



REQUEST FOR PROPOSAL

Cultural Competency In and Out of the Classroom

Tuesday, June 12, 2019

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I. SUMMARY

Wyatt Academy is accepting proposals to design, develop, and facilitate a series of training sessions on cultural competency as part of ongoing staff professional development . This will be a concept to completion production. The purpose of this RFP is to provide an overview of the school’s anticipated needs, proposal submission details, and criteria guidelines to ensure fair evaluation for all candidates.

II. PROPOSAL GUIDELINES AND

REQUIREMENTS

This is an open and competitive process. Proposals received after 12:00pm/noon MT, Friday, June 28, 2015, will not be considered. If you wish to submit alternative objectives/suggestions, please do so. The price you quote should be inclusive. If your price excludes certain fees or charges, you must provide a detailed list of excluded fees with a complete explanation of the nature of those fees. If the execution of work to be performed requires the hiring of subcontractors, you must clearly state this in your proposal. Sub-contractors must be identified, and the work they will perform must be defined. In your proposal, please provide the name and contact information for each subcontractor. Wyatt Academy will not refuse a proposal based upon the use of subcontractors; however, we retain the right to refuse the subcontractors you have selected. Provisions of this RFP and the contents of the successful responses are considered available for inclusion in final contractual obligations.

III. GENERAL

Objective/Purpose: To provide a series of ten (10) sixty (60) minute sessions that provide a deep dive into to cultural competency and its importance in the work at Wyatt Academy. Example sessions may include:

- Valuing Diversity. Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
- Being Culturally Self-Aware. Culture—the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests—shapes educators' sense of who they are and where they fit in their family, school, community, and society.
- Dynamics of Difference. Knowing what can go wrong in cross-cultural communication and how to respond to these situations.
- Knowledge of Students' Culture. Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context.
- Explorations of explicit and implicit bias

Audience: The audience for each session will be roughly 25 staff members - both instructional and support professionals.

Key Dates:

- One Summer Institute Session week of August 5th or August 12th
- Thursday 9/5 3:30-4:30
- Thursday 10/3
- Thursday 11/7
- Thursday 12/5
- Thursday January 2, 2020
- Thursday February 6
- Thursday March 5

- Thursday April 2
- Thursday May 7

*Dates are open to change based on school closures

IV. BUDGET

Please provide several cost proposals to accomplish the objectives detailed in this request for proposal. Wyatt Academy has allocated a portion of the budget for this professional development; however, the budget is limited, and cost and quality will be considered when evaluating proposals.

V. BACKGROUND

History: Wyatt Academy is a public charter school in the Cole/Whittier neighborhood of Denver, CO. We are learning community where students thrive socially, emotionally, and academically. We value wonder, joy, community, and opportunity, for all students and their families.

Our students are predominantly 96% Minority with 94% free and reduced lunch.

In 2018 we developed a set of school-wide values that guides the actions of all stakeholders in our school as we strive for excellence in preparing our students for success in life. One of our four values is, “Cherish Community”, and a description of this value is as follows:

Cherish Community

A Wyatt Academy Team Member:

- ✓ Demonstrates respect to peers and consistently assumes best intent
- ✓ Celebrates diversity and models equity and inclusion in service of scholars, families, and team members
- ✓ Seeks to understand and appreciate, with humility, perspectives, cultures and preferences that are not one's own
- ✓ Is consistently pushing stakeholders to collectively reach their full potential & is mindful about asset-based thinking

As a result of this commitment to diversity and inclusion, in 2018-19, during professional development, we offered six cultural competency sessions that covered the following items: personal and group identity, understanding the language of bias, examining bias, challenging bias, and classroom resources on these topics.

VI. SERVICE AND WORK

REQUIREMENTS

It is our intention to offer cultural competency sessions for all staff during our 2019-20 professional development that will be the foundation for continued development in future school years.

Overview: When applied to education, cultural competence centers on the skills and knowledge to effectively serve students from diverse cultures. Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching. Additionally, in order to cultivate a classroom of culturally competent individuals, teachers must facilitate learning in which students explore and understand their own cultural identity and grow to love and appreciate who they are and where they come from. Yet, their ability to love themselves and love others depends on their own critical understanding of the world around them, so critical consciousness becomes a central aspect of any pursuit of culturally responsive teaching and critical capacity. As a result of this training session:

Participants will know that:

- Culture and the lenses through which we see others across lines of difference impact our perceptions and behaviors. In order to truly influence students' academic achievement and the many different definitions of success, as educators, we must confront our own attitudes, values, and biases that influence students, as well as foster a classroom environment where students can identify and explore their own identities, strengths, and values.
- In order to provide culturally responsive education, adults within the learning community must first uncover and identify their personal attitudes related to the race, culture, and language experiences students bring to the classroom in order to begin to expand their understanding of how to bridge the tension students often experience when navigating different their different identities at school and at home. Understand how to leverage the different strengths that their students bring to the classroom environment.
- This training will provide a foundational step towards creating a culturally inclusive learning environment for our students and cultural competent workforce for our staff.

Participants will be able to:

- Articulate the impact their archetypes of success and successful students may have on their classroom practices and explicitly call out the role that race plays (their own and that of their students) in that.
- Practice courageous conversations about the impact of race and ethnicity on academic success in order to develop competency in facilitating conversations about race in the

classroom.

- Think about and plan how to use the knowledge gained to positively impact a broader definition of student success.
- Sustain conversations that will foster a culturally responsive and inclusive learning and work environment.

VII. SUBMISSION STEPS

Proposals will only be accepted electronically. All proposals must be submitted to kate.mishara@wyattacademy.org by Friday, June 28, 2019.