



FLORIDA DEPARTMENT OF EDUCATION
Office of Independent Education and Parental Choice
and the Florida Education Foundation

Request for Proposal (RFP)

Program Name

District-Charter Collaborative Compacts (DCCC)

Definitions

For purposes of this RFP, the following definitions apply:

(a) High-need area: A neighborhood or school zone that is served by one or more traditional public schools that meets one or more of the following criteria:

- (1) Received or earned a grade of "F" in 2012-13 or 2013-14, or
- (2) Received or earned a grade of "D" or "F" in three of the most recent five years

(b) High-impact charter school organization: An independent charter school network or independent charter management organization that operates highly effective charter schools in low-income areas.

Funding Purpose/Priorities

The District-Charter Collaborative Compact (DCCC) is based upon the following core values and beliefs:

- All students should have access to highly effective schools that will prepare them for college and/or career.
- Districts and charter schools share the responsibility for ensuring that all students have access to highly effective schools.
- Collaboration between Districts and charter schools can improve the educational reform efforts underway in Florida and improve student academic achievement for all students.

The primary purpose of this project is to encourage and support the development and implementation of sustainable strategies to ensure that all students, especially those currently attending or zoned for schools in high-need areas, have access to highly effective schools.

The DCCC is an opportunity for Districts to develop and implement bold and innovative strategies for collaborating and partnering with independent high-impact charter school organizations that are capable and prepared to serve students in Florida's highest need areas.

The Florida Department of Education (the Department) is interested in DCCC strategies that focus on the following priorities:

- Innovative Authorization: The District will develop and implement innovative and effective charter school authorizing practices that will support the goal of creating new independent high-quality charter schools in high-need areas. This may include, but is not limited to, the following strategies:
 - Active solicitation of independent high-impact charter management organizations to open multiple schools in high-need areas
 - Approving a high-impact charter school organization to open multiple schools over several years based on the organization's achievement of agreed upon benchmarks
 - Approving initial charter contracts for 10 or more years with rigorous outcome-based accountability measures and annual reviews or performance
 - Enhancing the capacity of the District's charter school office to provide meaningful support and rigorous outcome-based monitoring
 - Adopting and implementing of [Florida's Principles and Standards of Quality Authorizing](#)

- Facilities Support: The District will assist high-impact charter school organizations with securing facilities in the targeted high-need areas. This may include, but is not limited to, the following strategies:
 - Providing unused District facilities for long-term use
 - Providing space in under-utilized District facilities for long-term use
 - Providing funding or other resources to assist high-impact charter schools that are serving the targeted area in acquiring facilities

- Knowledge Transfer: The District will collaboratively develop and implement systems to share expertise between the District and charter schools aimed at increasing student performance. This may include, but is not limited to:
 - Developing joint district-charter learning communities to allow for sharing of ideas between teachers and instructional leaders, with a focus on areas such as personalized learning, educator evaluation or differentiated instruction
 - Developing and implementing strategies for mentoring new teachers and new school leaders in both charter and district schools

- Resource equity: The District will provide access to critical resources to support successful openings of new high-impact charter schools. This may include, but is not limited to:
 - Dedicated staff to provide short-term, intensive support to new operators in areas such as the District's student information systems, Exceptional Student Education policies and procedures, and data systems
 - Equal participation in innovative and effective teacher recruitment programs
 - Allowing high-impact charter school organizations to operate a National School Lunch Program under the District's sponsorship
 - Transportation partnerships

Each project will begin with a needs assessment that provides formative guidance on the district's current strengths and priorities for improvement in terms of charter authorizing practice, organizational capacity and policy environment in the context of the district's proposal. The needs assessment will be conducted by the National Association of Charter School Authorizers at no cost to the district.

Target Population(s)

Students currently attending or zoned for chronically low-performing public schools.

Eligible Applicant(s)

Eligible applicants are school districts with a minimum of twenty (20) traditional public schools that are currently identified as Focus or Priority by the department. This includes the following districts: Polk; Broward; Hillsborough; Pinellas; Orange; Pasco; and Palm Beach.

Application Due Date

December 4, ~~October 23~~, 2015. The due date refers to the date of receipt. Facsimile and e-mail submissions are not acceptable.

Total Funding Amount/Approximate Number of Awards

The Department anticipates awarding one (1) District with a grant award of approximately \$2.5 million. The funds will come from national, state and local philanthropic partners and will be held by the Florida Education Foundation and released under the terms of a Memorandum of Understanding. The total amount of funds awarded will be contingent upon the availability of funds and successful completion of milestones identified in Narrative Section 4 of the proposal.

Matching Requirement

Districts must provide a minimum \$200,000 match with local funds.

Budget/Program Performance Period

Anticipated project start date: January 2016

Project Period 1: Through June 30, 2016

Project Period 2: July 1, 2016 through June 30, 2017

Project Period 3: July 1, 2017 through June 30, 2018

Contact Persons

Program Office

Adam Emerson

Charter Schools Director

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Florida Education Foundation

Deb Schroeder

Operations Manager

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Narrative Components and Scoring Criteria

- The **Instructions** describe what the applicant is to include in each Narrative Component.
- Following the **Instructions**, within each Narrative Component, are ***Criteria***. *These are the bulleted, italicized statements used by proposal reviewers to assess and score each Narrative Component.*
- **The standard scoring *Criteria* are based on a 100 point scale, with a minimum score of 70 points required for an application to be considered eligible for funding.**

1. Project Abstract or Summary (3 Page Maximum)

FIXED REQUIREMENT

Instructions

Provide a brief summary of the proposed project including general purpose, brief program design and specific outcomes to be achieved.

Criteria

- *The proposed project is described in a brief summary, including general purpose, specific goals, brief program design and significance (contribution and rationale).*
- *It is clear that the proposed project aligns with the intended Funding Purpose/Priorities and will increase access to high-quality educational options for students in high-need areas.*
- *The proposal includes at least one outcome related to the creation of new independent high-impact charter schools in high-need areas.*

2. Project Need (5 Page Maximum)

0-15 points

Instructions

Describe the need for the proposed project and provide supporting data (Appendix A) as evidence. Appendix A should provide data related to the high-need areas that are the focus of the District's proposal.

Criteria

- *The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.*
- *The proposed project addresses the identified needs of the targeted population(s).*
- *It is evident that the proposed project is focused on those with greatest needs.*
- *The need for the proposed project is strongly justified through supportive data.*

3. Project Objectives (10 Page Maximum)

0-35 points

Instructions

Describe the measurable objectives to be accomplished in each of the following priority areas: innovative authorization, facilities support, knowledge transfer, resource equity.

Criteria

- *Each of the priority areas is addressed.*
- *The objectives are clearly specified and measurable*

- *The objectives are measurable, challenging yet achievable, and address all expected outcomes of the proposed project.*
- *The objectives are innovative, bold, and are likely to result in the creation of new independent high-impact charter schools in at least one of the District's high-need areas*
 - *The objectives include clear and rigorous criteria for the selection of potential high-impact charter school operators or management organizations, which must include an assessment of prior performance with students similar to those to be served through this project.*

4. Management Plan (10 Page Maximum)

0-35 points

Instructions

Provide a detailed description of the quality management (implementation) plan. The management plan should be adequate to achieve the objectives of the proposed project on time and within budget and should include clearly defined responsibilities, timelines, and milestones for accomplishing all of the stated objectives. The applicant must complete the attached Project Performance Accountability Information form.

Criteria

- *It is evident that activities are comprehensive, likely to be effective, and result in achievement of the objectives.*
- *The timelines are specific, realistic and consistent with measurable objectives and outcomes.*
- *The methods are thorough, feasible and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *Responsibility is clearly assigned.*
- *The proposal includes a process for internally monitoring the progress of the project, which must include, at minimum, semi-annual reports to the department. The semi-annual reports must include the status of each task included in the Project Performance Accountability chart (p. 13).*

5. Dissemination Plan (3 Page Maximum)

0-5 points

Instructions

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations.

Criteria

- *The applicant's dissemination plan will use effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities, if/when indicated.*
- *The dissemination plan reflects a thorough grasp of the proposed project and the positive impact on the targeted population(s).*

6. Budget (Project Wide Budget and Project Period Budget)

0-10 points

Instructions

Present a project wide budget that reflects the proposed costs for the entire project, including the required District match. The project wide budget should include the fund source for each line and should stay within the limits per fund source as described in the project wide budget instructions. The project wide budget should not exceed \$2,700,000 and should include the \$200,000 District match.

The applicant should present separate budgets for each project period (page 3 of this RFP). While use of the DOE101S form is unnecessary, applicants may use this form for convenience.

Criteria

- *The budget is thorough, specific, and supports the proposed project.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives and outcomes.*
- *The costs are reasonable in relation to the objectives, design and potential significance of the proposed project.*
- *The required personnel, professional and technical services and/or travel for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable and clearly explained.*

7. Preference Points:

0-20 points

NOTE: Eligibility for Preference Points will be assessed by the program office following the completion of the proposal review process.

Instructions

A proposal must have a score of 70 before any preference points may be earned.

Preference points may be earned by applicants that include a letter from an independent high-impact charter management organization (CMO) expressing support for the District-Charter Collaborative Compact proposal and interest in opening at least two new charter schools in high-need areas within the District. An applicant may earn five (5) points per CMO, with a maximum of ten (10) points available. Signed letters should be included as Appendix B.

An applicant may earn five (5) preference points if proposal includes a letter of support from the Mayor of a city in which newly recruited charter schools plan to operate. The signed letter of support should be included as Appendix C.

An applicant may earn five (5) preference points if the District has or will have an established relationship with Teach for America (TFA) and will include new high-impact charter schools as potential placements for TFA members, as indicated in a letter signed by TFA and the Superintendent. The letter should be included as Appendix D.

About the Foundation

The Florida Education Foundation (FEF) is a 501(c)(3) organization that serves as the direct support organization to the Department. The FEF promotes and supports academic excellence for pre-kindergarten through 12th grade students in Florida. The Foundation recognizes outstanding teachers and educational contributors, assists struggling K-12 students, recognizes top science, technology, engineering and math (STEM) students, develops strategic alliances with business organizations to improve education, and advances other educational initiatives.

The Foundation is governed by an 11-member Board of Directors appointed by the Commissioner of Education.

Funding Method(s)

Funds will be released per the Memorandum of Understanding between the Department and the Florida Education Foundation.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

The project award notification will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

NOTE: Project recipients **do not** have the authority to report expenditures before or after these specified dates.

Allowable Expenses: Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding.

Administrative Costs including Indirect Costs: Indirect costs are capped at the applicant's approved negotiated rate.

Executive Order 11-02

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-02, the Contractor will utilize the E-verify system established by the U.S.

Department of Homeland Security to verify the employment eligibility of (a) all persons employed during the Contract term by the Contractor to perform employment duties within Florida; and, (b) all persons (including subcontractors) assigned by the Contractor to perform work pursuant to this Contract.

Project Performance Accountability and Reporting Requirements

The Department's project managers will track each project's performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services. Additionally, the Department will contract with an external organization to conduct an interim and summative evaluation of each District's progress toward the outcome measures included in their approved proposal. Each participating District is expected to provide the external organization with the information necessary to complete the evaluations.

Notice of Intent-to-Apply

The due date to notify the Program contact of Intent-to-Apply is July 31st, 2015. This notification should be sent as an e-mail to Adam.Emerson@fldoe.org. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates..

Reply Questions and Answers

Any technical questions arising from this RFP must be forwarded, in writing, to the individual identified below. The Foundation's written response to written inquiries submitted timely by Respondents will be posted on the Foundation's website at www.floridaeducationfoundation.org. It is the responsibility of all potential Respondents to monitor this site for any changing information prior to submitting a Reply.

Only written inquiries from Respondents, which are signed by persons authorized to contractually bind the Respondents, will be recognized by the Foundation as duly authorized expressions on behalf of the Respondents.

WRITTEN QUESTIONS should be submitted to Adam Emerson at Adam.Emerson@fldoe.org. ***Include District Compact Competition Questions in the subject line.***

Method of Review

A peer review process will be used to evaluate the DCCC competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience and expertise.

Project proposals are screened by DOE program staff to ensure that all conditions are met (see next section for conditions) and are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is reviewed and scored by five qualified reviewers representing educational professionals and stakeholders from Florida and, when applicable, around the country.
- Each reviewer will score the proposal on a 100 point scale.
- The Department will drop the high and low score for each proposal and average the middle three scores to two decimal points. This is the pre-final score.
- Earned preference points will be added to eligible proposals that have a pre-final score of at least 70 points.

- The Program Office ranks the proposals in order from highest to lowest score.
- DOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

The Department reserves the right to negotiate with all responsive Applicants, serially or concurrently, to determine the best-suited solution. The ranking of the proposals indicates the perceived overall benefits of the application, but the Department retains the discretion to negotiate with other qualified Applicants, as deemed appropriate.

Conditions for Acceptance/Substantially Approvable Form

The requirements listed below **must** be met for applications to be considered in substantially approvable form and thus eligible for review:

- Application is received within DOE no later than the close of business on the due date.
- Application is complete; a complete application must include the following elements, in the order listed below:

A complete proposal must include all of the following elements in the order listed below. The Abstract and Project Narrative must include a header identifying each section. When the proposal is complete and in the proper order, all pages should be numbered (by hand is acceptable).

1. A cover page that includes the following:
 - i. The program name (District-Charter Collaborative Compact)
 - ii. The application date
 - iii. The district name
 - iv. District contact information and mailing address
 - v. Total funds requested
 - vi. Signature of the superintendent
2. Abstract of proposal (**3 page maximum**).
3. Project Narrative (Sections 2-5)
 - a. 28 Page Maximum
4. Project wide budget
5. Budget Narrative (for convenience, the DOE101S may be used for this purpose, but it is not necessary)
6. Appendix A (Project Need Data)
7. Appendix B (Signed letters of support from independent, high-impact charter management organizations)
8. Appendix C (Signed letter from Mayor)
9. Appendix D (Signed letter from Superintendent and Teach for America)

Technical/Formatting and Other Application Submission Requirements

- Number of copies plus original: 3
- Font Type/Size: Arial/12 pt
- Margin size: 1” – both side and top/bottom margins
- Double Spacing
- Single sided

- No Bound Copies

Application must be submitted to:
Adam Emerson, Charter Schools Director
Office of Independent Education and Parental Choice
Florida Department of Education
325 W. Gaines Street, Room 1044
Tallahassee, Florida 32399-0400

Project Performance Accountability Information, Instructions, and Forms

The Florida Department of Education has a standardized process for preparing proposals/applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements. The Department's project managers will:

- Track each project's performance based on the information provided and the stated criteria for successful performance
- Verify the receipt of required deliverables prior to payment.

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a semi-annual basis.

The Project Narrative/Scope of Work must include the specific tasks that the grantee is required to perform. Deliverables must:

- be directly related to the specific tasks
- identify the minimum level of service to be performed
- be quantifiable, measurable, and verifiable.

Deliverables include, but are not limited to:

- documents such as manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.
- training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.
- measures that are specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include prekindergarten, K-12, and adult learners, as well as parents.
- specific services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.).

The Department of Education's criteria for the acceptance of the above deliverables includes, but is not limited to, the following:

- documents are compliant with the Americans with Disabilities Act (ADA)
- meet technical specifications, as appropriate
- design, organization, format, and readability levels are appropriate for intended use and audience
- content is accurate and grammatically correct
- copyright and funding information is noted on products
- use of consultants
- review of follow-up data or participant feedback that indicates level of effectiveness and usefulness of service
- review of state/district/school/student data indicates level of effectiveness of service
- participation rate meets established minimums

- quality of service meets generally accepted guidelines
- quantity of evaluations/assessments meet established minimums
- quantity of service meets established minimums
- referrals are appropriate to identified needs
- specified agencies collaborate
- student evaluations/assessments are administered appropriately
- units of service meet established minimums.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions.

Definitions

Priority Area: Identify the specific priority area the tasks are related to: Innovative authorization, facilities support, knowledge transfer, or resource equity.

Tasks: Specific activities that are required to be performed to complete the Project Narrative/Scope of Work.

Deliverables: Products and/or services that directly related to a Task specified in the Proposal.

Evidence of Completion: Measurable and verifiable evidence that demonstrates completion tasks and deliverable.

(Use additional pages, as appropriate.)

Project Performance and Accountability					
Priority Area	Tasks (see Project Design – Narrative)	Deliverables	Evidence of Completion	Person Responsible	Anticipated Completion Date