



San Mateo Union High School District

REQUEST FOR PROPOSALS-January 2021

District Wide Training

San Mateo Union High School District is dedicated to creating a equitable, anti-racist school and district culture and as part of this intention, the District has set the goal to train all staff to ensure that structural racism are not prevalent in the district's policies, practices and procedures.

Equity Focused Professional Learning Organization (herein known as Providers) are invited to submit a Request for Proposal (RFP) addressing the provision of a systems-wide baseline training for all staff on understanding what implicit/unconfronted biases are and how to identify them; to provide staff with consistent ways to identify and interrupt hate speech & actions as well as microaggressions when they occur and; to provide staff with skills and tools to talk about race and race related issues in their work

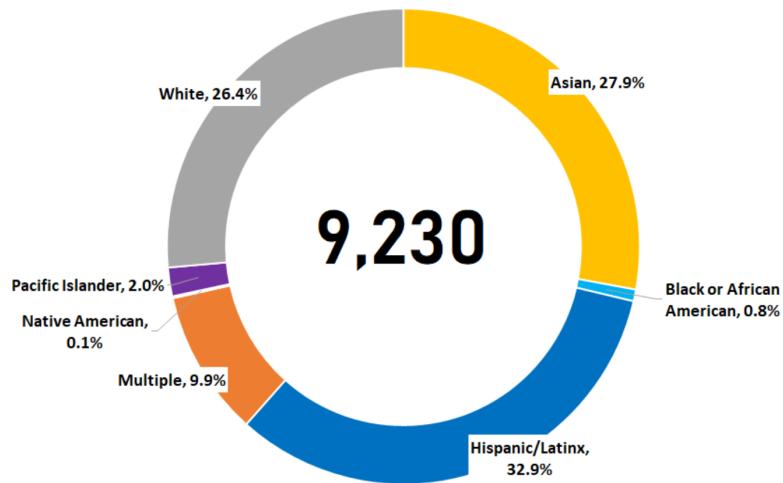
The District is interested in receiving RFPs from agencies or individuals who can provide collaborative training to district staff and promote student equity and inclusion in our school communities and to ensure a safe welcoming environment for all students.

Upon selection, the Provider must have the capacity to provide professional learning to all district staff, during the 2021-21 school year, for all seven secondary sites and the adult school.

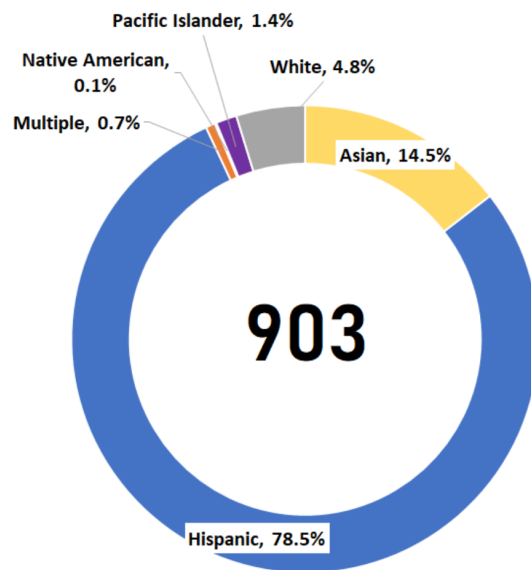
Background on the District:

San Mateo Union High School District is located on the peninsula between San Francisco and San Jose. SMUHSD serves approximately 9,000 students in grades 9 through 12 across six comprehensive high school campuses, one continuation school, one middle college program and one "Bridge" program that serves students entering the SMUHSD as seniors with few to no credits who would be better served in an alternative program. The breakdown of student and employee demographics are displayed in the images below and should be considered in the development of a strong proposal.

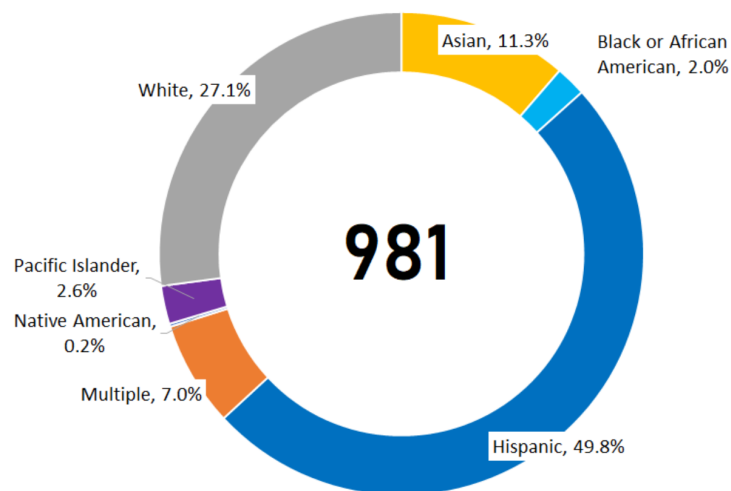
Demographic Breakdown of Students in San Mateo Union High School District



English Learner Program Student Demographics

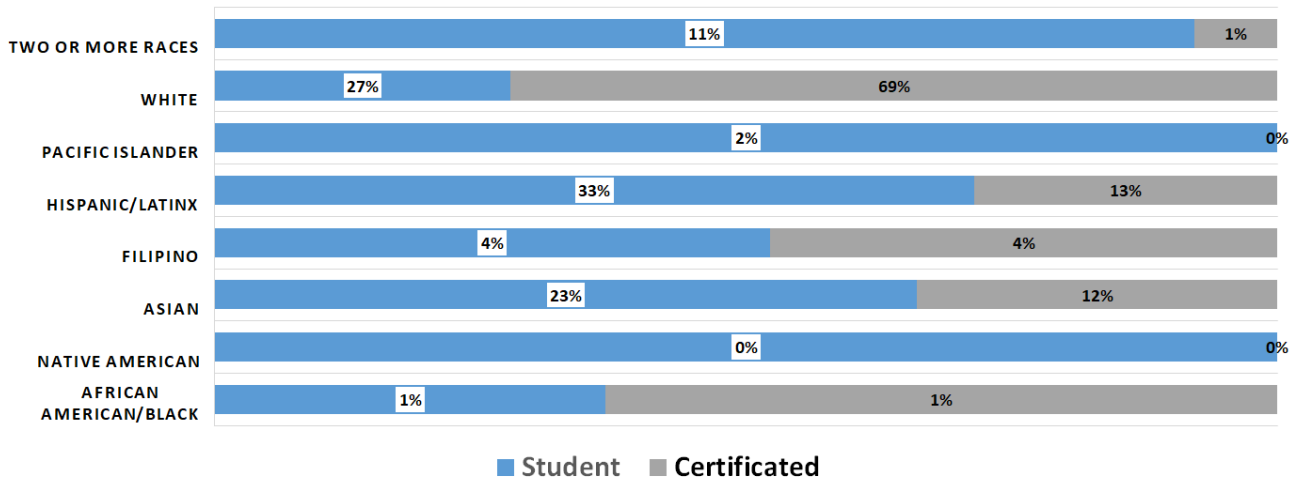


Student with Disabilities Demographics



Enrollment by Ethnicity Data above were pulled on 1/4/2021

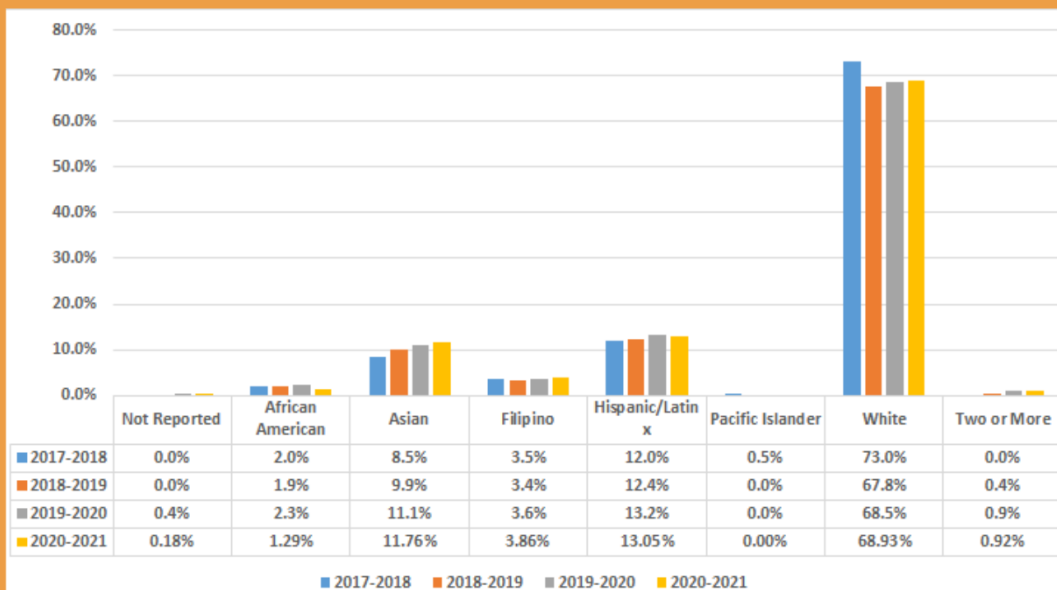
**STUDENT POPULATION VS. STAFF POPULATION
RACE/ETHNICITY PERCENTAGES
2020-21 SCHOOL YEAR**

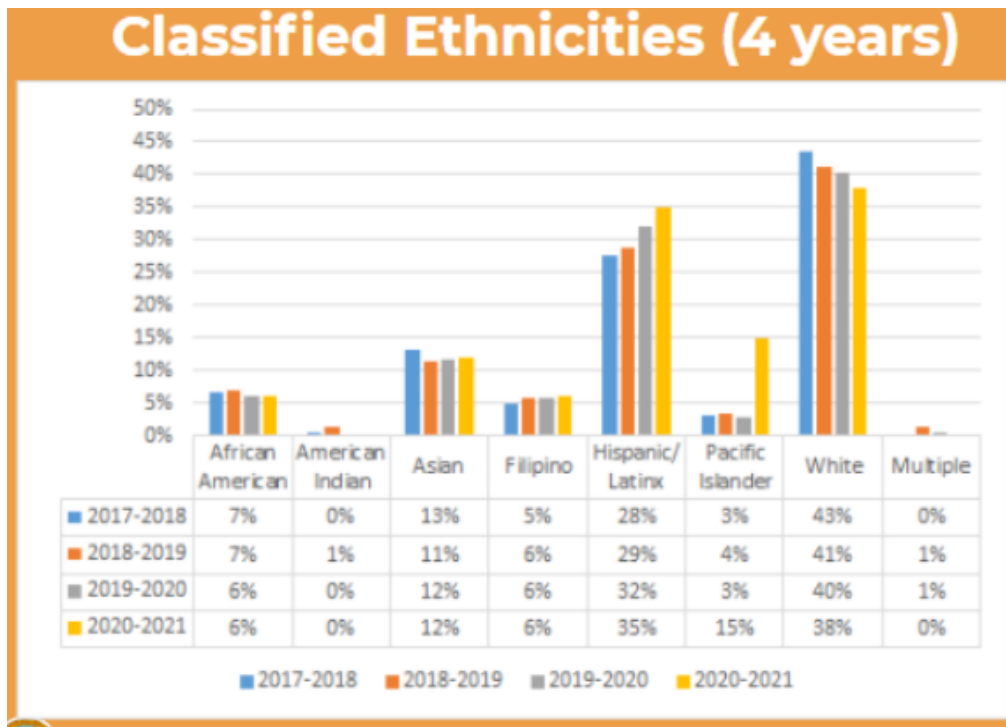


2020-21 Gender & Age

Staff Gender & Age				
Group	Female	Male	Avg. Age	Median Age
Teachers	337	207	43.8	44
Classified	253	202	46.5	47
Confidential	5	1	52.8	57
Classified Mgmt.	9	12	49.6	49
Administrators	18	17	45.54	45
Total	622	439		
			District Average Age	45.02
			District Median Age	45

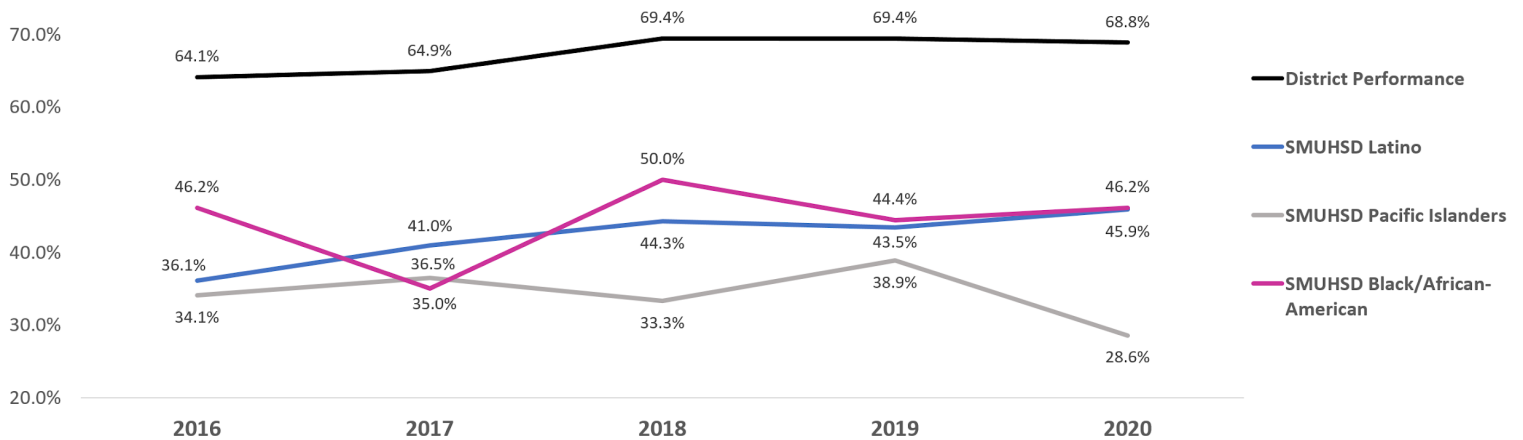
Certificated Ethnicities (4 years)





College-Readiness Trend:

90.0% San Mateo Union High School District
 UC/CSU(A-G) College Readiness Rate, 5 Year Trend
 80.0% Underrepresented Populations by Race/Ethnicity



PROPOSALS MUST INCLUDE:

1. Introduction/Purpose
2. Description of Services/Training Specifics
3. Background of Provider
4. Expected Services & Outcomes
5. Itemized Budget (including costs, hours, trainings)
6. Program Evaluation-Expected Data Collection
7. Two Letters of Reference

TIMELINE FOR RFP AND PROVIDER SELECTION PROCESS:

February 1, 2021: Publication and distribution of RFP

February 12, 2021: Letter of Intent Due by 5 p.m.

February 22, 2021 : Final Proposal Due by 5p.m.

March 8, 2021: Committee Decision Announced

Any proposals received after the February 22nd deadline will not be accepted.

Proposals to be submitted to: Julia Kempkey, Assistant Superintendent

650 N. Delaware, San Mateo, California 94401

650-558-2213, jkempkey@smuhsd.org

- 1. INTRODUCTION/PURPOSE** Providers are invited to submit a proposal addressing the provision of a system wide Equity Training for our unique educational community that serves approximately 9,000 students in grades 9-12. SMUHSd is rich in tradition and academic excellence and students reflect diverse backgrounds, socially and socioeconomically. In the past several years issues of implicit and explicit bias have led to incidents on campus and a growing number of students and community members who are reporting widespread concerns. Proposals should establish how the Provider would work with school site personnel to support a systems approach to addressing implicit and explicit bias on our campuses and in our school community. Proposals should use evidence-based models, with a specific explanation of how professional learning experiences would be shaped to confront the longstanding issues and challenges while moving the organization forward to ensure all its members feel welcome, valued and respected. The provider should consider the findings of the recent Grand Jury report and input from key stakeholder groups when developing their proposals.

- 2. DESCRIPTION OF SERVICES** The San Mateo Union High School District is seeking a Provider (individuals or groups) to design, develop and deliver comprehensive professional learning experiences for the 2021-22 academic year for all its classified and certificated staff, including management personnel. To provide a context for this work, we anticipate training as many of SMUHSd staff as possible throughout the year.

Rational Outcomes :

1. Training approach is differentiated and creates a space that does not center on whiteness and ensures all participants are active in their development of new knowledge.
2. Participants have a working and common understanding of the following core topics:
 - a. Bias: types of biases, including implicit bias, and how they manifest in individual behaviors as well as institutional practices and structures
 - b. Racism: How racism is defined, the impact of racism on school and district community, how anti-racist and not-racist are not the same.
 - c. Discrimination and privilege- intersectionality, racial identity, white

Experiential Outcomes :

1. Heightened intrapersonal awareness on how your identity/ intersectionality frame how your bias manifests.
 - a. Individuals also leave with a sense of urgency and commitment to the work with some tangible and practical ways to change practices to ensure we are creating an anti-racist environment for students
2. Develop interpersonal strategies to effectively intervene and decrease the instances of hate speech, microaggressions and other instances of racist behavior
3. Practicing empathy and compassion skills in the service of generating authentic conversations to deepen relationships

<p>privilege/ white fragility</p> <p>d. White Supremacy Culture: Understanding the characteristics and structure of white supremacy culture, and how structures and institutions (including schools) uphold WSC.</p> <p>3. Participants learn how to identify and disrupt racist behavior, actions and speech. This includes actions or speech that impact adult to student, student to student, and adult to adult relationships. Participants would also practice in interrupting and disrupting racist situations.</p> <p>4. Participants self-assess and reflect to identify specific actions that they can take as an individual to create an anti-racist school and district community</p> <p>5. Ensure that participants understand how to value diversity and distinguish the difference between valuing and tokenizing diversity.</p>	<p>within school communities</p> <p>4. Develop/strengthen participant's sense of efficacy and agency in creating an anti-racist school & district community</p> <p>5. Cultivate and implement anti-racist equity lens</p> <p>6. Become comfortable with being uncomfortable.</p> <p>7. Normalize the questioning of colleagues and administrators in service of deepening understanding.</p>
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8. **BACKGROUND OF PROVIDER/INDIVIDUALS:** Providers should include information on how their training model is based in the research of adult learning theory. This should include how the provider will differentiate the training based on the diverse needs of the employees of the San Mateo Union High School District. This section should outline the program's goals and how services are supervised and monitored (including ratios). Providers must demonstrate an ability to collaborate with all necessary and appropriate personnel, relevant equity committees, professional development team, human resources and community stakeholders. A history of Provider's services and recommendations from other individuals receiving training and from other community agencies with which the Provider collaborates will be considered when reviewing proposals. Provider description must include the overall background and philosophy of the equity work and how it designs training opportunities to inspire, educate and motivate individuals within the organization to confront practices that are biased and do not serve its community well.

9. **EXPECTED SERVICES & OUTCOMES** The San Mateo Union High School District is seeking a Provider who demonstrates explicitly defined services and outcomes for equity training that are effective within a school community. Proposals should describe how services would meet the diverse needs of the entire San Mateo School community. The following timeline has been created to outline the scope of the work:

- **Winter 2021-** Review of potential providers, development of criteria for training
- **Spring 2021-** Pilot groups of teacher leaders attend trainings with identified providers
- **Summer 2021-** offer training to all staff
- **Fall -** All staff with their school or department team attend baseline training to address goals above
- **Fall 2021-** Develop principles to weave into teaching and learning framework, curriculum planning, school climate and culture
- **Spring 2022:** Follow up work in school community context

10. **Proposal Outline:** Successful proposals will include a thorough description of:

a. Alignment to Outcomes/Objectives

- i. A comprehensive equity training model aligned to outcomes detailed above;
- ii. An evidenced based set of materials and strategies;
- iii. A model that defines its training objectives, approach, and evaluation process
- iv. A model that is successful in meeting the demographic needs of district

b. Delivery of Service

- i. Scope of training, making clear the objectives, the management, scheduling of work (eg., recommendation for training by site, or specifications of groups, etc.);
- ii. Methods Provider will use in training school personnel in implicit bias topics;
- iii. How Provider will engage students who experience bias or are otherwise disengaged from schools in the development of their training for staff
- iv. How training will be delivered
- v. How Provider will create and build a professional working relationship with all necessary and appropriate school site staff, including Leadership staff to promote integration and coordination of services;

c. Background of Provider

- i. How Provider will comply with level of service as outlined in the Introduction/Overview and Description of services section of the RFP, and list examples of previous demonstrated ability to effectively deliver training to a diverse staff;
- ii. How Provider will hire staffs that reflect the diversity and language needs of the SMUHSD community;
- iii. Description of how staff would be selected and how they would be prepared for this work and a complete description of ongoing supervision and training of Provider personnel
- iv. Include letters of reference from school sites currently being served by Providers. If sites are not currently being served, Providers may submit letters from school sites or other organizations served within the last three years. Letters should speak to the Providers ability to provide a full range of school counseling services as per the current request for proposal.

d. Budget

- i. Providers submitting proposals must include a detailed itemized budget with the following:
- ii. Scope of services;
- iii. Projected expenses by line item;
- iv. A narrative providing budget justifications.

e. Results and Assessment

- i. Providers submitting proposals must demonstrate the ability to monitor and evaluate the impact of the training implementation. Describe in detail how Provider will:
 - 1. Evaluate services provided under this proposed contract;
 - 2. Provide program evaluation updates on a monthly basis to the administrator assigned to oversee the equity work in the district;
 - 3. Include evaluation/assessment tools used in previous trainings
 - 4. Participate in existing district data collection efforts (incidents of bias, etc.)
 - 5. Provide ongoing data updates (mid year reports and end of the year reports).

11. [Rubric](#)

- i. The following Rubric will be used to evaluate proposals.