Section 5: Scope of Work/Narrative

5.1 Project Abstract

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 K-12, identified as low performing based on a score of Level 1 or Level 2 on the Florida Standards (FSA) or identified state assessment; (2) are identified as Exceptional Student Education (ESE); or (3) are identified as English Language Learners (ELL).

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. The project will focus on the areas of science, mathematics, reading and technology. The Arts, visual, performing and culinary, will be infused. SMART Academies will address academics through project-based activities, homework assistance, tutoring, field experiences and career exploration. Homework assistance and tutoring will be provided by students enrolled at FAMU College of Education and other colleges within FAMU, and members of the faculty at FAMU. FAMU SMART Academies intended contribution to the community 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 Continuing Improvement

FAMU SMART Academies' leadership team is committed to ensuring that the academic, social and emotional needs of its participants and their families are met and whole-heartedly embraces the spirit of the 21st Century Community Learning Center’s purpose. The team works to ensure that frequent and timely observations and reviews are conducted so that the fidelity of the project is preserved. Being in its second cycle of funding, the project has elected to continue to undergo both formative and summative reviews. The project leadership has found that the feedback received after the reviews are invaluable and help to strengthen the services provided to the targeted population. The most significant change noted in the project as a result of the Summative Evaluation is the implementation of project-based learning units. Program administration and staff work diligently to collaborate with regular day faculty and staff in an effort to ensure that program activity is aligned with regular day activity. The ultimate goal of SMART Academies is to improve student achievement. Additionally, parents have requested the assistance of the highly-effective staff to ensure that students have completed their homework as by the time they leave the FAMU SMART Academies, little time is left at home for homework. To this end, SMART Academies’ staff continues to support regular day activities by providing homework assistance and tutoring that is somewhat traditional. Due to the fact that students participating in the program have academic challenges, it is imperative that structured homework and tutoring sessions remain in effect.

To address the project-based learning requirement, SMART Academies has restructured its day such that one hour to 1.5 hours is dedicated to the implementation of project-based learning activities. As identified in the evaluation, participants are more engaged and focused on the projects.
5.3 Program Evaluation

5.3.a Evaluation Plan

The Project Director and Site Coordinator, collaboratively with the External Evaluator, will monitor project implementation on an on-going basis. The Principle Investigator will also participate in monitoring to ensure compliance and fidelity of program implementation. 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, submitted annually and summative evaluation to be submitted in years 2 and 5. The formative evaluation will be based on Impact Indicators Worksheet (IIW) which will include the project’s goals, objectives, required activities and timeline. The IIW will be used by the Site Coordinator for progress monitoring and will serve as the foundation for Academy Reports (submitted to the Principle Investigator at the end of nine-weeks). The summative evaluation will be conducted at the end of the project years 2 and 5 and will include performance data from Stanford 10 and the new Florida Standards Assessment (FSA), 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.

5.3.b Measureable Objectives and Assessments

The project has elected to follow the 2018-2019 model as identified in the draft application.

**Academic Assessment.** The project will seek to improve performance to a satisfactory level in the academic areas of reading, mathematics and science for each grade span served (K-12). (The language will be determined by the dropdown menu available to applicants.)

**Reading/Literacy.** By the close of the 2018-2019 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 Stanford 10 or FSA, weekly assessments or report card grades.

**Mathematics.** By the close of the 2018-2019 project year, 70% of regularly participating students (attending the program 30 days or more) will show improvement in mathematics as demonstrated by such measures as Stanford 10 or FSA, weekly assessments or report card grades.

**Science.** By the close of the 2018-2019 project year, 70% of regularly participating students (attending the program 30 days or more) will show improvement in science as demonstrated by such measures as Stanford 10 or FSA, weekly assessments or report card grades.

**Personal Enrichment – Healthy Eating and Physical Activity.** By the close of the 2018-2019 project year, 80% of regularly participating students (attending the program 30 days or more) will gain knowledge in health/wellness strategies as demonstrated by pre and post surveys.
**Personal Enrichment – Personal Enrichment – The Arts and Culture.** By the close of the 2018-2019 project year, 80% of regularly participating students (attending the program 30 days or more) will gain or expand knowledge in the art and culture of African-Caribbean Dance (movement and theory) as demonstrated by pre and post surveys and performance.

**College/Career-readiness.** By the end of the 2018-2019 project year, 70% of regularly participating students (attending 30 days or more) will have identified careers that match their interests as demonstrated by completed interest survey maintained in participants’ portfolios.

5.4 Partnerships, Collaboration & Sustainability

5.4.a Community Notice. FAMU Developmental Research School’s (DRS) “Parent communication System” for informing parents of program activities should be consistently utilized to assist with regularly communicating with parents. 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, the approved grant application, as well as monthly updates on the activities in which participants and their families are engaged.
5.4.b Advisory Board. SMART Academies will establish an Advisory Board as required of 21st CCLC grantees, comprised of students, teachers, parents, and members of community agencies and businesses. The Advisory Board will meet quarterly, with the initial meeting scheduled immediately upon notification of award. The primary function of the Board will be to support the goals and objectives of the project by providing insight, advice and guidance relative to the project and its activities. The Advisory Board will serve as focus group for marketing, recruiting and supporting the project. Members of the Advisory Board will not be compensated as restricted by federal regulations.

5.4.c Collaboration with Private School. There are currently no participating private schools within the service area.

5.4.d Partnerships. Community partnerships will play an integral role in helping to meet the goals and objectives of the project. Such partnerships will provide practical opportunities for students to apply skills gained through their enrollment in FAMU SMART Academies. Attachment 9g indicates the proposed partners for this project.

5.4.e Collaboration with the Regular School Day. The project further proposes to establish and maintain communication among program staff with school day staff to support individual student educational development and to receive teacher feedback on student needs and documentation of collected baseline data. This collaboration will ensure that the project continues to supplement daily instruction. The project has established a rapport with the participating school administration that ensures support of the goals. Monthly meetings will be held to ensure transparency. Additionally, informal conversations between the project director, the site coordinator and the participating school will be held frequently. Employing teachers from the participating school will enhance communication between both regular-day teachers and parents. The project’s organization and staffing is designed to ensure effective
communication and guarantee collaboration. *SMART Academies* will be staffed with a project director, a site coordinator, ten (10) teachers, five (5) mentors/tutors, and three (3) Experts in the Fields. The enrollment process will include an Enrollment Agreement, completed by parents, which will serve as parental consent for release of information. Released information will include student academic data, test data, disciplinary records and attendance records. Upon enrollment, student performance data will be reviewed to determine specific learning needs and Individual Learning Plans (ILP) will be developed to address those needs, specifically in the areas of reading, math and science. The data to develop the ILP will be obtained by the site coordinator from the school and the ILP will be developed by the teacher to whom the student is assigned and reviewed by a chief consultant. The project director of the SMART Academies will provide the requisite statewide evaluation data as requested. Progress monitoring of student performance will be conducted bi-weekly and progress reports will be submitted to the site coordinator. Copies of the progress report will be provided to the parents and principal, who will distribute to the appropriate regular-day teachers on a bi-weekly basis. Students’ parents and teachers will receive copies of each ILP and instruction will be aligned with the Florida Standards for mathematics (MAFS) and reading (LAFS).

**5.4.1 Sustainability.** Project administration will work with local community partners, state and local officials and the Florida A & M University 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* program. Through the collaboration with school day staff, the project will seek to continue student enrollment and will work with school-sponsored events and programs to institutionalize the strategies implemented during FAMU SMART Academies. The project will align its practices with those of other intervention programs such as those funded through Title I.

**5.5 Program Plan**
5.5.a Recruitment and Retention. To affect change, the project must recruit and retain participants. Students meeting the following criteria will receive priority enrollment. (1) enrolled in grades K-12 at FAMU DRS; (2) scored below grade level on standardized tests; (3) failed to meet the standardized test graduation requirement; and/or (4) repeated a grade. Test data from the school will be reviewed to validate information provided on the application for enrollment. The project director and site coordinator will announce the availability of services through the 21st CCLC project by distributing flyers and applications through the school, through the University and school district’s web sites, through faith-based organizations, newspaper advertisements and posters in local business. Applications for participation will be reviewed after an established deadline for submission and parents of eligible students will be notified of their child’s enrollment after available test data has been reviewed. Parents will be required to sign the Enrollment Agreement, which will define attendance criteria. Participants will be allowed three (3) absences per nine-week period. Absences beyond three (3) will generate a parent conference and the participant will enter a probationary period for one month. An unexcused absence during this probationary period will result in dismissal from the program, as the project is certain to have a waiting list of eligible participants. As an incentive, “perfect participation” will be rewarded by small tokens through drawings which will be items related to the current Academy’s theme. For example, participants with “perfect participation” will have an opportunity to win a telescope.

5.5.b Student Program Activities. The SMART Academies 21st CCLC is set up in modules devoted to the core areas of science, mathematics, the Arts, reading and technology. While the overarching theme of FAMU SMART Academies is “crime scene investigations – activating the nature curiosity of youth and sharpening investigative skills in to facilitate a desire to become lifelong learners”, a rigorous dance component will be infused into the program’s activities. Each session will include opportunities that will require students to apply reading, mathematics and
science skills. Each session will begin with an introduction of vocabulary related to the project-based learning unit. Instruction will be scaffolded to ensure that students internalize concepts. Passages, similar in rigor to those on the FSA, will be used throughout the program, with emphasis on the content of that module, e.g. content area reading. The Reading module of SMART Academies will focus on developing an appreciation of literature and strengthening reading skills. Reading texts will include books around the theme of mysteries, both real and fantasy. The Academy will use *After The Bell*, published by Scholastic and *Reading Triumphs* published by McGraw-Hill. This curriculum will offer focused, flexible and complete lessons with assessments to monitor progress. Aligned with the Florida Standards for reading and mathematics, the curriculum is ideal for the Academy as it allows for easy adaptation and differentiated instruction. Book studies will be conducted, requiring each participant to read at least three novels during this academy, one of which will be a common novel read by all students. The book studies will include book reports, presented through nontraditional ways such as book covers, commercials, quilts, and character studies. Specific reading instruction will include the five essential components of an effective reading program: phonics, phonemic awareness, vocabulary development, fluency and text comprehension. As emphasized by *Just Read, Florida!*, progress monitoring will be documented through outcome measures associated with the selected curriculum to include fluency checks. In an effort to complement the regular-day activities, the school’s focus calendars will be referenced and each session will begin with a mini-lesson based on the skill indicated on the focus calendar. The mini-lesson will serve as review to build on students’ knowledge, reinforce skills and to re-teach for students who have not mastered the skill as introduced during the regular day. The teacher student ratio for all classes will be no more than 1:10. All academic course instruction will be delivered by teachers holding a valid teaching certificate issued by Florida Department of Education. In the areas of mathematics and science, using data from the most recent state assessment, each module will be designed to address the areas of deficiency as evidenced by the results and aligned with the
Florida Standards. Instruction will be delivered through research-proven curricula materials and opportunities to apply skills will be a regular part of instruction. Like reading, the rigor of student practice activities will mirror that of the FCAT. The curricula materials which will be used are *Afterschool KidzScience*, *Afterschool KidzMath* published by and *Florida Strategy Specific Math* Curriculum Associates. The science curriculum is designed to introduce students to technology and information literacy through science projects and is correlated to the International Society for Technology in Education (ISTE NET) standards. 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 scaffolded 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. Students will be actively engaged in instruction through cooperative lessons and instructors will use demonstrations to instruct in both science and mathematics. In an effort to complement the regular-day activities, the school’s focus calendars will be referenced and each session will begin with a mini-lesson based on the skill indicated on the focus calendar. The mini-lesson will serve as review to build on students’ knowledge, reinforce skills and to re-teach for students who have not mastered the skill as introduced during the regular day. The teacher student ratio for all classes will be no more than 1:10. All academic course instruction will be delivered by teachers holding a valid teaching certificate issued by FDOE. In order to positively impact the wellness of participants and their families, SMART Academies recognize the need to provide activities that require physical movement. The infusion of *the Arts* will provide an avenue for this required component. FAMU Expressions Lab will combine movement, oratory instruction and engagement with the senior community to increase student academic achievement. The FAMU Expressions Lab will expose students to rhythm, rigorous exercise and movement through African-Caribbean Dance instruction. The oratory instruction will be provided to develop and enhance students’ writing and speaking skills.
will include narrative, expository and persuasive writing, self-expression, public speaking and drama. In order to strengthen our community, it is essential that our youth understand and appreciate the historical aspects of the community and the world. To this end, the Expressions Lab will connect the youth to the senior community through project-based learning activities. Through partnerships formed with area senior assisted living facilities and nursing homes, students participating in the FAMU Expressions Lab will engage and present to the senior population. Presentations will be made each semester; however, engagements will occur once each grading period, as identified service-learning projects. In addition, health screenings offered by local health departments, hospitals and clinics will be hosted during three of the academies, for a total of three (3) health fairs. Each SMART Saturday held on Saturdays, will include intergenerational recreational activities to encourage family interaction. During inclement weather, lifetime sports stations, such as table tennis, chess, and checkers will be set up in the gymnasium. The teacher student ratio for the physical education and recreational activities will be 1:15. Instructors for the activities such as dance will be experts in the fields. 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 Saturday sessions to provide intergenerational activities and parenting workshops to address parental involvement. Regular day observations note that parents’ attendance at events where students perform is greater than those events where only information is shared. To recruit parent/family members, 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 at SMART Saturdays, as it is at this time that student participants will showcase their projects through presentations. Parenting sessions will be a part of the celebrations, where parents will be provided useful strategies on how they can facilitate student achievement. Parenting workshops will be
delivered by a consultant whose program for parental involvement, \textit{DLOPI}, is recognized by the State of Florida as a highly-effective parent involvement model. Only adult family members of actively participating 21\textsuperscript{st} CCLC students will be served.

\textbf{5.5.c Adult Family Member Program Activities}

The ultimate goal of FAMU SMART Academies is to prepare students for success in life. Family involvement is critical to ascertaining that goal. One of the least controversial statements in education is that parent involvement can make a difference in a child's education. \textit{(Back to school: How parent involvement affects student achievement (At a glance))}. In this case, FAMU SMART Academies will provide an adult family member component that engages families in supporting their children's learning in the home setting. Being that the project will serve both elementary and secondary students, it is necessary that the focus of the activities address literacy, parenting skills and setting and communicating high expectations. This component will also address parental needs as related to employability and financial literacy. A total of six activities have been identified for the 2018-2019 PY. The identified topics are (1) Literacy – Elementary, (2) Literacy – Secondary, (2) Effective Parenting Skills, (3) Goal Setting And High Expectations, (4) Using Technology to Build A Resume, (5) Family Budgeting and (6) Tips for Going On A Job Interview. While these topics have been identified as the framework for the adult family members, the needs of the population will inform additional offering throughout the year.

\textbf{5.5.d. Staffing Plan and Professional Development}

The project will continue the assignment of the project director whose diligence in recruiting instructors and students was instrumental in increasing participation in the initial project. School administration and the site coordinator, project director and principal investigator will work collaboratively in active recruitment of students and staff in order to meet the required number of participants as specified in the proposal. The project director also serves as the liaison between
the school district and the University, bringing an informed voice to the forefront of all decision-making. The responsibilities of the project director will be to (1) manage and implement the educational program, (2) oversee the budget to ensure that all expenditures align with the approved application and meet the requirements of the Florida Department of Education. SMART staff meetings, facilitated by the project director, will be held to (1) maintain an open line of communication among all employees, (2) keep abreast of program activities, including successes and growth edges, (3) monitor progress to ensure fidelity of implementation and (4) actively plan professional growth opportunities for teachers, tutors and families that are aligned with the proposed activities. The project will also continue to employ a site coordinator, who holds a valid Florida teaching certificate and who will be responsible for overseeing the day to day operations and activities of FAMU SMART Academies. The site coordinator will assist the project director in all data collection and submission activities. The position, in collaboration with the project director, will serve as a liaison between the project leadership, project staff and school personnel. The site coordinator will also oversee the delivery of instruction and will review lesson plans for instructional activities. Ten (10) instructional staff members will support the academics offered at SMART Academies. All instructors will hold either a valid Florida teaching certificate or a Florida Statement of Eligibility. Five (5) tutors will support the instructors and will provide homework assistance and tutoring to participating students. An organizational chart is included in Appendix B. Recognizing that the effectiveness of the project is greatly impacted by the breadth and depth of human capita, the project leadership will also seek to increase the program’s pool of volunteers. The project director and site coordinator will announce the availability of volunteer opportunities through the 21st CCLC project by distributing flyers and applications through the school, through the University and school district’s web sites, through faith-based organizations, newspaper advertisements and posters in local business. The Advisory Board will also assist in recruiting volunteers. A volunteer training will be provided for all volunteers and the site coordinator will be readily available to ensure comfort during the
volunteers’ service hours. All staff responsible for delivering program activities will participate in an eight-hour professional development conference. During this conference, all staff will receive specific training in (1) the overall purpose of the project, (2) the curriculum for which they will be responsible, (3) standard operating procedures, (4) safety rules and regulations, (5) procedures for reporting child abuse and (6) ethics regarding confidentiality. Staff meetings will be held prior to the start of the project. The program will participate in all professional development activities offered and or suggested by the Florida Department of Education to include (1) the 2018-2019 After School Kick-off Conference scheduled for June 2018, for the project evaluator, one project administrator and one instructional staff member; (2) the Regional conference for recipients scheduled for October 2018, for three project staff and (2) the National After School Conference, for three staff members. Four professional development sessions will be hosted and will emphasize the identified needs of the participants. Projected topics will include: (1) Active reading strategies, (2) Differentiating instruction and (3) Integrating technology.

5.5.e. Program Site. SMART Academies will operate on the campus of FAMU DRS and will begin immediately at the close of school. 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. Since the activities will occur on school site, distance to services is not an issue.

5.5.f. Safety and Student Transportation

SMART Academies will operate on the campus of FAMU DRS and will begin immediately at the close of school. The site coordinator will be visible and readily available throughout the daily activities. At the beginning of the afterschool session each day, attendance will be registered by students signing in before going to their breakout sessions. At initial registration, students will receive their identification badges which must be worn at all times. Teachers and or tutors in
each session will take attendance. At the close of the program, students must be signed-out by
the responsible adult listed on the enrollment form that will be completed prior to student
participation. Identification badges will be turned in so that they are available for the next day.
Saturday and summer sessions will follow the same procedures. For off-site activities,
participants will be provided an identification t-shirt so that they can be easily recognized. Shirts
must be worn to all off-site activities. Attendance will be taken prior to departure, upon arrival at
destination, upon departure from destination and upon arrival after the field experience. Further,
teachers/tutors will be 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 will be 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 candidate for the position. Once selected, all
licensure/certification will be reviewed. Additionally, references will be called. 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. Since the
activities will occur on school site, distance to services is not an issue. SMART Academies will
contract transportation services for field experiences through commercial companies that are
trained and certified to provide transportation. Parents will be required to provide transportation
to the homes at the close of the afterschool program. Saturday and summer program will
require parents to provide transportation as well.
5.5.g. Dissemination Plan

FAMU SMART Academies is supported by the web development team at FAMU. The web developer built the web site for the program and works to keep information current as required by FDOE and requested by program administration. In addition, the FAMU DRS has established a link for FAMU SMART Academies on its homepage. 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. The program will continue to maximize these partnerships as a part of the dissemination plan for FAMU SMART Academies. 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 place in the school office and strategically on the university campus for accessibility. 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.
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<thead>
<tr>
<th>Partner Agency Name</th>
<th>Description of Services</th>
<th>Plan for Documenting Value</th>
<th>Plan for Maintaining Partnership</th>
<th>Goal Alignment</th>
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<tbody>
<tr>
<td>FAMU College of Education - Training/Volunteers</td>
<td>Will provide volunteers who will offer training, professional development and resource speakers</td>
<td>All contributions will be documented through a letter from project leadership referencing contribution with specific information on the hourly rate of the individual(s) who provided the service.</td>
<td>Representatives from the College will be invited to attend Advisory Board meetings and will receive copies of progress reports in order to share the impact of the contributions.</td>
<td>Improve student performance in reading, math, writing and science</td>
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<tr>
<td>FAMU College of Social Sciences, Arts and Humanities – Training/Volunteers</td>
<td>Will provide volunteers who will offer training, professional development and resource speakers</td>
<td>All contributions will be documented through a letter from project leadership referencing contribution with specific information on the hourly rate of the individual(s) who provided the service.</td>
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<td>FAMU College Science and Technology - Training/Volunteers</td>
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<td>Board Invitations</td>
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<td>FAMU Career Center – Materials/Supplies</td>
<td>Training/Volunteers</td>
<td>Will provide literature for participating students and their families</td>
<td>All contributions will be documented through a letter from project leadership referencing contribution with specific information on cost of materials and supplies provided to the project.</td>
<td>Representatives from the College will be invited to attend Advisory Board meetings and will receive copies of progress reports in order to share the impact of the contributions.</td>
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<td>FAMU DRS – In-kind</td>
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<td>Will provide facilities for program implementation</td>
<td>All contributions will be documented through a letter from project leadership referencing contribution with specific information on cost of maintaining the space(s) used by the project.</td>
<td>Representatives from the College will be invited to attend Advisory Board meetings and will receive copies of progress reports in order to share the impact of the contributions.</td>
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<td>FAMU Department of Public Safety (Police Department) - Training/Volunteers</td>
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<td>Will provide volunteers who will offer training, professional development and resource speakers</td>
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<td>FAMU Division of Research (FAMU TV-20) - Training/Volunteers</td>
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<td>FAMU Black Male College Explorers Program - Volunteers</td>
<td>Will provide volunteers who will serve as mentors and or tutors to participants</td>
<td>All contributions will be documented through a letter from project leadership referencing contribution with specific information on the hourly rate of the individual(s) who provided the service.</td>
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