



Allison Huberlie

Allison Huberlie devoted considerable energy in high school to fundraising for community projects, teaching young children and researching for the Court Appointed Special Advocates Association (CASA), an organization that supports abused children in the judicial process. She was able to balance serving her community with a career as a nationally ranked debater (placing fifth in the country). Ali continued her commitment to debate by helping to found Penn for Youth Debate (PFYD). Now in its fourth year, the program serves over thirty schools and three hundred students by providing volunteer debate coaches and sponsoring free debate tournaments for Philadelphia students. Built on the belief that debate increases crucial literacy, public speaking, and critical thinking skills, PFYD is one of Penn's largest and fastest growing student-run community service groups. The organization is now partnered with the Afterschool Activities Partnership, a local Philadelphia nonprofit dedicated to keeping students academically engaged after school. In addition to serving as the President of Penn for Youth Debate, Ali also served as a Fisher Hassenfeld Residential Advisor, the Chair of the Student Activities Council, and the Treasurer of the Undergraduate Assembly. She is also a member of the Sphinx Senior Honors Society. Ali will graduate in May 2011 with a degree in Urban Studies and Political Science.

CAPSTONE PROJECT

The Twin Demands: A Study of How Philadelphia Charter School Leaders Perceive Tradeoffs between Accountability and Autonomy

Faculty Advisor: Dr. Elaine Simon, School of Arts & Sciences, Urban Studies

This study posits that, within charter schools, there exist three different types of accountability. These forms may be slightly different than the forms that exist within regular public schools, but it is still possible to separate accountability within Philadelphia charters into these three forms. With the three forms of accountability—bureaucratic, professional, and public—explained and defined, this paper utilizes a study of sixteen Philadelphia charter school leaders to illustrate the tradeoffs between these forms of accountability and particular forms of autonomy. The rationale for this methodology is that leaders have an immense amount of power within charters and can often choose how autonomy is disseminated and which measures of accountability to use and implement. The study then attempts to not only figure out which tradeoffs exist, but also how the leaders themselves perceive these tradeoffs. Ultimately, this paper concludes that while strong tradeoffs exist between bureaucratic accountability and curricular autonomy, as well as between public accountability and various types of autonomy, these tradeoffs are perceived quite differently. This paper also posits that small tradeoffs do exist between professional accountability and various forms of autonomy, but that leaders perceive these tradeoffs in an overwhelmingly positive way.