

Action Item - 42

Title: Contract with Various Vendors for Vendor-Led Teacher Training (\$600,000)

Board of Education Meeting Date: 5/29/2025

Action Under Consideration:

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform a contract, subject to funding, as follows:

With:

Innovageous, LLC
After School Activities Partnerships (ASAP)
Girl Scouts of Eastern PA
Philadelphia Youth Sports Collaborative (PYSC)
Mighty Writers Philadelphia
Young Playwrights
Philadelphia Robotics Coalition (PRC)

Purpose:

Teacher training programs

Start date: 7/1/2025

End Date: 6/30/2026

Compensation not to exceed:

\$600,000

Separate Compensation by Contractor:

All entities will be paid out of the aggregate amount not to exceed \$600,000

Location:

All Schools

Renewal Option:

Number of options: 2; Duration of each option: 1 year

Maximum Compensation authorized per option period:

All vendors will be paid out of an aggregate amount not to exceed \$600,000 per option period

Description:

Why is this contract needed?

Accelerate Philly Listening and Learning Sessions revealed that students and teachers want more opportunities to participate in after school programs. In order to foster stronger, safer communities with District schools as the hub, students need opportunities to engage in learning activities beyond the regular school day. This contract provides teachers access to high quality training opportunities that allow them to be better equipped to offer high quality after school enrichment opportunities in their buildings. After school clubs and activities also are critical resources for violence prevention as they provide families with an avenue for their children to remain engaged in safe environments with caring, trusted adults beyond regular school hours.

The District intends to work with contracted vendors under the following service models related to the development and implementation of training for teachers:

1. **Teachers' Initial Exposure Training** - Providing in-person training, curriculum, and supplies to District teachers/ PFT members who are interested in running a specialized club in their building and have not yet been trained by the organization on this topic
2. **Refresher or Advanced Training**- Providing in-person training, curriculum, and supplies to District teachers/ PFT members who are interested in continuing a specialized club in their building or restarting a club in their building but have already received training from the organization within the last three years

How will the success of this contract be measured?

The Office of Student Life will collect enrollment and participation data to measure teacher training and student participation. This data will be used to drive continuous improvement efforts. The Office will work with the Office of Evaluation, Research, and Accountability to explore systems for analysis to examine overall program impacts on student progress in academics, attendance, and social-emotional well-being wherever possible. The Office of Student Life will also utilize stakeholder survey data from students, families, schools, providers, and trained teachers to drive support and improvement efforts and any additional scaling of programs.

The District relies on consistent data metrics in attendance, engagement, and teacher training program quality to assess efficacy and implement continuous improvement efforts. Providers must demonstrate the ability to measure personalized learning/engagement, teacher interest, and progress beyond attendance and participation with regard to school-led club programming. Providers must share explicit details on how they will collect and analyze data and how they will use data to report on progress to the Office of Student Life and the District. Providers are also asked how they plan to offer a continuous level of support to teachers as club leaders beyond the training experience.

If this is the continuation of a contract, how has success been measured in the past, and what specific information do we have to show that it was successful?

In 2021, the District engaged in an RFQ process that ultimately granted contracts to a number of vendors to provide both vendor-led after-school enrichment activities and vendor-led teacher training opportunities for school-based clubs through the use of ESSR-ARPA COVID relief funds. As of June 2024, 207 District staff were trained by 3 vendors, which led to 195 clubs across 127

District schools. These clubs are estimated to have served 2,680 students. Like other ARPA programs, funding for these programs was no longer available after September 2024. There have been large stakeholder requests for the continuation of support with training services.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?

There is an abundance of available research that delineates the impact that careful, strategic investments in after-school enrichment programs have on student progress and on their ability to sustain both social-emotional and academic progress. Studies from the Wallace Foundation and the National Institute for Out of School Time are frequently referenced sources that host a wide variety of research and evidence related to the efficacy of after-school and summer enrichment opportunities for student academic and social-emotional growth and achievement.

- Evidence for increase need of afterschool programs nationally: “Since the first edition of *America After 3 PM*, unmet demand for afterschool programs has grown from 15.3 million children (30 percent) in 2004, to 18.5 million children (38 percent) in 2009, to 19.4 million children (41 percent) in 2014, to 24.6 million children (50 percent) in 2020. That is an increase of more than 5 million children in the past six years.” -*America After 3PM: Demand Grows, Opportunity Shrinks*; Afterschool Alliance

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?

The Office of Student Life engaged in a rigorous Request for Proposals process to vet and select the high-quality vendors awarded contracts to serve in District schools. The application scoring process invited the voice of a variety of representatives from cross-functional District offices, including Strategic Partnerships, The Office of Postsecondary Readiness, Curriculum and Instruction, and the Office of Professional Learning. The Office of Student Life will further engage stakeholders via intentional and data-based program-to-site matching processes so that the vetted services are placed in school communities that are the best fit. Schools will have a direct opportunity to review the options and make selections that best fit the needs of their school communities and student interests.

Which Goal and/or Guardrail does this Action Item support?

Has this investment been discussed during a progress monitoring session?

Which session?

OST programming, including teacher-led clubs and activities, is aligned with Guardrail 2. Teacher-led clubs and activities provide students with opportunities to participate in additional learning experiences that are both enriching and fun. This can help to boost students' motivation and engagement in school.

Does this Action Item support a specific strategy/intervention identified in the Strategic Plan?

Providing quality teacher-led student activities and clubs aligns with efforts to create extended day learning opportunities that offer student opportunities to close exposure gaps, engage in enrichment that supports academic and social emotional learning, and to strengthen school communities via a holistic approach to supporting students. These efforts align to Strategic Action 3.6, in which extended learning is of clear focus.

Related resolution(s)/action item(s)

October 28, 2021; #4

June 27th, 2024; #43

Funding Source(s)

FY26 Operating

Office Originating Request:

School Performance