FAMU SMART Academies – Project Narrative

1. Scope of Work

The Florida A&M University (FAMU) recognizes the significant impact of a partnership with the Florida A&M University Developmental Research School (FAMU DRS) with the general purpose to embrace the opportunity to positively influence student performance through the establishment of Science, Mathematics, the Arts, Reading and Technology (SMART) Academies. The goals of SMART Academies are to offer afterschool and summer programming for students enrolled at FAMU DRS who: (1) are in grades 3-12, identified as low performing based on a score of Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT); (2) receive services through Exceptional Student Education (ESE) program; and (3) are identified as English Language Learners (ELL). In the event the number of students in the targeted grade levels (3 – 12) is less than the projected 100 participants, enrollment into SMART Academies will be extended to students in grades one and two who performance on the Stanford 10 is at or below 40%. FAMU SMART Academies’ program design is to: (1) increase the number of African-Americans graduating from high school; (2) improve the academic performance of at-risk students, specifically in the areas of science, mathematics, reading and technology; and (3) facilitate at-risk students’ admission to college, with specific attention given to encouraging them to pursue a career in education. FAMU SMART Academies will offer academies that focus on the areas of science, mathematics, reading and technology. The Arts, visual, performing and culinary, will be infused into each academy session. SMART Academies will provide opportunities that will address the academic needs of the students through project-based activities, homework assistance, tutoring, field experiences and career exploration through job shadowing.
Homework assistance and tutoring will be provided by students enrolled at Florida A & M University’s College of Education and other colleges within Florida A & M University and members of the faculty at FAMU. FAMU SMART Academies intended contribution to the community to be served will include intergenerational activities for families of participating students that will enhance families’ ability to facilitate academic achievement, personal growth and physical fitness. FAMU SMART Academies will provide services after school during the academic year and all day during the summer.

Florida A&M University is committed to securing resources to sustain the 21st CCLC services established by this project. The FAMU SMART Academies activities will be housed at FAMU Developmental Research School (FAMU DRS). FAMU DRS will continue to provide facilities in support of any program that will increase the achievement of its students. After funding through the 21st CCLC project, the structure and program established through SMART Academies will be infused into after-school activities funded through the FAMU DRS for a minimum of four (4) days per week. Further, FAMU DRS will continue to seek funding to support such efforts. Project administration will work with local community partners, state and local officials and the FAMU DRS to identify local and private funds to sustain the program beyond Year 5. Other state and federal funding will also be pursued to continue the services provided through the SMART Academies project. The FAMU embraces the fact that through education the lives of youth can be positively impacted.
2. **Principles of Effectiveness**

Based on the 2012-2013 prior year *Periodic (Formative) Evaluation*, FAMU SMART Academies’ current application reflects changes as a result of the formative evaluation report. Based on the Formative Evaluation report, FAMU Smart Academies’ overall concept of the project will greatly improve academic performance, family involvement and health and wellness of participating students and their families, thereby strengthening the students’ performance in the program and/or services provided. While the project has made significant strides towards meeting its goals, the following recommendations were noted in the Formative as critical to project performance. **(1)** The Principal investigator, project director and project staff will continue to work collaboratively to encourage student enrollment, participation and retention. This recommendation will be addressed by expanding enrollment to include students in grades one through twelve for the 2013-2014 project year. **(2)** University leadership, project leadership and school administrators will work to improve communication so that access to facilities does not impede program operations. The project successfully identified and employed one of the teachers who worked as a teacher at the school during the regular school day. The teacher’s immediate availability helped to improve access compared to the 2011-2012 school year; however, there were challenges when accessing other areas of the school. **(3)** The principal investigator and projector director will work collaboratively to establish a calendar of events that aligns with the school’s activities’ calendar in order to maximize opportunities to engage parents and families. The project experienced an increase in parent/family participation during the 2012-2013
school year. The increase was particularly noted during the Spring when fewer extracurricular activities were held. (4) The project director and site coordinator to ensure accurate documentation of attendance of all participants. (5) The project director and site coordinator will work collaboratively to secure performance data for all participants and will maintain portfolios which will document participation, progress and performance. (6) The principal investigator, project director and University leadership will work collaboratively to ensure that instructional materials are secured in a timely manner in order to be available for teachers to utilize. (7) Project staff will implement project-based learning units to reduce the “classroom-like” instruction, increase student engagement and to meet the requirements of the 2013-2014 Request for Application. The academy will continue to ensure: 1) assessment of objective data regarding the need for before and/after school programs (including during summer recess periods) and activities in the schools and communities are achieved; 2) an established set of performance measures are aimed at ensuring the availability of high quality academic enrichment opportunities; and 3) appropriate program implementation centered on scientific-based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards

3. **Program Fees and Program Income**

FAMU SMART Academies program offer academic assistance and enrichment to low-income students and their families. No fees are charged to participate in the academy. All students are provided homework assistance, tutoring, field experiences and career exploration through job shadowing at no cost.
4. **Student Safety**

SMART Academies program operates in a safe environment, supervised by well-trained and caring staff on the campus of FAMU DRS. All after school activities are held immediately at the close of school each day during the week and summer programming operates on the campus of FAMU DRS. (The program’s start times are staggered to accommodate the staggered ending times for the school.) The Site Coordinator will be visible and readily available throughout all activities. The facility has cameras and Sonitrol monitoring to ensure safety. The University Police Department also assists with campus safety by regularly patrolling the DRS area. Participants’ safety is ensured during on and off-site activities, as well as to and from the center. Student attendance documented at the beginning of the program and each participant must register by signing in. At initial registration, students will receive identification badges which must be worn at all times. Teachers/tutors in each session must take attendance. At the close of the program, students must also be signed out by the responsible adult listed on the enrollment form which must completed prior to student participation. Identification badges must be turned in so that they are available for the next day. Summer sessions follow the same procedures. For off-site and/or extra-curricular activities, participants are provided an identification t-shirt so that they can be easily recognized. Shirts must be worn to all off-site activities. Attendance is taken prior to departure, upon arrival at destination, upon departure from destination and upon arrival after the field experience. Further, teachers/tutors are assigned small groups of participants for which they will serve as chaperones while on the experience. All persons employed and/or contracted
to provide services through SMART Academies will be required to obtain Level 2 clearance in accordance with the *Jessica Lunsford Act*. Clearance documentation are maintained by the Site Coordinator. Criminal background checks will be the fiscal responsibility of the individual seeking employment. Individuals will not be employed nor contracted without such clearance. All positions will be advertised with job requirements, including licensure and certification, clearly indicated. In the case where more than one person makes application, an interview committee will be established to select the best qualified candidate for the position. Prior to selection and/or interview, all licensure/certification will be reviewed. References will be called upon the selection of an applicant but before hire. Only persons properly certified, where applicable, will be hired. Students currently attending the target school must be transported to school via personal vehicle, public transportation or school bus. It is anticipated that the same population will participate in the SMART Academies during the summer session. Since the afterschool activities will occur on school site, transportation to services is not an issue. Parents will be required to provide transportation to the homes at the close of the program. SMART Academies will contract transportation services for field experiences through commercial companies that are trained and certified to provide transportation. During the summer session, parents will be required to provide transportation to and from the program.

5. **Academic and Personal Enrichment**

5.1 **Project Goals**
The Florida A&M University (FAMU) recognizes the significant impact of a partnership with the Florida A&M University Developmental Research School (FAMU DRS) with the general purpose to embrace the opportunity to positively influence student performance through the establishment of Science, Mathematics, the Arts, Reading and Technology (SMART) Academies. The goals of SMART Academies are to offer afterschool and summer programming for students enrolled at FAMU DRS who: (1) are in grades 3 -12, identified as low performing based on a score of Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT); (2) receive services through Exceptional Student Education (ESE) program; and (3) are identified as English Language Learners (ELL). In the event the number of students in the targeted grade levels (3 – 12) is less than the projected 100 participants, enrollment into SMART Academies will be extended to students in grades one and two who performance on the Stanford 10 is at or below 40%. FAMU SMART Academies’ program design is to: (1) increase the number of African-Americans graduating from high school; (2) improve the academic performance of at-risk students, specifically in the areas of science, mathematics, reading and technology; and (3) facilitate at-risk students' admission to college, with specific attention given to encouraging them to pursue a career in education. FAMU SMART Academies will offer academies that focus on the areas of science, mathematics, reading and technology. The Arts, visual, performing and culinary, will be infused into each academy session. SMART Academies will provide opportunities that will address the academic needs of the students through project-based activities, homework assistance, tutoring, field
experiences and career exploration through job shadowing. Homework assistance and tutoring will be provided by students enrolled at Florida A & M University’s College of Education and other colleges within Florida A & M University and members of the faculty at FAMU. FAMU SMART Academies intended contribution to the community to be served will include intergenerational activities for families of participating students that will enhance families’ ability to facilitate academic achievement, personal growth and physical fitness. FAMU SMART Academies will provide services after school during the academic year and all day during the summer.

5.2 Objectives

All instruction will be provided by teachers who hold Florida issued certification. Baseline data for each of the identified areas will be collected and maintained by the Site Coordinator. Assessment data will be monitored to ensure student progress. Individual Learning Plans will be developed to ensure that individual needs are being addressed and progress towards meeting those areas identified as challenge areas for students will be communicated with parents on a monthly basis. All classes will have no greater than a 10:1 student to teacher ratio. The reading module will focus on developing an appreciation of literature and strengthening reading skills. The curricular materials used will offer focused, flexible and complete lessons with assessment to monitor progress. Aligned with the Next Generation Sunshine State Standards, the materials are ideal for the Academy as it allows for easy adaptation and differentiated instruction. The implementation of Project-based Learning units will facilitate the infusion of Common Core State Standards.
**Objective 1** – By the end of the 2013-2014 project year, 70% of regularly participating students (attending the program 30 days or more) will show improvement in reading as demonstrated by such measures as FCAT, weekly assessments (including pre- and post tests), report card grades and computer-assisted instruction/assessment.

**Objective 2** – By the end of the 2013-2014 project year, 70% of regularly participating students (attending the program 30 days or more) will show an increase in the number of books read as demonstrated by such measures as reading logs and Accelerated Reader reports.

**Objective 3** – By the end of the 2013-2014 project year, 70% of regularly participating students (attending the program 30 days or more) will show improvement in math as demonstrated by such measures as FCAT, weekly assessments (including pre and post tests), report card grades and computer-assisted instructional assessment.

**Objective 4** - By the end of the 2013 – 2014 project year, 70% of regularly participating students (attending the program 30 days or more) will show an improvement in science as demonstrated by such measures as weekly assessment (including pre and post tests), report card grades and computer-assisted instruction.

**Objective 5** – By the end of the 2013-2014 project year, 70% of regularly participating students (attending at least 30 days) will improve behaviors in health wellness as demonstrated by such measures as pre-, mid- and post
attitudinal surveys and organized wellness checks (Presidential Fitness Program).

**Objective 6** – By the end of the 2013-2014 project year, 60% of regularly participating students (attending at least 30 days) will participate in 70% of health expos hosted during Academy Showcases as demonstrated by such measures as sign-in sheets and surveys.

**Objective 7** – By the end of the 2013-2014 project year, 60% of regularly participating students (attending at least 30 days) adult family members will participate in at least three (3) trainings to include parenting, financial planning, career development and/or topics determined by surveys conducted to identify the needs of parents and their families, as demonstrated by such measures as sign-in sheets and surveys.

**Objective 8** – By the end of the 2013-2014 project year, 60% of regularly participating students' adult family members will participate in at least three (3) special programs as demonstrated by sign-in sheets and surveys.

### 5.3 Project-based Learning Units Description

The Project-based Learning Units planned for SMART Academies will focus on infusing the Common Core State Standards into the 21st CCLC program. The four units are (1) Back In The Day, (2) Choose Your Own Adventure, (3) Who Wants To Be A Millionaire and (4) Plant Tropism. The foci of the units are English Language Arts and Math; however, social
studies and science skills are embedded. Reading instruction will occur daily throughout the project year for a minimum of forty (40) minutes per day. Instruction will be facilitated by a highly effective teacher and reinforcement will be facilitated by a highly effective tutor. Reading and writing instruction will be delivered through the implementation of Academic Workout Kits published by Curriculum and Associates and Reading Intervention Kits by SRA-McGraw. Computer-assisted instruction will be facilitated Using data from the most recent state assessment, each module will be designed to address the areas of deficiency as evidence by the results and aligned with the Next Generation Sunshine State Standards. Instruction will be delivered through research-proven curricula materials and opportunities to apply skills will be a regular part of instruction. The implementation of Project-based Learning units will facilitate the infusion of Common Core State Standards. Science and math curricular materials will be provided from Science and Math Informal Learning Educators (SMILE). Funded by the National Science Foundation, SMILE provides online activities designed specifically for out of school settings. To align with the requirement to utilize Project-based Learning activities, the project will also implement Design Squad which is designed to teach engineering designs through hands-on challenges. The math curriculum reinforces core math skills with focused instruction and practice to ensure proficiency. Teachers will utilize pacing charts and lesson plans to provide targeted and scaffold instruction. Assessments are built in to
track student progress and mastery. Lab experiences will be offered weekly and students will conduct investigations using the scientific method and make inferences in order to sharpen their skills as scientists. through the use of Brain Child, Study Buddies and FCAT Explorer. This instruction will serve as a precursor to each unit.

5.4 Proposed Schedule

Florida A&M University is committed to securing resources to sustain the 21st CCLC services established by this project. The FAMU SMART Academies activities will be housed at FAMU Developmental Research School (FAMU DRS). FAMU DRS will continue to provide facilities in support of any program that will increase the achievement of its students. After funding through the 21st CCLC project, the structure and program established through SMART Academies will be infused into after-school activities funded through the FAMU DRS for a minimum of three hours per day, four (4) days per week for the Academic Year and six hours per day for the Summer program. The project will open September 16, 2013 or immediately after notification of award and will end the Academic Year program May 23, 2014. The summer program will operate June 9, 2014 through July 18, 2014.

6. Adult Family Member Services

The greatest determinant of a child's success in life is not the level of education or the economic status, but rather it is whether the parent is involved in the educational process. Parental involvement is significantly lower for those students identified as low-
achieving as compared to students meeting state standards. SMART Academies will utilize SMART sessions and Academy Showcases to provide intergenerational activities and parenting workshops to address parental involvement. To recruit parents/families of participating students, SMART Academies will survey parents to find out their interests and needs. Based on the surveys, parent workshops will be designed. The workshops will be delivered during Academy Showcases, as it is at this time that student participants will showcase their projects through presentations. Parenting workshops will be delivered by a consultant whose program for parental involvement, DLOPI, is recognized by the State of Florida as a highly-effective parent involvement model. Only adult family members of participating students will be served. Project director/principal investigator will continue to work collaboratively in active recruitment of students and staff to meet the required number of participants as specified in the proposal. Program enrollment will be expanded to offer participation to students grades one through twelve. DRS “Parent communication System” for informing parents of program activities will be utilized to assist with regularly communicating with parents. Calendars of events and special parent and student events at DRS will be aligned with SMART Academies scheduled evenings and summer activities.

7. **Evaluation Plan**

The Project Director, collaboratively with the Project Leadership Team and External Evaluator, will monitor the progress of the project on an ongoing basis. The Principal Investigator will also participate in monitoring to ensure compliance and fidelity of program implementation.
7.1 Evaluation Questions

A. What percentage of the regularly participating students showed improvement in reading performance after participating the FAMU SMART Academies? (Also, evaluate performance in math and science)

B. What percentage of the regularly participating students demonstrated improved behaviors relative to health and wellness?

C. What percentage of families of regularly participating students increased the level of active participation in activities that impact student academic performance?

7.2 Evaluation Strategy

The external evaluator has comprehensive knowledge in monitoring and evaluating federal programs and has provided evaluation services for a number of education projects. Both announced and unannounced site visits will be conducted by the external evaluator in order to gain authentic data on program activities and implementation. After each visit, the evaluator will conference with the project staff and leadership team as a debriefing, to ask further questions, clarify information and gather further information. This conference will also be an opportunity for staff to provide evidence to support implementation strategies.
The external evaluator will conduct and provide both a formative and summative evaluation. The formative evaluation will be based on Impact Indicators Worksheets (IIW) which will include the project's goals, objectives, required activities and timeline. The IIW will be used by the Site Coordinator to progress monitor and will serve as the foundation for Academy Reports (submitted to the Principal Investigator bi-monthly.) The External Evaluator will also make presentations to the Advisory Committee in an effort to monitor progress and document success. The summative evaluation will be conducted at the end of the school year and will include FCAT scores of participating students, attendance data and project activities' records. Indicators considered for the summative evaluation will include: (a) student enrollment, (b) student attendance, and (c) activities provided. The impact of the project on student academic performance will be assessed through a comparison of the performance of participating students to the performance of comparable, non-participating students. Such data will be provided by the collaborating school partner.

7.3 Data Collection Process

Both announced and unannounced site visits will be conducted by the external evaluator in order to gain authentic data on program activities and implementation. After each visit, the evaluator will conference with the project staff and leadership team as a debriefing, to ask further questions, clarify information and gather further information. This conference will also be an opportunity for staff to provide evidence to support implementation strategies. The external evaluator will conduct and provide both a formative and summative
evaluation. The formative evaluation will be based on Impact Indicators Worksheets (IIW) which will include the project's goals, objectives, required activities and timeline. The IIW will be used by the Site Coordinator to progress monitor and will serve as the foundation for Academy Reports (submitted to the Principal Investigator bi-monthly.) The External Evaluator will also make presentations to the Advisory Committee in an effort to monitor progress and document success. The summative evaluation will be conducted at the end of the school year and will include FCAT scores of participating students, attendance data and project activities' records. Indicators considered for the summative evaluation will include: (a) student enrollment, (b) student attendance, and (c) activities provided. The impact of the project on student academic performance will be assessed through a comparison of the performance of participating students before participation in the project to their performance after participation. Such data will be provided by the collaborating school partner. Parents and families will be survey at the start of the project and again at the end of the project to gauge both attitudes and skills. Further, each activity will include pre- and post evaluations to assess the effectiveness of the activities. The project leadership will make adjustments as suggested through the recommendations of the Formative Evaluation. Further, areas of improvement noted during walk throughs, will be shared at debriefing conferences and adjustments in implementation will be considered.

7.4 Analytic Methods
Qualitative data, relative to attitudes, ideals and behaviors will be analyzed using content analysis. Quantitative data will be tallied using Excel spreadsheets and other electronic media.

7.5 Sharing Findings

The Impact Indicators Worksheets will be used by the Site Coordinator to progress monitor and will serve as the foundation for Academy Reports (submitted to the Principal Investigator bi-monthly.) The External Evaluator will also make presentations to the Advisory Committee in an effort to monitor progress and document success. Both the Formative and Summative Evaluations will be posted on the website of Florida A & M University and will be accessible through the school’s website.

9. Dissemination Plan

Program brochures and fact flyers will be disseminated through the partner school, FAMU DRS. Cooperating organizations, businesses, community organizations and faith-based assemblies will be asked to disseminate information regarding the program. The brochure will be updated annually to include real-time project data. Brochures will also be placed in the school office and strategically on the university campus for successfully. Presentations will be made during Open Houses at the beginning of the school year and brochures will be disseminated at these presentations. Other presentations will be made at churches, civic clubs and PTA meetings. The project will
maximize the use of the media to include local newspapers to inform the community of the SMART Academies' activities and availability.

A SMART Academies web link will be posted on the web page at the DRS and Florida A & M University. The link will contain general information about SMART Academies 21st CCLC project, as well as monthly updates on the activities in which participants and their families are engaged. An activities calendar will also be shared via the link. FAMU and the DRS will work collaboratively to develop and maintain the web link, through the Principal Investigator/Program Director and the Site Coordinator. The link will be active no later than one month after notification of the award.