

REQUEST FOR PROPOSAL

Introduction:

The Grand Rapids Public School District (GRPS or District) is seeking proposals from qualified firms to perform an equity audit.

Issue Date: December 20, 2023

Email ligginss@grps.org intent to bid or no bid by December 27, 2023

Questions Deadline: Wednesday, January 3, 2024 2:00 PM EDT email ligginss@grps.org

Response Deadline: Wednesday, January 17, 2024 2:00 PM EDT, Electronic submission of proposal to ligginss@grps.org

District Background:

GRPS is Michigan's eighth largest public-school district and the third largest employer in the City of Grand Rapids, serving almost 14,000 students with 1,800+ employees, including approximately 1,000 dedicated teachers. The student population, comprised of 39% Latinx, 32% African American, 21% Caucasian, 7% Two or More races, 1% Asian, and 1% Native American, represents more than 74+ countries with 70+ different languages spoken, creating a value-added educational experience.

The City of Grand Rapids:

Grand Rapids is a vibrant, innovative, award-winning city that is gaining national attention. Grand Rapids is located in west central Michigan, roughly 30 miles east of Lake Michigan, and is the second largest city in Michigan, and is consistently ranked among the "top ten" cities to live, work, and play. Grand Rapids boasts a diverse community that is home to the world's leading office furniture companies, award winning breweries, colleges and universities, minor league athletic teams, health care facilities, and arts and cultural attractions including the world-famous ArtPrize competition. For more information on our city, visit www.experiencegr.com. Grand Rapids features one of the top city-school partnerships in the United States. City and school leaders work closely together on many initiatives, including the City-School Liaison Committee, a quarterly joint-publication for news and events, and most recently the Green Schoolyards initiative which increases equitable access to parkland, green space, and schoolyards for all students and residents of Grand Rapids.

Commitment to Diversity, Equity, and Inclusion

The District Administration view an equity audit as the next step and necessary step in addressing questions of diversity, equity, and inclusion within the district. The audit is intended to review frameworks, policies and practices of the district and schools for systemic equitable practices. Upon completion of the audit the Vendor will facilitate a comprehensive multiyear implementation plan in response and recommendations in the audit.

Scope of Services

The Vendor will conduct an equity audit to include collection and analysis of qualitative and quantitative data to identify processes and practices that contribute to inequitable student outcomes. The Vendor will engage a diverse community of stakeholders in on-site focus groups and interviews, as well as the distribution of surveys, to perform the audit.

| Focus Areas | Critical Questions |
|---|---|
| Instructional & Programmatic Equity | To what degree: <ul style="list-style-type: none">• Do systems ensure that every student has equitable access to quality, culturally responsiveness?• Do all students have equitable access to academic, social emotional and mental health that meet their diverse needs?• Have district systems served to close the achievement gap between the diverse demographic groups? |
| Equitable Organizational Leadership | To what degree are district leadership structures, policies, procedures, and practices, inclusive to the diverse needs of students and families? |
| Equitable Resource Distribution | To what degree are resources distributed to provide equitable support to students based on learning challenges |
| Equitable Collaboration & Support for Parent/Families and Community | To what degree: <ul style="list-style-type: none">• Are students and families engaged in the educational process?• Are the conditions, systems, and structures such that parents have an opportunity to be involved?• Has the district been responsive to student, parent, and community needs and perspectives? |
| Equitable Professional Learning & Growth | To what degree: <ul style="list-style-type: none">• Do district employees understand the concept of equity and inclusion?• Does the district educate employees on equity and inclusion? |
| Equity School Climate | To what degree do district policies and practices support equitable school climate? |

***The equity audit completion date is July 31, 2024, or sooner.**

Deliverables

Data Collection and Methodology

- Analysis of quantitative and qualitative data
- Policy and document analysis for each of the identified focus areas
- Inclusion of feedback from the following stakeholder groups in the form of focus groups, interviews, and surveys:
 - District leaders (Superintendent, Assistant Superintendent, Executive Directors, and Directors)
 - District staff directly involved in supporting the identified focus areas
 - Parents and Caregivers
 - Students

Final Equity Audit Report

- Informal meetings with the Office of Equity and Inclusion on the status of the equity audit
- Present a final Equity Audit Report to the Board of Education which will include:
 - Key findings for each of the identified focus areas and elements
 - Identification of data sources and data collection methods
 - Analysis of the data to include conclusions, recommendations, and systematic strengths to build upon
 - Examples of best practices to address findings and recommendations

Final Equity Action Plan

- Hold informal meetings with the Office of Equity and Inclusion on the status and the progress of the equity audit
- Identify metrics to monitor progress and goal attainment
- Present a Final Equity Action Plan to the Board of Education which will include:
 - Equity Action Plan Overview
 - Short and long-term goals equity goals aligned that directly support the District's Strategic Plan
 - Sources of evidence of implementation actions and data

Proposal Response Document should include the following requirements: (Please limit Proposal to ten (10) pages or less.)

- Provide a complete statement of professional qualifications.
- Identify work experience on projects of similar scope and complexity. Provide at least three (3) sample audit reports and action plans completed in K-12 public school districts in large urban settings. Identify project name, address, and telephone number. District staff may contact these references.
- Provide a proposed schedule outlining the stages of the process and details of what occurs at each stage of the audit and equity action plan.
- Provide a detailed pricing structure for this scope of work.

Evaluation Criteria

The District reserves the right to award to the Vendor offering the best value, and not necessarily to the Vendors proposed price, and reserves the right to accept or reject any or all Proposals. It is not the policy of the district to purchase based on lowest price proposal alone.

35 Points Purchase price, to include all costs associated with obtaining the goods and services requested

15 Points The reputation of the vendor and of the vendor's goods or services. (References)

25 Points The quality of vendor's goods or services. (Project approach and implementation as described in Proposal)

20 Points The extent to which the vendor's goods or services meet the district needs. (Experience and Qualification)

05 Points The vendor's past relationship with the district.