

*** FUNDING OPPORTUNITY ***

**Request for Proposals:
Programs to Enhance STEM/STEAM Education
For Northeast Oklahoma City
Priority Service Area**

RFP Date of Release: April 21, 2025

by
**OKC Innovation District, Inc. (“OKCID”),
STEM Education and Workforce Development (“SEWD”) Committee**

**Responses will be accepted beginning immediately after release of the
RFP.**

**Responders are encouraged to submit responses as soon as possible.
OKCID/SEWD will accept responses until May 16, 2025.**

Submit via email to heather.mage@okcinnovation.com
CC: monique.walker@okcinnovation.com

Contact Person for Questions Concerning this RFP:
Heather Mage 405-887-2163

I. PURPOSE OF RFP

The STEM Education and Workforce Development Committee of the Oklahoma City Innovation District seeks proposals from (1) public education institutions or (2) individuals or entities providing services to or for the benefit of public education institutions and/or students of public education institutions for programs to enhance education and educational opportunities in science, technology, engineering, and mathematics (“STEM”) as well as the arts (“STEAM”) with a focus on a targeted area of Northeast Oklahoma City.

II. BACKGROUND

The STEM Education and Workforce Development Committee (“SEWDC” or “the Committee”) was established by The City of Oklahoma City as part of the Oklahoma Regional Innovation District Project Plan. Its primary purpose is to enhance learning and educational opportunities in science, technology, engineering, and mathematics to increase the number of students, specifically from areas neighboring the Innovation District. Additionally, the SEWD Committee seeks opportunities for the advancement of community members to become STEM professionals by acquiring the skills necessary to take advantage of the employment opportunities stimulated by the Innovation District. The priority area for the SEWDC’s activities is Northeast Oklahoma City, from the Innovation District Project Area (also known as the Oklahoma Health Center) to the adjacent neighborhoods and continuing northward between I-235 and I-35. This is known as the “Priority Area” (see **Exhibit A**).

As an initial phase of its activities, the SEWDC seeks to enhance and improve access to STEM/STEAM opportunities already available in the general Metro area for students, teachers, schools, and public institutions in the Priority Area. Qualified services, activities, and programs include, but are not limited to: (1) providing enrollment at low- or no-cost to students or public educators from the Priority Area in existing programs, (2) expanding size or scope of programs to reach more students, teachers, and residents of the Priority Area, and (3) reducing barriers, such as a lack of transportation, to participation by students, educators, and residents of the Priority Area or locating programs in or near the Priority Area to improve access.

Over the past three years, the SEWD Committee has awarded close to \$700,000 to 17 education specific programs run by 10 different entities in their efforts to grow STEM education in the Priority Area. These programs served have shown significant and positive results in growth in math scores, participation in STEAM professional development from teachers, and a general interest in STEAM education and careers by students.

III. PROGRAMS AND SERVICES DESIRED

As part of our commitment to enhancing educational support for students, priority will be given to proposals that address the following programmatic needs:

1. High Quality Math Tutoring Program
 - a. We are seeking a math tutoring program tailored to improving student performance and outcomes in foundational mathematic skills. Programs should include small-group or individualized support, demonstrate measurable academic growth, and be accessible to underserved student populations.
 - i. Program should be tailored to individual school needs and be available either during school hours or after hours as needed.
2. After School STEAM Program
 - a. We are looking to implement engaging after-school STEAM programming that supports hands-on, project-based learning in science, technology, engineering, art, and math. The goal for the program should be to introduce students to STEAM subjects and potential career opportunities, helping them build curiosity, confidence, and foundational skills in these areas. Programs should encourage creativity, collaboration, and critical thinking, and offer consistent participation opportunities for students outside of school hours.

We welcome proposals for any additional STEAM-related programs or services that align with our mission to expand equitable access to high-quality STEM/STEAM education. This may include (but is not limited to) in-school workshops, career exposure initiatives, workforce development or teacher professional development. Programs should reflect innovation, relevance, and the potential for long-term impact.

The programs and services must have demonstrated success, supported by data, of educational programs and/or training that apply evidenced-based, high-impact practices specific to enhancing conceptual understandings of science, technology, engineering, and mathematics (STEM).

The specific programs and/or training must:

- Be designed to develop problem-solving skills, increase self-efficacy, and improve learning outcomes for students.
- Incorporate tools to assess, measure, understand, and demonstrate student learning outcomes, retention, completion, and preparedness for STEM careers.
- Demonstrate sustainable and scalable methods of impacting and serving the maximum number of students long-term.
- Serve public school students, teachers, administrators, or support public institutions within our priority area (**Exhibit A**). Preference will be given to programs most directly related to public institutions, including those located on-site at public institutions.

Service providers must have data-supported understanding and expertise of programs in disadvantaged and underserved communities. Programs should be designed to reduce inequities related to access, including cost, technology, location, transportation, and scheduling.

All accepted programs will be required to report metrics that align with the goals and outcomes of the program and are feasible to report on throughout the program's duration. Examples of potential metrics are outlined in **Exhibit B**.

Please note not all examples listed will be applicable or required to report for your program. While this is an extensive list, you will not be limited to these examples. Applicants are encouraged to track metrics based on their program.

IV. RFP SUBMITTAL REQUIREMENTS

When submitting a proposal, open with an executive summary of any past projects that demonstrate the ability to successfully perform this work. In this summary, specifically address the following:

- Experience you have working in the Priority Area and/or with diverse and underserved communities.
- Experience in the providing of education, workforce training, employment opportunities, in STEM or innovation fields.

- Provide an anticipated staffing plan for this engagement, including biographical sketches of staff who will be engaged, their proposed role, and the amount of time (as a %) they would devote to this activity.
- Proof of contact and schedule planning with principals of schools the program will be hosted in (if applicable to program).
- Plans to utilize a subcontractor to perform any of this work must be disclosed in your written Response.

Following the executive summary, the listed points below must be included in your response to give a clear and thorough description of the program and its details.

A. The proposal should consist, in order, the following sections:

1. Cover Letter
2. Table of Contents
3. Executive Summary
4. Statement of Professional Credentials and Qualifications Related to Services Provided
 - List all relevant professional services you feel you or your institution are qualified to perform. If you or your institution has particular expertise, please give details.
 - Provide examples of previous work and outcomes that relate to your program
5. Approach and Methodology to Address Items Detailed In Scope of Work
6. Proposed Project Timeline and Activities to Meet Goals
7. Cost/Pricing Proposal
 - Cost summary using either total cost to provide the program, or a unit cost, such as a cost per participant (*e.g.*, cost per student enrolled in program or per teacher receiving training). Projects with a total budget less than \$50,000 will be given priority.
8. Commitment Letters from Priority Area Schools and Community Partners
9. List of Metrics to be Tracked
 - Include a list of the specific metrics you will track and report on throughout the program. This should include any metrics referenced in **Exhibit B**, as well as any other relevant metrics that align with the goals and outcomes of the proposed program.
10. Biographical Sketches of Key Personnel
11. Organizational Background & Qualifications
12. References

- Three customer references for relevant prior work, including name, title, phone, email, and a description of the work performed.
13. Certificate of Insurance
- Showing legally required and commercially reasonable limits of general liability, automobile, workers compensation, and other appropriate coverage.
14. IRS Form W-9

B. The proposal should be formatted as follows:

1. Paper size 8.5 x 11 inches
2. Minimum font size: 11 point (except for footnotes, headers, or footers)
3. Ready for printing: all electronic files submitted must be pre-formatted for printing.
4. Software: all electronic files submitted should be created (or fully compatible with any of the following software suites or packages: Microsoft Office, Adobe PDF.
5. Responder must submit one (1) digital copy of the proposal responding to this RFP.

V. REVIEW OF SUBMISSIONS; TIMELINE

After receipt of proposals, the submissions will be reviewed for completeness, then reviewed and evaluated based upon, but not limited to, the following criteria:

1. Review of consultant and/or team qualifications and their demonstrated expertise and ability to successfully perform the requested work.
2. Prior experience.
3. Professionalism, reputation, and integrity.
4. Competitiveness and cost-effectiveness of proposed costs.
5. Ability to provide insurance coverage requested.
6. Final phase of the review process may include a request for an oral presentation to the STEM Education and Workforce Development Committee

RFP Release	April 21, 2025
RFP Responses	Deadline: May 16, 2025
Staff Authority Review Period	Generally, within 10 days of receipt of proposal.

Note: Estimated time frames are subject to change.

GENERAL

Submission of your proposal assumes the acceptance of the following understandings:

1. SEWDC/OKCID reserves the right to reject any or all of the proposals received in response to the RFP, to waive irregularities or to cancel or modify the RFP in any way, and at any time it chooses, in its sole discretion, if SEWDC/OKCID determines that it is in the interest of SEWDC/OKCID.
2. SEWDC/OKCID further reserves the right to make awards under this RFP without discussion of the proposals received. Proposals should be submitted on the most favorable terms from a technical, qualifications, and price standpoint. SEWDC/OKCID reserves the right not to accept the lowest priced proposal.
3. Proposals must be signed by an authorized officer of the Contractor/Respondent. Proposals must also provide name, title, address and telephone number for individuals with authority to negotiate and contractually bind Contractor, and for those who may be contacted for the purpose of clarifying or supporting the information provided in the proposal.
4. SEWDC/OKCID will not be responsible for any expenses incurred by any proposer in conjunction with the preparation or presentation of any proposal with respect to this RFP.
5. SEWDC/OKCID's selection of a Contractor(s) through this RFP is not an offer and SEWDC/OKCID reserves the right to continue negotiations with the selected Contractor(s) until the parties reach a mutual agreement.
6. Contractor will execute a Professional Service Agreement (PSA) on mutually acceptable terms. If the Contractor does not agree with any of the specific terms proposed by SEWDC/OKCID, SEWDC/OKCID may select another Contractor/Respondent.

END OF RFP NARRATIVE

Responses will be accepted beginning immediately after the release of the RFP.

Responders are encouraged to submit responses as soon as possible.

OKCID/SEWD will accept responses until May 16, 2025

Submit via email to

Heather Mage at heather.mage@okcinnovation.com

CC: Monique Walker at monique.walker@okcinnovation.com

Exhibit A: Priority Area Boundary

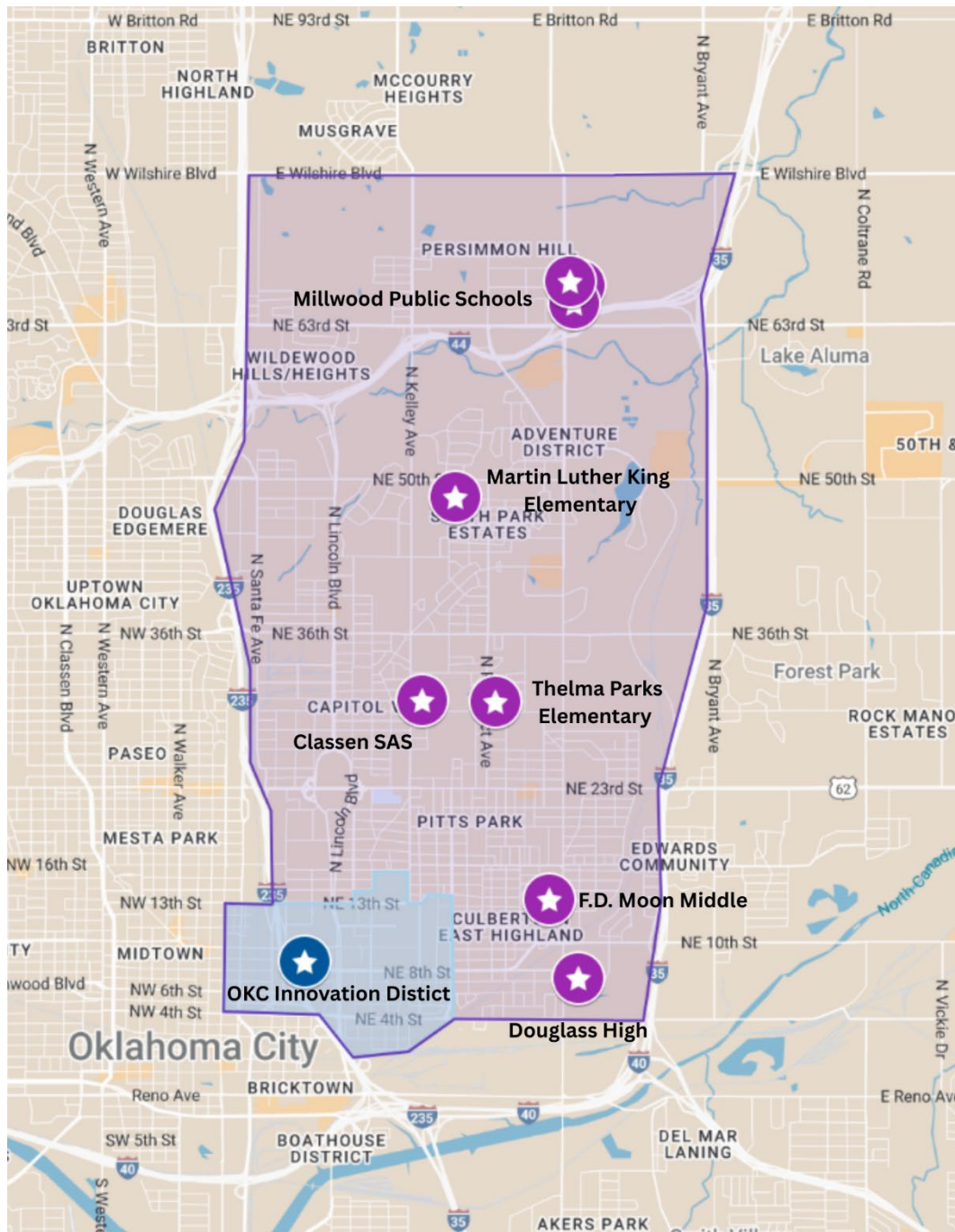


Exhibit B: Metrics

Workforce Metrics

- ☐ # of individuals/households served
- ☐ # of people completing the program
- ☐ # of participants receiving mentorship services
- ☐ # of people earning credentials, certifications or licensure
- ☐ # of people enrolled in further skills training or other job readiness programs
- ☐ # of people placed in internship or other work-based learning experience
- ☐ # of people placed into apprenticeships
- ☐ # of people placed into part-time employment
- ☐ # of people placed into full-time employment
- ☐ # of individuals still employed (or voluntarily moved jobs) 6 months after job placement
- ☐ Avg. wage for individuals placed / promoted
- ☐ # of workers who are retrained, promoted or receiving wage increase
- ☐ Retention rate at 90 days
- ☐ # of employers engaged
- ☐ # of people placed into paid work experience
- ☐ # of coaches or staff trained
- ☐ # of paid employees added (No target, just track)
- ☐ # of paid employees retained (No target, just track)

Education Metrics

- ☐ Average participant GPA
- ☐ Program retention rate for participants
- ☐ Program retention rate for mentors
- ☐ # of secondary school students earning normal high school equivalent diploma
- ☐ # of high school and postsecondary students Participating in High-Quality Career Pathways
- ☐ # of high school and postsecondary students Completing High-Quality Career Pathways
- ☐ # of high school and postsecondary students Earning High-Value Industry-Recognized Credentials
- ☐ # of high school students Earning Aligned Postsecondary Course Credit
- ☐ # of high school and postsecondary students Participating in Aligned Work-Based Learning Experiences

Education Metrics (Cont.)

- ☐ # of Completers graduating from high school and entering postsecondary education, advanced training, the military and/or the workforce
- ☐ # of students Participating in Articulation Agreements
- ☐ Cost per participant
- ☐ # of people earning credentials, certifications, or licensure (SYEP)
- ☐ # of new tools/interfaces/reports developed
- ☐ # of convenings/briefings to share best practices
- ☐ \$ of additional PUBLIC capital raised for project/program
- ☐ \$ of additional PRIVATE capital raised for project/program
- ☐ # of education institutions engaged
- ☐ Names of education institutions engaged

Age

- ☐ % Young Adults (18-24 years old)
- ☐ % Adults (25-64 years old)
- ☐ % Seniors (over 65)

Gender

- ☐ % Female
- ☐ % Male
- ☐ % Non-Binary

Income

- ☐ % Low-income: $\leq 49.9\%$ of area median income (AMI)
- ☐ % Moderate-income: 50-79.9 % of AMI
- ☐ % Middle-income: 50-119.9 % of AMI
- ☐ % Upper-income: $\geq 120\%$ of AMI Income

Race and Ethnicity

- ☐ % American Indian or Alaska Native
- ☐ % Asian
- ☐ % Black or African American
- ☐ % Caucasian / White
- ☐ % Native Hawaiian or Other Pacific Islander
- ☐ % Middle Eastern / North African
- ☐ % Other
- ☐ % Two or More Races

Hispanic Origin

- ☐ % Hispanic or Latinx
- ☐ % Non-Hispanic

Vulnerable Populations

- ☐ % Disabled
- ☐ % Immigrants
- ☐ % Refugees/Internally displaced
- ☐ % Justice-involved / returning citizens
- ☐ % LGBTQ
- ☐ % Limited English Proficiency
- ☐ % Military / Veterans
- ☐ % Opportunity Youth or NEET

Oklahoma City Metrics

- ☐ Zip Codes served
- ☐ Population growth in underserved zip codes
- ☐ The amount of in Black, American Indian/Alaska Native, Asian, Hispanic/Latino founders in OKC compared to population size
- ☐ Number of Companies brought to Oklahoma City Innovation District
- ☐ How did the project inform resulting policy outcomes
- ☐ # of policies leveraged or influenced
- ☐ # of additional individuals served as a result of investment
- ☐ \$ of capital deployed
- ☐ # of community-based organizations engaged
- ☐ # of private partners engaged
- ☐ Copycat models that emerge, including informing industry practice and policies
- ☐ How are stakeholders/organizations leveraging knowledge to inform strategy or engaged to advance shared priorities
- ☐ # of public agencies or departments engaged