



26th July 2012

State College Area School District
Attn: Mr. Michael Hardy
131 West Nittany Avenue
State College, PA 16801

RE: RFP for Educational Consultant for Visioning Process to Develop
State College Area High School's 21st Century Educational Specifications Document

Dear Mike,
I enjoyed talking with you the other day about this project.

Enclosed please find our proposal for the above referenced project, as follows:

- Hard copy of the proposal
- Hard copy attachments
- Hard copy of report for similar project: Fitch HS, Austintown, OH
- Compact disc containing both

Frank Locker Educational Planning (FLEP) specializes in 21st century learning. We transform schools. We guide facility design to support 21st century learning.

WHAT MAKES US UNIQUE?

- I have been honored as Planner of the Year of the Council of Educational Facility Planners, International, the highest individual honor of the world's largest educational planning organization
- Visioning is our mainstay. Most of our work is leading Visioning at the launch of school facility design projects
- We are a national/international practice, thus able to bring broad experience and seasoned judgment to your project
- I am a frequent speaker on 21st century schools at educational planning conferences, across the USA and internationally
- We have several 21st century initiatives, including our annual Project-Based Learning conferences in the Boston area, creation of the 21st Century Schools Workshop for the Ohio School Facilities Commission, and initiator of the Re-Thinking Future Learning Forum in London.
- We are leading project-based learning professional development in several school districts, including one through a contract with the Rhode Island Department of Education

21st century schools are our passion. Transforming school is our mission. Visioning is our vehicle.

We know that 21st century learning is evident in various exemplary practices throughout the current buildings. Our job will be to acknowledge and make visible the start you have already made with 21st century learning, and bond those successes with our leadership to inspire and transform your high school practices and facility plans. We look forward to the opportunity to work with State College Area High School, your District, and the State College community.

Sincerely,

Frank Locker, PhD
Principal
Frank Locker Inc, dba Frank Locker Educational Planning

STATE COLLEGE AREA SCHOOL DISTRICT

Visioning Process to Develop State College Area High School's 21st Century Educational Specifications

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Frank Locker Resume
Quick Read on 21st Century Schools
Quick Read on Educational Visioning

Under Separate Cover

Visioning Report, Austintown Fitch High School, Austintown Local School District, Austintown, OH

INFORM, INSPIRE, INVOLVE, INNOVATE

This is how we do our work. Our careful sequential process starts by informing and inspiring many different stakeholders, proceeds to involve them, and then supports them to innovate through facilitated workshops. The result is school transformation.

21st CENTURY LEARNING

Educational Initiatives

We promote 21st century learning through our educational initiatives:

- Producer of the Project-Based Learning Conferences, annually at Regis College, Boston area
- Co-producer Rethinking Future Learning Forum, London, March 2010
- Initiated the course Learning Environments for Tomorrow, Harvard University, for architects and educators, jointly offered by the Graduate School of Education and Graduate School of Design
- Staff Professional Development for project-based learning
- Staff Professional Development for Academies
- Trained by Partnership for 21st Century Skills
- Trained by Buck Institute for Education, America's foremost advocate for project-based learning

Projects

A sampling of our high school projects shows the impact of our Visioning leadership and community facilitation:

- Lynnwood, WA High School
 - Frank Locker led the Educational Visioning that initiated the project
 - It was the winner of the Mac Connell Award in 2010, the Council of Educational Facility Planners International's highest award for school building process and design
- Austintown Fitch High School, Austintown, OH



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- School organizational shift from departmental model to multiple academies
- Now in programming
- Professional Development for academy deployment expected next academic year
- Guilford High School, Guilford, CT
 - US News + World Report honored school
 - School organizational shift from departmental model to academy within departmental
 - Now in design
 - Continued Professional Development for academy deployment expected next academic year
- Grand Rapids Christian High School, Grand Rapids, OH
 - Grand Rapids' de-facto college prep school
 - Strategic facilities planning to position interdisciplinary teaching and learning
 - Flexible learning spaces centered around Commons areas
 - Now in design



- Duxbury High School and Middle School, Duxbury, MA
 - Co-location of high school and middle school
 - Project-based learning inspired in the Visioning process, now deployed K-12 district-wide
 - Flexible planning to support academies in the high school
 - Now in design
- Mount Blue High School/Foster Technical Center, Farmington, ME
 - Seamless integration of an academic high school and career technical school, with integrated career clusters in both buildings
 - Now in construction
- Glacier High School, Kalispell, MT
 - Flexible platform for change, now transitioning toward career clusters
 - In operation for several years
- Sanford High School and Great Works Career Technical School, Sanford, ME
 - Visioning to redefine the position of career technical learning in York County, ME
 - The Educational Vision formed the basis of receiving highly competitive state funding for facility construction
 - Now in architect procurement stage

For other grade levels we have led schools in these educational innovations:

- Burlington, VT School District
 - Led the Vision + Master Plan for Excellence, Equity + 21st Century Buildings
 - Created two elementary magnet schools to achieve socio-economic equity
 - Now operating for several years
- Middletown, RI, Public Schools
 - Led the District-wide Master Plan
 - Created the multi-age K-2 Learning Center at the Forest Avenue School
 - The center is now in its third year of operation



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- Grand Rapids Christian Schools
 - Led Community Dialogues to facilitate consolidation of four elementary schools into one
 - The new school has been operating several years

RFP CONCERNS

The following were outlined in the RFP as key concerns. This is how we will address them:

How this process will include information and feedback garnered from a wide variety of Community-based input opportunities

Our process is based on establishing a network of school and State College community stakeholders who will work with each other and communicate through a carefully planned series of venues. We will carefully and strategically build desire for 21st century learning among stakeholders, develop the Vision, share the Vision, initiate early adopters of innovative classroom deliveries, and create the foundation for a successful bond vote.

We will establish a Steering Committee of school and State College stakeholders, create a Visioning Team, interview students, lead all-teacher/staff meetings, facilitate Professional Staff Development, and lead Community Dialogues to foster understanding and support for the 21st century practices and facility concepts expected to blossom through this process.

Teaching and learning practices, structures, and programs (including but not limited to educational delivery options such as Career & Technology Center, STEM, academies, small learning communities, project-based learning, Advanced Placement offerings, dual enrollment and dual credit options, virtual learning opportunities, personalized learning plans, infusion of technology, service learning, internships, etc.)

We will lead an exploration of these practices, structures, and programs in the Educational Visioning, which will result in a clear statement of which of these, or other 21st century practices, are most important and appropriate for State College Area High School (SCAHS.) With this basis, we will organize workshops, meetings, and Professional Staff Development to extend the innovations from concept to execution.

One of our staff members for your project, John Kosko, is a former career technical school director and former president of the Massachusetts Association of Vocational Administrators. He is an expert in integrating core curriculum with the career technical curriculum.

Student Development (potentially including but not limited to critical thinking, problem solving, written and oral communication, argumentation, inquiry, social and collaboration skills, teamwork, and conducting research)



Students are integral to our Visioning process. They will participate as equals with adult stakeholders. Also, in separate sessions with more students, we will give them voice by covering issues that are critical for effective learning but rarely recorded, such as the level of student engagement in typical SCAHS classes, and measures of student attachment to teachers and school. These engagements will support discussions with and the decisions of other stakeholders.

The skills outlined in this RFP concern are the essentials of 21st century learning. Jerald's research on workplace success supports the need for them. Expressed succinctly by the Partnership for 21st Century Skills, they will be explored by the Visioning Team, who will establish their importance for SCAHS. With this sanction we will craft the Strategic Deployment plan to foster the necessary shifts in classroom delivery.



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Professional Development

PD is an essential part of our process. While the nature and extent of the necessary PD will be an outcome of Visioning, we expect PD to be of three types:

- All teacher/staff PD workshops to embrace concepts developed by the Visioning Team
- Focused PD with early adopters for classroom delivery issues such as project-based learning or blended learning
- Virtual learning for university credit, as noted below

Integration of Instructional Technology

Instructional technology (IT) promises to transform teaching and learning. Virtual learning, blended learning and the flipped classroom are already firmly positioned in innovative schools across the country. The future raises issues about why students should come to school. Addressing these issues as part of Visioning will be a part of conceiving the future SCAHS.

With a commitment for IT as a transformative technology sanctioned by the Visioning Team, we will facilitate staff Professional Development through virtual learning through our connections with Bridgewater State University, with which we have several current projects. If you wish us to form an alliance with a Pennsylvania university, we will. Our job will include supporting early adopters, making their successes visible, and fostering successive adopters as part of the Strategic Deployment Plan.

Demonstration of how the outcome of this process will support the passage of a major funding initiative for facility enhancement

Marketing the construction project starts on day one. Selection of State College community members for the Steering Committee and the Visioning Team will be done with reference to their various constituencies, as they are likely to emerge as the most articulate, knowledgeable, and credible spokespeople for the project.



The Educational Vision will be a statement of future school, and will be used as the basis of dialogues with internal school stakeholders and external stakeholders in Community Dialogues. These venues, when aligned with a strategic sharing (marketing) campaign, will express the importance and the opportunities of 21st century learning, and underscore the need for a successful bond vote as a way of empowering education and assuring student success in our rapidly changing world.

Draft timeline with specific dates and target activities

See below for details.

Update demographic data

We will engage DeJong-Healy of Columbus, OH to develop enrollment projections. Their national practice includes enrollment projections for the Ohio School Facilities Commission and the State of Arkansas. We have worked with Tracy Healy, president, for more than a decade.

Multiple examples of the consultant's previous work and references

See below for references and the Austintown Fitch High School Educational Vision report, under separate cover. Other reports are available electronically.

WE KNOW CAREER TECH

As noted above, John Kosko is a former regional career technical school director, and former president of the Massachusetts Association of Vocational Administrators. Frank Locker has undertaken fourteen career technical projects in four states. We are just completing the Career Technical Education Strategic Plan for the Providence, RI Public School Department.



WORK PLAN

We will lead your project as follows:

- Establish a Steering Committee to guide the process
- Gather current conditions data
 - Student learning outcomes
 - Graduation rates
 - Standardized test scores
 - Post-secondary destinations, college completion rates
 - Curriculum and curriculum initiatives and innovations
 - Observe educational deliveries
 - Interview students, parents, teachers, administration
- Develop Enrollment Projections
- Communicate to the whole school
 - All-faculty/staff meeting
 - We will ask the teaching body to develop strategies for deploying the 21st century educational concepts embraced by the Visioning Team
 - Announce to students
- Run Student Focus Groups



- Establish the Visioning Team
 - Members represent various critical constituencies
 - Include key stakeholders
 - Teachers, administration, students, parents, members of Board of School Directors, community and business leaders
- Develop a long term Educational Vision
- Convene Steering Committee
 - Identify spokespersons for upcoming meetings
- Share Educational Vision with Board of School Directors
 - Seek sanction
- Share Educational Vision with teachers, administration, and students
 - All-teacher/staff meetings
 - Student focus groups
- Share Educational Vision through Community Dialogues
 - Receive hopes and concerns
 - This will be a newsworthy event
- Develop Strategic Deployment Plan with school administration and Steering Committee for executing practices outlined in the Educational Vision
 - Identify early adopters
 - Integrate into the staff Professional Development sequence
 - Establish timeline that correlates with building construction
 - Develop success measurement tools
 - Share initiatives and results with teachers, administration, students, and parents
- Lead Staff Professional Development
- Update SCAHS Educational Specifications
- Honor early adopters of 21st century initiatives
- Collaborate with the architect on developing the design (fee to be determined)

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- This assures facility plans will support Educational Vision

Key aspects and relative timing of the Work Plan are outlined on the following chart:

VISIONING PROCESS FOR STATE COLLEGE AREA HIGH SCHOOL 21 st CENTURY EDUCATIONAL SPECIFICATIONS AND RELATED PROFESSIONAL DEVELOPMENT													Frank Locker Educational Planning	
PROJECT SCHEDULE		2012				2013								
TASK		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	SEPT	OCT	ETC	
Project planning /start-up meeting with District administration														
Establish Steering Committee														
Steering Committee meetings														
Gather District/School data														
Develop Enrollment Projections														
All-Teacher/Staff Meeting														
Announce to students														
Student Focus Groups														
Visioning Workshops														
Share Ed Vision with Board of Directors														
Public Community Dialogues														
Teacher/Staff meetings														
Develop Strategic Deployment Plan														
Professional Staff Development														
Update Educational Specifications														
Launch Early Adopters														
Collaborate with Architect on Design														

STEERING COMMITTEE

The Steering Committee is a strategic concept intended to ground school decisions in a community context. Carefully selected community members will become very knowledgeable about 21st century learning, and are expected to be the conduit of communication between the activities that occur within the SACHS walls and the State College community at large. Chamber of Commerce presidents, newspaper owners, state representatives, and the YMCA director would make good steering members.

EDUCATIONAL VISIONING

Process

Visioning will be an intensive three-day facilitated workshop to address key 21st century educational issues and facilities concepts. 80% of the time will be spent exploring future education for SCAHS. In the final hours of the workshops we will shift to facilities, and will develop facility concepts from a 21st century point of view. We expect that Visioning Team members will value facility concepts that are significantly different than what they are used to, because that is commonly one of the results of our process.

Visioning participants are expected to include:

- District leadership
- SCAHS leadership
- District and school educational specialists
- Selected SCAHC teachers representing a variety of curriculum areas
- Selected students with different Multiple Intelligences and school successes
- School Board members
- Community members who know students in other venues
- Civic leaders

Visioning Teams usually have 25 to 50 members, half of whom are not educators, but who care about empowered learning and successful graduates.



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Issues

Components will be developed with school administration, but could include:

RESEARCH AND TRENDS

- 21st century schools: innovative schools for changing times
- 21st century skills: Partnership for 21st Century Skills
- Relevance and rigor: International Center for Leadership in Education
- America's educational standing in the world: UN OECD PISA scores
- Research in desired workplace skills
- Role model schools
- Technology and educational delivery
- Brain research

REDEFINING SCHOOL

- What works today? What could be improved?
- Critique of current programs from a 21st century lens



- Relationship building
- School in 2030
- Effective educational practices
- Critique current programs and services from a 21st century lens
- Identify most appropriate learning modalities for the future
- Identify impact of technology on teaching, learning, and school organization
- Identify appropriate and desired school organizational structures
- Interdisciplinary teaching and learning
- Project-based learning
- Teacher collaboration
- Synchronous team teaching
- Technology tools: distance learning, computer-based learning
- Applied learning
- Internships
- Alternative education
- Service learning
- Connecting school to community
- Community resources in learning

FACILITIES IMPLICATIONS

- Places for learning
- Overall school organizational diagram

Educational Improvements

Based on results in other school districts, we would expect the educational improvements at State College Area High School to include:

RELATED TO THE 21st CENTURY EDUCATIONAL AND CURRICULUM MODEL

- More engaged students
- Higher percentage of students choosing science and math majors in college



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- Higher college graduation rate
- More teacher satisfaction
- Increased social-emotional learning
- Local initiatives within global context
- Students experienced in 21st century skills:
 - Communication
 - Collaboration
 - Critical thinking
 - Creativity
- Application of core learning
- Enhancement of STEM programs
- Integration of academics with career technical learning
- Increased project-based learning
- Greater integration of and reliance on community experts
- Students highly visible in the community as experts on relevant local issues
- Greater community participation in and support for the high school and the district

RELATED TO 21st CENTURY FACILITIES

- Easier communication among teachers
- Flexible platform for continued educational change
- Increased relationships between students and teachers; greater knowing of students by teachers
- Interdisciplinary understandings supported by strategic positioning of program areas
- Improved learning due to greater comfort and security in facilities
- Improved learning due to improved, balance natural daylight



EDUCATIONAL SPECIFICATIONS

Frank Locker will lead the process of updating the 2009 Educational Specifications through a workshop process with school curriculum area leaders. The process will be guided by the Educational Vision, and will run concurrently with the Strategic Deployment Plan.

COMMUNITY DIALOGUES

Community Dialogues will be conducted using prepared questionnaires to solicit measurable results. Participants will sit in small groups, collectively discuss issues, and record their opinions. These will be newsworthy events, and as such will be building blocks to a successful bond vote.

REFERENCES

- **Duxbury, MA Public Schools**
Duxbury HS and MS Educational Visioning + Space Needs
District-wide Staff Professional Development for Project-Based Learning
Consultation on building design
Ed Walsh, Assistant Superintendent
781.934.7604
ewalsh@duxbury.k12.ma.us



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- **Austintown, OH Local Schools**
Fitch HS Educational Visioning + Space Needs
Vincent Colaluca, Superintendent
330.797.3900
aust_vsc@access-k12.org
- **Guilford, CT Public Schools**
Guilford High School Educational Visioning
Guilford High School Staff Professional Development
Rick Misenti, Principal
203.453.4944
misentir@guilford.k12.ct.us
- **The Met School, Newport, RI**
The Met School Educational Visioning
Charlie Plant, Principal
401.378.8219
cplant@metmail.org
- **Grand Rapids, MI Christian Schools**
Grand Rapids Christian High School Visioning
Consultation on building design
Tom DeJonge, Superintendent
616.574.6370
tdejonge@grcs.org



ENROLLMENT PROJECTIONS

Our enrollments specialist, DeJong-Healy, has worked with over 1,000 school districts across the United States. Enrollment projections for over 450 districts entering the Ohio School Facilities Commission programs have been completed. DeJong-Healy projects enrollments regularly for approximately 225 districts the State of Arkansas.

COMPANY ESSENCE



Devoted to transforming education through innovations in educational delivery and facility planning, Frank Locker Educational Planning is a national/international practice focusing on Educational Visioning, Educational Program Development, Educational Specifications, District Master Planning, Staff Professional Development, and collaborative Concept Design.

Founded in 2006, FLEP has two full time employees, and relies on consultants for focused project-related expertise. Projects have been/are across the USA, plus Canada, England, Mexico, Morocco, India, and Rwanda.



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Educational initiatives include producing the annual *Project-Based Learning Conference* in the Boston area, organizing the *21st Century Schools Design Workshop* conference for the Ohio School Facilities Commission, and co-organizing the *Re-Thinking Learning Forum*, London.

See www.franklocker.com

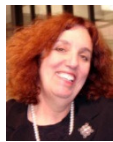
BIOGRAPHIES

FRANK LOCKER, PHD, AIA, REFP Project Director



Honored as a Planner of the Year by the Council of Educational Facilities Planners, International, Frank has taught at the university level, and is a trained facilitator and a registered architect. He conceived and co-teaches the Harvard University School of Education/School of Design course for educators and architects, *Learning Environments for Tomorrow*. A frequent speaker at international, national, and regional school planning conferences, his keynote addresses have been in Vancouver; Dallas; London and Manchester, England; Frankfurt; and Abu Dhabi. Frank is an affiliate of the Partnership for 21st Century Skills, and a Recognized Educational Facility Planner. See attached resume.

ELIZABETH GRADY EdD



Elizabeth Grady retired as the K-12 Chairperson for History/Social Science for the Cambridge, MA Public Schools. She was a classroom teacher for more than twenty years, a curriculum developer and consultant, and department chair. Trained as an anthropologist, she holds a second master's and a doctorate from the Harvard Graduate School of Education, where she taught for many years in the teacher preparation program.

She has been a lecturer in human development at Harvard Extension School and has taught in the Harvard Graduate School of Education's Project Zero Summer Institute. Betsy was a member of the original conceptual team that developed the Teaching for Understanding curriculum model that has been nationally disseminated from Harvard. She was a Fulbright Fellow to Japan, a Conant Fellow and an American Council of Learned Societies (ACLS) Fellow at Harvard, as well as a Greek Studies Fellow at Brandeis University.

JOHN KOSKO



Recently retired as school superintendent, South Shore Vocational Technical High School, Hanover, MA, with extensive experience in career technical education, John was the president of the Massachusetts Association of Vocational Administrators when that organization embarked on a highly successful initiative to integrate academic learning with career technical learning. The result has been an increase in state test scores and a shift in many career technical school student populations, as those schools are now considered schools of choice for students desiring STEM careers. He is active as a school accreditation expert with the New England Association of Schools and Colleges.

TRACY HEALY, DeJong-Healy Enrollment Projections Consultant



Tracy leads her firm, DeJong-Healy in enrollment projections for districts across the country. For years she has conducted all enrollment projections for the states of Ohio and Arkansas. Tracy is involved with the Council of Educational Facility Planners, International, currently serving on the Leadership Team for the Midwest/Great Lakes Region. Tracy has worked with Frank since 2001, when both were staff members at DeJong, educational facility planners.



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PROFESSIONAL SERVICES FEE

We propose to lead the process outlined above for a professional services fee as follows:

TASK	# Staff Involved	Frank	Elizabeth	John	TOTAL
Project planning /start-up meeting with District administration	1	1			\$ 1,500
Establish Steering Committee					\$ -
Steering Committee meetings	1	3			\$ 4,500
Gather District/School data	1	1			\$ 1,500
Develop Enrollment Projections					see below
All-Teacher/Staff Meeting	1	1			\$ 1,500
Announce to students	1	in above	1		\$ 900
Student Focus Groups	1	1			\$ 1,500
Visioning Workshops	3	3	1	1	\$ 6,300
Visioning Reports	1	5	1		\$ 7,500
Share Ed Vision with Board of Directors	1	1			\$ 1,500
Public Community Dialogues	1	2			\$ 3,000
Teacher/Staff meetings	1	1			\$ 3,300
Develop Strategis Deployment Plan	1	2			\$ 3,000
Professional Staff Development	1	3	1	1	\$ 6,300
Update Educational Specifications	1	5			\$ 7,500
Launch Early Adopters	1	2	1	1	\$ 4,800
Collaborate with Architect on Design	1	0			TBD
Reports	1	8	1		\$ 12,000
Travel time	3	16	4	3	\$ 30,300
		55	10	6	\$ 96,900
			Travel expenses		\$ 28,890
			Enrollments		\$ 7,500
					\$ 133,290

Reports would be submitted electronically. Invoices will be submitted monthly and be due in 30 days, with 12% interest on outstanding invoices.

Consider this fee proposal as a budget for discussion. We have shown the component parts in an effort to be transparent, and are open to your comments and suggestions on scope and process. Some aspects of this work, particularly Professional Staff Development, are hard to predict at this time, thus we have assumed a certain number of days for them. We would be pleased to adjust or omit tasks and the amount of staff involvement in an effort to reduce fees while maintaining quality of the work product. Careful scheduling may reduce the number of trips and thus the travel expenses. We will train your staff to take responsibility for some of these tasks if that better serves the project and end goals.

We look forward to the opportunity to work with you.

Thank you,

Frank Locker, PhD
Principal
Frank Locker Inc, dba Frank Locker Educational Planning

