



Florida Education Fund

Centers of Excellence

2018-2019 Operations Manual

Operations Manual

CONTENTS

Standards, Policies and Procedures	Page 2
Activities	Page 5
Recruitment	Page 9
Active Marketing	Page 10
Developing Partnerships	Page 11
Resource Development	Page 12
Staff Development	Page 18
Parent Involvement	Page 25
Data Collection	Page 28
Evaluation	Page 28
Expansion	Page 29

Appendices

Program Forms

- A Program Award Agreement Form
- B Proposed Budget Plan Form
- C Proposed Program Action Plan Form
- D Quarterly Report Forms
- E Annual Report Forms

Participation Forms

- F COE Application Form
- G NAS Required Laws of Life Essay Form

Competition Rules and Forms

- H History & Culture Brain Bowl Rules
- I History & Culture Team Registration Form
- J Mathematics Brain Bowl Rules
- K Mathematics Team Registration Form
- L Word Wizard Competition Rules
- M Word Wizard Vocabulary Word List
- N Laws of Life Essay Contest Forms
- O Brain Bowl/NAS Summit Code of Conduct

State Brain Bowl & Summit Forms

- P Brain Bowl Banquet & NAS Summit Forms

SAT Preparation Course Forms

- Q

STANDARDS, POLICIES, PROCEDURES

Program Agreements, Budgets and Plans

Each COE must submit to the FEF a signed program agreement, along with a proposed budget and program action plan for the use of Program funds by October 15 of the funding period. No changes may be made to alter the original intent of the approved action or budget plan without prior consultation with and approval from the FEF.

Payment Procedure

Payment will be remitted to a COE in quarterly payments, each of which will be made within 30 days after each quarterly report is received and approved by the FEF pursuant to the following guidelines and schedule:

1. During the funding period, each COE must complete and submit one (1) Annual Performance Report, four (4) quarterly Fiscal Reports, and four (4) Quarterly Performance Reports on or before the following dates:

<u>Quarters</u>	<u>Quarterly Performance & Fiscal Report due dates</u>	<u>Annual Performance Report due date</u>
Qtr. 1: July - Sept. 2018	October 31, 2018	
Qtr. 2: Oct. - Dec. 2018	January 31, 2019	
Qtr. 3: Jan. - Mar. 2019	April 30, 2019	
Qtr. 4: Apr. - June 2019	July 31, 2019	July 31, 2019

Reports received between ten and twenty days after these due dates will be assessed a ten percent (10%) late fee. A COE will not be paid a quarterly payment for a quarter if the report for that quarter is received more than twenty days after the due date.

2. Award funds are to be expended by June 30. Unexpended award funds must be returned to the FEF by August 31.

Requirements

1. The COE Director or a designee from each COE will attend each quarterly statewide COE Directors meeting and engage in resource development/fundraising activities to supplement the FEF funding.
2. Each COE will involve the African American church as an integral part of the COE's activities.
3. Each COE will expend funds for a Brain Bowl teams' registration fee of up to \$1,000.00, which fee will be invoiced and may be paid either directly or by deduction from COE Program quarterly payments.
4. Changes in Key Personnel: Notification is to be sent in writing to the FEF prior to the hiring of new personnel who require COE funding for support.
5. Changes in Facilities/Location: Prior approval is needed in advance of such changes.

Participation Standards

Academic Enrichment Centers (AEC's).

Except as indicated below, each COE shall establish separately or in conjunction with another or other organization(s) at least 3 AEC's at churches and/or other community venues that offer academic enrichment opportunities for students during the traditional academic/school year. Exception: each COE that reported 0-2 AEC's for 2017-2018, shall establish at least one additional AEC to begin operating by January 2019.

Academic enrichment opportunities include, but are not limited to, the following activities that supplement student learning experiences: tutoring/homework assistance, FSA, ACT or SAT preparation, and academic advising.

Brain Bowl

History and Culture Competition. Except as indicated below, each COE shall involve at least 5 teams in its County- or Regional-level History and Culture Competition. Exception: each COE that involved 0-2 teams at its beginning level of competition for 2017-2018 shall involve at least two additional teams at its beginning level of Brain Bowl competition for 2018-2019.

Mathematics Competitions. There are three grade levels of Competition: 6-8 grade, 9-10 grade and 11-12 grade. Except as indicated below, at a minimum, each COE shall enter a team in two of the three grade levels of Competition. Exception: each COE that did not enter a Math team in 2017-2018, shall enter a Math team in one of the grade level competitions for 2018-2019.

National Achievers Society (NAS)

Inductions. Except as indicated below, two times during the academic/school year, each COE shall induct into NAS K-12 grade students who meet the minimum NAS criteria set forth below, at induction ceremonies held at churches or other community venues. Exception: each COE that did not hold an induction during 2017-2018, shall hold at least one induction during the 2018-2019 academic/school year. See the following page for standards relating to induction ceremony logistics.

Minimum Induction Criteria: In order to be inducted into NAS, applicants must be enrolled in school in grades K-12; have a minimum 3.0 grade point average over three consecutive grading periods, with no grade lower than a "C," and only one "C" in honors, gifted, or advanced placement classes; be sponsored by an adult in the State who agrees to serve as the "significant other" in the Achiever's life and pay induction costs; write a Laws of Life Essay; and/or be recognized for artistic talents and winning competitions at the regional, state or national levels.

Post-Induction Expectations: NAS members must maintain a minimum 3.0 grade point average, with no grade lower than a "C," and only one "C" in honors, gifted, or advanced placement classes; participate in NAS monthly meetings along with their parents; participate in the Annual NAS Statewide Summit; and submit a written report on

completion of a community service project each year. Each COE shall establish its own procedure for reactivating Achievers who fail to meet established requirements.

The NAS Induction Ceremony

Where are inductions held?

Ideally, inductions are held at churches for the following reasons:

- This maintains/strengthens a connection to an important institution in the African American community
- The church is a respected and recognized place in the community which lends further importance to the induction itself
- This allows churches to take partial ownership of the program which expands/increases community support

If not at churches, inductions should be held at locations that, at minimum, are:

- Accessible to the community
- Familiar to the community
- Capable of accommodating anticipated numbers

When are inductions held?

Inductions normally are held Saturday or Sunday Afternoons or at other convenient times.

What exactly do inductions consist of?

Inductions are formal and serious occasions. At a minimum, inductions should consist of:

- Standard ceremonial/event components such as the welcome, invocation and occasion
- A relatively brief address by someone to celebrate the achievement of the young people while also challenging them to continue to achieve
- A candle lighting ceremony
- Talent performed by a young person
- The “jacketing” of each individual student
- A pledge of allegiance to NAS
- Any special recognition
- A reception for parents and youth

Monthly Meetings. During the academic/school year, each COE shall hold a monthly meeting for Achievers (and any Believers) and their parents. Meeting activities shall include, but are not limited to, the following: leadership training, university tours, parent training, and other activities that motivate and prepare students for and expose them to higher education opportunities.

Statewide Summit. Each COE shall bring at least 35 students and parents to the 2019 Summit.

Spelling/Vocabulary Competition. Each COE shall bring one student and one alternate to participate in this Competition in 2019.

The Believers Society

These students do not meet the minimum criteria for induction to NAS but are “academically determined,” in that they display the motivation and diligence that eventually will lead to academic success and to NAS membership.

Inductions. Believers may participate in the COE’s NAS Induction Ceremony or the COE may conduct a separate Induction Ceremony. Believers will receive a Believers t-shirt and must uphold the standards set forth in the Believers Society Pledge, which reads as follows:

I pledge to continue working hard to be an excellent student through grades and behavior.

I believe that excellent grades are very important.

I believe that excellent behavior goes along with excellent grades.

I believe that I am academically intelligent, trustworthy, kind, honest, dedicated to improving myself and committed to being the very best I can be.

I pledge to make the NAS family proud, my parents proud, my school proud, and myself proud.

I believe that I am destined to become a member of the National Achievers Society.

Minimum Induction Criteria: In order to be inducted into the Believers Society, applicants must be enrolled in school in grades K-12; have a minimum 2.0 grade point average over three consecutive grading periods; be sponsored by an adult in the State who agrees to serve as the “significant other” in the Believers Society applicant’s life and pay induction costs; and/or be recognized for artistic talents and winning competitions at the regional, state or national levels.

ACTIVITIES

COE’s should provide activities that focus on the development of Achievers’ academic, cultural and social skills. Each set of activities should focus on specific developmental needs. Below is a list of activities and goals for each skill category.

ACTIVITIES	GOALS	EXAMPLES
ACADEMIC	To provide supplemental academic instruction. To provide experiential activities that facilitate enrichment of academic learning. To provide opportunities for the acquisition and use of academic skills. To track individual academic progress. To facilitate academic goal setting.	Tutoring (including math, language arts and FSA), Math Brain Bowl, History and Culture Brain Bowl, Word Wizard Competition, Laws of Life Essay Competition, SAT Workshops, Book Club, Exam Cram Jam, Summer Middle School Program, College Tour, Annual Banquet.
CULTURAL	To increase knowledge of own cultural heritage. To increase knowledge of other cultures. To participate in activities that promote cultural awareness.	MLK Parade, Kwanzaa celebrations, attending plays, festivals, musical performances, field trips

SOCIAL	<p>To build a sense of individual responsibility, citizenship and community in the organization.</p> <p>To build consciousness of environmental responsibilities.</p> <p>To present opportunities for students to acquire life skills.</p> <p>To provide an opportunity for students to interact in a social environment.</p>	<p>Volunteer activities (beach clean-ups, work with disadvantaged kids), Budget planning/money management workshops, Mentoring, Cooperative activities, Fieldtrips, Etiquette luncheon</p>
---------------	---	--

Explanation of Activities

ACADEMIC	
Tutoring	<p>★ Each COE organizes tutoring sites at churches, university campuses, schools and other community venues. Hours of operation can range from two to eight hours per week. The optimal tutor/child ratio is 1:5 in order to maximize opportunities for active learning.</p>
History and Culture Brain Bowl Competition	<p>The Competition seeks to improve and develop analytical reading skills. Students in grades six through twelve participate in this competition that requires them to study college-level literary and historical works that focus on the history and culture of African Americans and other minorities.</p> <p>★ Each COE holds county and regional competitions to determine the team that will compete at the state competition held in the spring in conjunction with the National Achievers Summit.</p>
Math Brain Bowl Competition	<p>The Competition seeks to increase interest in mathematics and to develop problem solving ability through a series of challenging mathematics contests for students. There are separate competitions for middle school students, ninth and tenth grade students, and eleventh and twelfth grade students. The competitions for the first two categories focus on FSA material, while the competition for the juniors and seniors focuses on SAT material.</p> <p>★ Each COE sponsors teams at each grade level for this event.</p>
Word Wizard Competition	<p>The Competition aims to enhance reading skills for students in grades three through five and takes place at the state level in conjunction with the National Achievers Society Summit.</p> <p>★ Each COE selects a competitor (and alternate) to compete.</p>
Laws of Life Essay Competition	<p>This Contest offers Achievers the opportunity to think about and communicate the principles that guide their lives. As a participant writes his/her essay, the participant must select a quotation or prompt which best expresses a key value and/or ideal by which he or she lives and explain why the chosen value/ideal is important to the way he or she lives his or her life.</p> <p>★ Each COE requires new NAS inductees and encourages</p>

	other Achievers and Believers to submit essays for this Contest.
SAT Workshops	These workshops are geared toward assisting middle and high school students in preparing for the PSAT and the SAT. The workshops focus on developing critical thinking and analytical skills, as well as developing test-taking strategies. Each COE is encouraged to offer College Board sponsored or other SAT or standardized test preparation workshops.
Exam Cram Jam	Each COE may organize Cram Jams that, as the name implies, are intense three-week sessions for middle and high school students. The sessions focus on catering to students' individual needs as far as preparing for the final exams for the semester.
Book Club	Each COE may organize a Book Club to allow Achievers an opportunity to become actively involved in reading books for pleasure and to focus on increasing pupils' reading comprehension and analytical skills. Existing Clubs assign books from different genres and famous authors and require students to write essays based on the books' thematic content, characterization and other literary content. The essays are then evaluated to assist students in improving their writing ability. A discussion period facilitates the exchange of opinions and ideas.
Scrabble Competition	Each COE may organize scrabble competitions for Achievers to assist students in improving spelling skills and to provide an opportunity for students to interact on a social level. Existing competitions take place within age groups (elementary, middle and high).
Annual Banquet	Many COE's host an annual banquet to recognize the academic achievement of the Achievers. The banquet also provides an opportunity for Achievers to interact at a social level.
Summer Middle School Program	A number of COE's conduct summer programs for student academic enrichment. Examples: The Summer Middle School Program at the South Florida COE aims to increase the awareness of educational and career opportunities available to students in middle school and to foster academic, personal and career development through supplemental instruction. Program activities include research skills, field trips, career exploration and personal goal development.
College Tour	A number of COE's organize College Tours to assist students in their college selection process. The tours include both in state and out of state colleges. The COE's work with admission departments at selected colleges to schedule campus tours and admission and scholarship workshops for visiting students.
Career Planning	The COE's encourage Achievers to start thinking of the education, skills, and training necessary to achieve their career goals. At some COE's, students perform self-assessments based on their personality and interests. Based on the results, students are given multiple options of careers they should

	consider, the starting salaries and the qualifications necessary for the particular job.
<u>CULTURAL</u>	
Martin Luther King Jr. Parade	A number of COE's involve their Achievers in annual parades held in commemoration of the birthday of the great civil rights leader Martin Luther King, Jr.
Kwanzaa Celebrations	A number of COE's host Kwanzaa festival celebrations that expose Achievers to a traditional African celebration. In some locations, the celebration takes place at one of the churches affiliated with the parent association.
Performing Arts	The COE's provide opportunities for Achievers to gain exposure to different aspects of American and international culture through the performing arts. Examples: Dance Theatre of Harlem, Messhuggah Nuns, International Culture Fair.
Field Trips	The COE's organize field trips to expose Achievers to a variety of cultural activities. These trips encourage an appreciation of various cultures and cultural practices.
<u>SOCIAL</u>	
Volunteer Activities	Every year, each NAS member must submit a written report on completion of a community service project. Thus, the COE's encourage and provide opportunities for Achievers to participate in volunteer activities. Examples: Beach/Park Clean-Ups are aimed at improving students' environmental awareness. Students go to beaches or parks and pick up trash and debris. Work at the Children's Home Society: This home houses children who for various reasons have become wards of the State. South Florida COE Achievers yearly collect toys and other gifts for the children in the home. They also put on a cultural show and feed the kids Canned Food Drive: The can drive is an ongoing activity, which focuses on developing Achievers' civic responsibility. The cans collected are distributed to homes and needy families in the community.
Other Social Activities	The COE's provide opportunities for Achievers to acquire life skills and to interact in a social environment. Examples: Budget Planning Workshops: These workshops teach Achievers the importance of budget planning. Achievers are guided in budget planning skills using money they have available to them on a monthly basis. Activities also are simulated in which students plan for college and adult life. Students are encouraged to make financial planning an active part of their lives. Cooperative Activities: These activities aim to encourage students to work in groups. The activities take on various

	<p>forms, and students learn skills that include team building and leadership. These activities also encourage Achievers to develop values of accountability and respect.</p> <p>Peer Mentoring: Older Achievers mentor new inductees so they can later take on leadership roles. The focus of this activity is to ensure that the goals and values of the Society are passed on and to facilitate succession planning.</p>
--	---

RECRUITMENT

Recruiting Brain Bowl Teams & Coaches

There are numerous ways to recruit students and coaches for Brain Bowl teams:

- Partner with the Social Studies Departments at the various schools to incorporate Black history and culture into their curriculum
- Arrange/coordinate a meeting with principals at the middle and high schools to discuss the benefits of participation
- Present information to the School Board requesting the local event be included in the academic calendar
- Present information to local major churches

Recruiting NAS Candidates

There are numerous ways to recruit students into the National Achievers Society. The traditional or more common method is to send letters and applications to elementary, middle and high school principals requesting assistance in identifying prospective students. It has proven helpful to a majority of COE's to collaborate with guidance counselors due to their relationships with students.

Depending on the COE's goals and geographical locations, it may be necessary to solicit targeted schools. A list of schools within each area can be retrieved from the district/county's web site.

Additional Recommendations

- Make on-line application available on the COE's website
- Advertise through the local media (newspaper, radio)
- Advertise in church bulletins, at community centers, community events
- Attend Student Advisory Council (S.A.C) & Parent Teacher Association (PTA) meetings to announce upcoming inductions
- Display tables at special events or programs
- Partner with the Admissions Department at the local university or colleges to distribute literature

Recruiting Parents

- Conduct a parent orientation shortly before the induction ceremony to present an overview of the program and discuss pertinent information concerning the ceremony.
- Ensure parents attend monthly chapter meetings
- Involve parents in enrichment activities (career exploration, subject-matter experts etc.),
- Involve parents as committee chairs
- Incorporate parent-sponsored activities into COE planning
- Involve parents in the planning of induction ceremonies
- Welcome parent assistance and suggestions

ACTIVE MARKETING

A good marketing plan should help promote the COE's so that they become more visible in the community and thereby enhance their abilities to serve more families and raise funds.

Training

Devote two hours annually to the training of COE Directors on marketing the COE's. For example, invite media/public relations/marketing specialists to make presentations.

Marketing Plan – (delivering the strategic message to targeted audiences)

Examples of Plan Strategies

Send press releases to local media.

Develop Center-based web sites and statewide web site.

Display COE banner at all partners' facilities.

Instruments for delivery (Publicity)

Print media

Radio

Brochures

Internet, web sites

Community based marketing - Develop liaisons with

Churches

Fraternities and Sororities

Businesses

School Superintendents

Document COE successes

Create a Statewide newsletter

Sponsor a day to meet with legislators, during a statewide visit to Tallahassee.

DEVELOPING PARTNERSHIPS

To improve the quality and effectiveness of COE programs, developing partners can increase resources, both human and financial.

Types of Partnerships

Individuals
Corporate
Parents
School systems
Volunteers
Service clubs
Sororities and Fraternities
Churches
Youth groups
Government
Others

Identifying Potential Partners

Referrals
Personal contacts
Public relations campaign
Community information days
Media relations (letters to the editor)

Things to Consider When Forming Partnerships

Integrity of the potential partner's program goals, mission, objectives and leadership
Evidence of prudent track record in managing finances
Ability to be informed about trends in the local and larger community.

Benefits of Forming Partnerships

Maximize resources and impact of efforts
Eliminate or reduce duplication
Pursue joint funding opportunities
Share lessons learned, role modeling for one another
Engage in joint advocacy and outreach

RESOURCE DEVELOPMENT

A commitment to program sustainability, as the goal for resource development, requires a whole range of factors. This includes a special orientation to program operations, a long-term perspective on community relations, and extended timetable, a well-developed understanding of organizational change and growth, close adherence to strategic objectives and other sequenced activities, ongoing evaluation, flexibility over time, persistence, and patience. Such a commitment is not as typical as other efforts that focus on immediate needs and benefits. While recognizing the pressures of meeting immediate needs and producing funds as soon as possible, the potential benefits of committing to long-term program sustainability are undoubtedly more extensive and longer lasting.

What is Resource Development?

Resource development includes fund raising, but it is more than that. Resource development encompasses strategic planning activities, board and staff orientation and skill-building, community relations, careful implementation of strategic plans, marketing, grant seeking, proposal writing, grant monitoring, and evaluation.

What is the Goal of Resource Development?

The goal of fundraising is important for resource development because it provides the “centerpiece,” the orientation, for all activities.

Without such a goal, efforts often tend to be fragmented, relatively disorganized, focused on isolated objectives, reactive, and short-term in perspective. Staff finds it difficult to become engaged or maintain its involvement in fundraising over time. Except for the immediate satisfaction in meeting a pressing need, there is little gratification without such a goal.

Necessary Organizational Elements for Resource Development

There are several necessary organizational elements for Resource Development:

- The creation of an **inventory** of past (through the last 5 years) and current funding sources, as well as other in-kind supports (e.g., through partnerships, gifts), reviewed and recognized by board and staff.
- The development of a detailed **strategic plan** with documentation of existing or desired program goals, objectives, and operations; plans for growth or downsizing; and desired modifications written in quantifiable terms (e.g., number served, characteristics) with input and acceptance by board and staff.
- The clear **articulation of current funding needs** and those anticipated in the next several years related to goals, objectives, and activities, again with a board and staff participation and approval.
- The development of a detailed, written **Resource Development plan** for the next three years (minimum) aligned with the articulated funding needs and the strategic plan and understood and accepted by board and key staff.
- The **dedication of key staff and board** with writing and public speaking skills, and ideally funding contacts, to implement the fund raising plan over time.
- **Periodic review** of the plan (ideally quarterly) to monitor progress and address problems.

- **Ongoing program evaluation** with service delivery and financial monitoring activities to document and assess service delivery and program outcomes.

Maintaining Necessary Organizational Capabilities

The COE board and staff must make the needed time and financial commitments to establish and maintain ongoing positive relationships with donors. Important board and staff members must understand the contents of, and relationships among, the different key documents created. These documents should be used frequently and referred to often. The strategic plan and funding plan are the “road maps” for all activities and related administration. They help to keep staff focused and allow for effective and efficient use of limited time, financial, and other resources.

- Developing and adhering to strategic plan –*conceptualizing needed activities in quantitative terms, sequences of related events, and desired outcomes; accepting the necessity of a disciplined persistent approach*
- Implementing the resource development plan – *careful sequencing of the planned activities, developing writing and speaking skills*
- Monitoring of program operations, outcomes and resource development – *periodic review and necessary modification*

Community Supporters

- Assessing and understanding community stakeholders’ interests and needs
- Collecting and understanding available data
- Participating in local leadership activities
- Disseminating information widely on program plans and successes
- Offering opportunities for community involvement (e.g., Board, advisors, volunteers, partnerships)
- “Marketing” – *promoting the organization’s program(s) as a solution to a community need*

Identification of Potential Funding Sources

- Gaining knowledge of past and current funders, priorities and plans of other funders, and alternative fund raising sources – *using multiple sources of information (funders’ and other grant recipients’ annual reports and other materials, routine policy briefings, professional contacts, board contacts, etc.)*

Proposal Writing by Qualified Staff, Paid Consultant, or Board Member(s)

- Preparing “standardized” sections for all requests
- Drafting specialized sections to address specific needs aligned with program goals and objectives
- Anticipating funders’ questions and concerns
- Developing budgets

COE Management

- Projecting all anticipated costs
- Standardizing costs for personnel and non-personnel expenses

- Handling administrative and indirect charges

Resource Development is a circular and ongoing process. It entails all of the organizational activities necessary to identify, procure, effectively utilize, and maintain finances necessary for the provision of desired quality services.

However, the scope, scale, intensity, and duration of these activities are not limitless. Organizational and programmatic goals and objectives, funding priorities, timetables, and existing resources can be restrictive. And, perhaps most importantly, opportunities for funding are limited.

The challenges are to create and implement a resource development process to maximize the limited opportunities for funding over time, and thus achieve sustainability.

Successful resource development includes the following components and steps:

- **Strategic Planning**

- Identification/assessment/confirmation of community needs (characteristics, causality, incidence, effects-in quantifiable terms)
- Identification of key stakeholders and their perceptions of needs and solutions
- Development and/or confirmation of the organization's or program's mission, goals, and objectives
- Delineation of specific sequenced activities to meet the objectives and thus the goals
- Specification of expected outcomes
- Development of evaluation methods
- Identification of current and potential sources of funding
- Development of a resource development plan (aligning possible sources with needs and activities)

- **Board and Staff Orientation and Skill-Building**

- Increasing knowledge of and opinions concerning community needs – *understanding available data sources, and federal and state policy contexts*
- Understanding key stakeholders' interests – *recognizing others' needs and expectations*
- Understanding and committing to organization's mission, goals, and objectives, related activities, and outcomes –*acknowledging the relationship among these, and the necessity of vigilance in focus*

Resource Development Fact Sheet

Salient points to remember when soliciting support from Corporations and Foundations.

Corporations

Looking for visibility
to increase revenue

Often have ability to provide
in-kind donations: printing, airfare
Cash can be in the form of outright
gifts for programs and/or advertising

Appropriate Contacts:
VP
VP Marketing
Public Relations
Existing relationship(s)

Respond to current economic trends,
where consumers spend their income

Interest increases if employees live
or work in the area of event
or organization

Frame conversation in terms of numbers
of people, number of visibility
opportunities, number of times
mentioned in materials

Frame conversation in terms of potential
constituency interest in corporate product

Foundations

Looking to make an impact on a
population or group

Can provide cash, program support,
technical assistance

Appropriate Contacts:
Program Officer
Existing relationship(s)

Respond to current humanitarian
issues, health, community need-
based response.

Geographic limitations determined
by donors or mission statement

Frame conversation in terms of
how constituency will increase
literacy, academic success,
increase health of children &
families.

for Both Corporations and Foundations

Campaign strategies should be mentioned:

Campaigns make potential sponsor feel they are part of a successful "wave" of support.

A clearly defined campaign creates a sense of realistic and achievable outcome:

"We're on a campaign to increase our corporate sponsorship by 10% from last year"

Our past supporters include: _____

Grant Application Outline

MAJOR SECTIONS	ORIENTING QUESTIONS/ WRITE IN THIS SECTION	NUMBER OF PAGES/STYLE
EXECUTIVE SUMMARY -problem, solution, funding request, and organizational capacity	<ul style="list-style-type: none"> • What is the proposed program or/activity? • Why is it important? • What is the approach? • Why this approach? • Why your organization? • What outcomes do you expect? • What will be the indicators of those outcomes • What do you want in terms of funds and time? 	<ul style="list-style-type: none"> • 1-3 pages • Succinct • Clear • Can stand alone • Contains all of the essentials
PROBLEM/NEED STATEMENT	<ul style="list-style-type: none"> • Provide background on the problem or need with research and programmatic review. Make the case for the problem or need as a priority and justify. 	<ul style="list-style-type: none"> • 3-6 pages • Use statistics-national, state, and local. Show knowledge of need and rationale
GOALS AND OBJECTIVES OF THE PROGRAM	<ul style="list-style-type: none"> • Goals-"lofty," broad statement regarding expected changes • Objectives-specific, measurable expectations regarding expected changes. • Relate both goals and objectives to problem/need statement • Examples of outcomes from previous evaluations 	<ul style="list-style-type: none"> • 2-5 pages • Objectives-expected outcomes must be in quantifiable terms
PROGRAM APPROACH/ METHODS	<ul style="list-style-type: none"> • Specific strategies and related activities to meet objectives and achieve goals. Who? What? When? To whom? For how long? 	<ul style="list-style-type: none"> • 4-8 pages • Quantify deliverables
EVALUATION	<ul style="list-style-type: none"> • Questions evaluation will answer related to project goals and objectives • Design and methodology-sample, measures, analyses • Evaluator • Reporting of findings-products, dissemination, and utilization 	<ul style="list-style-type: none"> • 3-6 pages • Specify measures, timetable, plan for analyses • Write in easy to understand terms (i.e., do not assume a research background)
ORGANIZATIONAL CAPABILITY	<ul style="list-style-type: none"> • History, mission, and overall goals, and objectives of organization • Relevant other projects • Staff qualifications including leadership • Relationships with other 	<ul style="list-style-type: none"> • 3-6 pages • Highlight points related to specific need and approach. • This is the place to "toot your own horn"

	Organizations <ul style="list-style-type: none"> Financial 	
BUDGET	<ul style="list-style-type: none"> Time period Personnel and non-personnel Standard costs (per person) - occupancy, telephone, supplies, etc. Administrative costs Indirect Build in "correction factor" to allow for cost of living, unanticipated expenses, time overruns etc. 	<ul style="list-style-type: none"> 1-3 pages If lengthy-separate budget summary and more detailed explanation of proposed expenses
COVER LETTER	<ul style="list-style-type: none"> Specification of potential grantee, and the purpose and extent of request Several sentences about need and this approach Several sentences about request and timetable Closing; asking for meeting and offering site visit 	<ul style="list-style-type: none"> 1 page Friendly tone, requesting but not desperate
ATTACHMENTS	<ul style="list-style-type: none"> Descriptive materials-annual report, program report (Typically not videos or photographs) 	<ul style="list-style-type: none"> Provide list if multiple attachments.

STAFF DEVELOPMENT

JOB DESCRIPTIONS

COE Executive Director

General Description

1. Plan and execute all tasks related to the COE.
2. Plan and execute the annual county and regional Brain Bowl competitions to ensure required representation at all state championship competitions.
3. Organize, plan and conduct semi-annual Achiever inductions; establish chapters throughout the service area and plan community service projects for Achievers in conjunction with the parents and sponsors of the chapters.
4. Organize local Achievers to attend the Annual Statewide Achievers' Summit.
5. Organize and establish Academic Enrichment Centers (AEC's) throughout the service area in churches, schools, community centers (priority to be given to historic African American communities)
6. Organize and develop a community advisory (governing/policy) board for the COE.
7. Write and submit quarterly, annual performance and fiscal reports to the FEF on a timely basis.
8. Attend quarterly statewide COE Directors meetings.
9. Engage in resource development and fund raising activities to supplement the FEF and state funding.
10. Identify and document the existence of African American organizations, businesses, community based youth programs and churches within the service area of the COE.
11. Supervise all COE staff and volunteers.
12. Prepare annual budget in conjunction with governing board or fiduciary host.
13. Prepare quarterly and annual budget narratives which explain budgetary expenditures.

Minimum Qualifications

- Bachelor of Arts or Bachelors of Science Degree (preferably in social work, education or counseling).
- A minimum of two years' experience in education or community based work.

- Ability to communicate effectively both verbally and in writing.
- Experience in budget management
- Ability to manage and supervise staff and volunteers
- Ability to develop and implement community based programs/activities

Program Coordinator

General Description

1. Assist the Director in planning and executing the annual county and regional Brain Bowl competitions to ensure required representation at all state championship competitions.
2. Assist the Director in organizing, planning and conducting quarterly Achiever inductions; establishing chapters throughout the service area and planning community service projects for Achievers in conjunction with the parents and sponsors of the chapters.
3. Assist the Director in organizing local Achievers to attend the Annual Statewide Achievers' Summit.
4. Assist the Director in organizing and establishing Academic Enrichment Centers (AEC's) throughout the service area in churches, schools, community centers. Distribute materials and supplies. Identify and train teachers.
5. Assist the Director in engaging in resource development and fund raising activities to supplement the FEF and state funding.
6. Assist the Director in identifying and documenting the existence of African American organizations, businesses, community based youth programs and churches within the service area of the COE.

Minimum Qualifications

- Bachelor of Arts or Bachelors of Science Degree preferred (preferably in social work, education or counseling).
- A minimum of two years' experience in education or community based work.
- Ability to communicate effectively both verbally and in writing-
- Ability to develop and implement community based programs/activities

JOB DESCRIPTIONS FOR OPERATIONAL VOLUNTEERS

Receptionist/Staff Assistant

Tasks and Responsibilities:

1. Answer telephone calls
2. Greet visitors
3. Take and direct messages
4. Provide information
5. Attend staff meetings and take minutes
6. Maintain office schedule
7. Maintain records

Qualifications to Consider:

- Pleasing and personable manner
- Pleasant speaking voice
- Ability to record messages accurately and refer calls appropriately
- Minimum high school education
- Experience in greeting people
- Ability to multi-task

Other Considerations:

- a) Personal appearance and decorum
- b) Problem solving capability
- c) Physical ability to operate equipment
- d) Computer skills
- e) Recruiters observations of applicant's behavior/skills level

Homework Assistant/Tutor

Tasks and Responsibilities:

1. Conduct initial interview and make diagnosis
2. Assess learner needs and difficulties
3. Determine students' goals and interests
4. Evaluate and report student progress
5. Work cooperatively with learner's teachers and/or school
6. Help learners to develop positive self-concepts and attitudes
7. Establish a good working relationship with individual learner or group of learners

Qualifications to Consider:

- Ability to establish a learning environment conducive to positive student engagement
- Experience in teaching or training students
- Ability to communicate effectively with parents and school board staff
- Ability to relate to the learning process
- Training as a teacher, assistant or youth group worker

Other Considerations:

- a) Recruiters observations of applicant with student(s)
- b) Previous experience (families can be contacted for verification)

Bookkeeper

Tasks and Responsibilities:

1. Record entries in general ledger
2. Post individual accounts
3. Establish chart of accounts
4. Set up account controls and balancing procedures
5. Prepare monthly financial reports
6. Establish cash budget
7. Prepare cost estimates
8. Monitor income and expenses

Qualifications to Consider:

Previous experience and training in bookkeeping
Fiscal management ability
Understanding of nonprofit organizational needs and operations
Ability to maintain working relationship with auditor and directions established by board of directors
Computer skills and proficiency with accounting software

Other Considerations:

- a) C.P.A. for the organization can work closely with applicant in establishing bookkeeping system
- b) Position requires applicant to work confidentially and under the direction of the COE executive
- c) Position requires good working relationship with board officer--treasurer or designee
- d) Position requires good understanding of grants and facilitation of grant administration

Proposal Writer

Tasks and Responsibilities

1. Identify needs and support them with data and statistics
2. Seek advice and consensus
3. Identify funding sources
4. Secure guidelines
5. Write needs assessment
6. Write objectives
7. Associate objectives with activities
8. Write assessment procedures
9. Prepare narrative
10. Prepare budget
11. Assemble and disseminate proposals
12. Follow-up on proposal decision
13. Act upon final decision

Qualifications to Consider:

College degree
Familiarity with proposal process
Experience in writing successful proposals for funding
Thorough understanding of program and COE needs

Ability to communicate the COE's story
Ability to build community liaisons

Other Considerations:

- a) Recruiter can review proposals written by applicant on previous occasions
- b) Applicant can supply sample written piece for COE

Public Relations Aide

Tasks and Responsibilities:

- 1. Write news releases
- 2. Identify target audiences
- 3. Gather information
- 4. Identify representatives of other organizations
- 5. Prepare audiovisual materials, videotapes, films
- 6. Speak publicly as an advocate for the COE

Qualifications to Consider:

High level communication skills-- verbal and written
High level computer skills
Ability to relate well with diverse groups of people
Experience preparing materials for print and electronic media
Training and background in public relations
Knowledge of the media contacts in the community

Other Considerations:

- a) Recruiter can solicit samples of applicant's work
- b) Applicant's ability to work with a team to accomplish tasks
- c) Level of creativity

Volunteer Trainer

Tasks and Responsibilities:

- 1. Conduct needs assessment
- 2. Develop learning objectives
- 3. Develop training methodologies and curriculum
- 4. Establish a training schedule and sequence
- 5. Secure course materials and audiovisuals
- 6. Develop a system of evaluation and follow-up

Qualifications to Consider:

Experience in training small groups
Background in adult learning or group process and facilitation
Knowledge of the tasks and programs of the COE's
Awareness of the needs of volunteer learners
Advanced training in adult education, psychology, or related college degree

Other Considerations:

- a) Ability to relate to adults as learners

- c) Ability to motivate workers
- c) Skills in "stand-up delivery"
- d) Creative, innovative leadership skills
- e) Sensitivity
- f) Ability to relate to volunteers as a vital resource

Volunteer Recruiter

Tasks and Responsibilities:

1. Demonstrate an understanding of the volunteer personnel needs of the COE
2. Conduct an analysis of all volunteer job positions to be filled
3. Assist in developing job descriptions as needed
4. Develop a strategy and plan for recruitment
5. Make the planned contacts and conduct volunteer interviews
6. Follow-up interviews and assist in the screening process
7. Assist in making final determinations and selection of volunteer applicants

Qualifications to Consider:

- Knowledge of and commitment to the mission of the COE
- Clear understanding of the volunteer spirit and needs and motives that commit volunteers to action
- Past experience as an operational volunteer
- Ability to articulate the requirements of the volunteer program at the COE
- High school education and involvement in the community
- School Board contact and interaction

Other Considerations:

- a) Ability to "sell" the volunteer program and influence others to be involved
- b) Positive and enthusiastic manner
- c) Ability to see potential in others and to have a keen sense of others' worth in volunteer programs

Community Resources Team

Tasks and Responsibilities:

1. Identify local resources and services in the community
2. Identify personnel in community agencies who can be supportive of the COE
3. Act as a referral source for COE clients who need other services
4. Establish positive relations with other organizations in the community
5. Identify sources for funding programs and services offered by the COE
6. Assist in developing proposals for funding

Qualifications to Consider:

- Knowledge of the community
- Ability to research and seek information and resources in the community
- Strong communication skills in interpreting the needs of the COE
- Experience in community relations with other organizations
- Willingness to be a team player

Other Considerations:

- a) Ability to enthusiastically support the COE and programs offered
- b) Degree of community contacts
- c) Degree of clout and respect in the community
- d) Ability to represent the organization well

PARENT INVOLVEMENT

A key component of a successful COE is parent involvement. Parents are the driving force behind their children's active participation in school and extra-curricular activities. It is the goal of all COE's to foster motivated, dedicated and involved parent groups as an integral part of this thriving organization. Some ways to do this include, but are not limited to, the following:

Recognize Parent *via* Awards

Parents are viable and extremely important to the COE's in that they provide and make sure their Achievers are in attendance at every meeting. The wealth of information mothers, fathers, grandparents and guardians bring to assist the COE's is invaluable. Without parent involvement, a COE will not have a strong chapter of Achievers. Thus, everyone should be recognized and appreciated for their services, and notable achievements of parents who work should never be left out. Parents can be rewarded in countless ways for a variety of reasons, such as those that follow:

- Award them for their punctuality and attendance.
- Give them credit for implementing new projects.
- Make sure they are praised for chaperoning various events.
- Give special recognition to those who go over and beyond the call of duty.
- Many parent volunteers work behind the scenes and provide technical assistance/secretarial skills; they should be applauded for their contributions.
- Make sure to designate an annual Parent of the Year so that person can be recognized at the State Summit and also locally. Get input from other involved parents on who should receive this title.
- Host a Parent Activity Night that rewards all parents.

Awards can be given in the form of trophies, plaques, restaurant dinners, discounts to local businesses, and publication of names in local newsletters/papers.

Awards can be given on an annual basis. Quarterly tributes for outstanding service can be used as an incentive for parents to take part in upcoming activities.

When deciding who will receive awards, make sure you are able to document your reasons for making such presentations.

Increase Parent Participation

Again, it is the goal of all COE's to foster motivated, dedicated and involved parent groups as an integral part of this thriving organization. Keep in mind, however, that parents are busy people, and they do not all have the same amount of time. Therefore, COE Directors must be creative when assigning tasks to make the best use of parent volunteer time. Some ways to increase parent participation include, but are not limited to, the following:

1. Annual Planning Meeting – Hold a meeting at the start of each new school year and typically a few weeks before the school year actually opens. Invite all parents and student officers to attend this meeting to plan the activities of the NAS student and Parent groups.

Especially encourage parent officers to attend. They are the key to holding the parent group together and serve as the developers for most of the ideas that come from this group.

In scheduling this meeting, be careful to select a time when key community activities are not being held. A Saturday morning may be a good time to schedule this meeting: normally, Saturday represents a day when adults are not obligated to work and can more readily secure baby sitters if necessary. Always serve refreshments.

It might also be a good idea to meet in a location that would provide space to open a temporary babysitting service. Older middle and high school students could do this, with no charge to parents. Students could earn NAS activity participation points, Community Service Hours, etc.

2. Parent Association – Start/reactivate your parent organization, made up of parents of NAS students. Service provided to the organization by these parents is voluntary, though extremely important. An effective Alliance should have an Executive Board, a Registrar (or someone who performs similar functions) and certain Standing Committees, as follows:
 - a. Executive Board – This board is composed of elected officers to include necessary officers. These may include but are not limited to the President, Vice President, Recording Secretary, Assistant Secretary, Treasurer, Chaplain, Parliamentarian, and Public Relations Officer. You may also include committee chairs on this Board.
 - b. Registrar – This person is responsible for taking attendance at all NAS- sponsored functions and providing the Director with a summary of attendance/participation of all students at the end of the program year (typically end of school year).
 - c. Standing Committees – This list, though not exhaustive, represents many Committees essential to the organization:

Academic Enrichment Committee (AEC) – This committee will assist the director in coordinating activities of the AEC. Responsibilities may include

recruiting students, transporting students as needed, planning for snacks, etc.

Black History Program – This committee coordinates the planning and organization of the annual Black History Program. The group has the responsibility to recruit students, identify talent presentations, involve parents, schedule rehearsals, plan reception, etc.

History & Culture Brain Bowl – This committee works with the Director to plan and coordinate activities of the annual History & Culture Brain Bowl Competition (e.g., serving refreshments)

NAS Induction Committee – This committee has the responsibility for the coordination/development of the induction program, working with student participants, planning/coordinating the reception, reminding current parents and students to attend, etc.

This committee also will work with the Director on the New Member Orientation Program to insure that students and parents feel welcome to the organization, present get acquainted activities, plan refreshments, etc.

Parent Social – This committee plans all social activities for NAS parents.

Service Projects – This committee will work with appropriate student groups (i.e., elementary, middle, high) and their parents, to plan service project activities for students.

Social/Cultural Activities – The responsibility of this committee is to work with appropriate grade level students and parents to plan and coordinate social and cultural activities.

DATA COLLECTION

Each COE will collect, maintain and report data on COE activities, as follows:

COE Summary Data

Each COE will collect data on COE activities and report that data quarterly on the Data Collection Form included in the required Quarterly and Annual Performance Reports.

Individual Student Data

Each COE will collect data on each individual student participating in any COE activity on the COE Application Form. Each COE will submit to the FEF the Application Forms for all students served during each funding year, by attaching the Forms to the COE's Annual Performance Report.

EVALUATION

Each COE will be evaluated on its ability to meet participation standards set forth in this Manual. The COE Program will analyze and report to the State data collected annually from the COE's.

EXPANSION

When considering expansion of COE operations to a new geographic area, a COE should follow the following steps:

1. Review and analyze demographic data for target area
2. Determine program capacity
3. Develop relationship with school board staff in target area
4. Present program at local meetings in target area
5. Develop partnership for site/facility
6. Develop staffing pattern
7. Advertise
8. Implement
9. Monitor
10. Revise if needed