

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

MINUTES

June 7, 2018

1:30 p.m.

Conference Room M2-34

Presiding: Dr. Rényi

Committee

Members: Ms. Fulmore-Townsend, Ms. Hernández Vélez, Rep. Roebuck

College

Members: Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Hirsch, Dr. Roberts

Guests: Dr. Carter, Ms. Freeman, Ms. Frizell

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of May 3, 2018

The minutes were approved unanimously.

(b) Computer Information Systems-Information Technology A.A.S and Network and Systems Administration Proficiency Certificate, Academic Program Review and Computer Science A.S. and Computer Programming and Software Development Proficiency Certificate, Academic Program Review

Dr. Carter described how both programs are very important to Philadelphia's technology community. They provide opportunities for students to find good jobs and to transfer to four-year institutions, such as Drexel University. Ms. Hernández Vélez expressed concern about the comment in the report that the industry is predominantly male to explain the low percentage of female students. The program should be trying to impact the current status. Ms. Freeman, the department head for the computer technology-related programs, responded that the programs are trying to showcase women in the department. They are also trying to recruit women, for example, by going to open houses for College programs. Ms. Hernández Vélez asked about supports for female students. Ms. Freeman noted that the programs are hoping to establish a computer technology club and the faculty have an open-door policy, but

that such efforts are for all students and do not focus specifically on female students. Ms. Fulmore-Townsend asked if the programs have solicited any feedback from or done any assessments with female students. Dr. Carter stated that the programs would like to see events that bring potential female students onto the campus. The College has an Automotive Technology summer camp program, which draws female students to attend. She would like to see an increase in such activities and that the programs need faculty who will devote efforts to them. Dr. Rényi noted that robotics competitions have been popular among young women in Philadelphia and that the College's Engineering Program has a female study group; the Computer Technologies programs should consider such options. The programs should also develop five-year goals and plans for increasing female enrollments.

Dr. Rényi indicated that the Committee has concerns about assessment of student learning across the programs. Ms. Freeman responded that the programs assess each course each semester and have collected internal assessment data. Many of the recent curriculum revisions were based on assessment results and industry needs. Faculty meet often about assessments to ensure that all student learning outcomes are being met. Dr. Rényi noted that this work has not been documented, which makes it seem that assessments are in fact not taking place. The Student Outcomes Committee and the Board of Trustees need to review evidence in order to conduct program reviews. Ms. Freeman responded that the programs do assessments and do have data, but that they have chosen not to submit them under the current Contract circumstances. Ms. Hernández Vélez stressed that it impacts the total picture for the College when programs do not provide assessment data. Ms. Fulmore-Townsend said that she found it very disturbing that it appears that the data are being "held hostage," which is the message the Committee is receiving. Ms. Freeman responded that the programs have been unsure regarding where to submit their assessment data because of past issues with the database. Dr. Carter responded that she has provided all the department heads in her division with a format for submitting assessment information. While she has received reports from all other programs in the division, she has not received any submissions from the computer technology programs. Ms. Freeman reports that she has asked for reports from the program faculty and has received some and been told that the work is in progress in the others. Dr. Rényi asked that if the programs do submit grades, how do they make the distinction between submitting grades and submitting assessment results when both are different kinds of assessments?

Ms. Hernández Vélez noted concerns about the Advisory Committee for the programs and asked why there were no minutes from their meetings. It was explained that the current Dean of the division noted many such lapses when she assumed her position a few years ago and that she has been addressing this and other oversights. Dr. Hirsch reported that the College is moving to an electronic submission format, which will enable such records to be posted and shared. Regarding the composition of the Advisory Committee, Dr. Carter explained that members are mostly from small to medium-sized companies and are typically the head of the technology division in the company. Dr. Rényi said that there is a member of Comcast on the Board of Trustees, who should be able to suggest someone for the Advisory Committee. She also noted

that there was a contingent of the City of Philadelphia's IT department that has been promoting technology innovations. Ms. Hernández Velez said the Committee's members can also suggest someone from the City.

The Committee expressed their serious concerns that they did not receive any evidence of student learning as part of the review. It is unacceptable to ask the Committee to make a decision when no data have been provided. As such, the computer programs cannot be approved.

Action: The Student Outcomes Committee unanimously recommends that no action take place until documented evidence of student learning is submitted. Such evidence should be submitted by August 30, 2018 in order for the Committee to determine the future of the programs when it reconvenes on September 6, 2018.

(c) Workforce and Economic Innovation Program Update

Ms. de Fries described how the Citywide Workforce Strategy is a significant step forward for the City to bring people from different areas together. The City has identified the College as the lead in "Fueling Philadelphia's Talent Engine: A Citywide Workforce Strategy." Dr. Generals commented that the work by the Division of Workforce and Economic Innovation is impacting the focus of the College. To move workforce efforts forward, the College needs the support of the Board in order to expand and improve the equipment, space, and staff required to do so. Ms. de Fries explained that the Division of Workforce and Economic Innovation has made progress with Career Connections, but given the size of the College, Career Connections is not a sizeable resource. In comparison, JEVS has about 12 career-related staff people, while the College's Career Connections has four full-time staff.

Ms. de Fries described how the division is in talks with Philadelphia Works to fund three job-development positions; the proposal for this will be submitted soon. While employers do contact the College to come to campus, the division should more proactively be recruiting for this. Ms. Fulmore-Townsend asked if the division has the capacity to respond to or coordinate when employers do want to come to the College. Ms. de Fries said that the Division of Workforce and Economic Innovation has hired an Employment Management Specialist, who has been working on contacts coming in but has not yet ramped up efforts to be strategically proactive. Ms. Fulmore-Townsend also asked about the College's role in coordinating across the different agencies (such as the Chamber of Commerce, the School District, and Philadelphia Works) that are leading workforce efforts across various industry sectors, including manufacturing, technology, transportation and logistics, business, retail and hospitality, healthcare, and early childhood education. Ms. de Fries has made the division's staff members pointpersons for specific sectors; a new group focused on technology is an example. The Corporate Solutions and Career Connections units in the division meet internally to discuss cross-employment needs (such as training for existing employees, creating a pipeline for new employees, and hiring College students) and to share information. There are plans for a CRM for a database for all

departments, which could be eventually shared more broadly across the College. This will allow for greater coordination and documentation of interactions between the College and employers.

Dr. Rényi asked if the division has been able to develop five-year goals to support the College's vision. Ms. de Fries explained that the division has a strategic plan with six goals that are aligned with the College's strategic plan. Dr. Rényi requested the plan and goals be provided to the Committee so that they may be incorporated into the Student Success Dashboard.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for September 6, 2018 at 1:30 p.m. in Conference Room M2-34.

Attachments:

Minutes of May 3, 2018

Computer Information Systems - Information Technology A.A. S. and Network and Systems Administration Proficiency Certificate Program

Computer Science A.S. and Computer Programming and Software Development Proficiency Certificate Program

Fueling Philadelphia's Talent Engine: A Citywide Workforce Strategy – Executive Summary
Workforce and Economic Innovation (WEI) – Program Update

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

MINUTES

**Thursday, May 3, 2018
1:30 p.m.
Conference Room M2-34**

Presiding: Dr. Rényi

Committee

Members: Ms. Fulmore-Townsend, Ms. Hernández Vélez, Ms. Horstmann (via phone), Ms. McPherson

College

Members: Ms. de Freis, Dr. Gay, Dr. Generals, Dr. Hirsch, Dr. Roberts

Guests: Dr. Barnett, Dr. Celenza, Mr. Webber

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of April 5, 2018

The minutes were approved unanimously.

(b) Mathematics Program, Academic Program Review

Dr. Barnett from the Office of Assessment and Evaluation explained that the office decided to do the Mathematics and Engineering Science academic program reviews together, since the latter depends heavily on the former and the two programs collaborate and share students. Mr. Webber, chair of the Mathematics department, highlighted some key findings from the review report. Regarding assessment, the Mathematics program interacts with both Engineering Science and Computer Science programs. Although the review report says there is little collaboration across the programs, there actually is, but the collaboration is not formally documented. Assessment documents are regularly shared. The programs communicate frequently with one another. Engineering Science and Computer Science have been satisfied with the Math offerings and have requested no changes.

Action items included benchmarking and improving teaching and learning. The faculty are recalibrating benchmarks to increase them from the current 60% to a more

appropriate target (the majority of courses are at or above 75%). As an example of continuous improvement in teaching and learning Mr. Webber described how challenges have long existed with Discrete Mathematics and Calculus I. The leading contributor to success in these courses is performance in Algebra courses. As such, the program has made changes in the pre-calculus sequence. Ms. McPherson suggested that if communications between the Mathematics department and other related programs are currently informal, then perhaps they should develop more formal structures and document jointly arrived-at decisions. Dr. Celenza, Dean of the Mathematics, Science, and Health Care division, explained that with Guided Pathways all the main STEM programs are together in one academic pathway. Programs in the academic pathway have been meeting regularly to discuss increasing student success and will continue to do so.

Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the Mathematics academic program review and recommendations with approval for five years. A follow-up report should be submitted by the end of the Fall semester. The program should address the following actions in the report:

- **incorporating more active learning techniques, including study groups**
- **developing and implementing a plan for formalizing collaboration on assessment**
- **establishing a plan to ensure student learning outcomes are addressed throughout the curriculum and used for continuous improvement of program content and student-centered teaching methods.**

(c) Engineering Science Program, Academic Program Review

Dr. Celenza noted that the executive summary effectively captures the program. Dr. Rényi said that it was encouraging to see the number of women in the program increasing and the program should set five-year goals for diversity and develop plans to achieve these goals. Ms. Hernández Vélez asked what steps had resulted in the increase of women in the program. Dr. Celenza explained that a core group of women in the National Society for Black Engineers undertook their own activities, including attending conferences and visiting high schools. Dr. Celenza also mentioned the RISE grant, which has provided students with opportunities at Drexel University for additional exposure to STEM careers. Dr. Rényi suggested that the study group approach and other active learning methods be adopted by Mathematics. Dr. Celenza described how recent renovations have encouraged engagement among students and between students and faculty. Dr. Hirsch explained that other issues need to be fine-tuned first, such as the current lack of tutors, timing, etc., but that such issues should be addressed by the end of the Fall semester via the follow-up report. The program will develop a plan by the end of September and then swift implementation of changes should follow that will affect both Mathematics and Engineering Science.

Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the Engineering Science academic program review and

recommendations with approval for five years. A follow-up report should be submitted by the end of the Fall semester. The program should address the following actions in the report:

- **incorporating more active learning techniques, including study groups**
- **developing and implementing a plan for formalizing collaboration on assessment, with particular emphasis on higher level courses for Mathematics**
- **establishing a plan to ensure student learning outcomes are addressed throughout the curriculum and used for continuous improvement of program content and student-centered teaching methods**
- **determining five-year goals related to a diverse student population and a plan to achieve these goals**

(d) Measures of Student Success

Dr. Rényi provided an overview of updates to the three student success metrics documents: the Board dashboard, the Equity in Outcomes document, and the CCRC momentum data. With the Board dashboard, newly added blue arrows indicate work is in a developmental stage toward achieving the goal. Because the entire dashboard addresses student success, section 1.0 should be renamed; Dr. Hirsch will determine an appropriate term. On the Equity in Outcomes document, bar charts have been transformed into line graphs. Regarding the CCRC momentum data, the Committee should determine which data should be brought to the Board. Other related topics to address include how and which additional College policies affect student success, such as accelerated developmental courses, increased numbers of credits taken in the first year, and simultaneous developmental and college-level course-taking. Data should also always be disaggregated by full-time and part-time students. Dr. Rényi and Dr. Generals agreed that the dashboard goals should be matched to the strategic plan through 2025. Once the data on the dashboard has been updated, it can be taken to the Board.

With the equity gap data on the dashboard, two important conclusions stand out: that the gap between Black and white students is not closing, and that the scores for Black students have not improved. To close the achievement gap, different goals are needed for each group of students. Dr. Generals said that in general, Guided Pathways efforts are having a positive effect with most numbers improving, but additional focus is needed on equity. He and Dr. Hirsch can bring the data to the Board at the next meeting. Ms. Fulmore-Townsend also suggested that best practices be highlighted when improvements are seen.

Dr. Rényi requested that Dr. Hirsch research what states are doing well with gathering data on employment outcomes. She also asked the Committee to determine how to extract data from program reviews to support addressing achievement gaps. Dr. Generals and Dr. Hirsch will give a presentation to the Board of Trustees on persistence and completion at the next Board meeting.

(e) **New Business**

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 7, 2018 at 1:30 p.m. in Conference Room M2-34.

Attachments:

Minutes of April 5, 2018

Mathematics A.S Academic Program Review

Engineering Science Academic Program Review

CCRC-CCP Key Performance Indicators

Board Dashboard

Student Success and Equity Outcomes

Community College *of* Philadelphia

Academic Program Review Executive Summary

Computer Information Systems- Information Technology A.A.S. and
Network and Systems Administration Proficiency Certificate

Authors:

Christine McDonnell

Teresa Frizell

Pamela Barnett

Contributors:

JoeWana Freeman

Spring 2018

I. The Executive Summary

A. Key Findings – Computer Information Systems –Information Technology (CIS-IT)

1. **Improved Graduation Outcomes:** Seventy-five students graduated with CIS-IT degrees in 2017. This is an increase from 2013 when 42 students graduated.
2. **Course Revisions:**
 - a. The Program is attentive to changes in certification exams
 - b. The Program has been active in revising the networking courses.
 - c. The Program revises courses to stay up to date in changes to industry standards in programming languages.
3. **Closed Programs:** Seven students remain enrolled in closed CIS Programs.
4. **Demographics:** The Program primarily enrolls men (80%). This gender imbalance is consistent with employment rates of men as Information Systems Managers (72%).
5. **Incomplete Assessment Data:** The CIS-IT Program assessment plan entails assessment of each PLO each semester with a year-end analysis of the data. The Program has shared assessment results for 2014-2015, but not more recent documents due to the departmental faculty's current interpretation of the faculty contract regarding assessment.
6. **Advisory Committee**

The College does not have Advisory Committee Meeting minutes on file for Computer Technologies from all meetings in the last three years. The Department Head reports that the Computer Technologies Department's has an Advisory Board that meets twice a year.

Key Findings: Network and System Administration Proficiency Certificate (NSPC).

1. **KPI Metrics for Proficiency Certificates,**

Key Performance Indicator (KPI) metrics such as enrollment numbers, demographics, retention, and success at departure numbers are currently tracked according to primary major of currently enrolled students. Prior PC audits demonstrate that many students enroll in certificate programs either as a secondary major or as part of the paperwork filed for graduation. As such, Proficiency Certificate data is incomplete and only available for students who have earned the certificate.

- 2. Purpose and Target Audience:** It is unclear whether the Proficiency Certificate serves a well-defined population that differs from that served by the Computer Technologies Department's Associate's Degree Programs. This data can be requested from the Office of Institutional Research. Without this data, the Department's existing rationale for the certificate, included in the "Future Directions" section of this review report cannot be substantiated.

B. Action Items– Computer Information Systems –Information Technology (CIS-IT)

The Office of Assessment and Evaluation makes the following recommendations for the Program.

- 1. Document Program Improvements:** The Department has developed an effective strategy for improving graduation rates. The Program should ensure that they have documented their improvement strategy, and find opportunities to share its relevant practices with other programs.
- 2. Increase Recruitment and Retention of Female Students**
Due to the gender imbalance in the Computer Science Program, the Program should evaluate the need for a recruitment and retention plan for female students.
The Program should work with the Student Success Committee to develop a recruitment and retention plan designed around utilizing offices at the College to improve female recruitment and retention.
- 3. Ensure that students are removed from closed programs**
The Department should partner with the College Registrar to ensure students are removed from closed programs and placed in the appropriate major and concentration area.
- 4. Assessment**
The Program should share its most recent assessment data.
Ensure that faculty have a 5-year assessment plan. Each PLO should be assessed at least once over a five-year period, with documented improvements to teaching and learning. The assessment of PLOs should be staggered over the five-year period with assessment occurring each year.
- 5. Advisory Committee Meeting Minutes**
The Program should share its Advisory Committee Meeting Minutes.

Action Items: Network and System Administration Proficiency Certificate (NSPC).

The Office of Assessment and Evaluation makes the following recommendations for the Proficiency Certificate (PC):

1. Purpose and Target Audience:

The Program should request from Institutional Research the names, demographic information, and primary majors and/or post-baccalaureate status of students who have earned the PC. The Program should analyze the data to draw conclusions about the population served by the PC.

After completing an analysis of PC earners, the Program should revisit its articulation of how the educational attainment of the PC aligns with the employment needs of the field. The Program should share this information with the Office of Assessment and Evaluation so that office can collaborate with Institutional Research to create a data collection plan.

Community College *of* Philadelphia

Academic Program Review Executive Summary

Computer Science A.S. and Computer Programming and Software Development Proficiency Certificate

Authors:

Christine McDonnell

Teresa Frizell

Pamela Barnett

Contributors:

JoeWana Freeman

Spring 2018

I. **Executive Summary**

Key Findings: Computer Science

1. Improved Program Outcomes:

- Between Fall of 2011 and Fall of 2014, the percent of students retained in the Program increased by 15% and the percent of students that prematurely left the Program dropped from 14% to 10%.
- The Program records stronger Fall to Spring and Fall to Fall retention rates compared to the College between 2011 and 2015.
- The Program records a larger proportion of students leaving with either a degree or having achieved long term success compared to the College.
- For the last five years the Computer Science Program has primarily enrolled men at rates between 83% and 89%. Underrepresentation of women in CCP's Computer Science Program is roughly consistent with national trends. Between 2004 and 2014, both the number and proportion of computer science bachelor's degrees earned by women nationally has declined. In 2014, 82% of computer sciences degrees awarded nationally were to men. (Up from 77% in 2004).

2. **Incomplete Assessment Data:**

- The Computer Science Program relies on the Mathematics Department for assessment of Program Learning Outcome 4 which is to "demonstrate a basic understanding of mathematical concepts important in computer science and software engineering, including differential and integral calculus, linear algebra and discrete mathematics." According to the CS assessment plan, the Mathematics Program assesses "similar PLOs" and those are "organized as more than one outcome" in the other Department. After review of the Mathematics assessment documents, the Office of Assessment has not found evidence that Math and Computer Science systematically collaborates to ensure that the more specific mathematics CLO assessments are relevant to Computer Science, or that Mathematics and Computer Science collaborate to analyze the results to determine how CLO performance contributes to student learning and students' performance in latter courses in Computer Science.
- The Computer Science Program assessment plan entails assessment of each PLO each semester with a year-end analysis of the data. Due to Departmental faculty's current interpretation of the faculty contract regarding assessment, the Program has not shared assessment data since 2014-2015.

Key Findings: Computer Programming and Software Development

1. KPI Metrics for Proficiency Certificates:

KPI metrics such as enrollment numbers, demographics, retention, and success at departure are currently tracked according to primary major of currently enrolled students. Prior PC audits demonstrate that many students enroll in certificate programs either as a secondary major or as part of the paperwork filed for graduation. As such, Proficiency Certificate data is incomplete and only available for students who have earned the certificate.

2. Purpose and Target Audience:

It is unclear whether the Proficiency Certificate serves a well-defined population that differs from that served by the Computer Technologies Department's Associate's Degree Programs. This data can be requested from the Office of Institutional Research. Without this data, the Department's existing rationale for the certificate, included in the "Future Directions" section of this review report cannot be substantiated.

Action Items: Computer Science

The Office of Assessment and Evaluation makes the following recommendations for the Computer Science Program:

1. Document Program Improvements:

- The Department has developed an effective strategy for retention. The Program should ensure that they have documented their improvement strategy, and find opportunities to share its relevant practices with other programs.

2. Increase Recruitment and Retention of Female Students:

- Due to the gender imbalance in the Computer Science Program, the Program should evaluate the need for a recruitment and retention plan for female students.
- The Program should work with the Student Success Committee to develop a recruitment and retention plan to utilize offices at the College to improve female recruitment and retention.

3. Request data from the Mathematics Department for Assessment of PLO #4:

- The Program should request relevant CLO assessment data from the Mathematics Department.
- The Program should analyze the assessment data received from Mathematics in the same way it analyzes the assessment data it collects. Results of the analysis should be applied to improve student learning experiences.

4. Assessment Documentation:

- The Program should share its most recent assessment data.

Action Items: Computer Programming and Software Development Proficiency Certificate

The Office of Assessment and Evaluation makes the following recommendations for the Proficiency Certificate (PC):

1. Purpose and Target Audience

- The Program should request from Institutional Research the names, demographic information, and primary majors and/or post-baccalaureate status of students who have earned the PC. The Program should analyze the data to draw conclusions about the population served by the PC.
After completing an analysis of PC earners, the Program should revisit its articulation of how the educational attainment of the PC aligns with the employment needs of the field. The Program should share this information with the Office of Assessment and Evaluation so that office can collaborate with Institutional Research to create a data collection plan.

II. Program Analysis – Authored by Program

The Computer Technologies Department has provided the following Program Analysis:

Enrollment in the programs in the Computer Technologies Department has increased since the last audit in all programs: Computer Science, Software Development Proficiency Certificate Computer Information System – Information Technology (CIS-IT) & Network and System Administration Proficiency Certificate (NSPC).

- a. From 2014 - present, The Computer Technologies Department has been holding open house events for programs.
 - i. During these events faculty offer an overview of the Program and provide academic advising.
 - ii. Faculty encourage students to drop by or schedule advising with Computer Technologies faculty frequently. CT faculty use this time to review program requirements in conjunction with student transcripts, make recommendations regarding scheduling, plan student schedules for future terms based on course offerings, and discusses majors and career options with each student to help them determine the best major for them.
- b. From 2015 - present, the Computer Technologies Department has been holding open orientations for students enrolled in online classes during Professional Development week for the Fall and Spring semester.
 - i. During these events the Department gives an overview of Canvas, email, and navigating the internet for success in distance education.
 - ii. The Department breaks out into small student groups for students in the following courses:
 1. CIS 103
 2. All other CIS courses
 3. Computer Science courses
 4. OA courses
- c. From 2015 - present, The Computer Technologies Department has been emailing students every semester reminding them of any changes to the Program, the semester's course offerings, and course recommendations based on Banner reports.
- d. Full time faculty continue to revise and develop new courses

The **Computer Programming and Software Development Proficiency Certificate (SDPC)** is appropriate for the following situations.

- For students who have graduated with a non-Computer Science Bachelor's Degree and desire to obtain a Master's Degree in Computer Science, the four courses listed in the PC are the prerequisite courses required to enroll in a Master Program.
- Students who earn this SDPC certificate with a non-Computer Science Bachelor's Degree are eligible obtain an employment as an entry-level programmer
- Students who earn this SDPC with prior computer skills are eligible to obtain an entry-level programming job.
- Student who earn this SDPC certificate as part of the core concentration in the CIS-IT Program are eligible obtain employment as an entry-level programmer.



FUELING PHILADELPHIA'S TALENT ENGINE A CITYWIDE WORKFORCE STRATEGY

EXECUTIVE SUMMARY

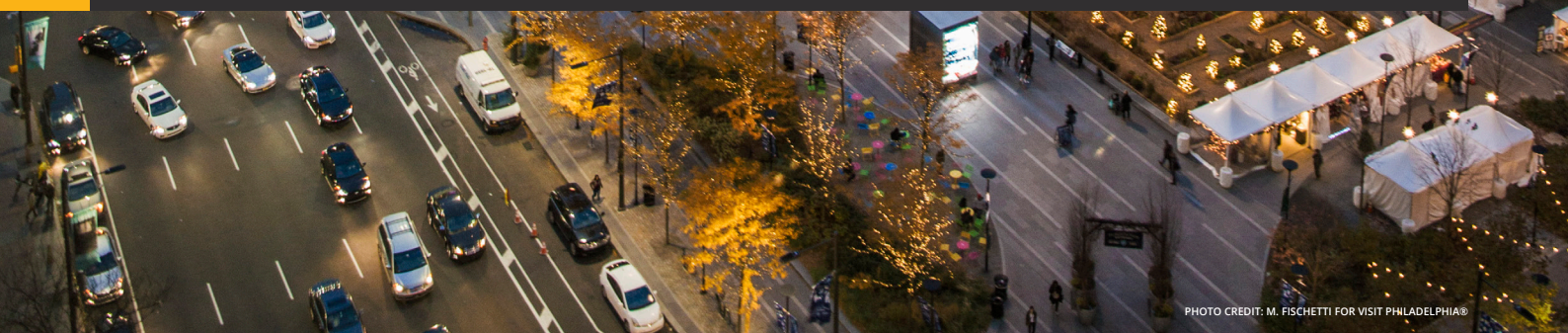




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LETTER

FROM MAYOR KENNEY AND CHAMBER PRESIDENT + CEO ROB WONDERLING



DEAR FELLOW PHILADELPHIANS,

Philadelphia is in the midst of a transformative moment. Our population is increasing, the job market is steadily growing, and economic development is on the rise.

Continued economic growth is critical to the future of our city and region, and is dependent upon a strong, skilled workforce. To prepare Philadelphians for today's jobs and tomorrow's economy, key stakeholders from across the city have collaborated to develop a comprehensive workforce development strategy — *Fueling Philadelphia's Talent Engine*. Its recommendations serve as a launching point for a citywide focus on career pathways and outline bold steps to align the education and workforce systems to businesses' talent needs.


As leaders, we are committed to fostering an economic environment conducive to job creation, business success, and equity. This is only possible through hard work and sustained collaboration. For the first time, partners engaged in every aspect of workforce development are aligned around a shared commitment to building a world-class workforce and addressing the persistent barriers to success that residents living in poverty face. We recognize that employer engagement is an essential element of this process.

Working together, we will activate the talent that is abundant in our city — in our young people, communities of color, low-wealth neighborhoods, and formerly incarcerated individuals. We will harness this talent through viable pathways to stable employment in family-sustaining jobs.

As one of the largest employers in the region, the City has made a point of not only asking employers to expand their talent pool and hire more Philadelphia residents, but is also “walking the walk” with its own practices. In 2017, the City of Philadelphia launched *City as Model Employer*, an innovative strategy to increase the talent, diversity, and operational efficiency of the municipal workforce. And in 2018, the City will create an Office of Workforce Development to drive implementation of this strategy, coordinating among City agencies, Philadelphia Works Inc., and external partners. In the years ahead, we will work together to build pathways to permanent employment for individuals who, for too long, have gone without the education, training, supports, and opportunities they need to realize their full potential.

We must extend special thanks and appreciation to Philadelphia's inaugural Workforce Development Steering Committee for their leadership, insight, and commitment to implement this strategy with passion and urgency. Over the next three years, the recommendations laid out in *Fueling Philadelphia's Talent Engine* will guide better alignment of public and private investments to the talent needs of business and the ambitions of all Philadelphians.

There is tremendous untapped potential sitting on the sidelines of our economy, while too many businesses struggle to find the skilled employees they need to grow and prosper. We can't waste another minute. We are in a competitive race among the world's biggest cities, and it's a race that demands Philadelphia's full attention. The winners will be cities that leverage the power of innovative cross-sector partnerships to ensure the city and region benefit from an educated and skilled workforce to fuel their growth. The time for a citywide talent development strategy is now.


JIM KENNEY
MAYOR
CITY OF PHILADELPHIA


ROB WONDERLING
PRESIDENT + CEO
CHAMBER OF COMMERCE FOR GREATER PHILADELPHIA

PHILADELPHIA WORKFORCE DEVELOPMENT STEERING COMMITTEE

The Steering Committee's diverse body of stakeholders is comprised of members representing the Chamber of Commerce for Greater Philadelphia, School District of Philadelphia, Community College of Philadelphia, Philadelphia Works Inc., Philadelphia Youth Network, employers, institutions of higher education, workforce intermediaries, national and local policy experts, nonprofit organizations, labor unions, and philanthropy.



CO-CHAIRS

MICHAEL DIBERARDINIS

MANAGING DIRECTOR
CITY OF PHILADELPHIA

HAROLD T. EPPS

COMMERCE DIRECTOR
CITY OF PHILADELPHIA

Early in the Kenney administration, leaders within and beyond City government realized the tremendous opportunity to forge an inclusive path to prosperity by taking an industry-focused approach to developing a system that prepares people not just for a job, but for a career.

In the Summer of 2016, Commerce Director Harold T. Epps and Managing Director Michael DiBerardinis convened Philadelphia's first-ever citywide Workforce Development Steering Committee. This body seized the charge to develop a workforce strategy that is partnership-driven, promotes business growth, addresses institutional and structural barriers to career advancement, and fuels both economic and community vitality.

The Philadelphia Workforce Development Steering Committee's charge extends beyond the development of a strategy document. Members of this body will be active leaders overseeing the execution and evaluation of its implementation. The City will create a centralized Office of Workforce Development to work hand in hand with the Steering Committee on driving efforts to accomplish the goals outlined in this strategy.

OVER THE NEXT THREE YEARS, THE STEERING COMMITTEE WILL CONTINUE TO:

- **PROVIDE STRATEGIC DIRECTION** on the implementation and evaluation of a citywide workforce development strategy.
- **MARSHAL RESOURCES** towards shared workforce development goals.
- **CHAMPION POLICY, SYSTEMS, AND PRACTICE CHANGES** needed to advance workforce success.

MEMBERS

MICHELLE ARMSTRONG

EXECUTIVE DIRECTOR, OFFICE OF CAREER + TECHNICAL EDUCATION
SCHOOL DISTRICT OF PHILADELPHIA

NOLAN ATKINSON

CHIEF DIVERSITY OFFICER
CITY OF PHILADELPHIA

CECILEY BRADFORD-JONES

EXECUTIVE DIRECTOR
OFFICE OF REINTEGRATION SERVICES (RISE)
CITY OF PHILADELPHIA

STEPHEN BRIGGS

VICE PRESIDENT, COMMUNITY RELATIONS
WELLS FARGO

PATRICK CLANCY

PRESIDENT + CEO
PHILADELPHIA WORKS INC.

JOHN COLBORN

CHIEF OPERATING OFFICER
JEVS HUMAN SERVICES

UVA COLES

VICE PRESIDENT
INSTITUTIONAL ADVANCEMENT + STRATEGIC PARTNERSHIPS
PEIRCE COLLEGE

DANNY CORTES

EXECUTIVE VICE PRESIDENT + CHIEF OF STAFF
ESPERANZA

CAROL DE FRIES

VICE PRESIDENT, WORKFORCE + ECONOMIC INNOVATION
COMMUNITY COLLEGE OF PHILADELPHIA

FRED DEDRICK

PRESIDENT + CEO
NATIONAL FUND FOR WORKFORCE SOLUTIONS

CHRISTINE DERENICK-LOPEZ

CHIEF ADMINISTRATIVE OFFICER
CITY OF PHILADELPHIA

DAVID DONALD

FOUNDER
PEOPLESARE

PATRICK EIDING

PRESIDENT
PHILADELPHIA AFL-CIO

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EXECUTIVE DIRECTOR
DISTRICT 1199C TRAINING + UPGRADING FUND

JOHN FRY

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DREXEL UNIVERSITY

CHEKEMMA FULMORE-TOWNSEND

PRESIDENT + CEO
PHILADELPHIA YOUTH NETWORK

STEPHANIE GAMBONE

EXECUTIVE VICE PRESIDENT
PHILADELPHIA YOUTH NETWORK

DR. GUY GENERALS

PRESIDENT
COMMUNITY COLLEGE OF PHILADELPHIA

EVA GLADSTEIN

DEPUTY MANAGING DIRECTOR
HEALTH + HUMAN SERVICES
CITY OF PHILADELPHIA

CHRISTINA GRANT

ASSISTANT SUPERINTENDENT, OPPORTUNITY NETWORK
SCHOOL DISTRICT OF PHILADELPHIA

CLAIRE GREENWOOD

EXECUTIVE DIRECTOR, CEO COUNCIL FOR GROWTH
CHAMBER OF COMMERCE FOR GREATER PHILADELPHIA

OTIS HACKNEY

CHIEF EDUCATION OFFICER
CITY OF PHILADELPHIA

SIDNEY HARGRO

EXECUTIVE DIRECTOR
PHILANTHROPY NETWORK GREATER PHILADELPHIA

DR. WILLIAM HITE

SUPERINTENDENT
SCHOOL DISTRICT OF PHILADELPHIA

DIANE INVERSO

EXECUTIVE DIRECTOR
OFFICE OF ADULT EDUCATION
CITY OF PHILADELPHIA

HELOISE JETTISON

SENIOR DIRECTOR OF TALENT DEVELOPMENT
DEPARTMENT OF COMMERCE
CITY OF PHILADELPHIA

KEVIN JOHNSON

PRESIDENT + CEO
OPPORTUNITIES INDUSTRIALIZATION CENTER (OIC) OF AMERICA

LUCY KERMAN

SENIOR VICE PROVOST, UNIVERSITY + COMMUNITY PARTNERSHIPS
DREXEL UNIVERSITY

CARNIESHA KWASHIE

DIRECTOR
JOB OPPORTUNITY INVESTMENT NETWORK (JOIN)
UNITED WAY OF GREATER PHILADELPHIA + SOUTHERN NEW JERSEY

JOHN LASKY

CHIEF HUMAN RESOURCES OFFICER
TEMPLE UNIVERSITY HEALTH SYSTEM

RICH LAZER

DEPUTY MAYOR OF LABOR
CITY OF PHILADELPHIA

MITCHELL LITTLE

EXECUTIVE DIRECTOR
OFFICE OF COMMUNITY EMPOWERMENT + OPPORTUNITY
CITY OF PHILADELPHIA

THOMAS LYONS

VICE PRESIDENT, HUMAN RESOURCES
AGUSTA WESTLAND PHILADELPHIA

SHARMAIN MATLOCK-TURNER

PRESIDENT + CEO
URBAN AFFAIRS COALITION

BOB MOUL

TECH ENTREPRENEUR

DEBORAH O'BRIEN

SVP + MARKET MANAGER, CORPORATE SOCIAL RESPONSIBILITY
BANK OF AMERICA

JAMEEL RUSH

PRESIDENT
PHILADELPHIA SOCIETY OF HUMAN RESOURCES MANAGEMENT

ANDY VAN KLEUNAN

PRESIDENT + CEO
NATIONAL SKILLS COALITION

TONY WIGGLESWORTH

EXECUTIVE DIRECTOR
PHILADELPHIA AREA LABOR MANAGEMENT COMMITTEE

ROB WONDERLING

PRESIDENT + CEO
CHAMBER OF COMMERCE FOR GREATER PHILADELPHIA

SHIFTING TO A CAREER PATHWAY SYSTEM

At the center of *Fueling Philadelphia's Talent Engine* is a shift in focus from short-term job training and placement, to long-term career planning and advancement. This requires commitment from all workforce stakeholders to a system that supports ongoing progression for job seekers and incumbent workers, and incentivizes employers to invest in their workforce at every level.

A career pathway system pairs progressive levels of education and training with career coaching and social service supports to help individuals with diverse skills and needs advance to increasingly higher levels of employment. In a career pathway system, individuals are helped to think beyond their next job, and focus on the credentialing and other supports they'll need to set and achieve longer-term career goals. A high-functioning career pathway system is equally advantageous to industry as it produces individuals with the skills and experiences required to meet employer demand.

The full benefits of a career pathway system cannot be provided by a single program, but rather are delivered via multiple linked and aligned programs. As such, building a robust career pathway system requires strong leadership, careful planning, a commitment to quality education and training responsive to industry need, and redirection of public investments across multiple systems — including industry; the public workforce system; and K-12, adult, and higher education.

“IT HAS BEEN SAID THAT THE BEST ANTI-POVERTY PROGRAM IS A JOB. A BETTER ANTI-POVERTY PROGRAM IS A GOOD JOB, OR EVEN BETTER, A CAREER — SPECIFICALLY, A CAREER THAT CAN SUPPORT A FAMILY AND PROVIDES OPPORTUNITIES FOR ADVANCEMENT.”

NATIONAL SKILLS COALITION



PHOTO CREDIT: AGUSTA WESTLAND



PHOTO CREDIT: COMMUNITY COLLEGE OF PHILADELPHIA

CHALLENGES

CLOSING THE SKILLS GAP + REDUCING POVERTY



PHOTO CREDIT: HARVEY FINKLE PHOTOGRAPHY FOR THE DISTRICT 1199C TRAINING AND UPGRADING FUND

1 PHILADELPHIA'S WORKFORCE, ECONOMIC DEVELOPMENT, AND EDUCATION INSTITUTIONS MUST BE BETTER ALIGNED TO BUSINESS NEEDS.

For too long, Philadelphia's workforce and economic development agencies have missed the opportunity to unite around shared goals for the city and regional economy. Employers have been left challenged to meet their talent needs, while the workforce system struggles to connect education, job training, and other supportive services in a way that is easy to navigate for job seekers and incumbent workers. *Fueling Philadelphia's Talent Engine* calls for more intentional coordination and collaboration across systems to improve outcomes for individuals, employers, and the economy as a whole.

2 FOCUSING ON READING, WRITING, NUMERACY, AND DIGITAL LITERACY SKILLS IS ESSENTIAL TO BUILDING PHILADELPHIA'S WORKFORCE.

Far too many Philadelphians lack the 21st Century workforce skills essential to succeed in today's economy, including 204,676 adults who are without a high school credential. These individuals experience poverty and unemployment at rates considerably higher than the citywide average. Public funding to help adult learners build reading, writing, numeracy, and digital literacy skills falls far short of the need. In fiscal year 2017, Philadelphia adult education providers received approximately \$4 million in Federal and State funds to address this challenge — an amount sufficient to serve only 3,365 adult learners in the city. *Fueling Philadelphia's Talent Engine* calls for public and private funding streams to be invested in contextualized bridge programs, tailored to the needs of business, to increase the number of adult learners prepared to succeed in jobs that pay a family-sustaining wage.

3 PHILADELPHIA NEEDS A LONG-TERM STRATEGY TO INCREASE ECONOMIC MOBILITY FOR RESIDENTS LIVING IN POVERTY.

Among Philadelphia residents aged 25 to 64, 22% are living in poverty. A staggering 25% of these individuals are working, yet unable to earn wages sufficient to achieve economic mobility. Overall, too many residents lack the skills and opportunities needed to reap the full benefits of recent economic growth. 60% of working Philadelphians earn less than \$40,000 a year. *Fueling Philadelphia's Talent Engine* is focused on ensuring all residents can access the education, training, and other supports needed to compete for good jobs, and leverage entry-level employment to build the skills and acquire the credentials needed to advance in their careers — within or outside of the industry where they first find a job.

4 ALL PHILADELPHIA STUDENTS MUST BE BETTER PREPARED FOR COLLEGE AND CAREERS.

The Philadelphia public school system is the city's most important long-term talent development pipeline, critical for business growth and attraction. To that end, the School District of Philadelphia has set an important goal of ensuring all students graduate from high school prepared to succeed in both college and career. This requires providing high school students exposure to the workplace and opportunities to develop the specialized skills currently needed and those that will be in demand in the future. *Fueling Philadelphia's Talent Engine* calls on the School District, City, Philadelphia Youth Network, and others to work in partnership with the business community to increase the number and quality of work experiences available to high school students as they prepare for graduation and beyond.

5 ENSURING WORKFORCE SUCCESS FOR ALL REQUIRES POPULATION-SPECIFIC BARRIER REMOVAL STRATEGIES.

Segments of the population who face greater obstacles to employment require customized services and supports to unleash their full potential. Opportunity youth (ages 16-24, disconnected from school and work), residents returning from incarceration, and immigrants have ample potential to drive positive growth and prosperity across our city. *Fueling Philadelphia's Talent Engine* identifies specific strategies for addressing barriers to their success in the workforce.

PHILADELPHIA'S ECONOMIC INDICATORS

25.7% POVERTY RATE, 2016

12.3% living in deep poverty (income under 50% of the federal poverty limit)

22% POVERTY RATE, ADULTS 25-64, 2016

25% are working but unable to achieve economic mobility

14.4% YOUTH DISCONNECTION RATE, 2016

29,151 youth and young adults, 16 - 24, are neither enrolled in school nor working

714,891 AVERAGE # OF JOBS, 2017

665,385 AVERAGE # EMPLOYED RESIDENTS, 2017

6.3% UNEMPLOYMENT RATE, 2017

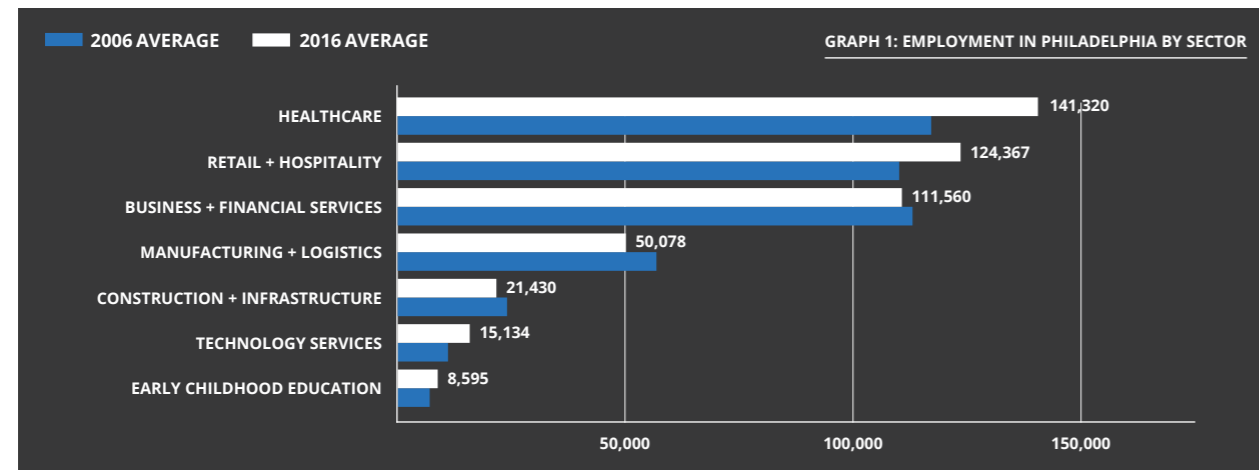
Unemployment is 2 percentage points above the national average

*All 2017 numbers are preliminary based on data available as of January 2018

ALIGNING A CAREER PATHWAY SYSTEM TO INDUSTRY DEMAND

OPPORTUNITY IN THE PHILADELPHIA ECONOMY ACROSS SEVEN TARGET SECTORS

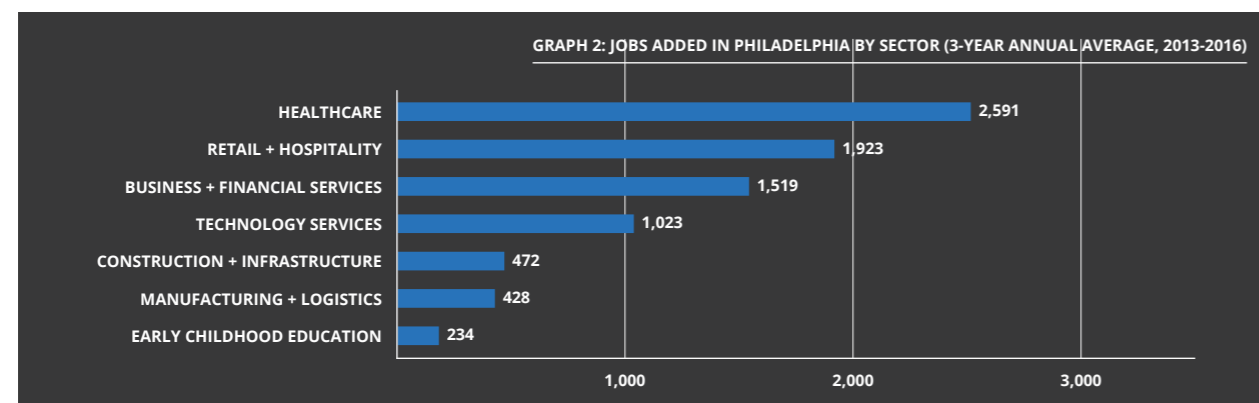
A strong understanding of labor market trends and projections was essential to crafting the Goals and Recommendations included in *Fueling Philadelphia's Talent Engine*. To achieve this, the Philadelphia Workforce Development Steering Committee engaged the Economy League of Greater Philadelphia to conduct a quantitative analysis of employment, growth trends, and wages for seven industry sectors, including: Healthcare, Retail + Hospitality, Early Childhood Education, Technology Services, Business + Financial Services, Construction + Infrastructure, and Manufacturing + Logistics. In 2016, the seven target sectors accounted for 472,000 jobs in the city of Philadelphia, or 71% of all jobs. These sectors were selected based on a mix of factors, but primarily on availability of jobs and the potential for economic mobility.



SOURCE: PHILADELPHIA WORKS INC.; PHILADELPHIA DEPARTMENT OF LABOR AND INDUSTRY

GROWTH AND PROJECTIONS

Employment increased in all seven sectors between 2013 and 2016, and nearly all sectors are expected to see continued growth through 2024. Only Manufacturing + Logistics is projected to lose jobs, but at just 10% the rate of loss experienced over the last decade. Growth in Technology Services, Early Childhood Education, Healthcare, and Retail + Hospitality is expected to outpace overall job growth in the city.



SOURCE: PHILADELPHIA WORKS INC.; PHILADELPHIA DEPARTMENT OF LABOR AND INDUSTRY

PREPARING PHILADELPHIANS FOR MIDDLE-SKILL JOBS ALONG A CAREER PATHWAY

Philadelphia remains home to more than 131,000 middle-skill jobs across the seven target sectors. Many of these have projected replacement openings that call for a talent pipeline strategy to ensure employers can meet their business needs. Simultaneously, these positions provide significant opportunity for Philadelphia residents lacking a Bachelor's degree to enter the workforce and advance — over time and with the necessary education, training, and other supports — to a stable, family-sustaining job along a career pathway.

OCCUPATIONAL SKILL LEVEL DEFINITIONS

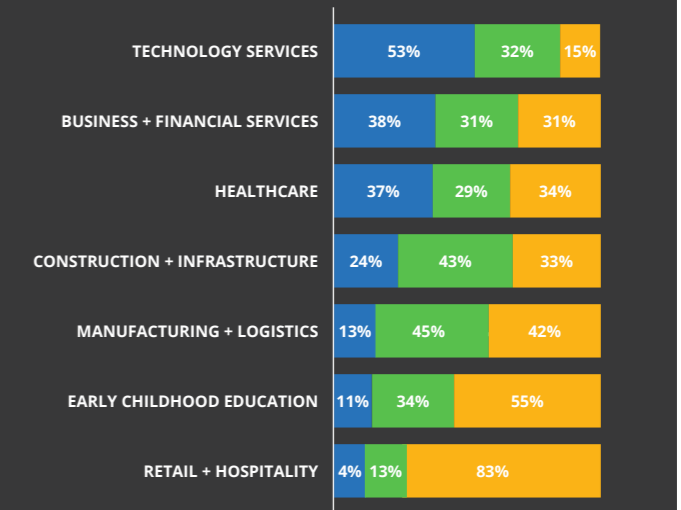
HIGH-SKILL
Requires a Bachelor's degree or higher.

MIDDLE-SKILL
Requires an Associate degree, postsecondary non-degree award, or some college but no degree; or a high school degree and one of the following: apprenticeship, long-term on-the-job training, moderate-term on-the-job training, or work experience.

LOW-SKILL
Requires less than a high school degree; or a high school degree and no work experience and less than a month of on-the-job training.

SOURCE: NATIONAL SKILLS COALITION

GRAPH 3: PHILADELPHIA SHARE OF TOTAL EMPLOYMENT BY SKILL LEVEL, 2016



SOURCE: PHILADELPHIA WORKS INC.; PHILADELPHIA DEPARTMENT OF LABOR AND INDUSTRY

KEY HIGHLIGHTS ACROSS SEVEN SECTORS

- Given scale, growth, and job opportunities across skill levels, the Healthcare sector presents significant opportunity to support workforce growth with equity.
- Early Childhood Education and Technology Services, while small, are fast-growing sectors that provide middle-skill opportunities and benefit from considerable support and momentum.
- Manufacturing + Logistics and Construction + Infrastructure remain strong sources of middle-skill jobs and benefit from a deep training infrastructure that can be leveraged to provide targeted support for women and residents of color in sectors that have traditionally struggled to engage and retain a diverse workforce.

LEVERAGING LOW-SKILL JOBS AS A STARTING POINT FOR CAREER ADVANCEMENT

Recognizing the robust growth in low-skill jobs in Philadelphia, the Philadelphia Workforce Development Steering Committee is committed to identifying and supporting viable career on-ramps for individuals lacking a secondary credential or the skills needed to advance quickly to middle-skill employment. Low-skill jobs have the potential to serve as a gateway to careers, provided stakeholders commit to supporting individuals in these jobs to leverage the experience, skills, and networks gained through entry level work to advance to higher level, better paying jobs.

STRATEGY

GOALS, RECOMMENDATIONS + METRICS

GOAL ONE

PREPARE PHILADELPHIANS WITH THE SKILLS EMPLOYERS NEED FOR A WORLD-CLASS WORKFORCE.

RECOMMENDATIONS

- 1 Place employers at the center of strategies to advance local talent development in growth sectors of the economy.
- 2 Increase apprenticeships and other industry driven work-based learning opportunities to close the skills gap and support career advancement to middle-skill jobs.
- 3 Connect all Philadelphia public school students to a high-quality work experience before graduation to prepare them for college and career.

WHAT DOES SUCCESS LOOK LIKE BY THE END OF 2020?

- 7 Industry Partnerships will be launched or strengthened to meet employers' talent needs.
Led by the Philadelphia Office of Workforce Development with Chamber of Commerce for Greater Philadelphia, Philadelphia Society of Human Resources Management (SHRM), and Philadelphia Works Inc.
- 150 employers will engage in the City's new Model Employer Campaign designed to advance practices that support career pathway progression and improve business outcomes.
Led by the Philadelphia Office of Workforce Development with Chamber of Commerce for Greater Philadelphia, Philadelphia Society of Human Resources Management (SHRM), and Philadelphia Works Inc.
- 3,000 individuals will participate in a high-quality skills training or work-based learning opportunity aligned to the needs of industry.
Led by Philadelphia Works Inc. with Chamber of Commerce for Greater Philadelphia, Community College of Philadelphia, and Philadelphia Office of Workforce Development
- 500 new registered apprenticeship positions will be created, with a focus on expanding opportunities across 7 target industries.
Led by the Philadelphia Office of Workforce Development with Mayor's Office of Labor and Philadelphia Works Inc.
- 200 individuals will transition from temporary/seasonal work to permanent employment with the City of Philadelphia or an employer partner through the *City as Model Employer* initiative.
Led by the Philadelphia Office of Workforce Development with Community College of Philadelphia, Philadelphia Office of Adult Education, and Philadelphia Works Inc.
- 16,000 young people will participate annually in a high-quality work experience, including summer jobs and year-round opportunities.
Led by the City of Philadelphia with Chamber of Commerce for Greater Philadelphia, Philadelphia Works Inc., Philadelphia Youth Network, School District of Philadelphia, and Urban Affairs Coalition
- 6,000 students will be engaged annually in opportunities to earn post-secondary credit through a combination of Advanced Placement courses, International Baccalaureate, Middle College, and/or dual enrollment programs with the Community College of Philadelphia or another institution of higher education.
Led by the School District of Philadelphia with Community College of Philadelphia and Philadelphia Office of Workforce Development
- 4% increase in the high school graduation rate, from 67% to 71% by the 2018-2019 school year.
Led by the School District of Philadelphia with Project U-Turn partners
- 100% of Career and Technical Education (CTE) students will have the opportunity to earn a minimum of 3 college credits.
Led by the School District of Philadelphia with Community College of Philadelphia

GOAL TWO

ADDRESS THE UNDERLYING BARRIERS THAT PREVENT PHILADELPHIANS FROM ACCESSING MEANINGFUL CAREER OPPORTUNITIES.

RECOMMENDATIONS

- 4 Strengthen work-related supports for Philadelphians living in poverty.
- 5 Address reading, writing, numeracy, and digital skill barriers in all adult workforce education and training.
- 6 Develop and implement population-specific strategies to promote career pathway success, starting with Opportunity Youth and Young Adults (16 - 24), Returning Citizens, and Immigrants.

WHAT DOES SUCCESS LOOK LIKE BY THE END OF 2020?

- 8,000 job seekers engaged in the public workforce system will be connected to benefits access services to help them secure needed resources — including healthcare coverage, public benefits, child care subsidies and/or financial counseling.
Led by the Philadelphia Office of Community Empowerment and Opportunity with Community College of Philadelphia and Philadelphia Works Inc.
 - 6,500* PHLpreK spots to support working parents and those engaged in workforce education and training.
Led by the Mayor's Office of Education
 - 75% of publicly funded behavioral health outpatient providers will offer services during evening hours and 60% during weekend hours.
Led by the Philadelphia Department of Behavioral Health + Intellectual Disability Services (DBHIDS)
 - 95% of workforce education and training programs funded by Philadelphia Works Inc. will include contextualized bridge programs that provide a pathway to success for individuals who test below the required skill level for entry.
Led by Philadelphia Works Inc. with Community College of Philadelphia and the Philadelphia Office of Adult Education
 - 4,000 opportunity youth and young adults (16 - 24) will be engaged in a comprehensive sector-based career pathway program leading to an industry credential and opportunity to secure living wage work.
Led by the Philadelphia Youth Network with Department of Human Services, Philadelphia Works Inc., and United Way of Greater Philadelphia + Southern New Jersey
 - 3,000 returning citizens will be connected to a job and/or education and training aligned to a career pathway.
Led by the Philadelphia Office of Workforce Development with the Office of Reintegration Services (RISE) within Philadelphia Department of Prisons, the Philadelphia Office of Adult Education, Philadelphia Works Inc., and the Reentry Coalition
 - 300 returning citizens will secure employment through the Department of Commerce's Fair Chance Hiring pilot initiative.
Led by the Philadelphia Department of Commerce with the Office of Reintegration Services (RISE) within Philadelphia Department of Prisons and Philadelphia Works Inc.
 - 350 immigrants will participate in contextualized bridge programs or Integrated Education and Training (IET) aligned to industry needs.
Led by the Philadelphia Office of Adult Education with the Philadelphia Office of Immigrant Affairs, Philadelphia Office of Workforce Development, and Philadelphia Works Inc.
- *This metric is contingent on the successful resolution of a lawsuit challenging the Philadelphia Beverage Tax.

STRATEGY

GOALS, RECOMMENDATIONS + METRICS

GOAL THREE

BUILD A WORKFORCE SYSTEM THAT IS MORE COORDINATED, INNOVATIVE, AND EFFECTIVE.

RECOMMENDATIONS

7 Convene workforce stakeholders to pursue a coordinated set of policy recommendations that promote career advancement for all Philadelphians.

8 Increase and align public and private dollars in support of shared workforce goals.

9 Launch a common data dashboard to track progress towards shared workforce goals.

WHAT DOES SUCCESS LOOK LIKE BY THE END OF 2020?

Philadelphia Office of Workforce Development will be established to drive implementation and evaluation of a citywide workforce strategy, as well as a related state and federal policy agenda.

Led by the City of Philadelphia

\$13 MILLION will be invested annually in workforce education and training to prepare Philadelphians for middle-skill jobs that provide a family-sustaining wage.

Led by Philadelphia Works Inc. with City of Philadelphia, Community College of Philadelphia, and Philadelphia Youth Network

A comprehensive funding strategy will be developed across Philadelphia institutions that oversee public dollars to increase the effectiveness of current funding streams, and to leverage additional resources from the state and federal government, private sector, and philanthropy.

Led by the Philadelphia Office of Workforce Development with City of Philadelphia, Community College of Philadelphia, Philadelphia Works Inc., and Philadelphia Youth Network

A citywide workforce development data system will be established to track a common set of success indicators, including:

- Completion of education and training programs
- Credential attainment
- Workforce entry, retention, and advancement
- Employer engagement and satisfaction

Led by the Philadelphia Office of Workforce Development with Job Opportunity Investment Network (JOIN), Philadelphia Works Inc., and Philadelphia Youth Network



STRATEGY IN ACTION

CITY AS MODEL EMPLOYER

As one of the largest employers in Philadelphia, City government has committed to lead by example in providing high-quality career pathways that attract, prepare, retain, and promote a diverse and talented workforce.

Over the next three years, the Office of Workforce Development will manage the design and implementation of a new pilot program titled *City as Model Employer*. This initiative is focused on preparing individuals for middle-skill positions which are currently difficult for City departments and private employers to fill, and embodies the recommendations laid out in *Fueling Philadelphia's Talent Engine*. It incorporates work-based learning strategies that provide the time, training, and other supports needed to help individuals develop the skills and work habits required to secure and retain permanent employment that pays a family-sustaining wage.

“PHILLY FUTURE TRACK REPRESENTS A UNIQUE AND EXCITING PATH TO CAREER READINESS AND SUCCESS. PARTICIPANTS RECEIVE RIGOROUS REAL-LIFE WORK EXPERIENCE BLENDED WITH ACADEMIC AND CAREER DEVELOPMENT CLASSROOM TRAINING TO POSITION THEMSELVES FOR MEANINGFUL EMPLOYMENT. RECENTLY, WE HAVE BEEN ABLE TO ESTABLISH BRIDGE POSITIONS TO CIVIL SERVICE EMPLOYMENT, ALLOWING US TO HIRE SUCCESSFUL GRADUATES. I AM EXCEEDINGLY PLEASED THAT WE HAVE CREATED SUCH A WORTHWHILE AND IMPACTFUL PROGRAM, AND PROUD OF THE OUTSTANDING TALENT WE'VE BEEN ABLE TO RECRUIT INTO OUR DEPARTMENT.”

CARLTON WILLIAMS
COMMISSIONER
PHILADELPHIA STREETS DEPARTMENT

The City has hired an experienced talent development professional to lead *City as Model Employer*, and the Lenfest Foundation has committed \$250,000 in year one to build components of the model — including a standard workforce readiness curriculum and common assessment tools to be implemented across the 10 participating departments.

City as Model Employer will also feature a racial equity pilot within one of the participating departments. The City's Office of Diversity and Inclusion will guide implementation of the racial equity pilot, focused on intentional application of the Government Alliance on Race and Equity's (GARE) data-driven racial equity tools and practice of setting goals, tracking progress, and building accountability. The City-convened equity workforce action team will identify the institutional systemic barriers to securing certain civil service positions, and develop strategies to target specific challenges facing seasonal and temporary workers attempting to transition to permanent positions. Application of successful strategies to identify and remedy institutional workforce barriers, developed via the pilot, will be expanded across other departments and help set the stage for transforming City government.

Between 2017 and 2020, 10 City departments will participate in *City as Model Employer*, engaging 200 individuals with barriers to employment, including opportunity youth and young adults, ages 16-24; residents returning from incarceration; immigrants; and adults lacking necessary workforce skills and credentials.

10 CITY DEPARTMENTS PARTICIPATING IN THE *CITY AS MODEL EMPLOYER* PILOT

PHILADELPHIA PARKS AND RECREATION

Community Apprenticeship Program, a 24-month employment training opportunity, launched in June 2017 to connect seasonal employees to permanent jobs.

THE OFFICE OF INNOVATION AND TECHNOLOGY

Partnership with the Urban League of Philadelphia, launched in December 2017 to connect individuals to permanent IT positions with the City.

THE OFFICE OF FLEET MANAGEMENT

Automotive Internship Program, operated in partnership with the School District of Philadelphia for over 20 years, is developing plans to scale up over the next three years.

THE FREE LIBRARY OF PHILADELPHIA

Pathway created for temporary employees to transition to permanent Civil Service positions with the Free Library or other City departments.

THE STREETS DEPARTMENT

In-house career pathway program, *Philly Future Track*, moves unemployed young adults into permanent positions with the City.

THE COMMUNITY LIFE IMPROVEMENT PROGRAM (CLIP)

Seasonal, temporary staff receive on-the-job training in land management and preparation for permanent employment.

THE PHILADELPHIA WATER DEPARTMENT

Apprenticeship program aligned to permanent employment in the department, including participants who are graduates of PowerCorpsPHL and School District of Philadelphia technical trades programs.

PHILADELPHIA DEPARTMENT OF PRISONS + PHILLY 311

Collaborative pilot program launching in 2018 to train individuals who are incarcerated for permanent positions in the 311 Contact Center upon release.

PHILADELPHIA INTERNATIONAL AIRPORT

Partnership with Project SEARCH at Drexel University which trains high school graduates diagnosed with autism spectrum disorder and/or an intellectual disability for permanent employment with the City.



PHOTO CREDIT: POWERCORPSPHL

POWERCORPSPHL

PowerCorpsPHL is a City of Philadelphia AmeriCorps initiative, operated in partnership with EducationWorks, that engages opportunity youth early on in their career progression. Many PowerCorpsPHL graduates transition to a career pathway program in one of the participating *City as Model Employer* departments. Other graduates transition directly to employment or a more advanced work-based learning opportunity aligned to their career goals.

“POWERCORPSPHL PROVIDES TREMENDOUS VALUE TO THE PHILADELPHIA WATER DEPARTMENT. IT AFFORDS US THE OPPORTUNITY TO INTRODUCE YOUNG PEOPLE TO THE COMPLEX RESPONSIBILITIES OF THE WATER AND WASTEWATER INDUSTRY. THROUGH HANDS-ON TRAINING WITH PWD'S PASSIONATE STAFF, PROFESSIONAL DEVELOPMENT EXPERIENCES WITH OUR PARTNERS, AND ONGOING EDUCATIONAL OPPORTUNITIES, SUCCESSFUL GRADUATES HAVE DEVELOPED THE REQUIRED SKILLS AND DEMONSTRATED THE MOTIVATION TO EXCEL IN VARIOUS PERMANENT POSITIONS THROUGHOUT THE DEPARTMENT — INCLUDING THE ELECTRICAL TRADES, STORMWATER MAINTENANCE, AND ENGINEERING TECHNOLOGY.”

DEBRA MCCARTY
COMMISSIONER, PHILADELPHIA WATER DEPARTMENT



To view the full workforce strategy,
Fueling Philadelphia's Talent Engine, visit:
PHILA.GOV/WORKFORCE

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Community College of Philadelphia

Workforce and Economic Innovation (WEI)

Program Update



WORKFORCE & ECONOMIC INNOVATION

Corporate Solutions – Working with Philadelphia’s businesses to upskill, train, and educate its existing and future workforce; training Philadelphians for family sustaining jobs matched with the City’s growing industries.

Entrepreneurship Programs – Providing Greater Philadelphia’s small businesses with the education and tools to improve operations, and grow revenue and jobs.

Career Connections – Preparing our students for the world of work; partnering with employers to create workplace opportunities aligned with students’ field of interest; assisting businesses in their search for talent.



WORKFORCE & ECONOMIC INNOVATION

Fueling Philadelphia's Talent Engine

Goal 1: Prepare Philadelphians with the skills employers need for a world-class workforce.

- **Increase apprenticeships and other industry driven work-based learning opportunities to close the skills gap and support career advancement to middle-skill jobs.**

2020:

- 3000 individuals will participate in a high-quality skills training or work-based learning opportunity aligned to the needs of industry.
- 200 individuals will transition from temporary/seasonal work to permanent employment with the City of Philadelphia or an employer partner.

- **Connect all Philadelphia public school students to a high-quality work experience before graduation to prepare them for college and career.**

2020:

- 6000 students will be engaged annually in opportunities to earn post-secondary credit through a combination of AP courses, IB, Middle College , and/or dual enrollment programs with the Community College of Philadelphia or another institution of higher education.
- 100% of CTE students will have the opportunity to earn a minimum of 3 college credits.



WORKFORCE & ECONOMIC INNOVATION

Fueling Philadelphia's Talent Engine

Goal 2: Address the underlying barriers that prevent Philadelphians from accessing meaningful career opportunities.

- **Strengthen work-related supports for Philadelphians living in poverty.**

2020:

- 8,000 job seekers engaged in the public workforce system will be connected to benefits access services to help them secure needed resources.

- **Address reading, writing, numeracy, and digital skill barriers in all adult workforce education and training.**

2020:

- 95% of workforce education and training programs funded by Philadelphia Works Inc. will include contextualized bridge programs that provide a pathway to success for individuals who test below the required skill level for entry.

Goal 3: Build a Workforce System that is more coordinated, innovative, and effective.

- **Increase and align public and private dollars in support of shared workforce goals.**

2020:

- \$13 Million will be invested annually in workforce education and training to prepare Philadelphians for middle-skill jobs that provide a family-sustaining wage.
- A comprehensive funding strategy will be developed across Philadelphia Institutions that oversee public dollars to increase the effectiveness of current funding streams, and to leverage additional resources from the state, and federal government, private sector and philanthropy.



WORKFORCE & ECONOMIC INNOVATION

Program Updates:

Advanced Manufacturing:

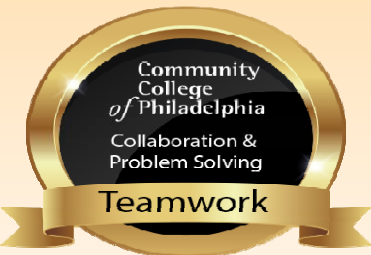
- Enrollments increased from 19 in 16/17 to 28 in 18/19 47% increase.
- Gross Revenue increased 63% from \$103,120 in 16/17 to \$168,440 in 17/18.
- Average wages of students reporting employment wages from \$16.50 - \$30/Hour.
- Welding and Electro-Mechanical assessed for 15 Block Credits; CNC Under Review

PA Equipment Grant:

- Purchased and received a Computer Integrated Manufacturing Cell PLTW System to offer Robotics Training Module as part of our Electro-Mechanical Program.
- CNC Machine, Lathe and Mill received. Setting up CNC Lab at WERC, which will decrease expenses helping the program move towards profitability without grant or institutional support.
- Butt Fusion Machine received to run Gas Distribution Pipeline Mechanic Program independently of the other Consortium Colleges.

Gas Distribution Pipeline Mechanic Program:

- CCP has run 2 additional sections since last year's pilot; primarily funded by Philadelphia Works. Section of 13 students completed December, difficult timing for employment. 5 of 13 hired. New class of 18 recently completed in May. Job Fair held on last day. Awaiting employment results. Adjusting program to coincide with hiring process for employers.
- The College is currently working on a proposal for the PA Department of Community and Economic Development (DCED) Pennsylvania Manufacturing Training-To-Career Grant.

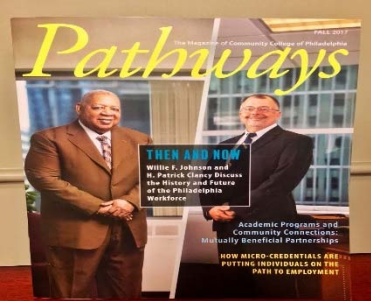


WORKFORCE & ECONOMIC INNOVATION

Program Updates Continued:

Microcredentials – 4-year grant serving unemployed/underemployed or opportunity youth. Classes are on a cohort basis and include 57 hours of basic workplace skills and career readiness in order to get them into career pathway non-credit certificate programs that align with our degree programs.

- Twelve cohorts to date (8 in FY18) with 102 participants
- 59 completing soft skills (58%)
- 33 students enrolled in non-credit training (57%); 15 to enroll in Fall 18 programs (81%)
- 20 students have completed their training program (61%)
 - Nurse Aide 6 enrollments; 4 completed; 1 certified, 1 testing
 - Bookkeeping 8 enrolled; 5 completed
 - Electro-Mechanical 5 (1 complete, 4 others still completing program)
 - Dental Assisting 4 (4 complete, 3 in externship, 1 employed FT, NELDA and RHS Certifications)
 - Pharmacy Technician 4 (3 Completed, 3 in Walgreens externship)
 - Gas Distribution 2 (2 completed)
 - Welding 2 (1 completed, interviewing with a Philadelphia company)
- Added job developer to the program to help all participants obtain employment upon completion.
- Digital Badging Agreement completed and issuing 9 micro-credentials and 4 digital badges to all who completed Phase I – Soft Skills to date.



WORKFORCE & ECONOMIC INNOVATION

Program Updates Continued:

Philadelphia Works Inc. – Enhanced relationship with PWI resulting in the award of training contracts for Vocations Skills Training for Gas Distribution, Bookkeeping, Certified Nurse Assistant, ComptiaA+, Pharmacy Technician, and Bookkeeping Programs valued at \$326,178 in new business for FY18, to continue into FY18-19.

- Exploring additional partnerships around NERC, Career Connections, additional programs as we add.

Penn Medicine High School Pipeline Program – West Philadelphia High School students provided with college classes, a paid work experience, job readiness training, and professional development. Juniors and seniors are placed in paid positions at one of Penn Medicine’s hospitals or Health System facilities. Program moved back to the College 16/17 with a structured cohort model allowing juniors and seniors to earn up to 15 credits.

- 18 Juniors enrolled in BHHS; 15 completed; Majority received As and Bs
- 16 Students enrolled in Justice; Majority As and Bs
- Juniors will take summer ACE program and enroll for Fall as Seniors. New cohort of Juniors in Fall 2018, between 15-20 students.

As of April 30, 2018

- Revenue: 31% Growth over last year as of this date; 94% to Target. Up 21% over year end 2015-16.
 - Corporate College increased 43%; Open Enrollment up 37%; Contract Training up by 8%
- Enrollments: Increased 8% over last year as of this date.

WORKFORCE & ECONOMIC INNOVATION

Other Certification Programs

Program	# of sections	Total Enrollments
Clinical Nurse Aide	6	53
Pharm Tech	4	47
Dental Assistant	3	22
ComptiaA+	2	18
Child Development Associate	3	46
Customer Service	1	8
Automotive		
Emissions Certification	10	148
Emissions Recertification	10	202
Safety Mechanic Training	8	119
ServSafe	9	91
Total		754



CAEL Grant: The College and Philadelphia Works was selected by the Council for Adult and Experiential Learning ([CAEL](#)) for a pilot project designed to link workforce systems and community colleges through [Prior Learning Assessment](#) (PLA) for adult learner success. We are one of 4 sites for this national competition.

- College faculty have developed crosswalks from noncredit to credit for 6 CIS Classes; CompTIA Project+, Exam 70-178: Microsoft Project 2010
- Additionally, crosswalks were completed for:
 - On-the-job learning portion of the Urban Technology IT Apprenticeship;
 - CCP's Welding and electro-mechanical programs assessed for 15 block credits. CNC is under review.





WORKFORCE & ECONOMIC INNOVATION

Program Development:

- **Bookkeeping** Program – 2 open enrollment sections (1 Fall; 1 Spring) 22 enrolled
- Creation of **contextualized math and literacy** programs for advanced manufacturing, health care, bookkeeping, culinary, automotive to be added to workforce training certificate programs for PWI programs
- **Amazon Cloud Services** agreement completed with 3rd party entity, “The Item” to run in the Fall
- **Office Manager Certificate** in development to run in the Fall, in conjunction with Administrators Conference
- **Massage Therapy** – Proposal received for curriculum development; NERC location for implementation in Fall 2019
- **Diversity Institute** – Proposal received for development of 8 workshops for contract training
- **Certified Nurse Aide Lab** established at West Philadelphia and approved by State; Open enrollment classes to run Fall 18





WORKFORCE & ECONOMIC INNOVATION

Entrepreneurship Programs:

Power Up Your Business Grant – Funded by the City annually, assists neighborhood-based commercial corridor businesses. Free programming; \$800,000 annually, three year commitment; results January 2017 – March 2018.

- **Tier 1:** 10-week 30 Hour Peer learning Experience - Program topics: Entrepreneurship, Marketing, Financials, Financing; Creates a Tactical Improvement Plan (TIP); Supported by a business and financial coach
 - 80 Businesses; 85 Participants (5 Cohorts – NWRC, Main, WRC, NERC, NWRC)
 - 33 zip codes, all 10 Council Districts
 - 82% Minority-owned; 68% Women Owned
 - 122 FT Employees; 86 PT Employees
 - South Philadelphia Cohort to Start in June – 21 Businesses admitted
 - Graduation Ceremonies have included Councilman Curtis Jones (West Philadelphia), Councilman Bobby Henon (NERC), Councilwoman Cherrille Parker (NWRC)

<https://www.youtube.com/watch?v=e0Ch-6iyc3Q&feature=youtu.be>

- **Tier 2:** Store Owner Series - Workshops at all 4 campuses and South Philadelphia;
 - 26 Workshops and 300+ Entrepreneurs
 - 42 of 48 zip codes represented; all 10 Council Districts
 - South Philadelphia Workshops recently completed
 - 8 community-based workshops, 225 participants

Established close working relationship with Department of Commerce Business Services Representatives who cover districts across the City and who help us recruit participants.



FREE training to small business owners in Philadelphia—like you.

Register at ccp.edu/powerup.

Community College of Philadelphia
Corporate Solutions

WORKFORCE & ECONOMIC INNOVATION

Goldman Sachs Ten Thousand Small Businesses

- Secured extension for a 5th year for \$1.4M through September 2018; Year 6 submitted and under review, extension through September 2019.
- With Cohort 15, graduated over 400 alumni.
- New Executive Director and Director of Outreach and Partnerships have re-established robust pipeline bringing Cohort size back up to 31 in Cohort 15, and 27 for Cohort 16 (Highest Summer Class since the program started).
- New Hires: Connie Williams, Education Services Director (former CCP faculty and existing 10KSB Module Faculty), new Business Advisor (internal promotion), recruiting for new Alumni Manager.
- Significant increase in both the number of women owned businesses and businesses from underserved communities, relative to other sites.
- 183 Alumni attended the National Summit in Washington, DC with over 2000 of the 7000 alumni in attendance. Philadelphia had the only Cohort with 100% attendance at the Summit.
- Planning for a Mayor's Roundtable in July; Combined Celebration of Success for Cohorts 14-16 in September.
- Program continues to outperform National metrics for revenue and job growth



WORKFORCE & ECONOMIC INNOVATION

Career Connections

Strategic Plan Goals

- Student Engagement- Real-time customer service feedback, single sign-on capabilities for new software tools, Career Peer Connector Leadership Program
- Experiential Learning Program Development- Early talks with the deans regarding identifying employers to participate in the development of internship & externship opportunities
- Internal/External Partnerships- Create collaborative partnerships between with the faculty, staff, deans and department heads to ensure that
- Innovation and Technology- To create a customer service friendly experience for students, employers, faculty and staff.
- Staff Development- Establish Accountability Model, Training for New Software Tools, Identify ongoing training and professional development opportunities

What's New

- Officially rebranded and launched Career Connections in Fall 18, includes new signage and look for the office, new marketing materials (ongoing)
- Job fairs at all 4 campus locations, including 2 Comcast job fairs, and full job fair week in April (80 employers on campus)
- Engaged Comcast and Saxby's as major employers for the College
 - Saxby's Hired 11 Students
 - Comcast Hired 22 Students
- Supported activities with Career Counseling during Career Exploration Week, CAHM Job Fair; Fox Rothschild Center for Law and Society Career Fair
- New technologies for students including Virtual Job Shadow (VJS), Big Interview, and initiation of Twelve Twenty new career portal replacing College Central
 - 1853 Student Registrations to Virtual Job Shadow; 7300 Total Visits to VJS; Total Videos Viewed 9882
- Better integration of Career Connections supporting WEI program students to be exposed to employers, job opportunities, job readiness, resume and interview skills
- Creation of new employer engagement specialist position, Career Peer Connector Program



Community College of Philadelphia



Career Exploration Week
October 9 - 13





WORKFORCE & ECONOMIC INNOVATION

Experiential Learning Programs:

- BioMedical Lab Technician Apprenticeship – **Wistar** partners with CCP to train students to be biomedical technicians and earn an associate degree over two years. Skills learned include facilitating experimental procedures, managing a laboratory, monitoring lab safety, conducting data analysis on experiments, and performing other highly-skilled techniques to support a lead scientist and staff while in a paid apprenticeship. *June 2017 First registered non-traditional apprenticeship in Pennsylvania.*
- Early Childhood Education Teachers Apprenticeship – Partnered with the **Philadelphia District 1199C Training & Upgrading Fund**, provides workers who hold a Child Development Associate (CDA) certificate credit for prior experience and on the job learning, enabling them to finish the College's Associate's in Education, while working full-time. Apprentices receive four wage increases during the two year program, with raises tied to academic and professional progress.
- Urban Technology Project Computer Support Specialists (CSS) Registered IT Apprenticeship and Digital Services Fellows Pre-Apprenticeship Program – A Public-Private partnership by the **School District of Philadelphia and Communities in Schools**, the Community College of Philadelphia provides credit courses in information technology to participants in this program.
- National Machining & Tooling Association (NMTA) Tri-State Machinist (CNC) Apprenticeship Program – A competency based program administered by a third party allowing small to mid-sized manufacturers to participate; the College offers shop math and blueprint reading classes.
- Philadelphia Information Technology Opportunities Collaborative (PITOC) – The College has joined JEVS in its new registered apprenticeship program providing technical instructional support for apprenticeship positions for JEVS employees and for employers participating in the **JEVS Collaborative**.