

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

AGENCY: District of Columbia Public Schools
CAPTION: Literacy Tutoring and Intervention Services
PROPOSED CONTRACTOR: AARP Experience Corps
PROGRAM AGENCY: Chief of Schools, School Turnaround Division

FINDINGS

1. AUTHORIZATION:

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

2. MINIMUM NEED:

The District of Columbia Public Schools (DCPS), Office of the Chief of Schools (COS), and School Turnaround Division (STD), has an immediate need to procure the services of AARP Experience Corps to support the school turnaround initiative for SY16-17 for the following schools: Patterson, Houston, J.O. Wilson, Van Ness and Miner Elementary School.

3. ESTIMATED REASONABLE PRICE:

The estimated cost is \$45,000 for the proposed period date of award through September 30, 2017.

4. FACTS WHICH JUSTIFY SOLE SOURCE PROCUREMENT:

Background and History

AARP Foundation Experience Corps (EC) shall perform the following services in each school:

- Recruit, train, and manage a team of volunteer tutors in pre-K-3rd grade classrooms for the 2016-2017 school year.
- Provide reading and literacy support via small group tutoring and/or individual instructional support. Students are identified and referred by teachers for tutoring and support.
- Assist teachers with differential instruction in class, as needed for academic literacy support, from September/October 2016 through June 2017.
- Coordinate volunteer activities with classroom teachers and school staff.

Outcomes and Evaluation:

- Program evaluation activities will be coordinated with DCPS and will utilize standardized evaluation systems, teacher surveys, and volunteer performance evaluations. Specific metrics and expected results will be finalized by DCPS and AARP Foundation Experience Corps (EC).

Teacher and Student Support:

- Classroom teachers will receive a minimum of 5 hours of support per week from either one or two volunteers.
- Volunteer roles include tutoring, mentoring, encouraging positive classroom behaviors, and additional roles defined by principals in collaboration with EC staff.
- Volunteers will provide support in the foundational literacy skills recommended by the National Institute of Child Health and Development and the Secretary of Education and in alignment with Common Core State Standards.
- A half-hour to 45 minute teacher orientation on the performance measures, survey tools and program expectations will be conducted before volunteers are placed in classrooms. Quarterly teacher refresher orientations will be conducted throughout the school year as needed.

Volunteer Oversight and Management:

- School-based site coordination is provided by an AARP Foundation Experience Corps Team Leader for a minimum of 20 hours per week in each school with coordination and supervision by EC staff.
- EC is responsible for recruitment, screening and training of older adult (50+) volunteer tutors/mentors and team leaders.
- Placement of at least 5 volunteer members, and one team leader at each school site.
- On-going communication and coordination with school principals and designated school staff to support achievement goals and to assure quality.
- Evaluate volunteer tutor performance through on-site observations and coaching, and ongoing monitoring. Formal tutor mid- and end-of-year progress reviews are conducted to ensure tutors meet or exceed performance standards.
- Furnish accident and liability insurance to all AARP Foundation EC volunteers.

Volunteer Training:

- Twenty-five hours of annual training which includes: pre-service training; monthly in-service volunteer meetings and professional development; and volunteer support, supervision and evaluation.
- Pre-service topics include understanding public schools, managing student behavior, conducting literacy tutoring in a differentiated learning environment, familiarization with the Common Core standards and their application in tutoring activities, SMART goal setting, creating a growth mind-set, selecting leveled books, and implementing tutoring and mentoring strategies.

Program Goals**Results from an Evidence-Based Program:**

- Improve reading literacy skills with the goal of progressing students towards grade level reading ability.
- Consistent, reliable weekly support to students and teachers.
- Improve classroom engagement.
- Improve community relations.
- Measurable outcomes from a program with a gold standard research base.

Outcome Evaluation Data Sources:

- Beginning, mid- and end-of-year reading scores for tutored students.
- Pre-post tutoring assessments.
- Teacher program evaluation.
- Volunteer tutor surveys and evaluations.
- Volunteer tutor logs.

Program Model:

- Provide a minimum of 5 hours of push-in or pull-out academic support (per classroom per week).
- Consistent Support: 1 or 2 older adult volunteers per teacher/class for the academic year.
- On-site Leadership: One (1) team leader volunteer at each school.
- Training: 25 hours of training per volunteer.
- Background Checks: Pre-screening and completion of mandatory background checks for every volunteer, as required by DCPS and AARP Foundation EC policies and procedures.

Principal and Teacher Roles:

Principal Roles

- Possess the willingness to integrate EC into their school.
- Designate a contact person, preferably the literacy specialist or instructional coach, to serve as liaison with EC.
- Ensure that monthly partnership meetings are taking place between EC staff and school liaison.
- Help ensure teachers use EC volunteer tutors effectively.
- Principal/designee works with EC staff on matching of volunteer tutors with teachers.
- Host a volunteer tutor orientation/welcome at school to address school policies, procedures, and introduce participating teachers and staff.
- Ensure participating teachers provide volunteer tutors with the instructional materials and guidance to support tutoring activities.
- Provide student data and support the collection of program surveys in a timely manner to measure program impact, teacher satisfaction, and volunteer effectiveness.
- Designate space for monthly team meetings.
- Ensure that sustained tutoring sessions are taking place as scheduled, and small groups are limited to three students.
- Communicate with EC staff when student placement or session schedule changes occur.

Teacher Roles

- Partner with EC to guide activities for volunteers.
- Work with EC to create a volunteer tutor schedule.
- Attend EC orientation.
- Complete student referral form/pre-tutoring assessment survey for each participating student at the beginning of the program year, year-end program evaluation, and post-tutoring student assessment by due dates.
- Communicate regularly with EC volunteer tutor on student progress.
- Participate in mid-and end-of-year meeting with AARP EC staff to review partnership and plan for the following school year.

5. CERTIFICATION BY THE DCPS PROGRAM OFFICE:

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

Date

Deputy Director, School Turnaround Division

6. CERTIFICATION AND DETERMINATION

Based on the above certified findings in accordance cited authority, I hereby determine that it is not feasible of 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 1701.

Date

Contracting Officer

