



PHILADELPHIA
ACADEMIES, INC.

2024
2025

Annual Report



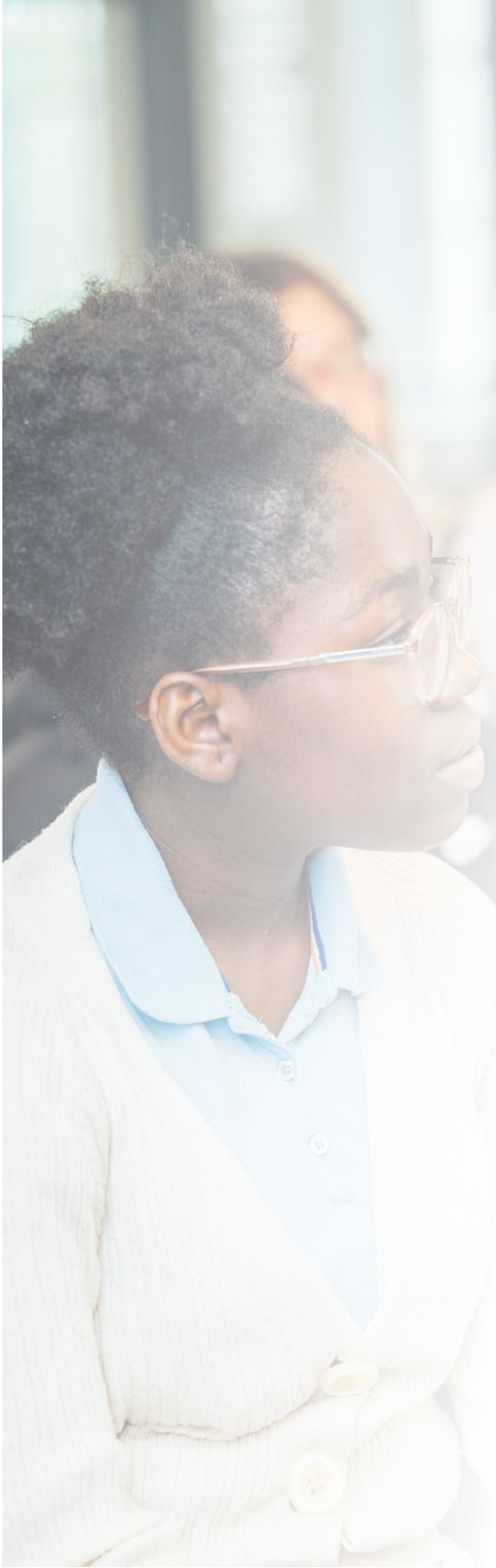
Improving Student Outcomes Since 1969



“
For students to grow, not only do they need to do it alone, **they need someone to help them grow.**”
—MYLICIA RUDOLPH, STUDENT

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Philadelphia Academies, Inc. (PAI) was established in 1969 to address the dropout crisis plaguing Black males in Philadelphia schools.

Today, the organization is dedicated to solving the critical challenges facing our city’s education system through its programmatic initiatives, which include career exploration for middle school students, workforce development for high school students, capacity building for teachers and school leaders, and connecting industry leaders to classrooms.

History

Our storied history dates back to 1969 when Charles Bowser, Deputy Mayor of Philadelphia, & Lee Everett, PECO CEO, established the first career academy at Edison High School. Successful in raising graduation rates and helping students enter the workforce, the model has since been adopted by over 8,000 schools nationwide.

Mission

To be an innovative non-profit organization that works with students, educators, and partners to improve outcomes for Philadelphia’s young people.

Vision

We envision a world where all students have the skills, resources, and networks to reach their full potential.

Proudly Serving
36 schools,
522 educators,
and over
9000 students
in Philadelphia



Our Programs

Middle School Programs

9th Grade Success Network

Workforce Development Programs

Dear Friends and Supporters,

It is with immense pride and gratitude that I share Philadelphia Academies Inc.'s 2024–25 Annual Report. This year has been one of bold transformation, strategic clarity, and deeper impact. As I complete my second year and step into my third as President and CEO, I remain energized by our momentum and deeply hopeful about what lies ahead for our students, our city, and our mission.

Since 1969, PAI has existed to disrupt educational and economic exclusion. Yet to remain relevant in a rapidly shifting landscape, we recognized that our systems, structures, and strategies needed to evolve. Over the past two years, we've worked to do just that by restoring alignment between our founding purpose and our daily practice.

We've reorganized our program structure into three powerful, student-centered pillars: Middle School Programs, the 9th Grade Success Network, and Workforce Programs. We've introduced new curricula rooted in racial equity and industry demand and launched clear systems for onboarding, leadership development, and staff accountability. Our financial operations are stronger and more transparent. We've clarified what impact means for PAI, moving from anecdotes to outcomes and from intent to evidence.

Among this year's milestones:

- We reduced the budget of our Interview Expo by nearly \$20,000 without sacrificing quality, demonstrating new fiscal discipline
- We named a dedicated Manager of Data and Impact to ensure our programs are impactful and funder-ready
- We expanded our state-recognized pre-apprenticeship pathways including: Plumbing, Carpentry, and Electrical
- We deepened our programming by expanding our Success Networks and cybersecurity program
- And we proudly launched our first cohort of Black Male Educators, reflecting our commitment to identity-affirming leadership and representation in classrooms

Of course, none of this happens in isolation. These achievements are the result of tireless work from our dedicated staff, the trust of our school and industry partners, and the unwavering generosity of donors and supporters like you. Together, we are creating something enduring: a city where young people, especially Black and Brown youth, are not only prepared for the future but positioned to shape it.

As we look ahead, I invite you to continue walking with us. Whether through partnership, mentorship, or philanthropic support, your involvement fuels our mission and extends our reach. Thank you for believing in this work and, more importantly, in the brilliance and power of Philadelphia's young people.

With gratitude and determination,



F. Christopher Goins, President & CEO



Education is not just about imparting knowledge; it's about widening horizons and **bridging the gap between dreams and reality.**

— F. CHRISTOPHER GOINS, PRESIDENT & CEO

Executive Highlights

PAI continued to evolve and strengthen its programming during the 2024–25 school year. From advancing our pre-apprenticeship strategy to growing the 9th Grade Success Network, we built stronger pathways to help students succeed in school and beyond.

Early Childhood Education (ECE) Expansion

[New Philly program to address Black male teacher shortage.](#)
 “The program, called One Soul, is funded by a \$400,000 state grant, and it is focused on expanding early childhood education pre-apprenticeship. The funding is part of a \$3.9 million investment in pre-apprenticeship opportunities for Pennsylvania high school students.”

—PHILADELPHIA TRIBUNE

“When Pennsylvania supports pre-apprenticeship programs like this one, we are building a bridge between educators and the workforce.”

—SECRETARY NANCY A. WALKER, PENNSYLVANIA LABOR AND INDUSTRY



9GSN

[A program for ninth-graders in Philly schools helps boost graduation rates](#)

“Four-year graduation rates in the district overall have jumped by 10.2% in the past seven years, which officials credit, in part, to the 9th Grade On-Track program. The city is still about 10 percentage points below the national average of 87%.”

—WHYY



Pre-Apprenticeships

Three additional disciplines in our Pre-Apprenticeship in the Construction Trades (PACT) Program at Mastbaum High School were awarded certification by the Commonwealth of Pennsylvania. This recognition marks a significant milestone in providing students with structured pathways to careers in the skilled trades and brings PAI’s total recognized pre-apprenticeships to five, tied for a city-wide high.



Unified Student Showcase

Workforce development programs hosted our first-ever joint end of year celebration honoring all of our students.

Graduating students received certificates of completion along with valuable career-specific resources and tools to support their next steps while families, partners, teachers, and peers cheered on their accomplishments.



Mastery Charter

Through strategic stakeholder engagement and curriculum building, PAI supported Mastery with the launch of Mastery Hardy Campus Health Care Institute.

9,126
students served

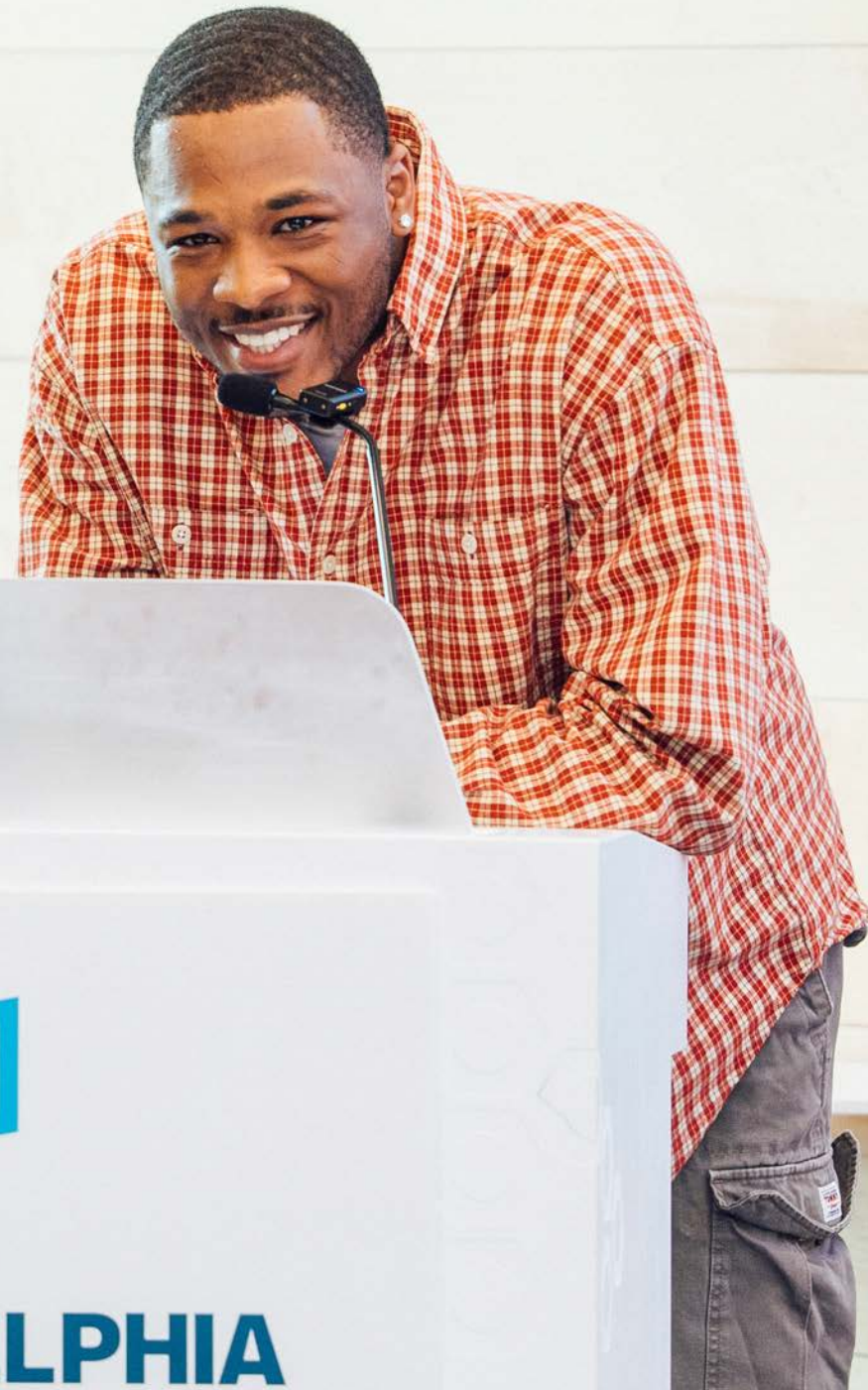
Students on-track in 9th grade are **over 2x as likely** to graduate on time

522
school leaders and educators supported



Middle School Programs

Philadelphia Academies, Inc. is investing in middle school programs to build a stronger foundation for student success well before high school. Our work includes the Middle School Success Network (MSSN) and Career Connected Learning (CCL). The MSSN focuses on equipping educators with professional development, coaching, and shared learning experiences designed to help students enter high school on a positive trajectory. Our CCL initiative provides hands-on experiences to young students that spark curiosity, strengthen confidence, and prepare students for high school and beyond.



Middle School Success Network (MSSN)



- Works across 8 middle schools
- 100% of schools establish On Track or Firmly On Track Goals
- Held 5 Community of Practice meetings

Career Connected Learning: Middle School (CCL)



- Worked with 296 students across three schools
- Students received 3+ high school experiences designed to prepare them for the high school selection process
- Average of 4 post-secondary experiences provided



I truly believe in the words of Frederick Douglass, 'It is easier to build strong children than to repair broken men,' **PAI has helped to facilitate that dream.**

—ALONZO JOHNSON, ASSISTANT PRINCIPAL, FRANKLIN S. EDMONDS SCHOOL

Middle School Speech Competition

ABOUT:
At this event, students were asked to respond creatively to the prompt:

“**What resources do Philadelphia students need most and how can they advocate for them?**”

Louis Smith of Martha Washington Academics Plus delivers his speech on the importance of schools offering creative outlets for students.



Fertuna Mengitsu accepts her first-place certificate from F. Christopher Goins, President & CEO of Philadelphia Academies, Inc.

Philly middle-schooler Fertuna Mengitsu won PAI's citywide speech competition this week with her address on the importance of building community in schools.

Why it matters: Speeches can launch careers. Just ask Mayor Cherelle Parker, who credits a high school speech contest with helping build her impressive oratorical skills.

What they're saying: "The future of Philadelphia lies in the hands of us and the everyday decisions we make," Mengitsu, a seventh-grader at Martha Washington Academics Plus School, said in her remarks.

— BY ISAAC AVILUCEA AND MIKE D'ONOFRIO FOR AXIOS PHILADELPHIA



“**It is not money that makes a change. It is not elections that make a change. It is not I that makes a change. It is we.**”

—FERTUNA MENGITSU, STUDENT



Turning Data Into Action with Philadelphia Academies

After 15 years in the banking industry, Barry Wilkins quit in search of a more fulfilling career. At the time, he didn't imagine he'd dedicate his life to teaching. Instead, he took a consulting job with the City of Philadelphia. It was there he learned about opportunities in urban education, inspiring him to become a math teacher. "It was the hardest job I've ever had," Barry said. He was out of his depth, experiencing firsthand the challenges that plague the education system.

"When you start a school year underresourced, students are never going to have everything they need, but your goals and objectives don't change. How do you deliver on the promise of equality every day to them? When you know that there are resources children must have, but don't? These are systemic issues;

it's never the children. They're the most rewarding part of the work."

After several years developing his classroom skills, Barry joined Feltonville School of Arts and Sciences as Assistant Principal. Feltonville enrolls primarily marginalized students, 97% of whom don't

identify as white, and has faced persistent attendance challenges among middle schoolers, which impacts classroom success. It is also a partner school of Philadelphia Academies, Inc. (PAI).

Barry's elevation to the leadership team at Feltonville coincided with the introduction of the Middle School Success Network (MSSN), a PAI initiative providing professional development, coaching, and data-driven intervention strategies.

He became Feltonville's attendance coordinator and worked closely with Mychal Barr, PAI's Manager of Middle School Programs. Initially, Mychal's presence was understated. "Mychal sat in on our attendance, our Multi-Tiered-Support-System (MTSS meetings), and saw how we analyze the data, and he would also sit in on our grade level team meetings, observing the dynamics in the different grade levels," Barry said. Once he understood the school's operations, Mychal began coaching Barry. "Mychal did a good job coaching me on how to access the data, how to interpret the data, sharing it with the right people, and coming up with a plan."

Barry then applied PAI's data strategies to identify chronically late students who could benefit from additional support. "We try to do our best to be protective when we start to see trends in students; we try to come up with a holistic plan to bring them back," he said. One cohort of students began checking in each morning with climate specialist Coach Garolyn Jones, who led restorative circles. "Once we pulled them aside and gave them a little bit more attention, their tardiness was dramatically reduced in the second half of the school year," Barry noted.

A key part of Barry's collaboration with PAI was creating a supportive environment. "We didn't want to demonize them, we

“How do you deliver on the promise of equality every day to them? When you know that there are resources children must have, but don't. That's a systemic issue; it's never the children; they're the most rewarding part of the work.”

— BARRY WILKINS, ASSISTANT PRINCIPAL, FELTONVILLE SCHOOL OF ARTS AND SCIENCES

didn't want the students to look at the interventions as penalties," he explained. Many students eventually grew to enjoy sessions with Coach Jones, whose experience coaching football and working with young people made her relatable and effective.

To build a positive school culture, Barry established incentives for attendance, including pizza parties for classes with high participation and awards for punctual students. He also personally greeted students each morning, promoting direct relationships beyond his role as assistant principal. "It's about letting students know that we care about their attendance, we care about their health, we care about their future," he said.

"In a short amount of time, around a month, our attendance target has improved by 30%," Barry noted. This progress was remarkable, considering the partnership with PAI was still in its early stages. A fully dedicated team didn't form until midyear, yet Barry emphasizes the importance of focused collaboration. "Having a team that really leverages the data so that there's a focus is crucial,

and working with PAI is like having an accountability partner," he said. "That's something PAI is really good about, finding that low-hanging fruit. It doesn't have to be a change to the whole system."

The MSSN continues to evolve from the 9th Grade Success Network, a model supporting first-year high school students through data-driven interventions. Barry is already planning for next year, exploring new ways to engage both students and staff while using insights from the past year. "It might sound counterintuitive, but kids respond well to interventions through structure and consistency. They might hem and haw about it, but at the end of the day, they want to know what to expect."

Barry's journey from banking to education underscores his commitment to Philadelphia's youth and his belief in the transformative power of support, data, and relationships. Through his collaboration with PAI, he has helped cultivate a school culture where students are held accountable yet genuinely supported, proving that meaningful change is possible even in a system facing persistent challenges.



9th Grade Success Network



PAI's 9th Grade Success Network (9GSN) delivers professional development, coaching, and network-wide learning to 24 schools across the School District of Philadelphia who are working to increase 9th Grade On-Track rates for their students. With PAI's support, ninth grade teams across the Network collaborate to provide data-driven interventions and student supports in order to help students transition to high school and stay on the path toward graduation.



If you're an educator who wants to see students succeed, who believes that students should be given every opportunity to do so, the 9GSN is for you."

—MARCEL REYNOLDS, ASSISTANT PRINCIPAL, FRANKFORD H.S.



During the 2024–25 school year, 9GSN schools ended with **70.7% of 9th graders On-Track for graduation** – a 3.7% gain from last year.



The 9GSN set an equity goal for Latino males to increase their On-Track rate by 2.8 percentage points. Through focused attention and strategies, the team surpassed their goal, **with an end improvement of nearly 5 percentage points.**



On-Track rates also rose

4.4 percentage points for Black/African American Male students and 3.8 points for Black/African American female students and 1.5 for Hispanic/Latina female students.



17 out of 20 continuing schools met PAI's Key Practice Goals.



Schools with the largest gains **(over 5 percentage points for On-Track)** were: Bartram, Edison, Ben Franklin, Martin Luther King, Randolph, South Philadelphia, U School, and George Washington.

9th Grade Success Network

References + Definitions

In Philadelphia, being On-Track in 9th grade is defined as being enrolled in and earning credits in all four core classes plus one additional class. Local research confirms what other studies have shown: students who are On-Track at the end of 9th grade are more than twice as likely to graduate on time.

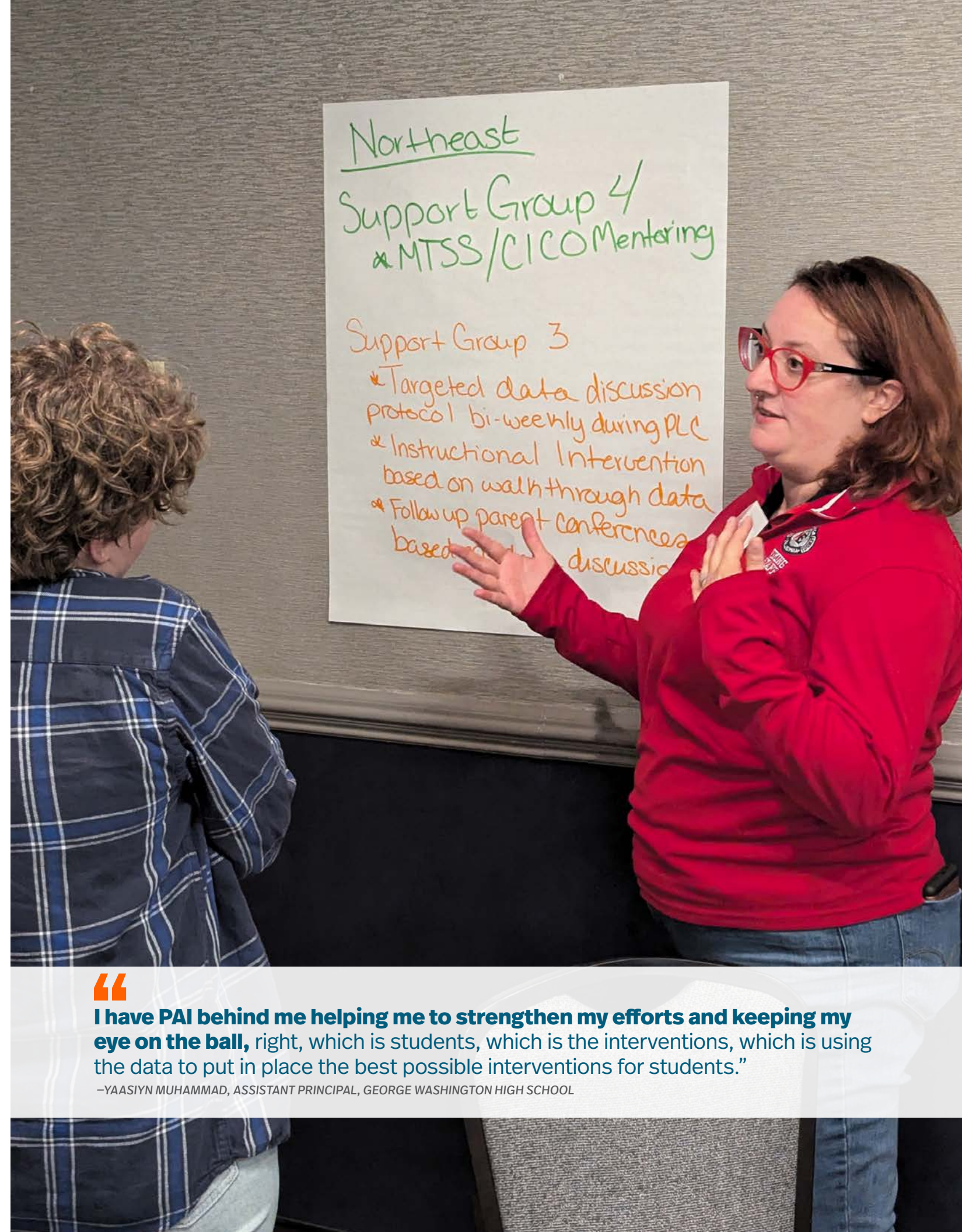
Key Practice Goals

- Key Practice 1:** 9th Grade On-Track Goals
- Key Practice 2:** Weekly Team Meetings
- Key Practice 3:** Effective Meeting Structure and Practices
- Key Practice 4:** Data Utilization
- Key Practice 5:** Targeted Intervention Strategies
- Key Practice 6:** Interventions Implemented
- Key Practice 7:** Collaborative Team
- Key Practice 8:** Tracking Interventions
- Key Practice 9:** Intervention Follow-Up and Evaluation
- Key Practice 10:** Employing Ninth Grade Knowledge
- Key Practice 11:** Students Engaged
- Key Practice 12:** Parents and Families Included as Partners



“**During the time I worked with PAI, our 9th Grade Team grew tremendously.** Every school needs a PAI support person to help with data and coaching.”

—DR. LATOYIA BAILEY, FORMER 9TH GRADE ASSISTANT PRINCIPAL, SOUTH PHILADELPHIA HS



“**I have PAI behind me helping me to strengthen my efforts and keeping my eye on the ball,** right, which is students, which is the interventions, which is using the data to put in place the best possible interventions for students.”

—YAASIYN MUHAMMAD, ASSISTANT PRINCIPAL, GEORGE WASHINGTON HIGH SCHOOL



How Hannah Kleeman helped KCAPA join PAI

When Hannah Kleeman walks into her classroom, she is on a mission to ensure that every one of her students succeeds and is promoted to the 10th grade.

As a 9th grade teacher at Kensington High School for the Creative and Performing Arts (KCAPA), she understands the stakes. “Setting yourself up for success as a ninth grader is going to set yourself up for success in high school, and then in turn, in a postgraduate setting,” she explains.

Determined to provide her students with the best possible start to high school, Hannah was thrilled to learn about Philadelphia Academies, Inc.’s (PAI) 9th Grade Success Network (9GSN). The idea of joining quickly became a passion project. She and a co-worker spent an

entire summer perfecting their application. The following year, KCAPA earned its acceptance and joined a growing network of schools dedicated to helping students transition to high school and stay on the path toward graduation.

Upon acceptance to the 9GSN, Hannah began to benefit from coaching sessions with PAI and learned how to foster an on-track mentality through culture building at her school. The School District of Philadelphia defines being On-Track for a first-time 9th grader as having earned “at least one credit in each of the four core areas (English, math, science, and social studies), plus one additional credit from any source.” Being On-Track is key to helping students set themselves up for a successful life.

She also learned how to use data tools more efficiently and how to work more collaboratively in her classroom. “PAI helps you understand how to look at numbers, how to look at data, how to work collaboratively, and then the coaching helps you turn that all around and make it work specifically for your school,” Hannah said.

In addition to coaching, she has benefited from attending Community of Practice (CoP) events, engaging in problem-solving with peer schools. She describes these events as her little beacons of hope during difficult weeks. She enjoys coming together with people from different schools and collectively coming up with new ideas and sharing methods to reach common goals. She says that every time she leaves a CoP event, she has an epiphany moment where she is able to gain knowledge that she can bring back to her 9th grade team and classroom.

These CoP events are paired with individualized coaching support, where coaches learn how to support each school and their students. PAI staff, such as 9th Grade Success and Data Coach David Rietzen, have been extremely helpful in encouraging teachers like her to get the most out of their class-wide data and understand the numbers. She describes David as the type of coach who, “goes

above and beyond for every school that he works with. He’s always available somehow, like Batman.”

For Hannah, this hyper-personalized support was extremely valuable and useful when it came to needing someone to lean upon for help. In 2024, her dedication to uplifting freshmen students was recognized with the prestigious Lindback Award. Bestowed annually upon 60 School District of Philadelphia educators, this award celebrates educators who, “demonstrate excellence in promoting learning at the highest levels.”

Appropriately, Hannah is now bringing her passion for education to a new school: one that’s just joined PAI’s 9GSN, Hill-Freedman World Academy. There, she intends to carry forward her work helping freshmen find success in high school, saying, “I’m just so excited that Hill-Freedman is as excited to elevate themselves by joining PAI as I was.”

“PAI helps you understand how to look at numbers, how to look at data, how to work collaboratively, and then the coaching helps you turn that all around and make it work specifically for your school.”

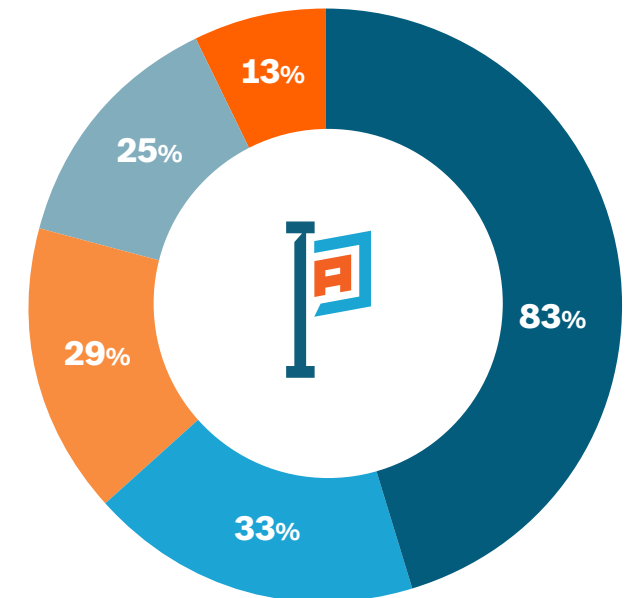
—HANNAH KLEEMAN, TEACHER, KCAPA HIGH SCHOOL



Workforce Programs



Pre-Apprenticeship in the Construction Trades (PACT) Program:



Outcomes

- 83%** of PACT completers were interviewed by apprenticeship programs
- 33%** are hired by another employer in related industry
- 29%** are hired by an apprenticeship program
- 25%** of PACT completers enroll in post-secondary education or training
- 13%** are hired by another employer in non-related industry

In Philadelphia, trades such as construction, welding, and electrical work offer a salary average between \$57,000 and \$84,000 — over three times higher than Pennsylvania’s minimum wage of \$7.25 an hour.

Pre-Apprenticeship in Early Childhood Education (ECE)

- 100%** of ECE Pre-Apprentices (29) completed the program and graduated high school.
- 48%** of ECE Pre-Apprentices are pursuing post-secondary education or apprenticeship after graduation.

Representation: Research shows that very few of the nation’s public K-12 classrooms today are led by Black men. According to the Department of Education, only 3.8% of teachers are Black and less than 2% are Black men. Meanwhile, data from The Education Trust shows that students who have at least one Black teacher by third grade are 7% more likely to graduate high school and 13% more likely to enroll in college. Those who had two Black teachers were 32% more likely to enroll in college.



Workforce Programs

Philly Tech Gateway



85%

of students in the Cybersecurity Pre-Apprenticeship completed the pilot program

85%

of 12th graders are continuing in the technology field via full-time employment or postsecondary enrollment

69%

of Juniors elected to enroll in technology-related summer programming/ internships/college bridge programs

Artificial intelligence is very quickly replacing entry-level coding jobs. According to the Bureau of Labor Statistics (BLS), there has been a 27.5% decline in technology jobs since 2023, with employment in the sector reaching its lowest level since 1980.

However, jobs in the cybersecurity and data analytics fields remain in demand, with a 12% recorded increase in employment seen across these fields. In addition, the BLS reported that the data science industry is projected to have a 36% job growth rate from 2023 to 2033.

PAI's after-school program helps students interested in computer science access these promising pathways, placing them on a trajectory toward life-sustaining careers. According to the BLS, Information Security Analysts have an annual mean wage of \$146,540, with Pennsylvania being one of the top-paying metropolitan areas for the role.



Interview Expo

Impact: Across 4 days, PAI hosted hundreds of students at Aramark where they worked on improving their interview skills in a live environment with our friendly business partners. Students also engaged in financial management and digital literacy workshops. **90% of students reported satisfaction with their experience.**

Tourism & Hospitality Management (THM)



As America prepares to celebrate its 250th anniversary in 2026, the importance of Philly's tourism & hospitality sector is as critical to our economy as ever, with an estimated \$4.4 billion in visitor spending and \$13.1 billion in economic impact.

100% of pathways met or exceeded their goal of 65% or more students participating in four or more industry-connected work-based learning experiences, supported by over 40 industry partners.

During the 2024–25 school year, the Tourism & Hospitality program worked with nearly 50 industry partners to support career exposure and had **an average of 12 work-based learning experiences delivered by our coordinators.**





Blooming with confidence, how Ilgin's story shows growth with PAI

When Ilgin Sunar arrived in the U.S. five years ago from Turkey, gaining confidence in her new country as a non-native speaker was her top priority. Now, Ilgin is a proud high school graduate, scholarship recipient, and is pursuing a career in healthcare.

How did she do it? It all started at Benjamin Franklin High School in North Philadelphia, where she matriculated as a culinary student, part of Philadelphia Academies, Inc.'s (PAI's) Tourism & Hospitality Management Program. It was through this program that she embraced new experiences and discovered how to connect with others in a new country and language.

In 10th grade, Ilgin was introduced to the PAI team in her culinary classroom. At the time, she felt uncertain and hesitant to speak. "I didn't know any English," she recalled. "I wasn't comfortable speaking. But they told me to speak up for myself." With encouragement and soft-skill instruction, PAI's instructors helped Ilgin grow her confidence and sought out

Improving Student Outcomes Since 1969

opportunities to make her voice heard, culminating in a speaking opportunity at City Hall.

PAI's Interview Expo marked a turning point for Ilgin. Practicing interview scenarios in an environment where the staff and the interviewers were so kind and offered criticism helped prepare her for real-world opportunities. "Most people are scared of interviews," she said. "But when you practice and imagine what they might ask, it becomes easier. That was a life-changer."

While she initially joined culinary class for the love of food, she soon realized she was learning about more than cooking; she was developing service skills. "Culinary is part of hospitality," she explained. "It's about communicating with people and making them feel special." Those values, she later discovered through interacting and empathizing with customers, led her to her true passion: healthcare.

Although she chose to pursue healthcare studies after graduation, the lessons from PAI's Tourism & Hospitality program have stuck with her. "Communicating with patients is similar to communicating with customers," she shared. "You have to make people feel heard, understood, and cared for in both fields."

She credits Stephanie Shaw and Rene Melendez of PAI for supporting her growth. Stephanie connected her to internships and encouraged her to follow her passion despite the long path ahead. "She helped me not just think about how hard it was going to be, but about how I could take the first step."

Rene, whom Ilgin met in 10th grade, made sure she was never left behind. "He would come and explain the lesson again just for

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“Most people are scared of interviews. But when you practice and imagine what they might ask, it becomes easier. That was a life-changer.”

—ILGIN SUNAR, FORMER PAI STUDENT



me, so I could understand. That meant everything.”

Despite language barriers and cultural adjustments, she graduated among the top students in her class and proudly earned a PAI scholarship. "Improving my English is the biggest achievement of my life," she says. "I even gave a speech at my graduation and read the Pledge of Allegiance for the first time."

Ilgin's passion for reading, taking care of her plants, and helping others is a value she believes will shape her

future in healthcare. A fast learner who never hesitates to ask questions, she sees communication, empathy, and professionalism as core strengths she developed through PAI.

What stands out most in Ilgin's story is the transformation: from a shy newcomer to a confident graduate ready to enter the world of healthcare. She didn't just gain academic skills. She found her voice, her strength, and her path.

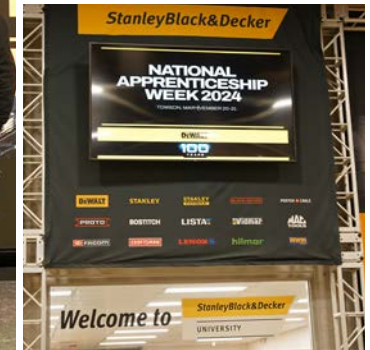
"I always wanted to go into medicine," she says. "Now, I know I can."

Partnership Highlight

DEWALT

Hosting students at their HQ

A trip to DEWALT's cutting-edge Innovation Center in Towson, MD, highlighted the many opportunities available to students pursuing careers in the construction trades.



“

I just wanna make a difference in my community. I wanna work with my hands. I want to work with my friends.

And I just wanna make a difference in my life. **Make a difference for other people.**”

—ERIC MELTON, STUDENT



Annual Gala

presented by



About: PAI celebrating 56 years of commitment to improving student outcomes with an unforgettable evening of inspiration, community, and impact.

Venue: Rivers Casino Philadelphia

Partner of the Year: DEWALT

Educator of the Year: Principal Will Brown, Parkway West High School

Pay it Forward Scholarship: Sykeem Brogdon

215 Changemaker Award: Philadelphia Freeway



It's not about the money. It's about our heart. It's about showing up every single day for your amazing teachers and students. Thank you for allowing us to be a part of your journey with these students."

—MARIA FORD, DEWALT, PRESIDENT OF US COMMERCIAL & INDUSTRIAL SALES AND MARKETING



THANK YOU

attendees, sponsors, and supporters!

Leadership & Board



F. Christopher Goins
President & CEO



Cheryl Lafferty
Senior Program Director



Tamir D. Harper
Director, Development & External Affairs



Nadia Schafer
Director, 9th Grade Success Network & Evaluation



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Wawa



Patrick Eiding / Member
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Philadelphia Council AFL-CIO



Mark Goodman / Member
Managing Director
Wellington Management



Steven Hicks / Member
Fulton Bank, Assistant Vice President
Financial Center Management



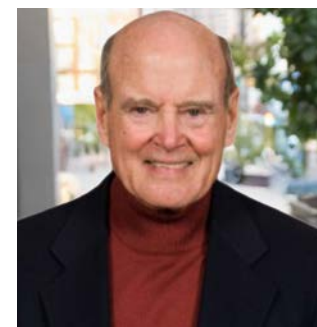
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Community College of Philadelphia



Brett Mayfield / Member
Senior Vice President and President of Local Markets
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Stephen Rauscher / Member
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Rohm & Hass



Cameron Redfern, Esquire / Member
Associate, Stradley Ronon Stevens & Young LLP



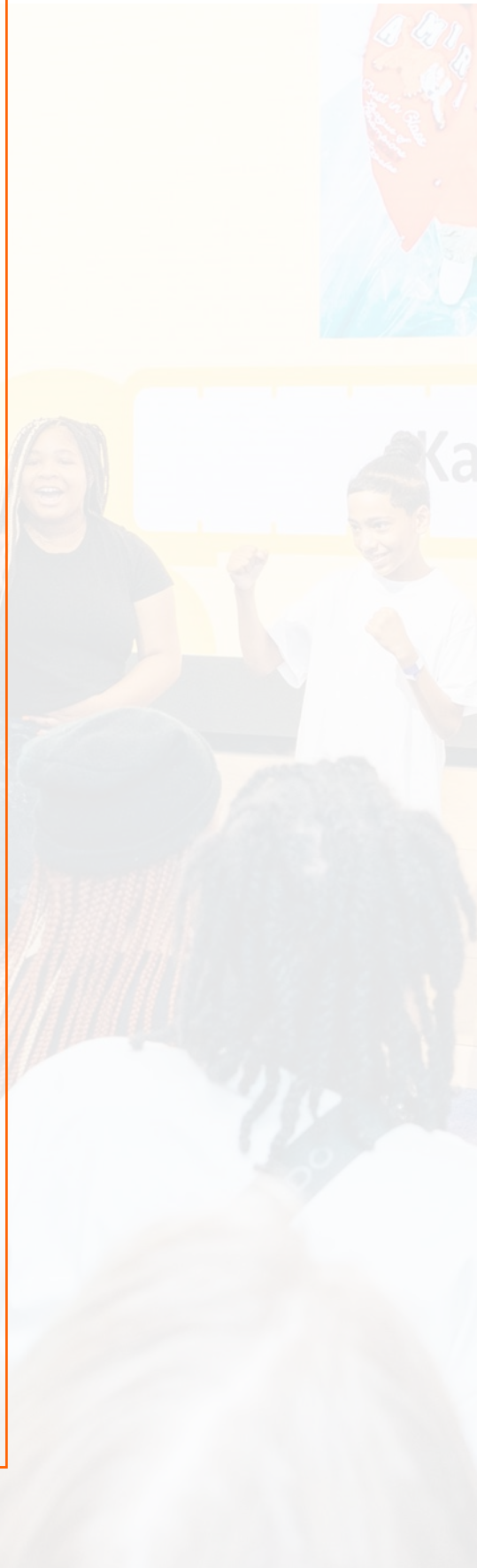
Arthur Steinberg / Member
President, Philadelphia Federation of Teachers



F. Christopher Goins / Ex-Officio
President & CEO
Philadelphia Academies, Inc.

Strategic Priorities 2025-26 What's next?

- ▶ Continuing to grow our reach and define our impact. Our 9th Grade Success Network is adding 4 new schools.
- ▶ Refining our programs to maximize results.
- ▶ Implementing stronger data practices to better understand and celebrate the impact of our work by creating a social mobility index.
- ▶ Unifying curriculum across our workforce portfolio.
- ▶ Strengthening and expanding our pre-apprenticeship strategies.
- ▶ Devoting more resources to Middle School Programming and advocating for investment in middle school.
- ▶ Streamlining our scholarship processes and expanding access to opportunities for awards.



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