Philadelphia Education★ Fund

Pathways to Success
A Framework for College and Career Readiness

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Every educator believes that students should graduate from high school ready to succeed in college and career. And yet, while we can pinpoint this destination precisely, we too often lack a map by which to navigate. The Philadelphia Education Fund's Framework for College and Career Success was designed to meet this need. In the Framework, schools will find the tools necessary to accurately locate each student's unique starting point, chart a course to postsecondary success, and ensure that no student strays too far from the path to success.

Specifically, the Framework for College and Career Success provides guidance to secondary educators, administrators, and community partners who wish to build a school culture in which all students complete high school ready to be successful in college and career. The Framework:

1) Looks beyond college enrollment by incorporating current research on cognitive and socio-emotional capacities and considers college readiness not just as academic preparation but also as the knowledge, beliefs, and attitudes necessary to be successful in college and career
2) Focuses on implementation, and is informed by Ed Fund experience with direct service and systems-level programming in Philadelphia[1]
3) Recognizes that the responsibility for providing robust college readiness supports falls on many people and requires the engagement of the school and multiple stakeholders
4) Is flexible and can be adapted to the different needs, capacities, and opportunities of individual schools

Section 1 defines the domains of a **College and Career Framework as**: (1) *school systems*, (2) *college and career planning*, (3) *college and career knowledge*, (4) *academic preparedness*, and (5) *cognitive and socio-emotional capacities*, including a model set of school-level programs and services. Each domain contains student- and school-level services, activities, and key considerations for implementation.

Section 2 provides multidimensional **College and Career Readiness Indicators** to support the evaluation and ongoing improvement of college and career readiness systems. These student- and school-level *indicators* are based on 1) factors most predictive of college enrollment and
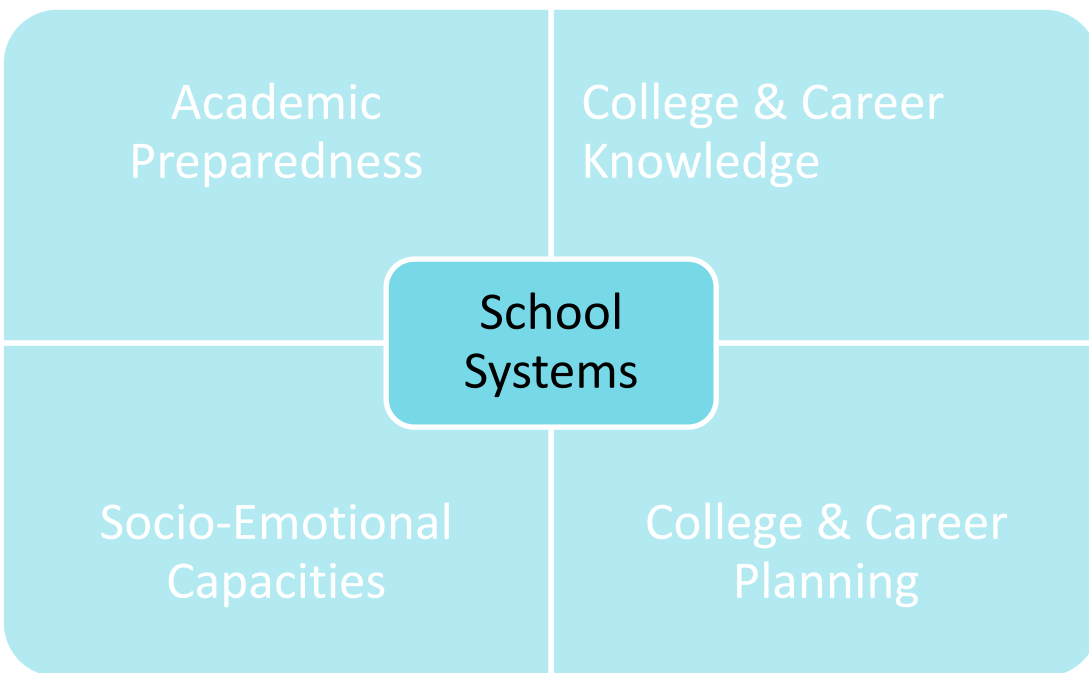
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[1] And in recognition of the work of several other organizations, including the Educational Policy Improvement Center; the Annenberg Institute for School Reform and the John W. Gardner Center; FHI360; the Consortium on Chicago School Research; the College Board Advocacy & Policy Center; the College & Career Readiness & Success Center at the American Institutes for Research, the Innovation Lab Network and Council of Chief State School Officers; ConnectEd: The California Center for College and Career; the ACT's National Center for Educational Achievement; the UCLA's Graduate School of Education and Information Studies, and the School District of Philadelphia's Office of Strategic Analytics.

persistence,[2] 2) feasibility of implementation, and 3) alignment with the School District of Philadelphia's current School Progress Report (SPR).

Section 3 offers **Implementation Guidelines** and a **Timeline** for schools to use and adapt as needed.

It is our hope that the Framework for College and Career Success will provide you and your colleagues with a reliable tool with which to help your students better navigate the pathway to college and career success.

Figure 1. Philadelphia Education Fund College and Career Readiness Framework

Academic Preparedness	College & Career Knowledge
	School Systems
Socio-Emotional Capacities	College & Career Planning

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[2] According to the College & Career Readiness & Success Center, the bulk of research on indicators, predictors, and other potential factors focuses on college enrollment and second-year persistence rather than graduation. This is a result of limited long-term longitudinal data systems and as such, the quality of the indicators stands to improve. http://www.ccrscenter.org/sites/default/files/CCRS%20Center_Predictors%20of%20Postsecondary%20Success_final_0.pdf

Section 1: Domains of College and Career Readiness

School Systems

Core structures for schools, including postsecondary-directed school climate, data-infused postsecondary planning, community partnership facilitation, school counselors, staff professional development, and early warning systems

Components	Elements
Postsecondary School Climate	• School leaders and teachers drive postsecondary expectations and initiatives • Strong and consistent school-wide and classroom expectations reflected in school mission and language for college and career access and success for all students • Posters, handouts, and morning and daily announcements feature college and career expectations, supports, benefits • Infusion of college and career culture and expectations in all appropriate venues, including parent-teacher conferences, SAC meetings, postsecondary planning meetings, assemblies, and partnership meetings
Postsecondary Planning Committee	• Dedicated school committee engages in ongoing postsecondary needs assessment, planning, and driving of college and career readiness initiatives • Postsecondary committee can include counselors, school leaders, teachers, as well as school partners, parents, and students
Postsecondary Planning Process	• Asset mapping and needs assessment to determine school status and needs • Collection and use of key data including standardized test participation and scores, FAFSA completion, college application, college acceptance, college enrollment, and college graduation • Action planning to determine key priorities and strategies
Partnership Facilitation	• Regular meetings of in- and out-of-school community partners aligned with postsecondary work • Data collection related to services to drive joint planning, progress monitoring, and coordination of services in support of postsecondary initiatives
Access to School Counselors	• Sufficient availability of counselors to ensure postsecondary planning effort and production and use of student Postsecondary Plans • Recommended student: counselor ratio of 250: 1
Staff Professional Development	• Availability of teacher professional learning communities/networks during structured school time • Staff engage in collaborative, teacher-led, and job-embedded professional development relevant to teacher and student needs in order to strengthen academics, support of cognitive and socio-emotional capacities, school culture, and postsecondary efforts

Early Warning Systems	• A program monitoring freshman grades, course failures, behavior, and attendance to flag students at high-risk of dropping out • Data-driven assignment and monitoring of interventions, including Response to Instruction and Intervention, community partner supports, parent/family outreach, mentoring, tutoring, counseling, and additional supports for academic and socio-emotional growth

College & Career Planning	
Key components of college & career planning, including student postsecondary plan development and monitoring, college and career searches, family engagement, and financial aid, standardized test, and college application support	
Components	**Elements**
Postsecondary Plan	• Each student has a postsecondary plan that follows her/him through high school and includes a college and/or career pathway • Plan is developed for 9th-graders[1] • Plan is revisited at least once every marking period and includes monitoring and student engagement processes to ensure students remain engaged with and take ownership over Plan • Plan identifies student strengths and areas for improvement, including academics as well as cognitive and socio-emotional capacities

Regular Check-Ins & Goal-Setting	• Regular check-ins on student progress using Plan include review of and goal-setting on:
	   o College and career goals, opportunities to engage with colleges and work places (e.g., fairs, workshops, visits, dual enrollment, internships, work experience)
	   o College preparation test (PSAT/SAT, PLAN/ACT, AP, and IB) registration, preparation, and score interpretation
	   o Career certification test registration, preparation, and score reporting
	   o Academic progress, grades, standardized test scores, credit review, and graduation requirements aligned with student goals
	   o Attendance, behavior, and other social-emotional strengths or needs

Initial College and Career Search	• Initial college and career planning in 9th grade as part of Plan includes selection of potential college and/or career options • Search includes a selection process with appropriate matching based on college/career offerings and student

	interests
Family Involvement and Ownership	• Effective communication between staff and parents/students around Plan, goals, and progress toward college and career readiness • Strategies for parental engagement, including parent-teacher conferences, parent involvement in postsecondary planning meetings, report card conferencing, workshops, newsletters, e-mail, and text messages
Financial Aid Support	• Financial aid training for students and parents, including understanding financial aid applications (e.g., FAFSA, PHEAA, CSS Profile), award processes, loans (e.g., entrance counseling, promissory notes), scholarships, work study, and financial literacy and planning • Scholarship and financial aid research and financial application completion support for students and parents • Strategies for engagement include parent-teacher conferences, postsecondary Plan check-ins, workshops, handouts, newsletters, e-mail, and text messages

Standardized Test Preparation and Support	• PSAT/SAT, Aspire/ACT, AP, IB, and career certification support, including:
	   o Test registration information and support
	   o Fee waiver information and execution
	   o Test preparation workshops and information/resources, including online supports and test-taking strategies
	   o Interpretation of final scores

College Application Support	• Review of college applications and acceptances during regular check-ins • Provision of postsecondary information and resources related to admission and entrance criteria during Plan check-ins, available in school, and through workshops, fairs, and college visits • Direct support with college applications, including essays, transcripts, test scores, and recommendation letters

College & Career Knowledge

Opportunities for students to gain knowledge of college & career pathways and expectations, including freshman orientation, college and career visits, speakers, and fairs, school-wide expectations, postsecondary credit opportunities, college and career transition support, and mentoring

Components	Elements
College and Career Readiness Orientation	• Freshman orientation includes comprehensive orientation to college and career readiness, including: postsecondary Plan, college and career search, workshops and fairs, and financial aid and financial literacy • Orientation includes presentations by postsecondary partners and exposure to college and career speakers
Postsecondary Advisory Period	• Dedicated time for students to address postsecondary readiness and planning, including review of academic, cognitive, and socio-emotional strengths, key timelines and events, and engagement in college and career opportunities
College and Career Visits and Fairs	• Visits to at least two colleges by the end of 10th grade, including pre-visit preparation and post-visit reflection and assessment • Visits to work places and vocational technology institutions • College and career fairs, on- or off-site
College and Career Speakers	• School events and classroom visits featuring college and career representatives and professionals
Multiple Pathways and Career and Technical Education (CTE)	• School use of multiple pathways and CTE models, including applied learning, academic-technical integration, academy models • Multiple pathways and CTE engagement aligned with student interests • Multiple pathways and CTE offerings aligned with career expectations and requirements
Understanding of College and Career Expectations	• Postsecondary Plan check-ins, college and career orientation, workshops, partnerships, school culture, and student engagement with college and career opportunities emphasize knowledge of: college/career options and requirements for entry; career and postsecondary culture and expectations; college and career processes for finding a job/college and persisting through a job/college
College and Career Engagement Opportunities	• Exposure to college and career opportunities and pathways, including: out-of-school internships, externships, and work experience • Opportunities and pathways emphasize content knowledge, applied learning, network-building, and college and career

	expectations
Postsecondary Credit Opportunities	• Bridge, dual enrollment, Advanced Placement, International Baccalaureate, and other college credit opportunities
Post-Graduation Transition Support	• Strategies to support transition to college and career and address summer melt, including: bridge programs, summer workshops for students and parents, and summer check-ins via newsletters, e-mail, and text messages
Mentorship and Adult-Student Relationships	• Students have opportunity to engage with school staff, community members, college students, and professionals in areas of student interest • Mentors and adults support student academic growth, cognitive and socio-emotional capacities, and college and career knowledge and planning

Academic Preparedness	
Core academic services and supports, including curriculum and instruction, assessment, professional development and teacher networks, and supplemental academic supports and opportunities for students	
Components	**Elements**
Vertical and Horizontal Alignment of Curricula	• Curricula aligned with college- and career-ready standards • Curricula aligned across content areas and grade levels • Teachers differentiate instruction based on student learning styles, with emphasis on organizing and linking ideas and concepts within and across subjects
Secondary-Postsecondary Instructional Alignment	• Curricula and instruction are consistent with demands and expectations of the college classroom and/or workplace • Course sequences are sufficiently rigorous to ensure that graduates are ready for specific college & career requirements
Consistent Assessment Measures and Practices	• Consistent assessment and grading measures are employed school-wide • Assessment criteria are aligned with college- and career-ready standards, e.g., Common Core Standards, Next Generation Science Standards • A variety of assessment techniques – including but not limited to self-assessment, skill mastery, peer assessment, rubrics, projects, and portfolios – are used school-wide
Advanced Coursework & Enrichment Opportunities	• Advanced Placement, International Baccalaureate, and other college-level credit-bearing courses are available to all students • Enrichment opportunities including honors courses, independent study, extracurricular activities, student groups, and special projects are available to all students (including

	those with gifted IEP's)
Supplemental Academic Programming	• Afterschool programs • Weekend school • Summer school • Tutoring (in-school, out-of-school, or online)

Cognitive and Socio-Emotional Capacities	
Critical cognitive and socio-emotional capacities including development of students' critical thinking, organizational skills, technological proficiency, communication skills, emotional intelligence, and ownership of learning	
Components	**Elements**
Communication Skills	• Students to employ critical communication skills – listening, speaking, writing, non-verbal – in all school settings
Emotional Intelligence	• Coursework, specialized curricula, PBIS, workshops, and school culture require students to use of critical student socio-emotional skills and behaviors, including: empathy, flexibility/adaptability, networking, and teamwork
Technological Proficiency	• School culture requires students to regularly and proficiently use technology to complete academic requirements and otherwise engage with teachers, peers, and other members of the school community • Students understand the purpose of and adhere to acceptable use policies
Critical Thinking Skills	• Instructional methods that not only require, but also cultivate critical thinking, higher-order thinking, lateral thinking, contextual skills, and systems thinking are employed school-wide
Research and Project Focus	• Research papers and projects involve data collection, data analysis, argumentation, interpretation, and presentation school-wide
Organizational Skills	• A unified system for organizing resources and information – e.g. school resources, course-specific resources, academic planning, etc. - employed school-wide
Student Ownership of Learning and Skill Development	• Coursework, specialized curricula, PBIS, and school culture foster resourcefulness, self-representation, and engagement with other members of school or outside community to support student needs • Inclusion of meaningful student-student interaction and student-led learning in and out-of-class, including peer assessment with rubrics, study groups, and other collaborative activities • Student self-assessment to self-monitor and evaluate progress

	• Introduction to and practice of a variety of study habits, learning techniques, and learning strategies • Explicit emphasis on time management, self-awareness, goal setting, persistence/self-efficacy, self-regulation, resourcefulness, and task completion

Section 2: College and Career Readiness Indicators

To help schools monitor progress, the Ed Fund has identified a collection of validated college and career readiness indicators corresponding to the five College and Career Readiness (CCR) domains. Schools can use these indicators to guide programming decisions in service of college and career readiness for all students. Indicators are categorized as *student-level* or *school-level.* Student-level indicators can be used to identify particular students who are falling behind and in need of support. School-level indicators can be used to identify progress and areas for growth with regards to large-scale college and career programs and initiatives.

The indicators below are easy to measure, and aligned with the School District of Philadelphia's College & Career domain. Additional indicators are trackable through Ed Fund-designed tools for which the Ed Fund provides support in implementation and analysis.

College and Career Readiness Indicators		
	Student Level	**School Level**
Academic Preparation	Student scores on AP and IB exams: 3 or better on an AP exam or a 4 or better on an IB exam[3]	Percentage of 12th-grade students earning a 3 or better on an AP exam or a 4 or better on an IB exam
	Student scores on the SAT or ACT: achievement of College Ready Benchmark on the SAT or PLAN/ACT[4][5]	Percentage of 12th-grade students achieving the College Ready Benchmark on the SAT or PLAN/ACT
	GPA of at least 3.0[6]	Percentage of students with a GPA of 3.0 or higher
	No more than one failure in a core	Percentage of 9th-graders with no

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[3] Numerous studies have shown that having AP course credit predicts college enrollment and success in the freshman year (Leonard, 2010; Dougherty, Mellor, and Jian, 2006; Elmers and Mullen 2003).

[4] SAT and ACT scores predict enrollment and achievement in college (Burton & Ramist, 2001; Noble & Sawyer, 2004; Conley 2007; Roderick et al., 2008). SAT >1550. PLAN: English 15, reading 17, mathematic 19, and science 21. ACT: English 18, mathematics 22, reading 21, and science 24.

[5] SAT College and Career Readiness Benchmark available at http://press.collegeboard.org/sat/sat-collegeand-career-readiness-benchmark. ACT College Readiness Benchmarks available at http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/.

[6] Some studies have found high school GPA to predict, better than admission tests, college enrollment and achievement. (Noble & Sawyer, 2004; Allensworth & Easton, 2005; Geiser & Santelices, 2007).

	course by the end of freshman year and completion of a full year of course credits (on-track indicator)[7]	more than one core course failure and a full year of credits completed by the end of freshman year (on-track indicator)
Cognitive and Socio-Emotional Capacities	Student attendance rate of at least 95%[8]	Percentage of students with at least a 95% attendance rate
	Student behavior: no out-of-school suspensions[9]	Percentage of students with no out-of-school suspensions
	Student survey/self-assessments measuring cognitive and socio-emotional capacities such as motivation, resilience, self-efficacy, emotional intelligence, etc.[10]	School-level aggregate statistics based on student surveys/self-assessments
College and Career Planning	Student completion of a postsecondary plan by the end of freshman year (or year of enrollment in school)[11]	Percentage of students with a completed postsecondary plan
	Student FAFSA completion[12]	Percentage of 12th-graders who have completed the FAFSA
College and Career Knowledge	Survey/self-assessment of student knowledge of programs and services that aid with the application process, financial aid and literacy, and college and career pathways and expectations[13]	School-level aggregate statistics based on student surveys/self-assessments
School Systems	N/A	School-wide staff survey/asset map on school college and career readiness culture, based on the Framework[14]

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[7] Research from the Consortium on Chicago Public School Research has identified a powerful predictor of high school graduation: whether the student has a full year of course credits and no more than one F in a core course at the end of their first year of high school (Roderick, Kelley-Kemple, Johnson, & Beechum, 2014). This is known as the "on-track" indicator.

[8] Attendance rates, in combination with grades and credits earned during freshman year, are among the strongest predictors of high school completion (Allensworth & Easton, 2007; Neild & Balfanz, 2006).

[9] The number of suspensions a student has are predictive of dropping-out (Subedi & Johnson, 2007; Subedi & Howard, 2013).

[10] Research has shown that measures of non-cognitive skills can predict important life outcomes, including postsecondary enrollment and completion (Deke & Haimson, 2006; Duckworth, 2009, 2011). Non-cognitive assessments such as ACT Engage supplement the predictive capabilities of traditional academic measures and can also identify students for targeted support (http://www.act.org/engage). Researchers are working to create additional valid and reliable assessments.

[11] Services that inform students of their college options and aid them with the application process have been shown to increase college attendance (Roderick, Coca, & Nagaoka, 2011; Hoxby & Turner, 2013).

[12] FAFSA completion is predictive of college enrollment (Nagaoka et al., 2009).

[13] The Philadelphia Education Fund can support with the assessment of student as well as parent/guardian college and career knowledge.

[14] The Philadelphia Education Fund supports the administration and analysis of a school-wide self-assessment of college and career readiness systems, as well as action planning and prioritization based on findings.

Section 3: Implementation Guidelines and Timeline

The Framework for College and Career Success articulates an ideal: a robust College and Career culture to which all high schools in Philadelphia can and should strive. However, research and practice make clear that knowing the end result is not enough to get there. It is necessary to engage in proactive planning, reflection, and ongoing implementation. Importantly, there is no single path to success, either for a single student or a single school. In light of that, we provide below a general implementation guideline that each school can adapt based on its own unique needs and capacities.

Timeline	Activity	Tools
Spring, Year 0	All staff engage in needs assessment via Asset Mapping tool	Asset Map
Summer, Year 0	Identify Postsecondary Planning Committee, including potentially parents, students, alumni of school, and community partners	Member election /selection protocol
	Review Asset Mapping results using analysis protocol; determine key school priorities	Asset Map; asset mapping analysis protocol
	All-staff professional development to generate shared school vision and strategies to achieve key goals	Initial planning protocol
	Postsecondary Planning Committee creates Action Plan based on identified strategies to achieve goals	Action Plan
Fall, Year 1	Postsecondary Planning Committee meets monthly to review progress on Action Plan, adapt strategies, distribute notes	Monthly planning meeting protocol
	Regular all-staff updates on postsecondary planning progress	
	Facilitation of monthly meetings with postsecondary-related community partners; coordination of services	
Winter, Year 1	Mid-year evaluation meeting; Postsecondary Planning Committee engages in formal evaluation of progress to-date and review of key data points (i.e., graduation, college enrollment, FAFSA completion, college entrance exams); course adjustments determined	Mid-year evaluation and data use protocol
Spring, Year 1	Continuation of monthly Postsecondary Planning meetings and all-staff updates	Monthly planning meeting protocol
	Postsecondary Planning Committee engages in review and modification of membership	Member election/selection protocol

	All staff engage in needs assessment via Asset Mapping tool	Asset Map
	Postsecondary Planning Committee engages in end-of-year review, course adjustment, and determination of key priorities for following year	Asset Map; asset mapping analysis protocol
Summer, Year 2	Continuation of summer planning with all staff	
Year 2 – Ongoing	Continuation of above activities in ongoing cycle	

Appendix A: Domains and Components

College & Career Readiness: Domains & Components

School Systems	College & Career Planning	College & Career Knowledge	Academic Preparedness	Cognitive & Socioemotional Capacities
School Culture	Individual Postsecondary Plans	College & Career Readiness Orientation	Vertical & Horizontal Curriculum Alignment	Communication Skills
Postsecondary Committee	Regular Check-Ins & Goal-Setting	Postsecondary Advisory Period	Secondary and Postsecondary Instructional Alignment	Emotional Intelligence
Postsecondary Planning Process	Initial College & Career Search	College & Career Visits & Fairs		Technological Proficiency
Partnerships	Family Involvement & Ownership	College & Career Speakers	Consistent Assessment Measures & Practices	Critical Thinking Skills
Access to Counselors	Financial Aid Support	Multiple Pathways & CTE		Research & Project Focus
Staff Professional Development	Standardize Test Preparation & Support	Understanding of College & Career Expectations	Advanced Coursework & Enrichment Opportunities	Organizational Skills
Early Warning Systems	College Application Support	College & Career Engagement Opportunities	Supplemental Academic Programming	Student Ownership of Learning & Skill Development
		Postsecondary Credit Opportunities		
		Post-Graduation Transition Support		
		Mentorship		

College & Career Readiness: Indicators

School Systems	College & Career Planning	College & Career Knowledge	Academic Preparedness	Cognitive & Socioemotional Capacities
Student Level N/A	**Student Level** Student completion of postsecondary plan by the end of the 9th grade FAFSA completion	**Student Level** Survey/self-assessment of college and career knowledge	**Student Level** Student scores on AP and IB exams; 3 or better on AP, 4 or better on IB Student scores on the SAT or ACT: achievement of College Ready Benchmark on the SAT or PLAN/ACT GPA of at least 3.0 No more than one failure by the end of the 9th grade and completion of a full year of course credits	**Student Level** Attendance rate of at least 95% Zero out-of-school suspensions Student survey/self-assessments measuring cognitive and socioemotional capacities such as motivation, resilience, self-efficacy, and emotional intelligence
School Level Results of school-based asset map/needs assesment	**School Level** % of 9th grade students with a plan % of 12th grade students who have completed the FAFSA	**School Level** Aggregate results of survey/self-assessment	**School Level** % of 12th grade students earning 3 or better on an AP exm or 4 or better on an IB exam % of 12th grade students achieving the College Ready Benchmark on the SAT or PLAN/ACT % of students with GPA of 3.0 or higher % of 9th grader with no more than one course failure and a full year of credits completed by the end of 9th grade	**School Level** % of students attending at least 95% of the time % of students with no out-of-school suspensions School-level aggregate survey results