For the last two and a half years, the Philadelphia Youth Network (PYN) has supported young people in exploring how a post-secondary experience can be a viable and valuable option in their lives. The Post-Secondary Bridging Pilot has been a practice in working both iteratively and proactively, with clear lessons learned about the many barriers that youth experience, and the supports that can help them overcome these barriers in identifying and pursuing an appropriate post-secondary pathway. We know that when given the right supports, our youth can not only overcome these barriers, they can succeed and change their entire perspective on what future opportunities are possible.

The following pages serve as a guide that practitioners may use in the implementation of their own post-secondary bridging programs, with the understanding that any organization looking to do this work has its own wealth of resources and assets which influence the ultimate structure of their program. Thus, this guide is meant to define the components of a bridging program which we have found to be vital. However, it should be used in the best way that works for you. We encourage you to mix and match elements and components to suit your needs and the landscape of your work. Practitioners may read a lesson plan and find they don’t have one resource, but have an abundance of another to use instead. They may also find that they have mastered a lesson plan and therefore feel comfortable adding other elements to enhance the learning.

In this handbook, we offer a set of practices and actionable tools that are intended to be adapted to your needs. In the pages that follow, you will find the components we deemed most beneficial: from our targeted learning outcomes, to lesson plans, key elements for success, and materials we have used in our programming. We begin by describing the design of the program, as well as the evolution of its structure over the course of its life. Then, we detail the components of our interventions, broken down first into two phases. In phase one, we delineate the coaching and academic interventions, where you will find specific curricula and materials for implementation. In phase two, we explore the program structure, our challenges, and recommendations for improvements. Finally, we highlight our best practices in the keys to success section, with insights on how to maintain a proactive approach from start to end of the program.

It is our collective hope that this resource will benefit those looking to create a post-secondary bridging program, as well as those looking to enhance an existing program. Though our post-secondary bridging best practices are still being refined, we offer this handbook to the field as a useful tool in this multifaceted and crucial work.
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*Please note that this Executive Brief does not contain lesson plans. For the full publication, please see www.pyninc.org.*
PROGRAM OVERVIEW
Program Overview

The Philadelphia Youth Network (PYN), on behalf of Project U-Turn, launched the Post-Secondary Bridging (PSB) Program to dramatically enhance services for youth aged 16-21 who are disconnected from work and school. The pilot program served out-of-school youth enrolled at PYN’s four E3 Power Centers and additional sites using the evidence-based *Back on Track: Post-Secondary Success* model created by Jobs for the Future. PYN was selected by Jobs for the Future and the Aspen Forum for Community Solutions to participate in Opportunity Works, a Social Innovation Fund (SIF) initiative. This initiative was supported by SIF and matching funds provided by a variety of local and national funders, listed on page six. The program was supported through technical assistance and coaching from JFF over the three years of the Opportunity Works initiative.

Staffing

The staffing model is core to the program design. The original post-secondary bridging staffing structure consisted of two college success coaches and two college success instructors working across all implementation sites, with a project manager supervising the coaches and instructors. In early 2017, a new role (college success coordinator) was proposed to convert one senior coach and instructor pair and add capacity to the program. See the diagram below for a concept map of how the instructor/coach roles function.

Defining Roles: College Success Coaches and College Success Instructors

- Facilitate Phase One class at E3 Power Centers focusing on key academic strategies
- Support coach with ad hoc, targeted and subject-specific tutoring for participants in Phase Two as appropriate

- Recruit E3 Power Center Members into Opportunity Works
- Facilitate intake process
- Enroll participants in Urban Institute impact study
- Academic advisement
- Data entry in ETO system (PYRAMID)
- Refer participants to E3 Power Center case management
- Program planning and design
- Facilitate college visits
- Administer assessments
- Assist with participant college applications
- Create instructional materials
- Administer incentives

- Facilitate Phase One workshop at E3 Power Centers focusing on non-cognitive skills
- Provide individualized coaching to participants during Phase Two at Community College of Philadelphia (CCP)
- Create and maintain liaison relationships with post-secondary faculty
- Monitor student progress during Phase Two first college experience
- Administer AccuPlacer practice tests
Program Design

The original PSB program design was framed in spring 2015 by Program Strategy & Integration staff at PYN and then refined in summer 2015 by program-specific coaches and instructors.

PYN’s program was organized into two phases. The most recent version of phase one consisted of one academic class and one accompanying (college knowledge) workshop, each segmented into two, four-week sessions and offered four days per week. Participants were offered two classes and two workshops per week. Phase two was a supported dual enrollment experience, where the participant would enroll in a course at the Community College of Philadelphia (CCP) while receiving individualized supports from their program Coach.

The design of phase one evolved over time. The original plan called for one 12-week phase one class, four days per week. Phase one duration was therefore roughly 48 hours of class instruction.

<table>
<thead>
<tr>
<th>Original Design: Fall 2015</th>
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<tbody>
<tr>
<td>Phase One</td>
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<tr>
<td>Class</td>
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<tr>
<td>Workshop</td>
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<tr>
<td>12 weeks</td>
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<td>M-TH 12:00pm-1:00PM</td>
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In spring 2016, this design evolved to break up the phase one intervention into three, four-week sessions to create more manageable milestones for youth while maintaining consistent class time.

<table>
<thead>
<tr>
<th>Revised Design: Spring 2016</th>
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<tbody>
<tr>
<td>Phase One</td>
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<tr>
<td>Class</td>
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<tr>
<td>Workshop</td>
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<tr>
<td>12 weeks</td>
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<tr>
<td>M-TH 12:00pm-1:00PM</td>
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In spring 2017, PSB staff decreased classroom-based instructional time slightly (from 48 to 40 hours) to make time for the individualized coaching that was always a part of the intervention. This new design allowed PSB staff to fit two cohorts in a time frame where one was formerly offered, while maintaining program quality.

<table>
<thead>
<tr>
<th>Revised Design: Spring 2017</th>
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<tbody>
<tr>
<td>Phase One</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Workshop</td>
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<tr>
<td>8 weeks</td>
</tr>
<tr>
<td>M-TH 11:45AM-1:00PM (plus 8 hours coaching)</td>
</tr>
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</table>
Through these iterations, PYN was able to refine the PSB program to fit the needs of youth at implementation sites. The participants showed great resilience in the face of challenge. While the passion to continue was prevalent in the students served, participants often had complicated lives, which made sustained participation in the program difficult. Many of them were parents or caregivers. Nearly all of them needed to work to support themselves and others. Often, youth served in the program faced housing insecurity and changed home addresses frequently. These factors made a shorter, more focused design with multiple points of entry a better fit.

Partnerships
This work could not have been done in isolation, beyond our partners within the E3 Power Centers network, our program also relied heavily on our post-secondary partner, the Community College of Philadelphia. Working specifically with their Division of Access and Community Engagement's Office of K-16 Partnerships, we were afforded a direct line of access and support. This support and access ranged from registering our students for classes, processing billing, reserving on-campus meeting space for events/celebrations, to facilitating and answering specific questions. The manager of the Office of K-16 Partnerships worked as our conduit to all pathways within the college, without this partnership our ability to navigate on behalf of our students would have been greatly hindered. Additionally, the consistency of this partnership has proved to be invaluable as well, allowing for institutional knowledge to be retained and for our feedback to better inform the practices by the college as a whole.

Funders
The pilot was powered by the Social Innovation Fund in partnership with Jobs for the Future and the Aspen Institute Forum for Community Solutions, and supported by:

National match funders:
- Andrus Family Fund
- Ballmer Philanthropy Group
- Bank of America
- The James Irvine Foundation
- Marguerite Casey Foundation
- The Prudential Foundation

Local match funders:
- Annie E. Casey Foundation
- GSK (Judge's Determination Award)
- William M. King Foundation
- Christian R. and Mary F. Lindback Foundation
- Mayor’s Fund for Philadelphia, Inc.
- Starbucks Foundation
- Stoneleigh Foundation
- United Way of Greater Philadelphia and Southern New Jersey
- William Penn Foundation
Design Principles

Through the evolution of phase one, a set of firm design principles emerged. These “non-negotiable” elements remain unchanged, though the schedule and timing of the program may vary:

1. PSB occurs in two phases, leaving room for staff to prepare youth and build critical trusting relationships before youth enter supported dual enrollment.

2. The first phase contains:
   a. An application allowing for a mutual choice process whereby youth ‘opt in’ to the program and staff can assess their eligibility based primarily on Test of Adult Basic Education (TABE) score, instructor feedback about the young person and answers to application questions.
   b. An in-person orientation where staff explain the program structure and expectations and participants can decide to persist or not. Youth are offered participation in the impact study baseline survey at this point.
   c. At least 48 hours of instruction time made available to participants through any combination of classes, workshops, coaching and individualized tutoring by PSB staff. These 48 hours are evenly split between academic classes (24 hours) and college knowledge workshops (24 hours). This total duration is determined by the average amount of classroom time in a three-credit college course. In some cases, instructional activities happen on-site where the participant is enrolled. In others, youth are referred to an alternate location to receive instruction and provided with transit supports to access services.
   d. Activities corresponding directly to the Back on Track: Post-Secondary Success framework, including aspiration and goal-setting, a focus on college knowledge, first-year writing instruction and intensive preparation for the AccuPlacer entrance examination.
   e. Comprehensive and ongoing supports to help youth stay engaged, including enhanced advisement; milestone celebrations; cash incentives for achieving benchmarks; access to case management and supportive services; transit supports and ongoing instruction toward the completion of the high school equivalency (HSE) if the participant is not credentialed.
   f. At least one campus visit to a post-secondary institution (CCP in most cases).
   g. A holistic and inclusive decision about the timing of entry into phase two, based on demonstrated participant interest in the form of consistent program engagement, PSB staff judgment, E3 Power Center staff judgment, and the availability of suitable classes along the participant’s pathway according to the semester.

3. The second phase contains:
   a. Enrollment into a first post-secondary experience at the Community College of Philadelphia
   b. Tuition, transit expenses, textbooks and school supplies required for course completion provided to participants free of charge
   c. Individualized in-person advisement from the college success coach, including post-secondary planning and referral to supportive services on campus
   d. Targeted academic support from campus providers, the college success instructor and the college success coach to help participants remain engaged at the college
   e. Incentives for achieving benchmarks and milestone celebrations to build community and recognize achievement

4. Staff efforts and participant progress are tracked in PYRAMID, PYN’s Efforts to Outcomes (ETO) data system.
Youth Recruitment Pathway

The chart below illustrates the pathway that youth took into PSB programming in Philadelphia. Elements inside the dotted line box are funded by Opportunity Works SIF funding. Yellow elements are operated by partner agencies such as the E³ Power Centers. The final element is the intended outcome of the program: post-secondary placement. Note that Opportunity Works staff rely on partners to recruit eligible youth from the community.
### Inputs
- Partners: PYN, E³ Power Centers (Congreso, JEVs, PHMC, & CIS), YESPhilly, District 1199C, CCP (Div. of Access & Community Engagement’s Office of K-16 Partnerships), JFF, Aspen Institute, Urban Institute
- Technical Assistance (TA) & Professional Development (PD) from JFF & Aspen
- Data from evaluation
- Urban Institute Implementation & Impact studies
- E³ Power Center programs
- CCP Dual-Enrollment Program & ACE Program (summer)
- ETO data system
- Back on Track model
- Funding
- Opportunity youth
- Existing PYN staff
- Community supportive service providers
- Instructional equipment and supplies
- Supportive service providers at CCP (e.g. Center for Male Engagement)
- Stakeholder group

### Implementation Activities
#### Functional Activities
- PYN establishes data-sharing agreements & MOUs with partners
- PYN & partners develop early warning tools & assessment procedures
- PYN hires & manages college success coaches, instructors, & project manager
- OW staff & partners input data to & extract from ETO & other internal data systems
- PYN & partners attend regular stakeholder meetings (including w/ E³ Power Centers directors) & JFF/Aspen meetgs and regular OW calls
- PYN engages in program design, review and TA from JFF coach
- PYN raises match funds, budgeting, & finances
- PYN replicates the project at additional sites
- PYN does site visits at implementation sites
- PYN & partners engage with Urban Institute evaluators
- PYN arranges a learning community for partners to provide ongoing professional development
- PYN as backbone convenes a Project U-Turn action group to focus on increasing access to post-secondary experiences for opportunity youth

#### Post-Secondary Bridging Phase One
- OW staff do outreach & recruit participants, conduct orientation
- College Success Instructors provide academic college readiness classes to students
- College Success Coaches facilitate workshops about post-secondary persistence skills and attitudes
- Coaches & Instructors individually (intrusively) advise & case manage students; refer to supportive services; remediate barriers where appropriate
- Coaches & Instructors record data
- Coaches and Instructors braid key E³ Power Center membership activities (participation in GED, empowerment, job readiness, & case management services) with bridging program activities
- Students attend campus visits and milestone events at CCP
- Coaches and Instructors prepare students for the Accuplacer entrance examination

#### Post-Secondary Bridging Phase Two
- Students enroll in one or more credit-bearing courses at CCP; PYN provides tuition, transit, textbooks and supplies
- College Success Coaches provide in-person guidance and advising for dual enrollment (Phase Two) students at CCP
- College Success Instructors deliver on-demand tutoring to support youth in dual enrollment
- College Success Coaches assist participants in matriculating at a Post-Secondary institution and navigating the financial aid process

#### Contextual factors:
- E³ Power Center performance, GED testing standards, willingness of CCP faculty to help, CCP’s support & structure, state budget situation/ availability of public funds, youth’s personal barriers, availability of course sections at CCP, PYN staff turnover, PYN’s dual relationship as a funder, local politics & policies, TANF funding (affect E³ Power Centers), WIOA funding, seasonal/calendar changes (holidays, etc.)
<table>
<thead>
<tr>
<th><strong>OUTPUTS</strong></th>
<th><strong>SHORT TERM OUTCOMES</strong></th>
<th><strong>MEDIUM/LONG TERM OUTCOMES</strong></th>
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<tbody>
<tr>
<td><strong>Program-Level</strong></td>
<td></td>
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<tr>
<td>• PYN has a set of documented, portable practices for other similar youth</td>
<td>• There is increased expertise about effective practices for connecting OY to post-secondary</td>
<td>• There are more opportunities for OY in Philadelphia to access post-secondary</td>
</tr>
<tr>
<td>• At least two providers beyond E³ Power Centers are implementing Back on Track</td>
<td>• More practitioners are aware of post-secondary bridging</td>
<td>• Post-secondary bridging is embedded and sustained in youth-serving program models such as E³ Power Centers or alternative high schools</td>
</tr>
<tr>
<td>• All implementation sites demonstrate a college-going culture &amp; alignment of services</td>
<td>• There is increased evidence of return on investment (ROI) and effectiveness of bridging</td>
<td></td>
</tr>
<tr>
<td>• Two convenings per year of the Project U-Turn post-secondary action group</td>
<td>• Project U-Turn Stakeholders commit to doing post-secondary bridging</td>
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<tr>
<td><strong>Bridging Phase One</strong></td>
<td><strong>Bridging Phase One</strong></td>
<td><strong>Participant Outcomes</strong></td>
</tr>
<tr>
<td>• 240 youth enroll in Phase One classes during the grant term</td>
<td>• 204 of youth complete Phase One and enroll in credit-bearing courses at CCP (85%)</td>
<td>• All participants have a GED within 6 months of completing Phase Two</td>
</tr>
<tr>
<td>• All participants have a documented post-secondary &amp; career plan as a part of their Individual Service Strategies (ISS) or equivalent</td>
<td>• Participants are placed into credit-bearing courses at CCP (at least level 2 in English and Math I1B)</td>
<td>• Students exhibit behaviors such as agency, communication, &amp; time management</td>
</tr>
<tr>
<td>• Records and engagement data exist for all 240 participants</td>
<td>• Students have strategies to succeed academically</td>
<td>• Students matriculate at a post-secondary institution</td>
</tr>
<tr>
<td>• Every participant attends at least 24 hours of academic instructional activities and at least 24 hours of coaching activities during</td>
<td>• Students learn communication skills that are appropriate to post-secondary</td>
<td>• Students make progress toward a post-secondary credential</td>
</tr>
<tr>
<td>• Every participant attends at least one milestone event</td>
<td>• Students have positive views of post-secondary education</td>
<td>• Program participants attain post-secondary credentials that increase employability, including soft skills</td>
</tr>
<tr>
<td>• All non-credentialed participants maintain satisfactory attendance in GED classes</td>
<td>• Students perceive classrooms as an emotionally safe space</td>
<td>• Students utilize post-secondary learning in their career</td>
</tr>
<tr>
<td>• All participants have a documented post-secondary &amp; career plan as a part of their Individual Service Strategies (ISS) or equivalent</td>
<td>• Students perceive themselves as Post-Secondary students</td>
<td>• Students are employed in well-paying jobs of choice</td>
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<tr>
<td></td>
<td>• Evidence of promising practices emerges from the data</td>
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<tr>
<td></td>
<td>• Non-credentialed students make progress toward the GED</td>
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<tr>
<td></td>
<td>• All participants have (or can identify) supportive peers &amp; adults</td>
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<td></td>
<td>• Students can successfully identify &amp; access support services - in the college, public social services, or other general services</td>
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<tr>
<td><strong>Bridging Phase Two</strong></td>
<td><strong>Bridging Phase Two</strong></td>
<td></td>
</tr>
<tr>
<td>• 204 youth enroll in CCP courses and receive individualized coaching at least once per week from College Success Coaches and Instructors</td>
<td>• 85% of participants (173) achieve a passing grade in their first post-secondary experience</td>
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</tr>
<tr>
<td>• Every participant attends at least two milestone events</td>
<td>• Non-credentialed students make progress toward the GED</td>
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<tr>
<td></td>
<td>• Students receive support from appropriate centers at the college</td>
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<tr>
<td></td>
<td>• All participants either apply for matriculation into Post-Secondary or have a plan to do so upon credential completion</td>
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<tr>
<td></td>
<td>• Students are capable of navigating post-secondary &amp; employment</td>
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<tr>
<td></td>
<td>• All participants are making progress along a career pathway through post-secondary efforts</td>
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Back on Track: Post-Secondary Success Model

**Enriched Preparation**

Integrates high-quality college/career-ready instruction with strong academic and social supports

- College- and Career-Ready Culture
- College- and Career-Ready Curriculum and Instruction
- Intentional Use of Time, Technology, and Assessment to Customize Instruction and Accelerate Learning
- Personalized Guidance and Support

**Post-Secondary Bridging**

Builds college/career-ready skills and provides informed transition counseling

- Supported Dual Enrollment/First Technical Courses
- A Focus on College Knowledge and Success Strategies, and Employment Readiness
- Personalized Guidance on Connection to Best Bets

**First-Year Support and Beyond**

Offers appropriate supports to ensure postsecondary persistence and career success

- Support for Students to Earn Credits Predictive of Completion
- Just-in-Time Support to Ensure Persistence
- Building Attachment to Post-Secondary Education and Careers
KEYS TO SUCCESS
Over the life of our program, we used a proactive, “intrusive” approach for supporting our young people. Despite its negative connotation, we find that “intrusive” is the best way to describe the kind of active-engagement with which we operated. From our first interactions with the youth, up until they completed our program and beyond, we worked to foster the type of relationships with them that helped them feel comfortable approaching us with issues, and equipped us with the insight into their lives to help them when they did not. This strategy allowed us to select appropriate candidates for our program, identify students who were not yet ready, along with the barriers that made it so, and put structures in place to help mitigate those barriers when they were participating in the program. Keeping abreast of our students’ life circumstances was as crucial at the recruitment phase of our program as it was throughout the program itself. Without knowing the changing factors in their lives, we could not support them as issues arose, and thus we proactively implemented measures to check-in with students as they progressed, both in phase one and in phase two. Given the level of instability that our young people commonly experienced in their lives, we found that structure and consistency were crucial parts of a support system, ultimately helping them build toward their own self-sufficiency.

For practitioners looking to manage student intake and progress in a post-secondary bridging program, this section will outline processes for identifying appropriate candidates, monitoring student progress, supporting enrollment into a post-secondary institution, and phasing out intensive supports over time. We provide our own specific practices, and offer them as the basis upon which a bridging program can function.

**Identifying Candidates**

**Objective**

To identify students who are a good fit for the program based on their post-secondary goals, academic readiness, and personal life circumstances.

**Explanation**

For the population we serve, it is often the case that timing has a large effect on a student's ability to actively engage. Moreover, the relationships that the student has with staff provide insight into their readiness, as it relates to their academic level, personal life circumstances, and post-secondary goals. Communication among staff is crucial to identifying students who meet these and other criteria, and the selection process is successful when staff thoughtfully consider both the student's potential for success in the program and the benefit the student will receive from participating.

The purpose of identifying “best fit” candidates rather than allowing students to self-select into the program is to prevent students who may be most appropriate from opting out, and those who are not most appropriate from opting in. It should be stated that a student may be deemed “not a good fit,” in so far as they are simply not a good fit right now. This can be for many reasons; they want or need to work before they can focus on post-secondary opportunities, they are struggling academically, they are dealing with their own children or siblings, or they simply do not have the level of maturity that will allow them to be successful at this point in time. The criteria may vary based on the program structure and goals, but our philosophy is to ensure that students taking part in the program are set up to be successful at the outset. Thus it is important to know the student's barriers in order to help guide them to options that are viable and realistic for their circumstances.

**Example**

As part of the recruitment process, the coach and instructor spend time getting to know students; building relationships with them before beginning the college success cohort contributes to students' desire to participate in the program. The team identifies students who may be potential candidates, and confers with the rest of staff to decide if those students seem ready to begin post-secondary bridging. As part of the selection process, coach and instructor take into account a student's progress toward credential completion (i.e. GED), post-secondary goals, academic readiness, and personal life circumstances. A student may have lower academic skills but has the attitudes and behaviors of a disciplined and focused student, and may be selected for the class. Another student may excel academically, but they have unreliable childcare and spotty attendance, and this student may not be selected for the
current cohort. At a later date, the latter student may be revisited, and having improved their attendance and placed their child in daycare, may be selected for the next cohort.

**Student Success Checkpoints**

**Objective**
To embed opportunities for students and staff members to check-in with each other on student concerns and issues throughout phase one and two, allowing time for staff to address any needs for additional support or interventions.

**Explanation**
As can be said for many programs that serve our target population of youth, it often happens that students suddenly and without warning stop attending. The reasons can range from personal life barriers to a sense of academic or even intellectual inadequacy, and students may not disclose these concerns without being prompted. It is thus crucial to build in checkpoints throughout the PSB journey for students and staff members to touch base on the academic, social emotional, and personal needs of the student as they change over time. Below are the checkpoints that we found to be most valuable in our practice. Our opinion is that it's best to err on the side of more contact rather than less. However, a program that already has an intensive case management or advising structure may not need these exact checkpoints, because staff are already consistently engaging youth about these concerns. In either case, this proactive approach can make it easier for practitioners to provide students with the resources they need at the first sign of an issue, thereby constantly ensuring that obstacles are being addressed upfront.

**Checkpoints**

*Start of Phase One*

**Initial Evaluation**
- Staff meet with students individually to assess interest and readiness for program, including needs, such as childcare, academic level upon entry, and other potential concerns or barriers
  - Include any relevant case managers or staff who can add insight to a student's situation
  - Help students plan for both the particulars of the bridging phase (e.g. child care plans, anticipated work schedules, etc.), as well as preliminary plans for after the bridging phase (e.g. is student planning to enroll full time? Does student want to work after bridging? How does college fit into their long-term career goals?)

**Midpoint Assessment**
- Staff assess whether student is on track to complete the prep phase
  - Now that students have gained some knowledge, they should meet with staff to review their goals to make sure they still align with pursuing post-secondary education
- This is also the time to begin the application process to the partnering post-secondary Institution

**End Evaluation**
- Staff decide with student whether they will move on to the bridging phase, factoring in their overall performance in phase one and any improvement during the prep period
  - Revisit any existing or new life barriers that student is dealing with, and identify any areas of support that student may have moving forward. Staff should connect student with any necessary resources and create action plan to help student continue managing issues
- Staff should guide students through the process of taking the placement test, reviewing their scores, selecting an appropriate course, and registering

*Start of Phase Two*

**Prior to Semester Start**
- Staff meet with students to acquire IDs and rosters. Additionally, staff should help familiarize students with facilities and resources on campus
Start of Semester
- Staff provide intensive support to students for first week of classes, meeting with high frequency to troubleshoot logistical issues such as obtaining books, finding classes, understanding syllabus, etc.

End of Week 2
- Staff establish a schedule of check-ins for students to touch base on any concerns or needs
  - If possible, staff meet with students before or after class time, in order to assure student attendance

First Major Assignment/Test
- Staff should work with students closely on the first major assignment or exam, providing students with intensive support and oversight to assure full completion and establish confidence
  - For subsequent assignments, staff should decrease their involvement over time, allowing student more independence and responsibility for completing assignments

Midpoint of Semester
- Staff should begin decreasing support for students, and shifting onus on students to request help as needed
  - Direct students to on-campus resources such as tutoring and counseling centers
- Staff schedule formal meetings with students to assess their progress, and start to plan next steps for after the finish of the semester
  - Address with any struggling students the need to see other supports, and if necessary, the possibility of withdrawing
  - For students who will be enrolling in following semester, staff should support them in completing financial aid and/or directing students to resources on how to do so

End of Semester
- Discuss with students their final course grade/assessment, future plans for next semester and beyond
  - Revisit career goals, fit of post-secondary institution, current life circumstances, etc.
  - Support students in making informed decision on next steps upon completion of PSB program

Enrollment Timeline

Objective
To provide a guide through the program enrollment process for students entering a course at a post-secondary institution.

Explanation
Intrinsic to the nature of a post-secondary bridging program is the aspect of bridging the gap between a student’s knowledge and what is needed for their success. While navigating college enrollment on one’s own is a difficult task, particularly without specific knowledge surrounding the college’s processes for admission and registration, participating in a bridging program allows an individual guidance through the complex components of beginning their post-secondary experience. The following graphic and example are meant to outline the knowledge practitioners need in order to manage the process of enrolling students into a post-secondary institution. We use our own knowledge of the process for enrolling students into the Community College of Philadelphia (CCP) as an example of the kind of details necessary for practitioners to be aware of. Like any post-secondary institution, there are pieces of importance but sometimes non-apparent information that are essential to successfully navigating the CCP enrollment process. We include them here to illustrate the fluency which implementing staff must have with the partnering post-secondary institution when enrolling students.
From the initial application to CCP through registration, the overall timeline of this process typically spans 3-5 weeks. After applying, it may take one full week for students to receive their J-number via email; once they take the placement test, it may take another week for the scores to become available. Registration is often the lengthiest part of enrolling a student, because it requires identifying appropriate courses, and then submitting them to CCP via a special form. This may take anywhere from two to three weeks, and in some cases longer. In our experience, unexpected delays slowed down the process, (e.g. new registration procedures, testing delays, etc.) and thus future staff should err on the side of a longer process, particularly for the Fall semester, when there is a high volume of students enrolling.

There are two windows during which students can be registered. The first is at the end of the spring semester in May, and to a lesser extent, June. At this time, fall classes are just opening, and students have a better chance at getting a seat in their preferred class. To ensure students can be registered during this window, they should take the placement test as soon as possible upon completing the academic and workshop portions of post-secondary bridging.

The second window is at the end of August, before the start of the fall semester. This window is significantly shorter, and is by no means the ideal time to register students, but in the month of July, there is little to no availability and it is a challenge getting any student enrolled. Due to circumstances like financial aid being denied and students choosing other post-secondary pathways at the last minute, students who were originally registered for classes may be dropped from those courses, opening new seats. However, because the turnaround may be long but the window is short, there is the possibility that students who need to be registered at this time may not receive a spot in a class.

CCP Course Details

The typical post-secondary bridging student usually places within one of the four levels of pre-college English developmental courses. These courses are for students whose reading and writing skills are not college level. Developmental courses are non-credit bearing, and therefore do not count toward a student's degree; however, a student must have college level reading and writing skills in order to take other courses in the college.

Students who place into level 1 are required to take the reading and writing workshops. Students may place into either or both reading and writing, and must strengthen their skills before being able to retake the placement test.

Students with a placement score of level 2 or level 3 must take a pair of linked courses for reading and writing improvement. Level 2 students must take the writing course English 098 and the reading course 099. When registering, the detailed description of one course will show which second course it is linked to. During the semester, the two courses will take place consecutively, as one long class.

Students placing into level 4 must only take English 098 for writing improvement, and does not need to take a linked course.
Levels 5 and 6 are for students who either place into English 101 and 108 for reading improvement, or place directly into English 101, respectively. When registering students in level 5, the detailed description of one course will show which second course it is linked to. During the semester, the two courses will take place consecutively, as one long class.

Checklist

**Apply to CCP**
- Students holding a GED or other credential complete the general admissions online application
  - Note: School Name is E3 Power Center
- Non-credentialed students complete paper dual enrollment “Advance at College” application
  - Note: Superintendent/Principal is the Post-Secondary Bridging coach/staff Member

**Obtain J-Number**
- Student receives J-number and MyCCP login information within one week via email
  - Program staff should record J-number and login information for their own records

**Take Placement Test**
- Student can schedule placement test or attend drop-in testing on CCP Campus
  - Drop-in hours can be found on the CCP website: [http://www.ccps.edu/getting-started/what-are-placement-tests](http://www.ccps.edu/getting-started/what-are-placement-tests)
  - On testing day, student must bring a valid form of identification (e.g. state ID, driver’s license, or school ID)

**View Placement Test Scores**
- Scores are available in student's MyCCP account about one week from test date
- Navigate to MyCCP login page
  - Note: Many students lose their login information, and staff can help by providing recorded details; otherwise students can retrieve their login using their J-number and social security number
  - After logging into MyCCP account, navigate to Student tab → Enrollment Services → Enrollment Profile → scroll to the bottom of page, where score and class level is displayed

**Register for Class**
- View class times and dates in the CCP course finder
  - Note: Students who place into the developmental English courses (Levels 1-5) will need to take a pair of linked courses for intensive writing and reading instruction. They are consecutive courses, so they will take place on the same day, e.g. English 098 meets MW 9:10am-10:10am, and English 099 meets MW 10:20am-11:20am
  - Discuss student's preferred class times and dates
  - Note: When viewing linked courses in the course finder, information on secondary course will appear on detailed page for first course
  - After identifying 3 possible class times that are feasible for student's schedule, staff should submit dual enrollment registration form to CCP with top choice, including student's name, J-number, course name, number, time, and instructor
  - Note: Student will need to be registered for two courses that are linked if they place into Levels 1-5. When selecting preferences, CRN and other course information should be included for both courses.

**Get CCP ID**
- Print student's roster by logging into their MyCCP account → select Student tab → Enrollment Services → Enrollment Profile → My Current and Future Term Course Registration → Print Schedule → select term from drop down and hit submit
  - Note: Roster can be printed for free from any of the computers in the Bonnell Building
• Take student to Department of Safety and Security (at the back entrance of the Bonnell Building) with a valid state ID or driver’s license and roster

**Tour CCP**

• Show student classroom and building their course meets in

• Take student to important buildings and locations that they will need to know to access necessary resources and services

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**Phase Out Approach**

**Objective**

To structure each intervention with the appropriate exit strategy to successfully enable a smooth and seamless transition upon completion of program.

**Explanation**

Throughout the course of a post-secondary bridging program one must, from the beginning, prepare for the day that the student is no longer a part of the program. Too often programs put forth tremendous effort to build a series of supports and interventions without a plan to phase them out for their clients/students. The unfortunate byproduct of such efforts is that you make yourself indispensable to the people you serve, leaving them with nowhere to turn or unable to cope upon completion of your program.

To this end, from our experience, we recommend that the planning for the implementation of interventions must, at the very least, be equal to the amount of planning for phasing out those interventions. Phasing out, in this capacity, can take many forms. In some instances, phasing out will be as simple as connecting students early on, with a soft handoff, to additional supportive services at their disposal. In others, phasing out will require planning how a student will go about completing their own assignments without needing to connect with program staff. Each program will contain their own unique interventions, and it is incumbent upon staff to appropriately design the way in which they phase out those supports.

**Example**

Once enrolled in a college English course, early in the semester students are encouraged to meet with staff members to assist and supervise the writing of their first assigned essay. For the subsequent essay, this intervention is phased out by requiring students to first write a first draft of the essay independently before workshopping it with staff. In the next step of the phase out, the student is required to first write the essay and bring it to the tutoring center on campus for their support, then sharing it with the program staff member. For the final portion of the phase out, students are asked to complete the essay on their own, utilizing the tutoring center as needed, then submit it to the professor without additional help from staff member.

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**We want to hear from you!**

If you have any feedback about this handbook or would like to share how you are using this in your community, please contact communications@pyninc.org.

For more information about implementing this work in your community, please contact Stephanie Gambone, Executive Vice President, PYN at sgambone@pyninc.org.
The Philadelphia Youth Network (PYN) is a solutions-builder forging together significant players to alleviate a root cause of poverty by preparing 12-24-year-olds to become productive working adults. Our work is grounded in the understanding that young people need access to both education and employment, proven factors in being prepared for a career. With a track record of increasing impact, PYN funds and brokers action with the right partners to collectively address barriers. PYN constructs systems to create change, while innovating to meet evolving needs. Together with our partners, PYN dramatically changes the trajectory of individuals’ lives by giving voice to underserved youth, and ultimately creating a pipeline for an educated, engaged workforce.

pyninc.org @PYNINC
info@pyninc.org | 267.502.3800

Project U-Turn is an alliance that unifies partners to increase the graduation rate and prepare young people for new opportunities. The alliance is led by an executive committee, steering committee and action teams with cross-sector representation from the School District of Philadelphia, the Mayor’s Office of Education, the city’s Department of Human Services, Community College of Philadelphia, Public Citizens for Children and Youth, William Penn Foundation, practitioners and young people. Project U-Turn is managed by the Philadelphia Youth Network.

projectuturn.net #ProjectUTurn
projectuturn@pyninc.org