



PhillyStat Outcomes

Goal 2: The Education and Health of Philadelphians Improve.

Goal 2 Vision

Philadelphians will live, work, play, and learn in environments that promote healthy eating, active living, a smoke-free existence, and educational success, enabling them to have long, productive lives free from disease, disability, and premature death.

Philadelphians will be afforded opportunities to learn and enhance their lives through lifelong learning.

The most vulnerable will find support through public-private collaborative efforts to improve the quality of their lives



Dashboard

| Measure | 2012 Target | 2015 Target | Progress | Comments |
|--|-------------------|-------------------|---|--|
| High School Graduation Rate | 65% | 80% | Off Track- Requires Executive Attention | At 61% for the graduating class of 2011 |
| Percent of Residents with a 4-Year College Degree | 25% | 36% (2018 target) | Off Track- Requires Executive Attention | From the 2010 ASC: 22.6% |
| By 2016, all job seekers in the CareerLinks needing education services to qualify them for entry into employment will receive learning plans, coaching, and the services they need to persist in learning, even after entry into employment. | No Data Available | 100% | Not Currently Measured | A goal for 2016 is to track this in the CareerLinks. |

Why Are We Here Today?



Background: The Mayor's Commission on Literacy

Founded in 1983, the Commission was the first literacy agency in the country to be established by a local governing body.

The Commission advises the Mayor on policies to enhance adult literacy learning, and works systemically to increase learning opportunities for the city's adults so they may attain family-sustaining jobs and careers, participate in civic life and citizenship, and contribute to the economic growth of Philadelphia.

The Commission's vision is that by 2016, Philadelphia will be among the most literate cities in the US.

Today, we will discuss how to achieve this vision.



What is adult literacy in the 21st century?

The Mayor's Commission on Literacy promotes "workforce literacy," which includes reading and writing, critical thinking and problem solving, digital skills and information literacy, mathematics, "soft skills," and English-language learning .

Workforce literacy should be taught in the context of preparation for a specific career.



What Is the Current State of Literacy Among Philadelphia Adults?



The Current State of Literacy in Philadelphia

How Big Is the Literacy Challenge?

- It is estimated that nearly one half of Philadelphia adults function below adults levels in analysis of prose text, numeracy, and other workforce literacy skills.
- *“Education is our public safety strategy. Education is our poverty strategy. Education is our health strategy. Education is our economic development strategy. Education is central to everything we’re trying to accomplish.” – Mayor Nutter*
- The adult populace must be educated so that they can work.
- If Philadelphia’s adult literacy education system were an open university, it would be the 8th largest in the world.



The Current State of Literacy in Philadelphia

What Does It Mean to Be Low-Literate?

- In Philadelphia, approximately 275,000 adults lack a high school diploma or GED.
- Nationally, 55% of those who lack a high school diploma score below 'basic adult prose' reading levels.
- Other national characteristics of those scoring 'below basic':
 - 39% of Hispanic adults
 - 20% of Black adults
 - 26% of adults age 65+
 - 21% of adults with multiple disabilities

The Current State of Literacy in Philadelphia

Why Is This an Urgent Problem?

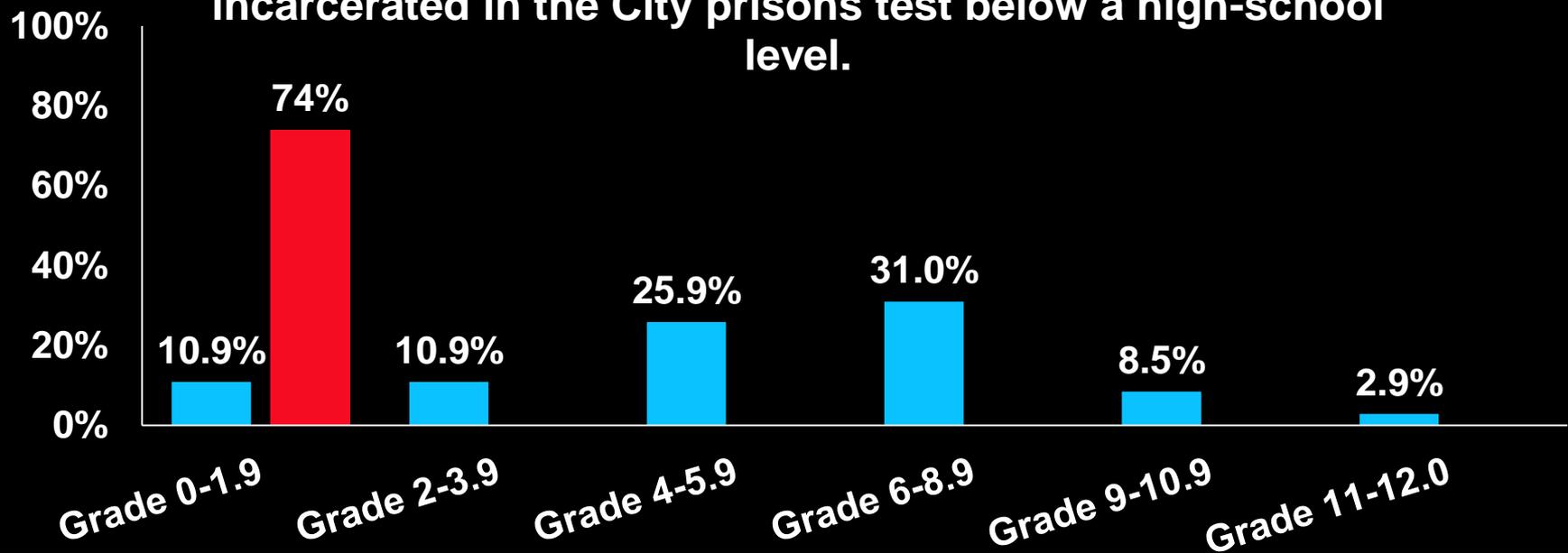
- The number of adults earning the GED in Philadelphia each year is less than 1% of those who lack the high school diploma.
- If we do nothing, the numbers will continue to compound by 10,000-15,000 additional adults without the GED/diploma every year.



The Current State of Literacy in Philadelphia

Fact: The minimum requirement for family-sustaining jobs in the Knowledge Economy is 14 years of schooling.

The majority of CareerLink job seekers and people incarcerated in the City prisons test below a high-school level.



■ CareerLink Job Seeker TABE® Test Scores
■ City Prison TABE® Test Scores



The Current State of Literacy in Philadelphia

Fact: Public dollars for literacy funding decreased from \$8 million in FY11 to \$5.2 million in FY12. TANF clients no longer have a dedicated source of federal funding.

Fiscal Year 2011 Public Funding for Literacy



Fiscal Year 2012 Public Funding for Literacy



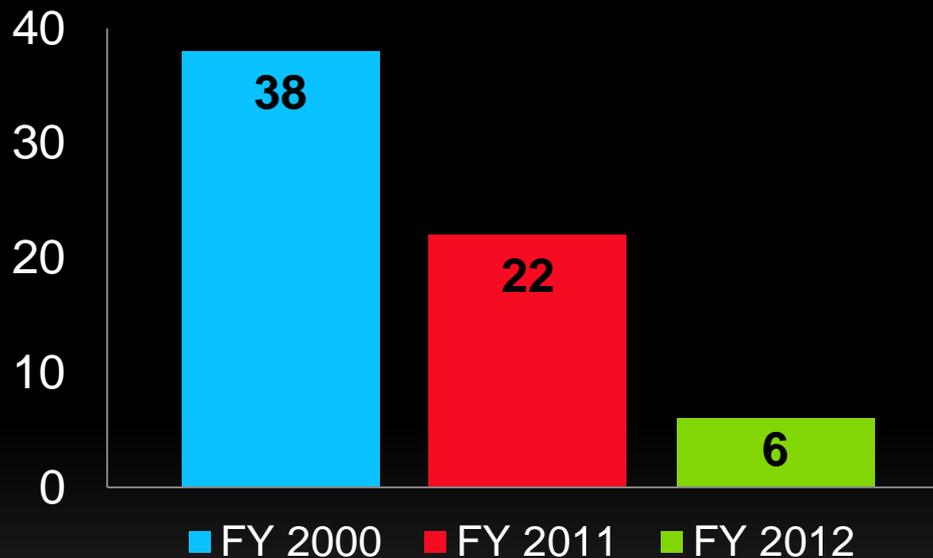
■ Other State and Federal ■ Literacy for TANF ■ City



The Current State of Literacy in Philadelphia

Fact: Public dollars for literacy funding decreased from \$8 million in FY11 to \$5.2 million in FY12. TANF clients no longer have a dedicated source of federal funding.

The number of literacy agencies in Philadelphia supported by the state has been dropping for years. *We expect this trend to continue in FY 2013.*



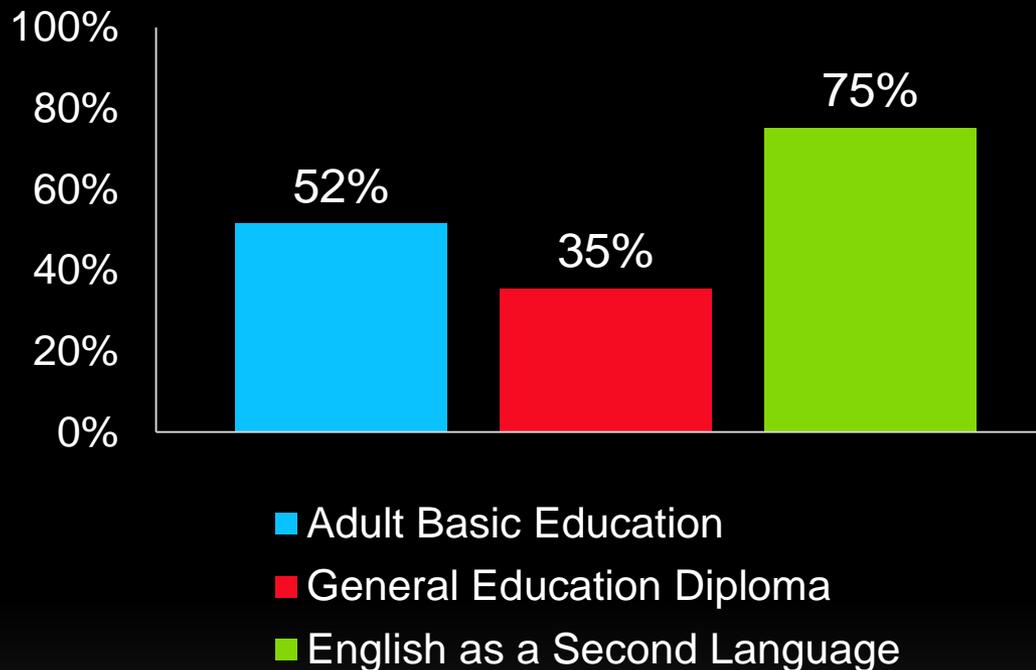
The Current State of Literacy in Philadelphia

The good news: In FY 2011 Mayor Nutter reconstituted the Mayor's Commission on Literacy under the co-chairmanship of E. Steven Collins and Leslie Stiles, and in FY 2012 Mayor Nutter requested and City Council approved an unprecedented allocation of funding at \$1 million to support adult literacy.

The Current State of Literacy in Philadelphia

Fact: Retention rates in adult literacy classrooms are low.

Average Self-Reported Class Retention Rates
2010-2011



Source: Baseline Data Mayor's Commission on Literacy January, 2012

How Will We Make Philadelphia Among the Most Literate Cities in America by 2016?



Increasing Literacy in Philadelphia

The Commission, in partnership with public, private and community organizations, has determined the following strategies for achieving our 2016 literacy goal:

1. Use a systemic approach to increasing workforce literacy
2. “Do more with less” through:
 - Increased retention and persistence
 - Learner management
 - Technology
3. Create a culture of learning in neighborhoods where people live and work.

Specific targets are outlined on the next pages.



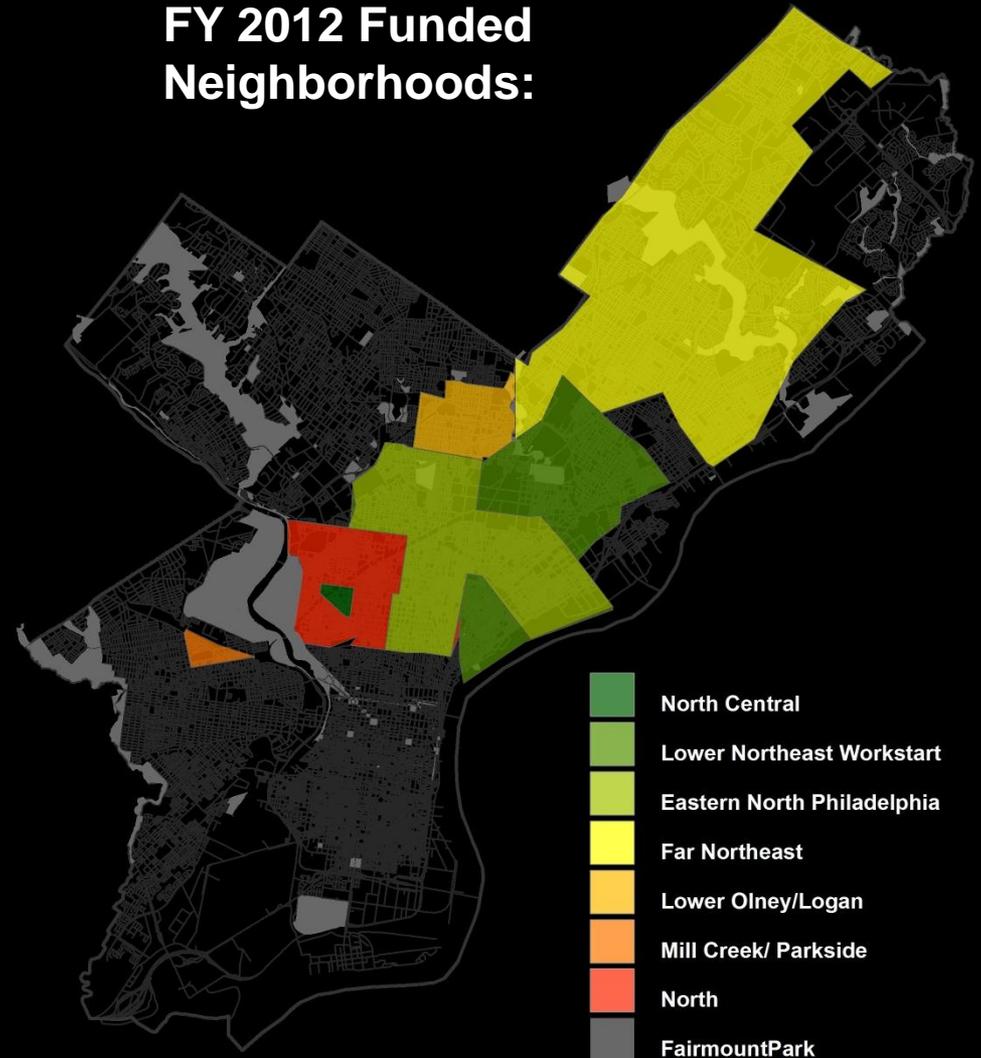
Increasing Literacy in Philadelphia

Strategy: Create a culture of learning where people live and work.

- Support existing partnerships that address workforce literacy and reach learning deserts in Philadelphia
- **Target:** Develop 7-10 additional partnerships by FY 16 in the following neighborhoods:

- ✓ South
- ✓ Southwest
- ✓ Germantown
- ✓ Frankford
- ✓ Kensington
- ✓ Richmond
- ✓ Bridesburg
- ✓ Tacony
- ✓ Lawncrest
- ✓ Oxford Circle

FY 2012 Funded Neighborhoods:



Increasing Literacy in Philadelphia

Strategy: Create a culture of learning where people live and work.

Neighborhood Partners:

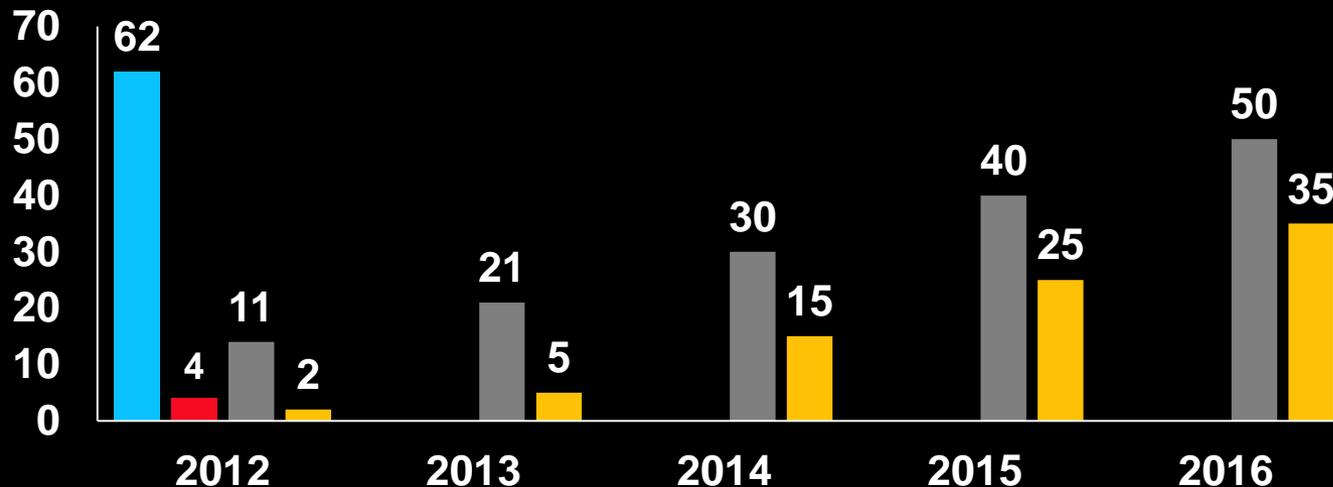
- Lutheran Children and Family Services, CARDONE Industries, and Nueva Esperanza EARN Center
- Project Home, Cecil B. Moore Branch of the Free Library, and the Urban League of Philadelphia
- Alpha CDC, Christian Stronghold Baptist Church, and Blankenburg Elementary School
- Community Women's Education Project, P&A Nursing School, Providence Center, and PA CareerLink North
- New World Association, Bambi Day Care Center, Philadelphia Home Care, Inc., and First Niagara Bank, and PA CareerLink Northeast
- Philadelphia OIC, Mercy Neighborhood Ministries HotSpot, Free Library of Philadelphia Tioga; Gaudenzia, Inc., PA CareerLink North
- Congreso, the Lighthouse, Lillian Morrero Branch of the Free Library of Philadelphia, Federal Express, and Anago



Increasing Literacy in Philadelphia

Strategy: Use a systemic approach to increasing workforce literacy.

Target: Literacy Agencies Will Adopt Workforce Education Standards and Contextualized Teaching



- Self-report they teach for learners' employment
- Self-report using Workforce Education Standards
- Actually in process of adopting Workforce Education Standards
- Contextualized Curricula Available

Increasing Literacy in Philadelphia

Strategy: Use a systemic approach to increasing workforce literacy.

- In FY 12, online enrollment software for city-wide access to learning is acquired.
- In FY 13, online adult learning accounts will use the same log-in identifier used for job-search accounts in the CareerLinks.
- In FY 13 and 14, basic academic skills will be more closely intertwined with workforce and job training programs within the CareerLinks and EARN Centers.
- **Target:** By FY 16, adult learning and earning will be seamlessly linked from the client's point of view.



Increasing Literacy in Philadelphia

Strategy: Use a systemic approach to increasing workforce literacy.

- In FY 12, Career Pathways were developed for two industry sectors, Health Care and Quality Assurance within Advanced Manufacturing.
- Beginning in FY 13, develop additional career pathways and curricula.
- Develop transition programs and online study support for adults transitioning to post-secondary. Embed co-teaching of Workforce Literacy with on-the-job training, apprenticeships, etc.
- **Target:** By FY 16, literacy and job-readiness will be taught in fully integrated ways in Philadelphia.



Increasing Literacy in Philadelphia

Strategy: “Do More With Less” – Address Retention and Persistence.

- **Target:** Establish near-peer mentors and make available to a majority of learners by 2016. Assure that each learner has a mentor, a tutor, a teacher, and a career coach, all of whom are there to help learners stay on track.
- Connect adult learners to social, health, legal, behavioral, and employment services via Digital On-Ramps/Smarter Cities.
- Stick to learners, from initial inquiry through employment and beyond, to lifelong learning via on-line learner accounts, referrals, and instructional opportunities.



Increasing Literacy in Philadelphia

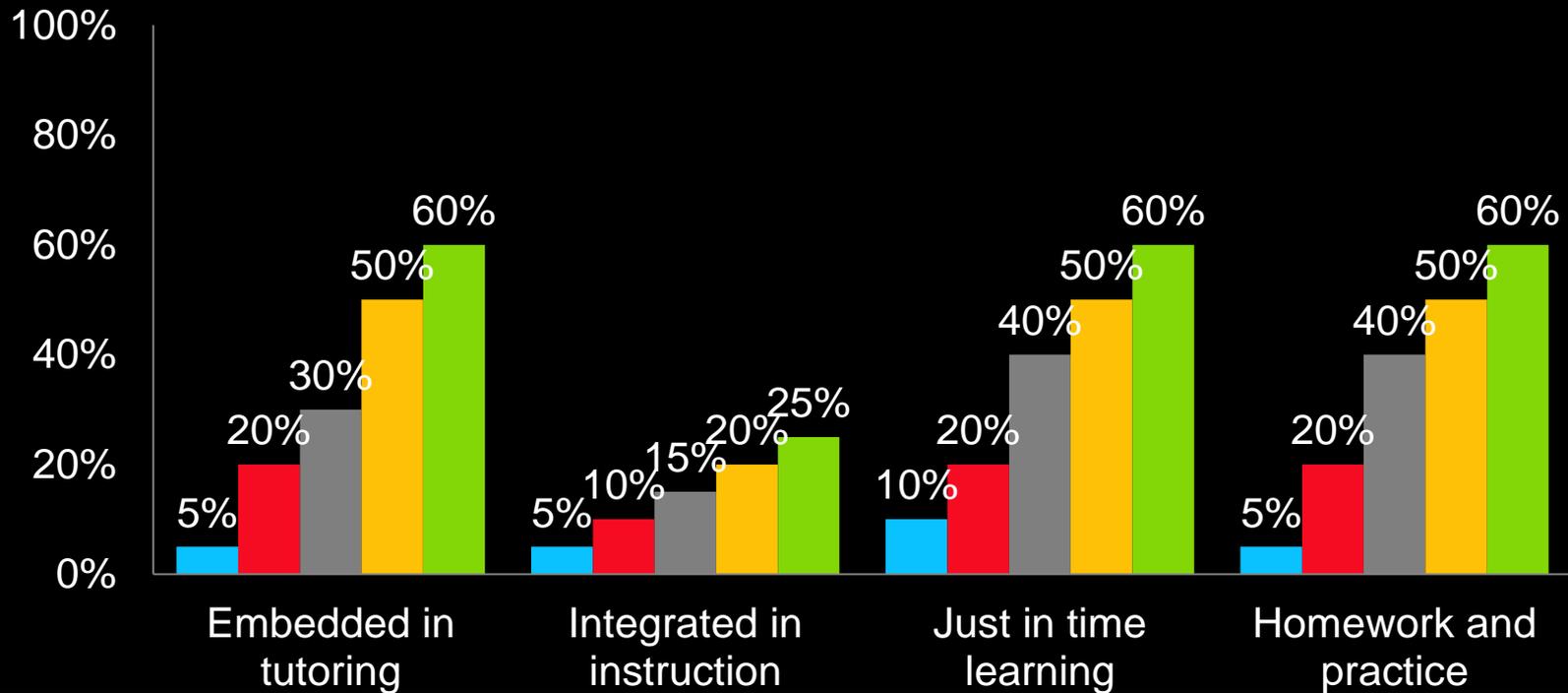
Strategy: “Do More With Less” Through Technology

- All job-seeking applications and jobs are digital now.
- The GED will be entirely computer-based by January 2014.
- **Target:** All GED test-takers are fluent technology users by 2014 and technology skills are integrated into the majority of learning environments by 2016.
- Socialize learning, on the ground and online.

Increasing Literacy in Philadelphia

Strategy: “Do More With Less” Through Technology

Technology Skills Targets



■ FY 2012 ■ FY 2013 ■ FY 2014 ■ FY 2015 ■ FY 2016



Increasing Literacy in Philadelphia

Target Review:

- 1. Develop 7-10 additional partnerships for FY13-14 in “learning desert” neighborhoods throughout Philadelphia.**
- 2. By FY 16, at least 50 literacy agencies will be in the process of adopting Workforce Education Standards and 35 will have Contextualized Curricula available.**
- 3. By FY 16, adult learning and earning will be seamlessly linked from the client’s point of view.**
- 4. By FY 16, literacy and job-readiness will be taught in fully integrated ways in Philadelphia.**
- 5. Establish near-peer mentors and make available to a majority of learners by 2016. Assure that each learner has a mentor, a tutor, a teacher, and a career coach, all of whom are there to help learners stay on track.**
- 6. All GED test-takers are fluent technology users by 2014 and technology skills are integrated into the majority of learning environments by 2016.**



Challenges to Realizing this Vision

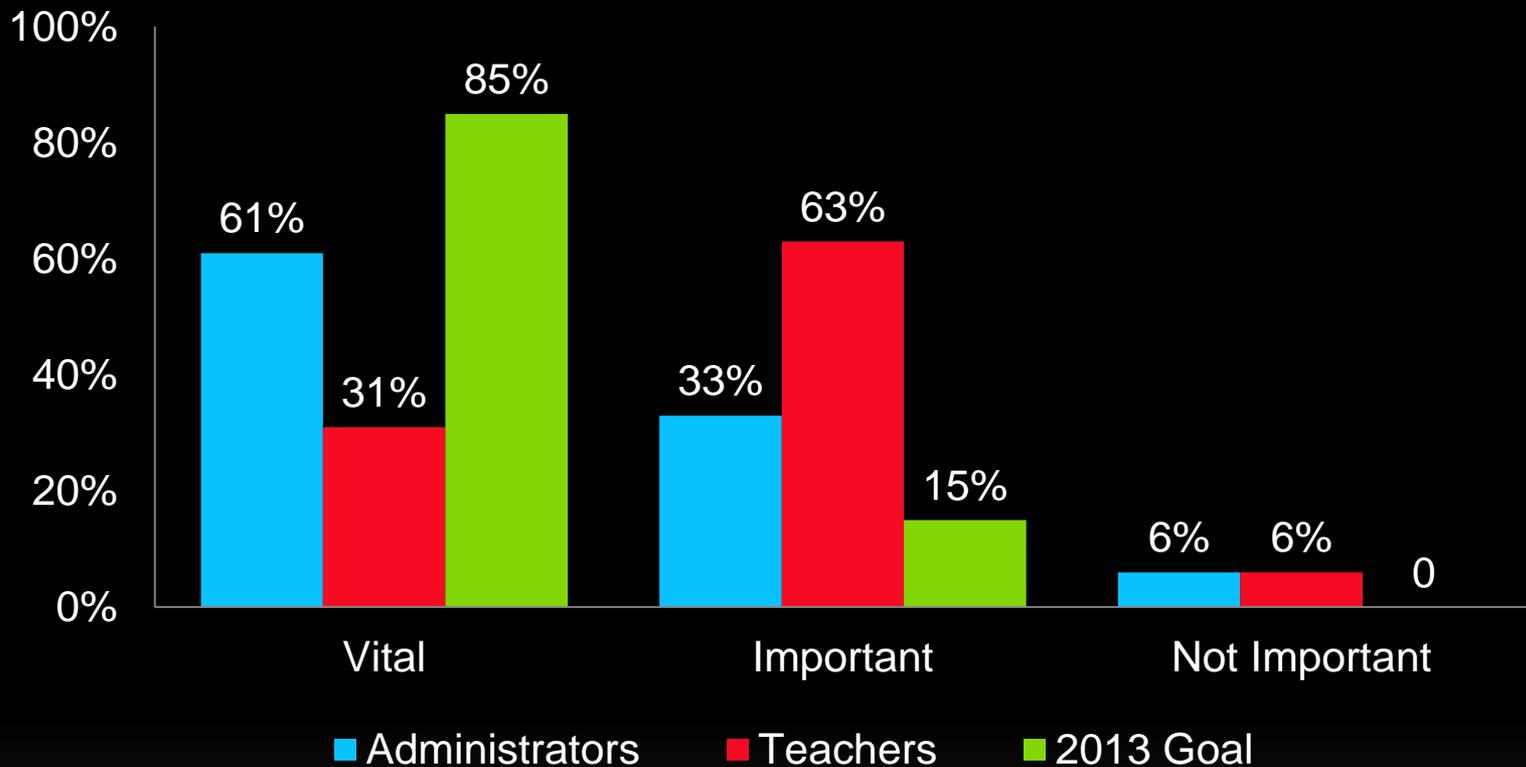


Challenges

- **Lack of Funding/Scope:** How do we scale up these strategies so that they make a significant dent in the literacy problem?
- **Culture Change:** Teachers and administrators have to recognize the importance of technology and train students to have today's workforce skills. The workforce literacy system has to reflect the importance of technology and literacy to job readiness.
- **Jobs:** We need many more job training programs, internships, apprenticeships and entry-level jobs for all levels of adult learners while we continue to raise their skills and knowledge. How can the business community and economic development leadership partner with us to create these learn-while-you-earn opportunities?

Challenges

Current Teachers' and Administrators' Views of the Importance for Students to be Comfortable with Technology



Source: Tuscarora Intermediate Unit #11 September 2011

The Takeaway



Takeaway

For the next four years, we must create a system that can “do more with less”:

- Focus on workforce literacy
- Retain and promote adults through different levels of literacy and training, even after initial employment
- Technology– **GED is entirely computer-based in 2014; the jobs are online now.**

But this is not a long-term policy solution. We must come up with ways to make adult literacy education sustainable. To educate a significant proportion of adults for employment will take a significant investment.

Takeaway

- **The Commission has undertaken a year's worth of research to think on a system-wide scale and set a system-wide vision to address the scope of the problem**
- **In the coming year, the Commission will work to leverage local dollars and aggressively seek funding to achieve this vision**
- **Preliminary targets have been set for the system, the learners, and the teachers to track progress in meeting this vision (these targets may change depending on the amount of funding for these initiatives)**

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