

**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 § 2-354.04.5 and 27 DCMR, Section 1304 and 1702

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 18 DC Public Schools for school year 2015-2016.

3. ESTIMATED REASONABLE PRICE:

The estimated reasonable price is \$97,500.00 from Date of Award through 9/30/16.

4. FACTS WHICH JUSTIFY SOLE SOURCE PROCUREMENT:

The District of Columbia Public Schools (DCPS), Office of Family and Public Engagement (OFPE) recommend 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.

Flamboyan Foundation supports the FEP in 18 Schools, including: Bancroft ES, Beers ES, Burrville ES, CW Harris ES, Garrison ES, Hearst ES, J.O. Wilson ES, Ketcham ES, Kimball ES, Langley ES, Maury ES, Powell ES, Seaton ES, Stanton ES, Thomas ES, Truesdell EC, Tubman ES, and Wheatley EC.

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:

- The FEP currently exists in 15 DC Public Schools
- DCPS seeks to expand the FED to 18+ more schools over the coming two years.
- Relationship-Building Home Visits
 - Teachers are trained and compensated to facilitate home visits
 - 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)
 - 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 teacher have visited the families of 2,985 students in school year 2013-14 and 2014-2015
- 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."

- Below Proficient elementary grade students in FEP Schools grew more in reading and in math than those in other DCPS Schools (Based on growth in DC CAS 2012 to 2013, in grades 4 and 5)
- Mathematica Policy Research has just launched a three-year Randomized Control Trial evaluation of the FEP in DCPS, studying program effects on student and teacher outcomes.

II. Vendor's Unique Qualifications

The Office of Family and Public Engagement and DCPS 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

In partnership with an independent research and evaluation firm, the Office of Family and Public Engagement (FEP) is closely studying the impact of the Family Engagement Partnership on school-level factors. This Randomized Control Trial Evaluation is in motion, and changing elements associated with the FEP professional development model would invalidate the study.

Further, 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.

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 305 of the District of Columbia Procurement Practices Act of 1985 (D.C. Law 6-85; D.C. Official Code § 2-303.05). Accordingly, I determine that the District is justified in using the sole source method of procurement.

Date

Contracting Officer