

# **A Million Hours and Counting: UConn's Engagement, Service, and Outreach in Connecticut's Urban Centers**

**Submitted on Behalf of President Susan Herbst and Interim Provost Mun Choi**

## **Executive Summary**

The schools, colleges, and programs at the University of Connecticut exemplify a comprehensive commitment to serving Connecticut's urban population. This commitment does not exist in isolation but is indicative of a pervasive culture of service to individuals who live in poverty and are in need of our support and care. Every school and college has multiple programs that directly address the needs of those who live in Connecticut's urban, high poverty areas. Beyond these research and service activities, programs at UConn are systematically designed and implemented to support students from Connecticut's urban areas. The collective work of the faculty, staff, and students of the University of Connecticut is intertwined with the fabric of our state's urban communities and seeks to improve the life experiences of those who live, work, and attend school in these communities.

Summarizing the full and comprehensive scope and scale of this output of UConn human capital is incredibly challenging, as any synopsis serves as an incomplete portrait of our university's commitment to Connecticut's urban areas. An indication of this commitment is the fact that 16% of the students who were accepted as freshmen at the University of Connecticut this fall were from the highest poverty urban cities in Connecticut. Multiple programs exist to support these students before and after they matriculate. One program, the Student Success program, served 300 first generation college students this summer. In addition to these university-wide programs, outreach activities are also conducted at every school and college across the university. For example, the Neag School of Education requires that all students complete urban practicums, and during each academic year between 2006 and 2011, there were 150 (42%) students from the Teacher Education Program placed in the state's urban city schools, enhancing the learning of about 3,825 pupils in schools. During the 2010-2011 academic year, undergraduate and master's interns contributed 8,500 hours or 1,060 work days in Windham Public Schools, and 10,000 hours or 1,250 work days in Hartford Public Schools. Seventy-two undergraduate interns contributed 6,048 hours in Windham Public Schools, and 54 undergraduate interns contributed 4,536 hours in Hartford Public Schools. The faculty and students of the School of Dental Medicine organized 79,849 dental visits for residents of Connecticut's high poverty urban areas, which represent 55% of their total outreach activities. The College of Agriculture and Natural Resources sponsors dozens of programs for urban children and adults, contributing instruction and direct service in nutrition, health and safety, fitness, children placed at risk, and positive mentoring. The School of Engineering funds and operates multiple programs including the Louis Stokes Alliance for Minority Participation, that supports students from culturally diverse backgrounds to pursue undergraduate degrees in science, technology, engineering, and math (STEM) fields, with a remarkable graduation rate of 92%. Our Law School offers 14 different programs that contribute to urban life, including our poverty law clinic, our Street Law Program, our Tax Clinic, and our Center for Children's Advocacy.

Our College of Liberal Arts and Sciences also provides a wide range of services including the Governor's Urban Youth Violence Program, and a Reading Service Learning Program that has assisted 1200 children

in Stamford and Norwalk who are at risk for reading difficulties. The UConn School of Medicine and our Health Center faculty, students, and staff also contribute thousands of hours of service to urban areas, including free medical services to Hartford's most vulnerable citizens at the South Park Inn Medical Clinic, the South Marshall Street Homeless Shelter, and the YMCA Adolescent Girls Medical Center. Dr. Carol Polifroni from the School of Nursing works with Hartford youth, funded by the HRSA Nursing Workforce Diversity (NWD) in a program called "RUN with LC." This innovative program is currently being implemented with 200 underrepresented, high poverty middle school students to increase diversity in the nursing workforce and encourage Hartford children to enter nursing as a career. Many of our undergraduate and graduate students work as volunteers and conduct their internships in urban settings. Last year, for example, 51 students in our School of Social Work contributed 28,560 hours in urban internships in public schools, hospitals, social service agencies and nursing homes and students in Public Policy at the Greater Hartford Campus made a similar commitment to urban placements.

These highlighted programs, of which we are so proud, provide only a sample of the multitude of those described in the pages that follow. As an American land-grant university, we will continue to work to improve the lives of high poverty citizens in Connecticut who can benefit from our accessibility, service, and belief in their potential.

# A Million Hours and Counting: UConn's Engagement, Service, and Outreach in Connecticut's Urban Centers

## Part One: Introduction

This report highlights the strong urban commitment and engagement on the parts of the faculty, staff, and students at the University of Connecticut. The report is presented with a summary of activities across various departments and schools in this section, and in Part Two, we include individual reports from all UConn Schools and Colleges and across all campuses focusing on the diverse programs and services serving urban high poverty areas in Connecticut.

The work that our faculty, staff, and students contribute in urban and high poverty areas is usually:

- Motivated by faculty commitment and interest in addressing issues related to urban poverty
- Funded by state, federal or private foundation grants
- Donated service time of faculty, staff, and students that makes a difference in the urban lives of children, adults, senior citizens, and persons with disabilities

Summarizing hundreds of thousands of hours of support, outreach, and engagement across all of our programs and schools is a daunting task, and to demonstrate the breadth of the programs described in the longer report, we highlighted some our faculty, student, and staff outreach in a synthesis of activities below.

- Students, faculty and staff in the **UConn School of Dental Medicine** community provided care through the following outreach activities in high poverty CT urban areas in FY12: Connecticut Mission of Mercy, South Park Inn Homeless Shelter Clinic, Migrant Farm Workers' Health Initiative, Connecticut Inner City Mission of Mercy, Special Olympics Health Athletes/Special Smiles, Camp Courant, My Sister's Place, and at eleven different health fairs. Of the 95,000 annual patient visits facilitated by our Dental School Outreach, over 38,000 (40%) were devoted to high poverty urban patients, including 16,815 in Hartford alone.
- Our **Student Support Services (SSS)** is designed to assist high poverty first generation urban students in achieving academic success, navigating the university system, and obtaining a degree from the University of Connecticut. The SSS program, located in Storrs and our five regional campuses, runs throughout the academic year in addition to a pre-collegiate six-week summer program that served over 300 students from CT urban areas this summer, including, for example, 29 students from Bridgeport, 36 from Hartford, 12 from Manchester, 19 from Waterbury, and 17 from Norwalk.
- **UConn's Educational Talent Search Program (ETS)** services are intended to support students who demonstrate the potential for postsecondary enrollment and provide them with the motivation and support as they transition from middle school to high school. Program staff, who have offices in our target schools work closely with participants to successfully place them at an appropriate post-secondary institution upon high school graduation. The two-site operation, located in New Haven and Windham, currently services 630 students in grades 6 – 12.
- **College of Agriculture Extension, 4-H Youth Development** - the 4-H volunteer leaders and grant staff conduct community service projects in Bridgeport as part of their club program. The

impact has been remarkable as 344 4-H youth and 16 4-H groups received recognition for their 23 community service projects and 3,440 hours contributed to better their communities.

- Master's degree students enrolled in our **School of Social Work Program** complete internships in a wide-range of organizations in Connecticut's urban cities. These include public schools, hospitals, nursing homes, and social service agencies, which may be operated by non-profit agencies and municipal or state governments. Each student completes a 560 hour internship. Therefore, 51 students provide a total of 28,560 internship hours, which makes a significant contribution to expanding the resources of poor cities and meeting the needs of their citizens.
- **The Engineering School's Louis Stokes Alliance for Minority Participation (LSAMP)** - UConn's LSAMP program, funded by the National Science Foundation, supports students from underrepresented populations in their pursuit of undergraduate degrees in the science, technology, engineering and math (STEM) fields. A remarkable 92 percent of LSAMP scholars have earned their bachelor's degrees. As part of the program, these students serve as role models by conducting science workshops with inner-city middle and high school students. LSAMP has achieved notable outcomes including: 97% retention at UConn; 3.25 median GPA; 100% of students have attended at least one leadership conference; 92% of the class of 2011 went on to graduate or professional school.
- The **Ballard Institute and Museum of Puppetry (BIMP)** from our School of Fine Arts in collaboration with the **Department of Dramatic Arts Puppet Arts Program** have conducted puppet, mask, and video workshops with elementary school children in the Hartford area. BIMP conducts museum tours and puppet-making workshops with elementary school students from New Haven's Elm City College Preparatory School, and numerous schools in Willimantic.
- **Public Health research conducted by faculty in our College of Liberal Arts and Sciences**, investigates health disparities in adolescent, Hispanic women in New Britain, Meriden, Middletown, & New Haven; collaboration with the YWCA, the New Britain public schools, and community agencies to understand the interpersonal and cultural factors impacting health disparities (**Dr. Milan**); prevention and intervention programs for obesity in the city of Hartford (**Dr. Gorin**); understanding and preventing unsafe sexual behavior in gay men, Latina women, and other groups at high risk of HIV infection in CT cities, including Hartford (**Drs. Fisher, Kalichman, and Marsh**).
- The **Neag School of Education** faculty (**Drs. Reis, Little, and Femc-Bagwell**) conducted research in Hartford, Waterbury, and Stamford that increased achievement for over 2000 students. Reis and her colleagues investigated the effects of an enriched reading program on elementary students' reading fluency, comprehension, and attitude toward reading in Hartford, Bridgeport, and Waterbury, finding that students using the SEM-R outperformed students in control classrooms using traditional basal reading instruction in reading comprehension. Reis and her colleague Joseph Renzulli also worked for 3 years with Hartford faculty and staff to open a new school called The Renzulli Academy, three years ago. The Academy serves 130 students in grades kindergarten through eight using an enrichment approach to learning designed to affect the entire culture of the school rather than a remedial and compensatory focus. The Renzulli Academy has achieved the highest scores in Hartford on the last two years Connecticut Mastery Tests.

The full report that follows describes our urban outreach efforts across every campus and school and college. We assume our responsibility as an American land-grant university and will continue to work to provide service to those in our state who live in poverty and need our help, to those who are sick and need our expertise, and to those who can benefit from our accessibility, service, and belief in their potential.

## Part Two: UConn's Commitment to High Poverty Urban Outreach and Service

### Admissions and Undergraduate Urban Recruitment

- Over 1400 high poverty urban students were recruited to UConn and approximately 400 students were given application support and assistance on our urban application “help days” in high poverty urban schools across the state.
- Approximately 500 urban students were personally called during our Diversity Call Out Night program for admitted students.

We are proud to report, that of the 4415 freshman students who were accepted into our most academically competitive class in the fall of 2012, 719 (16%) were from the high poverty urban cities in Connecticut, while 78 (6%) of our 1150 transfer students in 2012 were from the same Connecticut urban communities.

<b>URBAN ADMISSIONS 2010-2012</b>				
<b>ADMIT TYPE</b>	<b>CITY</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Freshman	Bridgeport	208	225	226
Freshman	Hartford	144	155	128
Freshman	New Haven	131	145	159
Freshman	New London	27	26	26
Freshman	Waterbury	169	179	161
Freshman	Willimantic	15	17	19
<b>Total Freshman</b>		<b>694</b>	<b>747</b>	<b>719</b>
Transfer	Bridgeport	16	26	8
Transfer	Hartford	19	13	19
Transfer	New Haven	14	8	10
Transfer	New London	1	6	3
Transfer	Waterbury	18	16	29
Transfer	Willimantic	7	9	9
<b>Total Transfer</b>		<b>75</b>	<b>78</b>	<b>78</b>
<b>TOTAL</b>		<b>769</b>	<b>825</b>	<b>797</b>

The following programs were also implemented for urban, high poverty students as well as their teachers and counselors and parents:

**Urban Admitted Student Visits** – Storrs and Regional Campus staff hold an informal breakfast for 600 admitted students in most urban schools across the state. Students are congratulated, counselors are there to answer questions and students are given a to-do list for the next steps to enrollment.

**Counselor Luncheons** – School Counselors at urban schools are invited to lunches, held at the regional campuses, where admissions’ staff inform them of the opportunities available for students, including academic offerings, scholarship opportunities, financial aid, and more.

**College Life Visits** – High School Juniors and Seniors from urban schools are hosted at UConn’s Storrs campus for the day. The day starts at the Lodewick’s Visitors Center. An admissions staff member attends the initial meeting to give the information to the students regarding the application process. The students then spend time with current UConn students from their community, visit cultural centers and learn more about the academic offerings, and financing education while they are on campus.

**Application Days** – Admissions staff from Storrs and the Regional Campuses host application events in urban schools to assist each student in filling out the application for admission. All documentation is gathered on the day of the event and brought back to the office for processing. Any questions are answered during this time as well.

**Admitted Student Phonathons** – Current UConn students call admitted students from their community to talk about their experience at UConn. They provide information about activities on campus and are there to answer any questions or concerns that they may have.

**Application Calling Campaigns** – Student employees call students who have not yet completed their application. The emphasis of the call is to encourage them to finish their application on-time.

**Outreach to Community Based Organizations** – Beginning this year, Undergraduate Admissions will begin outreach to Community Based Organizations (CBO) in Connecticut’s urban centers that work with first generation, low income and underrepresented high school students. Activities include informational lunches, hosting leaders on campus and organizing visits for students from these organizations to UConn’s campuses.

**High School Visits and College Fairs** – UConn visits virtually every high school each year either through an individual visit or college fair, as hosted by the school. Urban schools are included in these visits and are often visited multiple times throughout the year. Additionally, some CBOs also host fairs for urban students, where UConn is an active participant in these college fairs.

## **The Center for Academic Programs**

The Center for Academic Programs (CAP) provides access to higher education for first generation college students, from underrepresented populations, and/or who are from low-income backgrounds. The CAP advances the well-being of Connecticut’s citizens through collaborations, community outreach, and advocacy with the ultimate goal of college preparation, enrollment, retention, and graduation. The program does this through three distinct yet inter-related programs: Student Support Services, Upward Bound/ConnCAP, and Educational Talent Search.

### **Student Support Services**

Student Support Services (SSS) is designed to assist students in achieving academic success, navigating the university system, and obtaining a degree from the University of Connecticut. The SSS program, located in Storrs as well as five regional campuses, runs throughout the academic year in addition to the pre-collegiate six-week summer program.

Each spring, over 300 students are selected to join the SSS program. The summer program begins at the end of June and continues through early August. Classes meet Monday through Friday in Storrs and at the regional campuses. The summer program at Storrs is a residential program, while those at the regionals

are non-residential. This six-week pre-collegiate component is designed to prepare students for academic environments and it requires students to take University courses for which they earn up to seven college credits.

<b>2012 SSS Low-Income Students</b>		
<b>Campus</b>	<b>Total Students</b>	<b>Low-Income Students</b>
Storrs	172	137
Hartford	60	48
Waterbury	30	22
Avery Point	19	10
Stamford	31	22
Torrington	10	3
<b>TOTAL</b>	<b>322</b>	<b>242</b>

This summer, 322 students attended SSS programs and of these, 142 were from low-income families in Connecticut's largest urban areas. The following tables summarize the distribution of low-income students from urban areas:

<b>Low-Income Students By Major City</b>	
<b>City</b>	<b>Number</b>
Bridgeport	29
Hartford	36
Manchester	12
New Haven	18
Norwalk	17
Stamford	11
Waterbury	19
<b>TOTAL</b>	<b>142</b>

### **Upward Bound/Conn CAP**

During the last year, 100 students participated in our Upward Bound/ConnCAP Program intensive residential summer component at UConn. Every year, a new cohort of about 40 students is admitted from six target high schools in Connecticut's highest poverty cities such as New Haven and Hartford.

Students attend summer sessions at UConn following their ninth, tenth, and eleventh grades in school. These intensive six-week residential programs are designed to advance students' academic skill levels in literature, composition, foreign languages, science, and mathematics, while promoting personal growth through extracurricular experiences. The summer curriculum prepares students for the academic challenges they will encounter during the forthcoming academic year. The total instructional time each week totals 36.5 hours; and students spend over 200 hours in the classroom during the summer program, with over 180 of these spent in the core classes and foreign language class. In addition, students participate in mandatory study hall for 2.5 hours each evening, Sunday-Thursday, working individually with tutors in designated subjects. Tutoring/study time is a minimum of 12.5 hours each week; students spend over 70 hours in study hall during the summer program. The following is the distribution of low-income and first-generation to college who attended the program by target city during the summer of 2012:

City	Number
Hartford	49
New Haven	33
Windham	18

### **Educational Talent Search**

Educational Talent Search Program (ETS) services are intended to support students who demonstrate the potential for postsecondary enrollment and provide them with the motivation and support as they transition from middle school to high school. Although ETS is expected to provide the majority of services during the academic year, the importance of continuity is recognized. Therefore, events are planned during the summer months to reinforce the relationships that have been established with our students during the academic year.

During the 2012 summer, ETS serviced 36 participants in Windham with 34 out of the 36 being low-income. Every July, rising 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade students participate in a 4-week Summer Enrichment Program which takes place at Windham Middle School. Classes are held Monday-Friday and focus on the academic skills needed to succeed in high school – Math, English, and Computer Science. Combined with the academic program is a social development component that provided students an opportunity to gain knowledge on topics and activities that ranged from healthy relationships, drug prevention, girl scouts, martial arts, and career exploration. They also had the opportunity to visit Trinity College, the State Capitol, Eastern Connecticut State University, and Central Connecticut State University.

### **The College of Agriculture & Natural Resources**

**The People Empowering People (PEP) program** builds on the strengths and life experiences of “natural leaders” in communities. PEP is a life skills, leadership skills and civic engagement program. PEP includes two-hours a week of instruction, community service projects, and a group graduation over a 4-6 month period. Cooperative Extension trained agency staff and volunteers conduct the program in English or Spanish to parents, single adults, teen parents from community agencies and family resource centers and men and women from 6 prisons. Over 320 men and women graduated from community and prison PEP groups. Approximately 44% are Hispanic, 31% are Black/African American and over 70 % low income. Approximately 90% of the graduates were able to state their values and recognize personal strengths. Approximately 75% demonstrate improved parent/family relationships. 90% of the community participants engaged in community service projects.

**Food Safety** – Two trends are driving an increased interest in food safety and home food preservation. The first is an interest in eating foods grown and produced locally. The second trend relates to economic recession. Consumers believe that by buying locally grown produce or by growing their own produce and preserving what they cannot eat at harvest for use during the winter, that they will reduce food costs. Consequently there has been a recent increase in the demand for workshops teaching home food preservation techniques. Extension educator provided 6 home food preservation workshops at Extension Centers in Connecticut. 173 persons attended these workshops. The target audience included anyone interested in home food preservation.

**Expanded Food and Nutrition Education Program** – Since 1969, UCONN EFNEP has helped improve the nutrition of low-income families with young children and youth. EFNEP brings informal, quality education to people who otherwise have very little access to the higher education system in Connecticut. Through a series of culturally appropriate, hands-on, interactive workshops, EFNEP participants gain knowledge and skills to help them control and manage their food and nutrition practices for better health, food security and quality of life. Connecticut EFNEP currently has seven Community Nutrition Educators located in Fairfield, Hartford, New Haven, New London and Windham counties focusing on urban centers and isolated rural areas that have the greatest needs. During 2010-2011, 71% of EFNEP families reporting income had incomes at or below 75% of the poverty level.

**SNAP-Ed – Food Security Project**-SNAP-Ed provides workshops and programs to low income families, youth and seniors who are recipients of the Supplemental Nutrition Assistance Program (SNAP – formerly Food Stamps). This grant, through USDA/CT DSS, focuses on participants in food pantries, soup kitchens, homeless shelters, low-income senior housing, and low- income after school programs. Four part time educators work primarily in Bridgeport, Danbury, Manchester, New London, Norwich, Rockville, and Torrington.

Linda T. Drake, EFNEP Director and PI for SNAP-Ed, Food Security Project, also is on the Board of Directors for End Hunger CT!, a statewide organization working on hunger issues and solutions, and is a member of and has been the Chair of the CT Food Policy Council, working on inter-agency solutions to food security and enhancing the rural/urban interface of CT agriculture.

**Operation Military Kids** – The mission of Connecticut Operation Military Kids is to bring civilian and military communities together in a unified effort to support military children socially, emotionally, physically, and academically statewide. This effort is particularly aimed at helping military children experiencing the deployment of a loved one. Currently there are 10,094 military children throughout Connecticut who have a parent in the Navy, Army National Guard, Air National Guard, Army Reserves, Marine Reserves, Navy Reserves, or Coast Guard. Most are geographically dispersed, meaning they are not affiliated with a local military installation, and as a result can feel isolated when their parent deploys. OMK does work with the Sub Base in Groton. CT OMK partner members worked together to offer dynamic workshops for a total of 289 community members. This represents a 100 % increase in the number of programs and a 56% increase in the number of participants since 2009-2010.

**Obesity Reduction Program – Danbury.** Obesity kills more Americans each year than AIDS, cancer, and injuries combined; and after smoking, it is the second-leading cause of preventable death in the United States. To address obesity among Hispanic adults, a formal soccer team was formed in Danbury. For almost six months a group of 22 Hispanic adults met twice a week (Wednesday and Saturday) from 6:00 to 8:00 p.m. to practice soccer. Every other Sunday, the same group played a formal 90 minutes soccer game in Danbury. The group's age ranged from 18 to 45 years. Ten times before practice started the group engaged in a 10 minute "Nutrition Tips" conversation. During those conversations, the group learned about healthy foods and healthy eating habits, especially those that would help them become better athletes. Topics included: adding fruits and vegetables to our daily diet, reducing the amounts of salt and sugar in our foods, reducing fats, consuming carbohydrates, avoiding muscle cramps by increasing our body's hydration, etc.

**Allied Health Sciences Community Nutrition Collaboration Team.** Led by Dr. Valerie Duffy, Tina Dugdale and Allied Health students, the Community Nutrition Collaboration Team uses funding from Action

for Healthy Kids and a Connecticut Department of Social Service contract to teach 270 children in Hartford, Norwich, and Willimantic how to prepare and serve healthier foods. They have delivered nutrition education to 4500 people in Hartford and Tolland counties and 60 staff members in Windham and New London school systems. Dietetics students have also delivered presentations on food security, self-sufficiency, and healthy diets and weights to 75 people in Hartford. They have reached 250 adults and families with nutrition education that involved health fruit and vegetable demonstrations and tasting and The Farmers Market on the Green.

**Nutrition, fitness and healthy lifestyles for individuals and groups – Hartford area.** Chronic diseases such as heart disease, cancer and diabetes are the leading causes of death and disability in the United States. Among minority and low-income populations, large disparities exist in regards to prevention of and early diagnosis and treatment of both acute and chronic disease. Poor access to health services, lack of adequate health insurance, language barriers, and poor understanding of treatment options continue to pose huge challenges to public health. The focus of this Extension initiative is to provide education and tools for the prevention of chronic disease by providing diet and health information to low-income populations in the greater Hartford area. Participants received 3 nutrition and food budgeting workshops focusing on healthy food purchases and preparation on a limited budget. 125 elderly participants were reached. Post surveys indicated positive changes in shopping habits and meal preparation. 200 families with young children were reached over a 9 month period. Focus of efforts were on appropriate infant and toddler feeding and healthy snacks for young children-- 25 families of children with PKU attended a food event at Lyman Orchards focusing on special dietary needs and low protein meal preparation and 12 families participated in a low protein cooking school held at St. Joseph College, in West Hartford. Another 80 low-income youth participated in after-school nutrition workshops through the Hartford public schools.

**Children Youth and Families at Risk - 4-H Teen Urban Gardening Project** – Bridgeport and Willimantic at risk youth participated in a comprehensive urban gardening program, focusing on life skills, responsible family membership, workforce development, and participatory citizenship. Through a comprehensive gardening program and hands-on experiences, the University of Connecticut 4-H Teen Urban Gardening Project teaches teens ages 13-19 life skills, responsible family membership, workforce development, and participatory citizenship. The objective of the 4-H Teen Urban Gardening Project is to counter the factors affecting at-risk neighborhoods by the development of after school urban gardening projects. The 4-H Teen Urban Gardening Project uses the gardening experience as a teaching laboratory. One of the major components of this project is to teach work force readiness. To do that, teens are paid a stipend quarterly that they earn based on work related skills such as attendance, attitude, and work ethics.

**The Middlesex/New Haven 4-H Fair program** is a major leadership and evaluation system with 20 youth officers and 24 adult advisors/mentors as its governing body. The Middlesex and New Haven 4-H Fair Association completely plans and implements this 3 day event, with its entire voting board of directors being 4-H youth. It is the oldest fair of its kind in America, and the “youth board” has been in place since 1924. 631 youth registered to participate in the Middlesex and New Haven County 4-H Fair. These youth exhibited record books as well as other educational projects in their selected areas of study. Over 3000 total projects were evaluated, by caring and competent judges who volunteer their time go give positive, yet constructive feedback to each of our members. In addition to project work 4-H youth also did community outreach by providing activities to the public, educating fairgoers about their project work and broadening the visibility of 4-H and the University of Connecticut in a public forum.

**4-H Fitness and Nutrition** – A website was designed and completed and includes goals, mission, accomplishment, partnerships and recipes in English and Spanish. Teen leaders designed, organized and presented nutrition and fitness programs at seven community/school sites. Participants enrolled in the FANs program gained knowledge/awareness in physical activity choices and nutrition by the use of nontraditional exercise such as karate and dance. Youth also participated in food demonstrations and tasted healthy snacks. Nutrition education handouts were provided to youth and their families. Youth were introduced to several food and fitness websites using laptops. The Wii fitness programs were also used in programming. New Haven now has 4 sites that hold monthly family nights that focused on Fitness and Nutrition, and 2 other sites are planning to implement PTO family fitness nights in the future. In New Haven, six 4-H FANs sites have become sustaining 4-H clubs with adult volunteers. 4-H clubs have focused on additional food and fitness focus, leadership development, arts and crafts and technology. Twelve teens were recruited and trained as youth facilitators for 4-H SYNEP. Four youth continued in year round program capacity to deliver nutrition and fitness education via 4-H FANs as well as SNAP nutrition education programs. Twenty-two agencies (i.e., day summer camps, farmers markets) were reached and a total of 3,837 nutrition contacts were achieved through program delivery. Thirty two family nights comprised of nutrition and fitness were conducted at four community sites and Exergame Olympics resulted in 1,074 additional contacts. Total youth contacts included 4,911.

**Families and Youth with Promise: The CT 4-H Mentoring Project** – In CT, the income gap between the “haves” and the “have nots” is one of the highest in the country. Bridgeport and Waterbury are among CT’s largest cities, but have twice the state rate of children living in poverty and three times the state rate of children receiving reduced/or free lunch. Overcrowded and unsafe school environments contribute to poor student achievement and high dropout rates. Although the statewide dropout rate is 6.6%, Bridgeport’s averages 23.3%, and Waterbury’s is 9.3%. *The CT 4-H Mentoring Project* is a prevention program designed to assist youth in acquiring knowledge, building character, and developing life skills in an enjoyable learning environment that will help them to become self-directing, productive members of society. The CT 4-H Mentoring Project enhances the developmental assets of 120 at-risk youth, ages 10-14 with a long term caring relationship between an adolescent and a non parental adult (mentoring), 4-H club meetings and outreach projects.

**Extension- 4-H Youth Community Service – Bridgeport.** After receiving training via workshops, emails, fact sheets and face-to-face support, 4-H volunteer leaders and grant staff conduct community service projects as part of their club program for 344 youth. Over 16 4-H groups received recognition for their 23 community service projects, devoting approximately 3,440 hours were contributed by 4-H members to better their communities. For example, they assembled over 30 “planted flowers with letters of caring” for a local nursing homes in Bridgeport, made over 280 presents for seniors during the Christmas season, and wrote over 125 letters of support for US troops.

## **The School of Business**

The School of Business is helping to address challenges facing Connecticut’s poorest cities through the efforts of its Office of Diversity Initiatives and its programs for veterans. The programs include the following:

**Travelers EDGE (Empowering Dreams for Graduation and Employment) Scholarship Program** – gives underrepresented and first generational students resources and support to enhance their degree and make them more competitive in the business world. Support services include:

- Scholarship – full tuition support and textbook stipends for four years; funding for summer courses and other merit based awards.
- Internship/Career Readiness Workshops – students are required to attend workshops on basic job skills, including resume writing, interviewing and researching a company. Students have interned at Travelers, Ernst & Young, UTC, GE, PwC, and Under Armour.
  - 90% Internship Overall Placement
  - 55% Interning at Travelers
  - 90% Freshmen Internship Placement
- Professional Development Institute – students from UConn, Capital Community College and Central Connecticut State University participated in the Professional Development Institute (PDI) held at the UConn Graduate Business Learning Center in downtown Hartford during winter break. Seminars, workshops and presentations on various topics were given to increase technical and professional skills.
- EDGE Venture Project – opportunity to enhance business knowledge by bridging gap between theory and application with hands-on experiential learning in cooperation with the Innovation Accelerator.
- Teenage Business Program – one-day conference in spring to increase college and career awareness among minority high school students. Program has been offered for 26 years.
- Summer Business Academy – three-week program for 15 to 25 high-achieving college-bound high school students focusing on careers in business through classroom exposure and field visits to companies. Students also take Kaplan SAT preparation courses in math, English and writing, and attend “job shadows” each Friday at various companies in the Greater Hartford area.

The Office of Diversity Initiatives also conducts high school visits to Hartford schools and participates in open house programs; offers Diversity in Business Lecture Series, a series of presentations by alumni and industry professionals from diverse backgrounds; and provides tutoring services to students who need academic support in critical general education requirements.

**Veterans Programs at School of Business include opportunities for veterans in many high poverty urban areas:**

- **Entrepreneurship Bootcamp for Veterans with Disabilities** – a consortium of business schools and universities that provides education, skills and contacts to help veterans start their own businesses. EBV demonstrates the power of entrepreneurship in our communities by fostering an essential route for job creation and economic vitality. EBV also serves a critical function in helping our disabled vets work through their physical limitations, psychological challenges, and social obstacles.
- Connecticut presently has a 15.8% veteran unemployment rate, the 8<sup>th</sup> worse in the country. Other programs in planning stage to serve CT veterans under the direction of Michael Zacchea, director of veterans’ outreach and support for the School of Business, include:
  - Veteran Web Portal for veterans returning to Connecticut that will garner resources to help them decide what to do upon return – school, work, or business startup (anticipated late 2012);
  - Veteran-specific non-degree certificates to help veterans enter the workforce as quickly as possible;
  - A program to assist long-term unemployed veterans obtain full-time employment.

## **The School of Nursing**

**“RUN with LC” {Recruiting Underrepresented Nurses with Learning Communities}** – Dr. Carol Polifroni works with the city of Hartford youth, funded by the HRSA Nursing Workforce Diversity (NWD) program. “RUN with LC” is currently active in Hartford, Connecticut, an area of high underrepresented and disadvantaged populations. The program is designed to increase diversity in the nursing workforce but has direct impact on Hartford children by introducing middle school children to nursing as a career, enhancing the pre-college entry skill sets of high school students, and increasing retention in the nursing major once admitted to UConn.

“RUN with LC” a three year project encompasses several prongs including programming in the middle schools to introduce students to nursing as a career option (200 students); the establishment of a focused learning community at the Nursing Academy at Hartford Public High School; (300 students) the offering of Kaplan, Inc. modules, providing remediation work and SAT preparation courses (65-100 students); the assignment of mentors from the professional nursing community; dedicated retention activities once admitted to UConn; (50 students) and the provision of scholarships and stipends to disadvantaged and/or underrepresented students.

The project builds on extant relationships and lessons learned as a result of the work of the project staff with the Nursing Academy at Hartford Public High School. Dr. Polifroni, chairs the advisory board of the Nursing Academy at Hartford Public High School.

Dr. Polifroni’s project has six major objectives and a series of sub-objectives that aim to increase collegiate success and graduation rates for those from disadvantaged and/or under-represented backgrounds. Specifically, the objectives are:

- (1) Provide early, ongoing and culturally specific information about nursing as a career and the opportunity for baccalaureate nursing education for underrepresented and disadvantaged students living in underserved Connecticut communities, specifically Hartford;
- (2) Enhance the pre-entry preparation Learning Community at the primary target site: the Nursing Academy at Hartford Public High School;
- (3) Create partnerships with community health centers to increase community health experiences for students at the high school and collegiate levels;
- (4) Establish and maintain a learning community for diverse and disadvantaged students throughout their college study to improve retention;
- (5) Graduate at least two more students from disadvantaged and/or diverse backgrounds per year; and
- (6) Provide stipends to the high school students and scholarships to the collegiate students respectively to promote graduation at the high school level and retention through graduation at the collegiate level.

### **Advanced Nurse Education Traineeship**

If the urban challenge is the provision of adequate health care, our training grants can be seen as impacting urban areas as they provide funding to prepare more primary care advanced practice nurses who can work in health professional shortage areas and community health centers. HRSA AENT training grants

provide funding for tuition, fees and books for graduate nursing students studying to be nurse practitioners – and many as primary care practitioners, who will provide the public better access to primary health care by working in primary care centers, community health centers, school settings, practitioner offices, and in acute care hospitals in the State of Connecticut. AENT funding has been awarded to 109 graduate students from 2008 to present.

### **Urban Service Track program**

The Urban Service Track program is an outgrowth of a shared vision and long-standing relationship between SON and the Connecticut Area Health Education Center (AHEC) Program – which is based at the University of Connecticut Health Center (UCHC). It is designed to produce a cadre of well qualified health care professionals committed to serving Connecticut's urban underserved populations. Urban Health Scholars are enrolled in the Schools of Nursing (10 students annually), Pharmacy, Medicine and Dental Medicine, and become competent in culture and linguistics, population health, health policy, advocacy; health care financing and management, leadership, community resources, interprofessional health care teams, and quality improvement – all important components for enhanced health care delivery to challenged communities.

### **The School of Nursing partnership with the State Department of Corrections (DOC)**

The SON is keenly aware that prisons are frequently the primary health care providers for the destitute and for the poor suffering from mental health illnesses. The School of Nursing (in partnership with DOC) recently acquired a state of the art mobile clinical simulation van to bring about professional development opportunities to healthcare professionals who serve incarcerated patients in eighteen correctional facilities throughout the state. The van and the SON-led training sessions for the prison nurses is fully funded by at \$1.1M grant from the US Health Resources and Services Administration. It was awarded to UConn through the work of Dr. Deborah Shelton, who proposed the partnership with the Department of Correction (DOC) and the Correctional Managed Health Care (CMHC) Division of UCHC.

### **The School of Dental Medicine**

The School of Dental Medicine is committed to providing oral healthcare services to the citizens of Connecticut and beyond. In FY12, greater than 95,000 patient's visits were provided in the School's intramural clinics and an additional 12,400 patient visits were provided in the University Dentists faculty practices. The overwhelming care provided in the clinics is for the underserved, uninsured and underinsured individuals.

The School is committed to providing care beyond its walls and, through its activities in community health centers throughout the State, an additional 49,400 visits were provided by its students, residents and faculty in community settings.

To expand its reach and to address the needs of communities in need, members of the School of Dental Medicine community (students, residents and faculty) provided care through the following outreach activities in FY12: Connecticut Mission of Mercy, South Park Inn Homeless Shelter Clinic, Migrant Farm Workers' Health Initiative, Connecticut Inner City Mission of Mercy, Special Olympics Health Athletes/Special Smiles, Camp Courant, My Sister's Place, eleven different health fairs, as well as service trips to the Kalispell (Montana) Community Health Center, Honduras Dental Mission, Dominican Republic

Dental Mission, Chilean Dental Mission and Haiti. It is estimated that these outreach activities provide dental care to 4,000 individuals.

The data below indicates, out of the annual patient visits (95,000) and community-based visits (49,400), the number of Connecticut urban residents who receive care for the UConn School of Dental Medicine during the last year. For example, of the 95,000 patient visits (intramural/UHC clinic), the table that follows summarize how many were in urban communities.

City	Percent	Number of visits
Hartford	17.7%	16,815
New Haven	3.45%	3,278
Waterbury	4.52%	4,294
Bridgeport	2.65%	2,516
Norwich	1.25%	1,188
Willimantic	1.81%	1,719
New Britain	8.72%	8,284
<b>Total</b>	<b>40.01%</b>	<b>38,094</b>

Of the 49,400 community-based visits:

City	Number of Visits
Hartford	9,812
New Haven	4,942
Waterbury	8,536
Bridgeport	8,043
Norwich	2,842
Willimantic	1,684
New Britain	5,896
<b>Total</b>	<b>41,755</b>

## The Neag School of Education

Over the last decade, the Neag School of Education has been actively involved in addressing the needs of equalizing educational opportunities in Connecticut's high-need urban areas. We have established Teacher Education Program Professional Development Centers in Hartford, Waterbury, and Windham. The Neag School requires all teacher education students to be placed in high-need schools either during their clinical practices, student teaching, internship placement. This has resulted in the majority of our students prepared to teach in urban schools. On average, during each academic year between 2006 and 2011, there are 150 (about 42%) students from the Teacher Education Program placed in the state's urban city schools, impacting the learning of about 3,825 pupils in schools. For example, during the 2010-2011 academic year, IB/M program master's interns contributed 8,500 hours or 1,060 work days in Windham Public Schools, and 10,000 hours or 1,250 work days in Hartford Public Schools. Seventy-two undergraduate interns contributed 6,048 hours in Windham Public Schools, and 54 undergraduate interns contributed 4,536 hours

in Hartford Public Schools. The Teacher Education program is planning to extend its professional development network to New London Public Schools through its Avery Point offerings, starting fall 2013.

**Alumni:** A number of Neag School graduates (teachers and administrators) are currently working in the state's high-need schools, specifically 14 in Bridgeport, 46 in Hartford, 28 in New London, 41 in Waterbury, 54 in Windham.

**Athletic Training:** The Athletic Training Program provides seven graduate students and six to eight undergraduate students in Hartford and Windham Public Schools.

**Center for Behavioral Education and Research (CBER):** Led by Professor George Sugai, this center conducts research and disseminates results on effective teaching for at-risk students. With regard to CBER's work in Hartford Public Schools: during the 2011-2012 school year, we worked closely (group training and in-school teacher training) with eight schools (Wish, Parkville, Simpson Waverly, Clark, Milner, Kinsella, Kennelly, and West Middle Elementary School). In addition, we supported district-wide implementation of PBIS in several ways. There were 26 PBIS schools participating in Hartford last year. Professor Sugai has worked closely with Hartford Public Schools since 2007, training a number of school teams, participating in the district leadership team, and initiating and supporting a pilot project focusing on targeted interventions and systems.

**CollegeEd:** Professor Robert Colbert leads this collaborative grant project supported by the College Board to help Bridgeport high school students be college ready, potentially impacting approximately 4,916 pupils.

**CommPACT Schools:** Directed by Dr. Michele Femc-Bagwell, the CommPACT Schools model is the first-of-its-kind school reform program developed to address the achievement gap issues in Connecticut's public schools and to create the kind of vibrant learning environment we wish for all of our children. Currently, the project serves schools in Bridgeport and Waterbury, involving 975 elementary school pupils, 1,061 middle school pupils, and 1,257 high school pupils. "Two years ago we were the lowest-performing school in the state," said Alejandro Ortiz, Bassick's principal. "I'm proud to say that due to the hard work our school has done, we've changed our climate and also made Safe Harbor on academic performance."

**Bilingual and ELL Teacher Professional Development:** Professor Eliana Rojas leads this U.S. Department of Education funded project to identify best practices and identify professional competences through training for Connecticut ELL teachers. On average, the project serves two teachers from Bridgeport, eight from Hartford, six from New Britain, three from New haven, five from New London, seven from Windham, and four from Waterbury.

**Faculty Advisor to Hartford Teachers Academy:** Dr. Rene Roselle has served as the Neag Advisor to Buckley High School's Future Teacher Academy resulting high interest in about 200 high school students per year interested in urban school teaching as their career and understanding what it means to be college ready.

**Hartford Hospital:** Professor Linda Pescatello worked with the Hartford Hospital in exercise genomics, hypertension, and statins totaling almost \$5 million in grant funded research.

**Husky Sport:** Led by Professor Jennifer Bruening and her colleagues, Husky Sport students and staff work to positively engage with members of the Hartford, CT and UConn communities through the development

of effective relationships with youth, their adult family members, college students, and community organization collaborators. Through efforts in schools, after school and weekend programs, Husky Sport aims to be a continuous part of the lives of children and families in Hartford's North End. Consistent engagement within Husky Sport's growing community of role models, mentors and mentees, allows for a reciprocal process of personal and social growth. This process occurs as Husky Sport looks to both reinforce and teach the making of positive life choices in the following four areas: healthy nutrition; relevant and transferable life skills (e.g., respect, communication, leadership); exposure to varied sports and physical activities; and academic opportunity and excellence. **Hartford Participants in Husky Sport include the following:**

- Clark Elementary and Middle School-416 students (entire school K-8) involved in Read & Raise, 320 students (K-6) involved in In School program, 60 students (7-8) involved in Middle School Encourage Program, 50 students (2-6) involved in after school program
- MLK Elementary and Middle School-513 students (entire school K-8) involved in Read & Raise
- Wish Elementary and Middle School-426 students (entire school K-8) involved in Read & Raise, 50 students (2-6) involved in after school program
- Capital Prep Upper School-40 students enrolled in Early College Experience classes at UConn

**Community Partner Programs** (Husky Sport Assisted Programs) include the following:

- Hartford Catholic Worker-30 students (K-8) involved in after school program, 60 students (K-12) involved in Saturday program
- Salvation Army North End Corps-50 students (K-8) involved in after school program and sports fellowship program
- Community Renewal Team (CRT) Generations-25 students involved in after school program

**Sport and Nutrition Clinics include the following:**

- CREC Middle Schools-250 students
- West Middle School-100 students
- Capital Prep Lower School-100 students
- Husky Sport/City of Hartford Fall Fest-100 students and adult family members
- Husky Sport/City of Hartford Spring Health Fair-100 students and adult family members

**Mathematics Leadership Academy:** Led by Professors Megan Staples, Mary Truxaw, and Fabiana Cardetti (CLAS), this federally funded grant project trained 25 Hartford Public School mathematics teachers on mathematics content required by the state curricular guidelines.

**PawPals:** This is an extra-curricular activity program to combat childhood obesity, lead by Professor Jaci VanHeest, in the Longfellow Elementary School in Bridgeport, impacting 422 pupils.

**Project M<sup>3</sup>: Mentoring Mathematical Minds Math Club:** This is an after school enrichment program funded by the Travelers Foundation that has been facilitated in five Hartford elementary schools. Mathematically talented students were invited to participate in the program for an hour after school twice a week for eight weeks during the fall and spring semesters. The advanced curriculum, Project M<sup>3</sup>: Mentoring Mathematical Minds was developed by Dr. Katherine Gavin and her colleagues at the Neag Center for

Gifted Education and Talent Development. During the past five years, over 500 students in grades 3, 4, and 5 have participated in this program, some of them in multiple years.

**The Renzulli Academy in Hartford:** Over the last three years, Professors Sally Reis and Joseph Renzulli worked with faculty and administrators in Hartford to establish the Renzulli Academy. The academy serves 140 students in grades Kindergarten through eight, using an enrichment approach to learning designed to affect the entire culture of the school and reach into the home lives of its students. Instead of a remedial and compensatory focus, the academy uses a learning theory called the Enrichment Triad Model that makes curricular topics more interesting and meaningful. Professor Renzulli recently received a \$250,000 grant from the Jack Kent Cooke Foundation to establish a robust summer enrichment program for its high potential/low income students in Hartford, in connection with the Bushnell Center and Talcott Mountain Science Center.

**The School Organization and Science Achievement Project (Project SOSA):** This is a National Science Foundation funded five-year project collaborating with multiple urban school systems to identify factors that have the potential for reducing science achievement gaps for fifth graders. We have agreements with Hartford and New Haven to collect data in their elementary and middle schools in Spring 2013. We are also going to begin discussing a similar arrangement in Bridgeport. At minimum, our project targets the science achievement of 10,000 5th and 8th graders across those districts. And because ours is a school wide research study, we are collecting data from every K-8 teacher – who in turn is responsible for the science learning of approximately 50,000 students in grades kindergarten through grade 8.

**The School-wide Enrichment Model Reading Study:** In research conducted by Professor Sally Reis and her colleagues, a cluster-randomized design was used to investigate the effects of an enriched reading program on elementary students' reading fluency, comprehension, and attitude toward reading. Over 2000 students in Hartford, Bridgeport and Waterbury were involved in an enrichment reading program in which students using the SEM-R outperformed students in control classrooms using traditional basal reading instruction in reading comprehension. Students at all achievement levels in the SEM-R treatment group read with greater fluency and higher comprehension at the conclusion of the SEM-R treatment than control group students who received traditional basal reading instruction. Students in the SEM-R developed more positive attitudes toward reading than peers in more traditional basal reading programs. Individualization of instruction increased as SEM-R teachers moved from primarily whole group instruction to individual conferences. In Waterbury, the middle school using SEM-R moved from being one of the lowest in the region to Safe Harbor on the Connecticut Mastery Test in one year.

**UConn Migrant Farm Worker Health Clinic:** Physical Therapy faculty participate in providing services at the clinic, targeting 7,000 to 20,000 farm workers in Connecticut each year.

**Windham Public School Young Poets:** Professor Wendy Glenn works with about 15-20 Windham Public School Students in the Young Poets Club.

**Youth Participatory Action Research:** Professor Jason Irizzary has worked with a group of Latino pupils (about 20) from Windham and Hartford area public schools to document their experiences in schools. It resulted with the publication of a book, including chapters written by these pupils. *The Latinization of U. S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts* was published in 2011.

## **The School of Engineering**

The School of Engineering has a commitment to extend its educational opportunities to traditionally underrepresented students and supporting efforts aimed at engineering preparedness in high schools. In the last decade, undergraduate enrollments in the School of Engineering have doubled and the proportion of female and underrepresented students has risen, suggesting these programs have positively influenced engineering awareness in the State of Connecticut.

### **BRIDGE Program (25<sup>th</sup> year)**

This five-week residential program is sponsored by the School of Engineering and provides intensive study of mathematics, physics, chemistry and programming to selected students who have been admitted to the School of Engineering for the fall term. BRIDGE is reserved for members of groups traditionally underrepresented in engineering: women, African Americans, Hispanic/Latino Americans and Native Americans. Over 700 students have participated. Program benefits include daily classes in physics, chemistry, computer programming and calculus, structured group study sessions, industry tours and group/team projects and competitions. Each summer, at the conclusion of the program, BRIDGE scholarships (5-12) are awarded; selection is based on the student's attitude and effort during the program and the donor's criteria. Accepted applicants are considered for either a full or partial BRIDGE Fellowship based on the availability of funds. Fellowship selection is based on a student's financial and academic need.

### **Pre-Engineering Program (25<sup>th</sup> year)**

The Pre-Engineering Program (PEP) is a 14 week Saturday enrichment program during the academic year. It provides diverse students in grades 7-9 an opportunity to improve math and science skills and become familiar with engineering through challenging, exciting hands-on problem solving activities. Over 1000 children have participated in this program since its inception. Underrepresented undergraduate engineering students serve as teachers/mentors/role models in each grade.

### **Multiply Your Options (18<sup>th</sup> year)**

The School of Engineering sponsors and hosts Multiply Your Options (MYO), a one-day conference designed to introduce 8<sup>th</sup> grade girls to female role models from the fields of science, technology, engineering and mathematics (STEM). Hands-on, inquiry-based activities – designed to educate and excite – encourage participants to pursue educational and career opportunities in STEM subjects. An average of 20 school districts and 200 female students participate yearly; over 3,000 have participated since its inception.

### **Exploring Engineering (15<sup>th</sup> year)**

Exploring Engineering (E<sup>2</sup>) is a one-week residential summer program for high school juniors and seniors. Participants work in small groups with faculty and college students to learn what various engineers do in the workplace, learn and demonstrate engineering concepts, and engage in deeper exploration of one engineering discipline by fabricating a discipline-specific device. E<sup>2</sup> participants are nominated by their high school math, science or technology teachers.

### **Connecticut Invention Convention (14<sup>th</sup> year at UConn)**

Since 1999, the School of Engineering has hosted and sponsored the annual Connecticut Invention Convention (CIC), the culminating one-day state-wide competition between K-8 Connecticut students who

won local contests at their schools. Students display and demonstrate inventions of their own design and construction before panels of external judges. Approximately 750 students compete yearly, and total annual attendance surpasses 3,000. Last year, winners included students from Hartford CT.

### **The da Vinci Project (13<sup>th</sup> year)**

The one-week residential da Vinci Project, conceived in 1999 as a way to introduce math and science teachers to core engineering concepts, has trained over 150 teachers to date. Participants spend a week in one engineering laboratory; tour other faculty labs; visit campus engineering systems, such as the wastewater treatment and cogeneration plants; and meet with industry and University engineers. Teachers may earn three Continuing Education Units (CEU's).

### **Northeast Science Bowl Regional (7<sup>th</sup> year at UConn)**

The SoE has hosted the annual Northeast Science Bowl regional championship (NESB) for high school students since 2006. Typically the NESB draws 40+ teams from across Connecticut as well as New York, and Rhode Island. Each year, over 90 undergraduates and graduates from the SoE volunteer to help run this very successful event. The NESB attracts more than 240 high school students and their teachers, they participated in the day that included a Jeopardy style science and math competition and a fuel cell car race. The regional champion receives an all expenses paid trip from the Department of Energy to compete in Washington, D.C. for the national championship.

### **Joule Fellows Program (4<sup>th</sup> year)**

The School of Engineering launched a new teacher enrichment program during the summer of 2009. The Joule Fellows Program (JFP) is a six-week Research Experiences for Teachers (RET) program. The cornerstone of the RET program is to immerse 12 teachers each summer in energy engineering research, where they may gain familiarity with engineering principles, applications and a variety of engineering careers. JFP is intended to provide teachers of science, mathematics, and/or technology subjects with a rare opportunity to gain valuable hands-on laboratory exposure to ongoing research in sustainable energy areas such as biofuels, renewable fuels, fuel cells, energy storage devices (including photovoltaics) and other green energy technologies, as well as related fields. In the past four years the program has worked with 42 teachers who have served approximately 3000 students.

### **Engineering Ambassadors (EA) (3<sup>rd</sup> year)**

This UTC sponsored organization is a professional development program for undergraduate students with an outreach mission to middle and high schools. The aim of this program is to increase the diversity of those seeking engineering degrees and to strengthen the communication and leadership skills of those currently seeking engineering degrees. To increase the diversity, EA emphasizes placing the right messenger (college engineering students with advanced communication skills) with the right message in front of middle and high school classes. EA has outreached to over 5000 students at 20 unique schools.

### **Engineering Your Future (2<sup>nd</sup> year)**

The School of Engineering sponsors and hosts Engineering Your Future (EYF), a one day conference designed to introduce 8<sup>th</sup> grade boys from underrepresented groups in engineering to role models from the fields of science, technology, engineering and mathematics (STEM). Hands-on, inquiry-based activities – designed to educate and excite – encourage participants to pursue educational and career opportunities in STEM subjects. Last year, 80 boys participated.

### **Louis Stokes Alliance for Minority Participation (LSAMP- 10 years)**

UConn's LSAMP program, funded by the National Science Foundation, supports students from underrepresented populations in their pursuit of undergraduate degrees in the science, technology, engineering and math (STEM) fields. A remarkable 92 percent of LSAMP scholars have earned their bachelor's degrees. As part of the program, these students serve as role models by conducting science workshops with inner-city middle and high school students. LSAMP has achieved notable outcomes including: 97% retention at UConn; 3.25 median GPA; 100% of students have attended at least one leadership conference; 92% of the class of 2011 attended graduate or professional school.

### **GK-12 Program (3<sup>rd</sup> year)**

The GK-12 program, funded by the National Science Foundation, works to inspire students in Connecticut's Technical High School System to pursue higher education in engineering degrees. As part of the program, UConn engineering PhD fellows work in tech schools, integrate their creative research into the classroom curriculum and mentor extracurricular activities focused on creativity and sustainable energy resources. In the past two years this program has served approximately 600 students in Hartford, New Britain, Willimantic, Manchester, Groton/New London, and Norwich.

### **The School of Fine Arts**

The **Department of Art and Art History** holds its annual Senior Project Show at the Art Space in Willimantic that is free and open to the public. The department collaborates regularly with Real Artways and the Wadsworth Atheneum in Hartford where students are placed as interns for community-based projects such as the Atheneum's ChatBack program. Also, Art and Art History faculty offer public lectures at the Wadsworth Atheneum. Art and Art History faculty serve on juries that select School and cross department projects.

The **Ballard Institute and Museum of Puppetry (BIMP)** in collaboration with the **Department of Dramatic Arts Puppet Arts Program** have conducted puppet, mask, and video workshops with elementary school children in the Hartford area. BIMP conducts museum tours and puppet-making workshops with elementary school students from New Haven's Elm City College Preparatory School, and numerous schools in Willimantic.

The **Department of Dramatic Arts** and the **Connecticut Repertory Theatre (CRT)** support additional outreach and public engagement initiatives throughout the state including *PuppetYAK* (Young Author's Kreations) a program currently running in the North End neighborhood of Hartford. This project is supported in part by the Marks Family Endowment, and the ArtsCorps Award. Puppetry students bring to teachers and community organizers for youth a set of creative skills and means for expression that can be used long after our student artists have gone. UConn's Puppetry program is unique in the world, which means its outreach is unique in the state. For eight years Connecticut Repertory Theatre has had a partnership with Windham High School in Willimantic. In 2012, working closely with the School of Social Work, Connecticut Repertory Theatre provided free tickets to the HIV Positive and AIDS Community in Hartford and Willimantic and followed the performances of ODYSSEUS DOA with a panel discussion. CRT provides free tickets to Perception Programs in Willimantic.

The **Jorgensen Center for the Performing Arts** developed the awarding-winning Jorgensen Outreach for Youth Program and the JOY! Conservatory Program that reaches out to economically disadvantaged youth and families in the some of the state's poorest areas to provide arts education and entertainment

opportunities to those individuals who might not otherwise ever experience the live performing arts. Listings of Social Service agencies that have collaborated with the Jorgensen are included in the expanded summary addendum.

The **Department of Music** supports initiatives relating to urban focus including the 2nd Line Band Education Project, a program dedicated to helping the state's poorest cities fill a void left by under-funded and non-existent Elementary, Middle, and High School Band Programs. The Funky Dawgz, a New Orleans style Brass Band, formed from select members of the University of Connecticut Marching Band began this initiative this past summer at the Yale School of Music Morse Summer Academy. The Morse Summer Music Academy provides comprehensive summer music instruction for accomplished student musicians from the New Haven Public Schools. The Connecticut Early Music Society provides regular late spring school programs introducing New London school children to the sounds of early instruments and early music practices. These underserved children do not have the resources to attend the Society's concerts. Among the Connecticut Early Music Society activities one program in particular, at the ISAAC school, students have been involved in writing and producing their own opera, and the society's performances of early operatic works resonated especially well as a result. A recent project with UConn's Collegium Musicum, the student early-music ensemble, provided concerts of Ecuadorian colonial music in New Haven, New London, and Willimantic for urban Latino audiences.

The **William Benton Museum of Art** organizes community outreach and public engagement events and activities related to the exhibitions they host. From time to time, when programming is appropriate, the Benton extends these opportunities to students in the region, including Willimantic. One example of a popular exhibition included hosting Tibetan Monks as they created a sand mandala and shared the rites and ceremonies that accompany the creation of these works of art.

## **The School of Law**

The University of Connecticut School of Law actively engages in outreach and service to the community through clinics, public interest law centers, pro bono programs, individual faculty efforts, and annual community service projects.

### **In house Clinical Programs and Asylum and Human Rights Clinic**

Several established in-house clinical programs featured in the curriculum through which our students and faculty play roles in the surrounding region. Students in our one-semester clinic represent refugees located in Connecticut who have fled persecution abroad and are seeking political asylum in the United States. Though supervised by two full-time faculty members, students handle all aspects of hearings before the U.S. Department of Homeland Security and Immigration Courts. Clinic law students and faculty have made presentations about the Clinic's work to high school students at Hartford High School's Law and Government Academy, the Connecticut chapter of the American Immigration Lawyers' Association and the audience attending a play at the Charter Oak Cultural Center.

Also of note is that the Asylum Clinic is engaged in a joint project with the School of Social Work, through which a social work student works with Clinic students to help meet the full range of the Clinic's clients legal and non-legal needs.

### **Tax Clinic**

The Tax Clinic is a pro bono (free) legal clinic that provides legal services to low-income taxpayers. Students represent clients in a wide range of state and federal administrative and tax court proceedings. The Clinic is partially funded by a grant from the IRS and is supervised by a full-time, long-term-contract clinician. The Tax Clinic also works with attorneys in Connecticut who volunteer to help low income tax payers pro bono.

### **Mediation Clinic**

Students in this one-semester clinic undergo intensive training in mediation and conflict resolution techniques in order to serve as mediators in selected Connecticut agencies and courts. Students, supervised by two faculty members, have mediated disputes in a variety of forums including but not limited to: small-claims and eviction cases in state housing court; employment discrimination cases in the state Commission on Human Rights and Opportunities; and child custody disputes in state family court.

### **Intellectual Property and Entrepreneurship Law Clinic (“IP Clinic”)**

The IP Clinic was established by the Connecticut legislature in 2006 as part of economic development legislation aimed at stimulating innovation and supporting emerging companies in the high-tech sector. Since the Intellectual Property and Entrepreneurship Law Clinic opened its doors in January 2007, it has assisted (or is presently assisting) more than 220 clients, hailing from all eight counties in Connecticut and representing more than 85 different cities and towns. Students in the IP Clinic work with clients on all types of intellectual property matters. Clients range from the one-person service business seeking help with its trademark to the manufacturing enterprise wanting to patent its new product. Students participate in all aspects of client representation.

### **Criminal Clinics (Trial and Appellate)**

The Criminal Clinic consists of two year-long programs, described below, focused on advocacy at the trial-court level and on appellate advocacy. Students handle all aspects of representing indigent criminal defendants. This includes actually trying cases in the Connecticut Superior Court and arguing appeals in the Connecticut Supreme and Appellate Courts.

### **Non-Profit Public Interest Law Centers**

Established in 1997, two non-profit public interest law centers affiliated with the Law School also operate clinical programs in which students develop advocacy skills and professional values by working with poor and other underserved clientele.

### **Connecticut Urban Legal Initiative, Inc. (CULI)**

CULI operates two, semester-long clinical programs, each of which is offered in both the fall and spring. Students in the Building Urban Communities program (the original CULI clinic) do transactional work on behalf of community and other non-profit organizations in the greater Hartford area. CULI also has begun operating a brand-new Environmental Practice Clinic, part of the Law School’s new Center for Energy and Environmental Law. Students in this program provide legal services to clients in a range of environmental matters.

### **Center for Children’s Advocacy, Inc. (CCA)**

CCA engages in wide-ranging advocacy on behalf of poor children whose care is dependent on Connecticut’s judicial, child welfare, health, mental health, education, and juvenile justice. Its programs include a Medical-Legal Partnership Project; a Girls’ Juvenile Justice Project; an Immigrants and Refugees

New Arrivals Advocacy Project; a Teen Legal Advocacy Clinic; a Truancy Court Prevention Project; a Team Child Juvenile Justice Project; and a Child Abuse Project.

### **Externship Clinics**

The law school also offers several externship clinics in which students serve the community. Externship clinics are taught by adjunct faculty and combine classroom instruction with fieldwork.

### **Poverty Law Clinic**

Students in this clinic are placed with one of Connecticut's legal services programs where, under attorney supervision, they work on cases on behalf of low-income persons. Students engage in advocacy relating to clients' problems in matters involving housing, government benefits, employment, family and other issues.

### **Individual externships**

Every semester approximately 40 students participate in individual externship placements in Connecticut and elsewhere. Many of those placements are in offices that provide services to underserved clients or engage in policy work to benefit the community. Placements include New Haven Legal Assistance, Greater Hartford Legal Aid, the Connecticut Council for Education Reform, Connecticut Innocence Project, Connecticut Fair Housing Center, and Connecticut Veterans Legal Center, to name a few.

### **Street Law**

Street Law is a community oriented legal education program, serving the Greater Hartford community. Its goals include teaching law, mentoring and skill enhancement by pairing law students with public high schools and students in non-traditional settings. Law students teach in structured education settings, bringing practical legal knowledge to students at varying academic levels. Law students are encouraged to work with outside resource people and social service professionals in the community to develop life-skills workshops that assist teens in the evaluation of future education and employment opportunities.

### **Pro Bono Programs**

Many University of Connecticut Law students engage in organized pro bono programs that benefit underserved populations in Connecticut. Some of the most significant pro bono activities are the University of Connecticut Unemployment Action Center, the Hartford Family Court Project, Volunteer Income Tax Assistance, HELP (Homeless Experience Legal Protection), and the Truancy Intervention Project. Students also participate in one-day clinics such as "Keep the Lights On" projects to help individuals who are at risk of losing their electricity due to non-payment and Citizenship Day for immigrants who are seeking resident status in the U.S.

### **Faculty Activities**

In addition to teaching in the clinics, individual faculty members engage in a variety of efforts that benefit the community. For instance, Associate Dean for Academic Affairs Leslie Levin is currently chairing a committee that is drafting a report at the request of the Connecticut Judicial Branch Access to Justice Committee that will recommend measures that can be taken to increase access to justice for Connecticut residents who cannot afford a lawyer. Other examples, to name a few, include Professor Paul Chill, who is a member of the Connecticut Commission on Child Protection; Professor Tim Everett, who is a founding member of a committee that is establishing a fund for the benefit of persons who need temporary financial support after exoneration for wrongful imprisonment; Professor Deborah Calloway, who is a member of a voluntary service agency; and Professor Kaaryn Gustafson, who is a member of the Greater Hartford Legal Aid Society.

### **Community Service Projects**

During Orientation, entering law school students, accompanied by some of the staff and faculty, participate in a morning of community service projects in the Greater Hartford area. The projects have typically included cleaning the landscape around the Park River and in Elizabeth Park, working at the Freshplace food pantry, conducting a food drive to benefit the West End (Hartford) and West Hartford Food Pantries, and working at the Hartford Children's Theater.

## **The College of Liberal Arts and Sciences**

### **Anthropology Department**

**Family Life Education Program (FLA):** a community-based program that provides services to the poor and underserved in Hartford in collaboration with **Drs. Erickson and Singer** and graduate students **Colon and Tootle**; **Tootle** also assisted in the development of a grant on drug risk and HIV in Hartford.

**Research:** collaboration on a Yale funded study of sexual networks and health risks among Latinos/as to lead to better intervention strategies; collaboration with Yale University on a multi-year evaluation of project to build relations with other nonprofit organizations to enhance service delivery and cut costs.

### **Human Development and Family Services**

**Stamford Public Education Foundation's Mentoring Program:** a program started in 2009, now serving a diverse cohort of low income and minority students from Dolan, Cloonan, Turn of the River, and Scofield Magnet middle schools; Domus Trailblazers Academy, Stamford High School, and Academy of Information Technology & Engineering; total students served: 189 (coordinated by UConn graduates **Matt Quinones and Christine Powers**; 256 UConn Stamford students as volunteers; participation of **Dr. Miller's** Service Learning class).

**The Governor's Urban Youth Violence Prevention Program:** a program created in 2007 by Section 9 of PA 07-4 to reduce violence among youths ages 12 to 18 in low income and minority urban areas; communities served include Bridgeport, Enfield, Hartford, Manchester, New Britain, New London, Norwalk, and Waterbury. Participants reported feeling a positive sense of emotional safety and well-being while at the centers; a large majority of youth reported engaging in no or infrequent delinquent behaviors.

**Meriden Promise Neighborhood Program:** a program to improve child and family outcomes for urban neighborhoods via comprehensive interventions in home visiting and in the schools in Meriden (**Drs. Britner, Robinson, Farrell**). The Impact will be determined over the next few years.

**Positive Behavior Intervention & Support Program (PBIS):** a program that embeds elements of positive behavior in afterschool initiatives for at risk youth (**HSDf faculty**).

**Research:** development of comprehensive needs assessment and literature review resulting in 1 technical report and 2 manuscripts; adaptation of classroom management and related practices to afterschool settings; development of training DVD for afterschool professionals; accompanying curriculum; plan for demonstration project involving afterschool programs in 12-14 locations in Connecticut, including urban settings.

**School Readiness Program:** a program that provides leadership, consultation, and technical assistance regarding the availability and effectiveness of early childhood (EC) education experience to children and families of limited means; professional development training efforts for 325 early childhood professionals; in-kind training and technical assistance; serves as a match for private external funding.

**Intensive Supportive Housing for Families Program:** a program to avoid (or reduce length of stay) in foster care by providing safe, affordable housing. Program funded by subcontracted service agreement with The Connection, Inc., from the CT Department of Children and Families; new grant funding as of October 1, 2012. CT is one of 5 national sites funded under the new initiative and is home to its pilot model.

### **Mathematics Department**

**UConn Math Leadership Academy Program (MLA):** a yearlong program with East Hartford, Hartford, Manchester, and Vernon Public School Districts to provide professional development for middle and high school teachers of mathematics; culminated in a conference, supported by the Neag School of Education, where MLA teachers conducted professional development sessions for other math teachers and administrators from across the state at the University of Connecticut Storrs campus.

### **Psychology Department**

**Reading Internship Service Learning Program:** program established 15 years ago to assist children in the community who are at risk for reading disabilities (Co-directed by **Dr. Levy** at the Stamford campus with the participation of **UConn undergraduates** who have worked with approximately 1200 several public elementary schools in Stamford and Norwalk).

**Research:** a five-year project on 250 poor readers identified at the college level; evaluation and recommendations about how to improve their reading skills (**Dr. Katz**); large scale, longitudinal study of children at risk for reading difficulties in which biological variables are combined with early assessments (**Dr. Pugh**).

### **Public Health Issues Programs**

**Research:** health disparities in adolescent, Hispanic women in New Britain, Meriden, Middletown, & New Haven; collaboration with the YWCA, the New Britain public schools, and community agencies to understand the interpersonal and cultural factors impacting health disparities (**Dr. Milan**); prevention and intervention programs for obesity in the city of Hartford (**Dr. Gorin**); understanding and preventing unsafe sexual behavior in gay men, Latina women, and other groups at high risk of HIV infection in CT cities, including Hartford (**Drs. Fisher, Kalichman, and Marsh**); understanding through animal work early brain damage in premature infants in relation to later language and learning disorders; testing the efficacy of mitigating agents (**Drs. Fitch and UCMC staff**).

**Service and Outreach Programs:** collaboration with UCHC in a study to improve outcomes for infants born extremely premature; undergraduate and graduate students internships in mental health and substance abuse clinics and social service agencies in Hartford, Willimantic, Waterbury, and New Britain; **Dr. Read** has been the faculty advisor to the WIMSE program for more than a year and started a mentoring outreach program in East Hartford wherein UConn students in the STEM fields teach science and chemistry in the East Hartford middle schools once a month; **Dr. Milan** supervises graduate student in the Ph.D. Clinical Psychology program who are placed in agencies serving urban populations (i.e., recently Capital Region Community Mental Health (Hartford), Community Mental Health Affiliates (New Britain), JobCorp (a residential youth development program for low income adolescents/young adults, Hartford), and the UCHC

Child and Adult Psychiatry Outpatient Centers (serving uninsured and underinsured adults with serious mental illness).

### **Sociology Department**

**Research:** an ethnographic study of impoverished youth in New London, entitled “Against The Odds: Urban Youth, Poverty and Success”, to document the experiences of youth who overcome barriers of poverty and continue to college while others cannot; data will be used to answer questions about divergent paths to educational success (**Dr. Deener**)

### **The School of Medicine and the UConn Health Center**

- Bioscience Connecticut implements key UConn Health Network initiatives, including:
  - The Connecticut Children Medical Center assumes licensure of UCHC’s 40 bed Neonatal Intensive Care Unit. Management of the NICU will enable CCMC to become the dominant provider of children’s hospital-based services in northern Connecticut and provide financial improvement to its operations.
  - Hartford Hospital receives \$5 million to establish and house the Center for Simulation, offering sophisticated training for the next generation of physicians and surgeons and attract new federal funding targeted to enhance medical education.
  - Saint Francis Hospital and Medical Center receives \$5 million to establish and house the Connecticut Institute for Primary Care Innovation. The CIPCI would address the shortage of primary care physicians and drive new funding for research on health care quality and health information technology to the region.
  - The Hispanic Health Council; Charter Oak Health Center and Community Health Services each receive \$1 million. These community health centers in Hartford serve at-risk populations in the city.
  - To address health care inequality, \$3 million will help establish the Center of Excellence in Health Disparities, to include a Hartford office of the Cobb Institute of the National Medical Association, leading association of the nation’s African American physicians.
- Approximately 175 Hartford residents work at UCHC.
- There were more than 71,000 visits to UCHC clinical facilities by Hartford residents in fiscal 2010.
- An often overlooked benefit derived by Hartford based hospitals is the care and dollars provided to them by UCHC-sponsored residency programs. Forty-eight UConn internship/residency programs contribute service to area hospitals and drive Medicare reimbursements to their facilities. In fiscal 2009, that amounted to \$36.8 million for Hartford Hospital, \$26.9 million for Saint Francis, and \$3.2 million for CCMC.
- UCHC provides the physician/resident workforce at the Burgdorf/Bank of America Health Center Health Center and Asylum Hill Family Practice, both jointly supported by Saint Francis and UCHC.
- Community Service: UConn physicians and dentists, medical and dental students, and residents provide thousands of hours of free medical services each year to Hartford’s most medically vulnerable citizens in the following Hartford locations:
  - South Park Inn Medical Clinic
  - South Marshall Street Homeless Center
  - YMCA Adolescent Girls Medical Clinic
- UCHC operates several initiatives to increase the number of underrepresented minorities enrolled in medical/dental education and increase the number of health care professionals practicing in

urban areas across the state, including the Aetna Health Professions Partnership Initiative in Hartford.

- The Burgdorf/Bank of America Health Center is operated by Saint Francis Hospital and Medical Center and the University of Connecticut Schools of Medicine and Dentistry, as well as the City of Hartford Department of Public Health. The center is located at 131 Coventry Street on the Mount Sinai Campus of Saint Francis Hospital and Medical Center. Saint Francis Hospital and Medical Center and the University of Connecticut Schools of Medicine and Dentistry provide a full range of general medical care for adults and services to pediatric and adolescent patients. Services provided include primary pediatric, adolescent and adult health services, adult and pediatric dental services, a full range of women's health services and specialty services. These services include cardiology, pulmonary, nephrology, neurology, rheumatology, endocrinology, infectious diseases and HIV, podiatry, general surgery, and gastrointestinal disease. The Health Center also provides a range of early detection and prevention programs, child development programs, WIC, immunizations, infectious disease services and environmental health programs.
- City of Hartford, Department of Families, Children, Youth, and Recreation. CPHHP completed a city-funded surveillance of child weight in the 66 pre-school center-based programs in the city. Seventy-three percent of children in Hartford between 3 and 5 years of age attend these programs. The development of this representative and statistically relevant sample provides baseline data for future planning and policy development to reduce early childhood obesity in Hartford.
- The Connecticut Area Health Education Center (AHEC) Network works throughout Connecticut to improve access to basic health care by linking local community groups with the resources of the University of Connecticut Health Center and other health professions training programs. The mission of the Connecticut AHEC Program is "to enhance access to quality health care, particularly primary and preventive care, by improving the supply and distribution of health care professionals through facilitating community/academic educational partnerships."  
The Connecticut AHEC Program Office is based at the University of Connecticut (UConn) Health Center and is implemented through four regional centers located in the Norwich, Hartford, Waterbury, and Bridgeport areas. The four centers enable the AHEC Program to carry out local programs with great efficiency. The AHEC Program provides statewide local coverage.

### **Urban Health Programs – Center for Public Health and Health Policy (CPHHP)**

CPHHP strives to be the leading analytical public health policy center in CT and serve as a model for university engagement with public and private agencies. Its functions are divided into the Institute for Public Health Research (IPHR) and the Institute for Public Health Practice (IPHP). CPHHP provides a sustained UConn presence in the Hartford community and maintains its offices close to state agencies and community programs. We are currently located in East Hartford, CT but will move to Hartford in 2013. CPHHP is the home of the UConn Urban Health Partnership, part of CICATS. CPHHP is the home to CT Area Health Education Councils and its four agencies across the state, all located in urban environments. Its pipeline and mentoring programs provide linkage to over 2,000 youths per year and involve over 8,000 health care providers, teachers, guidance counselors, and parents per year. CPHHP programs bring over 1,500 students with significant service commitments into CT communities each year – 200 or more students wearing Husky T-shirts in the community every week during the academic year.

CPHHP is now deploying the Connecticut Health Information Network (CHIN). The CT General Assembly funded CHIN with an open source platform. Its data-driven decision-making capabilities have the potential

to transform both the state and municipal government's potential to control costs and measure outcomes and relationships in programs. The science behind CHIN, particularly the probabilistic matching algorithms and the synthetic databases to protect privacy, have the potential to become national models in data integration and exchange.

CPHHP also conducts research programs incorporating sustained community-based research programs in childhood obesity, health disparities, adolescent mental health, and service delivery to low resource populations. Examples include childhood obesity prevention research such as a federally funded RCT to reduce sugar sweetened beverage consumption in pre-school children. Twenty-four urban preschool centers, the parents of 471 children participated in a six-month intervention.

In Hartford, researchers with CPHHP completed a city-funded surveillance of child weight in the 66 pre-school center-based programs in the city. Seventy-three percent of children in Hartford between 3 and 5 years of age attend these programs. The development of this representative and statistically relevant sample provides baseline data for future planning and policy development to reduce early childhood obesity in Hartford.

Multiple smaller projects integrated into the Husky programs conducted by graduate students, summer scholars, honors students, and 4<sup>th</sup> year selective medical students. The Institute for Public Health Practice with CPHHP has and will continue to develop model programs in community engagement targeted at mitigating health disparities and increasing the diversity of the health care workforce. Its three major component programs, AHEC, Husky Programs, and the Urban Health Partnership receive substantial funding and engage over 1,500 students and 100 public and private agencies per year.

The CT AHEC program works throughout the state to promote access to basic health care by linking community groups with the resources of the University and other health profession training programs. Its programs are national models in interdisciplinary training. The AHEC program based at UCHC is implemented through four regional centers located in Norwich, Hartford, Waterbury, and Bridgeport.

The CPHHP urban service track provides the linkages to the community by the CT AHEC Network are the organizations that deliver health care to underserved communities. The Network has well-established relationships with many providers and agencies in medically underserved communities throughout the state. An example of CT AHEC's interconnectedness with agencies in the community is the multifaceted role played by the CT AHEC Program Director. In addition to his AHEC responsibilities, Dr. Bruce Gould is the medical director for the Burgdorf Health Center (an inner city community health center), the medical director for the City of Hartford Health Department, and Associate Dean for Primary Care at the University of Connecticut School of Medicine. In these roles, Dr. Gould is able to identify needs and opportunities that can be addressed by health professions students and clinicians as well as experiences appropriate to high school and college students.

CT AHEC supports a variety of health professions student placements at Community Health Centers in the state, as well as at the Asylum Hill Family Practice Health Clinic, the Burgdorf Health Center, and medical students and residents at the City of Hartford's Department of Health and Human Services. Central AHEC (CAHEC) operates a Ryan White Case Management Program for HIV/AIDS patients at the Burgdorf Health Center in collaboration with the City of Hartford's Infectious Disease Clinic. SWAHEC operates the city of Bridgeport's Immunization Action Plan. SWAHEC works directly with the Department of Public Health and providers, parents and community agencies to identify children ages 0-2 who are not immunized. Likewise,

SWAHEC continues to provide leadership for the ORBIT Collaboration (Oral Health Bridgeport Initiative). Through these initiatives as well as health careers recruitment programs, the CT AHEC Network's commitment to and integration of public health is well established. Additional programs provided by AHEC include the Migrant Farm Workers Clinics and the Collegiate and Youth Health Service Corps.

Husky programs began in 1998, have expanded from its core program, Husky READS, to now include three additional programs, Husky Nutrition and Health Aging in CPHHP. All programs promote a health lifestyle through changes in food intake and increases in physical activity and are taught in a series of service-learning classes. Husky READS focuses on increasing health literacy in the preschool and younger population with a curriculum delivered in primary care waiting rooms, WIC clinics, and pre-school centers. In Husky Nutrition, students work with pre-adolescents through young parents to increase cooking skills, shopping practices, and food and nutrition knowledge. Older adults are the focus of Healthy Aging, primarily on the prevention of chronic disease. In 2007, the health through sport program lead by Jennifer Bruening in the Neag School joined the Husky Programs. Undergraduate program participation culminates with the Husky Scholars Summer program – a paid full-time summer internship for up to ten students who plan a career in urban health.

The AHEC, Husky programs and the Healthy Communities research group provided direct programming and care for **over 60,150 CT citizens this year.**

Ann Ferris, the Director of CPHHP, is a member of the Hartford Health & Human Services' Public Health Advisory Committee, attending its monthly meetings connecting the City to University resources. She also served as part of the health care consortium, representing the University of Connecticut Health Center with the Health Department, Connecticut Children's Medical Center, Hartford Hospital, and St. Francis Hospital and Medical Center in the two-year process to complete a coordinated review of Hartford health needs and produce the Community Needs Assessment Report. She participates in the **Hartford Childhood Wellness Alliance** funded by the Hartford Foundation for Public Giving and headed by Michelle Cloutier, MD. Dr Ferris is co-investigator on two proposals to support the alliance.

Bruce Gould, M. D., serves as the Medical Director for the City of Hartford, Department of Health and Human Services and works with the Burgdorf/Bank of America Health Center which is operated by Saint Francis Hospital and Medical Center and the University of Connecticut Schools of Medicine and Dentistry, as well as the City of Hartford Department of Public Health. The center is located at 131 Coventry Street on the Mount Sinai Campus of Saint Francis Hospital and Medical Center. Saint Francis Hospital and Medical Center and the University of Connecticut Schools of Medicine and Dentistry provide a full range of general medical care for adults and services to pediatric and adolescent patients. Services provided include primary pediatric, adolescent, and adult health services, adult and pediatric dental services, a full range of women's health services and specialty services. These services include cardiology, pulmonary, nephrology, neurology, rheumatology, endocrinology, infectious diseases and HIV, podiatry, general surgery, and gastrointestinal disease. The Health Center also provides a range of early detection and prevention program, child development program, WIC, immunizations, infectious disease services and environmental health.

## **The School of Pharmacy**

The School of Pharmacy devotes resources and energy towards helping high school students better understand the profession of pharmacy and the opportunities available within it. Through a variety of field trips and presentations, our students help stimulate within Connecticut's high school population, an awareness of and an interest in pharmacy. The school also provides resources for pharmacists who are called upon to participate in a career day events.

Our reputation for working with urban high school programs has spread to cities such as New Britain, Hartford, and Bridgeport as the popularity of our program grows. We have also continued our work with the Stratford school system. Students from each of these school districts visited with our students either at our campus or at their location. In addition to these larger visit based projects, our presentations on pharmacist preparation and careers have been updated and made available to a number of pharmacists throughout the state from Stamford to Granby for them to use in their local school career day events.

### **Urban Service Track Program**

The Urban Service Track is an enrichment program of the Schools of Dental Medicine, Medicine, Nursing, Pharmacy and Social Work. Urban Service Track Scholars are selected from students in these schools who are interested in working in urban, underserved communities following graduation. UST Scholars complete additional seminars and outreach activities, such as providing health care services to uninsured individuals in urban homeless shelters and soup kitchens, in addition to the required coursework in their respective schools.

### **Health Disparities Activities in Urban Settings**

School of Pharmacy students are actively involved in a diverse and evolving mix of projects focused on improving the care of people who have challenges obtaining health care. While there are many reasons why health care disparities exist, under the guidance and support of our faculty and educational program and often in collaboration with other health disciplines, our students provide care designed to help narrow the gap between health care need and availability. Students benefit from the rich learning opportunities embedded in these diverse projects while helping to address real needs. Our students are regular volunteers at the Covenant Soup Kitchen (Willimantic), Hope Dispensary (Bridgeport), and South Park Inn (Hartford). We also participate annually in Primary Care Week with the other UConn health profession schools; this week focuses on addressing health disparities so prominent in urban settings.

### **Faculty Activities in Urban Settings**

School of Pharmacy faculty member Thomas Buckley received a Provost's Award for Public Engagement for his work with the Cambodian population in West Hartford. Faculty member Marie Smith in Collaboration with Margherita Giuliano of the Connecticut Pharmacists Association and Michael Starkowski of the Department of Social Services recently received an the APhA foundation Pinnacle Award for their long standing collaborative work documenting the value of a pharmacist in a patient's medical home; their work is especially important for underserved patients in urban settings.

### **Health Fairs and Expos in Urban Settings**

School of Pharmacy students have participated in a number of health fairs/expos in urban settings including the World Without Limits Health Fair in Bloomfield; NBC 30 Health Fest; the American Diabetes Association Diabetes Expo; the South End Senior Health Fair in Hartford, and the Community Health Center of Meriden.

## **The School of Social Work**

Students enrolled in the Master of Social Work Program complete internships in a wide-range of organizations in Connecticut's urban cities. These include public schools, hospitals, nursing homes, social service agencies, which may be operated by non-profit agencies and municipal or state government. Each student completes 560 hours of internship. Therefore, 51 students provide a total of 28,560 hours of internship, which makes a significant contribution to expanding the resources of poor cities and meeting the needs of their citizens.

## **The Avery Point Campus**

UConn Avery Point's Student Support Services (SSS) provide educational opportunities and access to higher education for underrepresented student populations from towns in close proximity to the campus, such as New London, Groton, and Waterford, who are first generation college students, and/or from low income backgrounds. In 2011-2012, SSS and College Access Program (CAP) supported 26 freshmen who are first generation college students and students of color.

UConn Application Day program at New London High School (NLHS). Undergraduate Admissions Officers from Avery Point, Storrs, and the UConn Avery Point Student Services Support Coordinator manage a UConn Application Day event at New London High School. Staff members meet with interested students who wish to pursue an UConn degree and submit UConn applications for these students. Usually this takes place in early November. In spring (early April) we follow up with an Accept Breakfast at NLHS and all admitted students (Storrs and Avery Point campuses) are invited to informally meet with UConn staff to answer questions.

In addition, UConn Avery Point recently joined a partnership with the College Access Program (CAP). This program is designed to help New London High students with their college selection, application process, and financial aid counseling by providing assistance and support to first-generation and/or low-income families. For example, on September 4th, UConn Avery Point Undergraduate Admissions Office and the UConn Avery Point SSS Program Coordinator partnered with CAP for their first event, Operation Graduation, to help approximately 50 New London High School students with SAT online registration. UConn Avery Point SSS students will provide mentoring services for New London High students with the college application process, and will also be collaborating this fall and spring with CAP and the College Advisory Committee, which is designed to help strengthen the relationships between New London Public schools and colleges in the community. These colleges consist of the Coast Guard Academy, Connecticut College, Mitchell College and UConn Avery Point.

## **The Greater Hartford Campus**

### **Department of Public Policy Graduate Programs**

- Internship and Professional Practice (IPP) Program: Places graduate students in year-long internships; often with urban non-profit organizations.
- Capstone Projects: Student teams assist a variety of public or non-profit organizations with their unique challenges through policy analysis, program and process evaluation, and budgeting.

- Job Placements: Many pursue careers in Hartford and other urban centers in the state.
- Non-Profit Leadership Program: Workforce development aimed at former senior state officials so that their experience can benefit the non-profit sector.

### **Undergraduate Initiatives**

- Urban and Community Studies – a campus-based Major: Offers an Urban Semester program where students work and live in an urban environment.
- Student Support Services: Aims to increase the UConn enrollment, retention, and graduation of low income and/or first generation college students by offering a summer preparation program and success strategies throughout their college experience.
- Service Learning: Provides goal-specific academic service to Hartford community, embracing diversity, cultivating leadership, and developing highly engaged students, staff, and faculty civically and socially through service-learning classes.

### **Outreach and Engagement**

- Hartford Consortium for Higher Education: Campus Director, Dr. Michael Menard, serves on this Board of Hartford area colleges providing for collaborative endeavors that will explore new academic directions, serve as a catalyst for innovative educational initiatives, encourage education across the lifespan, and assert the important role of higher education in the economic, cultural, and social life of Hartford. It also enables Cross-Registration opportunities. We also partner with them on their Career Beginnings and Graduate!CT programs.
- Aetna Health Professional Partnership Initiative (AHPPI) aka: Jumpstart: Committed to the recruitment, retention, and graduation of diverse students – many from inner-city – actualizing their goal of entering medical and dental school.
- Leaders of Tomorrow: Helps inner-city high school students excel and prepare to be successful leaders in the future.

### **Cooperative Extension System**

- Expanded Food and Nutrition Education Program (EFNEP): Helps to improve the nutritional status of low-income families and youth in Hartford and New Britain. Research-based approach shows that 96% of students make at least one positive food behavior change.
- Teen Pregnancy Prevention Programs for inner-city at risk youth.
- Nutrition Education programs to Fresh Start; a substance abuse program for women.
- 4-part Nutrition Education Series for young parents at JOBCORPS program in Hartford.
- Healthy Environments for Children Initiative (HEC): Working with Bridgeport Neighborhood Trust to provide training on keeping a healthy home and developed lead-poisoning prevention awareness program.
- Tools for Healthy Living: After school education program for grades 4 – 6 in Hartford and New Britain where urban youth learn about housing and food safety issues and learn to identify hazards and more.

### **The Stamford Campus**

**The UConn Stamford High PREP Program: (Precollege Readiness and Enrichment Program)** is designed to assist first generation high school students go to college. The program meets daily at Stamford High School and is monitored by a classroom teacher. The PREP program has been at SHS for over

twenty years. Students are provided with academic support and leadership training and opportunities identified to enhance self-esteem and self-direction. The goal is to increase the probability of fulfilling the requirements for a college degree and to identify and increase career options through academic qualifications. The PREP class consists of high school students that have been screened and recommended by their middle school counselor or program coordinator. Currently, there is one external scholarship provided by the William Pitt Foundation that supports a limited number of UConn Stamford freshmen each year that have completed the UConn PREP program while at Stamford High School.

### **The CT Department of Children and Families, The Connection, Inc., and the University of Connecticut**

The CT Department of Children and Families, The Connection, Inc., and the University of Connecticut collaborated to develop and evaluate the effectiveness of an Intensive Supportive Housing for Families program designed to avert children's placement in foster care. On September 12, 2012, the Administration for Children & Families of the Department of Health and Human Services, together with the Annie E. Casey Foundation and the Robert Wood Johnson Foundation, announced 5 awards of \$5 million to five collaboratives. Drs. Anne Farrell and Preston Britner of the University of Connecticut's Department of Human Development & Family Studies will lead an evaluation of the CT initiative, which will begin in one region of the state and expand statewide over the course of the initiative.

### **UConn-Stamford Service Learning Program: Reading Program**

The Reading Internship is a service learning program which has been running at UConn-Stamford for approximately 15 years. Over the last few years, UConn undergraduates have worked with approximately 1200 children in the community who are at risk for reading disabilities. The course combines theory with practice to show UConn students how theories of reading learned in the classroom can be put into practice in the community; and to provide assistance to the local community by working with children who have been identified by their teachers as at risk for reading difficulties.

In the past we have worked in several public elementary schools in Stamford and Norwalk, and currently work in one afterschool center in Norwalk, the George Washington Carver Community Center, and one in Stamford, the Boys and Girls Club.

UConn students who participate in the program attend a weekly seminar. The goal of the seminar is to reinforce the relationship between psycholinguistic research and practice. Each student meets with three children in an afterschool center for one-on-one instruction twice a week, using a phonics-based multisensory approach to reading instruction.

### **Part-Time MBA Program and the Black MBA**

This program is active in both the Black MBA and Women's MBA national organizations, assisting with program ideas and delivery. This past year, partially in recognition of Stamford's contributions, the Black MBA Association of Westchester/Greater CT Chapter (WGC) named the University of Connecticut's School of Business and its Office of Diversity Initiatives the 2012 Educational Institution of the Year.

### **The UConn Stamford Veteran's Association**

The UConn Stamford Veteran's Association is a student organization instituted in 2009. Its primary goal is to assist student veterans with the challenges of re-entering civilian society. It also provides student

veterans with information regarding benefits, scholarships, careers and various support programs available on the Stamford Campus and/or from community veterans' support organizations. It also maintains a close affiliation with the veterans' associations at the Storrs campus and other Regional Campuses of UConn. In the past three years, it has sponsored and co-sponsored a number of extracurricular events and activities, including films, lectures, charity drives and social events. With the help and support from the UConn Stamford Administration and a variety of donors from within the Regional Campus and the outside Stamford community, the Association was able to set up a veteran's lounge on campus in 2011.

### **UConn Stamford Addressing Urban Challenges**

*Children Reading Program:* For the past 10 years, on a semi-annual basis, our high profile public figures eagerly answer our call to come to campus to read children's books to our local magnet, charter, private and public school children in the Pre-K to 2<sup>nd</sup> grades. This is our knowledge community's opportunity to bring underrepresented populations of students, at a very early age, to the Stamford Campus and interact with local, state and national leaders.

*Annual Black History Month Celebration:* In 2012, we celebrated our 8<sup>th</sup> Annual Black History Month Celebration. This is the largest gathering of our corporate, municipal and residential communities coming together to celebrate and reflect on the accomplishments and challenges of African Americans. This annual single day event brings community organizations, micro businesses, Fortune 100 companies to mingle with residents, students, staff and faculty. With the support of our corporate sponsors and community leaders we provide speakers, exhibits, events and seminars, which share knowledge and create opportunities for our diverse urban community.

### **Stamford Public Education Foundation's Mentoring Program**

Since its commencement in February, 2010, numerous faculty members have lent their support to the Stamford Public Education Foundation's Mentoring Program. This local mentoring program will serve 180 middle and high school students in grades six through nine in seven Stamford Public Schools for the 2012-2013 school year. The Stamford Mentoring Program serves students who have been identified by school staff as in need of additional academic and/or support. College and corporate volunteers meet with middle and high school students for weekly, one-on-one mentoring sessions at the student's school from October through May.

### **UConn Stamford/Stamford High School Upward Bound Program**

Upward Bound is a college preparatory program designed to generate the skills and motivation that lead to academic success for students in high school and beyond. Upward Bound extends its services to high school students from families meeting low income criteria and/or to potential first generation college students. It seeks to help students who have academic ability, but who may not have the preparation, motivation or opportunity to realize or demonstrate their full potential. UConn Stamford is pleased to have recently received a partnership grant with Stamford High School to develop an Upward Bound program to serve 60 new students each year.

### **The UConn Stamford University Pals Program**

The University Pals program began in 2007. In the program, rising eighth grade students are given an opportunity to participate in a simulated college experience. These carefully selected students are presented with a chance to achieve their dream of attending college after high school. They will be first-generation college students. Each year 100 new students are accepted after undergoing an intensive interview process. Due to its success, the program has expanded to the Norwalk community.

## **The Torrington Campus**

The city of Torrington is the largest city in Northwest Connecticut. While located in one of the state's wealthiest areas, Torrington is among the states most economically disadvantaged.

The University of Connecticut Torrington Campus' Urban and Community Studies program has a comprehensive program of involving UConn students in the city of Torrington. Initiatives such as student internships and a student journalism program known as "citizen journalism" which has students writing articles for the local Torrington newspaper are some of the ongoing efforts to make students aware of the their host city and to make them become a part of the community. Similarly, the Human Development and Family Studies students are also engaged in volunteer, internship and fieldwork at Torrington's human services agencies. The impact, while not quantifiable, can be summarized from anecdotal information as significant. Feedback from the students, faculty, and recipients verify that these initiatives not only provide important opportunities for student learning and maturation, but also indicate highly positive student engagement.

## **The Waterbury Campus**

**Educational Talent Search Program (ETS)**, housed in Waterbury, is a federally funded program currently working under a 5 year grant ending in August 2016. ETS serves schools in the neediest, most poverty stricken, and under resourced parts of the state. Primary goals of the program are to: Identify qualified first generation and low-income students, assist students through the transition from middle school to high school and successfully place participants at an appropriate post-secondary institution. Long-range goals are to impact high school attrition rates and rectify low levels of academic preparation and motivation such that students will successfully complete college and/or other post-secondary programs. Data as of June 2011 shows that there were 553 students in grades 6-11 and 122 college ready high school seniors or their equivalents. Ninety-eight percent of 6<sup>th</sup>-11<sup>th</sup> grade students were promoted to the next grade level. Of 122 college ready students, 98% obtained a high school diploma or its equivalency; 93% applied to financial aid; 93% applied for postsecondary school admission; 91% were enrolled in a program of postsecondary education. Students attended UConn, SUNY Fashion Institute of Technology (FIT), Tuskegee University, Albertus Magnus, University of New Haven, Johnson & Wales, Fairfield University, Trinity University in DC, College of New Rochelle, Utica College, University of Miami, and Rutgers. **Waterbury Student Support Services (SSS)** is a TRIO program that increases access to UConn for first-generation, low-income and/or underrepresented students. The goal of SSS is to increase the college retention and graduation rates of its participants. The SSS Summer program is a pre-collegiate experience for new incoming freshmen. Students attend classes and receive individual and group tutoring. Collaborative learning and academic advising are provided as retention strategies. Students participate in academic workshops, attend team meetings, and participate in training and tutorial sessions. Students attend an exit interview where they are informed of their academic progress and their needs based on final evaluations from their instructors. Students are honored at a Closing Ceremony with Certificates of Completion and are officially matriculated into UConn. Students receive academic awards and the SSS Coordinator presents awards for Academic Excellence. This year, 30 students participated in the Waterbury SSS program.

The **Urban and Community Studies (UCS) Program** at UConn/Waterbury has routinely and for years partnered with community organizations to address critical issues among the surrounding low-income population. Among recent examples, UCS has partnered with Brass City Harvest (BCH), a local nonprofit

organization dedicated to improving food security for Waterbury residents, by surveying community needs and local food prices, providing letters, text and verbal/logistical support for successful grant proposals to the Wholesome Wave and Naugatuck Savings Bank foundations, which have enabled Brass City Harvest to double the value of SNAP benefits, WIC and senior nutrition program dollars for hundreds of shoppers at local farmers' markets. Through a recent collaboration that has leveraged dollars from the Connecticut Community Foundation and the Waterbury Community Benefits Fund we are co-sponsoring with BCH a symposium in October that will be the first step in establishing a citywide food policy network joining providers of food banks, soup kitchens, community gardens, greenhouses and farmers' markets with the city government to establish a more effective food safety net that also meets local economic development goals.

In 2012 UConn received approximately **\$1 Million dollars from the H1B Federal Grant**, for retraining 350 unemployed workers who have completed an associate's degree or higher. The grant was submitted through the Northwest Regional Workforce Investment Board (NRWIB) in Waterbury. UConn's Center for Excellence in Teaching & Learning and the Waterbury campus as well as businesses, industry and educational partners were involved in this project. The NRWIB will recruit trainees and pay for them to attend UConn's training courses. Courses will include web development, computer information systems, electronic medical records, health information management, engineering and manufacturing related skill modules. Training begins fall 2012.

Summer 2012 was the third summer that Waterbury Campus Associate Professor of Psychology, Kimberli Treadwell, received funding for **UConn Mentor Connection**. A University sponsored program, UConn Mentor Connection, supports bright students from under-represented populations to go to a college for 6 weeks in the summer and participate in various activities, including research in a lab. Six students participated in a research project examining cognitive and interpersonal factors in anxiety in late adolescence.

In spring 2013, as part of Asst. Professor Beth Russell's HDFS **service learning** course, students will partner with Human Service agencies in the area to gain field experience by being exposed to the family life needs of urban settings: domestic violence prevention, promoting positive parent-child relationships and healthy lifestyles (i.e., obesity prevention, nutrition support). This opportunity has the potential to inspire a new cohort of future human service professionals to focus their intellectual curiosity and their professional energies on the specific problems faced by families in urban settings.

Professor Russell is the Evaluation Specialist for a **grant through USDA/National Institute of Food and Agriculture Children, Youth, and Families At Risk (CYFAR)**, as part of a contract through UConn's Center for Applied Research in Human Development. The Cooperative Extension, lead up by Linda Horn (PI), is running the CYFAR Healthy Homes project through the 4H after school programs in the Greater Hartford area starting January 2013. The project will be working with 4th-6th graders on topics like food safety, lead paint hazards, good hygiene habits. Waterbury campus students enrolled in Professor Russell's Spring *Family Life Education* class will help with this project.

Waterbury campus **Teachers Certification Program for College Graduates (TCPCG)** partners with a variety of Professional Development Schools throughout the Greater Waterbury area, including some of Connecticut's lowest achieving school districts (e.g., Waterbury).

Every year, the Waterbury campus holds a **Community Fair** where 30+ area social services agencies recruit volunteers, interns, and service learning students. An estimated 20 students became involved in

agencies such as *Literacy Volunteers*, *Children's Community School*, *Greater Waterbury Interfaith Ministries (GWIM)*, *Safe Haven*, and *Jane Doe No More*. *Wellmore*, a non-profit Behavioral Health Organization, hired two Waterbury campus students. Through off-campus work-study opportunities and efforts by the campus Outreach Committee many students work and volunteer in the Waterbury community. This includes *Waterbury Hospital*, *Waterbury Youth Services*, *American Cancer Society*, *Main Street*, *GWIM*, *Big Brothers/Big Sisters*, *Brass City Harvest*, *Safe Haven*, *AmeriCorps*, *Girl's Inc.*, and Waterbury public schools including *Buck's Hill* and *Carrington Elementary*.

Every year the campus hosts **Creative Sustenance**, a program featuring poetry and dramatic readings by local writers, including several from the UConn community. The event raises awareness of hunger and poverty in the area and attendees donate food items to *Greater Waterbury Interfaith Ministries*, a nonprofit organization that provides 225 meals daily to Waterbury's neediest residents.