

**DETERMINATION AND FINDING
FOR A SOURCE PROCUREMENT**

AGENCY: District of Columbia Public Schools
Office of the Chief of Schools
CAPTION: Literacy Tutoring and Intervention Services
PROPOSED CONTRACTOR: **AARP Experience Corps**
REQUISITION NO.: RQ907604

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 the Chief of Schools (COS), has an immediate need to procure the services of AARP Experience Corps to support the school turnaround initiative for SY15-16 for the following schools: Dorothy Height, Houston, Miner, Orr, Thomas and Aiton.

3. ESTIMATED COST:

The estimated cost is \$25,500 for the proposed period date of award through September 30, 2016.

4. FACTS WHICH JUSTIFY A SOLE SOURCE PROCUREMENT:

AARP Experience Corps (EC) currently helps students with both literacy assistance and sustained intervention models in the following ways:

- Tutors in the sustained strategy work one-on-one and in small groups with students during the course of the school year. On average, these tutors work with their students for 30 minutes at a time, twice per week, for a total of 35 sessions. Approximately 34 percent of students involved in the Washington, DC EC program are served in the sustained strategy.
- Tutors who are engaged in the literacy assistance intervention strategy provide general classroom literacy support. They may work with a variety of students in the classroom on a one-on-one, small-group, or whole-class basis. No minimum number of sessions exists in the literacy assistance strategy and progress relating to individual student goals is not tracked.

5. RESULTS FROM PREVIOUS YEARS:

The AARP Experience Corps (EC) program places adults 50 and older into elementary schools to tutor and mentor students in reading and literacy. The program began working with DC Public Schools since 2011. Teachers and tutors participating in the EC Washington, DC program were surveyed about their experiences with the program. The results of these surveys indicate that both teachers and tutors value the EC program and think it helps struggling students succeed.

The majority of teachers said they feel that EC tutors have an influence on student progress in the critical areas of reading and literacy, as well as on many of the attitudes and behaviors that support academic achievement. Tutors said they find the EC program to be a satisfying opportunity to have a real influence on the lives of children in their community.

Post-Tutoring Assessment Results

Teachers reported that the majority of the students selected to participate in the EC tutoring program were below grade level benchmarks in reading and literacy skills at beginning the school year. Many of these students made marked gains during the course of the year. The results from the teacher ratings were as follows:

- At the beginning of the school year, 92 percent of students were below grade level in overall reading and literacy skills (n=603). 40 percent were two or more grade levels behind, 16 percent were 1.5 grade levels behind, 24 percent were 1 grade level behind, and 12 percent were 0.5 grade level behind.
- Of those students who were below grade level at the beginning of the year, teachers reported that by the end of the year, 69 percent improved their overall reading and literacy skills by one or more grade level (e.g., from 1.5 grade levels below to one grade level below; n=545).
- Of those students who were below grade level at the beginning of the year, teachers reported that by the end of the year, 28 percent were classified as on or above grade level (n=545).
- 51 percent of students who had previous attendance issues were rated as exhibiting improvement in attendance by the end of the year (n=215).
- 83 percent of students who received low ratings for one or more academic engagement behavior in the fall—such as concentration in class, motivation to learn, or participation in classroom activities—received a higher rating at the end of the year (n=571).

Teacher Program Evaluation Results

Findings from the teacher program evaluation survey indicate that a majority of teachers believe having tutors in the classroom helps by giving teachers time to individualize instruction for the students who need it most. Teachers reported that tutors have an influence on student reading and literacy performance; moving students toward reading on grade level; attendance; disruptive behavior; and engagement behaviors, such as participation and concentration. The results were as follows:

- 88 percent of teachers reported that EC tutors had a moderate or strong influence on student reading and literacy performance (n=93).
- 82 percent of teachers reported that EC tutors had a moderate or strong influence on student academic engagement behaviors, such as concentration or participation in class (n=93).
- 83 percent of teachers reported that EC tutors had a moderate or strong influence on providing teachers with extra time to assist students who were struggling academically (n=92).
- 70 percent of teachers indicated that they were likely to request a tutor again next year (n=93).

Volunteer Tutor Survey

Nearly all of the tutors indicated they were satisfied with the opportunities and experiences that the EC program provided. High percentages of tutors indicated that they were satisfied with many measures of personal development and with the relationships they had with students, teachers, and EC program staff. The results were as follows:

- 99 percent of tutors reported that participating in the EC program helped them stay physically and mentally active (n=89).
- 92 percent of tutors reported that the program increased their sense of purpose in life (n=87).
- 92 percent of tutors reported that they were satisfied with the academic progress they made with students (n=86).
- 96 percent of tutors reported that they were satisfied with the relationships they had with the students they tutored (n=82).

Furthermore AARP entered into a donation agreement on January 21, 2016 with DC, Office of Partnership and Grants to supplement the overall cost of the program. As per AARP’s quote on January 26, 2016 the total of the program is \$80,000.00, however, they are contributing \$54,500.00. DCPS only has to contribute \$25,500.00 for tutoring service at the six (6) schools referenced above.

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

Chief of Schools

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