

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

CONTRACT NO.: N/A
CAPTION: Family Engagement Partnership
PROPOSED CONTRACTOR: Flamboyan Foundation
PROGRAM AGENCY: Office of Family and Public 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 Family and Public Engagement has an immediate need to procure the services of Flamboyan Foundation to implement the Family Engagement Partnership in 31 DC Public Schools for school year 2016-2017.

3. ESTIMATED REASONABLE PRICE:

The estimated reasonable price is \$140,000 from October 1, 2016 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) recommend a continued partnership with Flamboyan 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 Flamboyan began in SY11-12 with four schools. The partnership grew to seven in SY12-13, 13 in SY13-14, 18 in SY14-15, 22 in SY15-16 and will include 31 schools in SY16-17.

Flamboyan Foundation supports the FEP in the following schools:

1. Bancroft Elementary School	17. Langley Elementary School
2. Beers Elementary School	18. Marie Reed Elementary School
3. Brightwood Education Campus	19. Maury Elementary School
4. Brookland Middle School	20. Powell Elementary School
5. Burrville Elementary School	21. Savoy Elementary School
6. CW Harris Elementary School	22. Seaton Elementary School
7. Drew Elementary School	23. Stanton Elementary School
8. Eliot-Hine Middle School	24. Thomas Elementary School
9. Garrison Elementary School	25. Truesdell Education Campus
10. H.D. Cooke Elementary School	26. Tubman Elementary School
11. Hearst Elementary School* ¹	27. Turner Elementary School
12. J.O. Wilson Elementary School	28. Van Ness Elementary School
13. Jefferson Middle School	29. Walter B. Patterson Elementary School
14. Kelly Miller Middle School	30. West Education Campus
15. Ketcham Elementary School	31. Wheatley Education Campus
16. Kimball Elementary School	

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.

Project Goals:

DCPS believes it is important to continue to implement FEP because it helps teachers support and provide the information families need to play five specific roles that matter most for student achievement:

- Communicating high expectations and the importance of education to their child
- Monitoring their child’s performance and holding their child accountable
- Supporting their child’s learning
- Guiding their child’s education to ensure the child is on track for college or career
- Advocating for their child to receive an excellent education

Program Highlights & Accomplishments:

- In School Year 2016-17 the FEP will currently exist in 31 DC Public Schools
- Relationship-Building Home Visits
 - Teachers are trained and compensated to facilitate home visits

¹Hearst ES will pay for the partnership contribution with private funds raised by the PTA

- Visits follow a research-based model, founded in Sacramento, CA Schools
- Teachers earn \$34 per home visit (teachers pair-up, so each visit costs \$68) in additional compensation.
- Visits happen outside the DCPS teacher contract hours
- Partnering with Families to Improve Student Academic Success
 - Once a relationship is built through the home visit, FEP schools provide the information families need to improve their children's educational outcomes
 - FEP teachers improve their existing parent-teacher conferences, and/or
 - Pilot a new model of data-driven classroom-level parent teacher conferences called Academic Parent Teacher Teams (APTT)
- DCPS teachers visited the families of over 8,000 students in school year 2015-16 as part of the FEP
- What teachers say about FEP (based on an ongoing Johns Hopkins evaluation of FEP)
 - 80% say, "FEP helps me improve student achievement outcomes."
 - 80% say, "FEP helps me improve student engagement."
 - 75% say, "Home visits make me feel more supported in my work."
- The second round of the Johns Hopkins Evaluation conducted over 2013-2014 school year and looked at data for more than 4,000 students at 12 schools. The study focused on student outcomes and found:
 - Students whose families received a home visit were absent, on average, 2.7 fewer days than students whose families did not receive a home visit. This difference represents a 24% reduction in school absences.
 - Students whose families received a home visit had odds of scoring proficient on the TRC that were 1.55 times higher than the odds for similar students who did not receive a home visit.

II. Vendor's Unique Qualifications

The Office of Family and Public Engagement and DCPS believes the Flamboyan 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.

Flamboyan 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 improving achievement rates in all DCPS, including our 40 lowest performing schools; to increase the graduation rate; to improve student satisfaction; and to increase student enrollment. DCPS seeks to achieve these goals through a three-part Strategy: focusing on attracting and retaining the best educators; focusing on implementing a rigorous instructional program, with a particular focus on literacy; and to develop relationships that engage and motivate families and students. OFPE believes the FEP is an essential contribution factor to this three-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 Family and Public 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