



# ADOPT-A-SCHOOL GUIDE



MARCH 2024

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The Education Program, rooted in the Fraternity's commitment to academic excellence, evolved into an international initiative. It embodies the core belief that education is the foundation for success, offering a tailored suite of services to alumni, collegiate members, and the communities we serve. This comprehensive program recognizes the intrinsic link between education and community well-being, extending beyond individual academic pursuits to create a positive societal impact. The Education Program encompasses initiatives such as targeted test preparation, STEM, and Literacy programs, all designed to provide comprehensive support.

The Adopt-A-School Initiative, an integral part of our Education Program, is strategically crafted to bring Sigma men into schools within communities. Working collaboratively with approved stakeholders, including teachers, principals, parents/guardians, librarians, and alumni, the Adopt-A-School Initiative

aims to assist students in improving their academic knowledge, skills, and literacy. It operates as a focused, hands-on approach to community engagement within educational institutions.

This document represents years of skillful crafting for your use and benefit, serving as a guide for the Adopt-A-School initiative. It encapsulates the essence of our commitment to academic excellence, community engagement, and the transformative power of education. We invite you to explore this guide and join us in making a lasting impact on the educational journey of students and the communities we proudly serve.

Bro. Dr. Emmanuel Rowe  
*International Director of Education*

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# INTRODUCTION

**Purpose.** To cultivate and improve Phi Beta Sigma Fraternity, Inc.'s commitment to delivering services to our communities for uplifting and advancement. Education is one of the National programs where Sigma men can impact, influence, and shape a positive outlook in a child's life. We are dream builders inside schools; we sponsor and become role models for kids to follow.

**Vision.** The Adopt-A-School component is designed to get Sigma men into the schools in your community, working with teachers and principals-approved stakeholders, whether external or internal, to include but not limited to teachers, principals, parents/guardians, librarians, alums, etc. to assist students in improving their knowledge, skills academically and build literacy.

## **What is an Adopt-A-School Program?**

Adopt-A-School program is an initiative to create a school and community partnership that will positively impact students' academic achievement and attendance and provide role models.

## **The Impact Sigma men have on supporting Adopt-A-Schools:**

- Improve academic performance by enriching students' lives.
- Decrease tardiness and absenteeism.
- Promote student, parent, and community involvement.
- Increase student motivation to complete elementary, middle, high school, and college.
- Increase the fraternity's commitment to education.
- Provide professional and personal development to students and staff.
- Participate in activities to build teamwork.

## **Time Requirements:**

We consciously supported our Adopt-A-Schools and community partnerships for the entire school year to build strong relationships.

## **Choosing Local School(s) for an Adopt-A-School Program:**

The chapter Director of Education shall use the below scenarios when selecting schools to form partnerships.

- The school serves medium- to low-income students.
- The school resources are limited.
- The school's outside funding sources are limited.
- Sigma men have experience working with students from different inner-city or suburban grade levels.
- Sigma men will work with the school staff and students
- Sigma men shall support based on the approved schedule between the principal and Fraternity.

# SECTION I - STEPS TOWARD ADOPTING A SCHOOL

The steps below will guide all chapters in establishing an effective Adopt-A-School program at the Elementary, Middle, and High school levels.

1. Clearly understand the program requirements from State, Regional, and International perspectives.
  - A. Alumni chapters focus on Middle and High Schools.
  - B. Collegiate chapters focus on Elementary Schools (Collegiate advisors must be involved).
2. Recruit members to volunteer on committees to assist in building the program.
  - A. A minimum of 4 or 5 current financial members.
3. Priority is the Memorandum of Understanding (MOU), and any mandatory training required by Independent School Districts must be established with the school before any work can be done.
  - A. Background checks, license/certificates, paperwork, training, and other mandatory required by Independent School District for volunteering.
4. Meet with your Adopt-A-School principals/ lead coordinator and bring a calendar.
  - A. Determine what the school needs are for the school year or semester.
  - B. Discuss your ideas, suggestions, or support planned school activities, times, and dates.
  - C. This will give the education committee an idea of what to expect for the upcoming school year and who can cover what activities.
  - D. Determine if activities will be virtual or in person.
  - E. Bring at least one other brother to fill out your calendar and learn the process.
  - F. Bring or send MOUs for signature, which the principal must sign every year.
5. Determine your committee availability to volunteer at your Adopt-A-Schools during regular business hours or for special programming.
  - A. Regular school hours are from 8:30 am – 4:30 pm, Monday through Friday. Please note this time range fluctuates depending on your area, so confirm with your local district.
6. Begin to draft a vision for the program.
  - A. Define your vision and determine how we build a culture to accomplish it.
  - B. Communicate with your committee on a plan to make your vision a reality.
7. Discuss the program goals and ways to achieve them.
  - A. Define success (establish a program, state, regional, and international recognition, improve the community, send kids to college).
  - B. Discuss your committee's strengths & weaknesses.
8. Review current or predecessor program information.
  - A. See what activities are planned or waiting to be executed.
  - B. Discuss positive and negative feedback on current activities to enhance the program.

9. Brainstorm some initial ideas based on committee input.

- A. Mentoring, Black History Program, Monthly Reading Program, Participating in Meet the Teacher Night, Career Day, fundraising, welcome students back to school, Dad programs, Teacher Appreciation Day, etc.
- B. Refer to the program section for more details.

10. Determine proposed times and dates to execute your activities or events.

- A. For Example, mentoring at XXX school will occur on the 1st & 3rd Mondays and Thursdays of each month. While XXX's school mentoring will be on the 2nd & 4th Mondays and Thursdays of each month.

11. Brainstorm activities with your committee for the year, quarterly, or monthly calendar.

12. Review budget expectations to execute the planned activities and convey them to the financial secretary.

- A. Need money to purchase bicycles/laptops for end-of-year awards, coat or book drives, and school supplies.
- B. Use 501c3 for grants to offset financial need.
- C. Form an alliance or partnership with companies and organizations to help your program.

13. Conduct market research to ensure ideas follow State, Regional, and international standards.

14. Attend Independent School Board meetings to gain information on the upcoming school year.

- A. Join Parent Teacher Organization (PTO) and Site-Based Decision-Making (SBDM) committees.

15. Meet in person with prospective businesses, schools, organizations, clubs, & locations to discuss the plan and receive approval.

- A. Bring a few committee members with you to experience the process for continuity.

16. Receive before execution feedback from the committee, Adopt-A-School, and external community groups, and adjust.

17. Finalize your activities or events plan with your committee.

18. Contact your State or Regional Directors for assistance and build a relationship.

19. Coordinate with external and internal groups for locations, guest speakers, material, and participation in planned activities or events.

20. Inform the chapter of your program goals, vision, and activities or events for buy-in by leaders.

21. Receive approval from the chapter president on a yearly/monthly plan or schedule.

22. The chapter must approve the required budget request, or the committee may conduct fundraisers.

23. Make suggested adjustments to your plan or schedule from chapter input.
24. Distribute the final calendar of activities or events to chapter leaders, committee, Adopt-A-School principal or coordinator, and external groups.
25. Invite other members to join the committee and take required training, background checks, and documentation validations.
  - A. Complete your Independent School District rules for volunteering.
26. Provide the State, Regional, or International Program Director a copy of the schedule/planned activities or events for sanity validation.
27. Ensure your activities or events are on the chapter master schedule for awareness and maximum participation.
28. **DO NOT ALLOW ANY MEMBER TO PARTICIPATE WHO DOES NOT MEET ANY SPECIAL REQUIREMENTS.**
  - A. Follow your Independent School District rules for volunteering.
29. Publish a committee schedule to ensure members arrive NLT 10-15 minutes before the start time of the activity or event.
  - A. Refrain from bringing guests to the event.
  - B. Do not bring your animals with you.
30. Provide directions or take members to the locations to ensure everyone knows the site.
  - A. Avoid getting lost and delaying presentations.
31. Coordinate with external groups to validate agreed-upon dates for activities or events.
  - A. Minimize last-minute alterations and cancellations; ensure readiness for potential rescheduling.
32. Ensure you have curriculum material, approved background checks, parental consent, MOUs, fees paid, photo release form, and other pertinent documentation/documents done.
33. Look, dress, and speak professionally during program activities or events.
34. Conduct a rehearsal or dry run to prepare for the presentation of material.
35. The Education Director or Program coordinator must hold the committee accountable for activities and events.
36. Ensure the Education Director submits PIAs in BluPrint.
  - A. Submit when your event is complete or the next day to keep ideas fresh.
  - B. Be precise, quantify, and ensure PIAs are straightforward to assist with reports & awards presentations.
  - C. Refer to the Paperwork section for more details.

## SECTION II - TENTATIVE TIME FRAMES WHEN ESTABLISHING AN ADOPT-A-SCHOOL

Below are some proposed time frames to execute key tasks for your Adopt-A-School programs:

- **Jan – May (If the Director of Education was elected in December)**
  - Complete your Independent School District background check, volunteer requirements, or mandatory training.
  - Meet with the education committee to review current or planned activities/events and Memorandum of Understanding (MOU) before execution.
  - Schedule time to introduce yourself and new team members to the principal/ lead coordinator at your Adopt-A-School. Go over the remaining activities/events for accuracy.
  - Reassure Phi Beta Sigma Fraternity, Inc. is committed to fulfilling the predecessor's agreement based on calendar items.
  - Continue work based on the calendar of activities/events until the school year's conclusion.
  - Conduct feedback with the education committee on the school year activities/events and ways to improve for the upcoming school year in the Fall.
- **June – December (If the Director of Education experiences the spring semester at Adopt-A-School)**
  - Attend your Independent School District (ISD) board meetings in June/July to learn critical information for the upcoming school year.
  - Complete your ISD background check, volunteer requirements, or mandatory training.
  - Meet with current or proposed Adopt-A-School principals/ lead coordinator in late July or early August to discuss school needs, MOU, and ideas for activities/events, dates, times, and days for support.
  - Meet with the education committee in August to plan or brainstorm activities/events and suggested times & days for Adopt-A-School.
  - Create a calendar with all planned activities/events listed.
  - Before committing to our services, brief and receive approval from the chapter president and financial secretary in August.
  - Schedule a follow-up with the Adopt-A-School principal/ lead coordinator to approve the calendar of activities/events and sign the MOU.
  - Most activities/events begin in September.

### SECTION III. RETRIEVING THE ADOPT-A-SCHOOL MEMORANDUM OF UNDERSTANDING

Below are directions on locating and accessing the MOU for Adopt-A-School:

1. Log on to the fraternity's website at [www.phibetasigma1914.org](http://www.phibetasigma1914.org).
2. Scroll down and click on "Access The BluPrint."
3. Underneath "Member Portal," click login and sign in.
4. Click on the "Documents and Training" tab and select "Forms, Documents, and Policies."
5. This should take you to the "Resource Library," where you will choose "\_International Programs."
6. Scroll down and click on the "Education Initiatives" tab and Click on the "Adopt-A-School" Folder.
7. Click on the MOU form and then click "download" to save the file.



# PHI BETA SIGMA FRATERNITY, INC.

Corporate Headquarters | William E. Doar, Jr. Building | 145 Kennedy Street, N.W. | Washington, D.C. 20011-5260

Office (202) 726-5424 | Fax (202) 882-1681



## Memorandum of Understanding

Between

of

Phi Beta Sigma Fraternity, Inc.

and

This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into agreement by and between \_\_\_\_\_

of Phi Beta Sigma Fraternity, Inc. (hereinafter referred to as "Chapter") and the \_\_\_\_\_

(hereinafter referred to as "Adopted School"), whose address is \_\_\_\_\_

### Background

In 2014, President Barack Obama signed a Presidential Memorandum establishing My Brother's Keeper Task Force. This task force is a coordinated Federal effort to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential. Phi Beta Sigma Fraternity, Inc., answering the call from President Obama, proudly introduced its "*I Am My Brother's Keeper*" program. Through this program, the Fraternity adopted a 10-point agenda to address issues impacting men of color in our communities. From the 10-Point Agenda developed by our International Program Directors, our fraternity is charged with adopting at least 100 schools throughout the United States, with the purpose of building student literacy and encouraging the student population to work towards closing the academic & achievement gaps that currently exist.

### Purpose

This MOU memorializes a collaboration between the Chapter and the Adopted School, with the goal to help close academic and achievement gaps that currently exist in our educational system.

### Responsibilities of each Party

The Chapter and Adopted School shall adhere to all federal, state, and school district rules and regulations regarding participation pursuant to this MOU.

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To accomplish the above referenced purpose, the Chapter will undertake the following activities:

- Meet with the administrator, designated teachers, and students of the Adopted School.
- Provide mentoring for the students in accordance with the rules and procedures of the Adopted School.
- Emphasize to the students the importance of study and concentration in the areas of English, Reading, Writing, Mathematics, Science, Social Studies, and Life Skills (if applicable)
- Offer opportunities to establish a Sigma Beta Club in accordance with the applicable rules and process of Phi Beta Sigma Fraternity, Inc.

Each party will appoint a person to serve as the official contact and all related activities shall be coordinated through those persons. The appointees of each organization are:

Chapter: \_\_\_\_\_

Adopted School: \_\_\_\_\_

## Duration

This MOU shall remain in effect for a period of two (2) calendar year. Either the Chapter or Adopted School may terminate this MOU upon thirty (30) days notice to the other party.

## Funding

There will be no transfer of funds or other financial obligations between the Chapter and the Adopted School in connection with this MOU.

## Contact Information

Adopted School: \_\_\_\_\_

Adopted School's Principal: \_\_\_\_\_

Adopted School's Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

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Chapter Name: \_\_\_\_\_

Chapter President: \_\_\_\_\_

Chapter Mailing Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Adopted School's Principal Signature

Date

Chapter President's Signature

Date

School District Superintendent (If Applicable)

Date

\*\*\*Email all completed MOUs to [programs@phibetasigma1914.org](mailto:programs@phibetasigma1914.org) and [education@phibetasigma1914.org](mailto:education@phibetasigma1914.org).\*\*\*

## SECTION IV - EXAMPLES OF EDUCATIONAL PROGRAMS

Educational programs today come in diverse formats to cater to the needs of students of all ages. For elementary school students, virtual programs include interactive online games and virtual field trips, which make learning engaging and fun. In contrast, in-person programs for elementary students could involve hands-on science experiments or art classes, promoting experiential learning. Middle school students may benefit from virtual tutoring sessions and interactive e-learning platforms to enhance their academic skills. At the same time, in-person options could encompass after-school clubs or STEM workshops to encourage social interaction and teamwork. For high school students, virtual programs could offer SAT/ACT prep courses and college application guidance, supporting their path to higher education.

On the other hand, in-person offerings may involve internships, career development seminars, or dual enrollment programs, providing real-world experience and college credit opportunities. The flexibility in these program formats ensures that educational needs are met at every stage of a student's journey. The following events are suggestions with recommendations. Due to various chapter sizes, you may modify the event based on the number of brothers on your event committee.

**1. James A. "Billboard" Jackson Contest:** The contest aims to develop a collective business proposal using the James A. "Billboard" Jackson Entrepreneurial template. Each question has an innovative interactive activity to keep students engaged. Set teams by class, chapters, and school, tailored to middle and high school students.

- A. *Planning Committee*: Three Brothers minimum.
- B. *Requirements*: Brothers must select a business contest to display entrepreneurial skills. The template can be used from BluPrint to judge the student's business proposal ideas.
- C. *Modality/Format*: In-Person/ Virtual/ Hybrid.
- D. *Audience*: Middle School / High School.

**2. Scholarship Application Session:** A session used to apply for scholarships and educate high school students about FAFSA. A college advisor, student, or brother who works in Higher Education understands that the financial aid process can provide information about applying to colleges and the best ways to obtain college scholarships.

- A. *Planning Committee Members*: Three Brothers minimum.
- B. *Requirements*: Brothers may contact a local financial aid department to help high school students Apply for federal student aid for college.
- C. *Modality/Format*: In-Person/ Virtual/ Hybrid.
- D. *Audience*: Middle School / High School.

**3. Academic/Soft Professional Skill Prep:** Initiate dialogue regarding academic/soft professional skill steps. K-12 identifies potential schools and its pros and cons. Reach out to community representatives or/recruiter to speak to students. Probe the adopted school to develop comments, questions, and concerns.

- A. *Planning Committee Members*: Three Brothers minimum.
- B. *Requirements*: Brothers will present academic/soft professional skill steps displayed via PowerPoint presentation. Brothers can research proper skills or show a YouTube video and demonstrate the purpose of academic/soft professional skills.
- C. *Modality/Format*: In-Person/ Virtual/ Hybrid.
- D. *Audience*: Elementary School/ Middle School / High School.

**4. Reading with the Sigmas:** The purpose of Reading with the Sigmas is to showcase that men read, and it gives men the opportunity to show themselves in the educational arena. Typically, this will be done at the Elementary level since male presence is not seen as much compared to secondary schools. Men will take time out of their day and rotate reading selected books or books to students in the classroom.

A. *Planning Committee*: Two Brothers.

B. *Requirements*: Brothers have two options for this event

Option 1: Brothers can contact a local elementary school and discuss a classroom or a group of students with the principal that brothers can read to or read with.

Option 2: Brothers will adopt a school and may contact the principal to plan a reading day or event for students.

C. *Modality/Format*: In-Person/ Virtual/ Hybrid.

D. *Audience*: Elementary School.

**5. Art Exposé:** This event encourages self-expression and acceptance using various mediums. There will be an area to display pictures, drawings, and paintings. There will be an area for poetry and spoken word presentations and for those who express themselves through dance. All participants will receive certificates for participation.

A. *Planning Committee*: Four Brothers minimum.

B. *Requirements*: Brothers must ask permission to use a local school cafeteria or gym.

Brothers are requested to contact the school and create a flyer to allow students to sign up to display their current talent or talents among their peers. This can be set up as an art exhibit so students can show art/ skills.

C. *Modality/Format*: In-Person.

D. *Audience*: Elementary School/ Middle School / High School.

**6. STEM Panel with the Sigmas:** A panel session with members associated with STEM-related careers. Brothers will create a panel session of three to five members. These members will be asked to discuss STEM field careers and opportunities. This session will allow students to ask questions.

A. *Planning Committee*: Three Brothers.

B. *Requirements*: Brothers are asked to identify three to five people working in STEM-related fields to conduct a STEM panel discussion. This will allow students to learn more about the importance of STEM.

C. *Modality/Format*: In-Person/ Virtual/ Hybrid.

D. *Audience*: Elementary School/ Middle School / High School.

**7. Money Management:** Students will learn money management techniques such as establishing a budget, understanding bank accounts, and balancing accounts. They will learn about credit and why it is essential. They will learn about interest rates, especially concerning credit cards. It is necessary to bring financial experts in to discuss these topics.

A. *Planning Committee*: Three Brothers.

B. *Requirements*: Brothers are asked to contact a local banker or someone who works with finances to present a PowerPoint presentation about Money Management. Brothers will need to select an online platform to allow students to join the meeting and select a date to host the event.

C. *Modality/Format*: In-Person/ Virtual.

D. *Audience*: Elementary School/ Middle School / High School.

**8. Game Night:** The purpose of the game night is to gather families together to relax and unwind from the day. Kahoot is one of the games that could be played, as well as Booklet. This will keep everyone engaged throughout the night as they will answer trivia, math, ELA, etc. It's fun but also learning at the same time.

- A. *Planning Committee:* Four or more Brothers. Depends on the number of participants.
- B. *Requirements:* Brothers will locate a game that can be played online on a virtual platform. Brothers must select the game and appropriate platform to house the game. A platform such as Eventbrite is suggested to keep up with how many people register for game night.
- C. *Modality/Format:* Virtual
- D. *Audience:* Elementary School/ Middle School / High School

**9. Career Exposure:** This event will expose students to multiple careers, including those that require degrees or are trade-based. The professional will explain their job, salary range, and education needed for that career.

- A. *Planning Committee:* Two Brothers.
- B. *Requirements:* Brothers can select up to five members to speak to students at a local school. The panel must represent different organizations and backgrounds of work. This session can be hosted during or after school hours, suggesting a three-week planning timeline to contact proposed candidates and present the idea to a partnering school.
- C. *Modality/Format:* Virtual
- D. *Audience:* Elementary School/ Middle School / High School

**10. Black History Month:** Black History Month educational programs hold immense significance in recognizing and celebrating the rich and diverse contributions of African/Black Americans throughout history. These programs serve as a platform to highlight Black individuals' struggles, achievements, and cultural heritage, fostering a deeper understanding of their impact on society. Through promoting awareness and knowledge about Black history, these initiatives help combat prejudice, discrimination, and stereotypes, ultimately advancing social justice and equality. Moreover, they inspire students to appreciate the importance of diversity and inclusion, fostering a sense of unity and respect among different racial and ethnic groups. Black History Month educational programs play a vital role in shaping a more inclusive and equitable society while honoring the resilience and accomplishments of the Black community.

- A. *Planning Committee:* Three Brothers minimum.
- B. *Requirements:* Brothers have five options for this event

Option 1: Work with school officials to have students choose notable Black pioneers they'd like to know more about, such as voting rights and women's rights activist Fannie Lou Hamer, civil rights activist John Lewis, dancer Alvin Ailey, or Betty Reid Soskin, the oldest full-time national parks ranger. Then, host a living museum night.

Option 2: Read books with Black characters

Option 3: Virtually visit and discuss the Smithsonian National Museum of African American History & Culture

Option 4: Take virtual trips and discuss notable and historic sites

Option 5: Black History Month Trivia/Game

- C. *Modality/Format:* In-Person/ Virtual/ Hybrid
- D. *Audience:* Elementary School.

## SECTION V - ADDITIONAL EXAMPLES OF EDUCATIONAL PROGRAMS

**1. Career Readiness:** This will be geared more toward High School students interested in finding employment. We can discuss professional dress, have mock interviews, show them how to create resumes, etc.

- A. *Planning Committee:* Three to five Brothers.
- B. *Requirements:* Brothers must create a PowerPoint Presentation displaying proper business etiquette for college and the business world.
- C. *Modality/Format:* In-Person/ Virtual
- D. *Audience:* High School

**2. Dress for success to impress:** This event is designed to help students learn how to wear clothes for business and casual networking. It will teach a proper handshake, tying a tie, pants length, clean and neat hands, oral hygiene, and hair care. Participants will learn how to use eye contact and tone in a conversation. The importance of volume in a conversation and nonverbal communication cues.

- A. *Planning Committee:* Three to five Brothers.
- B. *Requirements:* Brothers must be dressed for the event and provided business casual and professional attire. Brothers must create a PowerPoint presentation to display proper & improper attire. This can be an opportunity to collaborate with Zetas.
- C. *Modality/Format:* In-Person/ Virtual
- D. *Audience:* High School

**3. Volunteer for School Advisory Committee:** Some schools have a school advisory committee, which is required by state statute in some states. The school is required to select a community member to serve on the School Advisor Council (SAC). The SAC serves as a "board of directors" to the school, meets monthly, offers recommendations to the school administration, and oversees school improvement processes.

- A. *Planning Committee:* One or Two Brothers.
- B. *Requirements:* Brothers will need to complete an adopt-a-school application first. Once the process is complete, join the school's local School Advisor Council (SAC) and participate in the meeting. Brothers must report to the chapter about any school needs. If this does not exist where you are, investigate to determine if there are other avenues of committee engagement (e.g., Parent/Teacher's Association)
- C. *Modality/Format:* In-Person/ Virtual/ Hybrid
- D. *Audience:* Elementary School / Middle School / High School

**4. Donations to School Bookfairs:** The chapter can make annual monetary donations towards its sponsored adopt-a-school by purchasing an assortment of books from the school's book fair. The chapter turns the purchases around by providing these books to the school's classrooms.

- A. *Planning Committee:* Two Brothers minimum.
- B. *Requirements:* Brothers have three options to execute this event.
  - Option 1: Brothers may contact the local adopted school to plan the school Book Fair. Brothers can help set up the book fair and donate chapter funds to help buy books for the school.
  - Option 2: Brothers can collect and donate books to the local school for a book reading day event.
  - Option 3: Brothers can help the school raise money for a book fair and donate the funds to the local school.

C. *Modality/Format*: In-Person

D. *Audience*: High School

**5. Volunteer for Testing Proctors for State Testing:** Brothers can serve as testing proctors for the sponsored schools during statewide testing season. Proctors are always in demand for state testing.

A. *Planning Committee*: Three Brothers minimum.

B. *Requirements*: Brothers will contact the local adopted school, or a local school that brothers have partnered with previously. Brothers will ask the principal for the school test dates. Brothers will assist with the school selected with testing proctors. Brothers will wear Sigma apparel while assisting teachers in providing test materials.

C. *Modality/Format*: In-Person

D. *Audience*: Elementary School/ Middle School / High School

**6. Device distribution:** Brothers can assist schools in distributing devices to students who need tablets and/or laptop computers. This can be done during the pre-planning week of the school.

A. *Planning Committee*: Two Brothers minimum.

B. *Requirements*: Brothers must contact the local partnered or adopted school. Brothers will ask the school for the dates for device distribution for students. Brothers will report to the local chapter and ask brothers for assistants to help with the school project.

C. *Modality/Format*: In-Person

D. *Audience*: Elementary School / Middle School / High School

**7. A Month of STEM:** Students will be involved in a hands-on approach to Science, Math, and Engineering activities. The theme for STEM night can be different each time, and the committee can put together the guidelines that should be met... (this may be more for in-person, but we could make it work).

A. *Planning Committee*: Four Brothers minimum.

B. *Requirements*: Brothers will select one month out of the school year and host STEM night once a week to incorporate STEM activities into the students at a local school. A planning committee must present all four or five nights of activity to the chapter before submitting it to the school. Four brothers must be assisting with hosting the event.

C. *Modality/Format*: In-Person / Virtual

D. *Audience*: Elementary School / Middle School / High School

**8. Virtual Mentoring (Check in/Check Out):** Students can check in with Sigma mentors through academic, social, and emotional support via Zoom, Microsoft Teams, or WebEx platforms.

A. *Planning Committee*: Three Brothers.

B. *Requirements*: After addressing the need, Brothers must contact the local school and find out how many students need to speak to a virtual mentor. Ask the graduate chapter or undergraduate chapter how many brothers are interested. Brothers need to sit down then and come together to select a time and a platform for a virtual mentor.

C. *Modality/Format*: Virtual

D. *Audience*: Elementary School / Middle School / High School

**9. After-school tutoring:** Students who are identified as below average based on Achievement tests and teacher recommendations can receive tutoring to help increase their math/reading skills. Tutoring can be held in 30-minute to an-hour increments, depending on the needs of the students.

- A. *Planning Committee:* Two Brothers
- B. *Requirements:* Brothers will contact the local school partnered with. Students can be presented to the chapter and address the needs of students in the classroom.
- C. *Modality/Format:* In-person/Virtual
- D. *Audience:* Elementary School/ Middle School / High School

**10. The College Life:** A PowerPoint Presentation that discusses college life and the various opportunities provided. Trade school opportunities can also be discussed to promote vocational skills.

- A. *Planning Committee:* Two Brothers, One Undergraduate Brother.
- B. *Requirements:* It is strongly suggested an undergraduate brother create a PowerPoint presentation with at most twenty-five slides. These slides can discuss his personal experience of college and content he wishes he had been aware of before college.
- C. *Modality/Format:* In-person/Virtual
- D. *Audience:* Middle School / High School

**11. Virtual Etiquette:** This is where virtual meeting etiquette becomes essential. A virtual meeting where attendees can learn how to conduct themselves appropriately in a virtual meeting environment.

- A. *Planning Committee:* Three Brothers minimum.
- B. *Requirements:* Brothers must provide a PowerPoint presentation demonstrating proper etiquette for representing themselves during a virtual call. Brothers should provide poor and good habits during the presentation.
- C. *Modality/Format:* Virtual
- D. *Audience:* Middle School / High School



# SECTION VI - INTERNAL & EXTERNAL ASSESSMENT OF ADOPT-A-SCHOOL

Conducting internal and external assessments of educational programs is paramount for ensuring their effectiveness and continuous improvement. Internally, these assessments allow chapters to identify strengths and weaknesses within their programs, helping them tailor their approach and methods to meet students' needs better. Externally, assessments provide an objective perspective and benchmark the experience quality from the student's lens. This helps maintain accountability and transparency, ensuring that our educational programs are delivering the expected outcomes we intended. Ultimately, the combination of internal and external assessments promotes academic excellence, fosters innovation, and enhances the overall educational experience for students. Below are some external and internal evaluations that your chapter can conduct.

## **External** (assessment to be done by students)

1. Emote with Emojis | *Elementary / Middle / High School*
  - A. Develop a sheet of reactions using emojis and have students select an emoji to describe how they feel about a topic.
2. 'X' marks the Spot | *Middle / High School*
  - A. Have students describe a program in 280 characters or less as if they were sending a tweet.
3. Hashtag | *Middle / High School*
  - A. Have students describe a program using only 3-5 hashtags.
4. 3-2-1 Countdown | *Elementary / Middle / High School*
  - A. Students respond to three straightforward prompts: Name three things you didn't know before, name two things that surprised you about this topic, and name one you want to start doing with what you've learned.
5. Exit Ticket | *Middle / High School*
  - A. Short written summaries of what students learned.
6. One-Minute Paper | *Middle / High School*
  - A. Put one minute on the clock and ask students about the topic/program.  
Typical questions might be:
    - What was the main point?
    - What questions do you still have?
    - What was the most surprising thing you learned?
    - What was the most confusing aspect and why?
7. Muddiest Point | *Elementary / Middle / High School*
  - A. Students are asked to describe what they didn't understand and what they think might help.
8. Thumbs Up/Thumbs Down | *Elementary / Middle School*
  - A. After delivering a section of content, ask students to display a thumbs up or thumbs down regarding their understanding. Record/Note the responses.
9. One Word | *Elementary / Middle / High School*
  - A. Provide an index card, then ask students to think of one word representing their new insights, lingering questions, connections made, or muddiest points.
10. Polls/Quizzes
  - A. These can be created with platforms like Socrative or Quizlet or in-class games and tools like Quizalize, Kahoot, FlipQuiz, Gimkit, and Plickers.

## **Internal** (assessment to be done by chapter)

A **S.C.O.R.E.S.** analysis is a beneficial technique that can be implemented to help a chapter identify its **Strengths**, **Challenges**, **Opportunities**, **Risks**, **Environment**, and **Systems**. A **SCORES** analysis helps gauge a wide range of internal and external factors that affect any organization and identify areas of improvement. For example, this analysis can be done before or after executing an educational program, as well as a tool to assess gaps in a chapter that might need an MOU.

- Strengths
  - Identifying internal and external assets
- Challenges
  - Identifying areas of potential improvement that currently hinder performance.
- Opportunities
  - Identifying chances for growth, innovation, and best practices
- Risks
  - Identifying situations or conditions that could have a negative impact or threats to success and sustainability.
- Environments
  - Identifying the impact of internal/external cultures/dynamics at play
- Systems
  - Identifying internal, external, operational, institutional, and other systematic lenses, we have not considered or are considering that will impact integration, engagement, and successful implementation.

It is best suggested that you create a grid/matrix to place your thoughts, perspectives, and feedback like that shown below.

Strengths	Challenges	Opportunities	Risks	Environments	Systems

## SECTION VII - PRESS RELEASE EXAMPLE

Marketing, including activities like press releases, is crucial for educational programs to reach their target audience and succeed. Effective promotion creates awareness and conveys these programs' unique benefits and value. Moreover, it fosters engagement, partnerships, and collaborative opportunities.

### **TEMPLATE | Below is an example that chapters can utilize and adjust accordingly**

Phi Beta Sigma Fraternity Inc., founded on January 9, 1914, is a fraternity that focuses on serving and meeting needs within the community. The [insert chapter name] of Phi Beta Sigma Fraternity Inc. is excited to announce [Event/Program Name], a [brief description of the event/program] designed to [state the purpose and goals of the event/program]. This program took place on [insert date] at [insert the name and location of Adopt-A-School]

[Event/Program Name] featured:

1. [Highlight key feature 1]
2. [Highlight key feature 2]
3. [Highlight key feature 3]

[Quote from a relevant spokesperson, such as your chapter's education director/coordinator, regarding the importance of the event/program and its impact on school]

The [insert chapter name] as well as [insert the name of Adopt-A-School] have stated [insert joint statement regarding the future of events like this]

### **Example using template**

Phi Beta Sigma Fraternity Inc., founded on January 9, 1914, is a fraternity that focuses on serving and meeting needs within the community. The Phi Beta Chapter of Phi Beta Sigma Fraternity Inc. is excited to announce, "Giving our Kids Something to Read About," a community book drive designed to collect books for students to have for summer reading. This program occurred on May 5, 2021] at Sigma Elementary in Washington, D.C.

Giving our Kids Something to Read About featured:

1. The goal of the book drive was to collect enough books so that each of the school's 425 students would receive two books each.
2. Together, they collected 1,914 books for the students at Sigma Elementary.
3. The collected books were evenly distributed among the 400 students at the school, thus providing them with reading materials to continue reading throughout the summer.

"It was a pleasure to see the smiling faces of the students after we dropped off the books to several, and it shows why we will continue to do programs like this," says A. Langston Taylor, Education Director for Phi Beta Chapter.

The Phi Beta Chapter and Sigma Elementary have stated they would like this to be an annual event, and their goal each year will be to provide even more books to students.

## SECTION VIII - MOU FAQ'S

In this section, we'll delve into a range of potential questions that chapters might have about the process and nuances of adopting a school. Whether you're curious about logistics, best practices, or mitigating potential hiccups regarding this initiative, find answers and insights to guide you through this impactful journey of supporting schools in your community.

**Question 1:** The school we would like to adopt does not want our MOU and would like to modify it or use its own. What do we do?

**Answer:** Continue to work with your school and follow their guidelines. Make sure that you send in the MOU that your chapter signs. Additionally, make sure you contact your RDE, noting this feedback.

**Question 2:** The school we are adopting wants the brothers volunteering to complete and pay for a background check. Who pays for that?

**Answer:** The fraternity does not pay for the background check. That would be the responsibility of the adopting chapter members.

**Question 3:** The person who signed the MOU is no longer at the school. Should the chapter submit a new MOU?

**Answer:** – A new MOU is required if the principal/coordinator is no longer at the school. If the chapter president who signed the MOU is no longer in his role but is still an active member, the current MOU is still valid.

**Question 4:** Can a collegiate chapter adopt a school?

**Answer:** Yes, it is preferred that collegiate chapters adopt elementary schools. However, they can adopt other schools. Collegiate and Alumni Chapters can work together to support 1 school.

**Question 5:** If my chapter has additional questions, who can I contact?

**Answer:** If the chapter has questions, they can contact their State, Regional, or International Director of Education for assistance. In addition, they can talk with the chapter president or former chapter director of education.

**Question 6:** My adopted school wants to renew its MOU yearly versus the fraternity every 2 years. What do we do?

**Answer:** Follow the school's guidelines. Each year, turn in your MOU to the fraternity. Make sure you keep a copy within your chapter filing system.

**Question 7:** Many brothers in the chapter are busy; how do you propose we create programming around their schedules?

**Answer:** Implement a flexible scheduling system that accommodates the varying availability of fraternity members. Allow them to commit to specific time slots, ensuring they can contribute without overwhelming their busy schedules. Additionally, refer to the virtual program examples in the guidebook.

**Question 8:** How do we recognize brothers in the chapter for their work in the Adopt-A-School initiative?

**Answer:** Establish a recognition system to acknowledge the consistent efforts of Sigma men throughout the school year. Recognize individuals or committees during chapter meetings, newsletters, or social media platforms to highlight their contributions.

**Question 9:** How do we incentivize brothers in the chapter for their work in the Adopt-A-School initiative?

**Answer:** Introduce incentives, such as awards or certificates, for Sigma men who demonstrate outstanding commitment. Creating a friendly competition or milestone-based recognition can foster a sense of achievement and encourage sustained involvement.

**Question 10:** How do we keep chapter members informed of Adopt-A-School Activities?

**Answer:** Develop a clear communication strategy to inform fraternity members about upcoming Adopt-A-School activities. Provide regular updates, reminders, and progress reports to maintain engagement.



- For a concise program implementation assessment of the Adopt-a-School program post-MOU submission, focus on these key KPIs in addition to items in section 7
  - Student Achievement: Track improvements in test scores and graduation rates.
  - Resource Enhancement: Measure the increase in educational materials and technology available.
  - Anticipation and Engagement: Monitor volunteer hours, student, and teacher attendance.
  - Facility Upgrades: Count the infrastructural improvements made to the school by the brotherhood.
  - Community Involvement: Assess the rise in parental and community participation.
  - Program Growth: Note the expansion of program activities and student reach.
  - Financial Management: Review funds raised and donated.
  - Sustainability: Consider the longitudinal impact on students and the community.



# SECTION IX - MEET THE ADOPT-A-SCHOOL COMMITTEE

Bro. Olajiwon McCadney – Chair



Bro. McCadney currently is the Chair for the Adopt-A-School Committee, New York State Director of Education, and Special Advisor to the President of the Theta Upsilon Sigma chapter within the fraternity. Past leadership roles in the fraternity include PA State Director of Education, PA Central Area Deputy Director, Sigma Leadership Academy Faculty, Collegiate Advisor (Gamma Beta Alpha), and Chapter President (Xi Psi Sigma). Bro. McCadney is the Assistant Vice President of Diversity Studies & Intercultural Affairs and the Deputy Title IX Coordinator at HACC, Central Pennsylvania's Community College. Additionally, He serves as a facilitator for the national team\ with the Center for Restorative Justice at the University of San Diego, a Merit Badge Counselor for the Boys Scouts of America in Rochester, NY, and a member of the governing board within ACPA, College Educators International.



Bro. Greg Chapman



Bro. Demetrius Davis



Bro. Fred Lily II



Bro. Steven Mills



Bro. Dr. Vashawn Smith



Bro. Avery Wells



Bro. Dwight Callaway  
Southern RDE



Bro. Dr. Theo Fowles  
Western RDE



Bro. Derek Lee  
GL RDE



Bro. Dr. Corey Johnson  
Southwestern RDE



Bro. Jon Hawkins  
Gulf Coast RDE



Bro. Michael Rodgers  
Southeastern RDE



Bro. Jenabu Williams  
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Bro. Dr. Marcus Chanay  
Sr. Advisor



Bro. Jeremy Speaks  
Chief of Staff



Bro. Obie Woods  
Deputy CoS