



Highline Public Schools
Family and Community
Partnerships

**Application for
African American Family
Advocate/Academic Coach**

Background

Highline Public Schools firmly believes in partnering with community-based organizations which provide ethnic and culturally responsive family advocacy and academic support to specific students and families in our district. As research shows family, community and school partnerships result in:

- An improvement in school programs and school climate.
- Increase in access to family services and support.
- Increase parents' skills and leadership.
- Increase in involvement from families with others in the school and in the community.
- And it helps teachers with their work.

The following outcomes have been identified for students receiving services from the family advocate/academic coach at Beverly Park Elementary:

- Higher grades and test scores.
- Regular school attendance.
- Increase social skills, improved behavior, and better adaptation to schools.
- And an increase in parent/community involvement.

A. Overview

Highline Public Schools is soliciting proposals from community-based organizations that are interested in establishing partnerships with Beverly Park Elementary to increase academic achievement and family/community engagement.

Community-based organizations will be partnering with Beverly Park Elementary to provide culture-specific services to the schools, families and students. These services will directly impact the academic achievement, WASL scores, and family/community involvement at the schools. The students served will be African American students who are in fifth grade and who did not score at the proficiency level on the fourth grade Washington Assessment of Student Learning (WASL) exam given in the spring of 2006. In addition, the family advocate/academic coach will work with third and fourth graders who are at risk of not passing the WASL exam. A specific number of students will be identified to be part of this cohort of students who will be working with and receiving services from the family advocate/academic coach.

The family advocate/academic coach will actively work with school staff and parents to prepare students for improvement on the WASL, as well as, increased academic achievement, regular attendance, and improved social/behavioral skills. Additionally, students who participate in this pilot program will take part in summer enrichment activities/programs provided by family advocate/academic coach or other academically supportive community-based organizations.

B. Eligibility

- The family advocate/academic coach grants will be distributed through a competitive process to community based organizations serving: African American community.
- Applicants must be private, non-profit organization or community-based organization.
- Applicants must have a demonstrated capacity to administer funds, keep records and maintain effective accounting procedures.

C. Funding

- A total of \$25,000 is available for a family advocate/academic coach.
- The duration of the award is from January 2007-December 2007.
- Community organization may propose services to enhance or expand existing programs.
- Funding may be allocated at a different level than the one proposed or distributed based on other factors. Funding changes to proposals may be negotiated with applicants.
- Additional funding may be available at the building level to extend the length of services.
- Continued funding is contingent to grant recipient's successful performance and availability of funds.

D. Requirements

Community-based Organizations will be required to:

- Achieve the performance targets listed in the Performance Targets section of this document.
- Provide a qualified staff and assign consistent work time to grant implementation.
- Hire or assign staff that reflects the ethnic, cultural, and linguistic background of the families served.
- When appropriate, staff must be bilingual, bicultural, and able to communicate cross-culturally with families and school staff.
- Staff must have experience in the field of family involvement in education and possess effective facilitation, mediation, teaching, or coaching skills.
- Staff must abide by Highline Public Schools ethical and confidentiality boundaries and guidelines.
- Staff and supervisors must attend training sessions offered by the family and community partnerships team.
- Establish a record-keeping system to track and document services provided, the location, and work hours.
- Establish a record-keeping system to track progress of students in accomplishing outline outcomes.
- Submit data-based, monthly reports to Highline Public Schools.

E. Performance Targets

Any grants funded for partnerships between community-based organizations and Highline Public Schools will have specific targets and outcomes. Families will be administered a pre and post-family involvement survey. Community-based organizations applying for the African American family advocate/academic coach will commit to the following performance targets:

Target 1-Academic Achievement	Proposed Frequency
Develop an after school tutoring program for identified students around reading, math, and writing.	8-10 hours weekly at each school site.
Monitor student's academic progress by acquiring student progress reports.	Bi-weekly
Target 2-Attendance/Involvement	Proposed frequency
Advocacy and cultural brokering for identified families; including support locating appropriate out of school time activities, and support navigating educational systems.	6-10 hours weekly for minimum of 24 weeks; African American community
Culturally responsive outreach to and engagement of parents in an effort to involve African American parents in their child's academic progress.	2-4 hours weekly at each school site.
Monitor student's school attendance by acquiring attendance records from school.	Once a week
Identify and track attendance and involvement goals with student and families	Weekly or Bi-weekly based on need of families
Target 3-School success/ knowledge	Proposed frequency
Parent nights for African American around curriculum, specific subjects and testing and other school information.	Monthly from January-June 2007 for 2-3 hours.
Language specific parenting education classes; based at schools, if feasible.	6 to 12 1.5 hour sessions for ethnic groups listed
School information workshops, Spanish and English language topic to be determined,	Yearly, 2 to 3 hour session
Monitor student's conduct by acquiring school reports as needed.	Bi-weekly
Developmentally appropriate small groups for students around social/behavioral development, goal setting and attainment, and celebrating successes	Weekly

F. Technical Assistance

Highline Public Schools is committed to supporting the work community-based organizations provide to our students and families. Therefore, the Family and Community Partnerships team will provide technical assistance for the community-based organizations through training and support from our staff.

G. Timeline

- Application process announced—January 4, 2007.
- Deadline to submit proposals--**Friday, January 26, 2007.**
- Grant Recipients announced—Early February.

H. Application Instructions

- Submission deadline is: **Friday, January 26, 2007.**
- Applicants must use the original application forms, including required signatures.
- Proposals must be typed and must be clear and concise. All questions must be answered.
- Please submit a hard copy by mail or personal delivery before the deadline to:

Highline Public Schools
Family and Community Partnerships
15675 Ambaum Boulevard SW
Burien, WA 98166



Highline Public Schools
African American Family Advocate/Academic Coach Grant
Application

Name of Organization: _____

Address: _____

City _____ State _____ Zip _____

Name of Executive Director or CEO: _____

E-mail Address: _____ Fax #: _____

Contact Person for this proposal: _____ Phone: _____

E-mail Address: _____

Grant requested for schools: _____

Signatures

We understand the terms of the Family Advocate/Academic Coach grant and agree to meet all requirements if awarded funds. All information provided in this proposal is true and accurate to the best of my knowledge.

Signature of Executive Director or CEO

Date

Signature of Board Chair or President

Date

Submission Guidelines

- **Submission Deadline: January 26, 2007**
- Applicants must use the original application forms, including required signatures.
- Proposal must be typed and must be clear and concise. All questions must be answered but proposal must not exceed 5 pages.
- The itemized budget sheet and required documentation must be filled out and attached.
- Please submit a hard copy by mail or personal delivery before or by deadline to:

Highline Public Schools
Family and Community Partnerships
15675 Ambaum Boulevard SW
Burien, WA 98166

If you have any questions contact Jacqueline Martinez at martinjq@hsd401.org or 206.439.4447.

Content Recommendations – (for Narrative & Attachments)

1. The proposal does not exceed the number of pages required.
2. The proposal answers each question in a clear, coherent, and complete manner.
3. Supporting documents are attached and are relevant to the questions asked.
4. Examples of collaborative projects/activities are relevant, detailed, and include outcomes and effectiveness statements.
5. A detailed description of the services and support systems that the organization has to offer.
6. Present partnerships and projects with Highline Public Schools are described in detail.
7. Budget is realistic and projected expenditures are appropriate and adequate to proposed services and activities. Budget includes other resources that the school will contribute to this project.
8. The proposal provides record of effectively working with communities of color.

Proposal Narrative Sections– (not to exceed five pages)

1. Please describe your organization's mission, age, board of directors, number of employees, and work experience relevant to this grant. **(250 words or less) (10 points)**
2. What ethnic population(s) does your organization serve? What services does your organization provide? How many families do you serve per year? Please attach supporting materials as Attachment A. **(300 words or less) (15 points)**
3. Describe the qualifications, background, training, and experience of staff members who will be implementing this grant in schools. If new staff needs to be hired or subcontracted, briefly explain your organization's hiring policies and the qualifications you will require for hiring new staff to implement this grant. Please attach staff resumes or list of qualifications and experience as Attachment B. **(300 words or less) (20 points)**
4. Please explain your organization's knowledge and experience providing cultural breakage or cross-cultural communication services. **(300 words or less) (15 points)**
5. Please list current or past partnerships with Public Schools. Include school names and describe two-three successful collaborative past projects/activities that impacted student achievement. How were those projects/activities conceived and executed? What was the measure of success? **(300 words or less) (20 points)**
6. List and explain the strategies and activities you propose to use to outreach, educate, and involve your target group of families in education of their children? **(250 words or less) (20 points)**

Proposed Budget

Grantee Name and Address: _____

Project Title: _____

Start Date of Project: _____

End Date of Project: _____

Category	Explanation of Expense	Costs
Salary		
Sub-total salaries		
Other staff costs (e.g., training)		
Fringe		
Total staff costs		
Operating Supplies		
Equipment		
Travel (local and non-local)		
Consultants		
Sub-Grants		
Other		
Subtotal direct costs		
Overhead (no more than 5% of direct costs)		
Total Grant Request		