

Ohio STEM Learning Network STEM Designation Pre-Proposal Reviewer Packet

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Call for Proposals for STEM School Designation and STEM School Equivalent for Schools in the State of Ohio

BACKGROUND AND PURPOSE

The power of technology has changed economies around the world and created a demand for new skills in which imagination, intellect and invention are essential. To ensure that Ohio has a place in the 21st century economy, it pursued new ways to develop this type of intellectual capital in all students and particularly in ways that will support our emerging economic strengths. Ohio's Third Frontier Project was created to foster the commercialization of technology focused in key economic clusters and to create new jobs and economic growth that enhances the quality of life for all Ohioans. While it is understood that technology can lead to faster business growth, higher wages and a large multiplier effect for the economy, what is unclear is how to ensure that its citizens possess the intellectual capital to lead this technology-based revolution. Ohio must find effective ways to better align education systems to ensure sufficient intellectual, entrepreneurial and technical talent. STEM schools, which partner with higher education institutions and businesses, were created to meet this need.

OBJECTIVES

Future economic growth and prosperity in Ohio depends on an aligned education system that supports the state's economic development efforts and helps all Ohio students to become innovators and inventors, self-reliant and logical thinkers and technologically proficient problem solvers. This RFP invites proposals to do all of the following:

1. Create a school (in any of the grades K through 12) to help generate a talent base that will establish Ohio as a catalyst and global leader in attracting, educating and producing the next generation of scientists, engineers and other professionals needed to create tomorrow's innovations for the betterment of all citizens;
2. Foster increases in the number of Ohio's citizens studying and working in STEM fields.
3. Foster development of stronger skills in problem solving, innovation and teamwork for all students

ELIGIBILITY

Proposals may only be submitted by a partnership of public and private entities consisting of at least all of the following:

1. A city, exempted village, local or joint vocational school district or an educational service center;
2. Higher education entities;
3. Business organizations

A community school established under Chapter 3314 of the Ohio Revised Code, a chartered nonpublic school or both may be part of the partnership.

HOW TO SUBMIT A PROPOSAL

Each proposal shall include at least the following:

1. Cover letter. Cover letters should not exceed one page and must identify one contact person and the fiscal agent by name, address, telephone number and fax number.
2. Proposal. The proposal should be no more than 20 pages in length, double spaced, with 1" margins and size 11 font. The 20-page limit does not include the cover letter or letters of commitment.
3. Evidence of meeting the assurances listed in Ohio Revised Code section 3326.03 for STEM school designation (or 3326.032 for STEM school equivalent for community schools and chartered nonpublic schools) as noted in the attached rubric.

The STEM Committee must receive proposals by 5 p.m. on Friday, Feb. 24, 2017. An electronic PDF should be emailed to: holly.lavender@education.ohio.gov.

Additionally, one original should be mailed to:

Holly Lavender
STEM Education Lead
Ohio Department of Education
25 S. Front Street, Mail Stop 704
Columbus, OH 43215

Applicants are responsible for timely submission of proposals. Proposals become the property of the Ohio Department of Education. Proposals containing all required elements will receive careful consideration. This consideration will be regarding designation as a STEM school in Ohio and will not include any consideration of grant funds. Applications will be reviewed by the STEM Committee and the Ohio STEM Learning Network.

If a school chooses to utilize the Ohio STEM Learning Network (OSLN) for technical assistance and guidance on STEM school designs, governance, start-up and designation proposals, OSLN requests to be contacted by **Jan. 16, 2017**. Upon request, OSLN will review proposals for STEM designation prior to submission to the Department of Education. Schools requesting this assistance should submit a pre-submission application to OSLN by **Jan. 30, 2017**.

Evaluation Rubric for STEM School and STEM School Equivalent Designation

Reviewer: _____

School name: _____

Please indicate how well the proposal addresses the following criteria.

<i>Criteria</i>	<i>Weak or Missing Evidence</i>	+/-	<i>Acceptable Evidence</i>	+/-	<i>Strong Evidence</i>
1) To what degree does the proposal provide a thorough description of a strong public/private partnership structure, including letters of commitment?	Partnership structure includes minimal representation from key stakeholders. Some of the commitment letters are missing.		Evidence is acceptable and demonstrates an evolving genuine partnership and moderate commitment. Letters are present but all use the same content or form letter.		A genuine partnership inclusive of key stakeholders is thoroughly documented, and there is evidence of enthusiastic support and commitment through letters that are specific and show strong support.
2) Assurances that the school will be under the oversight of a governing body and a description of the members of that governing body and how they will be selected.	Unclear if the proposed governing body meets legal criteria to govern the school. The governing body is not fully inclusive of necessary expertise and experience.		The proposed governing body meets legal criteria to serve as the designated governing body and is broadly representative but lacks some essential expertise and experience, or the governing body is not broadly representative.		The proposed governing board meets legal criteria to serve as the designated governing body, and the membership reflects experience and expertise to develop a STEM school or STEM school equivalent.
3) Assurances that the school will operate in compliance with Ohio Revised Code 3326.03 (for STEM designated schools) or ORC 3326.032 (for STEM school equivalent for community schools) and the provisions of the proposal as accepted by the committee.	The proposal is missing written documentation that the school will operate in compliance with ORC 3326.03 or 3326.032.		The proposal includes written documentation that the school will operate in compliance with ORC 3326.03 or 3326.032.		The proposal includes written documentation that the school will operate in compliance with ORC 3326.03 or 3326.032.

<p>4) Evidence that the school will offer a rigorous, diverse, integrated and project-based curriculum to students in any of grades K-12, with the goal to prepare those students for college, the workforce and citizenship, and that does all of the following:</p> <ul style="list-style-type: none"> a) Emphasizes the role of science, technology, engineering and mathematics in promoting innovation and economic progress; b) Incorporates scientific inquiry and technological design; c) Includes the arts and humanities; d) Emphasizes personalized learning and teamwork skills. 	<ul style="list-style-type: none"> a) Curriculum includes the STEM disciplines without emphasis on their interdependence or the connection to regional economic development needs. b) Curriculum demonstrates limited use of scientific inquiry and technological design. c) The arts and humanities meet state requirements. d) The curriculum demonstrates limited individualized learning opportunities for students. <p>There are limited teamwork opportunities for students.</p>	<ul style="list-style-type: none"> a) Curriculum includes the STEM disciplines with an emphasis on their interdependence but has weak connections to innovation and economic progress in the region. b) Curriculum demonstrates effective use of scientific inquiry and technological design. c) The arts and humanities are present as standard curriculum elements. d) Curriculum demonstrates adequate individualized learning experiences for students. A student learning plan is part of the student course planning process. <p>The curriculum demonstrates adequate opportunities for students to work in learning teams.</p>	<ul style="list-style-type: none"> a) Curriculum includes integrated STEM disciplines with a clear link to their connection to innovation and economic progress in the region. b) Curriculum demonstrates exemplary use of the elements of scientific inquiry and technological design. Students have opportunities to use evidence, logic, problem solving and current scientific knowledge to propose explanations. Students have opportunities to explore the breadth of technology, its uses and limitations. c) Curriculum integrates the arts and humanities with the STEM disciplines, with opportunities for students to explore the interdependence of human knowledge. d) Curriculum provides for exceptional individualized learning experiences for students. A learning plan and counseling are the basis for planning
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<p>5) Evidence that the school will attract school leaders who support the curriculum principles of offering a rigorous, diverse, integrated and project-based curriculum to students in any of grades K-12, with the goal to prepare those students for college, the workforce and citizenship, and that does all of the following:</p> <ul style="list-style-type: none"> a) Emphasizes the role of science, technology, engineering and mathematics in promoting innovation and economic progress; b) Incorporates scientific inquiry and technological design; c) Includes the arts and humanities; d) Emphasizes personalized learning and teamwork skills. 	<p>Leadership selection is based on evidence of experience that demonstrates only minimal commitment to innovative or effective practices.</p>		<p>Leadership selection is dependent upon adequate leadership experience but may not demonstrate genuine commitment to the advancement of STEM education.</p>	<p>Leadership selection is dependent upon evidence of successful experience with creating/supporting innovative and effective teaching and learning environments, and the school leadership is clearly dedicated to the advancement of STEM education.</p>

<p>6) A description of how the school's curriculum will be developed and approved in accordance with section 3326.09 of the Ohio Revised Code. (Subject to approval by its governing body, the curriculum shall be developed by a team that consists of at least the school's chief administrative officer, a teacher, a representative of the higher education institution that is a collaborating partner as required by section 3326.03(C)(7) or 3326.032(B)(5) of the Ohio Revised Code and a member of the public with expertise in the application of science, technology, engineering or mathematics.)</p>	<p>The curriculum team is not entirely identified or is missing some of the desired stakeholders.</p>		<p>The curriculum team includes, at minimum, the chief academic officer, a higher education partner, a teacher and a member of the public with expertise in the application of science, technology, engineering or mathematics.</p>	<p>In addition to the minimum team members, plans are also made to include additional representation from among the stakeholders. The proposal describes how the team will develop an innovative STEM curriculum.</p>
<p>7) STEM school designation: 3326.03(C)(6) Evidence that the school will utilize an established capacity to capture and share knowledge for best practices and innovative professional development with the Ohio STEM Learning Network, or its successor.</p> <p>STEM school equivalent for community schools: 3326.032(B)(6): Evidence that the school will utilize an established capacity to capture and share knowledge for best practices and innovative professional development.</p>	<p>The proposal includes a limited description of the means used to capture best practices and the potential for professional development.</p>		<p>The proposal includes an adequate description of the means of sharing best practices and the potential for professional development.</p> <p>Professional development is aligned with the state's professional development standards.</p>	<p>The proposal includes a full description of capacity and procedures for capturing and sharing best practices and using the school as a base for professional development throughout the region and throughout the state.</p> <p>The professional development is fully aligned with the state's professional development standards.</p>

<p>8) Evidence that the school will operate in collaboration with a partnership that includes institutions of higher education and businesses.</p> <p>STEM school equivalent for community schools or chartered nonpublic schools: Assurances that the community school or chartered nonpublic school submitting the proposal has a working partnership with both public and private entities, including higher education entities and business organizations.</p>	<p>The curriculum demonstrates little or unclear evidence of the inclusion of higher education and business partners.</p>		<p>The curriculum demonstrates evidence that higher education and business partners have roles to play in instruction. Mostly traditional partnering opportunities are identified – such as dual enrollment and business classroom presentations.</p>	<p>There is clear and substantive involvement by both higher education and business partners in curriculum development and in the instructional design process. Innovative partnering is designed to provide student opportunities for learning through business-sponsored projects, mentoring, accelerated learning opportunities, modeling, etc.</p>
<p>9) Assurances that the school has received commitments of sustained and verifiable fiscal and in-kind support from regional education and business entities.</p> <p><i>Note: Community schools must be able to demonstrate evidence of sponsorship.</i></p>	<p>The proposed budget is limited in scope and detail and/or lacks sufficient evidence of in-kind and financial support from regional education partners and business entities.</p>		<p>A preliminary two-year budget has been developed that minimally meets the requirements of ORC 3326. The proposal includes assurances that the school has received in-kind and financial support from regional education partners and business entities.</p>	<p>A preliminary three-year budget has been developed that reflects adequate and verifiable income to support proposed operations and innovative STEM programs and meets the goals expressed in ORC 3326. The proposal includes assurances that the school has received extensive in-kind and financial support from regional education partners and business entities.</p>

<p>10) STEM School Designation: 3326.03(C)(9): A description of how the school's assets will be distributed if the school closes for any reason.</p> <p>STEM school equivalent for community schools or chartered nonpublic schools: 3326.032(D) If a community school or chartered nonpublic school that is designated as a STEM school equivalent under this section intends to close or intends to no longer be designated as a STEM school equivalent, it shall notify the STEM committee of that fact.</p>	<p>The proposal includes an incomplete description of how the school's assets will be distributed if the school closes for any reason, or the description is missing.</p>	<p>The proposal includes a description of how the school's assets will be distributed if the school closes for any reason.</p>	<p>The proposal includes a description of how the school's assets will be distributed if the school closes for any reason.</p>
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Additional Considerations:					
<p>To what degree does the school provide opportunities for broad participation for a variety of students, including efforts to attract disadvantaged and under-represented student populations?</p>	<p>The proposal is focused upon narrow populations, excludes certain populations or does not reflect racial, ethnic, socio-economic and gender balance reflective of the region.</p>	<p>The proposal emphasizes student interest in STEM disciplines and careers, regardless of past performance, but participation may not fully demonstrate racial, ethnic, socio-economic and gender balance reflective of the region.</p>	<p>The proposal emphasizes student interest in STEM disciplines and careers, regardless of past performance, and participation demonstrates racial, ethnic, socio-economic and gender balance reflective of the region.</p>		
<p>To what degree does the teacher recruitment plan ensure a staff of highly qualified teachers?</p>	<p>The proposal is unclear about how the teaching staff will be identified and selected.</p>	<p>The proposal outlines a recruitment plan that requires licensure but does not adequately address other criteria such as interest, experience or passion for STEM education.</p>	<p>The proposal clearly outlines a recruitment plan that requires potential faculty members to demonstrate a high interest in STEM education, experience with innovative methods and a willingness to participate in a substantive professional development plan. The proposal includes a process to ensure teachers are licensed and highly qualified.</p>		

_____ I recommend designating this applicant as a STEM school/STEM school equivalent without conditions.

_____ I recommend designating this applicant as a STEM school/STEM school equivalent with the following conditions.

_____ I do not recommend this applicant as a STEM school/STEM school equivalent.

3326.03 STEM school grants – contents of proposals

- (A) The STEM committee shall authorize the establishment of and award grants to science, technology, engineering, and mathematics schools based on proposals submitted to the committee. The committee shall determine the criteria for proposals, establish procedures for the submission of proposals, accept and evaluate proposals, and choose which proposals to approve to become a STEM school. In approving proposals for STEM schools, the committee shall consider locating the schools in diverse geographic regions of the state so that all students have access to a STEM school. The committee shall seek technical assistance from the Ohio STEM Learning Network, or its successor, throughout the process of accepting and evaluating proposals and choosing which proposals to approve. In approving proposals, the committee shall consider the recommendations of the Ohio STEM Learning Network, or its successor. The committee may authorize the establishment of a group of multiple STEM schools to operate from multiple facilities located in one or more school districts under the direction of a single governing body in the manner prescribed by section 3326.031 of the Revised Code. The committee shall consider the merits of each of the proposed STEM schools within a group and shall authorize each school separately. Anytime after authorizing a group of STEM schools to be under the direction of a single governing body, upon a proposal from the governing body, the committee may authorize one or more additional schools to operate as part of that group. The STEM committee may approve one or more STEM schools to serve only students identified as gifted under Chapter 3324. of the Revised Code.
- (B) Proposals may be submitted only by a partnership of public and private entities consisting of at least all of the following:
- (1) A city, exempted village, local, or joint vocational school district or an educational service center;
 - (2) Higher education entities;
- Business organizations. A community school established under Chapter 3314. of the Revised Code, a chartered nonpublic school, or both may be part of the partnership.
- (C) Each proposal shall include at least the following:
- (1) Assurances that the STEM school will be under the oversight of a governing body and a description of the members of that governing body and how they will be selected;
 - (2) Assurances that the STEM school will operate in compliance with this chapter and the provisions of the proposal as accepted by the committee;
 - (3) Evidence that the school will offer a rigorous, diverse, integrated, and project-based curriculum to students in any of grades six* through twelve, with the goal to prepare those students for college, the workforce, and citizenship, and that does all of the following:
 - (a) Emphasizes the role of science, technology, engineering, and mathematics in promoting innovation and economic progress;
 - (b) Incorporates scientific inquiry and technological design;
 - (c) Includes the arts and humanities;
 - (d) Emphasizes personalized learning and teamwork skills.
 - (4) Evidence that the school will attract school leaders who support the curriculum principles of division (C)(3) of this section;
 - (5) A description of how the school's curriculum will be developed and approved in accordance with section 3326.09 of the Revised Code;
 - (6) Evidence that the school will utilize an established capacity to capture and share knowledge for best practices and innovative professional development with the Ohio STEM Learning Network, or its successor;
 - (7) Evidence that the school will operate in collaboration with a partnership that includes institutions of higher education and businesses;
 - (8) Assurances that the school has received commitments of sustained and verifiable fiscal and in-kind support from regional education and business entities;
 - (9) A description of how the school's assets will be distributed if the school closes for any reason.

3326.032 Designation of STEM school equivalent for community school.

- (A) The STEM committee may grant a designation of STEM school equivalent to a community school established under 3314. of the Revised Code or to a chartered nonpublic school. In order to be eligible for this designation, a community school or chartered nonpublic school shall submit a proposal that satisfies the requirements of this section. The committee shall determine the criteria for proposals, establish procedures for the submission of proposals, accept and evaluate proposals, and choose which proposals warrant a community school or chartered nonpublic school to be designated as a STEM school equivalent.
- (B) A proposal for designation as a STEM school equivalent shall include at least the following:
- (1) Assurances that the community school or chartered nonpublic school submitting the proposal has a working partnership with both public and private entities, including higher education entities and business organizations;

- (2) Assurances that the school submitting the proposal will operate in compliance with this section and the provisions of the proposal as accepted by the committee;
 - (3) Evidence that the school submitting the proposal will offer a rigorous, diverse, integrated, and project-based curriculum to students in any of grades six* through twelve, with the goal to prepare those students for college, the workforce, and citizenship, and that does all of the following:
 - (a) Emphasizes the role of science, technology, engineering, and mathematics in promoting innovation and economic progress;
 - (b) Incorporates scientific inquiry and technological design;
 - (c) Includes the arts and humanities;
 - (d) Emphasizes personalized learning and teamwork skills.
 - (4) Evidence that the school submitting the proposal will attract school leaders who support the curriculum principles of division (B)(3) of this section;
 - (5) A description of how each school's curriculum will be developed and approved in accordance with section 3326.09 of the Revised Code;
 - (6) Evidence that the school submitting the proposal will utilize an established capacity to capture and share knowledge for best practices and innovative professional development;
 - (7) Assurances that the school submitting the proposal has received commitments of sustained and verifiable fiscal and in-kind support from regional education and business entities.
- (C)
- (1) A community school or chartered nonpublic school that is designated as a STEM school equivalent under this section shall not be subject to the requirements of Chapter 3326. of the Revised Code, except that the school shall be subject to the requirements of this section and to the curriculum requirements of section 3326.09 of the Revised Code.
Nothing in this section, however, shall relieve a community school of the applicable requirements of Chapter 3314. of the Revised Code. Nor shall anything in this section relieve a chartered nonpublic school of any provisions of law outside of this chapter that are applicable to chartered nonpublic schools.
 - (2) A community school or chartered nonpublic school that is designated as a STEM school equivalent under this section shall not be eligible for operating funding under sections 3326.31 to 3326.37, 3326.39 to 3326.40, and 3326.51 of the Revised Code.
 - (3) A community school or chartered nonpublic school that is designated as a STEM school equivalent under this section may apply for any of the grants and additional funds described in section 3326.38 of the Revised Code for which the school is eligible.
- (D) If a community school or chartered nonpublic school that is designated as a STEM school equivalent under this section intends to close or intends to no longer be designated as a STEM school equivalent, it shall notify the STEM committee of that fact.

** This section has been amended to include grades kindergarten through twelve.*

The Review Process

To ensure that all proposals receive consistent, reliable scores and helpful, well considered comments, each application will be reviewed by 2-3 reviewers. Reviewers should:

1. Read and sign the *Conflicts of Interest and Confidentiality Statements*. **Return signed copy to Stephanie by 9:00 am on January 31.**
2. Familiarize yourself with the RFP.
3. Read the scoring rubric and familiarize yourself with the review criteria.
4. Read the proposals.
5. Provide helpful comments.
6. Rate each criteria.
7. **Return score sheet to Stephanie by 11:00 a.m. on February 8.**

Tips for Reading and Scoring a Proposal

- Familiarize yourself with the review criteria, content requirements and content priorities.
- Read the entire proposal straight through. This will provide you with a good idea of the overall project.
- Read the proposal a second time. Jot short notes in the margins to help you remember questions or points when writing your comments and awarding points.
- Highlight sections that address the content requirements or priorities.
- When making your comments, be as specific as possible. Remember that applicants will be read your comments to improve their proposal writing skills. Refrain from using subjective words such as “bad” or “good.”
- For clarity, reference specific parts of the proposal. Quote the proposal if necessary. The person reading your comments may not be familiar with the details of the proposal.
- Try to phrase everything as a statement. Questions aren’t wrong, but statements are less ambiguous than questions.
- Score each evaluation criteria on a qualitative scale:
 - Weak or missing evidence
 - Acceptable evidence
 - Strong evidence
- Provide a final recommendation:

I recommend designating this applicant as a STEM school/STEM school equivalent without conditions.
I recommend designating this applicant as a STEM school/STEM school equivalent with the following conditions. Must include conditions.
I do not recommend this applicant as a STEM school/STEM school equivalent.