

PHENND K-16 | SUMMER INSTITUTE

June 1, 2018 | School District of Philadelphia

9:00 Registration / Breakfast / Welcome – Auditorium

9:30 Morning Plenary

- State of the State: Noe Ortega, Deputy Secretary Higher Education at Pennsylvania Department of Education
- Keynote Address: Dr. Donald Generals, President of the Community College of Philadelphia
- K-12 Response: Dr. Sean Vereen, President, Steppingstone Scholars, Inc.

11:45 Small Group Lunchtime Tabletop Discussions – Auditorium

- College to career pathways
- College access for returning students
- Student advising
- STEM and college readiness
- FAFSA completion
- College Success in the Freshmen Year
- Enhanced College Visits
- College Readiness in OST

12:45 Workshop Session I: College Readiness and Access

- Acompañándote: Accompanying Youth in their Development as Scholars and Changemakers – **Room 1072**
- When What Parents Know is Not Enough: How to Prepare Families for the Ever-Changing Game of College Access – **Room 1182**
- Student Leadership and Involvement in College Readiness – **Room 1179**
- Incorporating Postsecondary Bridging Practices into Traditionally Non-Academic Settings – **Auditorium**

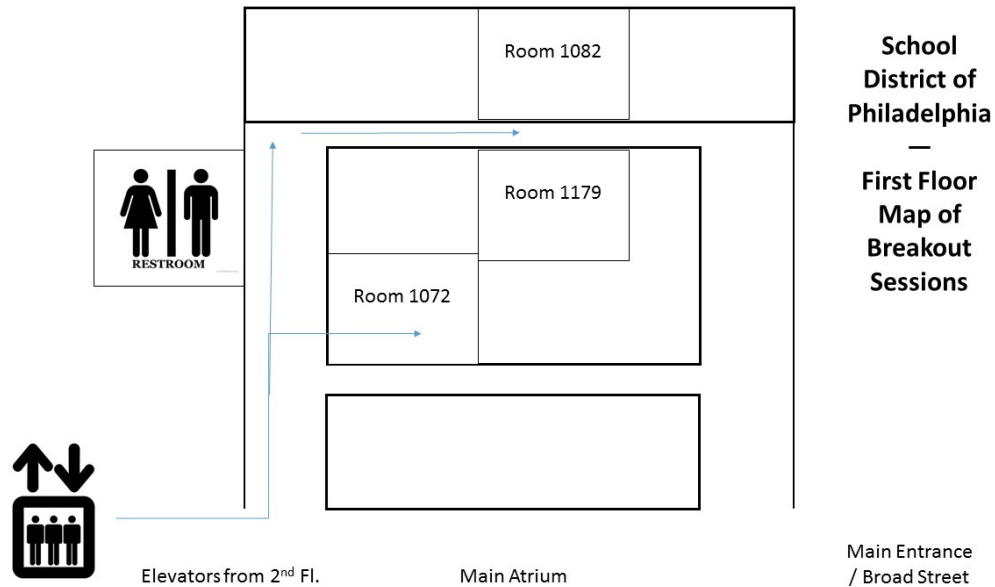
2:15 Workshop Session II: Transitioning to College and College Success

- Equipping Low-Income Students with the Mindset, Skills, and Knowledge to Successfully Transition and Matriculate into College – **Room 1182**
- An Examination of Single Stop's Impact on the Academic Achievement of students at the Community College of Philadelphia – **Room 1072**
- Fostering the Future: Making College a Reality for Philadelphia Foster Youth – **Room 1179**

3:45 Lindy Award Celebration and Ice Cream Social



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About the K-16 Partnerships Network

Operating under the overall PHENND network, the K-16 Partnerships Network brings together higher education faculty and staff who manage partnerships with public schools. The focus is two-fold: learn from each other about best practices and models for K-16 partnerships in general and as appropriate, work with the School District of Philadelphia to help improve and expand K-16 partnerships in Philadelphia.

The University Partners meetings are designed to bring together School District officials with college and university partners to learn more about each other's work, explore new opportunities for collaboration, and highlight model programs and practices.

Acknowledgements

This event was made possible by generous support from Lindy Legacy Donor Advised Fund & the Netter Center for Community Partnerships at the University of Pennsylvania.

Join the conversation!

@K16Partnerships #K16Institute

For more information contact Caitlin Fritz at caitlin@phennd.org

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2018 Speakers

Keynote Speaker:

Dr. Donald Generals, a strong advocate for community colleges, is the sixth president of Community College of Philadelphia. He began his tenure on July 1, 2014. A native of Paterson, N.J., Dr. Generals previously served as Vice President for Academic Affairs at Mercer County Community College. In that capacity, he led the development of new academic programs and the college's Education Master Plan. In New Jersey, he led the statewide effort to redesign the community college sector's General Education curriculum.

Previously, Dr. Generals served as Provost at the Katharine Gibbs School in New York City from 2003 to 2008, where he developed and supervised all associate degree and certificate programs. From 2000 to 2003, he was Vice President for Academic and Student Affairs at SUNY Rockland Community College in Suffern, N.Y., where he led the development of their Core Educational Values and new degree programs. From 1984 to 2000, Dr. Generals worked at Passaic County Community College, where he served as the Dean of Student and Cultural Affairs from 1995 to 2000.

Dr. Generals earned his Ed.D. in Social and Philosophical Foundations of Education at Rutgers University after earning both his M.A. in Urban Education/Community Service and his B.A. in Political Science at William Paterson College. Additionally, he earned certificates in administrative leadership and educational management at Cornell and Harvard universities.

Morning Speakers:

Noe Ortega serves as the Deputy Secretary for the Office of Postsecondary and Higher Education at the Pennsylvania Department of Education (PDE). Prior to joining PDE, Noe spent eight years at the University of Michigan (U-M), where he held several academic administrative roles. During his tenure at U-M, Noe worked for several years as the Assistant Director and Senior Research Associate at the National Center for Institutional Diversity (NCID), before accepting an appointment as the Managing Director of the National Forum on Higher Education for the Public Good (National Forum), a research policy center committed to advancing the public good mission of higher education. While much of Noe's research and advocacy work throughout his career has focused on examining post-secondary access and success for all students, his most recent publications focus on the restructuring of higher education, with a



particular emphasis on how fiscal constraints shape decision-making at public colleges and universities. Noe spent nearly a decade working in the area of enrollment management at both public and private universities in the state of Texas and served as a *P-16 Specialist* for the Texas Higher Education Coordinating Board. His work in education stems beyond the U.S., having also spent eight years as director of a language institute in Japan, where he trained teachers in the area of early childhood language acquisition. Noe is in the process of completing his doctoral studies at the Center for the Study of Higher and Postsecondary Education (CSHPE) at the University of Michigan.

Dr. Sean Vereen, is the President of Steppingstone Scholars, Inc. Steppingstone works with families, students, partner schools, universities, and sister nonprofits to create pathways for educationally underserved students to college completion and career. Under Dr. Vereen leadership Steppingstone has launched a number of new programs that have increased the organization's impact and scope. Steppingstone now serves 2,000 (600% increases over his tenure) students. Steppingstone is now building three pathways to college completion and career entry: 1) K-12 college and workforce pipeline working with schools in economically and racially segregated neighborhoods; 2) increasing the number of Steppingstone's Scholars attending highly selective colleges where they have the best resources and financial aid to complete and succeed; 3) creating innovative curriculum and tools to narrow the achievement gap for educationally underserved students. As President, Dr. Vereen supervises a full time staff of 15, part-time teaching staff of 50. Steppingstone's annual from \$1 to \$2 million. He reports to a 25 member Board of Directors.

Lunch Discussion Leaders:

- **College to career pathways** - Maureen Quiles-Rosa, College Advisor, Mastery Charter Schools; Chris Lewis, Admissions Representative, Community College of Philadelphia
- **College access for returning students** - Roslynn Baker, College and Career Readiness Specialist, Episcopal Community Services
- **Student advising** - Tatiana Poladko, CEO, TeenSHARP
- **STEM and college readiness** - Dr. Stephen Jones Associate Dean, Student & Strategic Programs, College of Engineering, Villanova University
- **FAFSA completion** – Ayana Lewis, Partnerships Manager, Office of Strategic Partnerships, School District of Philadelphia
- **College success in the freshmen year** - Maija Hall, Site Manager, TeenSHARP
- **Enhanced College Visits** - Molly Southwell, Project Coordinator for Science Outreach & GEAR UP Coordinator for SJU/Bryn Mawr-Overbrook HS, Saint Joseph's University
- **College Readiness in out-of-school-time** - Candace Eaton GEAR UP Coordinator, Netter Center for Community Partnerships, University of Pennsylvania

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2018 Workshops

Workshop Session I: College Readiness and Access

12:45-2:00

Acompañándote: Accompanying Youth in their Development as Scholars and Changemakers – Room 1072

Presenters: Edwin Mayorga, Assistant Professor, Swarthmore College & Director of the BarrioEdProject; Karen Avila BarrioEdProject Coordinator; Ploy Promrat BarrioEdProject Co-Researcher; Roberto Jimenez Vargas BarrioEdProject Co-Researcher

BarrioEdProject is a participatory action research (PAR) collaborative made up of Swarthmore College undergraduates and Latinx high school youth from North and South Philadelphia. In our presentation we will introduce some of the practices of PAR and share ways that we provide holistic support for culturally sustaining youth development, civic engagement, and college/career access and success.

When What Parents Know is Not Enough: How to Prepare Families for the Ever-Changing Game of College Access – Room 1182

Presenters: Deborah Yanez Parent Empowerment and Engagement Coordinator, TeenSHARP

In this presentation participants will learn about core areas of knowledge that are typically lacking among parents when it comes to understanding the college preparation process and ways in which they can most effectively support their children's college readiness. We will offer specific ways how those knowledge gaps can be bridged in a school or afterschool setting. Relying on our experience as education professionals but also parents of students who have gained admission into some of the most selective colleges in the country, we will speak both theoretically and practically acknowledging the complex nature of the role that families play in preparing students for college.

Student Leadership and Involvement in College Readiness – Room 1179

Presenters: Rachel Howe, GEAR UP Coordinator for Temple University

Student leaders present campus organizations with a tool that can give students a voice and also a sense of ownership within the organization. In this presentation, we aim to demonstrate how the GEAR UP program in Temple's College of Education recognized and channeled the need for our coaches' voices to be heard as part of piloting a successful organization. GEAR UP is a federal grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Temple University is a partner on the School District of Philadelphia's GEAR UP grant to bring Temple students to the partnership high schools to help with academic skill building and college access.

Incorporating Postsecondary Bridging Practices into Traditionally Non-Academic Settings – Auditorium

Presenters: Amber Wool, Stoneleigh Emerging Leader Fellow, Philadelphia Youth Network; Dan Colameco, Consultant for Philadelphia Youth Network; and representatives from PowerCorps

PYN's Postsecondary Bridging pilot (PSB) has taken place in traditionally non-academic institutions – primarily in nonprofits with a strong focus on workforce development. Throughout the pilot, PSB staff worked with these organizations to develop a toolkit that serves as a guide to implementation of various postsecondary



bridging practices. PYN has partnered with the implementation sites to adjust overall functioning of the sites to better equip participants for postsecondary options. One such implementation has been PowerCorps, which has used a draft version of the PSB toolkit to guide programmatic changes within their organization and further align with postsecondary bridging practices. In this workshop, we would like to go through this development and shift from PYN's perspective and also that of one of our implementation partners. We would like to give PowerCorps the opportunity to present on the shifts and changes within their programming, and the ways that the toolkit and partnership with PYN influenced that.

Workshop Session II: Transitioning to College and College Success

2:15-3:30

Equipping Low-Income Students with the Mindset, Skills, and Knowledge to Successfully Transition and Matriculate into College – Room 1182

Presenters: From College Possible Precious Mines, Program Director; José Rodriguez, Senior Program Coordinator; and Zachary Shepherd Program Coordinator

College Possible places a huge emphasis on preparing low-income students for college matriculation by through an intensive curriculum of coaching and support in high school, during their transition to college, and throughout their college journey. We will share best practices of how to equip students to identify proactively potential matriculation and persistence barriers and will inform students of how to best avoid summer melt.

An Examination of Single Stop's Impact on the Academic Achievement of students at the Community College of Philadelphia – Room 1179

Presenters: Susanne Harnett, Managing Senior Associate, Metis Associates; Paula Umaña, Single Stop Project Director, Community College of Philadelphia; Megan Lane, Associate Director for Education Partnerships and Programs, Single Stop USA

We will report on the results of a rigorous study being conducted regarding Single Stop's impact on the academic achievement of students at the Community College of Philadelphia. The study includes both impact and outcome components. The impact study was designed to determine whether Single Stop as implemented at CCP is having a positive impact on the target academic outcomes (i.e., consecutive semester-to-semester persistence, degree-bearing credit accumulation, GPA, and graduation rates) via a rigorous comparison (using propensity score matching) of Single Stop participants to a matched group of non-participants. The implementation study was designed to provide context for the quantitative study and includes observations; interviews with students, college administrators, and faculty members; and brief surveys. This presentation will include the results of the first two phases of the study and will provide longitudinal academic outcome data for students who participated in Single Stop during the 2014-2015 school year. Also included will be discussions of best practices and lessons learned around implementation.

Fostering the Future: Making College a Reality for Philadelphia Foster Youth – Room 1072

Presenters: Seth M. Morones, Stoneleigh Emerging Leader Fellow, The Field Center for Children's Policy, Practice & Research at the University of Pennsylvania

Although the majority of foster youth aspire to go to college, they attend at less than half the rate of their peers, with fewer than 10 percent completing a Bachelor's degree. School, community, and campus professionals are in key positions to support foster youth to transition successfully to college and ultimately graduate. In this session, participants will learn about the challenges foster youth face in accessing college, as well as obstacles to retention and completion. With new and emerging practices in mind, this workshop will

explore recommendations for students and professionals and best practices to improve higher education outcomes for foster youth.