

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

CONTRACT NO.: N/A
CAPTION: Family Engagement Partnership
PROPOSED CONTRACTOR: Flamboyant Foundation
PROGRAM AGENCY: Office of Communications and Engagement

FINDINGS

1. AUTHORIZATION:

D.C. Code § 2-354 and 27 DCMR, Section 1304 and 1700

2. MINIMUM NEED:

The District of Columbia Public Schools (DCPS), Office of Communications and Engagement (OCE) has an immediate need to procure the services of Flamboyant Foundation to continue to implement the Family Engagement Partnership (FEP) in eleven (11) DC Public Schools for school year 2020-2021.

3. ESTIMATED REASONABLE PRICE:

The estimated reasonable price is \$54,000.00 from Date of Award through 9/30/2021.

4. FACTS WHICH JUSTIFY SOLE SOURCE PROCUREMENT:

The District of Columbia Public Schools (DCPS), Office of Communications and Engagement recommend a continued partnership with Flamboyant Foundation in continuing to implement their successful Family Engagement Partnership (FEP) initiative in DCPS schools.

I. Background and History

The Family Engagement Partnership initiative is an intensive, school-wide intervention designed to support student success by transforming the ways in which teachers and families collaborate with one another. The partnership between DCPS and Flamboyant began in SY11-12 with four schools. The partnership grew from seven in SY12-13, to 23 in SY19-20, and will include 11 schools in SY20-21.

Flamboyan Foundation supports the FEP in the following schools:

Partner Schools

	School
1	Amidon-Bowen Elementary
2	Brookland Middle
3	Browne Education Campus
4	Cardozo Education Campus
5	Drew Elementary
6	Excel Academy
7	Kelly Miller Middle
8	Roosevelt High
9	Stanton Elementary
10	Turner Elementary
11	Wheatley Education Campus

The Family Engagement Partnership

The idea behind the FEP is simple: schools – and especially teachers – are the critical ingredient in equipping parents with the confidence, knowledge, and skills to support their child’s success. Research shows that what educators do to invite and encourage families’ engagement predicts if and how families are involved. Despite their calls for support, educators lack the training and tools to engage families in meaningful ways. The FEP addresses this need by providing intensive principal and teacher capacity-building – from teacher training to school leader coaching and professional development – with a focus on teacher family engagement practices.

The Family Engagement Partnership will have some variation at each school, depending on whether it is an elementary or middle school, its readiness to implement intensive family engagement initiatives, school-specific context, and how long it has partnered with Flamboyan Foundation. As a result of the COVID-19 pandemic, school closures in Spring 2020 made it challenging for our coaches to continue our traditional in-person coaching model, and it made it challenging for school partners to continue traditional relationship building via in-person visits. In preparation for the 2020-21 school year, Flamboyan has worked with partners to develop updated models for relationship building, in all cases following school safety guidance so that educators and families mitigate risk while also building strong relationships. Schools will continue to receive training virtually, Flamboyan will continue to provide coaching supports and guidance via video conferencing and phone, and continue to support academic partnering strategies, and continue to provide funding to remove other barriers to family engagement. Despite these changes, the elements common to the FEP continue to include:

- 1) Training and support for relationship-building strategies;
- 2) Training and support for regular positive, proactive communication with families;
- 3) Training and support for partnering with families around academics;
- 4) Bi-annual Professional Learning Community (PLC) meetings for the leadership teams in each school to share experiences;

- 5) Strategic planning and documentation of promising practices, lessons learned, and outcomes of this work; and
- 6) Coaching support for school leaders.

Expected Outcomes:

The main objective of the Family Engagement Partnership is to improve student success in school. The FEP drives towards this mid-term outcome by way of short-term outcomes that scientific research has tied not only to academic improvement for all students, but also to reduce inequity. The FEP drives toward the following specific outcomes for schools, educators, families and students:

- Schools have a culture that welcomes, honors, and encourages families' engagement; work collaboratively with families to make the school a better place for children; listen and respond to families to improve family engagement; encourage and support staff in family engagement efforts; and have systems, structures, and operations that support effective family engagement
- Educators have reduced implicit bias toward families and students and see families as assets; value families and work consistently to build and sustain trusting relationships with them; connect the importance of education to family and student hopes and dreams; believe that partnering with families will make a difference in their students' success; and consistently communicate academic and nonacademic information and progress to families
- Families feel valued and welcomed by the school; demonstrate the importance of education to their child and support their hopes and dreams; believe that partnering with the school and teachers will make a difference in their student's success; and have the information and capacity to support their child to set goals, monitor progress, and support learning
- Students believe they belong in their school community; believe that schoolwork has value; self-regulate and show persistence and focus; and believe their efforts will pay off and that setbacks can be overcome.

In order to achieve these outcomes, Flamboyan shall work with schools over time to develop strong partnerships between educators and families by way of sharing the following:

- Strategies that help teachers build relationships with families
- Strategies that help teachers academically partner with families, following the initial year of the partnership
- Strategies that help teachers engage in ongoing communication with families

Flamboyan shall provide the following to support these components:

- Leadership and programmatic coaching
- Teacher training and school-based professional development
- Operational support; technical assistance and data systems for program monitoring

To achieve the expected outcomes outlined above, DCPS agrees that each Partner School will be expected to do the following:

- (1) Identify teacher leaders to provide coaching and administrative support to carry out the relationship building, ongoing, positive, proactive communication and academic partnering strategies;
- (2) Develop and communicate guidance for teachers and school staff, in alignment with District and DCPS policies, on Flamboyan Foundation's core program components for the academic partnering strategies such as APTT, student-led conferences, and goal setting parent teacher conferences; relationship building strategies, such as home visits; and ongoing, positive, proactive communication initiatives; and monitor whether these expectations are being met;
- (3) As needed and as agreed to by the parties in coordination with participating Partner teachers and other staff, make time available for principals, teachers and staff to participate in professional development for the relationship building, academic partnering with families, and ongoing, positive, proactive communication initiatives; provided, however, any scheduled training shall not conflict with job commitments or other required professional development training;
- (4) Designate time for Partner School principals and teacher leads to participate in bi-annual Professional Learning Community meetings with outer Partners at mutually agreed upon times and locations in Washington, D.C., to collectively problem-solve and share promising practices related to family engagement;
- (5) To the extent allowable under applicable law, share information honestly and openly about the Partner Schools' family engagement work and results;
- (6) If relevant during the grant period, participate in video/audio recordings or host visits from funders, schools, or other interested parties that want to learn about family engagement;
- (7) Document planned and completed family engagement activities;
- (8) Designate time for Partner School principals and teacher leads to participate in bi-weekly coaching meetings, including middle and end-of-year meetings to reflect on successes and challenges

Flamboyan shall provide the following:

- 1) Provide curriculum and staffing to lead or co-lead training and professional development focused on effective family engagement initiatives for school leadership teams and teachers, as follows:
 - Teacher training in the areas of relationship building, academic partnering, and ongoing communications as well as opportunities to reflect on beliefs and biases
 - Professional learning communities for FELTs
- 2) Provide ongoing coaching and technical assistance supporting relationship building, ongoing, positive, proactive communication, and academic partnering strategies to schools, as follows:
 - Leadership coaching

- Support to conduct a school landscape, used to inform the design of a contextualized family engagement approach responsive to stakeholder needs
 - Thought - partnering on integration of family engagement practices
 - Sharing of strategies, ideas, and tools that other schools are trying
 - Project management support
- 3) Provide Operational and Financial Management Support Systems, as follows:
- Support data management for teacher lead payment processes for DCPS
 - Data collection and management systems
 - Operational technical assistance
- 4) Document the promising practices, lessons learned, and impacts of the Family Engagement Partnership. Flamboyant Foundation shall seek individual permission from the people who are interviewed photographed and/or audio/video recorded in a non-public setting through this program and will otherwise adhere to all DCPS policies and procedures

II. Vendor's Unique Qualifications

The DCPS and Office of Communications and Engagement believes the Flamboyant Foundation are the sole source partner for the intense level of expertise and philanthropic partnership necessary to provide DCPS principals and teachers with the mindset and skill necessary to shift family engagement culture at the school-level. They are uniquely positioned as the sole organization in the country for this partnership with DCPS.

Flamboyant provide expertise in training teachers in Washington, DC to build relationships with families using the Parent Teacher Home Visit Model. They also train teachers to regularly share information with families regarding student academic achievement using an alternate-model Parent Teacher Conference called Academic Parent Teacher Teams.

Not only are Flamboyant staff the primary designers and facilitators of this training, they provide regular coaching to DCPS principals and Teacher leaders that help them implement the Family Engagement Partnership with fidelity.

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

The FEP has been a cornerstone element of the DCPS strategy to reach our Capital Commitment Goals. These goals commit to double the percent of students who are college and career ready, and triple the percent of at-risk and students of color who are college and career ready; increase the number of K-2 students reading on or above grade level; increase the number of students graduate within four or five years; increase the number of students who feel loved, challenged, and prepared; increase the number of schools are highly rated or are improving; and to increase students enrollment. DCPS seeks to achieve these goals through a five-part Strategy: focusing on promoting equity by defining, understanding, and promoting equity so

that we eliminate opportunity gaps and systematically interrupt institutional bias; empower our people by focusing on recruiting, developing, and retaining a talented, caring, and diverse team; ensure excellent schools by increasing the number of excellent schools throughout the city; educate the whole child by providing rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready; and engaging families to ensure communication and deepen partnerships with families and the community. OCE believes the FEP is an essential contribution factor to this five-part strategy.

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 Communications and Engagement

DETERMINATION

Based on the above 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 Act of 2010 (D.C. Law 18-371; D.C. Official Code § 2-354) and 27 DCMR 1304 and 1700. Accordingly, I determine that the District is justified in using the sole source method of procurement.

Date

Contracting Officer