

## **DETERMINATION AND FINDING FOR A SOURCE PROCUREMENT**

<b>AGENCY:</b>	District of Columbia Public Schools Office of Specialized Instruction (OSI)
<b>CAPTION:</b>	Summer Lab Program (GenEd Literacy Intervention)
<b>PROPOSED CONTRACTOR:</b>	Lindamood-Bell Learning Processes
<b>CONTRACT NO.</b>	TBD

### **FINDINGS**

**1. AUTHORIZATION:**

D.C. Code 2-354.04.5 and 27 DCMR, Section 1304 and 1700

**2. MINIMUM NEED:**

The District of Columbia Public Schools (DCPS), Office of Specialized Instruction (OSI), has an immediate need to procure the services of a contractor to provide a summer lab literacy intervention program for District of Columbia Public Schools (DCPS) students inside a General Education (GenEd) setting.

The Contractor shall conduct in depth assessments of these students' literacy needs and prescribe and execute subsequent individual learning plans. The contractor will also work with DCPS to systematically collect data on student progress over the summer.

A. The Office of Specialized Instruction (OSI) needs, at a minimum, to increase its use of "evidence-based intervention" that provide classroom-level data about achievement as a pre-referral intervention for students who are suspected of having a disability, in order to better mitigate future due process complaints involving the identification of students with disabilities (as part of Child Find requirements) and overall service delivery. Too often, DCPS refers struggling readers to receive special education services before addressing those students' academic deficits with proven, evidence-based interventions. By using evidence-based interventions, students can benefit in the following ways such as: Students with non-disability related difficulties in learning are identified and treated prior to special education referral; and students who have disabilities are appropriately identified and are able to receive appropriate services in a timely fashion, preventing untimely IEPs and other manifestations of poor special education service delivery.

- DCPS is in need of a Contractor that has established intensive literacy centers on school campuses.
- The Contractor must the necessary trained staff to deliver their research-based interventions with high fidelity.
- The summer lab program must include in-depth assessment batteries and prescribe corresponding individual learning programs for students selected to participate in the center based on those assessment results.

- The summer lab program shall provide small group instruction, containing 4 to 6 students per group. The Contractor shall also provide up to a maximum 120 hours of instruction per student, based on assessment data and instructional needs. The groups shall consist of 4 to 6 students and a minimum of one intervention facilitator.
- The literacy program must have significant evidence supporting their ability to aggressively improve academic outcomes for students participating in their learning centers.
- The summer lab program will provide services of 5 1/2 hours daily of reading instruction in a small group setting using research based interventions for up to 30 DCPS students. The summer lab program will provide services to identified students at one (1) school site during the summer.
- The Contractor shall provide services at one (1) DCPS summer school site:

Noyes Education Campus  
2725 10th St NE,  
Washington, DC 20018

**3. ESTIMATED COST:**

The estimated cost is \$128,400.00 (July 5, 2016 through July 29, 2016).

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

- A. Lindamood-Bell's instructional program fits the academic needs of the DCPS students whom the Office of Specialized Instruction seeks to serve. The intended DCPS student participants in this program scored in the "at risk" level in the areas of phoneme segmentation, nonsense word fluency, and oral reading fluency on the 2015 end of year DIBELS assessment. Lindamood-Bell's decoding instruction would directly address the areas in which these students showed weakness on the DIBELS assessment through its use of symbol imagery, phonemic awareness, word attack, and reading fluency skills. Moreover, students who are enrolled in Lindamood-Bell's reading program experience a planned, integrated procedure and learn methodically. Lindamood-Bell's teaching plan is based on continual evaluation of the students' needs. Its programs are multisensory, organized, and cumulative. Instruction is provided in five and one half hour intensive blocks with group sizes no bigger than 4 to 6 students, all of whom have similar learning profiles.

Lindamood-Bell has created similar intensive literacy centers on the campuses of other schools and most recently created literacy centers that served over 450 DCPS students from October 2013 to June 2016.

- B. Lindamood-Bell's instructional program fits the academic needs of the DCPS students whom the Office of Specialized Instruction seeks to serve. The intended DCPS student participants in this program are currently placed in OSI Early Learning Support K-2 classrooms (general education setting) for the majority of their school day and have been noted as having deficits in reading achievement. Lindamood-Bell's decoding instruction will directly address areas of individual student reading weakness through its use of symbol imagery, phonemic awareness, word attack, and reading fluency skills. Furthermore, Lindamood-Bell's small group instruction model based on comprehensive student learning assessments assures a planned, integrated, and thorough instructional model. Lindamood-Bell's teaching plan is based on continual evaluation of the students' needs. Its programs are multisensory, organized, and cumulative. Instruction is provided in 5 1/2-hour intensive blocks with group sizes no larger than 4 to 6 students, all of whom have similar learning profiles.

## 5. Background and History:

During the 2011-2012 school year ("SY 11-12"), approximately 700 rising 1<sup>st</sup> and 2<sup>nd</sup> grade students in the District of Columbia Public Schools ("DCPS") scored "in the red," well below grade level in reading, on the End of Year DIBELS assessment. In response to that reality DCPS engaged Lindamood-Bell Learning Processes to established school-based literacy centers at several neighborhood elementary schools. 140 general education students across those schools were provided with 120 hours of intensive literacy intervention from Lindamood-Bell Learning Processes staff during the morning literacy block over the course of two instructional periods (fall 2012 and spring 2013). Following instruction students showed significant growth across several reading skill areas.

During the 2013 Summer School session, Lindamood-Bell was again engaged to provide intensive literacy intervention for 105 students at two sites. The summer program included both general education students and special education students, providing students with disabilities with this intensive, multi-sensory reading intervention for the first time. Students saw significant growth across reading skill areas.

## 6. The Proposed Vendor's Unique Qualifications:

Lindamood-Bell has no known competitors in the Washington, DC metropolitan area who provide such reading instruction (including symbol imagery) in learning centers located on public school campuses. Reading programs such as the Wilson Reading System and organizations such as the Institute for Multi-Sensory Education (ISME) provide teaching methodologies, curricula, training, professional development and support for classroom teachers to implement reading interventions. Unlike Lindamood-Bell, Wilson, IMSE and others like them do not offer to hire and train teachers for the purpose of implementing reading intervention to large groups of struggling readers on school campuses; nor do they offer to implement an on-site instructional model for students with disabilities that involves one-to-one lesson planning with teachers based on current student performance.

Failure to engage *Lindamood-Bell Learning Processes* as the contractor for the requested items/services will impede government operations and may cause an adverse impact to the teaching and learning process.

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 to provide the required services.

**CERTIFICATION BY THE DCPS PROGRAM:**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Office of Specialized Instruction

**CERTIFICATION AND 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 1700.

\_\_\_\_\_  
Date

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Chief Procurement Officer