

COUNCIL OF THE CITY OF PHILADELPHIA
COMMITTEE ON EDUCATION

Room 400, City Hall
Philadelphia, Pennsylvania
Monday, October 24, 2016
9:20 a.m.

PRESENT:

COUNCILWOMAN JANNIE L. BLACKWELL, CHAIR
COUNCILWOMAN HELEN GYM
COUNCILMAN CURTIS JONES, JR.
COUNCILMAN DAVID OH
COUNCILWOMAN CHERELLE L. PARKER
COUNCILMAN MARK SQUILLA
COUNCILMAN AL TAUBENBERGER

RESOLUTION 160727 - Resolution calling for the
City Council Committee on Education to hold
hearings on expanding the Career and Technical
Education Program in the Philadelphia School
District...

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COUNCILWOMAN BLACKWELL: Good morning, everyone.
(Good morning.)
COUNCILWOMAN BLACKWELL: We will now begin our Committee on Education with regard to Resolution 160727.
The Clerk will read the title of the resolution.
THE CLERK: Resolution 160727, calling for the City Council Committee on Education to hold hearings on expanding the Career and Technical Education Program in the Philadelphia School District that would give students job ready skills upon graduating from high school, and provide alternatives for those seeking to work after high school.
COUNCILWOMAN BLACKWELL: Thank you very much.
We will call forward the first panel from the School District, and after that, of course, we are interested in hearing from Community College and many others. We have a lot of very, very

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2 important people here, and we're
3 grateful.

4 Michelle Armstrong, Nick Gasis,
5 Dr. Frederick McDowell, Beth Olanoff,
6 Carrie Amman, and Otis Hackney, of
7 course. We welcome you forward and
8 invite you to introduce yourself to our
9 record and to begin your testimony.

10 (Witnesses approached witness
11 table.)

12 COUNCILWOMAN BLACKWELL: Again,
13 thank you for being here.

14 MS. ARMSTRONG: Good morning.

15 COUNCILWOMAN BLACKWELL: Good
16 morning.

17 MS. ARMSTRONG: Ms. Chairwoman
18 and members of City Council, my name is
19 Michelle Armstrong and I serve as the
20 Executive Director of the Division of
21 Career and Technical Education for the
22 School District of Philadelphia. Joining
23 me today from the District are
24 Dr. Frederick McDowell, the Deputy Chief
25 of the Office of College and Career

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2 Readiness, and Nicholas Gasis, the
3 Director for the Division of Career and
4 Technical Education. On behalf of our
5 Superintendent, Dr. William Hite, we
6 thank you for the opportunity to testify
7 before you today on the very important
8 topic and proven educational engagement
9 strategy of career and technical
10 education. Today, we would like to share
11 some points of emphasis around the
12 quality of and access to CTE programs,
13 CTE expansions, the cost of CTE
14 programming, our accomplishments and
15 challenges.

16 First, I want to begin by
17 underscoring the difference between
18 vocational education and career and
19 technical education. Vocational
20 education was viewed as an educational
21 path for those students that "couldn't"
22 or "wouldn't" and were going directly to
23 work without the possibility of going to
24 college. On the contrary, career and
25 technical education is a pathway for

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2 students that "can" and often "do," and
3 rigorously prepares students for both
4 college and career. In fact, when
5 students and their families purposely
6 choose to enroll in a CTE program of
7 study, with all of the same graduation
8 requirements as a traditional path, they
9 do so knowing that it requires a higher
10 level of dedication.

11 Please allow me to share with
12 you the current status of CTE in the
13 School District of Philadelphia.

14 Currently, as of October 2016,
15 there are 6,398 students enrolled in CTE
16 programs. This is an increase from June
17 of 2016 of 5,886.

18 There are CTE programs in 30
19 high schools, 18 of which are
20 neighborhood high schools, 6 are citywide
21 high schools, and 6 are special admission
22 high schools.

23 The total number of CTE
24 programs offered within the District is
25 120, with 43 distinct programs of study,

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2 areas of which to focus. And we have
3 programs within ten career clusters,
4 including Natural Sciences, Human
5 Services, Information Technology,
6 Construction/Manufacturing, Hospitality,
7 Transportation, Engineering,
8 Construction, Business, and Healthcare.

9 As you know, under the
10 leadership of Dr. Hite, the School
11 District has made career and technical
12 education a priority, with the goals of
13 improving the quality and access of CTE
14 programs. In support of these goals, the
15 Division of CTE is developing a strategic
16 plan for career and technical education,
17 which provides a continuous improvement
18 model and follows a clearly defined
19 process, driven by workforce and economic
20 development data.

21 To improve the quality of CTE
22 programs, the School District developed
23 standards by which all CTE programs are
24 measured. Under Quality, I would like to
25 emphasize that CTE success within the

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2 School District has always been and must
3 continue to be a citywide effort. Of all
4 the aspects integral to delivering
5 quality CTE programs, none are more
6 important than the ongoing advocacy,
7 advice, and support from our community.
8 These meaningful partnerships are
9 necessary to ensure that the School
10 District is preparing young people for
11 the future workforce needs and economic
12 development in Philadelphia. Recognizing
13 this as mission critical, the Office of
14 CTE, in collaboration with Philadelphia
15 Youth Network, Philadelphia Academies,
16 and other stakeholders, developed a
17 three-tiered advisory structure.

18 The highest tier is the Council
19 for College and Career Success, composed
20 of business and industry leaders,
21 Philadelphia Works, community-based
22 organizations, organized labor,
23 post-secondary institutions, government,
24 and other key stakeholders. This top
25 tier provides long-range planning and

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2 approval for the School District's CTE
3 Perkins annual plan and support towards
4 college and career success.

5 The second tier is composed of
6 business and industry leaders from
7 citywide industry clusters, known as the
8 Industry Advisory Committees, and they
9 advise the District on trends, workforce
10 needs, and certifications for specific
11 industry clusters.

12 The third tier is the
13 Occupation Advisory Committees, OACs,
14 which are made up of industry experts
15 currently working in the specific career
16 areas, and they work directly with CTE
17 programs at the school level to support
18 program quality.

19 All three tiers assist in
20 assessing the CTE programs by analyzing
21 student and program performance data,
22 evaluating programs for accreditation for
23 business and industry credentialing, and
24 assessing seniors for end-of-program
25 knowledge and competency testing.

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2 Industry advisors also assist with the
3 selection of new CTE teachers and
4 provides some of the teachers' technical
5 updating and professional development, as
6 well as a host for externship
7 opportunities. In summary, career and
8 technical education program quality is
9 and will continue to be driven by
10 workforce and economic development data
11 and the advice and involvement of
12 business and industry subject-matter
13 experts.

14 Other points of pride around
15 the quality of CTE include:

16 Data that demonstrates that the
17 graduation rate and retention rate of CTE
18 students are higher and the drop-out rate
19 is lower as compared to non-CTE students.

20 The Center for Advanced
21 Manufacturing and Engineering at Benjamin
22 Franklin High School: This was a true
23 collaborative effort based on input from
24 government, community and industry
25 partners, all recognizing the need to

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2 create a pipeline for students to be
3 prepared for careers within the advanced
4 manufacturing sector. The vision for the
5 Advanced Manufacturing Center became
6 reality when the District received a
7 substantial monetary gift from the
8 Middletons.

9 Industry-recognized
10 certifications: An average of 3,000
11 industry certifications were earned by
12 CTE students over each of the past two
13 years. Our goal is for every student to
14 graduate from a CTE program with at least
15 one industry-recognized certification.

16 NOCTI: This is an
17 end-of-program assessment that students
18 sit for prior to CTE program completion
19 and high school graduation. An average
20 of 68 percent of students scored
21 competent or advanced over the past two
22 years. We want to get that number to 100
23 percent. NOCTI achievement is critical
24 because it opens up opportunities for
25 students to transition into college with

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2 advanced credit.

3 Work-based learning
4 opportunities for CTE students have
5 increased, such as job shadowing,
6 clinical experiences, and internships
7 directly related to the student's CTE
8 program. Examples of some partnerships
9 that we currently have include SEPTA,
10 Comcast, Philadelphia Shipyard, the City,
11 PTR Baler, and PSTV, and we hope to keep
12 that growing.

13 Post-secondary alignment with
14 two-year, four-year colleges and
15 universities, trade schools, and
16 apprenticeships: We are working with
17 industry and other key partners to ensure
18 that students take advantage of existing
19 post-secondary opportunities in CTE, such
20 as earning college credits while they are
21 in high school CTE programs. In
22 addition, many of our CTE programs have
23 entered into articulation agreements with
24 local colleges, including Randolph and
25 Philadelphia University, which allows

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2 Randolph students to earn college credits
3 while in high school.

4 We also would like to highlight
5 our 9th grade and middle school students,
6 the goal to work with our 9th and middle
7 school students. The District is
8 increasing exposure and awareness to CTE
9 opportunities so youth can see CTE as a
10 viable pathway to college and/or career.
11 Examples include manufacturing day trips,
12 CTE fairs, and the STEM Academy, all of
13 which are designed to engage middle grade
14 students to enroll in CTE programs in
15 high school.

16 We will know our goal of
17 quality is met when every CTE student
18 graduates with a high school diploma, at
19 least one industry-recognized
20 certification, and have earned
21 post-secondary credits while in high
22 school.

23 When we talk about the
24 components that make up the quality of a
25 CTE program, we are talking about the

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2 types of things that make the entire CTE
3 experience meaningful for students. But
4 it goes without saying that in order for
5 students to be exposed to such a
6 meaningful experience, they first have to
7 be enrolled in a CTE program. This
8 brings us to our next point, access.

9 To ensure that more students
10 have access to CTE programs, the School
11 District has instituted policies and
12 procedures that allow all students to
13 apply to a CTE program of their choosing.

14 The first, all CTE programs in
15 our neighborhood schools are designated
16 as Citywide Access, which allows all
17 students access to any CTE program
18 throughout the District, no matter where
19 in the City they reside.

20 Secondly, the admission
21 requirements in CTE schools have been
22 standardized to ensure transparency and a
23 full understanding of the admissions
24 process.

25 The District has also put

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2 systems in place with juvenile justice
3 centers to allow for adjudicated youth
4 access to CTE. Youth are now able to
5 enroll in CTE training and earn
6 industry-recognized certifications while
7 in placement at JJC and Pennypack,
8 allowing them a seamless transition into
9 high school CTE programs upon completion.

10 In addition to addressing
11 procedural aspects to make it easier for
12 students to access CTE programs, the
13 District has invested in a significant
14 expansion of high-priority CTE programs
15 across the City. The number of new CTE
16 programs opened over the past three years
17 is as follows:

18 In 2014-2015 we opened ten new
19 programs. 2015 to '16 we opened up nine
20 new programs. This year we have opened
21 up seven new programs, 2016-2017. In
22 2017 to '18 and the future years, we
23 anticipate opening at least four new
24 programs at the newly renovated Dobbins
25 High School. The Dobbins renovation is a

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2 multi-year capital renovation which is
3 taking place at the school in which four
4 additional programs will be opened.

5 The District's goal is to
6 maximize the student capacity in all of
7 the CTE programs currently offered.
8 Currently, CTE capacity across all of our
9 120 programs is approximately 6,900.

10 Recent enforcement by PDE of state
11 mandates has resulted in the reduction of
12 the maximum capacity in CTE programs by a
13 third. While we do have many CTE
14 programs that will meet or exceed maximum
15 capacity, we will still have several
16 programs across the District that will
17 continue to have available seats,
18 specifically in our construction trades
19 programs.

20 Although we will have met or
21 exceeded the capacity in many of our
22 current CTE programs, the District is
23 still committed to opening new programs
24 in future years, with direct input from
25 industry, workforce, and economic

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2 development. Generally, the opening of
3 additional CTE programs will be
4 considered when student demand exceeds
5 available seats for particular CTE
6 programs and upon annual review of the
7 high-priority occupation list, in
8 conjunction with PhilaWorks, it becomes
9 evident that emerging workforce demands
10 require the creation of new CTE programs.

11 However, to expand beyond the
12 120 programs that are currently offered,
13 there are financial implications that
14 have to be considered. The cost
15 associated with opening a CTE program is
16 significantly more than a traditional
17 academic program. The average cost of a
18 new CTE program is between \$300,000 and
19 \$600,000, and that's per 48 students
20 enrolled. This amount ranges depending
21 on the type of program. For instance, a
22 computer-based program is not as
23 expensive as a welding or dental program,
24 due to the type of equipment and facility
25 renovations needed. Recurring annual

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2 costs for each CTE program ranges
3 anywhere between 150,000 to 200,000 per
4 year. Typically the following factors
5 contribute to the total cost of a CTE
6 program: teacher costs, instruction
7 equipment, facility renovations,
8 furniture, textbooks/curriculum,
9 software, co-curricular activities,
10 industry certifications, extracurricular
11 activities, and indirect costs.

12 As for the challenges of
13 expanding CTE, while the District has
14 been successful in delivering quality CTE
15 programs to students across the City,
16 there are ongoing challenges to expanding
17 CTE beyond its current capacity. In
18 addition to the fiscal realities, some of
19 the other challenges are as follows:

20 The School District is unable
21 to keep pace with the salary demands of
22 industry. Because all of our teaching
23 candidates come directly from industry,
24 this continues to pose as an ongoing
25 barrier to recruiting and hiring the best

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2 possible candidates to fill all of our
3 CTE teaching vacancies.

4 The next is that CTE teaching
5 certification requirements are a
6 financial barrier for new CTE teachers.
7 State law mandates that newly hired
8 teachers must obtain certification
9 through Temple University, and the
10 typical candidate must earn 76 credits at
11 full tuition rate.

12 Also, maintaining programs in
13 light of decreased enrollments,
14 especially in our building trade
15 programs. Current utilization is less
16 than 50 percent in building trades, such
17 as welding, carpentry, plumbing, HVAC,
18 electrical, construction technology, and
19 our building/facility maintenance
20 program.

21 The District views City Council
22 as an important partner in achieving the
23 highest quality of CTE programs and
24 ensuring that an increased number of
25 students have access. In furtherance of

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2 these goals, we respectfully request City
3 Council to consider providing support on
4 the following: fiscal support for the
5 cost of further CTE program expansion; a
6 citywide marketing and branding campaign
7 for high school CTE programs; and
8 advocacy in engaging business and
9 industry, with a particular focus on
10 building trade unions, to partner with
11 District CTE programs, with the purpose
12 of increasing awareness and access to
13 career opportunities, including trade
14 unions, after graduation.

15 In closing, CTE in Philadelphia
16 is defined by a process that is based on
17 workforce data and driven by a strong
18 business and industry advisory structure.
19 With the continued support from the City
20 and all key stakeholders, career and
21 technical education in Philadelphia can
22 become a national model of excellence and
23 contribute to the viability of the
24 workforce and economic competitiveness of
25 the City of Philadelphia.

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2 Thank you for your time.

3 COUNCILWOMAN BLACKWELL: Thank
4 you very much. I have two questions, but
5 we'll wait and get our testimony.

6 MS. ARMSTRONG: Okay.

7 COUNCILWOMAN BLACKWELL: Thank
8 you.

9 Who would like to go next on
10 this panel? Nick Gasis?

11 MS. ARMSTRONG: No. They're
12 with us. I think it will be --

13 COUNCILWOMAN BLACKWELL:
14 Dr. Frederick McDowell. We're ready.
15 Beth Olanoff, Carrie Amman or
16 Mr. Hackney.

17 MS. OLANOFF: Good morning,
18 Councilwoman Blackwell. Thank you so
19 much for extending the invitation to
20 testify here today and for turning the
21 attention of Council to this important
22 area of education. My name is Beth
23 Olanoff and I'm a Special Assistant to
24 the Secretary at the Pennsylvania
25 Department of Education. We appreciate

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2 the opportunity to submit comments
3 regarding career and technical education
4 in the Commonwealth.

5 Since taking office, Governor
6 Wolf has been a proponent of increasing
7 support for education at all levels and
8 has worked successfully with the
9 Legislature to secure record increases of
10 nearly \$640 million in additional
11 education funding across the continuum of
12 education, from high-quality pre-K
13 through elementary and secondary into
14 post-secondary education.

15 However, looking towards the
16 future, we know we still have a lot of
17 work to do. Fewer than half of
18 Pennsylvania's citizens have a college
19 degree or industry-recognized
20 certification. By certain estimates,
21 roughly 60 percent of good-paying,
22 reliable jobs in the future will require
23 these credentials by 2025. And with this
24 in mind, the Governor has set a goal to
25 help 650,000 additional Pennsylvanians

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2 obtain a college degree or high-value
3 industry-recognized certificate in the
4 next ten years. We know that exploration
5 and preparation for those kinds of high
6 school careers begins in middle school
7 even before high school, and it remains a
8 priority at the state level to encourage
9 school districts, career and technical
10 centers, higher education institutions,
11 employers, and labor to increase
12 collaboration to develop the career
13 pathways that will lead to the
14 high-priority occupations, as well as
15 provide work-based learning opportunities
16 for students while they are still in
17 school. These partnerships afford
18 students opportunities like dual
19 enrollment that provide college credit
20 and industry-recognized certification
21 often even before a high school
22 graduation. And you just heard of some
23 of the examples of that taking place
24 right now in the School District of
25 Philadelphia.

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2 Philadelphia is responding to
3 the chorus of demand for CTE and career
4 pathways and other ways as well. Recent
5 testimony from the Community College of
6 Philadelphia at a hearing before the
7 House Education Committee highlighted
8 several of these efforts. The College's
9 own brand new Ophthalmic Technician
10 program is a great example of a career
11 pathway in an occupation with a projected
12 job growth of 29 percent over the next
13 six years. And there are other
14 partnerships in the City working together
15 to address the new demands of our
16 workforce, including the Philadelphia
17 Workforce Steering Committee, the Chamber
18 of Commerce for Greater Philadelphia's
19 Education and Talent Action Team, the
20 Collegiate Consortium for Workforce and
21 Economic Development, and of course the
22 partnership between the Mayor's Office
23 and the School District itself.

24 In addition, we were very
25 excited to see the announcement last week

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2 of Philadelphia's first middle college
3 high school, where students will be able
4 to earn enough college-level credit to
5 pair an Associate's Degree with their
6 high school diploma and the announcement
7 just a couple weeks ago of a million
8 dollar grant to Roxborough High School
9 from the Philadelphia School Partnership
10 to implement a three-year academic
11 turnaround plan centered on career and
12 technical education using the Academies'
13 model of Philadelphia Academies Inc.

14 Another important piece is
15 recognizing that students need early
16 exposure to the occupational
17 opportunities that align with their
18 interests, and the Department of
19 Education provides support for school
20 districts offering college and career
21 exploration and advising starting in
22 middle school so students know what
23 they'd like to focus on once they get
24 into high school.

25 Our written testimony lays

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2 forth a set of data about career and
3 technical education in secondary,
4 post-secondary, and even adult education,
5 and I won't go through that in my oral
6 testimony because you can read that over
7 at your leisure.

8 It is important to note,
9 however, the difference between what
10 happens in career and technical centers
11 as well as what programs of study
12 represent, which are formalized scope and
13 sequence of career and technical
14 education, often leading to an industry
15 certificate, as well as the career and
16 technical education courses that students
17 can take in their academic high school.

18 Career pathways are yet another
19 kind of approach to career education, and
20 that is a broader scope and sequence of
21 courses outside the formal scope of
22 career and technical education, and that
23 is probably the next wave of preparing
24 students to be career ready beyond
25 formalized programs of study in the

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2 career and technical education world.

3 In the post-secondary alignment
4 of career and tech ed, the Bureau of
5 Career and Technical Education at the
6 Department works with 34 post-secondary
7 institutions in Pennsylvania which, like
8 secondary schools, receive federal
9 Perkins funds. Currently, Pennsylvania
10 receives approximately \$40 million in
11 Perkins funds, which is federal money and
12 distributed to both secondary and
13 post-secondary recipients through a
14 specific formula. Statewide, 34 of these
15 post-secondary schools represent a broad
16 cross-section, including community
17 colleges, private schools and colleges,
18 state system and state-related
19 universities, one specialized Associate
20 Degree-granting institution, and a
21 college of technology.

22 The Department also works with
23 74 Adult Affidavit Recipients, which are
24 entities that receive state funding to
25 reimburse them for the operation of adult

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2 technical training.

3 As I mentioned, career pathway
4 programs are an area of expansion for
5 career education. Career pathway
6 programs are broader than CTE, which are
7 specifically delineated, approved, and
8 monitored by the Department of Education.
9 Career pathway programs include aligned
10 coursework, work-based experiences, and
11 opportunities for credentials and
12 certificates. Alignment between
13 secondary and post-secondary coursework
14 is the strategy in career pathways as
15 well as CTE that allows a student to earn
16 college credits while still in high
17 school. The Department works with
18 secondary schools and higher education to
19 develop programs of study and a statewide
20 articulation agreement, which ensures
21 that students have the opportunity to
22 earn college credits for their secondary
23 coursework. The original development of
24 the program of study program involves
25 stakeholders from secondary, higher ed,

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2 as well as the business and industry
3 community, and this type of collaboration
4 is essential for the development of
5 career pathway programs as well.

6 Opportunities for career
7 exploration in the middle grades are
8 essential for students to be ready to
9 take advantage of CTE and career pathway
10 programs in high school. The Department
11 provides resources and technical
12 assistance to schools and intermediate
13 units to help them develop their career
14 counseling plans, which are in fact
15 required by state regulation. This is
16 the so-called Chapter 339 plan, and I'm
17 glad to say that the Philadelphia School
18 District has such a plan, although it's
19 interesting to note that many districts
20 across the Commonwealth do not.

21 The industry works closely also
22 with the Department of Labor and
23 Industry, who is also here to speak with
24 you today, to align the technical content
25 of programs of study to national and

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2 state industry standards. This is really
3 important alignment, because without it,
4 we're teaching our students skills and
5 knowledge that don't transfer into the
6 needs of the workforce. And this is one
7 of the primary reasons why it's so
8 important to bring business and industry
9 to the table to help schools, both
10 secondary and higher ed, develop the
11 course content in CTE and programs of
12 study as well as career pathways.

13 At the state level, PDE works
14 closely with statewide organizations to
15 improve CTE opportunities. In fact, this
16 summer PDE partnered on a planning grant
17 from JPMorgan Chase and CCSSO, the
18 Council of Chief State School Officers,
19 to develop a state-level strategic plan
20 for career readiness for all students in
21 Pennsylvania.

22 As was just mentioned, we have
23 a relatively low percentage of students
24 involved in the traditional CTE programs
25 of study. In order to prepare our

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2 students for the demands of the 21st
3 century workforce, we need to get those
4 numbers way up, so that by the time
5 students enter secondary school and
6 proceed through their high school years,
7 they know what career pathway they're on.
8 They know what they need to do to prepare
9 for post-secondary success.

10 With regard to the New Skills
11 for Youth grant that I just mentioned,
12 we're actually competing tomorrow in
13 Washington, DC with 24 other states for
14 Phase 2 of that grant, which would be \$2
15 million over three years to implement our
16 statewide career readiness plan.

17 Finally, let me finish with our
18 recommendations. We need to build up the
19 opportunities for career exploration in
20 middle school and make sure that all
21 schools are implementing Pennsylvania's
22 Career Education and Work Standards. We
23 need to make career pathway
24 opportunities, including, but not limited
25 to CTE programs of study, available to

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2 all students and help them make the
3 decision whether those are the right
4 choices for them to make.

5 We need robust engagement and
6 participation from business and industry
7 to provide opportunities for work-based
8 learning and opportunities for students
9 to learn soft skills. And we need to
10 help both students and their families and
11 their advisors in middle and high school
12 lose the stigma that many folks still
13 have against so-called vocational
14 education or career and technical
15 education, and this may be one of the
16 most important barriers that we need to
17 overcome in order to encourage more
18 students to take advantage of our CTE and
19 career pathways programs.

20 Thank you very much for your
21 attention, and I'm happy to remain
22 available for questions when the panel is
23 concluded.

24 COUNCILWOMAN BLACKWELL: Thank
25 you very much. Again, we'll wait until

1 10/24/16 - EDUCATION - RES. 160727
2 this entire panel speaks and then ask any
3 questions we have.

4 Carrie Amman and then Otis
5 Hackney.

6 And Lynette Brown-Sow, thank
7 you for staying. Two more and then we'll
8 have you right up.

9 MS. AMMAN: Good morning.

10 COUNCILWOMAN BLACKWELL: Good
11 morning.

12 MS. AMMAN: Council President
13 Clarke, Councilwoman Blackwell, and
14 members of the City Council, I appreciate
15 the opportunity to speak to you this
16 morning regarding the expansion of career
17 and technical education in the
18 Philadelphia School District. My name is
19 Carrie Amman. I'm the Director of the
20 Bureau of Workforce Partnership and
21 Operations at the Department of Labor and
22 Industry. I have staff located
23 throughout the Commonwealth in the PA
24 CareerLinks providing services to those
25 individuals seeking jobs.

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2 The Department of Labor and
3 Industry is committed to Governor Wolf's
4 philosophy of jobs that pay, government
5 that works, and schools that teach. To
6 that end, L&I works diligently to engage
7 stakeholders across the workforce and
8 service delivery spectrum to create an
9 atmosphere that fosters the growth and
10 development of family-sustaining jobs in
11 Pennsylvania and also to create a good
12 pipeline of talent with the skills that
13 employers need. Creating a robust talent
14 pipeline doesn't start with workforce
15 development. It starts with education.
16 We need to build an education system for
17 Pennsylvania that will support a 21st
18 century workforce.

19 In order to meet the needs of
20 employers, remain highly competitive in
21 today's global economy, and provide
22 soon-to-be high school graduates with the
23 skills necessary to obtain that
24 all-important first job, L&I encourages
25 and supports the continued development of

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2 career and technical education. CTE is
3 an integral part of state government's
4 system of workforce development because
5 many of the in-demand careers require
6 technical education, certification,
7 stackable credentials or technical
8 degrees.

9 It's critical to understand
10 employer demand communicated through data
11 or labor market information, and so
12 there's some data, quite lengthy data, I
13 should say, in the testimony. So I'm
14 going to condense it a little bit for you
15 on this Monday morning. But let me start
16 by providing some statistics on job
17 projections and trends in Pennsylvania
18 and Philadelphia.

19 I should note that the
20 alignment between data and employer need
21 and employer engagement and also career
22 and technical education offerings is very
23 critical to ensure that individuals that
24 participate in CTE can obtain a job and
25 keep that job in career -- in occupations

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2 related to career and technical
3 education.

4 There are approximately 6
5 million people employed in Pennsylvania,
6 and Philadelphia represents about 10
7 percent of that number, or just about
8 662,000 individuals. And Philadelphia
9 and Pennsylvania are projecting a similar
10 growth rate, but Philadelphia is about
11 6.6 percent by 2022.

12 Growth rates for occupations
13 require certain education levels, and
14 jobs requiring an Associate Degree have
15 the highest projected rate at 15.8
16 percent, but the two groups most closely
17 relate to trainings offered at technical
18 career and technical institutions. Some
19 post-secondary training and long-term
20 training or apprenticeship are close
21 behind at 11.7 percent and 9.2 percent,
22 respectively, statewide, and Philadelphia
23 has similar increasing growth rates for
24 those occupations.

25 Job opportunities or annual

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2 openings are not only a result of
3 employment growth, they're predominantly
4 a reflection of turnover. And only 25
5 percent of job openings are actually a
6 result of employment growth or new
7 occupation openings.

8 In Pennsylvania, nearly 200,000
9 job openings are projected each year. Of
10 those, more than 26,000 are expected in
11 occupations that are CTE related. With
12 above average growth accounting for more
13 than 13 percent of all job occupations,
14 occupations in the career and technical
15 education groups have a very bright
16 employment outlook.

17 Some of the most commonly found
18 career and technical education programs
19 in Philadelphia include healthcare, child
20 care and education, bookkeeping,
21 cosmetology, computers, construction, and
22 automotive repair. Nine out of the top
23 ten most needed occupations in
24 Philadelphia have higher than average
25 growth rates. Nursing assistants have

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2 the highest volume with 300 annual
3 openings, and medical record technicians
4 have the highest percent growth rate at
5 25 percent. Average annual wages for
6 these occupations range from 24,900 for
7 teacher assistants to 60,100 for
8 carpenters.

9 In 2014, the new federal
10 workforce law was passed and signed into
11 law after more than a decade. The
12 Workforce Innovation and Opportunity Act,
13 or WIOA, provides the framework for
14 states to make significant changes to the
15 workforce system in order to be more
16 responsive to jobseekers and employers
17 alike. WIOA emphasizes career pathways
18 and sector strategies, and you heard some
19 testimony already this morning talking
20 about career pathways and industry
21 sectors. Career pathways can become a
22 way to link the workforce system with
23 career and technical education at the
24 secondary and post-secondary levels. And
25 sector strategies can be a way to

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2 increase employer engagement across the
3 workforce system as well as connecting
4 more employers to career and technical
5 education at the career and technical
6 centers as well as the community
7 colleges.

8 I can't stress some of the
9 remarks made prior to me about employment
10 engagement is critical for success in
11 career and technical education.

12 Specifically, the Department of
13 Labor interacts with a collaborative of
14 state agencies, including Education, and
15 we prioritized WIOA implementation and
16 utilization of training funds to support
17 training needs, including work-based
18 learning and CTE application,
19 particularly for youth.

20 As we begin to implement the
21 state workforce plan, we'll be looking at
22 ways to promote linkages beyond the
23 public workforce system to our state
24 agency partners and to the local and
25 regional partners as well.

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2 Local workforce boards must
3 partner with secondary and post-secondary
4 CTEs to establish career pathways,
5 including representation on board
6 membership and committees.

7 It is imperative that the
8 workforce development system provide
9 training for skills that lead to
10 employment in high-priority occupations
11 or entry-level occupations that lead to
12 high-priority occupations. That's a
13 slight formal recognition that we've made
14 in our state workforce plan this year
15 that I'm not sure we've made that type of
16 emphasis on in prior years.

17 CTE is a viable opportunity,
18 whether it be for the school-age youth,
19 the employee looking to upgrade their
20 skills or the adult looking for new
21 opportunities. CTE enhances access to
22 post-secondary education. Not everyone
23 needs and not all employers require a
24 four-year degree, though some
25 post-secondary education and

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2 certification may be needed based on
3 employer demand.

4 Pennsylvania has been promoting
5 and establishing the standards for
6 apprenticeship programs since 1961,
7 including the development of a new
8 apprenticeship and training office in the
9 last year. Registered apprenticeship
10 programs meet the skilled workforce needs
11 of industry by training thousands of
12 individuals for lifelong careers.
13 Incorporating registered apprenticeship
14 programs directly into the workforce
15 development system strengthens
16 Pennsylvania's local and regional
17 economies by developing highly trained
18 and educated residents. It also helps
19 Pennsylvania meet important performance
20 goals for workforce development.

21 Apprenticeship Program Grants
22 are available to provide funding to
23 improve and enhance existing
24 apprenticeship programs in Pennsylvania
25 so that apprentices acquire the skills

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2 necessary to compete in the 21st century
3 economy.

4 Employer engagement again is
5 noted repeatedly as a critical tool for
6 career and technical education. While
7 our industry partnerships are focused on
8 advanced training, they do help to
9 demonstrate career pathways in four
10 targeted industry clusters, including
11 manufacturing, agriculture and food
12 processing, energy, and healthcare. The
13 intended goal of the industry partnership
14 program is to encourage highly strategic
15 partnership initiatives that develop
16 cost-effective and financially
17 sustainable means of producing
18 quantitative outcomes by meeting the
19 needs of an industry cluster and region
20 workforce. Wordy sentence there, but
21 basically that means that you align what
22 employers want with jobseekers that have
23 the talent and skills that employers need
24 and do so at family-sustaining wages.

25 The industry partnership

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2 program has the ability to spur job
3 advancement, growth, and creation by
4 prioritizing funds to occupational areas
5 of critical need. While the importance
6 of continuing education within the
7 workplace cannot be understated and is
8 certainly critical to business
9 development and growth, the IP program
10 must begin to shift from focusing
11 primarily on workforce retention to
12 become more proactive in job creation,
13 career advancement, and movement into and
14 up a career ladder.

15 In conclusion, I just want to
16 thank you for the opportunity to provide
17 these remarks concerning technical
18 education and career readiness in the
19 Commonwealth. The Department of Labor
20 and Industry is committed to providing
21 Pennsylvanians with the appropriate job
22 skills to make them competitive in the
23 21st century job market, and we are
24 working within our workforce development
25 system to continue to prepare

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2 Pennsylvania's workforce for current and
3 future challenges and success.

4 Thank you, and I'll be happy to
5 answer any questions.

6 COUNCILWOMAN BLACKWELL: Thank
7 you very much.

8 The Chair notes to my left we
9 have Councilwoman Cherelle Parker and to
10 her left we have Councilwoman Helen Gym.
11 We also have Al Taubenberger here,
12 Councilman, and thank you all for being
13 here.

14 Thank you, Mr. Hackney.

15 MR. HACKNEY: Thank you and
16 good morning. My name is Otis Hackney.
17 I'm the Chief Education Officer for the
18 Mayor's Office of Education. Thank you,
19 Chairwoman Blackwell and the members of
20 the Committee on Education, for inviting
21 me to offer testimony today on Resolution
22 No. 160727 concerning the expansion of
23 career and technical education courses in
24 the School District of Philadelphia.

25 The School District of

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2 Philadelphia currently operates a CTE
3 program of study for a three-year
4 competency-based program beginning in
5 10th grade. Students must complete at
6 least 1,080 hours of instruction and are
7 provided the opportunity to obtain an
8 industry-recognized credential in
9 addition to the student's high school
10 diploma. Students enrolled in a CTE
11 program of study are more likely to
12 graduate than traditional high school
13 students, and the School District's CTE
14 high schools average higher rates of
15 daily attendance than all School District
16 of Philadelphia high schools by 5
17 percent. Most importantly, more than 70
18 percent of the CTE concentrators pursue
19 some form of post-secondary education
20 shortly after high school.

21 Despite the success of these
22 programs for our students and our
23 workforce, the School District has
24 struggled, not due to a lack of effort,
25 to fill seats evenly across their CTE

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2 programs. Concentrations like culinary
3 arts and cosmetology have extensive wait
4 lists, while construction and building
5 trades have struggled to reach full
6 enrollment. This inconsistency is a
7 barrier for increasing the overall number
8 of seats in CTE, as CTE funding is based
9 on enrollment from previous years.

10 While oversight, management,
11 and expansion of CTE courses is
12 determined by the policy at the District
13 and state, the City's Talent Development
14 Unit is located in the Commerce
15 Department, and the Mayor's Office of
16 Education has developed the following
17 recommendations in order to address the
18 District's challenge with CTE enrollment:

19 First, we would recommend a
20 collective approach by stakeholders to
21 address this issue through a strategic
22 and targeted messaging campaign that
23 highlights the importance of CTE and the
24 trade professions that are
25 under-enrolled. Through this campaign,

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2 communities can learn about the potential
3 academic benefits to pursuing a CTE
4 concentration.

5 Philadelphia must also begin
6 exposing students to CTE programming at a
7 younger age. Exposure can create a
8 proactive interest in these growing
9 fields, helping to support the eventual
10 growth of enrollment in CTE courses at
11 the high school level. Further research
12 shows that building out this pipeline
13 decreases high school drop-out rates in
14 the short term and increases wages and
15 tax revenues in the long term.

16 Philadelphia's Southwark
17 Elementary and Middle School in South
18 Philadelphia, one of the City's first
19 community schools, is leading
20 Philadelphia in early exposure to CTE.
21 Southwark employs a pre-CTE teacher to
22 consistently engage students with
23 technology, science, and sustainability.
24 Through age-appropriate lessons, these
25 students learn about the importance of

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2 various CTE fields and how many careers
3 are now intertwined with technology.

4 The final barrier to expansion
5 to CTE in the District is the difficulty
6 in recruitment, retention, and ongoing
7 professional development for CTE
8 teachers. Attracting qualified staff for
9 these programs differs from traditional
10 teaching recruitment. Per federal law,
11 CTE teachers must have an industry
12 credential in their professions, plus a
13 state-issued teaching certificate in
14 order to teach a high school CTE course.
15 This oftentimes means industry
16 professionals must take time out to
17 obtain a teaching certificate and then
18 take a pay cut to teach in the District,
19 leaving little incentive to leave their
20 industry and teach our future workforce.

21 Again, the process to solving
22 this issue is based largely in
23 collaboration. We must work to connect
24 more aspiring CTE teachers to scholarship
25 and grant opportunities such as the

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2 federal TEACH grant so that industry
3 professionals can obtain the necessary
4 teaching certificates and ensure that
5 educators are given ample opportunities
6 for professional development during their
7 tenure with the School District of
8 Philadelphia. While these improvements
9 will help retain current teachers in the
10 District, stakeholders must come together
11 to develop a long-term plan to recruit
12 more industry professionals to teach our
13 city's next generation of workers.

14 The importance of CTE is not
15 just about teaching our children. It is
16 about engaging our students in a way that
17 will connect them with wage-earning work
18 upon graduation.

19 Thank you for the opportunity
20 to speak today, and I'm happy to answer
21 questions with the rest of the panel.

22 Thank you.

23 COUNCILWOMAN BLACKWELL: Thank
24 you very much. Thank you very much.

25 The first speaker said that we

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2 don't -- am I correct in saying that
3 schools are no longer labeled vocational?

4 MS. ARMSTRONG: Yes.

5 COUNCILWOMAN BLACKWELL: And
6 those schools like Dobbins and so forth,
7 they no longer say they have vocation.
8 Everything is called CTE programs?

9 MS. ARMSTRONG: Yes. We no
10 longer use the term "vocational
11 education." I think -- I've been with
12 the District for about 13 years, and
13 since then, we no longer call it
14 vocational. It's career and technical
15 education.

16 COUNCILWOMAN BLACKWELL: For 13
17 years?

18 MS. ARMSTRONG: I've been with
19 the School District in the Career and
20 Technical Education Office for 13 years,
21 and for a minimal of 13 years, we no
22 longer use the term "vocational." We use
23 "career and technical education."

24 COUNCILWOMAN BLACKWELL: Boy,
25 am I behind. Okay. Thank you very much.

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2 Also, we are really interested
3 in the issue of middle schools having the
4 opportunity, and I saw where electrical,
5 industrial, and other programs aren't
6 well attended. Do we and can we
7 advertise when youngsters are ready to go
8 to that next level and apply? I heard in
9 the testimony that all students can apply
10 for CTE programs, but do they know it?

11 MS. ARMSTRONG: We have --
12 there could be a stronger effort in terms
13 of advertising and marketing to not only
14 our middle school students but all
15 students within the City of Philadelphia.
16 We are trying our best to advertise
17 through various venues. You will hear
18 testimony from some of my colleagues of
19 some of the initiatives that they have
20 implemented, some of our principals who
21 can also testify to their efforts of
22 going into the middle schools and
23 ensuring that the young people are aware
24 of the opportunities within our high
25 schools. However, we are cognizant and

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2 would love to create, as Mr. Hackney
3 stated, a campaign to ensure that all
4 young people are aware of the various
5 opportunities in our high schools,
6 especially around CTE.

7 COUNCILWOMAN BLACKWELL: So
8 what if the School District creates
9 bulletins with all the schools and all
10 the programs -- not bulletins; little
11 magazines or something written, reports,
12 booklets that youngsters can get and that
13 all principals and counselors get across
14 the City so that youngsters will know
15 they're there and make enough to make
16 them available so that they can be --
17 they're always there with other written
18 material in the various schools so that
19 they know that they're available.

20 It's hard to believe that given
21 this day and time with electrical and
22 these other fields that youngsters would
23 not apply if they knew they were
24 available. It seems to me -- and since I
25 was 13 years behind in knowing that term,

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2 I can't use myself as a comparison, but
3 maybe if we got that information out,
4 that we could do better, because we hear
5 it on the streets all the time. We don't
6 just need academic programs. We need CTE
7 programs. And we would like to -- the
8 purpose of this hearing is really to see
9 what's out there and to see what we can
10 do to make it more available to our
11 youngsters across the City.

12 Before you respond, let me note
13 to my right Councilman Oh is present as
14 well.

15 MS. OLANOFF: If I may, Beth
16 Olanoff from the Department. As several
17 of us mentioned in our testimony, in
18 addition to sharing information with
19 young people and their families about the
20 availability of certain programs, it's
21 essential that by the end of middle
22 school, students have had the opportunity
23 to explore different occupational
24 interests. So even if we let them know
25 that electricity or plumbing or

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2 construction or food service or whatever
3 is available at this or that high school,
4 kids have to know that they're
5 interested. And there are lots of
6 programs, online programs and other kinds
7 of resources, that are available for
8 children to begin exploring occupational
9 opportunities that are aligned with their
10 interests, so you help them think about
11 what they'd like to do and what they're
12 interested in and help them align those
13 interests to different occupations.

14 That's part of the Commonwealth's Career
15 Education and Work Standards, and that's
16 part of good Chapter 339 plans. However,
17 it is difficult for classroom teachers to
18 always know how to bring that stuff into
19 their classrooms, and as we all know,
20 counseling services are sometimes not as
21 robust in all of our schools as they wish
22 they might be due to fiscal constraints.

23 This is really something that
24 falls within the counseling purview, but
25 so many of our counselors in Philadelphia

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2 schools as well as other schools across
3 the Commonwealth are busy with social and
4 emotional kinds of issues and don't have
5 the opportunity or the bandwidth to do
6 the kind of career advising and
7 counseling that's necessary. That's
8 something that the Commonwealth and the
9 Governor has looked at in terms of
10 recommending proposing specific dedicated
11 funding. But that's a real area of need
12 to ratchet up the career exploration
13 activities in middle school to create the
14 demand for existing programs and new
15 programs at the high school level.

16 COUNCILWOMAN BLACKWELL: Well,
17 it seems to me now that we're supposed to
18 have counselors everywhere in our
19 schools, that maybe we can help with
20 that, but if we have something written
21 and even for youngsters who come out of
22 middle schools or who come out who enter
23 middle schools, if we have enough written
24 material around, it seems to me that
25 parents or we give them out when schools

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2 have parents nights. Then we don't have
3 to worry about who is in and who is not.

4 Parents are interested and
5 youngsters are interested. I believe
6 that they just don't know that these
7 opportunities are available. If we can
8 find a way to do that, to print it out,
9 we can do a lot to do away with these
10 classes where youngsters haven't applied.
11 Everybody knows about barbering and hair
12 shops. They've always been around all my
13 life and before. So I'm sure -- I see
14 they have waiting lists, but everybody
15 knows about them. But electrical,
16 plumbing, and other things, that's very
17 important. And I'm sure my colleagues
18 can confirm or say what they think, but
19 I'm sure they'd be interested. Their
20 parents would be interested for them and
21 direct that way. People just don't know
22 what's available.

23 MS. ARMSTRONG: I would like to
24 share that currently within the School
25 District and over the past couple of

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2 years, we do have a printed directory, a
3 directory, which we compile, which shares
4 all of the different programming
5 opportunities within the School District
6 of Philadelphia. Currently it's online.
7 The schools have the ability to print
8 it -- prior to the past couple of years
9 we did print it and shared it with every
10 single 7th and 8th grade student within
11 the School District of Philadelphia. So
12 we have created a document which
13 highlights all of the various programs.

14 In addition to that, we also --
15 in terms of our efforts of marketing, at
16 the High School Fair that just took place
17 a couple of weeks ago, we have printed
18 documents in which we do share with all
19 of our parents and guardians and students
20 as to the various CTE opportunities
21 within the School District, not just the
22 opportunities but the various
23 certifications, the benefits of
24 participating in career and technical
25 education.

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2 I would like to also highlight
3 or share what Ms. Olanoff talked about.
4 So in addition to awareness of the
5 various opportunities, I do believe --
6 and I support that idea -- that we need
7 to come up with a way to have the
8 students exposed to the actual skills,
9 the actual programs in the middle schools
10 so they can figure out their interests,
11 and that that would also help them in
12 terms of selecting a particular program,
13 so they know that it exists and they have
14 participated in activities that would
15 allow them to apply and feel really
16 interested in these various programs.

17 COUNCILWOMAN BLACKWELL: Thank
18 you. We're saying middle school as well
19 as high school.

20 MS. ARMSTRONG: Yes.

21 COUNCILWOMAN BLACKWELL: So we
22 hope if nothing else comes out of this
23 hearing, we can do that. We know that
24 everybody else can't access it online, so
25 we need it both ways.

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2 MS. ARMSTRONG: Printed. And
3 that is one of the areas in which we're
4 looking at, is to revisit printing all of
5 the directories so that our young people
6 are aware. But the cost of printing
7 is -- it is a cost and it's in excess of
8 about 30,000. So we are taking that into
9 consideration.

10 COUNCILWOMAN BLACKWELL: Yeah.
11 I don't think 30,000 is going to break
12 you. And we would like to get a copy
13 here on Council. If you would make
14 copies available through our offices,
15 we'll try to get the word out as well.

16 MS. ARMSTRONG: Yes.

17 COUNCILWOMAN BLACKWELL: Let me
18 defer to my colleagues. I've taken --
19 Councilwoman Parker.

20 COUNCILWOMAN PARKER: Thank
21 you, Madam Chair.

22 Let me say good morning to each
23 of you. And, Councilwoman Blackwell,
24 thank you for your leadership in bringing
25 this issue to the forefront so that we

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2 could have this hearing to get the
3 information on the record.

4 Otis Hackney was probably in
5 his own mind shaking his head when you
6 listened to the testimony just now. In
7 essence, they described what I talked
8 about during our budget process, which
9 was that document that was a one-stop
10 shop. So as it related to CTE programs,
11 there would be one document that sort of
12 could be distributed universally to
13 inform people about CTE-related programs.
14 So I, again, want to just echo what was
15 just mentioned about making sure that
16 information is not just readily available
17 to you when you use your networks, you
18 use ours. But when I listened to you
19 talk about the challenges with
20 printing -- and you let me know whether
21 or not this conversation has already been
22 had, because sometimes you have to strike
23 while the iron is hot. We just got
24 finished making a historic vote here in
25 the City Council of Philadelphia relative

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2 to the revenue-generating stream for
3 pre-K and other initiatives, community
4 schools and so forth. As a result of
5 that, has there been any coordinated
6 activity between the State Department of
7 Labor, the School District of
8 Philadelphia, any entity saying that --
9 because you've listened to Council. We
10 all know you paid attention to our
11 conversation. Has there been any sort of
12 proactive, Community College of
13 Philadelphia, has anyone who has anything
14 to do with CTE in our region,
15 particularly with regards to Rebuild as
16 it's moving, have you all gotten together
17 in a room to figure out how the program
18 can become more robust, how we can
19 overcome our marketing challenges? Has
20 that happened at all or am I dreaming and
21 thinking something like this should have
22 occurred?

23 MS. ARMSTRONG: No. As key to
24 career and technical education, it is
25 part of what we are required in terms of

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2 making sure that we have successful
3 programs, is to engage those partners
4 that you just mentioned in creation of
5 program support, the expansion and
6 strengthening the quality of programs.
7 So, yes. Short answer is that we have
8 engaged post-secondary. We have engaged
9 industry. We have engaged all of our
10 partners.

11 In terms of trying to figure
12 out this marketing piece, how to ensure
13 that the young people are aware, we have
14 not, as is evident by the testimony, come
15 up and been successful in a way to ensure
16 or a process to ensure that all young
17 people are aware and that there's a
18 pipeline from the elementary, middle into
19 our high schools.

20 So, yes, we do engage our
21 partners, but, no, we have not been as
22 successful as we would have liked in
23 terms of ensuring that the young people
24 are aware and we're creating a pipeline
25 from elementary to high school.

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2 COUNCILWOMAN PARKER: So I want
3 to just go back before the next person
4 responds, because I want to make sure.
5 And maybe I wasn't clear, so I want to
6 just -- I want to be very clear. I hate
7 when people ask a question and the answer
8 that they're looking for, they haven't
9 made that clear.

10 Specifically relative to the
11 budgetary actions that this legislative
12 body have taken relative to the
13 revenue-generating mechanisms that we
14 just worked on, have we said,
15 particularly as we're moving forward
16 towards Rebuild, has there been a
17 coordinated conversation that as Council
18 prepares to address this Rebuild
19 question -- and you all have eloquently
20 pointed out all of the challenges we've
21 had, more interest into particular
22 sectors versus less young people being
23 interested. You mentioned electrical.
24 You mentioned carpentry. Has there been
25 a united effort specifically relative to

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2 what we're doing to say these are the
3 questions -- particularly as it relates
4 to construction. Let me just be real
5 clear. Has there been a united effort to
6 have a conversation, a proactive
7 conversation, about what we do to improve
8 the efforts? And I know, Otis, I saw you
9 getting ready to respond, so I don't know
10 if you have something that you want to
11 add too.

12 MS. ARMSTRONG: The answer is
13 no, that I'm aware of, we have not, but
14 it's duly noted and it will be part of
15 our next steps. But the answer is no.

16 MR. HACKNEY: Good morning
17 again.

18 On the City side, there is
19 work, coordinated work, to convene a
20 Talent, as I stated in my testimony, a
21 Talent Development Unit around this very
22 issue with CTE. That's in partnership --
23 the citywide effort is in partnership
24 with the Managing Director's Office and
25 the Commerce Office. The one that's more

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2 specifically a smaller group within the
3 Mayor's Office of Education in
4 partnership with the Talent Office is in
5 conversation with the School District,
6 CCP, and other entities around -- but
7 we're in very beginning conversations in
8 doing that, convening on how do we
9 support these initiatives better and also
10 if there's any work that needs to be done
11 on the policy side. Because I know where
12 you're headed in terms of what are the
13 asks that need to be made to support
14 these initiatives, and I would say that
15 we're probably in very beginning
16 conversations on looking on building out
17 that plan and what those requests should
18 be.

19 MS. OLANOFF: Good morning,
20 Councilwoman Parker, and thank you for
21 focusing our attention on actual action
22 steps. And I want to tell you a couple
23 of things that are going on at the state
24 level, and of course it's hard for state
25 efforts to trickle down, but these are

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2 important things that I want you to be
3 aware of.

4 I mentioned briefly in my
5 testimony the New Skills for Youth grant
6 opportunity. We have had at the state
7 level a planning grant for \$100,000.
8 We're coming to the end of that. We're
9 competing actually tomorrow in DC for the
10 \$2 million Phase 2.

11 In the course of the planning
12 grant, we convened appropriate folks at
13 the state level to discuss how to work
14 together to facilitate the development of
15 career pathway programs more locally.
16 Career pathway programs really need to
17 bubble up locally because they have to
18 address the local workforce needs. It
19 doesn't help if you -- not all of the
20 workforce needs are the same across the
21 Commonwealth.

22 So we've brought together the
23 State Chamber of Commerce, the community
24 colleges, the PASSHE schools, the
25 statewide organizations representing

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2 school districts.

3 If we are fortunate to get the
4 \$2 million grant, we think that we will
5 be able to make some progress moving
6 forward in building out local
7 collaborations that actually can help
8 build career pathways locally, like I
9 described in my testimony that Community
10 College talks about, maybe she can talk
11 about some more.

12 In addition, we all know the
13 expression what gets measured, gets done,
14 and the Department is moving towards
15 increasing the accountability metrics for
16 career preparation, both on our school
17 side in our school performance profile
18 what career pathway programs -- schools
19 actually getting points in the things we
20 use to assess them for their career
21 pathway programs, for their CTE programs,
22 for the number of students who graduate
23 with high-value industry certificates.
24 So if you measure it, schools will do a
25 better job of making sure that those

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2 things are happening.

3 And secondly --

4 COUNCILWOMAN PARKER: Let me
5 quickly interrupt you here.

6 MS. OLANOFF: Sure.

7 COUNCILWOMAN PARKER: I'm
8 looking at Page 4. "The goal of
9 Apprenticeship Program Grants is to
10 provide funding to improve and enhance
11 existing apprenticeship programs in
12 Pennsylvania."

13 So you're referencing a current
14 program when you talk about the
15 Apprenticeship Program Grants or you're
16 referencing the grant that you just cited
17 in DC that we're competing for?

18 MS. OLANOFF: That's not my
19 testimony. I think that might be --

20 COUNCILWOMAN PARKER: The young
21 lady who was just here.

22 MS. OLANOFF: -- Carrie's
23 testimony.

24 COUNCILWOMAN PARKER: Can you
25 come up, please. Thank you.

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2 MS. OLANOFF: So that's not the
3 grant I'm talking about. So I will let
4 Carrie speak to that.

5 COUNCILWOMAN PARKER: Thank
6 you.

7 MS. AMMAN: The Apprenticeship
8 Program Grants are for existing
9 apprenticeship programs, but we --

10 COUNCILWOMAN PARKER: Let me
11 stop you right there, because you
12 answered me quickly, and I appreciate
13 that, one line. You listened to the
14 question and then you just answered. Let
15 me ask you, do we have any data where we
16 can actually get an accounting of how
17 much, in terms of a dollar amount, grants
18 have been awarded in our region, and is
19 there a way for us to measure how many
20 Philadelphia students have benefited from
21 those grants that the Commonwealth has
22 issued? Is there a way for us -- do we
23 know that?

24 MS. AMMAN: We would be able to
25 track the grants we give out. I'm not

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2 clear myself on the measures that we get
3 from the grantees, but I'll take that --

4 COUNCILWOMAN PARKER: Name some
5 of the grantees for me just so that I can
6 have a -- just a couple, maybe one or two
7 so I'm with you.

8 MS. AMMAN: Unfortunately, I'm
9 sorry, that's not necessarily my office
10 that handles the apprenticeship, but I
11 know we work closely with a lot of labor
12 management collaboratives and others
13 across the state. I don't have a list of
14 the grantees, but I can provide that to
15 you.

16 It seems like, though, too
17 you're looking for any grants that would
18 have come in to support career and
19 technical education from Labor and
20 Industry. So I'll do that as a takeaway
21 and get that to the appropriate people so
22 you get the answer.

23 COUNCILWOMAN PARKER: And the
24 reason why that's important -- and I
25 appreciated you mentioning this in your

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2 testimony -- because it allows taxpayers
3 in the City of Philadelphia to measure
4 the return on their investment.

5 MS. AMMAN: Right.

6 COUNCILWOMAN PARKER: Right?

7 So you're talking about you award these
8 Apprenticeship Program Grants and they're
9 being awarded in our region, but to know
10 how many Philadelphia students have
11 literally benefited from that allows them
12 to have a tangible number to measure the
13 effectiveness of the program and how it
14 has helped us.

15 My last question. I know my
16 other colleagues -- and I'm going to come
17 back, Councilwoman Blackwell, during the
18 second round.

19 It was mentioned previously
20 Community College of Philadelphia, and I
21 am a huge fan of their advanced
22 manufacturing skills training program. I
23 just quickly want to know how is the
24 School District of Philadelphia working
25 in conjunction with CTE at CCP?

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2 MS. ARMSTRONG: Well, to begin,
3 we have partnered with CCP in that they
4 use our facilities at the Center for
5 Advanced Manufacturing and Engineering at
6 Ben Franklin.

7 COUNCILWOMAN PARKER: At Ben
8 Franklin.

9 MS. ARMSTRONG: Yes. So we
10 partner with them so that -- because they
11 don't necessarily have the space and the
12 equipment at CCP, and we're right across
13 the street. So they have partnered with
14 us and leased the space and use our
15 equipment in order to prepare -- and I
16 say young people, but also they have
17 incumbent workers that they train to be
18 able to stay at their jobs and promote.
19 So we work with them in that way.

20 We also work with CCP in that
21 for many of our CTE programs, that they
22 give advanced credit for students that
23 successfully complete programs at the
24 high school level. They can successfully
25 enter into CCP with up to 11 credits,

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2 which means they will not necessarily
3 have to incur the cost of those and they
4 can graduate earlier. And specifically
5 within the Center for Advanced
6 Manufacturing, when our young people
7 leave -- we're actually engaged in that
8 conversation now. When they successfully
9 complete the program at Ben Franklin,
10 they're able to then seamlessly
11 transition into the post-secondary aspect
12 of it through CCP and actually advance
13 their skills, which makes them more
14 marketable to our partners in the
15 manufacturing industry.

16 COUNCILWOMAN PARKER: Thank
17 you.

18 Councilwoman Blackwell, I'll
19 yield now and then come back on the next
20 round.

21 COUNCILWOMAN BLACKWELL: Thank
22 you very much.

23 Councilwoman Gym.

24 COUNCILWOMAN GYM: Yeah. Thank
25 you very much.

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2 So I wanted to first say how
3 much I appreciate the work of the Office
4 of Career and Technical Ed. It's been a
5 real thrill to get to know a lot of the
6 different programs. They've been
7 incredibly exciting. And I am fully
8 aware of the high impact of CTE programs
9 in particular on young students' ability
10 to both continue to engage in school,
11 complete school, and hopefully to seek
12 options afterwards. So I think that's
13 been incredibly hopeful and certainly a
14 direction that a lot of people are
15 talking about.

16 And I wanted to kind of go
17 through a little bit about certain areas
18 that I think have been raised about why
19 these programs may struggle a little bit
20 in terms of recruiting both teachers and
21 students, awareness issues, and to really
22 make them be the high quality kinds of
23 programs that we want them to be to
24 continue to generate interest and so on.

25 So I first wanted to talk a

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2 little bit about vacancies, and this is
3 also for the Department of Education.
4 The Department of Ed knows we just
5 recently reached a settlement with the
6 Pennsylvania Department of Education
7 about the failure of the School District
8 of Philadelphia to uphold its curricular
9 mandates according to the school code.
10 And we've had a number of instances,
11 certainly last year, certainly this year,
12 where we've seen an enormous amount of
13 teacher vacancies in schools. So the CTE
14 programs are obviously concentrated at
15 our neighborhood high schools, of which
16 there 18, but as of today, which is
17 October 24th, we are looking at nine of
18 the 18 schools have significant
19 vacancies, and I just want to run through
20 a couple of them.

21 Lincoln High School has four
22 vacancies, in biology, math, English, and
23 emotional support. West Philly High
24 School is missing three teachers, in
25 biology, math, and multi-disability

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2 support. Bartram doesn't have a math
3 teacher. Overbrook doesn't have a
4 Spanish teacher. Furness doesn't have a
5 biology or a math teacher right now.
6 Northeast High School is missing an
7 English teacher plus an ESOL teacher.
8 Mansion is missing a math teacher, a
9 learning support teacher, and a life
10 skills teacher. Roxborough doesn't have
11 a special ed math teacher or social
12 studies teacher. And Kensington Health
13 is missing three teachers, English,
14 biology, and ESOL English.

15 Those are not -- and those are
16 just the schools that I did like a super
17 quick scan in, like just scrolling
18 through the District's website. I know
19 that last year it was much worse than
20 this and that this year this is even
21 after the District did leveling.

22 What is the Pennsylvania State
23 Department of Education doing to ensure
24 that, one, these curricular mandates are
25 met at schools? Because, you know, I

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2 mean, one, we want these kids to go to
3 schools where there are the programs.
4 The programs are housed in the
5 neighborhood schools, but these
6 neighborhood schools are particularly
7 vulnerable to having vacancies in core
8 areas that are required for graduation,
9 for example.

10 So what is the Pennsylvania
11 Department of Education doing to ensure
12 that the curricular mandates are met?
13 Because I think some of this is a little
14 bit beyond the Office of Career and
15 Technical Ed. I don't -- I mean, I would
16 hope that you would be aware of, but this
17 is a very serious issue that has to be
18 dealt with at the top levels of the
19 School District and especially with the
20 Pennsylvania Department of Education.

21 MS. OLANOFF: Well, those are
22 very serious issues, and all of the
23 vacancies that you mentioned are core
24 academic subjects. I didn't come
25 prepared to discuss that today and I am

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2 not conversant enough with the settlement
3 that you referenced to understand exactly
4 what we agreed to do in that, and I will
5 certainly take your question back to the
6 Department and we'll respond in writing
7 to your question.

8 COUNCILWOMAN GYM: Okay. So
9 say we take away the settlement. Let's
10 put that aside. But what does the
11 Pennsylvania State Department of
12 Education do to uphold curricular
13 mandates in school districts, period?

14 MS. OLANOFF: Unfortunately,
15 Councilwoman, I'm not -- I don't know the
16 answer to that question. So I'll have to
17 go back and find out the answer.

18 We are, as you know, a local
19 control state. In Philadelphia, that
20 doesn't have much meaning since we have
21 the School Reform Commission, which is
22 jointly appointed by the Governor and the
23 Mayor. We do have oversight of what
24 school districts do, but I would imagine
25 that that is a relatively long and

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2 complicated process for a complaint to be
3 made that the School District is not
4 implementing its curricular
5 responsibilities appropriately. We don't
6 have authority over hiring and filling
7 vacancies. So a little bit of a dance
8 there between the oversight authority of
9 the Department and the operational
10 authority of the District.

11 So I'm not sure what our role
12 is to come in and enforce for --
13 ultimately I suppose at the very end of a
14 very long process, there would be some
15 enforcement opportunities, but I really
16 can't speak directly to them. We'll have
17 to get back to you on that.

18 COUNCILWOMAN GYM: I just
19 wanted to express some concerns about
20 that.

21 MS. OLANOFF: I appreciate
22 that, and I will make sure the Secretary
23 hears that specific concern, and we will
24 get back to you as to how --

25 COUNCILWOMAN GYM: I want to be

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2 very specific about what my concern is.
3 Since 2013, parents have filed multiple
4 complaints with the State Department of
5 Education about the School District of
6 Philadelphia's either inability to meet
7 the curricular mandates according to the
8 state code. So this is not anything
9 that's been recent. It's actually been a
10 three-year process where through a
11 lawsuit the Secretary of Education -- it
12 is of concern, because I want -- one, it
13 should be made aware to the top levels,
14 which I think you definitely are, at the
15 top levels of the Pennsylvania State
16 Department of Ed, but it should be
17 something that goes out to school
18 districts, that it is a mandate to uphold
19 the curricular -- the code, the
20 curricular mandates which are enshrined
21 in the Pennsylvania Code of Education.
22 This isn't something that is supposed to
23 be all that abstract.

24 The state has obviously taken
25 over the School District of Philadelphia

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2 for the last 16 years, and in the last
3 three years in particular, we have made
4 it a central mission for the state to
5 have a role in terms of oversight on
6 curricular mandates. For one thing, it
7 shouldn't be on parents or individuals or
8 those outside to be checking, especially
9 when a school district has been found to
10 be particularly vulnerable, whether we
11 don't have a teachers contract or we've
12 had recognized vacancies or there have
13 been court settlements about this issue.
14 We just had one on special education that
15 is really important for us to take a look
16 at. It is incumbent upon the
17 Pennsylvania State Department of
18 Education to now take a much more
19 proactive role.

20 So it is disconcerting that the
21 Department of Ed is saying that you're
22 not sure what the role is. So I will be
23 writing a much more clearer letter, that
24 the court has laid it out, the curricular
25 code lays it out. But I think I ran

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2 through nine out of the 18 schools
3 through a very quick look on the
4 District's website today that exhibits
5 why there may be struggles for a great
6 program like CTE to not be able to
7 attract the kinds of students who feel
8 like they can go to the schools and get
9 not only just a CTE education but they
10 have to graduate from high school. And
11 this is where we are going to certainly
12 bring this up with the Superintendent,
13 but the Pennsylvania Department of Ed has
14 to have a role on this. It is not --
15 after three years, court settlements, at
16 least two, in which the Department of Ed
17 has ordered compensatory education for
18 special ed students, we're looking at
19 irresponsibilities around three years of
20 the District not fulfilling a host of
21 different requirements, that when I bring
22 up like especially Lincoln High School
23 with four vacancies and Roxborough and
24 Kensington Health, I mean, these are even
25 our community schools.

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2 And so I am understanding that
3 you are not sure. We'll write a much
4 more clearer letter to Secretary Rivera
5 about it, but I really do want to be very
6 clear what the concern is. It's not just
7 what are you doing. It's that we've had
8 three years of having dialogue with the
9 state about this, and we need you -- when
10 we bring up all these vacancies within
11 our comprehensive and neighborhood high
12 schools right now, that the state
13 department really needs to take a much
14 more directive role around what it's
15 going to do going forward.

16 MS. OLANOFF: I appreciate
17 that, Councilwoman, and I would not like
18 to leave this room with you saying the
19 Department doesn't know. I don't know.
20 I came prepared to speak to career and
21 technical education today. The
22 Department does know the answers to those
23 questions, and we will get that
24 information to you. And we have actually
25 only been in office for two years. So

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2 the settlement, as I recall, does allow
3 for streamlined opportunities for parents
4 to file complaints about curriculum
5 deficiencies, and we will get back to you
6 about how we handle those and what
7 options are available to us legally in
8 terms of helping the School District,
9 negotiating with the School District or
10 holding the School District accountable
11 for failure to meet curriculum
12 requirements.

13 COUNCILWOMAN GYM: Thank you
14 very much.

15 So the other question I had was
16 with -- Ms. Armstrong, first of all,
17 thank you very much for being here. We
18 really appreciate it.

19 MS. ARMSTRONG: Thank you.

20 COUNCILWOMAN GYM: Some of the
21 struggles that I've heard students and
22 some of the educators within the CTE
23 programs talk about a little bit has been
24 that they struggle sometimes to meet
25 their requirements in other areas. So I

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2 don't know if you feel like -- again, I
3 don't think CTE -- CTE should be a robust
4 part of a full curriculum of education in
5 which students still get art or music,
6 they still get access to all their full
7 range of sciences and social studies.

8 It's not a substitution for any of those
9 things. But some of the more interesting
10 conversations I've had is that, for
11 example, like graphic arts and design
12 might -- is there any way that it could
13 also qualify for an art credit for
14 schools and those kinds of things? So
15 that has been one of the questions.

16 I have been a very, very
17 serious advocate for making sure that
18 students both have the opportunities to
19 have the curriculum, full range of
20 curriculum that they deserve and need,
21 but also to ensure that they take them
22 actually. But I'm also wanting to be
23 thoughtful, and I'm wondering if you have
24 some like back and forth a little bit
25 about how you would like to see

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2 curricular requirements meeting
3 graduation requirements and/or course
4 requirements and whether there's anything
5 that we should be aware of with the CTE
6 programs in particular.

7 DR. McDOWELL: Great question.
8 My name is Dr. Frederick McDowell. I'm
9 the Deputy Chief Academic Support Officer
10 responsible for College and Career
11 Readiness, of which Career and Technical
12 Education reports to my office.

13 Great question, Councilwoman
14 Gym. In terms of the expectations for
15 the School District of Philadelphia, one
16 of the discussions that is actively in
17 planning is the vision for an SDP
18 graduate, which includes what it means to
19 have a whole child graduation policy
20 that's reflective of current
21 post-secondary expectations. The current
22 graduation requirements were drafted and
23 approved in 2005 and, therefore, we've
24 been tasked by the Superintendent as well
25 as the SRC to make a pretty substantial

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2 evolution to graduation requirements to
3 be able to meet today's needs. That work
4 is beginning this current year, with our
5 goal to actually release a more robust
6 graduation expectation beginning in 2018
7 and 2019 to include opportunities for
8 students not just to participate in
9 highly engaging programs like career and
10 technical education, JROTC, but also
11 music, the arts, service learning, and
12 the full scope of what the School
13 District is able to offer for students,
14 but the current constraints limit their
15 ability to really explore and be
16 participatory in all of the offerings.

17 Another discussion that's also
18 taking place with the onset of the new
19 student information system that will be
20 rolled out in January by the School
21 District of Philadelphia is this concept
22 about the usage of time. The Department
23 of Education has specific expectations on
24 the use of time as they relate to career
25 and technical education programming.

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2 However, there is no seat time
3 requirement for non-CTE programming
4 within the State of Pennsylvania. So
5 moving forward, there has to be a
6 discussion, and we're currently meeting
7 with roster chairs, with school leaders,
8 with teachers, and with counselors to
9 figure out what's the right balance
10 within the use of time specifically as
11 they relate to career and technical
12 education and meeting the 1,080 hour
13 requirement but also for schools that
14 have CTE programs and in schools that
15 have career academies and in schools that
16 are looking to expand in the CTE space.

17 What that looks like in
18 realtime is the School District is
19 leading the efforts to standardize the
20 use of time, which is going to be able to
21 meet all of those core requirements of
22 both CTE and non-CTE schools. That
23 training and development will roll out in
24 February, with the roster chairs within
25 the high schools and the middle schools

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2 receiving direct training from the group
3 Infinite Campus, which is the vendor that
4 the School District selected this past
5 year for the new student information
6 system.

7 COUNCILWOMAN GYM: If you make
8 any recommendations going forward, would
9 you share them with City Council. I
10 think it would be helpful to hear how you
11 would like to see some of the rethinking
12 about curriculum and time. And I know a
13 lot of CTE students do apprenticeships
14 and those kinds of things that are also
15 worthwhile in terms of knowing that they
16 may actually spend more time within the
17 program than your average student as
18 well.

19 DR. McDOWELL: Absolutely.

20 COUNCILWOMAN GYM: Thank you.

21 MS. OLANOFF: Councilwoman, if
22 I could just piggyback on those comments.
23 I want to make sure that the members of
24 Council are aware of the graduation
25 requirement proposal that the Department

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2 has recently submitted to the
3 Legislature. We all know about the
4 issues with the Keystones, and Act 1 of
5 2016 required the Department to submit
6 recommendations revising the state-level
7 graduation requirements and revising the
8 Keystone and the project-based assessment
9 requirements. On August 1st, we
10 submitted our report to the General
11 Assembly proposing four specific options
12 as pathways to a high school diploma in
13 Pennsylvania, two of which are grounded
14 in CTE levels of proficiency. So as
15 Councilwoman Parker asked earlier, it's
16 important to note that we are seeking to
17 add CTE metrics of accountability to
18 possible career pathways -- possible
19 pathways to graduation. Excuse me. And
20 when we add those requirements, if the
21 General Assembly adopts some or all of
22 them, then that will increase the level
23 of importance of CTE, the level of
24 opportunities for students in career
25 pathways and CTE programs of study.

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2 So I wanted to just add that
3 comment to this comment here about
4 changing graduation requirements and
5 elevating the importance of career and
6 pathways and career/technical education
7 programs.

8 COUNCILWOMAN GYM: That's
9 great. One more quick question and then
10 I'll wait for the next round, but could
11 someone -- Ms. Amman, could you talk a
12 little bit about whether Department of
13 Labor or anybody is talking about any
14 grants moving forward that might upgrade
15 facilities within schools? A number of
16 students have talked about -- especially
17 those that are involved with technology
18 and career tech. One of the central
19 issues that we have with the School
20 District of Philadelphia is that our
21 buildings are so old that they struggle
22 to handle the capacity of electrical
23 needs that are required to run major
24 programs right now. I mean, they're
25 built for 100 years ago before there were

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2 computers and online and, you know,
3 whatever that the kids need, and now
4 we've got programs in schools where we've
5 got 3D printers that are running and this
6 and that.

7 So we desperately need some
8 discussion about what upgrades can be
9 made or possible to a lot of these
10 neighborhood high schools in particular
11 to bring them up to the level in which
12 they can actually run the programs that
13 they need to do, because I know we just
14 had a report from the School District
15 about their facilities plan, for example,
16 in which they are wholly incapable of
17 managing the electronic needs, and that's
18 just on -- just plugging stuff in. It's
19 not even like how the whole environment
20 is kind of receptive to it.

21 MS. AMMAN: The Department of
22 Labor and Industry does not have any
23 grants made available at all for any
24 infrastructure development as it relates
25 to workforce development and education

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2 and training. A lot of that has to do
3 with we're predominantly federally
4 funded, and so most federal funds can't
5 be used for what you're describing.

6 I do know that we've worked
7 with in the past the Department of
8 Education on career and technical
9 education equipment grants, but that's
10 not getting to your question.

11 COUNCILWOMAN GYM: Okay.

12 Ms. Olanoff, do you have ideas?
13 I know PlanCon and stuff.

14 MS. OLANOFF: Those are both
15 PlanCon issues for facilities upgrades
16 and PlanCon is a little start. There is
17 a commission. There's lots of talk and
18 negotiation about how to solve that
19 problem both retroactively for the
20 projects in the queue as well as how to
21 fund it going forward.

22 With regard to CTE equipment
23 grants, that's a very specific line item
24 in the state budget, and the Governor has
25 proposed equipment grants starting with

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2 his first budget. We had -- some funding
3 was approved by the General Assembly.
4 But that's really a budget issue to be
5 taken up with the General Assembly as
6 well as just the general education
7 funding. We do have passage of the
8 funding formula, but the funding formula
9 is obviously only as good as the money
10 that we put through it, and right now
11 we're only putting new money through it.
12 So several of the issues that you talked
13 about, the vacancies, the upgraded
14 facilities, the career and technical
15 equipment grants, really come down to
16 budget issues, which is beyond the
17 Department of Education and becomes a
18 political and policy discussion involving
19 the Governor's Office and the General
20 Assembly.

21 COUNCILWOMAN GYM: Okay. Well,
22 that helps. I'm going to come back
23 through with it. Though, again, I would
24 argue that vacancies might start around
25 funding, but it has a lot to do with the

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2 fact that the School District of
3 Philadelphia does not have a teachers
4 contract for three and a half, almost
5 four years now and that we simply are not
6 competitive at this point in a highly
7 skilled field right now and that CTE
8 teachers require particular certificates,
9 which require them to get particular
10 levels of education, and then they come
11 into a district in which they're stuck at
12 the same rate with no raise. And then
13 also that we really do need the oversight
14 of the Pennsylvania Department of Ed
15 regardless. We are trying to say that
16 the School District of Philadelphia has
17 to uphold its mandates and we have to
18 bring that message all the way up to the
19 state.

20 But thank you very much.

21 COUNCILWOMAN BLACKWELL: Thank
22 you.

23 The Chair notes that Mark
24 Squilla -- he had to take a call -- is
25 here, who is on this Committee as well.

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2 And we also note that after Councilman
3 Oh, Councilwoman Cherelle Parker, and
4 Councilman Taubenberger speak, that we're
5 going to try to go to Panel 2 in the
6 interest of time. So we hope that some
7 of you will stay for questions, but we'll
8 do that. So we'll have those three ask
9 questions and then we're going to try to
10 defer to Panel 2, and thank you all for
11 your patience and for being here.

12 Councilman Oh.

13 COUNCILMAN OH: Thank you very
14 much, Chairwoman.

15 Thank you for being here to
16 answer our questions. I do have
17 questions and would certainly love for
18 you to help me out in understanding where
19 we are.

20 We are talking about career
21 vocational education in the City of
22 Philadelphia and in the State of
23 Pennsylvania, and it's interesting to me
24 that we are talking about this when --
25 like we're trying to reinvent the wheel

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2 it seems periodically. Maybe it's our
3 political system or democratic system,
4 but we had vocational education in the
5 City of Philadelphia. I thought it was
6 one of the good models of our nation
7 actually. And periodically it seems like
8 programs come and go and there isn't a
9 consistency to providing these
10 opportunities for our children, for our
11 students.

12 When I look at other school
13 systems here in the United States and
14 abroad that have very consistent best
15 practices in vocational education -- we
16 had a hearing here in this Chambers with
17 representatives from Germany, Austria,
18 Switzerland, and South Carolina, which
19 has a rather robust program in the entire
20 state. Under the Division of Economic
21 Development, the South Carolina Technical
22 College system has an apprenticeship
23 program where they provide counselors to
24 employers to set up their apprenticeship
25 program, which is basically \$1,000 tax

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2 credit per student who is an apprentice
3 per employer -- I mean per year for four
4 years. So that's basically \$4,000 to
5 bring an apprentice in, get \$4,000 off
6 your state taxes, plus you pay the
7 students while they learn.

8 Just in terms of where we are
9 in a big picture, why is it that we are
10 now talking about reintroducing career
11 technical education and how do we gain
12 consistency on this? Does the School
13 District or the state have an ability to
14 establish a program and see that it
15 consistently exists?

16 I'll take the political side
17 out of that. I'm not expecting you to
18 answer the political question. I kind of
19 understand that part, but from a
20 governance perspective, could you provide
21 me your thoughts on that.

22 DR. McDOWELL: I don't think
23 it's going to be possible to take the
24 political out of the practical, so I'll
25 try to limit the political piece.

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2 In the communities in which you
3 referenced, specifically within other
4 countries, compulsory education is not
5 implemented the same way that it's
6 implemented here in the United States,
7 and vocational education was highly
8 effective in the 1920s leading up into
9 the 1970s.

10 COUNCILMAN OH: Here in
11 Philadelphia, you mean?

12 DR. McDOWELL: Yes.

13 Within the information age,
14 within the new expectations around the
15 global economy, the Department of Labor
16 Statistics has been very clear in their
17 approach that 80 percent of the jobs
18 within the next five years will require
19 significant post-secondary education
20 and/or training in order for young people
21 to be able to thrive and earn a living
22 wage. Vocational education was a direct
23 track for individuals into the workforce
24 with limited upward mobility. So as we
25 think about meeting the graduation

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2 requirements and post-secondary
3 expectations, it has to be a "yes and"
4 approach, which is why we continue to
5 talk about college and career readiness,
6 because the requisite skills needed to be
7 successful in the workplace are the same
8 types of skills needed to be successful
9 in college. And we're not saying that
10 all students are directly moving to
11 college, but we want students to be
12 prepared to make the choice upon
13 graduating from high school.

14 So in terms of the consistency,
15 the consistency is holding on to
16 vocational education of yesteryear, with
17 the new expectations around career and
18 technical education that's driven by
19 market demand and industry, where our
20 industry partners and employers are
21 telling us the skills needed for young
22 people to be successful and to actually
23 be employable. So that's the transition
24 that we are making, although we do have
25 some of the remnants from traditional

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2 vocational education.

3 COUNCILMAN OH: Okay. I
4 appreciate that answer.

5 Before you answer, I just want
6 to make this point to guide our
7 conversation in a certain direction. So
8 I understand what you just said, and I'd
9 like to point out that the other school
10 systems have not continued with
11 yesterday's vocational education. They
12 did not get rid of vocational career
13 technical. They just modified them to
14 today's economy and what it's going to
15 be.

16 In our report, which we issued
17 in this City Council after our hearings,
18 I'd like to quote Marc Tucker from the
19 National Center on Education and the
20 Economy. He said, Even if a country has
21 a high-quality pre-college education
22 system, they can still have a low-quality
23 workforce if it fails to create a sound
24 school-to-work transition for students.
25 The governance of VET or CTE is based on

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2 clearly defined curricula and national
3 qualification procedures. It is highly
4 regulated to ensure that the educational
5 economic goals are not compromised by the
6 short-term needs of employers.

7 And so in these programs in
8 these countries, they have a very robust
9 system of going through elementary school
10 to 9th grade and then having two tracks
11 that then can lead back to graduate
12 school and other things. They have a
13 high rate of employment for young people,
14 particularly around vocational education,
15 which leads to high-paying jobs, and they
16 have a very successful social integration
17 of the non-college graduates who are
18 high-wage earners.

19 Councilman Taubenberger was in
20 Germany on a tour, and I'm sure he knows
21 this. He has seen the integration of
22 Mercedes Benz and aeronautics and
23 everything with the high schools and
24 universities. The issue is that they
25 don't simply connect the student to an

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2 employer. They provide a curriculum so
3 that their educational base that they got
4 up to 9th grade can make them thinkers in
5 the vocational aspects.

6 So Finland's educational
7 system, which I'm looking at a diagram
8 right now, is quite excellent, and less
9 than 30 percent of their students go on
10 to college. Seventy percent go on to
11 vocational and are high-wage earners and
12 quite successful.

13 So my concern when you say that
14 the kind of vocational training is like
15 yesterday's jobs, I do understand that,
16 but vocational training would adopt past
17 the '70s looking forward to the change in
18 the economy, and it sounds like -- and
19 correct me if I'm wrong -- that we kind
20 of said like vocational isn't really
21 meeting the needs, so we're going to kind
22 of get rid of that program and move
23 towards more academic programs. Is that
24 incorrect?

25 DR. McDOWELL: Yes, sir.

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2 COUNCILMAN OH: Okay. Thank
3 you. Could you correct me? What am I
4 missing?

5 DR. McDOWELL: So in terms of
6 getting rid of vocational education, the
7 vocation movement was a core strategy
8 which unfortunately developed inequities
9 within school systems, not just here in
10 Philadelphia but across the country,
11 because the idea of tracking students
12 limited students' abilities to be able to
13 move between the various opportunities
14 afforded to them within their educational
15 experience.

16 Career and technical education
17 attempts to remove barriers to students
18 where students are not forced to make a
19 decision, either I'm going into a career
20 prep program or I'm going to college.
21 Career and technical education says that
22 I can make the choice to do either/or,
23 whereas traditional vocational education
24 was an either/or rather than a "yes and."

25 So when we talk about providing

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2 meaningful opportunities for young people
3 to not just graduate with their high
4 school diploma but to also be afforded
5 the opportunity to earn an
6 industry-recognized credential and
7 participate in a career preparatory
8 program while earning their diploma,
9 that's the trajectory and the movement
10 that we're making so that students can
11 make the choice upon graduating from high
12 school rather than having limited options
13 upon high school completion. So the way
14 that we are defining college and career
15 readiness is that students are able to
16 graduate with the requisite skills needed
17 to be successful in the workplace and in
18 college without the need for remediation
19 and to be able to earn credit-bearing
20 courses upon exiting high school.

21 I hope that answers your
22 question.

23 COUNCILMAN OH: It does answer
24 my question, but Finland, Switzerland,
25 Austria, Germany have continuously done

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2 that and quite successfully.

3 DR. McDOWELL: That's a false
4 equivalency, because you're referencing
5 countries that are very homogeneous.

6 COUNCILMAN OH: No. I hear
7 that all the time. I mean, I'm going to
8 say no, not out of disrespect. I mean,
9 that's your opinion. You're an educator
10 and all that. I hear that so many times,
11 and, you know, I have talked with other
12 educators. This homogeneous stuff keeps
13 popping up, and I just see it kind of
14 more as an excuse than anything else.
15 You know, our education system -- I just
16 want to explain, because I made that
17 statement.

18 Our education system here in
19 Pennsylvania, in the United States, and
20 definitely here in Philadelphia is quite
21 inequitable, and basically the issue of
22 providing educational vocational career
23 and other opportunities to children on an
24 equal basis is, I think, critically
25 important for our competitiveness. I

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2 liken our school system to one where
3 basically our funding -- if I said how
4 many people in this room of 3,000 kids,
5 how many people's parents make over
6 \$200,000, everyone who raises your hand,
7 you're on the football team. I wouldn't
8 have a winning football team. I just
9 simply provided them the opportunity
10 based on their property values, not based
11 on their skills or even if they want to
12 be on the football team, even if they're
13 talented.

14 When I look at our charter
15 school system, you either go to a
16 horrible public school or you get a
17 chance to go to marine biology. Maybe
18 you have no interest in marine biology,
19 maybe you're not talented, you just
20 simply take a lottery ticket and you get
21 a chance to get out of your neighborhood
22 school.

23 I think my concern is that our
24 school system is so specific, you don't
25 go to this charter school because you're

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2 talented and capable and want to do it.

3 You basically have a chance to get out of

4 your neighborhood school, which is not

5 well performing, and you hit a lottery

6 and you go get a class that you want.

7 If vocational technical is high

8 quality and available to every child in

9 our city, then those who have an

10 aptitude -- and they may not know that

11 they have an aptitude or a desire without

12 art and music and academics that are

13 uniform throughout the school, so that we

14 can see who is interested, who is

15 talented. And the vocational, yes, it's

16 not like banging two pieces of metal

17 together. It's today's economy, it's

18 tomorrow's economy, with all the

19 technical tools and the mentoring and the

20 real life skills that will earn them good

21 wages and even high wages.

22 I think right now, if I'm not

23 mistaken, the percentage of the students

24 who graduate from Philadelphia public

25 schools, including those who dropped out,

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2 take that total number and find out what
3 percentage actually graduated from
4 college for a number of reasons,
5 including they can't afford to go to
6 college, I think that number is rather
7 high. I don't know how we measure the
8 exact number, because I know we don't
9 track that, but I would think it's
10 somewhere above 70 percent of our kids
11 are not graduating from college, and
12 we're not providing them an equal
13 opportunity to develop their skills and
14 abilities and be employed in things
15 they'd like to do.

16 So when I talk about Germany or
17 Switzerland, it's not because they're
18 homogeneous. It's because they provide
19 an equitable education system. The
20 schools are uniform. They're good
21 quality. They're free. They're
22 available. They offer the same programs.
23 But here in Philadelphia, it depends on
24 where you live or if you hit the lottery
25 or if you're rich enough to go to a

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2 private school.

3 So that's my concern about when
4 we look at kind of the overall view of
5 what we're doing in our education system,
6 good quality education with opportunities
7 for everyone on an equal basis in my mind
8 would be the fundamental thing that we're
9 trying to achieve.

10 DR. McDOWELL: So, I mean, I --
11 so your question is a bit confusing,
12 because one minute you said that we
13 needed to track kids into vocational
14 educational programs, but the next minute
15 you talked about students not graduating
16 from college. So I think I just want to
17 clear up the assumption that CTE
18 programming in the City, there is a
19 citywide access for all CTE programs. So
20 students across the City -- and we have
21 30 schools, 120 programs that offer
22 career and technical education
23 programming. Students have the choice to
24 choose among any of those 30 schools.
25 How students get to those schools and the

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2 other additional opportunities for them
3 to engage above and beyond their CTE
4 program, which is a 10th, 11th, and 12th
5 grade proposition, helps to inform their
6 high school selection process, which is
7 driven by the needs of the student and
8 the desires of the families.

9 In terms of expectations, we're
10 not in a place where we are moving back.
11 We're thinking about how do we -- it was
12 my understanding that the conversation
13 today was how do we expand opportunities
14 and programming among students within
15 career and technical education, not
16 vocational education. So I'm a little
17 confused about your question.

18 COUNCILMAN OH: We may be
19 having a separate conversation in the
20 sense that vocational -- VET may include,
21 at least as it's used in Europe, includes
22 career. I don't know if that's the
23 difference. But when I say "vocational,"
24 you know, smart manufacturing, clean
25 manufacturing, physics, computers, those

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2 type of things. Those are the higher end
3 of VET. I know we're using the term
4 "CTE." I'm not sure if there's some kind
5 of difference in that language, but I do
6 generally understand that in Philadelphia
7 at least, there is a stigma with
8 vocational education, that that is for
9 kids who couldn't make it to college, and
10 that certainly is not the case in the
11 other school systems that I've mentioned,
12 that vocational and career is as sought
13 after and highly paid and highly
14 rewarded. There is no social stigma to
15 not having graduated from college,
16 because people are smart, intelligent.
17 Just like if someone wants to be a
18 musician, they're just talented
19 musicians, they're quite capable. Some
20 people are very good in the technical
21 aspects. They earn a great living. They
22 make their companies. They become CEOs
23 of major companies. They end up being
24 parliamentary representatives and so
25 forth and so on. And I just wonder that

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2 the issue of not investing in vocational
3 or career training or technical training
4 is related to the fact that we're driving
5 a system that says go to college, when in
6 fact not everyone is their best when they
7 go to college.

8 DR. McDOWELL: I think that you
9 and I are actually in agreement. I think
10 we're arguing over semantics.

11 In terms of target language, we
12 don't use vocational education. We use
13 career and technical education. But what
14 you just described is career and
15 technical education. So I believe that
16 we are actually in agreement. And we do
17 believe that college is not right for
18 everyone. However, the School District
19 of Philadelphia's job and responsibility
20 is to make sure that students have the
21 choice to make that determination on
22 their own, and we are not limiting their
23 ability to make that choice.

24 COUNCILMAN OH: Okay. Thank
25 you very much.

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2 COUNCILWOMAN BLACKWELL: Thank
3 you.

4 Councilwoman Parker, then
5 Councilman Taubenberger and then the next
6 panel. Next panel, you know who you are.
7 Lynette Brown-Sow, Dr. Judith Gay from
8 CCP; Hugh Bailey, Philadelphia Gas Works,
9 Chief Operating Officer; Mark Gleason,
10 Philadelphia School Partnership,
11 Executive Director; and Patty Day from
12 the Chamber of Commerce, Project Manager.
13 You'll be next after these two
14 individuals, and thank you.

15 COUNCILWOMAN PARKER: Thank
16 you, Councilwoman, and I'll make sure
17 that I'm quick.

18 My question is for
19 Ms. Armstrong. Ms. Armstrong, can you
20 come back up.

21 One, let me just quickly say
22 while you're taking your seat, thank you
23 so very much for giving us a snapshot of
24 the data, because we talk about the
25 programs, but very specific the 30 high

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2 schools across the City, and you give a
3 number of 6,398 as the student enrollment
4 for now. So you just gave me a tangible
5 number that we can report to our
6 constituency. But I want to know if you
7 can do something, and this will be very
8 helpful to the Council as we move
9 forward, in particular as it relates to
10 Rebuild efforts that we are going to work
11 on. Can you give us that list of
12 enrollment based on Council district
13 and/or zip code?

14 MS. ARMSTRONG: Yes, I can.

15 COUNCILWOMAN PARKER: It will
16 be very important to make a direct
17 connection on where the students in the
18 City of Philadelphia who are already
19 currently enrolled in our CTE programs,
20 where they are coming from and what
21 specific skill set they're actually
22 working on. And this is extremely
23 important to us, because when we sort of
24 talk about the growing industries within
25 the City of Philadelphia, we're also

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2 talking about a difference as it relates
3 to wage disparities. Because let me give
4 you an example. Home healthcare is
5 something that is booming in the City of
6 Philadelphia, right, as more of our
7 seniors begin to age in place, but the
8 salary of a home healthcare worker versus
9 someone who is an electrician and a
10 carpenter and/or a plumber, we know
11 that's the difference between
12 self-sufficiency.

13 So with that in mind, if you
14 could connect the data, that would be
15 very good to connect the data with the
16 skill.

17 MS. ARMSTRONG: Absolutely.

18 COUNCILWOMAN PARKER: Last
19 question, Councilwoman Blackwell, is, how
20 many principals are now certified in CTE
21 administration? And one of the things
22 that you talked about was this challenge
23 with like acquiring all of the
24 certification that was needed. And I
25 just quickly wanted to ask, as a

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2 recruitment tool, have we gone to retired
3 members of the trades and is there
4 anything formal, not just we sort of pick
5 up the phone and call them, but is there
6 any kind of formal process that we use?

7 MS. ARMSTRONG: So to answer
8 your first question, we have 48
9 administrators -- I'm sorry; 43
10 administrators that have the CTE director
11 certification. That is an increase of
12 two before we had the program. So we
13 have 43 that have their CTE director
14 certification.

15 As to our partnership or the
16 way in which we actively recruit
17 teachers, there is no formal process.
18 What we have done and continue to do is
19 when we have announcements, we send it to
20 our partners that are within the various
21 industries. So we were seeking and still
22 seeking an instructor for our electronics
23 program. So we sent it out to our
24 industry partners, specifically the
25 owners and the managers of our -- of

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2 those that own the advanced
3 manufacturing, the manufacturing
4 companies and the trade companies. When
5 we're looking for instructors in our
6 trades, we send the posting to the
7 various locals through our coordinator
8 for construction trades program.

9 So we do send it out. When we
10 have postings, we send it out and we do,
11 based on our relationships, let them
12 know, but beyond that, there is actually
13 no formal way. And we do send it out to
14 the state. So we not only stay here
15 within the City of Philadelphia. We send
16 it out through a state posting so that --
17 yes, a large universe. So if anyone is
18 aware or know anyone that's interested in
19 teaching, having a transition from
20 industry to teaching so that we could
21 hopefully recruit them.

22 COUNCILWOMAN PARKER: Thank
23 you.

24 COUNCILWOMAN BLACKWELL: Thank
25 you very much.

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2 Councilman Taubenberger and

3 then we got a short question from --

4 COUNCILMAN TAUBENBERGER: Well,
5 I do. It's a short answer. It will be a
6 little longer in my description of it,
7 but it doesn't have to be lengthy at all.

8 I do want to thank your
9 leadership, Councilwoman Blackwell, in
10 hosting this hearing as well as
11 Councilwoman Gym and Councilman Oh. And
12 actually as Councilwoman Parker is
13 leaving, I've also given her some
14 information as it relates to my recent
15 trip to Germany. And, Councilman Oh, you
16 are absolutely correct, I was there.

17 And, Doctor, I would have to
18 just say in response to homogeneous --
19 and this is something new to me. I mean,
20 you have to witness. I'm not saying --
21 but you're actually incorrect. When I
22 was there with Mr. Epps as Director of
23 Commerce to Frankfurt, Germany, which is
24 our sister city, who really, really wants
25 to partner with us, this is not just

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2 doing a tango, this is they want to
3 exchange information and ideas and
4 thoughts and their experience. This is
5 exactly what was said by Mr. Epps to me
6 personally. It was a personal
7 conversation, but I have to relate it,
8 because I was also coming from a German
9 background and my parents coming from
10 Germany, I have relatives from Germany.

11 Unless people opened their
12 mouths in Frankfurt, you had no idea you
13 weren't in Philadelphia. My point is,
14 it's a very, very diverse city. Yes,
15 they speak German, but that's their
16 connecting link. They come from every
17 ethnicity that you could possibly
18 imagine.

19 And what I wanted to ask,
20 Mr. Hackney and Doctor as well, if I
21 could, how familiar are you with the
22 German system of dual apprentice, is what
23 they call it? They're very big on it.
24 Yes, they've been doing it for over 100
25 years, but let me say some observations

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2 on it. It has helped their economy
3 unbelievable. They have a 3 percent
4 unemployment rate. Their retention of
5 manufacturing -- and they are a country
6 that is taxed even more so than the
7 United States, is unbelievable. And when
8 I found out, they actually stay there
9 because of the trained employees.

10 While I'm in Germany itself and
11 at a vocational school, I was texted the
12 following, and that was from the Wall
13 Street Journal. The U.S., meaning us, is
14 looking to Germany for help in job
15 training and apprenticeship training.
16 We, the U.S., have 2 million vacancies
17 for trained manufacturing jobs.

18 That is a big problem, because
19 private industry will find those jobs
20 somewhere. Hopefully they would consider
21 us. But starting an apprenticeship
22 program similar to what is in Germany I
23 think in the long run is a must because
24 of the retention and the strength that it
25 brings. I've seen it firsthand.

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2 I once asked a small company as
3 well in Philadelphia, Why do you stay
4 here? Why not go to the suburbs? I want
5 to know. We are taxed highly. Taxing
6 issues is one of the big things. I'm not
7 a big supporter of taxes, because I have
8 always thought it drives people out.
9 Well, it does, but the woman said to me,
10 very small operation, she says, I am here
11 because my potential employees are here,
12 and I'm not leaving regardless of what
13 the taxes are, essentially is what she
14 said. So having a very good and trained
15 workforce I think is essential for the
16 growth of this city.

17 So my question to you is,
18 Mr. Hackney and Dr. McDowell, how
19 familiar are you with the German
20 apprenticeship system, the dual approach
21 to it?

22 MR. HACKNEY: Good morning once
23 again. Actually, I mean, my -- I've done
24 some research on the German
25 apprenticeship program, but I know that

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2 when Harold Epps, who is the head of
3 Commerce, and several members of his
4 team, I actually briefed them because of
5 my former experience as a principal and a
6 CTE principal, talked to them about
7 things that they should look for that are
8 transferable to come back to a U.S. and
9 more specifically Philadelphia School
10 District system. It is a great goal to
11 aspire to, but looking at the realities
12 of the differences between the German
13 system in terms of how they relate to
14 their chamber of commerce and in terms
15 of -- all of those factors are things
16 that would have to be considered to how
17 do we replicate a model or at least grab
18 aspects of a model that are actually
19 doable here under totally different
20 constraints.

21 COUNCILMAN TAUBENBERGER: Sure.

22 MR. HACKNEY: So I think that
23 the City is looking at that. The Mayor's
24 Office of Education and the Commerce
25 Office, we are in conversation on how do

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2 we do that with industry professionals
3 and then bring that back also in
4 partnership with the School District.

5 So the conversation has
6 started. It is something that people are
7 looking to do, but the reality of the
8 constraints and differences in just
9 governance structure, business structure,
10 taxes are things that all need to be
11 considered before we can go full
12 implementation.

13 COUNCILMAN TAUBENBERGER: The
14 differences are huge, and you are
15 absolutely correct in that. So you've
16 answered my question, because you're
17 somewhat familiar. But let me say this:
18 A journey of 3,000 miles, if we were
19 going to walk to California, for whatever
20 crazy reason we would do that, starts
21 with one step.

22 So to my colleagues and to
23 Councilman Oh -- I think you also get it
24 and understand it -- we have to make that
25 first step. It might take a while. It

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2 might take years, because they've been
3 doing it for 100 years. I asked, How old
4 is this program? Maybe post-war? No.
5 It goes beyond that. It goes to almost
6 the birth of Germany, which is 120 years
7 old or more. And so I get it. It will
8 take a while, but on the other hand, we
9 must study it, because it could be the
10 great strength that actually helps this
11 city and in turn maybe this nation.
12 That's the great thing about the United
13 States. We have 50 states. Some of them
14 start programs; some of them don't. Some
15 of them more successful; some of them are
16 not. But I would have to say with our
17 relationship, the unique relationship
18 with Frankfurt, Germany, I think we must
19 use that to our advantage and at least
20 study this and see where it can be fit in
21 and where it cannot, but knowing we have
22 to take that journey.

23 MR. HACKNEY: Yes.

24 COUNCILMAN TAUBENBERGER: Thank
25 you.

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2 Thank you, Councilwoman.

3 COUNCILWOMAN BLACKWELL: Thank
4 you.

5 Councilwoman Gym.

6 COUNCILWOMAN GYM: Yes. I'll
7 be very quick.

8 Mr. Hackney, I was really
9 struck by your comments about the
10 importance of being able to recruit
11 students to the CTE programs and also
12 awareness of students within the CTE
13 programs in particular. I think it's a
14 very important issue. It's something
15 we've been really concerned about, and
16 mostly because we want the District to be
17 able to control its messaging about its
18 own schools and recruitment and promotion
19 of its own schools in particular.

20 I was just curious, are either
21 the Office of Career and Technical
22 Education directly involved with shaping
23 the High School Fair?

24 MS. ARMSTRONG: Yes. Our
25 office, the Office of Career and

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2 Technical Education underneath the Office
3 of College and Career Readiness, we are a
4 point of contact for the creation and
5 compilation of the high school directory.
6 So we do take the lead in that.

7 As far as the High School Fair,
8 at one point we were the office that
9 actually ran the High School Fair.

10 However, this year we work in
11 partnership -- for the past couple of
12 years we worked in partnership with PSP,
13 Philadelphia School Partnership. Yes. I
14 apologize. In terms of they've taken the
15 lead, and we supported them in terms of
16 ensuring that career and technical
17 education and the career and technical
18 education schools are highlighted when
19 young people do come into the fair.

20 COUNCILWOMAN GYM: But before
21 what was your role prior to PSP taking
22 over the High School Fair?

23 MS. ARMSTRONG: We actually ran
24 the fair. We were the entity within the
25 School District that connected --

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2 COUNCILWOMAN GYM: Your
3 department was?

4 MS. ARMSTRONG: The Office of
5 Career and Technical Education under the
6 various iterations of the high school
7 office, the Office of College and Career
8 Readiness. But, yes, our office was. We
9 connected with the high schools. We
10 connected with the venue. We ensured
11 that the programs were highlighted in a
12 way that was less fair, more expo,
13 hands-on.

14 So, yes, we did it in the past,
15 and that's about three years ago. But
16 this year -- the past couple of years we
17 worked in partnership with Philadelphia
18 School Partnership to highlight -- to
19 ensure that our programs are highlighted
20 and our schools.

21 COUNCILWOMAN GYM: If you
22 didn't, would you be worried that they
23 wouldn't be?

24 MS. ARMSTRONG: No. No, I
25 would not be worried that it wouldn't be.

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2 The liaison between Philadelphia School
3 Partnership and the School District, very
4 open, very willing, calls us proactively.
5 So, no, I would not be concerned.

6 COUNCILWOMAN GYM: But there is
7 a difference in the approach, in which
8 case when you ran it, you actually
9 controlled a lot of the --

10 MS. ARMSTRONG: And it was
11 school specific. It was specific to
12 schools within the School District of
13 Philadelphia. The fair that happened --
14 I keep saying last week, but it was
15 approximately a week and a half ago, it
16 allowed all the various schools within
17 the City of Philadelphia to highlight
18 themselves.

19 COUNCILWOMAN GYM: And I didn't
20 know, Mr. Hackney, what the role of the
21 Mayor's Office of Education is around
22 that program.

23 MR. HACKNEY: In terms of the
24 High School Fair, we actually tabled
25 there, but we are not responsible for the

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2 coordination of the High School Fair at
3 all.

4 COUNCILWOMAN GYM: I mean, if I
5 could, Councilwoman Blackwell, just offer
6 one perspective. I mean, the
7 Philadelphia High School Fair is an
8 extremely important process for School
9 District parents to begin to understand
10 the diversity of choices within the
11 School District of Philadelphia. And I
12 think, Ms. Armstrong, as you mentioned,
13 it is really amazing when you can control
14 the fair. You not only control the
15 messaging, you understand that this is
16 meant specifically for School District of
17 Philadelphia schools. You can design
18 expos. And I remember when my own
19 children were going there for the High
20 School Fair, that it was very much of a
21 hands-on kind of personalized engagement.
22 This year my daughter is in 8th grade.
23 It was very confusing. It was very
24 large, because in particular they mix in
25 private schools and tuition-paying

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2 schools. They don't say that in the
3 fair. Like they don't distinguish
4 between which schools are private, which
5 schools have requirements in order to get
6 in, which schools are public schools,
7 which schools are -- and for the average
8 parent, it's not very clear. And for me
9 personally, I feel very strongly that the
10 District should reassert control over the
11 High School Fair.

12 If it has been recognized that
13 one of the issues that we've got is that
14 we need to recruit students to these
15 programs, I do have a concern. I know
16 Mr. Gleason is going to come up shortly,
17 but we want the entity that is actually
18 supporting the School District of
19 Philadelphia schools to really be at the
20 forefront of being able to inform parents
21 what exactly it is that they are allowed
22 to have, and to some extent the private
23 schools being present there functions as
24 a large distraction. It's hard to tell
25 the difference and it's hard to center

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2 the District's message on what schools
3 are offering these specific programs to
4 students. I don't think that -- it's
5 fine if a private entity wants to run its
6 own fair, but my concern has been that
7 the District has ceded control of its own
8 pipeline to some extent, and it is really
9 important that the District has control
10 over its pipeline of students, that it's
11 helping do the messaging. Of course, if
12 anyone wants to do it on their own, that
13 they can. We never privatize the
14 admission process. I don't think we
15 should privatize the recruitment and
16 retention process either. And I do hope
17 that we can go back, especially when we
18 notice that we struggle with certain
19 schools. PSP obviously has been a vocal
20 advocate around school closures and other
21 types of things that impact programming
22 that has happened in other schools. And
23 so, you know, I just hope that as you go
24 back and reflect on it, I would be a
25 strong supporter of your office

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2 reasserting control over the High School
3 Fair to have it be District centered and
4 focused to really control and send a
5 message that we need to send about our
6 District schools and to really support
7 the pipeline of students for those
8 schools in particular.

9 MS. ARMSTRONG: Thank you,
10 Councilwoman.

11 COUNCILWOMAN GYM: Thank you
12 very much.

13 Thank you, Madam Chair.

14 COUNCILWOMAN BLACKWELL: Thank
15 you very much.

16 Panel 2.

17 And let us note as Panel 2 is
18 coming forward, Panel 3 is Darryl
19 Overton, wonderful leader, Randolph
20 Career and Technical High School; Andrew
21 Lukov, Southwark Elementary, Principal;
22 Janene Hasan, Southwark, CTE teacher;
23 Mary Dean from my West Philly High
24 School; Toni Damon, Murrell Dobbins CTE
25 High School; and Rahim Islam, Universal

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2 Companies, President and CEO.

3 So we're going to try to move
4 it along. And, panel, we watch our
5 questions. You know, they've got
6 Commerce coming in here at 1 o'clock. So
7 hopefully we'll be finished before that
8 so that you can take a break and get some
9 lunch if you would like before the next
10 hearing.

11 (Witnesses approached witness
12 table.)

13 COUNCILWOMAN BLACKWELL: Thank
14 you so much. Good afternoon. You may
15 begin, Dr. Gay.

16 DR. GAY: Good morning.

17 COUNCILWOMAN BLACKWELL: Good
18 morning. Thank you for your patience.

19 DR. GAY: Thank you. I'm
20 Dr. Judith Gay, Vice President for
21 Strategic Initiatives and Chief of Staff
22 at Community College of Philadelphia.
23 I'd like to thank Chair Jannie Blackwell
24 along with members of the City Council
25 Committee on Education for allowing me

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2 this opportunity to discuss the
3 importance of career and technical
4 education programs at the College.

5 The College currently has
6 aligned nine of its programs to seven of
7 the Bureau of Career and Technical
8 Education's programs of study. These
9 articulation agreements offer to
10 Philadelphia's students as well as
11 students across the Commonwealth who have
12 completed high school in respective CTE
13 fields and have demonstrated academic
14 preparedness and competency on the
15 required industry-recognized assessments
16 the opportunity to earn advanced --

17 COUNCILWOMAN BLACKWELL: Pull
18 your mic up a little.

19 DR. GAY: -- the opportunity to
20 earn advanced standing credits upon
21 enrollment into the College. Based on
22 the respective programs, students can
23 earn a minimum of 9 credits or a maximum
24 of 15 credits. These programs include
25 Accounting Technology and Bookkeeping,

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2 Administrative Assistant and Secretarial
3 Science, Automotive Technology, Computer
4 Systems Networking and
5 Telecommunications, Computer Information
6 Systems, Institutional Food Worker, and
7 Communications Technology. Each year the
8 Bureau of Career and Technical Education
9 outlines which programs are to be
10 articulated. The College works closely
11 with the School District's Office of
12 Career and Technical Education, the local
13 WIB, and other members of the
14 Participatory Planning Committee to align
15 programs to the areas offered in the
16 City's CTE high schools and programs.
17 This relationship has been longstanding
18 and a successful one.

19 Over recent years, the College
20 has facilitated professional development
21 sessions for CTE high school principals,
22 teachers, and school counselors, as well
23 as CTE central office staff on the
24 process in place for students to enroll
25 into our post-secondary CTE programs and

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2 to have their CTE courses and
3 documentation evaluated and transcribed
4 so that they can get credit for the
5 coursework and competencies earned and
6 mastered in high school. Additionally,
7 the College's Welcome Center recruiters
8 work to inform students, families, and
9 relevant high school personnel on the
10 various CTE programs offered at the
11 College, as well as the process for
12 articulated credits we have in place.

13 The College works in tandem
14 with the School District to facilitate a
15 process that removes unnecessary barriers
16 for students looking to enroll into
17 post-secondary CTE programs. Since 2014,
18 the College has enrolled a total of 162
19 new Philadelphia high school students
20 across the District's three stand-alone
21 CTE schools - Mastbaum, Dobbins, and
22 Swenson - into credit-bearing academic
23 and CTE programs. Our ongoing work with
24 the District is to increase these
25 enrollment numbers so that all eligible

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2 students in Philadelphia have increased
3 chances at earning articulated credits
4 and are better prepared to enter the
5 workforce.

6 Again, I appreciate the
7 opportunity to tell you a little about
8 our work and will be happy to answer any
9 questions. Thank you.

10 COUNCILWOMAN BLACKWELL: Thank
11 you very much. We'll hear all testimony
12 and then ask questions. Thank you.

13 Who would like to go next?

14 MR. BAILEY: Good morning. My
15 name is Hugh Bailey. I'm the Chief
16 Operating Officer at Philadelphia Works.
17 Councilwoman Blackwell, thank you so much
18 for your leadership on this effort, and
19 Councilmembers. Philadelphia Works
20 values career and technical education. I
21 wanted to read a brief statement and then
22 be happy to answer any questions or make
23 any further comments.

24 Philadelphia Works is the
25 City's workforce development board for

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2 the City and County of Philadelphia. We
3 invest and oversee the use of \$56 million
4 in employment and training funds for
5 youth and adults. Again, thank you for
6 the opportunity to testify this morning
7 to support career and technical education
8 in the Philadelphia School District.

9 Independent evaluations of the
10 District's CTE programs have shown that
11 students enrolled in CTE programs were
12 more likely to graduate and more likely
13 to go on to post-secondary education. In
14 2014, the four-year graduation rate of
15 the CTE cohort that began in 2009-2010
16 was 84 percent compared with the overall
17 school graduation rate of 65 percent.
18 There was also little achievement gap
19 between minority students' graduation
20 rates and that of other CTE students.

21 CTE provides both a hands-on,
22 project-based curriculum as well as
23 classroom style learning, a proven best
24 practice for building skills in both
25 educational and work settings. We see

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2 this also employed in apprenticeship
3 models.

4 Preparing young Philadelphians
5 for the workplace and for lifetime
6 learning is among our principal goals at
7 Philadelphia Works. One of our roles is
8 to serve on the citywide advisory group
9 for Career and Technical Education, to
10 guide the investment of federal Perkins
11 Act funds in CTE programs. Through this
12 close relationship, we work to align the
13 Philadelphia School District's CTE
14 activities with employer-acknowledged
15 in-demand occupations and with the
16 Pennsylvania High Priority Occupations,
17 which is what we manage, thus assuring
18 that any CTE student can move on to a
19 career pathway to family-sustaining wages
20 with an investment of training,
21 education, and job-based experience.

22 We also know that national
23 industry-recognized certifications are
24 important to employers. All of the
25 District's CTE programs qualify students

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2 to take national assessments and receive
3 national certifications proving that they
4 are qualified for that particular
5 occupation. For high school graduates
6 who attend a post-secondary program, many
7 of these CTE certifications result in
8 college credit, placing students who need
9 to work closer to their graduation date.

10 According to the American
11 Community Survey, there are over 20,000
12 young people in Philadelphia between the
13 ages of 16 and 24 who are not in school
14 and who want to work and who cannot find
15 work, and another 24,000 Philadelphians
16 between 16 and 24 years of age do not
17 engage in looking for work and are not in
18 school. Much of this is due to lack of
19 preparation that would make a young
20 person successful in the labor market.
21 CTE programs keep young people engaged
22 and start them on their journey to be
23 successful in the workplace and secure in
24 their income potential for the future.

25 For all these reasons,

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2 Philadelphia Works will continue to lend
3 our support to the Philadelphia School
4 District and other partners and
5 stakeholders seeking to expand the
6 District's career and technical education
7 programs.

8 Again, thank you very much for
9 this opportunity. I'd be happy to answer
10 any questions or make further comments.

11 COUNCILWOMAN BLACKWELL:
12 Unbelievable. Thank you.

13 MR. BAILEY: Yes, ma'am.

14 COUNCILWOMAN BLACKWELL:
15 Mr. Gleason.

16 MR. GLEASON: Good morning.

17 COUNCILWOMAN BLACKWELL: Good
18 morning.

19 MR. GLEASON: Chair Blackwell
20 and other Councilmembers, thank you for
21 the invitation to speak today. My name
22 is Mark Gleason. I'm the Executive
23 Director of the Philadelphia School
24 Partnership. We are a non-profit
25 organization here in the City with the

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2 mission to improve outcomes for
3 low-income students in Philadelphia by
4 expanding access to good schools. We
5 primarily do this by providing grants to
6 help launch new schools from proven
7 school leaders, grow existing
8 high-quality schools, and turn around
9 schools that have chronically
10 underperformed. Since 2011, we have
11 given over \$56 million to District,
12 charter, and private schools here in the
13 City and thereby help to expand access
14 for more than 20,000 students. This
15 includes \$16 million to schools in the
16 School District of Philadelphia, making
17 us likely the District's largest private
18 funder.

19 Through our efforts to improve
20 schools across the City, we have learned
21 a lot about what works and doesn't work
22 in schools, and as we all know, our city
23 urgently needs a strategy to improve the
24 overall state of its high schools. We
25 have more than 60,000 kids of high school

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2 age in the City. That would make -- that
3 alone would be the largest school
4 district in the Commonwealth.

5 A key thing about high school
6 is that we need lots of different kinds
7 of options for that many kids. There's
8 no one kind of school that's the right
9 fit for every child. This is especially
10 acute at the high school level, where
11 students are starting to make those
12 choices about college or career paths.
13 As students get older, we need to make
14 sure that we are offering programs that
15 foster their unique skills and interests
16 and keep all students engaged.

17 Career and technical education
18 can be a critical piece of this. As
19 Council has noted in calling for this
20 hearing, in Philadelphia and across the
21 country CTE has been shown to lead to
22 higher graduation rates and, if done
23 effectively, better college and career
24 readiness. This should not be a
25 surprise. If students have the

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2 opportunity to take courses that feel
3 relevant to their futures, they are more
4 likely to stay invested and engaged in
5 their education.

6 However, simply introducing
7 career and technical education courses
8 does not guarantee that our high schools
9 will improve. Like everything else in
10 education, implementation and related
11 factors matter. Quality CTE is not a
12 replacement for a more traditional
13 academic model. In fact, quality CTE
14 requires an increase in academic rigor.
15 CTE is not a replacement of the end goal,
16 but rather a changing of the means to the
17 end. A good CTE program blends new
18 elements, including project-based
19 learning and a focus on real-world skills
20 and knowledge, into a strong academic
21 model. Without strong school leaders and
22 great teachers united behind a strong
23 plan that integrates career training and
24 an inquiry or project-based teaching
25 approach, with rigor and quality

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2 instruction in core subjects and skills,
3 we won't be giving our students the
4 education they deserve.

5 So what does quality CTE
6 implementation look like?

7 In short, CTE should not be
8 considered a replacement. Rather, it
9 should provide a framework for engaging
10 students in the skills they need to
11 succeed in the modern workplace, which
12 includes writing, science, and math
13 skills. A good CTE program integrates
14 career education with core instruction in
15 a way that brings those core subjects
16 into relevance for the students. CTE
17 graduates should have the same basic
18 skills and knowledge that we should
19 expect of all graduates, skills that
20 prepare them for a career or for higher
21 education.

22 Just this month we supported
23 this vision through a \$1.1 million grant
24 to Roxborough High School. Though
25 Roxborough has had a CTE program for

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2 several years, academic proficiency
3 remains far too low. Thus, Principal
4 Dana Jenkins and her team crafted a plan
5 to better align the CTE program to their
6 general education courses. This has less
7 to do with changing the topics or the
8 sequence of courses and much more in
9 which facilitating more teamwork and
10 collaboration across the faculty,
11 supported by very intentional
12 professional development and curriculum
13 that supports integrated teaching. Core
14 subject teachers must align their work to
15 the skills and challenges being covered
16 in career classes, and career teachers
17 must do the same in the other direction.

18 We believe that with the
19 continued dedication of Principal Jenkins
20 and her team, Roxborough students will
21 graduate with the full set of skills
22 needed to prepare them for careers or for
23 higher education. Keep in mind that good
24 CTE programs in schools don't just
25 produce work-ready graduates. The best

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2 CTE high schools also have higher
3 college-going and college complete rates.
4 As some students, benefiting from the
5 improved overall teaching in a well-run
6 CTE high school will decide that college
7 is indeed for them.

8 We are hopeful what's happening
9 at Roxborough may serve as a model for
10 CTE implementation across the City and
11 look forward to continuing our work with
12 the District on this important issue.

13 Thank you for your time and
14 attention.

15 I have another meeting that I
16 have to go to, so if there are questions
17 for me or for PSP, I'm going to have my
18 colleague, Jacob Waters, and another
19 colleague, Cliff Thomas, who should be
20 here in a minute, can try to answer
21 questions in my stead. Apologies for
22 that, but I have to leave in a few
23 minutes.

24 COUNCILWOMAN BLACKWELL: Thank
25 you. We only have one more person, Patti

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2 Day, Chamber of Commerce, for your panel
3 and then we're finished and we will ask
4 folks if they have questions, to get them
5 ready since Mr. Gleason has to leave.

6 Thank you, Ms. Day.

7 MS. DAY: Good morning,
8 Councilwoman Blackwell and members of the
9 Committee. My name is Patricia Day and I
10 am the Project Manager for the Chamber of
11 Commerce for Greater Philadelphia's
12 Education and Talent Action Team. I
13 thank you for the opportunity to testify
14 today on Resolution 160727 on expanding
15 the Career and Technical Education
16 Programs in the School District of
17 Philadelphia.

18 The Chamber has long been
19 engaged in programs and initiatives
20 across the educational continuum. We
21 advocate for policies and investments
22 that provide and enhance access to
23 education and training opportunities for
24 the region's residents in order to create
25 a competitive advantage for Greater

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2 Philadelphia. We are also especially
3 invested in the success of the
4 Philadelphia School District.

5 The Chamber strongly supports
6 the expansion of CTE programming in the
7 School District. We believe the
8 expansion of this programming serves as a
9 means to increase high-quality training,
10 industry certifications, and prepare
11 students for jobs that are critical to
12 the regional economy. As such, we are
13 working with our Chamber members to
14 ensure ongoing engagement by regional
15 employers to inform the Philadelphia
16 School District and other key partners of
17 high-demand occupations and industry
18 needs, as well as drive support for
19 employment connections.

20 I would like to highlight just
21 a few examples of programs and
22 initiatives that the Chamber has engaged
23 in to drive this work.

24 In 2013, the Chamber partnered
25 with the Job Opportunity Investment

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2 Network and Drexel University's Center
3 for Labor Markets and Policy. Together,
4 we developed a detailed analysis of the
5 region's labor market's supply and
6 demand. The work was intended to help
7 those who invest in regional talent -
8 employers, funders, education and
9 training providers, and community
10 members - in their strategic planning and
11 decision-making initiatives. As a
12 follow-up to that work, the Chamber and
13 the CEO Council for Growth, a council of
14 the Chamber, executed a regional labor
15 market survey to test the assumptions of
16 that public data which informed the 2013
17 research. We asked regional employers
18 questions to understand how they view the
19 preparedness of the workforce at all
20 levels, the essential skills deemed most
21 necessary for success, and what
22 recruitment and retention challenges they
23 face. The results of that survey were
24 published in a report in early 2015.

25 The Chamber also works with

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2 regional employers to facilitate
3 connections and increase their engagement
4 in exposure to career pathways. In
5 partnership with the School District of
6 Philadelphia and Wells Fargo, the Chamber
7 executes an annual program called Future
8 Ready: Career Exposure for Middle School
9 Students. This year-long program, which
10 brings professional practice and career
11 path visibility into the classroom,
12 culminates with the Chamber member
13 companies hosting 6th graders in their
14 Philadelphia offices. Students spend the
15 day meeting with professionals from a
16 variety of fields, including accounting,
17 human resources, marketing, and retail.
18 They learn about what these professionals
19 do and the types of education and
20 experience that it took to get them where
21 they are. The Chamber has executed this
22 program for the past two years, engaging
23 more than 450 students.

24 As we prepare for the 2017
25 iteration of this program, we are

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2 exploring opportunities to expand it and
3 to pursue career exposure with specific
4 CTE industries to align the Chamber's
5 current focus on energy and manufacturing
6 and healthcare innovation.

7 The Chamber is also partnering
8 with the City of Philadelphia, Drexel
9 University, Philadelphia Works,
10 Philadelphia Youth Network, and again the
11 School District of Philadelphia, as well
12 as others, on a Department of Labor
13 Summer Jobs and Beyond grant. This work
14 will complement and support the
15 work-based learning opportunities for and
16 industry foci of the three career and
17 technical education schools within the
18 West Philadelphia Promise Zone. This
19 two-year project will provide, among
20 other services, summer and year-round job
21 opportunities for in-school and
22 out-of-school youth. The Chamber's role
23 in this process will be to provide
24 feedback on labor market needs, inform
25 the project partners of critical

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2 in-demand occupations, and to support
3 employment connections.

4 In his remarks at the Chamber's
5 216th annual meeting earlier this month,
6 John Fry, President of Drexel University
7 and Chairman of the Chamber's Board of
8 Directors, spoke to his proposed agenda
9 and vision for the City, with an emphasis
10 on innovation and inclusion. In his
11 words, to become a world-class city, we
12 need to create inclusion opportunities
13 for all Philadelphians, and it starts
14 with the basics, the education pipeline.
15 To be successful, we must build supports
16 directly into our communities and our
17 schools, which includes, among other
18 things, career-connected education.

19 In conclusion, the Chamber
20 recognizes the importance of providing
21 multiple pathways for students to achieve
22 educational advancement, and we look
23 forward to continuing our relationships
24 with regional partners, employers, the
25 School District of Philadelphia, the

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2 Kenney Administration, and City Council
3 to do so. We believe that career and
4 technical education is an important
5 element of the educational system which
6 can prepare students for in-demand jobs
7 that are critical to ensuring that we
8 have a diverse workforce to fuel the
9 growth in our regional economy.

10 I thank you for the opportunity
11 to testify.

12 COUNCILWOMAN BLACKWELL: Thank
13 you very much. We are very happy to hear
14 about your relationship for programs and
15 jobs with institutions and other
16 organizations, and we would appreciate
17 knowing about it. We have so many
18 youngsters who come to us, and we can
19 interact with folks, and we don't mind
20 doing that, but it will help us to make
21 sure that we're in tune with what's
22 happening.

23 I got a question and that is
24 about the programs. I see here we have
25 Mastbaum, Dobbins, Swenson. What about

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2 West Philly High School? I wanted to
3 mention West because really West
4 Philly -- really the program across the
5 street from Community, the Skills
6 Workshop as well, who has an auto program
7 right across the street from yours, and
8 if you have a relationship with them.

9 DR. GAY: We do have a very
10 strong relationship with them. A number
11 of the students from there do come to
12 Community College of Philadelphia. One
13 of the things that we find from the
14 students that come with an automotive
15 background is that they get jobs even
16 before they get their credentials from
17 the institution. So we have worked hard
18 to create ways to help students
19 understand that there's still a benefit
20 for the long term to getting additional
21 credentials, and as Mark Gleason said,
22 the background in math, English, science
23 is also helpful for the long term in
24 terms of having a career that doesn't
25 stop at the first job but takes you

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2 further up the pipeline towards other
3 career possibilities.

4 COUNCILWOMAN BLACKWELL: Thank
5 you. Since they won national awards and
6 all that for their cars, I'm not
7 surprised that they can get hired.

8 Questions?

9 Councilwoman Parker.

10 COUNCILWOMAN PARKER: Thank
11 you, Councilwoman Blackwell, and I'll be
12 fairly quick.

13 I just wanted to say to
14 Dr. Gay -- and although I know that the
15 Steamfitters, Mr. Klein, was scheduled to
16 testify, but their testimony is attached
17 to the Chamber's in my packet, and one of
18 the things that it notes, it reflects the
19 articulation agreements with the
20 Community College of Philadelphia and it
21 notes that Philadelphia Community College
22 has awarded our apprenticeship 33 credits
23 towards an Associate's Degree in applied
24 science. This agreement also pertains to
25 the community colleges in the seven

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2 surrounding Counties of Philadelphia.
3 And I just wanted to just say a huge
4 thank you for CCP sort of without any
5 direction and instruction or any force of
6 nature working directly with the
7 Steamfitters to understand that this
8 articulation agreement is important, and
9 I will dare say to you, when I am talking
10 with folks about sort of what
11 articulation agreements should look like,
12 particularly as we move forward in our
13 process of thinking about how to get more
14 people included in construction and in
15 the trades, a portion of my model, I want
16 you to know, is CCP and the Steamfitters.
17 And if it was not and it was the other
18 way around, I would have said that too.

19 So I just wanted to say thank
20 you, and if you could just quickly give
21 us a 60 second about how long did it take
22 you to develop that agreement, what
23 spurred it, when did you do it, and are
24 you able to develop that with others?

25 DR. GAY: Thank you,

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2 Councilwoman. It took about a year to
3 work that out, where we carefully looked
4 at exactly all the competencies that are
5 involved in that apprenticeship program,
6 got the faculty involved in looking at
7 the skill set, and then agreeing that 33
8 credits was the appropriate amount to
9 award for that program. We think that
10 it's a model for cooperation, for helping
11 people move more quickly through the
12 pipeline of education to whatever career
13 path they want. And they were a pleasure
14 to work with actually. I can't say
15 enough good about how we worked together
16 to make sure that we kept in line who the
17 recipient was going to be of this
18 opportunity and what the benefits were
19 for the people who would get -- be able
20 to take advantage of the opportunity.

21 So it did take about a year,
22 but I think it was a year well spent in
23 terms of coming up with something that
24 could be a model for a number of
25 different unions.

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2 COUNCILWOMAN PARKER: Thank
3 you. And I just want you and the
4 Steamfitters to know that I want to try
5 to find a way for us to stretch and
6 stretch and stretch what you've done,
7 because I think it could encompass so
8 much more and can be used as a model for
9 others. So thank both of you.

10 DR. GAY: Thank you.

11 COUNCILWOMAN BLACKWELL: Thank
12 you as well.

13 Councilwoman Gym.

14 COUNCILWOMAN GYM: Thank you.

15 Mr. Bailey, I know -- first of
16 all, thank you very much and thank you
17 for the work that you're doing. I really
18 appreciate it and had a chance to meet
19 with your Executive Director and also PYN
20 and pledge our office's support to really
21 try to get you for -- particularly
22 through your youth development work, to
23 try and support that.

24 I know you always have a summer
25 10,000 jobs effort. Last year could you

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2 just help refresh our memory about where
3 Philadelphia Works was able to land in
4 terms of getting our youth connected to
5 those important summer jobs.

6 MR. BAILEY: Certainly. So
7 thank you for the question. For last
8 summer, we actually hit a goal just shy
9 of 8,000. And so we had about 7,000-plus
10 youth participating in the WorkReady
11 program. A number of employers -- what's
12 most important to note is that more than
13 100 employers actually supported the
14 summer wages for the youth themselves,
15 and those costs were not buoyed by state
16 or federal funds.

17 As we move into the next
18 summer, obviously that goal for this
19 summer was lower than anticipated and so
20 next summer we've identified a couple of
21 things that will help us ensure that we
22 can get closer, if not surpassing, that
23 10,000 goal, 10,000 youth goal. One of
24 those is to start recruitment earlier.
25 We found one of the challenges with the

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2 new application of the background checks
3 law, not only requiring backgrounds
4 checks for the work sites where our
5 students, our young people, will be
6 placed, but also all youth participants
7 18 and older. And so that was a new
8 development for us. As a result, it
9 required there were longer feedback
10 opportunities, hearing back that people
11 were cleared. So we're going to start
12 recruitment earlier in order to sort of
13 mitigate that impact, so that this
14 year -- excuse me; in summer of 2017,
15 we'll be able to sort of ensure that
16 there are more youth taking advantage of
17 the summer WorkReady program.

18 COUNCILWOMAN GYM: And I just
19 wanted to make clear that especially for
20 this panel that it's certainly our hope
21 that the Chamber of Commerce in
22 particular can help support Philadelphia
23 Works' goal for the 10,000 youth
24 connected to their summer jobs. We'll
25 certainly be happy to support. When we

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2 met, we had cute ideas for promotional
3 posters and other types of things to
4 encourage people to know that these jobs
5 that we have when we're young do so much
6 to advance our understanding of what we
7 may want to do later. I know like my
8 first jobs were a whole set of small
9 opportunities that ultimately led to
10 where I am today that is wholly
11 unpredictable when you're 15, 16, and 17
12 years old, that that opportunity to
13 really expose it is so important. It is
14 my interest in particular to see that
15 grow from that 7,000 figure back up to
16 the 10,000. I know Mayor Nutter was a
17 huge advocate for really meeting that
18 10,000 youth goal for summer employment.
19 So thank you.

20 I had one quick question for
21 Mr. Waters I guess since Mr. Gleason has
22 left. And I just would like to hear your
23 perspective a little bit on neighborhood
24 schools. And if you could just keep it
25 super brief. I know we've got other

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2 people who are very important who have
3 been waiting.

4 MR. WATERS: Sure. And thank
5 you very much for having us, again.

6 Could you clarify your question
7 a little bit?

8 COUNCILWOMAN GYM: What is
9 Philadelphia School Partnership's
10 perspective on neighborhood high schools
11 in the City of Philadelphia?

12 MR. WATERS: Well, I mean, our
13 perspective from the very beginning has
14 been and our mission is to improve
15 outcomes for low-income students in the
16 City through the expansion of good
17 schools, and our view has been that the
18 school type is not important really.
19 We've made a number of investments in
20 neighborhood schools, both at the
21 elementary school and now at the high
22 school level.

23 COUNCILWOMAN GYM: Is
24 Roxborough's 1.1 million the first time
25 you've put money into a neighborhood high

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2 school, a comprehensive neighborhood high
3 school, not a Carver or anything like
4 that?

5 MR. WATERS: We've done -- the
6 first time into a neighborhood district
7 high school, yes.

8 COUNCILWOMAN GYM: So I know
9 that you're not -- Mr. Gleason isn't
10 here, but he has certainly testified
11 before City Council before, and in 2013,
12 he certainly testified about the school
13 closings which closed down Bok High
14 School, Germantown High School, Vaux High
15 School, and University City High School,
16 all of which had CTE programs in them,
17 and Bok was a fully CTE -- a full CTE
18 type of school. And when he talked about
19 them, he talked about our neighborhood
20 high schools as problem schools. He
21 cited a whole series of things ranging
22 from climate and lack of test scores and
23 really were very, very vocal about the
24 fact that we had to close these schools
25 and that in fact neighborhood high

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2 schools were not on your high quality
3 list of schools. And I think Mr. Gleason
4 has been very vocal about saying that
5 your philosophy is to, quote/unquote,
6 dump the losers, and that that's been a
7 sticking point for a lot of us.

8 My issue that came up during
9 his testimony was that you're making your
10 very first ever investment in a
11 neighborhood district school for
12 Roxborough on CTE combined with a
13 statement that you are here to remind us
14 about what the investment means. I would
15 like to just remind you that all of us
16 who have been working on these
17 neighborhood high school issues, even
18 when PSP did not have that understanding
19 in 2013 and has been actually very vocal
20 around the lack of support around
21 neighborhood high schools in particular,
22 in my personal opinion, we've been active
23 on this issue for a long time. I'm glad
24 that PSP has figured out that it's
25 important to invest in our neighborhood

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2 high schools, that CTE is an expansive,
3 beautiful program that exposes young
4 people to great opportunities, that there
5 are children in our schools who are going
6 to schools that they need to be in that
7 have to be quality, even if you don't
8 consider them to be high quality. We're
9 trying to make them high quality, and
10 we're trying to change the ways in which
11 we define schools so it's not just
12 through narrow measures of test scores
13 and other types of things that you've
14 whittled down to allow and promote the
15 closure of public ed.

16 But in particular, I think it's
17 important that you understand that you're
18 entering into a space where a whole lot
19 of communities have been very, very
20 active, including the panel that's going
21 to follow you, a whole host of principals
22 who devoted their lives, without a lot of
23 support and attention, to the needs of
24 children in our neighborhood high
25 schools. And it's really, really

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2 important that PSP in particular, because
3 of your history around this, approaches
4 this area with a level of humility and
5 understanding for what we're trying to do
6 and what your role is as a private funder
7 and as a lobbyist. I mean, you're a
8 registered lobbyist for both the state
9 and the City of Philadelphia. So you are
10 a lobbyist, and it's different from being
11 a foundation.

12 We are invested in the means of
13 education for the foundational needs of
14 our young people from a wholly civic and
15 government and societal-minded
16 perspective. Your perspective we
17 recognize is very different, and I think
18 that it's fair. You have a role to play
19 in here, but it is really important for
20 you to understand that your history is
21 known. And I acknowledge your support of
22 Roxborough. Many high schools deserve
23 that, and it didn't take until 2016 for
24 that to have to be recognized. But I am
25 grateful, and I hope that PSP will

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2 actually realize how great the investment
3 will be for those young people and that
4 you and your donors and your supporters
5 and your Board and the people and the
6 folks that you lobby, that you will help
7 become a voice to understand that these
8 neighborhood high school students deserve
9 every single bit of investment and
10 attention that every single other school
11 that you've donated to also does as well.

12 So that's all I wanted to say,
13 Councilwoman.

14 COUNCILWOMAN BLACKWELL: Thank
15 you very much.

16 Do we have any more questions?
17 (No response.)

18 COUNCILWOMAN BLACKWELL: We
19 received excellent information and we are
20 very, very appreciative. We thank you
21 all. And we're going to go to Panel 3.
22 Thank you.

23 Mr. Bailey, we didn't know
24 those details. Thank you.

25 MR. BAILEY: Yes, ma'am. Thank

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2 you.

3 COUNCILWOMAN BLACKWELL: Darryl
4 Overton, Randolph Career and Technical
5 High School, Principal; Andrew Lukov,
6 Southwark Elementary and Janene Hasan,
7 teacher at Southwark Elementary,
8 Mr. Lukov, the Principal; Mary Dean, West
9 Philly High School; Toni Damon, Murrell
10 Dobbins CTE, not vocational, CTE High
11 School; and Rahim Islam. I didn't see
12 him. If he's here or someone from
13 Universal.

14 (Witnesses approached witness
15 table.)

16 COUNCILWOMAN BLACKWELL: Thank
17 you very much. We thank you for your
18 patience and invite you to testify.

19 Panel 4, who is here? I know I
20 didn't see Donna Cooper, PCCY. Catherine
21 Blunt I did, although -- thank you.
22 Thank you for staying. And I saw
23 Dr. Azuka Anyiam. Is Philadelphia Reach
24 still here, Tara McCoy? Thank you.
25 You'll be next, and thank you for your

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2 patience.

3 Good afternoon. Thank you. We
4 welcome you, and we'll ask you,
5 Mr. Overton, to begin.

6 MR. OVERTON: Good morning,
7 City Council members. My name is Darryl
8 C. Overton, the proud principal at A.
9 Philip Randolph Career and Technical High
10 School. I am here to discuss the
11 importance of career and technical
12 education.

13 When I arrived at Randolph five
14 years ago, there were seven programs, and
15 now there are nine. We had approximately
16 300 students, and personally we had 530
17 students on roll. Career and tech
18 education allows all students an
19 opportunity to attend college and/or
20 enter in their field of study.

21 Our students receive a rigorous
22 academic and state-of-the-art career
23 curriculum using 21st century skills to
24 obtain several certifications. At
25 Randolph, we promote college and career

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2 readiness all the time. Each program has
3 a written proposal to bring their program
4 into the 21st century. We have a dual
5 enrollment program with Philadelphia
6 University. I would like to thank
7 Councilmember Curtis Jones for assisting
8 us with this process. This has created
9 the opportunity for our students to earn
10 13 credits for free at Philly U in the
11 11th and 12th grades.

12 Our students are engaged in
13 projects and internships all over the
14 City. Just this past Friday,
15 Councilmember Gym and Councilmember
16 Taubenberger participated and supported a
17 Rebuilding Together project on the 2300
18 block of Fairhill Street where the
19 students from Randolph received
20 on-the-job training in construction and
21 helped renovate one of the properties on
22 the block.

23 Councilmember Jannie Blackwell
24 has supported my endeavors since I've
25 been a principal, and I want to thank

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2 you. Ever since when I was at
3 FitzSimons, I want to thank you for
4 supporting me. There was some tough
5 times, and we made some phenomenal gains
6 there.

7 COUNCILWOMAN BLACKWELL: Thank
8 you.

9 MR. OVERTON: Councilwoman
10 Cherelle Parker is working on a project
11 to enhance the business stores on Vernon
12 Road, and I'm hoping my students would be
13 able to participate in this awesome
14 project.

15 All of you have the power to
16 support career and tech ed by encouraging
17 our utility companies, organizations, and
18 unions to invest, support, and hire a
19 percentage of our students from the
20 School District of Philadelphia. All our
21 programs have an Occupation Advisory
22 Committee that guides our decisions on
23 curriculum, equipment, and materials.
24 They also donate equipment, tools, and
25 materials. In the past, they have

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2 provided internships and hired our
3 students during and after their
4 graduation date.

5 Presently Airgas has donated
6 over \$150,000 in equipment, manpower, and
7 they also certify our student welders.
8 PTR Baler has donated over \$60,000 in
9 equipment, materials, and has hired more
10 than 15 students from several schools in
11 the District.

12 The Philadelphia Fire
13 Department, through our Fire Department
14 program that we have at Randolph, has
15 presently hired 30 Randolph graduates,
16 and the youngest Philadelphia firefighter
17 ever was a Randolph graduate.

18 SEPTA's Regional Rail
19 Department has recently hired four of my
20 students. If you know the Regional Rail
21 process, you usually have to go through
22 SEPTA's bus transportation process to get
23 there. We have four students presently
24 that were just hired. They just hired
25 the first female welder ever on the

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2 Regional Rail side of SEPTA's department.

3 That's huge.

4 (Appause.)

5 MR. OVERTON: That's huge.

6 We have students working in the
7 Philadelphia Water Department, the City's
8 Fleet Management, Hopkins Ford, Aker
9 Shipyard, and a host of other
10 organizations. This is only successful
11 with your support and influence to create
12 a pipeline for our students to obtain
13 internships and employments once they
14 graduate.

15 In addition, all other high
16 schools across the City must have the
17 same opportunities. We're asking all of
18 you to financially support the expansion
19 of programs and service across the City.
20 Also, we need to increase the
21 partnerships with all the businesses in
22 our city.

23 The most important investment
24 in our lives is our children. I'm sure
25 we all had someone to support and believe

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2 in us. That is why we are successful.
3 It is our turn to pay it forward and
4 support the students in the School
5 District, like Mayor Kenney and all of
6 you have done with the pre-K program.
7 We'd like to thank you, and God bless.

8 I have a short video that was
9 created by the University of Penn. I
10 would like for all of you guys to watch.
11 Thank you.

12 COUNCILWOMAN BLACKWELL: Thank
13 you.

14 (Video shown.)

15 MR. OVERTON: That's the young
16 lady who was just hired.

17 She's my valedictorian. Now
18 she's at Temple on a full scholarship.
19 She's going to be an RN.

20 Thank you. There are two
21 programs that were not shown. Presently
22 we have two outstanding state-of-the-art
23 programs where our students are working
24 in construction. We received a \$25,000
25 grant to revitalize the solar panels on

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2 the top of our building, which will
3 hopefully cut our bill by a third on our
4 electric bill. So we're working on that.
5 Most of the panels are installed. I'm
6 going to invite all you guys to come down
7 once we go live within the next few
8 weeks.

9 Also, we are building an
10 electrical vehicle. So as you speak
11 about Germany, yes, Germany, you know,
12 they're very advanced. Eighty percent of
13 their buildings and electric is solar.
14 So we are on the cutting edge and working
15 on that process and moving forward.

16 COUNCILWOMAN BLACKWELL: Thank
17 you. You make us proud. Thank you.
18 Thank you. We're very impressed. Thank
19 you very much.

20 Southwark, you're next.

21 MR. LUKOV: Hello,
22 Councilmembers, honored speakers. My
23 name is Andrew Lukov, Principal of
24 Southwark School. We're a pre-K to 8
25 school. We're not a high school, and

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2 we're one of the nine new community
3 schools in our city.

4 COUNCILWOMAN BLACKWELL: You
5 said you're what?

6 MR. LUKOV: We are a pre-K to 8
7 school and we're one of the community
8 schools. I'm here with Janene Hasan, our
9 STEM and middle school CTE teacher.

10 At Southwark, we're always
11 thinking about ways to improve the
12 educational experience for our students.
13 Two years ago we launched one of the
14 School District of Philadelphia's first
15 middle school CTE programs. We did this
16 with the understanding of how important
17 it is to get our students college and
18 career ready.

19 Ms. Hasan will now talk a
20 little bit about the program.

21 MS. HASAN: Hello. My name is
22 Janene Hasan and I am the STEM and middle
23 school CTE teacher at Southwark School.
24 I wrote a curriculum that is based on the
25 16 strands of CTE programming, and it can

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2 be customized for the students' career
3 interests. Our CTE program is STEM
4 focused, which means we create STEM
5 context around all of the 16 strands of
6 CTE. For example, students might study a
7 unit on medical careers, electronics or
8 engineering.

9 To support this curriculum, we
10 have sought out active partnerships with
11 organizations such as the Manufacturers'
12 Alliance of Philadelphia and Jefferson
13 University. With the help of Steve
14 Jurash, the President of Manufacturing
15 Alliance of Philadelphia, and his
16 assistant, Bow Lewis, we have provided
17 opportunities to give students experience
18 in the manufacturing industry in
19 Philadelphia as well as on-site job
20 careers experience.

21 I have been able to network
22 with several middle school CTE programs
23 across the country, including in
24 Colorado, where they're well funded
25 through the Colorado Technical Act. I'll

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2 continue to reach out and learn more to
3 provide our middle school students the
4 opportunity for a pathway to their future
5 success and careers in our city. I'm
6 also going to be researching what the
7 current industry needs of Philadelphia
8 are so that we can set up our students to
9 be prepared for careers that are in high
10 demand in our city.

11 Thus far, we are not receiving
12 any District, state or federal funding;
13 for example, the Perkins funding for this
14 program. I have been able to get some
15 resource materials through donations, the
16 Manufacture Alliance, DonorsChoose, and
17 our school store, which we've set up last
18 year, and that falls under the CTE strand
19 of Business Administration and Finance
20 and Accounting. While this has done so
21 much for our students, we're far from
22 having the resources needed to create a
23 rigorous and well-resourced program.

24 Our students are incredibly
25 engaged with the career and technical

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2 education program at Southwark School.
3 It's hands-on, it's real world and
4 incredibly motivating for them to think
5 about their future. At Southwark, we're
6 slowly creating partnerships and
7 pipelines with Philadelphia high schools
8 like South Philadelphia High School.
9 With Southern, we're currently working
10 with them for our students to gain
11 exposure to the eight CTE programs that
12 is at South Philadelphia High School.

13 Through this kind of
14 partnership, our students win.

15 MR. LUKOV: CTE needs to be
16 supported at the middle school level.
17 When our students complete the CTE
18 program in middle school, they've
19 explored numerous careers and gained
20 valuable skills before even entering high
21 school. This will afford them the
22 opportunity to make an informed high
23 school decision. That's very important.
24 And there are many, many amazing, as we
25 saw with Principal Overton, amazing CTE

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2 programs across the City like the one
3 right down the block from us at Southern.
4 It is our feeling that this will reduce
5 the drop-out rate and create successful
6 students on the path to college and
7 career. So please support CTE at the
8 middle school level.

9 The Southwark community also
10 wants to take the time to thank both the
11 Council and the Mayor for supporting our
12 schools and taking steps to make
13 community schools a reality in
14 Philadelphia. We're very excited about
15 the work that's underway at Southwark,
16 the community engagement that is
17 happening, and strategic planning that's
18 moving our school and community forward.
19 We appreciate the interest in education
20 and the focus on opportunities for
21 children, including both community
22 schools and today's topic, CTE. Both are
23 meaningful strategies to support and
24 prepare our children for successful
25 adulthood.

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2 Thank you.

3 COUNCILWOMAN BLACKWELL: Thank
4 you very much.

5 Now for the new beautiful West
6 Philadelphia High School, our great
7 principal, Mary Dean.

8 MS. DEAN: Good morning, City
9 Council. Thank you for this invitation
10 to speak to you about our programs at
11 West Philadelphia High School. My name
12 is Mary Dean. I am currently the
13 Principal of the Promise Academy at West
14 Philadelphia High School. West
15 Philadelphia is a comprehensive
16 neighborhood public high school serving
17 students in grades 9 through 12.

18 I have had the privilege of
19 working as a principal for the Mastbaum
20 Area Vocational-Technical High School for
21 five years before moving to West. The
22 Mastbaum career and technical education
23 programs allowed students to learn and
24 acquire industry-level skills in
25 Automotive Technology, Business

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2 Technology, Carpentry, Culinary Arts,
3 Electrical Technology, Multi-Media
4 Design, Health-Related Technology, which
5 is HRT, and Certified Nursing Assistant,
6 Hospitality, and Welding. Those
7 graduating from Mastbaum, those seniors
8 had options. They either chose a career
9 in their program of study or they went on
10 to college, but they did not just leave
11 school and do nothing.

12 The students in these programs
13 are permitted to select their program of
14 study in 10th grade. It's a three-year
15 study for our students. The students are
16 immersed in their CTE program for this
17 three-year period through on-site
18 industry visits as well as guests from
19 industry participating in the school's
20 program. The students receive their
21 skills through on-the-job training in
22 school that is needed in these
23 high-quality jobs.

24 I believed in the CTE program
25 so much that when I moved to my current

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2 assignment at West Philadelphia High
3 School, I wanted the West High School
4 students to be able to have the same
5 opportunity to select a career and
6 technical program of study. That being
7 said, West Philadelphia High School
8 currently offers Computer-Assisted
9 Architectural Drafting and Design,
10 Computer Network and Telecommunications,
11 as well as a Multi-Media Design program.
12 The students are able to study all
13 aspects of their CTE program and, as a
14 result of the acquired skills, are able
15 to participate in local, state, and
16 national competitions, which they have.
17 The career and technical education
18 program also allows our students to
19 graduate from high school and enter into
20 the world of work with the necessary
21 entry-level skills.

22 When you go through the
23 Philadelphia Airport, some of my students
24 from the Mastbaum program in
25 transportation actually work as TSA

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2 workers. And one more on a personal
3 note, my husband and I recently had the
4 opportunity -- were at the hospital and
5 the young lady that came into the
6 hospital room to draw blood for testing
7 was a student that graduated from the
8 Mastbaum Certified Nursing Assistant's
9 program. She is currently -- she just
10 graduated a couple years ago, but she
11 informed me that she is currently in
12 nursing school and will be graduating
13 soon as a registered nurse. I can't tell
14 you how much pride I felt at that moment
15 seeing her in there, and we were able to
16 converse while she's drawing blood.

17 I know these programs matter
18 and have a huge impact on the lives of
19 our students. Kiesha is just one piece
20 of a plethora of evidence.

21 I support expanding career and
22 technical education programs in the
23 School District of Philadelphia and would
24 give -- that would give students
25 job-ready skills upon graduating from

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2 high school.

3 I also want to add that
4 although our programs are funded through
5 a grant with the CTE office from the
6 State of Pennsylvania Bureau of CTE
7 Programs, it's a small grant. So
8 oftentimes from one year to the next,
9 we're not really sure if we'll be able to
10 maintain our teachers that we have.

11 That being said, we were able
12 to get a grant in 2014 for \$9,000 that
13 allowed us to purchase three 3D printers.
14 We also received a grant in 2014 for
15 \$25,000 from an A's for J's, which is a
16 Michael Jordan program that supports our
17 students' advancement to college. And my
18 students that stay at West from 9th grade
19 through 12th majoring in CTE programs or
20 not, they get a full ride for four years
21 to college under this program.

22 We advertise in support of our
23 CTE programs through bringing in
24 elementary school students, 7th and 8th
25 graders. They tour our building, and we

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2 reach out to them so that we are
3 publicizing our programs that we offer at
4 West Philadelphia High School.

5 So I thank you very much for
6 this opportunity in support of our CTE
7 schools. We appreciate what you're
8 trying to do here.

9 Thank you so much.

10 COUNCILWOMAN BLACKWELL: Thank
11 you.

12 And we assume Dobbins and
13 Universal are not here, so we'll go right
14 into --

15 MS. DEAN: Dobbins is here.

16 COUNCILWOMAN BLACKWELL: I'm
17 sorry. Somebody moved. Okay. Thank
18 you. And then we'll do a few questions.

19 All right. Ms. Damon.

20 DR. DAMON: Good afternoon.

21 COUNCILWOMAN BLACKWELL: Good
22 afternoon.

23 DR. DAMON: First, I just want
24 to thank you for this opportunity. And I
25 just wanted to start off by sharing a

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2 brief story that speaks to the heart of
3 CTE.

4 There's a young woman who
5 graduated from one of the citywide
6 special admit high schools, Blue Ribbon
7 high school, if you will, took CTE
8 programming, yet graduated, went on to
9 Temple University, but was very
10 unsuccessful. She in fact failed most of
11 her classes. It took her 13 years to get
12 a Bachelor's Degree. Yet she persisted
13 with her passion for cosmetology and went
14 on and pursued cosmetology training to
15 become a licensed cosmetologist.

16 Although many told her that cosmetology
17 was not a career that she should go into,
18 that it was not something that was going
19 to be lucrative, she persisted on. She
20 became a licensed cosmetologist, worked
21 for the Hair Cuttery and was able to pay
22 her way through her Bachelor's Degree.
23 She continued on to get a cosmetology
24 teacher's license, became a certified
25 teacher through PDE, and taught

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2 cosmetology for a number of years.

3 Seeing how important
4 cosmetology was, she continued on to a
5 Master's Degree and a Doctorate, and that
6 woman is here today. She's Dr. Toni
7 Damon, leading Murrell Dobbins CTE High
8 School. My passion for CTE runs deep.

9 I want to share with you,
10 because I support this type of
11 programming for all students across the
12 City, some of my students. I brought
13 before you I believe last year a young
14 man from our barbering program who is
15 currently -- last year he was a
16 sophomore. This year he is a junior at
17 Howard University, English literature
18 major. He has already completed his
19 copy-written manuscript, but remember,
20 his father was murdered last year. He
21 was arrested as a sophomore, and then as
22 a freshman in college, he lost his
23 father.

24 I have another student who was
25 a culinary student who is now at Del

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2 State University. She's a sophomore
3 studying plant science and nutrition
4 sciences. She spent last summer in
5 Jamaica on their dime studying land,
6 surveying the land for fertility of it.

7 There's a graphic student I
8 have who is a sophomore at Lincoln
9 University majoring in mass
10 communications, who said he is now a
11 graphic designer and historian for Lion
12 Media.

13 A cosmetology student who is in
14 her senior year at Del State University.
15 She's completed two semesters of student
16 teaching and is preparing to graduate and
17 plans to teach elementary education.

18 The list goes on and on. And
19 also as one of the identified community
20 schools, one thing that we believe as a
21 community school is that not only should
22 we seek resources and services from the
23 community, we as a school in the
24 community should certainly support the
25 community. To that end, I have left

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2 material for you all. We are having a
3 community dinner. Many of the
4 individuals in our community do not have
5 an opportunity to come together as a
6 family and have dinner. So as a school,
7 our students, our teachers, we are
8 donating food items, time, and services,
9 and we're seeking support, but also just
10 helping individuals understand the
11 importance of coming together and
12 supporting one another.

13 We're going to have line
14 dancing. We're going to have card making
15 in addition to dinner. The cosmetology
16 students will be doing free manicures.
17 The barbering students will be doing free
18 haircuts. The graphic students will be
19 taking free family photos. And it's
20 important for our young people to know
21 that they have to be of service. They
22 have to give back.

23 And so in addition to just
24 asking that you support career and tech,
25 I also ask you, hearing some of the

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2 stories of my children, that you consider
3 it's not just programming. Our students
4 also need support. We can't just lay in
5 another advanced manufacturing program
6 without supporting them with the mental
7 and social supports that they need as
8 well, the additional counseling support,
9 because one counselor in every school at
10 the high school level is certainly not
11 enough. They definitely have to work on
12 their college prep, but then there are
13 some students, many students, who need
14 social and emotional support.

15 Thank you.

16 COUNCILWOMAN BLACKWELL: Thank
17 you. When is that program?

18 DR. DAMON: It is November the
19 18th, a week before Thanksgiving.

20 COUNCILWOMAN BLACKWELL: Say
21 that again.

22 DR. DAMON: I have cards that I
23 left over there at the table, but it is
24 November the 18th, the week before
25 Thanksgiving.

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2 COUNCILWOMAN BLACKWELL: All
3 right. So we'll look for the location
4 and the time. We thank you very much.

5 We thank you all very much for
6 your important testimony.

7 Ms. Dean, since you've worked
8 in other programs, how do you find the
9 Promise Academy model? Is that very
10 helpful?

11 MS. DEAN: The Promise Academy
12 model is a turnaround model. It's
13 structured around improving academic
14 performance at the root level, and they
15 have this year reinstituted some of the
16 supports that we started out with, but
17 for the last three years, we didn't have
18 those supports. So as a turnaround
19 model, it has been helpful. We've been
20 training our teachers. We have
21 professional development scheduled into
22 the school year this year, and we also
23 have supports around student mental
24 health issues and things like that
25 helping our students. I'm bringing in --

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2 in fact, I'm meeting now with an agency
3 that I'm bringing in just specifically
4 for mental health, because our students
5 have a lot of problems around mental
6 health. So we're doing that.

7 COUNCILWOMAN BLACKWELL: Thank
8 you.

9 Is there any movement on
10 Workshop School or is that as it was?

11 MS. DEAN: That is as it is.
12 I'm not familiar with what's going on
13 with that, but had I not brought in the
14 three programs -- and I have to tell you,
15 I work with the Workforce Investment
16 program to bring in the programs that I
17 did have at West Philadelphia High
18 School. The Architectural Drafting and
19 Design program, my students actually go
20 out to work sites and work with the
21 architects. The teacher of the
22 architectural program is actually a
23 graduate of West Philadelphia High
24 School. He helped to build the new
25 facility that we're currently in that's

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2 six years old. So he has a personal
3 investment in our children doing well.
4 And the same thing with our Networking
5 program. We had to search for a teacher,
6 and we got one, and she's phenomenal.

7 So we're really pleased with
8 where our programs are going at this
9 time. Just need the support and the
10 funding to keep coming so we can pay for
11 the teachers.

12 The only thing about my
13 program, because I'm not a vocational
14 school, is if the funding is cut, then I
15 will lose my CTE teacher before I will
16 lose an academic teacher, and that limits
17 the program.

18 COUNCILWOMAN BLACKWELL: That's
19 important to know. We thank you for all
20 your efforts.

21 We thank everyone.

22 Councilwoman Gym, you have a
23 question?

24 COUNCILWOMAN GYM: Just a
25 really quick one.

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2 So, first of all, I want to say
3 what an honor it is to have all four of
4 you as principals, as leaders in this
5 field to really take the time to be here
6 and just let us know the value of this
7 incredible program, its possibility in
8 terms of transforming the ways we look at
9 in particular many of our neighborhood
10 schools, which I feel have long been kind
11 of neglected and struggling to get not
12 just resources but a lot of vision around
13 them. I think that we struggle to figure
14 out like so what should these
15 neighborhood schools be when people look
16 at them like last resort kind of options.
17 And what we can do is structure a
18 curriculum and an engaging program and
19 especially with the office of CTE and the
20 level of success that you've had because
21 CTE is protected, it has mandated smaller
22 class sizes, because you've actually
23 shown the results of those class sizes,
24 things in your graduation rates and
25 support rates. You are an incredible set

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2 of ambassadors to tell people that we can
3 revitalize public education in ways that
4 are deeply meaningful, promote our
5 economy, help engage our young people,
6 and still give them the education they
7 both need and deserve. So I'm really
8 grateful for both of you.

9 Principal Damon, I wanted to
10 thank you for highlighting counselors,
11 because I think that that's such a
12 critically important issue. This is
13 something that we've been talking about
14 both at the state level, is it possible
15 for the state to enact a minimum
16 student-to-counselor ratio so that we can
17 not just get one counselor per school but
18 actually get counselors per ratios that
19 we need. I think you heard me a little
20 earlier. We've been hyper-focused in on
21 facilities this year and encouraging the
22 District to take a look at what kinds of
23 facilities are necessary to house the
24 kinds of programs that we're trying to
25 do, and especially we just heard

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2 tremendous complaints about electric. We
3 just don't have the electrical capacity
4 to do all the work that we've been doing.

5 We're going to fight for a
6 teachers contract and we're fighting for
7 more funding for schools obviously, but I
8 know that, Principal Damon, you spoke
9 about counselors, but for the other three
10 principals, are there any other specific
11 areas that you think we should be
12 advocates on that would help you? And it
13 really -- I know that there's a laundry
14 list of things that you need, but if
15 there are very specific immediate relief
16 measures that you would prioritize, it
17 would help us to hear it from you. And I
18 definitely hear the issue of the
19 counselors. We're hearing some other
20 things, but I would love to just take
21 this opportunity to just hear from you
22 what you think your top priority is
23 within the School District of
24 Philadelphia that is somewhat accessible,
25 that you think could be managed, and

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2 would make your work and life easier.

3 If you don't have an answer,
4 you can always send it back to us.

5 MS. DEAN: No; I do, and
6 there's several things that I want to
7 look at, but historically in the area
8 that my school is in, from the elementary
9 schools through the high schools,
10 historically it's been -- the performance
11 has been fairly low. That doesn't mean
12 that we're not successful. It means that
13 we need more supports in the area of
14 educating our children, because they have
15 more needs.

16 When you go across the District
17 and you blanketly take funding out of
18 schools, you're not accounting for those
19 schools that have historically had issues
20 around performance and other issues that
21 impede performance. It has a negative
22 effect on our community.

23 So one of the things I would
24 say is that you can't look at each school
25 and say, Okay, we're going to cut, cut,

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2 cut, but you have to look at it in terms
3 of what that individual school needs.

4 My special ed population, as an
5 example, is 35 percent. That's huge for
6 a comprehensive high school, whereas some
7 special admit schools, their limit is
8 only 10 percent. Maybe they may have a
9 maximum of 15. But when you look at that
10 in relationship to other things that go
11 on in the school, then that has to be
12 considered as well and what those needs
13 are for those individual students.

14 COUNCILWOMAN GYM: And what
15 would be your priority need to address
16 special ed? Would you increase the
17 number of teachers? Would you --

18 MS. DEAN: I would actually
19 decrease class size and increase the
20 number of teachers. Absolutely. Because
21 they need more, not less.

22 COUNCILWOMAN GYM: What is your
23 largest class size at West?

24 MS. DEAN: 33 to 34 students
25 per class.

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2 COUNCILWOMAN GYM: Thank you.

3 Principal Overton.

4 MR. OVERTON: When I think

5 about Randolph, we have challenges also.

6 Our special ed population is about 22

7 percent, and most schools have 10 percent

8 that's in our field, except for the CTE

9 schools. We take on more students with

10 disabilities, because if they're not

11 going to attend college, where are they

12 going to learn to receive a trade and be

13 successful?

14 I just think that we need more

15 support in regards to partnerships with

16 the businesses that are out here in this

17 city. A lot of organizations and

18 businesses and corporations are making

19 millions and really not supporting our

20 students and hiring our students within

21 the unions, within the corporations and

22 the companies that thrive in our city.

23 There should be a percentage of our

24 students in the School District of

25 Philadelphia hired by our companies and

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2 organizations. Also there should be more
3 articulation agreements with the
4 colleges. I have a great dual enrollment
5 with Philadelphia University. I can't
6 see why all the schools should have some
7 type of dual enrollment program where our
8 students can go to school for free. I
9 was just lucky that I received this
10 opportunity, but it took me four years to
11 change this, and it was not easy.

12 So I just think it's important
13 that we have a dual track in CTE where we
14 promote college and then we also have to
15 promote the career at the same time. But
16 I think we need more opportunities on the
17 college side and in the career side and
18 holding companies responsible to support
19 and give internships and hire our
20 students. I think that's real important.

21 COUNCILWOMAN GYM: Thank you.

22 DR. DAMON: If I could just add
23 also, I think the CTE in citywide admit
24 schools, we probably need more support in
25 the area of climate. We are almost

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2 charged or penalized when we pull
3 teachers out of the classroom and release
4 them to help in this area, because we're
5 not giving that support, and then at
6 leveling, it appears you don't need the
7 teacher, so you lose the teacher. Now
8 you've also lost the support. And I
9 think the misunderstanding is because we
10 do have a criteria for admissions, that
11 we do not have the challenges that many
12 of our comprehensive neighborhood high
13 schools do. And maybe we don't have it
14 to the same degree, but we have children
15 with emotional support. And so you're
16 thinking about a culinary arts program
17 where children are using butcher knives
18 or a barbering program where they're
19 using straight razors. We need the
20 support also in our schools to make sure
21 that our children are safe, that the
22 other students are safe, that the faculty
23 are safe. So climate.

24 COUNCILWOMAN GYM: Is that
25 additional support staff? Is that a

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2 smaller class size? Is that like a
3 heavier --

4 DR. DAMON: I would say if we
5 could get certainly small class for CTE,
6 which we get. And the interesting thing
7 is people forget that on the academic
8 side, you still need more teachers,
9 because if you're allowing the students
10 to come in, you have to build your
11 schedule first around the CTE with the
12 state mandated number of hours for
13 instruction, but then you need the
14 academic teachers to support, and then
15 when you get to the budget table, you're
16 forced to make a decision. And some of
17 us almost, we close programs as a result
18 of losing teachers. And so what we do
19 is, you prefer to maybe increase class
20 size because you don't want to lose
21 programs, but certainly if we had the
22 support in the classroom and in the
23 hallways and in the cafeteria, because
24 budgets are just not allowing for that
25 because you have to also provide

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2 graduation requirements.

3 COUNCILWOMAN GYM: So I know,
4 Principal Lukov, you're at a K to 8
5 setting, but I would love to just hear
6 your perspective on this as well. And it
7 does help to be very specific in part,
8 because the District has limited
9 resources. It's going to make a certain
10 set of decisions. We can get to other
11 places, you know, at some point, but
12 helping us prioritize special education,
13 climate, you know, support services,
14 counselors, certainly the pipeline into
15 trade and college as well is helpful, but
16 I'd love to hear it from a K to 8
17 perspective.

18 MR. LUKOV: Sure. So this is
19 going to really show the K to 8
20 perspective. Kindergarten. So when you
21 look at students that are lucky enough to
22 get into pre-K, and we have two Head
23 Start classrooms in our building, you're
24 talking class size of 20 students, a
25 teacher, and an assistant there full day.

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2 When students transition into
3 kindergarten, you're talking one teacher,
4 upwards of 30 kids, with a large
5 percentage of the class that they have
6 never been in kindergarten before,
7 possibly, especially at our school, newly
8 arrived to the country, and that's
9 challenging. There's a lot of data out
10 there that shows many of our students are
11 starting two years behind some of their
12 contemporaries. I don't want to go into
13 that research right now, but the bottom
14 line is having like a classroom aide, a
15 classroom assistant that's well trained
16 that can support the literacy process,
17 support the transition process is
18 paramount.

19 So it's not necessarily
20 reducing class size, but having that
21 extra person in there to support that
22 process to get our students on that road
23 to 1st grade and so on. Again, a big
24 push by the District, rightfully so, to
25 get all of our students reading by eight

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2 years old on grade level, and that's
3 certainly one of our goals. But
4 kindergarten.

5 COUNCILWOMAN GYM: Well, I just
6 wanted to say that a big push for us is
7 to see reduced class sizes in the primary
8 years, with a heavy focus on literacy,
9 and I think that that is something --
10 it's good to hear another principal kind
11 of echo how important that may be.

12 Thank you very much to all of
13 you. Thank you. And our office is an
14 open door for supports and other
15 promotional ideas. Thank you.

16 (Thank you.)

17 COUNCILWOMAN BLACKWELL: For
18 sure. Thank you all. Very important.

19 Panel 4. I didn't see Donna
20 Cooper, but certainly Catherine Blunt,
21 Dr. Azuka Anyiam, and Tara McCoy.
22 Welcome. Thank you for your patience.
23 We really, really appreciate it.

24 And, Dr. Joi, you're next, and
25 you will be our final panel after this

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2 group. We have only about three people
3 and then we welcome you and your group,
4 Dr. Joi Spraggins, Legacy Pathways,
5 Executive Director; Jereleen
6 Hollimon-Miller, a Mayor; Mike Foreman,
7 retired astronaut; Bob Carullo, SMART,
8 Executive Director.

9 (Witnesses approached witness
10 table.)

11 COUNCILWOMAN BLACKWELL: Thank
12 you all so much. Thank you for your
13 patience.

14 So Catherine Blunt.

15 MS. BLUNT: Yes.

16 COUNCILWOMAN BLACKWELL: We
17 really appreciate all that you do, all
18 that you've been -- the pre-K and all
19 that you do, period.

20 MS. BLUNT: Well, I feel
21 empowered and appreciated by City Council
22 and other people for the work that I do.

23 Good morning. Well, it's no
24 longer morning. Good afternoon,
25 Education Committee, Chairperson, and

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2 Committee members. My name is Catherine
3 Blunt. I am the retired principal of
4 Parkway Center City, and I'm going to
5 bring that up a little later. I am a
6 retired school teacher of the Parkway
7 program and other schools, and I am
8 currently a volunteer in the schools and
9 I work with Representative James Roebuck
10 around schools in West Philadelphia and I
11 also work with Principal Mary Dean. We
12 do a Martin Luther King program every
13 year, of which Councilwoman Blackwell
14 attends, and it's a very rewarding
15 program.

16 First of all, Philadelphia does
17 not have failing schools. We have a
18 failing School District. And what we
19 tend to do is give away our schools
20 rather than repair them.

21 We didn't always have failing
22 schools. There was a time when
23 Philadelphia was very, very successful,
24 and we need to get back to that time when
25 we were successful. And some of the

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2 success was already mentioned today when
3 people talked about or reported on doing
4 middle school CTE programs, which I think
5 are very, very important. Those programs
6 are important. They existed when I went
7 to school, because I'm a graduate of
8 Philadelphia, and Councilwoman Blackwell
9 also went to Roosevelt together and is a
10 graduate of Philadelphia schools. So
11 it's not that we didn't have a design.
12 We had a design to make schools
13 successful in Philly, but we moved away
14 from it.

15 Part of what is happening is
16 that Philadelphia is a divided city. It
17 is a city of have's and have not's, a
18 city of upwardly mobile people who have a
19 specific track or a special track within
20 the School District of Philadelphia and
21 then we have significant numbers of
22 families languishing in record levels of
23 deep poverty. So when our city
24 government speaks about plans for Philly,
25 it has to acknowledge that our city has

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2 this deep socioeconomic and racial divide
3 to bridge. The same is true with the
4 School District of Philadelphia and our
5 education system.

6 Mayor Kenney, along with City
7 Council, recently identified
8 neighborhoods, communities, day care
9 programs, schools, and families in need
10 and provided safe -- in need of and need
11 of -- excuse me. Identified day care
12 programs, neighborhood schools, families
13 in need, and they needed safe,
14 convenient, culturally inviting
15 environments in which students experience
16 quality education and families are
17 invited and supported, and these programs
18 are universal pre-K and community
19 schools.

20 Resolution No. 160727 is
21 equally important because it seeks to
22 access public education as a vehicle to
23 bridge that glaring socioeconomic divide
24 to promote the well-being of all of our
25 citizens and to encourage strategic

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2 growth in our city.

3 And one program at Dobbins
4 talked about using, I would call,
5 non-fossil fuel energy for heating, and
6 what we need to do as a city is begin to
7 look at what enterprises are going to be
8 not just next year but the years after
9 that. We're not just in the 21st
10 century. We're in the 22nd century. So
11 where are we going with respect to the
12 jobs that our children will need, where
13 are we going as a city with respect to
14 trying to provide those jobs and
15 encourage that industry to move to
16 Philadelphia.

17 So that is the pairing between
18 the CTE initiative and assessment that
19 City Council is doing and the need to
20 invite new industries into the City to
21 provide high-quality career jobs for our
22 children so that they are decent
23 community members and also participants
24 in the City and City government to the
25 extent that they vote and do all the nice

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2 things that we like for involved citizens
3 to do. So school is important and CTE
4 programs are important.

5 So Philadelphia has a large
6 minority population. It's about 85
7 percent. And 85 percent of those young
8 people go to schools that are racially
9 isolated. They tend to go to schools
10 that are our comprehensive high schools.
11 They are also going to our CTE high
12 schools. And when Councilman
13 Taubenberger talked about Germany, now
14 can you imagine Germany asking their
15 schools to write a grant to fund their
16 CTE programs? But this is what we do in
17 Philadelphia. All right? This is
18 unacceptable.

19 So what we're asking City
20 Council with this resolution to actually
21 look at our School District, look at its
22 racial divide, look at the problems that
23 we're having with respect to educating
24 our children, recognizing that schools
25 are not failing, the School District is

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2 failing our schools and our children in
3 providing the resources that they need so
4 that we can indeed march into the 22nd
5 century with children who are educated,
6 who are prepared, and who are going into
7 careers that are going to sustain them
8 throughout their lives as well as their
9 children and prepare their children to
10 attend college.

11 Now, I have some
12 recommendations. Because I am a retired
13 teacher, I need to speak for them even
14 though they're not here and I need to
15 speak for the retired principals. I
16 retired in 2013 and I spent ten years as
17 a principal and many more years as a
18 teacher.

19 Teachers are tired and
20 principals are tired. They're tired of
21 all the reforms and the reformists.
22 They're tired of being talked to, talked
23 at, excluded, planned for, planned
24 around. Now, these are things that these
25 principals could not say, but I can say

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2 because I'm retired and I don't have to
3 worry about my job. All right? They
4 need support.

5 You know, we had a
6 standards-aligned curriculum that dated
7 all the way back to Dr. Clayton. It
8 included Dr. Hornbeck and it included
9 actually Vallas, Mr. Vallas, and we had
10 wonderful relationships between our
11 elementary, our middle, and our high
12 schools. We had high school fairs, but
13 it wasn't just a high school fair in
14 which children learned about CTE
15 programs. We had -- elementary and
16 middle schools had their own fairs in
17 which high schools attended and presented
18 their programs so that children had an
19 opportunity to know what's going on.

20 Having a high school fair in
21 October and mandating that parents then
22 present their choices through the
23 Internet, some portal on the Internet, in
24 November without giving them any choice
25 and too much time is not fair. So when

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2 we say that our programs are going
3 lacking, the reason why they're going
4 lacking is because there's poor planning.

5 And to mention one point.

6 Okay. So the School District is rolling
7 out something they called their middle
8 high school, and their middle high
9 school, the middle high school -- no;
10 their college -- their middle college
11 high school, I think they're calling it.
12 Well, they're taking my former school,
13 which is a successful school, sends
14 children to college, and they're turning
15 that school into its middle college
16 school so that within four years, Parkway
17 Center City will cease to exist. It will
18 become Parkway Center City Middle High
19 School College. Half of those teachers
20 will lose their jobs at Parkway Center
21 City. This was announced just in the
22 paper October 20th. The High School Fair
23 was around the same time, so that there
24 was no real lead time to inform anybody
25 that this transition was going on. The

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2 teachers have been participating in
3 conversations that they're not
4 comfortable with, because this is like a
5 negotiation between the School District
6 and Community College without PFT. And
7 so -- and PFT has not been involved. And
8 so now they're feeling put upon and
9 pressured.

10 Dr. Hite is going to speak to
11 them at 9 o'clock on Friday morning.
12 They don't know what to do. They don't
13 even know why he's coming. They're being
14 asked to work with Community College
15 teachers, whose obligations and
16 requirements are altogether different.
17 So when you send 9th graders to Community
18 College to be educated by Community
19 College teachers, these are teachers who
20 are not certified. They're not certified
21 at all, not to teach high school
22 students, and they're not trained. And
23 so they are not obligated to adhere to
24 the kinds of requirements that the state
25 mandates for high school teachers or

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2 elementary teachers or School District
3 teachers. And so then who holds them
4 accountable?

5 The other piece that is coming
6 up is that if these children within the
7 four-year period fails two courses, what
8 happens to them? By 11th grade, the 11th
9 grade children are supposed to be at
10 Community College and then in 12th grade.
11 But where are the supports?

12 We're in the business of
13 teaching children. That is our job.
14 Community College teaches college-level
15 students, but they can do dual enrollment
16 with high school students. That is
17 different from a middle college high
18 school. The planning was wrong.

19 So my big piece here with City
20 Council is this: Make sure that all
21 stakeholders are involved. Make sure
22 that the partners match. Make sure that
23 the partners attend whatever meetings
24 that the school is having. Do not --
25 make sure the principals are not

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2 inundated with all of these meetings and
3 all of these partners and take him or her
4 away from the job that the state is
5 mandated, because we have to meet -- or
6 the School District of Philadelphia
7 teachers and principals must meet the
8 regulations set forth by Act 81 and I
9 think it's called -- it's Act 81 and
10 there's another one that they just
11 amended. Excuse me. Act 82 and 82-1.

12 So whatever the partnerships
13 may be, make sure that that group of
14 principals that were here are part of
15 that discussion about how it should be
16 set up. Make sure that there is an
17 entity that will oversee all of this, and
18 try to convince the School District to
19 seriously get involved in educating its
20 children and providing for its staff.

21 COUNCILWOMAN BLACKWELL: Thank
22 you very much. Very important testimony.
23 We appreciate you. Thank you. Thank
24 you.

25 Dr. Azuka from VICA

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2 Technologies.

3 DR. ANYIAM: Councilwoman

4 Jannie Blackwell, Councilwoman Helen Gym,

5 thank you for inviting me and VICA

6 Technologies to this important section.

7 I'm here to speak in support of the City

8 Resolution No. 160727 for expanding

9 career technical education in

10 Philadelphia. I make this testimony

11 based on my own personal experience

12 teaching and administering career

13 technical education, especially in the

14 information technology. My name is

15 Dr. Azuka Anyiam, and for ten years, I

16 have served as President and Assistant

17 School Director for VICA Technologies.

18 During this period, I have experienced to

19 teach large size classes and students

20 from different backgrounds. I was also

21 exposed to the impact career technical

22 education has on students' academic

23 growth and employment.

24 VICA over ten years has been

25 licensed by the State Department of

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2 Education Division of Career Training
3 School and Occupational Training Schools.
4 All our teachers are certified and
5 licensed. Our programs are approved by
6 State Department of Education, and most
7 of our curriculum are aligned and
8 approved also by State Department of
9 Education.

10 This is why VICA offer choices.
11 The high unemployment rate in the country
12 and particular in Philadelphia could not
13 be a good choice. This situation is made
14 worse among African and Caribbean --
15 African Americans constituency, West and
16 North Philadelphia neighborhoods, and
17 culturally sensitive African and
18 Caribbean immigrant communities, and
19 these are the people we serve.

20 The VICA certification program
21 as a career and other career technical
22 education program is of utmost need, just
23 because of the value they present and the
24 need for the level of employers. Last
25 year alone out of 20 people that went

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2 through our program, 16 got employed.
3 This is why here today I speak in support
4 of this program, because of some tangible
5 outcomes.

6 But first and foremost, we have
7 some strategies that we adopt. First
8 among it is that our curriculum is
9 industry-based, recognized standard and
10 is guided by the employers' trade
11 association representative and community
12 leaders working with our teachers and our
13 administrators. This year alone ten
14 individuals are involved in our advisor
15 committee and give us in-depth input on
16 curriculum as well as come in to help our
17 students throughout the year to provide
18 ongoing supports, job shadowing
19 opportunities, and on-the-job training
20 placement.

21 Second, we have high
22 expectation for our students to
23 demonstrate technical, academic, and
24 employability skills, their need to
25 succeed. As students (unintelligible).

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2 Also engaged in technical curriculum,
3 many students begin to recognize the
4 importance of the academic classes. Many
5 also begin to consider college as a
6 viable pathway for the first time.

7 The third is career exploration
8 opportunities and career guidance and
9 counseling, students who often pass
10 through our educational system without a
11 plan for their success.

12 Last year over 300 participants
13 went through the basic literacy, adult
14 basic education, (unintelligible), work
15 skills program by job site and technical
16 skills and resume writing.

17 We have some outstanding
18 results. 100 percent of those that went
19 through the program in 2015 completed
20 program with no drop-out, 80 percent got
21 certified, 80 percent got job placement,
22 and we have 90 percent attendance.
23 Right.

24 So today I speak in support of
25 the expansion of career technical

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2 education to the School District of
3 Philadelphia. Also to expand this
4 program to other vocational training
5 schools like VICA. Curriculum
6 development should be in partnership with
7 local businesses to develop a new high
8 school curriculum that better meets the
9 needs of local communities and ensures
10 that students are prepared to enter
11 high-skilled jobs right after graduation.

12 Testifying at a hearing before
13 the House Representative Committee on
14 Education on Workforce last year,
15 Governor Mike Pence stated, For those
16 students who are not bound for
17 traditional four-year college, we must
18 still ensure that they can thrive in
19 future careers, and one way to do this is
20 to make -- and one way to do this is to
21 make the issue of career technical
22 education important.

23 COUNCILWOMAN BLACKWELL: And,
24 Dr. Anyiam, Dr. Azuka -- Dr. Azuka
25 Anyiam, we invite you -- you can feel

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2 free to summarize. We'll submit
3 everything for the record, but as you all
4 can see, we have our next hearing,
5 Commerce, coming in. So they're not here
6 for us.

7 We welcome you to sit here for
8 the rest of our Education Committee, but
9 we certainly invite all who have yet to
10 testify to summarize. I apologize,
11 although your entire testimony will be
12 made part of the record as if it were
13 read.

14 DR. ANYIAM: Thank you,
15 Councilwoman Jannie Blackwell. This is
16 actually the summary of what we have
17 done, and I thank you for inviting us.

18 COUNCILWOMAN BLACKWELL: Thank
19 you. Thank you.

20 Now we welcome Philadelphia
21 Reads, and we thank you for being here as
22 well, Tara McCoy. Thank you.

23 MS. MCCOY: You're welcome.

24 Good afternoon, Councilwoman
25 Blackwell and the Education Committee and

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2 all of my colleagues present. I'll try
3 to keep my remarks really brief, because
4 I know that we're changing over.

5 When I prepared my testimony in
6 support of Resolution No. 160727, I
7 couldn't help but think about how this is
8 such a great time for our city.

9 Companies are bringing up their --
10 bringing their businesses, rather, to our
11 downtown district and new buildings are
12 springing up rapidly along Broad Street,
13 Market Street, Vine Street, JFK
14 Boulevard, and other streets in the same
15 area. However, just behind the perimeter
16 of the fancy new buildings, there lay
17 reminders of what our city is really
18 about, the people, the people who have
19 been in our city for generation after
20 generation who actually built this city
21 to be what it is today. And their
22 schools and their communities around
23 them, they're falling down. Some of them
24 are falling down physically, but most of
25 them are falling down in their ability to

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2 meet the needs of the children and youth
3 who deserve quality education and a
4 chance at advancement in our steadily
5 growing economic market, right here in
6 Philadelphia as well as globally. And I
7 do agree with my colleague, it's not
8 necessarily the schools, meaning the
9 teachers within them, that are failing
10 the students or the communities, but it's
11 the system in which they're under duress
12 to work, if you will.

13 As an educator and an executive
14 director for a literacy organization, I
15 could speak from various angles regarding
16 the injustices enacted against our
17 children through our educational system,
18 but today I would like to speak
19 specifically on our righteous
20 responsibility to build, empower, and
21 train young adults who can contribute to
22 our workforce in Philadelphia with a high
23 school education that we provide to them
24 through public schooling.

25 I will confess that I once used

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2 to believe that everyone should go to
3 college. I felt this mainly because I
4 have a nephew who was entering his
5 college years, and I really felt strongly
6 about that. But I was ignorant to think
7 that way and I was shortsighted. I
8 didn't see the bigger picture. Our
9 society depends on those who have degrees
10 just as much as it depends on those who
11 have technical and trade skills.

12 To me, one of our problems is
13 that we see more nobility as it relates
14 to going to college and getting a
15 white-collar job, but we need to
16 acknowledge that we are one and the same,
17 hard workers but in different fields.
18 The idea that college is not for everyone
19 should not be a statement reserved for
20 youth who we do not think fare well or
21 will fare well in their academic
22 pursuits, which is often stated. We need
23 to mature in our understanding that some
24 of our youth have technical genius, and
25 in alignment with that realization, we

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2 need to ensure that our educational
3 system provides pathways to success with
4 various routes, including one to college
5 and one directly into the workforce
6 through learning trades and participating
7 in apprenticeships.

8 A recent study published shared
9 that about 58 percent of Philadelphia
10 high school youth eventually enroll into
11 college. That data also shows that many
12 of these same students are unprepared
13 academically, mentally, and socially for
14 college and, as a result, two-thirds of
15 those students did not finish college
16 even after six years later. Now, that's
17 of those students who actually graduate
18 high school and then go on to college.

19 This doesn't tell us that
20 college isn't for everyone. This tells
21 us that we have a job to do and that we
22 need to ensure the preparation of our
23 young people for life while they are in
24 high school.

25 I stumbled upon a quote on City

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2 Year's website recently that read, The
3 only thing worse than kids giving up on
4 school is if we give up on them.

5 One thing we can concretely do
6 to give our kids a fighting chance to be
7 successful and to increase -- excuse me;
8 to be successful is to increase our
9 career and technical education programs
10 and ensure equity for our high schoolers
11 regarding the opportunity to attend a
12 school with this type of programming if
13 they have the desire to do so. We have
14 to see that the education and training of
15 our young people is what makes our city
16 economically sustainable.

17 All of the new buildings that I
18 mentioned earlier that are in the middle
19 of construction throughout our city, they
20 all need welders, electricians, HVAC
21 workers, and so many more laborers.
22 Imagine the narrative of our city's
23 strength and love for its people if we
24 could say that every young adult in
25 Philadelphia has the opportunity to go to

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2 college and be successful through
3 adequate preparation in high school and
4 counseling support or immediately go into
5 the workforce equally as prepared.
6 Ethically this is the right thing to do,
7 but even when you think about this in
8 terms of economics, it makes sense. It's
9 the only way that we can ensure our
10 city's sustainability.

11 Thank you.

12 COUNCILWOMAN BLACKWELL: Thank
13 you very much.

14 Any questions?

15 (No response.)

16 COUNCILWOMAN BLACKWELL: We
17 thank you very much.

18 Our final panel, I promise you,
19 Commerce, will be short.

20 Dr. Joi Spraggins and your
21 committee, would you come forward. And
22 thank you all very, very, very much.

23 (Witnesses approached witness
24 table.)

25 COUNCILWOMAN BLACKWELL: We

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2 will be very short, folks.

3 Thank you. Dr. Joi Spraggins,
4 Executive Director, Legacy Pathways, with
5 Jereleen Hollimon-Miller, Mayor; Mike
6 Foreman, retired astronaut; and Bob
7 Carullo, SMART, Executive Director. We
8 thank you and we call on you to begin
9 your testimony.

10 Thank you again, Councilman
11 Squilla. I know you're still here.

12 Thank you, Councilman Jones.
13 We'll be short. This is our final panel.

14 DR. SPRAGGINS: Thank you,
15 Councilwoman. We are very honored to be
16 here today. We actually were scheduled
17 for the education, but this is also about
18 commerce, because when you talk about
19 small business opportunities, when you
20 talk about Fortune 500 companies coming
21 together, private-public partnerships,
22 we're actually talking about global
23 diversity and inclusion, and as you know,
24 that it's been our passion to really make
25 a difference here in the City of

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2 Philadelphia.

3 In February, we tested a model
4 working with employers, the military, the
5 School District of Philadelphia, the
6 Mayor's Office of Education, and the
7 Mayor's Commission. We thank you for
8 your leadership role.

9 It is very critical to be able
10 to provide sustaining jobs that provide
11 the high-quality wages, and what's needed
12 is -- and we appreciate the Overbrook
13 High School is where we piloted our
14 model. We worked with Astronaut Guy
15 Bluford, who is best friends with
16 Astronaut Mike Foreman. And so we're
17 here because it's important and we are
18 asking for the City's support in
19 reference to establishing a NASA-related
20 career and technical institute, which we
21 will have a private-public partnership.

22 We have with us today in
23 addition to Mike representing the legends
24 from NASA, we also have Bob Carullo
25 representing Congress. And most of all

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2 we have Mary. She is with the Governor's
3 Office of Small Business and -- Small
4 Business, Diversity and Inclusion,
5 Workforce Development and Training. And
6 Steve. We have Steve Dawson, who was the
7 former Chief Technology Officer for the
8 State of New Jersey. And we are deeply
9 honored to have our Police Department,
10 who has always been with us. And we
11 certainly would like to thank the
12 Commissioner. We have Dr. Tyrone Bennett
13 in from New York, who has been working
14 with higher education. And most of all,
15 we have the Mayor. We have Mayor
16 Jereleen Miller and she is from South
17 Carolina, the home of Dr. Mary Bethune.
18 And we also would like to share with you
19 that she is the great-granddaughter of
20 Dr. Mary Bethune. So we are honored.

21 COUNCILWOMAN BLACKWELL: She is
22 the great?

23 DR. SPRAGGINS: Here she is.

24 MAYOR HOLLIMON-MILLER: Your
25 Honor, yes, I am the great-grand niece of

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2 Dr. Mary McLeod Bethune.

3 COUNCILWOMAN BLACKWELL: of
4 whom?

5 MAYOR HOLLIMON-MILLER:

6 Dr. Mary McLeod Bethune.

7 COUNCILWOMAN BLACKWELL:

8 Wonderful. Thank you.

9 MAYOR HOLLIMON-MILLER: Thank
10 you.

11 DR. SPRAGGINS: So we would
12 like to partner with the City of
13 Philadelphia to look at how we can
14 structure a best practice global
15 diversity and inclusion model that will
16 support job creation, that will support
17 education, and absolutely support career
18 opportunities within our community,
19 modeling behind the program that we did
20 for the Juvenile Justice Center on an
21 economic diversity inclusion model that
22 we used.

23 So at this time, I'd just like
24 to ask Mike if he would say a few words
25 on behalf of the legends and the

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2 trailblazers from NASA.

3 MR. FOREMAN: Well, thank you,
4 Councilwoman Blackwell. It's a pleasure
5 to see you again.

6 COUNCILWOMAN BLACKWELL: Thank
7 you.

8 MR. FOREMAN: I came to
9 Philadelphia today from my home in
10 Houston, Texas for two reasons. First of
11 which was to speak to some students this
12 morning at Guy Bluford Elementary School,
13 which was a great honor and a pleasure to
14 be at that organization, that school, and
15 get a chance to talk to those students.

16 And, secondly, I came to
17 support my good friend, Dr. Joi
18 Spraggins, because I believe in her
19 Legacy Pathways organization and all the
20 great things that she has been doing.
21 And, you know, we've worked together
22 before, and we've been to the BEYA
23 conference together before earlier this
24 year and had the opportunity to talk to a
25 lot of students and hopefully inspire

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2 some of them to study STEM. I'm a big
3 proponent of STEM. And I'll continue to
4 support Dr. Joi no matter what she does,
5 but I hope that her Legacy Pathways will
6 take off and do more great things.

7 Thank you.

8 DR. SPRAGGINS: You also share
9 that you're a Councilman.

10 COUNCILWOMAN BLACKWELL: Thank
11 you. That school is certainly in
12 Councilman Jones' area, who is the
13 Chairman of Commerce, and the late Lucien
14 Blackwell and myself, along with Connie
15 Clayton, were there for that many, many
16 years ago, for that wonderful sendoff at
17 Cape Canaveral.

18 DR. SPRAGGINS: And now I would
19 like to introduce you to Bob Carullo, who
20 is the Executive Director of SMART, which
21 stands for Strengthening Mid-Atlantic
22 Region for Tomorrow, representing four
23 states - Pennsylvania, New Jersey,
24 Delaware, and Maryland - in our
25 international market.

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2 MR. CARULLO: Good morning,
3 Councilwoman, Councilman.

4 COUNCILWOMAN BLACKWELL:
5 Welcome.

6 MR. CARULLO: SMART staff is a
7 bipartisan congressional initiative to
8 integrate with the federal executive
9 branch in the states with the grassroots
10 tech community. We execute that effort
11 via 15 focus groups, and I'm here
12 primarily today to support our education
13 group with Dr. Joi and her NASA-focused
14 career and technical education training
15 and research institute. By the way, of
16 Philadelphia note, the Caucus was started
17 way back in 1999, and Congressman Brady
18 just so happened to have been the first
19 member to sign on board with the Caucus
20 and he led the Caucus in the mid 2000's,
21 and we, of course, still work closely
22 with Congressman Brady.

23 Again, we're here to support
24 the initiative that Dr. Joi is doing. My
25 job with these 15 focus groups that we

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2 have is to ensure that all the major
3 things that we're doing and the other
4 focus groups integrate with what Dr. Joi
5 is doing with her institute.
6 Specifically, the biggest effort that we
7 have is our VA group, because part of
8 Dr. Joi is to include veterans
9 retraining. That is, in my opinion, the
10 shortest shortcut to a trained workforce,
11 because veterans are half trained
12 already.

13 We're also including Dr. Joi's
14 efforts in our transition program. We
15 are providing input to the three
16 transition teams - the democratic team,
17 the republican team, and the current
18 Obama transition team, and we're
19 primarily looking forward to what we can
20 do in 2017 going forward.

21 Thank you.

22 COUNCILWOMAN BLACKWELL: Thank
23 you very much.

24 DR. SPRAGGINS: Mayor, would
25 you come up.

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2 COUNCILWOMAN BLACKWELL: We
3 thank you all for coming. Sorry that we
4 don't have the time we wanted. We're
5 grateful.

6 Councilman Jones.

7 COUNCILMAN JONES: Yes. Could
8 you -- and, first of all, thank you for
9 going to Bluford. Those young people
10 there really need that kind of vision to
11 be able to see as far as outer space by
12 way of a career opportunity. That's
13 number one. And thank you, Doctor, for
14 considering Overbrook as a location for
15 this type of program.

16 Could you briefly describe what
17 your vision is for a program like that.

18 DR. SPRAGGINS: Yes. We have
19 reached out to Fortune 500 companies and
20 we said in order to make sure that there
21 is greater diversity and inclusion, we
22 are establishing a partnership with
23 Fortune 500 companies and small business.
24 And the model that we've actually put
25 together has been with small business,

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2 who typically are sole proprietors and do
3 not have the capacity. So our pilot
4 program brought a lot of the sole
5 proprietors together, which includes a
6 lot of the sports legends - Wally Jones,
7 you have Bobby Hunter, who is a retired
8 Globetrotter, and we looked at how can we
9 really support and create an economic
10 opportunity where there is a
11 mentor-mentee program between the
12 corporations and the small business,
13 because we do need that as small
14 businesses' capacity. And if we're going
15 to talk about job creation, we got to
16 make sure that when you put a training
17 program together, that there's jobs, and
18 the best way to do that is to have the
19 employers at the table to help us all as
20 a city understand what is needed so that
21 when those -- when we all go through
22 training, whether you're upgrading your
23 skills as an entrepreneur, whether you
24 are an employee or whether you are in
25 school, like the bottom line, it has to

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2 convert into contract opportunities for
3 small business. Because our model is
4 never doubt that small business
5 partnerships can help change the world.
6 And so when we look at from an economic
7 global diversity inclusion, it is about
8 education, but it is about commerce and
9 it's also about global diversity
10 opportunities for all.

11 COUNCILMAN JONES: Got it.

12 Thank you, Madam Chair.

13 COUNCILWOMAN BLACKWELL: Thank
14 you.

15 Ma'am.

16 MAYOR HOLLIMON-MILLER: Thank
17 you, Madam Chairman. I just wanted to
18 share one of the books that we were
19 fortunate enough to have the children in
20 the State of South Carolina to write from
21 the grades of 2nd through 6th, and they
22 wrote this book in honor of Dr. Mary
23 McLeod Bethune. And this is in their own
24 writing, and they shared their artwork as
25 well in this collaborative book of 56

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2 stories. And this is something that we
3 use to teach. It's a tool that we teach
4 not only the children but the teachers.
5 They are fortunate to see the children's
6 work that's being displayed in a
7 classroom, and I just wanted to share
8 this with everyone.

9 And the license plate, this is
10 the first license plate in the State of
11 South Carolina that bears the portrait of
12 Dr. Mary McLeod Bethune. This is also a
13 portrait -- the portrait that is posted
14 in the State House. It hangs in the
15 State House.

16 Thank you all very much.

17 COUNCILWOMAN BLACKWELL: Thank
18 you.

19 DR. SPRAGGINS: Thank you for
20 having us today.

21 COUNCILWOMAN BLACKWELL: Thank
22 you, Dr. Joi, and thank you all. We're
23 just honored that you're here with us and
24 honored that you could talk about what we
25 can really do with training with our

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2 young people, and thank you for what
3 you're doing to help small businesses and
4 all of us. Thank you again.

5 COUNCILMAN SQUILLA: Thank you
6 too. We appreciate you coming in and
7 giving us some more information that we
8 need to make ourselves better. Thank you
9 so much.

10 DR. SPRAGGINS: Thank you.

11 COUNCILWOMAN BLACKWELL: Thank
12 you very much.

13 Now this will conclude our
14 hearing. It will be held at the call of
15 the Chair.

16 We thank you all for your
17 patience.

18 Thank you, Mr. Chairman, for
19 letting us go a little over. We started
20 at 9:00, but we just got -- you know how
21 hearings are about education.

22 And we thank you all very much.
23 Thank you to members of the Committee as
24 well.

25 (Committee on Education

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2 concluded at 1:15 p.m.)

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