2015-2016 School Support Census: Key Findings

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The Office of Research and Evaluation

School District of Philadelphia

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Executive Summary

Background

It is common practice in the School District of Philadelphia (SDP) for outside organizations to provide resources to schools, typically free of charge, to fill unmet needs. Examples include mentoring, professional development, and college application support. Until recently, information on the number and nature of these school partnerships was collected for various purposes by different SDP administrative departments. However, such data had never been collected in a systematic way, and it was well known that many schools made arrangements directly with external support providers, which were not documented at the District level.   Upon its formation in 2014, the District's Office of Strategic Partnerships (OSP) began to consider approaches to understanding, mapping, and directing no-cost programs and services ("partners" and/or "partnerships") to schools.

In response to the Office of Strategic Partnerships' need for a comprehensive, up-to-date listing of partnerships in SDP schools, and in the context of increased focus on partnerships in general, the District's Office of Research and Evaluation (ORE) developed and administered a School Support Census during the 2015-2016 school year. In order to establish a comprehensive picture of the supports employed at the school level, the decision was made to include school-based services for which the District or school pays ("vendors") in the information that was collected. In order to respect the unique role within the District that both partners and vendors play, both partners and vendors will be referred to as "support providers" in this report. Additionally, any support relationship between a support provider and a school, whether at no-cost ("partnership") or paid, will be referred to as an "external support." Considering the wide array of external support relationships within the District, this language prevents the misidentification of either a partner, vendor, partnership, or vender relationship. This report details the methodologies employed to successfully complete this initiative in a district with over 200 schools, as well as the key findings and applications of the work.

Methodology

The Support Census ("Census") was administered via telephone interviews with principals or their designees, using a uniform discussion guide. Respondents were asked to give a full listing of organizations providing support to their schools, as well as to answer several additional questions regarding the structure of external supports at their schools and areas of unmet need. In acknowledgement of the fact that there are various definitions of partnerships, the term "school supports" was used in naming the project, in order to broaden the scope of the inquiry and to encourage principals to include all relationships that bring additional resources to schools. In total, 213 of the District's 218 K-12 schools, or 97.7%, completed Census interviews. The resulting data were used to generate individual school level reports, and were also merged in SPSS to create the most comprehensive database of existing SDP external supports to date.

Key Findings

External Supports Landscape

School leaders identified 1,690 external supports provided by 1,081 distinct organizations, many of whom were previously undocumented at the District level. Furthermore, there is a wide range in the number, nature, and scale of supports in place at each school. More in-depth analysis showed that:

- 1,165 (68.9%) of the 1,690 supports identified were reported as operating in just one school.
- The most common type of support provided is related to health and wellness, followed by donations (e.g., money, supplies), out-of-school time programming, mental and behavioral health, and STEM/STEAM.
- The average school has 18.2 programs and/or support relationships; this number varies somewhat by school type, with high schools and higher-performing schools generally having more supports.
- 25% of schools report that their partnerships and external supports are managed by a designated partnership coordinator other than the principal.
- Most schools forge external support relationships through a combination of reaching out directly to organizations and organizations reaching out to schools; less than 20% of schools reported arranging partnerships through the District's Office of Strategic Partnerships.

Need Areas

On average, schools identified nine areas of unmet need from a pre-populated list of 36. Generally, the types of schools that have fewer supports (e.g., elementary and middle schools, lower-performing schools) have a greater number of self-articulated needs. District-wide, the most common areas of unmet need are mental and behavioral health, mentoring, and parent/community engagement. Looking across high schools only, the most common needs are in the areas of college access and readiness and college campus visits.

Challenges to Forging Quality Partnerships and External Support Relationships

Qualitatively, school leaders indicated that some of the most common barriers to forming quality partnership are a lack of capacity to onboard and coordinate support providers at the school level, lack of grant funding and other support-related expenses, and confusion regarding the policies and procedures around external support relationships and their creation. The vast majority of principals embrace partnerships as a way to enrich their schools, but many expressed the desire for more information and guidance regarding what external supports are available to them and how to select and manage programs that are a good fit for their schools.

Recommendations/Implications

Based on the quantitative and qualitative data collected from the Census, ORE makes the following conclusions and recommendations:

- The Census data should be used as the basis for establishing an integrated and interactive web-based database that can be updated regularly by school staff, support providers, and District staff; ORE, OSP, and other stakeholders must continue to collaborate to develop such a tool that addresses the needs of both offices and other stakeholders.
- The Office of Strategic Partnerships should continue to use the Census data to help match support providers with schools that have expressed a need for assistance and do not have a similar external support already in place.
- District staff should ensure that policies and procedures are clearly communicated and structured so that schools and support providers can efficiently complete any required procedures for establishing legal agreements and submitting necessary clearances.
- The District should share the Census data with grant makers and funders and encourage them to address the expressed needs of schools around external supports.
- Each school should have a designated partnership coordinator other than the principal; while this role could be fulfilled by an existing school staff member, at high fidelity. This may involve identifying and/or allocating additional funding for such a position at the school level.
- The Office of Research and Evaluation should use the information to evaluate research proposals and provide guidance to prospective researchers.
- Data tracking should be expanded to include independent evaluations for support providers that are in more than three schools and a process should be established to ensure that, where appropriate, support providers conduct and submit results from third-party evaluations.
- The District should draw upon the Census as well as the forthcoming partnerships toolkit from the Philadelphia Youth Network to offer guidance to expand school leaders' ability to select and successfully manage quality partnerships aligned with school goals and priorities.

Introduction

The number and nature of external supports in place at each School District of Philadelphia school is a subject of great interest for multiple stakeholders. District administrators seek to keep track of partnerships and vendor relationships in order to ensure that the external supports being offered to schools are being delivered equitably and efficiently, that programming is evidence-based and aligned with Action Plan 3.0, and that all necessary risk management requirements are fulfilled. The Office of Strategic Partnerships (OSP), which is often approached by organizations seeking to offer or expand their services, benefits from a comprehensive listing of external supports because it allows them to direct support where it is most needed and wanted, and to avoid redundancy in programming. From a research perspective, anyone seeking to implement or evaluate programs that improve student outcomes stands to benefit from knowing what other programs are already in place in schools. In particular, the District's Office of Research and Evaluation (ORE) can work more effectively if it has a greater knowledge of the school support landscape. For example, if there are numerous support providers working in a school in the same area (e.g., attendance), but student outcomes are not improving, then ORE may recommend that the fidelity of implementation and evidence base for these programs be re-assessed. At the school level, principals can better plan for the school year and allocate resources if existing external supports are formally documented. Finally, potential support providers and funders, of which there are many in the Philadelphia area, can better engage in strategic planning if they know what kinds of support would be most useful and where. Ideally, they will work with the District and principals to identify schools that have articulated a need for their particular type of service, and in which a similar type of external support is not already in place.

In previous years, information on partnerships had been collected by the District, but by different departments and for various purposes. OSP, for example, reached out periodically to known and potential partners via a Google Form with a Partner Census, which asked organizations to describe their activities and indicate the schools with which they worked. In 2014-2015, OSP also administered a School Snapshot Google Form to school leaders, designed to capture information on existing partnerships and areas of need. In addition, any school-based programs that involve research must be approved by ORE's Research Review Committee, which maintains a list of active projects. The Grants Review Committee also keeps track of grant-funded programming in schools and works with the District's Office of General Counsel to draw up Memorandums of Understanding. Despite all of these efforts, prior to the 2015-16 School Supports Census, there was no comprehensive list of the various types of existing external supports, as articulated directly by schools.

In the fall of 2015, in response to this unmet need and prompted by OSP's interest in expanding partnership data collection, ORE embarked on the School Support Census project. The primary goal of the project was to build upon the previous data collection efforts described above and establish the most accurate list possible of all existing relationships with external organizations that provide support to schools, whether a partnership or a vendor relationship. Another objective was to ensure that the information would be shared with the appropriate stakeholders in a tangible, organized manner to allow

for data-driven decision making. It should be noted that the project began in the context of an increased focus on external supports in the District in general, including the Community Schools initiative from the Mayor's office, and a forthcoming report on best practices and toolkit from the Philadelphia Youth Network. By documenting the existing landscape and providing a mechanism by which to organize and share external support information, the Census lays the foundation for working towards the ultimate goal of maintaining a comprehensive list of well-implemented, evidence-based interventions through support providers that contribute positively to the District's Anchor Goals, as well as student academic enrichment as a whole.

Methodology

In order to collect accurate and comprehensive information, and to reach as many schools as possible, ORE opted to conduct telephone interviews with principals or their designees, using a uniform discussion guide that was shared with respondents in advance. It was decided that a telephone conversation, while requiring more time and effort for researchers, would improve accuracy and completeness of data and also pose less of a burden on respondents than asking them to fill out a questionnaire as detailed as the purpose of the project would require. It would also allow the interviewer to clarify definitions of external supports (e.g., partnership or vendor relationship) and encourage principals to report partners they might otherwise have left out. Additionally, this particular methodology also allowed for principals to give qualitative feedback, and in some cases, for the interviewer to provide direct assistance by referring the principal to the Office of Strategic Partnerships. Previous efforts to collect information on partnerships via Google Forms resulted in a 67% response rate and an average of 7.45 partners reported per school. Conducting interviews by phone not only led to a 30 percentage point increase in the participation rate (97.7%), but also to an average of almost 11 additional support providers reported per participating school (18.2).[1]

Several steps were taken to achieve nearly one hundred percent participation. First, to communicate the legitimacy and importance of the research initiative, a brief summary of the project's purpose and methodology was circulated via email to all Assistant Superintendents across the 13 Learning Networks (see Appendix A). Once an Assistant Superintendent agreed to support the project, principals in that network were similarly notified and then contacted via email to schedule an interview. When principals were contacted to schedule their interview, they also received the summary of the project, a guide to interview preparation (which included a list of previously known partnerships), a list of potential need areas, and confirmation that their Assistant Superintendents had agreed to their participation (see Appendix A). To boost participation, principals were given the option to designate a staff member who was knowledgeable about external supports to participate in their place. Unresponsive schools were

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[1] It is of note that unlike previous collection efforts, the 2015-2016 Supports Census expanded the scope of data collection to include all external school-based supports (i.e., both partners and vendors). The Census provides a comprehensive landscape of partnerships and vendor relationships ("external supports").

given email and phone reminders, and in some cases, referred to an OSP staff member who had a relationship with the school.

A designated part-time ORE staff member was hired specifically for scheduling and conducting the interviews. A small group of principals agreed to pre-test the School Support Census and provide feedback. Once the administration process was finalized, interviews were conducted in phases. The Turnaround Network was prioritized to participate first, followed by all high schools, given the emphasis on college and career readiness in the District's Action Plan 3.0. From there, data was collected primarily by Learning Network. The Opportunity Network, not originally included in the plan, was invited to participate later in the year, and those results are not included in this report.

The original project design called for data to be collected via a phone to web methodology, by which the interviewer would complete an online survey during the interview. The survey included a list of previously known partners from the School Snapshot survey that the interviewer would check off as they were mentioned, as well as a space for entering new support providers. However, after the first few interviews, it became apparent that a great deal of support providers were previously unknown, and the information could not be accurately captured in a pre-populated online survey. Therefore, the method for data collection was adjusted to the interviewer filling out a paper form (see Appendix B). The form contained space in which to enter support providers' information (e.g. organization/entity and program name), plus several additional, more open-ended questions.

The questions asked during the interview were agreed upon by ORE and OSP and designed to capture information that would increase OSP's operating capacity. In addition to listing external supports, respondents were asked to identify areas of unmet need, as well as to briefly explain how external support relationships are formed and managed at their school. An area for qualitative notes was included to report additional information or details reported by participants. The interviewer compiled qualitative notes and sent them to OSP periodically, as they often included barriers that schools were facing with external supports or particularly high need areas. In many cases, OSP was able to act on this feedback immediately.

Data from the interview forms were entered into an Excel database, organized by Learning Network. The database was updated periodically to include new support providers as they were discovered. One-page school summaries of existing external supports and reported needs were sent to participating schools on a rolling basis (see Appendix C for an example). Once all interviews were complete, ORE staff, with the assistance of OSP, reviewed the final list of external supports to identify duplicates and to agree on naming conventions. This allowed for the separate Learning Network data to be merged together in SPSS. This final, 'master' file was used to generate the descriptive statistics presented in this report. It was also shared with the OSP staff to use as a tool for support provider/school matching and to assist them in their management of external supports.

Key Findings: External Supports Landscape

Note: The reader is reminded that the findings presented in this section are based on self-reported data from school leaders. While this represents the most comprehensive accounting of external supports to date, there may still be missing or miscategorized external supports. As such information is updated in future years, ORE will make an effort to further refine the data collection process.

District Level Findings

Within this section, ORE defines "support provider" as any organization or entity (e.g., university, corporation, individual, partner, vendor), while an "external support" is any standalone program, activity, or other resource (e.g., tutoring, donations, professional development) provided by a support provider at a school. By this definition, a single support provider can operate multiple external support relationships within the District. In total, the 2015-2016 Support Census identified 1,690 unique external supports with 1,081 unique support providers across the 213 participating SDP schools.[2]

Of the 1,690 recorded external supports, the majority are small in scale, with 68.9% (n=1,165) reported by only one school. Just 6.9% (n=116) of external supports operate in six or more schools. Figure 1 illustrates external supports by their frequency within SDP schools.

Figure 1. Number of Schools per External Support (n=1,690 External Supports)

- One School (n=1,165) — 68.9%
- Two Schools (n=227) — 13.4%
- 3 to 5 Schools (n=182) — 10.8%
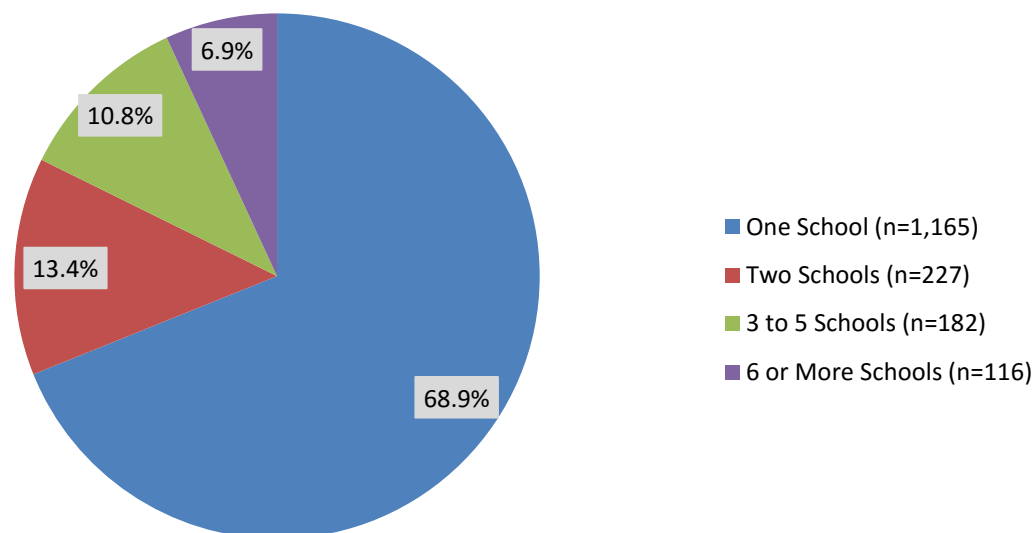- 6 or More Schools (n=116) — 6.9%

Figure 2 shows the distribution of primary impact areas for SDP external supports, for those that could be determined (n=1,326). These were assigned based on respondent descriptions, when available, as well as through a review by OSP staff members. The impact areas match the needs areas in the census

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[2] The five schools that declined to participate in the 2015-2016 Support Census were removed from the sample. These schools were John Barry School, Hill-Freedman World Academy, Theodore Roosevelt School, Strawberry Mansion High School, and John Wister School. Also not included in this report's sample are District schools from the Opportunity Network.

form (see Appendix B). There are the greatest number of support providers working to support health and wellness. The next highest is donations (e.g., money, supplies, use of facilities), followed by after school programming, mental and behavioral health, and STEM/STEAM.

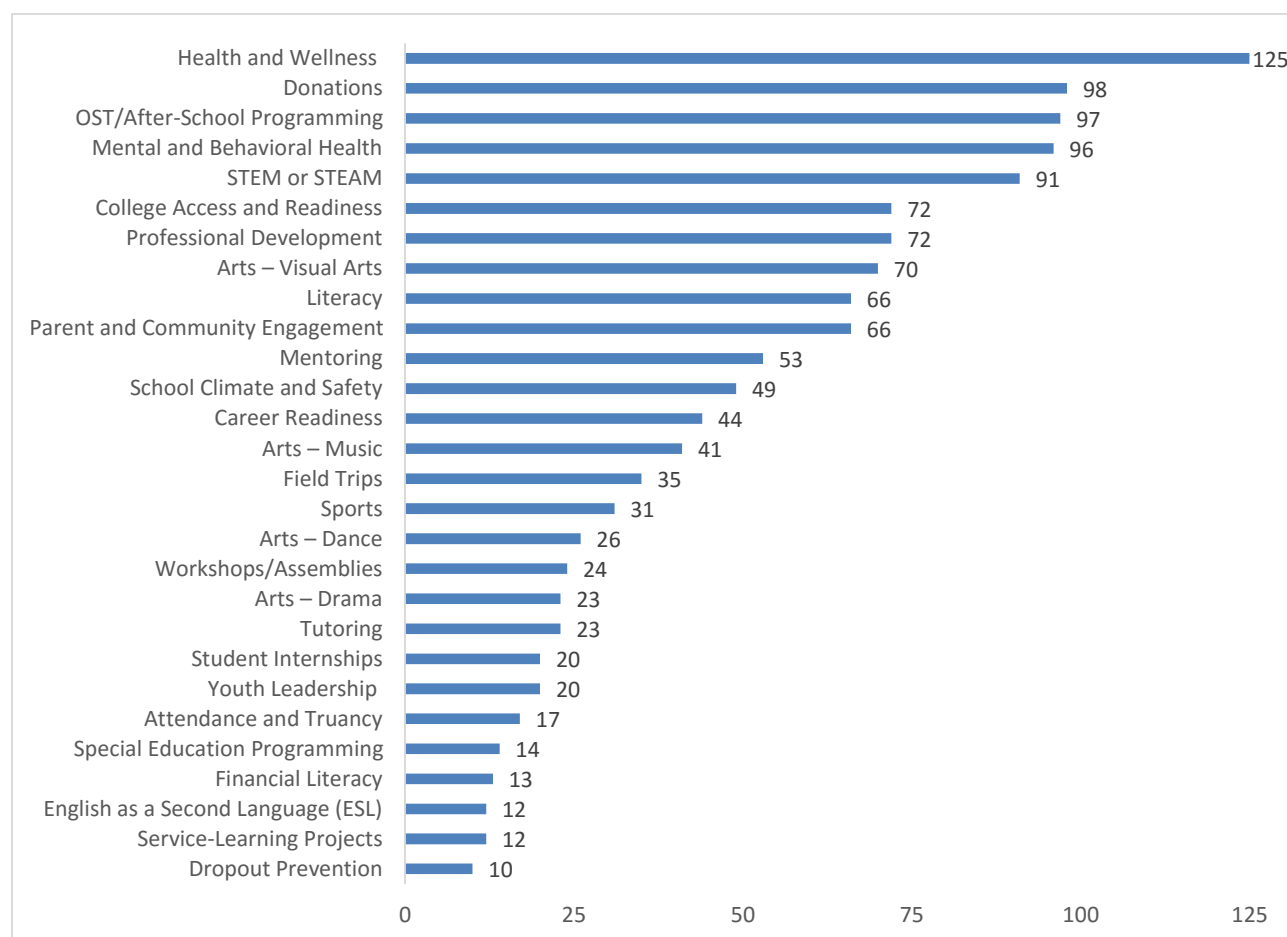**Figure 2. Primary Impact Areas of External Supports (n=1,326)**

Impact Area	Count
Health and Wellness	125
Donations	98
OST/After-School Programming	97
Mental and Behavioral Health	96
STEM or STEAM	91
College Access and Readiness	72
Professional Development	72
Arts – Visual Arts	70
Literacy	66
Parent and Community Engagement	66
Mentoring	53
School Climate and Safety	49
Career Readiness	44
Arts – Music	41
Field Trips	35
Sports	31
Arts – Dance	26
Workshops/Assemblies	24
Arts – Drama	23
Tutoring	23
Student Internships	20
Youth Leadership	20
Attendance and Truancy	17
Special Education Programming	14
Financial Literacy	13
English as a Second Language (ESL)	12
Service-Learning Projects	12
Dropout Prevention	10

Table 1 shows the external supports that are in place in the greatest number of schools. Many of these high-incidence programs are evidence-based and are undergoing, or recently have undergone, an evaluation, either by the District's Office of Research and Evaluation or by an external evaluator. The top five programs are as follows:

- *EAT.RIGHT.NOW.* (204 schools) is a federally funded nutrition education initiative that provides in-class lessons, assemblies, parent workshops, supplies, and other school supports to participating schools in grades K-12.
- **The Children's Literacy Initiative** (54 schools) is a national non-profit organization that works to support schools in improving literacy in Kindergarten through third grade.
- **GEAR UP** (47 schools) is a federally funded college preparatory program that supports cohorts of students from middle school through graduation.

- **FAST** (46 schools) or, Families and Schools Together, is a federally funded program that offers social support to parents, builds parent-child relationships, and engages parents in schools.
- **The Eagles Youth Partnership Eye Mobile** (44 schools) provides vision screening and eye glasses to children.

Table 1. External Supports with Greatest SDP Prevalence, Descending Order

Support Provider Name	Number of Schools	Recent or Ongoing Program Evaluation?
EAT.RIGHT.NOW.	204	Yes (ORE)
Children's Literacy Initiative (CLI)	54	Yes (ORE)
GEAR UP Philadelphia	47	Yes (Metis)*
Families and Schools Together (FAST)	46	Yes (AIR)*
Eagles Youth Partnership – Eye Mobile	44	--
Temple University College of Education – Student Teachers	36	--
The Franklin Institute	30	--
Philadelphia Museum of Art (PMA) – Art Speaks! Program	26	--
Counseling or Referral Assistance Services (CORA)	26	--
Corporate Alliance for Drug Education – CADEkids	24	--
Devereux Advanced Behavioral Health Pennsylvania – Positive Behavioral Interventions & Supports (PBIS)	22	Yes (ORE)
Big Brothers, Big Sisters of Southeastern Pennsylvania	22	--
Philly AIMS	21	--
AARP Experience Corps Philadelphia	21	Yes (ORE)
The Food Trust – HYPE Youth Leadership Program	20	--
The Philadelphia Zoo	20	--
The Barnes Foundation	20	--

*Metis Associates and AIR, or American Institutes for Research, are nationally known research organizations that provide external evaluation services to programs within the School District of Philadelphia.

The SDP external supports landscape reflects the high concentration of higher education institutions in Philadelphia. Of the 1,690 external supports identified in the census, 260 (15.4%) originate from a college or university, with offerings varying from small scale (i.e., college campus visits or use of facilities) to more intensive (i.e., student teachers or in-school programming). While the above percentage is notable, the self-reported nature of this information means there is a possibility that some university external supports may not have been appropriately attributed, leading to under-reporting of university involvement.

The colleges and universities offering the most external supports were the University of Pennsylvania (n=77), Temple University (n=47), and Drexel University (n=28). Notably, and not surprisingly, these universities are located within Philadelphia. Table 2 shows the 13 most prevalent college or university partners, as well as their main campus location, with 9 out of 13 of them located in Philadelphia.

Table 2. Most Prevalent Colleges or Universities Offering External Supports, Descending Order

College or University	Number of Supports	Location
University of Pennsylvania	77	Philadelphia, PA
Temple University	47	Philadelphia, PA
Drexel University	28	Philadelphia, PA
Community College of Philadelphia	9	Philadelphia, PA
Arcadia University	8	Glenside, PA
La Salle University	8	Philadelphia, PA
The Pennsylvania State University	8	State College, PA
Bryn Mawr College	5	Bryn Mawr, PA
Chestnut Hill College	5	Philadelphia, PA
Holy Family University	4	Philadelphia, PA
Jefferson University	4	Philadelphia, PA
University of the Arts	4	Philadelphia, PA
Villanova University	4	Villanova, PA

Findings by School Categories

ORE conducted an additional layer of analysis by looking at the distribution of external supports by school type and group, considering grade band, Learning Network, school designation on the School Performance Profile (SPP), and School Progress Report (SPR) tier. For instance, as Figure 3 illustrates, high schools, on average, had the highest number of external supports (21.8), while middle schools had the lowest (13.1). This is compared to the District average of 18.2.

Figure 3. Average External Supports Per School by Grade Span, N=212
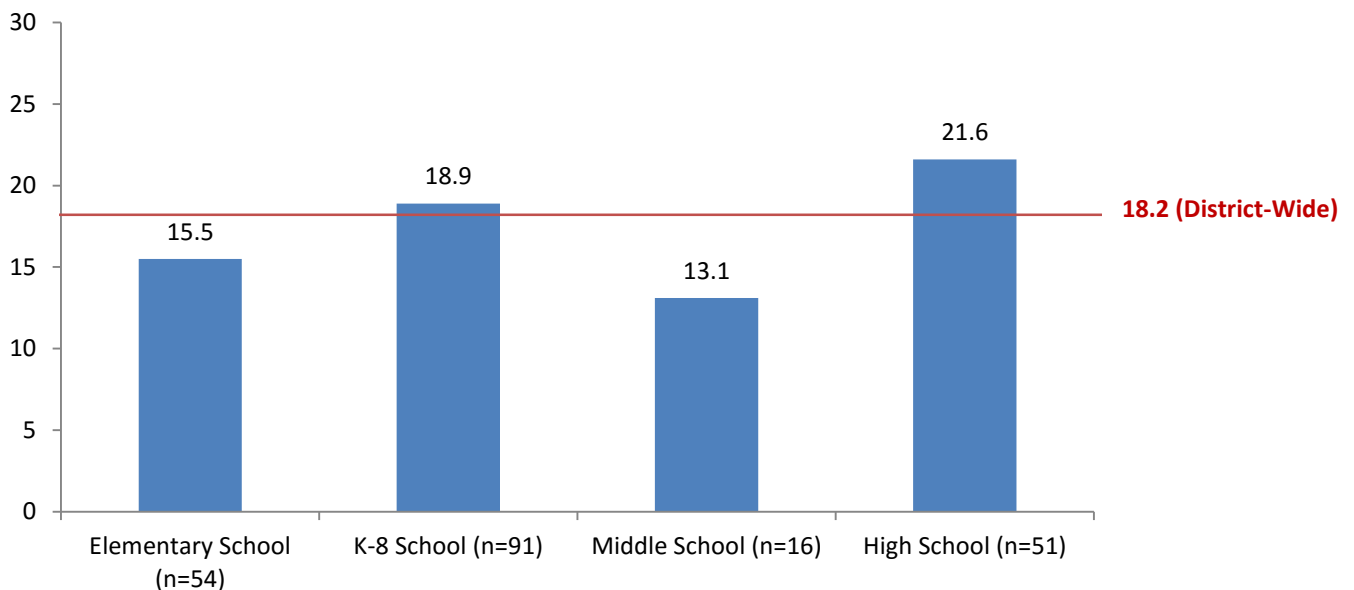
Averages across different Learning Networks ranged from 12.5 external supports per school in Neighborhood Network 9 to 22.7 external supports per school in the Autonomy Network. Figure 4 shows the variation in average external supports per school across the 2015-2016 Learning Networks.

Figure 4. Average External Supports Per School by Learning Network, N=213
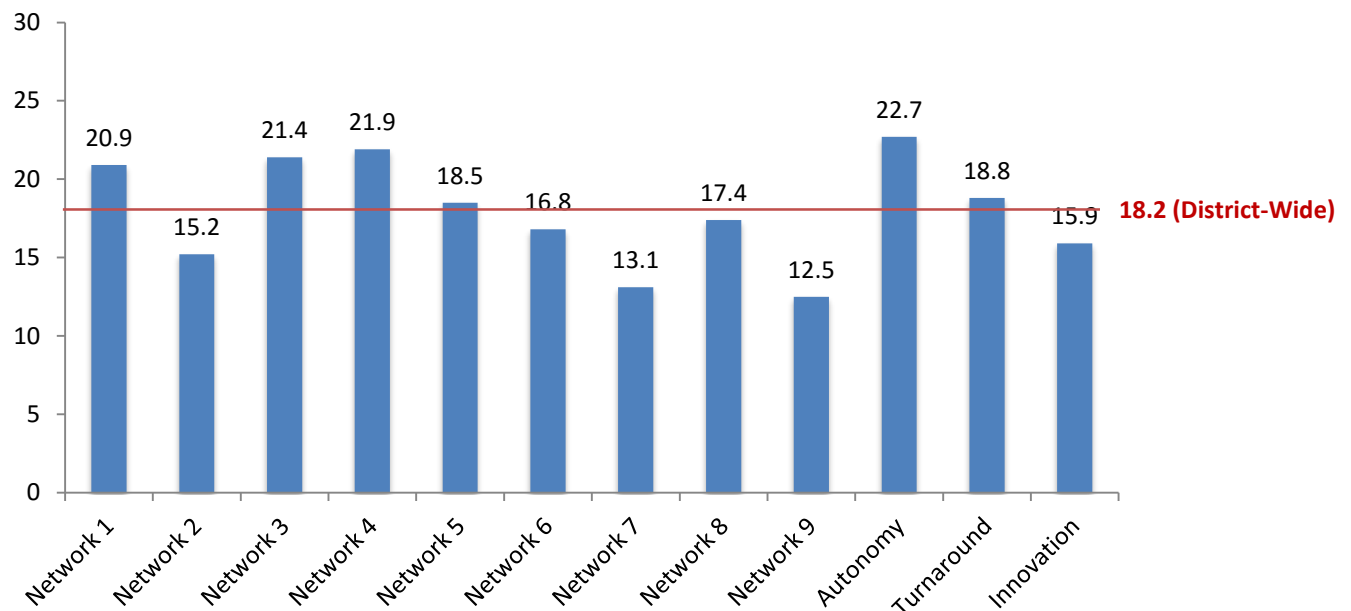
Based on the Pennsylvania Department of Education's (PDE) School Performance Profile (SPP) rating system, there is further variance across school designations. Schools designated as "Priority" schools fall into the lowest five percent of Title I schools, "Focus" schools the lowest 10%, and Reward (both for high progress or high achievement, combined in this report) fall within the highest 5% within their respective categories. Schools without designation do not fall into any of the aforementioned groups. As seen in Figure 5, Reward Designation schools average 26.2 external supports per school, while Priority (19.5), Focus (16.9), and No Designation (18.0) averaged less.

Figure 5. Average External Supports Per School by PDE SPP Designation (n=207)
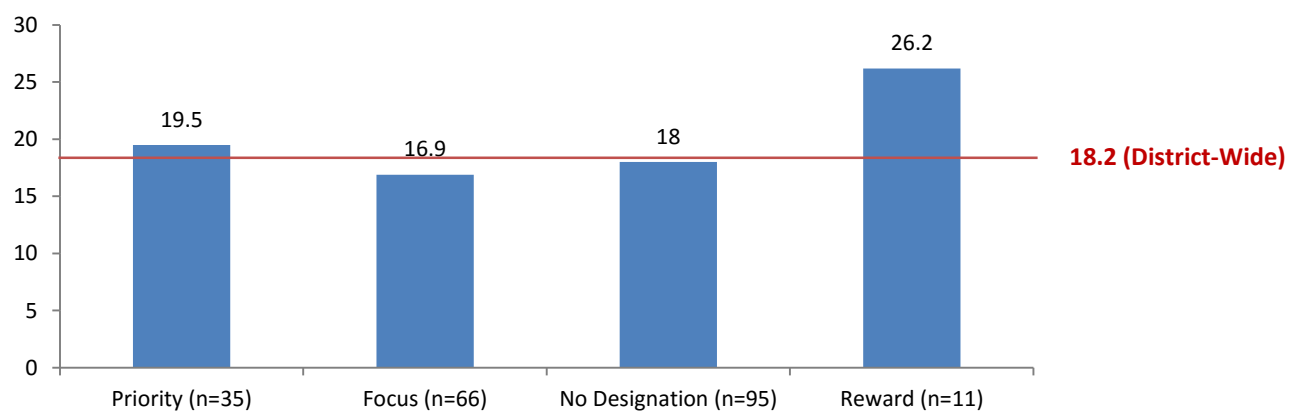
ORE also looked at average number of external supports by School Progress Report (SPR) tier. These tiers are associated with schools' scores on the 2014-2015 SPR. Based on their scores, schools could be

assigned to one of four tiers: Intervene (0-24), Watch (25-49), Reinforce (50-74), and Model (75-100).[3] In general, higher performing schools tend to have more support providers. Averages ranged from 17.2 for schools in the Watch category to 23.0 at Model schools. See Figure 6.

Figure 6: Average External Supports Per School by SPR Tier (n=207)
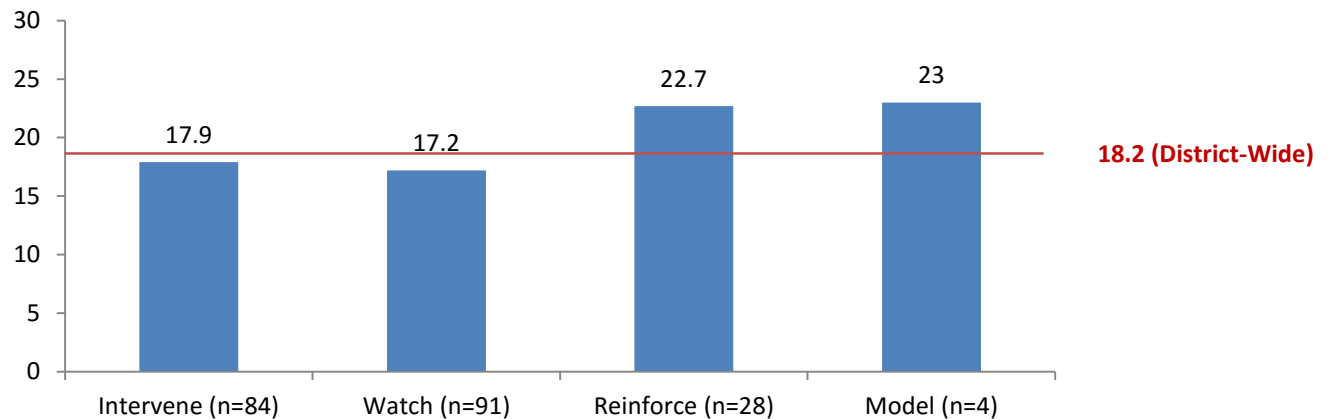
Finally, ArcGIS Software was utilized to map the concentrations of external supports across Philadelphia. The number of external supports per school, as well as the schools' corresponding zip code, were combined to create the map. Four quartiles of school categories were created based on number of school supports. Schools with zero to 11 external supports are represented with a small, light blue circle while schools with the greatest number of external supports, ranging from 24 to 53, were assigned a larger, dark blue circle. The following zip codes were found, on average, to have schools with the fewest external supports: 19124, 19137, 19131, 19116, and 19144 (see Figure 7).

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[3] Schools with insufficient data to create an SPR score were not assigned to a tier and thus not included in this portion of analyses.

**Figure 7. External Support Concentration by Zip Code, Philadelphia, PA**
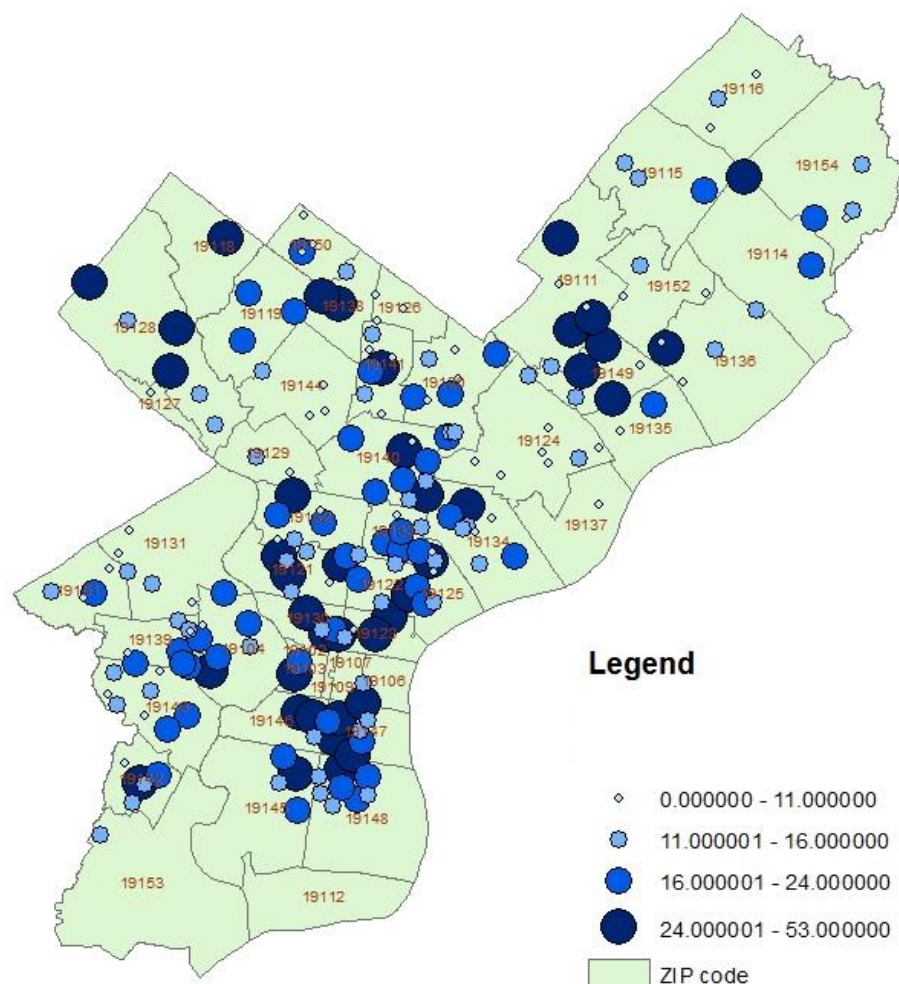
Partnership Management

In terms of partnership management at the school level, 25% of respondents indicate that their school has a designated partnership coordinator other than the principal (see Figure 8). Based on the job titles of interview respondents, these coordinators are often VISTA members, School Improvement Support Liaisons (SISLs), or counselors.

Figure 8. Prevalence of Partnership Coordinators within SDP Schools
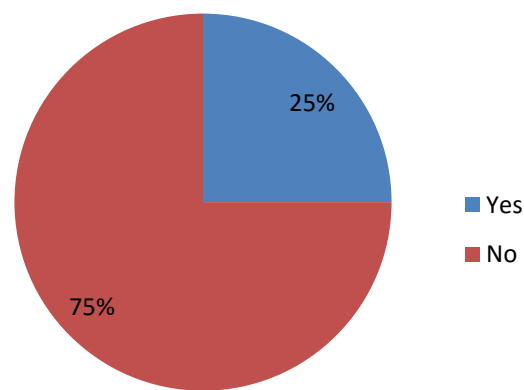
Most schools form external support relationships through a combination of approaching support providers directly and support providers approaching schools directly. A minority of schools arrange external supports with the help of the District's Office of Strategic Partnerships, and there is currently no requirement to do so (see Figure 9).

**Figure 9: Methods of Forming Partnerships (select all that apply)**
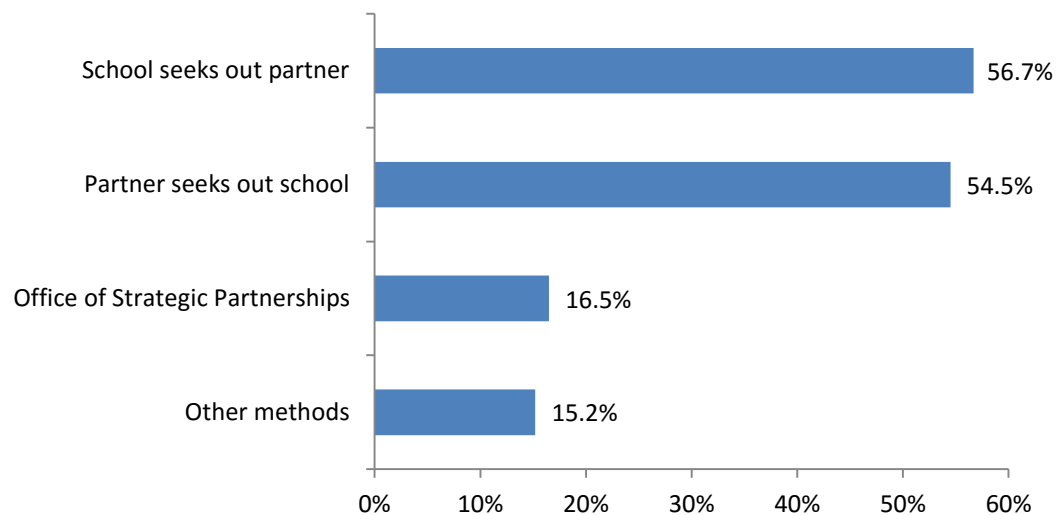
Key Findings: Need Areas

Prior to the phone interviews, respondents were provided with a list of need areas from which they could select priorities for their school (see Appendix B). These need areas were based on quantitative and qualitative feedback from previous research efforts within the District, as well as input from OSP. The needs assessment was intended to aid SDP in assigning and encouraging partnerships or other supports that could provide targeted assistance to address the identified needs. On average, schools reported having unmet needs in nine of these 36 areas, with individual reports ranging from 0 to 28. As with the average number of external supports, the average number of need areas varies by school type, with the types of schools that have fewer external supports (e.g., SPR Watch/Intervene schools; PDE SPP Priority/Focus schools) having a greater number of self-reported needs.

An analysis of needs by grade span found that schools serving only middle and high school students reported, on average, higher needs (see Figure 10). Both middle and high schools within SDP reported an average of 10.4 need areas per school, while K-8 schools and elementary schools reported fewer (8.7 and 8.1, respectively). Additionally, average reported need areas were compared across Learning Networks, with Neighborhood Network 5 reporting the least amount of specified needs per school (6.5) and the Innovation Network reporting the most (12.6; see Figure 11).

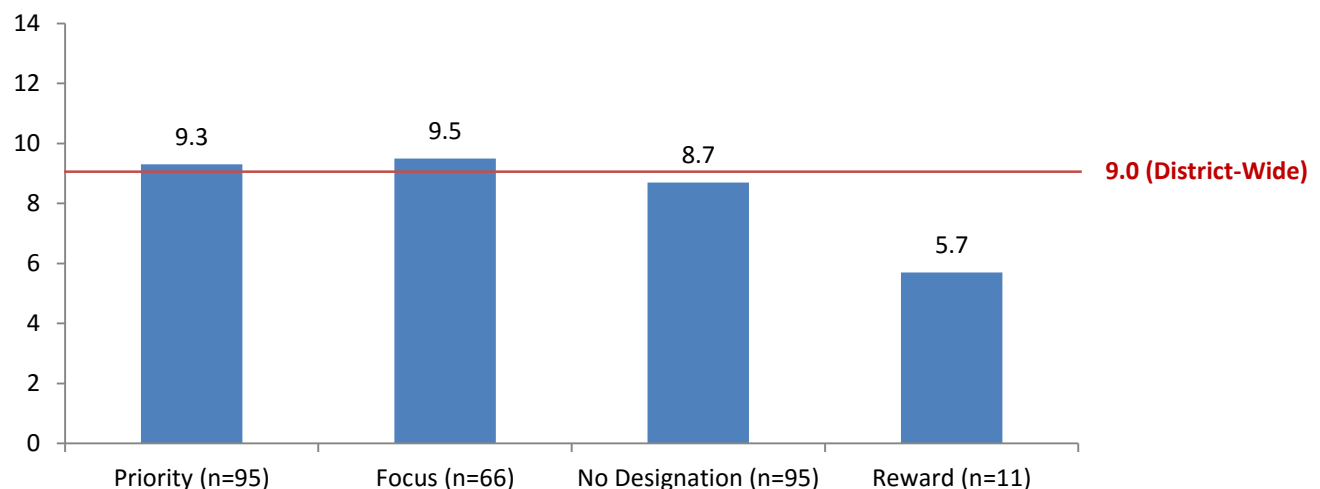**Figure 10. Average Number of Need Areas Per School by Grade Span, N=212**
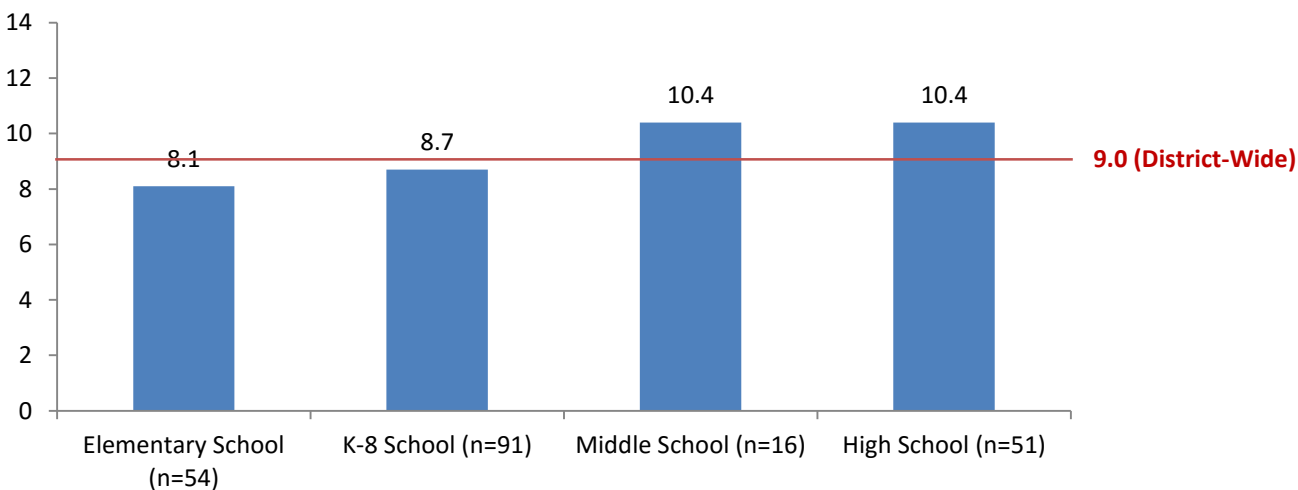
Figure 11. Average Number of Need Areas Per School by Learning Network, N=213
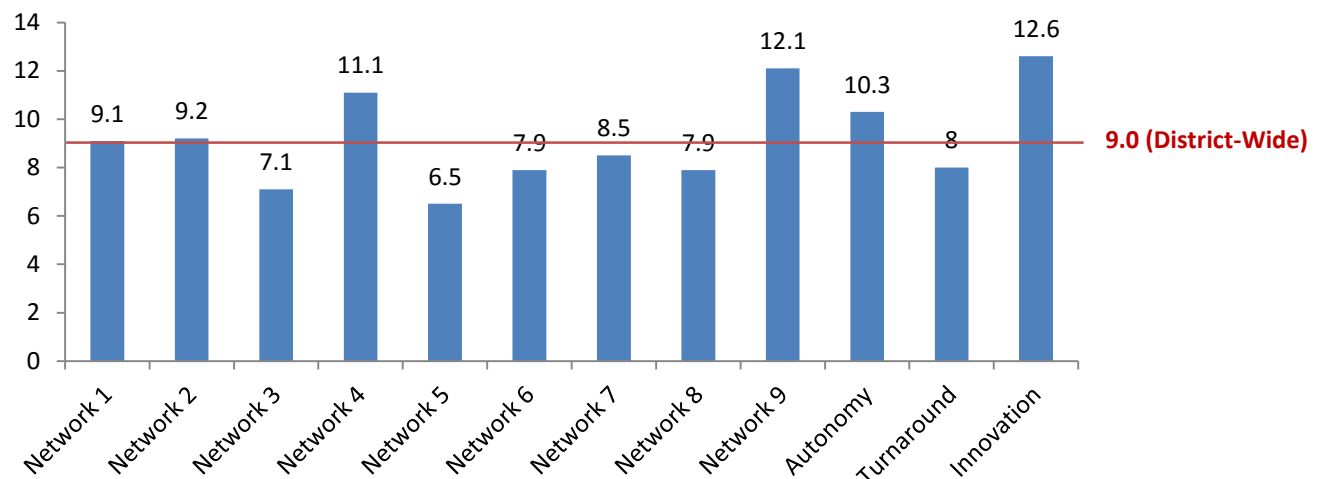
When considering average self-reported need areas by both the SPP and the SPR, it is apparent that, on average, schools that are in the lower tiers (i.e. Priority/Focus; Intervene/Watch) reported the highest amount of need. Even more salient, these same schools were found to have the fewest number of support providers when compared to their peers in higher tiers (see Figures 4 and 5). Thus, lower-performing schools in general are functioning with fewer external supports and higher levels of self-articulated needs (see Figures 12 and 13).

Figure 12. Average Number of Need Areas Per School by PDE SPP Designation, N=207

Figure 13. Average Number of Need Areas Per School by SPR Tier, N=207

Figure 13. Average Number of Need Areas Per School by SPR Tier, N=207
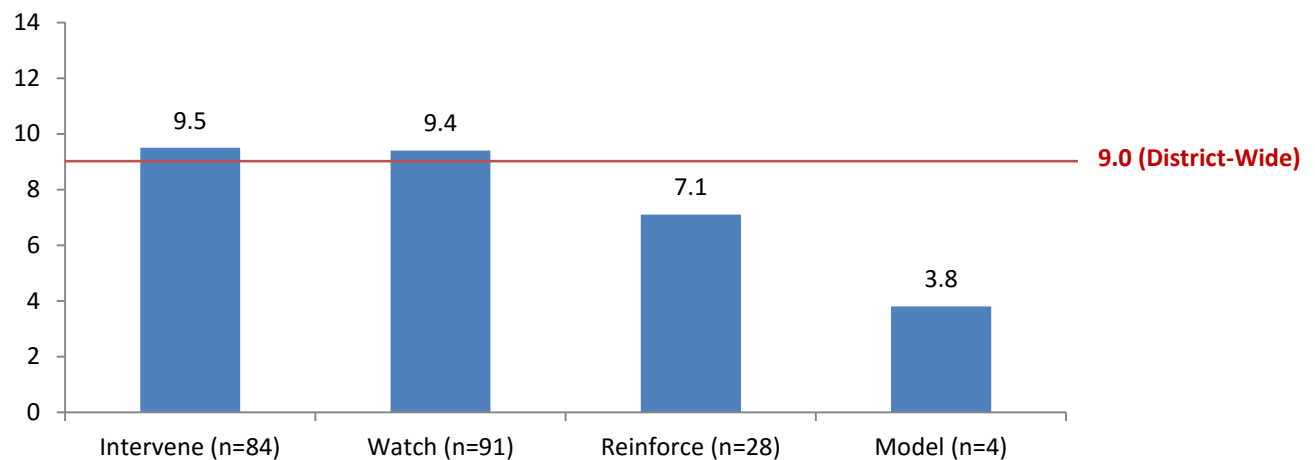
Table 3 lists the highest and lowest priority areas District-wide, while Tables 4 and 5 list the highest and lowest priorities in high schools and schools reaching grades K-8 (elementary, K-8, and middle schools). As expected, when schools are categorized by grade spans, reported needs vary. For example, high schools reported high levels of need regarding college readiness (i.e., college access and readiness, college campus visits, SAT/ACT prep). Elementary, K-8, and middle schools most often reported mental and behavioral health, mentoring, and parent and community engagement as significant areas of need.

Table 3. Reported Need Areas District-wide, Ranked by Number of Schools (N=213)

Highest Priorities	n*	Lowest Priorities	n*
Mental and Behavioral Health	112	College Application Completion	10
Mentoring	112	Dropout Prevention	13
Parent and Community Engagement	103	Scholarship Research/Application	16
Attendance and Truancy	95	Financial Literacy	18
Tutoring	85	Career Readiness	18
Arts and Cultural Enrichment	84	Academic Tutoring	23
Field Trips	75	SAT/ACT Prep	24
School Climate and Safety	75	Health and Wellness	30
STEM or STEAM	75	English as a Second Language (ESL)	34
Donations	71	College Readiness Mentoring	36

*n=number of schools reporting as a need

Table 4. Reported Priorities, High Schools, Ranked by Number of Schools (N=51)

Highest Priorities	n*	Lowest Priorities	n*
College Access and Readiness	39	Sports	2
College Campus Visits	29	Financial Literacy	3
Mental and Behavioral Health	27	Professional Development/School Capacity Building	4
Mentoring	27	Literacy	5
Parent and Community Engagement	24	OST/After-School Programming	6
Student Internships	24	Health and Wellness	6
SAT/ACT Prep	24	English as a Second Language (ESL)	7
Tutoring	22	Service-Learning Projects	8
Attendance and Truancy	21	Dropout Prevention	8
Academic Tutoring	21	Career Readiness	8

*n=number of schools reporting as a need

Table 5. Reported Priorities, Elementary, K-8, and Middle Schools (N=161)

Highest Priorities	n*	Lowest Priorities	n*
Mental and Behavioral Health	85	SAT/ACT Prep	0
Mentoring	85	Financial Aid/FAFSA Completion	0
Parent and Community Engagement	79	Scholarship Research/Application	0
Attendance and Truancy	74	College Application Completion	0
Arts and Cultural Enrichment	64	Academic Tutoring	2
Tutoring	63	Dropout Prevention	5
School Climate and Safety	63	Career Readiness	10
Field Trips	62	Student Internships	15
STEM or STEAM	60	Financial Literacy	15
Donations	56	College Readiness Mentoring	16

*n=number of schools reporting as a need

Key Findings: Challenges to Successful Partnerships and External Supports

The following challenges were identified from the qualitative notes recorded during interviews.

Need for partnerships coordinator: A partnership coordinator was high on the wish list for many principals. Many articulated this need by pointing to the lack of time they have to commit to creating and cultivating partnerships. Because budget cuts have impacted administrative staff in schools, principals are already required to fulfill many varying roles and their time is stretched incredibly thin. Some articulated a need for more efficiency and productivity around partnerships as something a coordinator would solve. For example, one principal recognized that despite housing many support providers and programs at the school, there are still students who were not being reached because no one is facilitating communication between support providers to leverage and align their resources. Other schools tied their lack of partnerships to a lack of outreach capacity, and see a partnership coordinator as the essential staff member to engage, retain, and maintain external support relationships.

Principals who had partnership coordinators frequently expressed appreciation for the role. One mentioned that s/he no longer has an assistant principal to manage support providers, and, recognizing the important work such providers do to fill resource and opportunity gaps for students, considers the coordinator essential. The principal recommended that all schools have someone doing this work, and requested that the District potentially fund the position. One principal without a coordinator was willing to accept any level of help coordinating support providers, even if it meant sharing an AmeriCorps VISTA with four other schools or hiring an intern from a local college.

Red tape: A lack of clarity around policies and struggles with inefficient administrative procedures pertaining to support providers came up in a variety of contexts. Principals described how attempts to abide by District policies and procedures often stalled because of administrative inefficiencies or unrealistic expectations around policies and procedures. For instance, writing and revising a lengthy scope of services for each support provider to be included in a Memorandum of Understanding was often not feasible for school leaders, given myriad other competing priorities. For other principals, inflexible policies delayed the release of grant money, especially when it involved limited contracts.

Challenges for non-K-8 schools: Several principals expressed that their non-K-8 school faced additional challenges securing funding and support for external supports. A principal of a K-5 school referenced support providers that had been referred to the school but had trouble securing funding for implementation in a K-5 school, saying that grant opportunities often focus on K-8 schools. A principal of a middle school expressed similar frustrations; many external supports opt to work in K-8 or high school settings. A high school principal (who had previously been an elementary school principal) expressed that it was more difficult to secure funding for after-school programs for high school students. The population challenges appeared with respect to specific need areas as well. A principal at a K-6 school found parental engagement far more difficult in the middle school years than K-5 years, and another

looking for STEM enrichment for the primary grades discovered that most STEM programs do not start until fifth grade.

Cost/funding: Although the Office of Strategic Partnerships (OSP) defines a partnership as something that the District and school do not pay for, a handful of principals brought up how costs can still be a barrier to such support relationships. Occasionally, programs are staffed by school employees that are paid with Extra-Curricular (EC) funds. Because EC funding has been cut in recent years, principals find it increasingly difficult to staff sports and other after-school enrichment activities. One principal mentioned there were teachers who would love to stay after school, but funding them was a problem.

There are principals who are not even interested in discussing partnerships because they worry that such relationships will pose a cost to the school. One principal discussed that although most external supports are normally provided at no cost, the school often ends up buying materials and supplies and paying for transportation. Additionally, while most field trips are free to students, chaperones still need to pay, which can be prohibitive. As one principal succinctly said, "partnerships cost," and the search for funding is ongoing.

Lack of information: The inability to make informed external support decisions was a concern raised by several principals. One principal made the general recommendation that principals and counselors be given adequate information and time to evaluate resources directed to their schools before allowing access. One principal described that his/her school was more than willing to do the legwork on forming external support relationships if pointed in the right direction, since there is a lack of time to invest in pursuing opportunities. Another principal requested that external supports be scored and leveled somehow so schools can strive for quality, rather than quantity, and find the most impactful partnerships and support. Building on this, another principal wished there were a database of external supports that shared information to help school leaders make informed decisions. Such a database should include information about where support providers are currently working, whether they have been evaluated, and their effectiveness.

Gaps in information extend beyond specific details about specific support providers. One principal was looking for direction around applying for grants, and another for clarification around the legal side of external support compliance and the reauthorization process, citing a support provider who had been in the school for 10 years without any formal authorization.

Many principals expressed frustration with their lack of familiarity with the partnerships process. Several suggested professional development sessions on how to create win/win external support relationships, tailored to both school leadership and support providers looking to learn best practices in communicating and organizing. Another principal suggested professional development to train principals on paperwork and protocols for forming and retaining partnerships. Several principals shared this sentiment but recommended a physical manual instead of a professional development session. Drawing from various suggestions, the ideal manual would include timelines for partnerships and external supports, suggested steps and guidelines, protocols around clearances and legal agreements, and directions for schools on how to become a tax-exempt 501(c)3 organization. The request for a

manual of some sort was especially popular with first-year principals, who praised the Partnerships Fair held in August 2015 but said they did not feel equipped to take advantage of the opportunities presented. OSP has begun to provide relevant information on its website (philasd.osp.weebly.com) and plans to further build out information as it works with relevant offices, such as the Office of General Counsel and the Office of Talent, to make procedures clearer and more efficient.

Location/Title 1: Schools of all types felt that one or more factors were keeping support providers from choosing them. For example, a school on the far edges of the city may not be an ideal site for a support provider, and this sentiment was expressed by some schools in these locations. Further, a principal described his school's location in an area deemed unsafe as a deterrent to teachers who might otherwise stay after school to staff programs and to external support providers who do not want to go into the neighborhood. One principal highlighted the difference in support between the neighborhood high school he had led and the city-wide high school he currently leads. Although the students at the neighborhood school walk through its doors with the same problems as students attending city-wide high schools, the support for neighborhood school students is weaker. Additionally, there was a strong belief among several participants that support providers chose not to work within their schools because of the schools' relatively small amount of Title I funding. Despite this, these principals argued that their students still needed help that external supports could provide.

Background checks: Several principals mentioned that required background checks limit external involvement in their schools. One school that was seeking mentoring for boys had to turn down potential male mentors in the neighborhood who failed to pass their background checks due to previous incarceration (mentoring was one of the most frequently stated need areas, listed by 112 schools).

Physical forms for sports: Two principals specifically mentioned the barrier that medical physicals pose to student involvement in sports. Both thought it would be helpful if an outside service, perhaps a local hospital, came out to the school to administer physicals.

Program attendance: A few principals mentioned that although they had after-school programs available to students, the programs struggled to fill spots or maintain consistent student attendance. One school praised a support provider that visited homes to recruit students but found that attendance dropped significantly in the winter months anyway.

Conclusions and Next Steps

Partnerships and external support relationships have the potential to bring much needed resources and human capital to students and schools. Philadelphia schools, in particular, have the benefit of being able to harness the city's rich offering of universities, hospitals, businesses, and non-profit organizations. Indeed, the data collected from the Support Census shows that schools have forged relationships with a wide range of support providers that target numerous impact areas. The vast majority of principals embrace their supports and express gratitude for the additional help they bring, especially given the reality of budget constraints. Still, more work needs to be done to assess the extent to which these external supports are distributed in an efficient and equitable manner and to determine if and how these relationships are translating into positive changes for school and student outcomes.

It is evident from this research that there are at least two tiers of external supports operating in the District. The first broad category consists of larger scale programs, often funded through District grants (e.g., Title I, GEAR UP), many of which work to support key District priorities (e.g., college and career readiness, literacy, attendance, teacher quality). Since they often involve consumption of class time and can require substantial amounts of funding, time, and staff involvement, such relationships should be held to the highest standard. This includes the requirement of being evidence-based and undergoing a rigorous third party evaluation that addresses fidelity of implementation as well as outcomes.

The second tier is made up of smaller scale, enrichment type partnerships, such as OST programs and donations. These kinds of relationships do not necessarily merit the same level of oversight as the others but should still be accounted for in the Census so that school leaders can have a full picture of resources that are available to their school.

In order for SDP to further develop its knowledge and maintenance of existing supports, as well as to coordinate the expansion and/or development of new partnerships and vendor relationships, it is essential that a methodical and easily accessible system be developed. Ideally, this system would allow for large-scale communication with schools and would systematically organize updates to the external support database on a quarterly, or perhaps bi-yearly, basis. It would also keep track of whether or not external supports meet certain requirements, such as being evidence-based, are undergoing an evaluation, and have necessary documentation in place. Different permission levels could allow access to different types of information, depending on the user.

An up-to-date, sharable database of this type could transform the school support landscape in Philadelphia schools, allowing for real time communication and decision making that could aid the efficient allocation of external supports and their resources. District leadership and principals, in collaboration with OSP staff, could use the database to choose support providers in a more informed and categorical manner. Ultimately, we envision school leaders being empowered to select from a list of offerings from support providers with evidence-based or promising approaches that align directly with their school's needs, and that will ultimately translate into improved outcomes and/or excellent enrichment opportunities for students, teachers, and staff.

Lastly, clarifying District policies and ensuring that procedures impacting schools and support providers are efficient are critical steps to improving external supports integration within schools. Continued collaboration between OSP and relevant offices, like the Office of General Counsel and the Office of Talent, is a necessary component of working towards increased clarity and efficiency.

Appendix A: Project Communications

A. School Support Census Notification Letter *(Personalized versions sent to Assistant Superintendents and then Principals, attached as PDF to interview scheduling email)*

Dear Principal_____,

The School District's Office of Research and Evaluation (ORE) is conducting a Census to identify programs that provide services to students in District schools. This includes partners, which are defined as outside organizations that are independently funded, as well as fee-for-service programs. We are conducting this research in collaboration with the Office of Strategic Partnerships (OSP), which works to match community, corporate, and volunteer resources with expressed school needs. This Census builds upon last year's "school snapshot" survey, and is **a key opportunity for you to articulate the needs of your school.**

Please note that this information is critical to District functioning, and your response is required. If someone else at your school is better equipped to answer questions about these programs, please respond to this email with their contact information. We realize that identifying all of the partners in your school may be time consuming, so in order to minimize the burden on you and your staff, we will be conducting brief phone interviews, rather than distributing surveys. In order for this initiative to be successful, **it is imperative that you or your designee do the following before your interview:**

> 1) **Review the attached list:** Attached is a list of known partners and fee-for-service programs that operate in our District. This list is extensive, but not exhaustive. In order to facilitate and smooth and quick interview, please look over this list ahead of time. Note the partners and fee-for-service programs currently functioning within your school, as well as any others that are not on this list.
>
> 2) **Consult with other staff members**: We encourage you to consult with other people in your school (e.g. school-based teacher leaders, counselors, special education instructors, VISTA and City Year members) who may be familiar with these programs, and have them review the attached list as well.
>
> 3) **Schedule your interview:** Within the next few months, ORE will be reaching out via email to schedule a brief phone interview with you in order to gather information on the existing programs that you and your staff have identified.

Thank you for all the time that you dedicate to building stronger school communities. If you have questions, please feel free to reach out to me or to Amber Goldberg (afgoldberg@philasd.org).

Sincerely,

Tonya Wolford, Ph.D.
Deputy
Office of Research and Evaluation
School District of Philadelphia

B. Scheduling E-mail *(Personalized versions sent to Principals following project notification)*

Dear Principal _____,

I am reaching out on behalf of Dr. Tonya Wolford to schedule a brief telephone interview for the Office of Research and Evaluation's 2015-2016 School Support Census. The primary goal of the interview is to get a full list of outside partnerships providing services to students at your school. Please read the attached letter for a more detailed description of the project. Your Assistant Superintendent has given their support to your participation.

Currently, I have set aside the following interview times:

April 13th at 9:45am
April 14th at 8:15am
April 19th at 12:00pm

This conversation should take **no more than 15-20 minutes of your time**, depending on the number of partnerships collaborating with your school. **Please respond to this email with your preferred date and time.** If you cannot make any of the above times, please let me know your best availability on Tuesdays, Wednesdays, and Thursdays between 8:00am and 12:00pm.

Prior to the interview, **please review the attached list of partnerships** and make a note of which ones are collaborating with your school, along with any others that may not be on the list.

Thanks in advance for your cooperation.

Sincerely,
(Name)
--

Research Intern
Office of Research and Evaluation
The School District of Philadelphia
440 N. Broad St.
Philadelphia, PA 19130

C. Overview of Project

<u>OFFICE OF RESEARCH AND EVALUATION: 2015-2016 SCHOOL SUPPORTS CENSUS</u>

Overview

The primary purpose of this ORE initiative is to identify the active supports in each District school that are providing services to students. This includes not only external partners who bring their own funding, but also programs that originate within the District. The project also seeks to collect information about the types of services that organizations are providing, and to determine the area(s) of impact in which schools need more support. In order to achieve high participation rates, obtain clean data, and to reduce burden on school staff, ORE researchers will administer a survey instrument over the phone.

Need

In previous years, information about programming and partnerships has been fragmented. For instance, the Office of Research and Evaluation keeps track of programs that are being evaluated through the Research Review process. At the same time, the Office of Strategic Partnerships collects information about external partners, most recently through a 'school snapshots' google form that was emailed to schools in 2014-2015. Additionally, some schools engage in partnerships without any communication to the District. This research will bring together information about these various types of programs and partnerships into a single database.

A comprehensive database of partners will serve a number of purposes, including: allowing for better organization, assessing efficiency and equity, supporting program evaluations, and directing potential new partners where they are needed most. Additionally, it will help supports General Counsel's effort to ensure that all organizations working with students comply with regulations regarding background checks.

Methodology

Phase 1 (Early October) – Notification

All principals and their assistant superintendents will receive an email introducing the project. A list of partners identified through the results of last year's 'school snapshots' survey will be attached to the email. This list will include areas of impact (e.g., dropout prevention or literacy), and principals will be instructed to familiarize themselves with the categories and to go through the list and mark off their partners in advance of the interview. Principals will be encouraged to talk to others in their school to confirm partnerships. They can also refer someone else within the school to do the interview.

Phase 2 (Mid- October) – Scheduling

Starting with a list of priority schools, scheduling emails will be sent out to approximately 10-20 schools per week. These emails will emphasize that the survey is mandatory and require principals to choose a date and time, out of several options provided. This email will also remind them to look at the list of partners and be ready to name those active in their school. Scheduling emails will be sent in batches, about two weeks in advance of the interviews.

Phase 3 (Mid-October - Thanksgiving) – Soft launch

20 pilot interviews will be conducted, primarily by a Penn work-study student assigned exclusively to this project. As the attached screenshots show, the survey prompts the administrator to populate the list of existing partners. Next, a screen appears asking specific questions about each partnership selected, and two or three additional questions.

Phase 4 (December - May) – Expansion

After making any necessary adjustments to the survey process based on the results of the first 20 surveys, ORE will train additional staff members to conduct the interviews. Because the survey has a built-in script, training people to make the calls should be relatively simple. Our aim is to have interviewed someone at every school by March.

Phase 5 (April) – Dissemination and Maintenance

This research will yield the most comprehensive school-level database of District partners and their impact areas to date. The Office of Research and Evaluation will put out a report detailing the findings of the surveys. The Office of Strategic Partnerships will have access to a new database of partners which they will be able to work with. ORE will refresh the database periodically by reaching out electronically to schools and asking them to confirm or update their lists.

Participating schools will receive individualized reports based on their survey responses.

Example format of a school-level report

SUPPORTS	TOTAL: 22	KEY

- AARP Experience Corps Philadelphia $$
- Boy Scouts of America
- Barnes Foundation, The
- Bryn Mawr College- Student Teachers
- Bryn Mawr College - Civic Engagement
- Children United Through Art
- Children's Hospital of Philadelphia (CHOP)
- Children's Hospital of Philadelphia (CHOP) – PRAISE
- Eagles You...
- Eat.Right.N...
- Foster Gra...
- Friends Central School
- Good Shepherd Presbyterian Church
- Holcomb Behavioral Health Services
- Intercultural Family Services
- Joseph J. Peters Institute (JJPI)
- Philadelphia Dept. of Behavioral Health and Intellectual disability Services
- Saint Joseph's University - PRAXIS
- Target
- To Our Children's Future with Health (21st Century Learning Center)
- West Philadelphia Alliance for Children (WePAC) – Library Buddies
- Wordsworth Human Services

SAMPLE- NOT ACTUAL DATA

KEY

Impacts Anchor Goal I
Impacts Anchor Goal II
Impacts Anchor Goal III
$$ - At cost to school

NEED AREAS   (SELF-ARTICULATED)

- Mental and Behavioral Health
- Mentoring
- Professional Development
- School Climate and Safety
- Tutoring
- Youth Leadership

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Contact: Amber Goldberg (afgoldberg@philasd.org)

Appendix B: Survey Instrument

The interviewer completed a form for each interview.

School Support Census Interview Information Capture

School: _____ Date: _____ Respondent: _____

Role: _____ Partnership Coordinator: None/ _____

Partner	**Description**	**School-Funded?**
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure
_____	_____	Y/N/Unsure

Need Areas

- □ Arts - Dance
- □ Arts - Drama
- □ Arts - Music
- □ Arts - Visual Arts
- □ Attendance and Truancy
- □ College Access and Readiness
  - o Campus Visits/ On-Campus Enrichment
  - o College Readiness Mentoring
  - o Academic Tutoring
  - o SAT/ACT Prep
  - o Financial Aid/FAFSA Completion
  - o Scholarship Research/App. Completion
  - o College Application Completion
- □ Career Readiness
- □ Donations (e.g. material, financial)
- □ Dropout Prevention
- □ English as a Second Language (ESL)
- □ Field Trips
- □ Financial Literacy
- □ Health and Wellness (e.g. nutritional programs, sexual health programs)
- □ Literacy
- □ Mental and Behavioral Health
- □ Mentoring
- □ OST/ After-school programming
- □ Parent and Community Engagement
- □ Professional Development/School Capacity Building

- □ School Climate and Safety
- □ Service-learning project
- □ Special Education-Focused Programming
- □ Sports
- □ STEM or STEAM
- □ Student internships
- □ Tutoring
- □ Workshops/Assemblies
- □ Youth Leadership (e.g. student government, Philly Student Union)

- □ Other/notes: _____

  _____

Service Delivery Type

- □ Field trips
- □ Mentoring
- □ OST/After-school programming
- □ Service-learning projects
- □ Student internships
- □ Tutoring
- □ Workshops/Assemblies

- □ Other/notes: _____

Use for Student Activities Fund $5000 donation?

_____

_____

_____

How would you describe the process of building relationships with partners?

- □ Partners reach out to school
- □ School reaches out to partner
- □ Through OSP
- □ Other/notes:

On a scale from 1-10, how well did the respondent seem to know of and understand the partners in their school?

1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○

Write any other notes below:

Appendix C: School-Level Reports

Sample reports are actual school-level reports created during the entirety of the 2015-2016 School Support Census. Identifying information has been removed.

2015-2016 SCHOOL SUPPORT CENSUS

|| NEIGHBORHOOD NETWORK

PRINCIPAL:

SUPPORTS	TOTAL: 23

- Alliance for a Healthier Generation
- Cairn University School of Education – Student Teachers
- City of Philadelphia Fire Department
- City of Philadelphia Police Department
- Drexel University School of Education – Student Teachers
- EAT.RIGHT.NOW.
- The Heart of America Foundation
- Holy Family University – Student Teachers
- Johnson & Johnson Gateway to a Healthy Community – Activity Works
- Klein Jewish Community Center
- La Salle University – Student Teachers
- New World Association (NWA)
- New World Association (NWA) – English as a Second Language (ESL)
- The Northeast Conservatory of Performing Arts – Philly KiDZ Initiative
- Pennsylvania State University, Abington – Student Teachers
- Robert Wood Johnson Foundation (RWJF)
- Seven Mile Road Church
- St. Joseph's University – Student Teachers
- Target
- Temple University College of Education – Student Teachers
- Temple University Tyler School of Art – Student Teachers
- University of Pennsylvania – Student Teachers
- Villanova University – Student Teachers

KEY

Impacts Anchor Goal I
Impacts Anchor Goal II
Impacts Anchor Goal III
$$ - At cost to school

NEED AREAS   (SELF-ARTICULATED)

- Donations
- Mental and Behavioral Health
- Sports

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2015-2016 SCHOOL SUPPORT CENSUS

|| NEIGHBORHOOD NETWORK

PRINCIPAL:

SUPPORTS	TOTAL: 18	KEY

- Abraham Lincoln High School
- City of Philadelphia Department of Parks and Recreation – Vogt Recreation Center
- City of Philadelphia Mural Arts Program
- Counseling or Referral Assistance (CORA) Services
- Academy of Natural Science of Drexel University
- Eagles Youth Partnership – Playground Build
- EAT.RIGHT.NOW.
- The Food Trust – HYPE Youth Leadership Program
- The Franklin Institute
- Free Library of Philadelphia – Tacony Branch
- Johnson & Johnson Gateway to a Healthy Community – Activity Works
- The Kingdom Life Church Ministries
- Office of Councilman Bobby Henon
- Philadelphia Zoo
- Playworks Pennsylvania
- Please Touch Museum
- Tacony Civic Association
- Tree of Life Behavioral Services

Impacts Anchor Goal I

Impacts Anchor Goal II

Impacts Anchor Goal III

$$ - At cost to school

NEED AREAS	(SELF-ARTICULATED)

$$

- Arts – Dance
- Arts – Drama
- College Campus Visits
- College Readiness Mentoring
- Donations
- Field Trips
$$ - Mental and Behavioral Health
- Mentoring
- OST/After-School Programming
- Service-Learning Projects
- STEM or STEAM
- Student Internships
- Tutoring
- Workshops/Assemblies
- Youth Leadership

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2015-2016 SCHOOL SUPPORT CENSUS

|| NEIGHBORHOOD NETWORK

PRINCIPAL:

SUPPORTS	TOTAL: 27

- Arden Theater Organization – Arden for All
- Department of Human Services (DHS), Philadelphia
- Eagles Youth Partnership – Eye Mobile
- Eastern University – Student Teachers
- EAT.RIGHT.NOW.
- Fleisher Art Memorial
- Free Library of Philadelphia Foundation – One Book, One Philadelphia
- The Food Trust – HYPE Youth Leadership Program
- GEAR UP Philadelphia
- Girls on the Run
- Goldberg Group – People Helping People
- Institute for Behavior Change
- National Constitution Center
- National Liberty Museum – Young Heroes Outreach Program
- Nelson Building Services Group
- Pennsylvania Treasury Department
- Philadelphia Futures
- Philadelphia Orchestra – Billy Joel School Concert Program
- Pierce College
- The Rock School for Dance Education
- Southeast Asian Mutual Assistance Associations Coalition (SEAMAAC) –
- Students Run Philly Style
- Temple University – Bullying Prevention
- Temple University College of Education – Student Teachers
- United Communities of Southeast Philadelphia
- Walnut Street Theatre
- West Chester University – Student Teachers

KEY

Impacts Anchor Goal I
Impacts Anchor Goal II
Impacts Anchor Goal III

$$ - At cost to school

NEED AREAS (SELF-ARTICULATED)

- English as a Second Language (ESL)
- OST/After-School Programming

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2015-2016 SCHOOL SUPPORT CENSUS

|| NEIGHBORHOOD NETWORK

PRINCIPAL:

SUPPORTS	TOTAL: 17

- Children's Crisis Treatment Center (CCTC)
- Corporate Alliance for Drug Education – CADEkids
- EAT.RIGHT.NOW.
- Education Works
- Foster Grandparent Program
- Johnson & Johnson Gateway to a Healthy Community – Activity Works
- The NED Show
- Need in Deed
- Penn Museum – Unpacking the Past
- Philadelphia Zoo
- Queens in Training
- Rapping About Prevention, Inc. – Violence and Bullying Prevention
- Resources for Children's Health (RCH) – Focus on Fathers
- Ronald McDonald School Shows
- University of Pennsylvania
- University of Pennsylvania Civic House – West Philadelphia Tutoring Project (WPTP)
- Walnut Street Theatre

KEY

Impacts Anchor Goal I
Impacts Anchor Goal II
Impacts Anchor Goal III

$$ – At cost to school

NEED AREAS (SELF-ARTICULATED)

- Attendance and Truancy
- Donations
- Health and Wellness
- Literacy
- Mental and Behavioral Health
- Mentoring
- Parent and Community Engagement
- Professional Development/School Capacity Building
- Special Education-Focused Programming
- Tutoring
- Workshops/Assemblies

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2015-2016 SCHOOL SUPPORT CENSUS

|| NEIGHBORHOOD NETWORK

PRINCIPAL:

SUPPORTS	TOTAL: 4	KEY

SUPPORTS   **TOTAL: 4**

- EAT.RIGHT.NOW.
- Free Library of Philadelphia – SAT Prep
- Office of Senator Vincent Hughes
- Philadelphia University – Dual Enrollment Program

KEY

Impacts Anchor Goal I
Impacts Anchor Goal II
Impacts Anchor Goal III

$$ - At cost to school

NEED AREAS (SELF-ARTICULATED)

- Academic Tutoring
- Arts – Music
- Attendance and Truancy
- College Access and Readiness
- Field Trips
- Financial Aid/FAFSA Completion
- Mental and Behavioral Health
- Mentoring
- Parent and Community Engagement
- SAT/ACT Prep
- Special Education-Focused Programming
- Student Internships

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