



SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT

1. Overview

The South Carolina Public Charter School District (SCPCSD) is the first district charter authorizer in the country to launch a charter school incubation program to catalyze the creation of high quality charter schools that will serve South Carolina communities with the greatest need for high quality options. We are seeking dynamic educators who want to work with communities to design, found, lead, and sustain game-changing public schools that change students' life trajectories.

Each fellow will receive up to \$250,000 to help launch a new South Carolina charter school, and funds are designed to be flexible and applied to developing a specific school model based on one of three pathways. Fellows will not be employees of the SCPCSD but will operate as independent contractors in all respects. Funds may be allocated, but are not limited to: competitive compensation, healthcare and other benefits, school model development, recruitment and talent strategy, and network expansion consulting. Fellows will also engage in:

- Facilitation of a community needs assessment to support the school's founder in better understanding the desires of the parents, families, and students in the community. This audit will be used to build a school model that is tailored to the needs of the community.
- Opportunities to travel to some of the nation's best performing charter schools and engage with school leaders and successful charter networks. These visits will help to inform the instructional and operational core of the fellow's school.
- Guidance and feedback on the proposed school design and charter application process with leadership from coaches who have launched several of the highest-performing charter schools in the southeast.
- Leadership development opportunities, including intensive training and role-play around leadership voice, leadership presence, and instructional feedback.
- Training for "year zero activities," including student and family recruitment, staff recruitment and retention, and facility funding.
- Access to a network of expert consultants and coaches.

2. The Need

50th of 50

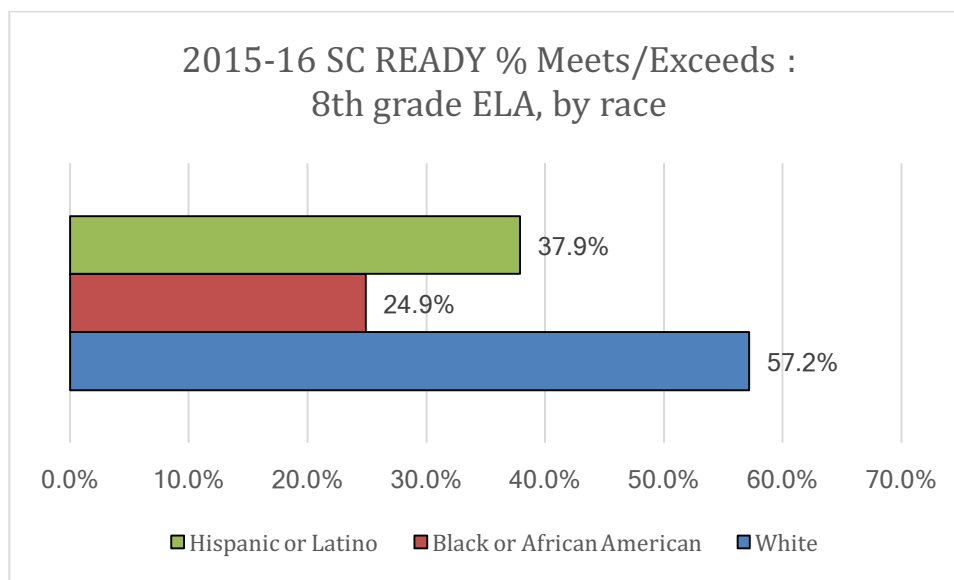
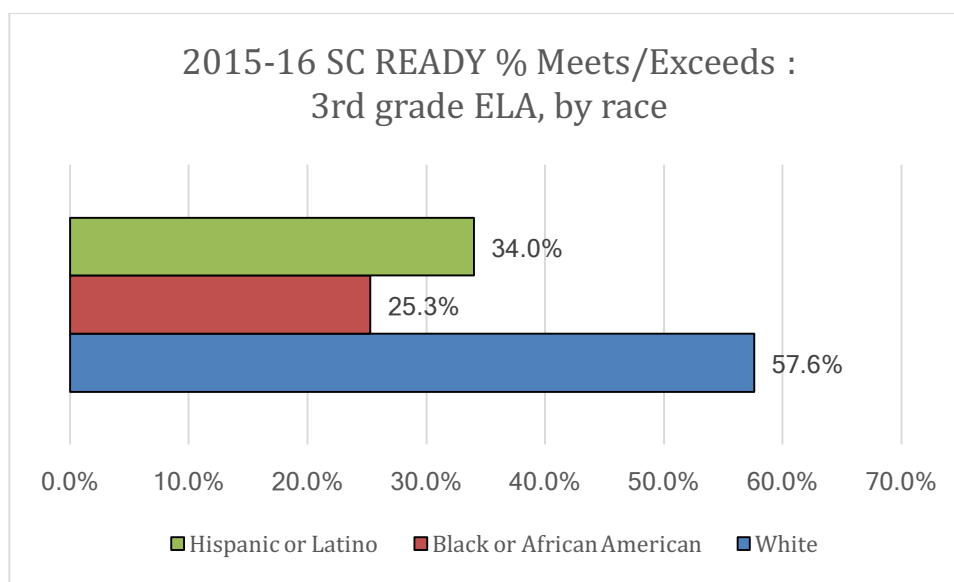
In a recent *US News and World Report* study, [South Carolina ranked 50th out of 50 states](#) in the country for public education. The study, which was designed by McKinsey and Company, utilized 68

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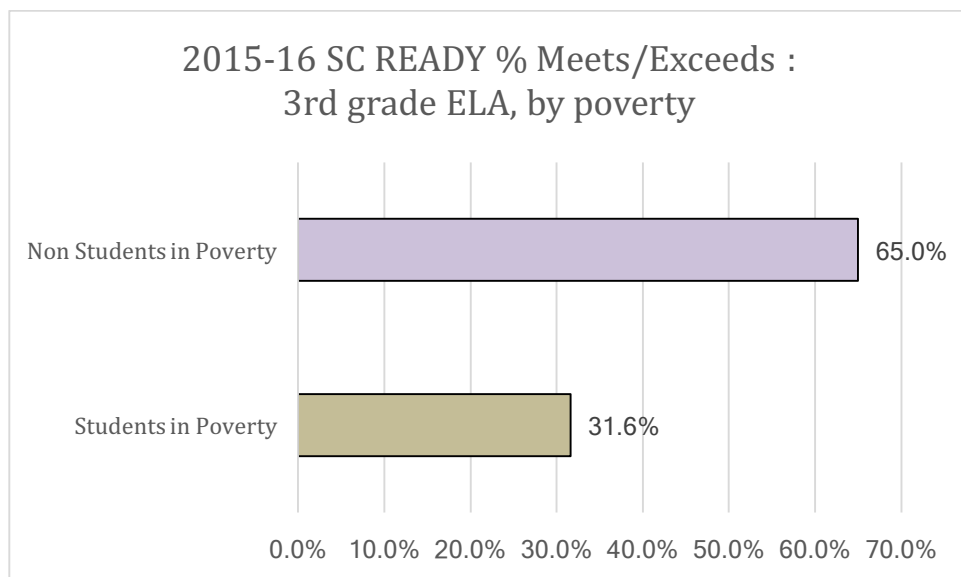
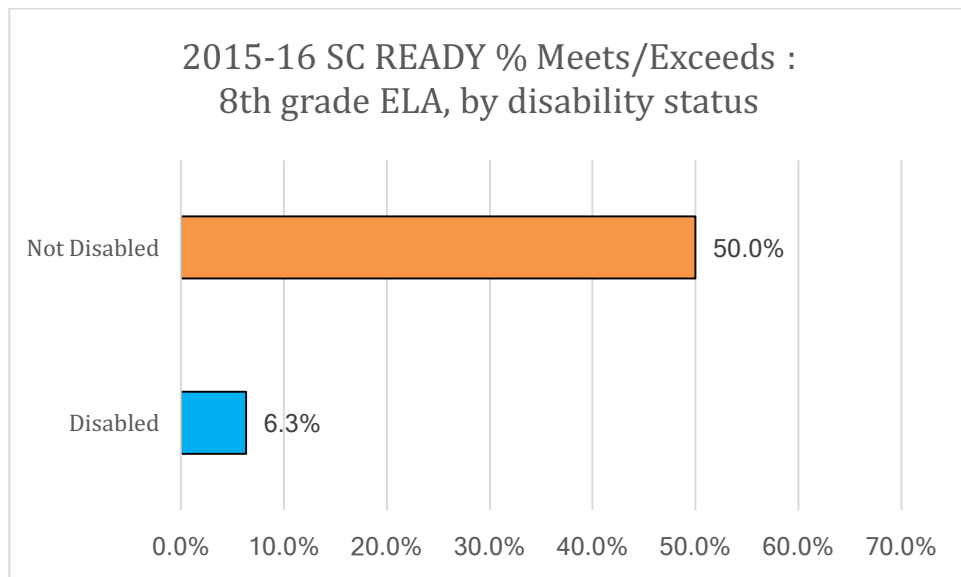
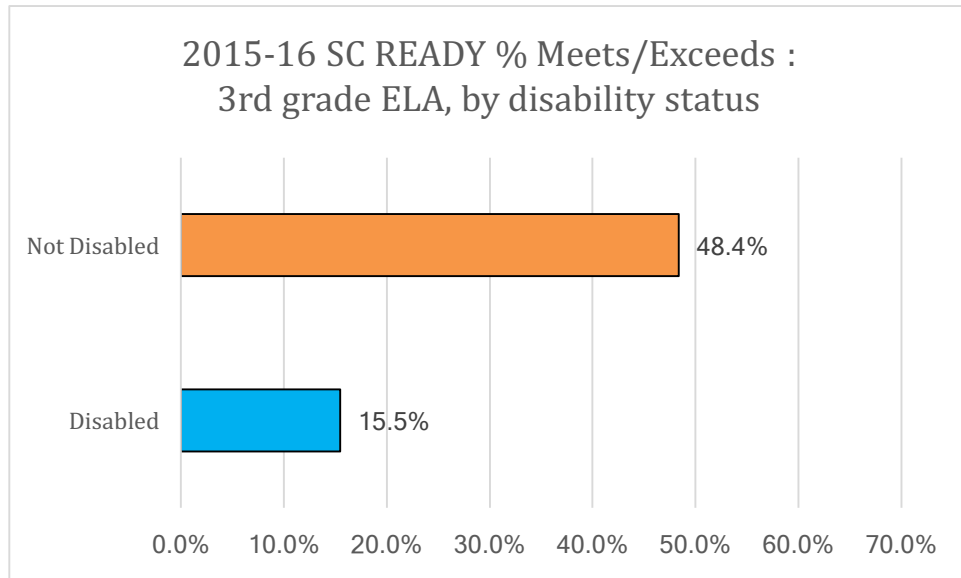
metrics across seven categories of publicly available data. According to the study, South Carolina students show the largest deficits on measures of college readiness, math scores, and reading scores.

The Data

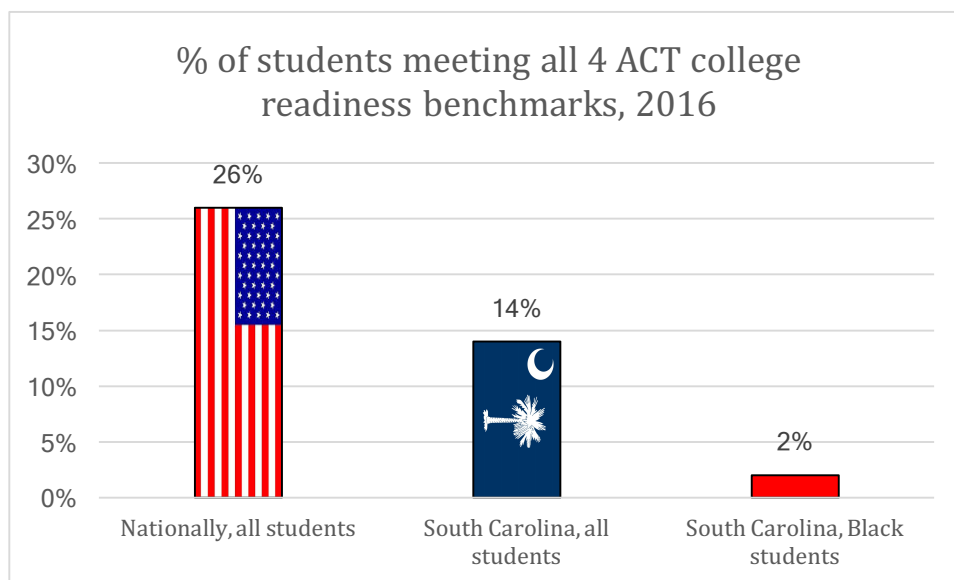
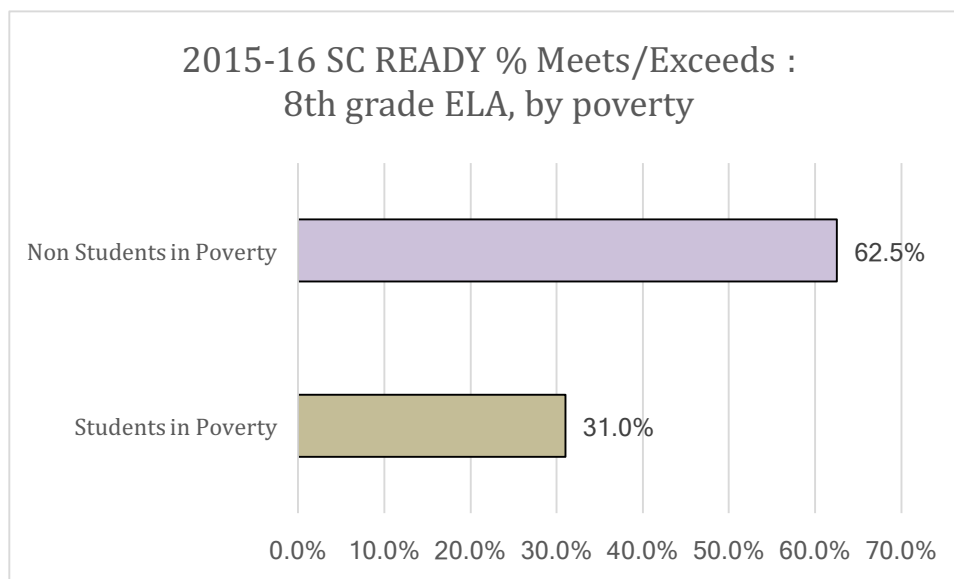
The overall performance of students in South Carolina is low, and this is especially true for students of color, students with disabilities, and students who live in poverty. Achievement gaps defined by race, disability and poverty are significant and persistent. Far too many students failed to meet standard in Math and English Language Arts (ELA) last year, and only 1 in 4 African-American 3rd and 8th grade students were on grade level in ELA. Very large gaps exist for students with a disability. Across the nation, 26% of students taking the ACT met all four of the test's college ready benchmarks. In South Carolina, the rate is much lower, with only 14% of juniors demonstrating college readiness on all four ACT benchmarks. Only 2%, or 1 in 50 African-American students in South Carolina met this standard.



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“Minimally Adequate”

In November of 2014, the South Carolina Supreme Court issued a momentous decision regarding the state of education in South Carolina’s “Corridor of Shame,” ruling that the state had failed to meet its constitutionally required obligation to provide a “minimally adequate” education to Abbeville plaintiff school districts. During the 20-year lawsuit, the court defined “minimally adequate” as *“the opportunity to acquire an ability to read, write, and speak English; a knowledge of mathematics and science; a knowledge of economic and political systems as well as history and government processes; and academic and vocational skills.”* This ruling has created a collective sense of urgency and increased pressure on legislators and state education leaders to address the woeful educational inequities highlighted in the Abbeville lawsuit. Community leaders and families are hopeful that public charter schools can serve as part of the solution to South Carolina’s most persistently challenged schools.

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3. Requirements

1. Fellows agree to comply with all federal, state and local licensing requirements.
2. Fellows agree to comply with all federal, state and local laws regarding the hiring of employees and contracting, including but not limited to the Equal Employment Opportunity Act and the Civil Rights Act of 1964.
3. Fellows understand and agree that all activities are subject to South Carolina's Freedom of Information Act.
4. Fellows agree to submit a proposed budget for approval that will detail the allocation of Fellowship support funds, and agree to submit a timely report to the SCPCSD on a quarterly basis that will reflect actual spending vs. budgeted.
5. Prior to accepting the award, Fellows agree to execute a formal contract with the District more fully explaining the relationships and obligations of the Parties.
6. Fellows agree that the contract for the New Schools SC Fellowship with the District will last no later than June 30, 2019.
7. Fellows agree that funding for the fellowship may be terminated by the SCPCSD at any time and for any reason or no reason with reasonable notice to the Fellow.

4. Request for Qualifications

a. Questions

Please contact fellowship@sccharter.org for any questions regarding the New Schools SC Fellowship.

b. Closing Date

All submissions to this RFQ must be received by **5 pm on July 14, 2017**. Late submissions will not be accepted.

c. Non-Discrimination notice

The South Carolina Public Charter School District does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or immigrant status in its programs and activities.

d. Anticipated Timeline

The anticipated fellowship timeline is as follows:

June 16, 2017:	RFQ Released
July 14, 2017:	RFQ Window Closes
July 17 - 28, 2017:	Interviews
August 8, 2017:	Fellows Announced
August 22, 2017:	Orientation
September 2017 -	January 2018: School Design Phase
November 1, 2017:	Charter Application Letter of Intent Due
February 1, 2018:	Charter Application Due

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April - May 2018:	Charter Application Hearings
May 2018 - July 2019:	"Year Zero" Startup Activities
August 2019:	Anticipated School Opening

e. Review and Selection

The review committee will review submissions that are submitted by the deadline. Qualified applicants will be contacted to conduct a series of interview. Responses not meeting the required evaluation criteria will not be considered for an interview.

5. Evaluation Criteria

The evaluation committee will conduct a due diligence review on applications that are submitted to identify candidates that show an ability to open a high-quality school and serve South Carolina communities effectively. Prospective fellows will be evaluated on, but is not solely limited to, the following criteria:

- demonstrated commitment to open a high-performing charter school in a "high-need community." High-need community is defined as a plaintiff district in the Abbeville lawsuit or any school attendance zone in the state with a poverty index of 50% or greater (majority of students in poverty);
- an unwavering belief that all students can and must learn at high levels;
- deep understanding of the roots of educational inequity in South Carolina;
- commitment to ensuring access and equity for all students, with a particular focus on low-income and underserved students;
- track-record of strategic and managerial ability;
- effective project-management skills to consistently complete a high volume of quality work;
- proven, data-evidenced, track-record as an effective educator with underserved students;
- ability to be a self-starter, entrepreneur, and catalyst of people and ideas;
- model of humility and integrity;
- ability to commit to this endeavor full time and meet the time demands of launching a new high quality charter school;
- An enthusiasm, energy, and innate ability for gaining community respect and buy-in;
- A firm understanding of the school-level conditions and characteristics that drive performance for low-income students in gap-closing, elite public charter schools.

6. Submission Requirements

Please submit all information by the closing date, via email to fellowship@sccharter.org. The following items must be submitted for review:

- Data that reflects a prior record of leading students to high levels of achievement (classroom or school level).
- Resume

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- LinkedIn profile
- 3 professional references
- Completion of the Basic Information, Fellow pathway, and Applicant questions sections.
Please provide answers to the Applicant questions on a separate PDF document.

a. Basic information

Name _____
Address _____
City, State, Zip _____
Email address _____
LinkedIn profile _____

b. Fellow pathway

Please check which path this fellow represents (select only one):

In-state expansion: As part of a promising South Carolina charter school or charter network, a fellow will lead the creation of a new charter school serving a new set of grade levels within their school's existing community or replicate their school's model in a new community in the state.

New to SC expansion: With a successful charter school or CMO that currently operates in other states, a fellow will lead the organization's expansion to South Carolina and tailor their proven school model to serve South Carolina families.

New start: Entrepreneurial educators and leaders who have the talent, energy, and capacity to found a new high-performing charter school - ideally, fellows have a proven track record of generating top-tier academic achievement for low-income students.

c. Applicant questions

- In which South Carolina high-need community would you propose to start a new charter school? Please provide the reason and rationale for selecting this community.
- Do you have any data to share that would support the need for opening a new high quality charter school in your proposed high-need community, as defined by this RFQ?
- In 2 paragraphs or less, please describe your proposed school model.
- What are the greatest factors affecting academic achievement for underserved students in South Carolina? Based on your experience as an educator, what solutions hold the most promise?
- Which educational innovations do you believe have the greatest potential for improving student outcomes for your proposed South Carolina community? How do you see yourself taking a role in the creation and execution of some of these innovations?
- How should public charter schools approach and view access and equity?

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- What would you consider to be indicators of student success for your proposed school model? Please be specific to provide a concrete picture of the school's anticipated results.
- What do you see as the greatest barriers and risks to implementing your school model successfully?
- How do you feel about the intense demands and commitment of launching a new public charter school?
- What are examples of success that you would highlight from your professional background and experience that would qualify you to launch a new charter school?