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DC Office of the Deputy Mayor for Planning and Economic Development
Mayor's Office on Asian and Pacific Islander Affairs (MOAPIA)
FY16 Asian American and Pacific Islander Community Grant
11/20/2015 deadline

Student Multiethnic Action Research Team (SMART)

\$ 25,000 Requested

Submitted: 11/20/2015 2:40:56 PM (Pacific)

Project Contact

[REDACTED]
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Additional Contacts

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Executive Director

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Application Questions

1. Please provide an overview of your organization, the goal of the proposed program(s), its objectives, and outcomes.

Incorporated in December 2010, [REDACTED] improves the quality of life for low-income Asian American Pacific Islander immigrants who don't speak English as a primary language through its advocacy and grassroots leadership development efforts. [REDACTED] role in administering the DC Language Access Coalition is vital, as it leads the Coalition's 40+ organizational partners to advocate for the expansion of public programs and benefits to be inclusive of AAPI immigrants. In addition to providing mindful consultation to District agencies towards the successful implementation and enforcement of anti-discriminatory laws and policies related to our immigrant communities, [REDACTED] also boasts the District's only leadership development program for AAPI English Language Learner immigrant youth which focuses on training them to advocate for themselves and build their sustained power. The primary mission of [REDACTED] is to foster leadership and provide tools for greater civic participation of immigrants in DC who do not speak English as a primary language in solutions that impact their lives.

[REDACTED] is applying to the FY 16 Asian American and Pacific Islander Community Grant under the "Public Education" funding area to fund our youth leadership program, SMART (Student Multiethnic Action Research Team). The objective of SMART is to provide leadership training to Asian American and Pacific Islander (AAPI) and other immigrant ELL students in DC Public High Schools and Public Charter Schools so that AAPI youth have the tools to engage with an issue they find extremely important -- education equity. Supported and trained by [REDACTED] staff, SMART youth achieve the following outcomes: 1) Greater awareness of the District's school system and their related Language Access rights; 2) Youth-led action research, including data regarding the needs and concerns regarding education held by AAPI youth, their teachers and their parents/guardians; 3) Increased analytical and advocacy skills of AAPI youth through biweekly campaign development meetings and a unique 6-week "Summer Institute for Student Organizing;" and finally, 4) Improvements on DC's public and public charter schools through well-researched policy recommendations brought to policy makers by AAPI ELL youth.

The budget for the SMART program overall is approximately \$70,000. [REDACTED] requests FY2016 support for the SMART program in the amount of \$25,000 from the DC Mayor's Office of Asian and Pacific Islander Affairs.

2. What is the name/title of your program(s)?

The name of [REDACTED] program focused on public education is SMART (Student Multiethnic Action Research Team).

3. What are the funding area(s) for which you are applying?

- ☐ Arts, Culture, and Humanities
- ☐ Domestic Violence Intervention
- ☐ Employment
- ☐ Health and Human Services
- ☐ Housing Services
- ☐ Legal Services

- Ⓔ Public Education
- Ⓔ Public Safety
- Ⓔ Small Business Support
- Ⓔ Vietnamese American Youth Academic and Mentoring Services

4. Who is the target population(s) this project will serve?

You are limited to 500 characters, including spaces and punctuation marks. If you copy and paste from a different document and your answer exceeds 500 characters, it may not be saved. If it does exceed 500 characters, pare down your response to fit.

SMART program builds the leadership of the District's AAPI English Language Learner (ELL) immigrant youth from low income backgrounds and aged, on average, 14 - 23 years old. SMART members have been native speakers of Chinese, Vietnamese, Bengali, Guyanese Creole and Burmese. The impact of SMART youth members' advocacy serves the entire District school system, though immigrant communities most directly. 10% of DC Public School students and 7% of Public Charter School students are ELL.

5. What are the cultural and/or linguistic competencies, sensitivities, and appropriateness of your proposed project? How will your proposed project address one or more of "Mayor Bowser's Policy Priorities"?

"Mayor Bowser's Policy Priorities" are the following: "Getting the basics rights", "Focusing on our youngest residents", "Creating quality middle schools", "Transforming workforce training", "Ending homelessness", & "Creating economic opportunities".

contends that one of the main reasons that AAPI ELL students face alarming disparities in the school system is the limited civic engagement by AAPI and other impacted communities. SMART program addresses this in a culturally and linguistically sensitive manner by cultivating AAPI ELL youth leaders dedicated to quality education in DCPS. In 2012, upon hearing AAPI students talk about the lack of a welcoming, multicultural unfamiliarity with navigating the school system, SMART led and won a campaign to establish "ELL Support Groups" (comprised of two ELL students, two ELL parents, two teachers and two community representatives) in Wilson and Coolidge public high schools. These ELL Support Groups created an infrastructure by which AAPI parents, students and educators can collaborate to create a quality, multicultural learning environment. Through affiliation with the ELL Support Group that established, newcomers now receive the "ELL Student Bill Of Rights" in Chinese or Vietnamese, which SMART student members created - they now better understand the D.C. public school system, have opportunities to earn graduation credits and celebrate their heritage through school-supported events. These are all necessary components to a quality education in DCPS, according to education experts. By 2016, SMART aims to have DCPS institute these ELL Support Groups, including funding and staffing for a Language Access or ELL Students Coordinator type position to maintain the ELL Support Group within District schools with the highest immigrant populations.

SMART also offers a safe space for civic engagement to the AAPI community as a whole. SMART Leadership Team members collect stories of other AAPI students and their parents, as well as other AAPI immigrant residents and business owners through conducting linguistically targeted outreach to schools, community-based organizations, faith-based institutions, DC government agencies, and larger community events. These stories are then shared, along with proposed solutions, through testimony by SMART participants at relevant Hearings held by the City Council, to improve delivery of services to these communities. The success of engaged and empowered AAPI youth leaders in the District as a vehicle for civic engagement and data collection for immigrant communities serves as a model for other cities to replicate. Indeed, was invited this past year to present on its work to a select group of AAPI leaders at a national Immigrant Integration strategy training hosted by the Asian American Justice Center (AAJC).

SMART's youth leadership program effectively addresses Mayor Bowser's policy priorities of 1) Focusing on our Youngest Residents and improving early childhood education access for AAPIs; 2) Creating Quality Middle school and high school for AAPI students and 3) Achieving career readiness by improving ELL student outcomes, thus Creating Economic Opportunities for AAPI youth & families.

6. Would it be possible for the Mayor or one of her delegates to participate in an event(s) with your organization that has received support from this grant?

Yes! SMART Leadership Team members collect stories of students and their parents, as well as other AAPI immigrant residents and business owners through conducting linguistically targeted outreach to schools, community-based organizations, faith-based institutions, DC government agencies, and larger community events. These youth then look forward to opportunities to share this data with policy makers such as the Mayor, DC City Council, DCPS Administrators and the DC Public Charter School Board, as well as on school-based level, such as Principals and other Administrators. The intent of SMART is to increase AAPI immigrant youth voice in the policies that will impact their lives, and past AAPI student members have gone on to join the Mayor's Youth Advisory Committee. Thus, is creating a pipeline of young AAPI leaders, imbued with a sense of civic responsibility to the District's immigrant communities.

7. What is the service/program that you are proposing?

SMART is at the core of mission as through SMART we are able to truly hold the global motto, "nothing about us, without us, is for us." SMART is a unique program that provides Asian American and Pacific Islander immigrant ELL (English Language Learner) youth with leadership development and civic engagement opportunities, resulting in their increased ability to provide policy recommendations for equitable and quality schools in the District. staff, including our newly-minted Immigrant Youth Organizing Fellows, and SMART Leadership Team members lead the direction of SMART.

The key components of the SMART program includes:

- 1) Linguistically and Culturally Appropriate Outreach to AAPI Students in District Schools and Community Based Organizations working with AAPI communities;
- 2) Development of a General Membership including AAPI ELL students;
- 3) Leadership Development and Training of AAPI and other ELL immigrant students in Advocacy and Organizing Skills;
- 4) Developing Policy Recommendations; and finally,
- 5) Sharing these Policy Recommendations with Policy Makers in DC government.

MLOV is the only organization in the District developing the leadership of AAPI ELL students. These students, as a result of their work with SMART are communicating their lived experiences to District government. Over the 2013-2014 school year, SMART members developed a Platform of Solutions which they arrived at by gathering AAPI youth and parent testimonies, researching other school districts with large AAPI and other immigrant youth populations, and meeting with DCPS and other District administrators. In June 2014, SMART youth members organized the first-ever ELL-student led, organized and facilitated ELL Education Forum in DC, at which AAPI and other youth revealed their Platform.

SMART has been referred to as a "second family" by our AAPI and other immigrant youth members. SMART provides a safe space where community

is built, confidence is gained, and tangible opportunities to engage with the District they study and live in are provided.

As a result of instituting these four strategies, AAPI students develop a vision for quality education and become a part of a multi-ethnic community called SMART that is indeed a microcosm of the District. AAPI students are given tangible skills to recruit even more of their peers, thus building a base we call SMART. SMART engages in Action Research, collecting stories of their and their peers' experiences with the District school system, learning that they are not alone in experiencing the problems of language inaccess. SMART members are trained in how to research solutions to fix their problems. Finally, SMART members communicate their proposed solutions to decision-makers such as School Administrator and City Council members – solutions based on their own lived experiences and research from school districts around the country who also endeavor to effectively serve AAPI students.

8. Why is there a need for your service/program?

As a result of linguistic and cultural barriers that persist in public education, AAPI immigrant youth and their families are often unable to access the full potential of District schools. From published reports by research institutions as well as data collected and shared by SMART members, we know that AAPI ELL students face a number of challenges throughout their experience in schools, including:

- 1) Lack of Interpretation and Translation Services: While DC Public Schools is required by law to provide interpretation services and translate vital documents, AAPI ELL youth report a failure by schools themselves to provide interpretation in Asian languages. As a result, either AAPI parents/guardians are not able to engage directly with their child's teacher. All too often, bilingual AAPI youth serve as interpreters for their own and their siblings/friends Parent-Teacher Conferences. One of the reasons for this lack of language services is the absence of a Coordinator or Liaison for ELL students on the school level, who could coordinate the need for interpreters and translators of Asian languages.
- 2) Delayed and Accelerated Graduation Practices: Many newcomer AAPI high school students, despite being close to graduating in their home countries, are placed in the 9th grade because their credits are not transferred effectively by District schools. In fact, one out of five ELL students in DC repeats the 9th grade three times, leading to AAPI youth delaying the start of higher education or employment following high school (thus impacting their earning potential). At the same time, anecdotal evidence SMART has collected from AAPI immigrant youth points to accelerated graduation practices in DCPS, in which 19 year-old ELL students are illegally pushed out of their schools, regardless of whether they feel ready, have received adequate English proficiency to succeed in their future.
- 3) School Boundaries and Registration: One of the most notable changes in school boundaries for immigrant ELL students is, in fact, for AAPI students living in Chinatown as their neighborhood high school is changing from Wilson to Dunbar. Dunbar has not had experience working with AAPI families and students as Wilson has, so the change to a new school for these AAPI students has been fraught with difficulty in the area of language services.

Our skilled staff are able to provide a particular leadership development training through SMART that no other AAPI-serving organization provides - one that allows for youth to literally secure a seat at the table with policy makers. SMART is based in a Popular Education approach that builds power from the bottom up and ensures that recommendations are directly responding to our AAPI communities' needs.

9. What is the expected impact of your service/program?

Research demonstrates that youth organizing is a powerful model – both in being a catalyst for needed policy changes that impact young people directly, and also in having a deep impact on young people themselves. As a SMART leader stated in a college scholarship application, “[SMART] has made a great impact in my community because having volunteered there for three years I noticed that students are more likely to do well in school and stay on track with their education just because they are surrounded by adults and teenager that care of each other.”

██████ work aims to create what we term “language justice,” a systemic change that takes the idea of equitable access to government benefits and programs for those who do not speak English as a primary language and expands this definition to assert the full participation of these individuals' voices, values, and bodies in the overall community. On a basic level, SMART creates opportunities for ELL immigrant students and families to create multi-lingual spaces in their schools, and for students to celebrate their racial, linguistic and cultural heritage. These are all necessary components to a quality education and student satisfaction – two stated priorities for DCPS, according to their 2015 Budget Plan.

The impact of having empowered ELL youth through SMART is gaining systemic changes that pertain to an improved public education system. As a result of SMART youth working with DCPS Chancellor Kaya Henderson in 2012, DCPS started offering an additional English and Math course for ESL students as part of its summer offerings - ten additional ELL students graduated on time in 2013 as a result!

In late 2014, the SMART youth leaders secured a meeting with DC City Council member David Grosso, who incorporated the recommendations developed by SMART into a Bill he introduced in February 2015: the “Language Access for Education Act of 2015”. On July 1, 2015, SMART youth members working with the DC Language Access Coalition that ██████ administers were successful in getting 70 individuals to testify, supportive of language justice in education. We anticipate that the Bill, recently unanimously cleared by the Council's Education Committee will result in increased specialized resources in District schools based on SMART's demands, including:

- 1) Signage with LEP/NEP Student and Parents' Rights;
- 2) Vital documents being translated into Asian languages, such as Individualized Education Plans (IEPs) for AAPI students requiring Special Education resources;
- 2) Bilingual and Culturally Competent staffing to work with AAPI students and families;
- 3) Improved and Increased Training for Teachers working with ELL students;
- 4) Language Access Liaisons to coordinate language services and administer the ELL Support Groups initiative that SMART had first proposed in 2012;
- 5) Improved enforcement, giving immigrant communities the ability to demand a fine be levied if a District agency fails to provide language access.

10. What are the practices your organization proposes to implement to address the need? How will your organization's practices create the desired impact? What innovative practice(s) will your service/program implement?

The impact on improved education for AAPI immigrant ELL students will come about as a result of four main activities that our SMART program member engage in:

- 1) Linguistically Appropriate Outreach to AAPI Students: Typically, this includes Know Your Rights workshops and Listening Circles. Know Your Rights workshops focus on the rights of immigrant students in DC, including protections that should be offered on the basis of the student and/or parent/guardian's race, ethnicity, language spoken, sexual orientation, gender, and income status. Specific emphasis is placed on the details of the DC Language Access Act of 2004 and DC's Language Access Program so that AAPI youth understand how to navigate the system and secure needed resources. During Listening Circles, AAPI youth are given an opportunity to respond to a number of discussion topics, as ██████ staff and Organizing Fellows document stories connected to the AAPI youth experience in District schools.
- 2) General Membership Meetings and Community Building Workshops: Membership Meetings and Community Building Workshops take place biweekly at

At these Workshops, AAPI immigrant youth are joined by Latino/a immigrant youth and African immigrant youth, forming a multi-ethnic and multi-lingual exchange. staff strengthen the leadership skills of the youth that attend by training them in how to access public services and benefits in DC, how decisions are made regarding public educations, and how to engage with decision-makers. Community Building opportunities are provided through social, cultural and artistic events designed to build the confidence and celebrate the identity of an AAPI immigrant youth that is not a native English speaker. AAPI ELL youth who are regularly attending workshops are invited to become a Student Multiethnic Action Research Team (SMART) member. As a member, they continue attending workshops and receive Community Service hours for participating in SMART. AAPI members who regularly attend General Membership workshops will increase their competence in conducting field-based research with their peers, interpreting local and national data regarding ELL education, connecting their lived experiences to needs for District education policy, producing media relating their experiences and such as photo essays and documentaries, info-graphics and community maps.

3) Leadership Development and Organizing Training: Every summer, organizes a unique 6-week Summer Institute for Student Organizing and invites up to 20 SMART members to join. Students who complete this intensive Organizing training are given an opportunity to conduct culturally and linguistically-appropriate outreach; facilitate meetings and work with interpreters; and create a platform of issues they find important.

4) Develop Recommendations & Share Policy Makers: SMART members develop strategies to share data they've collected from peers and educators at Hearings order to increase AAPI student voice in DC.

11. Who will you be collaborating with and what will each collaborator's roles be in the service/program?

If you are NOT collaborating with another organization, you may reply 'N/A' to this question.

N/A

12. How will your organization or collaboration plan to provide the service/program? What is your capacity to implement the service/program?

Please be sure to note at minimum your capacity, including human and financial resources, to implement the services/program.

One of key strategies to implement the SMART program is leveraging our relationships with teachers and counselors in DC Public Schools and Public Charter Schools, as well as with Community Based Organizations that serve AAPI communities in order to recruit SMART members. In addition, is able to provide the services that we do through SMART due to our proven capacity and success in the following skills and assets:

1) Collecting data from students, parents and educators through one-on-one interviews and community surveys. Conducted in a conversational format in Asian languages, SMART members' interviews have been our strongest asset when it comes to recruiting new members and developing relationships with policy makers.

2) SMART is able to conduct this outreach and expand its reach as a result of its partnership with other AAPI-serving community organizations, particularly the the members of the DC Language Access Coalition which administers. These include Asian American LEAD, Asian Pacific Islander Domestic Violence Resource Project (API/DVRP), Chinese Community Church, Chinese Community Center, Chinatown Community Cultural Center, API Senior Center, Mary's Center, Ayuda, OCA-DC and others.

3) MLOV's capacity to implement the program and address systemic education inequities faced by AAPI newcomer students in DC is enhanced through our partners in the word of education justice in particular, with the Washington Teachers Union and the American Federation of Teachers, along with other DC-based education focused parties such as Teaching for Change, Critical Exposure, DC Jobs with Justice, and Empower DC.

With regards to financial capacity to sustain SMART program, committed revenue for 2015 has come from Washington, DC based foundations such as the Hill-Snowdon Foundation, Cafritz Foundation, Hazen Foundation and Consumer Health Foundation, Beckner Fund, DC Diverse City Fund and also from the Ford Foundation. Local community partners including the members of the DC Language Access Coalition, and corporate partners comprise a percentage of revenue. is also securing revenue by providing trainings to other AAPI-serving organizations who seek to replicate our advocacy and organizing success.

Executive Director has focused on building the organization's individual donor and grassroots fundraising strategy through a number of strategies. Owing in part to a Capacity Building grant which received from the Mayor's Office on Asian and Pacific Islander Affairs, created a new, more effective Communications Strategy and materials which has increased its capacity to engage with individual donors. once again exceeded the budgeted Individual Donor income for the 2015 fiscal year as it did last year.

has also increased its capacity to document, through visual arts, our current campaigns in order to expand our reach and attract additional resources, thanks to the DC Diverse City Fund.

13. How will your organization or collaboration document, monitor, and evaluate the service/program, including outcomes or outputs to be achieved?

SMART will be evaluated based on the following outcomes and outputs which will be completed between January – September 2016: (a) New Partnerships are forged with 3 new service providers or community organizations working with AAPI communities in DC; (b) 35 AAPI youth become aware of their rights to not just live, but flourish and engage with the District's school system. (c) 3 AAPI SMART members will complete the 2016 Summer Institute for Student Organizing and receive intense training in civic engagement, public speaking, KYR training delivery, media production, cross-ethnic outreach methods, research tools, college readiness, community organizing, and other community leadership topics; (d) 3 AAPI youth meet with or testify in front of District policy makers about language barriers faced in schools; and (e) A mutli-lingual Orientation Fair for newcomer AAPI students will be organized with the leadership of SMART members, working with the Deputy Mayor of Education, Mayor's Office on Asian and Pacific Islander Affairs, and District educators.

These measurable targets have been incorporated into staff work plans which are reviewed on a weekly basis between staff and the Executive Director, allowing for regular monitoring and evaluation. The targets are also shared with SMART Leadership Team members are annual retreats, and are incorporated into Strategic Plan which is developed by Board of Directors, thereby increasing accountability towards successful implementation by the organization and program participants. The above stated outcomes and outputs have been further detailed, including an intended timeline, in the attached Work Plan and Performance Plan.

A deeper evaluation of the effectiveness of our training and the development of empowered AAPI youth leaders through SMART will be completed by examining the following questions using the suggested evaluation tools listed below. These evaluation measures were developed and shared in the report "Getting to Outcomes" by Communities for Public Education Reform (CPER) and are used as a Best Practice by programs such as SMART:

1) Do leadership and membership demonstrate civic engagement and organizing skills? Success towards this Transformative Outcome will be evaluated by observing at planning meetings and public events, interviewing staff & members, and reviewing internal documents.

2) Do education policy makers acknowledge SMART as an expert on ELL education? Success towards this Systemic Outcome will be evaluated by observing at public events, interviewing external stakeholders, and reviewing media.

3) Can our SMART members and staff effectively use diverse communications techniques? Success towards this Capacity Building Outcome

will be evaluated by observing websites and ethnic media, and by reviewing SMART-produced material and messaging.

14. How/Why is your organization or collaboration uniquely positioned to implement this service/program?

SMART is currently the only such student organizing body in the District, SMART provides creating a unique opportunity to create lasting improvements in public education for low-income AAPI students, by low-income AAPI students. SMART is uniquely qualified to host a program for Asian American and Pacific Islander youth to address injustices they experience in schools due to 1) the skill set and competencies of our staff and SMART Organizing Fellows; 2) our five year history of working directly with DC's Limited- and Non-English Proficient (LEP/NEP) AAPI immigrants in a culturally and linguistically appropriate way towards positive policy change; and 3) the unique positioning of our Coalition being legally designated as the official third party consultative entity to DC government on language access. These qualifications have led SMART to numerous examples of our success, evident in both the individual transformational change within AAPI youth as well as the policy changes brought about as a result of our SMART members' work with DC City Council and DCPS Administrators.

SMART is led by a youth Leadership Team that is culturally and linguistically equipped to represent the AAPI ELL population in DCPS. They have demonstrated their leadership skills through SMART and other extracurricular activities. In exchange for their leadership throughout the year, each Student Leader receives Community Service Hours and are recognized as part of SMART staff. SMART staff are all first or second generation immigrants whose first language was not English. Over the past year, due to our multi-lingual staff, Leadership Team and volunteers, SMART has conducted trainings to over 150 community members in at least three of the major AAPI languages spoken in DC, as our outreach team and SMART members include fluent speakers of Mandarin, Vietnamese, Cantonese, and Burmese. Our current AAPI student members have gone on to join the Mayor's Youth Advisory Committee and testify multiple times at City Council hearings and town halls – thus, SMART is creating a pipeline of young AAPI leaders, imbued with a sense of civic responsibility to the District's immigrant communities.

SMART is led by Executive Director SMART a multilingual South Asian native to DC who has 10 years of experience internationally and domestically managing research and organizing programs with marginalized communities. SMART is a locally and nationally recognized leader in Asian and Pacific Islander and immigrant spaces, primarily in the areas of language access and LGBTQ rights. She was first appointed by Mayor Gray in 2013 as a Commissioner for Asian and Pacific Islander Affairs, a commitment that was renewed under Mayor Bowser in February 2015. SMART speaks Spanish and English in addition to her native languages of Hindi/Urdu, Gujarati and Marathi. SMART regularly speaks on language access and shares the impact of SMART work for potential replication outside the District.

Budget

Budget Summary

	Salary/Hrly Rate OR Unit costs	% of Time OR # of Units	Total	Narrative
PERSONNEL				
Executive Director	\$ 50,000	5%	2,500	The Executive Director provides Supervision to the Community Organizer
Community Organizer	\$ 42,000	33%	13,860	The Community Organizer is the lead on the SMART program.
	\$			
	\$			
	\$			
Fringe Benefits	\$ 500	2	1,000	Fringe employee benefits include medical insurance coverage.
Personnel Total	\$ 92,500	2	17,360	
NON PERSONNEL				
Travel and Transportation	\$ 5	100	500	Travel to schools, CBO sites conduct Culturally and Linguistically Appropriate Outreach, 100 trips total for entire SMART Leadership Team via local transportation.
Supplies	\$ 250	1	250	Order of Chart paper, markers, and other Office Supplies for 9 trainings
Equipment	\$ 690	1	690	Audio-visual equipment for documentation of interviews with AAPI youth and families
Consultants/Contractors	\$ 10	10	1,000	Interpretation and Translation costs for 10 hours
Communications	\$			
Printing/Copying	\$ 3	100	250	Printing/Copying of 100 SMART educational materials
Training	\$ 600	2	1,200	SISO Facilitators stipend for 2 Facilitators
Operating Expenses	\$			
Indirect Cost/Overhead	\$		3,750	D&O Insurance costs, Accountant stipend, Communications intern stipend.
Non Personnel Total	\$ 1,558	214	7,640	

Total	\$ 94,058	216	25,000
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Staffing Plan

Name	Position Title	Filled	Vacant	% of Effort	Start Date mm/dd/yy
1	Executive Director	Ⓟ	Ⓟ	5%	8/1/2010
2	Community Organizer	Ⓟ	Ⓟ	33%	10/25/2013
3		Ⓟ	Ⓟ		
4		Ⓟ	Ⓟ		
5		Ⓟ	Ⓟ		
6		Ⓟ	Ⓟ		
7		Ⓟ	Ⓟ		
8		Ⓟ	Ⓟ		
9		Ⓟ	Ⓟ		
10		Ⓟ	Ⓟ		
11		Ⓟ	Ⓟ		
12		Ⓟ	Ⓟ		
13		Ⓟ	Ⓟ		
14		Ⓟ	Ⓟ		
15		Ⓟ	Ⓟ		
Total				0	0

Work Plan

	Description of Task/Activity	Responsible Person and/or Organization	Start Date mm/dd/yy	Completion Date mm/dd/yy
1	Linguistically Appropriate Outreach to AAPI Students	Community Organizer, █████ Youth Organizing Fellows	1/4/2016	9/30/2016
2	General Membership Development and Community Building	Community Organizer	1/8/2016	5/20/2016
3	Skills Building and Leadership Development	Community Organizer, █████ Youth Organizing Fellows, SISO Facilitators	7/1/2016	9/30/2016
4	Development of Recommendations	Executive Director, Community Organizer, SMART Leadership Team	1/4/2016	9/30/2016
5	Sharing Recommendations with Policy Makers	Executive Director, Community Organizer, SMART Leadership Team	1/4/2016	9/30/2016
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Total				

Performance Plan

	Performance Measures	1st Qtr Target	2nd Qtr Target	3rd Qtr Target	4th Qtr Target	Comment
1	Outreach - Listening Circles completed with AAPI youth		1	2	3	Quarterly Listening Circle to be completed in the language(s) of the AAPI students participating
2	Outreach - KYR Trainings completed with AAPI youth/families		1	2	3	Quarterly Know Your Rights Trainings to be completed in the language(s) of the AAPI students/family member participating

3	Membership Development - Number of AAPI youth/family members trained in Language Access rights	10	20	30	AAPI youth and family members to be trained in Language Access rights using Culturally Competent curriculum produced by [REDACTED]
4	Membership Development - Number of AAPI youth recruited	1	5	10	AAPI youth identified, consistently coming to General Membership meetings, and receiving Community Service hours for participation with SMART
5	Membership Development - number of AAPI partner groups engaged around Language Access	1	2	3	Total of 3 new partner organizations to be identified for SMART to work with regarding language access in schools
6	Leadership Development - Number of AAPI youth completing SISO			2	AAPI youth member identified and participated in 6-week Summer Institute for Student Organizing using unique curriculum designed by [REDACTED]
7	Leadership Development - Number of AAPI youth in Leadership Team			2	Upon successful completion of SISO, AAPI SMART Member would be selected to join Leadership Team
8	Development & Sharing of Recommendations - Number of AAPI youth met with policy makers			2	AAPI Leadership Team members that would meet with DCPS or PCSB Administrators, City Council members, or members of the Mayor's team.
9	Development and Sharing of Recommendations - Number of AAPI-specific testimonies shared about Language Access in schools through media or in hearings	3		3	3 testimonies presented by AAPI youth/regarding AAPI youth experiences at Oversight hearings in the Spring; 3 stories shared by end of SISO with local media
10	Development & Sharing of Recommendations - Number of SMART-developed Recommendations adopted through Policy Change			2	At least 2 of the amendments included in the Language Access for Education Act would reflect recommendations in line with SMART platform.
Total		0	17	31	60

Documents

Documents Requested *

Audited financial statements and/or most recent 990 and/or cash flow statements for 2014 and year-to-date.

Staff Job Descriptions

Relevant Staff Resumes

Nonprofit Corporation Status - copy of IRS determination letter. [Note: Letter must be current at date of application.]

Certificate of Exemption from DC Office of Tax and Revenue

Basic Business License from Department of Consumer and Regulatory Affairs [Note: License period must be current at time of application.]

Organizational and Program Charts

Current board list with names, affiliation, and contact information.

Memorandum of Agreement/Understanding, if applicable

Program related materials, if applicable

Agency brochures or program materials, if applicable

Evaluation tools, if applicable

Certifications

[download template](#)

Assurances

[download template](#)

Collaborative Partner Materials, if applicable

Required?

Attached Documents *

[Resubmitted 990 without password](#)

[ED Job Description](#)

[Community Organizer Position Description](#)

[\[REDACTED\] Resume](#)

[\[REDACTED\] Resume](#)

[IRS 501c3 Determination Letter](#)

[OTR Certification of Exemption](#)

[Business License](#)

[\[REDACTED\] Org Chart](#)

[Board List](#)

[SMART Platform](#)

[\[REDACTED\] Case Statement](#)

[Language Access for Education Act of 2015](#)

[Getting to Outcomes](#)

[Logic Model](#)

[Signed Certifications](#)

[Signed Assurances](#)

Certificate of Good Standing/ "Clean Hands": The community-based organization is currently registered in good standing with the DC Department of Consumer & Regulatory Affairs, Corporation Division, and the Office of Tax and Revenue.



[Certificate of Good Standing](#)

[Clean Hands](#)

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