

RFP7537 Family Advocate
Inquiries & Responses

Will the district supply the translation/interpretation services?

This is an RFP for both intervention/engagement services for families, as well as for translators/interpreters in a variety of languages/nationalities as available and as needed

What refugee demographics that will be served?

The major nationalities include:

**Syria
Myanmar
Mexico
Eritrea
Somalia
Vietnam**

We will we need to be solely responsible for staffing afterschool and weekend activities?

Yes – the role of the family advocate is to provide intervention and engagement support for refugee students and their families to support acclimation to their new community and their students' success in school. Our goal is to help families access existing social services systems in the Des Moines area, as well as designing needs-based programming for our own community.

Is there a recommended curriculum advised for programming?

No. See response to question 3.

What is “demonstrated experience” in relationship to staff qualifications? Would experience in a related degree count?

Demonstrated experience is required in providing intervention and engagement support for refugee families. Experience in a related four-year degree would be acceptable, such as a degree in social work, family advocacy, or public health.

Are we expected to follow the Des Moines public school system salary scale?

No

Is it possible to get the Word version of these documents to work with, then PDF our submissions back to you?

Yes, please visit our website for the editable PDF

How many students do you anticipate needing service on an annual basis?

The Family Advocate will work closely with the principal and administrative team to identify families for services in order to ensure those with highest needs are served. In addition to serving individual students and their families, we anticipate some services will be provided to small groups with common areas of need, for example small group training related to acclimation to Des Moines and our culture.

How will students and their families be connected to these services?

The Family Advocate will work with district Bilingual Outreach workers, English as a Second Language teachers, and the Monroe administrative team to help identify students and families who may be in need of services. The Family Advocate will also work to bridge communication between the school and families.

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Is there something that will trigger their participation or is the proposer supposed to connect with all refugee students and families in the school?

See the responses above.

What are the largest refugee language groups that are present in the school?

Burmese, Karen, Karinni, Chin
Arabic – we anticipate the need increasing
Spanish
Vietnamese
Kunama

Will the proposer provide their own office space or will space be provided within the school?

Work space will be provided within the school

Is the scope of work requesting that only case management service be provided or is the district also interested in supporting other interventions and activities that will support acclimation and adjustment for students and their families? Example would be group-based or language-based educational or supportive activities.

Yes, definitely

Does “b.) *culturally sensitive services*” imply that other appropriate services could be developed or is this simply to say that the assessment and case management must be culturally sensitive?

Both

Is the district requesting that the proposer develop academic supportive services for students and families or just to provide culturally appropriate support and advocacy to families in accessing and adjusting to existing academic services that are provided by the district?

The emphasis will be on providing culturally appropriate support and advocacy to families in accessing and adjusting to existing academic services that are provided by the district; however, academic supportive services would also be welcome

What will be the relationship between the existing Bilingual Community Outreach Workers at Monroe and the proposed services through the RFP?

We would hope they would have collaborative relationship in providing services. The Bilingual Community Outreach workers at Monroe will be an asset to the Family Advocate in identifying students and families for services.

Does the district wish to see a proposal that provides a per student rate of service or do they wish to see an annual budget which is only able to serve a maximum number of students each year?

Annual budget