MEETING MILESTONES:
The Third Annual Progress Report to Mayor Nutter

From the Philadelphia Council for College and Career Success
In our third year of leading citywide efforts to achieve Mayor Nutter’s educational goals for the city, the Philadelphia Council for College and Career Success (the Council) is pleased to present this report chronicling the accomplishments of 2011. In the following pages, we share examples of work from our three committees and our partners; we also describe several exciting new and expanding areas of work.

The Council, a committee of the Philadelphia Workforce Investment Board (Philadelphia WIB), manages the City’s collection of investments from government, foundations, and employers and directs these funding streams to support strategic initiatives designed to promote youth workforce development, increase the quality and quantity of high school graduates, and expand college access and success for Philadelphia residents.

We are honored to serve the City and its young people, and are pleased to share the successes of the Council and our partners over the past year.

“...When you’re in Gateway, you’re expected to excel and that motivates you and it encourages you to continue on. Gateway to College was one of the best experiences ever. The environment of being at a college is phenomenal because you get to meet people with like minds and people with different backgrounds who are interested in one thing: just going further in their education and pursuing a goal. My biggest passion is film-making. I’m about to transfer over, through the dual admissions program, to Temple University.”

Ali

Multiple Pathways - College-Connected Program
Gateway to College
All Philadelphia youth are prepared for educational and economic success

VISION

GOALS

1. Youth Engagement
   a. Invest in critical transitions (including aligning summer programs, school-year, and summer Bridge programs)
   b. Invest in a broader and more integrated portfolio of programs and interventions for out-of-school youth (e.g., juvenile justice, foster care, etc.)
   c. Advocate for increased dual enrollment and early college credit-bearing models
   d. Advocate for school preparation for in-school youth
   e. Advocate for adequate education funding

2. Re-Engagement of Disengaged Students
   a. Invest in key areas to build graduation pathways for out-of-school youth
   b. Include in-school to connect education and employment for out-of-school youth
   c. Align strategies to reach and serve disconnected youth (including those in foster care, etc.)
   d. Advocate for the development of comprehensive, evidence-based opportunities
   e. Advocate for resources and the inclusion of disconnected youth in educational and workforce strategies

3. College & Career Preparation
   a. Invest in community college articulation to improve graduation pathways for out-of-school youth
   b. Invest in the development and implementation of national post-secondary preparation models
   c. Align career and academic pathways
   d. Advocate for increased dual enrollment and early college credit-bearing models
   e. Advocate for increased dual enrollment and early college career-focused models
   f. Advocate for increased dual enrollment and early college career-focused models
   g. Advocate for increased dual enrollment and early college career-focused models
   h. Advocate for increased dual enrollment and early college career-focused models

4. College Access
   a. Invest in the development and implementation of national post-secondary preparation models
   b. Invest in college completion models, in particular support for high school to college and high school to career transitions
   c. Invest in replicable college persistence and completion promotion promising practices

5. College Completion and Career Mobility
   a. Invest in college completion models, in particular support for high school to college and high school to career transitions
   b. Invest in replicable college persistence and completion promotion promising practices

INVEST in proven strategies
ALIGN, mobilize, and coordinate resources and constituencies
ADVOCATE for policies and resources that support the attainment of the goals; and ensure accountability

COUNCIL ROLES

INVEST

ACTION PLAN

FRAMEWORK

CAMPAIGN MEASURES

COUNCIL

Michael 2010-2011 WorkReady Philadelphia participant

“...I'd initially thought I wanted to be a neurologist, but spending a second summer in a WorkReady program changed my thinking. My goal now is to be a psychiatrist. At my internship, I got a lot of good experience, and found that interacting with the patients was my favorite part.”
The CollegeReady Committee is charged with tracking and analyzing post-secondary outcomes for Philadelphia youth as well as developing and investing in models to increase college success. Committee members have identified four goals which further focus and drive their work:

1) develop and implement a data collection system that allows for the analysis and reporting of annual college matriculation, remediation, persistence and completion rates of Philadelphia students; 2) align, expand and invest in all policies that ensure appropriate academic preparation and financial planning for success in college; 3) pilot, replicate and invent in models that increase college matriculation, persistence and graduation rates of Philadelphia students; and 4) advocate at the state and federal levels for policies and funding that support increased college access and completion.

During the 2011 year, the Committee and its members achieved the following results:

- **Aligning Practices to Promote College Access and Success.** Under the aegis of the Committee, higher education representatives met with the School District’s Office of Teaching and Learning to promote closer alignment of secondary and college curricula to ensure that students are prepared to master the Common Core Standards in Mathematics and English.

- **Developing a Citywide Messaging Calendar.** The Post-Secondary Readiness Strategies Work Team has developed a college preparation framework and messaging calendar to establish uniformity in program interventions implemented by counselors and college prep program professionals which involve academic preparation and monthly messaging campaign around college-going for K-12 grades.

- **Continuing to Pursue an Aggressive Research Agenda.** The College Completion Work Team engaged institutional research staff from area universities and colleges in order to begin to data for two efforts: 1) tracking performance trends for Philadelphia students on local college campuses; and 2) identifying common metrics needed to inform the development of a risk analysis approach to retention initiatives. The Work Team’s overarching goal is to promote the use of data in creating data-driven retention initiatives designed to increase the completion rates of Philadelphia students.

- **OMG Center for Collaborative Learning** was contracted to conduct an analysis of enrollment, persistence and completion data submitted by area colleges and universities. The initial report presents findings in the areas of remedial course placement, college persistence, and completion.

- **The Work Team has also begun collaborating with the School District of Philadelphia to align the District’s college-ready initiatives, through their Gates-funded College Ready Indicators System and Harvard Strategic Data Project, with the Work Team’s K-12 system of benchmarks leading to college preparedness.**

Exemplary Work of Committee Partners

The Mayor’s Office of Education has undertaken a number of efforts to promote better financial planning for college-going. In January, Mayor Nutter launched the citywide Financial Aid Campaign. From January through May, the City partnered with the U.S. Department of Education, the Pennsylvania Higher Education Assistance Agency, the School District of Philadelphia, the Campaign for Working Families, and college prep programs to conduct Free Application for Federal Student Aid (FAFSA) completion workshops to help college-bound students submit the FAFSA, the first step in applying for any form of financial aid or scholarship assistance. Toward the end of the campaign, financial aid officers from area colleges and universities participated in two phone-a-thons, providing students and parents with direct access to professionals in the field. The phone-a-thons, hosted by Fox 29 and NBC 10, were highly successful in helping students and parents navigate the financial aid process.

In December, the Mayor’s Office of Education partnered with the College Prep Roundtable to sponsor a “financing college” professional development workshop series for high school counselors, college prep personnel, and representatives from community-based organizations. The week began with Drexel University hosting an all-day seminar focused on understanding federal and state legislative changes impacting college affordability. Congressman Chaka Fattah and Pauline Abernathy from the Washington-based Institute for College Access and Success were featured speakers. The seminar was followed by four three-hour FAFSA online trainings, held over a period of two days, conducted by the U.S. Department of Education’s Student Financial Aid Division. The final session, conducted by the Pennsylvania Association of Student Financial Aid Administrators, helped the pre-college community understand how financial aid packages are prepared and awarded to students.


<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>% of SDP High School Graduates Enrolled Between 2006-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College of Philadelphia</td>
<td>35.1%</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>10.9%</td>
</tr>
<tr>
<td>Temple University</td>
<td>7.5%</td>
</tr>
<tr>
<td>Indiana University of Pennsylvania</td>
<td>5.2%</td>
</tr>
<tr>
<td>Cheyney University of Pennsylvania</td>
<td>3.3%</td>
</tr>
<tr>
<td>Lincoln University</td>
<td>2.0%</td>
</tr>
<tr>
<td>Drexel University</td>
<td>1.8%</td>
</tr>
<tr>
<td>Bloomsburg University of Pennsylvania</td>
<td>1.6%</td>
</tr>
<tr>
<td>West Chester University</td>
<td>1.7%</td>
</tr>
<tr>
<td>LaSalle University</td>
<td>1.5%</td>
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<tr>
<td>University of Phoenix</td>
<td>1.5%</td>
</tr>
<tr>
<td>Drexel University, Ft. Washington</td>
<td>1.3%</td>
</tr>
<tr>
<td>Kutztown University</td>
<td>1.2%</td>
</tr>
<tr>
<td>Wilkes University of Pennsylvania</td>
<td>1.1%</td>
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The Project U-Turn Committee is responsible for advancing a campaign which focuses public attention on Philadelphia’s dropout crisis, and designing strategies and leveraging investments to improve outcomes for disconnected and out-of-school youth. During the 2011 year, the Committee and its members achieved the following results:

Supporting Re-Engagement. The School District’s budget crisis created challenges for the city’s efforts to re-enroll former dropouts. The School District Re-Engagement Center (REC) was established in 2008 to help support youth and young adults seeking to return to education after leaving high school without a diploma. But the 2011-12 funding shortfall threatened to eliminate key staff positions at the REC, and seriously diminish its capacity. Understanding the importance of the REC to the city’s efforts to re-enroll former dropouts, the Committee redirected foundation funds available to Project U-Turn to sustain the REC Director position, which enabled these invaluable services to continue.

In 2011, the REC served just over 3,000 youth. Since it opened its doors in May 2008 through June 2011, 78% of the young people that sought the services of the REC have been reconnected to educational programs lead- ing to 546 new graduates.

Expanding Opportunities for Youth in Foster Care. The Committee continued to support the efforts of the DHS Education Support Center, which provides important services that promote educational achievement and jobs for the future for youth in foster placement. Also, the Committee continues to explore options to engage the foster care disconnected youth population through forging a partnership with Arise Academy Charter High School, an institution that provides a strong academic program combined with high quality on-site support services for 14-21 year-old, formerly disconnected youth. In addition, Project U-Turn approaches were featured at conferences of several national organizations, including the National Youth Employment Coalition, the Center for Law and Social Policy, the National League of Cities and Jobs for the Future.

Informing the Field. Committee-support- ed efforts continue to shed light on effective strategies to address disengagement and disconnection of older, off-track students and out-of-school youth. Examples include:

• Mathematica Policy Research’s final report on student outcomes in Accelerated Schools documented the schools’ successes in terms of students’ improved credit acquisition and graduation rates, relative to similar youth in other high schools.
• Research for Action examined the Jobs for the Future instructional strategies being employed at Accelerated Schools, with particular emphasis on transforming literacy instruction at participating schools, and found that these approaches were showing promise in schools where they were fully implemented.

The Expanding Influence of Project U-Turn. Project U-Turn’s collaborative approaches to dropout recovery and prevention continue to draw widespread attention and to inform national conversations about how to shape and lend systemic strategies for off-track students and out-of-school youth. Notably, Philadelphia’s cross-sector strategies were featured – as one of only two local models – at a symposium sponsored by the White House Council for Community Solutions, a high-level advisory body to the President, at a national event organized by the Child Welfare League of America as an example of how child welfare agencies can partner with education in their care.

The Department of Human Services’ Congreso partnered with YESPhilly to ‘break down barriers to college’ for disconnected youth in Philadelphia. This year, the YESPush-Out Chapter (a group of disconnected in Philadelphia’s disconnected youth), released “Pushed Out: Youth Voices on the Dropout Crisis in Philadelphia,” which highlighted underlying issues related to current dropout situations in Philadelphia and helped lead an advocacy effort with other Project U-Turn partners which resulted in identifying new funding to support the Accelerated Schools.

Youth Policy (YES) has made important progress in building the capacity to implement a more effective math curriculum for GED programs. YES is working with Math Foundations, a research and education company committed to addressing the specific learning needs of older students, to implement a math curriculum that is focused on helping students attain higher level math skills. These efforts involve intentional professional development opportunities for teachers, and the use of additional frameworks that scaffold student learning. The collaboration is allowing Math Foundations to test and develop products, resources, strategies, and materials for GED students. These initial results have been promising, and the Math Foundation has invested in the further development of this work.

Congress partnered with Harcum College to launch Lead, an initiative to bring college courses to three Accelerated Schools. In the first-year pilot, 75 Accelerated School gradu- ates were able to enroll at Harcum and begin their post-secondary careers in fall 2011 by taking courses offered at the Accelerated School sites.

The Department of Human Services’ Education Support Center was showcased at a national event organized by the Child Welfare League of America as an example of how child welfare agencies and foundations can work together to support educational attainment of the youth in their care.

Exemplary Work of Committee Partners

• Youth United for Change (YUC) led the first in an ongoing youth-based advocacy for disconnected youth in Philadelphia. This year, the YUCPush-Out Chapter (a group of disconnected youth) released “Pushed Out: Youth Voices on the Dropout Crisis in Philadelphia,” which highlighted underlying issues related to current dropout situations in Philadelphia and helped lead an advocacy effort with other Project U-Turn partners which resulted in identifying new funding to support the Accelerated Schools.

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A closer look at the students served by the Re-Engagement Center in 2011

Cohort Graduation Rates

For more information please visit the School District of Philadelphia’s website.
The WorkReady Committee is tasked with overseeing the cross-sector partnerships dedicated to improving the economic outcomes of the region’s youth by attracting, aligning and investing resources in research-based, youth workforce development strategies. During the 2011 year, the Committee and its members achieved the following results:

**Improving strategies to assess the acquisition of 21st Century Skills**

With a grant from the Annie E. Casey Foundation, the Committee is overseeing a project designed to promote student acquisition of 21st Century Skills. The project involves several components: (1) identifying a set of core 21st Century competencies; (2) developing a standardized assessment tool; (3) building the capacity of organizations to teach and assess core skills and competencies; (4) tracking re-entries; and (5) developing a research design to evaluate the connection between skill acquisition and other secondary and post-secondary outcomes. Based on progress to-date, the Committee has begun to collaborate and share information nationally with practitioners and foundations.

**Delivering 2011 Summer Programs**
The Committee launched the School District of Philadelphia’s Office of Special Education’s School-Year Internship Program, the Philadelphia Read to Me Early Childhood Literacy Program, and a 2011 WorkReady Philadelphia participant, was invited to speak on a panel at the “Summer Jobs +” summit at the White House.

**Creating New Opportunities for OSY**

As the 2011 summer programs wound down, the Superintendent, the Mayor, and the Governor in their connected efforts to improve education (public, charter, and parochial) reform commission, the Superintendent, the Mayor, and the Governor agreed to jointly lead an effort to improve students’ role in the School District of Philadelphia by offering practical solutions in three specific areas:

- **Leadership:** Exploring ways to help the School Reform Commission, the Superintendent, the Mayor, and the Governor in their concerted efforts to improve schools.
- **Efficiencies:** Utilizing the expertise of the business community in assisting in developing cost-effective practices within the School District.
- **Children and Youth:** Supporting young people to be successful in school, go on to post-secondary education, and prepare them to meet the needs of businesses in the region. This multi-year strategy will complement the Chamber’s current involvement in WorkReady Summer Internships as well as the Read to Me Early Childhood Literacy Program with the School District of Philadelphia.

**Replicating Council Program Models**

In 2010, RTN received a grant from the PA Department of Labor and Industry to develop a series of guides intended to help public, private, and non-profit stakeholders interested in supporting and/or offering high-quality youth programming. These guides, which were based on three Council program models (School-Year Internships, Industry Pipelines and Occupational Skills Training) were completed in 2011, and are being presented and generating considerable interest at national meetings and conferences. Thus, the Council’s work is not only promoting positive outcomes for young Philadelphians, but are also beginning to influence program development in communities across the country.

**Funded through the Workforce Investment Act (WIA)**

The Council’s new models—which include innovative approaches like Industry Pipelines and 21st Century Continuum (for in-school youth) and GED-to-College (for out-of-school youth)—produced results that met or exceeded state and federal standards, reversing several years of struggling performance and pointing toward continued improvement in future years.

**Addressing Summer Jobs Funding Challenges**

A loss of $12 million for the loss of American Job Creation and Investment Act funding meant that the 2011 summer program was barely half the size of that offered in 2010. As a result, more than 10,000 eager and talented young people were turned away because the supply of opportunities could not meet the demand.

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### Efficiencies

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### Citizens Bank

The Citizens Bank was instrumental in launching a successful pilot of “WorkReady Pittsburgh” in September, 2011, which is expected to serve more than 450 young people over the next two years.

### Pennsylvania Workforce Investment Act (WIA)

Funded through the Workforce Investment Act (WIA), the Council’s new models—which include innovative approaches like Industry Pipelines and 21st Century Continuum (for in-school youth) and GED-to-College (for out-of-school youth)—produced results that met or exceeded state and federal standards, reversing several years of struggling performance and pointing toward continued improvement in future years.
The bodies of work encompassed by the Council and its committees continue to expand. The 2011 year saw the development of several new initiatives and substantial growth in other existing models.

- **Promoting Technology-Driven, Proficiency-Based Mastery.** The Bill and Melinda Gates Foundation recently awarded the School District of Philadelphia a two-year, $2.9 million grant to support innovations in student-centered instruction and assessment. The grant promotes proficiency-based learning and emphasizes the assessment of what students know and are able to do. Through this project, students will have the opportunity to participate in a variety of learning opportunities and settings that result in the attainment of English Language Arts credits aligned with national Common Core Standards. Key aspects of the project include the creation of performance-based assessments that link to English Language Arts, the engagement of community partners to broaden the contexts for academic learning, and the integration of technology as a means for mastery-based learning and systemic change. This work capitalizes on Philadelphia’s long history with project-based instruction and the City’s promotion of academically-enriched youth employment programs. Next steps in this exciting new venture include:
  - Developing a Learning Management System that serves as an accessible platform for learning, information tracking, and the production and exchange of student and teacher work.
  - Providing faculty at Lincoln High School, the pilot site for the project, with intensive professional development on mastery-based and blended-learning strategies and practices.
  - Identifying and engaging additional schools and collaborating with community partners for project expansion.
  - Creating learning modules that comprise instruction and assessment materials matched to core standards for English Language Arts.
- **Assessing 21st Century Skills.** As noted in the WorkReady Committee section (p. 12), the Council’s drive to promote the acquisition of 21st Century Skills is developing a national profile that extends well beyond the Philadelphia. In fact, this work puts the Council in the forefront of a growing national movement to develop methods and strategies to communicate and assess these essential skills. The WorkReady Committee has partnered with WestEd, a leading national research organization, to advance this work. WestEd is in communication with organizations such as the National Academies Foundation, ConnerEd, Big Picture National, and other innovative national leaders to drive the successful development of 21st Century Skills assessments. The collaborative process of this work has the potential to substantially boost our ability to measure these skills, and to demonstrate the value of the Council’s work.

- **A Deepening Commitment to Research.** The CollegeReady Committee’s commitment to developing and analyzing high-quality data on the post-secondary trajectories of Philadelphia students holds great promise for improving students’ college experiences and eventual outcomes. This ongoing work will continue to illuminate current strategies that promote positive post-secondary outcomes, and will also serve to identify barriers that hinder graduation and other credential attainment.

- **An Expanding Focus on Youth Voice.** Few voices raised in support of youth career preparation are more powerful than those of young people themselves. This fact was demonstrated this past year as Accelerated School students, organized by Youth United for Change, successfully urged the Mayor and City Council to maintain support for these innovative educational institutions. It was further reinforced as Philadelphia’s Youth Ambassadors led highly successful events, celebrating another successful summer program at the WorkReady Summer Expo, and thanking several hundred employers for their support of internships at the Breakfast of WorkReady Champions. Philadelphia young people are also sharing powerful examples of youth leadership beyond the city. For example, 300 young people from Youth United for Change and the Philadelphia Student Union participated in the National Rally for Youth Investment, and the Philadelphia Youth Ambassadors presented workshops and trainings at conferences of national organizations held in Chicago, IL and Myrtle Beach, SC. In short, young Philadelphians are increasingly active and vocal in support of Council priorities and will continue on this course into the future.

EMERGING WORK

It is our pleasure to play such a vital role in shaping the future of Philadelphia. As the Mayor begins his second term, we are eager to continue our efforts in support of the City’s education and youth workforce goals and we look forward to continuing progress in the year to come.

CONCLUSION
The Philadelphia Council for College and Career Success is guided by an over-arching vision of all youth as productive citizens who are ready to participate fully in our region’s workforce and the life of the city. To that end, the mission of the Council is to provide leadership and advocacy in support of the Mayor’s education goals: 1) increase the high school graduation rate to 80% in 5-7 years; and 2) double the baccalaureate attainment rate of Philadelphians in 8-10 years.

The Council serves as the local youth council, a committee of the Philadelphia Workforce Investment Board, as required under the Workforce Investment Act. The Philadelphia Youth Network, selected through an open RFP process, is contracted by the PWIB to provide staffing and coordination support to the Philadelphia Council for College and Career Success.

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