

**Project UPCS: Unlimited Potential Community Schools - Empowering Students, Families, and  
Communities through Statewide University Partnerships within High Need Districts**

**U.S. Department of Education: Office of Elementary and Secondary Education**

**Full Service Community Schools Program (CFDA Number 84.215J)**

**Absolute Priority 1 Title IA Schoolwide Program Eligibility**

**Absolute Priority 5 State Scaling Grants**

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<b>63-69</b>  63-67  67-68  68-69 Appendix A Appendix B Appendix C	<b>3. Quality of the Project Services. 15 points</b> <ul style="list-style-type: none"> <li>a. The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership. (2022 FSCS NFP) 5 points</li> <li>b. The extent to which the services provided reflect up-to-date knowledge from research and effective practice. (34 CFR 75.210) 5 points</li> <li>c. The extent to which the services to be provided are focused on those with greatest need. (34 CFR 75.210) 5 points</li> </ul>
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<p><b>88-117</b></p> <p>88-</p> <p>Appendix A Appendix B Appendix E</p>	<p><b>6. Quality of the Project Evaluation. 15 points</b></p> <p>a. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210) 5 points</p> <p>b. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (34 CFR 75.210) 5 points</p> <p>c. The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (34 CFR 75.210) 5 points</p>
<p><b>117-120</b></p> <p>118-119</p> <p>119-120</p> <p>Appendix A Appendix B Appendix C Appendix E</p>	<p><b>7. Strategy to Scale. 10 points</b></p> <p>a. The Secretary considers the number and percentage of LEAs, and the number and percentage of schools within each LEA, the applicant, the SEA, and other partners propose to serve, the applicant's capacity to further develop, implement, bring to scale, and sustain additional full-service community schools in multiple LEAs, and the applicant's capacity to work with others, including the broadly representative consortium and the State steering committee.</p> <p>b. Ensure the proposed process, products, strategies, or practices can be further developed and brought to scale, based on the regular findings of the proposed project and its independent evaluation.</p>

Budget & Budget Narrative	Part 5: Budget is adequate for meeting project objectives and mitigating financial burden
	Part 6 Include, in Appendix -
Appendix A	Required Preliminary Memorandum of Understanding
Appendix A	Letters of Support
Appendix B	Logic Model
Appendix C	Assurances for Participation in National Evaluation and Focus on Schools Eligible
Appendix E	Curriculum Vita of Project Personnel
Appendix F	Restricted Indirect Cost Rate Agreement
Appendix G	Nonprofit Status

**Project UPCS: Unlimited Potential Community Schools - Empowering Students, Families,  
and Communities through Statewide University Partnerships within High Need Districts**

**U.S. Department of Education: Office of Elementary and Secondary Education**

**Full-Service Community Schools Program (CFDA Number 84.215J)**



**Absolute Priority 1 – Title IA Schoolwide Program Eligibility**

The Unlimited Potential Community Schools program will serve a minimum of two or more full-service community schools eligible for a schoolwide program under section 1114(b) of the ESEA, as part of a community- or district-wide strategy.

The University of Central Florida (UCF) Center for Community Schools is currently supporting 36 Community Partnership Schools (CPS) with 32 of the 36 schools meeting Title 1, section 1114(b), eligibility. There are 15 existing CPS schools that currently have a university assisted partnership with the four identified university partners for this project. The university partners include the University of Central Florida (UCF), Florida Agricultural & Mechanical University (FAMU), University of South Florida (USF), and Florida International University (FIU). Within the 15 CPS schools currently being served by these university partners, 100% of these schools qualify for Title IA Schoolwide Program Eligibility. The UCF Center for Community Schools is requesting support to scale up the University Partnership Community Schools (UPCS) initiative across the state of Florida. Each university will identify up to 4 of the

current CPS or other community schools in their district to target for enhancements around their preexisting pipeline services and early childhood offerings for Pre-K through 3rd grade. Each university partner will also develop at least 6-8 Unlimited Potential Community Schools (UPCS) as part of this 5-year commitment. Of the new UPCS schools developed, at least 90% will be schools that qualify for Title IA Schoolwide Program Eligibility. The UPCS project commits to supporting schools who exist within a feeder pattern to build cradle to career support infrastructures. All the work will be accomplished through a shared leadership model that will be part of the university partnership strategy serving both the district and local community.

### **Absolute Priority 5 – FSCS State Scaling Grants**

The UCF Center for Community Schools in the College of Community Innovation and Education at the University of Central Florida has over a decade of experience providing technical assistance to community school sites who have integrated with universities. They have a demonstrated history of scaling up, having started with Evans High School in Central Florida, and growing to 36 community schools across the state in 21 school districts spanning the entirety of the state. They are poised to scale up the work that is already happening with a statewide support network (including the Florida legislature) in place and pre-existing frameworks created to support the enhancement and

development of UPCS.

The UPCS project will scale up the number of University-Assisted Partnership Community Schools (UAPCS) by leveraging existing

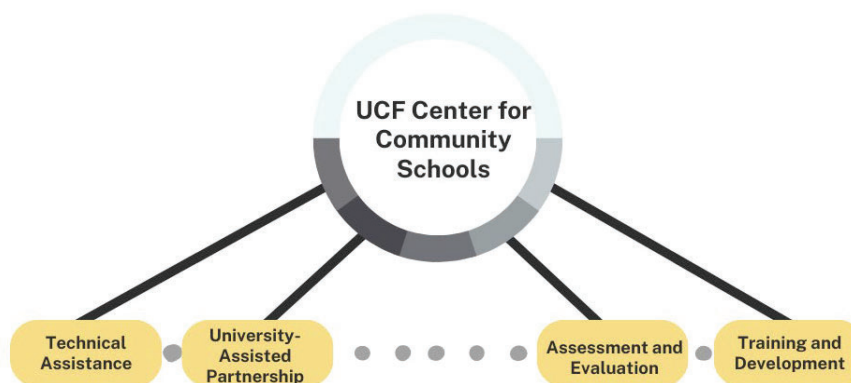


Figure 1 UCF Center for Community Schools Model

collaborative efforts in each of the four regions and anchoring to the university partners including the University of Central Florida (UCF), Florida Agricultural and Mechanical University (FAMU), the University of South Florida (USF), and Florida International University (FIU) by empowering them to develop UPCS regional centers statewide. These partners are poised to enhance up to 4 of their existing partner community schools and scale up to a total of up to 10 new community schools by year 4 of the project. This would mean up to 40 enhanced or new UPCS schools across the state. The UPCS project will also scale up the work of the technical assistance provided across Florida by creating a statewide training academy which includes virtual learning opportunities, continuous improvement, and coaching for participating community schools.

### **Competitive Priority 1 – Meeting Student Social, Emotional, and Academic Needs**

(1) Creating education or work-based settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners.

The scaling up of community schools, through the enhancement and expansion of the university-assisted community schools across the state of Florida is the embodiment of continuous reflection and growth in the areas of meeting the diverse social, emotional, and academic needs of students. The holistically informed nature of investing in students through collaborative efforts and community partnerships, provides them with meaningful opportunities to grow socially, emotionally, and academically. The four identified university partners all have a long-standing history with nonprofits who are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status. These include, but are not limited to Children's Home Society, Boys and Girls Club, and Big Brothers, Big Sisters. Florida has addressed this need through the development of state standards that help students demonstrate

resilience through adversity. The characteristics of Resilience Education include: empathy, perseverance, grit and gratitude, responsibility, critical thinking, problem solving, responsible decision-making, self-awareness & self-management, mentorship & citizenship, and honesty (FLDOE, 2023). When students, families, and communities are being positively impacted and supported within an environment that they play a role in collaboratively designing and bringing to life, the community can't help but grow individually and collectively.

The UPCS project will build upon the work that is already happening to Meet Student Social, Emotional, and Academic Needs by (2) Providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs, and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.

The Florida Problem Solving/Response to Intervention (PS/RtI) Project is a statewide partnership between the Florida Department of Education and the University of South Florida. The PS/RtI project is an appropriate partner to help the UPCS project achieve its goals. They have worked to create one universal education system where all Florida educators will implement an effective and efficient multi-tiered system of support (MTSS) to guarantee that we are serving the whole child around student growth in academic, behavioral, emotional, and life skills. The PS/RtI project accomplishes this work through Regional Coordinators and Academic Specialists who support districts with problem solving and implementation of MTSS initiatives. They tailor this support to meet the needs of each individual district and schools. Forty districts and LEAs across Florida were provided some level of support by the PS/RtI project in 2021-2022.

PS/RtI currently exists as a statewide discretionary project, and through the collaboration with UPCS and its regional centers the project will continue their work to support all schools across Florida and specifically UPCS by providing assistance and training around Multi-Tiered Systems



of Support (MTSS). PS/RtI has demonstrated gains in middle school math scores for students with disabilities, increased graduation rates across all participating districts, while dropout rates decreased over time (MTSS Project, annual, 2022). This level of support to the whole child and the whole family is essential to the community school strategy. UPCS University-Assisted Partners will receive training and assistance around MTSS which will empower each institution to implement MTSS with fidelity at the individual school level. When implemented with fidelity, the MTSS process includes a powerful framework for increasing individual student outcomes. The data points captured on a student through this process focus on preventative measures to be put in place as well as intervention. The strategy also provides a holistic lens when monitoring and serving students. Many community school strategies focus on doing things differently and more efficiently instead of simply bringing something new. This strategy does just that and is already embedded in many districts across Florida.

### **Competitive Priority 2 – Strengthening Cross-Agency Coordination and Community engagement to advance systemic change.**

By strategic consideration and planning around the development of equitable steering committees at the state, regional, and local levels, UPCS will ensure that a diversity of perspectives are brought together in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership. Through the multi-tiered system of shared leadership, each regional center will build lasting relationships between the various agencies both public and private available to serve each specific community. Including all stakeholders by ensuring their equal participation in the needs assessment for each school including surveys, focus groups, and interviews and maintaining that connection through their participation in the advisory and steering committees at

the school, regional, and state level. UPCS will ensure Cross-Agency Coordination and Community engagement to advance systemic change.

**Invitational Priority - Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades (K–3).**

UPCS will be addressing invitational priority 3 as it appeared in the initial data as a need in Florida. Kindergarten readiness sits at less than 50% across the state. Recognizing this as a statewide need led to the evaluation of PreK/VPK participation through the current reach of preexisting community schools across Florida. Of the 36 current Community Partnership Schools throughout 21 districts across the state of Florida, only 3% of the 33,613 students accessed PreK/VPK in their schools. In year 1 each of the 4 university partners will identify up to 4 of the current CPS schools in their district to target for enhancements around their preexisting pipeline services and early childhood offerings for Pre-K through 3rd grade. UPCS will make effective transition practices, continuity of services and supports, and aligned instruction for students from preschool and other early childhood settings into kindergarten and from kindergarten into the early grades (K–3) a priority by inviting and including the Florida Office of Early Learning and the local Early Learning Coalitions as members of the equitable steering committees at the state, regional, and local levels.

**A. Need for Project**

The Center for Community Schools and Toni Jennings Exceptional Education Institute at the University of Central Florida, Florida Agricultural and Mechanical University, Florida International University, and University of South Florida, are partnering to provide technical assistance to grow the number of community school sites statewide and scale up efforts to positively impact high needs districts across Florida. Unlimited Potential Community Schools

(UPCS) will grow services to impact up to 40 community schools, comprised of both enhancement and newly added schools, across the state of Florida. The aims of the project UPCS will be to: (1) enhance access to and coordination of community based activities and services for students and families; (2) enhance the resources partner universities provide to districts and schools to support initiative implementation, (3), enhance enrollment and participation in initiative pipeline activities and services, (4) increase positive development experiences and learning opportunities of youth development and skill development outcomes, (5) enhance the capacity of initiative coordinators to support implementation of the community school strategy, (6) improve the sustainability of new pipeline services being provided in UCPS schools. (7) improve teacher retention by enhancing support provided through university partners and improving overall school climate, (8) improve student kindergarten readiness and academic achievement, and (9) improve student behavior and attendance.

Project UPCS will follow an ecological approach to mobilize partners and additional critical stakeholders in order to utilize evidence-based practices to thoughtfully support students in high need districts (HND). The need for Full-Service Community Schools (FSCS) exists in all areas of Florida. Schools across the state are significantly under-resourced with students in underserved Title 1 schools frequently experiencing poor educational outcomes (FLDOE, 2023). Learning deficits are associated with students who are educated in traditionally marginalized communities (NAEP, 2023). Many of these students are exposed to barriers which impact their cognitive development and executive function processes (Vasquez, & Marino, 2020; Anderson & Marino, 2023). School leaders and educators have pushed to restructure schools to address the many challenges underprivileged communities face in their respective school districts (Sharma, 2023). In addition, local school leaders are concerned by the exploding numbers of poor inner-city communities, particularly in the nation's larger urban cities (Rupert, 2003). Expanding the Full

Service Community Schools (FSCS) model through University-Assisted Partnerships (UAP) will undoubtedly improve student and family outcomes in these districts (Maier et al, 2017).

Researchers (Maier et al, 2017) have demonstrated community schools including design features such as UPCS improve teaching, learning and student outcomes. The evidence-based four pillars of community schools include (1) integrated supports; (2) expanded and enriched learning time (3) active family and community engagement; and (4) collaborative leadership and practices to support high-quality teaching. Project UPCS, with its partners, will build upon existing infrastructures to identify, create, implement, and scale up these evidence-based strategies as part of a comprehensive set of services designed to reflect and tailored to local contexts and highlighted by the Science of Learning and Development Alliance (2020). Project UPCS meets the unique needs of the neighborhoods served by leveraging local nonprofit, private, and public partnerships to bring wraparound services into school buildings through improvements in teaching, learning, and student performance to positively impact future implementation based on outcomes of national evaluation efforts (Learning and Policy Institute & Turnaround for Children, 2021).

The overarching goal of UPCS is to improve outcomes for Florida students in high needs districts (HND) by scaling up pipeline services, the number of university partnership community schools across the state, and providing technical assistance. We propose improvement in supporting high need districts through a dynamic system and ecological approach in supporting sustainable change. UPCS will utilize a combination of (1) The Four Steps to Scale Up Community Schools (Germain, Oakes, Maier, 2023), (2) The Framework for the Essentials for Community Schools Transformation (Community Schools Forward, 2023) and (3) The Theory of Action for Community School Transformation (Community Schools Forward, 2023) to develop up to 40 UPCS across Florida. The result will be a community program providing technical assistance that engages stakeholders grounded in evidence, implementation science, learning, network learning

theory and inclusive education (Patel et al., 2019, Strmecki et al., 2015) to grow and support collaborative, deep, and sustainable networks across the continuum of communities in high need areas of Florida.

The extent to which the proposed project provides support, resources, and services; close gaps in educational opportunity; or addresses the needs of the target population.

The 21st century has been an age of disruption where entirely new ways of everyday life have emerged (Christensen, 2016). From the ways we communicate, shop, socialize, and work, the changes have emerged at an unprecedented speed. The changes in everyday life have produced far-reaching transformations but have virtually stopped at the entrance of our schools (Cuban, 1983; 2001; Dinc, 2019; Hussar, et al., 2020; Moursund & Bielefeldt, 1999; Zhao & Frank, 2003). As a critical nexus for societal betterment, schools have been too slow to adapt to the technological, economic, and political changes happening in the world (e.g., Christensen et al., 2010; Freire, 1974; Schwab & Davis, 2018; Serdykov, 2017). The stagnation of the education system has contributed to growing inequities across various racial, cultural, gender, ability, and disability groups (Basham et al., 2020; Zhao, 2016). To overcome these concerns, significant resources from governments, philanthropies, and the private sector have flowed into the system as pockets of innovation emerged. Through the UPCS project there will be a fundamental shift from all support coming from one university to the support funneling through the local university partners, therefore providing for more direct lines of communication, collaboration, and assistance.

### **Project UPCS Support**

65.8% of Florida’s public K-12 students are classified as “economically disadvantaged”. According to the Florida Department of Education data, “the 100 schools listed on the 2021-22 persistently low-performing schools have anywhere from 78 to 100 percent of students considered

“economically disadvantaged with most of those schools also having a high percentage of minority students” (FLDOE, 2022).

The Unlimited Potential Community Schools (UPCS) project reflects relevant and evidence-based findings from existing literature as it proposes a scale up in the existing community schools infrastructure created by the UCF Center for Community Schools by enhancing the university-assistance arm within the CPS model. The four university partners will each develop a regional UPCS center and work to anchor the four pillars of full-service community schools in every UPCS. While the University-Assisted Partnership Community Schools (UAPCS) approach involves a partnership between a school or school district and a university or college, where the university or college serves as the lead partner appointing the community schools coordinator (Netter Center), the Unlimited Potential Community Schools (UPCS) model will position statewide universities as the convening entity partnering with the school district to hire a UPCS coordinator and expanded learning coordinator to strategize and manage the community school’s operations. The regional sustainability director, along with a university assistance coordinator hired by the university will mobilize the vast resources of the university to help transform selected traditional public schools. This type of University-Assisted Partnership Community Schools (UAPCS) approach has historically proven to have a profound and lasting impact on the communities they serve and the collaborative efforts they cultivate. Project UPCS proposes a statewide initiative to scale up over the 5 years of the grant using an expansion upon existing data structures and evaluation methods ensuring successful implementation and achievement of project objectives.

### **History of UCF Center for Community Schools**

The UCF Center for Community Schools in the College of Community Innovation and Education at the University of Central Florida has over a decade of experience providing technical

assistance to community school sites who have integrated with universities. They have a demonstrated history of scaling up, having started with one school, Evans High School in Central Florida, and growing to 36 Community Schools across the state. They are well suited to scale up the work that is already happening with a statewide support network in place and pre-existing frameworks created to support the enhancement and development of UPCS. The UPCS project will scale up the number of University Partnership Community Schools by leveraging existing pipeline services in each of the four regions and anchoring to the university partners including the University of Central Florida (UCF), Florida Agricultural and Mechanical University (FAMU), the University of South Florida (USF), and Florida International University (FIU). These partners are poised to each

enhance 1-4 of  
their existing  
partner

community  
schools and scale  
up to a total of at  
least 10 new  
community  
schools by year 4  
of the project.

This would mean  
up to forty  
enhanced or new  
UPCS schools

## FLORIDA'S

### *Community Partnership Schools*

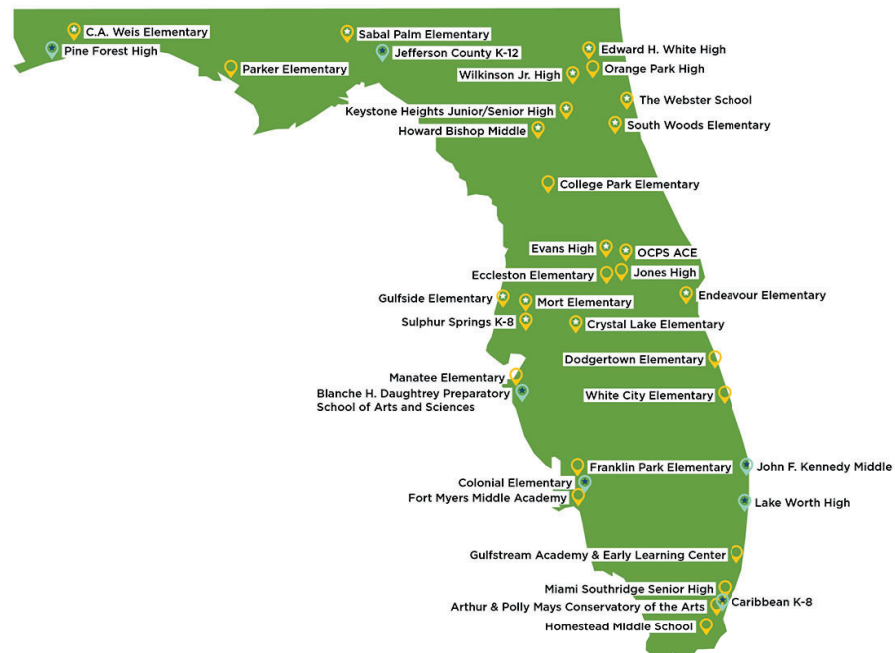


Figure 2 UCF-Certified Community Partnership Schools Florida

across the state. The UPCS project will also scale up the work of the technical assistance provided across Florida by creating a statewide training academy which includes collaborative efforts amongst stakeholders resulting in expanded offerings in virtual learning opportunities, continuous improvement, and coaching for participating community schools.

### **Engagement to Advance Systemic Change**

Thirty Six Community Partnership Schools, 15 of which are UCF-Certified Community Partnership Schools, in Florida currently exist. The University of Central Florida Center for Community School (UCF CCS) has a depth of experience with the multiple partner approach to community schools, which makes them uniquely qualified to scale up. Each of the 36 Community Partnership Schools across the state are inclusive of at least one university partner. The preexisting university partnerships provide a solid foundation from which to scale up these efforts across the state.

While Community Partnership Schools have at its core a long-term 25 year partnership among four core partners that includes a school district and university/college, integration and the balance of the four core partnership model is an area of needed growth (AIR, 2022). The UPCS project is intended to address and expand upon these partnerships by providing the lever and experience to work directly together to enhance existing work in the four regions as well as develop new Unlimited Potential Community Schools to provide the experience of mobilizing and implementing community schools together.

Preliminary scale up of Florida's Community Partnership Schools model has been successful due to the intention behind implementing a system of support. At the heart of the current community schools scale up was the development of a standards-based fidelity tool using existing literature and efforts nationally and internationally. A network of stakeholders are readily available to provide technical assistance, consultation, coaching, and uniquely defined support. Each



network is intermittently brought together to continuously improve practice through learning exchanges and UCF Center for Community Schools institutes. Many lessons have been learned through the scale up of Community Partnership Schools in Florida, and these lessons are being used to build, drive, and will ultimately sustain the Unlimited Potential Community Schools initiative once launched and implemented (website/handbook).

### **Evolution of Need: An Impactful History**

The Center for Community Schools at the University of Central Florida first responded to the needs of the community within a single school in 2010. Evans High School, in Orange County Florida, was classified as economically disadvantaged school, and with that classification came the need to provide a range of services to the students, families, and broader community. The application of academic studies and strategies, in response to the identified needs of the community, paired with the commitment of the stakeholders, guided the shared vision and process in the beginning stages. In 2014, the Center for Community Schools at the University of Central Florida was established to expand the model at Evans High Schools to other districts in Florida. The Community Partnership Schools (CPS) model was standardized in response to the desire for fidelity scaling and the desire of other school communities to provide like-resourcing for students and families, so they too had access to learning opportunities and integrated whole-child supports. Florida's CPS model achieves this through a defined set of four key partnerships among the school district, a lead non-profit agency, a health care provider, and a university – who have committed for twenty-three years to the vision and sustainability of the CPS. All services are aligned to the four pillars of community schooling: collaborative leadership, expanded learning, wellness, and family and community engagement. Leveraging the principles established by the larger national community school movement, the CPS model promotes student growth and development by removing barriers to learning and providing access to integrated learning opportunities that support

whole-child development leading to improved student and school outcomes, particularly for students in economically disadvantaged schools. The Center for Community Schools at the University of Central Florida is uniquely poised to complete a scale up project of this magnitude based on 13 years of commitment to the development and successful cultivation of Florida's community schools. Their Community Partnership Schools (CPS) model has evolved from positively impacting a single community school in one county, to reaching over 33,613 students in 36 Community Partnership School sites in 21 districts across the state of Florida which are driven by almost 60 core partners in a collaborative shared leadership structure setting the vision.

### **Shared National and State Educational Needs**

In response to educational inequities related to economic disadvantages and the impact of the Covid epidemic on an already struggling population, communities across the country are searching for answers to meeting the diverse needs of students. Brookings Institution's Task Force on Next Generation Community Schools, recommends the transformation of American schools into community schools that “center their initial efforts on the 4 percent of school districts that educate approximately 40 percent of the country's children, include urban and rural communities across the nation, and have the greatest concentration of unmet student needs”(NCES, 2023) Figure 1, listed below, shows the visibly high concentration of school districts where student needs are not being met within the state of Florida. This is another, of many, calls to action for Florida and our communities to reimagine education. The Brookings Institution's Task Force on Next Generation Community Schools recommendations to scale up the next generation of community schools involve these four steps: (1) prioritize; (2) promote; (3) innovate; and (4) sustain (citation). The specifics within the four steps are what the Center for Community Schools at the University of Central Florida, stakeholders, and community school partners have utilized as a reflective tool to assess the current and future aspects of working with individual communities to meet their

specific needs as we work side by side towards a new way of teaching, learning, and growing as a community committed to closing the equity gap through enhancing and expanding community schools throughout the state of Florida.

To expand community school partnerships throughout the state of Florida, while including a more active role of participating universities and enhancing the offerings to the preexisting Community Partnership Schools (CPS), it was essential that this important endeavor began with a needs assessment. The Brookings (2023) needs assessment determined both national and state needs of schools serving communities classified as economically disadvantaged, allowing a picture of common needs to be established and therefore act as the roadmap of shared focus until individual districts and schools complete their own needs assessments. The next phase of needs assessments will reflect the specific needs of the respective communities and their stakeholders (Winthrop, 2020). The combination of these needs assessments will act in tandem to address both shared and individual needs.

The areas of shared need have been identified within current and future participating Community Partnership Schools as the need to improve in the following areas: kindergarten readiness, accessibility of health

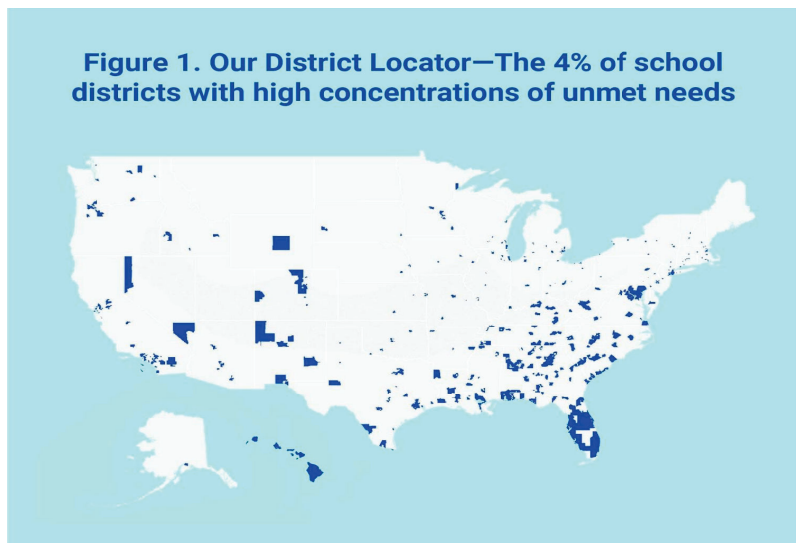


Figure 3 national and state needs of schools serving communities classified as economically disadvantaged  
Brookings (2023)

services, 8th-grade math proficiency, and student attendance.

### ***1. Kindergarten Readiness***

PreK is the broader term used to describe all types of early childhood programs utilized prior to students entering kindergarten, where Voluntary PreKindergarten (VPK) is a type of PreK that is offered to all children in Florida, through state funding, the year prior to entering kindergarten no matter their family income. Students that participated in VPK are assessed within the first thirty days of their kindergarten year to determine readiness. The state average for kindergarten readiness is an abysmal 49.2%. Recognizing this as a statewide need led to the evaluation of PreK/VPK participation through the current reach of preexisting community schools across Florida. Findings highlighted that of the 36 current Community Partnership Schools throughout 21 districts across the state of Florida, only 3% of the 33,613 students accessed PreK/VPK in their schools. This need was defined by a combination of the low percentage of PreK/VPK students being directly impacted within the Community Partnership Schools paired with the 2021-2022 Florida Assessment of Student Thinking (FAST) Star Early Literacy data. In 2022, the percentage of Florida's students exhibiting school readiness at their time of kindergarten entry was 49.2%. The early years of children's lives set the foundation for their lifelong success. Closing significant academic achievement gaps by preparing both stakeholders and the PreK/VPK students is vital and will be made possible through the research-based scaling up of Community Partnership Schools (Maier et al, 2017; Geiser, Horwitz, & Gerstein, 2013).

### ***2. Accessibility of Health Services***

Research indicates that children from economically disadvantaged households are negatively impacted by their under-resourced communities (Morgan et al., 2019). The lack of resources connected to health and early intervention of students that are economically disadvantaged can be directly connected to negatively affecting students' academic progress and

outcomes (Aikens & Barbarin, 2018). In schools and communities, there is a need to prioritize the health and well-being of their stakeholders. That need is even more so in schools and communities that serve those that are economically disadvantaged. Resources and early interventions for the physical health, wellbeing, and development of our communities. Too often we fail to address and prioritize the three critical and interrelated components of mental health: social (how we relate to others), emotional (how we feel), and behavioral (how we act) supports to promote overall well-being (Chafouleas, 2020).

### ***3. 8th Grade Math Proficiency***

Students with strong math and science skills are more likely to graduate from high school, attend and complete college, earn higher incomes, and take advantage of future opportunities (FLDOE, 2023). Nationwide, close to 3 out of every 4 (74%) public school eighth-graders were not proficient in math in 2022, the worst rate in the last two decades. Eighth-grade math achievement worsened across all racial and ethnic groups between 2019 and 2022. Florida is 32nd in the nation in average scale score, according to the results of the 2022 National Assessment of Educational Progress (NAEP, 2022). NAEP assessments are the only assessment taken consistently across the nation and therefore serve as the nation's report card.

### ***4. Improving Student Attendance***

Chronic absenteeism, defined as missing 15 days or more of school per year, significantly impacts a variety of student outcomes including mathematics and reading achievement, social-emotional development, grade retention and dropout, and student discipline (Jordan & Miller, 2017). Barriers such as health problems suffered by the student or family members, transportation, housing instability, and suspension all prevent the student from attending school (e.g., Chang et al., 2018). Targeted interventions to combat chronic absenteeism among economically disadvantaged students are essential in tackling this wide range of student outcomes. The findings

are also relevant within the recent global context of Covid-related school closures that allowed the disparities in educational achievement among economically disadvantaged students to widen (Engzell et al., 2021). Covid exacerbated school absenteeism along with the even more pronounced need for interventions to be provided to economically disadvantaged students in an effort to close the achievement gap (Sosu & Klein, 2021).

### **Addressing the Need**

In 2022, as reported by the Florida Department of Education, 65.8% of K-12 students within the state of Florida are classified as economically disadvantaged with the majority of these children (71%) being Black or Hispanic (FLDOE, 2022). Children living in poverty are more vulnerable to low academic achievement, dropping out of school, abuse and neglect, behavioral and socioemotional problems, physical health problems, and developmental delays (NCES, 2023).

The Center for Community Schools at the University of Central Florida has established its commitment to evolving for the benefit of its community partners and improving the quality of both the education and lives of the communities that they serve. Community school initiatives should always be evolving in response to the changing context of the surroundings in which they operate with effective implementation requiring an ability to adapt systemic structures and supports accordingly. The next step, in this almost 15-year evolution, is the development of the Unlimited Potential Community Schools, a research-based evolution of the Community Partnership Schools (CPS) model. This evolution involves taking existing partnerships between four major public universities and local districts to develop systems that enhance existing CPS while also expanding into other areas of the districts to reach more students. The efforts of this grant will scale existing community schools' state infrastructure developed by the UCF Center for Community Schools through networks, training, and continuous improvement efforts that will establish strong university partnership community schools in the state. This next phase will

embody the knowledge and experience that the Center for Community Schools has developed while serving more students, families, schools, and districts across the state and enhancing systems to more effectively mobilize resources across the selected universities (UCF, FAMU, FIU, USF).

Due to the need, Florida legislatively supported a Community Schools Grant Program (CSGP) to enhance core positions for Community Partnership Schools (CPS). In 2019, legislative policy was developed to further support community schools in Florida. The Unlimited Potential Community Schools project aims to expand upon this work in a state that needs university assistance to democratize schools and leverage expertise and knowledge for the betterment of communities. The CPS model achieves its work through a defined set of four key partnerships among the school district, a lead non-profit agency, a health care provider, and a university. Leveraging the principles established by the national community school movement, Community Partnership Schools, other community schools in each region, and Unlimited Potential Community Schools will together promote student growth and development and remove barriers to learning by providing alignment, coordination, and access to new, integrated programs and services supporting whole child development.

## **B. Quality of the Project Design**

*i. The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature and includes a high-quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives.*

The Unlimited Potential Community Schools (UPCS) project developed a high-quality plan for project implementation around a logic model, also referred to as a theory of action, that links the project's overarching goal to the inputs and strategies aligned to the four pillars and linking to short term, midterm, and long term outcomes. The problem to be addressed is that

Florida has a significant number of high need districts (HND) which are under-resourced with poor educational outcomes. The project's overarching goal is to improve outcomes for Florida students in (HND) by scaling up pipeline services and the number of University Assisted Community Schools across the state.

The project also reflects relevant and evidence-based findings from existing literature while scaling up the existing community schools infrastructure created by the UCF Center for Community Schools by enhancing and increasing the university assistance within the CPS model and/or other community schools while scaling university assistance in partnership districts across the state. The four pillars of full-service community schools will be anchored in each and all Unlimited Potential Community Schools. While the University-Assisted Community Schools (UACS) approach involves a partnership between a school or school district and a university or college where the university/college serves as the lead partner appointing the community schools coordinator (Netter Center), the Unlimited Potential Community Schools (UPCS) model will position statewide universities as the convening entity partnering with the school district to hire a UPCS coordinator and expanded learning coordinator to strategize and manage the community school's operations. The regional sustainability director, along with a university assistance coordinator hired by the university, will mobilize the vast resources of the university to help enhance and transform selected traditional public schools. Historically, this type of University-Assisted Community Schools (UACS) model has proven to have a profound and lasting impact on the communities they serve (Partnership for the Future of Learning, 2018). For this project, the university assistance UPCS statewide initiative will scale over the 5 years of the grant using an expansion upon existing data structures and evaluation methods that will ensure successful achievement of project objectives and the addition of up to 40 enhancement community schools and UPCS schools across the state of Florida.



## Unlimited Potential Community Schools' Framework

Each entity within a school community contains unique assets and resources, specific needs, vision, and goals. During the inception of the Unlimited Potential Community Schools, through the partnering of universities, districts, and community schools a framework was developed to highlight the path of scale up and sustainability.

The framework for the UPCS project will place the UCF UPCS model at the center directly supported through the ongoing work of the UCF CCS. The resources and funding will directly connect to the four identified universities UCF, FAMU, FIU, and USF in a scale up effort to create four regional centers that will anchor back the scaled up technical assistance center at UCF. The four regional centers will then support the local LEAs and identified schools through either enhancement of existing community schools and/or development of new community schools. Each region will have implementation of pipeline services around the four pillars happening up to 10 full-service community schools in their region by year 4 of the project.

UCF Center for Community Schools

The UCF Center for Community Schools provides statewide community school technical assistance, university-assisted partnerships, training and development, and assessment and

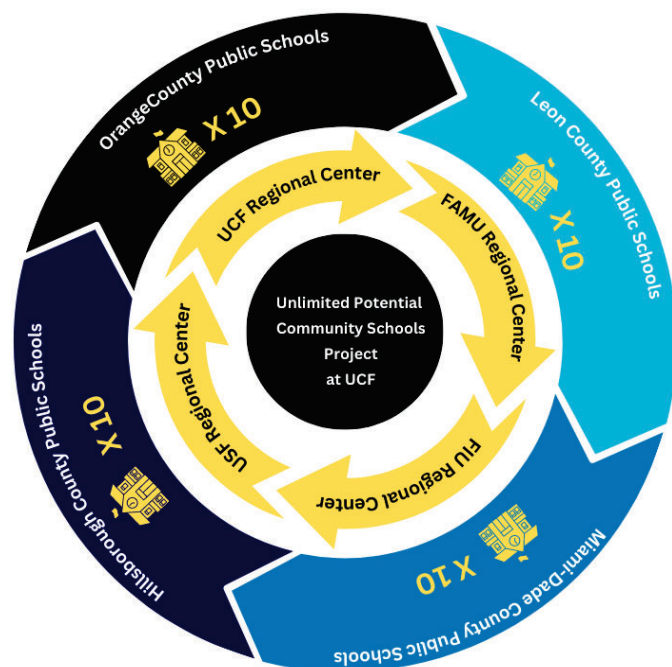


Figure 4UPCS Project Framework

evaluation. UCF co-founded the successful Community Partnership School™ model in 2010 with Children’s Home Society of Florida and Orange County Public Schools at Evans High School in Orlando. The Community Partnership Schools™ model involves the forming of a long-term partnership among four core partners — a school district, a university or college, a community-based nonprofit, and a healthcare provider, as well as others as prescribed by the needs of the participating entities. This comprehensive model of a community school leverages the social and institutional capital of the partners, making it possible for the school to offer resources and services that address the needs identified by the community.

Currently, there are 36 Community Partnership Schools, 15 of which are UCF-Certified Community Partnership Schools in Florida. The University of Central Florida Center for Community School (UCF CCS) has a depth of experience with the multiple partner approach to community schools, which makes them uniquely qualified to scale up. Each of the 36 Community Partnership Schools across the state are inclusive of at least one university partner. The preexisting university partnerships provide a solid foundation from which to scale up these efforts across the state.

Preliminary scale up of Florida’s Community Partnership Schools model has been successful due to the intention behind creating and implementing a system of support. At the heart of the current community schools scale up was the development of a standards-based fidelity tool using existing literature and efforts nationally and internationally. A network of stakeholders are readily available to provide technical assistance, consultation, and coaching. Each network is intermittently brought together to continuously improve practice through learning exchanges and UCF Center for Community Schools institutes. Many lessons have been learned through the scale up of Community Partnership Schools in Florida, and these lessons are being used to build, drive,

and will ultimately sustain the Unlimited Potential Community Schools initiative once launched and implemented.

### **University Assistance Community Schools Model**

“A University-Assisted Community School (UACS) is a community school in which universities serve as the lead partner in providing broadly based, sustained support. Academic partnerships connect the universities and school’s curricula through a common focus on helping to solve local community-identified problems. This approach is designed to simultaneously improve community wellbeing and advances research, teaching, and learning (K-16+).” (Netter Center, 2023).

University-Assisted Community Schools can trace their origins to West Philadelphia in 1985. The original partnership was developed with the University of Pennsylvania and its school and community partners. For the last 38 years the UPenn Netter Center has continued to advance University-Assisted Community Schools across the country. The partnerships include collaborations that increase conversations and equity around access to nutrition and health, science, technology, college access, engineering, math, arts and culture, education and citizenship, poverty and race, anchor institutions, and perspectives from university and college presidents (Netter Center, 2023).

The University-Assisted Community School approach theorizes, based on the work of John Dewey that each local school can live as the resource hub in each community and local resources should be accessible through the schools therefore providing solutions and opportunities for many local citizens. Through further development of Dewey's ideas, Harkavy et al. (2013) suggest that all colleges and universities should seriously consider working towards solutions for their local school communities. Universities are uniquely equipped to find solutions to problems within their own communities (Hartley, Harkavy, & Benson, 2009).

## **Expanding University Partnerships**

The University of Central Florida is in a region and state where university partnerships can be strongly amplified. The vision is to equip universities with the best practices and hands-on training to implement and support community schools at their local level. Within the scope of this project a network of universities will function within an ongoing learning exchange, coaching and collaborative space for this statewide work. As the network grows, more communities will be served, and more K-12 institutions will function as Institutions of Excellence. All services and programs will be asset-driven and needs-based. The UPCS project recognizes the importance of asset-driven development in the democratic process in addition to needs-based development. Each of these philosophies will help each of the university partners to be strategic and scientific in their approach. All this enables universities to be collaborative and democratic in their processes. As new school hubs are developed within each region, collaborative leaders will empower local stakeholders including youth, families and community members to work as partners in the effort.

At the heart of UPCS community engagement is the partnership between colleges and universities and the local and surrounding communities where both partners are deeply committed to sharing and disseminating knowledge and resources. Such a partnership thrives when members are engaged in activities that enrich scholarship, research and creative activity; that foster innovative pedagogy and teaching and learning practice; and that seek to develop educated and engaged citizens. When grounded in those foundational tenets, significant outcomes are realized, including strengthened democratic values and civic responsibility, advancement on critical societal issues, and important contributions to the public good. Such high-impact programs are typically affordable, require low overhead, rely on grassroots efforts and provide immersive community engagement and significant practical value.

As a part of the Community Partnership Schools™ model, the engagement of a college or university integrates key aspects of the University-Assisted model. Health and wellness services — made possible by engaging a healthcare provider as a core partner — support student wellness and well-being. Additional supports include clothing, meals, increased parental involvement, and academic enrichment and tutoring, all of which release teachers and administrators to focus on academics. The objective is to meet the mental, physical, emotional, social, nutritional and sometimes financial needs of students so they are ready and able to fully engage in the rigorous academic opportunities offered by their school.

As a university-assisted partner, UCF strives to understand the needs of a Community Partnership School's local community and link corresponding university resources to support student success and academic achievement. Resources may include academic and/or instructional resources, university student volunteers or interns, evaluation or needs assessment expertise, and more. As UCF is positioned to engage various university faculty, community organizations, service providers, university students and local stakeholders, so to becomes the Community Partnership School. With the backing of university resources, community schools are empowered to serve as the hub of support for their students, families, and local communities. This experience will be carried into the scale up efforts of the UPCS project.

The Unlimited Potential Community Schools project will expand on 13 years of successful implementation of University Assisted community schools across the state of Florida. With the growth and implementation of 36 community partnership schools developed under the vision of 1 university, the potential of 4 universities working collaboratively across the state of Florida to change lives through the University Partnership Model is unlimited.

UCF-Certified Community Partnership Schools™ Model

The Community Partnership Schools™ model involves the forming of a long-term partnership among four core partners — a school district, a university or college, a community-based nonprofit, and a healthcare provider, as well as others. This comprehensive model of a community school leverages the social and institutional capital of the partners, making it possible for the school to offer resources and services that address the needs identified by the community. The UCF Center for Community Schools provides assessment and evaluation services for all types of community schools. The services ensure continuous improvement at community schools and help prevent ineffective practices and underperforming interventions. The UCF Center for Community Schools, with help from partners across the state of Florida, developed a rigorous, strengths-based UCF-Certified Community Partnership Schools Certification model. The (CPS) process to ensure that the standards of the Community Partnership Schools™ model are consistently implemented and maintained across all Community Partnership Schools. To achieve certification, a Community Partnership School must demonstrate that the school aligns with the model's core components and has reached the implementation benchmarks defined by UCF-Certified Community Partnership Schools™ Standards. A school that achieves certification is known as a UCF-Certified Community Partnership School. Earning the title of UCF-Certified Community Partnership School is a distinct honor that represents years of work focused on student success and well-being.

The Unlimited Potential Community Schools project will support the University Partnership schools through the rigorous process of becoming a UCF-Certified Community Partnership Schools™. The UCF-Certified Community Partnership Schools™ Standards include: (1) Partnership; (2) Collaborative Leadership, Governance, and Organizational, (3) Foundational Principles, (4) Staffing, (5) Integrated Community Partnership School Framework, (6) Expanded Learning Time and Opportunities, (7) Comprehensive Wellness Supports, (8) Family and

Community Engagement, (9) Volunteering, (10) University Assistance, (11) Evaluation; and (12) Sustainability.

### UCF-Certified Community Partnership Schools Certification

Who	What	Why
The UCF CSC experts	Facilitate a self-assessment by the community school leadership team, conduct on-site observations, and interviews of stakeholders.  Identify and present on strengths and opportunities for growth provide a final report on its findings	Self-assessment and an outside perspective help community schools save time by enabling them to quickly focus on improvements that will move the needle. Assessment and evaluation also can be used to engage local policy makers, school district leadership, nonprofit agencies, and other stakeholders in understanding the value of community schools.

### The Four Pillars

The Unlimited Potential Community Schools has a high quality plan for project implementation integrating the four pillars of full-service community schools by scaling up the existing community schools infrastructure created by the UCF Center for Community Schools and enhancing and increasing the number of University Partnership schools implementing pipeline services aligned within the evidence-based four pillars of community schools including (1) integrated supports; (2) expanded and enriched learning time (3) active family and community engagement; and (4) collaborative leadership and practices to support high-quality teaching. Four public universities (UCF, FAMU, FIU, USF) will be included in the project. By including these major universities in Florida the project will provide robust coverage by including the Central,

North, South, and Central West Regions of the state. The proposed sites include three of the largest urban school districts in Florida; Orlando, Tampa, and Miami as well as Tallahassee, the state capital. All of the selected universities currently have at least 1 community partnership school. The UPCS project will build upon the current partnerships to develop a model that reaches more students across the state.

The UPCS project will scale up by enhancing both preexisting and up to 40 newly created community schools across the state of Florida by the end of the project, therefore directly impacting more than 100,000 students and families. Each university partner will work within their region to support the local schools through enhancement of existing community schools and the creation of new Unlimited Potential Community Schools. Individualized supports are critical to successful community schools; therefore, each region will have the autonomy to work within the needs of their specific communities to leverage pipeline services based on a needs assessment.

### **University Partners**

Each of the four public universities included in the project have a long history of service and collaboration within the public K-12 school systems across Florida, as well as pre-existing community schools. Each university is unique in how they have previously developed university partnerships with community schools. Through the UPCS project each university will create a regional center and begin the process of scaling up the impact and number of community schools in their region. At the same time, the four partner universities will deepen their level of collaboration with one another, enabling them to share resources and create a robust network of university partners with the intention of bringing on more universities past the 5 year project and eventually creating a network of university partners to support community schools in every school district across Florida.



## **UNIVERSITY OF CENTRAL FLORIDA (UCF), Orlando**

The UCF Center for Community Schools envisions a world of equitable school communities that support the whole child. As a comprehensive resource for the advancement of community schools, the UCF Center offers technical assistance, assessment and evaluation, and university assistance, all of which contribute to continuous improvement and better outcomes for students, families and communities. UCF's primary LEA partner is Orange County Public Schools. As the 4th largest school district in Florida, it serves a diverse group of students and families across both urban and rural settings. During the 2023 school year 42% of eighth graders were performing below grade level in mathematics and 54% below grade level in English Language Arts (FLDOE, 2023).

### **District and University Partnerships and Demographics (Tables A-D)**

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY (FAMU), Tallahassee

Florida Agricultural and Mechanical University (FAMU) is deeply committed to supporting Community Partnership Schools and fostering school-university partnerships, aiming to expand and enhance these initiatives further. FAMU recognizes the importance of aligning and coordinating its resources effectively to benefit school partners.

Established on October 3, 1887, FAMU is a distinguished public, historically Black university situated in Tallahassee, Florida. What sets FAMU apart from other institutions is its longstanding legacy of providing affordable, top-quality education. The university takes pride in offering a range of programs and services designed to empower students and guide them towards realizing their aspirations. FAMU is an esteemed member of the State University System of Florida and holds accreditation from the Southern Association of Colleges and Schools Commission on Colleges. Aside from its main campus in Tallahassee, FAMU operates various satellite campuses throughout Florida. These include the College of Law in Orlando and the College of Pharmacy and

Pharmaceutical Sciences, Institute of Public Health, which maintains sites in Crestview, Tampa, Jacksonville, and Miami.

<b>Table A Orange County Public Schools/UCF 2021-2022 Selected Statistics</b>	
Statistic	Measure
Number of Schools	264 PreK-12
Number of Students	208, 445
Hispanic	43.9%
White	24.3%
Black	23.9%
Percent Students Economically Disadvantaged	64.1%
Kindergarten Readiness	50.7%
Students with Disabilities	11.4%
Student Enrollment Compared to Chronic Absenteeism	
Hispanic	49.7%
White	19.1%
Black	26.1%
Graduation Rates	91.1%
Economically Disadvantaged	84.1%
Hispanic	85.3%
White	93.7%
Black	80.4%

**\*\*\* Data from Edudata through the Florida Department of Education (2023) and Florida Health Charts (2023)**

FAMU has established school-university partnerships across all 14 of its colleges and schools, showcasing its commitment to collaborative educational initiatives. One notable partnership is a 25-year agreement with Leon County Public Schools, highlighting the close working relationship between FAMU and Sabal Palm Elementary School. This partnership is founded on the shared goals of enhancing teacher training, providing field clinical experiences, and conducting student health screenings. Notably, the collaboration also involves Florida State University Medical School and Children's Home Society, further expanding the scope and impact of the partnership.

Additionally, FAMU and FSU are proud partners with Jefferson County Public Schools, which is recognized as the first K-12 Community Partnership School within the University of Central Florida Community Partnership Network. This collaboration demonstrates FAMU's dedication to fostering community engagement and supporting comprehensive educational programs. These school-university partnerships exemplify FAMU's ongoing efforts to bridge the gap between academia and practical learning experiences, ultimately benefiting both students and the broader community.

FAMU's primary LEA partner for the UPCS project is Leon County Public Schools. Leon County public schools is a small district serving a diverse group of students and families across both urban and suburban settings. During the 2023 school year 51% of eighth graders were performing below grade level in mathematics and 51% below grade level in English Language Arts (FLDOE, 2023).

### **Key Project Faculty**

Dr. Allyson Watson, Principal Investigator, serves as Florida A&M University (FAMU) Provost. [REDACTED]

[REDACTED] Dr. Watson will be responsible for managing a team of analysts, processes, district and university staff required to support the project

goals and objectives. Dr. Watson has focused her research on urban education, faculty of color in higher education, and urban school and university partnerships.

<b>Table B Leon County Public Schools/FAMU 2021-2022 Selected Statistics</b>	
Statistic	Measure
Number of Schools	57 K-12
Number of Students	32, 212
Hispanic	9.9%
White	37.4%
Black	42.1%
Percent Students Economically Disadvantaged	60.2%
Kindergarten Readiness	48.9%
Students with Disabilities	16.6%
Student Enrollment Compared to Chronic Absenteeism	
Hispanic	10.6%
White	28.7%
Black	52.6%
Graduation Rates	94%
Economically Disadvantaged	77.4%
Hispanic	89.1%
White	93.7%
Black	78%

**\*\*\*Data from Edu data through the Florida Department of Education (2023) and Florida Health Charts (2023)**

She is a full professor and tenured graduate faculty with substantial teaching experience in courses such as educational research, advanced educational measurements and statistics, public school relations, and instructional strategies. In 2010, Dr. Watson founded Teaching & Urban Reform Network (TURN), a program that prepares pre-service urban education teachers and encourages effective pedagogical practices. Dr. Sarah Price, Co-PI Sarah L. Price, Ph.D. serves as interim dean for the College of Education at Florida A&M University. Dr. Price has published several articles and book chapters in her discipline as a health and kinesiology expert.

**FLORIDA INTERNATIONAL UNIVERSITY (FIU), Miami (UACCM):**

The Education Effect at FIU, continues to bridge the opportunity, skills, and resource gaps students experience through a university- assisted community schools’ partnership. This partnership aims to increase academic achievement and improve educational outcomes for schools in the Liberty City, Overtown, and Little Haiti communities of Miami, Florida. Recognizing the true value, worth, and assets that these school communities possess, The Education Effect integrates a multitude of academic and student/family supports to bolster school performance and create positive pathways to higher achievement. From enlisting various cross-sectional university supports such as FIU’s School of Education & Human Development, College of Law, College of Medicine, and STEM Transformation Institute, to building capacity through a vast network of national and community-based organizations, The Education Effect prioritizes extended learning opportunities that enhance post-secondary success and career advancement, professional development and training to increase instructional efficacy, as well as promoting positive family interaction and community involvement to support students’ socio-emotional well-being.

The Education Effect in collaboration with various university departments, works rigorously to ensure that the many programs, support, and activities deployed are aligned appropriately, meet the identified need, and have a positive impact on students, schools, and

community outcomes. The Education Effect – UPCS will achieve these outcomes by deploying the following strategies:

1. FIU The Education Effect - Big Brothers, Big Sisters of Miami Partnership: BBBSM has proved successful in serving as an educational driver and in empowering youth to reach their full potential, furthering the opportunities for young people to join the local economy as educated and goal-oriented young professionals and community-oriented citizens. Together, FIU The Education Effect and BBBSM will continue to pave the way for future economic success through a continuum of mentorship, scholarship, internship, and citizenship. Through this holistic approach, FIU The Education Effect & BBBSM will assist youth by improving academic performance, developing strong interpersonal and life skills to empower them to succeed. Through the School to Work Mentoring Program, Miami–Dade County Public Schools (M-DCPS) students will be paired with mentors from FIU’s faculty and staff. These students will visit the university campus monthly for exposure to the many opportunities and educational pathways post-secondary education promises.

2. FIU The Education Effect Project LEAD (Summer Session): Partnering with the FIU College of Law, the Project Lead Summer Institute consists of workshops designed to build a foundation for students’ civic voice in the areas of leadership, empowerment, advocacy and development. Through deep discussions surrounding issues such as social justice, equity, inclusion, and policy, teachers from M-DCPS reinforce these lessons with critical reading comprehension and literacy strategies to make discussions more meaningful. To deepen the student - college experience, The Education Effect also collaborates with the FIU College of Medicine to expose students to various health career paths while participating in Project LEAD. Students are guided through various simulation labs by pre-medical and current medical students, which are followed by discussion sessions led by medical doctors, FIU professors and department heads.

Project LEAD works primarily with middle school students and is offered on the FIU Campus during summer sessions.

3. School-Based Dual Enrollment: FIU - The Education Effect will provide a multitude of Dual Enrollment courses within Miami-Dade County's public middle and high schools. The Dual Enrollment courses expose students to accelerated learning opportunities, helping to boost student academic performance, increase school grade levels, and awards students with college level course credits.

4. SAT/ACT Preparation & College Readiness (Fall & Spring Semesters): As a component of the Extended Learning Time Through Coordinated Services pillar, The Education Effect is instrumental in linking high school students to various test prep and reading/literacy strategies and resources that assist with improving students' FAST State Assessments (FAST), and SAT/ACT scores. College readiness workshops, financial aid application preparation, and college application assistance will also be provided to assist with students' matriculation into post-secondary institutions. From October of 2022 through March of the 2022-2023 school year, The Education effect has assisted more than 1000 students participating in college readiness workshops, along with more than 500 students receiving FASFA and college application support. Integrated student support delivered at the elementary and middle school levels will be focused on FAST assessment test preparation in reading/literacy strategies.

5. Professional Development Institutes: Partnering with M-DCPS and the FIU College of Arts, Sciences & Education, The Education Effect will host professional development opportunities district wide for M-DCPS teachers and administrators. Focusing on the areas of reading/literacy, math, science, and STEM, these trainings provide teachers with additional strategies and tools to better engage students and enhance instruction.

6. Golden Panther Academy: The Education Effect collaborates with neighborhood coalitions formed to address the needs of the communities it serves. These collaborations allow for open dialogue, linkage, and information sharing between organizations and community, and facilitate family connectedness to available academic resources and wrap-around services. The Education Effect continuously provides support to students with limited access to technology to improve at-home learning, as well as connects families to needed support such as food banks and mental health services. Through partnerships with non-profit organizations such as Catalyst Miami and Affirming Youth, families are linked to public assistance, unemployment resources, and other necessary social services.

7. FIU's primary LEA partner for the UPCS project is Miami-Dade County Public Schools. Miami-Dade County Public Schools is the 3rd largest school district in the nation serving a diverse group of students and families across urban and rural settings. During the 2023 school year 41% of eighth graders were performing below grade level in mathematics and 46% below grade level in English Language Arts (FLDOE, 2023).

### **Key Project Faculty (FIU)**

Phillip Lloyd Hamilton, Assistant Vice President, Student Equity & Support at FIU and the University- Assisted Partner Principal Investigator, is a native South Floridian committed to empowering students to realize their potential through higher education. He takes great pride in building networks that allow organizations to leverage their human capital to reinforce their impact on the communities they serve. As Florida International University's (FIU) Assistant Vice President for Student Equity & Support, Phillip provides leadership over the offices of Student Access & Success, Social Justice & Inclusion, and Veteran & Military Affairs. Phillip's fundamental focus over the past decade has been on fostering relationships with organizations that support higher education access for students from historically under-represented and hidden



populations. This includes his service as co-founder of Graduate Miami-Dade!, a local college access network focused on increasing residents' educational credential attainment. Prior to this work, Phillip served in administrative capacities throughout FIU, including Human Resources, Student Affairs, and the Office of the President. Phillip is an engaged member of the collegiate fraternity and sorority community, having served in multiple volunteer roles at the national, regional, and local levels. He is a member of NASPA Student Affairs Professionals in Higher Education, the Association of Fraternity/Sorority Advisors, and the Black Professionals Network. His passions are also rooted in philanthropy, and many of his efforts include advocacy for the abilities of Americans with intellectual, developmental, and physical disabilities. Phillip currently serves as Vice Chairman for the Charlotte-based non-profit The Ability Experience, the national philanthropy of Pi Kappa Phi Fraternity. A devoted Panther, Phillip earned his Bachelor of Public Administration and Master of Science in Higher Education Administration degrees from FIU. He is also a Faculty Fellow in the FIU Honors College and a member and current advisor to Order of the Torch, FIU's leadership honorary. Committed to the development of the Broward, Miami-Dade, and greater Florida communities that cultivated him, Phillip is an active member of Leadership Florida and has served on the organization's southeast regional council and numerous state-wide committees.

Asim Pleas, FIU's Director of the Office of Student Access & Success (The Education Effect) and the University-Assisted Regional Sustainability Director, has demonstrated his expertise and commitment to education. A native of Youngstown, Ohio, Asim understood the value of family, hard work, and education from an early age. Aspiring beyond his immediate surroundings, Asim harnessed the ability to excel in the classroom and on the playing field, to earn a full athletic scholarship to attend The University of Illinois in Champaign-Urbana.

<b>Table C Miami-Dade County Public Schools/FIU 2021-2022 Selected Statistics</b>	
Statistic	Measure
Number of Schools	392 K-12
Number of Students	335,929
Hispanic	74.4%
White	6.2%
Black	17.6%
Percent Students Economically Disadvantaged	55.9%
Kindergarten Readiness	46.2%
Students with Disabilities	12.1%
Student Enrollment Compared to Chronic Absenteeism	
Hispanic	69.9%
White	5.2
Black	23.8%
Graduation Rates	88.2%
Economically Disadvantaged	86.6%
Hispanic	88.9%
White	94.5%
Black	82.4%

**\*\*\*Data from Edudata through the Florida Department of Education (2023) and Florida Health Charts (2023)**

Through the support of his family and the embrace of his community, Asim went on to become the first in his family to attend and graduate college. While attending The University of

Illinois, Asim received his bachelor's degree in Sociology, while having a stellar athletic career, being a four-year starter and captain for the Fighting Illini football team. He would later earn a master's degree in business administration from the University of Phoenix. With a passion to serve communities in need, Asim began his professional career in Miami, Florida, working early on in mental health and special education. Noticing a down-shift in the landscape of education in underserved communities, Asim helped develop one of the first supplemental educational services companies in South Florida, and later expanding one of the nation's largest SES service providers throughout the Southeast and Midwest United States. Continuing on the path to decrease education and social inequality, Asim served as National Performance Manager for BMe Community, one of the nation's largest and most successful fellowship organizations for Black and Brown people in the U.S., aimed at changing the false narratives surrounding communities of color through asset framing and highlighting the positive contributions of Black men and women. Currently, Asim serves as Director of Florida International University - The Education Effect, which works with M-DCPS to create positive pathways for students to enter and graduate college, and begin successful careers. Asim is a board member at Power U, a non-profit organization working to strengthen communities through civic engagement and is a proud member of Omega Psi Phi Fraternity, Inc., and Big Brothers, Big Sisters of Miami.

#### **UNIVERSITY OF SOUTH FLORIDA (USF), Tampa**

The USF Institute for School-Community Partnerships (ISCP) envisions that all schools in the state of Florida and nationally will have the capacity to provide a safe, effective, and efficient environment to continuously improve the academic, social, and emotional growth of all students and to actively engage families and communities in education. [REDACTED]

[REDACTED] It is the mission of the ISCP to implement and evaluate research-based and innovative practices in school and community settings.

This is accomplished through (a) training, technical assistance, and support to key partners; (b) community-engaged research and program evaluation to inform key partners' decision making; (c) the development of research and evidence-based documents, tools, and resources to support implementation and evaluation activities; and (d) supporting the infrastructure and capacity of key partners to implement and evaluate federal and state educational and mental health policy.

The ISCP's current scope of work aligns with and will support the full-service community school proposal. The ISCP partners with the FLDOE to support policy and evidence-based practices implementation across all 76 school districts in Florida. Specific projects relevant to this proposal include ones designed to support academic improvements for students living under impoverished conditions (Title I, Part A), multi-tiered system of supports (MTSS) implementation (Problem Solving/Response to Intervention Project), student mental health and wellness (Student Support Services Project), and expanded academic learning opportunities through community learning centers (21st Century Community Learning Centers). See <https://iscp.usf.edu/projects.html> for more information.

Faculty in the ISCP also directly support full-service community schools in the Tampa Bay Area. Dr. Castillo, Director of the ISCP, currently Chairs the Leadership Cabinet for the Sulphur Springs PK-8 Community School (SSPK8) in Tampa. SSPK8 is a certified Community Partnership School designated by the UCF Center for Community Schools. The ISCP also partners with the USF College of Education (described below) to expand full-service community school supports. The ISCP and USF College of Education have active partnerships with school districts in the Suncoast area, the Tampa Metropolitan YMCA, Hillsborough County Children's Board, Tampa Family Health, the USF College of Nursing, and United Way Suncoast.

Dr. Stacy-Ann January serves as Associate Director of the ISCP and leads the Institute's School-Community Partnerships research and services. Dr. January is PI of Project TIERS

(Targeted and Intensive Emotional and Relational Supports), a [REDACTED] grant funded by the US DOE. Project TIERS is a mutually beneficial partnership with Pinellas County Schools focused on expanding their capacity to provide mental health supports to elementary students in impoverished communities and on training the next generation of school psychologists to deliver school-based mental health services in Florida. The ISCP also is actively searching for an Assistant/Associate Research Professor to support community-engaged research and services.

### **USF College of Education**

The ISCP is housed within the College of Education at USF. Working closely with school district partners across the Tampa Bay region, the College seeks to join with the community to extend proven educational initiatives and discover new ways of preparing life-long learners. The College faculty engage in innovative, interdisciplinary research addressing some of the greatest challenges facing the education field. Each year, the faculty publish hundreds of scholarly works showcasing their impact in local communities and throughout the world. Faculty in the College of Education were awarded over [REDACTED] in internal and external funding in FY 2022. One recently funded project relevant to this proposal is the USF Community Partnership School (CPS) Network Teacher Leadership Academy (TLA).

### **USF College of Education Community Partnership School (CPS) Network TLA**

The mission of USF Community Partnership School (CPS) Network TLA is to develop a strong, mutually beneficial partnership by creating joint responsibility in preparing and retaining a talented teacher and leader pipeline within community partnership school contexts. The USF Community Partner Schools Network TLA has four CPS schools within the Suncoast Region of Florida across two school districts (Hillsborough and Pasco). The USF CPS Network TLA is designed as a two-year cohort model, where each school can select 3 to 4 teacher leaders to form a cohort with the other schools' teacher leaders. The program consists of 4 graduate level courses

instructed by USF faculty with opportunities to co-teach with school/district staff. Each semester, teachers will take one course that will be offered virtually in synchronous and asynchronous methods with at least one in-person session per semester. The CPS TLA utilizes a customized curriculum that embeds CPS key priorities and initiatives as well as individual school improvement goals to make relevant connections to the coursework. Teacher leaders are provided the opportunity to engage in activities, projects, and discussions that bridge theory to practice in context to each CPS. After completing the two-year program, teacher leaders will receive a USF graduate certificate in teacher leadership. This certificate can be used toward a number of graduate degrees at USF.

### **USF College of Education Center Partnerships**

The ISCP partners with other centers housed within the College of Education that provide supports relevant to full-service community schools. One such center, the School Mental Health Collaborative, facilitates and promotes access to high-quality and evidence-based school mental health practices throughout Florida and the U.S. The SMHC Center at USF includes [REDACTED] in funded projects from national and state agencies, that focus on positive psychology intervention, suicide prevention, school threat and violence reduction, mental health and resilience assessment and curricular supports. Another center, the David C. Anchin Center for the Advancement of Teaching, collaborates with teachers, school leaders, districts, and other educators to improve the quality of education for students and to transform the teaching profession to attract, retain, and develop quality educators. The Anchin Center achieves this mission through partnerships with schools, the broader educational community, business and industry, and the community at large. The ISCP will partner with the SMHC and Anchin Center to provide supports identified by full-service community schools to improve outcomes for students and families.

Current National Education Association (NEA) Community Schools included in UPCS

Potter Elementary, Foster Elementary and Edison Elementary schools were developed using the community schools model from the National Education Association (NEA). The NEA model includes 6 pillars: (1) strong and proven curriculum; (2) high-quality teaching; (3) inclusive leadership; (4) positive behavior practices; (5) family and community partnerships, and (6) community support services. With support of the partnership with USF, these community schools will align with the Four Pillars of Community Schools. NEA pillars 1, 2, 4 most align with the pillar of Integrated Student Supports. NEA pillar 4 aligns with the pillar of Collaborative Leadership and Practices. NEA pillar 5 most aligns with Active Family and Community Engagement. NEA pillar 6 most aligns with Expanded and Enriched Learning Time and Opportunities.

Potter Elementary, Foster Elementary and Edison Elementary schools have a community school research teacher who is responsible for facilitating the implementation of the needs and assets assessment and their alignment with community school programs and services, and engagement of families and community members. In HCPS, this position is not a full-time position, and there are no additional community school positions.

USF's primary LEA partner for the UPCS project is Hillsborough County Public Schools. Hillsborough County Public Schools is the third largest school district in Florida and the 7th largest in the United States. They serve a diverse group of students and families across urban and rural settings. During the 2023 school year 43% of eighth graders were performing below grade level in mathematics and 50% below grade level in English Language Arts (FLDOE, 2023).

### **Key Project Faculty (USF)**

Stacy-Ann A. January, Ph.D., NCSP will serve as Principal Investigator (PI) at the University of South Florida (USF). She is Associate Director of the Institute for School-Community Partnerships, Integrated Services, and Child Mental Health and Educational Policy

(ISCP) and Associate Professor in the College of Education at USF. Dr. January's interests and expertise include community-based research, family engagement and support, and data-based decision making and supports within a multi-tiered system of supports. She has nearly 20 years of experience in education, including working as a classroom teacher in a school in an impoverished community within a large, urban school district. She has served as PI, Co-PI, Co-Investigator, and Consultant on several grants totaling nearly [REDACTED]. Dr. January will lead implementation of the project with Hillsborough County Schools, manage the contract and subcontract budgets, support evaluation activities, provide technical assistance and support within her areas of expertise, and liaise with the UCF CCS.

Jose M. Castillo, Ph.D., NCSP will serve as Co-PI at USF. He is Associate Professor of School Psychology and Director of the ISCP at USF. The ISCP partners with the Florida Department of Education (FLDOE) to support policy and evidence-based practices implementation across all 76 school districts in Florida. These include project supporting academic improvements for students living under impoverished conditions (Title I, Part A), multi-tiered system of supports (MTSS) implementation (Problem Solving/Response to Intervention Project), student mental health and wellness (Student Support Services Project), and expanded academic learning opportunities through community learning centers (21st Century Community Learning Centers). Dr. Castillo has served on the Leadership Cabinet for the Sulphur Springs PK-8 Community School since 2016 and currently serves as Chair. Dr. Castillo will provide technical assistance to HCPS and support efforts consistent with his areas of expertise.



<b>Table D Hillsborough County Public Schools/USF 2021-2022 Selected Statistics</b>	
Statistic	Measure
Number of Schools	304 K-12
Number of Students	235,558
Hispanic	38.8%
White	30.6%
Black	20.8%
Percent Students Economically Disadvantaged	65.3%
Kindergarten Readiness	50.2%
Students with Disabilities	14.9%
Student Enrollment Compared to Chronic Absenteeism	
Hispanic	43%
White	23.9%
Black	26.5%
Graduation Rates	87.3%
Economically Disadvantaged	82.3%
Hispanic	85.8%
White	93%
Black	81%

**\*\*\* Data from Edudata through the Florida Department of Education (2023) and Florida Health Charts (2023)**

## **Year One Enhancement Schools**

The University of Central Florida Center for Community Schools (CCS), along with the university and district partners, have identified the need to begin the process of expanding the community school reach by first enhancing pre-existing community schools including CPS schools in four districts and the corresponding universities (Orange/UCF, Leon/FAMU, Hillsborough/USF, Miami-Dade/FIU) that were strategically selected to represent the targeted populations and identified needs. All schools, both the preexisting community schools including CPS schools and the newly added schools that will be a part of this scaling up grant, will fall under the title of Unlimited Potential Community Schools. There will be up to four preexisting community schools selected within each participating district that will be given the title of Enhancement Schools and will be a continuous part of the five-year plan from the very beginning. The focus of Enhancement Schools will be to assess the success of preexisting resources while collaboratively determining the enhancements that will be added to reflect the shared and individual needs of the selected schools. The first, or enhancement, year of the scale up grant will include additional TA resources, pipeline services, improved accessibility to resources, stakeholders' participation in a summer institute, and all guided by enhanced assessment practices for the purpose of shared and individual growth. The shared areas of focus that were determined by a state and national literature review identified the need to improve in the areas of kindergarten readiness, 8th grade math proficiency, and attendance. The individual areas of focus for the Enhancement Schools will be determined with the utilization of the needs assessment that will be universally used by all participating schools from year one to year five.

**Enhancement Schools are described within the table below.**

District	University	School & Grades Served	% of *Low SES	VPK & **RR	8th Grade % of Math Scores at 3+	Students with Disabilities
Hillsborough	University of South Florida	Sulphur Springs Community School PreK-8	100%	NA	22%	17.7%
Hillsborough	University of South Florida	Potter Elementary PreK-5	100%	✓ 80%	NA	14%
Hillsborough	University of South Florida	Edison Elementary PreK-5	100%	✓ 47% *** LPP	NA	22.2%
Hillsborough	University of South Florida	Foster Elementary PreK-5	100%	✓ 2% *** LPP **** POP	NA	18.4%
FAMU's Research School is	Florida Agricultural and	Florida A&M Developmental Research School K-12	100%	NA	36%	4.3%

classified as its own district	Mechanical University	Three Schools Elementary, Middle School, High School				
Miami-Dade	Florida International University	Arthur and Polly Mays Conservatory of the Arts 6-12	61.2%	NA	42%	12.3%
Miami-Dade	Florida International University	Miami Southridge Sr. High 9-12	69.8%	NA	NA	19.2%
Miami-Dade	Florida International University	Caribbean PreK-8 Center	80.4%	✓ 55% *** LPP	33%	17.3%
Miami-Dade	Florida International University	Homestead Middle 6-8	80.9%	NA	22%	24%
Orange	University of Central Florida	Evans High School 9-12	100%	NA	NA	10.8%
Orange	University of Central Florida	OCPS Academic Center for	100%	✓ 79%	11%	9.7%

		Excellence PreK-8				
Orange	University of Central Florida	Eccleston Elementary K-5	100%	NA	NA	9.2%
Orange	University of Central Florida	Jones High School 8-12	100%	NA	NA	13.6%
<p>*Low SES= Low Socioeconomic Status (also referred to economically disadvantaged)</p> <p>** RR=Kindergarten Readiness Rate 2020-2021</p> <p>***LPP=Low Performing Provider (less than 60% of students classified as kindergarten ready)</p> <p>****POP=Provider on Probation    ✓=VPK offered    NA=Not Applicable</p>						

**\*\*\*Data from Florida Early Learning (2023)**

5 Year Plan A research-based evolution has led the University of Central Florida Center for Community Schools (CCS) and its partners to the next phase of necessary steps to meet the diverse needs of Title 1 schools and their communities across the state of Florida. This next phase, the implementation of the Unlimited Potential Community Schools (UPCS), strategically identified 4 districts and 4 corresponding universities that are already part of serving Title 1 schools through CCS. The expansion that includes the addition of the UPCS initiative, will focus on enhancing selected preexisting schools while expanding to incorporate a total of up to 40 enhancement schools and new Unlimited Potential Community Schools. The five-year plan below illustrates the UPCS rollout and timeline to achieve project goals. This assessment will help guide UPCS leadership throughout implementation, keeping efforts aligned and on track for success and

continued evolution. Additionally, the plan will help to ensure intended outcomes are met and children and communities across the state and beyond benefit from our investment, ultimately experiencing an enhanced quality of life.

<b>Year 1: Enhancing Integrated Supports and Structures</b>	<b>Years 2-4: Expanding, Integrating, and Refining Supports and Structures</b>	<b>Year 5: Maintaining, Sustaining, and Advancing</b>
<ul style="list-style-type: none"> <li>-Grant awarded</li> <li>-Onboarding with Enhancement Schools and participating stakeholders</li> <li>-Defining and identification of collaborative structures - both statewide and in local regions.</li> <li>-Develop processes for efficient and effective practice including elements for implementation fidelity</li> <li>-Identification of preexisting and additional pipelines including asset mapping of existing services and</li> </ul>	<ul style="list-style-type: none"> <li>-Responsive action based on the year one evaluation</li> <li>-Continue efforts outlined in year one plus:</li> <li>-Work with Florida leaders, legislators, institutions, FLDOE, school districts, and other partners to ensure sustainability for efforts beyond year 5 of grant</li> <li>-Identification and start of implementation in 1 new UPCS within each of the four districts for Year Two</li> <li>-Identification and start of implementation in 2 new</li> </ul>	<ul style="list-style-type: none"> <li>-Review Year One-Four Evaluations for the purpose of making larger programmatic recommendations</li> <li>-Dissemination of lessons learned</li> <li>-Identification of next steps</li> <li>-Identify and fill in gaps (knowledge, service, delivery, etc.)</li> <li>- Finalize all aspects of the UPCS USDOE grant, ensuring efforts are easily sustainable in years following.</li> <li>-Solidify plans with state, agencies, and institutions to</li> </ul>

<p>identification of gaps in programs and services</p> <p>-Participating universities will provide funds to the identified districts to enhance pre-existing and newly implemented programs and services</p> <p>-Identification and implementation of 1 new UPCS within each of the four districts</p> <p>-Customize reporting and data management system (Learning Circle) and implement in all schools for evaluation, ongoing, reflective practice to assess successes, barriers, and needs</p>	<p>UPCS within each of the four districts for Years Three and Four for up to 10 schools in each district comprised of both enhancement and new schools</p> <p>-Year Two-Four Evaluations (ongoing, reflective practice to assess successes, barriers, and needs)</p>	<p>maintain, sustain, and advance enhancement and Unlimited Potential Community Schools</p>
<p>-Conduct individual school asset map and/or needs assessment</p> <p>-Introduce newly identified schools to desired aspects of community schools</p>		

- Establish and develop statewide advisory structure for feedback and continuous improvement to enhance local efforts and provide statewide support and assist with long-term sustainability to properly serve students and families
- Establish and cultivate strong communication, relationships, and collaborative structures among stakeholders
- Statewide convenings through UCF CCS training academy for scale up fidelity. Year 2 and 4 include teachers, other
- Research-based learning opportunities and resources in response to school and district needs assessments
- Continued support of enhancement and newly identified schools, statewide structure, other

### **UPCS Technical Assistance**

Technical assistance (TA) in a community school context is comprised of training, planning, and logistical support to facilitate the effective and efficient use of existing knowledge and information. TA has been an essential element of the University of Central Florida Center for Community Schools (CCS) since its inception and continues to reflect the ongoing evolution of needs and partnerships among stakeholders. UCF CCS has a proven record and a continued commitment to advancing all participating community schools by offering high-quality and relevant research, best practices, informational resources, and opportunities for partners to grow both collectively and individually. UCF CCS assists initiatives from the earliest stages of planning through full implementation and maturation of community school development. Every community is different and needs a customized approach while focusing on fundamental community school best practices. UCF CCS provides technical assistance to school districts, non-profits, communities, partnering universities, and various pipeline resources wishing to implement a community school approach in their area, and regularly collects and solicits feedback from



technical assistance recipients to ensure the intended impact has been achieved and continues to grow this continuous cyclical process.

University of Central Florida’s Center for Community Schools: Looking Forward to the Enhancement and Growth of Technical Assistance Through Unlimited Potential Community Schools During the evolution of the technical assistance (TA) provided by the University of Central Florida Center for Community Schools (CCS) a review of the literature was regularly conducted to allow the evolution of TA offerings to be based on both research and the realities of the various stakeholders. According to the National Center for Community Schools’ (NCCS) referenced definition of TA “the most effective approach to TA is one that is learner-centered; honors the local context; and includes learning opportunities that are frequent, accessible, and practice-based. In other words, TA is more than just knowledge transfer” (citation). The evolution of the TA offerings within CCS has allowed for the research and needs-based creation of the Unlimited Potential Community Schools’ partnerships and TA that reflects the enhancement of preexisting community schools and growth through this grant to scale up with additional community schools and partners.

<b>Examples of Current UCF Center for Community Schools TA Practices</b>	<b>Examples of Future UCF Center for Community Schools &amp; Unlimited Potential Community Schools TA Practices</b>
Presentations: UCF Center for Community Schools’ staff is available to provide community school presentations at meetings and conferences. Common topics include Community Schools	A digital collection of asynchronous online courses developed to reflect both shared and individual stakeholder needs. The creation and inclusion of corresponding resources. The housing of the courses and corresponding resources will take

101, Community Partnership Schools, and An Overview.	place on a UPCS-designated Canvas course shell and preexisting website.
<p>Strategic Discussion Facilitation:</p> <p>UCF Center for Community Schools is available to assist initiatives by facilitating planning discussions for a community school project. Strategic Planning facilitation is personalized based on the stage of development and needs to be addressed. Topics include Community School VMC (vision, mission, and core principles), partner roles and responsibilities, organizational structure, certification preparation, yearly goals and objectives, and more.</p>	<p>A digital presentation of current pipeline services utilized within each school/district/university partnership and a brief explanation of their role, services, and a link to their digital presence.</p> <p>Summer institute, allowing for collaboration among participating Unlimited Potential Community Schools and stakeholders, will be offered yearly. These summer institutes will be another resource for determining shared and individual stakeholder needs that can then be translated into online resources and courses.</p>
<p>In-Person and Virtual Consultation and Coaching: Designed to build capacity for specific professional skills and practices, we provide episodic and ongoing coaching and consultation to individuals and small group collaboratives to support interactive learning. We are available for coaching and consultation in person or by phone, email, virtually, or phone conferencing.</p>	<p>Collaborative development and distribution of shared language, procedures, processes, and research-based best practices while maintaining autonomy amongst stakeholders (needs assessment, evaluation checklist, best practices).</p> <p>The ability for schools, districts, universities, and other identified stakeholders to have a shared space for documents, photos, event announcements, community collaboration efforts, etc. that are specific to their stakeholders but can be accessed by other participating UPCS, with the option of</p>

	allowing others to utilize the resource within their school/district/university or to keep it as an exhibition.
Resource Production: UCF Center for Community Schools gathers and produces resources to assist community school initiatives in planning, development, and continuous improvement. Resources available to qualifying initiatives include community school manuals, "How to" guides, project development documents, training modules, evidence-based community school practices, budgeting, and sustainability, and more.	Contact information will be made available on the shared digital space, allowing stakeholders to submit questions and needs through a digital platform to their desired recipient.

Four Pillars and Inclusion of Pipeline Services The characteristics of the four pillars of community schools are aligned with the model of a “good school” including, but not limited to understanding child development and academic support needed, high expectations aligned with exemplary instruction, strong community ties, and supportive relationships between teachers, families, and administration (Maier, Daniel, Oakes, & Lam, 2017). Each of the four pillars meet the ESSA standards for research-based practices and deserve special consideration in this project.

*First Pillar:* Integrated Student Supports (aka Wellness Support, CPS model); built around the mission of educating the “whole child”. In order to address all of the child's needs, the community school will include pipeline services such as medical, dental, or academic supports. While these supports are critical to a child's success, integrated supports should also address the

needs of the family by connecting them to services in the community such as job training, parenting classes, and support for nutrition (Partnership for the Future of Learning, 2018). According to Partnership for the Future of Learning (2018) the policies around Integrated Student Supports include (1) Facilitate school, district, municipal, county, and state-level resource coordination by convening state or local children’s cabinets comprised of representatives from state and local agencies whose programs serve PreK-12 or PreK-16 students. (2) Avoid a “one-size-fits-all” or top-down approach by requiring a systematic needs assessment process that includes input by students, families, school staff, and community partners. (3) Support a full-time community school director at each community school site who serves as a member of the school leadership team (4) Take a whole-child approach that provides customized, comprehensive, coordinated, and continuous services and resources to address students’ academic, social-emotional, health, and family needs. (5) Provide funding for technical assistance and collaboration within and among schools and agencies. (6) Increase the state’s capacity to support efficiencies and effective practices. (7) Remove barriers to resource integration by aligning and simplifying areas of the law to ease the bureaucratic and cost burdens on schools.

*Second Pillar:* Expanded and Enriched Learning Time and Opportunities; important to the development of the academic and physical success of the child, but also their social and emotional wellbeing. The university partners will support their schools by helping them to develop these opportunities. They may include STEM or STEAM camps, or various other learning opportunities outside of school through partnerships in the community. Other examples may include museums, nature centers, etc. (Partnership for the Future of Learning, 2018). According to Partnership for the Future of Learning (2018) the policies around Expanded and Enriched Learning Time and Opportunities included (1) Focus additional time on student learning—broadly conceived to include academic, social, creative, and emotional development. (2) Provide sufficient additional

time, as research shows that more time is associated with better outcomes. (3) Establish standards for quality and use them as the basis of quality control, review, and improvement processes. (4) Support partnerships with community organizations, public agencies, and employers who provide additional staffing and augment programming. (5) Design schedules to accommodate families' needs for supervised settings after school and during summer. (6) Include teachers, nonteaching staff, their professional

organizations, community-based organizations, and community members as key partners in designing and implementing plans (7) Remove unnecessary barriers to facilities sharing between the school system and community-based organizations. (8)

Target funds and other supports to high-need schools. (9) Ensure sufficient and sustained funding for program



Figure 5 Pillars of The Learning Policy Institute

stability. (10) Allocate funding to support school system partnerships with community-based organizations and professional learning opportunities for both educators and community staff.

*Third Pillar: Active Family and Community Engagement;* Engaging the families and communities is at the heart of building trust and respect and creates the foundation of the third pillar. Building the relationships between families, community, and school create a climate where families feel valued. Engaging families requires listening and including them in the decision-making processes. The university partners will be valuable in supporting and promoting a space where families and community members come together in a shared leadership model to develop a united vision for student success. resources may include services and options, as well as classes to support parents and community members (Partnership for the Future of Learning, 2018). According to Partnership for the Future of Learning (2018) the policies around Active Family and Community Engagement include (1) Structures and practices in schools support a continuum of family and community engagement practices (2) Teachers and school staff have opportunities to value and learn from the experiences of parents and communities. (3) School staff and leaders have opportunities to develop their capacity to build trusting, collaborative relationships with families and community members (4) Families and community members are engaged at all steps of the assessment, planning, implementation, and evaluation of the community schools strategy (5) District leadership and facilitation support schools as they implement programs and reach out to families and community members (6) Trusted partner organizations participate in building strong relationships that are key to the strategy and important for its effective implementation.

*Fourth Pillar: Collaborative Leadership and Practices;* When a community school practice shared or collaborative leadership they are leveraging the collective expertise of all of their stakeholders. This level of commitment and buy-in occurs when everyone has a role in the improvement and decision-making process as well as the implementation of ideas. According to

Partnership for the Future of Learning (2018) the policies around collaborative leadership include

- (1) Require principals, teacher leaders, and superintendents to engage in collaborative goal- setting
- (2) Provide schools and districts with resources to support capacity-building of all stakeholders
- (3) Require school leaders to establish designated times and processes for ongoing stakeholder collaboration and leadership
- (4) Require that partnerships with community organizations reflect the diversity of the community
- (5) Position the community school director as a key member of the school leadership team
- (6) Create mechanisms for systems-level collaborations align and integrate the work of various agencies.
- (7) Ensure sufficient and sustained funding for collaborative practices to create stability and prioritize resources to high-need schools.

UPCS will include the policies around collaborative leadership within the agreements for implementation. The UPCS project will strategically align the implementation of new UPCS schools around the recommended practices for each of the four pillars of community schools. These practices already align with the UCF Center for Community Schools certification process and will be further amplified through the technical assistance center.

In 2017, the learning policy institute completed a meta-analysis of 143 research studies that examined the effectiveness of community schools with specific emphasis on the research support for each of the four pillars to address the specific needs of students in high poverty schools. Each of the four pillars are aligned with what is considered “good” or “high quality” schools. Included below is a table demonstrating this alignment (Maier, Daniel, Oakes, & Lam, 2017, 2018) with a 4th column added to describe the pipeline services already in place with the partner universities. UCF community partnership schools have a long history of organizing pipeline services around community needs and have historically collected data around how many students and families are impacted. As the scale up happens with UPCS imagine the leveling up of these services for students and families in high needs districts across Florida.



Pillars	Pillars of Community Schools Characteristics	Characteristics of “good” or “High-Quality Schools”	Pipeline services in place with partner universities
1	Integrated student supports address out-of-school barriers to learning through partnerships with social and health service agencies and providers, ideally coordinated by a dedicated professional staff member. Some employ social-emotional learning, conflict resolution training, trauma-informed care, and restorative justice practices to support mental health and lessen conflict, bullying, and punitive disciplinary actions, such as suspensions.	Attention to all aspects of child development: academic, social, emotional, physical, psychological, and moral. Extra academic, social, and health and wellness support for students, as needed. Climate of safety and trusting relationships.	UCF: Health and wellness services, access to healthy food, homework assistance FAMU: Health and wellness services, access to healthy food, homework assistance FIU: Health and wellness services, access to healthy food, homework assistance, SAT/ACT college readiness support, Golden Panther Academy USF: Health and wellness services, access to healthy food, homework assistance



- |   |   |  |  |
|---|---|--|--|
| 2 | Expanded learning time and opportunities including afterschool, weekend, and summer programs, provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem solving. | Learning is the top priority. High expectations and strong instruction for all students. Sufficient resources and opportunities for meaningful learning. | UCF: mentoring, tutoring, FAMU: mentoring, tutoring, on campus field experiences FIU: Big Brothers Big Sisters of Miami, Project LEAD, College of Law summer program, FIU Dual enrollment, mentoring, tutoring, STEM opportunities, USF: YMCA, mentoring, tutoring, STEM opportunities |
| 3 | Family and community engagement brings parents and other community members into the school as partners with shared decision-making power in children's education. Such engagement also makes the school a neighborhood hub  | Strong school, family, and community ties, including opportunities for shared leadership. Climate of safety and trusting relationships.                  | UCF: Parent support through education and enrichment programs, food banks and mental health services FAMU: Parent support through education and enrichment programs, FSU Medical School student health screenings, food  |

	providing adults with educational opportunities they want, such as ESL (English as a second language) classes, green card or citizenship preparation, computer skills, art classes, and STEM (science, technology, engineering, and mathematics) classes.		banks and mental health services FIU: Parent support through education and enrichment programs, Golden Panther Academy, CATALYST Miami, AFFIRMING youth USF: Parent support through education and enrichment programs, food banks and mental health services
4	Collaborative leadership and practice build a culture of professional learning, collective trust, and shared responsibility, using such strategies as:  site-based leadership/governance teams	Culture of teacher collaboration and professional learning. Assessment as a tool for improvement and shared accountability.	UCF: Field clinical experiences pre-service teachers Enhanced teacher professional learning  FAMU: Field clinical experiences pre-service teachers Enhanced teacher professional learning

teacher learning	FIU: Field clinical experiences
communities.	pre-service teachers
a community-school	Enhanced teacher professional
coordinator who manages	learning
the complex joint work of	USF: Field clinical experiences
multiple schools and	pre-service teachers
community organizations.	Enhanced teacher professional
	learning

**ii. The extent to which the proposed project demonstrates a rationale.**

The Unlimited Potential Community Schools (UPCS) project developed a high quality plan for project implementation around a logic model (Appendix B), otherwise known as the theory of action, that links the project’s overarching goal to the inputs and strategies aligned to the four pillars and linking to short term, midterm, and long term outcomes. The problem to be addressed is that Florida has a significant number of high need districts (HND) which are under-resourced with poor educational outcomes. The project's overarching goal is to improve outcomes for Florida students in high needs districts (HND) by scaling up pipeline services and the number of university partnership community schools across the state.

**C. Quality of the Project Services**

**i. The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership.**

UPCS will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff,

beneficiaries of services, school leadership, and community leadership by careful consideration and planning around the development of balanced steering committees at both the state and local levels.

The fourth pillar of effective community schools is Collaborative Leadership Practices. UPCS is committed to ensuring the implementation of collaborative leadership practices across the project. This will be accomplished through a carefully designed system of shared leadership between all stakeholders. The system is anchored to the Memorandum of Understanding (MOU).

This agreement is between the Florida Department of Education (FLDOE), Local Education Agencies (School District), State Education Agencies (University), and The University of Central Florida Board of Trustees (UCF Center for Community Schools). These members will make up the state steering committee. The second tier in the system of shared leadership will be the creation of regional steering committees spearheaded by each of the university

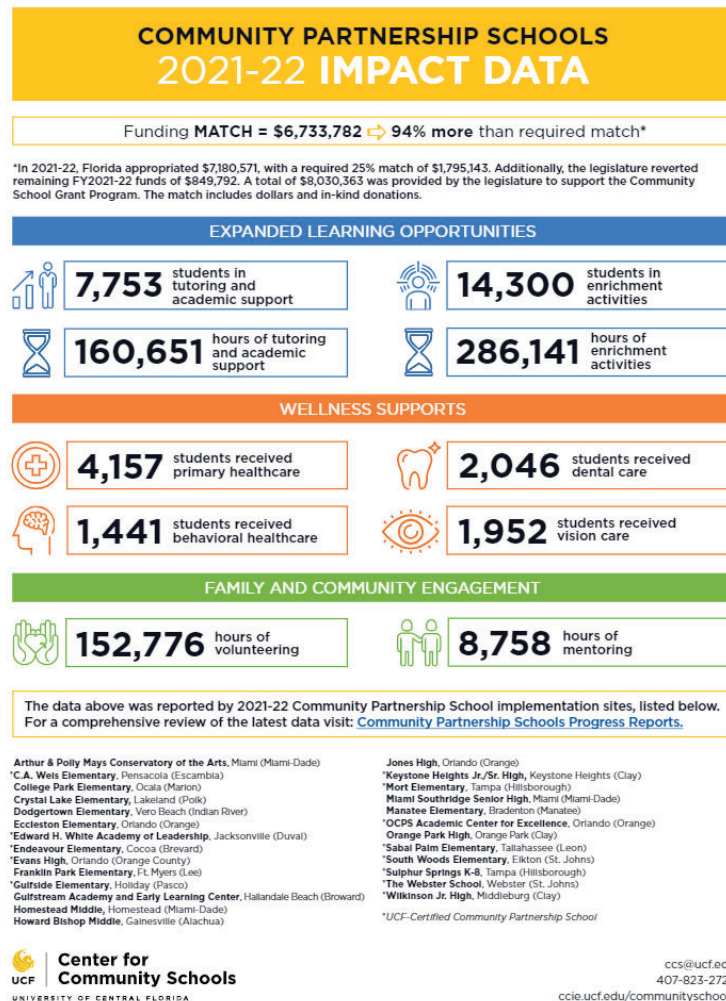


Figure 6 UCF-CPS impact data for 1 year

partners. The regional steering committees will consist of members from the university, the UPCS schools, the participating school district, and district wide pipeline partners and advocates. The third tier will be the individual community school advisory committees at each UPCS school. The advisory committees will consist of families, students, teachers, school leadership, representatives from community-based pipeline services, and community members. Each tier of the shared leadership system will have a direct line of collaboration with the other tiers.

### **State Steering Committee**

The State Steering Committee will be made up of members from the Florida Department of Education (FLDOE), each local Education Agencies (School District), State Education Agencies (University), The University of Central Florida Board of Trustees (UCF Center for Community Schools), Parents, students, and representatives from state wide pipeline services, and advocacy groups. The committee will meet annually to review grant performance outcomes, collected data, and input from the regional steering committees. The state committee will develop annual plans for continued scale up of university assisted community schools across Florida. The state committee will have at least 1 member from each of the regional steering committees for the purpose of the flow of information and shared leadership. Members will be responsible for sharing the needs and progress of their individual regions as well as bringing back information from the state steering committee to the regional committees.

### **Regional Steering Committee**

Four regional steering committees will be created. Each of the four regional committees will be instigated by the university partners, UCF, FAMU, USF, and FIU. They will recruit members who represent the UPCS in their region. The committees will contain members from the university, the UPCS schools (parents, students, or teachers), the participating school district, and district wide pipeline partners and advocates. The regional committees will meet bi-annually at the

beginning and end of each school year to review and make recommendations for the annual plans developed by the state steering committee, create local annual plans, and review the needs of each UPCS school and how they can be met through any district pipeline services. Each regional committee will have at least 1 representative from each UPCS in their region. This committee will grow as more UPCS are added over the 5 years of the project. These members will be responsible for sharing the needs and progress of their individual school as well as bringing back information from the regional committees to the UPCS advisory committees.

**UPCS Advisory Committees** UPCS advisory committees will be created at each UPCS school. The advisory committees will consist of families, students, teachers, school leadership, representatives from community-based pipeline services, and community members. The UPCS advisory committees will meet quarterly to review and make recommendations for the annual plans developed by the regional steering committee as well as creating and implementing annual plans

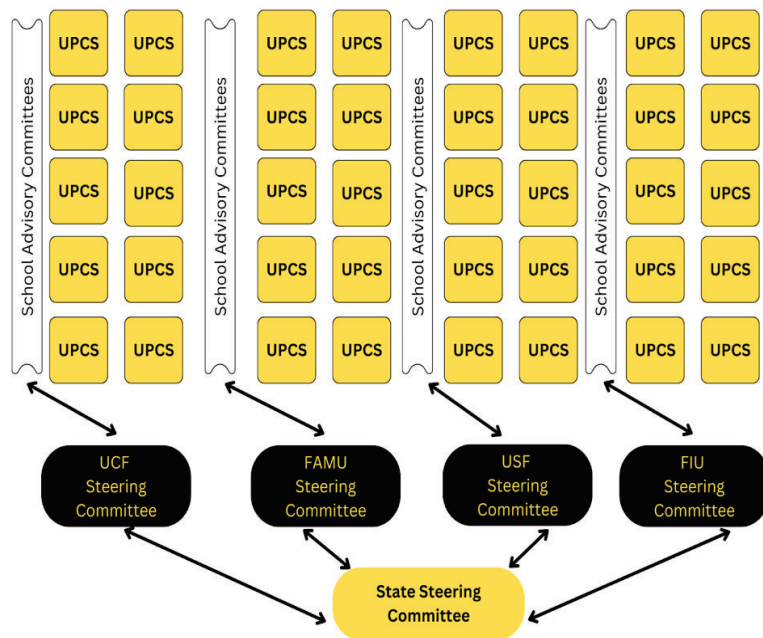


Figure 7 State, Regional, and Local Steering Committees

at the school level. The UPCS advisory committee is important to the success of the UP-Community schools as they are the stakeholders. The schools are in their communities and their voice is the one that matters in recognizing the needs of each individual school. One member from each of the UPCS advisory committees will also attend the bi-annual meetings of their regional

committees. This will ensure shared leadership and continuity of information that will guarantee that the needs of Each LEA will also have the opportunity to include families, students, and community members in the state steering committee meetings as voting members.

Collaborative Summer Institute Effectively developing community schools requires deep levels of collaboration, intentional planning, and continuous development and improvement cycles of shared reflection, analysis, revision, and inclusive decision making (Learning Policy Institute, 2023). Recognizing the importance of this deep level of collaboration, each summer of the 5-year project, UPCS will bring stakeholders together during a summer institute.

These UPCS will participate in the institute each summer: University (Sustainability Director, Programs Coordinator) District: School District Coordinator, and individual UPC schools: Site Coordinator, Expanded Learning Coordinator, administrator, teacher, family member, community member.

The institute will be held in a different region each summer and hosted by the institution and LEA partners of the selected region. By hosting the institute, different regional centers will have the opportunity to showcase their schools and community partnerships. The institute will last 2 full days with an assortment of local keynote speakers, community school tours, highlighted pipeline service models and opportunities, as well as time for shared reflection, analysis, revision, and inclusive decision making (Learning Policy Institute, 2023).

**ii. The extent to which the services provided reflect up-to-date knowledge from research and effective practice.**

The University of Central Florida Center for Community Schools (CCS) has a long and accomplished history of dedication to the development, evolution, and sustainability of diverse partnerships that have made their certification model, Community Partnership Schools (CPS), an impactful presence in Title 1 schools across the state of Florida. The universities (UCF, FAMU,

FIU, USF) selected as partners for the addition of the Unlimited Potential Community Schools each have a unique proven record of research-based practices that include professional services, development and dissemination of resources, shared leadership, mutually beneficial partnerships, and the cultivating of pipeline services (Bronstein and Mason, 2016).

The meaningfully and intentionally designed incorporation of universities into community schools has allowed the CCS CPS to create a seamless pipeline in order to improve academic outcomes, attendance, and developmental outcomes for students of all ages in high-need schools (Maier, Daniel, Oakes, & Lam, 2017).

**iii. The extent to which the services to be provided are focused on those with greatest need.**

The UPCS project is committed to focusing the project services on those with greatest need. This will be assured through the use of a district specific school locator that will be developed based on the four criteria identified by the Task Force on the Next Generation of Community Schools (Brookings, 2023). These criteria will be adjusted slightly to enable the project to identify specific schools as opposed to districts. The criteria will include graduation rates, graduation rates for black and latino students, high poverty schools with extreme rates of chronic absenteeism, and concentrated neighborhood poverty within feeder school patterns.

Needs assessment for individual schools Once high needs schools are identified and agree to participate, the regional centers will complete a needs assessment for the individual schools to identify needs around the recommended model from the National Center for Community Schools Assets and Needs Assessment Toolkit (NCCS, 2023). Each school will go through the process outlined in the toolkit with support from the regional centers who will also receive support from the UPCS technical assistance center. The steps to determining the school's assets through the use of the needs assessment include (1) Getting Started (2) Archival Data Review (3) Initial Analysis (4) Surveys (5) Key Informant Interviews (6) Focus Groups (7) Final Analysis and (8) Reporting



Table outlining initial needs assessment to select new UPCS (Brookings, 2023)

Criteria	Measure	Rational
Graduation rate	School feeder patterns with largest number of students who do not graduate high school	Low graduation rates yield economic, employment, health, and social costs.
Graduation rate for Black and Latino students	School feeder patterns with largest number of Black and Latino students who do not graduate high school	Low graduation rates yield economic, employment, health, and social costs and among Black and Latino students are a key driver of educational and economic inequity.
High poverty schools with extreme rates of chronic absenteeism	School feeder patterns where majority of high poverty (75% > FRPL) elementary, middle, and high schools with chronic absenteeism rates of 30% or more are located	Chronic absenteeism leads to lower educational achievement and attainment. When schools have chronic absenteeism rates of 30% or higher, it negatively impacts students in the whole school.
Concentrated neighborhood poverty	School feeder patterns where 50% of children who live in a neighborhood with a 40%+ poverty rate are located.	Concentrated poverty impacts student success and health beyond individual impacts of poverty.

#### **D. Adequacy of Resources**

**i. The extent to which the grantee has plans for a full-time coordinator at each school, including a plan to sustain the position beyond the grant period and a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school.**

UPCS has a systematic plan to hire and implement a full-time coordinator at each of the 40 UPCS schools. This plan will build upon existing infrastructures. As demonstrated in the preliminary MOU and letters of support from the University of Central Florida Board of Trustees for the “UCF Center for Community Schools”, the Florida Department of Education (FLDOE), State Education Agencies (Partner Universities), and Local Education Agencies (LEAs). All entities have agreed to support identification of funds to sustain the UPCS project in the post-grant period including the continued funding of the UPCS site coordinators.

District and School Based Positions: The UPCS Site Coordinator (SC) will guide high-quality program development, implementation and management at each individual school. The SC will partner with school leadership to manage and oversee execution of a network of services within the school. They will develop and nurture positive relationships with school administrators and relevant community agencies to operationalize the partnership while participating in strategic planning with school and community partners. They will identify, develop and implement exciting and engaging programming that supports the collective vision of community schools, as well as developing and marketing programs that aim to increase educational opportunities and social connections for the students. The SC will develop and enhance parent involvement in class activities while connecting them with available resources when appropriate. The SC will identify providers for health care, translation services, after school programming, etc., while negotiating local collaborative service agreements and contracts in conjunction with their school leadership.

The SC will oversee that the program meets all licensing, contractual, quality management and outcome standards and requirements and develop and regularly monitor the budget of each funding source and corresponding service array. This will include coordinating billing and budgeting with the Finance Department. The SC will implement and manage the evaluation and reporting of data from each of the service areas while representing the community school at pertinent meetings and functions. They will direct contract management activities for the program and develop a plan for sustainability, while participating in fund-raising and grant writing activities. The SC will participate in the quality improvement process and conduct performance evaluations, as well as recruit, hire, train and supervise program staff according to district policies and procedures while also developing procedures and policies as needed.

In addition to the full-time coordinator at each of the UPCS schools each UPCS school will have an expanded learning coordinator. The UPCS expanded learning coordinator (ELC) coordinates and oversees the collaborative process in Community School related extended learning and enrichment programs. With a focus on academics, health and social services, youth and community development and engagement, the Regional Coordinator facilitates the achievement of UPCS outcomes in terms of improved student learning, stronger families and healthier communities. Overall, the ELC contributes to UCF's high-performance culture by demonstrating our values and providing quality results that positions UCF as the leader in delivering proactive behavioral health, child welfare management, community school and early childhood solutions for children and families.

Unlimited Potential Community Schools (UPCS) District Coordinator will collaborate as a direct liaison between the UPCS schools and the University partners, each of the four regions will hire a. The district coordinator will Facilitate subcontract processes with UPCS University and School District and adhere to best financial and stewardship practices as outlined by university

and grantor principles. They will hire dedicated UPCS Site Coordinator(s) to work with the site principal(s) in coordinating resources and services across the UPCS site, as well as hire dedicated UPCS Expanded Learning Coordinator(s) to work with the site principal(s) and coordinator(s) in coordinating and delivering expanded learning opportunities across the UPCS site. The district coordinator will partner with the UPCS University partner and support UPCS sites to recruit stakeholders, identify resources, and plan mobilization. In addition, they will liaise and align with UCF for support in UPCS technical assistance, training and development, assessment and evaluation, contracts and grants, and certification efforts for each UPCS site. The district coordinator will support the annual planning grant application and award process to implement and onboard new UPCS sites in the School Districts. They will support UPCS site personnel to be the link between the principal and school, the community, and the UPCS University. The district coordinator will also facilitate execution of School District Data Sharing Agreement(s) within the first 6 months of the project start to provide UPCS partners with information and data on identified project sites, while supporting UPCS Regional Director(s) to increase student success measures (attendance, behavior, performance) through allocation of partnership resources. They will also support UPCS partnership in building capacity with early learning efforts through School District resources and attend and participate in the UPCS Steering Committee at the school and regional level. The district coordinator will support UPCS personnel to be integrated into the site's operation, so planning for and provision of supports for students, families, and the community are as seamless as possible while supporting the school principal, faculty and staff in welcoming and encouraging the project and partnerships.

University Regional Positions: Each University partner will create a Regional center for UPCS on campus and hire personnel to take on specific roles in the project. These hires will be

unique to the needs of each specific partner but will all share common titles and expectations. Each region will have one Sustainability Director and one Program Coordinator.

The Unlimited Potential Community Schools (UPCS) Sustainability Director oversees the planning, development and delivery of university assisted community school strategies and support services and integrates regularly to align with the statewide UPCS initiative. With a focus on academics, health and social services, youth and community development and engagement, the Sustainability Director facilitates the achievement of UPCS outcomes in terms of improved student learning, stronger families and healthier communities. Overall, the Sustainability Director contributes to a high-performance culture by demonstrating Project values and providing quality

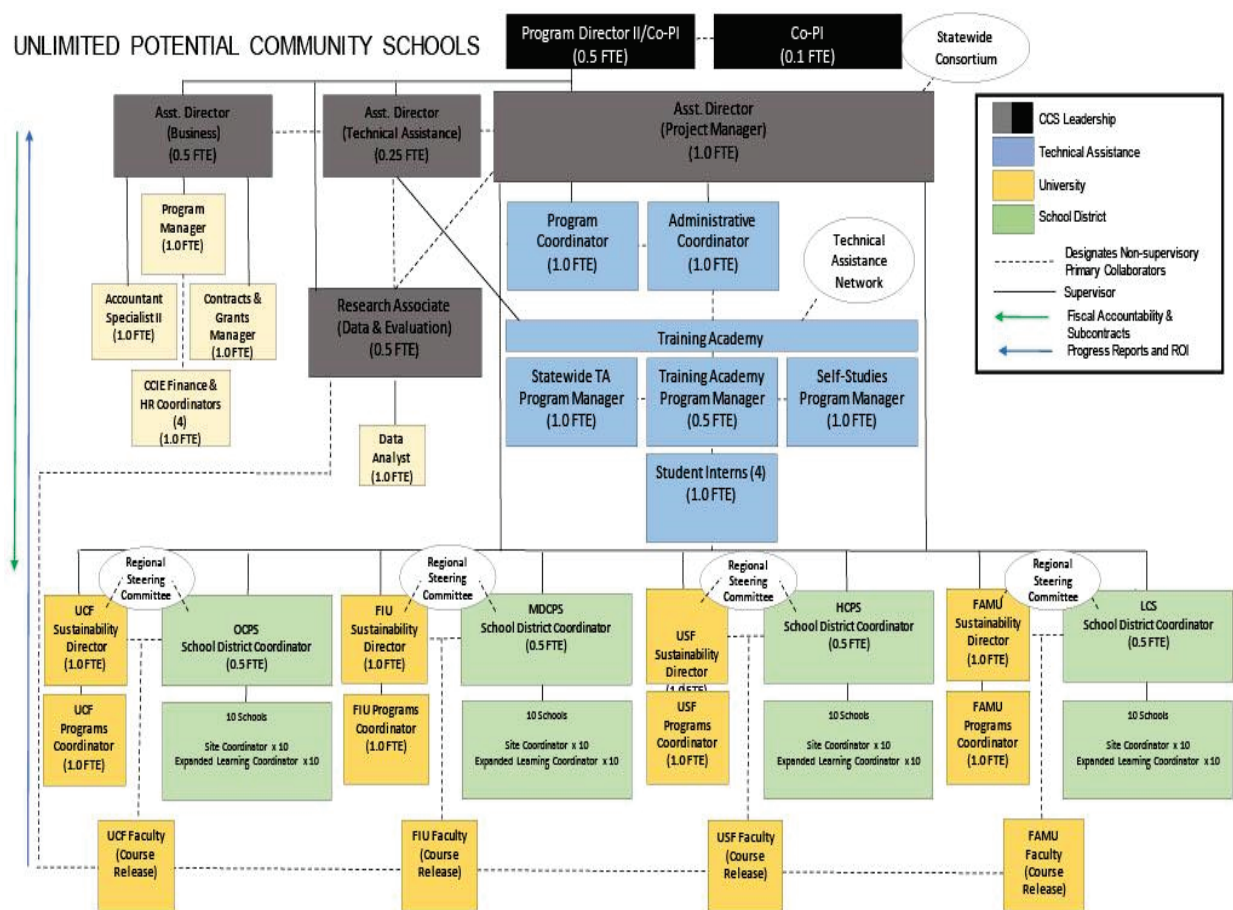


Figure 8 Organizational Chart for UPCS

results within the areas of proactive behavioral health, child welfare management, community school and early childhood solutions for children and families. At a statewide level, this position will assist with sustainability past the grant cycle, by working collectively with the state to advance the knowledge and understanding while also leveraging relationships and resources for the benefit of the schools long-term.

The UPCS University Programs Coordinator facilitates the planning, development and delivery of Unlimited Potential Community School (UPCS) programs and support services. With a focus on academics, health and social services, youth and community development and engagement, the Programs Coordinator facilitates the achievement of UPCS outcomes by connecting university resources and programs to the UPCS site(s) to help address behavioral health, child welfare management, community school and early childhood solutions for children and families. Responsibilities will include, attending and participating in the regional UPCS Steering Committee at the regional and state level and supporting the UPCS grant, partnership, and initiative. The Programs Coordinator will identify and connect with university resources across the University campus which involves multiple programs and departments to meet the needs of School District students to support their education, health and mental wellness, economic needs, employability, and overall wellbeing. They will also work with UPCS sites to increase student success measures (early learning, attendance, behavior, performance) through relationships with university resources and increase knowledge and skills related to UPCS through participation in the Training Center efforts. In addition, they will collect feedback and data from stakeholders to share with the Training Center and project leadership as part of a continuous improvement cycle while supporting sites to build capacity with early learning efforts through allocation of university resources, community partners, and School District assistance.

Organization of resources across the project

**ii. Potential for continued support for the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

Project UPCS has great potential for continued support for the project after Federal funding ends, as demonstrated in the MOU and letters of support from The University of Central Florida Board of Trustees for the “UCF Center for Community Schools”, the Florida Department of Education (FLDOE), State Education Agencies (Partner Universities), and Local Education Agencies (LEAs). All entities have agreed to support the identification of funds to sustain the UPCS project in the post-grant period.

**E. Quality Management Plan**

**i. The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders, and a description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU.**

Over the course of the project, the activities of UPCS will progress through a series of innovation cycles that will incorporate evaluation data, iterative resource development, provision of universal and targeted TA products and services, and evaluation at each project phase. Our focus will be on the use of formative assessment, development, and dissemination to feed the continuous improvement and evaluation of the UPCS activities and resources as we scale up services each year.

Across all phases of the project key activities will include: conducting development of high quality PD resources and PLC environments; collaboration with advisors and partners for resource development and supporting resources; collaboration and consultation with diverse stakeholders, and; the dissemination to the broader fields. Program investments, including project staff from both primary partners; advisors and scaling assets will be leveraged and managed strategically by

the PI and Co-PIs to ensure the most effective and efficient progress toward goals and objectives in each phase of the Center.

### **Procedures for Ensuring Continuous Improvement in the Operation of the Project**

<b>State Level Steering Committee (Preliminary MOU Participants)</b>	<b>Representative</b>
State Agency	Florida Department of Education
University Director, UCF	Amy Ellis
University Faculty FAMU	Allyson Watson
University Faculty USF	Stacy-Ann January (Jose Castillo MTSS)
University Faculty FIU	Asim Pleas
LEA 1	Orange County Public Schools
LEA 2	Miami-Dade School District
LEA 3	Hillsborough County Public Schools
LEA 4	Leon County School District
LEA 5	FAMU DRS District Schools

Feedback and continuous improvement procedures will be implemented for all activity categories to ensure that project objectives are addressed. Formative evaluation of UPCS PD resources, exemplars, and media will also provide data for meeting benchmarks and making improvements to ensure the quality, usability, and effectiveness of the UPCS products. Regular and ongoing communication between the project team and the external evaluator will ensure evaluation data are used to inform project improvement. Evaluators will develop interim briefs to support continuous improvement based on formative assessment data pertaining to: 1) fidelity to the logic model and activity plan; 2) challenges and successes in developing, piloting, and disseminating



UPCS products and services; 3) steps to build on successes and overcome challenges; and 4) steps to strengthen UPCS products and services in order to better meet the needs of students/end-users and improve progress toward learning objectives.

The preliminary Memorandum of Understanding (MOU) has been developed between the Florida Department of Education (FLDOE), Local Education Agencies (School District), State Education Agencies (University), and The University of Central Florida Board of Trustees (UCF Center for Community Schools). These members will make up the state steering committee and have provided evidence of their support through letter of intent.

**ii. The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families.**

UPCS is committed to welcoming sustained participation from families, educators (both IHE staff and HND staff), researchers, policy makers, and others. Diverse perspectives will be integrated throughout all areas and activities of UPCS through formal participation of the Advisory Board and stakeholder engagement activities. UPCS leadership team will be responsible for leveraging existing and available networks to include stakeholder engagement through both formal and informal input. Both formal and informal feedback will be leveraged to make sure that UPCS establishes relevant and useful products and services that address real needs. Stakeholder organizations, companies, not for profit organizations, parents/families, individuals collaborating with UPCS will be called upon frequently to identify needs, review products and services, disseminate UPCS resources and assist in the co- development of additional products and services. The UCF Center for Community Schools in the College of Community Innovation and Education at the University of Central Florida has over a decade of experience of effectiveness in working with a diverse range of stakeholders, including students and families (figure 9). Having collaborated with 36 schools across 21 districts, and impacted 33,613 students in the 2022-2023

school year alone, they have shown an undeniable ability to collaborate across a diverse range of stakeholders. The districts impacted include large urban districts, as well as suburban and rural districts. The UCF Center for Community Schools has demonstrated the capacity to provide

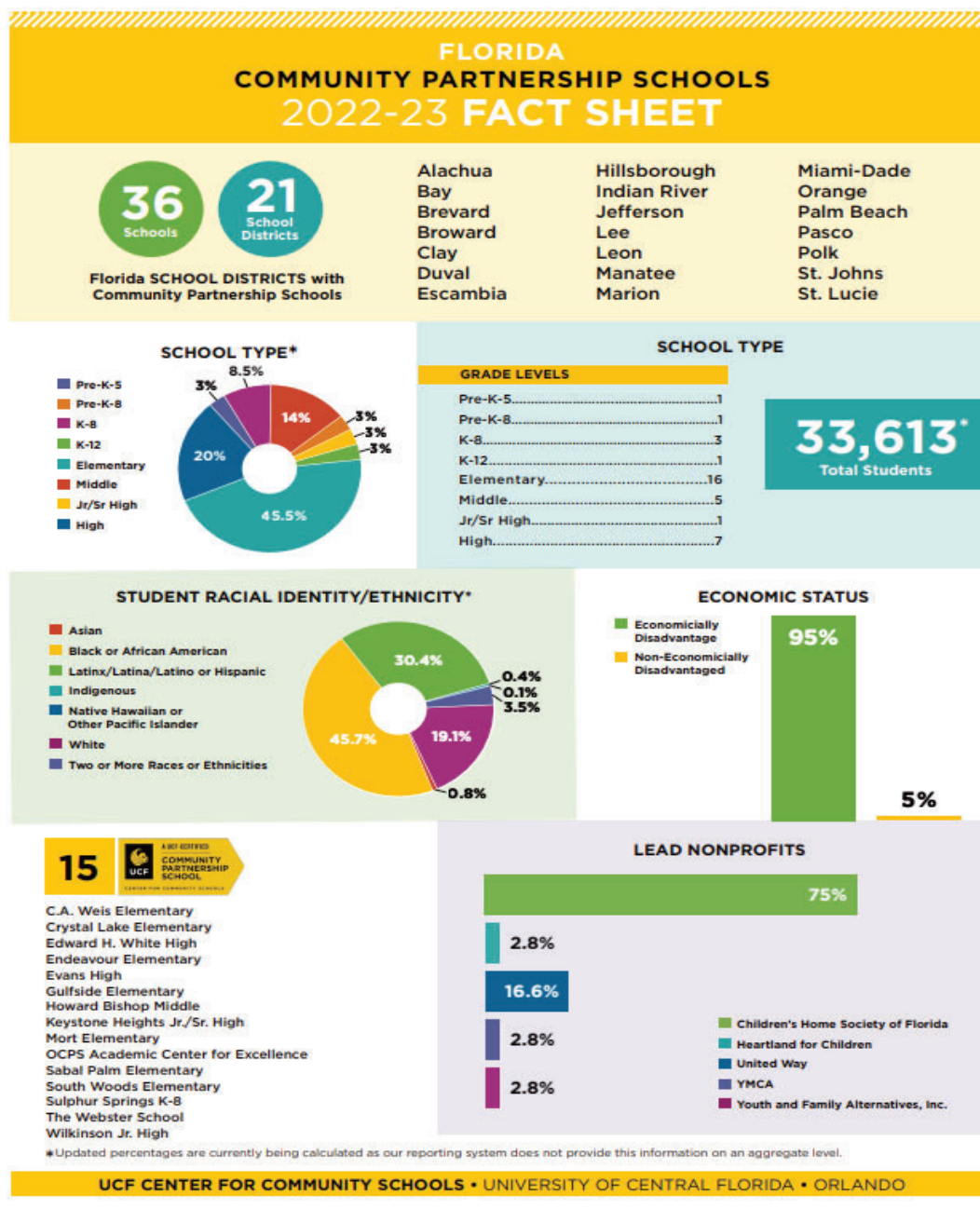


Figure 9 UCF Community Partnerships

technical assistance across multiple partners while connecting and amplifying the voices of all stakeholders, particularly those in underserved communities.

**iii. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

### **Key Project Personnel**

Project Principal Investigator, **Amy Ellis, Ed.D.**, is the Director of the Center for Community Schools at the University of Central Florida. The Center serves as a resource for technical assistance, university-assisted partnership, training, and assessment and evaluation in the development of high-quality community schools. She specializes in the development of partnerships that integrate prevention and intervention programs and services into K-12 schools, as well as the scale-up of initiatives that improve collective outcomes. Ellis has over two decades of experience in leading the development of frameworks aimed to advance systems of practice; studying and honing needle-moving strategies; and harnessing the power of collectives. Proficient in start-ups and scale-ups, she worked for five years as a senior administrator for Orange County Public Schools, where she successfully launched the first community school of its kind in Florida: Evans High School, A Community Partnership School. Ellis has since helped grow Florida's community school initiative from this single building concept in 2009 to a 30-site statewide model. Considered an expert in the field of community schools, Ellis has presented statewide, nationally and internationally, and she has formed collaborative partnerships with thought leaders focused on advancing the community schools' field.

Project Co-Principal Investigator, **Eleazar Vasquez, Ph.D.**, Director, and Professor for the Toni Jennings Exceptional Education Institute, and Affiliate Faculty of the Synthetic Reality Lab and Lockheed Martin UCF/KU Academy. His current research focuses on the evaluation of

academic and behavioral outcomes for students with disabilities utilizing technology to enhance instruction. Dr. Vasquez research has been supported by the National Science Foundation and U.S., Department of Education, Office of Special Education Programs. Nationally Dr. Vasquez serves as the Treasurer for the Higher Education Consortium for Special Education, Technology Chair for the American Council for Rural Special Education and serves on the executive board for CAST. Dr. Vasquez is currently devoting six calendar months to other funded projects from NSF and OSEP.

#### Procedures for Ensuring Continuous Improvement in the Operation of the Project

UPCS itself will be managed by a diverse and flexible team structure to address each of the main areas of activity and maximize the impact of areas of expertise held by specific UPCS project staff. Weekly meetings of UPCS staff will ensure synergy among stakeholders and partners, clear/transparent communications, alignment of goals, and continual improvement of our products and services. Feedback and continuous improvement procedures will be implemented for all activity categories to ensure that project objectives are addressed. Formative evaluation of products and services will also provide data for meeting benchmarks, making improvements, and creating quality products and services. Regular and ongoing communication between the evaluation team and UPCS project staff will ensure that evaluation data are used to inform project improvement. Evaluators will develop interim briefs to support continuous improvement based on formative assessment data pertaining to: (1) fidelity to the stated logic and conceptual models; (2) challenges and successes in developing, disseminating, and providing services, products, and resources; (3) steps to build on successes and overcome challenges; (4) stakeholder use of services, products and resources to meet objectives; (5) steps to refine and strengthen activities, products, and services in order to better meet the needs of stakeholders and improve progress toward key objectives.

	Project Quarters	Deliverables	Responsible Partner				
			UPCS	FAMU	FIU	UCF	USF
Year 1 Enhancing Integrated Supports and Structures	Quarter 1: January, 2024 – March, 2024	Completion of MOU agreement with signatures	X	X	X	X	X
		Onboarding of Enhancement Schools		X	X	X	X
		Hiring of University Coordinator and Sustainability Director		X	X	X	X
		Participating universities will provide funds to the identified districts to enhance preexisting programs and services	X	X	X	X	X
	Quarter 2: April 2024- June 2024	Identification of preexisting and additional pipelines		X	X	X	X
		Identification of 1 new schools within each of the four districts		X	X	X	X

		Hire district and school based coordinators as needed.		X	X	X	X
	Quarter 3: July 2024 – September, 2024	Defining and identification of collaborative structures	X				
		Begin needs assessment for newly identified school	X	X	X	X	X
		convene steering committees to lead regarding impact, sustainability, and/or garnering community resources	X	X	X	X	X
	Quarter 3: October 2024-December 2024	Year One Evaluation (ongoing, reflective practice to assess successes, barriers, and needs)	X	X	X	X	X
Year 2 Expanding Integrated Supports and Structures	Quarter 1: January, 2025 –	Responsive action based on the year one evaluation.	X	X	X	X	X
		Work with Florida leaders, legislators, institutions, FLDOE, school districts, and	X	X	X	X	X

	March, 2025	other partners to ensure sustainability for efforts beyond year 5 of grant					
	Quarter 2: April 2025- June 2025	Identification of 1 new school within each of the four districts for Year Two		X	X	X	X
		Conduct individual school needs assessment	X	X	X	X	X
		Introduce newly identified schools to desired aspects of community schools	X	X	X	X	X
	Quarter 3: July 2025 – September, 2025	Establish and cultivate strong communication, relationships, and collaborative structures among stakeholders -Research-based learning opportunities and resources in response to school and district needs assessments	X	X	X	X	X

		-Continued support of enhancement and newly identified schools					
	Quarter 4: October 2025-December 2025	Year Two Evaluations (ongoing, reflective practice to assess successes, barriers, and needs)	X	X	X	X	X
Year 3 Expanding Integrated Supports and Structures	Quarter 1: January, 2026 – March, 2026	Responsive action based on the year two evaluation.	X	X	X	X	X
	Quarter 2: April 2026-	Identification of 2 new schools within each of the four districts		X	X	X	X



	June 2026	Conduct individual school needs assessment  -Introduce newly identified schools to desired aspects of community schools		X	X	X	X
	Quarter 3: July 2026 – September, 2026	Establish and cultivate strong communication, relationships, and collaborative structures among stakeholders  -Research-based learning opportunities and resources in response to school and district needs assessments	X	X	X	X	X
	Quarter 4: October 2026-December 2026	Evaluation of pipeline services.		X	X	X	X
Year 4 Refining	Quarter 1: Januar	Responsive action based on the year three evaluation.	X	X	X	X	X

	y, 2027 – March, 2027						
	Quarter 2: April 2027-June 2027	Identification of 2 new schools within each of the four districts		X	X	X	X
	Quarter 3: July 2027–September, 2027	Conduct individual school needs assessment -Introduce newly identified schools to desired aspects of community schools	X	X	X	X	X
	Quarter 4: October 2027-December 2027	Establish and cultivate strong communication, relationships, and collaborative structures among stakeholders -Research-based learning opportunities and resources in response to school and district needs assessments	X	X	X	X	X

		-Continued support of enhancement and newly identified schools					
Year 5 Maintaining, Sustaining, and Advancing	Quarter 1: January, 2028 – March, 2028	Review Year One-Four Evaluations for the purpose of making larger programmatic recommendations	X	X	X	X	X
	Quarter 2: April 2028- June 2028	Dissemination of lessons learned	X	X	X	X	X
	Quarter 3: July 2028 – September, 2028	Identification of next steps -Identify and fill in gaps (knowledge, service, delivery, etc.) -Work with leadership to maintain, sustain, and advance the efforts	X	X	X	X	X
	Quarter 4:	Creation of Final Report					

	October 2028-December 2028						
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### **Budget is Adequate and Costs are Reasonable.**

The proposed budget totaling [REDACTED] over 5 years is reasonable and adequate to support the effort of UPCS staff, partners, and contractors to provide technical assistance to HNDs and decision makers to support the design, development, procurement, maintenance, distribution, timely delivery, and use of UPCS in diverse settings. UPCS will further leverage technology to deliver efficient, effective, and sustained technical assistance combined strategically with higher touch elements maximizing human resources and relationships. UPCS will leverage robust and dynamic organizations as key partners, a nationally recognized advisory board, and other stakeholders so that each organization is able to fully benefit from a collective investment in developing HNDs capacity with services. UPCS will continually review partnership agreements to ensure that new and emerging educational leaders are given opportunities to contribute and provide services where they have core expertise.

### **F. Quality of the Project Evaluation**

#### **i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

The American Institutes for Research® (AIR®) will design and conduct an evaluation of the Full-Service Community Schools (FSCS) grant in partnership with the University of Central Florida's (UCF) Center for Community Schools to support the implementation of the Unlimited Potential Community School (UPCS) initiative. This evaluation will provide the UCF Center for

Community Schools (UCF Center) and their university, school, and community partners with a deeper understanding of how the FSCS initiative is being implemented, how the inclusion of pipeline services and academic supports, particularly in the area of early childhood, will complement and extend these efforts, how a larger networked structure for shared leadership supports sites and university partners in identifying and implementing pipeline services most needed by the specific communities they serve, and how the pipeline supports influence instructional practices in schools, support parents and families, and contribute to student self-care and wellness and positive academic outcomes.

Building from the AIR team's extensive knowledge of community schooling, the evaluation plan employs a mixed methods approach, relying on qualitative and quantitative data to answer specific research questions (Exhibit 1). This evaluation approach not only meets FSCS evaluation criteria but will also provide a deep understanding of the initiative's progress in improving student and family outcomes and the promising strategies schools employ in making and documenting progress. Specifically: The implementation study will document and monitor implementation across UPCS cohorts and Community Partnership Schools (CPS) Enhancement schools, indicate areas where implementation needs improvement, and identify factors that may hinder or facilitate implementation.

The outcomes study will be linked to a set of key performance indicators and will assess how youth and caregivers grow and develop over time as they participate in FSCS-related pipeline services and activities that are meant to ultimately enhance equitable outcomes.

The following sections first summarize AIR's extensive experience conducting evaluations of community school initiatives, and then we articulate the plan for collecting valid and reliable implementation, performance, and outcome data on key project components and targeted outcomes.

## **Evaluator Experience**

The proposed evaluation is made more thorough, feasible, and appropriate for the project by AIR's extensive experience evaluating community school initiatives, in particular our experience serving as the evaluators for the UCF Center CPS statewide initiative since January 2020. The AIR team's relationship with the UCF Center gives our team a unique perspective on how community schools in Florida operate successfully and thrive in their particular contexts. Over the past 3 years, AIR's evaluation team has provided UCF leadership with research findings that captured positive trends in student attendance and academic growth, as well as identified a series of suggestions for improving the implementation of the CPS model.

In addition to AIR's work with the UCF Center CPS initiative, we have served as an evaluator for several FSCS initiatives, including currently serving as the evaluator for the Alaska Association for School Boards and Lewis University's FSCS initiatives. For each of these FSCS evaluations, AIR has investigated both implementation and outcomes using mixed methods approaches. Further, AIR has served as the primary evaluator for Chicago Public Schools' Community Schools Initiative since 2011. AIR's evaluation experience in different contexts and locations informs the framework for this evaluation, building and expanding on knowledge to address this grant's specific evaluation needs. This knowledge will ensure the evaluation methods and analyses for this grant reflect the realities of current community school operation and are aligned with the complementary goals and objectives of expanding community school operation to the FSCS model.

## **Evaluation Questions**

The following sections summarize the key research questions related to the implementation and outcome evaluations and detail evaluation activities associated with each. We detail which evaluation activities will answer the implementation- and outcome-related research questions in

Exhibit 1. The goal of answering the following implementation research questions is to assess the degree to which the model is being implemented with fidelity, to identify areas of needed improvement and promising practices, and to gain a deeper understanding of how the critical interventions supported by the FSCS initiative are being implemented. To answer these implementation research questions (IRQs), the evaluation team will collect interview and focus group data from key stakeholders, including school staff, parents, and students who participate in the activities and services supported by FSCS. The goal of the outcome research questions is to demonstrate the effect of UCPS and CPS based on the implementation framework adopted by UCF and their partners compared to when this support is potentially absent using a Comparative Interrupted Time Series (CITS) quasi-experimental design. To answer these questions, the evaluation team will use data from several sources, including extant administrative data from school districts, participant and activity data from Learning Circle, and teacher surveys. This evaluation will provide the UCF Center and their university and school partners with regular feedback that allows for timely assessment of progress to achieve the intended outcomes of the initiative.

#### Exhibit 1. Implementation and Outcome Questions

Implementation Research Questions (IRQs) and Outcome Research Questions (ORQs)	
IRQ 1	1. What training and professional development (Academy for Community Schooling Training, University-Assisted Community Schools statewide conference/institute) were provided by UCF and university partners to UPCS school district staff (district coordinator, school coordinator) and to what extent was it perceived to be relevant, useful, and actionable in supporting their work?

## Implementation Research Questions (IRQs) and Outcome Research Questions (ORQs)

	1a. How do the technical assistance and professional development opportunities provided by the UCF Center for Community Schools support communication and collaboration across UPCS schools and supporting universities?
IRQ 2.	<p>2. How have targeted pipeline services improved the preparation of the district's youngest students for kindergarten entry?</p> <p>2a. How have existing CPS Enhancement schools that are receiving funding to enhance early childhood education leveraged existing resources and partnerships with UPCS partner universities and UPCS schools to improve preparation for kindergarten entry?</p> <p>2b. To what extent do caregivers and early childhood educators at both CPS Enhancement schools and UPCS schools find additional supports, programming, and professional development opportunities to be relevant, useful, and actionable?</p>
IRQ 3.	<p>3. To what extent have UPCS schools been able to implement key structures and processes (e.g., shared vision, shared decision making, structures for communication, progress monitoring, and facilitating relationships among stakeholders) as intended related to the four pillars and pipeline services associated with FSCS implementation?</p> <p>3a. How successful have key staff been in coordinating services and activities to ensure provision of pipeline services? What are the practices that support collaboration and coordination among supporting universities and UPCS schools?</p>
IRQ 4.	4. To what extent have sites and university partners been able to identify and implement pipeline services most needed by the specific communities they serve?



## Implementation Research Questions (IRQs) and Outcome Research Questions (ORQs)

	<p>4a. How do the supporting universities mobilize internal resources and capacity, including both faculty and students, to provide added pipeline supports to the schools they are working with through the initiative?</p> <p>4b. To what extent have schools been able to meet targets in relation to service delivery and provision?</p> <p>4c. To what extent have pipeline services reached targeted student groups?</p>
IRQ 5.	<p>5. To what extent do key stakeholders (e.g., students, caregivers, school staff, and school administrators) in UPCS schools perceive the initiative's additional supports and program offerings to be relevant and beneficial?</p> <p>5a. To what extent do staff within UPCS schools perceive professional development, additional funding for positions, and pipeline services as contributing to improvements in the school's climate and culture?</p>
IRQ 6.	<p>6. What promising practices and barriers to implementation are associated with school implementation of the UPCS strategy?</p> <p>6a. As schools progress in the process of implementation, how do their approaches to implementing the UPCS strategy as intended evolve? How do these approaches differ in sites that are more advanced in implementation?</p>
ORQ 1.	<p>1. To what extent are youth demonstrating improvement on key developmental and school-related outcomes (key performance indicators)?</p>
ORQ 2.	<p>2. What is the effect of UPCS or CPS Enhancement programming on student outcomes compared to students attending similar schools where UPCS or CPS Enhancement activities and services are not available?</p>

## Implementation Research Questions (IRQs) and Outcome Research Questions (ORQs)

ORQ 3.	3. Do the effects, if any, vary for priority student groups, for example, students with disabilities or English language learners?
ORQ 4.	4. What is the relationship, if any, of key implementation factors of UPCS programming (e.g., participation levels and activities provided) on student outcomes?

Exhibit 2 shows the data collection approaches that will be used to address implementation and outcome questions. We explain our approach to implementation and outcome evaluations in the following sections.

Exhibit 2. Summary of Data Collected and Analyzed by Research Question

Data Source	Interviews	Focus groups	Teacher survey	Administrative data	Activity and service provision data	District outcome data
Implementation Evaluation						
IRQ 1	1	1	1			
IRQ 2	1	1		1	1	
IRQ 3	1	1				
IRQ 4	1	1		1	1	
IRQ 5	1	1	1			
IRQ 6	1	1				
Outcome Evaluation						
ORQ 1			1	1	1	1
ORQ 2				1	1	1
ORQ 3				1	1	1

Data Source	Interviews	Focus groups	Teacher survey	Administrative data	Activity and service provision data	District outcome data
ORQ 4				1	1	1

**Design Overview** Implementation Evaluation To address implementation research questions 1 through 6, AIR will conduct a series of qualitative data collections that will focus on assessing progress in the following areas: provision of training, professional development, and technical assistance that is relevant and actionable; including supporting the development of structures to support authentic shared leadership, Provision of targeted services to improve kindergarten readiness in Enhancement schools, initial implementation of the initiative at UPCS and CPS Enhancement schools and progress in implementation over time, and benefits of the initiative to staff, students, and caregivers.

Additionally, AIR will capture promising practices and challenges in implementing the initiative in both UPCS and Enhancement schools. To provide this information, the evaluation team will conduct interviews and focus groups with key stakeholders, collect and analyze data from teacher surveys, and collect and analyze data on service and activity provision. AIR will work closely with the UCF Center and their partner agencies to ensure that qualitative data collection tools and surveys are appropriate in length and delivery platform and use understandable terminology.

In AIR’s design of the implementation evaluation, we use a phased data collection approach to account for the staggered implementation of UPCS activities. The UPCS initiative is expected to be implemented across two strands of schools: (a) CPS Enhancement schools, in which the CPS model has been present for a number of years and will provide additional targeted services

for enhancing early childhood learning, and (b) UPCS schools, which will be implementing the FSCS model for the first time. These schools will be added in a phased approach throughout years 1 through 4 of the grant. To accommodate this phased implementation our qualitative implementation evaluation is designed to have two points of data collection and analysis for each school strand. The first phase of data collection will take place at the end of schools' first year of implementation and focuses on developing a greater understanding of the initiative's implementation. The second phase of data collection will take place after schools have implemented for at least 2 years and focuses on developing a greater understanding of how they have progressed in refining implementation and how participation in initiative activities has benefited school staff, students, and families. The following sections first describe how the evaluation team will assess implementation and progress in implementing key structures of the initiative. We then describe how the evaluation team will document the experiences of and benefits to school staff, students, and caregivers.

**ii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

#### **Technical Assistance and Supports (IRQ 1) (Year 2 and Year 4).**

To assess progress in enhancing these supports and to understand the extent to which supports are relevant, useful, and actionable, the evaluation team will work in collaboration with the UCF Center to document progress being made in developing this infrastructure. The evaluation team will document (a) student and caregiver participation hours; (b) the number of trainings, workshops, and professional development opportunities provided; (c) the number of new partnerships formulated; and (d) the number of meetings and events held to support the development of collaborative leadership around implementing the UPCS initiative. In addition, the evaluation team will conduct focus groups in Years 2 and 4 with a sample of district and school

coordinators, by region, that have participated in support activities offered by the UCF Center and university partners. Focus groups will build on the knowledge gained by the UCF Center by administering satisfaction surveys after key events and professional development offerings.

### **Enhancing Kindergarten Readiness (IRQ 2 & 6) (Years 2–5).**

To understand how schools and districts are using additional enhanced resources and supports to improve student's preparation for entry into kindergarten, the evaluation team will conduct interviews with each of the site-based CPS coordinators and school administrators after school's have gone through one year of implementing initiative activities (spring of years 2 through 4). For example, providing additional development opportunities for early age students and caregivers and providing additional professional development opportunities for early childhood educators. Additionally, AIR will conduct focus groups with a sample of students, caregivers, and school-day teachers from a sample of the first cohort of CPS Enhancement schools within each region. Specifically, the evaluation will focus on documenting how caregivers of kindergarten-age youth who attend Enhancement schools perceive benefiting from initiative activities and resources, and how well caregivers feel their children were prepared to enter kindergarten. The evaluation team will also conduct interviews with the four university faculty to understand how partner universities are supporting schools and districts with early childhood education efforts. In spring of Year 3 and Year 5, the evaluation team will conduct follow-up interviews with site-based coordinators, principals, and university staff from each cohort of the CPS Enhancement schools to assess how sites have evolved in their implementation of the initiative.

### **UPCS Initiative Implementation (IRQ 3 & 6) (Years 3–5).**

Evaluation activities with new UPCS schools will have two goals: (a) assessing the extent to which these new schools have been successful in executing key drivers of implementation (e.g.,

shared vision, effective communication, progress monitoring practices, shared leadership, and student and family engagement) and (b) assessing how schools have progressed after 2 years of implementation. To address the first goal, the evaluation team will conduct interviews with school coordinators and administrators, district coordinators, and partner university coordinators at the end of schools' first year of implementation (Year's 3–4). To address the second goal, the evaluation team will interview the same stakeholders again after at least 2 years of implementation (Year 5) to assess sites' progress as implementation continues.

In Years 4 and 5, the evaluation team will conduct focus groups with a sample of school-based advisory committees from the four UPCS regions (Year 4), with the four regional committees, and state advisory committee (Year 5) to understand how these structures contribute to authentic shared decision making for the initiative at large and how these networks might support the leveraging of community-based resources and create efficiencies through shared leadership in the initiative.

#### **Provision of Activities and Services (IRQ 4 & 5) (Years 1–5).**

The evaluation team will work with UCF and their partners to adapt and expand their use of Learning Circle as an appropriate and secure data management system for collecting data on activities and services provided as part of the community schools initiative. As part of this process, the AIR evaluation team will work with UCF and their partners as well as the software company to devise a strategy for (a) tracking participation in UPCS activities and services; (b) measuring the extent to which targeted students and caregivers are participating in UPCS offerings; (c) potentially adding new functionality to the system to capture data needed to track implementation efforts; and (d) ensuring the evaluation team is able to capture the necessary data for the implementation and outcome evaluations, including what activities students and caregivers are participating in and who is providing these activities.

### **Experiences of Teachers, Students and Caregivers (IRQ 5) (Years 1-5).**

AIR will collect qualitative data as well as staff surveys to capture the experiences of teachers, students, and caregivers in both UPCS and Enhancement schools. The evaluation team will collect additional qualitative data at UPCS schools to capture how implementation of the full suite of pipeline services have contributed to student and families' well-being.

UPCS and Enhancement Schools. Starting in the first year of the project, UCF and their partner agencies will coordinate the administration and collection of surveys from teachers participating in initiative activities and services, in both CPS Enhancement and UPCS schools. AIR researchers will work closely with UCF Center leadership to identify an appropriate survey to assess self-care and wellness and the appropriate mechanism for administration and data collection. AIR will administer the survey to align with the rollout of implementation of services, collecting baseline data from teachers in the fall of their first year of implementation and in the spring after one year of implementation.

#### **UPCS Schools.**

To better understand how key stakeholders perceive the extent to which the UPCS initiative has or has not contributed to academic growth and a sense of well-being, AIR will conduct focus groups with a sample of teachers, caregivers, and parents in two UPCS schools per region in Years 4 5 to learn how these stakeholders have experienced the UPCS initiative and to identify barriers to participation after at least 1 year of implementation.

### **Years 1–5 Synthesizing Data on Service Provision/Key Performance Measures**

A key facet of documenting implementation is quantifying the degree to which students, families, and staff are involved in and receiving FSCS-related supports and activities (IRQs 2, 2 b-c, and 4) and how they are showing signs of improvement and having their needs met (ORQ 1). AIR will work with UCF Center for Community Schools leadership to refine a series of key

performance indicators to describe the extent to which youth, caregivers, and school staff are involved in or receiving FSCS-related activities and services and their progress on key outcomes. As part of this effort, AIR will regularly collect and examine enrollment and attendance data for UPCS-funded activities and services, student demographic data, and student outcomes data (e.g., school-day attendance, disciplinary referrals, academic achievement, and kindergarten readiness). Collectively, the project and evaluation teams will use the indicators presented in Exhibit 3 to examine the impact on student outcomes resulting from implementation of the UPCS strategies and to answer ORQ 1. The following exhibit contains co-created indicators and each indicator’s goals. This list of indicators will be refined over the grant period. Exhibit 3 outlines the goals, objectives, targets, and measurement descriptions for the current key performance indicators.

**Exhibit 3. Key Performance Indicators**

Objective	Description
Goal 1: Enhance access to and coordination of community-based activities and services for students and families	
Objective 1.1: Increase the number of community-based activities and services that are being provided through initiative schools to support students by 5% per year.	<p>Early childhood: The total number of activities provided in initiative schools by community-based partners that are designed to support early childhood development and kindergarten readiness (Required Indicator [RI]–Expanded Learning).</p> <p>Well-child visits: The number of early childhood well-child visits performed as part of community-based school activities and services (RI–Expanded Learning).</p> <p>Expanded learning time activities: The total number of expanded learning time activities provided in initiative schools by community-based partners (RI–Expanded Learning).</p>



Objective	Description
	<p>Behavioral health: The total number of instances where a community-based behavioral health partner provided services to the student population of an initiative school (RI–Integrated Student Supports).</p> <p>Primary health: The total number of instances where a community-based behavioral health partner provided services to the student population of an initiative school (RI–Integrated Student Supports).</p> <p>Dental health: The total number of instances where a community-based dental health partner provided services to the student population of an initiative school (RI–Integrated Student Supports).</p> <p>Vision: The total number of instances where a community-based vision health partner provided services to the student population of an initiative school (RI–Integrated Student Supports).</p>
<p>Objective 1.2: Increase the number of community-based activities and services that are being provided through initiative schools to support parents, caregivers, and adult family members by 5% per year.</p>	<p>Economic/food assistance: The total number of instances where a community-based economic/food assistance partner provided services to parents, caregivers, and adult family members associated with the student population of an initiative school (RI–Family and Community Engagement).</p> <p>Housing assistance: The total number of instances where a community-based housing assistance partner provided services to parents, caregivers, and adult family members associated with</p>

Objective	Description
	<p>the student population of an initiative school (RI–Family and Community Engagement).</p> <p>Education/career/job training: The total number of instances where a community-based education/career/job training partner is provided services to parents, caregivers, and adult family members associated with the student population of an initiative school (RI–Family and Community Engagement).</p> <p>Legal assistance: The total number of instances where a community-based legal assistance partner provided services to parents, caregivers, and adult family members associated with the student population of an initiative school (RI–Family and Community Engagement).</p>
<p>Objective 1.3: Implement processes and structures that facilitate the coordination of activities and services at the school and district levels, with schools demonstrating improvement on aligned measures each year of the grant.</p>	<p>Learning Circle implementation and utilization: The number of schools enrolled in the initiative populating Learning Circle with activity and service data and relying on system tools and reports to inform new activity and service recruitment and referral efforts (RI–Progress Monitoring, Quality Improvement).</p> <p>Leadership and steering committee participation: The number of entities represented on and actively attending district- and school-level committees responsible for planning and coordinating initiative implementation (RI–Collaborative Leadership, Convening Stakeholders).</p>

Objective	Description
	<p>Leadership and steering committee retention: The number of entities represented on and actively attending district- and school-level committees responsible for planning and coordinating initiative implementation that were retained on those committees from the previous year (RI–Collaborative Leadership, Convening Stakeholders).</p> <p>Needs assessment utilization: The number of schools completing each step of the needs assessment process, convening stakeholders to review results and drive decision making, and providing a summary of needs assessment results and related activity and service delivery decisions (RI–Collaborative Leadership, Convening Stakeholders).</p>
Goal 2: Enhance the resources that partner universities provide to districts and schools to support initiative implementation	
Objective 2.1: Increase the number of students working in initiative schools each year of the grant.	Student volunteers: The number of university students working as volunteers in initiative schools (RI–Family and Community Engagement).
Objective 2.2: Increase the number of faculty working in initiative schools each year of the grant.	Faculty involvement: The number of university faculty actively working to support initiative schools (RI–Family and Community Engagement).

Objective	Description
Objective 2.3: Increase the number of evidence-based practices schools have adopted based on information, training, and support provided by university faculty to support student learning and development.	Adoption of evidence-based practices: The number of evidence-based practices adopted by initiative schools based on information, training, and support provided by university faculty (RI–Progress Monitoring, Quality Improvement).  Perception of practice feasibility and efficacy: For the adoption of evidence-based practices for teachers, the percentage of surveyed teachers that report new practices adopted during the school year as being feasible to implement, relevant to the needs of their students, and effective in supporting student learning and development (RI–Progress Monitoring, Quality Improvement).
Objective 2.4: Increase the number of district- and school-initiated research projects supported by university faculty and students that are meant to better identify student and family needs or preferences or that are designed to inform improvements to instruction or activity and service quality.	Active district- or school-initiated research projects: The number of active district- and school-initiated research projects supported by university faculty and students (RI–Progress Monitoring, Quality Improvement).
Goal 3: Enhance enrollment and participation in initiative pipeline activities and services	

Objective	Description
Objective 3.1: Increase student enrollment in initiative activities and services by 5% each year.	<p>Successful student enrollment in initiative activities and services: Number of students enrolled in an initiative school who were both referred to AND enrolled in initiative activities and services, broken down by pipeline area (RI–Service Provision).</p> <p>Successful student enrollment in initiative activities and services among the school population: Percentage of students enrolled in an initiative school who were both referred to AND enrolled in initiative activities and services (RI–Service Provision).</p>
Objective 3.2: Increase parent, caregiver, and adult family member enrollment in initiative activities and services by 5% each year.	<p>Family engagement in initiative activities and services: Number of parents, caregivers, and adult family members enrolled in an initiative school with one or more parent, caregiver, or adult family member attending initiative-related activities or events or receiving services as a result of a formal referral, broken down by pipeline area (RI–Service Provision).</p> <p>Family engagement in initiative activities and services among the school population: Percentage of students enrolled in an initiative school with one or more parent, caregiver, or adult family member attending initiative-related activities or events or receiving services as a result of a formal referral (RI–Service Provision).</p>
Objective 3.3: Increase successful referrals to community-based partners	Successful initiative activity and service referrals: Percentage of referrals that lead to successful enrollment in initiative activities and services (RI–Service Provision).

Objective	Description
providing activities and services, with schools demonstrating improvement on the aligned measure each year of the grant.	
<p>Objective 3.4: Increase students regularly participating in expanded learning programming, with schools demonstrating improvement on the aligned measures each year of the grant.</p>	<p>Sustained participation in early childhood learning programs: Percentage of students who attended early childhood learning programming regularly during the school year after initial enrollment in early childhood learning programs (RI–Expanded Learning, Progress Monitoring, Quality Improvement).</p> <p>Sustained participation in expanded learning: Percentage of students who attended expanded learning programming regularly during the school year after initial enrollment in expanded learning programming (RI–Expanded Learning, Progress Monitoring, Quality Improvement).</p> <p>Cross-year retention in early childhood learning programs: Percentage of students who regularly attended early childhood learning programming during the prior school year, who were eligible to continue participating in the current year, and who continued to participate in early childhood learning programming regularly during the current school year (RI–Expanded Learning, Progress Monitoring, Quality Improvement).</p>

Objective	Description
	<p>Cross-year retention in expanded learning: Percentage of students who regularly attended expanded learning programming during the prior school year and who continued to participate in expanded learning programming regularly during the current school year (RI–Expanded Learning, Progress Monitoring, Quality Improvement).</p> <p>Expanded early childhood participation days: The total number of days students attended early childhood learning programming during the school year (RI–Expanded Learning).</p> <p>Expanded learning participation hours: The total number of hours students attended expanded learning programming during the school year (RI–Expanded Learning).</p>
<p>Objective 3.5: Increase the enrollment of students in initiative activities and services that need to improve on key school-related outcomes, with schools demonstrating improvement on aligned measures each year of the grant.</p>	<p>Students needing extra support enrolled in early childhood programming: The percentage of students identified as in need of extra support based on kindergarten readiness screening enrolled in early childhood programming (RI–Progress Monitoring, Quality Improvement).</p> <p>Students needing to improve academically enrolled in initiative activities and services: The percentage of students characterized as being in need of improvement academically who are enrolled in CPS activities and services during the school year in question (RI–Progress Monitoring, Quality Improvement).</p>

Objective	Description
	Students needing to improve behaviorally enrolled in initiative activities and services: The percentage of students characterized as being in need of improvement behaviorally who are enrolled in CPS activities and services during the school year in question (RI–Progress Monitoring, Quality Improvement).
Goal 4: Enhance positive developmental experiences in expanded learning opportunities and the attainment of more immediate youth development and skill development outcomes	
Objective 4.1: Improve youth-reported experiences in expanded learning programming, with schools demonstrating improvement on aligned measures each year of the grant.	Positive developmental experiences in expanded learning: Percentage of sampled students participating regularly in initiative expanded learning programming who indicated having positive developmental experiences (RI–Progress Monitoring, Quality Improvement).
Objective 4.2: Improve youth-reported improvement on youth development outcomes, with schools demonstrating improvement on aligned measures each year of the grant.	More immediate youth development outcomes: Percentage of sampled students participating regularly in initiative-expanded learning programming who indicated improvement on youth development outcomes based on youth experience and outcome survey (RI–Progress Monitoring, Quality Improvement).
Objective 4.3: Improve parent, caregiver, or adult family	Parent and family member education or skill attainment: Percentage of parents, caregivers, and adult family members



Objective	Description
member education or skill attainment, with schools demonstrating improvement on aligned measures each year of the grant.	attending one or more CPS activities that required ongoing and sustained participation by the participant to achieve the acquisition of knowledge or a skill measured by the achievement of a credential, certification, degree, exam passage, or employment (RI–Progress Monitoring, Quality Improvement, Family Engagement).
Goal 5: Enhance the capacity of initiative coordinators to support implementation of the community school strategy	
Objective 5.1: Improve knowledge of community school implementation by providing training, professional development, and technical assistance through the UPCS training academy to initiative coordinators to enhance implementation of the strategy, with schools demonstrating improvement on aligned measures each year of the grant.	<p>UPCS support participation: The number of initiative coordinators engaged in UPCS Training Academy training, professional development, and technical assistance offerings (RI–Progress Monitoring, Quality Improvement, Collaborative Leadership).</p> <p>UPCS training academy offerings: The number of training and professional development offerings provided by the UPCS Training Academy (RI–Progress Monitoring, Quality Improvement, Collaborative Leadership).</p> <p>Perception of practice feasibility and efficacy: The percentage of coordinators participating in UPCS Training Academy offerings that reported gaining knowledge through the offerings they attended and being able to apply that knowledge to their role in supporting initiative implementation (RI–Progress Monitoring, Quality Improvement, Collaborative Leadership).</p>

Objective	Description
Goal 6: Improve the sustainability of new pipeline services being provided in UPCS schools	
Objective 6.1: Develop new funding streams to support the provision of pipeline services being provided in UPCS schools, with schools demonstrating improvement on aligned measures each year of the grant.	<p>New cross-sector grant proposals: The number of new cross-sector grant proposals submitted to preserve the sustainability of pipeline services in UPCS schools (RI–School Funding).</p> <p>Funding stream preservation or expansion: The number of new or existing funding streams successfully added or maintained to support the sustainability of pipeline service provision (RI–School Funding).</p> <p>Amount of funding stream preservation or expansion: The amount of funding associated with new or existing funding streams successfully added or maintained to support the sustainability of pipeline service provision (RI–School Funding).</p>
Goal 7: Improve teacher retention by enhancing supports provided through university partners and improving overall school climate	
Objective 7.1: Improve teacher retention by providing the school with enhanced supports based on information, training, and support provided by university faculty, as well as the additional services and conditions; positive school climate; deeper connections with activities provided to students parents, caregivers, and families; and support from building and families through initiative administration and peers	<p>Teacher retention: Percentage of classroom teachers employed at the school in the prior year who were retained at the school during the school year (RI–Teacher Retention).</p> <p>Teacher perceptions of school climate: Percentage of classroom teachers that responded to a school climate survey indicating improvement in one or more of the following: working as the additional services and conditions; positive school climate; deeper connections with activities provided to students parents, caregivers, and families; and support from building and families through initiative administration and peers (RI–Teacher School Climate).</p>

Objective	Description
implementation. Schools will demonstrate improvement on aligned measures each year of the grant.	
Goal 8: Improve student kindergarten readiness and academic achievement	
Objective 8.1: Improve student	Student kindergarten readiness: Percentage of students entering kindergarten that met the readiness standard.
through the provision of early childhood programming, integrated student supports, and expanded learning	Student learning gains in English/language arts: Percentage of students enrolled in initiative schools identified as making learning gains on the Florida Standards Assessment (FSA) in English/language arts.
programming, including	Student learning gains in mathematics: Percentage of students enrolled as making learning gains on the FSA/FSA end-of-course support academic knowledge exams in mathematics.
and skill-building. Schools will demonstrate improvement on aligned measures each year of the grant.	Course passage: Percentage of middle/high school students who passed all courses taken during the school year.
	Cumulative grade point average (GPA): Percentage of high school students with a cumulative GPA above 2.0 at the conclusion of the school year.
	Grade promotion: Percentage of high school students earning enough credits to proceed to the next grade level at the end of the school year.

Objective	Description
	<p>Graduation rate: Percentage of high school students earning enough credits to graduate from high school within 4 years (RI–Graduation rates).</p> <p>Indicator performance for community school participants: Each of these indicators will also be examined specifically for students found to regularly participate in community school activities and services.</p>

#### Goal 9: Improve student behavior and attendance

Objective 9.1: Improve student engagement and connection to school and social and emotional skills through positive relationships with initiative schools and expanded learning year (this will include an examination of discipline, suspension, staff. Schools/communities and expulsion rates) (RI–Chronic Absenteeism).

Student attendance: Percentage of students enrolled in initiative schools and present for 90% or more of instructional days during the school year (RI–Chronic Absenteeism).

Student disciplinary incidents: Percentage of students enrolled in initiative schools with no disciplinary incidents during the school year (this will include an examination of discipline, suspension, staff. Schools/communities and expulsion rates) (RI–Discipline).

Indicator performance for community school participants: The aforementioned indicators will also be examined for students found to regularly participate in community school activities and services.

The evaluation team will compile data on the key performance indicators at the end of each school year during evaluation Years 1–5. In addition, the evaluation team will prepare an annual report on the required performance indicators to be specified in the annual performance reporting

process (e.g., student attendance rates, student discipline rates, student academic achievement, and kindergarten readiness).

### **Outcomes Evaluation (Year 5)**

Given the scope and goals of the proposed evaluation, the AIR team will conduct the outcomes evaluation (ORQs 2–4) in Year 5 of the overall evaluation, giving all schools the opportunity to fully implement the UPCS or CPS Enhancement model. The outcome evaluation will focus on how implementation of services and activities intended to support students' academic growth and improve early childhood to secondary schooling and career pipeline are associated with student outcomes. Data for the outcome's evaluation will include administrative data from district data warehouses and participation and activity data from Learning Circle. Administrative data will be requested for all years of implementation along with at least four years of pre-implementation data.

AIR proposes to conduct a comparative interrupted time series (CITS) design, a rigorous quasi-experimental design for establishing program effectiveness in the absence of randomization (Shaddish et al., 2002). Using this design, the program effects are identified by comparing changes in the outcomes of the program group over time with changes in the outcomes of another (comparison) group over the same period. This approach thus relies on two sources of variation to inform the analyses: comparisons across individuals and comparisons over time. This combination supports more robust effectiveness estimates than other assessment designs. The proposed analysis will compare the outcome trends between UPCS and CPS Enhancement schools and a comparable group of comparison schools in the years preceding the start of implementation with outcome trends in the years after program implementation to determine the extent to which there is a (a) sharp discontinuity at the point of implementation (i.e., change in means) and (b) change in relationship between time and outcomes (i.e., change in slope) after the initiative was introduced.

**Sampling Strategy.** AIR will use propensity score matching to select a set of comparison schools from within the same region of Florida based on a range of school conditions and characteristics comparable to schools receiving UPCS and CPS Enhancement services and activities. AIR will estimate propensity scores using a logistic regression model, where the outcome variable of interest is an indicator of whether a school participated in UPCS and CPS Enhancement programming and the predictors are aggregated characteristics of schools (e.g., school locale, percentage of students receiving free or reduced-price lunch, and total enrollment) in years prior to implementation. The propensity score for each school represents the probability that a school with the observed characteristics received services. For each treatment school group, the matching process will be performed separately on each school type (i.e., elementary only, elementary and secondary, and secondary only). Each school will be matched to multiple schools without the community school strategy in the same school type with the closest propensity scores. Two comparison samples will be created for analysis. The first comparison sample will be between only those schools with a focus on early learning (i.e., CPS Enhancement schools and any new UPCS that include an early learning focus) and a comparable set of schools. The second comparison sample will be between UPCS schools only and a set of comparison schools.

**Outcome Question 2.** AIR will examine the effect on a range of school-related outcomes aligned with the goals of UPCS and CPS Enhancement programming, such as school-day attendance, disciplinary referrals, academic achievement, and kindergarten readiness using the CITS framework.

**Outcome Question 3.** In early phases, AIR will work with UCF, their partners, and schools to identify key priority groups. The evaluation team will subset our analyses for these specific priority student groups (e.g., students with disabilities or English language learners) and mirror our analysis for ORQ 2.

**Outcome Question 4.** Within schools with UPCS and CPS Enhancement programming, AIR will examine whether key implementation factors, such as participation levels or activities offered, are associated with any of the outcomes. Although these results will not provide any causal inferences about UPCS programming with analyses for OQ4, the results will provide important information to the UCF Center for Community Schools and their partners about student participation and activity take-up to inform scale-up and supports needed.

**iii. The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**

**Ensuring Valid and Reliable Evaluation Data** To ensure data collection activities produce valid and reliable data, AIR will undertake a careful process in the design, testing, and refinement of each data collection protocol. The evaluation team highly values the combination of quantitative and qualitative data collection and analysis techniques. The rich information gathered through interviews, focus groups, and open-ended items on surveys will be instrumental in identifying innovative or promising practices. As part of these data collection efforts the evaluation team will also work with the University of Central Florida Community Schools team and their partners to obtain data from each school district about the demographic make-up of students participating in UPCS activities and services and performance on key school-related outcomes, particularly in relation to school-day attendance, disciplinary referrals, academic achievement, and kindergarten readiness.

All analyses and reports developed as part of the evaluation will go through AIR's extensive quality assurance process to ensure analyses are performed correctly, results are described accurately and are easy to interpret, and report findings and summaries are clear and concise.

## Analysis and Reporting

Analysis. Interviews and focus groups will be recorded (with permission), transcribed, and imported into NVivo, a qualitative analysis program. In analyzing qualitative data, a codebook will be developed for each source and coders will calibrate using an interrater reliability test. Coders will meet an interrater reliability threshold of 0.85 or more on each code. In analysis AIR researchers will identify common themes addressing the research questions above and will identify new themes and emergent patterns in qualitative data across schools enrolled in the project. AIR will descriptively analyze participation data, survey response data, and key FSCS implementation-related performance measures to identify trends in these data and how these data change over time. The evaluation team will also examine survey results for key staff participating in UCF facilitated training and professional development opportunities. Additionally, in each year of the grant the evaluation team will collect and analyze administrative and participation data to assess the extent to which students, caregivers, and to document how school-based staff participate in FSCS-related activities and services. AIR will analyze survey data descriptively and share results of this analysis annually with each school and the UCF Center leadership team to inform continuous improvement efforts. At the conclusion of each school year, AIR will synthesize the full complement of data collected about FSCS implementation and provide a detailed report to the UCF Center for Community Schools and their partner agencies summarizing key themes and findings and offering suggestions about how implementation efforts can be improved. Exhibit 4 shows the data collection approaches that will be used to address the implementation questions.

### Exhibit 4. Summary of Data Collected and Analyzed by Grant Year

Data Source	Year 1	Year 2	Year 3	Year 4	Year 5
Interviews (Implementation)		1	1	1	1
Focus groups (Implementation)		1	1	1	1



Data Source	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative data (Implementation & Outcomes)	1	1	1	1	1
Teacher survey (Implementation & Outcomes)		1	1	1	1
Activity and service participation data (Implementation & Outcomes)	1	1	1	1	1
District outcome data (Outcomes)	1	1	1	1	1

**Reporting.** At the conclusion of each school year, AIR will synthesize the full complement of data collected about FSCS implementation and provide a detailed report to the UCF Center for Community Schools and their partner agencies summarizing key themes and findings and offering suggestions about how implementation efforts can be improved. In each year of the grant, the AIR evaluation team will hold virtual monthly meetings and annually in-person with UCF Center leadership and identified initiative stakeholders to ensure that evaluation activities are aligned with initiative priorities and to provide progress updates on evaluation activities. In addition to providing annual reports for the UCF leadership team and their partners, AIR will facilitate an in-person presentation of final evaluation findings in Year 5 of the grant for UCF leadership and invited stakeholders. In Years 3 and 5 of the grant, AIR will facilitate a virtual webinar for university partners, school administrators, teachers, and other key initiative stakeholders to share findings and to gather feedback and reflections from participants.

## G. Strategy to Scale

The Center for Community Schools and Toni Jennings Exceptional Education Institute at the University of Central Florida, is committed to scale full-service community schools at the statewide level through the implementation of Unlimited Potential Community schools (UPCS).

The scaleup will include the scaleup of the number of full-service community schools through the scale up of 4 university-assisted partnership schools and the number of regional UPCS centers at 4 strategically selected universities who have shown capacity to complete the work. In year 1 each of the 4 university partners will identify up to 4 of the current CPS schools in their district to target for enhancements around their preexisting pipeline services and early childhood offerings for Pre-K through 3rd grade. Each university partner will also develop at least 6-8 Unlimited Potential Community Schools (UPCS) as part of this 5-year commitment. Of the new UPCS schools developed, at least 90% will be schools that qualify for Title IA Schoolwide Program Eligibility. By strategically supporting and developing UPCS regional centers, the project is setting a solid foundation to scale the university-assisted partnership further through the creation of a model that will be replicated with the addition of more university partners beyond the 5 years of the project.

**i. The Secretary considers the number and percentage of LEAs, and the number and percentage of schools within each LEA, the applicant, the SEA, and other partners propose to serve, the applicant's capacity to further develop, implement, bring to scale, and sustain additional full-service community schools in multiple LEAs, and the applicant's capacity to work with others, including the broadly representative consortium and the State steering committee.**

UPCS will directly impact more than 100,000 students and families across 4 LEA partners who represent the 1st, 3rd, and 4th largest school districts across the state. Each of the university partners were strategically selected for their history of collaboration with their LEAs to implement full-service community schools and their geographical location providing robust coverage by including the Central, North, South, and Central West Regions of the state. While the state of Florida has 69 school districts that serve approximately 2,800,000 students, the LEAs selected

through UPCS serve almost 30% of those students. By the end of the 5-year project 12% of the schools represented will have transformed to full-service community schools and models for replication across each LEA and the state. UPCS will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership by careful consideration and planning around the development of balanced steering committees at both the state, regional, and local levels. This will be accomplished through a carefully designed system of shared leadership between all stakeholders. The system is anchored to the Memorandum of Understanding (MOU). This agreement will be between the Florida Department of Education (FLDOE), Local Education Agencies (School District), State Education Agencies (University), and The University of Central Florida Board of Trustees (UCF Center for Community Schools). These members will make up the state steering committee. The MOU is preliminary and is supported by letters of support if the signature has not been obtained.

**ii. Ensure the proposed process, products, strategies, or practices can be further developed and brought to scale, based on the regular findings of the proposed project and its independent evaluation.**

The American Institutes for Research (AIR) will serve as the independent evaluator on this project. AIR specializes in research, evaluation, and design of education initiatives associated with the U.S. Department of Education, Institutions of Higher Education, K-12, and nonprofit entities. For this project the AIR group will work with the Principal Investigator, project personnel, Office of Elementary and Secondary Education project officer, in collaboration with University Partnership Community Schools to improve program and project performance to (1) revise (as needed) the logic model to provide comprehensive measure of implementation and outcomes the embed revisions during the kick-off meeting; (2) refine the evaluation design and instrumentation

proposed in the application consistent with the logic model; and (3) revise evaluation plan, as needed, to support the evaluation. Additionally, UPCS will collaborate to identify measures, instruments, and data appropriate to the evaluation, suggest analytic strategies for those data, provide a timeline for conducting the evaluation, and include staff assignments for completing the plan.

Learning Circle, a data management software solution, will connect appropriate UPCS community partners serving youth with critical school data without the partners' need to access a district's student information system directly. To increase efficiency measures and to ensure support systems are as lean as possible, sites will be supported to best-practice continuous improvement measures by implementing Learning Circle. This will support all sites to quickly and readily use data to support evidenced-based approaches to increase impact through progress monitoring. By providing tools to legislators, administrators, and educators to see how students, schools, and districts are doing in real time, all can respond in ways that improve student outcomes.

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