



Ward 8 Parent Operator Selection Team (POST) Request for Proposal

For New and Existing School Operators

Released: 2/15/2017

Proposal Submission Due Date: 3/15/2017



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BACKGROUND

In 2016, the DC Council passed the Military Installation Public Charter School Amendment. This new legislation allowed for one charter school with a military preference in which 50% of the seats are reserved for active military families residing in DC and the additional 50% of the seats are open enrollment for all DC residents. With the help of FOCUS and PAVE, through funding from Education Forward DC, the Ward 8 **P**arent **O**perator **S**election **T**eam (Ward 8 POST) was created to facilitate the school selection recommendation process. The eight Ward 8 POST members will select the school that will operate on the seven acres of land adjacent to the Joint Base Anacostia-Bolling that is being made available for the project.

In founding the Ward 8 POST, a project management team formed by FOCUS and PAVE hosted several community outreach activities and participated in other community events to inform the community about the upcoming project. Interested parents completed an application and interviewed to be a member of the Ward 8 POST. Ward 8 POST members were required to be DC residents and have school-aged children. The Ward 8 POST is made up of four military and four nonmilitary DC families, ensuring that the voices represented in the school selection process represent both communities equally.

The Ward 8 POST is supported by an advisory board that includes FOCUS and PAVE and other members of the community. The advisory board is supporting the Ward 8 POST in the RFP creation process but does not have a vote in the school selection process.

	<p>Education Forward DC is a grant making organization that accelerates the work of visionary education leaders to foster a city of high-quality, equitable public schools for every DC student and family. www.edforwarddc.org</p>
	<p>FOCUS (Friends of Choice in Urban Schools) supports the diverse set of public charter schools in DC by advocating for and strengthening autonomy, equity, and quality. www.focusdc.org</p>
	<p>PAVE (Parents Amplifying Voices in Education) connects, trains, and empowers charter parent leaders to give families in DC a voice and a choice in the vision for education in our city. www.dcpave.org</p>

Ward 8 POST Project Manager -Raven Willoughby, Director of Community Engagement and Organizing, PAVE

Ward 8 POST Members

Ameen Beale, Ward 8 parent
 Angela Meyer, military parent
 Ann Shealy, military parent
 Catie Perkins, military parent
 Reggie Workman, Ward 8 parent
 Sarah Baker, military parent
 Tara Brown, Ward 8 parent
 Zaccai Free, Ward 8 parent

Ward 8 POST Advisory Board Members

Irene Holtzman, Executive Director, FOCUS
 Karen Yvonne Lucas, ANC 8C Commissioner
 Khadijah Tribble, Ward 8 Community Member
 Marcus Coates, Ward 8 Community Member
 Maya Martin, Founder & Executive Director



MISSION STATEMENT

The Ward 8 POST is a collective of eight DC parents and community members, both military and nonmilitary, residing in Ward 8 and working together to actualize a first-of-its kind community RFP and selection process for an operator to open a new school on a 7-acre parcel of land adjacent to Joint Base Anacostia-Bolling. The Ward 8 POST values the engagement of families in the school selection process for a public school that will be created to serve both military and nonmilitary families. We have two goals:

- ✓ To increase the availability of high quality educational options to both military and nonmilitary families AND
- ✓ To create a different model for school selection in our city that happens in partnership with families and the community.

VISION STATEMENT

The Ward 8 POST envisions a school that creates a welcoming school environment where students are challenged to be their best and prepared for life in our fast-changing global world. We value the teaching of the whole child with a focus on individualized instruction and experiential learning; academic and social emotional learning support services; and a diversity of extracurricular activities. We envision a school led by a culturally competent and committed school leadership, faculty, and staff. As parents, we advocate for a school committed to building strong partnerships with families and the community to guarantee children's success in learning.

We believe that our vision can be realized through these five pillars:

Pillar 1: Rigorous and relevant curriculum that reflects the global world and incorporates 21st century technology tools

Pillar 2: Strong systems of support that connect and meet the needs of all students

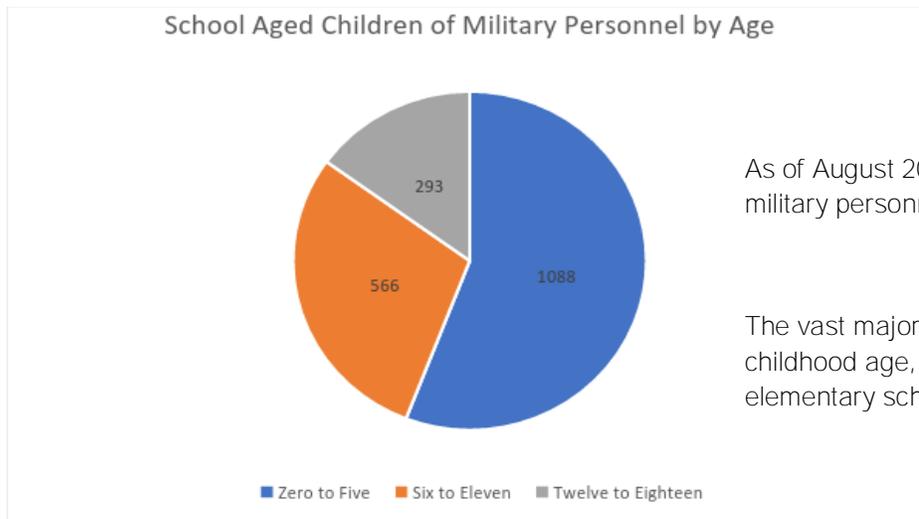
Pillar 3: Culturally competent, passionate, and committed school leadership, faculty, and staff

Pillar 4: Sound financial model and management plan that supports the school's operations and growth

Pillar 5: Substantial family and community partnerships that support continuous school improvement

OVERVIEW OF THE RFP

This RFP will prioritize proposals seeking to serve military (base and non-base) and Ward 8 families. Because the school will apply a military preference to 50% of the seats, we have included a graph with data on age levels of the population. (PreK3 and PreK4 are publicly funded in D.C.) Currently, there is no school or school building on Joint Base Anacostia-Bolling, the site of the 7-acre parcel of land that will be leased to the school operator selected.



As of August 2015, there were 1,947 children of military personnel living in the District.

The vast majority of these children are of early childhood age, with the second group being of elementary school age.

Please note, while the RFP is designed to closely align with the Public Charter School Board charter application guidelines, applicants will still have to apply to the Public Charter School Board in the Fall for a new charter, charter amendment, or enrollment ceiling increase depending on their individual situation.

REQUEST FOR PROPOSAL TIMELINE

Activity	Deadline
School Operator Conference Call	1/26/17, 2/3/17, 2/13/17
RFP Released	2/15/2017
Mid-point Operator O&A	3/3/2017
RFP Due	3/15/2017
School Operator Interview Notification	3/27/2017
School Operator Interviews	4/3/2017 - 4/14/2017
School Operator Selection Recommendation	5/1/2017
**Post-RFP Due Date Dates May Change	



HOW TO RESPOND

For proper consideration, all proposals should be submitted electronically to raven@ward8post.org no later than the due date.

RFP APPLICATION COMPONENTS

EXECUTIVE SUMMARY

Applicants are required to submit an Executive Summary with their application. The Executive Summary should be a stand-alone document that provides a succinct narrative overview of the application. It should be no longer than three pages and include the following components:

- Name of the proposed school
- Mission, vision, educational philosophy, and model, (covering both academics and school climate)
- Demonstrated capacity to open and manage a high-quality school, including a brief explanation of how the proposed school type and model will drive success for the targeted student population
- A list of the targeted community/communities and intended student recruitment boundaries, and an overview of parent and community engagement and support

PROPOSAL FORMAT

The remainder of the RFP response should be organized into four sections:

1. Academic Plan
2. Parent & Community Support Plan
3. Management Model
4. Financial Model

Applicants must respond to each section and its questions completely and thoroughly.

ACADEMIC PLAN	
ELEMENT	QUESTION
<i>Educational Philosophy & Mission</i>	A. What is the school’s educational philosophy and/or core values and beliefs? And how does the educational philosophy align with the school’s mission?
<i>Standards & Curriculum</i>	B. What are the school standards for each subject area and instructional level? Describe the instructional model and what resources/instructional materials will be used to assist in that model.
<i>Standards & Curriculum</i>	C. What is your plan to ensure that students are exposed to a broad curriculum?
<i>Assessments & Accountability</i>	D. What are your benchmark academic and non-academic goals over your first three years as an operator? Over your first five years as an operator? How does your historical performance support these goals? Please provide supporting evidence of your historical performance, if you are an experienced operator.
<i>Assessments & Accountability</i>	E. As a charter school operator, have you ever failed to meet your academic and/or non-academic goals? If so, what changes, if any, did you make to improve upon performance as a school?
<i>Assessments & Accountability</i>	F. What academic and non-academic challenges do you expect to face in operating the school? How will you assess and address those challenges?

<p><i>Serving Diverse Learners</i></p>	<p>G. How will the school ensure that it can serve a diverse student body coming in below, at, and above grade level? And how will the school address and close the achievement gap? How do you plan to support families that enter and exit the school year on a rolling basis? Please address these questions as they relate to the communities listed:</p> <ul style="list-style-type: none"> i. DC military families ii. Ward 8 families iii. At-risk families
<p><i>Serving Diverse Learners</i></p>	<p>H. How will the school address the learning needs of special populations including English Language Learners, students with disabilities (levels 1-4), and advanced learners? How will the school address the learning needs of students in the general population?</p>
<p><i>Serving Diverse Learners</i></p>	<p>I. What support services will you have for students that come from high poverty households? What support services will you have for students that come from military households?</p>
<p><i>School Climate & Discipline</i></p>	<p>J. What are your methods and approach to student behavior and discipline?</p>
<p><i>Schedules & Calendars</i></p>	<p>K. Please provide a sample weekly schedule for the grade levels the school will serve and please provide a sample school year calendar.</p>
<p><i>Health & Wellness</i></p>	<p>L. What is your meal service plan for students during school hours? Please detail your plans for: School Breakfast Program, National School Lunch Program, Afterschool Snack Program, and Supper Program. What is your plan to provide meal service during out of school time? Please describe your approach to maintaining a healthy eating plan outside of school-provided meal service and your plan to comply with all DC Healthy Schools Act regulations.</p>
<p><i>Out of School Time</i></p>	<p>M. What is your plan for before and after care programming? What is your plan to offer extracurricular activities (academic and non-academic)?</p>

<p><i>Family-School Communication</i></p>	<p>N. How do you plan to inform families about school policies and procedures?</p>
<p>PARENT & COMMUNITY SUPPORT PLAN</p>	
<p>ELEMENT</p>	<p>QUESTION</p>
<p><i>Recruitment & Enrollment</i></p>	<p>A. What is your school’s plan to recruit and enroll families into the school? What challenges do you foresee in recruiting and retaining families from the groups we have identified below:</p> <ul style="list-style-type: none"> i. DC military families ii. Ward 8 families iii. At-risk families <p>For experienced operators, please provide examples of how your recruitment method has worked for you in the past. How do you foresee your model of recruitment working in regards to the groups identified above?</p>
<p><i>Parent Engagement & Involvement</i></p>	<p>B. How does the proposed school address the needs of all communities listed and build upon those communities’ assets? Please describe how the proposed school plans to bring together families and students from the following communities:</p> <ul style="list-style-type: none"> i. DC military families ii. Ward 8 families iii. At-risk families <p>How do you envision the integration of these communities, bearing in mind the potential high turnover of military families?</p>

<p><i>Parent Engagement & Involvement</i></p>	<p>C. What are your beliefs about parent involvement? How will the school provide opportunities for parent involvement in the planning, development, and implementation of the proposed school? Please provide detailed examples of how you intend to accomplish this. How will the school solicit feedback from the parent community? What procedures will you use to ensure that such parent feedback is being incorporated into the school and its policies? How will this be communicated to the parent community?</p>
<p><i>Serving Communities</i></p>	<p>D. What current community partnerships and relationships does the leadership and/or founding team have? How will these partnerships and relationships be leveraged to launch the school? How will those partnerships and relationships be maintained and expanded once the school is in operation? Provide examples of how all community partnerships are being used. Please list all partnerships you have made, and identify which are specific to DC and/or the Ward 8 community. If you are not an established operator, what types of community partnerships will you develop and how will these partnerships enrich the school?</p>
<p><i>Board of Directors</i></p>	<p>E. What is your plan for recruiting your Board of Directors? What qualities are you seeking in a candidate for your Board of Directors? What role do you expect your Board to have in the academic programming, fundraising, and management of your school?</p>
<p><i>Board of Directors</i></p>	<p>F. How do you plan to accommodate feedback from parents in addition to the two parents required on your Board of Directors? What role do you expect parents to have in Board governance?</p>

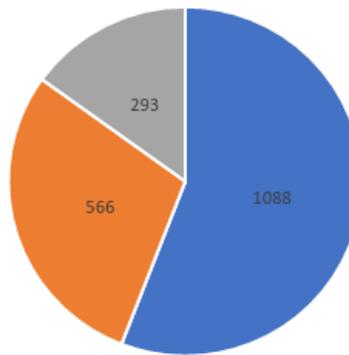
MANAGEMENT MODEL	
ELEMENT	QUESTION
Leadership	A. What is the leadership structure for the school? Please provide background information on your core founding group and proposed academic leaders. What qualities do these leaders possess that will benefit the school’s operations long-term? If leaders have not already been identified, please provide a job description to reveal what qualities and competencies you are looking for in candidates. How will you ensure that school leadership actively engages with their staff, teachers, and leaders?
Leadership	B. How will the Board be organized and how will the Board’s structure impact the strategic planning of the school?
Organizational Goals & Success	C. How do you plan to periodically reassess your organizational model to ensure you are meeting your goals?
Organizational Goals & Success	D. For experienced operators, how has your school model been successful in other areas? Please specify how the model would be successful in serving the following populations: <ul style="list-style-type: none"> i. DC military families ii. Ward 8 families iii. At-risk families
Staffing Plan	E. What is the staffing plan and how does it align with the mission and goals for the school? How will your staffing plan reflect and support the demographics of the school?

<i>Teacher Recruitment & Retention</i>	F. How would the school recruit, attract, and retain the best teachers? Describe your process of evaluating the effectiveness of the teachers throughout the year to ensure they are upholding the core values and goals of the school.
<i>Transportation</i>	G. How will the school meet the transportation needs of all students, including students with disabilities, low-income students, at-risk students, and students who are in temporary living situations? Please specify which staff members will be responsible for overseeing transportation services. Include transportation costs in the five-year budget.
FINANCIAL MODEL	
ELEMENT	QUESTION
<i>5-Year Budget</i>	A. What are your specific financial goals and objectives for a 5-year budget? Please provide a copy of the anticipated 5-year school budget. Describe your process for creating annual and multi-year budgets. Who is involved in that process?
<i>Fundraising Plan</i>	B. What are your fundraising goals throughout the school year and how will your fundraising efforts support additional programs? Please describe the fundraising plan that will be used to support the development of the school.
<i>Facilities Plan</i>	C. Please describe what is needed for school facilities to support the school model and expansion.
<i>Fiscal Oversight</i>	D. Please describe the fiscal oversight of the school’s budget and explain how this will impact the financial health of the school. If applicable, please provide the most recent 990 forms and audit.

Enrollment Model

E. Since 50% of the seats in the school must be reserved for military families, please use the military family data below to describe how the school plans to ensure financial success through enrollment of both military and non-military families. Please provide a 5-year enrollment model that outlines grades served each year and total enrollment per grade. The enrollment model should align with the 5-year financial model outlined above using DC’s per pupil funding formula.

School Aged Children of Military Personnel by Age



As of August 2015, there were 1,947 children of military personnel living in the District.

The vast majority of these children are of early childhood age, with the second group being of elementary school age.



APPENDIX A – POTENTIAL REAL ESTATE PARTNERS

BUILDING HOPE

Building Hope is a national non-profit organization headquartered in Washington, DC whose mission is to tackle one of the key barriers to charter school growth- identifying and financing viable facilities so that all students have access to a quality K-12 education. Our services include facilities financing, charter school facility development, incubator space and back office business services. As a non-profit, Building Hope is able to provide these services at below- market rates. We have provided over \$200 million in direct loans, credit enhancements, and equity investments to support over \$1 billion in school construction. This assistance has supported 200 charter school projects in 18 states and the District of Columbia, serving more than 70,000 students, more than half of whom live in underserved communities. <http://buildinghope.org/>

CHARTER SCHOOL DEVELOPMENT CORPORATION

The Charter Schools Development Corporation (CSDC), a 501(c)(3) non-profit corporation and Community Development Financial Institution (CDFI), promotes choice and excellence in education by financing and building great public charter schools nationally. With offices in Maryland and Arizona, CSDC has grown into a leading provider of financial and real estate development services to charter school organizations nationally.

CSDC is focused exclusively on the facility and financing needs of charter school organizations, helping charter school entrepreneurs and leaders finance, build or expand their school facilities with the goal of ultimately improving student achievement by increasing school choice within the American public education system. CSDC distinguishes itself from other charter school financing providers in one significant way: it is the only national non-profit focused on providing financing for newly established and early-stage charter schools, i.e. those with less than three years' operational experience. <http://csdc.org/>

EDUCATION FACILITY SOLUTIONS

Education Facility Solutions can help you take the vision of your charter school facility and make it a reality. The intricacies of piecing together the charter school facility puzzle is something that can not only be overwhelming, but also extremely difficult if the appropriate experts are not engaged. Our team will provide a proven turnkey process for accomplishing the goals of your school, allowing you to focus on your core objectives - teaching, mentoring and growing the next generation of charter school students.

Whether you are trying to determine what to include in your charter application or your school is ready for its long term facility, we understand the challenges that charter schools are constantly faced with. Our turnkey services coupled with our extensive charter school experience has positioned our team to provide your school with the expertise imperative for your school to accomplish its goals.

Whether your school needs assistance locating and acquiring a new facility or assistance locating the financial resources available for your project having successfully completed over forty charter school transactions in excess of 1.9 million square feet, EFS is the right team for your project. Our services will assist you with every aspect of opening or relocating your charter school. EFS provides full service facility resources so your administrators can focus on the most valuable assets of your school - the students, the staff, and the success of your program. <http://www.efsk12.com/>



FORRESTER

Founded in 1988, Forrester Construction Company is an award-winning Engineering News Record Top 400 and Washington Business Journal Top 15 general contractor offering construction management, preconstruction and design build services, in the Washington Metropolitan Area. A proud builder and supporter of DC charter schools since 2001, Forrester is a locally-owned construction leader with a proven record of construction excellence, client satisfaction and efficient, on-time, project delivery.

Within its diverse range of educational facility construction experience, Forrester has completed many exceptional projects with the area's top charter schools. The firm's dedicated Education Group works in **partnership** with every school to overcome their individual challenges and achieve the project's goals. Forrester's seasoned professionals do so by delivering high-quality design build, preconstruction, procurement and construction management services that **maintain budget** and **schedule**, offer **unique solutions** to complex problems and **add real value**. Whether programming a new facility or planning a multiphase renovation, this approach has helped Forrester's many repeat clients achieve their vision while maintaining their educational mission.

<http://forresterconstruction.com/our-work/education-2/private-public-charter-schools/>

GCS INC.

Founded in 1986, GCS, Inc. is a Certified Business Enterprise (CBE) in the District of Columbia. GCS' services include project and construction management in addition to general construction services. A leading force in the Construction Management and Design-Build arena, GCS has a staff of over fifty project managers, superintendents, carpenters, and laborers. GCS has a proven track record of successfully complying and exceeding the economic inclusion requirements for CBE, the First Source Employment Agreement, and the Apprenticeship Act. In addition to recruiting and retaining residents of our nation's capital (including returning citizens), GCS supports many programs tailored in training and educating the District's youth through the DC Students Construction Trades Foundation, including the Cardozo Construction Academy House Project. <http://gcs-dc.com/projects/>

HIGHMARK SCHOOL DEVELOPMENT

Highmark School Development solves "the facility problem" for charter and private schools by developing and financing safe, code-compliant, permanent school buildings. Highmark provides 100% of the capital and development services needed to purchase raw land or an existing structure and build a new school altogether or convert a building into a school. Think of what we do as one-stop shopping for your dream school.

Highmark differentiates itself with a dedicated source of domestic, investment capital requiring no up-front money from our school clients. We structure an affordable, 20-year lease with buyout options throughout the lease term. The Highmark vetting, development, and approvals process is clearly defined, fast, easy to follow, and transparent. Each school facility is designed around the school's program, growth plan, and budget expectations. We serve new-start and operational charter schools; management companies; and private school programs, including operators of early learning centers. More than a real estate firm; more than a bank; more than a builder, Highmark shoulders the full burden of facility development, allowing our clients to do what they do best: operate schools and teach children. <http://www.highmarkschools.com/>

HORD COPLAN MACHT

In 1977, Hord Coplan Macht was founded with the goal of providing the highest quality architectural, landscape architectural and planning services to our clients. We firmly believe in a collaborative, multi-disciplinary approach to problem solving. Design of Public Charter Schools is one of our core areas of focus in our Education Studio. We have partnered with more than 60 charter schools across the country. These include complete new campuses, as well as academic buildings, theaters, student centers, athletic facilities and various support spaces. HCM's emphasis of evidence based design has led us to commit our resources to study how students learn and how classrooms and learning space can be designed to positively impact learning. Our recent study, partially funded by the American Institute of Architects has been published and widely shared through national conferences. We utilize this research to inform our clients of the best educational design practices and to create powerful and transformative effect on the success of students. Through a thoughtful process – highlighted by listening, challenging and collaborating – we create beautiful and meaningful places and spaces for learning. <http://www.hcm2.com/>

JAIR LYNCH

Jair Lynch Real Estate Partners draws upon decades of real estate development experience to provide the highest quality development services to third-party clients. As development managers, our interest is in neighborhood asset building; we lend our expertise so that neighborhoods can have iconic schools, libraries, recreation centers, healthcare facilities and affordable housing. Our development services projects have included 14 charter schools, turnkey renovation and new construction solutions for the federal government, municipal governments, and nonprofit organizations. In some cases, these projects included early stage programming and financial planning; most have included public capital. This has made us the public/private development experts that charter schools and other non-profits have come to depend on. See more at www.jairlynch.com

Local Experience

- 14 charter school projects valued in excess of \$155 MM
- 10 recreation centers totaling over 280,000 sf
- 7 health center projects valued over \$100 MM
- 35 public-private partnership projects
- More than 1,700 units of housing
- Over 2 MM sf of neighborhood facilities
- Over 1.3 MM sf of mixed-use development projects

Expertise

- Early Stage Programming, Financial Planning and Transactional Structuring
- Neighborhood Coordination
- Public-Private Transactional Coordination
- Inclusionary Project Practices (local, small and disadvantaged business participation)
- Public Capital Structuring (lower cost debt, equity, grants, gifts and tax advantaged project participation)
- Complex Project Execution



MCN BUILD

MCN Build was founded in 2007 with the sole purpose of making a difference in the communities in which we live, serve and build. MCN Build, located in the heart of Georgetown, focuses on projects in the Mid-Atlantic Region. We offer preconstruction, construction management, general contracting and consulting services. From historic preservation and rehabilitation to new construction, our experience includes a wide range of projects including but not limited to: educational, institutional, healthcare facilities, libraries, community and recreation centers, fire stations and hospitality.

MCN Build is a purpose driven construction company that is dedicated to serving our dynamic and diverse community with sustainable projects that preserve its honored history and empower its citizens. At MCN Build, our structures are more than just walls and floors, windows and doors. Where some see work to be done and deadlines to be met, we see lasting imprints on lives improved, families strengthened and communities invigorated.

Over the past five years, MCN Build has completed several major renovation, addition and ground-up construction projects on over 25 public charter school campuses in Washington, DC. Our team understands the needs of our charter school clients and has earned a reputation for diligence, resourcefulness and creativity. We are committed to making a difference in the communities where we live, serve and build.

MENKITI GROUP

Mark T. Rengel, AIA, LEED AP, Vice President of Development, mark@menkitigroup.com, 202.733.5465

The Menkiti Group is an integrated real estate services firm dedicated to enhancing the fabric of life in America's urban neighborhoods through the strategic development, management and sale of residential and commercial property. Founded in 2004, The Menkiti Group is a minority-owned Certified Business Enterprise headquartered in the Brookland neighborhood of the District of Columbia.

Over the past 12 years, The Menkiti Group Development Team has invested over \$160 million in DC's emerging neighborhoods. With expertise in entitlements, finance and acquisition, design, permitting, construction, leasing and sales, our overarching mission is to transform underutilized properties into exciting and affordable places to live and work. Our Development Team is well-versed in a wide variety of project types ranging from single and multi-family residential housing to neighborhood commercial to mixed-use. Our current pipeline consists of more than 1.5 million square feet of space in and along DC's emerging corridors.

The Menkiti Group is especially interested in being a part of the team to develop a new school adjacent to the Ward 8 military base. Vice President of Development Mark Rengel is a licensed architect and former Captain in the United States Air Force who was stationed for several years at Bolling Air Force Base. While serving on active duty, Mr. Rengel was responsible for the design and construction of a new educational facility for the United States Air Force Honor Guard as well as a new Child Development Center serving the base. In his current duties at The Menkiti Group, Mr. Rengel is overseeing the development of a Ward 8 public charter school in the Washington Highlands neighborhood.



SHINBERG.LEVINAS ARCHITECTS

Shinberg Levinas Architects is an established leader in the design of charter schools in DC. We completed two in 1998 and have worked on dozens since that time. We understand that every charter school is different in mission and philosophy. We work hard to make the design reflect that and fulfill the practical needs of each school. We believe a beautiful school inspires students, teachers, staff and parents and our track record shows that can be accomplished economically. Our process has evolved over the decades to engage our school clients in the full range of discourse needed for moving forward. Our knowledge of codes and zoning help move the projects forward. Our history of constructive engagement with builders, to help the school achieve the results it seeks, is an important contribution as well. <http://www.shinberglevinas.com/>

STRATEGIC GROWTH PARTNERS

Strong performance by successful public charter schools is fueling their expansion as an innovative and accountable alternative to traditional public education. Receiving about 75% of the per-student public educational funding stipend and requiring no private tuition, public charter schools are a compelling innovation in today's challenging fiscal environment. A fundamental challenge limiting the growth of even the best charter management organizations (CMOs) is access to affordable, high quality school facilities. Building on TPC's seven-year history of accomplishments developing charter school facilities, Strategic Growth Partners is *a new mission-driven benefit corporation* that unites the expertise and resources of TPC with that of former Aspire Public Schools CEO James Willcox. Strategic Growth Partners is a one-stop development partner for high performing and high potential CMOs that wish to grow. <http://www.tpchousing.com/charter-schools/>

TENSQUARE

Karl Jentoft is an experienced real estate developer with prior experience in the US Air Force, banking and education. Karl has developed over 20 charter school facility projects, working with schools in 5 states and the District of Columbia. Karl's projects have comprised over \$150 Million and 800,000 square feet of development work and include the public charter school facility on Joint Base Andrews. Karl and his company, TenSquare, provide comprehensive real estate development services to public charter schools across the US. These services include developing a project strategy, conducting feasibility analysis of possible facility options, securing the site, assessing and arranging project financing, overseeing the project design, and managing the project during construction to eventual occupancy. The result: a complete facility solution that meets the school's program requirements and is designed and built within a client's budget and time constraints. <http://www.thetensquaregroup.com/>

TURNER-AGASSI CHARTER SCHOOL FACILITIES FUND

The Turner-Agassi Charter School Facilities Fund meets the facilities challenge by acting as a "bridge developer" for successful charter schools. A joint venture between Turner Impact Capital and tennis legend Andre Agassi, Turner-Agassi serves school operators by taking the lead on site selection, acquisition, design and construction and providing 100 percent of development costs. School facilities developed by Turner-Agassi are then leased to school operators, who can then purchase the sites once they reach full occupancy. The fund even helps schools take advantage of tax-advantaged funding options, such as New Market Tax Credits or tax-exempt bond offerings. <http://www.turneragassi.com/>

APPENDIX B – PRE-RFP OPERATOR POWER POINT

Agenda



- Charter Schools & the Military
- Military Students in DC
- Preference History
- Project History
- Ward 8 POST Composition & Activities
- Project Future Timeline
- Land Use Information
- Question & Answer

2

Charter Schools & the Military



“There are roughly 1.1 million school-age children in the United States whose parents serve in the armed forces, and the majority of them attend public schools.

These military-connected students learn a great deal from their parents’ work ethic and dedication to duty. Many of them travel the world at young ages, gain a deep appreciation for public service, and bring these traits and their unique perspectives to their classrooms

For these reasons, military-connected children represent an enormous and invaluable resource for any educational community; however, military families often struggle to find excellent education options for their children. Charter schools on military installations can increase the options available to military families.

The flexibility afforded to charter schools, moreover, combined with their independent governance structures, makes them well-positioned to develop schools designed specifically to meet the needs of military families.”¹

¹Charter Schools and Military Communities: A Toolkit, National Charter School Resource Center

3

Charter Schools & the Military



- Eight charter schools are located on military installations in the United States:
 - [Jacksonville Lighthouse Charter School](#), [Flightline Upper Academy](#), Little Rock AFB, Arkansas;
 - [Sonoran Science Academy David-Monthan](#), Davis-Monthan AFB, Arizona;
 - [Manzanita Public Charter School](#), Vandenburg AFB, California;
 - [Wheatland Charter Academy](#), Beale AFB, California;
 - [Sigsbee Charter School](#), Naval Air Station Key West, Florida;
 - [Learn 6 North Chicago](#), Naval Station Great Lakes, Illinois;
 - [Belle Chasse Academy](#), Naval Air Station/Joint Reserve Station New Orleans, Louisiana;
 - [Imagine Andrews Public Charter School](#), Joint Base Andrews-Naval Air Facility, Maryland
- 4 are independent charters, 4 operate as part of larger Charter Management Organizations
- 3 offer a lottery preference for military families, 5 do not, in accordance with state law
- Useful resources:
 - [Report on Charter Schools on Military Installations](#)
 - [Guidance Needed for Military Base Schools on Startup and Operational Issues \(GAG\)](#)
 - [Charter Schools and Military Communities: A Toolkit \(National Charter School Resource Center\)](#)
 - [Charter Schools on Military Installations: A Planning Guide \(DODEA\)](#)
 - [Military Connected Children in Charter Schools \(DODEA & Safel Partners\)](#)

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Preference History



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Military Preference



BE IT ENACTED BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this act may be cited as the "Military Installation Public Charter School Amendment Act of 2016".

Sec. 2. Section 2206 of the District of Columbia School Reform Act of 1995, approved April 26, 1996 (118 Stat. 1321; D.C. Official Code § 38-1802.06), is amended by adding a new subsection (c-2) to read as follows:

"(c-2) *Authorization of a preference for children of active duty members of the United States Armed Forces.* —

"(1) The Public Charter School Board ("PCSB") shall have the authority to approve a petition or application for a public charter school that gives a preference for admission to children of active duty members of the United States Armed Forces; provided, that PCSB may not permit more than one public charter school with such a preference to operate at the same time.

"(2) A public charter school seeking to establish a preference for admission under this subsection shall:

"(A) Request the preference for admission in a petition for approval filed pursuant to section 2201, an application for renewal filed pursuant to section 2212, or in a manner otherwise provided by PCSB; and

"(B) Be located in the same ward as a United States military base.

"(3) In reviewing an application submitted pursuant to paragraph (2) of this subsection, PCSB shall consider whether granting the preference provided under this subsection is consistent with the mission, goals, and instructional methods of the petitioner or applicant and the need for the proposed school in the geographic area of the school site.

"(4) A preference approved under this subsection shall apply to no more than half of the public charter school's seats.

"(5) This subsection shall not limit the ability of a school that establishes a preference for admission under this subsection to participate in a common lottery system

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Project History



March 2016

FOCUS initial meeting with JBAB school liaison and counsel

April 2016

FAWE joins FOCUS project team

June 2016

Facilities walkthrough for DC area operators
Information sessions for interested parents

Summer 2016

Continued community engagement and project planning

Fall 2016

Ward 8 POST first convening

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Land Use Information



- 7-acre parcel of land to be made available
- Intention is for operator to enter into long-term ground lease
- Proposed Conditions (subject to lease negotiation)
 - **Gate / Fence Line**
 - Operator is responsible for realigning the installation fence before construction begins.
 - Turnstiles with CAC readers will be required to allow military children to re-enter the base
 - **Utilities (NAVY)**
 - Utilities will be provided by the US Navy and reimbursed by the operator
 - Access to telephone and internet cannot be provided and operator must procure on their own
 - **Construction**
 - Operator is the construction agent
 - Plans must be submitted to a review board
 - Must comply with DoD United Facilities Criteria (UFC) and Anti-Terrorism/Force Protection (AT/FP) policies

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Land Use Information



- **Cost Estimates**
 - Electricity – 147.60/MWH
 - Water - 6.03/KGAL
 - Sewage – 6.28/KGAL
 - Natural Gas – 10.01/MBTU
 - Communications – Approximately \$200K
 - Fencing Restoration – Approximately \$365K

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APPENDIX C: OTHER RESOURCES

CHARTER SCHOOLS & THE MILITARY

- [*Report on Charter Schools on Military Installations*](#)
- [*Guidance Needed for Military Base Schools on Startup and Operational Issues \(GAO\)*](#)
- [*Charter Schools and Military Communities: A Toolkit \(National Charter School Resource Center\)*](#)
- [*Charter Schools on Military Installations: A Planning Guide \(DODEA\)*](#)
- [*Military Connected Children in Charter Schools \(DODEA & Safal Partners\)*](#)

DC EDUCATIONAL LANDSCAPE

- [*Investing in Our Kids: District of Columbia School Finance Primer*](#)
- [*DC Public Charter School Board 2017 Charter Application Guidelines*](#)
- [*DC Public Charter School Board 2016 Background on Public Charter Schools in Washington DC*](#)
- [*DC Charter School Operations Manual \(2014\)*](#)
- [*OSSE Office of Public Charter School Financing and Support*](#)