

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

AGENCY: District of Columbia Public Schools, Office of Family and
Office of Teaching and Learning, Out of School Time Programs
CAPTION: Summer Reading Incentive Program
PROPOSED CONTRACTOR: Springboard Collaborative
CONTRACT NO. GAGA-2018-C-0049

FINDINGS

1. AUTHORIZATION:

D.C. Code 2-354.04 and 27 DCMR, Section 1304 and 1702.

2. MINIMUM NEED:

The District of Columbia Public Schools (DCPS), Office of Teaching and Learning (OTL), Division of Out of School Time Programs (OSTP) has an immediate need to procure the services for employment and program methodology of Springboard Collaborative to execute and oversee an incentive based-summer reading program to be conducted at various school sites during the summer beginning in July through August of 2021.

3. ESTIMATED ADDITIONAL COST:

The estimated cost of the contract is \$354,000.00 The estimated cost increased from \$200,000.00 by \$154,000.00 to \$354,000.00 for the option year three period from June 1, 2021 through May 31, 2022.

4. FACTS WHICH JUSTIFY A SOLE SOURCE PROCUREMENT:

The Office of Teaching and Learning recommends the services of Springboard Collaborative for the required services because they provide a proven incentive-based student reading improvement program that involves and empowers student families while providing training and professional development opportunities for DCPS teachers.

DCPS seeks a program that:

1. Will use and invest in existing DCPS teachers, providing a training/professional development opportunity;
2. Has a proven success model (backed by empirical data) with students in an urban environment;
3. Will provide a collaborative and robust family engagement component as an integral part of the program; and
4. Provides a high quality innovative program with built in incentives to foster motivation within the student body, staff and families.

Utilizing the services of Springboard Collaborative, we will seek to close the achievement gap that is most often realized by the 9th grade but is attributable to summer learning loss starting as early as Kindergarten.

Background and Success in the District

The Office of Teaching and Learning supports the development and implementation of research-based projects and ideas in the District of Columbia Public Schools, with a particular focus on closing opportunity and achievement gaps for elementary students grades K-2. Using research and data to drive instructional decision making through the development of programs and projects, OTL aims to serve as a thought leader and partner.

Research shows that two thirds of the reading achievement gap by 9th grade is attributable to summer learning loss starting with students as young as Kindergarten. Low-income students tend to lose about three months of reading levels during their summer vacation. A high-quality literacy program can reverse this trend and drive reading gains, potentially helping to close the achievement gap for DCPS students grades K-2.

The Office of Teaching and Learning seeks an innovative program to address the achievement gap resulting from summer reading loss.

Springboard Collaborative will provide high quality training to DCPS Teachers to serve approximately 900 students at various sites with an incentive-based summer literacy program. They will be responsible for training teachers in a proven model of literacy instruction that will prevent the summer reading loss often common in low-income students and students of color.

Last year, Springboard Collaborative worked with DCPS to meet all of its requirements; the partnership between the two entities helped children grow as readers, trained their families to develop home literacy habits and supported the professional development goal of teachers who served as coaches and trainers. In summer 2021, Springboard Collaborative will extend the program it provided to 10 sites across DCPS that would deliver instruction to 900 K-2nd grade students and extend professional development opportunities to teachers.

The Proposed Vendor's Unique Qualifications:

Springboard Collaborative seeks to close the reading achievement gap by coaching teachers, training family members, and incentivizing learning so that our scholars have the requisite skills to access life opportunities.

Springboard Collaborative has proposed an intensive, 5-week summer literacy program for students and their families. In each of their school partners, they train the existing teachers to implement the program. The program is comprised of the following components:

- I. **Home visits:** Before programming, teachers visit the homes of their 15 students to build parent buy-in and lay the foundation for a strong partnership.
- II. **Instruction:** Teachers conduct daily, half-day literacy instruction with students grouped by reading level rather than grade level.
- III. **Family workshops:** Teachers are trained to lead weekly workshops that coach parents on how to pick a book on their child's reading level and what to do before, during, and after reading.

- IV. **Coaching:** Springboard hires a Site manager at every school, typically from within the school's existing staff. The Site Manager leads differentiated groups of teachers through a 5-week coaching cycle to ensure that every classroom reaches the finish line while teachers improve their practice (professional development).
- V. **Learning Bonuses:** Contingent on parent attendance and commensurate with student reading growth, Springboard distributes educational incentives – including books and tablets – during a capstone celebration.

Springboard's model is the only summer reading program found that incorporates and trains the students' family to serve as an additional point of literacy coaching and advocacy as an integral part of the service offerings. Springboard cultivates strong family teaching practice by delivering hours of professional development; conducting data-driven PLCs on a hourly basis weekly; helping teachers toward professional goals of their choosing through a 5-week coaching cycle; and providing over 100 hours of 'guided practice' implementing balanced literacy, differentiation in small groups, and family engagement.

Springboard's model starts with the creation of an individualized student action plan focused on a specific reading goal. Springboard trains and support teachers in the development of these action plans, which have plans for classroom intervention and, through the partnership with families, home support.

Springboard engages and equips parents to be their children's one-on-one reading coaches at home. Providing this kind of support in the classroom setting would be prohibitively expensive.

DCPS anticipates the following outcomes:

- Improved Reading proficiency amongst the target audience;
- Families encouraged to participate in their children's education via reading goals and workshops; and
- Summer reading participation of 960 students and professional development of 56 teachers.

A sole source contract No. GAGA-2018-C-0049 was duly awarded pursuant to the Notice of Intent to Award A Sole Source Contract, issued 6/8/18 and closed 6/18/18, in the amount of \$571,000. OTL Extended Learning and Academic Recovery (ELAR) Division (formally OSTP) requested a modification to the sole source contract to increase the scope of work in option year three, as specified below, for an additional cost of \$154,000.00, to advance DCPS goal of closing the educational achievement gap that was further developed during the COVID-19 pandemic and subsequent school closures.

In addition to the services being procured in option year three of the contract, the Contractor shall provide the following:

- I. Provide incentives for all participants of the Springboard program.
- II. Hire an operations team member at each Springboard site, to assist with ensuring site success.
- III. Provide 10 hours of professional development for all staff participating in the Springboard program.

In light of the above findings a sole source award to Springboard Collaborative is in the best interest of the DCPS and would be the most efficient and cost-effective procurement method.

CERTIFICATION BY THE OFFICE OF TEACHING AND LEARNING:

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

Date

Office of Teaching and Learning

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 2-354.04 and 27 DCMR 1304 and 1702).

Date

Candace Butler
Chief Procurement Officer