# MAYOR MICHAEL A. NUTTER'S OFFICE OF EDUCATION

## Shaping an Educated City: Two-Year Report on the Mayor's Education Goals
## January 2008 - December 2009

Now more than ever, Philadelphia's young people and adults must be well-educated to support a safe, economically vibrant, thriving city. Philadelphia's citizens of all ages must receive a clear message about the importance of high school and college attainment, and must have access to the information, resources and supports needed to achieve their educational aspirations. This two-year report will serve to summarize Mayor Michael Nutter's efforts to create a more educated city to ensure Philadelphia's future prosperity.

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## THE MAYOR'S OFFICE OF EDUCATION GRATEFULLY ACKNOWLEDGES THE FOLLOWING ORGANIZATIONS FOR THEIR GENEROUS SUPPORT:

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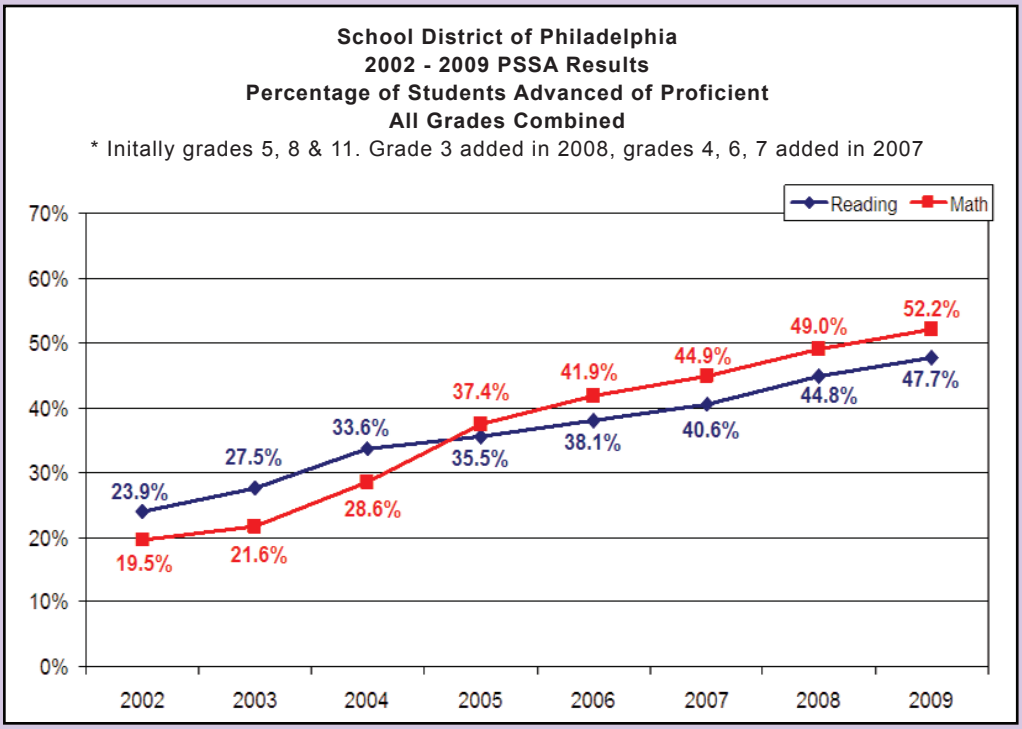
# KEY EDUCATION ACCOMPLISHMENTS FOR PHILADELPHIA SINCE JANUARY 2008:

- Strong, effective leadership for our public schools: With the support of the Mayor and Governor Rendell, Dr. Arlene Ackerman was selected as Superintendent of the School District of Philadelphia. Dr. Ackerman is a nationally recognized instructional leader for the city's schools, and works closely with the Mayor to improve educational outcomes for the city's young people.

- Academic achievement on the rise: For the seventh year in a row, the School District has achieved academic gains in reading and math across all tested grades. These increases, coupled with the increased graduation rates outlined below, mean that schools are graduating more students while ensuring they have the skills needed to achieve in college and careers.




- Increased state funding for Philadelphia schools: In 2008, the Mayor led an unprecedented campaign to advocate for increased school funding and a new state education funding formula. As a result of this effort and others, the School District received an additional $51 million in funds through a revised basic education subsidy formula.

- Safer schools: From the 2007-08 to 2008-09 school year, School District schools saw a 14.7% decrease in violent incidents citywide. In addition, state-designated "persistently dangerous" schools saw a 19.8% decrease in violent incidents during this timeframe, due in part to increased collaboration between City agencies and the School District.

- New educational options for students who are off-track or have dropped out: For the 2009-10 school year, the School District added 1,490 seats in new small schools and innovative programs that serve students who are off-track or have dropped out. There are now 5,000 seats allocated to these schools and programs.

- A new direction for our public schools: The School District's *Imagine 2014* strategic plan was created with the input of educators, students, families and other city organizations, and guides the District and the education community's efforts to create a system of great schools in Philadelphia.

- Increased college access: The Mayor's PhillyGoes2College Campaign recruited and trained 100 City employee volunteers to help Philadelphia high school seniors and their families complete the Free Application for Federal Student Aid (FAFSA), contributing to a 12% increase in FAFSA completions over the previous year and over $194 million in additional funds for Philadelphia college students.

- Improved graduation rates: Since the Mayor took office in January 2008, the School District's graduation rates have trended upward, including a three percentage point increase in the four-year graduation rate and a three percentage point increase in the six-year graduation rate since 2007. We anticipate accelerated growth in these gains as a result of the new programs and supports implemented as part of the School District's *Imagine 2014* strategic plan.

# BACKGROUND

Throughout the mayoral campaign in 2007, candidate Michael Nutter consistently invoked three disturbing statistics: 45% of Philadelphia's youth drop out of high school; 25% of our residents live below the poverty level; and only 18% of our adults hold an undergraduate degree from college, placing us 92nd out of the 100 biggest cities in America. Drawing the connection between these three statistics, Mayor Nutter committed his Administration to cutting the dropout rate in half within 5-7 years and doubling the percentage of college graduates within the next 5-10 years to ensure the city's future economic viability.

One week after his inauguration, Mayor Nutter established the Mayor's Office of Education (MOE) to lead his Administration's efforts to achieve these goals. This report outlines MOE's efforts and the Administration's accomplishments over its first two years.

# FINDING COMMMON GROUND

One of the major responsibilities of MOE is to advise Mayor Nutter and his Administration on educational policy issues at the local, state and federal levels. However, this body of work represents only one aspect of the Office's responsibilities. Without direct authority over the schools or City agencies, it was essential that MOE build networks for communication and collaboration between and among key partners, and identify common ground on which all interested parties could work collectively to meet Mayor Nutter's goals. The strategies and tactics adopted in this early stage of the work underscored MOE's roles as facilitator and catalyst, as the Office worked with multiple stakeholders to find points of intersection and commitments to change. These coalition-building efforts included several critical functions:

- leading a broad, citywide effort to meet Mayor Nutter's education goals
- convening interested parties to address the funding, dropout, college completion and intergovernmental challenges;
- coordinating key City agencies that have a stake in the educational success of our young people and adults;
- ensuring that there is a citywide commitment to measuring progress;
- sustaining initiatives for the long term; and
- building shared public will for education reform.

# HITTING THE GROUND RUNNING

In organizing to achieve Mayor Nutter's goals, MOE addressed a series of immediate needs while also beginning to build an infrastructure for long-term success. For example, one of MOE's most pressing initial tasks was to work with Governor Rendell and the School Reform Commission to address major policy and personnel issues, most importantly the hiring of an outstanding School District Superintendent who shared Mayor Nutter's vision, his sense of urgency and his commitment to accountability and reform.

When the Governor announced his 2008-09 budget - with its historic commitment to equitable education funding - Mayor Nutter convened business leaders, mayors from around the Commonwealth, and other education stakeholders to reinforce the need for increased school funding. Various strategies such as participating in press conferences, writing op-eds, and visiting key legislators in Harrisburg were employed to make the case for increased funding. When the 2008-09 budget was passed largely intact, the additional $51 million for Philadelphia schools, coupled with $38 million in expanded City funding, enabled the School District to end the 2008-09 year in a fiscally stable position.

At the same time, MOE moved to create connections among key partners that would be essential to realizing Mayor Nutter's education goals in the longer term. These efforts included:

- Assembling key City and School District staff to collect, share and analyze data to drive joint decision-making;
- Facilitating a working partnership of City agencies, the School District and Family Court to provide our most vulnerable children with timely access to effective services to ensure their educational stability and support their high school graduation and eventual college completion; and
- Taking initial steps to educate all Philadelphians about the importance of educational credentials in their personal development and the city's economic success, through the PhillyGoes2College Initiative. (see pg. 9 for more information)

"Mayor Nutter did an extraordinary job in 2008 mobilizing not only the Philadelphia business leaders but also mayors and school superintendents from around the Commonwealth to advocate for urgently needed changes in how we fund schools. I could not have asked for a more persuasive and effective partner. The Mayor's leadership was a significant reason that we were able to legislate a new fairer funding formula for public education."

EDWARD G. RENDELL
Governor
Pennsylvania

# ORGANIZING TO ACHIEVE THE GOALS

From the outset, it was clear that achieving Mayor Nutter's goals would require collaboration and coordination across a wide variety of organizations, institutions and individuals, as well as a focused effort to engage all relevant City agencies and offices. MOE took action on both fronts.

**Establishing the Council for College and Career Success.** Understanding that all key sectors have roles to play in achieving Mayor Nutter's goals, MOE

"It's probably unheard of for an incoming Chamber of Commerce Chairman to declare school funding his top priority and to advocate for the Chamber to adopt that priority statement. But I knew I wanted to stand shoulder to shoulder with Mayor Nutter so that the children who most need quality schools have the resources necessary to become our competent workforce in the decades to come."

DAVID L. COHEN
Chairman
Philadelphia Chamber of Commerce

convened a high-level leadership body appointed by the Mayor, called the Philadelphia Council for College and Career Success. The Council includes leaders in the business community, City government, the School District, higher education institutions, and community organizations. It is charged with providing policy direction, allocating funds, and monitoring progress towards Mayor Nutter's goals. The Council also serves as the city's Workforce Investment Board Youth Council.

To guide its work, Mayor Nutter established a Council Leadership Team comprised of his Chief Education Officer, the Superintendent of the School District, a major area employer and a university president. This Leadership Team established priorities for the Council, identified areas of particular need, and attended to metrics to be used to evaluate the effectiveness of the Council's work.

To ensure public accountability, the full Council considered and then adopted a set of clear measures to gauge its progress annually, including:

- Four- and six-year cohort graduation rates;
- The percentage of ninth graders on-track for on-time graduation;
- The number of students receiving a recognized industry credential;
- The percentage of Philadelphia high school graduates earning Associates and/or Bachelor's Degrees within six years;
- The percentage of Philadelphia high school graduates matriculating in college within 1 year; and
- The percentage of Philadelphia high school graduates persisting into the second year of college.

The Council's first report on these measures can be accessed at www.philadelphiacouncil.org.

"I was pleased to accept Mayor Nutter's invitation to chair the Council for Career and College Success. As president of the region's largest university and one of the city's largest employers, I have great interest in supporting the Mayor's educational agenda. Our work together will strengthen Temple University, the higher education community, City government, and the City's economy."

DR. ANN WEAVER HART
President
Temple University

**Organizing City Agencies to Promote Student Success.** While City government does not deliver K-12 education, the supports it provides to vulnerable children and families can make the difference between academic failure and success. Therefore, MOE worked hard to build connections between the City's social service agencies and its public schools to ensure that family stress, physical and behavioral health, housing, and financial crises do not create barriers to young people's school success.

## THE BOTTOM LINE: WHAT HAS BEEN ACCOMPLISHED?

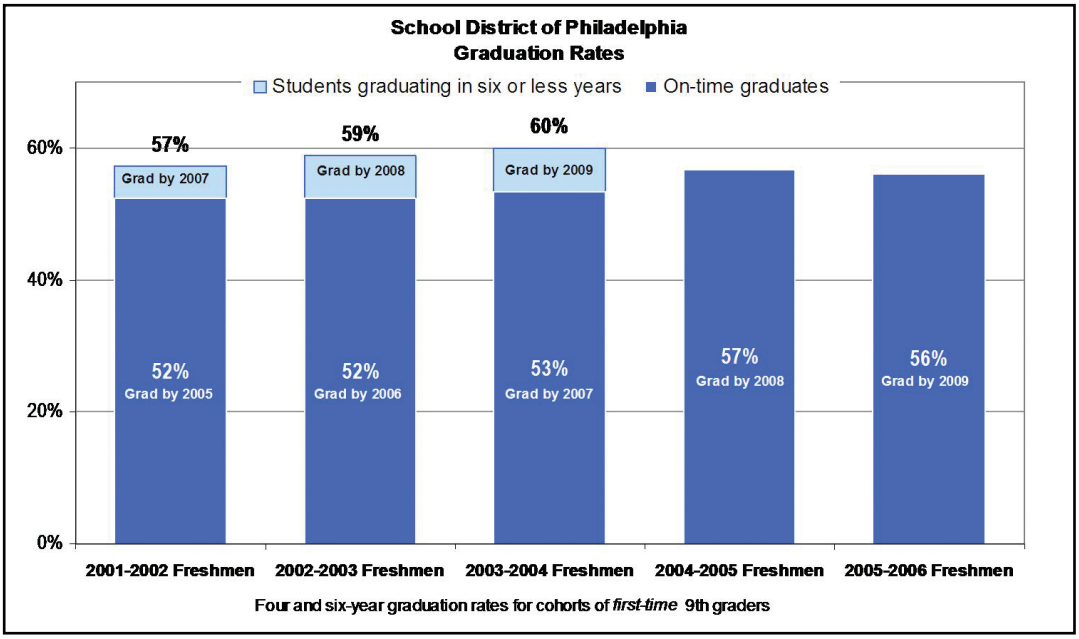
Creating the right climate and putting effective processes and procedures into place are important precursors to success, but what real progress has been made towards achieving Mayor Nutter's goals? This section presents a summary of major accomplishments during the Administration's first two years.

## DROPOUT PREVENTION

The first two years of Mayor Nutter's Administration focused on creating and strengthening programs and partnerships to curb the dropout problem. These efforts included implementing effective practices aimed at preventing students from dropping out, while also designing interventions to help students who are at risk of dropping out get back on track in their learning.

Some accomplishments of the Mayor's Office of Education and its key partners include:

- **Positive trends in School District graduation rates,** including a three percentage point increase in the four-year graduation rate and a three percentage point increase in the six-year graduation rate since 2007. While the four-year rate calculates the percentage of students who graduate from high school on time, the six-year rate includes students who take some additional time to graduate.




This kind of steady progress is rare for major urban centers like Philadelphia; in fact, the School District was recently acknowledged by the America's Promise Alliance as the city that showed the greatest progress in increasing its graduation rates from 1995-2005. With the recent addition of new programs and supports targeted for students who are off-track as part of the *Imagine 2014* strategic plan, we expect to see these trends accelerate over the coming years.

- With American Reinvestment and Recovery Act funding and considerable private sector support despite the difficult economy, the Council for College and Career Success oversaw **Philadelphia's largest summer jobs program**, the most successful in a decade. In total, approximately 8,500 youth participated in this program which allowed more students to stay engaged in

"Before my daughter enrolled into an accelerated school, she was failing her classes, was disruptive in school, and did not care about her future. There's no doubt that she was on the path to dropping out. But after just a few months in her new school, everything has changed for the better. The class sizes are smaller, her teachers provide her more one-on-one attention, and staff creates an environment where students want to learn. Now she works hard in her classes and looks forward to going to school every day. This school saved my daughter's life."

ANGELA BALLARD
Parent of a student in a multiple pathways program

"As Administrative Judge of Philadelphia Family Court, I am fortunate to collaborate with the Mayor's Office of Education. I have never experienced greater initiative and tenacity from a City administration to partner with Family Court, the School District, and others to reduce truancy and improve education outcomes for our city's young people."

KEVIN DOUGHERTY
Administrative Judge
Family Court

meaningful activities over the summer months, while also learning valuable skills for their future careers.

- The School District established a **Re-Engagement Center,** jointly staffed by School District and Department of Human Services employees, which has provided educational assessment, academic counseling, and access to support services to over 3,700 former dropouts who have indicated an interest in returning to school.

- The City has committed the Philadelphia Police Department as well as other City-funded agencies to active participation in **safety teams in the schools identified as persistently dangerous** by the Pennsylvania Department of Education. This increased level of collaboration contributed to a 19.8% reduction in the number of violent incidents at these schools in the 2008-09 school year. In addition, several leaders from City government participate on Superintendent Ackerman's School Safety Cabinet, which meets regularly to align processes and procedures aimed at keeping schools and students safe.

- The City's Department of Human Services has planned and is in the process of establishing an **Education Support Center** to provide its case workers and staff with the tools and resources needed to identify, track, and support the educational needs and outcomes of the City's dependent and delinquent children.

- The School District added **1,490 seats in new small schools and innovative programs within existing high schools** to serve students who are over-age and under-credited and thus highly likely to drop out of school, as well as former dropouts seeking to return to school. These "multiple pathways" programs offer a wide range of research-based school options that accommodate students with varied learning styles, scheduling needs, and skill levels.

- In addition, MOE has initiated and led a **cross-system effort to reduce truancy** in Philadelphia in partnership with stakeholders from City government, Family Court, the District Attorney's office and the School District. Going forward, this work will result in the creation of a comprehensive plan to coordinate and focus truancy reduction efforts across these systems.

- The Department of Human Services and the City's Office of Health and Opportunity **realigned afterschool programs** to focus on the students most at risk of school failure. Fifty-nine City-funded afterschool programs currently operate in the School District's "Empowerment" schools, which are the most challenged schools in the city. These afterschool programs are equipped to serve up to 6,100 children and youth daily.

- In the winter of 2009, Mayor Nutter worked closely with the city's Congressional delegation to advocate for and **support passage of the**

**American Recovery and Reinvestment Act (ARRA).** As a result of ARRA's enactment, the School District received $107 million dollars in federally-allocated ARRA funds and $120 million in ARRA funds provided by the Commonwealth. These funds will be used to improve instruction in high-poverty schools; support special needs students; increase students' access to technology in schools; and strengthen other areas of school operations. Furthermore, ARRA youth employment funds available to the City provided 2,500 opportunities for young people to participate in high-quality, academically enriching career preparation programs in summer 2009, helping them to understand the importance of staying in school.

- Recognizing the strong link between high quality preschool experiences and later educational and career success, Mayor Nutter convened an **advisory committee on early education,** comprised of child care providers, City and School District officials, and policy and budget advocates to enhance the quality, affordability and quantity of child care services. Under the aegis of the committee, a $495,000 grant was obtained from the Philadelphia Workforce Development Corporation to provide educational credentials to 135 child care workers so they can meet new State educational requirements which go into effect in 2011.

- In 2009, MOE partnered with the School District to **launch the Mayor's VIPs student incentive program.** More than 675 mayor's box tickets for sporting events and concerts were awarded to students from 62 District high schools based on excellence and improvement in academics and attendance. For the 2009-2010 school year, Mayor Nutter has pledged 2,000 tickets to high achieving and improved students, expanding the program to include 55 charter and parochial schools.

- MOE continues to work closely with the **Project U-Turn Steering Committee**, a cross-sector collaborative focused on resolving the city's dropout rate. Given the centrality of its work to attaining Mayor Nutter's goals, this high-level group was established as a formal committee of the Council for College and Career Success. Project U-Turn is a nationally recognized model, known for its success in building public will and changing systems to better address the dropout rate. To share its work more broadly, the Collaborative has provided technical assistance on its efforts to 18 other cities nationwide.

"Philadelphia has built a cross-sector collaborative that is unusual in its capacity to make sustained, strategic action on behalf of off-track and out-of-school youth. While it engages a range of stakeholders, including City agencies, community organizations, parents, and others, this collaborative has built a partnership of trust and mutual accountability that allows each partner to move forward towards a common goal. Other cities view Philadelphia as a model and seek to learn from its work."

LILI ALLEN
Program Director
Jobs for the Future

## COLLEGE COMPLETION

In our efforts to increase college attainment in the city, a necessary first step is to fully understand Philadelphia's college-going and completion patterns in order to shed light on the dimensions and scope of city's college attainment problem. Thus far, this work has included a large amount of data collection and analysis in partnership with local postsecondary institutions and the School District. This work is still in progress. With this information, we will be better positioned to create and replicate effective models for increasing college-

going rates for youth and adults and target them appropriately. As this work continues, some important examples of our progress thus far include:

- **Increasing the number of high school seniors applying to and entering college.** The Mayor's Office of Education launched the PhillyGoes2College initiative in partnership with the School District, local non-profits, colleges and universities, and community-based partners. In the winter of 2009, PhillyGoes2College recruited and trained 100 City employee volunteers to help Philadelphia high school seniors and their families complete the Free Application for Federal Student Aid (FAFSA). This collaboration contributed to a 12% increase in FAFSA completions over the previous year, contributing to over $194 million in additional funds for Philadelphia college students of all ages. In November 2009, PhillyGoes2College sponsored the city's first College Awareness Week, a week-long series of college prep workshops and college fairs aimed at connecting middle and high school students and their families to information on how to prepare for, apply to, and succeed in college. Some events experienced a record level of participation, including the Historically Black Colleges and Universities (HBCU) Fair, which drew 1,500 more students this year compared to the previous year.

"The Student Success Center in my high school helped me to better understand how to get to college and what it takes to succeed in a career. The staff helped me apply to college, create a resume, find a paid internship, and set goals for my future. The staff at the Center goes above and beyond for students. Even kids who have graduated from my high school come back to the Center when they need help or advice. My school's Student Success Center turns average students into overachievers, and helps them push beyond high school to college."

KHAREIF
12th grader
Gratz High School

- **Increasing the numbers and percentages of City employees with college credentials.** With the goal of helping more of our employees reach their educational goals, the City coordinates the College and Career Advancement Program, a free program for employees who wish to strengthen their skills to advance in the workplace or prepare for postsecondary education. Funded by the Pennsylvania Department of Education, key partners include the Mayor's Commission on Literacy, the Center for Literacy, the 1199-C Training and Upgrading Fund and Temple University. A total of 120 employees from 25 City departments have participated in this program. Also, in partnership with District Council 33, District Council 47 and various City agencies, more than 350 City employees participated in a College and Career Advancement Fair to explore career and postsecondary options.

- **Expanding efforts to increase the number of adult Philadelphians with college degrees** by targeting the city's 73,000 citizens who have completed some college but have not attained a degree, a population also known as "comebackers." Since January 2008, Graduate! Philadelphia, a City-supported partner, has provided direct information about returning to college to more than 3,000 Philadelphians and individually advised nearly 900. Over half of those who receive Graduate! Philadelphia's advising services re-enroll in college with a 95% persistence rate. Students receive support until they graduate. Fifteen colleges are partnered with Graduate! Philadelphia and four more will join in 2010.

- Increasing the percentages of Philadelphians with four-year degrees by **attracting and retaining college graduates from outside the city** to live and work here. Since January 2008, the Campus Philly organization, another

City-supported partner, has provided nearly 260,000 students with tools and resources to connect them to the Greater Philadelphia region and encourage them to stay in the city after graduation. In addition, Campus Philly has attracted nearly 7,400 students interested in internship, job, and volunteer opportunities to its career matching programs.

- **Implementing Student Success Centers** in 11 comprehensive high schools. In these Centers, students receive a variety of academic and college-related supports such as SAT/ACT prep; college exposure; help with applications and financial aid forms; and connection to career exploration activities and internships. In addition, Centers provide students with comprehensive opportunities for leadership development, career exploration and social support.

## STRENGTHENING SCHOOL DISTRICT PROGRAMS TO IMPROVE STUDENT OUTCOMES

During the past two years, under the leadership of Dr. Arlene Ackerman and the School Reform Commission, the School District has released and begun implementation of its *Imagine 2014* strategic plan. This plan was created in collaboration with community groups, students, and parents, and outlines innovative and effective strategies for improving students' educational outcomes. Many of these strategies support the achievement of Mayor Nutter's goals, including:

- Providing parent ombudsmen, student advisors, and social service liaisons in more schools to identify students and families who need additional supports and wrap-around services.
- Reducing the counselor to student ratio in middle schools to 1:250 and in high schools to 1:300. (In some schools, this ratio neared 1:700 prior to the addition of new counseling staff.)
- Creating individual graduation plans for every ninth grader and ensuring that counselors complete these plans with students. Also, introducing StudentNet—an online resource to help high school students track their academic progress and make plans for college and careers.
- Reconfiguring the high school day so that student schedules allow time for intervention courses, credit recovery, and enrichment opportunities.
- Creating a school report card system to track and report school progress, including academic achievement, graduation rates, attendance, parent and student satisfaction, and others.
- Implementing summer bridge programs that help students during critical transition periods (such as 8th to 9th grade) to help ensure their academic success.

"Whether it's in safety, truancy, mental health services, or recycling, the School District and the City have been able to accomplish so much more together than either of us could have accomplished separately. In my 40-year career in public education, I've learned that it takes the support of the entire community to create and sustain quality schools. It's a great asset to have that active support at the highest level of City government so all of our children can achieve greatness."

DR. ARLENE ACKERMAN
Superintendent
School District of Philadelphia

## INCREASING CITYWIDE COLLABORATION TO SUPPORT STUDENTS' EDUCATIONAL SUCCESS

In addition to its efforts directly focused on achieving Mayor Nutter's goals, MOE and its partners also lead and coordinate initiatives that aim to better align resources and organizations to improve student achievement citywide.

- With the goal of increasing cross-system collaboration and resource coordination, **the City and the School District convened a Shared Services Task Force** to identify cost savings and efficiencies across the two systems. The Task Force recognized several opportunities for partnership, including sharing two-way radio frequencies, implementing single stream recycling programs, better coordinating afterschool programming in schools, and others, resulting in $1.8 million in cost savings.

- As the largest owners of land and real estate in the city, there is a critical need for the School District and the City to plan, forecast, and align their capital planning needs and efforts together. For this reason, leadership from both systems meets regularly to **create five-year master facilities plans** that reflect the plans of both organizations over the coming years.

- In partnership with the School District and the Philadelphia CEO Ambassadors for 21st Century Skills, **14 high school principals-in-training are being mentored by chief executive officers** from some of Philadelphia's most prominent businesses on effective management and leadership practices.

- The Philadelphia Prison system, in partnership with the City's Office of Public Safety, **has worked to increase the number of Philadelphia inmates who pass the GED exam from 250 in 2007 to 320 in 2009**—an increase of 28% (does not include all December 2009 test-takers).This credential will allow more of these individuals to re-enter the workforce equipped to succeed in their futures.

- In collaboration with the Department of Behavioral Health, the Department of Human Services, and the School District, MOE has been a partner in **re-engineering the role of City social service staff in schools** (known as C&Es) to be more focused on coordinating support services to ensure that students and families receive the services they need in an effective and efficient manner.

- The Department of Public Health worked with the School District, charter schools, private schools, and the Archdiocese of Philadelphia to **make H1N1 immunization available to children in public, private and parochial schools.** Approximately 41,000 children whose parents gave consent were immunized as part of this effort.

- To strengthen the relationships between the City and its postsecondary partners, **Mayor Nutter convenes the presidents of Philadelphia's area colleges and universities** twice each year to plan matters of mutual interest in the areas of education and economic development.

- The Department of Human Services and the School District have collaborated to increase awareness of and access to their parenting and family services, with the goal of better targeting and aligning their efforts. Both systems partnered with MOE and **created a Family Resources Handbook** that includes information on services available to parents and families. This Handbook is a resource for professionals that serve children and families to help them make referrals and connect families to the services they need. In addition, the Department of Human Services partnered with the School District to educate staff in Empowerment schools about City-funded, community-based parenting programs that are available for families.

- MOE recruited over **220 employees to participate in Reading STARS, a weekly reading program** organized by Greater Philadelphia Cares, during their lunch breaks. From January through May 2009, elementary school students were bussed to City offices where volunteers met them weekly to read together. Students who participated in the program increased their reading level by an average of one grade level after 20-30 hours of coaching. This program will continue in the 2009 - 2010 school year.

## LOOKING AHEAD

Important progress has been made, but much more remains to be done. MOE will accelerate its work in the next months. Specifically, by September 2010 MOE expects to:

- **Create and launch an outreach campaign** with the message that ***college is possible*** for all students and adults in Philadelphia.

- **Establish a new PhillyGoes2College office in City Hall** with a comprehensive website and referral system for individuals who need information about attending college.

- In partnership with the School District, **publish data and research on college-going patterns** for Philadelphia students, to identify effective strategies that support college attendance, persistence and completion.

- **Create 50 – 100 new, fully-funded scholarships** for city students to attend local colleges and universities.

- **Establish a smoother transition process for young people who have been placed in homes outside of the city** for delinquency or dependency reasons, to support their return back to their communities and schools in

Philadelphia. This work will be led by the Department of Human Services' Education Support Center.

- **Continue to implement long-term interventions to address issues of school violence**, with the goal of ensuring that every Philadelphia school is a safe place to learn. This work will be accomplished through strengthened collaborations with the School District, the Philadelphia Human Relations Commission, the Philadelphia Police Department and other City and community stakeholders.

- **Provide cross-training opportunities for Department of Human Services, De**partment of Behavioral Health and School District employees on resources and best practices for helping young people graduate from high school and enter college.

- **Partner with the Free Library of Philadelphia to reconstitute the Mayor's Commission on Literacy** to increase awareness and coordinate resources to support the improvement of adult literacy in Philadelphia.

- **Establish a second Re-Engagement Center** in eastern North Philadelphia in collaboration with the School District and the Department of Human Services.

- **Launch the Graduation Coaches initiative,** a campaign to help adults and youth develop stronger relationships that are focused on educational attainment. The campaign aims to strengthen pre-existing adult/youth relationships by creating and distributing resources that are focused on helping adults support youth as they plan their educational futures.

# CONCLUSION

The past two years presented both challenges and opportunities to the Nutter Administration and to City government. The optimism of a booming national economy and the steady improvement in local conditions gave way suddenly to a global economic collapse which made our projections obsolete and forced us to deal with increasingly grim budget realities.

In spite of these challenges, in its first two years, the Mayor's Office of Education worked hard to build a sense of common purpose within City government, the School District and the broader Philadelphia community about the importance of achieving Mayor Nutter's education goals. In the years to come, Mayor Nutter's continuing leadership will enable the City to take maximum advantage of the partnerships and collaborative efforts that have been established across the city as the hard work of education reform goes forward. The Mayor's Office of Education will continue to ensure that these interactions translate into more high school and college graduates who choose to stay in Philadelphia, contribute to our economy and raise their children to become the next generation of Philadelphia citizens, employees and leaders.

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