

College Access and Success in Philadelphia:

Part I: Moving Towards Systemic Efforts

Presented to the John S. and James L. Knight Foundation

October 29 2010

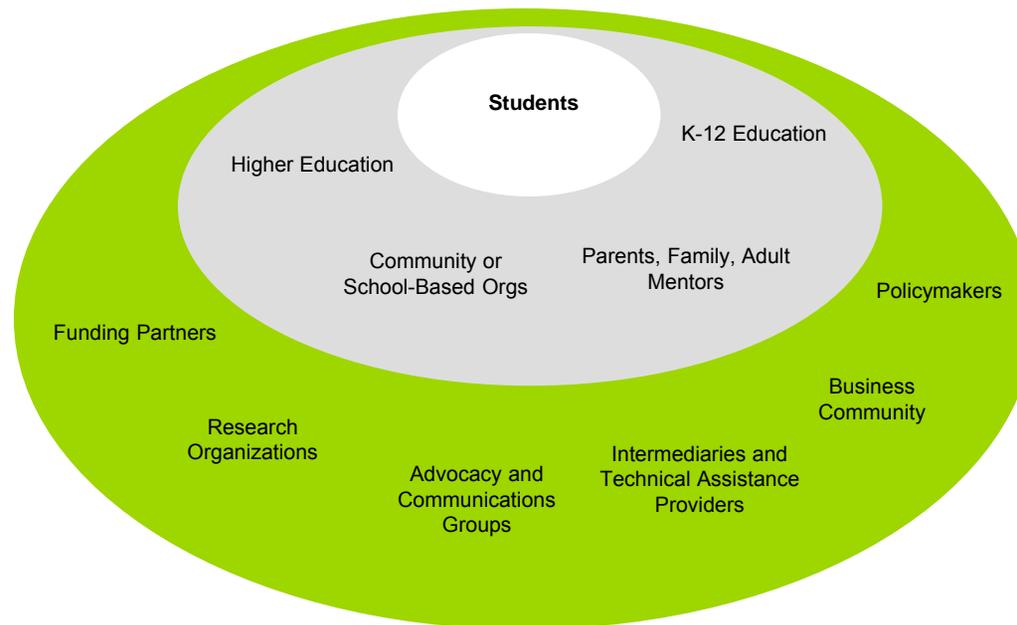


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Executive Summary: An Ideal College Access and Success System

A college access and success (CAS) system includes multiple players:

- Players that directly interact with students at home, school and community, and
- A broader network of CAS stakeholders that influence policy and system level efforts from K-16.

This system includes schools, higher education institutions, community based organizations, families, advocates, funders, and the business community among others.

(See Slide 14)

To build a strong CAS system, **partnerships must develop across players:**

- To coordinate and align services and supports, and
- To develop and maintain supportive policies.

There are examples of partnership efforts around the country, some driven by national funders (including the Lumina Foundation for Education, the Bill and Melinda Gates Foundation and the Citi Foundation) and some driven by local leadership (as in Boston and Chicago).

(See Slides 10-13)

To support college-going **at the K-12 level, players need to engage in activities that:**

- Motivate and empower students to want to go to college
- Support them academically
- Assist them with the college and financial aid application process, and
- Promotes a college-going culture.

To support success **once in college, players need to engage in activities that foster:**

- A personalized experience
- Social and proactive academic supports, and
- An institutional culture that promotes success need to be in place.

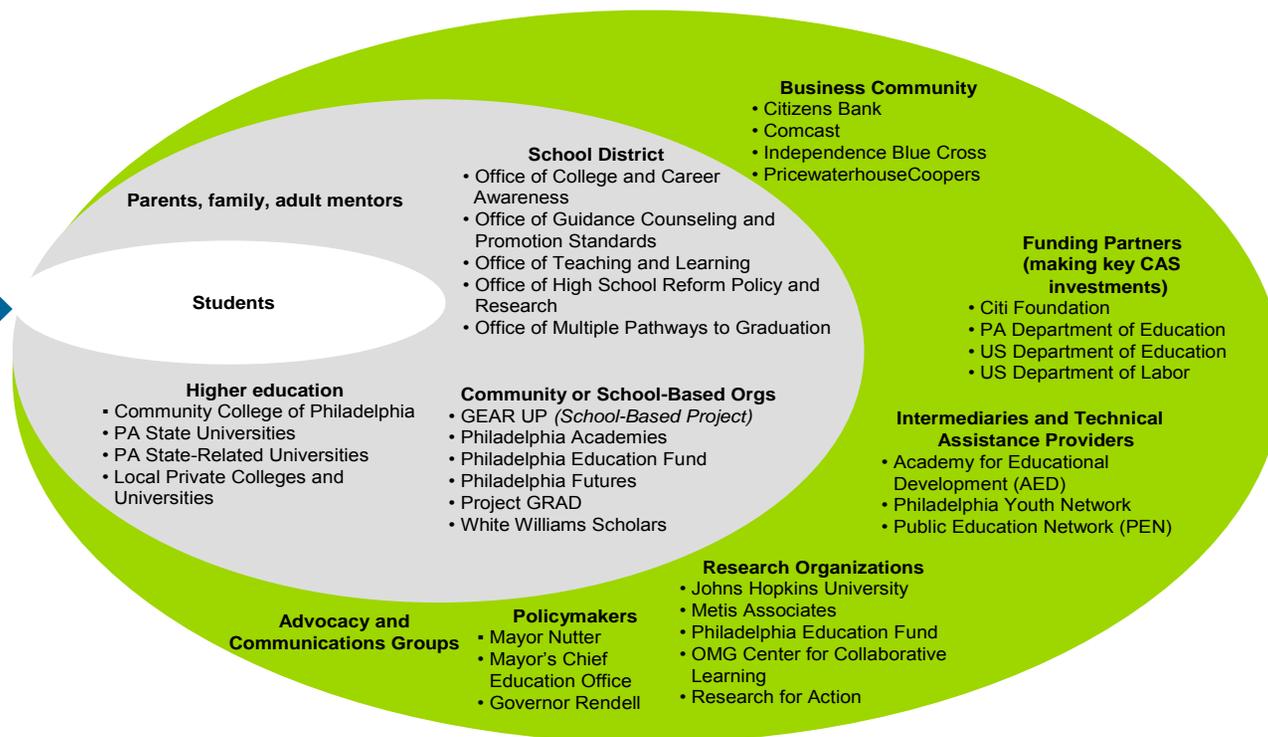
(See Slides 17-19)

Executive Summary: The Philadelphia College Access and Success System

The System
(Contextual Background:
Slides 21-25)

**The Philadelphia College Access and Success System:
A system with a history of developing individual programs and
an emergent focus on coordination and alignment**

The Players
(Slides 26-31)



The Connection Points
(Slides 32-33)

A variety of initiatives are currently taking place in Philadelphia that foster collaboration and partnership among organizations at the city/system level and also at the school level.

Executive Summary: College Access and Success Supports in Philadelphia

College Access

Supports for K-12 Students

College Application and Financial Aid Supports have been the most widespread type of support available to students, although many students still do not access these services.

College-Going Motivational and Academic Supports are available to a narrower range of students, typically through cohort-based, intensive programs.

New supports to foster a **College-Going Culture** in schools are emerging as several new District and nonprofit initiatives take root in schools that seek to support all students.

(Slide 34)

College Success

Supports for Postsecondary Students

A **Personalized Education Experience** is mostly available to Philadelphia high school students who take part in special admission programs or work in specialized degree areas.

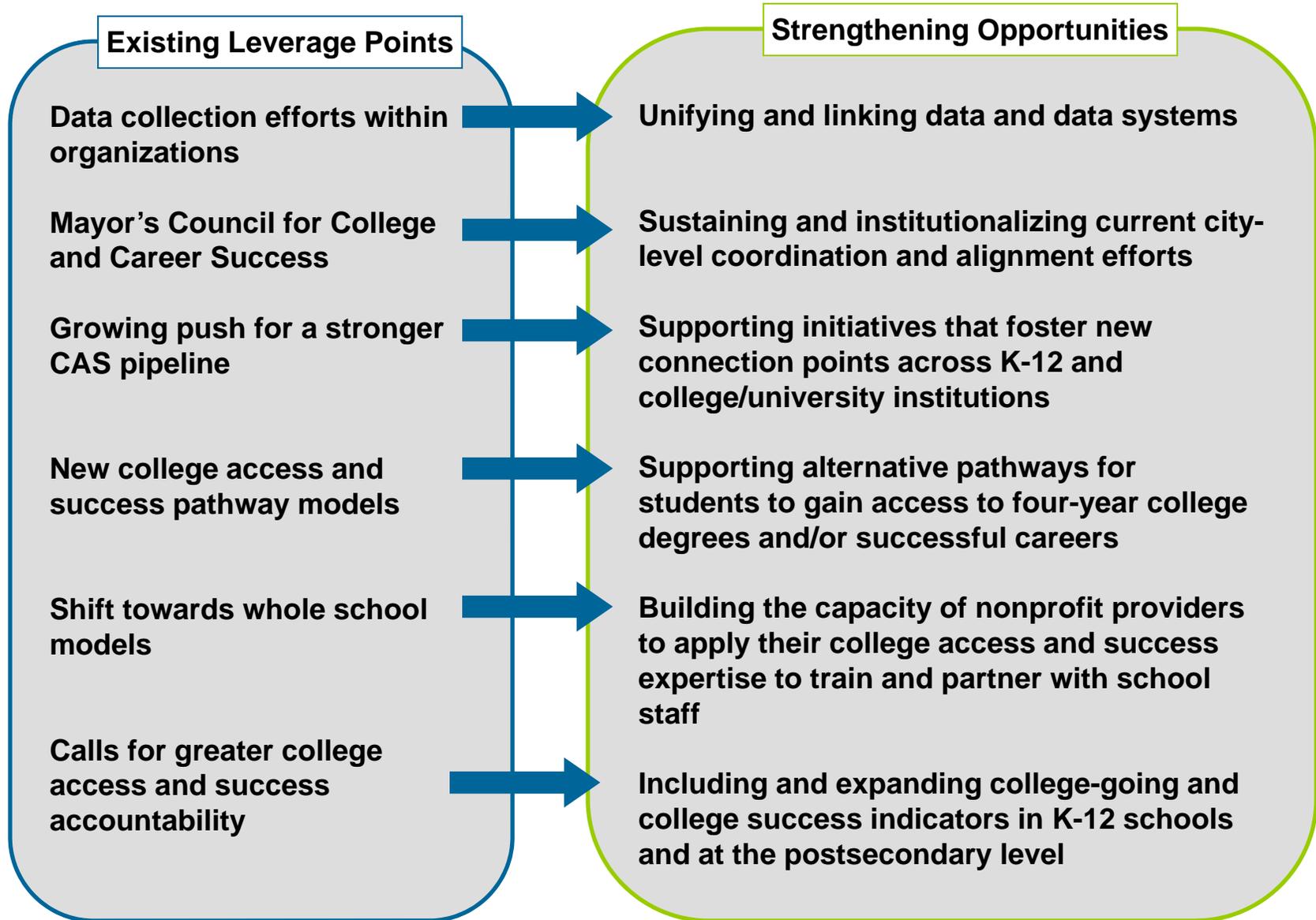
Developing a **Social Support System on Campus** is more difficult for Philadelphia high school students who often continue to live at home and/or enter a community college.

Most **Academic Supports** depend on student initiated engagement.

Area colleges and universities are working to build an **Institutional Culture that Promotes Success** by emphasizing retention and using data to more actively engage at-risk students.

(Slide 35)

Executive Summary: Opportunities for Strengthening the Philadelphia CAS System



(Slides 37-39)

Purpose of Study

1. To **better understand the college-going patterns of students and the system of college access and success supports** in Philadelphia.
2. To **identify opportunities for strengthening the system and ultimately college attainment** in Philadelphia.

Primary research questions answered in this report
(Questions in blue are addressed in the companion report)

1. **What is the ideal college access and success system?**
2. **What does the system of college access and success supports look like in Philadelphia?**
3. **What programs are in place vis-à-vis what is known nationally as necessary for a strong college access and success system?**
4. **What do the college access and success patterns of students look like in Philadelphia?**
5. **What are the opportunities for strengthening the college access and success system in Philadelphia?**

Research components:

1. **Mapping the Existing System (Landscape Study):** Includes interviews with key players in each city:
 - To highlight the current system of supports
 - To identify opportunities for strengthening supports
 - To provide critical contextual understanding for the college-going data
2. **Analyzing College Going-Data (Student Tracking Study):** Includes analysis of college enrollment, retention, and graduation outcomes of 2003-2009 public high school graduates in Philadelphia and Miami.

Definitions

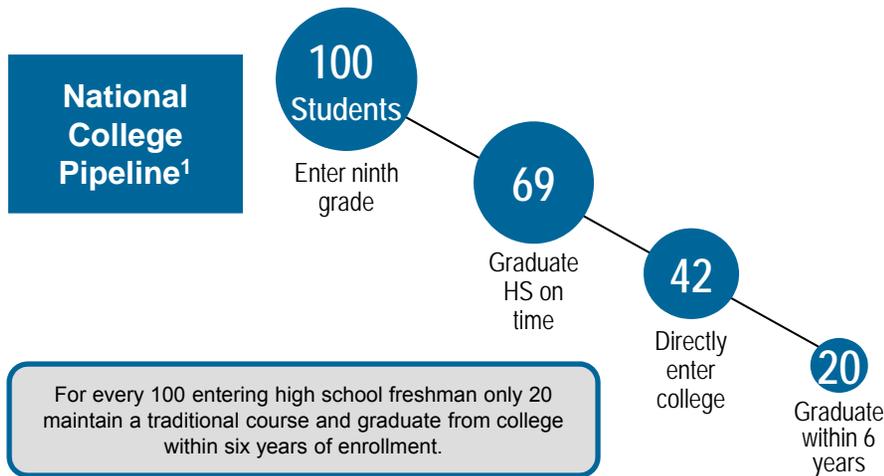
College Access: Preparing for, earning admission to and enrolling in college.

College Success: Persisting and graduating from college.

College access and success (CAS) supports: Supports designed to increase the number of students who pursue and complete education beyond high school and often focus on helping historically disadvantaged students (i.e., economically disadvantaged; first generation college-goers).

Why is College Access and Success (CAS) a National Policy Issue?

CAS is an economic and social justice issue. College attainment is associated with better economic outcomes, and national data suggests clear inequities by race and family income level.



Economic importance of college attainment

- According to the US Bureau of Labor statistics, an associate degree or higher is the most significant level of postsecondary education or training for 12 of the 20 fastest growing occupations.
- The United States is 10th in the world among adults ages 25-34 with a postsecondary credential.²
- According to the Lumina Foundation, the percent of the American population with a postsecondary credential or degree has remained the same for 40 years.³

Impact of CAS on high school improvement

- Eight out of ten dropouts report that schools could have motivated them by making stronger connections between coursework and future careers.
- A focus on college attainment leads to higher high school graduation rates and better test scores.⁴

Who's graduating nationally?

- Nationally, 84% of the population has a high school degree or higher and 27% has a bachelors degree or higher.⁵ There are, however disparities in who is obtaining college degrees.

Income disparities in college attainment

- High achieving children from families earning below the median outcome have college enrollment rates 15 percentage points below their counterparts from families earning above the median outcome.⁶
- A child from a family in the top income quartile is 5 times more likely to earn a bachelors degree by age 24 than a child from a family in the bottom fourth.⁷

Racial and ethnic disparities in college attainment nationally

- In 2007, the immediate college enrollment rate was 70 percent for White high school completers, compared with 56 percent for Black high school completers and 61 percent for Hispanic high school completers.⁸

Percent of 25-29 year olds with a bachelor's degree or higher in 2008, by race:

| | |
|------------------|-------|
| Hispanic | 12.4% |
| African American | 20.4% |
| White | 37.1% |

National Center for Education Statistics 2008

National Volume and Resources Are Being Turned Up

Leading national voices are turning up the volume in this area, setting broad goals to move America forward.

Goal:

Double the # of low-income young adults who by age 26 earn a postsecondary credential with value in the marketplace,

Gates Foundation

Goal:

Restore America's place to 1st in the world in the proportion of college graduates by 2020; 5 million more community college graduates by 2020,

President Obama

Goal:

60% of American Adults with high quality degrees and credentials by 2025,

Lumina Foundation

Where are we now?

- **America is 14th among OECD countries** in the percentage of young people who have completed university level education.⁹
- **Roughly 39% of American adults hold a two or four year degree;** increasing this to 60% means 23 million more college graduates than expected at present rate.¹⁰

Other Leading Voices in this Arena

Business Community

- Business Roundtable (association of CEOs of leading US companies): Roundtable's Education, Innovation, and Workforce Initiative is leading discussions among CEOs and Members of Congress to integrate community colleges into education and workforce training system.

Cities

- National League of Cities, "Mayors' Action Challenge for Children and Families": over 100 Mayors, one goal is to increase post-secondary enrollment and completion.
- Mayor Nutter (Philadelphia): Double the city's 18% college attainment rate in 5-10 years.
- Mayor Menino (Boston): Increase college completion rate by 50% for the BPS graduation class of 2009.

Other Funders

- Jack Kent Cooke Foundation; National College Advising Corps, Community College Transfer Initiative.
- Joyce and Mott Foundations; Adults and post-secondary credentials.
- Kellogg Foundation; "New Options" – new credentialing system options for 16-24 year olds.
- Citibank Foundation; building community partnerships for systems change, beginning in 3 cities.

What Is Being Done to Address This Need Nationally? Federal Policy Direction

The Federal government is investing in improving readiness for college, boosting financial aid, and strengthening the higher education system.

1. Improving College Readiness & Broadening Access

- Supporting state efforts to improve college and career readiness of high school students; helping states create assessments aligned to common sets of standards (“Race to the Top” Fund of ARRA)
- Promoting innovative practices by nonprofit organizations and states to improve access (College Access and Completion and Innovation Funds)
- Addressing the needs of disconnected youth (ARRA and Workforce Investment Act (WIA) reauthorization)

2. Modernizing, Expanding Higher Education Opportunities

- Promoting innovation in postsecondary education practices and policies to improve persistence, completion and employment post-completion (College Access and Completion Fund, Innovation Fund)
- Investing in reform to tie courses to business needs, improve remedial education, strengthen high school to college and community to four year college transitions, develop world-class on-line courses at community colleges, and invest in facilities modernization (Community College Initiative)
- Modernize adult education and revitalize community colleges as engines of economic development (proposals under WIA reauthorization)

3. Building, Linking Data Systems to Track Students

- Supporting states developing seamless data systems coordinating early education, K-12, post-secondary education and workforce data (State Longitudinal Data Systems (SLDS) grants, ARRA)

4. Increasing Access to Financial Aid

- Simplifying the Free Application for Federal Student Aid (FAFSA): streamlined on-line application, piloting direct transfer of IRS tax information to online FAFSA, proposed changes to simplify eligibility
- Pell Grant for low income students – increase in maximum grant awarded (to \$5,550), indexed to inflation

What Is Being Done to Address This Need Nationally? Philanthropic Leadership

Lumina and Gates are investing in higher education innovation and building awareness of what is needed to improve college attainment.

The Bill and Melinda Gates Foundation

“Double the number of low-income young adults who earn a postsecondary credential with labor market value by age 26”

Post Secondary Success Strategy*:

1. Improve Post-Secondary Institution Performance

- Support innovative practices, programs and educational delivery mechanisms (inside and outside public post-sec system)
- Strengthen community college capacity for reform
- Increase external incentives and pressure to improve completion rates

2. Support Young Adult Success

- Restructure financial aid to incentivize completion
- Increase awareness of existing, and create new, sources of financial aid
- Scale alternative pathways to college for young adults who are already in the workforce

3. Build National, State and Local Commitment

- Increase awareness levels among key stakeholders
- Create a completion-focused policy and advocacy community
- Synthesize and disseminate evidence of effective policies, models and practices
- Build state and community partnerships

* The Gates Foundation's other major US initiative is improving high school education

The Lumina Foundation for Higher Education

“Increase the proportion of Americans with high quality degrees and credentials to 60% by 2025”

1. Preparation: Know How to Go

A public awareness effort combined with a “ground campaign” to encourage low-income students in grades 8 to 10 and their families to take the necessary steps towards college. Lead partners are the Ad Council and the American Council on Education. Regional and State networks across the country. New partnership with YMCA-USA.

2. Success: Achieving the Dream

A national initiative to help community college students succeed, especially students of color, low income students and working adults. Emphasizes the use of data to drive change and engagement of state policymakers and community leaders. Includes 83 colleges in 15 states.

3. Productivity: Making Opportunity Affordable

Partnerships of organizations working within States to recalibrate higher education spending, using 3 approaches: 1) Allocate a portion of higher ed. budget to reward institutions for students who complete courses and graduate in greater numbers at a lower per-unit expense; 2) generate and reinvest savings through more cost effective administrative approaches; and 3) innovate, using other channels to deliver degree programs.

What Is Being Done to Address This Need Nationally? Place-Based CAS Systems Building Initiatives

National funder led initiatives are testing new ways to bridge CAS efforts in different community contexts.

Example of past initiatives

Partnerships for College Access and Success (PCAS)

- Supported by the Lumina Foundation for Education, Academy for Education Development (AED) was Intermediary; 2004-2007
- Eight lead organizations in eight communities were supported to build partnerships to improve cross institutional policies and increase program alignment.
- Burlington, VT, Chattanooga, TN, Chicago, IL, Milwaukee, IL, NYC, NY, Sacramento, CA, San Antonio, TX, and Seattle, WA

Examples of outcomes:

- Rewriting high school and college course curricula to align math curriculum, reducing remediation needs in Chattanooga
- Developing new incentive scholarships and additional counseling and supports to increase two to four year college transfers in San Antonio

Examples of current initiatives

Citi Post Secondary Success Program (CPSP)

- Supported by the Citibank Foundation
- CPSP is a five-year initiative to increase the number of low-income and first-generation, public high school students who access and succeed in postsecondary education in three of Citi's Tier I markets – Miami, San Francisco, and Philadelphia; 2009-2013
- CPSP's strategy is to build stronger partnerships across existing programs in a select sample of schools to demonstrate benefits of greater alignment and coordination and to maximize existing resources.
- AED and the Public Education Network (PEN) are the intermediaries.

Communities Learning in Partnership (CLIP)

- Supported by the Bill and Melinda Gates Foundation
- The Foundation's theory of change is that the local system needs to change in order to increase the number of low-income young adults with a post-secondary credential.
- CLIP will coordinate, align, leverage and scale up existing promising approaches rather than create new programs. Each community partnership requires leadership by the Mayor, the Community College Chancellor/President, the K-12 Superintendent and Workforce leaders.
- CLIP launched in November 2009 with a 9 month planning phase in 7 cities: Phoenix, AZ; Mesa, AZ; Dayton, OH; Jacksonville, FL; NYC, NY; San Francisco, CA; and Riverside, CA. Three to four of these cities will be selected for three more years of funding.

What Is Being Done to Address This Need Nationally?

Place-Based Systems Building Initiatives

Local leadership in a couple cities has spearheaded home grown robust systems change efforts.

Boston

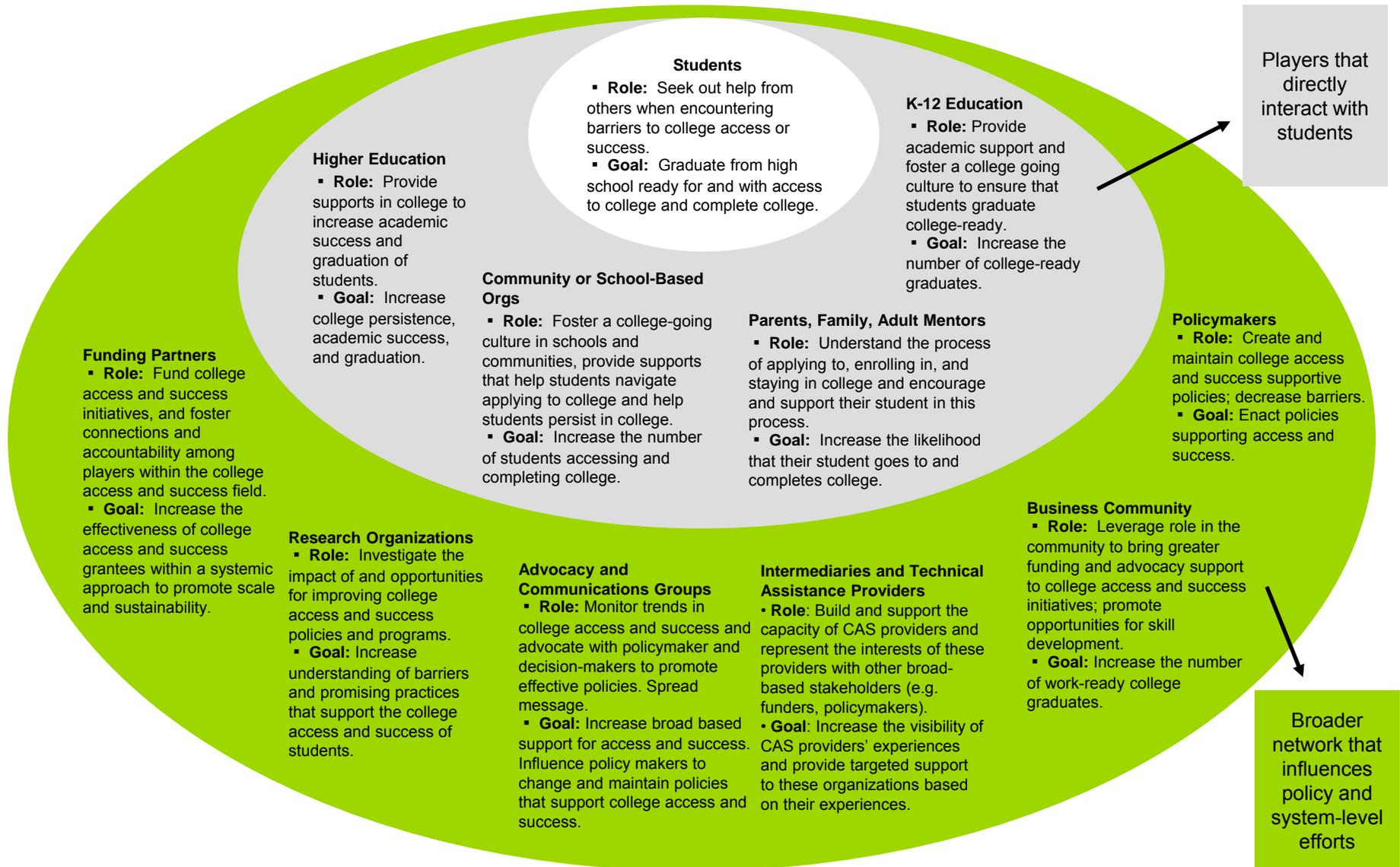
- “Success Boston” launched Spring 2009
- Partnership of Mayor’s Office, Boston Public Schools (BPS), Boston Foundation, higher education institutions, the Boston Private Industry Council and employers, and college access and success programs
- **Goal:** 50% increase in the college graduation rate for college enrollees from BPS high school graduating class of 2009; Double the college graduation rate for BPS high school graduating class of 2011
- **Three Strategies:**
 1. Getting Ready (lead BPS) – improve college readiness of BPS students
 2. Getting In (lead Boston Foundation and college access and success programs) – expand effective nonprofit programs that help students apply to, select, enroll in, and transition to 2 and 4 yr institutions
 3. Getting Through (lead University of Massachusetts Boston, area higher education institutions) – providing supports to students to increase completion

Chicago

- Chicago Public Schools Initiative launched in 2003
- The school District established the department of Postsecondary Education and Student Development, and developed a partnership with the Chicago Consortium on School Research (CCSR) to link District data to NSC data
- **Goal:** To prepare all students for a viable post-secondary education or career.
- **Strategies:**
 - Built strong postsecondary guidance systems
 - Accelerated efforts to expand participation in rigorous coursework, such as Advanced Placement.
 - Developed system for tracking District-wide FAFSA completion and holding schools accountable
 - Held school level strategy sessions with principal as lead and key school players to develop and coordinate strategy
 - Included strong data and research component through partnership with CCSR

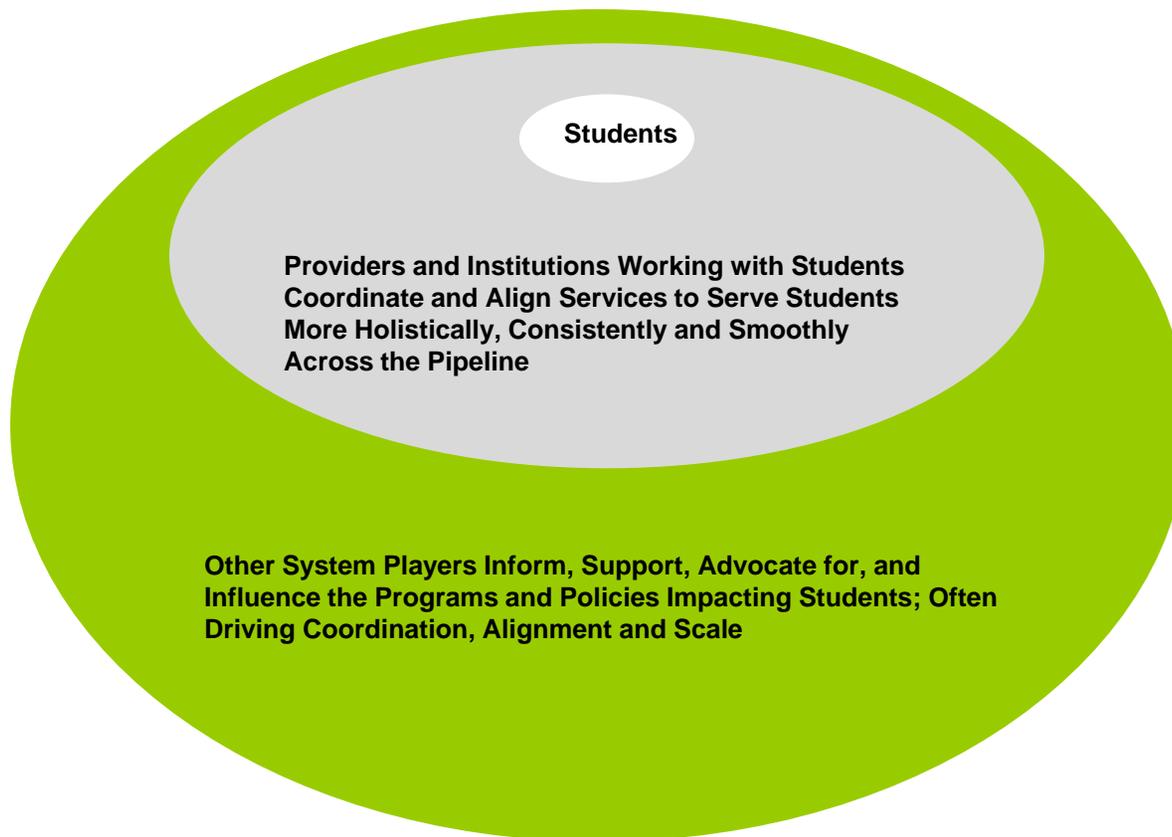
Lessons: It Takes a System of Players

A CAS system includes players that directly interact with students at home, school and community, and a broader network of CAS stakeholders that influence policy and system-level efforts from K-16.



Lessons: The CAS System Needs to Provide a Coordinated College Going Pipeline

Moving students through high school, into college, and successfully through college is a pipeline that requires connecting different pieces to ensure continuity and success from one end to the other.



The Pipeline

- To be most effective and efficient, a well-developed CAS system **includes partnerships and connections** among individual organizations and players with various capacities, expertise, and service responsibilities.
(Slide 16)
- A CAS system needs to ensure that all of **the services needed** to help students prepare for, get in, and succeed in college exist and are maximized.
(Slides 17-19)
- **Institutional and policy issues** need to support service coordination and alignment and to promote scale to ensure broad impact across all students in a system.
(Slide 20)

Lessons: In a Strong CAS System, Partnerships Build and Support the Pipeline

Partnerships have proven to be a good structure to connect pieces of the pipeline across programs and institutions, and to build the broader network to inform, influence and support the pipeline components.

What does it take to build a partnership that can drive change among multiple players in a local community to improve the college-going pipeline?

Skill Capacities

- Public will building
- Data collection and analysis
- Implementation expertise & perspective
- Policy advocacy skills and know how
- Decision-making power within the K-12, college systems, and educational policy arena

Strong structures and procedures

- Strong leadership and facilitation
- Clear management structures
- Clear roles and responsibilities
- Formal channels for regular communication
- External consultation and technical assistance to help partners adopt new roles and think together systemically

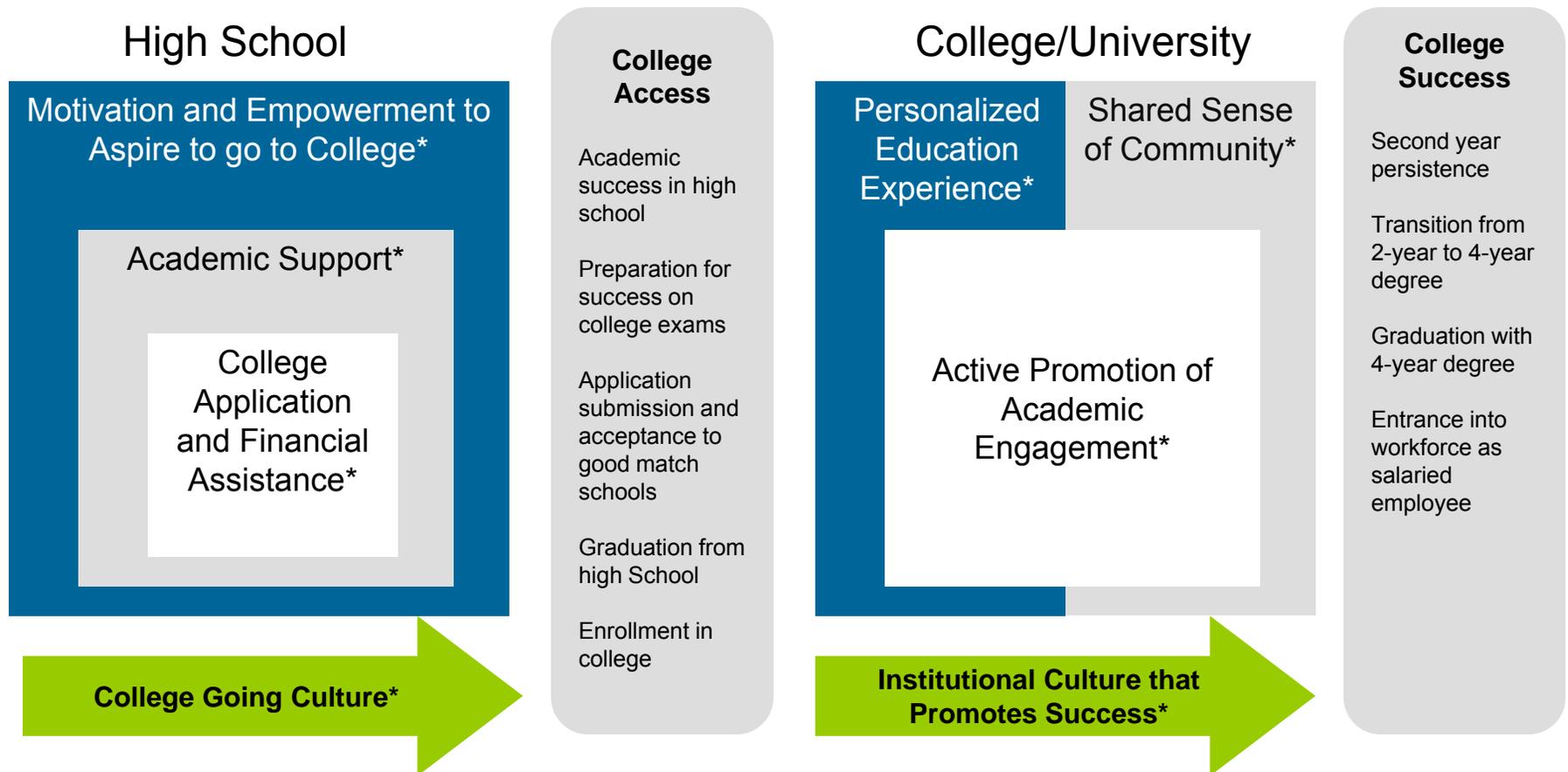
Data

- Resource mapping to identify critical players (for program and policy) and existing supports
- Broad-based data analysis to build awareness, commitment, and common platform across players
- Local and national research on what works vis-à-vis what is provided to inform and drive strategy
- Data sharing and joint data collection to identify more specific trends that inform the need for larger advocacy efforts and/or targeted programmatic actions

Lessons: A Strong CAS System Ensures Services Are in Place Across the Access and Success Pipeline

Research shows that key programmatic efforts, including the development of an overarching culture of access and success, is key to the successful college-going of students.

What are the critical program elements that exist in a successful system of college access and success supports?



*Specific information about these areas highlighted on slides 18 and 19.

Lessons: Access Programs Need to Include, Motivation, Academic Support and Application Help

High School

Motivation and Empowerment to Aspire to go to College

Starting Early

- It is important to start as early as elementary and middle school, exposing students to college through tours and career assessment tools to inspire their interest.

Aspirational Relevance

- College going and completion improve when students understand 1) how their high school curriculum prepares them for college, and 2) the connection between having a college degree and the career they desire.

Exposure to College

- Participating in summer bridge programs on college campuses, taking courses on campuses through dual enrollment opportunities, and visiting campuses improve college going.

Peer Support

- The influence of friends planning to attend college impacts college going. Programs utilize student leadership and cohort models to build on this influence.

Academic Support

Rigorous High School Curriculum

- A rigorous high school curriculum is greatest predictor of college completion, regardless of socioeconomic status or race.
- Completion of algebra II correlates strongly with degree completion.

Study Skill Support

- To succeed in college, students need help with study skills pre-college, such as integrating note-taking, higher order thinking, time management and academic self-advocacy skills.

College Application and Financial Assistance

Applying to College

- Many low-income, first generation students lack information on college search, selection, and application processes.
- Assistance on how to apply has more impact when combined with other access counseling efforts.

Applying for Financial Aid:

- Many low-income first generation students are not aware of all financial aid options or have false perceptions of the aid system.
- More information on financial aid impacts enrollment and completion.

College Going Culture: A college going culture in a student's high school is a critical ingredient that underlies and strengthens the above three components.

Two key features of college going culture are: 1) providing post-secondary guidance to all students, believing all students are college track; and 2) shifting from guidance counselor only to guidance counselor plus teacher engaged model – training teachers to be advocates for their students on the path to college.

Lessons: Success Programs Need to Include Personal Attention, and Social and Academic Support

College/University

Personalized Education Experience

Structured First Year Experience

- Students often need a strong “home base” in the first year, a place to regularly receive guidance on navigating the college.

Student-Faculty Contact

- Knowing and engaging with faculty - on research projects, committees or even just talking with them outside of class, contributes to greater persistence in college.

Shared Community/Social Support

Connections to Institution

- Opportunities for students to engage with the campus through clubs and organizations improves completion.

Peer Interactions

- Peer interactions that foster learning and community such as group projects aid completion.

On Campus Jobs

- Working at on campus jobs vs. off, benefits student persistence.

Proactive Academic Support and Engagement

Academic Support

- Learning labs, tutorials, group and interactive approaches, and engaging pedagogies contribute to persistence.

Active and Intrusive Approach to Advising

- Proactive advising approaches, through which an advisor discusses course selections, progress and goals with a student on a consistent, regular basis impacts completion.

Institutional Culture that Promotes Success: Just as college going culture is important in the K-12 system, a culture that promotes and holistically supports completion is important at the higher education level.

Key features of an institutional culture that promotes success include: 1) integrated support systems that link academic, social and financial supports for the students, 2) a central office, person or committee that coordinates retention, and 3) an emphasis on using retention data to guide strategy and allocate resources effectively.

Lessons: In Addition to Programs, Policies Need to Support a Strong Pipeline

In addition to specific programs and partnership across programs, policy change is an important aspect of strengthening the college access and success system.

What types of policy change would help support a stronger college access and success system?

College Readiness

- Improve High school-College curriculum alignment
- Increase opportunities for dual enrollment and advanced placement
- Develop appropriate and rigorous college-prep testing standards for high school students

College Going Culture

- Provide post-secondary counseling (through ratios, mandates and training) for every student in high school
- Provide professional development training and support to promote college going culture among teachers and administrators
- Institute parent involvement policies and supports to involve parents in student's college going pathway

Accountability and Incentives

- Link K-12 and post-secondary outcomes (including analysis of remedial needs of entering college students by high school)
- Add college enrollment rates to high school and district accountability measures
- Alter incentives in higher education so that they are based on persistence and completion, not just enrollment

Financial Aid

- Increase the ease of accessing and completing the Free Application for Federal Student Aid (FAFSA)
- Disseminate information to alter misconceptions about the availability of aid and the application processes
- Provide in state aid for students who are in-state, even if they are undocumented immigrants
- Provide financial aid supports for students who are part time that are on par with support for full time students

The Philadelphia College Access and Success System

A system with a history of developing individual programs and an emergent focus on coordination and alignment

Methodology

Data Collection Methods



Key informant interviews with Philadelphia stakeholders involved in education and college access and success.



Literature review of national research on best practices in college access and success.



Secondary data collection of local educational policies and practices by researching local media, and websites and reports of pertinent institutions and organizations.

Philadelphia Interviewees

Dana Barron, Executive Director, Breakthrough Collaborative

Candace Bell, Program Office, William Penn Foundation

Carolyn Senna Boswell, Director, Penn State University
Philadelphia Community Recruitment Center

Tom Butler, Executive Director, Project Grad

Karen Campbell, Program Director, White Williams Scholars

Jenny Cardoso, Manager of Postsecondary and Academic
Supports, Philadelphia Academies

Harvey Chism, Vice President of Educational Initiatives,
Philadelphia Youth Network

Helen Cunningham, Executive Director, Samuel Fels Foundation

Jim Degan, Senior Director Measurement and Research Center,
Temple University

Donna Frisby-Greenwood, Director of the Office of College and
Career Awareness, School District of Philadelphia

Judy Gay, Vice President for Academic Affairs, Community College
of Philadelphia

Katie Gerst, Assistant Director of Office of College and Career
Awareness, School District of Philadelphia

Candace Powell Kinard, Assistant Director of College Access
Programs, Philadelphia Education Fund

Marc Mannella, CEO, KIPP Philadelphia

Joan Mazzotti, Executive Director, Philadelphia Futures

Wilfredo Ortiz, Deputy Chief of the Office of Academic Counseling
and Promotion Standards, School District of Philadelphia

Ben Rayer, Chief Charter, Partnership and New Schools Officer,
School District of Philadelphia

Majeedah Scott, Deputy Director of the Office of Multiple Pathways,
School District of Philadelphia

Lori Shorr, Chief Education Officer, Mayor's Office

Laura Shubilla, President, Philadelphia Youth Network

Rochelle Nichols Solomon, Academy for Educational Development

Sharon Thompson, Associate Vice President for Academic Affairs
and Dean of Liberal Studies, Community College of Philadelphia

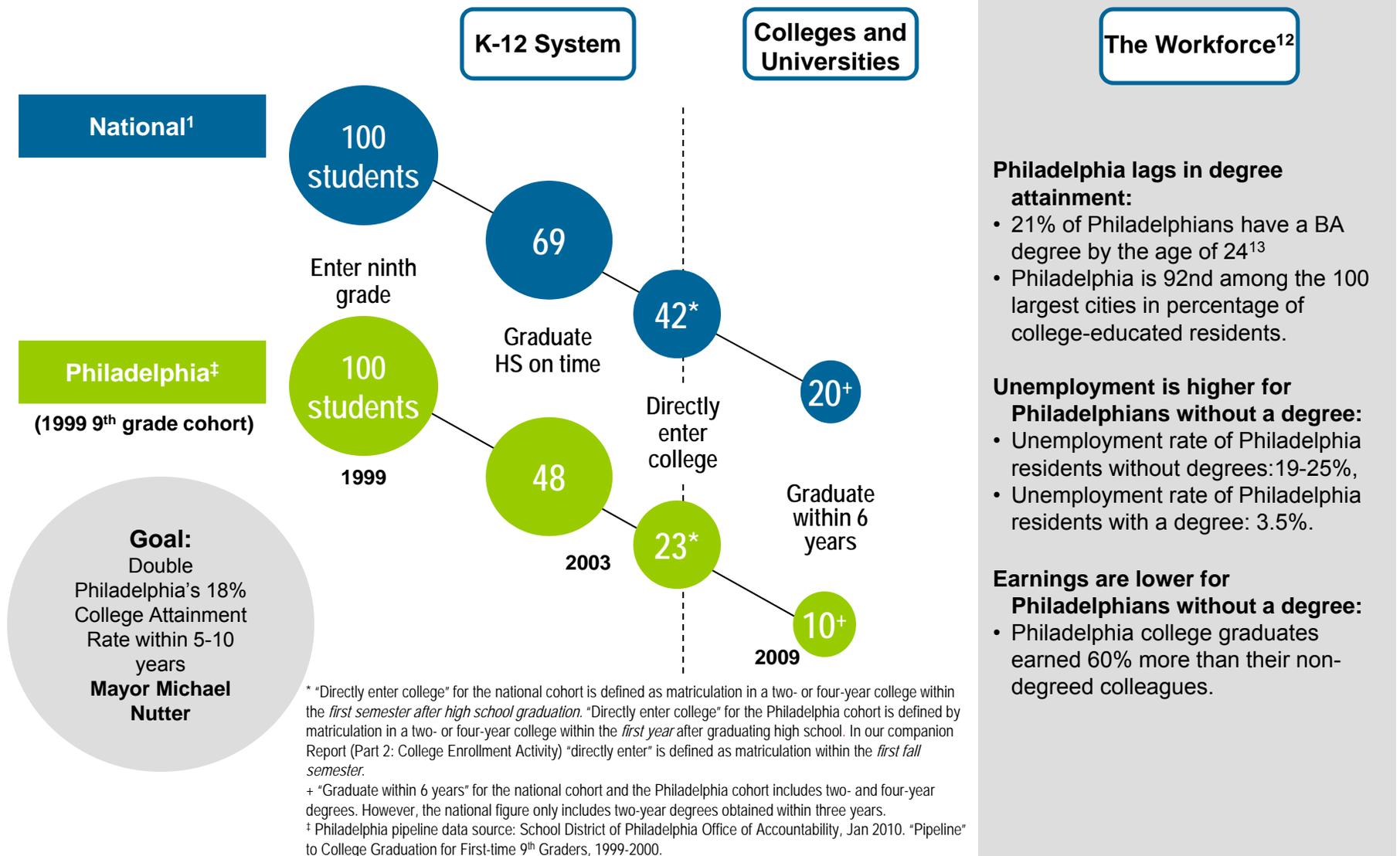
Eugene Tinsley, College Access Coordinator, Philadelphia
Education Fund

Deb Weiner, School District and Community Liaison, Afterschool
Activities Partnership

Terri White, Higher Education Officer, Mayor's Office of Education

The Challenge: A College Access and Success Pipeline with Few College Graduates

In Philadelphia, there is a great need for improving access to, and success in, college. Recently, under the leadership of Mayor Michael Nutter and the increasing national CAS spotlight, efforts to build a systemic approach to address this need have increased.



The Local K-12 System: Challenges and Opportunities

The new superintendent, recent reform efforts and new schools provide opportunities for strengthening the access pipeline.

Significant Turnover in District Leadership but Strong New District Leadership Potential: Arlene Ackerman, the current superintendent began her tenure in June 2008, serving as the fifth School District leader in the past seven years. Dr. Ackerman is a potential leader in CAS efforts as many reforms proposed in the new strategic plan, Imagine 2014, will bolster the CAS pipeline.

Many Reform Efforts With Connections to CAS: Arlene Ackerman, as well as previous superintendents, particularly Paul Vallas (2002-2007), have put many new reforms into place in the District – including emphases on greater school choice in the community, principal autonomy, academic rigor, and teacher quality.

New Schools in District Expanding Students' Options: A variety of new schools have developed in the District over the last decade including charters, small schools, and other school models focused on specific populations of students like out-of-school youth, which can broaden pipeline options for youth.

Stratified Quality of Schools Still Exists: A core group of special admissions schools and high quality charter schools are considered strong academic schools that attract a much more diverse body of students than neighborhood schools, particularly at the high school level.

Facts about Philadelphia Public Schools

School District of Philadelphia is the eight largest school district in the country by enrollment (over 160,000 students in 2009).

The School District of Philadelphia oversees all public schools (including charter) in the city.

The School Reform Commission appoints the superintendent and oversees the district. The Mayor of Philadelphia and State Governor each appoint individual members of the five-person commission.

Students attend a variety of different types of schools, including: charter, neighborhood, citywide admissions, and special admissions or magnet schools.

| Type of High School | Number of High Schools |
|---------------------|------------------------|
| Charter | 24 |
| Neighborhood | 28 |
| Citywide Admissions | 14 |
| Special Admissions | 18 |

Student Demographics in Philadelphia are Typical of Urban Districts

| | |
|--------------------|----------|
| African American | 61% |
| Latino/Latina | 18% |
| White | 13% |
| Asian | 6% |
| Free/Reduced Lunch | Over 50% |

The Local Higher Education System: Challenges and Opportunities

Philadelphia has a wealth of post-secondary institutions, yet Philadelphia public school graduates typically attend just a few institutions.

High Concentration of Postsecondary Institutions in Philadelphia

The Greater Philadelphia region has more than 92 colleges and universities and Philadelphia ranks 2nd highest nationally in bachelor degrees awarded per capita.

Diversity of Postsecondary Options for Students

The Philadelphia area has a strong community college system (Community College of Philadelphia), a state system of 14 colleges and universities, as well as a group of state-related institutions that includes Temple University and Penn State University both of which have strong identities in the Philadelphia community. In addition, the Philadelphia area is home to many private institutions.

Philadelphia Public School Graduates Enroll in a Narrow Band of Institutions

Nearly half of Philadelphia HS graduates attended three local colleges/universities, the Community College of Philadelphia, Temple University, and Penn State University. (*A Lay of the Land, Student College Tracking Study: Interim Report*, OMG, January 2009)

Local Lead Institutions Tightening Admissions Requirements

Temple and Penn State have traditionally been considered quality, accessible institutions for Philadelphia students. However as these institutions have become more competitive, fewer Philadelphia students have been accepted to these institutions.

Some Local Presence of Historically Black Colleges and Universities (HBCUs)

Cheyney University and Lincoln University are both HBCUs that are local to Philadelphia and draw some Philadelphia public school students. They were frequently mentioned in our data collection as significant to the local CAS system. However, they are smaller in size, therefore enrolling fewer Philadelphia graduates than the lead institutions.

Primary college actors include the following:

Community College of Philadelphia (CCP)

- Approximately one-third of Philadelphia high school students who go to college, enroll in CCP – representing the highest share of students among Philadelphia Higher Education Institutions.
- CCP also serves as a key gateway for adult learners.

Temple University and Penn State University

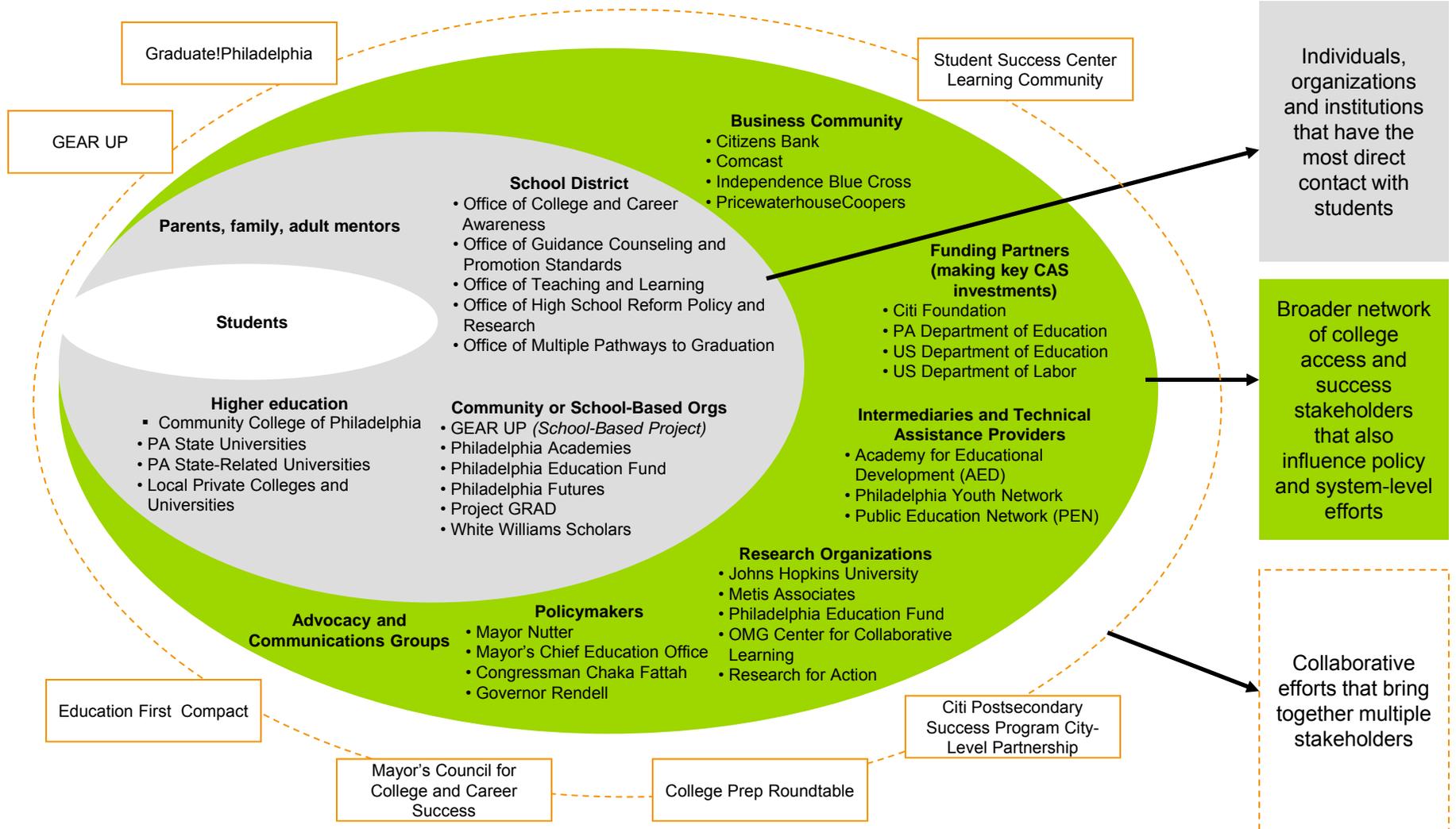
- Temple and Penn State each account for about 10% of college enrollments among Philadelphia public school graduates, representing the second and third highest share of Philadelphia students.
- These two institutions are perceived as becoming less accessible to public school students as they become more competitive institutions.

PASSHE System

- Approximately 15% of Philadelphia high school students who go to college enroll in a PASSHE (Pennsylvania State System of Higher Education) school.
- PASSHE includes 14 colleges and Universities. Of these 14, three are within a 50 mile radius of Philadelphia - Cheyney University, Kutztown University, and West Chester University.

The College Access and Success System in Philadelphia: A Core Group of Concerned and Engaged Stakeholders

A lot of diverse stakeholders are providing and/or supporting college access and success in Philadelphia through individual programs and emerging collaborative efforts.



* This graphic represents the key players mentioned in interviews and/or involved in the Mayor's Council for College and Career Success. We did not identify any specific advocacy and communication groups in the system but many other groups & organizations in the system are taking on elements of this role.

The College Access and Success System in Philadelphia: Moving Robust Supports Towards a More Coordinated System

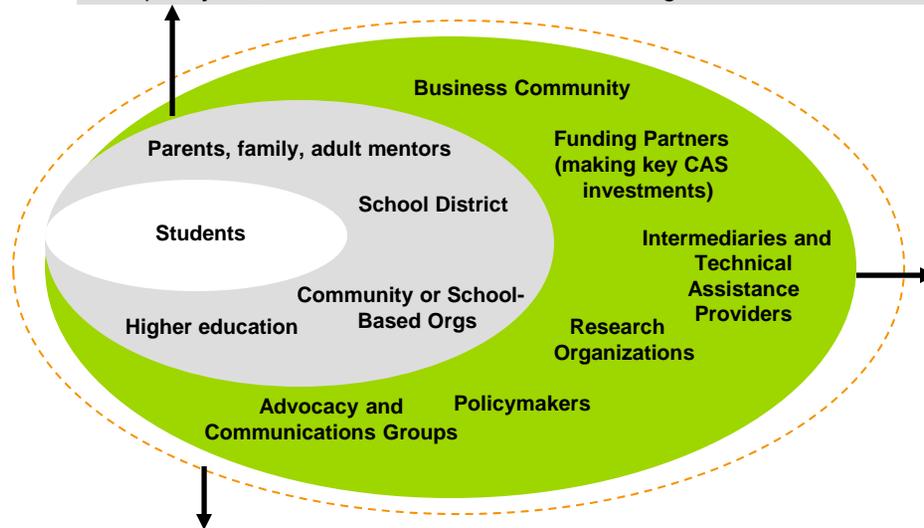
Over the last two decades, many college access and success programs have developed. To-date most efforts in the city have been siloed, but a number of new initiatives are emerging to coordinate and systematize these.

Direct Supports for Students

Rich network of nonprofit college access and success providers: These nonprofit organizations have been the greatest supporters of students' college access at the high school level over the last two decades. Few of these organizations have continued to support students' success once in college.

The support network includes local colleges and universities: Post-secondary institutions not only have their own students to support at the college-level but have also provided college access and success supports in K-12 schools, driven in part by TRIO funds, from the US Department of Education. Additionally, the city's leadership is also pushing colleges to play more of a role.

Growing role of the School District: As pressure to support college access and success has grown, the District has responded with a greater focus on college, evidenced in particular by the creation of two new offices: the Office of College and Career Awareness, created in 2004, and in this past year, the Office for Guidance Counseling and Promotion Standards which has placed a particular emphasis on college-going.



Wide Range of Stakeholders

Several new funders are supporting college access and success:

- US Department of Labor: grant being used to support implementation of Student Success Centers at 11 high schools.
- GEAR UP: two separate grants coming from this federal program to support developing college-going culture in middle schools.
- Citi Foundation: five year investment to support both program and policy development to increase the number of students accessing and succeeding in college.

Mayor's office has expanded network of interested stakeholders:

The mayor's office has been a key instigator in the city over the last two years, bringing many existing and new stakeholders – the business community, key intermediaries, and research organizations – to the table around college access and success.

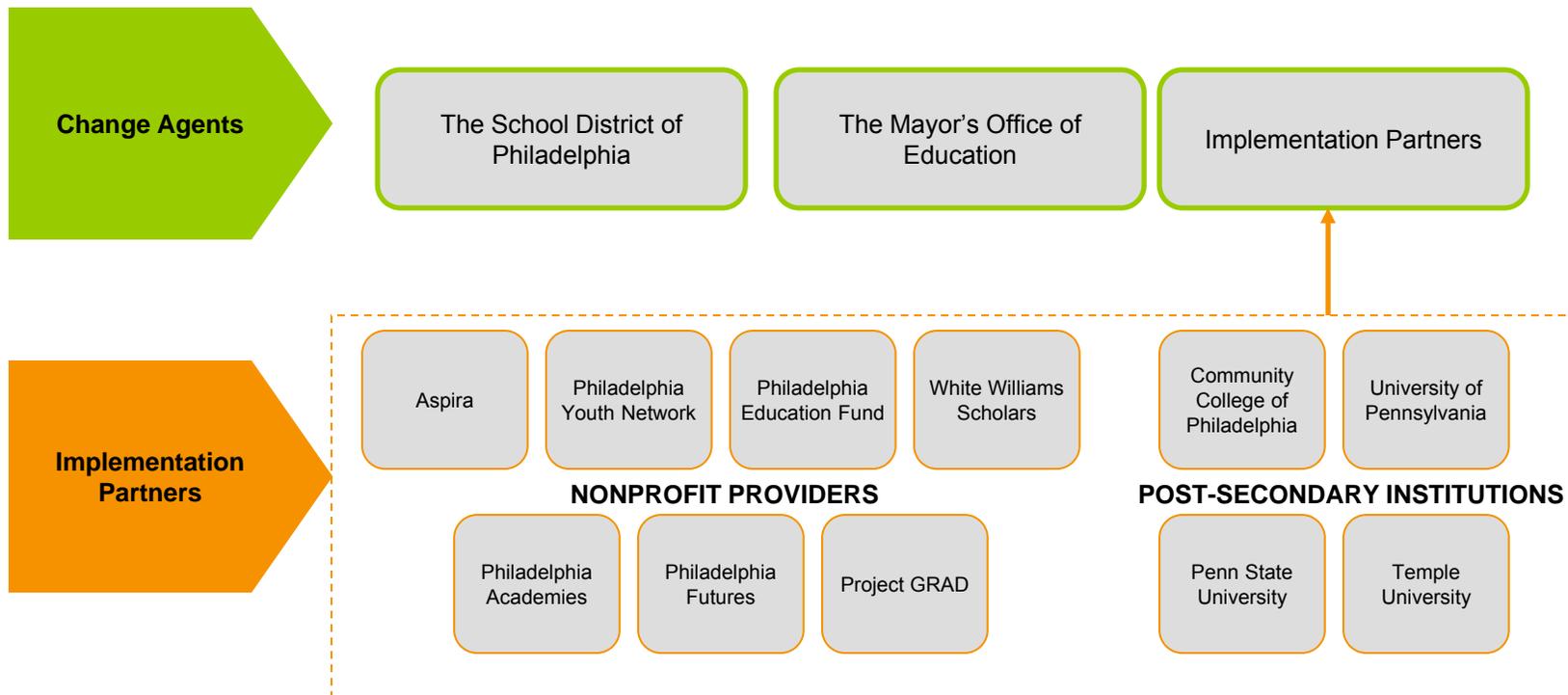
Efforts to Collaborate and Align Multiple Stakeholders

New initiatives are focusing specifically on aligning existing resources at the school, District, and city levels: Multiple initiatives are underway to coordinate school-level supports, equalize services across schools, and align funding streams and strategies city-wide to maximize impact.

History of collaborative efforts in Philadelphia: Although a new emphasis on coordination is emerging in the city, this is not the first time multiple stakeholders have organized around college access and success. The North Philadelphia Compact for College and Career Success is an example of similar work in the early 1990s which ended because of funding changes.

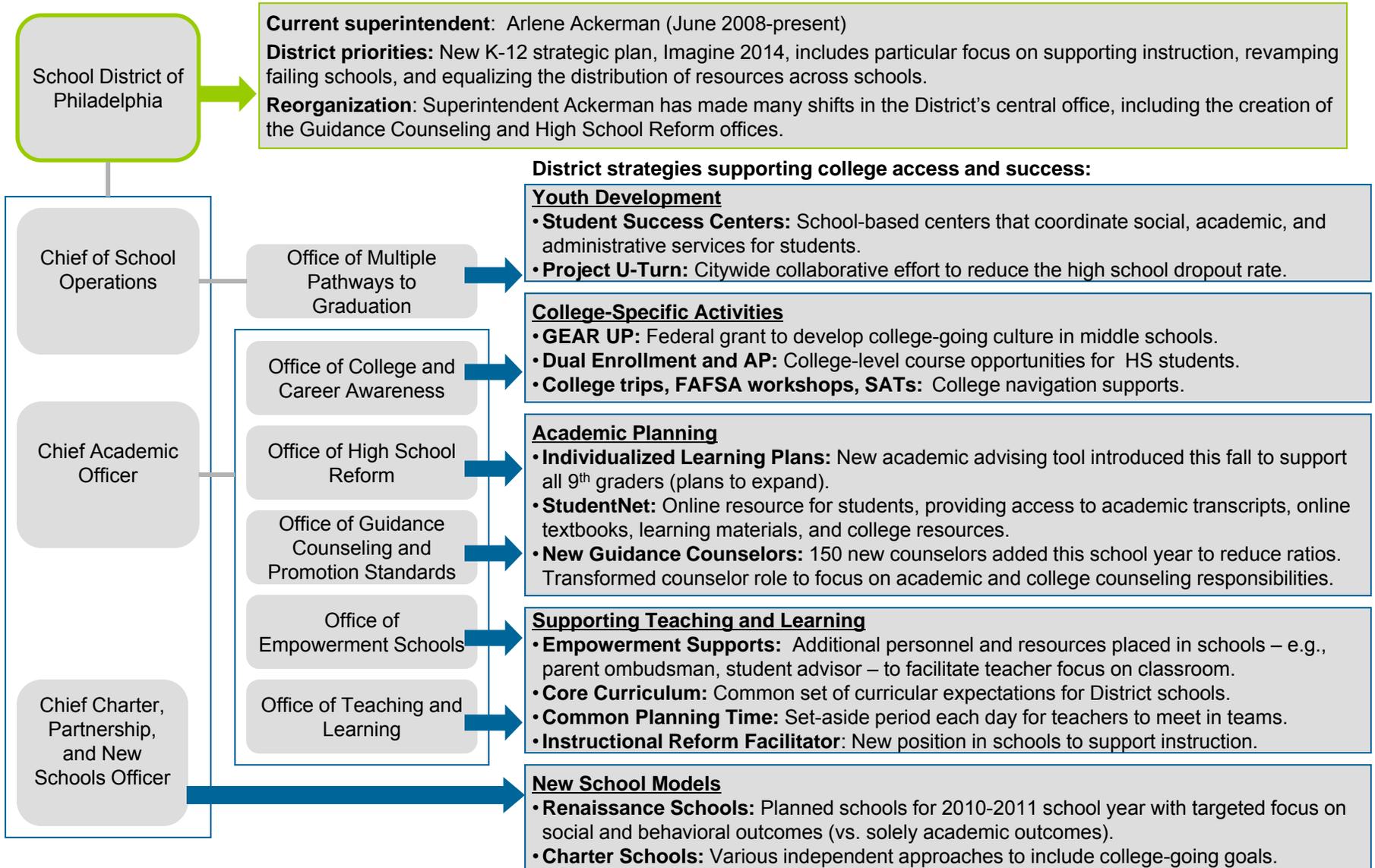
The College Access and Success System in Philadelphia: Three Key Change Agents Driving System Level Change

The School District and Mayor's Office are key leaders driving changes in the college access and success system. In addition, a core group of nonprofit providers and postsecondary institutions also play a dual role of change agents and implementation partners.



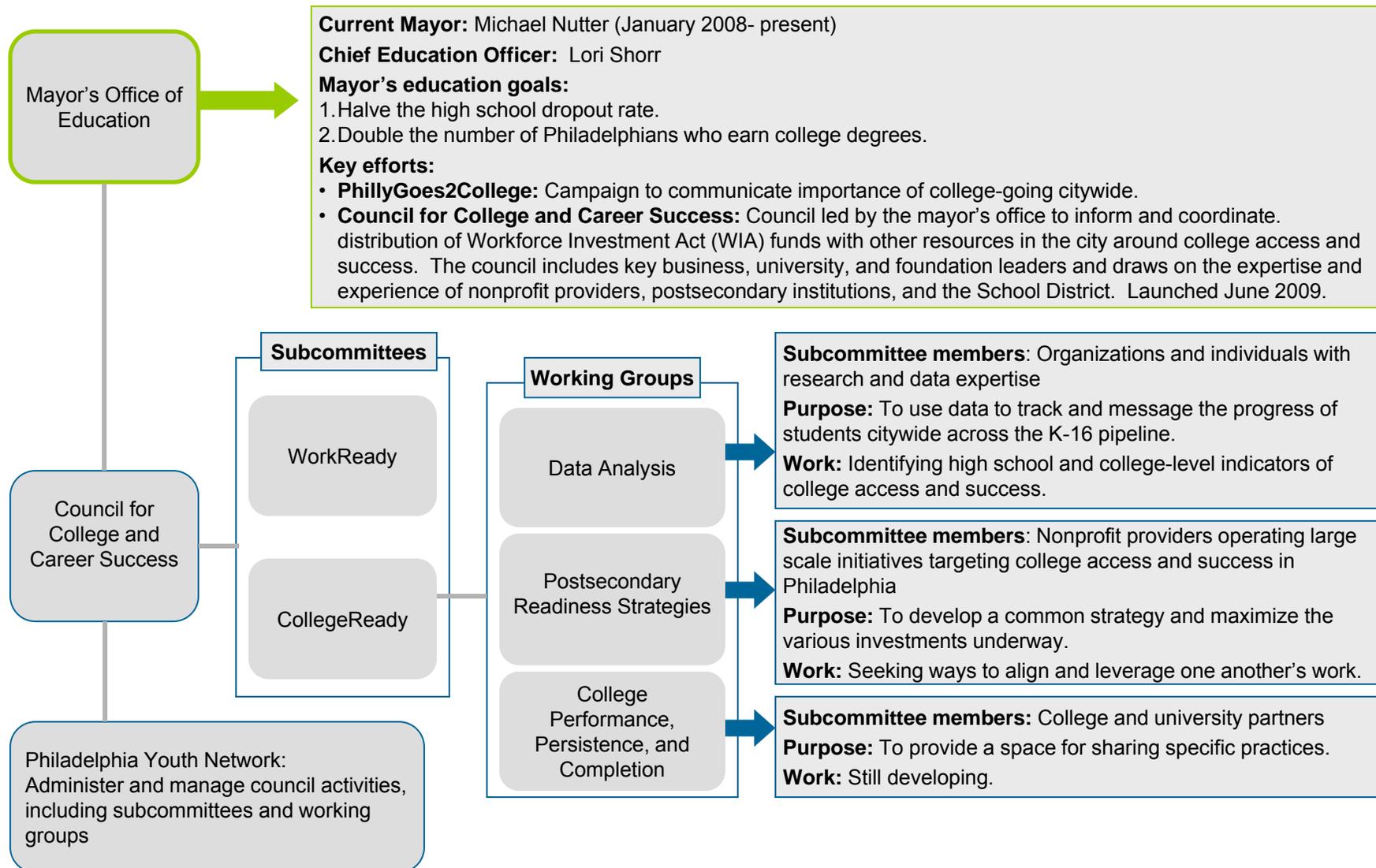
Change Agent: School District of Philadelphia Plays a Lead Role by Executing Multiple Strategies Through Several Offices

Several School District of Philadelphia offices support college access and success and contribute to the school district's lead role in the college access and success system.



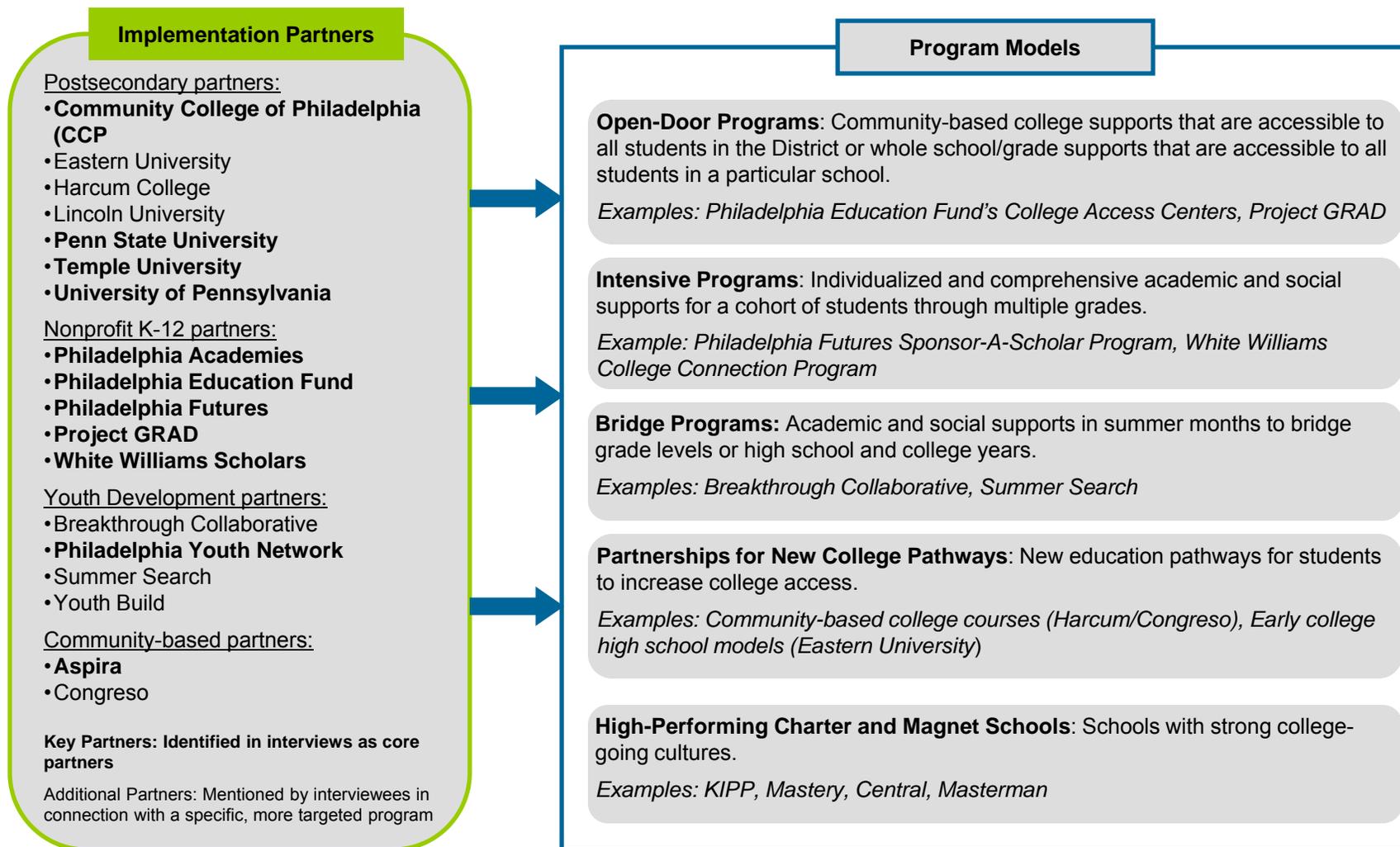
Change Agent: Mayor's Office Plays a Lead Role Placing an Emphasis on Collaboration

Through the Mayor's Council for College and Career Success, Philadelphia's Chief Education Officer is playing a key role in leading efforts to align and coordinate college access and success supports in the city.



Change Agent: Implementation Partners Play a Lead Role Offering Program Experience and Best Practices

A multitude of implementation partners are working to support the CAS needs of students primarily through individual programmatic efforts. Collectively they bring ground-level experiences and practices to broader conversations.



Multiple Coordination Efforts are Underway in the City to Create CAS Alignments in Schools and Throughout the District

Although many still characterize college access and success efforts as siloed, the School District, the Mayor's Office, and Implementation Partners are beginning several new system-building initiatives designed and *intended* to better coordinate and link supports for students at both the school and city levels.

Facilitating Shifts in the System

- Connecting efforts across the K-16 pipeline.
- Systematizing efforts at the K-12 level across schools and providers to maximize and equalize students' access to support (e.g. coordinating funding, information).

Mayor's Council for College and Career Success: Brings together multiple stakeholders to coordinate and align college access and success resources in the city.

Bridging School and System-Level Change

- Systematizing efforts at the school-level among multiple providers to ensure coordinated supports for students.
- Sharing lessons from school-level coordination efforts across several schools to inform District or city level efforts.

College Prep Roundtable: Provides an open monthly forum for providers working across the School District to come together and share information about college access and success opportunities for students.

Student Success Centers: Serve as a hub in high schools for coordinating college access and success supports and meet together as a learning community across high schools.

Citi Postsecondary Success Program (CPSP): Brings partners together to coordinate supports for college-going and college success in four target schools and District-wide.

Changing Whole School Culture

- Embedding college access and success supports in school structures and processes both inside and outside the classrooms.
- Providing tools, resources, and professional development for principals, teachers, and counselors to engage in a college-going culture.

Project GRAD: Work within existing schools structures, specifically leadership teams, to increase college access and success supports in a school.

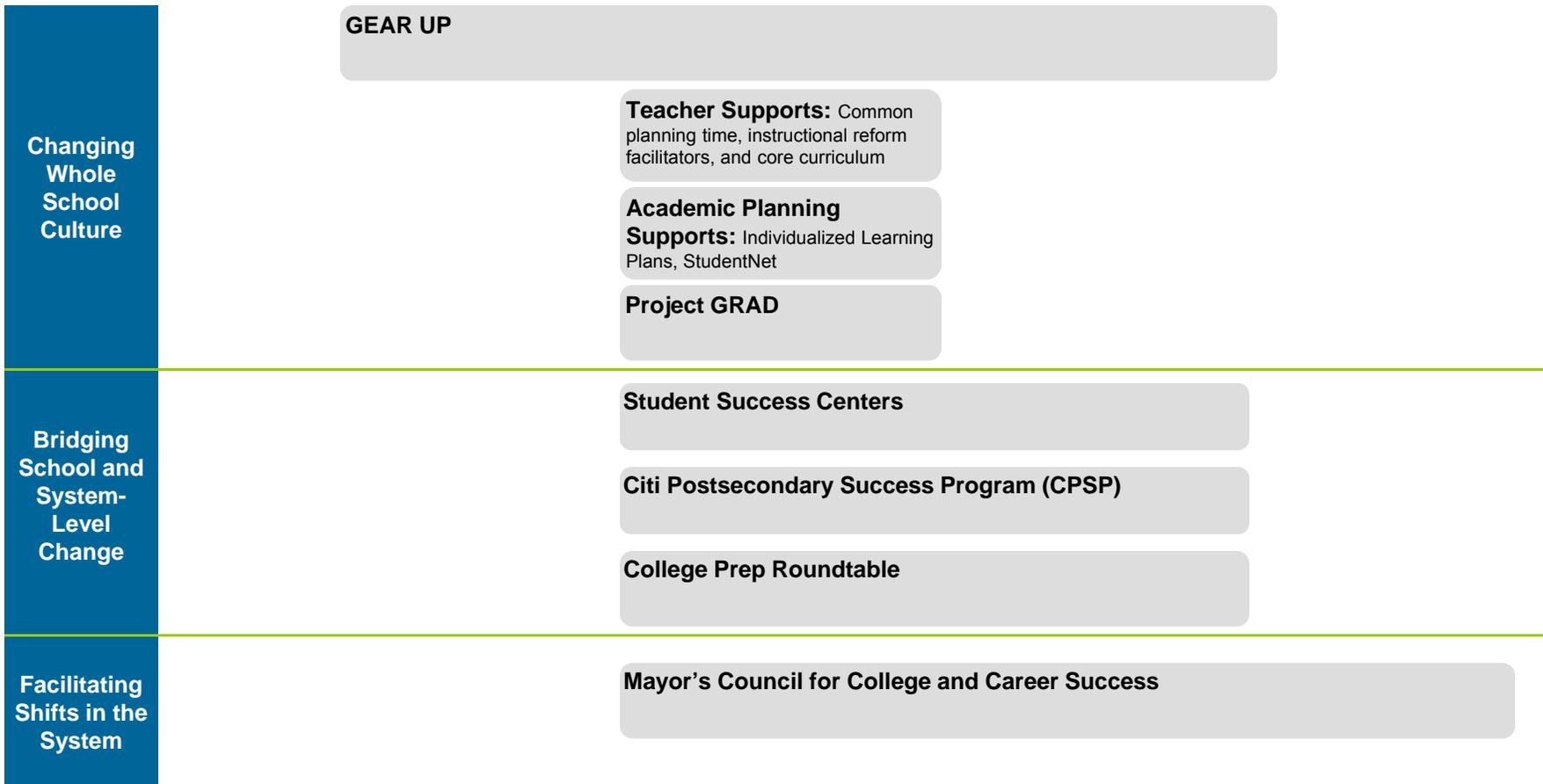
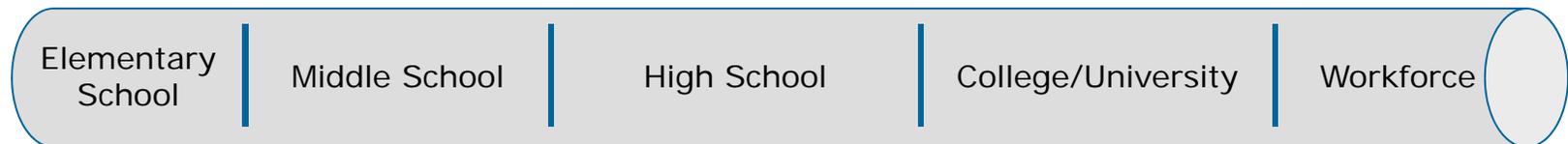
Individualized Learning Plans/StudentNet: Provide online and electronic spaces for counselors to engage in more effective college planning with students.

GEAR UP: Support professional development and provide specific resources and tools for middle schools teachers that encourage college-going.

Core curriculum/common planning time/instructional reform facilitators/greater access to accelerated courses: Provide opportunities for high school teachers to engage with a college-going culture.

Efforts Underway Still Do Not Span Pipeline; Most Just in High School

Most system-level efforts in Philadelphia focus on the high school level. GEAR UP is supporting some system-building at the middle school level. CPSP, Student Success Centers and the Mayor’s Council hope to improve links between high school and colleges/universities; however, these links are still very early in development.



Summary: The Philadelphia CAS System

K-12 Supports (Access)

| | Motivation/ Empowerment | College Application and Financial Aid Assistance | Academic Support | College-Going Culture |
|--------------------------|---|---|--|---|
| Detailed Findings | <p>Starting Early: Recently, there is more focus on middle and earlier high school grades.</p> <p>Aspirational Relevance: Some individual schools, particularly high quality charters and magnets, or targeted cohort programs, are investing the intense resources required to develop student aspirations to go to college.</p> <p>Exposure to College: The District is continuing to focus on and support the opportunity for all students to access college visits, take the SATs, and enroll in dual enrollment or AP courses.</p> <p>Peer Support: A few programs provide peer support through intensive cohort models.</p> | <p>Applying to College: Many college access and success providers focus their supports on helping students to navigate the college application process.</p> <p>Applying for Financial Aid: Filling out the FAFSA and the challenges of getting families to provide this information are well understood in Philadelphia. However, providers still struggle to meet the needs the community.</p> | <p>Rigorous High School Curriculum: The District has developed a new core curriculum with higher expectations of rigor. In addition, the District is pushing for more accelerated and AP courses in high schools. However, the extent to which these curricular and course opportunities have taken root is unclear – particularly in comprehensive high schools.</p> <p>Study Skill Support: Some more intensive programs offer targeted academic enrichment and study skills support during after school hours, and/or over the summer months.</p> | <p>Providing supports to all students: New programs and initiatives in the District are moving towards whole school and whole grade approaches in limited number of schools.</p> <p>Engaging all school staff in supporting student college-going: High quality charter and magnet schools were cited most often as providing a college-going culture. A few select neighborhood high schools were highlighted as beginning to show signs of a college-going culture. New initiatives in the District may provide opportunities for building staff investment in college.</p> |
| General Findings | <p>Services are allocated on the basis of student or family self-selection: For the most part, services are offered to a broader group than actually receives services. Whether services are through an intensive cohort-based model or open to an entire grade of students, those students that receive services have usually elected to do so. Those students that are not selecting services on their own, in the past, have often not received any college supports. The new Individualized Learning Plan is an example of a new strategy designed to reach beyond self-selecting students.</p> <p>Interviewees “highlight” the same 50 kids and the same models: Many in Philadelphia believe that the same “50 kids” are being served by the multiple programs that exist, but the extent to which this is true or not true is unclear and cross-program data does not exist to determine this. Furthermore, many highlight the same charter and magnet schools as exemplary, but a deeper understanding of strong practices across the District is not shared.</p> | | | |

Early Observations: The Philadelphia CAS System

Postsecondary Supports (Success)

| | Personalized Education Experience | Shared Community/ Social Support | Academic Engagement | Institutional Culture |
|--------------------------|---|---|---|--|
| Detailed Findings | <p>Structured First Year Experience: Some special admissions programs provide this kind of support, but spaces in these programs are dwindling. Some professional pathways, e.g. nursing, can simulate a more structured experience.</p> <p>Student-Faculty Contact: Early warning data systems in colleges and universities seek to encourage more targeted student-faculty contact for at-risk students. Both CCP and Temple have them.</p> | <p>Opportunities to Connect to Institution: Many Philadelphia HS students still live at home when entering college – whether attending a community or local four-year college – which makes it more difficult to connect to the institution.</p> <p>Peer Interaction: Similar to findings of <i>structured first year experience</i>,</p> <p>On-Campus Job: Four-year colleges are more likely to offer on-campus internships or have work study opportunities for a small number of students.</p> | <p>Academic Supplements: Most academic services available on campuses are those open to all students to support any course, such as learning labs or tutoring.</p> <p>Active/Intrusive Advising: Some colleges are starting to move in this direction with data collection systems identifying students at-risk and trying to connect them more pro-actively with existing advising supports.</p> | <p>Integrated Support System: Supports are administered through a variety of internal departments, making it difficult to develop a holistic support system for students.</p> <p>Central office/person: Colleges and universities are making retention a priority in their academic offices but it's not clear how this translates into a face/relationship for students on the ground.</p> <p>Using retention data to guide strategy and allocate resources: Colleges are collecting data but it's unclear to what extent this is driving decisions about retention supports.</p> <p>Focus on teaching: Colleges and universities that think of themselves primarily as teaching universities may be more likely to provide supports for students and/or offer higher quality supports.</p> |
| General Findings | <p>Services are allocated on the basis of student self-selection: As with services at the K-12 level, although most supports at the post-secondary level are offered to all students, most supports are administered on the basis of those who choose to access services.</p> <p>Fewer intensive programs: Special admissions programs, that have traditionally provided structured first year experiences, peer interaction, and unique opportunities for additional academic supports, have fewer spaces for Philadelphia high school students than in the past.</p> <p>Using data to direct services: Schools are beginning to use data to target and more actively direct mainstream supports like advising and academic labs to the students most at-risk and in need. However, it is not clear the extent to which the nature of school activities are shifting (e.g. faculty-student relationships, peer-to-peer relationships) on the basis of these data.</p> | | | |

Key Findings from OMG's Philadelphia Research Across the CAS Pipeline

Elementary
School

Middle
School

High School

College/University

Workforce

Most efforts in Philadelphia are focused on high school students and/or high school level systems.

GEAR UP represents a significant push into middle schools. However, our analysis uncovered few efforts at the elementary school level.

Multiple efforts are underway in Philadelphia high schools. Although these resources might not be enough to serve all Philadelphia high school students, many are beginning to work together to serve more students with existing resources.

Few transition supports exist in Philadelphia. Supports often end at the high-school level once a student gets into college and begin at the college-level once a student is already enrolled in classes. However, students often need support between these two milestones.

Special and regular admissions opportunities in four-year colleges are dwindling for Philadelphia public school students, but greater emphasis is being placed on the importance of a four-year degree. Additional pathways to four-year degrees need to be developed.

College access and success supports among nonprofit providers as well as the District have existed primarily outside of classroom activities. A true college-going culture will require supports that bridge external and internal classroom activities.

Coordination and alignment are currently key buzz words in Philadelphia at the moment. However, actualizing this requires many partners to build new capacities, take on new responsibilities, and alter the way they have been doing work. Without significant shifts, the characteristic program silos could become a system characteristic.

Opportunities and Challenges for Advancing The Philadelphia CAS System

Opportunities

- **Multiple new CAS efforts in the city:** Many new initiatives are underway to coordinate and align existing programs and providers, including pushing for K-12 and university/college partners to work together.
- **Network of nonprofit providers:** Philadelphia has both a history of providing college access and success services and currently has a core of invested nonprofit and university partners engaged in efforts.
- **Leadership of mayor's office:** The mayor's office is playing a key role in collecting and making data and information about college-going accessible to the Philadelphia community, as well as within the college access and success community.
- **School District focus on equalizing and providing access and resources to all students:** This includes opening up more opportunities for college exposure, improving teacher quality across the board, and expanding academic and college counseling opportunities.
- **Local models:** Many unique programs and partnerships are happening in Philadelphia that could have larger lessons for the local education community.
- **Strong community college system:** The Community College of Philadelphia sees itself and is recognized as a key partner.
- **Many dual admission agreements:** The Community College of Philadelphia has agreements with several local 4-year colleges.
- **College retention priority for local colleges:** In many institutions, high level academic leaders are focusing efforts on the retention and success of students.
- **National recognition of issue:** Both the federal government and key national foundations are targeting resources and attention on college access and success.

Challenges

- **Misinformation about college-going:** Education and political leaders in Philadelphia still struggle with engaging parents and families and getting them to believe in the importance of college.
- **Role of self-selection:** Most college access and success supports are provided to students and families that have self-selected to participate. There is a need for greater engagement and new activities to support students who until now have not opted for college supports.
- **Multiple new CAS efforts in the city:** Several different efforts have emerged at the same time to coordinate and align siloed college access and success programs. But without explicit coordination among these multiple efforts, there is a risk of siloing different aspects of coordination.
- **Lack of clarity regarding overlaps:** Although many talk about the "same 50 students" being served by multiple programs, the extent to which this is true or untrue is not clear. Student level data about who is getting what does not exist.
- **Reactive college access and success supports:** Up until recently, most supports in the city targeted 11th and 12th grade students as they ran out of time for submitting college applications. As a result, fewer long-term, intensive supports had been available.
- **Two to four-year pipeline not big enough:** The Community College of Philadelphia provides open access to students and has multiple agreements with four-year colleges, but few students as a percentage of community college enrollments are moving through these connections.
- **Complex staffing of post-secondary institutions:** Post-secondary institutions are often represented at the city-level by one individual. However, multiple internal departments and staff impact retention and success supports at post-secondary institutions.

Moving Forward: Areas of Focus

Support and institutionalize data collection efforts: Data about students' college-going activities and outcomes exist in multiple places. Currently, there are no common systems for tracking what kind of college-going supports a single student receives across a school and across multiple providers. The District's Individualized Learning Plan and StudentNet tools could provide a base for such a system.

Institutionalize the efforts of the Mayor's Council: The efforts of the mayor's office provide an important opportunity for city-level coordination of college access and success programs and initiatives, as well as common messaging about college across the city and District-wide. A continuing forum for these efforts will be critical to achieving long-term, sustained improvements in the college access and success system.

Bridge high school and college-level supports: The college access and success pipeline could be more fluid by creating more connection points across the K-12 and college/university divide. Players in the college access and success system should consider fostering and strengthening:

1. Transition services: services that bridge the gap between being accepted to college, showing up on the first day, and making it through the first 90 days
2. Nonprofit provider programs that have traditionally served K-12 students extending supports into college years
3. College and university-supported initiatives providing more services in the K-12 years.

Moving Forward: Areas of Focus (cont'd)

Support activities that provide alternative pathways to four-year colleges: Traditional four-year college spaces are becoming more competitive in Philadelphia. Additional pathways need to be created and strengthened to support Philadelphia high school students' four-year college-going including:

1. Early college models
2. Stronger community college to four-year college supports.

Build the capacity of CAS providers to work with school staff not just students: A core group of CAS providers have key expertise that could support more professional development among high school teachers, college faculty, guidance counselors, and principals to participate in a college-going culture. However, to play this role, CAS providers will need to build additional capacities around training adults.

Advocate for making college part of the accountability structure: High school staff and college faculty will take responsibility for college-going and college success indicators when these are explicit responsibilities and part of their assessment. Any efforts to include college in accountability structures will require the engagement and support of the broader District, unions at both the K-12 and college levels, parents and the business community.

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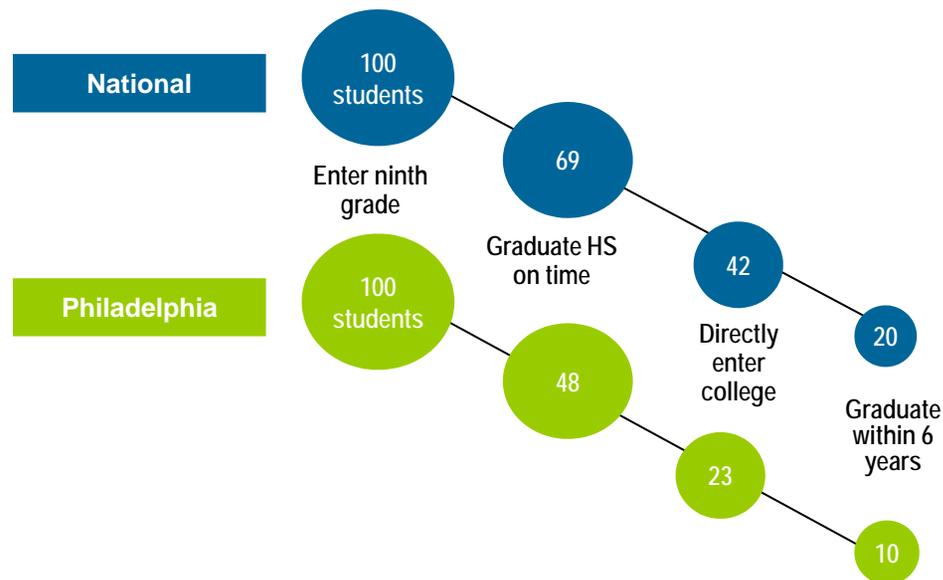
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College Access and Success in Philadelphia

Part II: College Enrollment Activity

Presented to the John S. and James L. Knight Foundation

October 29 2010

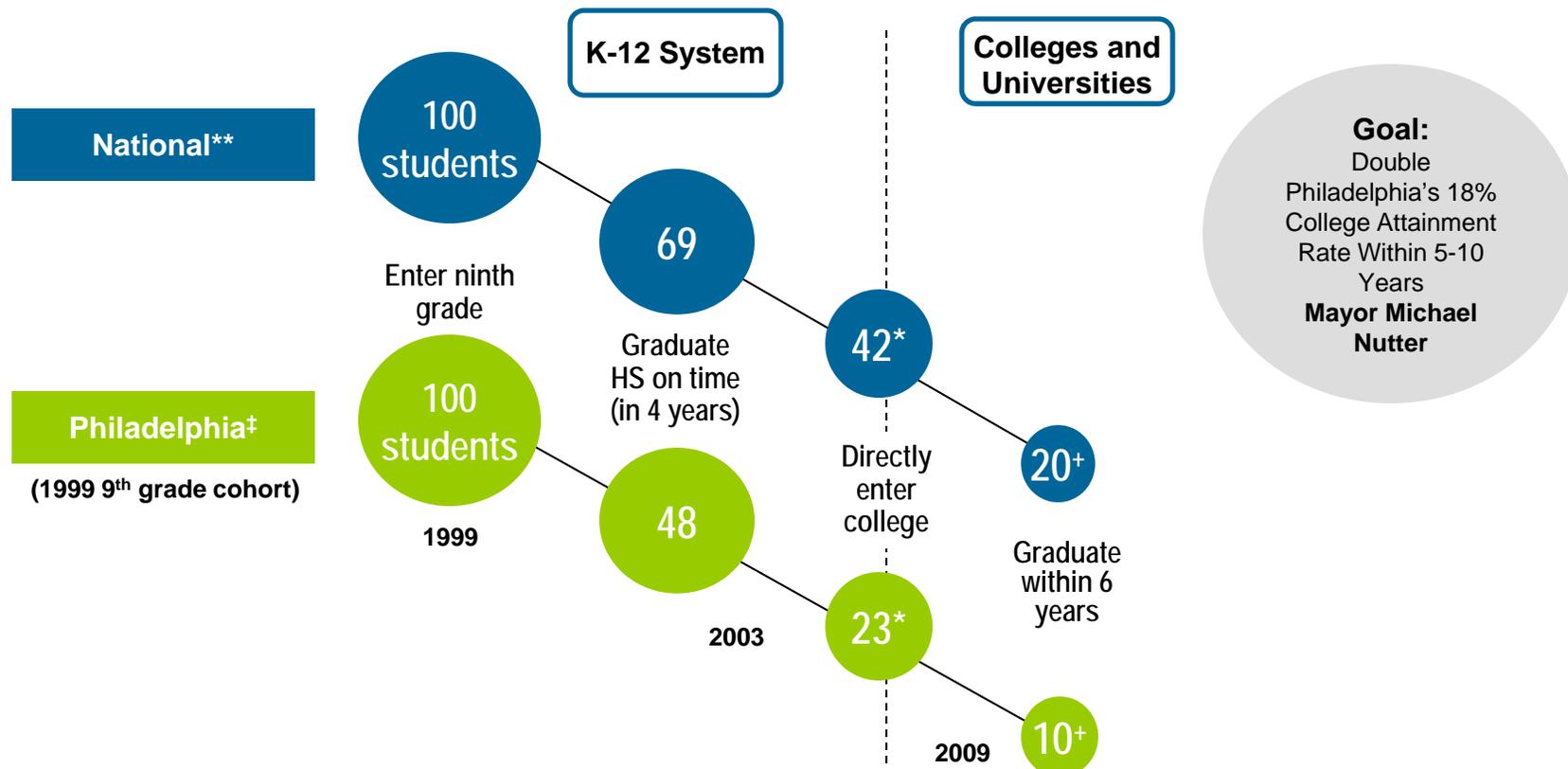


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Executive Summary: What Is the Pipeline of College Graduation for Philadelphia 9th Graders?

Philadelphia lags behind national rates for college enrollment and completion.



* "Directly enter college" for the national cohort is defined as matriculation in a two- or four-year college within the *first semester after high school graduation*.

"Directly enter college" for the Philadelphia cohort is defined by matriculation in a two- or four-year college within the *first year* after graduating high school. In the remainder of this report "directly enter" (immediately enrolled) is defined as matriculation within the *first fall semester*.

+ "Graduation within 6 years" for the national cohort and the Philadelphia cohort includes two- and four-year degrees. However, the national figure only includes two-year degrees obtained within three years.

** National pipeline data source: Student Pipeline - Transition and Completion Rates from 9th Grade to College for 2006. The National Center for Higher Education Management Systems. Data tables. www.higheredinfo.org/dbrowser/?year=2006&level=nation&mode=data&state=0&submeasure=119

† Philadelphia pipeline data source: School District of Philadelphia Office of Accountability, Jan 2010. "Pipeline" to College Graduation for First-time 9th Graders, 1999-2000.

Executive Summary: What Do Philadelphia Public High School Graduates Look Like?

2003-2009 Philadelphia HS Graduates:

- Sixty-five percent (65%) African-American students.
- Slightly more females than males (55% vs. 45%).
- Sixty-two percent (62%) attended a “universal feeding school” in which all students are eligible for free lunch because there is a predominance of poverty.
- Twenty-six percent (26%) of graduates were receiving Temporary Assistance for Needy Families (TANF).
- The percentage of Caucasian graduates decreased from 19% in 2003 to 14% in 2009, reflecting a decrease in enrollment by Caucasian students.
- The majority of students (65%) attended and graduated from neighborhood schools.
- Magnet schools had more female, Caucasian, and Asian graduates, and fewer graduates who were receiving TANF benefits.

Executive Summary: What Are the College Enrollment Patterns of Philadelphia Public High School Graduates?

2003-2009 Philadelphia HS Graduates:

- Nearly half of Philadelphia graduates have ever enrolled in college and slightly more than one-third (37%) immediately enrolled in college (in the fall following HS graduation).
- Students who delay enrollment are significantly more likely to initially attend a two-year college rather than a four-year college.
- Three local higher education institutions draw half of all enrollees: Community College of Philadelphia (CCP), Temple University, and Pennsylvania State University together represent 50% of all initial college enrollments for Philadelphia public high school students; CCP alone represents nearly one-third of initial enrollments.
- Female students are more successful with enrollment: Female students are more likely than males to ever enroll in college (53% vs. 43%) and more likely to do so immediately (40% vs. 32%).

Executive Summary: What Are the College Retention Patterns of Philadelphia Public High School Graduates?

2003-2008 Philadelphia HS Graduates:

- Philadelphia public high school graduates who enrolled in college were more likely to remain in college one year later if they:
 - ◆ enrolled in college immediately in the first fall (76% retained)
 - ◆ enrolled in college immediately into four-year institutions (81% retained)
 - ◆ enrolled in college immediately into in-state schools (76% retained)
- Among immediate enrollees by race/ethnicity, Hispanic and African-American students were less likely than their White and Asian counterparts to remain enrolled (70% and 72% vs. 83% and 89%, respectively).
- Among immediate enrollees by gender, females were slightly more likely to remain enrolled than males (77% vs. 75%).
- Of students who attended two colleges, slightly more students transferred from four-year to two-year colleges (22%) than from two-year to four-year colleges (15%), pointing to variation in students' pathways for college completion. Students who transfer from four-year to two-year colleges may have additional struggles, such as financial and preparedness barriers.

Executive Summary: What Are the College Graduation Patterns of Philadelphia Public High School Graduates?

2003 Philadelphia HS Graduates:

- Four percent (4%) of Philadelphia public high school graduates who immediately enrolled in two-year colleges earn an associate's degree within three years.
- Fifty-two percent (52%) of Philadelphia public high school graduates who immediately enrolled in four-year colleges earn a bachelor's degree within six years.
- Philadelphia public high school graduates who immediately enrolled in private colleges were more likely to graduate within six years than students who immediately enrolled in public colleges (63% vs. 40%).
- Caucasian and Asian students who immediately enrolled in any type of college were more likely to graduate college (59% and 60%, respectively) than Hispanic and African-American students who immediately enrolled (38% and 37%, respectively).
- Females who immediately enrolled in any type of college were more likely than males to graduate college (49% vs. 40%).
- Immediate enrollees from magnet high schools (60%) and students not receiving TANF benefits (46%) were more likely to graduate college than their peers.

Executive Summary: What Does This Mean for Those Who Want to Help Philadelphia Students Access and Succeed in College?

System partners (policymakers, practitioners, funders) should work together to...

- Build a citywide college-going culture and invest in promoting greater spread of college preparation and college-going supports, especially to students with lower rates of college enrollment (i.e., students in neighborhood high schools; African-American, Hispanic, and low-income students). Include widespread outreach to students, training for faculty and staff, and messaging to emphasize college enrollment expectations across the district.
- Promote immediate college enrollment, with increased focus on the transition from high school to college to prevent further delayed enrollments. System partners should invest in transition supports to bridge and align college-going efforts from high school into college to provide continuity for students across the pipeline.
- Enhance resources at the college level to increase the number of at-risk students staying in college and on a pathway to a four-year degree, including driving investments to support students on the two- to four-year college pathway.

About The Student Tracking Study and This Report

This report analyzes and describes college enrollment and graduation outcomes of public high school graduates in Philadelphia. A companion report (College Access and Success in Philadelphia, Part 1: Moving Towards Systemic Efforts) presented a landscape scan of the supports for college enrollment and graduation in Philadelphia.

Primary research questions answered in this report: (Questions in blue are addressed in the companion report)

1. What is the ideal college access and success (CAS) system?
2. What does the system of college access and success supports look like in Philadelphia?
3. What programs are in place vis-à-vis what is known nationally as necessary for a strong college access and success system?
4. What do the college access and success patterns of students look like in Philadelphia?
5. What are the opportunities for strengthening the college access and success system in Philadelphia?

Purpose of Study:

1. To better understand the college enrollment patterns of students and the system of college access and success supports in Philadelphia.
2. To identify opportunities for strengthening the system and ultimately college attainment in Philadelphia.

Methodology

Population:

- Over 73,000 student records for 2003-2009 graduates of the School District of Philadelphia (SDP)

Data sources:

- SDP student demographic data
- National Student Clearinghouse (NSC) college enrollment and graduation data

Analysis:

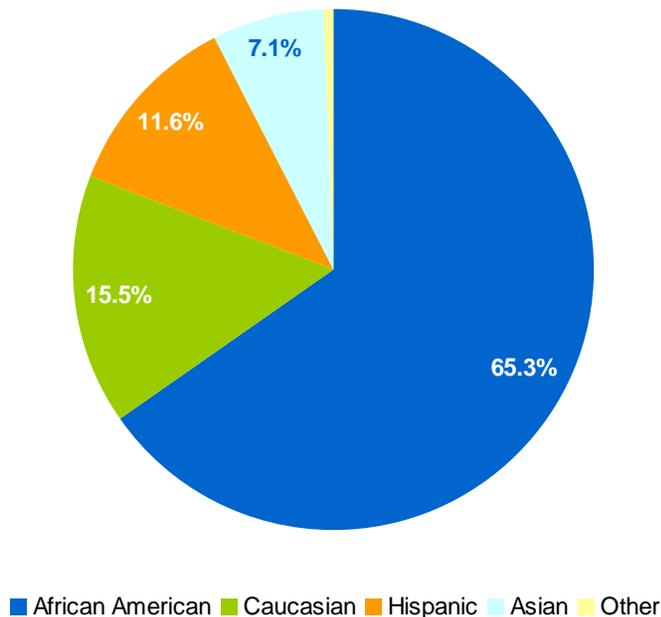
- Analyses were performed using SPSS and STATA
- Enrollment analysis done for 2003-2009 (all high school graduates)
- College retention analysis done for 2003-2008 (those who went directly to college in first fall)
- College graduation analysis done for 2003 (those who went directly to college in first fall)

Limitations:

- The NSC has access to enrollment data for over 92% of all two- and four-year colleges (including trade and technical schools), and degree verification information for a subset of those.
- Art Institute of Philadelphia (AIP) is not an NSC member and enrolls approximately 3,600 students per year, many of whom are from Philadelphia. SDP students who attend AIP would appear as non-enrollees in this analysis.
- Charter school data were only available starting in 2006.

I. What Do Philadelphia Public High School Graduates Look Like?

Race of Philadelphia High School Graduates 2003-2009



* Because Special Education includes a wide range of students, many of whom are not on a college trajectory, the population of Special Education students who attend college is not representative of students with a Special Education designation. Special Education is not analyzed as a subcategory in this report.

| | Male | Female |
|---------------------------------|-------|--------|
| | 45.5% | 54.5% |
| | Yes | No |
| Receiving TANF | 25.6% | 74.4% |
| Special Education* | 11.0% | 89.0% |
| English Language Learners (ELL) | 3.5% | 96.5% |

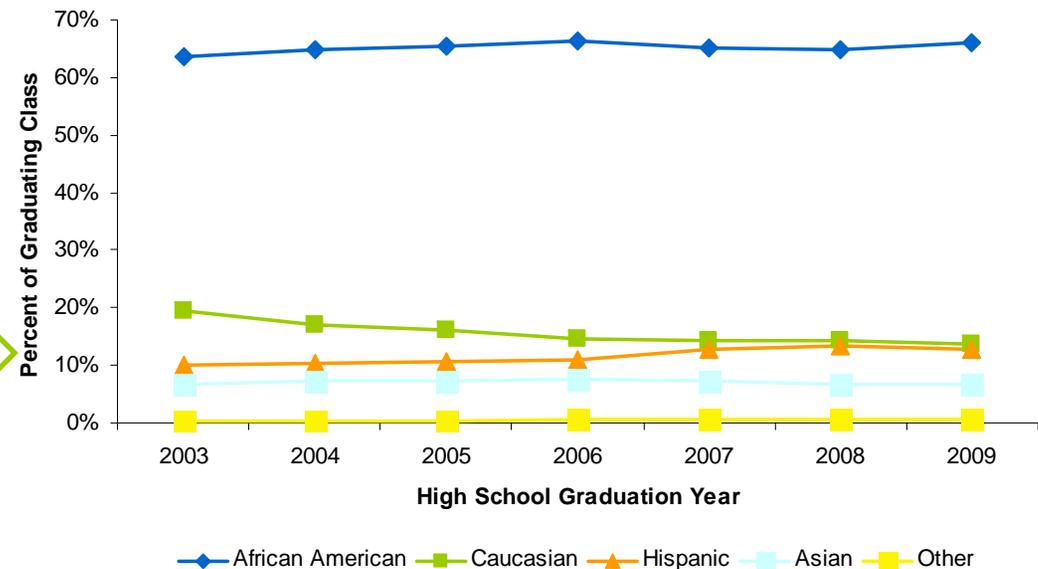
TANF is the best representation available of economically disadvantaged students in the district for student-level analysis. However, many more students were likely in low-income households; 62% of Philadelphia high school graduates in these years attended a universal feeding school (schools in low-income areas that provide free lunch to all students).

How Has the Profile of Graduates Changed Over Time?

Race/Ethnicity of Graduates

- The percent of Caucasian graduates decreased from 19.3% in 2003 to 13.6% in 2009, reflecting a decrease in SDP enrollment by Caucasian students.*
- The percent of Hispanic or African-American graduates rose from 2003 to 2009 (10% to 12.8% for Hispanic and 63.6% to 66.1% for African-American graduates).

Race/Ethnicity of Philadelphia Public HS Graduates Over Time



The number of students receiving TANF benefits rose noticeably from 26.1% in 2008 to 35.4% in 2009. This is likely due to economic conditions during this timeframe.

The mean age, gender distribution, and percentage of English language learners have remained stable.

From What Types of Schools Are Philadelphia Public School Students Graduating?

High School Type 2003-2009
(Note that charter school data did not become available until 2006)

| | |
|--------------|-------|
| Neighborhood | 64.5% |
| Citywide | 8.2% |
| Magnet | 19.4% |
| Alternative | 2.6% |
| Charter | 5.4% |

New schools in the SDP seek to expand student options through different learning models

Most students are graduating from neighborhood high schools; but the number of charters, small schools, and other school models has increased in recent years.

Most additional college access and success supports target neighborhood high schools

Since the majority of students attend neighborhood high schools, most nonprofit CAS supports, and many district CAS supports, target these schools.

Neighborhood: Open admission to students who attend grade eight at a school that is within the feeder pattern. Students from outside of the feeder pattern may apply, but admission is based upon space availability.

Citywide: Students throughout the city can apply. All citywide schools have standard admissions criteria. Seven of the 14 citywide admission high schools focus on career and technical education (CTE).*

Special admission (e.g., magnet schools): Each of these schools has its own set of admissions criteria. They are the most selective of the district's schools.

Alternative: These high schools offer options for students who need supports beyond a traditional classroom. "Multiple Pathways" schools assist students who have previously dropped out (or those with low high school credits) in earning their high school diploma or its equivalent. "Transition services" provide settings and supports designed for students whose educational and social/emotional needs are not being met in the conventional classroom setting.

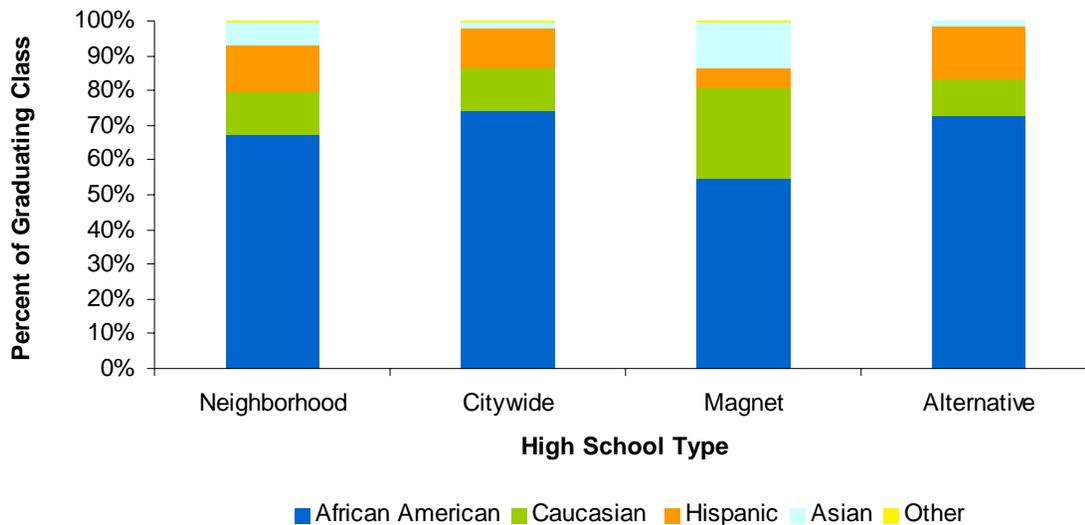
Charter: These high schools are usually open to students citywide, although some have a geographic footprint from which they select students. These schools do not have admissions criteria, rather students are selected by lottery.

*CTE involves a sequence of academic and technical courses addressing skills with the goal of training students to enter a high-demand occupation. These schools have a variety of programs, including automotive technology, business, communications, construction, culinary, firefighting, health, information technology, business, and cosmetology/fashion design.

Are There Differences in Who Graduates High School by High School Type?

Demographics of high school graduates from magnet schools were notably different than other school types; more female, Caucasian, and Asian students; fewer students who received TANF benefits (15.9% vs. 25.6% district-wide).

Race/Ethnicity of 2003-2009 Graduates of Different High School Types (Excludes Charters As Data Were Not Available in Earlier Years)



More African-American students attend and graduate from citywide and alternative schools; more Caucasian and Asian students attend and graduate from magnet schools.

| | Male | Female |
|------------------|-------|--------|
| All School Types | 45.5% | 54.5% |
| Neighborhood | 47.4% | 52.6% |
| Citywide | 45.2% | 54.8% |
| Magnet | 37.9% | 62.1% |
| Alternative | 55.3% | 44.7% |

Fewer females are attending and graduating from alternative schools and more are attending and graduating from magnet schools.

II. What Are the College Enrollment Patterns of Philadelphia Public High School Graduates?

Approximately 50% of Philadelphia public high school graduates between 2003 and 2009 ever enrolled in college. Thirty-seven percent (37%) immediately enrolled in college (in the fall following HS graduation). This is significantly lower than national figures; nationally, 69% of 2005 high school graduates immediately enrolled in college. Among low-income high school graduates, the national number is 54%.¹

College Enrollment Among Philadelphia High School Graduates from Graduating Classes, 2003-2009



Has Student Enrollment Changed Over Time?

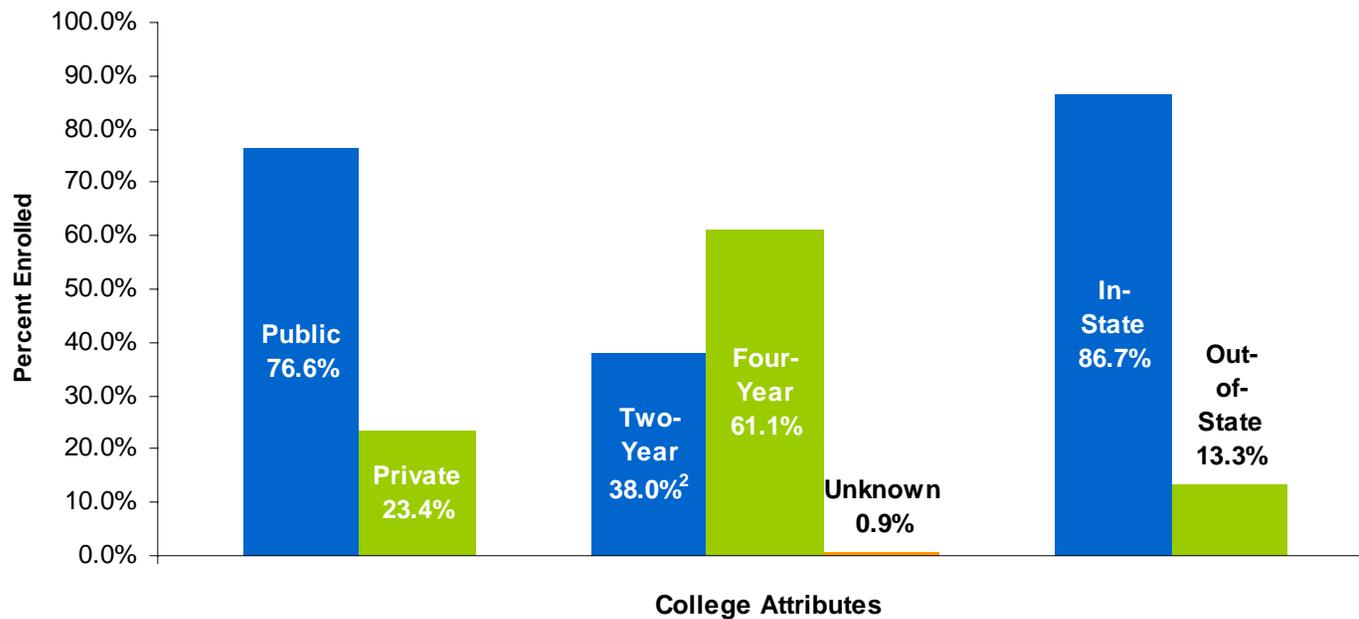
- The percent of students who enroll in college immediately (the fall following HS graduation) has remained relatively stable from 2003-2009, with immediate enrollment ranging from 35% to 38%.
- Earlier graduating classes (with more time since high school graduation) have higher percentages of students who ever enrolled in college, at any point after high school, as would be expected since they have more time to have done so.

¹U.S. Department of Education, National Center for Education Statistics. (2007). *The Condition of Education 2007 (NCES 2007-064)*. Washington, DC: U.S. Government Printing Office.

What Types of Colleges Are Students Enrolling In?

Overall, Philadelphia public high school graduates are more likely to enroll at four-year, public, and in-state institutions.¹

Types of Colleges First Attended by School District of Philadelphia Graduates, 2003-2009



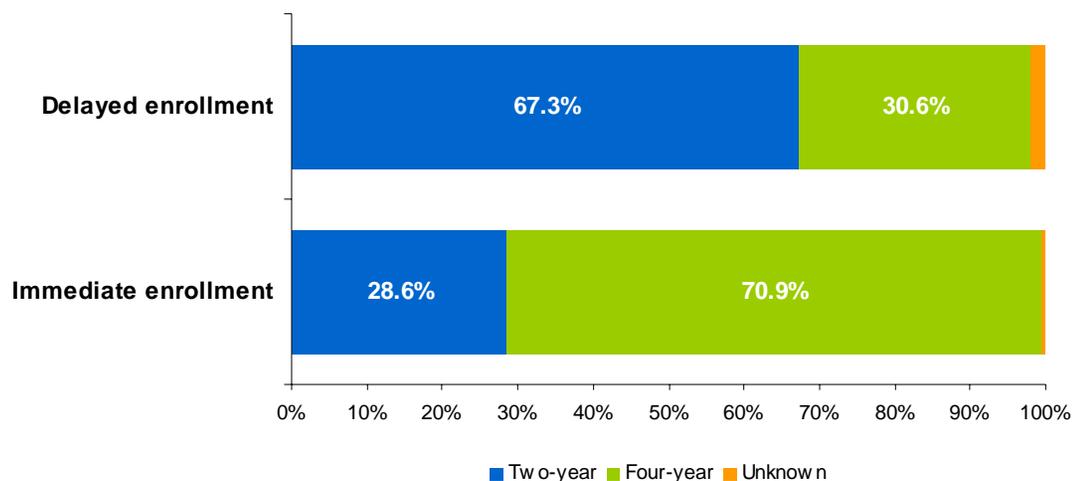
¹Based on college where student first enrolled.

²Among the 38% of PHS graduates whose first institution was a two-year college, over 86% enrolled in Community College of Philadelphia

Are There Differences in the Types of Colleges Attended Among Students Who Immediately Enroll Versus Students Who Delay Enrollment?

Students who delayed enrollment were much more likely to first attend a two-year institution rather than a four-year institution.

Two-Year and Four-Year College Attendance Among Students Who Immediately Enrolled in College vs. Those Who Delayed Enrollment, 2003-2009



¹*Moving Beyond Access: College Success for Low-Income, First-Generation Students.* Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education (2008).

Why Is Delayed Enrollment Important to Consider?

Delayed enrollment is a primary risk factor for leaving college without earning a degree.

Other risk factors include:

- part-time attendance,
- working full-time,
- having dependent children, and
- having a GED.¹

Students enrolling in two-year colleges are more likely than those enrolling in four-year colleges to experience risk factors for non-completion.

There were no major differences in public vs. private college enrollment between those who immediately enrolled and those who delayed enrollment.

Where Do Students Enroll?

| Top 10 Colleges Where 2003-2009 Philadelphia Graduates Enroll ¹ | Percent of Total Initial College Enrollment |
|--|---|
| Community College of Philadelphia (CCP) | 32.4% |
| Pennsylvania State University | 10.2% ² |
| Temple University | 7.7% |
| Indiana University of Pennsylvania | 2.6% |
| Cheyney University of Pennsylvania | 2.5% |
| Lincoln University | 2.3% |
| West Chester University | 1.9% |
| Bloomsburg University of Pennsylvania | 1.6% |
| Drexel University | 1.6% |
| Kutztown University | 1.5% |
| TOTAL | 64.3% |

| Enrollment in Selected Groups of Schools ³ | Percent of Total Initial College Enrollment |
|---|---|
| Local HBCUs ³ | 4.8% |
| PASSHE System ³ | 14.6% |
| University of Phoenix | 1.4% |

Philadelphia 2003-2009 public high school graduates enroll in local postsecondary institutions (mostly those with in-state tuition)

- 50.3% of Philadelphia public HS graduates attended three local colleges/universities: CCP, Temple University, and Penn State University.
- Over one-third (39%) of students enrolled at CCP were also enrolled in at least one other college between 2003-2009.
- Eight of the top ten highest enrollment colleges are within a 50-mile radius of Philadelphia.

Perceptions of reduced numbers of PHS graduates attending Temple and Penn State in recent years do not bear out in the data

- According to the landscape scan, these schools are perceived as accepting fewer Philadelphia students in recent years.
- However, enrollment numbers of Philadelphia public HS graduates 2003-2009 remained steady across both institutions, in contrast to the perception of a decline.

For-profit institutions are not playing as large a role as perceived by stakeholders

- Despite concerns raised in the landscape scan in Philadelphia about the growing role of for-profit colleges, only 1.4% of first enrollments were at the largest for-profit institution, University of Phoenix.

¹Based on school where the student is first enrolled.

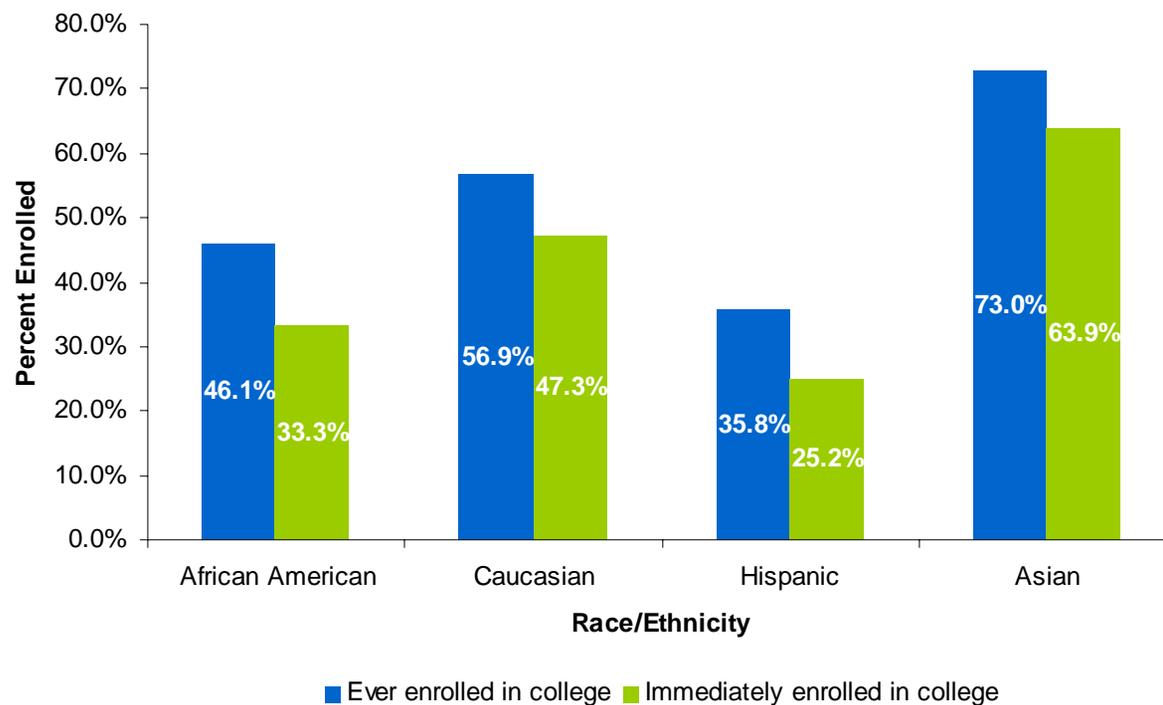
²Includes Penn State main campus and satellite campuses.

³See Appendix for a list of Pennsylvania State System of Higher Education (PASSHE) schools and local Historically Black Colleges and Universities (HBCUs).

Are There Differences in College Enrollment by: Race/Ethnicity?

Caucasian and Asian students were more likely to enroll in college and more likely to have enrolled immediately following high school than African-American and Hispanic students, largely mirroring national disparity patterns.

College Enrollment Among Each Race/Ethnicity, 2003-2009



Some National Context: 2007 National College Enrollment Rates¹

- In 2007, the immediate college enrollment rate was:
- 70% for White high school completers
 - 56% for Black high school completers
 - 61% for Hispanic high school completers

Are There Differences in College Enrollment by: Race/Ethnicity?

Hispanic and African-American students are more likely to attend two-year colleges and public colleges than Caucasian and Asian students, starting on a trajectory with lower graduation rates. Nationally, college completion is typically lower at two-year and public colleges than at four-year and private institutions.

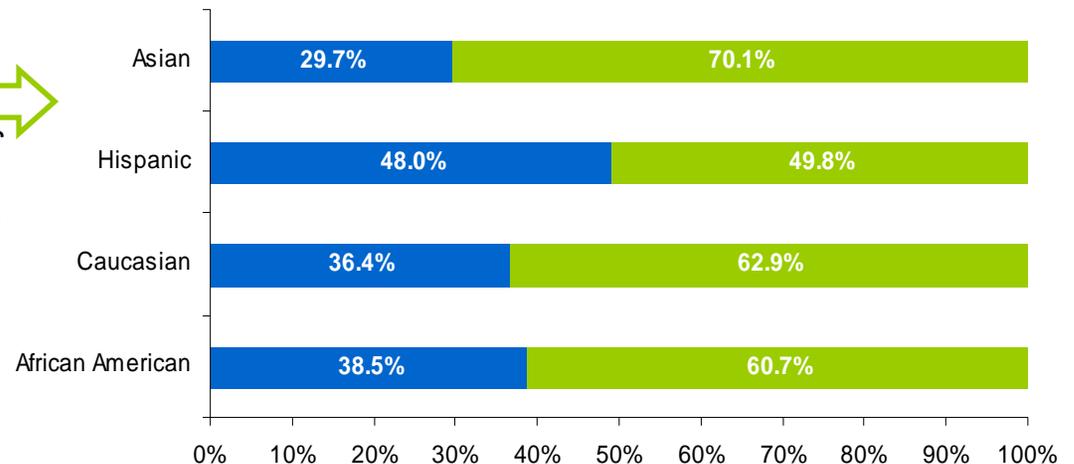
Who Enrolls at Two- and Four-Year Colleges?

Asian students are less likely to attend a two-year college. Hispanic students are more likely to attend a two-year college.

In the landscape scan, stakeholders raised concerns about Latino college enrollment rates, indicating that often families want students to stay close to home and contribute to the family income. Higher two-year enrollment rates among Latinos might be an indicator of this trend.

Race/Ethnicity

Attendance at Two-Year and Four-Year Institutions By Race/Ethnicity, 2003-2009



Distribution of College Enrollment by Race/Ethnicity

■ Two-year ■ Four-year

| | Public | Private |
|------------------|--------|---------|
| African American | 79.1% | 20.9% |
| Caucasian | 70.7% | 29.3% |
| Hispanic | 72.1% | 27.9% |
| Asian | 75.9% | 24.1% |

Fewer African-American students are enrolling in private colleges.

Are There Differences in College Enrollment by Gender?

Philadelphia's college enrollment by gender reflects national trends. Nationally, for the past two decades, women have comprised the majority of 18- to 24-year-old college students.¹

| | Male | Female |
|----------------------|-------|--------------|
| Never Enrolled | 56.7% | 47.1% |
| Ever Enrolled | 43.3% | 52.9% |
| Immediately Enrolled | 32.3% | 40.4% |

Where Are Male and Female 2003-2009 Philadelphia Public High School Graduates Enrolling?

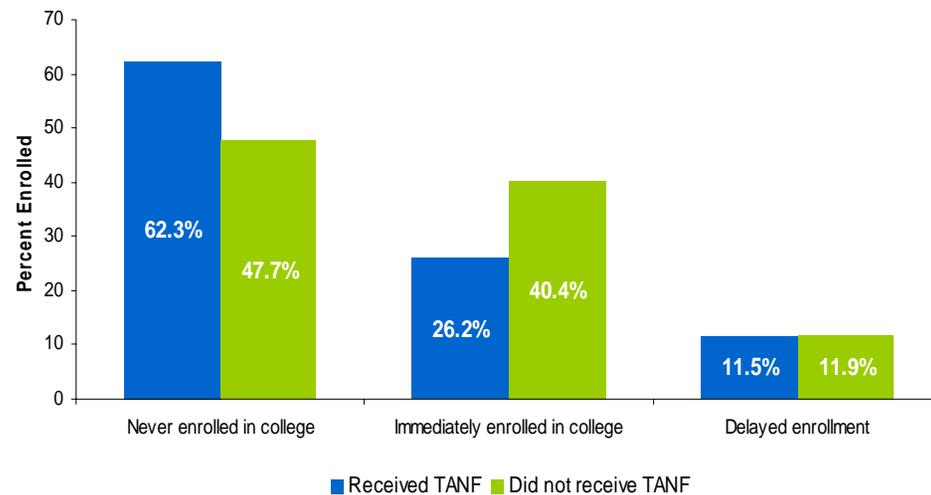
There are no differences in the types of colleges (public/private, two-year/four-year, in-state/out-of-state) that males and females attend.

Female Philadelphia public high school graduates are more likely to enroll in college than males and, when they do, are more likely to do so immediately.

Are There Differences in College Enrollment by: Receipt of TANF Benefits?

Students who received TANF were much less likely to ever enroll in college, and substantially less likely to enroll in college immediately following high school. National research and the Philadelphia graduation data demonstrate that immediately enrolling in college (rather than delaying) increases a student's chances of graduating college.

College Enrollment Among Students Receiving TANF vs. Students Not Receiving TANF, 2003-2009



Although a broader range of barriers to college access, such as academic readiness, are being recognized and addressed in Philadelphia, **these data point to the fact that financial access to college is still a major concern.**

Where Are They Enrolling?

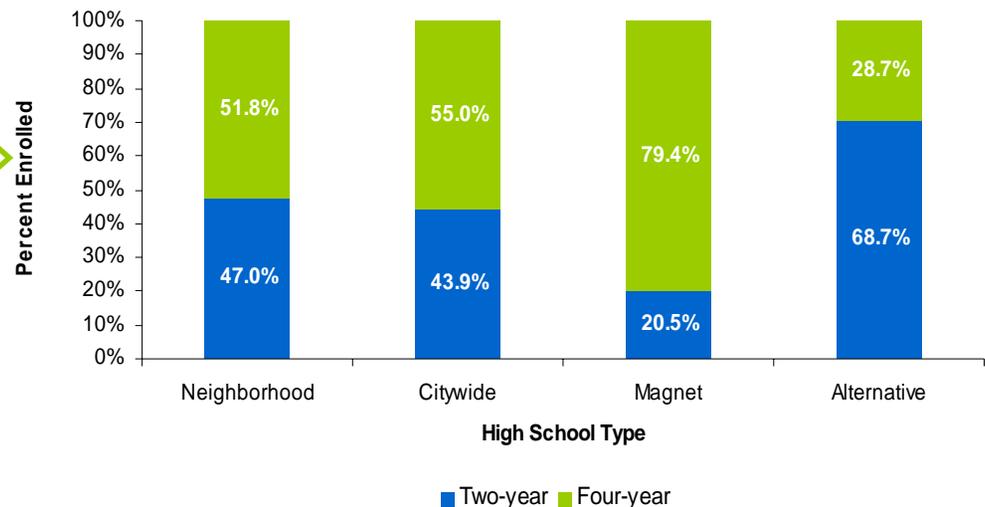
- A higher proportion of students who receive TANF and enroll in college attend two-year colleges than their non-TANF receiving peers (42.9% vs. 36.8%).
- Students who do not receive TANF are slightly more likely to enroll in a private institution than their peers (23.9% vs. 21.5%).

Are There Differences in College Enrollment by: High School Type?

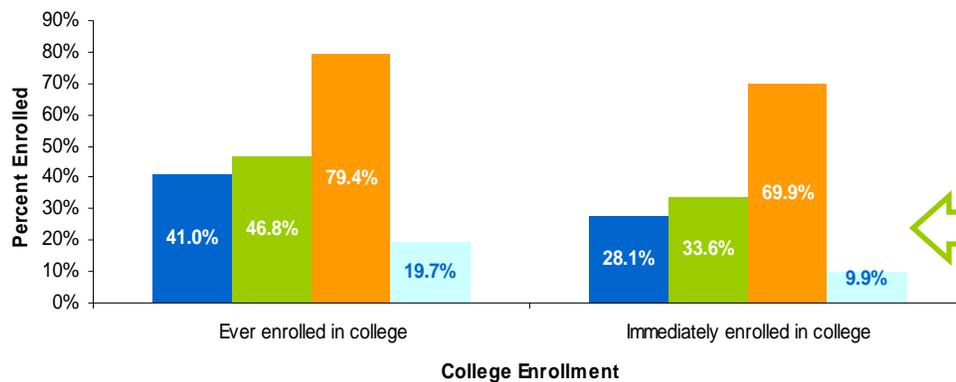
In the aggregate, citywide and neighborhood high schools have somewhat comparable enrollment rates; however, the focus of citywide schools varies considerably.

Half of the citywide schools are focused on career and technical education (CTE) for occupations that often require credentialing or certificates not necessarily associated with colleges.

Distribution of Two-Year and Four-Year College Attendance Among College Enrollees by Their Different High School Types, 2003-2009



College Enrollment Among Graduates of Different High School Types Attended, 2003-2009



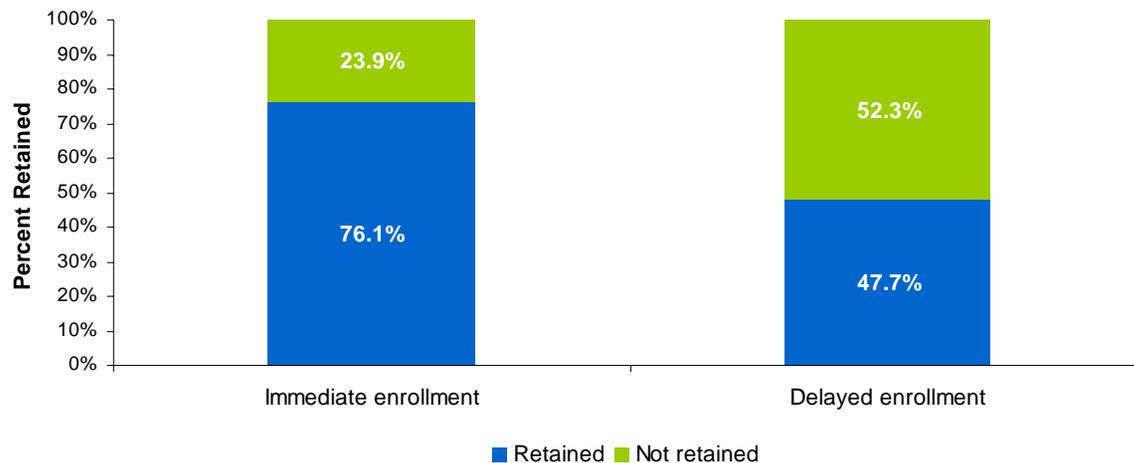
Magnet school graduates are the most likely to enroll in college at any time and immediately after high school.

Magnet schools were among those most widely cited in our landscape interviews as examples of Philadelphia high schools with a "college-going culture."

III. What Are the College Retention Patterns of Philadelphia Public High School Graduates?

Philadelphia public school graduates who immediately enrolled in college¹ the fall after high school graduation were more likely to be retained in college one year later than students who delayed enrollment; this is consistent with national studies.²

Retention in Any College Among Students Who Immediately Enrolled in College vs. Delayed Enrollment, 2003-2008*



Some National Context: National Retention Rates³

- Nationally, 59% of students who enrolled in college in 2003-2004 were still enrolled 9 months later.

* Full-time and part-time students retained at any college.

¹ Henceforth in this report, retention and graduation rates will focus on the students who immediately enrolled; this allows for commensurability with the work of college access and success partners, as well as with national reporting standards. Immediate enrollment is defined as enrollment in the first fall after high school graduation.

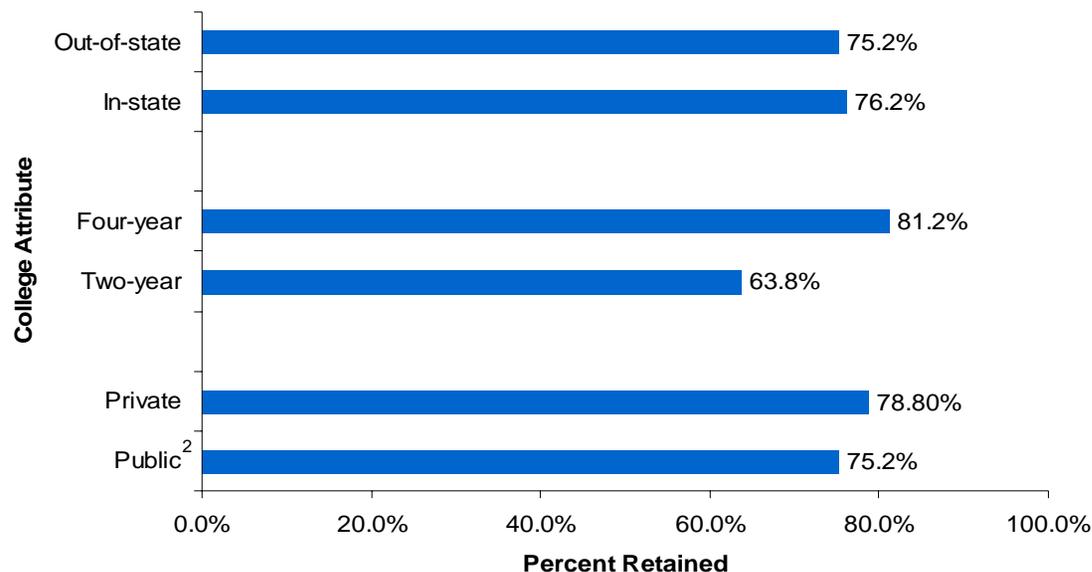
² Berkner, L., and Choy, S. (2008). *Descriptive Summary of 2003-04 Beginning Postsecondary Students: Three Years Later (NCES 2008-174)*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

³ National Center for Education Statistics. *2003-04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06)*. Measures full-time students enrolled in one institution only and may include students who delayed enrollment. Washington, DC: US Department of Education.

What Are the College Retention Patterns for Different College Types Attended?

Students who immediately enrolled¹ in four-year institutions were more likely to remain in college one year later than students who immediately enrolled in two-year colleges; this trend was the same although less pronounced between immediate private vs. public enrollees and is also consistent with national retention rates. There was little difference in retention between those who attended in-state vs. out-of-state colleges.

Retention in College from Year One to Year Two by College Attributes, Among Students Who Immediately Enrolled, 2003-2008



In the landscape scan, stakeholders raised concerns about two-year and specifically community college retention rates. It is important to note that students entering community colleges often have different expectations and goals for their postsecondary education (such as career-related credentialing, transferring to a four-year institution, and non-degree programs) and different life circumstances (e.g., more likely to have full-time jobs and/or children, or may lack preparedness) than those entering four-year institutions.

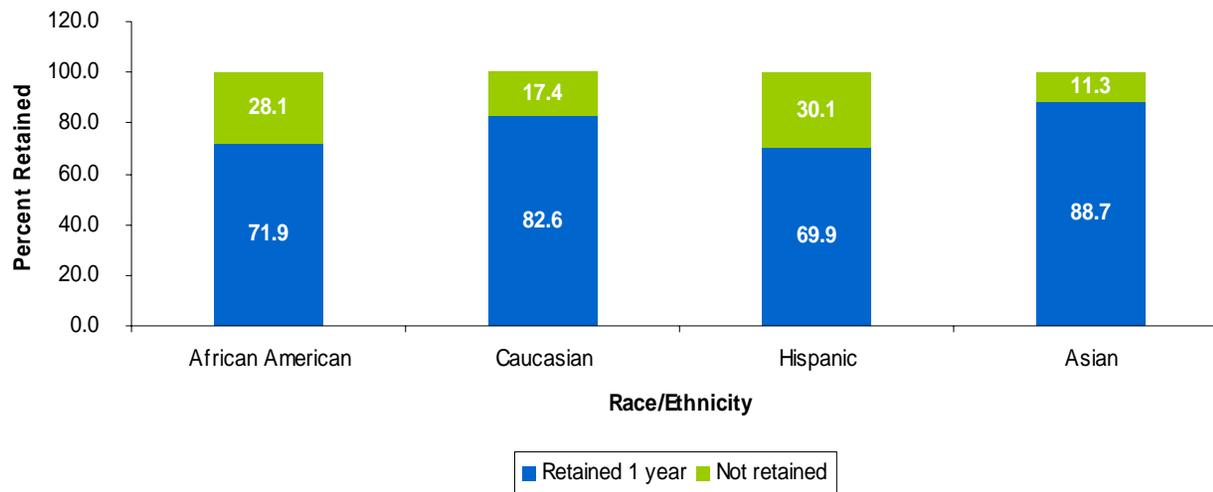
¹ Immediate enrollment is defined as enrollment in the first fall after high school graduation.

² Pennsylvania has four quasi-public schools: Lincoln, Pennsylvania State, Temple, and Pittsburgh universities. Founded as private institutions, each receives a yearly appropriation from the Pennsylvania legislature. They are all considered public universities by the National Student Clearinghouse and are analyzed according to NSC classifications.

How Does College Retention Differ by: Race/Ethnicity?

Hispanic and African-American students who immediately enrolled were least likely to be retained in college one year later and Asian students were most likely to be retained. This is consistent with national trends.¹

Retention in College from Year One to Year Two Among Students Who Immediately Enrolled, by Race/Ethnicity, 2003-2008



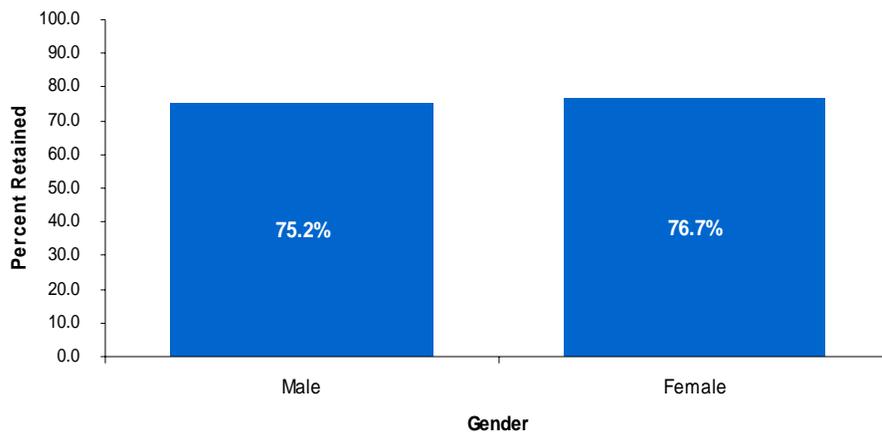
As students in an urban school district, Philadelphia public high school graduates attending college are more likely to be low-income, first-generation college students. This group has lower retention rates than their non-low-income, non-first-generation peers.²

¹ Seidman, A. (2005). "Minority student retention: Resources for practitioners." In *Minority Retention: What Works?* Ed. G.H. Gaither, 7-24. San Francisco, CA: Jossey-Bass.

² *Moving Beyond Access: College Success for Low-Income, First-Generation Students.* (2008). Washington DC: The Pell Institute for the Study of Opportunity in Higher Education.

How Does College Retention Differ by: Other Student Characteristics?

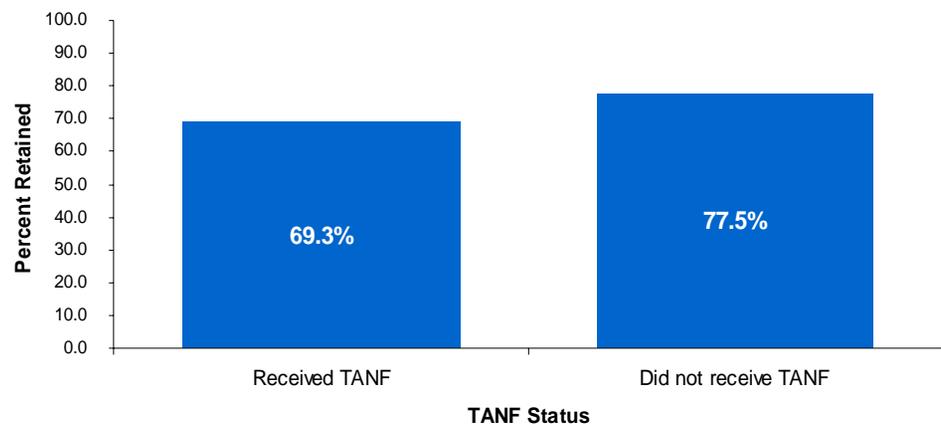
Retention in College from Year One to Year Two Among Students Who Immediately Enrolled, by Gender, 2003-2008



Female Philadelphia public high school graduates who immediately enrolled in college were slightly more likely to remain enrolled in college than males who immediately enrolled.

Nationally, low-income students who immediately enrolled were less likely to be retained in college one year later.

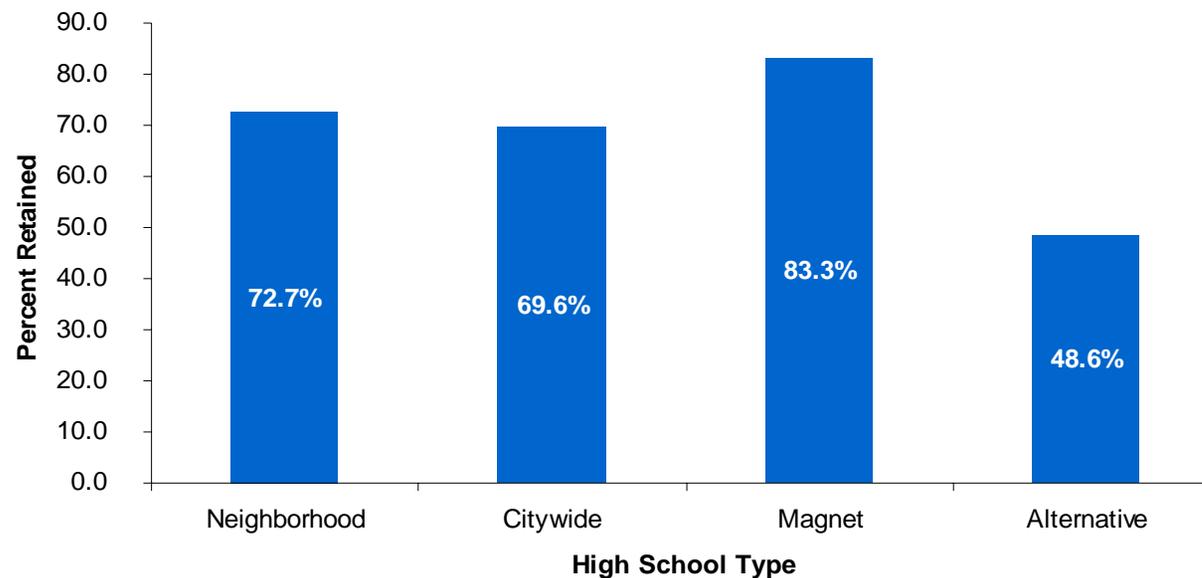
Retention in College from Year One to Year Two Among Students Who Immediately Enrolled, by TANF Status, 2003-2008



How Does College Retention Differ by: High School Type?

Graduates from magnet schools are retained in college at a higher rate than students who graduated from other school types. Magnet schools are the most selective of Philadelphia public schools, accepting students with a record of strong academics and high attendance. Graduates of citywide schools, which are also selective, are retained at a similar rate as graduates of neighborhood schools.

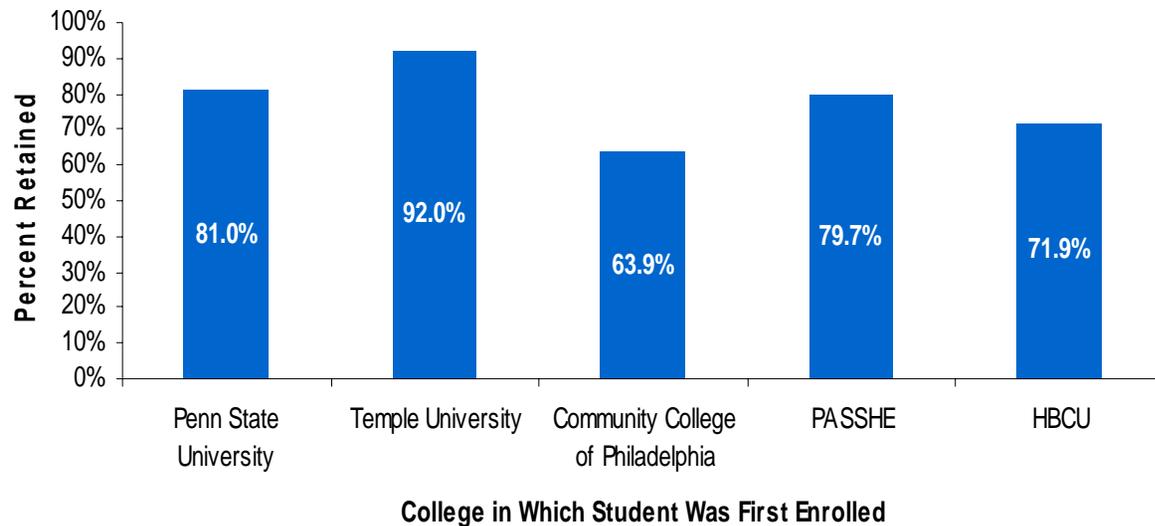
Retention in College from Year One to Year Two Among Students Who Immediately Enrolled, by High School Type, 2003-2008



How Many Students Who Start at Local Colleges Are Retained in Any College One Year Later?

Temple University has a higher retention rate of students who immediately enrolled compared with other local four-year colleges. As a two-year institution, CCP accepts students who may be much less prepared academically for college and therefore are less likely to persist.

Retention at Local Colleges from Year One to Year Two Among Students Who Immediately Enrolled, by Institution First Enrolled, 2003-2008¹



Some National Context: Retention Patterns at Community Colleges from 2004-2005²

- Nationally, 9-month retention rates for first-time students were 48% for two-year public colleges vs. 82% at four-year public colleges.

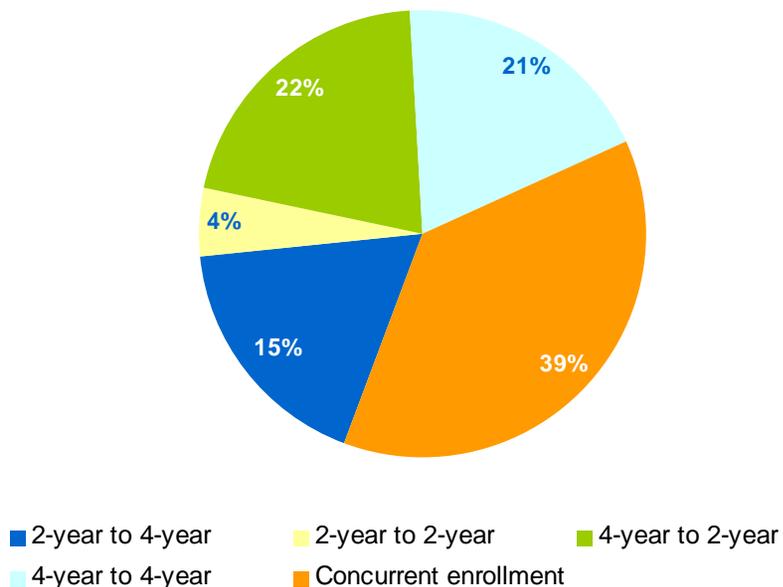
¹Philadelphia data include both full-time and part-time students as well as those concurrently enrolled at another institution.

²National Center for Education Statistics. *2003-04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06)*. Washington, DC: US Department of Education. (Measures full time students enrolled in one institution only.)

What Are the Enrollment and Transfer Patterns of Philadelphia Public High School Graduates?

Sixty-eight percent (68%) of 2003-2008 graduates who immediately enrolled in the fall following graduation attended only one postsecondary institution while 26% attended two institutions (under 6% attended three or more). Of those who attended two institutions, transfers were more common from four-year to two-year institutions than from two-year to four-year institutions, pointing to variation in students' college pathways and the need for flexible supports to aid students on the path to college completion.

Enrollment and Transfer Patterns of Students Who Immediately Enrolled and Attended Two Colleges, 2003-2008



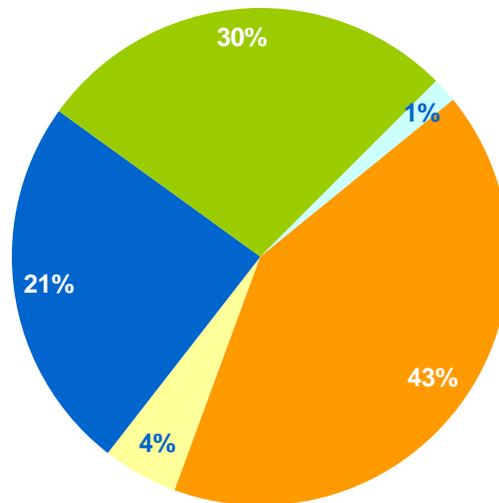
Two-year Colleges Serve an Important Function for Students Who Immediately Enroll and Then Transfer

- Two-year colleges are both a springboard to a four-year institution and an alternative to continue education for students who leave a four-year institution.
- Fifteen percent (15%) of those who attended two colleges were classified as having transferred from a two-year to a four-year institution.
- More than 20% transferred from a four-year to a two-year institution.
- Nearly 40% of students who attended two colleges had concurrent enrollment, meaning they had enrollment activity at both colleges but **did not transfer**. An example would be a student who takes a summer class at a different institution, in many cases a two-year college.

What Are the Enrollment and Transfer Patterns of Students Who Have Ever Attended CCP?¹

More students transferred from a four-year institution to CCP rather than from CCP to a four-year institution, indicating that CCP plays a significant role as an alternative for students who leave a four-year institution. Nearly half of the students who enrolled at CCP and another college were concurrently enrolled, suggesting they supplemented their education with classes at CCP.

Enrollment and Transfer Patterns of Students Who Immediately Enrolled and Attended CCP and One Other School, 2003-2008



■ CCP to two-year ■ CCP to four-year ■ Four-year to CCP ■ Two-year to CCP ■ Concurrent enrollment

These data are consistent with local perceptions of community colleges and specifically CCP as cited in the landscape scan. Community colleges often serve as an alternate pathway for students who struggle financially, academically, or socially in a four-year college and/or as a lower-cost option for supplementing courses at more expensive colleges and universities. CCP is affordable and convenient for many individuals, and may better serve specific career needs.

IV: What Are the College Graduation Patterns of Philadelphia Public High School Graduates?

Philadelphia completion rates for associate's degrees are significantly lower than completion rates for bachelor's degrees among students who immediately enrolled in college.

College Graduation Rates of Philadelphia 2003 High School Graduates Who Immediately Enrolled

| | |
|---|-------------------|
| Associate's degree in three years <i>among students who started at a two-year college</i> | 4.3% ¹ |
| Bachelor's degree in six years <i>among students who started at a four-year college</i> | 52.4% |

What percent of Philadelphia 2003 public high school graduates earn degrees from public and private colleges?

Philadelphia public high school graduates who immediately enrolled and attended private colleges were more likely to graduate than students who immediately enrolled and attended public colleges (62.9% vs. 40.2%).

Some National Context:

- 9% of students first attending a public two-year institution obtained an associate's degree within two years.²
- 56% of *full-time* students first attending any four-year institution obtained a bachelor's degree within six years.³

What percent of Philadelphia 2003 public high school graduates who attend CCP (starting at any type of institution) earn a degree?

Among 2003 graduates who attended CCP in the first fall following high school graduation, 19% obtained an associate's or bachelor's degree within six years.

¹ Includes students who were concurrently enrolled at another institution.

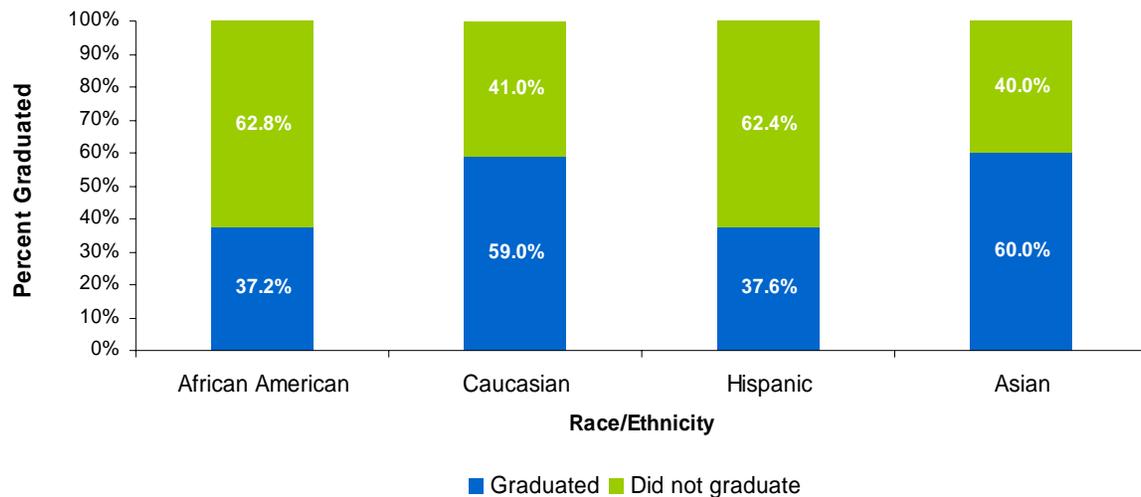
² National Center for Education Statistics. *2003-04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06)*. Washington, DC: US Department of Education. (Excludes students who are concurrently enrolled in other institutions.)

³ The National Center for Higher Education Management System. *Progress and Completion: Graduation Rates for 2007*. www.higheredinfo.org.

How Does College Graduation Differ by: Race/Ethnicity?

Among students whose initial, immediate enrollment is at either a two- or four-year institution, graduation rates appear to segment into two groups with graduation rates at nearly 60 percent for Caucasian and Asian students who immediately enrolled and above 37 percent for African-American and Hispanic students who immediately enrolled in college after high school graduation.

College Graduation With Any Type of Degree Among Those Who Immediately Enrolled, by Race/Ethnicity, 2003



Percent of students immediately enrolled in college who completed, 2003*

| | Associate's Degree | Bachelor's Degree |
|------------------|--------------------|-------------------|
| African American | 4.4% | 33.5% |
| Caucasian | 6.0% | 54.5% |
| Hispanic | 6.5% | 32.1% |
| Asian | 5.5% | 55.6% |

* A portion of students may have more than one degree and could be represented in more than one degree type completed.

How does degree attainment differ by race nationally?¹

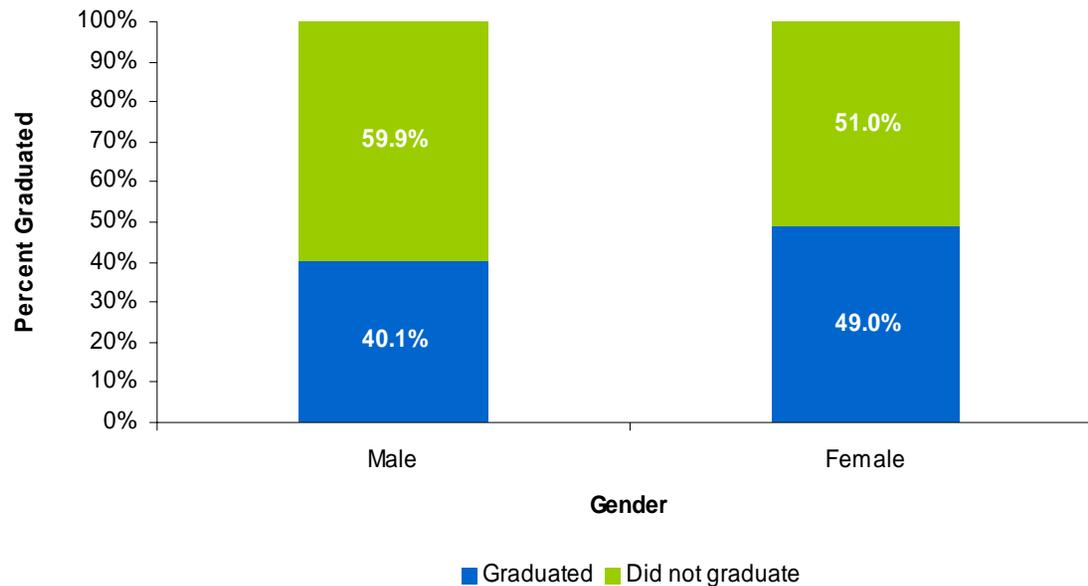
- Six in ten White students earn bachelor's degrees within six years, compared with only about four in ten minority students.

¹The Education Trust. (2009). *Charting a Necessary Path: The Baseline Report of Public Higher Education Systems in the Access to Success Initiative*. www.edtrust.org/sites/edtrust.org/files/publications/files/NASH-EdTrust.BaselineReport.pdf (denominator is first-time, full-time freshmen, and may include those who delayed enrollment).

How Does College Graduation Differ by Gender?

Among students whose initial enrollment is at either a two- or four-year institution, females who immediately enrolled in college are more likely to graduate with any kind of degree than males who immediately enrolled, consistent with national studies. Of both males and females who do graduate, the majority receive a bachelor's degree.

College Graduation With Any Type of Degree Among Students Who Immediately Enrolled, by Gender, 2003



Percent of Philadelphia public high school graduates immediately enrolled in college who completed, 2003*

| | Associate's | Bachelor's |
|--------|-------------|------------|
| Male | 3.5% | 36.3% |
| Female | 6.1% | 44.0% |

* A portion of students may have more than one degree and could be represented in more than one degree type completed.

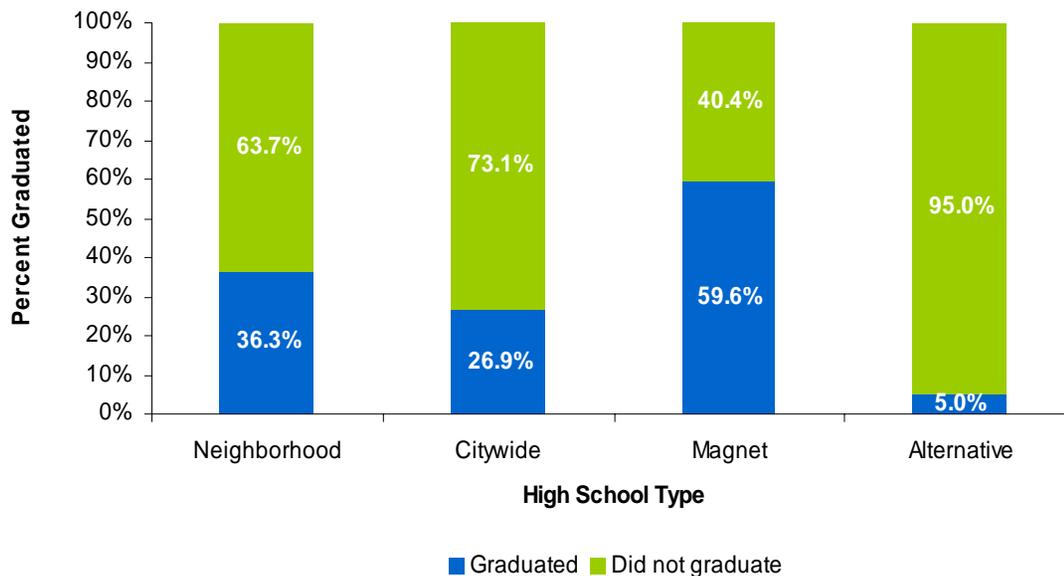
How Does College Graduation Differ by Gender Nationally?¹

- Nationally, the number of females completing associate's, bachelor's, and master's degrees has exceeded the number of males for two decades.
- Between 1997 and 2007, the number of females receiving bachelor's degrees has increased by 34% while the number of males has increased by 25%.

How Does College Graduation Differ by: Type of High School Attended?

Magnet school graduates were much more likely to graduate from college than students who graduated from another type of high school and immediately enrolled. Students graduating from all HS types generally had similar rates of associate's degree attainment, with the exception of alternative school graduates, who had lower rates.

College Graduation With Any Type of Degree Among Students Who Immediately Enrolled, by HS Type Attended, 2003



Percent of Philadelphia public high school graduates who immediately enrolled in college who completed, 2003*

| | Associate's | Bachelor's |
|--------------|-------------|------------|
| Neighborhood | 5.6% | 31.4% |
| Citywide | 6.1% | 22.3% |
| Magnet | 4.4% | 56.7% |
| Alternative | 0.0% | 5.0% |

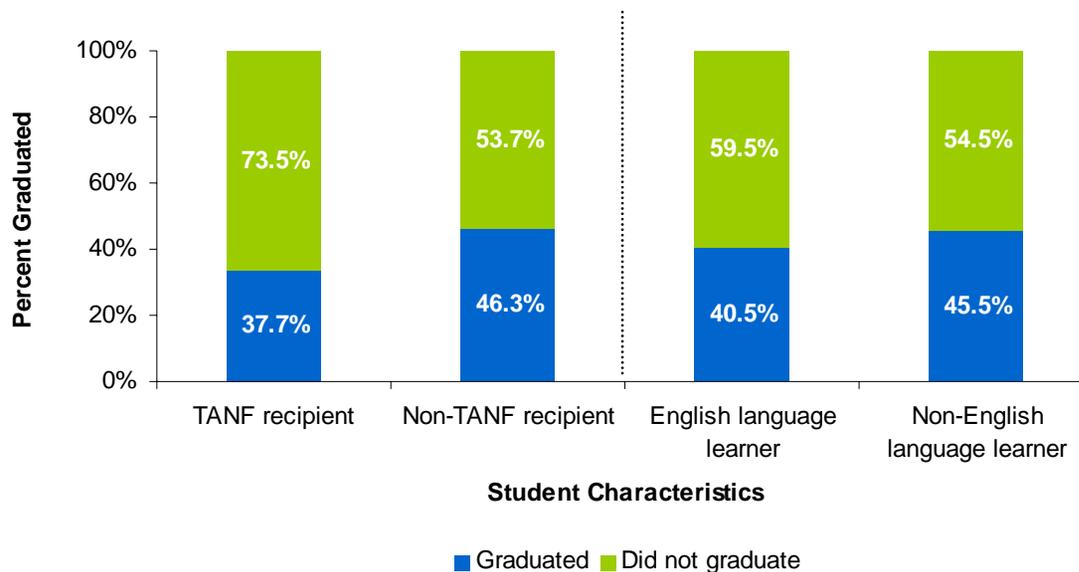
* A portion of students may have more than one degree and could be represented in more than one degree type completed.

Graduates of citywide schools have a comparable rate of attainment for associate's degrees but lower bachelor's degree attainment than magnet or neighborhood high school graduates. This difference may be explained by citywide schools' emphasis on career and technical education.

How Does College Graduation Differ by: Other Student Characteristics?

Graduates who received TANF and immediately went to college were less likely to graduate from college with any kind of degree. These differences were most notable for four-year degree attainment (32.3% TANF vs. 42.3% non-TANF). English language learners who immediately enrolled in college were more likely to earn an associate's degree than native speakers and less likely to earn a bachelor's degree than native speakers.

College Graduation With Any Type of Degree Among Students Who Immediately Enrolled, by Various Student Characteristics, 2003



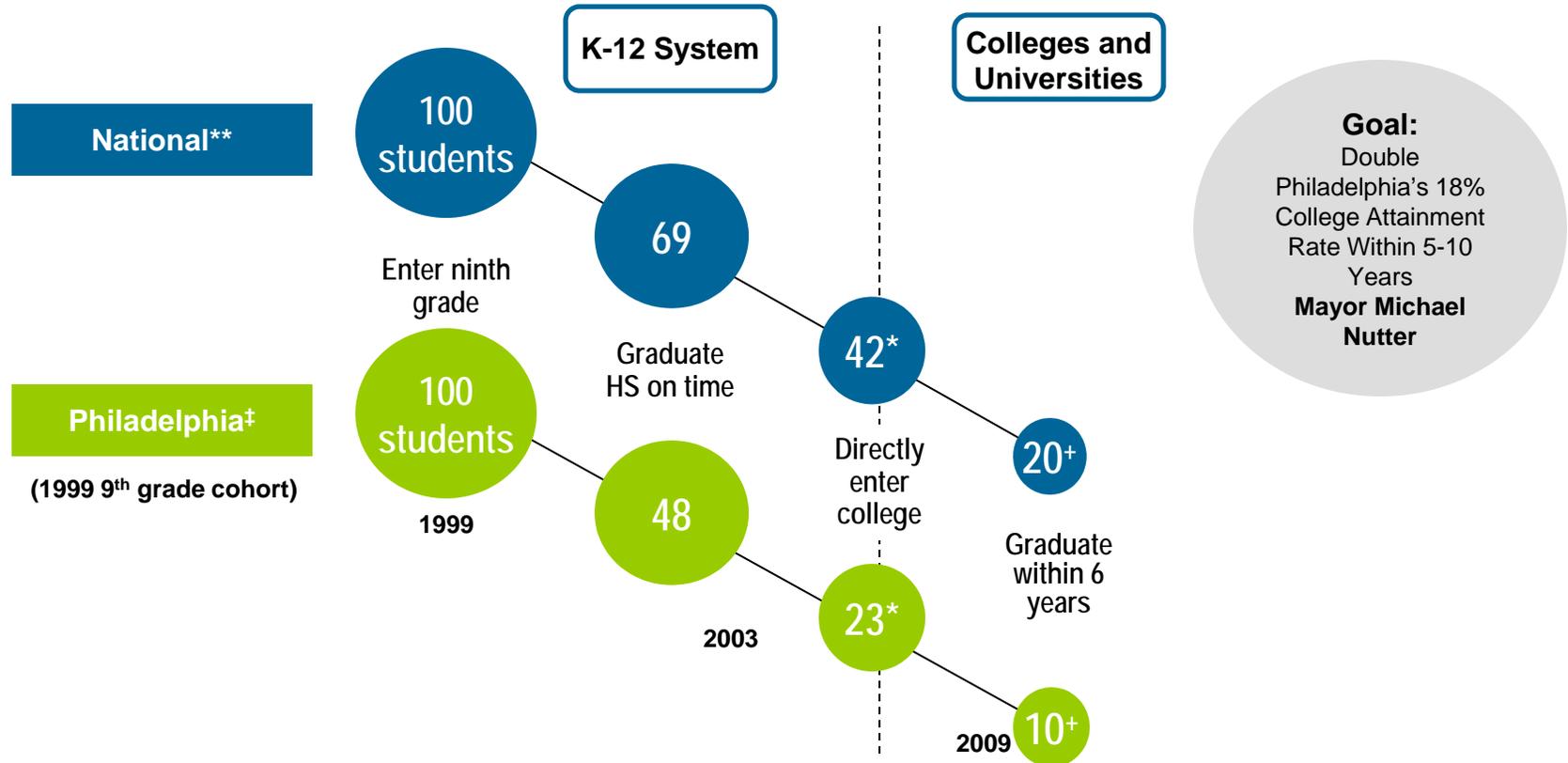
Percent of Philadelphia public high school graduates immediately enrolled in college who completed, 2003*

| | Associate's | Bachelor's |
|---------------------------------|-------------|------------|
| TANF Recipient | | |
| Yes | 6.3% | 32.3% |
| No | 4.9% | 42.3% |
| English Language Learner | | |
| Yes | 9.9% | 32.4% |
| No | 4.9% | 41.5% |

* A portion of students may have more than one degree and could be represented in more than one degree type completed.

What Is the Pipeline of College Graduation for Philadelphia 9th Graders?

Philadelphia lags behind national rates for college enrollment and completion.



* "Directly enter college" for the national cohort is defined as matriculation in a two- or four-year college within the *first semester after high school graduation*.

"Directly enter college" for the Philadelphia cohort is defined by matriculation in a two- or four-year college within the *first year* after graduating high school. In the remainder of this report "directly enter" (immediately enrolled) is defined as matriculation within the *first fall semester*.

+ "Graduation within 6 years" for the national cohort and the Philadelphia cohort includes two- and four-year degrees. However, the national figure only includes two-year degrees obtained within three years.

** National pipeline data source: Student Pipeline - Transition and Completion Rates from 9th Grade to College for 2006. The National Center for Higher Education Management Systems. Data tables. www.higheredinfo.org/dbrowser/?year=2006&level=nation&mode=data&state=0&submeasure=119

† Philadelphia pipeline data source: School District of Philadelphia Office of Accountability, Jan 2010. "Pipeline" to College Graduation for First-time 9th Graders, 1999-2000.

V: What Does This Mean for Those Who Want to Help Philadelphia Students Succeed in College Access and Completion?

Conclusions

- Philadelphia public high school students enroll in college at rates typically lower than their national counterparts, **underscoring the need to raise college enrollment rates among Philadelphia public high school graduates.**
- Disparities in enrollment, retention, and completion rates by students' race, income, and high school type point to **the need to increase the availability of, and access to, the full spectrum of academic and college-going preparation and supports among public high school students and to promote a college-going culture across *all* Philadelphia public high schools.**
- Students who enroll in college immediately after high school, rather than delay enrollment, are more likely to persist and graduate from college, **highlighting the importance of high school to college transition supports.**
- Higher rates of retention and completion among college students at four-year institutions compared to enrollees at two-year institutions and relatively low two-year to four-year transfer rates speak to the **need for increased retention supports, including academic and social needs, and greater pathways to four-year degrees.**

Implications for Systems Efforts in Philadelphia

Build a citywide college-going culture and invest in promoting greater spread of college-going supports and increased academic preparedness, especially for students with lower rates of college enrollment (i.e., students in neighborhood high schools, African-American, Hispanic, and low-income students).

- The landscape scan pointed to charter and magnet schools as having a greater college-going culture than other city schools (college-going culture = pervasive belief among guidance staff that all students are on a college track, teachers engage as advocates for students to pursue a college pathway, high schools are accountable for college-going). The School District of Philadelphia has undertaken recent efforts that promote a college-going culture, such as shifting guidance counselors' emphasis to support college-going and including college enrollment as an indicator in assessing high schools. **Build on these efforts by providing additional training for faculty and staff and messaging to emphasize college-going expectations and supports across the district.**
- Many college access and success supports in Philadelphia currently target at-risk groups, yet according to the landscape scan, it is still largely up to students to self-select to receive supports. **More systematic widespread outreach is needed to engage students who do not self-select to receive college access supports.**

Implications for Systems Efforts in Philadelphia

Promote immediate college enrollment, with increased focus on the transition from high school to college to prevent further delayed enrollments. System partners (policymakers, practitioners, funders) should bridge and align college-going supports from high school into college to provide continuity for students across the pipeline.

- When providing college-going supports at the high school level, **emphasize the benefits of immediate enrollment in college in the fall following high school graduation over delayed enrollment**, as students who immediately enroll are more likely to persist and graduate.
- **Invest in transition supports to assist students in the summer between high school and college and into the first year of college to prevent further delayed enrollments.** Students who intend to immediately enroll in college following high school graduation often delay enrollment come September due to financial issues or other needs. Because of this widely known “summer melt” phenomenon, communities such as Boston have made the transition from high school to college an explicit strategy, investing in continuing college-going supports from high school graduation through the first year of college.
- **Invest in efforts to bridge and align college-going supports (accountability systems, curriculum, and supportive services) from K-12 and higher education to ensure continuity.** As described in the landscape scan, a strong college-going system strives to provide seamless support from K-16 to avoid gaps in the education pipeline.

Implications for Systems Efforts in Philadelphia

Enhance resources at the college level to increase the number of at-risk students staying in college and on a pathway to a four-year degree.

- **Increase attention and resources at the college level to promote retention among at-risk groups through targeted strategies and proactive engagement to ensure year one to year two retention.** The landscape scan showed that area colleges are increasingly using data to target supports to students at risk of non-completion. Higher education institutions and key partners should build upon this by investing in strategies known to work nationally (promotion of faculty-student relationships, peer-to-peer support, aggressive academic advising, as well as intensive academic support for those students who come in underprepared).
- **Invest in supports to aid students on the two- to four-year college pathway.** The data show that a relatively small proportion of students transfer from two- to four-year colleges and that students in four-year colleges have greater likelihood of degree completion. Interviewees in the landscape scan also pointed to relatively small proportions of students moving from two-year colleges, such as CCP, to four-year colleges and the need to strengthen these pathways. Strengthening counseling and supportive services targeted to this two- to four-year transition could help students at this critical juncture.

IV. Appendix

- List of Pennsylvania State System of Higher Education (PASSHE) schools and Local Historically Black Colleges and Universities (HBCUs)
- NSC Non-member Pennsylvania Schools with Enrollments Greater than 1,000 Students

List of PASSHE Schools and Local HBCUs

The Pennsylvania State System of Higher Education (PASSHE) includes 14 schools:

Bloomsburg University of Pennsylvania
California University of Pennsylvania
Cheyney University of Pennsylvania
Clarion University of Pennsylvania
East Stroudsburg University
Edinboro University of Pennsylvania
Indiana University of Pennsylvania
Kutztown University
Lock Haven University
Mansfield University
Millersville University of Pennsylvania
Shippensburg University
Slippery Rock University
West Chester University

Local Historically Black Colleges and Universities (HBCUs):

Lincoln University
Cheyney University of Pennsylvania

NSC Non-member Pennsylvania Schools with Enrollments Greater than 1,000 Students

| NAME | TYPE | 2006 ENROLLMENT |
|---|--------|-----------------|
| Art Institute of Philadelphia | 2 year | 3,594 |
| Art Institute of Pittsburgh | 2 year | 7,856 |
| Chi Institute, RETS Campus | 2 year | 1,012 |
| Pennsylvania Institute of Culinary Arts | 2 year | 1,766 |
| York Technical Institute | 2 year | 1,435 |