

Action Item - 30

Title: Memorandum of Understanding with Office of Children and Families, Out of School Time Programs

Board of Education Meeting Date: 4/24/2025

Action Under Consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or their designee, to execute and perform a Memorandum of Understanding, as follows:

With:

Office of Children and Families, City of Philadelphia

Start date: 6/29/2025

End Date: 6/30/2026

Location:

All Schools

Renewal Option(s) and Term(s):

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

Value of Services:

\$17,250,000

Description:

Why is this contract needed?

This MOU authorization reflects the prior authorization through June 30 and allows the District to continue this relationship with the City of Philadelphia through June 30, 2026. The relationship provides students with access to safe, engaging enrichment programs after school in their own communities at their home school sites. The City of Philadelphia, through its Department of Human Services (DHS) Improving Outcomes for Youth agenda in the Office of Children and Families, will provide varied programming and activities, which are intended to result in an increase in the acquisition of life skills and improved academic success and readiness for college and/or career for Philadelphia youth. Throughout the school year, highly qualified OST providers will supply literacy, career exploration, social-emotional well-being, and other enrichment programming for three hours after the conclusion of instructional programming, Monday through Friday, in alignment with the District's academic calendar. The providers also have the opportunity to deliver six weeks of programming over the summer to their school community, providing safe and engaging enrichment spaces during the summer break. During summer programs,

the city OST programs will provide both academics and enrichment in a full day camp experience for students in grades 1-8, entitled Summer Achievers. The Summer Achievers opportunity is a partnership in which the District provides academic instruction under research-based guidelines in ELA and math from certified SDP teachers during a full day enrichment experience. Out of School Time providers work side by side with SDP teachers to support a well-rounded, fully supported camp experience that offers both academics and enrichment. This action item will allow the District to continue supporting the City of Philadelphia in the operation of OST programming in District schools managed by qualified providers in collaboration with DHS. District support for OST programs include but are not limited to: coordinating centralized and functional support for school year and summer programs, acting as liaison for principals and qualified OST subcontracted providers, hiring and supporting summer point teachers and teacher leads, and recruitment and enrollment support for summer programs. This MOU is inclusive of OST programming opportunities in the Extended Day, Extended Year initiative.

How is this work connected to the District's plan to achieve Goals and Guardrails?

OST programming is connected to the District's plan to achieve the Goals and Guardrails in several ways. First, it provides students with additional opportunities to learn and grow outside of the school day. This can help students develop academic, social-emotional, and career skills that they need to succeed in school and in life. Second, OST programming provides students with a safe and engaging environment after school. This can help to prevent students from engaging in risky behaviors, such as truancy, substance abuse, and violence. Third, OST programming is inclusive of all students, regardless of their background or abilities. This enables all students to have the opportunity to benefit from the program. Specifically, OST programming is aligned with Guardrail Two, which requires that students have consistent, equitable access to enriching and well-rounded experiences. OST programming provides students with opportunities to participate in activities 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?

OST programming is also a critical element in supporting Strategic Action 3.6: Pilot a year-round and extended-day school calendar in up to 10 schools. In this action, the District will implement full week after school programming by service providers subcontracted by the Office of Children and Families (OCF) of City of Philadelphia and its intermediary Public Health Management Corporation (PHMC). Additionally, it will provide full day, 6 weeks of summer programming (Summer Achievers, piloted as a new initiative in Summer 2024). The District provides 5 weeks of academic programming from 8:30AM-1PM with District Teachers and Point Teachers. Service providers subcontracted by the OCF of City of Philadelphia and its intermediary PHMC provides 5 weeks of enrichment programming from 1-5PM, 1 week of enrichment programming from 8:30AM-5PM

How will the success of this contract be measured?

The City's Office of Children and Families utilizes industry-based measures from the National Institute of Out of School Time's A Program Assessment System (ASAS), including the SAYO- Surveys of Academic and Youth Outcomes, to consistently monitor and support the quality of programs in alignment with the expectations of the contract as outlined in the RFP. In addition, the District and the City partner on reviewing student program attendance data in conjunction with academic progress, especially for six-week summer programs. Additionally, the District will utilize academic measurements as determined by the Office of Evaluation, Research, and Accountability in reading and math to assess student progress during the six-week summer program.

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?

The City of Philadelphia introduced the Out of School Time initiative in 2017 and has partnered with the District since its inception to provide access to high-quality after-school enrichment programs across the city. The city has used the previously mentioned metrics, as well as coaching and feedback, to continuously improve program quality for increased student experiences and outcomes. Due to the success of this partnership, the City of Philadelphia was able to increase the number of schools with programming from 68 schools in the previous MOU to 91, increase total slot allotments by more than 500 students, and report that the SDP school year award is 70% of the overall \$24,629,225 investment for OST programs across the city. In 2024, an internal report provided data and evaluation of SDP's Summer Programs (Summer Programs 2024: A summary of offerings, attendance, survey results, and recommendation" Arnold, S. MPA, Weinstein, S., Inwood, D. MA; School District of Philadelphia, Office of Research and Evaluation, December 2024).

Findings include:

- Attendance/Enrollment: 4,313 students enrolled across 50 sites across the District
 - 70% of students attended 75% or more of enrolled days of Summer Achievers Programs (Table 5, page 19)
 - 77% of English Language Learners attended 75% or more of enrolled days (Table 9, page 26)
- Recommendations and input from staff included:
 - "The Collaboration with Congreso [community based agency] was amazing. Their team were a constant support with our students. Their reading tutors even came for a few weeks with our upcoming 1st Graders."
 - "The support from the YMCA staff has been very helpful and has lessened the burden on me as a teacher."
- Positive impact of OST enrichment activities:

- “ESY and Summer Achiever staff in particular were pleased that enrichment was part of their students’ program.” (Page 58)
- Positive impact of SDP hiring and management of SDP point teachers/leads:
 - “Summer Achievers staff were especially appreciative when they were able to be placed in their home school.”
- Student survey results:
 - 52% of Summer Achievers students surveyed “enjoyed their summer program a lot” (Figure 15, Page 62)
 - 93% of Summer Achievers students surveyed enjoyed their summer program from “a lot” to “a little” (Figure 16, page 63)
 - The top 3 responses of the open-ended question asking “What was your favorite thing about the summer program” were: enrichment, academics and fun/play” (page 63)

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 3PM, 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.” -American After 3PM: Demand Grows, Opportunity Shrinks; Afterschool Alliance [<https://afterschoolalliance.org/documents/AA3PM-2020/AA3PM-National-Report.pdf>]
- Evidence for afterschool programs supporting families: “Regarding services for parents and families, 76 percent of low-income parents report that their child’s afterschool program offers classes or workshops through which they are building skills and 64 percent report that their child’s afterschool program connects them with community resources such as dental clinics and financial planning services.” -American After 3PM: Demand Grows, Opportunity Shrinks; Afterschool Alliance
- Evidence for the positive outcomes of 5-6 week summer programming run by school districts with qualified teachers providing instruction with support of curricula: “Through correlational analysis that controlled for students’ prior test scores, we also found that, after two consecutive summers, students with high attendance (20 or more days per summer) outperformed their peers in mathematics and ELA and displayed stronger social and emotional competencies.”

- Getting to Work on Summer Learning: Recommended Practices for Success, 2nd Ed., Schwartz, H., McCombs, J., Augustine, C., and Leschitz, J.; RAND, 2018 [https://www.rand.org/pubs/research_reports/RR366-1.html]
- Evidence for commitment to program planning partnerships: “Planning at both the district and the summer site levels resulted in a smoother program start-up and fewer logistical challenges.”
 - Getting to Work on Summer Learning: Recommended Practices for Success, 2nd Ed., Schwartz, H., McCombs, J., Augustine, C., and Leschitz, J.; RAND, 2018
- Evidence for strong partnership in planning: “Planning appeared to be most effective when an empowered central district (or out-of-school-time intermediary) staff member directed the summer program planning and involved the staff who would lead the summer sites in some of the decisionmaking.”
 - Getting to Work on Summer Learning: Recommended Practices for Success, 2nd Ed., Schwartz, H., McCombs, J., Augustine, C., and Leschitz, J.; RAND, 2018
- Evidence for positive impact of extended year programs: “Students who participated in ADSY programs that added at least 26 days of additional learning saw nine point higher gains in reading and six point higher gains in math than students who did not participate in a program. Those students who participated in ADSY PEP summer programs, where schools received additional training, saw even larger gains in reading and math than students who participated in only ADSY programs.”
 - Expanding School Days, Expanding Opportunity, Ruggirello, A.; Wallace Foundation, 2025 [<https://wallacefoundation.org/resource/article/expanding-school-days-expanding-opportunity>]

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 intermediary Public Health Management Corporation (PHMC), under the direction of the Office of Children and Families, engaged in a rigorous Request for Proposals process to vet and select the high-quality providers awarded contracts to serve SDP schools. The application and scoring process invited the voice of school principals, and the scoring process engaged stakeholders from both the city and the District.

Related resolution(s)/action item(s)

June 27th, 2024; No. 42
 September 21, 2023; No. 23
 May 25th, 2023; No 65
 May 26th, 2022; No. 5
 May 27, 2021; No. 18
 August 19, 2021; No. 38
 February 27, 2020; No. 18

Office Originating Request:
Academic Services