



Rising Scholar Success Academy (**PennRSSA**)



University of Pennsylvania Rising Scholar Success Academy *formerly Rising Senior Summer Academy* (PennRSSA)

2020 PROGRAM REPORT | SEPTEMBER 24, 2020

SUBMITTED TO: **Dr. Wendell E. Pritchett**
Provost
Presidential Professor of Law and Education
University of Pennsylvania

Submitted by:

Dr. Valarie E. Swain-Cade McCoullum, Vice Provost for Student Engagement
Elaine W. Leigh, Ph.D. Fellow, School District of Philadelphia Pipeline Initiatives
Augusta Atinuke Irele, Ph.D. Fellow, Graduate and Professional Pipeline Initiatives
Kimberly A. Bowers, Chief of Staff to the Vice Provost for Student Engagement

PennRSSA 2020 Program Report

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Introduction

“The future of a city is inextricably linked to the prospects of the children it nurtures and educates within its community. Where such public educational programs are characterized by a high regard for the capabilities of youth, where the conduct of program operations is exemplary, and where the content of the curriculum is both inclusive and nurtured by innovative pedagogy, the children and the city-flourish.”

Dr. Valarie Swain-Cade McCoullum, *A Philadelphia Primer* (1994)

The **University of Pennsylvania Rising Scholar Success Academy (PennRSSA)** is a **free-of-cost, entirely virtual** post-secondary access program designed to prepare Philadelphia high school students for the pivotal next steps of educational and career pathways in a post-pandemic world.

Originally launched in July 2020 as the “Rising Senior Summer Academy,” **PennRSSA** was conceived and crafted in a mere 48 days amidst and against a confluence of unprecedented circumstances: the arrival of the COVID-19 coronavirus pandemic to the region and subsequent lockdown, followed by a swell in local and nationwide civil unrest sparked by the police killing of George Floyd in Minneapolis. It was a significant undertaking in an extraordinary time: citywide curfews compounded the isolation due to an unbridled public health threat, police brazenly assaulted West Philadelphia residents after protest destruction of the 52nd Street business corridor, and via a staggering transition to online learning, any remnant of routine for School District of Philadelphia students and their families was shredded, exacerbating high school and postsecondary attainment and retention rates that have historically trended well below national averages.

Answering the call of **President Amy Gutmann's Penn Compact 2022** to “define the future rather than be defined by it; to pioneer change rather than merely manage it,” **Vice Provost for Student Engagement Valarie Swain-Cade McCoullum** fused enduring observations from her prior scholarship on the plight and prospects of SDP youth with the contemporary *Compact 2022* to provide the basis for a visionary and pragmatic program that, with the sponsorship of **Provost Wendell Pritchett**, would intervene directly into the precarious dilemma of Philadelphia’s Class of 2021: an adaptive, post-secondary access initiative characterized by a high regard for the capabilities of students attending public schools, exemplary program operations, and a radically inclusive curriculum nurtured by innovative pedagogy.

Through a unique collaboration between the Provost’s Division of Student Engagement and the 12 Schools of the University, **PennRSSA’s** objective was, and is, to advance the futures of Philadelphia students by:

- Increasing student access to high-quality learning experiences through engaging, radical pedagogy;
- Creating a supportive program environment which balances high expectations and academic rigor with trauma-informed practices for participant achievement;
- Providing engaged mentorship from undergraduate, graduate, and professional students, staff, and faculty in tailored 1:1 and interactive “pod” settings;
- Equipping students for postsecondary success by expanding their skills, knowledge, confidence, motivation, and preparedness to navigate the postsecondary application and enrollment processes.

Program Structure

PennRSSA was comprised of **two** separate components that served School District of Philadelphia (SDP) high schools, Philadelphia charter schools, and parochial schools through the delivery of **free**, high-quality, virtual instruction and co-curricular experiences.

- **PennRSSA “Academy”** – The Academy was an intensive four-week summer program held virtually to immerse students in an academic, career, and postsecondary preparatory experience with synchronous and asynchronous content. Students learned in peer cohorts led by Penn graduate and professional students. Students who successfully completed PennRSSA Academy were eligible to receive 1 elective credit from the SDP and a \$595 stipend through Philadelphia Youth Network’s WorkReady Program, with coordination from Urban Affairs Coalition.
- **OpenRSSA** – OpenRSSA was made available to any of the 14,000 School District of Philadelphia district, charter, and parochial students as a completely self-guided and self-paced option. The program provided targeted messaging and access to the *How to Apply to College* MOOC created by Steppingstone Scholars and Penn Admissions on Coursera. OpenRSSA students who elected to join a listserv also received periodic invitations to Whole Program live sessions curated for Academy content.

Learning Objectives

The core learning objectives for the PennRSSA Program were to:

Increase student access to high-quality learning experiences

- Stem summer learning loss, close academic achievement gaps, and boost academic performance
- Foster skill- and competency-building in new domains through inventive academic instruction
- Incorporate hands-on, enjoyable experiences with real-world applications for engaging enrichment opportunities

Actively promote student attendance and engagement

- Use clear attendance policies
- Provide student/family attendance incentives

Communicate high expectations

- Create and sustain a program climate which consistently communicates high expectations for student participant achievement

Equip participants for postsecondary success

- Increase participants' skills, knowledge, confidence, aspirations, motivation, and overall preparedness to successfully complete the postsecondary application and enrollment process

Location/Platform

- **PennRSSA “Academy”**

Program content was delivered through the Canvas Catalog platform, a unique public access option of the Canvas learning management system, administered through the Penn Libraries. Staff in Penn’s Graduate School of Education’s IT and the University’s Online Learning initiative provided valuable Canvas support and training as well. Students accessed four courses on Canvas (*Applying to College*, *Applied Economics and Finance*, *Storytelling: Writing for Different Audiences*, and *Career Pathways*) by registering through Penn’s Online Learning Initiative platform. Students created a “Penn Path” login using their e-mail addresses and then carried out a series of steps to connect their account to the Canvas Catalog courses.

For synchronous meetings with Graduate Assistants (GAs) and to conduct large whole-program live sessions, we used the Zoom videoconferencing program. We provided each GAs with their own institutional Zoom license. We also acquired a Zoom Webinar license and two other Zoom Large Meeting licenses to conduct larger program sessions across both program platforms for up to 3,000 student and family participants.

- **OpenRSSA**

The *How to Apply to College* MOOC was delivered through Coursera. Students were directed to register through Coursera with a school e-mail address to begin the program and complete the material independently. OpenRSSA students received access to the course on the same day as the Academy option’s “kickoff.” As the students were Coursera learners, the Division of Student Engagement was not directly involved in addressing any technical issues, content pacing, or data gathering on the OpenRSSA participants. Coursera’s platform restricts data reporting and we were therefore unable to collect aggregate statistics on students’ engagement with the MOOC.

Timeline

From an initial meeting on April 10 with Penn Provost Wendell Pritchett, Vice Provost for Student Engagement Valarie Swain-Cade McCoullum, and School District of Philadelphia Superintendent William Hite, to the first information session on May 28, the program was designed in 48 days. The inaugural iteration of the PennRSSA “Academy” took place from **Monday, July 6, 2020 – Friday, July 31, 2020**. Below are the important dates:

Important Program Dates	
Monday, May 18 through 11:59 p.m. on Sunday, June 28	PennRSSA Academy Enrollment Period
Thursday, May 28 – 5:00 p.m. Wednesday, June 3 – 12:00 p.m. and 5:00 p.m. Wednesday, June 10 – 11:00 a.m. and 4:00 p.m. Tuesday, June 16 – 12:00 p.m. and 5:00 p.m.	PennRSSA Zoom Information Sessions
Wednesday, June 24 through Friday, June 26; July 1	Graduate Assistant Orientation and Training (~4 hr synchronous/ ~20 hr asynchronous)
Monday, June 29	PennRSSA Academy Student Orientation (2 hr)

Monday, July 6 – July 31	Ongoing GA Check-ins/Debriefs (21 total)
Monday, July 6	First Day of Program Kick-Off (45 min)
Friday, July 10	First Week Student Check-In (45 min)
Friday, July 17	Program Midpoint Check-In (30 min)
Friday, July 31	Closing Celebration (30 min)

Daily & Weekly Schedule

The daily hours of the program ran from 10:00 a.m. to 2:00 p.m. each day. The program began with a 10:00 a.m. *Advisory* where students checked in with their GA for the day. Students then transitioned to *Office Hours*, one per course each week, during which GA would review course content, discuss activities and assignments in depth, and address student questions about the program.

Time	Event
10:00 – 10:15 (15 min)	Advisory with Graduate Assistant [synchronous]
10:15 – 10:45 or 11:30 – 12:00 (30 min)	Office Hours (4 hr total) One for each course per week on Mondays-Thursdays) [synchronous]
1:00 – 2:00 (60 min)	Career Pathways Sessions [synchronous]

We also planned additional *Whole Program* sessions across the four weeks, including general program check-ins and a PennRSSA Live! panel series related to each course, supplementing other live content provided by School partners in the *Career Pathways* course (noted in bold in the figure below). OpenRSSA students could also attend these panels. The figure below features a full program schedule of synchronous “Academy” activities. More details about Career Pathways sessions can be found later in this report.

Full Program Live Schedule					
Week #	Monday	Tuesday	Wednesday	Thursday	Friday
1	10:00 Whole Program Kick-off (60 min) 11:00 Pod Intros + Applying to College Office Hours (OH) (60 min) 1:00 Career Pathways – PSOM (60 min)	10:00 Advisory (15 min) 11:30 Storytelling OH (30 min) 1:00 Career Pathways – LAW (60 min)	10:00 Advisory (15 min) 11:30 Applied Economics OH (30 min) 1:00 Career Pathways – PSOM, LAW (60 min)	10:00 Advisory (15 min) 11:30 Career Pathways OH (30 min)	10:00 Advisory (15 min) 11:30 Whole Program First Week Check-In (60 min) 1:00 Career Pathways – LAW (60 min)
Week #	Monday	Tuesday	Wednesday	Thursday	Friday

<p>2</p>	<p>10:00 Advisory 10:15 Applying to College OH (30 min) 1:00 Career Pathways – SEAS, SP2</p>	<p>10:00 Advisory 10:30 PennRSSA Live! – College Pathways Panel (60 min) 11:30 Storytelling OH 1:00 Career Pathways – SEAS, SP2</p>	<p>10:00 Advisory 11:30 Applied Economics OH 1:00 Career Pathways – SP2</p>	<p>10:00 Advisory 10:15 Career Pathways OH 11:30 PennRSSA Live!– Careers in Politics and Media (60 min) 1:00 Career Pathways – SEAS, SP2</p>	<p>10:00 Whole Program Mid-Point Check-In (60 min) 1:00 Career Pathways – SP2</p>
<p>3</p>	<p>10:00 Advisory 10:15 Applying to College OH 1:00 Career Pathways - DEN</p>	<p>10:00 Advisory 11:30 Storytelling OH 1:00 Career Pathways – DEN, VET</p>	<p>10:00 Advisory 11:30 Applied Economics OH 1:00 Career Pathways - DEN</p>	<p>10:00 Advisory 10:15 Career Pathways OH 1:00 Career Pathways – DEN, VET</p>	<p>10:00 Advisory 11:30 PennRSSA Live! – Poetry and the Writing Process (60 min) 1:00 Career Pathways – DEN, VET</p>
<p>4</p>	<p>10:00 Advisory 10:15 Applying to College OH 1:00 Career Pathways – DESIGN, NURS 3:00 PennRSSA Live! – After Hours with Artists & Architects (60 min)</p>	<p>10:00 Advisory 11:30 Storytelling OH 1:00 Career Pathways - DESIGN</p>	<p>10:00 Advisory 11:30 PennRSSA Live! – Entrepreneurs in Action (60 min) 1:00 Career Pathways – DESIGN, NURS</p>	<p>10:00 Advisory 10:15 Career Pathways OH 1:00 Career Pathways - DESIGN</p>	<p>10:00 Whole Program Closing Celebration (60 min) 1:00 Career Pathways - DESIGN</p>

Program Curriculum

The PennRSSA “Academy” curriculum was developed with an underlying assumption that many student participants would be self-motivated and already interested in pursuing a postsecondary education. However, we structured the curriculum to expressly welcome program participants with varied levels of academic preparation. We also designed the content to adapt to the many challenges students were facing due to the COVID-19 pandemic and national racial unrest.

To maximize the quality and depth of engagement with students, the program curriculum promoted four core elements:

- Postsecondary preparatory activities that recognized multiple pathways to college
- Academic enrichment that augmented traditional school-year learning
- Career interest exploration as a motivation for students to complete high school and contemplate the pursuit of higher education as a viable postsecondary option

Anchor Course #1 – Applying to College

Core Content	Steppingstone Scholars’ and Penn Admissions’ How to Apply to College Coursera MOOC ; Penn Admissions’ College Search 101 videos
Content Coordination	Elaine W. Leigh, Ph.D. Fellow, Division of Student Engagement
Learning Objectives	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Describe different barriers and opportunities to going to college • Explain steps in the college search and application process • Develop a list of colleges to apply to in the Fall • Understand the financial aid application process and how financial aid works • Analyze how family, friends, and others can shape your college path
Module Organization	<p>Week 1: Module 1 – Starting the Journey to College</p> <p>Week 2: Module 2 – Paying for College</p> <p>Week 3: Module 3 – Exploring College Campuses – What to Consider</p> <p>Week 4: Module 4 - Pieces of the College Application; Module 5 – Transitions to College</p>
Example Assignments and Activities	<p>Activities: <i>Your College Search List</i> (4 steps): Starting your Search, Discovering Your Options, Understanding Net Prices, Refining Your Search</p> <p>Discussions: Why College?, Being the First to Go (or Not), Centering Your Relationships</p> <p>Readings: Sticker Price vs. Net Price, Types of Aid, Questions to Ask on a College Visit, Being First Gen and Balancing College Life</p> <p>Lectures: First to Go -Pathways to College, Student Perspectives on Working and Paying for College, A Tour of a College House, Nuts and Bolts of the Application, What Financial Aid Letters Mean</p>
Supplemental Content	<ul style="list-style-type: none"> - Step Up to College Guide/Videos - Khan Academy - Virtual College Tours - Campus Reel Virtual Tours - Local Scholarships & Resources - Philadelphia Workforce Training & Two-Year Programs - Test Optional Colleges & Universities

Anchor Course #2 – Applied Economics and Finance

<p>Core Content</p>	<p>Wharton Global Youth Initiative's <i>Understanding Your Money</i> Course Additional resume writing and entrepreneurship content curated from Knowledge @ Wharton High School and adapted by PennRSSA Core Team</p>
<p>Content Coordination</p>	<p>Wharton: Eli Lesser, Diana Drake, Dongnian (Effie) Zhou, Sarah Sweeney PennRSSA: Elaine W. Leigh, Ph.D. Fellow, Division of Student Engagement</p>
<p>Learning Objectives</p>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Define what money is and how we interact with money • Identify earning and budgeting skills, and explain the impact of financial problems on a person's well-being • Explain elements of a strong résumé and create a résumé • Understand how an entrepreneurial mindset can help solve problems and create solutions
<p>Module Organization</p>	<p>Week 1: Module 1 - The World of Money Week 2: Module 2 – Earning and Budgeting Week 3: Module 3 – Employment (in Uncertain Times) Week 4: Module 4 – Building an Entrepreneurial Mindset Advanced Learning (optional): Module 5 – Economics; Module 6 - Investing</p>
<p>Example Assignments and Activities</p>	<p>Activities: Business Concept Planning, Analyze a Family Budget, Creating Your Own Budget, Filling Out Your Resume, Building Your LinkedIn Profile Quizzes: Analyzing a Paystub, Living Within Your Means, The Role of Banks Readings: Conquering the Negative Bank Balance, Credit Alert: The Dangers of Overspending and Underpaying, 10 Truths About Student Loan Debt, COVID-19 and Employment, Breaking Down a Resume & Action Verbs Lectures: The Dollar as Currency, Borrowing Money, Gross Salary and Net Salary, Accumulating Too Much Debt, Spending and Saving Money, Investing Money, Story of an Entrepreneur</p>

Anchor Course #3 – Storytelling: Writing for Different Audiences

<p>Core Content</p>	<p>Original content developed by Augusta Atinuke Irele with elements from: Penn’s Pre-Freshman Writing Program, How to Apply to College MOOC- Module 2 – Self Assessment and Telling Your Story Common Application Essay Prompts for 2020-2021</p>
<p>Content Coordinators</p>	<p>Augusta Atinuke Irele, Ph.D. Fellow, Division of Student Engagement</p>
<p>Learning Objectives</p>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • paraphrase, summarize, and quote content from published sources • perform close readings of a variety of genres of writing • draft a creative and give peer feedback on creative writing • incorporate feedback into their revision processes • compose different genres of writing, including a college essay, a piece of journalism, and a poem or short story • deliver constructive feedback to their peers • speak analytically about their writing style and voice
<p>Module Organization</p>	<p>Week 1: Module 1 – Research & Listening to Others’ Stories Week 2: Module 2 – Developing Your Voice as a Writer Week 3: Module 3- Writing Your Story Week 4: Module 4 – Revising & Editing</p>
<p>Example Assignments and Activities</p>	<p>Activities: Close Reading – “Hurricane Maria” by Mia Concepcion, Paraphrasing Otter Jung-Allen’s “You Have Not Gagged Them,” Paraphrasing the news, Your College Essay, Journalism Blog Post, Research – the MOVE Organization Readings: What is a writing voice?, Brainstorming, Drafting, The 5 I’s: Identity, Intellect, Ideas, Interests, & Inspiration, The Common App Essay Questions Discussions: Giving & Getting Feedback</p>
<p>Supplemental Content</p>	<p>Opportunities to publish work in PennRSSA “zine” and Penn Graduate School of Education’s <i>Perspectives on Urban Education</i> special issue</p>

Anchor Course #4 – Career Pathways

<p>Core Content</p>	<p>Original course content developed in collaboration with 8 of Penn’s Schools; U.S. Bureau of Labor’s CareerOneStop Skills and Interest Assessments</p>
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<p>Content Coordinators</p>	<p>General content coordination and content development across schools:</p> <ul style="list-style-type: none"> • Elaine W. Leigh, Ph.D. Fellow, Division of Student Engagement <p><u>Penn School Lead Content Developers, Coordinators, & Assistants</u></p> <ul style="list-style-type: none"> • LAW – Cheryl Hardy, J.D., Hagana Kim, Ned Hawkins • PSOM- Dr. Jamie Shuda (BioEYES program) • SP2 – Loran Grishow-Schade • SEAS – Dr. Mark Licurse, Dan Uueda, Schuyler Patton • DEN – Dr. Beverley Crawford, Nathalie Valerius • VET – Dr. Brittany Watson • DESIGN – Dr. Richard Wesley • NURSING – Dr. Patricia D’Antonio, Monique Dowd, Olivia Duca
<p>Learning Objectives</p>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Apply learning and engagement from core disciplines to contemporary problems and conditions • Utilize exposure to disciplines to create a career development plan
<p>Module Organization</p>	<p>Each week students were able to choose 1 of 2 career paths offered by the Schools, divided as below. The topics listed are snapshots for how each School organized their course content. All content was posted and recorded so students could access all presentations if they so chose.</p> <p>Week 1 PSOM: What’s it like at the research bench? Introduction to career in science, COVID-19 & Research; Building Research Skills with Zebrafish (3 units) LAW: Origin of the Constitution – The Rules that Rule Us, The Three Branches of Government – Are they Really Equal?, Amendments – How the Rules are Changed</p> <p>Week 2 ENGINEERING: Introduction to Materials Science, Materials Science in the Kitchen, Robotics & Bioinspiration, Robotics – Origami and Soft Robotics SP2: Importance of Human Relationships, Social Justice, Dignity and Worth of a Person, Intro to Micro Social Work & Integrity, Intro to Macro Social Work & Competent Service</p> <p>Week 3 DENTAL: What is Dentistry?, Dental Terminology, Radiology, & Diagnosis, Career Exploration in the Dental Profession, Endodontic Surgery, A Guide for High School Students Exploring Dentistry VETERINARY MEDICINE: What is a Veterinarian? One Health in Action Case Studies</p> <p>Week 4 NURSING: What is Nursing?, Diversity of Nursing Careers, Thinking About Nursing, Special Topics, Future of Nursing DESIGN: Art + Design, Monument Lab, Architecture History & Design, Urban Design, Landscape Architecture</p>
<p>Example Activities</p>	<p>Make a Career Development Plan (General); Take an Interest Assessment (General); Take a Skills Assessment (General); Reflection: “Standards” of Living (SP2); Read/Take Action: Black Lives Matter (SP2); Discussion: Vet One Health in Action Cases; Discussion: Create a Cognitive Map of Your Neighborhood (Design)</p>

Career Pathways Live Sessions

In addition to providing asynchronous content, each School also planned live sessions that occurred from 1:00 – 2:00 p.m. most days of each week during the program. A list of topics, presenters, and our recorded number of attendees over Zoom is compiled below:

Date	Topic	Presenters	Attendees
Monday, July 6	PSOM: Introduction to the Perelman School of Medicine	Dr. Jamie Shuda, Hannah Dada, Eden Engel-Rebitzer, Lisa Cucolo, Mary Addison, Chelsea Thorsheim	401
Tuesday, July 7	LAW: Introduction to Constitutional Law	Ted Ruger, J.D. (Dean)	263
Wednesday, July 8	PSOM: COVID 19 Research Panel	Dr. Jamie Shuda, Dr. Andrew Vaughan, Aaron Weiner, Dr. Sarah Tishkoff, Dr. Chao Zhang, Jennifer Wu, Mary Addison, Dr. Anurag Verma	339
	LAW: U.S. Immigration Law	Fernando Chang-Muy, J.D.	217
Friday, July 10	LAW: Careers in Law	Ibeabuchi Jeremiah Oteh, Alexander Dawson	205
Monday, July 13	SEAS: Introduction to Materials Science	Dr. Ashley Wallace, Schuyler Patton	297
	SP2: Introduction to Social Work	Loran Grishow-Schade	218
Tuesday, July 14	SEAS: Cooking with Materials Demo	Schuyler Patton	264
	SP2: Self-Care Office Hours	Loran Grishow-Schade	101
Wednesday, July 15	SP2: Self-Care Office Hours	Loran Grishow-Schade	68
Thursday, July 16	SEAS: Introduction to Robotics	Daniel Uueda	224
	SP2: Self-Care Office Hours	Loran Grishow-Schade	33
Friday, July 17	SP2: Self-Care Office Hours	Loran Grishow-Schade	26
Monday, July 20	DEN: What is Dentistry?	Dr. Allen Herron & Dr. Beverley Crawford	191
Tuesday, July 21	DEN: Dental Terminology	Dr. Beverley Crawford	179
	VET: What is a Veterinary Career?	Dr. Brittany Watson	243
Wednesday, July 22	DEN: Careers in Dentistry	Javita Lee	178
Thursday, July 23	DEN: Endodontic Surgery	Dr. Frank Setzer	174
	VET: One Health Case Studies, Session 1	Dr. Brittany Watson	223
Friday, July 24	DEN: Discussion about Dental Pathways	Dr. Beverley Crawford	165
	VET: One Health Case Studies, Session 2	Dr. Brittany Watson	204
Monday, July 27	NURSING: Introduction to Nursing	Dr. Patricia D'Antonio	307
Date	Topic	Presenters	Attendees
Monday, July 27	DESIGN: Introduction to Design/ Art + Design	Dr. Fritz Steiner (Dean); Dr. Richard Wesley, Dr. Paul Farber, Matt Neff	147
Tuesday, July 28	DESIGN: Monument Lab	Dr. Paul Farber, Dr. Ken Lum	133

Wednesday, July 29	NURSING: Nursing and Nutrition	Monique Dowd	270
Wednesday, July 29	DESIGN: Architecture History + Design	Dr. Mantha Zarmakoupi, Scott Aker	108
Thursday, July 30	DESIGN: Intro to Urban Design	Dr. Zhongjie Lin, Michael Nairn	104
Friday, July 31	DESIGN: Landscape Architecture	Dr. Richard Weller, Dr. Sarah Willig	84

Program Deliverables

By the end of the four-week program, students developed the following products:

- A list of colleges and programs to which they will apply in the Fall
- A professional resume
- A draft college personal statement tied to a question on the Common App AND/ OR an 800-word written piece to be published online about learning during COVID-19, showcasing argument and research writing skills (essays will be published online)
- A personal budget
- A personal career development plan

Whole Program Curated Sessions

In addition to course content and other School-specific synchronous sessions, our Core Team also produced live sessions for the entire program. These once weekly events, starting with our Opening Convocation and continuing through the duration of the program, featured panel sessions tied to themes from each course. We relied on our GAs and personal networks to select presenters and moderated each session. These sessions were also advertised to OpenRSSA participants. Below are the dates, topics, panelists, and the number of attendees for each planned session:

Date	Topic	Panelists	Attendees
Monday, July 6	PennRSSA Convocation	Provost Wendell Pritchett PennRSSA Core Team	590
Tuesday, July 14 10:30 – 11:30 a.m.	PennRSSA Live! College Pathways Panel Moderator: Augusta Atinuke Irele	PennRSSA GAs: George R. Betty, Nadiyah Browning, Will Herzog, Chris Quattro, Tatiana Swain	482
Friday, July 10	PennRSSA Week 1 Recap	PennRSSA Core Team	523
Date	Topic	Panelists	Attendees
Thursday, July 16 11:30 a.m. – 12:30 p.m.	PennRSSA Live! Careers in Politics and Media Panel Moderator: Augusta Atinuke Irele	Mayor Michael Nutter, Sam Aleshinloye, and PennRSSA Gas Florence Madenga and Martin Leet	423

Friday, July 17	PennRSSA Midpoint Check-In	PennRSSA Core Team	473
Friday, July 24 11:30 a.m. – 12:30 p.m.	PennRSSA Live! Poetry and the Writing Process Panel Moderator: Augusta Atinuke Irele with Elaine W. Leigh & Kimberly Bowers	Sojourner Ahebee, Jasmine L. Combs, Otter Jung-Allen, and PennRSSA GA Lucas de Lima	418
Monday, July 27 3:00 – 4:00 p.m.	PennRSSA Live! After Hours with Artists & Architects Moderator: Kimberly Bowers with Elaine W. Leigh	PennRSSA GAs: Hadi El Kebbi, Kay Seohyung Lee, Umar Mahmood, Miranda Mote, Arelly Pena	94*
Wednesday, July 29 11:30 a.m. – 12:30 p.m.	PennRSSA Live! Entrepreneurship in Action Panel Moderator: Elaine W. Leigh	Patrick Beckley – Finor X; Atif Bostic – Uplift Solutions; Jeannine Cook – Harriett’s Bookshop; Benjamin Miller – South Philly Barbacoa; Liz Sieber – Omoi Zakka Shop; Andy Toy – SEAMAAC	429
Friday, July 31	PennRSSA Closing Session	PennRSSA Core Team & GAs	484

*This panel session, offered outside the 10:00 a.m. – 2:00 p.m. program window, was optional to attend.

Convocation

- Monday, July 6, 2020 | 10:00 – 10:40 a.m.
590 student attendees (75% of enrollees)

Week One Recap

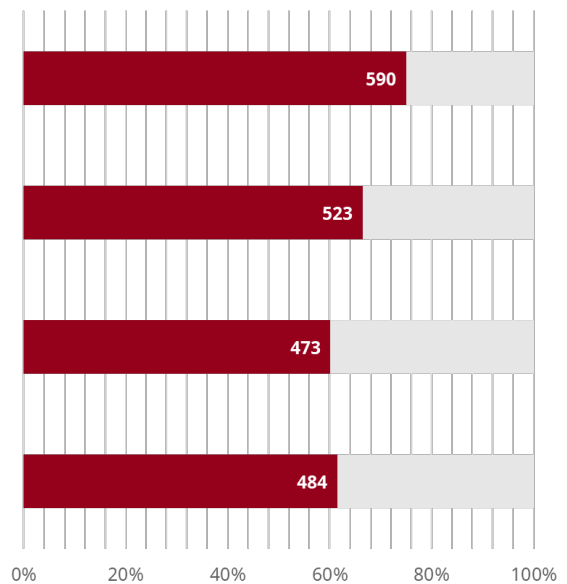
- Friday, July 10, 2020 | 11:30 a.m. – 12:00 p.m.
523 student attendees (66% of enrollees)

Midpoint Check-In

- Friday, July 17, 2020 | 10:00 – 11:00 a.m.
473 student attendees (60% of enrollees)

Closing Session

- Friday, July 31, 2020 | 10:00 – 10:30 a.m.
484 student attendees (61% of enrollees)



PennRSSA Live! Panel – College Pathways

- Tuesday, July 14, 2020 | 10:30 – 11:30 a.m.
482 Academy student attendees

PennRSSA Live! Panel – Careers in Politics and Media

- Thursday, July 16, 2020 | 11:30 a.m. – 12:30 p.m.
423 Academy student attendees

PennRSSA Live! Panel – Poetry & the Writing Process

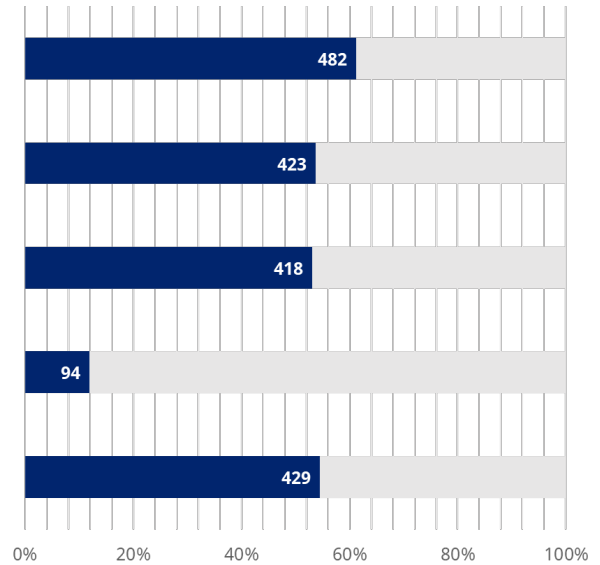
- Friday, July 24, 2020 | 11:30 a.m. – 12:30 p.m.
418 Academy student attendees

PennRSSA Live! After-Hours Panel – Artists + Architects

- Monday, July 27, 2020 | 3:00 – 4:00 p.m.
94 Academy and OpenRSSA student attendees

PennRSSA Live! Panel – Entrepreneurship in Action

- Wednesday, July 29, 2020 | 11:30 a.m. – 12:30 p.m.
429 Academy student attendees



Administration

Recruitment and Communication

The PennRSSA Core Team conducted multi-pronged recruitment in partnership with other VPSE Programs and the School District of Philadelphia.

Website: Penn created a website for the program for the new Division of Student Engagement, housed on the University’s servers: <https://provost.upenn.edu/pennrssa>

Communication Packet: The Division of Student Engagement created a communications folio with flyers and social media images to advertise the program. These flyers were also translated into six languages by the Penn Language Center and Kimberly Bowers (Spanish, French, Arabic, Korean, Mandarin, Portuguese) and dispersed across partners (see Appendix **A**).

Zoom Info Sessions: The Division of Student Engagement also hosted eight information sessions with families interested in the program. Below are summaries of attendance from each information session. Each session lasted from 30-45 minutes with Q&A at the end.

Date	# of Unique Participants
Thursday, May 28, 10:00 a.m.	32
Thursday, May 28, 5:00 p.m.	56
Wednesday, June 3, 12:00 p.m.	11
Wednesday, June 3, 5:00 p.m.	28
Wednesday, June 10, 11:00 a.m.	31
Wednesday, June 10, 4:00 p.m.	24
Tuesday, June 16, 12:00 p.m.	29
Tuesday, June 16, 5:00 p.m.	32
TOTAL	243

Note: Excludes Division of Student Engagement staff present on each call.

Community Partners: Electronic flyers and social media posts were disseminated by the School District of Philadelphia across their platforms (Facebook, Instagram, etc.). The PennRSSA Core Team also sent these social media posts to local college access organizations like the Philadelphia Education Fund/PhillyGoes2College and the Philadelphia College Prep Roundtable listservs.

Penn Partners: VPSE also disseminated information through extant Penn special summer and academic year programs sponsored by Schools and University divisions.

Media Coverage

During the recruitment process, PennRSSA also received local media coverage from the following outlets:

- **June 5, 2020 - Penn Today:** "[Penn launches no-cost, online summer program for rising high school seniors](#)", article by **Lauren Hertzler**
Penn Today is a daily electronic newsletter published by the Office of University Communications at the University of Pennsylvania, bringing "all things Penn, every weekday morning" to subscriber's email inboxes.
- **June 16, 2020 - The Daily Pennsylvanian** "[Penn launches free virtual summer academy for rising Philadelphia high school seniors](#)", article by **Bala Thenappan**
The Daily Pennsylvanian is the University of Pennsylvania's independent student media organization. First published in 1885, "the DP" is perennially recognized as one of the top college newspapers in the country.
- **June 22, 2020 - Philadelphia Inquirer:** "[Penn will offer public high school seniors in Philly a free four-week college and career prep program](#)", article by **Susan Snyder**
The Philadelphia Inquirer is a daily newspaper serving the Greater Philadelphia area. Founded in 1829, it is the third oldest continually operating newspaper in the US and the recipient of 20 Pulitzer Prizes.
- **June 25, 2020 - Fox 29 Good Day Philadelphia On-Air Interview**
Good Day Philadelphia is a local, daily live morning program airing weekdays 4-10 a.m., and weekends 7-9 a.m.
- **June 25, 2020 - WURD Radio On-Air Interview**
WURD (96.1 FM and 900AM) is a Black Talk Radio station serving Philadelphia and the surrounding region. "Tonight on WURD" is the show's evening news program which airs live Monday through Thursday from 7-9 p.m.
- **Forthcoming (November/December 2020 Issue) - The Pennsylvania Gazette**
The Pennsylvania Gazette is the University of Pennsylvania's alumni magazine. The recipient of numerous awards for writing and design, the Gazette presents thought-provoking articles and information about the University campus along with alumni notes and comment.

Staffing and Training

In addition to the VPSE Core Team, in total, the Division of Student Engagement hired 41 GAs. The formal job description requested applications for GAs with the following qualifications:

- have a demonstrated interest in educational access and equity;
- are enthusiastic and knowledgeable about synchronous and asynchronous activities to support learning;
- have the ability to provide rich, interactive, mission-aligned content and creative pedagogy;

- can establish authentic relationships; who can work collaboratively with program and School colleagues;
- place participants' interests and aspirations at the heart of the program experience

Our job description also indicated the following responsibilities expected of GAs:

"...these individuals will be responsible for one "pod" of approximately 25 participants with the primary charge of supporting them throughout the programming day, transitioning them into their morning academic instruction and their afternoon enrichment activities, and ensuring the completion of synchronous and asynchronous program assignments. GAs will also be responsible for:

- reinforcing the instructor's lessons by reviewing material with students one-on-one or in small groups
- providing analytical and qualitative research support for the Division of Student Engagement core team;
- exploring interests in policy, K-12 curriculum development, college access, digital instruction, and more;
- learning how to develop student-responsive programming in the face of global crisis;
- engaging directly in efforts to strengthen collaboration between elite research universities and large urban public school districts;
- supporting quantitative and qualitative data collection to evaluate program components and submitting contributions to a written report or white paper to be released by the Division of Student Engagement at the conclusion of the inaugural program run.

Of 242 applications, select candidates were then asked to submit a video interview to answer two sets of questions related to how they would engage an online class virtually and why they wanted to take part in PennRSSA. From these subsets of video interviews, we hired 41 GAs. In this inaugural cohort, 11 of Penn's 12 academic schools were represented: most commonly the Weitzman School of Design, the Perelman School of Medicine, and the School of Arts & Sciences. Over half (21) were doctoral-level students pursuing Ph.D., J.D., M.D., D.M.D., or V.M.D. degrees; 17 were in an M.A., M.Arch, MBA, M.P.H., M.S.Ed, MSW, or other master's-level program; and 3 were current undergraduates or recent alumni holding a bachelor's degree.

The Core Team hosted three virtual training sessions (June 24, June 25, July 1) on program logistics, content, and first day/week activities as well as one optional session to learn more about Canvas (June 26) as formal orientation for PennRSSA programming and relevant duties. A Canvas site for GAs was created which included other asynchronous content, including a GA Handbook with all policies and procedures, virtual teaching resources, and more. GAs were also invited to join a Microsoft Teams channel to further communicate and share ideas and questions before, during, and after the program ended.

A copy of the GA training manual is included in Appendix **B**. GA profile cards created for students to learn more about their GAs are included in Appendix **C**. The table below summarizes the contents of our Canvas site set up for PennRSSA GA Training.

Graduate Student Training	
Core Content	<p>Module 1: PennRSSA Information</p> <p>Module 2: Penn Staff Policies</p> <p>Module 3: Teaching and Pedagogy Resources</p> <p>Module 4: Facilitation and Mentoring Resources</p>
Content Coordinators	<p>PennRSSA Graduate Assistant Training Manual, Dr. Valarie Swain-Cade McCoullum</p> <p>Augusta Atinuke Irele, Ph.D. Fellow in Division of Student Engagement</p> <p>Elaine W. Leigh, Ph.D. Fellow in Division of Student Engagement</p>
Module Organization	<p>GAs were asked to review materials at their own pace in Canvas for two weeks before the program began on July 6. Each module incorporated the following essential content and other readings:</p> <p>Module 1: PennRSSA Information</p> <ul style="list-style-type: none"> • PennRSSA Graduate Assistant Training Manual • SDP Factbook • PennRSSA Staff Profile Cards (bios) • PennRSSA Writing Rubric • Links to Canvas tools and video recordings from live GA training sessions <p>Module 2: Penn Staff Policies</p> <ul style="list-style-type: none"> • Penn Photo Release • Penn Acceptable Use of Electronic Resources Policy • Student Confidentiality of Records Policy • Sexual Misconduct Policy <p>Module 3: Teaching and Pedagogy Resources</p> <ul style="list-style-type: none"> • Dr. Sharon Ravitch's blog post on flux pedagogy • First Day Activities discussion board • Virtual Instruction Resources from Catalyst @ Penn GSE • Virtual Pizzazz for Teachers – Ringel Group YouTube • Readings from Dr. Howard Stevenson, LaGarrett King, Mara Lee Grayson, and others about race and racial literacy • Readings about college essay contexts (e.g., approaching tragedy and loss themes in personal statements) <p>Module 4: Facilitation and Mentoring Resources</p> <ul style="list-style-type: none"> • Group facilitation resources about holding virtual discussions, icebreakers • Resources on power of mentoring, science and role of mentoring with young people

Memorandum of Understanding Process

At the outset of collaborative planning conversations, the PennRSSA Core Team and their SDP partners composed a Memorandum of Understanding (MOU) outlining the program’s scope and operation. This document was reviewed and approved by both institutional legal teams and included an agreement wherein program performance data would be shared with the School District. Program participants were notified of this on the program application and indicated comprehension and consent before submitting their applications.

Student “Pods”

Students were randomly assigned into groups of approximately 25 to encourage more bonding and interaction among peers. Each cohort was assigned a GA who monitored students’ progress and overall wellbeing daily. GAs also performed other content planning duties aligned with academic enrichment, postsecondary preparation, and career interest exploration. The Pods assignment was organized and managed using the “sections” feature on Canvas after participants successfully completed their program enrollment.

Program Incentives

Two types of program incentives were offered to students: 1 elective credit on School District of Philadelphia high school students’ academic transcripts (charter schools offered academic credit on an individual institutional basis) and 600 available stipends of \$595, disbursed through the Philadelphia Youth Network’s WorkReady program.

In order for students to receive their elective credit, we shared attendance and grade data with partners in the School District of Philadelphia’s Office of Postsecondary Readiness and their roster chair, hired specifically for PennRSSA data. The School District mandated that students achieve 100% attendance (by attending one or more sessions each day) and pass with a grade of at least 60% averaged across all four courses to receive the elective credit. Student performance data is included later in this report.

In June 2020, the William Penn Foundation granted the Philadelphia Youth Network an emergency grant that helped raise the number of stipends available to PennRSSA students from 300 to 600. Our Core Team worked with the participating intermediary agency, Urban Affairs Coalition, to provide the students with relevant enrollment information about WorkReady and keep them abreast of developments in the enrollment process.

Program Applications

To initially exhibit interest in either the Academy or OpenRSSA options, students filled out an online application available on our website and hosted through Qualtrics. Students were asked to fill out their name, high school, student ID number, student e-mail, their program of interest, disciplines of interest, and information about online access. We received 1,735 unduplicated responses from this initial application between May 21, 2020 to July 6, 2020. Overall, about 45% of students said they were interested in both options upon initially applying, while 30% indicated only interest in the Academy, and 2.5% indicated only interest in OpenRSSA.

This survey helped our team create listservs for those interested in OpenRSSA and those interested in learning more about the intensive Academy option. Students were able to change their enrollment choice throughout the registration window and were e-mailed information regarding both programs until the official start of programming on July 6. After that date, communications were separated into the two

listservs, with subscriber lists managed almost daily during the first two weeks of the program as participants continued to solidify their program decisions.

Course Registration & Data Collection

After consultation with Penn's Online Learning Initiative (Megan Carr, Rebecca Stein, Anna Miller, Oscar Whiteman), Penn Libraries & Canvas Catalog (Molly Bonnard) and ongoing assistance from Penn GSE's IT team (Zachary Nachsin), we established a process to enroll students through a private course link hosted on Penn's Online Learning Platform, normally used for the public to enroll in Penn online classes. The Online Learning Team had to customize a private course platform which allowed students to register for all four courses and automatically become enrolled in the public version of Canvas known as Canvas Catalog by setting up a "PennPath" login username and password.

Our Core Team created a step-by-step visual guide, available online and via email, to assist students enrolling in Canvas. The Core Team handled all student, parent, or other stakeholder questions about enrollment and the program via a general program e-mail account (penn-rssa@upenn.edu).

Additionally, to monitor whether students were able to successfully enroll online and collect further demographic data voluntarily, we incorporated a landing page survey via Qualtrics asking students to provide their name, school, school ID, and e-mail once again as well as information on gender, race/ethnicity, household income range, and their ZIP code. We also conveyed to students that filling out this survey would qualify them for the available WorkReady stipends spots.

Other Program Products

To showcase student experiences and voices in the program, PennRSSA provided two different opportunities to celebrate student work and reflect on the program.

- ***Perspectives on Urban Education Back-to-School Pandemic Special Issue***: Earlier in the summer, Dr. Sharon Ravitch of Penn's Graduate School of Education approached Elaine to write an article for a special issue of GSE's student-run online academic journal about going back to school during COVID-19. Elaine, Augusta, and Kim authored a short article describing lessons learned while constructing and delivering PennRSSA. This outlet also became an opportunity to publish outstanding student blog posts from the *Storytelling* course. Students continued to edit their articles through August with the assistance of PennRSSA GAs. The final article, with link forthcoming in September 2020, can be found in Appendix **G**.
- ***PennRSSA Zine***: In the last two weeks of the program, we compiled a "zine" to commemorate student artwork, poems, and other writings from the summer. Three GAs volunteered to review student submissions and designated several student editors to organize submissions into themes. GAs and students created a formatted zine that can be found in Appendix **H**.

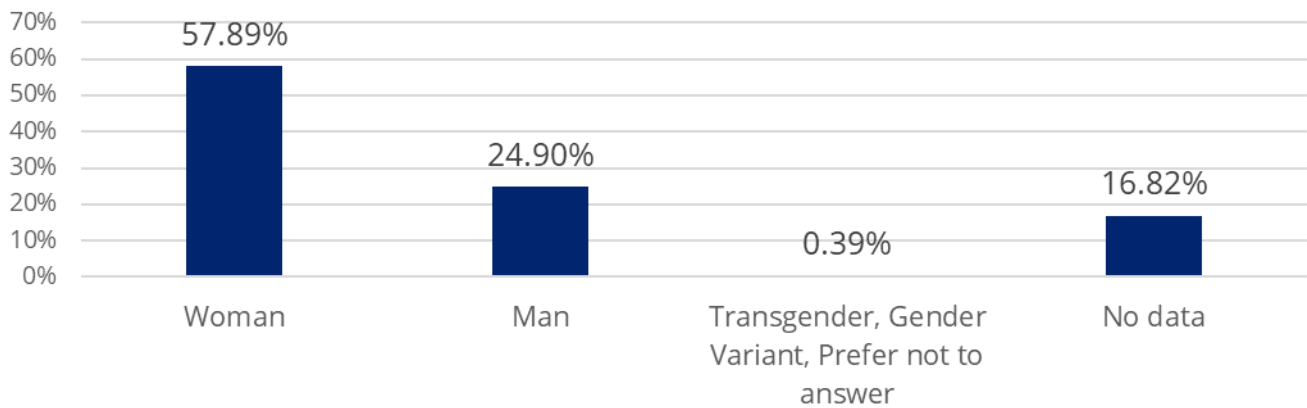
PennRSSA “Academy” Program Information and Outcomes

We collected general demographic information, information on attendance, and grading throughout the implementation of the “Academy” portion of PennRSSA.

Participation Demographics

Of 807 students who enrolled in the Academy via Canvas, we had 787 unique responses to digital access questions from the original application and a total of 656 students who voluntarily provided information on their gender, race, income, and ZIP code. Overall, PennRSSA participants were primarily women and outnumbered men by more than 2:1 (Figure 1).

Figure 1: Academy Enrollment by Gender

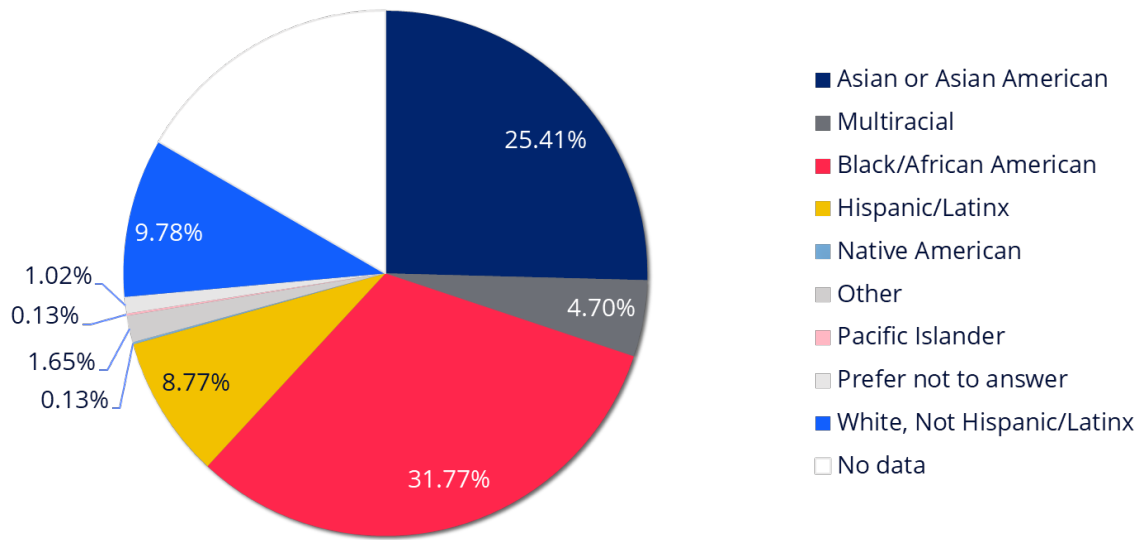


Note: These data represent unique responses for 787 students enrolled by 7/21/20. With 656 students providing gender, race/ethnicity, ZIP code, and income information, our demographic survey had an 83.3% response rate. These students are not differentiated by those who eventually received a credit or eventually withdrew in the last week of the program.

About 32% of our participants identified as Black or African American and about a quarter (25.4%) identified as Asian or Asian American. Another 10% identified as White (not Hispanic/Latinx) while about 9% identified as Hispanic/Latinx (see Figure 2). With about 51% of high school students in grades 9-12 in the School District of Philadelphia (for AY19-20) identifying as Black or African American, 21% Hispanic/Latinx, 11% Asian or Asian American, 13% white, and 5% multiracial, our program had an overrepresentation of Asian or Asian American students and an underrepresentation of Black or African American students and Hispanic/Latinx students.¹

¹ Source: SDP Data Dashboard, <https://dashboards.philasd.org/extensions/philadelphia/index.html#/enrollment>
 PennRSSA Program Draft Report

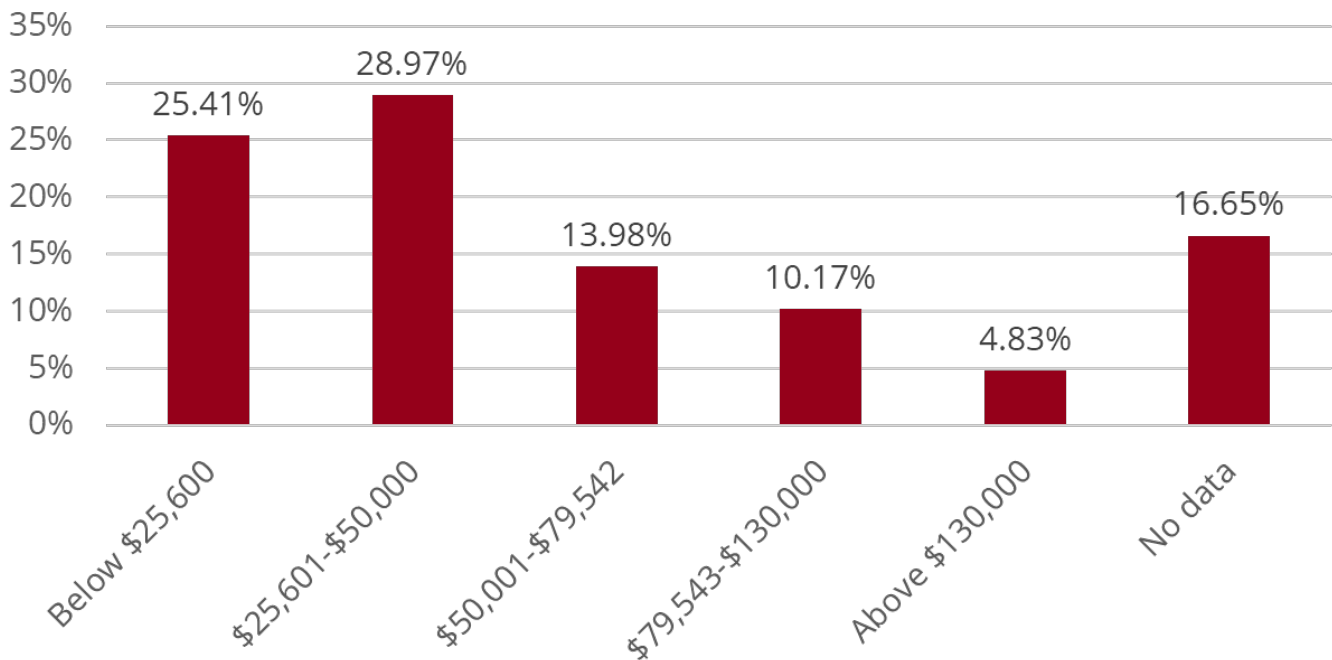
Figure 2: Academy Enrollment by Race / Ethnicity



Note: These data represent unique responses for 787 students enrolled by 7/21/20. With 656 students providing gender, race/ethnicity, ZIP code, and income information, our demographic survey had an 83.3% response rate. These students are not differentiated by those who eventually received a credit or eventually withdrew in the last week of the program.

Students primarily came from families with household incomes of \$50,000 and below (Figure 3).

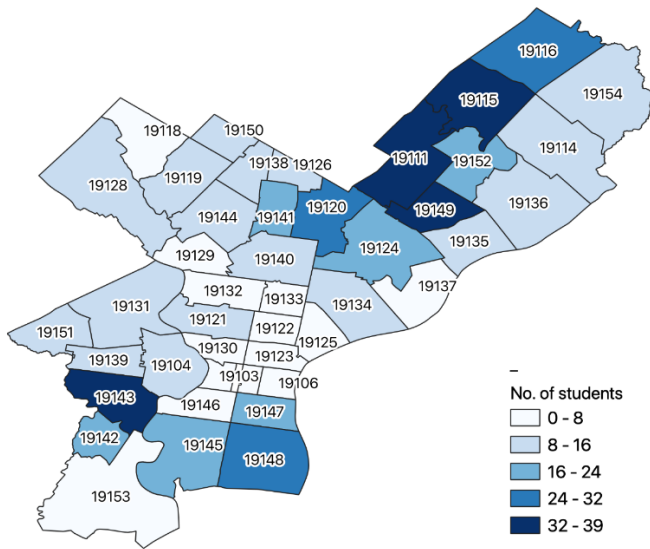
Figure 3: Academy Enrollment by Income



Note: These data represent unique responses for 787 students enrolled by 7/21/20. With 656 students providing gender, race/ethnicity, ZIP code, and income information, our demographic survey had an 83.3% response rate. These students are not differentiated by those who eventually received a credit or eventually withdrew in the last week of the program.

PennRSSA students primarily resided in the Northeast and West Philadelphia sections of the city but came from 52 ZIP codes across Philadelphia (Figure 4).

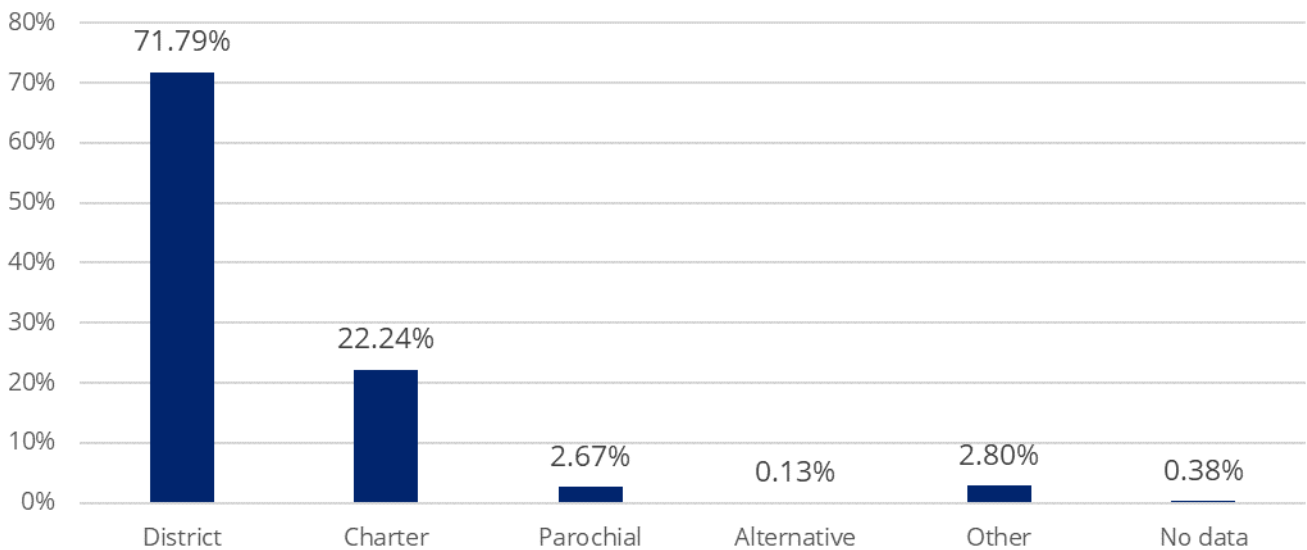
Figure 4: Academy Enrollment by Location (ZIP Code)



Note: These data represent unique responses for 787 students enrolled by 7/21/20. With 656 students providing gender, race/ethnicity, ZIP code, and income information, our demographic survey had an 83.3% response rate. These students are not differentiated by those who eventually received a credit or eventually withdrew in the last week of the program.

About 72% of participants attended School District of Philadelphia high schools and another 22% attended Philadelphia charter schools (see Figure 5). Of students who did not identify as home-schooled, program enrollees represented **82** different schools in the Greater Philadelphia area; for program graduates, this figure was **76** unique schools in addition to home-schooled students.

Figure 5: Academy Enrollment by School Type



Note: These data represent unique responses for 787 students enrolled by 7/21/20.

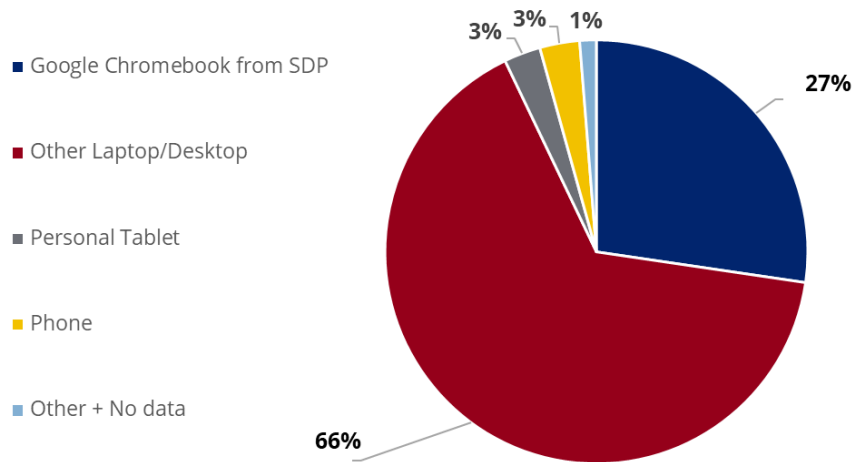
Of the top 5 schools most represented, almost one quarter of the program (23%) attended Central High School. Other high schools making up the top 5 enrollments were Northeast High School (6%), Academy at Palumbo (6%), Philadelphia High School for Girls (5%), and Carver Engineering & Sciences (5%). Among SDP only enrollments, 92% of students attended special admission high schools or those with special admission

programs within neighborhood high schools. Appendix **D** provides a more detailed breakdown of high schools represented in the Academy.

Digital Access

We also collected data from participants about their digital access in the summer. While 27% of students reported using a Google Chromebook provided by the School District of Philadelphia, most (66%) used some other laptop or desktop to do their work for PennRSSA (Figure 6). About 98% of students reported having a Wi-Fi router in their house or access to a hotspot and/or Wi-Fi used in conjunction with a phone data plan to access the Internet.

Figure 6: Academy Student Devices



Note: These data represent unique responses for 787 students enrolled by 7/21/20. These students are not differentiated by those who eventually received a credit or eventually withdrew in the last week of the program.

Program Retention

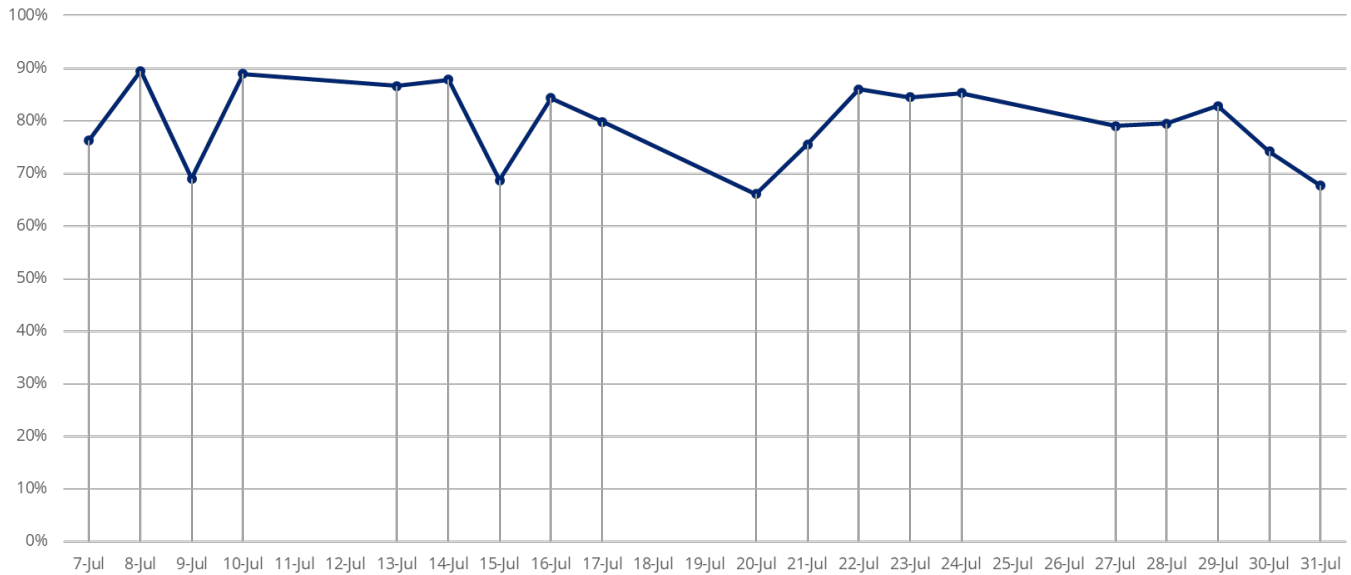
Of 807 students who initially enrolled in the Academy program by July 6, we had **658** students complete the entire program. In other words, 149 students (18%) either withdrew formally or were deemed inactive based on communication with their GA. We designated inactive status by the third week of the program.

Program Attendance Rates

For 658 students who completed our entire program, daily attendance for live sessions, on average, varied from a high of 89.5% to 66.1% (Figure 7). For comparison, approximately 66% of students in middle and high schools in the School District of Philadelphia participated in digital learning during Spring 2020.²

Figure 7: Academy "Live Session" Daily Attendance Rates

² School District of Philadelphia Superintendent's Presentation at School Board Meeting, June 25, 2020, <https://www.philasd.org/schoolboard/meetingmaterials/#1529954061434-2a61c40c-d46b>

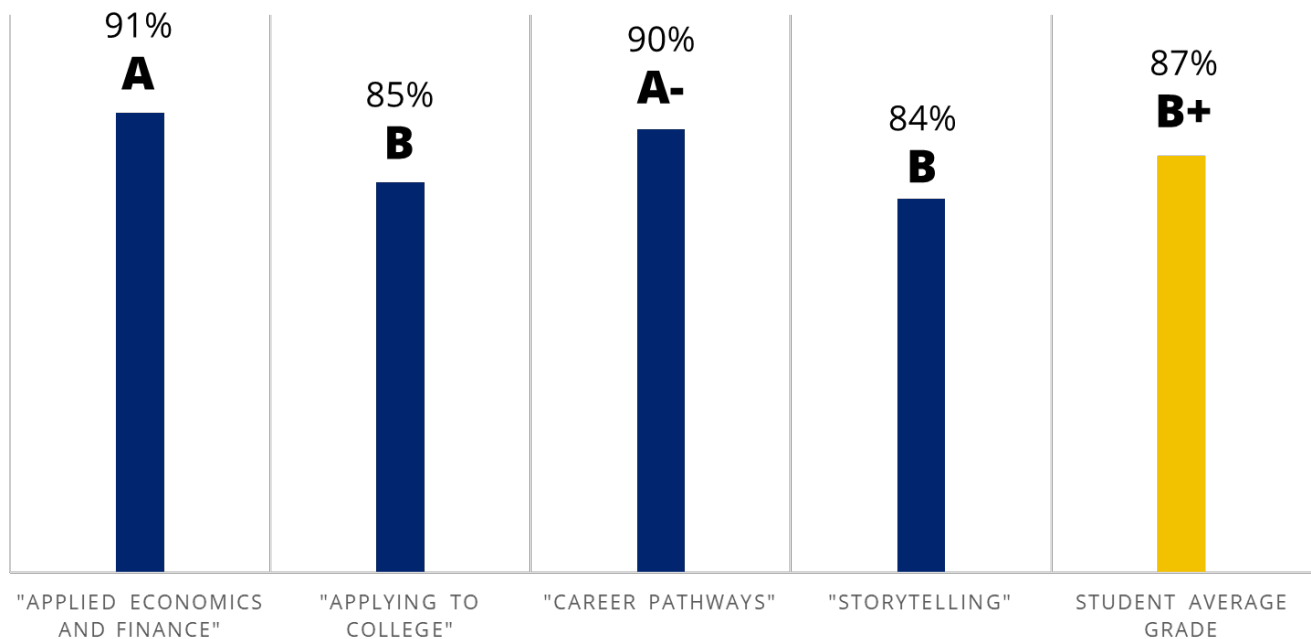


Notes: Graduate Assistants marked student attendance for each day in the program for whether students attended morning advisory, office hour sessions, or other live sessions. We combined attendance markings for each day so students received a 1 if they attended any live session that day or 0 if they were not present. Due to enrollment fluctuations and shifts, we do not include attendance for the first day of the program (July 6). Students were also mandated, as a part of their attendance/performance rates, to complete asynchronous work.

Grades & Assignment Completion

Average overall course grades stand at 87.4% (Figure 8). Students had the highest average course grade in *Applied Economics and Finance* and the lowest course grade in *Storytelling*.

Figure 8: Average Course Grades



Notes: All grades were managed by Graduate Assistants and we used the Canvas platform's calculation of total average score in each class to give final markings to students.

WorkReady Stipend Eligibility

Based on our internal benchmark for eligibility – 60% or higher attendance or overall course grade– we deemed **76.6%** of the 658 students who completed the program eligible to receive a WorkReady stipend. Of those, **266** (40.4%) filled out the appropriate paperwork with WorkReady. Actual data on who received their \$595 stipends in late August to mid-September 2020 were not yet available for this report.

School Credit Eligibility

School District of Philadelphia high school students were able to receive an elective credit on their transcript. Additionally, administration from New Foundations Charter School requested data from the PennRSSA Core Team to determine whether to offer their students academic credit. Based on SDP’s policy (100% attendance and 60% average overall grade), 91% of our students were eligible for a credit.

Student Program Evaluation Survey

At the conclusion of the program, we invited students to complete an anonymous survey to provide feedback about the program in Qualtrics. Of the 170 students who responded, the school affiliation categories were generally proportional to overall enrollment: 73% attended an SDP district school, 20% a public charter school, 3% a parochial school, and 4% selected “Other”, which included independent schools or home-schooled students.

Overall, respondents reported a very positive experience with the program: 96.4% of survey respondents rated program content as “Excellent” (58.8%) or “Good” (37.6%). Students were also asked to rate their experiences with 9 specific operational aspects of the program, from the enrollment process to experience with the program’s learning management platforms. Participants offered generally positive (“Excellent” or “Good”) ratings of each program component, except for the externally conducted WorkReady stipend process, which garnered a 35.9% positive rating:

Program Registration / Enrollment:	94.1%
Communications from Program Staff:	92.4%
Pod Sessions with GA’s:	90.6%
Course Materials & Assignments:	84.1%
Career Pathways Sessions:	88.8%
PennRSSA Live! Panels:	82.9%
Using Zoom:	83.5%
Using Canvas:	81.1%
Signing up for WorkReady Stipends:	35.9%

Appendix **E** provides more detailed summary data from respondents about their program experience and detailed qualitative feedback on program components.

Graduate Assistant Program Evaluation Survey

We also asked GAs to fill out an evaluation of the program. Of 41 GAs, 15 responded (36.6% response rate). Our GAs represented 11 different Penn Schools and survey respondents represented 8 of those schools (Annenberg, Arts & Sciences, Penn Medicine, Dental Medicine, SEAS, GSE, Social Policy and Practice, Weitzman School of Design).

From our 15 respondents, 53.3% of GAs rated their overall experience in the program as “Excellent” (the top choice) with the remaining 46.7% rating their overall experience as “Good” (the second choice). Over 90% of GA respondents also ranked communications, course materials and assignments, and live sessions as “Good” or “Excellent.” A majority (53%) of GA respondents rated GA trainings as “Good” with another third of GAs rating them as “Average.” Most GAs had a “Good” or “Average” experience using Canvas and a better experience using Zoom. About three quarters of GAs also reported “Good” experiences getting technical support for Canvas and Zoom. GAs highly preferred using the Microsoft Teams channel for communication and collaboration over other methods (e.g., Zoom check-ins, Canvas page, GA listserv, etc.)

In their pods, GAs all had “Excellent” or “Good” experiences with their advisory or office hours sessions. About 20% felt that timelines for grading/feedback and leading discussions were “Average.” Most of the GA respondents (73%) felt there was “Excellent” or “Good” staff attention to other student support issues (e.g., Chromebooks, mental health support).

In general, GAs felt that course content was strong. Some respondents noted that the number and quality of assignments particularly in the Storytelling and Career Pathways courses could be re-evaluated.

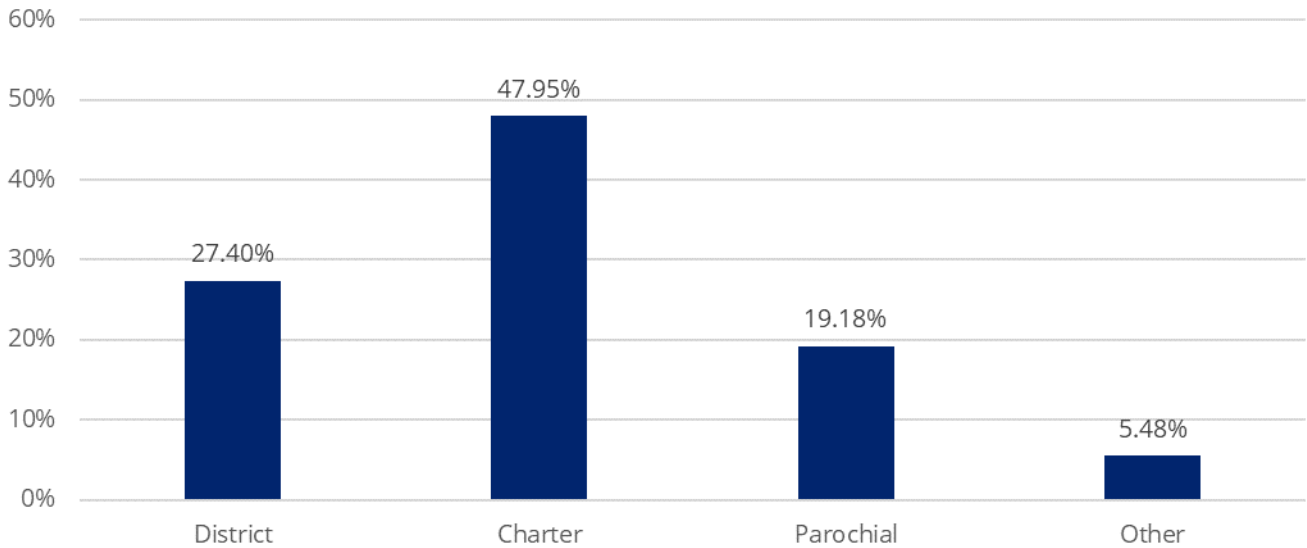
Appendix F provides detailed summary information on their program experience and qualitative feedback on program components.

OpenRSSA Program Demographics

True to its mission as a flexible, at-will alternative to the highly-structured Academy, OpenRSSA was not designed to track students through entire program completion. Instead, students were sent a welcome message and link on July 6 with directions to access Coursera’s *How to Apply to College* course. Students were asked to fill out an “enrollment survey” for OpenRSSA, through which we received 332 unduplicated responses between July 6, 2020 and August 4, 2020. Information on OpenRSSA students is summarized below, but as of this writing, we will not be able to verify if students enrolled and completed the course given limitations to the infrastructure available to us.

Unlike for the Academy, those electing to participate in OpenRSSA were predominantly from Philadelphia charter schools (48% vs. 22%) with slightly more than a quarter still attending district high schools (Figure 9). Many more students (19%) came from parochial schools, likely because most parochial students learned of their eligibility at the end of the Academy enrollment period.

Figure 9: OpenRSSA Participant School Type

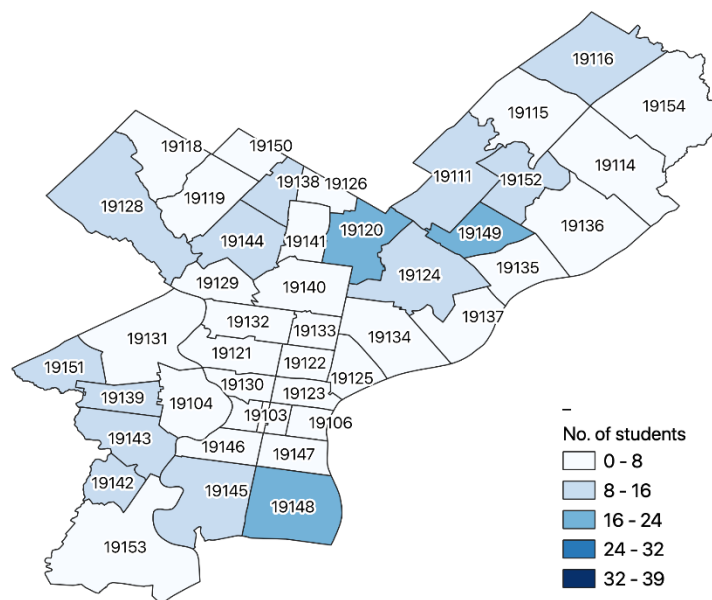


Note. Figures based on students filling out initial survey to participate. We do not have information if students enrolled or completed the course from Coursera.

Despite fewer students in OpenRSSA attending district high schools, Central High School also had the most OpenRSSA enrollees (16%) and the top five most represented high schools were all district high schools. Archbishop Ryan High School had the most parochial school enrollees (n=10) followed by John W. Hallahan Catholic Girls’ High School (n=9) and Saints John Neumann and Maria Goretti High School (n=8).

Students generally came from North/Northeast, South Philadelphia, and West Philadelphia sections of the city. About 7% of those electing to enroll in OpenRSSA came from the 19120 ZIP code, while 6% came from 19148 and 19149 ZIP codes.

Figure 10: OpenRSSA Enrollment by Location (ZIP Code)

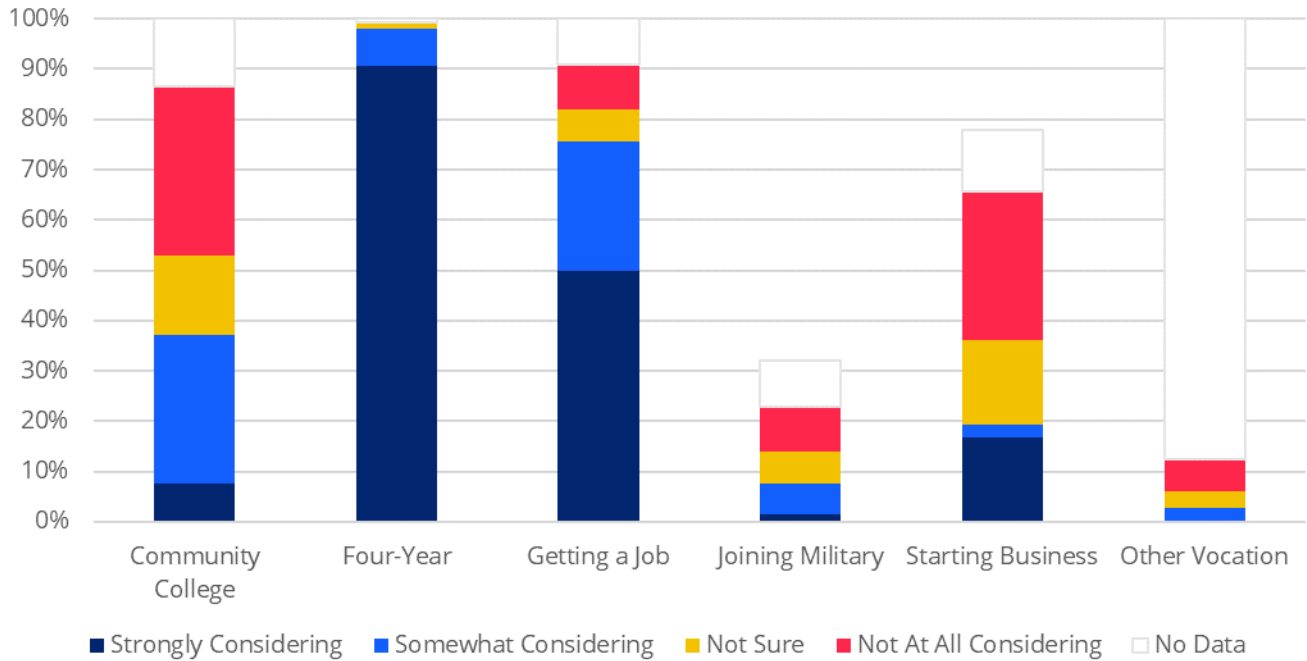


Note. Figures based on students filling out initial survey to participate. We do not have information if students enrolled or completed the course from Coursera.

We polled students electing to participate in OpenRSSA on their general career aspirations at the time of enrollment. Students were asked whether they were considering community college, four-year colleges and

universities, getting a job, enlisting in the military, starting a business, or going into another vocation altogether. As Figure 11 shows, about 91% of students said they were “strongly considering” four-year colleges and universities. About 30% of students said they were also “somewhat considering” community college, though another third were not considering community colleges at all. About 76% of students were “somewhat” or “strongly considering” getting a job as well. Very few students were considering other options outside of a job and attending two-or-four-year institutions.

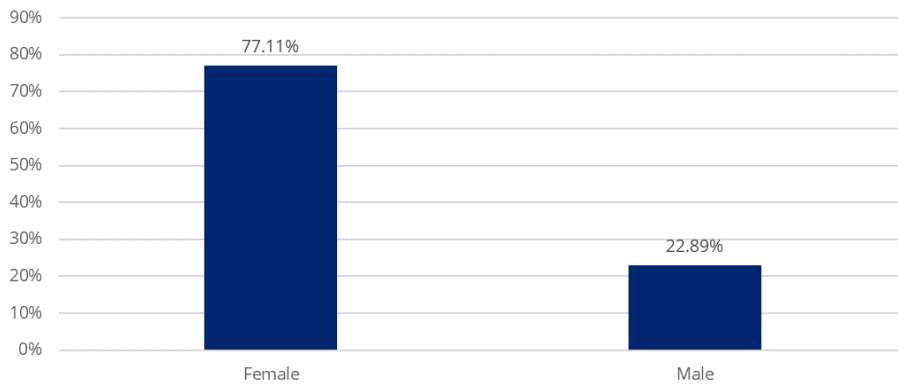
Figure 11: Aspirations of OpenRSSA Participants



Note. Figures based on students filling out initial survey to participate. We do not have information if students enrolled or completed the course from Coursera.

Like the Academy, most (77%) OpenRSSA participants also identified as female (Figure 12).

Figure 12: OpenRSSA Participants by Gender

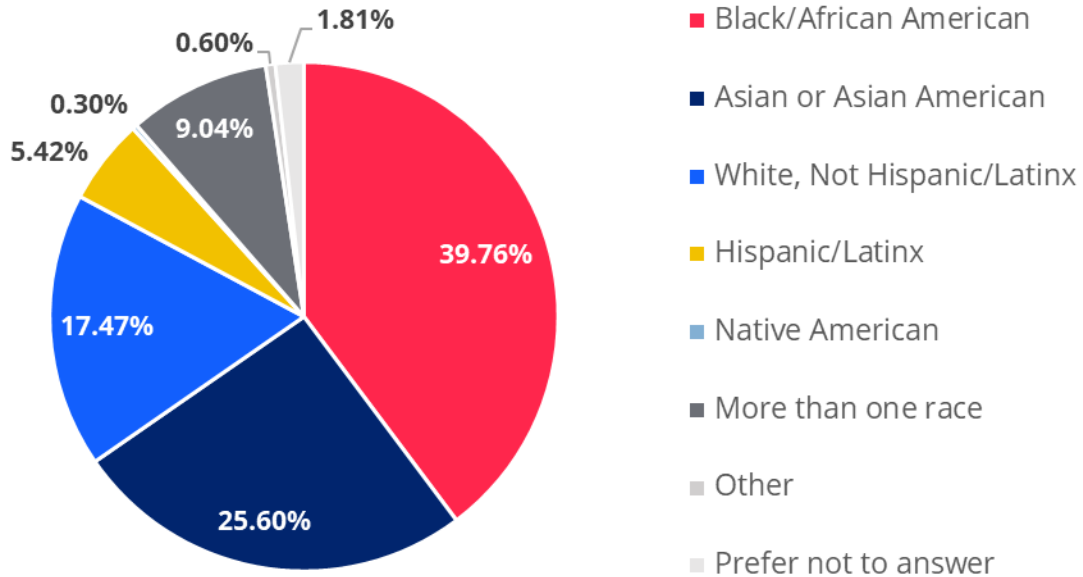


Note. Figures based on students filling out initial survey to participate. We do not have information if students enrolled or completed the course from Coursera. Unlike the Academy survey, this survey only asked participants to identify their chosen sex category. Future surveys will be amended to be more gender-inclusive, mirrored after the Academy survey.

About 40% of students who signed up for OpenRSSA identified as Black or African American. About a quarter of participants identified as Asian or Asian American, while another 17% identified as white (not PennRSSA Program Draft Report

Hispanic/Latinx) (Figure 13). Compared to Academy enrollment, OpenRSSA had about 8 percentage points more Black students and white students elect to enroll than the Academy program.

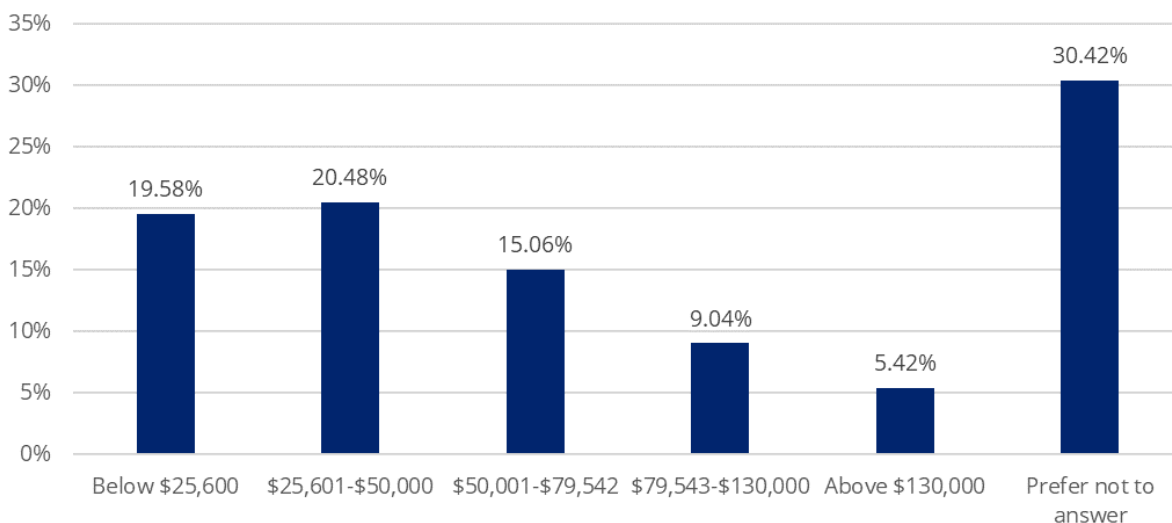
Figure 13: OpenRSSA Participants by Race / Ethnicity



Note. Figures based on students filling out initial survey to participate. We do not have information if students enrolled or completed the course from Coursera.

Figure 14 shows that about 40% of students electing to sign up for OpenRSSA came from households with incomes of \$50,000 or below. Almost a third of participants, however, did not share this information.

Figure 14: OpenRSSA Participants by Income Level



Note. Figures based on students filling out initial survey to participate. We do not have information if students enrolled or completed the course from Coursera.

Lessons Learned and Recommendations for Next Steps

As our Core Team reflects on the implementation and outcomes of this inaugural program, we have generated several recommendations and reflections on how to further improve the program in later iterations, as detailed below.

Recruitment and Registration Process

Recruitment efforts should continue to be multi-pronged and run in conjunction with all partner schools. While our multiple Zoom information sessions were important, we should consider differentiating sessions for students/parents and for counselors/administrators, set dates in advance, and message these dates/times to appropriate communication channels as early as possible. We should also conduct more specific outreach to open admission high schools in the city to ensure principals, teachers, and other staff/administrators who oversee these networks at the District level are made aware of these opportunities and have the appropriate time to conduct outreach with their students.

The list of eligible schools (and school districts) should also be determined before program recruitment and messaging phases. In this program iteration, parochial schools were determined eligible in the last week of program recruitment, making it challenging to fully engage the parochial school community.

We should also further streamline and consolidate the application process. In contemplating how to make the initial application process quick and easy for the students, we conducted different types of data collection in multiple stages. We should have all messaging refer to the process as “registration” (clarifying that all students are admitted into the program) and include all elements of data collection at the registration phase, such as:

- Name
- School
- Student ID
- Student E-mail
- Student Phone (*recommended addition*)
- Parent E-mail (*recommended addition*)
- Device Used
- Internet Access
- Race/Ethnicity
- Gender
- Income Range
- ESL Support Needed (*recommended addition*)
- ZIP code
- Participant Forms (*recommended addition*)

This will not only streamline data collection and analysis, it will ease the burden later on students and staff to go back and complete additional forms and surveys.

Canvas Enrollment

For the Academy, we elected to use the public version of Canvas called Canvas Catalog that is managed by Penn Libraries and does not require users to create an official PennKey. Instead, users must create a “PennPath” login to see their Canvas course enrollments.

To avoid the burden on staff of batch enrolling hundreds of students, we also engaged Penn’s Online Learning Initiative and platform, usually designed for users paying for online classes created by Penn staff and faculty, to create a private enrollment platform. The advantage of this platform was that through a private link, students could batch enroll into all four classes on Canvas Catalog and have their accounts automatically linked to each course.

Different software bugs detected later in enrollment caused some obstacles in this process and led to uneven enrollment across the four courses. The steps for students to add courses into their cart, create a PennPath login, and connect their accounts together also proved somewhat arduous. One major source of confusion was that students were asked for their “Given Name” and “Last Name.” Many students did not understand the distinction between these categories and, as a result, we directed many requests to Canvas Support to correct student names so they would show up clearly in our data reports and correspond with SDP records.

In the future, with software bugs fixed, we will want to work with the Online Learning Team to incorporate a process with fewer steps and that mirrors the data collection we need to organize reports more efficiently from Canvas. This information should include, including, at minimum:

- Student First Name
- Student Last Name
- Student School ID
- Student Canvas ID
- Student E-mail
- Student High School

Attendance Policy and Tracking

As we were developing this program from its foundation while also figuring out how to comply with School District of Philadelphia mandates on attendance in the program, we did not have a clear attendance policy in time for student and GA orientations. Overall, we aimed to send a message to students that attendance at *Advisory, Office Hours*, their elected *Career Pathways* sessions were mandatory each week. In reality (and what we messaged to GAs), students would be marked present if they attended any one of the sessions during the day. As staff, we also experienced a learning curve in understanding Canvas’s functionalities and how =best to record attendance for our specific purposes.

In the future, we need to ensure our attendance policy is consistent, but also provides latitude to students facing extenuating circumstances. We encouraged GAs to mark students who communicated unavoidable absences ahead of time as “excused,” with no penalty.

We also had to manage tracking student attendance across several different “events” – individual course office hours, advisories, and live sessions on Zoom. The staff carried much of the burden to organize and tabulate not only whether students attended each kind of event that day, but also to combine that information into one attendance mark for the day. This system should be more automated. Furthermore,

our attendance policy should be adjusted to better reflect SDP attendance requirements while also establishing high standards for student participation.

We may either need to create one master attendance notebook in Excel in which GAs can easily record attendance for each type of activity and from which reports can be generated or investigate other attendance management software and/or capabilities already embedded into Canvas.

Staffing for Student Support

Three core staff within the Division of Student Engagement were charged with designing and implementing all aspects of PennRSSA, but we quickly learned that we needed the support of several more assistants to monitor all pieces of the program. Our six-member Core Team acted as full-time curriculum developers, registrars, data analysts, customer and technical service providers, marketing/recruiters, training developers, program moderators, and managers of other program partnerships. We found that to fully staff and implement the program, we needed the following kinds of assistance in addition to GAs hired to work directly with their pods on a day-to-day basis:

- Registrar: Managing student registration, enrollment, and technical issues and questions (1-2)
- Data Analysts
 - SDP & WorkReady Data Compilation (2)
 - Other Attendance Tracking/Zoom data compilation (1-2)
- Student Support (5-6)
 - Addressing student mental & emotional needs and abuse concerns on a referral basis
 - Host and facilitate workshops on topics related to mental and emotional health
 - Providing targeted intervention around learning needs (writing support, language support)
 - Consider hiring 1-2 GAs with ESL backgrounds, specifically
 - Running “re-engagement” sessions for missed sessions/make-up work
 - Facilitating student technological needs (e.g., distributing Chromebooks, Wi-Fi hotspots)
 - Transcribing live sessions and video recordings to create closed captioning for accessibility (2)

Additionally, in future hiring processes, we should more intentionally attempt to hire 2-3 GAs from each School, and ensure that the position workload aligns with the expected commitment. Language should also be clear that the stipends will be taxed to ensure no misunderstanding of payment by the end of the program.

Zoom Licensing & Facilitation

Our team faced unexpected issues working across Penn’s Schools to upgrade GA’s Zoom accounts with enterprise licensing, due to conflicts with existing individual School licenses or account creation for Penn Medicine users. To keep the program’s live settings running smoothly, more training or asynchronous user guides and demonstrations should be offered to both GAs and student participants at the outset of the program.

Course Content

In our exit surveys, students repeatedly suggested alleviating the workload for the program, especially in the number of assignments in the first two weeks of the program. Most students valued the longer-term

assignments that built on each other (e.g., college search, college essay) or that had other real-life applications (e.g., personal budget). Future iterations of the program will need to work with partners to develop different content, with some suggestions below:

- *Applying to College*
 - Work with colleagues internal and external (Sean Vereen/Steppingstone Scholars, Penn Admissions) to incorporate more content on community college options
 - Consider renaming course as "Postsecondary Planning" or something more inclusive to message multiple pathways to college
- *Applied Economics & Finance*
 - Work with Wharton to enhance applied activities and "real-life" finance scenarios – students were eager to have more hands-on knowledge about budgeting, especially
 - Consider discussions around various apps and tools marketed to young adults, how to open checking/savings accounts, more on basic and healthy investing
- *Career Pathways*
 - Diversify career content even further ensuring more art/design pathways and incorporating content from the Schools of Arts & Sciences and Education
 - Ensure that assignments/activities are generally balanced across each module
- *Storytelling: Writing for Different Audiences*
 - Reconsider some of the paraphrasing assignments or spread out first week assignments more evenly
 - Concentrate on one modality of writing potentially e.g. several college and scholarship essays as students seemed to find this most useful
 - Develop another modality (e.g., creating series of Tik Tok videos focused on educational content to peers) for students to express ideas on current issues/events
- *Other*
 - Prepare interactive Zoom polls in advance of program-wide calls to gauge program representation and ongoing feedback, which can be captured using screenshots for later documentation.
 - Work with the Penn Language Center staff to design content that addresses student comments about wanting to do more with language
 - Include sessions on mental health and well-being, working with staff focused on these topics across the University
 - Invite staff/administrators from Penn Global or the Study Abroad office to discuss opportunities to study abroad
 - Collaborate with Perry World House to develop content on global economic and political issues

Developing OpenRSSA

Given our attention to the more intensive Academy and new content now developed, we need to continue finding ways to allow OpenRSSA students to engage. We should explore providing other fully asynchronous



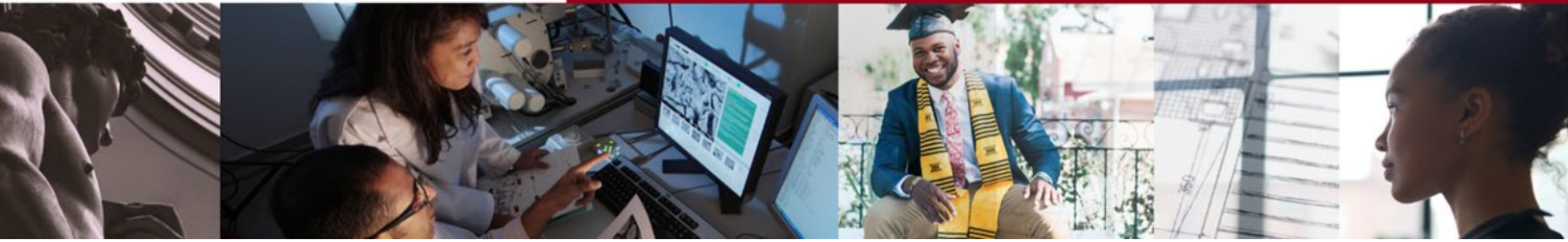
PennRSSA 2020 Program Report

Appendix A

PennRSSA Communications Folio

Appendix Contents

- PennRSSA Original Program Flyer, May 2020
- PennRSSA Program Flyer Translations, May 2020
 - Arabic Translation (by Asma Lamraoui)
 - French Translation (by Kimberly Bowers)
 - Korean Translation (by Haewon Cho, Eunae Kim, and Dr. Siwon Lee)
 - Mandarin Translation (by Dr. Mien-Hwa Chiang and Chih-jen Melvin Lee)
 - Portuguese Translation (by Dr. Mércia Santana Flannery)
 - Russian Translation (by Elena Goinova)
 - Spanish Translation (by Dr. Linda Grabner-Travis)
- Social Media Images, May / June 2020



Exemplary programming for extraordinary times...

Introducing the **Penn Rising Senior Summer Academy** – the first of its kind in scope and scale, and completely free.

The University of Pennsylvania is pleased to offer the **Penn Rising Senior Summer Academy (PennRSSA)**, a brand-new summer program to support the 14,000+ rising seniors attending School District of Philadelphia public and charter high schools in these extraordinary times.

Students can **choose from two virtual program options:**

- **OpenRSSA**

What: Free, self-paced, online course in College Preparation

Where: Online modules available through Coursera

When: Anytime – students can complete the courses at their own pace

OpenRSSA is self-paced online course open to all rising seniors on the topics of college preparation and personal finance. With extensive content for real-world application, participants can work through the online on their own schedule to earn a certificate of completion that can be displayed on resumes and college applications, as well as professional networks such as LinkedIn.

- **PennRSSA Academy**

What: Free, online intensive program in academic, career, and postsecondary preparation

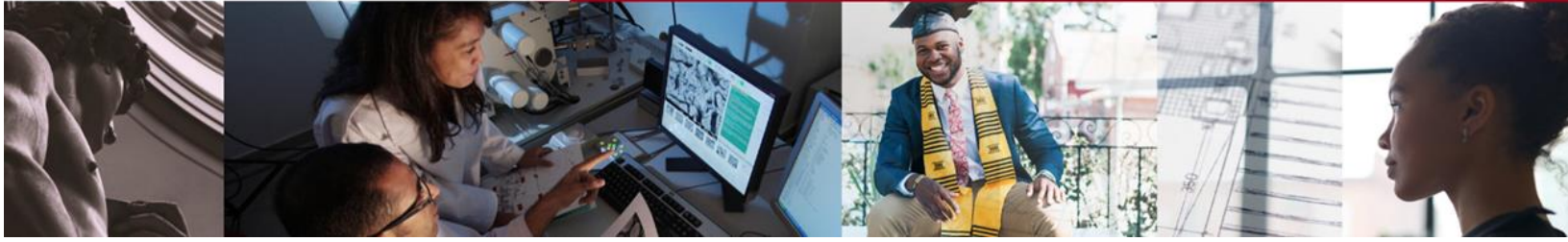
Where: Online modules in Canvas and Google Meet

When: Program runs **July 6-31, 2020**, with an orientation day in late June/early July

The Academy component of PennRSSA is a virtual four-week intensive summer program designed to immerse up to 2,500 rising seniors in an academic, career, and postsecondary preparatory experience. Designed with the input of specialists of online learning, the Academy simulates the traditional school week, with a combination of live and asynchronous learning. At the conclusion of the program, students can receive 1 credit on their high school transcript, as well as a certificate of completion.

Are you ready for RSSA?

- [Sign up here](#) and receive additional information about next steps
- Drop in to one of our upcoming informational sessions at 10am or 5pm on **Thursday, May 28, 2020** (*links will be updated on our website shortly*)
- Visit our [website](#) and read about [our team](#)
- For any questions, please contact us at penn-rssa@upenn.edu



برمجة مثالية لأوقات استثنائية نقدم لكم أكاديمية جامعة بنسلفانيا الصيفية لطلاب الصفوف النهائية الاولى من نوعها من حيث النطاق و المقياس مجانية 100%

يسر جامعة بنسلفانيا أن تقدم أكاديمية

Penn Rising Senior Summer Academy, PennRSSA

وهو برنامج صيفي جديد كلياً لدعم أكثر من 14000 من الطلبة المقبلين على الالتحاق بالصفوف النهائية، الذين يحضرون المدارس العامة والمدارس الثانوية المستقلة لمنطقة فيلادلفيا في هذه الأوقات الاستثنائية.

يمكن للطلاب الاختيار بين برنامجين افتراضيين:

• OpenRSSA

ماهو؟: دورة مجانية عبر الإنترنت للتعليم الذاتي، حول الإعداد للكلية

أين؟: المواد والوحدات المتاحة عبر الإنترنت من خلال Coursera

متى؟: في أي وقت - يمكن للطلاب إكمال الدورات بالسرعة التي تناسبهم

OpenRSSA هي دورة عبر الإنترنت للتعليم الذاتي، مفتوحة لجميع الطلبة المقبلين على الالتحاق بالصفوف النهائية حول موضوعات التحضير للكلية والتمويل الشخصي. من خلال المحتوى الواسع للتطبيقات الواقعية، يمكن للمشاركين العمل عبر الإنترنت وفقاً لجدولهم الزمني الخاص بهم للحصول على شهادة إكمال البرنامج التي يمكن عرضها على السير الذاتية وملفات التقدم للكلية، بالإضافة إلى الشبكات المهنية مثل

.LinkedIn

• PennRSSA أكاديمية

ماهو؟: برنامج مكثف مجاني عبر الإنترنت في الإعداد الأكاديمي والوظيفي وما بعد الثانوي

أين؟: مواد و وحدات عبر الإنترنت في Canvas و Google Meet

الموعد: يعمل البرنامج في الفترة من 6 إلى 31 يوليو 2020، ويوم توجيحي في أواخر يونيو / أوائل يوليو

العنصر الأكاديمي في PennRSSA: هو برنامج صيفي مكثف افتراضي لمدة أربعة أسابيع مُصمَّم لفائدة ما يصل إلى 2500 من الطلبة الناشئين المتنقلين للصفوف النهائية في تجربة إعدادية أكاديمية ومهنية وما بعد الثانوية. تم تصميم الأكاديمية بمساهمة من المتخصصين في التعلم عبر الإنترنت، حيث تحاكي الأكاديمية أسبوع المدرسة التقليدي، مع مزيج من طرق التعلم المباشر وغير المتزامن. في ختام البرنامج، يمكن للطلاب

الحصول على رصيد واحد في سجل المدرسة الثانوية، بالإضافة إلى شهادة إكمال.

هل أنت مستعد لدراسة في برنامج RSSA؟

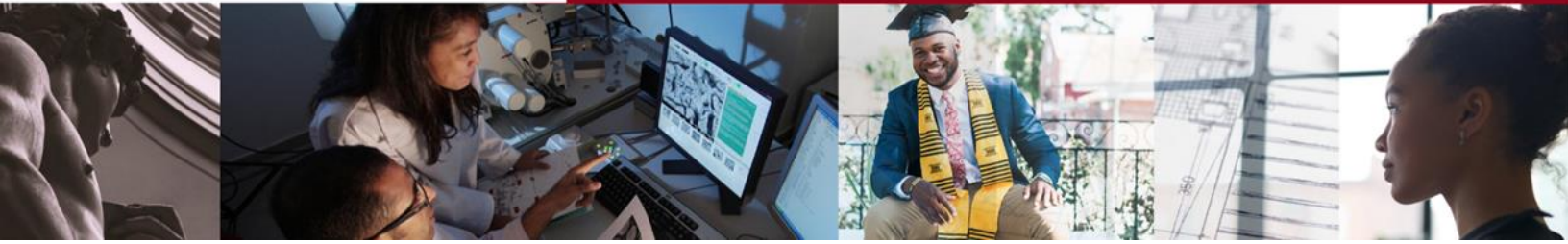
• سجل هنا [Sign up here](#) واحصل على معلومات إضافية حول الخطوات التالية:

• يرجى حضور إحدى جلساتنا الإعلامية القادمة الساعة 10 صباحاً أو 5 مساءً يوم الخميس 28 مايو 2020 على الانترنت (سيتم تحديث

الروابط على موقعنا الإلكتروني قريباً)

• قم بزيارة موقعنا [website](#) واقرأ عن فريق عملنا [our team](#)

• لأية أسئلة، يرجى الاتصال بنا على penn-rssa@upenn.edu



Programme exemplaire dans une période extraordinaire ...

Découvrez la **Penn Rising Senior Summer Academy** – la première de son genre de portée et de l'échelle, et entièrement gratuite.

L'Université de Pennsylvanie est ravie d'offrir la **Penn Rising Senior Summer Academy (PennRSSA)**, un programme d'été tout neuf pour soutenir les 14.000 «rising seniors» (élèves de terminale en la prochaine année) aux lycées publics et lycées privés sous contrat du secteur scolaire de Philadelphie pendant cette période extraordinaire.

On peut **choisir entre deux programmes virtuels**:

- **OpenRSSA**

Quoi: Cours en ligne d'auto-formation gratuit pour préparer pour les études supérieures

Où: Modules sur Internet disponible par Coursera

Quand: N'importe quand—on peut achever le cours à son propre rythme

OpenRSSA est un cours en ligne d'auto-formation ouvert aux «rising seniors» au sujet de la préparation pour les études supérieures avec le contenu approfondi et pratique. Les participants peuvent achever le cours à leur propre rythme pour gagner un certificat de formation pour être affiché aux CV, aux dossiers d'inscription universitaires, ou aux réseaux professionnels, tel que LinkedIn.

- **Académie PennRSSA**

Quoi: Programme intensif en ligne gratuit de préparation académique, professionnelle, et universitaire

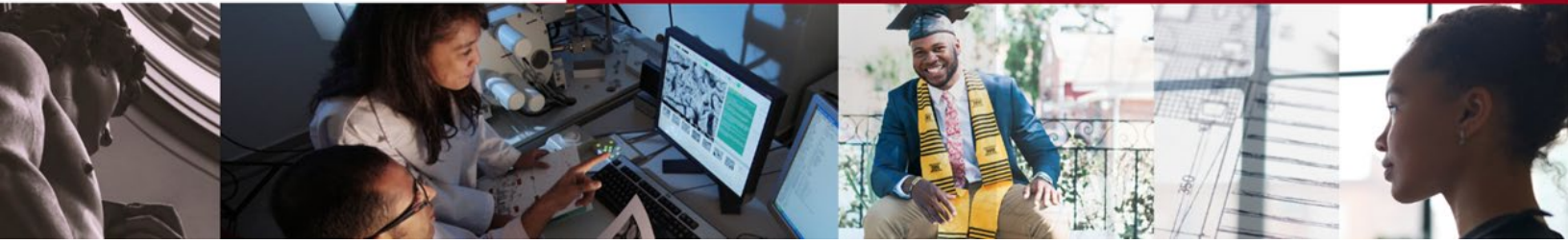
Où: Modules sur Internet disponible par Canvas et Google Meet

Quand: Le programme se déroule le 6 juillet au 31 juillet 2020; un parcours d'intégration se tiendra le 29 juin 2020.

L'Académie PennRSSA est un programme d'été intensif conçu pour s'immerger jusqu'à 2.500 participants dans une expérience préparatoire académique, professionnelle, et universitaire. Créée avec la contribution des expertes se spécialisant à l'apprentissage en ligne, l'Académie simule la semaine d'école traditionnelle avec une combinaison des enseignements en direct et asynchrones. À la conclusion de ce programme, les élèves peuvent gagner 1 unité de valeur au relevé de notes, ainsi qu'un certificat de formation.

Vous êtes prêt(e)s pour PennRSSA?

- [Inscrivez-vous](#) ici
- Participez à l'une de nos sessions d'information imminentes (plus d'info disponible [ici](#))
- Visitez notre [site-web](#) et apprenez à connaître [notre équipe](#)
- Si vous avez des questions, n'hésitez pas à nous envoyer un mail à penn-rssa@upenn.edu



펜실베이니아 대학교의 Penn Rising Senior Summer Academy (PennRSSA)를 소개합니다!

필라델피아 학군의 공립 및 차터 고등학교에서 11 학년을 마친 14,000 명 이상의 Rising Senior 학생들을 대상으로 펜실베이니아 대학교에서 Penn Rising Senior 여름 학기를 새롭게 개설합니다. 본 프로그램의 수업료는 전액 무료입니다. 관심 있는 학생 여러분들의 많은 참여를 바랍니다.

학생들은 다음 두 가지 프로그램 중 하나를 선택하여 참여할 수 있습니다.

- **OpenRSSA**

수업 내용: 대학 입시를 위한 무료 온라인 수업

수업 방식: Courser 를 통한 온라인 모듈

수업 기간: 학생들이 원하는 때에 자유롭게 학습 가능

OpenRSSA 는 Rising senior 학생들을 대상으로 하는 자기주도형 온라인 수업으로, 대학 진학 및 개인 재정 관리를 주제로 제공됩니다. 학생들은 실제 대학 진학 준비에 유용한 콘텐츠를 각자의 일정에 맞게 온라인으로 듣고, 프로그램 수료 시 지급되는 수료증은 이력서 및 대학 지원 서류, LinkedIn 과 같은 취업 관련 사이트에 기재할 수 있게 됩니다.

- **PennRSSA Academy**

수업 내용: 고등학교 졸업 후 학업과 취업을 위한 무료 온라인 집중 과정

수업 방식: Canvas 와 Google Meet 을 통한 온라인 모듈

수업 기간: 2020 년 7 월 6 일-31 일 (6 월 말/7 월 초 오리엔테이션 예정)

PennRSSA Academy 는 2500 명의 Rising senior 학생들을 대상으로 대학 진학 및 학업, 취업을 주제로 진행되는 4 주 과정 온라인 수업입니다. 온라인 학습 전문가들의 조언으로 구성된 PennRSSA Academy 프로그램은 실시간 및 비실시간 형태로 제공되어 실제 여름 학기 수업의 경험을 재현합니다. 프로그램 수료 시 학생들은 수료증 취득과 함께 각 고등학교에서 1 학점을 이수할 수 있습니다.

RSSA 프로그램 신청 방법

- 이 링크를 통해 지원 후 자세한 정보를 안내 받으실 수 있습니다.
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非常时期---宾夕法尼亚大学（宾大）为升十二年级高中生开设暑期免费网课！！

宾夕法尼亚大学精心推出 宾大十二年级生暑期学院 **Penn Rising Senior Summer Academy (PennRSSA)**。此新项目宗旨为服务费城学区内所有公立学校与特许学校（charter high schools）即将升十二年级的高中学生。

学生可以从以下两种线上学习课程中做出选择：

- **OpenRSSA（开放课程项目）**

内容：免费线上大学预备课程，进度自定

形式：Coursera 线上课程

时间：任何时间 - 学生可以依据自己的进度完成课程

名额：一万四千名今年秋季升十二年级之高中生

OpenRSSA 是一个自行决定进度，并且开放给所有即将升上十二年级的高中学生关于大学预备与个人理财的线上课程。参与者可以接触大量的实用内容，按照自己的时间表在线完成作业，并获颁结业证书。该证书可以显示在个人简历、大学申请材料以及 LinkedIn 等专业社交网络上。

- **PennRSSA Academy（学院课程项目）**

内容：免费线上学术、生涯与升学强化课程，同步非同步学习

形式：Canvas 与 Google Meet 线上课程

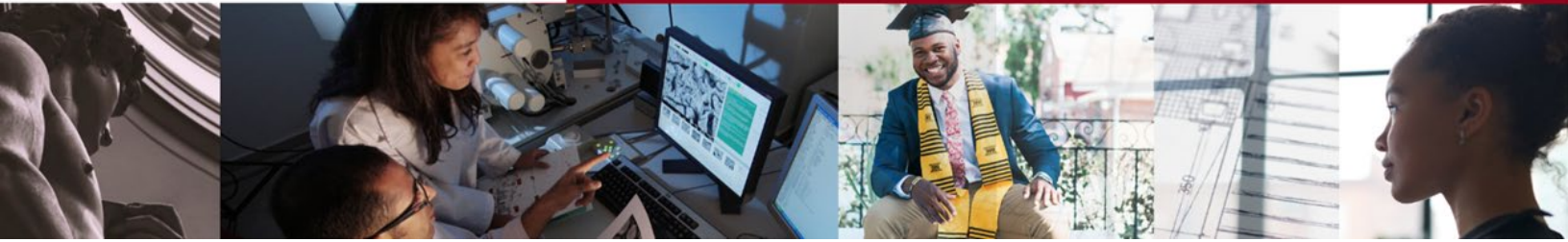
时间：2020 年七月六日至三十一日，并于六月底或七月初安排一天做为迎新日

名额：两千五百名今年秋季升十二年级之高中生

PennRSSA Academy 是一个为期四周的暑期线上课程，旨在让两千五百名即将升上十二年级的高中学生沉浸在学术、职业和升学的准备工作中。该项目根据宾大线上学习专家之设计，通过结合同步学习和非同步学习的方式传授课程。项目课程结束时，学生可获得高中成绩单上的一个学分及结业证书。

你准备好参加 RSSA 了吗？

- 参阅 <https://provost.upenn.edu/pennrssa> 进一步认识 [我们的团队](#)
- 如有任何问题，请发邮件至 penn-rssa@upenn.edu 与我们联系



Um programa exemplar para uma época extraordinária...

Apresentação do programa **Penn Rising Senior Summer Academy – o primeiro do tipo em escopo e escala, e completamente gratuito.**

A Universidade da Pensilvânia tem o prazer de oferecer o **Penn Rising Senior Summer Academy (PennRSSA)** um novo programa de verão para apoiar os mais de 14.000 seniors que frequentam o ensino médio em escolas públicas e Charters no Distrito Escolar da Filadélfia nestes tempos extraordinários.

Os estudantes podem escolher entre duas opções de programas virtuais:

- **OpenRSSA**

O que: Um curso preparatório para a universidade gratuito, individualizado e online

Onde: Módulos disponíveis online por Coursera

Quando: A qualquer momento – os estudantes podem completar o curso no seu próprio ritmo

OpenRSSA é um curso individualizado aberto a todos os seniors em ascensão sobre preparação para a universidade e finanças pessoais. Com um conteúdo extenso de aplicação para o mundo real, os participantes podem fazer as tarefas online no seu próprio tempo para adquirir um certificado de conclusão que pode ser incorporado aos currículos e em inscrições para a universidade, além de redes profissionais, tais como LinkedIn.

- **PennRSSA Academy**

O que: Um programa gratuito, intensivo e online em preparação para carreira e pós-secundária

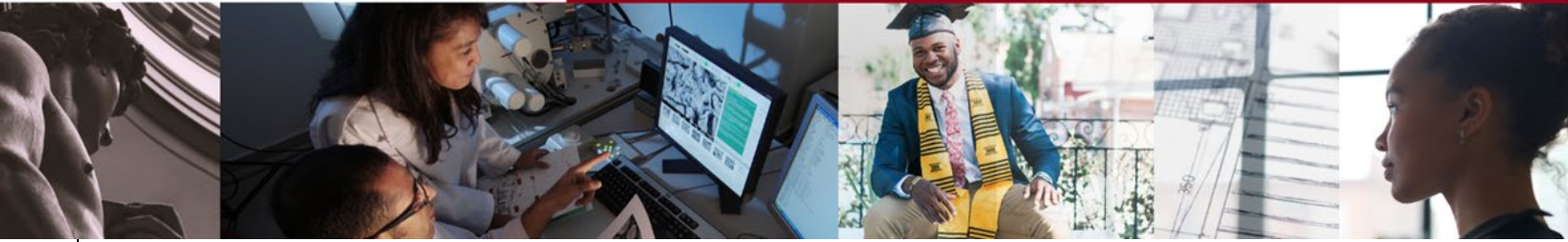
Onde: Módulos online pelo Canvas e Google Meet

Quando: O programa acontece entre 6 e 31 de julho, com um dia de orientação no final de junho/início de julho

O componente Academy do PennRSSA é um programa virtual intensivo de quatro semanas projetado para imergir até 2.500 seniors em ascensão em uma experiência preparatória acadêmica, de carreira e pós-secundária. Projetado com a contribuição de especialistas em aprendizagem, o Academy simula uma semana escolar tradicional, com uma combinação de aprendizagem ao vivo e assíncrona. Na conclusão do programa, os estudantes recebem 1 crédito no seu histórico escolar do ensino médio, além de um certificado de conclusão.

Você está pronto para o RSSA?

- [Inscreva-se](#) aqui e receba mais informações sobre os próximos passos
- Visite uma das nossas próximas seções informativas (os links serão atualizados no nosso website em breve)
- Visite nosso [website](#) e leia sobre nossa equipe
- Qualquer pergunta, escreva para penn-rssa@upenn.edu



Образцовое программирование для необычных времён...

Представляем **Penn Rising Senior Summer Academy (Летнюю школу для старшекласников)** – первую в своём роде по масштабу, причём совершенно бесплатную.

Пенсильванский университет рад предложить **Penn Rising Senior Summer Academy (PennRSSA)**, совершенно новую летнюю программу для поддержки 14 000+ старшекласников, окончивших предпоследний год обучения и посещающих общеобразовательные и чартерные школы Филадельфийского школьного округа в эти необычные времена (public and charter schools of School District of Philadelphia)

Студенты могут выбрать один из двух **вариантов онлайн программы:**

- **OpenRSSA**

Что: Бесплатный онлайн курс по подготовке к поступлению в колледж с обучением по собственному графику

Где: Онлайн модули доступны на Coursera

Когда: В любое время - студенты могут проходить курсы в своем собственном темпе

OpenRSSA - это онлайн-курс со свободным графиком прохождения, открытый для всех начинающих старшекласников по темам подготовки к колледжу и личных финансов. Благодаря контенту для практического применения в реальной жизни, участники могут работать через интернет по своему собственному расписанию, чтобы получить сертификат об окончании, который может быть отображен в резюме и заявках на поступление в колледж, а также в профессиональных сетях, таких как LinkedIn.

- **PennRSSA Academy**

Что: Бесплатная интенсивная онлайн программа по академической, карьерной подготовке.

Где: Онлайн модули на платформах Canvas и Google Meet

Когда: Программа проходит в период с **6 по 31 июля, 2020**, с вводной ориентацией в конце июня/начале июля.

PennRSSA Academy - это четырехнедельная интенсивная летняя программа онлайн, предназначенная для погружения до 2500 старшекласников в академический и карьерный подготовительный опыт. Разработанная с привлечением специалистов онлайн-обучения, Академия имитирует традиционную школьную неделю, сочетая живое и асинхронное обучение. По окончании программы студенты могут получить 1 кредит в свой аттестат о среднем образовании, а также сертификат об окончании данной программы..

Вы готовы для RSSA?

- [Записывайтесь по ссылке](#) и получите информацию о дальнейших действиях
- Смотрите наш [сайт](#) и читайте о [нашей команде](#)
- По любым вопросам обращайтесь на почту penn-rssa@upenn.edu



Programación ejemplar para una época insólita ...

Presentamos el Instituto de Verano para Estudiantes Promovidxs a Último Año de Secundaria (**Penn Rising Senior Summer Academy**) –el primero de este tipo en alcance y escala, y está completamente gratis.

Nos complace ofrecer en la Universidad de Pennsylvania el **Instituto de Verano para Estudiantes Promovidxs a Último Año de Secundaria (PennRSSA)**, un programa de verano completamente nuevo diseñado para apoyar a lxs 14,000+ estudiantes que pasan al último año en el Distrito Escolar de Filadelfia en escuelas secundarias públicas o experimentales (charter) durante esta época insólita.

Lxs estudiantes pueden **elegir entre dos programas virtuales:**

- **OpenRSSA**

¿Qué es? Un curso en línea de Preparación para la Universidad (College Preparation) que es gratis y que se cumple a ritmo individual

¿Dónde está? Módulos en línea disponibles en Coursera

¿Cuándo es? Cuandoquiera –los estudiantes pueden completar el curso a su propio ritmo

OpenRSSA es un curso virtual a ritmo individual que está abierto a todx estudiante que va a pasar al último año de secundaria; el curso trata de temas de preparación para la vida universitaria y las finanzas personales. Tiene un amplio contenido aplicable a situaciones del mundo real en un formato que permite que los participantes trabajen a su propio ritmo. Al terminar, lxs estudiantes recibirán un certificado de culminación que se puede incluir en su currículum o en solicitudes de ingreso a universidad, así como en redes profesionales como LinkedIn.

- **Instituto PennRSSA**

¿Qué es? Un intensivo programa virtual gratis de capacitación académica terciaria o para una carrera

¿Dónde está? Módulos en línea en Canvas o Google Meet

¿Cuándo es? El programa dura de **6-31 de julio de 2020**, con un día de orientación a finales de junio o comienzos de julio

El Instituto PennRSSA es un intensivo programa virtual de cuatro semanas durante el verano que está diseñado para sumergir a un máximo de 2,500 estudiantes promovidxs al último año de secundaria en una experiencia de capacitación académica terciaria o para una carrera. Diseñado con la colaboración de especialistas en la enseñanza virtual, el Instituto emula una semana escolar tradicional, combinando el aprendizaje sincrónico (en vivo, a través de Zoom o plataformas semejantes) y asincrónico (lecciones que se pueden cumplir a ritmo individual). A la conclusión del programa, lxs estudiantes pueden recibir 1 crédito en su expediente académico de secundaria, así como un certificado de culminación.

¿Estás listx para RSSA?

- [Inscríbete aquí](#) para recibir más información sobre los próximos pasos
- Visita una de nuestras próximas sesiones informativas (*los enlaces están disponibles en nuestro portal*)
- Visita nuestro [portal](#) para leer sobre [nuestro equipo](#)
- Si tienes preguntas, escríbenos a penn-rssa@upenn.edu

PennRSSA Communications Folio – Social Media Posts

PennRSSA
UNIVERSITY OF PENNSYLVANIA
Penn Rising Senior Summer Academy

Penn is hosting a FREE four-week summer program for all Philadelphia public school rising seniors!

Spots are still available!

Register at provost.upenn.edu/pennrssa

PennRSSA
UNIVERSITY OF PENNSYLVANIA
Penn Rising Senior Summer Academy

Programación ejemplar para una época insólita

Presentamos el Penn Rising Senior Summer Academy—el primero de este tipo en alcance y escala, y está completamente gratis.

¡Inscríbete hoy!

provost.upenn.edu/pennrssa

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Spots are still available!

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PennRSSA
UNIVERSITY OF PENNSYLVANIA
Penn Rising Senior Summer Academy

Un programme exemplaire dans une période extraordinaire

Découvrez la Penn Rising Senior Summer Academy—la première de son genre de portée et de l'échelle, et entièrement gratuite.

Inscrivez-vous aujourd'hui!

provost.upenn.edu/pennrssa

Penn
UNIVERSITY OF PENNSYLVANIA
펜실베이니아대학교의
Penn Rising Senior Summer Academy
(PennRSSA)를 소개합니다!

본 프로그램의 수업료는 전액 무료입니다. 관심있는 학생 여러분의 많은 참여를 바랍니다!

이 링크를 통해 지원 후 자세한 정보를 안내 받으실 수 있습니다.
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Penn
UNIVERSITY OF PENNSYLVANIA
宾夕法尼亚大学(宾大)为升十二年级高中生开设暑期免费网课

宾夕法尼亚大学精心推出宾大十二年级生暑期学院Penn Rising Senior Summer Academy (PennRSSA)。此新项目宗旨为服务费城学区内所有公立学校与特许学校即将升十二年级的高中学生。

参阅
provost.upenn.edu/pennrssa
进一步认识我们的团队

PennRSSA
UNIVERSITY OF PENNSYLVANIA
Penn Rising Senior Summer Academy

Our free virtual intensive summer academy and OpenRSSA course are available to all Philadelphia rising seniors, regardless of GPA!

Apply today!

provost.upenn.edu/pennrssa

PennRSSA
UNIVERSITY OF PENNSYLVANIA
Penn Rising Senior Summer Academy

Learn more at an upcoming info session:

Wed 6/3 - 12pm and 5pm
Wed 6/10 - 11am and 4pm
Tue 6/16 - 12pm and 5pm

Links to join via Zoom are listed on our website. No RSVP is needed!

We'll see you there!

provost.upenn.edu/pennrssa

PennRSSA
UNIVERSITY OF PENNSYLVANIA
Penn Rising Senior Summer Academy

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provost.upenn.edu/pennrssa

PennRSSA
UNIVERSITY OF PENNSYLVANIA
Penn Rising Senior Summer Academy

Exemplary programming for extraordinary times!

Join us for an informational session on **Thursday, May 28th - 10am and 5pm**

provost.upenn.edu/pennrssa



PennRSSA 2020 Program Report
Appendix B

PennRSSA Graduate Assistant Training Manual

University of Pennsylvania Rising Senior Summer Academy (PennRSSA) Graduate Assistant (GA) Training Manual June 23, 2020

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Introduction to PennRSSA

Welcome! You have been chosen by the University of Pennsylvania Division of Student Engagement to serve this summer as a graduate assistant (**GA**) for the **Penn Rising Senior Summer Academy (PennRSSA)**, an adaptive, pioneering new program serving rising seniors attending public and public charter high schools in the School District of Philadelphia.

A crucial goal of PennRSSA is to increase collaboration between the University and the School District of Philadelphia during a time of heightened need in the face of unprecedented interruptions caused by the COVID-19 pandemic. As such, a core component of PennRSSA programming will be an intensive four-week summer program held virtually to immerse up to **2,500** School District of Philadelphia public and charter school students in an academic, career, and postsecondary preparatory experience with synchronous and asynchronous content, including live instruction and student cohorts mentored by Penn graduate and professional students.

You have been selected as a PennRSSA GA for this unique new program because we believe that you have the capacity to be an extraordinary teacher, mentor, and coach to our PennRSSA participants because you:

- have a demonstrated interest in educational access and equity;
- are enthusiastic and knowledgeable about synchronous and asynchronous activities to support learning;
- have the ability to provide rich, interactive, mission-aligned content and creative pedagogy;
- can establish authentic relationships, and can work collaboratively, with program and School colleagues; and
- will place participants' interests and aspirations at the heart of their program experience

You will be responsible for one "pod" of approximately 25 participants with the primary charge of supporting them throughout the programming day, transitioning them into their morning academic instruction and their afternoon enrichment activities, and ensuring the completion of synchronous and asynchronous program assignments. Some of your duties will include the following:

- supporting and assisting with the delivery of the program curriculum and reinforcing lessons by reviewing material with students one-on-one or in small groups;
- daily supervision of participants including maintaining accurate program documentation (including participant attendance; sign-in/out data; assignment completion; contact lists; incident, accident, and behavior reports, and other student performance data);
- planning and creating innovative, age-appropriate, highly interactive, participant activities;
- notifying staff of participant absence and any concerns or problems concerning program participants to enable optimal program support;
- exploring your own interests in policy, K-12 curriculum implementation, college access, digital instruction, and more in your own work with participants;
- supporting quantitative and qualitative data collection to evaluate program components
- providing analytical and qualitative research support for the Division of Student Engagement core team;

In the following pages, and through the video modules and other training materials that you will move through, we will focus on three primary interrelated foci that will inform your service to our rising senior SDP participants:

- 1. Teaching**
- 2. Mentoring**
- 3. Coaching**

PennRSSA Program Structure

In the University of Pennsylvania's **Compact 2022**, President Amy Gutmann posits, as engines of knowledge and new ideas, that universities have “the unique potential to define the future rather than be defined by it; to pioneer change rather than merely manage it.” The **Compact** challenges Penn community members to innovate and to be radically inclusive. Some years ago, as Chair of the Commonwealth Court of Pennsylvania Educational Team examining the plight and prospects of children attending School District of Philadelphia (SDP) public schools, Dr. Valarie Swan-Cade McCollum, Penn’s Vice Provost for Student Engagement, wrote the following:

The future of a city is inextricably linked to the prospects of the children it nurtures and educates within its community. Where such public educational programs are characterized by a high regard for the capabilities of youth, where the conduct of program operations is exemplary, and where the content of the curriculum is both inclusive and nurtured by innovative pedagogy, the children and the city-flourish.¹

In support of **Compact 2022**, to advance the futures of the children of our City, the University of Pennsylvania proposes to pioneer a bold new program, both visionary and pragmatic, for Summer, 2020: an adaptive, post-pandemic Penn Rising Senior Summer Academy (**PennRSSA**) for up to 14,000 “rising seniors” attending School District of Philadelphia (SDP) public and charter high schools. It is our expectation that this **virtual** initiative, the first of its type, scope, and scale in the United States, will be characterized by a high regard for the capabilities of the students attending SDP public schools, exemplary program operations, and a curriculum that is both inclusive and nurtured by innovative pedagogy.

Historically, even prior to the start of the 2019-2020 academic year, SDP high school students’ annual retention rates, high school graduation rates, and post- secondary application, enrollment, and matriculation rates trended well below peer districts across the nation. These disparate post-secondary SDP attainment rates are now further exacerbated by COVID-19 strictures including marked disruptions in the provision of SDP traditional academic year coursework.

A unique collaboration between Schools of the University, **PennRSSA** seeks to increase college access for SDP student participants through: radical pedagogy; engaged mentoring by Penn graduate and professional students, staff, and faculty; innovative program support that will enhance their navigation through the college application and financial aid process and engage them in the preparation and submission of competitive college applications, and exemplary, co-curricular, engagement initiatives.

Program Components

PennRSSA is made up of **two** separate components and seeks to serve all rising seniors in School District of Philadelphia public and public charter schools through the delivery of **free**, high-quality, virtual instruction, and co-curricular experiences:

- **PennRSSA Academy** – The core component of the programming will be an intensive four-week summer program held virtually to immerse approximately 2,500 School District of Philadelphia public and charter school students in an academic, career, and postsecondary preparatory experience with synchronous and asynchronous content, including live instruction and peer cohorts mentored by Penn graduate and professional students. SDP students who successfully complete PennRSSA will receive 1 SDP elective credit.

¹ McCollum, Valarie Swain-Cade et al. (1994). A Philadelphia Primer: The School District of Philadelphia Educational Team Report. Commonwealth Court of Pennsylvania.

- **OpenRSSA** – The second component of the program will include targeted messaging and virtual programming that will be offered to all 14,000 School District of Philadelphia public, charter, and alternative school students, which includes the *How to Apply to College* MOOC offered by Steppingstone Scholars and Penn Admissions through Coursera.

Learning Objectives

The core learning objectives for the intensive PennRSSA Program will be to:

- **Increase student access to high quality learning experiences**
 - Stem summer learning loss, close academic achievement gaps, and boost academic performance
- **Actively promote student attendance and engagement**
 - Foster skill- and competency-building in new domains through inventive academic instruction
 - Incorporate interactive, enjoyable experiences with real-world applications for engaging enrichment opportunities
 - Use clear attendance policies
 - Provide student/family attendance incentives
 - Create and sustain a program climate which consistently communicates high expectations for student participant achievement
- **Equip participants for postsecondary success**
 - Increase participants' skills, knowledge, confidence, aspirations, motivation, and overall preparedness to successfully complete the postsecondary application and enrollment process

Digital Platforms

- **PennRSSA Academy:** Content for the intensive PennRSSA program will be hosted on a public, non-credit version of Canvas called Canvas Catalog. Using their school district email addresses, Academy students will create a PennPath login through which they will gain access to Canvas. Students will have access to four different Canvas courses, each with its own content. The participants will be divided into “pods” of 25-30 students within each course – and will be the same pod for each course throughout the program. Graduate Assistants are responsible for monitoring their assigned pod and facilitating small group camaraderie, discussion, and learning.

For synchronous meetings with graduate assistants or other instructors, students will be using Zoom, BlueJeans, or Google Meet and sign in with their district-assigned e-mail when applicable.

- **OpenRSSA:** Students enrolled in the Open RSSA will access the *How to Apply to College* MOOC, hosted through Coursera. Students will need to sign up with an SDP email address and password to access the content through Open RSSA. We will not be monitoring student progression through the Coursera platform – these students will act as regular Coursera learners immersed in the course with other learners globally.

Timeline & Schedule

PennRSSA is a four-week program that will run from **Monday, July 6, 2020 – Friday, July 31, 2020**. Below is a table with important dates relevant to you as a Graduate Assistant.

PROGRAM DATES	
Wed 6/24 – Thu 6/25	Instructor and Teacher Assistant Training
Mon 6/29 – Wed 7/1	Student Orientation, Q&A or Troubleshooting for program, including a pre-recorded overview of program and time blocks for students and instructors to login/receive technical support
Mon 7/6	First Day of Program
Fri 7/17	Midpoint All-Participant Community event
Fri 7/31	Closing Celebration
Week of 8/3 – Date TBD	PennRSSA All-Staff debrief (schedule TBD)

PennRSSA Academy participants will keep the following daily schedule. As a graduate assistant, you are expected to facilitate the daily morning pod check in at 10 AM and attend all scheduled live sessions. Additionally, you are expected to make yourself available for the duration of the program day and provide direct student assistance as needed.

DAILY SCHEDULE	EVENT
10:00 – 10:15 (15 min)	Pod Meeting with GA [synchronous]
10:15 – 11:15 (60 min)	Activity 1 [blended]
11:15 – 11:30 (15 min)	Break
11:30-12:30 (60 min)	Activity 2 [blended]
12:30-1:00 (30 min)	Lunch Break
1:00-2:00 (60 min)	Activity 3 [blended]

The content schedule varies by day. Subject-specific programming is designed to be experienced over the course of the four-week program.

WEEKLY SCHEDULE AT-A-GLANCE					
	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 – 10:15	Pod Meeting	Pod Meeting	Pod Meeting	Pod Meeting	Pod Meeting
10:15 – 11:15 <i>Postsecondary Prep</i>	Applying to College	Applying to College	Applying to College	Applying to College	Applying to College
11:15 – 11:30	Break	Break	Break	Break	Break
11:30-12:30 <i>Academic Enrichment</i>	Applied Economics and Finance	Storytelling: Writing for Different Audiences	Applied Economics and Finance	Storytelling: Writing for Different Audiences	Applied Economics and Finance
12:30 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch

1:00 – 2:00 <i>Career Exploration</i>	Career Pathways	Career Pathways	Career Pathways	Career Pathways	Career Pathways
Total Daily Instructional Time			3 hours		
Instructional Time for whole Program			Applying to College: 12 hours Applied Economics & Finance: 12 hours Storytelling: Writing for Different Audiences: 8 hours Career Pathways: 20 hours		

Program Focus & Deliverables

Underpinning the program curriculum is an understanding that program participants are coming to us with varied levels of academic preparation and knowledge about the post-secondary pathways, including college and career options. Many students may also be moving through challenges due expressly to the COVID-19 crisis.

To maximize the quality and depth of engagement with students, the program curriculum focuses on the following core academic elements, each with their own learning goals:

Postsecondary Preparation – Applying to College

- Students will be able to describe reasons to go to college, ways to pay for college, and what to expect in the application process.

Academic Enrichment – Applied Economics & Finance

- Students will be able to explain how financial markets work and the role of banks in money management, considering the impact of COVID-19
- Students will be able to explain differences between wages and salaries and understand pay stubs.
- Students will develop a professional resume.
- Students will develop skills to create a household budget and explain credit, debt, income, and tax issues that impact individual financial health.

Academic Enrichment – Storytelling: Writing for Different Audiences

- Students will be able to conduct research and evaluate secondary sources and apply close reading skills
- Students will be able to develop their own individual writing voice and style, focusing on developing that voice in drafting a college personal statement.
- Students will engage in peer review processes while authoring a blog post about their experiences during COVID-19 disruptions
- Students will adapt their writing tone and style to account for the conventions of various genres.

PennRSSA also offers a postsecondary preparatory element called *Career Pathways Exploration*, designed to address job and career options after high school graduation. Often, career prospects can be the driving motivation for students to complete high school and contemplate the pursuit of higher education. PennRSSA participants will engage with immersive content from across Penn's graduate and professional programs. This component of the program curriculum promotes academic and experiential skill building for students to explore potential career interests and paths. All of the course content has been designed by liaisons from many of the University's 12 Schools, with support from the Division of Student Engagement's PennRSSA design team.

By the end of the four-week program, students will have developed:

- A list of colleges and programs to which they will apply in the Fall

- A professional resume
- A draft college personal statement tied to a question on the Common Application
- An 800-word written piece to be published online about learning during COVID-19, showcasing argument and research writing skills
- A personal career development plan

It is imperative that graduate assistants are familiar with the PennRSSA content and schedule. Participants will look to you for guidance and insight about how they should be engaging with the program material. Before the official start of PennRSSA, familiarize yourself with the material on Canvas. In the first few weeks, students will likely depend heavily on your assistance as they acclimate to Canvas and work through the various courses. It is your responsibility to monitor student engagement and progress closely. As a GA, you will be providing timely and detailed feedback on student submissions and participate actively in the discussions on Canvas.

The PennRSSA curriculum also includes several scheduled live sessions. The Division of Student Engagement core team will organize and moderate all of these sessions, but you may be asked to help with aspects of these virtual gatherings. As a GA you will also facilitate regular live office hours and provide one-on-support to students via Canvas and Zoom, as needed.

If you are new to Canvas, begin with [Getting Started with Canvas](#).

Your Role as Graduate Assistant

Overview

As a graduate assistant, you play a vital role in providing effective digital instruction and the overall success of PennRSSA. You will assist students and serve as administrative support for faculty, when needed. You will facilitate daily check-ins with your pod of approximately 25 students and you will provide active one-on-one general support to each of the students in your assigned pod. The remainder of this guide is designed to help you as you facilitate high-quality learning experiences for the PennRSSA participants. The material has been culled from a variety of resources and includes best practices from the PennRSSA design team.

Effective direct service takes preparation, flexibility, attentiveness, and dedication. There is no one-size-fits-all approach to supporting students. This guide includes suggestions and advice for being successful as a graduate assistant. Much of what you read here will come alive as you meet your students and have a few sessions with them. Read the guide through now and refer back to it from time to time as the summer goes on. You'll develop your own style and adopt approaches that fit your own personality. Preparation and a positive attitude will help you do a good job.

As a PennRSSA Graduate Assistant, you wear many hats:

- **Educator** – First and foremost, PennRSSA is an educational experience. As a GA, you are responsible for facilitating students' learning for the duration of the program.
- **Motivator** – During an overwhelmingly difficult time, your students are looking to you to serve as their cheerleader. Make sure you use encouraging language in all your interactions with the participants.
- **Evaluator** – Providing detailed and direct feedback to your students is a crucial part of their educational development. The end goal of PennRSSA is for the students to complete the program and earn academic credit. As such, the grades your grading is of the utmost importance.
- **Communicator** – Communication has two components: listening and relaying. You must hear what students are broadcasting to you, both verbally and non-verbally. In a remote setting such as our, non-verbal cues are critical. It is also essential that you convey concepts and fact clearly. Aim for clarity and concision in all your communication with program participants.
- **Facilitator** – In all your interactions with PennRSSA participants, you are managing and guiding the discussion. It is your responsibility to make sure that students leave their check-ins feeling heard and respected.

- **Mentor** – You will provide guidance on how to be successful in the program as well as in their post-secondary endeavors.
- **Role Model** – Do not underestimate the profound impact you have on the students. Perhaps one of the most significant aspects of this program is your serving as an example of “the kind of person” who pursues a graduate degree. Feel free to infuse stories about your journey to and through graduate school into your interactions with the participants. Be prepared to answer questions about why you chose your particular program and your life as a graduate student. The students will be watching you as well as listening to what you say.
- **University Representative** – Above all, in every moment you interact with the students, you represent the University of Pennsylvania and your department. Be thoughtful and intentional in how you present yourself to the students.

PennRSSA stands as the first of its kind and scope. It was developed to be delivered entirely via remote instruction. Given the entirely digital format of our program, the following advice from Joseph Janes and Diane Hauer ² will likely prove quite helpful.

- Underestimate your powers of explanation and your students’ powers of comprehension.
- Plan as if your students’ attention span is 15 minutes for one item.
- Tell them what you’re going to tell them, tell them, and then tell them what you told them.
- Talk slowly.
- Talk with the students, not at them.
- Don’t run over time.
- Illustrate points frequently with anecdotes and analogies.
- Regularly evaluate your effectiveness.
- Concentrate on enhancing one skill at a time.
- Plan an introduction to catch the listeners’ attention.
- Define or explain unfamiliar terminology.
- Check on student understanding throughout the session.
- Cue important ideas by varying speech rate, volume, and pitch.
- Avoid using distracting gestures.
- Display enthusiasm.

In order for School District of Pennsylvania students to receive an elective credit on their transcripts, they must meet a set of participation requirements. In addition, several students will receive stipends through the Philadelphia Youth Network’s WorkReady program. As such, it is your responsibility to track student attendance and participation and to deliver consistent feedback and assessment on the students’ work. For the students to receive their SDP credit, they must earn a cumulative grade of 60% or higher across all the PennRSSA classes and adhere to the following attendance rules:

- Attend 100% of the morning pod check-in meetings
- Attend 3 of the 4 offered weekly office hours for each PennRSSA course
- Attend the live Program Kick-Off, Mid-Point Check-in, and Closing Celebration sessions
- Attend 2 of 3 live program sessions offered for all participants

PennRSSA, WorkReady, and School District of Pennsylvania administrative staff depend on your accurate maintenance of attendance and grading records. The students are also aware of these attendance and assessment requirements.

² Janes, J., & Hauer, D. (1988). *Now what?: Readings on surviving (and even enjoying) your first experience at college teaching: The Teaching Assistant Program of the Graduate School, Syracuse University*. Littleton, MA: Copley Pub. Group.

Every week, you must submit your attendance and evaluation data to the PennRSSA team in order for students to be credited for their work throughout the program. Penn's Division of Student Engagement staff also appreciate your flexibility as we continue to develop the infrastructure for this unique pioneering program.

As the program progresses, you'll settle into a style that works the best for you and your pod. You are part of a community of wonderful GAs, use each other! Troubleshoot issues that come up. Ask each other questions. Give each other feedback. And, most importantly, encourage one another!

Resources from the Center for Teaching and Learning (CTL)

The University's Center for Teaching and Learning is a great resource on campus for graduate students looking for tools to develop as instructors. Below, we have included excerpts from their guides on inclusive teaching and remote instruction. We encourage you to communicate with CTL staff throughout the program and the rest of your time as graduate students at Penn. Although as a GA you are not lecturing or designing your own course, you are a valuable member of the students' educational teams. Push yourself to infuse these strategies and practices into your work with the PennRSSA participants.

Inclusive Teaching – Evidence-based Strategies and Practices

(Center for Teaching and Learning, University of Pennsylvania: <https://www.ctl.upenn.edu/evidence-based-strategies-and-practices>)

Inclusive teaching is teaching that intends to open the classroom to a wide range of different students. Creating a classroom that welcomes students of different genders, races, socio-economic status, political affiliation, and sexual orientations (just to name some of the many different identities students bring to class) has concrete benefits in that it provides a learning atmosphere that encourages everyone and students feel comfortable asking their questions and sharing their ideas.

While instructors are often unsure of how to make their classrooms more inclusive, there is a growing body of research into how to best help everyone in your classroom learn.

- 1. Communicate high expectations and provide students with the support to meet them. Students thrive when challenged, if they understand the expectations, how to meet them and feel the instructor believes in their capabilities (Refs. 1-4).**
 - Communicate expectations and multiple strategies to approach the work.
 - Indicate that all students can meet the challenge with practice.
 - Build in low-stakes, well-structured practice on skills required for tests and assignments.
 - Give students feedback that includes recognition of your high standards and the sense that the student can meet them.

- 2. Facilitate students' sense of identity within your field. A sense of belonging within a field can bolster all students' performance and persistence in a discipline (Refs. 5-8).**
 - Give students authentic tasks, such as primary research, analysis of authentic data, or other versions of practices in the discipline appropriate for the course level.
 - Make student work visible to a wider audience than just the instructors and TAs.
 - Ask students to reflect on how their backgrounds can contribute to their success.
 - Provide students with diverse role models in your field.
 - Reach out to talented students in your class to encourage them to continue in your field.

- 3. Help students see that academic ability develops over time and takes effort. Developing a “growth mindset,” the sense that academic ability is something that develops through struggle, can help students overcome tendencies to attribute difficulties in a class or field to a lack of ability (Refs. 4, 9).**
 - Stress that struggle is normal. Students experiencing stereotype threat in particular will be more likely to persist if they see their difficulties as typical ones.
 - Talk about your own struggles and how you overcome them.
 - Give students the chance to hear from peers or work together, so they can see that others struggle and learn how they overcome difficulties.
 - Emphasize to students that taking advantage of help or mentorship is something successful students do. Connect students with support resources at Penn.

- 4. Use strategies such as active learning and/or group work. Group work and active learning strategies improve learning for all students while increasing student confidence, and have a particularly strong effect on underrepresented students (Refs. 10-13)**
 - Intersperse active learning strategies – such as student polling, brief writing exercises or pairwork – in lecture classes; develop recitations around problem sets or activities; or restructure the use of lecture time more completely.
 - Structure activities or group work carefully to focus on learning goals and help students work through tasks.
 - Provide frequent opportunities for practice and low-stakes feedback.
 - Provide groups with sufficiently difficult tasks that students benefit from working together.
 - Design groups so that students feel they belong in the class: the groups are small enough to make sure everyone has to participate, various levels of students are grouped to encourage all to contribute, and underrepresented students are not generally alone in groups of all majority students.

- 5. Get to know your students. Understanding the interests and backgrounds of your students can help you connect students to the field, recognize their diverse strengths and check your assumptions about them (Ref. 14).**
 - Meet individually with students at some point in the semester, perhaps to discuss a class assignment, get their feedback or understand why they are in the class.
 - Ask students to bring their experiences and interests into class discussions or assignments without singling out students or asking students to be spokespeople for their racial, ethnic, or cultural group.
 - Reach out to students who appear to be struggling, but do not assume that they are not working hard. Such students may be working quite hard, but not effectively.

- 6. Understand social psychological phenomena such as stereotype threat and implicit bias. Awareness of these phenomena can help instructors to develop inclusive practices and avoid common pitfalls (Refs. 1, 2, 14-17).**
 - Stereotype threat creates underperformance in some students when they feel that the instructor believes that they cannot do well because of stereotyped qualities assumed to belong to their group (for more, see reducingstereotypethreat.org).
 - Implicit biases are unconscious assumptions that we make about others, often based on stereotypes (for more, see the Kirwan Institute site and take the Implicit Bias Test to test your own biases).
 - Microaggressions are small, often subtle and unintentional, comments and actions that marginalize particular groups or individuals, creating an unwelcome classroom environment.

NOTE: All of our PennRSSA participants are current “rising seniors” in School District of Philadelphia public and charter schools. They have enrolled from high schools all around the city. It is important to consider what impressions they may have about the University of Pennsylvania. As a representative of the University, your performance impacts how Philadelphia’s high school students think about Penn.

Furthermore, as GAs, you should also push yourself to think about what kinds of people you are naturally drawn to. What kinds of students do you favor? Are there students in your pod who remind you of yourself? Your favorite cousin? Someone else you know? Take great care not to show favoritism or prioritize students who you “get along with better.” Biases are normal; how you combat them makes all the difference. Every student in your pod deserves your dedicated attention.

Resources and Strategies for Teaching Remotely

(Center for Teaching and Learning, University of Pennsylvania: <https://www.ctl.upenn.edu/using-technology-your-teaching>)

All summer programs at the University of Pennsylvania, and therefore, PennRSSA, are being offered remotely this summer. The following information is offered to you as a guide to help you prepare for our online program.

For our participants, this may be their very first interaction with Canvas. Make sure to familiarize yourself with the platform before your first pod meeting with students. In the first few weeks of the program, the students are likely to need your help figuring Canvas out.

Getting Ready

In this time of uncertainty, remember that a rough start is a normal part of the process. Many of us are learning as we go, and concerns you may have as an instructor are likely shared by your students. Acknowledging that this is new for many of us and that everyone may be experiencing some anxieties in this challenging moment can help you and your students transition to this new format, and show them that you care about their wellbeing and learning. Dr. Jamiella Brooks at the Center for Teaching and Learning wrote “[Compassion in Our Courses During Uncertain Times](#),” which offers some strategies for doing this.

Before attempting to use remote teaching tools, make sure the operating system and internet browser on your home computer and/or tablet are on the latest versions. These tools will work best when systems are up-to-date. Additionally, due to high demand some platforms and tools may not work perfectly. To check system status, visit Penn's [system status page](#).

Your Role as a Mentor

MENTOR: The National Mentoring Partnership offers the following definition of a mentoring:

*Mentoring takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a [...] helping capacity to provide relationship-based support that benefits one or more areas of the mentee's development.*³

As a graduate assistant, consider yourself a mentor to your pod of PennRSSA participants. For many of them, this may be the first time they interact with a graduate student. For others, the idea of attending college may still be a new one. Some of the participants may already have a sense of their long-term goals, college included. As a mentor, your job is to determine how to best support each of the students in your pod. The PennRSSA curriculum is designed for students to begin thinking about the multitude of paths open to them after high school. In your conversations with your pod, you should always encourage them to ask questions and explore their options. You do not have to be an expert on all potential career paths. However, the key is for the students to see you as a resource as they start thinking about themselves in the workforce. Although this program does not guarantee the participants admission into Penn or any peer institution, it is meant to be part of a larger national college access movement.

Keep in mind that our PennRSSA participants are in high school. Their understanding of what college and careers will be different than the Penn undergraduate students you have interacted with during your time as a graduate or professional student. Our curriculum is designed with the assumption that they are at the beginning of their career and college exploration. Research shows that mentorship is a crucial aspect of college-going and completion rates, particularly for students who are typically underrepresented in higher education. Mentors provide key support for students as they navigate the clearly-stated and unwritten aspects of higher education. As a graduate assistant, you stand as an example of the wide spectrum of students who finish college and go on to pursue graduate degrees. In your work with your pods, you are helping PennRSSA participants in their process of transmuting college, graduate school and career options from abstract ideas to real possibilities and goals.

The PennRSSA participants should see you as an approachable resource as they move through the program curriculum and their own college and career plans. In your interactions with your pod, focus on fostering a positive relationship with each of the students. Provide clear and constructive feedback on their assignments and submissions. Make sure you are an active presence in their discussion boards on Canvas. Additionally, your approach to mentoring our PennRSSA graduate students should take the digital format into consideration. You must take care to be particularly engaging given the challenges of the online platforms. While remote programming allows for wider access to our content, it also presents a series of unique challenges. Many of our PennRSSA students have indicated that they are using their mobile devices to participate in the program. Furthermore, the digital format requires extended diligence, especially as you and your pod are acclimating to the norms of the program.

MENTOR recommends “put[ting] a lot of effort into the first few messages you send your mentee[s].” According to their research, in new mentor/mentee relationships can cool very quickly if one of both parties considers a text interaction to be negative or off-base. At the beginning, the PENNRSSA students will be attempting to determine if their interactions with you are worth their time and investment. Therefore, make sure your initial communication to your students is upbeat and enthusiastic. Share relevant and engaging stories about yourself as they relate to student experiences. You want to give students the impression that you are on their side and rooting for their success. Once they come to this conclusion, they will feel comfortable coming to you for advice and feedback. Note that in their study, MENTOR found

³ Garringer, M et al (2015). Elements of Effective Practice for Mentoring: Research-Informed and Practitioner-Approved Best Practices for Creating and Sustaining Impactful Mentoring Relationships and Strong Program Services. MENTOR: The National Mentoring Partnership.

that students typically appreciate digital communication that goes beyond relaying “just the facts.” When in doubt about the tone of your communication, get feedback from your GA peers and PennRSSA staff.

Since your primary mode of communication with the PennRSSA participants will be via email and online messaging, pay attention to *how* you are messaging your students. Respond in a timely manner to direct student outreach. PennRSSA students are aware of the daily program hours. In addition, the accelerated nature of our curriculum may prompt students to send you messages to which they expect immediate responses. Set clear expectations with your pod on how and when you will communicate with them. If misunderstandings do arise, address them directly. We encourage you to make use of university-provided video conferencing software to meet with your students and pre-empt misunderstanding. In the moments when you are communicating with your students in writing choose words carefully and be thoughtful.

Although the digital format of our PennRSSA program does pose some challenges, you are more than capable of developing meaningful mentorship relationships with the students in your pod. When possible, during the program’s working hours, use video chat to avoid any issues due to miscommunication and assumption. In your written communication to your pod, be consistent. Your pod should see you as a significant and memorable part of their PennRSSA experience. The following page is an excerpt from MENTOR’s report on e-mentoring.

MENTOR’s Guidelines for Effective Digital Communication

1. Mentors avoided closed questions that could easily be a conversation-killer when responded to with a short response by the mentee.
2. Mentors used emojis, GIFs, memes and other “digital” flourishes to convey emotions, make their messages more visually appealing, explain complex nuances, and to inject some humor into the interactions. The more of these digital “assets” adults can use in their text communications, the better. Meme culture in particular is a digital language that will be familiar to most mentees and might help them feel more connected to or understood by their mentor. However, mentors should only use these types of content when the conversation is fairly light.
3. Mentors used appropriate self-disclosure to let mentees know they understood their perspectives. Obviously, most of us have not been through a global pandemic before, but chances are mentors have experienced some of the emotions that mentees are feeling right now—we have all felt uncertain, isolated, or anxious in the past. Sometimes sharing a personal experience that lets the mentee know you understand their feelings and concerns can go a long way toward building trust and opening up more dialogue.
4. Mentors avoid language that could be easily misunderstood. Conversation tools such as sarcasm, irony, and “gallows’ humor” may all seem appropriate in a crisis, but these types of communication are much more clearly experienced in-person and successful text-based matches tended to avoid using language that could be misinterpreted. They were especially clear to label things such as dry humor and sarcasm as “a joke” so that there was no ambiguity about intent.
5. Successful matches addressed misunderstandings in their conversations when they did occur. If two people communicate via text long enough, it’s extremely likely that one participant will take issue with the tone, content, or “meaning” of a message. What’s critical is that participants talk it through and clear up any misconceptions that may linger into future interactions.

Your Role as a Coach

In youth development, a coach is an adult who supports young people as they develop life skills and navigate the various unique stressors that teenagers face. A coach does not stand in for the young person's parent(s), guardian(s), or caretaker(s). Rather, they are open and willing to listen to young people as they discuss and work through their anxieties and worries while navigating various often intimidating systems. In your capacity as a Graduate Assistant, adopt a coaching approach in your work with the PennRSSA participants. Lend your ear as an impartial, caring adult. Guide the students as they face challenges in developing their preliminary college and career plans. Ask questions, challenge the students to look at obstacles from various perspectives. A successful youth coach supports students as they build confidence in themselves and their abilities, identify and achieve goals, manage stress, and form opinions on important social and political issues.

Effective youth coaching requires you to be frank in your work with your students. Sometimes, the best way to support a student's personal growth is to walk beside them as they move through a series of uncertain or frustrating circumstances. The current COVID-19 pandemic has placed a series of unique obstacles in our students' academic journeys. As a GA, it is not your responsibility to do things *for* the students or to coddle them in their participation in the program. You are expected to hold them fully responsible and to reinforce the requirements and norms of the program. Additionally, it is crucial that you communicate specific student concerns to the PennRSSA core team. Strong coaches use direct, encouraging methods to help their students grow and reach new heights. Acknowledge the student's emotions and perspectives, ask them probing questions to help them get a full sense of their current predicament, and listen as they come to a decision about their immediate plan of action.

Your work as a GA should be funneled through positive reinforcement and encouraging language. Your students should know that you believe in them and are confident in their success. This confidence extends beyond the content of the PennRSSA courses. Just as mentorship is crucial to college enrollment and completion, coaching is key to student success. The students in your pod need to know that you are cheering for them and consider their individual best interests as you advise them. Coaching requires a double-pronged approach that incorporates both group advising and individual support. Your meetings with your pod should be enthusiastic in tone. The cohort should leave their meetings with you inspired and energized. Draw connections between the curriculum and the "real world." Encourage the pod to think together as an intellectual community. When you provide on-on-one coaching, modulate your approach to create the appropriate tone for the student's requests. When you need to gather more information or connect the student to additional resources, do so. There is no one standardized approach to coaching. Lead with care and make sure you are maintain transparent focus on your student's growth.

Your Role as Facilitator

Every morning, you will have a check-in session with your PennRSSA pod. Approaching these daily sessions as a facilitator will help you develop rapport with the students and foster camaraderie among the participants. Think of your group sessions as a discussion, not a lecture. You are not delivering content as a traditional instructor would, rather you are guiding the group in a conversation around a given topic. You do this by introducing structured activities, asking probing questions, and drawing out connections between individual students' contributions. It is up to you to plan for how you would like to structure the daily pod check-ins.

A good facilitator designs a plan but remains flexible and willing to adapt to student participation. Come prepared to your sessions each day with an agenda that stays within the time limits of your meeting. Then, as students participate in your session, you may want to adjust your plan to follow a train of thought or to maintain space for an interaction that is particularly helpful or engaging. Keep track of time, and track participation. The check-in should be a comfortable space in which all the members of your pod feel comfortable offering input.

When facilitating, you are not the center of the discussion. Rather, the students should build off the questions and activities you introduce to interact with one another. You may sometimes have specific content you want to review with your pod. In other instances, you may want to simply see how your students are doing. To facilitate effectively, you must:

- **Ensure all participants are adhering to community norms.** It is your responsibility to make sure that students maintain respectable and appropriate behavior during the pod meetings.
- **Provide introductory context.** You will introduce and conclude the meeting. Communicate the meeting's focus clearly and concisely.
- **Deliver instructions for your catalytic activity.** Using clear and direct language, instruct the students how to participate in your primary activity which you design kick off the meeting.
- **Maintain momentum and energy.** Pay attention to lapses in conversation. Silence is not always negative. Read the students social cues to see if they are taking time to reflect or if they've exhausted the present conversation. When it's time to move on, introduce your next activity or question to move the meeting forward.
- **Listen Actively. Make Connections. Probe for deeper engagement.** Facilitating is very active. Summarize what people have contributed to the discussion. Pay attention to the connections between students' input. The discussion is unlikely to be linear. You may notice that a student asks a question that relates to something another student said ten minutes earlier. As a facilitator, you can loop back to the earlier comment to call the pod's attention to the lines of thought that undergird the discussion.
- **Bring the meeting to a clear conclusion.** You will have the last word in the meeting. As you conclude, summarize what people have said, waving the various threads that have been introduced during the meeting. Students should leave their morning check-in feeling inspired and energized.
- **Make note of points for follow-up.** Did a student raise a question that requires further investigation? Is there a point you would like to revisit during the next morning's check-in? Did your students respond well to a particular type of activity? Do you need to reach out to an individual student directly? What did you notice about your pod during the meeting? Use these observations to inform your plan of action for the rest of the day and week.

Facilitation is a skill that requires practice and dedicated development. As you develop your personal facilitation style, you will notice your areas of strength and improvement. As a cohort of GAs, you have impressive and varied experience in facilitation and expression. We encourage you to consider the other GAs in your cohort as additional resources in your development as facilitators. We are confident that your pod will think back fondly to their morning check in meetings with you.

Communicating with Students

As a GA, it is your goal to create camaraderie in your pod of 25 students. You will check in with the whole group every morning on Zoom and follow up with individual students as needed. Educational success depends on the students' whole wellbeing. We want all PennRSSA participants to know that they have joined a caring and dynamic community where they can be their whole selves. In all your interactions with your pod, be enthusiastic and positive. Your tone is a large component of communication. It is important, however, to avoid being fake or behaving in a manner that is unnatural to your personality. High school students are adept at reading authenticity. Bring your genuine self to every PennRSSA gathering – the students will admire you all the more for it!

It is entirely up to you to decide how to structure your daily pod check-ins. You can be creative – use small group, large group, and individual tasks to engage all the members of your pod. Vary the content each day and avoid monotony. Ask for the students' input and feedback and use it to inform your lesson plans. You are more than welcome to design

meetings that relate to current events, the day's live events, or that serve as debrief sessions for the previous day's programming. You may also use the check-in to go over a concepts or material you notice to be recurring issues in student assignments. We encourage you to be creative and thoughtful in how you hold the space for your pod.

As a PennRSSA Graduate Assistant, you are beholden to the legal and professional regulations that concern work with minors. As a GA, you have passed a federal background check and obtained all proper certifications for working with minors. It is of the utmost importance that you maintain professionalism and proper conduct in all your interactions with PennRSSA participants. All reports of misconduct will be investigated fully, and any inappropriate behavior will be grounds for immediate dismissal.

You must use your Penn login credentials to communicate with students using the following approved service providers:

- Zoom
- Canvas
- Your upenn.edu email address and participants' school district email addresses

All your direct communication with students should take place via these three platforms. Each participants' parent(s) and/or guardian(s) have been notified of the technology we will use and their privacy policies.

In your first pod meeting, indicate to your cohort that these will be your only methods of contact. Should you have technical issues, *do not* improvise with other personal technical services (e.g. FaceTime on a personal phone, any other form of video conferencing software). When technical issues arise, send an email to your pod as soon as you can with necessary information and invite them to your next office hours session to go over program materials. You may not meet up with any participant in person in their residence, your residence, or anywhere else. Please restrict your direct contact with students to normal business hours, Monday-Friday, 9 AM to 5 PM EDT.

All PennRSSA staff are prohibited from interacting with program participants online outside of program sessions; e.g. no "friending" the youth using personal social media accounts; no texting from personal phones, no messages from personal email accounts, etc. At no time should you provide the PennRSSA participants with your personal phone number, email address, or other mode of contact. Also, intimate personal relationships with students are strictly forbidden.

During sessions, GAs are forbidden from discussing personal issues, inappropriate online material, drugs or alcohol. It is a best practice to keep your conversations with program participants anchored in program content. Also, you may not offer program participants money or compensation of any kind. Any GA found to violate these terms will be terminated immediately.

It is unlikely you will have to record a meeting with your pod or any PennRSSA students. If you must record a session, it should only be done to facilitate asynchronous learning. Your recording should not capture, use, or disclose images or recordings of minors for any purpose other than asynchronous program content delivery or internal program quality evaluation. All recordings should be uploaded to Canvas and deleted from your personal computing devices.

You are to report any instances of online bullying or harassment to Division of Student Engagement Staff immediately. Concerns regarding conduct of a potentially criminal nature must be taken to the Division of Public Safety, Special Services, at (215) 898-4481. Other concerns must be documented on an incident report and forwarded to divisions of University Life and Student Engagement. If you have reason to fear for a participant's physical, emotional, or mental safety, please contact local authorities. Questions regarding the legal regulations for working with minors should be directed to Carol Henderson, Director of Finance & Grants Administration, Division of Student Engagement (carolh@upenn.edu).

Appendix 1: School District of Philadelphia Demographic Overview





School District of Philadelphia Quick Facts



Prepped for:
Office of Vice Provost for Student Engagement

Contact: Elaine Leigh, eleigh@upenn.edu

2019-20 SDP Enrollment

			
Total Number of Schools	Total Number of Schools Serving 9-12th Grades (including charter and alternative schools)	Total Enrollment (including charter and alternative schools):	HS Enrollment by Grade
342* (n=328****)	112**	K-12: 202,767*	9 th : 16,406
		9-12th: 59,706*	10 th : 15,495
			11 th : 14,140
			12 th : 13,665*

Notes: SDP numbers conflict on total high school enrollments. The General Information and Data Dashboard pages list higher enrollments across all grades and for total enrollment than the raw data file.

Sources:
 *The School District of Philadelphia – General Information:
<https://dashboards.philasd.org/extensions/philadelphia/index.html#/>
 **The School District of Philadelphia Data Dashboards-
<https://dashboards.philasd.org/extensions/philadelphia/index.html#/enrollment>
 ****The School District of Philadelphia Open Data Raw File-
https://www.philasd.org/performance/programs-services/open-data/school-information/#/school_enrollment

SDP 9-12th
Grade
Serving
Schools by
Type

	Count	%
District	54	48.2
Charter	34	30.4
Alternative - Contracted	16	14.3
Alternative - District Run	8	7.1
Total	112	100

Source: SDP Data Dashboard, <https://dashboards.philasd.org/extensions/philadelphia/index.html#/enrollment>

Student
Demographics
(for 9-12th
grades) by
School Type

	District	Charter	Alternative
Total 9-12 th Enrollment	34,722	21,883	3,011
<i>11th Grade Enrollment</i>	<i>8,054</i>	<i>5,077</i>	<i>1,009</i>
Economically Disadvantaged	90%	100%	65%
English Learners	11.7%	--	3.9%
Special Education with Disability	16.6%	21.6%	14%

Notes: Data encompasses the school level dashboard selections for Elementary-Middle-High, Middle-High, and High to capture all students in 9-12th grades; School level grades 9-12th selected where applicable; Demographic breakdowns represent shares of total 9-12th grade enrollment. Analyses can later be compared to raw data file where these students can be removed.

Source: SDP Data Dashboard, <https://dashboards.philasd.org/extensions/philadelphia/index.html#/enrollment>

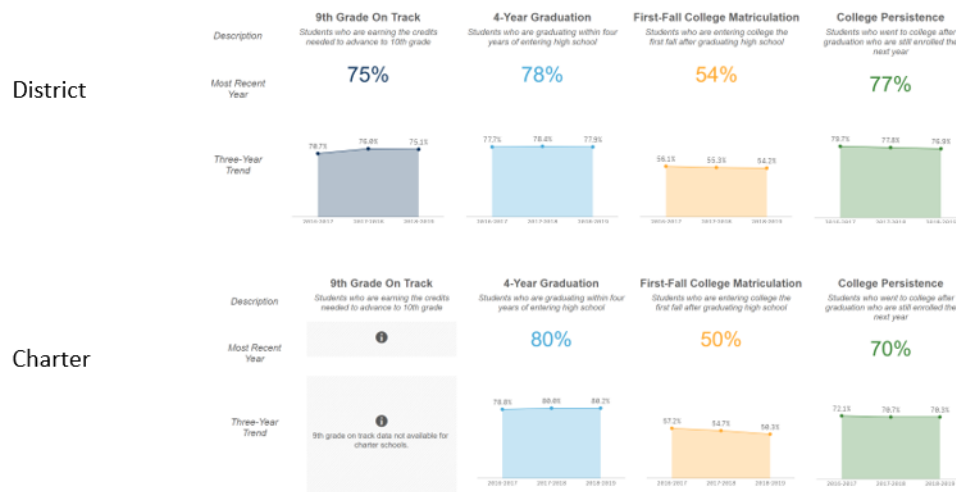
Student Demographics (for 9-12th Grades) – Race/Ethnicity & Language

	District	Charter	Alternative
Black/African American	51%	54%	68%
Hispanic/Latino	21%	22%	21%
White	13%	15%	6%
Asian	11%	3%	1%
Multiracial/Other	5%	7%	3%
American Indian/Alaska Native	--	--	--
Native Hawaiian/Pacific Islander	--	--	--
Unknown	--	--	--
Primary Home Language – Spanish (#)	2,201	--	82
Primary Home Language – Other (#) (e.g. Portuguese, Mandarin Albanian, Russian, Arabic)	771	--	5

Notes: Data encompasses the school level dashboard selections for Elementary-Middle-High, Middle-High, and High to capture all students in 9-12th grades with school level grades 9-12th selected; Demographic breakdowns represent shares of total 9-12th grade enrollment. Analyses can later be compared to raw data file.

Source: SDP Data Dashboard, <https://dashboards.philasd.org/extensions/philadelphia/index.html#/enrollment>

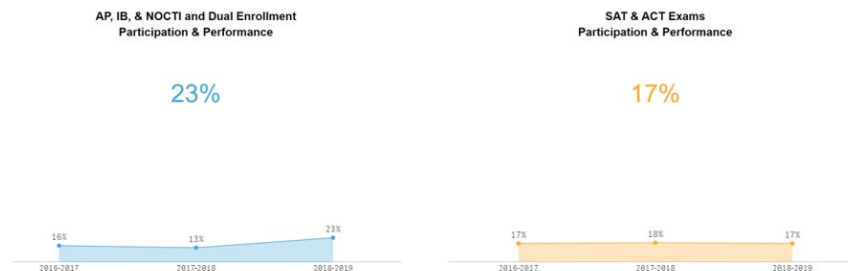
High School/College Performance Metrics



Notes: Only 4-year graduation rates are available for alternative schools. In 2018-2019, alternative school students had a 30% four-year graduation rate.

Source: SDP Data Dashboard, <https://dashboards.philasd.org/extensions/philadelphia/index.html#/enrollment>

SAI/ACI and Dual Enrollment/Honors Coursework Participation



Notes: Includes all district, charter, and alternative school students

Source: SDP Data Dashboard, <https://dashboards.philasd.org/extensions/philadelphia/index.html#/enrollment>

Appendix 2: The University of Pennsylvania's 12 Schools

Penn's 12 schools include some of the top-rated undergraduate and graduate programs in the world. Because they share one contiguous campus, collaboration and the integration of knowledge across the disciplines happens in formal and informal settings every day. The unique aspect of a Penn education prepares students to excel in an increasingly complex 21st century world. Below is a brief description of each of the University's schools.



Annenberg School for Communication

Founded by Walter H. Annenberg, the Annenberg School for Communication produces research that advances the understanding of public and private communication, and generates applied research that helps policymakers create an intellectually and culturally rich media environment for its citizens. The School educates doctoral students in the theories, substance, and methods of communication research and launches them

into leading academic and professional positions. Annenberg's undergraduate program also provides a first-class liberal arts education, helping its students become more discerning consumers and producers of public information and preparing them for leadership in the private and public sectors.



Arts & Sciences

The School of Arts & Sciences (SAS) houses 26 departments and nearly 500 faculty scholars with honors that include the National Medal of Science, the MacArthur Fellowship, Pulitzer and Nobel Prizes. Penn's intellectual core, SAS enrolls nearly half the University students and is integral in the education of all undergraduates as well as many graduate and professional students, lifelong learners, and working professionals. Undergraduate offerings include

54 majors, signature interdisciplinary programs, and distinguished dual-degree programs such as the Huntsman Program in International Studies and Business and the Vagelos Program in Life Sciences and Management. Graduate offerings include 33 doctoral and 10 master's programs.



Dental Medicine

Established in 1878, Penn Dental Medicine is one of the oldest university-affiliated dental schools in the country, and has set numerous precedents in education, research, and patient care. Academic programs include a DMD program with dual-degree options in education, bioethics, bioengineering, and public health; postdoctoral training in eight specialties with an option for a master's in oral biology; and a degree program for foreign-trained dentists.

Penn Dental Medicine encompasses basic and clinical sciences and provides community dental care in teaching clinics and faculty practices. Its students serve more than 20,000 local residents, logging close to 9,600 service hours each year.



Engineering and Applied Science

Founded in 1852 as the School of Mines, Arts, and Manufactures, today's School of Engineering and Applied Science is a vibrant part of the University. At Penn Engineering, world-acclaimed faculty, state-of-the-art research laboratories and highly interdisciplinary curricula offer students an unparalleled experience. Innovation and technology drive the program and transform the fundamentals of what future engineers are learning. Penn Engineering

students play a critical role in asking and answering the questions that will improve human health and transform the world.



Graduate School of Education

Penn's Graduate School of Education (GSE) is one of the nation's best, where faculty across the board are national leaders in the production of educational and social research. Long known for excellence in teacher education and in leadership-preparation programs for educators in K-12 and higher education settings, Penn GSE also generates groundbreaking scholarship in language and literacy, teacher education, educational policy, higher education, applied

psychology, social theory, and social research methods. Penn GSE offers innovative degree programs for practicing professionals and provides students with partnership opportunities with local educators.



Nursing

The School of Nursing is one of the nation's premier research institutions in nursing science. Penn Nursing faculty consistently receive more research funding from the National Institutes of Health than any other private nursing school, and many master's programs are ranked first in the country. Students are offered unparalleled resources and experiences, including a state-of-the-art simulation lab, a nurse-led elder-care practice, and classrooms equipped with the

latest technologies. Penn Nursing students gain valuable clinical experiences in two of the nation's best medical institutions, the Hospital of the University of Pennsylvania and The Children's Hospital of Philadelphia.



Penn Law

Penn Law offers a superior legal education enhanced through cross-disciplinary study opportunities that are unrivaled among leading law schools. To complement their rigorous legal training, students can take classes to earn certificates or joint degrees at other Penn schools and programs, such as Wharton or the Center for Bioethics. The School's intellectual vitality is defined by the faculty, an outstanding group of scholars whose collective expertise

covers every major legal area. More than 70 percent of Penn Law professors hold advanced law-related degrees beyond the JD, and more than 50 percent have joint appointments or affiliations with other Penn schools.



Perelman School of Medicine

As America's first medical school, the Perelman School of Medicine, named for Raymond and Ruth Perelman, has a long-standing commitment to education, research, and patient care. Today, it consistently ranks among the top medical schools in the country and among the top three in grants awarded by National Institutes of Health. The Perelman School offers outstanding Ph.D., master's, and combined-degree programs, in addition to medical

degrees, and its students are among the finest in the nation. Students receive training in the nationally acclaimed hospitals of the University of Pennsylvania Health System, a network of medical facilities known for a dedication to high-quality patient care.



Social Policy & Practice

The School of Social Policy & Practice (SP2) enters its second century as one of the country's leading centers of knowledge development, transfer, and application in human services. The theory-based master's programs in social work, social welfare, non-profit leadership, and social policy, and the clinical doctorate program in social work, encourage students to think and work across disciplines, countries, and cultures. This vision is reflected in all aspects of the school's educational

and research programs as well as in its work on the Penn campus, in the Philadelphia community, and in national and international social change efforts.



Stuart Weitzman School of Design

The Weitzman School prepares students to address complex sociocultural and environmental issues through thoughtful inquiry, creative expression, and innovation. As a diverse community of scholars and practitioners, the School is committed to advancing the public good—both locally and globally—through art, design, planning, and preservation.

With 25 degrees and 13 certificates offered, Weitzman graduate programs are consistently

ranked among the top 10 in the nation, and serve as a platform for groundbreaking research as well as community engagement.



The Wharton School

Founded in 1881 as the world's first collegiate business school, Wharton is globally recognized for intellectual leadership across every major discipline of business education. Wharton delivers the knowledge to take action and advance society through leading programs at every level: undergraduate, MBA, executive MBA and doctoral. The School also reaches out annually to 9,000 participants through Executive Education programs.

Published in multiple languages, the school's online journal, Knowledge@Wharton, reaches more than 1.7 million global subscribers. Wharton's 88,000-plus graduates make up one of the largest business school alumni networks in the world.



Veterinary Medicine

Penn Vet focuses on providing the best care to beloved pets, preventing zoonotic diseases in animals and humans, protecting the food supply, and discovering treatments for animal illnesses. Since 1884, Penn Vet has recognized that human and veterinary medicine are "one medicine," and close ties with the Perelman School of Medicine have resulted in groundbreaking research. The Philadelphia campus includes the Matthew J. Ryan Veterinary

Hospital for small and companion animals, and Kennett Square's New Bolton Center houses the George D. Widener Hospital for Large Animals. Penn Vet also plays an integral role in supporting Pennsylvania agriculture.



PennRSSA 2020 Program Report
Appendix C
Graduate Assistant Profiles

PennRSSA 2020 Graduate Assistants Profiles



Jenea Adams

she / her

Program: Ph.D. in Genomics and Computational Biology, *Perelman School of Medicine*

Hometown: Cleveland, Ohio, USA

Undergraduate Alma Mater: University of Dayton



Siel Agugliaro

he / him

Program: Ph.D. in Music History, *School of Arts & Sciences*

Hometown: Verbania, Italy

Undergraduate Alma Mater: Università di Pisa



George Richard Betty

he / him

Program: Master of Architecture, *Weitzman School of Design*

Hometown: Baltimore, Maryland, USA

Undergraduate Alma Mater: Morgan State University / Anne Arundel Community College



Nadiyah Browning

she / her

Program: Master of Public Health, *Perelman School of Medicine*

Hometown: Philadelphia, Pennsylvania, USA

Undergraduate Alma Mater: University of Pennsylvania



Aurora Cenaj

she / her

Program: MSE in Bioengineering, *School of Engineering and Applied Science*

Hometown: Philadelphia, Pennsylvania, USA

Undergraduate Alma Mater: University of Pennsylvania



Erika Clark

she / her

Program: M.Phil.Ed. in Professional Counseling, *Graduate School of Education*

Hometown: Washington, D.C., USA

Undergraduate Alma Mater: McDaniel College

PennRSSA 2020 Graduate Assistants Profiles, continued



Mara Cowen

she / her

Program: Ph.D. in Neuroscience, *Perelman School of Medicine*

Hometown: Columbia, South Carolina, USA

Undergraduate Alma Mater: University of South Carolina



Alexis Crockett

she / her

Program: Ph.D. in Neuroscience, *Perelman School of Medicine*

Hometown: Cleveland, Ohio, USA

Undergraduate Alma Mater: the Ohio State University



Lucas de Lima

he / him

Program: Ph.D. in Comparative Literature & Literary Theory, *School of Arts & Sciences*

Hometown: New York, New York, USA

Undergraduate Alma Mater: McGill University



Hadi El Kebbi

he / him

Program: Master of Architecture, *Weitzman School of Design*

Hometown: Beirut, Lebanon

Undergraduate Alma Mater: Lehigh University



Madison Green

she / her

Program: Master of Architecture, *Weitzman School of Design*

Hometown: Lindsay, Texas, USA

Undergraduate Alma Mater: Texas A&M University



Will Herzog

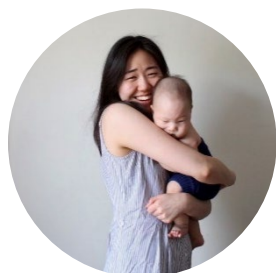
he / him -or- they / them

Program: Master of City Planning, *Weitzman School of Design*

Hometown: Philadelphia, Pennsylvania, USA

Undergraduate Alma Mater: Haverford College

PennRSSA 2020 Graduate Assistants Profiles, continued



SoYeong Jeong

she / her

Program: MS.Ed. in International Education Development, *Graduate School of Education*

Hometown: Chicago, Illinois, USA / Daejeon, Korea

Undergraduate Alma Mater: Grinnell College



Kassidi Jones

she / her

Program: Ph.D. in African American Studies and English, *Yale University*

Hometown: Hartford, Connecticut, USA

Undergraduate Alma Mater: University of Pennsylvania



Min Kim

she / her

Program: Ph.D. in Economics, *School of Arts & Sciences*

Hometown: Daegu, Korea

Undergraduate Alma Mater: Bergen Community College / Brown University



Laura Lagunez

-

Program: Master of Public Health, *Perelman School of Medicine*

Hometown: Dallas, Texas, USA

Undergraduate Alma Mater: Cornell University



Kay Seohyung Lee

she / her

Program: Master of Fine Arts, *Weitzman School of Design*

Hometown: Seoul, Korea

Undergraduate Alma Mater: Washington University in St. Louis



Yeonhwa Lee

she / her

Program: Ph.D. in City and Regional Planning, *Weitzman School of Design*

Hometown: Seoul, Korea

Undergraduate Alma Mater: University of Pennsylvania

PennRSSA 2020 Graduate Assistants Profiles, continued



Martin Maker John Leet

he / him

Program: B.A. in Design, *School of Arts & Sciences / Mellon-CAMRA Program*

Hometown: Bor Town, Jonglei, South Sudan

Undergraduate Alma Mater: University of Pennsylvania



Sonia Lombroso

she / her

Program: Ph.D. in Pharmacology, *Perelman School of Medicine*

Hometown: North Haven, Connecticut, USA

Undergraduate Alma Mater: Wesleyan University



Florence Madenga

she / her

Program: Ph.D. in Communication, *Annenberg School for Communication*

Hometown: Harare, Zimbabwe

Undergraduate Alma Mater: New York University



Umar Mahmood

he / him

Program: Master of Architecture, *Weitzman School of Design*

Hometown: Gujranwala, Punjab, Pakistan

Undergraduate Alma Mater: the Ohio State University



Marissa Maroni

she / her

Program: Ph.D. in Neuroscience, *Perelman School of Medicine*

Hometown: Leominster, Massachusetts, USA

Undergraduate Alma Mater: Bridgewater State University



Tessa McArdle

she / her

Program: Master of Social Work, *School of Social Policy and Practice*

Hometown: Pittsburgh, Pennsylvania, USA

Undergraduate Alma Mater: Lewis & Clark College

PennRSSA 2020 Graduate Assistants Profiles, continued



Pedro Medrano

he / him

Program: Master of Architecture, *Weitzman School of Design*

Hometown: Chicago, Illinois, USA

Undergraduate Alma Mater: University of Illinois at Chicago



Miranda Mote

she / her

Program: Ph.D. in History and Theory Architecture, *Weitzman School of Design*

Hometown: Greenville, Ohio, USA

Undergraduate Alma Mater: University of Cincinnati



Seyi Osundeko

-

Program: Ph.D. in English, *School of Arts & Sciences*

Hometown: Harrisburg, Pennsylvania, USA

Undergraduate Alma Mater: University of Pennsylvania



Aishwarya Pawar

-

Program: Ph.D. in Cell and Molecular Biology, *Perelman School of Medicine*

Hometown: Pune, Maharashtra, India

Undergraduate Alma Mater: University of Pune



Arely Peña

she / her

Program: Master of Fine Arts, *Weitzman School of Design*

Hometown: Monterrey, Nuevo León, Mexico

Undergraduate Alma Mater: University of Houston



Chris Quattro

any pronouns

Program: Ph.D. in City and Regional Planning, *Weitzman School of Design*

Hometown: San Antonio, Texas, USA

Undergraduate Alma Mater: the State University of New York at Oswego

PennRSSA 2020 Graduate Assistants Profiles, continued



Mariel Reyes Mendoza

Program: Ph.D. in Biochemistry and Molecular Physics, *Perelman School of Medicine*

Hometown: Manila, Philippines

Undergraduate Alma Mater: California State University, Los Angeles



Makayla Reynolds

Program: J.D., *Penn Law*

Hometown: Stuart, Florida, USA

Undergraduate Alma Mater: University of Pennsylvania



Martina Rofaeil

Program: D.M.D., *School of Dental Medicine*

Hometown: North Richland Hills, Texas, USA

Undergraduate Alma Mater: University of Notre Dame



Olivia Rozanski

she / her

Program: V.M.D., *School of Veterinary Medicine*

Hometown: Canton, Massachusetts, USA

Undergraduate Alma Mater: Fordham University



Tatiana Swain

she / her

Program: Mellon-CAMRA Fellowship Program

Hometown: Princeton, New Jersey, USA

Undergraduate Alma Mater: Howard University



Huen-Yee Tso

Program: M.S.E. in Mechanical Engineering and Applied Mechanics, *School of Engineering and Applied Science*

Hometown: Philadelphia, Pennsylvania, USA

Undergraduate Alma Mater: University of Pennsylvania

PennRSSA 2020 Graduate Assistants Profiles, continued



Catalina "Mica" Udani

Program: Ph.D. in Political Science, *School of Arts & Sciences*

Hometown: Manila, Philippines

Undergraduate Alma Mater: University of Central Florida



Ashley Inji Wang

she / her

Program: V.M.D., *School of Veterinary Medicine*; Master in Law, *Penn Law*

Hometown: Pequannock, New Jersey, USA

Undergraduate Alma Mater: Wesleyan University



Erica Williams

she / her

Program: Master of Business Administration, *Wharton School*

Hometown: Fort Washington, Maryland, USA

Undergraduate Alma Mater: University of Maryland



Andrew Wu

he / him

Program: Ph.D. in Educational Linguistics, *Graduate School of Education*

Hometown: Tainan, Taiwan

Undergraduate Alma Mater: Fu Jen Catholic University



Helen Zijng Zhang

she / her

Program: Master of Science in Bioengineering, *School of Engineering and Applied Science*

Hometown: Zhoushan, Zhejiang, China

Undergraduate Alma Mater: New York University

About the Graduate Assistant profiles

Upon hiring, Graduate Assistants were asked to share about their current academic program, hometown, undergraduate alma mater, and "fun facts" about themselves, such as a favorite outdoor summer activity, go-to ice cream flavor or hot weather treat, and what they enjoyed most about their senior year of high school. In addition, they were asked to submit a favorite photo of themselves which they felt "captured their authentic personality." The profiles were then compiled in the form of colorful "trading cards" and shared with all program participants as a way of breaking the ice and allowing students to connect with the diverse backgrounds, experiences, and identities of the program staff.



PennRSSA 2020 Program Report
Appendix D

PennRSSA Program Participation by High School

PennRSSA Program Participation by High School

Note: Academy figures represent unique responses for 787 students enrolled by 7/21/20.

OpenRSSA figures reflect responses from students electing to participate, but cannot be confirmed for actual participation.

School Information			Academy Participants		OpenRSSA Participants	
Name	Type	Admissions	#	% of Total	#	% of Total
Abraham Lincoln High School	District	Neighborhood	1	0.1%	3	0.9%
Academy at Palumbo	District	Special Admission	45	5.7%	23	6.9%
Archbishop John Carroll High School	Parochial	Parochial	0	0.0%	5	1.5%
Archbishop Ryan High School	Parochial	Parochial	0	0.0%	10	3.0%
Archbishop Wood High School	Parochial	Parochial	0	0.0%	1	0.3%
Arts Academy at Benjamin Rush	District	Special Admission	8	1.0%	3	0.9%
Aspira Charter School at Olney	Charter	Charter	4	0.5%	3	0.9%
Belmont Charter School	Charter	Charter	3	0.4%	1	0.3%
Benjamin Franklin High School	District	Neighborhood	1	0.1%	0	0.0%
Bishop McDevitt High School	Parochial	Parochial	0	0.0%	7	2.1%
Boys Latin of Philadelphia Charter School	Charter	Charter	1	0.1%	0	0.0%
Building 21	District	Citywide	2	0.3%	4	1.2%
Carver High School for Engineering & Science	District	Special Admission	42	5.3%	7	2.1%
Central High School	District	Special Admission	178	22.6%	53	16.0%
Charter High School of Architecture and Design (CHAD)	Charter	Charter	1	0.1%	0	0.0%
City School	Other	Other	1	0.1%	0	0.0%
Commonwealth Charter Academy	Charter	Charter	0	0.0%	1	0.3%
Community Academy of Philadelphia Charter School	Charter	Charter	8	1.0%	1	0.3%
Constitution High School	District	Citywide	5	0.6%	4	1.2%
Conwell-Egan Catholic High School	Parochial	Parochial	0	0.0%	2	0.6%
Cristo Rey Philadelphia High School	Other	Other	6	0.8%	1	0.3%

School Information			Academy Participants		OpenRSSA Participants	
Name	Type	Admissions	#	% of Total	#	% of Total
Esperanza Academy Charter School	Charter	Charter	10	1.3%	2	0.6%
Father Judge High School	Parochial	Parochial	1	0.1%	2	0.6%
Frankford High School	District	Neighborhood	1	0.1%	1	0.3%
Franklin Learning Center	District	Special Admission	11	1.4%	3	0.9%
Franklin Towne Charter High School	Charter	Charter	21	2.7%	2	0.6%
Freire Charter School	Charter	Charter	7	0.9%	4	1.2%
George Washington High School	District	Special Admission/ Neighborhood	8	1.0%	1	0.3%
Girard Academic Music Program	District	Special Admission	7	0.9%	4	1.2%
Girard College	Other	Other	5	0.6%	3	0.9%
High School for the Creative & Performing Arts	District	Special Admission	21	2.7%	3	0.9%
Hill-Freedman World Academy	District	Special Admission	6	0.8%	4	1.2%
Homeschool	Other	Other	2	0.3%	0	0.0%
Horace Furness High School	District	Neighborhood	2	0.3%	2	0.6%
Imhotep Institute Charter School	Charter	Charter	3	0.4%	6	1.8%
John Bartram High School	District	Neighborhood	3	0.4%	0	0.0%
John W. Hallahan Catholic Girls' High School	Parochial	Parochial	2	0.3%	9	2.7%
Jules E. Mastbaum High School	District	Citywide	1	0.1%	0	0.0%
Julia R. Masterman High School	District	Special Admission	40	5.1%	15	4.5%
Kensington CAPA	District	Neighborhood	2	0.3%	0	0.0%
Kensington Health Sciences Academy	District	Neighborhood	0	0.0%	1	0.3%
KIPP DuBois Charter School	Charter	Charter	5	0.6%	4	1.2%
Lankenau High School	District	Special Admission	3	0.4%	0	0.0%

School Information			Academy Participants		OpenRSSA Participants	
Name	Type	Admissions	#	% of Total	#	% of Total
Little Flower Catholic High School for Girls	Parochial	Parochial	1	0.1%	5	1.5%
Mariana Bracetti Academy Charter School	Charter	Charter	2	0.3%	1	0.3%
Maritime Academy Charter School	Charter	Charter	1	0.1%	0	0.0%
Martin Luther King High School	District	Neighborhood	1	0.1%	1	0.3%
Mastery Charter School at Gratz	Charter	Charter	3	0.4%	2	0.6%
Mastery Charter School at Hardy Williams	Charter	Charter	6	0.8%	1	0.3%
Mastery Charter School at Lenfest	Charter	Charter	4	0.5%	1	0.3%
Mastery Charter School at Pickett	Charter	Charter	2	0.3%	0	0.0%
Mastery Charter School at Shoemaker	Charter	Charter	3	0.4%	1	0.3%
Mastery Charter School at Thomas	Charter	Charter	8	1.0%	0	0.0%
Mathematics, Science, and Technology Community Charter School	Charter	Charter	11	1.4%	0	0.0%
Mercy Career & Technical High School	Parochial	Parochial	0	0.0%	1	0.3%
Motivation High School	District	Special Admission	1	0.1%	0	0.0%
Multicultural Academy Charter School	Charter	Charter	8	1.0%	0	0.0%
Murrell Dobbins CTE High School	District	Citywide	0	0.0%	2	0.6%
Nazareth Academy High School	Other	Other	3	0.4%	1	0.3%
New Foundations Charter School	Charter	Charter	14	1.8%	7	2.1%
Northeast High School	District	Special Admission/ Neighborhood	51	6.5%	15	4.5%
Olney Charter High School	Charter	Charter	2	0.3%	0	0.0%
One Bright Ray Community High School Simpson Campus	Alternative	Alternative	1	0.1%	0	0.0%
Overbrook High School	District	Neighborhood	1	0.1%	1	0.3%
PA Virtual Charter School	Charter	Charter	2	0.3%	2	0.6%

School Information			Academy Participants		OpenRSSA Participants	
Name	Type	Admissions	#	% of Total	#	% of Total
PA Virtual Cyber Charter School	Charter	Charter	1	0.1%	0	0.0%
Parkway Center City Middle College	District	Special Admission	5	0.6%	3	0.9%
Paul Robeson High School	District	Citywide	3	0.4%	1	0.3%
Philadelphia Academy Charter School	Charter	Charter	3	0.4%	3	0.9%
Philadelphia Electrical and Technology Charter School	Charter	Charter	1	0.1%	0	0.0%
Philadelphia High School for Girls	District	Special Admission	43	5.5%	14	4.2%
Philadelphia Performing Arts: A String Theory Charter School	Charter	Charter	21	2.7%	9	2.7%
Philadelphia Virtual Academy	District	Neighborhood	6	0.8%	1	0.3%
Preparatory Charter School of Mathematics, Science, Technology, & Careers	Charter	Charter	6	0.8%	0	0.0%
Randolph Technical High School	District	Citywide	0	0.0%	2	0.6%
Roman Catholic High School	Parochial	Parochial	14	1.8%	3	0.9%
Roxborough High School	District	Neighborhood	0	0.0%	1	0.3%
Saint Hubert Catholic High School for Girls	Parochial	Parochial	0	0.0%	3	0.9%
Saint Joseph's Preparatory School	Other	Other	5	0.6%	2	0.6%
Saints John Neumann and Maria Goretti High School	Parochial	Parochial	0	0.0%	8	2.4%
Sankofa Freedom Academy Charter School	Charter	Charter	4	0.5%	0	0.0%
School of the Future	District	Citywide	0	0.0%	2	0.6%
Science Leadership Academy	District	Special Admission	14	1.8%	7	2.1%
Science Leadership Academy at Beeber	District	Special Admission	18	2.3%	10	3.0%
South Philadelphia High School	District	Neighborhood	0	0.0%	1	0.3%
Strawberry Mansion High School	District	Neighborhood	0	0.0%	1	0.3%
Swenson Arts & Tech High School	District	Citywide	4	0.5%	0	0.0%

School Information			Academy Participants		OpenRSSA Participants	
Name	Type	Admissions	#	% of Total	#	% of Total
Tacony Academy Charter School	Charter	Charter	2	0.3%	1	0.3%
TECH Freire Charter School	Charter	Charter	3	0.4%	1	0.3%
The Mathematics, Civics, and Sciences Charter School	Charter	Charter	2	0.3%	0	0.0%
The Workshop School	District	Citywide	7	0.9%	3	0.9%
Thomas A. Edison High School	District	Neighborhood	2	0.3%	0	0.0%
Universal Charter School at Audenreid	Charter	Charter	3	0.4%	0	0.0%
Vaux Big Picture High School	Alternative	Neighborhood	1	0.1%	0	0.0%
Walter B. Saul High School	District	Magnet	6	0.8%	3	0.9%
West Catholic High School	Parochial	Parochial	3	0.4%	4	1.2%
West Philadelphia High School	District	Neighborhood	1	0.1%	2	0.6%
William W. Bodine High School	District	Special Admission	14	1.8%	4	1.2%



PennRSSA 2020 Program Report

Appendix E

Academy Student Exit Survey Data & Program Feedback

Appendix Contents

- Respondent School Affiliation Breakdown
- Program Experience Data
- Pod Session Experience Data
- Academy Curriculum Experience Data
- PennRSSA Live! Panel Experience Data
- Program Feedback

Academy Student Exit Survey Data & Program Feedback

Survey Platform:	Qualtrics
Number of respondents:	170
Dates received:	August 7-24, 2020
Total questions:	14

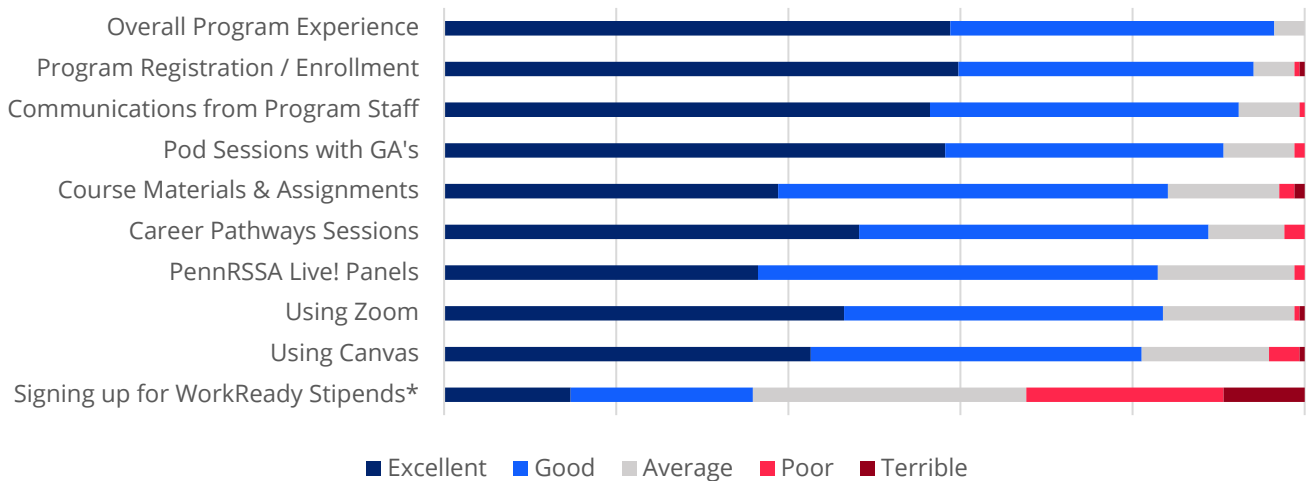
Respondents' School Affiliation

School Type	Count	%
Archdiocese of Philadelphia	5	3%
Public Charter School	34	20%
School District of Philadelphia public school	124	73%
Other (Independent school, home-schooled)	6	4%
Blank	1	1%
Total	170	100%

Program Experience

How would you describe your overall experience with the PennRSSA Program?

Program Component	Excellent		Good		Average		Poor		Terrible	
Overall Program Experience	100	59%	64	38%	6	4%	0	0%	0	0%
Program Registration / Enrollment	101	60%	58	34%	8	5%	1	1%	1	1%
Communications from Program Staff	96	56%	61	36%	12	7%	1	1%	0	0%
Pod Sessions with GA's	99	58%	55	32%	14	8%	2	1%	0	0%
Course Materials & Assignments	66	39%	77	45%	22	13%	3	2%	2	1%
Career Pathways Sessions	82	48%	69	41%	15	9%	4	2%	0	0%
PennRSSA Live! Panels	62	36%	79	46%	27	16%	2	1%	0	0%
Using Zoom	79	46%	63	37%	26	15%	1	1%	1	1%
Using Canvas	72	43%	65	38%	25	15%	6	4%	1	1%
Signing up for WorkReady Stipends*	25	15%	36	21%	54	32%	39	23%	16	9%



*While this process was conducted externally by the Urban Affairs Coalition (UAC) Summer Youth Employment (SYE) Program (and not PennRSSA), we wanted to gauge students' experiences with this process to relay that feedback to our UAC/SYE partners.

Pod Session Experience

Tell us more about your experience in your pods with your GA. How did you like the following activities?

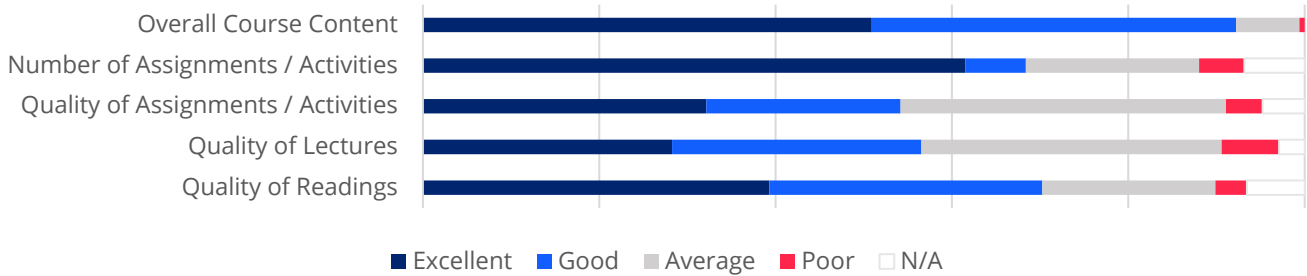
Pod Session Aspect / Activity	Excellent		Good		Average		Poor		N/A	
Icebreaker/Community Building Activities	70	41%	63	37%	33	19%	2	1%	2	1%
Timeliness of feedback on assignments and grades	90	53%	58	34%	18	11%	4	2%	0	0%
Leading discussions and helping navigate the program	89	53%	60	36%	15	9%	3	2%	2	1%
Providing other types of support	71	42%	55	33%	21	12%	2	1%	20	12%
Providing technical guidance on Zoom or Canvas	86	51%	52	31%	21	12%	2	1%	8	5%

Academy Curriculum

Now, think about each course in the program. How did you like different aspects of each course?

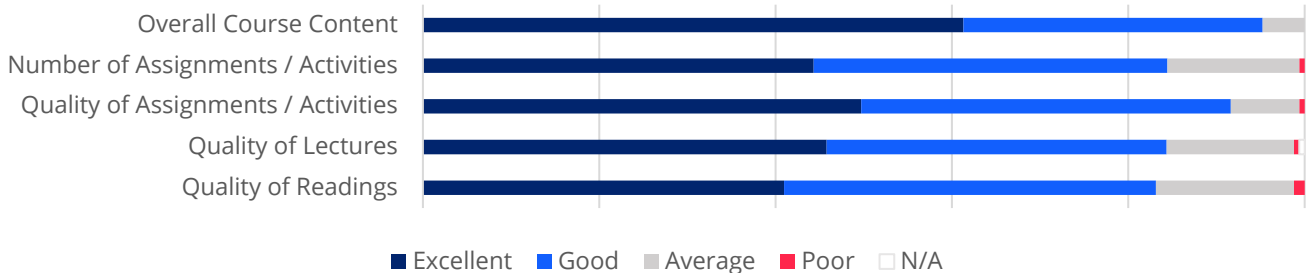
Applied Economics and Finance

Course Aspect	Excellent		Good		Average		Poor		N/A	
Overall Course Content	85	51%	69	41%	12	7%	1	1%	0	0%
Number of Assignments / Activities	54	32%	73	44%	35	21%	4	2%	1	1%
Quality of Assignments / Activities	73	43%	75	45%	19	11%	1	1%	0	0%
Quality of Lectures	72	43%	68	41%	23	14%	3	2%	1	1%
Qualities of Readings	60	36%	69	41%	36	22%	2	1%	0	0%



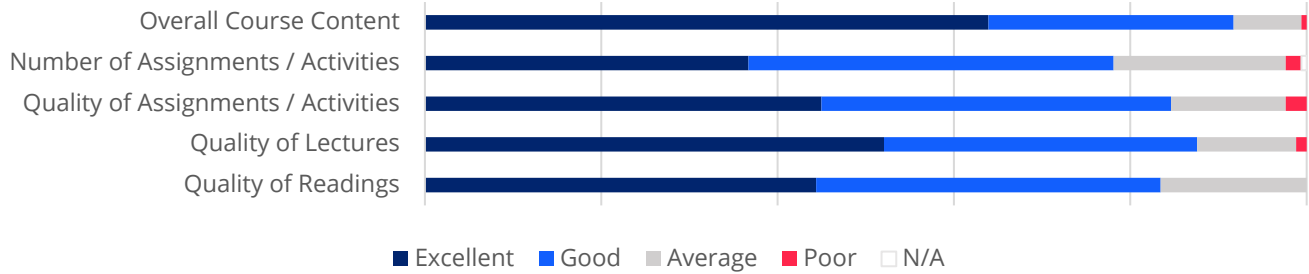
Applying to College

Course Aspect	Excellent		Good		Average		Poor		N/A	
Overall Course Content	103	61%	57	34%	8	5%	0	0%	0	0%
Number of Assignments / Activities	74	44%	67	40%	25	15%	1	1%	0	0%
Quality of Assignments / Activities	83	50%	70	42%	13	8%	1	1%	0	0%
Quality of Lectures	76	46%	64	39%	24	14%	1	1%	1	1%
Qualities of Readings	68	41%	70	42%	26	16%	2	1%	0	0%



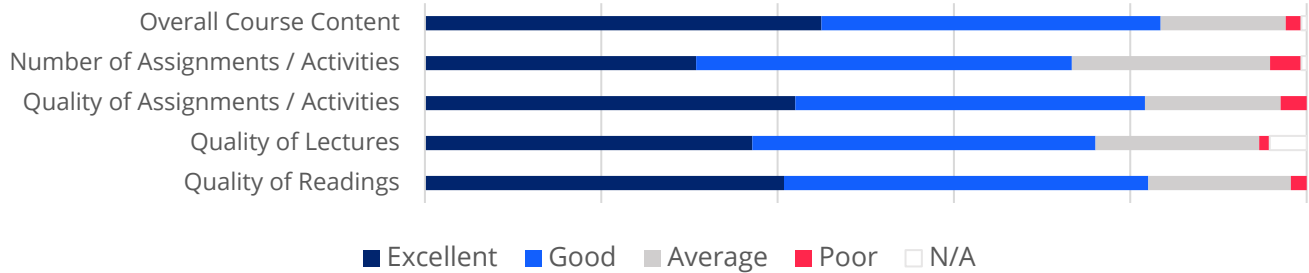
Career Pathways

Course Aspect	Excellent		Good		Average		Poor		N/A	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Overall Course Content	108	64%	47	28%	13	8%	1	1%	0	0%
Number of Assignments / Activities	62	37%	70	41%	33	20%	3	2%	1	1%
Quality of Assignments / Activities	76	45%	67	40%	22	13%	4	2%	0	0%
Quality of Lectures	88	52%	60	36%	19	11%	2	1%	0	0%
Qualities of Readings	75	44%	66	39%	28	17%	0	0%	0	0%



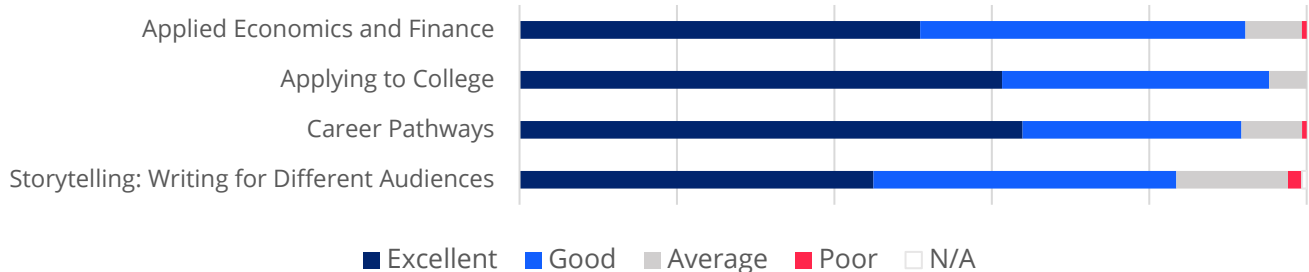
Storytelling: Writing for Different Audiences

Course Aspect	Excellent		Good		Average		Poor		N/A	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Overall Course Content	76	45%	65	38%	24	14%	3	2%	1	1%
Number of Assignments / Activities	52	31%	72	43%	38	22%	6	4%	1	1%
Quality of Assignments / Activities	71	42%	67	40%	26	15%	5	3%	0	0%
Quality of Lectures	62	37%	65	39%	31	19%	2	1%	7	4%
Qualities of Readings	68	40%	69	41%	27	16%	3	2%	2	1%



Course Comparison – Overall Course Content

Course	Excellent		Good		Average		Poor		N/A	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Applied Economics and Finance	85	51%	69	41%	12	7%	1	1%	0	0%
Applying to College	103	61%	57	34%	8	5%	0	0%	0	0%
Career Pathways	108	64%	47	28%	13	8%	1	1%	0	0%
Storytelling: Writing for Different Audiences	76	45%	65	38%	24	14%	3	2%	1	1%

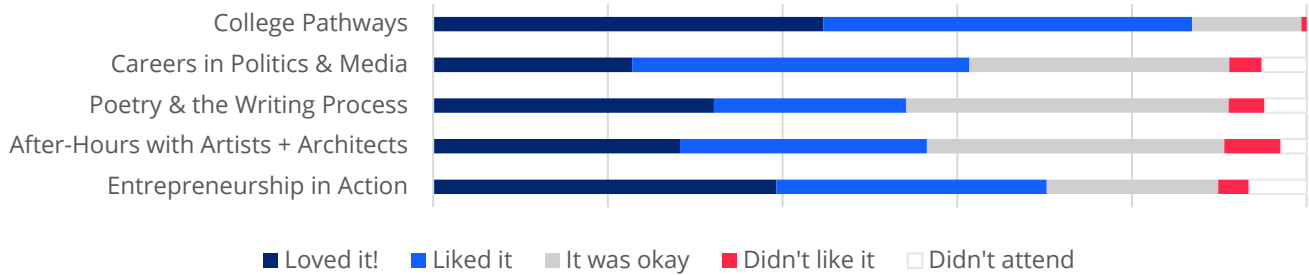


PennRSSA Live! Panel Experience

What did you think of the PennRSSA Live! panel sessions?

Panel Title	<i>Loved it!</i>		<i>Liked it</i>		<i>It was okay</i>		<i>Didn't like it</i>		<i>Didn't attend</i>	
College Pathways	75	45%	71	42%	21	13%	1	1%	0	0%
Careers in Politics & Media	36	21%	61	36%	47	28%	6	4%	18	11%
Poetry & the Writing Process	54	32%	37	22%	62	37%	7	4%	8	5%
After-Hours with Artists + Architects	39	23%	39	23%	47	28%	9	5%	34	20%*
Entrepreneurship in Action	66	39%	52	31%	33	20%	6	4%	11	7%

*This panel session was conducted after program hours, and was optional to attend.



Open-Ended Questions

Questions:

- *What assignments stood out to you as the most helpful or meaningful?*
- *What assignments could you have done without or were not helpful?*
- *What other recommendations do you have about the next versions of this program?*
- *Please share any other feedback or thoughts about the PennRSSA not captured in the previous questions.*

Key observations:

1. Overall, the feedback was **very positive**.
2. Students sought rigor and engagement, but our **program workload was too overwhelming**, particularly with assignment deadlines. This was the most echoed sentiment across all feedback.
3. The **Career Pathways** course needs to include more options—both in diversity of careers and fields represented, and in options for students to choose from each week.
4. Students are looking for **more interaction with their peers**, within and outside of their pods.
5. **Content and delivery needs to be more engaging**—less pre-recorded videos and assignments, and more live interactions.
6. Students should be **assigned to pods based on career/subject interest**.
7. **Graduate Assistants need more training** on the course curriculum and assignments to better support students through the program.

8. One of the most popular program outcomes seemed to be completing and receiving feedback on the **college essay**.
9. Content with **“real world” application**, whether related to college preparation, career exposure, or life skills such as budgeting—held higher importance with students.
10. There are clear disparities in students’ academic performance level and quality of the education they receive at their home institution, so addressing feedback from students looking for more intellectual rigor would be at odds with their peers who reported the opposite. **There will never be a one-size-fits-all solution** to the feedback from participants, and perhaps the more important thing is that the program is accessible to as many students as possible.

What assignments stood out to you as the most helpful or meaningful?

Responses are grouped into the following categories based on aspects of the program mentioned in the response.

General feedback

“I liked how in-depth the assignments and material were, since that gave us a better understanding in the topics, not just basic knowledge.”

“I just like the fact that it was something I could do over the summer instead of doing nothing during this pandemic. **This program kept me sane while at home.**”

“The pod sessions and talking with my GA was helpful for more than just getting help with the assignments specifically. I also really liked that **I could take each test or quiz over and over.**”

“I liked how detailed and informative the readings and activities were. I really enjoyed the skills and interests surveys that were in the "Career Pathways" course. In addition to that, I liked the creative writing exercises that were in the "Storytelling" course.”

“Good to have the experience.”

“The work **didn’t feel like busy work, it was relevant.**”

“I liked how everyone always tried to keep a positive mentality during the pandemic and trying to kick start everything. This program opened my eyes up to a lot of things about college, but it could have teachers to help with the other course besides career pathways. the GA's did help but they didn't really know how to do it as well as someone who actually taught the courses.”

“I loved learning new things I did not know before and expanding my mind to new ideas (career pathways especially).”

“I learned that I can capable of achieving my goals even though I don’t have faith in myself”

“Definitely the discussion panels.”

“I liked the live sessions most across the courses, **assignments where I interacted with my peers** stood out and helped deepen my understanding.”

“Being able to get a more in-depth look on what it's like to have some careers that I'm interested in as well as learning how to apply and write for college.”

"Across the courses, I like writing our college essays the best. If it wasn't for this program, I wouldn't have even started the thinking process, let alone completing it. I also received helpful feedback from my GA and pod member."

"What I liked most about my courses is that **they were very educational and broadened my outlook on college, career readiness, and life overall.**"

"Across all courses, I liked the **variety of knowledge** provided."

"**I enjoyed connecting with people.** I feel like I'm more ready for collage [sic] since I got a lot of motivation to complete research and my collage [sic] essay. I liked **talking with my pod and enjoyed getting feedback on my work.**"

"what i liked most of the assignments were **how much information was learned through the assignments.**"

"It was **very interactive and rigorous. It kept me academically involved.**"

"I liked most across the courses was the different **variety of choices** we have and how it helped us get a start to our college applications **and so much more.**"

"I enjoyed the **pod discussions** the most."

"i like **talking to someone that actually have real life experience** and seeing what is requires for it"

"I liked the way we were able to **interact with the work** that we did."

"I liked the assignments and readings, especially because **now I can go back and read all the information** given to me."

"I really liked getting to **learn about different careers and experiences.** I believe the Career Pathways course was very helpful in offering me more options for a potential career. I loved the social policy unit in particular. I also really liked the assignments in the Applying to College course that helped me to prepare a resume and do more college searching. **Penn RSSA helped me solidify a potential college essay and create a LinkedIn account, which I greatly appreciated.**"

"I liked how I received a lot of information throughout the courses. The **assignments that had a video were most helpful.**"

"The **applying to college course was helpful,** as was the part of the storytelling course that made me write a **draft for my college essay.** I also liked the **design module** of the career pathways course."

"I enjoyed the **quality of each of the lessons.** They were **very beneficial and interesting** in my opinion"

"I like the **diversity that the program offered**"

"What I liked the most was that people gave **real content.** They showed and explained what really goes on in the world today."

"I loved the career pathways and applying to college courses because they give a better and **in-depth explanations on career paths we would like to take** and **how the college process works for first year students.** I also like the applied economics course because they were able to teach us **how to budget.**"

"I liked how there was **consistency** in the assignments."

"The **readings**"

"I like how many them were **relevant in today's time** we students are living in."

"I liked the fact that **every course I took for the four weeks was very useful to my learning**. Also the fact that **the work was not boring, it was very interesting.**"

"I **really liked the guests Penn brought in**. They all had a **real passion for what they do** and they **answered all questions.**"

"I liked how **all of the courses prepared me for college and life after college**. The assignment that was the most helpful was writing my college essay and receiving feedback on it from my GA. I find that **I felt a lot better about the college application process** after I finished my essay and reviewed it with my GA."

"**Assignments that allowed for the most creativity** such as the Bioinspiration activities and assignments that required us to complete **real-world tasks** like making a LinkedIn profile"

"The courses **consisted of a variety of assignments that made me think differently each time.**"

"I really **enjoyed the exposure that this had on my life** I feel like **I left with some valuable information.**"

"What I liked most was **the closeness we got to experience with actual experts in your potential field**. Some assignments that stood out most were the zebrafish activity and writing your own college essay."

"What I liked the most across my courses is the **live panels in which I got to hear different perspectives and experiences from different panelists**. The assignments that are the most helpful would be the college essay feedback."

"Weird but **I liked the quizzes** cause it refreshed my brain."

"The **experience**"

Applied Economics & Finance

"I loved the career pathways and the applied economics and finance course assignments. I particularly liked the small quick quizzes because they helped me reviews and retain information at the end of a lesson."

"In the finance and economics I felt the most meaningful and important assignment was analyzing a family's budget because it **gave us an example of what we would deal with in our own futures.**"

"I really liked the Applied Economics and Finance course because **it taught me real world knowledge** such as resume building, investing, taxes, and budgeting, **information you don't get at school.**"

"I loved the applied economics course because **there were outlines that you could print out and use to follow along** for each lecture."

"I really loved the Applied Finances and Economics course the most. I felt as though **I learned the most information from the course with the practices and lectures.**"

"Definitely the budgeting assignment from the finance course, I never knew how budgeting worked until the assignment gave me the basics of how to make my own budget. **Because of it, I'm finally budgeting myself and even teaching my siblings.**"

"I highly enjoyed the apply to college course and applied economics and finances. The applied economics course **was very interesting and provided helpful knowledge.**"

"The **assignment on making a budget was very helpful** and I downloaded the app Mint to help me keep to that budget."

"The financial courses that **really put into perspective** what other money related stuff I would have to consider."

"I liked the economics course the best and **learning how to budget, which is something that not enough resources teach**. I can't think of any assignments in particular, most of those were generally decent."

"The assignments I liked the most was Econ and finance because **I thought these were useful skills to learn that I have never learned or could never learn in a classroom I've taken or planned on taking.**"

"I thought that the economic assignments were the most meaningful as it allowed us to understand exactly how much college costs."

"Applied economics and finance is the most helpful course in the entire program, although a bit lacking in more advanced topics."

"The Finance and Economics course was the most helpful. **Everyone should know those basic things about money, it's just a necessary skill that we all need.** It is good we started now in understanding it before we are truly clueless later on in life."

"Across my courses, I enjoyed the recordings and readings about finance, taxes, and budgeting because I doubt I would have ever learned that from school. **That information will be used for as long as I live, and I am very glad I got the opportunity to learn that.**"

"I liked the Applied Economics and Finance Course the most as that was the course that **appealed most to me and really caught my attention.**"

"I really enjoyed learning about economics and finance, **it was very new to me but it was a good experience because it was relevant as well as important.**"

"I also like the applied economics course because they were able to teach us **how to budget.**"

"I liked how there was consistency in the assignments. All of the assignments for Applied Finance and Economics was **useful because students are not taught about economics unless they sign up for a class at their school** (and most schools don't have classes for that topic)."

"I enjoyed the finance course **because I need to learn how to manage my money**"

"I liked applied finance and econ **because I loved the way the professor explained the lessons in the lectures.** It was **easy to understand the material and the work was very straight forward.**"

Applying to College

"Applying to college, I felt there was a lot of information I knew but there was a lot I learned. **The most meaningful assignments were the discussion boards, also the lectures helped a ton!**"

"The assignments in Applying to College and Storytelling were the most helpful."

"The courses that I enjoyed the most was the college list tracker and the college essay. **Getting feedback from my GA about my college essay, really helped the process and now I am very confident in my essay.**"

"I liked that **we were able to start the college writing process and get active feedback.**"

"The assignment that stood out to be most meaningful were the ones related to **making college lists.**"

"I thought the assignments that helped me the most was **actually getting started on my college search by forming a list and looking into depth** about which I actually might be considering to go to."

"Across the courses, I like writing our college essays the best. **If it wasn't for this program, I wouldn't have even started the thinking process, let alone completing it.** I also received helpful feedback from my GA and pod member."

"I liked the information that talked talk about colleges it motivated me and **gave me motivation to search for colleges.**"

"the college preparations were good."

"the applying to college course was **very meaningful and useful** because it allowed me to be **organize and Better prepare** my for the college process"

"The **5 I's assignment** combined with the first draft of the college essay was really helpful for me in thinking about topics for my essay. I didn't know that the 5 I's were tied to the essay, which I think actually **helped me think more freely**. Otherwise i might have thought only about the parts of myself I thought the college admissions counselor would want to hear."

"The college preparedness course **helped me feel more confident going into college and in preparing throughout my college course**, especially by writing different documents. Talking to different college leaders also **boost my confidence to feel like I'm ready to take on the next step in my educational journey.**"

"The Applying to College course was extremely helpful. **I am so grateful for that course because I now know which colleges I will be applying to and how to apply, as well as what to do if I get accepted.** The **college list on google sheets** was the most helpful to me."

"I liked the applying to college course and part of the storytelling. Having feedback on college essay was really helpful. **I also found the assignments for the applying to college course to be really helpful** in the college application process."

"I liked most across the courses was the different variety of choices we have and how it **helped us get a start to our college applications** and so much more."

"It gave me a feel for college and how intense college really is."

"I liked the making your own map assignment mainly because it's more of my interest. But if we are to talk about the most meaningful then it's be the **resume assignment and the college essay.**"

"The most helpful assignments to me were the ones in the applying to college course because it **really helped me prepare for applications more than my high school ever did**. They were very informative and I learned a lot. In the other courses, I liked the way we were able to interact with the work that we did."

"The two assignments I liked the best were creating a common app account and writing your own poem. **I thought that creating a common profile would be hard but it wasn't.**"

"I also really liked the assignments in the Applying to College course that **helped me to prepare a resume and do more college searching**. Penn RSSA helped me solidify a potential college essay and create a LinkedIn account, which I greatly appreciated."

"I really liked Applying to College because it **gave me access to a lot of resources my high school counselor hasn't talked about yet.**"

"the college assignments"

"The applying to college course was **helpful**"

"The Applying to College course was **excellent and informational.**"

"I liked the applying for college course, **I learned a lot of information that I didn't know I had to know about.** Creating my **college search list was the most helpful.**"

"I loved the career pathways and applying to college courses because they give a better and in-depth explanations on career paths we would like to take and **how the college process works for first year students.**"

"**Building my resume and writing my college essay** were two **very helpful and important** assignment[s]."

"I liked **helping my future by thinking about colleges** that I wanted to go to by listing them."

"I like the **assignments that helped us narrow down our college choices** because that will be very important during applications."

"Assignments that allowed for the most creativity such as the Bioinspiration activities and **assignments that required us to complete real-world tasks like making a LinkedIn profile**"

"I liked **getting a head start** on college application process."

"**every assignment** that had to do with the applying to college course really helped a lot"

"The assignments about **college research** and essays **helped the most.**"

"I also liked **writing my personal statement.**"

"The college preparation course"

"I liked the opportunity I had to begin my college search **considering I had no idea where to start or where I even wanted to go.**"

"I think the assignments that stood out most and that were helpful were the assignments on college and how to do stuff for college."

"One thing I liked about my courses was **how informative it was.** For example the applying to college courses. The assignment that stood out the most and that was helpful and meaningful was the **resume building** one. I think having a professional resume would be **extremely useful in the future.**"

Career Pathways

General Commentary

"What I liked the most about the courses **is the live sessions** and **getting to interact with the people teaching that course.** It helps with getting more insight in the course and asking questions. The assignments that stood out to me were in the Social Work course because of how thought-provoking the questions were."

"**I liked the live panels** where people with the profession spoke depending upon the career pathway course you decided to take the week."

"I liked the Career courses because **it gave me an insight on what career I might pursue in the near future.**"

"I loved the career pathways and the applied economics and finance course assignments. **I particularly liked the small quick quizzes because they helped me reviews and retain information** at the end of a lesson."

"I liked how detailed and informative the readings and activities were. **I really enjoyed the skills and interests (sic) surveys that were in the "Career Pathways" course.** In addition to that, I liked the creative writing exercises that were in the "Storytelling" course."

"I liked learning about the prerequisites I need for the courses and **I liked learning about the uses that these career pathways had in the real world.**"

"I really liked **exploring different careers** in the career pathways course."

"I liked the Career Pathways course the most. **It was very interesting to learn more about each career from professionals in the field.**"

"**I loved learning new things I did not know before and expanding my mind to new ideas** (career pathways especially)."

"the college essay and career pathways"

"What I liked most was that I was able to learn new and important things and this **helped give me insight on new careers that I would like to discover more about.**"

"**I liked how PennRSSA gave us a way to explore many different careers** and some of them sounded really interesting however some of them didn't appeal to me but I picked it in the beginning so I had to stick with it and all the work that came along with it."

"I liked the **variety of careers and different aspects of each field** for career pathways. Across all courses, I liked the variety of knowledge provided."

"My favorite assignments would be the career pathways as it **opened my mind again for the careers out there.**"

"I really liked getting to learn about different careers and experiences. I believe the Career Pathways course was **very helpful in offering me more options for a potential career.** I loved the social policy unit in particular."

"My favorite course was career pathway which **exposed me to variety of paths and the one I could choose**"

"What I liked most is the different career choices that we got to choose from. They **gave you a tiny peak (sic) into the world of that profession.**"

"I liked the Career pathways and felt like that stood out most because it **fed me with more information on potential career choices.**"

"I loved how we **explored different careers**"

"The assignments that stood out as the most helpful would be the college essay and the career pathways. **Before PennRSSA, I didn't really know what major I wanted to pursue. After taking the career pathways course, I now know what majors I am interested in.**"

"Career pathway[s] is what I liked most because it **helped me identify what career I'm pursuing and let me understand different fields** in that career."

"I most enjoyed hearing the career pathways **professionals talk about their jobs.**"

"I loved the career pathways and applying to college courses because they give a better and **in-depth explanations on career paths we would like to take**"

"I enjoyed the **in depth lectures** in the Career Pathways course"

"I really liked the guests Penn brought in. They all had a real passion for what they do and they answered all questions. The assignments in the career pathways were **very interesting and applied to the real world.**"

"The career pathway assignments helped because it **helps you get to know what work you would be doing.**"

"Career Pathways Assignments"

"My favorite part of Penn RSSA was career pathways for sure. **I was truly given the best opportunity to learn about different careers.**"

School-specific mentions

Penn Law

"I honestly loved the law section the most **especially about immigration law**. I also enjoyed the social work assignments, they opened my mind to a lot of ideas and concepts."

"The week 1 law assignments were really good."

Perelman School of Medicine (PSOM)

"Helped me figure out things about the medical field [sic]"

"I enjoyed the **live sessions with the medical field course**. It was very interesting and informing. The bio labs were very helpful **as I want to attend medical school in my future.**"

"The assignments of medicine are most helpful for me."

"What I liked most was the closeness we got to experience with actual experts in your potential field. Some assignments that stood out most were the **zebrafish activity** and writing your own college essay."

School of Dental Medicine

"I loved the dental course the most because of **how much information the module provided.**"

"What I liked most was the dental career. **I wanted to be an obstetrician, but now I think I want to be Dental Hygienist.**"

"I loved the Dental option for the career pathways because **I have been thinking about that career path for my future**"

School of Social Policy & Practice (SP2)

"The assignments that stood out to me were in the Social Work course because of **how thought-provoking the questions were.**"

"I really loved the social work assignments because **they helped understand a lot of things that's currently happening in the world** and I learned a lot as in I really got educated on some of the stuff that I didn't understand."

"The social work assignments stood up to me the most, because **they showed me how grateful I am to be able to have a family that has money, house and food**. SPEND virtual stimulation touched me a lot."

"I love the social work career pathway the most. I want to go into social work so **getting a first-hand glance of what I will be doing is amazing**"

"I really loved the Social Work module **because it helped me understand social work as profession which I'm now interested in**, and learn about the world and its inequities."

"Social Policy was meaningful to me because **there were several topics where I thought i knew my position but actually doing an assignment for it helped me understand it more.**"

"I really liked social work assignments. They were very interactive and **allowed me to rediscover myself as an individual**"

"I really liked getting to learn about different careers and experiences. I believe the Career Pathways course was very helpful in offering me more options for a potential career. **I loved the social policy unit in particular.**"

"I really liked the social work assignments."

"I liked the career pathways the best, specifically social work, because **it gave me more direction to what I want to do in the future**"

"I honestly loved the law section the most especially about immigration law. I also enjoyed the social work assignments, **they opened my mind to a lot of ideas and concepts.**"

Weitzman School of Design

"My most like (sic) course is Design."

"I also liked the design module of the career pathways course."

Storytelling: Writing for Different Audiences mentions

"I liked how detailed and informative the readings and activities were. I really enjoyed the skills and interests surveys that were in the "Career Pathways" course. In addition to that, **I liked the creative writing exercises that were in the "Storytelling" course.**"

"In the storytelling course I felt that learning about the MOVE bombing in West Philadelphia was important I really enjoyed it, also **developing different skills and styles was helpful!** Most importantly the college essay assignment."

"MOVE Bombing Design Lectures."

"Across the courses, I like writing our college essays the best. If it wasn't for this program, I wouldn't have even started the thinking process, let alone completing it. **I also received helpful feedback from my GA and pod member.**"

"Writing assignments stood out the most. **My GA was very helpful when it came to my writing the college essay**"

"Writing my college essay"

"My GA and the work on the college essays"

"I liked the applying to college course and part of the storytelling. **Having feedback on college essay was really helpful.**"

"I liked the making your own map assignment mainly because it's more of my interest. But if we are to talk about the most meaningful then it's be the resume assignment and the **college essay.**"

"The two assignments I liked the best were creating a common app account and writing your own poem. And then **for us to be able to write our own poems about any topic was nice.**"

"I liked being able to write my college essay and **receive good and honest feedback** that would **help me in my upcoming senior year**"

"I liked the writing assignments for storytelling. They were very interesting and **I liked the freedom we had within the course as well.** We were given an assignment but were not limited to what we could write which I appreciated."

"The applying to college course was helpful, as was the part of the storytelling course that made me write a **draft for my college essay.**"

"The assignments that stood out as the **most helpful and meaningful was the College Essay.**"

"**Writing the college essay was the most helpful** considering the proximity in time with college applications."

"The assignments that stood out as the most helpful would be the **college essay** and the career pathways."

"I liked the **college essay work and getting feedback and peer support** on the essay."

"The most meaningful assignment is writing my college essay. The feedbacks (sic) I got back from my GA were really helpful. **Seeing my essay evolve was truly something special.**"

"I like all assignments but **I like writing about the MOVE organization the most because, through the assignment, I get a better view and understanding of the black community as well as our current situation.**"

"I really like the college essay. It was **really fun** and I love how I bgg (sic) have **2 different college essays to choose from.**"

"Building my resume and **writing my college essay** were two **very helpful and important** assignment[s]."

"I enjoyed the in depth lectures in the Career Pathways course, and the college essay assignment was the most helpful because **I have a well written essay that was revised by my GA and peer.**"

"I sort of liked the Storytelling course more than the other four, it had much more easier (sic) for me to complete faster."

"I liked how all of the courses prepared me for college and life after college. The assignment that was the most helpful was **writing my college essay and receiving feedback on it from my GA.** I find that **I felt a lot better about the college application process** after I finished my essay and reviewed it with my GA."

"The assignments about college research and essays **helped the most.**"

"The most helpful was the college essay. I skipped 11th grade English for AP English Language & Composition so a handful of juniors in my school didn't write their essays. My GA gave excellent & thorough feedback in a timely manner. I believe **Makayla R** deserves recognition for her great efforts."

"The college essay"

"The most helpful assignment was the process for the college essay. **It was nice getting feedback three times from our GAs.**"

"Some assignments that stood out most were the zebrafish activity and **writing your own college essay.**"

"**The MOVE essay allowed to me learn more about the Philadelphia's history.** It allowed me to **write passionately** about a topic that is currently affecting Philadelphia."

"The assignments that are the most helpful would be the **college essay feedback.**"

"What I liked the most was the story telling assignment of the Osage Bombing. **I knew about it but actually having to write an essay about it helped a lot.** It also allowed me to remembered (sic) some things that I forgot"

"The college essay was very helpful. **It was great being able to start early and receive helpful feedback.**"

"Story telling assignments stood out the most to me. **I am a person who loves writing and I also finished my college essay through this course which amazing.**"

Graduate Assistant mentions

"My GA and the work on the college essays"

"Across the courses, I like writing our college essays the best. If it wasn't for this program, I wouldn't have even started the thinking process, let alone completing it. **I also received helpful feedback from my GA** and pod member."

"I liked how everyone always tried to keep a positive mentality during the pandemic and trying to kick start everything. This program opened my eyes up to a lot of things about college, but it could have teachers to help with the other course besides career pathways. the GA's did help but they didn't really know how to do it as well as someone who actually taught the courses."

"The pod sessions and talking with my GA was helpful for more than just getting help with the assignments specifically."

"The assignments in Applying to College and Storytelling were the most helpful. **I liked that I got feedback from my GA on my college essay."**

"The courses that I enjoyed the most was the college list tracker and the college essay. **Getting feedback from my GA about my college essay, really helped the process and now I am very confident in my essay."**

"My GA and the work on the college essays"

"Across the courses, I like writing our college essays the best. If it wasn't for this program, I wouldn't have even started the thinking process, let alone completing it. **I also received helpful feedback from my GA and pod member."**

"Writing assignments stood out the most. **My GA was very helpful when it came to my writing the college essay"**

"The most meaningful assignment is writing my college essay. The feedbacks (sic) I got back from my GA were really helpful. **Seeing my essay evolve was truly something special."**

The assignment that was the most helpful was **writing my college essay and receiving feedback on it from my GA.** I find that **I felt a lot better about the college application process** after I finished my essay and reviewed it with my GA."

"The most helpful was the college essay. I skipped 11th grade English for AP English Language & Composition so a handful of juniors in my school didn't write their essays. My GA gave excellent & thorough feedback in a timely manner. I believe **Makayla R** deserves recognition for her great efforts."

"The most helpful assignment was the process for the college essay. **It was nice getting feedback three times from our GAs."**

What assignments could you have done without or were not helpful?

Responses are grouped into the following categories based on aspects of the program mentioned in the response.

General feedback

"I would probably say **some written work (i.e. essays)** that we had to write."

"I did not like that they **weren't in person.**"

"Most work felt unnecessary"

"There's nothing that is [sic] didn't like about the program really."

"Honestly, I really hated the **discussions posts** the most."

"I least liked the long and tedious assignments that I did not see a point in. Listening to the **long prerecorded lectures were also not as interactive** and **could not grab my attention** as well."

"Some of the assignments and **the way canvas was set up**"

"Nothing really [sic]"

"None"

"Nothing really."

"None"

"I can't think of one"

"nothing really, everything is okay"

"I don't exactly hate any of them."

"N/A"

"None"

"None."

"**I enjoyed participating** in what I did."

"N/A"

"None. **I think all assignments help me in some ways.**"

"I can[']t rememeber [sic] any in particular"

"None"

"None"

"Nothing"

"There was nothing that I didn't like because **everything was useful for me.**"

"I don't have any of the courses in mind that I thought I could've done without. **They were all helpful.**"

"At a certain point of the program work seemed to pile up. Overall the workload could have been better. Also the communication between staff could have been swifter."

"I did not enjoy the discussions as much because it did not affect me as much because there was so much responses I wasn't able to read all."

"**I disliked watching all the videos and lectures on my own.** I wish they were discussed in **live calls instead.**"

"Some of the work felt like tedious fillers."

"There were **a LOT of videos.** Some of them **weren't very engaging.**"

"Having officer [sic] hours everyday **at different times**"

"I didn't like **how long some of the modules took.** I could have gone without creating my own budget but the budget game was fun."

"Some of the courses ended up **feeling like busy work.**"

"Something that I liked least was that it sucked that **we couldn't view all the schools and see what they were about.** (The ones we didn't go to the lectures). Some other things that were not so great is that **in the first two**

weeks there was a lot of work that I wasn't expecting and just to get to one assignment you have to watch so many videos and read so much stuff. The really big assignments like having to write a paper or poem anything like that **should already be open so that we know what we have ahead of us.**"

"Some of the **instructions weren't always as clear** as others"

"like the daft [sic] and like discussions"

"It was **hard doing it on zoom**"

"The **quizzes**"

"I feel like the **discussions** were not really needed."

"Some assignments were excessive"

"The **transition and frustration of zoom lagging**, other than that, it was not as bad."

"Also, when we had the **hour long break between advisory and office hour, it threw me off. I enjoyed the 45 minute block combining the two** much more."

"I didn't like **having to take quizzes**. I think that **doing an activity related to the course material would've been more helpful** than taking a quiz. My least favorite assignments were the quizzes in the engineering pathway. After watching the videos, I still found it hard to answer a lot of the questions on the quiz and I didn't retain much information."

"I feel like the **program could have been a little more organized**. There wasn't really an assignment that I didn't want to do I just think **the time to do it was the the [sic] biggest factor for it.**"

"i didn't like the **live sessions** i found them very **boring.**"

"Some of the **discussion parts**, like about the **reflection on peer review** felt useless to me, although it can be helpful reading through others advice, it became repetitive of the discussions and I didn't feel like bothering to read the other's."

"What I liked least was when **some assignments were not shown on the calendar** but were still due. I appreciated all the assignments."

"What I liked least was **the long breaks** that we took. I have work and finishing at 2 if early it's good but finishing at 1 would be better I feel like if we just went straight through the program without such long breaks it would have been entirely better. Also for the breaks that y'all allow us to get food and our breakfast together we can do that during the session a quick 5 mins of time because we aren't being talked to in the live sessions."

"**At most, I thought that Penn RSSA is mainly for college preparatory** and following that, I thought it would be a way to get mentorship and guidance for our college app."

"I **did not like watching so many videos.**"

Applied Economics and Finance

"In applied finance and economics, I felt like **some of the different assignments were repetitive**"

"The least helpful course was Applied Economics & Finance. Although it was interesting, **I thought it was not something that would help me immediately with the college application process.**"

"Some of the **readings seemed like too many on the financial literacy end** but it wasn't hard to bypass it"

"I did not like the applied finance it was **long** and droned on."

"If I'm being honest, the assignment I liked least would have to be the ones about the **stocks**. They **were really confusing** and the **material was text heavy, making it harder to digest the info.**"

"Module 1 of Applied Economics and Finance was not necessary not helpful but it was **difficult to understand** and **not super related to any of the other Modules.**"

"A lot of the economics and storytelling assignments I could have done without."

"I could have gone without creating my own budget but the budget game was fun."

"While interesting, some of the economics **videos and quizzes/readings also became very tedious.**"

"I didn't really like the finance assignments."

"Although the applied economics and finance course were helpful it **would have been nice to have live sessions** on that."

"I think that some of the economics work **was a little bit repetitive**, however I think overall was very helpful."

The least thing I liked were the **quizzes** in the Economics and Finances. The **quizzes focused more on memorization than using what I learned on real life activities** [sic]."

"I didn't like the LinkedIn profile because **my parents felt I shouldn't have started it so early**. Now I'm public & random people have been viewing my profile. She **believes it should've been something to start once I'm 18.**"

"Honestly, the applied economics and finance course just **felt like busy work.**"

"Building a **LinkedIn profile**"

"Economy one was my least favorite one"

Applying to College course

"I felt that **there were a lot of assignments for the applying to college course** and **some of the excel sheets were confusing** to work around."

"I think that the applying to college assignments were **too confusing**. I didn't really understand how to do them and I kind of gave up on doing some of them. **Especially the spreadsheet.**"

"In applying to college, I felt like the **amount of lectures** was redundant and made it seem like I was just going through the motions. However, I learned a lot."

"ALL THE ASSIGNMENTS WERE VERY HELPFUL but we were asked to do a college research **when I already had a college list**. It simply made my work easier but if I hadn't, then this assignment would have been one of those really really important assignment."

"The 4 step college search assignments were in some ways helpful, but 4 weeks is really short to do all that research and I feel like there are a lot of colleges that I didn't find but could like."

"The Applying to College videos were tedious, especially the ones where students discussed their educations (I think that **I would have enjoyed this much better if it was live and not prerecorded.**)"

"I did not enjoy the repetitiveness of the Applying to College course, especially if you are a student further along in the process. I **would have liked to advance in the application process more.**"

Career Pathways courses

General Feedback

"I personally just wished there had been **more diversity in the types of fields presented to us**. Almost all fields were based in STEM or politics/history. **I wish we had more opportunities to see art based and education based majors.**"

"career pathways"

"I wish we got to see more day to day stuff and different types of jobs or tasks in those fields. (Nursing did the best in that I feel)"

"The carrer [sic] pathways **each week was very long** and at times I feel that it was unnessisary [sic]. There **should be more session options** and a **shorter time period like 2-3 days** per carrer [sic] option."

"Across the courses, I liked Career Pathways the least. I found that it was unhelpful for me since I was not really interested in any of the careers choices given except for social work. In addition to that, I thought the Design career path was misleading; when I first saw the course, I was excited as I was assuming it was going to be fashion design. Obviously it wasn't and that disappointed me. Most the courses showcased were very medical school based. For someone who isn't interested the slightest in medicine, I found that unappealing. I found it odd that there wasn't a business career path since there was an Economics course. I also found it odd that there was only one liberal arts pathway; what about the other liberal arts careers?"

"The career pathways course provided a great insight, however I anticipated to learn more jobs within the career from the assignments. For example, for the engineering pathway, I only learned about material science but I also wanted to learn about computer science, biomedical, and other engineering."

"For me personally all of the other career pathways were kind of unhelpful. **I know for some it's helpful because they are trying to figure out what they want to do but for one who knows what they want to do having to go through all the other lectures was kind of a drag**"

"When I found out that I didn't like the career path I choose I really didn't want to do the work required for it."

"I wish I could do **less career work and have more exposure to different options** out there."

"**I was not interested in all of the Career Pathways' options**. For week four I did not want to do design or nursing so I did not really enjoy the lectures I sat through. I did not like the assignment where we had to create an invention. I also think there was too much of a gap between the Career Pathways' session's assignments. During the first week, **the medicine option had a lot more work required than the law option, which was a factor in why I chose to do the law sessions.**"

"There were **not enough careers**"

"Something that I found the least interesting were some of the career pathway assignments."

"Career pathway homeworks [sic]. It seems more like busy work than really a life and work of a career"

"Some of the career pathways assignments were **time-consuming and weren't really worth it** for me."

"I liked all the courses but I wish we had a career pathway **more related to interest (medical/health). Doctor related assignments.**"

"I can't say i really enjoyed any of these because **i wasn't interested in any of these careers.**"

Perelman School of Medicine (PSOM)

"Medical stuff"

"I loved the BioEyes experiment but **I wish that the main slides corresponded better to the student journal slides.**"

"I think the reading was what I liked least and I think the **BIOEyes assignment** was not extremely helpful because due to the circumstances we were **unable to experience the experiments ourselves.**"

"I could've done without the **bioeyes project** for the medical career pathways, I feel like I didn't really get anything from it."

"The **zebrafish assignment** in the medicine pathway was not very helpful."

"I least liked the Medicine module's **Zebrafish Lab slides**. I felt those were the most time consuming and tedious, making it feel like busy work."

"I'd have to say the two **bioeyes assignments** were draining and confusing"

"The **zebra fish assignments**"

"The **bioeyes assignments** were not much help."

School of Engineering and Applied Science (SEAS)

"The ones about engineering."

"The career pathways course provided a great insight, however I anticipated to learn more jobs within the career from the assignments. For example, for the engineering pathway, I only learned about material science **but I also wanted to learn about computer science, biomedical, and other engineering.**"

"I did not like how the Engineering section of career pathways had **a lot of assignments and they were do [sic] on Sunday**; however Social Policy had a lot of assignments yet it was due on the last day of the program. I feel like it should have been either less assignments or both of them due on the same day."

"My least favorite assignments were the quizzes in the engineering pathway. After watching the videos, I still **found it hard to answer a lot of the questions** on the quiz and I **didn't retain much information.**"

School of Nursing

"I liked nursing the least because it did not provide any assignments to tell me more about it besides the zoom sessions."

"I didn't like that nursing **wasn't so interactive as i know it can be [sic]**. **I wish it was more work and live sessions.**"

School of Social Policy & Practice (SP2)

"The social work where they had YouTube videos as assignments."

"I think some of the career pathways had too many assignments such as the social work one."

"I did not like how the Engineering section of career pathways had a lot of assignments and they were do [sic] on Sunday; however Social Policy had a lot of assignments yet it was due on the last day of the program. I feel like it should have **been either less assignments or both of them due on the same day.**"

Weitzman School of Design

"I thought the Design career path was **misleading**; when I first saw the course, I was excited as **I was assuming it was going to be fashion design**. Obviously it wasn't and that disappointed me"

"The "Design" section **was not like what I expected.**"

Storytelling: Writing for Different Audiences course

"**Writing my college essay felt a little rushed.** I [sic] never felt like the major focus of the week."

"What I least liked was the college essay. It doesn't make sense to make students write their college essay in a span of 3 days. I guess it did give me a start."

"The **amount of work** storytelling gave and the **short amount of time having to complete it** really made it difficult."

"**I wish I had more help with writing courses** as I really struggle with writing."

"the **poem assignments**"

"I also know that the writing course was mandatory and is good for us but **I dislike writing and had enough of the writing assignments at school** so the whole course was a chore for me."

"The writing assignments weren't particularly helpful and **more of just doing it to get it over with.**"

"A lot of the economics and **storytelling assignments** I could have done without."

"The storytelling course was needlessly long and tedious. There were way **too many long assignments** for my liking."

"I didn't like the Storytelling course because **there were many assignment** [sic]"

"Some other things that were not so great is that **in the first two weeks there was a lot of work that I wasn't expecting** and just to get to one assignment you have to watch so many videos and read so much stuff. The really big assignments like having to write a paper or poem anything like that **should already be open so that we know what we have ahead of us.**"

I think the storytelling **paraphrasing assignment** was the least helpful. I feel like that is such a basic skill that we developed already since a young age. I can't speak for everyone but for majority of the people it was like that. And in the MOVE essay, having to paraphrase 2 articles made the entire essay dynamic weird. In trying to get all the necessary details across our own opinions and viewpoints were harder to incorporate. Plus **it was the opposite of what we were taught in school**, to not paraphrase as much."

"I didn't really like Storytelling only **because I am not well versed with poems.**"

"I am **not much of a writer**, so I didn't really enjoy writing the poems or reading them."

"I could have done without the **assignments that related to poetry.**"

"The assignments I could have done without or were not helpful was the **2-3 page paper for the MOVE bombing.**"

"I liked the **MOVE research paper** the least."

"**I didn't really want to write a poem.**"

"The **poem assignments** were the least I liked across my courses. **I'm not the best at writing poems.**"

"I enjoyed learning about all of the content but there were a lot of assignments that didn't apply to the course. For example, **I liked learning about the MOVE organization, but writing an essay about it didn't seem to fit in with the program**, and other time consuming writing assignments that didn't have to do with college related things."

"The **paraphrasing assignments** were a waste of time in my opinion. **That is a skill instilled in us since a young age at school**, and so doing multiple assignments on it was a waste of time."

"The workload was a bit much but manageable. **Some of the storytelling was not helpful but it was fine.**"

"I didn't really like that storytelling was **a lot of assignments.**"

"Also i did not like how we had to do the writing course when it really was not in my greatest interest to do it."

Workload

"I would probably say **some written work (I.e. essays)** that we had to write."

"There was **a lot of assignments the first two weeks**. With that many assignments, **I think maybe making them all due Sunday night might make it less stressful.**"

"I feel like the **program could have been a little more organized**. There wasn't really an assignment that I didn't want to do I just think **the time to do it was the the [sic] biggest factor for it.**"

"I disliked **how much work** we had to do."

"What I liked least was that there were **a lot of assignments.**"

"The **amount of work** assigned"

"I didn't really enjoy the **amount of work that was always due on Sunday** because **I felt very stressed trying to get everything done at once.**"

"I did not like that **majority of the assignments were due on Sunday** especially since I have church that day which I am in for many hours"

"The **assignment[s] were to [sic] heavy in the beginning**"

"The least thing that I liked about the courses **was the amount if [sic] work that was assigned...** it seemed to **be a lot at points in the beginning but it slowly became better** towards the end"

"Sometimes the **assignments for certain courses were a lot to keep up with** but I was able to get it done."

"The **program was loaded with work** but the work was helpful"

"The **amount of assignments**"

"We had **a lot of assignments to complete within a week but it kept me busy** so I was okay with it."

"the **inconsistencies in number of assignments. In early weeks it was hard to do every assignment** with 100% fidelity, but the assignments were nonetheless very interesting. As for the final [sic] weeks it was the opposite, the assignments [sic] were boring but easy to focus and put time into for each one."

"I did not like the the **amount of assignments that were due at once** on some days."

"I didn't like all the assignments that had to be done on the **second week**. It was **a lot of work.**"

"One thing that was a but much for me was the workload **because each class had a lot of assignments to complete and it was overwhelming**. I was also doing SAT prep, so it was **hard to balance it all.**"

"i disliked the **workload** but still was able to work through it all."

"I didn't like the **amount of assignments at the beginning** and how it was **sometimes hard to find assignments on canvas.**"

"What I liked least is the **number of assignments** that are given in a short time frame."

"The **assignments got overwhelming**. There were so many assignments and **long videos to watch**. When I started getting behind on my work it made it so much harder to catch up at the end and I wanted to give up."

"It was **a lot of work the first two weeks**. A lot of the economics and storytelling assignments I could have done without."

"The thing I liked the least was all the readings and articles that we had to read."

"Sometimes the assignments got a little **overwhelming because of the due dates.**"

"The load of assignments."

"There was no real timeline **it seemed like everything was due at once**"

"The **amount of work** we got, some of it seemed unnecessary."

"There were **too many assignments due at the same day** that was difficult to find time to complete because we were in classes half the day."

"I disliked **the amount of assignments** that each course contained. I felt that they were very tedious, and came across as filler work."

"The **first week was a lot of work with less time to complete** for me at least but that's just my opinion."

"The **cramming** to do everything"

What other recommendations do you have about the next versions of this program?

Responses are grouped into the following categories based on aspects of the program mentioned in the response.

General feedback

"Offer more career opportunities if possible and if possible **make the program longer.**"

"I think that the courses and live sessions **should be more organized and flexible**, so as to allow students to fulfill their other responsibilities."

"**FOCUS ON ONE CONTENT AND MOVE ON TO THE NEXT**"

"One recommendation I would have is for **more communication from the Penn-RSA's core team with announcements and stuff.** Overall, I am beyond grateful for this program and everyone that coordinated it!"

"I hope the program **has more courses and a longer program.**"

"Have better **mental support**"

"The **schedule to be more consistent and less in between breaks.**"

"It has to be more streaming [sic—streamlined?] and have **more communications between leadership and the GA's**"

"Just have a **better schedule** next time"

"In the future I think the **ways we receive information could be more consistent.** I also think it would benefit the program for the GAs to know a little more about what is happening before they go into things. **Sometimes my GA was unaware of certain assignments and couldn't answer questions people in my pod posed.** I don't think this is the fault of the GA at all, though. **Maybe they can go through a little more training** of what to expect students completing in each course. Or they can be provided answer keys and sample work?"

"There is a lot of meeting[s] and live sessions to attend maybe y'all could **bring those meeting requirements down some.** Also maybe y'all could **open up the really big assignments** like having to write a paper or essay even a project."

"If possible **more options in courses for students.** Would it be in person or online? 500 students may be too much at one place if in person."

"Have styde ts [sic] that **just graduated from the school talk about how their experience was.**"

"Focus on **quality of assignments rather than quantity or length**. I enjoyed assignments that gave me **more freedom in the activity** over assignments that sort of "railroaded" me."

"find a way to **make it more interesting** for some students."

"None"

"N/A"

"nothing."

"N/A"

"none"

"I can't think of any"

"Nothing really."

"nothing comes to mind particularly."

"None"

"None"

"none, I think the program overall was great !!"

"It was AWESOME!"

"I don't have any currently."

"I don't have other recommendations. This was lovely given the circumstances."

"None"

"None."

"I don't have any."

"N/A"

"none, you're doing amazing!"

"Nothing"

"This is a great program and I'd recommend to my brother!!!"

"I think it was honestly perfect the way it was."

"N/A"

"keep the same **positivity** during the program, it really helps out a lot."

"Just to keep being as **supportive and encouraging** as they were."

Applied Economics and Finance

"Make the finance **more about high school students and college students**"

Applying to College

"**More** applying to college sessions"

"**Keep the college preparedness and the assignments** to make different needed documents."

Career Pathways

General Feedback

"**Add more diversity to the careers**, and ways for students to work together more"

"**Offer more career opportunities** if possible and if possible make the program longer."

"I really loved the career option so it **would be fun to focus more on that.**"

"Please included [sic] a **physics pathway** in the next version of the program."

"I would recommend that there be **more diversity in careers in the Career Pathways course**. I know UPenn is known for its medical programs, but I think it would be beneficial for students to be able to choose careers aside from that as well."

"force **more on the career pathways.**"

"Have **more career path opportunities** and more balance on assignments."

"**Even amount of work in each on the career pathways**. Also maybe saying an estimate of how long each week's assignments for each course will take since it got overwhelming at times."

"**More career options**"

"I would like to see **more options for career pathways** in the future."

"I want to pursue a career in pharmacy so **I'd like to have a panel with a pharmacist or have pharmaceutical-based assignments.**"

"Career pathways was a lot to me, **very overwhelming.**"

"**Less work** for career pathways"

Perelman School of Medicine (PSOM)

"Medical stuff"

"I really would love if ya'll have a course **related to hospital/doctor work.**"

School of Engineering and Applied Science (SEAS)

"I know some people that skipped some videos and readings because of how tedious it was and how much work there was to do. **2 of the engineering videos were like an hour long!** It felt like more work than I would get from my AP classes some times or felt like the same work load but less difficult material, still very hard to do when my brain was in summer vacation mode so it didn't want to work."

Storytelling: Writing for Different Audiences

"**I wish there was a way to make it so optional assignments didn't appear as missing.** I chose to write a college easy instead of a blog post and all of the blog post assignments showed up as missing in the grades section. I know this didn't affect my completion of the course, but seeing the "missing" next to the assignments still threw me off every time I looked at the grades section."

"I think **less assignments** in the storytelling course would be better."

"I think there should have been **a little more direction on the structure of a college essay and what to write about.** Also, **I usually like peer reviews, but I feel like it would be more helpful just having the GA's input** on it (which was amazing) because they know what to look for vs a peer review where we have no experience with it"

"I would like the next version of this program to **include longer office hours for the storytelling pathway** because I find that it was the course that a lot of people, including myself, needed more help with."

Delivery platforms (Canvas, Zoom, etc.)

"Canvas can be confusing to navigate because the assignments under "Assignments" and "Modules" were confusing and sometimes contradict one another. There were **multiple duplicate assignments posted** and sometimes Canvas would say that assignments were not submitted when it was submitted and vice-versa."

"Just canvas be a little more organized"

"I Would recommend A **walk-through of canvas** and maybe **putting advisory and office hours altogether** [sic]. Having to be here at 10 for advisory and then come right back at 11:30 seems unnecessary especially if you do not have any questions you are just wasting your time when you can be doing work."

"I would recommend **how to use canvas at first** and more about the stipends."

"I **wish there was a way to make it so optional assignments didn't appear as missing**. I chose to write a college essay instead of a blog post and all of the blog post assignments showed up as missing in the grades section. I know this didn't affect my completion of the course, but seeing the "missing" next to the assignments still threw me off every time I looked at the grades section."

"Just try to actually use Google Meet next time, don't just put false information in your flyers if you were all going to use zoom >:"

"In the future I think the ways we receive information could be more consistent. **With Canvas, links and assignments were all over the place and very difficult to keep track of.**"

"Teach the GAs beforehand on how to use zoom."

"I suggest **using another app or finding a more productive way to maneuver canvas**"

Pod Sessions and Group Interactivity

"Add more diversity to the careers, and ways for students to work together more"

"I think **there should be more time dedicated to getting to know everyone in the Pod Sessions.**"

"Maybe in another version of this program you could **have the GAs do short individual zoom meetings with each pod member in addition to the whole group pod meetings**. Even if it was just one meeting throughout the whole program, and possibly in the last week only, it would help with the college essays and getting feedback and asking questions in a more direct way than comments."

"It was also **nice to talk to different people in live panels and at advisory.**"

"Allow us to be more interactive with our Pod and discuss assignments together more often."

"Maybe **make it more interactive**. I feel like most of the program we were listening and completing assignments instead of interacting."

"I would recommend possibly **having less frequent office hours**, so students can have extra time to work, if needed."

"More group interactions"

"Grouping pods based on commonalities in the application process, career goal, etc"

"Have the GAs to find something that will not make office hours and morning meetings awkward (**a lack of conversation from the students and only the GA speaking**)."

"Include more ways for all participants to interact more and not just our pod mates."

"Have students from pods **be able to socialize more with students from other pods.**"

"It will be better if there were **less assignments and more activities with pods.**"

"**Assigning a little less but more interactive content** in courses that tend to be overwhelming"

Workload

"Have an **even amount of assignments**"

"Make sure the **dates line up with the schedule. Spread out the assignments** more."

"Have more career path opportunities and **more balance on assignments.**"

"Maybe **make most of those assignments not due all on Sunday**, maybe **spread out the assignments more.**"

"Other recommendations would be **not to give a huge load of assignments in first few weeks** because it really stresses the students, especially when it's during summer."

"To **lengthen assignment due dates.**"

"You'll probably get this a lot but **lighten up the work load**, I know some people that skipped some videos and readings because of how tedious it was and how much work there was to do. 2 of the engineering videos were like an hour long! It felt like more work than I would get from my AP classes some times or felt like the same work load but less difficult material, still very hard to do when my brain was in summer vacation mode so it didn't want to work."

"Lessen the **workload.**"

"Even amount of work in each on the career pathways. Also maybe **saying an estimate of how long each week's assignments for each course will take** since it got overwhelming at times."

"I recommend **spacing out due dates of work more** and **not having so much due on one day.**"

"Perhaps **having a daily assignment completion recommendation**"

"I think that there should be **more lenience with assignments** so that students don't feel overly pressured to complete everything on a certain date."

"Chill out on the **number of assignments** due in a week"

"The **amount of homework** can be lighter because some students are participating in multiple programs."

"I guess checking in on the students about the **work load** and if possible modifying it. It can get overwhelming especially since we haven't had this much work since school so it was a lot to take in."

"I wish I could do it again but be more successful in the program far as finishing all the assignments"

"It will be **more helpful if the assignments will be more sperted [sic] throw out [sic] the week** because when we have a lot of assignments to do in Sunday that put a lot of presser [sic] and work."

"It was a really fun program and it was really nice but just fix some of the **amount of work.**"

"Include more ways for all participants to interact more and not just our pod mates. And figure out a **steady work load** as it went from way too much work to barely any."

"Just **make sure the work is time manageable**"

"It will be better if there were **less assignments and more activities with pods.**"

"If you guys do this again in the fall, **it should have a lot less work**, since everyone has started school by then."

"Assigning a little less but more interactive content in courses that tend to be overwhelming"

"I think that the **work should be more spread out throughout the week** so that students don't [sic] feel overwhelmed."

"Less work in the beginning more work in the end"

WorkReady stipends

"Improve the **workready process**"

"I would recommend how to use canvas at first and **more about the stipends.**"

"Better communication about the **stipends.**"

Please share any other feedback or thoughts about the PennRSSA not captured in the previous questions.

Responses are grouped into the following categories based on aspects of the program mentioned in the response.

General feedback

"PennRSSA was a wonderful experience to be a part of but **it could be better organized/executed for next time**"

"This was the first time this program was out to seniors like me and they did an amazing job working around the pandemic. **Picked great GA's that actually cared about the students** and wanted the best for them. Gave us great information about our future and not only gave us amazing opportunities."

"The program was **good over all and very beneficial.** Thank you!!!"

"This program was **very informational.**"

"I loved the program and **if I could do it all over again, I would.**"

"It was good"

"I think PennRSSA was an **AMAZING program** and **a great opportunity.**"

"I loved it!"

"It was really **nice to get to know others** and **have supportive people** who really care about you :)"

"I thought that the pennrssa experience **was very necessary for me and very helpful.** I enjoyed it and valued all the information given out by the GA that was assigned to me."

"It was a **great opportunity** and I loved it."

"PennRSSA was a great program and I am grateful that I was given the opportunity to attend. **It really gave me an insight on the college process and experience** and I will recommend this program to everyone"

"I really enjoyed the course. **It helped me a lot.** Thank you so much for organizing it!! :)"

"This isn't feedback but I would just like to express my thanks. **I'm glad to have access to this program for free and during the pandemic.**"

"It was a **great experience.**"

"Thank you for hosting this program!"

"Everyone in the program did an amazing job. The GAs try [sic] their best to help and support the students."

"It was a **very nice experience** and **loved doing this summer program.** Thanks to everyone."

"I really enjoyed the program more than I thought I would and if there are going to be any additional programs in the future, I will absolutely sign up!"

"I think what I said earlier covers everything. **Despite any flaws I mentioned above, I greatly appreciated this program and all the wonderful things it allowed me to do.** I hope it can continue to grow, improve, and help more people. Thank you so much to everyone for creating this opportunity!!"

"It was **an enjoyable time as I learned a lot**"

"Thank you all for this wonderful opportunity! With this whole Covid-19 situation, my productive summer that I had lined up with many activities was sadly put on hold. I was really worried about wasting it doing nothing so **I'm glad I got this headstart on my future.** Now not only am I **more informed about college,** but I can educate my friends about it as well if they are having trouble!"

"This program was awesome!!"

"Overall, I really enjoyed this program and it was extremely helpful!"

"It was an overall good experience that **I believe really helped me prepare my route to college.**"

"Overall, the PennRSSA is an excellent program. Thank you for providing this program and helping us to prepare for college!"

"I would say try to be more informed because if we are both in the dark then no one is getting the answer to all the questions. Besides that I really enjoyed the program."

"PennRSSA was a really great experience for me. **I feel like I got a sense of being in a college class as well.**"

"It was good if you think about it. If it was the first time being online you can't expect a lot from it. But i want to thank e[v]eryone for taking the time out to still do this program during this time."

"Overall the program was great and **I had a great experience and learning.**"

"Some of the work didn't feel like it fit or was important"

"Overall I think it was a great program and **very helpful getting a head start on the college process!** Thank you so much to the GA's and directors"

"Overall, I think PennRSSA was a great concept and **I really like how accessible it was to Philly students.** However, **the program could probably improve on its organization and interactivity.**"

"Everything was great"

"It was an excellent experience!"

"Nothing everything is great !!!"

"Next year, **try to shift the program into August** so that the GAs can help students with their common app. Also, try to match up the field of the GAs expertise with the students' interests so that there is more engagement in the pod."

"I enjoyed every last minute of it! This was an awesome idea and **it helped me a lot figure out what I needed to about college**"

"This program gave me the opportunity to meet many people in the same age group I am right here in Philadelphia which is amazing. **Now I have friends that I would've never knew existed if I didn't join.** also like getting to know people **I was able to get prepared for college and have an idea of what I want to major in.**"

"I enjoyed the program. It helped me very much."

"It **would be great if you guys could continue the program in the fall too**. That would be a great help in our college application process!!!"

"Nothing everything was amazing"

Applied Economics and Finance

"Definitely **include more panels about entrepreneurship and managing finances**"

"Creating a LinkedIn seemed unnecessary."

Applying to College

No comments

Career Pathways

"Felt that **some of the career pathways weren't very good and didn't have a lot of work. Wanted to know more** about what we would be doing in some of the careers and didn't really get that."

"i **really enjoyed the live sessions for career pathways** because seeing how those professionals explained their careers and how to get there was very interesting."

Storytelling: Writing for Different Audiences

"The **most important part of this program for me was writing the college essay. My GA was a science major and she couldn't help us that much with the writing stuff**. I don't really know how to fix that but just wanted to let you know **I felt the feedback on my essay was kind of vague**. I loved this program and I'm so happy I did it. Thank you so much!"

"The **college essay** seemed a little rushed."

Delivery platforms (Canvas, Zoom, etc.)

"Some of the assignments posted came up under modules but not the to-do so they were late and I nearly missed them. Maybe **see if there's a way to make it clearer?**"

"T[h]e canvas setup was pretty confusing."

Graduate Assistants

"**Marriel** was a Great GA she was super nice and helped when needed"

"The most important part of this program for me was writing the college essay. My **GA was a science major and she couldn't help us that much with the writing stuff**. I don't really know how to fix that but just wanted to let you know I felt the feedback on my essay was kind of vague. I loved this program and I'm so happy I did it. Thank you so much!"

"Everyone in the program did an amazing job. **The GAs tries [sic] their best to help and support the students.**"

"For our papers the **GAS were not giving us feedback in enough time** so we had to rush to finish it and turn it in on time"

"I would love to have my same GA (**Makayla Reynolds**) from the summer, but if it is not possible that is fine with me."

"Next year, try to shift the program into August so that the GAs can help students with their common app. Also, **try to match up the field of the GAs expertise with the students[] interests** so that there is more engagement in the pod."

Pod Sessions and Group Interactivity

"I wish I had more interaction with my peers"

"Please make office hours consistent. Either have it at 10:30 or 11:30 not both."

"I think **the pod sessions were a little redundant at times.** There should be a mandatory advisory to take attendance and get the schedule however the office hours were not the most productive. They should be an optional thing to attend when you have a question. I appreciate the work of the GAs to make that time engaging but spending 30-45 minutes telling stories or playing games that early in the morning was not that fun."

Workload

"Do not pile up all the assignments on a Sunday"

"FOCUS ON ONE CONTENT AND MOVE ON TO THE NEXT. I CAN NOT LEARN EVERYTHING IF EVERYTHING IS DUE ON THE SAME DAY!!"

"The **quantity of assignments was a bit overwhelming** for each week."

"Just balance the assignment count **making it rigorous but not overwhelming students.**"

WorkReady stipends

"Signing up for Workready **was not the most straightforward process.**"

"The **process to get the stipend was very difficult** and when I reached out for help at PennRSSA and workready, the responses were unhelpful. I was unable to receive the stipend because of technical issues I was facing and I am very disappointed."

"The process for applying for a stipend is absolutely horrendous. I have still not received a sharefile for my documents after being told it would be expedited, and it is due tomorrow. It's absolutely ridiculous, I should be getting the stipend I deserve with it. **It feels thrown together,** it shouldn't feel like that."

"To get a stipend **should be easier than what it was.**"

"This was touched on earlier, but **the stipend process is awful,** I did my duty in enrolling early and have all my papers ready, however I am still yet to receive any emails from s[h]arefile after emailing and attending workready sessions."

"The process with workready **was really stressful** and still now that program has ended I am still having complications with them."



PennRSSA 2020 Program Report

Appendix F

PennRSSA Graduate Assistant Exit Survey Data & Program Feedback

Appendix Contents

- Respondent School Affiliation Breakdown
- Program Experience Data
- Pod Session Experience Data
- Academy Curriculum Experience Data
- PennRSSA Live! Panel Experience Data
- Program Feedback

PennRSSA Graduate Assistant Exit Survey Data & Program Feedback

Survey Platform:	Qualtrics
Number of respondents:	170
Dates received:	August 7-24, 2020
Total questions:	14

Respondents' School Affiliation

Respondent's School Affiliation	Count	%
Annenberg School for Communication	2	13%
Arts & Sciences	2	13%
Dental Medicine	1	7%
Engineering and Applied Science	1	7%
Graduate School of Education	2	13%
Perelman School of Medicine	2	13%
Social Policy and Practice	1	7%
Stuart Weitzman School of Design	4	27%
Total	15	100%

Program Experience

Please rate your experience as a PennRSSA Graduate Assistant.

Program Component	Excellent		Good		Average		Poor		Terrible	
Overall Program Experience	8	53%	7	47%	0	0%	0	0%	0	0%
Program Registration / Enrollment	7	47%	6	40%	1	7%	1	7%	0	0%
Communications from Program Staff	8	50%	6	38%	1	6%	0	0%	0	0%
Graduate Assistant Trainings	2	13%	8	53%	5	33%	0	0%	0	0%
Course Materials & Assignments	6	40%	8	53%	1	7%	0	0%	0	0%
Career Pathways Sessions	7	47%	7	47%	1	7%	0	0%	0	0%
PennRSSA Live! Panels	13	87%	2	13%	0	0%	0	0%	0	0%
Using Zoom	7	47%	6	40%	2	13%	0	0%	0	0%
Using Canvas	1	7%	10	67%	4	27%	0	0%	0	0%

Pod Session Experience

Tell us more about your experience in your pods with your students. How would you rate the following aspects?

Pod Session Aspect / Activity	Excellent		Good		Average		Poor		N/A	
Morning Advisory Meetings	6	40%	7	47%	0	0%	0	0%	2	13%
Course-Specific Office Hours	3	20%	8	53%	1	7%	0	0%	3	20%
Community-Building Opportunities	4	27%	5	33%	3	20%	1	7%	2	13%
Timeline for feedback on assignments and grading	0	0%	8	53%	3	20%	2	13%	2	13%
Leading discussions and helping navigate the program	3	20%	7	47%	3	20%	0	0%	2	13%
Technical support for Zoom and Canvas	2	13%	9	60%	2	13%	0	0%	2	13%
Chromebooks, attendance, mental health support, etc.	8	53%	3	20%	1	7%	0	0%	3	20%

Academy Curriculum

From your perspective, how would you rate the different aspects of each course?

Applied Economics & Finance

Course Aspect	Excellent		Good		Average		Poor		N/A	
Overall Course Content	6	43%	6	43%	1	7%	0	0%	1	7%
Number of Assignments / Activities	2	14%	11	79%	0	0%	0	0%	1	7%
Quality of Assignments / Activities	5	36%	7	50%	1	7%	0	0%	1	7%
Quality of Lectures	5	36%	6	43%	1	7%	0	0%	2	14%
Qualities of Readings	4	29%	5	36%	2	14%	0	0%	3	21%

Applying to College

Course Aspect	Excellent		Good		Average		Poor		N/A	
Overall Course Content	8	57%	4	29%	1	7%	0	0%	1	7%
Number of Assignments / Activities	6	43%	6	43%	1	7%	0	0%	1	7%
Quality of Assignments / Activities	7	50%	5	36%	1	7%	0	0%	1	7%
Quality of Lectures	7	50%	5	36%	0	0%	0	0%	2	14%
Qualities of Readings	7	50%	5	36%	0	0%	0	0%	2	14%

Career Pathways

Course Aspect	Excellent		Good		Average		Poor		N/A	
Overall Course Content	8	57%	5	36%	0	0%	0	0%	1	7%
Number of Assignments / Activities	6	43%	2	14%	4	29%	0	0%	2	14%
Quality of Assignments / Activities	8	57%	2	14%	2	14%	0	0%	2	14%
Quality of Lectures	8	57%	4	29%	0	0%	0	0%	2	14%
Qualities of Readings	6	43%	5	36%	0	0%	0	0%	3	21%

Storytelling: Writing for Different Audiences

Course Aspect	Excellent		Good		Average		Poor		N/A	
Overall Course Content	8	57%	5	36%	0	0%	0	0%	1	7%
Number of Assignments / Activities	3	21%	7	50%	3	21%	0	0%	1	7%
Quality of Assignments / Activities	8	57%	4	29%	1	7%	0	0%	1	7%
Quality of Lectures	9	64%	4	29%	0	0%	0	0%	1	7%
Qualities of Readings	9	64%	4	29%	0	0%	0	0%	1	7%

Course Comparison – Overall Course Content

Course	Excellent		Good		Average		Poor		N/A	
Applied Economics and Finance	6	43%	6	43%	1	7%	0	0%	1	7%
Applying to College	8	57%	4	29%	1	7%	0	0%	1	7%
Career Pathways	8	57%	5	36%	0	0%	0	0%	1	7%
Storytelling: Writing for Different Audiences	8	57%	5	36%	0	0%	0	0%	1	7%

PennRSSA Live! Panel Experience

Please rate the PennRSSA Live! panel sessions.

Panel Title	Loved it!		Liked it		It was okay		Didn't like it		Didn't attend	
College Pathways	8	57%	6	43%	0	0%	0	0%	0	0%
Careers in Politics & Media	9	64%	4	29%	1	7%	0	0%	0	0%
Poetry & the Writing Process	10	71%	3	21%	1	7%	0	0%	0	0%
After-Hours with Artists + Architects	4	29%	4	29%	1	7%	0	0%	5	36%*
Entrepreneurship in Action	7	50%	4	29%	0	0%	0	0%	3	21%

*This panel session was conducted after program hours, and was optional to attend.

Open-Ended Questions

Questions:

- Thinking specifically about your pod sessions, what strategies did you employ to foster community and collegiality?
- Based on your conversations with your students about the courses overall, which assignments stood out as the most helpful or meaningful?
- Based on your conversations with your students about the courses overall, which assignments were the least helpful or meaningful?
- What recommendations do you have about upcoming versions of this program?
- Please share any other feedback or thoughts about the PennRSSA not captured in the previous questions.

Key observations:

1. Graduate Assistants **valued their experience** in PennRSSA and **connecting with students**.
2. Most GAs used office hours to connect with students either by **playing community building games, facilitating breakout rooms to spark engagement**, or other **polls**.
3. GAs echoed students in that the **writing assignments**, especially the college essay, **were most valuable**; GAs noted that students did not feel discussion posts and some of the poetry/paraphrasing assignments as useful for students.
4. GAs **desired more staff training time** to familiarize themselves with Canvas and the course content; they also desired a more honest assessment of **time commitment** for the program.
5. GAs also **supported reducing the assignment load**, especially in the first two weeks.

Thinking specifically about your pod sessions, what strategies did you employ to foster community and collegiality?

Responses are grouped into the following categories based on aspects of the program mentioned in the response.

General feedback

"Breakout rooms, poetry jam sessions, polls, ice breakers and a pod playlist."

"I tried to do **activities for students to get to know each other and me**. I also tried to do activities that would help them in the course and module for that specific week."

"Because of the Zoom format, I found I had the best participation if I created a format where each student was **expected to contribute an answer or thought on the activity**. Otherwise, students without video or who were more reserved wouldn't respond and others would dominate the conversations. I also started using the **Breakout Rooms, Polls, and other online surveying techniques to gauge input.**"

"**Polls/ Breakout** sessions; **Kahoot** Wednesdays Bi-Weekly; Advisory: Play It Out (a student picks a **song to play out** the advisory meetings); Office Hour Check-In (**open talk hours**)."

"Discussed **topics that were relevant in today's time**, took **surveys** and **polls**, left **padlet** boards open for students to express themselves openly."

"I used **breakout rooms** for brainstorming and critical thinking exercises."

"My pod enjoyed learning through playing **Kahoot** games. These games allowed them to loosen up and start to speak up. I also asked them to **share their hobbies**. For example, one of my students writes his poetry and lyrics, so I encourage him to share his works with us, and everyone was so impressed by his talent! And other students start to get comfortable with sharing their interests. **Once we found our common grounds, we began to feel more and more connected to each other.**"

"**Play games** and other activities during office hours at least once a week. i think it helped everyone get more comfortable and have fun, so they become more engaged in the pod."

"I regularly **used discussions, icebreakers and group activities**. My students also volunteered to **peer review** some of their assignments, and by the end of the program I could tell that they had been able to create friendships among themselves, both via the pod activities and via other extra-PennRSSA means such as social media."

'I used the **Sanctuary Model** to conduct our daily check-ins.

<http://sanctuaryweb.com/TheSanctuaryModel/THESANCTUARYMODELFOURPILLARS/Pillar4SharedPractice/TheSanctuaryToolkit/CommunityMeeting.aspx>; Who are you?, What are you feeling today?, What is your goal for today?, Who can you ask for help?; <http://feelingswheel.com/> I used the **feelings wheel** to encourage the use of descriptive feelings words. Every Friday, we did **show-and-tell!!** This was a really nice way to get everyone's voice into the space and to share something they are into (family pictures, volleyball, paintings, healing stones, a miniature train engine, etc etc!). It was **playful and easy going** but it also **connected to personal essay brainstorming**. We also did some mindfulness and breakout discussions to build community.'

"**Games, break-out rooms**, polls, Padlet, and activities where students were able to share things about their lives to the class."

"**Icebreakers** and **polls.**"

Based on your conversations with your students about the courses overall, which assignments stood out as the most helpful or meaningful?

General feedback

"The **writing and resume** assignments."

"The assignments of **writing a college essay and resume** and helping prepare them for college. Also the **assignments exposing them to different careers.**"

"The students **preferred the Career Pathways courses/** lectures and the Live Panels. They also rated the Pods as very helpful."

"Storytelling: **Writing essays** and getting feedback was very useful, however, they didn't completely understand the significance of writing poems or paraphrasing them. Economics: They said **understanding budgeting and money was very useful for most of them**; Career Pathways: They **needed diversity in the last design**

module, a lot of them went in thinking there would be a lecture or two about graphic designing. They also wanted to hear a little about coding and programming languages; Applying to college: LinkedIn profiles, **resumes and getting college list ready** was very helpful for most of them."

"The **critical writing assignments**, especially those where the students were guided through a writing process."

"Most of my students **liked the Career Pathways course the most**. They said this course allowed them to see what different professions are like, a few of my students even got connected with the speakers and sat up an individual meeting with them to further talk about those specific job fields."

"They also think that "**writing the college essay**" is the most helpful assignment. All of them expressed their worries about choosing a good topic for their college essay. But by doing different assignments and receiving peer and GA feedback, they start to see who they truly are (the 5Is) and grew more and more confident about their college essays. At the end of the program, they were all content with their essays and were so happy that they have this big part of their college application done."

"I asked my students which one they liked the best, most of them **chose the career pathways course** because it was very helpful for them and it allowed them to reflect on what they want to do."

"Working on **their college application essay**."

"The **MOVE assignment was very impactful**. Most of my students were unaware of the bombing. Some students got tripped up on MOVE as a terrorist group (I think this word was used in the radio interview) and we needed to slow down and parse this out. The extra time we gave to this topic and the break out discussions were very helpful in bringing clarity."

"The **college essay was both the most helpful or meaningful**. I think the activities where students worked through the steps to apply to college were also very helpful. The **MOVE bombing unit was great** because it exposed students to an urgent event in Philly/national history. They had a lot to say about it."

"When the **pod gave shoutouts** to each other."

Based on your conversations with your students about the courses overall, which assignments were the least helpful or meaningful?

General feedback

"The **Bio eyes** modules."

"Some of the storytelling assignments where they were **asked to paraphrase different things**."

"The students **expected more finance and economics** from the Wharton course. The integration of the Resume took some time away from that. They rated it very highly as what they were most excited for in the beginning, but in the end they **rated it the lowest quality class and stated that it did not help them in the ways they expected**."

"The **assignments that were mostly discussions**. I found that the assignments that I could guide and comment in produced better results. Discussions were great for interactions with other students however."

"Storytelling: Some of them **did not enjoy the poem writing**. The first week[']s assignments also **overwhelmed them in terms of quantity**. Career pathways: The **school of medicine module** was confusing for most of them. As a researcher, I think that module could have been better."

"Most of them found assignments related to **poetry writing the least helpful**."

"When I asked my students no one answered the storytelling course.. I think a lot of them **just don't like writing** even though I think it's one of the most useful skill they can improve."

"My students didn't show particular enthusiasm in their **discussion posts.**"

"**N/A**, there was no assignment that was discussed as least helpful."

"My students did not express which assignments were the least helpful/meaningful, but **they did take issue with the workload.** Perhaps it would help to cut back on some of the more minor tasks like discussion groups or writing activities where students did not have to engage deeply in material."

What recommendations do you have about upcoming versions of this program?

Responses are grouped into the following categories based on aspects of the program mentioned in the response.

Course Organization and Content

"The **grading process /due dates** and turnaround process could use some improvement."

"For upcoming versions, I would definitely **recommend comparable numbers and types of assignments for the different Career Pathways choices.** The number and type of assignments unfortunately dictated how my students chose more than it should have. I would also **recommend less assignments, but in ways that allow higher quality of completion and learning.** Anything that comes with a takeaway document is very helpful (resume, college essay, FinAid forms, etc.). The Career Pathways could be the same assignment, just geared towards their chosen path. (write a reflection, research the field, etc.)"

"I would highly encourage the team to **further develop Career Pathways course** by organizing more live sessions with professionals. Because a lot of the students do not really know what career options they have before they attended these live sessions. I think that by directly interact with people from different career backgrounds, the students were inspired and began to realize that there are many career options for them to try in the future."

"I would increase the space devoted to exploring and discussing **alternatives to college** in the "Applying to College" course or elsewhere during PennRSSA. I personally found that the "Applying to College" materials do not quite capture the current post-COVID world and the crucial role that essential workers (many of whom do not hold a college degree) play in our society. The goal should not be to tell students to go to college so that they can avoid being exploited or underpaid as essential workers. Rather, society as a whole should ensure that essential workers are respected and treated with dignity, and **teach students that there is nothing wrong or undignified about not choosing to pursue a college degree.** In this sense, I think PennRSSA could and should do more."

"**Longer office hours.**"

"I also think for the upcoming versions, the **assignment load could be lighten a bit**, it was a lot of grading for the first two weeks. Lastly another suggestion would be to **start the college essay/blog post assignments earlier** in the program, so then we can have more time to work more on their writing."

"I think there could **be more emphasis on wellness and mental health.** Maybe there could be a therapist on the team who is available during program hours who can speak with students and can present on wellness as a student in general."

Staffing / Training

"I know that there was **a lot of confusion in the beginning regarding handling of GAs.** I think for both the core team as well as GAs that there should be a **larger team that communicates together regularly.** There was a lot of work and stress put on the core team. So, I think it would **help everyone if more people were involved** to help alleviate that stress and sometimes miscommunication between GAs and the core team."

"**More time for staff training.** I just couldn't digest everything in the two weeks before the first day with students."

"I also think that we need a **more flexible GA check-in meeting schedule**, or **have someone take note on important information** discussed during the meeting. Because I have time conflicts with some days of the meeting, and I could have missed some information."

"I think we could have **gotten more training as GAs** coming in with regard to the coursework and Canvas. But I also think it was fine since we all figured it out after a few days."

"I think it should be **mandatory for students to have video on**. For the students who are not comfortable showing their homes, they could use a virtual background. If absolutely necessary, they could excuse themselves from turning on their camera by writing privately to the GA. For me, the teaching experience was significantly compromised because I couldn't see my students, gauge their interest, remember their faces, etc. I think it was also a big loss for the students, who lost out on a feature that would have made the pod more intimate, human, and connected in circumstances that are already less than ideal. I think it would have helped early on to create a thread/database of activities for GAs to draw on. There were **too many GA check-in meetings** and it was overwhelming to have to attend so many, especially in the first week. The **meetings could have been more efficiently conducted**, as some of them did not benefit from the attendance of GAs. It was also easy to miss or misinterpret directions that were stated only in meetings and nowhere else, especially as these directions were often detailed and referred to very specific aspects of Canvas, the curriculum, etc. Overall, I think it would have **helped to create an agenda after each meeting with bullet points on the main take-aways**."

"I would make sure that international GAs who did not attend college in the US are equipped with all the necessary information to correctly advise participants in PennRSSA."

Time Commitment

"Since this was the first run, a **lot of things changed on the go**. That was tough to keep up with. Also, while I did not mind it much, I **had not anticipated the time commitment** and the amount of work a PennRSSA GA would have to undertake. I think the extent of our **responsibilities could have been communicated better** before the program started. Some of the GA meet up sessions were inconclusive because the focus was not on important topics, so maybe they could be organized better in the future. However, I think we were all marvelous for a first attempt."

"I would make sure to either **reduce the workload for GAs** or **clearly state in the application materials that the position requires to GAs a commitment that well exceeds 20-25 hours/week** (and, in that case, compensation should be increased accordingly). Personally, I never worked less than 35-40 hours/week. Also, I would **increase the time allowed to GAs to post their grades** at the end of the program. The final rush at the end of Week 4 was especially stressful."

Please share any other feedback or thoughts about the PennRSSA not captured in the previous questions.

General feedback

"I think it would have been **helpful to inform the GAs of some things they can do during office hours** because students don't ask a lot of questions so it is really important to have a plan/activities to do during that time."

"I really **appreciated the program, and the freedom to design our Pod sessions** to match our students. I focused those activities based on what I was seeing in their assignments, which is why they rated them so highly at the end. As the program becomes more formalized it will run smoother, **but some spontaneity is always good**."

"For a **first time program this moved pretty well**. In the future hopefully **GAs can be more knowledgeable and in turn can be a better resource for their pods**. It's hard to answer questions when you don't know the answers. I believe most of those issues just came from **the misunderstanding of canvas fickleness**."

"This is a **great initiative and I hope you continue with it!** I believe as a pioneering educational institute in a culturally rich city like Philadelphia, Penn has a huge responsibility towards the community it is a part of. PennRSSA gave us an **opportunity to play our part** in this educational and social ecosystem. Cheers to Kimberly, Elaine, Augusta, and Dr. Val. I can't even begin to explain how in awe I am of all of you!"

"I **really enjoyed working for the PennRSSA** admin and students. It was a **great experience**. I only wish, I could have had **more time to build relationships with my students**. There was so much work to be completed in a short period of time, it was **hard for me to dive deep in my guidance** (especially with writing). Because there was so much programming, I felt rushed and a bit overwhelmed myself (I think my students felt the same the first two weeks)."

"Overall, I **loved my experience** with PennRSSA! This program has worked extremely well. I can tell that **all my pod students have gained so much from this program** and they all told me that they loved this program so much because they realized that they are not alone in this stressful time period(pandemic+college application). I think this virtual program is a brilliant way to get students connected with the real world and find support in their life. Meeting with my pod kids has become the **best time of my daily life**, and it's such a memorable and meaningful experience to know and help these wonderful kids! Thank you PennRSSA team!"

"Thank you core team. I got a fortune cookie this weekend that said, "Experience is what you get when you don't get what you want." It was **really an honor to be on this team** and to have this experience during this difficult time. It **gave me community, purpose, and structure**. These things are invaluable."

"**Better communication between core team and staff**. Improve communication between Dr. Val and Core team (especially during all-program Zoom events, or GA check-ins)"

"This was a **lovely experience and I thank you all for your time**, care, attention, and receptiveness to the GAs. Val and the core team really set the tone for the program and made it easy for us to give our students the space they needed in this difficult time."

"Since this was the first run, a **lot of things changed on the go**. That was tough to keep up with. Also, while I did not mind it much, I **had not anticipated the time commitment** and the amount of work a PennRSSA GA would have to undertake. I think the extent of our **responsibilities could have been communicated better** before the program started. Some of the GA meet up sessions were inconclusive because the focus was not on important topics, so maybe they could be organized better in the future. However, I think we were all marvelous for a first attempt."



PennRSSA 2020 Program Report Appendix G

Final Draft (in press) of PennRSSA article for
Perspectives on Urban Education

Appendix Note

This article is in press for a special Back-to-School Pandemic issue of *Perspectives on Urban Education* (<https://urbanedjournal.gse.upenn.edu/>), edited by Dr. Sharon Ravitch for Fall 2020.

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For questions or correspondence about this article, contact Elaine Leigh at eleigh@upenn.edu.

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Mitigating Summer Learning Loss in Philadelphia during COVID-19:

Humble Attempts from the Field

Elaine W. Leigh, Ph.D. Candidate, Higher Education, University of Pennsylvania¹

Augusta Atinuke Irele, Ph.D. Candidate, Africana Studies, Comparative Literature, and Literary Theory, University of Pennsylvania

Kimberly A. Bowers, Chief of Staff to the Vice Provost of Student Engagement, University of Pennsylvania

In these times of crisis and uncertainty, educators feel powerfully compelled to respond to this moment in ways that support and uplift our students – to nurture, protect, and help them maintain hope in what is likely to be the biggest disruption in education for an entire generation of students. We endeavor to do this as we try to care for ourselves and our own loved ones and survive through the sheer uncertainty of this time in the world.

Right now, school districts, colleges, and universities are faced with no-win decisions about reopening this fall and keeping students and staff safe. To inform educational leaders and practitioners about what can be achieved and what obstacles to expect in preparing for the upcoming school year, this article describes our approach to creating a virtual learning experience for the University of Pennsylvania's largest summer program serving Philadelphia students amidst the global pandemic, the Penn Rising Senior Summer Academy (PennRSSA). Despite our combined 30 years of experience teaching and developing programs for youth, the challenges we faced to bring high-quality, responsive programming into existence expediently during a pandemic were complex and continue to evolve as we reflect over time and look forward.

Our creation of the Penn Rising Senior Summer Academy was an exercise in many ways of putting ideology into practice, however imperfectly, in a manner resonant with what Ravitch (2020a, 2020c) has termed flux pedagogy and its correlate, flux leadership. As a framework to guide educational practitioners during this particular time of crisis, Ravitch (2020b) describes a flux pedagogical stance as a call to incorporate “relational and critical pedagogy frameworks into a transformative teaching approach in times of radical flux,” (para. 4) considering the “complex adaptive pedagogical approach that identifies and addresses lived problems as a form of radical action” (para. 6). Six key dimensions constitute a flux pedagogy approach: 1) adopting an inquiry stance, 2) embracing emergent, student-centered, and active teaching, 3) adopting

¹ Please contact Elaine Leigh at eleigh@upenn.edu for questions or correspondence about this article.

trauma-informed practices, 4) employing critical pedagogical positions to raise critical consciousness, 5) centering intersectional racial literacy, and 6) cultivating brave spaces that invite deeper engagement and criticality (Ravitch, 2020a, 2020b). Drawing on elements of this framework, we elaborate on lessons we learned from designing and implementing the Penn Rising Senior Summer Academy in the hopes that this may be of use for other educators as they construct youth programming within and for these uncertain times.

Design with purpose, humility, curiosity, and flexibility

In accordance with Ravitch’s (2020a, 2020b) push to embrace emergent, student-centered practices and an inquiry stance as well as her recommendation that programs be reoriented for the complexity of this current moment, we recommend that partners in this work mold new initiatives and improve upon existing programs with an urgency and accountability that does not strive for perfection, but rather embraces constant evolution and renewal.

As the main architect of the Program, guided by pedagogical instincts developed from over ten years of creating curriculum for young adults in Philadelphia while keeping an eye on feasibility, Elaine designed programming with three critical questions in mind:

- How do you create a robust summer program virtually that can meet the needs of students across the spectrum of learning, preparation, and diverse identity backgrounds?
- How do you develop content that will allow students both the flexibility to be completely self-guided but also nurture interaction, dialogue, and community?
- How do you administer and provide high-quality programming that recognizes the undue stress and concern students and staff are feeling on a daily basis in a pandemic?

The stakes felt extraordinarily high – not only to create something within days that would leverage the many resources available at the University of Pennsylvania (Penn), but to do so with the kind of care necessary to ensure we could do right by students caught in truly unimaginable circumstances. After all, online course-taking is not associated with positive learning outcomes, especially for students who are less academically prepared and already at higher risk of disengaging in school (Heinrich et al., 2019). Reports about school attendance and engagement as students and staff in Philadelphia switched rapidly to online teaching and learning also painted a grim picture (Graham et al., 2020). Additionally, we were intimately aware of the equity implications of this work for a district primarily serving low-income Black and brown communities attending a wide range of selective and open admission high schools with varying levels of communication, access to networks, and other resources for students.

What came to be was a two-pronged initiative focused on the needs of Philadelphia’s over 14,000 rising seniors, representing a pragmatic vision of what we could offer with content already created or that could be easily adapted in two months’ time. First, to facilitate a sense of structure and support deeper academic engagement with students, we created an intensive “Academy” that included daily synchronous and asynchronous instruction across four academic courses available on Canvas: *Applied Economics and Finance*, *Applying to College*, *Career*

Pathways, and *Storytelling: Writing for Different Audiences*, the latter two courses having been newly designed exclusively for the Program. Second, to allow maximum flexibility for students navigating various responsibilities and/or hardships, we also developed “OpenRSSA,” which offered students one course, *How to Apply to College*, designed by Steppingstone Scholars and Penn Admissions, and also offered to Academy students. OpenRSSA students completed the material entirely asynchronously on Coursera and were invited to participate in whole-program live *Career Pathways* events, featuring leaders from various professional spheres.

With this structure in place, we acknowledged the many questions that remained. For instance, we needed to design a recruitment, hiring, and training process for up to 100 graduate and professional students from across Penn’s 12 Schools and recruit students across the city by providing incentives for their work. We also needed to develop online course content effectively and create awareness and buy-in across the University for the many faculty and staff, each with competing priorities, from whom we requested course content. Additionally, we needed to customize university platforms and technology that had never been used at this scale or for this purpose. Our small team of six, with the three authors working most exclusively on this project, found the endeavor quite taxing as we worked assiduously to implement this work in a fraught context of the pandemic and resurgent calls for national racial justice.

Keeping core questions central to our decision-making and being flexible to new opportunities helped us respond to emerging challenges and developments over the two months we spent designing the Penn Rising Senior Summer Academy. With a goal of enrolling as many rising seniors as we could in this free program (available first for School District of Philadelphia district and charter high schools and, later, Philadelphia parochial schools), we launched a widespread recruitment and communications campaign, spearheaded by Kimberly in partnership with the School District of Philadelphia. This phase included eight informational webinars, language translations of program flyers by staff in the Penn Language Center, and e-mails, robocalls, and social media messaging coordinated with School District of Philadelphia partners. We received 1,735 initial applications for the program, from which 807 students officially enrolled in the Academy (with 658 completing the entire program), and another 332 ultimately choosing to enroll in OpenRSSA.

We also orchestrated a robust hiring process that evolved in parallel to our growing student enrollment through which we selected 41 graduate and professional students within a month, and on a rolling basis thereafter to lead “pods” of 25 to 30 students throughout the Program. We engaged over 40 staff across Penn’s sprawling divisions and departments to develop and supply content and assist in creating an online experience appropriate for the Program’s scale. Through an amalgamation of efforts requiring swift tandem work from University, City, and non-profit partners, we were able to guarantee an elective credit for any participants enrolled in School District of Philadelphia high schools as well as offer 600 spots for students to earn a stipend through Philadelphia Youth Network’s WorkReady program.

In short, we were able to bring this program to life through the selfless dedication of staff and educators within and external to the University and by identifying the kinds of expertise we needed, including best practices for online teaching and learning, technology platform usage and data management, and developing relevant and appropriate curricula.

Embrace the short and long-term aspects of equity work and its crooked progress

The heightened racial and civil unrest emerging after the deaths of George Floyd, Atatiana Jefferson, Ahmaud Arbery, Breonna Taylor, Tony McDade, and far too many others, created another pressing reminder of the need for our program to be responsive to current events--and youth experiences of and feelings about these events--and reflect our goal of building a more equitable, racially just world. We made imperfect progress towards a flux pedagogical stance that emphasizes critical, racially literate, and trauma-informed approaches to teaching practices and processes (Ravitch, 2020b). Focusing on what we could address within both short- and long-term timelines helped us organize our work. We relied heavily on our team's shared expertise in critical pedagogical approaches, antiracist practices and motivations, and equity-mindedness, particularly as a diverse team of women holding multiple racial identities.

A central aspect of our approach is that it is inquiry-based. As part of our reflective practice, we continually asked ourselves critical questions including:

- Where and how does course content explicitly acknowledge racialized systems of oppression?
- How do we invite students to reflect and make sense of this current national context?
- How do we provide spaces for reflection and self-care, both for students and for staff?

Immediately prior to the Program's launch, Augusta infused the writing course content with topics corresponding to activism and local political and racial conversations. For example, to refine students' research writing and critical thinking skills, students engaged with the history of the 1985 MOVE bombing in West Philadelphia and were asked to reflect on the connection of this incident to the spring and summer 2020 swell of protests. The entire *Storytelling* course was designed to guide students in developing their voice as they composed college personal statements and engaged in reflective writing in the form of blog posts describing their experiences living and learning through the COVID-19 pandemic. A selection of these reflective pieces are included in this special issue.

While our courses were developed with first-generation and/or low-income students of color in mind, we also reviewed other course content to add readings, activities, and language sensitive to the moment. We worked closely with partners to consider different ways to make content more directly relevant to the current times. We also deliberately planned live panel sessions with community members--centering locally-based artists, politicians, media experts, and small business entrepreneurs--to mirror students' racial and ethnic backgrounds as well as their different community interests and experiences. Lastly, our cohort of graduate assistants demonstrated a collective flux pedagogical mindset by continuously advocating for their

students' needs, prioritizing flexibility with student work, and suggesting improvements to our course content and activities in real-time in ways that supported the students' growth and learning.

While the Penn Rising Senior Summer Academy was in session, we also quickly learned how to leverage resources and expertise at Penn to support our students' emerging emotional, learning, and mental health needs. We relied on already-existing structures at Penn to help navigate and address students' multifaceted needs and facilitate their access to a range of other practitioners and academics. We benefited especially from our content partner and graduate student in the School of Social Policy and Practice (SP2), Loran Grishow-Schade, for providing both a unique course centered on race and social justice as well as individualized, highly-attended "self-care" office hours for the students.

Even with a sense of success, over the long term, our programming must tackle deeper inequities in student access and be more explicit about our stances on the racial, ethical, and political dimensions of this work. For example:

- We need to increase student voice as an integrated part of program planning and preparation. In the midst of constructing the program, there was not enough time to recruit potential students who could provide feedback or help create portions of content that could have been especially meaningful to their peers.
- We especially need to address where and how we recruit participants. Despite the open access message, most of our students came from magnet schools. The paucity of students from open admission, neighborhood high schools in Philadelphia, and especially the relative underrepresentation of students residing in West Philadelphia, remained a concern through program enrollment and implementation that must be addressed.
- We need to ensure students with many different learning needs (e.g., writing and language support, emotional support, dis/ability support) and learning goals are given appropriate guidance and support. The self-paced nature of our programming particularly positioned English Language Learners at a disadvantage. While we tried to orchestrate language support groups during the program timeframe, we could have more intentionally identified and built in support at program inception.

Overall, while trying to fill a pressing need for rising seniors looking towards their post-graduation prospects amidst this chaotic time, our programming likely served more students already intending to go to college than those who may not have already considered a postsecondary degree. Our ability to improve engagement with hardest-to-reach students, and students with diverse needs, at underrepresented schools across the city will be one of the most telling aspects of whether we can more justly serve students at this critical juncture in their lives. These reflections are generative as we move forward.

Maintain hope and determine your focus, especially where you complement others' work

As we look towards implementing these lessons into fall programming, our team is also battling fatigue and burnout while trying to maintain a sense of hope and optimism. We are likely not alone in these sentiments; many other educators have been unable to recover from the spring and summer as they enter an uncertain fall semester. Several questions remain: *How do we create the structures and systems necessary for students to thrive? To learn and to grow? To reflect on where and how they can contribute to the common good during such a global crisis?*

To answer these questions, we must clarify our focus to the students of Philadelphia and determine what we can accomplish along with other education partners who are also retooling programming and creating new, virtual experiences for students. Many of our Program participants were eager to have programming continue during the school year, so we are encouraged in maintaining that commitment to support rising seniors as they navigate future post-secondary processes. Our ability to figure out the best ways to meet their impending and unfolding needs and develop programming for younger high school students and current undergraduates will rest on how well we can leverage internal and external partnerships as well as adapt the programming and content we have already created. We feel a moral obligation to surpass previous expectations for Penn's commitment to Philadelphia students and their futures.

We also know that we must learn directly from our students' simultaneous demonstrations of resilience and expressions of pain. Hundreds of our students conveyed how this summer program helped give them a sense of hope, purpose, and clarity for their futures. Still, hundreds of others signed up and never enrolled in the program, or struggled with the quantity of work amidst other obligations. As we prepare for the unprecedented school year ahead, we now know what can be constructed in a short timeframe and we also know the costs in time, energy, and other resources necessary to reimagine virtual learning in these ways. For other practitioners and community members seeking ways to support Philadelphia's youth and families during this time, we welcome your partnership as we further capitalize on Penn's resources to deepen support for and with the Philadelphia community. We know we do not have all the answers, and we are determined to stand with families, educators, mentors, and other community stakeholders in devising the best path forward--playing our part in turning crisis, loss, injustice, and despair into opportunities filled with love, compassion, hope, and action to see ourselves and our students through.

For more information about the Penn Rising Senior Summer Academy, please visit:
<https://provost.upenn.edu/pennrssa>

Elaine W. Leigh is a Ph.D. Candidate in Higher Education at University of Pennsylvania's Graduate School of Education and a Ph.D. Fellow for School District of Philadelphia Pipeline Initiatives in University of Pennsylvania's Division of Student Engagement. Her research interests include policies and practices that address inequities in postsecondary access and

completion for underrepresented students across the P-20 pipeline and the role of postsecondary education in community and economic development. She was previously a nonprofit college access program manager in Philadelphia and a middle school teacher in the School District of Philadelphia.

Augusta Atinuke Irele is a Ph.D. Candidate in Africana Studies and Comparative Literature and Literary Theory at the University of Pennsylvania. She is a scholar of African and African-American literature, focusing on articulations of diaspora and belonging in contemporary travel and migrant narratives. Augusta has been working as a higher education professional for ten years and a social justice educator for 17 years. As an independent consultant, she designs and facilitates workshops and training programs on inclusion and equitable education practices in service of college access, student support, and social justice.

Kimberly A. Bowers is an administrative professional with a background in art and several languages. She has worked at Penn since 2016, and currently serves as Chief of Staff to the Vice Provost for Student Engagement, Dr. Valarie Swain-Cade McCoullum. Prior to her Penn career, Kim worked as an international credentials evaluator and administrative assistant in small business settings.

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