

FLORIDA DEPARTMENT OF EDUCATION

**BUREAU OF CONTRACTS, GRANTS AND PROCUREMENT
MANAGEMENT SERVICES
325 West Gaines Street
332 Turlington Building
Tallahassee, Florida 32399-0400**

Addendum #3

BID NO.: ITN 2011-40

**LEADERSHIP PIPELINE FOR TURNAROUND PRINCIPALS AND
ASSISTANT PRINCIPALS**

June 21, 2011

This addendum is being issued to provide the Answers to Questions submitted timely by vendors during the Question and Answers period.

Please be advised all questions are keyed as submitted.

Southern Regional Education Board (SREB)

Q1. Who is responsible for obtaining the commitment of the seven Local Education Agencies (LEAs) to participate in this initiative?

A1. Traditional schools component: The Department of Education.
Charter schools component: The charter schools component is not limited to candidates in the seven districts. The Department of Education will have ultimate responsibility for the commitment to participate of charter schools but will consider and negotiate alternative solutions proposed by the Respondents with regard to charter schools' commitment to participate.

Q2. Does the vendor/external partner have a role in obtaining the LEAs' commitment to participate?

A2. No.

Q3. Has the Florida Department of Education developed any criteria or conditions for the LEAs' participation? If so, what are these criteria/conditions?

A3. Traditional schools component: Dade and Duval are eligible because they have nine or more persistently low schools (based on 2010 data) and the other five districts have three or more persistently low schools. Participating districts must agree to provide the two year induction for placed administrators after the RTTT contract ends June 30, 2014.

Charter schools component: The Department of Education will have ultimate responsibility for identifying the participation of charter schools but will consider and negotiate alternative solutions proposed by the Respondents with regard to charter school participation.

Q4. In the event that one or more of the seven potential Local Education Agencies declines to participate in the initiative, what are the expectations and responsibilities of the external partner in securing additional LEAs to participate?

A4. Traditional schools component: The Department of Education will identify additional participating districts or identify more candidates in the remaining districts.

Charter school component: The Department of Education will have ultimate responsibility for identifying additional charter school candidates but will consider and negotiate alternative solutions proposed by the Respondents with regard to identifying additional charter school candidates.

Q5. The ITN indicates that this will be a **three and a half year initiative**, beginning with the execution of the contract (on or about July 12, 2011) and ending June 2014. The period July 1, 2011 thru June 2014 encompasses a total of thirty-six months, or three years.

A5. This project will be a three year project due to some delays in the process. No activities will be funded in 2010-11. Contract year 1 is the 2011-12 school year, contract year 2 is the 2012-13 school year and contract year 3 is the 2013-14 school year.

Q6. The ITN indicates that the intensive half-year internship shall occur in initiative Year 4, yet the contract period with the vendor/external partner is to end in June 2014, which would be three years after its negotiation. Should this be interpreted to mean either of the following:

a. The intensive internship is to begin July, 2013 and extend through December 2013.

b. The intensive internship is to begin in July 2014 and extend through December 2014?

c. The external partner will not provide services during the internship, since it is to occur July 2014 through December 2014, and the contract period does not cover this period?

A6. a. Yes.

b. No, please see a. above.

c. No. The Contractor is expected to plan and provide services during the internship which begins July 2013 and ends December, 2013. Please see a. above. The RTTT contract ends on June 30, 2014.

Q7. Do you anticipate that those selected for preparation as principals and assistant principals will have already earned a master's degree in educational leadership before being selected into the program?

A7. Not necessarily.

Q8. Is there an expectation that persons already serving in the assistant principal position might be selected into the program?

A8. Traditional schools component: Yes. After participation in the program, the assistant principal candidates might be placed as principals. The intent of this ITN is to bring 80 to 100 *new* principals or assistant principals to low-performing schools. New assistant principals might come from the ranks of curriculum coaches, teacher leaders or other arenas. Selection of all candidates is at LEA discretion.

Charter schools component: Same as above, but sitting principals may also be candidates.

Q9. Are you expecting participants who successfully complete the program to be fully eligible for the Florida Level 1 Educational Leadership license as a result of completing the program?

A9. Traditional schools component: Yes. Candidates without educational leadership certification should be eligible for the certification by the end of the RTTT contract period. The candidates should be supported by the Contractor in achieving this eligibility status, which may include financial support.

Charter schools component: Candidates may become eligible for educational leadership certification, but this is not required. If such certification is desired, the Contractor should provide support which may include financial support.

Q10. Are you expecting the vendor/external partner to create a partnership with one or more universities that provide a degree in education leadership through a state-approved program?

A10. Not necessarily, but this could be one of several paths to the desired educational leadership certification eligibility.

Q11. If there is an expectation that participants will complete a master's degree program provided by a university or take specified graduate courses in educational leadership, is there an expectation that all or part of their tuition and fees be paid through the contract with the external partner?

A11. Not necessarily, but this could be one of several paths to the desired educational leadership certification eligibility. The candidates should be supported by the Contractor in achieving this eligibility status, which may include financial support.

Q12. Success in preparing well-qualified principal/assistant principal candidates is highly dependent upon selecting the right people into the preparation program. How much input will the vendor/external partner have in setting criteria and a process for recruitment and selection of candidates?

A12. Traditional schools component: The LEA will select the candidates.

Charter schools component: The Department of Education will have ultimate responsibility for recruitment and selection of charter school candidates but will consider and negotiate alternative solutions proposed by the Contractor with regard to charter candidate recruitment and selection.

Q13. Since the contract period ends in June 2014 and the internship is to be conducted during Year 4, should this be interpreted to mean that the vendor/external partner is not expected to have a role in the induction program that is to be provided by the district?

A13. Traditional schools component: The internship is to be conducted in contract year 3 or the fall semester of 2013. The LEA is responsible for the induction beginning July 1, 2014, though assistance in planning from the partner would be advisable for sustainability purposes.

Charter school component: The internship is to be conducted in contract year 3 or the fall semester of 2013. The two year induction program is not required but ongoing support should be provided as appropriate.

Q14. If the vendor/external partner is to have a substantial role in planning and conducting the two-year induction program for preparation program completers, is it expected that its proposed budget include funds for activities supporting the induction program?

A14. Traditional schools component: No, other than possibly some planning time with the district.

Charter schools component: The two year induction is not required, but ongoing support should be provided as appropriate.

Q15. Since the preparation program is to be problem-based, does the vendor/external partner have some significant degree of autonomy in identifying the systems within low-performing schools that research reveals to be broken and to arrange preparation program elements around research-based solutions to these problems?

A15. Yes, as long as all conditions of the ITN are met.

Q16. Is there an anticipation or expectation that the aspiring principals/assistant principals who are selected into the program will be employed full-time during the program? If so, is there an expectation that they will be relieved of regular job responsibilities for part of the time they are participating in the program, including full-time release from their jobs during the intensive half-year internship?

A16. Traditional schools component: Yes. During their internship beginning in July 2013 and ending in December 2013, the Contractor should factor in the cost of a permanent substitute (e.g., retired principal/assistant principal, curriculum coach, or other qualified party) who would fulfill the assignments of the candidates while they are at their internship school. Some districts do not allow permanent subs to fill administrative positions, in which case the Contractor must factor in a semester of funding for another assistant principal. In some instances, the schools where the principals and assistant principals are interning may wish to send their assistant principal or curriculum coach to the candidates' schools in order to have a new experience, in which case a substitute would not be hired. The Respondents should plan for the most costly scenario, which would be paying the salary of an assistant principal for half a year.

Charter schools component: All of the above applies, but sitting principals may also be candidates. Details concerning their internships are subject to negotiation.

Q17. If participants are relieved of job responsibilities for part of the time they are participating in the program, who will pay for this released time?

A17. The Contractor.

Q18. Is the external partners' proposed budget to include funding for any released time provided participants during the program, internship or induction?

A18. Yes for program and internship; no for the release time during the two-year induction. When participants are attending quarterly seminars, a substitute can be hired by the LEA (or charter school/Education Management Organization) to fulfill the candidates' duties if the principal requires that assistance. If substitutes are hired, the Contractor would reimburse the LEA or charter school/Education Management Organization for this expense. See SREB A16 and A17 for additional information.

Q19. The ITN does not mention an expectation that the Respondent work with one or more institutions of higher learning in the development and/or delivery of the preparation program. Does this apply an intent or preference that the aspiring principal and assistant principal preparation program developed/provided under this initiative should be a district initial certification in educational leadership, as specified in /rule 6A-5.081 (1)(c), F.A.C.?

A19. Traditional schools component: Though the ITN does not mention this expectation, a collaboration with higher education may be included in the proposal. Curriculum coaches or other aspiring assistant principals may need to become eligible for the educational leadership certification, and the Department has no preference as to which path is taken that results in this eligibility for educational leadership certification. It is presumed that most assistant principals would already have this certification. The contractor should analyze the educational background and certifications of each of the aspiring principals and assistant principals and take the necessary steps to ensure

that all candidates are eligible for certification in educational leadership by the end of the RTTT contract on June 30, 2014.

Charter schools component: Such certification is not required for charter school candidates but it is encouraged and should be made available to the candidate if so desired.

Q20. The ITN does not mention an expectation that the Respondent incorporate into the proposal plan for developing district capacity and conditions to support and sustain the improvement efforts of those principals and assistant principals who are being especially prepared to serve schools in need of turnaround. Are Respondents expected to address how they will work to build district capacity and systematize the supportive conditions that will allow the candidates completing the preparation program to be successful in turning around chronically low performing schools once they are assigned to a principal or assistant principal position in a school?

A20. Traditional schools component: Yes. The Contractor should assist the district with planning for the two-year induction in order to enhance the sustainability of this project.

Charter schools component: The two year induction is not required, but ongoing support should be provided as appropriate.

Houghton Mifflin Harcourt/Riverside

Q21. Does Florida want 80-100 participants from public school LEAs and 20-25 charter school participants per year or just in Year One and then the vendor would work with those same individuals during the remaining years?

A21. For traditional schools component: The Department expects 80-100 candidates to be identified by the districts in the first year of the contract and those same candidates would remain in the program through June 30, 2014. It is a three-year program for these candidates.

Charter schools component: Proposals may include services for approximately 20-25 charter school candidates, for years one, two and three of the contract with the understanding that the funding for that component will be in addition to the maximum of \$6,000,000 available for this project. The budget for the charter school component shall be capped at \$1,000,000, for a total budget of \$7,000,000. The \$1,000,000 for the charter schools component should be used for portions of the program that are necessary and specific to the charter schools. The Department reserves the ability to award a contract that does not include the charter school component.

Q22. What is the anticipated budget per year and for the entire project?

A22. Traditional schools component: \$6,000,000 maximum. Respondents should propose an annual budget that will allocate requested funding as needed for effective program implementation.

Charter schools component: \$1,000,000 maximum. Respondents should propose an annual budget that will allocate requested funding as needed for effective program

implementation. The \$1,000,000 for the charter schools component should be used for portions of the program that are necessary and specific to the charter schools.

Q23. Could the initial quarterly seminars be for participants from each of the seven LEAs or all combined with participants coming together from around Florida?

A23. Traditional schools component: Yes; however, the Contractor should propose the most efficient and cost effective arrangements to ensure successful implementation of the program. This is subject to negotiation. The following are estimations of the number of candidates allocated to each eligible LEA based upon the number of 2010 targeted schools in their district. Alachua – 5; Broward – 12; Miami-Dade – 43; Duval-19; Orange -5; Osceola -5; and Pinellas – 11.

Charter schools component: This is a negotiable item, since charter school candidates may come from charter schools statewide.

Q24. Once Cohort One has gone through the quarterly topical seminars, intensive half-year internship, and mentoring, what is the responsibility of the LEA and what is the responsibility of the vendor for the remaining two-year program of induction?

A24. Traditional schools component: The two-year induction is the responsibility of the LEA but the Contractor should assist in planning to ensure the sustainability of their work.

Charter schools component: The two year induction for placed candidates is not required, but ongoing support should be provided as appropriate.

Q25. Who does the school improvement coaching?

A25. Traditional schools component: The LEA will provide coaches as a component of the two-year induction for newly placed administrators. No coaching is required during the RTTT contract, although mentoring is required for the RTTT contract and also for induction.

Charter schools component: The two year induction for placed candidates, which would include school improvement coaching, is not required, but ongoing support should be provided as appropriate.

Q26. Who does mentoring by an expert principal?

A26. Traditional schools component: The Contractor provides expert principal mentors for the candidates with recommendations from the LEA for the duration of the RTTT contract. The LEA will provide expert principal mentoring support for a newly placed administrator during the two-year induction after the RTTT contract ends.

Charter schools component: The two year induction is not required for newly placed charter school administrators, but ongoing support should be provided as appropriate. The Contractor will provide expert principal mentors for the candidates for the duration of the RTTT contract.

Q27. What is expected from the LEA and the vendor, respectively, for the on-going professional development?

A27. Traditional schools component: The Contractor is to provide ongoing professional development through June 30, 2014. After that, the LEA has responsibility for providing ongoing professional development during the two- year induction for placed administrators beginning on July 1, 2014.

Charter schools component: The Contractor is to provide ongoing professional development through June 30, 2014. The two year induction is not required for newly placed charter school administrators, but ongoing support should be provided as appropriate.

Q28. For the deliverables, the vendor needs to create the content of the six month internship and the mentoring of the principal. Based on who does what (LEA and vendor), what is the expectation for the vendor?

A28. The Contractor must create the content of the six-month internship and provide for the mentor principal for the duration of the RTTT contract.

Q29. Can the coaching be a combination of on-site and off-site coaching?

A29. Traditional schools component: Yes, but that would be the decision of the LEA since coaching is a component of the LEA two year induction.

Charter schools component: The two year induction, which would include the coaching component, is not required for newly placed charter school administrators, but ongoing support should be provided as appropriate.

Q30. What is Florida DOE's relationship with the University of Virginia Turnaround curriculum/model?

A30. There is no formal relationship, but this UVA program is nationally known for its research base and effectiveness.

Pearson

Q31. **Citation:** Page 12, Section 3a Technical Approach, third paragraph
ITN reads, "The Technical Plan must also include the budget narrative which shall make clear the source of funding for costs (project funds or matching funds)..." Is the proposer to identify source of department or federal funds for the project? If so, how? What is meant by "matching funds"?

A31. Budget Narrative Form 1A is no longer required, nor is there a requirement for matching funds.

Q32. **Citation:** Page 16, Section 7.0 Scope of Services
ITN reads, "This objective will be achieved by working with up to seven Local Education Agencies (LEAs) to recruit and train a minimum of 80 to 100 new principals and assistant principals to serve in the state's persistently lowest-achieving schools, including charter schools, and their feeder patterns."
Will all participants be currently employed as Principals or Assistant Principals with ongoing school assignments?

A32. Please refer to SREB A16 and A 17.

- Q33. **Citation:** Page 16, Section 7.0 Scope of Services
ITN reads, "Services provided through this contract will be subject to the participation of each of these seven LEAs."
Have these seven districts made commitments to participate?
- A32. Traditional schools component: All seven LEAs have expressed strong interest in participating.

Charter schools component: Candidates may be selected from across the state, but only the seven districts have been polled for interest in participating. This broader selection process is a topic for negotiation.
- Q34. Will they be required to use any district funding or locally-allocated RTTT funds to participate?
- A34. Traditional schools component: No, although some costs could be incurred during the required two-year induction provided by the district once the candidates complete the RTTT leadership program in 2014 and are placed in low performing schools and their feeder patterns. The induction would be conducted July 1, 2014 through June 30, 2016.

Charter schools component: The two year induction is not required, but ongoing support should be provided as appropriate.
- Q35. **Citation:** Page 17, Section 7.0 Scope of Services ITN reads, "Proposals may include timelines for application and participation in the charter school program that are a year later than the general training program, in order to ensure that entities participating in the Department's Race to the Top initiative to fund charter schools in the neighborhoods of persistently low achieving schools may participate."
Will a proposal that does not submit a plan for a charter school leadership strand be considered non-responsive and be disqualified?
- A35. No; however, the extent to which proposals address the use of resources for implementation of both components will be factored into the evaluations and negotiations. It should be noted that the charter school component will be implemented in contract year two, along with the traditional schools training program and will not necessarily be delayed a year.
- Q36. **Citation: Page 17** Section 7.1 Scope of Services
Does the Department expect the delivery approach to be face to face, online or blended?
- A36. The quarterly seminars should be face to face, but for all other components, the Contractor should propose efficient and cost-effective implementation strategies. This is an issue for negotiation.
- Q37. What technology will be available to the participants in the quarterly seminars that would enable computer access to video and live chat?
- A37. Participants may use their own technology devices, either privately owned or provided by the district or charter school.

Discovery

Q38. Can a vendor be a subcontractor to multiple proposals? In addition, can a vendor be included in a proposal as a partner to a Respondent AND as a subcontractor to other, multiple Respondent proposals?

A38. Yes.

McRel

Q39. What role does the contractor have in assisting the LEA in the development and implementation of their induction program?

A39. Please refer to SREB A20.

Q40. Is the contractor responsible for the identification of mentors during the duration of the RTTT contact?

A40. Yes, in collaboration with the LEA or charter school/Education Management Organization.

Q41. Is the contractor, the LEA, or the State responsible for compensating mentors?

A41. The Contractor. (For the duration of the RTTT contract.)

Q42. Is the contractor responsible for the identification of external school improvement coaches?

A42. Traditional schools component: No. The LEA is responsible for this coaching support once the RTTT contract ends and the LEAs provide the placed administrators with a two-year induction program.

Charter schools component: The two year induction, which would include coaching, is not required, but ongoing support should be provided as appropriate.

Q43. Is the contractor, the LEA, or the State responsible for compensating external school improvement coaches?

A43. Traditional schools component: The LEA is responsible for this once the RTTT contract ends as a part of the two year induction.

Charter schools component: The two year induction is not required, but ongoing support should be provided as appropriate.

Q44. Once a program participant is placed, is the contractor, the LEA, or the State responsible for providing ongoing professional development based on assessed needs to strengthen the participant's performance?

A44. Traditional and charter schools components: The Contractor is responsible throughout the duration of the contract. (Through June 30, 2014.) The LEA is responsible for this once the RTTT contract ends through the two year induction.

Charter schools component: the two year induction is not required, but ongoing support should be provided as appropriate.

Q45. Is the contractor, the LEA, or the State responsible for the cost of ongoing professional development?

A45. The Contractor is responsible throughout the duration of the contract. (Contract ends June 30, 2014.)

Traditional schools component: The LEA is responsible for ongoing professional development once the RTTT contract ends and the LEAs provide the placed administrators with a two-year induction program.

Charter schools component: The two year induction, which would include ongoing professional development, is not required, but ongoing support should be provided as appropriate.

Q46. How many participants does the State expect the Contractor to provide training for in each year of the contract? Does the State expect 80-100 participants to start the program during the 2011 school year or will participants start the program in cohorts staggered over the three years?

A46. Traditional schools component: This is a three year program for approximately 100 candidates. There are no cohorts.

Charter schools component: This is a three year program for approximately 25 candidates, but cohorts are a negotiable topic if not enough candidates were identified in the first year of the contract.

Q47. We are trying to clarify which activities occur during the 3 ½ year program. Can the State please clarify by year the year(s) in which the following will occur: mentoring, quarterly topical seminars, and internship. That is, will participants engage in quarterly seminars in each of the 3 years and then enter into an internship program that will include mentoring and ongoing professional development? Or is there a different schedule for activities?

A47. Due to some delays, this will be a three- year project, not a three-and-a-half-year project. Following is an overview of expected activities during the three years of the contract. Contract Year 1: (2011-12) Contract awarded; quarterly seminars, online resources, mentoring. Contract year 2: (2012-13) Quarterly seminars, online resources, mentoring. Contract year 3: (2013-14) July-December, 2013 –internship. All year - Quarterly seminars, online resources, mentoring.

Q48. Please confirm the number of Technical Reply hard copies is 12 (1 original and 11 copies) and the number of Price Reply copies is 11 (1 original and 10 copies)?

A48. That is correct.

Q49. The performance bond is calculated at 20% of the amount of the annual award. Will this be required for each award year and if so, will the surety bond then be released on an annual basis or held until the completion of the contract.

A49. The performance bond is required to be submitted for 20% of the amount of the annual award; therefore a new surety bond needs to be provided to the Department during each year of the contract for 20% of the amount for that year. Upon receiving a new annual surety bond, the expired bond from the previous year will be sent back to the contractor.

Mosaica

Q50. On Page 11, under 5.2.1 Technical Reply (Part 1) it states, "Do not include price information in Part 1". On page 12, under 3 (a) Technical Approach, it states "The project budget form shall be completed to provide a projection of all administrative costs, where applicable from Budget Form 1A that will be paid for with project funds. If the Respondent is not charging the project for administrative costs, the Project Budget form shall be submitted with a zero balance...The Technical Plan must also include the budget narrative which shall make clear the source of funding for costs (project funds or matching funds)..."
Is there a separate project Budget Form (different from the Price Reply form) that must be included in this section? If so, where can it be accessed?

A50. Please refer to Pearson A31.

Q51. Given the direction not to include price information in the technical proposal, what level of detail is sought from the budget narrative? Please clarify the reference to sources of funding - is the Respondent required to address the specifics of costs covered by federal RTTT funds versus matching state funds? If so, can you provide information on the parameters of available funding from each source?

A51. Please refer to Pearson A31.

Q52. On Page 12, re: 3b. Facility Capabilities - 3. Is it necessary for the partner to have a facility in Florida at time of application?

A52. No.

Q53. Is it necessary to have use of a training facility in Florida - or can seminars be presented onsite at existing DOE and/or school facilities ?

A53. The Contractor identifies and absorbs the cost, if any, for the training facilities. Frequently, school or district facilities can be accessed.

Q54. On Page 16, under "Scope of Services", could you elaborate on the statement "Services provided through this contract will be subject to the participation of each of these seven LEAs"?

Specifically, will non-participation by one or more of these LEAs change the numbers of principals/principal candidates to be served and/or the distribution of principals by LEA?

A54. Please refer to SREB A4.

Q55. For purposes of pricing, should we assume participation levels of 80-100 LEA candidates plus 20-25 charter candidates?

A55. Please refer to Houghton Mifflin Harcourt /Riverside A21 and A22.

Q56. On Page 17, under "Scope of Services", where it states "When a program participant is placed, the LEA's responsibility will be to design and implement a two-year program of induction and support that includes ongoing professional development based on assessed needs to strengthen the participant's performance; coaching by an external school improvement coach; mentoring by an expert principal; and an opportunity to participate in a new principal network; in which principals share their school leadership experiences and explore solutions to common problems in struggling schools." Could you clarify the role of the LEA and that of the partner? Specifically,
1 - If the LEA is designing and implementing the two-year induction and support program, is the partner providing only consultation at this stage?

A56. Traditional schools component: Since there is no RTTT funding during the two year induction, the Contractor is not required to consult. However, the Contractor/partner should assist the LEA in planning the induction before the contract ends.

Charter schools component: The two year induction is not required, but ongoing support should be provided as appropriate.

Q57. Is it the partner's responsibility to identify/place the external school improvement coach and/or the expert principal? - or will either of those positions be assigned by the LEA?

A57. Traditional schools component: The LEA is responsible for this once the RTTT contract ends and the LEAs provide the placed administrators with a two-year induction program.

Charter schools component: Not applicable. The two year induction is not required.

Q58. Will the partner be expected to establish the new principal network?

A58. Traditional schools component: The LEA is responsible for providing the new principal network once the RTTT contract ends and the LEAs provide the placed administrators with a two-year induction program.

Charter schools component: The two year induction, which would include the principal network, is not required, but ongoing support should be provided as appropriate.

Q59. Also, could you clarify the respective roles for the partner and the individual charter schools?

A59. The expectation is the Contractor will develop an enhanced curriculum specific for charter school candidates to be included in quarterly seminars and provide all other services and supports as in the traditional school component.

Q60. Is the intent to engage one partner for both LEA and charter-school programs?

A60. This is the preference. However, the Department reserves the right to accept portions of a competing Respondent's Reply and merge such portions into one project, including contracting with the entities offering such portions. See section 8.1(F) of the ITN. A bidder may include in its proposal a subcontract or partnership with another entity if it would be appropriate for a separate entity to provide specific charter related training.

Catapult Learning

Q61. If the contractor uses a minority vendor, does the Minority Vendor have to be located in the state of Florida

A61. No. However they do have to be located in the State of Florida to be considered a Florida Certified Minority or Service-disabled Veteran Owned Business. The Department collects data on minority subcontractors who are Florida Certified Minority and Service-disabled Veteran Owned Businesses. Go to the Office of Supplier Diversity's website at http://www.dms.myflorida.com/other_programs/office_of_supplier_diversity_osd to access the directory.

Q62. If the contractor uses a minority vendor, does the Minority Vendor have to be located in the state of Florida?

A62. No. However they do have to be located in the State of Florida to be considered a Florida Certified Minority or Service-disabled Veteran Owned Business. The Department collects data on minority subcontractors who are Florida Certified Minority and Service-disabled Veteran Owned Businesses. Go to the Office of Supplier Diversity's website at http://www.dms.myflorida.com/other_programs/office_of_supplier_diversity_osd to access the directory.

Townsend Consulting Group

Q63. Are you asking how the contractor will fund as it relates to cash flow before the state pays their invoice?

A63. Payment is performance-based and invoices will be paid based upon completion of deliverables.

Q64. How do matching funds apply to Contractor or from the Federal Government having matching funds for the Florida Dept of Education?

A64. Please refer to Pearson A31.

Q65. Please explain the "projected number of leadership to be serviced through the Contract period." Is this a typo or is a word left out.

A65. Traditional schools component: The projected number of leadership candidates is 80-100. The contract period is approximately August 1, 2011 through June 30, 2014.

Charter schools component: The projected number of leadership candidates is 20-25.

Q66. Performance Bond - If the winner is a Florida Certified Female/Minority Business can the Performance Bond be waived for a hold back on payments?

A66. No.

Q67. Are we correct with this school count? Miami-Dade 9, Duval 9, and Alachua, Broward, Osceola, Orange and Pinellas each at 3 for a total of 33?

A67. Traditional schools component: No. Approximately 100 candidates, most likely from 100 different schools, will be identified across these seven districts. The numbers you reference relate to the number of persistently low schools in each of the districts.

Charter schools component: No. Approximately 25 candidates from across the state will be identified.

Q68. Quarterly Seminars: Are they to be done in each of the 7 locations or in one location with all 7 LEAs meeting. If in all 7 locations can the dates be staggered or must they be done the same to match with school calendars?

A68. Traditional Schools component: Please refer to Houghton Mifflin Harcourt /Riverside A23.

Charter schools component: Since charter school candidates will come from across the state, this training configuration is subject to negotiation.

Q69. Aspiring Principal: Is there a limit to the number of Principals or Assistant Principals the external school improvement coach can work with? Same question for the expert principal.

A69. Traditional schools component: The LEA not the Contractor, is responsible for this support once the RTTT contract ends and the LEAs provide the placed administrators with a two-year induction program. The Contractor is, however, responsible for providing a mentor principal for the duration of the contract. The mentor principal could work with as many aspiring leaders as the Contractor and mentor principal mutually determine to be appropriate.

Charter schools component: The Contractor is responsible for providing a mentor principal for the duration of the contract. The mentor principal could work with as many aspiring leaders as the Contractor and mentor principal mutually determine to be appropriate. However, the two year induction is not required but appropriate ongoing support should be provided.

Q70. Charter Schools: Will the same quarterly meetings apply to the charter schools as well?

A70. Yes, but their curriculum will be modified to address issues specific to charter schools.

Q72. May we blow up and put in proposal as a fold over so it can be read by judges?

A72. Yes, as long as what you provide meets the specifications of the ITN.

Q73. How many hours a month is expected for the coaching by the External School improvement coach with each participant principal?

A73. The LEA, not the Contractor, is responsible for this support once the RTTT contract ends and the LEAs provide the placed administrators with a two-year induction program.

Charter schools component: The two year induction is not required, though ongoing support should be provided as appropriate.

Q74. How many hours a month is expected for the mentoring by the expert principal with each candidate?

A74. A minimum of ten hours, and more often would be preferable.

The University of Central Florida

Q75. What are the page limitations for each section of the proposal?

A75. There are no page limitations for most sections. It is requested that the executive summary be limited to three pages.

Q76. Article 7.1-3. (pg 18) indicates that a “detailed outline of the content of the intensive half-year internship ... “ that is to occur in year 4 of the contract be delivered within 6 months of the award. Article 3.0 (pg 5) indicates that a 3 year contract will be awarded. It seems there is a discrepancy. Could you clarify?

A76. Following is an overview of expected activities during the three years of the contract. Contract Year 1: (2011-12) Contract awarded; quarterly seminars, online resources, mentoring. Contract Year 2: (2012-13) Quarterly seminars, online resources, mentoring. Contract Year 3: (2013-14) July-December, 2013 –internship. All year - Quarterly seminars, online resources, mentoring.

Q77. Is there a requirement for a sustainability plan?

A77. No, but Contractors are encouraged to include sustainability plans.

Q78. Is there a cap on the total project costs?

A78. Please refer to Houghton Mifflin Harcourt/Riverside A21 and A22.

Q79. Is there a limitation on the indirect costs that a university may request?

A79. Yes. The indirect cost rate charged to any sub-grant or awarded to a public university or college is capped at 5%, or the institution’s federally approved indirect cost rate, whichever is lower. Typically, indirect costs are not included in contracts where payments are made based on performance.

Q80. Can the university partner with another agency (i.e., another university in Florida) to address the 7 low performing districts, each taking a subset? (e.g. UCF focuses on 4, FIU focuses on 3)?

A80. The preference is to award the contract to one Contractor who will ultimately be responsible for all contract activities, and that Respondents may propose partnering or

subcontracting with other entities to perform certain services under the contract. The Department reserves the right to accept portions of a competing Respondent's Reply and merge such portions into one project, including contracting with the entities offering such portions. See section 8.1(F) of the ITN.

Q81. Are performance bonds a requirement for state agencies (specifically a university)? If so, are they allowable as a direct-charge to the project?

A81. Yes. However, they are not allowable as a direct-charge to the project.

Performance Design Group

Q82. Concerning when a program participant is placed: What are the **separate/shared responsibilities** of the LEA and the Contractor with respect to: two-year program of induction and support, ongoing professional development, coaching by an external school improvement coach, mentoring by an expert principal, new principal network? Is the contractor expected to supply **(1)** the curriculum (#3, #4 deliverables) as well as **(2)** all delivery/coaching/mentoring personnel and **(3)** facilitation/coordination/evaluation for these steps?

A82. Traditional schools component: The two year induction with all the supports you mention must be provided by the LEA once a program participant is placed. In order to ensure sustainability, it would be expected that the contractor assist with the planning of the two year induction prior to the end of the RTTT contract at the request of the LEA. The Contractor would not receive RTTT funds after the contract ends the summer of 2014. One of the supports, however (mentoring by an expert principal) must be provided throughout the RTTT contract period.

Charter schools component: The two year induction is not required, though appropriate ongoing support should be provided.

Q83. Related to the above: Is it correct to assume that **LEAs will be expected to contribute** personnel time, classroom training space, meeting space, and other necessary supports under their control to cooperate with the Contractor in delivering training, coaching, mentoring, etc?

A83. It is the responsibility of the Contractor to provide all supports mentioned above during the RTTT contract period. The LEA or charter school may assist with these supports (e.g.,: providing meeting space at their discretion) but the final responsibility rests with the Contractor. Again, the LEA is responsible for the induction supports after the end of the RTTT contract. They would use their own meeting space, and that is not the responsibility of the Contractor. The two year induction is not required for charter schools, although appropriate ongoing support should be provided.

Q84. "Services provided through this contract will be subject to the participation of each of these seven LEAs"... does this statement imply that **participation is optional**? If yes, will reimbursement/payments to the Contractor be prorated on the basis of those LEAs

opting to participate? Will the Contractor’s ability to “persuade” LEAs to participate and persevere be one of the “deliverables” of the project?

A84. Traditional schools component: Yes, participation is optional. All seven districts have expressed strong interest in participating. If one or more of the seven districts opt out, the Department will either select other districts or increase the number of participants served in the remaining districts. The Contractor is not expected to persuade LEAs to participate.

Charter schools component: Yes, participation is optional. Since charter school candidates may be selected from across the state, not all LEAs have been polled to determine interest. The Contractor is not expected to persuade charter schools to participate.

Q85. The UVA School Turnaround Curriculum is required to form the “broad basis” for the content of training modules. Is it correct to assume that additional, **research-based training programs** and related content may be incorporated to guide the design of training, assessment, coaching, mentoring, etc., as long as the UVA curriculum is substantially covered?

A85. Yes.

Potential proposers have 72 hours from posting of addenda to protest the requirements of each addendum. Failure to file a protest within the time prescribed in Section 120.57(3), or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.

**YOUR REPLY WILL NOT BE COMPLETE WITHOUT THIS DOCUMENT
SIGNED AND INCLUDED!**

Vendor Name – written: _____

Authorized Signature: _____

Mailing Address: _____

City, State & Zip Code: _____

Telephone: _____ Facsimile: _____ E-Mail Address: _____