as described in:

Organizational Innovation and the Creation of the
New American University: The University of Pennsylvania's
Center for Community Partnerships as a
Case Study in Progress

Ira Harkavy

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Chapter 13

Organizational Innovation and the Creation of the New American University

The University of Pennsylvania's Center for
Community Partnerships as a Case Study in Progress

Ira Harkavy

University of Pennsylvania

Introduction

The problems of the American city have increasingly become the problems of the urban college and university. Urban higher educational institutions cannot escape from the issues of poverty, crime, and physical deterioration that are at their gates. The choice is to return to the mythic image of the university on the hill, and suffer for it, or to become engaged in an effective and proactive fashion. No urban university has developed *the* model for working effectively with its environment. A number of excellent experiments and being undertaken, but they all represent partial attempts that do not mobilize the broad range of university resources and expertise.

Partial attempts simply will not do for either the university or society. A full-hearted and full-minded effort is needed—one that defines the problem of the city as the strategic problem for the American urban university. Ernest Boyer's (1994) extraordinarily influential call for creating the "New American College" has relevance here. Deploring the "crisis in our public schools" and desperate condition of "our cities," Boyer challenged American higher educators to change radically their priorities and act effectively to meet their civic and societal responsibilities: "Do colleges really believe they can ignore social pathologies that surround schools and erode the educational foundations of our nation?" Specifically, Boyer called for creating a "New American College . . . [that takes] special pride in its capacity to connect thought to action, theory to practice. . . . The New American College, as a connected institution, would be committed to improving, in a very intentional way, the human condition." (Boyer, 1994, p. A48)

Calling for creating the New American College is one thing, creating it is something else indeed. To put it mildly, it is very hard to do.

Since World War I, a strong tradition developed that separated scholarly research from the goal of improving the human condition in the here and now. Disconnection from, rather than connection to, society became the operational style of the vast majority of America's colleges and universities.¹

After 1945, of course, higher education did connect. It connected, however, to distant, not local, problems. The Cold War became the defining issue that led to the development of the vast American "university system." Propelled by fear of and competition with the Soviet Union, American politicians, with significant support from the American public, unquestionably accepted higher education's requests for increased aid and support. The collapse of the Berlin Wall in 1989 and the breakup of the Soviet Union in 1991 signaled the end of the "Cold War University." Long ignored internal problems, including those Boyer identifies, could be ignored no longer. Over forty-five years of looking outward had its costs as unresolved domestic problems developed into unresolved, highly visible crises.²

But crises alone will not undo a nearly one-hundred-year history of universities' functioning as if they were in, but not of, their communities. Moreover, ignoring pressing societal problems was accompanied by a fragmentation of mission that separated service from research and teaching, and spurred the development of self-contained, self-referential disciplinary "communities," making effective engagement all the more difficult.³

Tradition and fragmentation are certainly significant barriers to creating connected institutions. An additional barrier, however, may be even more formidable. A fundamental contradiction exists in the structure of the American research university itself, a contradiction built in at its very creation. Daniel Coit Gilman, the founder of Johns Hopkins and central architect of the nineteenth-century research university, claimed that one of his proudest accomplishments was "a school of science grafted on one of the oldest and most conservative classical colleges" (Gilman 1898/1969, p. iii). Although referring specifically to the merger of the Sheffield Scientific School with Yale College, Gilman felt that this achievement exemplified his contribution to American higher education.

As a product of a merger of the German research university and the American college, the American research university was bound to develop severe tensions and contradictions from a joining of two markedly different entities. The research university was dedicated to specialized scholarship, and the university provided service through specialized in-

quiry and studies. For the American college, on the other hand, general education, character building, and civic education were the central purposes. The college provided service to society by cultivating in young people, to use Benjamin Franklin's phrase, "an *Inclination* join'd with an *Ability* to serve" (Franklin, 1907, p. 396; *Franklin's italics*). The research university has, of course, dominated this merger, creating an ethos and culture that rewards specialized study rather than more general scholarship and the education of the next generation for moral, civic, and intellectual leadership.

Given structural contradictions, nearly a century of increasing specialization, fragmentation of knowledge, and separation of scholarship from direct and immediate service to the city and society, what can be done to reinvent higher educational institutions? To put it another way, what steps can be taken to help universities and colleges become connected institutions, exemplifying Boyer's vision of a New American College in practice? To achieve Boyer's vision, we might begin by building on John Dewey's theory of instrumental intelligence and his identification of the central problem affecting modern society.

A Deweyan Approach

According to Dewey (1910), *genuine* learning only occurs when human beings focus their attention, energies, and abilities on solving *genuine* "dilemmas" and "perplexities." Other mental "activity" fails to produce reflection and intellectual progress. As John E. Smith (1993) has written about Dewey's theory of instrumental intelligence: "Reflective thought is an active response to the challenge of the environment" (Smith, 1993, p. 124). In 1910, Dewey spelled out the basis of his real-world, problem-driven, problem-solving theory of instrumental intelligence as follows:

Thinking begins in what may fairly be called a forked-road situation, a situation which is ambiguous, which presents a dilemma, which proposes alternatives. As long as our activity slides smoothly along from one thing to another, or as long as we permit our imagination to entertain fancies at pleasure, there is no call for reflection. Difficulty or obstruction in the way of reaching a belief brings us, however, to a pause. . . .

Demand for the solution of a perplexity is the steadying and guiding factor in the entire process of reflection. . . . *a question to be answered, an ambiguity to be resolved, sets up an end and holds the current of ideas to a definite channel. . . . (emphasis added)*

[In summary]. . . the origin of thinking is some perplexity, confusion, or doubt: Thinking is not a case of spontaneous combustion; it does not occur just on "general principles." There is something specific which occasions and involves it. (Dewey, 1910, pp. 11-12).

Employing Dewey's theory of instrumental intelligence takes us only so far in solving our problem. An infinite number of perplexities and dilemmas exist for universities to focus upon. Which problem or set of problems are significant, basic, and strategic enough to lead to societal as well as intellectual progress? In 1927, in *The Public and Its Problems*, Dewey unequivocally identified the existence of "neighborly community" as indispensable for a well-functioning democratic society: "There is no substitute for the vitality and depth of close and direct intercourse and attachment. . . . Democracy must begin at home, and its home is the neighborly community." In that same book, he also noted that creating a genuinely democratic community is "in the first instance an intellectual problem." (Dewey, 1927, pp. 147, 213) Sixty-nine years later, we still do not know how to create democratic neighborly communities. Events in Bosnia, the states of the former Soviet Union, South Africa, France, Germany, Northern Ireland, etc., indicate that this very practical and core theoretical problem of the social sciences is more than an American dilemma.

It is within the American city that the need for communities rooted in face-to-face relationships and exemplifying humanistic universal values is most acute. The problem of *how* to create these communities is, moreover, the strategic problem of our time. As such, it is the problem most likely to advance the university's primary mission of producing and transmitting knowledge to advance human welfare.

The particular strategic real-world and intellectual problem Penn (as well as other urban universities) faces is how to overcome the deep, pervasive, interrelated problems affecting the people in its local environment. This concrete, immediate, practical and theoretical problem, needless to say, requires creative interdisciplinary interaction. Penn and the other comprehensive research universities encompass the broad range of human knowledge needed to solve the complex, comprehensive, and interconnected problems found in the city. The Center for Community Partnerships is Penn's primary vehicle for bringing that broad range of human knowledge to bear, so that West Philadelphia (Penn's local geographic community), Philadelphia, the University itself, and society benefit.⁴

The Center for Community Partnership

The 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 first proposition, it would seem, is self-evident. Safety, cleanliness of the area, and attractiveness of the physical setting contribute not only to a general campus ambiance, but also to the recruitment and retention of faculty, students, and staff. The deterioration of the city and of West Philadelphia has a direct impact on Penn's ability to enhance its position as a leading international university. As studies by the Center have indicated, West Philadelphia has declined precipitously since 1980.

West Philadelphia's severe urban crisis is evident in population decline, increases in poverty, crime, violence, physical deterioration, and the poor performance of the schools, among other quality-of-life indicators. For example, the population of West Philadelphia has been decreasing since 1960. The numbers are as follows: 1960—301,742; 1970—275,611; 1980—232,979; 1990—219,705 (Bureau of the Census, 1960—1990). From 1989 to 1993, the number of West Philadelphia residents receiving some form of public assistance increased by approximately 25% (Philadelphia City Planning Commission, 1994). Crime increased 10% from 1983 to 1993 in the neighborhoods surrounding the University (University of Pennsylvania, 1994). A study of the Mantua/Parkside/Mill Creek area of West Philadelphia (population 68,000) shows the prevalence of violence in the area: between 1987 and 1990 there were 172 violence-related deaths, 60% of which involved guns; 94% of area males in their twenties made at least one emergency-room visit (Schwarz et al., 1994). Physical deterioration in the area surrounding the University is well-documented in neighborhood plans prepared by local community-based organizations in partnership with the Center for Community Partnerships, (1994, 1995). Finally, ranked by performance on national standardized tests for reading and mathematics, four public elementary schools proximate to the University ranked 107th, 130th, and

160th out of 171 elementary schools in Philadelphia (School District of Philadelphia, 1994). For Penn to advance significantly requires that West Philadelphia be transformed from an urban environment that has become increasingly dangerous and alienating into a reasonably safe, attractive (in all respects), cosmopolitan urban community.

This proposition does not take us terribly far. It can be argued that conditions are indeed deteriorating—but that nothing can be done to reverse them. Put another way, this argument views deterioration as an irreversible phenomenon, a phenomenon beyond our control that at best can be delayed or dealt with on a purely cosmetic basis. A similar and somewhat less pessimistic scenario is that the deterioration can be reversed, but that Penn as an institution can do little to improve conditions. In this interpretation, the University is, in effect, completely dependent upon the actions of others—government at all levels and corporations, for example—for any significant improvements to occur in the quality of life in West Philadelphia/Philadelphia.

The Center is founded upon a very different notion—a notion that Penn can lead the way toward revitalizing West Philadelphia/Philadelphia. Its leadership role derives from its status as an international research university with extraordinary intellectual resources, its position as the most prestigious institution in the city, as well as the city's largest private employer. Appropriately organized and directed, Penn's range of resources can serve as *the* catalytic agent for galvanizing other institutions, as well as government itself, in concerted efforts to improve the quality of life in West Philadelphia/Philadelphia. The Center has already taken a lead in initiating a number of projects based on this assumption. These projects include the development of a city-wide higher-education coalition, the Philadelphia Higher Education Network for Neighborhood Development (PHENND); an action seminar on "Urban Universities and the Reconstruction of American Cities, 1945–2000; How Universities are Affected by, and Actively Affect, Their Off-Campus Environments: Penn-West Philadelphia as a Strategic Case Study of Institutional Policy and Action," comprised of senior Penn administration, faculty members from across the University, and community leaders; and a West Philadelphia coalition of institutions, governmental agencies, community groups and businesses (organized with the West Philadelphia Partnership) that is developing plans for a business corridor bordering the University.

As stated, the arguments presented thus far are largely defensive. That is, they are based on the assumption that Penn is faced with a severe prob-

lem in its locality (which it is) and that something must be done to solve that problem (which it must). There is, however, an additional line of argument: Enormous intellectual benefits for the University can accrue from a proactive strategy to improve West Philadelphia/Philadelphia. In fact, the Center's guiding assumption is that significant advances in teaching and research will occur by focusing on the strategic problems of the city. Faculty and students will be increasingly able to put their ideals and theories into practice and test those ideals and theories as they work to solve important intellectual and real-world problems. Undergraduates will be able to learn and contribute to society simultaneously. Their academic work will engage them with the central dilemmas of our time as they focus their intellectual energy, skill, and idealism on helping to make West Philadelphia and the city better places to live and work.

Based on the assumptions outlined above, the Center was founded in 1992 to achieve the following objectives: improve the internal coordination and collaboration of all University-wide community-service programs; create new and effective partnerships between the University and the community; encourage new and creative initiatives linking Penn and the community; and strengthen a national network of institutions of higher education committed to engagement with their local communities. The Center is an outgrowth of the Penn Program for Public Service, which was created in 1989 to replace and expand the Office of Community-Oriented Policy Studies in the School of Arts and Sciences.⁵

The Center's director reports to both Penn's vice president for government, community, and public affairs and the provost (the university's chief academic officer). Through the Center, the University currently engages in three types of activities:

- academically based community service;
- direct traditional service;
- community and economic development.

The following discussion highlights the work of the Center in these three key areas.

Academically Based Community Service

Academically based community service may be defined as service rooted in and intrinsically tied to teaching and/or research. It encompasses problem-oriented research and teaching, as well as service learning emphasizing stu-

dent and faculty reflection on the service experience. In Penn's case, the primary location for the service is its community of West Philadelphia.

Much of the Center's work has focused on the public school as the educational and neighborhood institution that can, if effectively transformed, serve as the concrete vehicle of community change and innovation. The Center has helped to create university-assisted community schools that function as the centers of education, services, engagement, and activity within specified geographic areas. With its community and school collaborators, the Center has developed significant service-learning programs that engage young people in creative work designed to advance skills and abilities through service to their school, families, and community. Penn students and faculty are also engaged in service learning that requires the development and application of knowledge to solve problems as well as active and serious reflection on the service experience and its impacts. This Deweyan approach might be termed "learning by community problem solving and real-world reflective doing."

The mediating structure for on-site delivery of academic resources is the West Philadelphia Improvement Corps (WEPIC), a school-based school and community revitalization program founded in 1985. WEPIC's goal is to produce comprehensive, university-assisted community schools that serve, educate, and activate all members of the community, revitalizing the curriculum through a community-oriented, real-world problem-solving approach. WEPIC seeks to help develop schools that are open year-round, functioning simultaneously as the core building for the community and as its educational and service-delivery hub.

Specifically, the Center's academically based community-service activities include the following:

1. Develops and supports undergraduate and graduate seminars, courses, and research projects. By academic year 1996-1997, approximately forty-five courses were offered that supported Penn's work in West Philadelphia.
2. Coordinates internships for students to engage intensively in work in the community, especially in the public schools. Of particular note are the following:
 - *Pennsylvania Service Scholars*, a statewide higher education AmeriCorps program funded by the Corporation for National Service. Full-time students, these nineteen Penn undergraduates work part-time over a period of three years in local public schools.⁶

- *Public Service Summer Internship Program*, a project that supports twelve undergraduates during the summer to take a research seminar with the Center's director and conduct a six-week summer institute for incoming sixth graders at a local middle school.
 - *Undergraduate Social Science Initiative*, a program funded by the Ford Foundation designed to enhance undergraduate social-science teaching (sixteen courses created to date) expand undergraduate academic internships linked to work in the public schools (fifty-eight to date), and support interdisciplinary action research seminars for faculty and graduate students.
 - *Program to Link Intellectual Resources and Community Needs*, a new program funded by the W. K. Kellogg Foundation that develops academically based community service in cultural and community studies, environmental studies, and nutrition. In 1996-1997 the program supported fifteen undergraduate students working as academic interns; it also supported course development and seminars designed to integrate action research into the university curriculum.
3. Coordinates the National WEPIC Replication Project, a three-year grant from the DeWitt Wallace-Reader's Digest Fund to replicate WEPIC's university-assisted community school model at three universities (Miami University of Ohio, University of Kentucky-Lexington Campus, and the University of Alabama at Birmingham). The project is also developing a national network of colleagues interested in this work through a journal (*Universities and Community Schools*), a newsletter, an on-line database, and a series of national conferences.

Direct Traditional Service

Here there is a coordination with the Penn Volunteers in Public Service (Penn's staff and alumni service organization) of various service projects, including a mentoring program for twenty-one middle-school students, a postsecondary scholarship program for twelve high-school students from West Philadelphia who have actively served their communities and achieved academically, and annual drives to fill community needs.

In addition, in this category there is a coordination with the Program for Student-Community Involvement (PSCI), Penn's student volunteer center, of an extensive service program initiated by undergraduates. In turn, the Center works closely with the Community Service Living/Learning Project, a residential program for students committed

to community service. In 1995–1996, the twenty-four residents of the project devoted their activities to work with WEPIC, Penn's university-assisted community school partnership. Finally, here we work with Penn's Facilities Management Department to coordinate Operation Fresh Start, in which members of that department, together with student, faculty, staff, and community volunteers, work on the physical improvement of local public schools.

Community and Economic Development

Here we act to coordinate work-based learning programs in which students from a local middle school are mentored at Penn's Medical Center and high-school students serve as interns in various Penn publication departments and as paid apprentices in the Medical Center. In addition, we work in coordination with local community associations and the West Philadelphia Partnership, a mediating, nonprofit organization composed of institutions (including Penn), businesses, and community organizations, on community planning projects that have produced the following:

1. City funding for capital improvements of a major business corridor along the university's western boundary. A business owners association has been formed to oversee the project.
2. Strategic plans for housing and commercial revitalization of two West Philadelphia communities, Walnut Hill and Spruce Hill.

Moreover, we work with Penn's Purchasing Department to create opportunities for minority and female employment and business ownership in West Philadelphia through minority purchasing contracts. As a direct result of the Buy West Philadelphia Program, Penn's purchasing from West Philadelphia suppliers increased from \$2.1 million in 1987 to \$15 million in 1994. In 1995, Penn signed an additional \$2.8 million in minority purchasing contracts. Furthermore, we work on developing (with Penn's Office of Data Communication and Computing Services and the West Philadelphia Partnership) a highly accessible West Philadelphia data and information system. A web site on West Philadelphia and the Center has been established. The Center also coordinates Internet training, involving software and technical support for approximately five hundred West Philadelphia teachers. Finally, we provide (with Penn's Human Resources Department) training and technical assistance to the West Philadelphia Partnership's Job Network and Referral Center, helping to implement a

Hire West Philadelphia strategy at Penn and other institutions in West Philadelphia.

Conclusion

The above programs illustrate the Center's multidimensional, integrated focus on solving a practical, real-world problem—the problem of the American city. It is a problem of such interrelated complexity that no single component of the university can solve it by itself. The Center is an organizational innovation responsible for mobilizing the broad range of university resources to help Penn better fulfill its mission and to help create a better West Philadelphia/Philadelphia. The Center also helps to form partnerships with other institutions (including public schools, businesses, not-for-profits, community organizations, unions, churches, and governmental agencies) that will facilitate ongoing interorganizational cooperation, learning, and improvement.

The Center is only one of a number of such organizational innovations throughout the American academy that are part of a movement toward creating the New American College that Ernest Boyer envisioned. Three recent examples include: the University of Illinois at Chicago's "Great Cities" program, created in 1993 as an additional unit within the Office of the Chancellor; the State University of New York at Buffalo's "Vice President for Public Service and Urban Affairs," created in 1992; and "Campus Compact," created in 1985 as an organization of college presidents dedicated to advancing community service and citizenship (it has expanded from thirteen member institutions in 1985 to over 520 in 1995). These examples illustrate a movement that needs to be encouraged and supported. The state of our society, particularly the crisis of the American city, are testimony that the self-contained, isolated university will no longer do. Community problem-solving, civic colleges and universities are needed as never before for achieving sustained intellectual and societal progress.

At a national conference on "The University and the City" held at the University of Pennsylvania in June 1993, William R. Greiner, president of the State University of New York at Buffalo, described how universities might proceed toward becoming civic institutions:

If every research-intensive university in this country commits itself to changing a small portion of events in its own community, if every urban and metropolitan research university commits itself to addressing needs in its own city, then,

in the total of all our acts on behalf of our neighbors and our mutual future, we will be a massive and unparalleled force for the good of our people and our country. (Greiner, 1994, p. 15)

The "Greiner strategy" holds enormous promise for taking us from where we are to where we have to go.

The Center for Community Partnerships is playing a leading role in helping Penn to become a model urban university for the twenty-first century, a "research university that [fully] commits itself to addressing needs in its own city" (Greiner, 1994, p. 15) in order to advance knowledge and human welfare. Although building on over a decade of experience, the Center was created approximately five years ago. To help Penn become a model urban university will require significant "organizational learning" and doing on our part.⁷ Reports from the field will be ongoing.

Notes

1. For discussion of these trends, see Ira Harkavy and John L. Puckett, "Toward Effective University-Public School Partnerships: An Analysis of a Contemporary Model," *Teachers College Record* 92 (1991): 556-581; and "Lessons from Hull House for the Contemporary Urban University," *Social Service Review* 68 (1994): 301-321.
2. A discussion of the impacts of the end of the Cold War on the American university can be found in Lee Benson and Ira Harkavy, "School and Community in the Global Society: A Neo-Deweyan Theory of Community Problem-Solving Schools and Cosmopolitan Neighborhood Communities," *Universities and Community Schools* 5 (1/2) (1997) 16-71.
3. For a more extended discussion, see Harkavy and Puckett, "Toward Effective University-Public School Partnerships," *Teachers College Record* 91 (4): 558-560; and Ira Harkavy, "The University and Social Sciences in the Social Order: An Historical Overview and 'Where Do We Go from Here?'" *Virginia Social Science Journal* 27 (1992): 1-8, 17-19.
4. My understanding of John Dewey's writings and their implications for the work of the Center for Community Partnerships have been advanced significantly by Lee Benson. I am indebted to him for illustrating how Dewey's theory of instrumental intelligence could be extraordinarily useful to our efforts in West Philadelphia. See Lee Benson and Ira Harkavy, "Progressing beyond the Welfare State: A Neo-Deweyan Strategy; University-Assisted, Staff-Controlled and Managed, Community-Centered Schools as Comprehensive Community Centers to Help Construct and Organize Hardworking, Cohesive, Caring, Cosmopolitan Communities in a Democratic Welfare Society," *Universities and Community Schools* 2 (1/2) (1991): 1-25.
5. For more details on this development, see Lee Benson and Ira Harkavy, "Progressing beyond the Welfare State: A Neo-Deweyan Strategy," *Universities and Community Schools* 2 (1/2): 12-23.
6. AmeriCorps is the central program in President Clinton's effort to develop and extend national service. The Corporation for National Service is the federal administrative entity responsible for AmeriCorps and other national and community-service programs.
7. A discussion of the complex process of organizational learning can be found in William F. Whyte, ed., *Participatory Action Research*. Newbury Park, CA: Sage, 1991, 237-241.

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COMMUNITY SCHOOLS COURIER

A NEWSLETTER OF THE WEPIC REPLICATION PROJECT

Volume 4, Number 1

Fall/Winter 1999

WEPIC REPLICATION PROJECT SITES EXPANDED

Thanks to the continued generous support of the DeWitt Wallace-Reader's Digest Fund (the Fund) and new funding from the Corporation for National Service-Learn and Serve America (CNS), the WEPIC Replication Project is able to develop seven new replication sites. The Fund's award of \$932,000 and the CNS award of \$175,000 (renewable annually for two additional years for a maximum award of \$500,000) will support these sites over a three-year period.

The Project's National Advisory Board selected the seven universities and colleges to be funded at its May 1998 meeting, following a request for proposals that was sent to over forty institutions of higher education.

The sites funded through DeWitt Wallace-Reader's Digest Fund are Clark Atlanta University, the University of New Mexico-Albuquerque and the Community College of Aurora. Each of these sites will provide a range of extended school services at local public schools—tutoring, mentoring, after-school enrichment programs, curriculum development—through the academically based community service of their faculty and students. Current replication activities at the University of Kentucky-Lexington and the University of Alabama-Birmingham will also be funded for an additional two years. The sites are part of a major initiative of the Fund to support the adaptation of promising models for the provision of extended school services, including ones by the

Children's Aid Society, the United Way of America, and the Beacons program in New York City.

The mission of the DeWitt Wallace-Reader's Digest Fund is to foster fundamental improvement in the quality of educational and career development opportunities for all school-

age youth, and to increase access to these improved services for young people in low-income communities.

Corporation for National Service (CNS) funded sites are developing their university-community school partnerships with a special emphasis on the development of service

learning at the K-12 level. As with the Fund's sites, higher education faculty and students will assist the school and community with the design and implementation of the service-learning programs. CNS funded sites include Bates College, the University of Rhode Island, and the University of Dayton.

The University of Denver will also be supported jointly by the Fund and the CNS to implement a range of extended day programs as well as K-12 service learning activities.

Learn and Serve America engages students from Kindergarten through college in community projects that integrate service and learning. Learn and Serve America builds on the grassroots service-learning movement by promoting service as a learning opportunity and providing models and resources to schools, universities, and community groups.



WEPIC Replication Project staff, Site leaders and Fund staff.

Photo: Candice diCarlo

continued on page 2

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CENTER FOR COMMUNITY PARTNERSHIPS

Summary of Penn-West Philadelphia Public Schools Initiatives and Academically Based Community Service Courses

The following summarizes Penn's engagement with the West Philadelphia public schools. The summary largely focuses on Penn's academically based community service courses, and especially their work with the West Philadelphia Improvement Corps (WEPIC) in its efforts to develop university-assisted community schools.

UNIVERSITY CITY HIGH SCHOOL CLUSTER

University City High School

The West Philadelphia Improvement Corps (WEPIC), with the assistance of Penn's Center for Community Partnerships and the West Philadelphia Partnership, is working with University City High School (UCHS) to develop strong school-to-work transition programs.

1. Student Teacher Partnership

In the 1997-1998 and 1998-1999 school years, the Graduate School of Education placed approximately half (16) of its student teachers in teaching teams across the school. In addition to traditional student teaching activities, the student teachers are placed in teams and working with the school's small learning communities on thematic curriculum design.

2. Penn Graduate Student Interns, in addition to student teachers, also include students from the Graduate School of Fine Arts (5), the School of Education (3), the Nursing School (2), and the School of Arts and Sciences (1).

3. Health Charter (a school-within-a-school focusing on health careers) activities include:

- In 1998-1999 Penn-Presbyterian provides 30 and the Penn Medical Center provides 15 paid apprenticeships. The 45 students spend either one day (for juniors) or two days (for seniors) per week at the worksite under the guidance of a mentor. The students also participate in skills preparation courses conducted by Penn-Presbyterian at UCHS as part of a regularly rostered class.
- In 1998-1999 the Penn Health System, undergraduate interns, and student teachers are assisting the teachers in creating a comprehensive grades 9-12 health promotion and health careers skills development curricula.
- During each summer from 1994, Penn Medical Center staff worked with UCHS staff and 20 UCHS students on a career exploration project at the Penn Medical Center where students worked as paid apprentices as part of the City's summer youth employment program.
- As part of Penn's Kellogg-PNUCS program 20 Penn graduate and undergraduate students, lead by Michael Reisch (Social Work) are starting in spring 99 a mentorship and leadership training program for 20 UCHS sophomores. The mentors and mentees will participate for three years. In addition to regular mentor/mentee activities, the program is working with leaders from West Philadelphia and Philadelphia non-profits to provide some of the leadership training components and also provide each of the mentees a community leadership internship experience.
- In summer 1997 Penn-Presbyterian began to offer ongoing teacher externships that provide teachers an opportunity to spend a time at the hospital worksite to learn about all aspects of the health care industry.
- A graduate student enrolled in Education 545 works with two classes of ninth and tenth grade students who are involved in a peer education program where they develop and teach nutrition and health curriculum on a weekly basis to students at Drew Elementary.

2. Technology Charter:

- Two graduate students from the City and Regional Planning Department supported by a two year grant (1997-1999) from HUD are working with students and teachers on the Community Development Work Study Program (CDWSP) which will allow the high school students to play significant planning roles in the community. The collaboration seeks to address community issues and planning problems identified---jobs, entrepreneurial opportunities, and crime. They are working with UCHS.

students to present and implement solutions using community ideas and planning resources and approaches.

- In year-long effort, students from the Law and Public Safety (LAPS) Small Learning Community are working with their teacher to identify key issues in the upcoming mayoral election, disseminate issue briefs to the community, and facilitate deliberative forums for their peers and community members. The project receives professional development and curriculum support from Harris Sokoloff, a professor at GSE; grant support from the Center for Community Partnerships, and volunteer support from Penn students.

- Since Spring 1998, volunteers from the Penn WEPIC Student Organization are working with teachers in the charter to support a program, Girl Talk, that focuses on empowering young women to make healthy decision for their futures and express themselves creatively through writing and art.

3. Magnet/Motivation Charter:

- Two advanced Biology undergraduates working with Scott Poethig are working with UCHS teachers to create a fast plants curriculum to learn about plant botany and perform mutagenesis experiments. Poethig and the undergraduate students are exploring how ongoing biology classes can be developed that will provide permanent assistance in supporting these curriculum units at the school.

4. Environmental Action/Marathon Charter:

- In spring 99, as part of the Goldsmith grant, a Penn graduate student has been assisting the development of a peer teaching program where Marathon students support organized recreation activities at Drew Elementary during the school day and after school.

- In spring 99 an architecture student is assisting the development of a scale model for a new Philadelphia sports stadium.

- Morris Arboretum, as part of a HUD-COPC grant to Penn, is creating a two-year job-training program (1997-1999) for approximately 15 students per year in arboriculture. This program will include training at school, at the Arboretum, and school year and summer internships with companies in the industry. Morris Arboretum also expressed interest in working with several teachers in the charter in the core subjects to create an integrated curriculum in this area.

5. Law Charter:

- From 1995 through 1998, Penn law students provided a series of seminars that focused on conflict resolution and violence prevention.
- In 1995-1996 approximately one dozen students, working through Penn Law School's Public Service Program, worked in internships in local law firms. A Penn Social Work intern supervised the project.

6. Performing Arts Charter / EXCEL:

The Black Bottom Project is an effort between people from the Black Bottom, Theater Arts 250, and the UCHS EXCEL Charter. The purpose of the project is to tell the story of the Black Bottom, a West Philadelphia neighborhood that was displaced by urban renewal in the 1950s and 1960s. Penn students enrolled in the course conduct oral history interviews with Black Bottom community residents and helped to teach a class at University City High School on acting skills, oral history interviewing, and history through the performing arts. This project culminated in the "Black Bottom Sketches" that was performed by former residents of the Black Bottom, UCHS students, and Penn students.

7. Opportunity Charter

- Ken Tobin, Director of Teacher Education, has partnered with a science teacher to create a peer teaching program where UCHS students learn chemistry by preparing to teach it weekly to students in a Drew Elementary classroom.
- In 1998-1999, Penn student teachers are working with UCHS teachers to create a hydroponics program modeled after Sulzberger Middle School's.

8. Projects for students with special needs:

- Funded by the National Organization on Disabilities, the Start On Success program (since 1995) involves 2 teachers and 30 special needs students in a school-to-work program wholly placed on Penn's campus. Margaret Beale Spencer, Graduate School of Education, is assisting in curriculum development, development of wrap-around services, and performing the overall evaluation of the program. Students spend four hours per day at the work site with an individual mentor and attend a daily job and academic skills course at the work site taught by a UCHS teacher based at Penn. The high school participants are linked to two graduate students and several undergraduate mentors/job coaches from the University of Pennsylvania. These undergraduate job coaches were responsible for establishing job-training strategies for their individual mentees. Projects with the job coaches included resume building, proper work behavior, people skills, and

establishment of appropriate goals for each student. A graduate student is conducting an ethnography of the project as part of a national replication project. Additionally, a desktop published curriculum will be produced.

- Students from the Penn WEPIC Student Organization serve as assistant teachers and tutors to students on a weekly basis.

9. School-wide projects include:

Σ Penn's Skills Development Center (SDC) created in January 1998, is headquartered at UCHS. The SDC has an office, Director and Assistant Director, plus a training classroom with 30 new, networked PCs. The mission of the SDC is to provide integrated job referral, job training and internship services to unemployed, underemployed, and welfare-to-work parents and adults in the community and particularly to school-to-career students. SDC focuses on providing academic year and summer internships for UCHS students, particularly in the job sectors of technology (networking and network wiring) and skilled office support. The SDC currently operates 16-week welfare-to-work training programs in retail services and occasional evening computer literacy and job search programs for parents.

In spring 99 the SDC secured a grant from the Private Industry Council to create a network wiring program for 15 out of school youth that will award students certifications in Lucent cabling (both fiber and copper) and A+ (PC hardware and software troubleshooting). Students will also be prepared to apply for the IBEW (Electricians) Local 98 apprenticeship exam. Penn's Information Systems and Computing department has helped to secure internship positions for the students during the training through its own office and through its vendors.

- Penn WEPIC Student Organization: Students work in several different areas within the school to develop and sustain programs that connect to the school-day curriculum.
- In Spring 1999 through the Goldsmith grant, six undergraduate students from the School of Fine Arts are working with each of the small learning communities to help implement school beautification projects, including murals.
- Frank Furstenberg (Sociology) led a seminar for teachers and some high school students on teenage pregnancy and research methods. This seminar met three times each semester to explore long-term intervention strategies to reduce teen pregnancy.

10. Penn Courses working at University City High School:

Education 202 Urban Education (Spring 1997, 1998, 1999):
James Lytle

Education 545 Volunteerism and Community Schools (Fall and Spring 1998-
1999): John Puckett and Theresa Simmonds

Education 605 Education Policy (Spring 1996, 1997, 1998, Fall 1998,
Spring
1999): Rebecca Maynard

Education 820/623 Curriculum Foundations: Theory Into Practice (Fall
1997
through Spring 1998): Richard Gibboney and John Puckett

English 292 Special Topics in Film Studies (Fall 1995, 1996): Craig Saper

English 401 Teaching American Studies (Fall 1998): Peter Conn

History 204-302 The Migrant Experience in America: A Look at
West Philadelphia (Spring 1995):
Walter Licht

History 204-401 Institutions and Urban Change: West Philadelphia and
North Philadelphia, 1940-1990 (Spring 1997): Thomas Sugrue

Sociology 006-402 Race and Ethnic Relations (Fall 1996, 1997,
1998): Elijah Anderson

Urban Studies 324-301 Seminar on Strategies to Reduce Intergroup
Tension in Multi-Cultural Settings: West Philadelphia and Penn as a Test
Case (Spring 1997, 1998, 1999): Daniel Romer and Hillard Pouncy

11. Cluster Resource Board (see definition of Cluster Resource Board on
page 21)

- Furniture Recycling Program - In 1998-1999 Penn's Facilities Services provided recycled furniture for use by the school.
- Part Time Project Coordinators - In Spring 1999 the Goldsmith Grant is providing \$10,000 and two graduate student coordinators to work with the Principal and teachers on developing programs of interest to school.

Mayer Sulzberger Middle School

1. Summer Institute:

From 1994 through 1998, through support of the Corporation for National Service, Philadelphia Urban Resources Partnership, Burger King corporation, and the University, five teachers worked annually with six Penn interns and 80 Sulzberger students on extending and further developing several school-year activities, particularly the Mill Creek Watershed program and partnership projects with Aspen Farm Community Gardens.

2. Conflict Resolution and Violence Prevention:

A grant from the Corporation for National Service to Penn and Sulzberger (1993-96) assisted the development of an ongoing conflict resolution program operating within the school day. Law students are provided a series of seminars that are focused on conflict resolution and violence prevention.

3. Community School

Σ As part of its HUD-funded Community Outreach Partnership Center Activities, the University's Center for Community Partnerships assisted Sulzberger staff and community members in establishing a Community School program to serve children, youth, and community residents during evenings, weekends, and summers. Funding for the Sulzberger Community School was approved by the Department of Health and Human Services in Fall 1998 and is administered by the West Philadelphia Partnership. Future funding is expected from the West Philadelphia Empowerment Zone Community Trust Board. Classes are designed to meet the needs of Sulzberger's greater community and therefore are academic, cultural, and recreational in scope. The faculty is drawn from Sulzberger teachers, community residents, neighborhood organizations, and University volunteers.

Σ Penn's National Center on Adult Literacy works with Sulzberger teachers and University volunteers to teach courses in GED preparation and job search skills. In addition, members of the West Philadelphia Enterprise Center co-teach a course in Entrepreneurship with faculty and students from Sulzberger's Entrepreneurial Small Learning Community. Five undergraduate students from the Penn WEPIC Student Organization support and teach classes at the Community School.

4. Extended Day Program

Penn's Center for Community Partnerships assisted Sulzberger in obtaining a 21st Century Community Learning Century grant from the United States Department of Education in December 1998. Through this grant, Sulzberger recently inaugurated its Extended Day Program (EDP), which meets 3:00-6:00pm, Mondays through Thursdays. The EDP allows Sulzberger students to

participate in academic service learning projects that involve all of the core content areas (math, science, social studies, and language arts) and are grounded in all four of the school's small learning communities (Service Learning and Law; Environmental Studies; Entrepreneurial Business; and Creative Arts and Career Exploration).

5. Environmental Education and Mill Creek Watershed Project

Σ Since 1995, Sulzberger teachers and students, under the direction of Environmental Small Learning Community Coordinator Glenn Campbell, have been working with Professor Anne Spirn and her Urban Studies students to study the history of the Mill Creek buried floodplain and to make recommendations for its future development. In this context, the Sulzberger students investigate how to improve the urban watershed, address the regional water quality problems, and promote sustainable community redevelopment on derelict. In 1998-1999 a new small learning community of eight teachers in grades 6-8 has been created that is based upon this work.

Σ Activities focus on the tracking and recording of urban water cycles, visits to urban water-processing facilities, testing of water quality, and exploration of combined sewer overflow and other water-related issues. Technological resources, Center for Community Partnerships, enable the students to record and publicize their work. For their upcoming project on Mill Creek's history, the students will document current environmental conditions with digital cameras, the pictures from which they ultimately will display on their self-created and maintained web site.

6. Entrepreneurial Education and Community Businesses

Σ Students participating in Sulzberger's "Entrepreneurs of the 21st Century" program currently are engaged in several projects designed to culminate in community-based small businesses. First-year Wharton Business School students assist the Sulzberger students in learning essential skills such as creating their business plans. Current student businesses include a hydroponics farm (gardening without soil), a greeting card company, and a school store.

Σ In Fall 1998, the hydroponics business students worked with Penn students and local hydroponics farmers to construct a hydroponics system within a Sulzberger classroom. The students adjust their system's necessary light, water temperature, and ph balance, and as they manage their small-business budget, they access and learn relevant science and mathematic principles. A local consortium of community businesses has already expressed interest in purchasing the students' products.

Σ During the 1998-1999 school year, the Center mobilized a group of the University's undergraduate students to conduct weekly technology-training sessions for Sulzberger teachers. In this capacity, the teachers explored such topics as "Productive Use of the Internet in the Classroom" and "Utilizing Spreadsheets for Effective Organization of Student Data."

7. Tech Scouts

Starting in Spring 1999 as part of Sulzberger's Extended Day Program, the Center worked with the school's staff to create an after-school program that trains their students in computer trouble-shooting and repair. The "Tech Scouts" are coached by undergraduates from the Wharton School of Business.

8. West Philadelphia Tutoring Project

Undergraduates from the various departments of the University volunteer to tutor Sulzberger students in all subjects. Approximately 10 University students presently work at the school in this capacity.

9. Cluster Resource Board:

- Furniture Recycling Program - in fall 1998 University Facilities Services provided recycled furniture for use by the school.

10. Penn Courses working at Sulzberger Middle School:

Landscape Architecture and Regional Planning 601
Transforming the Urban Landscape (Fall 1996, 1997, 1998): Anne Whiston Spirn

Management 100 Leadership and Community (Fall 1998): Mike Fitzgerald

Urban Studies 320/Larp 538 Power of Place:
Water/Schools/Community (Spring, 1998) : Anne Whiston Spirn

Powel Elementary School

1. America Reads:

Undergraduate workstudy students are working with teachers to assist with teaching literacy in the early grades. The program is designed as part of the national reading intervention program, which is aiming to facilitate learning through smaller group and one-on-one instruction.

2. Pennlines:

A comprehensive early elementary science program to upgrade the quantity and quality of science in math in the earliest grades (K-2) is working with four teachers to implement a comprehensive early science program.

Comprehensive means providing high quality, standards-aligned curriculum, professional development for teachers, hands-on science materials for the classroom, and assistance in the classroom through Penn students.

3. Cluster Resource Board:

- Furniture Recycling Program - In fall 1998 University Facilities Services provided recycled furniture for use by the school.

- Part time Project Coordinator - In Spring 1999 the Goldsmith Grant provides discretionary funds and coordinator to work with Principal and teachers on developing programs of interest to school.

Drew Elementary School

1. America Reads:

Thirty-six workstudy students are working with teachers to assist with teaching literacy in the early grades. The program is designed as part of the national reading intervention program, which is aiming to facilitate learning through smaller group and one-on-one instruction.

2. Nutrition and Health

Since Spring 1998 several Penn students work with 225 K-2 students in the Healthy, Well-Thee and Fit small learning community on experiential nutrition education (including school store) and related gardening activities. These activities are a replication of selected TNAP activities at Turner Middle School.

3. Pennlincs:

A comprehensive early elementary science program to upgrade the quantity and quality of science in math in the earliest grades (K-2) is working with six teachers to implement a comprehensive early science program. This curriculum provides high quality, standards-aligned curriculum, professional development for teachers, hands-on science materials for the classroom, and assistance in the classroom through Penn students.

4. Penn-Merck Collaborative

A comprehensive elementary science program focused on grades 3-6 designed to upgrade the quantity and quality of science education. Teachers participate over two years in summer institutes and receive academic year support in the form of undergraduate volunteers, professional development for teachers, and hands-on science materials. This curriculum particularly focuses on fast plants

5. Cluster Resource Board

Part time Project Coordinator - IN Spring 1999, Goldsmith Grant provides discretionary funds and coordinator to work with Principal and teachers on developing programs of interest to school.

6. Penn Courses working at Drew

Linguistics 161 Introduction to Sociolinguistics (Spring 1999): William Labov

Linguistics 470 Narrative Analysis (Spring 1999): William Labov

McMichael Elementary School

1. Cluster Resource Board

Furniture Recycling Program - In fall 1998 University Facilities Services provided recycled furniture for use by the school

WEST PHILADELPHIA HIGH SCHOOL CLUSTER

Cluster-Wide Projects

Penn worked with the School District of Philadelphia to receive a Technology Challenge Grant from the United States Department of Education. As part of this effort, Penn is working with the West Philadelphia Cluster to provide Internet training, computer training, and e-mail accounts to teachers across the cluster.

West Philadelphia High School

1. School-based Community Newspaper:

Σ Penn's Graduate School of Education assisted in the development of a community studies/writing program and a desktop publication center with over 30 computers. Students produce a school-community oriented newspaper, QWEST, that is widely distributed throughout the community.

Σ During the 1998-1999 academic year, QWEST is being used to support two other projects related to community studies. First, it will serve as a dissemination vehicle for a class (co-taught at both Penn and the High School) in which students identify and evaluate information resources in their neighborhood. Second, the paper will serve to publicize community forums (to be hosted and run by the students) to discuss critical issues in the upcoming mayoral election.

Σ The success of the West Philadelphia High and Shaw Middle School community studies/desktop publication programs resulted in the creation of a cluster-wide (West Philadelphia High School and its ten feeder schools) newspaper that has been published since 1995.

2. Summer Program:

Σ In 1997 in conjunction with Youthworks, approximately one dozen students worked with Walnut Hill Community Association to inventory the neighborhood's trees, graffiti, and land use, particularly vacant land. Walnut Hill found this so helpful that they are exploring youth membership and recruitment drives for their Board of Directors.

Σ In 1998, students engaged in four projects involving community studies and community service. One group of students identified information resources for doing research about West Philadelphia, and produced a short video describing their work. Another group worked in conjunction with the West Philadelphia Cultural Alliance to begin work on a memorial park for Paul Robeson. The group learned about Robeson's history and relevance to the community, and began clearing and rehabilitating the lot where the park will be built. Another project conducted environmental research, examining in particular the impact of cars and public transportation on air and water quality in West Philadelphia. The fourth group performed maintenance work on school grounds, and designed and painted a mural over a graffiti covered wall near the athletic fields.

Σ Numerous projects are planned for the summer of 1999. These include the development of school-based businesses, continued community service and mural projects, community and environmental research, and training in computer networking and maintenance.

3. Extended Day Program for Elementary Students:

West Philadelphia High Students are working with Penn students, a GSE student coordinator, and America Reads volunteers, to implement extended school day and summer programs at Wilson Elementary School to promote literacy. While assisting the operation of the afterschool program, the West Philadelphia High students are exploring careers in education. The West Philadelphia High students are paid as part of a school to work project.

4. West Philadelphia, Who We Are:

With volunteer, technical, and financial support from Penn, the Communications, Design and Technology (CDT) Small Learning Community is implementing a semester-long, interdisciplinary community studies program. With guidance from their teachers, students develop their own research projects about the history, culture, or economics of their neighborhood, compiling portfolios to document their work. The project will be completed in June 1999.

5. The Mayoral Forum Project

During the academic year 1998-1999, students from the Law and Public Safety (LAPS) Small Learning Community are working with their teacher to identify key issues in the upcoming mayoral election, disseminate issue briefs to the community, and facilitate deliberative forums for their peers and community members. The project receives professional development and curriculum support from Harris Sokoloff, a professor at GSE; grant support from the Center for Community Partnerships, and volunteer support from Penn students.

6. The Electric Vehicle Project

Starting in fall 1998, with financial and volunteer support from Penn, students in the Automotive Small Learning Community are currently engaged in a project to convert a car to electric power. The car will be entered in the city science fair, and raced in the Tour de Sol, a national race for alternative power vehicles. This work followed on the heels of a summer research project analyzing air and water quality in West Philadelphia.

7. Technology Mini-Grants

Using Technology Challenge and Link to Learn funds, the University is supporting numerous start-up projects integrating technology into the curricula of the different Small Learning Communities. There are approximately ten such projects currently underway. Teachers use mini-grant funds to pay for software and professional development to support their projects.

8. Skills Development Center

Penn's Skills Development Center in conjunction with Universal Homes/Center for Employment Training (UCET) is constructing an adult hospitality training facility on the first floor. This program will focus on training adults from the West Philadelphia community and will be linked to the school's Hospitality, Restaurant, Tourism Academy. The two groups will partner on curriculum development, internship and employment opportunities. Additionally, Penn's Inn at Penn intends to hire approximately two dozen Hospitality, Restaurant, Tourism Academy students into full time positions when the Inn opens around June 1999. The Inn at Penn also intends to provide internship positions to the high school students on an ongoing basis.

9. Penn Courses working with West Philadelphia High School:

Communications 434-401/Urban Studies 434 Seminar in Urban Information Resources (Spring 1999): Oscar Gandy

English 286-401/Urban Studies 286/ Afro-American Studies 289/ History 286 Writing Community History in a Global Context (Spring 1999): Eric Cheyfitz and Farah Griffin

English 293 Literature of Social Vision (Fall 1995, 1998) : Eric Cheyfitz and Farah Griffin

History 204-303 Teaching American History: A West Philadelphia Workshop (Fall 1995, 1996) : John Puckett and Elisa Forgey

Education 545 Volunteerism and Community Schools (Fall 1998-Spring 1999): John Puckett, Theresa Simmons

10. Cluster Resource Board:

- Furniture Recycling Program - In fall 1998 University Facilities Services provided recycled furniture for use by the school.
- Part time Project Coordinator - In spring 1999 Goldsmith Grant provides discretionary funds and coordinator to work with Principal and teachers on developing programs of interest to school.

Shaw Middle School

Programs at Shaw Middle school demonstrate high levels of Penn student and faculty involvement. Several staff and students work at the school on a weekly basis during the entire year. A significant number of additional Penn volunteers assist with neighborhood/school cleanups and science education programs. Shaw teachers work with Penn students, faculty, and staff in the areas of environmental improvement, community studies, desktop publishing, health improvement, and school-to-work programs.

1. Neighborhood Improvement

In 1994, the Shaw Community Council sponsored the first community cleanup of the school building and grounds; activities included interior and exterior painting and planting new flowerbeds. Fifty students from PennCORPS (Penn's pre-freshman community involvement project) as well as Penn's Maintenance and Utilities Department helped Shaw community members, teachers, staff, students, and parents to till new flower beds, remove tree stumps, and remove graffiti from the exterior of the building. Penn-assisted school and community cleanups have been repeated on several occasions and are ongoing.

2. In-School Programs

In July and December 1995, successful retreats involving over 40 teachers and staff members and a dozen Penn students and faculty members (Education, English, Institute for Environmental Studies) developed a framework for collaboration and community-oriented problem-solving curricula that could function as the core component of a curricula that could function as the core component of a University-assisted community school. The following are some projects that are part of this framework:

Desktop publishing/journalism program. The AIMS Community at Shaw Middle School produces two major publications - The Community Times and Inspirations.

The Community Times began in 1994 as a joint project between Shaw and Penn's independent student newspaper, The Daily Pennsylvanian. Working with Penn volunteers, the students at Shaw learn the basics of journalistic publishing including advertising, investigative reporting, and article writing. After writing their articles, the Shaw students make a field trip to The Daily Pennsylvanian headquarters on Penn's campus to get a first-hand look at the making of a professional newspaper. Every semester, 30,000 copies of the edition are distributed by The Daily Pennsylvanian to the University and school communities.

In 1997 a creative arts magazine, Inspirations, grew out of the necessity for a publication that allows students to communicate more creatively,

while at the same time learning to apply world knowledge to their immediate community. Through studying well-known poets, writers, and artists from around the world and their own neighborhood, Shaw students create their own fine literary and artistic pieces. More than just learning to recognize various stylistic devices in writing and art, the students also learn to use word processing and publication as a means to reach-out to their neighbors.

Environmental Education and Improvement Project. The Science Alliance Small Learning Community has developed outdoor educational environment. The new gardens, a result of a collaborative effort between the Philadelphia Urban Resource Project (PURP) (which awarded Shaw two grants), and the School District of Philadelphia, and Penn are located on the 55th Street side of the building. Robert Giegengack, Professor of Geology and Director of Penn's Institute for Environmental Science, and his students have implemented the following projects:

Environmental Club: over 20 volunteers through the Penn WEPIC Student Organization help teach environmental improvement issues to eight classrooms through an interdisciplinary curriculum developed with the teachers.

Lead Club: Students from the Science Alliance Small Learning Community, in a weekly after school program, learn about the hazards of lead exposure. These students learn how to test for lead and implement exposure reduction initiatives for lead and household toxins throughout the school and community.

Magic Me is an intergenerational service-learning program where students from Shaw Middle School make weekly visits to a local nursing home, where they work on cooperative activities with elderly community residents. Students from the Penn WEPIC Student Organization assist this program.

Project Health: Health promotion curricula (i.e. health education through health improvement activities, such as peer education and community outreach activities) are being co-designed and taught by Shaw teachers and students of the Penn WEPIC student organization.

School-to-Work Program (with Turner, Tilden, Pepper, and Sayre Middle Schools), was co-designed by Penn, the School District's office of Education for Employment, and Shaw teachers. The program will expose students to all aspects of local industry through a problem-based learning approach.

Computer Education: Volunteers of the Penn WEPIC Student Organization promote computer literacy by sharing their knowledge of computers with students and teachers. WEPIC volunteers provide in computer tutoring in class, small group, or individual settings.

Shaw Around the World. Shaw Around the World is an interdisciplinary curriculum designed to teach international understanding. The students at Shaw Middle School will use the internet (<http://www.penn-partners.org/~lynch>) as a gateway to exploring other countries and cultures while simultaneously gaining familiarity with Internet research and various computer programs.

As part of Shaw Around the World, international students from the University of Pennsylvania come to Shaw to lead interactive conversations with the students concerning his or her country. These visits may include language demonstrations and lessons, food sampling, dance instruction, show and tell, and a question and answer period. Students at Shaw will be encouraged to prepare questions and explain/demonstrate their projects to the guests.

3. Wednesday Evening School

In October 1994, Shaw opened its first Community School program on Wednesday evening. This program is similar to Turner Middle School's Community School. Penn volunteers from the WEPIC Student Organization and teachers provide the following programs:

- Basketball Tutoring
- Arts and Crafts
- Sister Circle (discussion group for teenage girls)
- Chess Team
- Tutoring (school age and pre-school)
- GED Classes
- Aerobics/Health Awareness
- Drill Team

Beginning January 1999, Shaw partnered with the English Language Program at Penn in an effort to bring international students who are at Penn studying English into Community School as volunteers. This initiative gives the ELP students an opportunity to speak English with a wide variety of people, and helps provide Community School students with an international perspective.

4. Career Mentoring

Since 1995, PennVIPS (Volunteers in Public Service) has sponsored a career Mentoring program in which approximately 30 Shaw students come to Penn once a month to work individually with a Penn staff or faculty mentor on school and career related issues.

5. Science Education

Five teachers participated in the Penn-Merck science initiative in summer 1996. This effort is designed to increase teachers' knowledge about science; help them implement learning strategies that engage children in science, and strengthen science learning by integrating the science and language arts curriculum. The project also includes a yearlong graduate seminar for teachers, partnerships between teachers and scientists, and peer mentoring by participating teachers.

The Women in Science thematic living and learning program has organized to partner with a special education science program a Shaw to do weekly science projects.

6. Summer Institute

In 1996, 1997, and 1998, five teachers worked with undergraduate Penn interns and Shaw students on extending and further developing several school-year activities, including environmental improvement (including the school grounds, school gardens, and vacant lots in the community), health promotion (with an emphasis on diabetes outreach), and desktop publishing.

7. Penn Courses Working At Shaw Middle School

Education 240 Education in American Culture (Fall 1995 and Fall 1997):
John Puckett

Education 820/623 Curriculum Foundations: Theory Into Practice (Fall 1996 through Spring 1997): Richard Gibboney

Environmental Studies 404 Urban Environment: West Philadelphia (Spring 1997, 1998; Fall 1997, 1998): Robert Giegengack

Environmental Studies 405 Urban Environment: West Philadelphia II (Fall 1996 and 1997): Robert Giegengack

History 200-922 Strategies Toward Revitalizing Urban Schools and Their Communities: West Philadelphia as a Case Study (Summer 1997, 1998): Ira Harkavy, Amy Cohen, and Cory Bowman

History and Sociology of Science 265-401 West Philadelphia Environmental History (Fall 1995, Spring 1996): Robert Kohler

Management 100 Leadership and Communication in Groups (Fall 1997 and 1998): Michael London & Anne Greenhalgh

Lea Elementary School

1. Saturday School Science:

Initiated in January 1998, a Penn Medical School faculty member and a Community College of Philadelphia faculty member are teaching a six week Saturday School science program for approximately one dozen students at the Community College of Philadelphia classroom laboratories at 47th and Chestnut.

2. Cluster Resource Board:

- Furniture Recycling Program - In fall 1998 University Facilities Services provided recycled furniture for use by the school.
- Part time Project Coordinator - In Spring 1999 Goldsmith Grant provides discretionary funds and coordinator to work with Principal and teachers on developing programs of interest to school.
- Lea Experimental Garden - Beginning September 1998, students from the Wharton School, Penn Architecture students, and a Penn Medical School faculty member have been designing an experimental garden. Involving three teachers and approximately 60 students as well as parents and community members, the garden will be used for innovative environmental science curricula. The garden will also be a starting point for student service learning activities involving neighborhood beautification and improvement.
- Technology Program - As part of a Link-to-Learn grant, Penn students are working with the technology teacher in teaching approximately 15 students how computers work. As part of a service learning component, these students are being trained to fulfill the computer support needs of Lea's teachers.

3. Access Science Fellows

Funded by a grant from the National Science Foundation, undergraduate and graduate students in math, chemistry, physics, and biology are working with teachers on curriculum development and implementation.

4. America Counts

Undergraduate and graduate workstudy students are working with teachers to assist with teaching math primarily in the third, fourth, and fifth grades. The program is designed as part of the national program to develop math skills in the younger grades and aims to facilitate learning through smaller group and one-on-one instruction.

Bryant Elementary School

1. After School Sports:

Students of the Penn WEPIC Student Organization play, coach, and teach soccer with Bryant students. The program aims to increase students discipline, sense of teamwork, and sportsmanship.

Sayre Middle School

1. School-to-Work Program

The School-to Work program (with Turner, Tilden, Pepper and Shaw Middle Schools) was co-designed by Penn, the School District's Education for Employment Office, and Sayre teachers. The program will expose students to all aspects of local industry through a problem-based learning approach.

2. Mentoring Program:

A weekly sports-based academic mentoring program is being set up in 1997-98 between 7th grade students and Penn students.

Wilson Elementary School

1. America Reads:

Thirty workstudy students are working with teachers to assist with teaching literacy in the early grades. The program is designed as part of the national reading intervention program that is aiming to facilitate learning through smaller group and one-on-one instruction.

2. Environmental Education:

Wilson Elementary School is working with Shaw Middle School to expand the environmental education and improvement efforts started at Shaw in order to create a continuous, integrated, environmental improvement-based K-8 curriculum. This curriculum will be focused on community gardens built on each school's grounds and funded by a USDA grant to the Philadelphia Urban Resources Partnership.

3. Science Education:

Five teachers participated in the Penn-Merck science initiative in summer 1996. This effort is designed to increase teachers' knowledge about science, help them implement learning strategies that engage children in science, and strengthen science learning by integrating the science and language arts curriculum. The project also includes a yearlong graduate seminar for

teachers, partnerships between teachers and scientists, and peer mentoring by participating teachers.

4. Computer Education:

Undergraduates from the School of Engineering and Applied Science in the Penn Science Technology Extension Program work with teachers and students at Wilson in various capacities. Penn students work as teaching assistants and provide curricular support, train teachers on computer software and hardware, and provide technical support for computers that need repair or upgrading.

5. Neighborhood Improvement:

Penn students are assisting an ongoing community cleanup effort at the school through a series of joint cleanup efforts.

6. Extended Day and Summer Program in Literacy:

Coordinated by a doctoral student in GSE, this program has enrolled thirty elementary students identified as academically at risk. The program is staffed by volunteers, 30 America Reads work study students from the University of Pennsylvania, ten school-to-work program participants from West Philadelphia High School, and four Wilson Elementary School teachers. Activities include tutoring, help with homework, and literacy-based enrichment activities. The program provides no-cost, safe, quality extended day care for children and tutoring and literacy education, plus experience working with children for ten West Philadelphia High School students in a school-to-work program

7. PAL (Police Athletic League):

The Board of Directors of the Philadelphia PAL program and the University Police have agreed to jointly sponsor a PAL program. It opened in April 1997. The pioneering partnership between Penn, PAL, and the school serves children after school and evenings as well as throughout the summers; the Penn Police Department with the help of student volunteers staffs it. PAL activities include athletics, mentoring, tutoring, and will be coordinated with the other extended school services at Wilson.

9. Cluster Resource Board:

- Furniture Recycling Program - In fall 1998 University Facilities Services provided recycled furniture for use by the school.

- Part time Project Coordinator - In Spring 1999 Goldsmith Grant provides discretionary funds and coordinator to work with Principal and teachers on developing programs of interest to school

10. Penn Courses working at Wilson Elementary:

Linguistics 161/AFAM 161 Introduction to Sociolinguistics (Spring 1999) William Labov.

Linguistics 470-401/ENGL 270 Narrative Analysis (Spring 1999) William Labov.

BARTRAM HIGH SCHOOL CLUSTER

Turner Middle School

Of the 12 West Philadelphia public schools in which WEPIC operates, the program at the Turner Middle School has functioned as the pilot program for the entire effort. WEPIC projects at Turner demonstrate high levels of Penn student and faculty involvement.

1. School Day Program.

Turner is divided into four small learning communities, each consisting of a pair of teachers in each of the three grades, 6-8th. Three of the four small learning communities are thematically based and are affiliated with the WEPIC program. These three small learning communities—Health and Nutrition, Community and Environmental Studies, and Conflict Resolution—involve 23 teachers and over 600 students. A school-wide school-to-career project was begun in 1995-96. Turner publishes a teen magazine that includes articles, photographs, and artwork reflecting the work of all of the school's small learning communities. In order to publish the magazine students examine careers in journalism and publishing; they have explored a variety of other career paths, including sports and fashion, in developing articles for the magazine.

- Health and Nutrition:

The nutrition curriculum has been developed with the assistance of Penn Professor of Anthropology Francis Johnston. As part of their course work, Penn students teach a nutrition curriculum and are working with the Turner students on the publication of a nutrition textbook appropriate to this African American community. Students learn about healthy nutrition habits, basic

science relating to nutrition, and engage in school and community health improvement projects. The Penn Anthropology students are also involved in a longitudinal study of the nutrition status of Turner students. Interns funded by the Kellogg Project to Link Intellectual Resources and Community Needs (a grant from the WK Kellogg Foundation) at the University of Pennsylvania are creating curricula and implementing other projects related to these courses.

Currently, Thirty Penn students are working on the Turner Nutrition Awareness Program both as traditional volunteers and as participants in Anthropology 310. Their work with 120 6th and 7th graders (4 classrooms) includes nutrition education, operation of the school store, as well as traditional and hydroponic gardening.

Beginning in 7th grade, students are peer teachers on nutrition topics for other Turner students as well as students at Turner's Head Start program and two elementary schools. Seventh graders also operate a fruit and vegetable stand called "Fruits R Us, and Vegetables Too." The fruit stand was developed by Turner students and teachers with the assistance of Penn undergraduates and is part of the nutrition education and promotion project. The fruit stand is open to the entire school and community several times each week; the store curriculum has expanded to include entrepreneurial and business concepts.

Some eighth graders participate in health-related work-based learning. These students travel weekly to Misericordia Hospital and Mercy Douglass Senior Center to be mentored in all phases of the operation of the facilities—dietary, neo-natal, respiratory, and administration--by an assigned individual.

Also, Penn Dental students provide a series of oral health promotion seminars on general nutrition, oral hygiene, and careers in the dental field. This is part of a service learning course taught by Herman Segal, Associate Dean for Community Relations, Dental School.

- Conflict Resolution:

Students in the Conflict Resolution small learning community engage in activities and curricula designed to teach healthy decision making skills. In conjunction with the West Philadelphia Partnership, the University of Pennsylvania and a grant from Healthy Start, 7th and 8th graders are involved in Peer Power Health Promotion project in which they learn to make healthy decisions and write and perform short vignettes. These skits are performed for their peers at Turner and other schools in order to teach decision-making skills to their peers. Some of these students are also

involved in an afterschool theater arts program designed to focus students' expressive skills and to improve their ability to peer teach.

Eighth graders at Turner are involved in a highly successful Peer Mediation program. Turner teachers and counselors train the 8th graders to mediate disputes between students, and occasionally, between teachers and students. The program has been 100% successful over the last three years in preventing the recurrence of any conflict mediated by the peer mediators. Penn Law students provide a series of seminars that focus on conflict resolution and violence prevention.

- **Community and Environmental Studies:**

Since the 1996-97 school year, Community and Environmental Studies students have been involved in the development of an indoor hydroponics and conventional garden and in designing an outdoor athletic complex for Turner. Sixth graders have worked with professional architects and planners from the Foundation for Architecture to develop the plans for both of these projects. Supported by University of Pennsylvania students and a grant from the Philadelphia Urban Resources Partnership, the gardening project should be completed during academic year 97-98.

Students from Professor Robert Giegengack's seminar, Environmental Studies 404, have worked with teachers at Turner to teach students about the hazards of lead in the environment and to teach lead avoidance strategies.

2. Extended-Day Programs.

WEPIC's after school enrichment programs are open to all students at Turner, not only those in the WEPIC small learning communities. These programs are taught by Penn undergraduate and graduate students in conjunction with school teachers. These include:

- Through a federal Healthy Start grant awarded by the City's Office of Maternal and Child Health, several Penn students are working with 15 8th grade students to develop peer education workshops that will run in 4th grade classrooms at neighborhood elementary schools. Twenty 6th, 7th, and 8th grade students also participate in the Healthy Choices After School Club, which runs on Mondays and Wednesdays.

- **Peer Power Education Program.** A drama project aimed at preventing teen pregnancy and promoting healthy decision-making skills, funded by a Healthy Start grant, is coordinated by Penn graduate students. Turner students learn about making healthy social choices and then write, produce and perform vignettes about making appropriate choices. In past years, the program has produced full-length stage performances. These productions.

have been videotaped and class discussion guides developed. Students also developed a curriculum and computer game focused on healthy decision making skills. The game and curriculum have been distributed to local public schools. The game is also located on the WWW.

- Cultural Enrichment. Students take field trips to points of interest and cultural events, often at Penn's Annenberg Theater.
- Landscaping/Community Beautification. Penn students assist this ongoing program that works with school staff, students and community members.
- Desktop Publishing. Da Bomb Squad is a group of 6th grade students who produce their own Hip Hop and R&B magazine. Volunteers from the Penn WEPIC Student Organization aid students in the entire process of desktop publishing, including writing, editing, soliciting ads, and interviewing.

3. Saturday Morning Community School.

From 1989 to 1998, over 200 community members participated in free academic, cultural and recreational classes each year. Classes were taught by community members, Penn staff or student volunteers and all classes were assisted by students of the Penn WEPIC student organization.

4. Career Mentoring.

Since 1997, PennVIPS (Volunteers in Public Service) has included Turner students in its a career mentoring program in which approximately 30 Turner students come to Penn once a month to work individually with a Penn staff or faculty mentor on school and career related issues.

5. Summer Institute.

From 1991-1998, the Institute included over 100 incoming sixth graders taught by 10 Turner teachers, and several Penn graduate and undergraduate students. The curriculum was based on the thematic small learning communities: health promotion, conflict resolution, writing for publication, technology, and environmental and community studies. The undergraduates worked with the Turner students on reinforcing the curriculum through story writing, games, and production of skits and presentations for the community. The Penn students participated in the Summer Institute as part of the Public Service Summer Internship program, which also includes a research seminar on the "Strategies for Revitalizing Urban Schools and Their Communities: West Philadelphia as "A Case Study" taught by Ira Harkavy, Amy Cohen, and Cory Bowman.

6. Veterinary School.

Veterinary School faculty give occasional presentations on science, health, and animal issues for grades 6-8. Vet School faculty play an active role in a problem-based unit on Lyme disease as part of an eighth-grade interdisciplinary curriculum.

7. Penn Courses working at Turner Middle School:

Anthropology 205-301 Health in Urban Communities (Spring 1995, 96): Francis Johnston.

Anthropology 310-301 Biomedical Science and Human Adaptability (Spring 1993, 1994, 1995, 1996, 1997, 1998, 1999): Francis Johnston.

Environmental Studies 404-301 Urban Environment: West Philadelphia (Fall 1997, Spring 1997, Spring 1998): Robert Giegengack

History 200-922 Strategies Toward Revitalizing Urban Schools and Their Communities: West Philadelphia as a Case Study (Summer 1997, 1998): Ira Harkavy, David Grossman and Cory Bowman.

Dental School A Selective: Community Dental Health Experiences (Spring 1994, 1995, and 1998): Dr. Joan Glutch

Anderson Elementary School

1. Summer Institute:

In 1995 Anderson implemented a Summer Institute for approximately 25 Anderson students that was assisted by a Penn graduate student in Education that was similar to the Turner program.

2. Peer Teaching:

Turner Middle School students, including those with special needs, are peer teachers to Anderson Elementary School students in kindergarten and first grade. The children focus on literacy through a creative writing program and through reading for enjoyment.

MULTI-SCHOOL AND OTHER WEST PHILADELPHIA INITIATIVES

1. Cluster Resource Boards:

In June 1998, The University of Pennsylvania elected to serve as Lead Partner for both the University City and West Philadelphia Cluster Resource

Boards. Ira Harkavy, Associate Vice President and Director of the Center for Community Partnerships, and Susan Fuhrman, Dean of the Graduate School of Education, were named as Co-Chairs for these boards. In October 1998, Josephine Robles was hired as the full time Coordinator.

After consultation with Cluster and community leadership, it was decided that the Cluster Resource Boards would focus on four areas of concentration:

1. Professional Development
2. Curriculum Development
3. School-to-Career Opportunities
4. Expanded Services to Children and their Families

A Cluster Resource Board is an initiative developed by the School District of Philadelphia. The School District is divided into 22 "Clusters", consisting of one High School and 10-12 "feeder" schools, which are headed by a Cluster Leader. The Cluster Resource Boards are a collaboration between the Cluster, a Lead Partner, local businesses, community and civic associations, and Cluster/school staff.

2. America Reads: The America Reads Challenge is an initiative created by President Clinton to get volunteers to tutor children who are learning to read. The University of Pennsylvania recognizes the necessity for higher eds throughout the nation to become involved in literacy issues. For this reason, the University community is contributing a great deal of time and resources towards the challenge. On a national level, Penn has become highly active in campaigning for nation-wide university involvement in the program.

Within our West Philadelphia community, students of the University are dedicating over 300 hours per week. In addition to the impressive numbers of general community work-study students working at the University, nearly 50 new students have been allocated America Reads work-study jobs. These students work along side scores of volunteers. These students, both undergraduates and graduate, participate in after-school and reading intervention programs through elementary schools, community centers and day care centers throughout West Philadelphia.

3. The W.K. Kellogg Foundation Grant To Link Intellectual Resources And Community Needs at the University of Pennsylvania is sponsoring graduate and undergraduate Penn students to work in local schools, particularly Turner Middle School, Shaw Middle School and University City High School. The Kellogg Foundation focuses on the practical application of knowledge and resources to improve quality of life, in both the present as well as the future. Students are working on various projects related to Kellogg's 3 Project Areas: Nutrition and Health, Environment and Health, and Cultural and Community Studies. The Kellogg Foundation sponsors academically based

community service learning courses (approximately 50 courses) and individual undergraduate and graduate student fellowships (approx. 20 per year).

4. The Goldsmith Foundation awarded Penn \$150,000 for the 1998-1999 academic year to support programs in Drew Elementary, Lea Elementary, Powel Elementary, Wilson Elementary, University City High, and West Philadelphia High. Each school works with one or two graduate student coordinators and \$10,000 for program support and curriculum development.

5. In 1997, HUD awarded GSFA's City and Regional Planning Department a Community Development and Planning Work Study Grant that funds four graduate interns per year for two years to engage University City High School students with community agencies in local planning efforts.

6. In 1996, HUD awarded Penn a Community Outreach Partnership Center (COPC) grant (\$400,000 over three years) to work with the West Philadelphia Empowerment Zone and adjacent areas. Some of this work is based at University City High School and Sulzberger Middle School and supports projects with SAS, GSE, Wharton, and GSFA faculty. Other project areas include neighborhood revitalization, minority entrepreneurship, and community organization and planning.

7. A Program in Nonprofits, Universities, Communities, and Schools was funded by the W. K. Kellogg Foundation in December 1997 (\$800,000 over four years). The program develops school-related programs such as community asset mapping, youth service, and leadership development, and one seminar for teachers on school-community collaboration, as well as provide training and technical assistance to West Philadelphia nonprofits.

8. The Undergraduate Social Science Initiative, which was funded 1993-1997 by the Ford Foundation and coordinated by the Penn Program for Public Service, sponsored approximately 50 students to work in local schools, particularly Turner Middle School, University City High School, Sulzberger Middle School, and Shaw Middle School. Students worked on a range of projects including nutritional evaluation and improvement, violence prevention and peer mediation, and implementation of school-to-work transition programs. The initiative sponsored academically based community service through both service-learning courses (approximately 40 students) and individual internships (19 students).

9. Penn has received a grant from Link to Learn, an initiative of Pa. Governor Ridge and the Department of Education to encourage the use of technology in public schools. The grant has resulted in connecting several schools (West Philadelphia Cluster Office, West Philadelphia High, Sayre Middle, Shaw Middle, Wilson Elementary, Turner Middle and Sulzberger

Middle) to the Internet and providing them with technical and curriculum assistance in the areas of environmental improvement, community newspapers, and community information systems. Penn's corporate partners made significant donations to enable the Internet connections. They are CableTron Systems, TriState Telecommunications, Bell Atlantic, and DCAnet.

10. Penn worked with the School District of Philadelphia to receive a Tech Challenge grant in 1995. Since that time Penn has been providing technical and support and curriculum development to West Philadelphia and University City Cluster Schools.

11. Significant interest in WEPIC's work has been expressed by institutions of higher education across the country.

11.1. Following a two-year planning period supported by the DeWitt Wallace-Reader's Digest Fund in 1994, the Fund awarded a three-year, \$1 million grant to replicate the WEPIC program at the University of Kentucky-Lexington Campus, the University of Alabama at Birmingham, and Miami University of Ohio (the work focused on Cincinnati). The grant was also dedicated to strengthening the national network of institutions interested in this work. Second level funding for \$932,000 was awarded by the Fund in November 1997. This continued funding supports the existing replication sites, create three new replication sites, and strengthen the provision of technical assistance through Penn's conferences and workshops, an online database, and a journal, Universities and Community Schools.

11.2. In August 1997, the Corporation for National Service-Learn and Serve America awarded the WEPIC Replication Project \$175,000, renewable for an additional two years, to further develop its work at three additional new sites nationally.

12. Local WEPIC replication efforts have been supported by the Corporation for National Service. Also, in August 1997, the Philadelphia Higher Education Network for Neighborhood Development (PHENND) awarded this consortium of 28 institutions of higher education in the Philadelphia area a grant of \$290,000, renewable for two years, to develop service-learning courses at area institutions of higher education as well as support community initiated projects which will be assisted by a university or college.

13. Penn's Information Systems and Computing department has dedicated an Internet server [partners.upenn.edu] to Penn's West Philadelphia school partners. This is part of a "technology and communications initiative" that ultimately intends to link the schools to Internet gateways and to Penn's computing systems. Staff from Bartram High School, West Philadelphia High School, University City High School, Turner Middle School, Shaw

Middle School, Sulzberger Middle School, Anderson Elementary School, and Wilson Elementary School have received modems and Internet accounts. We are in the planning stages to create ongoing technical assistance, teacher development and curriculum development programs for elementary, middle school and high school teachers in the West Philadelphia and University City High School clusters. (This program involves WEPIC, the Philadelphia Schools Collaborative, the Penn-Merck Science Collaborative, and the School District.)

14. Penn's Data Communications and Computing Services department and the Center for Community Partnerships played a key role in the School District of Philadelphia's receipt of a \$5.3 million Technology Challenge Grant from the US Department of Education. Penn is assisting this city-wide initiative by providing technical support, computer literacy training, Internet access and email accounts to approximately 300 West Philadelphia teachers.

15. Penn's Data Communications and Computing Services department and the Center for Community Partnerships worked in the summer '95 and '96 to create the homepage infrastructure for a comprehensive, hyper-media, Internet-accessible database on West Philadelphia [<http://partners.upenn.edu>]. West Philadelphia students, through projects based in the school-day curriculum, will be the information providers for this vibrant, constantly updated, community-accessible database.

16. Through the sponsorship of the National Science Foundation, the Penn-Merck Collaborative for the Enhancement of Science Education brings together the University of Pennsylvania's Graduate School of Education, School of Engineering and Applied Science, and School of Veterinary Medicine, the Merck Institute for Science Education, and the School District of Philadelphia to enhance the teaching and learning of science in Philadelphia elementary schools. This effort is designed to increase teachers' knowledge about science, help them implement learning strategies that engage children in science, and strengthen science learning by integrating the science and language arts curriculum. Its primary focus is on teachers in the 25 elementary schools in the District's southwest region, the West Philadelphia region adjacent to Penn. The project includes a Summer Institute, a yearlong graduate seminar for teachers, partnerships between teachers and scientists, and peer mentoring by participating teachers.

17. Penn's Maintenance and Utilities Department initiated Operation Fresh Start, an annual one-day event in which sixty volunteers (Penn trades people from Local 835 Operating Engineers Union and management from Penn's Physical Plant Department) rehabilitate and maintain facilities at a University-assisted community school. This is coordinated with local schools through the principal, the School District, and trade unions and builds upon

the Maintenance and Utilities Department's work at Shaw Middle School in fall 1994. The first Fresh Start site was Sulzberger Middle School in June 1995.

18. As part of the Dental School's 35 hour mandatory community service requirement, Dental students perform oral screenings and oral hygiene education throughout the City. Most of the 5,000 screenings each year are with children in the public schools. Additionally, a service learning course (approximately fifteen students) taught by Herman Segal, Associate Dean for Community Relations, provides a series of eight oral health promotion seminars to two Turner Middle School classrooms on general nutrition, oral hygiene, and careers in the dental field.

19. As part of the Law School's 35 hour mandatory community service requirement, approximately 70 Law students provide a series of ten to twenty law related classes at a number of Philadelphia schools, including University City High School, Bartram High School, Bartram Health and Human Services Academy, Rhodes Elementary School, Lea Elementary School, Turner Middle School, Sulzberger Middle School, and Shaw Middle School. The classes use a discussion of law and legal theory to demonstrate alternative solutions to conflict. Approximately thirty teachers who partner with the Law students participated in a three-day summer development program.

20. Penn students and staff volunteers working with WEPIC are teaching computer skills to teachers in several schools. Weekly after school sessions are provided at Turner and Shaw Middle Schools and Wilson Elementary. The volunteers also provide in-class assistance to each school's teachers and students. This project expanded significantly in '96-'97.

21. The Philadelphia Writing Project (PhilWP), co-directed by a faculty member from the Graduate School of Education and a teacher on special assignment from the School District, works with 282 kindergarten through 12th grade teachers throughout the School District to inquire about writing, teaching, and learning in their own classrooms and schools. Established in 1986 as an urban teacher collaborative and school-university partnership, PhilWP is a site of the National Writing Project, the largest staff development project for teachers in the country. Approximately 41 of the teachers work in West Philadelphia Schools.

22. The West Philadelphia Tutoring Project, coordinated by Civic House, Penn's volunteer office, works with approximately 350 Penn students who tutor local middle school and high school students weekly on a one-to-one basis. The Project operates in over 20 West Philadelphia schools and is in its ninth year.

Several of the participants in the West Philadelphia Tutoring Project take a related course in the Graduate School of Education:

Education 323 Tutoring in West Philadelphia Public Schools: Theory and Practice (Fall 1996, Fall 1997) : Linda Hansell

23. Physics for Philly. Doug Cowen's program does special physics demonstrations in several West Philadelphia middle schools.

24. Nearly 50 MBA students spend an hour five days a week tutoring students in West Philadelphia's junior and senior high schools as part of the Say Yes to Education program. In the program's 10 years, the dropout rate for students has decreased, and more than half have gone to college. Wharton students have also helped their young protégés seek financial assistance from local sponsors for college tuition.

25. Wharton's Young Entrepreneurs Program matched Wharton MBAs with high school students who have an interest in starting their own businesses. The students work with their Wharton mentors to develop a business plan and make presentations to venture capital boards. Last year, nearly 30 high school students participated, and \$2,500 was awarded in start-up capital.

26. School of Arts and Sciences. The Institute for Environmental Studies through a course taught by Robert Giegengack on "Urban Environment and Urban Health" helps Shaw Middle School students perform lead testing and implement exposure reduction initiatives for lead and household toxins throughout the school and community. Close to 900 students and their families have been served.

27. School of Nursing. Nursing students are involved in providing information, primary health care and immunizations to West Philadelphia. Over 1,000 children received health promotion information, more than 500 received primary health care, and approximately 650 were immunized.

28. School of Medicine. The school of Medicine has initiated the following programs:

- Big Sisters Program. Based at Turner Middle School. 75, first year, female, medical students are matched with 6th - 8th grade girls.
- Edison High School Project. Latino medical students provide tutoring for 10th biology students, serve as mentors for aspiring doctors and assist with classroom instruction.
- Educational Pipeline. Mentoring and tutoring program for high school at Overbrook High School in West Philadelphia.
- Elementary School Nutrition Programs. Eleven first year medical students and one education student teach a nutrition course to students at the Mitchell School in West Philadelphia.

- High School Health Fairs. Medical students host health fairs at area high schools provide information on diseases, drugs, alcohol, contraception, nutrition and blood pressure.
- High School Research Program for Minority Students & Educators. Twenty-four talented 10th - 12th grade high school students work with principal on research projects in the schools of Medicine, Veterinary, Dentistry, Arts & Sciences and Engineering.
- Operation Outreach. Minority medical students visit Girls, William Penn, Philadelphia, and George Washington Carver high annually to discuss the dangers of drug abuse, the importance of completing school and preparation for college and medical school.
- STATS. Students Teaching AIDS to Students is an American Medical Student Association task force in its third year. Medical students are trained and go in pairs to local schools, community groups and organizations to teach students in grades 5 - 12 a mini course on HIV and AIDS.
- Teen Mom Mentoring Program. Medical students are paired with pregnant teens from University City High School to encourage responsibilities and pursuit of personal aspirations.
- Turner Project. Medical students teach Saturday classes, provide health screenings and preventive care education to the community. Health screenings are conducted every other month by faculty and students.

29. School of Social Work. Social Work interns are placed at various West Philadelphia schools where they provide a variety of services. The interns facilitate groups, assist with problem solving/self imaging; they work with teachers and they develop projects designed to improve quality of life issues for students.

30. Graduate School of Education. Program organized to train Penn students and West Philadelphia teachers. Groups will learn how to make effective use of volunteers and students will be better sensitized to the ethos and culture of the community.

31. Annenberg School. Graduate students work with Turner Middle School enrolled in Saturday School to examine "Communications and Media."

32. Dental School. Dental Education and Screenings. Dental students provide dental education and screenings at various West Philadelphia middle and elementary schools.

33. Veterinary School. School developed a videotape about becoming a Veterinarian and the tape is forwarded to various schools, including West Philadelphia schools, on request. The School holds an Open House every two years where West Philadelphia students and others are invited to visit the New Bolton Center to learn about caring for large animals.

ACADEMICALLY BASED COMMUNITY SERVICE COURSES

Courses Supported By the Center For Community Partnerships That Focus On West Philadelphia And/Or The Public Schools

This is an attempt at a comprehensive list of Academically Based Community Service Courses. Courses listed above under a specific school are also listed below. Additionally, there are several courses based at multiple schools are only listed below.

UNDERGRADUATE COURSES

- Afro-American Studies 160/ LING 160 (Fall 1997, 1998, 1999): Introduction to African American English - The Relevance of Linguistic Research to Social Problems of Contemporary Society: William Labov
This course involves working with teachers and students to improve student reading and literacy.
- Afro-American Studies 161/ LING 161 (Spring 1999, 2000): The Sociolinguistics of Reading in Inner City Schools William Labov
This course is a continuation of AFAM/LING 160. The course is a seminar devoted to the improvement of reading in the inner city schools, based on the experience of students in tutoring children in the 2nd to 5th grades in two West Philadelphia schools. Students will participate as tutors in an Extended Day Program in these schools with children who are one to two years behind in the reading grade level. Principles and materials for the teaching of reading developed in the first term of the course will be used by members of the class. The course will consist of a series of case studies of individual children, analyzing their progress in reading on the basis of linguistic, psychological and sociological information. Tutors will gather information on children's family. All members of the class will participate in the discussion and analysis to improve the materials now being used, and apply the improved methods in their own tutoring. The course will interact with the reading research project being conducted at the Linguistics Laboratory in collaboration with the Oakland School Board. The project is designed to develop methods for the teaching of reading that take into account the home language and culture of African American children.
- Afro-American Studies 289/ ENGL 286/ URBS 286/ HIST 286 (Spring 1999, 2000): Writing Community History in a Global Context Eric Cheyfitz and Farah Griffin
The course will be taught at West Philadelphia High School and will involve the Penn and West students in a collaborative effort to research and write community history around such issues as schools, housing, and jobs.

The course is interdisciplinary and will involve the students in reading material from literature, history, urban studies, and sociology.

- Afro-American Studies 370 (Spring 1999) Studying the Bottoms:
William Eric Perkins
This course will explore both the recent history of the neighborhood known as the Black Bottoms and analyze the social and economic changes in the neighborhood. Students will work closely with UCHS students in research teams around a number of areas: looking at the history of the neighborhood since the World War II, drawing a demographic profile of the neighborhood, looking at shifts in population, housing, income, and occupation, and carefully looking at the problems the community faces at the end of the millennium. Emphasis will be placed on cultivating and developing quantitative and qualitative research skills that may then be translated into a policy agenda. In addition, the course will be a collaboration with Dr. Walter Palmer, a "Bottoms" resident, and a repository of much of its history. Finally, the course will feature a number of guest lecturers-- community activists, local politicians, educators, and others.
- Afro-American Studies 400 (Fall 1995,1996,1997) Realizing W.E.B. DuBois' Strategy of Science and Social Science Reform for African-American Liberation: West Philadelphia as a Test Case: Wesley Pugh, Program Evaluator and Researcher, School District of Philadelphia.
The course examines the philosophy, strategy, and life of DuBois with a focus on his concept of the "Talented Tenth." Students become involved in community service in an effort to translate DuBois' vision for West Philadelphia.
- Afro-American Studies 407 (Spring 1998) Interdisciplinary Action Seminar in Faculty-Student Collaboration Learning and Research: Overcoming the 'Savage Inequalities' in the American Societal and School Systems: What Is To Be Practically Done : Ira Harkavy and Lee Benson
- American Civilization 401/ ENGL 401/ URBS 406 (Fall 1995, 1996, 1997, 1998, 1999) Teaching American Studies: Peter Conn
The two-credit course exposes students to an interdisciplinary curriculum combining American literature and history. Working collaboratively, the seminar and University City High School teachers of English, Social Studies, Art, and Music develop interdisciplinary curricula. The course incorporates much of the High School's curriculum as a point of departure for its own research. In addition, undergraduate students serve as assistant teachers at University City High School.

Anthropology 115 (Freshman Seminar) (Spring 2000) Anthropological Perspectives on Social Issues: Comparing Philadelphia with the USA and the World: Paula Sabloff

This course is designed to introduce students to anthropological approaches to social issues such as cultural survival, economic survival, socialization into capitalism and sometimes poverty, racism, marginality, and gender relations. We will read social theory (e.g., Karl Marx, Adam Smith, Michel Foucault, Jean-Jacques Rousseau, Pierre Bourdieu) relevant to the assigned ethnographic accounts of communities in other parts of the USA and around the world (focus on the USA, Latin America, and Asia) and will broaden our understanding of these communities and social issues through various media (film, museum collections, and archival and Web material). As part of the Center for Community Partnerships, the class requires students to combine community service with original anthropological research (students will receive help in finding proper placement in an organization if they want help). Student research will be used to help determine whether or not (and how) the social issues that we read about are occurring in Philadelphia.

- Anthropology 205 (Fall 1994, Fall 1995, Spring 1996) Health in Urban Communities: Francis Johnston

The course introduced students to the history of community schools and the West Philadelphia community, as well as teaching research methods and the anthropology of health. Students in the course developed curriculum and teach health topics to Turner Middle School students who, in turn, taught these health lessons to their peers. The course focuses on nutrition intervention to improve eating habits.

- Anthropology 206 (Spring 1994, 1995) Directed Research on Health in Urban Communities: Amy Cohen

Gave students the opportunity to design and carry out independent participatory action research projects in conjunction with West Philadelphia teachers and students.

- Anthropology 215 (Spring 1998, 1999) Comparative Anthropology of Social Issues: Philadelphia, US, and the World: Paula Sabloff.

- Anthropology 216 (Spring 1998, Fall 1998, 1999) Public Interest Anthropology: Peggy Sanday.

This is an experimental course designed to bring graduate and undergraduate students together to introduce them to the social and public uses of anthropology. The course looks at the intersection of anthropology, the academy, and society in asking about the personal/professional relevance to the American public of the anthropological approach. Students will be encouraged to think about this intersection in their own intellectual development and future career choices. Graduate and undergraduate students are encouraged to interact with one another on common problems as members of the American public seeking to understand how anthropology provides a new perspective on public interest issues.

- Anthropology 303/ AFAM 204/ URBS 213 (Fall 1996, 1998, 1999)
Methods in Urban Ethnography: Julia Paley
The course teaches qualitative research techniques within the context of anthropological theory. Students will engage in community service as well as community participatory action research.
- Anthropology 310-301 (Spring 1993 through Spring 2000) Anthropology and Biomedical Science: Francis Johnston and Penny Gordon-Larsen
Penn undergraduates teach and conduct research with Turner Middle School students. Undergraduates develop a procedure for evaluating growth and nutritional status and train Turner students to collect anthropometric data, such as lean body mass and fatness, which is then analyzed by the undergraduates. In addition, Penn students collect and analyze dietary data. Undergraduates also teach nutrition to the Turner students using innovative hands-on multi-disciplinary lessons developed by Penn students in partnership with TMS teachers. The course, offered for five years, has spurred ongoing graduate and undergraduate research efforts to improve the nutrition of the community, including a nutrition textbook tailored to the Turner School.
- Anthropology 312 (Spring 2000) Use and Abuse of Alcohol by University Students : Francis Johnston
This course will provide an anthropological foundation to General Honors 216.
- Anthropology 314 (Spring 1997) Nutrition, Health, and Academically Based Community Service: Francis Johnston
This course was designed as a follow-up for students who had taken Anthropology 310. Anthropology 314 sought to place 310 into a broader theoretical and methodological perspective, to allow students to go more deeply into the material covered in 310 as well as to explore some of the issues raised in it.
- Anthropology 318 (Spring 1999) Evaluation of Social Programs: Francis Johnston
This course will focus on the design and implementation of evaluations of social programs. Coverage will include the selection of indicators, controlling for confounding factors, the application of quantitative methods, and the utilization of quantitative and qualitative techniques. As part of the course, students will conduct an evaluation of a program designed to improve nutritional status among West Philadelphia children and youth.
- Anthropology 409 (Spring 1999, 2000) Applied Anthropology: Paula Sabloff

Starting with the formation of the discipline of anthropology, academics and practitioners have applied their knowledge to practical human problems. This practical approach continues to enrich the discipline as it gives anthropologists the opportunity to develop new theoretical approaches and methodological strategies from the analysis of social issues. This course will examine the connection between theory and practice (often called 'praxis' in the literature), research and application, and past and future developments in the field. We will study these connections by reading about historical and current projects. Students will also learn the value of the applied anthropological approach by researching a volunteer organization in the Philadelphia area, asking how the anthropological approach can support the efforts of the volunteer organization.

- Anthropology 561-401 (Spring 1996, 1997) Cultural Pluralism: Ethnography and Community Service. Peggy Sanday

The course, part of a new core of courses in the anthropology department combining cultural anthropology with service, taught students to study themselves in the context of their family, community and ethnic background. Students applied those concepts at University City High School in a service-oriented ethnographic project on issues of school-to-work transition, the culture of school disaffection, and inter-cultural interaction within the school. Students from University City High School participated in the course.

- Anthropology (Fall 2000) Archaeology for Kids: Fredrik T. Hiebert

- Biology (Summer 1999) Teaching Biology with Wisconsin Fast Plants: Scott Poethig

Wisconsin Fast Plants are being widely used to teach Plant Biology and Genetics because they are inexpensive and easy to grow and have a rapid life cycle. The goal of this project is to develop both the resources and expertise necessary to implement this outstanding educational tool for Philadelphia schools.

- Biology 50 (Spring 2000) *Learning Biology by Teaching Biology in an Urban High School*: Ingrid Walron/Scott Poethig/Pohlschroder/ Nachmias

- City And Regional Planning 345/ CPLN 645 (Spring 1998; Spring 1999) Challenges and Opportunities of the Sociological and Ethnic patterns of American Urban Regions: Jon Van Til

- Civil Engineering (Fall 1999) Computer-Aided Design for High School Students: John Keenan and Joseph Sun

Undergraduate Students in this course will be expected to undertake research in structural design and construction issues specific to the Marathon Small Learning Community at University City High School in appropriate

CAD tools to utilize in this initiative, and in technology-based pedagogy. In addition to teaching CAD, Penn undergraduates will work with faculty and administrators to develop and implement a mentoring program with University City High School students to promote a higher level of understanding of engineering, design, and computer technology, and to encourage these students to pursue a university education.

- Classical Studies 125 (Spring 1995, 1996) Community, Neighborhood, and Family in Ancient Athens and Modern Philadelphia: Ralph Rosen

The seminar focused on the ways in which the study of "classical" Athens can provide a frame for evaluating the problems of modern Philadelphia. Undergraduates in the course worked with students at University City High School and Anderson Elementary School.

- Classical Studies 240 (Fall 1998, Spring 1998) Scandalous Arts in Ancient and Modern Communities: Ralph Rosen

The course examines society's conceptions of art (including literary, visual and musical-media) that is deemed by certain communities to transgress the boundaries of taste and convention. Penn students taking the class work with University City High School students to compare modern and ancient notions of transgressive art and on the explorations of how art became defined as scandalous by comparing this process with Ancient Greek plays and modern art, including Hip Hop. Students acquire a deeper understanding why societies and communities feel compelled to repudiate some forms of art, while turning others into "classics."

- Classical Studies 352 (Spring 2000) Learning and Teaching Plato's Republic: Ralph Rosen

- Communications 434 (Spring 1999, 2000) Seminar in Urban Information Resources: Oscar Gandy

This course will explore the range and quality of information resources available in different neighborhoods and communities of the city and citizens rely upon to make sense of their environment, and to manage their everyday lives. The course will involve an introduction to the literature on information resources, sense-making, and related perspectives on information users that are common to social needs assessment. The research component of the course will involve students at Penn and community schools in the development of community information audits that describe, assess, and compare the status of information resources in different neighborhoods from a perspective informed by the needs of individuals.

- Economics / Political Science (Spring 1998) Interdisciplinary Action Seminar on the New Localism and the Reurbanization of America: What Should Urban Universities Do? Penn-West Philadelphia as an Experiment in

Progress: Gerard Adams (Economics), Ira Harkavy (History), Henry Teune (Political Science), and Anthony Tomazinis (City and Regional Planning).

The seminar used a faculty-student collaborative model to generate problem-solving programs, courses, and plans of action geared toward the reurbanization of West Philadelphia and the engagement of Penn in these efforts.

- Education 202 (Spring 1997, 1998, 1999, 2000) Urban Education: James Lytle.

The seminar provides students with an overview of issues in contemporary urban education. As a part of the course's ethnographic component, Penn students conduct ethnographic fieldwork in West Philadelphia public schools.

- Education 240 (Fall 1995, Fall 1996) Education in American Culture: John Puckett

The course involved undergraduates, working directly with 8th grade students and teachers at the Shaw Middle School, in the development of readings and video productions that act as a critical reflection on service learning and illuminate the impact of social factors on schooling and curriculum development.

- Education 323 / URBS 323 (Fall 1996, 1997, 1998, 1999) "Tutoring in West Philadelphia Public Schools: Theory and Practice: Linda Hansell

An exploration of issues in urban education in the context of West Philadelphia. Each student in the course is involved in tutoring in a West Philadelphia school.

- Education 545-005 (Spring 1999) John Dewey: A Seminar: John Puckett

This seminar looks at the life, work, and continuing influence of John Dewey (1859-1952), probably America's preeminent philosopher, certainly the nation's most important pedagogical theorist. We will look critically at Dewey in the context of his time and place, considering both his strengths and limitations as a theorist and practitioner of democratic education in the first half of the 20th century. We will also examine the renewed interest in Dewey in the 1990s and the implications of his work for a range of contemporary issues, from educational reform (pre-K through higher education) to practical democratic theory to pragmatist feminism. Consistent with Dewey's theory, this seminar will have a practical, activist component that seeks to link the theory of the seminar to an actual problem-solving situation. That real-world project is Penn's current effort to help construct a University-assisted, public community school in West Philadelphia. In lieu of the ritualistic academic (Platonic) seminar paper, participants in the seminar, serving as an unofficial planning group, will assist the three planning committees of the new school. The focusing question for this collaborative work will be, "From a Neo-

Deweyan perspective, what should the new school be in terms of progressive education and community development?"

- Electrical Engineering (Spring 2000) Quantitative Approaches at Modeling Selected Problems Pertaining the Penn-West Philadelphia Community; Refocusing an Undergraduate Course currently sponsored by the General Honors Program: Jorge Santiago-Aviles.

This course will be part of a multi-year program where students in collaboration with the West Philadelphia residents can meet and exchange information and educate one another in the realities and best techniques used in seeking understanding and solutions.

- English 260 (Spring 1999) Advanced Topics in Narrative : William Labov

The course will develop our understanding of narrative structure on the basis of narratives told by speakers from a wide range of social classes, with the special emphasis on narratives told by African American speakers. A central theme of the class will be the general principles of interest: the study of what makes a narrative interesting, what holds the attention of the audience or the reader, and the relation between interest and entertainment. The class will then consider the narratives written for children of elementary school age, particularly those designed to reflect the cultural and linguistic framework of African American children:

- English 286-401 / AFAM 289 / HIST 286 / URBS 286 (Spring 1999, 2000) Writing Community History in a Global Context: Eric Cheyfitz and Farah Griffin

- English 292 (Fall 1995, Fall 1996) Special Topics in Film Studies: Craig Saper

Examines the relationship between film, video, pedagogy and community building. As part of the course, students work with Shaw Middle School students and University City High School students to script and produce videos on their communities.

- English 293 (Fall 1995) Literature of Social Vision : Eric Cheyfitz and Farah Griffin

The course involved students and faculty from both Penn and West Philadelphia High in a common learning experience emphasizing the historic interactions between African-American and white communities in the United States.

- English 401 / AMCV 401 (Fall 1995, 1996, 1997, 1998, 1999) "Teaching American Studies": Peter Conn

- Environmental Studies 403 (Fall 1998, 1999) Urban Environment: West Philadelphia: Robert Giegengack

- Environmental Studies 404 (Fall 1997, Spring 1997, Spring 1998, 1999, 2000) Urban Environment: West Philadelphia: Robert Giegengack

Undergraduate students in this course work with middle school students and faculty on projects to improve the environment in the neighborhoods surrounding Shaw Middle School, Turner Middle School (West Philadelphia), and Strath Haven Middle School (Wallingford). Education and outreach focuses on lead toxicity and abatement as well as on appropriate household chemical disposal.

- Environmental Studies 405 (Fall 1997, 1998, 1999) Urban Environment: West Philadelphia II: Robert Giegengack

Undergraduate students perform detailed analysis of urban environmental issues in the neighborhoods surrounding Shaw Middle School, Turner Middle School.

- Fine Arts 222/622 (Spring 2000) The Big Picture: Mural Arts in Philadelphia: Jane Golden

- Fine Arts 349-401 / URBS 349 (Spring 1997, Spring 1998, Spring 1999, 2000) Community, Collaborative, and Public Art: Andrea Zemel

There are numerous ways that artists can and have taken their work from outside of the studio to unite people in a positive effort to reshape their world. From murals to neighborhood histories to gardens to the transformation of abandoned lots, artists and community activists have been working in non-traditional settings and collaborating with people who contribute in unique and diversified ways. It is the goal of this course to examine this art form and prepare Penn students to develop projects in partnership with the West Philadelphia community. Students enrolled in the course will work with Turner and Shaw teachers, students, and staff to develop public art projects for Turner and Shaw. The projects will be created during the summer. The students built the new gateway to the high school.

- General Honors History 210/ URBS 78 (Fall 1998, Spring 1995, 1996, 1998) Seminar in Community in Modern Society: Universities and the Reconstruction of American Urban Communities; Penn-West Philadelphia/Philadelphia as a Strategic Test Case: Lee Benson and Ira Harkavy

The seminar provides an overview of major theories about the role, present condition, and likely future of local communities in modern societies. The seminar focuses specific attention on the "problem of American cities" in the late 20th century. Most students enrolled in the course choose to combine theory with activity in local public schools.

- General Honors History 210 (Spring 1997) Seminar in Faculty-Student Collaborative Learning: Developing An Interdisciplinary Problem-Solving Undergraduate Curriculum Focused on West Philadelphia: Lee Benson (History), Robert Giegengack (Environmental Studies), Ira Harkavy (History), and Francis Johnston (Anthropology)

In this class, students and faculty worked in collaboration to develop new academically based community service courses in several disciplines. From this collaborative work, five new academically based community service courses were developed.

- General Honors History 214 (Fall 1995, 1996, 1998; Spring 1997, Spring 1999, 2000) Seminar in Urban University- Community Relationships: Penn-West Philadelphia as a Strategic Test Case: Lee Benson and Ira Harkavy

Addresses the following questions: Can American universities reinvent themselves and help spark an Urban Renaissance in the 21st century? Can Penn realize in practice Ben Franklin's vision of the Cosmopolitan Civic University? What can and should the University of Pennsylvania do to realize this vision? What roles can undergraduates play in shaping Penn policies and actions which significantly influence the quality of life in West Philadelphia?

- General Honors History 214 / URBS 78-401 (Spring 1998) Interdisciplinary Action Seminar in Faculty-Student Collaborative Learning: The Development of Effective Student Participation in University Governance to Significantly Improve Undergraduate Education with Particular Attention to Moral Development and Civic Consciousness of College Students; What Should Urban Universities Do? Penn-West Philadelphia as an Experiment in Progress: Ira Harkavy, Rev. William Gipson, and Valarie Swain-Cade McCollum

- General Honors History 216 (Spring 1999) Seminar in the Reduction of Alcohol Abuse Among College Students: Francis Johnston

Alcohol abuse among American college students is an increasingly serious problem. What should universities do to solve it? Can Penn undergraduates help generate the knowledge needed? Those are hard theoretical and practical questions. Developing good answers to them is the seminar's primary goal.

- General Honors 218 (Spring 2000) Integrated Diversity: Anderson, Benson, Harkavy,

- History 200-900 (Summer 1993, 1994, 1995, 1996) Strategies Toward Revitalizing Urban Schools and Their Communities: West Philadelphia as a Case Study: Ira Harkavy

History 200 is a part of the Penn Public Service Summer Internship, which enables Penn undergraduates to engage in research focused on West Philadelphia. Students participate in the undergraduate seminar on Urban Revitalization and work at one of the West Philadelphia public school Summer Institutes with Philadelphia teachers, Penn faculty and graduate students to develop and implement the programs. At Shaw the program is focused on health promotion, environmental studies, and writing for publication; and at Turner the program involves work in conflict resolution, environmental and community studies, writing for publication, technology, and health promotion. Over the last 6 years, the intensive twelve-week internship has been the catalyst for the development of many West Philadelphia Improvement Corps (WEPIC) programs.

- History 200-922 (Summer 1997, 1998) Action Seminar in Faculty-Student Collaborative Learning and Research: Ira Harkavy, Amy Cohen, David Grossman and Cory Bowman

The Summer 1997 topic was "Developing an Interdisciplinary, Action-Oriented, Problem-Based Undergraduate Curriculum Designed to Improve the Quality of Life in West Philadelphia and Advance Knowledge and Learning: Toward A Democratic, Deweyan University and Society in the Future to Replace the Present Elitist, Platonic University and Society.

- History 204 (Spring 1995) The Migrant Experience in America: A Look at West Philadelphia: Walter Licht, Associate Dean, Graduate Division, School of Arts and Sciences.

The course treats West Philadelphia as a destination, a place to which tens of thousands of people have migrated in the last century. Students are introduced to a general historical literature on the migration experience, with particular attention to the process of getting and keeping work, and then engage in cooperative research projects that take them into archives and, more importantly, into the community for first hand interviewing. A significant emphasis is on job networks that existed in West Philadelphia among various immigrant groups. The course works with students in the Communications Charter at University City High School. Developing job networks for University City High School students is one of the thrusts of the course.

- History 204 (Fall 1995, Fall 1996) Teaching American History: A West Philadelphia Workshop: Elisa Forgey and John Puckett

The course introduces students to the history of West Philadelphia from 1854 to the present; it also engages students in an examination of the uses of local history. Penn students become mentors to West Philadelphia High School students with whom they engage in local history projects.

- History 204 (Spring 1997) Institutions and Urban Change: West Philadelphia and North Philadelphia, 1940-1990: Thomas Sugrue

A new course offered by the Department of History and the Urban Studies Program. Students in the seminar will work with University City High students to gather data on neighborhood institutions, develop historical maps of institutions, engage in archival research, and conduct oral histories with institutional leaders and their constituents. The data will assist community organizations and urban planners in their understanding of the history of local institutional and neighborhood change.

- History 204/ URBS 407/ AFAM 407 (Summer 1998, 1999) Action Seminar in Faculty-Student Collaborative Learning and Research: toward Overcoming the Savage inequalities within America's Schooling System; what should Urban Universities, Public School and Communities do? Penn-West Philadelphia as an Experiment in Progress: Ira Harkavy, David Grossman, and Cory Bowman

- History 214 (Spring 1997) Seminar in Faculty-Student Collaborative Learning: Developing an Interdisciplinary Problem-Solving Undergraduate Curriculum Focused on West Philadelphia: Lee Benson, Robert Giegengack, Ira Harkavy, Francis Johnston, and Anne Spirn

- History 286/ AFAM 289/ ENGL 286/ URBS 286 (Spring 1999, 2000) Writing Community History in a Global Context: Eric Cheyfitz and Farah Griffin

- History 443 (Spring 1995, 1996, 1997, 1999, 2000) American National Character: Michael Zuckerman

The course asks if there is a national character and how knowledge of the American national character can help solve the problems of Philadelphia. Students in the course work as academic tutors/mentors with approximately 30 students and develop recreation programs for University City High School students as a part of their examination of the national character.

- History (Fall 1999) Schools and Work: Past, Present and Future: Walter Licht

A community learning research seminar on this course will investigate the actual complicated relationship between schools, labor markets, and work organizations. Readings in the course will place the matter in historical and cross-national perspective, but the ultimate focus will be on West Philadelphia today. Students will engage in group research projects in local high schools, businesses and government offices to evaluate contemporary efforts to have schools better serve as bridges to employment.

- History And Sociology of Science 265 (Fall 1995, Spring 1996) Environmental History: Robert Kohler

Discussions and readings in environmental history; including some study of cities as environments. In addition, some students worked with

teachers in local schools to facilitate both accessibility of literature on environmental history and adaptation of this literature for use in local classrooms.

- Landscape Architecture And Regional Planning 538/ URBS 320 (Spring 1997, 1998, 1999, 2000) Power of Place: Water/Schools/Community: Anne Whiston Spirn

- Landscape Architecture and Regional Planning Flooded Basements, Subsidence, and Vacant Land in Mill Creek: A University-Community Research Project: Anne Whiston Spirn

This course is a continuation of the Penn- Sulzberger Middle School project on the Mill Creek. The aim is to document flooded basements and building subsidence near the Mill Creek sewer and investigate solutions to the problem. The project will engage Penn students, teachers and students at Sulzberger, and community residents.

- Linguistics 160/ AFAM 160 (Fall 1997, 1998, 1999) Introduction to African American English - The Relevance of Linguistic Research to Social Problems of Contemporary Society: William Labov

- Linguistics 161/ AFAM 161 (Spring 1999, 2000) Introduction to Sociolinguistics: William Labov

- Linguistics 470/ ENGL 260 (Spring 1999) Advanced Topics in Narrative : William Labov

- Mechanical Engineering and Applied Mechanics (Fall 2000) Taking Microsystems Technology to High Schools to Inspire and to Teach Basic Engineering Skills: Suresh G.K. Ananthasuresh

This course will develop physical models, computer models, and web-based tools to help visualize the micronized Micro-Electro-Mechanical Systems devices, and understand their principles of operations, intricate micromachining techniques, and interesting scaling effects of basic physics and engineering. West Philadelphia high school students will be introduced to the fascinating MEMS area using these tools that are easy to understand and provide a hands-on experience.

- Political Science/ Economics (Spring 1998, 1999) Interdisciplinary Action Seminar on the New Localism and the Reurbanization of America: What Should Urban Universities Do? Penn-West Philadelphia as an Experiment in Progress: Gerard Adams, Ira Harkavy, Henry Teune and Anthony Tomazinis

- Psychology 386 (Spring 2000) Applications of Theory and Methods in Cognitive Development to the Implementation and Evaluation of

Innovative Science and Mathematics Programs in University City Schools: Christine Massey

A number of Philadelphia teachers are in the process of adopting new curriculum in science and mathematics that is developmentally appropriate and informed by current research on children's thinking and learning. In this course, undergraduates would have the opportunity to observe and assist in participating classrooms and to conduct original research designed to investigate the nature of children's learning and to evaluate the impact on children's learning of new curriculum and instructional strategies.

- Religious Studies (Fall 1999) Collaborative Seminar in the Role of Community Service in Shaping the Character, Moral Development, and Civic Consciousness of Undergraduates: Lee Benson and Will Gipson

This course will examine the impact of community service on the civic and moral development of Undergraduates and what can be done to increase the extent and quality of community service as a critical function of the University. This course seeks to more clearly examine the precise impact of such activities on student development, with an eye towards how Universities should best seek to educate their students to more effectively engage and benefit from their community service, offering insight as they seek to integrate such work into their personal lives and academic study.

- Religious Studies (Fall 2000) Religion and Social Change in West Philadelphia: 1950- 2000: Anne Matter

This course will explore the changing religious traditions and religious communities of West Philadelphia in the second half of the twentieth century, focusing on the relationship between religious, racial, ethnic, and economic change. The course will involve both library and field work, and will require each student to make a connection with at least one West Philadelphia religious community.

- Religious Studies (Fall 1999) Understanding Cult Controversy: Stephen Dunning

- School of Medicine (Spring 1999, 2000) Cancer Prevention in the Community: Eleanor Harris

Over a two month period, the participating medical students will attend a series of lectures introducing the basic concepts of carcinogenesis, cancer detection, diagnosis, and prevention. Medical students will also spend at least one semester involved in a middle school outreach program.

- Social Work 420/ URBS 420 (Spring 1999, 2000) PENN, Neighborhood Congregations and Coalitions: Ram Cnaan

This course will provide an introduction to community relationships and strategies for building community partnerships. In collaboration with neighborhood congregations and neighborhood coalitions, students will use

action research methods to address one community issue: providing safe havens for community youth. The goal of the course will be to help students understand, through group action, the importance of community participation and collective strength in sustaining and developing community resources. It is important to note that this course will include 5-10 high school students and community members in addition to Penn students to facilitate a non-hierarchical collaborative process.

- Social Work 718 (Spring 1999, 2000) Macro Practice: Michael Reisch
This course covers the administration of human service organizations. The focus for learning is on the development of knowledge and skills required to become effective and creative as a social work manager. The course is designed to introduce both management and behavioral science theories and concepts, as well as techniques, methods and approaches that can be applied to human service administration, particularly in health and family-oriented settings. The content covered in this semester includes concepts of organizational programs, finances, and human resources. The planning and program development content discussed in the first semester is applied to managing programs within an organization.
- Sociology 006 (Fall 1996, 1997, 1998) Race and Ethnic Relations: Elijah Anderson
The course analyzes dominant-minority group relations in different cultures throughout history, with special emphasis on contemporary American society. The course works closely with University City High School and high school students have been enrolled in the course.
- Sociology 41 (Spring 1997) Freshman Seminar: Biology, Culture, and Identity: Antonio McDaniel
Students learned about how biology and culture affect identity. They worked with University City High School students and teachers.
- Sociology 206 (Fall 1995): Frank Furstenberg
This course investigated teen pregnancy at UCHS.
- Sociology 302 (Fall 1997) Community Research and Community Service: Antonio McDaniel
In the course, undergraduates conduct research and service with teachers and students at University City High School. Each Penn student worked with the school community on an individualized project. Undergraduates collaborated with a teacher to incorporate the project into the school day curriculum.
- Sociology 302 (Fall and Spring 1998-1999, Fall and Spring 1999-2000) Community Research and Community Service: Senior Projects: Frank Furstenberg

This course is intended to provide students carrying out community service in Philadelphia with theoretical perspectives and methodological skills needed to design and develop research projects related to their efforts at affecting social change. Students typically will be associated with the West Philadelphia Consortium but may also be involved with other social action programs. Projects may either explore basic research topics drawing on intervention experiences as a site for study, conducting community surveys, or assessments/evaluations of programs.

- Sociology (Spring 1998) How Can Inner-City Neighborhoods Effectively use local resources for Economic and Community Development? Helping Neighborhoods Develop and Combine Resources for Neighborhood Development: Michael Reisch

- Theater Arts 250/ URBS 499 (Spring 1998, 1999, 2000) Penn Community Performance: William Yalowitz

A large scale intergenerational community performance at a community site with local significance. Undergraduates conducted preliminary research on local issues and on local history and helped to identify informants and community institutions, such as schools, senior citizen centers, places of worship, and worksites, from which community participants would be drawn. The focus for 1998 is on the "Bottom". (This course was assisted by two undergraduate interns.)

- Urban Studies 78/ GENH 210 (Spring 1995, 1996, 1997, 1998) Seminar in Community in Modern Society: Universities and the Reconstruction of American Urban Communities; Penn-West Philadelphia/Philadelphia as a Strategic Test Case: Lee Benson and Ira Harkavy

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- Urban Studies 118 (Spring 2000) Crime Seminar: Benson, Harkavy, Scheman, and 3 students

- Urban Studies 286/ AFAM 289/ ENGL 286/ HIST 286 (Spring 1999, 2000) Writing Community History in a Global Context: Eric Cheyfitz and Farah Griffin

- Urban Studies 320/ LARP 538 (Spring 1997) Power of Place: Water/ Schools/ Community: Anne Whiston Spin

- Urban Studies 323/ EDUC 323 (Fall 1996, 1997, 1998, 1999) Tutoring in West Philadelphia Public Schools: Linda Hansell

- Urban Studies 324 (Spring 1997, Spring 1998, 1999, 2000) Seminar on Strategies to Reduce Intergroup Tension in Multi-Cultural Settings: West Philadelphia and Penn as a Test Case: Daniel Romer and Hillard Pouncy

Explores various approaches to reducing intergroup tension with particular emphasis on Penn and its surrounding community, including the public schools and neighborhoods. The seminar reviews what is known about ethnic and cultural group tension, including methodologies for assessing group tension. Students are then encouraged to study the ethnic and cultural tensions that exist at various local sites, including the public schools, the neighborhoods, and Penn. Specific intervention strategies are proposed that might alleviate tensions and increase intergroup cooperation. The seminar also brings together faculty from University City High School and others concerned with intergroup tension in Philadelphia.

- Urban Studies 349/ FNAR 349 (Spring 1998, 1999, 2000) Community, Collaborative, and Public Art: Andrea Zemel
- Urban Studies 406/ AMCV 401/ ENGL 401 (Fall 1995, 1996, 1997, 1998, 1999, 2000) Teaching American Studies: Peter Conn
- Urban Studies 407/ AFAM 407 (Spring 1998) Interdisciplinary Action Seminar in Faculty-Student Collaboration Learning and Research: Overcoming the 'Savage Inequalities' in the American Societal and School Systems: What Is To Be Practically Done: Lee Benson and Ira Harkavy
- Urban Studies 420/ SWRK 420 (Spring 1999, 2000) PENN, Neighborhood Congregations and Coalitions: Ram Cnaan
- Urban Studies 456/ SWRK 747 (Spring 1998) Community Organizing: Michael Reisch
- Urban Studies 499/ THAR 250 (Spring 1998, 1999, 2000) Penn Community Performance: William Yalowitz

• Women Studies (Spring 2000): Girl Talk: Gender, Race, and Class in West Philadelphia: Demie Kurz

The goal of this course is two-fold: first, to provide the academic and organizational support necessary to significantly increase the continuity and quality of an already-thriving community project; equally importantly, it would create an intellectually challenging context within which students could shape, evaluate, and reflect on their service experience. The primary objective of the project is to disseminate information about and to provide a forum for the discussion of sexual health among female student. In the process, the project encourages the development of a stronger, more supportive community for women at University City High School, crosses some of the vast boundaries separating the Penn community from the rest of West Philadelphia, and creates an environment conducive to peer education and mentorship.

GRADUATE COURSES

- City And Regional Planning 590-401/ CPLN-890/ UDES-590 (Fall 1997, 1998, 1999) Seminar on Planning, Universities and the Quality of Life in American Cities: Penn--West Philadelphia as a Strategic Case Study: Ira Harkavy

Examines the broad issue of the relationship of universities to their local environments. Specifically, the seminar focuses on the history of Penn's relationship to West Philadelphia and the extent to which Penn's actions (or inaction) have both positively and negatively affected the quality of life in its local geographic community. Beginning with Paul Cret's plans in 1913, the seminar reviews and assesses the University's various planning efforts. Significant attention is devoted to how Penn's Department of City and Regional Planning can make significant contributions to improving the local environment. More generally, the seminar investigates how Penn activities to improve the quality of life in West Philadelphia can exemplify planning's potential to contribute to overcoming the problems of the American city.

- City And Regional Planning 600 (Spring 1999, 2000) Planning Problems Workshops: Ronald Turner

The objective of the course is for students to reach an understanding of the role and potential roles planning professionals play in the determination of urban form through the development and redevelopment of American cities. To achieve this objective, the course will focus on the intellectual processes of planning, the analytical and evaluation skills, which advance the processes, and the normative prescriptive positions with which they often conclude. A second important emphasis will be placed on the improvement of communication skills, written and oral, as well as graphic.

- City and Regional Planning 645/ CPLN 345 (Spring 1998, Spring 1999, 2000) Challenges and Opportunities of the Sociological and Ethnic patterns of American Urban Regions: Jon Van Til

- City And Regional Planning 668 (Spring 1999, 2000) Theory and Practice of the Third (Nonprofit) Sector Jon Van Til

It is the purpose of this course to examine the role of theory in the third sector, and to understand the ways in which it may contribute to the health and vitality of nonprofit organizations. A special effort in this course will be made to introduce students to the ways in which nonprofit and voluntary organizations seek to serve the urban community of West Philadelphia. Guest commentaries will be provided by several leading community leaders in that area.

- City And Regional Planning 702 (Spring 1996) A New Vision for the 40th Street Corridor: Norman Day

Studio participants prepared an urban design plan and implementation strategy for future activity and development in the area between 38th and 42nd Street from Powelton Avenue to Baltimore Avenue.

- City and Regional Planning (Fall 1999) Meeting the Needs of Nonprofits through Information Technology: Eugenie Birch and Sydney Wong

This course will examine the relationship between information technology and communities focusing on West Philadelphia. The purpose of this class is to strengthen the curricular underpinnings of the Philadelphia Data Consortium: West Philadelphia Project.

- Community Relations And Advanced Dental Education 812 (Spring 1997)

The School of Dental Medicine's community service program and direct outgrowth of the School's mission statement, with its emphasis on patient-driven, faculty-led care and service. Through educational and service delivery activities, students gain valuable experience and community members are given excellent care. Prior to graduation, each student must complete 35 hours of community service in either dental or general social-service community activity.

- Dental School (Spring 1993, 1994, 1995, 1998). A Selective: Community Dental Health Experiences: Joan Glutch

Penn students worked with Turner sixth grade classes on dental health careers, dental health promotion, and dental screenings.

- Education 545 (Fall 1998, 1999) Community Resources and the Curriculum: John Puckett and Theresa Simmonds

A co-enrollment of graduate students and West Philadelphia teachers in an exploration of effective uses of community resources and volunteers in the classroom. Students and teachers work together to produce service learning curriculum in West Philadelphia schools.

- Education 601 (Fall 1998, 1999) Economic Aspects of Education Policy: Rebecca Maynard

- Education 605 (Spring 1999, 2000) Education Policy: Rebecca Maynard

This course addresses the rationale for public policy involvement in education. It also reviews the status and implications of current federal, state and local policies relevant to a number of aspects of education, including early care and education, school performance and drop-out prevention, school choice, school finance, and school-to-work transition. Students will read selections from books, journals, policy analysis reports, and current news

reports. They will engage in exercises to explore the implications of various policy options, and each student will prepare a paper that analyzes an in-depth education policy issue of his or her choice.

- Education 623 (Fall 1996 through Spring 1998) Curriculum Foundations: Theory Into Practice: Richard Gibboney John Puckett

The course, which involved Shaw's journalism and community studies programs, focused on developing thematic community school curricula through both theoretical reading and practice in partnership with the teachers and University City High School's school-to-work programs.

- Environmental Studies 463 (Fall 1997, 1998, 1999) Lifting the Dead Hand of the Past: the Historical, Scientific, and Policy Dimensions of Brownfields in old Industrial Cities Like Philadelphia: John Keene

Penn students work in collaboration with University City High School students to identify brownfield sites in their neighborhoods and to learn how to determine the ownership of the sites and land use history. They will study ways of determining environmental risk and the various options that are available for remediation, in light of community ideas about re-use.

- Landscape Architecture and Regional Planning 538 (Spring 1997, 1998, 1999, 2000) Power of Place: Water/ Schools/ Community: Anne Whiston Spirn

- Landscape Architecture And Regional Planning 601 (Fall 1996, Fall 1997, Fall 1998, 1999) Transforming the Urban Landscape: Anne Whiston Spirn

Explores the contribution of landscape architects to urban design from strategic landscape planning to detailed design. Projects span these scales and concerns. Design is not a linear process (from site analysis to site plan to design of subareas to selection of materials and design process of details), but rather a process of continual, fluent movement among diverse scales and concerns. This approach underlies the organization of the course.

- Landscape Architecture And Regional Planning 702 Studio VI (Spring 1996, 1998) A Town and Gown Partnership for the Twenty-First Century: Robert Hanna

The course focused on the area between 38th and 42nd Streets and Filbert Street and Baltimore Avenue, where the University and West Philadelphia communities meet and interact. This studio provided students with the opportunity for real-world problem-solving in the form of site analysis, problem and opportunity identification, formulation of alternative strategic planning options, testing of options and final site and/or building design resolution.

- Law School (Fall 1999) Nonprofit Advocacy. Penn's Public Service Program in the Law School. Susan Feathers

This course will combine a weekly seminar component in which students explore a variety of topics relevant to nonprofit advocacy with a practice component through which students will provide legal assistance to nonprofit community groups.

- Social Work 708 (Fall 1997, 1998, 1999, 2000) Macro Practice: Jane Isaacs Lowe and Michael Reisch.

The first of a two-semester graduate seminar that teaches social work practice with a focus on planning and program development, with an emphasis on West Philadelphia. The class readings are related to theories, strategies, and skills involved in designing interventions at the macro level and in working with communities.

- Social Work 718 (Spring 1997, 1998, 1999, 2000) Macro Practice: Michael Reisch

Concludes the two-semester graduate "Macro Practice" seminar.

- Social Work 747 /URBS 456 (Spring 1998) Community Organizing: P. Brunn

- Social Work (Fall 1999) Challenges of Welfare Reform: Policy Implications and Community Responses in West Philadelphia: Roberta Rehner Iversen

This course builds upon a broad analysis of welfare reform by engaging students in the theoretical and practical dimensions of policy. The course will focus on the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 in relation to individuals, organizations, and neighborhoods in West Philadelphia. The course goal is to broaden student understanding about how policy impacts poor communities and how community members can respond to policy.

This document is a work-in-progress and may not list all of the academically based community service courses currently offered.

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An Implementation Revolution as a Strategy for Fulfilling the Democratic Promise of University-Community Partnerships: Penn-West Philadelphia as an Experiment in Progress

Lee Benson
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In this article, the authors argue that the academic-practitioner divide is largely a product of the Platonic false dualism between "superior" pure theory and "inferior" applied practice. The authors call for a Dewey-inspired implementation revolution to build local democratic neighborly communities as a means for advancing academic-practitioner collaboration, fulfilling America's democratic promise, and overcoming the influence of Plato's aristocratic philosophy on American higher education. The authors describe the University of Pennsylvania's Center for Community Partnerships' work with public schools as an experiment in progress designed to advance academic-practitioner collaboration and a "democratic devolution revolution." Academically based community service learning and research and communal participatory action research are highlighted as particularly useful approaches for improving scholarship and communities and forging democratic, mutually beneficial, and mutually respectful university-school-community partnerships.

The academic-practitioner divide is largely a product of the Platonic aristocratic false dualism between "superior" pure theory and "inferior" applied practice. Fulfilling the democratic promise of American society for all Americans in the new millennium requires that scholars and practitioners work hard to exorcise the "living ghost" of Plato from the body of the American higher educational system. Quite simply, to improve the state of American society—indeed, of the world—requires significant serious, sustained, and mutually respectful collaboration between academics and practitioners. To put it another way, no big problem that really matters (e.g., poverty, environmental degradation, illiteracy, hunger, poor schooling, urban crises) can be solved and understood without academics and practitioners working closely together to solve it.

Academic-practitioner collaboration, we believe, is imperative for advancing both knowledge and human welfare. Fifteen years of work with a comprehensive participatory action research project has helped us to see that implementation (i.e., successfully putting ideas into practice) is the test of knowledge. In their extraordinary essay, Churchman and Mitroff (1998) in effect call for an implementation revolution in which implementation is the first and primary task of scholarship. Terming this approach "managerialism," they write:

Implementation assumes top priority because it is one of the most difficult problems that humans ever face. In this sense, managerialism challenges the entire scientific pecking order. The so-called "hard" sciences are "easy" under managerialism because they do not grapple with and come face to face with the most difficult problem of all, how to change people and human institutions. [emphasis added]

"Truth" is the result/outcome of knowledge that is gained through the "successful" implementation of a proposed, ethical solution to a significant world problem. In other words, knowledge cannot be separated from the process of its implementation. To repeat, "truth" is knowledge that is gained through the process of implementation. Truth is thereby not only equated with implementation, but it is only said to have occurred, or resulted, when implementation has occurred [emphasis added]. (p. 117)

To implement the implementation revolution requires breaking down idealist categories that separate both theory and practice and academics and practitioners. Multiple perspectives and approaches are needed to improve settings, make a difference, and change the world for the better. Useful but partial knowledge exists in many places and domains, not just in the academy. The very difficult question is how to bring multiple perspectives and various kinds of knowledge together to solve, not merely identify and address, the major problems facing our world. Churchman and Mitroff (1998), in fact, are sharply critical of pragmatism for being incomplete, for failing to move from a theory of knowledge and action to actual implementation:

We agree that "truth" is to be equated with that knowledge that makes a difference in the quality and scope of our lives. However, pragmatism says very little about how such knowledge is to be implemented; that is, how we humans are to pass from sound propositional arguments to ethically valid actions [emphasis added]. (p. 113)

Even Dewey, the most significant pragmatist philosopher (whose theory of instrumental intelligence and democratic instrumental education provides the underpinnings for the growing democratic crusade against Plato's aristocratic, idealist, and contemplative philosophy), failed to focus on implementation, on answering the crucial How do we get there from here? question. After

leaving the University of Chicago for Columbia in 1904, Dewey essentially concentrated on a "reconstruction of philosophy" and did little to solve the pressing problems that he brilliantly described and analyzed. Dewey's retreat from action and the implementation question, we believe, can be significantly explained by his separation from Jane Addams and other Chicago activist practitioners and his failure to make a connection to similar groups in New York City.

However, in our judgment, Dewey did identify perhaps the central problem that practitioners and academics should work together to solve. "Democracy," he argued, "must begin at home, and its home is the neighborly community" (Dewey, 1927/1954, p. 213). Only by reconstructing face-to-face communities could the public find itself and work as an integrated whole to achieve the full benefits of modern science and technology. Only in the neighborly community could "effective regard for whatever is distinctive and unique in each [person], irrespective of physical and psychological inequalities," be achieved (Dewey, 1927/1954, p. 151).

As alluded to above, Dewey unfortunately did not designate the agents or institutions that might bring about the transformation he envisioned and advocated. He did not indicate how American society would be transformed "from the Great Society to the Great Community" (Benson & Harkavy, 1991). We still do not know how to create democratic, neighborly communities 73 years later. Events in Kosovo and Bosnia, Rwanda and Zaire, the states of the former Soviet Union, South Africa, France, Germany, and so on indicate that this very practical and core theoretical problem is more than an American dilemma.

The Center for Community Partnerships of the University of Pennsylvania is founded on the idea that the vast range of resources of the American university, appropriately and creatively employed, can help us figure out how best to proceed. At Penn over the past number of years, we have been working on the problem of how to create modern, cosmopolitan local communities. It is within the American city that the need for communities based on face-to-face relationships and exemplifying humanistic universal values is most acute. The problem of the city is the strategic problem of our time. As such, it is a problem most likely to advance the university's primary mission of preserving, advancing, and transmitting knowledge. This resonates with Dewey's claim that real advances in knowledge occur through a focus on the central problems of society.

For Penn, as well as all other urban universities, one, if not *the* strategic real-world and intellectual problem we face is what should be done to overcome the deep, pervasive, interrelated problems affecting the people in our local geographic areas. This concrete, immediate, practical, and theoretical problem, needless to say, requires creative, interdisciplinary, interactive, democratic scholarship. It is a problem that can help to transcend traditional boundaries between academics and practitioners and among disciplines,

leading to a level of mutual understanding, innovation, and cooperation rarely achieved in the past.

Much of the center's work has focused on the public school as the educational and neighborhood institution that can, if effectively transformed, serve as the catalytic hub of community change and innovation.¹ The center has worked to create university-assisted community schools that function as centers of education, services, engagement, and activity within specified geographic areas. With its community and school collaborators, the center has developed significant service-learning programs that engage young people in creative work designed to advance skills and abilities through serving their school, families, and community. Penn students and faculty are also engaged in a variant of service learning that requires the development and application of knowledge to solve problems and engage in active and serious reflection.

In this article, we discuss the Center for Community Partnerships' work with public schools as an example of a much broader development, a "democratic devolution revolution." We also discuss academically based community-service learning and research and practitioner-academic collaboration through communal participatory action research as particularly useful approaches for advancing scholarship, improving communities, and forging democratic, mutually beneficial, and mutually respectful university-school-community partnerships.

PENN'S ENGAGEMENT WITH LOCAL PUBLIC SCHOOLS AS A PRACTICAL EXAMPLE OF "DEMOCRATIC DEVOLUTION REVOLUTION"

Since 1985, Penn has increasingly engaged itself with its local public schools in a comprehensive school-community-university partnership, the West Philadelphia Improvement Corps (WEPIC). In its 15 years of operation, the project has evolved significantly. Moreover, it has helped spawn a variety of related projects that also engage Penn with public schools in its local community, West Philadelphia. From its inception, we conceptualized Penn's work with WEPIC as designed to forge mutually beneficial and respectful university-school-community partnerships. In recent years, we have begun to conceptualize that work in much broader terms, namely, as part of a (literally) radical attempt to advance a "democratic devolution revolution." It is from that lofty perch, we believe, that an overview of the work at Penn (and the work at many other higher educational institutions engaged with their local public schools and communities) is best comprehended.

For nearly a generation, John Gardner, arguably the leading spokesperson for the New American Cosmopolitan Civic University (our term) has been thinking and writing about organizational devolution and the university's potential role. For Gardner (1998), the effective functioning of organizations

requires the planned and deliberate rather than haphazard devolution of functions:

We have in recent decades discovered some important characteristics of the large-scale organized systems—government, private sector, whatever under which so much of contemporary life is organized. One such characteristic—perhaps the most important—is that the tendency of such systems to centralize must be countered by deliberate dispersion of initiative downward and outward through the system. The corporations have been trying to deal with this reality for almost 15 years, and government is now pursuing it.

What this means for government is a substantially greater role for the states and cities. And none of them are entirely ready for that role. . . . [L]ocal government must enter into collaborative relations with non-governmental elements. . . .

So how can colleges and universities be of help? (p. 3)

In effect, Gardner (1998) proposes a multisided involvement in contemporary life for "higher eds," including building community, convening public discussions, educating public-spirited leaders, offering continuing civic and leadership seminars, and providing a wide range of technical assistance (broadly conceived). An effective, compassionate, democratic devolution revolution, he emphasizes, requires much more than practicing new forms of interaction among federal, state, and local governments and among agencies at each level of government. For Gardner, government integration by itself does not make meaningful change. New forms of interaction among the public, for-profit, and nonprofit sectors are also mandatory. Government must function as a collaborating partner, effectively facilitating cooperation among all sectors of society, including higher educational institutions, to support and strengthen individuals, families, and communities (Gardner, 1998).

To extend Gardner's observations about universities (and similar observations by such highly influential thinkers as Astin, 1997; Bok, 1990; Boyer, 1994; Shulman, 1997), we propose a democratic devolution revolution. In our proposed revolution, the government serves as a powerful catalyst and largely provides the funds needed to create stable, ongoing, effective partnerships. However, government would function only as a second-tier deliverer of services, with universities, community-based organizations, unions, churches, other voluntary associations, school children and their parents, and other community members functioning as the first-tier operational partners. That is, various levels and departments of government would guarantee aid and significantly finance welfare services, whereas local, personalized, caring services would actually be delivered by the third (private, nonprofit, voluntary associations) and fourth (family, kin, neighbors, friends) sectors of society. In

other words, government would not be primarily responsible for the delivery of services; it would primarily have macro-fiscal responsibilities, including fully adequate provision of funds.

The strategy we propose requires creatively and intelligently adapting the work of local institutions (universities, hospitals, faith-based organizations) to the particular needs and resources of local communities. It assumes that colleges and universities, which simultaneously constitute preeminent international, national, and local institutions, potentially constitute powerful partners, "anchors," and creative catalysts for change and improvement in the quality of life in American cities and communities.

However, for colleges and universities to fulfill their potential and really contribute to a democratic devolution revolution will require them to do things very differently than they do them now. To begin with, higher eds will be required to recognize that they are a major part of the problem as they currently function, not a significant part of the solution. To become part of the solution, higher eds must give full-hearted, full-minded devotion to the hard task of transforming themselves to becoming socially responsible, civic universities. To do that well, they will have to change their institutional cultures and develop a comprehensive, realistic strategy.

As we previously noted, one component of the strategy being developed by Penn (as well as by an increasing number of other urban higher educational institutions) focuses on developing university-assisted community schools designed to help educate, engage, activate, and serve all members of the community in which the school is located. The strategy assumes that community schools can function as focal points to help create healthy urban environments and that universities function best in such environments. Somewhat more specifically, the strategy assumes that, like higher eds, public schools can function as environment-changing institutions and become the strategic centers of broad-based partnerships that genuinely engage a wide variety of community organizations and institutions. Public schools "belong" to all members of the community. They are particularly well suited, therefore, to function as neighborhood hubs or nodes around which local partnerships can be generated and formed. When engaged in that role, schools function as community institutions *par excellence*; they can then provide a decentralized, democratic, community-based response to significant community problems.

The university-assisted community school reinvents and updates an old American idea, namely that the neighborhood school can effectively serve as the core neighborhood institution, the core institution that provides comprehensive services and galvanizes other community institutions and groups. That idea inspired the early settlement house workers. They recognized the centrality of the neighborhood school in community life and hailed its potential as the strategic site for community stabilization and improvement. At the turn of the 20th century, it is worth noting that deeply motivated, socially

concerned, and brilliantly creative settlement house workers such as Jane Addams and Lillian Wald pioneered the transfer of social, health, and recreational services to the public schools of major American cities (Harkavy & Puckett, 1994). In effect, settlement leaders recognized that although there were very few settlement houses, there were very many public schools. Not surprisingly, Dewey's idea about "the school as a social Centre" had been strongly, directly shaped by his enlightening experiences and discussions with Jane Addams and others at Hull House. In a 1902 highly influential address, Dewey (1902/1976) explicitly paid homage to them:

I suppose, whenever we are framing our ideals of the school as a social Centre, what we think of is particularly the better class of social settlement. What we want is to see the school, every public school, doing something of the same sort of work that is now done by a settlement or two scattered at wide distances through the city. (pp. 90-91)

Dewey failed to note, however, two critically important functions that community schools could perform: (a) the school as a community institution actively engaged in the solution of basic community problems and (b) the school as a community institution that educates young children, both intellectually and morally, by engaging them in real-world, community problem solving. He did recognize that if the neighborhood school were to function as a genuine community center, it needed additional human resources and support. Yet, to our knowledge, Dewey never identified universities as a key source of broadly based, sustained, comprehensive support for community schools.

To suggest the contributions that university-assisted community schools can make to an effective, compassionate, democratic devolution revolution capable of achieving Dewey's utopian goal of cosmopolitan democratic communities,² some results of the "community school-creating" efforts presently being undertaken by higher eds across the country. Undergraduates, as well as dental, medical, social work, education, and nursing students are learning as they serve; public school students are also connecting their education to real-world problem solving and providing services to other students and community members; adults are participating in locally based job training, skill enhancement, and ongoing education; and effective integration (distinct from colocation) of services for school children and their families is now significantly under way in many communities.

It is critical to emphasize, however, that the university-assisted community schools now being developed have a long way to go before they can effectively mobilize the potentially powerful, untapped resources of their communities and thereby enable individuals and families to function both as deliverers and recipients of caring, compassionate local services. To make this point, we briefly recite the "narrative history" of our experience at Penn; it suggests how far we have come and how far we have to go.

PENN AND WEST PHILADELPHIA PUBLIC SCHOOLS: LEARNING BY REFLECTIVE DOING

Following the brilliant lead provided by Gardner (1998), we believe that as is true of all American universities, Penn's most basic, most enduring responsibility is to help America realize the democratic promise of the Declaration of Independence in practice: to become an optimally democratic society, the path-breaking democratic society in an increasingly interdependent world, the exemplary democratic "City on the Hill." Granted that proposition, how can Penn best fulfill its democratic responsibility? For reasons sketched below, we believe it can best do that by effectively integrating and radically improving the entire West Philadelphia schooling system, beginning with Penn but including all schools within its local geographic community and within the urban-ecological system in which it functions as the strategic component.

The history of Penn's work with West Philadelphia public schools has been a process of painful organizational learning. We cannot overemphasize that our understanding and activities have continually changed over time.³ For example, Penn has recently embarked on two new, highly ambitious ventures: (a) leading a coalition of higher educational institutions, medical, and other nonprofit institutions, for-profit firms, and community groups to improve 26 West Philadelphia public schools and (b) developing a university-assisted public school adjacent to campus in partnership with the School District of Philadelphia and the Philadelphia Federation of Teachers.

Reaching this level of activity has been neither an easy nor straight path. Moreover, Penn is only now beginning to tap its extraordinary resources in ways that eventually will mutually benefit Penn and its neighbors and result in substantial school, community, and university change. Significantly, we have come to see our work as a concrete example of a general theory of action-oriented, real-world, problem-based learning. We have come to see that our real-world strategic problem has been and continues to be radically improving the quality of the entire West Philadelphia schooling system, beginning with Penn. We are convinced that coming to see our work in terms of what we now conceive as the strategic schooling component of a complex urban ecological system has constituted a major conceptual and theoretical advance for us.

Ironically, and instructively, when we first began work on university-community relationships in 1985, we did not envision it in terms of schools, problem-based learning, or universities as highly strategic components of urban ecological systems. What immediately concerned us was that West Philadelphia was rapidly and visibly deteriorating, with devastating consequences for Penn. What should the university do? Committed to undergraduate teaching, two of us (Benson and Harkavy) designed an Honors Seminar that aimed to stimulate undergraduates to think critically about what Penn could do to remedy its "environmental situation" (broadly conceived). For a variety of reasons, the president of the university, Sheldon Hackney, a former

professor of history, agreed to join us in giving that seminar in the 1985 spring semester. The seminar's title, "Urban University-Community Relationships: Penn-West Philadelphia, Past, Present, and Future, As a Case Study," suggests its general concerns.

When the seminar began, we didn't know anything about Dewey's community school ideas. We literally knew nothing about the history of community school experiments and had not given any thought to Penn-working with public schools in West Philadelphia. For present purposes, we do not need to recite the complex and painful processes of trial, error, and failure that led us and our students to see that Penn's best strategy to remedy its rapidly deteriorating environmental situation was to use its enormous internal and external resources to help radically improve West Philadelphia public schools and the neighborhoods in which they are located. Most unwittingly, during the course of the seminar's work, we reinvented the community school idea!

Public schools, we came to realize more or less accidentally, could effectively function as genuine community centers for the organization, education, and transformation of entire neighborhoods. They could do that by functioning as neighborhood sites for WEPIC, consisting of school personnel and neighborhood residents who would receive strategic assistance from Penn students, faculty, and staff. Put another way, the seminar helped invent WEPIC to help transform the traditional West Philadelphia public school system into a revolutionary new system of university-assisted, community-centered, community-problem-solving schools.

TRANSLATING THE UNIVERSITY- ASSISTED COMMUNITY SCHOOL IDEA INTO PRACTICAL ACTION

Given Penn's long, deeply rooted, institutional resistance to serious involvement with West Philadelphia's problems, the limited resources available to us, and the intrinsic difficulty of transforming conventional, inner-city public schools into community schools, we decided that our best strategy was to try to achieve a visible, dramatic success in one school rather than marginal, incremental changes in a number of schools. Therefore, while continuing the WEPIC program at other schools, we decided to concentrate initially on the John P. Turner Middle School, largely because of the interest and leadership of its principal.

Previous experiments in community schools and community education throughout the country had depended primarily on a single university unit, namely, the School of Education, which was one major reason for the failure, or at best, the limited success of those experiments. The WEPIC concept of university assistance was far more comprehensive. From the start of the Turner experiment, we understood the concept to mean both assistance from, and

mutually beneficial collaboration with, the entire range of Penn's schools, departments, and administrative offices. For a variety of reasons, however, it soon became apparent that the best way to develop and sustain the Turner project would be to initiate a school-based community health program.

Given the development of a community health program at Turner in the summer of 1990, Professor Francis Johnston, chair of the Anthropology Department and a world leader in nutritional anthropology, decided to participate in the project. To do that effectively, for the fall 1990 semester, he revised Anthropology 210 to make it what we have come to call a strategic, academically based community service seminar. Anthropology 210 has a long history at Penn and focuses on the relationship between anthropology and biomedical science. An undergraduate course, it was developed to link pre-medical training at Penn with the Department of Anthropology's major program in medical anthropology. Premed students are highly important in Penn undergraduate education and the department's program in medical anthropology is world-renowned. Professor Johnston's decision to convert Anthropology 210 into a strategic academically based community service seminar therefore constituted a major milestone in the development of the Turner community school project, in Penn's relation to the Turner School, and in our overall work with West Philadelphia public schools.

Since 1990, students in Anthropology 210 have carried out a variety of activities at Turner focused on the interactive relationships between diet, nutrition, growth, and health. The seminar is explicitly and increasingly organized around strategic academically based community service. After Professor Johnston began to increasingly focus his own research and publications on his work with Turner students and community residents, he came to function as a noteworthy example for other anthropology professors and graduate students; many are now integrating their teaching and research with the Turner program, or with other WEPIC programs in West Philadelphia public schools. Even more significantly, Anthropology 210 not only affected the anthropology department (which has recently developed an academic track in Public Interest Anthropology⁴), its success has radiated out to other departments and schools. Undoubtedly, the course and Professor Johnston have played major roles in the increasingly successful campaign to expand strategic academically based community service at Penn (Benson & Harkavy, 1994; Harkavy, Johnston, & Puckett, 1996).

At present, approximately 96 such courses working with schools and communities have been organized and are on the books at Penn, with 43 being offered during the 1999-2000 academic year. Moreover, an increasing number of faculty members, from an ever-widening range of Penn schools and departments, are now seriously considering how they might revise existing courses or develop new courses that would enable their students to benefit from innovative curricular opportunities to become active learners and creative real-world problem solvers.

THE CENTER FOR COMMUNITY
PARTNERSHIPS AND PRESIDENTIAL
AND FACULTY LEADERSHIP

Encouraged by the success of the university's increasing engagement with West Philadelphia, in July, 1992, President Hackney created the Center for Community Partnerships. To highlight the importance he attached to the center, he located it in the Office of the President and appointed one of us (Harkavy) to be its director (while continuing to serve as director of the Penn Program for Public Service created in 1988).

Symbolically and practically, the creation of the center constituted a major change in Penn's relationship to West Philadelphia and Philadelphia in general. The university as a corporate entity now formally and organizationally committed itself to finding ways to use its truly enormous resources (broadly conceived) to help improve the quality of life in its local community, not only in respect to public schools but to economic and community development in general.

The emphasis on partnerships in the center's name was deliberate; it acknowledged, in effect, that Penn could not try to go it alone as it had long been (arrogantly) accustomed to do. The creation of the center was also significant internally. It meant that at least in principle, the president of the university would now strongly encourage all components of the university to seriously consider the roles they could appropriately play in Penn's efforts to improve the quality of its off-campus environment. Implementation of that strategy accelerated after Judith Rodin became president of Penn in 1994. A native West Philadelphian and Penn graduate, Rodin was appointed in part because of her deeply felt commitment to improving Penn's local environment and to transforming Penn into the leading American urban university.

Rodin made radical reform of undergraduate education her first priority. To achieve that far-reaching goal, she established the Provost's Council on Undergraduate Education (1995) and charged it with designing a model for Penn's undergraduate experience in the 21st century. Following the lead of Penn's patron saint, Benjamin Franklin, the Provost's Council emphasized the action-oriented union of theory and practice and "engagement with the material, ethical, and moral concerns of society and community defined broadly, globally, and also locally within Philadelphia" (p. S-1). The Provost's Council defined the 21st century undergraduate experience as, ". . . provid[ing] opportunities for students to understand what it means to be active learners and active citizens. It will be an experience of learning, knowing, and doing that will lead to the active involvement of students in the process of their education" (Provost's Council on Undergraduate Education, 1995, p. S-1). To apply this Franklinian-inspired orientation in practice, the Provost's Council designated academically based community service as a core component of Penn undergraduate education during the next century.

Building upon themes identified by the Provost's Council, Penn's 1994-1995 annual report was entitled, "The Unity of Theory and Practice: Penn's Distinctive Character" (University of Pennsylvania, 1996). Describing the university's efforts to integrate theory and practice, President Rodin observed that:

. . . there are ways in which the complex interrelationships between theory and practice transcend any effort at neat conceptualization. One of those is the application of theory in service to our community and the use of community service as an academic research activity for students. *Nowhere else is the interactive dimension of theory and practice so clearly captured.* [emphasis added]

For more than 250 years, Philadelphia has rooted Penn in a sense of the "practical," reminded us that service to humanity, to our community is, as [Benjamin] Franklin put it, "the great aim and end of all learning." Today, thousands of Penn faculty and students realize the unity of theory and practice by engaging West Philadelphia elementary and secondary school students as part of their own academic course work in disciplines as diverse as history, anthropology, classical studies, education, and mathematics.

For example, anthropology professor Frank Johnston and his undergraduate students educate students at West Philadelphia's Turner Middle School about nutrition. Classical studies professor Ralph Rosen uses modern Philadelphia and fifth century Athens to explore the interrelations between community, neighborhood, and family. And history professor Michael Zuckerman's students engage West Philadelphia elementary and secondary school students to help them understand together the nature—and discontinuities—of American national identity and national character. (Provost's Council on Undergraduate Education, 1996, pp. 9-10)

The 1994-1995 annual report illustrated and advanced a fundamental, far-reaching cultural shift that had begun to take place across the university. By the end of her first year in office, Penn's president had significantly increased the prominence of undergraduate education, defined the integration of theory and practice (including theory and practice derived from and applied within the local community) as the hallmark of Ben Franklin's University, and identified academically based community service focused on West Philadelphia and its public schools as a powerfully integrative strategy to advance university-wide research, teaching, and service.

Presidents can provide leadership, but it is faculty members who develop and sustain the courses and research projects that durably link a university to its local schools and community. More specifically, it is through faculty teaching and research that the connection to local schools and communities is

ultimately and durably made. We gave high priority, therefore, to increasing the number and variety of academically based community service courses. Thanks in large measure to President Rodin's strong support, the number of academically based community service courses has grown exponentially, from 11 when the center was founded in 1992 to 96 in the fall of 2000. As a result of the highly positive reaction to those courses, the long-term process of radically changing Penn's undergraduate curriculum has gained accelerating momentum. In addition to the development of the Public Interest Anthropology track cited above, after years of complex negotiations, a new interdisciplinary minor in Urban Education has recently been created and hailed by undergraduates. A joint program between the School of Arts and Science and the Graduate School of Education, the new minor includes faculty advisors from Anthropology, Classical Studies, Earth and Environmental Science, Education, English, History, Linguistics, Mathematics, Sociology, and Urban Studies.

DEMOCRATIC PARTNERSHIPS AND COMMUNAL PARTICIPATORY ACTION RESEARCH

The significant development of academically based community service learning and research courses at Penn in and of itself does not necessarily denote an ongoing democratic partnership with West Philadelphia schools and communities. The WEPIC project, however, has provided the integrative, community-focused organizational vehicle that helps these courses to make a difference in West Philadelphia schools and their communities. The courses, therefore, are a key component (probably *the* key component) of a wider university-school-community partnership that has as its primary focus providing neighborly assistance.

Over time, we have come to conceptualize the Center for Community Partnerships' work through and with WEPIC as an ongoing communal participatory action research project designed to contribute to improving West Philadelphia and Penn and to advancing knowledge. As an institutional strategy, communal participatory action research is different from traditional participating action research. Both research processes are directed toward problems in the real world, concerned with application, and obviously participatory. They differ in the degree to which they are continuous, comprehensive, beneficial, and necessary to the organization or community studied and the university. For example, traditional participating action research is exemplified in the efforts of Whyte and his associates at Cornell University to advance industrial democracy in the worker cooperative of Mondragón, Spain (Greenwood and Gonzales, 1992; Whyte & Whyte, 1991). Its considerable utility and theoretical significance notwithstanding, the research at Mondragón is not an institutional necessity for Cornell.⁵ By contrast, the University of Pennsylvania's enlightened self-interest is directly tied to the success of its research

efforts in West Philadelphia, hence its emphasis on communal participating action research. In short, proximity and a focus on problems that are institutionally significant to the university encourage sustained, continuous research involvement. Problem-focused research, in turn, necessitates sustained, continuous research partnerships between the university and its local environment.

The center's participatory action research project has worked toward increasingly higher levels of participation by community members in problem identification and planning as well as implementation (Whyte, 1991). To put it mildly, this has not been an easy process. Decades of community distrust of Penn based on decades of community-destructive actions and inactions on the part of Penn take significant effort and time to reduce (Harkavy & Puckett, 1991a). The center's work with WEPIC has focused on health and nutrition, the environment, conflict resolution/peer mediation, community performance and visual arts, school/community publications, technology, school-to-career programs, and reading improvement. Each of these projects varies to the extent to which they engage public school students, teachers, parents, and other community members in each stage of the research process. The center's overall effort, however, has been consciously democratic and participatory. As WEPIC and related projects have grown and developed, and as concrete, positive outcomes for schools and neighborhoods have occurred and continue to occur, community trust and participation have increased. Nonetheless, different kinds of projects involving different disciplines, skills, and material and led by different faculty members with different students, necessarily involve different levels of participation. Two very different faculty-led research projects (one in health and nutrition, the other in sociolinguistics) exemplify how the center has attempted to connect the university with the community. Although these projects initially focused on different public schools and neighborhoods in West Philadelphia, they both have developed a major concentration in Drew School, a Grades K through 8 school bordering the university.⁶

ANTHROPOLOGY 210

Professor Johnston's health nutrition project that emerged from Anthropology 210 has already been briefly described. It is the center's most developed and comprehensive example of communal participatory action research. Because it began at the Turner Middle School (it is now in three other West Philadelphia public schools), it is known as the Turner Nutritional Awareness Project (TNAP). Given its 9-year history at Turner, we will describe the program at that location. TNAP attempts to bridge the gap that separates the three major components of the mission of a research university: (a) teaching, (b) research, and (c) service. This project is based firmly on the principle that each of these components can be carried out more effectively when integrated with

the other two. The result is a total experience that engages students, faculty, and staff, bringing them to a common and unified focus on the problems of the university's local environment.

The TNAP has three major purposes: (a) to instruct students in the relationship between food, nutrition, and health in urban America using an anthropological perspective; (b) to describe and analyze the nutritional status of the middle school-age population of West Philadelphia and to monitor changes in that status over time; and (c) to help alleviate nutrition problems by providing Turner School students with informed choices about their food and nutritional habits. Although three service-learning courses in anthropology focus on TNAP, the primary mechanism for carrying out the program is the course entitled "Anthropology and Biomedical Science" (Anthropology 210). This course is offered to undergraduates typically in the third and fourth years of their 4-year course of study, and it largely draws students whose majors are in the social and biological sciences, as well as those who have an interest in community service. The enrollment for the class is kept to about 25, which is optimal for the range of activities to be conducted.

The academic/theoretical component of the course takes place during two weekly seminar sessions. Students discuss their reading of materials dealing with health, nutrition, and nutritional status; with issues related to urban life; and with action research strategies for solving problems. All of this is conducted within the context of the analysis of complex bio-social systems. The readings are chosen to present a mixture of theory and case studies and to provide the major stimulus for class discussions.

Early in the course, the Penn students are introduced to the TNAP, its purpose and design, and to the research done by earlier classes. They are made aware of the longitudinal nature of the project and of their role as part of a continuing effort. They visit the school and receive a brief onsite orientation by Turner staff and students.

For their work at Turner, the Penn students are divided into four groups. One group, about half of the class, is responsible for teaching nutrition to Turner students on a weekly basis throughout the semester. Under the guidance of a graduate teaching assistant, lesson plans are discussed and formulated. This group of Penn students uses the lesson plans to teach about nutrition, food, and the health outcomes of the Turner students' dietary choices. A second group of Penn students is charged with carrying out the collection and analysis of dietary data at Turner; in this activity, they interview individual students, collect 24-hour recalls of food intake, and enter the data into computers for analysis using appropriate software. A third group carries out an anthropometric determination of nutritional status, focusing on physical growth, body fatness, and the prevalence of obesity, which is a major problem among the urban poor. The fourth group (the smallest) involves students in related research on a range of topics, including observational studies of the local school lunchroom, type and distribution of restaurants and grocery stores in the area, children's attitudes about food, and other issues important

in a nutritional ecosystem. Data collection and analysis are presented as an ongoing research project subject to the principles of research design, reliability and validity, and both quantitative and qualitative analysis.

Rather than being separated from the Penn researchers, Turner students are incorporated as fully as is practicable into these activities. It is fundamental to the TNAP that participant involvement in the program is essential to changing behavior. The traditional quasi-experimental model of research, "experts" using experimental and control groups, is replaced by a participatory model in which the research process itself is a democratic intervention. Turner students are brought into close contact with researchers and learn that the daily problems they face can be understood by the methods of formal analysis.

The interaction of theory and onsite research is developed throughout the semester. Penn students regularly report to the seminar on their group projects; results are written up and presented at the end of the semester. The Penn students also present their findings to Turner staff and students.

The course has thus far achieved its goals. From the standpoint of research, it has produced basic descriptive data presented at university seminars and scholarly meetings and published in the scientific literature (Johnston & Hallock, 1994). These data focus on aspects of the quality of the diets of the Turner students, and the high prevalence of obesity, which is among the highest yet reported for American youth of any ethnic group. These data have also stimulated at least one doctoral dissertation that seeks to disentangle further dietary and cultural correlates of obesity.

From an instructional standpoint, the course has become part of the undergraduate major in anthropology; it is increasingly overenrolled as students respond to its unique approach to learning. It has provided a springboard for two additional courses, one that focuses on enhancing nutritional behavior and another that involves the longitudinal evaluation of the TNAP.

From a service standpoint, the TNAP involves all three grades of the Turner School (Grades 6 through 8). A nutrition center is being established at the school that will enable the students to learn principles of nutrition at their own pace and monitor their own dietary intake and nutritional status. Increased participation of Turner students as research assistants will help them make informed choices about diet and its health consequences; it will also increase their sense of efficacy as they learn to bring ideas and principles of action research to bear on the problem in their daily lives.

LINGUISTICS 161

Functioning in quite a different way is an action (as distinct from a participatory action) research project led by Bill Labov, a professor of linguistics and director of the Linguistics Laboratory at Penn. Professor Labov is intensely concerned with the low reading achievement of African American youth in poor urban school districts. He has worked to develop a comprehensive

research program to analyze reading deficiencies and design interventions to overcome them.

A highly distinguished sociolinguist, Professor Labov has long had a theoretical and empirical interest in African American linguistic patterns. His decision to focus on solving "the reading problem" of West Philadelphia teachers and school children was spurred by two Penn undergraduates who were members of our seminars. They proposed to Professor Labov that he offer an academically based community service course that would go beyond the Ebonics controversy and make positive use of African American cultural and linguistic patterns to improve reading performance. Impressed by the students' ideas, interest, and passionate engagement with the problem, Labov hired one of them as an undergraduate teaching assistant (with support provided by the Center for Community Partnerships) and offered the course in the spring of 1998.

One main goal of Linguistics 161, "The Socio-Linguistics of Reading," is to make an action-oriented, detailed study of reading impairments among African American children at the Wilson Elementary School, a nearby public school. Undergraduates in the course meet with children experiencing reading problems and attempt to diagnose the source of their difficulties. Using sophisticated measurement techniques, the Penn students obtain samples of reading errors committed by the children; this enables them to compare their performance against other children having fewer reading problems. Having analyzed his students' findings, Professor Labov is now developing a reading program to overcome the impairments observed in the Wilson School children.

Encouraged by the work of the spring 1998 semester, Professor Labov decided to expand the project considerably during the 1998-1999 academic year. To do that, he is giving four linguistics courses (undergraduate and graduate) around the reading improvement program and extending it to another public school in West Philadelphia, the Charles Drew School. One course focuses on Penn undergraduates developing linguistically and culturally appropriate narrative texts and illustrations to teach reading. Another course trains Penn students to work as tutors in the Wilson and Drew schools. To help develop linguistically and culturally appropriate materials, an innovative goal of Linguistics 161 is to understand the role that hip-hop music plays as a socializing influence on African American youth. In current and future seminars, undergraduates will study how elementary school children acquire and use hip-hop language. The undergraduates and Professor Labov will then try to design a more effective program to teach standard English and develop new curricula that use hip-hop materials as a culturally valuable learning tool.

Professor Labov's courses are connected to after-school programs at both Wilson and Drew. Initially, the after-school program at Wilson had been designed by undergraduates in one of our seminars as a peer-tutoring

program. Among other things, it involved Penn undergraduates who supervised students from West Philadelphia High School, who, in turn, tutored Wilson students. Inaugurated in the spring of 1996, the potentially promising program was, according to teachers and Penn students, at best only a modest success. In January, 1997, however, with the addition of graduate student coordinator Bettina Baker, whose field of academic interest is early education, the program significantly improved. Moreover, Baker introduced Labov to the Wilson after-school program as a possible empirical site for his theoretical work. As a result, the theoretically derived reading techniques Labov has been developing came to be used with an initial group of 40 students. Baker also recruited a number of Penn undergraduates supported by President Clinton's America Reads program to work with the Wilson students from 3:00-4:30 p.m., four days a week. The early results proved to be impressive. Baker has described the findings as follows:

The program assessed the pre- and post-intervention Jerry Jones Informal Reading Inventory (IRI) scores of 40 randomly selected subjects and a matched control group. The subjects were in Grades 2 through 5, and were one to two years behind in reading grade level before participating in . . . [the] extended day program . . . at Wilson . . . All of the 40 subjects' IRI scores increased by one grade level after 3.5 months' enrollment in the program, which met 4 days per week for 1.5 hours per day. Thirty-three of the 40 subjects were caught up to their classroom reading grade level (approximately two grade reading levels). Three of the seven subjects who were not caught up to their grade levels were recently from Ethiopia (ESL students) and one was in a learning support (IEP) program. There was a statistically significant increase in average IRI reading scores of special education participants. The 4th grade participants had statistically significant gains in SAT-9 reading scores. The student's average SAT-9 achievement test scores increased from "below basic" to "basic" levels on the test. (Baker, in progress)

We hesitate to make too much of early round statistical successes; work of this kind can only be carefully evaluated over the very long haul. But the impressive results cited above help explain the program's rapid expansion. As of 1999-2000, the extended day program enrolls 40 students at Wilson and 40 students at Drew. Staffing the programs (and illustrating the resources potentially available for such programs) are 76 Penn America Reads work-study students, 13 Penn volunteers, and 9 elementary school teachers. Activities include literacy tutoring, help with homework, and literacy-based enrichment.

A school-day program has recently been added. Approximately 70 Penn students supported by the America Reads funds are placed with classroom teachers from Grades pre-K through 8 at both schools at least one day a week. With America Reads tutors and students from Professor Labov's seminar, the

program has helped significantly to reduce class size during literacy instruction and after-school activities. Not surprisingly, we have found that reducing class size enables teachers to provide more attention to individual students, and constitutes one of the most significant benefits made possible by an effective university/school partnership.

We think it important to note that Professor Labov's reading improvement project is extraordinarily comprehensive. It has effectively integrated a theoretically based, major action research project, a series of Penn undergraduate and graduate seminars, and a volunteer program to develop a highly creative and innovative model. Combining the skill, expertise, and cutting-edge theoretical work of a senior faculty member and the intensive training of graduate and undergraduate students, the program exemplifies in practice the valuable results that can be achieved when academically based community service projects work with local public schools. Given the importance of ending the "minority differential" in reading, the findings from this project have major national significance. So much so, in fact, that the Oakland School Board (the focal point of the Ebonics controversy), California State University-Hayward, and Penn have been generously funded by the United States Department of Education's Office of Educational Research Innovation to further develop and extend the reading improvement project described above.

CONCLUSION

In this article, we have examined a multipronged, collaborative strategy for concretely solving some of the chronic problems of communal life in postindustrial America. In 1985, the WEPIC coalition launched a "neo-Deweyan" strategy and gradually began to reverse a tide of long-standing grievances resulting from Penn's institutional expansion and disengagement from the social problems of its neighboring community. Today, the coalition functions in its general aim and movement as a communal participatory action research project, with university-assisted community schools as the core component, supported by academically based community service.

In an early article, we described our work as a "long march" through the institutions (Harkavy & Puckett, 1991b). Although we are still on that long march and have very far to go, we have made some real advances in the past 15 years. The WEPIC coalition has given significant impetus to action-oriented social research in West Philadelphia and the development of academically based community service. Perhaps even more important for long-term school, community, and university change (i.e., for a successful long march), Penn has put an urban agenda at the core of its academic/institutional mission. And even more important, Penn and a number of other higher educational

institutions across the country are beginning to show signs of functioning as agents for realizing Dewey's democratic vision of the "Great Community." We find this development to be truly encouraging.

To conclude by restating the quote from Dewey (1927/1954) that we previously cited, "Democracy must begin at home, and its home is the neighborly community" (p. 213). In our judgment, building local democratic neighborly communities is the primary path to academic, institutional, and social excellence for American higher education.⁷ If that path is to lead us there, then academics and practitioners will have to construct the path collaboratively and democratically. And if that occurs, American higher education would be well on its way toward (finally!) overthrowing Plato and implementing a Dewey-inspired implementation revolution.

Notes

1. In recent years, with the aid of generous grants from the HUD Office of University of Partnerships, W. K. Kellogg Foundation, Jessie Ball duPont Fund, the center has significantly expanded its work with nonprofit organizations, particularly community-based organizations and communities of faith. Two major new efforts, Program in NonProfits Universities, Communities, and Schools (Kellogg supported) and Program in Communities of Faith, Universities, Schools, and Neighborhoods, and organizations (duPont supported) integrate Penn's various efforts with schools, community-based organizations, and communities of faith.

2. For a fuller discussion of Dewey's utopian goal of cosmopolitan democratic communities and university-assisted community schools, see Benson & Harkavy (1991, 1997). We created *Universities and Community Schools* in 1989 as a means to advance mutually beneficial, innovative partnerships between universities and local schools in general, and university-assisted community schools in particular.

3. For an illuminating discussion of the concept of organizational learning, see Whyte (1991), particularly pages 237-241.

4. A fuller definition of Public Interest Anthropology can be found in Peggy Reeves Sanday's "Opening Statement: Defining Public Interest Anthropology," presented at Symposium on Defining Public Interest Anthropology, 97th Annual Meeting of the American Anthropological Association, Philadelphia, December 3, 1998. Sanday's statement is located at <http://www.sas.upenn.edu/~psanday/pia.99.html>

5. For more background on Mondragón participatory action research, see the work of Whyte and Whyte (1984, 1991).

6. An article in the *Philadelphia Inquirer* entitled "Philadelphia Schools Awarded \$3.5 Million for Improvements" reported: "Charles Drew School in Philadelphia, showed more improvement on the state's standardized reading and math than any other school in the state, 1999 results show" (Snyder, 1999). Although reasons for this extraordinarily impressive performance are many, Penn's concentrated efforts at Drew, including the projects in health and nutrition and sociolinguistics, would appear to be a significant contributing factor.

7. For a discussion of the concept of social excellence and its application to higher educational institutions, see Deutsch (1999).

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