

**DETERMINATION AND FINDING  
FOR A SOURCE PROCUREMENT**

**AGENCY:** District of Columbia Public Schools  
Office of the Chief of Schools  
**CAPTION:** Literacy Tutoring and Intervention Services  
**PROPOSED CONTRACTOR:** **AARP Experience Corps**  
**REQUISITION NO.:** RQ944958

**FINDINGS**

**1. AUTHORIZATION:**

**D.C. Code 2-354.04.5 and 27 DCMR, Section 1304 and 1702.**

**2. MINIMUM NEED:**

The District of Columbia Public Schools (DCPS), Office of the Chief of Schools (COS), has an immediate need to procure the services of AARP Experience Corps to support the school turnaround initiative for SY16-17 for the following schools: Patterson, Houston, and JO Wilson.

**3. ESTIMATED COST:**

The estimated cost is \$32,500.00 for the proposed period date of award through September 30, 2017.

**4. BACK GROUND AND HISTORY/RESULTS FROM PREVIOUS YEARS:**

The AARP Experience Corps (EC) program places adults 50 and older into elementary schools to tutor and mentor students in reading and literacy. The program began working with DC Public Schools since 2011. Teachers and tutors participating in the EC Washington, DC program were surveyed about their experiences with the program. According to the Office of The Chief of Schools, the results of the following surveys indicate that both teachers and tutors value the EC program and think it helps struggling students succeed. The majority of teachers said they feel that EC tutors have an influence on student progress in the critical areas of reading and literacy, as well as on many of the attitudes and behaviors that support academic achievement. Tutors said they find the EC program to be a satisfying opportunity to have a real influence on the lives of children in their community.

**Post-Tutoring Assessment**

Post-tutoring assessment reflects changes in academic performance, behavior, and other indicators from the beginning of the year to the end, and is completed by teachers when the school year ends or whenever a student exits the program. In Washington, DC, **419 students'** teachers completed the post-tutoring assessment survey. Teachers reported that:

- **72 percent** of students who were below grade level at the beginning of the year improved their reading and literacy performance by half of a grade level or more. **44 percent** improved by one full grade level or more (e.g., from 1.5 grade levels below to 0.5 grade levels below). **25 percent** were classified as on or above grade level by the end of the year.
- **31 percent** of students who had previous attendance issues were rated as exhibiting improvement in attendance by the end of the year.

- **43 percent** of students who had previously displayed disruptive behaviors were rated as exhibiting improvement by the end of the year.
- **76 percent** of students who had received low ratings for one or more academic engagement behaviors in the fall—such as concentration in class, motivation to learn, self-confidence, or participation in classroom activities—received a higher rating at the end of the year.

### Teacher Program Evaluation

**57 teachers** completed the Washington, DC teacher program evaluation. Findings were as follows:

- **88 percent** of teachers reported that the EC tutors had a moderate or strong influence on student reading and literacy performance.
- **71 percent** of teachers reported that the EC tutors had a moderate or strong influence on student academic engagement behaviors, such as confidence, concentration, or participation in class.
- **82 percent** of teachers reported that the EC tutors had a moderate or strong influence on providing teachers with extra time to assist students who were struggling academically.
- **74 percent** of teachers indicated that they were likely to request a tutor again next year.

### Volunteer Tutor Survey

**82 tutors** completed the Washington, DC volunteer tutor survey. The results were as follows:

- **99 percent** of tutors reported that participating in the EC program helped them stay physically and mentally active.
- **94 percent** of tutors reported that the program increased their sense of purpose in life.
- **93 percent** of tutors reported that they were satisfied with the academic progress they made with students.
- **95 percent** of tutors reported that they were satisfied with the relationships they had with the students they tutored.

#### 5. **FACTS WHICH JUSTIFY A SOLE SOURCE PROCUREMENT:**

AARP Experience Corps (EC) currently helps students with both literacy assistance and sustained intervention models in the following ways:

- Tutors in the sustained strategy work one-on-one and in small groups with students during the course of the school year. On average, these tutors work with their students for 30 minutes at a time, twice per week, for a total of 35 sessions. Approximately 34 percent of students involved in the Washington, DC EC program are served in the sustained strategy.
- Tutors who are engaged in the literacy assistance intervention strategy provide general classroom literacy support. They may work with a variety of students in the classroom on a one-on-one, small-group, or whole-class basis. No minimum number of sessions exists in the literacy assistance strategy and progress relating to individual student goals is not tracked.

#### **THE PROPOSED VENDOR’S UNIQUE QUALIFICATIONS:**

The proposed contractor has an established system to analyze the results of their services. They also have a historical data base regarding DCPS Schools. This makes the contractor unique due to their ability to use historical data and analysis to best benefit DCPS schools and students. Due to past experience with DCPS schools and administration, the contractor has a heightened awareness regarding DCPS requirements and policy. AARP has provided services for the same schools since 2013

and have established a trust relationship with the school administration and students. The contractor has statistical data that proves consistent improvements within student reading and literacy performance, behavior, and attendance. (See above)

**DCPS, Office of Chief of Schools anticipates the following outcomes for school year 2016-2017:**

**Results from an Evidence-Based Program:**

- Improve reading literacy skills with the goal of progressing students towards grade level reading ability.
- Consistent, reliable weekly support to students and teachers.
- Improve classroom engagement.
- Improve community relations.
- Measurable outcomes from a program with a gold standard research base.

**Outcome Evaluation Data Sources:**

- Beginning, mid- and end-of-year reading scores for tutored students.
- Pre-post tutoring assessments.
- Teacher program evaluation.
- Volunteer tutor surveys and evaluations.
- Volunteer tutor activity logs.

**Program Model:**

- Provide a minimum of five hours of push-in or pull-out academic support (per classroom per week).
- Consistent Support: 1or 2 older adult volunteers per teacher/class for the academic year.
- On-site Leadership: One (1) team leader volunteer at each school with a team of at least 5.
- Training: 25 hours of training per volunteer.

**ADVERSE IMPACT**

If the proposed contractor is not selected, service consistency, student morale/behavior, and ongoing goals could be effected. The contractor has concurrently shown consistent improvement in all areas surveyed from the previous years. This is due to the system implementation of the contractor who has a heightened knowledge of student needs and personal circumstances. A new contractor would not have the established relationships, nor on site experience to perform the same services at an equivalent level to the proposed contractor.

**DONATION AGREEMENT**

Furthermore AARP entered into a donation agreement on November 9, 2016 with DC, Office of the Mayor to supplement the overall cost of the program. As per AARP's quote on January 25, 2017 the total of the program is \$42,500.00, however, they are contributing \$10,000.00. DCPS only has to contribute \$32,500.00 for services at the three (3) schools referenced above. (See Below)

Schools	Fees	Schools Contribution	AARP (EIA) Contribution
Patterson	\$15,000.00	\$15,000.00	
Houston	\$12,500.00	\$5,000.00	\$7,500.00
J.O Wilson	\$15,000.00	\$12,500.00	\$2,500.00
Total Fees	\$42,500.00	\$32,500.00	\$10,000.00

In light of the above findings a sole source award to AARP (Experience in Action) is in the best interest of DCPS and would be the most efficient and cost-effective procurement method.

**CERTIFICATION BY THE DCPS PROGRAM OFFICE:**

I hereby certify that the above findings are correct and the anticipated cost to DCPS is fair and reasonable.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief of Schools

**CERTIFICATION BY CONTRACTING SPECIALIST**

I hereby certify that the findings above are accurate and complete to the best of my knowledge.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contracting Officer

**DETERMINATION**

Based on the above certified findings in accordance cited authority, I hereby determine that it is not feasible or practical to invoke the competitive bidding process under Section 402 or 403 of the District of Columbia Procurement Practices Reform Act of 2010 (D.C. Law 18-371; DC Code 2-354 and 27 DCMR 1304 and 1702).

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Procurement Officer