

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

**AGENCY:** District of Columbia Public Schools, Office of the Chancellor  
**CAPTION:** Management and Operation of Duke Ellington School of the Arts  
**PROPOSED CONTRACTOR:** Duke Ellington School of the Arts Project  
**CONTRACT NO.:** GAGA-2018-C-0009

**FINDINGS**

**1. AUTHORIZATION:**

D.C. Official Code § 2-354.04, 27 DCMR, Sections 1304 and 1701

**2. MINIMUM NEED:**

The District of Columbia Public Schools (DCPS) Office of the Chancellor (OOC) has an immediate need for Duke Ellington School of the Arts Project (DESAP) to provide management and operation of all aspect of Duke Ellington School of the Arts for SY17-18.

**3. ESTIMATED REASONABLE PRICE:**

The estimated cost is \$5,241,277 (base year amount from date of award through June 30, 2018).

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

The District of Columbia Public Schools, Office of the Chancellor recommends DESAP to provide management and operation of all aspect of Duke Ellington School of the Arts. DESAP shall provide the following areas of service critical to the goals and objectives of DCPS:

1. Curriculum and Instruction: Special Education – DESAP shall be responsible for providing and implementing the curriculum for DESA students and for instructing, testing and overseeing the artistic and academic development of all students attending DESA.
2. Recruitment and Admission: DESAP shall be responsible for the recruitment of students for DESA.
3. Personnel and Training: DESAP shall be solely responsible for recruiting, hiring and overseeing all DESA personnel, including instructional and non-instructional personnel.

## **I. Background and History:**

In 1968, Peggy Cooper Cafritz and Mike Malone established Workshops for Careers in the Arts, a non-profit organization based at George Washington University and dedicated to the training of talented high school youth for real work in artistic disciplines. Classes were held in dance, drama and the visual arts at various locations in the nation's capital. From the first year of summer classes, the program soon grew to a Monday through Friday, four-hour apprentice program where students were released from regular classes at noon to travel to their arts courses at Workshops. Carnegie and elective credit was awarded for the year-long courses and counted toward the students graduation eligibility.

In 1970, Congress designated \$50,000 of the District of Columbia Public Schools (DCPS) appropriation to support the Workshop's program of education and training. Other major funding was raised from the Ford Foundation (Which contributed over half million dollars) and through local philanthropies.

In early 1974, Workshops proposed to DCPS that a four-year, public high school of the arts be established using the successful Workshops concept as a pilot program for the career training of Artistically gifted children. In June of 1974, the Board of Education chartered the School of the Arts at Western to begin in September 1974. From a program of 150 part-time students annually, the new school was opened with over 300 students in grades 9 through 12. Majors were offered in dance, theatre, the visual arts, vocal and instrumental music.

In 1978, the Ellington Fund was established as the fundraising arm of the school charged with raising a significant portion of the school's revenues, bridging the gap between DC Public Schools' funding and actual costs of Ellington's dual-curriculum program. In September 2000, Duke Ellington School of the Arts developed a partnership with the District of Columbia Public Schools, the Ellington Fund, the John F. Kennedy for the Performing Arts and The George Washington University, becoming the Duke Ellington School of the Arts Project (DESAP).

In 1999, the Duke Ellington School of the Arts Project (DESAP), an independent 501(c)(3) organization governed by its own board of directors and comprised of the DC Public Schools (DCPS), the Ellington Fund, the John F. Kennedy Center for the performing Arts (The Kennedy Center) and The George Washington University (GWU) was created.

Just as the whole is greater than the sum of its parts, the DESAP model is unlike any other in DCPS. Because DC Public Schools is a partner, the school benefits from DCPS and follows its standards of learning. However, unlike any other DCPS, DESAP is governed and operated by an independent board of directors consisting of representation from each partner. The Board of Directors of DESAP oversees the hiring

and evaluation of the Head of School as well as the school's general operations. The Ellington Fund raises critical financial support and contributes other resources so that the school can thrive and move toward its goals.

## **II. The Proposed Vendor's Unique Qualifications:**

DESAP's mission addresses the need to provide the opportunity for solid and varied educational experiences for all DC-area youth, regardless of their economic background. With a day that runs from 8:00 am to 5:00 pm and often extends into the evening, DESAP requires a high level of dedication. Students have a full slate of academic classes in the mornings. In addition to the standard DC Public Schools academic curriculum, the school offers many Honors and Advanced Placement courses. Juniors and seniors participate in the College Summit program, which helps them prepare for college admissions tests and apply for and transition to college. In the afternoons, students receive at least 3 hours of instruction in their chosen arts discipline. Students have numerous performance and exhibition opportunities and the chance to learn from arts professionals from across the country.

More than a "feel good" extracurricular activity, the school's arts provides a chance for students to excel in ways that traditional high schools do not. In addition, DESAP's rigorous arts program promotes skills and traits that are critical to students' future academic and career success – including creative problem solving, confidence, perseverance, focus, collaboration, time management, ability to interpret and convey non-verbal communication, and the ability to receive and respond to constructive feedback.

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

To this day, the school is the only DC arts-focused high school, providing opportunities for students to study one of eight artistic disciplines: Dance, Instrumental Music, Literary Media & Communications, Theatre, Visual Arts, and Vocal Music, as well as Museum Studies and Technical Design & Production – areas of study not typically found at the high school level.

DESAP engages people citywide, primarily the 530 students annually that gain knowledge, skills and hands-on experience in the classroom and through performances/exhibitions that provide a platform for sharing their art. Ellington's dual-curriculum program requires dedication. Each arts department has a progressive curriculum including history, theory and technique, as well as applied studio time. The program teaches perseverance, focus, collaboration, and responding to criticism – all skills that will serve any career path.

Beyond this formal collaboration, the Ellington Fund and the school regularly partner with other organizations to enhance programming for Ellington Students.

In light of the above findings, and to remain with the continuity of services that has been provided in the past by DESAP, 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 are met.

**5. CERTIFICATION BY DEPUTY CHANCELLOR:**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Office of the Chancellor

**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 27 DCMR 1304 and 1701. Accordingly, I determine that the District is justified in using the sole source method of procurement.

\_\_\_\_\_  
Date

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