

CITY OF PHILADELPHIA

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EVERETT GILLISON
Chief of Staff
Deputy Mayor for Public Safety

May 20, 2014

The Honorable Darrell Clarke
City Council President
City Hall, Room 490
Philadelphia, PA 19107

Dear Council President Clarke:

This letter is in response to questions raised at the March 31st, 2014 hearing before the Committee of the Whole on the Fiscal Year 2015 budget for the Mayor's Office. The questions were recorded as follows:

From Council President Clarke:

- 1. Can you provide to the Chair a document that lays out the scope of services and location for the firms providing lobbying services?**

The Scope of Services required by each Lobbyist are as follows:

- Consult with City officials to gain a thorough understanding of City public policy, legislative needs, and state and federal funding priorities and assist in the development and implementation of a lobbying strategy to assist the City in achieving its legislative and funding goals at both the state and federal level (relative to whichever services you are proposing to provide).
- Serve as a liaison, at the state level, between the City and the Governor's Office, Pennsylvania General Assembly and state departments/agencies and/or, at the federal level, as a liaison between the City and the White House, members of the U.S. Senate and House of Representatives and other federal government officials/agencies.
- Assess, and advise the City on, the political landscape to help guide the City's lobbying strategy.

- Alert the City to proposed legislation or planned initiatives that may impact the City, either positively or negatively, and assist in developing, and carrying out, the appropriate City response strategy.
- Research, monitor, and lobby with respect to all aspects of pending legislation that impacts the City.
- Assist in fostering positive working relationships with members of the legislature and their staff, especially amongst the members of the Philadelphia Delegation (for state related services) and Pennsylvania delegation (for federal lobbying services).
- Provide regular legislative reports and routine updates on strategies planned and activities undertaken with regard to specific initiatives to the Mayor's Chief of Staff and Director of Legislative and/or Federal Legislation Affairs.

The following lists the locations of each lobbying firm:

| Lobbying Firm | Location |
|----------------------|------------------|
| Loeper & Associates | Harrisburg, PA |
| The Kinser Group | Philadelphia, PA |
| Holland & Knight | Washington, DC |
| Gray Loeffler, LLC | Washington, DC |

From Councilman Jones:

2. Can you provide to the Chair a list of locations where the adult educational programs are available?

The Mayor's Commission on Literacy has established myPLACE which provides Adult Learners the ability to start on a path to a new job or better career; enroll in Adult Basic Education (ABE), GED, or English as a Second Language (ESL); receive personal support from a learning coach and tutor; and gain basic computer skills. Adult Learners can call the Mayor's Commission on Literacy to access these services through and online program. Additionally, there are three (3) myPLACE campuses in the City. These locations are:

myPLACE @ Community Learning Center
 229 N. 63rd Street
 Philadelphia, PA 19139
 (215) 910-2667

myPLACE @ Congreso de Latinos Unidos
 2800 N. American Street
 Philadelphia, PA 19133
 (215) 763-8870 ext. 7268

myPLACE @ District 1199C Training and Upgrading Fund
100 S. Broad Street
Philadelphia, PA 19110
(215) 568-2234

- 3. Can you provide information to the Chair on where the graduation coach workshops have been held and the future schedule by Council District?**

Please see Attachment 1 which list of locations where workshops have been held. We are currently in the process of reorganizing the workshops and will notify City Council when those workshops begin again.

- 4. Can you provide a status update for the "Be Sure Before You Open the Door" campaign? How many seniors have been impacted by this campaign?**

The Philadelphia Police Department is the lead on this campaign. While the campaign has not yet started, we do plan on rolling it out this summer.

- 5. Can you provide the level of grant monies received by the City in FY12, FY13 and FY14 to the Chair?**

The City has received the following grant monies in the last three fiscal years:

| | |
|-------|------------------------|
| FY12: | \$926,528,899 |
| FY13: | \$861,344,778 |
| FY14: | \$631,083,188 |
| | <u>\$2,418,956,865</u> |

From Councilman Henon:

- 6. In the submitted FY15 budget, there are 96 part time positions and 46 are being eliminated. Why are the 46 positions being eliminated?**

In FY14 we projected that we would hire 140 part time employees in the Mayor's Commission on Aging. Due to funding reductions, we were only able to hire 95 part time employees in FY14 which reduced the number of hires by 45.

- 7. Regarding the project labor agreements, has there been any benchmarking on how many projects we have a PLA on and has there been a decision to include a PLA for procurement contracts under \$5 million?**

Since November, 2013 there have been six (6) projects on which the Administration has required a PLA. 3 of the approved PLAs were for projects in the Streets Department; 2 were for projects in the Water Department; and the remaining project was in the Department of Public Property

- 8. Can you provide the handbook given to the graduation coaches to the Chair?**

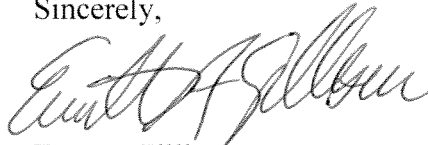
Please see Attachment 2.

- 9. Can you provide information on the methodology of dispersing the graduation coaches to the Chair?**

Please see Attachment 3.

Please feel free to contact me with any questions you may have about the information provided in this response.

Sincerely,



Everett Gillison
Chief of Staff
Deputy Mayor for Public Safety

cc: Rob Dubow, Director of Finance
Rebecca Rhynhart, Budget Director
Fiona Greig, Deputy Budget Director

ATTACHMENT 1

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|---|--|----------|----------|-------|
| 5/27/2011 | Achieving Independence Center | 1118 Market St | 19107 | 1 | |
| 3/16/2012 | Asian Arts Initiative | 1219 Vine St | 19107 | 1 | |
| 8/22/2013 | Big Brothers Big Sister | 123 S Broad St | 19109 | 1 | |
| 7/27/2012 | Cheyney University | 701 Market St | 19106 | 1 | |
| 12/19/2011 | Concilio | 705 N Franklin St | 19123 | 1 | |
| 6/27/2011 | Folk Arts Cultural Treasures Charter School | 1023 Callowhill St | 19123 | 1 | |
| 12/17/2012 | Houston Community Center | 2029 South 8th Street | 19148 | 1 | |
| 5/15/2012 | ITT Tech (King of Prussia) | 760 Moore Rd, Ste 150, King of Prussia, Pennsylvania | 19406 | 1 | |
| 8/28/2012 | Mariana Bracetti Academy Charter School | 2501 Kensington Ave | 19125 | 1 | |
| 9/13/2012 | United Communities | 2029 South 8th St | 19148 | 1 | |
| 9/23/2013 | | 641 South St, Philadelphia, PA 19147 | 19147 | 1 | |
| | | | | | 11 |
| 6/28/2011 | Attic Youth Center | 255 S 16th St | 19102 | 2 | |
| 4/6/2011 | Bartram High School | 2401 S 67th St | 19142 | 2 | |
| 1/16/2012 | Bartram High School | 2401 S 67th St | 19142 | 2 | |
| 11/12/2011 | Bartram Village | 5404 Gibson Dr. | 19143 | 2 | |
| 3/8/2011 | Boys & Girls Club | 1518 Walnut Street | 19102 | 2 | |
| 3/28/2011 | Boys & Girls Club | 1518 Walnut Street | 19102 | 2 | |
| 9/10/2013 | CADE Kids | 128 Chestnut Street, Suite 302 | 19106 | 2 | |
| 2/24/2012 | Cadence Cycling Foundation | 1500 WALNUT STREET SUITE 1107 | 19102 | 2 | |
| 3/12/2011 | City Lights | 6330 Paschall Ave | 19142 | 2 | |
| 5/27/2011 | City Year | 2221 Chestnut St | 19103 | 2 | |
| 3/28/2012 | CSS Southwest | 6214 Grays Ave., Philadelphia 19142 | 19142 | 2 | |
| 5/15/2013 | Definitely Learning Academy | 7006 Elmwood Ave, Philadelphia, MS 19142-1707 | 19142 | 2 | |
| 12/9/2011 | District 1199c Training Center | 100 S. Broad St. | 19110 | 2 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|-------------|--------------------------------|-----------------------|-----------------|-----------------|--------------|
| 12/6/2010 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 1/18/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 1/25/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 2/15/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 2/22/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 2/25/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 3/17/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 3/22/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 4/19/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 4/26/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 5/23/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 5/25/2011 | Diversified Community Services | 1529 S 22nd St | 19146 | 2 | |
| 9/29/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 10/3/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 10/10/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 10/28/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 11/14/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 11/21/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 11/28/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 12/13/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 12/14/2011 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 1/31/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 3/15/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 3/20/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 4/27/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 5/10/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 6/5/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 6/19/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 7/10/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 7/24/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |
| 8/30/2012 | Dixon House | 1920 S 20th St | 19146 | 2 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|------------------------------------|--|----------|----------|-------|
| 1/30/2012 | Dixon Learning Academy | 1920 S 20th St | 19145 | 2 | |
| 5/9/2012 | GW Childs Elementary School | 1599 S 17th St, Philadelphia, PA 19146 | 19146 | 2 | |
| 3/10/2013 | Kingdom Opportunity | 1701 Delancey St | 19103 | 2 | |
| 3/19/2013 | Kingdom Opportunity | 1701 Delancey St | 19103 | 2 | |
| 2/7/2012 | Mamie Nichols Center | 1529 S. 22nd St | 19146 | 2 | |
| 8/14/2012 | Mamie Nichols Center | 1529 S 22nd St | 19146 | 2 | |
| 3/9/2011 | South of South Neighborhood Assoc. | 1901 Christian Street | 19146 | 2 | |
| 1/25/2012 | Southwest Senior Center | 6916 Elmwood Ave | 19142 | 2 | |
| 2/2/2012 | Southwest Senior Center | 6916 Elmwood Ave | 19142 | 2 | |
| 3/30/2012 | Stephen Girard Elementary | 1800 Snyder Ave | 19145 | 2 | |
| 2/1/2013 | TBC | 6846 Elmwood Ave | 19142 | 2 | |
| 12/14/2012 | The Believing Children | 6846 Elmwood Ave | 19142 | 2 | |
| 2/28/2012 | The Navy Yard, Quarters A | 1413 Langley Ave | 19112 | 2 | |
| 2/28/2012 | The Navy Yard, Quarters A | 1413 Langley Ave | 19112 | 2 | |
| 10/22/2012 | The Navy Yard, Quarters A | 1413 Langley Ave | 19112 | 2 | |
| 10/22/2012 | The Navy Yard, Quarters A | 1413 Langley Ave | 19112 | 2 | |
| 12/15/2010 | Universal Companies | 800 S 15th St | 19146 | 2 | |
| 1/31/2011 | Universal Companies | 800 S 15th St | 19146 | 2 | |
| 2/24/2011 | Universal Institute Charter School | 800 S 15th St | 19146 | 2 | |
| 5/24/2011 | Universal Institute Charter School | 800 S 15th St | 19146 | 2 | |
| 5/13/2013 | Universal Vare Charter School | 2100 S 24th St, | 19145 | 2 | |
| 12/10/2013 | Vare Rec Center | 2600 Morris St | 19145 | 2 | |
| 3/7/2012 | Wilson Park | 2500 Jackson St | 19145 | 2 | |
| 5/23/2013 | | 6404 Elmwood Ave | 19142 | 2 | |
| 5/27/2011 | City Year | 2221 Chestnut St | 19103 | 2 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|-------------|--|--|-----------------|-----------------|--------------|
| 5/31/2012 | Alcorn Elementary School | 3200 Dickinson St | 19143 | 3 | |
| 11/4/2011 | City Year at Upenn Fagin Hall | 418 Curie Boulevard | 19104 | 3 | |
| 11/4/2011 | City Year at Upenn Fagin Hall | 418 Curie Boulevard | 19104 | 3 | |
| 11/4/2011 | City Year at Upenn Fagin Hall | 418 Curie Boulevard | 19104 | 3 | |
| 11/4/2011 | City Year at Upenn Fagin Hall | 418 Curie Boulevard | 19104 | 3 | |
| 2/4/2012 | Drexel University-- Lebow Center for Engineering | 3141 Chestnut St, Philadelphia, PA 19104 | 19104 | 3 | |
| 6/7/2013 | Friends Neighborhood Guild | 4750 Locust St | 19123 | 3 | |
| 7/19/2013 | Friends Neighborhood Guild | 4750 Locust St | 19123 | 3 | |
| 8/14/2013 | Friends Neighborhood Guild | 4750 Locust St | 19123 | 3 | |
| 9/12/2013 | Friends Neighborhood Guild | 4750 Locust St | 19123 | 3 | |
| 12/3/2013 | James Wright Rec Center | 3320-50 haverford Ave | 19104 | 3 | |
| 12/11/2012 | Mt Calvery Family Workshop Ctr | 1438 S 51Street | 19143 | 3 | |
| 10/10/2012 | Mt Pisgah AME Church | 428 N 41st St | 19104 | 3 | |
| 1/17/2011 | Our Mother Of Sorrows | 1008 N 48th St | 19131 | 3 | |
| 3/9/2013 | People Emergency Center Cloisters | 3900 Haverford Ave | 19104 | 3 | |
| 11/15/2012 | Prism Career Institute | 5800 Market St | 19082 | 3 | |
| 3/2/2013 | Rev. Outreach Community | 3933 Haverford Ave | 19104 | 3 | |
| 6/27/2013 | Rev. Outreach Community | 3933 Haverford Ave | 19104 | 3 | |
| 7/12/2013 | Rev. Outreach Community | 3933 Haverford Ave | 19104 | 3 | |
| 8/19/2013 | Rev. Outreach Community | 3933 Haverford Ave | 19104 | 3 | |
| 8/25/2013 | Rev. Outreach Community | 3933 Haverford Ave | 19104 | 3 | |
| 5/12/2011 | Shaw Middle School | 5400 Warrington Ave | 19143 | 3 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|---|---|----------|----------|-------|
| 10/10/2012 | The Revelation Outreach Community Center | 3933 Haverford Ave | 19104 | 3 | |
| 10/16/2011 | University City HS Student Success Center | 3601 Filbert St | 19104 | 3 | |
| 10/8/2011 | Walnut St West Library | 201 S 40th St | 19104 | 3 | |
| 3/18/2013 | | 3933 Haverford Ave | 19104 | 3 | |
| | | | | | 25 |
| 6/14/2013 | Agora Learning Center | 3300 Henry Ave | 19129 | 4 | |
| 5/19/2012 | Belmont Mansion | 2000 Belmont Mansion Dr | 19131 | 4 | |
| 2/23/2011 | Daroff Elementary School | 5630 Vine St | 19139 | 4 | |
| 5/24/2011 | Daroff Elementary School | 5630 Vine St | 19139 | 4 | |
| 5/2/2013 | Discovery Charter School | 4700 Parkside Ave #6200, Philadelphia, PA 19131 | 19131 | 4 | |
| 10/27/2011 | Eastern University Charter School | 3300 Henry Ave | 19129 | 4 | |
| 10/12/2011 | Resources for Human Development | 4700 Wissahickon Ave | 19144 | 4 | |
| 7/30/2012 | RHD Central Office | 4700 Wissahickon Ave | 19144 | 4 | |
| 2/24/2012 | Salvation Army West Corps | 5501 Market St. | 19139 | 4 | |
| 8/20/2012 | The Kroc Center | 4200 Wissahickon | 19129 | 4 | |
| | | | | | 9 |
| 3/10/2012 | African American United Fund | 2231 N. Broad Street | 19132 | 5 | |
| 4/9/2013 | Blaine Elementary | 3001 Berks Ave | 19121 | 5 | |
| 5/7/2013 | Blaine Elementary | 3001 Berks Ave | 19121 | 5 | |
| 1/12/2012 | Blumberg Complex | 2311 W. Jefferson St | 19121 | 5 | |
| 3/14/2012 | Boy Scouts of America | 21st & Winter St | | 5 | |
| 3/26/2012 | CCP | 1700 Spring Garden St | 19130 | 5 | |
| 3/15/2011 | Clymer Elementary School | 1201 W Rush St | 19133 | 5 | |
| 1/16/2012 | Clymer Elementary School | 1201 W Rush St | 19133 | 5 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|-------------|--------------------------------------|--------------------------------------|-----------------|-----------------|--------------|
| 1/16/2012 | Columbia North YMCA | 1400 N Broad St | 19121 | 5 | |
| 5/17/2012 | Commerce Dept | 1515 Arch St | 19103 | 5 | |
| 4/4/2011 | Community College of Philadelphia | 1700 Spring Garden St | 19130 | 5 | |
| 11/15/2011 | Community College of Philadelphia | 1700 Spring Garden St | 19130 | 5 | |
| 1/30/2012 | DePaul OST | 222 N 17th St | 19144 | 5 | |
| 10/19/2011 | Dept. of Human Services (GirlsTRACK) | 1515 Arch St, Philadelphia, PA 19102 | 19102 | 5 | |
| 2/21/2011 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 2/21/2011 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 2/21/2011 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 11/8/2011 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 11/8/2011 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 2/23/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 3/6/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 3/7/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 3/7/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 3/7/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 5/10/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 5/24/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 6/11/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 6/12/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 6/13/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 6/14/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |
| 6/15/2012 | EducationWorks | 3149 Germantown Ave | 19133 | 5 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|-------------|------------------------------|--|-----------------|-----------------|--------------|
| 6/6/2012 | Ethel Allen Promise Academy | 3200 W Lehigh Ave | 19132 | 5 | |
| 5/27/2011 | First Unitarian Church | 2125 Chestnut St | 19103 | 5 | |
| 5/27/2011 | First Unitarian Church | 2125 Chestnut St | 19103 | 5 | |
| 5/27/2011 | First Unitarian Church | 2125 Chestnut St | 19103 | 5 | |
| 5/27/2011 | First Unitarian Church | 2125 Chestnut St | 19103 | 5 | |
| 1/22/2011 | Free Library | 1901 Vine St | 19103 | 5 | |
| 7/27/2012 | Free Library Central Branch | 1901 Vine St | 19103 | 5 | |
| 11/15/2012 | Friends Neighborhood Guild | 701 N 8th St | 19123 | 5 | |
| 4/26/2013 | Friends Neighborhood Guild | 701 N 8th St, | 19123 | 5 | |
| 2/18/2011 | GEAR UP | 440 N Broad | 19130 | 5 | |
| 1/17/2011 | Girard College | 2101 S College Ave | 19121 | 5 | |
| 1/17/2011 | Girard College | 2101 S College Ave | 19121 | 5 | |
| 1/17/2011 | Girard College | 2101 S College Ave | 19121 | 5 | |
| 1/16/2012 | Girard College | 2101 S College Ave | 19121 | 5 | |
| 7/19/2013 | Guild House West | 1221 Fairmount Ave, Philadelphia, PA 19123 | 19123 | 5 | |
| 10/4/2011 | Harrison Plaza | 1240 N 10th St | 19122 | 5 | |
| 5/24/2012 | Hartranft Elementary | 720 W Cumberland | 19133 | 5 | |
| 2/15/2012 | Honickman Learning Center | 1936 N JUDSON ST, PHILADELPHIA PA 19121 | 19121 | 5 | |
| 2/9/2012 | John Street Community Center | 1100 Poplar St, Philadelphia, PA | 19123 | 5 | |
| 11/8/2012 | Lenfest Center | 3890 N. 10th St. | 19140 | 5 | |
| 12/13/2012 | Lenfest Center | 3890 N. 10th St. | 19140 | 5 | |
| 1/12/2013 | Lenfest Center | 3890 N. 10th St. | 19140 | 5 | |
| 2/2/2013 | Lenfest Center | 3890 N. 10th St. | 19140 | 5 | |
| 3/27/2013 | Lenfest Center | 3890 N. 10th St. | 19140 | 5 | |
| 2/10/2011 | Mothers In Charge | 1415 N Broad St | 19122 | 5 | |
| 4/17/2011 | Mothers In Charge | 1415 N Broad St | 19122 | 5 | |
| 4/19/2011 | Mothers In Charge | 1415 N Broad St | 19122 | 5 | |
| 10/5/2011 | Mothers In Charge | 1415 N Broad St | 19122 | 5 | |
| 11/28/2011 | Mothers In Charge | 1415 N Broad St | 19122 | 5 | |
| 12/1/2011 | Mothers In Charge | 1415 N Broad St | 19122 | 5 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|-------------|-----------------------------|---|-----------------|-----------------|--------------|
| 2/21/2012 | Mothers In Charge | 1415 N Broad St | 19122 | 5 | |
| 4/25/2012 | Mothers In Charge | 1415 N Broad St | 19122 | 5 | |
| 3/17/2012 | MSB | 1401 John F Kennedy Boulevard | 19107 | 5 | |
| 5/7/2012 | MSB | 1401 John F Kennedy Boulevard | 19107 | 5 | |
| 11/7/2013 | MSB | 1401 John F Kennedy Boulevard | 19107 | 5 | |
| 11/9/2011 | Municipal Services Building | 1401 John F Kennedy Boulevard | 19107 | 5 | |
| 11/9/2011 | Municipal Services Building | 1401 John F Kennedy Boulevard | 19107 | 5 | |
| 10/27/2012 | Municipal Services Building | 1501 JFK Blvd | 19107 | 5 | |
| 7/19/2013 | Parent Summer Meeting | 1115 West Berks Mall Philadelphia, PA 19122 | 19122 | 5 | |
| 7/26/2013 | Parent Summer Meeting | 1115 West Berks Mall Philadelphia, PA 19122 | 19122 | 5 | |
| 6/9/2011 | Parents R Equal Partners | 440 N Broad | 19130 | 5 | |
| 10/4/2012 | Salvation Army | 1340 Brown St | 19123 | 5 | |
| 3/30/2011 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 4/28/2011 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 4/28/2011 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 5/26/2011 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 6/30/2011 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 11/17/2011 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 11/30/2011 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 1/31/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 1/31/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 2/28/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 3/23/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|---------------------------------|-----------------------------|----------|----------|-------|
| 3/27/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 3/27/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 4/27/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 4/27/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 5/11/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 5/18/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 5/25/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 6/14/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 6/29/2012 | Salvation Army Temple Corps | 1340 Brown St | 19123 | 5 | |
| 5/30/2012 | School District of Philadelphia | 440 N Broad St | 19130 | 5 | |
| 6/1/2012 | School District of Philadelphia | 440 N Broad St | 19130 | 5 | |
| 8/9/2012 | School District of Philadelphia | 440 N Broad St | 19130 | 5 | |
| 1/24/2013 | School District of Philadelphia | 440 N Broad St | 19130 | 5 | |
| 2/8/2013 | School District of Philadelphia | 440 N Broad St | 19130 | 5 | |
| 5/24/2013 | School District of Philadelphia | 440 N Broad St | 19130 | 5 | |
| 1/19/2012 | SDP--SIZZLEs | 440 N Broad St | 19130 | 5 | |
| 3/15/2012 | St Malachy School | 1419 N 11th St | 19122 | 5 | |
| 2/15/2012 | St. Martin De Porres | 2300 W Lehigh Ave | 19132 | 5 | |
| 11/9/2011 | Tanner-Duckery Elementary | 1501 W. Diamond St. | 19121 | 5 | |
| 3/14/2012 | Temple Hospital Social Workers | 3401 N. Broad Street | 19140 | 5 | |
| 1/17/2011 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 5/9/2011 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 10/22/2012 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 11/8/2012 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 11/8/2012 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 12/14/2012 | Temple University | 1115 W. Berks St. 4th Floor | 19122 | 5 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|------------------------------------|---------------------------|----------|----------|-------|
| 12/14/2012 | Temple University | 13th & Montgomery Ave. | 19122 | 5 | |
| 1/29/2013 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 4/16/2013 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 5/9/2013 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 5/14/2013 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 5/19/2013 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 6/26/2013 | Temple University | 1801 N Broad St | 19122 | 5 | |
| 10/29/2012 | Temple University (Main Campus) | 1801 N Broad St | 19122 | 5 | |
| 3/2/2013 | The Lenfest Center | 3890 North 10th Street | 19140 | 5 | |
| 12/13/2010 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 3/29/2011 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 4/9/2011 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 9/13/2011 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 9/27/2011 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 10/27/2011 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 11/30/2011 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 1/26/2012 | United Way | | 19103 | 5 | |
| 2/21/2012 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 4/17/2012 | United Way | 1709 Ben Franklin Parkway | 19103 | 5 | |
| 6/14/2012 | United Way | 1709 Ben Franklin Pkwy | 19103 | 5 | |
| 8/21/2012 | United Way | 1709 Ben Franklin Pkwy | 19103 | 5 | |
| 10/23/2012 | United Way | 1709 Ben Franklin Pkwy | 19103 | 5 | |
| 12/13/2012 | United Way | 1709 Ben Franklin Pkwy | 19103 | 5 | |
| 2/13/2013 | United Way | 1709 Ben Franklin Pkwy | 19103 | 5 | |
| 3/8/2013 | United Way | 1709 Ben Franklin Pkwy | 19103 | 5 | |
| 8/24/2013 | United Way GTLT | 1709 Ben Franklin Pkwy | 19103 | 5 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|--------------------------------|--------------------------------------|----------|----------|-------|
| 2/3/2012 | Urban Technology Project @ SDP | 440 N Broad St | 19130 | 5 | |
| 4/25/2013 | W.D. Kelly School | 1601 N 28th street, Philadelphia, PA | 19121 | 5 | |
| 3/20/2013 | WCA | 1722 Cecil B. Moore Ave | 19121 | 5 | |
| 5/2/2013 | WCA | 1722 Cecil B. Moore Ave | 19121 | 5 | |
| 9/26/2011 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 10/6/2011 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 10/19/2011 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 11/2/2011 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 11/16/2011 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 12/7/2011 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 12/14/2011 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 1/21/2012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 1/30/2012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 2/8/2012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 2/22/2012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 3/30/3012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 4/21/2012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 6/16/2012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 6/27/2012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 7/13/2012 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 7/10/2013 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 8/23/2013 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|--|---|----------|----------|-------|
| 8/29/2013 | Women's Christian Alliance | 1722 Cecil B Moore Ave | 19121 | 5 | |
| 1/15/2013 | Women's Opportunity Resource Center | 2010 Chestnut St | 19103 | 5 | |
| 3/29/2012 | YESPhilly | 1231 N. Broad St | 19122 | 5 | |
| 3/21/2011 | YMCA Columbia North Branch | 1400 N. Broad St | 19121 | 5 | |
| 5/4/2011 | Youth Advocates | 719 W Girard Ave | 19123 | 5 | |
| 5/9/2013 | Zoar Church | 1204 Melon St, Philadelphia, PA 19123 | 19123 | 5 | |
| | | | | | 159 |
| 2/9/2012 | Ben Franklin High School | 550 N Broad St | 19130 | 6 | |
| 3/27/2012 | Lincoln HS | 3201 Ryan Ave, Philadelphia, PA 19136 | 19136 | 6 | |
| 2/23/2011 | New Foundations Charter School | 8001 Torresdale Ave | 19136 | 6 | |
| 3/29/2012 | Northeast Family Center | 7340 Jackson Street Philadelphia Pa 19136 | 19136 | 6 | |
| | | | | | 4 |
| 3/19/2013 | APM | 4301 Rising Sun Ave | 19140 | 7 | |
| 5/30/2013 | APM Headquarters | 4301 Rising Sun Ave | 19140 | 7 | |
| 6/21/2013 | APM Headquarters | 4301 Rising Sun Ave | 19140 | 7 | |
| 6/6/2012 | Barton Elementary | 4600 Rosehill St | 19120 | 7 | |
| 9/28/2011 | Cardinal Bevilaquaca Community Center | 2646 Kensington Ave | 19125 | 7 | |
| 10/6/2011 | Cardinal Bevilaquaca Community Center | 2646 Kensington Ave | 19125 | 7 | |
| 11/2/2011 | Cardinal Bevilaquaca Community Center | 2646 Kensington Ave | 19125 | 7 | |
| 11/10/2011 | Cardinal Bevilaquaca Community Center | 2646 Kensington Ave | 19125 | 7 | |
| 5/10/2012 | Cardinal Bevilaquaca Community Center | 2646 Kensington Ave | 19125 | 7 | |
| 1/30/2012 | Clemente Middle School | 122 W. Erie Ave | 19140 | 7 | |
| 8/2/2013 | Clemente School | 122 W. Erie Ave | 19140 | 7 | |
| 2/13/2012 | Community Academy of Philadelphia Charter School | 1100 E Erie Ave | 19124 | 7 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|-------------|--|-----------------------|-----------------|-----------------|--------------|
| 10/25/2012 | Community Academy of Philadelphia Charter School | 1100 E Erie Ave | 19124 | 7 | |
| 12/4/2013 | Community Academy of Philadelphia Charter School | 1100 E Erie Ave | 19124 | 7 | |
| 11/9/2010 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 12/8/2010 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 3/15/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 4/6/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 4/14/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 4/21/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 5/18/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 6/4/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 6/29/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 11/29/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 11/30/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 12/20/2011 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 2/13/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|-------------|--|-----------------------|-----------------|-----------------|--------------|
| 2/23/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 3/23/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 4/12/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 4/26/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 5/8/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 5/30/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 5/30/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 6/14/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 8/7/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 8/29/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 8/29/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 10/27/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 10/27/2012 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 2/27/2013 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 2/27/2013 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|-------------|--|---|-----------------|-----------------|--------------|
| 3/22/2013 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 3/25/2013 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 4/12/2013 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 6/12/2013 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 8/15/2013 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 12/14/2013 | Congreso's Education & Training Center | 2800 N American St | 19133 | 7 | |
| 11/28/2012 | Esperanza | 4261 N 5th St | 19140 | 7 | |
| 2/8/2011 | Fairhill Elementary School | 601 W Somerset St | 19133 | 7 | |
| 11/1/2011 | Fairhill Elementary School | 601 W Somerset St | 19133 | 7 | |
| 2/7/2012 | Frankford HS | 5000 Oxford Ave, Philadelphia, PA 19124 | 19124 | 7 | |
| 1/25/2012 | Holy Innocents OST | 1301 E HUNTING PARK AVE, PHILADELPHIA PA 19124 | 19124 | 7 | |
| 1/25/2011 | Julia de Burgos | 401 W Lehigh Ave | 19133 | 7 | |
| 8/1/2012 | Julia de Burgos | 401 W. Lehigh Ave. Philadelphia, PA 19133 | 19133 | 7 | |
| 6/13/2012 | Julien Apartments | 5400 Ogontz Ave | 19133 | 7 | |
| 10/29/2012 | La Primitiva Church | 3027 N 5th St | 19133 | 7 | |
| 8/31/2012 | Norris Square | 2141 Howard St | 19122 | 7 | |
| 1/24/2013 | NSNP | 2141 N. Howard St | 19122 | 7 | |
| 2/9/2011 | Pan American Charter School | 126 West Dauphin St | 19133 | 7 | |
| 9/11/2013 | Parenting Class | 216 W Somerset St, Philadelphia, PA 19133 | 19133 | 7 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|---|--|----------|----------|-------|
| 4/10/2012 | Piccoli Playground | 4300 Castor Ave, Philadelphia, PA 19124 | 19124 | 7 | |
| 5/22/2012 | Potter-Thomas Elementary School | 3001 N 6th St, Philadelphia, PA 19133 | 19133 | 7 | |
| 3/6/2012 | Truancy Court | 216 W Somerset St | 19133 | 7 | |
| | | | | | 63 |
| 6/11/2013 | Beloved St. John | 4541 N Broad St | 19140 | 8 | |
| 11/14/2011 | Cleveland Elementary School | 3701 N 19th St | 19140 | 8 | |
| 1/16/2012 | Cleveland Elementary School | 3701 N 19th St | 19140 | 8 | |
| 3/6/2013 | Coleman Free Library | 68 West Chelten Avenue | 19144 | 8 | |
| 7/9/2012 | Holy Trinity Bethlehem Presbyterian Church | 1100 W Rockland St | 19141 | 8 | |
| 5/25/2011 | Mastery Charter School | 5700 Wayne Ave | 19144 | 8 | |
| 2/21/2011 | Mount Airy Church | 6401 Ogontz Ave | 19126 | 8 | |
| 2/21/2011 | Mount Airy Church | 6401 Ogontz Ave | 19126 | 8 | |
| 1/16/2012 | Nazarene Baptist Church | 3975 Germantown Ave Philadelphia, PA 19140 | 19140 | 8 | |
| 3/10/2012 | Nazarene Baptist Church | 3975 Germantown Ave Philadelphia, PA 19140 | 19140 | 8 | |
| 10/12/2012 | One Less Foundation | 5275 Germantown Ave | 19144 | 8 | |
| 11/7/2012 | One Less Foundation | 5275 Germantown Ave | 19144 | 8 | |
| 11/27/2012 | One Less Foundation | 5265 Germantown Ave | 19144 | 8 | |
| 1/30/2013 | One Less Foundation | 5265 Germantown Ave | 19144 | 8 | |
| 5/23/2012 | Pastorious Elementary Schol | 5650 Sprague Street. Philadelphia, PA 19138 | 19138 | 8 | |
| 5/21/2013 | Phase 4 Learning Center | 301 E Chelten Ave | 19144 | 8 | |
| 7/25/2012 | St. Eagle's Wing Church | 3428 N 17th St | 19140 | 8 | |
| 10/25/2012 | Temple Univ Center City Campus | 1515 Market St | 19102 | 8 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|---|---|----------|----------|-------|
| 10/19/2012 | Temple Univ Center City Campus 1515 Market St | 1515 Market St | 19102 | 8 | |
| 10/19/2012 | Temple Univ Center City Campus 1515 Market St | 1515 Market St | 19102 | 8 | |
| 1/28/2012 | Temple Univ. Center City | 1515 Market St | 19102 | 8 | |
| 2/13/2013 | Temple University Center City | 1515 Market St | 19102 | 8 | |
| 7/13/2011 | Temple University-- Center City | 1515 Market St | 19102 | 8 | |
| 7/14/2011 | Temple University-- Center City | 1515 Market St | 19102 | 8 | |
| 1/15/2013 | TOLF | 5275 Germantown Ave | 19144 | 8 | |
| 1/25/2011 | Wagner Middle School | 1701 W Chelten Ave | 19126 | 8 | |
| 10/21/2011 | Zion Baptist Church | 3600 N Broad St | 19140 | 8 | |
| 11/4/2011 | Zion Baptist Church | 3600 N Broad St | 19140 | 8 | |
| 12/8/2011 | Zion Baptist Church | 3600 N Broad St | 19140 | 8 | |
| 11/5/2011 | Canaan Baptist Church | 910 Church Ln | 19138 | 8 | |
| | | | | | 29 |
| 6/30/2012 | Cedar Park Presbyterian Church | 7740 Limekiln Pk | 19150 | 9 | |
| 3/3/2011 | Kinsey Elementary School | 6501 Limekiln Pike | 19138 | 9 | |
| 12/2/2013 | Lawncrest Recreation Center | 6000 Rising Sun Avenue, 19111 | 19111 | 9 | |
| 11/10/2010 | Philadelphia Center for Arts and Technology | 2111 Eastburn Ave, Philadelphia, PA 19138 | 19138 | 9 | |
| 12/8/2010 | Philadelphia Center for Arts and Technology | 2111 Eastburn Ave, Philadelphia, PA 19138 | 19138 | 9 | |
| 1/5/2011 | Philadelphia Center for Arts and Technology | 2111 Eastburn Ave, Philadelphia, PA 19138 | 19138 | 9 | |
| 2/1/2011 | Philadelphia Center for Arts and Technology | 2111 Eastburn Ave, Philadelphia, PA 19138 | 19138 | 9 | |
| 4/1/2011 | Philadelphia Center for Arts and Technology | 2111 Eastburn Ave, Philadelphia, PA 19138 | 19138 | 9 | |

GRADUATION COACH CAMPAIGN WORKSHOPS

| Date | Location | Street Address | Zip Code | District | Total |
|------------|---|---|----------|----------|-------|
| 5/19/2011 | Philadelphia Center for Arts and Technology | 2111 Eastburn Ave, Philadelphia, PA 19138 | 19138 | 9 | |
| 5/25/2011 | Philadelphia Center for Arts and Technology | 2111 Eastburn Ave, Philadelphia, PA 19138 | 19138 | 9 | |
| 6/28/2011 | Philadelphia Center for Arts and Technology | 2111 Eastburn Ave, Philadelphia, PA 19138 | 19138 | 9 | |
| 4/20/2012 | Salvation Army Citadel Corps | 5830 Rising Sun Avenue | 19120 | 9 | |
| 6/22/2012 | Salvation Army Citadel Corps | 5830 Rising Sun Avenue | 19120 | 9 | |
| 12/13/2013 | Simons Rec Center | 7200 Wolston Ave | 19138 | 9 | |
| 1/17/2011 | Simons Youth Access Center | 7200 Woolston Ave | 19138 | 9 | |
| 7/21/2012 | The Life Center | 300 Godfrey Ave | 19120 | 9 | |
| | | | | | 14 |
| 11/9/2010 | CORA Services | 8540 Verree Rd | 19111 | 10 | |
| 12/7/2010 | CORA Services | 8540 Verree Rd | 19111 | 10 | |
| 1/10/2011 | CORA Services | 8540 Verree Rd | 19111 | 10 | |
| 4/14/2011 | CORA Services | 8540 Verree Rd | 19111 | 10 | |
| 1/17/2011 | Klein JCC | 10100 Jamison Ave | 19166 | 10 | |
| 6/20/2011 | Retired and Senior Volunteer Program | 10100 Jamison Ave | 19116 | 10 | |
| | | | | | 6 |
| | | | | | |
| | | | | | |

ATTACHMENT 2



April 8, 2014

Dear City Council Members and Staff,

On Monday March 31st, at the Mayor's Office budget hearing, Dr. Lori Shorr promised to deliver a detailed information packet to Council about The Graduation Coach Campaign. This folder contains a document outlining the Campaign's current and future initiatives as well as a few accompanying pieces of information that will further clarify details about those initiatives. You will also find a copy of the handbook we distribute to our Graduation Coaches, which is entitled The Playbook, in both English and Spanish along with a few more of our collateral materials.

I have also included a brief one pager about PhillyGoes2College, another education initiative that is in the Mayor's Office of Education, for your information.

Thank you for your interest in The Graduation Coach Campaign. We look forward to working with you to bring Graduation Coach training and resources to each of the districts Council represents.

Sincerely,

Sayeh Hormozi
Director, Graduation Coach Campaign
sayeh.hormozi@phila.gov
215.686.2043
www.phillygradcoach.org

The Graduation Coach Campaign

The Graduation Coach Campaign is a campaign that focuses on raising awareness about education and providing vital information and resources to Philadelphia adults so they may better support a young person through high school graduation and post secondary attainment—be it college or alternate pathway to skilled or technical careers. The Campaign is not a traditional mentorship program that matches students with adults, (Coaches). Instead, it focuses its work on *natural* mentors. These are individuals that *already* have an existing relationship with a young person in their life—a parent, a coach, a neighbor, etc. We consider these adults as Coaches already, and provide them with Graduation Coach Campaign Training in any of three ways. They then return to their communities and share this information with their young person and fellow community members. The three ways include:

1. **In-Person Workshops**
2. **NEW Video Campaign**
3. **NEW Grassroots Effort in Kensington**

1. In-Person Workshops:

60 or 90 minute classroom style workshops recently rebranded as *Training Camps* held throughout the city. These Training Camps provide adults (Coaches) with information and data as to why high school graduation and post-secondary attainment is beneficial for their young person, and how to help ensure their students’ success in this area. Using feedback from trainers and Coaches, the presentations have been recently updated to include the latest numbers and statistics regarding high school graduation and college attainment, alternate career pathways and earnings, more visual aids and graphics to illustrate various points, actionable strategies to use with a student, and a more effective interactive component. In addition, the Campaign has developed various informational hand-outs to distribute to Coaches based on feedback from previous workshops. In addition to the updated 90 minute presentation, the Campaign has added a 60 minute version of the workshop for community members to make the Campaign more accessible for those pressed for time.

To date the Campaign has trained 5,134 coaches. The following is a breakdown by district. *Please note that the Campaign collects zip codes from coaches, and does not ask them to identify which district they live in. Since some districts often share a zip code, coaches from those zip codes have been counted as possibly being from more than one district. Also, over 800 of our coaches did not provide a zip code, so they have not been included in the tallies below. A breakdown of the following tallies by zip code can be found in your folder.*

| | District 1 | District 2 | District 3 | District 4 | District 5 | District 6 | District 7 | District 8 | District 9 | District 10 |
|------------------|------------|------------|------------|------------|-------------|------------|------------|------------|------------|-------------|
| total GCs | 441 | 601 | 433 | 377 | 1109 | 130 | 564 | 633 | 546 | 133 |

Why haven't you seen any future Training Camps scheduled in your district?

The Campaign had placed scheduling workshops on a brief hiatus while it has updated all of its presentations. However, that hiatus is coming to a close and the Campaign is taking all requests for future workshops, and looks forward to working in concert with Council to bring Campaign workshops to each of the districts it represents.

What else is new with workshops? The Campaign will no longer be contractually obligating various agencies and partners to recruit coaches and hold workshops. **Why?** Feedback, conducted by survey and by in-person interviews with these agencies, showed that this method was ineffective and often resulted in low or no turnout for those workshops. **What now?** Instead, the Campaign will take on a more targeted approach that has shown to be very successful. **What is it?**

- Holding workshops by request.
- Plugging into organizations that require professional development hours and using the GCC workshop to fulfill those requirements.
- Plugging into existing mentorship organizations and providing them with GCC training—i.e. Big Brothers Big Sisters, City Year, etc
- Holding a monthly city-wide workshop for the general public to attend, if they are interested (United Way)

2. Video Campaign:

The Campaign is in the process of filming 35 plus instructional videos called *Game Plans* aimed at training Philadelphia adults to support a young person through high school graduation and onto college and successful careers. Each video script is developed in partnership with organizations throughout the city that are experts in each of the content areas. The scripts are then filmed in City Hall. A list of those videos is included in your folders.

How will Philadelphians see the videos?

The Campaign has received commitments from the following partners to host the videos:

- Comcast: will provide the Campaign with its own "On Demand" folder where cable subscribers can access the videos at any time
- Government Channel 64 will feature them in strategic rotation
- Philly In Focus: Comcast's community resource on-line (which is mobile ready for tablets and smart phones for those without computers)
- Mind TV: An educational network that is available to those without cable
- Graduation Coach Campaign Website, social media
- Websites and social media of all video and script partners
- Other interested college access professionals, school personnel

What about Philadelphians whom do not have internet access or television?

The Campaign conducted extensive research with GIS to identify one neighborhood with high poverty and low education attainment levels (Kensington) to pilot a print-based, grassroots effort to raise awareness and disseminate Campaign information--the third way Philadelphians receive GCC training:

3. Kensington Grassroots Neighborhood Effort

As the first step of its neighborhood-targeted approach, the Graduation Coach Campaign has launched an intensive grassroots campaign in Kensington. In its first five months, the Campaign has focused primarily on establishing relationships in the neighborhood, and on distributing a bilingual newsletter, "Changing the Game," which informs adults of key education related information and deadlines and provides them with resources and action steps as well as upcoming events for the next month. Please find an example of this newsletter in your folder. So far, primary topics have included high school applications, early warning signs, completing the FAFSA, PSSAs and Keystone Exams. **7,080 newsletters have been distributed to date.** They have been distributed at the following organizations:

| <i>Name of Organization or School</i> | <i>Number Distributed in November (*Focused primarily on middle school)</i> | <i>Number Distributed in December</i> | <i>Number Distributed in January (*Focused primarily on 11th and 12th grade)</i> | <i>Number Distributed in February (*Focused on 10th and 11th grade)</i> | <i>Number Distributed in March (*Focused on middle school)</i> | <i>Number Distributed in April (*Focused on high school-all grades)</i> |
|--|---|---------------------------------------|--|---|--|---|
| Memphis Street Academy Charter School, grades 6-8 | 140 | 600 | 75 | 100 | 400 | 100 |
| H. A. Brown Elementary, grades 6-8 | 100 | 150 | 55 | 50 | 150 | 75 |
| Hunter Elementary, grades 6-8 | 100 | 125 | 45 | 50 | 100 | 75 |
| Kensington CAPA High School | | 400 | 230 | 230 | 150 | 300 |
| Kensington Health Sciences Academy (grades 9-12) | | 450 | 230 | 230 | 150 | 300 |
| Kensington Urban Education Academy (grades 9-12) | | 150 | 200 | 200 | 100 | 300 |
| Kensington High School for Business, Finance, and Entrepreneurship | | | 200 | 230 | 150 | *(to be delivered 4/9/14) |
| Congreso | 50 | 50 | 100 | | | |
| Norris Square Neighborhood Project | | 25 | 15 | | | |
| Iglesia del Barrio | 30 | 30 | 20 | | | |
| Kensington Library | 30 | | | | | |
| Motivos Launch Event | | | | 20 | | |
| TOTAL | 450 | 1990 | 1180 | 1110 | 1200 | 1150 |

Initiatives in Kensington going forward also include:

- Conducting meetings, focus groups and listening sessions in community members' homes
- Shifting newsletter distribution to a more targeted approach, including distributing the newsletter in person at large community events, and the creation of "Graduation Stations" (kiosks which hold the newsletter) throughout Kensington area nonprofits, health clinics, recreation centers, etc.
- Canvassing the neighborhood with individuals wearing graduation caps and gowns whom distribute printed informational flyers at subway stations and popular neighborhood locations
- Increased outreach to faith-based organizations
- Providing ongoing in-person workshops in the area at a consistent location

Is any of this working??

Evaluation Efforts

The Campaign has entered into a long term evaluation effort with the University of Pennsylvania in potential partnership and is in the process of designing an experiment that will follow 3 different cohorts of coaches to determine which cohort is having the most success with their student-based outcomes.

In the shorter term, The Campaign has developed pre and post-tests to be administered before and after each in-person workshop in an effort to collect immediate data regarding the rate of increased knowledge for Coaches in attendance. The Campaign is also in the process of developing a more long-term survey to be sent to all trained Coaches 60 days after the training to measure:

- Do they remember the Campaign training?
- Have they applied the information they learned in the workshop with their student?
- Have they engaged with any Campaign resources since the training? Etc.

Number of Coaches in Each District--Breakdown by Zip Code

| | | | |
|--------------|-------------------------------|-------|-----|
| | District 1 Coaches | | |
| Zip | | | |
| 19123 | 92 | | |
| 19106 | 10 | | |
| 19125 | 36 | | |
| 19134 | 124 | | |
| 19102 | 50 | | |
| 19107 | 56 | | |
| 19147 | 73 | | |
| Total | 441 | | |
| | District 2 Coaches | | |
| Zip | | | |
| 19146 | 177 | 19107 | 56 |
| 19142 | 88 | 19103 | 32 |
| 19145 | 151 | | |
| 19148 | 76 | | |
| 19153 | 20 | | |
| 19112 | 1 | | |
| Total | 601 | | |
| | District 3 Coaches | | |
| Zip | | | |
| 19104 | 112 | | |
| 19143 | 184 | | |
| 19139 | 137 | | |
| Total | 433 | | |
| | District 4 Coaches | | |
| Zip | | | |
| 19151 | 60 | 19139 | 137 |
| 19131 | 92 | | |
| 19129 | 31 | | |
| 19127 | 10 | | |
| 19128 | 47 | | |
| Total | 377 | | |
| | District 5 Coaches | | |
| Zip | | | |
| 19140 | 193 | 19103 | 32 |
| 19132 | 146 | 19123 | 92 |
| 19121 | 227 | | |
| 19130 | 71 | | |
| 19103 | 32 | | |
| 19122 | 100 | | |

Number of Coaches in Each District--Breakdown by Zip Code

| | | | |
|--------------|----------------------------|-------|-----|
| 19133 | 216 | | |
| Total | 1109 | | |
| | District 6 Coaches | | |
| Zip | | | |
| 19136 | 28 | | |
| 19135 | 29 | | |
| 19137 | 5 | | |
| 19149 | 50 | | |
| 19152 | 18 | | |
| Total | 130 | | |
| | District 7 Coaches | | |
| Zip | | | |
| 19124 | 152 | | |
| 19122 | 100 | | |
| 19133 | 216 | | |
| 19152 | 18 | | |
| 19111 | 78 | | |
| Total | 564 | | |
| | District 8 Coaches | | |
| Zip | | | |
| 19118 | 12 | 19138 | 104 |
| 19119 | 67 | 19140 | 193 |
| 19144 | 118 | | |
| 19141 | 139 | | |
| Total | 633 | | |
| | District 9 Coaches | | |
| Zip | | | |
| 19150 | 62 | | |
| 19126 | 53 | | |
| 19120 | 188 | | |
| 19138 | 104 | | |
| 19141 | 139 | | |
| Total | 546 | | |
| | District 10 Coaches | | |
| Zip | | | |
| 19111 | 78 | | |
| 19115 | 13 | | |
| 19114 | 15 | | |
| 19154 | 8 | | |
| 19116 | 19 | | |
| Total | 133 | | |

CHANGING THE GAME!

April 2014



THE KEYSTONE EXAMS ARE NOW A GRADUATION REQUIREMENT!

What are the Keystone Exams?

Instead of the PSSA, high school students now take the Keystone exams. Students are tested in three subject areas: Algebra I, Biology, and Literature. Starting with the **class of 2017 (current freshmen)**, students must now pass the Keystone exams **in all three subjects in order to graduate from high school!**

Why are the exams important?

In addition to being a new graduation requirement, the Keystone exams are important for the school's **funding**, and teachers may use the results to identify additional learning opportunities for your student. Students in grades 10-12 should still take the exams seriously.

How to help your student prepare:

1. Encourage your student to study especially hard in Algebra I, Biology,

and Literature II classes. Call your student's teachers to learn how you can help!

2. Read the *Keystone Exams Parent Overview* at www.pdesas.org/module/assessment/Keystone.aspx This site also has study materials for your student: click on a subject heading on the left and then open *Assessment Anchors and Eligible Content with Sample Questions and Glossary*.
3. If your student has already taken the Keystone exams once and did not pass, talk to your school about supplemental instruction. In certain cases, your student might also be allowed to do a project instead.

No internet? Call 311 for a Keyspot (free internet access in your neighborhood), or call (215)686-0314 to learn about cheap home internet options

What should my student do this month?

- **Find a summer job!** Have your student attend the Teen Summer Job & Opportunities Fair to build his/her resume, practice interview skills, and meet with employers! Saturday, April 26th 10am-4pm at the Howard Gittis Center at Temple University (1755 North 13th St). Registration is required; contact (267)326-1438 or Christin.Bell@phila.gov
- **Keep High School Options Open!** If your student did not gain admission to the high schools he or she applied to, other options are available. Visit www.greatphillyschools.org to learn about financial aid and scholarships for parochial schools. If your student applied to a charter school, keep in touch with the school about their place on the waitlist. Spots do open up!
- **Attend a free Financial Aid Workshop!** Given every week at the College Access Center (901 Market St). Mondays 10am-12pm, Wednesdays 10am-12pm and 2-4pm. Call (215) 574-1341

WHAT IS THE GRADUATION COACH CAMPAIGN?

The Graduation Coach Campaign is an initiative of the Philadelphia Mayor's Office of Education. We are here to support adults as they guide Philadelphia youth through school. Help us boost the city's graduation rate by helping the students in your life!

- Check out www.phillygradcoach.org for resources, videos, and more! Join our mailing list to easily learn about updates and events.
- No internet? Join us for an in-person workshop! Food is provided (call for details at 215-686-0314)
- Call 215-686-0314 for our Playbook or future copies of this newsletter

Visit www.PhillyGoes2College.com to learn about scholarships and applying to college!

¡CAMBIAR EL RITMO!

Abril 2014



¡LOS EXÁMENES KEYSTONE AHORA SERÁN UN REQUISITO DE GRADUACIÓN!

¿Qué son los exámenes Keystone?

En lugar del examen "PSSA," ahora los estudiantes presentan los exámenes Keystone. Los exámenes Keystone evalúan a los estudiantes en tres materias específicas: Álgebra I, Biología, y Literatura. Los exámenes Keystone son muy importantes para la **clase del 2017 (actualmente estudiantes de primer año)**. ¡Estos estudiantes ahora deben aprobar los exámenes de Keystone en las tres materias para graduarse de la escuela secundaria!

¿Por qué son importantes estos exámenes?

Además, los profesores pueden utilizar los resultados de las pruebas de sus estudiantes para identificar las oportunidades de aprendizaje adicionales, y los resultados son importantes para la **financiación** que su escuela recibe. Estudiantes de los grados 10-12 aún deben tomar los exámenes en serio.

¿Cómo puede usted ayudar a su hijo a prepararse?

1. Motive a su estudiante a estudiar con fundamento especialmente para las clases de Álgebra I, Biología, y Literatura II. ¡Contacte al profesor de estudiante para aprender como usted puede ayudar!

2. Visite el siguiente sitio web: www.pdesas.org/module/assessment/Keystone.aspx Ahí usted va a encontrar información para los padres (*Keystone Exams Parent Overview— Spanish Language*). Ahí también encontrará materiales de estudio para su estudiante: haga clic en el título de una materia en el lado izquierdo y luego abra el *Assessment Anchors and Eligible Content with Sample Questions and Glossary*
3. Si su puntuación no es suficientemente alta, se les debe ofrecer instrucción suplementaria. En algunos casos se les permite a los estudiantes realizar un proyecto en lugar de presentar el examen. Comuníquese con su escuela para obtener información al respecto.

¿No tiene internet? Llame al 311 para acceso gratuito desde su comunidad, o llame al (215) 686-0314 para encontrar opciones económicas de internet en su hogar.

¿Qué debe hacer mi hijo durante este mes?

- **¡Encontrar un trabajo de verano!** ¡Haga que su estudiante asista a la Feria de Trabajos de verano y Oportunidades para Adolescentes para intensificar su currículo, practicar entrevistas, y conocer nuevos empresarios! El Sábado 26 de Abril a las 10am hasta las 4pm en el Centro Howard Gittis que queda en el Temple University (1755 North 13th St.) Es requisito registrarse; contacte (267) 326-1438 o Christin.Bell@phila.gov.
- **¡Mantener sus opciones abiertas para la escuela secundaria!** Si su estudiante no logra ser admitido en la escuela a la cual se presentó, hay otras alternativas disponibles. Escuelas parroquiales frecuentemente otorgan becas y proveen ayuda financiera a los estudiantes que califiquen. Visite www.greatphillyschools.org para obtener más información. Si su estudiante aplicó a una escuela charter, manténganse en contacto con la escuela respecto a su lugar en la lista de espera. ¡Los puestos abren y las listas de espera se mueven!
- **¡Asistir a un Taller de Ayuda Financiera Gratuita!** Los talleres son ofrecidos cada semana en el College Access Center (901 Market St). Lunes 10am-12pm, Miércoles 10am-12pm y 2-4pm. Llame al (215) 574-1341

¿QUÉ ES LA CAMPAÑA DE INSTRUCTORES VOCACIONALES? (GRADUATION COACH CAMPAIGN)

La Campaña de Instructores Vocacionales es una iniciativa de la Oficina de Educación del Alcalde de Filadelfia. Estamos disponible en función de ayudar y guiar padres y familiares mientras que sus hijos están progresando en la escuela. ¡Ayúdanos a aumentar la tasa de graduación, ayude a los estudiantes en su vida!

- ¡Visite www.phillygradcoach.org para videos, recursos, y más!
- ¿No tiene internet? Tenemos talleres de enseñanza en varios lugares. Habrá comida gratis (llame al 215-686-0314 para más detalles)
- Llame (215)686-0314 para obtener copias de nuestra guía "El Libro de Jugadas" o nuevas versiones de este boletín

¡Visite www.PhillyGoes2College.com para aprender más acerca de las becas y las aplicaciones a la universidad! (Disponible en español)

La Oficina de Educación del Alcalde de Filadelfia

THE PLAY BOOK



GRADUATION COACH



**CAMPAIGN
PHILADELPHIA**

**KEEPING
YOUTH IN THE
GRADUATION GAME**
SHAPING LIVES. CHANGING FUTURES.



CITY OF PHILADELPHIA

OFFICE OF THE MAYOR

Dear Graduation Coaches,

Thank you for joining me and the thousands of adults in Philadelphia who have made a commitment to help a young person get to and through high school and college. The difference your involvement makes in a student's life is immeasurable and I can't think of a more meaningful way to volunteer your time in our city.

Becoming a Graduation Coach shows that you care about our youth and want to help them become successful. Every young person deserves to have a caring adult in their life that can help them achieve their educational goals. I am grateful that you have joined me in this effort to support our youth. Your dedication is commendable and with your help, Philadelphia will become known as the place where our youth get to college, stay in college, and graduate. Thank you.

Sincerely,

Michael A. Nutter
Mayor
Graduation Coach



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Introduction

Did You know?

Philadelphia's economy is tremendously competitive. It's hard to survive without at least a high school diploma and, more and more, a college degree. Here in Philadelphia, high school graduates earn (on average) more than twice as much over their lifetime as students who drop out of high school. College graduates earn five times as much!^{1&2}

Given all of this, how can we keep our youth in the graduation game?

What WE Can Do!

Becoming a Graduation Coach connects you to resources to help ensure that young people in your life are on the road to educational and career success.

Graduation Coaches are ordinary citizens that PLEDGE to:

- 1. Engage in key conversations to encourage young people to stay on track through high school graduation and beyond.**
- 2. Help youth build on their Key Strengths and further develop their Key Skills**
- 3. Visit the Graduation Coach Campaign website for more resources and information**
- 4. Encourage more adults to become Graduation Coaches**

Who Can Be a Graduation Coach?

A Graduation Coach can be any caring adult who wants to help a young person achieve their educational goals!

Coaches can be parents, neighbors, teachers, etc. In fact, we expect (and want) students to have multiple adults in their lives that are willing to check in about their education.

Will you be one of them?

Strengths And Skills

Now that you are considering taking on the role of a Graduation Coach, we would like to highlight 5 Key Strengths and 5 Key Skills we believe all Philadelphia youth should develop and nurture over time.

★ 5 Key Strengths to Build on: ★

Creativity - the ability to think outside of the box

Curiosity - the strong desire to ask questions and know how the world works

Resiliency - the ability to continually overcome challenges

Resourcefulness - the ability to find the tools needed to get the job done

Self-Awareness - the ability to look at ourselves and the impact of our actions

★ 5 Key Skills to Develop: ★

Reading - the ability to read and understand the written word

Math - the ability to make sense of and manipulate numbers

Writing - the ability to communicate effectively through printed word

Critical Thinking - the ability to question all knowledge and information

Decision-Making - the ability to weigh options and take informed actions

★ Start Where They Are! ★

The Graduation Coach Campaign (GCC) believes the best way to help young people is to "start where they are." This Playbook will help you do so by:

- Offering general advice for supporting youth of any age
- Providing sample conversations to have with young people at specific academic stages (these will simply highlight possible topics to discuss with your student at points along their academic journey)
- Offering activities and opportunities for reflection with your student
- Identifying additional resources to support effective coaching

Identifying Key Players

Helping youth grow into successful adults takes more than the effort of parents and schools. We all know that "it takes a village to raise a child," so let's provide a few tips to help our young people develop and maintain positive connections. Key players in these connections include parents, neighbors, educators, members of community- and faith-based organizations, peers and Graduation Coaches like you!

Getting in Touch

- Your student should actively seek out positive adult figures by talking to school personnel, volunteering at a local non-profit, and/or attending community events.
- Young people can also be "resources" for one another. As Coaches, we can help them identify positive peer groups and social networks that promote, not detract, from their success.

Staying in Touch

The hardest, but most important part of building a network is staying in touch. Coaches can model good "staying in touch" behavior by encouraging students to follow-up via email, phone, texting and face-to-face meetings.

Running the Play...

Work with your student to identify two current or potential adults or peers that they could add to their support network. List them here:

1. _____
2. _____

Ask your student to discuss why they selected the people named above. List a few of their reasons below:

1. _____
2. _____

From the Sidelines : Codeswitching

- Sometimes we need to change our language style, attitude and/or behavior to suit different environments. This process is called "codeswitching."
- Codeswitching is connected to the Key Strengths of self-awareness and resourcefulness. We can encourage our young people to develop these strengths by conducting mock interviews, discussing appropriate dress for different events and helping them build their professional vocabulary.

Sample Conversation

Sam: Hello Sam. How's it going?

Friend: Things are good, but I still can't find a part-time job.

Sam: Did you ever call my friend at Highland Middle School about the job opportunity I mentioned?

Friend: Oh, no! I thought YOU were gonna call her for me.

Sam: No, I gave you her info so you could start building your own professional relationship with her. She knows a little bit about you already, but she still expects a call.

Friend: Mrs. Nancy...isn't she like the Vice Principal? Why would someone like that talk to me? What would I say?

Sam: Sam, you have more to offer than you give yourself credit. Start by realizing that BOTH of you benefit. Ms. Clark will get the help she needs and you will get the experience.

Friend: Wow! I never thought about it that way. I guess I better make that phone call. Thank you.

Sam: It is my pleasure. By the way Sam, if you are a little worried about what you are going to say when you call, you can always practice the conversation with me.

Friend: That would be great, 'cause I get nervous sometimes. So yeah, let's try it out.

Sam: Okay, let's meet up in the Student Center at 2:00 today.

Playback

- What did you take away from this conversation?
- What did your student take away?
- How would you address a similar situation?

Getting in the Game

It is never too early to get your student started on a positive academic track. At this stage it may be good to start getting your young person to identify and develop a few of his/her interests. Encourage your student to get involved in after-school activities, sports, dance, art, community service, etc. As far as academic performance is concerned, here are a few things both of you will need to monitor:

Attendance

Be sure your student is attending school 100% of the time. Students who miss as few as 10 days of school are sending signals that they are off track to graduation.

Grades

Applaud them when they are doing well and remind them that students with failing grades in math or reading are at a high risk of falling off track to graduation.

Behavior

If your student demonstrates mild behavior misconduct— (not paying attention, acting out in class, or not completing assignments) — it is also a red flag or warning sign for getting off track.

Running the Play...

Work with your student to identify a few areas of interest. List two below and begin discussing ways to build on those interests:

1. _____

2. _____

Talk to your student about what it takes to be successful in school. Ask them to identify one thing they do well and one thing they would like to improve upon:

1. _____

2. _____

From the Sidelines : Summer Enrichment

- Summers can be great fun for young people, but the long months off can also slow down academic progress. One way to prevent “summer brain drain” and build on the Key Strength of creativity & Key Skills of reading, math and writing is to help your student sign up for summer enrichment opportunities.
- Schools, colleges, community centers and churches often offer math, writing, computer, science and other sorts of enrichment over the summer. For more info, please refer to the PhillyGoes2College website.

Sample Conversation



Hey Mr. Marcos!

Hey Jorge...where have you been? Haven't seen you around much lately.



I've been around...just been real busy.

Really? What have you been up to? Is everything ok at school? At home?



School's been ok, but I had to stop going to the after-school programs.

Why? I thought you liked those programs.



I do like them, but my parents need me to help out at home so I don't have time to do extra stuff after school.

That's understandable, but have you talked to them about how these programs can actually help prepare you for high school and college?



Yeah, I have. They want me to do well in school but they really need me now. I won't have to help as much in the summer though, so I'll finally get a break then.

A break is good, but since you aren't able to go to the after-school programs, have you thought about summer enrichment? High school applications are right around the corner, so it helps a lot if you stay involved with academics throughout the year. We can start looking into some summer programs now if you'd like.



I really wanted to just chill with my friends this summer, but I guess I understand what you are saying.

Playback

- What did you take away from this conversation?
- What did your student take away?
- How would you address a similar situation?

High School Options

There are over 60 district-run public high schools, approximately 30 public charter high schools and numerous independent and parochial high schools in and around the City of Philadelphia. Here is some helpful information on each of these types of schools that your student should be aware of in preparation for the high school selection process:

District-Run Public Schools

The three types of high schools run by the School District of Philadelphia are:

1. **Special Admission**—need to apply, schools have admissions requirements.
 2. **Citywide**—need to apply, but students are selected by lottery.
 3. **Neighborhood**—guaranteed admission based on geography. Students from outside the neighborhood may apply and are admitted based on space available and a lottery.
- **To apply**, students need to submit a *High School Voluntary Transfer Program Application* along with any other documents required by the school. This form can be found on the school district website at the beginning of each school year.
 - **Deadline—October 31st of the 8th Grade year!**

Public Charter Schools

These are independently-run public schools that use a lottery system.

- Each charter school has its own application procedures and deadlines.
- **To apply**, students need to contact each school to find out what documents are required.
- **Deadline—determined by each school, so contact them to find out!**

Independent/Private Schools

These fee-paying schools charge on average a little over \$25,000 per year. Students should ask individual schools about possible financial aid options.

- Applications include testing, campus visits and letters of recommendation.
- **To apply**, students must contact the independent school and inform current school counselor of the process.
- **Deadline—November of the 8th Grade year; students should contact individual schools for specific dates!**

Parochial Schools

These are fee-paying schools charge a little over \$5,000 per year. Students should ask individual schools about possible financial aid options.

- Applications include testing, campus visits and letters of recommendation.
- **To apply**, students must contact the independent school and inform current school counselor of the process.
- **Deadline—November of the 8th Grade year; students should contact individual schools for specific dates!**

Before making final selections, your student should attend the School District's High School Expo and continue thinking about...

- **Academic performance**—Students increase their chances of highschool acceptance by maintaining strong grades, attendance and behavior.
- **School environment**—Visits to high schools can be arranged with permission from your student's current school counselor.
- **Additional resources**—The Graduation Coach Campaign website has links to a number of resources including the School District's High School Directory and The Notebook's Fall Guide.

Portfolio for Academic & Social Success (PASS)

As a Coach, you can begin working with your student to develop a Portfolio for Academic & Social Success (PASS). While many things can fall under the category of "Academic" and "Social", this Portfolio should be a physical binder to help your student keep track of informative documents, contact details and other resources to support him/her on the road to success. Here are a few items that may be included in the PASS:

- **Master Action Plan**
- **Goals List**
- **Vocabulary words**
- **Graded school assignments**
- **Photocopies of awards**
- **Summer enrichment information**
- **Handouts from High School Expos**
- **Information from College Fairs**
- **College essays**

Academic

- **Contact info for current or potential mentors**
- **List of positive peers**
- **Descriptions of hobbies/interests**
- **Volunteer/community service info**
- **Job opportunities**
- **Resumes**
- **Letters of recommendation**

Social

Little Fish, Big Pond

Starting high school and successfully completing the 9th grade is one of the most exciting and difficult transitions that young people make in their adolescent years. A high percentage of young people who fail to graduate from high school fall off track during the 8th and 9th grade. As a Graduation Coach, you can help your student beat the odds and become a high school graduate by offering some tools for navigating their first year.

Fall Semester

- Students should introduce themselves to their counselors and begin discussing initial college and career interests.
- They should also familiarize themselves with the Student Handbook for key policies, procedures and expectations at their school.

Spring Semester

- Advise your student to start taking College Preparatory courses and try hard to maintain a solid GPA .
- Suggest they continue strengthening Key Skills in math and writing.
- Remind your student to continue discussing college interests.

Running the Play...

Ask your student to provide the name of their guidance counselor and one of their subject teachers. List them below:

1. _____
2. _____

Work with your student to identify school enrichment opportunities like clubs and organizations. List a few below:

1. _____
2. _____

Sample Conversation



Hi Kara, how was your first week of high school?

It was not what I expected.



What do you mean? What were you expecting?

I thought it would be more like my old school. I knew everybody there and everybody knew me. But here, there's just too many people...I feel like I'm invisible.



Yes. The first year of high school can be a bit of a transition, but you have to remember that this is only the first week. Over time, you will develop friendships and things will feel more familiar.

But what do I do now, because this makes me not want to go to school some days.



Your feelings are natural. It will take time to feel more comfortable but you can start by taking a few small steps. For example, have you met your guidance counselor yet?

No.



Ok. Next week, I want you to try to find out who your counselor is and set up some time to meet with him/her.

But that's just one person. How is that going to help?



Remember, we are taking it one step at a time. Eventually we can check out some of the clubs and organizations at your school that can help you build friendships.

Playback

- What did you take away from this conversation?
- What did your student take away?
- How would you address a similar situation?

One Step at a Time

Every young person between the ages of 15 and 17 should begin taking the necessary steps to go to college. These are the most important years to prepare for the college application process which includes taking standardized tests, getting good grades, considering majors and financing college. In this process, young people will be faced with making critical decisions. Here are a few suggestions to help them exercise their Key Decision-Making skills:

Finding a College

- Encourage your student to identify subject interests and use college search websites to get more information on location, size, majors offered, out-of-classroom opportunities, etc.
- Colleges look at the whole package including: solid grades, strong essays, SAT or ACT scores, extracurricular interests and letters of recommendation. Make sure your student is aware of this early.

Paying for It

What college costs and what students pay can be very different, so work with your student to identify resources via the PhillyGoes2College website.

Running the Play...

Ask your student to list a few academic subjects of interest. List three here:

1. _____
2. _____
3. _____

Ask your student to list three preferences they have for college (urban/rural, big/small, near/far from home. etc.):

1. _____
2. _____
3. _____

From the Sidelines : FAFSA (Free Application for Federal Student Aid)

The FAFSA is the first step to accessing federal and state grants (i.e. free money) and federal loans.

- To complete the FAFSA, students and their parents need to file their tax return. The FAFSA form can initially be filed with information from last year's tax return, but students MUST update their FAFSA form once the current year's tax return has been completed.
- The FAFSA must be completed every year, so check out the GCC website in the "Resources" section of this Playbook for more help.

Student: Good morning James. Your aunt mentioned you wanted to speak with me.

Counselor: Yes, Mr. Sykes. I've been thinking about college recently and wanted to ask you how you got started.

Student: It was a while ago, so things may have changed but the first thing I did was make a list of subjects that interested me.

Counselor: Ok, but what if I don't know what I want to major in?

Student: That is perfectly fine. I actually spoke to my guidance counselor who told me that thinking about my interests can actually help me explore lots of different majors.

Counselor: Oh, I see. So, I don't need to have a major right away?

Student: No. It is good to have an idea of what you would like to major in, but you can also use your first year of college to help you figure all of that out.

Counselor: Ok. I understand. But, what do I do next?

Student: You should start a web search with your counselor. This can help you see what type of schools are out there. We can then attend college fairs together to meet reps from different schools and even visit several college campuses. Throughout the process we should be checking the PhillyGoes2College website for college prep events and updated info. Finally, everything we collect on the college search can be added to your PASS (see pg. 10 of Playbook).

Counselor: That sounds great! Can we get started this weekend?

Playback

- What did you take away from this conversation?
- What did your student take away?
- How would you address a similar situation?

TIME OUT! - Early Warning Indicators

Early Warning Indicators tell us when a student is struggling and can predict which students are more likely to drop out of high school. Only 2 out of 10 students who have just one of these red flags will graduate from high school.³ Coaches who know what to look for can help intervene and keep their student on track to graduate.

RED FLAG

WHAT YOU CAN DO

Attendance is less than 80% (absent once a week)



Speak with your student about why being in school and showing up on time is important.
Speak with your student about how to get make-up work when they are absent.

Behavior mark on report card is poor



Speak with your student about their behavior and what's going on with them in school.
Speak with your student about the habits and behaviors that lead to success.

Grade in English or Math is below a "C"



Speak with your student about how to get help or tutoring in school.
Speak with your student about homework and study habits. Visit the PhillyGoes2College website for academic enrichment resources.

Staying on Track in K-12

Monitoring their progress is one of the ways to help your student stay on track. Some of the key things to keep an eye on are: **attendance, grades, and behavior in school.**

- For students in a district-run public school, **StudentNet**, the School District's online portal for all students, provides access for students to review their own record of attendance, grades, credit accumulation, standardized test scores, and Individual Learning Plans. StudentNet also provides students with online access to most of their textbooks, tutorials, and a wealth of information, resources, and tools to stay on track and plan for the future.
- No matter what type of school your student is in, **speak with them about their progress and continue to check in on a regular basis.**

StudentNet & FamilyNet

Students need their student ID number and password to access StudentNet. If they do not have a password, students can get one from their school counselor.

Parents just need their child's student ID number to access FamilyNet, the parental version of StudentNet.

Coaches (who are not parents) can ask their student to login to StudentNet and review their progress together.

Check out StudentNet today at www.philasd.org/login

- **Charter, private, and parochial schools may have their own version of StudentNet.** So, if your student is not in a district-run school, ask them (and their school) what other tools are available for keeping track of student progress.

Understanding Options

If you are coaching a youth who stopped attending school altogether, remind them that they can get back on track by re-enrolling in an education program today! Help them get started now by calling the Re-Engagement Center at 215-400-6700 or consider visiting the Center with them to gather more information. Here are a few things you may want to discuss with your student:

Why does school matter?

- Emphasize to your student that getting a high school degree and eventually a college degree increases their eligibility for a variety of career opportunities.

Balancing life & school

- Help your student build their Key Strengths of resiliency and resourcefulness by considering options like moving in with family (if necessary) or working part-time to ensure success as they attempt to re-enroll in school.
- If your student happens to be a teen parent, s/he can check out the Communities in Schools, ELECT Teen Parent Classroom at www.cisphl.org, or 267-386-4677.

Running the Play...

Ask your student to list previous reasons for leaving school and discuss realistic ways to avoid these stumbling blocks in the future:

1. _____
2. _____

Work with your student to prepare a list of questions to bring to the Re-Engagement Center. List two of those questions below:

1. _____
2. _____

From the Sidelines : Mayor's Commission on Literacy

If your student has been out-of-school for some time, s/he may also want to check out resources available through the Mayor's Commission on Literacy.

- Your student may be able to access literacy classes, tutors, testing and instruction by calling 215.686.5250.
- Services also include supplementing face-to-face learning communities with online learning and practice on computers in public computing centers.



Hi, Keshia. How are things going these days?

Hi Granddad. Things are fine...I guess.



What do you mean by, "I guess"? What's on your mind?

I dunno. I guess I'm not feelin' the whole school thing to be honest, but Mom keeps sayin' I gotta do something or else. I just don't feel like school is for me. I am already working, so why do I need to go back to school?



You have a "job" now but don't you want a "career" someday?

I guess. The thing is, I already know what I wanna do, so how is school gonna change that?



It is good to have an idea of what you want to do now, but these interests may change over time. Having a degree allows you to have options to explore other interests in the future. Does that make sense?

That's exactly what my mom said! I've been out of school for a while though, so where would I even start?



Well, that's where I can definitely help out. I went back to school when I was much older too. I just found out about the Re-Engagement Center. They can help you develop an action plan for re-entering school. Why don't we call them together and plan out steps from there?

Sounds like there may be a lot involved, but I guess if you were able to do it Granddad, I can at least try.

Playback

- What did you take away from this conversation?
- What did your student take away?
- How would you address a similar situation?

Multiple Pathways

The School District of Philadelphia offers a number of options for students who have dropped out to finish high school through an alternative “educational pathway.” Here is some helpful information on each of these pathways:

Gateway to College

- This is a dual-enrollment program that allows students to earn their high school diploma and college credits at the same time.
- **Students must be** 16-21 years old, live in Philadelphia, have less than 21 high school credits, and demonstrate an 8th grade reading level or higher.
- **Visit:** Gateway to College at 1700 Spring Garden St, Room W4-5
Call: 215-751-8540 **Email:** gateway@ccp.edu

Accelerated High Schools

- These programs are designed to get students back on track in 3 years or less.
- **Students must be** 15-21 years old, have less than 13.5 high school credits, and be willing to attend school regularly.
- **Visit:** The Re-Engagement Center at 440 N Broad St, Suite 1013
Call: 215-400-6700 **Email:** reengagementcenter@philasd.org

Educational Options Program (EOP)

- This program allows students to take classes from 3:30pm-6:30pm or 4pm-7pm, Monday through Thursday.
 - **Students must be** 17 or older (no upper age limit), have at least 8 high school credits, and not be enrolled in day school.
- **Call:** 215-400-5850

Crossroads Academy

- This program helps older, middle grades students get back on track with their peers by allowing them to complete grades 8 and 9 in one school year.
- **Enrollment** occurs each spring for the following school year.
- **Contact** the student’s school counselor or **Call:** 215-400-6830

Multiple Partners

Aside from the School District, there are a number of community-based organizations that focus their efforts on getting out-of-school youth back on track and into college and careers.

E³ Power Centers

- These centers help youth improve their skills and work toward long term self-sufficiency through educational services, employment readiness training, and empowerment activities.
- **Students must be** 16-21 years old and either out of school or returning from juvenile placement.
- **Contact** a location near you.

| | |
|--|--|
| E³ West 4111 Lancaster Ave. 215-387-2134 | E³ Olney/Logan 5201 Old York Rd. 1st FL. 215-455-5860 |
| E³ Southwest 5407 Grays Ave. 267-299-2500 | E³ North 1231 N Broad St. 5th Fl. 215-763-2393 |
| E³ Girard 2800 N American St. 215-763-8870 x7260 | Also check out www.pyninc.org/programs |

YouthBuild Philadelphia

- This one-year program allows students to earn their high school diploma and learn one of three trades (construction, nursing, information technology).
- **Students must be** 18-21 years old and complete all components of the application process.
- **Visit:** 1231 N Broad St. 3rd Floor
 - **Call:** 215-627-8671 **Check out:** www.youthbuildphilly.org

YESPhilly

- This program prepares students for the GED exam, college, and careers and includes digital media classes and counseling services.
- **Students must be** 17-21 years old and not be enrolled in another school.
- **Visit:** 1231 N Broad St. 2nd Floor
- **Call:** 215-679-0340 **Check out:** www.yesphilly.org

Learning from the Past...Moving Forward

If your student has fallen off track, here are some options and ways to deal with it now. REMEMBER – it is never too late to begin the college process even if students are starting from non-traditional academic backgrounds:

Is college a realistic option?

- More and more students are following non-traditional paths to college. Your student needs to know this and be encouraged to continue to pursue college as a realistic option.
- Give your student time to reflect on past attitudes and behaviors in school, current attitudes towards their education, and ongoing life circumstances that may be slowing down their ability to set and achieve educational goals.
- Visit the PhillyGoes2College website and/or their office at 115 City Hall to help your student create clear action steps for preparing a college application.

Running the Play...

Ask your student to list below a few of the circumstances that led to their enrollment in an alternative school or GED program:

1. _____
2. _____
3. _____

Using resources available through the Graduation Coach Campaign, prepare a joint checklist for addressing those circumstances to move forward:

1. _____
2. _____
3. _____

From the Sidelines: GED (General Education Diploma) Certificate

- To earn a GED, a student (who has not already received a high school diploma) needs to pass tests in five subject areas (language arts writing, language arts reading, social studies, science, and math).
- Tests cannot be taken online so review the GCC website for more info on how to register for the GED.

Sample Conversation



Hi Sarah!

Hi Carmen, how are you doing? Do you want to chat a bit more about your college plans?



I still don't see the point. It's not like I have a normal track record. Colleges are gonna see that I had to do things differently and they won't even give me a chance.

Carmen, that's not true. Yes, it will be a bit more challenging but the first step is being able to accept and learn from your past experiences with education.



What do you mean?

Colleges and universities require personal essays as part of their application process, so you should be honest about your previous struggles in school and show how you have grown from those experiences and will use those lessons to be successful in college.



So, you don't think that will hurt my chances?

Many students run into difficulties when they are younger. It is how you learn from those experiences that matters most. You and I can check out the PhillyGoes2College website to create a list of things you need to know about applying to college.



Thank you. I thought college would never happen for me, but knowing that I can tell my story helps. It has really been rough for me, but I don't want to give up on my dream of making it to college.

Playback

- What did you take away from this conversation?
- What did your student take away?
- How would you address a similar situation?

Taking it to the Next Level

Your student has finally made it to college! Congratulations! While this is a great accomplishment, the next big challenge is staying in and completing successfully. One of the best ways to ensure a timely college graduation is knowing how to navigate the institution. There are key people on campus with the ability to help your student “make sense of college” so encourage him/her to be proactive and start reaching out to these support systems early:

Faculty Members

Professors hold the key to your young person’s academic future, so encourage them to build a connection to at least one instructor per semester.

Academic & Social Support

Academic advisors, math and writing tutors, financial aid counselors, and resident advisors are all able to provide different types of support so your student should identify these people before they need them.

Peers & Family

Your student may struggle to balance their home and school lives so try to help them by acknowledging these concerns early and identifying realistic ways to deal with them.

Running the Play...

Ask your student to provide the name & email address of one academic advisor and a financial aid counselor at their school:

1. _____

2. _____

Find out what student organizations your student is involved in (or plans to be involved in) while in college. Ask them to list a few:

1. _____

2. _____

From the Sidelines : Lessons for Long-Term Success!

Here are some tips for success that you may want to share with your student:

- Take ownership of your education and personal life by being proactive!
- Set short and long-term goals and do not be afraid to modify them.
- Get real-life experience through internships, volunteering or part-time work.
- Build a personal brand by learning about yourself and developing unique qualities that can help you stand out!



Hi Mr. Thomas.

Oh, hi Justin. Are you back from college already? How has it been going so far?



I am only home for the weekend, but so far college has been a bit tough. I just can’t seem to get the same grades I used to get in high school and I don’t know why.

How many hours are you studying per night for each of your classes this semester?



Same as before, I guess.

That might’ve been enough to get you by in high school but college is a whole ‘nother level. You’ve got to put in about 2-3 hours of study per week for every credit you are taking to stay on top of things in college. Also, are you speaking to your instructors or getting tutoring?



No. That stuff is for people who aren’t smart enough. I don’t want people to think I can’t handle myself in college. I came here on my own, I can make it on my own.

That is what many new students think, but the reality is, NO ONE SUCCEEDS ALONE! Colleges and universities have resources available to everyone and you would be surprised to know that the “smartest kids in class” are often using the Writing, Math and/or Science Centers the most!



Hmm, I thought everybody just “got it” but me. I never thought about how much time they were putting in. Maybe we can talk more about that and some ways to study because I am sure I could use some help there too.

Playback

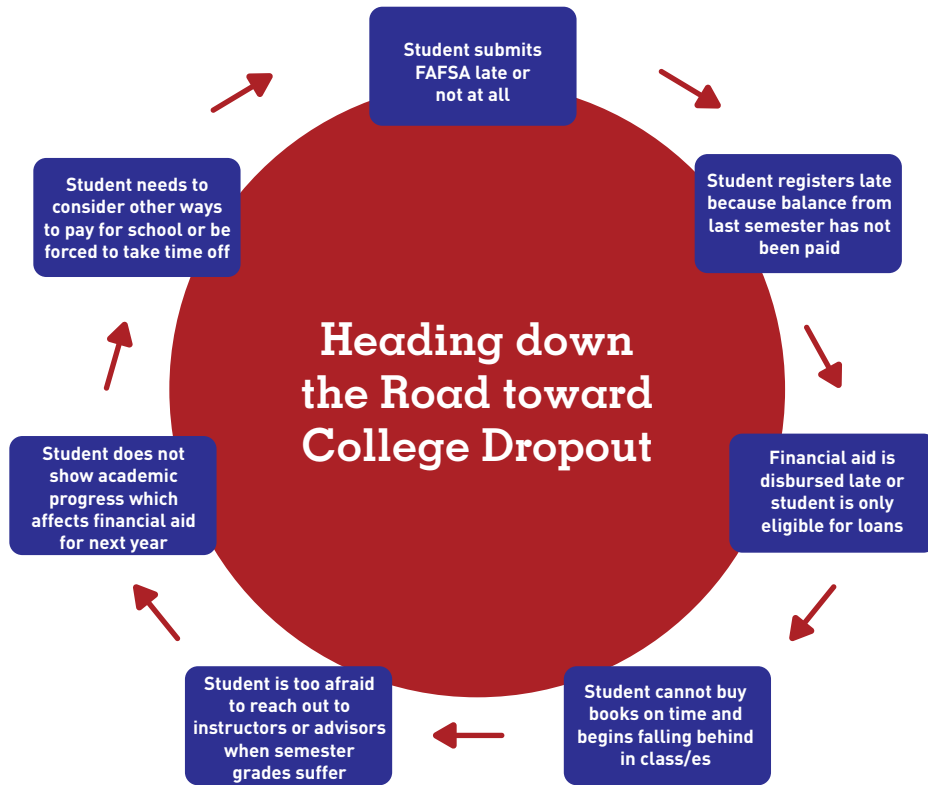
- What did you take away from this conversation?
- What did your student take away?
- How would you address a similar situation?

Identifying Issues Early

With all of the freedom, excitement and confusion of college life, it is easy to see how students can fall off-track. Three factors that have the biggest impact on college dropout rates are:

1. Financial concerns
2. Poor academic performance
3. Lack of connection with the campus⁴

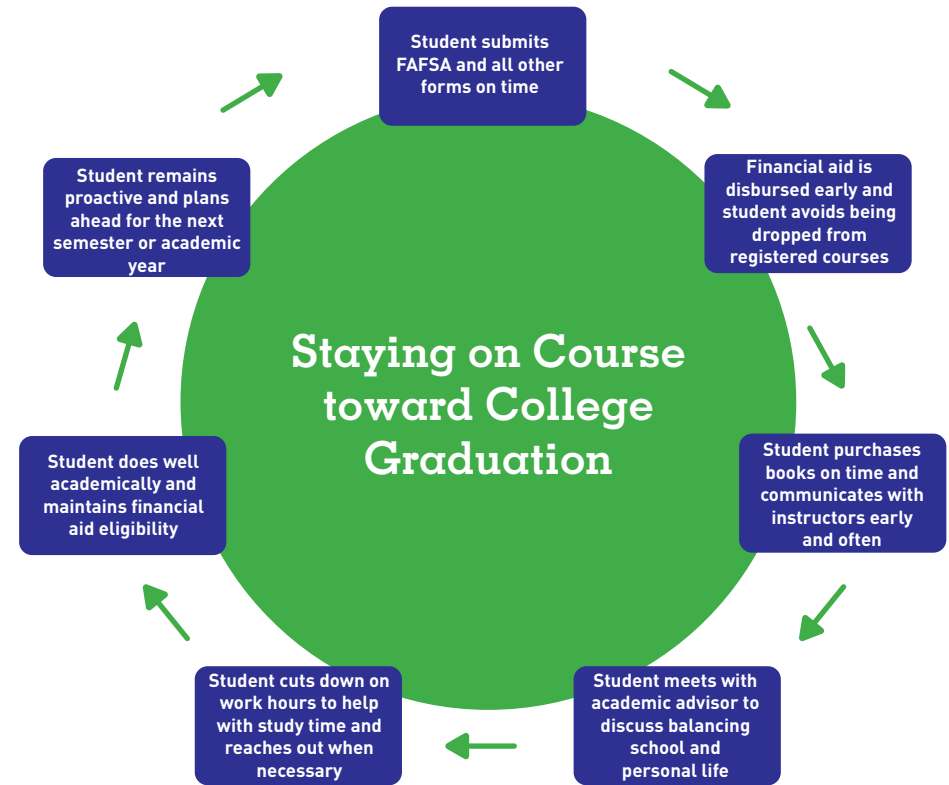
As a Graduation Coach, you can help your college student avoid this negative cycle by discussing issues before they happen and encourage them to access resources to get back on track.



Being Proactive

Many of the issues identified in the previous diagram began with small problems that spiraled out of control. As a Graduation Coach, you can help your college student stay on track by encouraging “responsible help-seeking behavior.” This includes:

1. Taking financial aid deadlines seriously
2. Working with instructors and tutors to improve academic performance
3. Maintaining a connection to their academic advisors and other campus resources



Listed below are a few websites to help you support your student:

Graduation Coach Campaign

A citywide initiative that provides resources to help adults support young people on the road to educational success.

www.phillygradcoach.org

PhillyGoes2College

An information and referral center within the Mayor's Office of Education that helps Philadelphians of all ages earn a college degree.

www.PhillyGoes2College.com

Project U-Turn

A citywide campaign to understand, focus public attention on and resolve Philadelphia's dropout crisis.

www.pyninc.org/projectuturn/index.php

School District of Philadelphia

The governing body for all schools within the Philadelphia School District.

www.philasd.org

Parent University

A School District initiative that offers classes and assists parents in supporting their children's academic success.

www.philasd-parentuniversity.org

Parent and Family Resource Center

Information available on college resources, academic support, after school and academic enrichment programs, workshops, trainings and parent networks.

Visit: 440 N. Broad St, Room 131

Call: 215.400.4180

www.philasd.org click on Parent Engagement in the Parents Section.

The Re-Engagement Center

A "one-stop shop" that provides information on re-enrolling in an alternative high school or GED program.

Visit: 440 N Broad St., Suite 1013 (walk-in or by appointment)

Call: 215-400-6700 **Email:** reengagementcenter@philasd.org

www.facebook.com/PhillyReengage

Listed below are additional websites to help you support your student:

College Access Centers

Students can make appointments to get free help with FAFSA completion and college and scholarship essay writing.

Visit: 9th & Market St., Street Level

Call: 215-574-1341

Visit: 4548 Market St.

Call: 215-476-2227

The Notebook's Fall Guide

A resource to help with the high school selection process for public neighborhood and charter schools in Philadelphia.

www.thenotebook.org/fall-guide-page

Philadelphia Futures' Step Up to College Guide

Updated every year and designed with first-generation college students in mind, this guide is the complete resource for college-bound high school students.

www.philadelphiafutures.org/step-up-to-college-guide

Philly Keypots

Find free computer classes, internet access, and one-on-one training at a community center near you.

www.phillykeyspots.org

Khan Academy

A free, user-friendly, online resource for teaching K-12 math, biology, chemistry, physics, finance and history.

www.khanacademy.com

FAFSA (Free Website)

The first step in determining eligibility for financial aid.

www.fafsa.ed.gov

Friend us on Facebook!

www.facebook.com/GraduationCoachCampaign

Coach's Game Plan

Now that we've provided a few tools to help you work with your student, we want to remind you of some of the action steps you may want to take to ensure an ongoing and effective coaching relationship:

- Familiarize yourself with your student's Key Strengths and Key Skills
- Find out how your student can track their progress (e.g. grades, attendance etc.) and begin reviewing the contents together
- Work with your student to develop their "Portfolio for Academic and Social Success" (PASS)
- Use the "Tasks" and "Sample Conversations" in this Playbook to build up the PASS
- Co-create a few milestones to celebrate your student's progress
- Keep building your Playbook by accessing updated resources through the Graduation Coach Campaign website, newsletters and ongoing networking events
- Share your views on ways to improve the Campaign for future coaches and students!

Feel free to include a few action steps of your own:

- _____
- _____
- _____
- _____
- _____

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2. Edward Gordon (2009).

The Global Talent Crisis: Contrary to Popular Opinion, There are Plenty of Open Jobs. What's Missing are Candidates with Skills. The Futurist.

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4. Tinto, V., & Pell Institute for the Study of Opportunity in Higher, E. (2004).

Student Retention and Graduation: Facing the Truth, Living with the Consequences. Occasional Paper 1. Pell Institute For The Study Of Opportunity In Higher Education.

"As Graduation Coaches we encourage, we inspire and we create opportunities for success...all while empowering our young people to maximize their own potential."

- Quaiser D. Abdullah
Graduation Coach

Our Mission

Equip and empower Philadelphia's adults to help youth earn a high school diploma and succeed in college and careers.

Our Vision

All Philadelphia youth will have a supportive, knowledgeable adult who can coach them to succeed in high school, college and careers.



Get in Touch

115 City Hall
Philadelphia, Pa 19107
215-686-2176
phillygradcoach@gmail.com
www.phillygradcoach.org

Revised March 2012 by: Rashidah N. Andrews (Graduation Coach)



An Initiative of the Mayor's Office of Education

EL LIBRO DE JUGADAS



**CÓMO MANTENER A LOS
JÓVENES EN LA SENDA
DE LA GRADUACIÓN**

CÓMO CAMBIAR VIDAS. CÓMO CAMBIAR FUTUROS.



CITY OF PHILADELPHIA

OFFICE OF THE MAYOR

Estimados Asesores de graduación:

Gracias por unirse a mí y a los miles de adultos de Filadelfia que aceptaron el compromiso de ayudar a un joven para que llegue a la escuela secundaria y la universidad y durante estas etapas. La diferencia que hace su participación en la vida de un estudiante es incalculable y no puedo pensar en una manera más valiosa para brindar voluntariamente su tiempo en nuestra ciudad.

Convertirse en un Asesor de graduación demuestra que usted se preocupa por nuestra juventud y desea ayudarlos a alcanzar el éxito. Cada joven merece tener en su vida a un adulto que se preocupe y que pueda ayudarlo a lograr sus objetivos educativos. Estoy agradecido de que se haya unido a mí en este esfuerzo para apoyar a nuestra juventud. Su dedicación es loable y con su ayuda, Filadelfia será reconocida como el lugar donde nuestros jóvenes llegan a la universidad, permanecen en ella y se gradúan. Gracias.

Atentamente,

Michael A. Nutter
Alcalde
Asesor de graduación



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¿Sabía usted que?

La economía de Filadelfia es tremendamente competitiva. Es difícil sobrevivir sin tener al menos un diploma de una escuela secundaria y, cada vez más, sin un grado universitario. Aquí en Filadelfia, los graduados de la escuela secundaria ganan, durante toda su vida, (en promedio) más del doble que aquellos estudiantes que abandonaron la escuela secundaria. ¡Los graduados universitarios ganan cinco veces más!^{1y2}

Tomando en cuenta todo esto, ¿cómo podemos mantener a nuestros jóvenes en la senda de la graduación?

Qué podemos hacer NOSOTROS

Convertirse en un Asesor de graduación lo conecta a recursos que ayudan a garantizar que los jóvenes en su vida recorran la senda hacia el éxito educativo y profesional.

Los Asesores de graduación son ciudadanos ordinarios que PROMETEN:

1. Participar en conversaciones clave para alentar a los jóvenes a que mantengan el objetivo durante la escuela secundaria y más allá.
2. Ayudar a los jóvenes a utilizar como punto de apoyo sus fortalezas clave y desarrollar aún más sus habilidades clave
3. Visitar el sitio web de la campaña de Asesores de graduación para obtener más recursos e información
4. Alentar a más adultos a que se conviertan en Asesores de graduación

¿Quién puede ser un Asesor de graduación?

Cualquier adulto que se preocupa y desea ayudar a que un joven logre sus objetivos educativos puede ser un Asesor de graduación.

Los Asesores pueden ser los padres, vecinos, profesores, etc. De hecho, esperamos (y deseamos) que los estudiantes tengan en sus vidas a muchos adultos dispuestos a verificar los hechos acerca de su educación.

¿Será usted uno de ellos?

Ahora que está considerando asumir el rol de Asesor de graduación, nos gustaría destacar las 5 fortalezas clave y las 5 habilidades clave que a nuestro criterio todos los jóvenes de Filadelfia deben desarrollar y fomentar con el tiempo.

★ 5 fortalezas clave para utilizar como punto de apoyo: ★

Creatividad: es la capacidad de pensar sin seguir los cánones establecidos

Curiosidad: es el fuerte deseo de hacer preguntas y saber cómo funciona el mundo

Capacidad de superación: es la capacidad de superar constantemente los desafíos

Inventiva: es la capacidad de encontrar las herramientas necesarias para terminar el trabajo

Autoconciencia: es la capacidad de verse a uno mismo y analizar el impacto de nuestras acciones

★ 5 habilidades clave a desarrollar: ★

Lectura: es la capacidad de leer y entender la palabra escrita

Matemáticas: es la capacidad de dar sentido a y manipular los números

Redacción: es la capacidad de comunicarse de manera efectiva a través de la palabra impresa

Pensamiento crítico: es la capacidad de cuestionar todo conocimiento e información

Toma de decisiones: es la capacidad de sopesar las opciones y llevar a cabo acciones informadas

★ ¡Empiece donde ellos se encuentran! ★

La Campaña de Asesores de graduación (Graduation Coach Campaign, GCC) tiene la convicción de que la mejor manera de ayudar a los jóvenes es “empezar donde ellos se encuentran”. Este libro de jugadas (Playbook) le ayudará a hacerlo porque:

- Ofrece consejos generales para apoyar a jóvenes de cualquier edad
- Proporciona conversaciones de muestra que puede tener con los jóvenes en etapas académicas específicas (estas simplemente resaltarán los temas posibles a ser analizados con los estudiantes en ciertos puntos a lo largo de su recorrido académico)
- Ofrece actividades y oportunidades para reflexionar con su estudiante
- Identifica recursos adicionales a fin de apoyar de manera efectiva el asesoramiento

Cómo identificar a los participantes clave

Ayudar a que los jóvenes crezcan para convertirse en adultos exitosos requiere de más que el esfuerzo de los padres y las escuelas. Todos sabemos que “hace falta una aldea para criar a un niño” (it takes a village to raise a child), por eso vamos a proporcionar algunos consejos para ayudar a que nuestros jóvenes desarrollen y mantengan conexiones positivas. Los participantes clave en estas conexiones incluyen a los padres, vecinos, educadores, miembros de la comunidad y organizaciones basadas en la fe, pares y de los Asesores de graduación como usted.

Cómo estar en contacto

- Su estudiante debe buscar de manera activa figuras adultas positivas mediante conversaciones con el personal de la escuela, realizando trabajo voluntario en la organización sin fines de lucro local, y/o asistiendo a eventos comunitarios.
- Los jóvenes también pueden ser “recursos” los unos para los otros. Como Asesores, podemos ayudarlos a identificar grupos positivos de pares y redes sociales que promuevan, y no resten importancia a, sus éxitos.

Cómo seguir en contacto

La parte más difícil, pero la más importante de construir una red es seguir en contacto. Los Asesores pueden modelar un buen comportamiento de “cómo seguir en contacto” alentando a los estudiantes para que hagan un seguimiento a través de correos electrónicos, del teléfono, mensajes de texto y reuniones en persona.

From the Sidelines (desde los laterales): cambio de códigos

- Algunas veces necesitamos cambiar el estilo de nuestro lenguaje, nuestra actitud y/o comportamiento para encajar en los diferentes entornos. Este proceso se llama “Cambio de código” (codeswitching).
- El cambio de código está conectado con las fortalezas clave de la autoconciencia e inventiva. Podemos alentar a nuestros jóvenes para que desarrollen estas fortalezas, llevando a cabo entrevistas de prueba, analizando la vestimenta apropiada para los diferentes eventos y ayudándolos a que construyan un vocabulario profesional.

Running the Play... [ejecutando la jugada]

Colabore con su estudiante para identificar a dos adultos o pares, actuales o posibles, que él podría agregar a su red de apoyo.

Indíquelos aquí:

1. _____

2. _____

Pida a su estudiante analizar el por qué seleccionó a las personas nombradas anteriormente. A continuación indique unos cuantos de sus motivos:

1. _____

2. _____



Hola, Sam. ¿Qué tal?

Las cosas van bien, pero aún no puedo encontrar un trabajo de medio tiempo.



¿Alguna vez llamaste a mi amiga en Highland Middle School, sobre la oportunidad laboral que mencioné?

¡Oh, no! Pensé que TÚ la ibas a llamar por mí.



No, te di su información para que pudieras empezar a construir tu propia relación profesional con ella. Ella ya sabe algo sobre ti, pero aún espera una llamada.

La Sra. Nancy, ¿no es ella la vicedirectora o algo así? ¿Por qué alguien como ella querría hablar conmigo? ¿Que le diría?



Sam, tienes mucho más para ofrecer de lo que piensas. Empieza por darte cuenta de que AMBOS se benefician. La Srta. Clark obtendrá la ayuda que necesita y tú la experiencia.

¡Vaya! Nunca lo pensé de esa manera. Me parece que mejor hago esa llamada telefónica. Gracias.



Es un placer. Otra cosa Sam, si te preocupa un poco lo que vas a decir cuando llames, siempre puedes practicar la conversación conmigo.

Eso sería fantástico, porque a veces me pongo nervioso. Entonces sí, vamos a practicar.



Está bien, vamos a reunirnos hoy a las 2:00, en el Centro de Estudiantes.

Reproducción

- ¿Qué sacó en claro de esta conversación?
- ¿Qué sacó en claro su estudiante?
- ¿Cómo abordaría una situación similar?

Cómo formar parte del juego

Nunca es muy pronto para que su estudiante empiece una trayectoria académica positiva. En esta etapa puede ser bueno que el joven empiece a identificar y desarrollar algunos intereses. Aliente a su estudiante para que participe en actividades después de la escuela, deportes, danza, arte, servicio comunitario, etc. En lo que respecta al desempeño académico, le presentamos algunas cosas que necesitará monitorear:

Asistencia

Asegúrese de que su estudiante está asistiendo a la escuela el 100% de las veces. Los estudiantes que pierden tan poco como 10 días de escuela envían señales de que se están desviando del objetivo de la graduación.

Calificaciones

Felicítelos cuando les vaya bien y recuérdelos que los estudiantes con bajas calificaciones en matemáticas o lectura están en riesgo de perder el objetivo de la graduación.

Comportamiento

Si su estudiante demuestra una mala conducta leve —(no presta atención, molesta en clase o no completa las tareas)— también es una señal de advertencia o de alerta de que se está desviando del objetivo.

Running the Play... [ejecutando la jugada]

Colabore con su estudiante para identificar algunas áreas de interés. A continuación, indique dos y empiece a analizar las maneras de utilizar esos intereses como punto de apoyo:

1. _____
2. _____

Converse con su estudiante acerca de lo que se necesita para tener éxito en la escuela. Pídale que identifique algo en lo que sea bueno y algo que le gustaría mejorar:

1. _____
2. _____

From the Sidelines (desde los laterales): enriquecimiento durante el verano

- Los veranos pueden ser de gran diversión para los jóvenes, pero los largos meses alejados también pueden ralentizar el progreso académico. Una manera de evitar el “drenaje cerebral del verano” y utilizar como punto de apoyo la fortaleza clave de la creatividad, las habilidades clave de lectura, matemáticas y redacción es ayudar a que su estudiante se inscriba en oportunidades de enriquecimiento durante el verano.
- Las escuelas, las universidades, centros comunitarios e iglesias a menudo ofrecen matemáticas, redacción, informática, ciencias y otros tipos de enriquecimiento que se llevan a cabo durante el verano. Para obtener más información, consulte el sitio web PhillyGoes2College.org.

Conversación de muestra



¡Hola, Sr. Marcos!

Hola, Jorge, ¿dónde has estado? Últimamente no te he visto mucho por aquí.



Estuve por ahí, muy muy ocupado.

¿En serio? ¿Qué estabas haciendo? ¿Está todo bien en la escuela? ¿En casa?



Todo está bien en la escuela, pero tuve que dejar de asistir a los programas después de clases.

¿Por qué? Creía que te gustaban esos programas.



Sí me gustan, pero mis padres necesitan que ayude en casa, por eso no tengo tiempo para hacer cosas extras después de la escuela.

Eso es comprensible, pero ¿conversaste con ellos acerca de cómo esos programas realmente pueden ayudarte a que estés preparado para la escuela secundaria y la universidad?



Sí, lo hice. Ellos quieren que me vaya bien en la escuela, pero en verdad me necesitan en este momento. Pero en el verano no tendré que ayudar tanto, entonces finalmente voy a tener más tiempo libre.

Eso es bueno, pero ya que no puedes asistir a los programas para después de escuela, ¿has pensado acerca del enriquecimiento durante el verano? El momento para aplicar a las escuelas secundarias está a la vuelta de la esquina, por lo tanto te ayudaría mucho si participas de actividades académicas durante todo el año. Si quieres podemos empezar a buscar ahora mismo algunos programas de verano.



Realmente quería pasarla con mis amigos en este verano, pero creo que entiendo lo que dice.

Reproducción

- ¿Qué sacó en claro de esta conversación?
- ¿Qué sacó en claro su estudiante?
- ¿Cómo abordaría una situación similar?

Opciones de escuelas secundarias

Existen más de 60 escuelas secundarias públicas administradas por el distrito, aproximadamente 30 escuelas secundarias subvencionadas y numerosas escuelas secundarias independientes y parroquiales, dentro y en los alrededores de la ciudad de Filadelfia. Le presentamos un poco de información útil sobre cada uno de estos tipos de escuelas que su estudiante debería tener en cuenta al preparar el proceso de selección de una escuela secundaria:

Escuelas públicas administradas por el distrito

Los tres tipos de escuelas secundarias administradas por el distrito escolar de Filadelfia son:

- 1. De admisión especial:** es necesario presentar una solicitud ya que, las escuelas tienen requisitos de admisión.
 - 2. Para toda la ciudad (citywide):** no es necesario presentar una solicitud, los estudiantes se eligen mediante una lotería.
 - 3. Vecindario:** la admisión se garantiza basada en la geografía. Los estudiantes que no pertenecen al vecindario pueden presentar una solicitud y se admiten basados en la disponibilidad de espacio y en una lotería.
- **Para presentar una solicitud** los estudiantes necesitan enviar una solicitud al *programa de transferencia voluntaria de escuela secundaria*, junto con cualquier otra documentación requerida por la escuela. Se puede encontrar este formulario en el sitio web del distrito escolar al inicio de cada año escolar.
 - **Fecha límite: 31 de octubre para el año del 8.º grado.**

Escuelas públicas subvencionadas

Estas son escuelas públicas administradas independientemente que utilizan un sistema de lotería.

- Cada escuela subvencionada tiene un procedimiento de solicitud y fechas límite propios.
- **Para presentar una solicitud** los estudiantes necesitan contactar a cada escuela para averiguar cuál es la documentación requerida.
- **Fecha límite: está determinada por cada escuela, por lo tanto debe contactarse con la misma para averiguarla.**

Escuelas independientes/privadas

Estas escuelas que cobran cuotas, suelen cobrar en promedio un poco más de \$25.000 anuales. Los estudiantes deben preguntar a las escuelas individuales acerca de posibles opciones de ayuda financiera.

- Las solicitudes incluyen: exámenes, visitas al campus y cartas de recomendación.
- **Para presentar una solicitud** los estudiantes deben contactarse con la escuela independiente e informar del proceso al consejero escolar actual.
- **Fecha límite: mes de noviembre para el año del 8.º grado; los estudiantes deben contactarse con las escuelas individuales para obtener las fechas específicas.**

Escuelas parroquiales

Estas son escuelas que cobran una cuota, suelen cobrar un poco más de \$5.000 anuales. Los estudiantes deben preguntar a las escuelas individuales acerca de posibles opciones de ayuda financiera.

- Las solicitudes incluyen: exámenes, visitas al campus y cartas de recomendación.
- **Para presentar una solicitud** los estudiantes deben contactarse con la escuela independiente e informar del proceso al consejero escolar actual.
- **Fecha límite: mes de noviembre para el año del 8.º grado; los estudiantes deben contactarse con las escuelas individuales para obtener las fechas específicas.**

Antes de realizar la selección final, su estudiante debería asistir a la Exposición de escuelas secundarias del distrito escolar, y continuar pensando acerca del...

- **Desempeño académico:** al mantener calificaciones, asistencia sólidas y un buen comportamiento, los estudiantes aumentan su posibilidad de ser aceptados en una escuela secundaria.
- **Entorno escolar:** con el permiso del actual consejero escolar de su estudiante, se pueden organizar visitas a escuelas secundarias.
- **Recursos adicionales:** el sitio web de la Campaña de Asesores de graduación tiene vínculos a una serie de recursos que incluyen el Directorio de escuelas secundarias del distrito escolar (School District's High School Directory) y la Guía de otoño de The Notebook (The Notebook's Fall Guide).

Portfolio for Academic & Social Success (PASS) [Elementos para el éxito social y académico]

Como Asesor, usted puede empezar a colaborar con su estudiante para desarrollar el Portfolio for Academic & Social Success (PASS) [Elementos para el éxito social y académico]. Si bien muchas cosas están presentes en la categoría de "académico" y "social", este Portfolio debe ser un archivador físico que ayude a su estudiante a hacer un seguimiento de los documentos informativos, detalles de contacto y otros recursos que lo ayudarían en su senda hacia el éxito. Le presentamos algunos elementos que podrían estar incluidos en el PASS:

- Plan de acción principal
- Lista de objetivos
- Términos del vocabulario
- Tareas escolares con calificación
- Fotocopias de premios
- Información para el enriquecimiento durante el verano
- Folletos de exposiciones de escuelas secundarias
- Información sobre ferias universitarias
- Ensayos (composiciones) para la universidad

Académico

- Información de contacto para mentores actuales o posibles mentores
- Lista de pares con influencia positiva
- Descripción de pasatiempos/intereses
- Información sobre servicio a la comunidad/voluntariado
- Oportunidades laborales
- Currículum Vitae
- Cartas de recomendación

Social

Pez pequeño, laguna grande

Empezar la escuela secundaria y terminar con éxito el 9.º grado es una de las transiciones más emocionantes y difíciles que un joven realiza en sus años de adolescente. Un alto porcentaje de jóvenes que no se gradúan de la escuela secundaria se desvían del objetivo durante el 8.º y el 9.º grados. Como Asesor de graduación, usted puede ayudar a que su estudiante sea la excepción de la regla y se gradúe de la escuela secundaria al ofrecer algunas herramientas para que sepa cómo moverse en su primer año.

Semestre de otoño

- Los estudiantes deben presentarse a los consejeros y empezar a analizar los intereses iniciales universitarios y de la carrera profesional.
- También deben familiarizarse con el Manual del estudiante, para conocer las políticas, procedimientos y expectativas clave en su escuela.

Semestre de primavera

- Asesore al estudiante para que empiece a tomar cursos preparatorios para la universidad y para que se esfuerce por mantener un GPA sólido.
- Sugiera que continúe fortaleciendo las habilidades clave en matemáticas y redacción.
- Recuerde a su estudiante que continúe analizando los intereses universitarios.

Running the Play... [ejecutando la jugada]

Pida a su estudiante que proporcione el nombre de su consejero guía y uno de los maestros de una materia. Indíquelos a continuación:

Indíquelos a continuación:

1. _____

2. _____

Colabore con su estudiante para identificar las oportunidades de enriquecimiento escolar como los clubes y las organizaciones.

A continuación, indique algunas:

1. _____

2. _____

Conversación de muestra



Hola, Kara, ¿cómo estuvo tu primera semana en la escuela secundaria?

No era lo que esperaba.



¿Qué quieres decir? ¿Qué esperabas?

Pensé que sería como en mi antigua escuela, allí todo el mundo me conocía y yo conocía a todos. Pero aquí hay muchísima gente y siento que soy invisible.



Sí. El primer año en la escuela secundaria puede ser una pequeña transición, pero tienes que recordar que esta es tan solo la primera semana. Con el tiempo, desarrollar las amistades y las cosas te parecerán más familiares.

Pero qué hago ahora, porque esto hace que algunos días no me den ganas de ir a la escuela.



Lo que te pasa es normal. Tomará un tiempo hasta que te sientas más a gusto, pero puedes empezar con pequeños pasos. Por ejemplo, ¿ya conociste a tu consejero guía?

No.



Está bien. La próxima semana, quiero que trates de averiguar quién es tu consejero y establezcas un tiempo para una reunión.

Pero eso es solamente una persona. ¿Cómo eso me va ayudar?



Recuerda, daremos un paso a la vez. Eventualmente podemos visitar algunos de los clubes y organizaciones en tu escuela que podrían ayudarte a construir amistades.

From the Sidelines [desde los laterales]: exámenes estandarizados

Los jóvenes son examinados en diferentes etapas académicas y necesitan desarrollar con anticipación las habilidades para tomar exámenes, de modo de tener éxito en los exámenes futuros.

- Los PSSA (escuela intermedia/secundaria): estos exámenes se realizan en marzo, por lo tanto su estudiante debe empezar a estudiar a principios de febrero.
- Los PSAT /SAT o ACT (escuela secundaria): estos exámenes se realizan en la escuela secundaria y son una parte importante del proceso de presentación de una solicitud a una universidad.
- Para obtener más información, visite el sitio web de GCC en la sección "Resources" (Recursos) de este Playbook.

Reproducción

- ¿Qué sacó en claro de esta conversación?
- ¿Qué sacó en claro su estudiante?
- ¿Cómo abordaría una situación similar?

Un paso a la vez

Cada joven entre los 15 y 17 años de edad debe empezar a tomar las medidas necesarias para asistir a la universidad. Estos son los años más importantes para prepararse para el proceso de presentación de una solicitud a una universidad, que incluye: presentar exámenes estandarizados, obtener buenas calificaciones, considerar las especializaciones y la financiación universitaria. En este proceso, los jóvenes se enfrentarán al hecho de tener que tomar decisiones de importancia fundamental. Le presentamos algunas sugerencias para ayudar al estudiante a ejercitar sus habilidades clave en la toma de decisiones:

Encontrar una universidad

- Alíente a su estudiante a que identifique las materias de interés y a que utilice la búsqueda de sitios web de universidades a fin de obtener más información sobre la ubicación, tamaño, especializaciones ofrecidas, oportunidades fuera del salón de clases, etc.
- Las universidades realizan una evaluación global, que incluye: calificaciones sólidas, ensayos (composiciones) contundentes, puntajes del SAT o ACT, intereses extracurriculares y cartas de recomendación. Asegúrese de que su estudiante esté consciente de esto con antelación.

Cómo costearla

Lo que cuesta la universidad y lo que puede pagar el estudiante pueden ser cosas muy diferentes, por lo tanto colabore con su estudiante para identificar los recursos a través del sitio web PhillyGoes2College.

From the Sidelines (desde los laterales): FAFSA (Free Application for Federal Student Aid [Solicitud gratuita de ayuda federal para estudiantes])

La FAFSA es el primer paso para acceder a subsidios federales y estatales (es decir, dinero gratuito) y préstamos federales.

- Para completar la FAFSA, los estudiantes y sus padres necesitan presentar sus declaraciones de impuestos. El formulario de la FAFSA puede presentarse inicialmente con información de la declaración de impuestos del año pasado, pero los estudiantes DEBEN actualizar su formulario FAFSA una vez que se completó la declaración de impuestos del año actual.
- La FAFSA debe completarse cada año, por lo tanto visite el sitio web de GCC en la sección de "Resources" (Recursos) de este Playbook para obtener más ayuda.

Running the Play... [ejecutando la jugada]

Pida a su estudiante que indique algunas materias de interés. Indique tres aquí:

1. _____
2. _____
3. _____

Pida a su estudiante que indique tres preferencias que pudiera tener acerca de las universidades (urbana/rural, grande/pequeña, cerca/lejos de casa, etc.):

1. _____
2. _____
3. _____



Buenos días, James. Tu tía mencionó que querías conversar conmigo.

Sí, Sr. Sykes. Recientemente estuve pensando acerca de la universidad y quería preguntarle cómo fue que empezó.



Pasó un tiempo ya, así que las cosas pueden haber cambiado, pero lo primero que hice fue hacer una lista de las materias que me interesaban.

Está bien, pero ¿qué pasa si no sé en qué quiero especializarme?



No pasa nada. En realidad yo conversé con mi consejero guía que me dijo que pensar acerca de mis intereses en realidad podría ayudarme a explorar muchas especialidades diferentes.

Oh, ya veo. Entonces, ¿no necesito tener una especialidad de inmediato?



No. Es bueno tener una idea sobre lo que te gustaría especializarte, pero puedes usar tu primer año en la universidad como ayuda para aclarar todo eso.

Está bien. Entiendo. Pero, ¿qué hago luego?



Deberías empezar una búsqueda en internet con tu consejero. Esto puede ayudarte a ver qué tipo de escuelas están disponibles. Entonces podemos asistir juntos a las ferias universitarias, para conocer a representantes de diferentes escuelas, e incluso visitar varios campus universitarios. Durante todo el proceso deberíamos visitar el sitio web PhillyGoes2College, para obtener información actualizada y sobre eventos de preparación para las universidades. Por último, todo lo que recopilamos sobre la búsqueda de universidades se puede agregar a tu PASS (consulta la página 10 del Playbook [libro de jugadas]).

¡Eso me parece genial! ¿Podemos comenzar este fin de semana?

Reproducción

- ¿Qué sacó en claro de esta conversación?
- ¿Qué sacó en claro su estudiante?
- ¿Cómo abordaría una situación similar?

Los indicadores de alerta temprana (Early Warning Indicators) nos dicen cuándo un estudiante está en dificultades y pueden predecir cuáles son los estudiantes que posiblemente abandonen la escuela secundaria. Únicamente 2 de cada 10 estudiantes que tienen una de estas señales de advertencia se graduarán de la escuela secundaria.³ Los Asesores que saben identificar esto pueden ayudar a intervenir y a mantener a su estudiante en el objetivo de la graduación.

SEÑAL DE ADVERTENCIA (RED FLAG)

QUÉ PUEDE HACER

La asistencia es menor al 80%
(falta a clases una vez a la semana)



Converse con su estudiante acerca de por qué es importante ir a la escuela y presentarse a tiempo.
Converse con su estudiante acerca de cómo obtener trabajo de recuperación cuando faltan a clases.

La calificación en Conducta en el boletín de calificaciones es bastante mala



Converse con su estudiante acerca de su comportamiento y cómo le va en la escuela.
Converse con su estudiante acerca de los hábitos y comportamientos que conducen al éxito.

La calificación en Inglés o Matemáticas está por debajo de "C"



Converse con su estudiante acerca de cómo obtener ayuda y tutoría en la escuela.
Converse con su estudiante acerca de las tareas y los hábitos de estudio. Visite el sitio web PhillyGoes2College para obtener recursos de enriquecimiento académico.

Monitorear su progreso es una de las maneras de ayudar a que su estudiante se mantenga en el objetivo. Algunas de las cosas clave para tener en cuenta son: **la asistencia, las calificaciones y la conducta en escuela.**

- Para los estudiantes de una escuela pública administrada por el distrito, **StudentNet** (el portal en línea del distrito escolar para todos los estudiantes), proporciona acceso a los estudiantes para que revisen su propio historial de asistencia, sus calificaciones, la acumulación de créditos, puntajes de exámenes estandarizados, y los Planes de aprendizaje individual. StudentNet también proporciona a los estudiantes acceso en línea a la mayoría de los libros de texto, tutoriales y un cúmulo de información, recursos y herramientas para permanecer en el objetivo y planear para el futuro.
- Independientemente del tipo de escuela a la que su estudiante asiste, **háblele acerca de su progreso y realice un control de manera regular.**

StudentNet y FamilyNet

Los estudiantes necesitan su número de identificación y contraseña de estudiante para acceder a StudentNet. En caso de que no tengan una contraseña, los estudiantes pueden obtener una de su consejero escolar.

Los padres solo necesitan el número de identificación de estudiante de su hijo para acceder a FamilyNet, la versión para padres de StudentNet.

Los Asesores (que no sean los padres) pueden solicitar a su estudiante que inicie sesión en StudentNet y así poder revisar juntos el progreso del estudiante.

Visite StudentNet hoy mismo, en www.phillasd.org/login

- **Las escuelas subvencionadas, privadas, y parroquiales podrían tener su propia versión de StudentNet.** Por lo tanto, si su estudiante no asiste a una escuela administrada por el distrito, pregúntele (y pregunte en su escuela) qué otras herramientas están disponibles para hacer un seguimiento del progreso del estudiante.

Comprender las opciones

Si está asesorando a un joven que dejó de asistir a la escuela, recuérdale que puede retomar su objetivo hoy mismo si se inscribe en un programa educativo. Ayúdelo a dar el primer paso llamando al Re-Engagement Center al 215-400-6700 o considere visitar el Centro con el estudiante, y obtener así más información. Le presentamos algunas cosas que le gustaría analizar con su estudiante:

¿Por qué es importante la escuela?

- Recalque a su estudiante que obtener un grado de escuela secundaria y eventualmente un grado universitario, aumenta su elegibilidad para una variedad de oportunidades de carreras profesionales.

Equilibrar la vida y la escuela

- Ayude a su estudiante a construir sus fortalezas clave de capacidad de superación y su inventiva, al considerar unas opciones como mudarse con la familia (si es necesario) o trabajar a medio tiempo para garantizar el éxito al tiempo que trata de volver a inscribirse en la escuela.
- En caso de que su estudiante sea un padre adolescente, puede visitar las Communities in Schools (comunidades en las escuelas), ELECT Teen Parent Classroom (ELECT, clase para padres adolescentes) en www.cisphl.org o puede llamar al 267-386-4677.

Running the Play... [ejecutando la jugada]

Pida a su estudiante que indique las razones anteriores para abandonar la escuela, y analice maneras reales a fin de evitar estos obstáculos en el futuro:

1. _____
2. _____

Colabore con su estudiante para preparar una lista de preguntas para llevar al Re-Engagement Center. A continuación indique dos de esas preguntas:

1. _____
2. _____

From the Sidelines (desde los laterales): la Comisión de Alfabetización promulgada por el Alcalde

Si su estudiante abandonó la escuela hace un tiempo, también podría querer revisar los recursos disponibles a través de la Comisión de Alfabetización promulgada por el Alcalde.

- Su estudiante también podrá acceder a clases de alfabetización, tutores, pruebas e instrucción si llama al 215.686.5250.
- Los servicios también incluyen comunidades de enseñanza personal complementaria con enseñanza y práctica en línea en computadoras de centros públicos de computación.



Hola, Keshia. ¿Cómo van las cosas por estos días?

Hola, abuelo. Están bien, creo.



¿Qué quieres decir con eso de "creo"? ¿Qué te preocupa?

No sé. Para ser sinceros, creo que esto de la escuela no es para mí, pero mamá continúa diciendo que tengo que hacer alguna cosa, o atenerme a las consecuencias. Es solo que no creo que la escuela sea algo para mí. Ya tengo trabajo, entonces ¿por qué necesito volver a estudiar?



Ahora tienes un "trabajo", pero ¿no quieres tener una "carrera profesional" algún día?

Creo que sí. La cuestión es, que ya sé lo que quiero hacer, así que ¿cómo va a cambiar eso debido a la escuela?



Es bueno tener una idea de lo que quieres hacer ahora, pero estos intereses podrían cambiar con el correr del tiempo. Obtener un grado te permite tener opciones para explorar otros intereses en el futuro. ¿Tiene sentido eso?

¡Eso es exactamente lo que mi mamá dijo! Pero es que hace un tiempo ya que abandoné la escuela, entonces ¿por dónde debo empezar?



Bien, ahí es donde definitivamente puedo ayudarte. Volví a la escuela cuando ya era mucho mayor también. Me acabo de enterar acerca del Re-Engagement Center. Ellos pueden ayudarte a desarrollar un plan de acción para volver a asistir a la escuela. ¿Por qué no los llamamos juntos y a partir de ahí empezamos a planificar lo que haremos?

Parece que implica muchas cosas, pero creo que si tú fuiste capaz de hacerlo abuelo, al menos yo puedo intentarlo.

Reproducción

- ¿Qué sacó en claro de esta conversación?
- ¿Qué sacó en claro su estudiante?
- ¿Cómo abordaría una situación similar?

Multiple Pathways (vías múltiples)

El distrito escolar de Filadelfia ofrece una serie de opciones para los estudiantes que tuvieron que abandonar la escuela terminen la secundaria a través de una “vía educativa” alternativa. Le presentamos un poco de información útil acerca de cada una de estas vías:

Gateway to College (una puerta de entrada a la universidad)

- Este es un programa de doble inscripción que permite a los estudiantes, al mismo tiempo, obtener su diploma de la secundaria y créditos universitarios.
- **Los estudiantes deben tener** entre 16 y 21 años de edad, vivir en Filadelfia y tener menos de 21 créditos de la escuela secundaria, y demostrar un nivel de lectura equivalente al octavo grado o superior.
- **Visite:** Gateway to College at 1700 Spring Garden St, Room W4-5
Llame al: 215-751-8540 **Correo electrónico:** gateway@ccp.edu

Escuelas secundarias aceleradas (Accelerated High Schools)

- Estos programas están diseñados para que los estudiantes retomen sus objetivos educativos en 3 años o menos.
- **Los estudiantes deben tener** entre 15 y 21 años de edad, tener menos de 13,5 créditos de la escuela secundaria y estar dispuestos a asistir regularmente a la escuela.
- **Visite:** The Re-Engagement Center at 440 N Broad St, Suite 1013
Llame al: 215-400-6700 **Correo electrónico:** reengagementcenter@philasd.org

Programa de opciones educativas (Educational Options Program, EOP)

- Este programa permite que los estudiantes tomen clases de lunes a jueves, desde las 3:30 p. m hasta las 6:30 p. m o desde las 4:00 p. m. hasta las 7:00 p. m.
 - **Los estudiantes deben tener** 17 años de edad o más (sin límite superior de edad), tener al menos 8 créditos de la escuela secundaria, y no pueden estar inscritos en una escuela diurna.
- **Llame al:** 215-400-5850

Crossroads Academy

- Este programa ayuda a que estudiantes mayores de edad, de grados intermedios, retomen sus objetivos educativos con sus pares al permitirles completar los grados 8 y 9 en un año escolar.
- **La inscripción** se lleva a cabo cada primavera para el siguiente año escolar.
- **Comuníquese** con el consejero escolar del estudiante o
Llame al: 215-400-6830

Asociados múltiples

Además del distrito escolar, existen una serie de organizaciones en la comunidad que concentran sus esfuerzos en los jóvenes que quieren abandonar la escuela, para que retomen sus objetivos, ingresen a la universidad y tengan una carrera profesional.

E³. Power Centers (centros de poder)

- Estos centros ayudan a que los jóvenes mejoren sus habilidades y trabajan con miras a una autosuficiencia a largo plazo mediante servicios educativos, capacitación de preparación para el empleo y actividades de fortalecimiento.
- **Los estudiantes deben tener** entre 16 y 21 años de edad, y ya sea haber abandonado la escuela o estar regresando de un reformatorio.
- **Comuníquese** con un lugar cerca de usted.

| | |
|---|---|
| E³. West 4111 Lancaster Ave. 215-387-2134 | E³. Olney/Logan 5201 Old York Rd. 1st Fl. 215-455-5860 |
| E³. Southwest 5407 Grays Ave. 267-299-2500 | E³. North 1231 N Broad St. 5th Fl. 215-763-2393 |
| E³. Girard 2800 N American St. 215-763-8870 x7260 | También puede revisar www.pyninc.org/programs |

YouthBuild Philadelphia

- Este programa de un año permite a los estudiantes obtener su diploma de la secundaria y aprender uno de tres oficios (construcción, enfermería, tecnología de la información).
- **Los estudiantes deben tener** entre 18 y 21 años de edad y completar todos los componentes del proceso de presentación de una solicitud.
- **Visite:** 1231 N Broad St. 3rd Floor
 - **Llame al:** 215-627-8671 **Visite:** www.youthbuildphilly.org

YESPhilly

- Este programa prepara a los estudiantes para un examen del GED, la universidad, y las carreras profesionales e incluye clases con medios digitales y servicios de consejería.
- **Los estudiantes deben tener** entre 17 y 21 años de edad y no pueden estar inscritos en otra escuela.
- **Visite:** 1231 N Broad St. 2nd Floor
- **Llame al:** 215-679-0340 **Visite:** www.yesphilly.org

Vías no tradicionales para llegar a la universidad: *¡nunca es demasiado tarde!*

Aprender del pasado... avanzar hacia el futuro

Si su estudiante se desvió del objetivo, le presentamos algunas opciones y maneras para abordar ahora esa cuestión. RECUERDE: nunca es muy tarde para empezar el proceso universitario incluso si el estudiante empieza a partir de antecedentes académicos no tradicionales:

La universidad ¿es una opción realista?

- Cada vez más estudiantes están siguiendo vías no tradicionales para llegar a la universidad. Su estudiante necesita saber esto y ser alentado a que siga pensando en la universidad como una opción realista.
- Conceda a su estudiante tiempo para reflexionar sobre las conductas y actitudes anteriores en la escuela, las actitudes actuales con miras a su educación, y las circunstancias existentes en su vida que podrían ralentizar su capacidad para establecer y cumplir los objetivos educativos.
- Visite el sitio web PhillyGoes2College y/o la oficina ubicada en 115 City Hall para ayudar a su estudiante a crear medidas de acción claras para preparar una solicitud a la universidad.

Running the Play... [ejecutando la jugada]

Pida a su estudiante que indique a continuación algunas de las circunstancias que lo/la llevaron a que se inscriba en una escuela alternativa o programa del GED:

1. _____
2. _____
3. _____

Utilizando los recursos disponibles a través de la Campaña de Asesores de graduación, prepare una lista de verificación conjunta para abordar estas circunstancias y poder avanzar:

1. _____
2. _____
3. _____

From the Sidelines [desde los laterales]: certificado del GED [General Education Diploma [Diploma de Educación General Básica]]

- Para obtener un GED, un estudiante (que aún no haya recibido un diploma de la escuela secundaria) necesita aprobar exámenes en cinco materias (artes del lenguaje: redacción; artes del lenguaje: lectura; estudios sociales; ciencias y matemáticas).
- Los exámenes no pueden presentarse en línea, por lo tanto revise el sitio web de GCC para obtener mayor información sobre cómo registrarse para el GED.

Conversación de muestra



¡Hola, Sarah!

Hola, Carmen, ¿cómo estás? ¿Deseas conversar un poco más acerca de tus planes universitarios?



Todavía no veo el motivo. Es que no tengo precisamente una trayectoria normal. Las universidades verán que hago las cosas de manera diferente y ni siquiera me darán una oportunidad.

Carmen, eso no es verdad. Es cierto, será un poco más difícil pero el primer paso es ser capaz de aceptar y aprender de tus experiencias anteriores con la educación.



¿Qué quieres decir?

Las universidades exigen la redacción de ensayos personales como parte de su proceso de presentación de solicitud entonces, deberías ser honesta acerca de las dificultades anteriores que tuviste en la escuela y demostrarles que has madurado a partir de esas experiencias y que utilizarás esas lecciones para tener éxito en la universidad.



Entonces, ¿no piensas que eso perjudicará mis oportunidades?

Muchos estudiantes se enfrentan con dificultades cuando son más jóvenes. Lo que más importa es cómo aprendes de esas experiencias. Ambas podemos visitar el sitio web PhillyGoes2College para hacer una lista de las cosas que necesitas saber acerca de la presentación de solicitudes para la universidad.



Gracias. Pensaba que la universidad no era algo para mí, pero es de ayuda saber que puedo contar mi historia. Realmente pasé por muchas dificultades, pero no quiero renunciar a mi sueño de asistir a la universidad.

Reproducción

- ¿Qué sacó en claro de esta conversación?
- ¿Qué sacó en claro su estudiante?
- ¿Cómo abordaría una situación similar?

Paso al siguiente nivel

¡Su estudiante al fin pudo ingresar a la universidad! ¡Felicitaciones! Si bien esto es un logro grandioso, el siguiente gran desafío es permanecer y terminar con éxito. Una de las mejores maneras de garantizar una graduación oportuna es saber cómo moverse dentro de la institución. Existen personas clave dentro del campus que tienen la capacidad de ayudar a su estudiante para que la "universidad tenga sentido", así que aliente al estudiante para que sea proactivo y para que recurra tempranamente a estos sistemas de apoyo:

Miembros del cuerpo docente

Los profesores tienen la llave del futuro académico del joven, por lo tanto aliente al joven para que construya una conexión con al menos un instructor por semestre.

Apoyo académico y social

Todos los consejeros académicos, tutores de matemáticas y redacción, los consejeros de ayuda financiera, y los consejeros residentes son capaces de proporcionar diferentes tipos de apoyo, por lo que su estudiante debería identificar a estas personas antes de que necesite de ellas.

Pares y Familia

Su estudiante podría estar teniendo dificultades para equilibrar su vida estudiantil y en el hogar, por lo tanto trate de ayudarlo reconociendo tempranamente estas inquietudes e identifique maneras reales para hacer frente a las mismas.

From the Sidelines (desde los laterales): lecciones para el éxito a largo plazo
Aquí están algunos consejos para alcanzar el éxito que podría querer compartir con su estudiante:

- ¡Se el dueño de tu educación y de tu vida personal siendo proactivo!
- Establece objetivos a corto y largo plazo y no tengas miedo de modificarlos.
- Obtén experiencias reales a través de pasantías, trabajo voluntario o de medio tiempo.
- Construye una marca personal aprendiendo acerca de ti mismo y desarrolla cualidades únicas que te pueden ayudar a sobresalir.

Running the Play... [ejecutando la jugada]

Pida a su estudiante que proporcione el nombre y dirección de correo electrónico de un consejero académico y de uno de ayuda financiera que se encuentren en su escuela:

1. _____

2. _____

Averigüe cuáles son las organizaciones estudiantiles en las que su estudiante participa (o tiene planeado participar) mientras se encuentra en la universidad. Pídale que le indique algunas:

1. _____

2. _____

Conversación de muestra



Hola, Sr. Thomas.

Hola, Justin. ¿Ya regresaste de la universidad? ¿Cómo va todo hasta ahora?



Solo volví a casa por el fin de semana, pero hasta ahora la universidad ha estado un poco complicada. Parece que no puedo obtener las mismas calificaciones que solía tener en la escuela secundaria, y no sé por qué.

¿Cuántas horas has estado estudiando por las noches para cada una de tus clases en este semestre?



Las mismas de siempre, creo.

Eso posiblemente era suficiente para que estés bien en la escuela secundaria pero la universidad es algo completamente diferente. Debes dedicarle aproximadamente 2 a 3 horas de estudio semanales por cada crédito que estás tomando para que las cosas no se compliquen en la universidad. Asimismo, ¿estás hablando con tus instructores o estás recibiendo tutorías?



No. Eso es para los que no son lo suficientemente inteligentes. No quiero que la gente piense que no puedo ocuparme de mis cosas en la universidad. Llegué hasta aquí solo, puedo lograrlo solo.

Eso es lo que muchos nuevos estudiantes piensan, pero la realidad es que, ¡NADIE LOGRA EL ÉXITO SOLO! Las universidades tienen recursos que están disponibles para todo el mundo y te sorprendería saber que los "chicos más inteligentes de la clase" ¡a menudo aprovechan al máximo los Centros de redacción, matemáticas o ciencias!



Vaya, pensaba que todo el mundo excepto yo sencillamente lo "captaba" todo. Nunca pensé acerca de la cantidad de tiempo que ellos dedican. Quizás podemos conversar un poco más acerca de eso y sobre algunas maneras para estudiar, porque estoy seguro de que me vendría bien un poco de ayuda con eso también.

Reproducción

- ¿Qué sacó en claro de esta conversación?
- ¿Qué sacó en claro su estudiante?
- ¿Cómo abordaría una situación similar?

Identificar tempranamente los problemas

Con toda libertad, emoción y confusión que representa la vida universitaria es fácil ver cómo los estudiantes pueden desviarse de sus objetivos. Los tres factores que tienen el mayor impacto en las tasas de abandono escolar universitario son:

1. Preocupaciones financieras
2. Mal desempeño académico
3. Falta de conexión con el campus⁴.

Como un Asesor de graduación, usted puede ayudar a que su estudiante universitario evite este ciclo negativo mediante el análisis de los problemas antes de que aparezcan y alentando a su estudiante a que acceda a los recursos para retomar sus objetivos.



Hay que ser proactivo

Muchos de los problemas identificados en los diagramas anteriores empezaron como pequeños problemas que se salieron de control. Como un Asesor de graduación, usted puede ayudar a que su estudiante universitario mantenga su objetivo, alentándolo a que tenga un "comportamiento responsable de buscar ayuda". Esto incluye:

1. Tomar con seriedad las fechas límite para la ayuda financiera
2. Colaborar con los instructores y tutores para mejorar el desempeño académico
3. Mantener una conexión con los consejeros académicos y otros recursos del campus



A continuación se indican algunos sitios web que lo ayudarán a brindar apoyo a su estudiante:

Graduation Coach Campaign (Campaña de Asesores de Graduación)

Una iniciativa para toda la ciudad que proporciona recursos para ayudar a que personas adultas apoyen a los jóvenes que se encuentran en la senda del éxito educativo.

www.phillygradcoach.org

PhillyGoes2College

Es un centro de orientación que forma parte de la Oficina de Educación de la Alcaldía, el cual ayuda a los habitantes de Filadelfia, de todas las edades, a obtener un grado universitario.

www.PhillyGoes2College.com

Project U-Turn (Proyecto vuelta en U)

Una campaña para toda la ciudad, para comprender, enfocar la atención del público en y resolver la crisis del abandono escolar en Filadelfia.

www.pyninc.org/projectuturn/index.php

Distrito escolar de Filadelfia

El órgano rector para todas las escuelas que forman parte del distrito escolar de Filadelfia.

www.philasd.org

Parent University (universidad para padres)

Una iniciativa del distrito escolar que ofrece clases y asistencia a los padres para que estos apoyen el éxito académico de sus hijos.

www.philasd-parentuniversity.org

Centro de recursos para la familia y los padres

Información disponible sobre recursos universitarios, apoyo académico, programas de enriquecimiento académico y para después de la escuela, talleres, capacitación y redes de padres.

Visite: 440 N. Broad St, Room 131

Llame al: 215-400-4180

www.philasd.org Haga clic en Parent Engagement (participación de los padres) en la sección Parents (padres).

The Re-Engagement Center (Centro para volver a participar)

Una “ventanilla única” que proporciona información sobre la reinscripción en una escuela secundaria alternativa o programa del GED.

Visite: 440 N Broad St., Suite 1013 (con o sin cita previa)

Llame al: 215-400-6700 **Correo electrónico:** reengagementcenter@philasd.org

www.facebook.com/PhillyReengage

A continuación se indican sitios web adicionales que lo ayudarán a brindar apoyo a su estudiante:

Centros de acceso universitario

Los estudiantes pueden programar una cita a fin de obtener ayuda gratuita para completar la FAFSA y en la redacción del ensayo para la universidad y las becas.

Visite: 9th & Market St., Street Level

Llame al: 215-574-1341

Visite: 4548 Market St.

Llame al: 215-476-2227

The Notebook’s Fall Guide (La guía de otoño de The Notebook)

Un recurso para ayudar en el proceso de selección de una escuela secundaria para los vecindarios públicos y las escuelas subvencionadas de Filadelfia.

www.thenotebook.org/fall-guide-page

Philadelphia Futures’ Step Up to College Guide (La guía de preparación para la universidad de Philadelphia Futures)

Actualizada todos los años y diseñada pensando en los estudiantes universitarios de primera generación, esta guía es un recurso completo para los estudiantes de escuela secundaria que asistirán a la universidad.

www.philadelphiafutures.org/step-up-to-college-guide

Philly Keypots (Lugares clave de Filadelfia)

Encuentre clases de computación, acceso a internet y capacitación personalizada gratuitas en un centro comunitario cerca de usted.

www.phillykeyspots.org

Khan Academy

Un recurso en línea, fácil de usar, y gratuito para la enseñanza de matemáticas, biología, química, física, finanzas e historia, a nivel K-12.

www.khanacademy.com

FAFSA (sitio web gratuito)

La primera parada a fin de determinar la elegibilidad para la ayuda financiera.

www.fafsa.ed.gov

¡Conviértase en nuestro amigo en Facebook!

www.facebook.com/GraduationCoachCampaign

El plan de acción del Asesor (Coach's Game Plan)

Ahora que le hemos proporcionado algunas herramientas para ayudarlo a colaborar con su estudiante, deseamos recordarle algunas estrategias que posiblemente quiera poner en práctica para garantizar una relación de asesoramiento continua y eficaz:

- Familiarícese con las fortalezas y las habilidades clave de su estudiante
- Averigüe cómo puede su estudiante hacer un seguimiento de su progreso (por ejemplo: las calificaciones, asistencia a clases, etc.) y empiecen a revisar juntos los resultados
- Colabore con su estudiante para desarrollar su (los) "Portfolio for Academic and Social Success" (PASS) [Elementos para el éxito social y académico]
- Utilice las "Tareas" y las "Conversaciones de muestra", contenidas en este libro de jugadas (Playbook) para desarrollar los PASS
- Creen juntos unos cuantos hitos para celebrar el progreso de su estudiante
- Continúe desarrollando su libro de jugadas, accediendo a recursos actualizados a través del sitio web, los boletines informativos y los eventos de interconexión existentes de la Campaña de Asesores de Graduación (Graduation Coach Campaign)
- Comparta sus puntos de vista sobre las maneras para mejorar la Campaña para los futuros profesores y estudiantes.

No dude en incluir algunas de sus propias estrategias:

- _____
- _____
- _____
- _____
- _____

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The Global Talent Crisis: Contrary to Popular Opinion, There are Plenty of Open Jobs. What's Missing are Candidates with Skills. The Futurist.

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Student Retention and Graduation: Facing the Truth, Living with the Consequences. Occasional Paper 1. Pell Institute For The Study Of Opportunity In Higher Education.

"Como Asesores de graduación alentamos, inspiramos y creamos las oportunidades para el éxito, todo esto mientras brindamos las herramientas a nuestros jóvenes para que maximicen su propio potencial".

- Quaiser D. Abdullah
Asesor de graduación

Nuestra misión

Equipar y potenciar a los adultos de Filadelfia para ayudar a que los jóvenes obtengan un diploma de escuela secundaria y que tengan éxito en la universidad y en sus carreras profesionales.

Nuestra visión

Todos los jóvenes de Filadelfia tendrán una persona adulta que les brinde asistencia, posea conocimientos y que pueda asesorarlos para que tengan éxito en la escuela secundaria, la universidad y en sus carreras profesionales.



Get in Touch (Esté en contacto)

115 City Hall
Filadelfia, Pa 19107
215-686-2176
phillygradcoach@gmail.com
www.phillygradcoach.org

Revisado en marzo de 2012 por: Rashidah N. Andrews
(Asesor de graduación [Graduation Coach])



Una iniciativa de la Oficina de Educación de la Alcaldía

CHANGE THE GAME

**BECOME A
GRADUATION
COACH**

COACH STUDENTS TO SUCCESS.

www.phillygradcoach.org

P: 215-686-2176

GRADUATION COACH



**CAMPAIGN
PHILADELPHIA**



An Initiative of the Mayor's Office of Education

3. Look for colleges

~~I CAN'T~~ WILL
GO TO COLLEGE!



An Initiative of the Mayor's Office of Education



Start here. Get there.

215.686.0315

PhillyGoes2College.com

College is the first step.
We'll show you the way.



Don't stand on the sidelines. Become a Graduation Coach and help students win in school and in life. Sign up online at www.phillygradcoach.org.

The Mission

The Graduation Coach Campaign aims to equip and empower Philadelphia's adults to help youth earn a high school diploma and succeed in college and careers.

The Vision

All Philadelphia youth will have at least one supportive, knowledgeable adult who can coach them to succeed in high school, college and careers.



215-686-2176
www.phillygradcoach.org
phillygradcoach@gmail.com



An Initiative of the Mayor's Office of Education

CHANGE THE GAME

BECOME A GRADUATION COACH



SHAPING LIVES. CHANGING FUTURES.

“Becoming a Graduation Coach shows that you care about our youth and want to help them become successful. Every young person deserves to have a caring adult in their life who can help them succeed. I am grateful that you have joined me in this effort to support our youth. Your dedication is commendable and with your help, Philadelphia will become known as the place where our young people get to college, stay in college and graduate.”

– Mayor Michael A. Nutter
Graduation Coach

Who Can Be A Graduation Coach?

Any caring adult who wants to help the young people in their life set and achieve educational goals can be a Graduation Coach.

Coaches can be parents, neighbors, teachers, etc. In fact, we expect (and want) students to have multiple adults in their lives that are willing to check in about their education.

Will you be one of them?

Get In The Game!

Go to www.PhillyGradCoach.org to sign up for a workshop to become a Coach.

Becoming a Graduation Coach connects you to resources to help ensure that the young people in your life are on the road to educational and career success.

Graduation Coaches are ordinary citizens who PLEDGE to:

- 1.** Engage in Key Conversations with young people about staying on track through high school graduation, college enrollment and beyond.
- 2.** Help youth build on their Key Strengths and further develop their Key Skills.
- 3.** Visit the Graduation Coach Campaign website on a regular basis for resources and information.
- 4.** Encourage more adults to become Graduation Coaches.

The Playbook

All Graduation Coaches receive a copy of the Playbook during their workshop. This exciting resource includes strategies, supports and sample conversations to have with youth as they navigate their path to educational success.

Use The Playbook To Help Students:

- Connect with peers and professionals.
- Identify skills, strengths, interests and opportunities for success.
- Address issues that could impact academic performance.
- Identify and pursue their best educational options.
- Prepare for and enroll in college.
- Stay on track to graduation.



Graduation Coach Campaign Partners



Join the Campaign

Become a Graduation Coach. Together we can make a huge difference in our city and in the lives of thousands of youth.



PhillyGoes2College is a non-profit organization that provides information and resources to help Philadelphia students prepare for college. The organization's mission is to ensure that every student has the opportunity to attend college and succeed. PhillyGoes2College offers a variety of services, including college counseling, financial aid assistance, and access to a database of colleges. The organization also provides information about college scholarships and grants. PhillyGoes2College is a member of the National Association of College Access Centers (NACAC) and is committed to providing high-quality, free services to all students.

Since 2010, PhillyGoes2College has been instrumental in helping thousands of students prepare for college. The organization's efforts have resulted in a significant increase in college enrollment among Philadelphia students. In fact, the number of students who have attended college within five years of high school graduation has increased by over 10 percent since 2010. This success is a testament to the organization's commitment to providing high-quality, free services to all students.

PhillyGoes2College is a non-profit organization that provides information and resources to help Philadelphia students prepare for college. The organization's mission is to ensure that every student has the opportunity to attend college and succeed. PhillyGoes2College offers a variety of services, including college counseling, financial aid assistance, and access to a database of colleges. The organization also provides information about college scholarships and grants. PhillyGoes2College is a member of the National Association of College Access Centers (NACAC) and is committed to providing high-quality, free services to all students.

ATTACHMENT 3

METHODOLOGY OF DISPERSING THE GRADUATION COACHES

The Graduation Coach Campaign is not a traditional mentorship program that matches students with Coaches. Instead, it focuses its work on *natural* mentors. These are individuals that *already* have an existing relationship with a young person in their life—a parent, a coach, a neighbor, etc. These adults receive Graduation Coach Campaign Training in any of three ways, and then return to their communities and share this information with their young person and fellow community members. The three ways include:

- a. **In-Person Workshops**
- b. **NEW Video Campaign**
- c. **NEW Grassroots Effort in Kensington**

a. **In Person Workshops:**

The Campaign's In-Person workshops are 60 or 90 minute classroom style workshops called "*Training Camps*" which are held throughout the city.

b. **Video Campaign:**

The Campaign is in the process of filming approximately 35 instructional videos called "*Game Plans*" aimed at training Philadelphia adults to support a young person through high school graduation and onto college and successful careers. Each video script is developed in partnership with organizations throughout the city that are experts in each of the content areas and are then filmed in City Hall. A list of those videos is included in your folders.

How will Philadelphians see the videos?

The Campaign has received commitments from the following partners to host the videos:

- Comcast: will provide the Campaign with its own "On Demand" folder where cable subscribers can access the videos at any time
- Government Channel 64 will feature them in strategic rotation
- Philly In Focus: Comcast's community resource on-line (which is mobile ready for tablets and smart phones for those without computers)
- Mind TV: An educational network that is available to those without cable
- Graduation Coach Campaign Website, social media
- Websites and social media of all video and script partners
- Other interested college access professionals, school personnel

What about Philadelphians who do not have internet access or television?

The Campaign conducted extensive research with GIS to identify one neighborhood with high poverty and low education attainment levels (Kensington) to pilot a print-based, grassroots effort to raise awareness and disseminate Campaign information--the third way Philadelphians receive GCC training:

c. Kensington Grassroots Neighborhood Effort

As the first step of its neighborhood-targeted approach, the Graduation Coach Campaign has launched an intensive grassroots campaign in Kensington. In its first five months, the Campaign has focused primarily on establishing relationships in the neighborhood, and on distributing a bilingual (English and Spanish) newsletter, "Changing the Game," which informs adults of key education related information and deadlines and provides them with resources and action steps as well as upcoming events for the next month. Please find an example of this newsletter in your folder. So far, primary topics have included high school applications, early warning indicators, and completing the FAFSA. **Approximately 7,050 newsletters have been distributed to date.** They have been distributed to the following locations:

| <i>Name of Organization or School</i> | <i>Number Distributed in November (*Focused primarily on middle school)</i> | <i>Number Distributed in December</i> | <i>Number Distributed in January (*Focused primarily on 11th and 12th grade)</i> | <i>Number Distributed in February (*Focused on 10th and 11th grade)</i> | <i>Number Distributed in March (*Focused on middle school)</i> | <i>Number Distributed in April (*Focused on high school-all grades)</i> |
|--|---|---------------------------------------|--|---|--|---|
| Memphis Street Academy Charter School, grades 6-8 | 140 | 600 | 75 | 100 | 400 | 100 |
| H. A. Brown Elementary, grades 6-8 | 100 | 150 | 55 | 50 | 150 | 75 |
| Hunter Elementary, grades 6-8 | 100 | 125 | 45 | 50 | 100 | 75 |
| Kensington CAPA High School | | 400 | 230 | 230 | 150 | 300 |
| Kensington Health Sciences Academy (grades 9-12) | | 450 | 230 | 230 | 150 | 300 |
| Kensington Urban Education Academy (grades 9-12) | | 150 | 200 | 200 | 100 | 300 |
| Kensington High School for Business, Finance, and Entrepreneurship | | | 200 | 230 | 150 | *(to be delivered 4/9/14) |
| Congreso | 50 | 50 | 100 | | | |
| Norris Square Neighborhood Project | | 25 | 15 | | | |
| Iglesia del Barrio | 30 | 30 | 20 | | | |
| Kensington Library | 30 | | | | | |
| Motivos Launch Event | | | | 20 | | |
| TOTAL | 450 | 1990 | 1180 | 1110 | 1200 | 1150 |

Initiatives in Kensington going forward also include:

- Conducting meetings, focus groups and listening sessions in community members' homes
- Shifting newsletter distribution to a more targeted approach, including distributing the newsletter in person at large community events, and the creation of "Graduation Stations" (kiosks which hold the newsletter) throughout Kensington area nonprofits, health clinics, recreation centers, etc.
- Canvassing the neighborhood with individuals wearing graduation caps and gowns whom distribute printed informational flyers at subway stations and popular neighborhood locations
- Increased outreach to faith-based organizations
- Providing ongoing in-person workshops in the area at a consistent location

Is any of this working??

Evaluation Efforts

The Campaign has entered into a long term evaluation effort with the University of Pennsylvania in potential partnership and is in the process of designing and experiment that will follow 3 different cohorts of coaches to determine which cohort is having the most success with their student-based outcomes.

In the shorter term, The Campaign has developed pre and post-tests to be administered before and after each in-person workshop in an effort to collect immediate data regarding the rate of increased knowledge for Coaches in attendance. The Campaign is also in the process of developing a more long-term survey to be sent to all trained Coaches 60 days after the training to measure:

- Do they remember the Campaign training?
- Have they applied the information they learned in the workshop with their student?
- Have they engaged with any Campaign resources since the training? Etc.