

**DETERMINATION AND FINDING  
FOR A SOURCE PROCUREMENT**

**AGENCY:** District of Columbia Public Schools  
Office of Specialized Instruction, Early Childhood Education Division  
**CAPTION:** Consulting Services/Professional Development  
**PROPOSED CONTRACTOR:** School Readiness Consulting  
**CONTRACT NO.** RQ875357

**FINDINGS**

**1. AUTHORIZATION:**

D.C. Code 2-354 and 27 DCMR, Section 1304 and 1702

**2. MINIMUM NEED:**

The District of Columbia Public Schools (DCPS), Office of Specialized Instruction (OSI), Early Childhood Education Division (ECED) is seeking a contractor to provide consulting services and professional development to the Instructional Team leadership members in SY 2014-2015.

The contractor shall provide the following services:

- Professional development to the instructional Team leadership members
- Coaching data management and evaluation planning
- Consultation for OSI-ECED team leads who provide support to instructional specialist working with teachers in prekindergarten classrooms to improve their instructional practices.
- Work with Early Childhood Director to develop processes and procedures to support the ongoing development and work of team leads as well as a developmental progression.

**3. ESTIMATED COST:**

The estimated reasonable price is \$78,000.00 for SY2014-2015

**4. FACTS WHICH JUSTIFY A SOLE SOURCE PROCUREMENT:**

The District of Columbia Public Schools, OSI-ECED recommends the services of School Readiness Consulting to build on its prior work to further develop the coaching model and internal evaluation measures to determine impact and effectiveness and provide professional development and coaching to Instructional Team leadership members to support the ongoing development and work of team leads as well as a developmental progression.

**Background and history of this vendor with DCPS**

The OSI-ECED operates the Head Start School-wide Model (HSSWM), a unique service model that blends Federal head start and local pre-kindergarten resources to provide comprehensive, high quality pre-kindergarten services to children. An integral component of the Model is the ongoing support of early childhood teachers through the provisioning of qualified, highly-trained instructional coaches. Early Childhood coaching is fairly new in the field of instructional

coaching and a model was developed in 2009 specifically for DCPS to meet the multi-level needs of early childhood teachers and school administrators.

Since SY 2010-11, instructional coaches have provided job-embedded, differentiated and goal-specific coaching for early childhood teachers in all Title I schools. Coaches are responsible for building capacity for best practices in teachers and school administrators as a major strategy for improving academic outcomes for our youngest learners. They are supervised and participate in professional development under the guidance and facilitation of team leads and the manager of professional learning.

To that end, team leads and the director must continually coordinate, build and refine their supervisory knowledge and skills. Additionally, the Director must have a tool to clearly identify team lead behaviors and its effectiveness in building the capacity of coaches. Investing in ongoing development of the Model and those responsible for ensuring its implementation to fidelity is one of the many strategies used to support growth in coaches whose work impacts teachers on a daily basis and team leads who supervise the work of coaches.

**The Proposed Vendor's Unique Qualifications:**

School Readiness Consulting delivers relevant, strategic support to early childhood systems, programs, and education organizations. Their work is helping to shape the field of early learning. Their goal is capacity building for systems and programs. By partnering to build your internal leadership, your program will have the tools, resources, and processes for continuous quality improvement. They have extensive expertise with domestic and international policy issues related to early childhood development and education. They embrace one goal: making sure all children, especially those in under resourced communities, experience an early childhood education that translates to success in school and in life.

A centerpiece of SRC practice is the Early Childhood Technical Assistance Center (EC TA Center), a professional learning community designed to meet each program's comprehensive professional development needs.

Teachers in their Early Childhood Technical Assistance Center outperform their peers in teaching concept development, language modeling, and giving rich quality of feedback to early learners, as measured by the CLASS.

The SRC team is flexible and responsive, with a high-touch approach that allows them to meet clients' needs quickly, efficiently and thoroughly. They are also able to adapt their research and evaluation approach as projects and relationships unfold.

They approach evaluation as a true partnership and from the standpoint of an organization deeply immersed in knowledge of early childhood. Together with their partners, they shape, co-create and execute sound evaluation design. SRC partners with programs to focus their resources on carefully chosen areas of inquiry, to apply new data, leverage new resources, and to inform real-time decision-making. In collaboration, they build the ideal evaluation model for programs, one that is customized to the individual program's strengths, needs, and goals.

Through experiences with implementation evaluation, they are able to highlight a story of implementation that focuses on our partners' reach, successes, and impact.

Since 2009, DC Public Schools has used SRC's comprehensive early childhood education instructional coaching model. To date, over 5,000 children and 30 coaches have benefitted from their instructional coaching model and training program in 85 schools across the District.

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

**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

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Early Childhood Education Division

**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

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Chief Procurement Officer