

**DETERMINATION AND FINDINGS  
FOR A  
SOLE SOURCE PROCUREMENT**

**AGENCY:** District of Columbia Public Schools,  
Office of Family and Public Engagement  
**CAPTION:** Communities in School Middle School Expansion  
**PROPOSED CONTRACTOR:** Communities in Schools  
**CONTRACT NO.:** TBD  
**RQ NO:** RQ951592

**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 Family and Public Engagement has an immediate need to procure the services of Communities in Schools (CIS) to implement the CIS Model of Integrated Student Supports (ISS) in two DC Public Middle Schools for the remainder of school year 2016-2017 and summer 2017.

The DCPS/Office of Family and Public Engagement (OFPE) is seeking external support at Jefferson Middle School and Kramer Middle Schools. Specifically, DCPS would like to partner with Communities in Schools (CIS) of the Nation's Capital to provide a highly qualified Site Coordinator at Jefferson Middle School and Kramer Middle School respectively, to provide Integrated Student Supports (ISS), which is a data-driven, evidence-based solution to remove barriers to student success. ISS improves the delivery of services by enabling students to be linked to a broad set of community resources that address numerous needs in a coordinated way. Additional personnel include support from the following positions: Volunteer Community Manager; Director of Programs and Data; Director of Development; and Executive Director.

**3. ESTIMATED COST:**

The estimated total cost is \$122,000 from Date of Award through 9/30/17.

**4. FACTS WHICH JUSTIFY SOLE SOURCE PROCUREMENT:**

The District of Columbia Public Schools (DCPS), Office of Family and Public Engagement (OFPE) recommends a continued partnership with Communities in Schools (CIS) in continuing to implement their successful model of Integrated Student Supports (ISS) in DCPS middle schools. The total cost of implementing the ISS model in Jefferson MS and Kramer MS is \$231,668. CIS has donated \$109,668.00, and DCPS is funding \$122,000.00 for the implementation of this model at the two designated schools.

## **I. Background and History**

Communities in Schools (CIS) implements the model of **Integrated Student Supports** (ISS), which is a data-driven, evidence-based solution to remove barriers to student success. ISS improves the delivery of services by enabling students to be linked to a broad set of community resources that address numerous needs in a coordinated way. By eliminating barriers to student success, CIS helps students enter the classroom ready to learn. Communities in Schools began partnering with DCPS schools in 2004 to provide this model. The partnership has grown to 7 schools, with the goal of expanding to 5 new middle schools in the coming year.

### **Communities in Schools has developed a partnership with the following schools:**

Cardozo Education Campus  
Hart Middle  
J.O. Wilson Elementary  
Johnson Middle  
King Elementary  
Moten Elementary  
Stuart Hobson Middle

### **Communities in Schools – Integrated Student Supports**

To implement the model of ISS with high fidelity, Communities in Schools places a full-time, highly trained site coordinator in the school to work with school staff, CBO partners, volunteers and the local community to provide students with the supports they need to succeed. The site coordinator assesses the needs at the school and develops an annual school support plan in conjunction with the principal and administration. The effectiveness of the CIS model stems from the integration of three tiers of supports, aligned with public health best practices, which address individual and environmental intervention strategies simultaneously. By differentiating the supports, CIS has the ability offer services to all students in the school including focusing attention on specific students with significant needs. The CIS ISS model's three tiers are:

#### **Tier 1: School-wide services**

i.e. new afterschool programs, family engagement & attendance initiatives, college and career access opportunities

#### **Tier 2: Targeted programs**

i.e. student leadership clubs, college tours, small-group mentoring

#### **Tier 3: Individualized support**

i.e. access to basic needs (transportation, uniforms, food, etc), 1:1 mentoring, individual goal setting

**Project Goals:**

The work at each school will be based on individual School Support Plans, and will include goals such as an increase in available student enrichment opportunities, implementation of alternatives to suspension, increased efforts for family engagement, and development of new student leadership platforms. Long term, DCPS aims to increase enrollment in middle schools. In order to support this effort, DCPS and CIS will aim to achieve one or more of the following in each new middle school site:

- Increase in student satisfaction
- Reduction in student suspensions/reduction in office referrals
- Increase in the participation rate in enrichment activities offered at the school
- Increase in family engagement in the school community
- Increase in In-seat attendance

**Program Highlights & Accomplishments:**

- In School Year 2016-2017 CIS partners with 7 DCPS schools
- Full-time, highly trained site coordinators are placed in each school
  - School leadership is involved in hiring decision for the coordinator
  - Ongoing training and development is provided to each coordinator
  - Coordinator is responsible for conducting a needs assessment, and developing an individual School Support Plan in collaboration with leadership
  - Coordinator leads the implementation of Tier 1, Tier 2, and Tier 3 supports
- Focus on middle school success
  - In SY15-16, CIS supported middle grades at Cardozo EC, Hart MS, Johnson M, and Stuart Hobson MS by meeting or exceeding core goals, such as:
    - Cardozo MS: Reduce suspensions (ISS/OSS) by 5% by supporting the full implementation of Restorative Justice
    - Hart MS: Ensure at least 25% of students participate in an afterschool /enrichment activity
    - Johnson MS: Support improvement of climate and culture (student satisfaction scores) by 5%
    - Stuart Hobson MS: Reduce truancy by at least 3%
  - The middle school instructional superintendent would like to expand this success to other middle schools in Cluster 7

- Alignment to DCPS --
  - CIS develops School Support Plans based on each school's DCPS Comprehensive School Plan
  - CIS receives DCPS data each quarter (attendance, truancy, behavior referrals, suspensions, course grades, assessment metrics) and uses this to inform each quarter's objectives
  - Site Coordinators sit on key school-based teams to support school initiatives (attendance, climate and culture, RTI, etc)
- In SY15-16, CIS served 3,200 students in DCPS through the coordination of resources with 135 partners --
  - 85% students served improved their academics
  - 85% students served improved their attendance
  - 96% students served were promoted to the next grade level

## II. Vendor's Unique Qualifications

The Office of Family and Public Engagement and DCPS believes Communities in Schools (CIS) is the sole source partner for the intense level of expertise and philanthropic partnership necessary to provide DCPS students with the resources, partnerships and three tiers of supports critical to middle school success. CIS is uniquely positioned as the sole organization in the country for this partnership with DCPS.

CIS is a national expert in the work of integrated students supports. This approach has been rigorously tested nationally and proven both to reduce dropout and increase graduation rates. A five-year study was conducted by **ICF International**, including randomized controlled trials (the gold standard of evaluation research) and results showed that students receiving case managed support during critical transition years had more favorable outcomes than non-case managed students. These outcomes included, on average, more course credits toward graduation and higher grade point averages during their 9th grade year. In addition, case managed students were less likely to be retained in the 6th grade. ICF also found that surveyed teachers reported that CIS site coordinators helped to increase students' engagement in and attitude towards learning and they connected students to resources needed for learning.

Additionally, a report from Child Trends on the effectiveness and cost efficiency of ISS programs such as Communities in Schools found that ISS programs increase math achievement and student attendance and lower dropout rates, and are cost effective and yield a positive return on investment ranging from \$4.39 to \$14.89.

To implement ISS, CIS provides full-time site coordinators in each partner school. CIS also provides weekly training and support to their full-time site coordinators and has built a network so that each coordinator can share resources and best practices with one another. The site coordinator assesses the needs at the school and develops an annual school support plan in conjunction with the principal and administration.

CIS regularly collaborates with existing DCPS staff to ensure all programming and supports are strategically aligned to DCPS priorities and initiatives.

Communities in Schools also has a robust progress monitoring system. CIS regularly assesses DCPS provided data to inform their programming, and has the support of national data experts, as well as their own data management system – CISDM.

### **III. Adverse impact of not choosing this vendor or completing this project**

Communities in Schools (CIS) had demonstrated successful outcomes with middle school students, and this partnership is a cornerstone of the middle school strategy moving forward. CIS aligns all school goals with the core goals of each school's Comprehensive School Plan, and offers additional resources that would not otherwise be available. Going forward, CIS will intentionally set goals with the middle school instructional superintendent to ensure further coordination of programming.

In light of the above findings a sole source award is in the best interest of DCPS and would be the most efficient and cost-effective procurement method in order to ensure strategic goals at the district and school level are met.

### **CERTIFICATION BY DCPS PROGRAM DIRECTOR:**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Office of Family and Public Engagement

### **DETERMINATION**

Based on the above certified findings and in accordance with the 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; D.C. Official Code §2-354.04 and 2-354.13) and 27 DCMR 1304 and 1702. Accordingly, I determine that the District is justified in using the sole source method of procurement.

\_\_\_\_\_  
Date

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Contracting Officer