

Operational Walkthrough Report
SY 2022-2023

One Bright Ray – Mansion Evening

Provider: International Education and Community Initiatives
d/b/a One Bright Ray, Inc.

Program Type: Adult Diploma
Grades 9-12

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Operational Walkthrough Overview

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures required to deliver equitable, high quality instruction and supportive environments for all students. Operational Walkthroughs assessed program performance across three domains: 1) Academic & School Climate Accountability; 2) Organizational Compliance; and 3) Accommodative & Financial Compliance. Taken together, the three domains encompass key operational expectations based on the program’s contract with The School District of Philadelphia, as well as applicable federal, state and local laws.

Operational Walkthroughs are one part of the School District’s three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Operational Walkthroughs, Instructional Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance informing decisions related to contract renewal, termination, and program expansion. This report summarizes the program’s performance for each of the three domains reviewed during the Operational Walkthrough. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Operational Walkthrough.

A ✓ indicates the program met the contract requirement. A ✘ indicates the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

Walkthrough Date: December 13, 2022

Contract Term: FY2023 – FY2027

General Information

Program Mission: *The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships.*

Program Leadership:	Marcus A Delgado <i>Chief Executive Officer</i>	Anna Duvivier <i>Chief Operating Officer</i>	Joycet Velasquez <i>Chief Academic Officer</i>
	Arkadiy Yelman <i>Director of Evening Programs</i>	Jennifer Rodgers <i>Assistant Director of Evening Programs</i>	Thomas McLaughlin <i>Principal</i>
Walkthrough Review Team:	DawnLynne Kacer <i>Executive Director, Opportunity Network</i>	Majeedah Scott <i>Director, Multiple Pathways to Graduation</i>	Marcus De Vose <i>Assistant Director, Transition Services</i>
	Cameo John <i>Assistant Director, Educational Options Program</i>	Seth Morones <i>Strategy Analyst II, Opportunity Network</i>	

Program Demographics

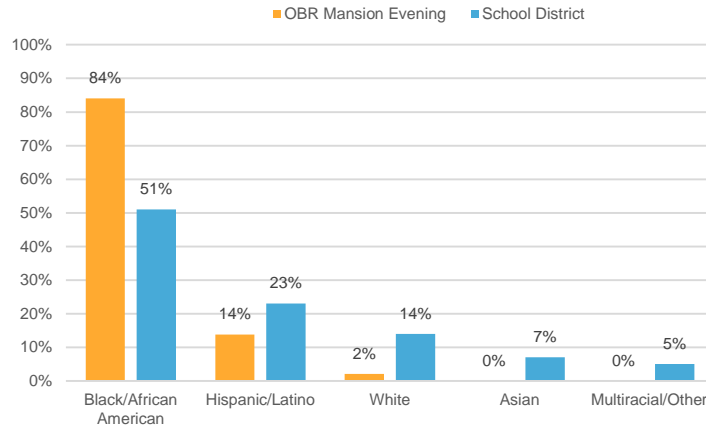
The School District of Philadelphia’s official demographic information is reported on October 1st of each academic year. To more closely align with the student composition of each program on the date of the walkthrough, demographic data for Opportunity Network programs is reported here as of November 2022.

Enrollment

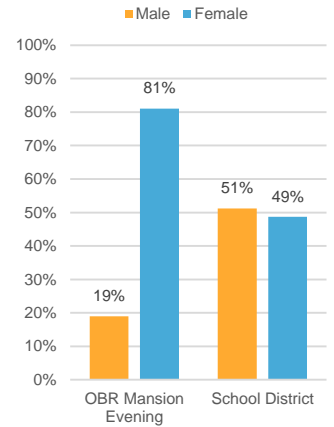
80
 Total Student Enrollment

100
 Program Capacity

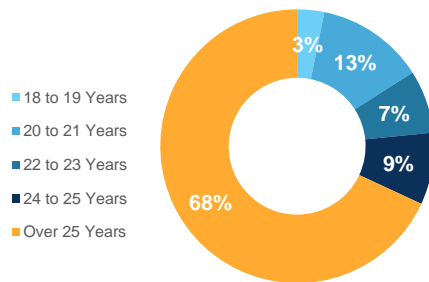
Race & Ethnicity



Gender



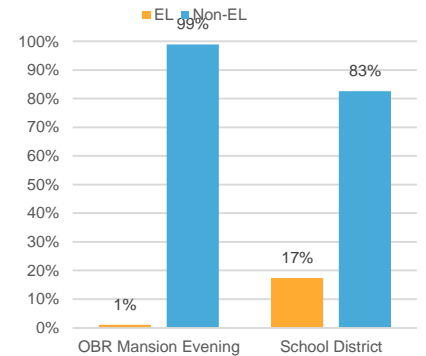
Student Age



Special Education

There were no English Learners enrolled at One Bright Ray – Mansion Evening as of November 2022.

English Learners



ELECT

There were no ELECT participants enrolled at One Bright Ray – Mansion Evening as of November 2022.

The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

McKinney-Vento

There were no McKinney-Vento identified students enrolled at One Bright Ray – Mansion Evening as of November 2022.

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.

Low Income

Low income data is not available for One Bright Ray – Mansion Evening.

Low income status is calculated by the number of students directly certified as receiving public assistance.

Performance Summary- All Domains

The tables below summarize the number of standards by category which met expectations consistent with contract requirements during the 2022-2023 Operational Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domain 1: Academic & School Climate Accountability

Category	Requirements Met
Academic Quality (Page 4)	4 / 5
School Climate & Culture Quality (Page 5)	11 / 12
Domain Total	15 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 9)	4 / 5
Record Keeping & Communication (Page 11)	5 / 5
Personnel (Page 12)	6 / 7
Governance & Enrollment (Page 14)	4 / 5
Domain Total	19 / 22

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 15)	3 / 3
Financial Compliance (Page 16)	4 / 4
Domain Total	7 / 7

Domain 1: Academic & School Climate Quality

Category 1: Academic Quality

Standard 1: Curricular Quality

The measurement of the quality and evolution of instructional frameworks, practices and materials offered by the contractor and adherence to offering and effectively using appropriate student assessments.

Contract Requirement	Rating	Review	Recommendations
Instructional Frameworks Designs program-specific instructional materials or purchased PA state-aligned materials.	✓	All courses reviewed are in alignment with contract and SDP expectations in the math and ELA frameworks, CLIF, and Science of Reading. Additionally, all courses reviewed were aligned with curriculum resources, accelerated learning and the project based model at OBR.	
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	Less than 80% of students have scores for the STAR pre-tests (39% math; 40% in reading). Program administers the STAR assessment as their baseline tool. Program has a clear and detailed schedule of testing dates and make-up testing dates. Program has strong planning protocols and provided detailed evidence of meetings to plan for testing, including planning test days, tasks to complete prior to test days including coordinating how to track and monitor who has taken the test, and procedures on following up with students who have not completed the assessment.	The program should develop daily and weekly strategies to ensure all students take the STAR pre-test (e.g., maintain a tracker of test participation, monitored daily, and set aside time for students to take the test daily or weekly).

Standard 2: Effective Monitoring and Supports for Academic Barriers

The measurement of the contractor's systems and structures for identifying and removing academic barriers and ensuring processes exist to support school staff in delivering high quality, standards-aligned instruction.

Contract Requirement	Rating	Review	Recommendations
Social Emotional Learning Incorporates explicit Social-Emotional Learning (SEL) and development by which students can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions for lifelong success.	✓	The Program embeds Restorative Practices and Life Skills sessions such as self-awareness and stress management. Topics are appropriately aligned and adjusted to reflect the nature of the adult student population. The program has EST and displays resources highlighting SEL skills throughout the halls.	The program should specifically tie SEL skills to community building activities/prompts and/or provide other evidence of SEL skill building from student leadership activities, circles, or seminar.

Contract Requirement	Rating	Review	Recommendations
<p>Multi-Tiered System of Supports Identifies and supports struggling students through a well-designed and effectively implemented Multi-Tiered System of Supports (MTSS).</p> <p>The MTSS utilizes research-based interventions inclusive of academic, behavioral, and attendance supports.</p> <p>Tier 1 interventions are universal and incorporated into the core academic program and climate.</p>	✓	<p>Program maintains a comprehensive MTSS tracker with tiers, initial review dates, and interventions. The team uses data to understand barriers, and adjust in tiers and interventions. The tracker itself focuses on Tier 1 students, and does not currently include students in Tiers 2 or 3.</p> <p>Program utilizes staff as “learning coaches” to meet regularly with students to identify academic and non-academic needs and to serve as a liaison with teachers to ensure students are receiving needed supports.</p>	<p>Use the MTSS tracker to document student progress with interventions and note any successes or continued barriers each student is facing for ease of monitoring and consideration of other interventions/tiers of support.</p>
<p>Teacher Planning Time/Professional Learning Cycles (PLCs) Sets aside at least 45 minutes weekly for teachers to collaborate and plan effective instruction and build their capacity to teach grade-level standards.</p>	✓	<p>The program has a Professional Learning Community (PLC) for staff with topics and activities such as Unpacking Standards, enhancing program and professional practice such as literacy strategies, engagement strategies, restorative approaches, and classroom opening routines. Teachers work with OBR academic staff to incorporate learned strategies into the classroom and modify lesson plans accordingly, and meet regularly with them to receive feedback.</p>	

Category 2: School Climate and Culture Quality

Standard 1: Positive and Welcoming School Environment

The measurement of the contractor's systems and structures to manage and support student behavior and maintain a healthy school climate.


Contract Requirement	Rating	Review	Recommendations
<p>Positive Behavior Supports and Student Incentives Employs a system of positive supports inclusive of individual and/or group-based incentives.</p>	✓	<p>The program utilizes a range of individual and group incentives (e.g., honor roll, student of week, and student recognition pins). These incentives are identified in the MTSS Tier 1 framework.</p>	
<p>Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.</p>	✓	<p>The student handbook outlines bullying and harassment which details the definition of both and SDP bullying/cyber-bullying and harassment policy, including reporting procedures, investigation process, and consequences.</p>	
<p>Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).</p>	✓	<p>The program uses restorative conferences inclusive of restorative reflection questions and behavior contracts.</p>	

Contract Requirement	Rating	Review	Recommendations
Code of Conduct Code of Conduct is aligned to the School District's Code of Conduct for infractions and consequences. Evidence the program's discipline practices are aligned to the Code.	✓	The program's student handbook provides a behavior matrix aligned with the SDP's Code of Conduct. Program reported no ODRs school year to date, therefore no issues with alignment to SDP Code were identified. At the time of the walkthrough, the program had not reported any Office Discipline Referrals (ODRs), therefore alignment of practices and consequences was not evaluated.	

Standard 2: Barriers to Student Success Supports, Monitoring and Reporting



Measurement of the contractor's systems and structures to identify, provide supports, report and monitor attendance and behavioral concerns and meet obligations to appropriate authorities.



Contract Requirement	Rating	Review	Recommendations
Reporting Attendance and Disciplinary Incidents in SIS Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.	✓	All attendance and behavior reporting is uploaded and maintained in the SIS. There were no incidents which required an Office Disciplinary Referral at the time of the walkthrough.	
Attendance Barriers Addresses individual student attendance barriers and follows the School District's Attendance and Truancy Protocols (i.e., Notice of Third Illegal Absence, attendance improvement conferences, entry of SAIPs into the SIS, etc.)	✗	Attendance is taken daily in SIS and reconciled on a daily basis as needed. No known or outstanding issues. The program also conducts surveys to identify any student needs, particularly any barriers which could impact attendance. Child care, work schedules, and transportation were reported as major barriers. Additionally, the program communicates regularly with students to check in with them if they are not present. Celebrations for "perfect" attendance are shared with students and the school. As of November 1, 2022, 56% of students were considered chronically absent (e.g., have accrued 10 or more unexcused absences within a 45-day period).	Develop differentiated attendance protocols for students 21 and younger versus students older than 21. For students 21 years and younger, attendance protocols must align with the School District's Attendance and Truancy Protocols, including following the 3-day letter process, scheduling SAIC meetings with students and parents after six (6) unexcused absences and developing an SAIP. While attendance letters, SAICs, and SAIPs are only required for students 21 years or younger, it is a best practice for all students.
Staff and Resources for Healthy School Climate Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.	✓	All climate matters are addressed by the Director of Evening Programs, the Assistant Director of Evening Programs, and the school Principal. During new student orientation, students are informed of the expectations of participating in the program, but are also brought in to discuss their goals and interests academically, personally, and post-secondary. In addition, attendance protocols are clearly outlined and shared with students during orientation.	

Contract Requirement	Rating	Review	Recommendations
<p>Clinical Questionnaire</p> <p>Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.</p>		<p>Students are asked to complete a questionnaire to help identify their needs and barriers, but also their plans during school and post-secondary.</p> <p>The program actively uses this information to guide their practice and implement operational changes to meet those needs.</p>	

Standard 3: Student, Family, and Community Engagement

Measurement of the contractor's efforts to engage students, families, and community-based organizations to improve academic achievement, support overall student growth and extracurricular opportunities, and enhance school climate and culture.

Contract Requirement	Rating	Review	Recommendations
<p>School Community Building</p> <p>Incorporates community building at least weekly to provide a platform for all students to establish community, build relationships, learn to resolve issues, take ownership of their actions, and engage positively with the school environment with empathy and compassion.</p> <p>Community building practices may include: morning meetings, group advisory, restorative circles, harm and healing circles, townhouses, etc.</p>		<p>Post-pandemic, the program shifted its focus to enhancing their community building and student engagement and outreach practices.</p> <p>Program provided sufficient evidence of strong and genuine conversations with students to address their questions and concerns. The conversations are casual while also professional and student-centered. It is clear the Director of Evening Programs has a great rapport with the students. The program also has a school store where students can purchase OBR materials and other items.</p> <p>The program also regularly collects and analyzes student data, from assessment performance to enrollment trends. Results from these analyses have informed the programs decision making regarding potential partnerships and outside services to bring to campus for the students.</p>	
<p>Family Engagement</p> <p>Embraces a culture which supports parent/guardian engagement in the life of the program, including consultation on governance matters and opportunities to review student learning and progress.</p> <p>The contractor must have a plan for implementing and sustaining family engagement programs.</p> <p>Family engagement practices may include: parent conferences, advisory boards, community workshops, resource banks, family nights, and the engagement of students' own children and siblings.</p>		<p>Student leaders at the program are active in outreach and engagement of their peers.</p> <p>The program has a strong focus on limiting any academic barriers which arise, namely those which involve families, such as child care. The program works with students to find support for child care, and any other needs.</p> <p>All enrolled students are 18+ and many have families of their own. The program has modified "family engagement" to be relevant for their student population.</p>	

Contract Requirement	Rating	Review	Recommendations
<p>Student Voice and Leadership Offers equitable and recurring opportunities for students to contribute to the life of the program, including choice within the curriculum, inclusion on program governance, and student-led leadership groups.</p>		<p>The program has an active and engaging student council, run by the students for the students, where student leaders are encouraged and challenged to express feedback and ideas to school staff and community stakeholders. The program is intentional about scheduling student council meetings when active members or interested students can attend. The student council meets regularly to discuss strategies for creating a welcoming and positive environment, including encouraging their peers to come to school regularly and put in maximum effort towards their courses.</p> <p>The student council has worked on many fundraising initiatives, such as a bake sale and making Thanksgiving baskets. The council has also raised funds for a school trip.</p>	<p>For the student activity and council "leaders", consider these students for Student of the Month recognition at SDP.</p>
<p>Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>The program partners with the Welcome Table at St. James School for weekly food distribution for the benefit of both students and their families.</p> <p>Program hosts career and community fairs to promote postsecondary access.</p> <p>The program has developed partnerships with a number of community organizations in order to support students with housing, food insecurity, child care, and vital documents for enrollment.</p>	<p>Since there are students 21 years and younger who must meet Act 158 graduation requirements, the program should develop Act 158/postsecondary aligned partners.</p>

Domain 2: Organizational Compliance

Category 1: Student Academic Support, Progress Monitoring, and Reporting

Standard 1: Progress Toward Projected Graduation and Postsecondary Planning


Measurement of the systems and structures in place to support student with readiness for graduation and post-secondary planning aligned to student level interests.

Contract Requirement	Rating	Review	Recommendations
<p>Postsecondary Plans Creates a written postsecondary plan for each student including timeline for completion of required activities related to the Future Ready PA Career Portfolio.</p>	✓	<p>The program tracks postsecondary activities such as college, career, graduation requirements, credits, Act 158 pathways, Naviance task completion, and bridging activities and events.</p>	
<p>Program-wide Career Readiness Activities Establishes documented partnerships with employers and institutions of higher education, program-wide postsecondary efforts for exploration, preparation, and matriculation or employment, and completion of required activities related to the Future Ready PA Career Portfolio/ ESSA Accountability Standards.</p>	✓	<p>The program has various post-secondary partnerships, namely with Harcum College, Manor College and other higher education institutions.</p> <p>The program also participates in the Chestnut Hill AADP program which provides a 25% tuition discount for graduates in any degree program.</p> <p>Post-secondary events, college fairs, and resources are provided to students on a regular basis. Events include OBR’s Annual College & Career Day Fair, College Campus Visits & Tours, FAFSA & Financial Aid Night, On-site Acceptance Events, and Hiring Fairs.</p>	
<p>Graduation Plans Develops detailed, student-specific graduation plans to meet Act 158 requirements (and Act 1 if eligible) including the identification of each student’s selected graduation pathway and pathway components, and/or any waivers for each student.</p> <p>Employs practices to review plans with students at least once per term and documents progress. Ensures the Academic Plan for Act 158 in the SIS is current and all required documentation is uploaded in a timely manner.</p>	✓	<p>The program ensures students have postsecondary readiness exposure with college, career and community fairs, support for college applications, PHEAA and FAFSA applications, and job applications, as well as resume building. Postsecondary counselors meet with students to develop plans and adjust on an ongoing basis.</p>	

Standard 2: Diverse Learner Population

Quality measurement of the systems and structures in place to accurately and timely report student progress for diverse learners, including special education students and English Learners (ELs).




Contract Requirement	Rating	Review	Recommendations
Enrollment of Special Education Students Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	Not Applicable	SPED enrollment capacity is not a standard in the Adult Diploma program contract.	
Baseline Measures and Progress Monitoring Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians.	✓	There were no SPED students enrolled at the program at the time of the walkthrough. 1 of 1 EL file reviewed had initial screener scores for the current school year.	
IEP Identification, Implementation, Evaluation & Review Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws. Includes Transition Services in IEPs for students 14 years or older. Cooperates with the School District to provide IEP services with fidelity.	Not Applicable	There were no SPED students enrolled at the program at the time of the walkthrough.	
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	Not Applicable	There were no SPED students enrolled at the program at the time of the walkthrough.	
IEP Meetings Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Documents participation of all required IEP team members. Collaborates with the School District as necessary and appropriate to support students.	Not Applicable	There were no SPED students enrolled at the program at the time of the walkthrough.	

Contract Requirement	Rating	Review	Recommendations
<p>EL Identification, Implementation, Evaluation & Review Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.</p>		<p>9 of 10 enrollment files reviewed had a completed Home Language Survey.</p> <p>For 1 of these 9 students, the HLS indicated a preferred language other than English but all enrollment materials and consents were in English.</p> <p>1 of 1 EL file reviewed included most recent ACCESS scores, HSL, and initial placement screener scores.</p> <p>1 of 1 EL file reviewed included an updated notification letter inclusive of a composite level/initial placement result in the primary language spoken at home identified in the HSL, however, the notification letter provided was not the same letter as the required notification template and was not for the current school year.</p> <p>0 of 1 EL file reviewed had EL support logs outlining specific instructional supports for EL students, though it did include outreach.</p>	<p>All notification letters must be sent in English and the preferred language indicated on the HSL. Those letters must include accurate information and dates for the current school year.</p> <p>In addition to outreach, utilize the EL Support Log or include instructional supports information in the school's log. All teachers are responsible in PA for providing content and language instruction to all students including ELs, as students should remain in class with the content-certified instructor.</p>

Category 2: Record Keeping and Communication

Standard 1: Obligatory Communications to the School District

Measurement of the systems and structures in place to adhere to timely recordkeeping obligations to the School District.

Contract Requirement	Rating	Review	Recommendations
<p>Student Information System Upload Uses the School District's current student information systems to access and upload all student enrollment, academic, behavioral, and attendance records in real time.</p>		<p>No issues at the time of the walkthrough related to timely SIS entries.</p>	
<p>Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.</p>		<p>No issues at the time of the walkthrough related to archival of historical student information.</p>	
<p>Emergency Preparedness Conducts and reports school safety drills timely using the required School District system. Develops emergency preparedness plans in Previstar by the annual deadline and updates plans timely and as needed throughout the school year.</p>		<p>OBR Mansion Accelerated program conducts and logs the required drills. OBR Mansion Evening program is listed as a program under the day program.</p> <p>OBR Mansion Accelerated program maintains VIP and EOP. OBR Mansion Evening program is listed as a program under the day program.</p>	

Standard 2: Student Performance Reporting and Recordkeeping

Measurement of the systems and structures in place to ensure reporting and appropriate recordkeeping of student academic performance in alignment with School District's obligations to parents and/or legal guardians.


Contract Requirement	Rating	Review	Recommendations
<p>Student Progress Reporting Provides timely reporting of student academic progress on an interim basis to students, parents and/or legal guardians. For end of term report card, utilizes the approved School District report in coursework attempted/ completed, level of achievement, and attendance.</p>	✓	<p>No issues at the time of the walkthrough related to reporting progress to students/parents/guardians. Program exclusively enrolls adult students, students 18+ years old, therefore most communication regarding academic progress is directly with the student.</p>	
<p>Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.</p>	✓	<p>No issues at the time of the walkthrough related to official academic information solely produced by the School District's SIS.</p>	<p>Program should be sure to communicate to students and families in writing any internal progress, credits, and grades reports are unofficial, and only reports produced from the School District's SIS platform are considered official.</p>

Category 3: Personnel

Standard 1: Background Checks, Licenses, and Educator Certifications




Measurement of the contractor's compliance with relevant local, state, and federal educator personnel requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.</p>	✗	<p>5 of 7 core teachers were appropriately certified in their respective content areas. The two teachers lacking valid PA certification are in science and history/social studies. Whereas the program has another appropriately PA certified social studies teacher on staff, there was no PA certified science teacher employed.</p>	<p>Explore alternative certification processes for the teachers by seeking an emergency certification, while also working with them to obtain their formal certification via a certified education program.</p>
<p>Administrator Certification Provides at least one Pennsylvania certified administrator per site.</p>	✓	<p>The program has a principal on staff with a valid Administrative K-12 PA certification.</p>	
<p>Diverse Learner Services Staff Provides sufficiently trained and certified/ licensed professional staff for diverse learner services, including special education and ELs.</p>	✓	<p>The program has a contracted PA certified ESOL teacher available to support English Learners, and a PA certified SPED teacher on staff to support SPED students.</p>	

Contract Requirement	Rating	Review	Recommendations
<p>Employee Background Checks Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>		<p>For 6 of 6 new hires: 100% of files had valid and appropriately dated FBI, PA Child Abuse and PA Background checks. Act 168 forms were obtained for all new hires. Act 168 attestations were dated on or before date of hire. Follow-up attempts for Act 168 were noted. For 4 of 4 prior year hires (2018 and prior): 100% of files have valid and appropriately dated FBI, PA Child Abuse and PA Background checks. Act 168 forms were obtained for all eligible employees (2 of 4).</p>	

Standard 2: Personnel Ratio and Professional Development

The measurement of the systems and structures in place for the contractor to adhere to the contractual personnel ratios and required training and professional development offerings.

Contract Requirement	Rating	Review	Recommendations
<p>Personnel Ratios Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>		<p>The program is in compliance with the contractually required 26:1 (program is currently 25:1) teacher to student ratio and 100:1 (program is currently 75:1) support staff to student ratio.</p>	
<p>Obligatory Trainings Provides all employees with Act 71, Act 126, and other obligatory PA Department of Education professional trainings and monitors timely completion and updates as required.</p>		<p>10 of 10 employee files reviewed had documentation for completion of required Act 71 and Act 126 within the past 5 years.</p>	<p>The program should offer employees the 4-hour Act 71 training so employees can satisfy this requirement once every 5 years rather than annually with the 1-hour training. Program to verify the Act 126 training completed by employee includes all required components (e.g. human trafficking) based on approved provider listing on PDE Act 126 website.</p>
<p>District Professional Development and Contractor Meetings Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.</p>		<p>Program-based staff and OBR leadership regularly engage in Opportunity Network meetings (e.g., monthly contractors meetings and network trainings) and School District required meetings and trainings (e.g., equity lead meetings, SpeCM, active shooter training, etc.).</p>	

Category 4: Governance and Enrollment

Standard 1: Program Governance

Measurement of the contractor's structures and protocols in place to adhere to contractual governance requirements.



Contract Requirement	Rating	Review	Recommendations
<p>Program Advisory Council Establishes a formal program advisory council inclusive of community members, parents, students, and staff.</p> <p>Advisory councils must meet minimally six times per school year.</p>	✓	<p>Evidence of upcoming meeting dates and topics. Plans to incorporate Student Council members.</p>	
<p>Equity The program's Equity Lead engages in School District monthly meetings.</p> <p>The contractor operates the program in a manner which advances equity in alignment with the School District's diversity, equity, and inclusion practices, policies, and equity definition.</p>	✓	<p>The program's Student Council has established equity guidelines aligned to the School District's framework. These guidelines provide a foundation for the initiatives the Council engages in.</p> <p>The program has equity training planned for all staff prior to the spring semester. The program has explored enrollment barriers for African American men as they tend not to complete program enrollment at the same rates as other students.</p> <p>All students complete a Needs Assessment at enrollment and at the start of each new school year to uncover barriers hindering their academic progress.</p> <p>The program has identified an Equity Lead on staff who has been in attendance at required monthly Equity Lead meetings.</p>	

Standard 2: Student Enrollment

Evidence of the contractor's structures and practices in place to adhere to contractual enrollment protocols.

Contract Requirement	Rating	Review	Recommendations
<p>FERPA Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.</p>	✗	<p>9 of 10 enrollment files for students 18 years of age and older had signed FERPA release forms.</p>	<p>As the program exclusively enrolls adult students aged 18+, every student must be presented with a FERPA rights form and be provided with option to opt out of information sharing with parent/guardian.</p>

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Contract Requirement	Rating	Review	Recommendations
<p>Student Enrollment Records Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs).</p> <p>Collects proof of Philadelphia residency and proof of age at the time of enrollment.</p> <p>Requires completion of an enrollment application inclusive of home language survey and parent registration statement.</p> <p>Collects and maintains immunization records.</p>		<p>10 of 10 enrollment files reviewed contained proof of age.</p> <p>10 of 10 enrollment files reviewed contained proof of address. 7 of 10 files matched addresses in the SIS.</p> <p>10 of 10 enrollment files reviewed contained immunization records.</p> <p>10 of 10 enrollment files reviewed did not contain prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).</p> <p>10 of 10 enrollment files reviewed contained immunization records.</p>	<p>Ensure when proof of residency is verified it is compared with student household data in the SIS and update as appropriate. Prior to making change, confirm proof of residency is current.</p> <p>Due to age of all enrolled students (18+) in program, procedure should have student sign consents to release information, acknowledgement of expectations, internet use policies, etc.</p>
<p>Re-Engagement Center Referrals Contractor has reserved 50% of seats for School District's Re-Engagement Center (REC) and/or partners with the REC to receive referrals.</p>		<p>Most referrals come by way of word of mouth or through community partnerships. However, the program does partner with the REC to enroll adult students, and engages referred students timely.</p>	

Domain 3: Accommodative & Financial Compliance

Category 1: Accommodative Quality

Standard 1: Facilities

Evidence the contractor complies with established facility requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Federal, State, & Local Facility Regulations Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities.</p> <p>The program is housed in a non-sectarian facility.</p> <p>If in School District facility, provides ready access and cooperates with School District for required inspections.</p> <p>If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing as well as electrical and fire safety inspections.</p> <p>Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.</p>		<p>The program is housed in a privately owned facility and complies with AHERA inspections, annual electrical, fire safety and fire suppression system inspections, as well as lead paint and water quality tests. No L&I violations existed at the time of the walkthrough.</p>	
<p>Facility Maintenance For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds.</p> <p>For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports maintenance issues timely and does not make any unapproved alterations.</p>		<p>No issues with the program maintaining the facility or managing maintenance issues timely.</p>	

Standard 2: School Calendar, Uniforms, and Transportation

Evidence the contractor complies with the minimum number of instructional days required by the contract and makes the program accessible to all eligible students.

Contract Requirement	Rating	Review	Recommendations
<p>Academic Calendar Maintains an academic calendar at least equal in days of operation to the School District's calendar. Notifies School District timely of any changes to or deviations from submitted calendar.</p>	Not Applicable	The program type is not required to follow the School District's academic calendar.	
<p>Transportation Management Complies with the School District's requirements to appropriately manage transportation services for students. TARs are entered timely and transpasses are activated prior to expiration to ensure transportation access for all eligible students.</p>	✓	No known issues with managing transportation services for students. (Students over the age of 21 are not eligible for School District SEPTA Transpasses.)	
<p>Dress Code and Uniforms Establishes an equitable dress code for students inclusive of expectations regarding school uniform. If required, provides uniforms to students upon request due to financial need and/or youth experiencing homelessness. Does not have policies or practices which create barriers to participation in learning based on dress code or uniform. Dress code is gender neutral.</p>	Not Applicable	Uniforms are not required at the program.	

Category 2: Financial Compliance

Standard 1: Procurement of Operating Certificates

Evidence the contractor complies with all relevant operating licenses, certificates, and insurance requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Tax Liabilities Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓	The program had a valid Certificate of Tax Clearance through 12/11/2022 on the date of the walkthrough.	

Contract Requirement	Rating	Review	Recommendations
<p>Proof of Insurance Provides a Proof of Insurance prior to, and throughout operation related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.</p>	✓		

Standard 2: Financial Management and Reporting

Evidence of the contractor's financial viability and adherence to standards of financial management including monitoring and reporting of revenues and expenses, and invoicing to the School District.

Contract Requirement	Rating	Review	Recommendations
<p>Financial Management Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.</p>	✓		
<p>Monthly Invoicing Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>	✓	No current issues with timely and accurate submission of monthly invoices.	