



Title: University Assisted Community School Network of South Florida

U-ACSN SF

April 15, 2019

Submitted by Florida International University – The Education Effect

U.S. Department of Education FY 2019 Full-Service Community Schools Program

Table of Contents

Title: University Assisted Community School Network of South Florida 1

Section I: Alignment to Priorities 3

 Absolute Priority: Two or More FSCS Eligible for a Schoolwide Program..... 3

 Competitive Preference Priority 2: Broadly Representative Consortium 4

 Competitive Preference Priority 3 — History of Effectiveness..... 9

 Competitive Preference Priority 4: Evidence-Based Activities, Strategies or Interventions.... 13

Section II: Quality of the Project Design..... 20

Section III: Quality of Project Services 58

Section IV: Adequacy of Resources 78

Section V: Quality of Management Plan 84

Quality of Project Evaluation..... 103

References..... 115

Appendix A..... 119

Appendix B..... 120

Appendix C..... 121

Section I: Alignment to Priorities

Florida International University (FIU) - The Education Effect, in partnership with Miami-Dade County Public Schools (M-DCPS) and Communities in Schools of Miami (CIS of Miami), is seeking \$2.5 million in funding over five years to initiate the University-Assisted Community School Network of South Florida (U-ACSN SF). This broad consortium of higher education, nationally and locally recognized non-profit agencies, community-based organizations, and health/wellness providers is an effort to formally establish and embed a replicable and scalable University-Assisted Full-Service Community School Model in South Florida. The model will transform the targeted schools and communities into connected “hubs” that empower students to reach their full potential. In addition to meeting the Absolute Priority, the Project will demonstrate that it meets Competitive Priorities 2, 3, and 4:

Absolute Priority: Two or More FSCS Eligible for a Schoolwide Program

The U-AFSCS SF Florida fulfills the U.S. Department of Education Absolute Priority for eligible services under section 1114 (b) of the ESEA as part of a community- or district-wide strategy. The U-ACSN SF will provide comprehensive services to the nine (9) targeted Title I schools located in the high-need and high-poverty communities of Liberty City, Overtown and Little Haiti (Miami, FL). These targeted urban communities have a combined average poverty rate of more than 37%.

Liberty City	Overtown	Little Haiti
Miami Northwestern Sr. High School	Booker T. Washington Sr. High School	Miami Edison Sr. High School
Brownsville Middle School	Jose De Diego Middle School	Horace Mann Middle School

Liberty City Elementary School	Frederick Douglass Elementary School	Jesse J. McCrary, Jr. Elementary School
-----------------------------------	-----------------------------------------	--------------------------------------------

Competitive Preference Priority 2: Broadly Representative Consortium

While FIU – The Education Effect, Miami-Dade County Public Schools, and CIS of Miami are all eligible entities to apply individually for the FSCS 2019 award, there is a greater opportunity to impact children and families by collaborating together and formalizing a broad-based consortium of representative partners into the University-Assisted Community School Network of South Florida with collective goals and metrics. The U-ACSN SF partners are: FIU - The Education Effect (Lead Agency), Miami-Dade County Public Schools (Local Education Agency), Communities in Schools of Miami (Lead Partner), Educate Tomorrow, FIU After-School All-Stars, Affirming Youth Foundation, Miami-Dade Family Learning Partnership, Inc. and Platinum Medical Centers, Inc. All eight (8) partners have a history of collaboration and service to the communities and share a commitment to improving the nine targeted Miami-Dade County Public Schools and their communities, as summarized in the following pages.

1. **Miami-Dade County Public Schools (M-DCPS)** is the nation’s fourth largest school district, whose student population is over 90% youth of color and 73% eligible for free and reduced lunch (FRL). As of February 2019, 73% of the 305,101 students enrolled in M-DCPS qualified for FRL; of these students, 87.8% are Black, 73.1% Hispanic, 67.7% Islander, 56.4% Multi-Racial, 46.2% Asian; and 34.6% White. Many students speak a language other than English at home, and Spanish or Haitian Creole are often their first languages. In school year 2017-2018, at-risk students had the lowest district graduation rate (72.3%) compared to the general graduation rate (85.9%), the graduation rate of White

students (91.1%), Hispanic students (86.1%) and Black students (80.5%). M-DCPS offers magnet programs, charter schools, STEM designated schools and programs, and comprehensive adult education and vocational training.

2. **Florida International University (FIU)** is a comprehensive university offering 340 majors in 188-degree programs in 23 colleges and schools, with innovative bachelor's, master's and doctoral programs across all disciplines including medicine, public health, law, journalism, hospitality and architecture. FIU is Carnegie-designated as both a research university with high research activity and a community-engaged university. FIU is a federally-designated Minority Serving Institution, one of three in the nation. The students, faculty, and staff reflect Miami's diverse population, earning and maintaining the designation. Located in the heart of the South Florida urban region, its multiple campuses serve over 58,000 students, placing FIU among the ten largest universities in the nation. FIU leads the nation in granting bachelor's degrees, including in the STEM fields, to minority students and is first in awarding STEM master's degrees to Hispanics. Since its beginning, FIU has been interconnected with community strategies that impact residents. Its annual research expenditures are over \$100 million and its deep commitment to community engagement have made FIU the go-to solutions center for issues ranging from local to global.

- a. **FIU - The Education Effect:** In association with Miami-Dade County Public Schools (M-DCPS), FIU established The Education Effect in 2011 to improve educational outcomes, family involvement, community engagement and post-secondary access in the following targeted schools and communities of **Liberty City:** Miami Northwestern Senior High (MNW), Brownsville Middle School (BMS), and Liberty City Elementary (LCE); **Overtown:** Booker T. Washington Senior High

(BTW), Jose De Diego Middle (JDD), Frederick Douglass Elementary (FDE); and **Little Haiti:** Miami Edison Senior High (MESH), Horace Mann Middle School (HMMS), and Jesse J. McCrary, Jr Elementary (JJM). The university-assisted community school partnership was created to focus on a “whole student, whole family, whole school, and whole community” approach by aligning university expertise, resources and research-based intervention programs focused on youth development, public health, parent engagement, professional development, community engagement, and strategic partnership to address pressing educational and social needs of students from elementary through high school and beyond. The Education Effect has proven to effectively impact target schools and feeder schools. For example, Miami Northwestern Senior High went from a “C” school in 2010 to an “A” school in 2012, after its first year of receiving The Education Effect’s programs.

3. **Communities in Schools of Miami, Inc. (CIS of Miami).** CIS of Miami is an affiliate of Communities In Schools (CIS), the nation’s largest provider of Integrated Student Supports and a pioneer in the student-centered, full-service school-community connector framework. Today, the CIS network works directly in 2,300 schools in 25 states and the District of Columbia, serving 1.56 million students. For 30 years, CIS of Miami has worked in partnership with M-DCPS to achieve equitable education and raise graduation rates in disadvantaged schools by empowering students achieve, stay in school, graduate on time and go on to bright futures. The CIS Model of Integrated Student Supports places a Site Coordinator (SC) directly in the schools - all day, every school day – to conduct school and student needs assessments and develop comprehensive support plans that address obstacles to learning, followed by coordinating, delivering and tracking the identified needed services.

Whether a student has immediate needs such as food, clean clothes, a bus pass, to more complex, long-term needs like emotional support or counseling to cope with and heal from a traumatic event - the caring SCs are in the schools to provide or connect students to the empowering resources they need to achieve in school and graduate on time prepared for adult life. Services include case management, attendance monitoring, home visits, tutoring, mentoring, life skills, job and career readiness, and referrals to other needed services provided by program partners, businesses, volunteer groups, school staff and CIS of Miami staff. CIS of Miami currently serves 12 Title I elementary, middle and high schools, reaching more than 4,000 students through two key programs.

4. **Educate Tomorrow** is a Miami-based non-profit organization whose mission is to create independence for disadvantaged and foster youth through education, mentoring, and life skills training from birth through age 28. Educate Tomorrow is guided by the principles of collaboration, civic engagement, and accountability. It provides individualized coaching over an extended period focusing on improving academics, economic stability, access to stable and affordable housing and physical/emotional well-being. Services also include college success coaching and support, college and career readiness, scholarship and financial support, internships, social services, economic development, permanent and supportive community resources, tutoring, advocacy, and family services. Educate Tomorrow and The Education Effect operate **Unite Miami**, a comprehensive multi-year collaboration to support foster, homeless, and at-risk middle and high school students with wraparound services, advocacy and legal services.
5. **FIU After-School All-Stars (FIU-ASAS)** is a partnership between the FIU School of Education and the national After-School All-Stars program that serves more than 1,300

students yearly in 17 Miami-Dade County Public middle schools. After-School All-Stars (ASAS) provides comprehensive after-school programs in at-risk communities. The vision is for the All-Stars participants to be safe and healthy, to graduate high school and go to college, to find careers they love, and then give back to their communities. FIU-ASAS provides services that include daily homework assistance, school-aligned academic support tutorial programs, inclusive fitness programs, healthy cooking/eating classes, a service-learning program, parent workshops aligned to community needs, high school transition classes, career exploration, life skills, and summer programs. FIU ASAS and The Education Effect collaborate with students and families at Horace Mann Middle School, Brownsville Middle School, and Jose De Diego Middle School.

6. **Affirming Youth Foundation, Inc. (AYF)** is a non-profit 501 (c) (3) organization with the vision to curate safe spaces for youth to express their feelings and navigate life's experiences. They provide services that meet the educational, emotional, physical, and mental health needs of youth and their families. AYF operates SEEDS (Social-Emotional Enhancement and Development for Success), a community-based social-emotional and wellness program. The goal of the youth component of SEEDS is to build life skills, promote positive youth development, identify and address individual student needs, and sustain engagement via opportunities for interaction with peers and staff throughout the program. As such, these components consist of youth group meetings centered on a social and emotional skills curriculum, one-on-one individual meetings between SEEDS staff and youth, and three (3) trips and retreats. Additionally, SEEDS includes a family intervention component that sustains the engagement and participation of families in the program through parent workshops, phone calls and meetings, a parent newsletter, and parent contracts. Affirming

Youth Foundation and The Education Effect have collaborated for three years through school-based programs, family referrals, and family support for behavioral health.

7. **Miami-Dade Family Learning Partnership, Inc. (M-DFLP)** is a 501(c) (3) organization established in 2002, that is dedicated to families and children, and collaborates with community agencies and institutions to improve child and family well-being. Their work focuses on family and adult literacy, family support, child welfare, literacy training and research. The M-DFLP serves as the literacy coalition for Miami-Dade County, providing early literacy from birth to pre-kindergarten to support school readiness and positive youth and family development.
8. **Platinum Medical Centers, Inc. (PMC)** and **Total Medical Management, LLC (TMM)** is a family medical center providing service to patients of all ages. PMC primarily delivers medical services to undeserved and low-income communities that are eligible for Medicare, Medicaid and Affordable Healthcare. PMC provides one-to-one personalized care, with a mission to improve the overall health and well-being of the communities served. TMM is a consortium of healthcare providers that provide services from Homestead to West Palm Beach, Florida. PMC provides quarterly health fairs and resources to children and families through The Education Effect – Golden Panther Academy, a parent/family/caregiver education program.

Competitive Preference Priority 3 — History of Effectiveness.

Building on FIU’s university-wide commitment to engage underserved communities throughout South Florida, the university-assisted community school model represents a comprehensive strategy based on the following principles that have successfully guided the development of The Education Effect since 2011:

- Universities and public schools function as environment-changing institutions, serving as strategic centers of broadly-based partnerships that genuinely engage a wide variety of community organizations and institutions.
- Public schools are particularly well suited to function as neighborhood "hubs" or "centers" around which local partnerships can be generated and developed. When they play that innovative role, schools function as community institutions that provide a decentralized, democratic, community-based response to rapidly changing community problems. In the process, they help young people learn better, at increasingly higher levels, through action-oriented, collaborative, and real-world problem solving.

Established as a public-private partnership and place-based initiative and financially sponsored by JPMorgan Chase, Lennar Foundation, The Children's Trust, Miami-Bayside Foundation, Allegany Franciscan Ministries and private donors, the mission has always been cross-sector and multidisciplinary collaboration. The history of The Education Effect reflects FIU's dedication to serve as a solutions center and thought partner with diverse Miami communities and partners. It is a long-term partnership to advance shared goals to positively impact student achievement and community well-being guided by FIU's overarching vision for student success and engagement.

Since the inception of The Education Effect (Fall 2011-2012), positive impact has been observed within the following metrics: teacher professional development, continuing education units, community engagement, leadership experiences, university collaborations and outreach, student exposure to college options, dual enrollment offerings, internships, college acceptance, scholarships, family involvement, strategic partnerships for student progress, health and social services, food distribution, afterschool and summer programs, and funding opportunities.

In **Miami Northwestern Senior High School**, The Education Effect supported the school in achieving a “B” grade in 2011-2012, improving from its historical “D/F” grade in 2010; increased the % of students earning a 3.0 GPA or above from 15% to 30%; increased graduation rate from 64% to 82% (the long-term goal is 100% graduation); assisted 110 students in enrollment at FIU since 2011; engaged over 4,000 elementary, middle and high school students in visits to the FIU campus; created a network of more than 20 community partners to address school and community needs; tripled the number of college credit courses available to MNW students, and quadrupled the number of students participating in college readiness and career preparation.

The expansion of The Education Effect in 2014 to **Booker T. Washington Senior High** also demonstrated effectiveness and positive impact: The Education Effect supported the school in achieving a “B” grade in 2016-2017, up from a “D” grade in 2012-2014; increased the graduation rate from 70.9% in 2014-2015 to 85% - 2017-2018 (the long-term goal is 100% graduation); engaged over 1,700 elementary, middle and high school students in visits to FIU and Community Engagement (annually since 2014); assisted 85 students to enroll in FIU from 2014-2018; and created a network of more than 20 community partners to address school and community needs since 2014.

The 2016 launch of The Education Effect in **Jesse J. McCrary, Jr. Elementary** resulted in the school achieving a “B” grade for the second year, up from a “C” grade in 2016; students improving in English Language Arts, Math, and Social Studies by 15+ percentage points as evidenced by the Florida Standard Assessment; and through strategic early college exposure and experiential learning, The Education Effect has engaged over 1,700 students at JJM and its feeder pattern schools.

CIS of Miami's effectiveness and program accomplishments for school year 2017-2018 are as follows: its **Bridges to Graduation and Beyond (BGB)** drop-out prevention program served 6,972 Tier 1 non-case-managed students and 283 Tier 2 and Tier 3 case-managed students in four (4) Title I middle and high schools; 90% of case-managed students tracked for attendance interventions improved their attendance; 91% of case-managed students improved their academic performance; 92% of case-managed students targeted for behavior interventions improved behavior; and 99% of all eligible high school seniors graduated on time (summer or GED graduates were not included).

CIS of Miami's **Miami Reads AmeriCorps Program** early literacy program served six Title I Lower 300 (L300) elementary schools, providing reading tutoring to 328 K-5 struggling readers during the school day and literacy-skills building to 205 K-5 students in the afterschool program; 88% of the 328 children participating in the school-day program improved their reading skills. In addition, 96% of its participating K -11th grade students were promoted to the next grade; 767 parents and families were provided services; 26 community partners and 128 volunteers helped to support our programs. For their work in the schools spanning nearly three decades, CIS of Miami was inducted into M-DCPS Partners' Hall of Fame in 2016.

Lastly and importantly, U-ASCN SF partners share congruent priorities, and the following core propositions and components of successful full-service community schools:

- FIU's future and the future of Miami-Dade County's underserved communities are intertwined.
- U-ACS of South Florida can make a significant contribution to improving the educational outcomes and the quality of life in Liberty City, Overtown, and Little Haiti through the creation of a healthier supportive urban environment.

- U-ACSN of South Florida can advance its mission of creating and disseminating knowledge by helping to improve the quality of life in the targeted communities.
- Committed community and educational stakeholders collaborating for student success will improve the life outcomes of children and families.

Competitive Preference Priority 4: Evidence-Based Activities, Strategies or Interventions.

Research from the Alliance for Quality Education (2009) has consistently shown that community schools contribute to increased student academic performance, lower dropout rates, higher attendance rates, fewer behavior problems and greater parent engagement than in schools not organized as community schools. The U-ACSN of South Florida is a strategic alignment of partners that provide evidence-based activities, strategies, and interventions aimed at strengthening the integration of academics, health and social services, youth development, family involvement and community engagement to support educational outcomes for students attending the nine (9) targeted schools in the three communities. This proposal uses a systematic approach to vertically arrange pipeline services that include:

- High-quality early childhood education programs.
- High-quality school and out-of-school programs and strategies.
- Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce and including any comprehensive readiness assessment determined necessary.
- Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.

- Family and community engagement and support, which may include engaging or supporting families at school or at home.
- Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.
- Social, health, nutrition, and mental health services and supports.
- Juvenile crime prevention and rehabilitation programs.

Additionally, the U-ACSN SF will host monthly Collective Partnership Meetings in each of the nine schools for formative and summative evaluations of services and individual impact for children and families, while advancing the emerging evidence of its community schools.

1. **The Education Effect** is a university-assisted community school partnership model based on the research of Dr. Ira Harkavy from the University of Pennsylvania Netter Center for Community Partnerships and the Children’s Aid Society (CAS). The model is rooted in grounded research that promotes student success and increased parental involvement, engaged out-of-schools experiences, student wellness and family stability through outreach (CAS, 2012). The University-Assisted Community School Model has been replicated nationally: from 1994 to 2004, 23 colleges and universities participated in the Netter Center’s national replication project, while an additional 75 teams of higher education, community and school partners have been trained (Harkavy, 2009). A major component of the Netter Center’s work is mobilizing the vast resources of the University to help transform traditional neighborhood schools into innovative university-assisted community schools. For more than 20 years, the Netter Center for Community Partnerships and Children’s Aid Society has transformed local public schools through strategic relationships that educate, engage,

empower and serve all members of the community in which the school is located.

University-assisted community school partnerships have grown exponentially providing sustainable solutions to school districts by advancing teaching, research, learning and service, as well as the civic development of students and teachers (Harkavy, 2009). University-assisted community schools partnerships have improved attendance, academic performance, economic resources and student attitude toward schooling (Harkavy, et.al 2013) (<http://sas.fiu.edu/edeffect/>).

2. **Communities in Schools** is a learning organization committed to ongoing use of data and research to improve practice and drive positive outcomes for the schools and students it serves. To this end, CIS has invested millions of dollars in third-party evaluations to validate the CIS model and help build an evidence base for Integrated Student Supports (ISS). The most recent third-party evaluation conducted by MDRC found evidence of both whole-school and individual outcomes of ISS and case management for at-risk students. After three years of implementation, **high schools** that implemented the CIS model experienced:

- **Improvement in their 4-year cohort graduation rate (on-time graduation)** equal to an additional 55 graduates, on average, per school
- **Decrease in their annual dropout rate** equal to the prevention of 35 high school dropouts, on average, per school
- **Improvement in standardized test scores in English Language Arts.**

These improvements were greater than what was predicted to occur based on previous years' performance prior to CIS implementation. Additionally, the **schools that implemented the CIS model had greater gains in their on-time graduate rates than similar schools that did not implement CIS**. However, limitations to the comparability of the lowest performing

schools in the sample make it unclear whether the CIS model is more effective at improving graduation rates than other interventions, but **the CIS model does appear to be as effective as other approaches.**

As an accredited affiliate of the CIS National organization, CIS of Miami and adheres to the CIS national standards of quality for programs and organizational operations, known as the Total Quality System (TQS). The goal of TQS is to ensure quality and improve outcomes for the students served through strong nonprofit business standards and implementation of the CIS model with fidelity. As such, CIS of Miami is required to submit data on a monthly basis into the CIS Data Management System (CISDM 2.0) and an end-of year data report to the National Office. CIS of Miami also works with the National Office on a quality assurance process prior to final data review and analysis.

CIS of Miami utilizes the evidence-based Communities In Schools model of Integrated Student Supports that employs both whole school and targeted support strategies to impact school and individual student outcomes. The CIS Model places a certified Site Coordinator to work directly in the school to coordinate and deliver services. Services include mentoring, tutoring, counseling, case management, life skills development, job and career readiness, and other needed services provided from partnering social service agencies, businesses, volunteer groups, and staff (<http://cismiami.org/research.html>).

3. **Miami-Dade Family Learning Partnership** focuses on family and adult literacy, family support, child welfare, literacy training and research. The Partnership serves as the literacy coalition for Miami-Dade County. MDFLP partners with medical providers to improve literacy for early learning using the Reach Out and Read, evidence-based program, where an organization of medical providers promote early literacy and school readiness in pediatric

exam rooms by giving new books to children and advice to parents about the importance of reading aloud. Reach Out and Read builds on the unique relationship between parents and medical providers to develop critical early reading skills in children, beginning at 6 months of age. Reach Out and Read families read together more often, and their children enter kindergarten better prepared to succeed, with larger vocabularies and stronger language skills. During the preschool years, children served by Reach Out and Read score three to six months ahead of their non-Reach Out and Read peers on vocabulary tests. These early foundational language skills help start children on a path of success when they enter school. What distinguishes Reach Out and Read from other interventions is its large and growing evidence base. Since 1991, the Reach Out and Read model has been studied by academic investigators in a variety of settings, providing an extensive body of peer-reviewed research on the effects of the program. The body of published research supporting the efficacy of the Reach Out and Read model is more extensive than for any other psychosocial intervention in general pediatrics. Additional studies that address language outcomes in children are in progress (<http://www.familylearningpartnership.org/reach-read-miami/>).

4. **Affirming Youth Foundation** provides behavior health and mental wellness services to help youth develop skills to manage their emotional and develop social emotional habits to improve life outcomes, perform better in school and decrease behavioral problems. Founded in 2011, Affirming Youth operates an evidence-based social-emotional learning program that delivery services to promote: a safe, caring environment that recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing instruction in social-emotional skills, and opportunities for practice and reinforcement of social-emotional skills. The staff and clinicians use the Positive Youth

Development (PYD) framework to ensure an optimal learning environment for all students, one that is consistently safe, engaging, and responsive to the varying needs of students, well-structured, instructional, and positive in focus. Additionally, Affirming Youth provide services that include behavior support and intervention, a three-tiered problem-solving model, and data to support decision making and individualized services. The theoretical framework for Affirming Youth and programs are based on two evidenced based treatments for children and adolescents impacted by trauma: Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and Promoting Alternative Thinking Strategies (PATHS) (<https://www.affirmingyouth.org/>).

5. **Educate Tomorrow** is guided by the principles of collaboration, civic engagement, and accountability. It provides individualized coaching over an extended period focusing on improving academics, economic stability, access to stable and affordable housing and physical/emotional well-being. Services also include: college success coaching and support, college and career readiness, scholarship and financial support, internships, social services, economic development, permanent and supportive community resources, tutoring, advocacy, and family services. Educate Tomorrow utilizes an evidenced approach known as Trauma Incident Reduction and Trauma-Informed Care. Traumatic Incident Reduction (TIR) and Trauma-Informed Care are specific approaches to work with people who have had traumatic events in their lives. TIR guides students to reduce the effects of challenging traumatic events. Trauma-Informed Care is a strengths-based approach that focuses on the student's emotional, physical and psychological safety. Educate Tomorrow uses appreciative advising, as a counseling approach rooted in the tenets of positive psychology, appreciative inquiry and motivational inquiry. This approach has been shown to increase counselors' effectiveness,

improve relationships with students and others in their professional and personal lives

(<https://www.educatetomorrow.org/>).

Section II: Quality of the Project Design

Description of the eligible entity: The University-Assisted Community Schools

Network of South Florida (U-ACSN SF) is comprised of eight (8) community partners. The lead partner agency and applicant is **Florida International University-The Education Effect**. Florida International University (FIU) is a federally designated Minority Serving Institution, one of three in the nation. Located in the heart of the south Florida urban region, its multiple campuses serve over 58,000 students, placing FIU among the ten largest universities in the nation. FIU leads the nation in granting bachelor's degrees, including in the STEM fields, to minority students and is first in awarding STEM master's degrees to Hispanics.

Since its beginning, FIU has been intertwined with community initiatives and strategies that impact residents. In 2011, FIU established **The Education Effect**, a groundbreaking partnership between FIU, **Miami-Dade County Public Schools (M-DCPS)** and private donors aimed at student achievement. The mission of **The Education Effect** is to serve as a connector of resources and assets that strengthen schools, families, and communities in order to improve student learning and life outcomes. **The Education Effect** supports and challenges students to acquire the knowledge, skills, and attributes needed to effectively achieve in school, graduate high school, and to enroll for success in postsecondary education. It supports the individual needs of students' as they grow to their full potential by infusing extra people (staffing, academic support, services, mentors, programs) to promote a culture of high expectations. **The Education Effect** reflects FIU's dedication to serve as a solutions center for the urban core and the Greater Miami community by working collectively with students, parents, teachers, and stakeholders to increase post-secondary completion, particularly among students currently under-represented in higher education. Its website is: <http://sas.fiu.edu/edeffect/>.

In its lead role, **FIU - The Education Effect**, with **M-DCPS (Local Education Agency)** and **Communities in Schools of Miami (CIS of Miami – Lead Partner)**, will formalize a consortium of service providers to form the **University-Assisted Community School Network of South Florida (U-ACSN SF)** that will serve nine (9) targeted Title I full-service community schools that comprise three (3) school feeder patterns located in the high-need, high poverty communities of Liberty City, Overtown and Little Haiti in Miami-Dade County, Florida; thus meeting the **U.S. Department of Education Absolute Priority** of serving two or more full-service community schools eligible for a schoolwide program:

Liberty City	Overtown	Little Haiti
Miami Northwestern Sr. High School	Booker T. Washington Sr. High School	Miami Edison Sr. High School
Brownsville Middle School	Jose De Diego Middle School	Horace Mann Middle School
Liberty City Elementary School	Frederick Douglass Elementary School	Jesse J. McCrary, Jr. Elementary School

The **U-ACSN SF** will be comprised of a broad representation of local, community-focused and nationally-recognized partners aimed at strengthening the integration of academics, health and social services, youth development, family involvement and community engagement to support educational outcomes for students attending the nine (9) targeted schools listed above. The eight (8) partners comprising the U-ACSN SF are: FIU - The Education Effect (Lead Agency), Miami-Dade County Public Schools (M-DCPS – Local Education Agency), Communities in Schools of Miami (CIS of Miami – Lead Partner), Educate Tomorrow, FIU

After-School All-Stars, Affirming Youth Foundation, Miami-Dade Family Learning Partnership, Inc., and Platinum Medical Centers, Inc.

This application seeks support for the U-ACSN SF to improve the coordination, integration, accessibility and effectiveness of provider services for children and families by empowering the coalition to facilitate a holistic service delivery plan that informs and tracks tailored, multi-pronged interventions across a continuum of educational, social and health services for students and families in the nine (9) targeted schools and the three (3) high-poverty communities listed above. Accordingly, the U-ACSN SF assures that its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of the ESEA. As a result of the U-ACSN SF's shared metrics, mapped services, and referral navigation framework, the targeted schools, students, families and communities will receive a pipeline of coordinated and integrated services to strengthen and improve student learning and life outcomes.

Project goals and objectives: Four service pillars will be used as the model to design this project (see more details of the four pillars later this section). The following table lists the correspondence between service pillars, project goals, FSCS goals, objectives, and performance measures. These will also be used as a reference for evaluation.

Service Pillars	U-ACSN SF Goal	FSCS Goals	Objectives	Performance Measures
<i>Pillar 1. Integrated Student Supports</i>	All students will attend school daily fully ready to learn in a safe and supportive environment that promotes pathways to higher education.	Prepared for kindergarten	Children are ready for kindergarten	Increase % of preschoolers entering kindergarten with school readiness.
		Students are achieving academically	Track students' academic progress and transition from K to 12	Increase % of students that meet and exceed Florida standards in all subjects.
			Provide students with in-school academic assistance	Increase % of students performing at grade level for ELA and math.

			Provide students with career readiness and postsecondary transition	Increase % of students' enrolling in and completing postsecondary education.
<i>Pillar 2. Expanded Learning Time Through Educational Opportunities</i>	All students will have the opportunity to participate in programs to improve academic, social and emotional development, and health and wellness	Prepared for kindergarten	Provide students with early literacy and math from birth to pre-kindergarten	Increase % of preschoolers performing at skill level for letter and number recognition.
		Achieving academically	Provide students with more exposure and enrichment outside the school	Increase % of students participating in after-school activities about academic enrichment, extended

				learning opportunities.
			Provide students with after-school physical activities	Increase % of students being active for at least one hour a day.
<i>Pillar 3. Family Involvement and Community Engagement through Coordinated Services</i>	Families will be actively involved in bettering their own lives and helping their children to do the same	Prepared for kindergarten	Parents are supported throughout preschool and into kindergarten	Increase % of parents participating in the services
				Increase the # of students making healthier food choices
				Increase the # of adults receiving nutrition education classes and

				wellness screening.
				Increase % of adult participants will be physically active at least 30 minutes a day.
		Safe, healthy, and supported by engaged parents	Provide students and parents with healthier food choices, lectures on healthy habit, services on health and wellness	

			Provide parents with workshops on academic readiness, nutrition, socioemotional learning, behavioral support, available resources, and social and human services	Increase # of parent participation in workshops and school activities
<i>Pillar 4. Collaborative Leadership to Support Academic Practice</i>	Students, families, teachers, and administrators will be provided opportunities to improve practice, professional	The infrastructure of services and support for students and their families are seamless, integrated, and targeted.	Provide teachers, administrators, and staff with professional development and instructional support	Increase teacher retention and participation in professional development opportunities. Increase student and family participation in

	development, and leadership		collaborative leadership, PTSA, and student-family academic workshops.
		Provide parents with services for GED, college entrance, career opportunities, health and human services	Increase # of parents participating in services

Description of the student, family and school community to be served, including demographics: The students that attend the targeted schools in Liberty City, Overtown and Little Haiti are likely to experience significant achievement gaps due to persistent disparities coupled with the chronic burden of high unemployment, crime, and income inequality. The three areas are composed largely of minority and immigrant populations - African American, Hispanic, Haitian, and other people of Caribbean descent. Many speak a language other than English at home, mostly Haitian Creole or Spanish. Sixty-two percent (62%) live at or below the Federal Poverty Level (FPL), with 75% living below 200% FPL. Poverty, teen truancy and an excess of acute and chronic health conditions are characteristic of the populations served.

Inadequate financial resources, cultural beliefs and family structure instability are all compound factors impacting access to high quality public education, social services, healthcare and mental health services. The communities served have a young population with 22% under the age of 18. The target community schools' average minority rate is 99.3%, with 88.3% identified as Black and 11.7% Hispanic. Ninety-six percent (96%) of school-age children are eligible for free or reduced priced lunch (Miami-Dade Prosperity Initiatives Feasibility Study, 2016).

	LIBERTY CITY	OVERTOWN	LITTLE HAITI
Economic Distress Sub-Indices and Composite Index Scores			
Unemployment	26%	23%	23%
Population Below Poverty Level	43%	42%	37%
Education Distress Sub-Indices and Composite Index Scores			
% Population with No High School Degree	15%	14%	13%
% Population with High School Degree	43%	26%	31%
% Population with Bachelor's Degree or Greater	9%	28%	12%

The crossover effects of economic disparity, extreme poverty levels and low educational attainment correlates to the high violent and property crime rates in these communities, exceeding other distressed target urban areas (TUAs) in Miami-Dade County. The needs and

challenges of these communities, especially those with the highest unemployment, poverty and crime rates, far exceed the levels of service provided by the multitude of child, family, school, medical, public health and substance abuse social services currently operating in the TUAs.

Children are most affected by the inequities of poverty and related conditions; they are at greater risk for poor academic achievement, abuse and neglect, behavioral/emotional problems and physical health complications. Their parent's low average income and low educational attainment create obstacles to receiving timely and appropriate health care. Low-income individuals are less able to afford the out-of-pocket costs of care, even if they have health insurance coverage. Low education may also impair an individual's ability to navigate the complex health care delivery system, communicate with healthcare providers, and understand providers' instructions.

The cycle of poverty experienced by the community youth is the greatest obstacle to educational advancement. The chronic stress associated with living in poverty adversely affects children's concentration and memory and in turn, their ability to learn. Students whose families have combinations of factors, such as having parents who did not complete high school, living in a single parent home, living in a low-income or welfare-dependent household and having parents who speak a language other than English in the home are more likely to have difficulty in school and place them at a higher risk of failing academically. As students proceed through the schooling system, inadequate school resources and weak relationships with teachers continue to undermine academic success. These persistent educational and health inequities most certainly affect the outcomes of young people's lives in the community.

Descriptions of the target communities. Liberty City is a predominantly Black/African American community of which 84% of the 40,000 residents are Black. This community

experiences extreme poverty with about 43% of the residents considered to be living below the federal poverty level. Moreover, the unemployment rate is at 26% for people aged 16 and over. Of those individuals who are employed, 73.6% work in the service industry which is characterized by low wages and low skilled occupations. Liberty City is also classified as a medically underserved area/population according to the U.S. Dept. of Human Health and Services. In the education sphere, only 43% of Liberty City's residents have graduated high school and 9% attained a bachelor's degree or greater. High school students attending **Miami Northwestern Senior High School** in Liberty City are predominantly Black/African American and 88% qualify for free or reduced-price lunch.

Overtown: The historic community of Overtown is composed of 55% Black/African Americans, 37% Hispanics and 35% Whites (Non-Hispanic). The community comprises about 2,700 families of which 38% have a grandparent as a head of household who is raising a grandchild. Single parent families represent 69.8% of the households in this community. Overtown has one of the lowest median household income levels at \$21,424, a high poverty rate (42% of residents living below federal poverty level), and the highest unemployment rate of all communities in the city of Miami. Moreover, like the other targeted areas, Overtown's residents face significant educational barriers with only 26% of residents having a high school diploma. **Booker T. Washington Senior High School** serves more homeless youth than any other school in M-DCPS.

Little Haiti: The community of Little Haiti is predominantly inhabited by people of Haitian descent. It is comprised of 64.92% Black/Haitian Americans and Black/African Americans, 14.74% Hispanics (representing the fastest growing demographic in the area) and 4.78% Whites (non-Hispanic). In Little Haiti, at least 37% of residents are living below the

federal poverty level. Many Haitian residents are recipients of the Temporary Protected Status (TPS) program that allows them to receive work authorization and other limited immigration protections in the U.S. However, TPS will be terminated for Haitians in July 2019. It is expected that this policy change will impact about 45,000 TPS recipients currently living in Florida, the majority of whom live in Miami within the communities.

A description of the needs of the targeted Title I schools: According to the U.S Census (December 2017), the poverty level for Miami-Dade County was 18.2%. Miami-Dade County Public Schools (M-DCPS), as the largest district in Florida and as a district whose student population is over 90% minority, the effects of poverty and minority status on student achievement and graduation rates have a disproportionate impact. At the same time, educational attainment has a direct impact on poverty levels. M-DCPS has one of the highest rates of students in poverty throughout the state, with 66% of 354,172 students in the school year 2017-2018 qualifying for and receiving a free and/or reduced lunch.

In school year 2015-2016, M-DCPS' graduation rate reached an all-time high of 80.4%, and in 2016-2017, M-DCPS' graduation rate (84.3%) was even higher than the state average (82%). The same year M-DCPS reported the historic elimination of all "F" performance grade schools. While these milestones are significant, more progress is needed as M-DCPS' 2016-2017 graduation rates still revealed an achievement gap and the need for support and interventions for at-risk students. The latest data available from the M-DCPS web portal that combines statistics with the State of Florida Department of Education showed that the 2016-2017 special cohort high school graduation rate was as follows: Free and/or Reduced Lunch Students - 78.8%; At-Risk Students - 63.7%; Black Students - 73% and Hispanic Students - 81.9%, demonstrating an achievement gap compared to White students' graduation rate - 89.2%. Students that attend

elementary, middle and high schools in Liberty City, Overtown, and Little Haiti also perform lower than students in other communities in district and state benchmarks. These persistent disparities coupled with the risk factors that characterize these communities have led a coalition of local organizations to critically analyze the sources of these student-learning gaps and to forge new avenues of holistically overcoming them.

Liberty City: Miami Northwestern Senior High School

	2015-16	2016-17	2017-18
Total # of Students	1601	1437	1476
Total # of Seniors	320	347	390
Graduating Seniors	265	280	340
School Grade	C	C	C
Graduation Rate	85%	91%	85%
Free/Reduced Lunch	87.8%	83.9%	86%
Minority Rate	99.7%	99.5%	99.5%
FSA Test Scores (%)			
9th Grade			
English Language Arts	26	27	30
MDCPS	52	52	54
State	51	52	53
10th Grade			
English Language Arts	22	28	33
MDCPS	48	50	54
State	50	50	53

End of Course (EOC) Exam (%)			
EOC Biology	41	56	39
MDCPS	61	62	65
State	64	64	65
Algebra 1			
Algebra 1	21	21	31
MDCPS	52	59	60
State	55	62	63
Geometry			
Geometry	19	25	25
MDCPS	46	48	54
State	51	54	57
Algebra 2			
Algebra 2 ¹	22	35	NA
MDCPS	35	49	NA
State	40	49	NA
US History			
US History	41	63	32
MDCPS	60	65	67%
State	66	67	68%

¹ Algebra 2 was not assessed in FSA 2017-18

Liberty City: Brownsville Middle School (6th-8th Grades)

	2015-16	2016-17	2017-18
Total # of Students	750	689	569
School Grade	F	D	D
Free/Reduced Lunch	95%	96%	94%
Minority Rate	100%	100%	100%
FSA Test Scores (%)			
6th Grade			
English Language Arts	10	15	14
MDCPS	51	53	53
State	52	52	52
Mathematics	9	15	15
MDCPS	49	52	56
State	50	51	52
7th Grade			
English Language Arts	11	19	19
MDCPS	49	52	54
State	49	52	51
Mathematics	10	15	31
MDCPS	47	49	52
State	52	53	54
8th Grade			
English Language Arts	19	20	20

MDCPS	56	55	59
State	57	55	58
Mathematics	16	17	23
MDCPS	41	39	38
State	48	46	45
Civics	19	44	47
MDCPS	64	69	72
State	67	70	71
Science	15	20	23
MDCPS	42	42	44
State	48	48	50
End of Course (EOC) Exam (%)			
Algebra 1	56	81	60
MDCPS	52	59	60
State	55	62	63

Liberty City: Liberty City Elementary (PK-5)

	2015-16	2016-17	2017-18
Total # of Students	386	432	301
School Grade	D-	D	C
Free/Reduced Lunch	99%	99%	97%
Minority Rate	99%	100%	100%
FSA Test Scores (%)			

3rd Grade			
ELA	19	29	34%
MDCPS	54	58	61%
State	54	58	57%
Mathematics	56	63	43%
MDCPS	65	65	67%
State	61	62	62%
4th Grade			
ELA	20	27	36%
MDCPS	53	57	60%
State	52	56	56%
Mathematics	44	58	56%
MDCPS	61	68	68%
State	59	64	62%
5th Grade			
ELA	3	26	30%
MDCPS	54	54	59%
State	52	53	55%
Mathematics	18	40	45%
MDCPS	58	60	66%
State	55	57	61%
Science	31	23	23%
MDCPS	50	51	56%

State	51	51	55%
-------	----	----	-----

Overtown: Booker T. Washington Senior High School

	2015-16	2016-17	2017-18
Total # of Students	984	1050	959
Total # of Seniors	178	180	209
Graduating Seniors	160	150	174
School Grade	C	C	C
Graduation Rate	73.7%	75%	72%
Free/Reduced Lunch	88%	91%	86%
Minority Rate	98%	98%	98%
FSA Test Scores (%)			
9th Grade			
ELA	20	18	26
MDCPS	52	52	54
State	51	52	53
10th Grade			
ELA	12	24	20
MDCPS	50	50	54
State	50	50	53
End of Course (EOC) Exam (%)			
EOC Biology	31	64	49
MDCPS	61	62	65

State	64	64	65
Algebra 1			
Algebra 1	19	22	32
MDCPS	55	59	60
State	55	62	63
Geometry			
Geometry	14	19	20
MDCPS	46	48	54
State	51	54	57
Algebra 2			
Algebra 2 ²	13	15	N/A
MDCPS	35	49	N/A
State	40	49	N/A
US History			
US History	44	59	49
MDCPS	60	65	67
State	66	67	68

Overtown: Jose De Diego Middle School

	2015-16	2016-17	2017-18
Total # of Students	750	689	853

² Algebra 2 was not assessed in FSA 2017-18

School Grade	F	C	C
Free/Reduced Lunch	95%	95%	95%
Minority Rate	100%	100%	100%
FSA Test Scores (%)			
6th Grade			
ELA	22	14	19
MDCPS	51	53	53
State	52	52	52
Mathematics	18	17	15
MDCPS	49	52	56
State	50	51	52
7th Grade			
ELA	9	25	21
MDCPS	48	52	54
State	49	52	51
Mathematics	12	23	17
MDCPS	47	49	52
State	52	53	54
8th Grade			
ELA	17	18	28
MDCPS	56	55	59
State	57	55	58
Mathematics	14	23	15

MDCPS	41	39	38
State	48	46	45
Civics	27	50	48
MDCPS	64	64	72
State	67	70	71
Science	23	29	37
MDCPS	42	42	44
State	48	48	50
End of Course (EOC) Exam (%)			
Algebra 1	65	100	81
MDCPS	52	59	60
State	55	62	63
Geometry (first test 2017) ³	*	*	*
MDCPS	*	*	*
State	*	*	*

Overtown: Frederick Douglass (PK-5)

	2015-16	2016-17	2017-18
Total # of Students	270	321	242
School Grade	C	A	B
Free/Reduced Lunch	98%	97%	86%

³ Students did not participate in EOC for Geometry

Minority Rate	99%	99%	99%
FSA Test Scores (%)			
3rd Grade			
ELA	17	56	56
MDCPS	54	58	61
State	54	58	57
Mathematics	42	53	53
MDCPS	65	56	67
State	61	58	62
4th Grade			
ELA	41	14	86
MDCPS	53	57	60
State	52	56	56
Mathematics	52	55	50
MDCPS	61	68	68
State	59	64	62
5th Grade			
ELA	6	58	14
MDCPS	54	54	59
State	52	53	55
Mathematics	53	59	58
MDCPS	58	60	68
State	55	60	62

Science	15	68	28
MDCPS	50	51	56
State	51	51	55

Little Haiti: Jesse J. McCrary Jr. Elementary (PK-5)

	2015-16	2016-17	2017-18
Total # of Students	643	656	499
School Grade	C	B	B
Free/Reduced Lunch	96%	98%	91%
Minority Rate	100%	100%	100%
FSA Test Scores (%)			
3rd Grade			
ELA	17	30	33
MDCPS	54	58	61
State	54	58	57
Mathematics	21	46	50
MDCPS	65	65	67
State	61	62	62
4th Grade			
ELA	22	26	44
MDCPS	53	57	60
State	52	56	56
Mathematics	50	61	59

MDCPS	61	68	68
State	59	64	62
5th Grade			
ELA	22	29	45
MDCPS	54	54	59
State	52	53	55
Mathematics	44	51	51
MDCPS	58	60	66
State	55	57	61
Science	26	25	35
MDCPS	50	51	56
State	51	51	55

Little Haiti: Horace Mann Middle School

	2015-16	2016-17	2017-18
Total # of Students	740	689	620
School Grade	C	C	C
Free/Reduced Lunch	95%	96%	94.5%
Minority Rate	97%	97%	97%
FSA Test Scores (%)			
6th Grade			
ELA	30	28	25
MDCPS	51	53	53

State	52	52	52
Mathematics	28	29	17
MDCPS	49	52	56
State	50	51	52
7th Grade			
ELA	28	36	35
MDCPS	48	52	54
State	49	52	51
Mathematics	22	21	19
MDCPS	47	49	52
State	52	53	54
8th Grade			
ELA	49	33	47
MDCPS	56	55	59
State	57	55	58
Mathematics	25	28	25
MDCPS	41	39	38
State	48	46	45
Science	43	37	44
MDCPS	42	42	4450
State	48	48	
End Of Course (%)			
Civics	41	53	53

MDCPS	64	69	72
State	67	70	71
Algebra 1	83	92	93
MDCPS	52	59	60
State	52	62	63
Geometry (first test 2017)	*	90	100
MDCPS	*	48	54
State	*	54	54

Little Haiti: Miami Edison Senior High School

	2015-16	2016-17	2017-18
Total # of Students	793	803	736
Total # of Seniors	180	210	213
Graduating Seniors	140	110	193
School Grade	C	C	C
Graduation Rate	78%	78%	91%
Free/Reduced Lunch	83%	90%	83%
Minority Rate	98.5%	99%	99%
FSA Test Scores (%)			
9th Grade			
ELA – 9th	13	17	12
MDCPS	52	52	54

State	51	52	53
10th Grade			
ELA – 10 th	10	15	23
MDCPS	48	50	54
State	50	50	53
End of Course (EOC) Exam			
EOC Biology	39	44	45
MDCPS	61	62	65
State	64	64	65
Algebra 1			
Algebra 1	15	32	29
MDCPS	52	48	60
State	55	54	63
Geometry			
Geometry	30	32	27
MDCPS	46	48	54
State	51	54	57
Algebra 2			
Algebra 2 ⁴	25	60	NA
MDCPS	35	49	NA
State	40	49	NA

⁴ Algebra 2 was not assessed in FSA 2017-18

US History			
US History	34	33	39
MDCPS	60	65	67
State	66	67	68

Description of the design of the proposed U-ACSN SF project. U-ACSN SF combines community expertise, local knowledge, experience, resources, school district leadership, university human capital, and strategic service providers positioned to improve educational outcomes for children and families in the targeted areas by providing comprehensive academic, social, economic and health supports in a full-service community school model. The eight (8) partners comprising the U-ACSN will be: FIU-The Education Effect (Lead Agency), Miami-Dade County Public Schools (M-DCPS – Local Education Agency), Communities in Schools of Miami (CIS of Miami – Lead Partner), Educate Tomorrow, FIU After-School All-Stars, Affirming Youth Foundation, Miami-Dade Family Learning Partnership, Inc., and Platinum Medical Centers, Inc.

This broad-based consortium of influential community partners represents an alignment of missions and a mutual commitment to serve children and families in the low-income targeted communities of Liberty City, Overtown and Little Haiti that are experiencing educational distress, extreme poverty, economic disparity. Access to services including employment, affordable housing, social services, transportation, healthcare, and family supports.

U-ACSN SF will implement the **CIS Integrated Student Supports (ISS) model** as an evidence-based framework to guide practices and inform services for improving student success. Integrated student supports focus on the very important challenge of ensuring that students are

ready, every day, to do their best in school. The ISS model embraces a “whole child” perspective that recognizes the importance of a child’s health and safety, socio-emotional development, behavior, and relationships to his or her educational success. ISS also recognizes that educational success is affected by multiple contexts, in and out of school. These represent significant differences from some education initiatives that focus primarily on educational inputs. Research clearly indicates that the likelihood of academic success, especially for disadvantaged students, is enhanced by a more comprehensive set of supports.



ISS is a student-centered approach, firmly grounded in the research on child and youth development. Hundreds of research studies have identified several tenets about the development of children and youth that are widely accepted across disciplines. These include: The whole child perspective, recognizing that children’s development includes multiple domains, including health, educational achievement and cognitive attainment, social and emotional outcomes, and behavior. Problems in one outcome domain often spill over into other domains, while success in one domain can enhance development in another.

ISS is an appropriate model for “at-risk” students, because integrated student supports are child centered rather than school-centered. This focus allows for interventions to be created with a specific mix of supports and varying depending on a specific child’s needs and circumstances. For example, in the ISS model, children with mental health needs receive a different set of supports than children whose families have become homeless. For children in the child welfare or juvenile justice system, ISS staff can coordinate with agency caseworkers to supplement and align supports. Because ISS programs rely on and coordinate with community-based supports and service providers, they are more likely to deliver a system of supports that are culturally appropriate to minority populations.

A large body of empirical research, as well as new analyses by Child Trends, indicate that school success (or failure) is the product of multiple and varied factors at the individual, family, and school levels. This suggests that providing an array of academic and non-academic supports in a coordinated fashion, as ISS does, is a more effective strategy than focusing on one, or a small set of supports.

To date, there have been three studies of the long-term payback for investments in ISS. While methodologies, assumptions, and the magnitude of the return varied across the studies, all of the studies found positive Return on Investments (ROIs), ranging from more than \$4 saved for every \$1 invested to almost \$15 saved for every \$1 invested. These analyses also warrant further consideration and assessment, including the assumption that supports available in the community are not included as a cost; but it does appear that this approach yields a positive return on investment.

The U-ACSN SF multidisciplinary “whole child, whole family, whole school, and whole community,” approach will improve academic performance, complement student services,

increase postsecondary transition, and strengthen family involvement through **Four (4) Service Pillars:**

- 1. Integrated Student Supports**
- 2. Expanded Learning Time Through Educational Opportunities;**
- 3. Family Involvement and Community Engagement through Coordinated Services**
- 4. Collaborative Leadership to Support Academic Practice**

Each of the Four Service Pillars represent a system-based and school-based customized service delivery plan with goals, objectives and community-level outcomes. Outcomes are academic and community indicators along a cradle-to-career continuum to ensure the accountability of services, effective alignment of community resources, and alignment to academic performance measurement to close the achievement gap. Performances measures will increase annually by 3% from baseline data.

Service Pillar 1: Integrated Student Supports.

- a. Goal:** All students will attend school daily, ready to learn in a safe and supportive environment that promotes school achievement and pathways to higher education.
- b. Objective:** Provide academic interventions, case management, wraparound services, social and emotional support, career services, health services and grade-level strategies to improve academic performance and youth development (including Academic Advising, Tutoring, Dual Enrollment, ACT/SAT Test Prep, Mentoring, Social and Emotional Supports, Leadership Development, Service Learning, Community Service, and Enrichment Trips).
- c. Pipeline Services provided:** High-quality school and out-of-school programs and strategies; support for a child's transition to elementary school, from elementary

school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce and including any comprehensive readiness assessment determined necessary; Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling; Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection; Social, health, nutrition, and mental health services and supports; and Juvenile crime prevention and rehabilitation programs.

- d. U-ACSN SF Aligned Service Partners:** FIU-The Education Effect, CIS of Miami, Educate Tomorrow, Affirming Youth, and Platinum Medical Centers, Inc.
- e. Outcomes/Indicators:** School Readiness, Early Reading, Middle Grade Math, High School Graduation, Postsecondary Enrollment, Postsecondary Completion, Family Involvement and Community Engagement.
- f. Performance Measures:**
 - i. By 2024, increase the percentage of U-ACSN SF students that meet and exceed Florida Standards Assessment in English Language Arts (ELA), Mathematics, Science, and Social Studies and End-of-Course (EOC) subjects to 60% as evidenced by the number of students participating in the project.
 - ii. By 2024, increase the number of U-ACSN SF students completing high school, enrolling in postsecondary education and completing a certificate, associate or bachelor's degree.
 - 1. Increase Postsecondary Enrollment to 70% from targeted high schools.

2. Increase Postsecondary Completion to 50% for all eligible high school seniors.

Service Pillar 2: Expanded Learning Time Through Educational Opportunities

- a. **Goal:** All students will have the opportunity to participate in programs to improve academic, social and emotional development, and health and wellness.
- b. **Objective:** Coordinate support programs to address in-school and out-of-school learning barriers for students and families (including FIU Community Reads Project, Afterschool and Summer Programs, Academic Advising, Tutoring, Dual Enrollment, ACT/SAT Test Prep, Mentoring, Social and Emotional Supports, Leadership Development, Service Learning, Community Service, and Enrichment Trips).
- c. **Pipeline Services provided:** High-quality early childhood education programs; high-quality school and out-of-school programs and strategies; support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce and including any comprehensive readiness assessment determined necessary; Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce; social, health, nutrition, and mental health services and supports; and juvenile crime prevention and rehabilitation programs.

- d. **U-ACSN SF Aligned Service Partners:** Miami-Dade Family Learning Partnership, Inc., FIU After-School All-Stars, and Affirming Youth Foundation.
- e. **Outcomes/Indicators:** School Readiness, Early Reading, Middle Grade Math, High School Graduation, Postsecondary Enrollment, Postsecondary Completion
- f. **Performance Measures:**
 - i. By 2024, increase the percentage of U-ACSN SF students participating in academic enrichment, extended learning and opportunities to 70%
 - ii. By 2024, 60% of U-ACSN SF students will perform on grade level for English Language Arts and Mathematics.
 - iii. By 2024, 50% (from baseline) of preschoolers entering kindergarten will be school-ready and performing at skill level for letter and number recognition as measured by state assessment.
 - iv. By 2024, 75% of U-ACSN SF students will be active for at least one hour a day evidenced by physical activity and self-reported surveys.

Service Pillar 3: Family Involvement and Community Engagement through Coordinated Services.

- a. **Goal:** Families will be actively involved in bettering their own lives and helping their children to do the same by creating environments that are conducive for student success.
- b. **Objectives:** Promote positive social interactions through programs and activities to strengthen families (including academic, social, economic, health and wellness service that encourage family involvement in the decisions about their child's future).

- c. **Pipeline Services provided:** Family and community engagement and supports, which may include engaging or supporting families at school or at home; and community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.
- d. **U-ACSN SF Aligned Service Partners:** FIU-The Education Effect, CIS of Miami, Miami-Dade Family Learning Partnership, Inc., FIU After-School All-Stars, Affirming Youth Foundation, and Platinum Medical Centers, Inc.
- e. **Outcomes/Indicators:** School Readiness, Early Reading, Middle Grade Math, Family Involvement and Community Engagement.
- f. **Performance Measures:**
 - i. By 2024, increase the number of students and families receiving social, health, and wellness services (including behavioral health) by 50% as evidenced by number of people served by Affirming Youth, and other Healthcare providers.
 - ii. By 2024, increase parent participation in education opportunities about child development, strategies to support their child academically, parenting education, financial literacy, and computer literacy by 70% as evidenced by sign-in attendance sheets at events.
 - iii. By 2024, increase the number of U-ACSN SF students making healthier food choices (increasing daily servings of fruit and vegetables, etc.) by 50% as measured by healthy eating self-reported surveys completed by

students in after-school programming, and adults receiving nutrition education classes, and/or participating in wellness screening events with the Health Effect.

- iv. By 2024, 75% of U-ACSN SF adult participants will be physically active at least 30 minutes a day as measured by physical activity self-reported surveys data.

Service Pillar 4: Collaborative Leadership to Support Academic Practice.

- a. **Goals:** Students, families, teachers, and administrators will be provided opportunities to improve teaching and learning; professionalism; and leadership.
- b. **Objectives:** Provide professional development, learning communities, and educational opportunities to facilitate collaborative leadership and practice to build a culture of lifelong learning, collective trust, and shared responsibility.
- c. **Pipeline Services provided:** Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce and including any comprehensive readiness assessment determined necessary.
- d. **U-ACSN SF Aligned Service Partners:** FIU-The Education Effect, Miami-Dade Family Learning Partnership Inc. CIS of Miami, Educate Tomorrow, and Affirming Youth Foundation.
- e. **Outcomes/Indicators:** School Readiness, Early Reading, Middle Grade Math, High School Graduation, Postsecondary Enrollment, Postsecondary Completion, Family Involvement and Community Engagement.

f. Performance Measures:

- i. By 2024, increase teacher retention to 75% as evidenced by teachers participating in professional development, professional learning communities and professional coaching.
- ii. By 2024, increase student and families to 75% participation in collaborative leadership, PTSA, and student-family academic workshops in elementary schools.

Section III: Quality of Project Services

The **U-ACSN SF** will serve nine (9) Title I full-service community schools that comprise three (3) school feeder patterns located in the high-need, high poverty communities of Liberty City, Overtown and Little Haiti in Miami-Dade County, Florida. The table below includes the most recent student enrollment numbers of these schools:

Communities and Current Enrollment in Title I Schools Served		
Liberty City	Overtown	Little Haiti
Miami Northwestern Sr. HS Enrollment 1476	Booker T. Washington Sr. HS Enrollment 959	Miami Edison Sr. HS Enrollment 736
Brownsville Middle School Enrollment 569	Jose De Diego Middle School Enrollment 853	Horace Mann Middle School Enrollment 620
Liberty City Elementary Enrollment 301	Frederick Douglass Elementary Enrollment 242	Jesse J. McCrary, Jr. Elementary Enrollment 499

In total, the **U-ACSN SF** will serve more than 6,000 students and 1,000 parents/guardians each year through **Service Delivery Plans** that will increase its collective capacity to provide efficient and timely services to successfully address the identified needs and positively impact students, families, and communities. The Service Delivery Plans include the four service pillars, goals, and objectives aligned to the U-ACSN SF service partners and the pipeline services listed

in the federal register to fully exemplify the definition of a Full-Service Community School in each identified school.

Description of the U-ACSN SF Service Partners and their Aligned Services: The eight (8) U-ACSN SF service partners were selected because of their history of working collaboratively and providing effective evidenced-based programs, activities, strategies, and interventions which are listed and summarized in this section. They have also expressed their commitment to developing and implementing a strong infrastructure with secure and balanced leadership to support and sustain the project that will allow for better coordination and utilization of resources, clearer evaluative criteria, and most importantly, greater and sustainable community impact. This commitment, as well as the primary roles and responsibilities of participating in the U-ACSN SF, are delineated in the attached Memorandum of Understanding.

The Lead Agency will be responsible for fiscal management, data management, coordination of partnership and services, administrative stewardship for full-service community school award, and reports to MDCPS and stakeholders. The Lead Partner will be responsible for ongoing professional development, organizing monthly “Collective” impact meetings with U-ACSN SF partners, and partnership development.

1. **Miami-Dade County Public Schools (M-DCPS)** - is the anchor institution for the University-Assisted Community School Network for South Florida. M-DCPS is the nation’s fourth largest school district with over 350,000 students. The graduation rate for M-DCPS is 84.3%, higher than the state average of 82% for the 2017-18 school year. The demographics of the district is 70% Hispanic/Latino, and 21% African-American students, with 74.6% of all students eligible to receive free/reduced lunch. Many students speak a language other than English at home. Spanish and Haitian Creole are often their

primary languages. MDCPS offers magnet programs, charter schools, STEM designated schools and programs, and comprehensive adult education and vocational training. MDCPS is the Local Education Agency that serves as the “hub” for service for children and families.

2. **FIU-The Education Effect (Lead Agency).** The mission of The Education Effect is to serve as a connector of resources and assets that strengthen schools, families, and communities to improve student learning and life outcomes. The vision of The Education Effect is for all students to have access to educational opportunities and high quality equitable public education. As a university-assisted community school partnership, The Education Effect has a focus on 21st century academic and workforce readiness skills such as critical thinking, problem solving, decision making, teamwork, collaboration, communication, self-direction/personal responsibility, creativity, invention, and information technology. The overarching goal of The Education Effect is to improve academic achievement, strengthen student services, and increase post-secondary transition by focusing on four (4) priorities for transformational change in education:
Support School Improvement, Student Success Through Positive Pathways, Family Involvement and Community Engagement, and Strategic Partnerships:

- a. Support School Improvement by providing instructional and professional development for content knowledge and subject matter. Create opportunities for teachers to enhance their professional strengths by developing learning communities to support academic achievement, social emotional learning, and innovation in education through grants.

- b. Enhance Student Success and Positive Pathways by assisting students to develop practical, cognitive and behavioral skills that will help them to succeed in any academic, social, or career setting.
- c. Increase Family Involvement and Community Engagement by working with parents/families/guardians and community advocates to coordinate opportunities for family and community engagement through advocacy.
- d. Align Strategic Partnerships to support positive youth and community development by increasing community capacity to serve under-resourced schools and families.

The Education Effect provides direct and indirect services such as: school success initiatives – Junior Scholars (Elementary School), Jumpstart (Middle School), College and Career Pathways (High School); mentoring; college and career exposure, dual enrollment; ACT/SAT Prep; internships; academic advising; service learning/community service; leadership development; parent/family programs; The Health Effect (University collaboration with FIU Stempel School of Public Health and Social Work and Herbert Wertheim College of Medicine); Golden Panther Academy (Family Success Program with FIU’s Center for Children and Families), and professional development to improve teaching and learning based on key academic areas as assessed by the Florida Standard Assessment (FSA). The Education Effect collaborates with over 20 community and national partners.

- 3. **Communities in Schools of Miami, Inc. (CIS of Miami)** - The mission of Communities in Schools (CIS) is to surround students with a community of support, empowering them to stay in school and achieve in life. The CIS network operates in 363 districts and serves

1.48 million students annually through a federation of 164 affiliates. The CIS of Miami affiliate was founded in 1989. For 30 years and counting, CIS of Miami has worked in partnership with M-DCPS to achieve equitable education and raise graduation rates, particularly among students of color in disadvantaged Title I schools. For its work in the schools spanning nearly three decades, CIS of Miami was inducted into M-DCPS Partners' Hall of Fame in 2016. CIS of Miami works to create a community of support directly in the schools by bringing in programs, resources, services, and volunteers to help at-risk students achieve. The partners that help support these programs include family service agencies, educational institutions, corporations, local businesses, churches and more. CIS of Miami currently provides two (2) core programs:

- a. **Bridges to Graduation and Beyond (BGB)** - dropout prevention for middle and high school students. The foundation of BGB is the research-based CIS model of Integrated Student Supports (ISS); through the ISS model, trained and certified school-based Site Coordinators (SCs) conduct a comprehensive school needs assessment which informs the development of an Annual School Support Plan and individual Student Support Plans. These plans identify the wraparound supports needed to achieve school goals and individual students' academic and personal goals using the ISS model's *tiered approach* that consists of services with different levels of intensity and duration:
 - i. **Tier 1:** Widely available services designed to foster a positive climate and address school-level risk factors. Less-Intensive
 - ii. **Tier 2:** Case-managed targeted services typically provided in a group setting to students with a common need. Moderate Intensity

- iii. **Tier 3:** Case-managed intensive, individualized services typically provided in a one-to-one setting to students with specific needs.

Because the SCs are based in the schools all day, every school day, they learn the unique needs of at-risk students and partner with teachers, counselors, social workers and the community to address them. Home visits and family engagement are essential parts of the program. Whether students have immediate needs - a ride to school, a bus pass, clean clothes, a much-needed meal, help with school work - or more complex ones such as emotional support or mental health counseling to cope with or recover from a traumatic event, CIS of Miami's caring SCs are there to provide them with the resources they need so they can focus on learning and achieving. Supports provided include tutoring, mentoring, counseling, attendance monitoring, home visits, basic needs/family stabilization supports, life skills, financial literacy, employability skills and more. A SC typically has access to the entire student body but manages an average caseload of at least 60 students in each school.

- b. **Miami Reads AmeriCorps Program:** An early intervention literacy skills-building program for grades K-5. There is a vital need for students in the targeted schools to successfully read and comprehend at an early age. Working with each schools' Reading Coach, Miami Reads' trained AmeriCorps tutors provide intensive one-on-one and small group reading tutoring to struggling young readers in elementary schools during the school day. The program's goal is to increase students' reading comprehension by at least one letter grade.
- c. **Miami Reads After-School Program:** CIS of Miami's school-based after-school program provides K-5 students with high-quality literacy-focused and evidence-

based model activities in a safe environment under the guidance of a certified teacher where children are encouraged and motivated to succeed academically. Students receive services Monday through Friday for four hours each day. The program provides eight core activities – tutoring, homework assistance, socio-emotional learning, life skills, arts enrichment, health and nutrition, fitness activities and family engagement.

In 2017-2018, CIS of Miami served 11 Title I schools, 283 case-managed students, 6,972 Tier 1 students, 328 school-day reading intervention students, 205 afterschool program participants, and 767 parents and families. CIS of Miami teamed up with 26 partners and 128 volunteers who provided 36,077 hours of service; its organization website is www.cismiami.org.

4. **Educate Tomorrow** - is a Miami-based non-profit organization whose mission is to create independence for disadvantaged and foster youth through education, mentoring, and life skills training from birth through the age of 28 years old. Educate Tomorrow is guided by the principles of collaboration, civic engagement, and accountability. It provides individualized coaching over an extended period focusing on improving academics, economic stability, access to stable and affordable housing and physical/emotional well-being. Services also include college success coaching and support, college and career readiness, scholarship and financial support, internships, social services, economic development, permanent and supportive community resources, tutoring, advocacy, and family services. Educate Tomorrow and The Education Effect operate **Unite Miami**, a comprehensive multi-year collaboration to support foster,

homeless, and at-risk middle and high school students with wraparound services, advocacy, and legal services.

5. **FIU After-School All-Stars (FIU-ASAS)** - is a partnership between the FIU School of Education and the national After-School All-Stars program that serves more than 1,300 students yearly in 17 Miami-Dade County Public middle schools. After-School All-Stars (ASAS) provides comprehensive after-school programs in at-risk communities. The vision is for the All-Stars is to be safe and healthy; to graduate high school and go to college; to find careers they love; and then give back to their communities. FIU-ASAS provides services that include daily homework assistance, school-aligned academic support tutorial programs, inclusive fitness programs, healthy cooking/eating classes, a service-learning program, parent workshops aligned to community needs, high school transition classes, career exploration, life skills, and summer programs. FIU ASAS and The Education Effect collaborates with students and families at Horace Mann Middle School, Brownsville Middle School, and Jose De Diego Middle School (<https://education.fiu.edu/research/projects-and-initiatives/after-school-all-stars/index.html>).
6. **Affirming Youth Foundation, Inc.** - is a non-profit 501 (c) (3) organization with the vision to curate safe spaces for youth to express their feelings and navigate life's experiences. They provide services that meet the educational, emotional, physical, and mental health needs of youth and their families. Affirming Youth operates SEEDS (Social-Emotional Enhancement and Development for Success), a community-based social-emotional and wellness program. The goal of the youth component of SEEDS is to build life skills, promote positive youth development, identify and address individual

student needs, and sustain engagement via opportunities for interaction with peers and staff throughout the program. As such, these components consist of youth group meetings centered on a social and emotional skills curriculum, one-on-one individual meetings between SEEDS staff and youth, and (3) trips and retreats. Additionally, SEEDS include a family intervention component that sustains the engagement and participation of families in the program through parent workshops, phone calls and meetings, a parent newsletter, and parent contracts. Affirming Youth Foundation and The Education Effect have collaborated for three years through school-based programs, family referrals, and family support for behavioral health (<https://www.affirmingyouth.org/>).

7. **Miami-Dade Family Learning Partnership, Inc.** The Miami-Dade Family Learning Partnership, a 501 (c) (3) organization, established in 2002, is dedicated to families and children in our community. The agency collaborates with community agencies and institutions to improve child and family well-being. The work focuses on family and adult literacy, family support, child welfare, literacy training and research. The Partnership serves as the literacy coalition for Miami-Dade County. Miami-Dade Family Learning Partnership, Inc. provides early literacy from birth to pre-kindergarten to support school readiness and positive youth and family development (<http://www.familylearningpartnership.org/>).

8. **Platinum Medical Centers, Inc.** Platinum Medical Centers and Total Medical Management, LLC. Platinum Medical Centers, Inc. is a family medical center providing service to patients of all ages. Platinum Medical Centers (PMC) primarily deliver medical services to underserved and low-income communities that are eligible for Medicare, Medicaid, and Affordable Healthcare. PMC provides one-to-one personalized care, with

its mission to improve the overall health and well-being of the communities served. The Total Medical Management, LLC is a consortium of healthcare providers that service from Homestead to West Palm Beach, FL. Platinum Medical Centers, Inc provides quarterly health fairs and resources to children and families through The Education Effect – Golden Panther Academy (parent/family/caregiver program) (<http://phginc.net/>).

Description of the U-ACSN SF Service Delivery Plans.

Service Pillar 1: Integrated Student Supports. The research-based (a quasi-experimental research study by MDRC (www.mdrc.org) using the CITS design fits the evidence criteria for graduation and attendance rate in elementary school; Child Trends' research (2/2014) further affirmed the efficacy of ISS. **Communities In School model of Integrated Student Supports (the CIS model)** will be used by all school-based Program Coordinators to coordinate wraparound services for students as determined by a comprehensive 13-part School Support Agreement/Plan and an 11-part Student Support Plan that applies standard CIS metrics - Attendance, Behavior, Course (grades) – and their corresponding indicators that establish strategies to impact whole school and individual student outcomes. The CIS ISS model places a certified Site Coordinator in each school to provide close monitoring of student ABCs and provide targeted student interventions in partnership with school personnel, other service providers, and volunteers. As such, U-ACSN SF will provide a robust continuum of care using the CIS ISS model and dedicated staff in the targeted elementary, middle, and high schools. U-ACSN SF will facilitate high-quality services and support the developing of schools to become safe places to learn and grow. Network partners have been aligned for services in schools and connected with partners that provided expanded learning time through educational opportunities. FIU-The Education Effect (Lead Agency), Miami-Dade County Public Schools (M-DCPS –

Local Education Agency), Communities in Schools of Miami (CIS of Miami – Lead Partner), Educate Tomorrow, FIU After-School All-Stars, Affirming Youth Foundation, Miami-Dade Family Learning Partnership, Inc., and Platinum Medical Centers, Inc. will be responsible for providing ISS model coordinated services for students during the school day.

<p>Service Pillar 1: Integrated Student Supports</p> <p>Using the Communities in Schools ISS model</p>
<p>Goal: All students will attend school daily fully ready to learn in a safe and supportive environment that promotes pathways to higher education.</p>
<p>Objective: Provide academic interventions, case management, wraparound services, career services, social and emotional support, health services and grade level strategies to improve academic performance and youth development (including Academic Advising, Tutoring, Dual Enrollment, ACT/SAT Test Prep, Mentoring, Social and Emotional Supports, Leadership Development, Service Learning, Community Service, and Enrichment Trips).</p>
<p>U-ACSN SF Aligned Partners: The Education Effect, Communities in Schools of Miami, Educate Tomorrow, Affirming Youth Foundation, Miami-Dade Family Learning Partnership, and Platinum Medical Centers.</p>
<p>Pipeline Services Provided: High-quality school and out-of-school-time programs and strategies; support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce and including any comprehensive readiness assessment determined necessary; Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling; Community-based support for students who have attended the schools in the area served by the</p>

pipeline, or students who are members of the community, facilitating their continued connection; social, health, nutrition, and mental health services and supports; and Juvenile crime prevention and rehabilitation programs.

<i>Program Services</i>	<i>Number of Participants</i>		
Elementary Success - Junior Scholars	Liberty City	Frederick Douglass	Jesse J. McCrary, Jr.
Mentoring, College and Career Exposure, Academic Intervention/Classroom Support, After School and Summer Programs, Social and Emotional Support Programs, Tutoring, Health/Wellness/Nutrition, and Academic Enrichment Trips	300	240	500
Middle School Success - Jumpstart	Brownsville	Jose De Diego	Horace Mann
College and Career Experience, Service Learning/Community Service, Leadership Development, After School and Summer Programs, Social and Emotional Support Programs, Health/Wellness/Nutrition, and Academic Enrichment Trips	570	850	620
High School Success – College and Career Pathways	Miami Northwestern	Booker T. Washington	Miami Edison

Academic Advising, Mentoring, College and Career Exposure, Academic Intervention/Classroom Support, After School and Summer Programs, Health/Wellness/Nutrition, Social and Emotional Support Programs, Tutoring, Career Counseling, Internships, College Success Coaching, ACT/SAT Prep, and Dual Enrollment	1480	960	740
Total			6,260

Service Pillar 2: Expanded Learning Time Through Educational Opportunities.

Expanded learning time through educational opportunities increases time and support for academic enrichment with evening, after-school, teacher in-service, weekends, and summer programs. This strategy provides additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem solving. The U-ACSN SF’s comprehensive network provides an opportunity to enhance the learning experience for students through student-centric engagement, elevated expectations, small groups, resources and meaningful experiences. While a great deal of learning takes place in schools and in centers that support expanded student-centric learning, it is important to empower families and other community members to support youth development and community engagement. The intentional link to improve family involvement is essential for empowerment and advocacy for community redevelopment. Expanded learning will be provided

by The Education Effect, FIU After-School All-Stars, Affirming Youth Foundation, Educate Tomorrow, Communities in School of Miami, and Miami Dade Family Learning Partnership, as a coordinated extension of the in-school component of U-ACSN SF.

Service Pillar 2: Expanded Learning Time Through Educational Opportunities
Goal: All students will have the opportunity to participate in programs to improve academic, social and emotional development, and health and wellness.
Objective: Coordinated Support programs to address in school and out of school learning barriers for students and families (including Community Reads Project, Afterschool and Summer Programs, Academic Advising, Tutoring, Dual Enrollment, ACT/SAT Test Prep, Mentoring, Social and Emotional Supports, Leadership Development, Service Learning, Community Service, and Enrichment Trips).
U-ACSN SF Aligned Partners: The Education Effect, FIU After-School All-Stars, Affirming Youth Foundation, Educate Tomorrow, Communities in School of Miami, and Miami Dade Family Learning Partnership.
Pipeline Services Provided: High-quality early childhood education programs; high-quality school and out-of-school-time programs and strategies; support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce and including any comprehensive readiness assessment determined necessary; Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce; social, health,

nutrition, and mental health services and supports; and juvenile crime prevention and rehabilitation programs.			
<i>Service Program</i>	<i>Project Number of Participants</i>		
Elementary Success - Junior Scholars	Liberty City	Frederick Douglass	Jesse J. McCrary, Jr.
Evening Programs, After School, Teacher Work Day and Summer Programs, Tutoring, Mentoring, Homework Assistance, Academic Enrichment, Sociocultural Visits and Exposure, Health/Wellness/Nutrition, and Social and Emotional Support	400	200	350
Middle School Success - Jumpstart	Brownsville	Jose De Diego	Horace Mann
After School, Teacher Work Day and Summer Programs, Tutoring, Mentoring, Homework Assistance, Academic Enrichment, Socio-cultural Visits and Exposure, Health/Wellness/Nutrition, and Social and Emotional Support	200	150	150
High School Success – College and Career Pathways	Miami Northwestern	Booker T. Washington	Miami Edison
Evening Workshops, Career Pathways Program, College and Career Counseling,	300	300	300

Mentoring, ACT/SAT Prep, Junior Jumpstart, Summer Dual Enrollment, Leadership Development, Health/Wellness/Nutrition, and Social and Emotional Support			
Total			2,350

Service Pillar 3: Family Involvement and Community Engagement through Coordinated Services.

Service Pillar 3 brings parents, families, and community members into the school as partners with shared decision-making power in children’s education. This type of engagement makes the school a neighborhood hub, providing adults with the educational opportunities they want, such as ESOL classes, social support services, health/wellness/nutrition, skill development and more. The U-ACSN SF’s extensive relationship with FIU, social services, and public works creates an opportunity to empower people to thrive. The Education Effect and CIS of Miami through the Golden Panther Academy and Health Effect will take the lead by operating the integrated referral process for collaboration with Miami Dade Family Learning Partnership, FIU After-School All-Stars, Affirming Youth Foundation, and Platinum Medical Center.

Service Pillar 3: Family Involvement and Community Engagement through Coordinated Services
Goal: Families will be actively involved in bettering their own lives and helping their children to do the same by creating an environment conducive for student success.

Objective: Promote positive social interactions through programs and activities to strengthen families (Including academic, social, economic, health and wellness services that encourage family involvement in the decisions about their child’s future).

U-ACSN SF Aligned Partners: FIU-The Education Effect, CIS of Miami, FIU After-School All-Stars, Miami Dade Family Learning Program, Affirming Youth Foundation, and Platinum Health Centers.

Pipeline Services Provided: Family and community engagement and supports, which may include engaging or supporting families at school or at home; and Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.

<i>Services Provided</i>	<i>Project Number of Participants</i>		
Family Success	Liberty City	Overtown	Little Haiti
Golden Panther Academy, The Health Effect, Family Resources, and Family Strengthening Services: Social and Emotional Supports, Community Reads, Health/Wellness/Nutrition, Career Counseling, Family Academic Supports, Immigration/Legal Support Services, Social Service Referrals, Financial Literacy & Sociocultural Exposure Trips.	400	200	400
Total			1,000

Service Pillar 4: Collaborative Leadership to Support Academic Practice. Service Pillar 4 builds a culture of professional learning, collective trust, and shared responsibility using such strategies as site-based leadership/governance teams, teacher learning communities, and a community-school coordinator who manages the complex joint work of multiple school and community organizations. U-ASCN SF is focused on school improvement and community support by strengthening local assets through coalition building and personal responsibility for growth (Maier, Daniel, and Oakes 2017). Lastly, and equally important for student success, is creating a coalition of community members focused on student achievement. By encouraging collaborative leadership and support, U-ACS N SF hopes to facilitate opportunities for inclusivity, personal and professional development, and active participation in positive youth development. The Education Effect will work in collaboration with FIU, M-DCPS, and community members to create relevant learning experiences to improve outcomes.

Service Pillar 4: Collaborative Leadership to Support Academic Practice
Goal: Students, families, teachers, and administrators will be provided opportunities to improve practice, professional development, and leadership.
Objective: Provide professional development, learning communities, and educational opportunities to facilitate collaborative leadership and practice to build a culture of lifelong learning, collective trust, and shared responsibility.
U-ACS N SF Aligned Partners: FIU-The Education Effect, Communities in Schools of Miami, Educate Tomorrow, and Affirming Youth Foundation.
Pipeline Services Provided: Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school

into and through postsecondary education and into the workforce and including any comprehensive readiness assessment determined necessary.

<i>Services Provided</i>	<i>Number of Participants</i>		
Elementary Professional Learning Communities	Liberty City	Frederick Douglass	Jesse J. McCrary, Jr.
Professional Development and Support focused on Key Academic Content, Social and Emotional Learning, Counseling, Community Engagement, Family Involvement, Culturally Relevant Instruction, and Innovative Strategies to Improve Academic Performance	20	15	20
Middle School Professional Learning Communities	Brownsville	Jose De Diego	Horace Mann
Professional Development and Support focused on Key Academic Content, Social and Emotional Learning, Counseling, Community Engagement, Family Involvement, Culturally Relevant Instruction, and Innovative Strategies to Improve Academic Performance	20	20	20
High School Professional Learning Communities	Miami Northwestern	Booker T. Washington	Miami Edison

Professional Development and Support focused on Key Academic Content, Social and Emotional Learning, Counseling, Community Engagement, Family Involvement, Culturally Relevant Instruction, and Innovative Strategies to Improve Academic Performance	25	25	25
Total			220

Section IV: Adequacy of Resources

For the past eight years, FIU and M-DCPS have engaged in and embraced a strategic vision to positively impact schools in the communities of Liberty City, Overtown, and Little Haiti. M-DCPS has provided in kind facilities usage at all nine target schools. Most of the services will be provided at school sites, with an option of additional services provided at U-ACSN SF partner community-based sites. The after-school and family involvement programs will have access to the cafeteria, auditoriums, multipurpose rooms, computer rooms, classrooms, and playgrounds. Each school will have site-based U-ACSN SF staff with office space and space for storing program supplies and equipment. U-ACSN SF staff will have access to school equipment (copiers, laminators, etc.) and will share materials. U-ACSN SF will ensure that all project partners receive training in key areas, primarily training to ensure fidelity to the CIS model of Integrated Student Supports, following Communities In Schools Total Quality Standards for the CIS ISS model; school and student needs assessments, care coordination within the network, project service delivery plans, full-service community schools requirements, effective collaboration, positive youth development, family outreach and involvement, and diversity and multicultural understanding. These trainings will also be offered to school staff as appropriate.

The U-ACSN SF has ample support for sustainable success. Each partner has a close relationship with Miami-Dade County Public Schools and FIU and has demonstrated success in school transformation based on school performance and student outcomes. U-ACSN SF partners are adequately funded to participate in the collaboration and are enthusiastic for the collaboration, as well as students and families in the schools. The following is a list of specific service contributions by U-ACSN SF partners:

U-ACSN SF Service Provided by Partner Organization	
Partners	List of Services
Miami-Dade County Public Schools (Local Education Agency)	In-kind facilities, space, computers, access to students, staff, administrative supports, shared data
FIU – The Education Effect (Lead Agency).	School success initiatives; Junior Scholars (Elementary), Jumpstart (Middle School), College and Career Pathways (High School); mentoring; college and career exposure, dual enrollment; ACT/SAT Prep; internships; academic advising; service learning/community service; leadership development; parent/family programs; The Health Effect (FIU Stempel School of Public Health and Social Work and Herbert Wertheim College of Medicine); Golden Panther Academy (Family Success Program with FIU Center for Children and Families), professional development to improve teaching and learning based on key academic areas as assessed by Florida Standard Assessment.
Communities in Schools of Miami (Lead Partner)	Extensive training and guidance on implementing the CIS ISS Model of Tiered Supports and TQS fidelity to the model to include fidelity checklists; Site Coordination and case management training, wraparound supports training; home visits,

	<p>AmeriCorps Miami Reads school-day intensive reading tutoring for elementary students; literacy-focused Afterschool Programs, including arts enrichment, physical fitness, health and nutrition, social-emotional skills, life skills, parental engagement, community service, Report Card Conferences, and Financial Literacy workshops.</p> <p>Conducts Miami Reads, an intensive reading tutoring program for elementary students using AmeriCorps members.</p>
<p>Educate Tomorrow</p>	<p>Individualized coaching focused on improving academics, economic stability, access to stable and affordable housing, and physical/emotional well-being. College success coaching and support, college and career readiness, scholarship and financial support, internships, social services, economic development, permanent and supportive community resources, tutoring, advocacy, and family services.</p>
<p>FIU After-School All-Stars (FIU-ASAS)</p>	<p>Daily homework assistance, school aligned academic support tutorial programs, inclusive fitness programs, healthy cooking/eating class, service-learning program, parent workshops aligned to community</p>

	needs, high school transition class, career exploration, life skills, and summer programs.
Affirming Youth Foundation	Youth group meetings centered on social and emotional skills curriculum, one-on-one individual meetings between SEEDS staff and youth, and trips and retreats; family engagement through parent workshops, phone calls and meetings, parent newsletter, and parent contracts.
Miami Dade Family Learning Partnership	The work focuses on family and adult literacy, family support, child welfare, literacy training and research. The Partnership serves as the literacy coalition for Miami-Dade County.
Platinum Medical Centers, Inc. and Total Medical Management, LLC.	Medical services to people in the community who are eligible for Medicare, Medicaid, and Affordable Healthcare.

The partners are committed to implementing U-ACSN SF in the nine target schools. Experience demonstrates that a successful project involves a variety of entry points for supporting the target campuses. Partner MOUs are provided in the Appendix.

Leadership partners for the project include FIU, M-DCPS (Local Education Agency), FIU-The Education Effect (Lead Agency), Communities in Schools of Miami (Lead Partner), Educate Tomorrow, FIU After-School All-Stars (FIU-ASAS), Affirming Youth, Miami Dade Family Learning Partnership, Inc, and Platinum Medical Centers, Inc. Other community partners

to be identified based on children, family, school, and community need to ensure there is no duplication of services.

The strength of U-ACSN SF to implement the Full-Service Community School Program is its efficient use of resources through leveraging existing ones and improving coordination of efforts to more effectively serve target populations. The plan presented in this proposal combines a strategic use of additional resources aimed at building service capacity in Liberty City, Overtown, and Little Haiti with improved coordination for community transformation in public education for students, families, and schools. The proposed budget represents a total five-year cost of federal funding at \$500,000 and non-federal funding of \$1,001,166.30 to equal \$1,501,166.30. This calculates to a reasonable cost of \$240 per student (6,260 students) for each program year. This cost is very reasonable considering the high quality of the services provided by the U-ACSN SF, the number of wraparound services that will be offered, and the accessibility of these services being available at the proposed Full-Service Community School target sites.

It is also worth noting that Communities in Schools (CIS) conducted a Return on Investment cost benefit analysis of its Integrated Student Support model. In 2012, CIS contracted with Economic Modeling Specialists, Inc. (EMSI) to specify its economic and social returns to society through a rigorous third-party investment analysis. The purpose of this study was to quantify the return on investment of Communities In Schools' 113 high school-serving nationwide affiliates to taxpayers, businesses, and students. The analysis also showed the economic benefits when local affiliates go from implementing parts of the CIS model in some of their high schools to full implementation in all their high schools. EMSI's benefit-cost framework complies with standards set by the Office of Management and Budget (OMB) and

EMSI estimated that every dollar invested in a CIS program will create a future return of \$11.60 in economic benefits.

Section V: Quality of Management Plan

Comprehensive Planning and Coordination. While planning and writing this funding application for the USDOE Full-Service Community Schools, U-ACSN SF partner organizations have been involved in deciding goals, eligible services, performance measures, community-level outcome priorities, and methods of service and referral coordination. Although the broad-based proposed formalized consortium is new and based on the FY 2019 FSCS proposal, each partner has a successful history of serving the targeted students, families, schools and communities, and collaborating with other partners within the proposed U-ACSN SF and other community-based service providers. Based on the achievement-driven, multi-agency, and community-based work of FIU and M-DCPS, partners have been engaged in challenging discussions to form the proposed coalition to serve the schools and communities of Liberty City, Overtown, and Little Haiti and agree that robust coordination and integration is critical to the success of the U-ACSN SF and Full-Service Community Schools in the three feeder patterns, as well as maintaining positive relationships and communication that results in effective and efficient delivery of integrated support services.

This collaboration will provide system-level, school-based, and community-organized integration of services and practice, while maintaining accountability to students, families, the US Department of Education, and other stakeholders. Currently, the director of FIU-The Education Effect (the lead agency) participates in regular M-DCPS superintendent cabinet-level meetings regarding **Achieving Community Collaboration in Education and Student Success (ACCESS)**. **ACCESS** is focused on improving student learning by aligning FIU's instructional, research, and creative talents to improve academic success, increase high school graduation rates, and promote students' transition into higher education. As a critical component of

ACCESS, FIU-The Education Effect was created to serve schools in Liberty City, Overtown, and Little Haiti to ensure that all students have access to high quality equitable public education and resources needed to enroll and succeed in higher education. **Together for Children (TFC)**, formed in 2016, is an innovative collaboration between government, education, business, law enforcement, and justice entities, along with community-based organizations, faith-based institutions, individual community members and investment partners and includes anchor institutions such as M-DCPS, Miami-Dade County, The Children’s Trust, the State Attorney’s Office, and the United States Attorney’s Office. The mission of TFC is to leverage resources, experience and ideas to create data-driven, neighborhood action plans that are intended to prevent youth violence. The areas of Little Haiti are included in catchment area for TFC. The goal is to integrate the U-ACSN SF as a system-level component by supporting current community initiatives and transforming equitable education through collaboration, like ACCESS and TFC. U-ACSN SF partner representatives, students, families, and targeted school-based leadership will meet monthly for input and updates, in addition to discussing the management of workflow, operational efficiency, and dissemination of service information to maintain a community-level outcome through accountability.

U-ACSN SF will implement the Communities In Schools model of Integrated Student Supports (the CIS model of ISS), a research- and school-based approach used by Communities In School of Miami (Lead Partner). Integrated Student Supports (ISS) is a school-based approach to promoting students’ academic success by developing, securing and coordinating supports that target academic and non-academic barriers to achievement. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education,

family counseling, food banks, or employment assistance. While ISS programs take many forms, integration is key to the model—both integration of supports to meet individual students’ needs and integration of the ISS program into the life of a school. The model will provide a consistent format for service provision for student, family, school, and community success through a process that includes:

- Conducting a needs assessment, developing or locating needed supports in the community, and work with providers to coordinate those supports so that students receive a set of mutually reinforcing supports tailored to their individual needs.
- Supports that address both academic and non-academic barriers to student success; these can include supports to a student’s family.
- Programing that provides close partnerships with school leadership and staff to enhance project effectiveness; and
- Data-driven and track approach focused on student needs and outcomes over time for the students and families served.

CIS of Miami will lead in the training of the CIS ISS model using Total Quality Standards, an accountability system that was developed by CIS to ensure fidelity to the model that consist of Standards and Indicators for Student Supports and five (5) Comprehensive School Standards: Site Coordination Standards, Case Management Standards, Tiered Support Standards, Reporting Standards, and General Youth Services Standards. These rigorous standards are tied into a comprehensive 13-part School Support Agreement/ Plan and an 11-part Student Needs Assessment and Support Plan that apply standard CIS metrics - Attendance, Behavior, Course (grades) – and their corresponding indicators that establish strategies to impact whole school and individual student outcomes. The CIS ISS model places a certified Site Coordinator (certification

from CIS National Learning Pathway Site Coordination course) in each school to provide close monitoring of student ABCs and provide targeted student interventions in partnership with school personnel, other service providers, and volunteers.

Description of Key Personnel

U-ACSN SF Project Director - Full Time (Lead Agency). *Donnie Ray Hale, Jr. Ed. D.*, is the Director of The Education Effect (Florida International University), which will serve as the lead agency on the project. He will supervise: 1 - Family Involvement and Community Engagement Manager, 3 - Program Managers (Site Based Directors), and 1 - Partnership Manager (a new role that will support U-ACSN accountability to US DOE and stakeholders). Dr. Hale is a higher education professional, with a research agenda focused on race, equity, and educational opportunity. He has over 20 years of experience in teaching, 10 years of managing university and community initiatives on educational transformation, such as federally funded TRiO programs, Pre-college, and Outreach programs for first-generation and limited income students and families and has presented at national conferences on university-assisted community school partnerships. He will be responsible for ensuring the appropriate use of all grant funds and that the partnership follows federal requirements and budget guidelines. He will provide ongoing leadership, supervision, and training to project staff and serve as the project liaison with the school district and U-ACSN SF partners. He will attend yearly Project Director meetings and will be responsible for working with Florida International University Foundation and Advancement, along with U-ACSN SF partners on ensuring sustainability by identifying and obtaining additional funds to support the project. Dr. Hale will dedicate 100% of his time to the project. His resume is in Appendix A.

U-ACSN SF Project Co-Director - Full Time (Lead Partner). Jeanne Tamargo, M.S., is the President and Chief Executive Officer of Communities In School of Miami (CIS - Miami). CIS of Miami will serve as the Lead Partner on the project. She will provide training, support and strategy for U-ACSN SF partners and assist with metrics for accountability to USDOE and stakeholders. Ms. Tamargo is a seasoned veteran in nonprofit management, student support services, community-based leadership, and student support services. She holds a master's degree in Health Services Administration at Barry University and a bachelor's degree in Community Psychology from Nova Southeastern University. She will attend yearly Project Director meetings and collaborate with Dr. Hale on ensuring sustainability by identifying and obtaining additional funds to support the project. Her resume is in Appendix A.

Family Involvement and Community Engagement Manager. *Margarette Mahotiere, Ph. D.*, is responsible for this role. She has over 15 years' experience as an educator, a community-based researcher, and a practitioner in culturally relevant family and community engagement. She is currently responsible for the Golden Panther Academy (family-academic success program with FIU Center for Children and Families), family advocacy, and community engagement for all three communities. As a component of U-ACSN SF, she will implement The Health Effect, which is a multidisciplinary collaboration with FIU Robert Stempel College of Public Health and Social Work and Herbert Wertheim College of Medicine, to connect health, wellness, social emotional support, mental health, and family strengthening services in target schools and communities. Her resume is in Appendix A.

Program Managers (High School Site-based Directors)-Full Time. They are responsible for leadership, relationship management, community support and development, operations, and execution of university-assisted community school service delivery plan for

individual communities. They supervise the College Success Coach (the Middle School Site-Based Coordinators) and collaborate with the Family Involvement and Community Engagement Manager and the Partnership Manager to coordinate Integrated Student Support Services, wraparound services and resources for the target high schools and communities and will supervise the Elementary School Success Coordinators (Elementary School Site-based Coordinators) based on FSCS funding. Resumes are in Appendix A.

- *Shyla Boyd, M.A.Ed./Ph.D. candidate* has two years' experience as a Program Manager with FIU-The Education Effect in Liberty City and over ten years as a teacher and administrator in urban education. She will be responsible for Miami Northwestern Senior High School, Brownsville Middle School, and Liberty City Elementary School.
- *Chanika Young, BS, Psychology* has four years' experience as a Program Manager with FIU-The Education Effect in Overtown and over seven years' experience as a community-based social worker, high school coordinator for student success, and case manager in mental health. She will be responsible for Booker T. Washington Senior High School, Jose De Diego Middle School, and Frederick Douglass Elementary School.
- *Lovely Noel, M.P.A.* has over two years' experience as a Program Manager with FIU-The Education Effect and over seven years' experience as the director of pre-college programs in urban communities, such as federally funded TRiO and Upward Bound Programs that serve low-income and first-generation students. She will be responsible for Miami Edison Senior High School, Horace Mann Middle School, and Jesse J. McCrary, Jr. Elementary School.

College Success Coaches (Middle School Site-Based Coordinators)-Full Time are Site Coordinators responsible for facilitating college success initiatives and coordinating Integrated Student Support wraparound services that include: academic advising, tutoring, dual

enrollment, Test Prep, mentoring, social and emotional supports, career service, college and career readiness, leadership development, service learning, community service, enrichment trips, care coordination, and student and family referrals for U-ACSN SF service providers in health/wellness/nutrition/mental health. College Success Coaches are funded through a collaboration with Educate Tomorrow also known as Unite Miami, which focuses on foster, homeless, and at-risk youth and partners to support youth development and self-sufficiency. College Success Coaches are integral to the student services within schools, serving as additional counselors, student support staff, academic advisors, and integrated student service coordinators that support student transition from middle school to postsecondary transition. College Success Coaches provide program coordination and pipeline service that align with the four pillars of U-ACSN SF service delivery plans.

- *Alonso Wilson, BS. Communication, (Liberty City: Brownsville Middle School).*
- *Richard Qualis, BS Criminal Justice (Overtown: Jose De Diego Middle School)*
- *Leif Amrhein, BS Psychology (Little Haiti: Horace Mann Middle School)*

Resumes attached to Appendix A.

Partnership Manager-Full Time. Proposed position contingent on FSCS funding to provide U-ACSN SF accountability and compliance to US DOE and stakeholders. This position will support the director and guide the facilitation of U-ACSN SF partnership development, coalition building, mission, goals, objectives, and assessment (formal and summative). The position will have an emphasis on project development, management, evaluation, continuous improvement, and oversight. Job Description attached in Appendix A.

Elementary School Success Coordinators (Elementary School Site-Based Coordinators) -Full Time. Proposed new positions that provide the CIS Integrated Student

Supports model and wraparound services at the elementary school level. The position will provide an elementary success coordinator that will work with U-ACSN partners to facilitate service delivery plan, coordinate services, and support pipeline services for transition from elementary school to middle school to high school to higher education. The three Elementary School Success Site Coordinators will be positioned at Liberty City Elementary (Liberty City), Frederick Douglass Elementary (Overtown), and Jesse J. McCrary Jr. Elementary (Little Haiti). The positions will be supervised by Program Managers and work with the Family Involvement and Community Engagement Manager to implement Golden Panther Academy, The Health Effect, and coordinate services of U-ACSN SF partners in target schools and communities. Job Description attached in Appendix A.

The Health Effect Fellows and Public Health Practicum. Three graduate students from FIU Robert Stempel College of Public Health and Social Work will be hired to operate The Health Effect in Liberty City, Overtown, and Little Haiti with support from the Herbert Wertheim College of Medicine. Students from the School of Public Health will provide the following services:

- Develop an integrated system for educational and health services through a cross-sector collaboration with U-ACSN SF and federally qualified health care systems.
- Develop a continuum of education and health promotion using a community school model to inform students, parents, teachers, schools, and communities about social determinants of health in the form of classroom presentations, parent workshops, and community forums.
- Develop a team-based collaborative practice that provides educational stakeholders with strategies to collaboratively problem-solve pressing educational issues with healthcare providers.

- Conduct outreach to increase information, promote health and well-being, and access targeted schools and communities to improve academic performance, chronic absenteeism, and acute and chronic illnesses that impact schools and communities.
- Increase access to culturally-competent strategies for prevention and interventions that focus on environmental issues that affect the health of students and families in the Liberty City, Overtown, and Little Haiti area.

Graduate students will report to Family Involvement and Community Engagement Manager.

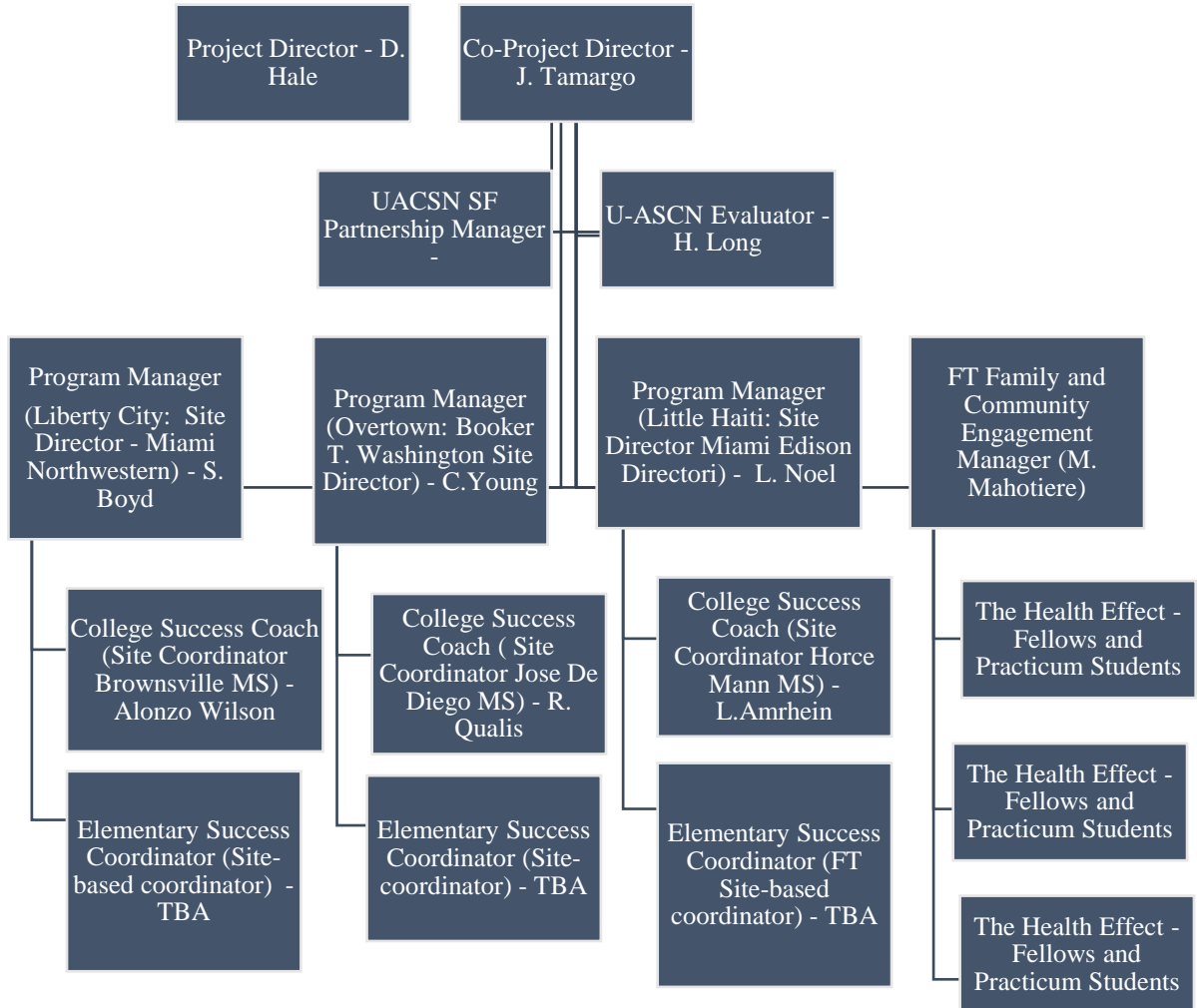
U-ACSN SF Project Evaluator (University Faculty). Haiying Long, Ph. D., Associate Professor, Educational Research and Evaluation, School of Education and Human Development, Florida International University, will complete the project evaluation and provide ongoing consultation to ensure that evidence-based strategies are incorporated into all aspects of the University-Assisted Community School Network of South Florida. U-ACSN SF partners will attend monthly leadership meetings to share information on evaluation results and provide input on problem-solving. Training will also be provided as needed. A representative from U-ACSN SF partner organizations will meet monthly with the U-ACSN SF Partnership Manager to increase service coordination and efficiency. Dr. Long's resume is in Appendix A.

U-ACSN SF Entities. U-ACSN SF will establish a leadership team to support program planning and coordination in the nine Full-Service Community Schools. Members of the team will consist of a student (middle school and high school student), representatives from school administration, instructional staff, student services, parent, U-ACSN SF organization representatives, and U-ACSN SF project staff. The team will meet monthly during the first year and quarterly thereafter. The team will always have the option to hold a meeting more often if needed. Elementary students will be invited to special meetings run by the Elementary Success

Coordinator to receive input on services and events as well as seek feedback on their needs and develop solutions. This committee will be responsible for the continued responsiveness of U-ACSN SF partnership to the needs of the school/community, the support of the annual program planning process, the identification of resources for sustainability, and the evaluation of project success.

University-Assisted Community School Network of South Florida

Project Staff - Organization Chart



Management of the Implementation of U-ACSN SF

The following section is a timeline of coordinated activities and events for the project:

- During the first five months of the FSCS Program Award, new U-ACSN SF staff will be hired and trained. Staff will be on-boarded with students, families, schools, community stakeholders, and FIU.
- U-ACSN SF partners will enter into contractual agreements with Florida International University. Documents will be submitted to FIU Office of Research and Development, Institutional Review Board for research, and a strategy will be created for the dissemination of information with a research agenda.
- U-ACSN SF partners will begin a five-month coalition and capacity building program to develop habits of collaboration, community building, communication and problem solving, in addition to creating a comprehensive plan for recruitment, intake, assessment, data sharing, and referrals.
- U-ACSN SF will create a monthly calendar and shared timeline for program management, program events, and community listening campaigns.
- Once awarded Full-Service Community Schools funding, U-ACSN SF will announce and promote the Project at community events, back-to-school celebrations in the target schools and communities, and teacher opening of schools to the cross-sector collaborations. The official launch will be in January 2020.
- After an extensive five-month planning period, U-ACSN SF's program and services will officially start in January 2020 with all proposed project staff joining the target community and school sites.

- U-ACSN SF site-based teams will participate in all school meetings, including faculty meetings and back-to-school gatherings. These opportunities will allow U-ACSN SF staff and partners to develop positive relationships in Liberty City, Overtown, and Little Haiti.
- Site-Based Teams and Site Coordinators will participate in school leadership meetings to discuss strategies, create mutual buy-in and develop shared accountability to address any needs/or concerns that arise during service delivery. They will also participate in community town hall meetings to build healthy relationship in the community with local stakeholders.

Timeline

Task	Deliverable	Time
<p>U-ACSN SF Coalition Planning and Building Activities:</p> <ul style="list-style-type: none"> • Finalize U-ACSN SF Agreements and MOUs; improve existing and build new cross-collaborations; Establish coalition expectations, communications, shared protocols, decision-making and shared governance, data sharing guidelines, create a capacity building plan, discuss training needs, create a U-ACSN SF Master Project and Meeting Calendar; Hire Partner Manager, CIS of Miami 	<p>Deliverables:</p> <ul style="list-style-type: none"> • School Support Agreements and MOUs, Coalition Building, U-ACSN SF, Cultural Competence Trainings 	<ul style="list-style-type: none"> • August 2019 - January 2020

<p>Elementary Success Site</p> <p>Coordinators, Graduate Assistants, Provide Site-Based Team Building for each community team.</p> <ul style="list-style-type: none"> ● Adapt and incorporate the five Coalition-Building Fact Sheets from the <i>Coalitions Work</i> website to serve as coalition-building guide; Begin team-building training and activities; ● Begin Site Coordinators training on TQS and the CIS Integrated Student Support model; and trainings on inclusion, diversity, special populations and specific Intervention topics (quarterly) – <i>Project Director</i>. 		
<p>U-ACSN SF Coalition Referral System Activities:</p> <ul style="list-style-type: none"> ● Establish referral system and shared intake, assessment and referral procedures for addressing needs of students and families. 	<p>Deliverables:</p> <ul style="list-style-type: none"> ● Common Assessment and Intake Form; Referral Form; and Trainings. 	<ul style="list-style-type: none"> ● August 2019 - January 2020

<p>Title: Build Tier 2 and Tier 3 Integrated Student Supports</p> <p>Delivery Caseload Activities:</p> <ul style="list-style-type: none"> ● Promote and market the U-ACSN SF in schools and communities – <i>Project Director, College Success Coaches (HS/MS Site Coordinators), Elementary Success Coordinators, and U-ACSN SF partners.</i> ● Begin identifying students and families through school referrals, school data, self-referrals, coalition and word-of-mouth referrals. ● Initiate parent contact, obtain parent/guardian consent and information forms, identify inclusion strategies and administration of all pre-assessments. – <i>Site Coordinators.</i> ● Begin intake and enrollment of student referrals, begin individual student assessments, develop 	<p>Deliverables:</p> <ul style="list-style-type: none"> ● Parent/Guardian consent and information forms, Intake/Assessment and Referral Forms, Student Support Plans, and Coordinating/Delivering of Tier 2 and 3 Supports. Data Entry of Intake and Enrollment and identified Tier 2 and 3 Supports provided. 	<ul style="list-style-type: none"> ● August 2019 - September 2024 and ongoing through duration of academic school year and Program Year.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Individual Student Support Plans and determination of the ISS Tier level of support and care coordination needed, determine service partner referrals.</p>		
<p>Title: Delivery of Tier 1 Supports</p> <ul style="list-style-type: none"> ● Activities: Conduct School and Community Needs Assessment to identify and deliver school-wide and Community supports. – <i>Site Coordinators and U-ACSN SF partners</i> ● Annual School Needs Assessment completed and school-wide risk factors identified. ● Annual School Support Plans completed, identification, recruitment and coordination/delivery of at least four Tier 1 Supports to impact attendance, behavior or course performance and/or school climate as determined by the Annual School 	<p>Deliverables:</p> <ul style="list-style-type: none"> ● Annual School Needs Assessment Forms, Annual School Support Plans, Data Entry of Tier 1 supports and aggregate attendance/participation. 	<ul style="list-style-type: none"> ● August 2019 - September 2024 and ongoing through duration of academic school year and Program Year.

<p>Needs Assessment and School Support Plan. – <i>Site Coordinators.</i></p> <ul style="list-style-type: none"> ● Recruit volunteers, engage students, parents/guardians/caregivers and communities in activities – <i>Site Coordinators and U-ACSN SF partners.</i> 		
<p>Title: Delivery of Tier 2 Supports</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Review Student Support Plans and identify needs for group interventions: tutoring, group mentoring, group counseling, life skills (financial literacy, employability skills, etc.), youth leadership skills, and build socio-emotional skills of students. ● Monitoring of Tier 2 participation and student attendance, behavior, and course performance goals. – <i>Site Coordinators to coordinate all Tier 2 Supports.</i> 	<p>Deliverables:</p> <ul style="list-style-type: none"> ● Attendance sheets, consent forms, training logs, schedule of events, data entry of Tier 2 Supports participation. 	<ul style="list-style-type: none"> ● August 2019 - September 2024 and ongoing through duration of academic school year. Services and interventions may be weekly or monthly.

<p>Title: Delivery of Tier 3 Supports</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Case management, school-based care coordination of direct services, to engage students and families in services, tutoring, mentoring, attendance monitoring using school data, home visits, family therapy, counseling, family interventions, school team meetings, family team conferences, family care coordination, brokering/referrals of needed services and interventions within the U-ACSN SF partners, and other community-based providers. – <i>Site Coordinators and Family Health.</i> 	<p>Deliverables:</p> <ul style="list-style-type: none"> ● Common/shared referral forms, attendance logs, and data entry of Tier 3 Supports. 	<ul style="list-style-type: none"> ● August 2019 - September 2024 and ongoing through duration of academic school year. Services and interventions may be weekly or monthly.
<p>U-ACSN SF Program Performance</p> <p>Evaluation Activities:</p> <ul style="list-style-type: none"> ● Monthly coalition partner meetings to review program data to monitor and improve U-ACSN SF partnership as determined. Engage 	<p>Deliverables:</p> <ul style="list-style-type: none"> ● Program data, Coalition Meeting Minutes, EBP Fidelity Checklists, monitoring reports. 	<ul style="list-style-type: none"> ● Monthly Evaluation Activities, Final Year End Summative Annual

<p>new partners to fill new identified needs/gaps in service that may arise. Continue to research and implement evidence-based programs (EBP) that may enhance services and benefit students and families. Conduct fidelity checks once a year on evidence-based programs. –<i>Project Director.</i></p> <ul style="list-style-type: none"> ● Support Yearlong Evaluation the Process of Project Evaluator; Assist Administer mid-; post-assessments/tests/surveys/etc. and adjust service coordination plans and other activities as determined. ● Rotate partner caseloads between Tiered supports as needed. – <i>Site Coordinators.</i> ● Collect performance data for evaluation and reports, and analysis of meeting all proposed participant outcome measures. 		<p>Evaluation disseminated reviewed and published and announced and provided to public.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------

Quality of Project Evaluation

The implementation of U-ACSN SF and its results will be evaluated through a comprehensive and rigorous process, as detailed in subsequent pages. The evaluation will be conducted by Haiying Long, Ph. D., Associate Professor, Educational Research, School of Education and Human Development, Florida International University. The evaluation will assess compliance with grant terms and conditions, process and progress toward the project goals and objectives, and whether the project is having the expected effects and impacts. The partnership manager will be responsible for monthly data collection from U-ACSN SF partners and schools. The partnership manager will work closely with Dr. Long providing monthly formative reports and host monthly “U-ACSN SF Collective Meetings” to review partnership service and participant impact.

Evaluation activities will be conducted, aggregated, and reported in a manner and at a frequency sufficient to ensure continuous quality improvement of funded activities throughout the course of the project, and to facilitate and inform project replication across multiple settings. The U-ACSN SF will make the results of the annual evaluation available to the public and will also provide public notice of the availability of the results.

Overview

The Evaluator will conduct ongoing evaluations of all the aspects of the U-ACSN SF program during the project funding cycle. The evaluation is aligned with the performance measures and composed of formative and summative assessments that track both program process and outcomes. The Evaluator will also conduct site visits on a regular interval and observe each service and its relevant activities. A variety of quantitative and qualitative methods will be used to collect data.

Methods of Evaluation

The proposed evaluation plan will be a multi-year, thorough plan which aims to generate a scientific, empirically based, replicable, and sustainable U-ACSN SF model. It will have the following four components:

1. The effectiveness and impact of all the services provided in the U-ACSN SF model on performance measures and outcomes of all the participants;
2. The impact of the U-ACSN SF model on community partnerships that provide all the services;
3. The fidelity of the U-ACSN SF model and program implementation;
4. The sustainability of the U-ACSN SF model.

The evaluation will include *summative* and *formative* evaluations. The first two components of the evaluation that address the effectiveness and impact of the services are summative, whereas the last two components of the evaluation that address the implementation and process are formative.

Summative (Impact) Evaluation:

The summative evaluation centers on one key question, “What is the overall impact of the services provided in the program on outcomes of students, teachers, administrators, families, and community partners?” It collects monthly, quarterly, and annual data specific to each service, school, and overall performance outcome. Based on monthly and quarterly data collected, students’ and other stakeholders’ outcomes and progress toward reaching established goals will be tracked and monitored continuously. The services will be adjusted according to participants’ progress to maximize the likelihood of students’ and other stakeholders’ success in achieving their goals. At the end of each year, an annual school needs assessment will be provided based

on all the data collected along with the school improvement plan, most recent data of school metrics, and the existing resources/services/partners. The school needs assessment will be summarized, analyzed, and used to identify risk factors of the schools and prioritize schools' needs for the next year. In addition, individual students' risk factors and assets will also be summarized and analyzed annually based on the periodic data collected throughout the year.

Formative Evaluation:

Formative evaluation will provide feedback regularly for the implementation of all the services provided in the project and the effectiveness and sustainability of the coalition established among all the participating partners. The evaluation of the implementation of the services centers on one key question, "How and to what extent are all the services in the program being implemented?" It includes descriptive data of both processes and products of the services. Data related to process will be collected from instructional/training materials, activities, strategies and other aspects of the implementation of the services to achieve the program goals. Data related to product will be collected from performance measures specified in each service (e.g., % of enrollment or completion) and a numerical rating of the progress made in the measures. Based on the data collected from process and product, what has been achieved in the program, how to monitor and adjust the plan to meet future goals for each school will be described monthly.

The formative evaluation of the sustainability of the coalition centers on one key question, "To what extent is the coalition/partnership effective?" It builds on the characteristics of effective coalitions identified in Feighery and Rogers (1990), including ownership and support of coalition, high level of trust and reciprocity among members, frequent and ongoing training for members, active involvement of members, implementation of a community action plan,

productive meetings and decision-making, continuous monitoring of coalition and its activities, and effective structure, guidelines and procedures. The indicators of coalition effectiveness will be employed (Zakocs & Edwards, 2006) and the data for the evaluation will be collected continuously from different aspects of the coalition, including:

- Program strategic plans, structure, guidelines, and procedures (annually);
- Coalition (“Collective”) meeting logs and minutes (ongoing);
- The records of member participation and collaboration (ongoing);
- Surveys on members’ trust, involvement, satisfaction, and empowerment (annually); and
- The analysis of potential facilitators and barriers to the implementation of the coalition (ongoing).

Performance Measures:

The four components of the evaluation will address the following research questions, respectively:

1. The effectiveness and impact of all the services provided in the U-ACSN SF model on performance measures and outcomes of all the participants;
 - To what extent do students at the target schools perform differently compared with students in other schools of similar demographic background?
 - To what extent do the services provided in the U-ACSN SF model affect quality, beliefs and perspectives of teachers and administrators at target schools?
 - To what extent do the service/programs provided in the U-ACSN SF model affect parental involvement and perspectives of parents at target schools?
 - To what extent do target schools differ from non-target schools? What mediating or moderating factors influence participant/school outcomes?

2. The impact of the U-ACSN SF model on community partnerships that provide all the services;
 - To what extent does the U-ACSN SF model improve or hinder the partnerships established among all the community organizations?
3. The fidelity of the U-ACSN SF model and program implementation;
 - To what extent are the services provided in the U-ACSN SF model consistent with the intended goals and outcomes?
 - To what extent are students, teachers, administrators, schools, parents, and community partners satisfied with the services provided and the program implementations in the U-ACSN SF model? To what extent does the level of satisfaction with the services/programs affect participant outcomes?
4. The sustainability of the U-ACSN SF model.
 - What good practices should be kept and what changes should be made in order to make the U-ACSN SF model sustainable and replicable?

Each research question mentioned above is aligned with project goals, objectives, and a set of performance measures and outcomes. Students' outcomes in the project include physical, behavioral, academic, social, and emotional outcomes. They will be measured by school records of students' attendance, conduct, course enrollment, retention rate, grade advancement, remedial education, test scores, GPA, services received, as well as surveys on students' physical activities, attitudinal outcomes (e.g., motivation, self-efficacy), engagement, career plans, and intentions to pursue post-secondary education (for high school students). Teachers' and administrators' outcomes will be measured by the number of teachers and administrators attending professional development, and surveys on teachers' and administrators' self-efficacy and perspectives on

school. Parents’ outcomes will be measured by the record of the number of parents participating in parental workshops, school events, PTSA, and surveys on parents’ parental involvement and perspectives on school. Schools’ outcomes will be measured by the record of schools’ overall grade, results of state standardized test scores, graduation rate, and college application. In addition, satisfaction surveys will be collected from all the participants. The following table lists the project goals, performance measures, and data source. The alignment between U-ACSN goals and FSCS goals is illustrated in Quality of Project Design section.

Service Pillars	U-ACSN SF Goals	Performance Measures	Data Sources
<i>Pillar 1: Integrated Student Supports</i>	All students will attend school daily fully ready to learn in a safe and supportive environment that promotes pathways to higher education.	Increase % of preschoolers entering kindergarten with school readiness.	Score record of Florida Kindergarten Readiness Screener from MDCPS
		Increase % of students that meet and exceed Florida standards in all subjects.	School-level data of FSA and EOC from MDCPS

		Increase % of students performing at grade level for ELA and math.	School-level data of student performance from MDCPS;
		Increase % of students' enrolling in and completing postsecondary education.	School-level data from MDCPS; college pathway records (e.g., college application)
<i>Pillar 2. Expanded Learning Time Through Educational Opportunities</i>	All students will have the opportunity to participate in programs to improve academic, social and emotional development, and health and wellness	Increase % of preschoolers performing at skill level for letter and number recognition.	School-level data from MDCPS
		Increase % of students participating in after-school activities about academic enrichment, extended learning opportunities.	Participation record from community partners

		Increase % of students being active for at least one hour a day.	Participation record from community partners and self-report on physical activities
<i>Pillar 3. Family Involvement and Community Engagement through Coordinated Services</i>	Families will be actively involved in bettering their own lives and helping their children to do the same	Increase # of students and families receiving social services, health, and wellness	Record of service and dosage from schools and community partners
		Increase parent participation in education opportunities	Participation record from schools and community partners

		Increase # of student making healthier food choices and adults participating in nutrition education classes and wellness screening events	participation record from schools and community partners and self-report on healthy eating
		Increase % of adults physically active at least 30 minutes per day	Self-report on physical activities
<i>Pillar 4. Collaborative Leadership to Support Academic Practice</i>	Students, families, teachers, and administrators will be provided opportunities to improve practice, professional development, and leadership	Increase % of teacher retention and teacher and administrators' participation in professional development opportunities	Participation records from schools and community partners
		Increase % of student and families participating in collaborative leadership, PTSA, and student-family academic workshops	Records from schools and community partners

Quantitative and Qualitative Data

The research questions in the proposed evaluation will be answered by collecting both quantitative and qualitative data. The use of two strands of data will provide breadth and depth of the understanding of the services, participant outcomes, and the model as a whole and allow data to cross validate and triangulate each other (Greene, 2007; Mertens, 2014).

Quantitative data

Quasi-experimental design, a research design that is often used to draw statistical inferences about the impact of the program when participants cannot be randomly assigned to different conditions (Shadish, Cook, & Campbell, 2002), will be employed in the proposed evaluation. More specifically, a pre-post matched case control quasi-experimental design following the guidelines of What Works Clearinghouse (2018) will be used to evaluate the effectiveness of the services on students' outcomes. Schools participating in the services (target schools) and those not participating in the services (non-target schools) will be matched on a few key demographic background indicators, such as the location, school socioeconomic status (e.g., the percentage of reduced/free lunch), and student ethnical/racial compositions (e.g., the percentage of Hispanic, African American). Students' performance measures in both target schools and non-target schools will be collected before and after the implementation of the project, mainly from the record in the M-DCPS and Florida Department of Education. Other aspects of student outcomes measured by surveys will only be collected from 100 students in each target and non-target schools.

Quantitative data will also be collected from other stakeholders in the project, including teachers, school administrators, school staff, parents, and community partners. The data will be mainly obtained from participation record and surveys, such as teachers' self-efficacy, parents'

parental involvement and perspectives on schools, as well as satisfaction surveys. Existent surveys that have been reported with good reliability (the minimum reliability coefficient is .80) and validity evidence will be selected. However, new surveys will be developed if the existent ones do not serve the purpose and the reliability and validity evidence of the new surveys will be provided. The selection of non-target schools and the matching process will be completed within the first year. The pilot tests of the new surveys, if needed, will also be completed within the first year.

Qualitative data

Qualitative methods, including observation, focus group and one-on-one interviews, will be used. Observations will be conducted to evaluate classroom interactions between students and teachers or among students mainly during annual site visits. In the focus group interviews, participants will be randomly selected or those who are key informants will be selected. One-on-one interviews will also be conducted with the stakeholders for an in-depth understanding of their experience of the project.

Data Analysis and Triangulation

For the data obtained from quasi-experiment, descriptive statistics will be used to describe the mean and standard deviation of each variable. Inferential statistical methods, including t-test, repeated-measures, will be used to analyze the differences between before- and after-implementation data, the differences between target and non-target schools, and the interaction between schools and time points. Correlations will be used to examine the relationships among variables and multiple regression will be used to assess the predictive power of the predictors on outcome variables. Longitudinal data analysis method will also be used to analyze data collected across the grant years. All data will be aggregated at the school level, but the analyses will also

be conducted separately for students at different grade levels and with different demographic information. Qualitative interview data will be transcribed, and main themes will be generated through the use of content analysis. Qualitative data will be validated by methods such as member check. After quantitative and qualitative data are collected, they will be triangulated or cross validated to see if there are discrepancies (Slonim-Nevo & Nevo, 2009).

The use of triangulation strategy in the analysis provides a more complete, holistic, and contextual description of the program. It can uncover the patterns and dimensions that cannot be found otherwise and enrich our understanding of the program (Denzin, 2012; Howe, 2012).

References

- Benson, L., Harkavy, I., Johaneck, M., & Puckett, J. (2009). The enduring appeal of community schools. *American Educator*, 33(2), 22-47
- Benson, L & Harkavy, I. & Puckett, J. (2011). Democratic transformation through university-assisted community schools.
- Blank, M. & Pearson, S. (2009). *Community School: Research Brief 2009*. Coalition for Community Schools.
- Children's Aid Society. (2012). www.childrensaidsociety.org/community-schools.
- Cohen, J. A., Deblinger, E., Mannarino, A. P., & Steer, R. A. (2004). A multisite, randomized controlled trial for children with sexual-related PTSD symptoms. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43(4), 393-402.
- Coalition for Community Schools. (2009). Research brief. Retrieved from [http://www.communityschools.org/assets/1/AssetManager/CCS%20Research%20Report 2009.pdf](http://www.communityschools.org/assets/1/AssetManager/CCS%20Research%20Report%202009.pdf)
- Communities in Schools. (2009). Teacher support study. Retrieved from http://www.communitiesinschools.org/media/uploads/attachments/The_Communities_In_Schools_Teacher_Support_Survey_1.pdf
- Deblinger, E., Mannarino, A. P., Cohen, J. A., Runyon, M. K., & Steer, R. A. (2011). Trauma-focused cognitive behavioral therapy for children: Impact of the trauma narrative and treatment length. *Depression and Anxiety*, 28(1), 67-75.
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, 6, 80-88. doi: 10.1177/1558689812437186

- Feighery, E. & Rogers, T. (1990). *Building and Maintaining Effective Coalitions*. Palo Alto, CA: Health Promotion Resource Center, Stanford Center for Research in Disease Prevention.
- Gillies D, Taylor F, Gray C, O'Brien L, D'Abrew N. (2013) Psychological therapies for the treatment of post-traumatic stress disorder in children and adolescents (review). *Evidence-Based Child Health*.8(3):1004–1116.
- Greene, J. C. (2007). *Mixed methods in social inquiry*. Hoboken, NJ: John Wiley & Sons.
- Harkavy, I. & Hartley, M. (2009). University-school-community partnerships for youth development and democratic renewal. *New directions for youth development*. 2009. 7-18.
- Harkavy, I., Hartley, M. & Axelroth Hodges, R. & Weeks, J. (2013). The Promise of University-Assisted Community Schools to Transform American Schooling: A Report From the Field, 1985–2012. *Peabody Journal of Education*.
- Howe, K. R. (2012). Mixed methods, triangulation, and causal explanation. *Journal of Mixed Research*, 6, 89-96.
- IFC International (2010). *Communities in schools National Evaluation: Five Year Study*. Retrieved from <http://www.communitiesinschools.org/about/publications/publication/five-year-national-evaluation-summary-report>
- Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Thousands Oak, CA: SAGE Publications.
- National Center for Community Schools (no date). FAQs on Community Schools. Retrieved from <http://nationalcenterforcommunityschools.childrensaidsociety.org/faqs/on-community-schools>.

- Oakes, J., Maier, A., & Daniel, J. (2017). *Community Schools: An Evidence-Based Strategy for Equitable School Improvement*. Palo Alto, CA: Learning Policy Institute.
- Perna, L. & Harkavy, I. & Bowman, C. (2012). *Understanding the Role of Research Universities in Improving College Preparation and Access at Local Urban High Schools*.
- Reid, M. J., & Webster-Stratton, C. (2001). The Incredible Years parent, teacher, and child intervention: Targeting multiple areas of risk for a young child with pervasive conduct problems using a flexible, manualized treatment program. *Cognitive and Behavioral Practice*, 8(4), 377–386. The study is ineligible for review because it does not use a comparison group design or a single-case design.
- Reid, M. J., Webster-Stratton, C., & Hammond, M. (2003). Follow-up of children who received The Incredible Years intervention for oppositional-defiant disorder: Maintenance and prediction of 2-year outcome. *Behavior Therapy*, 34(4), 471–491
- Reid, M. J., Webster-Stratton, C., & Baydar, N. (2004). Halting the development of conduct problems in Head Start children: The effects of parent training. *Journal of Clinical Child and Adolescent Psychology, Division 53*, 33(2), 279–291. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample is not within the specified age or grade range.
- Reid, M. J., Webster-Stratton, C., & Beauchaine, T. P. (2001). Parent training in Head Start: A comparison of program response among African American, Asian American, Caucasian, and Hispanic mothers. *Prevention Science*, 2(4), 209–227. The study is ineligible for review because it does not use a sample aligned with the protocol—the sample is not within the specified age or grade range.

- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA, US: Houghton, Mifflin and Company.
- Slonim-Nevo, V., & Nevo, I. (2009). Conflicting findings in mixed methods research. *Journal of Mixed Research, 3*, 109-128.
- U.S. Department of Health and Human Services. (2012) Child Welfare Information Gateway. Trauma-focused cognitive behavioral therapy for children affected by sexual abuse or trauma.
- Walker, C.S., Kronick, R., & Diambra J.F. (2007). Assessment of a full-service school, after hours tutoring and enrichment program. *Journal of At-Risk Issues, 13*(2), 21-27.
- What Works Clearinghouse (2018). *What Works Clearinghouse standards handbook version 4.0*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_standards_handbook_v4.pdf
- Webster-Stratton, C., Reid, M. J., & Hammond, M. (2004). Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology, 33*(1), 105–124.
- Zakocs, R. C., & Edwards, E. M. (2006). What explains community coalition effectiveness? A review of the literature. *American Journal of Preventive Medicine, 30*, 351-361.

Appendix A

In this section are resumes and job descriptions for The Education Effect and U-ACSN SF key personnel.

Appendix B

In this section are memorandum of understanding, affiliate agreements with the Miami-Dade County Public Schools, and letters of support from partners.

Appendix C

In this section are evaluations and reports referencing community schools as an evidenced based strategy.

Brief and articles examine the research on community schools as placed-based school improvement strategies that meet the educational needs of low-achieving students in high-poverty schools (Oakes, Maier, & Daniel, 2017).