

**DETERMINATION AND FINDING
FOR A SOURCE PROCUREMENT**

AGENCY: District of Columbia Public Schools
Office of Advanced and Enriched Instruction (OTL)
CAPTION: Summer Reading Incentive Program
PROPOSED CONTRACTOR: Springboard Collaborative
CONTRACT NO. RQ956032

FINDINGS

1. AUTHORIZATION:

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

2. MINIMUM NEED:

The Office of Advanced and Enriched Instruction has an immediate need to procure and employ the services and program methodology of Springboard Collaborative to execute and oversee an incentive based-summer reading program to be conducted at up to 8 individual sites between June 3, 2017 and August 31, 2017.

3. ESTIMATED COST:

The estimated cost is \$507,100 for the proposed period of performance (Date of award through August 31, 2017).

4. FACTS WHICH JUSTIFY A SOLE SOURCE PROCUREMENT:

The Office of Advanced and Enriched Instruction 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 History:

The Office of Teaching and Learning (OTL) 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 3 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 922 students at 8 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 638 children grow as readers, trained their families to develop home literacy habits and supported the professional development goal of 45 teachers who served as coaches and trainers. In summer 201, Springboard Collaborative will extend the program it provided to 8 sites across DCPS that would deliver instruction to 922 K-2nd grade students and extend professional development opportunities to 56 teachers.

Market Research:

The Office of Contracts and Acquisitions attempted to conduct a formalized survey of the market to ensure there were no other viable sources to provide a summer reading program that meets the aforementioned requirements outlined by OTL. The survey consisted of the following questions, and was sent to two companies (detailed below) who are considered to be leaders in the summer reading educational industry:

Market Survey Questions:

Question 1: Does your program have proven student reading improvement over the summer months?

Question 2: Has your program had successful implementation in urban school districts similar to DCPS?

Question 3: Have you provided your reading program(s) to at least 50 teachers?

Question 4: Has your program been in use within the same school districts for a minimum of 3 years?

Question 5: Do you have the capacity to start a full summer program by June 3, 2017?

Question 6: Does your program involve and empower parents and families in literacy instruction?

Question 7: Have you trained teachers to conduct workshops focused on family/parent inclusion in the reading initiatives?

Companies Surveyed:
PCG Educational Partnerships
Richmond, Virginia
757-876-1336 direct
www.educationalpartnerships.net

Practice Makes Perfect
New York, New York
347-778-1743 direct
www.practicemakesperfect.org

Results:
None of the companies have responded to the survey. From a preliminary survey of their websites and service offerings, it appears that neither organization integrates families as a part of the literacy model.

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:

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.

Instruction: Teachers conduct daily, half-day literacy instruction with students grouped by reading level rather than grade level.

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.

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).

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 15 hours of professional development; conducting data-driven PLCs for 2 hours weekly; helping teachers toward professional goals of their choosing through a 5-week coaching cycle; and providing 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 922 students and professional development of 56 teachers.

In light of the above findings a sole source award to Springboard Collaborative is in the best interest the Office of Teaching and Learning 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

Brian Pick, Chief of Teaching & 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 and 27 DCMR 1304 and 1702.

Date

Chief Procurement Officer