



OPERATIONAL WALKTHROUGH OVERVIEW

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures that are required to deliver high quality instruction to students. Operational Walkthroughs assessed program performance across three domains: 1) Academic & School Climate Accountability; 2) Organizational Compliance; and 3) Accommodative & Financial Compliance. Taken together, the three domains encompass key operational expectations that are based on the program's contract with The School District of Philadelphia, as well as applicable federal, state and local laws.

Operational Walkthroughs are one part of the School District's three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Operational Walkthroughs, Instructional Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program's performance for each of the three domains reviewed during the Operational Walkthrough. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Operational Walkthrough. *Due to COVID-19 all Operational Walkthroughs were conducted virtually but areas of review remained unchanged.*

A  indicates that the program met the contract requirement. A  indicates that the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

GENERAL INFORMATION

Walkthrough Date: December 1, 2020

Contract Term: FY 2018- FY 2022

Program Type: Dual Enrollment (Grades 9-12)

CONTACT INFORMATION

1700 Spring Garden Street, Winnet Building, S3-15A, Philadelphia, PA 19130

Phone: 215-751-8425

Webpage: <https://www.ccp.edu/academic-offerings/high-school-student-programs/gateway-college>

MISSION

"The mission of Gateway to College at Community College of Philadelphia is to successfully prepare students for life beyond high school by providing a rich blend of secondary and postsecondary academics, extracurricular experiences and support programming that results in earning a high school diploma, significant college credits toward a postsecondary credential and an enhanced sense of responsible citizenship."

PROGRAM LEADERSHIP

Dr. David E. Thomas, Associate Vice President, Strategic Initiatives; Dean, Division of Access & Community Engagement; Executive Director, Institute for Community Engagement & Civic Leadership

DeAndre Jones, Assistant Dean, Division of Access and Community Engagement

Monifa Young, Director, Gateway to College

Christopher Manda, Assistant Director, Gateway to College

Jim Alexander, Special Education Coordinator, Gateway to College

WALKTHROUGH REVIEW TEAM

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

Marcus De Vose, Assistant Director, Transition Services

Seth Morones, Strategy Analyst II, Opportunity Network

Jazzmyn Mills, Customer Support Liaison, Re-engagement Center

Nefertiti White, Special Education Director

Opportunity Network's demographic information is reported here as of February 2021 to more closely align with the student population on the date of the walkthrough.

ENROLLMENT INFORMATION

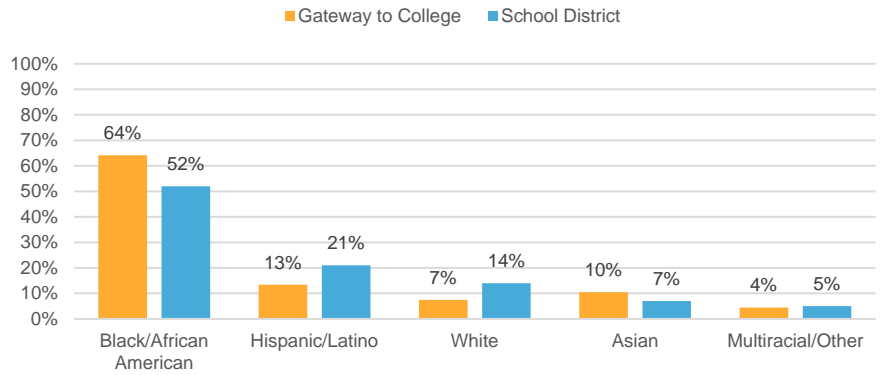
Enrollment as of February 2021

67 ↓ SY 2019-2020: 92

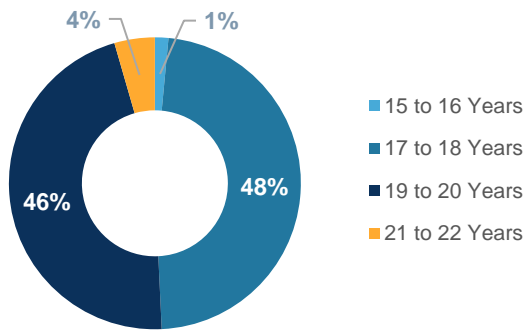
Contracted Maximum

105

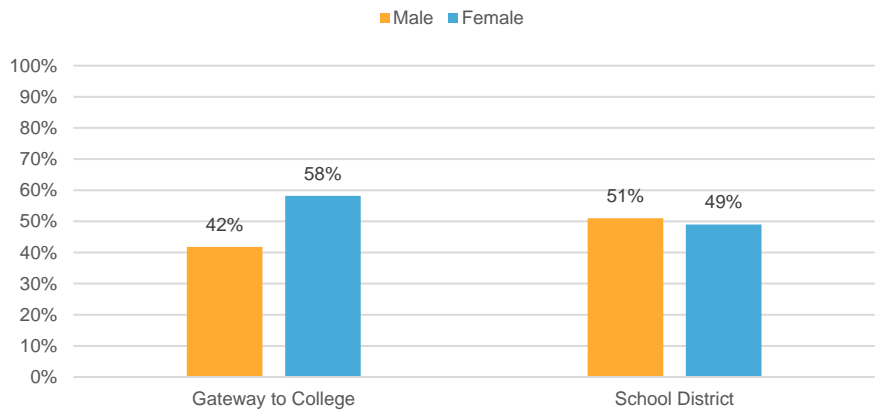
RACE & ETHNICITY



ENROLLMENT BY AGE

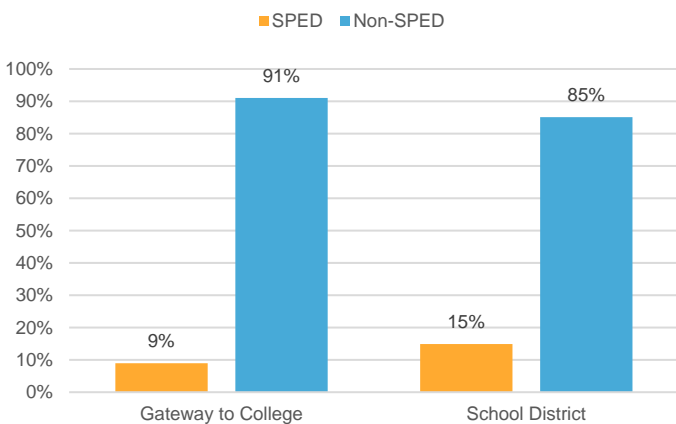


GENDER

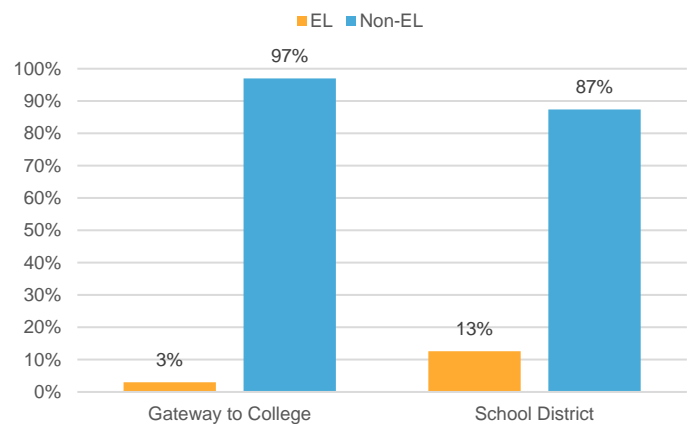


DIVERSE LEARNERS

SPECIAL EDUCATION



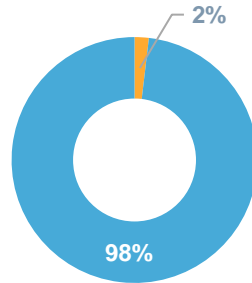
ENGLISH LEARNERS



All data for attendance, student conduct, low income, McKinney-Vento, and Education Leading to Employment and Career Training (ELECT) participation reflect enrollment as of February 2021 to more closely align with the student population on the date of the walkthrough.

LOW INCOME MCKINNEY-VENTO ELECT PARTICIPATION

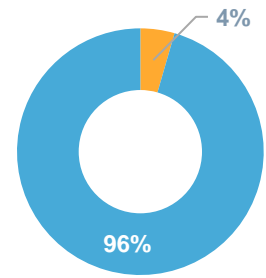
Low income data is unavailable for Gateway to College.



■ McKinney-Vento ■ Non-McKinney-Vento

Low income status is calculated by the number of students directly certified as receiving public assistance.

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.



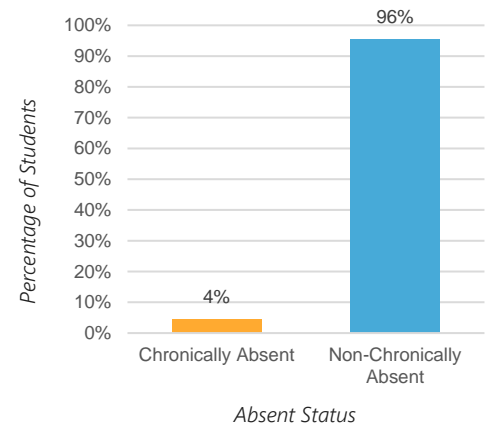
■ ELECT ■ Non-ELECT

The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

OUT OF SCHOOL SUSPENSIONS SY2020-21

There were no suspensions at Gateway to College as of February 2021 school year to date.

CHRONICALLY ABSENT SY2020-21



Students are considered chronically absent if they accrue 10 or more unexcused absences within a 45-day period.

DOMAIN 1: ACADEMIC & SCHOOL CLIMATE ACCOUNTABILITY

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2020-2021 Operational Walkthrough. Information regarding how standards in the Academic and School Climate Accountability domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Academic Quality (Page 5)	5 / 5
School Climate Quality (Page 6)	4 / 5
TOTAL	9 / 10

DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2020-2021 Operational Walkthrough. Information regarding how standards in the Organizational Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Student Progress Monitoring & Reporting (Page 8)	4 / 7
Record Keeping & Communication (Page 10)	4 / 4
Personnel (Page 11)	3 / 5
Governance & Enrollment (Page 13)	3 / 5
TOTAL	14 / 21

DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2020-2021 Operational Walkthrough. Information regarding how standards in the Accommodative & Financial Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Accommodative Quality (Page 15)	3 / 3
Financial Compliance (Page 16)	3 / 4
TOTAL	6 / 7

CATEGORY I: ACADEMIC QUALITY

STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>BASELINE and REQUIRED ASSESSMENTS: Offers baseline (pre-test) and required assessments (Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.</p>	✓	100% of new students had SY 2020-2021 assessment scores for the Accuplacer. The Accuplacer is used to determine students' reading and math skills levels, which informs the level of college courses that they are eligible to take.
<p>BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.</p>	✓	The expectation for students to follow the program's 6 core values is established at Orientation. Students engage in weekly positive character development themes during advisory that include topics such as growth mindset, responsible decision-making, and social/cultural awareness.



STANDARD: STUDENT PERFORMANCE – Evidence of systems and structures to ensure expected student progress in the program as defined in the AEPR and consistent with contract expectations		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ACADEMIC ACHIEVEMENT: Collects and uses data to track and monitor student progress to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction.</p>	✓	The program's Academic Coordinators maintain comprehensive case notes regarding academic progress and attendance using information from the Starfish early warning system. Notes include follow up efforts, intervention strategies, and diagnostic efforts to determine why a student may be struggling academically.
<p>POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.</p>	✓	Graduating seniors take the required Senior Seminar class to prepare for post-secondary continuation. Program uses a tracker to document completion of post-secondary bridging activities (e.g., FAFSA completion, college applications, scholarships, Naviance lessons, etc.).

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>	✓	<p>The program’s Academic Coordinators maintain weekly trackers for all students that monitor attendance, referrals to counseling, social-emotional concerns, on-track status, and areas of low academic achievement. Academic Coordinators use this information to target supportive services for students, including tutoring, mentoring, social-emotional support, and connections to resources available through the College, the School District and community-based organizations.</p>

CATEGORY 2: SCHOOL CLIMATE QUALITY






STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES: Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.</p>	✓	<p>Bullying and harassment policies and practices were outlined in the College’s Code of Student Conduct (the program is governed by the College’s Code of Student Conduct). Program staff have been trained on how to employ restorative practices.</p>
<p>STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>	✓	<p>The program’s incentive program, “Star Jar”, is used to distribute incentives and rewards for student achievement. Incentives include, but are not limited to, gift cards, recognition awards and raffles for small prizes.</p>
<p>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>	✓	<p>Social-emotional development plans are first developed during new student orientation. Students regularly revisit plans during weekly meetings with their Academic Coordinators.</p>

STANDARD: ATTENDANCE & DISCIPLINE REPORTING – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>DRILLS and SAFETY REPORTING: Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>		<p>Program follows emergency preparedness and management plans developed for Community College of Philadelphia.</p>
<p>CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>	<p>Not applicable</p>	<p>The program follows Community College of Philadelphia's Code of Conduct.</p>
<p>TRUANCY and DISCIPLINE REPORTING: Accurate and timely reporting of attendance, truancy and disciplinary incidents as required by contract. Develops Student Attendance Improvement Plans (SAIP) and communicates with parents/guardians timely to prevent chronic absenteeism.</p>		<p>Consistent SIS errors related to attendance reporting. Inconsistent entry of student absences.</p>

CATEGORY 1: STUDENT PROGRESS MONITORING & REPORTING

STANDARD: STUDENT LEVEL PLANS – Evidence that contractor creates, maintains and effectively implements student-level plans for learning, behavior and post-secondary and communicates student progress to student and family for all students		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>PERSONALIZED LEARNING PLANS (AEDY Transition & Continuation only): Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District.</p>	Not applicable	
<p>PERIODIC ACADEMIC and BEHAVIOR REPORTING: Provides timely reporting of student academic progress (on quarterly or semester basis to students, parents and/or guardians) including information for coursework attempted/completed, level of achievement and progress, behavior and attendance.</p>	✓	
<p>GRADUATION AND POST-SECONDARY PLANS: Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>	✓	Graduation plans clearly detail and outline student goals and plans after high school. Plans are linked to necessary action steps and identify interventions to support students in achieving their postsecondary goals. Transition Plans include graduation requirements, expected graduation date, credit profile, review of classes taken, and mapping of courses for the year.



STANDARD: DIVERSE LEARNER POPULATION – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
ENROLLMENT of SPECIAL EDUCATION STUDENTS: Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	Not applicable	Program is not contractually required to maintain a specific enrollment level of Special Education students.
BASELINE MEASURES: Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians.		0 of 5 Special Education files reviewed had baseline measures and sufficient evidence of progress monitoring. 0 of 1 English Learner (EL) file reviewed had baseline measures. The one EL student was newly enrolled in September 2020, and ACCESS testing was not being administered in the fall of 2020 due to remote instruction.
IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.		0 of 5 Special Education files reviewed included the required Digital Services Tracker.
ANNUAL IEP UPDATES: Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance. Includes Transition Services in IEPs for students 14 years or older. Documents participation of all required IEP team members.		5 of 5 IEPs were in compliance for December 1 Child Count (100% compliance).
IEP MEETINGS: Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Collaborates with the School District as necessary and appropriate to support students.		
EL IDENTIFICATION, EVALUATION & REVIEW: Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.		1 of 10 enrollment files reviewed included a completed Home Language Survey. The program acknowledged its unique challenges associated with the College's newly developed digital enrollment processes for remote instruction.

CATEGORY 2: RECORD KEEPING & COMMUNICATION

STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.	✓	
ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.	✓	

STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES – Evidence that contractor communicates timely and accurately with students, parents/guardians and families regarding student performance and progress in a manner accessible to all; protects student record information		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
SECURE PERSONALLY IDENTIFIABLE INFORMATION: Secures personally identifiable information, does not request or require prohibited information at time of enrollment (e.g. SSNs), and ensures that if student is 18+ years of age, student provides consent to release records.	✓	0 of 10 enrollment files reviewed included personally identifiable information. Program has online FERPA consent process in place as a postsecondary institution.
ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES: Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all.	✓	Evidence of consistent engagement with parents/guardians, including communication logs, parental letters, Parent Advisory Council documentation and Parent Night.

CATEGORY 3: PERSONNEL

STANDARD: BACKGROUND CHECKS, LICENSES & EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>EMPLOYEE BACKGROUND CHECKS: Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>		<p>PA Criminal History Check: 7 of 9 employees reviewed had a valid check on file. PA Child Abuse Clearance: 7 of 9 employees reviewed had a valid clearance on file. FBI Background Check: 7 of 9 employees reviewed had a valid check on file. Act 168 documentation: 7 of 9 eligible employees reviewed had documentation on file. All background checks and clearances not available for review during the walkthrough were submitted to the School District more than 24 hours after the visit.</p>
<p>PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.</p>	<p>Not applicable</p>	<p>Core instructional areas are taught by college professors.</p>
<p>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR): Provides at least one PA certificated administrator per site.</p>	<p>Not applicable</p>	<p>The program is not contractually required to provide a PA certified administrator.</p>
<p>STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>		

STANDARD: PERSONNEL RATIO & PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>PERSONNEL RATIOS: Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	✓	
<p>OBLIGATORY TRAININGS: Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.</p>	✗	<p>Act 71 Training: 8 of 9 employees reviewed had a completion certificate on file. Act 126 Training: 8 of 9 employees reviewed had a completion certificate on file for the required 3-hour training.</p>
<p>ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS: Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.</p>	✓	


CATEGORY 4: GOVERNANCE & ENROLLMENT


STANDARD: PROGRAM GOVERNANCE – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>COMMUNITY ENGAGEMENT: Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.</p>	✓	Partnerships established with National Honor Society, various community organizations for student work experiences (e.g., United Bank of Philadelphia, Uptown Entertainment and Development Corp, Career Wardrobe), Financial Literacy Workshops facilitated by PSECU, Basketball League for students, and Office of Representative Dwight Evans.
<p>COMMUNITY ELICITATION: Has active school or community advisory board or process by which the school community can provide input and feedback to the contractor regarding the program. Encourages parent/guardian participation in the District-wide annual survey.</p>	✗	6.6% of parents participated in the 2019-2020 District-wide survey (minimum of 10% required).

STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>TIMELY ENROLLMENT: Contractor does not create barriers to enrollment and enrolls students referred and/or who apply timely. Enrollment and/or student files contain information as required by PDE for enrollment. Program has procedures in place to confirm eligibility of students prior to enrollment.</p>	✓	
<p>RESIDENCY REQUIREMENT: Contractor does not serve students from other LEAs without written consent of School District. Contractor confirms residency of student prior to or at time of enrollment.</p>	✗	No evidence that the program enrolls students from other LEAs, however, only 2 of 10 student enrollment files reviewed included proof of residency.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
RE-ENGAGEMENT CENTER REFERRALS: Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.		

CATEGORY I: ACCOMMODATIVE QUALITY

STANDARD: FACILITIES – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>FEDERAL, STATE, & LOCAL REGULATIONS: Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities. The program is housed in a non-sectarian facility. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing.</p>		The program is housed on the main campus of Community College of Philadelphia.
<p>FACILITY MAINTENANCE: For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds. For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.</p>	<p>Not applicable</p>	Not able to be observed due to virtual walkthrough.

STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS – Evidence that contractor operates a program that meets the minimum number of days of instruction as required by the contract and makes the program accessible to all eligible students		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>CALENDAR: Maintains an academic calendar that minimally has at least as many instructional days as that of the School District. Submits operational calendars timely and appropriately notifies the School District departments of any changes in the calendar.</p>		
<p>TRANSPORTATION: Maintains accurate student information to allow the School District to appropriately manage transportation services for students. No corrective action initiated regarding required student transpass usage reports.</p>	<p>Not applicable</p>	Transportation services suspended due to remote learning.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>UNIFORMS: Establishes a clear dress code for students inclusive of expectations regarding school uniform. Provides uniforms to students upon request due to financial need. Does not have policies or practices that create barriers to instruction based on dress code or school uniform.</p>	✓	

CATEGORY 2: FINANCIAL COMPLIANCE

STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>TAX LIABILITIES: Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓	
<p>PROOF OF INSURANCE: Provides Proof of Insurance related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.</p>	✗	The program's insurance policy did not include the required Additional Insured Endorsement documentation at the time of the walkthrough. The required documentation was received after the walkthrough.

STANDARD: FINANCIAL MANAGEMENT AND REPORTING – Evidence the contractor adheres to standards of financial management including with monitoring and reporting of revenues and expenses, invoicing to the School District and ability of contractor to maintain financial viability		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>FINANCIAL MANAGEMENT: Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.</p>	✓	No concerns highlighted in an independent audit of the organization's FY 2020 financial statements.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>MONTHLY INVOICING: Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>	