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**Maryland School for the Deaf Board of Trustees**

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**Robert Davila, Ph.D.,** *President*  
**Stephen Hlibok,** *Vice-President*  
**Sheryl B. Cooper, Ph.D.,** *Secretary*  
**John Olumoya,** *Treasurer*

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**Frederick Campus** *Established 1868*  
**Columbia Campus** *Established 1973*

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## **REQUEST for PROPOSALS Equity and Inclusion Consultant to the MSD Board of Trustees**

### **Background**

Serving students from birth to age 21, the Maryland School for the Deaf (MSD), strives to provide an equitable and exemplary education for all students in a nurturing, engaging, and challenging environment, ensuring that students achieve personal excellence and responsible lifelong learners. The mission of MSD is to provide American Sign Language (ASL) and English language models for early acquisition, and to provide linguistically enriched ASL and English environments for the attainment of fluency of both languages.

MSD serves and supports over 450 students and their families at two campuses: Frederick, established in 1868, and Columbia, established in 1973. The Frederick campus consists of a total of 299 students and 326 faculty, staff, and administrators. The Columbia campus consists of a total of 158 students and 180 faculty, staff, and administrators. Further detail regarding the race, gender, and program/campus demographics regarding MSD's students and employees may be found in Appendixes A and B.

The Board of Trustees (BOT) of the Maryland School for the Deaf governs the school. With Senate advice and consent, the Governor appoints the Board's nineteen members to six-year terms. Each geographic region of the state is represented by at least one member of the Board, and at least six of the members are deaf. The current BOT membership consists of leaders

representing a variety of fields and disciplines, such as K-12 and higher education, government and public policy, mental health, and informational technology.

## **Purpose and Scope of Consulting Work**

The Board of Trustees of the Maryland School for the Deaf is looking for a professional individual or firm (“consultant”) to conduct an independent, neutral and impartial equity and inclusion assessment/audit that will result in a plan to effect systemic changes throughout the organization/institution by addressing racism, implicit biases, and microaggressions. Additionally, the consultant will provide guidance and training to leadership, management, and other key constituencies/ stakeholders in support of the implementation of the plan. Specifically, the consultant will:

- Conduct an equity and inclusion assessment/audit that includes a written report based on a detailed analysis and documented findings and outcomes of the following:
  - A review of the demographics of constituencies and stakeholders, including students, faculty, staff, management/administration, Board of Trustees in order to identify patterns and gaps
  - A review of organizational policies, processes, and practices, including, but not limited to:
    - Student recruitment, placement, discipline, attrition, and completion
    - Employee recruitment, hiring, promotion, retention, discipline, termination, and turn-over, with a specific focus on employees of color
  - A review of organization culture, language, decision-making, rituals, routines, and training, and assessment of their impact on equity and inclusion
  - Solicited input from all key constituencies/stakeholders, including parents, students, alumni, faculty, staff, management/administration, Board of Trustees
  - Assessment of the leadership team’s readiness and capacity to address institutional racism and equity.
  
- Develop an action plan for creating a culture of equity and inclusion based on the outcomes of the assessment/audit. Areas of focus should include: 1) **the student** (academic performance, discipline, achievement, attendance, social and emotional support, extracurricular involvement, completion, etc.); 2) **the employee** (recruitment and onboarding strategies, student engagement, career development, promotion, etc.);

and 3) **parents and the community** (parent and community engagement practices, due process and complaint resolution strategies, and strategies for creating a safe and welcoming environment).

The plan should include the following documented deliverables:

- Measurable and actionable steps to be taken and achieved, products or deliverables to be completed, and a corresponding timeline for implementation
- Milestones to assess and track progress, and mechanisms for ensuring accountability

The plan must be in alignment with integrate the best practices outlined in the [Maryland State Department of Education's Guide to Equity and Excellence](#)

- Report to and be fully accountable solely to the MSD Board of Trustees. An ad-hoc committee of the Board of Trustees will work directly with the consultant, serving as the primary point of contact regarding the project.

## **Selection Criteria**

The MSD Board of Trustees will use multiple criteria to select the most appropriate consulting partner for this work. The following summarizes the major qualitative areas that will be evaluated:

- Expertise and experience of the consulting firm, as well as the individual(s) assigned to the consulting project, in dealing with systematic and structural racism and other “isms” (e.g., audism, classism, sexism, etc.)
- Extent (depth and breadth) of experience working with schools and school administrators (i.e., superintendent, chief equity and inclusion officer, principals, and assistant principals) in dismantling systemic and structural racism and other “isms” (e.g., audism, classism, sexism, etc.).
- Extent (depth and breadth) of experience working with the Deaf community, organizations, and/or systems, or willingness to learn and work in partnership with a sub-contracted cultural broker.

- An effective methodology and approach that is both strategic and tactical in addressing systemic change and can be independently sustained by the school beyond the terms of the consulting agreement.
- Ability to listen, communicate, engage, and form relationships with a variety of constituencies and stakeholders across the school and its community; including ability to work effectively with ASL-English interpreters.
- Ability to provide planning and ongoing guidance to support the implementation of strategies and recommendations for systemic change.
- Ability to provide guidance and coaching to leadership and management regarding practices that create a culture that promote equity and inclusion.
- Ability to provide training and development on racism, implicit bias, and microaggressions.
- Affordability and cost effectiveness.

## **Consultant (Vendor) Response**

Respondents should address all sections and questions outlined below. Responses received under this RFP that fail to address each of the sections, in adequate and complete detail, will be deemed as non-responsive and will not be considered for selection. Note that responses of “to be provided upon request” or “to be determined” or the like, or those that do not provide information requested (e.g., left blank) are also deemed non-responsive.

For the purposes of understanding more about your firm and your ability to successfully fulfill the requirements please provide the information below as part of your response clearly referencing each specific question

### **A. Background Information**

Give an overview of your or your organization's experience in providing equity and inclusion assessment/audits and systemic change management plans, addressing the factors outlined in the Selection Criteria above. Additionally, please address following questions:

- How long has the consultant and/or the consulting firm been in this business?
- What differentiates you or your firm or practice from your competitors?
- Will you subcontract any components of the proposed solution to a third-party entity? If so, please describe the components to be subcontracted and provide details of any agreement in place with the subcontracted firm/individuals as well as a summary of past work that you have successfully completed together.

Please provide a summary of at least two (2) previous projects that are similar in scope and requirements to those of MSD.

## **B. Proposed Approach and Solution**

Please provide a proposed work plan for the services described above. Be sure to include:

- Key activities
- Timing
- Deliverables
- Key milestones, checkpoints, and other decision points
- If we elect to move forward with your organization, what MSD resources would you require? Identify the individuals/team that will be assigned to the project and describe how you plan to engage and interact with the Board of Trustees and the project's ad-hoc committee, the stakeholders and the community, and school representatives.

## **C. Business References**

Provide a list of two (2) verifiable client references.

## **D. Financials**

Describe the proposed schedule of fees including how fees are structured.

## **E. Potential Conflicts of Interest**

Describe any known facts which may create a conflict of interest or the perception of a conflict of interest if you were awarded this contract.

## **Submission Instructions**

Only digital proposals in PDF format will be accepted. No paper submissions will be considered.

Please submit proposals by email **no later than Wednesday, August 5, 2020, at noon (EST)** to:

Mr. John Olumoya  
Treasurer, Board of Trustees  
Maryland School for the Deaf  
[MSDBOTConsultant2020@gmail.com](mailto:MSDBOTConsultant2020@gmail.com)

## Appendix A

### MARYLAND SCHOOL FOR THE DEAF Student Ethnicity Data Report School Year 2020-2021



Race	American Indian or Alaskan Native		Asian or Pacific Islander		Black or African American		Hispanic		White		TOTAL		GRAND TOTAL
	F	M	F	M	F	M	F	M	F	M	F	M	
Columbia Family Ed.	2		3	2	5	9	7	8	11	9	28	28	56
Columbia Elementary			2	2	14	15	9	5	12	7	37	29	66
Columbia Middle			1	5	11	6	3	4		6	15	21	36
Frederick Family Ed.			2	2			1	3	17	14	20	19	39
Frederick Elementary			2	2	2	4	5	7	26	43	35	56	91
Frederick Middle			3	1	6	2		6	18	24	27	33	60
High School			5	5	10	17	9	10	31	22	55	54	109
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>18</b>	<b>19</b>	<b>48</b>	<b>53</b>	<b>34</b>	<b>43</b>	<b>115</b>	<b>125</b>	<b>217</b>	<b>240</b>	<b>457</b>
<b>GRAND TOTAL</b>	<b>2</b>		<b>37</b>		<b>101</b>		<b>77</b>		<b>240</b>		<b>457</b>		

Data as provided and registered in PowerSchool. July 2020

## Appendix B

### MARYLAND SCHOOL FOR THE DEAF Staff Ethnicity Data Report School Year 2020-2021



Race	American Indian or Alaskan Native		Asian or Pacific Islander		Black or African American		Hispanic		Two or More Races		Unknown Or Declined		White		TOTAL		GRAND TOTAL
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Columbia			5	1	29	11	6	6	1			1	90	30	131	49	180
Frederick			4	3	12	14	12	4	1	1	1	1	188	85	218	108	326
Total	0	0	9	4	41	25	18	10	2	1	1	2	278	115	349	157	506
<b>GRAND TOTAL</b>	<b>0</b>		<b>13</b>		<b>66</b>		<b>28</b>		<b>3</b>		<b>3</b>		<b>393</b>		<b>506</b>		







