

**Request for Proposals:**

**Partnership Analysis  
for  
Orleans Parish School Board**

**Deadline: 5pm CST; July 23, 2018**

**Contact: [roy@gnof.org](mailto:roy@gnof.org)**

## PART A: PROJECT BACKGROUND

The Greater New Orleans Foundation (GNOF) serves as a longstanding thought-partner of Orleans Parish School Board (OPSB). The Greater New Orleans Foundation is supportive of bringing all charter schools and charter management organizations under the authority of OPSB. The Greater New Orleans Foundation convened a community of local education funders to develop a collaborative plan to identify potential paths forward for the school system. While the Foundation will lead this effort, the OPSB will ultimately have the responsibility to approve and implement any actions recommended by the study.

The Orleans Parish School Board oversees a unified system of schools serving approximately 45,000 students in PK-12 in New Orleans. The majority of students served, approximately 85%, are students of color, and most students are from families who are economically disadvantaged. Additionally, the system supports a diverse range of learners, including approximately 5% English language learners, 13% students with disabilities, and other groups who require quality supports to thrive and realize their educational potential.

Unlike other districts across the country, OPSB operates as a unique type of local education agency (LEA), managing a system of public charter schools and charter management organizations. As of July 1, 2018, OPSB will be the authorizer of all local public schools serving students in Orleans Parish.

Additional foundational documents about OPSB may be found in the following:

[Unified Path Forward: OPSB Board Vision and Goals](#)

[School and Program Priorities Presentation \(February 2018\)](#)

[Taking Stock: Three Years of Change at New Orleans Public Schools \(March 2018\)](#)

Through past years of reform, various entities including independent local and national non-profits, the OPSB, the state of Louisiana, Recovery School District, and philanthropic partners, have contributed to the definitions of excellence and equity in our system. In the unified landscape and within this unique, shared governance model, the locally elected board has exciting opportunities to explore how it will lead to ensure the educational needs of all students and families are equitably met. It is already known that OPSB will not centrally administer services or provide direct instruction; instead the majority of student interventions and supports will be managed and resourced at the school level and through engagements with non-profit community partners and for-profit entities.

OPSB and its administration see opportunities to coordinate, convene, and facilitate the engagement of partner organizations and explore innovation in resource management to best meet students' and families' needs. Everyone will have a part to play. Local philanthropic partners have collaborated with OPSB to engage support from expert local and national knowledgeable practitioners and consultants to better understand how the OPSB may optimize and leverage its unique position to ensure the needs of all students and families are met through strong partnerships that add resources and capacity to schools.

This project seeks to determine a way to delineate between partners, assess partnership value, and determine the appropriate accountability metric between OPSB and the partner.

## **PART B: SCOPE OF WORK**

### **Key Questions**

The Greater New Orleans Foundation seeks to answer key questions to help the OPSB guide their long-term work:

- What should the OPSB's definition of "educational equity" be?
- Given this definition, how should OPSB effectively and routinely assess needs for additional student supports in the system and prioritize areas for impact?
- How can OPSB leverage its unique policy role and manage limited resources to cultivate a robust ecosystem of school and non-school provider partnerships that meet student and family needs?
- What existing partners or services can be more effectively engaged directly by OPSB or schools in the current ecosystem to meet needs? Which partners or services are missing? Why?
- What resources will be necessary to sustain a robust ecosystem of actors that are meeting student needs?
- What role should OPSB play to ensure that all acting partners, including OPSB itself, are effectively meeting student needs?

An expanded set of sub-questions are noted in Appendix C.

In their response, the Expert Consultants may identify other key considerations or questions that the district may contemplate given unique conditions and operating model.

### **Key Deliverables**

Over a period of four (4) months, The Greater New Orleans Foundation anticipates the following five deliverables will be produced through engagement with local and national Request for Proposals: OPSB Partnership Analysis (June 2018)

Expert Consultants, recognizing potential for flexibility to optimize analyses, on-the-ground engagement, and final documentation.

1. Snapshot Assessment A: “Demand Analysis”: This document will capture and prioritize areas of critical student support needs in the system. This will include reflections from OPSB goals, department activities, schools, students, and community partners (services providers).
2. Detailed Assessment B: “Supply Analysis”: This document will provide a thorough “map” of partners (or gaps in available partners) who may play critical roles in supporting schools and the district equitably meet the needs of all students. The “Supply Analysis” should include a case study substantiating the conditions necessary for an ideal partnership with OPSB and the extent to which these partners meet required conditions.
3. Snapshot Assessment C: “Resources Analysis”: This document will capture the range of resources necessary to ensure that quality services and supports are in place to meet the needs of all students.
4. Recommendation A: “Process and Implementation Tool”: This document will provide guidance (“how-to”) on how the district identifies partners. It will also include guidance on how the district works in concert with identified partners and other organizations to assess the need for and to optimize the distribution of resources including identifying strategies for ways in which the district will best leverage its unique role to advance or incent partnerships that will effectively meet student needs.
5. Recommendation B: “Accountability Tool”: This document will provide guidance (“how-to”) on how the district will measure the success of resulting partnerships including, but not limited to how the district will reflect on where partnerships are meeting student needs, how it is effectively participating in those partnerships, or where it is ineffectively participating in or creating barriers to effective partnerships in the ecosystem.

### **Key Process Expectations**

Successful submissions will include:

- Projected timeline for the proposed scope of work;
- Clear approach to the development of the five major outputs, inclusive of existing, emerging, and potential approaches to partnerships;
- Strong plan for the development of a “Process and Implementation Tool”;

- “Supply Analysis” to include no-cost, low-cost, and high-cost options that both single-site local education agencies (LEAs) and Charter Management Organizations (CMOs) can access;
- Clear alignment with existing district tools and frameworks for school performance and accountability;
- Qualitative and quantitative considerations for an assessment tool that evaluates the return on investment OPSB and others derive from the partnerships;
- Clear approach to determine the appropriate accountability levers that can be utilized by OPSB on a differentiated scale;
- Demonstrate how they have worked with local New Orleans communities of color and how they have staffed their organization to address issues of race and equity;
- Unique requirements of a decentralized system of schools and related decentralized data collection and analysis (i.e. student data, talent data, financial data, etc.);
- Equitable process for implementation, including diverse representation in all stakeholder groups;
- Timeline and process for stakeholder engagement that accommodates a truly diverse representation of each stakeholder group;
- Ability to communicate with non English-dominant residents (including a commitment to working with local translators or interpreters as needed);
- Use examples of partnership models from other communities as needed, extracting what is most applicable to New Orleans context.

## **PART C: RESPONSE GUIDELINES**

### **Proposal Conditions**

1. Proposals may only be submitted by email to [roy@gnof.org](mailto:roy@gnof.org).
2. Submissions shall be addressed to OPSB Partnership Selection Committee.
3. Emailed submissions should be in the form of a single PDF file, inclusive of the response and all accompanying documentation.
4. Total budget for the submission should be between \$200,000 and \$300,000.
5. Submissions will be accepted until 5:00pm CST, July 23, 2018. Any submissions received after this date and time will not be accepted or considered. Submissions must include a statement from the representative of the organization, certifying their agreement to participation in the RFP and commitment to fulfilling the partnership if selected.

6. If the organization submitting information intends to outsource or contract any work, this must be clearly stated in the submission, and must include a name and description of the organization, company, or person contemplated to be contracted.
7. Contract terms and conditions will be negotiated upon selection of a respondent to this RFP, and are subject to all requirements of federal, state, and local laws, as well as applicable policies of the Greater New Orleans Foundation. This RFP does not commit to award any contract, nor to pay any costs incurred in the preparation or delivery of the response. Respondents may be requested to submit additional information as may be necessary or appropriate for purposes of clarification.
8. A “Disadvantaged Business Enterprise” (DBE) goal of 35 percent has been established for this RFP. Any proposal should include 35 percent of the work to be provided by a DBE certified by the City of New Orleans or other jurisdiction.

### **Proposal Format**

Responses to this RFP will detail the respondent’s ability to address the proposed project using the following outline:

1. *RFP Cover Sheet*, including the required signature from an authorized representative
2. *Executive Summary* (limit 2 pages)
3. *Summary of Qualifications & Related Successful Experiences* (limit 3 pages)
  - a. Responsive proposals must identify an organization of industry-specific specialist and/or subject-matter experts with successful experience in strategic planning, who will enter into an agreement with Greater New Orleans Foundation, and assume overall responsibility for the development of a body of work consisting of five deliverables: Demand Analysis, Supply Analysis, Resources Analysis, Recommendation A: Process and Implementation Tool, Recommendation B: Accountability Tool.
  - b. The **Scope of Work** shall be referenced to further understand the proposed deliverables. If additional questions or elements shall be included based on the organization’s experience or relevant research, we encourage such inclusion.
4. *Detailed Project Plan* addressing proposed approach to the development of the five major deliverables (limit 5 pages)
  - a. Demand Analysis
  - b. Supply Analysis
  - c. Resources Analysis
  - d. Process and Implementation Tool

- e. Accountability Tool
  - f. Highlights of additional considerations when approaching this work that is a strength of the proposed organization
  - g. Projected timeline for the proposed scope of work.
5. *Staffing Plan* detailing estimated resource allocation for the entirety of the project, including:
- a. Proposed staffing structure throughout each phase of the project including staff role, qualifications and experience, title, percentage of time dedicated and hourly cost
  - b. Diversity and cultural competency of the team, including any DBE certifications
  - c. Resumes of proposed project team leads<sup>1</sup>
  - d. Contingencies for adding additional staff to the project
6. *Cost Estimate*, to include labor hours for staff, etc.
7. *List of Reference and Contact Information for current/previous customers* (minimum of two, maximum of four) reflecting successful performance in similar professional services.
8. *Signed certification statements* from an authorized representative of the consulting agency, indicating its support for the project and commitment to participation if selected.

### **Study timeline**

It is the intent that the partnership study be completed over a four (4) month period, immediately following contract execution. The committee will consider compelling rationale for extending the study timeline, but requests for extended time should not be used to justify higher project costs.

---

<sup>1</sup> Special consideration will be given to project teams with principal consultants or subcontractors based in New Orleans.

## PART D: SELECTION CRITERIA

Each submission will be screened for completion to determine if the submission is in compliance with the RFP as outlined in the specifications. Upon determination of compliance of all specifications, the submission(s) will be evaluated on the criteria listed below by a selection committee of diverse community stakeholders. The selection committee will score all submissions and invite the three (3) highest rated proposals for interviews with the selection committee. The highest rated proposals will be those that couple deep education content expertise with comparable deep understanding and engagement in the local New Orleans landscape. As such, local and national partnerships are highly encouraged.

Selection Criteria	Max Points
Quality of approach (e.g. how well the study addresses research question(s), realistic timeline, strategic approach, clear & measurable deliverables/outcomes)	<b>35</b>
Understanding of New Orleans public school landscape, local engagement required	<b>15</b>
Specialized experience and technical competence (e.g. experience and expertise of principal consultants)	<b>20</b>
Specialized experience and technical competence (e.g. experience and expertise of DBE partner)	<b>10</b>
Demonstrated ability to engage diverse stakeholders	<b>10</b>
Cost	<b>10</b>
<b>Total</b>	<b>100</b>



## PART E: TIMELINES AND EXPECTATIONS

### Questions and response deadlines

All interested Expert Consultants shall have an equal opportunity to submit clarifying questions to the Greater New Orleans Foundation via an online webinar. The Q&A webinar for this RFP will be held at 10:30 am CDT, July 9 via ZOOM. Interested consultants may RSVP for the webinar at <https://zoom.us/meeting/register/c1179fc70682690366858a512be5123a> to request log-in credentials. The webinar will be recorded and available to access until July 23, 2018.

### RFP timeline

Action Items	Dates
RFP announced	June 25, 2018
Q&A Webinar	July 9, 2018
Proposals Due	5pm, July 23, 2018
Finalist interviews completed	Week of August 6, 2018
Award Announced	Week of August 13, 2018
Contract execution	Week of August 31, 2018
Study conducted	September 2018 - December 2018

### Engagement Expectations

- The selection committee for this RFP is composed of a variety of local stakeholders: experts and influencers, OPSB leadership, and constituents. The selection committee represents youth, parent, and faculty perspectives, philanthropic community perspectives, school and CMO leadership perspectives, district leadership perspectives, and peer service providers.
- Finalists will meet with the entire selection committee for 40 minutes (30mn presentations of their proposal and 10mn Q&A sessions) during the week of August 6th.

- Once selected, the Expert Consultants will schedule a project launch meeting with the Greater New Orleans Foundation staff.
- Throughout the engagement the Expert Consultants will conduct project update meetings with the Greater New Orleans Foundation staff.

### **Contract Details**

The term of the contract awarded as a result of this Request for Proposals will be four (4) months, beginning September 1, 2018, at the sole discretion of the Greater New Orleans Foundation.

## Appendix A: PROPOSAL COVER SHEET & CERTIFICATIONS

<b>Title of Proposal</b>	
<b>Name of Submitting Organization</b>	
<b>Address</b>	
<b>Primary Contact</b>	
<b>Telephone</b>	
<b>E-mail</b>	

By my signature, I affirm that

- I am an authorized representative of the above-named organization,
- This submission represents the original proposal of this organization and its partners,
- All information contained herein is true, accurate, and complete to the best of my knowledge, and that of any partnering organizations and
- If selected, the organization will in good faith participate in the partnership as described herein.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix B: Organizational Context**

### **THE PROBLEM**

Recognizing the unique opportunity that unification brings, the Orleans Parish School Board does would like to examine their process to identify support service partners for charter schools and charter management organizations under their authority. Additionally, OPSB would like to improve mechanisms to determine when and in which areas to allow partners to provide service, evaluate the quality of the service provided, and a consistent metric to hold partners accountable. Thus, this project seeks to determine a way to delineate between partners, assess partnership value, and determine the appropriate accountability metric between OPSB and the partner.

In the current landscape of the decentralized school system structure in New Orleans, schools and OPSB oftentimes partner with organizations and service providers to meet the needs of students and families. This project seeks to focus on partnerships involving OPSB, not partnerships directly procured with their authorized schools.

### **CONTEXT FOR PARTNERSHIP PRIORITIES**

OPSB's overarching priority areas for student support partnerships are defined by the OPSB Board Goals. Each OPSB department recognizes that a component of this partnership assessment will require interviews to identify their departmental priority areas for student support partnerships, to understand existing partnerships, and analyze organizational priorities and identify gaps and opportunities for partnerships.

The Greater New Orleans Foundation anticipates that the study will assist OPSB leadership team members in answering the following questions:

1. What are the department priority areas?
2. Does OPSB have gaps in their department priority areas for student support services?
3. How is a partnership defined? What are the characteristics?
4. What existing partnerships does OPSB have and what priority areas do they exist within?
5. Does OPSB have the right structure in place for its existing partnership work and are those partnerships effective?
6. What is the current cost for existing partnerships?

7. What areas should OPSB leverage partnerships?
8. What organizations exist within OPSB's priority areas?
9. How does each partnership impact student outcomes?

**Communication Engagement Commitments**

OPSB has an internal communication engagement plan that guarantees ongoing commitments to stakeholders about the levels of community engagement they will include in all public-facing initiatives. Upon the completion of the study, it is important that Recommendation B: "Process and Implementation" include clear opportunities for ongoing stakeholder communication.

The table below provides OPSB's stakeholder groups and the projected implementation need to be detailed in the implementation plan.

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
<b>Members</b>	School Board	Current Partners	Schools  OPSB Advisory Councils	Potential Partners	Internal OPSB Staff
<b>Pre-Implementation</b>	Input				
<b>Post-Implementation Need</b>	Information Share	Training on Accountability Metrics	Training on Process, Assessment Tools and Accountability Metrics	Information Share	Training on Process, Assessment Tools and Accountability Metrics

As a component of the stakeholder engagement, The Greater New Orleans Foundation believes that, upon the conclusion of the study, OPSB still must intentionally engage partners and stakeholders in iterative feedback. Thus the questions that guide this work are:

1. What is the construct for feedback from partners and schools?
2. How can the feedback be integrated in real-time?
3. How will schools and partners inform OPSB of what is working and what is not working?

## Appendix C: Additional Questions for Consideration

### *Recommendation A: "Process and Implementation"*

1. How does OPSB operationalize an annual needs assessment that captures the full range of gaps in services to schools, students, and families?
2. What are the range of partnership models OPSB can use for the future?
3. When should OPSB lead, facilitate, or continue to engage with a partnership? How should its responsibilities evolve over time?
  - a. Which partnerships require contractual arrangements or other written agreements?
4. What are the factors OPSB needs to consider when deciding if it is more advantageous for a partnering agency to be responsible for addressing emerging initiatives?
5. How does OPSB think about sustainability moving forward for new and existing partnerships?
6. How can student and family voice/input be most effectively captured?
7. What is the vision across each area of need and why does a partnership move the system closer to that vision?
8. Under what circumstances is it more effective for schools or OPSB to directly partner with external agencies?
9. What procedures should be established to ensure ongoing landscape analyses are effectively deployed?
10. What are the different ways and methods in which OPSB communicates with partners, such as frequency, level, etc.?
11. What is the cost for the partnership?
  - a. Is the associated cost reflective of the return on investment and impact?

### *Recommendation B: "Accountability Tool"*

1. How does OPSB evaluate the partner's intended purpose and impact?
  - a. What are the tools and levers OPSB can utilize to hold partnering agencies accountable?
2. How does OPSB work with organizations who may not meet the definition of active partner? (organizations that have an impact on our schools and students, but may not align directly with current board goals and priorities)
3. What measures should OPSB consider when evaluating a partnering agency?
  - a. Are there variable levels of accountability? Do some partners require more/less?
4. How do partners hold OPSB accountable?