



USUCOALITION

A VITAL PARTNERSHIP: GREAT CITIES, GREAT UNIVERSITIES

The idea is simple:

*by harnessing the collective power of our public urban
research universities, we will rebuild America's cities
and once again make them places for opportunity,
innovation, and vitality.*

Nancy L. Zimpher
Chair, Coalition of Urban Serving Universities
President, University of Cincinnati



USU
Coalition of
Urban Serving Universities

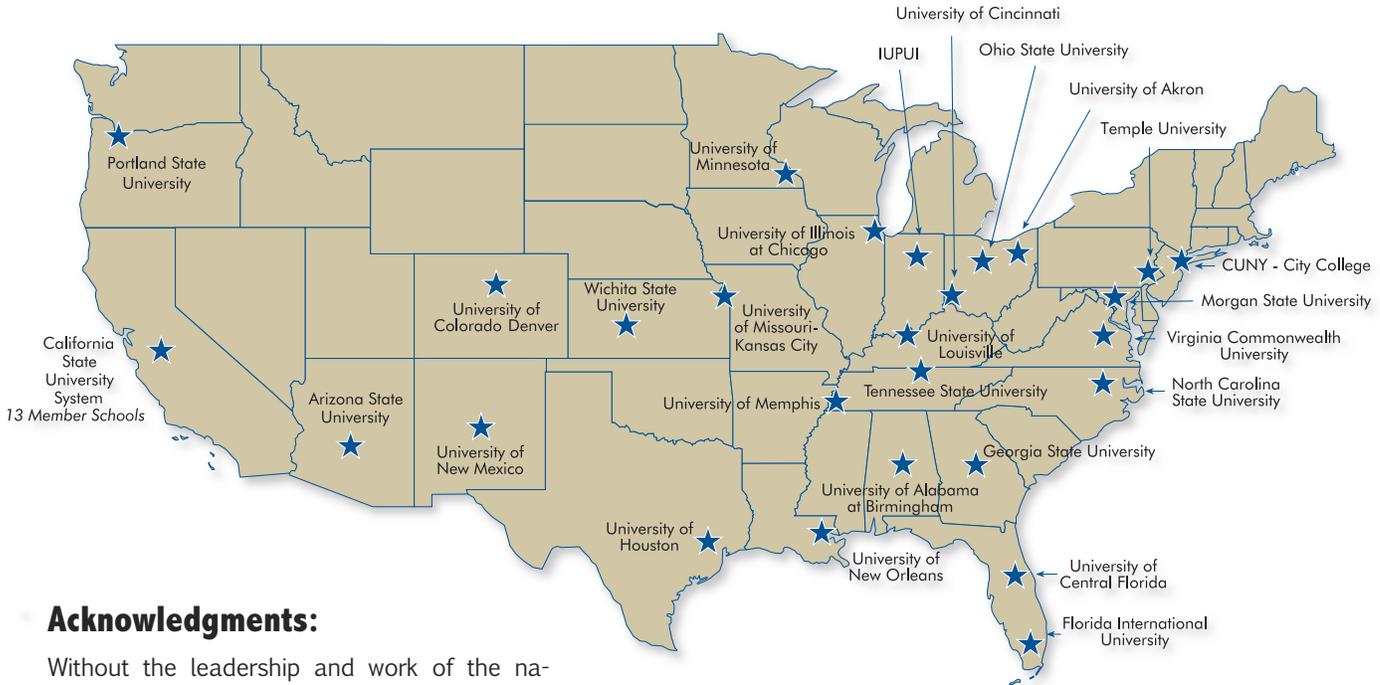


USU Member Schools

Arizona State University
California State University System
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State Polytechnic University, Pomona
Sacramento State University
California State University, San Bernardino
San Diego State University
San Francisco State University
San José State University
City University of New York, City College of New York
Florida International University
Georgia State University
Indiana University-Purdue University Indianapolis
Morgan State University
North Carolina State University
Ohio State University
Portland State University
Temple University
Tennessee State University
University of Akron
University of Alabama at Birmingham
University of Central Florida
University of Cincinnati
University of Colorado Denver
University of Houston
University of Illinois at Chicago
University of Louisville
University of Memphis
University of Minnesota
University of Missouri - Kansas City
University of New Mexico
University of New Orleans
Virginia Commonwealth University
Wichita State University

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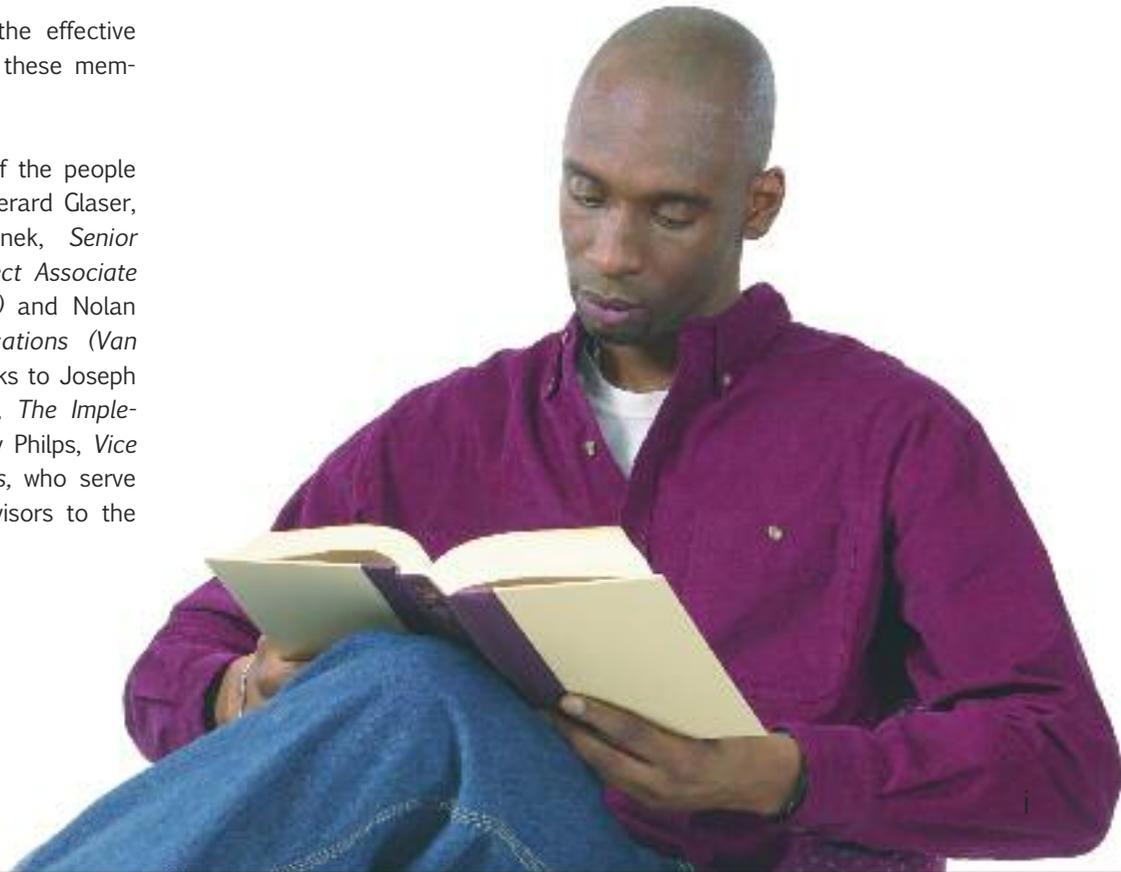


Acknowledgments:

Without the leadership and work of the nation's public urban research universities and their partners, this report would not be possible. The Coalition of Urban Serving Universities (USU) recognizes and appreciates the initiatives created by its member institutions locally, and their efforts to promote the goals of the USU national network.

This report highlights some of the effective programs being implemented by these member institutions.

We are grateful for the efforts of the people who contributed to this report: Gerard Glaser, *Senior Associate*, Jennifer Danek, *Senior Associate*, Bonnie Calhoun, *Project Associate (The Implementation Group, Inc.)* and Nolan Walters, *Director of Communications (Van Scoyoc Associates)*. Special thanks to Joseph G. Danek, *Senior Vice President, The Implementation Group, Inc.*, and D'Arcy Philps, *Vice President, Van Scoyoc Associates*, who serve as principal consultants and advisors to the USU Coalition.



Preface

We are pleased to present an illustrative sample of the work being done by the Coalition of Urban Serving Universities and its member institutions. We begin with a series of explanations – why the health and vitality of our cities are so important, and why we need to focus more on their challenges and opportunities; why the USU Coalition was formed, and why it has identified key areas of concentration, and, finally, why the USU institutions are in a unique position to play a critical role in the future development of our cities.

The remainder of the book focuses on the initiatives of individual universities – what our member institutions are doing for their communities, and what more we hope to accomplish as a national collaborative in the years ahead. While these entries comprise the majority of the book, limited space allows us to tell only part of the story. They are *brief* descriptions of *some* of the universities' programs and plans. Nevertheless, collectively they tell a compelling story.

In all these programs, our goal is to erase the last boundaries between “town and gown,” and to make the universities a truly welcoming and respectful neighbor.

When you read about the enthusiasm – of university leaders, faculty, and students, of the people in the community, from small children to experienced activists – and when you see that their mutual commitment is deep and long-lasting, you will understand that our USU Coalition is forging a genuinely positive path to the future.

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Data Manager:

Larry Johnson, *Dean, College of Education,
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Linda Edwards, *Dean, School of Education,
University of Missouri - Kansas City*

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University of Alabama at Birmingham*

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Geoff Maruyama, *Associate Vice President
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David Perry, *Associate Chancellor for Great Cities
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Institute, University of Illinois at Chicago*

Ken Stapleton, *Senior Economic Advisor
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Guy Bailey, *Chancellor, University of Missouri - Kansas City*

Members:

Barbara Brandt, *Assistant Vice President for Education,
Academic Health Center, University of Minnesota*

Betty Drees, *Dean and Professor of Medicine,
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Sheryl Garland, *Vice President,
Department of Community Outreach,
Virginia Commonwealth University*

Roderick Nairn, *Provost, University of Colorado Denver*

*“Giving to our community
is giving to our students.
The community is vital
to our students, and the
partnership is mutually
beneficial.”*

*Donald Beggs,
President, Wichita State University*



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Presidents' Welcome

We are most pleased to welcome you to this glimpse of the work of USU, the Coalition of Urban Serving Universities. Since its inception, USU has grown from an idea discussed by a few university presidents to a vibrant organization that currently includes 39 public urban research universities across the nation and works with a growing list of public and private partners.

The original idea of USU was based on the recognition of three fundamental truths of the 21st century. The future of the country is intimately connected to the future of its cities; urban universities play a key role in determining the direction of their communities, and these universities have a far better chance of working effectively if they work together.

Just as the United States benefited greatly from the land-grant movement started in an earlier era, so will it profit from the work of public urban research universities as they continue to be significant players in 21st-century prosperity.

As the USU member schools began meeting formally in 2005, we found no shortage of urban challenges to address, or university programs working to find resolutions. The question was how to work together for maximum impact. In subsequent meetings, we identified three overlapping objectives: educating a knowledge-based workforce, combating health disparities, and stimulating neighborhood development and regional economic growth.

Within each of these areas, USU leaders then laid out specific goals, and our organization is now developing the best avenues toward meeting these goals and the most telling methods of determining progress.

This book presents a snapshot of our member schools' engagement with their communities and the coalition's progress as it stands in July 2008. We think it makes clear the critical importance of the course our USU organization has mapped out, as well as the tremendous creativity and dedication of our member institutions.

As with all endeavors toward comprehensive solutions in a complex society, the USU coalition is a work in progress – with the emphases on "work" and "progress." As we continue in both, we expect to find ourselves ever closer to fulfilling the goals we have set for our universities, our cities, and our nation.

Nancy Zimpher
Chair, Coalition of Urban Serving Universities
President, University of Cincinnati

Luis Proenza
Vice Chair, Coalition of Urban Serving Universities
President, University of Akron

Introduction

Universities and Cities: A Call to Action

Over the past three years, the leaders of the nation's public urban research universities have convened in historic numbers to articulate a vision for how higher education can respond to the challenges facing America's cities and metropolitan regions. Never before has this agenda had greater urgency for our nation. Demographic changes within the United States have been dramatic, with nearly eight in 10 Americans now living in cities. According to the Brookings Institution, while the top 100 metropolitan areas make up only 12% of the land mass, they produce fully 75% of the gross domestic product, generate 78% of competitive patents, and account for 68% of the nation's jobs. Increasingly, the prosperity of our cities and metro areas is inextricably linked to our national prosperity.

A recent Congressional report by the U.S. House Committee on Education and Labor, reauthorizing the Higher Education Act, underscores some of the challenges unique to cities, for which the nation's public urban research universities are a significant national asset:

Urban secondary schools experience a higher dropout rate than the national average, and urban elementary and secondary students typically score below state and national averages on academic performance exams. Urban schools often encounter teacher shortages in high need subject areas such as mathematics and science. Particular neighborhoods are stricken with poverty and struggle to attract businesses and services. A greater percentage of their citizens are uninsured or underinsured.

As anchors for our nation's cities, urban research universities are uniquely positioned with a broad range of skills and resources – intellectual, human, technological, and social – to engage in these urban challenges.

To address these challenges, presidents and chancellors of public urban research universities are calling upon one another – and the nation – to escalate urban university engagement, and to do so with the

clarity of purpose that has characterized large-scale efforts within higher education in the past. Working together, the Coalition of Urban Serving Universities (USU) and the National Association of State Universities and Land-Grant Colleges' Commission on the Urban Agenda (CUA) have convened a broad cross section of their leadership to outline an action agenda, and to determine what is needed to get it done. It is clear that innovation exists among our institutions. Yet if we are to leverage the full potential of the nation's public urban research universities, we need to work together in a focused way to scale up and extend these successful models and track our progress over time.

USU Initiatives

The USU agenda focuses on three crucial areas:

Creating a Competitive Workforce –

Also known as The Education Pipeline/Urban Educator Corps, this initiative commits public urban research universities to strengthening the education pipeline within cities. This initiative has three arms: restructuring teacher preparation to increase the number of high quality “urban ready” teachers, with emphasis on science, technology, engineering, and mathematics; improving student access, learning, retention, and graduation rates; and extending successful large-scale partnerships, locally and nationally, that deliver high-quality educational experiences to all students from birth to career.

Building Strong Communities – Recognizing the significant accomplishments and potential of public urban research universities to drive economic and community development, this initiative seeks to scale up innovative efforts and make them the norm for America's cities. The three arms of the initiative focus on revitalizing urban neighborhoods; creating innovative urban environments and strengthening industry clusters in metropolitan areas; and applying research to build the capacity of universities, local governments, and urban communities to solve key urban challenges.



Improving the Health of a Diverse Population – This initiative seeks to eliminate the pervasive health disparities that result, in part, from an insufficient and ethnically imbalanced health workforce, a particularly acute problem within our growing and diverse urban and metropolitan centers. Through three specific interventions, the nation’s public urban research universities aim to increase the numbers, diversity, and cultural competence of the urban health workforce.

USU Strategies

To implement the above initiatives, the USU and its partners have set in place five strategies:

1. Collect and analyze data across a network of public urban research institutions to create a reliable, factual foundation for the universities’ work in cities.
2. Advocate federal policies to stimulate effective partnerships and deploy and build the capacity of public urban research universities to fuel the development of the nation’s cities and metro regions.
3. Identify, expand, and replicate – through the USU Coalition – innovative models of university-community partnerships across U.S. cities, focusing on creating a competitive urban workforce, stimulating economic growth and urban renewal, and ensuring the health of a diverse population.
4. Coalesce the leadership of public urban research universities around a common agenda and provide a toolkit of “best practices” within the three initiatives.
5. Enlist additional public urban research universities and partners in our national effort.

USU: A Unique Capacity

The USU offers a unique perspective, capacity, and responsibility to galvanize the nation. As a network of public research universities anchored in cities, we are committed to a shared national agenda. Yet the nature of our institutions is distinctly local. In addition to the public leadership role in cities, USU institutions have a close relationship to urban students and their communities and directly impact the local urban workforce. Consider the following:

USU institutions are key stakeholders in the P-16 education pipeline for their greater metro areas. A majority of first-time, first-year students (62%) that enroll in USU institutions come from the local metro areas where our campuses are located.

USU institutions are deeply committed to training and preparing a workforce of urban teachers. Each year approximately



50% of graduates from our teacher preparation programs are placed in schools in the same metro areas where our institutions are located. Collectively, USU members prepare more than 20% of the nation’s future urban educators.

A majority of graduates from USU institutions continue to live and work in the same greater metro areas where they attended college. Of people who graduated from USU campuses between 1996 and 2006, 64% live in the same metro area as their alma mater.

Public urban research universities have a growing leadership responsibility to their cities and metro areas. Like the land-grant universities of our agricultural roots, the nation’s public urban research universities are increasingly being called upon to address the growing demands resulting from our increasing urbanization as a nation. As publicly funded entities, they must be accountable to the needs of our city and region. This public accountability along with their growing weight, has cast them as the new “anchor institutions.”

The initiatives outlined in this report are an important first step in what must be an ongoing process engaging many stakeholders at a local, regional, and national level over the next decade. We are hopeful as we begin this work that many others will join us in this effort.

In sum, recognizing our unique capacity and responsibility, the Coalition of Urban Serving Universities, with their partners, has embarked on an aggressive national agenda. We have a vision and a commitment to act now, to help sustain the preeminence of the U.S. globally, and to create new opportunities for our cities and our residents well into the next century.

The Education Pipeline/Urban Educator Corps

The United States faces three profound challenges in creating a competitive workforce for the 21st-century global economy. The first is that our education pipeline leaks badly, with dropout rates even higher in many urban areas. The second is that while our economy demands more college-educated workers – especially in the critical science, technology, engineering and mathematics (STEM) fields – forecasters predict a sharp reduction in the growth of our labor force as baby boomers retire. The third is that while our nation has been preeminent in the world in educational attainment, current data indicate we are slipping behind other industrialized nations.

The Challenge

*Our nation faces a documented, yet unaddressed, problem with dropouts. Education is often considered the key to opportunity, yet for many children in the United States, the opportunity remains unrealized. This is particularly critical now when a college degree is increasingly essential to career success and quality of life. Numerous studies show that a significant portion of students in the U.S. do not complete high school, let alone a baccalaureate degree. A 2004 publication by the National Center on Secondary Education and Transition indicates that every nine seconds a child in the United States drops out of school. Projections from the National Center for Public Policy & Higher Education, Policy Alert (April 2004) show that for every 100 ninth-graders entering high school in our nation's schools, only 68 graduate from high school on time. Only 40 students will immediately enroll in college after high school, and only 27 will still be enrolled in college as a sophomore. Worse, only 18 of the 100 ninth-graders will make it all the way through college and graduate on time. While these statistics vary from state to state, no state remains untouched by this challenge. A 2006 report in *Time* magazine estimated the national school dropout rate at 30%.*

Collectively, according to the U.S. Secretary of Education, these dropouts cost the nation more than \$260 billion in lost wages, taxes, and productivity. Over the course of a lifetime, the economic consequences are also tremendous. A high school dropout earns on average about \$260,000 less than a person with a high school diploma. Dropouts also have a far-reaching impact on many other aspects of our society; they are far more likely to commit crimes and be incarcerated than those with more education. In contrast, high school graduates live longer, have better indicators of general health, and are less likely to use publicly financed health-insurance programs. Equally troubling is the reality that



many of the students who do graduate from high school are under-prepared for college-level work and require remedial intervention once admitted to an institution of higher learning.

*The leakage along the education pipeline is even more pronounced in large cities. In its report, *Cities in Crises* (April 2008), the Education Research Center notes, "Only about one-half (52%) of students in the principal school systems of the 50 largest cities complete high school with a diploma. That rate is well below the national graduation rate of 70%, and even falls short of the average for urban districts across the country (60%). Only six of these 50 principal districts reach or exceed the national average. In the most extreme cases (Baltimore, Cleveland, Detroit, and Indianapolis), fewer than 35% of students graduate with a diploma." Furthermore, while the principal school districts educate about 12% of the country's public high school students, they account for 23% of the dropouts. In sum, "Graduating from high school in America's largest cities amounts, essentially, to a coin toss."*

Other studies show that high school graduation rates are also lower for students of color, low-income students, and males. In 2004 urban African-American students had a graduation rate of 50% and Latinos of 53%, compared to 75% of Caucasians. High school students from low-income families (lowest quintile) drop out at six times the rate of their peers in the highest quintile.

Two converging forces foreshadow future workforce shortages. Just when our global economy demands more college-educated workers than ever, baby boomers exiting the workforce may lead to sharp reductions in the growth of the U.S. labor force, accord-

ing to a May 2006 report by the National Center for Public Policy and Higher Education. Current projections indicate that labor-force growth may hover at only 16% over the next two decades, compared to the 50% growth experienced from 1980 to 2000.

Concerns about education in the U.S., especially in the STEM fields, and America's ability to compete, have resulted in numerous reports by business leaders, academe, and Federal policymakers calling for action. The Council on Competitiveness, President's Council of Advisors on Science and Technology, Business-Higher Education Forum, National Academy of Sciences, National Academy of Engineering, and Institute of Medicine are among the many groups issuing wake-up calls and urging the nation to take steps to remain competitive. All of this ties into the education pipeline – from the recruitment, retention, and development of high-quality teachers to the recruitment and retention of students in STEM fields. The President's Council of Advisors on Science and Technology warns that U.S. students are weak in mathematics and science skills and lag behind most of the world in these capabilities, while top U.S. students pursue STEM careers at significantly lower rates than many of their international counterparts.

The Opportunity

Urban serving universities are key stakeholders in the P-16 education pipeline for their greater metropolitan areas. More than 60% of first-time, first-year students enrolled in USU institutions come from the metro areas where our campuses are located. Collectively, USU members prepare more than 20% of the nation's future urban educators. Each year approximately 50% of the graduates from our teacher preparation programs are placed in schools in the same metro areas where our institutions are located.

Urban serving universities are already addressing education pipeline issues in their communities and, working together, they can leverage their impact and employ effective solutions. The current endeavors of USU schools range from teacher recruitment and preparation of new teachers, to novice-teacher induction and retention, to large-scale P-16 partnerships involving strategic actions across multiple schools and even school districts.

The Solution

The goals of The Education Pipeline/Urban Educator Corps Initiative focus on three areas by

which member institutions can work to ensure all students graduate from high school and college.

Goal One: Advance the quality of urban teachers and teaching and in turn their students' learning and achievement.

Goal Two: Improve retention and graduation rates, as well as measures of academic achievement and learning for all students in urban schools.

Goal Three: Improve and extend partnerships that advance teacher education and endeavors for student access and success.

Examples of USU Efforts

Urban Educator Corps (UEC) – The UEC is a prime example of how educators working together from different schools, states, and regions can provide both a stimulus and a clearinghouse for a variety of reforms. Since the beginning of USU, the Corps has been an integral part of the organization, leading the way in the education initiative with meetings, publications, and grants. Currently, ideas from the Urban Educator Corps can be found in initiatives across the country, including the two described below. Other examples include urban teacher preparation programs at Georgia State University and the University of Colorado Denver; a program for training urban principals at Wichita State University, and a Tennessee State University-led program that focuses on improved training for mathematics teachers at Historically Black Colleges and Universities. UEC elements are also important in a San Diego State University partnership with local schools, and programs at North Carolina State University and Virginia Commonwealth University to support minority students and health-care students respectively.

Responsibility for Quality Education – After Katrina devastated an already troubled city school system, the University of New Orleans founded the UNO Charter School Network and became involved in running several public schools. Reforming everything from curriculum to teaching strategies, and providing counseling and professional development, as well as needed resources, the University has helped to achieve a remarkable turnaround in these schools. The grade-level passing rate for fourth graders in two schools increased by 242% and 121% respectively, and that of eighth graders in the same schools improved by 174% and an astonishing 1200%.

Systemic Partnership for Student Success – The University of Cincinnati's Strive program takes a "holistic" approach, supporting students all the way from birth to career and involving dozens of partners in the region, including educational, business, nonprofit, and civic organizations. The program focuses on key transition points in a student's lifetime, starting with readiness for kindergarten and ending with freshman to sophomore year in college. At each stage, networks of professionals – from teachers and principals to health-care workers and psychologists – team up to ensure that every child successfully manages the transition. In only four years, UC's efforts have increased enrollment of Cincinnati Public School students at the University of Cincinnati by 28%.

Strengthening Communities Initiative

The nation is undergoing a dramatic transformation that places metropolitan regions at the center of the national economy and American way of life. Public urban research universities are key assets and economic anchors within these regions. The USU Strengthening Communities Initiative recognizes the accomplishments and extraordinary potential of public urban research universities in driving economic growth and anchoring the development of metropolitan areas of the 21st century. By leveraging university assets and increasing urban engagement, the Initiative aims to stimulate the growth and competitive advantage of region-specific industry clusters, revitalize urban neighborhoods, and bolster the capacity of urban and metropolitan communities to address key challenges.

The Challenge

U.S. metropolitan regions are the geographic hubs of our national economy, concentrating high-skill workers and clusters of related industries, and providing the vast majority of the nation's gross domestic output. Yet these metropolitan regions face significant challenges in ensuring ongoing economic growth and quality of life in the face of economic and societal transformation. Globally, the nation's economic dominance and lead in innovation is being challenged by rising competition from abroad, as the U.S. now trails India and China in the production of many goods and services. Increasing global competition has paradoxically shifted U.S. innovation to a multitude of regional economies that face enormous pressures to define and develop any and every place-based asset providing a competitive edge in specific industries. At the same time, rising wage inequality among U.S. workers and low educational attainment in many of America's cities threaten to leave large sectors of the population behind, and create a drag on the competitiveness of these regions. Many urban neighborhoods experience high levels of poverty and aging infrastructure, and struggle to attract new businesses and services necessary for renewal.

Global and domestic forces have thrust public urban research universities into a central economic and community development role within America's cities and metropolitan regions. As firms increasingly uproot and relocate, and as manufacturing and other sectors decline, the nation's public urban research universities are one of the few remaining permanently vested institutions with the economic heft to anchor economic growth and urban development, and to create an innovative urban environment. Public urban research universities are the producers of both the new knowledge and the knowledge workers so crucial to our increasingly metropolitan and knowledge-based economy. Their presence within cities has a considerable and growing economic and

social impact. USUs are prominent employers in their cities, and are adding jobs. In many cities like Cincinnati or Birmingham, the university is the largest employer. They have considerable land assets, are primary real estate developers in cities, and have significant purchasing power.

Despite their many contributions, public urban research universities still have substantial untapped potential that has tremendous value for the nation. Sometimes referred to as a "sleeping giant," the nation's public urban research universities anchoring the top 100 metro regions represent a collective national asset of enormous magnitude. Many of our institutions are already assuming new and innovative roles with considerable impact. Urban universities are leveraging their research capacity as part of sophisticated metro-wide economic development strategies – seeding new businesses, identifying and growing industry clusters, and tailoring workforces to meet regional needs. Institutions have undertaken comprehensive neighborhood development projects to drive down crime, increase affordable housing, improve services, and attract investment to previously blighted urban districts. Still other institutions are applying their vast research expertise and technologies in a concerted effort to bolster the capacity of government, civic entities, and community groups to confront key urban challenges.

The Opportunity

Public urban research universities have a unique capability and responsibility to drive innovation and economic and community development in metropolitan regions, and address key challenges that threaten urban life. As publicly funded institutions, USUs are accountable to the public and responsive to the needs of cities and regions. Many of these institutions are designated as the "urban" institution



within the state and have a specific mission to serve the city, as in Portland State University's goal to "Let Knowledge Serve the City" or in the "Great Cities Commitment" of the University of Illinois at Chicago. Because of their public leadership role in the city, as well as the scope and scale of resources they possess, public urban research universities have a unique ability to convene numerous stakeholders and engage public-private partnerships to address citywide challenges. As USUs draw most of their students from these same metropolitan areas, and students often stay in these areas after graduation, USUs are the principal asset for retooling the workforce and industry in cities and metropolitan regions.

The Solution

The goals of the USU Strengthening Communities Initiative focus on three areas by which public urban research universities can stimulate economic growth and strengthen urban communities: fostering regional economic development, revitalizing urban neighborhoods, and bolstering urban community capacity.

Goal One: Improve and augment the capability of universities and communities to work together in effective and sustainable partnerships that benefit cities and urban neighborhoods in meaningful ways.

Goal Two: Transform urban neighborhoods and universities according to a shared vision.

Goal Three: Leverage urban and university assets to create environments for innovation that delivers regional economic impact.

Examples of USU Efforts

Downtown Campus as Hub – Arizona State University proved its commitment to solving urban problems when it created a multimillion dollar campus in the heart of downtown Phoenix. Started in 2006 with a \$223-million city referendum, the Downtown Phoenix Campus now functions as the hub of a number of programs radiating out through the community. The University is no longer just a part of the community; it is fully integrated into the community. Projections are that the campus will create 1,300 jobs and have an initial economic output approaching \$167 million. When fully built, the campus's annual operations will inject an estimated \$570 million into the local economy. The Downtown Campus is just one aspect of ASU's quest toward becoming "The New American University."



Neighborhood Revitalization – With an investment of less than \$5 million, the University of Akron's University Park Alliance has leveraged an incredible \$400-plus million in additional private and public investment over the last five years in University Park, one of Akron's poorest and most economically depressed neighborhoods. The comprehensive neighborhood development initiative has also created 900 jobs, with another 300 on the way in 2008 giving this community a new life.

Industry Cluster Development – The engagement by Indiana University-Purdue University Indianapolis in the Indy Partnership, a cross-sector economic development initiative for the Indianapolis region, provides an example of public urban research universities' identifying and driving diverse regional industry. Motorsports businesses currently pay more than \$425 million per year in wages and employ up to 8,800 workers in the nine-county Indianapolis region. After a study undertaken by the IUPUI Center for Urban Policy and the Environment verified there was significant growth potential for the motorsports industry cluster in the Indianapolis region, the College of Engineering and Technology birthed a unique bachelor's degree in motorsports engineering, providing the high tech and innovative skills needed by this workforce in the future.

Community-Capacity Building – The University of Minnesota has embarked on a major new initiative that makes institutional changes to ensure that its urban commitment matches its historical commitment to rural parts of the state. The System Vice President for Academic Administration has been charged with restructuring the University's engagement with its urban community. As one of the original land-grant institutions, the University has coordinated Research and Outreach Centers (ROCs) to the state's rural communities. Through a collection of Federal and private investors, an Urban Research and Outreach Center (UROC) has been born. UROC is weaving together research and public engagement in an interdisciplinary approach to address education, community development, and health disparities.

Urban Health Initiative

The USU Urban Health Initiative seeks to address two challenges facing tomorrow's health workforce. The first is increasing the numbers of health workers to meet a national shortage, and the second is ensuring that we have the diversity and understanding of cultural differences within our health professions to provide equitable care for all of our citizens. Public urban research universities are at the forefront of these national efforts, particularly within the nation's growing and culturally rich urban and metropolitan regions.

The Challenge

The U.S. is facing a national health workforce shortage. This shortage is partly due to the aging of the baby-boom generation; their health needs are growing at the same time that the experienced health-care workers in that generation are retiring, and new providers are not being trained fast enough to replace them. The shortage is also part of a nationwide shift to a highly skilled knowledge-based economy, where health-care jobs are booming. In the next decade, 16 of the 30 fastest growing jobs will be in the health professions. Most of this growth is concentrated in urban economies, particularly for high-skilled, higher-wage jobs surrounding large universities and medical centers.

*The health workforce is imbalanced, with a lack of racial parity and cultural competence that contributes to health disparities. According to the most recent census data, minorities make up 25% of the U.S. population. Yet nationwide, U.S.-trained African Americans, Hispanic Americans and Native Americans make up only 5.8% of the active dental population, 8.3% of the nursing population, and 7% of physicians. The lack of a culturally competent workforce is a primary factor underpinning the nation's health disparities. Evidence for this was first detailed in two reports of The Institute of Medicine, followed by recommendations for change in the 2004 report of the Sullivan Commission, *Missing Persons: Minorities in the Health Professions*.*

Cities are challenged by these health workforce demands on a greater scale, and confront unique barriers in addressing them. As the U.S. expands and urbanizes, it is also diversifying, most dramatically in our urban centers. In 2000 for the first time, the combined population of the top 100 U.S. cities became "majority minority." America's cities are characterized by health disparities among racial and socioeconomic groups, and from one urban zip code to the next. Richmond provides an illustrative example, where the citywide infant mortality rate among African Americans is 18.3/1000, compared to 7.4/1000 for whites, and in certain urban neighborhoods it exceeds 40/1000. Many of these urban areas with high levels of health disparities struggle to retain health workers and remain chronically underserved.

A significant barrier to increasing the health workforce is the failing education pipeline in cities. While national reports call for a larger and more diverse health workforce, too many of the nation's diverse urban students are not currently on track to assume even entry-level jobs in the health-care arena. A recent study commissioned by America's Promise Alliance confirms the dramatic "high school graduation gap" between urban and suburban public school students – exceeding 25 percentage points in 12 U.S. cities. (See also The Education Pipeline/Urban Educator Corps Initiative) The growth and diversification of the urban health workforce is inconceivable when only 24% of public school students in Detroit, or 30% in Indianapolis, are graduating from high school, much less attending or graduating from college. What's more, students who drop out of high school are more likely to suffer from poor health themselves, as educational attainment level and the presence of health disparities are closely linked.

The Opportunity

Public urban research universities have a unique capacity and responsibility to increase the numbers, preparedness, diversity, and cultural competence of the urban health workforce. Urban serving universities are huge sources of health talent for the nation, and for their cities in particular. Collectively, public urban research universities educate some 30% of the nation's physicians, and an even greater percentage of pharmacists and dentists. In a recent survey of member institutions of the USU Coalition, nearly two-thirds of USU students come from their respective metros and also stay in those metros. Thus, USUs are key stakeholders in the educational pipeline for urban students, and provide a direct impact on the city's health workforce.

Public urban research universities not only provide the full spectrum of training in health professions, but they are primary innovators and developers of new knowledge in urban health practice, and provide a nexus for leadership



development in urban health. Located in cities, these universities are already linked with urban sites, clinics, hospitals, and communities that provide an experiential training ground for culturally competent urban health professionals. USUs have existing networks of urban university-community partnerships – particularly with urban P-12 public school systems, postsecondary institutions, and community organizations – an infrastructure that can be further leveraged to support health workforce development. As public institutions and major economic engines in their cities, USUs may be one of the few entities with the credibility, scope, and scale to convene multiple stakeholders and carry out large-scale workforce initiatives to meet urban health needs nationally.

The Solution

The USU Urban Health Initiative advances three goals by which member institutions can increase the numbers, diversity, and cultural competence of the urban health workforce.

Goal One: Increase and further develop urban university-community partnerships to strengthen the urban academic pipeline at every phase inclusive of P-20 education, with a goal of increasing the number and diversity of students who have an interest in health careers and are college-ready, who apply for and matriculate in postsecondary education, who persist in their health education training, and who are ultimately employed in urban settings.

Goal Two: Improve and augment innovative and “engaged” education efforts and urban university-community partnerships to increase cultural competence, prepare greater numbers of health professionals for urban needs, and develop future urban health leaders.

Goal Three: Attract, train, and support greater numbers of researchers and faculty working in urban health and health disparities.

Examples of USU Efforts

Pipeline for Urban Health Workforce – From middle school through medical school, Virginia Commonwealth University is determined to maintain a full pipeline of urban and minority students entering health-related professions. From a comprehensive initiative to identify and track likely students, to innovative individual programs in specific schools or at specific grade levels, VCU has staked out a “vertical sequential” model that ensures students aren’t left in the lurch, but rather “handed off” at each stage, from recruitment to ultimate success in a health professions career, with particular skills in serving urban citizens.



New Urban-Oriented Medical School – The newly established School of Medicine at Florida International University is determined to break down barriers between the College and the community from the onset. The University has committed to a revolutionary curriculum that will involve all medical students personally in the lives of underserved communities. All medical students will be assigned to homes in four low-income neighborhoods to provide students with diversity experiences based on ethnicity and lower socioeconomic status. This will allow students the opportunity to track patients and households in underserved communities over the entire course of their medical education.

Impact on Urban Health Workforce – The University of Illinois at Chicago provides an illustrative example of long-term impact on a local urban health workforce. In 1974, the University established an urban health program aimed at increasing the diversity and numbers of underrepresented students entering the health professions and working in underserved urban environments. Three decades later, approximately 70% of Latino and African-American physicians practicing in Chicago are UIC graduates.

Diversity in Health Care – Several schools in the California State University System belong to partnerships that are recruiting and retaining minority students in health-related majors and graduate work. For example, CSU Los Angeles, a Hispanic-Serving Institution, is bringing in local students to study cancer health disparities. At San Francisco State University, the Welcome Back Center helps foreign-trained health workers develop a career path plan. So far, more than 1,000 have passed licensing exams, and almost that many have found work in the U.S. health sector. A program at CSU Northridge gives disadvantaged undergraduates the information and support they need to go on to medical school, and the FACES program at CSU East Bay starts with high school sophomores, introduces them to medical careers, and then provides them with the training, tutoring, counseling, and experiences they need to pursue these careers.

Arizona State University

Creating a New Campus in Downtown Phoenix

Arizona State University proved its commitment to solving urban problems and serving surrounding communities when it decided to create a new multi-million dollar campus in the heart of downtown Phoenix.

Started in 2006, with \$223 million provided through a city referendum, the ASU Downtown Phoenix Campus now functions as the hub of a number of programs radiating out help to the school's neighbors. With 3,000 undergraduate and graduate students, and 40 major and degree programs, the Downtown Campus provides a critical mass of resources, skills, and knowledge to tackle the toughest urban issues. "ASU has always been a part of the Greater Phoenix community," said Andrew Kunasek, chairman of the Maricopa County Board of Supervisors. "The difference today is that ASU is integrated into the community."

Simply by its existence, the Downtown Campus is spurring economic development in the city center. Current projections estimate it will create 1,300 new jobs annually, with an economic output of nearly \$167 million. When fully built, the campus's annual operations will inject \$570 million into the local economy and generate an estimated \$34 million in taxes for the state, county, and city. The 1,500-student Walter Cronkite School of Journalism and Mass Communication will occupy a new building in August. In addition, the campus has already attracted more than \$10 million in private support, plus an equal amount of external grant funding, for various community programs.

Breaking the Cycle

Breaking the Cycle Community Health Care lets students and faculty of the University's medical programs work with an underserved Spanish-speaking population while learning lessons that will benefit future medical careers almost anywhere. Created in 1991 as a portable clinic, Breaking the Cycle found a permanent home a few years later at the Grace Lutheran Church of Phoenix and received sustainable funding as a Title X Delegate Agency through the Arizona Family Planning Council. It is the only such arrangement with a church in America.

Students work at all levels of the clinic, providing physical exams, diagnostic testing, HIV rapid testing, infertility screening, sexually transmitted infection testing and treatment, and risk behavior reduction counseling. Nurse practitioners dispense contraceptives and medications, and patients pay on a sliding scale.

The 500 students who have worked with Breaking the Cycle, staffing 14,000 clinical visits, come to know barriers to healthcare, how to use interpreters, and how to navigate the complex of healthcare agencies. The students also observe and work with faculty, seeing their professors outside of the classroom as clinicians. More than 75% of these students say they have an increased desire to work with underserved populations after graduation.

Partnerships with Local School Districts

After only four years of working with local schools, ASU is already seeing increased student interest in teaching – specifically teaching in inner-city neighborhoods – as well as better graduation rates in the schools. In the Tolleson Union High School District, graduation rates increased between

2003 and 2006 by 13.8%, even as graduation rates in Arizona overall dropped by 4.1% and in Maricopa County by 1.5%.

The University is pursuing educational excellence across the full spectrum, with efforts to support early childhood education, teacher training, administrator certification, and family support. Meanwhile, the University has attracted more than \$7 million since 2003 from 27 agencies or foundations.

Projects have included a prototype demonstration of a comprehensive center for parental training and for academic, social, and medical services for children; a project to provide \$1,000 stipends to student teachers interning in urban schools (resulting in 57% of them signing employment contracts after graduation); a project to create new certified principals; College is for You programs at 13 schools; online test preparation for teachers on statewide exams; and Teach for America partnerships to encourage new teachers.

Other projects include:

- Phoenix Urban Research Laboratory – Located on the Downtown Phoenix Campus, this arm of the College of Design in Tempe gives students a chance to conduct professional quality urban studies, such as one on the city's new METRO light rail.
- Alliance for Innovation – Working with local government and organizations such as the American Society of Public Administration and the National Forum of Black Public Administrators, the ASU School of Public Affairs convinced this organization to relocate from Tampa, Fla., to the Downtown Campus. It collects, studies, and disseminates "best practices" for local governments.
- The American Dream Academy – This project of the University's Center for Community Development and Civil Rights shows parents how to help their children become successful students in 12 school districts and 41 schools. Nearly 3,000 students' parents have attended.



"Graduates" from summer programs sponsored by ASYouth – which provides scholarships to partner districts in high-needs areas – march in the Arizona State University Homecoming parade.

California State University, Dominguez Hills

Educating Students to Help the Severely Disabled

Diabetes has become an epidemic in America, particularly among some minority populations. Studies, for example, have shown that Hispanic and African Americans are 2-4 times more likely than non-Hispanic whites to have a foot or leg amputated because of diabetes.

Those sad statistics are why the orthotics and prosthetics program in the College of Health and Human Services at California State University, Dominguez Hills, has become so important. Graduates provide rehabilitation to thousands of severely disabled individuals who require orthopedic braces or artificial limbs.

As one of only seven schools in the nation providing such training, California State University, Dominguez Hills, produces over 30 highly-trained practitioners each year. Demographics indicate they will be in even greater demand in the future.

Among America's aging population, diabetes, obesity, and heart disease may drive up the number of people with paralysis, deformity, or orthopedic impairment by one-fourth by 2020. Those in need of a prosthesis may rise by nearly half in the same period.

The CSU Dominguez Hills program is helping fulfill the need for practitioners who provide rehabilitation requiring custom-made orthopedic braces and artificial limbs. The program benefits from more than 20 years of experience by faculty and in the development of curriculum and teaching materials.

Undergraduate students attend their first three years of college in general-education, prerequisite, and lecture courses, and then complete their final year immersed in clinical training in prosthetics. A postgraduate certificate program in prosthetics and orthotics is also offered. All clinical courses are taught off campus at a large clinical laboratory in Aliso Viejo that features state-of-the-art equipment.

The comprehensive clinical and didactic programs are accredited by the National Commission on Orthotic Prosthetic Education in



cooperation with the Commission on Accreditation of Allied Health Education Programs.

In other community outreach projects, California State University, Dominguez Hills:

- Has created the Center for Service Learning, Internships, and Civic Engagement to assist faculty who incorporate service learning into their courses, students looking for internships or community engagement opportunities, and staff who want to get involved. Service Learning helps the students with interpersonal development and promotes leadership and communications skills.
- Administers the JusticeCorps, a program that recruits students from participating local universities to provide assistance in 10 Los Angeles Self-Help Legal Access Centers and the Los Angeles County Department of Consumer Affairs, Small Claims Advisor. Students commit to 300 hours and are trained by experts in family law, housing law, and small-claims law. They provide assistance through legal workshops, computer access, and one-on-one contact with the public. JusticeCorps members receive an educational award/stipend of \$1,000 that can be used for up to seven years. California is experiencing an explosion in the number of individuals appearing in court without legal representation on a variety of matters from family law to housing issues. The program is funded by an AmeriCorps grant.

California State University, East Bay

Building a Health-Care Workforce that Reflects the Community

California has one of the most diverse populations of any state in the Union, and perhaps of any similarly sized region in the world. The state's health professionals need to reflect that rich diversity.

Studies have repeatedly shown that minorities tend to receive better health care from professionals who also belong to minority groups. These professionals are more likely to work in underrepresented communities, have a better understanding of the ethnic group's issues, and work more comfortably with members of the group, including recent immigrants.

At California State University, East Bay, therefore, the emphasis is on preparing for health-related careers those students who better reflect California's diversity and are able to meet the health needs of a multiethnic community.

In partnership with Faces for the Future (FACES), the University has implemented a program designed to prepare underrepresented youth from diverse communities for careers in health and biomedical research. The project uses a multifaceted approach that combines outreach, education and training, and tutoring, along with psychosocial counseling, clinical rotations in hospital settings, and specialized adolescent peer health education.

The backbone of the FACES program is its strategy to recruit students from local high schools in the San Francisco Bay Area. To do so, FACES builds partnerships with high schools, colleges such as the Uni-



versity of California, Berkeley, and local health-care institutions. FACES helps local public schools motivate and prepare high school students for entry into college and health-care or research careers.

Through its comprehensive academic program, FACES strives to address the cultural, health, and psychosocial needs of each student. Among its initiatives is a summer medical academy to expose high school students to the profession of medicine. It is open to any motivated high school student over 15½ years old who is interested in learning about medicine and medical school. Students report that the summer academy provides an exciting and inspiring glimpse of the opportunities available to them if they choose to practice medicine.

Once students are in college, East Bay's Pre-professional Health Advisory Program at the College of Science prepares both undergraduate and graduate students for doctoral careers in health professions including medicine, dentistry, pharmacy, veterinary medicine, optometry, physical therapy, and podiatry.

In other areas of community outreach, CSU East Bay is breaking new ground with programs to improve the skills of early childhood teachers. Through collaboration with a county agency called First 5, students in a master's program receive special leadership preparation in becoming advocates for children and their families. Similarly, CSU East Bay is working with a local community college with a large Latino population to create a pathway to enter a liberal studies program that concentrates on early childhood education. This program prepares students to pass the state entry requirement for teacher credential programs and receive their teaching license.



The Second Annual African American Education Summit, hosted on the Cal State East Bay campus, provided information and counseling to high school and community college students and their families on how to enroll at Cal State East Bay and other CSU campuses.

California State University, Fresno

Collaborating on Education Reform

California State University, Fresno, uses multiple approaches in its efforts to advance educational reform and strengthen the region's human capital. These include the Central Valley Educational Leadership Institute (CVELI), which provides programs for coaching, mentoring, and collaboration; a partner-school activity designed to better-prepare teachers for high-poverty settings; peer mediation training to reduce conflict in schools, and multiple efforts that focus on English Learner education.

Included in the CVELI framework is a partnership program connecting 18 school districts with Springboard Schools, a nonprofit school-reform agency. This collaboration draws upon Springboard's research-based best practices experience with professional learning communities and inquiry-informed decision making. For the last three years, academic achievement increases in partner districts have exceeded state averages, and in 2007 one partner district had the highest improvement in the state.

CVELI also includes a High School Network involving seven schools with a focus on best practices for leaders in raising the achievement of second-language high school students. Another component, the Executive Leadership Center, is designed to bring research-based leadership strategies to the educational reform process. The California Partnership for the San Joaquin Valley, a K-12 education working group, implements policies to ensure equal access to educational opportunities and resources.

A Partnership for the Community

Central to the University's efforts to foster urban innovation and economic development, is the work of the Partnership for the San Joaquin Valley. This entity focuses on ensuring a diversified economy, healthy environment, and high quality of life.

This region-wide collaboration includes programs to facilitate the deployment and utilization of advanced communications services and information technology; support air and water quality improvement initiatives, and adopt clean, renewable energy technologies. It also incorporates efforts to improve community health and



Representatives from several partner institutions participate in a workshop for the Central Valley Educational Leadership Institute at Fresno State.

safety and offers wide-ranging education and workforce development programs. Substantial resources are also devoted to issues concerning transportation, land use, agriculture, and housing.

A Regional Jobs Initiative targets clusters of industries in a coordinated effort to create new employment opportunities in advanced manufacturing, clean energy, food processing, health care, water technology, and other areas. A partnership between the Central Valley Business Incubator, Inc., and the International Center for Water Technology at Fresno State has led to the successful establishment of a new organization that holds promise for significant economic development in the region.

The Lyles Center for Innovation and Entrepreneurship, located within the University, offers programs and services for entrepreneurs of all ages. The center strives to bridge the gap between the interests of the University and the needs of the community and includes mentoring activities, venture capital workshops, a technology development center, and a capital funds program.

A Commitment to Health Equity

Fresno State shows its commitment to fostering equity in health and health care through the Central Valley Health Policy Institute. Along with partners in the educational, health care, business, and government sectors, its goal is to improve the region's capacity for policy analysis and program development.

Policy research and technical assistance priorities include addressing the needs of uninsured and inadequately insured adults; relieving shortages of health professionals, and researching environmental influences on health. Complementing this initiative, the Central Valley Health Policy Leadership Program strives to increase regional capacity and expand the number of practicing health-policy leaders. Topics addressed include health-care disparities, health-needs assessment, barriers to health-care access, provider shortages, and multicultural issues.

California State University, Fullerton

Educating Socially Responsible Leaders

California State University, Fullerton, believes that being a successful leader requires more than a keen sense of the bottom line; it also requires an appreciation for social and civic responsibilities.

Because of this, Cal State Fullerton created the Center for Internships and Service-Learning (CISL) to provide students with access to special learning activities and expose them to real-world situations that highlight the value of social involvement.

Fullerton students are taking full advantage of the program. Over the last several years, internships and service-learning placements have increased dramatically. In 2005-2006, it included 215 class sections offering community-based learning programs to 6,683 students.

Service learning is the broad term for a teaching methodology in which students become involved in community-based activities that tie in with their course materials. Through service learning, students develop values and professional ethics, as well as the teamwork, leadership, and citizenship skills necessary for them to make meaningful contributions to society.



A client gets a shot at a drive-through flu clinic hosted by Cal State Fullerton as part of a countywide disaster preparedness drill.

CISL assists faculty and students in service-learning experiences at local nonprofit organizations and schools. It coordinates internship opportunities that give students both knowledge and practical experience in a related academic field of study. Center leaders have found that students who participate in this experiential learning receive a broader education, and thus are more well rounded and have a stronger sense of social entrepreneurship and responsibility.

Funding to develop this venture with the College of Business and Economics was provided by California Campus Compact, a membership organization that provides support for colleges and universities to nurture students as future leaders and to help them become responsible partners in the community.

The CISL isn't Cal State Fullerton's only outreach to the broader community. It also conducts programs to assist not-for-profit companies through the Gianneschi Center for Nonprofit Research.

This organization serves as a repository for data about philanthropic, charitable, and volunteer activity in Orange County. It helps the entire community better understand the work of the nonprofit sector. Ongoing activities include maintaining the Orange County nonprofit database, encouraging scholarly research on the nonprofit sector, involving practitioners and funders in designing future research projects, and providing a forum for discussion of issues affecting the nonprofit sector.



Youngsters at the annual Festival of Children gaze into microscopes set up in the mall of the South Coast Plaza in Costa Mesa, Calif., by students at the College of Natural Sciences and Mathematics.

California State University, Long Beach

Turning around Schools for Minority Students

For seven years, the University of California, Long Beach, has been proving that innovation, hard work, and solid planning can improve the education of children, even in challenging urban environments. That's the lesson of the Urban Teaching Academy at Bret Harte Elementary School.

Since the experiment began at Bret Harte:

- Teacher turnover has fallen to 4%;
- Only 17 teachers have transferred to other schools;
- Seventy percent of school teachers have earned master's degrees;
- Student scores on statewide tests have jumped 21%, and
- Bret Harte's average scores in 2007 exceeded those at 60% of all California elementary schools and at 90% of similarly categorized schools.

The change at Bret Harte began in 2000 when faculty began discussing a residency program at a local urban school with the local school district. The goal was to help University students earn their teaching credentials through training provided completely in an urban school residency setting with real classroom and school experiences.

The next year, Bret Harte was selected for the program. Its student population is two-thirds Hispanic, with African Americans and Asians making up most of the rest. Most families in the area are struggling to make a living.

A two-pronged approach to strengthening teaching at the school began. University students began working at the school in



In 2007 Bret Harte School won a Recognition Award.

partnership with experienced teachers, while sessions were provided to update the school's existing faculty. These classes for senior teachers then led to the establishment of a master's degree program at the school.

The work of Cal State Long Beach at Bret Harte Elementary is in keeping with its strong tradition of providing high-quality education to California's Latino community and other underrepresented groups.

The University ranks among the nation's top campuses for enrolling graduate students and awarding master's degrees to Hispanics. Just in the past year, the University enrolled 821 Hispanic women and 371 men in graduate programs, awarding 181 master's degrees to women and 95 to men. Altogether, 9,000 Hispanic students, out of a total student population of 35,574, attend Cal State Long Beach.



Kaleidoscope, Cal State Long Beach's annual festival for the community, has attracted 35,000 visitors to the campus annually for more than 25 years. Kaleidoscope offers numerous events focused on fields of learning and multicultural offerings representing students from around the globe.



California State University, Los Angeles

Focusing on Disparities in Cancer Outcomes

The College of Health and Human Resources at California State University, Los Angeles, is committed to diversifying the health care workforce, to ensuring culturally and linguistically competent professionals, and to ending health disparities. A Hispanic Serving Institution, its students are often the first in their family to go to college, are multilingual, and plan to live and work in the surrounding East Los Angeles community where they were raised.

Faculty work in numerous community partnerships, including a variety of hospitals and clinics, the local public health department, many senior centers, and the Edmund D. Edelman Children's Court. Students are engaged in service learning, clinical internships, and volunteer work throughout the Los Angeles Basin.

The University works closely with nearby schools including Francisco Bravo Medical Magnet High School, Orthopedic Hospital of Los Angeles Medical Magnet High School, and Stern Math and Science High School. It also supports an early admission collaboration with Western University of Health Sciences, which offers the Doctor of Osteopathic Medicine, Doctor of Pharmacy, Doctor of Physical Therapy, Doctor of Dentistry, Doctor of Veterinary Medicine, Doctor of Podiatry, Doctor of



Cal State Los Angeles partners with several schools in the area.



Cal State Los Angeles students help community members prepare their tax returns.

Optometry, Physician Assistant, and Master of Biomedical Sciences degrees.

Faculty in the School of Nursing participate in a variety of California initiatives, including the Conference on Increasing Diversity in the Health Professions, sponsored by the University of California San Francisco Center for the Health Professions and the California Endowment. In addition, the City of Hope Cancer Collaborative is an NIH-supported program that funds junior faculty at CSULA interested in cancer disparities research. The funding provides faculty release time from teaching duties and the opportunity to collaborate with researchers at the City of Hope National Medical Cancer Center.

The research component focuses entirely on population-based studies of minority disparities in cancer – molecular epidemiology (genetic risk factors that differ ethnically), and behavioral and psychosocial differences that affect outcomes. The training component provides minority students with training opportunities in laboratory-based cancer research. CSULA students work in research laboratories engaged in cancer research, including molecular carcinogenesis, chemoprevention, drug discovery, and drug resistance.

Program goals are to increase the participation and capacity of minority students and minority faculty in cancer research and to broaden understanding – at the molecular, behavioral, and psychosocial levels – of cancer disparities among minority populations.

California State University, Northridge

Supporting Disadvantaged Students to Become Physicians

During their college freshman year, nearly 80% of disadvantaged U.S. students who aspire to become physicians drop out or change their major. Reasons can be complex, or as simple as a student's realization that following a medical career means a lifetime of commitment and study.

Research has shown, however, that the relative lack of minority physicians and other health-care providers translates into less than optimum care for underrepresented communities, even though those communities suffer disproportionately from asthma, diabetes, heart disease, HIV/AIDS, and other maladies.

To begin to reverse this trend, California State University, Northridge, has embarked on a comprehensive effort to make sure minority students buy into the rigors of their chosen career, and then persevere to become productive professionals. The vast majority of students in the program attest to more confidence and a better understanding of their desired career.

The Student Health Professionals Pre-Entry Program/Klotz Student Health Center Partnership, or SHP-PEP for short, started in 2005 with only 19 students enrolled. It already has grown to 68.

The effort begins with a week-long orientation during the summer prior to the students' freshman year. College-level math and chemistry classes are previewed. Students meet with campus officials. They have access to financial aid advisors and alumni medical doctors. If they continue through the week, they receive a stipend of \$150.

During their first full semester, the students are grouped into a cohort, then drilled in three key areas: time management, information competence, and values. They also enroll in the Klotz Student Health Center's Clinical Access Shadowing Experience (CASE), following and observing health care professionals in primary and specialty clinics.



A rally to announce a state cabinet-level position to encourage volunteerism was held at Cal State Northridge because of the University's "proud history of service and community involvement," according to Governor Arnold Schwarzenegger.

Supporting the cohort are monthly group meetings with the head of the University's counseling services, an internal academic tracking system, mentoring and tutoring, and guided field trips to local hospitals and other care facilities. Summer internships in health-care settings are available.

Said one student after the first semester: "SHP-PEP has shown me an in-depth look at both college and medical school, and with that, I can step into the world with open eyes."

In a similar vein, California State University, Northridge, is attacking the chronic shortage of minority dentists, a shortage exacerbated by the larger trend of aging and retiring dentists.

In a pilot program with the University of California Los Angeles, students from underrepresented groups will serve as interns or "externs" at the Klotz Student Health Center Dental Clinic, under the supervision of a UCLA faculty dentist. Participating students have an opportunity to work with dental faculty at UCLA and participate in research and training programs at the UCLA School of Dentistry. From 2002 to 2005, 24 CSU Northridge graduates were enrolled in California Dental School – the highest number accepted from any of the California State University units.

Participating students who are not accepted to dental school may be selected for a transitional post-baccalaureate program at the UCLA School of Dentistry, which provides opportunities for classroom study and research to strengthen a student's application in a subsequent year.



California State Polytechnic University, Pomona

Reviving the Downtown through the Arts

In the early 1990s, the economy of Pomona, Calif., took a substantial hit. A major aerospace and defense contractor

departed, and many of the businesses in the downtown closed down and abandoned their buildings. Thousands of high-end jobs disappeared.

California State Polytechnic University thought it might help stabilize the city by creating a Downtown Center, in a building previously occupied by a bank. Cal Poly Pomona's initial goal was modest. It wanted to start arts-related after-school activities to counteract gang influence and provide alternative activities in the community.

Today, the Downtown Center has succeeded beyond anyone's expectations, becoming the nexus of a spreading web of activities and services to benefit all of Pomona. Since August of 2007, the Center has hosted more than 240 events – most in the facility itself – serving 18,310 people. And this is a conservative estimate that doesn't consider all the activities throughout the city growing out of the Center.

The Center has helped lead a resurrection of Pomona's core. Increasing numbers of both public and private entities have become more involved in the downtown area and in the lives of local community members. An arts colony has emerged, and many of the formerly abandoned buildings now house residents, art galleries, antique shops, restaurants, and such.

Five years ago, the gallery at the Center was the primary draw, but the family programs offered through the Academy for Literacy through the Arts are now in even greater demand. These families tend to be low income with children who are underachieving academically. The Academy provides free arts-based activities for children and their families every fourth Saturday of the month, plus a Summer Arts Academy. Financial-need scholarships are provided, and new children's books are given away to children who attend Family Fun Days.

Civic and community groups such as Weed and Seed, Pomona Unified School District Community Arts Team, Pomona Youth Commission, Citizen's Police Academy, and others use community meeting space at the Center.

For Cal Poly Pomona students, the Downtown Center provides a laboratory for them to test themselves and their skills, while helping others. Students planning to be teachers have a venue in which to show their aptitude for working with children. Accounting students offer free tax preparation to low-income families after being certified by the Internal Revenue Service. University students work as assistants during the Summer Arts Program and then apply what they have learned in their classes. Theater students use the Pomona Peer Theatre to hone their craft by teaching high school students the various elements of theater.

The Center even hosts annual visits by the Los Angeles Philharmonic Orchestra and the Los Angeles Opera. Each performs a full concert, and members of these organizations offer workshops for community students. Only Pomona residents can get tickets, and these events are always sold out.

Feedback from those who attend and those who put on events is constantly collected, so the offerings remain fresh and relevant. Future plans include an expansion into the adjoining park for an outdoor stage and seating. This will provide additional performance space for Academy students as well as for community and University performing groups.



Cal Poly Pomona students participate in the theater program at the Downtown Center.

Sacramento State University

Providing Physical Training through Fun

California State University, Sacramento, is using one of the most powerful educational tools known to humankind in its campaign to reach out to surrounding communities. It's using fun.

For more than a decade, Sacramento State has employed this magic and underrated concept to help children with disabilities and at the same time create an army of highly trained students who are comfortable working with children and young adults with disabilities.

Going by the acronyms PLAY, WAVE, and, new this past year, ACE, these play-based programs have benefited hundreds of Sacramento children, along with more than 2,000 University students who have taken part. Surveys at the end of their experience suggest that the students develop significantly more positive attitudes about those with disabilities.

Started 11 years ago, PLAY provides structured recreation for disabled children Tuesday evenings on campus. The program combines activities to promote motor fitness, physical fitness, leisure-time skills, adapted aquatics, training for Special Olympics, wheelchair games, and other organized competitions.

Similar, but conducted during the summer, is the five-day WAVE Camp for children with physical disabilities. The camp provides physical fitness and recreational, sport, and social opportunities for children and young adults aged 10-25. Swimming, scuba diving, sailing, kayaking, canoeing, fishing, and water skiing are all on the menu. The participants and staff stay in the dorms at Sacramento State, and every evening they have social activities such as karaoke, skits, and dances.

For children with physical disabilities, who too often are excluded from these activities at mainstream summer camps, WAVE is a rite of passage. Each participant leaves the program with hands-on experience in the basic skills necessary to participate successfully in future activities.

The most recent addition to this fun-based campaign is the ACE program for autistic children aged 8-12. The Autism Center for Excellence, as it is more formally known, addresses the unique needs of these children. Activities increase physical functioning (fine and gross

motor skills, balance, athletic ability, etc.), communication, and social skills; reduce stereotypic behaviors such as hand flapping, and build friendships and social support networks.

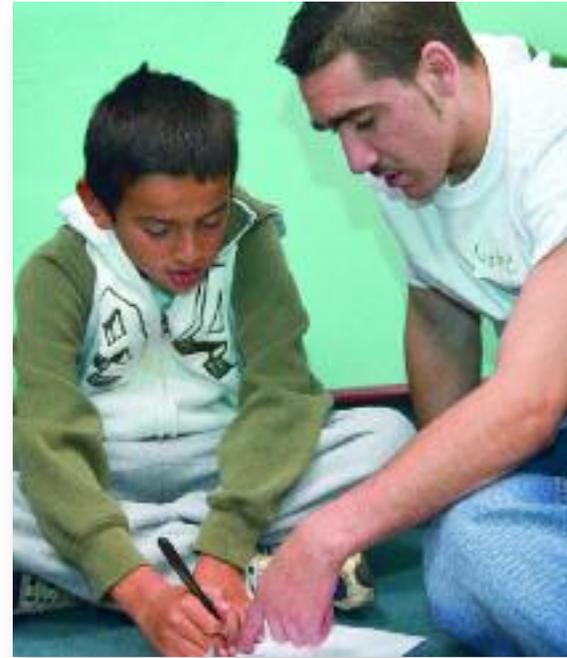
During the six-week pilot project in the Spring 2008 semester, 30 student staff received over 100 hours of specialized training, and 20 individuals diagnosed with Autism Spectrum Disorder participated.

The parents were thrilled. "Theodore told me today that he loves it. I think he really appreciates feeling part of the group. He senses that at ACE he fits in and is accepted as he is," said one parent.

"The last two weeks of school have been the best two weeks of his life," said the parent of another child.

California State University, Sacramento, has also undertaken a broad range of programs to connect with surrounding communities. Among them, Sacramento State has:

- Joined with the City and other stakeholders to revitalize the University Transit Village in the immediate neighborhood south of Sacramento State. When complete, the area will be one of the premier transit-oriented development projects in the region and will showcase the vitality that a University can bring to its neighborhood.
- Created the Community Engagement Center to assist more than 60 organizations involved in a variety of community activities and provide real-life experiences for hundreds of students. In just one academic year, students provided over 135,000 hours of service to the region.
- Started a special cohort-training program for second-year graduate students in social work, providing generous stipends in exchange for at least one year of service in the county mental health department or a similar agency. To date, 71 students have been involved.
- Originated a special program to prepare graduate social-work students to help Southeast Asian populations.



An elementary school student works with his University pen pal. The pen pals encourage their partners to follow their lead and start thinking about college now.

California State University, San Bernardino

Providing Effective Help for Families with Autism

While the general public has come to understand the extent of autism only in recent years, for nearly two decades, California State University, San Bernardino, has been doing something about it. Since 1990, the University Center for Developmental Disabilities has been helping families in San Bernardino and Riverside Counties cope with autism and other developmental diseases.

Starting with six children, the program has grown into once-weekly services for 170 families. Currently, 248 families are on a list waiting for space in San Bernardino, and another 35 families are waiting to enter the satellite program in Indio.

While the autistic children attend an intensive, one-to-one behavioral program, parents attend a parent education and support group, and siblings attend sessions that provide arts and crafts activities, video and computer games, and homework assistance. Services at both locations are provided in Spanish and English.

The program for the autistic children is an individually designed, intense intervention by a staff of more than 30 trained teachers, counselors, and psychologists. Treatment strategies are research-based and represent best practices. "Redirective Therapy," a system of behavioral intervention that uses a low level of intrusion and positive reinforcement, is a primary treatment strategy. In each weekly 150-minute session, children work with their teacher to increase communication, socialization, and appropriate behaviors. Children typically attend for two years.



A Cal State San Bernardino student speaks up during class.

In addition, TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) principles are used with some of the children at the Center. TEACCH's structured teaching caters to the child's visual processing strengths. Picture schedules may be posted and other visual cues employed to increase the child's skills.

The Picture Exchange Communication System (PECS) is also used with some of the children. PECS is a communication training program designed to help children with autism acquire functional, symbolic communication skills. Children using PECS are taught to give a picture or icon of a desired item or activity to their teacher or parent in exchange for the item itself. Verbal cues are paired with the PECS icons and the use of spoken language is reinforced.

Accompanying the clinical work is a robust research program by faculty, undergraduates, and graduate students, as the Center looks for ways to push back the mysteries of autism and find more effective treatments.

Reaching out to its community in other ways, California State University, San Bernardino, has:

- Created the Noyce Math and Science Scholars for the Inland Empire and the Center for Enhancement of Mathematics Education to recruit, prepare, and retain high-quality teachers for urban schools. The Noyce program provides talented undergraduate mathematics and science majors with financial support along with a mentored, gradual immersion into the teaching profession. Noyce Scholars work with mentor teachers in their classrooms, participate with their mentor teachers in professional development seminars throughout the academic year, and ultimately become full-fledged teachers, usually in the schools in which they were mentored.
- Established the Inland Empire Center for Entrepreneurship within the College of Business and Public Administration to spur entrepreneurial activity in the community with programs and services that leverage university, local, and national resources to help drive development. The center currently works through such organizations as the Inland Empire Women's Business Center, the Coachella Valley Women's Business Center, the Corona Business Assistant Program, Students for Free Enterprise, and the Family Business Partnership.

San Diego State University

Promising College to Promising Students

Last year San Diego State University made a promise to inner-city public school students: stay in school, study hard, and SDSU will guarantee your admission to college. The University calls its promise the College Avenue Compact, and by all measures, the idea is a tremendous success. Through a similar program, SDSU has accepted more than 1,400 Sweetwater Union High School District graduates for the fall of 2008.

This is only the latest episode in SDSU's history of interaction with local public schools. For many years, the University has been pushing for urban educational progress through both home-grown innovation and far-reaching academic research.

Ten years ago, the university entered into the San Diego City Heights Initiative, taking over management of the Rosa Parks Elementary, Monroe Clark Middle, and Hoover High Schools, where more than 4,000 students speak 30 languages. They are called the City Heights Collaborative Schools. At these schools, on-site nurses and social workers join the instructional faculty in providing full service to the community, as well as places for the University to apply its knowledge, resources, and talent in solving the academic and non-academic problems that undermine success.

Each semester, more than 100 SDSU students tutor at the schools, while other students and faculty work as student teachers, advisors, and in other roles. In total, more than 40 academic departments, from Women's Studies to Business Administration, have contributed to mentoring programs, after-school recreation, and a variety of activities.

The program, funded by Price Charities, involves the local teachers' union, as well as the University and school district, guaranteeing cooperation across the board. As shown by the chart to the right, all three schools have dramatically improved their performance on the Academic Progress Index, a California assessment of overall academic progress based on the Content Standards Test.



SAN DIEGO STATE UNIVERSITY



San Diego State students are dressed in their "uniforms" for an off-campus project.

Academic Performance Index Growth

| Schools | 1998-1999 | 2006-2007 | Total |
|-----------------------|-----------|-----------|-------|
| Rosa Parks Elementary | 455 | 710 | 255 |
| Monroe Clark Middle | 489 | 683 | 194 |
| Hoover High School | 444 | 562 | 118 |

Discovering, and learning from, just these sorts of success stories – wherever they occur – are the goals of the National Center for Urban School Transformation, the research side of the SDSU's urban educational effort. The Center visits high-performing urban schools, determines what can be replicated in other school systems, and disseminates this information.

Since its creation in 2005, as part of a \$15-million endowment that started the University's Qualcomm Institute for Innovation and Educational Success, the Center has studied 23 school systems. Lessons learned from those systems have become part of revitalized credentialing programs and doctoral degrees at the University. In the fall of 2008, the Center will begin its Executive Instructional Leadership Program to share what it has learned with other California school district leaders.



San Francisco State University

Drawing on Local Resources to Serve Health Needs

Seeking to address urgent health care needs, San Francisco State University (SFSU) has embarked on a series of programs that approach the problem in a variety of ways. In so doing, the University has developed multiple partnerships – with colleges and universities, health-care providers, and neighborhood centers.

One program, for instance, supports underrepresented students from the University’s Master’s of Science in Nursing program, so they can continue their education to earn doctoral degrees. The University’s partners include Kaiser Permanente, Contra Costa Public Health, and the University of California San Francisco.

In another community-driven initiative, SFSU’s Marian Wright Edelman Institute collaborates with the University of California San Francisco School of Nursing to support Valencia Health Services, a nurse-managed, community-based, non-profit health center in a disadvantaged San Francisco neighborhood. The center provides a range of health and social services mostly to Hispanics and African Americans.

Valencia is also a training center for nursing and social work students. It provides clinical internship opportunities to more than 175 students in nursing, social work, public health, and child and adolescent development. These students have supported an average of 480 patient visits per month, serving a total of 2,500 infants, children, and young women.

In yet another program, the Community Health Works of San Francisco focuses on public health and primary care for low-income and immigrant communities. Two intertwined goals guide its work: to eliminate health inequalities and to diversify the public health and primary care workforce.

Community Health Works began as a partnership of San Francisco State University and City College of San Francisco. Since its founding, it has expanded into a statewide partnership between the California State University system and the Community College system, which together include 131 campuses.

The goal of Community Health Works is to create a more culturally and linguistically diverse health workforce by reaching out to the untapped resource of immigrants living in the United States who were trained in a health field in their country of origin. The program incorporates individual case management/career counseling services, curricula development, identification of advanced standing programs, and group interventions to meet the needs of the internationally trained health workers.

In a related area, the Welcome Back Center assists foreign-trained health workers in developing a career path plan that builds on skills, experience, and education. Since the program’s founding, 1,598 immigrants have validated their credentials; 1,010 have passed licensing exams; 739 have obtained licenses in their original professions; 594 have entered new careers in health; 992 have obtained employment in the U.S. health sector for the first time, and 59 medical doctors have been accepted into residency programs.

At the Metropolitan Health Academies, the goal is to spark a passion in diverse urban students to pursue a lifetime of work in community health, and to provide them with a strong preparation for success in college. Students are not only prepared to pursue careers in community and public health, but they are prepared to become strong advocates for community health and social justice through learning to write effectively, speak powerfully, and think critically about public health concerns. The program organizes, enhances, and integrates faculty efforts across institutes and colleges to conduct research in health issues affecting disenfranchised communities.



More than 300 courses at SF State combine academic study with community involvement, including this collaboration among faculty, students, and community members that resulted in a health-care video to serve the Spanish-speaking community.

San José State University

Building Community through Service and Learning

San José State University is so committed to “building community through service and learning” that it has institutionalized community learning within its academic programs. Based in the Center for Community Learning and Leadership (CCLL), the community learning program blends academic learning, practical experience, personal exploration and reflection on student roles and involvement in their communities.

Students in many disciplines explore community issues that relate to their courses, find relevance in their academic learning, gain valuable skills, and experience a deepened sense of civic responsibility, social justice, and commitment to the community.

Community learning at SJSU is not the same as volunteering and community service. Community learners focus not only on the service they provide, but also on the academic and personal learning they gain as a result of that service experience. Moreover, the relationship between the students and the community is reciprocal. Community partners work closely with SJSU staff, professors, and students to design the service and learning experience.



San José State students find plenty of cleaning to do during their SJSU Day of Service.

Since its inception, the program has become widespread throughout the campus. In the 2005-2006 academic year, 4,761 students were enrolled in 222 sections of approximately 65 different courses with a service-learning component. These courses come from at least 35 departments and schools, and involve some 80 faculty members.

The Center offers resources to assist departments, faculty, students, and community partners in the program. At the same time, it has become instrumental in hosting annual events such as a summit on service-learning, a co-educator in-service, a conference on Advancement & Community Service Learning, and workshops on the “educated person” and “difficult dialogue” in the classroom.

The Center further connects students to the community through other programs, including AmeriCorps Bridging Borders, the national Project SHINE, Students-In-Action, and the collaborative Cesar E. Chavez Community Action Center.



SJSU Day of Service projects include working with area children.



City University of New York, City College of New York

Finding a Comprehensive Approach to Creating Urban Scholars

The Urban Scholars Program at the City College of New York began in 1993 as a pilot program that provided performing arts, sports, recreation, and other enrichment activities to encourage at-risk students to succeed academically in both junior high and high school.

Today, however, the program has become a mainstay of the CCNY Office of Urban and Governmental Affairs Community Youth Programs – and a successful one at that. In some years, 99% of participants in Urban Scholars have been placed in colleges and universities nationwide.

Part of the reason for the program's success is its array of activities that inspire young scholars, encourage them to succeed, foster the skills necessary for success, and then make sure the young people follow through.

Among those activities are:

- Weekly tutoring – Tutoring is available every day after school at the College. Students can attend drop-in sessions to get help with homework or for extra help with school assignments.
- Saturday workshops – Scholars attend Saturday enrichment classes and workshops covering study skills, career exploration, the college and financial aid application process, life skills, and related topics.
- College and career awareness – Students participate in college visits and other educational field trips. Guest speakers discuss colleges, majors, and careers. Students learn about the requirements for admission to public and private colleges and universities. Career assessments are administered to help students set and achieve personal, educational, and career goals.
- Advisement – The Urban Scholars staff regularly monitor each participant's academic progress during the school year. They also provide advising on selecting college-preparatory courses and short- and long-term planning that will enable the students to be eligible for college.
- Test preparation – Students practice the PSAT and SAT in preparation for standardized exams administered in



City College students work on a project in an architecture class.

school, and in preparation for applying to colleges. Individual tutoring for the SAT is also available.

- Workforce prep – Participants have access to mentoring and internship opportunities, workshops in independent living skills, career prep, pre-employment/work readiness, and activities such as mock interviews, entrepreneurship training, community service, and job shadowing.
- Leadership development – A small group of students is selected each year for leadership positions, serving on the Student Advisory Board, representing the program at school/community functions, serving as advisors on program policies, fundraising for Urban Scholars activities, and planning student retreats. Students also participate in leadership development activities throughout the year.
- Summer residential program – The summer component is offered for six weeks during June, July, and August. Along with enrichment classes, scholars participate in recreational activities. The summer residential program exposes students to college life while they are in high school. Students take college preparation courses and live in residence halls on the campus of SUNY Maritime College for three to four weeks. At the end, they are eligible to participate in a five-day college tour or summer excursion.

The Urban Scholars are not the only young people that CCNY has focused on in its efforts to improve urban education. Through its Transformative Literacy Project, the College both serves the needs of many children and families in the area and prepares its teachers to be culturally responsive.

Each semester, some 46 youngsters aged 5-17 meet weekly with Master's of Science students in the School of Education. Participants come from disadvantaged areas near the College, and most are African-American and Hispanic. Working in partnership with their teachers, they initiate theme-based inquiries and use reading, writing, speaking, and technology to develop their skills. At the end of the semester they present projects at the CCNY Readers and Writers Café. In the past, these projects have included poetry and marionette shows, skits, short films, scale models, and even cooking exhibitions.

Florida International University

Establishing a Medical School Geared toward the Community

Florida International University's College of Medicine is determined to break down the barriers between the College and the community from its very beginning. Although the College of Medicine's curriculum still must be completed and approved, the school's leaders have committed to a revolutionary new program that will involve all medical students personally in the lives of underserved community members.

"To our knowledge, this is the only medical school program that will allow students the opportunity to track patients and households in underserved communities over the entire course of their medical education," according to a statement by the University.

The program's premise is that the majority of differences in health outcomes in the United States can be attributed to the social determinants of health, including poverty, social conditions, and personal behaviors and choices that are influenced by socioeconomic status. Florida, unfortunately, excels in these negative determinants.

Florida ranks 50th among the states in insured adults, and 49th in insured children. In Miami-Dade County, 25.5% of the population is uninsured, compared to 18.7% nationally. Miami-Dade County struggles with both high rates of poverty and poor public education. All of these factors point to poor health outcomes in a city and county where half the population is of Latino origin and one-fifth is African American.

As soon as the Medical College is up and running, therefore, all medical students at the Florida International University College of Medicine will be assigned to homes in four neighborhoods in North Dade in order to provide the students with a diversity of experiences based on ethnicity and lower socioeconomic status.

The College will select neighborhoods in medically underserved communities with incomes below 200% of the poverty level and with uninsured rates at or above 29%. The goal is to saturate these four neighborhoods with medical



students. Students serving different neighborhoods will share their experiences in class during small-group discussions on a weekly basis.

Each of the four years of medical-school work will have a different emphasis, and in the fourth year, all students will write and present a final project as part of their Medicine and Society Capstone. This final project is to reflect their community experience, demonstrating their knowledge of an integrated approach to patients, from the molecular level to the societal factors that contribute to disease and its treatment.

The University believes that "through this medical education program we will not only improve the quality of our future physicians, but also have a positive impact on the health of communities. Specifically, participants will have a greater awareness of their health care needs and have increased access to health care, including preventive health services such as screenings."

This ambitious project for its Medical College is only one aspect of Florida International University's outreach to the community. FIU is also developing a school-based, university-affiliated school reform, where the university comes to the school house to engage youngsters from the ninth grade until their graduation. Professors, researchers, and partners will work in the classroom with the students alongside the high school teacher. The university is leaving its "ivory tower" to become intimately involved with its real constituents, testing knowledge, shaping and reshaping its visions of reality to contribute to the public good.



School parents and students meet together in a program sponsored by Florida International University.

Georgia State University

Supporting New Teachers through Critical Years

At the end of the 2006-2007 school year, Oak Knoll Elementary School in East Point, Ga., saw the familiar stream of burned-out teachers make for the exit. In all, 18 teachers, many of them relatively new, left the school for various reasons. At the end of the 2007-2008 year, however, something happened at Oak Knoll. Only one teacher left to pursue other interests. Something had completely changed the teaching atmosphere.

What changed at Oak Knoll, and 14 other schools in metropolitan Atlanta, was the introduction of a potentially revolutionary new program to support teachers, particularly when they feel most vulnerable and uneasy during their first five years on the job.

Created by Georgia State University, and funded by the Wachovia Foundation, the program – under the title of the GSU National Commission on Teaching and America’s Future Induction Project – is fulfilling the mandate of Georgia State’s outgoing president, Dr. Carl Patton. That is, GSU should participate fully in the life of the community.

“Georgia State students have always gotten a good education here,” said President Patton in a recent interview. “But it used to be they took classes and went home. We’ve worked hard to create a more complete university experience.”

The Induction Project addresses one of the critical issues in American education, the loss of new teachers, or perhaps more accurately, the discouragement of new teachers. Burdened by high expectations, and undercut by a lack of direction in navigating the folkways of their new job, teachers typically drop out in droves.

Now, though, GSU undergraduates learn about the Induction Project before they start working as teachers; then, if they sign on at one of the

15 Professional Development Schools in the program, they continue to benefit from a seamless support program.

Built around the Georgia Framework for Accomplished Teaching, the state’s master plan for quality teaching, the Induction Project concentrates on three areas: support groups in the schools linking new and experienced teachers, structured plans for the new teachers to continue growing and learning, and a Web-based system to provide resources and support.

Not surprisingly, teachers both new and experienced are skeptical about the Induction Project when it is first introduced. Patrice Dawkins-Jackson at the Dunwoody Spring Charter School in Atlanta said they typically resist working in the new groups at first. Soon, however, camaraderie increases, and the sort of bonding across grade levels that binds a school together begins to form.

The Induction Project is only one of Georgia State’s ways of reaching out to its surrounding communities. In other areas, GSU has:

- Developed the Nonprofit Studies Program in the Andrew Young School of Policy Studies to study and assist the constellation of nonprofits around Atlanta. The program offers various undergraduate concentrations and graduate degrees, along with providing research and professional development to benefit nonprofits themselves. The faculty recently completed a survey of state nonprofits called Non-profit Georgia at a Glance.
- Worked with hundreds of grandparents throughout Georgia under Project Healthy Grandparents. The project has benefited more than 1,200 Georgia children, most of them abused, neglected, or abandoned by their biological parents.
- Set up the GSU Health Policy Center to work with rural Georgia communities where health care is often hard to find.
- Created the Partnership for Urban Health Research, with 16 new tenure-track faculty positions, to study how the urban environment affects the health and well-being of people who reside and work in Atlanta. The project hopes to answer a variety of questions, including: does concentrated poverty cause public housing residents to have poor health, or do poor people use public housing because their socioeconomic status is hindered by poor health?



Students at Oak Knoll Elementary School learn economics from Dr. Laura Meyers of Georgia State University – and her dog Sullivan. The “Sullivan Project” is one of many at GSU that reach out to the local schools.

Indiana University-Purdue University Indianapolis

Creating a Variety of “Programs that Really Work”

The world already knows Indiana University-Purdue University Indianapolis as one of the nation’s leaders in community involvement. *U.S. News & World Report* called its undergraduate curriculum “programs that really work.” The *Princeton Review* said it was “a college with a conscience.” And the New England Board of Higher Education called IUPUI one of the “saviors of our cities.”

Nevertheless, this unique urban institution, itself the product of a collaboration by the state’s two foremost public universities, isn’t resting on its laurels. IUPUI is encouraging new minority scientists, doctors, and nurses; creating and inspiring science teachers; helping the nonprofit world grow, and even strengthening the indigenous motor sports industry.

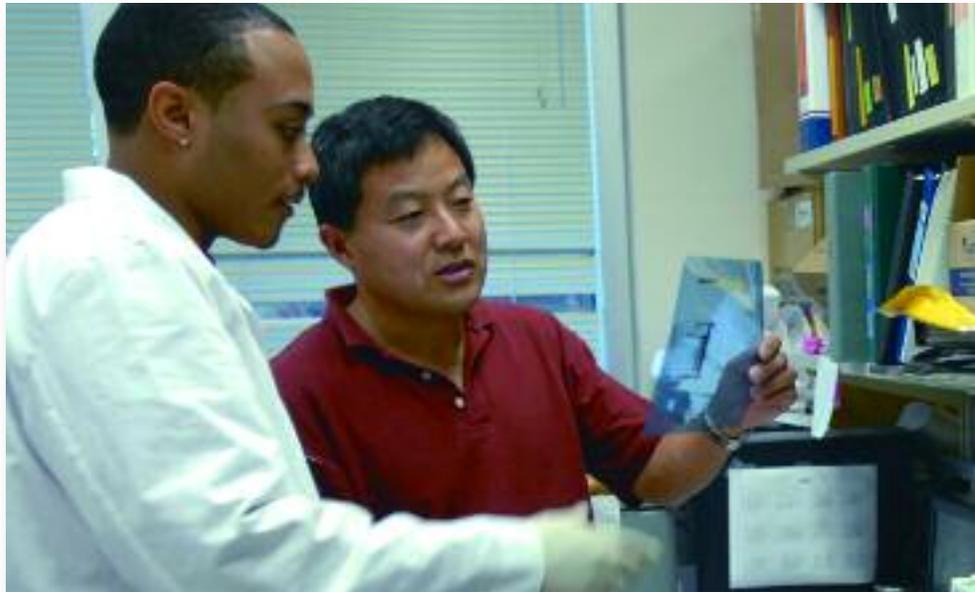
The Crispus Attucks Medical Magnet High School program encourages minority students to pursue careers in science, biomedical fields, and science education through a partnership involving the Indianapolis Public Schools and the IUPUI Schools of Education, Medicine, and Informatics. Partially supported by a five-year grant from the Howard Hughes Medical Institute, the Attucks Program includes tutorials staffed by medical students, career mentoring, research on the scientific inquiry process, and a capstone student summer research program.

Another IUPUI initiative works with Historically Black Colleges and Universities to bring more minority students into the pipeline for science, technology, engineering, and mathematics (STEM) careers. Now in its second year, the focal point is the STEM Initiative’s eight-week summer program that brings junior and senior students to IUPUI and Indiana University Bloomington for research opportunities. Last year, nine students participated, and this year 22 will join the program.

The STEM Scholars spend up to 75% of the summer on projects meeting the disciplinary standards of excellence in their majors. Research topics have included breast cancer, cervical cancer, colon cancer, tumors, and vehicle security technology. Students receive guidance

IUPUI

INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS



The STEM Initiative takes students from historically black colleges and universities to the IUPUI campus for eight weeks to engage in substantive science, technology, engineering, and math research.

in poster and abstract preparation, technical writing, GRE preparation, and career planning. The STEM Scholars live together on campus and receive stipends of \$4,000, plus room and board. Indiana University has established a \$2-million endowment to provide graduate fellowships for those interested.

Recognizing that universities alone can’t supply critically needed math and science specialists, IUPUI has undertaken efforts to create and inspire high school math and science teachers. Its Transition to Teaching Program, or T2T, allows college graduates or returning professionals to become secondary school teachers in one calendar year rather than the traditional two years. The program is a part of the University’s Urban Center for the Advancement of STEM Education. To date, 54 people have earned science or mathematics teaching credentials through T2T.

To keep science and math teachers inspired once they begin their careers, IUPUI’s School of Science partners with the Indiana Department of Workforce Development to provide Indiana high school teachers with training in a problem-based science curriculum for high school students interested in biomedical sciences.

Finally, community involvement in Indianapolis means involvement in motor sports, so IUPUI has established a new bachelor’s degree program in motor sports engineering. With more than 400 racing-related firms in the area, and thousands more worldwide, graduates should find an industry hungry for their skills.



Morgan State University

Working to Produce Community Health Partners

Since 1999, Morgan State University has been creating new minority public health professionals to combat the myriad health problems and disparities experienced by urban and underserved communi-

ties. Despite a dearth of resources, the University has awarded 41 Master of Public Health degrees and 23 Doctor of Public Health degrees.

Public health practice is a cornerstone of Morgan State. Each day, faculty and students work with community organizations in the Baltimore region to make health improvement a reality for those who need it most. In addition, the University is teaching health professionals and practitioners in the community, as well as community stakeholders, how to provide the best preventive health services possible.

Still, Baltimore and its surrounding counties remain in dire need of additional professionals to work with underserved communities. Tremendous disparities in health continue to have devastating impacts.

That's why Morgan State has undertaken a renewed and strengthened program to improve its outreach to surrounding communities with the Community Health Partners Initiative. The idea is to institutionalize Morgan State's effort to augment university-community partnerships in health promotion and prepare future urban health professionals. The University is pursuing several avenues to accomplish this goal.

The program is already starting to pay off, and in the 2007-2008 academic year, Community Health Partners resulted in:

- 25 community organizations participating as Community Health Partners,
- 13 students engaging in service and research activities with Community Health Partners,

- 114 ex-offenders participating in health promotion activities,
- More than 300 African-American and Hispanic families being educated in disaster preparedness, and
- 18 families of middle school children participating in obesity prevention strategies.

The University is creating an organization of community health leaders to provide ongoing advice to the School of Community Health and Policy regarding community activities in education, research, and service. At regular meetings, the deans and faculty of the School work with community leaders to develop strategies to address health disparities at the local level.

A database is being created to document the experiences of the School of Community Health and Policy students and faculty in education, research, and training conducted with community organizations and members of the Community Health Partners. This database will provide the University and community partners with records of activities undertaken and lessons learned.

The University wants to strengthen health advocacy by providing information about the media and other written resources to community organizations so they can better advocate for health and social equity. This will build on the School of Public Health and Policy's already productive relationship with the University's radio station. Each month, a series addressing a particular disparity is broadcast frequently.

And the University is providing annual summer-course training for members of the Community Health Partners in the methods of health advocacy.

For the faculty and staff of Morgan State, the goals translate into specific actions. They must participate in the monthly meetings of the Morgan State University Community Health Partners, with an eye toward implementing the plan for faculty practice and student learning in the community. All faculty and students are required to undertake research and provide public health services.

Faculty and students also must maintain a database of community-campus partnerships and identify other internships and opportunities. This database, accessible to all students, faculty, and the Community Health Partners, will be used in future student placement and the identification of likely collaborators in policy advocacy activities.



A Morgan State student works on a design project.

North Carolina State University

Moving Disadvantaged Youth into Health and Teaching Careers

More than 20 years ago, educators at North Carolina State University joined with other schools and professionals to create the North Carolina Mathematics and Science Education Network Pre-College Program – a program to prepare minority secondary school students for careers in science, technology, engineering, mathematics, and teaching.

In North Carolina as in other states, significantly fewer minority students take college preparatory mathematics and science courses, such as algebra II, pre-calculus, chemistry, and physics. The result is fewer minority professionals in math- and science-based jobs.

This pre-college program represents a significant exception to the general problem. More than 99% of students who participate proceed to a four-year college or university. Today the pre-college program is held on nine state university campuses across the state, including North Carolina State.

In order to qualify for the program at NC State, middle and high school students must have a minimum grade point average of 2.5. Students must also face some barrier to success; they may be the first in their family to consider college or come from a socioeconomically disadvantaged background, including a single-parent family. The goal is to take average to above-average ability students from disadvantaged circumstances and provide the support system that enables them to rise to a level of excellence.

The latest feedback shows how successful the program has become. Between 2004 and



NC State students make plans for a project.

NC STATE UNIVERSITY



The NC State Hillsborough Street Partnership is working to preserve the character of the historic street.

2007, 83 secondary students have gone through the program, and 99% of them went on to a four-year college or university. They achieved an average grade point average of 3.53, and their average SAT scores on the reading and math sections hit 1,000, compared with the 850-point average of all North Carolina African-American students in the same period.

Most importantly, 65% of the students chose an education or math- or science-based major.

In other community outreach projects, North Carolina State University has:

- Established its Advocating for Youth, or YES, program, a living and learning community for students interested in working with young people of low socioeconomic status at two elementary schools. During their first year, the students take 40 hours of classes and have 30 hours of field experience. During the second year, they train youth to “self-advocate” and improve their own lives.
- Created partnerships with various outside organizations including the Hillsborough Street Partnership, which is working to revitalize the historic street running alongside the University’s campus.
- Established the position of Vice Chancellor for Extension, Engagement, and Economic Development in order to enhance interactions and partnerships with the community. This office is engaged in numerous innovative projects that better connect the University with practitioners in the community and the school system.



Ohio State University

Working with Partners for Urban Redevelopment

Since 1995, Ohio State University's Campus Partners for Community

Urban Redevelopment project has been leading the effort to revitalize the neighborhood around the University's campus, seeking to address crime and disinvestment and improve the quality of life off campus.

Employing both academic and institutional resources, the University has encouraged neighborhood planning and consensus-building, and has leveraged significant investment by the public, private, and nonprofit sectors. The thrust of the University's work is real estate development and safety initiatives, with recent inroads on improving public services and education in these neighborhoods.

More specifically, the University has been behind creation of a highly successful homeownership incentive program to encourage Ohio State faculty and staff to buy homes and live in the University District neighborhoods. More than 90 employees have purchased homes with support from this program.

Also, the University has spurred the development of the Communities Properties Initiative, a \$100-million low-income housing preservation project to rehabilitate Section 8 housing and revitalize seven urban neighborhoods surrounding the University. Other improvements include a \$152-million mixed-use project with retail, entertainment, residential, and commercial space.

Substantial improvements have been made to municipal services, including refuse collection, street sweeping, and code enforcement, and public safety services are being more effectively coordinated. A neighborhood policing center has been established with space for a police precinct substation, offices for community crime patrol, and University police.

Ohio State's College of Education and Human Ecology is constructing the innovative Schoenbaum Family Center, the nation's first university-operated early childhood laboratory in a neighborhood setting.



A partnership between the University and the public schools serving the University District has been establishing schools as models of urban education, including the creation of a new elementary school in 2007. The project is engaging Ohio State students, faculty, and staff



through projects in service learning, health care, family living skills, and job readiness.

Recently, Campus Partners negotiated the acquisition of a 20-acre "brownfield" site, helped the City of Columbus to obtain a \$3-million state grant for remediation, and collaborated with developers to build 500 units of market-rate housing on site.

In other outreach activities, Ohio State University has partnered with K-12 teachers within the community to create powerful school-community partnerships and engage students in service-learning opportunities. Over the last three years, the program has evolved to meet community and teacher needs, showing teachers how service-learning connects academics with service to the community. Teachers also learn about grant writing, and develop and implement at least one service-learning project in their classrooms.



An Ohio State project includes health care for residents.

Portland State University

Educating Students to Empower their Communities

Walking and biking to school seem like such easy ways to encourage children to stay fit and healthy, but a haphazardly grown urban environment can make these simple trips dangerous daily gauntlets. Portland State University decided to do something about this problem at two local area schools, Clarendon/Portsmouth and James John, as part of its Senior Capstone Program.

Each year, 3,400 Portland State students take part in over 220 Senior Capstone courses that give them the opportunity to apply their newly learned problem-solving skills, to work with an interdisciplinary team, and to create a final product that makes a difference in a local community.

Begun in 1994 as part of an institution-wide general education reform, the six-credit Senior Capstone course has become a culminating general education requirement of the undergraduate curriculum.

Many of these Senior Capstone projects have created continuing partnerships with the University, allowing it to help various organizations increase their services and numbers of clients, find new staff and financial support, and build new networks and volunteer support.

To address the barriers to walking and biking to school – as well as other impediments to healthy lifestyles – the Capstone project at the Clarendon/Portsmouth and James John schools empowered local mothers, many of them without English skills, to make their case before health departments, transportation agencies, the police, and others.

Provided with cameras and training, the women were asked to take pictures that would show the problems they were facing. By combining these photos with neighborhood “asset maps,” the project’s report demonstrated why any initiative to encourage students to walk or bike to school must first eliminate barriers and address safety issues. The personal testimony of the women who took the photos dwarfed the impact of the report itself.

Each year, students report that the Capstone courses have enhanced their critical thinking and communication skills, deepened their appreciation of diversity, and increased their sense of social responsibility to their community.



Portland State’s Capstone program is of a part with the University’s other efforts to be a responsible community partner. For example, the Bilingual Teacher Pathway program, or BTP, has produced over 190 accredited bilingual and bicultural teachers since 1999 – from 26 countries, speaking more than a dozen languages – for area primary and secondary schools.

Each fall, the BTP accepts about 25 teacher candidates at both the undergraduate and graduate levels. All participants must be employed in one of 20 partner school districts as a bilingual/bicultural instructional assistant and must be approved by the school district liaison, who ensures quality, motivation, and commitment.

The program has three major components: core methods and pedagogy courses, supervised field experiences, and 18 credit hours of ESL/Bilingual Endorsement courses. All BTP University supervisors are experienced in the education of culturally and linguistically diverse students, and many are retired administrators.

Tuition support, as well as academic counseling, exam preparation, preparatory work, and Web-based communication are all keys to the success of the program. Participants from traditionally underrepresented backgrounds have difficulty affording higher education, even though they are employed. Many have cultural misgivings about incurring financial debt through student loans, and those who apply for loans may still have difficulty with child care, transportation, and books.

BTP program faculty and school district representatives discuss each candidate’s progress and thus facilitate open communication and broaden the candidate’s support system. Workshops are held quarterly to help the participants prepare for their exams. Program meetings at the beginning of each quarter focus on resume writing, interviewing skills, working with families, and educational policies. And a user-friendly Web site includes all of the information necessary for candidates to understand the program and complete requirements.

The result? As one district reported, “Students who have graduated from the program in recent years have proven to be among our most talented and dedicated teachers.”



Portland State students work at the Oregon Food Bank as part of a Senior Capstone project.



Temple University

Connecting with Every Aspect of Partnership Schools

While many colleges have programs to improve educational opportunities in their communities, few have taken such a comprehensive approach as Temple University in Philadelphia. Under the auspices of its Partnership Schools initiative, based in the College of Education, Temple has been making the most of the pooled resources of the University, area schools, and the community at large to improve three K-8 schools: Duckrey, Ferguson, and Meade.

Current work falls into six constellations of effort – classroom support, curriculum and educational materials, professional development, health care, after-school and summer initiatives, and technical support.

Temple provides a literacy coach to work with teachers in each school on guided reading, book talk, and other strategies in literacy. Student teachers and practicum students from the College of Education work in the schools in large numbers. Graduates from the College are hired by the school district upon the request of partnership-school principals, and College alumni work in each school building.

Graduate students from several departments in the University teach in Partnership school classrooms for 20 hours each week. These students, sponsored by a private donor, provide individuals and small groups of students with a literacy and mathematics focus. Faculty take graduate students into Ferguson to work with the English as a Second Language staff and children. Similarly, College faculty teach their English education and mathematics education methods courses on site in Partnership schools.

A significant investment has been made in the selection and purchase of books for each school. Each school has a fully-developed book room managed and staffed by Temple staff and students. The book rooms contain literacy materials organized and catalogued by instructional level, and each teacher has been trained in their use.

Professional development is provided through a Child Literacy Initiative, Math Forum, and The Philadelphia Writing Project. These non-profit organizations originated in Philadelphia for the purpose of providing research-based resources and professional development to teachers, and state-of-the-art instructional materials and strategies to children.



Temple freshmen find many ways to serve the community.

Surroundcare is the Partnership initiative to support the medical, social, psychological, and nutritional needs of children and their families. It is directed by a Temple pediatrician who is assigned to the Partnership half time.

The Partnership staff and the College of Education offer technical support and training in each school. Temple provides space for graduation ceremonies, teacher meetings, leadership team meetings, and principals' meetings. The College manages the application process for grants and gifts to acquire music teachers and instruments for students; art teachers and art workshops; environmental education excursions; and theater trips.

Temple is reaching out to its community by also:

- Engaging in a variety of programs to strengthen urban neighborhoods adjacent to the school. It works with the Federal Administration for Children and Families' Compassion Capital Fund to help faith-based organizations increase their capacity to tackle problems. Similar arrangements are in place with the Building Leadership and Organizational Capacity and Communities Empowering Youth in North Philadelphia.
- Helping underserved populations receive health care through the Bridging the Gap program. Each academic year, students representing health and social service disciplines, including medicine, dentistry, nursing, social work, creative arts in therapy, occupational therapy, physical therapy, pharmacology, public health, health psychology, and other related disciplines take part in Bridging the Gap.



A health clinic is part of Temple's Bridging the Gap program.

Tennessee State University

Improving Education for African-American Math Teachers

Tennessee State University has joined an ambitious project to get at the root of the continuing gap between the mathematics skills of African-American students and their white counterparts. The project is focusing on teachers who graduate from Historically Black Colleges and Universities (HBCUs).

Compared to all universities, HBCUs produce a disproportionately large share of African-American education degree recipients. In 1998, they accounted for 37% of all education bachelor's degrees awarded to African Americans.

Therefore, Tennessee State, the four other HBCUs in Tennessee, and the Educational Testing Service's (ETS) Policy Evaluation and Research Center in Princeton, N.J., have joined to improve the quality of instruction in schools and investigate factors that adversely affect student progress at all levels. Tennessee State is serving as the fiscal agent for the project, which was funded by the Tennessee State Legislature.

The project breaks down into six primary components:

- Two-week summer professional development institutes for teams of HBCU faculty and in-service teachers from partner elementary schools. Selected pre-service teachers will also attend.
- Training of HBCU faculty in standardized observation protocols. Pre-service and in-service teachers will learn the use of the ETS Formative Assessment Item Bank.
- Classroom observations of in-service teachers by HBCU faculty. These will be conducted twice per semester, utilizing the Framework Observation model.
- Nine monthly Saturday mathematics workshops. In-service teacher participants (and others) will attend these during the course of the school year.
- Semi-annual progress reports to Tennessee State University and ETS. Tennessee State and ETS will jointly conduct an annual evaluation of the project based on these



A researcher works in her lab at Tennessee State University.

reports from HBCUs and their partner schools.

- A project-based Web site. This will be developed to promote ongoing interaction, communication, and support during the academic year.

As part of the evaluation of the project, HBCU faculty in both mathematics and mathematics education will submit an annual report on changes made in the teacher preparation program and pre-service training. Input from these reports will be used in designing the summer institute the following year.

Student achievement will be monitored using periodic assessments created from the Educational Testing Service. Each assessment will cover the particular set of standards taught at the particular grade level during the defined time period. Thus, evaluations will be based on standards-based mastery, rather than improvement in performance.

Tennessee State is reaching out to help its community in other ways, too, such as:

- Creating two new advanced degrees in public health. The objectives of the new Master of Public Health and Doctor of Philosophy in Public Health programs include recruiting students who will become culturally competent professionals, and will comprise a diverse faculty with national and international reputations. The University wants to support and develop faculty and staff for individual and programmatic excellence, and to partner with academic and non-academic units, other educational institutions, and communities for education, research, and service.

University of Akron

Allying with the Neighborhood to Inject New Life

In 2001, the area surrounding the University of Akron had seen its better days. Crime was high, home ownership was dropping, poverty was increasing, and all the pathologies associated with decay were thriving. It was a story common to the older neighborhoods around many urban universities.

In response, the University of Akron in 2001 entered into partnership with the City, Summa Health System, and other community leaders to create the University Park Alliance, a multifaceted effort to inject new life into the neighborhood.

Seven years later, the University Park Alliance is within reach of its original goals. Nine hundred jobs have been created, with another 300 on the way in 2008; 80 new housing units are going up; more than \$300 million in private investment is taking root; \$52 million in civic investment is in the pipeline; and the University Park Alliance is nationally recognized for its leadership in urban revitalization.

Accompanying the new investment were new ideas to sustain the development across generations. The University offered its employees \$10,000 in forgivable loans to purchase newly-constructed homes in University Park. The University and its partners created the University Park Advantage, an initiative to improve education from pre-school on up, using the talents and skills of faculty and students from the University. And the Alliance created scholarships for long-time community residents to attend the University.

Last year, the University of Akron Research Foundation opened its Akron Innovation Campus in University Park to house new start-up companies arising from University research and the Arch Angels venture capital program. This investment of over \$4 million will attract or create hundreds of jobs in the coming years.



Students at The University of Akron have many opportunities to focus on vital STEM (science, technology, engineering, mathematics) disciplines, including the University of Akron's renowned polymer and engineering programs.

All the efforts are aimed at "rebranding" University Park to attract and retain a young and creative workforce. New attention is going to amenities such as open space, mixed-use development, pedestrian-friendly neighborhoods, bike lanes, and parks. New businesses include a microbrewery, an in-bound telephone call center with 700 employees, and a \$19-million long-term acute-care facility opening this year.

Summa Health System has invested more than \$200 million in the local hospital, and Legacy Partners has restored an old Post Office building as a \$9.3-million office complex for 200 workers. Habitat for Humanity is working to create owner-occupied housing, a 25-unit townhouse community is under way, and the University has won approval for new student housing.

Last October 27th, all the hard work came together when the University Park Alliance took part in the national "Make a Difference Day," sponsored by *USA WEEKEND* Magazine. More than 800 University students, faculty, staff, and other volunteers worked on more than 60 University Park projects. This wasn't surprising, given that University students annually provide more than 15,000 hours of service to University Park organizations.

The University of Akron's efforts with University Park are of a piece with its many other community involvements. Since 1982, the University has operated the Center for Nursing, currently housed in clinics on campus, in a high-rise complex for the elderly, and in a homeless shelter. An average of 130 patients visit the clinics monthly, paying little or no fees.

The University similarly is doing its part to encourage young people, particularly minorities, to consider careers in science, technology, engineering, and mathematics through a variety of initiatives. Igniting Streams of Learning in Science brings 60 high school students to a summer academy, while the Akron Global Polymer Academy Summer Institute helps grammar school teachers increase their knowledge of science.

Construction began in May 2008 on the National Inventors Hall of Fame Science, Mathematics, and Technology Community Learning Center, a cooperative project involving the University and others in the creation of a 500-student school in the Hall of Fame itself. The high-tech center will function as both a middle school and as a professional development school for University of Akron undergraduates and graduate students.

University of Alabama at Birmingham

Offering Top-Quality Health Care to the State

For many years, the University of Alabama at Birmingham has worked closely with community organizations, spreading information about health care, supporting efforts to improve that care, and learning first-hand community needs and desires. This year, the Federal Government recognized UAB's leadership in this kind of work with a \$26.9-million grant to create the Center for Clinical and Translational Sciences.

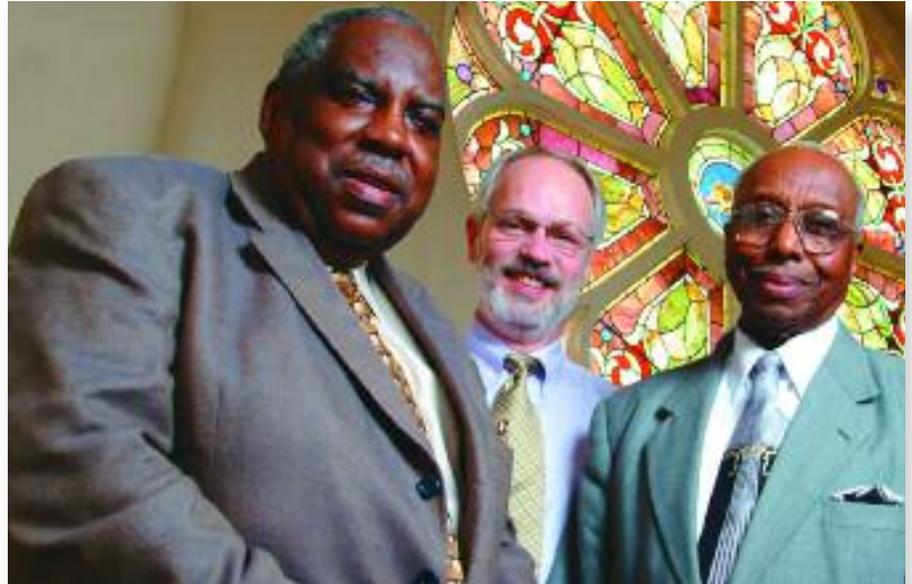
The grant, one of the largest UAB has received from the National Institutes of Health, will allow the University to increase its interaction with the community in new and revolutionary ways.

"From the outset, UAB's mission has been to offer top-quality health care and education to the people of our state. With this grant, we'll be able to move early scientific discoveries much more rapidly into the community to have a more immediate impact on people's lives and health," UAB President Carol Garrison told *UAB Magazine*.

The idea is to expand on its already remarkable track record so that people within the general community can advise researchers on how best to reach community members. And at the same time, the scientists will have an avenue to teach the lay public about scientific research and its processes.

"This enhanced two-way communication between UAB and the community will help to sustain and improve on the trusting relationship that each enjoys," said Lisa Guay-Woodford, M.D., a professor of genetics and the principal investigator on the grant. "Additionally, through community feedback, UAB researchers will be better able to work with those groups to conduct even better and more meaningful research."

The Center also will help researchers, particularly new ones, understand and work through the complex regulations that now govern much of scientific research. The Center will help spread information among the University's various research arms.



Clergymen participate in the Congregations for Public Health program created by the UAB School of Public Health.

The University has for many years pursued various avenues for working with the surrounding communities. For instance, in 2002, African-American ministers and the dean of the University of Alabama at Birmingham's School of Public Health created the Congregations for Public Health. The program allows the University to help the churches address social, educational, and health needs beyond their individual capacities.

Each of the six congregations created a non-profit entity to serve as the legal framework for the mission and a point of contact for neighborhood stakeholders. Next came the building of an informed and trained staff to work from these centers.

The University trained Neighborhood Outreach Specialists for each of the churches, supported by community steering committees. Among the courses provided by the University and other partners were 40-60 hours on core community health skills, smoking intervention skills, the American Heart Association's "Search Your Heart" program, grant-writing skills, cancer survivorship, and blood pressure screening. A weekly health program on local radio helps to publicize health-care messages.

Solidifying its commitment to the Congregations for Public Health concept, UAB has placed approximately 70 senior nursing students per semester into the program. Each is required to provide 90 hours of service and education as part of their community/public health nursing course.

Finally, UAB is offering a special certification program in reducing health disparities to professional and lay ministers. The ministerial students must complete two semesters of training, in the form of weekly lectures by University staff, plus tests and a project. About 30 people per semester have participated.



University of Central Florida

Producing Wealth through Knowledge-Based Industry

Faculty at the University of Central Florida aren't required to join in partnerships with industry, but make no mistake, the University does encourage it, facilitate it, and provide incentives for faculty to do so.

From its beginning, UCF has believed that a close coupling between academia and industry is the organizing principle behind the development of research and graduate programs. There can be no other more important way of strengthening communities. These partnerships, the University says, are critical to continued development of knowledge-based, wealth-producing industries and have contributed dramatically to the diversification of the Central Florida economy.

UCF, now the nation's sixth largest university with 48,500 students, was founded in 1963 and located halfway between aerospace contractor Martin Marietta and the Kennedy Space Center. The University has always had a goal of working in partnership with tech companies in the region, specifically to educate engineers for Martin Marietta, Harris Corporation, KSC, and NASA contractors.

The University recognized early on the necessity of contributing significantly to the development of the state's wealth-producing industries. This is accomplished in multiple steps and with a variety of partners, and these initiatives are helping Central Florida move from a tourism-based to a technology-based economy.

In a nutshell, UCF is committed to offering technology transfer, entrepreneurship education, the incubation of new companies, and expanded services to existing companies. The University focuses on such areas of research as optics and photonics, simulation and training, IT/computer science, aerospace/aviation, alternative energy and conservation, materials science and engineering, and, most recently, nano and life sciences, where the University expects to hire an additional 70 faculty in the next five years.



A student at UCF works in her lab.

At its six major research centers, the University spends about 5% of its base budget, but that investment generates 40% of the contract and grant support for the University.

Another component of the University's outreach is designed to help new companies. While the goal of the UCF Incubation Program remains simple – help company clients to be successful – the results have been dramatic. Now expanded to five locations, the UCF Incubation Program has, since 1998, helped create more than 900 jobs, \$170 million of investment, and \$200 million annually of booked business by incubator clients.

Finally, the Florida High Tech Corridor serves as the vehicle for faculty partnerships with industry. A key feature of this project is \$2 million a year in cash match to projects in which University faculty members partner with local companies. By 2008, this matching fund had supported 615 University research projects with 250 local companies for \$130 million.

Besides working to spur local development, the University of Central Florida has reached out to surrounding communities by:

- Creating the Capacity Building Institute in 2003 to use a creative mix of faculty expertise and student service learning to provide training, technical assistance, and capacity building services to small non-profits. The goal of the Institute is to help the nonprofits enhance their own abilities and enable them to do what they want to do even better, while enhancing the students' skills in public administration and non-profit management.
- Starting the Community Nursing Coalitions program in 1997 so that student nurses learn more than the science of caring for the sick. Students are required to complete 90 clinical hours in their assigned CNCs, all of which are located in culturally diverse, medically underserved communities across Central Florida. The program has grown from seven CNCs to 16.
- Conducting a program to increase the number of highly qualified middle school mathematics and science teachers. It's for professionals who have a background in mathematics or science-related fields but want a new career of teaching middle school mathematics or science. The Transition to Mathematics and Science Teaching (TMAST) is a master's level degree program supported by the Lockheed Martin/UCF Academy.

University of Cincinnati

Supporting Children from Birth to Career

The formula for repairing anything that's broken is to identify the failing places, then fix them. That simple plan is at the heart of the University of Cincinnati's Strive program to improve urban education.

Only a few years old, Strive already enjoys signs of progress. The number of Cincinnati Public School students entering the University has grown by 28% over the last four years, and the graduation rate for those students is up by 3%.

"Educators from across the country will flock to Cincinnati to see how this curriculum – and the collaboration – works," predicted *The Cincinnati Enquirer*.

In 2006, the University's Center for Urban Education reviewed hundreds of educational studies and published the *Student's Roadmap to Success*, identifying five key transition points that can determine if a student succeeds:

- Readiness for kindergarten,
- Elementary to middle school,
- Middle school to high school,
- High school to college, and
- Freshman to sophomore year in college.

For each stage, partner organizations form a team that is responsible for initiating, carrying out, and evaluating programs at their stage, based on quantifiable targets. "Our approach," says University of Cincinnati President Nancy Zimpher, "is to determine what interventions and support are needed at various stages of a youngster's social and academic development."

To improve readiness for kindergarten, for example, the program put together a Strive team made up of 22 organizations, including hospitals and community medical programs, early-childhood programs, public schools, and universities. The team's management plan notes that 56% of children in the Cincinnati area enter kindergarten with literacy scores indicating they are not ready. And from the *Student's Roadmap to Success*, the team knew that good prenatal care and high-quality preschool education were critical to reversing the trend.



Elizabeth Kern, College of Design, Architecture, Art, and Planning, is one of 4,000 UC students benefiting from the unique educational opportunity available through cooperative education — alternating academic study with real, paid work in her chosen profession.

The team's plan lays out specific objectives, with strategies for reaching them. One objective, for instance, calls for increasing the "penetration" of home visits in Hamilton County from 20 to 40%. Social workers should visit these homes every 6-9 months and help parents learn to "provide a nurturing and stimulating environment and have a realistic knowledge of child development."

"Children and families must be supported in a consistent way, from a child's birth through graduation from college, and the entire community must be involved in providing this support," said Dr. Zimpher.

In another area of community outreach, the University of Cincinnati has joined four other major employers in a comprehensive effort to revitalize Cincinnati's Uptown area. Crime is down by nearly 25% all but one of Uptown's seven neighborhoods, and housing and retail establishments are growing. *The Cincinnati Post* called it, "one of those rare big projects ... where the major funders aren't simply sitting up in their silos calling the shots, but are instead trying to figure out approaches that are compatible with the needs of as many residents and business owners as possible."

University of Colorado Denver

University of Colorado Denver

Designing a New Approach to Teacher Preparation

Whitney Rust, a teacher candidate at the University of Colorado Denver, doesn't just study teaching. For 100 of 180 days of the school year, she is teaching in a Denver Public Schools classroom. She is among about 350 teacher candidates each year who are placed into 27 schools through the School of Education's Partner Schools program.

The program is designed to get beyond the idea that you can throw two years of education theory at an undergraduate, make him or her a student teacher for a few weeks, and then ... voila! ... a teacher is born.

The University of Colorado Denver program integrates theory and practice to prepare teacher candidates, even as it renews the schools. Lynn K. Rhodes, now Dean of the School of Education, started the program in 1994. "Our Partner Schools program is based on John Goodlad's research into education renewal," she said. "But we were also looking at our own teacher candidates and realized that we didn't want to isolate one or two candidates in a school any more."

Typically, 10-15 teacher candidates are assigned to each partner school. A faculty member spends one day a week on-site to help candidates apply educational theories and strategies directly in their classrooms. A veteran teacher serves as a site coordinator. This infusion of knowledge and people requires a principal who values and can manage the additional resources.

Most of the Partner Schools serve highly diverse populations of students from high-poverty neighborhoods. An example is Alsup Elementary in Commerce City outside of Denver. It was recently named one of five High-Flying Schools in the country during the National Youth-at-Risk conference. Principal Lynn Heintzman says that the Partner Schools program "absolutely" helped her to improve the achievement of Alsup's students. "Not a day goes by when there isn't an 'Ah-ha!' moment in each nook and cranny of the building," according to Ms. Heintzman.

The program purposely works with schools that serve high-need students. "If you can learn to teach students who struggle the most with learning, then you can teach anywhere," said Dr. Rhodes.

Dean Stecklein, the principal at Aurora Central High School, east of Denver, offers his school as an example. "At that time, the school didn't have much

further to go to hit rock bottom," he said. "When I took this job, I felt that if I had any skills at all, the only way we could go was up." He welcomed the Partner Schools program in January 2006.

Mr. Stecklein, since named the Colorado High School Principal of the Year, says that his students' ACT scores improved every year, and there was a renewed sense of school pride. The teachers prepared in his high school, he says, will walk into their first job with a much richer background than those from traditional training.

The teacher candidates are hot hiring prospects, and districts have become savvy about holding onto them. Samara Williams, a program graduate who is now an Alsup Elementary site coordinator, considers the program a year-long interview for assessing a future teacher's strengths and weaknesses. Principal Heintzman agrees, noting that she has hired 12 teacher candidates in the last four years. "When I hire a teacher from the Partner Schools program, it's like I'm getting a second-year teacher," says Ms. Heintzman.

In other community outreach projects, the University of Colorado Denver has:

- Worked with the Rocky Mountain Middle School Math and Science Partnership to encourage better teaching and learning in science and math. It has served more than 1,000 teachers and students in three years. Teachers can take 17 two- or three-week summer institutes focused on general math and science areas, including biology, geology, physics, chemistry, algebra, calculus, geometry, discrete math, math modeling, probability and statistics, and the history of math. For middle school students, the goal is to experience learning as fun. One-week sessions for day campers include designing robots, exploring the planet's atmospheric conditions, investigating crime scenes and forensic data, and learning about global positioning systems and earth mapping.
- Developed a comprehensive study of design and programming alternatives for the Denver Union Station plaza. Advanced Planning Studio graduate students undertook the semester-long project this spring. The final four conceptual plans presented to city planners, advocacy groups, and the public included sections, elevations, and perspective drawings.



University of Houston

Caring for the Eyes of the Community

Among the many terrible things that can happen to people in disasters is losing their eyeglasses. It may seem like a small thing – unless you can't live without them. After Hurricane Katrina drove nearly 3,000 people to Houston in 2005, faculty, staff, and students at the University of Houston College of Optometry discovered that the evacuees had a desperate need for eye care, including eye exams, prescriptions, and medication.

“So many people lost their glasses during the chaos following Katrina, they weren't able to function very well,” said Dr. Lloyd Pate, a College clinical associate professor. “They couldn't read the postings on the missing person's board.”

The University of Houston College of Optometry rose to the occasion and provided care for the evacuees at the Astrodome/Reliant Center and the George R. Brown Convention Center. At the same time, the experience gave the University an idea for continuing community service.

Today, the College is running a permanent program that helps the underserved receive eye care, as well as providing help in case of another emergency. The Mobile Eye Institute, a medical specialty bus equipped with the latest in ophthalmic technology, went into action last September to provide both basic and comprehensive eye care to Houstonians and disaster victims. The initiative is a partnership with the City of Houston.

“The Mobile Eye Institute is a tremendous addition to the vision-care services provided by the University for more than 50 years,” said University of Houston interim President John M. Rudley.

Services are designed for patients who don't have access to the traditional health-care system and who are unable to travel to the University Eye Institute or one of its three neighborhood clinics.

In addition to offering comprehensive eye examinations, optometrists also diagnose and treat common eye diseases such as allergies, dry eye, or conjunctivitis. Prescriptions for eyeglasses and contact lenses are written and appropriate referrals made for specialized vision care. In an emergency, the Mobile Eye Institute has the equipment to manufacture lenses.

The Mobile Eye Institute is only one example of the University of Houston's community outreach. In other areas, the University has:

- Launched the Greater Houston P-16+ Council (GHPC) to create, support, and connect a web of local



Fourth-year architecture student Veronica Hernandez is designing the Gulfport Day Labor Center as part of her work at the Community Design Resource Center (CDRC).

councils that do the “on-the-ground” work to improve all forms of education for Houstonians, from preschool through college. The GHPC also provides comprehensive analysis and evaluation services for any organization or project doing P-16 work.

- Created the Community Design Resource Center to enhance the quality of life in low- and moderate-income communities throughout the Houston region through design, research, education, and practice. The Center develops the partnerships, resources, and expertise necessary to address the challenges of growth, enhance the overall quality of life of citizens, and provide students and faculty with opportunities for applied research, inter-disciplinary learning, and community service.
- Supports other university-community activities, such as allowing students from the Gerald D. Hines College of Architecture Graduate Design/Build Studio to spend a summer building an 84-foot outdoor entrance canopy to provide a visual link between the two buildings belonging to the Girl Scouts' San Jacinto Council Headquarters.



University of Illinois at Chicago

Building a Record of Achievement in Neighborhoods

Many universities have discovered the benefits of building partnerships with their local communities, but the University of Illinois at Chicago (UIC) can proudly claim to have originated one of the first such university-community partnership programs in the United States.

The UIC Neighborhoods Initiative, a part of the school's Great Cities Institute, dates back to 1994, when University leaders foresaw the need to bring together the expertise, resources, and wisdom of communities with those of the University. The effort was designed to enhance both the quality of life for local residents and the quality of the research, service, and education of the University.

In the years since, UIC has built a remarkable record of achievement with its Neighborhoods Initiative (NI). Currently, over 30 active community research and service projects involve UICNI faculty, students, staff, and community-based organizations.

UICNI is guided by two Partner Councils, with members from the University, community, and public-serving organizations. The Councils engage over 60

faculty and community representatives in mutually beneficial dialogue about community concerns. Thus, the Councils play an important role in keeping the UICNI grounded and responsive to the needs of Chicago communities.

To ensure credibility, all UICNI Department of Housing and Urban Development programs are evaluated by an independent auditor. Evaluations have served to provide feedback to UIC and community partners and to build UICNI capacity. The project indicators are worked out with participating partners, and reports and evaluations are presented and discussed at Partner Council meetings.

A few of the UICNI's recent projects include:

- Helping senior families and others on fixed incomes to repair their homes,
- Aiding in the redevelopment of a distressed commercial corridor by helping to recruit a Walgreen store as the area's commercial anchor,
- Certifying 265 daycare providers in a welfare-to-work program,
- Creating seven community technology centers so that hundreds of low-income residents each day have access to computers, and
- Organizing over 60 participatory research projects based on community needs and characteristics.

The University of Illinois at Chicago also is involved in other programs to reach out to surrounding communities. Faculty members have been involved in an ambitious program to address cardiovascular disease and diabetes among African-American and Latino members of Chicago's North and South Lawndale communities. And the University is taking a role in a promising new project to better coordinate deans of education at local universities to address Chicago Public Schools' teacher needs.



University of Louisville

Committing to “Champion Community”

A new University of Louisville strategic plan, Vision 2020, calls for the University to become a national model for its community engagement and for serving as a transforming agent. The Signature Partnership Initiative (SPI) is among the examples of the University of Louisville’s commitment to “champion community.” The SPI represents a bold and innovative strategy to tackle one of the region’s most pressing challenges – improving the standard of living and access to economic opportunity for the underserved and disparate populations in the metro Louisville area.

The Signature Partnership Initiative is focused on education, economic development, and social and human services. In education, the University is partnering with five schools and community organizations to improve the educational attainment levels of community residents. More than 1,000 students and 250 faculty and staff are involved in programs for tutoring, mentoring, student field placements, and professional development for teachers.

Annually, over \$1.1 million is invested in college-connection initiatives – including GEAR-UP, Upward Bound, and College for Every Student-TCP Scholars – that are designed to expose students from underserved communities to higher education. Preparing Leaders, a collaboration between the law school and a high school law magnet,



An actor shows her simulated smallpox blister while taking part in a bioterrorism drill organized by the School of Public Health and Information Sciences.



introduces students to career opportunities in the legal field. The University is lending its expertise to Simmons College of Kentucky, a historically black college, to work on infrastructure development and assist with efforts toward accreditation, and the matriculation of Simmons College graduates to the University of Louisville.

Several economic development initiatives have been launched to aid in the continued growth and development of a vibrant economy in West Louisville. The University of Louisville partnered with several community agencies to implement a \$2-million program aimed at enhancing the growth and self-sufficiency of Disadvantaged Business Enterprises. With assistance from the College of Business, the program provides comprehensive business development assistance such as business plan development, coaching on contract estimation and bidding, and financial management.

Additional efforts to address the social and human needs of the community and to increase community capacity include The Pillars of the Community program, which addresses community and school violence, parental engagement in the schools, and student academic performance. Project Women’s Scholar House, a \$3-million facility, provides residence for single mothers and their children while the mothers are enrolled in college. The University also gives the women tuition remission and assists with coordinating an early-childhood development center for their children. A third program, the California Collaborative, was conceived to unify the efforts of neighborhood groups and community partners to establish, implement, and manage strategies for robust neighborhood revitalization.

Through the Signature Partnership Initiative, the University is also working with community partners to reduce health disparities in the West Louisville community. Collaborations are under way with the Metro Department of Public Health and Wellness to provide dental screenings, pre- and post-natal education and care, as well as other community outreach efforts. Many of the University colleges and departments are involved with the new Center for Health Equity. Undergraduate and graduate health-profession students receive offsite clinical education under the auspices of the Area Health Education Center. The center connects community-based preceptors and students at training sites providing health-care services to the working poor, uninsured/underinsured, and underrepresented minority and immigrant populations.



University of Memphis

Creating Multiple Programs to Improve Health

Improving the health of anyone, much less of a community, isn't simple. A multifaceted approach that takes into account lifestyles, diet, education, and a host of other factors must be used. And that's exactly what the University of Memphis is doing.

Among its many projects, the University has programs to address smoking, obesity, and inactivity; to improve public dialogue about health, and to help non-English speakers get better health care.

One of the broader-based programs, to encourage dialogue on health inequities in Shelby County, used the PBS documentary "Unnatural Causes" as a way to discuss alarming socioeconomic and racial disparities in health. The program was in cooperation with the Memphis and Shelby County Health Department and the Shelby County Regional Health Council.

Forums throughout the area were organized around a showing of a 20-minute clip from the program. Then, a "natural" leader from the area was paired with an expert from a sponsoring organization to lead discussions about major health concerns, current activities to address those concerns, and further action that might be needed.

Walking in Memphis, or WIM, is another broad-based approach to encouraging physical activity. Participants, who might include church groups or community organizations, can sign up and track their progress using Web-based self-monitoring tools.

Focusing on more specific concerns, the Lifestyle Enhancement Program, or LEAP, enlisted 400 adult cigarette smokers in a trial to evaluate the role of community-based physical activity in smoking cessation. The participants received free nicotine patches and memberships in the YMCA, and worked with a personal health and fitness instructor. It's a randomized, controlled trial funded by the National Institutes of Health.

Smoking, along with other harmful drug use, is also the subject of a study to learn if disasters, in this case Hurricane Katrina, change tobacco, alcohol, and marijuana use. More than 2,000 Memphis and New Orleans residents were involved in the project, whose findings suggested dramatic increases in smoking after such traumas.

Another targeted health project is the Girls Health Enrichment Multi-Site studies, or GEMs. Sponsored by the National Heart, Lung, and Blood Institute, the study developed and tested a full-scale obesity prevention intervention targeted at 8- to 10-year-old African-American girls and their parents or caregivers. The study recruited 303 participants. It compared the results of one regime that emphasized healthy eating habits and exercise with an alternative that promoted self-esteem and social efficacy. The outcomes are being analyzed.

Boys were also included in a different partnership between the University's



The Neighborhood Partnership brings together students and the community.

Master of Public Health Program and Memphis City Schools, which was aimed at promoting student health. Screenings indicated that 37% of girls and 36% of boys in kindergarten and grades two, four, and six were overweight or obese.

Reaching out to the Hispanic community, the University of Memphis offers a Health Care Interpreter Certificate program for bilingual-bicultural people. This training program provides a cadre of Spanish-speaking interpreters for the hospital and medical facilities of West Tennessee, as part of a national program affiliated with the Robert Wood Johnson Foundation and Kaiser Permanente.

The University is also studying how recycled cooking oil from cafeterias on campus might be turned into fuel, thereby improving the environment – and the area's health.

In other areas of community outreach, the University of Memphis has:

- Partnered with the Mid-South Reading Alliance, Inc., or Mid-South Reads, a coalition of agencies, businesses, and educational systems, to promote reading and lifelong learning in the Greater Memphis area using multiple strategies. Book chapters are published in the local paper, and groups meet to discuss them. Other activities include book drives and distributions, literary festivals and conferences, and newsletters and a Web site.
- Created the Neighborhood Partnership with various community organizations to address social, health, urban design, and safety issues. Projects of the Partnership have included recording and videotaping residents of an African-American neighborhood, taking an inventory of traffic patterns and transportation networks in another neighborhood, working toward a unified visual identity in the University District, converting foreclosed houses to rental properties for eventual restoration as individually-owned homes, and launching an initiative to deal with nuisance properties.

University of Minnesota

Bringing Land-Grant Ideas into the City

The University of Minnesota is one of the original land-grant institutions created by Congress and President Lincoln in 1862, but it is also located in the heart of a major metropolis. In 2005, therefore, the University decided to make institutional changes to ensure that its urban commitment matched its historical commitment to rural parts of the state.

North Minneapolis was the reason.

The Northside is a culturally rich area with a vibrant social history, a strong sense of identity, and hope for the future. But unemployment is higher there than in any other area of Minneapolis. Foreclosures are growing. More than one-third of children ages 5 and under live in poverty, and 25% of the children removed from homes in Minneapolis because of mistreatment are from the Northside. In short, the cumulative impact on children and youth is devastating.

In response, the University, along with North Minneapolis residents and organizations, and city and county government representatives created the University Northside Partnership as a mechanism for collaboration and cooperation to address the area's challenges.

For years, the University has coordinated outreach to rural communities through an organized system of Extension offices and Research and Outreach Centers (ROCs) located strategically in rural and small town locations across the state. ROCs conduct both basic and applied research to address problems and issues affecting the lives of rural Minnesotans.

Until recently, the University had no urban equivalent of a ROC, and the University's urban involvement was often driven by individual researchers. These efforts tended to be episodic and disconnected, which weakened their impact and frustrated the University's partners.

The obvious solution was to create an urban ROC to ensure continuity of the University Northside Partnership and to serve as an anchor in North Minneapolis – and that's exactly what the University did, calling it the Urban Research and Outreach/Engagement Center, or UROC.

UNIVERSITY OF MINNESOTA

UROC weaves together research and public engagement, and is based on an interdisciplinary approach dedicated to developing long-term sustainable partnerships. To create a visible symbol and vehicle for stimulating economic development, the University purchased a 21,000-square-foot Northside shopping plaza that will be used as the operating facility for the UROC starting about January 2009.

Many community partners of UROC will be housed in the renovated space. For example, the University is working collaboratively with community partners to develop a youth entrepreneurship curriculum that focuses on personal responsibility and management, leadership, and entrepreneurship.

In other community outreach projects, the University is:

- Working with Hennepin County and community groups to improve school readiness for 500 youths in North Minneapolis.
- Partnering with NorthPoint Health & Wellness to provide North Minneapolis with access to best practices and interventions on issues facing children and families, with a particular focus on mental health.
- Engaging a large group of policymakers and practitioners to create a stronger professional community of providers to address out-of-school time issues for youth.
- Heading the Minnesota P-16 Education Partnership to develop policy positions for Minnesota education and to create greater coherence across different education sectors.
- Working on several health initiatives, including providing services and research through its Academic Health Center, operating a mobile dental lab, and promoting healthy eating at places like farmers' markets.



Participants work to get the Urban Research and Outreach/Engagement Center up and running.



University of Missouri Kansas City

Creating an Accurate Picture of the Inner City

Businesses shy away from urban neighborhoods because they don't believe their investments will pay off. But what if those business decisions are based on incomplete or inaccurate data?

That provocative question is behind the creation of the Kansas City Urban Market Assets. KUMA, as it's known, is a project of the University of Missouri - Kansas City, working in concert with Social Compact, a coalition of national business leaders.

Private investors can easily find stereotypes and other impediments to investment in inner-city communities. Negative or inaccurate census data, the lack of dependable business-oriented market information, and indicators of low median income, high poverty rates, discouraging population trends, and high crime rates are readily available.

To tell a better, more accurate story, the University's L. P. Cookingham Institute of Urban Affairs and its Center for Economic Information joined with Social Compact to catalyze business investment in Kansas City's inner-city neighborhoods.

The project uses Social Compact's urban market analysis tool - DrillDown - to assemble a more accurate representation of neighborhoods and reveal true consumption patterns. KUMA will use the data to coordinate with local agencies for commercial corridor development in "under-retailed" and underserved areas, including the Main Street, Troost, Broadway, and Prospect corridors.

This research replaces outdated, deficiency-based data with a reliable market analysis. Using the research methodology, the Cookingham Institute has uncovered undercounted populations and presented an asset-based analysis

of urban neighborhoods. Project KUMA will combine asset data, city planning and incentives, private industry, and community development corporations to improve retail development in the city's urban neighborhoods.

Among other discoveries, the

process should produce a more accurate population count; compute better market asset indicators; identify retail, banking, transportation, and other needs, and produce a better picture of crime patterns.

Twice a year, KUMA will share the information through a commercial corridor conference, with highlights of city incentives and financing programs available to each particular corridor. In addition, the University will conduct ongoing research dedicated to improving the impact of city development policy. Reports will also inform policy decisions to better target limited resources to Kansas City's urban core areas.

Improving investment in urban neighborhoods is only one of the University's outreach projects. In other areas, the University has:

- Created the Institute for Entrepreneurship and Innovation that serves as the home of 17 other organizations providing start-up and legal expertise, training, and financial, management, and marketing assistance to small businesses. Students from every discipline will also have the opportunity to graduate with real experience in starting and running new businesses.
- Operated the Summer Scholars program to introduce high school students to a myriad opportunities in the health-care field. Participants attend clinical rotations and services at Truman Medical Center-West, the principal adult teaching hospital for the Medical School. Students receive hands-on experience in emergency medicine, surgery, intensive care, obstetrics/gynecology, rehabilitation services, nursing services, pathology, and the nursery. Nearly 700 high school students have participated, and more than 80 of them have gone on to the University of Missouri - Kansas City School of Medicine.
- Developed the Institute for Urban Education to prepare teachers for urban schools. Starting its fourth year this fall, the Institute recruits promising teacher candidates from urban schools. There is a focus on math, science, and literacy within a curriculum that is culturally responsive and requires extensive clinical work.



A UMKC student works with a youngster in the Institute for Urban Education program, which specifically targets the development of teachers for urban schools.

University of New Mexico

Opening the Doors between University and Community

The University of New Mexico plays a vital role in the Albuquerque metro area that encompasses an extremely diverse population of 850,000. The University is working, therefore, on two interrelated issues at the same time: how to take the University out into the community, and how to bring the community into the University.

For the former, the University has instituted “urban service learning courses,” which are designed to help students become agents of change in their local communities. For the latter, the University has established a program that provides University resources to community members to assist them in a variety of civic activities.

On the first front, the Research Service Learning Program allows undergraduates to concentrate their study in courses that are specifically designed to enhance awareness of community issues. Courses such as Urban Leadership, Urban Issues in the Community, and Introduction to Service Learning Leadership enable a direct path to understanding community needs and offer preparation for active roles in community service.

Specific topics covered through this program include examination of the interdependence of urban, suburban, and rural families; study of personal attitudes and predispositions regarding poverty; availability of public resources to community members, and analysis of political decisions that impact lifestyle and socioeconomic condition.

On the second front, the University sponsors a program called Community Learning and Public Service (CLPS). Supported by the College of Education, this effort assists community members who are interested in mobilizing University resources toward increasing civic engagement. Its components include the UNM Service Corps that sponsors after-school programs, grass-roots literacy education, affordable health clinics, environmental justice programs, and other initiatives. The CLPS program also includes the New Mexico Civic Engagement Partnerships, which are



After working on a community garden as part of their research service-learning class, University of New Mexico students take a break as the sun begins to set.

geared toward public high schools, and Masters in Community Learning, which links curriculum, research, and teaching with public service.

The University of New Mexico has engaged the community in other ways, through:

- The Community Access Program – a community-based organization of medical, behavioral, and social-service safety net organizations – and a Health Commons Model designed to provide one-stop shopping for primary care, behavioral health, oral health, social services, and case management.
- A K-20 collaborative effort that encourages curriculum alignment, establishes dual credit agreements, and assists planning for college readiness. Specific activities include partnerships with community colleges, middle school outreach programs to address questions of affordability, and coordination of programs to improve the pipeline of students, including Engaging Latino Communities for Education, GEAR-UP, and Title V programs.
- Nurse Advice New Mexico – a partnership that has produced the nation’s first triage hotline that is available around-the-clock to all residents – urban or rural, with or without insurance.
- Primary Care Dispatch – a Web-based system for the assignment of uninsured emergency department patients to primary care homes. Patients are scheduled with a provider before leaving the emergency room. This practice has resulted in a 31% reduction of return visits.
- A new medical school primary care curriculum that takes advantage of problem-based community-oriented education, and integrates basic and clinical services with biological and population-centered concerns.



University of New Orleans

Operating Charter Schools after Katrina

The University of New Orleans has put itself on the line. Taking over some of the city's repeatedly failing public schools, the University has staked its resources and reputation on practicing what it teaches.

"As an urban university, our mission calls for us to assume a greater responsibility for the quality of public education in the New Orleans area," said James Meza, Jr., Dean of the College of Education and Human Development and founder of what is known as the Charter School Network.

After a state constitutional amendment made it possible, the University assumed operation of the Pierre A. Capdau Elementary School in 2004. Later, it also became involved in operating the Medard H. Nelson, Gentry Terrace, Edward Hynes, and Ben Franklin schools.

Success, even this early in the process, has been startling. On grade-level exams in the Nelson school, fourth-grade passing rates went from 42% in 2006 to 93% in 2007, and eighth-grade passing rates from 6% to 81%. Over the same period at Capdau School, the fourth-grade rates went from 21% to 72%, and eighth-grade rates from 23% to 63%.

"Even though James Meza doesn't wear the uniform of a first responder, he is doing rescue work. Meza is saving the children of New Orleans from the miserable education system they had before Hurricane Katrina," NPR reported on *All Things Considered* on March 19, 2008.

UNO Charter Network schools serve as catalysts to encourage families to repopulate the neighborhoods surrounding the University and its academic community. The schools are open to students citywide and form a network of quality neighborhood public schools.

The UNO Charter Network provides guidance and support for its charter schools to serve the multiple needs of all students through innovative instructional teaching strategies and enriched curricula that focus on the individual talents of all students, including those with special needs. Counseling, resource allocation, and teacher professional development are all pinpointed to support the individual needs of students, families, and teachers.

UNO Charter Network schools are designated as UNO College of Edu-



cation and Human Development professional development schools. UNO Charter students have access to University resources, including libraries, computer labs, and recreation and wellness facilities.

Students attending UNO Charter Network schools have shown evidence of academic improvement despite the unprecedented upheaval of Hurricane Katrina. In addition to improvement in grade-level testing scores, nearly two dozen Pierre Capdau Early College High School 11th graders are currently enrolled in classes at Delgado Community College.

"Through the UNO Charter Network, we are fulfilling our role as an urban university of leading the rebuilding of our surrounding neighborhoods and the entire New Orleans region," said University Chancellor Timothy P. Ryan.

The University of New Orleans is also reaching out to its community and helping it recover from Katrina by:

- Using flood insurance claims data and a geographic information system to identify and analyze repetitive flood-loss areas and properties under a program funded by the Federal Emergency Management Agency Region VI. The UNO-CHART project is helping communities and agencies determine the suitability of houses for mitigation projects such as acquisition, elevation, or other retrofitting flood-protection measures. The data have been arranged for easy access on the Repetitive Loss Web Portal. Although repetitive flood-loss properties represent only about 1% of National Flood Insurance policies, they account for about one-third of claim payments.



Virginia Commonwealth University

Sustaining the Pipeline into Health-Related Professions

From middle school through medical school, Virginia Commonwealth University in Richmond is determined to maintain a full pipeline of urban and minority students entering health-related professions. From a comprehensive initiative to identify and track likely students, to individual programs in specific schools or at specific grade levels, VCU has staked out a “vertical sequential” model that ensures students aren’t left in the lurch, but rather “handed off” at each stage, from recruitment to ultimate success.

VCU’s Health Career Pipeline project provides the overall management of the program, which includes sustaining stakeholder interest, creating partnerships with community organizations, developing curriculum and common criteria for success, and providing central coordination.

Just identifying and keeping track of the status of hundreds of young students who might be candidates for health careers is a challenge.

In 2007, 450 students in elementary to high schools took part in activities to whet their appetites for health careers. This smorgasbord of programs has such names as the Dental Careers Exploration Program, the Diversity Access Program, Jump Rope to Stethoscope, Project Inquisitive Minds, and the Health System Junior Volunteers.

The Sciences Specialty Center at Cosby High

School in Chesterfield, for example, partnered with VCU to offer a three-credit college-level course to help high school students make informed decisions about health careers and plan college courses and extra curricular activities to achieve their career goals. Through lectures, field trips to the VCU/Medical College

VCU



A VCU student in a service-learning class works with area children.

of Virginia Campus, and a mentorship program with VCU undergraduates, high school students were encouraged to consider health care and health sciences careers.

Currently 42 high school students are taking the course, with another 120 students interested in a spring 2009 course.

Another initiative, Jump Rope to Stethoscope (J2S), is composed of several different programs designed to increase minority enrollment in health profession majors. Through it, a health career course was offered in an inner-city middle school as a one-semester elective class to seventh and eighth grade students. J2S also features health career camps, summer internships, tours for middle and high school students, and an Explorers' Program with monthly meetings for youth who have chosen health care as their future profession.

Increasing minority participation in health care is an important task for VCU, but it isn't the University's only outreach to the community. VCU also has:

- Established the Metropolitan Educational Training Alliance (META), a partnership among the Chesterfield County Public Schools, Hanover County Public Schools, Henrico County Public Schools, Richmond City Public Schools, and Virginia Commonwealth University to enhance the professional development and training of teachers, administrators, and other education personnel. Two efforts of META involve organizing experienced mentor teachers to guide teacher candidates or new teachers in challenging schools. About 100 Clinical Faculty are created each year to help guide teacher candidates, while the program for “high-needs” schools has involved more than 30 schools, 300 new teachers, and 24 Beginning Teacher Advisors.



Nearly 1,000 children participated in the May 2005 Anthem Blue Goo: The Race to Slime Cancer to benefit VCU's Massey Cancer Center.



Wichita State University

Restructuring Education Programs to Meet Urban Workforce Needs

Among the hallmarks of Wichita State University's goals for 21st century education is a program to prepare a cadre of education leaders who are specifically trained in the challenges of serving as principals in urban schools. This includes a two-year program leading to a master's degree, which is site-based, developed around practicum and case study, and taught by adjunct faculty who are administrators selected and mentored by WSU faculty.

In addition, the University has developed an Urban Teacher Preparation Program that provides the opportunity for up to 20 elementary candidates to complete their four final semesters in an education program at the University. Those selected for the program receive financial support for WSU tuition in exchange for a commitment to serve in an urban setting for at least four years. The program includes multiple opportunities for hands-on, school-based experiences. The curriculum has an urban focus, and graduates are recommended for licensure as teachers of English as a Second Language as well as elementary licensure.

To ensure diversity among the teacher population, and to better reflect changing student demographics, a "Grow Your Own Teacher" initiative

has been established as well. In this effort, graduating seniors who are the first in their family to receive a university degree, or who belong to a group underrepresented in higher education, are eligible to receive support for their studies as long as they agree to teach in an urban district. To date, 133 participants have completed their college education, and 96 individuals are currently employed as teachers in the Wichita Public Schools.

Another initiative involves a partnership with WSU and The Opportunity Project devoted to early education for children living in poverty. This community-university partnership provides services to children in low-income families and offers high-quality training experiences for mental-health professionals to develop skills to work with preschool-age children. Future plans for the project include training of parents and teachers in basic play therapy techniques that can be used by non-counselors to enhance the emotional and social development of children. Consultation with parents and preschool teachers is an important element of the project.

Demographic changes and the need to increase racial and ethnic diversity among health professionals, particularly physician assistants, are among the drivers of a new WSU curriculum initiative that focuses on the specific health problems of minorities and other high-risk populations in a community setting.

Other objectives include the provision of a diverse instructional environment that reflects the diversity of the Wichita community; a minority/disadvantaged-student recruitment plan to increase the number of minority/disadvantaged applicants and enrollees, and a minority/disadvantaged student retention plan.

Three goals have been set for this purpose: 1) strengthening and expanding both the didactic and clinical curriculum to improve the training of culturally competent health-care providers in primary care to medically-under-served urban and rural sites; 2) increasing the number of disadvantaged/underrepresented minorities who are lecturers, preceptors, and faculty, and 3) increasing the number of minority and/or disadvantaged students who apply to, and ultimately graduate from, the physician assistant program.



A young student works at play therapy in a program sponsored by Wichita State University.



"Human capital has become our most precious resource. As leaders, we are all stewards of this resource, responsible for recognizing the potential in others and ourselves, and for using that potential to nurture discovery and innovation while serving the greater good."

*Robert H. Bruininks
President, University of Minnesota*

