Shared Success:
Leveraging Partnerships to Expand Access to Tech Careers

UNLOCKING OPPORTUNITIES AND SCALING NO-COST TECH TRAINING THROUGH THE PER SCHOLAS SATELLITE MODEL

2026 Per Scholas White Paper

PER SCHOLAS

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Through these partnerships and investments, we continue to advance a shared mission: expanding access to tech careers, strengthening local workforce ecosystems, and creating pathways to meaningful employment for historically underserved populations.

Executive Summary

National workforce development organizations face a common challenge: how to scale high-quality training efficiently, support community-based organizations, and create pathways to economic mobility in communities they do not yet serve. Per Scholas addresses this challenge through its Satellite Model, a partnership-driven approach that leverages connected classroom technology and the expertise of local organizations to expand access to tech training. Since its launch in New York City in 2021, the model has grown to eight active partnerships across five markets, with more expected to launch over the next several years, serving hundreds of learners each year. This white paper summarizes Per Scholas' experience with the Satellite Model and the lessons it offers for organizations seeking to scale workforce training in a cost-effective, partnership-based way.

Over its 30-year history, Per Scholas has developed and refined multiple strategies to expand access to high-quality tech training for underrepresented communities. **The Satellite Model** has become a key strategy for sustainable, cost-efficient growth, supporting Per Scholas' goal of tripling enrollment to 15,000 new learners annually by 2030.

The Satellite Model extends reach without building new campuses: learners at partner sites join live cohorts led remotely by Per Scholas instructors in fully equipped classrooms. Per Scholas provides all technical instruction and curriculum, while partners contribute space, recruitment pipelines, supportive services, and community trust. Indicators of the model's efficacy include:

EXPANDED ACCESS
Reaches new regions, underrepresented communities, and young adult populations.

COST EFFICIENCY
First-year cost per learner $10,000, projected to drop to $7,600.

COMPARABLE OUTCOMES
Graduation (85%) and job attainment within 12 months (80%).

CREDIBILITY AND ECOSYSTEM IMPACT
Partnerships strengthen Per Scholas' reputation and connect learners to local employer networks.

Expansion across markets has clarified the model's non-negotiables—Per Scholas-led instruction and industry-aligned curriculum, consistent standards, properly equipped classrooms, and partner leadership buy-in—while allowing flexibility in recruitment processes, supportive service configurations, and funding mix.

The Satellite Model demonstrates that disciplined, partnership-based strategies can scale high-quality workforce training effectively. By leveraging partners' trust, infrastructure, and networks, Per Scholas reaches learners facing the greatest barriers to economic mobility at a lower cost, providing a replicable blueprint for organizations seeking to expand access and deliver measurable economic mobility outcomes.

Introduction

Over its 30 years in operation, Per Scholas has tested multiple strategies to expand access to rigorous tech training that helps individuals build careers and reach the middle class. The **Satellite Model**, piloted five years ago in New York City, brings together several insights from these tests — what makes for a win-win partnership, how to assess a potential new market, which supportive services should Per Scholas "buy" rather than "build" in-house — and represents a key growth strategy for the organization. This training model allows Per Scholas to expand its footprint in select markets by establishing tech-enabled Satellite locations at partner organizations; learners enrolled at a Satellite location remotely join a parallel cohort of learners participating in training led by an instructor and support staff at the local Per Scholas campus. Per Scholas aims to engage an increasing proportion of its learners through Satellite partnerships by 2030.

Per Scholas released a 2022 report documenting early implementation of the Satellite Model in New York City, drawing on learnings from and initial outcomes of the first two Satellite offerings. Four years later, eight Satellite partnerships exist across five of Per Scholas' 25 markets, with three to five new partnerships slated to launch through the end of 2026. The report that follows highlights how early lessons have shaped the expansion of the Satellite Model and other Strategic Partnerships, as well as ways in which implementing this approach across a broad array of markets both validates essential elements of the model and better defines the scope of local adaptations.

> "The Satellite Model is fully integrated into how we operate — it's not a standalone initiative or pilot. It's how we scale our impact, with partners playing a critical role in driving that impact."
>
> — **CAITLYN BRAZILL,** Per Scholas President

Per Scholas Satellite Model

Growth of the Satellite Model figures prominently into Per Scholas' goal of tripling enrollment to 15,000 new learners annually by 2030, as it allows Per Scholas to expand its reach and access to underrepresented communities within select markets.

Depending on the market, expansion of reach includes accessing new geographies within a given region—for example, establishing a Satellite partnership in a suburban location to complement its urban or city-centered Per Scholas "parent" campus—or diversifying a market's learner population to either better reflect the composition of the region's population or to strategically engage a specific demographic, such as young adults. The Satellite Model also holds potential as a cost-effective growth strategy, relying less on expanding Per Scholas' brick-and-mortar footprint and more on identifying existing and excess capacity to engage learners within a given market.

The basic elements of the Satellite Model, outlined in the 2022 report, Partnering for Impact: The Per Scholas Satellite Model, remain largely intact:

- The partnership between Per Scholas and the Satellite organization leverages the partner's expertise, community relationships, and excess capacity.
- The approach takes advantage of advances in technology and remote learning modalities to result in a learner cohort comprised of two classrooms—one in a Per Scholas campus classroom with a live instructor, and the other at a local partner organization's location in a classroom equipped with high-definition cameras, microphones, smart boards, and large LED screens to accommodate virtual instruction.
- While the division of labor for talent recruitment and assessment, career services, employer partner development, and supportive services differs somewhat from region to region, Per Scholas staff assume responsibility for all technical skills instruction for both classrooms of learners.
- Learners enrolled at Satellite locations experience the same programming and are held to the same standards as those enrolled directly at a Per Scholas campus.
- Satellite partners commit to raising the funds necessary to sustain their contributions to the model, including staffing, physical location, and supportive services provided to learners.

As will be detailed on the following page, differences between Satellite partnerships in various markets do exist, reflecting local contextual factors.

DOMONIC WATSON, Junior Instructor, IT Support

Satellite Model Expansion

At the beginning of 2026, a total of eight Satellite partnerships operated across ten locations in five of Per Scholas' markets.

MARKET	SATELLITE PARTNER	PARTNER TYPE	LOCATIONS	DATE LAUNCHED
Greater Cincinnati	Kentucky Career Center	Public Agency (overseen by Workforce Development Board)	1	January 2025
Los Angeles		Public Agency	1	August 2025
New York City	COMMONPOINT QUEENS	Nonprofit organization	2	October 2021
New York City		Nonprofit organization	2	November 2021
New York City	CYPRESS HILLS	Nonprofit organization	1	August 2022
New York City	Goddard Riverside	Nonprofit organization	1	June 2022
Philadelphia	OIC PHILADELPHIA TRANSFORM YOUR FUTURE	Nonprofit organization	1	November 2025
Pittsburgh	South Allegheny School District	School District, Public Entity	1	July 2025
Chicago			1	Coming soon in 2026!

The Satellite markets and partnerships highlighted here were in operation as of the first quarter of 2026; additional Satellite partnerships that were in the process of launching at the time of publication are not included.

Satellite partners to date include nonprofit organizations and local public entities, each of which brings distinct assets to the partnership, including: access to new recruitment pipelines and populations underrepresented in Per Scholas' current learner profile, physical infrastructure in strategically advantageous areas within a given region, and access to new or additional funding and resources.

Through 2026, Per Scholas expects to establish three to five new Satellite partnerships in existing markets. As Satellite partnerships account for an increasing percentage of learner enrollments, Per Scholas is focused on better aligning its market expansion efforts with Satellite development. Intelligence gathering on potential partners, for example, may incorporate factors specific to the Satellite Model, such as physical infrastructure, recruitment pipelines, and access to historically underserved populations.

Per Scholas Partnership Approach

Satellite partnerships constitute just one way in which Per Scholas approaches and values the roles played by partners. As the organization continues to expand its footprint nationally, it is increasingly doing so in conjunction with established entities from the start. Tamara Johnson shared, "For the past few years, our attitude has been that we want to launch in a new market with a partner, as on-the-ground partnerships provide a better quality of delivery."

Partnerships that define Per Scholas' presence in recently launched markets vary in form and purpose, reflecting the unique environment of each locality:

EXPANDING AN ESTABLISHED ENTITY'S CAPACITY:

Per Scholas' early reconnaissance of the Indianapolis market consistently included positive references to Goodwill of Central & Southern Indiana and its innovative Excel Center high school for adults. A relationship was formed, which led to Per Scholas and Goodwill applying for funding from the Lilly Endowment Inc. Thanks to the generous support of the Lilly Endowment Inc., we now have a co-located campus on the near west side of Indianapolis. **Per Scholas Indianapolis'** Managing Director, Theron Wilson, reflected, "Per Scholas was a new kid on the block. Being able to say that we are partnering with Goodwill brings credibility."

Per Scholas leveraged its partnership with Cortex in the St. Louis market to expand its presence in Missouri to Kansas City. There, Per Scholas partners with Great Jobs KC, a large nonprofit that contracts with training entities to provide training in key sectors, including tech. Per Scholas learners co-enroll at Great Jobs and are assigned a Scholar Advocate to work through any barriers to successful engagement in their training program.

Per Scholas' newest market, the Bay Area, launched recently in partnership with JobTrain. Recognizing Per Scholas' successful track record of preparing entry-level tech talent, JobTrain's CEO proposed a partnership whereby Per Scholas serves as the organization's tech training partner. This partnership is facilitating entry into an attractive but crowded market at no cost. Per Scholas currently employs one technical instructor and has access to JobTrain's wraparound services and job placement.

Standing Up the Satellite Model — Regional Perspectives

Per Scholas' Managing Directors play a significant leading role in establishing Satellite partnerships and implementing the model. Managing Directors in the five markets with existing Satellite classrooms shared their reflections on the experience, shedding light on both commonalities and regional variations in the model, aspirations for the potential impacts of Satellite programming on the region, and lessons learned to date.

EXPANDING GEOGRAPHIC AND DEMOGRAPHIC REACH

The Satellite Model holds promise as a strategy to expand the geographic and demographic reach of Per Scholas programming. As documented in the 2022 Satellite report, Commonpoint and the Joan & Alan Bernikow Jewish Community Center (JCC) of Staten Island were selected as inaugural Satellite partners, in part, because their physical locations in Queens and Staten Island were underrepresented in Per Scholas' learner population. Offering training at Satellite partner sites in Queens and Staten Island has made **Per Scholas New York's** learner population more reflective of the geographic distribution of city residents.

Similar stories of geographic inaccessibility define Satellite strategies in other markets. In Pittsburgh, driving 15 or 20 miles from suburban locations to Per Scholas' downtown campus can take upwards of 45 minutes or an hour one way and cost $50 or more per week in parking fees. Establishing a Satellite campus in Glassport, a suburb southeast of the city, proximate to several advanced manufacturing employers, provides a much more viable option for accessing tech training.

Program inaccessibility is not limited to distance; cultural obstacles can be just as challenging. In the Greater Cincinnati region, approximately one-third of the population resides in northern Kentucky, yet historically, less than 10 percent of Per Scholas' learners have come from Kentucky ZIP Codes. Even though the Greater Cincinnati Per Scholas campus is less than two miles from the state border, Roger Burns, **Per Scholas Greater Cincinnati's** Managing Director, quipped, "It might as well be one million miles wide. The only way to attract more Kentucky residents to Per Scholas training is to be physically located there, creating opportunities for in-person learning in Kentucky."

A common observation across some, but not all, Satellite sites relates to the ability of the selected partner to attract and engage more young adults in Per Scholas training. In 2024, 37% percent of the organization's learners overall were under the age of 30, and the average age of a Per Scholas learner was 34. This trend has been relatively consistent over time. However, with Satellite partners like the South Allegheny School District (Pittsburgh) and Cypress Hills Local Development Corporation (New York City), the proportion of young adult learners is increasing, a shift that is likely to be reflected over time in Per Scholas' overall age distribution. In Pittsburgh, for example, the Satellite partnership, combined with new funding focused on young adults, should double the proportion of young adults enrolled in training over the coming years.

Satellite Partner Selection

Per Scholas approaches the identification and establishment of Satellite partnerships with a focus on creating shared value. Prospective partners are evaluated not only on their ability to meet key operational criteria — such as access to recruitment pipelines, capacity to provide supportive services, and possession of physical space suitable for a Satellite classroom — but also on the potential to amplify Per Scholas' impact within a given market. By partnering with organizations that already have deep community roots, existing infrastructure, and established connections to priority populations, Per Scholas gains access to learners who might otherwise face geographic, cultural, or economic barriers to training. Meanwhile, partners benefit from the organization's proven curriculum, technical instruction, and employer networks, which enhance their ability to serve their communities effectively. These collaborations expand access to tech careers, strengthen local workforce ecosystems, and unlock new funding and philanthropic opportunities that neither entity could easily achieve alone.

- **Per Scholas Pittsburgh's** Managing Director found a partner in the South Allegheny School District, one already engaged with local cybersecurity employers, and invested in providing cyber training and education to students. Establishing these two entities as Satellite partners made sense geographically and strategically.
- Correy Eimer, Associate Director for Workforce Development at **Per Scholas Greater Cincinnati's** partner agency, Northern Kentucky Area Development District, shared, "We know tech careers are in high demand. I knew Per Scholas had a strong reputation and was doing better than other tech training providers at transitioning graduates into good jobs."
- After engaging a broad array of leaders throughout Philadelphia's workforce ecosystem, the region's Managing Director pursued a Satellite partnership with OIC Philadelphia. The organization has taken steps in recent years to establish itself as a digital literacy hub, building out a new tech center, lending out laptops to community members, and connecting residents to employment and economic opportunities. OIC Philadelphia focuses its efforts on six ZIP Codes in North Philadelphia, and the partnership will aid **Per Scholas Philadelphia** in its efforts to increase the proportion of city residents enrolled in training.
- **Per Scholas Los Angeles'** Satellite partnership with the City of Los Angeles Economic & Workforce Development Department operated its cohorts out of the Boyle Heights Technology YouthSource Center, which houses an integrated service delivery model with multiple providers under one roof.

Satellite Partner Roles

When the Satellite Model was first conceptualized, Per Scholas established that it would always be responsible for technical skills training, making curriculum updates as necessary, and providing technical assistance to Satellite partners. It was envisioned that Satellite partners would bear primary responsibility for recruiting and assessing prospective learners and, overtime, assume greater responsibility for a variety of roles along the program continuum. In practice, Satellite partners across markets play leading roles in learner recruitment and assessment, and several of the Satellite partners provide—directly or through other partners—access to supportive services. Satellite partners vary in their capacity to provide or contribute to career development and employment-related services.

Given the nascent stage of development at most Satellite partnerships, it is most instructive to take a look at this evolution in New York City over the past few years. The JCC of Staten Island, for example, recently hired a staff member to oversee the recruitment and onboarding process for Satellite learners. **Per Scholas New York's** Satellite team plays an active, hands-on role with partner organizations, conducting regular check-ins and intervening when necessary.

COLLABORATING FOR IMPACT: LEVERAGING ROBUST SUPPORTIVE SERVICES THROUGH PARTNERSHIP

While over the years Per Scholas has expanded and refined the array of career and professional development services that it provides directly to learners, the organization has made the strategic decision to limit its investment in building the internal capacity to provide intensive case management, mental health, or other supportive services. Building strategic Satellite partnerships brings the prospect of leveraging valuable supportive services for Per Scholas learners that are not currently provided in-house.

The Satellite partnership with OIC Philadelphia offers a representative example of the value Per Scholas gains through partnership, especially as expanding reach within the market means encountering a larger share of promising learner candidates who require additional support to successfully engage in training. OIC Philadelphia provides Satellite learners with individualized case management, financial and digital literacy training, transportation vouchers, and emergency support as required — supportive services that can make or break one's experience preparing for and securing employment.

OIC PHILADELPHIA.
TRANSFORM YOUR FUTURE.

Outcomes and Early Impacts of the Satellite Model

Understanding whether and how Satellite learner profiles and their outcomes differ from those of learners enrolled in training at a Per Scholas campus is critical to assessing and, as necessary, adjusting the Satellite approach. Between late 2021 and 2024, a total of 619 New Yorkers enrolled in training at a Satellite partner location. There were no significant differences in enrollment between New York City's campuses and Satellite sites based on gender, age, caregiver status, or pre-training education level, employment status, or annual income. Satellite programs in New York City did enroll a larger proportion of U.S.-born citizens, White, and Asian learners compared to learners at New York City Per Scholas campuses. New York City Satellite and Per Scholas campus learners achieved similar outcomes, including program completion, receipt of certification, and securing employment in a job related to training.

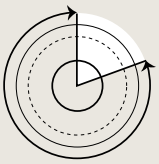
Early evidence indicates that the Satellite Model expands access to communities previously beyond Per Scholas' reach without compromising program quality or employment outcomes. Ongoing evaluation will continue to inform the model's refinement and scale.

Satellite Model's Cost Efficiency

The Satellite Model demonstrates a clear pathway to greater cost efficiency while expanding access to high-quality training. In 2024, Per Scholas' average cost per learner was $12,000. To better understand the financial impact of the Satellite approach, Per Scholas engaged BDO to analyze one year of operating data from New York City Satellite partnerships (July 2022–June 2023), excluding start-up costs. BDO's analysis found that the Satellite Model reduced initial per-learner costs by approximately 20%, from $12,000 to $10,000, driven largely by leveraging partners' existing infrastructure and resources rather than requiring significant new investment. As the model scales and enrollment increases, costs are projected to decline further to approximately $7,600 per learner—demonstrating the model's potential to expand access efficiently while maintaining quality outcomes.

THE CORE TAKEAWAYS

Satellite campuses attract similarly diverse learners and achieve comparable outcomes to campus programs, with 80% of graduates securing employment within one year and earning roles at 2.5 times their pre-training wages, at roughly three-quarters of the cost.



80%

GRADUATES SECURING EMPLOYMENT WITHIN ONE YEAR

2.5X

GRADUATES EARNING ROLES AT 2.5X THEIR PRE-TRAINING WAGES

3/4

AT ROUGHLY THREE-QUARTERS OF THE COST

Satellite Model Learnings

Standing up Satellite partnerships across multiple regions is yielding valuable lessons, strategies, and insights for Per Scholas Managing Directors, their staff, and partner entities.

HONING REGION-SPECIFIC MODEL MODIFICATIONS

When Per Scholas leadership developed the Satellite Model, it conceptualized an ideal division of labor between the organization and its Satellite partners. Rollout in New York City tested some of these assumptions; expansion into additional markets has provided further evidence and information on the Satellite Model's "non-negotiables" and flexible elements.

New York City's Satellite team and partners have had the most time to reflect on and inform the Satellite Model. Over time, experience has also informed some partners' model customizations. Commonpoint, for example, instituted a five-week tech bridge program to introduce participants to basic tech programs and concepts, as well as to identify individuals who are quick to adapt and learn.

Access to physical space that can accommodate the technological specifications for equipping a Satellite classroom turns out to be one "non-negotiable" model element. Early trial and error in New York City with partner organizations housed in city-owned buildings, for example, revealed the need to ensure the partner can access or upgrade to high-speed internet, a necessity for a Satellite classroom.

LEVERAGING NEW RESOURCES

Satellite partners selected to date not only provide Per Scholas with access to new learner populations but also present opportunities for broadening the types of funding that can support the Satellite Model. Partners in New York City and Philadelphia have helped connect Per Scholas to public funding streams, such as federal Workforce Innovation and Opportunity Act (WIOA) funding administered through local public agencies. The Satellite Model highlights that partners possess unique experience and benefits in effectively deploying relevant public funding sources.

Additional philanthropic opportunities have similarly expanded. In the Greater Cincinnati market, Northern Kentucky funders engaged only after seeing Per Scholas' on-the-ground investment, resulting in new grants and renewals. In Los Angeles, city leadership facilitated access to local foundation grants that supported program launch, while in Pittsburgh, partnerships are expected to strengthen proposals targeting young adult learners.

Satellite partnerships also allow funders to amplify their impact. In Philadelphia, Comcast's investment in OIC's tech hub benefits both OIC and Per Scholas, creating a win-win scenario for funders, organizations, and learners. By strategically integrating public and philanthropic resources, the Satellite Model maximizes local impact while scaling access to high-quality tech training.

BUILDING CREDIBILITY THROUGH PARTNERSHIP

The Satellite Model fosters trust with communities and stakeholders by partnering with organizations they know and respect. Through these collaborations, local leaders, funders, and employers gain confidence in Per Scholas' ability to deliver high-quality tech training, creating a foundation of credibility that supports long-term engagement and shared success. As a result of the new Satellite partnership in Greater Cincinnati, Managing Director Roger Burns was recently invited to join the Northern Kentucky Workforce Development Board. Los Angeles' Managing Director, Patrice Madu, reflected, "Having a partner like the City of LA helps build our credibility to the community. When they say 'Per Scholas is here, you should enroll,' that holds weight."

IDENTIFYING AND COLLABORATIVELY SOLVING FOR COMMON CHALLENGES

As much as Satellite Partnerships are tailored for each market,, some challenges prove universal regardless of location. While Satellite partners have access to or serve as critical recruitment pipelines, establishing seamless processes for assessing and enrolling learners has required continual refinement. Los Angeles launched its first Satellite cohort in late August 2025 and found that its partner required support to coordinate and direct its pipeline of learners through the Recruitment and Assessment process. The partnership with the Boyle Heights Center evolved to focus more on job attainment and less on recruitment pipelines.

Ensuring that Satellite learners feel connected to Per Scholas poses an ongoing challenge for Satellite partnerships. In New York City, JCC of Staten Island made a practice of holding a "meet and greet" with the instructor and New York City's Managing Director one week before the start of training. The JCC of Staten Island's Chief Program Officer, Amelia Winter, emphasized "The JCC of Staten Island is proud to work together with Per Scholas to bring IT training to Staten Islanders, while supporting and empowering them along their career paths. This partnership represents a meaningful, continued investment in the Staten Island community." Greater Cincinnati sought to address this issue by sending the instructor to teach the course at the Kentucky Career Center once per week.

The Road Ahead: Lessons for the Field

The Satellite Model has demonstrated strong potential to expand Per Scholas' reach while maintaining high-quality outcomes. Built on Per Scholas' established curriculum, employer relationships, and evaluation infrastructure, the model preserves centralized instructional quality while leveraging partners' local trust, facilities, and recruitment pipelines. By leveraging the expertise, infrastructure, and networks of local partners, the model enables access to learners who might otherwise face geographic, cultural, or demographic barriers to tech training.

Analysis shows that the model achieves cost efficiencies compared to direct expansion: the average cost per learner at a Satellite location is projected to decline from $10,000 to $7,600, while outcomes — completion, certification, job attainment, and even post-training wages — remain comparable to traditional campus programs.

Per Scholas plans to continue embedding the Satellite approach—and strategic partnership, in general — into its growth strategy, establishing up to five new partnerships across existing markets by the end of 2026. Multiple Managing Directors interviewed see opportunity to further expand their market footprint by establishing additional Satellite sites. Formalized guidance and shared resources for Managing Directors will reduce learning curves, support local adaptations, and codify best practices for partnership development.

Beyond Per Scholas, the Satellite Model offers actionable lessons for other workforce development organizations, community-based organizations, and agencies seeking to expand access through partnerships:

- **Start with a validated training model:** Effective partnerships rely on a mature curriculum, operational capacity, and employer credibility.
- **Define non-negotiables versus flexible elements:** Core instructional quality, consistent standards, and properly equipped learning environments are essential; recruitment strategies, support services, and local adaptations can be tailored.
- **Focus on access, not just cost:** Satellite works best when it addresses a clearly defined access constraint, such as geographic barriers, underrepresented populations, or competitive markets.
- **Select partners strategically:** Partner organizations should bring leadership buy-in, recruitment pipelines, capacity to provide supportive services, physical infrastructure, and potential for shared funding opportunities.
- **Leverage local ecosystems:** Partnerships can strengthen workforce systems, employer networks, and cross-institutional collaboration, creating value that extends beyond the training itself.

Per Scholas' experience developing and refining the Satellite Model also underscores opportunities for policy reform. Current per-learner reimbursement levels and funding restrictions associated with public funding streams like the federal Workforce Innovation and Opportunity Act (WIOA) can limit participation in intensive, sectoral training models. Changes to legislation that enable more contract-based approaches to funding in combination with increased public investments could promote more opportunities for Per Scholas, and similar organizations, to partner with WIOA-funded community-based partners would allow workforce systems to scale in-demand skills training more efficiently and equitably.

The Satellite Model illustrates that scaling high-quality workforce training through disciplined, partnership-based strategies is both feasible and impactful. Satellite learners graduate (85%) and achieve job attainment within 12 months (80%) at rates comparable to on-campus learners nationwide, while costs per learner in the first years of operation are approximately 17% lower at Satellite sites, and projected to decrease further over time. By documenting what works — and where flexibility is needed — other organizations and funders can apply these insights to broaden access to economic opportunity while preserving instructional quality and fostering community-level impact.

PITTSBURGH SATELITTE LAUNCH, Left to Right: Elaina Skiba, Borough Manager, Glassport Borough; David McDonald, Superintendent, South Allegheny School District; Todd Derby Senior Vice President, High Growth Markets, Per Scholas; Gene Walker, Managing Director, Per Scholas Pittsburgh/Glassport; Nick Pisciottano, Pennsylvania State Senator, District 45; and honored guests