Lincoln / Morse } Feeder High School /

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liaison Staff Person

REQUEST
FOR CONCEPTS
(Reopened)

FAMILY ADVOCATE PILOT PROJECT
O'FARRELL COMMUNITY SCHOOL

INTRODUCTION: The Community Action Partnership Bureau of the Department of Social Services is reopening its request for concepts related to a partnership pilot project at O'FARRELL COMMUNITY SCHOOL: CENTER FOR ADVANCED ACADEMIC STUDIES. Agency concepts will be evaluated and assist in finalizing the design of the pilot. On the basis of its concept, an agency will be selected to participate in the partnership pilot project. A contract with the selected agency will fund the Family Advocate position at O'Farrell School.

Agencies interested in assisting children and families by participating in a partnership with educators are invited and encouraged to develop and submit concept papers which mesh with the overall design of O'Farrell School.

BACKGROUND INFORMATION ON O'FARRELL COMMUNITY SCHOOL: The Board of Education approved O'Farrell Community School as a magnet middle school to serve Grades 6, 7, and 8. The school will open on September 4, 1990 serving Grade 7 only and will grow to its full complement in the succeeding year.

O'Farrell is a uniquely restructured school. It has been planned and developed by a team of parents, educators, and community representatives. The school will be run by Team O'Farrell, consisting of students, parents, teachers, administrators, and community representatives.

The school is located at 61st and Skyline Drive. Elementary feeder schools are Encanto, Fulton, Valencia Park, and Bethune. An approximate description of the ethnic make-up of the Skyline area is: 35% African American, 35% Filipino, 20% Hispanic, and 10% White. As a magnet school, O'Farrell will also have students from throughout the San Diego Unified School District.

Social service agencies will be part of the O'Farrell campus. The school provides office space and equipment to agencies who will play a significant role in promoting academic achievement by serving the needs of students, their families, and the community.

The underlying vision of Team O'Farrell is that all students can succeed academically if given opportunity and support. For this reason, students will not be assigned to separate "tracks" based upon their supposed academic capacity. The O'Farrell program will be an advanced curriculum for all students. The school has received state-of-the-art technology to help students succeed.

The academic program requires that every student be involved in community service, serving either the local school community or working in a helper capacity with community agencies.

The organizational structure of O'Farrell is based upon educational families. This Fall the school will have three educational families, each with six teachers and approximately 132 students. The design of educational families is intended to provide maximum flexibility for serving the educational, social, physical, and psychological needs of students. Within each family, for example, every student will link to an educator who is his/her personal advocate.

More information on the O'Farrell School structure and educational approach enclosed. When developing your agency's concept of the Family Advocate position, please refer to the enclosures to help identify elements with which the Family Advocate should mesh.

The Family Advocate performs unique functions within the O'Farrell community. The position calls for a skilled, experienced, management-level person who is able to work effectively within a multi-ethnic, multi-cultural community. Please refer to the enclosure which describes the background, essential function, duties, and minimum qualifications for the position as visualized by Team O'Farrell.

CONCEPT ELEMENTS:

To some degree, parameters of the Family Advocate position are set by the design of O'Farrell School. Within those parameters, much can be developed which will add to the effectiveness of the position. One example would be methods to implement proactive/preventive services to families. The special skills and capacities of your agency may add to the concept. Your view of the qualities of the ideal candidate and of the most effective recruiting methods would be significant concept elements.

As a guideline, CAP is proposing the following budget for the period 9-11-90 through 8-31-91:

$2,917/mo. x 11 mos. *	$32,087	
fringe	4,088	
mileage (300 mi x 11 mos.)	825	
admin. overhead	3,000	
	$40,000	TOTAL

* Although the position is intended to offer twelve-month employment, it is anticipated that the Family Advocate will be on board for only eleven months of this contract period.

O'Farrell School will provide the Family Advocate with office space, equipment, supplies (including printing/photocopying), postage, and clerical support.

DUE DATE: Concepts will be considered which are received by 5:00 pm on Thursday, August 9, 1990, at the Community Action Partnership, 1255 Imperial, Suite 751, San Diego, CA 92101.

Attachment

VISION STATEMENT

O'FARRELL COMMUNITY SCHOOL
Center for Advanced Academic Studies

We believe that:

All students can succeed academically when given the opportunity to learn through active participation.

All students should receive the highest levels of academic education.

All middle level students need to develop high standards of appropriate behavior.

Relevant fine and practical arts education enhances academic learning for the middle
level student.

Middle level students need to learn their role as citizens in a global society.

School are responsible for providing the highest levels of curriculum in a variety of ways to learners.

Students learn best in cooperative relationships.

School is a place where students and staff should feel safe, comfortable, and accepted.

School is a place that should be sensitive to the needs of both children and adults.

Successful, responsible students become successful, responsible adults.

School is an extension of the child's family and community.

School personnel should address the academic, social, physical, and psychological needs of students.

Schools should provide state-of-the-art technology to enhance learning for students.

Students should learn in a multiracial/ethnic environment.

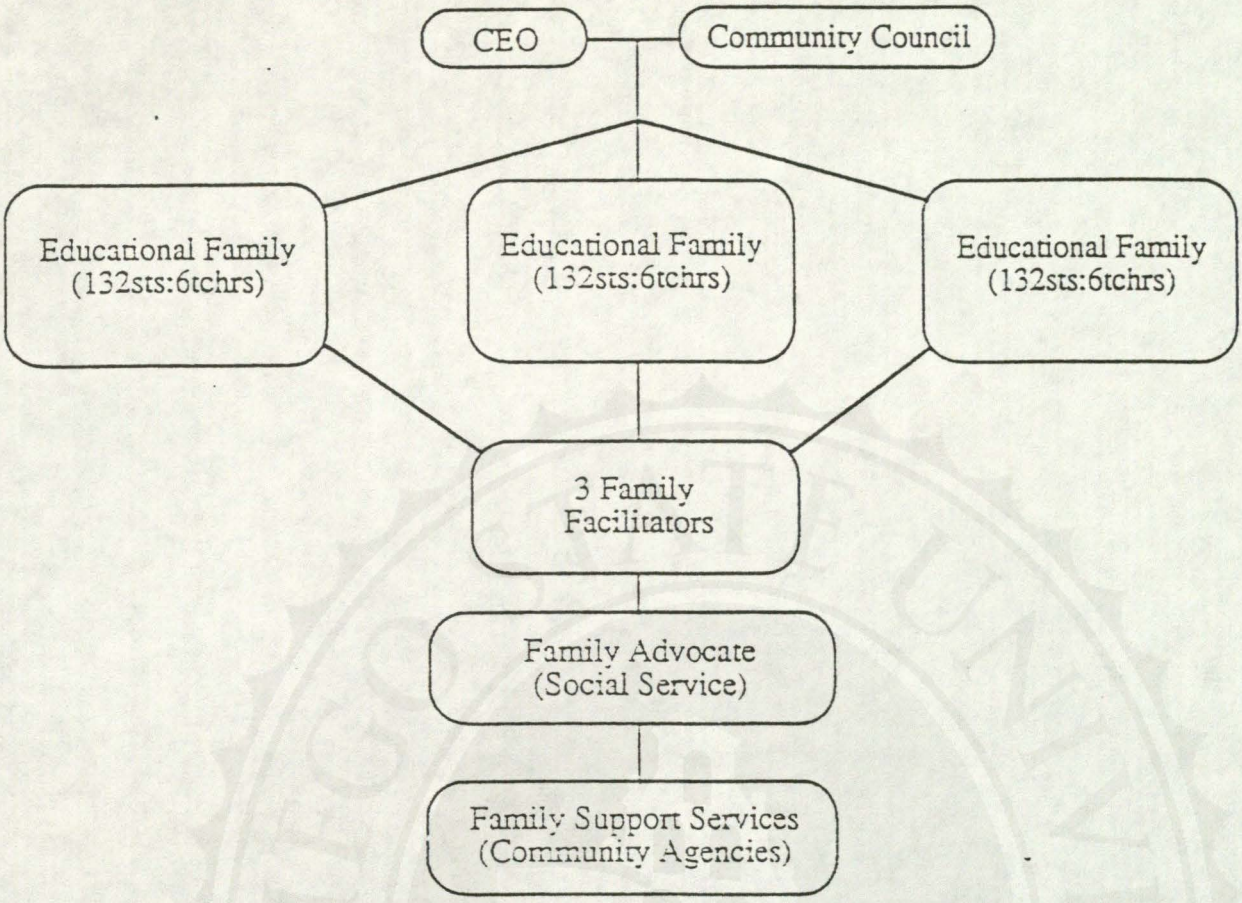
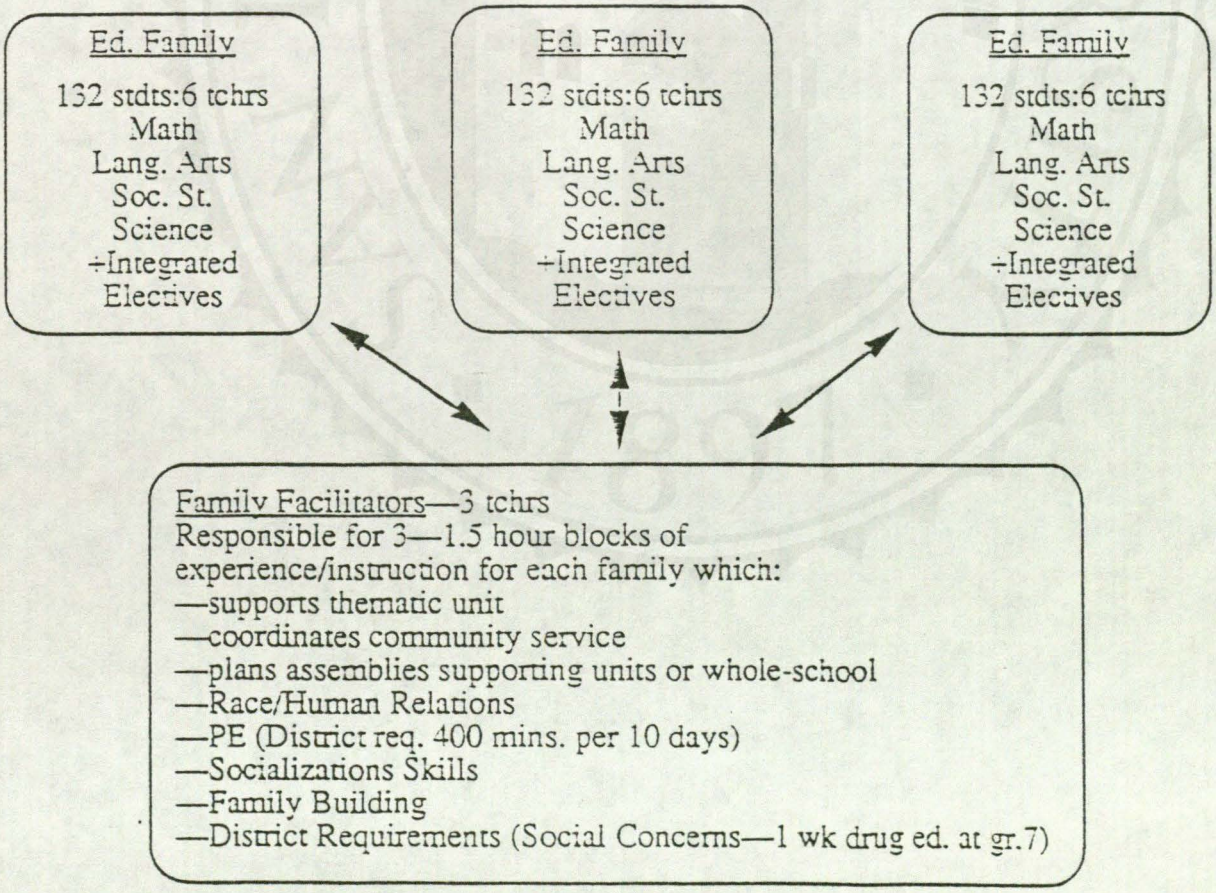
Students should participate in cross-curricular studies.

Parents, teachers, and community agencies should share in the educational decision-making process.

School should be structured to extend learning experiences beyond the school site/day.

The school environment must nurture the teacher as learner and researcher.

School Structure



Family Structure